

Sample Letter 2a:

Informing a Teacher about a Student's Concussion

Dear teacher,

On [date] your student _____ was diagnosed with a concussion.

Based on your student's present symptoms we recommend the following accommodations.

General School accommodations:

- May require half or shortened days.
- Allow unlimited access to the Health Office.
- No PE or physical activity.
- Allow extra time to complete class work/assignments.
- Reduce homework as possible. (To be discussed with each individual teacher.)
- No standardized testing until symptoms have resolved.
- When work is resumed, start with quizzes/tests no longer than 20-minute duration and no more than one per day. If the student does not have symptoms then that testing can be increased as student tolerates.

The student will meet with teachers to discuss progress towards goals and to plan a make-up/keep-up with academic work. They will also meet with a guidance counselor to organize a make-up/keep-up schedule as needed.

If the student reports the following symptoms, please consider providing them with the following accommodations.

Easily distracted:

- Break down assignments into small, manageable chunks that can be completed in a half hour or less. Then provide a break before moving onto the next task.
- Issue short and concise written instructions or have the student write instructions down in a step-by-step sequence.
- Allow the student to take tests in a separate, quiet room if beneficial.
- Move the student's seat to reduce distractions.

Sensitivity to light and/or noise:

- Move the student away from windows or dim the lights in the room.
- Allow the student to wear sunglasses.

Memory problems:

- Provide copy of class notes to the student.
- Allow student to observe without having to participate.
- Allow the use of fact sheets on tests to reduce the demand on memory.
- Use multiple-choice and open-book tests (rather than short answer or essay) to minimize demand on memory.
- Help the student devise ways to memorize information (mnemonic devices, association, rehearsal, repetition, etc.).

Difficulty with organizational skills and/or trouble being on time:

- Encourage and assist with the use of a planner to keep track of assignments, tests and due dates.
- Use diagrams, time lines and charts to organize information and projects.
- Use “to-do” lists and checklists.
- Check the student’s comprehension of directions or instructions and allow the student to restate the information in his or her own words.

We will be communicating with you to update you on the student’s condition and any changes to accommodations. We advise students to communicate with their teachers and encourage you to actively communicate with your student and help them develop a plan for makeup work. If at any time you feel your student is struggling or regressing we ask that you contact us so we can address it. We are committed to working collaboratively with you to ensure the successful recovery of the student. The goal is to support your recovering student in keeping up with academic demands. Please do not hesitate to contact us with any questions you may have or if you would like more information.

Thank you,

High School Nursing Staff:

_____, R.N.

_____, R.N.