

Changes You Can Make Based on Type of Concussion Symptoms

THINKING/REMEMBERING

(such as having difficulty thinking clearly or concentrating, feeling slowed down)

- Reduce class assignments and homework to key tasks only and base grades on adjusted work.
- Provide extra time to work on class assignments.
- Provide written instructions and help for homework and classwork.
- Allow extra time to take tests, limit tests to one per day, and/or provide study guides.
- Allow your students to show they understand a concept orally instead of in writing.
- Provide class notes and/or allow students to use a computer or tape recorder to record classroom information.

FATIGUE/SLEEP AND PHYSICAL

(such as feeling tired, having no energy, having headaches or dizziness)

- Allow time to visit the school nurse for treatment of headaches or other symptoms.
- Provide rest breaks.
- Give your students extra time to go from class to class, to avoid crowds.
- If bothered by light, allow your students to wear sunglasses or sit in a place that is less bright (e.g., draw blinds, sit away from window).
- If bothered by noise, provide a quiet place for your students to study, take a test, or spend lunch or recess.
- Do not substitute concentration activities for physical activity (e.g., do not assign reading instead of PE).

EMOTIONAL

(such as feeling sad, irritable, anxious)

- Develop an emotional support plan for your students (e.g., identify an adult to whom they can talk if feeling overwhelmed).
- Locate a quiet place for your students to go to if they feel overwhelmed. And provide information on how they can safely get to this quiet location.
- Students may benefit from continued involvement in certain extracurricular activities during their recovery. Identify student and family preferences and consider these activities, approved by their health care provider, in relation to rest time and academic work.

Types of formal support services

For most students, only short-term changes or support services are needed as they recover from a concussion. However, a variety of formal support services may be available to help students who are experiencing a longer or more difficult recovery. These support services may vary widely among states and school districts. The type of support will differ depending on the specific needs of each student. Support services may include:

- Response to Intervention Protocol (RTI)
- 504 Plan
- Individualized Education Plan (IEP)

Be sure to check to see what support services are available in your school or district.



You can't see a concussion and your students may look fine on the outside. However, the

effects of a concussion can be serious. Helping your students slowly return to learning may lower their chances of experiencing worsening symptoms and a longer recovery.

For more detailed information on helping students return to school after a concussion, download "Returning to School After a Concussion: A Fact Sheet for School Professionals" at: www.cdc.gov/concussion/HeadsUp/schools.html.

For more information, visit www.cdc.gov/Concussion.

