

## **GUIDELINES FOR DOCUMENTATION OF HEAD INJURY/TRAUMATIC BRAIN INJURY**

Head injury or traumatic brain injury is considered a medical or clinical diagnosis. Individuals qualified to render a diagnosis for these disorders are practitioners who have been trained in the assessment of head injury or traumatic brain injury. Recommended practitioners include: physicians, neurologists, licensed clinical, rehabilitation and school psychologists; neurophysiologists and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

The following documentation requirements will assist the Special Needs/Disability Service Coordinator in collaborating with each student to determine appropriate accommodations. Documentation services as a foundation that supports a student's request for appropriate accommodations. Recommended documentation includes all of the following:

1. A clear statement of the head injury or traumatic brain injury and the probable site of lesion.
2. Documentation for eligibility must reflect the current impact the head injury has on the student's functioning (the age of acceptable documentation is dependent upon the disabling condition, the current status of the student and the student's specific request for accommodations).
3. A summary of cognitive and achievement measures used and evaluation results including standardized scores or percentiles used to make the diagnosis.
4. A summary of present residual symptoms which meet the criteria for diagnosis.
5. Medical information relating to student's needs in include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
6. A statement of the functional impact of limitations of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which accommodations are being requested. It should also include the recommended academic accommodation(s) with rationale for recommended accommodation(s).

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and the Special Needs/Disability Services Coordinator collaboratively determine appropriate accommodations.