## 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

<table>
<thead>
<tr>
<th>Competency</th>
<th>Evidence of Implementation</th>
<th>Examples of Implementation</th>
<th>Score</th>
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</thead>
</table>
| **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). | | ● School wide TBI 101 training  
● Parent information nights  
● CDC training (Coaches, parents, students etc.) |  

| **5**  
Knowledge of how TBI is managed in the school/district. | | ● One page information sheet how to respond to TBI |  

| **10**  
Recognize how symptoms of TBI can impact learning and other activities. | | ● Provide training to all staff regarding TBI signs and symptoms |  

| **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. | | ● Provide education to students and staff on the interconnections between behavioral health and other conditions |  

| **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. | | ● 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 |  

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<tr>
<th>Providers</th>
<th>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.</th>
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</table>
| 16 Facilitate gradual return to learn, return to play and other activities for students while also monitoring recovery.                                                                                              | 16 - Have a district policy of graduated return to learn, return to play and other activities that follows state laws  
16 - Provide temporary accommodations as the student recovers.  
16 - Provide a form for accommodations. |
| 17 Monitor and document student progress and communicate across domains (i.e., medical, educational, athletic, and home).                                                                                           | 17 - Create a protocol to follow up, document, and maintain communication between all parties to monitor progress, even after recovery  
17 - Utilize a school tracking mechanism to track student progress. |
| 18 Assess recovery relative to pre-injury performance capabilities.       | 18 - Use formal and informal assessments (ie,)  
18 - Check in with the student and family regularly. |