

STUDENT RETURN TO LEARN PLAN



STUDENT INFORMATION

STUDENT NAME:	HOMEROOM TEACHER:	GRADE:	INJURY DATE:
PARENT/GUARDIAN:	PHONE:	EMAIL:	
SCHOOL CONTACT:	PHONE:	EMAIL:	

STUDENT SUPPORT SYSTEM

NAME	ROLE	CONTACT INFORMATION (PHONE/EMAIL)

MONITORING AND EVALUATION

<p>Preferred communication with parent/guardian</p> <p>In person Frequency:</p> <p>Student agenda</p> <p>Email Regular meetings:</p> <p>Phone</p>	<p>Communication between school contact and teachers</p> <p>In person Frequency:</p> <p>Email Regular meetings:</p>
<p>Symptom reporting</p> <p>Student self-report: Student checked by:</p> <p>To school contact School contact</p> <p>To teacher Teacher</p> <p>In person to Other</p>	<p>Academic progress measured by</p> <p>Workload Length of time tolerated Number of courses</p> <p>Emotional progress</p> <p>Monitored by:</p> <p>In case of concerns:</p>
<p>Comments:</p>	

RETURN TO LEARN PLANNING TOOL

The student's individual symptoms will guide the creation of this planning document. To promote recovery within the school context, the goal is to have the student participate in an appropriate balance of cognitive activity and rest, thereby avoiding overexerting the brain to the level of worsening or reproducing symptoms.

STUDENT:	SCHOOL CONTACT:	DATE:
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Identify Student's Needs	STAGE	Determine Learning Accommodations	Determine School Work	
SYMPTOMS	STAGE	LEARNING ACCOMMODATIONS	SCHOOL WORK	
Physical:	STAGE 1 Rest at home	Rest Breaks:	Processing Speed:	
Headache		Frequency:	Extra time for tasks and tests	
Fatigue		Duration:	Slow down verbal information	
Sleep disturbance		Location:	Check comprehension vs. memorization	
Dizziness/lightheadedness		STAGE 2 Light cognitive activity at home	Classroom Environment:	Provide notes/notetaker
Nausea/vomiting			Sit at front of class	Mood:
Light sensitivity		STAGE 3 School part-time, max. accommodations, shortened schedule	Sit away from bright sunlight	Facilitate access to school counsellor
Noise sensitivity			No classes with noise and/or safety issues	Reduce stressful situations
Blurred vision			Band/choir	Provide supportive feedback
Double vision			Wood/metalwork	Can leave class when needed
Balance problems	STAGE 4 Increase time at school, moderate accommodations	Other:	Facilitate avenues to express themselves	
Other physical symptoms:		Quiet work space	Allow time for socialization	
Cognitive:		Library	Provide reassurance	
		Learning Support	Homework:	
Poor attention/concentration	STAGE 5 School full-time, minimal accommodations	Counselling room	Limited to mins per day	
Forgetfulness/poor memory		Other:	Assessment:	
Taking longer to think		General Classroom Learning:	No testing	
Emotional:		STAGE 6 School full-time, no learning accommodations	Reduce course/workload	Limited testing (1 test per day)
	Prioritize essential work		Accommodations	
	Use peer tutor or partner		Extra time	
	Provide written instruction		Separate setting	
Irritability/easily angered	Provide class notes	Breaks as required	Physical Activity Permitted: (provided by parent/guardian)	
Frustration/impatience	Use and review student agenda	Open book		
Restlessness	Attention/Concentration:	Additional Considerations:		
Depression	Limit focus time to mins	Sunglasses		
Anxiety	Shorter assignments	Hat	Physical Education (P.E.):	
Pre-Existing Issues:	Break down tasks	Ear plugs/noise-reducing headphones		No P.E.
	Prior concussion	Lighter workload		Water bottle
Dates:	Memory:	Earbuds/headphones for music		Adapted P.E. program as per health care professional
Learning disability	Repetition	Other:	Full P.E.	
ADD/ADHD	Written instructions	Class transition before bell	Written medical clearance provided:	
Depression	Use calculator	No assemblies	NEXT REVIEW DATE:	
Anxiety	Shorter reading passages	Restricted recess/lunch activities		
History of migraines	Smaller chunks to learn	Alternate:		
Other:	Recognition cues	Elevator pass		

LEARNING SUPPORT DETAILS

COMMENTS