

Return to Learn and Play After TBI
Workforce Competencies Self Assessment Form
Athletic Trainer, Athletic Directors, and Physical Education Teachers

Scoring:
0= Competency not met 1= Competency partially met 2= Competency met

	Competency	Evidence of Implementation	Examples of Implementation	Score
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"> ● School wide TBI 101 training ● Parent information nights ● CDC training (Coaches, parents, students etc.) 	
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"> ● Create and distribute an information sheet on state concussion laws 	
3	Ability to educate students about reporting TBIs and TBI risks, signs and symptoms.		<ul style="list-style-type: none"> ● Add TBI information to school health curriculum, events, and/ or activities 	
4	Have awareness of how RTL/RTP 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"> ● Provide flowchart of your district's management policies 	
5	Knowledge of how TBI is managed in the school/district.		<ul style="list-style-type: none"> ● One page information sheet how to respond to TBI 	
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"> ● Have district emergency policy that includes brain injury ● Distribute informational materials with emergency symptoms 	

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"> ● Have a district policy of graduated return to play that follows state laws 	
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"> ● Have a process in place to monitor student's progress in returning to school and make referrals based on student needs 	
10	Recognize how symptoms of TBI can impact learning and other activities.		<ul style="list-style-type: none"> ● Provide training to all staff regarding TBI signs and symptoms 	
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"> ● Create a protocol to follow up and maintain communication between medical providers and school health care providers ● Establish a relationship with regional health care providers 	
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"> ● Educate staff, parents, students, and community members on the importance of collaboration in a student's recovery ● Provide a communication tool 	
16	Facilitate gradual return to learn, return to play and other activities for students while also monitoring recovery.		<ul style="list-style-type: none"> ● Have a district policy of graduated return to learn, return to play and other activities that follows state laws ● Provide temporary accommodations as the student recovers. ● Provide a form for accommodations. 	

17	Monitor and document student progress and communicate across domains (i.e, medical, educational, athletic, and home).		<ul style="list-style-type: none"> ● Create a protocol to follow up, document, and maintain communication between all parties to monitor progress, even after recovery ● Utilize a school tracking mechanism to track student progress. 	
18	Assess recovery relative to pre-injury performance capabilities.		<ul style="list-style-type: none"> ● Use formal and informal assessments (ie,) ● Check in with the student and family regularly. 	
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"> ● Provide education to staff regarding laws and regulations ● Distribute the states laws to stakeholders 	