



Academic Accommodations: Return to Learn Stages

Dear Teacher: _____

Practitioner Signature: _____ Date: _____

_____ is being treated for a concussion at the Fairfax Family Practice Comprehensive Concussion Center. Concussion is a brain injury. The date of the concussion is reported to have occurred on _____.

Symptoms of concussion may take as long as 72 hours to manifest. In addition, symptoms may subside during times of rest only to re-surface when the brain is stressed, either with physical activity or with cognitive activity. Given the complexity of recovery of the brain following a concussion, and observation of the student in our clinic, the student is considered to currently be at ZONE _____

The ZONE is assigned based on student's most significant limitation in any one class. Definition is based on combination of physical and cognitive attendance. The Zone concept has been developed to support teachers in their recognition of the level of instructional modification that may be appropriate for a student based on their daily academic and social/physical evaluation within each class. The student is assigned the lowest ZONE any one teacher or Concussion Specialist determines based on observation and evaluation. A student may perform to pre-concussion ability with no instructional modifications in place in one or more classes, while struggling in a 3rd class, as each concussion will manifest differently in each student. We will be asking for your input, perhaps multiple times, while they go through the recovery process. Please report any behavior, personality, or cognitive changes from what you would normally observe in this student to the parent or via the survey provided.

Zone	Definition	Instructional Strategies	Definition
1 - Red	No School Symptomatic at Rest	<ul style="list-style-type: none"> • Not attending school 	This student has suffered a concussion and is currently resting both cognitively and physically at home. This student has been instructed to avoid all academic work and to avoid any symptom exacerbation. Upon their return to your class, they may not have all assignments up to date and also will probably need to reduce the pace or quantity of work for several days. We will provide an update following their next clinical evaluation. Upon return to school, the student and teacher will need to discuss any missed work and upcoming assignments to develop a plan that encourages gradual completion of assignments as recovery progresses.

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<p>2- Orange</p>	<p>Limited school day Limited Physical class attendance</p>	<ul style="list-style-type: none"> • Student class attendance limited • Clear Desk, meaning no written desk work (auditory only) • Limited Classwork • Peer note taking • Student may benefit from periodic breaks from active classroom participation (head down on desk) 	<p>This student is under continued monitoring for a concussion by the athletic training staff. They may be attending partial school days and/or need to limit the amount of time in a particular class and will most likely not have completed some assignments. Students in this recovery zone may benefit from the following instructional strategies:</p> <ul style="list-style-type: none"> • Rest breaks during class <ul style="list-style-type: none"> • Head down in class or seated with eyes closed not actively working, but actively listening • Rest in health room for up to 20 minutes • Limited classwork/testing <ul style="list-style-type: none"> • Less reading, more listening • Utilize teacher or peer notes • Develop and maintain a schedule for completing assignments <p>Please be observant of any changes in the student's physical or cognitive activity when they return to your class and share any concerns with appropriate staff members (athletic trainer, counselor, administrator, etc). In addition, please communicate with the student about their progress so they can feel comfortable and confident about returning to school, participating in class, completing assignments and sharing information with you related to their recovery.</p>
<p>3- Yellow</p>	<p>Student attends full day of school Limited class time with possible partial mental class attendance</p>	<ul style="list-style-type: none"> • Clear Desk • Classroom participation as tolerated • Limited Classwork • Student may need period of mental and/or physical rest within the classroom (head down on desk) 	<p>This student will be attempting to complete a full school day but may need to limit time attending any class that causes concussion symptoms to resurface and/or intensify. Depending on the class content, time of day, and method of instruction, the following instructional strategies may provide the greatest benefit to the student:</p> <ul style="list-style-type: none"> ○ Rest breaks during class <ul style="list-style-type: none"> ○ Head down in class or seated with eyes closed not actively working, but actively listening ○ Rest in health room for up to 20 minutes

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<p>3 con't</p> <p>Yellow</p>			<ul style="list-style-type: none"> • Increasing amounts of classwork/testing <ul style="list-style-type: none"> • Emphasis on formative rather than summative assessments • Develop and maintain a schedule for completing assignments <p>Please continue communicating with the student regarding assignments, class participation and their overall recovery. Please contact the counselor and/or athletic training staff if you have any questions.</p>
<p>4-</p> <p>Blue</p>	<p>Full class attendance (both mental and physical) with instructional strategies</p>	<ul style="list-style-type: none"> • Student attends full class • Instructional strategies in use <p>Relevance of instructional strategies to be determined by the teacher as appropriate for each individual student's needs</p>	<p>This student should be attending a full school day and be in attendance for and participating in the entire class period with minimal instructional strategies in place, including:</p> <ul style="list-style-type: none"> • Increasing amounts of classwork/testing, including summative assessments • Actively working on completing missed assignments <p>These instructional strategies may be utilized to reduce any residual concussion symptoms and foster the most appropriate learning environment during the final stages of the student's recovery. Please alert the counselor and/or athletic training staff if the student is not able to maintain classroom attendance due to concussion symptoms.</p>
<p>5-</p> <p>Green</p>	<p>Full class without instructional strategies.</p>	<ul style="list-style-type: none"> • No instructional strategies needed 	<p>This student should be participating fully in class at this time and is scheduled to begin a return to athletic participation/increased physical activity. Before we do, we are asking for any input or concern that you as the teacher might have about this student based on your classroom observation as they have progressed through the concussion recovery. Please alert the athletic training staff if the student continues to utilize any instructional strategies to minimize concussion symptom exacerbation. The student should be actively working on, or have</p>



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			completed any make up work as appropriate.
Post	Follow-up 1 – 3 weeks post return to unrestricted activity	<ul style="list-style-type: none"> • Verification that student is performing at pre-concussion level cognitively in classroom 	This student has recently recovered from a concussion and has returned to unrestricted cognitive and physical activity. We would like to verify that this student has returned to their pre-concussion academic ability in <u>your</u> class. Please respond using the link below to confirm or comment on their recovery.

Special thanks to Jon Almquist at Fairfax Family Practice Comprehensive Concussion Center for preparing this document.