

SCHOOL RECOMMENDATIONS

Patient Name: _____ Date of Evaluation: _____

This patient has been diagnosed with a **concussion** and is currently under our care. Please excuse the patient from school today due to a medical appointment. It is suggested that the following recommendations be implemented to avoid increasing concussion symptoms and delaying recovery.

Please allow the following academic recommendations from _____ thru _____

(Please see reverse side for additional information )

Attendance

- No school until symptoms free/significant decrease in symptoms
- No school for _____ school day(s)
- Part time attendance for _____ school day(s) as tolerated
- Full school days as tolerated
- Tutoring homebound/in school as tolerated

Planning

- Initiate 504 Plan
- Structure a plan for how student will complete missed assignments, quizzes and tests

Breaks

- Allow student to go to the nurse's office if symptoms increase
- Allow student to go home if symptoms do not subside

Visual Stimulus

- Allow student to wear sunglasses in school
- Pre-printed notes for class material or note taker
- No smart boards, projectors, computers, TV screens or other bright screen
- Enlarged font when possible

Audible Stimulus

- Allow student to leave class 5 minutes early to avoid noisy hallway
- Audible learning (discussions, reading out loud, if possible text to speech programs or Kindle)
- Avoidance of loud and crowded places (auditoriums, lunch rooms, recess, music/band/choir)

Current Symptom List (the patient is complaining of today)

- | | | | |
|--|---|---|---|
| <input type="checkbox"/> Headache | <input type="checkbox"/> Difficulty concentrating | <input type="checkbox"/> Sensitivity to light | <input type="checkbox"/> Trouble falling asleep |
| <input type="checkbox"/> Visual problems | <input type="checkbox"/> Difficulty remembering | <input type="checkbox"/> Sensitivity to noise | <input type="checkbox"/> Drowsiness |
| <input type="checkbox"/> Dizziness | <input type="checkbox"/> Feeling slowed down | <input type="checkbox"/> Feeling more emotional | <input type="checkbox"/> Sleeping less than usual |
| <input type="checkbox"/> Nausea | <input type="checkbox"/> Feeling mental foggy | <input type="checkbox"/> Irritability | <input type="checkbox"/> Sleeping more than usual |
| <input type="checkbox"/> Fatigue | <input type="checkbox"/> Balance Problems | | |

Workload/Multi-Tasking

- No homework
- Limit homework to _____ minutes a night
- Prorate workload when possible
- Reduce overall amount of make-up work, class work and homework when possible
- Graded catch-up for missed work

Testing

- No testing
- No testing until caught up on school work
- Extra time to complete tests
- No more than one test a day/every other day
- Oral testing
- Open book or take-home testing when possible
- Testing in a quiet place

Physical Exertion

- No physical exertion/sports/gym/recess
- Aerobic, non-contact, non-group activities as tolerated
- No contact sports or activities
- Cleared for all physical exertion. Begin return to play protocol

Additional Recommendations

- Other: _____
- _____
- _____

The patient has been scheduled for a follow-up medical appointment and revision of recommendations on _____

Provider's Signature: _____

Provider's Name: _____

The academic accommodations may help in reducing the cognitive (thinking) load, thereby minimizing post-concussion symptoms and allowing the student to better participate in the academic process during the injury period. Needed accommodations may vary by course. The student and parent are encouraged to discuss and establish accommodations with the school on a class-by-class basis. The student and parent may wish to formalize accommodations through an IEP or 504 Plan if symptoms persist following treatment and less formalized accommodations.

Testing: Students with a concussion have increased memory and attention problems. They will not be able to learn as effectively or as quickly as before. High demanding activities like testing can significantly increase symptoms (e.g., headache, fatigue, foginess, dizziness) which in turn can make testing more difficult.

Note Taking: Note taking may be difficult due to impaired multi-tasking abilities and increased symptoms.

Work Load Reduction: It takes a concussed student much longer to complete assignments due to increased memory problems and decreased speed of learning. Recovery can be delayed when a student pushes through” symptoms. Therefore, it is recommended that “thinking” or cognitive load be reduced, just as physical exertion is reduced. Examples of how to shorten work might be to reduce the length of essays, have the student do every other problem in a homework assignment, or highlight key concept areas for testing while eliminating testing on less important topics. Doing school work in 15 minute intervals, followed by a rest break, is often needed.

Breaks: Take breaks as needed to control symptom levels. For example, if the headache worsens during class, the student should put his or her head on the desk to rest. For worse symptoms, he/she may need to go to the nurse’s office to rest prior to returning to class.

Extra Time: Students may experience severe symptoms some days or nights and not others. With increased symptoms, students are advised to rest, and therefore may need to turn assignments in late on occasion.

School Environment: The school setting has a variety of constant visual and audible stimulus. Loud and noisy classrooms, hallways, auditoriums and cafeterias can provoke symptoms in concussed students. Bright halogen lights, smart boards and projectors are visual stimulus that often exacerbates symptoms. Modifications of this stimulus may be needed during the student’s school day. Allowing students to leave class five minutes early to avoid loud hallways or eat in a quiet place during lunch, allowing pre-printed notes or use of sunglasses are options.