



Muhlenberg College Office of Disability Services Documentation Guidelines

Traumatic Brain Injury

✓ Muhlenberg College students with diagnosed disabilities are eligible for protections under the Americans with Disabilities Act Amendments Act (ADAAA) (revised in 2008) and Section 504 of the Rehabilitation Act of 1973 (as amended). The ADA Amendments Act 2008 retains the definition of a "disability" as (a) a physical or mental impairment that substantially limits one or more of the major life activities of an individual; (b) a record of such an impairment; or (c) being regarded as having such an impairment.

Students requesting accommodations, auxiliary aids, and/or services based on a diagnosis of Traumatic Brain Injury, are required to submit documentation from an appropriately qualified professional who verifies the presence of a condition that rises to the level of a disability and confirms the need for reasonable accommodations based on the diagnosed condition. The professional conducting the assessment must be considered qualified to evaluate and diagnose TBI. Comprehensive training and relevant experience with adolescents and adults with TBI is essential. Traumatic Brain Injury (TBI) involves the disruption of normal brain function as a result of exposure to an external physical force. Every TBI is unique and the student may also experience co-morbid diagnoses. Due to the complexity of TBI, the documentation must be **current (within 6 months of entering college)** to establish current functional limitations.

✓ The Evaluation

The evaluating professional will need to provide a typed, narrative report on letterhead including date, signature, title, and professional credentials. The professional must be an impartial individual who is not a family member or in a dual relationship with the student. The Diagnostic report must include information listed below with evidence that TBI symptoms currently meet the DSM-V (Diagnostic and Statistical Manual of Mental Disorders) or ICD criteria (International Classification of Diseases), including type and severity:

- A clear diagnostic statement including:
 - a summary of assessment procedures & evaluation instruments used to make the diagnosis
 - a summary of present conditions and the date of the most recent evaluation
- Description of current as well as residual symptoms, including their frequency, intensity, duration in various settings and activities
- Detailed medical information in narrative form relating to the individual's history of presenting symptoms (date and cause of injury)



- ▶ Detailed medical information on the severity of the symptoms and the current impairments, including effects of medications or current treatment approaches
- ▶ The Evaluation should address the following domains: Memory, Attention, Speed of thinking/processing, Communication/language, Spatial Reasoning, Conceptualization, Executive Functioning, Psycho-social behaviors, Motor/sensory/ or physical abilities
- ▶ A narrative discussion of all relevant information, including results of standardized assessment measures, if applicable
- ▶ Provide information about the significant impact the diagnosed condition will have on a major life function, including those expected for post-secondary experience.
- ▶ Results of neuropsychological or psychoeducational assessments, if applicable
- ▶ Recommended accommodations must be clearly linked to the evaluative information with a discussion and rationale of each accommodation