

Instructions ...

on using the alert list for children and teens with acquired brain injury.

People can incur a brain injury in a car accident, a hard fall on the head, a brain tumor, meningitis, or lack of oxygen in the brains. This 'acquired' or 'innate' brain injuries can also affect children. Problems at school and in contacts with others may result.

The child can't work on two things at the same time (for example, listening and writing) or the teacher has to explain material several times. Also, the child can be easily tired, distracted or irritable.

When problems occur immediately after the occurrence of a brain injury, the relationship is easy to explain. But often they occur later on, for example, at the time that the child needs to learn a new skill (such as independent learning). Parents and teachers then make no immediate link between the injury and the consequences. A fall in the head prior to the fourth year of life can be forgotten so many years later.

Why an alert list?

This list is intended to signal the possible consequences of brain injury faster and better. Problems at school or within the family come to light sooner and family members and caregivers are more able to take into account the restriction (s) of the child. Using the list of alerts the child can be referred to the right caregiver, and focused adequate supervision and, if necessary, treatment can take place.

The list does not address any physical limitations, but is intended for detecting the effects in terms of cognition, emotion, behavior and social function.

The list of alerts is explicitly not a diagnostic tool. It describes and identifies only complaints or problems that result from the brain and makes no statements about its causes. Some symptoms may also occur with ADHD or a problematic family situation or may result from the character of the child.

Who can complete the list?

Someone who knows very well how a child of a certain age should function as an internal coach and elementary school teacher, a mentor in secondary education (possibly together with the parents), support teacher, psychologist, educator, pediatric neurologist or physiatrist.

How does the list work?

In the left column of the alert list the possible consequences of brain injury, divided into two categories:

- cognition (13 items);
- emotions and behavior (10 items).

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Per item there are four possible answers:

1 = yes, the problem is present and inhibits the development of the child

2 = yes, the problem is present, but does not inhibit the development of the child

3 = No, this problem is not there

4 = I do not know if the problem is present

If a problem occurs occasionally choose 1 or 2.

While filling in the list, always be guided by the comparison with peers. Because the list of alerts is designed for children aged between 5 and 19 years we sought examples that broadly fit in three age groups (5-9, 10-14, 15 - 19). If the functioning of the child is similar to that of his peers, there is no problem and you cross the box 'no'. Choose 'yes' if the child is weaker than the average peer.

When is further research needed?

The doctor may refer the child to a (neuro) psychologist, psychologist, pediatric neurologist or pediatric doctor for further diagnosis and possible treatment. This will only happen if the brain injury threatens to hinder the development of the child.

It is not possible to give a clear line Redirection. The question of what is for a child the best form of counseling or treatment is determined by many different factors in consultation with health-care providers. Regional agreements can be made on this.

Directives may be:

- In several areas (> 3) occur simultaneously issues that inhibit development. Redirection is desired.
- For 1 or 2 occur simultaneously issues that inhibit development. First look if targeted information, advice and consciously considering the problems may result in improvement. If problems persist, the child may still be referred.
- There are problems, but they do not (yet) inhibit development. For the time being it is sufficient to give specific information and advice. It is then important to monitor the child and observe changes in time.

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Signaling Instrument

1. What is the reason for completing this list of alerts?

2. The list was completed for:

Name child or teen: _____ Initials: _____ M / F

Date of birth: _____

Date of brain injury: _____

And by:

Name respondent: _____ Initials: _____ M / F

Relation to child / teen: _____

E-mail: _____ Telephone: _____

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3. Consequences of brain injury

A. Cognition				
Weaker than peers in terms of performance	Yes, it slows down the development	Yes, but it does not slow down the development	No	Don't know
Trouble to do two things at once <ul style="list-style-type: none"> - Crafting and listen at the same time - Clean up and talk at the same time - Listen to the teacher and take notes 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Trouble keeping attention on something <ul style="list-style-type: none"> - Can't hold attention at play / is often 'dreaming' - Easily distracted by outside noises or other children in the classroom - Must always be encouraged to continue work / to make efforts 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Trouble with flexibility <ul style="list-style-type: none"> - Can't continue working on an activity if he / she is was suspended in it - Having trouble to switch tasks, for example, alternating plus and minus sums - Repeat activities, lingers in a subject, always draws the same 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>
Trouble to process information (at normal speed) <ul style="list-style-type: none"> - Needs a lot of time to understand the curriculum - There's lots of time between receiving the command and implementation - Difficulty with tracking the subtitles of a movie 	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>	<input type="radio"/> <input type="radio"/> <input type="radio"/>

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A. Cognition				
<i>Weaker than peers in terms of performance</i>	Yes, it slows down the development	Yes, but it does not slow down the development	No	Don't know
Trouble in remembering new information <ul style="list-style-type: none"> - New information or learning material must be repeated a lot to take root, for example, learning tables - Can't repeat the content right after a story is told - Difficulty in remembering multiple assignments at once 	○	○	○	○
Trouble in remembering information from longer ago, forgetful <ul style="list-style-type: none"> - After the weekend, can't tell what he / she has done during the weekend - Doesn't remember what was treated in the previous lesson (for example biology, geography) - Forgets weekly recurring events such as gym class or club activities 	○	○	○	○
Trouble in taking initiative <ul style="list-style-type: none"> - Does not ask another child to play or to work on an assignment together - Never asks questions by itself - Does not start by itself in activities 	○	○	○	○
Trouble with planning and / or organizing things <ul style="list-style-type: none"> - Finds it hard to choose between different games - Trouble to copy something from an example - Difficulty planning (week) tasks - Difficulty in estimating the duration of an activity - Difficulty keeping tidy room or office, often lost something 	○	○	○	○

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A. Cognition				
Weaker than peers in terms of performance	Yes, it slows down the development	Yes, but it does not slow down the development	No	Don't know
Trouble in understanding spoken and / or written language				
- Does not understands a command: keeps asking or performs command incorrectly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Does not understand words written	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Trouble understanding long sentences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Trouble with the expression of language				
- Uses little language, does a lot with gestures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Can't think of the right words or uses words in the wrong meaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Trouble expressing own thoughts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

B. Emotions, behaviour and understanding of social situations				
Weaker than peers in terms of performance	Yes, it slows down the development	Yes, but it does not slow down the development	No	Don't know
Gloomy, dejected, depressed				
- Often retreats into physical activity like thumb sucking, rotate with the hair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Shows little fun	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Negative self-image, consider her-/ himself worthless	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Indifferent, cool				
- Does not react to another child being sad	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Does not noticeably react to a stroke of luck or a disappointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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B. Emotions, behaviour and understanding of social situations				
Weaker than peers in terms of performance	Yes, it slows down the development	Yes, but it does not slow down the development	No	Don't know
Anxiety				
- Clings to adults	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Fear to try new situations / often asks for help	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Fear of being left alone / being abandoned	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional quickly, cry easily				
- Cries quickly, if something does not work or if he / she falls	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Unpredictable mood swings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Snel geïrriteerd, prikkelbaar				
- Reacts quickly and violently with angry attitude / scolding / beat (aggressive behavior)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Very irritable, no particular reason	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Unable to handle criticism	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reduced insight into own performance				
- Overestimate or underestimate her- / himself	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Does not know own capabilities and limitations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Can't judge own performance and behavior in a critical way	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Afraid to fail, does not want to try new things	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quickly and often tired / (head) ache				
- Tired in a noisy environment, responds hyperactive, pulls off white or rolls with the eyes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Alternating performance during the day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Mental exercise, reading or computer use leads to tiredness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Severe fatigue before holidays	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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B. Emotions, behaviour and understanding of social situations				
<i>Weaker than peers in terms of performance</i>	Yes, it slows down the development	Yes, but it does not slow down the development	No	Don't know
Self-centered, few social contacts				
- Takes no notice of others (egocentric behavior)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Does not like being with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Has little friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Problems with estimation of social situations				
- Unable to comprehend the consequences of (own) actions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Inappropriate behavior, such as interrupt a conversation, make jokes at inappropriate moments, take seriously a joking comment, no consideration for others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Insufficient understanding of social hierarchy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Difficulty interpreting emotions and behavior of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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