

TRAUMATIC BRAIN INJURY DISABILITY GUIDELINES**Federal Definition of Traumatic Brain Injury:**

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 adversely impacts a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory; perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech.

Exception: Brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma are not considered traumatic brain injuries.

Eligibility:

A "child with a traumatic brain injury" means that the child has been evaluated in accordance with the Department's policies and procedures, determined to have a traumatic brain injury, and as a result of the traumatic brain injury, needs special education (i.e. specially designed instruction) and may require related services. "Specially designed instruction" means adapting, as appropriate, the content, methodology, or delivery of instruction to address the unique needs of the child that result from the disability, and ensure access of the child to the general curriculum so that the child can meet the educational standards within the jurisdiction of the district that apply to all children.

Criteria:

A diagnosis of traumatic brain injury (open or closed) caused by external physical force, as determined by a qualified professional; AND

Documentation and/or assessment results that identify the areas of impairment, including any primary and secondary effects of the brain injury

- Primary effects are those caused by the initial injury, such as impact, tearing, or shearing of the brain. Secondary effects are those caused by medication intervention (e.g. surgery), or complications from the initial injury (e.g. intracranial pressure); AND

Documentation of deficits in acquisition, retention, and/or generalization of skills; AND

Educational assessment includes current documentation of the student's functional capacities and indicates deficits in one or more of the following areas:

- The ability to retrieve prior information;
- The ability to acquire and retain new information;
- Building or maintaining social competence; and/or
- Performance of functional daily living skills across environments

Additional Information:

Professional judgment may be used to identify a student as having a TBI if he/she displays characteristics of TBI, even though there is no medical diagnosis. However, substantial data/information to document the medical basis for the TBI must be present in the evaluation report. BPS directs the following to be included in the evaluation report: date of reported injury, report from contact with a physician/medical report, and timeline of data to show adverse change in academic performance after the traumatic event/injury.

Educational Impact:

The impact of the disability requires **specialized instruction** as it has an **adverse impact** on educational performance and is **not** able to be provided by general education.