



SPECIAL EDUCATION GUIDANCE

ER-1-TBI Criteria for Disability Category: Traumatic Brain Injury

This form should be used when the IEP team is considering if a student meets criteria for the disability category of traumatic brain injury as defined under [PI 11.36 \(9\)\(a\), Wis. Admin. Code](#). IEP teams use this form to explain or reference data or evidence considered and the disability category determination. This form is used in conjunction with the Evaluation Report (ER-1) as part of a comprehensive special education evaluation.

The intent of the form is to guide and document the IEP team's discussion as it considers criteria for traumatic brain injury. The form also serves as documentation for a compliance review.

For more information on how to identify a student with a traumatic brain injury, go to the [traumatic brain injury webpage](#) at the Wisconsin Department of Public Instruction.

FORM CONTENT	CLARIFICATION/EXPLANATION
Date form completed	Enter the date of the IEP team meeting for when the IEP team determined if the student met the disability category criteria for traumatic brain injury.
Reevaluation	Check "reevaluation" if the student was previously found eligible as meeting the disability category criteria for traumatic brain injury. A student is not required to meet initial criteria during a reevaluation for this category, but the disability must continue to have an adverse effect on education performance in order to be considered for specially designed instruction. It is recommended that the IEP team consider all sections on this form, but only Section IV is required.

FORM CONTENT	CLARIFICATION/EXPLANATION
Section I. Traumatic Brain Injury	Must be checked “yes” in order to meet disability category criteria for traumatic brain injury.
Does the student have an acquired injury to the brain that occurred following a period of normal development?	The acquired injury may not be due to congenital causes (such as PKU or Down Syndrome) or degenerative causes (such as Multiple Sclerosis or Muscular Dystrophy) or induced by birth trauma (such as a perinatal stroke). Students whose educational performance is adversely affected as a result of acquired injuries to the brain caused by internal occurrences, such as vascular accidents, infections, anoxia, tumors, metabolic disorders and the effects of toxic substances or degenerative conditions may meet the criteria of one of the other disability categories.
If medical information from a licensed physician is available, it was considered by the IEP team.	If available, the IEP team must consider it.
Describe the nature of the acquired injury and source(s) of evidence.	Note: it is not required in order for a student to meet disability category criteria for traumatic brain injury.
Was the student’s acquired brain injury caused by an external physical force from a strike or blow to the head or from movement of the brain within the skull?	For example: due to a bike or car accident, a fall, a sports injury, an object like a nail penetrating the brain, or whiplash to the head.

FORM CONTENT	CLARIFICATION/EXPLANATION
Section II. Educational Performance	Must be checked “yes” in order to meet disability category criteria for traumatic brain injury.
Is the student’s educational performance adversely affected due to total or partial functional disability or psychosocial impairment, or both, in one or more of the following areas? If yes, check ALL areas that apply: Cognition Speech and Language Memory	In other words, is the student’s educational performance in one or more of the areas below partially or totally affected by the acquired brain injury? When examining the student’s educational performance, consider both academic and nonacademic skills and progress.

<p>Attention Reasoning Abstract Thinking Communication Judgment Problem Solving Sensory, Perceptual, and Motor Abilities Physical Functions Information Processing Psychosocial Behavior (psychological or social functioning) Executive Functions (e.g. organizing, evaluating, and goal-directed activities)</p>	<p>Note: Standardized and norm-referenced testing instruments used to evaluate and identify a student with traumatic brain injury may not be valid or reliable. Alternative means of evaluation should be considered such as achievement assessments, observation, work samples, and criterion referenced assessment. The use of multiple assessment measures can help increase the validity or reliability of the identification of a student with a traumatic brain injury.</p>
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FORM CONTENT	CLARIFICATION/EXPLANATION
<p><u>Section III.</u> Exclusionary Factors</p>	
<p>The student does not have a brain injury that is congenital or degenerative, or a brain injury induced by birth trauma.</p>	<p>Check to indicate the student does not have a brain injury that is congenital or degenerative, or a brain injury induced by birth trauma.</p>
<p><u>Section IV.</u> Disability Category Criteria Determination</p>	<p>All three sections need to be checked "yes." The exclusionary factors box also needs to be checked.</p>
<p>Initial Evaluation: The documentation of the criteria above demonstrates 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 the student's educational performance. The student meets the eligibility criteria for the disability category of traumatic brain injury.</p>	<p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for special education. Document the need for specially designed instruction on the ER-1.</p>
<p>Reevaluation: The student was previously found to meet the disability category criteria for traumatic brain injury and continues to have a disability that adversely affects the student's educational performance.</p>	<p>A student who previously met criteria for the disability category of traumatic brain injury is not required to meet initial identification criteria upon reevaluation.</p> <p>A student whose disability has an adverse effect on educational performance must be found to require specially designed instruction in order to be eligible for</p>

	special education. Document the need for specially designed instruction on the ER-1. Explain or reference data or evidence.
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[10/2022 Updated](#)

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