

## ***Cognitive RTL Instructional Strategies***

<b>SYMPTOMS</b>		<b>INSTRUCTIONAL STRATEGIES</b>
<b>Easily Distracted</b>	<b>Cognitive</b>	Break down into small assignments, manageable amounts
		Use short and concise written instructions for assignments to help student be efficient and prevent confusion
		Allow the student to take tests in a designated quiet area or during after school hours
		Move the Student's seat to the front of the room
		Use color coding to emphasize important information from daily lectures
<b>Difficulty with New Learning</b>		Remove, do not just postpone, in-class work and homework
		Be thoughtful about the material most important to impart during a concussion
		Remove or exempt student from tests or large projects until progress has been accomplished and student is capable to sustain a much larger load of cognitive exertion
		Focus on understanding the material rather than memorization of the facts
<b>Difficulty with Attention/Concentration</b>		Use visual or verbal cues to redirect student's attention
<b>Feeling mentally foggy</b>		Allow rest breaks if the student is having difficulty paying attention
<b>Slow processing speed</b>		Simplify tasks by focusing on essentials
<b>Difficulty remembering/memory</b>		Encourage the use of a tape recorder, note buddy, or copies of teacher's notes
		Use a cue or symbolic reminders
		Allow the use of fact sheets on tests to reduce the demand on memory
	Use multiple-choice and open-book tests (rather than short answer or essay) to minimize demand on memory	
		Pictures are worth a thousand words so use diagrams, flow charts, and outlines