

SYMPTOM WHEEL

Suggested Academic Adjustments

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PHYSICAL:

"Strategic Rest"- scheduled 15 to 20 minute (mid-morning; mid-afternoon and/or as needed) in clinic or quiet space

Sunglasses (inside and outside)

Quiet room/environment, quiet lunch, quiet recess

More frequent breaks (preferably) in classroom – eyes closed/head down for 5 to 10 minutes per hour/period

Allow quiet passing in halls

Remove from PE, physical recess, & dance classes without penalty

Sit out of music, orchestra and computer classes if symptoms are provoked

EMOTIONAL:

Allow student to have "signal" to leave room

Help staff understand that mental fatigue can manifest in "emotional meltdowns", especially in younger children

Allow student to remove him/herself to de-escalate

Allow student to visit with supportive adult (counselor, nurse, advisor)

Watch for secondary symptoms of depression and anxiety due to social isolation and concern over "make-up work" or slipping grades. These extra emotional factors can delay recovery

COGNITIVE:

Workload reduction with classwork/homework: Grade work completed; do not penalize for work not done

Remove non-essential work

Reduce repetition of work; go for quality not quantity

Adjust "due" dates; allow for extra time

Allow student to "audit" classwork

Exempt/postpone large test/projects; alternative testing (quiet testing, one-on-one testing, oral testing)

Allow demonstration of learning in alternative fashion

Provide written instructions

Allow for "buddy notes" or teacher notes, study guides, word banks

Allow for technology (tape recorder, smart pen) if tolerated

Do not penalize for work not completed during recovery

SLEEP/ENERGY:

Allow for frequent rest breaks in the classroom (eyes closed, head down 5 to 10 minutes per hour/period) or occasionally in the clinic as needed

Allow student to start school later in the day

Allow student to leave school early

Alternate "mental challenge" with "mental rest"

