

LEARNING ACCOMMODATIONS AND MODIFICATIONS FOR STUDENTS FOLLOWING A CONCUSSION

For more information about learning accommodations, see the Resources section of the Concussion Toolkit for School Professionals.



PHYSICAL	
HEADACHES:	TIRES EASILY:
<ul style="list-style-type: none"> Provide opportunities to ensure student stays hydrated Allow frequent rest breaks with equipment as needed (ear/headphones, music, relaxation tapes, etc.) Limit or restrict noisy classes (music, woodworking, auto mechanics, foods/home economics, etc.) Limit or restrict noisy environments (assemblies, cafeteria, hallways, etc.) Allow the use of noise-cancelling ear plugs/headphones Allow sunglasses/hat in classroom Seat student away from window Dim light, pull shades 	<ul style="list-style-type: none"> Limit time spent doing school work Allow frequent rest breaks with equipment as needed (ear/headphones, music, relaxation tapes, etc.) Allow student to leave class/school early Allow student to start school later in the day Modify the student's attendance requirements, classes, and/or timetable Reduce backpack weight Schedule activities/subjects during student's best time of day
SENSITIVE TO LIGHT:	SENSITIVE TO NOISE:
<ul style="list-style-type: none"> Allow sunglasses/hat or blue light-blocking glasses Seat student away from window Dim light, pull shades Reduce exposure to computers, smart boards, videos Reduce brightness on screens 	<ul style="list-style-type: none"> Limit or restrict noisy classes (music, woodworking, auto mechanics, foods/home economics, etc.) Limit or restrict noisy environments (assemblies, cafeteria, hallways, etc.) Provide a quiet work space (library, learning support or counselling room, etc.) Provide a quiet place for lunch, recess Allow the use of noise-cancelling earplugs/headphones Allow student to leave class early to avoid noisy hallways
DIZZINESS/BALANCE PROBLEMS:	
<ul style="list-style-type: none"> Allow student to leave early to avoid crowded hallway Limit standing for long periods and allow student to sit or lie down as needed 	
COGNITIVE	
COGNITIVE FATIGUE:	
<ul style="list-style-type: none"> Limit time focusing on schoolwork No new learning Allow frequent rest breaks Reduce workload Decrease academic expectations Prioritize essential schoolwork Reduce repetition of work 	<ul style="list-style-type: none"> Allow for extra time to complete work, tests Provide shorter assignments, tests Allow alternative forms of testing (quiet space, oral, one-to-one, open-book, technology, etc.) Chunk information into smaller pieces Provide audio alternative for reading Schedule high cognitive demand tasks to be followed by less demanding work

COGNITIVE

DIFFICULTY CONCENTRATING:

- Provide a quiet place to work
- Limit time focusing on schoolwork
- Decrease distractions
- Work on one task at a time
- Chunk information into smaller pieces
- Allow for extra time to complete work
- Provide class notes
- Allow alternative forms of testing (quiet space, oral, one-to-one, open-book, technology, etc.)
- Provide shorter assignments, tests
- Provide or support use of assistive technology and software
- Provide extra support or learning assistance (TA, LA teacher, parent, peer, etc.)
- Allow preferential seating (front of class, away from windows, doors, other distractions, etc.)
- Limit or restrict noisy classes (music, woodworking, auto mechanics, foods/home economics, etc.)
- Limit or restrict noisy environments (assemblies, cafeteria, hallways, etc.)

DIFFICULTY REMEMBERING:

- Provide written instructions for tasks, homework
- Use peer tutor or partner
- Check comprehension
- Provide class notes/allow class notes for testing
- Provide or support use of assistive technology and software
- Use student agenda, communication book
- Chunk information into smaller pieces
- Provide extra support or learning assistance (TA, LA teacher, parent, peer, etc.)
- Use recognition rather than recall for testing
- Use repetition
- Use visual reminders (schedules, checklists, calendars, sticky notes, etc.)
- Use visual cues (highlighting, underlining, pictures/diagrams, colour coding, etc.)
- Use memory strategies (categorizing, associations, chunking, rehearsal, mnemonics, visualization, etc.)

EMOTIONAL

SAD/DEPRESSED/FRUSTRATED:

- Allow time for socialization
- Listen to and validate student's concerns
- Provide reassurance
- Use proactive behaviour management to encourage healthy lifestyle
- Provide safe place for student when feeling overwhelmed
- Ensure student has ready access to support services (school counsellor, school psychologist, etc.)
- Provide extra support or learning assistance (TA, LA teacher, parent, peer, etc.)
- Provide student and parent/caregiver with mental health and substance use resources
- Schedule regular check-ins with student
- Schedule regular check-ins with parent/caregiver

ANXIETY:

- Set appropriate goals with the student
- Allow student to leave class when needed
- Set a signal for the student when they need to leave the classroom
- Listen to and validate student's concerns
- Provide reassurance
- Provide safe space for student when feeling overwhelmed
- Ensure student has ready access to support services (school counsellor, school psychologist, etc.)
- Reduce workload
- Provide extra support or learning assistance (TA, LA teacher, parent, peer, etc.)
- Allow alternative forms of testing (quiet space, oral, one-to-one, open-book, technology, etc.)
- Decrease academic expectations
- Prioritize essential schoolwork
- Allow for extra time to complete work, tests
- Schedule regular check-ins with student
- Schedule regular check-ins with parent/caregiver