

Alaska Return to Learn/School Following Brain Injury Accommodations Form

A concussion is a type of brain injury. A brain injury is caused by a jolt, bump, blow to the head, penetrating injury, or acquired injuries causing damage to the brain that disrupts its normal functioning. These changes can lead to symptoms that negatively affect the students thinking, behavior, emotions, sleep functions and overall health. Brain injuries affect people differently. Most students will have symptoms that last a few days or a week. A more serious brain injuries can last for weeks, months, or even longer.

This form provides a list of temporary accommodations for students who have experienced a brain injury. Should symptoms sustain, an evaluation for a 504 or an IEP should be considered. **This form should be completed in conjunction with educators and school staff, parents/caregivers, a school nurse, and/or physician.**

***This form does not replace a formal evaluation from a health care provider. ***

Section 1: Student Information

Student name: _____ Date: _____ Date of injury: _____

Description of injury: _____

Date of medical evaluation: _____ Date of next scheduled medical evaluation: _____

Your name: _____ Relationship to student: _____

Other information related to injury: _____

The master copy will be kept in the student's health file. A copy of this form will be distributed to all educators who work with the student and the parents or guardians. Please list the name/role of all people who received a copy of this form.

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Name: _____ Title: _____

Section 2: Student Symptoms

Name of person completing section 2: _____

Please indicate your role: Nurse Athletic Trainer Physician
 Parent Teacher Counselor Other: _____

Please indicate the injury related challenges affecting the student based on student, parent or medical reports. Check all that apply.

Thinking

- ☐ Difficulty thinking clearly
- ☐ Difficulty concentrating
- ☐ Difficulty remembering
- ☐ Difficulty following instructions
- ☐ Difficulty tracking conversations
- ☐ Feeling more slowed down
- ☐ Feeling sluggish, hazy, foggy or groggy
- ☐ Answers questions slowly
- ☐ Repeats questions
- ☐ Forgets class schedule or assignments

Physical

- ☐ Headache
- ☐ Pressure in head
- ☐ Nausea or vomiting
- ☐ Balance problems
- ☐ Dizziness
- ☐ Fatigue
- ☐ Blurry or double vision
- ☐ Sensitivity to light or noise
- ☐ Numbness or tingling
- ☐ Does not "feel right"

Emotional

- ☐ Depressed
- ☐ Irritable
- ☐ Sad
- ☐ More emotional than usual
- ☐ Nervous
- ☐ Behavior or personality change

Sleep

- ☐ Sleeps less than usual
- ☐ Sleeps more than usual
- ☐ Has trouble falling asleep
- ☐ Has trouble staying asleep

Other Symptoms (Please describe):

Section 3 - Student Accommodations

Name of person completing section 3: _____

Please indicate your role: Teacher Counselor A team including or informing the parent

Please indicate the accommodations that may be of assistance during this time. Check all that apply.

Academic Progress

- ☐ Assigned person to monitor student's progress
- ☐ Contact person (home & school)
- ☐ Weekly progress report (home & school)

Transitions

- ☐ Assistance identifying post- secondary supports
- ☐ Identification of community resources for persons with brain injury
- ☐ Advanced planning for transition between grades/schools
- ☐ Modified diploma options

Environment

- ☐ Post class rules
- ☐ Post daily schedule
- ☐ Give preferential seating
- ☐ Change to another class
- ☐ Change schedule (most difficult in morning)
- ☐ Provide system for transition
- ☐ Accommodate for length of school day
- ☐ Provide frequent breaks
- ☐ Provide a quiet workplace
- ☐ Maintain consistent schedule
- ☐ Eliminate distractions (visual, auditory & olfactory)

Method of Instruction

- ☐ Repeat or break-up directions
- ☐ Provide visual prompts
- ☐ Provide immediate feedback
- ☐ Point out similarities to previous concepts
- ☐ Use manipulative materials
- ☐ Pre-teach or reteach
- ☐ Use peer tutor or partner
- ☐ Use small group instruction
- ☐ Use simple sentences
- ☐ Use individualized instruction
- ☐ Pause frequently
- ☐ Use cooperative learning
- ☐ Encourage requests for clarification, repetition, etc.
- ☐ Use examples relevant to student's life
- ☐ Demonstrate & encourage use of technology
- ☐ Provide Notes to reduce the amount of writing so student can focus of lecture
- ☐ Teach to current level of ability (use easier materials)

Processing Delays

- ☐ Complex direction broken into steps
- ☐ Repetition of pertinent information
- ☐ Use of precise language
- ☐ Cueing student to question prior to asking

Organizational Skills

- ☐ Study guide or timeline
- ☐ Instructions in using a planner or app
- ☐ Provide color-coded materials
- ☐ High-lighted materials to emphasize important or urgent information
- ☐ Daily calendar for assignments & tasks (digital or written)

Curriculum

- ☐ Reduce length of assignments
- ☐ Change skill or task
- ☐ Accommodations for testing type or setting
- ☐ Allow extra time on tests and assignments
- ☐ Teach study skills
- ☐ Teach sequencing skills
- ☐ Teach memory strategies
- ☐ Write assignments in daily log
- ☐ Teach peers how to be helpful

Visual Spatial Deficits

- ☐ Distraction free work area
- ☐ Large print materials
- ☐ Graphs & tables provided to student
- ☐ Use of math & reading template or guide
- ☐ Modified materials (e.g., limit amount of material presented on single page, extraneous picture)

Attention

- ☐ Additional movement breaks
- ☐ Visual prompts
- ☐ Positive reinforcement
- ☐ Higher rate of task change
- ☐ Verbal prompts to check work

Behavioral Needs

- ☐ Early interventions for situations that may escalate
- ☐ Teach expected behavior
- ☐ Increase student academic success rate
- ☐ Learn to recognize signs of stress
- ☐ Give non-verbal cues to discontinue behavior
- ☐ Reinforce positive behavior
- ☐ Set goals with student
- ☐ Use social opportunities as rewards
- ☐ Role play opportunities
- ☐ Teach student to use advance organizers at beginning of lesson
- ☐ Use proactive behavior management strategies
- ☐ Daily/weekly communication with parents
- ☐ Modification of non-academic tasks (e.g., lunch or recess)
- ☐ Time & place to regroup when upset
- ☐ Additional structure in daily routine
- ☐ Frequent specific feedback about behavior

Memory Deficits

- ☐ Monitoring planner (check-off system)
- ☐ Written & verbal directions for tasks
- ☐ Alarms and calendar reminders on phones
- ☐ Posted directions
- ☐ Alarms and calendar reminders on phones
- ☐ Frequent review of information
- ☐ Strategy for note taking during long reading assignment
- ☐ Provide a copy of notes
- ☐ Open book or note tests
- ☐ Reminders for completing & turning in work
- ☐ Repetition of instructions by student to check for comprehension

Gross Motor/Mobility Difficulties

- ☐ Priority in movement (e.g., going first or last)
- ☐ Adaptive physical education
- ☐ Modified activity level for recess
- ☐ Special transportation
- ☐ Use of ramps or elevators
- ☐ Restroom adaptations
- ☐ Early release from class
- ☐ Assistance with carrying lunch tray, books, etc.
- ☐ Escort between classes
- ☐ Alternative evacuation plan
- ☐ Simple route-finding maps & cues

Assistive Technology

- ☐ Audiobooks
- ☐ Speech to text software
- ☐ Multimedia software
- ☐ Electronic organizers
- ☐ Shortcuts on computers
- ☐ Concept mapping software
- ☐ Accessibility options on computer
- ☐ Proofreading programs
- ☐ Alternative keyboards
- ☐ Voice output communication devices and reminders
- ☐ Enlarged text or magnifiers
- ☐ Recorded text & books
- ☐ Specialized calculators
- ☐ Picture & symbol supported software
- ☐ Talking spell checker & dictionary
- ☐ Computer for responding & homework
- ☐ Use of communication devices
- ☐ Word prediction programs
- ☐ iPad / tablet
- ☐ Smart phone

Fine Motor Difficulties

- ☐ Copy of notes provided
- ☐ Oral examinations
- ☐ Note-taker for lectures
- ☐ Scribe for test taking
- ☐ Recorded lectures

Physical Activity and Athletics

- ☐ Return-to-Play Progression by CDC
- ☐ No-contact activities
- ☐ Activities consisting of slow movements
- ☐ HB15 – Follow this link for more info.
- ☐ Low impact activities such as walking and stretching

Additional Considerations

- ☐ Home/School relations
- ☐ School counseling
- ☐ Scripts about the injury & hospitalization
- ☐ Schedule parent conferences regularly
- ☐ Parent visits/contact
- ☐ Home visits
- ☐ Disability awareness
- ☐ Schedule regular meetings for all staff to review progress & maintain consistency
- ☐ Explain disabilities to other students
- ☐ Teach peers how to be helpful
- ☐ Training for school staff