



Examples of classroom supports for students with concussion

Here are some examples of different types of supports you can provide in the classroom for students with a concussion. Make a list of supports you think will work best in your classroom and try them out! Meet with other teachers to share strategies. Student populations and school resources vary, and so strategies developed specific to the local school and student context are important for successful return-to-school management. It is important to note that not all students will require all of these classroom supports. The classroom supports that the student needs will depend on their symptoms and what supports enable them to participate in school-based activities.

Environment	Instruction	Assessment and evaluation
<ul style="list-style-type: none"> <input type="checkbox"/> Provide an alternate workspace with less noise and distractions (e.g. library) <input type="checkbox"/> Offer preferential seating to minimize distractions (e.g. front of class) <input type="checkbox"/> Allow nutrition breaks (e.g. snack, water) <input type="checkbox"/> Reduce audio/visual stimuli (e.g. move the student away from windows, dim lights, reduce background noise) <input type="checkbox"/> Allow the student to wear aides to reduce light and noise (e.g. ear-plugs, headphones, sunglasses, hat) <input type="checkbox"/> Allow the student to work with a partner <input type="checkbox"/> Provide extra time for transition between classes <input type="checkbox"/> Excuse the student from assemblies <input type="checkbox"/> Allow the student to rest in a quiet room 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide alternatives for screen-based instruction <input type="checkbox"/> Chunk and breakdown tasks so that they are smaller and manageable (provide support as needed) <input type="checkbox"/> Provide breaks (as needed) when moving from task to task <input type="checkbox"/> Provide short and concise written instructions <input type="checkbox"/> Have the student write instructions down step-by-step or repeat the instructions in their own words (for clarity) <input type="checkbox"/> Use colour coding and/or highlighting to emphasize key pieces of information <input type="checkbox"/> Monitor participation in group work <input type="checkbox"/> Provide print-outs instead of note-taking <input type="checkbox"/> Provide copies of missed notes from peers <input type="checkbox"/> Allow students to use online platforms (e.g. Google) to access lessons <input type="checkbox"/> Provide opportunities to get extra help <input type="checkbox"/> Limit the amount of materials on the student's desk 	<ul style="list-style-type: none"> <input type="checkbox"/> Provide an agenda or planner to help with organization and keeping track of assignments, tests and due dates <input type="checkbox"/> Encourage the student to use "to-do" lists and checklists <input type="checkbox"/> Have the student record daily homework assignments <input type="checkbox"/> Limit the amount of homework <input type="checkbox"/> Help the student to prioritize tasks <input type="checkbox"/> Extend deadlines for assignments <input type="checkbox"/> Stop testing or evaluating the student until appropriate <input type="checkbox"/> Provide extra time (as needed) for assessments and evaluations <input type="checkbox"/> Offer an alternate, quiet workspace for test taking or assignment completion <input type="checkbox"/> Allow the student to use fact sheets on tests <input type="checkbox"/> Offer the option of multiple-choice and open-book tests (rather than short answer or essay) <input type="checkbox"/> Provide options for completing assignments (e.g. oral vs. written responses) <input type="checkbox"/> Weight the assessments differently

The content provided in this table has been adapted from the [York Region District School Board](#) and [Nationwide Children's Hospital](#).

Where applicable, a school team meeting may be held to discuss the identification and implementation of classroom supports for each student. Steps may be taken to develop and implement an informal individualized education plan if necessary.

Remember

If you add a new activity or support for the student, carefully monitor them. Assess the success of what was changed and/or the impact on their symptoms. Make a plan with the student to best meet their changing needs.

