

## Educational Determination of Traumatic Brain Injury

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TBI Committee Members:  
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## History of Work Group

- Anne Hearsh and Wanda Council were part of region 2 Cohort
- TBI work group of school psychologists and supervisor was formed
- Presented TBI informational presentation to various staff groups
- Initially reviewed records of students identified with TBI

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## History (cont)

- Development of educational determination protocol
- Utilized our ADHD and Autism guidelines for educational determination
- Goal: Identify students who would qualify under the category of TBI in the absence of a medical diagnosis

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## Protocol

- Child Study
  - Prompts to begin health history or medical questionnaire
- Teacher information
  - Evidence of Executive Functioning Deficits
  - Documentation of educational impact and interventions implemented
- Referral for evaluation
  - Indicate on PWN that a TBI educational assessment will be included as part of evaluation

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## Referral

- Make sure to include appropriate assessments in referral
- If TBI is suspected as a possible consideration, indicate that evaluation will include a TBI educational assessment

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## Required Information

- Record Review
  - Pre-Injury Data
- Observation
  - Use as an observation and/teacher interview
  - Appendix B
- Psychoeducational
  - Processes most impacted by TBI:  
Attention/Concentration, Memory, Processing Speed, and other EF and/or sensory skills

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## Required Information

- Social History

- Structured interview (pre and post injury behavior)—See appendix C
- EF rating scales for parent

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## Important Components

- Ideally to have pre and post injury data
- Rating Scales by at least 2 different raters (school and home) relating to EF
- Assessments

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## Other disabilities

- Differentiating from other categories
- Such as
  - ADHD
  - SLD
  - ID

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