

03.04.12 Traumatic Brain Injury (TBI)

Before you begin...

The information included in the check boxes below is taken from a state rule. Consult [MN Rule 3525.1348](#) for complete details on the requirements of this disability category. For further information, see the [Traumatic Brain Injury Manual](#).

Definition

"Traumatic brain injury" (TBI) means an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that may adversely affect a pupil's educational performance and may result in the need for special education and related services. The term applies to open or closed head injuries resulting in impairments in one or more areas, such as: cognition, speech/language, memory, attention, reasoning, abstract thinking, judgment, problem-solving, sensory, perceptual and motor abilities, psychosocial behavior, physical functions, and information processing. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

Disability Category Criteria

Based on information in the Evaluation Report and the student file, the student **must meet the requirements in all five boxes below**. The determination must be made by a multidisciplinary team and supported by information collected from multiple settings and sources. The "Eligibility Determination" must have one of the buttons selected for the checklist to be considered complete.

1. Medical Documentation



The student's file must include documentation by a physician of a medically verified traumatic brain injury.

2. Functional Impairment

The student's file must include documentation of a functional impairment attributed to the TBI that adversely affects educational performance in **at least one of the following:**

- intellectual or cognitive
- academic
- motor
- communication
- sensory
- social, emotional, or behavioral
- functional skills or adaptive behavior

3. Previously Existing Conditions

Verification that the student's impairment is not primarily the result of any previously existing conditions. Indicate that **none of the following contribute to a previously existing condition.**

- visual, hearing, or motor impairments
- mental retardation
- environmental or economic disadvantage
- emotional or behavioral disorders
- language or specific learning disabilities
- cultural differences

4. Documentation

The student file must include documentation of functional impairment through at least one of the following:

- checklists
- classroom or work samples
- documented, systematic behavioral observations
- educational/medical history
- interviews with parent, student, & other knowledgeable individuals

5. Documentation

The student's file must include documentation of functional impairment based on at least one of the following:

- criterion referenced measures
- personality or projective measures
- sociometric measures
- standardized assessment measures

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Eligibility Determination

To determine eligibility, one of the following MUST be checked.



The documentation supports the team decision that the student is eligible.



The documentation supports the team decision that the student is ineligible.



The documentation does not support the team decision that the student is eligible.