

ACE POST-CONCUSSION RETURN TO SCHOOL LETTER

Dear School Staff:

_____ sustained a concussion on _____. Every concussion is different and recovery typically can take between several days to several weeks. While it is important for the student to return to school as soon as they can tolerate, the key to assisting recovery is to manage their physical and cognitive activity. Too much cognitive or physical activity can make symptoms worse and possibly prolong recovery, while too little activity can unnecessarily create anxiety and cause him/her to fall behind in their school work. As symptoms resolve and the student's learning/cognitive functioning returns to normal, they can gradually progress to their normal school day.

The student is currently reporting the following symptoms. They should be viewed as the targets for classroom adjustments using the ***Symptom Targeted Academic Management Plan***.

PHYSICAL				
Headaches	Visual problems	Balance Problems	Sensitivity to noise	Vomiting
Fatigue	Dizziness	Sensitivity to light	Nausea	Numbness/ tingling
THINKING/COGNITIVE				
Feeling mentally foggy	Problems remembering	Feeling slowed down	Problems concentrating	
SOCIAL/EMOTIONAL				
Irritability/ easily angered	Nervousness	Sadness	Feeling more emotional	

Do any of the symptoms worsen with: Physical activity __Yes __No __N/A
Cognitive activity __Yes __No __N/A

Based on the current symptoms, he/she is ___ permitted to return to school. OR ___ is excused for ___ days. Please see the Gradual Return to School (RTS) guide (on back) for guidance on recommended levels of activity in school and criteria to move to the next stage. As general guidance, the student can return to school when:

- (1) They can concentrate on school work for 30 minutes before symptoms worsen significantly, AND
- (2) Symptoms reduce or disappear with cognitive rest breaks, allowing return to activity.

The student requires the following physical restrictions until cleared by a health professional:

- * No physical activity during recess
- * No PE class
- * No Contact Sports
- Other _____

Health Care Provider Signature _____ Date _____

Contact information: _____

SCHOOL SUPPORTS

Students with post-concussion symptoms and/or neuropsychological dysfunction often need support to perform school related activities. The following adjustments to the student's school program may be helpful to support the specific targeted symptoms.

<ul style="list-style-type: none"> • Shortened day • Shortened classes • Rest breaks during the day as needed • Reduced/modified homework 	<ul style="list-style-type: none"> • Support for prioritizing, organization and planning coursework • No significant classroom or standardized testing • Extended time to complete coursework, assignments, tests • Alternative/modified grading or reduced make up work
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ACE Post-Concussion Gradual Return to School (RTS) Guide

Use of the Gradual Return to School Guide: Every student's recovery from concussion is different. The five progressive stages were designed to give the medical provider and school team general guidance to assist the student's gradual return to school. The stages should not be viewed as absolute for every student if their symptoms do not warrant it. What is important is to strike a balance between providing the student with the necessary supports for symptom relief while progressing to their normal school schedule. Students with faster recoveries may skip a stage or two. Use of the **Symptom Targeted Academic Management Plan** should accompany this guide.

Stage	Description	Level of Activity	Move to stage 2 when:
1	Return to School, Partial Day (1-3 hours)	<ul style="list-style-type: none"> Attend 1-3 classes. Intersperse rest breaks. Scheduled rest breaks: ____ Rest breaks/ day in quiet area. ____ AM ____ PM ____ When symptoms worsen ("flash pass") ____ min. Expectations for productivity: Minimal. No classroom/ standardized tests. No homework. Attendance is primary goal Excused from Physical Education (PE) class. No recess. 	<ul style="list-style-type: none"> Symptom status improving Tolerates 4-5 hours of activity-rest cycles 2-3 cognitive rest breaks built into school day

Stage	Description	Level of Activity	Move to stage 3 when:
2	Full Day, Maximal Supports (required throughout day)	<ul style="list-style-type: none"> Attend most classes with 2 – 3 rest breaks (20-30 min). Scheduled rest breaks: ____ Rest breaks/ day in quiet area. ____ AM ____ PM ____ When symptoms worsen ("flash pass") ____ min. Expectations for productivity: Minimal – moderate. No classroom/ standardized tests. Homework < 60 minutes. Excused from Physical Education (PE) class. No recess. 	<ul style="list-style-type: none"> Symptom number & severity improving Needs 1-2 cognitive rest breaks built into school day.

Stage	Description	Level of Activity	Move to stage 4 when:
3	Return to Full Day, Moderate Supports (provide in response to symptoms)	<ul style="list-style-type: none"> Attend all classes with 1 – 2 rest breaks (20-30 min). Scheduled rest breaks: ____ Rest breaks/ day in quiet area. ____ AM ____ PM ____ When symptoms worsen ("flash pass") ____ min. Expectations for productivity: Moderate. No classroom/ standardized tests. Begin quizzes. Moderate homework 60 - 90 minutes. Design schedule for make-up work. Consider reducing or waiving missing/ outstanding work. Assign essential learning tasks. Excused from Physical Education (PE) class. No recess. 	<ul style="list-style-type: none"> Continued symptom improvement Needs no more than 1 cognitive rest break per day

Stage	Description	Level of Activity	Move to stage 5 when:
4	Return to Full Day, Minimal Supports (Monitor final recovery)	<ul style="list-style-type: none"> Attend all classes with 0 - 1 rest breaks (20-30 min) OR when symptoms worsen ("flash pass") Expectations for productivity: Moderate – maximum. Begin modified classroom tests (allow breaks, extra time, alternate formats). Number of classroom tests per day ____. Homework 90+ minutes. Begin to address make-up work. Excused from Physical Education (PE) class. No recess. 	<ul style="list-style-type: none"> No active symptoms No exertional effects across the full school day.

Stage	Description	Level of Activity	Date of full return:
5	Full Return, No Supports Needed	<ul style="list-style-type: none"> Full class schedule, no rest breaks. Maximum expectations for productivity. Address make-up work. 	

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