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

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

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **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
 |