

## ***Return to Learn***

<b>SYMPTOMS</b>		<b>INSTRUCTIONAL STRATEGIES</b>
<b>Sad, Angry, Frustrated, Emotional</b>	<b>Emotional</b>	Encourage the student to seek help when needed. Communicate with student that help is available from the school nurse, guidance counselor, school psychologist, etc.
		Set reasonable expectations. (Short attainable goals and long term goals) SMART Goals (Specific, Manageable, Attainable, Realistic, Tangible).
Involve the family in the development of a progression plan.		
<b>Peer Relationship Difficulties</b>		Encourage other students to be a support system for the injured student. More importantly, if the student is involved in after school activities; encourage teammates and friends to help with the situation.
<b>Easily Distracted</b>	<b>Cognitive</b>	Break down assignments into small, 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.
		Allow rest breaks if the student is having difficulty paying attention.
<b>Feeling mentally foggy</b>		Simplify tasks by focusing on essentials.
<b>Slow Processing Speed</b>		Tape recorder or use teacher notes
	Strive for quality not quantity	

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<b>Difficulty Remembering/Memory</b>	Cues or symbolic reminders.
	Allow use fact sheets on tests.
	Multiple choice or open book.
	Pictures, diagrams, flow charts.
<b>Mental fatigue / headache</b>	½ day modified schedule.
	Shorten day, later start.
	Reduce number problems.
	Listen to lecture without notes.
<b>Dizzy / Vestibular problem / balance</b>	Provide notes to prevent up and down shifting of student eyes (tracking).
<b>Light / Noise Sensitivity</b>	Take tests and quizzes in quiet room.
	Discourage events with loud noises and bright lights.
	Avoid student to leave class.
	Place student away from window.
	Dim lights in classroom.
	Allow student to wear sunglasses.