

## Eligibility Criteria: Traumatic Brain Injury

Student's Name: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

School: \_\_\_\_\_

“Traumatic brain injury” means an acquired injury to the brain caused by an external physical force, resulting in total or partial physical disability or psychosocial impairment, or both, that adversely affects a child’s educational performance. The term does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

**Both questions must be answered “yes” for a student to be eligible.**

1. Has the student acquired an injury to the brain\* caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both? If “yes”, please check the resulting impairment:

- cognition
- language
- memory
- attention
- reasoning
- abstract thinking
- judgment
- problem-solving
- sensory, perceptual, and motor abilities
- psychosocial behavior
- physical functions
- information processing
- speech

2. Does the acquired injury to the brain adversely affect the student's educational performance? If “yes”, please explain.

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\* The term applies to open or closed head injuries. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

**For identification as a student with a disability and subsequently eligible for special education and related services all answers to the following questions must be “yes”.**

	Yes	No
1. Does the student have a qualifying disability as defined by the <b>Regulations Governing Special Education Programs for Children with Disabilities in Virginia (July 2009)</b> and as defined by this criteria checklist?	<input type="checkbox"/>	<input type="checkbox"/>
2. If the student is defined as disabled by application of this criteria, is it also the conclusion of the eligibility committee that the disability has an adverse effect on the student’s educational performance? (Please note, this is not just performance on standardized assessments.)	<input type="checkbox"/>	<input type="checkbox"/>
3. In addition, is it the conclusion of the eligibility committee that, given evidence of a qualifying disability and of an adverse effect on educational performance, the student’s condition requires specially designed instruction (special education) to address identified concerns?	<input type="checkbox"/>	<input type="checkbox"/>