

Traumatic Brain Injury

District Eligibility Criteria

District eligibility shall be based on the state and federal definitions of Traumatic Brain Injury.

Definition

Traumatic Brain Injury means an acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment that adversely affects a child's educational performance. The injury is not medically degenerative, congenital or induced by birth trauma; it may be temporary or permanent. The term applies to open or closed head injuries in children resulting in impairments in one or more of the following areas:

- Cognitive (attention, concentration, intelligence, memory, problem solving, abstract reasoning, judgment, information-processing);
- Communication (receptive and expressive language, speech);
- Social/emotional (relationships, self-esteem, self-control, age-appropriate behavior);
- Sensory/perceptual (visual, auditory, kinesthetic, tactile, visual motor integration);
- Motor (balance, equilibrium, fine and gross motor, spatial orientation, speech, speed and coordination of movement, strength);
- Adaptive behavior (daily living skills, socialization, coping skills).

Criteria

Eligibility for services under the category of Traumatic Brain Injury shall be considered if:

- There is medical documentation of a traumatic brain injury,
- There is evidence of educational deficits that are causally linked to the traumatic brain injury, and
- The educational deficits are of such severity that educational needs cannot be met in a regular education program without special education and related services or the student is at risk of further development delay.

Adverse Educational Effect

The impairment must have a direct and adverse effect on the child's ability to make adequate educational progress without special education and related services.

Exit Criteria

- The student no longer meets the district criteria.
- The student's disability no longer demonstrates an adverse effect on educational performance.
- The student has demonstrated adequate functioning over a period of time (nine weeks) in a general education classroom with minimally invasive (monitor and/or consult) special education services.
- The student has demonstrated adequate functioning with general education supports only.