

Return to Learn and Play After TBI  
Workforce Competencies Self Assessment Form  
School Administrators

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>	
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/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>	
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</li> </ul>	

			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"> <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 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>	