

## Supplemental Material S2. Factors and strategies.

Question (participant)	Response (frequency)
What accommodations, if any, does your child receive at school that could lessen/relieve their cognitive fatigue? (parent)	<p>Longer time for testing (3)</p> <p>Shortened or reduced class assignments or homework (3)</p> <p>Breaks within or between classes (2)</p> <p>Preferential seating (2)</p> <p>Extra help (2)</p> <p>Retake on homework or tests (1)</p> <p>Audio books (1)</p> <p>Notetaker (1)</p> <p>Modified school day to a half day (1)</p>
What strategies do you recommend teachers and therapists use to decrease the impact of cognitive fatigue for children who have experienced a brain injury? (parent)	<p>Needs to be individualized and acknowledged/followed by all staff (3)</p> <p>Build in breaks/rest (3)</p> <p>Reduce workload to essential content (2)</p> <p>Visual aids or supports (2)</p> <p>Strategies to also reduce stress (2)</p> <p>Lower stimulation (lighting, noise) (1)</p> <p>Train staff on strategies and brain injury (1)</p> <p>Remind students of strategies (1)</p>
What strategies do you recommend teachers to use to decrease the impact of cognitive fatigue for children who have experienced a brain injury? (SLP)	<p>Build in frequent breaks/rest (14)</p> <p>Visual aids or supports (8)</p> <p>Reduce workload to essential content (6)</p> <p>Present assignments one instruction at a time with visual supports (5)</p> <p>Lower stimulation/distractions (lighting, noise) (5)</p> <p>Preferential seating (3)</p> <p>Needs to be individualized, based on team decisions/expertise, and followed by all staff (3)</p> <p>Consistent routines (2)</p> <p>Sensory aids (e.g., fiddle toys, sitting on a bouncy ball) (2)</p> <p>Note taker (2)</p> <p>Positive reinforcement/praise (2)</p> <p>Repetition of information (2)</p> <p>Modified length of classes or school day (1)</p>

	<p>Extended time for tests (1)</p> <p>Professional aid (1)</p> <p>Checking for understanding (1)</p> <p>Self-management/self-advocacy (1)</p>
What strategies do you recommend parents to use to decrease the impact of cognitive fatigue for children who have experienced a brain injury? (SLP)	<p>Build in rests/breaks (10)</p> <p>Decrease stimulation/distractions (6)</p> <p>Consistent schedule/routines (daily, sleep, diet) (5)</p> <p>Break tasks into smaller units (5)</p> <p>Designated low-stimulation location in house (4)</p> <p>Extra time to complete tasks (3)</p> <p>Plan for/prioritize high cognitive load activities within schedule (3)</p> <p>Observe/get to know your child's signs of fatigue and frustration (3)</p> <p>Include fun and relaxing activities in child's day (3)</p> <p>Visual aids/supports (2)</p> <p>Family counselor (1)</p> <p>Connecting with other parents of children with ABI (1)</p> <p>Positive reinforcement/praise (1)</p> <p>Company of pets or parent when doing homework (1)</p> <p>Parents are the child's best advocate (1)</p>
What factors worsen cognitive fatigue for your child? (parent, SLP)	<p>Change in routine (daily, sleep, diet) (parent: 5, SLP: 11)</p> <p>High or sustained cognitive demands (e.g., activities, classes) (parent: 4, SLP: 8)</p> <p>Physical exhaustion (fatigue, headaches) (parent: 4, SLP: 5)</p> <p>Stress or mental/emotional state (parent: 4, SLP: 5)</p> <p>Excessive stimuli (visual, auditory) (parent: 3, SLP: 6)</p> <p>Distractions (visual, auditory) (parent: 2, SLP: 4)</p> <p>Lack of breaks (parent: 2, SLP: 4)</p> <p>Lack of accommodations (SLP: 3)</p> <p>Lack of self-awareness or strategies (SLP: 3)</p> <p>Lack of support from staff, peers, or family (SLP: 2)</p>
What factors lessen/relieve cognitive fatigue for your child? (parent, SLP)	<p>Rest/fun/movement between cognitive challenging or non-preferred activities/classes (parent: 11, SLP: 15)</p> <p>Consistent routines (daily, exercise, sleep, diet) (parent: 5, SLP: 10)</p> <p>Aids to reduce stimulation or effort (headphones, note taker, visual supports, break tasks or</p>

information into smaller units) (parent: 3, SLP: 7)  
 Quiet environments for cognitively challenging work (parent: 2, SLP: 7)  
 Engagement in preferred activities (being outdoors, hanging out with close friends/family) (parent: 2, SLP: 2)  
 Reduced workload or demands (parent: 2, SLP: 3)  
 Extended time to complete work (SLP: 2)  
 Counseling/social support (peers, family) (SLP: 4)  
 Prescription medications (for attention and other ABI-related needs) (parent: 1, SLP: 1)  
 Assistance in facilitating executive functioning skills (parent: 1, SLP: 2)  
 Proactive implementation of supports and role playing for self-advocacy/management (SLP: 2)  
 Staff/parent knowledge and identification of cognitive fatigue (parent: 1, SLP: 1)

How do you, as a parent, help reduce cognitive fatigue or the impacts of cognitive fatigue for your child? (parent)

Breaks between cognitive-challenging or non-preferred activities (4)  
 Providing emotional support, reduce stress (3)  
 Break tasks into smaller units (2)  
 Provide a quiet space (2)  
 Advocating for appropriate accommodations (2)  
 Educate school team (1)  
 Structured review of important school information (1)

What strategies do you use to decrease the impact of cognitive fatigue for children who have experienced a brain injury? (SLP)

Provide breaks (9)  
 Teach child self-advocacy skills and self-management strategies (4)  
 Collaborate with other members of the school or rehabilitation team and parents (3)  
 Reduced duration of assessment or therapy sessions (3)  
 Check-in with child (3)  
 Decrease stimulation (visual, auditory) (3)  
 Educate parents on strategies (3)  
 Assess situations where child can and cannot push through fatigue (3)  
 Visual supports (3)  
 Modify materials, shorter directives (2)  
 Learn/educate self (2)  
 Positive reinforcement (2)  
 Watch for changes in executive functioning (attention, memory) and other behaviors (frustration) and modify expectations as needed (1)  
 Snacks and water (1)  
 Plan for increased time for assessments (1)

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