Community of Practice on Traumatic Brain Injury

Transcript Webinar 8: CBIRT
April 2, 2014. 2:00-3:00 P.M. ET

>> HI, EVERYBODY.
WE WILL GET STARTED IN ABOUT
THREE MINUTES.
I WANT TO REMAINED YOU TO FILL
OUT THE POLL ON THE SCREEN IN
FRONT OF YOU ABOUT WHAT STATE
TEAM YOU'RE A MEMBER OF.
THANKS.

>> HI EVERYBODY.
WELCOME TO THE EIGHTH MEETING ON
THE KPHOURPBT OF PRACTICE ON
TRAUMATIC BRAIN INJURY.
TODAY'S MEETING IS CHALLENGES IN
OUR WORK LEVERAGING THE
COMMUNITY OF PRACTICE FOR
TECHNI KAG ASSISTANCE.
WE HAVE GREAT SPEAKERS,
PANELISTS TO DISCUSS CHALLENGES
AND SUCCESSES WITH.
I'M EXCITED TO GET STARTED.
I WILL PASS IT OVER TO BAILEY TO TALK ABOUT TECHNICAL TRICKS AND TRIPS FOR THE WEBINAR.

>> THANK YOU, YOUR PHONE LINES ARE MUTED TO LIMIT BACKGROUND NOISE.

>> IF YOU HAVE A QUESTION OR EXPERIENCE TECHNICAL DIFFICULTIES TYPE THEM INTO THE CHAT WINDOW. IT'S HIDDEN BY THE POLL AT THE MOMENT.

IF YOU HAVE PROBLEMS WITH THE WEBINAR CONTACT THE ADOBE CONNECT HOTLINE. THE PHONE NUMBER IS POSTED ABOVE THE POWERPOINT SLIDES.

THIS MEETING IS BEING RECORDED. AN ARCHIVE AND POWERPOINT SLIDES FROM THE SESSION WILL BE EMAILED TO YOU AFTER THE WEBINAR.

WE WILL OPEN THE PHONE LINES FOR A GROUP DISCUSSION.

IF YOU'RE IN AN AREA WITH
BACKGROUND NOISE MUTE YOUR PHONE
WITH STAR POUND.
IF YOU WOULD LIKE SPEAK USE THE
HAND RAISE FUNCTION.
THAT APPEARS AT THE TOP ABOVE
THE AUDIO INSTRUCTIONS.
YOU WILL SEE A LITTLE PERSON
WITH THEIR HAND RAISED.
YOU WILL GET THE GIST.
IF YOU'RE MUTED WE WILL CALL ON
YOU TO UNMUTE AND ASK YOUR
QUESTION.
I WILL PASS IT BACK.
>> THANK YOU, BAY LY I HOPE YOUR
READY TO ASK QUESTIONS.
OUR FIRST PANELIST IS DR. ANN
GLANG.
A RESEARCHER AT THE UNIVERSITY
OF OREGON.
SHE HAS COMBINED HER INTEREST IN
SPECIAL EDUCATION WITH HER
PRINCIPAL OF PRINCIPALS OF
EFFECTIVE INSTRUCTION.
DR. GLANG HAS DESIGNED EFFECTIVE
STRATEGIES TO HELP TEACHERS AND
PARENTS SUPPORT CHILDREN WITH
BRAIN INJURIES.

AS A PARENT OF A CHILD WITH
PHYSICAL ABILITY SHE BRINGS THE
UNIQUES PERSPECTIVES AS A
EDUCATOR, RESEARCH AND PARENT TO
HER WORK.

SHE HAS DIRECTED OR CO DIRECTED
NEARLY 30 FEDERALLY FUNDED
RESEARCH PROGRAMS FOCUSING ON
INDIVIDUALS WITH TBI.

DR. GLANG HAS PUBLISHED NUMEROUS
ARTICLES, EDITED TWO BOOKS ON
CHILDREN WITH TBI.

AND CO AuthORED MANUALS.

IN ADDITION SHE HAS LEAD THE
DEVELOPMENT OF FBIR FUNDED
PROGRAMS INCLUDING BRAIN INJURY
PARTNERS AND TRAINING FAMILY
MEMBERS OF CHILDREN WITH TBI.

AND A YOUTH SPORTS PROGRAM FOR
COACHES.

OUR SECOND PANELIST IS MELISSA
NOWATZKE.

SHE WORKS WITH THE STEP AND
TRANSITION WEB PROJECTS.

SHE RECEIVED A MS IN BEHAVIORAL DISABILITIES FROM THE UNIVERSITY OF OREGON WHERE SHE CONTINUES TO PURSUE A DOCTORATE IN EDUCATION AND EDUCATIONAL LEADERSHIP.

SHE HAS WORKED EXTENSIVELY WITH AT-RISK CHILDREN AND FAMILIES.

A BEHAVIOR CONSULTANT.

SHE WORKED AS A SPECIAL EDUCATION TEACHER AND SPENT 7 YEARS AS A SCHOOL ADMINISTRATOR OF A PRE-K THROUGH EIGHTH GRADE SCHOOL.

HER WORK KPWOEUPBZ EDUCATIONAL EXPERIENCE AND HER PASSION FOR HELPING CHILDREN AND THEIR FAMILIES.

SO, WITHOUT FURTHER A DO I WILL PASZ IT TO OUR PANELISTS TO SPEAK ABOUT THEIR EXPERIENCES AND SOME OF THE HELP YOU CAN ASK THEM FOR.

WITHOUT FURTHER ADO, ANN AND MELISSA TALK AWAY.
ANN AND MEL IS A ARE YOU STILL ON THE LINE?
YOU MAY HAVE TO UNMUTE YOURSELVES.
>> OKAY.
THEY WERE BUMPED OFF THE CALL.
>> WE HAVE LOST OUR EXPERTS FOR THE TIME BEING.
WE WILL GET THEM RIGHT BACK ON THE CALL.
I WANT TO HIGHLIGHT THEY HAVE DEEP INFORMATION ON SPECIAL EDUCATION.
OREGON HAS A DEEPLY --
>> CAN YOU HEAR US?
>> HI.
>> YES.
>> OH, GOOD.
>> SORRY ABOUT THAT.
WE, YA.
TECHNICAL DIFFICULTIES.
MY FAULT.
SO, DELIGHTED TO BE HERE WITH YOU ALL TODAY.
THIS IS GOING TO BE AS BECA
SEDAN INFORMAL QUESTION AND ANSWER.

I HAVE MELISSA TO TALK ABOUT OUR CURRENT EFFORTS IN OREGON.

I THOUGHT WOULD I PROVIDE A HISTORICAL PERSPECTIVE.

THOUGHT I MIGHT JUST GIVE YOU A LITTLE BACKGROUND INTO HOW WE GOT STARTED.

I THINK ENGAGING SPECIAL EDUCATION PROGRAMS IS REALLY CRITICAL IN EACH OF OUR STATES.

WE WERE PRETTY STRATEGIC AND THOUGHTFUL ON HOW WE DID THAT.

ABOUT 15 YEARS AGO WHEN WE GOT STARTED WITH THE WORK WE'RE DOING.

CLOSER TO 20.

WHEN WE GOT STARTED WORKING ON BUILDING CAPACITY OF OUR SCHOOLS TO SERVE KIDS WITH BRAIN INJURIES - P MANY, MANY YEARS AGO.

THERE WERE TWO KEY POINTS OR THEMES THAT I THINK ARE
IMPORTANT THAT WE COVERED.

THE FIRST WAS WHEN WE WENT TO
OUR SPECIAL ED LEADERSHIP IN OUR
STATE WE, WE HEARD FROM SEVERAL
FOLKS.
TBE IS A VERY, VERY LOW
INCIDENTS OF DISABILITY, ISN'T
IT.

THAT WAS OUR FIRST OBSTACLE TO
OVERCOME.

WHAT WE DID WAS, BECAUSE WE
DON'T HAVE GOOD NUMBERS, KIDS
ARE UNDER IDENTIFIED AND NOT
TRACKED.

WE USED ESTIMATES OF
DISABILITIES AS A RESULT OF TBI.
FOR EXAMPLE, WE TOLD THEM, YOU
KNOW, APPROXIMATELY 70% OF
KIDS WITH SEVERE INJURIES AND
40% OF MODERATE NEED SPECIAL
EDUCATION.

THAT'S BEEN DOCUMENTED IN RECENT
STUDIES.

>> IF YOU, IF YOU ADD THOSE
NUMBERS UP OVER K TO 12 THAT'S
ABOUT TEN THOUSAND KIDS PER GRADE LEVEL.

WHICH EQUALS OUT TO BE NATIONALLY ABOUT 180,000 CHILDREN WHO ARE SCHOOL AGE WHO NEED SERVICES.

IF YOU LOOK AT THE SPECIAL ED CENSUS IT'S ABOUT 25,000 CHILDREN IDENTIFIED UNDER THE ELIGIBILITY CATEGORY.

 THAT WAS THE NUMBER ONE THING.

IT MAY SEEM LIKE LOW INCIDENT DISABILITY.

IF YOU LOOK AT ALL KIDS MISSING, IT IS NOT.

THE SECOND THING THAT WE CAME INTO, THE SECOND SORT OF THEME WE USED FOR ENGAGING SPECIAL ED COLLEAGUES WAS THAT OFTEN THESE KIDS ARE VERY COMPLEX WHEN THEY'RE SERVED.

WHEN THEY'RE IDENTIFIED AND SERVED.

THERE ARE LARGE TEAMS OF FOLKS.

OVER THE 20 YEARS WE HAVE DONE
THIS WE HAVE SEEN HUGE CHANGES
IN MEDICAL MANAGEMENT.
KIDS AND SCHOOL MANAGEMENT
BECAUSE OF RESOURCES AND SO ON.
THE POINT WE MADE WITH THEM WAS
WHEN WE TYPICALLY HEAR ABOUT THE
KIDS IT’S WHEN THERE IS A
CRISIS.
WE HEAR WHEN PARENTS ARE
EXTREMELY UPSET.
WE HEAR WHEN A CHILD IS HAVING A
LOT OF TROUBLE IN SCHOOL.
TYPICALLY BEHAVIORALLY.
RATHER THAN WAIT FOR A CRISIS TO
HAPPEN DEVELOPING A PROACTIVE
MODEL OF SUPPORT IN THE STATE
MAKES SO MUCH SENSE.
THAT WAS AN ARGUMENT WELL
RECEIVED PRIMARILY FROM A LEGAL
AND RESOURCE ALLOCATION
PERSPECTIVE.
THEN THIRDLY WE.
THAT PRETTY MUCH COVERED IT, THE
LEGAL ROUTE.
YOU DON’T WANT TO GO THAT ROUTE.
I THINK WE DID A LITTLE BIT.
WE CAN AVOID DUE PROCESS
HEARINGS AND ALL THE TIME SPENT
IN CONFLICT WITH PARENTS BY
PROVIDING FAMILY AND KIDS WHAT
THEY NEED WHEN THEY LEAVE THE
MEDICAL SITUATION.
>> RIGHT.
>> THAT IS HOW WE GOTTEN GAUGED.
WHAT IS, WHAT IS SURPRISING TO
ME IS ACROSS THE COUNTRY.
HOW FEW SPECIAL EDUCATION
DEPARTMENTS IN STATES ARE
ENGAGED.
The fact that these kids are in
classrooms in schools across the
country.
IT'S, IT'S REALLY NOT RIGHT.
SO, MELISSA, MAYBE YOU COULD ADD
TO WHAT I SAID THERE.
>> WELL, I WAS GOING TO SAY A
CONVERSATION I HAVE WITH FOLKS
OFTEN.
IF WE WAIT TO FIND THEM FROM THE
MANIFEST DETERMINATION HEARING
TO HAVE THEM EXCUSED FROM SCHOOL AND COME UP WITH THE FACT THEY’RE TBI WE HAVE COMPLETELY MISSED THE BOAT.

HOW DO WE GET OUR EDUCATORS IN OUR STATE TO RECOGNIZE THAT BEFORE WE GET TO THAT POINT.

YOU KNOW SAVE OUR EDUCATION SYSTEM A TON OF MONEY, FOLKS ARE WILLING TO BUY IN AT THAT POINT WHEN YOU TALK IN THOSE TERMS.

>> I KNOW WHAT ELSE I WAS GOING TO SAY.

BECAUSE WE HAVE BEEN INVOLVED WITH THE PARTNERING WITH STATE DEPARTMENT OF ED FOR A LONG TIME.

SINCE 1994 WHEN WE FIRST STARTED THIS WORK WE HAVE HAD SUPPORT FROM OUR SPECIAL ED DEPARTMENT.

FROM OUR STATE DEPARTMENT OF SPECIAL ED TO PROVIDE THE KINDS OF THINGS WE'RE DOING.

I GUESS WE COULD TALK BRIEFLY ABOUT THAT SINCE I'M ON THAT
TOPIC.
WHAT WE HAVE IS FUNDING TO
SUPPORT A FULL TIME COORDINATOR
WHICH IS MELISSA.
WE ALSO HAVE DOLLARS TO SUPPORT
SOME SUPPORT STAFF AND PROVIDE
TRAININGS, ON GOING SUPPORT AND
TECHNICAL ASSISTANCE FOR FOLKS
OUT IN THE FIELD.
TBI CONSULTANTS WHO ARE WORKING
WITH KIDS ON A DAILY BASIS.
MAYBE YOU WANT TO TALK ABOUT HOW
THAT WORKS FOR LIAISONS.
>> SO IN OREGON WE HAVE OUR
STATE DIVIDED INTO EIGHT
REGIONS.
WITHIN EIGHT REGIONS.
EACH REGION WE HAVE A POINT
PERSON.
WE CALL THEM OUR LIAISON.
THEY'RE THE POINT PERSON.
I OVERSEE THOSE FOLKS AND
THRAEUPB THOSE FOLKS.
THEIR JOB IS TO COORDINATE THEIR
TEAM WITHIN THE REGION TO SERVE
THAT REGION FOR TBI.
SO, WE CREATE REGIONAL TEAMS OF
FOLKS WHO SPECIALIZE IN TBI.
MAYBE THEY’RE NOT NECESSARILY
HOUSED IN EVERY SCHOOL DISTRICT.
THEY’RE AVAILABLE TO EVERY
SCHOOL DISTRICT SHOULD THEY NEED
CONSULTATION SERVICES.
OFTEN WE HAVE SOMEONE FROM MOST
SCHOOL DISTRICTS.
RIGHT NOW IN MY DATABASE I HAVE,
RIGHT AT I THINK IT’S 394.
RIGHT AROUND 400 PEOPLE IN
OREGON WHO ARE CONSIDERED TBI
CONSULTANTS OR TBI TEAM MEMBERS.
SOME OF THE FOLKS ARE MORE
ACTIVE THAN OTHERS.
ALL OF THEM HAVE RECEIVED
TRAINING AND ARE CERTAINLY
QUALIFIED TO HELP SHOULD
SOMETHING, SHOULD SOMEONE NEED
HELP IN THOSE AREAS.
SO, WHAT WE DO IS THOSE LIAISONS
WORK WITH THE REGIONAL GROUPS.
THEN WE PROVIDE TRAININGS FOR
THE ENTIRE STATE.

FOR EXAMPLE, THIS YEAR WE HAVE
DONE THREE ON-LINE TRAININGS.

THREE TWO DAY TRAININGS AND
THREE ONE DAY TRAININGS WITH OUR
TRANSITION PROGRAM IN OREGON.
THEN WE DO ACTIVE SUPPORT
THROUGH EACH REGION AND MY
OFFICE, BASICALLY.
SO, ON GOING SUPPORT FOR THOSE
FOLKS TO GET OUT TO THE SCHOOL
DISTRICTS IF THEY NEED HELP IN
THAT WAY.

DOES THAT ANSWER THAT QUESTION?

>> YES.

THE LIAISONS.

ANOTHER MODEL THAT’S UNIQUE IS
YOU HAVE THEM MEET AS A GROUP TO
LOOK AT POLICY AND KIND OF LOOK
AT RESOURCES AND --

>> WE CALL IT THE TBI WORKING
GROUP.

I MEET WITH EIGHT LIAISONS ONCE
A MONTH VIRTUALLY.
I USE GO TO MEETING FOR THAT.
WE MEET FOR AN OUR OR TWO HOURS
ONCE A MONTH.
TALK ABOUT HOL TOPICS AND WHAT
IS GOING ON IN THE DIFFERENT
REGIONS AND WHERE PEOPLE NEED
SUPPORT, ETCETERA, THREE TIMES A
YEAR THOSE EIGHT LIAISONS COME
TOGETHER WITH ME.
WE DO THREE ONE DAY, WE CALL
THEM WORKING GROUPS.
REALLY THOSE DAYS ARE ABOUT
DRIVING WHAT IS HAPPENING IN THE
STATE.
SO, LOOKING AT POTENTIAL OR
NEEDS FOR THE NEXT TRAINING
THAT'S WE WILL DO OR POLICY
THAT'S ARE GIVING US A HARD TIME
OR ARE NOT EFFECTIVE ANYMORE.
HOW DO WE WORK WITH THE
DEPARTMENT OF ED AND STATE
GOVERNMENT TO MAKE THINGS
EFFECTIVE AS POSSIBLE.
THAT'S WHAT THE WORKING GROUPS
DO.
>> I KNOW ONE OF THE THINGS THIS
GROUP HAS TALKED A FARE AMOUNT ABOUT IS REACHING RURAL FAMILIES AND KIDS.
I THINK ONE OF THE POLL STIFFS OF THIS MODEL IS THAT WE DO HAVE IN EACH PART OF THE STATE, WE DO HAVE A LIAISON AND SOME TBI TEAM MEMBERS/CONSULTANTS TO PROVIDE SUPPORT.
IT'S INTERESTING.
YOU HAVE PORTLAND WHICH IS 50% OF THE STATE POPULATION.
WE HAVE ONE LIAISON THERE AND A VAST TEAM OF FOLKS THERE TO HELP OUT WITH KIDS.
THEN WE HAVE ONE LIAISON IN EASTERN OREGON WHERE THERE IS A FRACTION OF THE NUMBER OF FOLKS. TEENY TINY AMOUNT OF KIDS.
YOU KNOW LOTS OF INJURIES OVER THERE. VERY RURAL. VERY FARM COMMUNITY. VERY SPREAD OUT.
>> YES.
>> VERY SMALL ONE BUILDING SCHOOLS.

>> ON THE COAST TOO.

WE HAVE A LOST ATV INJURIES.

KIDS DOING SILLY STUFF ON THE SAND DUNES GETTING HURT OR THE SKI SLOPES.

I THINK LIKE MANY STATES WE HAVE THAT RURAL AND URBAN.

THIS MODEL ADDRESSES THE UNIQUE NEEDS OF, OF THOSE DIFFERENT TYPE OF GEOGRAPHIC AREAS.

>> GREAT.

THANK YOU, LADIES.

SO IT REALLY SOUNDS LIKE THIS TEAM THAT YOU HAVE TOGETHER LOOKS LIKE OUR COMMUNITY OF PRACTICE TEAMS.

SO FOLKS ON THE LINE.

I KNOW YOU HAVE BEEN LOOKING FOR WAYS TO SUSTAIN THIS GROUP PAST THE COMMUNITY OF PRACTICE OR FIGURE OUT STRATEGIES FOR YOUR STATE.

DOES THIS CROSS ORGANIZATIONAL
COLLABORATION.
I ENCOURAGE YOU TO ASK THESE TWO EXPERTS ABOUT HOW THEY MANAGE TO GET THE TEAM TOGETHER, CONTINUE TO WORK TOGETHER, AND HOW THEY SUSTAIN THEIR EFFORTS.
SO, WE HAVE HEARD ABOUT THEIR WORK WITH SPECIAL EDUCATION.
I WILL ASK THEM TO SHARE LINKS TO THE MODEL PROGRAM AFTERWARDS.
ENCOURAGE YOU TO ASK QUESTIONS ABOUT THE TRAINING.
HOW TO WORK IN RURAL AREAS.
ABOUT HOW WE CAN BEST CAPTURE PEOPLE WHO HAVE SUSTAINED A TBI AND WITH THAT I WILL ASK BAILEY TO UNMUTE THE PHONE LINES IF YOU ARE IN FRONT OF A COMPUTER PLEASE MUTE YOUR COMPUTER SPEAKERS SO WE DON'T HEAR THE ECHO OVER THE PHONE LINE.
>> IF YOU'RE NOT ON THE PHONE LINE GO AHEAD AND ENTER QUESTIONS INTO THE CHAT BOX ON THE LEFT HAND SIDE OF THE SCREEN
WITH.

THAT I WILL ASK BAILEY TO UNMUTE YOU.

>> YOUR MINE ROW PHONE HAS BEEN TURNED ON.

>> GREAT.

>> OUR SOUND IS STILL GOOD.

SO WE HAVE OUR FIRST QUESTION COMING IN FROM RENEE.

SHE SAYS WHAT IS COVERED IN THE TRAINING THAT THE TEAM MEMBERS ATTEND?

>> IT VARIES FROM YEAR TO YEAR.

HOW WE DETERMINE THAT IS THAT THE YEAR PRIOR, THE WORKING GROUP WHICH IS COMPRISED OF OUR LIAISONS FROM YEAR TO YEAR.

OUR GOALS NOW SEBING KIDS WITH ABI WHO DON'T QUALIFY UNDER TBI.

OUR GOVERNOR HAS A MISSION OF 40/40/20.

40% OF STUDENTS GO TO 4-YEAR UNIVERSITY VERTS.

40% WILL GO TO 2-YEAR UNIVERSITIES AND 20% WILL
GRADUATE TO HIGH SCHOOL, WHICH W. A HUNDRED PERCENT GRADUATION GOAL.
HOW DO WE FIT OUR KIDS INTO THAT INITIATIVE.
WE HAVE DISSEMINATION AS A GOAL.
HOW DO WE GET THE MOST CURRENT PRACTICES OF RESEARCH OUT TO OUR SCHOOLS.
HOW DO WE BRIDGE THE GAP OF RESEARCH AND PRACTICE.
WE TAKE THE GOALS WE HAVE AND THEN LOOK AT THE NEEDS OF EACH REGION.
WE DETERMINE WHAT WE'RE GOING TO DO FOR TRAINING.
SO, FOR EXAMPLE.
OUR MAY TRAINING COMING UP IS TWO DAYS ON A SIS TIFF ASSISTIVE TECHNOLOGY.
NOT JUST WHAT IS OUT THERE BUT HOW DO WE GET IT INTO USE WITH THE KIDS.
HOW DO WE IMPACT THEIR LIVES MOVING PAST HIGH SCHOOL.
HOW DO WE GIVE THEM TOOLS TO BE
SUCCESSFUL ADULTS, TECHNOLOGY GO
THAT'S AVAILABLE, TO HANG ONTO
THROUGH ADULTHOOD.
THAT IS WHAT WE HAVE MORE MAY.
MARCH WE JUST DID ONE.
REALLY FOCUSED ON THE HEALTH
IMPACT OF BRAIN INJURIES.
SO, STARTED LOOKING AT EARLY
CHILD CHILDHOOD AND WHAT THAT
LOOKS LIKE.
HOW WE GO DEVELOPMENTALLY
THROUGH THE YEARS AND SCHOOL.
WHAT IS MEANS FOR EDUCATION
PLANS.
HOW CAN OUR CONSULTANTS HELP DO
THAT.
WHAT TEAMS DO WE PUT TOGETHER TO
KEEP KIDS HEALTHY AND SAFE
LEARNING IN THE SCHOOL SYSTEM.
>> TYPICALLY IN THE FALL -- WHAT
EVERY EDUCATOR NEEDS TO KNOW
ABOUT BRAIN INJURY.
INITIATION FOR THE NEW FOLKS.
THEN WE DO A COUPLE OF SPECIAL
THINGS FOR OUR LIAISONS THAT ARE
MORE ADVANCED TO GIVE THEM THE CAPACITY TO TRAIN PEOPLE IN THE REGION.

DID THAT ANSWER, I HOPE?

>> THERE IS --

>> WE HAVE ANOTHER --

>> I'M SORRY.

>> JUST A QUIZ ADD TO MELISSA'S THING.

WE HAVE OVER THE YEARS CREATED LISTS OF KIND OF KEY TOPICS. SO, I THINK THERE ARE KEY TOPICS ON THE WEBSITE OR WE COULD SEND THOSE OUT. I THINK THE IMPORTANT THING THAT MELISSA IS SAYING IS THE TOPICS ARE DRIVEN BY THE FIELD.

>> THE NEED.

>> WHAT DO TEACHERS NEED. WHAT ARE THEY ASKING FOR.

IN THE PAST WE HAVE DONE THINGS LIKE SURVEYED SPECIAL ED REGIONAL PROGRAMS. FOLKS HAVE TOLD US WHAT THEY NEED.
I think that's important rather than it coming just from somebody who says, this this is what I think you need to know.

>> We have done a lot about assessment.

We have school psychs on our team.

We do assessments every year.

We do something on behavior.

Under that is going on and focus away from the behavior but --

True

That's always a theme.

>> Yes.

>> Behavior and assessment is a theme.

I see Renee is asking the background of the team members.

We have administrators.

The thee a sons are part time administrative which helps in the leadership of that.

>> We have parents, general practice rehab folks.
IT REALLY, THERE IS A GEMETE OF BACKGROUNDS.

THE ONE PIECE WE ARE MISSING OFTEN IS THE ACTUAL CLASSROOM TEACHERS BECAUSE THEY CAN'T GET OUT OF THE CLASSROOM.

WE DON'T GET A LOT OF THEM BUT WE GET THE SUPPORT STAFF AROUND THEM.

>> IS IT TRUE THAT REALLY THE VAST MAJORITY OF FOLKS ARE SCHOOL BASED PEOPLE.

THEY'RE NOT WORKING IN REHAB FACILITY OR IN A COMMUNITY MEDICAL SITUATION?

>> MORE AND MORE WE'RE GETTING FOLKS THAT ARE OUT OF THE CLASSROOMS THAT ARE WORKING WITH IN A WRAP AROUND SERVICE AS SPECT AND WANT TO KNOW WHAT IS HAPPENING IN THE SCHOOLS TO HELP.

MOST ARE SCHOOL BASED IN SOME WAY.

WE GET REHAB PEOPLE.
WE GET SOME PHYSICIANS FROM THE COMMUNITY.

WE GET, WE HAVE SOMEONE WHO DOES REHAB STUFF THAT'S INTERESTED.

LOTS OF PRIVATE PSYCHOLOGISTS AND COUNSELORS STARTING TO BE INTERESTED BECAUSE THEY'RE GETTING PULLED INTO THE TEAM TO SUPPORT THE KIDS.

>> I THINK WE HAVE A NICE MIX.

INITIALLY WE FELT IT NEEDED TO BE SCHOOL DRIVEN.

WHEN I GOT STARTED IN THIS WHEN KIDS ARE IN SCHOOLS, THOSE RECOMMENDATIONS WERE COMING FROM REHABILITATION FACILITIES.

THAT DIDN'T SIT WELL WITH SCHOOL FOLKS.

IF I'M A CLASSROOM TEACHER.

YOU'RE A NEURO PSYCHOLOGIST SEEING ONE KID AT A TIME FOR FOUR HOURS FOR ASSESSMENT I WON'T LISTEN TO YOUR GUIDELINES.

THEY'RE NOT GOING TO -- YOU DON'T HAVE THE CREDIBILITY THAT
SAY A SCHOOL PSYCHOLOGIST WHO SITS IN MY CLASSROOM THREE DAYS A WEEK UNDERSTANDS.

WE REALLY MADE.

WE TRIED TO GET SCHOOL FOLKS ON THE TEAM.

WE WANTED TO HAVE THE COMMUNITY MEMBERS AND REHAB AND MEDICAL PROVIDERS BE PART OF THAT AS LIKE MELISSA IS TALKING ABOUT AS WE DEVELOP WRAP AROUND SYSTEMS AND TRANSITION KIDS FROM HOSPITAL TO SCHOOL BETTER.

>> IT HELPS WITH THE COMMUNITY OF IT TO HAVE THE FOLKS INVOLVED THAT ARE REALLY ACTIVE IN THE EDUCATIONAL ACTIVITY THAT SEE OUR KIDS.

BECAUSE THEN WE GET FOLKS ON THE SAME PAGE AND SPEAKING THE SAME LANGUAGE.

THAT TENDS TO HELP QUITE A BIT.

>> I WONDER IF I SHOULD ANSWER -- THERE ARE A LOT OF QUESTIONS HERE.
>> THERE ARE A LOT OF QUESTIONS
HERE.

>> JUST TO TAKE IT BACK FOR ONE
SECOND.

KAREN ASKED ABOUT WERE YOUR
INITIAL FUNDING CAME FROM.
GAVE YOU A DEDICATED COORDINATOR
WITH SUPPORT STAFF.

>> YES.

WHEN WE STARTED THIS IN THE
90s WE DID WRITE A FEDERAL
GRANT TO THE OFFICE OF SPECIAL
EDUCATION PROGRAMS.
HAD MONEY TO GET THE TEAMS SET
UP.

THEN FOLLOWING THAT WE HAD A FEW
YEARS WITHOUT FUNDING.
WE HAD SUCH COMMITMENT AMONG THE
TEAM MEMBERS THEY STUCK WITH US.
IN FACT WE HAVE 20 YEARS LATER
SOME OF THE INITIAL TEAM
MEMBERS, VERY ACTIVELY INVOLVED.

BUT AFTER THAT FUNDING LEFT
WHICH WAS THREE YEARS WE HAD
SOME INITIAL, YOU KNOW WE HAD
THE INFRASTRUCTURE SET UP.
AT THAT POINT WE USED SOME --
FUNDING TO MAINTAIN THE TEAMS
AND BUILD FURTHER CAPACITY.
AFTER THAT WE WENT STRAIGHT TO
OUR DEPARTMENT OF ED AND SAID WE
FEEL THIS SHOULD BE STATE
DEPARTMENT OF ED'S
RESPONSIBILITY AND NOT THROUGH A
SPECIAL PROJECT OR THROUGH SOME
GRANT.
WE ARE SUCCESSFUL IN THAT.
I KNOW I JUST WOULD BRIEFLY
MENTION IN A NUMBER OF STATES, I
CAN MENTION TENNESSEE,
PENNSYLVANIA, COLORADO.
THEY HAVE DONE WORK SIMILAR,
VERY SIMILAR TO THIS.
EITHER SETTING UP TEAMS OR
SETTING UP THE LIAISONS.
ALSO SOME OF THE TRAINING
ACTIVITIES WE HAVE BEEN ENGAGED
IN.
THERE ARE OTHER STATES AS WELL
I'M FORGETTING.
NEBRASKA.

A LOT USE HERSA FUNDING.

THERE ARE UNIQUE WAYS TO SET THIS UP.

MY BOTTOM LINE SOAP BOX IS I THINK OUR STATE DEPARTMENTS OF EDUCATION NEED TO CONTRIBUTE BECAUSE THIS IS A DISABILITY CATEGORY UNDER SPECIAL ED LAW. TEACHERS NEED THE SUPPORT AND LEADERSHIP FROM THE STATE DEPARTMENT OF ED.

GREAT.

I THINK THAT LEADS NICELY INTO KAREN'S FOLLOW-UP QUESTION.

WHICH IS ABOUT HOW YOU GET THE SCHOOLS COORDINATED FOR TRANSITIONING KIDS WITH TBI BACK TO SCHOOL.

KAREN'S QUESTION IS IF THERE IS NO SUPPORT FROM THE STATE DEPARTMENT OF ED HOW DO YOU MAKE THAT HAPPEN?

I'M NOT SURE WE HAVE A GREAT ANSWER FOR THAT QUESTION.
IF THERE IS SUPPORT.
YOU WANT TO TALK ABOUT WHAT
WE'RE DOING HERE.
>> I THINK REGARDLESS OF SUPPORT
FROM THE STATE DEPARTMENT OF ED
IT'S REALLY ABOUT BUILDING
COMMUNITY WITH YOUR HOSPITALS.
GRANTED THAT TAKES TIME AND
EFFORT.
WE ARE MORE AND MORE SUCCESSFUL
IN THAT NOT BECAUSE OF THE
FUNDING WE HAVE BUT BECAUSE OF
THE RELATIONSHIPS WE HAVE BEEN
BUILDING WITH THE PHYSICIANS WHO
SEE THE MAJORITY OF OUR CHILDREN
WITH BRAIN INJURIES.
HERE IN EUGENE WE HAVE MIT WHO
SEES EVERY KID IN THE AREA WITH
A SUSZ STAINED KID WITH A BRAIN
INJURY.
IN PORTLAND WE WORK WITH
DR. JAMES CHESTNUT WHO SEES
EVERYONE WITH A SUSTAINED
INJURY.
WE ARE WORKING ON THOSE
RELATIONSHIPS.

WE'RE REACHING OUT TO OUR LOCAL PEDIATRICIANS.

THEY SEE KIDS BEFORE THEY GET TO THE SPECIALISTS.

THEY HAVE THE SHORTER TERM SKWR-BZ THAT RECOVER FASTER.

WE'RE STARTING TO GET PHONE CALLS FROM THESE PEOPLE.

I HAD ONE FROM A LOCAL PEDIATRICIAN WITH THE FAMILY IN THE ROOM ASKING FOR HELP.

REGARDLESS OF FUNDING IT'S ABOUT BUILDING A TRUSTING RELATIONSHIP WITH THE TWO COMMUNITIES.

>> ALRIGHT.

>> SO, WE ALSO HAD A QUESTION FROM STEPHANIE SAYING OUR COACHES PART OF THE TBI TRAINING GROUPS.

IF NOT WHAT DO YOU DO TO ENGAGE THEM?

>> ATHLETIC COACHS ? IS THAT --

>> YES, I BELIEVE SO.

>> SOME OF THEM.
WE HAVE SOME COACHES.

>> YOU HAVE AN ANSWER.

>> DO WE WANT TO TALK ABOUT THE CAMP?

>> WE.

>> Consuelo:

>> WE DO, BECAUSE OREGON WAS ONE OF THE FIRST STATES TO ENACT A CONCUSSION LAW, MAX'S LAW IN 2009.

WE HAVE TWO PHYSICIANS THAT MELISSA MENTIONED HEADED UP AN EFFORT TO DEVELOP AN INTERDISCIPLINARY GROUP OF ATHLETICS, MEDICAL, EDUCATION, I'M MISSING SOMEONE ELSE -- BRAIN INJURY ASSOCIATION ALLIANCE.

WE HAD REPRESENTATION FROM EACH OF THE GROUPS.

COACHES WERE CERTAINLY PART OF THAT.

SO, WE TALKED ABOUT HOW ARE WE GOING TO DEAL WITH THIS LAW.

AS PART OF THAT ALSO CAME THE REALIZATION THAT A LOT OF THESE
KIDS WITH CONCUSSIONS HAVE ON-GOING PROBLEMS.
SO, THEN THAT WAS A OPPORTUNITY WITH THE COACHES, THE LEADERS,
THE COACH LEADERS IN THAT GROUP.
THEN WE WERE ABLE TO FILTER DOWN TO OTHER FOLKS.
OTHER COACHES OUT THERE AND EDUCATORS OUT THERE A LITTLE
MORE ABOUT WHAT WAS OFFERED THROUGH THE TBI TEAMS.
THE LINK THERE IS STATE LEVEL INFRASTRUCTURE AND LEADERSHIP AROUND CONCUSSION MANAGEMENT AND HOW OUR STATE HANDLES KIDS WITH CONCUSSIONS.
WHAT POLICIES AND GUIDELINES WE HAVE IN OUR STATE.
THEN PROVIDING THAT LINK.
>> I FILL THAT ROLL ON OCCASION.
I GET PHONE CALLS VARYING FROM REC COACHS TO CLUB COACHES.
WHOEVER IS ASKING FOR INTERPRETATIONS OF OUR LAWS.
WE PASSED A NEW ONE THROWS
PEOPLE FOR A LOOP WITH QUESTIONS
AND WHAT NOT.
WE HAVE TWO THAT PLAY TOGETHER
AND AGAINST EACH OTHER AT THE
SAME TIME.
THERE IS A LOSS OF WORK GOING ON
WITH THAT.
WE HAVE, WE HAVE TEAM MEMBERS
DOING BOTH OF THOSE THINGS.
WE HAVE A LIAISON ON BOTH OF
THOSE GROUPS.
WE HAVE THE LAWYER RESPONSIBLE
FOR PASSING SOME OF THE
LEGISLATION AS PART OF THE OAK
CAMP GROUPS.
FOR MY END IT'S BUILDING THE
COMMUNITY AROUND IT AND MAKING
SURE ALL PLAYERS INVOLVED ARE ON
THE SAME PAGE.
>> GREAT.
SO MARK IN MINNESOTA IS ASKING
ABOUT WHERE THE PROGRAM SITS?
HOW IS IT HOUSED?
PART OF SPECIAL EDUCATION, HOW
DOES IT INTERFACE WITH SCHOOL
NURSES?

>> SO, WE ACTUALLY SIT, OUR
GROUP HAS A CONTRACT WITH OREGON
DEPARTMENT OF EDUCATION TO, TO
MANAGE AND OVERSEE, COORDINATE
SERVICES FOR CHILDREN WITH BRAIN
INJURIES IN THE STATE.
PRIMARILY THAT INVOLVES BUILDING
CAPACITY OF THE EDUCATORS
WORKING WITH THE KIDS.
SO, WE SIT AT THE UNIVERSITY OF
OREGON.
WE WORK VERY CLOSELY WITH OREGON
DEPARTMENT OF EDUCATION IN, IN
ADMINISTERING THAT CONTRACT AND
DOING THAT WORK.
SCHOOL NURSES.

>> WE HAVE HAD SCHOOL NURSES ON
OUR TEAM FOR SURE.

>> WE HAVE A BUNCH OF SCHOOL
NURSES ON THE TEAM RIGHT NOW.
IN OREGON, SCHOOL NURSES, ARE
FEW AND FAR BETWEEN.
WE DON'T HAVE A TON OF THEM
ANYMORE.
OUR BIGGER DISTRICTS HAVE SMALL TEAMS OF NURSE THAT'S MOVE AROUND.
WE HAVE MANY ON THE TBI TEAMS.
WE ALSO DO IN SERVICES OR TRAINING SPECIFIC TO OUR SCHOOL NURSES.
I WAS JUST IN THE LOCAL DISTRICT WITH EACH OF THE SCHOOL NURSES EXPLAINING THEM ABOUT RESOURCES AND FINDING RESOURCES FOR FAMILIES, AND RESOURCES. THEY'RE A VENUE TO GET INFORMATION TO TEACHERS AND FAMILIES. EVERYONE LOOKS TO THEM. WE MAKE SURE THEY KNOW WHERE TO FIND RESOURCES AND WHO TO ASK QUESTIONS.

>> ALRIGHT.

STEPHANIE HAS A QUESTION. SHE SAYS IS THE PROGRAM WORKING WITH JUVENILE DETENTION FACILITIES TO HELP PROFESSIONALS IDENTIFY TBI?
WE HAVEN'T DONE A LOT OF THAT.
WE'RE CERTAINLY INTERESTED IN THAT.
THAT'S A GREAT QUESTION AND GREAT IDEA WE HAVEN'T BEEN ABLE TO GET INTO THAT SYSTEM UP.
I'M LOOKING AT MARK'S OTHER QUESTION ABOUT THE -- PROVIDERS. CROSS PROFESSIONAL WORK.
THE ANSWER IS, YES.
THIS LAST SUMMER WE PARTNERS WILL SLOCUM A LOCAL GROUP, LOCAL PEDIATRICIAN GROUP AND BROUGHT TO GET THEIR LOCAL PEDIATRIC PROVIDERS IN BRAIN INJURY AS WE COULD.
MYSELF AND A COUPLE OF LIAISONS AND HAD A GROUP DISCUSSION OF HOW TO GET COMMUNICATION HAPPENING BETWEEN ALL OF THOSE FOLKS, AND BETWEEN THE SCHOOLS. I WOULDN'T SAY IT IS A STATE WIDE EFFORT YET.
TO DO THAT.
IT CERTAINLY STARTING TO HAPPEN.

>> GREAT.

THANKS.

JUST ON THE JUVENILE DETENTION

PIECE A HEADS UP TO THE

COMMUNITY OF PRACTICE MEMBERS.

WE WILL ADDRESS INNOVATIVE

STRATEGIES THAT ARE BEING

EXPLORED IN JUVENILE DETENTION

FACILITIES EITHER IN JUNE OR

JULY.

WE'RE STILL WORKING, THE STATE

TEAM IN ALABAMA IS LOOKING TO

EXPANDED IN THAT AREA.

PLEASE KEEP YOUR EARS AND EYES

TUNED FOR THAT INFORMATION IN

JUNE OR JULY.

SO, A FEW PEOPLE NOW HAVE ASKED

FOR SOME CLARIFICATION ABOUT THE

NEW LAW IN OREGON.

WHAT ARE THE NEW EDITIONS, DOES

IT TARGET EDUCATION AND MIDDLE

SCHOOL AGE AND THEIR COACHES?

IF SO AND WHAT ARE THE RTL

CLUESES.
WE HAVE TWO.
ONE ADDRESSING HIGH SCHOOL
SPORTS BASICALLY A NEW ONE WENT
INTO EFFECT JANUARY 1st.
IT'S CALLED JENNA'S LAW HERE.
THAT ADDRESSES EVERYTHING BUT
HIGH SCHOOL AND SCHOOL SPORTS.
ALL THE CLUB SPORTS.
ALL THE YOUTH REC SPORTS.
ALL OF THAT.
WE DON'T HAVE, AS FAR AS I'M
AWARE, A LAW THAT COVERS
SPECIFICALLY MIDDLE SCHOOL
SPORTS.
BETWEEN THE MAX'S LAW AND
JENNA'S LAW MOST OF OUR SPORTS
ARE COVERED IN OREGON.

IT COVERED OFFICIALS.

REFEREES AND OFFICIALS.
THEY NEED TO BE TRAINED AS WELL
AND PARENTS IN JENNA'S LAW.

HOW DO YOU --

KAREN, MAYBE YOU CAN
ELABORATE ON THAT.
REMEMBER YOUR PHONE LINES ARE
OPEN.

IF YOU WANT TO TALK YOU ARE MORE THAN WELCOMED TO.

IF YOU HAVE THOUGHTS ON THE -- WHAT IS HAPPENING IN YOUR STATE COMPARED TO OREGON OR ANY PROMISING PRACTICES OR LESSONS LEARNED FEEL FREE TO SPEAK UP.

>> THIS IS JOHN FROM NEW MEXICO.

I HAVE NOT HEARD THE PREVIOUS CONVERSATION, I APOLOGIZE COMING IN LATE.

ONE OF THE THINGS WE'RE WORKING ON NOW WITH THE HEALTHY COMMITTEE A YOUTH SPORTS COMMISSION.

FOR MYSELF BEING IN THE HEALTH DEPARTMENT I'M KIND OF ON THE COAT TAILS OF THIS PROJECT. REALLY TRYING TO RAISE A PROFILE OF CONCUSSION RECOGNITION IN RESPONSE.

THE BIG ONE I THOUGHT WAS INTERESTING IS THE COACHES WANTED THE TEACHERS MOST OF ALL
TO BE INVOLVED WITH MONITORING
THE KIDS.
DISCUSS WEIGHT DOCTOR WHETHER
THE CHILD SHOULD BE GOING BACK
ONTO THE FIELD OF PLAY.
PARTICULARLY FOR FOOTBALL AND
THINGS OF THAT NATURE.
THEY SPEND THE MOST TIME WITH
THAT CHILD IN A ENVIRONMENT
WHERE THEY'RE CONSTANTLY TESTING
KO +PB COGNITIVE ABILITIES.
I DON'T KNOW IF ANYONE ELSE IS
DOING THAT AS A PROMISING
PRACTICE.
THANK YOU.
>> THANK YOU.
THAT'S SOMETHING TO KEEP IN
MIND.
ABOUT GETTING TEACHERS INVOLVED.
NOT JUST COACHES BUT TEACHERS
SHOULD TALK TO THE PHYSICIANS AS
WELL.
>> YES.
>> DIANA REED -- GO AHEAD.
>> THIS IS ANN AGAIN.
I thought would I add.

In the protocol you heard about from Karen and a lot of best practice guidelines for concussion management. That's definitely a component. Most, most evidence based practices I think around returning kids to full school activity involve a team, not just a coach along with family and the academic side. Athletic train eras well. Either it's a school councillor who connects with all of the high school teachers or a teacher of a younger child. The idea is really, you know, it's not just the coach's responsibility or area of expertise to make recommendations of modifying academic programs.

>> Thanks.

>> So Diana Reed had a question.
SHE SAID ARE YOU EVALUATING PARTICIPANTS TO DETERMINE WHERE PREVENTION EFFORTS ARE BEST FOCUSED?

>> SO, WE DON'T REALLY FOCUS ON PREVENTION. OUR ROLL IS MOSTLY IN, IN SCHOOLS AFTER SOMETHING THAT HAS HAPPENED. WE HAVE BEEN PARTNERING WITH LOCAL SAFE KIDS GROUP TO DO MORE WORK ON PREVENTION. REALLY OUR ROLL IS AFTER SOMETHING HAS HAPPENED HOW DO WE MAKE EDUCATION IN SPORTS THE MOST SUCCESSFUL THEY CAN BE. I HOPE THAT ANSWERS THAT.

>> YEP.

WE TOTALLY UNDERSTAND. DIFFERENT MANDATES FROM DIFFERENT FOLKS. THAT'S IMPORTANCE OF THIS COMMUNITY OF PRACTICES. REACHING ACROSS FROM ASSESSMENT AND TREATMENT, BRINGING
PREVENTION.

I THINK IF A FEW WEBINARS WE
WILL TALK ABOUT SECONDARY
PREVENTION AND HOW TO KEEP KIDS
OR PEOPLE WITH SUSTAINED TBI HOW
TO KEEP THEM FROM SUSTAINING
ADDITIONAL INJURIES OR A SECOND
TBI.

IT'S A BIG CONCERN, A BIG ISH
YOU ONE THAT WE NEED MORE
EVIDENCE ON.

THAT IS A IMPORTANT POINT TO
THINK ABOUT.

OUR -- I HOPE YOU GUYS ARE
THINKING ABOUT MORE QUESTIONS.

WE HAVE ABOUT TEN MINUTES OF
DISCUSSION.

THEN I'M ACTUALLY GOING TO TAKE
THE FLOOR TO SHOW YOU SOME OF
THE RESULTS FROM THE EVALUATION
AND TALK TO BUT OTHER THINGS
THAT ARE COMING DOWN THE
PIPELINE FOR THE COMMUNITY OF
PRACTICE.

SO, I WANTED TO GO BACK TO THE
POINT OF IDENTIFYING PEOPLE WHO
HAVE SUSTAINED A TBI.

ESPECIALLY YOUTH.

IT’S, IT’S BEEN A TOPIC IN THE
COMMUNITY OF PRACTICE.

IF YOU DON’T CATCH, IF YOU DON’T
GET A TBI ON THE SPORTS FIELD OR
IT’S NOT OBVIOUS RIGHT AWAY THAT
SOMEONE HAS SUSTAINED A TBI WHAT
CAN YOU DO, WHO SHOULD YOU WORK
WITH TO IDENTIFY KIDS WITH THE
NEED?

DO YOU HAVE THOUGHTS ON THAT.

>> WELL IN OUR STATE LIKE MANY,
WE NEED A MEDICAL STATEMENT FROM
THE DOCTOR SAYING A INCIDENT
OCCURRED THAT CAUSED A TRAUMATIC
BRAIN INJURY.

WHAT WE HAVE BEEN WORKING ON
WITH OUR TEAM IS HELPING TO
EDUCATE THE DOctors ABOUT WHAT
THEY'RE PROVIDING IN THE MEDICAL
STATEMENT.

WHEN SOMETHING HAPPENED YEARS
AGO AND WE DIDN'T SEE THE
MEDIATE IMPACT OFTEN THE INJURY IS FORGOTTEN.

WE HAVE BEEN WORKING TO EDUCATE PEOPLE THAT THEY’RE LOOKING FOR A DOCTOR TO SAY YES SOMETHING MAY OF OCCURRED TO CAUSE THIS. NOT NECESSARILY SIGNING OFF YES THIS CHILD HAS A BRAIN INJURY.

THEY SAY THERE MUST OF BEEN SOMETHING TO CAUSE EDUCATIONAL IMPACTS.

THEN BUILDING THE CASE AROUND THAT TO MAKE THE CHILD ELIGIBLE.

IF SOMETHING HAPPENED IN FIRST OR SECOND GRADE LOOKING AT EDUCATIONAL RECORDS PREAND POST, ANY OF THAT THING.

WE FACE THE BIGGEST CHALLENGES WHEN NOBODY AT ALL EVEN THE PARENTS CAN’T REMEMBER A INCIDENT HAPPENING.

THEN OFTEN OUR KIDS END UP WITH ELIGIBILITY CATEGORIES EVEN THOUGH WE’RE SUSPICIOUS OF A BRAIN INJURY OCCURRING.
THANKS.

KAREN HAS A QUESTION SAYING HOW DOES YOUR LAW ENFORCE EDUCATION OF COACHES AND REFEREES.

DO YOU HAVE A COLLISION PRACTICE LIMIT ALSO.

THEY'RE ALL REQUIRED NOW TO TAKE TRAINING VOLUNTEER OR NOT VOLUNTEER.

THEY ARE, OUR LAW SAYS ALL OF THEM AT THIS POINT.

 WHICH STATE ARE WE REFERRING TO?

WE'RE IN OREGON.

OREGON, OKAY.

WHAT WAS THE OTHER QUESTION.

COLLISION PRACTICE LIMIT.

THE IDEA THAT YOU CAN ONLY TAKE SO MANY HITS BEFORE YOU'RE TAKEN OUT FOR THE SEASON OR TAKEN OUT PERMANENTLY.

WE HAVE HEARD FROM PEOPLE AT THE SPORTS LEGACY INSTITUTE THAT PITCHERS HAVE A LIMIT OF HOW
MANY TIMES THEY CAN THROW.
THEY, THE YOUTH ARE AT RISK OF
THROWING ELBOWS OUT THE CONCEPT
IS TO GET THEM OFF THE SPORTS
FIELD IF THEY SUSTAINED MULTIPLE
BLOWS OR COLLISIONS.
WE ARE LOOKING IF LAWS ARE INCORPORATING THAT PHILOSOPHY.

>> KAREN CORRECT ME IF I'M WRONG.

>> OUR STATE DOESN'T DO THAT.
WE HAVE -- UNTIL THEY'RE CLEARED BY A DOCTOR OR SOMEONE QUALIFIED TO RETURN THEM TO PLAY.
SO, THEY HAVE PAPER WORK THAT HAS TO BE FILLED OUT BY SOMEONE SPECIFIED WITHIN THE LAW TO CLEAR THEM.

I SEE KAREN ASKED A FOLLOW-UP QUESTION TOO ABOUT ENFORCEMENT.
I THINK THAT'S A GOOD QUESTION.
OUR LAW, YOU KNOW LIKE I SAID WE WERE ONE OF THE STORES TO ENACT IT.
THERE HAS BEEN A LOT OF TALK
ABOUT WHO IS IN CHARGE OF THIS.
WHO OVERSEES IT.
WHO OVERSEE IT'S.
WHO ENFORCES.
WHO COORDINATES.
THAT'S THE QUESTION.
SO, IN TERMS OF SCHOOLS IT'S
BEEN PRETTY STRAIGHT FORWARD.
WE HAVE THE OREGON STATE
ATHLETIC ASSOCIATION.
THEY TAKE, THEY MAINTAIN
OVERSIGHT OF IT.
SO, A VOLUNTEER COACH AT A HIGH
SCHOOL HAS TO TAKE THEIR
EDUCATION, HAS TO PROVIDE AND
SUBMIT THE DOCUMENTATION TO THE
ATHLETIC DIRECTOR.
THEY MUST SUBMIT THAT TO THE
OREGON STATE ATHLETIC
ASSOCIATION.
I HAVE NO IDEA ABOUT YOUTH
SPORTS ENFORCEMENT.
DO YOU KNOW.

>> IT'S WHATEVER GOVERNING BODY
OF THE YOUTHS SPORT IT IS.
FOR EXAMPLE IN OREGON WE HAVE OISA SOCCER.
IF YOU'RE A SOCCER GROUP UNDER OYSA OVERSEAS THEY'RE THEIR -- SOCCER TECH OR REFEREE CHECK FOR COACHES.
POP WARNER FOOTBALL.
POP WARNER AS A WHOLE IS RESPONSIBLE TO MAKE THAT HAPPEN IN ALL OF THEIR LITTLE GROUPS.
SO, IN A NUTSHELL IT'S THE GOVERNORING BODY OF THE SPORT IT IS.

>> THAT IS RESPONSIBLE.

>> GREAT, THANKS.

SO, THINKING ABOUT COLLABORATION DO YOU HAVE TIPS OR TRICKS FOR OUR GROUP ABOUT HOW TO GET PEOPLE TO THE TABLE AND KEEP THEM AT THE TABLE?

>> MAKE THEM FEEL IMPORTANT.
I MEAN REALLY IT'S, FROM MY END IT'S FIGURING OUT WHAT EVERY PERSON BRINGS TO IT.
HONORING WHAT THEY BRING TO IT
AND MAKING THEM THE EXPERT IN
WHAT THEY DO.
SO THEY'RE MOTIVATED TO COME
BACK TO WORK.
IT HAS TO BE A INTERNAL, AN
INTERNAL DESIRE TO DO IT HOW DO
I FOSTER IT.
MOST OF THE KIDS WHO REACH OUT
AND WANT TO BE PART IT HAD THEY
ARE IN IT TO CHANGE LIVES OF THE
KIDS.
IF I CAN MAKE THEM FEEL GOOD
ABOUT WHAT THEY'RE DOING AND
IMPORTANT THEY KEEP COME BACK.
>> THINK OUR OREGON CONCUSSION
AWARENESS PROGRAM IS A REALLY
GOOD EXAMPLE OF HOW WE ENGAGE
PARTNERS AND MAINTAIN THE
COLLABORATION.
KEEP THE ENTHUSIASM.
I THINK WE HAD A WHOLE BUNCH OF
INITIAL ENTHUSIASM.
WE IN A LOT OF WORK TO DO.
WHEN THERE IS WORK TO BE DONE.
I THINK PEOPLE R THIS IS JUST
OUR LITTLE OPINION HERE.
I THINK WHEN THERE IS WORK TO BE DONE AND THERE IS AN A AGAIN DA AND GOOD CONVERSATION, GOOD DISCUSSION, ACTION THAT HAPPENS AS WRITE ULT OF THAT AND STPOL UP PEOPLE KEEP COMING.
WE HAD TERRIFIC PARTICIPATION FOR TWO YEARS CRAFTING THE POLICIES AND GUIDELINES.
>> WHICH NO MONETARY SUPPORT.
>> NO MONETARY SUPPORT.
ONCE IT BECAME MORE AMBIGUOUS WHAT OUR JOB WAS WE LOST ENTHUSIASM.
WE SAID LOTS STOP MEETING UNTIL WE HAVE A CLEAR REASON FOR MEETING.
I THINK THAT ALSO OPERATES.
LIKE MELISSA SAID IT'S IMPORTANT FOR PEOPLE TO BE RECOGNIZED AND VALUED FOR THEIR CONTRIBUTIONS.
THEY NEED TO DO IMPORTANT WORK.
PEOPLE ARE REALLY BUSY.
I'M HAPPY TO BE INVOLVED WITH
STUFF WHERE ON MY OWN TIME IF I
FEEL IT'S IMPORTANT.
>> WORTHWHILE.
>> WORTHWHILE AND WE'RE GETTING
THINGS DONE.
IF IT'S JUST COME TO A MEETING,
NO THAT'S NOT AS INTERESTING.
>> I THINK TO PIGGY BACK ON
THAT.
MAKING SURE WHEN WE ASK PEOPLE
TO COME THEIR TIME IS WELL USED.
IF I'M GOING TO WASTE PEOPLES
TIME THEY'RE NOT COMING BACK.
MY ORGANIZATION OF THE WORKING
GROUP MEETINGS OR OAK CAMP
MEETINGS, WHATEVER WE DO.
IT NEEDS TO BE SPOT ON AND MAKE
IT WORTH PEOPLES TIME.
>> YES.
>> THAT'S A GREAT POINT.
I REALLY WANT TO DRIVE HOME YOUR
MESSAGE OF GOALS AND OBJECTIVES.
THAT IS, THAT IS IN ADDITION TO
HAVING PEOPLE FEEL IMPORTANT.
GETTING PEOPLE TO THE TABLE
BEYOND COHESIVE ACTION.
SPATTER GOAL, TANGIBLE THINGS TO CARRY OUT.
THAT'S A EXCELLENT POINT TO MAKE.
ALSO TO REMAINED YOU THAT, THAT CSN IS HERE AS A TECHNICAL ASSISTANT PROVIDER.
IF YOU'RE WORKING ON SMART GOALS AND OBJECTIVES.
YOU CAN REACH OUT TO ME.
I BELIEVE THE TBI TECHNICAL ASSISTANTS CENTER PROVIDES TECHNICAL ASSISTANCE ON THIS PLANNING ISSUE.
PLEASE DON'T HESITATE TO USE THE RESOURCES YOU HAVE.
THEY'RE FREE AND AVAILABLE.
SO, I HAVE ONE FINAL QUESTION FOR YOU, GUYS.
WHAT IS THE FUTURE OF YOUR WORK?
WHAT ARE YOUR VISIONS AND GOALS FOR THE NEXT FEW YEARS.
>> I COULD TALK ABOUT THE RESEARCH SIDE.
MAYBE MELISSA COULD TALK ABOUT THE SERVICE SIDE.
SO, FROM THE RESEARCH SIDE WE ARE A HUNDRED PERCENT GRANT FUNDED.
NONE OF US TEACH AT THE UNIVERSITY OR HAVE ACADEMIC RESPONSIBILITY.
WE'RE AULGS WRITING GRANT PROPOSALS.
WE ARE RIGHT NOW LOOKING TO OBTAIN FUNDING TO GET INTO EDUCATOR TRAININGS.
ON-LINE EDUCATOR TRAININGS THAT'S THEORETICALLY DRIVEN AND EVIDENCE BASED CONTENT.
REALLY TRYING TO LOOK AT HOW WE CAN PROVIDE SCALABLE IN SERVICE FOR EDUCATORS WORKING WITH TBI KIDS IN CLASSROOMS.
WE HAVE PROPOSALS AROUND THAT.
LOOKING TO KOPBGT TO SCHOOLS BETTER.
AS YOU ALL KNOW THEY'RE VERY FEW, THERE IS LITTLE RESEARCH ON
CONCUSSION MANAGEMENT GUIDE
LINES RIGHT NOW.

PRACTICE IS ALL OVER THE MAP.

THERE ARE GUIDELINES THAT ARE
PUT OUT.

DO X, Y, Z.

NONE OF THOSE HAVE A BASIS IN
EVIDENCE.

WE'RE LOOKING, WE'RE WORKING
WITH COLLEAGUES, SHERRY WADE AND
BRAD IN CINCINNATI.

SOME COLLEAGUES AROUND THE STATE
OF OREGON TO START GATHERING
SOME EVIDENCE AROUND THOSE
THINGS.

THOSE ARE INITIAL, OUR INITIAL
OVER THE NEXT FEW YEARS KIND OF
OBJECTIVES.

>> SO IN TERMS OF SERVICE THE
PROFESSIONAL DEVELOPMENTAL PIECE
OF IT.

THEY PIGGY BACK ON EACH OTHER
BEAUTIFULLY.

BE KNOW ONE OF THE BIGGEST
CHALLENGES IN OREGON.
I BELIEVE NATIONALLY IS OUR FUNDS ARE MORE AND MORE RESTRICTED AND DWINDLING IN TERMS OF PROVIDING AN EDUCATOR. DISTRICTS DON'T RELEASE EDUCATORS TO ATTEND CONFERENCES AND TRAINING NEARLY LIKE THEY USE. >> Tom: HOW DO WE IMPACT WHAT HAPPENS FOR KIDS. WE HAVE TO GET INTO THE RURAL SCHOOL DISTRICTS, DISTRICTS WITHOUT MONEY TO RELEASE PEOPLE. CREATING MORE AND MORE OF ON-LINE LEARNING ENVIRONMENTS AND OPPORTUNITIES FOR TEACHERS TO ACCESS AT ANYTIME. NOT JUST FOR OREGON BUT USING WHAT WE KNOW WORKS IN OREGON TO GET TO A BIGGER AUDIENCE AND DRIVE DANG FOR KIDS THAT WAY. FOR EDUCATORS. THEY CAN MAKE THEIR TIME WORKING WITH THE KIDS MORE ENJOYABLE AND PRODUCTIVE.
KEEPING THEM IN THEIR JOBS.
THEY CAN BE LIFETIME EXPERTS.
IT'S HUGE MAKING A DIFFERENCE
FOR KIDS.
THOSE THINGS AND POLICY.
HOW DOES OUR POLICY RESTRICT OUR
EDUCATORS AND HINDER OUR KIDS.
HOW DO WE MAKE CHANGES THAT WAY
FOR SERVICE OF KIDS.
>> ALL OF THAT WILL COME BACK
DOWN ULTIMATELY TO THEIR
EXPERIENCE IN SCHOOL.
>> GREAT, THANK YOU SO MUCH.
THAT WAS AN EXCELLENT
CONVERSATION.
I'M PLEASED YOU WERE ABLE TO
JOIN US TODAY.
AS YOU HAVE NEW RESOURCES COMING
OUT PLEASE FEEL FREE TO SEND
THEM TO ME TO SHARE WITH THE
GROUP.
IF THE GROUP WANTS TO GET IN
TOUCH WITH YOU I WILL SEND
MESSAGES ALONG TO YOU.
TO WRAP UP OUR WEBINAR TODAY I
WANTED TO PROVIDE YOU WITH INFORMATION.

AS YOU KNOW WE HAD OUR MIDTERM EVALUATION AT THE END OF THE FEBRUARY, EARLY MARCH.

I HAVE LOOKED AT THE RESULTS OF THAT AND HAVE INFORMATION TO SHARE WITH YOU.

WE HAD 36 RESPONDENTS FROM 14 STATES.

YOU CAN SEE SOME OF THE STATES IN FRONT OF YOU.

50% OF THE PEOPLE RESPONDED TO THE SURVEY SAID THEY HAVE MADE NEW CONNECTIONS THANKS TO THE COMMUNITY OF PRACTICE.

NINE RESPONDENTS FROM SEVEN STATES STATED THAT PROGRAMS AND SERVICES HAVE CHANGED AS A RESULT OF THE COMMUNITY OF PRACTICE.

WE HAVE SEEN INTERESTING THINGS AS FAR AS THE WAY THAT THINGS HAVE CHANGED.

NEW PROGRAMS THAT HAVE BEEN
DEVELOPED.
SPECIAL SUB COMMITTEES ON THE TEAM OR IN PRACTICE.
THE DEVELOPMENT OF A BURDEN REPORT.
LOTS OF GREAT THINGS COMING OUT OF YOUR TEAMS.
I THOUGHT THIS QUOTE ON THE SCREEN WAS REALLY NIGHT "THE CLEAR ADVANTAGE OF THE COP IS HAVING ENGAGEMENT AROUND THE TABLE.
IT KEEPS US ENGAGED, KEEPS OUR TEAM ON THE SAME PAGE, HELPS US CLARIFY QUESTIONS, ETCETERA.
A FEW OF THE THINGS I FOUND INTERESTING IN ENGAGEMENT AND HOW OFTEN TEAMS MEET OUTSIDE OF THE MONTHLY WEBINAR.
THE MORE THE TEAM IS ENGAGED THE MORE THEY GO TO THE WEBINARS OR VICE VERSA.
THE MORE AT THE WEBINAR THE MORE THEY’RE ENGAGED.
ALSO MEETING TEAM GOALS AND
PROBABLE RESIDENT WERE CLOSELY LINKED.

THE MORE ENGAGED THE MORE LIKELY THEY FELT THEY ACHIEVED THE GOALS OF THEIR GROUP.

ALSO HIGHER RANKING OF SATISFACTION WITH THE COMMUNITY OF PRACTICE, ENGAGEMENT OF THE TEAM.

THE MORE ENGAGED THE TEAM WAS THE MORE SATISFIED THEY WERE WITH THE COMMUNITY OF PRACTICE.

IT WAS NICE FOR ME TO SEE.

IF YOU WOULD LIKE MORE INFORMATION I WOULD HAPPY TO SHARE WITH YOU.

THIS IS A EDUCATIONAL PROCESS FOR ME.

IT IN FORMS THE WAY WE RUN OUR COMMUNITIES OF PRACTICE.

WE WILL TAKE YOUR CONSIDERATIONS AS WE PLAN THE NEXT COMMUNITY OF PRACTICE.

IN OTHER EXCITING NEWS WE HAVE BEEN ACCEPTED FOR A PRESENTATION
CALLED ENHANCING TBI PREVENTION SERVICES AND SUPPORT THROUGH A COLLABORATIVE MULTI-STATE COMMUNITY OF PRACTICE TO BE PRESENTED AT THE SAFE STATES ANNUAL MEETING IN MAY.

IF YOU'RE GOING TO THE SAFE STATES ANNUAL MEETING PLEASE JOIN ME ON TUESDAY MAY 20th FROM 24:50 TO 4:00 P.M.

I WILL PRESENT FOR 20 MINUTES ON THE LESSONS WE HAVE LEARNED FROM THE COMMUNITY OF PRACTICE AND IMPACT IT HAS MADE.

THE MAIN LEARNING OBJECTIVES IS TO UNDERSTAND THE MAIN CAUSES OF TRAUMATIC BRAIN INJURY. TO UNDERSTAND HOW INJURY PREVENTION IS TBI PREVENTION, LEARN ABOUT THE COMMUNITY OF PRACTICE HOW THEY IMPACT TBI PROGRAMMING AND MEMBER STATES. IF YOU HAVE INPUT FOR ME. ADDITIONAL THINGS FROM THEY VALUES FILLED OUT OR THOUGHTS
PLEASE FEEL FREE TO SEND THEM MY WAY.

I HOPE YOU WILL BE AT SAFE STATES AND ARE ABLE TO JOIN US.

AS ALWAYS WE HAVE A BRIEF EVALUATION ABOUT THIS WEBINAR.

I WOULD LIKE TO TELL YOU THAT IN MAY WE WILL BE FOCUSING ON MOTOR VEHICLE CRASHES.

SO, WE HAVE GREAT PRESENTERS TO TALK ABOUT THE DATA AND ALSO TO HIGHLIGHT PREVENTION STRATEGIES THAT WE KNOW WORK.

NEW JERSEY WILL BE OUR FEATURED STATE FOR THAT WEBINAR.

WITH THAT YOU HAVE A FEW EXTRA MINUTES TODAY TO ENJOY YOUR TIME.

CATCH UP ON YOUR WORK, TAKE A QUICK BREAK.

I HOPE YOU HAVE A GREAT WEEK.

SEE YOU NEXT TIME.

TAKE CARE.