



Concussion Implications and Interventions for the Classroom

Area of concern after concussion: **PHYSICAL**

Possible classroom behaviour that indicates difficulty



Proactive solution for student

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.

Area of concern after concussion: **SOCIAL / EMOTIONAL / BEHAVIOURAL**

Possible classroom behaviour that indicates difficulty



Proactive solution for student

More irritable in the classroom	Provide clear schedule for the day; recognize beginning of irritable behaviour and provide alternative activity.
Feeling anxious or tense	Provide time for rest during the day; provide clear schedule of activities for the day; less required work.
Easily overwhelmed by school requirements or activities	Diminish schedule to reasonable load that can be successfully accomplished; add activities only when success is demonstrated; decrease or eliminate homework.
Feeling depressed	Point out strengths and successes during each day.



Concussion Implications and Interventions for the Classroom

Area of concern after concussion: **COGNITIVE - COMMUNICATION**

Possible classroom behaviour that indicates difficulty



Proactive solution for student

Forgetting recently learned information or conversations	Allow for written and verbal cues; use note taker or provide written notes for reference.
Unable to concentrate	Provide information in smaller chunks; assign less material for task completion.
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.
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.
Confused about recent activities/ experiences	Use technology (tablets, smart phones) to record cues as activities occur; use day organizer for reference.
Word finding/naming (vocabulary) difficulty	Pre-teach new vocabulary; cue using categorization and association.
Unable to attend to task completion	Break tasks into smaller pieces so each portion is successfully completed.

Click on the image to access the printable handout for teachers that is available at www.pedsconcussion.com

