

Teacher: Third Grade Student's Performance Greatly Enhanced By Antibiotic Treatment

<http://www.thehumansideoflyme.net/viewarticle.php?aid=63>

"I am writing this letter in regards to what I have observed regarding your patient's academic performance while on his antibiotics compared to his performance without antibiotics. We are now in our third month of school and I have had a solid opportunity to observe the Bruce's abilities on a daily basis. I have maintained a continual communication with his parents and together we have been able to monitor, both, his social and academic behavior, in relation to his treatment for Lyme disease.

While taking his antibiotics (which he has done for the majority of the school year), Bruce maintains an enthusiastic attitude towards learning. He contributes to classroom discussions by providing relevant thoughts and reactions to various topics. He is able to focus his attention on independent assignments with a low degree of redirecting by his teachers. His academic performance is definitely at its strongest in the mornings. He is more involved and energized. I have noticed a pattern in the afternoons (2:15-3:30) in that his level productivity seems to falter. I do not see as much participation from him in the afternoons and his success on various assignments is inconsistent, unlike his morning productivity. Factors such as careless mistakes, not following directions, and lack of focus can cause these inconsistencies. However, I am able to monitor his progress in the afternoons, by working with him on assignments or doing progress spot checks. These strategies help my student get back on track and regain his focus. He is very receptive to this type of positive teacher feedback.

I have noticed a big change in Bruce's behavior without the antibiotics, unfortunately. During the week of 9/19-9/23, he was taken off his antibiotics. This seemed to affect his ability to function successfully in the classroom. He was continually unable to maintain his focus during classroom activities. His contribution to discussions were off-based and on the verge of silly. He talked to his group mates at times when he was not supposed to. His class work was not at the level of his normal performances. He was not following directions, written or verbal. He took 3 breaks during this week, when he normally does not ask for breaks. Uncharacteristically, he did very poorly on an open-book science assignment on which he should have done very well. I discussed the assignment with him and asked him what happened. He could not answer me. I had him make the necessary corrections and gave him ½ credit so as to not completely affect his science grade. This week of the patient without his antibiotics was like working with another child. His struggles appeared out of his control and I could tell he was getting frustrated.

Your patient is a wonderful student. Bruce has a very pleasant attitude and wants very much so to please his teachers. I hope that this information is helpful to any decisions made to assist my student in his battles against Lyme disease. Please let me know if there is anything else I can do to help."

Sincerely,
Bruce's teacher

(Letter to V.T. Sherr, MD)