

## Vanderbilt University - TBI/ABI Documentation Guidelines

Students requesting accommodations on the basis of a **traumatic brain injury/acquired brain injury** must provide current documentation administered and signed by a qualified professional who has completed comprehensive training specific to brain injuries. This would include a neurologist, physician, licensed psychologist, neuropsychologist and/or psychiatrist. The documentation must include, but is not restricted to, the following:

- **An Assessment:** Neuropsychological or a psychoeducational evaluation is required. The assessment must include an evaluation of the areas of attention, visual reasoning, language, academic skills, memory/learning, executive function, sensory, motor, and emotional status. Evidence of a substantial limitation to learning or other major life activity must be provided. Both aptitude and academic achievement must be evaluated and included in the report. The following tests are considered acceptable:
  - **Aptitude:** Wechsler Adult Intelligence Scale, Stanford-Binet IV; Woodcock Johnson Psychoeducational Battery Revised: Test of Cognitive Ability
  - **Academic Achievement:** Woodcock-Johnson Psychoeducational Battery Revised: Test for Achievement; Wechsler Individual Achievement Test; Stanford Test of Academic Skills; Scholastic Abilities Test for Adults
- **Evidence of current impairment.** A history of the presenting symptoms and evidence of behaviors that significantly impair functioning.
- **A diagnostic interview:** The interview must contain a self-report and third-party information pertaining to developmental history, family history, learning or psychological difficulties, relevant medical history, and a thorough academic history.
- **Evidence of alternative diagnoses or explanations ruled out:** The documentation must investigate and discuss the possibility of dual diagnoses and alternative or coexisting mood, learning, behavioral, and/or personality disorders that may confound the diagnosis.
- **A Clinical Summary:** The clinical summary is to include the substantial limitations to major life activities posed by the disability, describe the extent to which these limitations would impact the academic context for which accommodations are being requested, suggest how the specific effects of the disability may be accommodated, and state how the effects of the disability are mediated by the recommended accommodations. If applicable, include the specific psychological diagnosis as per the Diagnostic and Statistical Manual - IV (DSM-IV).

*Copies of an Individual Educational Plan (IEP) or a 504 Plan alone are not acceptable documentation. Prior accommodations in an educational setting do not necessarily warrant the provision of current accommodations.*

### Submission of Documentation and Questions

Documentation should be mailed to the Disability Program Coordinator, Equal Opportunity, Affirmative Action, & Disability Services Dept., Vanderbilt University, PMB 401089, 2301 Vanderbilt Place, Nashville, TN 37240-1809 or fax to (615) 343-0671. Questions should be directed to (615) 322-4705.

### Accommodations and Services

The final determination of appropriate accommodations, auxiliary aids and services rest with Vanderbilt University's Equal Opportunity, Affirmative Action, & Disability Services Department's Disability Services Program, in consultation with individual academic and non-academic programs.

### Confidentiality

All information obtained in diagnostic and medical records will be maintained and used in accordance with applicable confidentiality requirements.