



TOOL 12.1: Concussion Implications and Interventions for the Classroom

Area of concern after concussion	Possible classroom behaviour that indicates difficulty	Proactive solution for student
> Physical	Headaches in school	Allow for rest breaks; hydration; quieter location.
	Dizziness	Provide calm environment without multiple distractions.
	Fatigue: Sleeping more or less than usual	Allow for rest breaks; plan daily schedule with a variety of classes with different levels of difficulty interspersed (e.g. difficult vs less difficult).
	Vision problems with sensitivity to lights	Avoid fluorescent lights when possible; decrease brightness on computers, smart phones, tablets; limit time on computers; electronic gaming devices.
	Hearing issues with noise (gyms, concerts, music causing irritability)	Avoid loud activities, including gym classes, loud music from headphones, dances or parties.
> Cognitive-communication	Unable to concentrate	Provide information in smaller chunks; assign less material for task completion.
	Forgetting recently learned information or conversations	Allow for written and verbal cues; use note taker or provide written notes for reference.
	Slow to process information (verbally or written)	Allow additional time for response; provide alternative methods for test taking; breakdown complex directions into simple steps; decrease length of assignments or do not give any.
	Asks for repeats	Provide written and verbal cues and notes; post schedule and assignments.
	Word finding/naming (vocabulary) difficulty	Pre-teach new vocabulary; cue using categorization and association.
	Poor social interactions with others (easy to anger, rude, interrupts with irrelevant information)	Do not punish unacceptable behaviours; work on social skills one on one.

Area of concern after concussion	Possible classroom behaviour that indicates difficulty	Proactive solution for student
<p>> Cognitive-communication</p>	<p>Confused about recent activities/ experiences</p>	<p>Use technology (tablets, smart phones) to record cues as activities occur; use day organizer for reference.</p>
	<p>Unable to attend to task completion</p>	<p>Break tasks into smaller pieces so each portion is successfully completed.</p>
<p>> Social/emotional/behavioural</p>	<p>More irritable in the classroom</p>	<p>Provide clear schedule for the day; recognize beginning of irritable behaviour and provide alternative activity.</p>
	<p>Feeling anxious or tense</p>	<p>Provide time for rest during the day; provide clear schedule of activities for the day; less required work.</p>
	<p>Feeling depressed</p>	<p>Point out strengths and successes during each day.</p>
	<p>Easily overwhelmed by school requirements or activities</p>	<p>Diminish schedule to reasonable load that can be successfully accomplished; add activities only when success is demonstrated; decrease or eliminate homework.</p>

Adapted from DePompei, R.& Blosser J. *Pediatric traumatic brain injury: proactive interventions*. (2019). Plural Press: San Diego.