Position Paper: Recommended Post-Secondary Educational Strategies for veterans with Traumatic Brain Injury and/or Post-Traumatic Stress Disorder

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Introduction

Student veterans with Traumatic Brain Injury (TBI) and/or Post-Traumatic Stress Disorder (PTSD) require specialized educational strategies in order to be successful in post-secondary educational environments. In post-secondary classroom situations, it is not only important to provide services to assist TBI and/or PTSD students to learn, but it is also critical to help those students to develop self-confidence in their own abilities. (Springer, 2016, p. 4) This paper proposes recommended classroom strategies to support students with TBI and/or PTSD.

Recommendations

Identifying students with TBI and/or PTSD is an important step in the post-secondary classroom. By implementing a classroom survey or email on the first day of class that is designed to allow students to self-identify as TBI and/or PTSD, the instructor can identify which students may need specialized educational classroom strategies. It is important to avoid making any pre-judgements on the abilities of the student with TBI as the effects of TBI on a student's ability to learn is based on the location and severity of their injury. Once identified, the instructor should meet with the student one-on-one to establish the individual effect of TBI and determine any assistance needed based on information provided by the student. The student may be aware of preferred methods of multimedia learning such as video, audio, or other types of presentation methods that best accommodate their learning needs. General recommended

accommodations include providing written lecture notes, empathy, and adherence to schedules. (Bouldin, 2005, p. 56)

Students with TBI and/or PTSD also tend to lack confidence in their ability to learn and adapt to new learning strategies which may be detrimental to learning outcomes. (Ness, Middleton and Hildebrandt, 2015, p. 455) Instructors should implement strategies to promote self-confidence in students with TBI and/or PTSD. Determining what knowledge, the student possesses is an important first step in facilitating self-confidence. "By incorporating instructional techniques that reinforce student self-confidence, it will help to promote and reinforce the adoption of effective learning strategies and the practice of self-motivation." (Springer, 2016, p. 3) Assisting students in recognizing existing knowledge that they possess can ease anxiety when facing new material. Openness to questions without the fear of judgement can also assist in building self-confidence. Developing self-confidence in alternative learning strategies using positive reinforcement can also assist the student in developing self-confidence.

Conclusions

Students with TBI and/or PTSD can be successful in the post-secondary educational environment with individualized support from instructors. Each student has a unique set of learning challenges which can be overcome with assistance. The first step is to identify the affected student. Working with the student to identify specialized classroom strategies can enhance learning outcomes and increase the overall success of the student success. Utilizing teaching strategies to promote self-confidence in students will contribute to the success of the student with TBI and/or PTSD.

References

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Formative Evaluative Criteria for Application and Reflection Assignments

Quality of Work Submitted ***Work reflects graduate-level critical, analytical thinking.***	**A: Exemplary Work** **A = 4.00; A- = 3.75** ***All of the previous, in addition to the following:***	**B: Graduate Level Work** **B+ = 3.50; B = 3.00;** **B- = 2.75** ***All of the previous, in addition to the following:***	**C: Minimal Work** **C+ = 2.50; C = 2.00;** **C- = 1.75**	**F: Work Submitted but Unacceptable** **F = 1.00**
Assimilation and Synthesis of Ideas *The extent to which the work reflects the student's ability to-* *1. Understand the assignment's purpose;* *2. Apply presented strategies* *3. Understand and apply readings, discussions, and course materials.* **When referencing web-based sources, an active*	Demonstrates the ability intellectually to explore and/or implement key instructional concepts. Demonstrates insightful reflection and/or critical thinking, as well as creativity and originality of ideas. Demonstrates exceptional inclusion of major points, using creditable sources*, in addition to	Demonstrates a clear understanding of the assignment's purpose. Provides careful consideration of key instructional concepts. Includes specific information from required readings or course materials	Shows some degree of understanding of the assignment's purpose. Generally applies theories, concepts, and/or strategies correctly, with ideas unclear and/or underdeveloped Minimally includes specific information from required readings or course materials.	Shows a lack of understanding of the assignment's purpose. Does not apply theories, concepts, and/or strategies Does not include specific information from creditable sources.

hyperlink to the original source must be included (if applicable).	required readings and course materials. ** May include, but are not limited to, scholarly articles, web-based information, etc.*	to support major points.		
Adherence to Assignment Expectations *The extent to which work meets the assigned criteria and integrates technology appropriately.*	Assignment meets all expectations, integrating exemplary material and/or information. Assignment demonstrates exceptional breadth and depth.	All parts of the assignment are completed, with fully developed topics. The work is presented in a thorough and detailed manner. Assignment demonstrates appropriate breadth and depth. Assignment integrates technology appropriately.	Most parts of assignment are completed. Topics are not fully developed. Assignment demonstrates minimal depth and breadth. Some elements of technology are included.	Does not fulfill the expectations of the assignment. Key components are not included. Assignment lacks breadth and depth. No technology integrated or integration method is inappropriate for application.
Written Expression and Formatting	Work is unified around a central purpose with well-developed	Ideas are clearly and concisely expressed.	Ideas are not clearly and	Major points do not reflect appropriate

The extent to which scholarly, critical, analytical writing is presented using Standard Edited English (i.e. correct grammar, mechanics). *When referencing web-based sources, an active hyperlink to the original source must be included.* *Stated fair-use, copyright, licensing, and/or creative commons guidelines should be followed for all web-based resources.* **APA formatting guidelines need only be followed if applicable to assignment.*	ideas, logically organized in paragraph structure with clear transitions. Effective sentence variety; clear, concise, and powerful expression are evident. Work is written in Standard Edited English. No prominent errors interfere with reading. All web-based sources are credited through embedded links. Fair-use, copyright, licensing, and/or creative commons guidelines are followed. *Represents scholarly writing in a correct APA format.	Elements of effective communication such as an introduction and conclusion are included. Work is written in Standard Edited English with few, if any, grammatical or mechanical errors. Few, if any, errors in crediting web-based sources. Few, if any, errors following fair-use, copyright, licensing, and/or creative commons guidelines. *Work is well organized with correct APA formatting throughout.	concisely expressed. Elements of effective communication such as an introduction and conclusion are not included. Work contains more than a few grammatical, or mechanical errors. Some web-based sources are not credited. Some errors in following fair-use, copyright, licensing, and/or creative commons guidelines. *Somewhat represents	elements of communication. No effort to express ideas clearly and concisely. Work is not written in Standard Edited English. Contains many grammatical or mechanical errors Web-based sources are not credited.. Fair-use, copyright, licensing, and/or creative commons guidelines are not followed.

			mature, scholarly, graduate-level writing, with APA generally followed.	* The quality of writing and/or APA formatting are not acceptable for graduate level work.
Final Assignment Grade	**A: Exemplary Work A = 4.00; A- = 3.75**	**B: Graduate Level Work B+ = 3.50; B = 3.00; B- = 2.75**	**C: Minimal Work C+ = 2.50; C = 2.00; C- = 1.75**	**F: Work Submitted but Unacceptable F = 1.00**

It is expected that all applications and reflective essays will be submitted according to the assignment due dates indicated. Exceptions may be made at the discretion of the faculty member if contacted by the student prior to the due date describing extenuating circumstances. *Last Updated: 7.14.09*

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