





Concussion Policy

PURPOSE:

The Sports Medicine Department recognizes that sport induced concussions pose a significant health risk for those studentathletes in Dallas Independent School District. The Sports Medicine Department has implemented guidelines and procedures to assess and identify those studentathletes who have suffered a concussion.

CONCUSSION DEFINITION:

A concussion is a type of traumatic brain injury (TBI) caused by a bump, blow, or jolt to the head that can change the way your brain normally works.

SIGNS AND SYMPTOMS OF CONCUSSION:

Certified / Licensed athletic trainers and athletic training students all need to be aware of the signs and symptoms of concussion to properly recognize and intervene on behalf of the studentathlete.

Physical Symptoms & Cognitive Symptoms & Emotional Symptoms
Headaches, Memory Loss, Irritability, Vision Difficulty, Attention Disorders, Sadness, Nausea, Reasoning Difficulties, Nervousness, Dizziness, Sleep Disturbances, Balance Difficulties, Light sensitivity, Fatigue

Policy Statement:

It is policy of the Sports Medicine Department that each athlete be removed from play and

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- If patients develop increased symptoms while doing a specific activity, that activity should be discontinued. Continuing activities, or exercise that increases symptoms, can delay the recovery from the concussion.
- Many concussed individuals may be unable to concentrate (focus). They may not be able to read or absorb material and may develop an increased headache while doing so. When this occurs, they might be able to participate in an activity for only a few minutes before symptoms increase. If a rest break can be interspersed between those few minute intervals, these activities can be done. As the symptoms abate, longer intervals can be spent reading, watching TV and using the computer.

School attendance and activities may need to be modified

While some individuals may be able to attend school without increasing their symptoms, the majority will probably need some modifications depending on the nature of the symptoms. Trial and error may be needed to discover what they can and cannot do.

- If students are unable to attend school for an entire day without symptoms, they may attend for a half day. Some students may only be able to attend for one period, some not at all, due to severe headaches or other symptoms.
- Frequent breaks with rest periods in the nurse's office or training room may be necessary. Often, alternating class with a rest period may be helpful. Math causes more symptoms in patients than other subject classes recovery proceeds, gradually hospitalization may be increased.
- Depending on their symptoms, some students may need to be driven to school to avoid walking and should be given elevator passes to avoid stairs. They should not attend gym or exercise classes.
- Workload and homework may need to be reduced. Frequent breaks while doing homework may be helpful. Term papers should be postponed. Printed class notes and tutors may help to relieve the pressure of schoolwork.
- Tests: If there are concentration and memory problems, quizzes, PSAT tests, SAT tests and final exams should be delayed or postponed. If test results are poor, a note to the school should request that the score be voided. Extra time (untimed tests) may be necessary initially when test taking is resumed.
- If noise causes increased symptoms, students with concussions should not listen to loud music (in cars or their I-Pods). They should avoid attending dances, parties, music concerts and sports events until the noise



s condition. These may include changes in environment, curriculum, methods, organization, and/or behavior. See list below. (Hossler, P. Concussion CarryOver in the Classroom, NATA News, July 2007)

<u>Environment</u>	<u>Curriculum</u>	<u>Tests/Homework</u>	<u>Organization</u>	<u>Behavior</u>
Home only no school	Reduced or abbreviated schoolwork/demands; Removal of distracting or extraneous information from materials; provide summary materials (graphs, templates, tables, etc.)	No exams (esp. mid- etc.) until clear; Reduced homework at first; printed notes; taped lectures	¼ or ½ day or Full days tolerated; Provide schedules/checklists for assignments	No technology (phone, text, tv, videogames, iPod, iPad etc.)
Allow nap time/ breaks in school	Reduced class load; Elimination of non essential assignments; No standardized tests	Extended time on tests and projects; untimed exams; Repetition of important information; Use precise/direct language	Preferential seating to minimize distraction; Meet with teacher at end of day; tutoring, mentoring, or extra supervision as needed	Preferential seating to monitor attention/ Energy level
When frustrated or over stimulated allow student to leave	Break information/assignments into manageable chunks	Quiet environment to take tests/ quizzes	Lunch in quiet room; I >>BDC q 3	