

Name \_\_\_\_\_

Date \_\_\_\_\_

# Concussions

## *Return-to-learn school guide* For teachers and administrators

Stage	Description	Activity level	Criteria to move to next stage
0	No return; at home	<ul style="list-style-type: none"> <li>Day 1: maintain low-level cognitive and physical activity. No prolonged concentration.</li> <li>Cognitive readiness challenge: as symptoms improve, try reading or math challenge tasks for 10 to 30 minutes; assess for symptom increase</li> </ul>	Move to stage 1 if: <ul style="list-style-type: none"> <li>Student can sustain concentration for 30 minutes before significant symptom exacerbation, and</li> <li>Symptoms reduce or disappear with cognitive rest breaks, allowing return to activity.</li> </ul>
1	Return to school, partial day (1 to 3 hours)	<ul style="list-style-type: none"> <li>Attend 1 to 3 classes, intersperse rest breaks</li> <li>No tests or homework</li> <li>Minimal expectations for productivity</li> </ul>	Move to stage 2 if: <ul style="list-style-type: none"> <li>Symptoms status improving, and</li> <li>Tolerates 4 to 5 hours of activity-rest cycles, and</li> <li>2 to 3 cognitive rest breaks built into school day.</li> </ul>
2	Full day, maximal supports (required throughout the day)	<ul style="list-style-type: none"> <li>Attend most classes, with 2 to 3 rest breaks (20 to 30 minutes), no tests</li> <li>Minimal homework, less than 60 minutes</li> <li>Minimal-to-moderate expectations for productivity</li> <li>Light aerobic exercise in gym if no worsening symptoms</li> </ul>	Move to stage 3 if: <ul style="list-style-type: none"> <li>Symptom number and severity improving, and</li> <li>Needs 1 to 2 cognitive rest breaks built into school day.</li> </ul>
3	Return to full day, moderate supports (provided in response to symptoms during day)	<ul style="list-style-type: none"> <li>Attend all classes with 1 to 2 cognitive rest breaks (20 to 30 minutes); begin quizzes</li> <li>Moderate homework, 60 to 90 minutes</li> <li>Moderate expectations for productivity</li> <li>Design schedule for make-up homework</li> <li>Gym class as indicated by your health care provider</li> </ul>	Move to stage 4 if: <ul style="list-style-type: none"> <li>Continued symptom improvement, and</li> <li>Needs no more than 1 cognitive rest break per day.</li> </ul>
4	Return to full day, minimal supports (monitor final recovery)	<ul style="list-style-type: none"> <li>Attend all classes with up to 1 rest break (20 to 30 minutes); begin modified tests (breaks, extra time)</li> <li>90+ minutes for homework</li> <li>Ease into band and choir</li> <li>Moderate to maximum for expectations for productivity</li> <li>Gym class as indicated by your health care provider</li> </ul>	Move to stage 5 if: <ul style="list-style-type: none"> <li>No active symptoms, and</li> <li>No exertional effects across the full school day.</li> </ul>
5	Full return, no supports needed	<ul style="list-style-type: none"> <li>Full class schedule, no rest breaks</li> <li>Maximum expectations for productivity</li> <li>Full band, choir and gym participation</li> <li>Begin to address make-up work</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>

## CONCUSSION/CLOSED HEAD INJURY SCHOOL SUPPORT STRATEGIES

### Help strategies for educators

- Maintain sensitivity & understanding for students dealing with this “hidden” injury
- Reassure students/parents that having this injury will not result in failure
- Notify the concussion management team of a student’s diagnosis—in case this group is unaware of the problem
- Accept academic accommodations provided through proper channels (physician, principal, guidance counselors, school nurse, other teachers, etc.)
- Keep documentation of students’ progress/compliance

### Difficulty with attention and concentration

- Allow for breaks of rest in quiet area
- Write out short & specific instructions
- Provide front row seat with proper lighting & quiet room
- Lessen workload into small portions of an assignment
- Encourage communication with parents & educators

### Difficulties with noise or light

- Consider dimming lights in classroom; allowing hat or sunglasses
- Avoid lunch cafeteria, school assemblies/rallies
- Decrease computer use

### Difficulties with emotions or behavior

- Avoid putting student “on the spot” in front of peers
- Allow for rest breaks if student gets overloaded
- Seek help before emotions worsen
- Monitor peer relationships

### Difficulty with memory and comprehension

- Teacher-generated notes or record class
- Provide visual learning aides
- Mnemonic devices, repetition and rehearsal
- Multiple-choice or open-book tests
- Use fact sheets

## SPECIFIC RESPONSIBILITIES OF SCHOOL PERSONNEL

### School administrators

- Develop, review and enforce concussion management policy with school staff and coaches
- Oversee emergency care and communication plans for students who sustain concussion at school or in sport
- Oversee plans to meet concussed students’ needs in conjunction with all members of the concussion management team
- Maintain open communication with parents and students
- If needed, obtain FERPA release for communication with students’ medical physicians

### Guidance counselors and teachers

- Provide plan of academic accommodation to all teachers
- Communicate with student and parents daily
- Assist students in the return-to-learn process through daily evaluation and observation
- Implement “help strategies” when needed—based on presence of post-concussive symptoms

### Athletic team

- Develop, oversee and enforce concussion return-to-sport protocol
- Help educate athletes and parents regarding concussion
- Remove any athlete exhibiting signs/symptoms of concussion
- Communicate with team physician, parents and school concussion management team about students’ return-to-sport progress

Notes:

Provider \_\_\_\_\_

Phone Number \_\_\_\_\_

**If you have any questions, please call:**

Green Bay area: (920) 272-3300

Sheboygan area: (920) 892-4322

