



Assessing and Treating Children with Brain Injury
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Summary of Clinical Recommendations

- Assessment:
 - Regular monitoring, attention to skills during critical periods of development
 - Comprehensive: speech, language, swallowing, hearing, social comm., executive functioning/cognitive communication
 - Parent interviews/scales + standardized + functional (high demand tasks)
 - Examples in scoping review manuscript for language + cognition
 - Referral
- Treatment:
 - SLPs best professionals for long-term treatment (cog-comm)
 - Consider individual factors for planning & carry-over
- Education:
 - To caregiver for prevention, advocacy to seek services when needed

Medically-Based

- **Educate** primary care providers on asking for TBI history or early identification and monitoring
- Use parent interviews/checklists for **assessment**
- **Educate** parents on long-term impacts of TBI
- **Refer** to early intervention

Educationally-Based

- **Educate** school professionals
- **Screen** for TBI history
- Include EF/cog-comm in **assessments**
- Use functional activities for **treatment**
- **Refer** to counseling/MH providers



Case Study: Jacoby

Jacoby experienced a mild TBI at 2 years of age after a fall at daycare. He presented a GCS of 14 at the ER and was discharged with no overnight stay. Two weeks later, Jacoby's mother returns to the hospital requesting an assessment for TBI due to behavior changes since his fall. The pediatrician ordered a CT scan, which was negative, but calls you to screen Jacoby. If you are a medically-based SLP, create a brief plan for your time screening Jacoby.

After his initial injury, his development or educational performance has not caused any concern for his parents or teachers. Jacoby is now in fourth grade and is presenting with difficulties in a few areas 1) social interactions, 2) independent work time during class, and 3) completing homework. You quickly learn that "independent work time" in Jacoby's class is often chaotic, with other peers talking, music playing in the background, and other distractions. Jacoby's teacher consults you for some informal strategies that the classroom staff can use to help Jacoby in making friends and completing class work. About one week later, Jacoby's teacher feels the staff can't provide Jacoby the support he needs informally and calls for an educational team meeting. If you are medically-based SLP, create a brief plan for Jacoby's time through his high school transition, including your approach to assessment and treatment.

Medically-Based SLPs

- 1) Create an assessment plan
 - a) choose 2-3 areas/domains/approaches to assessment
 - b) what tools would you use?
- 2) Create a treatment/discharge plan
 - a) what should next steps be?
 - b) how could you facilitate them?
 - c) how might this plan change if Jacoby was from a rural community (compared to urban/suburban)

Educationally-Based SLPs

- 1) Create an assessment plan
 - a) choose 2-3 areas/domains/approaches to assessment
 - b) what tools would you use?
- 2) Create a treatment plan
 - a) what areas will you target?
 - b) what strategies might you use?
 - c) who should be involved on the team?