School Age Identification and Treatment of Traumatic Brain Injury
SIG 2

INTRODUCTION

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 the 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


Lessons Learned From Coaching Postsecondary Students With Traumatic Brain Injury by Mary R. T. Kennedy (https://doi.org/10.1044/2019_PERSP-19-00106)
PROGRAM HISTORY and IMPORTANT INFORMATION

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.

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