

Appendix A: Identification Flow Chart

1) Report of a Brain Injury:
a. with medical documentation
OR
b. with credible history

2) Educational impacts most probably and plausibly related to the TBI and prevents the child from receiving reasonable educational benefit from general education

If 1a or 1b is present but 2 is not present --- the school team may support the student outside of IDEA services (e.g., informal services, IHP, RTI, MTSS, PBIS, 504).

If 2 is present but 1a or 1b is not present --- the school team may consider IDEA services for the student under a special education category other than TBI.

1a OR 1b AND 2 MUST be present to pursue evaluation for TBI Educational Identification.

Documentation of Brain Injury

Medical documentation as evidenced by:

[Health History Form](#)

[Brain Check Survey](#)

Medical records (Parent/Guardian collects and shares with school) See Medical Documentation (page 75)

School to Parent/Guardian structured interview: See Educational Identification Significant History (page 75)

OR

Significant history of one or more TBI's reported by a reliable and credible source and corroborated by numerous reporters as evidenced by:

[Health History Form](#)

[Brain Check Survey](#)

All forms are downloadable on COKidswithbraininjury.com

2) Educational impacts most probably and plausibly related to the TBI and prevents the child from receiving reasonable educational benefit from general education

As evidenced by:

- ▶ Limited ability to sustain attention
- ▶ Poor memory skills
- ▶ An inefficiency in processing
- ▶ Deficits in sensory-motor skills
- ▶ Delays in acquisition of new learning
- ▶ Delays in acquisition of visual-spatial processing
- ▶ Difficulty with language skills
- ▶ Deficits in behavior regulation including: impulsivity
- ▶ Poor judgment
- ▶ Ineffective reasoning
- ▶ Mental inflexibility
- ▶ Poor planning
- ▶ Poor organization
- ▶ Poor initiation
- ▶ Delays in ADL's
- ▶ Delays in academic skills

Utilize the [Neurocognitive Evaluation Form \(NEF\)](#) to identify skill deficit area(s) for further assessment

See Building Blocks of Brain Development for Assessment Suggestions: COKidswithbraininjury.com