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| <b>For official use only:</b><br><b>Name of Athlete</b> _____<br><b>Sport/season</b> _____<br><b>Date Received</b> _____ |
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### Appropriate Educational Accommodations

| Post-Concussion Effect          | Functional School Problem   | Accommodation/ Management Strategy   |
|---------------------------------|---|--|
| Attention/ Concentration        | Short focus on lecture, class work, homework  | Shorter assignments, break down tasks, lighter work load   |
| “Working” Memory                | Holding instructions in mind, reading comprehension, math calculation, writing                | Repetition, written instructions, use of calculator, short reading passages  |
| Memory Consolidation/ Retrieval | Retaining new information, accessing learned info when needed                                 | Smaller chunks to learn, recognition cues  |
| Processing Speed                | Keep pace with work demand, process verbal information effectively                            | Extended time, slow down verbal info, comprehension-checking   |
| Fatigue                         | Decreased arousal/ activation to engage basic attention, working memory                       | Rest breaks during classes, homework, and exams  |
| Headaches                       | Interferes with concentration   | Rest breaks  |
| Light/Noise Sensitivity         | Symptoms worsen in bright or loud environments  | Wear sunglasses, seating away from bright sunlight or other light. Avoid noisy/ crowded environments such as lunchroom, assemblies, hallways.          |
| Dizziness/Balance Problems      | Unsteadiness when walking   | Elevator pass, class transition prior to bell  |
| Sleep Disturbance               | Decreased arousal, shifted sleep schedule   | Later start time, shortened day  |
| Anxiety                         | Can interfere with concentration; Student may push through symptoms to prevent falling behind | Reassurance from teachers and team about accommodations; Workload reduction, alternate forms of testing  |
| Depression/Withdrawal           | Withdrawal from school or friends due to stigma or activity restrictions                      | Time built in for socialization  |
| Cognitive Symptoms              | Concentrating, learning   | See specific cognitive accommodations above  |
| Symptom Sensitivity             | Symptoms worsen with <i>over</i> -activity, resulting in any of the above problems            | Reduce cognitive or physical demands below symptom threshold; provide rest breaks; complete work in small increments until symptom threshold increases |