

## ACUTE CONCUSSION EVALUATION (ACE) MANAGEMENT PLAN

Patient Name: \_\_\_\_\_ Age: \_\_\_\_\_ Today's Date: \_\_\_\_\_ Date/Time of Injury: \_\_\_\_\_

You have been diagnosed with a concussion (also known as a mild traumatic brain injury). Based upon your symptoms, this personal plan is designed to assist your recovery. Careful attention to this plan can speed your recovery and prevent further injury.

**Rest is the key.** You should not return to any high risk (e.g. sports, physical education, high-speed activities) if you still have any of the symptoms below. It is important to manage the amount of physical and cognitive activity during recovery. Too much activity can make your symptoms worse.

If you no longer have any symptoms and believe that your thinking (cognitive function) is back to normal, you can slowly and carefully return to your typical daily activities. Children and teenagers will need the help of their parents, teachers, coaches, or Athletic Therapists to help their recovery and return to activities.

Today the following post-concussive symptoms are present (Circle or check).

Physical		Cognitive	Emotional	Sleep
Headaches	Sensitivity to light	Feeling mentally foggy	Irritability	Drowsiness
Nausea	Sensitivity to noise	Problems concentrating	Sadness	Sleeping more than usual
Fatigue	Numbness / tingling	Problems remembering	Feeling more emotional	Sleeping less than usual
Visual problems	Vomiting	Feeling more slowed down	Nervousness	Trouble falling asleep
Balance Problems	Dizziness			

\_\_\_ No reported symptoms

### Returning to Daily Activities

#### **KEY POINTS**

- Getting lots of rest and limiting your activity (exertion) are important to assist your recovery.
- Be sure to get adequate sleep at night: no late nights or overnights; keep same bedtime weekdays and weekends.
- Take daytime naps or rest breaks when you feel tired or fatigued.
- Limit physical and cognitive (mental) activity: Symptoms typically worsen or return with too much activity.
  - Physical activity includes physical education, sports practices, weight-training, running, exercising, heavy lifting, etc.
  - Cognitive activity includes heavy concentration or focus, memory, reasoning, reading or writing (e.g., homework, classwork load, job-related mental activity).
- Drink lots of fluids and eat carbohydrates or protein every 3-4 hours to maintain appropriate blood sugar.
- It is normal to feel frustrated and sad because you do not feel right and your activity is reduced.
- Serial evaluation of symptoms and cognitive status is recommended to help guide recovery.
- As symptoms decrease, begin your return to activities gradually with careful attention to any increase in symptoms. Let the worsening and/or return to symptoms be your guide.

### Returning to School

#### **KEY POINTS**

- Students with symptoms after a concussion often need support to perform school-related activities. As symptoms decrease during recovery, these supports may be gradually removed. Focused neuropsychological evaluation can be useful in defining the cognitive and academic needs and supports of the student.
- Inform the teacher(s), school nurse, school psychologist or counselor, and administrator(s) about your injury and symptoms. School personnel should be instructed to watch for:
  - Increased problems paying attention or concentrating
  - Increased problems remembering or learning new information
  - Longer time needed to complete tasks or assignments
  - Greater irritability, less tolerance for stressors
  - Increase in symptoms (e.g., headache, fatigue) when doing schoolwork

**Until you have fully recovered, the following supports are recommended:** (Check all that apply)

- \_\_\_ No return to school    Return on (date) \_\_\_\_\_
- \_\_\_ Return to school with following supports.    Review on (date) \_\_\_\_\_
- \_\_\_ Shortened day. Recommend \_\_\_ hours per day until (date) \_\_\_\_\_
- \_\_\_ Shortened classes (i.e., rest breaks during classes). Maximum class length: \_\_\_ minutes
- \_\_\_ Allowances for extended time to complete coursework/assignments and tests
- \_\_\_ Reduced homework/classwork load. Maximum length of nightly homework: \_\_\_ minutes
- \_\_\_ No significant classroom or standardized testing at this time
- \_\_\_ Monitor symptoms (use symptom table) with cognitive exertion (mental effort such as concentration, studying)
- \_\_\_ Rest breaks during the day as needed