



Head Injury/Traumatic Brain Injury Documentation Guidelines

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; neuropsychologists and psychiatrists. The diagnostician must be an impartial individual who is not a family member of the student.

Documentation must be **current**. In most cases, this means a diagnosis has been made and/or treatment has been prescribed **within the past three years**. Because the provision of all reasonable accommodations and services is based upon assessment of the current impact of the student's disabilities on his/her academic performance, it is in a student's best interest to provide recent and appropriate documentation

The following guidelines are provided to assist the Office of Student Disability Services in collaborating with each student to determine appropriate accommodations. Documentation serves as a foundation that legitimizes a student's request for appropriate accommodations. Recommended documentation includes:

- A clear statement of the head injury or traumatic brain injury and the probable site of lesion.
- Documentation for eligibility must reflect the current impact the head injury has on the student's functioning.
- A summary of cognitive and achievement measures used and evaluation results including standardized scores or percentiles used to make the diagnosis.
- A summary of present residual symptoms which meet the criteria for diagnosis.
- Medical information relating to student's needs to include the impact of medication on the student's ability to meet the demands of the postsecondary environment.
- A statement of the functional impact or limitation 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.

Further assessment by an appropriate professional may be required if co-existing learning disabilities or other disabling conditions are indicated. The student and Office of Student Disability Services will collaboratively determine appropriate accommodations.

NOTE: Please complete and return the **Student Intake Form** and the **Release of Information Form** with your documentation.