





# RETURN TO LEARN MANAGEMENT PLAN







## STAGE 1 — VERY SYMPTOMATIC

### Brief Physical and Cognitive Rest

		
<b>ATTENDANCE</b>	 <b>DON'T ATTEND SCHOOL FOR THE FIRST 2 DAYS FOLLOWING THE CONCUSSION.</b>	 Follow the <i>General Activity Management Plan</i> (p. 14).

## STAGE 2 — LESS SYMPTOMATIC

### Able to Participate at Their Own Pace Within Symptom-Limits

	
<b>ATTENDANCE</b>	<ul style="list-style-type: none"><li> Don't partake in music lessons or drama classes.</li><li> Don't participate in sports and physical education class (observing or participating).</li><li> Don't partake in active play at recess, lunch break and after school.</li></ul>
<b>TESTING</b>	<ul style="list-style-type: none"><li> Don't write exams, tests, quizzes.</li><li> Don't partake in oral presentations for the first few days.</li></ul>



ONCE SYMPTOMS BEGIN TO IMPROVE,  
MOVE TO **STAGE 2**



**RETURN TO SCHOOL ON DAY 3 AFTER THE CONCUSSION FOR 1 OR 2 HALF DAYS.**

✔ **IF TOLERATED:**

Increase to full days with breaks.


✔ **IF NOT TOLERATED:**

No school for another 2 days. Then retry half days. If there is no improvement within 10 days following the concussion, call the MTBI Program – Concussion Clinic 514-412-4400 extension 23310.

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# RETURN TO LEARN MANAGEMENT PLAN

## STAGE 2 (continued)

	
<b>WORKLOAD</b>	<ul style="list-style-type: none"><li>✘ Don't do homework for the first few days.</li><li>✘ Don't encourage tutoring or catch up sessions for the first few days.</li></ul>
<b>NOTE TAKING</b>	<ul style="list-style-type: none"><li>✘ Don't take notes if it causes symptoms to increase.</li></ul>
<b>BREAKS</b>	<ul style="list-style-type: none"><li>✘ Don't frequent noisy and over-stimulating environments (for example: cafeteria, hallway, gymnasium).</li></ul>
<b>READING AND SCREENS</b>	<ul style="list-style-type: none"><li>✘ Don't look at/focus on smart boards for the first few days.</li><li>✘ Don't use computers/tablets for the first few days.</li><li>✘ Don't read if it causes headaches.</li></ul>



### ONCE ATTENDING FULL DAYS:


- ✔ Begin homework for periods of 15 minutes up to 3 times/day. Increase sessions by 5-10 minutes as tolerated (if symptoms develop or increase, stop, rest and retry later for a shorter period of time).
- ✔ Keep up to date with course material. Review work for short periods.
- ✔ Attend class and listen for the first few days. Then, begin and continue note taking as long as symptoms don't increase.
- ✔ Find a quiet place to eat.
- ✔ Go to the library to rest (no homework).
- ✔ Leave the class 5 minutes before it ends to avoid hallway noise and congestion.
- ✔ Continue to take breaks as needed to help manage symptoms.
- ✔ Wear sunglasses or a cap in class if sensitive to light.
- ✔ Use audiobooks; have someone read to you.
- ✔ Limit reading to school work and not for pleasure for 15 -30 minute intervals. Increase as tolerated.
- ✔ Request a paper version of the assignment and/or homework.
- ✔ Begin school screen time for 15-30 minute intervals and increase as tolerated.



ONCE SYMPTOMS HAVE COMPLETELY RESOLVED, MOVE TO **STAGE 3**

# RETURN TO LEARN MANAGEMENT PLAN

## STAGE 2 (continued)

	 <b>RECOMMENDATIONS FOR TEACHERS</b>
<b>ATTENDANCE</b>	<ul style="list-style-type: none"><li>✔ Allow the student to take: breaks as needed, shortened day, abbreviated class, late start or early departure.</li><li>✔ Allow the student to bring a water bottle to class.</li></ul>
<b>TESTING</b>	<ul style="list-style-type: none"><li>✔ Base grades on pre-injury work for formal evaluation.</li><li>✔ Once attending full days, the student may do an oral presentation if previously prepared. Allow the student to read the text.</li></ul>
<b>WORKLOAD</b>	<ul style="list-style-type: none"><li>✔ Provide additional time to submit homework, projects, and assignments.</li><li>✔ Reduce workload.</li></ul>
<b>NOTE TAKING</b>	<ul style="list-style-type: none"><li>✔ Provide the student with lecture notes/outlines ahead of time.</li><li>✔ Allow the student to photocopy notes from another student.</li></ul>
<b>BREAKS</b>	<ul style="list-style-type: none"><li>✔ Allow the student to take a scheduled break in the morning and in the afternoon.</li><li>✔ Allow the student to alternate classes (one class on / one class off).</li></ul>
<b>READING AND SCREENS</b>	<ul style="list-style-type: none"><li>✔ Allow the use of audiobooks.</li><li>✔ Allow someone else to read to the student.</li><li>✔ Allow the student to wear sunglasses or a cap in class if sensitive to light.</li><li>✔ Allow the student preferential seating (back of the class if sensitive to screen or away from window if sensitive to light).</li></ul>

- ✔ Allow the student to take analgesics for headache management if consent has been given.
- ✔ Allow the student to do work at home at their own pace for marks in lieu of formal testing.
- ✔ Allow the student to work at their own pace in order to keep up with essential course material only.
- ✔ Allow the student to record lectures.
- ✔ Offer to assign a homework buddy.
- ✔ Allow the student to leave class early in order to avoid hallway noise and congestion.
- ✔ Allow the student to eat in a quiet area.
- ✔ Allow the student to wear earplugs.
- ✔ Provide a paper version of the assignment and/or homework.
- ✔ Allow the student to begin reading for 15-30 minute intervals and to increase as tolerated.
- ✔ Allow the student to begin school screen time for 15-30 minute intervals, increase as tolerated.



ONCE SYMPTOMS HAVE COMPLETELY RESOLVED, MOVE TO **STAGE 3**

# RETURN TO LEARN MANAGEMENT PLAN

## STAGE 2 (continued)

### UNDERSTANDING THE ACADEMIC RESTRICTIONS

#### ATTENDANCE

- Returning to learn too early can significantly increase symptoms in a concussed student and impede recovery.
- Avoiding drama and music lessons helps to reduce stimulation.
- Adequate breaks will facilitate the student's return to learn.
- It is important to normalize and resume academic activities within symptom tolerance.
- Limiting physical activities (such as: in physical education class and at recess) will reduce the student's risk of re-injury.

#### TESTING

- Testing may increase headaches, mental fatigue and stress. Furthermore, grades may not be reflective of the student's actual ability.

#### WORKLOAD

- A concussed student may require additional time to complete assignments due to decreased processing speed and concentration.
- A student's anxiety surrounding missed work can be reduced by allowing the student to work at their own pace.

#### NOTE TAKING

- A concussed student may have impaired multitasking abilities.
- Eye and head movement during note taking may provoke headaches, dizziness and fatigue.

#### BREAKS

- Overstimulating environments and prolonged periods of concentration may increase and/or provoke symptoms.

#### READING AND SCREENS

- A concussed student may find it difficult to tolerate reading from screens due to the lighting and/or eye strain. As symptoms resolve, the student's tolerance should increase.



ONCE SYMPTOMS HAVE COMPLETELY RESOLVED, MOVE TO **STAGE 3**



**FACT | Recovery**











It is important to manage activities in order to promote recovery.



# RETURN TO LEARN MANAGEMENT PLAN

## STAGE 3 — CONCUSSION SYMPTOMS HAVE COMPLETELY RESOLVED FOR A FEW DAYS

### Gradual Return to Testing and Physical Activities

		
<b>ATTENDANCE</b>	NO RESTRICTIONS.	<ul style="list-style-type: none"> <li> <b>SHOULD ALREADY BE ATTENDING FULL DAY OF CLASSES.</b></li> <li> Resume music and drama lessons.</li> <li> Begin the <i>Return to Physical Activity/ Sports Guidelines</i> (p. 31).</li> </ul>
<b>TESTING</b>	See recommendations for teachers.	<ul style="list-style-type: none"> <li> Gradually resume testing.</li> </ul>
<b>WORKLOAD</b>	No restrictions.	<ul style="list-style-type: none"> <li> Resume regular workload.</li> </ul>
<b>NOTE TAKING</b>	No restrictions.	<ul style="list-style-type: none"> <li> Resume regular note taking in class.</li> </ul>
<b>BREAKS</b>	No restrictions.	<ul style="list-style-type: none"> <li> Resume regular school schedule.</li> </ul>
<b>READING AND SCREENS</b>	No restrictions.	<ul style="list-style-type: none"> <li> Resume regular classroom schedule.</li> </ul>



## RECOMMENDATIONS FOR TEACHERS

No restrictions.

### Most students will require these accommodations for a period of 2 weeks:

- ✔ Coordinate tests/exams and workload amongst the student's teachers.
- ✔ Provide the student with a progressive test/exam schedule.
- ✔ Allow additional time to complete tests/exams.
- ✔ Allow testing across multiple sessions.
- ✔ Opt for open book/take home tests when possible.
- ✔ Reformat from free response to multiple choice.
- ✔ Offer testing in a quiet environment.
- ✔ Reduce the length of tests/exams.
- ✔ Allow 1-2 days between tests/exams.
- ✔ Allow breaks as needed.

No restrictions.

No restrictions.

No restrictions.

No restrictions.

## UNDERSTANDING THE ACADEMIC RESTRICTIONS

### ATTENDANCE

- The student has recovered. No accommodations are required. The student must follow the *Return to Physical Activity/Sports Guidelines* (p.31) provided before resuming physical education class.

### TESTING

- The student has recovered and is ready to resume a gradual return to testing.

### WORKLOAD

- The student needs to become up to date with missed homework, assignments and current class material.