

Board of Regents Documentation Criteria for Acquired Brain Injuries

Overall Criteria for all Disability Documentation

Documentation should provide a diagnostic statement identifying the disability, describe the diagnostic criteria and methodology used to diagnose the condition, and detail the progression of the condition if its impact on the student's functioning is expected to change over time.

Documentation should provide an adequate representation of the student's current functional abilities. In most situations, documentation should be within three years of the student's application for services. Professional judgment, however, must be used in accepting older documentation of conditions that are permanent or non-varying, or in requiring more recent documentation for conditions for which the functional impact may change over time.

Documentation must include the names, signatures, titles, and license numbers of the appropriate evaluators, as well as the dates of testing and contact information. Evaluators must be licensed professionals whose training and licensure status is consistent with expertise in the disability for which they provide documentation.

Criteria Specific to Acquired Brain Injuries

- a. Documentation of date of occurrence/diagnosis and the nature of the neurological illness or traumatic event that resulted in brain injury.
- b. Depending upon the functional domains impacted by the injury, assessments of cognitive and academic deficits and strengths, psychosocial-emotional functioning, and/or motor/sensory abilities relevant to academic functioning may be essential components of documentation of the impact of an acquired brain injury for an individual student.
- c. Since impairments following an acquired brain injury may change rapidly in the weeks and months after the injury, and a more stable picture of residual weaknesses may not be apparent for 1-2 years after an injury, more recent documentation may be necessary to adequately assess the student's current accommodation needs.

- d. Cognitive and academic processing weaknesses and strengths must be evident on multiple measures and not based on a single discrepant score:
- Academic Achievement
 - Reading (decoding, fluency, and comprehension)
 - Mathematics (calculations, math fluency, applied reasoning)
 - Written Language (spelling, fluency, written expression)
 - Cognitive Processing Skills
 - Attention
 - Executive Functions
 - Fluency/Automaticity
 - Memory/Learning
 - Oral Language
 - Phonological/Orthographic Processing
 - Visual-Motor
 - Visual-Perceptual/Visual-Spatial

These guidelines are intended to guide the review of documentation and cannot substitute for the expertise and clinical judgment of a qualified professional. Failure to fully meet each of the above criteria does not automatically preclude accommodations related to an acquired brain injury.

If you have any questions, please feel free to contact our office at (706) 737-1469. Thank you for your assistance.