

TRAUMATIC BRAIN INJURY

ALIEF MONTESSORI COMMUNITY SCHOOL

101815

Template update May 2020

Legal Framework: TRAUMATIC BRAIN INJURY

[Related Resources](#)

Broad Category: EVALUATION

POLICIES AND PROCEDURES:

Multidisciplinary Team

When evaluating for suspected Traumatic Brain Injury (TBI), the trained multidisciplinary team (MDT) includes a group of qualified professionals that collect and reviews evaluation data in connection with the determination of the child's eligibility. This group should include, but is not limited to, the Educational Diagnostician, Licensed Physician, and the child's [enrolled general education/classroom](#) teacher. Should special circumstances arise, MDT will include necessary [specialized](#) professionals such as the need for a bilingual examiner.

Evaluation Procedures

Just like all [FIEs in this charter school](#), when evaluating for suspected (TBI), the Diagnostician determines the degree of evaluation required. Prior to selecting evaluation instruments, the student's language proficiency is considered (either informally or via formal Language Dominance evaluation). Subsequently, chosen evaluation instruments must not be culturally or racially discriminatory and must be administered in accordance with standardized procedures to prevent inappropriate evaluations for certain cultural groups. Chosen evaluations must also take into consideration, any physical limitations the student may present. A variety of evaluation instruments and strategies are used to gather relevant functional and developmental information about the student, including information provided by the parent. All data is reviewed, interpreted, and compiled into a Full Individual Initial Evaluation (FIE) report. Each FIE includes consideration of the student's functioning in the following areas: communication, health, motor abilities, emotional/behavioral functioning, sociological status, cognitive and adaptive behavior functioning, academic performance, and need for assistive technology.

The Campus Special Education Representative (CSER) will work with the parent to obtain their signed approval using the Consent to Release Confidential Information. After they have received signed consent, the CSER will then fax the consent to release confidential information to the appropriate medical professional, along with the [TBI Disability form](#). The CSER will continue to follow up with the medical professional until the paperwork has been received. Should a parent refuse to provide consent to the appropriate medical professional, the parent is permitted to drop the form off to the doctor, however, the form must be returned to the campus via fax from the doctor's office.

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In the event a family is unable to obtain the medical appointments or physician documentation necessary for TBI eligibility, the **diagnostician** may consult with their CSER / special education director / charter superintendent to discuss if a district-provided consultation with an appropriate medical professional is appropriate. Should the situation support the need for this service, the CSER or Special Education Director will initiate contact with a social worker.

Initial Evaluation

An initial evaluation for TBI includes consideration of classroom data, state assessment data, Response to Intervention (RTI) data, formal observations, standardized assessment, and information from the licensed physician collected by the CSER. A **formal** psycho-educational evaluation, conducted by a Diagnostician, will include a variety of data sources to determine global cognitive functioning, as well as formal assessment to address all academic areas.

Re-Evaluation

A re-evaluation for a student with established eligibility in a TBI will include the same professional roles that participate in the initial evaluation, with the addition of any other professional that provides services to the student (such as occupational therapy provider or Speech Language Pathologist). To determine the nature and scope of the re-evaluation, the multidisciplinary team will conduct a review of existing evaluation data (REED) and accordingly propose an assessment that will assist the ARDc in making decisions regarding the student's placement and programming. Medical documentation is required to be updated from the medical provider every 6 years or when eligibility is in question.

STAFF RESPONSIBLE:

District Level: Special Education Director, Diagnostician, Related Services Personnel

Campus Level: Administrators, Counselors, Campus Special Education Representative (CSER), Teachers, Parents

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Legal Framework
- Child Find Process
- Annual training for general education and special education staff

EVIDENCE OF PRACTICE:

- Forms or checklists used
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations
- Medical Documentation
- Prior Written Notice of Proposal or Refusal to Evaluate
- Written consent for evaluation