

Return to Learn and Play After TBI  
 Workforce Competencies Self Assessment Form  
 All Roles

<b>Competency</b>		<b>Evidence of Implementation</b>	<b>Examples of Implementation</b>	<b>Score</b> 0= not met 1= partially met 2= met
1	Understand what TBI is and how it impacts children's education (birth-3, pre-K, K-12, and transition to adulthood -including post secondary/ trade education).		<ul style="list-style-type: none"> <li>● School wide TBI 101 training</li> <li>● Parent information nights</li> <li>● CDC training (Coaches, parents, students etc.)</li> </ul>	
2	Understand state concussion laws and laws that impact academic services such as Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), Individualized Education Program (IEP) and Section 504.		<ul style="list-style-type: none"> <li>● Create and distribute an information sheet on state concussion laws</li> </ul>	
3	Ability to educate students about reporting TBIs and TBI risks, signs and symptoms.		<ul style="list-style-type: none"> <li>● Add TBI information to school health curriculum, events, and/ or activities</li> </ul>	
4	Have awareness of how RTL/P is comprehensively managed and tracked in your school/district and have access to annual training and tools for management for coaches, athletic trainers and educators.		<ul style="list-style-type: none"> <li>● Provide flowchart of your district's management policies</li> </ul>	
5	Knowledge of how TBI is managed in the school/district.		<ul style="list-style-type: none"> <li>● One page information sheet how to respond to TBI</li> </ul>	

6	Ability to recognize emergency symptoms and/ or danger signs immediately following TBI, including concussion, and when emergency transport/care is needed.		<ul style="list-style-type: none"> <li>• Have district emergency policy that includes brain injury</li> <li>• Distribute informational materials with emergency symptoms</li> </ul>	
7	Ability to determine when a child/student can be returned to play after a blow to the head or body.		<ul style="list-style-type: none"> <li>• Have a district policy of graduated return to play that follows state laws</li> </ul>	
8	Use validated tools during sideline evaluation for possible concussion by qualified professionals.		<ul style="list-style-type: none"> <li>• Utilize sideline evaluation tools such as IMPACT and SCAT-5</li> </ul>	
9	Recognize when a child/student who has sustained a TBI requires non-emergency care from appropriate health care professionals.		<ul style="list-style-type: none"> <li>• Have a process in place to monitor student's progress in returning to school and make referrals based on student needs</li> </ul>	
10	Recognize how symptoms of TBI can impact learning and other activities.		<ul style="list-style-type: none"> <li>• Provide training to all staff regarding TBI signs and symptoms</li> </ul>	
11	Understand and utilize evidence-based screening tools for assessing TBI signs, symptoms, behaviors, and impacts.		<ul style="list-style-type: none"> <li>• Train staff to use evaluation tools such as the BRIEF, Executive Function subsets of the Woodcock-Johnson, etc.</li> </ul>	

12	Recognize when a child/student who has sustained a TBI requires academic, social, and/ or behavioral supports and provide supports tailored to the student's symptoms as needed.		<ul style="list-style-type: none"> <li>● Have a process in place to monitor student's progress in returning to school and provide accommodations based on student needs</li> </ul>	
13	Be aware of and understand the relationship between TBI and behavioral health, including new and pre-existing conditions. Students with TBI may be at an increased risk for mental health crisis, including depression, anxiety, and suicide.		<ul style="list-style-type: none"> <li>● Provide education to students and staff on the interconnections between behavioral health and other conditions</li> </ul>	
14	Understand the role of the school healthcare provider and the need to provide/coordinate appropriate medical and behavioral health services to children with TBI.		<ul style="list-style-type: none"> <li>● Create a protocol to follow up and maintain communication between medical providers and school health care providers</li> <li>● Establish a relationship with regional health care providers</li> </ul>	
15	Recognize the need for collaboration and communication between parents/guardian, physicians, school nurses, school counselors, athletic trainers, and other appropriate school personnel, to monitor the student recovery following TBI.		<ul style="list-style-type: none"> <li>● Educate staff, parents, students, and community members on the importance of collaboration in a student's recovery</li> <li>● Provide a communication tool</li> </ul>	
16	Facilitate gradual return to learn, return to play and other activities for students while also monitoring recovery.		<ul style="list-style-type: none"> <li>● Have a district policy of graduated return to learn, return to play and other activities that</li> </ul>	

			<ul style="list-style-type: none"> <li>follows state laws</li> <li>● Provide temporary accommodations as the student recovers.</li> <li>● Provide a form for accommodations.</li> </ul>	
17	Monitor and document student progress and communicate across domains (i.e, medical, educational, athletic, and home).		<ul style="list-style-type: none"> <li>● Create a protocol to follow up, document, and maintain communication between all parties to monitor progress, even after recovery</li> <li>● Utilize a school tracking mechanism to track student progress.</li> </ul>	
18	Assess recovery relative to pre-injury performance capabilities.		<ul style="list-style-type: none"> <li>● Use formal and informal assessments (ie, )</li> <li>● Check in with the student and family regularly.</li> </ul>	
19	Perform assessments to evaluate the impact of TBI on school activities and to identify the student's strengths and weaknesses within the educational setting in order to plan service provisions.		<ul style="list-style-type: none"> <li>● Use observation and curriculum based measures to evaluate student recovery.</li> <li>● Utilize dr. recommendations and base a plan on them</li> </ul>	
20	Be aware of and understand your state's regulations and/or laws as they apply to these competencies.		<ul style="list-style-type: none"> <li>● Provide education to staff regarding laws and regulations</li> <li>● Distribute the states laws to stakeholders</li> </ul>	

1. Understand what TBI is and how it impacts children's education (birth-3, pre-K, K-12, and transition to adulthood -including post secondary/ trade education).
  - School Administrators
  - Athletic Trainers/Athletic Directors/ Physical Education Teachers
  - Coaches/Referees
  - Recess Monitors
  - Community Mental Health Care Professionals/ Social Workers
  - School Psychologists/ School Counselors
  - Community Physical Health Care Professionals
  - Pediatricians/ Concussion Clinic Health Care Professionals
  - School Nurses
  - Educators/ Special Teachers (Art, Band, Music, Home Economics, Home School)
  - Special Educators
  - Parents/Guardians/Caregivers
  - Students
2. Understand state concussion laws and laws that impact academic services such as Americans with Disabilities Act (ADA), Individuals with Disabilities Education Act (IDEA), Individualized Education Program (IEP) and Section 504.
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