

# 6A

# ASSESSMENT

The *identification of TBI is based on a medical diagnosis*. Therefore, records from the hospital and rehabilitation facility will be necessary. The medical information will outline the extent and location of injury.

The special education evaluation team reviews how the student is functioning in the areas of cognition, behavior/emotions, fine and gross motor skills, speech and language, academics and intelligence. The student's medical status in relation to seizures is also considered.

The special education team reviews the following information when a student is reentering school after a traumatic brain injury:

- Medical Records
- Neuropsychological Assessment
- Psychological Assessment
- Academic Achievement
- Behavioral Issues
- Social History
- Speech/Language Evaluation
- Occupational Therapy Evaluation
- Physical Therapy Evaluation
- Pre-morbid Information (if available)

There are some limitations to standardized academic tests and psychological test results completed after the brain injury. These tests will show the basic levels the student with brain injury has recovered and how much previously learned material has returned. However, they do not demonstrate how difficult new learning may be, due to the cognitive deficits created by the brain injury.

In situations of past brain injury that have gone unidentified, the assessment process would be very similar. If the medical history indicates that there was a significant brain injury in the student's background, further assessment is indicated. A neuropsychological evaluation would be recommended as well as assessments in the above-mentioned areas that are pertinent to the student's needs.

# 6B NEUROPSYCHOLOGICAL ASSESSMENT

The Neuropsychological Evaluation is a comprehensive assessment of cognitive skills. Neuropsychologists use a variety of testing instruments to assess the effects of damage or suspected damage to the brain. The following are the functions typically assessed:

- General Cognitive Abilities (Intelligence Testing)
- Attentional/Concentration Abilities
- Sensory-perceptual
- Visual Spatial
- Language Ability
- Sensorimotor Functions
- Abstract Reasoning: Verbal and Nonverbal
- Memory and Learning Ability
- Functional Academic Skills
- Organizational Skills
- Problem Solving
- Executive Functions

As part of the Neuropsychological Evaluation, behavioral issues are addressed. Many students with brain injuries exhibit behavioral dysfunctions. These may include: *Impulsivity, Attention Deficits, Impaired Insight/Denial of Deficit Areas, Secondary Emotional Disturbances such as Depression, Motivational Problems, Disinhibition, Impairment of Social Skills, Low Frustration Tolerance, Aggression, and/or Sexual Dysfunction.*