

Baylor Scott & White Family Medicine Keller Concussion Program

Patient Name: _____ Date of Evaluation: _____

ACADEMIC ACCOMMODATIONS

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. **These academic accommodations must be considered part of medical care and treatment for this medical condition.** 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 school and parent may wish to formalize accommodations through a 504 Plan if symptoms persist following treatment and less formalized accommodations.

Follow-up evaluation and revision of recommendations to occur _____.

Testing: *Students with concussion have increased memory and attention problems. Highly demanding activities like testing can significantly raise symptoms (e.g., headache, fatigue) which in turn can make testing more difficult.*

- extra time to complete tests
- allow testing across multiple sessions
- no standardized tests
- reformat from free response to multiple choice or provide cueing (e.g., a notecard for helpful formulas).
- open note / open book / take home tests when possible
- testing in a quiet environment
- reduce length of tests
- no tests or quizzes

Note taking: *Note taking may be difficult due to impaired multitasking abilities and increased symptoms. 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.*

Workload reduction: *It takes a concussed student much longer to complete assignments due to increased memory problems and decreased speed of learning. Therefore, it is recommended that "thinking" or cognitive load be reduced, just as physical exertion is reduced.*

- reduce overall amount of make-up work, class work, and homework (recommended: 50-75%)
- shorten tests and projects
- books on tape
- passively work (e.g., sit and listen with no active involvement)

Breaks: *For example, 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.*

- take breaks as needed to control symptom levels.
- eat lunch away from cafeteria
- limit extracurricular activities (_____)
- leave class early to avoid hallway noises

Extra Time: *With increased symptoms, students are advised to rest, and therefore may need to turn assignments in late on occasion. Allow student to turn in assignments late.*

Attendance Restrictions

- Full days as tolerated
- Half-days as tolerated
- Initiate / Continue homebound education
- No school until _____, then attempt half days as tolerated until _____, then full days as tolerated.
- Other attendance restriction _____

** Full or partial days missed due to post-concussion symptoms should be medically excused.

Other Accommodations

- Allow for snacks and drinks
- Allow student to wear hat and/or sunglasses (sensitivity to light)
- Report any changes in mood/personality to counselor or parent.
- Change setting (brightness/ contrast) on computer screen to reduce headache / sensitivity to light.
- _____

Signature: _____ Date: _____

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