Impact Evidence for TBI Evaluation

The following list can be used when gathering information for the consideration of TBI eligibility. Common areas of impact from a brain injury are listed below, along with possible corresponding evidence to make note of from before and after the injury.

COMMUNICATION

- Difficulty with social awareness
- Interrupting, rigid conversation style
- Trouble accessing language, explaining thoughts, recalling words when needed
- Difficulty understanding verbal instructions

Before-Injury Evidence

- Developmental milestones (Parent report, EI/ECSE records, well-child visits or a letter from doctor stating appropriate developmental progress)
- Report cards (oral language, listening)
- Report cards / teacher notes (following directions, peer relationships, social interactions)

After-Injury Evidence

- Parent and teacher report – social interactions, following directions
- Structured interview with student
- Standardized academic measure – language subtests
- Standardized language measure (when appropriate)

COGNITION / ABSTRACT THINKING

- Difficulty learning new skills, taking notes, keeping up in class
- Confusion with letters, words when reading

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Before-Injury Evidence

- Report cards (progress toward standards over the course of the year)
- Intervention data, academic screening
- Work samples, teacher notes indicating progress

After-Injury Evidence

- Parent and teacher report
- Observations
- Structured interview with student
- Standardized cognitive measure
- Standardized reading measure, including comprehension and recall
- Reading CBMs

MEMORY

- Trouble remembering small lists, details
- Difficulty with multi-step directions
- Gaps in memory surrounding and following the brain injury

Before-Injury Evidence

- Report cards (progress toward standards over the course of the year)
- Intervention data, academic screening
- Work samples, teacher notes indicating progress

After-Injury Evidence

- Parent and teacher report

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- Observations
- Structured interview with student
- Standardized cognitive measure
- Standardized reading measure, including comprehension and recall
- Reading CBMs

PROBLEM SOLVING / REASONING

- Impulsive responses
- Difficulty shifting perspective
- Difficulty seeing multiple ways to solve a problem

Before-Injury Evidence

- Report cards – successful learner characteristics (following directions, social interactions), teacher notes, progress toward variety of math standards
- Discipline referrals, intervention notes

After-Injury Evidence

- Parent and teacher report
- Observations
- Structured interview with student, including social autopsy and reciprocal interview opportunity
- Standardized cognitive measure

BEHAVIOR

- Impulsivity
- Angry/emotional more easily

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- Nervous, tired, distracted
- Disorganized with materials
- Noncompliant

Before-Injury Evidence

- Social history (parent report) – friendships, family/sibling relationships
- Report cards – successful learner characteristics, teacher notes, effort
- Behavior referral data, intervention data

After-Injury Evidence

- Parent and teacher report
- Observations
- Standardized behavior rating scales
- Structured interview with student

ATTENTION

- Limited by sensory sensitivities
- Loses track of activity/task
- Hyperfocus

Before-Injury Evidence

- Report cards – successful learner characteristics (following directions, work completion), teacher notes
- Parent report, medical records

After-Injury Evidence

- Parent and teacher report

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- Observations across settings
- Structured interview with student
- Standardized behavior rating scales
- Progress reports (missing work, incomplete work)

INFORMATION PROCESSING

- Easily overwhelmed by a lot of visual or auditory stimuli
- Loses track of story / thought as details increase
- Slower to process information

Before-Injury Evidence

- Report cards (reading comprehension, writing, fluency), teacher notes from unstructured times, PE, music, etc.
- Parent and teacher report re: work completion

After-Injury Evidence

- Parent and teacher report
- Observations during unstructured activities, large group settings
- Standardized cognitive measure – processing speed subtests, auditory comprehension subtests
- Standardized academic measure – comprehension subtests, fluency subtests

SENSORY

- Sensitivity to visual stimuli (lights, electronics)
- Sensitivity to auditory stimuli (sounds, talking)
- Sensitivity to touch (fabrics, unexpected human touch)

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Before-Injury Evidence

- Developmental milestones (Parent report, EI/ECSE records, well-child visits)
- Social interactions with peers
- Involvement with activities in the community

After-Injury Evidence

- Parent and teacher report
- Observations during transitions, high activity settings (PE, recess, hallways, lunch room)
- Sensory interview with parent
- Structured interview with student

PEER RELATIONS / SOCIAL SKILLS

- Difficulty relating with peers
- Taking peers' materials without permission (unaware vs purposeful)
- Not participating with class
- Withdrawing from peers, relationships, and activities

Before-Injury Evidence

- Developmental milestones (Parent report, EI/ECSE records)
- Report cards / teacher notes (following directions, participation, peer relationships, social interactions)
- Social history (parent report) – friendships, family/sibling relationships
- Discipline data

After-Injury Evidence

- Parent and teacher report

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- Observations across multiple settings
- Structured interview with student
- Standardized rating scale (social skills)

TASK COMPLETION

- Not taking notes/ following along with instruction
- Difficulty completing assignments without direct instruction / support
- Disorganized with materials and work

Before-Injury Evidence

- Report cards – successful learner characteristics, work completion, missing assignments
- Teacher notes regarding in-class interventions (small group and 1:1 support), organization

After-Injury Evidence

- Parent and teacher report
- Observations in the classroom
- Standardized rating scale (executive function)
- Progress reports – missing or incomplete assignments

PERCEPTUAL MOTOR

- Uncoordinated
- Trouble following instructions involving physical movement (can't get limbs to do what they want)
- Difficulty with drawing/ writing tasks that involve copying

Before-Injury Evidence

- Developmental milestones (Parent report, EI/ECSE records, well-child visits, letter from

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doctor stating appropriate developmental progress)

- Report cards – progress toward standards in PE, art, writing
- History of involvement in sports, able to ride a bike

After-Injury Evidence

- Parent and teacher report
- Observations during PE, recess, activities
- Standardized measure of visual-perceptual functioning

PHYSICAL ABILITIES

- Issues with balance
- Loss of peripheral vision
- Easily fatigued

Before-Injury Evidence

- Developmental milestones (Parent report, EI/ECSE records, well-child visits, letter from doctor stating appropriate developmental progress)
- Report cards – progress toward standards in PE, art, writing
- History of involvement in sports, able to ride a bike

After-Injury Evidence

- Parent and teacher report
- Observations from OT/PT
- Reports from doctor, optometrist

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