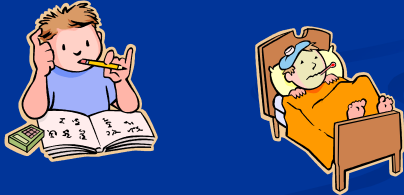
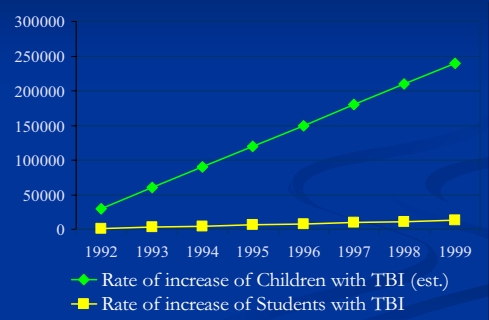


Numbers: Where Have All the Children with TBI Gone?



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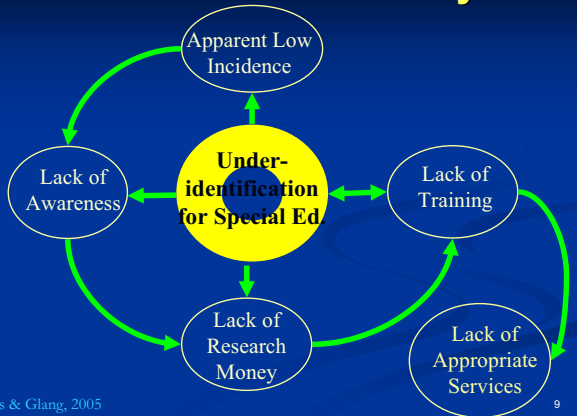
Under-identification for Special Education



National Pediatric Trauma Registry 1993
US Department of Education

Todis & Glang, 2005

Under-identification Cycle



Todis & Glang, 2005

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What Systems Can Do About Numbers



- Fund studies that obtain minimum data sets that provide usable numbers
- Fund longitudinal studies that obtain home, educational, community living outcomes
- Place questions on kindergarten and special education forms to identify potential "at risk" students and plan to follow them over time
- Ask TBI questions on health forms

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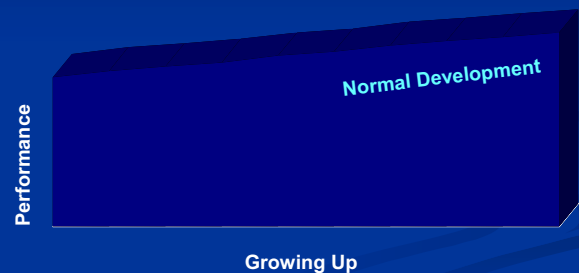
Myths about Children

- They will grow out of it.



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Development Without Brain Injury

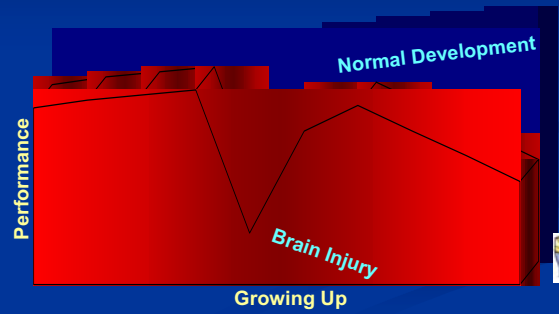


Puzzling Paradox of Pediatric Brain Recovery

1. Prognosis for functional recovery of *old* skills is better in early brain injury
2. Prognosis for acquiring *new* skills after injury is worse after early brain injury



Traumatic brain injury without intervention



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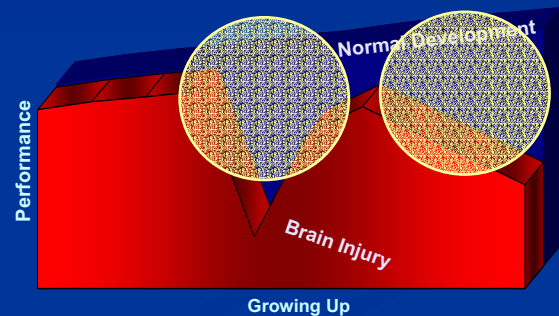
Growing Into It



- Immediately after the injury, previous knowledge base aids in testing within normal limits - losses over time not related to the injury.
- Developmental milestones are not achieved - no one equates this lack of development to injury years earlier.
- Child's brain continues to develop and change over time - sometimes not in a positive manner. Children have to recover at each new stage of development.

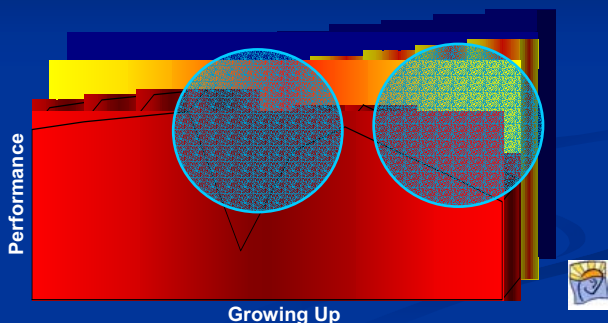
15

Seeking answers to promoting brain regeneration at two stages in children after brain injury



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Benefit of Intervention in Multiple Time Frames



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Myths about Children

- Mild injuries (concussions) are not a real problem for education or life long living.

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