STUDENT: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

SCHOOL CONTACT PERSON: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ REVIEW DATE: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| **SYMPTOMS** | **STAGE** | **DAILY SCHEDULING** | **ACCOMMODATIONS** | **ACCOMMODATIONS (CONT’D)** |
| PHYSICAL:   * Headache * Fatigue * Sleep disturbance * Dizziness/lightheadedness * Nausea/vomiting * Light sensitivity * Noise sensitivity * Blurred vision * Double vision * Balance problems * Other physical symptoms:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  COGNITIVE:   * Poor attention/concentration * Forgetfulness/poor memory * Taking longer to think   EMOTIONAL:   * Irritability/easily angered * Frustration/impatience * Restlessness * Depression * Anxiety   PRE-EXISTING ISSUES:   * Prior concussion * Learning Disability * ADD/ADHD * Depression * Anxiety * History of migraines * Other:   \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ | * STAGE 1   Student is resting at home (24-48 hrs.)   * STAGE 2   Light mental activity at home, as tolerated, and with frequent rest breaks   * STAGE 3   Student is at school part-time, receiving maximum accommodations, on a shortened schedule with built-in breaks   * STAGE 4   Student is increasing time spent in school, and receiving moderate learning accommodations   * STAGE 5   Student is at school full-time and requiring minimal learning accommodations   * STAGE 6   Student is at school full-time and without learning accommodations | START TIME DETAILS:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  END TIME DETAILS:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  COURSE EXPECTIONS/  PROGRAM EXPECTATIONS:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  LEARNING SUPPORT DETAILS:  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_  PE DETAILS:   * No PE – medical exclusion * Adapted PE program * Full PE – written clearance provided | REST BREAKS:   * Frequency \_\_\_\_\_\_\_\_\_\_ * Duration \_\_\_\_\_\_\_\_\_\_\_\_ * Location \_\_\_\_\_\_\_\_\_\_\_\_   CLASSROOM ENVIRONMENT:   * Preferential seating at front of class * Seat way from bright sunlight * Temporary exclusion from classes with excessive noise and/or safety issues * Band/choir * Wood/metalwork * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ * Quiet space to complete school work * Library * Learning Support * Counselling * Other: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_   GENERAL CLASSROOM LEARNING:   * Reduce work load * Prioritize essential work * Use peer tutor or partner * Provide written instruction * Provide class notes * Use and review student agenda   RE: ATTENTION/CONCENTRATION:   * Shorter assignments * Break down tasks * Lighter work load   RE: MEMORY   * Repetition * Written instructions * Use of calculator * Shorter reading passages * Smaller chunks to learn * Recognition cues | RE: PROCESSING SPEED   * Extra time for tasks and tests * Slow down verbal information * Check for comprehension versus memorization   RE: MOOD   * Access to school counsellor * Reduce stressful situation * Provide supportive feedback * Allow student to leave class when needed * Provide avenues for student to express themselves * Allow time for socialization * Provide reassurance   RE: HOMEWORK   * Limited to \_\_\_\_\_\_\_\_\_\_ per day   RE: ASSESSMENT   * No testing * Limited testing (1 test per day) * Accommodations * Extra time * Separate setting * Breaks as required   RE: ADDITIONAL CONSIDERATIONS   * Sunglasses * Hat * Noise cancelling/reducing earplugs * Water bottle * Earphones for music   OTHER:   * Class transition before bell * No assemblies * Restricted recess/lunch activities   (Alternate: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_)   * Elevator pass |