

## Strategies for the classroom\*

### Attention/Concentration

- Reduce distractions in the student's work area
- Ask him/her to verbally summarize information that has just been presented
- Use cue words to remind the student to pay attention, such as "look", "listen", or his/her name
- Use nonverbal cues such as eye contact or a light touch to remind him/her to pay attention
- Work for shorter periods of time and allow periodic breaks

### Memory

- Frequently repeat information and summarize it
- Help the student use calendars/planners to remember to complete projects
- Link new information to previously stored knowledge
- Teach student to categorize or chunk information

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## Other common accommodations and strategies

### Organization

- Use written checklist of steps for complex tasks
- Practice sequencing information
- Give outline/notes coordinated with the class lecture
- Allow additional time and provide support for complex tasks, such as formulating thoughts on a writing assignment

### Symptom relief

- Children's brains need time to heal and rest following an injury, just like other physical parts of their body.
- Allow student to place their head on the table and rest or leave when needed
- Break assignments and work into smaller sections, having him/her complete one section at a time
- Allow additional time to complete assignments
- Be aware of students with light or sound sensitivity

\* These strategies are listed as possibilities and should be employed as they apply to the individual student.



Office of Programs for Exceptional Children  
Neuropsychological Services

## Concussion 101

### What is a concussion?

Basic information about concussions that you may not already know

### How to recognize symptoms of a concussion.

What changes to look for

### When can the student return to school/play.

What changes to look for

### What to do to help your student recover from a concussion.

Classroom strategies and considerations

## Basic concussion information

- ◇ Concussions can be caused by a bump, blow, injury to the head, as well as from a fall or blow to the body that causes the head to move quickly back and forth.
- ◇ Most concussions happen without a loss of consciousness.
- ◇ Concussions are serious and can have serious implications.
- ◇ Concussions result from immediate chemical changes within the nerve cells of the brain following a head injury.
- ◇ This changes the way the brain normally works.
- ◇ Children take longer to recover from concussions than adults.
- ◇ Children and adolescents are also at higher risk of getting a concussion.
- ◇ Concussions do not only happen to athletes, they can happen to any student.

## Signs and symptoms:

Look for changes in:	Check
<b>Thinking and/or Learning</b>	
Seems dazed or confused	
Gets mixed up about time and place	
Forgets homework or assignments	
Answers questions slowly	
Takes longer to complete homework or assignments	
Difficulty with attention, concentration and focus	
Difficulty formulating thoughts/ideas	
<b>Behavior and/or Emotions</b>	
Seems clumsy or off balance	
Acts without thinking	
Becomes easily upset or angry	
Seems more sad or depressed	
Seems more anxious or nervous	
Is restless, irritable, or annoyed more easily	
<b>Physical and/or Sleep</b>	
Gets headaches, dizzy, or lightheaded	
Vomiting and feeling sick	
Loses balance, trips, drops things	
Tires easily	
Is drowsy or sleepy, needs extra sleep	
Light and/or sound sensitivity	
Blurry vision	
Ringing in ears	

## Returning to school

If a child returns to school/play and is still experiencing concussion symptoms, they may worsen and prolong recovery time.

### The number one treatment for concussion is rest, both physical and cognitive

- ◆ **Until symptoms resolve, the student may require accommodations in school, such as:**
  - **Absent from school to recover.**
  - **Reduced assignments and homework.**
  - **Additional time to complete assignments, homework, and answer questions.**
  - **Outlines, study guides, step-by-step worksheets.**
- ◆ **If symptoms persist, a 504 Plan may be put in place to make accommodations that the student may need over a longer period of time.**