

# Sample Strategies and/or Approaches for Students

The Sample Potential Strategies and/or Approaches for Students Tool has been developed to help teachers connect the possible concussion-related symptoms identified in the [Sample Tool to Identify of a Suspected Concussion](#) with potential strategies and/or approaches that can be used for students in the education setting.

## Physical

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### Headaches

- Allow for more frequent breaks during the school day (for example, rest, hydration).
- Find a quieter location to work.

### Dizziness

- Provide a calm environment without multiple distractions.

### Fatigue or low energy (sleeping more or less than usual)

- Allow for rest breaks.
- Plan a daily schedule with a variety of classes with different levels of difficulty interspersed (for example, difficult vs. less difficult).

### Vision problems (sensitivity to lights)

- Avoid fluorescent lights when possible.
- Decrease brightness on computers, smart phones, tablets.
- Limit time on computers, electronic gaming devices.
- Where possible, provide sunglasses.

### **Noise sensitivity, hearing issues causing irritability (gymnasiums, music)**

- Avoid loud classroom activities (for example, physical education, music, technological education).
- Provide a quiet and calm environment without distractions.
- Avoid noisy crowded environments (for example, assemblies, 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.

## **Social/Emotional/Behaviour**

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### **More irritable in the classroom**

- Acknowledge and empathize with the student's frustration, anger, or emotional outburst, if and as they occur.
- Anticipate and remove the student from a problem situation (without characterizing it as punishment).
- Provide a clear schedule for the day.
- Reinforce positive behaviour.
- Provide structure and consistency and prepare the student for change and transitions.
- Establish agreed-upon expectations.

### **Feeling anxious or nervous (instead of tense)**

- Provide time for rest during the day.
- Provide a clear schedule of activities for the day.
- Reduce workload.
- Provide structure and consistency and prepare the student for change and transitions.
- Allow for more frequent breaks during the school day (for example, rest, hydration).

### **Easily overwhelmed by school requirements or activities**

- Allow the student to have frequent breaks or return to school gradually (for example, one to two hours, half-days, late starts).
- Reduce the student's schedule to a reasonable workload that can be successfully accomplished.
- Add activities only when success is demonstrated.
- Provide the student with preparation time to respond to questions.
- Reduce or eliminate homework.

### **Feeling depressed or student is withdrawing**

- Point out strengths and successes during each day.
- Build time into class/school day for socializing with peers.
- Partner student with a "buddy" for assignments or activities.

## **Cognitive – Communication**

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### **Difficulty concentrating and/or paying attention (for example, asks for things to be repeated)**

- Provide visual aids/cues and/or advance organizers (for example, visual cueing, non-verbal signs).
- Provide information/instructions in smaller chunks.
- Reduce length of tasks/assignments/assessments or do not give any.
- Check-in frequently for comprehension.
- Keep distractions to a minimum (for example, limit materials on the student's desk, move the student away from bright lights or noisy areas).

### **Difficulty remembering and/or slow to process information (verbally or written)**

- Allow additional time for response.
- Ensure instructions are clear (for example, simplify directions, have the student repeat directions back).
- Reduce and/or prioritize tasks and use a planner/organizer to manage and record daily/weekly homework and assignments.

- Support note taking (for example, provide a copy of the notes, use voice-to-text apps, assign peer note takers).
- Coordinate assignments and projects among all teachers.

**Difficulty with general classroom tasks/management (for example, workload, word finding/naming (vocabulary) difficulty)**

- Consider limiting tests to one per day.
- Extend deadlines or break down tasks.
- Provide alternative tasks/assignments and/or methods for the student to demonstrate mastery.
- Provide alternative assessment opportunities (for example, give tests orally, allow the student to dictate responses to tests or assignments, provide access to technology).
- Pre-teach new vocabulary and cue using categorization and association.

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