

**MEDFORD PUBLIC SCHOOLS
ACADEMIC RECOVERY PLAN AND ACCOMMODATIONS**

Date: _____

_____ was evaluated today after sustaining a head injury on _____. The following document summarizes our academic recovery plan and recommendations.

The symptoms associated with head injury may affect academic performance. The injured student can be overwhelmed by typical course work. The cognitive exertion that school requires can provoke symptoms. Given my evaluation of the student's symptoms, the following accommodations are recommended:

School Re-entry/Attendance:

Full days as tolerated ½ days as tolerated Initiate homebound education

No school until _____, then attempt half/full days as tolerated.

****Full or partial days missed due to post-concussion symptoms should be medically excused**

Academic Testing: *Students recovering from head injury often demonstrate difficulties with memory, attention, and processing speed. Highly demanding activities such as testing may exacerbate other symptoms (e.g., headache, fatigue).*

Extra time to complete tests Testing in a quiet environment Allow testing across multiple sessions

Reduce length of tests Eliminate tests when possible Defer standardized or high stakes testing

Reformat from free response to multiple choice or provide cueing (e.g., use of a note card for helpful formulas)

Schedule no more than one test per day

Curriculum Accommodations:

Extended Time: Allow student extended time to turn in assignments. *While experiencing symptoms and whenever symptoms increase, students are advised to rest, and therefore may need a modified schedule for completing assignments.*

Workload reduction: Reduce overall amount of make-up work, class work, and homework. *Examples of how to shorten work include reducing the length of essays, have the student do every other problem in a homework assignment key concept areas for testing while eliminating testing on less critical topics.*

Make up/Keep up: Develop a systematic plan for balancing the "make up/keep up" challenge of recovery. The process of making up missed work can be anxiety provoking and needs to be undertaken over time, with support and supervision.

Note taking: Allow student to obtain class notes or outlines ahead of time to aid organization and reduce multi-tasking demands. If this is not possible, allow the student photocopied notes from another student.

Breaks: Take breaks as needed. For example, if headache worsens during class, the student may need to put his/her head on the desk to rest. For more severe symptoms, he/she may need to go to the nurse's office. In some situations, scheduled breaks interspersed throughout the day may be required.

Home Accommodations:

Limit activities that have been found to provoke symptoms, including testing, computer games, TV, reading.

Stay hydrated

Get more rest than usual. Get enough sleep. No sleepovers, no late nights

Don't over schedule. Be careful with pacing

Avoid busy, noisy, highly stimulating environments.

If recommendations are NOT to be "advance as tolerated," I plan to make a follow-up evaluation and revision of recommendations on _____

Physician Signature _____