Head Injury/Traumatic Brain Injury

To ensure the provision of reasonable and appropriate accommodations, students requesting services must provide current documentation of their disability. This documentation should provide information regarding the onset and severity of disability, as well as describe how it interferes with educational achievement. In order to establish that an individual is covered under ADAAA and Section 504 of the Rehabilitation Act of 1973, documentation must demonstrate that the individual has a disability and that it substantially limits some major life activity, including learning. The documentation must show how the disability impacts the major life activity of learning and if you are requesting accommodations, academic adjustment and/or auxiliary aids, the documentation must support your request.

DIAGNOSTIC INFORMATION

Please attach any reports which provide additional related information (e.g. psycho-educational testing, neuropsychological test results, etc.). Please do not provide case notes or rating scales without a narrative that discusses the results.

1. **A qualified professional must conduct the evaluation:**
   It is important that the evaluator have comprehensive training and direct experience with adolescents and adults with traumatic brain injury, such as a licensed psychologist or neuropsychologist or rehabilitation specialist in brain injury. The name, title and professional credentials of the evaluator, including information about license or certification and employment should be clearly stated in the documentation (see Provider Information). All reports should be on letterhead, dated, signed and otherwise legible.

2. **Documentation should be current:**
   The provision of accommodations is based upon assessment of the current impact of the student’s disabilities on his or her academic performance and learning style. Documentation that is outdated or inadequate in scope of content; does not address the student’s current level of functioning; does not address changes in the student’s performance since the previous assessment was conducted; or was done before the student was one year post injury may be inadequate to support requested accommodations. When appropriate, additional supportive documentation will be requested.

3. **Documentation necessary to substantiate a disability should include:**
   a. The diagnosis, the date the original diagnosis was made, the severity of the disability (mild, moderate or substantial), a description/explanation of the severity, when the patient was last seen and if the patient is currently under your care.
   b. Diagnostic interview with report describing presenting problems, medical, psychosocial, or dual diagnosis where indicated;
   c. Assessment of aptitude post injury with all sub-tests and standard scores reported;
   d. Achievement measures since injury with all sub-tests and standard scores reported;
   e. A summary of present residual symptoms, which meet the criteria for diagnosis;
   f. Medical information relating to student’s needs, including the impact of medication on the student’s ability to meet the demands of the postsecondary environment;
g. A statement of the functional impact or limitation of the disability on learning or other major life activity and the degree to which it impacts the individual in the learning context for which the accommodations are being recommended;

h. Description of any changes expected over time and how the disability’s limiting effects manifest.

4. **Interpretative Summary based on comprehensive evaluative process:**
An interpretative summary should include a demonstration of the evaluator’s having ruled out alternative explanations for academic problems (e.g. poor education, poor motivation, emotional problems, attentional problems and cultural/language differences); indication of patterns in the student’s cognitive ability, achievement, and/or information processing reflecting the presence of a learning disability; indication of the substantial limitation to learning or other major life activity presented by the disability and the degree of impact in the learning context; indication of why specific accommodation or auxiliary aids are needed and specific conditions under which they were used in the past. Medical information, as appropriate, should include the impact of medication on the student’s ability to meet the demands in a post-secondary environment.

5. **Recommendations for Accommodations:**
a. Include specific recommendations and rationale for accommodations;
b. Include a description of the impact of the diagnosed TBI on specific major life activities;
c. Recommendations should be supported by specific test results and/or clinical observations.

6. **Anything else that you would like us to know about this student.**

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**PROVIDER INFORMATION**

Signature: __________________________________________ Date: ______________

Print Name and Title: ______________________________________________________

License or Certification #: ________________________________________________

Office Address (street, city, state and zip code):______________________________________________

_________________________  ___________________________  _____________________________

Office phone: (_____)-_______-___________  
FAX Number: (_____)-_______-___________

Email __________________________________

**Return to:**
UW – Green Bay
Disability Services
2420 Nicolet Dr., SS1700
Green Bay, WI 54311

Fax: (920) 465-2191
Email: dis@uwgb.edu