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:
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
___Avoid busy, noisy, highly stimulating environments.

___Don’t over schedule. Be careful with pacing

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

Physician Signature___________________________________________________