

# Return to Learn and Play After TBI

## Workforce Competencies Self Assessment Form

### Students

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>	
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>	
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>	
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</li> </ul>	

			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"> <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>	