

**Return to Learn and Play After TBI**  
**Workforce Competencies Self Assessment Form**  
**Community Mental Health Care Professionals and Social Workers**

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>	
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 follows state laws</li> <li>● Provide temporary accommodations as the</li> </ul>	

			<p>student recovers.</p> <ul style="list-style-type: none"> <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>	