

Common Academic Accommodations Following a Concussion

No two concussions are the same but some accommodations may be similar depending on the concussion and its severity. More rest has not been proven to be the fastest, easiest way to recover from a concussion! A reasonable amount of rest, followed by a measured increase in home and school activities (that do not exacerbate symptoms) seem to be the formula for better concussion recovery. 70% of all concussions will resolve in 4 weeks with good management.

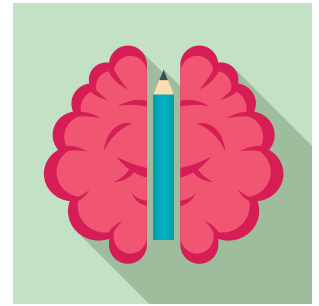
Frontload your academic accommodations during week 1 and 2. As week 1 progresses to week 4, the concussion should slowly resolve. Fade your academic supports away slowly over to 1 to 4 weeks.

These are some helpful tips when creating academic accommodations following a concussion:

Pacing Workload Reduction

Week 1:

- Pacing-give FREQUENT eye/brain/ water breaks; 5-10 minutes after focusing on reading or computer work for 20-30 minutes
- Focus on keeping the student well enough to be in class-listening and learning
- Remove non-essential work



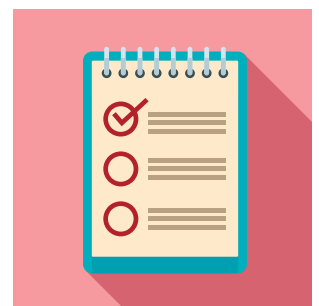
Week 2:

- Slowly introduce more work
- Prioritize current work over make-up work
- Reduce overall amount of required classroom assignments
- Shorten tests and projects



Week 3 & 4:

- Continue to adjust academic expectations
- Continue to remove and reduce some work but add in more work as healing progresses
- Do not require the student to carry a double work-load of missed assignments plus new assignments without penalty
- Limit homework to no more than 1 hour per day outside of school



Note Taking

- Give student complete class notes or outlines before class on paper with enlarged font
- Allow student to obtain notes from another student or assign a note-taking “buddy”
- Allow student to record classroom directions, discussions, and/or lectures



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Testing

- Allow extra time to complete tests
- Split tests into multiple sessions
- Reduce length of tests
- Allow testing in a quiet environment
- Reformat tests from free response to multiple choice
- Eliminate tests or quizzes when possible
- Provide audio or tape recorded tests to minimize required reading
- Do not allow a student to complete a computerized test until they have been cleared to use the computer
- Do not require the student to take final exams or standardized/statewide tests until they have been cleared from accommodations
- ACT testing accommodations can be requested via your guidance counselor



Noise and Light Sensitivity

- Allow student to attend music or band as they can tolerate
- Allow student to leave class early to avoid hallways
- The student should not attend school assemblies, or can ease back in by sitting near the door to the assembly
- Provide a place outside the cafeteria for lunch break
- Allow student to wear a hat with a brim or sunglasses in class
- Provide seating in an area of the classroom with minimal distraction
- Allow the student to use noise filtering ear plugs as needed

Visual Impairments

- Provide audio books, auditory textbooks and other forms of auditory learning as able
- Student should not read while symptomatic
- The student should not use the computer, iPad or tablet while symptomatic and should position themselves in classrooms with smartboards to minimize visual disturbance
- Student may read for school work, but must take breaks every 15-20 minutes or if symptoms occur or worsen

NDBIN can help teachers (general education and special education) and other related service providers in the world of education by providing technical assistance resources! We can come to you and provide trainings, tips, etc. We can assist in the development of 504s, IEP goals, para educator training, etc. All of our services are FREE!

For more information contact:

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