

OPERATING PROCEDURES

TRAUMATIC BRAIN INJURY

Goose Creek CISD

101911

Template update May 2020

Legal Framework: TRAUMATIC BRAIN INJURY

[Related Resources](#)

Broad Category: EVALUATION

PROCEDURES:

TRAUMATIC BRAIN INJURY (TBI)

34 CFR § 300.8(c) (12); 19 TAC § 89.1040(c) (11)

Traumatic brain injury 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 adversely affects a child's educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

A student with a traumatic brain injury is one who has been determined to meet the criteria for traumatic brain injury as stated in 34 CFR § 300.8(c) (12).

Admission, Review, and Dismissal Committee (ARDC)

The multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility based on a traumatic brain injury must include a licensed physician, in addition to the licensed or certified practitioners specified in 19 TAC § 89.1040(b)(1).¹

¹ 19 TAC 89.1040(b)(1) provides, in part, that the "multidisciplinary team that collects or reviews evaluation data in connection with the determination of a student's eligibility must include, but is not limited to, the following: (1) a licensed specialist in school psychology (LSSP), an educational diagnostician, or other appropriately certified practitioner with

OPERATING PROCEDURES

TRAUMATIC BRAIN INJURY

Goose Creek CISD

101911

experience and training in the area of the disability; or (2) a licensed or certified professional for a specific eligibility category... .”

STAFF RESPONSIBLE:

District Level: Coordinator for Assessment and Initial Evaluation Team

Campus Level: Campus Base Evaluators

TIMELINES FOR IDENTIFYING DISABILITY CONDITIONS:

- Initial evaluation timelines apply
- Reevaluations – REED meeting should be held no earlier than 60-75 days prior to the three-year re-evaluation due date.

EVIDENCE OF PRACTICE:

- eSped Forms
- List of qualified evaluators with appropriate licenses and certifications
- Copies of evaluations