Annotated Bibliography

Stacy Springer

Walden University

Dr. Sunil Hazari

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Bouldin, K. (2005). TBI: Our Teachers Are Not Prepared. *The English Journal, 94*(4), 52-58. doi:1. Retrieved from http://www.jstor.org/stable/30046460 doi:1

This study investigates what difficulties Traumatic Brain Injury (TBI) students face when returning to an educational environment and what strategies educators can employ to assist TBI students in the classroom. This critical study is based on the first-hand experience of the researcher with traumatic brain injury (TBI) and how it has affected her educational experiences. The article analyzes both detrimental and supportive practices that currently affect and continue to affect her learning outcomes. The researcher analysis includes situational experiences and recommendations on classroom strategies for students with TBI.

This research article is a first person account pertaining to adapting education strategies to support individuals with TBI. This article provides insight into the thought processes and learning challenges of TBI students. This article is peer reviewed and published in *The English Journal*. This study was unique as the researcher was the sole participant but allowed the study to provide a unique perspective to the data. The data collected supports the conclusions of the researcher and adequately answers the research problem.

Hoge, C. W., McGurk, D., Thomas, J. L., Cox, A. L., Engel, C. C., & Castro, C. A. (2008). Mild traumatic brain injury in US soldiers returning from Iraq. *New England Journal of Medicine, 358*(5), 453-463.

This study examines the statistics of what is referred to as the “Perfect Storm”, the combination of Traumatic Brain Injury (TBI) and Post-Traumatic Stress Disorder (PTSD) diagnosis. The study participants were comprised of 2525 soldiers with reported loss of consciousness during the course of their deployment to Iraq. The study measures the likely occurrence of a soldier with TBI developing PTSD or depression. The study also examines related physical health problems associated with TBI/PTSD and the use of interventions to alleviate symptoms.

This research study demonstrates the statistical connection between TBI and PTSD. A veteran suffering from TBI has an increased chance of developing PTSD due the manner of the injury. This study is peer reviewed and was published in *The New England Journal of Medicine*. The participant pool is large and representative of the general population. The methods were well documented and logical.

Ness, B. M., Middleton, M. J., & Hildebrandt, M. J. (2015). Examining the effects of self-reported posttraumatic stress disorder symptoms and positive relations with others on self-regulated learning for student service members/veterans. *Journal of American College Health*, *63*(7), 448-458.

This study examines the effects of Post-Traumatic Stress Disorder (PTSD) symptoms on student service members with PTSD symptoms in educational environments and the connection to interpersonal relationships, self-regulation management and overall motivation. The study group was comprised of 214 service members enrolled at 5 different universities. Data was collected utilizing online questionnaires in the following areas: perceived quality of personal relations, academic self-regulation strategy use, and

academic motivation. Results were derived from the overall average scores in each category.

This article provides a large sample size over a large demographic relating to the topic of this review. This reference provides data on what areas of educational development need to be focused on to build the emotional support TBI/PTSD students require to succeed in an education situation. This is peer reviewed study from *The Journal of American College Health.* This research study followed ethical guidelines. The data set provided correlated with the conclusions offered by the researchers.

Ness, B. M., Rocke, M. R., Harrist, C. J., & Vroman, K. G. (2014). College and combat trauma: An insider's perspective of the post-secondary education experience shared by service members managing neurobehavioral symptoms. *NeuroRehabilitation*, *35*(1), 147-158.

This study examined the difficulties veterans with Traumatic Brain Injury (TBI)/Post-Traumatic Stress Disorder (PTSD) faced when transitioning back into a post-secondary learning environment with social and educational situations. The methods of this study involved surveys conducted with 48 veterans with PTSD and/or TBI. Follow up interviews were solicited from a random subset of 5 participants in order to gain in-depth understanding of the specifics of the problems. The 5 random participants were questioned for specifics on their transition, social interactions and academic experiences. Resulting data was examined for patterns.

This study assists in identifying what neurological aspects are affected by combat trauma and how that affects a student’s educational experience. This will assist in identifying

what specific areas of a student's educational experience needs to be focused on in order to optimize their ability to learn. This is peer reviewed study from *Journal of NeuroRehabilitation*. This multiphase research study was conducted using ethical methods and without bias.

Stricker, N. H., Keller, J. E., Castillo, D. T., & Haaland, K. Y. (2015). The neurocognitive performance of female veterans with posttraumatic stress disorder. *Journal of traumatic stress*, *28*(2), 102-109.

This study examined neurocognitive performance in female veterans with Post Traumatic Stress Disorder (PTSD). The study analyzed learning deficients that are identified as common for PTSD patients that were associated with executive functioning. The study measured how PTSD severity and depression affected verbal learning, processing speed and executive functioning. This study looked at 109 female veterans, 56 of whom had PTSD and a control group of 53 without PTSD. Overall averages of responses to each of the criteria from each of the applicants was then averaged over the entire group. The averages of both groups were then compared.

This study provides statistical values showing how neurocognitive functions are affected by PTSD which will reinforce the question of why TBI/PTSD students require unique learning strategies. This study is a peer reviewed study published in *The Journal of Traumatic Stress*. This study used a limited representation of the general population which was the target of the study. Overall the study was well conceived and the data correlated with the results.