

CONCUSSION RECOVERY IS AN INDIVIDUALIZED PROCESS

HOW DO YOU FEEL?



AWFUL



NOT VERY GOOD



OKAY



REALLY GOOD



FANTASTIC

RULE OF THUMB: If your symptoms are getting worse – stop and rest!

INITIAL POST-INJURY | 0-72 HOURS

- Have a parent/adult monitor your symptoms by using a concussion checklist daily.
- See a doctor who is trained in concussion management and report the symptoms.
- Try to get 8-10 hours of constant sleep.
- LIMIT activity such as reading, computer time, and texting.
- Follow the rule of thumb!

RETURN TO DAILY LIVING | 72+ HOURS

- Gradually start to return to your daily activities such as school, social interaction, and enjoyable hobbies.
- If symptoms do not get worse during activity, then the activity is okay. If symptoms worsen, rest, and cut back on that activity until it is tolerated.
- Follow the rule of thumb!

SLEEP HYGIENE

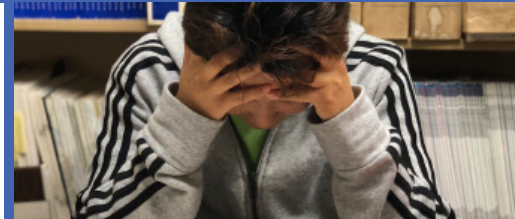
Achieving 8-10 hours of constant sleep is the most important aspect of concussion recovery.

- Avoid frequent naps or sleeping too long during the day as it may alter your sleep at night.
- Set a sleep schedule – Go to bed and wake up at set times.
- Avoid watching TV or computer screen time in bed.
- Put your mobile device in a separate room or somewhere you can't reach it.

RETURN TO SCHOOL

- Be sure that your school administrators know that your student has a concussion. Temporary classroom adjustments may be warranted.
- An online tool called **Teacher Acute Concussion Tool (TACT)** can help provide differentiated instruction to a student with a concussion.

For more information please visit [getschooledonconcussions.com/tact](https://www.getschooledonconcussions.com/tact) or email info@hawaiiconcussion.com.



NUTRITION - YOU NEED FUEL

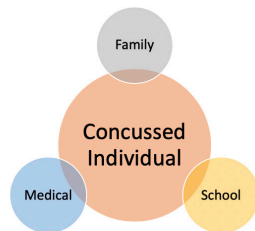
- During concussion recovery your brain is in an energy crisis and fuel is needed.
- Eat a healthy breakfast to start with “a full tank of gas.”
- Don't skip meals – “refuel” often. Eat 4-5 small healthy meals throughout the day.
- Drink lots of water.

FACTORS THAT MAY INCREASE RECOVERY TIME

- Previous history of concussions or brain injury
- Neurological or mental disorders
- Learning difficulties
- Emotional stress
- Motion sensitivity such as car sickness

TEAM APPROACH TO CONCUSSION MANAGEMENT

A concussion can affect an individual's **physical, cognitive and emotional well-being**, therefore professionals from the medical community, educational system, and family members are needed. The **collaboration of these professionals** form a team that helps to determine:



- Symptom management
- Academic progressions or return to learn
- Social and emotional health of the concussed individual
- Return to activity or play

The **Multidisciplinary Concussion Management Team approach** is the safest and best practice to monitor and manage a concussed individual. The team communicates and collaborates with each other to determine what is best for the student.

The involvement of professionals will **vary according to each concussion case** and the resources available. The involvement of professionals will vary with each concussion case and the resources available. The main point is that information is shared between the medical, family, and school teams, and that the teams **work together** to determine what is best for the concussed student.

For additional information on the concussion management team and the role it plays in helping an individual with a concussion, check out **REAP, a community-based model for concussion management.**

Download a digital copy at:
<https://hawaiiconcussion.com/rep>



AREAS OF CONCERN WHEN RETURNING TO SCHOOL/LIFE

It is not uncommon that when a concussed student returns back to school that symptoms may worsen. However, if a strategic plan to reduce and pace activity the concussed student will manage symptoms successfully. Below is a table a common areas of concerns when returning back to school/life and some suggested immediate and temporary adjustments that can be provided to reduce and pace activity.

Physical and mental fatigue	<ul style="list-style-type: none"> • Strategic rest periods • Pacing work that allows for frequent 5 minute breaks
Difficulty concentrating	<ul style="list-style-type: none"> • Reduce cognitive loading and demand. “Chunk” learning into small sections
Slow processing speed	<ul style="list-style-type: none"> • Provide extra time • Provide notes
Difficulty with working memory	<ul style="list-style-type: none"> • Excuse routine work • Work on comprehension rather memorization
Difficulty converting new learning into memory	<ul style="list-style-type: none"> • Remove busy work that is not essential for comprehension
Emotional symptoms	<ul style="list-style-type: none"> • Provide support and reassurance

**adopted from REAP*

The table is not comprehensive and may differ according to the concussed students needs as well as the teacher's teaching methods and subject matter. For more information consult with your physician, school administrator, or download REAP.

FOR MORE INFORMATION

Get Schooled on Concussions
<https://www.getschooledonconcussions.com>

HCAMP
<https://hawaiiconcussion.com>

HEADS UP to Schools
<https://www.cdc.gov/headsup/schools>



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