

Monona Grove School District

Return to Learn Recommendations Following Concussion

10.19.18

Patient Name _____ Date of Birth _____ bb

Date of Evaluation _____ Referred by: _____

Duration of recommendations: 1 week 2 weeks 4 weeks Until Further Notice

The patient will be reassessed for revisions of these recommendations in _____ weeks.

This Patient has been diagnosed with a concussion (a brain injury) and is currently under our care. Flexibility and additional supports are needed during recovery. It is suggested the following recommendations be implemented to aid in the recovery process. Adjustments may be removed/applied as needed as the student's symptoms improve/worsen.

Attendance:

- No school for _____ school day(s)
- Attendance at school _____ day(s)/week
- Full school days as tolerated
- Partial school days as tolerated

Breaks

- Allow student to go to the nurse's office if symptoms increase
- Allow student to go home if symptoms do not subside.

Visual stimulus

- Allow student to wear sunglasses in school.
- Pre-printed notes for class material or note taker
- Limited computer/other bright screen use
- Reduce brightness on monitors/screens if possible
- Change classroom seating if necessary

Audible stimulus

- Allow class transitions before the bell
- Avoid music or shop class
- Allow noise reducing ear plugs as needed
- Lunch in a quiet place

Workload

- Reduce overall amount of make-up work, classwork and homework.
- Prorate workload when possible
- Reduce amount of homework given each night (Max 1 Hour per night).

Testing

- Additional time to complete tests
- No more than 1 test per day
- No standardized testing until _____
- Allow for scribe, oral response, oral Delivery of questions if available

Physical Exertion

- No physical exertion/sports/gym/recess
- Walking in gym class

Additional recommendations

Current symptom List (the student is noting these today)

- | | | | |
|------------------------------------|---|---|--|
| <input type="checkbox"/> Headache | <input type="checkbox"/> Visual Problems | <input type="checkbox"/> Sensitivity to Noise | <input type="checkbox"/> Memory issues |
| <input type="checkbox"/> Nausea | <input type="checkbox"/> Balance Problems | <input type="checkbox"/> Feeling Foggy | <input type="checkbox"/> Fatigue |
| <input type="checkbox"/> Dizziness | <input type="checkbox"/> Sensitivity to Light | <input type="checkbox"/> Difficulty Concentrating | <input type="checkbox"/> Irritability |

The student is reporting difficulty with/in

- | | | |
|---|--|------------------------------------|
| <input type="checkbox"/> All subjects | <input type="checkbox"/> Reading/Language Arts | <input type="checkbox"/> Focusing |
| <input type="checkbox"/> Foreign Language | <input type="checkbox"/> Math | <input type="checkbox"/> Listening |
| <input type="checkbox"/> Science | <input type="checkbox"/> History | <input type="checkbox"/> Other |
| <input type="checkbox"/> Music | <input type="checkbox"/> Using computers | |

I, _____, give my permission for my healthcare provider to share the following information with my child's school and for communication to occur between the school and my health care provider for changes to this plan.

Health Care Provider's Signature Date

Parent/Guardian Signature Date

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The academic accommodations may help reducing the cognitive (thinking) load, thereby minimizing post-concussion symptoms and allowing the student to better participate in the academic process during the injury period. Needed accommodations may vary by course. The student and parent are encouraged to discuss and establish accommodations with the school on a class by class basis.

Testing: Students with a concussion have increased memory and attention problems. They will not be able to learn as effectively or as quickly as before. High demanding activities like testing can significantly increase symptoms (e.g., headache, fatigue, fogginess dizziness) which in turn can make testing more difficult.

Note Taking: Note taking may be difficult due to impaired multi-tasking abilities and increased symptoms.

Work Load Reduction: It takes a concussed student much longer to complete assignments due to increased memory problems and decreased speed of learning. Recovery can be delayed when a student pushes through symptoms. Therefore, it is recommended that thinking or cognitive load be reduced just as physical exertion is reduced. Examples of how to shorten work might be to reduce the length of an essay, have the student do every other problem in a homework assignment or highlight key concepts areas for testing while eliminating testing on less important topics.

Breaks: Take breaks as needed to control symptom levels. For example, if the headache worsens during class, the student should put his or her head on the desk to rest. For worse symptoms, he/she may need to go to the nurse's office to rest prior to returning to class.

Extra Time: Students may experience severe symptoms some days or nights and not others. With increased symptoms, students are advised to rest, and therefore may need to turn assignments in late on occasion.

School Environment: The school setting has a variety of constant visual and audible stimulus. Loud and noisy classrooms, hallways, auditoriums and cafeterias can provoke symptoms in concussed students. Bright halogen lights, smart boards and projectors are visual stimulus that often exacerbates symptoms. Modifications of this stimulus may be needed during the student's school day. Allowing students to leave class five minutes early to avoid loud hallways or allow appropriate noise reducing ear plugs and, allowing pre-printed notes or use of sunglasses are options.

Physical Exertion: At no point shall a student return to contact or collision activities while currently experiencing symptoms. Return to play protocols must be completed with a certified athletic trainer or other medical provider experienced with return to play protocols. Non-contact aerobic activities will be prescribed by the medical provider as tolerated.