

Academic Accommodations for a Student with a Concussion or Other Brain Injury Form

In accordance with TEC §38.0051, this form outlines a set of nonmedical academic accommodations available to students who have been diagnosed with a concussion or other brain injury. These supports are intended to be temporary and are designed to assist students during their recovery period. This form is available for school systems that choose to offer these accommodations.

If a student or parent believes additional accommodations are needed beyond those listed, they should contact the school nurse or campus principal. If the student's condition is not temporary and may require long-term accommodations under Section 504 of the Rehabilitation Act of 1973, the parent or school staff should contact the campus Section 504 coordinator.

Form Completed By: _____ **Date:** _____

Student Name: _____ **Date:** _____

Email: _____ **Phone:** _____

Street Address: _____

City: _____ **State:** ____ **Zip Code:** ____

District/Charter School: _____

Campus: _____

Temporary Accommodations Options

Instructional and Academic Supports *(Select all that apply.)*

- ☐ Extended time on assignments
- ☐ Extended time on tests
- ☐ Alternate deadline for completion of work missed due to absences
- ☐ Shortened assignments that do not impact the skill being measured
- ☐ Copies of class notes and/or recorded lecture
- ☐ Preferential seating
- ☐ Visual, verbal, and/or nonverbal cues to redirect attention
- ☐ Word banks to assist with word recall

- ☐ Frequent feedback from teachers
- ☐ Checks for understanding before starting individual tasks
- ☐ Increased font size when needed
- ☐ Alternative formats for demonstrating mastery in place of written responses (e.g., oral response, multiple choice)
- ☐ Reformatted essay assignments
- ☐ Additional tutoring opportunities
- ☐ Allowed use of calculator
- ☐ Other: _____

Environmental and Sensory Supports *(Select all that apply.)*

- ☐ Frequent breaks throughout the day
- ☐ Time in a quiet area when needed, if available
- ☐ Alternative assignments or settings for loud classes (e.g., band, choir, theatre)
- ☐ Early or late dismissal/arrival to avoid noisy passing periods
- ☐ Alternative setting for lunch
- ☐ Use of earplugs or noise-reducing headphones

- ☐ Allowed use of sunglasses or a hat to block fluorescent lighting (if otherwise prohibited)
- ☐ Alternative seating (e.g., away from bright sunlight)
- ☐ Limited computer use or required breaks when using technology
- ☐ Book/paper-based options for assignments when possible
- ☐ Other: _____

Physical Activity and Safety Supports *(Select all that apply.)*

- ☐ Alternative assignments or environments during physical education or other activities involving moderate or vigorous physical activity
- ☐ Other: _____

Testing and Assessment Supports *(Select all that apply.)*

- ☐ Rescheduled or staggered tests to accommodate for one exam/quiz per day
- ☐ Alternate testing environments with reduced stimulation
- ☐ Limited computer use or frequent breaks required when using technology
- ☐ Other: _____

Communication and Self-Advocacy Supports *(Select all that apply.)*

- ☐ Established nonverbal signal(s) for the student to request a break
- ☐ Adjusted expectations for active participation during class lectures or activities
- ☐ Other: _____

Monitoring and Adjustment *(Select all that apply.)*

- ☐ Accommodations should be reviewed regularly by school staff in collaboration with the student and family
- ☐ Adjustments may be made based on the student's recovery progress
- ☐ Other: _____

If symptoms persist or evolve, a referral to the school's or school system's Section 504 coordinator may be appropriate.