



OFFICE OF SPECIAL EDUCATION

Newsletter

December '22 Edition

DISABILITY SPOTLIGHT: Traumatic Brain Injury

Adapted from the Mayo Clinic

A traumatic brain injury (TBI) usually results from a significant blow or jolt to the head or body. Common causes may include a fall, an automobile accident, sports injuries or violence. Mild TBI can impact brain cells temporarily, while moderate to severe TBI can cause long term impact to the brain. A TBI can cause altered consciousness, or physical symptoms like seizures, headaches and/or vertigo. It can also impact thinking skills (like memory and concentration) and communication skills. Students or adults with TBI may also suffer from emotional struggles like depression or anxiety, or sensory issues like balance or hand-eye coordination.

Students with TBI may need special accommodations and supports to manage their school day. While some TBIs are unavoidable, there are preventative steps that can be taken to reduce the risk of a TBI.

These include wearing seatbelts and helmets, not driving or engaging in risky behavior under the influence of drugs or alcohol, and utilizing hand rails and non-slip surfaces.



PREVENTING LEARNING LOSS

Learning loss, otherwise known as regression, happens when a student loses a skill they have previously mastered. Students with special needs are especially vulnerable to learning loss during times like a school break.

Here are some ways to prevent learning loss:

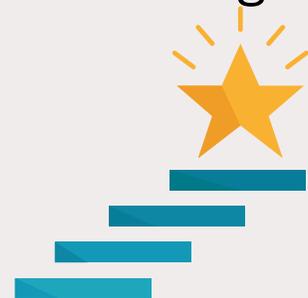
- Attend free events and activities (look for museums, libraries, zoos, etc.)
- Visit the public library
- Play educational games
- Schedule time to read
- Turn daily life routines into learning experiences (cooking, shopping, etc.)
- Encourage art, music and physical activity

IEP Spotlight

GOALS



- IEP goals provide a specific target or outcome that a student is striving to achieve.
- Goals need to address a single skill, be measurable and achievable.
- Goals address the specific gap skills that are a result of the identified disability.
 - For example a student with a learning disability in reading may have a decoding or comprehension goal.
- A goal should be written so a student should work over the course of a school year to achieve it.
- Goals must be monitored regularly for progress; this can be done in a variety of ways but should occur at regular intervals to allow for data collection.



CELEBRATING

our

Auburn High School Special Education Team

Jessica Barrette
Jennifer Bracken
Mark Caron
Julie Cecile
Carl Dorsogna
Elizabeth Flynn
Joseph Judge

Ross Laird
Carly LeWorthy
David Moskov
Michele Pistello
Sarah Pitcher
Leah Potter
Candice Smith

Our special education teachers provide services to over 175 students with disabilities. These services range from special classes and resources room to direct consultant teacher services in all core content areas grades 9-12. They do a fantastic job supporting our students and staff!

THANK YOU FOR EVERYTHING YOU DO!

CONTACT US

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