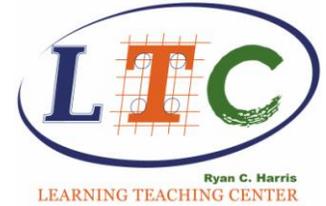




Verification Guidelines Traumatic Brain Injury (TBI)



Documentation should meet criteria outlined in the Diagnostic Statistical Manual IV-TR (DSM IV-TR) or International Classification of Diseases (ICD) ICD-10 and be based on adult norms.

- Evaluated by a qualified diagnostician with comprehensive training and relevant experience in differential diagnosis. It may be appropriate to use a clinical team approach consisting of a variety of educational, medical and counseling professionals with training in the evaluation of Traumatic Brain Injury (TBI) in adolescents and adults. Diagnostician may include: physician; neurologist; psychiatrist; licensed clinical professional, psychologists, etc. Use of diagnostic terminology indicating a diagnosis of TBI by someone whose training and experience is not in these fields is not acceptable. It is not appropriate for professionals to evaluate members of their own families or children of close friends.
- Documentation and recommendations must be appropriate to the postsecondary setting.
- **Clearly state the diagnosed condition, following DSM-IV-TR diagnostic criteria. Alternative diagnoses or explanations should be ruled out.**
- Describe the functional impact or limitations of the disorder or disability on learning or other major life activity, and the degree to which it impacts the individual in the learning context for which accommodations are being requested supporting the need for requested accommodations.
- A statement of the impact of the disability. Include medical history related to current use of medication and the impact on the student's ability to meet the demands of the postsecondary environment.
- Be current: Although some individuals have long-standing or permanent diagnoses, because of the changing manifestations of TBI, it is essential for those individuals to provide recent and appropriate documentation from a qualified evaluator. Documentation should typically be dated more than two years post-injury. Post-two year evaluations using testing instruments normed for children must be no more than three years old at the time of intake. Post-two year evaluations using adult-normed testing instruments are considered current for a period of five years. If an initial evaluation is presented, a post-two year evaluation will be requested at the end of the following semester or once the two year milestone is reached. Test scores are to be age equivalent.
- Cognitive or achievement assessments that contribute to the diagnosis may be included with results given in standardized scores or percentiles. Include a list of all test or diagnostic instruments used in the evaluation report and relevant scores used to document the stated condition-if applicable. Test scores are to be age equivalent.
- Suggestions of reasonable accommodations that might be appropriate at the postsecondary level are encouraged. These recommendations should be supported by the diagnosis and include rationale for each accommodation requested. The clinician must describe the degree of impact of the disorder on a specific major life activity, as well as the degree of impact on the individual. A link must be established between the requested accommodations and the functional limitations of the individual that are pertinent to the anticipated academic situation.
- Include an interpretative summary.
- Describe specific requests for reasonable accommodation with rationale for each.
- Further assessment by an appropriate professional may be required if co-existing disabling conditions are indicated.
- Be typed or printed in English on official letterhead, dated and signed by an evaluator qualified to make the diagnosis (include information about license or certification and area of specialization).

***** Note that submission of documentation is not the same as the request for services. Student must meet with Office of Student Learning Services Disability Staff after determination is processed to discuss next steps, if applicable.**

Disability verification should be sent to:
Office of Student Learning Services
Attn: Disability Services
University of Dayton
300 College Park
Dayton, OH 45469-1302
Fax Number: (937) 229-3270
TTY Number: (937) 229-2059

For questions or concerns, please call: (937) 229-2066