



# Assessment & Management GUIDE

## *Useful Guides to Keep on Hand*

Diagnostic Assessment Questions . . . . . <i>(Module 4 Page 2)</i>	2
Clinical History . . . . . <i>(Module 4 Page 3)</i>	3
Possible Questions to Use in Objective Clinical Assessments . . . <i>(Module 4 Page 5)</i>	4
Early Precaution List for Concussion Patients . . . . . <i>(Module 5 Page 3)</i>	5
Of Special Note: Working with Schools . . . . . <i>(Module 5 Page 6)</i>	6
Return to Learn Progression Example . . . . . <i>(Module 5 Page 6)</i>	7
Graduated Return to Play Progression Example . . . . . <i>(Module 5 Page 7)</i>	8

# Concussion Recognition & Management Assessment & Management GUIDE

## Diagnostic Assessment Questions

 <h3 style="text-align: center;">Injury Account</h3> <p style="text-align: center;"><i>Get a detailed description of what exactly happened at the point of injury.</i></p>	 <h3 style="text-align: center;">Symptom Course</h3> <p style="text-align: center;"><i>Review the physical, emotional, cognitive, &amp; sleep symptoms from Module 3 and note their severity.</i></p>
<ul style="list-style-type: none"> <li>• What events led to the injury?</li> <li>• What is the mechanism of the injury?</li> <li>• Was there loss of consciousness?</li> <li>• Did you experience any amnesia?</li> <li>• What are the exact symptoms you experienced at the time of the injury?</li> </ul>	<ul style="list-style-type: none"> <li>• How have you been feeling?</li> <li>• Do you feel like yourself?</li> <li>• How is your mood?</li> <li>• What have you been doing since your injury?</li> <li>• Which of the symptoms you had at the time of the injury are you still experiencing?</li> <li>• Are any of the symptoms resolving?</li> <li>• Are any getting worse?</li> <li>• What symptoms appeared <i>after</i> the injury?</li> <li>• Are any of those symptoms getting worse?</li> <li>• Are you having headaches?</li> <li>• Are you able to fall asleep easily and stay asleep all night?</li> <li>•</li> </ul> <p style="text-align: center;"><b><i>If a parent or guardian is present, ask the adult the same questions.</i></b></p>

# Concussion Recognition & Management Assessment & Management GUIDE





## Clinical History

*Look for modifiers:  
pre-morbidities and co-morbidities.*

- Do you have any pre-existing conditions such as depression, anxiety, learning disability, migraines, ADHD, headaches, substance abuse, encephalitis, epilepsy, etc.?
- Have you ever had brain surgery?
- Have you had past head injuries? What happened, and how long did it take to recover?
- Have you had any prior episodes of any of the symptoms you're having now?

**Concussion**  
 Recognition & Management  
**Assessment & Management GUIDE**

**Possible Questions to Use  
 in Objective Clinical Assessments**

 <b>Question</b>	 <b>Purpose</b>
<ul style="list-style-type: none"> <li>• <i>Tell me what's going well in school.</i></li> </ul>	<p>Keep questions open-ended. Start with positives.</p>
<ul style="list-style-type: none"> <li>• <i>How are you doing in school overall?</i></li> <li>• <i>How are you struggling?</i></li> <li>• <i>What are you struggling with?</i></li> <li>• <i>How is math going?</i></li> <li>• <i>How about a foreign language?</i></li> <li>• <i>How are your studies in literature?</i></li> <li>• <i>What is happening in art class?</i></li> </ul>	<p>If there are differences in responses to each course, that may give you hints as to where the trouble lies.</p>
<ul style="list-style-type: none"> <li>• <i>Have any of your grades changed since your injury happened?</i></li> <li>• <i>Which subjects have changed?</i></li> </ul>	<p>Identify the changes that may be due to the injury.</p>
<ul style="list-style-type: none"> <li>• <i>Have you taken tests?</i></li> <li>• <i>How did you do?</i></li> </ul>	<p>Inability to concentrate undermines performance.</p>
<ul style="list-style-type: none"> <li>• <i>How is homework going in the evening?</i></li> </ul>	<p>Answers to this question will help you assess concentration, focus, and fatigue.</p>
<ul style="list-style-type: none"> <li>• <i>How is your sleep?</i></li> </ul>	<p>Determine whether the patient is sleeping more or less than normal.</p>
<ul style="list-style-type: none"> <li>• <i>Are you getting your homework done on time?</i></li> <li>• <i>Are you able to organize your work?</i></li> </ul>	<p>Answers to these questions will help you assess executive functioning and planning.</p>

**Concussion**  
Recognition & Management  
**Assessment & Management GUIDE**

**Early Precaution List for Concussion Patients**

- **Listen to your body.** If an activity bothers you or causes symptoms, don't do it!
- **You don't have to sit on a couch.** You *do* have to be mindful of what you're doing.
  - Go for a walk.
  - Play a simple board game.
  - Take a "spa" bath with pleasant smells, soft music, and other relaxing features.
  - Give yourself a manicure.
  - Listen to recorded books or quiet music.
  - Do the dishes.
  - Arrange flowers.
  - Interact with a pet.
- **No contact sports.** In fact, most sports are out, especially strengthening or training sports, like weightlifting. Weightlifting involves abrupt movements and quickly increases intracranial pressure, which may make your symptoms worse.
- **No driving.** Symptoms of concussions impair your reaction time. It's not unusual for a young person recovering from a concussion to drive too soon and get into a car wreck.
- **Don't get on any wheels.** Skateboards, bikes, and other rolling things are out.
- **Don't climb.** Keep your feet on the ground. Roofs, trees, trampolines, playground equipment, etc. are not for you, at least for now.
- **Reduce visual activities,** such as reading and computer use.
  - Avoid prolonged reading of textbooks. (The length of your assignments should be reduced.)
  - As for using a computer or other device with a screen, it's up to you to monitor yourself and stop before you trigger symptom issues.
- **Take sick leave or take time off.** If you're not going to school and/or not taking part in sports, then you shouldn't be working at a part-time job, either.
- **Be patient with these restrictions.** They won't last forever. They all depend on reducing and eliminating symptoms. You can log your progress in a diary.
- **Take control of your recovery!** Stick to the management plan, and you will get better. "Cheating" on the plan (doing too much too soon) will delay recovery. It's up to you.



**Concussion**  
Recognition & Management  
**Assessment & Management GUIDE**

**Of Special Note: Working With Schools**



Bear in mind:

- Your role is to say where the student is in terms of recovery. Since school staff members (such as athletic trainers) see the student on a daily basis, they can provide you with valuable data and / or offer observations.
- You can provide schools with recommendations regarding what you see as best for the student, which the schools can use in planning the actual accommodations. It's a good idea to present your ideas as feedback from a medical perspective, not as orders.
- You need to provide specific recommendations and to follow up on symptoms and symptom trends rather than just to issue an order such as "no football for five days" with no further assessment.
- Accept that while schools will welcome your ideas, some may perceive such recommendations as "telling teachers how to teach". Maintaining a team mindset will help you keep the lines of communication open and equip you to encourage compliance with your guidance.

# Concussion Recognition & Management Assessment & Management GUIDE

## Return to Learn Progression Example



Steps	Progression	Description
1	<b>HOME: Acute</b> <i>Cognitive &amp; physical rest.</i>	<ul style="list-style-type: none"> <li>Limited mental exertion.</li> </ul>
2	<b>HOME</b> <i>Light mental activity.</i>	<ul style="list-style-type: none"> <li>Up to 30 minutes mental exertion.</li> </ul>
3	<b>SCHOOL: Part Time</b> <i>Maximum adjustments.</i>	<ul style="list-style-type: none"> <li>Shortened day and / or schedule.</li> <li>Quiet environment.</li> <li>Provide extra time and help.</li> </ul>
4	<b>SCHOOL: Part Time</b> <i>Maximum adjustments.</i>	<ul style="list-style-type: none"> <li>Modified classroom testing.</li> <li>Moderate decrease of extra time and help.</li> </ul>
5	<b>SCHOOL: Part Time</b> <i>Minimal adjustments.</i>	<ul style="list-style-type: none"> <li>No standardized testing.</li> <li>Routine tests OK.</li> </ul>
6	<b>SCHOOL: Full Time</b> <i>No adjustments.</i>	<ul style="list-style-type: none"> <li>Attends all classes.</li> <li>Full homework and testing.</li> </ul>

[BIRSST Return to Academics Progression](#)

# Concussion Recognition & Management

## Assessment & Management GUIDE

### Graduated Return to Play Progression Example



Rehabilitation Stage	Functional Exercise at each Stage of Rehabilitation	Objective of each Stage
<b>1. No Activity</b>	<ul style="list-style-type: none"> <li>• Symptom-limited physical and cognitive rest.</li> </ul>	Recovery.
<b>2. Light Aerobic Exercise</b>	<ul style="list-style-type: none"> <li>• Walking, swimming, or stationary cycling, keeping intensity &lt;70% maximum permitted heart rate.</li> <li>• No resistance training.</li> </ul>	Increase HR.
<b>3. Sport-Specific Exercise</b>	<ul style="list-style-type: none"> <li>• Skating drills in ice hockey, running drills in soccer.</li> <li>• No head impact activities.</li> </ul>	Add movement.
<b>4. Non-Contact Training Drills</b>	<ul style="list-style-type: none"> <li>• Progression to more complex training drills, (e.g., passing drills in football and ice hockey).</li> <li>• May start progressive resistance training.</li> </ul>	Exercise, coordination, and cognitive load.
<b>5. Full-Contact Practice</b>	<ul style="list-style-type: none"> <li>• Following medical clearance, participate in normal training activities.</li> </ul>	Restore confidence, and assess functional skills by coaching staff.
<b>6. Return to Play</b>	<ul style="list-style-type: none"> <li>• Normal game play.</li> </ul>	

The 4th International Conference on [Concussion in Sport](#) Zurich Statement