

Traumatic Brain Injury (TBI) Evaluation Guideline

The following evaluations are appropriate by assessment area for students suspected of a Traumatic Brain Injury (TBI). This is NOT an exclusive list, nor would this preclude a school team's decision making based on an individual student's needs. *This is not prescriptive.*

Traumatic Brain Injury can impact four different areas: cognitive/adaptive, social behavior, communication, and motor skills (the EECC does not evaluate motor skills). ASSESSMENTS SHOULD BE CHOSEN BASED ON THE INJURY'S SUSPECTED IMPACT ON THE INDIVIDUAL STUDENT.

Assessments of Cognitive Ability

- Wechsler Intelligence Scales (WISC or WAIS or WPPSI)
- Kaufman Assessment Battery for Children (KABC)
- Comprehensive Test of Nonverbal Intelligence (CTONI)

Assessments of Attention/Executive Functioning

- Behavior Rating Inventory of Executive Function (BRIEF)
- Brown Executive Function/Attention Scales (Brown EF/A)

Assessments of Adaptive Behavior

- Vineland Adaptive Behavior Scales (Vineland)
- Adaptive Behavior Assessment System (ABAS)

Assessments of Academic Achievement

- Kaufman Test of Education Achievement (KTEA)
- Wechsler Individual Achievement Test (WIAT)
- Woodcock-Johnson Tests of Achievement (WJ Ach)
- Bracken Basic Concept Scale (Bracken) *Only if the student is under age 7*

Assessments of Behavior

- Behavior Assessment System for Children (BASC)
- Emotional Disturbance Decision Tree (EDDT)

Assessments of Communication – *Evaluation may include the following:*

- Pragmatics Profile/Functional Communication Assessment
- Comprehensive Evaluation of Language Fundamentals (CELF)
- Oral language sample
- Goldman Fristoe Test of Articulation

Additional Evaluations

- Two observations (one in the classroom and one in another setting)

Please remember that TBI also requires a medical statement, developmental history, and review of existing information. Regarding hearing and vision: The school team must document that the student has passed vision and hearing screenings prior to sending the referral.

For reevaluations, the team can review existing data and determine if new information (testing, observations, rating scales, etc.) is needed. The decision to collect new data should be documented in the meeting notes and should be based upon the student's current needs, parent input, and your district's policies.