

# Concussion



Introduction



Concussion Prevention



Concussion Identification



Concussion Management



Return to learn/ Physical Activity



Example Case Study



Conclusion

# Introduction

---



***Click the ► Play button to listen to the audio.***

***Once you have finished listening, review the information below for additional details.***

---



The purpose of this training module is to review the concussion prevention identification and management strategies as detailed in the GECDSB concussion management protocol.

The GECDSD recognizes concussions as a serious brain injury which requires appropriate follow-up measures to reduce the risk of potential additional injury. As a result, it is imperative that school staff and volunteer coaches be familiar with the concussion management protocol.

## Learning Goals

By the end of this training, you will:

- understand what a concussion is and the seriousness of concussions
- increase your awareness of common signs and symptoms of a concussion
- understand general concussion prevention strategies and know where to locate activity-specific prevention strategies
- learn how to identify a suspected concussion using the Tool to Identify a Suspected Concussion from the OPHEA
- learn about the procedures for managing a diagnosed concussion

**CONTINUE**

# Concussion Prevention

---



*Click the ► Play button to listen to the audio.*

*Once you have finished listening, review the information below for additional details.*

---

## What is a concussion?

A concussion is a brain injury caused by an external force that results in rapid movement of the brain within the skull. The “**rapid movement**” causes the brain to strike against the interior of the skull and or twist within the skull, thereby injuring the brain. The “**external force**” can be a jarring impact to the head or a jarring impact to the body that transmits an impulsive force to the head.

## What are the signs and symptoms of a concussion?

- Signs and symptoms can be grouped into one of three categories:
  - Physical
  - Emotional/Behavioral
  - Cognitive
- Not everyone will experience the same signs or symptoms in response to a concussion

- Signs and symptoms can appear immediately after the injury or may take hours/days to emerge

## **RED FLAGS = CALL 911 IMMEDIATELY**

- ☐ Neck pain or tenderness
- ☐ Loss of vision or double vision
- ☐ Weakness, numbness, tingling or burning in arms or legs
- ☐ Severe or increasing headache
- ☐ Seizure or convulsion
- ☐ Loss of consciousness
- ☐ Deteriorating conscious state (becoming less responsive)
- ☐ Vomiting more than once
- ☐ Increasingly restless, agitated or combative
- ☐ Getting more and more confused
- ☐ Visible deformity of the skull

## **Other Signs and Symptoms**

### **Physical**

- Nausea or vomiting
- Headache, pressure in head
- Dizziness
- Blurred vision
- Sensitivity to light or sound
- Poor coordination or balance
- Tired or low energy, drowsiness
- Blank or vacant look

### **Cognitive**

- Difficulty concentrating or remembering

### **Emotional/Behavioural**

- More emotional than usual (e.g., irritable, sad,

See [this link](#) for a complete list of signs and symptoms

[LINK](#)



### **Why are concussions so serious?**

- If managed appropriately, concussions are typically not life-threatening
- However, if an individual sustains a second concussion before completely recovering from their initial concussion, they could develop “second-impact syndrome”
- The likelihood of lifelong disability or death as a result of second-impact syndrome is ~100%

### **How can we prevent concussions?**

Although the risk of sustaining a concussion cannot always be eliminated, there are several strategies that can be used to reduce this risk

In general:

- be knowledgeable about the safe practices for an activity and enforce those practices with students
- teach safe body contact techniques and require students to successfully demonstrate those techniques in practice.



**Visit this link for activity-specific safety information**

[LINK](#)

**Click here to review GECDSB Concussion Code of Conduct**

[LINK](#)

**CONTINUE**

# Concussion Identification

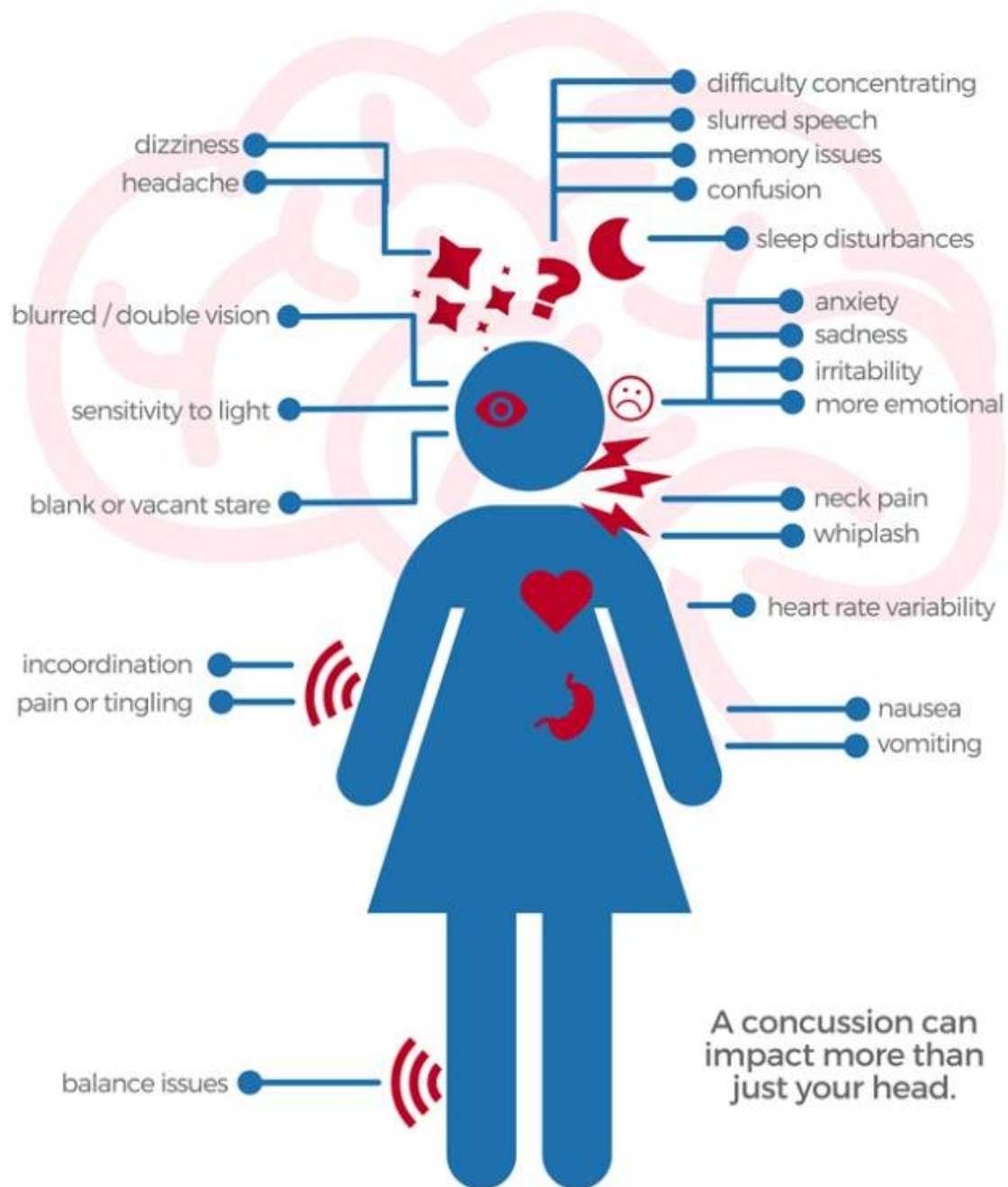
---



*Click the ► Play button to listen to the audio.*

*Once you have finished listening, review the information below for additional details.*

---



### How can we identify a concussion?

- School staff and volunteer coaches need to know when to suspect a concussion so that immediate action can be taken to reduce the risk of further injury
- A concussion can only be diagnosed by a Physician or Nurse Practitioner

- If you witness or are otherwise made aware of an incident where a student sustained a jarring impact to the head or a jarring impact to the body that transmits an impulsive force to the head, the student must be assessed for signs and symptoms of a concussion

## Identification of a Suspected Concussion



### Sample Tool to Identify a Suspected Concussion

*This sample tool is to be completed by school staff and shared with parents/guardians after a concussion-related incident has been observed and/or reported.*

#### Step 1: Check for red flags. (Check all that apply.)

If red flags are identified call 911 immediately.

- ☐ Increased confusion or deteriorating conscious state (becoming less responsive, drowsy)
- ☐ Increasingly restless, agitated, or combative
- ☐ Loss of consciousness or responsiveness
- ☐ Loss of vision or double vision
- ☐ Neck pain or tenderness
- ☐ Repeated vomiting

#### Step 2: Check for visible clues (signs) and symptoms, and conduct a quick memory assessment.

© Ophea | Page 1 of 4

##### 2a. Visible clues (signs) (Check all that apply.)

- ☐ Dazed, blank, or vacant look
- ☐ Disorientation or confusion, staring or limited responsiveness, or an inability to respond appropriately to questions
- ☐ Facial injury
- ☐ Falling unprotected to the playing surface
- ☐ Lying motionless on the playing surface (no loss of consciousness)
- ☐ Slow to get up after a direct or indirect hit to the head
- ☐ Unsteady on feet/balance problems or falling over/ poor coordination/ wobbly

**If one or more signs or symptoms are present, a concussion must be suspected**

Click on the link here to check out the Sample Tool to Identify a Suspected Concussion.

[LINK](#)

## Concussion Not Suspected

If a concussion is not suspected, notify the student's parent/guardian of the incident and advise that:

- The student needs to be monitored for signs and symptoms of a concussion for 48 hours
- The student must not participate in physical activity where there is a reasonably foreseeable risk of body contact for 24 hours
- If signs or symptoms of a concussion appear during the monitoring period then a concussion must be suspected; the student needs to be assessed by a Physician or Nurse Practitioner as soon as possible and the school principal must be informed of the results of the assessment
- Complete [Suspected Concussion](#): Information for Parents/Guardians copies are to be provided to the student's parent/guardian and the school principal

**CONTINUE**

# Concussion Management

---



***Click the ► Play button to listen to the audio.***

***Once you have finished listening, review the information below for additional details.***

---

## Management of a Suspected Concussion

- ***Red Flags Present***

- If any Red Flags are observed or reported, **call 911**
- If the student lost consciousness, assume there is a neck injury and do not move the student; if the student regains consciousness, encourage the student to remain calm and to lie still
- Remain with the student until emergency medical services arrive

- ***Other Signs/Symptoms Present***

- If no Red Flags are observed or reported but other signs or symptoms of a concussion are present, notify the student's parent/guardian of the incident and advise that the student needs to be picked up and taken to a Physician or Nurse Practitioner as soon as possible
- Remain with the student until their parent/guardian arrives

## Management of a Suspected Concussion

## Sample Medical Assessment and Monitoring Form

*This sample tool is intended to be completed by the Parents/Guardians after a concussion-related incident to communicate with the Principal/Designate about the results of the medical assessment by a Medical Doctor or Nurse Practitioner and/or the monitoring process by the Parents/Guardians.*

Student Name:

Date of concussion-related incident:

### Part 1 - Results of medical assessment (by a medical doctor and/or nurse practitioner)

☐ No concussion diagnosed

- Student may resume full participation in learning and physical activity with no restrictions.

☐ Concussion diagnosed

- Student will begin a medically supervised, individualized, and gradual **Return to Learn** and/or **Return to Physical Activity** plan.

Note: Attach relevant information provided by a medical doctor or nurse practitioner (e.g., notes from medical examination) regarding the student's Return to School plan.

**Complete Suspected Concussion: Information for Parents/Guardians form; copies are to be provided to the student's parent/guardian and the school principal.**

[LINK](#)

**Provide student's parent/guardian with the OPHEA Medical Assessment and Monitoring Form.**

[LINK](#)

## Non-School Activity – Suspected Concussion

- If you are made aware that a student may have sustained a concussion during a non-school activity, contact the student's parent/guardian to confirm.
- If the student's parent/guardian confirms that a concussion is suspected, provide the student's parent/guardian with the OPHEA Medical Assessment and Monitoring Form.

[LINK](#)



### After Medical Examination

#### ***No Concussion Diagnosed***

- If the returned [OPHEA Medical Assessment and Monitoring Form](#) indicates that the student was examined and no concussion has been diagnosed, the student can return to regular learning and physical activity.

### ***Concussion Diagnosed***

- If the returned Form indicates that the student was diagnosed with a concussion, the student must follow the [OPHEA Return to Learn and Return to Physical Activity Stages](#).

## **Non-School Activity**

### ***Diagnosed Concussion***

If you are made aware that a student has been diagnosed with a concussion from a non-school activity, contact the student's parent/guardian to confirm.

If the student's parent/guardian confirms that a concussion has been diagnosed, the student must follow the [OPHEA Return to Learn and Return to Physical Activity Stages](#).



CONTINUE

# Return to learn/ Physical Activity

---



*Click the ► Play button to listen to the audio.*

*Once you have finished listening, review the information below for additional details.*

---

1

## Return to Learn Stages

The OPHEA "**Return to Learn Plan**", involves 4 steps. Each stage must take a minimum of 24 hours:

### Stage 1

Rest and activities of daily living

### Stage 2

School activities

### Stage 3

Return to school with accommodations

---

# Stage 4

## Return to school without accommodations

| Return to Learn Stages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                          |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 1: Activities of daily living and relative rest at home (first 1-2 days)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Stage 2: School activities (as tolerated) (Completed as partial days in-school or at home)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Stage 3: Part-time or full-time at school with accommodations (as needed)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Stage 4: Return to school full-time without accommodations related to concussion                                                                                                                                                                                                                                                                                                         |
| <p><b>Goal:</b> Take more rest, if needed, in first one to two days. Encourage gentle activity. Avoid sports.</p> <p><b>Examples of activities at this stage:</b></p> <ul style="list-style-type: none"> <li>● Moving around the home and light walking</li> <li>● Short games/activities (e.g., puzzles, board games, drawing, crafts)</li> <li>● Social interaction (e.g., with family, friends)</li> <li>● Minimize screen time (e.g., phone, TV, computer/tablet)</li> </ul> <p><b>Ready for the next stage?</b> The student can progress to Stage 2 if:</p> <ul style="list-style-type: none"> <li>● they have been diagnosed with a concussion by a medical doctor or nurse practitioner; and</li> <li>● it has been a maximum of one to two days after the initial injury.</li> </ul> | <p><b>Goal:</b> Increase tolerance to cognitive activities and school environments (as appropriate)</p> <p><b>Examples of activities at this stage:</b></p> <ul style="list-style-type: none"> <li>● Gradual reintroduction of light cognitive activities (e.g., reading, short periods of schoolwork/ activities with frequent breaks) as tolerated.</li> <li>● Accommodations (e.g., access to breaks, additional time to complete work, dim lighting) may be required for cognitive activities and/or to help the student to tolerate the school environment.</li> <li>● Continue to prioritize social interactions (e.g., with peers and family); this is preferably done at school</li> <li>● Start with shorter periods of screen time (e.g., phone, TV, computer/tablet) and build up as tolerated.</li> <li>● Avoid any activity that puts the student at risk of falling or experiencing another impact to the head, neck, or body until they are fully recovered and have been medically cleared.</li> </ul> <p><b>Ready for the next stage?</b> The student can progress to Stage 3 if they can tolerate the activities in Stage 2.</p> | <p><b>Goal:</b> Continue to increase tolerance for cognitive activities and exposure to the school environment. Gradual increase of time spent on activities and of the types of activities in which students can participate. Gradual reduction of concussion-related accommodations.</p> <p><b>Examples of activities at this stage:</b></p> <ul style="list-style-type: none"> <li>● Continued progression of cognitive activities (e.g., schoolwork) and exposure to the school environment (interacting with family and friends, exposure to noise/lighting) as tolerated.</li> <li>● Continued increased use of screened devices (as tolerated).</li> <li>● Avoid any activity that puts the student at risk of falling or experiencing another impact to the head, neck, or body until they are fully recovered and have been medically cleared.</li> </ul> <p><b>Ready for the next stage?</b> The student can progress to Stage 4 if they can tolerate full days of cognitive activities and the school environment without accommodations for concussion.</p> | <p><b>Goal:</b> Full participation in all school activities (academic and social).</p> <p><b>Note:</b> Only after a student has been medically cleared by a medical doctor or nurse practitioner and has returned to school without concussion-related accommodations (i.e., completed Stage 4 of Return to Learn) should they return to physical activities with a risk of contact.</p> |

Examples of Considerations Throughout the Process

## Return to Learn Stages

It is common and ok for a student's symptoms to **return or worsen mildly and briefly** as they progress through the Return to Learn Stages, as long as returning or worsening symptoms do not last for more than an hour.

- If a student's concussion-related symptoms return or worsen for more than an hour, the student should take a break, and the activities should be adapted.
- A student may need accommodations to tolerate:
  - cognitive activities (e.g., access to breaks, extra time to complete work); and
  - the school environment (e.g., permission to wear sunglasses in class if required or a quiet place to eat lunch)

## Return to Physical Activity



The OPHEA “**Return to Physical Activity Plan**”, involves 6 stages. Each stage must take a minimum of 24 hours

**Stage 1:** Activities of daily living and relative rest at home.

**Stage 2:** Light to moderate effort aerobic activity/exercise (completed at home or at school).

**Stage 3:** Individual movement skills/sport-specific activities with low risk of inadvertent head impact.

**Stage 4:** Skill progression/training drills and activities with low risk of body contact.

**Stage 5:** Return to non-competitive activities and full-contact practices.

**Stage 6:** Return to all competition without restrictions.



**A student should not return to activities with risk of contact (Stage 4) until they have obtained written medical clearance from a medical doctor or nurse practitioner.**

**A return of any concussion signs or symptoms after having completed Stage 3 necessitates further medical examination by a Physician or Nurse Practitioner.**

| Return to Physical Activity Stages                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Stage 1: Activities of daily living and relative rest at home (first 1-2 days)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Stage 2: Light to moderate effort aerobic activity/exercise (completed at home or at school)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Stage 3: Individual movement skills/sport-specific activities with low risk of inadvertent head impact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Stage 4: Skill progression/training drills and activities with low risk of body contact                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Stage 5: Return to non-competitive activities and full-contact practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <p><b>Goal:</b> Take more rest, if needed, in first one to two days. Encourage gentle activity. Avoid sports.</p> <p><b>Examples of activities at this Stage:</b></p> <ul style="list-style-type: none"> <li>● Moving around the home and light walking</li> <li>● Short games/activities (e.g., puzzles, board games, drawing, crafts)</li> <li>● Social interaction (e.g., with family, friends)</li> <li>● Minimize screen time (e.g., phone, TV, computer/tablet)</li> </ul> <p><b>Ready for the next Stage?</b> The student can progress to Stage 2 if:</p> <ul style="list-style-type: none"> <li>● they have been diagnosed with a concussion by a medical doctor or nurse practitioner; and</li> <li>● it has been a maximum of 1-2 days after the initial injury.</li> </ul> | <p><b>Goal:</b> Increase the heart rate and gradually increase the intensity of aerobic activities and exercises that can be done individually in a predictable and controlled environment with a low risk of inadvertent head impacts.</p> <p><b>Examples of activities at this stage:</b></p> <ul style="list-style-type: none"> <li>● Gradual reintroduction of light aerobic activity/exercise (as tolerated) (e.g., low impact aerobic circuits, slow to medium pace movement)</li> <li>● Gradually increase the intensity of aerobic activity/exercise to moderate effort (e.g., fitness activities, walking/rolling/swimming at a pace that causes some increase in breathing/heart rate but not enough to prevent a student from carrying on a conversation comfortably).</li> <li>● May begin light resistance training (e.g., resistance bands, light weights in a controlled environment).</li> <li>● Activities should be supervised/monitored by parents/guardians, teacher/supervisor/coach.</li> <li>● Avoid any activity that puts the student at risk of falling or experiencing another impact to the head, neck, or body until they are fully recovered and have been medically cleared.</li> </ul> <p><b>Ready for the next Stage?</b> The student can progress to Stage 3 if the student:</p> <ul style="list-style-type: none"> <li>● has been at Stage 2 for one day or more; and</li> <li>● can tolerate moderate intensity aerobic activity.</li> </ul> | <p><b>Goal:</b> Continue to increase the intensity of aerobic activities/exercise and introduce activity/sport-specific movements and changing directions.</p> <p><b>Examples of activities at this stage:</b></p> <ul style="list-style-type: none"> <li>● Add individual movement skills/sport-specific activities (e.g., passing to a wall/partner, throwing/catching drills, individual sequence activities).</li> <li>● Activities should be supervised/monitored by parents/guardians or teacher/supervisor/coach.</li> <li>● Avoid any activity that puts the student at risk of falling or experiencing another impact to the head, neck, or body until they are fully recovered and have been medically cleared.</li> </ul> <p><b>Ready for the next Stage?</b> The student continues to progress at Stage 3 until they:</p> <ul style="list-style-type: none"> <li>● are symptom-free from concussion-related symptoms at rest and at full physical exertion, and</li> <li>● have completed the Return to Learn Stages.</li> </ul> <p>Note: A student should not return to activities with risk of contact (Stage 4) until they have obtained written medical clearance from a medical doctor or nurse practitioner.</p> | <p><b>Goal:</b> Adjust to usual intensity activity/exercise and add in more challenging skill progressions and multi-student activities/drills.</p> <p><b>Examples of activities at this stage:</b></p> <ul style="list-style-type: none"> <li>● Participation in components of physical activities in physical education class or intramural programs (including partner/group activities) with low risk of body contact (e.g., multi-student passing activities/drills).</li> <li>● Avoid scrimmages, gameplay, and any activity that involves body contact (e.g., checking/tackling).</li> </ul> <p><b>Ready for the next Stage?</b> The student can progress to Stage 5 if:</p> <ul style="list-style-type: none"> <li>● they have been at Stage 4 for one day or more; and</li> <li>● Stage 4 activities do not result in the return of concussion-related symptoms.</li> </ul> | <p><b>Goal:</b> Restore game-play confidence and physical and mental conditioning.</p> <p><b>Examples of activities at this stage:</b></p> <ul style="list-style-type: none"> <li>● Return to full participation in physical education class, non-competitive intramural activities, and interschool practices (including contact drills, scrimmages).</li> <li>● Avoid competitions.</li> </ul> <p><b>Ready for the next stage?</b> The student can progress to Stage 6 if they have been at Stage 5 for one day or more and Stage 5 activities do not result in the return of concussion-related symptoms.</p> |
|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  <p><b>Stage 6: Return to all competition without restrictions.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

## Return to Physical Activity Stages

During Stages 1, 2 or 3 (prior to medical clearance) it is common and OK for a student's symptoms to **return or worsen mildly and briefly** as long as these symptoms do not last for more than an hour.

If a student's concussion-related symptoms worsen for longer than an hour or they cannot tolerate their symptoms the student should stop the activity and try again the next day at the same stage.

During Stages 4, 5, or 6 (after medical clearance) a student's concussion-related symptoms should not return. If they do, the student should return to **Return to Physical Activity - Stage 3** (i.e., avoid any activity that puts the student at risk of falling or experiencing another impact to the head, neck, or body) and be reassessed by a medical doctor or nurse practitioner.

CONTINUE

## Example Case Study

---

While playing soccer, Sara collides with another student and falls to the ground. Sara stands up immediately and walks over to you; her nose is bleeding and she reports blurry vision. Sara tells you that her blurry vision is due to teary eyes from getting hit in the nose.

---

**Question**

**01/01**

While playing soccer, Sara collides with another student and falls to the ground. Sara stands up immediately and walks over to you; her nose is bleeding and she reports blurry vision. Sara tells you that her blurry vision is due to teary eyes from getting hit in the nose.

Should you suspect a concussion?

---

☐ Yes

☐ No

# Conclusion

---

---

## What if I still have questions?

**Concussions | Ontario Physical Activity Safety Standards in Education**

LINK

**Rowan's Law: Concussion safety**

LINK

**Parachute – Preventing Injuries. Saving Lives.**

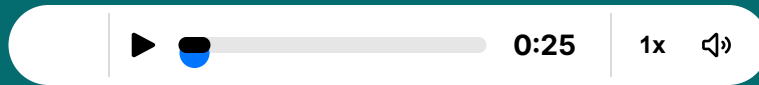
LINK

**Pediatric Concussion Care**

LINK



Access the Ontario Physical Activity Safety  
Standards in Education Concussion Protocol.



### **IMPORTANT!**

To ensure your training is marked as complete, please remember to submit the **Completion Declaration** in Brightspace. Without this step, your training will not be recorded as complete. Failure to complete the declaration may result in disciplinary action. Please take a moment to complete this final step to avoid any issues.

EXIT