# Concussion Symptom List and Categories

<table>
<thead>
<tr>
<th>Physical</th>
<th>COGNITIVE</th>
<th>SLEEP/ENERGY</th>
<th>EMOTIONAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headache</td>
<td>Feeling slowed down</td>
<td>Fatigue or low energy</td>
<td>Feeling more emotional</td>
</tr>
<tr>
<td>“Pressure in head”</td>
<td>Feeling like “in a fog”</td>
<td>Drowsiness</td>
<td>Irritability</td>
</tr>
<tr>
<td>Neck Pain</td>
<td>“Don’t feel right”</td>
<td>Trouble falling asleep</td>
<td>Sadness or depression</td>
</tr>
<tr>
<td>Nausea</td>
<td>Difficulty concentrating</td>
<td>Sleeping more than usual</td>
<td>Nervous or anxious</td>
</tr>
<tr>
<td>Vomiting</td>
<td>Difficulty remembering</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Occidental College
Recommendations for Student Concussion Accommodations

Suggested accommodations

Physical Symptoms
- Remove from physical activity without penalty.
- Sit out of music and computer classes if symptoms are provoked.
- Allow rest breaks during class.
- Allow wearing of sunglasses, both outdoors and indoors.

Emotional Symptoms
- Allow student to remove him/herself from class to de-escalate. Student can establish a “signal” letting the professor know that he/she is leaving the room because of escalating symptoms.
- Understand that mental fatigue can manifest in “emotional meltdowns.”
- Watch for secondary symptoms of depression and anxiety usually due to social isolation and concern over “make-up” work and slipping grades.

Sleep/Energy Symptoms
- Allow rest breaks during class.
- Alternate “mental challenge” with “mental rest.”
- Allow student to leave class early.

Cognitive Symptoms
1. Feeling slowed down. *(Area of Concern: Slowed processing speed)*
   - Provide extra time for tests and assignments.
   - Adjust (postpone) due dates/test dates, especially during the first-week critical recovery period.
   - Provide a peer note-taker or additional notes, if possible.
   - Grade work completed- do not penalize for work not done.
2. Difficulty concentrating, feeling like in a “fog,” “don’t feel right.” *(Area of Concern: Difficulty concentrating)*
   - Reduce the cognitive load and apply flexibility with assignments (smaller amounts of learning will need to take place during recovery).
   - Consider: what is the most important concept for the student to learn during this recovery?
   - Be careful not to tax the student cognitively by expecting that all learning continue at the rate prior to the concussion.
3. Difficulty remembering. *(Area of Concern: Difficulty with working memory)*
   - Work toward comprehension of smaller amounts of material versus rote memorization.
   - Remove “busy” work that is not essential for comprehension. Making the student accountable for all work missed during the recovery period places undue cognitive and emotional strain on him/her and may hamper recovery.
   - Consider: what is the most important concept for the student to learn during this recovery?
4. Confusion. *(Area of Concern: Emotional)*
   - Be mindful of emotional symptoms throughout! Students are often scared, overloaded, frustrated, irritable, angry and depressed as a result of concussion. They respond well to support and reassurance that what they are feeling is often the typical course of recovery.
   - Watch for secondary symptoms of depression — usually from social isolation.
   - Watch for secondary symptoms of anxiety — usually from concerns over make-up work or slipping grades.