# BCHS Concussion Academic Accommodations

**Student Name_____ Date of Evaluation_____**

The student named above has suffered a concussion and is currently under the care of_____. He/She is not permitted to participate in any contact sport activity until formally cleared.

The following 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.

- **Breaks**: *The purpose of breaks in class is to reduce the stimulus for the students in an effort to relieve the symptoms so students can return to class*.
  Suggestions: _____ Take breaks as needed to control symptom levels. If headache worsens during class, the student should put his/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

- **Note taking**: *Note taking may be difficult due to impaired multitasking abilities and increased symptoms*
  Suggestions. _____Allow student to obtain class notes or outlines ahead of time to aid organization and reduce multi-tasking demands. If this is not possible, allow the student photocopied notes from another student.

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

- **Workload 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.*
  Suggestions:_____reduce overall amount of make-up work, class work, and homework (we typically recommend 50-75%, though may vary by class); _____shorten tests and projects.

- **Testing**: *Students with concussions have increased memory and attention problems. They will not be able to learn as effectively or quickly as before. Furthermore, highly demanding activities like testing can significantly raise symptoms (e.g., headache, fatigue) which can in turn make testing more difficult.*
  Suggestions:_____extra time to complete test; _____testing in a quiet environment; _____allow testing across multiple sessions; _____reduce length of tests; _____eliminate tests when possible; _____reformat from free response to multiple choice, or provide cueing (e.g., use of a notecard for helpful formulas).

  **Attendance Restrictions:**
  _____ Full days as tolerated
  _____ Initiate homebound education
  _____ Half-days as tolerated
  _____No school until _____, then attempt half/ full days as tolerated.
  **Full or partial days missed due to post-concussion symptoms should be medically excused.

**Follow-up evaluation and revision of recommendations to occur_____.**

**See me if you have additional questions: Jolene Bagge or Susan Theisen**