

## STAMP ACE Gradual Return to School Guide

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

Your student is at **stage** \_\_\_\_ of the ACE Post-Concussion Gradual Return to School guide, which provides general guidance for the structure of their academic day. The STAMP supports on the reverse side provide symptom-targeted guidance for the student's school return.

Stage	Description	Level of Activity	Move to stage 2 when:
1	Return to School, Partial Day (1-3 hours)	<ul style="list-style-type: none"> <li>Attend 1-3 classes. Intersperse rest breaks.</li> <li>Scheduled rest breaks: ____ Rest breaks/ day in quiet area. ____ AM ____ PM ____ When symptoms worsen ("flash pass") ____ min.</li> <li>Expectations for productivity: Minimal.</li> <li>No classroom/ standardized tests. No homework.</li> <li>Attendance is primary goal</li> <li>Excused from Physical Education (PE) class. No recess.</li> </ul>	<ul style="list-style-type: none"> <li>Symptom status improving</li> <li>Tolerates 4-5 hours of activity-rest cycles</li> <li>2-3 cognitive rest breaks built into school day</li> </ul>

Stage	Description	Level of Activity	Move to stage 3 when:
2	Full Day, Maximal Supports (required throughout day)	<ul style="list-style-type: none"> <li>Attend most classes with 2 – 3 rest breaks (20-30 min).</li> <li>Scheduled rest breaks: ____ Rest breaks/ day in quiet area. ____ AM ____ PM ____ When symptoms worsen ("flash pass") ____ min.</li> <li>Expectations for productivity: Minimal – moderate.</li> <li>No classroom/ standardized tests.</li> <li>Homework &lt; 60 minutes.</li> <li>Excused from Physical Education (PE) class. No recess.</li> </ul>	<ul style="list-style-type: none"> <li>Symptom number &amp; severity improving</li> <li>Needs 1-2 cognitive rest breaks built into school day.</li> </ul>

Stage	Description	Level of Activity	Move to stage 4 when:
3	Return to Full Day, Moderate Supports (provide in response to symptoms)	<ul style="list-style-type: none"> <li>Attend all classes with 1 – 2 rest breaks (20-30 min).</li> <li>Scheduled rest breaks: ____ Rest breaks/ day in quiet area. ____ AM ____ PM ____ When symptoms worsen ("flash pass") ____ min.</li> <li>Expectations for productivity: Moderate.</li> <li>No classroom/ standardized tests. Begin quizzes.</li> <li>Moderate homework 60 - 90 minutes.</li> <li>Design schedule for make-up work. Consider reducing or waiving missing/ outstanding work. Assign essential learning tasks.</li> <li>Excused from Physical Education (PE) class. No recess.</li> </ul>	<ul style="list-style-type: none"> <li>Continued symptom improvement</li> <li>Needs no more than 1 cognitive rest break per day</li> </ul>

Stage	Description	Level of Activity	Move to stage 5 when:
4	Return to Full Day, Minimal Supports (Monitor final recovery)	<ul style="list-style-type: none"> <li>Attend all classes with 0 - 1 rest breaks (20-30 min) OR when symptoms worsen ("flash pass")</li> <li>Expectations for productivity: Moderate – maximum.</li> <li>Begin modified classroom tests (allow breaks, extra time, alternate formats). Number of classroom tests per day ____.</li> <li>Homework 90+ minutes.</li> <li>Begin to address make-up work.</li> <li>Excused from Physical Education (PE) class. No recess.</li> </ul>	<ul style="list-style-type: none"> <li>No active symptoms</li> <li>No exertional effects across the full school day.</li> </ul>

Stage	Description	Level of Activity	Date of full return:
5	Full Return, No Supports Needed	<ul style="list-style-type: none"> <li>Full class schedule, no rest breaks.</li> <li>Maximum expectations for productivity.</li> <li>Address make-up work.</li> </ul>	

**Student Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

### Symptom Targeted Academic Management Plan (STAMP)

Below, please see the symptoms they are currently experiencing. To promote recovery, the student will be provided with the following classroom accommodations that support their academic learning and performance:

Symptom (check)	Functional school problem	Accommodation/ management strategy (select)
<b>Cognitive Symptoms</b>		
Attention & concentration difficulties	Short focus on lecture, classwork, homework	
Working memory (short-term memory)	Trouble holding instructions, lecture, reading material, thoughts in mind during tasks	
Memory consolidation/ retrieval	Retaining new information Accessing learned information	
Processing speed	Unable to keep pace with work load Slower reading/writing/calculation Difficulty processing verbal information effectively	
Cognitive Fatigue/ Fogginess	Decreased arousal, mental energy; trouble thinking clearly, formulating thoughts	
<b>Physical Symptoms</b>		
Headaches	Interferes with concentration Increased irritability	
Light/ noise sensitivity	Symptoms worsen in bright or loud environments	
Dizziness/ balance/ nausea	Unsteadiness when walking Nausea or vomiting	
Sleep disturbance	Decreased arousal, shifted sleep schedule, trouble falling asleep	
Fatigue	Lack of energy	
<b>Emotional Symptoms</b>		
Irritability	Poor tolerance for stress	
Anxiety/ nervousness	Worried about falling behind, pushing through symptoms	
Depression/ withdrawal	Withdrawal from school or friends because of stigma or activity restrictions	
<b>Specific Academic Recommendations</b>		
Subject specific difficulties	Writing	
	Mathematics calculation	
	Reading comprehension	
Make-up/Missing Work	Trouble managing current load of make-up work	
Tests/quizzes	Unprepared for tests/quizzes	
Other:		