Roll up your sleeves: Strategies for the management of TBI-related sequelae

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Learning Objectives

1) Participants will be able to list at least three strategies to manage common sequelae of brain injury
2) Participants will be able to generate intervention strategies informed by the information available to them
3) Participants will be able to list an effective tertiary prevention strategy
Disclosure

I have no actual or potential conflict of interest in relation to this presentation.

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The view expressed here are the responsibility of this presenter and do not necessarily represent the official views of ACL, the University of Denver or the Colorado Brain Injury Program.
After a mTBI, “most individuals return to baseline functioning within 3 months to 1 year”

But....7% to 33% have persistent symptoms

Belanger et al., 2005
“Miserable Minority”

• “Fragile” brains
• Genetic risks for poor outcome (e.g., apolipoprotein E gene)
• Pre-injury personality
• “Good old Days” bias
• Primary or secondary gain
Post-Injury Sequelae
<table>
<thead>
<tr>
<th>Physical &amp; Medical</th>
<th>Cognitive</th>
<th>Emotional/Behavioral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Balance</td>
<td>Information processing</td>
<td>Depression</td>
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<tr>
<td>Fine and gross motor skills</td>
<td>Orientation to person, place and time</td>
<td>Anxiety</td>
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<td>Range of motion/flexibility</td>
<td>Sequencing</td>
<td>Aggression</td>
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<td>Coordination</td>
<td>Problem-solving and judgment</td>
<td>Flat or restricted affect</td>
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<td>Spasticity (stiffness) and ataxia (shakiness)</td>
<td>Memory</td>
<td>Mood swings</td>
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<td>Pain, particularly headache</td>
<td>Planning and organizing</td>
<td>Emotional lability</td>
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<td>Changes in or loss of senses</td>
<td>Attention/concentration</td>
<td>Social skills</td>
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<td>Seizure disorder</td>
<td>Communication problems (word-finding, understanding others, staying on topic)</td>
<td>Disinhibition</td>
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<td>Hastened aging process</td>
<td>Flexible thinking</td>
<td>Apathy</td>
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<td>Quality of speech and swallowing issues</td>
<td>Being able to initiate or start things</td>
<td>Exaggerated personality</td>
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<tr>
<td>Endurance</td>
<td></td>
<td>Changes in drives (hunger, sex, and temper)</td>
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</tbody>
</table>
The BIG THREE
Post-Traumatic Headaches (PTH or PTHA)

- **Chronic** post-traumatic headache = 12+ months after injury
  - Rates reach up to 95%
    - 71% after moderate/severe TBI and 91% after mild TBI (mTBI) at 1 year (Lucas, 2015)
    - 61% daily headaches, 39% migraine (26% had new onset of a migraine-like disorder) and 9% tension-type headaches (Kuczynski, Crawford, Bodell, Dewey, & Barlow, 2013)
  - The report of chronic pain is inversely correlated with severity of injury
Why and How

- Existing vulnerability
- Cervicogenic
- Neuro-inflammation
  - “Inflammatory-evoked enhancement of peripheral cranial nociception, rather than changes in supraspinal pain mechanisms play a role in the initial emergence of PTH”
    - (Benromano, Defrin, Ahn, Zhao, Pick & Levy, 2014)
- Damaged pain pathways?
  - “Damage to pain modulatory systems along with chronic cranial sensitization underlies the development of CPTHA”
    - (Defrin, Riabinin, Feingold, Schreiber, & Chaim, 2015)
- Estrogen disruption?
  - (Fortress, Avcu, Wagner, Dixon, & Pang, 2019)
- Psychology
  - Conditioned pain avoidance, stress
Headache

• There are no evidence-based treatment guidelines for PTH management
  • (Moye & Pradhan, 2017; The Journal of Headache and Pain, 11/2019)
• Medication
  • Antidepressant, antiepileptics, triptans, OTC options
  • 15% develop MEDICATION OVERUSE HEADACHE (MOH)
    • “Central sensitization that produces increased pain responsivity in both cephalic and peripheral regions”
• Physical Therapy (e.g. neck strengthening)
• Cognitive Behavioral Therapy (CBT)
• Relaxation techniques
• Aerobic exercise
  • 60 seconds at a time
  • Promotes neurogenesis
  • See activity prescription next slide
• New horizons
  • Cranial-nerve Non-invasive Neuromodulation (CN-NINM)
  • DOR agonists (also in clinical trials for anxiety and depression; Moye, Tipton, Dripps, Sheets, Crombie, Violin, & Pradhan, 2019)
  • Clinicaltrials.gov
Mood

- Anxiety and depression have the greatest impact than cognitive impairment on social and occupational functioning following brain injury (Bertisch et al., 2013)
- 37%-50% of people report clinically significant levels of anxiety following TBI (Osborn, Mathias, & Fairweather-Schmidt, 2015)
  - Post-traumatic stress disorder, generalized anxiety disorder, obsessive-compulsive disorder, panic disorder, specific phobia, and social anxiety disorder (Sasha, Sutherland, Syb, Mainland, & Ornstein, 2015)
- Suicidal ideation reported in more than 80% of persons after TBI
  - 4 times more likely to die “intentionally”
    - (Varaamo, Jussi, Sami, Seppo, & Matti, 2015)
Why and How

• Hippocampal volume loss and neuroinflammation
  • “Understanding trauma-induced hippocampal subfield volume changes in the context of age and health” (2020)

• Glial cell pathology
  • Two pathways of astrogliopathology: reactive astrogliosis where astrocytes can have anisomorphic/severe scar forming effects or astrocytopathy, that includes the atrophy/degeneration, with loss of function and pathological remodeling of astrocytes

• White matter abnormalities
  • “...anxiety was associated with more restricted diffusion and greater anisotropy in regions of crossing/diverging fibers”
    • (Davenport, Lim, & Sponheim, 2015)

• Pituitary dysfunction
  • Growth hormone (GH) is the most common hormone lost after TBI, followed by ACTH, gonadotropins (FSH and LH), and TSH
    • (Tanriverdi, Schneider, Aimaretti, Masel, Casanueva, & Kelestimur, 2015)
  • Growth hormone deficiency has adverse effects on executive abilities and mood=anxiety
    • (Ioachimescu, Hampstead, Moore, Burgess, & Phillips, 2015)

• Psychology
  • Expectancies, role changes, subjective vs. objective deficits, relationship changes

• Premorbid psychopathology/existing vulnerability
Affective Problems

• Improving caregiver psychological health
  • (Raj et al., 2014)
• CBT/ACT
  • Thought stopping
  • Relaxation techniques
• Watch psychobiotic research
  • Nutrition?
• Neuromodulation
  • (Koek, Roach, Athanasiou, van 'T Wout-Frank, & Philip, 2019)

Progressive Muscle Relaxation
Our bodies respond automatically to stressful situations thoughts by becoming tense. The opposite relationship also works: a good way of relaxing the mind is to deliberately relax the body.

In a progressive muscle relaxation each muscle group is tensed in turn, and the tension is then released. This relaxes the muscles and allows you to notice the contrast between tension and relaxation.

Relaxation should be enjoyable so if any part of the exercise is too difficult skip it for the moment. If you have any injuries you may wish to leave out that part of the exercise.

Preparation
Lie down flat on your back, on a firm bed, a couch, on the floor. Support your head and neck with a pillow or cushion. Alternatively sit in a comfortable chair with your head well-supported. Close your eyes if you are comfortable doing so.

Instructions
Focus your attention on different parts of your body in sequence. Go through the sequence three times:

1) Tense & release: Tense that body part, hold it for a few moments, then relax
2) Lightly tense & release: Tense that body part with just enough tension to notice, then relax
3) Release only: Just pay attention to each muscle group and decide to relax it

Recommended sequence
1 Right hand & arm (clench the fist & tighten the muscles in the arm)
2 Left hand & arm
3 Right leg (tense the leg, lifting the knee slightly)
4 Left leg
5 Stomach & chest
6 Back muscles (pull the shoulders back slightly)
7 Neck & throat (push the head back slightly into the pillow/surface)
8 Face (scrunch up the muscles in your face)
Sleep

• Up to 80% report sleep problems after injury
  • (Mathias & Alvaro, 2012)
  • Insomnia, increased sleep need, and excessive daytime sleepiness
  • Also sleep-related breathing disorder or post-traumatic hypersomnia (Ouellet, Beaulieu-Bonneau, & Morin, 2015)

• Changes in sleep stages include an increased proportion of stage 1 and 2 sleep, decreases in REM sleep, reduced REM sleep latency
  • (Duclos, Beauregard, Bottari, Ouellet, & Gosselin, 2015)

• May mediate relationship to poor short and long-term outcomes
  • Mollayeva, Mollayeva, Pacheco, D’souza, & Colantonio, 2019)
Why and How

- Existing vulnerability
- Complex interplay between pathophysiologic processes (structural, neuroelectrical, or neurochemical levels), psychological factors (e.g., sleep-related habits or TBI-related psychopathology), environmental factors (e.g., noises, light, or pain), and social factors (e.g., social roles related to work or family)
- Decreased secretion of hypocretin
  - A neuropeptide involved in sleep-wake regulation
    - (Baumann et al., 2015)
• Sleep hygiene and strategies
• Strategic napping
• Blue light therapy *(Sinclair, Ponsford, Taffe, Lockley & Rajaratnam, 2014; Vanuk, et al., 2018)*
  • Light strikes the retina and blue wavelengths specifically stimulate intrinsically photosensitive retinal ganglion cells (ipRGCs), which respond by transmitting irradiance signals to a number of sub-cortical nuclei, including the the suprachiasmatic nucleus (SCN), the hypothalamus, the locus coeruleus and the brainstem=NE and lower melatonin.
• Melatonin
  • Antioxidant, anti-inflammatory, neuroprotective
• Diagnosis and specific treatment
  • See next slide *(from Viola-Saltzman & Watson, 2012)*
Insomnia
- Psychological/behavioral therapies
- Sleep aids/hypnotics
- Accupuncture/mindfulness meditation

Hypersomnia/narcolepsy
- Stimulant medications
- Strategic caffeine and naps

Sleep apnea
- CPAP or related device
- Weight loss
- Mandibular advancement device
- Surgical procedures
- Nasal expiratory positive airway pressure
Guidelines For Better Sleep

Sleeping well is a habit that you can learn! Small changes can have big effects. Start today by following these rules:

Take care of your body
- Do not drink caffeine: no tea, coffee, or cola after 4 o’clock
- Do not eat a big or spicy meal late in the evening
- Do not go to bed hungry
- Avoid alcohol as it interferes with sleep

Physical exercise, such as a brisk walk, in the late afternoon can help to make your body tired and help you to sleep. Try to do some exercise every day.

Sleep only at night-time and do not have day-time naps, no matter how tired you feel. Naps keep the problem going by making it harder for you to get to sleep the next night.

Having a regular bedtime routine teaches your body when it’s time to go to sleep.
- Have a soothing drink like camomile tea or a milk drink
- Have a bath, or a routine of washing your face and brushing your teeth
- Go to bed at same time each night
- When in bed think of nice things (e.g. think of 5 nice things that happened that day – they might be big or small, such as a nice conversation, seeing the sunshine, or hearing nice music on the radio)
- Do a relaxed breathing exercise (one hand on stomach the other on your chest; deliberately slow your breathing, breathe deeply in your stomach instead of high in your chest)
- Try and wake up the same time every day, even if this is tiring to begin with

Coping with bad dreams can be difficult. Some people don’t like relaxation before going to sleep, or are scared of letting go, if that is you, try these preparation techniques instead:
- Prepare yourself in case you have bad dreams by thinking of a bad dream then think of a different ending for it. Practice this new ending many times before going to sleep.
- Before going to sleep prepare to re-orient yourself when you wake from a bad dream
- Remind yourself that you are at home, that you are safe. Imagine your street, buses, local shops.
- Put a damp towel or a bowl of water by the bed to splash your face, place a special object by the bed, such as a photograph, or a small soft toy.
- Practice imagining yourself waking up from a bad dream and reorienting yourself to the present, to safety by splashing your face, touching special object, having a bottle of rose or lavender essential oil to sniff, going to window to see surroundings.
- When you wake up from a bad dream- move your body if you can and reorient yourself immediately (touching an object, wetting face, going to the window, talk to yourself in a reassuring way)

Make your bedroom a pleasant place to be
- Get a nightlight
- Keep it clean and tidy
- Introduce pleasant smells such as a drop of lavender oil onto the pillow
- Get extra pillows
- Make sure that your home is safe e.g. doors locked, windows closed.

REMEMBER: Bed is for sleeping, so if you cannot sleep after 30 minutes, get up and do another activity elsewhere such as reading or listening to music (try and avoid TV as it can wake you up). After 15 minutes return to bed and try to sleep again. If you still can’t sleep after 30 minutes get up again. Repeat this routine as many times as necessary and only use your bed for sleeping in.
How Long to Nap

10 to 20 Minutes
This power nap is ideal for a boost in alertness and energy, experts say. This length usually limits you to the lighter stages of non-rapid eye movement (NREM) sleep, making it easier to hit the ground running after waking up.

30 Minutes
Some studies show sleeping this long may cause sleep inertia, a hangover-like groggy feeling that lasts for up to 30 minutes after waking up, before the nap’s restorative benefits become apparent.

60 Minutes
This nap is best for improvement in remembering facts, faces and names. It includes slow-wave sleep, the deepest type. The downside: some grogginess upon waking up.

90 Minutes
This is a full cycle of sleep, meaning the lighter and deeper stages, including REM (rapid eye movement) sleep, typically likened to the dreaming stage. This leads to improved emotional and procedural memory (i.e. riding a bike, playing the piano) and creativity. A nap of this length typically avoids sleep inertia, making it easier to wake up.
• Assess the problem
  • Pittsburgh Sleep Quality Index (PSQI)—SEE NEXT

• Sleep Treatment and Education Program for Students (STEPS) and STEPS-TECH
  • Sleep hygiene and stimulus control
Sleep Quality Assessment (PSQI)

What is PSQI, and what is it measuring?
The Pittsburgh Sleep Quality Index (PSQI) is an effective instrument used to measure the quality and patterns of sleep in adults. It differentiates "poor" from "good" sleep quality by measuring seven areas (components) subjective sleep quality, sleep latency, sleep duration, habitual sleep efficiency, sleep disturbances, use of sleeping medications, and daytime dysfunction over the last month.

INSTRUCTIONS:
The following questions relate to your usual sleep habits during the past month only. Your answers should indicate the most accurate reply for the majority of days and nights in the past month. Please answer all questions.

During the past month,
1. How often have you had trouble falling asleep during the night?  
   Never (0)  Very often (3)
2. How long has it taken you to fall asleep when you've tried?  
   Less than 15 min (1)  More than 30 min (3)
3. How long do you usually wake up in the morning?  
   Early each day (0)  Late each day (3)
4. How many hours of actual sleep do you get each night?  
   More than 8.5 (0)  Less than 6.5 (3)
5. How many hours of rest do you get each night?  
   More than 8.5 (0)  Less than 6.5 (3)
6. During the past month, how often have you had trouble sleeping because you:
   A. Could not get comfortable (0)  Very often (3)
   B. Stopped in the middle of the night (0)  Very often (3)
   C. Had a lot of noise (0)  Very often (3)
   D. Had a lot of light (0)  Very often (3)
   E. Had a lot of heat (0)  Very often (3)
   F. Had a lot of cold (0)  Very often (3)
   G. Wet feet (0)  Very often (3)
   H. Have had chest pain (0)  Very often (3)
   I. Have had blackouts (0)  Very often (3)
   J. Other reason (0)  Very often (3)
7. During the past month, how often have you been unable to sleep (even though there was nothing wrong with your sleep)?  
   Few (0)  Very often (3)
8. During the past month, how often have you had trouble sleeping because you:
   A. Were worried about something (0)  Very often (3)
   B. Thought about work (0)  Very often (3)
   C. Had too much to do (0)  Very often (3)
   D. Were too sleepy (0)  Very often (3)
   E. Were too alert (0)  Very often (3)

Scoring

Component 1  #5 Score  C1
Component 2  #4 Score  (0,1,2,3)  C2
Component 3  #3 Score  (6,7,8,9,10,11,12,13,14,15)  C3
Component 4  #2 Score  (16,17,18,19,20)  C4
Component 5  #1 Score  (21,22,23,24)  C5
Component 6  #6 Score  C6
Component 7  #7 Score  C7

Add the seven component scores together  Global PSQI

A total score of 5 or greater is indicative of poor sleep quality,
If you scored 5 or more it is suggested that you discuss your sleep habits with a healthcare provider.
Lastly, this presentation will provide some tips around how to manage your technology use to protect your sleep. Research shows that technology use habits are one of the biggest factors that negatively affect sleep in college students and efficient work habits. Technological interruptions can interfere with your homework time, causing you to multitask rather than focus on your work. This actually leads to more mistakes on your work, as well as more inefficient time use compared to when you do the work without interruptions. Additionally, behaviors such as sleeping with your phone and leaving notifications on at night can be disruptive to your sleep quality. Even checking and responding to messages right before bedtime can lead to sleep interference due to light exposure from backlit screens and thinking about social interactions right before bedtime. Thus, here are four additional tips for setting boundaries around technology use to help you manage your sleep and work more effectively.

1. Communication batching
   Try "batching" your communication to only certain times of day, such as checking email or text messages in the evening only at a certain time (e.g., 7–9 pm). This allows you to focus more on your other work tasks, finish them more quickly and efficiently and also allow you more downtime away from technological devices. Structure these times around your optimal "work time," making sure to reserve the time when your brain is at its best for homework time and check and respond to messages as a reward for completing your work. The most important strategy for having control over communication batching is to turn off all of your push notifications for email, social media, etc. These types of alerts make it much too tempting to check in at different times, so make sure you stay in control by deciding yourself when to see if you’ve received messages.

2. No interruptions time
   Create your own "no interruptions time" or "no interruptions space" by turning off electronic devices at certain times of day. This reduces the temptation to check in with your messages and also helps you have a quiet and remote space—like the library—to get work done or have time to relax. If doing homework, make sure you gather all the resources that you need to complete the work so that you can turn off your laptop to reduce temptation to surf on the web. You will be amazed at how much you get done, and how quickly you get done, when you’ve taken away all distractions!

3. Communicate expectations
   Communicate expectations to others about your communication batching and response times so people can be aware of your typical ebb and flow of availability. Once you’ve established a routine, this makes others aware of your availability and less likely to contact you at random times throughout the day (and more importantly, expect an immediate response).

4. Manage responses
   Avoid "escalation of expectations" by monitoring your response time (even if you are "checking" responses). Escalation of expectations is a phenomenon in which people learn to expect faster and faster response times from what you based on your previous response rates. For example, if you typically respond to people within 30 min, they come to expect this availability from you all the time (even when it is impossible). Then, if you happen to respond in 10 min another day, this might set a new, and faster, expectation of availability that is difficult for you to maintain.

5. Protect bedtime
   Perhaps the most important boundaries you need to set around technology are in relation to your bedtime routines. It is absolutely critical to protect your sleep time from technological interruptions. This includes turning your devices completely off before you go to bed. If you use your phone as an alarm, then you should put your phone in "sleep mode/do not disturb" or "airplane mode" so that the alarm will still work but that no other communications will come in. You should also try to avoid any type of backlit screens (phones, tablets, and laptops) 1–2 hr before bedtime to allow your body to naturally relax and become drowsy. Additionally, checking messages before bedtime can wake you up, especially if you are having a stressful social interaction. Finally, wait at least 1 hr after waking to check messages; use it as motivation to get up and ready more quickly!
Cognitive and Behavioral Complaints
# Colorado Symptom Checklist

## SYMPTOM QUESTIONNAIRE

Name: ____________________________  Date: ______________

In the past two months, how much have you been bothered by the following problems? **Please only mark one box per item.**

<table>
<thead>
<tr>
<th>MEMORY CONCERNS</th>
<th>I do not experience this problem at all</th>
<th>I experience this problem but it does not bother me</th>
<th>I am mildly bothered by this problem</th>
<th>I am moderately bothered by this problem</th>
<th>I am extremely bothered by this problem</th>
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</thead>
<tbody>
<tr>
<td>1. Losing or misplacing important items (e.g., keys, wallet, papers)</td>
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<td>2. Forgetting what people tell me</td>
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<td>3. Forgetting what I’ve read</td>
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<td>4. Losing track of time</td>
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<td>5. Forgetting what I did yesterday</td>
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<td>6. Forgetting things I’ve just learned</td>
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<td>7. Forgetting meetings/appointments</td>
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<td>8. Forgetting to turn off appliances (e.g., iron, stove)</td>
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<tr>
<td><strong>PHYSICAL and SENSORMOTOR PROBLEMS</strong></td>
<td>I do not experience this problem at all</td>
<td>I experience this problem but it does not bother me</td>
<td>I am mildly bothered by this problem</td>
<td>I am moderately bothered by this problem</td>
<td>I am extremely bothered by this problem</td>
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<tr>
<td>1. Feeling physical pain (e.g., headache, body pain).</td>
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<td>2. Getting enough sleep</td>
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<td>3. Feeling fatigued</td>
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<td>4. Feeling sensitive to light</td>
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<tr>
<th><strong>DELAYED PROCESSING</strong></th>
<th>I do not experience this problem at all</th>
<th>I experience this problem but it does not bother me</th>
<th>I am mildly bothered by this problem</th>
<th>I am moderately bothered by this problem</th>
<th>I am extremely bothered by this problem</th>
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<tbody>
<tr>
<td>1. Trouble following conversations</td>
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<td>2. Remembering only one or two steps when someone is giving me instructions or directions</td>
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<td>3. Taking too long to figure out what someone is trying to tell me</td>
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<tr>
<td>INHIBITION PROBLEMS</td>
<td>I do not experience this problem at all</td>
<td>I experience this problem but it does not bother me</td>
<td>I am mildly bothered by this problem</td>
<td>I am moderately bothered by this problem</td>
<td>I am extremely bothered by this problem</td>
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<tr>
<td>1.</td>
<td>Saying things without thinking</td>
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<td>2.</td>
<td>Doing things without thinking</td>
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<td>3.</td>
<td>Not following directions</td>
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<td>4.</td>
<td>Dominating conversations</td>
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<td>5.</td>
<td>Interrupting when others are speaking</td>
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</table>

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<thead>
<tr>
<th>ATTENTION PROBLEMS</th>
<th>I do not experience this problem at all</th>
<th>I experience this problem but it does not bother me</th>
<th>I am mildly bothered by this problem</th>
<th>I am moderately bothered by this problem</th>
<th>I am extremely bothered by this problem</th>
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<tbody>
<tr>
<td>1.</td>
<td>Difficulty concentrating</td>
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<td>2.</td>
<td>Easily distracted</td>
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<td>3.</td>
<td>Difficulty concentrating in noisy environments</td>
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<td>4.</td>
<td>Difficulty following conversations</td>
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<td>5.</td>
<td>Difficulty concentrating on challenging tasks, such as work or paying bills</td>
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<tr>
<td>LANGUAGE PROBLEMS</td>
<td>I do not experience this problem at all</td>
<td>I experience this problem but it does not bother me</td>
<td>I am mildly bothered by this problem</td>
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<tr>
<td>1. Difficulty understanding what people tell me</td>
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<td>2. Difficulty understanding what I’ve read</td>
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<td>3. Difficulty finding the right word when speaking</td>
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<td>4. Difficulty getting people to understand what I am trying to say</td>
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<td>5. Difficulty writing emails, papers, etc.</td>
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<tr>
<th>PHYSICAL and SENSORIMOTOR PROBLEMS</th>
<th>I do not experience this problem at all</th>
<th>I experience this problem but it does not bother me</th>
<th>I am mildly bothered by this problem</th>
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<tbody>
<tr>
<td>1. Feeling physical pain (e.g., headache, body pain).</td>
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<td>2. Getting enough sleep</td>
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<td>3. Feeling fatigued</td>
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<td>4. Feeling sensitive to light</td>
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<td>5. Focusing my eyes</td>
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<td>6. Lacking depth perception</td>
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<td>MENTAL FLEXIBILITY</td>
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<tr>
<td>1. Difficulty deciding what to do when faced with a new problem.</td>
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<td>2. Difficulty changing my mind once I’ve made a decision</td>
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<td>3. Difficulty learning a new way of doing things</td>
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<td>4. Struggling to understand why people do things differently than me</td>
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<th>ORGANIZATION PROBLEMS</th>
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<tbody>
<tr>
<td>1. Difficulty keeping to a schedule</td>
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<td>2. Difficulty prioritizing tasks</td>
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<td>3. Difficulty starting tasks</td>
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<td>4. Difficulty switching from one task to another</td>
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<td>5. Difficulty completing tasks</td>
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<td>6. Difficulty completing tasks correctly</td>
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<td>7. Keeping up with time-sensitive tasks (e.g., bill pay, work)</td>
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<td>EMOTIONAL PROBLEMS</td>
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<td>1. Feeling anxiety</td>
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<td>2. Feeling irritation</td>
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<td>3. Crying easily</td>
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<td>4. Feeling depression</td>
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<td>5. Feeling traumatized</td>
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<td>6. Overreacting to events</td>
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Bookmark These Resources
Free Online Toolkit

Developed by researchers at the Department of Veterans Affairs, this toolkit is designed to assist providers in identifying TBI and associated co-occurring problems and determining potential need for further evaluation and/or mental health treatment modification.

Click here to access the toolkit. Click here and open the “Training Resources” menu for valuable slides from the initial training on this toolkit.

The goal is to offer providers working with clients who have a history TBI and mental health symptoms the following:

- Background information/Education
- Screening and Assessment Tools
- Interventions and Treatment Modification Suggestions
- Additional resources
Colorado Kids with Brain Injury

www.cokidswithbraininjury.com
Ohio State University
Accommodating the Symptoms of TBI

Presented by
Ohio Valley Center for Brain Injury
Prevention and Rehabilitation
with contributions from Minnesota Department of Human Services
State Operated Services

Developed in part with support of a grant from the US Department of Health and Human Services, Health Resources and Services Administration (HRSA) to Ohio Rehabilitation Services Commission and The Ohio State University

References


Questions?
Thank you BrainSTEPS