



1005 State Street
East St. Louis, IL 62201

East St. Louis Area Joint Agreement
School Districts 188 & 189
Department of Special Services

Phone: (618) 646-3160
Fax: (618) 646-3015

ELIGIBILITY CRITERIA FOR TRAUMATIC BRAIN INJURY

“TRAUMATIC BRAIN INJURY” DEFINITION

An injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial maladjustment that adversely affects educational performance. The disability or maladjustment may be either temporary or permanent. The term includes children with open or closed head injuries resulting in mild, moderate or severe impairments in one or more area including: cognitive (attention and concentration, communication and language, intelligence; memory, problem-solving and abstract reasoning), social/behavioral (relationships, self-esteem, self-control, age-appropriate behavior), or sensory/perceptual (balance, equilibrium, fine and gross motor skills, spatial orientation, speech, speed and coordination of movement, strength, vision and hearing, visual and auditory perception, visual-motor integration) functioning. The term does not include children with brain injuries that are congenital, degenerative or caused by birth trauma, or the result of an internal action to the brain, such as stroke or aneurysm.

ELIGIBILITY CRITERIA

A. MINIMAL COMPONENTS FOR ASSESSMENT

1. Cognitive Scale/Report
2. Medical Records Related to Trauma both pre-trauma and post-trauma
3. Parent Interview
4. Involvement of the School Nurse
5. Child Interview
6. Educational History both Pre-trauma and post-trauma

B. OTHER EVALUATIONS/COMPONENTS TO CONSIDER

1. Functional Behavior Assessment
2. Achievement Measure
3. Adaptive Behavior
4. Speech/Language Evaluation
5. Review of published information related to the trauma if available
6. Self Esteem
7. Sensory Motor
8. Mental Status Exam

If the evaluation reveals the following:

1. Evidence of a traumatic brain injury
2. Evidence of educational deficits
3. Educational deficits are causally linked to the traumatic brain injury,
4. Deficits are severe enough that the student's educational needs cannot be met in regular education program without special education and related services, or the student is at risk of further developmental delay.

Then the student should be considered for eligibility under the category of Traumatic Brain Injury (TBI)

Even though students with internal brain injuries may not be eligible for services under this category, they may be eligible under other IDEA categories such as learning disabilities or other health impairment. They may also qualify for "reasonable accommodations" under Section 504 of the Rehabilitation Act of 1973. Appropriate assessment practices for these individuals, however, may be similar to those outlined below.

EXCLUSIONARY FACTORS

A student will not be considered eligible for services under Traumatic Brain Injury if one or more of the following exist:

1. The adverse effect is from lack of instruction in reading or math, environmental, cultural or economic disadvantage, or other related factors that are not related to the traumatic brain injury.
2. The adverse effect is judged to result from absenteeism (unrelated to health) or change in residence or schools.
3. The disability is more accurately described by another category of eligibility.
4. The adverse effect is primarily due to active substance abuse.

EXIT CRITERIA

Exit decisions must be individualized based on current best practice as determined by the appropriate IEP team members. A student is no longer eligible for special services as a student with Traumatic Brain Injury when it is determined that:

1. The student has experienced recovery to the extent that there is no longer an adverse effect on the student's educational performance resulting from the injury; or
2. The student accepts a standard high school graduation certificate upon completion of required goals/objectives and credits; or
3. Student completes the school year in which he/she reaches the day before 22 years of age
4. Reclassification under a different category may be determined to better meet the student's individual needs

The determination of continued eligibility is made at the multidisciplinary meeting on the basis of the reevaluation.