Documentation Guidelines for Traumatic Brain Injury

To indicate a brain trauma creates a need for accommodation, a student should submit a written summary (documentation) to Ability Services that meets the following criteria:

1. It should be written by a licensed expert who is qualified to evaluate the injury. The author’s credentials should be indicated, along with the name of the place of work, the postal address and phone number.

2. It should explain how the brain issue arose and any significant changes that have occurred over time.

3. As relevant there should be a thorough indication of the current circumstances. It should mention the assessment methods that were used to acquire the information. This may include a summary of executive functions, attention, perception, reasoning, memory, use of language, motor skills, learning skills, academic skills, and emotional aspects. When relevant it should include statistical information from standardized tests, outward indication of any significant results and explanations regarding what they mean.

4. There should be an outward diagnosis using terminology that’s conventional to the author’s field of expertise. When appropriate, there should be indication of any coexisting diagnoses that compound the brain injury and an explanation of their impact.

5. There should be a mention of the functional limitations caused by the brain injury, an indication of their magnitude (mild, moderate, or substantial) and explanation regarding how they’ll impact the student’s academic efforts (taking tests, writing lecture notes, reading assignments, writing assignments, etc.) and suggestions regarding how they may be expected to change over time.

6. There should be recommendations for the kinds of academic accommodations the student will need to have equal access and opportunity in a college setting.