# Group Evaluation Summary Report and Prior Written Notice of Eligibility Determination: Traumatic Brain Injury

(USBE Rules II.J.13.; and IV.C.)

District/School: Date of Meeting:

Student Name: DOB: Grade:

**Definition:** An acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability or psychosocial impairment, or both, that adversely affects a student’s educational performance. Traumatic brain injury applies to open or closed head injuries resulting in impairments in one or more areas, such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual, and motor abilities; psychosocial behavior; physical functions; information processing; and speech, that affects a student’s educational performance. Traumatic brain injury does not apply to brain injuries that are congenital or degenerative, or to brain injuries induced by birth trauma.

## All Requirements of USBE Rules II.J.13. Must be Documented Below or Attached

### Historical Information for Evaluation

Summarize assessment information gathered on student’s developmental history and/or pre-injury learning and educational performance (USBE Rules II.J.13.c(1)):

Student’s prior medical history from a qualified health professional (USBE Rules I.E.41.) regarding specific syndromes, health concerns, medication, and any information deemed necessary for planning the student’s educational program was considered and is in the student’s record. The medical history may include a rehabilitative team evaluation. (USBE Rules II.J.13.c.(2)).

Date of the medical history:

Data from the medical history used to determine eligibility:

### Required Areas of Consideration for Evaluation

Indicate measurement (formal and informal), date, and results for each area below. Mark N/A if an area was considered not needed.

| **Area** | **Date** | **Measurement Tool/Method** | **Results** |
| --- | --- | --- | --- |
| Augmentative communication assistive service needs |  |  |  |
| Self-help/adaptive behavior |  |  |  |
| Academics |  |  |  |
| Speech/language |  |  |  |
| Social skills and classroom behavior |  |  |  |
| Intellectual/cognitive |  |  |  |
| Vocational (secondary settings) |  |  |  |
| Gross/fine motor skills |  |  |  |

### Additional Areas of Consideration for Evaluation

If other areas were considered in addition to those above, indicate assessment (formal and informal), date, and results for each area.

| **Area** | **Date** | **Measurement Tool/Method** | **Results** |
| --- | --- | --- | --- |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |

Parent Input:

## Prior Written of Notice Traumatic Brain Injury Eligibility Determination

1. Did the group determine the student meets the criteria for traumatic brain injury (USBE Rules II.J.13.b.(1))? Yes No
2. Is there prior documentation by a physician that the student has an acquired injury to the brain caused by an external physical force in the student’s record or included in the prior medical history (USBE Rules II.J.13.b.(1))? Yes No
   1. Date of the physician’s documentation:
3. Did the group determine the traumatic brain injury adversely affects the student’s educational performance (USBE Rules II.J.13.b.(2))? Yes No
4. Did the group determine the student requires special education and related services (USBE Rules II.J.13.b.(3))? Yes No
5. Did the group determine the traumatic brain injury is the student’s primary disability (USBE Rules II.J.13.b.(4))? Yes No
6. Did the group determine a lack of appropriate instruction in reading is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(1))? Yes No
7. Did the group determine a lack of appropriate instruction in mathematics is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(2))? Yes No
8. Did the group determine limited English proficiency is ***not*** the primary factor in determining eligibility (USBE Rules II.I.3.a.(3))? Yes No

All the above are “Yes.” The group determines the student ***is eligible*** for special education and related services under the categorical classification of traumatic brain injury.

At least one of the above is “No.” The group determines the student ***is not eligible*** for special education and related services under the categorical classification of traumatic brain injury.

The following options were considered and rejected for the following reasons:

Other factors that are relevant to this eligibility proposal:

Parents and students who are adults must be provided prior written notice (PWN) in language understandable to the general public in their native language or other mode of communication before the LEA proposes or refuses to initiate or change the identification, evaluation, or educational placement of your student/you, or the provision of a free appropriate public education (FAPE) to your student/you (Rules IV.C.).

The Procedural Safeguards under Part B of the Individuals with Disabilities Education Act (IDEA) afford you protection. If you do not have a copy, you may request one from the special education teacher. If you have any questions regarding this notice or the Procedural Safeguards, contact the principal/director or special education teacher.

Was a translator/interpreter provided to enable the parent(s)/student who is an adult to participate in the eligibility meeting?

No, translator/interpreter not needed

Yes (translator/interpreter should sign below as a participant)

Your native language or other mode of communication is **not** a written language.

**Therefore:**

The notice was translated orally or by other means in your native language or other mode of communication on[date]: by[person]: **AND**

You verified with the translator/interpreter that you understand the content of this notice.

The student is not currently enrolled in the district/charter school. Under Child Find requirements this student’s eligibility determination entitles the student to a free appropriate public education (FAPE) if the student is enrolled in an LEA. Under Utah Special Education Rules VI.B., if the student is enrolled in a nonprofit private school, the student is eligible to receive equitable services, as determined through consultation between the district and the private school. The student may also be eligible for the Carson Smith Scholarship or the Special Needs Opportunity Scholarship Program. If the student receives a scholarship, the student continues to be eligible for equitable services.

## Signatures Below Denote Participation in Eligibility Determination and Acknowledge Receipt of Copy

Special Education Professional Date Parent/Student who is an Adult Date

Signature/Title Date Signature/Title Date

Signature/Title Date Signature/Title Date

**Note:** If signature of parent or student who is an adult is missing, then parent or student who is an adult:

Did not attend (document efforts to involve); **OR**

Participated via telephone, video conference, or other means; **AND**

Copy of this document was mailed to parent/student who is an adult on[date]: