

McCallie Upper School Return to Learn Graduated Protocol for Day Students

Sewell 2018

Name:

Start date:

Date of injury:

Reinstatement date:

RECOVERY STAGE

5

Attend school full time with little to no academic accommodations
Will resume all cognitive activities
Can attend school functions and activities: ie Chapel, clubs, sport functions
Homework – up to 90 min/day
Accommodations will be removed and participate fully in academic work at school and at home without triggering symptoms.
Next step: Resume sports following graduated Return to Activity/Play

RECOVERY STAGE

4

Continue academic accommodations
Attend school half a day or up to 4.5 hrs. and attend school events if possible
May resume 2-3 interactive or noisy classes
Increase work load gradually (may resume full note taking, studyhall, etc.)
Limited testing & school work in 4-5 hours/day chunks
Homework up to 60 min/day

RECOVERY STAGE

3

Continue academic accommodations & may resume 1 interactive or noisy class (up to 3.5 hrs.)
Attend for 1/2 day if possible
Resume campus gatherings and events: i.e. chapel
Half-days, alteration morning / afternoon classes every other day and rest in the infirmary, between classes.
Device use 3 hrs/day
Increase work load gradually (class note taking, no testing, 30 min. of H.W./night)

RECOVERY STAGE

2

Limit academic accommodations with low noise interaction in class. (up to 2 hrs.)
Sitting in class and listening (no note-taking or reading)
No device usage in class and limited use at home (1 hr.)
Avoid needless walking around campus. Limit campus function gatherings i.e.chapel
No Testing, No H.W.

RECOVERY STAGE

1

Complete physical and cognitive rest until medical clearance
NO school turnout
STRICT NO USE OF DEVICES
Rest in low light & limited noise in home environment
Restricted social interaction & frequent bed rest

Date Attained:

Date Attained:

Date Attained:

Date Attained:

Date Attained:

1. Move forward to the next stage only when symptoms are at 0 in severity score of SCAT for a full 24 hours.
2. If symptoms re-appear, regress to previous stage and only participate in activities that can be tolerated
3. Contact McCallie Health team or overseeing physician office if symptoms worsen.

In Class Accommodation Options Centered on Symptom Type:

Headache: can lay head down at desk, **Noise sensitivity:** early class dismissal to avoid noise in hall

Light sensitivity: wear sunglasses; minimize projector/device screens, move to dimly lit space in class

Concentration problems: Place main focus on essential academic content/concepts, limit participation

McCallie Upper School Return to Learn Graduated Protocol for Boarding Students

Sewell 2018

Name: _____

Start date: _____

Date of injury: _____

Reinstatement date: _____

<u>RECOVERY STAGE</u> 1	<u>RECOVERY STAGE</u> 2	<u>RECOVERY STAGE</u> 3	<u>RECOVERY STAGE</u> 4	<u>RECOVERY STAGE</u> 5
<p>Complete Physical and Cognitive Rest until Medical Clearance</p> <p>Remains in Infirmary until stage 2</p> <p>NO USE OF DEVICE</p> <p>Rest in low light and limited noise environment</p> <p>Restricted social visits & bedrest</p>	<p>Limit Academic Accommodations with low noise interaction in class (up to 2 hrs.)</p> <p>Sitting in class and listening (no note-taking or reading)</p> <p>No Testing, No H.W.</p> <p>No Device Usage in class or crossing campus</p> <p>No wandering around campus. No partaking in: chapel, events, big 5, sideline watching.</p>	<p>Continue Academic Accommodations & May resume 1 interactive or noisy class (3.5 hrs.)</p> <p>Attend for 1/2 day if Possible.</p> <p>Increase Work Load gradually (class note taking, no testing, 30 min. of H.W./night)</p> <p>During Half-days, rest in the infirmary or dorm in between classes.</p> <p>Limited campus gathering: chapel is ok, No big five watching, no sideline watching</p> <p>Device use 3 hrs/day</p>	<p>Continue Academic Accommodations</p> <p>Attend School half a day or up to 4.5 hrs. and attend school event if not sporting event.</p> <p>May resume 2-3 interactive or noisy classes</p> <p>Increase Work Load gradually (may resume full note taking, study hall, etc.)</p> <p>Limited testing, Schoolwork in 4-5 hours/day chunks</p> <p>Homework up to 60 min/day</p>	<p>Attend School Full Time with little to no academic Accommodations</p> <p>Will resume all cognitive activities</p> <p>Can attend school functions and activities: ie Chapel, clubs, sideline and spectator events</p> <p>Homework – up to 90 min/day</p> <p>Accommodations will be removed and participate fully in academic work at school and at home without triggering symptoms.</p> <p>Next step: Resume Sports following Graduated Return to Activity/Play</p>
Date Attained:	Date Attained:	Date Attained:	Date Attained:	Date Attained:

1. Move forward to the next stage only when symptoms are at 0 in severity score of SCAT for a full 24 hours.
2. If symptoms re-appear, regress to previous stages and only participate in activities that can be tolerated
3. Contact McCallie Health team or overseeing physician office if symptoms worsen.

In Class Accommodation Options Centered on Symptom Type:

Headache: can lay head down at desk, **Noise sensitivity:** early class dismissal to avoid noise in hall

Light sensitivity: wear sunglasses; minimize projector/device screens, move to dimly lit space in class

Concentration problems: Place main focus on essential academic content/concepts, limit participation

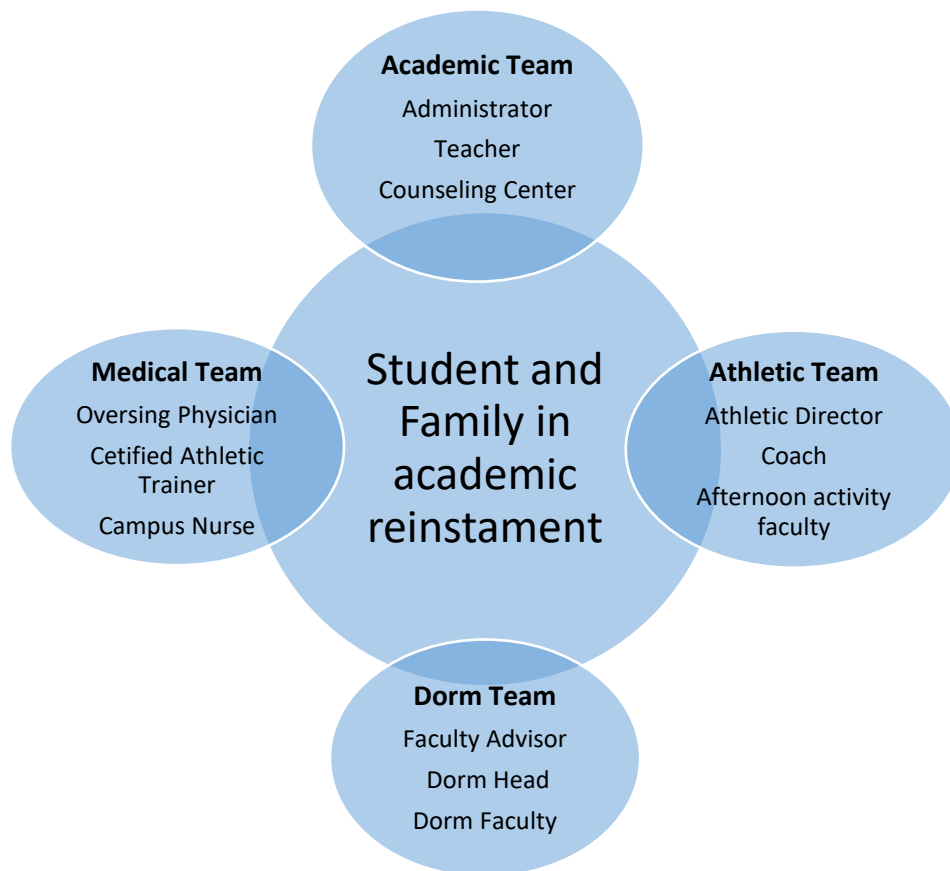
Return to learn in concussion recovery continues to have a vast and unfixed number of guidelines by the CDC and other organizations. The McCallie return to learn protocol is based on comprehensive research focused on academic reinstatement set in the latest neuroscience and education research (Blackwell, 2016). McCallie is dedicated to furthering the understanding of cognitive rest within the academic rigor and dynamic activities within our unique school setting. The day and boarding school settings provide a distinct backdrop for managing concussion injury due to an extended custodial responsibility of the school for the student. Managing cognitive rest for students who have sustained a concussion is an ever-increasing challenge for the educator, administrator, and school medical personnel (Baker, 2016). This return to learn concussion protocol outlines and designates the actions of a certified athletic trainer, educator, nurses, school administrator, and educators with the objective in establishing concrete concussion return to learn program by focusing on safe academic reinstatement (Carson, 2017).

Qualitative peer reviewed studies from Halstead et al, Baker and Carson et al center on return to learn and cognitive rest following a concussion event. Their studies addressed the question of when is strict physical and cognitive rest necessary following a concussion injury event in pediatric patients. The authors summarized the definition of physical rest, cognitive rest, application of rest and when strict rest needs to be implemented. Their studies purpose was to filter the vague post-concussion injury advice in order to institute practical cognitive rest guidelines for sport medicine professionals. Studies McLeod et al, McAbee, and Santiago specifically addresses prescription guidelines of mental rest and how strict this rest should be adhered to by the patient suffering from a concussion injury. Reuters et al. and Wing et al study's conclusion stated that proper rest and stress levels are needed to be applied systematically in order to have an advantageous recovery outcome from a concussion. The results of this meta-analysis research review also emphasized the need to further investigate cognitive test systems that could aid in further defining academic accommodation research for a concussion within education (Carson, 2017).

Recent studies regarding concussion return to learn adherence have failed to establish a clear understanding of cognitive rest guidelines (Gagnon, 2017). Although the research has vastly increased in the cognitive effects of concussions over the last decade, a clearer understanding of what specifically constitutes cognitive rest remains to be successfully addressed as a standard of care. Many concussion-based tools have focused on neurocognitive skills sets or have described self-reported severity symptom list with little application to an academic return to learn protocol. Further research will be needed in realms of future return to learn guidelines in order to supply the student, parent, and educator practical guidelines for workload modification in various school settings (Reuters, 2016).

The intentions of a safe academic reinstatement is to avoid relapsed symptoms due to premature return to social and scholastic activity in various school settings (Irvine, 2017). The McCallie School return to learn graduated Protocol intention is to establish a better understanding of what constitutes cognitive rest within the boarding and day school setting. This protocol is intended to work under a concussion injury qualified physician's orders and Tennessee Department of Health. (TN health 2016) Additionally it is intended to decrease the students', parents', and educator's frustration on how to modify school workloads within return to learn guidelines. The following graphic illustrates the McCallie multidisciplinary team to facilitate academic reinstatement following a concussion injury.

McCallie Multidisciplinary Team to Facilitate Concussion Academic Reinstatement



References

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