

**Tips, Contacts, and Tools for State Agencies to Develop Solid  
Relationships with Educational Agencies and Key Children and Youth  
Organizations**

February 2007



This publication was prepared under Contract No. 240-03-0014 from the U.S. Department of Health and Human Services (HHS), Health Resources and Services Administration (HRSA), Maternal and Child Health Bureau (MCHB).

**For more information on this publication and other technical assistance, visit  
HRSA's MCHB Federal TBI Program at  
<http://www.mchb.hrsa.gov/programs/tbi.htm>.**

# Tips, Contacts, and Tools for State Agencies to Develop Solid Relationships with Educational Agencies and Key Children and Youth Organizations

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## Introduction

The purpose of this tool kit is to support your State's traumatic brain injury (TBI) program in developing relationships with your State's departments of education and special education and other key children and youth organizations. The tips, contacts, and tools provided will allow you to increase their knowledge of children and youth and traumatic brain injury—ultimately to achieve the goals of identifying *all* students with traumatic brain injury and building the capacity within your State to appropriately serve them.

To serve students with traumatic brain injury effectively, it is essential that a relationship between the State TBI program and the State department of education and/or special education be developed and maintained. The spectrum of relationship development is broad with myriad phases from non-existent to mature with collaborative activities. Each State TBI program will begin the process at different starting points and each will move through the process at different speeds. While moving through the relationship development process, many will face roadblocks and hurdles of different sorts, including staff turnover and “unfriendly climates.” Keeping all of these variables in mind, the enclosed “Tips,” “Contacts,” and “Tools” were assembled to provide States with the appropriate resources no matter the phase of development.

Prior to reviewing the contents of this tool kit, it is important that you assess where your State TBI program's relationship is with these departments. Read the “Tips” and “Tools” sections knowing where you are today, but thinking about where you would like to be in the future. The kit provides three resource packets to assist in:

1. creating a foundation;
2. building statewide capacity; and
3. providing appropriate supports.

Your current level of collaboration will determine which tool or resource packet is best for you at this time. The following scenarios illustrate how to “mix and match” the sections to best suit your needs.

### Scenario One: Difficulty Getting Department of Education Representation on the TBI Statewide Advisory Board/Council

Information from each of the three tool kit sections would be ideal to assist your State with obtaining a representative for your board/council. The “Tips” section offers practical suggestions for getting the State TBI program on the department of education's radar. Use the “Contacts” section to identify the best organizational representative to approach with an offer to present the TBI Children and Youth PowerPoint (in the “Creating a Foundation” resource packet) for the individual and/or his or her colleagues. This is an excellent ice breaker and will provide you with an entrée and ultimately a representative to join your advisory board/council.

Scenario Two: Department of Education Representative on TBI Statewide Advisory Board/Council, but Relationship is Stagnant

When there is an existing relationship, but it could use a boost, host a viewing of the *Building Statewide Capacity to Serve Students with TBI* Web cast (in the “Building Statewide Capacity” resource packet) for your education colleague and ask him or her to invite key officials from the department. This will allow you to speak to the importance of providing specialized training for educators in the area of traumatic brain injury. Provide the representative with the supplementary materials to share with others in the department to spread the word.

Scenario Three: Department of Education is Onboard to Build the Capacity to Serve Students with Traumatic Brain Injury

This momentum could be your entrée into incorporating traumatic brain injury trainings for teachers and other school personnel in the educational systems. Discuss ways to host and/or disseminate the *Behavior Assessment and Problem Solving Using Positive Behavior Supports for Students with Traumatic Brain Injury* Web cast (in the “Providing Appropriate Supports” resource packet) to school districts. You might also share the Web cast with school personnel and others included in the “Contacts” section.

Once you have assessed where you are and the appropriate next step, put together a combination of information and resources from this kit that will work for the current situation in your State. As your State TBI program moves through the relationship building process, continue to refer to this tool kit and use the various components accordingly.

## Tips

### 1. Do your homework.

- Define the misidentification and under-identification problems with State numbers by comparing two key numbers: the number of children who have received services under the Individuals with Disabilities Education Act (IDEA) with the classification of traumatic brain injury (TBI) and the number of children and youth hospitalized with TBI.

Find the first number for your State on the IDEAdata.org Web site's Part B Annual Tables section at <https://www.ideadata.org/PartBReport.asp>. Click the desired year listed in the "Child Count" line, then select the desired table. Table 1-3 includes the above number for children ages 6 through 21.

Unfortunately, determining the number of children and youth who are hospitalized with a brain injury in your State each year will require a bit more effort. Tap into your State's injury surveillance and epidemiology data sources (including brain injury and trauma registries). The epidemiologists may have the most flexibility in responding to data requests since they have the raw data. For instance, they may be more able to break down TBI hospitalization for elementary, middle, and high school age groups. Some States will find their injury control epidemiologists listed through the Council of State and Territorial Epidemiologists at: <http://www.cste.org/Epipointofcontact/epidisplayINJ.asp>. Some will find their Centers for Disease Control and Prevention's Public Health Injury Surveillance and Prevention Program grantees at: [http://www.cdc.gov/ncipc/profiles/core\\_state/default.htm](http://www.cdc.gov/ncipc/profiles/core_state/default.htm).

Though not perfect, this comparison of available numbers will facilitate discussion and possibly attract resources. Insert these numbers in the *Traumatic Brain Injury and Children and Youth* PowerPoint presentation (slide #14) included in the "Tools" section to illustrate the need for accurate identification and appropriate services within your State.

- Know your State's definition of brain injury. Most States use the definition of acquired brain injury as found in IDEA for special education and related services eligibility:

An acquired injury to the brain caused by an external physical force resulting in total or partial functional disability or psychosocial impairment or both, that adversely affects a child's educational performance. The term applies to open or closed head injuries resulting in impairments in one or more areas such as cognition; language; memory; attention; reasoning; abstract thinking; judgment; problem-solving; sensory, perceptual and motor abilities; psychosocial behavior; physical functions; information processing; and speech. The term does not apply to brain injuries that are congenital or degenerative, or brain injuries induced by birth trauma.

To find out if your State uses the above definition or another, check the National Association of State Head Injury Administrators' *Guide to State Government Brain Injury Policies, Funding and Services*' "Definitions" section. The Guide is available as a downloadable file from the Federal TBI Program's Traumatic Brain Injury Collaboration Space at <http://www.tbitac.nashia.org/tbics>. You may download the 2005 edition directly at: <http://www.tbitac.nashia.org/tbics/download/fullnashiaguide.pdf>. (See digital pages 23-44 for the "Definitions" section.)

- Before trying to change your State's school systems, become familiar with them. How are the school systems structured? Does every school district have a school nurse and/or school psychologist? Where and when are trainings provided for school personnel?

## 2. Lay the groundwork.

- Include the educational agencies and other key children and youth groups listed in the "Contacts" section of this kit on mailing lists for council agendas, public meetings, and conferences so that these groups become familiar with your State TBI program, TBI Statewide Advisory Board/Council, and the activities of each.
- Connect with your State's Protection and Advocacy (P&A) System to coordinate with its systems advocacy and school training efforts. (Find a list of Federal TBI Program P&A grantees at: <http://www.tbitac.nashia.org/tbics/Download/2002PandaList.pdf>.)
- Locate your State's Director of Maternal and Child Health (MCH) to stay abreast of issues on the Federal, State, and local level that affect children and youth. Forging a relationship will allow you to be informed of how much money is coming into your State/Territory to address the children and youth population. Most importantly, forming a partnership with the MCH Program may lead to the infusion of a traumatic brain injury focus into MCH activities. (Find your State's MCH Director at: [https://perfdata.hrsa.gov/MCHB/MCHReports/link/state\\_links.asp](https://perfdata.hrsa.gov/MCHB/MCHReports/link/state_links.asp).)
- Use the resource packets provided in the "Tools" section of this kit. Host a viewing of the Web casts or offer to present the *Traumatic Brain Injury and Children and Youth* PowerPoint to key staff in the State. These presentations can serve as springboards for discussions of future collaborations. (Web cast and presentation hosting instructions as well as sample invitations are included in each resource packet.)

## 3. Use the Traumatic Brain Injury (TBI) State Action Plan.

- Include a goal in the TBI State Action Plan around identifying, developing, and/or accessing expertise on TBI within the public schools. Ideally, the plan would

state the goal and include strategies and targeted educational groups with regard to achieving the goal.

- Provide a copy of the TBI State Action Plan to State departments of education and key children and youth organizations within your State. For further introduction to the topic, include a cover letter identifying the TBI Lead Agency and Statewide TBI Advisory Board/Council, the purpose of the plan, and highlights. Also, inquire about the potential for future collaboration. (For example, offer to present the *Traumatic Brain Injury and Children and Youth* PowerPoint.)

#### 4. Offer expertise and resources.

Share the resources provided in the “Tools” section of this tool kit with the departments and organizations listed in the “Contacts” section. (Remember to assess your State’s relationship with those you plan to approach in order to select the appropriate tools.)

- To initiate relationships and increase awareness on the issue of the under-identification of students with TBI, offer to present the *Traumatic Brain Injury and Children and Youth* PowerPoint. This presentation will introduce those with no previous knowledge to the topic.
- Once relationships are formed and there is a general knowledge base, invite representatives from the departments of education and special education to view the *Building Statewide Capacity to Serve Students with Traumatic Brain Injury* Web cast (included in the “Tools” section of this kit). Provide invitees with the supplementary materials for further review and to share with others in their departments.
- Engaging school personnel is essential to identifying students with TBI within your State. Target key children and youth organizations and offer to present the *Traumatic Brain Injury and Children and Youth* PowerPoint. Also, offer to share the *Behavior Assessment and Problem Solving Using Positive Behavior Supports for Students with Traumatic Brain Injury* Web cast (included in the “Tools” section of this kit). This video and slide presentation provides those working in the schools with not only an understanding as to why it is important to identify and appropriately serve students with TBI, but also a set of strategies for providing behavioral supports.

#### 5. Engage the TBI Statewide Advisory Board/Council.

- If your board does not have a representative from education, invite the commissioner or a department representative to a meeting and present the *Traumatic Brain Injury and Children and Youth* PowerPoint. Take full advantage of this opportunity and explore opportunities for TBI Statewide Advisory Board/Council involvement.

- Invite your board/council’s representative from the department of education to view the *Building Statewide Capacity to Serve Students with TBI* Web cast. Discuss how training is provided in the State. Also, ask whether the school system has a material loaner program; how information is disseminated to educators; whether the department sponsors conferences; and, whether it conducts conferences.
- Ask the advisory board/council to convene a Children and Youth Committee to focus on children and youth and educational issues. Consider inviting representatives listed in the “Contacts” section of this kit when forming the group.
- Send a letter from the advisory board/council to targeted agencies and organizations that specifically states that children and youth have been identified as a priority and the board/council would welcome their collaboration or input in a future meeting or work group.

**6. Be visible—always.**

- Include educators, school personnel, and parent and teacher groups on the agenda of any State conference or regional workshop on traumatic brain injury. Such inclusion will help to identify those interested in TBI and involve them in the TBI network.
- Attend, participate, and exhibit at educator and school personnel conferences. This type of participation provides visibility for the State TBI program and provides an opportunity to disseminate information on traumatic brain injury. Most important, this brings the State TBI program in contact with people interested in helping to develop capacity in the system. (Be sure to provide a sign-up sheet for those who are interested in receiving information on the advisory board/council’s and TBI Program’s activities.)
- Participate on other boards/councils and work groups around education and special education.

**7. Connect with the Federal TBI Program’s TBI Technical Assistance Center.**

Contact Heather Crown, Outreach and Technical Assistance Field Specialist, at 301-656-3150 or [hacrown@tbitac.nashia.org](mailto:hacrown@tbitac.nashia.org) or Janie Heppel, Federal TBI Program Director, at 301-443-2259 or [jmartin-heppel@hrsa.gov](mailto:jmartin-heppel@hrsa.gov):

- for guidance in opening the lines of communication with key educational organizations;
- to discuss further the strategies and resources presented in this portfolio; or
- to share children- and youth-related successes and lessons learned in your State.

## Contacts

This section contains contact information for your State's departments of education and special education as well as key children and youth organizations within your State. The contact information listed is accurate as of the time of printing. It should be noted that due to turnover, the contact information should be confirmed prior to making an overture to verify the accuracy.

On the following page click the Web address next to your State to find the contact information for representatives from the following categories:

- State Educational Agencies
- State School Officials
- State School Personnel
- State Advocacy Organizations
- State Maternal and Child Health Program

### Endorsement Disclaimer

*This document contains links to many State government agencies and private organizations. Reference in this document to any specific process does not constitute its endorsement or recommendation by the U.S. Government or HRSA. HRSA is not responsible for the contents of any "off-site" web page referenced in this document. Information and services detailed on these "off-site" sources are not endorsed, warranted, or guaranteed and are not necessarily representative of the view of HRSA or the U.S. Department of Health and Human Services.*

## Contacts

State	Web Address of Contacts
<b>Alabama</b>	<a href="http://www.tbitac.nashia.org/tbics/download/alcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/alcandycontacts.pdf</a>
<b>Alaska</b>	<a href="http://www.tbitac.nashia.org/tbics/download/akcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/akcandycontacts.pdf</a>
<b>American Samoa</b>	<a href="http://www.tbitac.nashia.org/tbics/download/ascandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/ascandycontacts.pdf</a>
<b>Arizona</b>	<a href="http://www.tbitac.nashia.org/tbics/download/azcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/azcandycontacts.pdf</a>
<b>Arkansas</b>	<a href="http://www.tbitac.nashia.org/tbics/download/arcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/arcandycontacts.pdf</a>
<b>California</b>	<a href="http://www.tbitac.nashia.org/tbics/download/cacandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/cacandycontacts.pdf</a>
<b>Colorado</b>	<a href="http://www.tbitac.nashia.org/tbics/download/cocandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/cocandycontacts.pdf</a>
<b>Commonwealth of Puerto Rico</b>	<a href="http://www.tbitac.nashia.org/tbics/download/prcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/prcandycontacts.pdf</a>
<b>Connecticut</b>	<a href="http://www.tbitac.nashia.org/tbics/download/ctcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/ctcandycontacts.pdf</a>
<b>Delaware</b>	<a href="http://www.tbitac.nashia.org/tbics/download/decandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/decandycontacts.pdf</a>
<b>District of Columbia</b>	<a href="http://www.tbitac.nashia.org/tbics/download/dccandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/dccandycontacts.pdf</a>
<b>Florida</b>	<a href="http://www.tbitac.nashia.org/tbics/download/flcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/flcandycontacts.pdf</a>
<b>Georgia</b>	<a href="http://www.tbitac.nashia.org/tbics/download/gacandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/gacandycontacts.pdf</a>
<b>Guam</b>	<a href="http://www.tbitac.nashia.org/tbics/download/gucandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/gucandycontacts.pdf</a>
<b>Hawai'i</b>	<a href="http://www.tbitac.nashia.org/tbics/download/hicandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/hicandycontacts.pdf</a>
<b>Idaho</b>	<a href="http://www.tbitac.nashia.org/tbics/download/idcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/idcandycontacts.pdf</a>
<b>Illinois</b>	<a href="http://www.tbitac.nashia.org/tbics/download/ilcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/ilcandycontacts.pdf</a>
<b>Indiana</b>	<a href="http://www.tbitac.nashia.org/tbics/download/incandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/incandycontacts.pdf</a>
<b>Iowa</b>	<a href="http://www.tbitac.nashia.org/tbics/download/iacandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/iacandycontacts.pdf</a>
<b>Kansas</b>	<a href="http://www.tbitac.nashia.org/tbics/download/kscandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/kscandycontacts.pdf</a>
<b>Kentucky</b>	<a href="http://www.tbitac.nashia.org/tbics/download/kycandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/kycandycontacts.pdf</a>
<b>Louisiana</b>	<a href="http://www.tbitac.nashia.org/tbics/download/lacandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/lacandycontacts.pdf</a>
<b>Maine</b>	<a href="http://www.tbitac.nashia.org/tbics/download/mecandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/mecandycontacts.pdf</a>
<b>Maryland</b>	<a href="http://www.tbitac.nashia.org/tbics/download/mdcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/mdcandycontacts.pdf</a>
<b>Massachusetts</b>	<a href="http://www.tbitac.nashia.org/tbics/download/macandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/macandycontacts.pdf</a>
<b>Michigan</b>	<a href="http://www.tbitac.nashia.org/tbics/download/micandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/micandycontacts.pdf</a>
<b>Minnesota</b>	<a href="http://www.tbitac.nashia.org/tbics/download/mncandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/mncandycontacts.pdf</a>
<b>Mississippi</b>	<a href="http://www.tbitac.nashia.org/tbics/download/misscandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/misscandycontacts.pdf</a>
<b>Missouri</b>	<a href="http://www.tbitac.nashia.org/tbics/download/mocandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/mocandycontacts.pdf</a>
<b>Montana</b>	<a href="http://www.tbitac.nashia.org/tbics/download/mtcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/mtcandycontacts.pdf</a>
<b>Nebraska</b>	<a href="http://www.tbitac.nashia.org/tbics/download/necandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/necandycontacts.pdf</a>
<b>Nevada</b>	<a href="http://www.tbitac.nashia.org/tbics/download/nvcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/nvcandycontacts.pdf</a>
<b>New Hampshire</b>	<a href="http://www.tbitac.nashia.org/tbics/download/nhcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/nhcandycontacts.pdf</a>
<b>New Jersey</b>	<a href="http://www.tbitac.nashia.org/tbics/download/njcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/njcandycontacts.pdf</a>
<b>New Mexico</b>	<a href="http://www.tbitac.nashia.org/tbics/download/nmcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/nmcandycontacts.pdf</a>
<b>New York</b>	<a href="http://www.tbitac.nashia.org/tbics/download/nycandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/nycandycontacts.pdf</a>
<b>North Carolina</b>	<a href="http://www.tbitac.nashia.org/tbics/download/nccandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/nccandycontacts.pdf</a>
<b>North Dakota</b>	<a href="http://www.tbitac.nashia.org/tbics/download/ndcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/ndcandycontacts.pdf</a>
<b>Northern Mariana Islands</b>	<a href="http://www.tbitac.nashia.org/tbics/download/mpcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/mpcandycontacts.pdf</a>
<b>Ohio</b>	<a href="http://www.tbitac.nashia.org/tbics/download/ohcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/ohcandycontacts.pdf</a>
<b>Oklahoma</b>	<a href="http://www.tbitac.nashia.org/tbics/download/okcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/okcandycontacts.pdf</a>
<b>Oregon</b>	<a href="http://www.tbitac.nashia.org/tbics/download/orcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/orcandycontacts.pdf</a>
<b>Pennsylvania</b>	<a href="http://www.tbitac.nashia.org/tbics/download/pacandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/pacandycontacts.pdf</a>
<b>Rhode Island</b>	<a href="http://www.tbitac.nashia.org/tbics/download/ricandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/ricandycontacts.pdf</a>
<b>South Carolina</b>	<a href="http://www.tbitac.nashia.org/tbics/download/sccandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/sccandycontacts.pdf</a>
<b>South Dakota</b>	<a href="http://www.tbitac.nashia.org/tbics/download/sdcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/sdcandycontacts.pdf</a>
<b>Tennessee</b>	<a href="http://www.tbitac.nashia.org/tbics/download/tnccandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/tnccandycontacts.pdf</a>
<b>Texas</b>	<a href="http://www.tbitac.nashia.org/tbics/download/txcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/txcandycontacts.pdf</a>
<b>Utah</b>	<a href="http://www.tbitac.nashia.org/tbics/download/utcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/utcandycontacts.pdf</a>
<b>Vermont</b>	<a href="http://www.tbitac.nashia.org/tbics/download/vtcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/vtcandycontacts.pdf</a>
<b>Virgin Islands</b>	<a href="http://www.tbitac.nashia.org/tbics/download/vicandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/vicandycontacts.pdf</a>
<b>Virginia</b>	<a href="http://www.tbitac.nashia.org/tbics/download/vacandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/vacandycontacts.pdf</a>
<b>Washington</b>	<a href="http://www.tbitac.nashia.org/tbics/download/wacandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/wacandycontacts.pdf</a>
<b>West Virginia</b>	<a href="http://www.tbitac.nashia.org/tbics/download/wvcandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/wvcandycontacts.pdf</a>
<b>Wisconsin</b>	<a href="http://www.tbitac.nashia.org/tbics/download/wicandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/wicandycontacts.pdf</a>
<b>Wyoming</b>	<a href="http://www.tbitac.nashia.org/tbics/download/wycandycontacts.pdf">http://www.tbitac.nashia.org/tbics/download/wycandycontacts.pdf</a>

- What:** **Creating a Foundation Resource Packet Overview**
- Who:** This sample PowerPoint presentation is an excellent introduction to the topic of children and youth and traumatic brain injury and is appropriate for myriad groups from those at the State level to those working with students in the classroom.
- Why:** This presentation is an ideal tool to provide State agencies, children and youth organizations, and school personnel with an overview of traumatic brain injury (TBI) and children and youth. Topics include: prevalence of TBI, signs and symptoms, meeting the needs of students, promising practices, and resources. The presentation can be modified to include information specific to your State including number of students receiving services under the Individuals with Disabilities Education Act (IDEA) with the TBI classification and local resources.
- When:** When there is no existing relationship, consider using this presentation to open the lines of communication and to introduce those working in the fields of education to traumatic brain injury. If there is an existing relationship, discuss ways in which the presentation could be incorporated into upcoming trainings and staff orientations.
- How:** Refer to the *Presentation Hosting/Viewing Instructions* document and sample presentation invite located in this packet for complete details on sharing this presentation with representatives from the departments of education and special education and key children and youth organizations.

**Hints:**

Be sure to insert your State IDEA/hospitalization data comparison into slide #14.

Be sure to insert your local resource information (e.g., local brain injury advocacy organization, State TBI Program, and P&A System) into slide #17 (“Local Resources”).

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**Contents:**

- *Traumatic Brain Injury and Children and Youth* PowerPoint Slides and Script  
(<http://www.tbitac.nashia.org/tbics/download/1childrenandyouth101.ppt>)
- *TBI 101: A Collection* (Educational/School System Personnel Excerpt)  
(<http://www.tbitac.nashia.org/tbics/download/5tbi101collectionexcerpt.pdf>)
- Sample Presentation Offer E-mail  
(<http://www.tbitac.nashia.org/tbics/download/6samplepresentationofferemail.pdf>)
- Presentation Hosting/Viewing Instructions  
(<http://www.tbitac.nashia.org/tbics/download/7presentationhostinginstructions.pdf>)

- What:** **Building Statewide Capacity Resource Packet Overview**
- Who:** These materials are for State agency administrators who are interested in connecting with their State’s departments of education and special education to promote collaboration and raise awareness about the need for specialized training for educators in the area of traumatic brain injury as well as for the education departments’ administrators. The Web cast provides specific information about promising models of training and available resources for trainings. Included on the CD ROM with the Web cast are the accompanying PowerPoint slides.
- Why:** The intent of the Web cast and accompanying materials is to assist TBI State agencies in connecting with their State’s department of education and special education to build the capacity to serve students with traumatic brain injury. The Web cast can also be shared with school officials and personnel to increase their awareness about the need for specialized training. Raising the awareness of those on “the front lines” is another avenue to the ears of State level officials.
- When:** Use these materials during the various stages of the building capacity process. When forming relationships, use the materials to open the lines of communication. If there is an existing relationship, use the materials to further the discussion of expanding the capacity to serve students with traumatic brain injury effectively.
- How:** Refer to the *Presentation Hosting/Viewing Instructions* document and sample Web cast invite located in this packet for complete details on sharing the Web cast with representatives from the departments of education and special education and key children and youth organizations.
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**Contents:**

- *Building Statewide Capacity to Serve Students with Traumatic Brain Injury Slides*  
(<http://www.tbitac.nashia.org/tbics/download/1buildingcapacitypresentation.ppt>)
- *Building Capacity of Educators to Serve Students with TBI: A Regional Team Approach Report*  
(<http://www.tbitac.nashia.org/tbics/download/4buildingcapacityreport.pdf>)
- *Selected Resources for School Personnel and Families of Students with Traumatic Brain Injury Bibliography*  
(<http://www.tbitac.nashia.org/tbics/download/5selectedresources.pdf>)
- *Regional Team Testimonials*  
(<http://www.tbitac.nashia.org/tbics/download/6regionalteamtestimonials.pdf>)
- *Sample Web Cast Invitation*  
(<http://www.tbitac.nashia.org/tbics/download/7samplewebcastinvitation.pdf>)
- *Presentation Hosting/Viewing Instructions*  
(<http://www.tbitac.nashia.org/tbics/download/7presentationhostinginstructions.pdf>)

- What:** **Providing Appropriate Supports Resource Packet Overview**
- Who:** This Web cast is for teachers, special educators, school nurses, and other school personnel working with students with traumatic brain injury (TBI). State TBI Project Directors should invite representatives from the departments of education and special education and key children and youth organizations to view the Web cast and discuss ways to incorporate it into upcoming trainings for school personnel and educators.
- Why:** Through this Web cast participants learn why it is important to identify students with TBI correctly and provide them with appropriate supports and services. The discussion informs participants how to identify problem behaviors and construct positive plans to deal with these behaviors. Participants also learn how to identify possible triggers of behavior problems for students following a TBI and how to develop positive interventions to deal proactively with behaviors that disrupt the learning atmosphere of the classroom.
- When:** Use this Web cast during the various phases of establishing and maintaining relationships with educational agencies and key children and youth organizations within your State. When forming relationships, use the Web cast to open the lines of communication and introduce the importance of identifying students with traumatic brain injury. If there is an existing relationship, discuss methods of incorporating the Web cast into upcoming trainings.
- How:** Refer to the *Presentation Hosting/Viewing Instructions* document and sample Web cast invitation located in this packet for complete details on sharing the Web cast with representatives from the departments of education and special education and key children and youth organizations.

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**Contents:**

- *Behavior Assessment and Problem Solving Using Positive Behavior Supports for Students with Traumatic Brain Injury Slides*  
(<http://www.tbitac.nashia.org/tbics/download/1behaviorassessmentpresentation.ppt>)
- **Sample Web Cast Invitation**  
(<http://www.tbitac.nashia.org/tbics/download/4samplewebcastinvitation.pdf>)
- **Presentation Hosting/Viewing Instructions**  
(<http://www.tbitac.nashia.org/tbics/download/7presentationhostinginstructions.pdf>)