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## Accommodation Plan from Healthcare Provider

Student: \_\_\_\_\_ DOB: \_\_\_\_\_ Date of Evaluation: \_\_\_\_\_

As a professional educator, there is much, you can do to help your students recover from concussions and help their brains heal. It is impossible to predict the duration of the student's symptoms, however the signs and symptoms of a concussion can persist for days or weeks, and in a few cases for months or longer. Symptoms of concussions can greatly affect learning by inhibiting information, processing speed, and the ability to handle a full load of work. Some recovery can be delayed when students push through symptoms. These accommodations can speed recovery when dealing with their temporary learning disability. Daily check-ins with the student is recommended.

### GENERAL RECOMMENDATIONS

- No school until 30 minutes of mental activity is tolerated.
- Abbreviated daily class schedule (every other day, shortened day)
- No physical education classes (including weight training, aerobics, yoga)
- Consider reducing make-up work to critical work only. Recommended 50-75% reduction.
- No testing (e.g., midterms, finals, standardized testing) during recovery period, until student is cleared

### RECOMMENDATIONS FOR COGNITIVE ISSUES

**During recovery the brain has a decreased ability to learn. Students have experienced difficulty multi-tasking, increased memory and attention problems. The mental effort to prepare for and take tests may worsen symptoms, therefore students are not as quick to learn and completing school work takes much longer. Some students with symptoms of concussion exhibit the same characteristics as seen in ADHD.**

- Move student to front of the class, away from the windows, doors, and other distractions.
- Provide class notes/outline by teacher or peer
- Consider using tape recorder for note taking
- Allow for a temporary tutor to assist in organizing and planning work
- Provide written instructions for homework
- Modify assignments and homework, selecting the most important concepts. Deliver the instructions in smaller chunks, and limit the number of problems, questions, or pages to read.
- Excuse from (or unweight) specific tests or assignments. Remove or adjust large projects during first critical three weeks.
- Provide extended time to complete assignments and/or shortened assignments
- Allow a reader or recorded books for assignments and testing. A buddy might be used to read assignments aloud
- Provide extended time to take tests in a quiet environment
- Postpone or stagger tests, avoid doubling up on tests (two or more per day)
- Allow testing across multiple sessions, reduce length of tests
- Reformat the responses to multiple choice or allow the use of notes for test taking due to memory issues.
- Allow another student to help access school resources.



## RECOMMENDATIONS FOR FATIGUE/PHYSICAL ISSUES

**Physical exertion may increase symptoms and some students may have sensitivity to light and/or noise after a concussion.**

- Allow time to visit the health room for treatment of headaches or other symptoms.
- Allow rest breaks during the day, if symptoms increase while at school:
  - Level 1: Lay head down on desk x 15 minutes
  - Level 2: Go lay down in the health office x 20 minutes
  - Level 3: Go home from school
- Turn down lights in one area of the classroom
- Allow "hall passing time" before or after the crowds have cleared
- Allow student to wear sunglasses or caps with visors indoors to control for light sensitivity
- Permit ear plugs (not headphones with music) for noise control
- Allow student to take lunch in quiet space to allow for rest and control for noise sensitivity
- Excuse from band, choir, or other noisy classroom environments
- Reduce backpack weight by keeping books in classroom

## RECOMMENDATIONS FOR EMOTIONAL ISSUES

**Some students report that one of the scariest things that they experience after a concussion is changes in mood.**

- Allow time to visit the school counselor or health office
- Encourage athletes to share progress and difficulties with parents, school nurse, counselor, physician, and/or athletic trainer.
- Make arrangements to provide the student with a quiet supervised place to regain composure perhaps with a counselor or in the health room.
- Develop an emotional support plan for the student, which may include an adult with whom the student can talk if feeling overwhelmed or a buddy student for them to talk to.
- Remind students that being more emotional is one of the symptoms of a concussion and what they are feeling is normal.

Additional Comments/Recommendations: \_\_\_\_\_

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Licensed Healthcare Provider \_\_\_\_\_ Phone: \_\_\_\_\_