



TOOL 12.2: Template for Concussion Team's Letter to the Child/Adolescent's School

Name:

Date:

School:

Address:

Re: Concussed student name

DOB:

Dear _____,

This letter is to update the school regarding _____ (Student's name) recovery from a concussion sustained on _____ (Date). We take this opportunity to let you know what to expect during the recovery period.

Current best practice guidelines on concussion management emphasize the importance of recovery and return to function, and encourages students to return-to-school as soon as possible, with accommodations, even though they may still be symptomatic.

Please be aware of signs and symptoms the student may display: (Check those relevant to this student)

- | | |
|--|---|
| <input type="checkbox"/> Decreased short term memory | <input type="checkbox"/> Decreased attention span |
| <input type="checkbox"/> Slower processing speed | <input type="checkbox"/> Irritability |
| <input type="checkbox"/> Fatigue | <input type="checkbox"/> Headaches |
| <input type="checkbox"/> Photo/audio sensitivity | <input type="checkbox"/> Other _____ |

In the classroom, students with these symptoms may exhibit difficulty paying attention, difficulty following lessons, and sensitivity to noisy/busy classrooms and environments (e.g. assemblies, shop classes).

We have advised your student to pace him/herself with regards to their return-to-school and to use accommodations at school as needed. The following accommodations are recommended: (Check the recommendations for this student)

- Allowed to take short breaks from the classroom; access to a quiet workspace
- Class notes provided to assist focus and reduce writing/copying demands
- Allowed to photograph the teacher's board notes with a smartphone
- Extended deadlines; modified demands for homework/assignments
- Access to technology as needed (e.g. audiobooks, Google read and write)
- Chunking of tests/exams; allowed extra time and quiet, alternative setting
- Close monitoring and communication with the student regarding his/her progress
- Rest periods during the day as needed
- It is recommended that all non-essential missed workload expectations be forgiven to allow student to prioritize essential knowledge building areas and focus on current curriculum rather than missed work
- Other _____

Thank you for your assistance in supporting _____ (Student's name). The parents and the concussion team will monitor the student and work with the school, as accommodations need to be adjusted to support the student's recovery.

Please do not hesitate to contact us with any questions or concerns regarding this information, or if we can be of further assistance.

Sincerely,

Adapted with permission from the authors: Sinclair Elder AJ, Kadel R, O'Keefe EK. Headin' for Healin' Teacher's Letter. Colorado Springs, CO: University of Colorado Colorado.

Living Guideline for Diagnosing and Managing Pediatric Concussion