CALIFORNIA COMMUNITY COLLEGES
AND
KERN
COMMUNITY COLLEGE DISTRICT

#89-0008
# College Skills for Acquired Brain Injured Students

This project is designed to develop and refine a basic skills class for first year and re-entry Brain Injured (ABI) students using group discussion and lecture in conjunction with selected computer assisted instruction. Overall objective is to prepare ABI students for entry/reentry into the community college environment and to offer an opportunity to faculty members to receive additional education and information about the special problems and needs of the ABI student.

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<td>89-0008</td>
<td>Bakersfield</td>
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**PROJECT TITLE**

**FUNDING CATEGORY & AWARD**

- Grant = $6,500

**ELIGIBLE PROGRAM**

- D --- Ed Services For New Clientele

**PROJECT CATEGORY**

- Implementation Model

**PROJECT PRODUCT**

- Resource Materials

**PROJECT TOPIC #1**

- Disabled Students

**PROJECT TOPIC #2**

- Inter-Disciplinary

**ACADEMIC SUBJECT**

- Inter-Disciplinary

**PROJECT DIRECTOR**

- Robin O’Hare, Instructor

**PROJECT SUPERVISOR**

- Donald M. Johnson, Director Supportive Services

**PROPOSAL DESCRIPTION**

This project is designed to develop and refine a basic skills class for first year and re-entry Brain Injured (ABI) students using group discussion and lecture in conjunction with selected computer assisted instruction. Overall objective is to prepare ABI students for entry/reentry into the community college environment and to offer an opportunity to faculty members to receive additional education and information about the special problems and needs of the ABI student.
1) Educational Program Addressed:
Instructional improvement funds are being sought to develop and refine a basic skills class for first year and re-entry Acquired Brain Injured (ABI) students using group discussion and lecture in conjunction with selected computer assisted instruction.

2) Problems Addressed by Proposal:
There is a continuing campus-wide need for (1) development of a task-specific, detailed course presenting basic study skills for ABI students which meets their unique learning styles, (2) further standardized testing of ABI students to identify areas of remediation to facilitate counseling and career planning, and (3) awareness among all faculty of the special learning problems of ABI students.

3) Objectives:
The overall objectives are to prepare ABI students for entry/reentry into the community college environment and to offer an opportunity to faculty members to receive additional education and information about the special problems and needs of the ABI student.

Activities designed to carry out these objectives are:
- Plan and teach a study skills course specifically designed for the special needs and learning modalities of the ABI student. This course would include basic study skills, reading by objectives, outlining and note-taking, test taking strategies, and appropriate behavior and interrelational skills for the college environment.

- Provide a maximum of eight hours of standardized testing for each ABI student, including the Woodcock-Johnson Psycho-Educational Battery, identifying specific areas of remediation to facilitate more accurate counseling and educational planning.

- Provide as-needed ancillary services, i.e., speech therapist and individual or group counseling, to help the ABI student develop appropriate group behavioral and conversational skills.
• Conduct one workshop during spring 1990. This workshop would be open to all interested faculty and would consist of two sections: (1) informational lecture regarding the common characteristics and learning difficulties of ABI students (given by an expert in the field); and (2) a round-table discussion of possible teaching methods and reasonable accommodations to meet the unique learning needs of the ABI student.

4) Budget and staff:
Improvement funds are being sought to pay a Fall 1989 and Spring 1990 instructor and aide, to compensate those developing the ABI course, to purchase appropriate software to facilitate the ABI course, and to pay the expenses of the workshop.
College Skills for Acquired Brain Injured Students

1. Specific Educational Program Being Addressed

Instructional improvement funds are being sought (1) to develop and refine a basic skills class for first year and re-entry Acquired Brain Injured (ABI) students, and (2) to increase the understanding and awareness of regular course instructors to the unique learning problems and needs of the ABI student. This project addresses the Board of Governor’s basic agenda for 1989-1990 by focusing on non-traditional forms of instruction (traditional classroom methods combined with directed and supervised computer assisted instruction), improving the teaching abilities of faculty members, and developing educational services for underrepresented and underprepared students.

The project will involve four faculty members in the development, teaching and support of the ABI course; the workshop will be open to all faculty members who wish to participate.
2. Specific Problems Being Addressed

Problems and Population to be Served:

1) There are currently 16 identified students with acquired brain injuries as their primary or secondary disability at Bakersfield College. The majority of these students are carrying fewer than six units because they lack the skills to participate successfully in regular college classes. The population of entry/re-entry ABI students is increasing due to the existence of several local rehabilitation facilities. As client funding runs out, these clients come to Bakersfield College for further educational instruction and vocational development.

2) There is a lack of appropriate curriculum and ancillary materials (texts, workbooks, instructor's supplies and manuals) to teach basic skills to ABI students. According to a survey distributed for *The ABI Handbook Serving Students with Acquired Brain Injury in Higher Education*, published by The Consortium for the Study of Programs for the Brain Injured in California Community Colleges, "...while campuses currently serving students with ABI were experiencing many positive results, there were numerous unanswered questions regarding strategies for serving this population. The survey revealed a clear need for additional information in this complex educational area."

3) Instructors need to explore different teaching methods which will more effectively meet the needs of this student population.

Acquired brain injury can be defined as "an acquired impairment of medically verifiable brain functioning resulting in a loss or partial loss of one or more of the following: cognitive, communication, psychomotor, psychosocial, and sensory/perceptual abilities." This population is growing at an ever increasing rate, with the majority requiring extensive post trauma rehabilitation and re-education. According to the 1987 report from The Consortium for the Students of Programs for the Brain Injured in California Community Colleges, "Nationally, individuals suffering from traumatic head injuries are estimated to be 427,000 per year. This corresponds to a rate of more than 200 brain-injured victims for every 100,000 persons in a given community.

The unique learning disabilities and behavior difficulties of the ABI student offer a unique challenge to local community colleges which must be met by further research and curriculum development.
3. Population To Be Served

[SEE “PROBLEMS” SECTION OF THIS DOCUMENT.]
4. Objectives

Objectives and Activities

Objective 1:
To develop and teach a course in study skills designed to meet the unique learning difficulties and needs of the ABI student.

GOALS:
The goals of this course shall include: (1) learning basic study skills, including time management, memory skills, course strategies and available accommodations; (2) reading by objectives, including appropriate the instruction of a specific reading method such as PQRST; (2) outlining and note-taking for both oral lectures and written material; (4) test taking strategies, including appropriate accommodations; and (5) appropriate behavior and interrelational skills for the college environment.

ACTIVITY:
Course goals and objectives shall be taught using lecture, modeling, jigsaws, workbooks, and computer assisted instruction

DATE:
Course development: July 15 - August 15, 1989
Course instruction: First semester: August 21-December 22, 1989
Second semester: January 16 - May 30, 1990

Objective 2:
To provide a maximum of eight hours per student of standardized testing to identify specific areas of remediation to facilitate more accurate counseling and educational planning.

GOALS:
The very nature of acquired brain injuries causes sporadic academic deficiencies which are not always easily identified by traditional assessment testing. A more complete, current battery of tests, to include the Woodcock-Johnson Psycho-Educational Battery and other tests as will give the college counselors more accurate knowledge about indicated the academic potential of the ABI student.

DATE:
Testing shall take place within the first six weeks of the first semester that each student attends.

Objective 3:
To provide ancillary services, including speech therapy and individual or group counseling, on an as-needed basis to assist the ABI student in developing and improving group behavioral and conversational skills.
GOALS:
One of the deficiencies that most ABI victims share is difficulty with interpersonal skills. Many ABI students are unaware of their own inappropriate conversations and behaviors; these behaviors adversely affect the ABI student's ability to relate effectively within the classroom environment, both with instructors and other students. Many ABI students have difficulties making friends, participating in study and project groups, communicating their disability to instructors, and generally dealing with the educational institution in a positive and assertive way. Ancillary services, such as speech therapy and individual or group counseling, would give the ABI student the opportunity to improve these important skills.

DATE:
Evaluation for appropriate services: Begins August 21, 1989
Re-evaluated as necessary

Objective 4:
To conduct an informational workshop to acquaint teachers with the unique learning difficulties of ABI students and to begin discussions about possible appropriate accommodations for this student population.

GOALS:
Federal and state legislation mandates that educators work toward providing reasonable accommodations wherever possible. In order to begin developing policies regarding reasonable accommodations for ABI students, this workshop would provide (1) clinical and anecdotal information about specific learning disabilities and styles characteristic of the ABI student, and (2) would provide a round-table discussion opportunity for instructors to explore possible accommodations and teaching methods to meet the learning needs of the ABI student.

DATE:
The workshop shall take place Spring semester of 1990.

Personnel Required for the Above Objectives and Activities
Dr. Don Johnson
- Director of Supportive Services, is the administrator in charge of services for disabled students. He has been involved in the development and implementation of specialized classes and appropriate accommodations for students for the past eight years.

The instructional improvement funded staff would be:
- Project Director: Two hundred eighty hours (180) time over two semesters duration of the project. The director will be Robin O'Hare, High Tech Center
Specialist. Responsibilities will be (1) 100 hours of curriculum and materials development, including the development of a workbook and instructor's materials; (2) 180 hours of teaching as instructor for the ABI class.

Standardized Test Examiners:
• Two qualified, experienced examiners will administer, score and help interpret the results from the standardized testing of each student participating in the program.

Teacher Aide:
• 180 hours of teaching assistant time; a qualified person to be hired at or after approval of the grant. Ancillary personnel: Up to a maximum of 180 combined hours of ancillary services to be supplied by currently-employed college personnel in the areas of either speech therapy or counseling.
5. Workplan Narrative

[SEE “OBJECTIVES” SECTION OF THIS DOCUMENT.]
6. Expected Outcomes

Expected Impact and Transferability

The proposed activities will impact a small, but currently, unserved population, of both Bakersfield College and the surrounding community. There are currently no similar programs within a 150 miles radius in which these same students can participate. Furthermore, we anticipate that program development with this student population will reveal areas of possible expansion in services to other underrepresented student populations, including developmentally disabled, learning disabled, and severely neurologically disabled.

In the context of current and proposed federal and state legislation mandating nondiscriminatory practices in serving the disabled population, results of this program have the potential for transferability to other community college, and interested four year colleges.
7. Evaluation Plan

Evaluation Plan
The evaluation plan is three-fold: (1) A comparison of pre- and post-testing of participating students to evaluate the success in meeting the course goals and objectives; (2) A written evaluation of the workshop; and (3) Completion of the curriculum workbook and materials for the course.
8. Dissemination Plan

Dissemination
Internal

During the project, progress will be shared with the staff involved in the form of bi-monthly reports. Reports will also be made to staff meetings of the Disabled Students program, Student Services Directors, and Counselors. The internal dissemination shall culminate with the spring workshop for the instructors.

External

Report of the progress of the project will be made in the Student Development Network and Innovator, newsletters of the League for Innovation in the Community Colleges which reach 20,000 faculty and 500,000 students in 42 colleges across the country. A report will also be submitted to ABLE, a newsletter published by the California Community Colleges Chancellor’s Office, and the California Association of Postsecondary Educators of the Disabled (CAPED, conference and journal).
9. Budget Narrative

[NO “BUDGET NARRATIVE” ACCOMPANIES THIS DOCUMENT.]