

SPORT CONCUSSION

Return to Learn

Concussion may impact on the student's cognitive ability to learn at school. It is reasonable for a student to miss a day or two of school after concussion, but extended absence is uncommon. In some students, a graduated return to school program will need to be developed for the student. The student will progress through the return to school program provided that there is no worsening of symptoms. If any particular activity worsens symptoms, the student will abstain from that activity until it no longer causes symptom worsening. Use of computers and internet should follow a similar graduated program, provided that it does not worsen symptoms. This program should include communication between the parents, teachers, and health professionals and will vary from student to student.

(McCrory P, Meeuwisse WH, Aubry M, et al. Consensus statement on concussion in sport: the 4th International Conference on Concussion in Sport Held in Zurich, November 2012. Br J Sports Med 2013 (47):250-258.)

Return to Learn Protocol ([Healthy Active Living and Sports Medicine Committee](#). (Purcell LK. *Sport-related concussion: Evaluation and management. Canadian Paediatric Society, Paediatric Child Health 2014*)

Step 1 Cognitive Rest:

No school at this time. Limit activities that require Concentration and attention

Step 2 Increase Cognitive Tasks:

As symptoms improve, slowly increase cognitive tasks at home in 15-20min increments

Step 3 Resume Modified School Attendance:

Start with half days or certain classes (avoid gym, music, shop). Keep homework to 15-20min blocks.

Step 4 Increase School Attendance:

Increase to full days gradually. Accommodations may be required to avoid symptom exacerbation.

Step 5 Return to Play:

Once fully back to school without accommodations then start **Return To Play** protocol

Possible Academic Accommodations for Concussed Students (*Canadian Paediatric Society: Sport-related concussion: Evaluation and management*)

EFFECT OF SCHOOL ATTENDANCE	EFFECT OF SCHOOL ATTENDANCE	ACCOMMODATION
Headache	Difficulty concentrating	Frequent breaks, quiet area. hydration
Fatigue	Decreased attention , concentration	Frequent breaks, shortened days, only certain classes
Light or noise sensitivity	Worsening symptoms (headache)	Sunglasses, ear plugs or headphones, quiet area to complete work, avoid noisy areas (cafeterias, assemblies, sport events, music class, shop class), limit computer work
Anxiety	Decreased attention or concentration, overexertion to avoid falling behind	Reassurance and support from teachers about accommodations, reduced work load
Difficulty concentrating	Limited focus on school work	Shorter assignments, decreased workload, frequent breaks, having someone read out loud, more time to complete assignments/tests, quiet area to complete work
Difficulty remembering	Difficulty retaining new information	Written instructions, smaller amounts to learn, repetition

** For elementary and secondary school children in Ontario, please visit the link below as this website provides guidelines and information on concussion identification and management for school and school board staff, coaches, and parents.

Full document available at: <http://www.cps.ca/en/documents/position/sport-related-concussion-evaluation-management>

Ontario Physical and Health Education Association (OPHEA) See Appendix C-1 to C-4:
<http://safety.ophea.net/safety-plan/168>