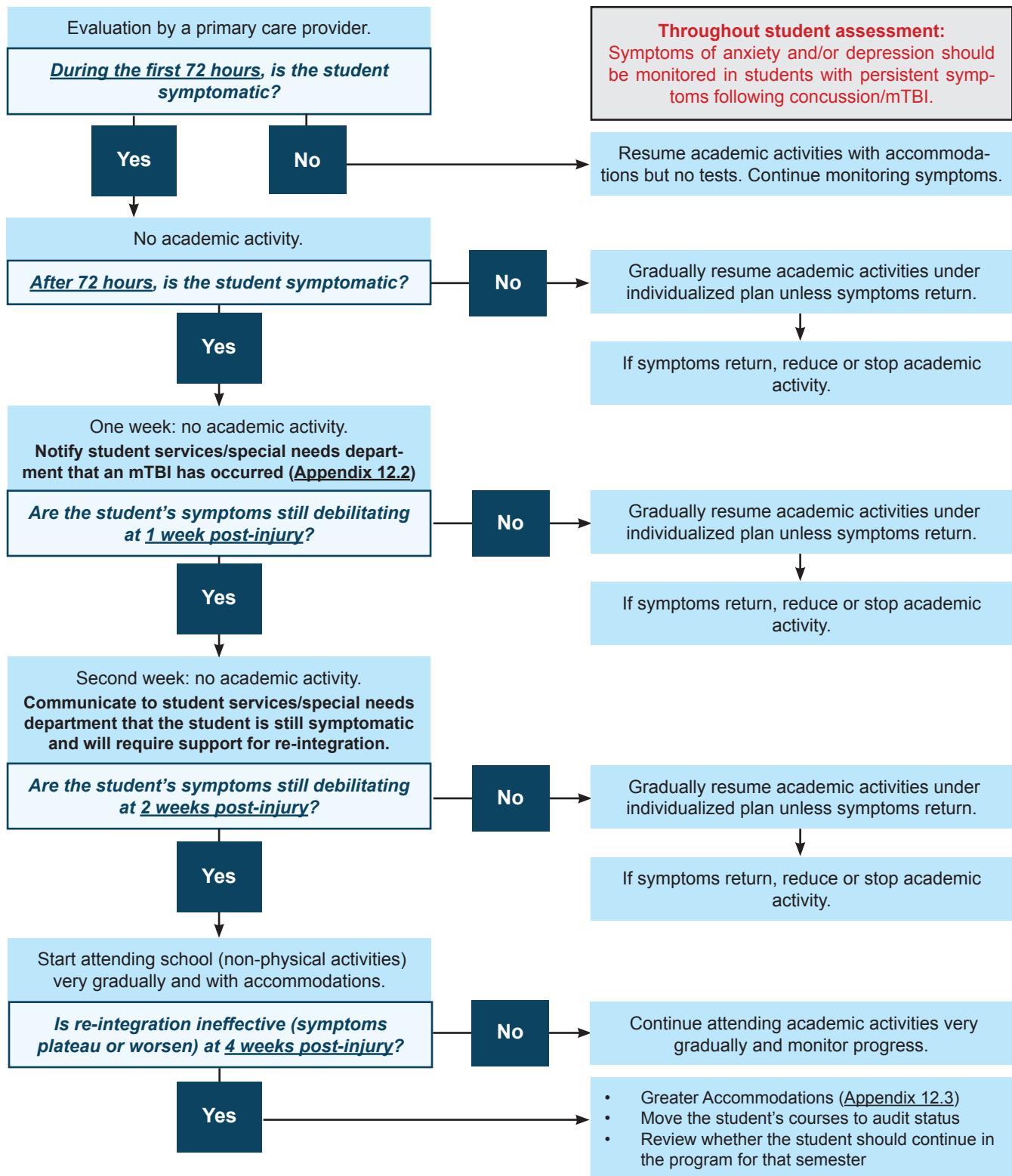


Algorithm 12.2

Return-to-School (Post-Secondary) Considerations



For a narrative description and guideline recommendations related to this algorithm, please refer to **Section 12**.

Appendix 12.3

Greater Accommodations for Students with Persistent Symptoms following mTBI

Activities	<ul style="list-style-type: none">• Students with persistent symptoms should not participate in any academic activity with physical or safety demands including: attending lectures, participating in lab work, physical activities with other students, clinical placements/ practicums or trades work, until cleared by a physician or a neuropsychologist.<ul style="list-style-type: none">• To decrease social isolation and or anxiety/ depression and to support inclusion and optimism, students should be allowed to audit classes or return to a class as part of a phased return to studies. There should not be an expectation that they will take notes, actively participate or complete any evaluations including tests, exams, written assignments, group projects/presentations or physical tasks. Students should be allowed/encouraged to pace their involvement initially by only attending part of a class or leaving for a period of time to a quiet area outside of class.• Students should have limited computer (and tablet) demands initially as screens are often a trigger for cognitive fatigue and headaches.
Curriculum (cn'td on next page)	<ul style="list-style-type: none">• The gradual return should be implemented by the student, the instructor/ professor, student's healthcare team, their Accessibility Advisor and their program of study. The student is still required to demonstrate all the essential learning and evaluations (although the way in which they are administered may differ).• A reduced course load may be beneficial and or necessary if the student is experiencing ongoing symptoms. For prolonged periods of absence of classes, students may need to withdraw or seek petitions to defer term work or examinations. Students should be encouraged to catch up on all missed work before enrolling in new/ additional courses. <p>Course Work</p> <ul style="list-style-type: none">• The student should gradually return to course work beginning with reading course material with breaks and cognitive pacing.• Initial return to class should include attending lectures (receiving class notes or recording lectures) followed by taking notes in class (potentially with assistance of adaptive technology, e.g., Livescribe or iPad).<ul style="list-style-type: none">*The student may require hoods, hats or sunglasses to be worn in class.• The student may then recommence evaluations with written assignments. A plan should be put in place to help the student catch up on missed assignments (e.g., extensions) with a paced schedule of revised due dates until a student can complete this work.• Depending on time remaining in the term, a student may need to petition for extension of term work beyond the semester.• Consideration should also be given to the following:<ul style="list-style-type: none">• Amount and complexity of reading required• Memory load (e.g., are there expectations for remembering formulas)• Sustained and divided attention demands• Computer time and expectations• Processing of large amounts, and or complex information• Speed of processing• "Catching up" - attempt to emphasize only vital assignments and course content needed for successful completion of course. Consideration should be given to waiving 'non critical' assignments and tests during the catch-up process where possible

Page 1 of 2

Curriculum (cn'td)	<p>Examinations</p> <ul style="list-style-type: none"> Mid-terms/final exams may need to be deferred until the student is prepared to take them and precautionary accommodations are put in place for the testing. Initial tests should be written with accommodations as a safety net until they have had evaluations that demonstrate they have returned to baseline. For persistent symptoms, a neuropsychological assessment will help identify ongoing accommodations. Once the student is able to return to examinations, the student may benefit from accommodations for testing such as: <ul style="list-style-type: none"> Written advanced notice of tests A review sheet of what will be included on test The option for oral testing Writing tests in a quiet private room Allowing testing in natural light situations, or with a lamp instead of fluorescent lighting (to reduce light sensitivity) 12 noon start time for tests Extra time, e.g., 1.5x regular and regular “stopped clock” breaks (not included in examination time) Chunking of longer tests into short sections written at different times De-cluttered test format (i.e., not too many questions or information on each page to facilitate easy visual scanning and reduce processing demands, printed in larger font) Provision of formula and data sheets to reduce memory load (if not being tested on itself) Use of a computer to type answers with screen shield on computer Use of reduced contrast coloured (e.g., light blue) paper for exams Return to class but deferral of examinations to next exam period
Environment	<ul style="list-style-type: none"> Upon initial return, the student may benefit from having various environmental accommodations to reduce the cognitive burden (e.g., preferential seating, studying/testing in a quiet room, extra time to complete tasks and regular breaks).
Timetable	<ul style="list-style-type: none"> If the student is experiencing fatigue and/or sleep disturbance, the initial return should be tailored to late morning and/or early afternoon.

Page 2 of 2