

Table 1. Articles Selected for Review

Reference Location	Participants	Design Type & Features	Major Findings
Mealings & Douglas (2010) <i>Australia</i>	3 male survivors of severe TBI in public secondary education; approximately 1–3 years post-injury	<ul style="list-style-type: none"> • Qualitative • Grounded theory 	<ul style="list-style-type: none"> • Regarding school, students with TBI desire academic goals, positive personal interactions, feeling a part of the decision-making process, and continual evaluation of accommodations
Glang et al. (2008) <i>United States</i>	N/A	<ul style="list-style-type: none"> • Literature review of instructional strategies 	<ul style="list-style-type: none"> • Graphic organizers are likely useful for students with TBI, as they have evidence-based effectiveness with other students who have special needs.
Taylor et al. (2003) <i>United States</i>	134 children (42 with severe TBI, 42 with moderate TBI, and 50 control subjects with orthopedic injuries only)	<ul style="list-style-type: none"> • Quantitative • Longitudinal (4 years) 	<ul style="list-style-type: none"> • Of students with moderate/severe TBI, more were receiving accommodations at 6 months post-injury than at 1 year. By 4 years post-injury, the number had surpassed the 6-month post-injury total • Most students with TBI that were receiving services were not qualified under the TBI eligibility category
Sharp, Bye, Llwellyn, & Cusick (2006) <i>Australia</i>	8 adolescent survivors of a recent, severe TBI and their families	<ul style="list-style-type: none"> • Qualitative • Grounded theory • Longitudinal (2 years) 	<ul style="list-style-type: none"> • Participants felt accommodations and support should continually be evaluated, due to changes in the survivor and their educational needs and demands • Accommodations were not reliably implemented by school personnel • An <i>organized school return</i> was key to a survivor's successful return to school
Hawley, Ward, Magnay, & Long (2002) <i>United Kingdom</i>	Parents/guardians of 525 children who sustained a brain injury (419 mild, 57 moderate, 49 severe), 1–6 years post-injury	<ul style="list-style-type: none"> • Quantitative • Postal questionnaire 	<ul style="list-style-type: none"> • Students with TBI and their caregivers report problems at school or problems that negatively impact academic achievement • Schools made special arrangements for a student's return following a TBI only 20% of the time, although it was more likely to occur if the injury was severe or moderate, rather than if it was mild
Hawley (2003) <i>United Kingdom</i>	2-year follow-up of participants from Hawley et al. (2002): 97 children with brain injury (49 mild, 19 moderate, 29 severe), ages 5–15 years and their family members	<ul style="list-style-type: none"> • Quantitative • Interviews conducted, structured checklists, and validated scales used 	<ul style="list-style-type: none"> • Students with moderate/severe TBI report problems at school as some of the most enduring