

**The TBI Council of Washington & the
Center on Brain Injury Research and Training**

**Childhood Brain Injury:
Best Practices in Return to School**
Free Virtual Conference via Zoom
Friday, May 21, 2021
8:30am-4:15pm
Pacific Standard Time

Friday, May 21, 2021

8:30am *Conference Opens*

9-9:30am *Creating a Successful Support Network at School for Students with Brain Injury*
Melissa McCart, EdD
Linda Brown, DEd, David Minor, MIPM, Will Hitchcock, PhD, Lee Collyer, MSW

9:30-10:00am *CDC Perspective: Gaps in School Services and Strategies for Improvement*
Julie Haarbauer-Krupa, PhD

10:00-10:45am *Teacher Panel: Perspectives from the Front Line*, Douglas Gomez, PhD, facilitator
Sarah Becker, MEd
Kathy Olmsted, MEd
Ricky Rodriguez, MEd, ACT

10:45-11:30am *Longitudinal Qualitative Study on Return to School: Implications for School Services*
Melissa McCart, EdD
Douglas Gomez, PhD

11:30-12:00pm *Lunch Break*

12:00-12:30pm *Best Practices in Return to School*
Susan Davies, EdD

12:30-1:30pm *Return to School Models that Show Promise*
Karen McAvoy, PsyD
Sara Timms, EdS
Cindy Brunkens, Med, MS, CCC-SLP

1:30-1:45pm *Break*

1:45-2:45pm *Return to School Models that Show Promise (continued)*
Debbie South, MEd, Ryan Hanna, MEd
Traci Barney
Monica Valivala, MD

2:45-3:15pm *Panel Discussion: Return to School Models*

3:15-3:45pm *Evaluation of RTS models: Brain STEPS and Central Oregon TBI models*
Brain STEPS – Angela Ciccia, PhD and team
COR-TBI – Deanne Unruh, PhD & Melissa McCart, EdD

3:45-4:15pm *Break Out Room Discussions*

Learning Objectives

As a result of this activity, the participant will be able to...

1. Describe how the school environment presents struggles for students with brain injury by listing at least 3 potential barriers.
2. Apply evidence-based strategies when supporting students with brain injury and be able to summarize how these strategies will be used in future work with students with brain injury.
3. Associate evidence-based approaches for managing concussion in various situations and settings with improved student outcomes.
4. Describe at least 5 key points from current literature about successful return to school programs.

Conference Sponsorship

This conference is sponsored and financially supported by the TBI Council of Washington, Aging and Long-Term Support Administration (ALTSA), and Washington State Department of Social and Health Services.

Speaker Biographies and Disclosures

Traci Barney

- Biography: I am the Primary Prevention Program Coordinator for the Violence and Injury Prevention Program at the Utah Department of Health. I am the subject matter specialist for TBI and SCI. I graduated from Weber State University with a Bachelors in Health Administration and a Bachelors in Health Promotion. I am currently attending the University of Denver Masters in Social Work program. I have worked in the field of brain injury for 20 years. I have worked in many capacities with people from mild to severe brain injuries. Most of my career has been in brain injury community rehabilitation. I now oversee our two TBI Funds, the ACL Partnership Grant and the TBI portion of our Core CDC grant on prevention. I have four adult children and two grandchildren. I love the outdoors and spending time with my family.
- Financial Disclosures: None
- Non-Financial Disclosures: None

Sarah Becker

- Biography: Sarah Becker is in the midst of her ninth year teaching English at Washington-Liberty high school in Arlington, Virginia; her course load includes integrated, co-taught, AP, and IB classes. She received her undergraduate degree in both English and Art History at Virginia Tech; she then spent two years working at a small private school for children on the autism spectrum where she was the kinesthetic learning lead. Sarah went on to receive her M. Ed in secondary English education at The George Washington University, and she recently received her TESOL certification through GWU as well. She currently lives in Arlington with her husband and six-year-old son.
- Financial Disclosures: None
- Non-Financial Disclosures: None

Linda Brown, DEd

- Biography: Linda has 34 years of experience serving students with special needs who have a wide range of disabilities. Linda is an Educational Specialist at the Oregon Department of Education. Prior to joining ODE in 2016, Linda served the students of the Silver Falls School District (Silverton, OR) as the Director of Special Services for 12 years. From 1983 to 1997, Linda was a Special Education Teacher supporting students in grades K-12 with a wide range of needs in the State of Ohio. From 1997 to 2004, Linda worked with special needs students at the Willamette Education Service District as an EI/ECSE Specialist and Evaluator. Linda has attended Morehead State University (Morehead, KY), Ohio State University, Portland State University, and George Fox University. In 2007 Linda graduated from George Fox University with a Doctor of Education degree.

- Financial Disclosures: None
- Non-Financial Disclosures: None

Cindy Brunken, M.Ed., M.S., CCC-SLP

- Biography: Cindy Brunken, M.Ed., M.S., CCC-SLP; B.S. Speech-Language Pathology-University of Nebraska-Lincoln; M.S. Speech-Language Pathology-University of Nebraska-Lincoln; M.Ed. Educational Administration-Doane University; Academy of Certified Brain Injury Specialists; Certificate of Clinical Competence in Speech-Language Pathology-American Speech-Language-Hearing Association; State of Nebraska Licensure-Speech-Language Pathology
Cindy is a retired K-12 Special Education Supervisor for Lincoln Public Schools (LPS) in Lincoln, NE, LPS Brain Injury and Concussion Management Team Supervisor, Certified Brain Injury Specialist, Speech-Language Pathologist, and Adjunct Instructor at Doane University. She served on the Nebraska Department of Education Bridging the Gap program development team and led the development, training, and implementation of K-12 Concussion Management Teams in Lincoln Public Schools. The program was identified as one of four promising programs in 2017 by the Centers for Disease Control. Cindy chaired the Nebraska Department of Education Southeast Region Brain Injury Regional School Support Team and participated in development and training of schools across the state in concussion management processes and best practices.
- Financial Disclosures: None
- Non-Financial Disclosures: None

Angela Ciccia, PhD, CCC-SLP

- Biography: Angela H. Ciccia, is an Associate Professor in the Department of Psychological Sciences, Communication Sciences Program at Case Western Reserve University. Her research focuses on exploring the barriers to pediatric rehabilitation for children especially for high-risk, low-income groups, with a special focus on pediatric TBI. She has federal and state funding to examine educational, social, and health effects of pediatric TBI with a special focus on the return-to-school and long-term management periods. Dr. Ciccia is a frequent speaker for local and national conferences on the translational aspects of rehabilitation science for children with brain injury.
- Financial Disclosures: Yes
 - CDC Grant 5U01CE003164 School Transition after Traumatic Brain Injury (STATBI): Evaluating the participation in a formal return-to-school program for K-12 students with brain injury
 - Full Time Employment Case Western Reserve University
- Non-Financial Disclosures: None

Lee Collyer, MSW

- Biography: Lee Collyer, MSW serves as Program Supervisor-Special Education Outcomes/Restraint and Isolation at the Office of Superintendent of Public Instruction (OSPI) in Olympia. Lee has 15-plus years' experience leading and designing programs for students and families in various educational and residential environments. He has presented and trained professionals nationally on topics such as positive behavior support, youth readiness, special education, poverty, classroom management, crisis management, seclusion and restraint elimination/reduction, and MTSS.
At my core, I work from the firm belief that all students, means all students. Raised by a public school teacher in rural New England, with a 10-year pit stop in Oakland, CA, my entire career has been spent partnering with and advocating for historically marginalized students and families in public, private and institutional settings – I have extensive experience helping non-profit, district and building teams develop and sustain systems and strategies to effectively support all students across all three tiers of intervention.
- Financial Disclosures: None
- Non-Financial Disclosures: None

Susan Davies, EdD

- Biography: Susan's background is in school psychology; the focus of her scholarship is in the area of traumatic brain injuries (TBI) in children and adolescents. She authored the book Managing Concussions in Schools: A Guide to Recognition, Response, and Leadership (2016) and co-authored Working with Traumatic Brain Injury in Schools: Transition, Assessment, and Intervention (2014). She published 34 articles in peer-reviewed journals, as well as three book chapters and a number of articles in professional magazines. Since joining the University of Dayton in 2006, she conducted dozens of presentations at local, state, national, and international levels. She participated in national discussions with concussion experts and assisted with writing policy and guidelines to address concussion in schools.
- Financial Disclosures: None
- Non-Financial Disclosures: None

Douglas Gomez, PhD

- Biography: Douglas Gomez, PhD. Doug is currently a research associate working at the Center on Brain Injury Research & Training (CBIRT). His interests primarily focus on methods of qualitative analysis, particularly in the service of

benefitting traditionally underserved populations. At CBIRT, Doug currently consults on multiple studies with qualitative components with the goal of reaching a better understanding about how parents, educators, coaches, and medical professionals can help facilitate improved services for individuals who have sustained a TBI. He was also trained as a counseling psychologist with experience working clinically in state hospital and correctional settings, which instilled in him a firm belief in the importance of research informing practice and practice informing research.

- Financial Disclosures: None
- Non-Financial Disclosures: None

Juliet Haarbauer-Krupa, PhD

- Biography: Juliet Haarbauer-Krupa, PhD, is a senior health scientist on the Traumatic Brain Injury (TBI) Team, in the Division of Injury Prevention (DIP), at the Injury Center. As a health scientist, her role on the TBI team is to devise research projects and products to better understand trends in TBI in the U.S. and to improve health outcomes for individuals living with a TBI. She is project lead on the Report to Congress on the Management of Traumatic Brain Injury in Children, ports project, and return to school projects in the division. Dr. Haarbauer-Krupa's publication topics include
 - Fall-related TBI in young children
 - Emergency department visits for sports related concussion
 - Prevalence of parent reported TBI in the US and associated health conditions
 - Mechanism of injury across the pediatric lifespan
 - Report on life expectancy and unemployment outcomes for moderate to severe TBI
 - Post-traumatic stress disorder (PTSD) in mild TBI
 - Point of healthcare entry for children with concussions
 - Talking to young children about concussions
 - Service delivery systems for children with TBI

Dr. Haarbauer-Krupa has over 30 years of experience and has authored over 100 publications and presentations in the area of TBI, with specialties in rehabilitation and pediatric populations. She currently holds an adjunct position in the Department of Pediatrics at Emory University's School of Medicine.

- Financial Disclosures: None
- Non-Financial Disclosures: None

Ryan Hanna, MEd

- Biography: Ryan M. Hanna is a School Liaison Specialist with the Division of Physical Medicine and Rehabilitation at Cincinnati Children's Hospital Medical Center (CCHMC) and a member of the multidisciplinary team in four of the hospital's Advanced Brain Health and Wellness Clinics. For the past four years, he has provided support and recommendations to families and school teams to support a return to learning, with a focus on patients with prolonged recoveries following their mild traumatic brain injuries.

Prior to his liaison position with CCHMC, he taught reading in the fourth, fifth, and sixth grades. During this time, he received his school's teacher of the year award, a teacher of the month award from the state lottery commission, and was given two PTO Friend of the Children Awards. He received both his bachelor's degree in middle childhood education and master's degree in elementary education from the University of Cincinnati.

- Financial Disclosures: None
- Non-Financial Disclosures: None

Will Hitchcock, PhD

- Biography: Dr. Will Hitchcock is a health services consultant for the Washington State Department of Health. He is the regional network leader for the Western Pacific Injury Prevention Network and state director for Safe Kids Washington. Dr. Hitchcock has worked in the prevention field for over 20 years designing and evaluating programs in juvenile delinquency prevention, child abuse and neglect, intimate partner violence, substance abuse, and injury prevention. His current professional interests are in social justice and racism and building collaborative, multi-sector partnerships to improve public health.
- Financial Disclosures: None
- Non-Financial Disclosures: None

Jennifer Lundine, PhD, CCC-SLP

- Biography: Jennifer P. Lundine is an Assistant Professor in the Department of Speech and Hearing Science at The Ohio State University. She is also a clinical researcher at Nationwide Children's Hospital, where she worked as a clinician on the pediatric rehabilitation unit for 12 years. Her clinical, teaching, and research interests include cognitive-communication disorders associated with acquired brain injury (ABI) in children and adolescents. Specifically, her research focuses on improving gaps in access to and utilization of services designed to support children with ABI and identifying specific approaches that would improve assessment and treatment practices following pediatric ABI.

- Financial Disclosures: Yes
 - Grant funds from Centers for Disease Control and Prevention 1 U01 CE003164-01
- Non-Financial Disclosures: None

Karen McAvoy, PsyD

- Biography: Karen McAvoy, PsyD is dually credentialed as a clinical and school psychologist. She practiced as a Pediatric Psychologist at Seattle and Denver Children's Hospitals and as the Director of the Center for Concussion with Rocky Mountain Hospital for Children. She also practiced as a School Psychologist for 20 years serving as Coordinator of Mental Health, Coordinator of Manifestation Determinations and Coordinator of the Brain Injury Team at Cherry Creek School District. After 20 years on the frontlines in a school district, Dr McAvoy then served as a consultant for an additional 10 years to the Colorado Department of Education – providing trainings to multi-disciplinary school teams across the state of Colorado on the impact of brain injury and neuro-diversity on learning and behavior.
- Financial Disclosures: Yes
 - REAP & GSOC – I receive speaker fees when invited to speak
- Non-Financial Disclosures: None

Melissa McCart, EdD

- Biography: Melissa McCart, DEd, received her doctorate in Educational Methodology, Policy and Leadership, her M.S. in behavioral disabilities and her administrator's licenses from the University of Oregon. She has worked extensively with at-risk children and families as a behavior specialist for school district 4j, as a behavior consultant for Lane ESD and as a special education teacher. Prior to coming to CBIRT, Melissa spent seven years as a school administrator of a Pre-K to 8th grade school. She is currently the Project Coordinator for the Oregon TBI Team and works on various other projects at CBIRT. Her work at CBIRT combines her educational experiences with her passion for helping children and families.
- Financial Disclosures: None
- Non-Financial Disclosures: Yes
 - Professional (*you are a member of an association or group that is talked about or referenced in the course; you have a professional bias about a way to deliver a particular service*): NCCBI
 - Institutional (*you are affiliated with an institution or organization (e.g., serve on a committee or board of that organization); you are a member of that organization or give money to its causes*): CBIRT

David Minor, MIPM

- Biography: David Minor is the Washington State Traumatic Brain Injury (TBI) Council and Fund Coordinator for the 25-person Governor's TBI Strategic Partnership Advisory Council to the Department of Social and Health Services (DSHS). The position brings together the resources and knowledge of TBI to aid the Governor's Office, Washington State Legislature and the Director for Home and Community Services within DSHS in building strategic partnerships all across the state to serve the TBI community and their partners. David received his Master's Degree from the University of Washington in Infrastructure Planning and Management. Prior to coming to the DSHS TBI Staff, he worked as a Defense Contractor and did over 22 years in the US Navy Submarine Service.
- Financial Disclosures: None
- Non-Financial Disclosures: None

Drew Nagele, PsyD, CBIST, FACRM

- Biography: Drew A. Nagele is a NeuroRehabilitation Psychologist with a focus on creating and running brain injury rehabilitation programs for children, adolescents, and adults with acquired brain injury. He serves on the Board of Governors of BIAA's Academy for Certification of Brain Injury Specialists (ACBIS) which is developing an advanced practice certification in NeuroRehabilitation. As Clinical Professor at the Philadelphia College of Osteopathic Medicine he teaches Neuropsychology, Neuropathology, and Cognitive Rehabilitation. He Co-Chairs the ACRM Pediatric and Adolescent Task Force, and is a Fellow of the American Congress of Rehabilitation Medicine.
- Financial Disclosures: None
- Non-Financial Disclosures: Drew Nagele is a member of the National Collaborative on Children's Brain Injury (NCCBI) and Co-Chairs the NCCBI Public Policy Work Group with has studies and taken positions on the under-identification of brain injury in students.

Kathy Olmstead

- Biography: A Resource Teacher for the Gifted at Discovery Elementary school for Arlington Public Schools. This is my sixth year teaching at Discovery and my 19th year as a teacher. I have taught upper grade levels along with being the Assistant Principal. I hold two master's degrees; one in Education and one Administration, along with a certification in Gifted Services. I have taught in public schools, private and Catholic Schools. My strengths are in creating collaborative culture and innovative teaching and learning. One example, would be the creation of teaching a computer science

curriculum at the elementary level. I am also the parent of three sons who were very active through High School in football and rugby.

- Financial Disclosures: None
- Non-Financial Disclosures: None

Ricky Rodriguez, MEd

- Biography: Ricky Rodriguez is an athletic trainer and CTE teacher for Springfield High school. He has served within that role since 2014 and serves as the lead for the school wide TBI/Concussion Management Team. Ricky is an advocate for student health and is currently pursuing his school administration licensure at the University of Oregon.
- Financial Disclosures: None
- Non-Financial Disclosures: None

Deborah South, MEd

- Biography: Debbie South is a School Liaison Specialist with the Division of Physical Medicine and Rehabilitation at Cincinnati Children's Hospital Medical Center (CCHMC) and a member of the multidisciplinary team in the Complex Brain Health and Wellness Clinic. For the past seven years, she has provided support and recommendations to families and school teams when planning patients' return to school after a brain injury. Prior to her liaison position with CCHMC, she taught science for 22 years in both the private and public school settings. During this time, she was presented an Award of Inspiration from a local news station and was given the PTO Friend of the Children Award.

She received both her undergraduate and master's degrees in education from Xavier University with a graduate certification from George Washington University in Brain Injury and Transition Services. She is currently completing a retrospective research paper with colleagues on data regarding school re-entry after rehabilitation.

- Financial Disclosures: None
- Non-Financial Disclosures: None

Sara Timms, EdS

- Biography: Sara Timms received her bachelor's degree in psychology at Ohio University, then completed her graduate work in school psychology at Kent State University, where she earned a M.Ed. and an Ed.S. in School Psychology. She received the School Psychologist of the Year Award in 2012 and has served on the School Psychologists of Central Ohio Board, the TBI Statewide Educators Network, and has consulted on numerous projects on TBI and concussion. She is currently a member of CIAG, the Child Injury Action Group Injury Prevention Coalition and contributes to the TBI Sports and Recreation Sub-Committee.

Sara Timms has worked as a school psychologist in the public school setting for 25 years; the majority of those years has been with Columbus City Schools. She has also been an intern and practicum supervisor for many years. For the past 15 years, she has coordinated the Columbus City Schools Traumatic Brain Injury Project and Ohio Return to Learn School Based Concussion Management Program. As the lead for the Columbus City Schools TBI Project and RTL Program, she has presented on the topic of brain injury and concussion and how schools can be better prepared to work with and support these students. She has also written articles about TBI and concussion in the schools, as well as reviewed and contributed to other publications.

- Financial Disclosures: None
- Non-Financial Disclosures: None

Deanne Unruh, PhD

- Biography: Deanne Unruh, Ph.D., is an Associate Research Professor in the College of Education and is the Director of the Secondary Special Education and Transition (SSET) research unit and Co-Director of the National Technical Assistance Center on Transition (NTACT). NTACT provides technical assistance to all State Departments of Education, State Vocational Rehabilitation offices and local practitioners to use data based decision-making to improve services to youth with disabilities to stay in school, graduate, and continue positive life outcomes of post-secondary education and employment. Her research expertise includes high risk adolescents involved in the juvenile justice system. She has directed grants from the Office of Juvenile Justice and Delinquency Prevention, Institute of Educational Sciences, and the Office of Special Education Programs focused on juvenile justice re-entry interventions. Her recent work is in collaboration with state juvenile justice agency and local community agencies.

- Financial Disclosures: None
- Non-Financial Disclosures: None

Monica Vavilala, MD

- Biography: Monica Vavilala, M.D., is a board-certified anesthesiologist and director of Harborview's Injury Prevention and Research Center. She is also a UW professor of Anesthesiology and Pain Medicine and Pediatrics and an adjunct professor of Neurological Surgery and Radiology. Dr. Vavilala believes in patient-centered care, where the team of healthcare providers strives to provide evidence-based medical care to improve outcomes. Dr. Vavilala earned her M.D.

at the University of Texas, Houston. Her clinical and research interests include neuroanesthesia, pediatric trauma, acute care of traumatic brain injury and the translation of evidence-based guidelines into practice.

- Financial Disclosures: Yes
 - Royalty Recipient: Up to Date
 - Grant Funds: NIH, CDC
- Non-Financial Disclosures: None

ASHA CEUs:

This conference has been approved by the Continuing Education Board of the American Speech-Language-Hearing Association (ASHA) for ASHA CEUs for speech-language pathologists and audiologists. ASHA CEUs will be awarded for the live event only; no credit will be awarded for recordings of this conference. The full conference is available for 0.65 ASHA CEUs.

Awarding ASHA CEUs: The Oregon Speech-Language & Hearing Association (OSHA) is an approved ASHA CEU provider, and will report your CEUs to ASHA if you elect to for ASHA CEUs. You must indicate this on your conference registration, and include your ASHA number when you register. Deadline for requests for ASHA CEU submission is May 31, 2021; ASHA CEU requests cannot be accepted after that. *Please contact Amanda Perez at aperez2@uoregon.edu with any questions.*

ASHA CE Registry Info: An annual ASHA CE Registry fee is required to earn ASHA CEUs. The participant pays ASHA CE Registry fees directly to the ASHA National Office. The annual ASHA CE Registry fee allows registration of an unlimited number of ASHA CEUs for the calendar year. Contact the ASHA CE staff at 800-498-2071 for CE Registry fee subscription and CE Registry eligibility information.

State Licensure Hours: A Certificate of Attendance will be provided at the conclusion of the conference. Maintain this form in your personal files. You will need this when renewing your license.

Program Completion Requirements: Participants are expected to be present for the entire program. Individuals who are not present for the full program will not be recommended for ASHA CEUs. No partial credit will be provided.

This course is offered for 0.65 ASHA CEUs (Intermediate Level).



**ASHA CE
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Oregon Speech-Language & Hearing Association

Intermediate Level

0.65 ASHA CEUs

Additional Policies

Complaints: For questions, comments, or complaints please email Amanda Perez at aperez2@uoregon.edu

Accommodations: Any learner needing accommodations to access this course material should please contact Amanda Perez at aperez2@uoregon.edu