

AACBIS

American Academy for the Certification
of Brain Injury Specialists



Certification Exam Preparation Course

Instructor Guide

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The information in these curriculum materials is based on the 2007 edition of "The Essential Brain Injury Guide" and reflects the current state of knowledge at that time. The information and recommended systems of care for persons with brain injuries outlined in the Guide, these preparation course materials, or the ACBIS examination may not be appropriate for use in all circumstances. Client services should be based on the facts and circumstances of each particular case and rendered under the direction of competent rehabilitation professionals or physicians.

Special acknowledgement is extended to Ms. Cindy Barrus, Program Director of Spectrum Health Continuing Care Center (MI) for her work in the development of the Chapter Review questions.

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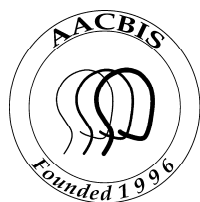
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Overall Design of the Course

The AACBIS Certification Exam Preparation Course has been designed in a modular format to allow maximum flexibility in delivery.

Each chapter of The Essential Brain Injury Guide is represented in this course by a corresponding review Chapter Module. These Chapter Modules can be instructed independently or combined into multiple module sessions to best meet the needs of the participants.

In general there are three approaches to using these materials: instructing on a single CBIS Chapter, instructing on two or more CBIS Chapters in a single session, or instructing on all of the CBIS Chapters in a single full day session.

The following table details how to utilize these materials for each approach.

Approach	How to Use these Materials
Instructing on a single CBIS chapter	Use the following modules: <ul style="list-style-type: none"> ● Welcome ● Specific Chapter Module ● Wrap Up
Instructing on two or more CBIS chapters in a single session	Use the following modules: <ul style="list-style-type: none"> ● Welcome ● Specific Chapter Modules ● Wrap Up <p><i>Regarding Review Activities & Breaks: A Review Activity should be conducted at the conclusion of every other Chapter Module utilizing questions from both Chapter Modules. Provide a 10-minute break in place of the Review Activity that is skipped.</i></p>



Approach	How to Use these Materials
<p>Instructing on all the CBIS chapters in a single full day session</p>	<p>Use the following modules:</p> <ul style="list-style-type: none"> ● Welcome ● All Chapter Modules ● Wrap Up <p><i>Regarding Review Activities & Breaks: One Review Activity should be conducted before lunch to review all of the content covered to that point. Another Review Activity should be conducted before the conclusion of the course to review the remaining content that was covered. 10-minute breaks should be offered mid-morning and mid-afternoon.</i></p>

Overall Design of Each Chapter Module

The Chapter Modules are all of a similar design. Each Chapter Module begins with an “At A Glance” page that allows the more experienced Instructor to work directly from that page. Specific directions are detailed on the pages that follow.



Overall Design of Scenario Activity

In order to provide the participants with case study practice in preparation for the Certification Exam, the course includes a scenario-based practicum. There are two ways to utilize the Scenario Activity.

The first option includes using the mini scenarios that are located at the conclusion of each Chapter Module. With this option, for each Chapter Module, the Instructor directs the participants to read the mini scenario in their participant materials and circle the correct answers. The correct answers are then reviewed as a group.

The second option is to skip over the mini scenarios and their questions that are found in the Chapter Modules and to instead hand out the full scenario with questions (found in the Instructor Guide Handouts Appendix) at the conclusion of the course. After the participants have given time to read the full scenario and circle the correct answers, the correct answers are reviewed as a group.

The scenario-based practice is an important component of the course and should be incorporated in either this “per chapter” or “conclusion” approach.

Overall Design of Review Activities

Each Chapter Module concludes with a Review Activity. Review Activities are found in the Review Activities Appendix.

The Review Activities are interchangeable, allowing Instructors to pick and choose which activities are more suited to the participants.

Each Review Activity relies upon a set of Chapter Questions that are found in the Handouts Appendix.



Using the Chapter Module Questions

The Handouts Appendix includes Chapter Questions and an Answer Key. It is recommended that you print the Chapter Questions and cut them as indicated to make a set of cards for training use.

The questions are designed to work with any of the Review Activities found in the Review Activities Appendix. Each question is numbered to indicate the chapter it is from, its difficulty rating (Level 1 through 3), and its question number.

So for example, question 3.2.9 is from Chapter 3. It has a difficulty rating of Level 2 and is the 9th question from that level for that chapter.

Besides serving as the heart of the Review Activities, the Chapter Questions and Answer Key make excellent study tools. It is highly recommended that the files be printed out and given to the participants at the conclusion of the session to further assist them in their preparation for the exam.

Before Conducting the Course

As this course covers a great deal of content and allows for considerable flexibility in delivery strategy, the first few sessions can seem overwhelming. The following tips have been offered by other Instructors who have “made their way through” and learned along the way.

- Prepare a comprehensive teaching manual by organizing all the components of the course and placing them in a large three-ring binder.
- Be sure that you have copies of all the materials in advance.
- Write the answers to the slides’ “blocked out” words on the slide handouts so that you have them available.
- Review the individual “To Conduct this Module” tables found at the beginning of each chapter. Using a blank CBIS Course Delivery Overview template, prepare a comprehensive overview of how you will conduct the course this time around. These comprehensive overviews can be helpful to refer back to when instructing future sessions.
- Ensure the environment is conducive to learning.



AT A GLANCE

Materials List

Besides this module of the Instructor Guide, you will also need:

- Participant Guides (1 for each participant)
- PowerPoint Slides Handouts (1 for each participant)
- Flip chart paper and markers

Before the Session

Before the training session:

- Prepare a flip chart sheet of the Agenda/Flow of the course. Include breaks/lunch if applicable.
- Make the appropriate number of copies of the PowerPoint Slides Handout found in the Handouts Appendix.

WELCOME



AT A GLANCE *(CONTINUED)*

To Conduct this Module

STEP	FACILITATOR ACTIVITY	TIME	REFERENCE
1.	Conduct Introductions & Review Logistics	5 min.	
2.	Introduce the Materials	2 min.	
3.	Overview Agenda/Flow of Course	3 min.	Flip Chart
Minimum Time to Conduct this Module: 10 min.			
Maximum Time to Conduct this Module: 10 min.			



TEACH

Step 1: Conduct Introductions and Review Logistics *(5 minutes)*

- Welcome students to the class.
 - Pass around sign-in sheet.
 - Introduce yourself.
 - Ask the students to introduce themselves, state their job position, and state how long they have been working with individuals with brain injuries.
-

Step 2: Introduce the Materials *(2 minutes)*

- Explain that their Participant Guides are organized by The Essential Brain Injury Guide chapters.
 - Point out the Table of Contents.
 - Encourage the participants to review the Preparing for the Exam section on their own time.
 - Hand out the PowerPoint Slides Handouts for each Chapter Module that you will be reviewing.
 - Explain that additional tools will be handed out as well throughout the course.
-

Step 3: Overview Agenda/Flow of Course *(3 minutes)*

- State which of The Essential Brain Injury Guide chapter(s) will be reviewed during the training session.
- Review the pre-prepared Agenda/Flow of Course flip chart.



WELCOME



AT A GLANCE

Materials List

Besides this module of the Instructor Guide, you will also need:

- PowerPoint slides presentation
- Overview of Brain Injury Activity cards
- Flip chart paper and markers

Before the Session

- Photocopy the Overview of Brain Injury Activity cards found in the Handouts Appendix onto cardstock and cut out.



AT A GLANCE *(CONTINUED)*

To Conduct this Module

STEP	FACILITATOR ACTIVITY	TIME	REFERENCE
1.	Review Slides <ul style="list-style-type: none"> ● Module Objectives 	5 min.	Slides 1&2
2.	(Option 1) Review Slides <ul style="list-style-type: none"> ● ABI, TBI, Systems of Care, Funding, Advocacy, Research 	25 min. or	Slides 3-38 or
	(Option 2) Conduct Overview of Brain Injury Activity	25 min.	Handouts Appendix
3.	(Option 1) Conduct Chapter Scenario Activity	10 min. or	Handouts Appendix or
	(Option 2) Conduct Full Scenario Activity at Conclusion	n/a	n/a
4.	(Option 1) Conduct Chapter 1 Review Activity	30 min. or	Review Activities Appendix or
	(Option 2) BREAK	10 min.	n/a
Minimum Time to Conduct this Module: 40 min.			
Maximum Time to Conduct this Module: 1 hr. 10 min.			



TEACH

Step 1. Review Slides 1&2 (5 minutes)

- Read through slides.
-

Step 2.

(Option 1) Review Slides 3-38 (25 minutes)

- Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.

(Option 2) Overview of Brain Injury Activity (25 minutes)

- Divide the participants into groups of 6 participants each.
- Have the participants sit around the table.
- Write the following 5 categories, in large letters, on a flip chart sheet: TBI, ABI, Systems of Care, Funding, TBI Act
- Explain that the object of this activity is to be the first player to collect 1 card from 4 of the 5 different categories.

continued...



TEACH *(CONTINUED)*

Continued...

- Walk through a partial round of the activity as follows:
 - Assign one participant to be the dealer.
 - After dealing 4 cards face down to each participant, the dealer takes the top card from the remaining deck, reads it silently, and determines if they wish to add that card to their hand.
 - If the dealer chooses to keep that card, they must discard one of the cards currently held in their hand. The discarded card (whether from their hand or if they chose to not keep the one from the deck) is passed (face down) to the player on their left.
 - The player on the dealer's left picks up the card that was discarded to them and makes the same decision, discarding appropriately to the player on their left.
 - In the meantime, the dealer has picked up another card from the top of the deck and has discarded accordingly.
 - Play continues around the circle, with the last person merely making a pile of their discarded cards.
 - When a player collects 1 card from 4 of the 5 different categories, the round is officially over.
 - That player reads out loud the cards that they have, verifying that they indeed collected 1 card from each of 4 different categories. If they were successful in collecting 1 card from each of 4 different categories they earn 1 point. If not, they lose 1 point.
 - For the next round, the deal is passed to the player to the left of the last dealer.
 - The new dealer shuffles the cards and begins the next round.

continued...



TEACH *(CONTINUED)*

Continued...

- Answer any questions.
- Inform the participants that it is common for play to progress quickly and it is important to not get behind on reading cards.
- Inform the participants that only one card may be picked up and assessed at a time.
- Begin the activity.
- End the activity when 25 minutes have passed. The player with the most points wins.

Option: If you have more than one group, consider letting the game continue until all players have a card from each category.

Overview of Brain Injury Activity Answer Key

Use the following key to determine if players were successful in collecting 1 card from each of the 4 of the 5 different categories.

CATEGORY	CARD NUMBERS
TBI	1, 2, 3, 9, 10, 11, 14, 19, 20, 21, 22, 29, 30, 31, 39, 40, 41, 42, 43, 44, 45, 46, 51, 52, 53, 54, 55
ABI	4, 13, 17, 23, 32, 34, 38, 47
Systems of Care	5, 6, 18, 24, 27, 28, 33, 50
Funding	7, 12, 26, 36, 37, 48, 49
TBI Act	8, 15, 16, 25, 35



TEACH *(CONTINUED)*

Step 3.

(Option 1) Conduct Chapter Scenario Activity *(10 minutes)*

- Have the participants read the mini scenario found at the conclusion of the Chapter and answer the included questions.
- Using the Answer Key to the full Scenario Activity found in the Handouts Appendix, review the correct answers to the questions.

(Option 2) Conduct Full Scenario Activity at Conclusion

- If selecting this option, conduct the full Scenario Activity found in the Handouts Appendix at the conclusion of the course.
-

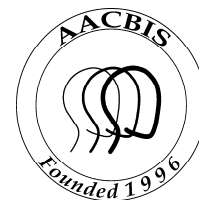
Step 4.

(Option 1) Conduct Chapter 1 Review Activity *(30 minutes)*

- Select a Review Activity from the Review Activity Appendix.
- Using the appropriate questions in the Handouts Appendix, conduct the activity.

(Option 2) Break *(10 minutes)*

- Select this option if appropriate.



AT A GLANCE

Materials List

Besides this module of the Instructor Guide, you will also need:

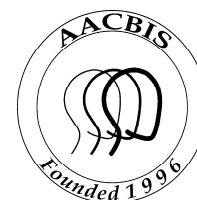
- PowerPoint slides presentation
- Flip chart paper and markers



AT A GLANCE *(CONTINUED)*

To Conduct this Module

STEP	FACILITATOR ACTIVITY	TIME	REFERENCE
1.	Review Slides <ul style="list-style-type: none"> ● Module Objectives 	5 min.	Slides 1&2
2.	(Option 1) Review Slides <ul style="list-style-type: none"> ● Cultural Devaluation, Paradigms, Interdependence, Inclusion, Self-Determination, Mutual Reinforcement and Reciprocity, PEARL, No Blame, Can vs. Can't, Outcome Oriented Model 	25 min.	Slides 3-20
	(Option 2) Conduct Rehabilitation Concepts Activity	25 min.	Participant Guide: 10
3.	(Option 1) Conduct Chapter Scenario Activity	10 min.	Handouts Appendix
	(Option 2) Conduct Full Scenario Activity at Conclusion	n/a	n/a
4.	(Option 1) Conduct Chapter 2 Review Activity	30 min.	Review Activities Appendix
	(Option 2) BREAK	10 min.	n/a
Minimum Time to Conduct this Module: 40 min.			
Maximum Time to Conduct this Module: 1 hr. 10 min.			



TEACH

Step 1. Review Slides 1&2 (5 minutes)

- Read through slides.
-

Step 2.

(Option 1) Review Slides 3-20 (25 minutes)

- Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.

(Option 2) Conduct Rehabilitation Concepts Activity (25 minutes)

- Have the participants turn to page 10 in their Participant Guides.
- Have each participant find a partner.
- Assign one of the categories to each two-person team.
- Explain that they will have 10 minutes to review the content on their topic area and prepare a very brief (approximately 1-2 minutes) role play demonstrating/reinforcing the concept they were assigned.
- Review the rules:
 - Each team is to keep their topic secret.
 - Teams may not read from their books or merely restate content during their role play.
 - Creativity is encouraged.

continued...



TEACH *(CONTINUED)*

Continued...

- Review the scoring guidelines:
 - Audience members who think they know what concept is being role played can raise their hand.
 - The role play team can call on only one team to attempt to guess their assigned concept.
 - If their concept is guessed correctly, the team that made the correct guess receives 1 point and the team that performed the role play receives 1 point.
 - If their concept is not guessed correctly, no points are awarded.
 - The team with the most points at the end of the activity is the winner.
 - Answer any questions.
 - Begin the 10 minute review period. During this time, go around to each group and ask them about their plans. Refine roll plays if necessary to ensure they are accurate.
 - Once the review period is completed, have each team present their very brief role play.
 - If additional time remains after each team has presented, additional topic areas from the list can be assigned.
 - If there are only a few participants in the course, the Instructor can do one, the activity can be done more than once, or focus on the ones that would be of greatest benefit to these particular participants.
 - End the activity when 25 minutes have passed.
-



TEACH *(CONTINUED)*

Step 3.

(Option 1) Conduct Chapter Scenario Activity *(10 minutes)*

- Have the participants read the mini scenario found at the conclusion of the Chapter and answer the included questions.
- Using the Answer Key to the full Scenario Activity found in the Handouts Appendix, review the correct answers to the questions.

(Option 2) Conduct Full Scenario Activity at Conclusion

- If selecting this option, conduct the full Scenario Activity found in the Handouts Appendix at the conclusion of the course.
-

Step 4.

(Option 1) Conduct Chapter 2 Review Activity *(30 minutes)*

- Select a Review Activity from the Review Activity Appendix.
- Using the appropriate questions in the Handouts Appendix, conduct the activity.

(Option 2) Break *(10 minutes)*

- Select this option if appropriate.





AT A GLANCE

CHAPTER 3: UNDERSTANDING THE BRAIN AND BRAIN INJURY

Materials List

Besides this module of the Instructor Guide, you will also need:

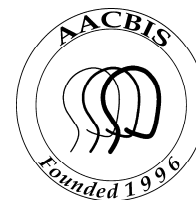
- PowerPoint slides presentation
- Brain model, if available
- Flip chart paper and markers



AT A GLANCE *(CONTINUED)*

To Conduct this Module

STEP	FACILITATOR ACTIVITY	TIME	REFERENCE
1.	Review Slides <ul style="list-style-type: none"> ● Module Objectives, Introduction, Anatomy of the Brain, When the Brain is Injured, Severity of Brain Injuries, Neurons 	15 min.	Slides 1-15
2.	Conduct Brain Geography Activity	40 min.	Participant Guide: 14
3.	Review Slides <ul style="list-style-type: none"> ● The Cerebral Cortex 	15 min.	Slides 16-30
4.	(Option 1) Conduct Chapter Scenario Activity (Option 2) Conduct Full Scenario Activity at Conclusion	10 min. or n/a	Handouts Appendix or n/a
5.	(Option 1) Conduct Chapter 3 Review Activity (Option 2) BREAK	30 min. or 10 min.	Review Activities Appendix or n/a
Minimum Time to Conduct this Module: 1 hr. 20 min.			
Maximum Time to Conduct this Module: 1 hr. 50 min.			



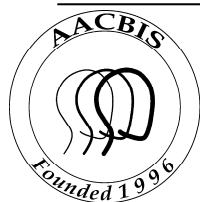
TEACH

Review Slides 1-15 *(15 minutes)*

- Read through slides.
- Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.
- Using the brain model, hold up or point to each part of the brain as it is introduced.

Step 2. Conduct Brain Geography Activity *(40 minutes)*

- Break the participants into 4 groups, approximately equal in size.
- Have the participants turn to page 14 in their Participant Guides.
- Explain that you will be assigning each group one of the following 4 parts of the brain:
 - Brain Stem
 - Diencephalon
 - Limbic System
 - Cerebellum
- Explain that each group will have 20 minutes to prepare a creative way to “teach” about their assigned part using **ONLY** the information found in The Essential Brain Injury Guide.
- Explain that each group is to include as many key points as possible.
- Encourage the groups to be creative by suggesting some methods they may wish to use: performing a rap song, acting out a short skit, creating a poster, etc.
- Explain that each group will have 5 minutes to present their part of the brain.
- Assign one of the abovementioned parts of the brain to each of the 4 groups.
- Note the time and have the participants begin working on their presentation.
- At the completion of the 20 minutes, have each group present. Remind each group to keep their presentation to 5 minutes.



TEACH *(CONTINUED)*

Step 3. Review Slides 16-30 *(15 minutes)*

- Read through slides.
 - Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.
 - If a brain model is available, hold up or point to each part of the brain as it is introduced.
-

Step 4.

(Option 1) Conduct Chapter Scenario Activity *(10 minutes)*

- Have the participants read the mini scenario found at the conclusion of the Chapter and answer the included questions.
- Using the Answer Key to the full Scenario Activity found in the Handouts Appendix, review the correct answers to the questions.

(Option 2) Conduct Full Scenario Activity at Conclusion

- If selecting this option, conduct the full Scenario Activity found in the Handouts Appendix at the conclusion of the course.
-



TEACH *(CONTINUED)*

Step 5.

(Option 1) Conduct Chapter 3 Review Activity *(30 minutes)*

- Select a Review Activity from the Review Activity Appendix.
- Using the appropriate questions in the Handouts Appendix, conduct the activity.

(Option 2) Break *(10 minutes)*

- Select this option if appropriate.





AT A GLANCE

CHAPTER 4: HEALTH, MEDICATIONS AND MEDICAL MANAGEMENT

Materials List

Besides this module of the Instructor Guide, you will also need:

- PowerPoint slides presentation
- Flip chart paper and markers



AT A GLANCE *(CONTINUED)*

To Conduct this Module

STEP	FACILITATOR ACTIVITY	TIME	REFERENCE
1.	Review Slides <ul style="list-style-type: none"> ● Module Objectives, Introduction, Initial Assessment 	5 min.	Slides 1-6
2.	Conduct Complications Activity	30 min.	Slides 7-12
3.	Review Slides <ul style="list-style-type: none"> ● Seizures, Signs & Symptoms, Pharmacology 	30 min.	Slides 13-38
4.	Review Slides <ul style="list-style-type: none"> ● Substance Abuse, Aging 	5 min.	Slides 39-43
5.	(Option 1) Conduct Chapter Scenario Activity (Option 2) Conduct Full Scenario Activity at Conclusion	10 min. or n/a	Handouts Appendix or n/a
6.	(Option 1) Conduct Chapter 4 Review Activity (Option 2) BREAK	30 min. or 10 min.	Review Activities Appendix or n/a
Minimum Time to Conduct this Module: 1 hr. 20 min.			
Maximum Time to Conduct this Module: 1 hr. 50 min.			



TEACH

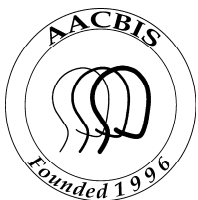
Step 1. Review Slides 1-6 (5 minutes)

- Read through slides.
 - Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.
-

Step 2. Conduct Complications Activity (30 minutes)

- Break the participants into 5 groups, approximately equal in size.
- Write each of the following body systems on the top of five different flip chart sheets: Cardiopulmonary, Musculoskeletal, Skin, Gastrointestinal, and Elimination.
- Post the five sheets around the room and have a group stand at each sheet.
- Explain that they are to draw/outline the system listed at the top of their sheet and then draw a complication that frequently results within that system from BI.
- Explain that after they have drawn a complication for that system, they may move to another sheet in the room. For subsequent sheets, they should look at the complications drawn so far and draw another complication that has been missed.
- Explain that once they have added a complication for each system, they can return to their seats.
- Participants may wish to refer to page 67 of The Essential Brain Injury Guide.
- Begin the activity. Encourage participants to not spend too much time with any one body system. Ideally, groups should not spend more than 3 minutes at any one sheet.
- When all groups have finished or at the end of the 15 minutes, debrief the activity by reviewing slides 7-12 in conjunction with the corresponding flip chart sheet.

continued...



TEACH *(CONTINUED)*

Continued...

Answer Key

Use the following key for reference and further review.

Cardiopulmonary	Musculoskeletal	Skin	Gastrointestinal	Elimination
<ul style="list-style-type: none"> • Ventilator dependencies • Tracheostomy • Weakened cough & gag reflex • Difficulty swallowing • Narrowing of the trachea • Recurrent regurgitation • Increase risk of aspiration • Pneumonia • Respiratory infections • Abnormal heart rates • Abnormal rhythm • Hypertension 	<ul style="list-style-type: none"> • Peripheral nerve injuries • Spasticity • Contractures • Heterotopic ossification • Deep venous thrombosis • Reflex sympathetic dystrophy • Phlebitis • Cellulitis 	<ul style="list-style-type: none"> • Lacerations • Abrasions • Acne • Profuse sweating • Medication reactions • Worsened skin conditions • Pressure ulcers 	<ul style="list-style-type: none"> • Change in nutritional needs • Increased calorie needs • Swallowing disorders • Gastronomy tubes • Impaired cognition from gastrointestinal medications 	<ul style="list-style-type: none"> • Unaware of the need to eliminate • Constipation or diarrhea • Loss of control over elimination • Disinhibited neurogenic bladder • Need for catheter



TEACH *(CONTINUED)*

Step 3. Review Slides 13-38 *(30 minutes)*

- Read through slides.
 - Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.
-

Step 4. Review Slides 39-43 *(5 minutes)*

- Read through slides.
- Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.



TEACH *(CONTINUED)*

Step 5.

(Option 1) Conduct Chapter Scenario Activity *(10 minutes)*

- Have the participants read the mini scenario found at the conclusion of the Chapter and answer the included questions.
- Using the Answer Key to the full Scenario Activity found in the Handouts Appendix, review the correct answers to the questions.

(Option 2) Conduct Full Scenario Activity at Conclusion

- If selecting this option, conduct the full Scenario Activity found in the Handouts Appendix at the conclusion of the course.

Step 6.

(Option 1) Conduct Chapter 4 Review Activity *(30 minutes)*

- Select a Review Activity from the Review Activity Appendix.
- Using the appropriate questions in the Handouts Appendix, conduct the activity.

(Option 2) Break *(10 minutes)*

- Select this option if appropriate.



AT A GLANCE

CHAPTER 5: UNDERSTANDING AND TREATING FUNCTIONAL IMPACTS OF BRAIN INJURY

Materials List

Besides this module of the Instructor Guide, you will also need:

- PowerPoint slides presentation



AT A GLANCE *(CONTINUED)*

To Conduct this Module

STEP	FACILITATOR ACTIVITY	TIME	REFERENCE
1.	Review Slides <ul style="list-style-type: none"> ● Module Objectives, Introduction, Functional Impact, Changes in Thinking, Speech and Language Impairments, Sensorimotor Impairments, Behavioral and Emotional Changes, Substance Abuse, Effective Rehabilitation, Outcome-Driven Rehabilitation, Domains of Functioning, Assessment, Clinical Outcome Measures, Evaluation of Outcomes, Common Measures of Behavior and Performance, Effective Treatment Planning, Role of the Brain Injury Specialist, Understanding Behavior, Effective Programming 	1 hr.	Slides 1-43
2.	Assign Take Home Activity	n/a	Participant Guide: 24
3.	(Option 1) Conduct Chapter Scenario Activity (Option 2) Conduct Full Scenario Activity at Conclusion	10 min. or n/a	Handouts Appendix or n/a
4.	(Option 1) Conduct Chapter 5 Review Activity (Option 2) BREAK	30 min. or 10 min.	Review Activities Appendix or n/a
Minimum Time to Conduct this Module: 1 hr. 10 min.			
Maximum Time to Conduct this Module: 1 hr. 40 min.			



TEACH

Step 1. Review Slides 1-43 (1 hour)

- Read through slides.
 - Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.
-

Step 2. Assign Take Home Activity

- Recommend that the participants complete the activity found on page 24 in their Participant Guides at home. Encourage them to attempt to complete the activity without referring to The Essential Brain Injury Guide.
 - Inform the participants that they can check their answers using The Essential Brain Injury Guide.
-

Step 3.

(Option 1) Conduct Chapter Scenario Activity (10 minutes)

- Have the participants read the mini scenario found at the conclusion of the Chapter and answer the included questions.
- Using the Answer Key to the full Scenario Activity found in the Handouts Appendix, review the correct answers to the questions.

(Option 2) Conduct Full Scenario Activity at Conclusion

- If selecting this option, conduct the full Scenario Activity found in the Handouts Appendix at the conclusion of the course.
-



TEACH *(CONTINUED)*

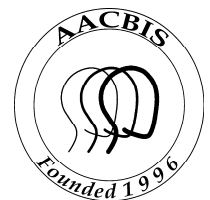
Step 4.

(Option 1) Conduct Chapter 5 Review Activity *(30 minutes)*

- Select a Review Activity from the Review Activity Appendix.
- Using the appropriate questions in the Handouts Appendix, conduct the activity.

(Option 2) Break *(10 minutes)*

- Select this option if appropriate.



AT A GLANCE

CHAPTER 6: CHILDREN AND ADOLESCENTS WITH BRAIN INJURIES

Materials List

Besides this module of the Instructor Guide, you will also need:

- PowerPoint slides presentation



AT A GLANCE *(CONTINUED)*

To Conduct this Module

STEP	FACILITATOR ACTIVITY	TIME	REFERENCE
1.	Review Slides <ul style="list-style-type: none"> ● Module Objectives, Introduction, Age Effects, Brain Growth, Collaborating 	15 min.	Slides 1-9
2.	Conduct Case Work Activity	30 min.	Participant Guide: 28
3.	Review Slides <ul style="list-style-type: none"> ● School Reintegration, Persisting Effects of BI, IDEA, Section 504, Preparing for School Re-Entry, IEP, Teaching Strategies, Transition Planning 	15 min.	Slides 10-25
4.	(Option 1) Conduct Chapter Scenario Activity (Option 2) Conduct Full Scenario Activity at Conclusion	10 min. or n/a	Handouts Appendix or n/a
5.	(Option 1) Conduct Chapter 6 Review Activity (Option 2) BREAK	30 min. or 10 min.	Review Activities Appendix or n/a
Minimum Time to Conduct this Module: 1 hr. 10 min.			
Maximum Time to Conduct this Module: 1 hr. 40 min.			



TEACH

Step 1. Review Slides 1-9 (15 minutes)

- Read through slides.
 - Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.
-

Step 2. Conduct Case Work Activity (30 minutes)

- Ask each participant to turn to page 28 in the Participant Guides.
- Have them spend 10 minutes completing the worksheet.
- Collect the worksheets.
- Select one of their scenarios for role playing.
- If a suitable scenario is not provided, use the sample scenarios provided on the following page.
- Ask for volunteers to play the roles involved as marked on the worksheet. It may be helpful to determine those who have had experience in similar cases so that the role play can be as realistic and as beneficial as possible for those who have not had experience in that type situation.
- Have the volunteers come to the front of the room and be seated in front of the remainder of the participants.
- Read the key points of the case and have the volunteers “adlib” to bring the case to life, expanding upon it by incorporating as much of the information they have learned from the chapter as they can.

continued...



TEACH *(CONTINUED)*

Continued...

Sample Scenarios

Case #1

Think of a case in which you either observed or assisted a student as s/he transitioned from rehabilitation to school or the community. List the key points of the case and note the key people involved.

- Behavior management
- Transition planning (between schools, classes, etc.)
- IEP development and increased opportunities for review of strategies, accommodations and goals (3,6,9,12 months — especially first year or two after injury)
- Baseline evaluations (therapies, educational, neuropsychological)
- Strategies/accommodations for the classroom, coping with peer and coping in different environments

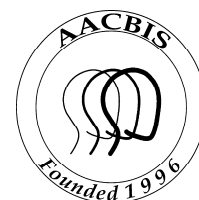
REHABILITATION STAFF SCHOOL STAFF STUDENT FAMILY

Case #2

Think of a case in which a student with a brain injury needed several accommodations in which to be successful in the school environment. List the key points of the case and note the key people involved.

- Decreased number of problems on a page
- Preferential seating, in distraction-free area
- Secure eye-contact when giving directives
- Provide extra processing time for receptive language (written and spoken)
- Use Daily Planner to compensate for memory and organizational difficulties
- Accommodate for struggle with handwriting, dictation, scribe, computer, etc.
- Provide frequent and repetitive opportunities to practice newly learned skills/behaviors to positively impact retention of newly learned skill/behavior

REHABILITATION STAFF SCHOOL STAFF STUDENT FAMILY



TEACH *(CONTINUED)*

Continued...

- End the role play when the volunteers seem to be struggling to continue, if the case goes astray, or becomes unproductive.
 - Ask debrief questions that are appropriate including:
 - What could have been done by the _____ (school, rehabilitation facility, family, etc.) to avoid this from happening?
 - What were the key mistakes/successes in this case?
 - What steps were (or should have been) followed?
 - How did successful (or unsuccessful) collaboration affect this case?
 - If time permits, conduct another scenario with different volunteers.
-

Step 3. Review Slides 10-25 *(15 minutes)*

- Read through slides.
- Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.



Step 4.

(Option 1) Conduct Chapter Scenario Activity *(10 minutes)*

- Have the participants read the mini scenario found at the conclusion of the Chapter and answer the included questions.
- Using the Answer Key to the full Scenario Activity found in the Handouts Appendix, review the correct answers to the questions.

(Option 2) Conduct Full Scenario Activity at Conclusion

- If selecting this option, conduct the full Scenario Activity found in the Handouts Appendix at the conclusion of the course.
-

Step 5.

(Option 1) Conduct Chapter 6 Review Activity *(30 minutes)*

- Select a Review Activity from the Review Activity Appendix.
- Using the appropriate questions in the Handouts Appendix, conduct the activity.

(Option 2) Break *(10 minutes)*

- Select this option if appropriate.



AT A GLANCE

CHAPTER 7: BRAIN INJURY – A FAMILY PERSPECTIVE

Materials List

Besides this module of the Instructor Guide, you will also need:

- PowerPoint slides presentation
- Flip chart paper and markers



AT A GLANCE *(CONTINUED)*

To Conduct this Module

STEP	FACILITATOR ACTIVITY	TIME	REFERENCE
1.	Review Slides <ul style="list-style-type: none"> ● Module Objectives, Introduction, A Family's Point of View, Stages of Adjustment 	5 min.	Slides 1-6
2.	Conduct Family Adjustments Activity	30 min.	Participant Guide: 32
3.	Review Slides <ul style="list-style-type: none"> ● Working with the System, Family's Reactions to Change, Blaming and Grieving, Care-taking, Children and Siblings, Sexual Concerns, PTSD and Families 	15 min.	Slides 7-21
4.	(Option 1) Conduct Chapter Scenario Activity (Option 2) Conduct Full Scenario Activity at Conclusion	10 min. or n/a	Handouts Appendix or n/a
5.	(Option 1) Conduct Chapter 7 Review Activity (Option 2) BREAK	30 min. or 10 min.	Review Activities Appendix or n/a
Minimum Time to Conduct this Module: 1 hr.			
Maximum Time to Conduct this Module: 1 hr. 30 min.			



TEACH

Step 1. Review Slides 1-6 (5 minutes)

- Read through slides.
 - Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.
-

Step 2. Conduct Family Adjustments Activity (30 minutes)

- Break the participants into 6 groups.
 - Ask each participant to turn to page 32 in the Participant Guides.
 - Assign a family adjustment stage to each group. Or if there are few participants, assign two stages to each group.
 - Have the groups spend 10 minutes preparing how they can present the details of their family adjustment stage to the rest of the participants so it will be memorable and help others retain the information. Encourage the participants to be creative.
 - Explain that the groups will each have about 3 minutes to present their adjustment stage.
 - After 10 minutes, have the groups take turns presenting in the proper stage order.
 - After all the groups have presented their adjustment stages, the activity concludes.
-

Step 3. Review Slides 7-21 (15 minutes)

- Read through slides.
- Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.



TEACH *(CONTINUED)*

Step 4.

(Option 1) Conduct Chapter Scenario Activity *(10 minutes)*

- Have the participants read the mini scenario found at the conclusion of the Chapter and answer the included questions.
- Using the Answer Key to the full Scenario Activity found in the Handouts Appendix, review the correct answers to the questions.

(Option 2) Conduct Full Scenario Activity at Conclusion

- If selecting this option, conduct the full Scenario Activity found in the Handouts Appendix at the conclusion of the course.
-

Step 5.

(Option 1) Conduct Chapter 7 Review Activity *(30 minutes)*

- Select a Review Activity from the Review Activity Appendix.
- Using the appropriate questions in the Handouts Appendix, conduct the activity.

(Option 2) Break *(10 minutes)*

- Select this option if appropriate.



AT A GLANCE

Materials List

Besides this module of the Instructor Guide, you will also need:

- PowerPoint slides presentation
- Flip chart paper and markers

Before the Session

- Photocopy the Client Bill of Rights pages found in the Handouts Appendix, cut the statements into strips, fold them up, and place them in a hat, cup, bowl or other container.



AT A GLANCE *(CONTINUED)*

To Conduct this Module

STEP	FACILITATOR ACTIVITY	TIME	REFERENCE
1.	Review Slides <ul style="list-style-type: none"> ● Module Objectives, Legal Rights, Client Bill of Rights Introduction 	5 min.	Slides 1-5
2.	Conduct Client Rights Activity	30 min.	Participant Guide: 38
3.	Review Slides <ul style="list-style-type: none"> ● Client Bill of Rights and You, Seclusion and Restraint, Accreditation Standards, Ethical Standards, Legal Terms and Concepts, Confidentiality and HIPAA, Privilege, Informed Consent, Abuse, Neglect, Exploitation, Advocate, ADA 	30 min.	Slides 6-30
4.	(Option 1) Conduct Chapter Scenario Activity	10 min.	Handouts Appendix
	(Option 2) Conduct Full Scenario Activity at Conclusion	or n/a	or n/a
5.	(Option 1) Conduct Chapter 8 Review Activity	30 min.	Review Activities Appendix
	(Option 2) BREAK	or 10 min.	or n/a
Minimum Time to Conduct this Module: 1 hr. 15 min.			
Maximum Time to Conduct this Module: 1 hr. 45 min.			



TEACH

Step 1. Review Slides 1-5 (5 minutes)

- Read through slides.
 - Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.
-

Step 2. Conduct Client Rights Activity (30 minutes)

- Break the participants into 2 teams.
- Ask the participants to turn to page 38 in the Participant Guides.
- Ask the participants if they are familiar with the game “Charades.”
- Explain the rules of the activity:
 - Each team takes turns at sending a representative to select one of the folded up Client Bill of Rights from the container.
 - The team member unfolds the paper, reads it to themselves and then hands it to the Instructor.
 - If the paper has a star on it, the team member can choose to either put it back in the container and draw again or to keep that one. Those with a star are worth twice as many points.
 - That team member will then try to get their team to guess that specific client right by using gestures or other common charades signals. The team need not guess the client right word for word but should clearly guess the correct one.

continued...



TEACH *(CONTINUED)*

Continued...

- Scoring the activity:
 - If the team member's team correctly guesses the client right, they receive 1 point (or 2 points if it had a star).
 - If after 2 minutes, they have been unable to correctly guess, the opposing team is allowed one guess. If that team guesses correctly, then they receive 1 point (or 2 points if it had a star).
 - If neither team guesses correctly, the team member announces the client right they were trying to convey.
 - The team member writes the client right on the flipchart.
 - The Instructor logs the appropriate points.
 - Play passes to the next team.
- Begin the activity.
- The activity ends when 30 minutes have passed. The team with the most points is the winner.

Step 3. Review Slides 6-30 *(30 minutes)*

- Read through slides.
- Ask participants to “fill in the blank” for question mark areas. Each click of the mouse reveals the next hidden answer.



TEACH *(CONTINUED)*

Step 4.

(Option 1) Conduct Chapter Scenario Activity *(10 minutes)*

- Have the participants read the mini scenario found at the conclusion of the Chapter and answer the included questions.
- Using the Answer Key to the full Scenario Activity found in the Handouts Appendix, review the correct answers to the questions.

(Option 2) Conduct Full Scenario Activity at Conclusion

- If selecting this option, conduct the full Scenario Activity found in the Handouts Appendix at the conclusion of the course.
-

Step 5.

(Option 1) Conduct Chapter 8 Review Activity *(30 minutes)*

- Select a Review Activity from the Review Activity Appendix.
- Using the appropriate questions in the Handouts Appendix, conduct the activity.

(Option 2) Break *(10 minutes)*

- Select this option if appropriate.





AT A GLANCE

Materials List

Besides this module of the Instructor Guide, you will also need:

- Full Scenario Activity, if applicable (1 for each participant)
- Chapter Module(s) review questions (1 set for each participant)

Before the Session

Before the training session:

- Make appropriate copies of the full Scenario Activity, if applicable.
- Make appropriate copies of the Chapter Module(s) review questions and Answer Key.



AT A GLANCE *(CONTINUED)*

To Conduct this Module

STEP	FACILITATOR ACTIVITY	TIME	REFERENCE
1.	Conduct Full Scenario Activity, if applicable	1 hr.	Handouts Appendix
2.	Conduct Course Evaluation	5 min.	Participant Guide: 43
3.	Wrap Up	5 min.	Handouts Appendix
Minimum Time to Conduct this Module: 10 min.			
Maximum Time to Conduct this Module: 1 hr. 10 min.			



TEACH

Step 1. Conduct Full Scenario Activity, If Applicable *(1 hour)*

- Handout full Scenario Activity.
 - Give the participants 45 minutes to complete the Scenario Activity.
 - At the conclusion of the 45 minutes, use the Scenario Activity Answer Key to review the correct answers to the questions
 - Answer any additional questions the participants may have.
-

Step 2. Conduct Course Evaluation *(5 minutes)*

- Have the participants remove the Course Evaluation from the back of their Participant Guides.
 - Have the participants complete the Course Evaluations.
 - Collect Course Evaluations.
-



TEACH *(CONTINUED)*

Step 3. Wrap Up *(5 minutes)*

- Ask the participants if there are any additional questions.
- Hand out copies of the Chapter Questions and Answer Key as a study aide.

SPECIAL NOTE

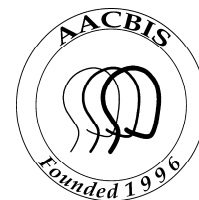
- Make a copy of the following four-page Instructor Feedback Form and complete this form for the course session just completed.
- Send your completed Instructor Feedback Form to:

AACBIS
c/o Brain Injury Association of America
8201 Greensboro Drive
Suite 611
McLean, VA 22102

Or fax all four pages to: 703-761-0755

- Do not send or fax the participants' individual course evaluation forms.
- Your feedback plays a very important role in the future of the course.

Thank you!



INSTRUCTOR FEEDBACK FORM

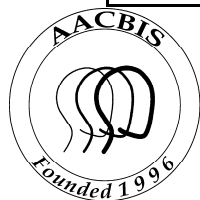
Training Session: _____ **Date:** _____ **Facilitator:** _____

1. Review the feedback obtained from the Participants' Course Evaluations. Record the quantity of the various responses to each question in the table below.

Course Evaluation Question	Not	Somewhat	Mostly	Very
1. Prepared before session				
2. Prepared after training				
3. Helpful overall				
4. Confident to apply				
5. Value of materials and handouts				
6. Value of activities				
7. Value of facilitator(s)				

2. Summarize the responses to questions 8-11:

8. Greatest benefit for taking the examination:	
9. Most valuable	10. Least valuable
11. Improvement suggestions:	



INSTRUCTOR FEED- BACK FORM *(CONTINUED)*

3. Place a check mark next to each of the training components that were utilized during this session. For each component checked, rank that component's ease of use and effectiveness using the following scale:

- 1— NOT Easy to Use or Not Effective 2— SOMEWHAT Easy to Use or Somewhat Effective
3— MOSTLY Easy to Use or Mostly Effective 4— VERY Easy to Use or Very Effective

Chapter 1:	<input type="checkbox"/> Slides	<input type="checkbox"/> Brain Injury Activity	<input type="checkbox"/> Review Activity: _____
Ease of Use:			
Effectiveness:			
Comments:			

Chapter 2:	<input type="checkbox"/> Slides	<input type="checkbox"/> Rehab Concepts Activity	<input type="checkbox"/> Review Activity: _____
Ease of Use:			
Effectiveness:			
Comments:			

Chapter 3:	<input type="checkbox"/> Slides	<input type="checkbox"/> Brain Geo. Activity	<input type="checkbox"/> Review Activity: _____
Ease of Use:			
Effectiveness:			
Comments:			

Chapter 4:	<input type="checkbox"/> Slides	<input type="checkbox"/> Complications Activity	<input type="checkbox"/> Med. Activity	<input type="checkbox"/> Review Activity: _____
Ease of Use:				
Effectiveness:				
Comments:				



INSTRUCTOR FEED- BACK FORM *(CONTINUED)*

Training Session: _____ **Date:** _____ **Facilitator:** _____

Chapter 5:	<input type="checkbox"/> Slides	<input type="checkbox"/> Review Activity: _____
Ease of Use:		
Effectiveness:		
Comments:		

Chapter 6:	<input type="checkbox"/> Slides	<input type="checkbox"/> Case Work Activity	<input type="checkbox"/> Review Activity: _____
Ease of Use:			
Effectiveness:			
Comments:			

Chapter 7:	<input type="checkbox"/> Slides	<input type="checkbox"/> Family Adj. Activity	<input type="checkbox"/> Review Activity: _____
Ease of Use:			
Effectiveness:			
Comments:			

Chapter 8:	<input type="checkbox"/> Slides	<input type="checkbox"/> Client Rights Activity	<input type="checkbox"/> Review Activity: _____
Ease of Use:			
Effectiveness:			
Comments:			



INSTRUCTOR FEED- BACK FORM *(CONTINUED)*

WRAP UP

4. Select which scenario option was used for this session:

- Mini Chapter Scenarios
- Full Conclusion Scenario

5. Provide any additional comments or suggestions.

Thank you for completing the Instructor Feedback Form! Your feedback is very important.

Send your completed form to:

AACBIS
c/o Brain Injury Association of America
8201 Greensboro Drive
Suite 611
McLean, VA 22102

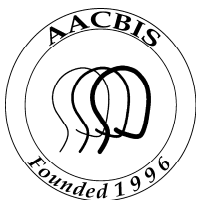
Or fax all pages to: 703-761-0755



AT A GLANCE

The following interchangeable activities are included in this Appendix:

- CBIS Baseball
- Who Wants to be a CBIS Specialist?
- CBIS Hangman
- CBIS Tic Tac Toe



Materials List

To conduct this Review Activity, you will need:

- A blank sheet of flipchart paper, a blank overhead flimsy, a whiteboard, or a chalkboard
- Sticky notes, coins, or other materials to mark runners on base
- Questions (Level 1-3) from the module(s) being reviewed (See Handouts Appendix)

Question Level

Single = Level 1

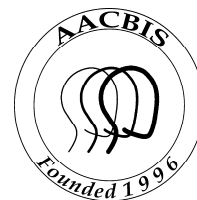
Double = Level 2

Triple = Level 3

Conducting the Review Activity

To conduct this Review Activity, follow the steps below:

- | Step # | Task |
|--------|--|
| 1. | Divide participants into two teams approximately equal in number. |
| 2. | Ask each team to determine their “batting order.” |
| 3. | Draw a baseball diamond on a flipchart, blank overhead flimsy, chalkboard, or whiteboard, etc. |
| 4. | Use sticky notes, coins, or other materials to mark runners on base. |



CBIS BASEBALL

(CONTINUED)

REVIEW
ACTIVITIES
APPENDIX

- | Step # | Task |
|--------|---|
| 5. | Review the rules of the game with the participants: <ul style="list-style-type: none">● The team that is up to bat sends the next player in their batting order to the plate.● The batter may choose to confer with their team to determine how many bases the batter will attempt.● A batter chooses a question to answer with a difficulty level that corresponds with earning a single, double, or triple.● All questions are either true/false or multiple choice.● The batter may not receive help from teammates or materials to answer the question.● If the answer is correct, the batter earns that number of bases and all runners on base advance accordingly. Bases may not be “stolen.” Each time a runner reaches home plate, that team scores a point.● If the answer is incorrect, the team earns an “out” and the next batter is up.● After 3 outs (or a specified amount of time or a set run limit to avoid one team dominating), it is the other team’s turn.● Each team must remain true to their batting order.● The team with the most points at the end of the allotted time or innings wins the game. |
| 6. | Toss a coin to determine which team is up to bat first. |
| 7. | Begin play. |
| 8. | Record points (runs) for each team. |
| 9. | Tally the points and announce the winning team at the conclusion. |

Note

If questions become depleted at a specific level, utilize the next highest level that has questions remaining. Still count the question as the level that had been requested.



WHO WANTS TO BE A CBIS SPECIALIST?

REVIEW
ACTIVITIES
APPENDIX

Materials List

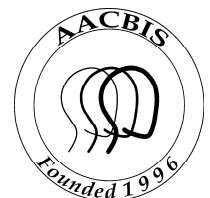
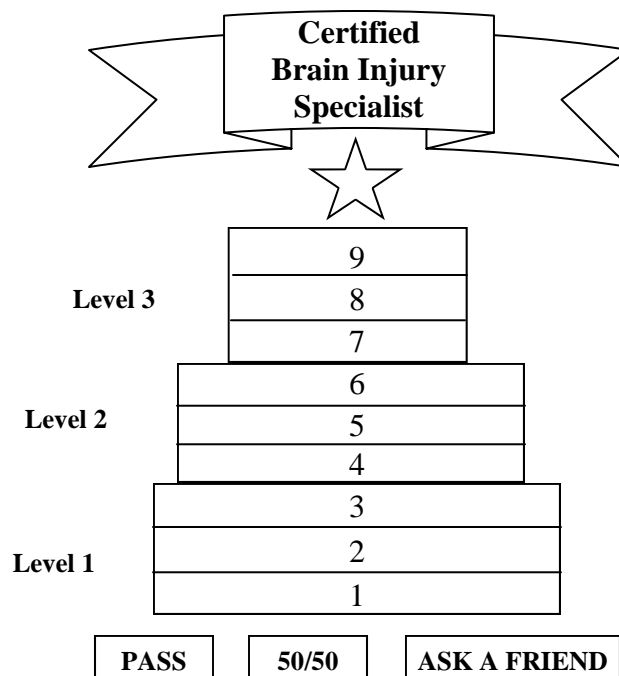
To conduct this Review Activity, you will need:

- A blank sheet of flipchart paper, a blank overhead flimsy, a whiteboard, or a chalkboard
- Sticky notes to mark the location of each team on the tiers if using a flipchart
- Questions (Level 1-3) from the module(s) being reviewed (See Handouts Appendix)

Conducting the Review Activity

To conduct this Review Activity, follow the steps below:

- | Step # | Task |
|--------|---|
| 1. | Divide participants into two teams approximately equal in number. |
| 2. | Ask each team to determine their lineup (the order in which they will answer the questions). |
| 3. | Draw the following tiered shape on a flipchart, blank overhead flimsy, chalkboard, whiteboard, etc. |



WHO WANTS TO BE A CBIS SPECIALIST?

REVIEW
ACTIVITIES
APPENDIX

- | Step # | Task |
|--------|--|
| 4. | <p>Review the rules of the game with the participants:</p> <ul style="list-style-type: none">● Each team will take turns answering progressively more difficult questions to work their way up the tiers to eventually become a Certified Brain Injury Specialist.● When it is a team's turn, the team member next in line receives a level of question corresponding to their team's position on the tiers.● The team member that is up may choose to answer the question (with the Instructor asking, "Is that your final answer?") or use one of the team's three lifelines: PASS (in which case the question is passed to the other team to answer), 50/50 (removes all but two possible answers to the question), or ASK A FRIEND (they may ask one other team member for advice).● Each lifeline may only be used one time in the game.● The team member must answer the question without assistance from materials or their team (unless using the ASK A FRIEND lifeline).● If the team member answers the question correctly, the team advances up one notch and play passes to the next team.● If the team member answers the question incorrectly, the team drops back one notch and play passes to the next team.● Each team must remain true to their lineup.● The first team to reach the top notch and correctly answer that question is the winning team. |
| 5. | Toss a coin to determine which team begins first. |
| 6. | Begin play. |
| 7. | Mark a team's position using a sticky note, erasable marker or chalk as it will be necessary to move teams up and down depending on their success. |

Note

If questions become depleted at a specific level, utilize the next highest level that has questions remaining.



CBIS HANGMAN

Materials List

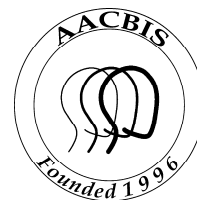
To conduct this Review Activity, you will need:

- A blank sheet of flipchart paper, a blank overhead flimsy, a whiteboard, or a chalkboard
- Questions (Level 1-3) from the module(s) being reviewed (See Handouts Appendix)

Conducting the Review Activity

To conduct this Review Activity, follow the steps below:

- | Step # | Task |
|--------|---|
| 1. | Divide participants into two teams approximately equal in number. |
| 2. | Ask each team to determine their lineup (the order in which they will answer the questions). |
| 3. | Draw two traditional hangman platforms on a blank overhead flimsy, chalkboard, whiteboard, etc. |
| 4. | Review the rules of the game with the participants. <ul style="list-style-type: none">● Each team will take turns answering questions.● When it is a team's turn, the team member up may chose the difficulty level of the question — Level 1, 2, or 3.● The team member must answer the question without assistance from materials or their team.● If answered correctly, that many body parts are either REMOVED from their figure or ADDED to the other team's figure — whichever the team member chooses.● If the question is answered incorrectly, the reverse occurs — that many body parts are added to their figure or removed from the other team's figure — again, whichever the team member chooses.● The team member that is up may confer with their team as to whether they are removing or adding body parts. The decision is all or nothing... they may not “split” the parts. |



CBIS HANGMAN

(CONTINUED)

REVIEW
ACTIVITIES
APPENDIX

- | Step # | Task |
|--------|---|
| | <ul style="list-style-type: none">● Body parts are added in the following order: head, body, 2 legs, 2 arms, 2 feet, 2 hands, hair, 2 eyes, nose, 2 ears, and mouth.● Body parts with 2 parts are added individually.● Body parts are removed in the reverse order, with the latest one being removed first.● Each team must remain true to their lineup.● The team that receives a mouth first, loses. |
| 5. | Toss a coin to determine which team begins first. |
| 6. | Begin play. |
| 7. | Mark the body parts using either a whiteboard marker or chalk so that they can be easily erased or added back on as necessary. |
| 8. | The number of body parts can be “tailored” based upon the number of questions in the chapter. |

Note

If questions become depleted at a specific level, utilize the next highest level that has questions remaining. Still count the question as the level that had been requested.



CBIS TIC TAC TOE

Materials List

To conduct this Review Activity, you will need:

- A blank sheet of flipchart paper, a blank overhead flimsy, a whiteboard, or a chalkboard
- Questions (Level 1-3) from the module(s) being reviewed (See Handouts Appendix)

Conducting the Review Activity

To conduct this Review Activity, follow the steps below:

- | Step # | Task |
|--------|--|
| 1. | Divide participants into two teams approximately equal in number. One team will be X and one team will be O. |
| 2. | Ask each team to determine their lineup (the order in which they will answer the questions). |
| 3. | Draw a traditional tic tac toe board on a blank overhead flimsy, chalkboard, whiteboard, etc. |
| 4. | Explain the value of each spot on the board: <ul style="list-style-type: none"> ● Center spot — Level 3 question ● Corner spots — Level 2 questions ● Remaining spots — Level 1 questions |

LEVEL 2	LEVEL 1	LEVEL 2
LEVEL 1	LEVEL 3	LEVEL 1
LEVEL 2	LEVEL 1	LEVEL 2



CBIS TIC TAC TOE

(CONTINUED)

REVIEW
ACTIVITIES
APPENDIX

- | Step # | Task |
|--------|---|
| 5. | Review the rules of the game with the participants. <ul style="list-style-type: none">● Each team will take turns answering questions.● When it is a team's turn, the team member up must choose the position they are going for (and hence the question level).● The team member must answer the question without assistance from materials or their team.● If the question is answered correctly, the team earns that spot and play passes to the other team.● If the question is answered incorrectly, the team does not earn a spot and play passes to the other team.● The first team to place 3 of their X's or O's in a row (across, down or diagonally) wins that round.● Each team must remain true to their lineup. |
| 6. | Toss a coin to determine which team begins first. |
| 7. | Begin play. |
| 8. | Keep track of the total number of rounds won by each team until time is up. The team with the most wins overall is the winner. |

Note

If questions become depleted at a specific level, utilize the next highest level that has questions remaining.



