

Appendix E

Academic Adjustments: Concussions

Following concussion, students who receive academic adjustments without penalty are more successful and better able to reintegrate into school. **Using the student's reported symptoms**, select appropriate adjustments from the list below and share with teachers

| Student Name_____ | Staff Contact:_____ | <input checked="" type="checkbox"/> | Start Date | End Date |
|---|---------------------|-------------------------------------|------------|----------|
| General | | | | |
| Adjust class schedule (alternate days, shortened day, abbreviated class, late start to the day). | | | | |
| No PE classes until cleared by a healthcare professional. No physical play at recess. | | | | |
| Avoid noisy and over-stimulating environments (i.e., band). | | | | |
| Allow student to drop high level or elective classes without penalty if adjustments go on for a long period of time. | | | | |
| Allow student to audit class (i.e., participate without producing or grades). | | | | |
| Remove or limit testing and/or high-stakes projects. | | | | |
| Alternate periods of mental exertion with periods of mental rest. | | | | |
| Cognitive / Thinking | | | | |
| Reduce class assignments and homework to critical tasks only. Exempt non-essential work. Base grades on adjusted work. | | | | |
| Provide extended time to complete assignments/tests. Adjust due dates. | | | | |
| Once key learning objective has been presented, reduce repetition to maximize cognitive stamina (i.e. assign fewer problems). | | | | |
| Allow student to demonstrate understanding orally instead of in writing. | | | | |
| Provide written instructions for work that is deemed essential. | | | | |
| Provide class notes by teacher or peer. Allow use of computer, smart phone or tape recorder. | | | | |
| Allow use of notes for test taking. | | | | |
| Fatigue / Physical | | | | |
| Allow time to visit school nurse, psychologist, or counselor for headaches or other symptoms. | | | | |
| Allow strategic rest breaks (e.g., 5-10 minutes every 30-45 minutes) during the day. | | | | |
| Allow hall passing time before or after crowds have cleared. | | | | |
| Allow student to wear sunglasses or hat indoors. Control for light sensitivity (draw blinds, sit away from window). | | | | |
| Allow student to study or work in a quiet space away from visual and noise stimulation. | | | | |
| Allow student to spend lunch/recess in quiet space for rest and control for noise sensitivity. | | | | |
| Provide a quiet environment to take tests. | | | | |
| Emotional | | | | |
| Develop plan so student can discreetly leave class as needed for rest. | | | | |
| Provide quiet place to allow for de-stimulation. | | | | |
| Keep student engaged in extra-curricular activities. Allow student to attend but not fully participate in sports. | | | | |
| Encourage student to explore alternative activities of non-physical nature. | | | | |
| Develop an emotional support plan for the student (e.g., identify adult to talk with if feeling overwhelmed). | | | | |

Adapted from: <https://www.orcasinc.com/products/brain-101/index.html> and <https://www.cdc.gov/heads-up/>