



EVIDENCE-BASED SCHOOL SUPPORTS FOR STUDENTS WITH CONCUSSION



To help with physical symptoms:

Reduce/alter workload or activities

- Offer rest breaks, ensure access to a dark space, allow student to put head down
- Excuse student from or limit physical activity
- Adjust schedule: shorten school days, late start time or leave early
- Excuse absences, missing work
- Reduce assignments

Environmental Supports

- Limit participation in large group activities
- Allow sunglasses, earplugs, preferential seating
- Reduce screen time



To help with emotional symptoms:

Emotional/behavioral management strategies

- Reinforce and discuss positive behaviors, acknowledge student feelings
- Teach self-monitoring strategies
- Discuss appropriate behaviors and possible alternatives
- Assign group assignments; team leader for student to use as a resource
- Allow student to leave class to “de-stress,” reducing stimulation and stressors



To help with cognitive symptoms:

Provide support for testing and assignments

- Provide extra time for tests and assignments or offer alternative testing formats (multiple session tests, oral, 1 on 1)
- Exempt student from testing, assignments, or reduce assignments
- Reschedule assignments and testing, offer quiet testing or work location
- Encourage use of planner, calculator, calendar

Strategies to reduce cognitive load

- Use written instructions
- Use notetaker, record class, preprinted class notes, outline of class lectures
- Provide prompts or repetition of instructions, clear work expectations
- Reduce the amount of reading and math required, provide tutoring
- Support in organizing and recalling deadlines
- Use assistive technology for reading and writing

Kemp, & O'Brien, K. H. (2022). Critical Elements of Return to Learn for Students With Concussion: A Scoping Review. *The Journal of Head Trauma Rehabilitation*, 37(2), E113–E128. <https://doi.org/10.1097/HTR.0000000000000695>