



ST. VRAIN VALLEY SCHOOL DISTRICT CONCUSSION EDUCATION

Concussion Education for Staff and Parents

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Objectives

- Basic Understanding of a Traumatic Brain Injury (TBI)/Concussion
- Recognition of Signs & Symptoms associated with a concussion
- Understanding where you can access information related to concussions

Definition of Concussion/TBI

- A concussion, or traumatic brain injury (TBI)
 - CDE Definition: “an acquired injury to the brain caused by an external physical force, resulting in total or partial functional disability...that adversely affects a child's educational performance
 - a concussion (mild form of TBI) may or may not result in loss of consciousness (LOC is less than one minute)
 - Most TBI's effect the 'software' or processes of the brain and not the 'hardware' or structure of the brain
- TBI's result in a constellation of symptoms:
 - physical, cognitive, emotional and sleep-related.
- Duration of symptoms:
 - Variable, may last for as short as several minutes or as long as several days, weeks, months or even longer.

Signs observed by staff, parents, or reported by students fall into four categories:

- Physical
 - Headache
 - fatigue
 - Dizziness
 - Sensitivity to light and/or noise
 - Nausea
 - Balance problems
- Emotional
 - Irritability
 - Sadness
 - Difficulty regulating emotions
 - Nervousness
- Cognitive
 - Difficulty remembering
 - Difficulty concentrating
 - Feeling slowed down
 - Feeling mentally foggy
- Sleep
 - Drowsiness
 - Sleeping less than usual
 - Sleeping more than usual
 - Trouble falling asleep

Skills/processes commonly seen affected in the classroom with students who have TBI's:

- New Learning-ability to learn new info is more difficult
- Memory-words, facts, procedures, and skills
- Attention-sustaining attention for a class
- Initiation-ability to start on a task
- Mental Flexibility-shift between thoughts/tasks
- Organization-organize tasks and thoughts
- Processing Speed-ability to take in and process info quickly
- Sensory Processing-under or over stimulation to light, sound, touch
- Social/Emotional-regulate emotions and social skills

Increased Risks if not properly identified and managed

- Symptoms may take significantly longer to resolve.
- Athletes are more likely to be re-injured.
- Academics will suffer: students will likely experience a decrease in assignment grades, tests grades, standardized test scores i.e. SAT/ACT.



Roles For School Staff & Parents

- Coach - Sports related - Call On-Call District Nurse
- Parents - Contact Counselor/District Nurse/Communicate with Teachers
- District Nurse Consultant - Consult with School Staff/Parent/Physician - Individualized Health Plan - Health accommodations-monitor google apps
- School Counselor - Communicate with Parent/District Nurse/Teachers - use Google Apps
- School Psychologist - Resource/IEP/504/Accommodations
- Teachers - Communicate Counselor/Parents/District Nurse - provide/support accommodations in classroom-use google apps
- Physician -Communicate with Parent/District Nurse

Outcomes

- Familiarity with concussion signs/symptoms is extremely important
- It is imperative to remember that each concussion needs to be dealt with on an individual basis and academic support is critical

References

- Colorado Department of Education and Brain Injury Alliance-
<http://cokidswithbraininjury.com>
- CDC - <http://www.cdc.gov/concussion>
- SVVSD Nurse Consultant Website -
<http://www.stvrain.k12.co.us/departments/studentServices-/healthServices/>
- Prince William County High School Concussion Education
14800 Joplin Road, Manassas, Virginia
- REAP-booklet can be downloaded at the bottom:
<http://rockymountainhospitalforchildren.com/sports-medicine/concussion-management/reap-guidelines.htm>