



Concussion Protocol

As a result of this concussion protocol, you might notice a student returning to some of their classes before they return to yours. This gradual return to classes is encouraged. Student Accessibility Resources will inform you when the student has recovered from their concussion and is no longer receiving temporary accommodations. If you have any concerns, please contact Selena Meints (573.592.1194; Selena.Meints@WilliamWoods.edu).

How Professors Can Help the Concussed Student:

- *Postpone tests and other forms of assessment until the student is symptom-free.* This is the most important accommodation. Students who are actively concussed will typically have difficulty remembering, evaluating, and applying knowledge or information. For many /most students, this will likely be the only accommodation necessary.
 - For students experiencing a longer recovery period, consider removing non-essential course material if possible or re-weight course tests, assignments, and assessments.
 - Preferential seating in the classroom - individuals experiencing attention problems should be seated in an area that decreases the number of distractions (e.g. front of the room, away from open doors).
 - Provide written documents with assignment requirements (e.g. length, format, due date, etc.); this helps students who have attention or memory problems following a concussion. Hard/paper copies are ideal, but details that can be accessed via another source are preferable to verbal instructions.
 - Consider allowing the student to use memory aids or other resources to decrease memory load (if appropriate).
 - Encourage student to find a note-taker, record classes, or give the student copies of lecture materials (e.g. slides, visual materials presented during class).
 - Reduced distractions while writing tests or assignments; allow individual to work in a quiet, distraction-free environment.
 - If required (and only if possible), transform course materials or testing materials to accommodate cognitive symptoms.
 - Allow for extra time to complete assignments and/or tests.
 - Reduce computer tasks (as computer work may exacerbate concussion symptoms).
 - Can a computer-based task be made into a pencil-and-paper task?
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- Make smaller tasks to accommodate attention deficits.
- Can an assignment be broken down into several smaller assignments?
- Although it is not recommended that a student still experiencing symptoms write tests, if it is necessary, is it possible to break a test into two smaller tests (e.g. the first 20 items completed on Monday and the next 20 items completed on Friday)
- Bigger font for assignments/handouts, fewer questions per page, layout that makes the items perceptually distinct for students with perceptual or attention symptoms
- Font size (and letter spacing) making written words more perceptible seems to be more important than font type, therefore, for individuals experiencing symptoms it is recommended that you increase the font size for printed materials
- Increased contrast between the background color and font color is also recommended. Black letters on a white background is highly recommended for printed text. High contrast is also recommended for electronic information (e.g. PowerPoint slides or webpages).

Please note, these are recommendations only. None of these accommodations are mandated and the suggested accommodations will not be appropriate or practical for all situations.
