

Return to Learn and Play After TBI  
Workforce Competencies Self Assessment Form  
Coaches and Referees

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

	<b>Competency</b>	<b>Evidence of Implementation</b>	<b>Examples of Implementation</b>	<b>Score</b>
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>	
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/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"> <li>● Provide flowchart of your district's management policies</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</li> </ul>	

			and SCAT-5	
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>	
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 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>	
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>	