## Return to Learn and Play After TBI
### Workforce Competencies Self Assessment Form
#### Educators and Special Teachers (Art, Band, Music, Home Economics, Home School)

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

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<thead>
<tr>
<th>Competency</th>
<th>Evidence of Implementation</th>
<th>Examples of Implementation</th>
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| 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). |                             | ● School wide TBI 101 training  
-  ● Parent information nights  
-  ● CDC training (Coaches, parents, students etc.) |
<p>| <strong>2</strong>      |                             |                           |
| 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. |                             | ● Create and distribute an information sheet on state concussion laws |
| <strong>3</strong>      |                             |                           |
| Ability to educate students about reporting TBIs and TBI risks, signs and symptoms. |                             | ● Add TBI information to school health curriculum, events, and/ or activities |
| <strong>4</strong>      |                             |                           |
| 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. |                             | ● Provide flowchart of your district’s management policies |
| <strong>5</strong>      |                             |                           |
| Knowledge of how TBI is managed in the school/district. |                             | ● One page information sheet how to respond to TBI |
| <strong>6</strong>      |                             |                           |
| Ability to recognize emergency symptoms and/ or danger signs immediately following TBI, including concussion, and when emergency transport/care is needed. |                             | ● Have district emergency policy that includes brain injury |
| #  | Topic                                                                 | Action                                                                                                           |
|----|---|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 9  | Recognize when a child/student who has sustained a TBI requires non-emergency care from appropriate health care professionals. | • Distribute informational materials with emergency symptoms, 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. | • Provide training to all staff regarding TBI signs and symptoms. Have a process in place to monitor student’s progress in returning to school and provide accommodations based on student needs. |
| 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. | • Provide education to students and staff on the interconnections between behavioral health and other conditions. |
| 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. | • 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. |
| 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. | • Educate staff, parents, students, and community members on the |
| 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 | |</p>
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| the student recovery following TBI. | importance of collaboration in a student’s recovery  
• Provide a communication tool |   |
| Facilitate gradual return to learn, return to play and other activities for students while also monitoring recovery. | • 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. |   |
| Monitor and document student progress and communicate across domains (i.e., medical, educational, athletic, and home). | • 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. |   |
| Assess recovery relative to pre-injury performance capabilities. | • Use formal and informal assessments (i.e., )  
• Check in with the student and family regularly. |   |
| Be aware of and understand your state's regulations and/or laws as they apply to these competencies. | • Provide education to staff regarding laws and regulations  
• Distribute the states laws to stakeholders |   |