

Traumatic Brain Injury: Assessment Planning Requirements

Traumatic Brain Injury (TBI) means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that may adversely affect a pupil's educational performance and may result in the need for special education and related services. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as: cognition, speech/language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, and information processing. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

	Initial Evaluation	Reevaluation
Intellectual Functioning	<p>If a functional impairment attributed to the traumatic brain injury adversely affects educational performance in this area, documentation IS required. *</p> <p><i>See Overview of Criteria for specific examples of functional impairments related to intellectual-cognitive functioning.</i></p>	
Academic Performance	<p>If a functional impairment attributed to the traumatic brain injury adversely affects educational performance in this area, documentation IS required. *</p> <p><i>See Overview of Criteria for specific examples of functional impairments related to academic performance.</i></p>	
Communication Skills	<p>If a functional impairment attributed to the traumatic brain injury adversely affects educational performance in this area, documentation IS required. *</p> <p><i>See Overview of Criteria for specific examples of functional impairments related to communication.</i></p>	
Social/Emotional /Behavioral Skills	<p>If a functional impairment attributed to the traumatic brain injury adversely affects educational performance in this area, documentation IS required. *</p> <p><i>See Overview of Criteria for specific examples of functional impairments related to social/emotional/behavioral skills.</i></p>	
Functional Skills	<p>If a functional impairment attributed to the traumatic brain injury adversely affects educational performance in this</p>	

	<p>area, documentation IS required. *</p> <p><i>See Overview of Criteria for specific examples of functional impairments related to functional skills-adaptive behavior.</i></p>	
Motor Ability	<p>If a functional impairment attributed to the traumatic brain injury adversely affects educational performance in this area, documentation IS required. *</p> <p><i>See Overview of Criteria for specific examples of functional impairments related to motor ability.</i></p>	
Sensory Status	<p>If a functional impairment attributed to the traumatic brain injury adversely affects educational performance in this area, documentation IS required. *</p> <p>A review and/or update of the student's hearing and vision screening information is best practice.</p> <p><i>See Overview of Criteria for specific examples of functional impairments related to sensory status.</i></p>	
Health/Physical Status	<p>Medical Diagnosis: IS required for TBI eligibility determination. Must have documentation by a licensed physician of a medically verified traumatic brain injury.</p>	
Transition	<p>Transition planning MUST occur by grade 10. If completing transition planning, use at least 2 sources of data.</p>	<p>Transition planning MUST occur by grade 10. If completing transition planning, use at least 2 sources of data.</p>

For both initial and reevaluation, the eligibility determination must be supported by either current or existing data from the information provided above. If the team has existing data (e.g., an achievement test completed by an outside agency), the data may be used if it is considered current and a valid reflection of the student's current skills.

* Information/data to document a functional impairment in one or more of these areas must, at a minimum, include one source from Group 1 **AND** one source from Group 2:

Group 1:

- Checklists
- Classroom or work samples
- Educational/medical history
- Documented, systematic behavioral observations
- Interviews with parents, student, and other knowledgeable individuals

Group 2:

- Criterion-referenced measures
- Personality or projective measures
- Sociometric measures
- Standardized assessment measures; (academic, cognitive, motor, communication, or neuropsychological)