WHAT IS THE SCAT5?

The SCAT5 is a standardized tool for evaluating concussions designed for use by physicians and licensed healthcare professionals. The SCAT5 cannot be performed correctly in less than 10 minutes.

If you are not a physician or licensed healthcare professional, please use the Concussion Recognition Tool 5 (CRT5). The SCAT5 is to be used for evaluating athletes aged 13 years and older. For children aged 12 years or younger, please use the Child SCAT5.

Preseason SCAT5 baseline testing can be useful for interpreting post-injury test scores, but is not required for that purpose. Detailed instructions for use of the SCAT5 are provided on page 7. Please read through these instructions carefully before testing the athlete. Brief verbal instructions for each test are given in italics. The only equipment required for the tester is a watch or timer.

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Recognise and Remove

A head impact by either a direct blow or indirect transmission of force can be associated with a serious and potentially fatal brain injury. If there are significant concerns, including any of the red flags listed in Box 1, then activation of emergency procedures and urgent transport to the nearest hospital should be arranged.

Key points

- Any athlete with suspected concussion should be REMOVED FROM PLAY, medically assessed and monitored for deterioration. No athlete diagnosed with concussion should be returned to play on the day of injury.
- If an athlete is suspected of having a concussion and medical personnel are not immediately available, the athlete should be referred to a medical facility for urgent assessment.
- Athletes with suspected concussion should not drink alcohol, use recreational drugs and should not drive a motor vehicle until cleared to do so by a medical professional.
- Concussion signs and symptoms evolve over time and it is important to consider repeat evaluation in the assessment of concussion.
- The diagnosis of a concussion is a clinical judgment, made by a medical professional. The SCAT5 should NOT be used by itself to make, or exclude, the diagnosis of concussion. An athlete may have a concussion even if their SCAT5 is “normal”.

Remember:

- The basic principles of first aid (danger, response, airway, breathing, circulation) should be followed.
- Do not attempt to move the athlete (other than that required for airway management) unless trained to do so.
- Assessment for a spinal cord injury is a critical part of the initial on-field assessment.
- Do not remove a helmet or any other equipment unless trained to do so safely.
IMMEDIATE OR ON-FIELD ASSESSMENT

The following elements should be assessed for all athletes who are suspected of having a concussion prior to proceeding to the neurocognitive assessment and ideally should be done on-field after the first first aid / emergency care priorities are completed.

If any of the “Red Flags” or observable signs are noted after a direct or indirect blow to the head, the athlete should be immediately and safely removed from participation and evaluated by a physician or licensed healthcare professional.

Consideration of transportation to a medical facility should be at the discretion of the physician or licensed healthcare professional.

The GCS is important as a standard measure for all patients and can be done serially if necessary in the event of deterioration in conscious state. The Maddocks questions and cervical spine exam are critical steps of the immediate assessment; however, these do not need to be done serially.

STEP 1: RED FLAGS

- Neck pain or tenderness
- Double vision
- Weakness or tingling/burning in arms or legs
- Severe or increasing headache
- Seizure or convulsion
- Loss of consciousness
- Deteriorating conscious state
- Vomiting
- Increasingly restless, agitated or combative

STEP 2: OBSERVABLE SIGNS

Witnessed Y N Observed on Video Y N

Lying motionless on the playing surface Y N
Balance / gait difficulties / motor incoordination: stumbling, slow / laboured movements Y N
Disorientation or confusion, or an inability to respond appropriately to questions Y N
Blank or vacant look Y N
Facial injury after head trauma Y N

STEP 3: MEMORY ASSESSMENT

MADDOCKS QUESTIONS2

“I am going to ask you a few questions, please listen carefully and give your best effort. First, tell me what happened?”

Mark Y for correct answer / N for incorrect

What venue are we at today? Y N
Which half is it now? Y N
Who scored last in this match? Y N
What team did you play last week / game? Y N
Did your team win the last game? Y N

STEP 4: EXAMINATION

GLASGOW COMA SCALE (GCS)2

<table>
<thead>
<tr>
<th>Time of assessment</th>
<th>Date of assessment</th>
</tr>
</thead>
</table>

**Best eye response (E)**

<table>
<thead>
<tr>
<th>No eye opening</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eye opening in response to pain</td>
<td>2</td>
</tr>
<tr>
<td>Eye opening to speech</td>
<td>3</td>
</tr>
<tr>
<td>Eyes opening spontaneously</td>
<td>4</td>
</tr>
</tbody>
</table>

**Best verbal response (V)**

<table>
<thead>
<tr>
<th>No verbal response</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Incomprehensible sounds</td>
<td>2</td>
</tr>
<tr>
<td>Inappropriate words</td>
<td>3</td>
</tr>
<tr>
<td>Confused</td>
<td>4</td>
</tr>
<tr>
<td>Oriented</td>
<td>5</td>
</tr>
</tbody>
</table>

**Best motor response (M)**

<table>
<thead>
<tr>
<th>No motor response</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>Extension to pain</td>
<td>2</td>
</tr>
<tr>
<td>Abnormal flexion to pain</td>
<td>3</td>
</tr>
<tr>
<td>Flexion / Withdrawal to pain</td>
<td>4</td>
</tr>
<tr>
<td>Localizes to pain</td>
<td>5</td>
</tr>
<tr>
<td>Obey commands</td>
<td>6</td>
</tr>
</tbody>
</table>

**Glasgow Coma score (E + V + M)**

CERVICAL SPINE ASSESSMENT

Does the athlete report that their neck is pain free at rest? Y N
If there is NO neck pain at rest, does the athlete have a full range of ACTIVE pain free movement? Y N
Is the limb strength and sensation normal? Y N

In a patient who is not lucid or fully conscious, a cervical spine injury should be assumed until proven otherwise.
OFFICE OR OFF-FIELD ASSESSMENT

Please note that the neurocognitive assessment should be done in a distraction-free environment with the athlete in a resting state.

STEP 1: ATHLETE BACKGROUND

Sport / team / school: _________________________________
Date / time of injury: _________________________________
Years of education completed: _________________________
Age: __________________
Gender: M / F / Other
Dominant hand: left / neither / right
How many diagnosed concussions has the athlete had in the past?: __________________
When was the most recent concussion?: __________________
How long was the recovery (time to being cleared to play) from the most recent concussion?: (days)
Has the athlete ever been:
Hospitalized for a head injury? Yes No
Diagnosed / treated for headache disorder or migraines? Yes No
Diagnosed with a learning disability / dyslexia? Yes No
Diagnosed with ADD / ADHD? Yes No
Diagnosed with depression, anxiety or other psychiatric disorder? Yes No
Current medications? If yes, please list:

STEP 2: SYMPTOM EVALUATION

The athlete should be given the symptom form and asked to read this instruction paragraph out loud then complete the symptom scale. For the baseline assessment, the athlete should rate his/her symptoms based on how he/she typically feels and for the post injury assessment the athlete should rate their symptoms at this point in time.

Please Check: ☐ Baseline ☐ Post-Injury

Please hand the form to the athlete

<table>
<thead>
<tr>
<th>Symptom</th>
<th>none</th>
<th>mild</th>
<th>moderate</th>
<th>severe</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headache</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>&quot;Pressure in head&quot;</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Neck Pain</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Nausea or vomiting</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Dizziness</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Blurred vision</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Balance problems</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sensitivity to light</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sensitivity to noise</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Feeling slowed down</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Feeling like “in a fog”</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>“Don’t feel right”</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Difficulty concentrating</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Difficulty remembering</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Fatigue or low energy</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Confusion</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Drowsiness</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>More emotional</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Irritability</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Sadness</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Nervous or Anxious</td>
<td>0</td>
<td>1</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

Trouble falling asleep (if applicable): 0 1 2 3 4 5 6

Total number of symptoms: __________________ of 22
Symptom severity score: __________________ of 132

Do your symptoms get worse with physical activity? Y N
Do your symptoms get worse with mental activity? Y N

If 100% is feeling perfectly normal, what percent of normal do you feel?
If not 100%, why?

Please hand form back to examiner
### STEP 3: COGNITIVE SCREENING

#### Standardised Assessment of Concussion (SAC)

##### ORIENTATION

<table>
<thead>
<tr>
<th>Question</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>What month is it?</td>
<td>0</td>
</tr>
<tr>
<td>What is the date today?</td>
<td>0</td>
</tr>
<tr>
<td>What is the day of the week?</td>
<td>0</td>
</tr>
<tr>
<td>What year is it?</td>
<td>0</td>
</tr>
<tr>
<td>What time is it right now? (within 1 hour)</td>
<td>0</td>
</tr>
</tbody>
</table>

**Orientation score of 5**

##### IMMEDIATE MEMORY

The Immediate Memory component can be completed using the traditional 5-word per trial list or optionally using 10-words per trial to minimise any ceiling effect. All 3 trials must be administered irrespective of the number correct on the first trial. Administer at the rate of one word per second.

Please choose EITHER the 5 or 10 word list groups and circle the specific word list chosen for this test.

I am going to test your memory. I will read you a list of words and when I am done, you repeat them back to me in reverse order of how I read them to you. For example, if I say 9-1-7, you would say 7-1-9.

**Immediate Memory Score of 15**

##### CONCENTRATION

#### DIGITS BACKWARDS

Please circle the Digit list chosen (A, B, C, D, E, F). Administer at the rate of one digit per second reading DOWN the selected column.

I am going to read a string of numbers and when I am done, you repeat them back to me in reverse order of how I read them to you. For example, if I say 7-1-9, you would say 9-1-7.

**Digits Score of 4**

#### MONTHS IN REVERSE ORDER

Now tell me the months of the year in reverse order. Start with the last month and go backward. So you’ll say December, November. Go ahead.

**Month Score of 1**

**Concentration Total Score (Digits + Months) of 5**
**STEP 4: NEUROLOGICAL SCREEN**

See the instruction sheet (page 7) for details of test administration and scoring of the tests.

- Can the patient read aloud (e.g. symptom checklist) and follow instructions without difficulty?  Y  N
- Does the patient have a full range of pain-free PASSIVE cervical spine movement?  Y  N
- Without moving their head or neck, can the patient look side-to-side and up-and-down without double vision?  Y  N
- Can the patient perform the finger nose coordination test normally?  Y  N
- Can the patient perform tandem gait normally?  Y  N

**BALANCE EXAMINATION**

**Modified Balance Error Scoring System (mBESS) testing**

Which foot was tested (i.e. which is the non-dominant foot)  □ Left  □ Right

Testing surface (hard floor, field, etc.)

Footwear (shoes, barefoot, braces, tape, etc.)

<table>
<thead>
<tr>
<th>Condition</th>
<th>Errors</th>
</tr>
</thead>
<tbody>
<tr>
<td>Double leg stance</td>
<td>of 10</td>
</tr>
<tr>
<td>Single leg stance (non-dominant foot)</td>
<td>of 10</td>
</tr>
<tr>
<td>Tandem stance (non-dominant foot at the back)</td>
<td>of 10</td>
</tr>
<tr>
<td>Total Errors</td>
<td>of 30</td>
</tr>
</tbody>
</table>

**STEP 5: DELAYED RECALL:**

The delayed recall should be performed after 5 minutes have elapsed since the end of the Immediate Recall section. Score 1 pt. for each correct response.

Do you remember that list of words I read a few times earlier? Tell me as many words from the list as you can remember in any order.

**Time Started**

Please record each word correctly recalled. Total score equals number of words recalled.

Total number of words recalled accurately:  of 5  or  of 10

**STEP 6: DECISION**

<table>
<thead>
<tr>
<th>Domain</th>
<th>Date &amp; time of assessment:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Symptom number (of 22)</td>
<td></td>
</tr>
<tr>
<td>Symptom severity score (of 132)</td>
<td></td>
</tr>
<tr>
<td>Orientation (of 5)</td>
<td></td>
</tr>
<tr>
<td>Immediate memory</td>
<td></td>
</tr>
<tr>
<td>Concentration (of 5)</td>
<td></td>
</tr>
<tr>
<td>Neuro exam</td>
<td>Normal  Normal  Normal</td>
</tr>
<tr>
<td>Balance errors (of 30)</td>
<td>Normal Abnormal Normal Abnormal Normal Abnormal</td>
</tr>
<tr>
<td>Delayed Recall</td>
<td></td>
</tr>
</tbody>
</table>

Date and time of injury:

If the athlete is known to you prior to their injury, are they different from their usual self?

- Yes  □ No  □ Unsure  □ Not Applicable

(If different, describe why in the clinical notes section)

Concussion Diagnosed?

- Yes  □ No  □ Unsure  □ Not Applicable

If re-testing, has the athlete improved?

- Yes  □ No  □ Unsure  □ Not Applicable

I am a physician or licensed healthcare professional and I have personally administered or supervised the administration of this SCAT5.

Signature: ____________________________

Name: ____________________________

Title: ____________________________

Registration number (if applicable): ____________________________

Date: ____________________________

SCORING ON THE SCAT5 SHOULD NOT BE USED AS A STAND-ALONE METHOD TO DIAGNOSE CONCUSSION, MEASURE RECOVERY OR MAKE DECISIONS ABOUT AN ATHLETE’S READINESS TO RETURN TO COMPETITION AFTER CONCUSSION.
CLINICAL NOTES:

Name: __________________________
DOB: __________________________
Address: _________________________
ID number: _______________________
Examiner: ________________________
Date: ____________________________

CONCUSSION INJURY ADVICE
(To be given to the person monitoring the concussed athlete)

This patient has received an injury to the head. A careful medical examination has been carried out and no sign of any serious complications has been found. Recovery time is variable across individuals and the patient will need monitoring for a further period by a responsible adult. Your treating physician will provide guidance as to this timeframe.

If you notice any change in behaviour, vomiting, worsening headache, double vision or excessive drowsiness, please telephone your doctor or the nearest hospital emergency department immediately.

Other important points:

Initial rest: Limit physical activity to routine daily activities (avoid exercise, training, sports) and limit activities such as school, work, and screen time to a level that does not worsen symptoms.

1) Avoid alcohol
2) Avoid prescription or non-prescription drugs without medical supervision. Specifically:
   a) Avoid sleeping tablets
   b) Do not use aspirin, anti-inflammatory medication or stronger pain medications such as narcotics
3) Do not drive until cleared by a healthcare professional.
4) Return to play/sport requires clearance by a healthcare professional.
OUTLINE

1. Introduction
2. Method
3. Results
4. Discussion
5. Conclusion

1. Introduction

The purpose of the study is to... (provide a brief overview of the study's objectives and the context in which it was conducted).

2. Method

2.1. Participants

The study included... (describe the characteristics of the participants included in the study).

2.2. Procedures

The procedures consisted of... (describe the specific steps and methods used in the study).

3. Results

3.1. Descriptive Statistics

Participant A showed a mean score of... (present the results of the analysis).

3.2. Inferential Statistics

A significant difference was found between... (present the results of the statistical analysis).

4. Discussion

The findings suggest that... (interpret the results and discuss their implications).

5. Conclusion

In conclusion, the study revealed... (summarize the key findings and their implications).

References

2. Johnson, J. (2011). Another important aspect... (cite the second reference).
3. Johnson, J. (2011). Further, we found... (cite the third reference).

Appendix

A1. Additional data... (provide any supplementary information required for completeness).
CONCUSSION INFORMATION

Any athlete suspected of having a concussion should be removed from play and seek medical evaluation.

Signs to watch for

Problems could arise over the first 24-48 hours. The athlete should not be left alone and must go to a hospital at once if they experience:

- Worsening headache
- Drowsiness or inability to be awoken
- Inability to recognize people or places
- Repeated vomiting
- Unusual behaviour or confusion or irritable
- Seizures (arms and legs jerk uncontrollably)
- Weakness or numbness in arms or legs
- Unsteadiness on their feet.
- Slurred speech

Consult your physician or licensed healthcare professional after a suspected concussion. Remember, it is better to be safe.

Rest & Rehabilitation

After a concussion, the athlete should have physical rest and relative cognitive rest for a few days to allow their symptoms to improve. In most cases, after no more than a few days of rest, the athlete should gradually increase their daily activity level as long as their symptoms do not worsen. Once the athlete is able to complete their usual daily activities without concussion-related symptoms, the second step of the return to play/sport progression can be started. The athlete should not return to play/sport until their concussion-related symptoms have resolved and the athlete has successfully returned to full school/learning activities.

When returning to play/sport, the athlete should follow a stepwise, medically managed exercise progression, with increasing amounts of exercise. For example:

Graduated Return to Sport Strategy

<table>
<thead>
<tr>
<th>Exercise step</th>
<th>Functional exercise at each step</th>
<th>Goal of each step</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Light aerobic exercise</td>
<td>Walking or stationary cycling at slow to medium pace. No resistance training.</td>
<td>Increase heart rate.</td>
</tr>
<tr>
<td>4. Non-contact training drills</td>
<td>Harder training drills, e.g., passing drills. May start progressive resistance training.</td>
<td>Exercise, coordination, and increased thinking.</td>
</tr>
<tr>
<td>5. Full contact practice</td>
<td>Following medical clearance, participate in normal training activities.</td>
<td>Restore confidence and assess functional skills by coaching staff.</td>
</tr>
<tr>
<td>6. Return to play/sport</td>
<td>Normal game play.</td>
<td></td>
</tr>
</tbody>
</table>

Graduated Return to School Strategy

Concussion may affect the ability to learn at school. The athlete may need to miss a few days of school after a concussion. When going back to school, some athletes may need to go back gradually and may need to have some changes made to their schedule so that concussion symptoms do not get worse. If a particular activity makes symptoms worse, then the athlete should stop that activity and rest until symptoms get better. To make sure that the athlete can get back to school without problems, it is important that the healthcare provider, parents, caregivers and teachers talk to each other so that everyone knows what the plan is for the athlete to go back to school.

Note: If mental activity does not cause any symptoms, the athlete may be able to skip step 2 and return to school part-time before doing school activities at home first.

<table>
<thead>
<tr>
<th>Mental Activity</th>
<th>Activity at each step</th>
<th>Goal of each step</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Daily activities that do not give the athlete symptoms</td>
<td>Typical activities that the athlete does during the day as long as they do not increase symptoms (e.g. reading, testing, screen time). Start with 5-15 minutes at a time and gradually build up.</td>
<td>Gradual return to typical activities.</td>
</tr>
<tr>
<td>2. School activities</td>
<td>Homework, reading or other cognitive activities outside of the classroom.</td>
<td>Increase tolerance to cognitive work.</td>
</tr>
<tr>
<td>3. Return to school part-time</td>
<td>Gradual introduction of school work. May need to start with a partial school day or with increased breaks during the day.</td>
<td>Increase academic activities.</td>
</tr>
<tr>
<td>4. Return to school full-time</td>
<td>Gradually progress school activities until a full day can be tolerated.</td>
<td>Return to full academic activities and catch up on missed work.</td>
</tr>
</tbody>
</table>

If the athlete continues to have symptoms with mental activity, some other accomodations that can help with return to school may include:

- Starting school later, only going for half days, or going only to certain classes
- More time to finish assignments/tests
- Quiet room to finish assignments/tests
- Not going to noisy areas like the cafeteria, assembly halls, sporting events, music class, shop class, etc.
- Taking lots of breaks during class, homework, tests
- No more than one exam/day
- Shorter assignments
- Repetition/memory cues
- Use of a student helper/tutor
- Reassurance from teachers that the child will be supported while getting better

The athlete should not go back to sports until they are back to school/learning, without symptoms getting significantly worse and no longer needing any changes to their schedule.

In this example, it would be typical to have 24 hours (or longer) for each step of the progression. If any symptoms worsen while exercising, the athlete should go back to the previous step. Resistance training should be added only in the later stages (Stage 3 or 4 at the earliest).

Written clearance should be provided by a healthcare professional before return to play/sport as directed by local laws and regulations.