Interdisciplinary common language for monitoring and reporting

Colorado Department of Education, Concussion Management Guidelines | 2012
Certain symptoms lend themselves to certain interventions. The Symptom Wheel helps educators align concerns with solutions (McAvoy, 2011)

**Symptom Wheel**

- **Physical**
  - Headache/nausea
  - Dizziness/balance problems
  - Photophobia/blurred vision
  - Noise sensitivity
  - Neck pain

- **Cognitive**
  - Concentration
  - Remembering
  - Mentally foggy
  - Slowed processing
  - Cumulative fatigue

- **Emotional**
  - More emotional
  - Nervous
  - Sad
  - Angry
  - Irritable
  - Unmotivated

- **Maintenance**
  - Mentally fatigued
  - Drowsy
  - Sleeping too much
  - Sleeping too little
  - Can’t initiate/maintain sleep

- “Strategic Rest” — scheduled breaks
- Sunglasses
- Quiet room/environment
- More frequent breaks in classroom/clinic
- Remove from PE, recess, and dance classes without penalty

- Workload reduction in the classroom/homework
- Adjust “due” dates
- Allow student to “audit” classroom
- Exempt/postpone large tests/projects
  - Alternative testing
    - Allow for “buddy notes”
    - Allow for technology
    - Allow for extra time
    - Do not penalize for work not completed during recovery

- Allow student and teacher to have a “signal”
- Help staff understand that mental fatigue can manifest in “emotional meltdowns”
- Allow student to remove him/herself to de-escalate

- Allow for rest breaks
- Allow students to start school later in the day
- Allow student to leave school early

Additional Notes by Elaine Pollock, Education Specialist PCMC