

Acquired Brain Injury/Post-concussion Syndrome

Cedar Crest College provides reasonable accommodations to qualified students with disabilities. In order to provide the most appropriate accommodations, documentation of the student's condition/disability is necessary.

Students requesting accommodations on the basis of an *Acquired Brain Injury* (ABI - also sometimes called *Traumatic Brain Injury* - TBI) or *Post-concussion Syndrome* (PCS) should provide documentation (in most cases within two years or more recent for Post-concussion Syndrome) from a professional who has undergone comprehensive training and has relevant experience in the assessment of ABI/PCS in adolescents and/or adults (e.g. neuropsychologists, clinical or educational psychologists). **Documentation in the form of a narrative report (typed on letterhead, dated and signed by the qualified professional, including license number when applicable) should include, but not be limited to including, the following:**

- A neuropsychological evaluation containing assessments of intellectual, conceptual and cognitive competence; academic skills; personality status; motor facility of all extremities; sensory, perceptual and processing efficiency; visual, auditory and tactile facility; speech, language and communication ability; and evaluation of memory and attention.
- Utilization of particular evaluation techniques must be at the discretion of the evaluator. Measures, such as the following, will be expected to appear in the selected battery: Bender-Gestalt, Halstead Reitan Battery (or selected parts); Detroit Tests of Learning Aptitude - 4 (DTLA-4) or Detroit Tests of Learning Aptitude - Adult (DTLA-A); Luria Nebraska Battery (or selected parts); Peabody Individual Achievement Test-R/NU (or other adult individual achievement tests); Woodcock Reading Mastery Tests-Revised/NU; Woodcock-Johnson III; and the Spache Written Language Assessment.
- An interview including a description of the presenting problem(s); developmental, medical, psychosocial and employment histories; family history (including primary language of the home and the student's current level of English fluency); and a discussion of dual diagnosis where indicated.
- An integrated summary that:
 - Indicates executive functioning deficits expected to impact postsecondary education performance and appropriate accommodations;
 - Describes the impact of the limitations specifically on learning (e.g., reading, math, and written expression);
 - Identifies concerns with negotiation of the college environment (e.g., residential life and social expectations) and suggests strategies; and
 - States how the effects of the brain injury are mediated by the recommended accommodations.