

## School Accommodations for Post-Concussion Effects

<b>Postconcussion Effect</b>	<b>Functional School Problem</b>	<b>Accommodation/Management Strategy</b>
<b><i>Neuropsychological deficits</i></b>		
Attention/concentration	Short focus on lecture, class work, homework	Shorter assignments, break down tasks, lighter work load
Working memory	Holding instructions in mind, reading comprehension, mathematics calculation, writing	Repetition, written instructions, use of calculator, shorter reading passages
Memory consolidation/retrieval	Retaining new information, accessing learned information when needed	Smaller chunks to learn, recognition cues
Processing speed	Keep pace with work demand, process verbal information effectively	Extended time, slow down verbal information, comprehension checking
Fatigue	Decreased arousal/activation to engage basic attention, working memory	Rest breaks during classes, homework, and examinations
<b><i>Symptoms</i></b>		
Headaches	Interferes with concentration	Rest breaks
Light/noise sensitivity	Symptoms worsen in bright or loud environments	Wear sunglasses, seating away from bright sunlight or other light. Avoid noisy/crowded environments such as lunchroom, assemblies and hallways
Dizziness/balance problems	Unsteadiness when walking	Elevator pass, class transition before bell
Sleep disturbance	Decreased arousal, shifted sleep schedule	Later start time, shortened day
Anxiety	Can interfere with concentration, student may push through symptoms to prevent falling behind	Reassurance from teachers and team about accommodations, workload reduction, alternate forms of testing
Depression/withdrawal	Withdrawal from school or friends because of stigma or activity restrictions	Time built in for socialization
Cognitive symptoms	Concentrating, learning	See specific cognitive accommodations (above)
Symptoms sensitivity	Symptoms worsen with overactivity, resulting in any of the earlier-mentioned problems	Reduce cognitive or physical demands below symptoms threshold, provide rest breaks, complete work in small increments until symptoms threshold increases

Table taken from: School and the Concussed Youth: Recommendations for Concussion Education and Management (Sady M., Vaughan, C., and Gioia, G., 2011)