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# School Age Identification and Treatment of Traumatic Brain Injury

## SIG 2

### INTRODUCTION

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These *Perspectives* (SIG 2) articles focus on approaches for early identification, service delivery, and treatment of traumatic brain injury (TBI). In the first article, Juliet Haarbauer-Drupa and Michael Brink describe the existing literature on preschool children with traumatic brain injury (TBI) and illustrate a model of care for a community. Next, Lori Cook, Nellie Caulkins, and Sandra Chapman explore the potential for cognitive training delivered via telepractice to enhance cognitive performance after mild TBI in adolescence. Lastly, Mary Kennedy offers an update on the evidence she provides possible explanations for speech-language pathologists' experiences while implementing a coaching approach with college students with TBI.

### LEARNING OUTCOMES

*You will be able to:*

- describe why it is important to identify children who have experienced a traumatic brain injury prior to entering elementary school.
- list the three higher-order domains of cognitive control are targeted through SMART metacognitive strategies.
- list the valuable clinical information that obtained from student questionnaires, survey tools, and interviews

### CONTENTS

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*Taking Care of Preschool Children Who Experience Traumatic Brain Injury*  
by Juliet Haarbauer-Krupa and Michael Brink ([https://doi.org/10.1044/2019\\_PERSP-19-00087](https://doi.org/10.1044/2019_PERSP-19-00087))

*A Strategic Memory Advanced Reasoning Training Approach for Enhancing Higher Order Cognitive Functioning Following Sports- and Recreation-Related Mild Traumatic Brain Injury in Youth Using Telepractice* by Lori G. Cook, Nellie N. Caulkins, and Sandra B. Chapman ([https://doi.org/10.1044/2019\\_PERSP-19-00092](https://doi.org/10.1044/2019_PERSP-19-00092))

*Lessons Learned From Coaching Postsecondary Students With Traumatic Brain Injury*  
by Mary R. T. Kennedy ([https://doi.org/10.1044/2019\\_PERSP-19-00106](https://doi.org/10.1044/2019_PERSP-19-00106))

## PROGRAM HISTORY and IMPORTANT INFORMATION

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**Start date:** September 23, 2020

**End date:** September 21, 2023

To earn continuing education credit, you must complete the learning assessment on or before **Date**.



ASHA Professional Development is approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) to provide continuing education activities in speech-language pathology and audiology. See course information for number of ASHA CEUs, instructional level and content area. ASHA CE Provider approval does not imply endorsement of course content, specific products or clinical procedures.

This course is offered for 0.30 ASHA CEUs (Intermediate level, Professional area).