### Board Logo for windowsAppendix B: Return to Learn Strategies Approaches

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| **COGNITIVE DIFFICULTIES** |
| **Post-Concussion****Symptoms** | **Impact on Student’s****Learning** | **Potential Strategies and/or Approaches** |
| * Headache and Fatigue
 | * Difficulty concentrating, paying attention or multitasking
 | * ensure instructions are clear (e.g., simplify directions, have the student repeat directions back to the teacher)
* allow the student to have frequent breaks, or return to school gradually (e.g., 1-2 hours, half-days, late starts)
* keep distractions to a minimum (e.g., move the student away from bright lights or noisy areas)
* limit materials on the student’s desk or in

their work area to avoid distractions* provide alternative assessment opportunities (e.g., give tests orally, allow the student to dictate responses to tests or assignments, provide access to technology)
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| * Difficulty remembering or processing speed
 | * Difficulty retaining new information, remembering instructions, accessing learned information
 | * provide a daily organizer and prioritize tasks
* provide visual aids/cues and/or advance organizers (e.g., visual cueing, non-verbal signs)
* divide larger assignments/assessments into smaller tasks
* provide the student with a copy of class notes
* provide access to technology
* repeat instructions
* provide alternative methods for the student to demonstrate mastery
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| * Difficulty paying attention/ concentrating
 | * Limited/short-term focus on schoolwork
* Difficulty maintaining a regular academic workload or keeping pace with work demands
 | * coordinate assignments and projects among all teachers
* use a planner/organizer to manage and record daily/weekly homework and assignments
* reduce and/or prioritize homework, assignments and projects
* extend deadlines or break down tasks
* facilitate the use of a peer note taker
* provide alternate assignments and/or tests
* check frequently for comprehension
* consider limiting tests to one per day and student may need extra time or a quiet environment
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| **EMOTIONAL/BEHAVIOURAL DIFFICULTIES** |
| **Post-Concussion****Symptoms** | **Impact on Student’s****Learning** | **Potential Strategies and/or Approaches** |
| * Anxiety
 | * Decreased attention/concentration
* Overexertion to avoid falling behind
 | * inform the student of any changes in the daily timetable/schedule
* adjust the student’s timetable/schedule as needed to avoid fatigue (e.g., 1-2 hours/periods, half-days, full-days)
* build in more frequent breaks during the school day
* provide the student with preparation time to respond to questions
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| * Irritable or Frustrated
 | * Inappropriate or impulsive behaviour during class
 | * encourage teachers to use consistent strategies and approaches
* acknowledge and empathize with the student’s frustration, anger or emotional outburst if and as they occur
* reinforce positive behaviour
* provide structure and consistency on a daily basis
* prepare the student for change and transitions
* set reasonable expectations
* anticipate and remove the student from a

problem situation (without characterizing it as punishment) |
| * Light/noise sensitivity
 | * Difficulties working in classroom environment (e.g., lights, noise, etc.)
 | * arrange strategic seating (e.g., move the student away from window or talkative peers, proximity to the teacher or peer support, quiet setting)
* where possible provide access to special lighting (e.g., task lighting, darker room)
* minimize background noise
* provide alternative settings (e.g., alternative work space, study carrel)
* avoid noisy crowded environments such as assemblies and hallways during high traffic times
* allow the student to eat lunch in a quiet area with a few friends
* where possible provide ear plugs/headphones, sunglasses
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| * Depression/ Withdrawal
 | * Withdrawal from participation in school activities or friends
 | * build time into class/school day for socialization with peers
* partner student with a “buddy” for

assignments or activities |

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