

# LEARNING ACCOMMODATIONS FOR STUDENTS FOLLOWING A CONCUSSION

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



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

## COGNITIVE

### DIFFICULTY CONCENTRATING:

- Provide a quiet place to work
- Limit time focusing on schoolwork
- Decrease distractions
- Work on one task at a time
- Provide smaller chunks of schoolwork
- Allow for extra time to complete work
- Use class notes/technology
- Allow alternative forms of testing (quiet space, oral, one-to-one, open-book, technology, etc.)
- Provide shorter assignments, tests
- Provide peer to read aloud to student
- 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 subjects (music, woodworking, auto mechanics, 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
- Use class notes/technology so student can review
- Use student agenda, communication book
- Provide smaller chunks to learn
- Provide extra support or learning assistance (TA, LA teacher, parent, peer, etc.)
- Use recognition rather than recall for testing
- Use repetition
- Allow use of class notes for testing
- 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:

- Allow time for socialization
- Provide supportive feedback and reassurance
- Provide avenues for student to express themselves
- Provide avenue for student to utilize support services within the school (school counsellor, school psychologist, etc.)
- Provide extra support or learning assistance (TA, LA teacher, parent, peer, etc.)

### 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
- Provide supportive feedback and reassurance
- Provide avenues for student to express themselves
- Provide avenue for student to utilize support services within the school (school counsellor, school psychologist, etc.)
- Provide extra support or learning assistance (TA, LA teacher, parent, peer, etc.)
- Reduce workload
- 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