

SYMPTOMS		INSTRUCTIONAL STRATEGIES
<b>PHYSICAL</b>	MENTAL FATIGUE / HEADACHE	Arrange for a shortened day, either later start or early dismissal, depending upon the student's peak time of the day.
		Initially require a half-day modified schedule in the morning or afternoon, dependent upon the level of fatigue. If the student has trouble in the morning, have him arrive to school late. If student is at norm in the morning and gets fatigued with cognitive exertion, then early release is a proper action.
		Build strategic breaks into the student's schedule. Breaks should occur at regular intervals rather than as needed.
		Supervised rest should take place in a previously designated area. Ideally, the school nurse's office should be the primary location. Other locations may include the library, guidance counselor's office, or school's main office.
		Allow time to visit school nurse to report issues and triggers that may exacerbate concussion symptoms.
DIZZY / BALANCE ISSUES	NOISE SENSITIVITY	Place focus on core subjects (math, science, history and english) and supervise if any produce an exacerbation of symptoms.
		Breakdown assignments into small manageable amounts for students to complete without exacerbation of symptoms and frustration. This applies to both in-class work as well as home assignments.
		Reduce the number of exercise problems or vocabulary words to avoid constant repetition (i.e. From 30 - 10 math problems)
		Give the ability to listen to the lecture without producing the written work or notes.
		Allow the use of tape recorders for lectures. Students will be able to listen to old lectures to refresh their minds and further learn material.
LIGHT SENSITIVITY	NECK PAIN	Alleviate brain fatigue by using checklists, task analysis lists, graphic organizers, use multiple-choice and open-book tests, word banks, and extra-time on assignments.
		Allow the student to use the elevator if one is available.
		Encourage walking with a peer who can assist the student.
		Provide notes to prevent up and down shifting of the student's eyes. (Eye tracking)
		Encourage the use of earplugs to lessen hearing issues.
EMOTIONAL	EMOTIONAL	Preferred seating arrangements to stay away from talkative peers, school bells, open windows and school intercoms.
		Allow the student to take tests/quizzes in a quiet room with few distractions.
		Avoid classes such as shop class, band, chorus, physical education, etc.
		Allow student to leave class earlier to get to next class before the halls become busy and loud.
		Discourage events where there may be loud noises and/or bright lights. (i.e. pep rallies, athletic events, school dances, assemblies, crowded halls, and loud cafeteria environments)
PEER RELATIONSHIP ISSUES	PEER RELATIONSHIP ISSUES	Provide a warning before hand in the event of tornado and fire drills.
		Place the student away from windows.
		Dim lights in the classroom or draw shades down for less exposure to bright lighting.
		Allow the student to wear sunglasses and/or a hat indoors.
		Warn the student when lights will be turned off/on during lectures.
COGNITIVE	EASILY DISTRACTED	Avoid putting the student on the spot of negative attention.
		Establish a cooperative relationship with the student.
		Monitor the student for changes and transitions from their norm, such as abrupt changes in social patterns and/or academic performance.
		Encourage the student to seek help when needed. Communicate with student that help is available from the school nurse, guidance counselor, school psychologist, etc.
		If the student is frustrated with failure in one area, redirect him/her to other elements of the curriculum associated with success.
SLEEP	SLEEP LESS THAN USUAL	Provide reinforcement for positive behavior as well as for academic achievements.
		Acknowledge and empathize with the student's sense of frustration, anger or emotional outburst. "I know it must be hard dealing with some things right now"
		Provide structure and consistency; make sure all teachers are using the same strategies to prevent a feeling of inequality.
		Engage the student in any decisions regarding schedule changes or task priority setting. If the student feels in control, then he/she will settle emotionally.
		Set reasonable expectations. (Short attainable goals and long term goals) SMART Goals (Specific, Manageable, Attainable, Realistic, Tangible)
SLEEP	SLEEP MORE THAN USUAL	Remove the student from problem situations that may cause unnecessary stress.
		If needed, have the student leave the classroom and go to a pre-arranged location where he/she can rest quietly.
		Have a designated school employee (teacher, nurse, counselor) periodically 'check in' with the student to see how they are progressing.
		Develop a signal or cue for the student to report issues.
		Involve the family in the development of a progression plan.
SLEEP	TROUBLE FALLING ASLEEP	Encourage other students to be a support system for the injured student. More importantly, if the student is involved in after school activities, encourage teammates and friends to help with the situation.
		Educate the student body about situations regarding students with specialized instructional strategies.
		Develop an emotional support plan for the student. School psychologist or counselor should assist student and parents with ways to manage emotional distress.
		Break down assignments into small, manageable amounts.
		Use short and concise written instructions for assignments to help student be efficient and prevent confusion.
COGNITIVE	DIFFICULTY WITH NEW LEARNING MATERIALS	Allow the student to take tests in a designated quiet area or during after school hours.
		Move the student's seat to the front of the room.
		Use color-coding to emphasize important information from daily lectures.
		Remove, do not just postpone, in-class work and homework.
		Be thoughtful about the material most important to impart during a concussion.
COGNITIVE	DIFFICULTY PAYING ATTENTION AND CONCENTRATION	Remove or exempt student from tests or large projects until progress has been accomplished and student is capable to sustain a much larger load of cognitive exertion.
		Focus on understanding the material rather than memorization of the facts.
		Allow student to complete assignments but do not hold the student responsible if information is not completely accurate. (Grade the student's performance based on their attempt to complete a task rather than correctness.)
		Use short and specific instructions on assignments.
		Use color coding and underlining to focus attention on important points.
COGNITIVE	FEELING MENTALLY FOGGY	Use transitions from one topic or task to the next.
		Encourage front room or arranged seating.
		Be alert when the student's attention drifts.
		Use visual or verbal cues to redirect student's attention.
		Allow rest breaks if the student is having difficulty paying attention.
COGNITIVE	SLOW PROCESSING SPEED	Remove unnecessary distractions in the classroom.
		Give breaks between tasks.
		Simplify tasks by focusing on essentials.
		Decide what concepts are essential for learning.
		Cut back on the amount of work given in class and for homework.
COGNITIVE	DIFFICULTY REMEMBERING / MEMORY ISSUES	Strive for quality of work, not quantity of work.
		Allow extra time on projects and tests.
		Adjust due dates for assignments.
		Encourage the use of a tape recorder, note buddy, or copies of teacher's notes.
		Encourage the use of organizational helpers.
SLEEP	SLEEP LESS THAN USUAL	Use cues or symbolic reminders to help with memory recall.
		Pictures are worth a thousand words so use diagrams, flow charts, and outlines.
		Provide an outline or overview of the material to be covered in class.
		Provide class notes to the student or allow the use of a tape recorder for lectures.
		Encourage the student to restate information in his/her own words rather than memorization.
SLEEP	SLEEP MORE THAN USUAL	Help relate new information to what the student already knows.
		Allow the use of fact sheets on tests to reduce the demand on memory.
		Use multiple-choice and open-book tests (rather than short answer or essay) to minimize demand on memory.
		Allow the student to take on tasks by him/herself but continue to ask if student comprehends instructions.
		Allow breaks for the student to visit the school nurse's office or a designated room to rest.
SLEEP	TROUBLE FALLING ASLEEP	Fatigue caused by trouble falling asleep at home, will be noticeable at school. Help the student by allowing breaks or modify student's morning schedule.