

Critical Review:
Academic Effects and Accommodations for School Aged Children and Adolescents with a Concussion

Colleen Thibert

M.Cl.Sc SLP Candidate

University of Western Ontario: School of Communication Sciences and Disorders

Abstract: This critical

weakness of this descriptive paper is the lack of evidence to evaluate the model's effectiveness.

Overall this paper provided highly suggestive evidence of the appropriateness of academic accommodations for students who have sustained a concussion. It provides specific academic accommodations for the common symptoms of concussions, including physical symptoms, maintenance symptoms, emotional symptoms, and cognitive symptoms.

Discussion

In reviewing the literature, recurring themes were apparent for academic outcomes and recommended academic accommodations.

Because of the lack of evidence for academic effects of concussions, the results of this review should be interpreted with caution. The studies that did address academic outcomes were mixed in their findings. Rozbacher et al. (2017) found that concussions had little impact on students grades and national examinations scores on a group level. However, findings from Ransom et al. (2015)

performance and accommodations that can help them access the curriculum during recovery.

The clinical bottom line for implementing academic accommodations, is that accommodations should be individualized, symptom specific, and gradually implemented and eliminated. The necessity of including cognitive rest into a return to school plan was highly cited in the literature. As well, an effective concussion management plan involves an inter-professional team, such as teachers, nurses, athletic trainers, and parents.

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