

### ACADEMIC ADJUSTMENTS FOLLOWING CONCUSSION

*Following concussion, students who receive academic adjustments without penalty for missed work are more successful and better able to reintegrate into school. Use this list as a guide. Be flexible and monitor frequently for signs of fatigue. Provide adjustments as needed, and remove when no longer necessary.*

GENERAL	COGNITIVE/THINKING	FATIGUE/PHYSICAL	EMOTIONAL
No school until specified To be reviewed on: _____	Reduce class assignments and homework to critical tasks only. Exempt non-essential written classwork or homework. Base grades on adjusted work.	Allow time to visit school nurse/counselor for treatment of headaches or other symptoms.	Develop plan so student can discreetly leave class as needed for rest.
Adjust class schedule (alternate days, shortened day, abbreviated class, late start to day).	Provide extended time to complete assignments/tests. Adjust due dates.	Allow strategic rest breaks (e.g., 5-10 minutes every 30-45 minutes) during the day.	Keep student engaged in extra-curricular activities. Allow student to attend but not fully participate in sports practice.
No PE classes (Including weight training, aerobics, yoga, dance) until cleared by a healthcare professional. No physical play at recess.	Once key learning objective has been presented, reduce repetition to maximize cognitive stamina (e.g., assign 5 of 30 math problems).	Allow hall passing time before or after crowds have cleared	Encourage student to explore alternative and appropriate activities of non-physical nature.
Avoid noisy and over-stimulating environments (e.g., band) if symptoms increase.	Allow student to demonstrate understanding of concepts orally instead of in writing.	Allow student to wear sunglasses indoors. Control for light sensitivity (e.g. draw blinds, sit away from window, hat with brim).	Develop an emotional support plan for the student (e.g., identify adult to talk with if feeling overwhelmed).
Allow student to drop high level or elective classes without penalty if accommodations go on for a long period of time.	Provide written instructions for homework/classwork that is deemed essential.	Allow student to study or work in a quiet space away from visual and noise stimulation.	Provide quiet place to allow for de-stimulation.
Allow student to audit class (i.e., participate without producing or grades).	Provide class notes by teacher or peer. Allow use of computer, smart phone, tape recorder.	Allow student to spend lunch/recess in quiet space for rest and control for noise sensitivity.	
Remove or limit testing (e.g., midterms, finals, standardized) or high stakes projects.	Allow utilization of notes and/or word banks for test taking due to memory issues.	Provide a quiet environment to take tests.	
Alternate periods of mental exertion with periods of mental rest.		Don't substitute mental for physical activity (e.g., assign reading during PE).	

*If student symptoms persist for several months and/or are severe (i.e., symptoms compromise student's attendance, or quantity of work is so limited that it jeopardizes grades/credit accumulation), contact your district or building 504 coordinator to determine if a 504 plan would be beneficial. If prolonged recovery requires specialized instruction/placement, or modified curriculum, refer student for special education services.*