

# Measuring Pre-Injury Performance

A single measure is usually not sufficient to determine pre-injury performance. Gathering information from multiple sources can improve the likelihood of accurately understanding a student’s abilities before the brain injury.

**There are a variety of sources for gathering information on pre-injury performance, including:**

**Parent Interviews**

Social-emotional issues: friendships, independent activities, participation in family activities, etc.

Ability to learn new information.

Appropriate use of language in social settings, etc.

Developmental milestones, especially in areas of language development, attention, and memory.

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**Teacher Interviews**

Behavior and social-emotional issues at school: effective interaction in social situations, appropriate behavior during class, etc.

Appropriate use of language in school.

Attention, persistence and mental flexibility.

Ability to learn new information.

Problem solving.

Organization.

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| <b>Early Medical Records</b>  |
| APGAR Scores.   |
| Well-child exams.   |
| Information on prior injuries.  |
| <b>Current Medical Information</b>  |
| Medications and side effects may impact student performance.                    |
| <b>School Records</b>   |
| Preschool records.  |
| Elementary records.   |
| District and statewide assessments.   |
| Notes on behavior and discipline.   |
| Attendance records.   |
| <b>Previous Assessments</b>   |
| Previous evaluations.   |
| Learning style reports.   |
| Placement in special classes (including TAG).                                   |
| <b>Outside of School</b>  |
| Compare current interests and activities to pre-injury interests and activities |