

## ***Physical RTL Instructional Strategies***

| <b>SYMPTOMS</b>  |                 | <b>INSTRUCTIONAL STRATEGIES</b>  |
|--|-----------------|--|
| <b>Mental Fatigue/Headaches</b>  | <b>Physical</b> | Initially require a half-day modified schedule in the morning or afternoon, dependent upon the level of fatigue. If the student has trouble in the morning, have him arrive to school late. If student is at norm in the morning and gets fatigued with cognitive exertion, then early release is a proper action. |
|  |                 | Shorten day, later start, or early dismissal, depending upon the student's peak time of the day.   |
| Reduce the number of exercise problems or vocabulary words to avoid constant repetition (i.e. From 30-10 math problems). |                 |  |
| Give the ability to listen to the lecture without producing the written work or notes.                                   |                 |  |
| Provide notes to prevent up and down shifting of the student's eyes. (Eye tracking)                                      |                 |  |
| <b>Dizzy/Vestibular Problems/Balance</b>   |                 |  |
| <b>Noise Sensitivity</b>   | <b>Physical</b> | Take tests/quizzes in a quiet room with few distractions.  |
|  |                 | Discourage events where there may be loud noises and/or bright lights. (i.e. pep rallies, athletic events, school dances, assemblies, crowded halls, and loud cafeteria environments).   |
|  |                 | Avoid classes such as shop class, band, chorus, physical education, etc.   |
|  |                 | Allow student to leave class earlier to get to next class before the halls become busy and loud.   |
| <b>Light Sensitivity</b>   |                 | Place the student away from windows.   |
|  |                 | Dim lights in the classroom or draw shades down for less exposure to bright lighting.  |
|  |                 | Allow the student to wear sunglasses and/or a hat indoors.   |