



NAME: \_\_\_\_\_ DOB: \_\_\_\_/\_\_\_\_/\_\_\_\_ Date Of Injury: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Concussion Reference for Symptom Guided Academic Strategies

Concussion is a **Brain Injury**. Cognitive difficulties following a concussion can significantly affect a student’s ability to learn. In addition, the rigors of the academic environment may worsen concussion symptoms and possibly prolong recovery. The following guide may assist the return to learn “team” in the development of individualized strategies to facilitate the timely recovery of the concussed athlete.

SIGN/SYMPTOM	IMPLICATIONS IN SCHOOL	ADJUSTMENTS IN SCHOOL
Headache	Most common symptom reported Can distract the student from concentration Can vary throughout the day and may be triggered by various exposures (lighting, noises, focusing on tasks)	Frequent breaks Identifying aggravators and reducing exposure to them Rests, planned or as needed in quiet areas
Dizziness/lightheadedness	May be indication of injury to vestibular system May make standing quickly or walking in crowded environment challenging Often provoked by visual stimulus (rapid movements, videos)	Allow student to put head down if symptoms worsen Give student early dismissal from class and extra time from class to class to avoid crowded hallways
Visual symptoms, light sensitivity, double vision, blurry vision	Troubles with various aspects of the learning environment Slide Presentations Movies Smart boards Computers/tablets Artificial Lighting Difficulty reading and copying Difficulty paying attention to visual tasks	Reduce exposure to computers, smart boards, videos Reduce brightness on screens Allow to wear a hat or sunglasses in school Consider use of audiotapes of books  Turn off fluorescent lights as needed Seat closer to center classroom activities(blurry vision) Cover 1 eye/lens with patch/tape (double vision)
Noise Sensitivity	Troubles with various aspects of the school building Lunchroom Shop classes Music classes (band/choir) Physical Education classes/sport practices Hallways	Allow have lunch in quiet area with a classmate Limit or avoid band, choir, or shop classes Consider use of ear plugs Avoid noisy gyms and organized sport practices/games Early dismissal from class to avoid crowded hallways
Difficulty concentrating or remembering	Challenges learning new tasks and comprehending new materials Difficulty with recalling and applying previously learned material Lack of focus in the classroom Trouble with standardized testing Reduced ability to take drivers education classes safely	Avoid testing or completion of major projects during recovery when possible Provide extra time to complete nonstandardized tests  Postpone standardized testing (504 plan in place) Consider 1 test per day during exam period Consider use of preprinted notes, notetakers, scribe, or reader for oral test taking
Sleep disturbances	Excessive fatigue can hamper memory for new or past learning or ability to attend and focus Insufficient sleep can lead to tardiness or excessive absences Difficulty getting to sleep or frequent waking at night may lead to sleeping in class Excessive napping due to fatigue may lead to further disruptions of the sleep cycle	Allow for late start or shortened school day to catch up on sleep Allow rest breaks

\* Try to avoid excess make-up work – Please call with any questions/concerns (989) 837-9350

COMMENTS: \_\_\_\_\_

Adapted from: Halsted M, McAvoy K, Devore C, Carl R, Lee M, Logan K, Returning to Learning Following a Concussion, *Pediatrics* 2013;132:948