

LONG COVID KIDS

EDUCATIONAL

TOOLKIT

Handbook Accompanying the LCK  
Educational Toolkit Video Series



# iNTRODUCTION

Welcome to the Long Covid Kids Educational Toolkit for supporting Children and Young People with Long Covid, created by Long Covid Kids Charity. Thank you for taking the time to learn more about Long Covid in children and young people, as well as how you can support their education.

The Education Toolkit consists of four videos which aim to increase awareness and understanding among educators.

An Introduction to Long Covid in Children - [Page 5](#)

Returning to Education with Long Covid - [Page 9](#)

The Impact of Long Covid on Education and the Family - [Page 11](#)

Supporting Children with Long Covid in the Classroom - [Page 13](#)

A future video aimed for use with peers of those living with Long Covid, along with an example PHSE lesson plan that could accompany it will follow in due course.

This handbook is designed to support the Educational Toolkit video series, and includes:

- Information about Long Covid Kids Charity
- Links to PDFs of the scripts for each video in this series
- Signposting to resources mentioned in the videos
- Links to additional resources
- Contact information

By the end of this series, educators, and support staff across all age sectors will gain essential knowledge of this complex health condition. The videos and handbook will empower you to support children, young people and their families effectively :

Determining when and how it is appropriate for children to return to education

Supporting children in accessing their education, fostering inclusion and helping them reach their potential.

Identifying alternative provisions and understanding available options.

Finding additional support, making referrals, and providing appropriate signposting.

The video series and handbook were created by [Dr Sue Peters](#) (Educational Psychologist and LCK Education Lead), [Kirsty Stanley](#) (Occupational Therapist and LCK Health Lead) and LCK founder and CEO, [Sammie McFarland](#).

We extend our gratitude to the children and families who shared their experiences and the expert panel involved in reviewing, including:

Professor Mark Faghy, University of Derby,  
Sharon White OBE, SAPHNA,  
Steve Lowe (headteacher, hospital school sector)  
Sharrie Humpreys (EYFS and primary phase teacher)  
Jacob Alexander (secondary phase teacher)  
Sarah Priest (post-16 and functional skills teacher)  
Jo Chambers (teacher and SEN Advisor)  
Alison Thomson (Teaching Assistant)

H.Webster produced, created, edited and developed all animated visual content in the video series. Contactable at [hwebsterdesigns@gmail.com](mailto:hwebsterdesigns@gmail.com)



# ABOUT LONG COVID KIDS (LCK)

In 2021, Long Covid Kids (LCK) became the first charity dedicated to advocating for and supporting families, children and young people affected by Long Covid and related illness.

We believe all children should be able to thrive and look forward to a positive future. LCK's primary aims revolve around recognition, support and recovery with our goals firmly set to improve health and learning outcomes for children and young people.

We are delighted to have renowned poet and author, Michael Rosen as our patron and grateful to our dedicated Long Covid Kids Team of volunteers who share their lived experience expertise to improve the lives of children and young people living with Long Covid.

To learn more about the charity's award winning work, delve into the impact page of our website.

You can find us on social media:

X (Twitter): [@longcovidkids](#)

Instagram: [long\\_covid\\_kids](#)

Facebook: [LongCovidKids](#)

TikTok: [@longcovidkids](#)

YouTube: [@longcovidkids](#)

## ADVOCACY

In children, here are two key videos:

- 'Our Unhappily Ever After' October 2020

[Long Covid Kids](#)

- 'International Long Covid Awareness Day' March 2023.

[International Long Covid Awareness Day | 15th March 2023 | Long Covid Kids](#)

## RESEARCH

The [Research](#) page of the LCK website lists paediatric research on Long Covid in children. Research can also be found in the Research section of the [LCK Padlet for Schools and Education Professionals](#).

At the time of publication the research papers below provide the best overview of current understanding:

- [Long COVID in Children and Adolescents: A Systematic Review and Meta-analyses](#) | medRxiv
- [Long COVID: major findings, mechanisms and recommendations](#) | Nature Reviews Microbiology
- [Long COVID in Children: A Multidisciplinary Review](#) | PMC (nih.gov)

# ABOUT LONG COVID KIDS (LCK)

## SUPPORT

Long Covid Kids provides a range of **support services** available to children, young people and their families/caregivers which include:

- weekly zoom sessions for 6-11 year olds, 12+ and parents/caregivers
- a soon to be launched Discord Server for young people living with Long Covid and their siblings
- a Facebook group for parents and caregivers
- activity groups including choir and creative writing

The charity has access to occupational therapy and educational psychology advice. We regularly take occupational therapy students on placement who may provide support under supervision.



# VIDEO ONE

## AN INTRODUCTION TO LONG COVID IN CHILDREN

[LINK TO VIDEO](#)  
[LINK TO SCRIPT](#)

### SUMMARY

This non-exhaustive list contains the most common symptoms of Long Covid and its co-occurring diagnoses and syndromes, as well as other terminology that you may hear in relation to Long Covid. For brevity we have only included the main symptoms of each in the videos and additional links in this handbook provide fuller symptom lists for each syndrome (which may be extensive).

Long Covid is an umbrella term that captures all of the long term health consequences following COVID-19 infection but it is also used by patient groups to talk about their specific experience, of what the World Health Organisation now terms, [Post COVID-19 Condition](#).

It is important to understand the specific diagnoses that a child or young person has because treatment and management of symptoms may vary due to this.

### LINKS AND RESOURCES

Office of National Statistics - [Prevalence of Ongoing Symptoms](#) (as of March 2023)

### SYMPTOMS OF LONG COVID IN CHILDREN



# VIDEO ONE

## AN INTRODUCTION TO LONG COVID IN CHILDREN

Long Covid symptoms in children can vary widely and can include:

- Extreme exhaustion or fatigue

### Fatigue

- Post-Exertional Symptom Exacerbation (PESE) **Post Exertional Symptom Exacerbation**

A worsening of symptoms triggered by physical, cognitive, mental, social or emotional exertions occurring immediately; or up to 24-72 hours later.

- Cognitive difficulties such as concentration, processing and memory issues

### Cognitive Dysfunction

- Sleep difficulties and unrefreshing sleep
- Headaches
- Gastrointestinal issues, including nausea
- Dizziness and visual disturbances
- Pain
- Altered smell and taste (potentially leading to eating restrictions)
- Long Covid can also impact mental health and well-being leading to symptoms such as anxiety, depression and other emotional issues. The cause can be pathological, attributed to the long-term impact of living with the other symptoms, or as a direct response to health and education experiences.

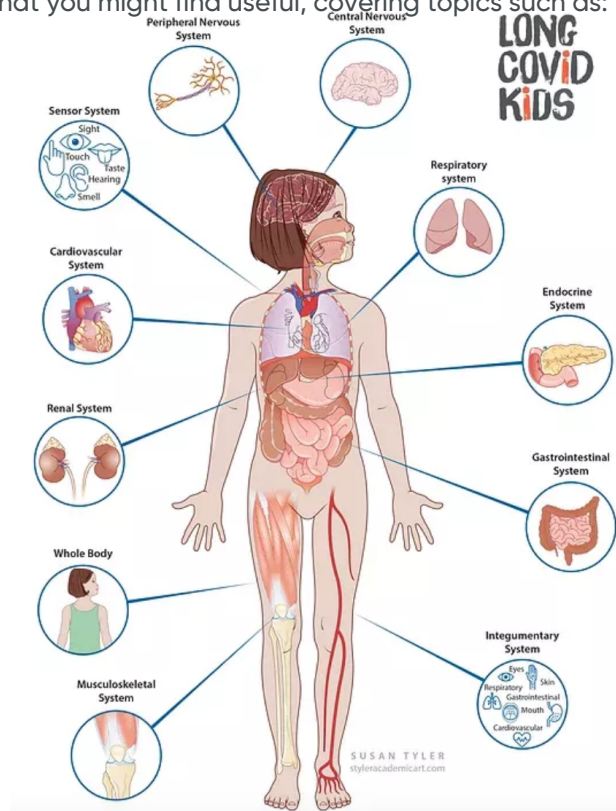
On our website our [symptom gallery page](#) allows you to click on each body system to see what symptoms have been reported by those experiencing Long Covid.

**Long COVID Physio** has produced a series of videos that you might find useful, covering topics such as:

- **What is Long COVID?**
- **Why is it called Long COVID?**
- **What are common Long COVID symptoms?**
- **Episodic Nature of Long COVID**
- **Impact of Long COVID on Day-to-Day Life**
- **Safe Long COVID Rehabilitation**
- **Pacing**
- **Exercise** (video coming soon)

## OTHER TERMINOLOGY YOU MIGHT HEAR

Children living with Long Covid may receive other diagnoses. Some of these have symptoms that overlap with those of Long Covid/Post Covid. Here are a few terms and concepts you may come across, along with resources for more information:



# VIDEO ONE

## AN INTRODUCTION TO LONG COVID IN CHILDREN

### PAEDIATRIC INFLAMMATORY MULTISYSTEM SYNDROME (PIMS-TS) OR MULTISYSTEM INFLAMMATORY SYNDROME IN CHILDREN (MIS-C)

- Long Covid Kids [What is PIMS?](#)
- Royal College of Paediatric and Child Health <https://www.rcpch.ac.uk/resources/pims-covid-19-linked-syndrome-affecting-children-information-families>
- Pims Hub - Paediatric Inflammatory Multisystem Syndrome (PIMS-Ts)
- NHS Inform Scotland <https://www.nhsinform.scot/illnesses-and-conditions/infections-and-poisoning/coronavirus-covid-19/complications/pims>

### MYALGIC ENCEPHALOMYELITIS OR CHRONIC FATIGUE SYNDROME (ME/CFS)

- Long Covid Kids [Kids with ME/CFS & Long Covid](#)
- ME Association [What is ME/CFS?](#)
- Action for ME [CYP Symptoms](#)

### POSTURAL ORTHOSTATIC TACHYCARDIA SYNDROME (POTS)

- Long Covid Kids [Does your child get dizzy standing, or complain of a racing heart? It could be COVID triggered PoTS](#)
- PoTS UK [Symptoms](#)

### MAST CELL ACTIVATION SYNDROME (MCAS)

- Long Covid Kids [Is Long Covid causing new kids' allergies?](#)
- American Academy of Allergy, Asthma and Immunology [MCAS Symptoms](#)

### PAEDIATRIC ACUTE-ONSET NEUROPSYCHIATRIC SYNDROME (PANS)

- Long Covid Kids [Are we facing a surge of Long Covid with Paediatric Acute-Onset Neuropsychiatric Syndrome \(PANS\)?](#)
- PANS PANDAS UK [What is PANS? What is PANDAS?](#)



# VIDEO ONE

## AN INTRODUCTION TO LONG COVID IN CHILDREN

### PACiNG

- Long Covid Kids [Pacing Penguins](#)
- CDC [Energy Envelope](#)
- Christine Miserandino [Spoon Theory](#)
- MEAction [Pediatric Guide to Pacing](#)
- Long Covid Physio [Pacing](#)

### CRASHES

- Long Covid Kids [Relapses](#)
- Leeds University [Description of Crashes](#) (although this study focused on adults it describes what people mean by crashes)
- CDC [Description of the Push/Crash Cycle in ME/CFS](#)

### INViSiBLE ILLNESS

- Cambridge Children's Hospital [But You Don't Look Sick](#)
- Fresh Start in Education [Invisible Illness](#)
- Hidden Disabilities [The Sunflower Scheme](#)

### MASKiNG

- The Mighty [How Chronic Illness Warriors are 'Masters of Masks'](#)
- National Library of Medicine [Use of concealment as a coping strategy](#)

Please note that Masking terminology is also used to relate to neurodivergence where it means something similar but not identical. Masking is not used deceptively but it is a socially learned coping strategy. In Long Covid this can lead to children pushing themselves beyond their energy capacity which can lead to crashes and relapses in their condition.

In summary, Long Covid is a complex condition characterised by fluctuating episodic, relapsing and remitting symptoms that can affect any system within the body. Any new, prolonged or worsening symptoms should be discussed with a healthcare professional for treatment management, and to rule out other causes.

# VIDEO TWO

## RETURNING TO EDUCATION

[LINK TO VIDEO](#)

[LINK TO SCRIPT](#)

## SUMMARY

In this video, we look at how educators can support children living with Long Covid. We will cover:

- the right time to return to school after a COVID infection
- providing support to enable participation in education and school life
- possible alternatives for children who need additional support

## LINKS AND RESOURCES

Office of National Statistics - [Prevalence of Ongoing Symptoms](#) (as of March 2023)

## DETERMINING THE RIGHT TIME TO RETURN TO SCHOOL

The [Cautious Tortoise](#) flow chart provides guidance on determining when a child or young person is ready to return to school. Some children may require an extended period of rest before they can resume in-person learning. In our support services it is far more common to see children and young people attempt to return to education too early leading to frequent school absences as their symptoms relapse.

Regular communication with the child and their family strengthens the connection between home and school, providing educators with a broader perspective and helping children feel included in school life. Access templates for facilitating this vital communication in Appendix 1 and 2.

Appendix 3 is an example of a completed activity/symptom diary to demonstrate how Long Covid may fluctuate.

Government guidance on [supporting pupils with medical conditions at school](#) and [Additional health needs guidance](#) ([publishing.service.gov.uk](https://publishing.service.gov.uk))

## HOSPITAL EDUCATION

- GOV.UK [Hospital education: a guide for health services](#)

National Association for Hospital Education [National Association for Hospital Education](#) ([nahe.org.uk](https://nahe.org.uk))

# VIDEO TWO

## RETURNING TO EDUCATION

### LINKS SUPPORTING THE USE OF AV ROBOTS IN EDUCATION

- No Isolation [Impact of AV1 on children with long-term illness and school absence](#)
  - Educational Psychology in Practice [User perspectives of robotic telepresence in schools](#)
  - International Journal of Inclusive Education [Virtual Inclusion Through Telepresence Robots](#)
- Support to get started using AV1 robots
- No Isolation [Getting Started with AV1- Onboarding Guide](#)

### EDUCATION, HEALTH AND CARE NEEDS ASSESSMENT

- GOV.UK [Children with Special Educational Needs and Disabilities \(SEND\)](#)
- Independent Provider of Special Education Advice (IPSEA) [EHC Needs Assessment](#)

### EQUALITY ACT

- GOV.UK [Definition of Disability Under the Equality Act 2010](#)

### CHILD LAW ADVICE

- [Supporting Children with Medical Needs in School](#)
- [Education for Children Out of School](#)
- [Disability Discrimination in Education](#)



# VIDEO THREE

## THE IMPACT OF LONG COVID ON EDUCATION AND THE FAMILY

[LINK TO VIDEO](#)  
[LINK TO SCRIPT](#)

### SUMMARY

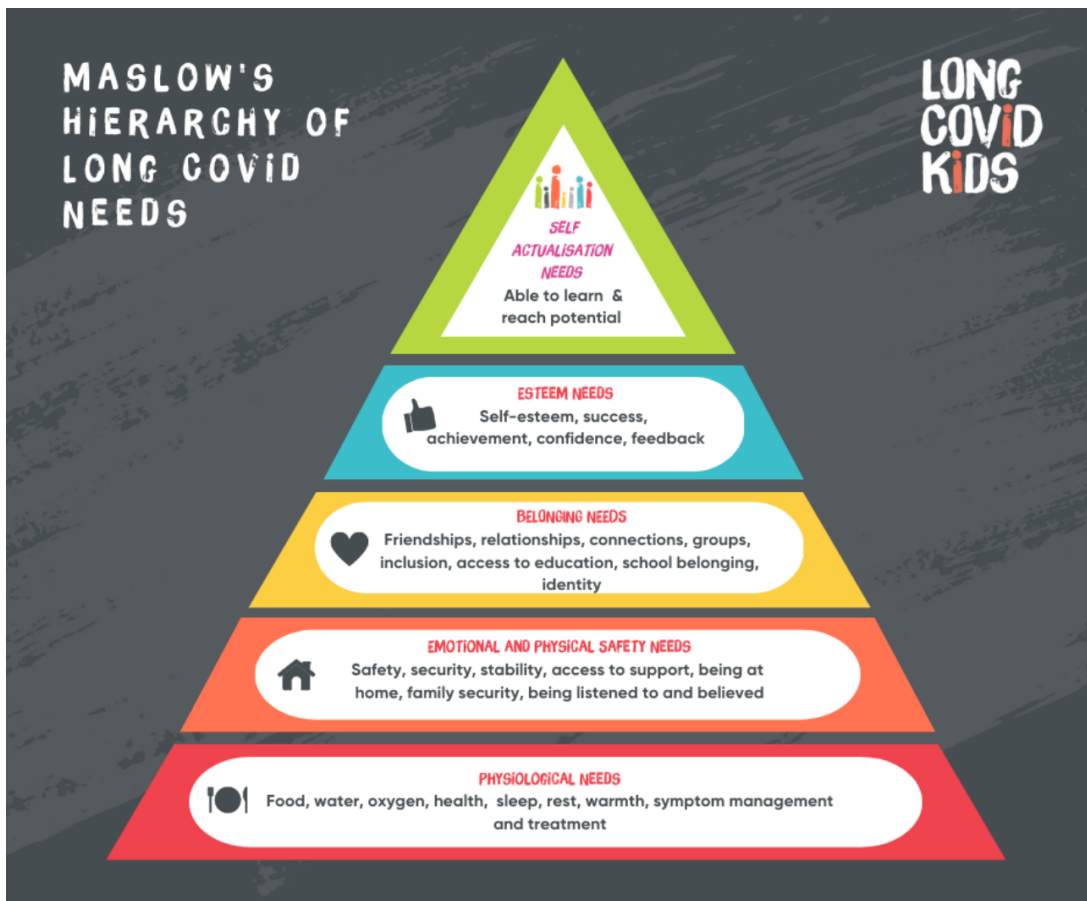
Educators have a unique role in the lives of children and their families, providing the opportunity to develop a strong and secure relationship with the children they work with. Educators are often the first to notice something is wrong and are among the first to offer support.

Having a child with any complex health condition can be challenging, especially when a condition is poorly understood. It is normal for families to need time to come to terms with a change in their child's health. Families report changes in health and or a new diagnosis can feel overwhelming and isolating.

Educators should be aware of the challenges faced by families navigating Long Covid.

### LINKS AND RESOURCES

Enhancing a child's overall well-being may need to take priority over attendance and learning. Maslow's hierarchy of needs can help us understand this as it emphasises that children's basic needs, such as their physiological needs and feelings of safety and belonging, need to be met before we can expect them to be able to learn and reach their potential.



# VIDEO THREE

## THE IMPACT OF LONG COVID ON EDUCATION AND THE FAMILY

It is important to note that children, young people and families' experiences of healthcare have varied and they may not always have received the basic healthcare support they need. Reading our health survey findings may help you better understand some of the challenges they have faced:

- [Preliminary healthcare experiences survey findings](#)

Here is one family's personal search for medical support:

- Long Covid Kids [The Search For Medical Support By A Family Changed By Long Covid.](#)

We have also surveyed our members on their educational experiences, and you can read the overview here:

- [How Does Long Covid Impact Attendance and Educational Experiences?](#)

The following qualitative research also provides further insight into the impact of Long Covid on the school experiences of children and young people.

- [Impact of Long Covid on the school experiences of children and young people: a qualitative study | BMJ Open](#)

## LIVED EXPERIENCE PERSPECTIVES

- Long Covid Kids [Real Life Stories](#)
- World Health Organisation International [Life as a young person with long COVID: "You go through so many phases of up and down, it's like being on a rollercoaster forever"](#)
- Long Covid Kids in Scotland [How Do Children & Young People With Long Covid Feel? Long Covid Kids in Scotland Talk About Symptoms](#)
- World Health Network [Children with Long COVID, A Personal Journey](#)
- Long Covid SOS [All change! Riding the Long Covid Express](#)
- West Country Voices [Long Covid Kids](#)
- EdPsy.org [I wish I didn't have to: becoming the mother of a child with long covid and an EP working with Long Covid Kids](#)
- Teen Vogue [What Long COVID Is Like For These 14 People](#)
- Imperial College London [REACT Study - Defining Long Covid](#)
- Health and Social Care Alliance Scotland [Navigating without a map: the impact of Long Covid on children, young people and their families](#)
- The Conversation [Supporting a child with long COVID – tips from parents of children living with the condition](#)

As we don't fully understand why some children develop Long Covid or how long it will last, reducing the risk of infection and reinfection is a priority. Our Reinfection Survey found that reinfection worsened existing Long Covid symptoms in 58% of children.

Long Covid Kids and Long Covid Support [Effect of Covid Reinfection](#)

# VIDEO FOUR

## SUPPORTING CHILDREN WITH LONG COVID IN THE CLASSROOM

[LINK TO VIDEO](#)

[LINK TO SCRIPT](#)

## SUMMARY

In this video, we will discuss Long Covid from the child's perspective and ways to support children and young people with their learning, whether they are in the classroom, learning from home, or in an alternative setting. All resources mentioned in this video can be found in this handbook.

During the second and third videos, we mentioned that some children may be too unwell to attend school due to Long Covid. They may need to prioritise their health before returning to school. The **Cautious Tortoise** flow chart can be used to guide decision making. Do make sure to return to this if children and young people have been reinfected with COVID-19 and have seen their health worsen.

It's important to acknowledge that some children may continue to be too unwell for school in the longer term. They might either be unable to attend, or only able to attend for a few hours a week. Their ability to attend might fluctuate due to the unpredictable nature of the condition.

## LINKS AND RESOURCES

### LONG COVID PHYSIO

- [Post Exertional Symptom Exacerbation](#)
- [Safe Return to Exercise](#)

### GOVERNMENT GUIDANCE

- [SEND code of practice](#)

## GRADUATED APPROACH TO SUPPORT

The graduated approach is a 4 stage cycle where educational settings will assess, plan, do, review. The graduated approach is used at the universal, SEN support and EHCP stages of support.

- SEN Help [SEN Support \(also known as the 'graduated approach'\)](#)
- You can also find more information on your local authority's Local Offer web page or in the SEN Information Report on your school's website.



# VIDEO FOUR

## SUPPORTING CHILDREN WITH LONG COVID IN THE CLASSROOM

[LINK TO SCRIPT](#)

## INDIVIDUAL HEALTHCARE PLANS (IHPs) AND EDUCATION, HEALTH AND CARE PLAN (EHCP)

- [Supporting pupils with medical conditions at school](#) (points 12-14 on IHPs)
- [SCOPE advice on Applying for an EHCP](#)

"Some children and young people require special educational provision because they have a disability which prevents or hinders them from making use of the educational facilities generally provided."

"Some children and young people with a physical disability (PD) require additional ongoing support and equipment to access all the opportunities available to their peers." (From the SEND Code of Practice - This would include children and young people with Long Covid for whom school attendance would worsen their health condition and those who may need support moving around the school).

## SUPPORTING CHILDREN WITH LONG COVID AT SCHOOL

- British Journal of Child Health [Supporting children and young people with long COVID in the classroom](#)
- The SecEd Podcast [Supporting students with Long Covid](#)
- Headteacher Update [Exhausting, painful, lonely: The impact of Long Covid on children](#)
- Headteacher Update [How can we support pupils who have Long Covid?](#)
- Twinkl [Long Covid Kids Partnership](#)
- Medium - Education Matters [Beyond the medical: The impact of long-term health conditions on young people in school](#)
- Very Well Family [Supporting Kids Diagnosed With Long COVID in School](#)
- Long Covid Families [School Accommodations](#)
- The Conversation [Supporting a child with long COVID – tips from parents of children living with the condition \(theconversation.com\)](#)

## DIFFICULTIES YOU MIGHT SEE IN THE CLASSROOM

- [Cognitive dysfunction](#)
- Cognitive dysfunction [Long COVID: Brain fog | Long-term effects of COVID-19 \(nhsinform.scot\)](#)
- Fatigue. Action for ME [ME and Education](#)
- Dizziness. PoTS UK [Going to School when you live with PoTS](#)
- [Social stigma](#)
- Smell Loss AbScEnt [Children's smell loss](#)



# SUMMARY

We hope you have found this video series and handbook helpful. Thank you for taking the time to learn more about supporting a child or young person with Long Covid.

If you need any further information, please read the [best practice summaries and answers to frequently asked questions](#) about Long Covid and Education, and please remember to return to the [Long Covid Kids](#) website as new information becomes available and new resources are added.

Additionally the Educational Toolkit Videos, Handbooks and Additional Resources will be hosted on its own page of the website [here](#). Any queries can be sent to [info@longcovidkids.org](mailto:info@longcovidkids.org), please use Educational Toolkit in the Subject Line.

## WHAT CHILDREN AND YOUNG PEOPLE WOULD LIKE THEIR EDUCATORS TO KNOW

Every morning I have a headache, feel dizzy and sick - every day!

I may be a bit better one day, or worse another, or a week later. I may have rested over Christmas but it doesn't mean I'll be better when I come back to school

There can be good days and bad days. Things can be going quite well until they are not again.

I am worried that I may look and seem ok, but I am not. Please check if I am ok instead of me having to approach a teacher.

I need you to have compassion and to care, I am not ok.

Just because I am at school it doesn't mean that I am well.

I am worried that you don't believe I am sick. I may seem ok, but I am not.



# LONG COVID KIDS EDUCATIONAL TOOLKIT HANDBOOK APPENDICES

APPENDIX 1 - LONG COVID WEEKLY IMPACT LOG - COMPLETED EXAMPLE

APPENDIX 2 - EDUCATION AND HEALTH COMMUNICATION LOG - COMPLETED EXAMPLE

APPENDIX 3 - ACTIVITY/SYMPTOM DIARY - COMPLETED EXAMPLE

APPENDIX 4 - LONG COVID WEEKLY IMPACT LOG - BLANK TEMPLATE

APPENDIX 5 - EDUCATION AND HEALTH COMMUNICATION LOG - BLANK TEMPLATE

APPENDIX 6 - ACTIVITY/SYMPTOM DIARY - BLANK TEMPLATE

# APPENDIX 1 - LONG COVID WEEKLY IMPACT LOG - COMPLETED EXAMPLE

Lyle (17/02/2009) had a COVID-19 re/infection on 04/03/2023. Since then they have been experiencing ongoing symptoms and this has been affecting their ability to participate with their education and daily life. To give you a view of how this affects them please see the table below which refers to how they are impacted across the week.

Name: Lyle

D.O.B.: 17/02/2009

Day/Date	Hours in School	Hours participating in Education at Home	Symptoms Type and Severity	Comment (Here you can include quotes from your child, details of medical appointments, self-care or social activities they were able to do, or anything else you feel it will be important for the school to know).
Monday 04/09/2023	2	0	Extreme exhaustion - bed all afternoon when returned from school	"It was good to see my friends but I found it difficult to follow what was happening in maths."
Tuesday 05/09/2023	0	1	Leg pain (mild), headache (moderate - took pain relief)	"Everything hurts today." Did not complete personal care today.
Wednesday 06/09/2023	2	0	Extreme exhaustion - bed all afternoon when returned from school	"Today was a struggle" Supported to complete personal care today.
Thursday 07/09/2023	0	0	Extreme exhaustion, in bed, severe nausea	Felt too sick to eat, did drink a smoothie over the space of half an hour.

# APPENDIX 1 - CONTD

Name: Lyle

D.O.B.: 17/02/2009

Day/Date	Hours in School	Hours participating in Education at Home	Symptoms Type and Severity	Comment (Here you can include quotes from your child, details of medical appointments, self-care or social activities they were able to do, or anything else you feel it will be important for the school to know).
Friday 08/09/2023	0	20 mins	Started English homework, cognitive dysfunction high	Contact with Lyle's occupational therapist. Advised to reduce school time to 1 hr due to PESE.
Saturday 09/09/2023	0	0	Extreme exhaustion, Leg pain (moderate) headache (moderate to severe)	Spent 20 mins playing minecraft with friends until headache worsened.
Sunday 10/09/2023	0	0	Extreme exhaustion, Leg pain, headache all day (pain relief not resolving)	"I'm not sure if I can go to school tomorrow."

# APPENDIX 2 - EDUCATION AND HEALTH COMMUNICATION LOG - COMPLETED EXAMPLE

Name: Lyle

D.O.B.: 17/02/2009

Please also see the following communication log which advises you of when we have spoken to education and health professionals about Lyle (17/02/2009).

Date/Time	Communication With	Comments
03/07/2023	Long Covid Clinic Paediatrician Face to Face Appointment	Confirmed diagnosis of Long Covid following infection in March 2023. Agreed school attendance not advised for the rest of term. To work with occupational therapist and physiotherapist with the aim of trying back at school in September.
04/07/2023	Form Tutor Phonecall	Informed form tutor of diagnosis and advice.
31/07/2023	Student Office	Provided printed copy of Long Covid Clinic Paediatrician letter.
21/08/2023	Long Covid Clinic Occupational Therapist Zoom Appointment	Appointment with Long Covid Clinic Occupational Therapist. Planned a phased return to school in September with the aim of attending Mondays, Wednesdays and Fridays for 2 hours.

## APPENDIX 2 - CONTD

Name: Lyle

D.O.B.: 17/02/2009

Please also see the following communication log which advises you of when we have spoken to education and health professionals about Lyle (17/02/2009).

Date/Time	Communication With	Comments
04/09/2023	Form Tutor Face to Face	Met with form tutor after bringing Lyle in for his 11am class to provide guidance letter from Occupational Therapist.
08/09/2023	Absence Line and Email to Form Tutor	Advising due to symptoms Lyle is not able to make it in for his hours today.
08/09/2023	Long Covid Clinic Occupational Therapist Zoom Appointment	Planned appointment to review first week. Due to worsening of symptoms and PESE we were advised to drop back to 1 hr on the three days to see if that is more sustainable. Review in 2 weeks.



# APPENDIX 3 - ACTIVITY/SYMPTOM DIARY - COMPLETED EXAMPLE

Name: Lyle

D.O.B.: 17/02/2009

Fatigue scale 1-10 (1 = no fatigue, 10 = the worst you've experienced)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
How did you sleep last night? (Note wake time)	Asleep by 11, woke a few times but able to get back to sleep. Woke with alarm at 8	Restless legs and leg pain meant was waking every couple of hours. Snoozed alarm. Out of bed at 9.30	Didn't fall asleep until midnight but slept through to alarm at 8. Out of bed by 8.30	Got to sleep around 2 but woke again around 5. Slept again at 7. Difficult to rowse at 9.30	Woke at 3am for an hour due to leg pain. Unrowsable at 8 so mum phoned in to school sick. Slept until woken by mum at 11	Unable to sleep until 2am. Mum left to sleep and came downstairs at 1pm	Woken at 10 to join trip to McDonalds
Fatigue Rating on waking	6	9	8	10	9	9	9
What did you eat for breakfast? (Note time)	Cereal and Orange juice	Scrambled egg and toast	Cereal and Orange juice	Refused breakfast as unable to wake	Cereal and Orange juice	Slept through	Bacon and Egg McMuffin Meal.

# APPENDIX 3 - CONTD

Name: Lyle

D.O.B.: 17/02/2009

Fatigue scale 1-10 (1 = no fatigue, 10 = the worst you've experienced)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
List the activities you do before lunch	Up, breakfast, shower and dressed. Attended 2 classes - English and History. Involved walking between classes on different floors.	Didn't shower. Had breakfast and did 1 hour of History homework (read chapter and made notes)	Up, breakfast, shower and dressed. Attended 2 classes - Maths and French. Made use of lift pass today	Slept in bed	Didn't shower. Had breakfast and attempted English homework. After 20 min struggling to concentrate and unable to take information in.	Slept until 1pm	On and off whatsapp messaging with friends. Used voice note feature.
Fatigue Rating before lunch	8	9	9	10	10	Asleep	10

# APPENDIX 3 - CONTD

Name: Lyle

D.O.B.: 17/02/2009

Fatigue scale 1-10 (1 = no fatigue, 10 = the worst you've experienced)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What did you eat for lunch? (Note time)	Tuna Salad wrap at home Apple and Pear	Leftover pizza (from Sunday)	Smoothie	Did not want to eat due to nausea	Cheese Sandwich Fruit	When woke had scrambled egg and toast	Snack
List all the activities you do before Dinner	Slept all afternoon	Did about 30 minutes digital drawing and watched some anime	Slept all afternoon	Slept on the sofa	Managed 10 minute zoom call with Long Covid Occupational Therapist (OT)	Managed to spend 20 minutes playing Minecraft with friends. Had to stop and rest due to headache	Snoozed on sofa
Fatigue Rating before Dinner	8	8	9	10	10	9	10

# APPENDIX 3 - CONTD

Name: Lyle

D.O.B.: 17/02/2009

Fatigue scale 1-10 (1 = no fatigue, 10 = the worst you've experienced)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What did you eat for dinner? (Note time)	Chicken Stir Fry (7pm)	Tuna Pasta Bake (6pm)	Sausage, Mash, Veg and Gravy (6.30pm)	Encouraged to try protein smoothie (6pm)	Jacket Potato (6.30pm)	Spaghetti Bolognese (6pm)	Ate about half of Roast Dinner (5pm)
List all the activities you do before bed	Read a couple of chapters of book for English Brushed teeth	On and off whatsapp messaging with friends.	1 hour online with friends - not playing game but talking while they were	Tried to listen to a meditation that lasted 15 minutes. Fell asleep during.	Watched a film together (did fall asleep and had to rewatch the end)	Attempted to do some more English reading for class on Monday - managed 40 minutes)	Felt sick after tea so pretty much went straight to bed
Time you start trying to sleep	10.30	10.30	9	8	11	9	7

# APPENDIX 3 - CONTD

Name: Lyle

D.O.B.:17/02/2009

Fatigue scale 1-10 (1 = no fatigue, 10 = the worst you've experienced)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
Any overall comments about how you felt today (e.g. symptom severity, mood etc)	Happy had made it into school to see friends but exhausted.	Felt tired but took it easy and felt exhaustion improve slightly toward end of day	Felt really behind in French and struggled with basic phrases	Encouraged to try protein smoothie (took half an hour to do so with prompts)	Relieved OT recognised the struggle but disappointed by having to reduce hours	Still motivated to learn but identified difficulties, recognised when had too much of social activity	Headache not resolved bt pain relief - very pale



# APPENDIX 4 - LONG COVID WEEKLY IMPACT LOG - BLANK TEMPLATE

Name:

D.O.B.: dd/mm/yyyy

To give you a view of how Long Covid affects them please see the table below which refers to how they have been impacted across the week.

Day/Date	Hours in School	Hours participating in Education at Home	Symptoms Type and Severity	Comment (Here you can include quotes from your child, details of medical appointments, self-care or social activities they were able to do, or anything else you feel it will be important for the school to know).
Monday dd/mm/yyyy				
Tuesday dd/mm/yyyy				
Wednesday dd/mm/yyyy				
Thursday dd/mm/yyyy				
Friday dd/mm/yyyy				
Saturday dd/mm/yyyy				
Sunday dd/mm/yyyy				

# APPENDIX 5 - EDUCATION AND HEALTH COMMUNICATION LOG - BLANK TEMPLATE

Name:

D.O.B.: dd/mm/yyyy

Please also see the following communication log which advises you of when we have spoken to education and health professionals

Date/Time	Communication With	Comments
dd/mm/yyyy 00:00		
dd/mm/yyyy 00:00		
dd/mm/yyyy 00:00		
dd/mm/yyyy 00:00		
dd/mm/yyyy 00:00		
dd/mm/yyyy 00:00		

# APPENDIX 6 - ACTIVITY/SYMPTOM DIARY - BLANK TEMPLATE

Name:

D.O.B.: dd/mm/yyyy

Fatigue scale 1-10 (1 = no fatigue, 10 = the worst you've experienced)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
How did you sleep last night? (Note wake time)							
Fatigue Rating on waking							
What did you eat for breakfast? (Note time)							
List the activities you do before lunch							
Fatigue Rating before lunch							

# APPENDIX 6 - ACTIVITY/SYMPTOM DIARY - BLANK TEMPLATE CONTD

Name:

D.O.B.: dd/mm/yyyy

Fatigue scale 1-10 (1 = no fatigue, 10 = the worst you've experienced)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
What did you eat for lunch? (Note time)							
List all the activities you do before Dinner							
Fatigue Rating before Dinner							
What did you eat for dinner? (Note time)							

# APPENDIX 6 - ACTIVITY/SYMPTOM DIARY - BLANK TEMPLATE CONTD

Name:

D.O.B.: dd/mm/yyyy

Fatigue scale 1-10 (1 = no fatigue, 10 = the worst you've experienced)

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
List all the activities you do before bed							
Time you start trying to sleep							
Any overall comments about how you felt today (e.g. symptom severity, mood etc)							