Academic Accommodations Matrix

Student Name: _____ **Date of Evaluation:** _____ **Staff Contact:** _____

Following concussion, students who receive academic accommodations without penalty for missed work are more successful and better able to reintegrate into school. The table below describes accommodations that would benefit students after concussion divided into four categories; General, Cognitive/Thinking, Fatigue/Physical, and Emotional.

General	Cognitive/Thinking	Fatigue/Physical	Emotional
Adjust class schedule (alternate days, shortened day, abbreviated class, late start today).	Reduce class assignments and homework to critical tasks only. Exempt non-essential written classwork or homework. Base grades on adjusted work.	Allow time to visit school nurse or counselor for headaches or other symptoms.	Develop plan so student can discreetly leave class as needed for rest.
No PE classes until cleared by a healthcare professional. No physical play at recess.	Provide extended time to complete assignments/tests. Adjust due dates.	Allow strategic rest breaks (e.g., 5-10 minutes every 30-45 minutes) during the day.	Keep student engaged in extra-curricular activities. Allow student to attend but not fully participate in sports practice.

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Avoid noisy and over-stimulating environments (i.e., band) if symptoms increase.	Once key learning objective has been presented, reduce repetition to maximize cognitive stamina (e.g., assign 5 of 30 math problems).	Allow hall passing time before or after crowds have cleared.	Encourage student to explore alternative activities of non-physical nature.
Allow student to drop high level or elective classes without penalty if accommodations go on for an extended period of time.	Allow student to demonstrate understanding orally instead of in writing.	Allow student to wear sunglasses indoors. Control for light sensitivity (e.g., draw blinds, sit away from window, wear hat with brim).	Develop an emotional support plan for the student (e.g., identify adult to talk with if feeling overwhelmed).
Allow student to audit class (i.e., participate without assignments or grades).	Provide written instructions for work that is deemed essential.	Allow student to study or work in a quiet space away from visual and noise stimulation.	Provide a quiet place to allow for de-stimulation.

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Remove or limit testing and/or high-stakes projects.	Provide class notes by teacher or peer. Allow use of computer, smart phone, tape recorder.	Allow student to spend lunch/recess in quiet space for rest and control for noise sensitivity.	
Alternate periods of mental exertion with periods of mental rest.	Allow use of notes for test taking.	Provide a quiet environment to take tests.	

If symptoms persist for several months and/or are severe (i.e., symptoms compromise student's attendance, or quantity of work is so limited that it jeopardizes grades/credit accumulation), contact your district or building 504 Coordinator to determine if a 504 Plan would be beneficial. If prolonged recovery requires specialized instruction/placement, or modified curriculum, refer student for special education services.

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