

## 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: _____	Start Date	End Date
<b>General</b>			
	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.		
<b>Cognitive/Thinking</b>			
	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.		
<b>Fatigue/Physical</b>			
	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.		
<b>Emotional</b>			
	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).		