



## CONCUSSION ACTION PLAN

### What Should a Coach do When a Concussion is Suspected

#### 1. Remove the athlete from play.

Look for the signs and symptoms of a concussion if your athlete has experienced a bump or blow to the head. Athletes who experience signs or symptoms of concussion should not be allowed to return to play. When in doubt, keep the athlete out of play.

#### Signs and Symptoms

<i>Signs Observed by Coaching</i>	<i>Staff Symptoms Reported by Athlete</i>
<ul style="list-style-type: none"> <li>• Appears dazed or stunned</li> <li>• Is confused about assignment or position</li> <li>• Forgets sports plays</li> <li>• Is unsure of game, score, or opponent</li> <li>• Moves clumsily</li> <li>• Answers questions slowly</li> <li>• Loses consciousness (even briefly)</li> <li>• Shows behavior or personality changes</li> <li>• Can't recall events prior to hit or fall</li> <li>• Can't recall events after hit or fall</li> </ul>	<ul style="list-style-type: none"> <li>• Headache or "pressure" in head</li> <li>• Nausea or vomiting</li> <li>• Balance problems or dizziness</li> <li>• Double or blurry vision</li> <li>• Sensitivity to light</li> <li>• Sensitivity to noise</li> <li>• Feeling sluggish, hazy, foggy, or groggy</li> <li>• Concentration or memory problems</li> <li>• Confusion</li> <li>• Does not "feel right"</li> </ul>

*Adapted from Lovell et al. 2004*

#### 2. Ensure that the athlete is evaluated right away by an appropriate health care professional.

Do not try to judge the severity of the injury yourself. Health care professionals have a number of methods that they can use to assess the severity of concussions. As a coach, recording the following information can help health care professionals in assessing the athlete after the injury:

- Cause of the injury and force of the hit or blow to the head
- Any loss of consciousness (passed out/knocked out) and if so, for how long
- Any memory loss immediately following the injury
- Any seizures immediately following the injury
- Number of previous concussions (if any)

#### 3. Inform the athlete's parents or guardians about the possible concussion and give them the fact sheet on concussion.

Make sure they know that the athlete should be seen by a health care professional experienced in evaluating for concussion.

#### 4. Allow the athlete to return to play only with permission from a health care professional with experience in evaluating for concussion.

A repeat concussion that occurs before the brain recovers from the first can slow recovery or increase the likelihood of having long-term problems. Prevent common long-term problems and the rare second impact syndrome by delaying the athlete's return to the activity until the player receives appropriate medical evaluation and approval for return to play.

Athlete: \_\_\_\_\_ Coach: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_

## On-field Cognitive Testing

### Orientation

Ask the athlete the following questions:	Answered Correctly?
What stadium is this?	Y / N
What city is this?	Y / N
Who is the opposing team?	Y / N
What month is it?	Y / N
What day is it?	Y / N

### Memory

Anterograde amnesia	Retrograde amnesia
<p><i>Ask the athlete to repeat the following words:</i>                      Girl, dog, green</p> <p>Alternate words:                      Table, pencil, red                      Bench, apple, yellow                      Boy, fish, blue</p>	<p><i>Ask the athlete the following questions:</i></p> <p>What happened in the prior quarter/period?                      What do you remember just prior to the hit?                      What was the score of the game prior to the hit?                      Do you remember the hit?</p>

### Concentration

Ask the athlete to do the following:

Repeat the days of the week backwards (starting with today).

Repeat these numbers backwards:

63 (36 is correct)      419 (914 is correct)

### Word list memory

Ask the athlete to repeat the three words from earlier.

(Girl, dog, green or alternate words)

## On-field Neurological Testing

### PERL – Pupils are Equal and Reactive to Light

- Cover one eye with hand. When hand is removed, watch for pupil reaction (should constrict to size of other pupil). Repeat on other side.

### Eye Movement

- Start with finger in center of face, approximately 6 inches from face. Have the athlete follow your finger: up, down, left, right, and diagonally - going back to the middle before changing directions without moving their head.

### Facial Function

- Have the athlete smile, frown, puff out cheeks, stick out tongue, swallow, bite down, and say “Ah.”

### Balance Assessment

- Start by having the athlete stand with both feet together, hands on hips, and eyes open. Close eyes to see if balance is affected.
- Repeat with athlete standing on right leg, hands on hips, and eyes open. Close eyes to see if balance is affected. Repeat on left leg.

### Symptoms Experienced – circle symptoms experienced by athlete

Headache    Nausea or vomiting    Balance problems or dizziness    Double or blurry vision  
 Sensitivity to light or sound    Feeling foggy    Concentration or memory problems    Confusion