



How every family, school and medical professional can implement a  
Community-Based Concussion Management Program

## REAP® The Benefits of Good Concussion Management

# REAP®

**Remove/Reduce**  
**Educate**  
**Adjust/Accommodate**  
**Pace**

Authored by Karen McAvoy, PsyD

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Third Edition 2018



*In November of 2013, the American Academy of Pediatrics released a Clinical Report on Returning to Learning Following a Concussion (PEDIATRICS Volume 132, Number 5, November 2013) “based upon expert opinion and adapted from a program in Colorado”. The program referenced in the AAP Clinical Report is REAP!*

Over the past 14 years, public, school-based programs and health care providers’ attention has been focused on the issue of concussions. From children at play, students engaged in athletics at all levels to professional athletes, awareness of a concussion’s impact on both short- and long-term health has intensified. Recent empirical studies have led to youth concussion clinics opening in most states along with concussion laws. However, this proliferation of concussion clinics comes at a time when there is little clear medical consensus on a way to manage and treat concussions. The Remove/Reduce, Educate, Adjust/Accommodate Pace (REAP) approach offers guidance on a coordinated team approach that will lessen the frustration that the student/athletes, their parents, schools, coaches, certified athletic trainers and the medical professionals often experience as they attempt to coordinate care. REAP has grown as a training resource and is continually updated with the most current research and guidance.

Hawaii Concussion Awareness & Management Program (HCAMP)— an organization that provides Hawaii’s physically active and medical community with evidence based research education, support and resources to manage concussions — has partnered with GetSchooledOnConcussions to produce Hawaii’s version of REAP. The REAP program will assist schools K-12 with the management of concussed students.

It is our privilege to assist our state in this way.

Nathan M. Murata, Ph.D.  
Dean  
College of Education  
University of Hawaii at Manoa

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**REAP**,<sup>®</sup> which stands for **Remove/Reduce • Educate • Adjust/Accommodate • Pace**, is a **community-based model for Concussion Management** that was developed in Colorado. The early origins of REAP stem from the dedication of one typical high school and its surrounding community after the devastating loss of a freshman football player to “Second Impact Syndrome” in 2004. The author of REAP, Dr. Karen McAvoy, was the psychologist at the high school when the tragedy hit. As a School Psychologist, Dr. McAvoy quickly pulled together various team members at the school (Certified Athletic Trainer, School Nurse, Counselors, Teachers and Administrators) and team members outside the school (Students, Parents and Healthcare Professionals) to create a safety net for all students with concussion. Under Dr. McAvoy’s direction from 2004 to 2009, the interdisciplinary team approach evolved from one school community to one entire school district. Funded by an education grant from MINDSOURCE Brain Injury Network in 2009, Dr. McAvoy sat down and wrote up the essential elements of good interdisciplinary team concussion management and named it REAP thereby creating a model for concussion management that can be utilized by any community.



**The benefits of good concussion management spelled out in REAP are known throughout communities in Colorado, nationally and internationally.** REAP has been customized and personalized for various states and continues to be the “go-to” guide from the emergency department to school district to the office clinic waiting room.

Download a digital version of this publication at [hawaiiiconcussion.com](http://hawaiiiconcussion.com)

*Endorsed by:*



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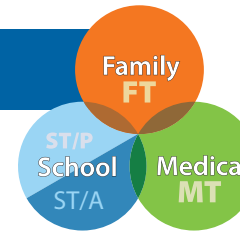
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# How to use this Manual

Because it is important for each member of the Interdisciplinary Concussion Management Team to know and understand their part and the part of other members, this manual was written for all of the teams. As information is especially pertinent to a certain group, it is noted by a color.



» Pay close attention to the sections in **ORANGE**

<b>FT</b>	<b>Family Team</b>	Student, Parents; may include Friends, Grandparents, Primary Caretakers, Siblings and others...	For more specific information, download parent fact sheets from the various "Heads Up" Toolkits on the CDC website: <a href="https://www.cdc.gov/headsup/parents/index.html">https://www.cdc.gov/headsup/parents/index.html</a>
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» Pay close attention to the sections in **LIGHT BLUE**

<b>ST/P</b>	<b>School Team Physical</b>	Coaches, Certified Athletic Trainers (AT), Physical Education Teachers, Playground Supervisors, School Nurses and others...	For more specific information, download the free "Heads Up: Concussion in High School Sports or Concussion in Youth Sports" from the CDC website: <a href="https://www.cdc.gov/headsup/highschoolsports/index.html">https://www.cdc.gov/headsup/highschoolsports/index.html</a>
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» Pay close attention to the sections in **DARKER BLUE**

<b>ST/A</b>	<b>School Team Academic</b>	Teachers, Counselors, School Psychologists, School Social Workers, Administrators, School Neuropsychologists and others...	For more specific information, download the free "Heads Up to Schools: Know Your Concussion ABCs" from the CDC website: <a href="https://www.cdc.gov/headsup/schools/index.html">https://www.cdc.gov/headsup/schools/index.html</a>
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» Pay close attention to the sections in **GREEN**

<b>MT</b>	<b>Medical Team</b>	Emergency Department, Primary Care Providers, Nurses, Concussion Specialists, Neurologists, Clinical Neuropsychologists & others...	For more specific information, download the free "Heads Up: Brain Injury in your Practice" from the CDC website: <a href="https://www.cdc.gov/headsup/providers/index.html">https://www.cdc.gov/headsup/providers/index.html</a>
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[HawaiiConcussion.com](http://HawaiiConcussion.com)



# Common Concussion Myths...

TRUE or FALSE?

Loss of consciousness (LOC) is necessary for a concussion to be diagnosed.

**False!** In 2012, approximately 430,000 Emergency Department (ED) visits resulted from sports and recreation-related mild traumatic brain injuries (mTBI).<sup>1</sup> Most concussions do not involve a loss of consciousness. While many students receive a concussion from sports-related activities, numerous other concussions occur from non-sports related activities – from bicycle and playground accidents.

TRUE or FALSE?

A concussion is just a “bump on the head.”

**False!** Actually, a concussion is a traumatic brain injury (TBI). The symptoms of a concussion can range from mild to severe and may include: confusion, disorientation, memory loss, slowed reaction times, emotional reactions, headaches and dizziness. You can’t predict how severe a concussion will be or how long the symptoms will last at the time of the injury.

TRUE or FALSE?

A parent should awaken a child who falls asleep after a head injury.

**False!** Current medical advice is that it is not dangerous to allow a child to sleep after a hit to the head IF the child has been medically evaluated and more serious complications have been ruled out. Once a medical evaluation results in the diagnosis of concussion and not something more serious, then the best treatment is to allow the child to sleep.

TRUE or FALSE?

A concussion is usually diagnosed by neuroimaging tests (i.e. CT scan or MRI).

**False!** Concussions cannot be detected by neuroimaging tests: a concussion is a “functional” not “structural” injury. Concussions are typically diagnosed by careful examination of the signs and symptoms after the injury. Symptoms during a concussion are thought to be due to an ENERGY CRISIS in the brain cells. At the time of the concussion, the brain tries to protect itself by decreasing blood flow to injured areas. Because of the injury there is not enough “fuel” (sugar/glucose) delivery to keep brain cells (neurons) working normally – for playing and for thinking. Over time, this blood flow returns to normal as symptoms improve. While a CT scan or an MRI may be used after trauma to the head to look for bleeding or bruising in the brain, it will present as (be read as) “normal” with a concussion. A negative scan does not mean that a concussion did not occur.





## Did You Know...

» **More than 70% of concussions resolve successfully** if managed well within the first four weeks post-injury.<sup>2</sup> REAP sees the first four weeks post-injury as a “window of opportunity” to maximize positive outcomes. Research shows that the average recovery time for a child/adolescent is about 28 days, slightly longer than the average recovery time for an adult.<sup>3</sup>

» **REAP works on the premise that a concussion is best managed by an Interdisciplinary Team** that includes: the Student/Athlete, the Family, various members of the School Team and the Medical Team. The unique perspective from each of these various teams is essential!

» **The first day of the concussion is considered Day One.** The first day of recovery also starts on Day One. REAP can help the Family, School and Medical Teams mobilize immediately to maximize recovery during the entire four week “window of opportunity.”

Medical note from  
Benjamin J Chun, MD  
Sports Medicine  
Specialist Kaiser  
Permanente

“Concussions are increasingly being recognized in children and young adolescents participating in sports. Because their brains are still developing, younger athletes may have a different physiologic response to concussion injury than their adult counterparts, and recovery may take longer. The lasting consequences of single and multiple concussions in this age group are largely unknown. A multidisciplinary and comprehensive approach to concussion management is vital for these young athletes to minimize the potential impact of injury on academic performance and social functioning — and to help determine when it’s safe to return to athletic participation.”

## Message to Parents

To maximize your child’s recovery from concussion, double up on the R’s: **REDUCE** and **REST!** Insist that your child rest, especially for the first few days following the concussion and slightly cut back extra-curricular and social activities over the four week recovery period. Some symptoms of concussion can be so severe on the first day or two that your child may need to stay home from school. When your child returns to school, request that he/she be allowed to “sit out” of sports, recess and physical education classes. Work with your Interdisciplinary Concussion Management Team to determine when your child is ready to return to physical activity, recess and/or PE classes (see PACE).

Don’t let your child convince you he/she will rest “later” (after the prom, after finals, etc.). Rest must happen immediately! The school team will help your child reduce their academic load [see Adjust/Accommodate]. However, it is your job to help to reduce sensory load at home. Advise your child/teen to:

- Avoid loud group functions (games, dances)
- Limit, (do not fully restrict) video games, text messaging, social media and computer screen time
- Limit, (do not fully restrict) reading and homework

A concussion will almost universally slow reaction time; therefore, driving should not be allowed pending medical approval or until a parent has made the effort to supervise driving again.

Plenty of sleep and quiet, restful activities after the concussion maximizes your child’s chances for a great recovery!

When should your child go back to school? See page 8.

# EVERY Member of Every Team is Important!

Every team has an essential part to play at certain stages of the recovery



**First** The School Team/Physical (coach, AT, playground supervisor) and/or the Family Team (parent) have a critical role in the beginning of the concussion as they may be the first to **RECOGNIZE** and **IDENTIFY** the concussion and **REMOVE** the student/athlete from play.

**Second** The Medical Team then has an essential role in **DIAGNOSING** the concussion and **RULING-OUT** a more serious medical condition.

**Third** For the next 1 to 4 weeks the Family Team and the School Team/Academic will provide the majority of the **MANAGEMENT** by **REDUCING** social/home and school stimulation.

**Fourth** When all **FOUR** teams decide that the student/athlete is 100% back to pre-concussion functioning, the Medical Team can approve the Graduated Return to Sport (RTS) steps. See the PACE page.

**Finally** When the student/athlete successfully completes the RTS steps, the Medical Team can determine final “clearance.”

Throughout this book, the terms Return to School, Return to Learn, Return to Activity and Return to Sport are used distinctly and intentionally. However, because they all start with the words “Return to ...”, there is much confusion. These definitions will help:

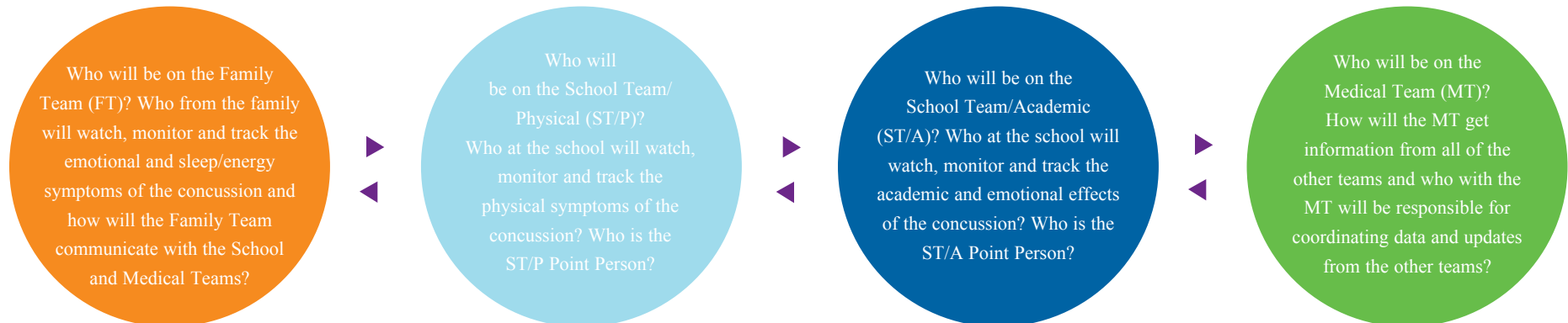
**Return to School** is defined as the process of the student physically walking back into a school setting. The decision to send a child to school on any given day is directed by the parent and is dependent upon the student’s ability to manage symptoms well enough to be physically and cognitively present in the classroom to listen and learn [See ‘Adjust/Accommodate for Parents’ on Page 8]

**Return to Learn** is defined as the process by which educators help students with concussion maximize learning while minimizing symptom flare-ups. A successful Return to Learn plan is directed by educators, especially general education teachers, who have knowledge and skill in differentiated instruction to meet the needs of all students regardless of medical, psychological, learning, behavioral or social conditions [See ‘Adjust/Accommodate for Educators’ on Page 9].

**Return to Activity** is defined as the process of encouraging a person with a concussion to begin to add in sub-symptom threshold levels of physical and cognitive activity **WHILE** still in the recovery phase. A gradual re-introduction of cognitive, social and cardio activity (safe aerobic activity under close supervision) has been found to be therapeutic.<sup>4</sup> Return to Activity differs from the progressive Graduated Return to Sport and it is not intended to take the place of the Graduated Return to Sport. Return to Activity happens prior to Graduated Return to Sport with the goal of contributing to asymptomatic status, thus allowing for the start of the Graduated Return to Sport. Widely applied, Return to Activity is a positive term used to encourage people recovering from concussion to stay engaged in their own physical, cognitive and emotional rehabilitation.

**Graduated Return to Sport** is the process of progressively returning athletes back to sport once they are 100% symptom-free [See ‘PACE’ on page 12].

An “Interdisciplinary Team” = Adults who provide multiple perspectives of the student/athlete  
AND who provide multiple sources of data to gauge recovery status



REMOVE/REDUCE

EDUCATE

ADJUST/  
ACCOMMODATE

PACE

SPECIAL  
CONSIDERATIONS

RESOURCES

APPENDIX

## TIMEFRAME

# » REAP suggests the following timeframe:

TEAM		Week 1	Week 2	Week 3 & Week 4
FT	<b>Family Team*</b> Help child understand he/she must be a "honest partner" in the rating of symptoms	<ul style="list-style-type: none"> <li>• Impose rest.</li> <li>• Assess symptoms daily – especially monitor sleep/energy and emotional symptoms.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to assess symptoms (at least 3X week or more as needed), monitor if symptoms are improving.</li> <li>• Continue to assess symptoms and increase/decrease stimulation at home accordingly</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with all assessments (at least 2X week or more as needed).</li> <li>• Continue to assess symptoms and increase/decrease stimulation at home accordingly.</li> </ul>
ST/P	<b>School Team/Physical Coach/AT/School Nurse</b>  (Assign 1 point person to oversee/manage physical symptoms)	<ul style="list-style-type: none"> <li>• REMOVE from all play/physical activities!</li> <li>• Assess physical symptoms daily, use objective rating scale.</li> <li>• AT: assess postural-stability (see NATA reference in RESOURCES).</li> <li>• School Nurse: monitor visits to school clinic. If symptoms at school are significant, contact parents and send home from school.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to assess symptoms (at least 3X week or more as needed).</li> <li>• AT: Continue postural-stability assessment, as needed.</li> <li>• School Nurse: Continue to monitor visits to school clinic. Work with student to manage symptoms by taking "pacing" and "strategic rest" breaks so student can ideally be at school daily for full days. See ADJUST/ACCOMMODATE section.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue with all assessments (at least 2Xweek or more as needed).</li> <li>• AT: Continue postural-stability assessment, as needed.</li> <li>• School Nurse: Continue to monitor visits to school clinic. Work with student to manage symptoms by taking "pacing" and "strategic rest" breaks so student can ideally be at school daily for full days. See ADJUST/ACCOMMODATE section.</li> </ul>
ST/A	<b>School Team/Academic Educators, School Psychologist, Counselor, Social Worker</b>  (Assign 1 point person to oversee and manage academic and emotional symptoms)	<ul style="list-style-type: none"> <li>• REDUCE (do not eliminate) all cognitive demands.</li> <li>• Meet with student periodically to create academic adjustments for cognitive/emotional reduction no later than Day 2/3 and then assess again by Day 7.</li> <li>• Educate all teachers on the symptoms of concussion.</li> <li>• See ADJUST/ACCOMMODATE section.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to assess symptoms (at least 3X week or more as needed) and slowly increase/decrease cognitive and academic demands accordingly.</li> <li>• Continue academic adjustments, as needed.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to assess symptoms (at least 2X week or more as needed) and increase/decrease cognitive and academic demands accordingly.</li> <li>• Continue academic adjustments, as needed.</li> <li>• Assess if longer term academic accommodations are needed (May need to consider a 504 Plan beyond 4+ weeks).</li> </ul>
MT	<b>Medical Team</b>	<ul style="list-style-type: none"> <li>• Assess and diagnose concussion.</li> <li>• Assess for head injury complications, which may require additional evaluation and management.</li> <li>• Recommend return to school with academic adjustments once symptoms are improving and tolerable, typically within 48 to 72 hours. Do NOT hold students out of school until they are totally "symptom-free."</li> <li>• Educate student/athlete and family on the typical course of concussion and the need for rest with gradual re-integration of "activity" (school, home and social stimulation, light cardio exercise under the supervision of parent and/or physical therapist).</li> <li>• Monitor that symptoms are improving throughout Week 1 – not worsening in the first 48 to 72 hours.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to consult with school and family teams.</li> <li>• Follow-up medical check including: comprehensive history, neurologic exam, detailed assessment of mental status, cognitive function, gait and balance.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue to consult with school and home teams.</li> <li>• Consider referral to a Specialty Concussion Clinic if symptoms are especially problematic or long.</li> <li>• It is best practice that a medical professional be involved in the management of each and every concussion, not just those covered by legislation.</li> </ul>

\*Family should sign a Release of Information so that School Team and Medical Team can communicate with each other as soon as possible.

» Don't be alarmed by symptoms – symptoms are the hallmark of concussion. The goal is to watch for a slow and steady improvement in symptoms over weeks. **It is typical for symptoms to be present for up to three to four weeks.** If symptoms persist at Week 4+, see SPECIAL CONSIDERATIONS.



## » Once a concussion has been diagnosed:



### Chastin Valdez

A 17-year-old senior at Maui High School, Chastin wants everyone to know how concussions can affect a person's life. He spent ten years playing his favorite game, football, starting as a second-string offensive guard and working his way up to running back. Chastin used to think that if he used his head rather than his shoulders to hit, it would be more difficult for the opposing players to tackle him. As the years progressed, so did the size and strength of the players. Chastin began his senior year as a first-string, varsity running back. During the third game of the season, he was hit hard and sidelined. Determined to continue playing, Chastin finished the game. It was his last. The next morning he woke up with a headache and asked his mother if he had played the night before. She thought he may have suffered a concussion and sent him to bed. When the dizziness and nausea started, Chastin was rushed to the emergency room for a CAT scan and MRI. That's when Chastin was diagnosed with a vertebral artery dissection, a right cerebellar infarct and bilateral sub-acute infarcts in the posteromedial temporal lobes — and was admitted into the ICU. Chastin lost all coordination on the right side of his body and was flown to Oahu for rehabilitation. He had to relearn how to balance, walk, write and even how to assemble words. "This is when I knew that I was facing my biggest challenge and was determined to work hard to succeed. From that day on I appreciate each and every day more than ever before... that I got a second chance in life. I dedicated myself to work hard physically and mentally. I now put a lot of time in schoolwork and have a 3.6 GPA," states Chastin. He plays baseball now, and knows the importance of reporting injuries immediately to coaches. "Athletes should open up that they are hurt and be removed from play. It's not worth the risk of losing a life."

**STEP ONE:** REMOVE student/athlete from all physical activities.  
REDUCE school demands and home/social stimulation.

**The biggest concern with concussions** in children/teens is the risk of injuring the brain again before recovery. This is called "Second Impact Syndrome," and it is thought to occur when an already injured brain takes another hit resulting in possible massive swelling, brain damage and/or death<sup>5</sup>. The concussed brain is in a vulnerable state, and even a minor impact can result in a much more severe injury with risk of permanent brain damage, or rarely, even death. Therefore, once a concussion has been identified, it is critical to REMOVE a student/athlete from ALL physical activity, including PE classes, dance, active recess, recreational and club sports until medically cleared.

Secondly, **while the brain is still recovering**, all school demands and home/social stimulation should be reasonably REDUCED (not eliminated completely) and then slowly brought back up over 4 weeks. Reducing demands on the brain will promote REST and will help recovery.

FT	Family Team	REMOVE student/athlete from all physical activity immediately, including play at home (i.e. playground, bikes, skateboards), recreational, and/or club sports. REDUCE or limit home/social stimulation, including texting. Do not totally restrict electronics and social activities; make a reasonable home plan. Encourage REST for the first few days followed by a gradual re-introduction of cognitive, social and home activities.
ST/P	School Team Physical	REMOVE student/athlete from all physical activity immediately. Support REDUCTION of school demands and home/social stimulation. Provide encouragement to REST and take the needed time to heal.
ST/A	School Team Academic	REMOVE student/athlete from all physical activity at school, including PE, recess, dance class. REDUCE or limit school demands. Do not totally restrict academic expectations. (See ADJUST/ACCOMMODATE for Educators on pages 9-10). Encourage "brain REST" breaks at school.
MT	Medical Team	REMOVE student/athlete from all physical activity immediately. RULE-OUT more serious medical issues including severe traumatic brain injury. Consider risk factors – evaluate for concussion complications. Support REDUCTION of school demands and home/social stimulation. Encourage REST for the first few days followed by a gradual re-introduction of cognitive, social and home activities.



## STEP TWO: EDUCATE all teams that symptoms tell the story of the recovery of the concussion.

**After a concussion,** the brain cells are temporarily inefficient. A helpful way for students, parents and teachers to think of a concussion is as an “energy crisis”; not as something scary like a bruise or a bleed. Here are two energy management scripts to use with your kids children/teens/students:

“When you have a concussion, you are like an iPhone 4, you are not an iPhone X. You are not broken, you are just not holding a charge long enough.”

“When you have a concussion, you are like a car with a small gas tank. You can get out of the garage (go to school, socialize with friends) but you need to ‘do, then fuel.’ The symptoms function like an indicator light on the car’s dashboard. When they ‘flare’, they are simply a signal of how well you have been managing your energy levels.”

Symptoms become the barometer of the concussion. If symptoms may be present for up to 4 weeks (albeit hopefully decreasing daily/weekly), it is our duty to teach our children how to “pace their energy so they can control their symptoms” – that is the best way for them to stay engaged in school and life while holding symptoms at bay. Learning to manage symptoms is an active approach to rehabilitation! Doing cognitive and home activities in smaller amounts followed by eye/brain/water intake breaks (5 to 10 minutes)... “do, then fuel”... is how the school and home plan can be rehabilitative and not restrictive. It is unreasonable to ask a child/teen to never text or watch TV over 4 weeks. It is unreasonable to ask a teacher to never ask a student to read or look at a computer or complete some in-class schoolwork or homework over 4 weeks. If we want our children/teens/students to be engaged in their own recovery, we have to keep them reasonably engaged in their own lives – socially, academically and at home – while we are waiting for the concussion to heal.



### Medical Note from Rachel Coel, MD, PhD From the Queen’s Center for Sports Medicine

Studies have shown after one to two days of rest after a concussion, patients may greatly benefit from light, non contact exercise and school attendance. It is recommended that students attend school as long as symptoms remain mild. Increasing academic and physical activity without an increase in symptoms should be the goal during this time period.

### IMPORTANT

All symptoms of concussion are important; however, monitoring of physical symptoms, within the first 48 to 72 hours is critical! If physical symptoms worsen, especially headache, confusion, disorientation, vomiting, difficulty awakening, it may be a sign that a more serious medical condition is developing in the brain.

**SEEK IMMEDIATE MEDICAL ATTENTION!**

#### PHYSICAL How a Person Feels Physically

Headache/Pressure	Nausea
Blurred vision	Vomiting
Dizziness	Numbness/Tingling
Poor balance	Sensitivity to light
Ringing in ears	Sensitivity to noise
Seeing “stars”	Disorientation
Vacant stare/Glassy eyed	Neck Pain

#### COGNITIVE How a Person Thinks

Feel in a “fog”  
Feel “slowed down”  
Difficulty remembering  
Difficulty concentrating/easily distracted  
Slowed speech  
Easily confused

#### EMOTIONAL How a Person Feels Emotionally

Inappropriate emotions	Irritability
Personality change	Sadness
Nervousness/Anxiety	Lack of motivation
Feeling more “emotional”	

#### SLEEP/ENERGY How a Person Experiences Their Energy Level and/or Sleep Patterns

Fatigue	Drowsiness
Excess sleep Trouble	Sleeping less than usual
falling asleep	

Do not worry that your child has symptoms for 1 to 4 weeks; it is typical and natural to notice symptoms for 1 to 4 weeks. You just want to make sure you are seeing slow and steady resolution of symptoms every day. To monitor your child’s progress with symptoms, chart symptoms periodically (see TIMEFRAME on page 5) and use the Symptom Checklist (see APPENDIX). In a small percentage of cases, symptoms from a concussion can last from weeks to months. (See SPECIAL CONSIDERATIONS on page 13.)

## STEP THREE: ADJUST/ACCOMMODATE for PARENTS.

AFTER YOUR CHILD HAS RECEIVED THE DIAGNOSIS OF CONCUSSION by a healthcare professional, their symptoms will determine when they should return to school. As the parent, you will likely be the one to decide when your child goes back to school, because you are the one who sees your child every morning before school. Use the chart below to help decide when it is right to send your child back to school:

## STAY HOME – EARLY SLEEP

If your child's symptoms are so severe that he/she cannot concentrate for even 10 minutes, he/she should be kept home on total bed rest – no texting, no driving, no reading, no video games, no homework, limited TV. It is unusual for this state to last beyond a few days. Consult a physician if this state lasts more than 2 days.

## STAY HOME – LIGHT ACTIVITY

If your child's symptoms are improving but he/she can still only concentrate for up to 20 minutes, he/she should be kept home – but may not need total bed rest. Your child can start light mental activity (e.g. sitting up, watching TV, light reading), as long as symptoms do not worsen. If they do, cut back the activity and build in more REST.

## TRANSITION BACK TO SCHOOL

When your child is beginning to tolerate 30 to 45 minutes of light mental activity, you can consider returning them to school. As they return to school:

- Parents should communicate with the school (school nurse, teacher, school mental health and/or counselor) when bringing the student into school for the first time after the concussion.
- Parents and the school should decide together the level of academic adjustment needed at school depending upon:

- ✓The severity of symptoms present
- ✓The type of symptoms present
- ✓The times of day when the student feels better or worse

- The child **MUST** sit out of physical activity – gym/ PE classes, highly physically active classes (dance, weight training) and physically active recess until medically cleared.
- Consider removing child from band or music if symptoms are provoked by sound.

Medical  
Note

"Although many athletes experience symptoms at the time of the injury, others do not have immediate symptoms. I frequently see patients that had a head injury Friday night, have no symptoms over the weekend since they are resting, but then have symptoms upon returning to school on Monday. The increased load on their brain makes the symptoms appear. We need to increase awareness that in this setting, the symptoms can be result of a concussion and student athletes may need accommodations to help them through school."

–Jennifer R. King, DO, Pediatric Sports Medicine, Kapi'olani Orthopedics Associates

» GOING BACK  
TO SCHOOL

**Jamie Higa sustained her fourth concussion** while playing basketball in her junior year at Chaminade University of Honolulu. Watch a video of Jamie's story at: [hawaiiiconcussion.com/resources](http://hawaiiiconcussion.com/resources).

**Jamie reflects on returning to school**

"Accommodations in the classroom were the only way I would be able to make a smooth transition back into class. It helped me to know that my professors understood the difficulties I was having and allowed me extended time on classwork, homework and tests. After my concussion, I had a difficult time following conversations or being able to immediately recognize a word. While I was in class I would struggle with the demands of taking notes on the lecture, comprehending, and understanding it. My professors allowed me to simply focus on the lecture and copy a peer's notes outside of class; that way I could direct all of my attention and energy towards understanding the lesson. Being able to do that helped me feel less frustrated. If there ever was a time when I would become extremely agitated and/or symptomatic, I was allowed to step outside to take a break. That break was beneficial because after the demands of being in the classroom, I would become extremely fatigued and no longer be able to retain information. These accommodations helped me to tackle the rigors of school and also manage my recovery."

## STEP THREE: ADJUST/ ACCOMMODATE for EDUCATORS.



### School Team Educators

#### Return to Learn (RTL)

RTL refers to a teacher's ability to help a student with a concussion learn to "pace" levels of energy in order to maximize learning while minimally contributing to symptom flare-ups. A RTL plan is most robust when teachers, especially general education teachers, are empowered to make educational decisions for their students hourly, daily and weekly, as they see fit. While medical input may be helpful in an RTL plan, teachers need not wait for medical input/"clearance"/approval to apply or remove academic adjustments, especially if medical input is not forthcoming, timely, available or relevant. RTL recommendations provided by healthcare providers are "suggestions," not mandates. Schools may accept or reject outside RTL suggestions based upon its educational soundness, feasibility and alignment with school policy/protocol.

## » Most Common "Thinking" Cognitive Problems Post-Concussion

### And suggested adjustments/accommodations

Areas of concern	Suggested Accommodations for Return-to-Learn (RTL)
Fatigue, specifically Mental Fatigue	<ul style="list-style-type: none"> <li>Schedule "strategic" rest periods. Do not wait until the student's over-tiredness results in an emotional "meltdown." Proactively adjust the schedule to incorporate a 15-20 minute rest period 1X mid-morning and 1X mid-afternoon, as needed.</li> <li>Allow for "PACING" – 5 to 10 minute eye/brain/water breaks in the classroom after periods of mental exertion.</li> <li>Do not consider "quiet reading" as rest for all students.</li> <li>Consider letting the student have sunglasses, headphones, preferential seating, quiet work space, passing in quiet halls, etc., as needed.</li> </ul>
Difficulty concentrating	<ul style="list-style-type: none"> <li>REDUCE the cognitive load—it is a fact that smaller amounts of learning will take place during the recovery.</li> <li>Since learning during recovery is compromised, the academic team must decide: What is the most important concept for the student to learn during this recovery?</li> <li>Be careful not to tax the student cognitively by demanding that all learning continue at the rate prior to the concussion.</li> </ul>
Slowed processing speed	<ul style="list-style-type: none"> <li>Provide extra time for tests and projects and/or shorten tasks.</li> <li>Assess whether the student has large tests or projects due during the 4-week recovery period and remove or adjust due dates.</li> <li>Provide a peer notetaker or copies of teacher's notes during recovery.</li> <li>Grade work completed—do not penalize for work not done.</li> </ul>
Difficulty with working memory	<ul style="list-style-type: none"> <li>Initially exempt the student from routine work/tests.</li> <li>Since memory during recovery is limited, the academic team must decide: What are the most important concepts for the student to know?</li> <li>Work toward comprehension of a smaller amount of material versus rote memorization.</li> </ul>
Difficulty converting new learning into memory	<ul style="list-style-type: none"> <li>Allow student to "audit" the material during this time.</li> <li>REMOVE "busy" work that is not essential for comprehension. Making the student accountable for all of the work missed during the recovery period (4 weeks) places undue cognitive and emotional strain on him/her and may hamper recovery.</li> <li>Ease student back into full academic/cognitive load.</li> </ul>
Emotional symptoms	<ul style="list-style-type: none"> <li>Be mindful of emotional symptoms throughout! Students are often scared, overloaded, frustrated, irritable, angry and depressed as a result of concussion. They respond well to support and reassurance that what they are feeling is often the typical course of recovery.</li> <li>Watch for secondary symptoms of depression – usually from social isolation. Watch for secondary symptoms of anxiety – usually from concerns over make-up work or slipping grades.</li> <li>New research informs us of the impact a concussion can have on emotional well-being. Supportive psychological support, education, cognitive-behavioral strategies and stress reduction are all suggested for psychological rehabilitation.</li> </ul>

## STEP THREE: ADJUST/ACCOMMODATE for EDUCATORS (continued)

Typically, **students' symptoms only require 2 to 3 days of absence** from school. If more than 3 days are missed, call a meeting with parents and seek a medical explanation.

New research shows that students who rested for 1 to 2 days followed by a gradual return to activities (school, socializing) had fewer reported symptoms than students who took 5 days of strict rest.<sup>7</sup>

More rest has not been proven to be the fastest, easiest way to recover from a concussion! A reasonable amount of rest, followed by a measured increase in home and school activities (activities that do not overly exacerbate symptoms) seems to be the formula for better concussion recovery.

### PHYSICAL:

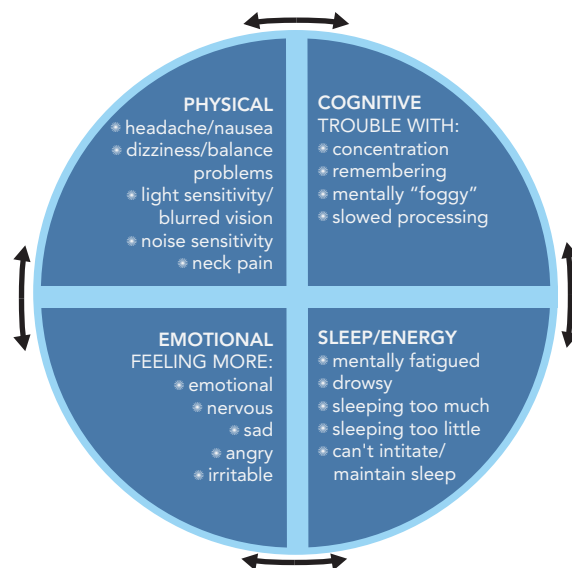
- "Strategic Rest" scheduled 15 to 20 minute breaks in clinic/quiet space (mid-morning; mid-afternoon, and/or as needed)
- Sunglasses (inside and outside)
- Quiet room/environment, quiet lunch, quiet recess
- More frequent breaks in classroom and/or in clinic
- Allow quiet passing in halls
- REMOVE from PE, physical recess, & dance classes without penalty
- Sit out of music, orchestra and computer classes if symptoms are provoked

### EMOTIONAL:

- Allow student to have "signal" to leave room
- Help staff understand that mental fatigue can manifest in "emotional meltdowns"
- Allow student to remove him/herself to de-escalate
- Allow student to visit with supportive adult (counselor, nurse, advisor)
- Watch for secondary symptoms of depression and anxiety usually due to social isolation and concern over "make-up work" and slipping grades. These extra emotional factors can delay recovery

## Symptom Wheel

Suggested Academic Adjustments



Read "Return to Learning: Going Back to School Following a Concussion" at [nasonline.org/publications/cq/40/6/return-to-learning.aspx](https://nasonline.org/publications/cq/40/6/return-to-learning.aspx)<sup>8</sup>

### COGNITIVE:

- REDUCE workload in the classroom/homework
- REMOVE non-essential work
- REDUCE repetition of work (i.e. only do even problems, go for quality not quantity)
- Adjust "due" dates; allow for extra time
- Allow student to "audit" classwork
- Exempt/postpone large test/projects; alternative testing (quiet testing, one-on-one testing, oral testing)
- Allow demonstration of learning in alternative fashion
- Provide written instructions
- Allow for "buddy notes" or teacher notes, study guides, word banks
- Allow for technology (tape recorder, smart pen) if tolerated

### SLEEP/ENERGY:

- Allow for "Pacing" – 5 to 10 minute eye/brain/water rest breaks in the classroom (i.e. eyes closed, head on desk) after periods of mental exertion
- Allow student to start school later in the day
- Allow student to leave school early
- Alternate "mental challenge" with "mental rest"

## Message to Educators

An inefficiently fueled brain leads primarily to:

- mental fatigue
- slowed processing speed
- difficulty learning new material (aka problems with short-term memory)

How do you deal with mental fatigue in your classroom already (perhaps due to mono or family stress)? You might offer more rest breaks or some TLC.

How do you deal with a student's inability to get through in-class work due to slowed processing speed (perhaps due to ADHD)? If you teach math, you might assign every other problem. If you teach social studies, you might have the student listen with supplemental buddy notes.

What do you do if a student with seizures has been physically or cognitively unavailable to learn and now is scheduled to take a test? You might offer them the option of an oral presentation.

You see, the key to supporting a student with a concussion is **"differentiated instruction,"** a tool already within your repertoire! If you know how to help students with mental fatigue, slowed processing speed and short-term memory problems, you know how to support students with a concussion.

The best academic adjustment you can offer a student with a concussion is: REMOVAL of non-essential in-class work/homework and a REDUCTION of semi-essential in-class work/homework. Extension or postponement of work is less helpful to a student with a concussion unless it is used in combination with removal and reduction of in-class work/homework.

Adapted from [GetSchooledOnConcussions.com](https://www.getschooledonconcussions.com)<sup>9</sup>



# » How do I get back to my sport?

## A.K.A. How do I get “cleared” from this concussion?

While 70% of concussions will resolve in 4 weeks, a healthcare professional, whether in the Emergency Department or in a clinic, cannot predict the length of time or the course of recovery from a concussion. In fact, a healthcare professional should never tell a family that a concussion will resolve in X number of days, because every concussion is different and each recovery time period is unique. The best way to assess when a student/athlete is ready to start the step-wise process of “Returning-to-Sport” is to ask these questions:

### » Is the student/athlete 100% symptom-free at home?

- Use the Symptom Checklist every few days. All symptoms should be at “0” on the checklist or at least back to the perceived “baseline” symptom level.
- Look at what the student/athlete is doing. At home he/she should be acting the same way as before the concussion, doing chores, interacting normally with friends and family.
- Symptoms should not return when the student/athlete is exposed to the loud, busy environment of home/social, mall or restaurants.

### » Is the student 100% symptom-free at school?

- Your student/athlete should be handling school work at the same level as before the concussion.
- Use the Teacher Feedback Form (APPENDIX) to see what teachers are noticing.
- Watch your child/teen doing homework; he/she should be able to complete homework as efficiently as before the concussion.
- In-school test scores should be back to where they were pre-concussion.
- School workload should be back to where it was pre-concussion.
- Symptoms should not return when the student/athlete is exposed to the loud, busy environment of school.

### » If the school or healthcare professional has used neurocognitive testing, are scores back to baseline or at least reflect normative average and/or baseline functioning?

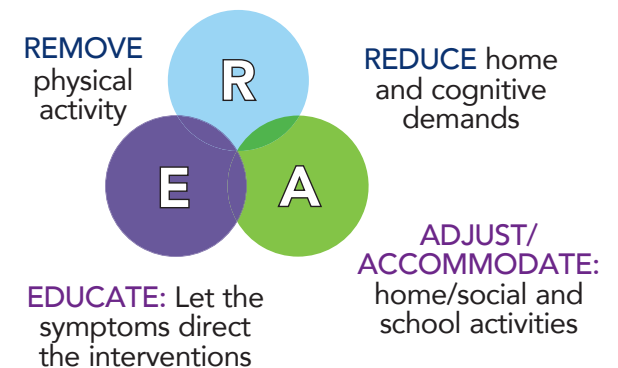
### » If an athletic trainer (AT) or physical therapist (PT) is involved with the concussion, does the AT or PT feel that the student/athlete has reached his/her objective goals?

- Ask AT for feedback and/or serial administrations of the Symptom Checklist.

### » Is the student off all medications used to treat the concussion?

- This includes over-the-counter medications such as ibuprofen, naproxen and acetaminophen, which may have been used to treat headache or pain.

**If the answer to any of the questions is “NO,” stay the course with management and continue to repeat:**

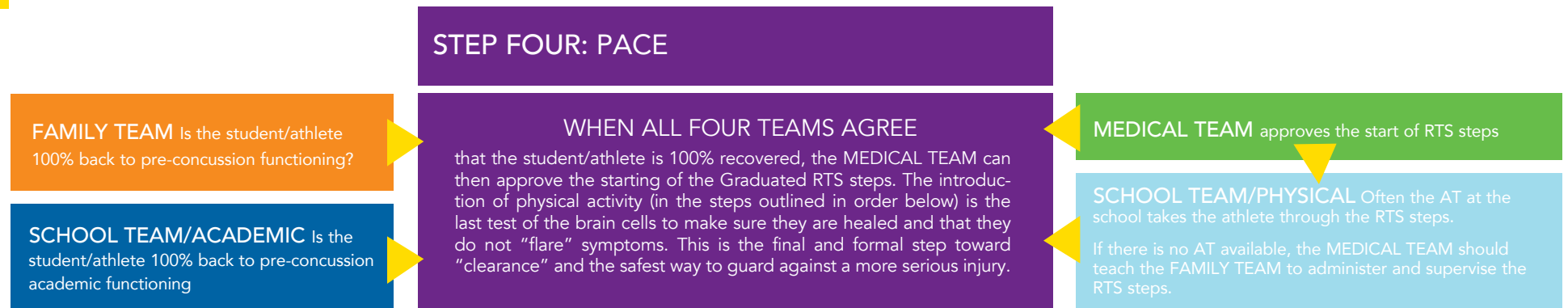


**... for however long it takes for the brain cells to heal!**

The true test of recovery is to notice a steady decrease in symptoms while noticing a steady increase in the ability to handle more rigorous home social and school demands (Return to Activity).

PARENTS and TEACHERS try to add in more home/social and school activities and test out those brain cells!

Once the answers to the questions above are all “YES,” turn the page to the PACE page to see what to do next!



## Graduated Return-to-Sport (RTS) Strategy The 2016 Berlin Consensus Statement RTS Guidelines adapted by HCAMP<sup>3</sup>

Stage	Aim	Activity	Goal of each step
1	Symptom-limited activity	Daily activities that do not provoke symptoms	Decrease activities that provoke symptoms for examples lights or computer screens.
2	Return to school full-time	Return to school. School adjustments may be provided at this time.	Gradual reintroduction of work/school activities
3	Light aerobic activity	Start light aerobic activity under the direction of the school’s athletic trainer or with instructions provided by physician (stationary bike or timed run) <b>AND</b> has completed all of the following: <ul style="list-style-type: none"> <li>• Medical clearance from physician</li> <li>• ImPACT &amp; BESS (for high school athletes) results are within normal limits when compared to baseline and/or norms</li> <li>• No school adjustments/accommodations are being provided</li> </ul>	Increase heart rate
4	Running/sports specific drills	Perform strenuous running/sprints and non-contact sport specific drills	Add movement and increase heart rate
5	Non-contact drills	Perform non-contact and sports specific drills	Exercise, coordination, reaction and increase multitasking
6	Full contact practice	Perform full contact practice or full normal training activities	Assess functional skills, confidence
7	Full return to sport	Perform normal activity, practice or game	

NOTE: An initial period of 24 – 48 hours of both relative physical rest and cognitive rest is recommended before beginning the RTS progression. There should be at least 24 hours (or longer) for each step of the progression. If any symptoms worsen during exercise, the athlete should go back to the previous step. Resistance training should be added only in the later stages (stage 3 or 4 at the earliest). If symptoms are persistent (e.g.. more than 10 – 14 days in adults or more than 1 month in children), the athlete should be referred to a healthcare professional who is an expert in the management of concussion.

International Consensus Statements have outlined this as a safe practice for professional athletes when returning to an organized sport; these steps might ideally also be applied as best practice when returning any person with a concussion back to a recreational sport/activity.

### Rehabilitation Note

The 5th Consensus Statement suggests: After a brief period of rest during the acute phase (24-48 hours) after injury, patients can be encouraged to become gradually and progressively more active while staying below their cognitive and physical symptom-exacerbation thresholds (i.e., activity level should not bring on or worsen their symptoms). It is reasonable for athletes to avoid vigorous exertion while they are recovering. The exact amount and duration of rest is not yet well defined in the literature and requires further study.<sup>3</sup>

## » Special Considerations

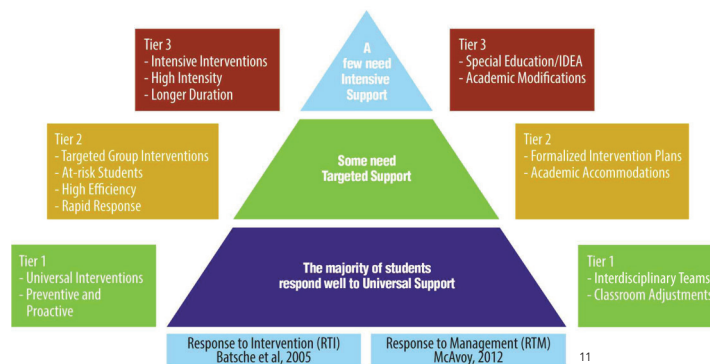
We now know, 70% of concussions will resolve within 4 weeks.

However, there remains the 30% of student/athletes who have on-going physical, cognitive, emotional or sleep/energy symptoms well beyond the 4 week mark. In those cases, the parent and medical professionals are advised to look to the school system for existing educational initiatives available to all students. A number of educational initiatives (Response to Intervention RTI; Multi-Tier System of Support MTSS) allow for ascending levels of supports for any student with a medical, psychological, behavioral or social condition impacting learning. Concussion, in theory, is a short-term, temporary condition that sometimes needs higher levels of educational support when it does not resolve in a timely fashion. Ascending levels of support suggest that good teaching and reasonable academic “adjustments” in the general education classroom are helpful to any and all students who struggle in an academic setting. Ascending levels of support are applicable to concussion. We have called this “Response to Management (RTM).”

With ascending levels of support, we maximize the student/athlete’s recovery by focusing on good academic “adjustments” in the general education classroom.

A smaller percentage of students who struggle beyond the general education classroom may need a small amount of “targeted intervention” called academic “accommodation.” Academic “accommodations” may be provided via a Health Plan, a Learning Plan, a 504 Plan.<sup>10</sup> It is still hoped that the accommodations for learning, behavior or concussions are temporary and amenable to intervention but may take months (instead of weeks) for progress to show. Lastly, in the rare event that a permanent “disability” is responsible for the educational struggle, the student may be assessed and staffed into special education services (IDEA) and provided an IEP (Individualized Education Program). This would constitute an extremely small number of students with a concussion. The interdisciplinary teams need to continue to work together with the student/athlete with protracted recovery. Parents and medical professionals need to seek medical explanation and treatment for slowed recovery; educators need to continue to

Concussion Management Guidelines



provide the appropriate supports and the school physical team needs to continue to keep the student/athlete out of physical play.

Words Matter: Use these terms intentionally: Adjustments/ Accommodations/Modifications

**DAYS TO WEEKS:** Academic Adjustments  
Informal, flexible day-to-day adjustments in the general education classroom for the first 3 to 4 weeks of a concussion. Can be lifted easily when no longer needed.

**WEEKS TO MONTHS:** Academic Accommodations  
Slightly longer accommodations to the environment/ learning to account for a longer than 4+ week recovery. Helps with grading, helps justify school supports for a longer time.

**MONTHS TO YEARS:** Academic Modifications  
Actual changes to the curriculum/placement/ instruction.

### Medical Note

Students who have attention deficits, learning disabilities a history of migraine headaches, sleep disorders, depression or other mental health disorders may have more difficulty recovering from a concussion.

Students who have had multiple concussions, a recent prior concussion or who are getting symptomatic after less impact may be at risk for long-term complications. Research supports the fact that a person who sustains one concussion is at higher risk for sustaining a future concussion.<sup>12</sup>

Retirement from sport: If the burden of one concussion or each successive concussion is significant, the family, school and medical teams should discuss retirement from sport.

## Resources

Centers for Disease Control (CDC)	<a href="http://cdc.gov/headsup/index.html">cdc.gov/headsup/index.html</a>	1-800-CDC-INFO
Hawaii Concussion Awareness & Management Program (HCAMP)	<a href="http://hawaiiconcussion.com">hawaiiconcussion.com</a> <a href="mailto:info@hawaiiconcussion.com">info@hawaiiconcussion.com</a>	808-956-9057
HCAMP BrainSpace	<a href="http://Hcamp.info">Hcamp.info</a> <a href="mailto:info@hawaiiconcussion.com">info@hawaiiconcussion.com</a>	808-956-9057
Hawaii High School Athletic Association (HHSAA)	<a href="http://Sportshigh.com">Sportshigh.com</a>	
Hawaii Athletic Trainers Association (HATA)	<a href="http://Hawaii-ata.org">Hawaii-ata.org</a>	
State of Hawaii, Department of Health Neurotrauma Supports	<a href="http://health.hawaii.gov/nt/">http://health.hawaii.gov/nt/</a>	
Brain 101: The Concussion Playbook	<a href="http://brain101.orcasinc.com">brain101.orcasinc.com</a>	
IMPACT	<a href="http://Impacttest.com">Impacttest.com</a>	
National Athletic Trainers Association (NATA)	<a href="http://nata.org">nata.org</a>	
National Federation of State High School Associations	<a href="http://nfhs.org">nfhs.org</a>	
Get Schooled On Concussions	<a href="http://GetSchooledOnConcussions.com">GetSchooledOnConcussions.com</a>	

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- Get Schooled On Concussions website: [www.GetSchooledOnConcussions.com](http://www.GetSchooledOnConcussions.com)
- Wrightslaw, Section 504 and IDEA: Basic Similarities and Differences, Rosenfeld, SJ. [www.wrightslaw.com/advoc/articles/504\\_IDEA\\_Rosenfeld.html](http://www.wrightslaw.com/advoc/articles/504_IDEA_Rosenfeld.html).
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## REAP thanks:

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- Kelli Jantz, Shannon Jantz, the Jantz/Snakenberg families
- Ciera Lund and the Lund family

The 2013 Colorado version of the REAP publication is available in Spanish upon request.

## Please Note:

This publication is not a substitute for seeking medical care.

REAP is available for customization in your state.

## All questions or comments and requests for in-services/trainings can be directed to:

- Karen McAvoy, PsyD  
[REAPconcussion.com](http://REAPconcussion.com)  
[Karen@GetSchooledOnConcussions.com](mailto:Karen@GetSchooledOnConcussions.com)



# » Symptom Checklist

Name: \_\_\_\_\_ Assessment Date: \_\_\_\_\_

Date of Injury: _____		Time of Injury	2-3 Hrs	24 Hrs	48 Hrs	72 Hrs	Daily	Weekly
Pathways of Concern	Symptoms		Severity Rating					
			Mild	Mild	Moderate	Moderate	Severe	Severe
A	I feel like I'm going to faint	0	1	2	3	4	5	6
V	I'm having trouble balancing	0	1	2	3	4	5	6
	I feel dizzy	0	1	2	3	4	5	6
	It feels like the room is spinning	0	1	2	3	4	5	6
O	Things look blurry	0	1	2	3	4	5	6
	I see double	0	1	2	3	4	5	6
H	I have headaches	0	1	2	3	4	5	6
	I feel sick to my stomach (nauseated)	0	1	2	3	4	5	6
	Noise/sound bothers me	0	1	2	3	4	5	6
	The light bothers my eyes	0	1	2	3	4	5	6
C	I have pressure in my head	0	1	2	3	4	5	6
	I feel numbness and tingling	0	1	2	3	4	5	6
N	I have neck pain	0	1	2	3	4	5	6
S/E	I have trouble falling asleep	0	1	2	3	4	5	6
	I feel like sleeping too much	0	1	2	3	4	5	6
	I feel like I am not getting enough sleep	0	1	2	3	4	5	6
	I have low energy (fatigue)	0	1	2	3	4	5	6
	I feel tired a lot (drowsiness)	0	1	2	3	4	5	6
Cog	I have trouble paying attention	0	1	2	3	4	5	6
	I am easily distracted	0	1	2	3	4	5	6
	I have trouble concentrating	0	1	2	3	4	5	6
	I have trouble remembering things	0	1	2	3	4	5	6
	I have trouble following directions	0	1	2	3	4	5	6
	I feel like my thinking is "foggy"	0	1	2	3	4	5	6
	I feel like I am moving at a slower speed	0	1	2	3	4	5	6
	I don't feel "right"	0	1	2	3	4	5	6
	I feel confused	0	1	2	3	4	5	6
	I have trouble learning new things	0	1	2	3	4	5	6
E	I feel more emotional	0	1	2	3	4	5	6
	I feel sad	0	1	2	3	4	5	6
	I feel nervous	0	1	2	3	4	5	6
	I feel irritable or grouchy	0	1	2	3	4	5	6

Other: \_\_\_\_\_

Pathways of concern: A=Autonomic, V=Vestibular, O=Oculomotor, H=Headache (Migraine &Non-Migraine), C=Cervicogenic, N=Neck Strain, S/E=Sleep/Energy, Cog=Cognitive, E=Emotional

Regular symptom progress monitoring is recommended as best practice.

# » Teacher Feedback Form

Date \_\_\_\_\_

Date of Concussion \_\_\_\_\_

Student's Name \_\_\_\_\_

**Student:** you have been diagnosed with a concussion. It is your responsibility to gather data from your teachers before you return to the doctor for a follow-up visit. A day or two before your next appointment, go around to all of your teachers (especially the CORE classes) and ask them to fill in the boxes below based upon how you are currently functioning in their class(es).

**Teachers:** Thank you for your help with this student. Your feedback is very valuable. We do not want to release this student back to physical activity if you are still seeing physical, cognitive, and emotional or sleep/energy symptoms in your classroom(s). If you have any concerns, please state them below.

1. Your name 2. Class taught	Is the student still receiving any academic adjustments in your class? If so, what?	Have you noticed, or has the student reported, any concussion symptoms lately? (e.g. complaints of headaches, dizziness, difficulty concentrating or remembering, more irritable, fatigued than usual etc.?) If yes, please explain.	Do you believe this student is performing at his/her pre-concussion learning level?
			<input type="checkbox"/> Yes <input type="checkbox"/> No Date: Signature:
			<input type="checkbox"/> Yes <input type="checkbox"/> No Date: Signature:
			<input type="checkbox"/> Yes <input type="checkbox"/> No Date: Signature:
			<input type="checkbox"/> Yes <input type="checkbox"/> No Date: Signature:

Regular academic progress monitoring is recommended as best practice.

## ACT 262 (2016)

The purpose of this Act is to expand the scope of the concussion educational program under Act 197 to include youth athletes aged eleven to under nineteen years old.

For youth athletics this Act requires:

1. Annual concussion awareness education for youth athletics including parents of minor or student participants. Individuals receiving education are required to sign a concussion information sheet that they have attended, received and viewed the concussion awareness education

For school athletics this Act requires:

1. Annual concussion awareness training for coaches, administrators, faculty, staff and sports officials including:
  - a. The signs and symptoms of a concussion;
  - b. The need to obtain:
    - i. Proper medical attention for a person suspected of having a concussion; and
    - ii. Medical clearance from licensed health care providers trained in concussion management, before a person may engage in any type of physical activity, practice, game or competition;
  - c. Information on the process of a concussed person's return to school, academic and cognitive issues associated with a concussion, and classroom adjustments that the person may require.
2. Student's return to physical activity be monitored by the school's State of Hawaii registered athletic trainer, if the school has one.
3. Cognitive testing for students participating in collision and contact sports.

For youth athletics this Act requires:

1. Immediate removal from a game, practice or other activity of any participant who is suspected of having a concussion or exhibits signs, symptoms or behaviors consistent with a concussion, such as loss of consciousness, headache, dizziness, confusion or balance problems.
2. Obtain written clearance from a health care provider prior to returning to academics and athletics
  - a. Reintroduces cognitive and physical demands on the student on a progressive basis to prevent reemergence or worsening of symptoms of a concussion



**GetSchooledOnConcussions.com**

*I am proud to have grown up in Hawaii, a graduate of Star of the Sea High School. My mother, Anna Limpe McAvoy, was a fierce advocate of independence for people with disabilities, moving the family to Hawaii so she could participate in mobility training after learning that she was going blind from retinitis pigmentosa. The desire to empower others, especially those with special needs, lives on in the grandchildren of Anna Limpe McAvoy – David McAvoy Miyashiro, Annalise Masae Miyashiro and Kendra Mei Lee – as all three have chosen a profession in helping others; ranging from educational advocacy to academic counseling to accessible arts. It has been my privilege to customize REAP for the state of Hawaii.*

*Mahalo nui loa,*

– KAREN MCAVOY

To ensure ongoing efforts to provide concussion awareness and education to coaches, administrators, faculty, staff, sports officials, and school personnel, please consider a gift to the Hawaii Concussion Awareness & Management Program at the University of Hawaii @ Manoa.

**Mail to:**

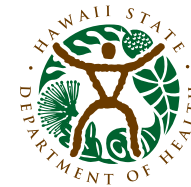
University of Hawaii @ Manoa  
Kinesiology Department  
HCAMP  
1337 Lower Campus Road PE/A 231  
Honolulu, HI 96822



If you or a loved one who has experienced a concussion and have questions or concerns please feel free to contact HCAMP at [info@hawaiiiconcussion.com](mailto:info@hawaiiiconcussion.com) or ph. 808-956-9057.



This program is part of the Kinesiology & Rehabilitation Science department at the University of Hawaii @ Manoa.



## Hawaii Concussion Awareness Management Program – Our Vision

Hawaii Concussion Awareness and Management Program (HCAMP) is an organization intended to provide Hawaii's physically active community and medical community with evidence based research education, support and resources to manage concussions.

### Our Mission

Hawaii Concussion Awareness and Management Program's goal is to ensure the health and safety of Hawaii's students.

To achieve this goal, HCAMP will:

- Educate parents, coaches, teachers, school administrators, youth organizations and sports officials about the signs and symptoms of concussions and about the potential catastrophic injury if the student returns to physical activity before fully recovered.
- Provide our stakeholders with resources in the community, schools, and nationally to help manage and treat concussions.
- Provide our stakeholders with a possible plan of action should a student be concussed in their organization. The plan of action will outline the actions from onset to return to learning to return to physical play.
- Collaborate with individuals or organizations to increase and share the body of knowledge of mild traumatic brain injury in Hawaii and across the nation.

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