### 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) |
| * 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 |
| * 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 |
| * 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 |
| * 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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