

Pediatric Test of Brain Injury (PTBI) Test Form

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Pediatric Test of Brain Injury™ (PTBI™) TEST FORM

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CHILD'S INFORMATION

Child's name: _____
Case/medical record ID number: _____
Child's city and state: _____
Child's school: _____
Child's grade: _____
Child's gender: ___ female ___ male
Language(s) spoken: ___ English ___ Spanish
___ Other: _____
Classroom performance (prior to injury):
___ below average ___ average ___ above average
Handedness: ___ right ___ left ___ ambidextrous
Any hand restrictions due to injury: _____
Any speaking restrictions due to injury (e.g., intubation): _____

TESTING INFORMATION

Examiner's name: _____
Facility: _____

MEDICAL HISTORY

Primary diagnosis: _____
Mechanism of injury: _____
GCS* on admission: _____
GCS* at PTBI testing: _____
RLAS† at PTBI testing: _____
CT/MRI results: _____
Surgical procedures: _____
Current medications: _____

Previous head injury: ___ yes ___ no
Other prior problems (specify): _____
*Glasgow Coma Scale †Rancho Los Amigos Scale

NOTE: If the PTBI is administered in two sessions, they must be on the same day. The first session must end after Subtest 5; the second session begins with Subtest 6.

Testing time: Session 1 _____ Session 2 _____
Total testing time: _____

	Year	Month	Day	Year	Month	Day
Date tested						
Date of birth						
Chronological age						

Note: Subtract date of birth from date tested to get chronological age. Subtract date of injury/onset from date tested to get time post-injury/onset.

SUMMARY SCORING CHART	Ability Score (from Test Form)	Performance Category (from Appendix A)	SEM	Confidence Interval	Previous Test Results
Constrained Skills		VL = Very Low L = Low M = Moderate H = High	Standard error of measurement from Appendix B	Add and subtract SEM from Ability Score	Date: _____ Ability Score: _____ Perf. Category: _____
1. Orientation	_____	<input type="checkbox"/> VL <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	_____	to _____	_____
2. Following Commands	_____	<input type="checkbox"/> VL <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	_____	to _____	_____
6. Naming	_____	<input type="checkbox"/> VL <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	_____	to _____	_____
Unconstrained Skills					
3. Word Fluency	_____	<input type="checkbox"/> VL <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	_____	to _____	_____
4. What Goes Together	_____	<input type="checkbox"/> VL <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	_____	to _____	_____
5. Digit Span	_____	<input type="checkbox"/> VL <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	_____	to _____	_____
7. Story Retelling—Immediate	_____	<input type="checkbox"/> VL <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	_____	to _____	_____
8. Yes/No/Maybe	_____	<input type="checkbox"/> VL <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	_____	to _____	_____
9. Picture Recall	_____	<input type="checkbox"/> VL <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	_____	to _____	_____
10. Story Retelling—Delayed	_____	<input type="checkbox"/> VL <input type="checkbox"/> L <input type="checkbox"/> M <input type="checkbox"/> H	_____	to _____	_____

SUMMARY OF OVERALL PERFORMANCE: _____

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Gillian Hotz Ph.D., Nancy Helm-Estabrooks Sc.D. CCC-SLP, Nickola Nelson Ph.D. CCC-SLP BCS-CL, Elena Plante Ph.D. : Pediatric Test of Brain Injury (PTBI) Test Form before purchasing it in order to gage whether or not it would be worth my time, and all praised Pediatric Test of Brain Injury (PTBI) Test Form:

Available in packages of ten, the PTBI test forms are for recording information about the child's performance. The test forms are a necessary component for successful test administration. These forms are part of PTBI, a criterion-referenced, standardized test designed for use with children ages 6-16 recovering from brain injury. An effective and innovative tool that takes just 30 minutes to complete, PTBI assesses the skills children need to return to school and function in the general education curriculum. This product is sold in a package of 10. Learn more about the entire PTBI

system.

About the Author Nancy Helm-Estabrooks, Sc.D., CCC-SLP, Brewer Smith Professor Emerita in the Department of Communication Disorders and Sciences at Western Carolina University in Cullowhee, North Carolina. She was affiliated with the Harold Goodglass Aphasia Research Center and Boston University School of Medicine for 32 years, was a Research Scientist at the National Center for Neurogenic Communication Disorders at The University of Arizona, and a Research Professor at the University of North Carolina. Dr. Helm-Estabrooks is board certified by the Academy of Neurologic Communication Disorder (ANCDS). Her awards include American Speech-Language-Hearing Association (ASHA) and ANCDS Honors, and the Kleffner Lifetime Clinical Career Award. She is an ASHA Fellow and has published more than 90 peer-reviewed articles, 7 books, 21 chapters, and 6 standardized tests. Nickola Wolf Nelson, Ph.D., CCC-SLP, BCS-CL, is Professor Emerita in the Department of Speech, Language, and Hearing Sciences and former Director of the Ph.D. program in Interdisciplinary Health Sciences at Western Michigan University. She is author of the book *Language and Literacy Disorders: Infancy Through Adolescence*, and first author of the *Test of Integrated Language and Literacy Skills (TILLS)*, as well as editor-in-chief of the journal, *Topics in Language Disorders*. Dr. Nelson's research and publications focus on curriculum-based language and literacy assessment and intervention. Gillian Hotz, Ph.D., CCC-SLP, is The Director of the KiDZ Neuroscience Center, Research Professor, Department of Neurosurgery, University of Miami Miller School of Medicine in Miami, Florida. Dr. Hotz is Principal Investigator on a variety of funded research projects for acute care and rehabilitation of children with traumatic brain injury and injury prevention. She has presented at local, national, and international conferences; has published numerous papers on the topic of traumatic brain injury; and is coauthor of the *Brief Test of Head Injury* (with Nancy Helm-Estabrooks, PRO-ED, 1991). Dr. Hotz is a member of a number of advisory groups, including the Florida Injury Prevention Advisory Council and the Sarah Jane Brain Project/The National Pediatric Acquired Brain Injury Plan. Elena Plante, Ph.D., CCC-SLP, is a Professor in the Department of Speech, Language, and Hearing Sciences at The University of Arizona in Tucson. She is a fellow both of The University of Arizona's College of Science and of the American Speech-Language-Hearing Association. Her areas of research interest include language learning and assessment practices. She in addition to multiple journal articles on these topics, Dr. Plante is a co-author on the *Pediatric Test of Brain Injury* and the *Test of Integrated Language and Literacy Skills*. Dr. Plante has also been using neuroimaging to explore the brain bases of language and cognition for the last 2 decades. She has active national and international collaborations in the areas of neuroimaging, language, and learning.