

The University of the Incarnate Word is committed to providing a supportive, challenging, diverse, and integrated environment for all students.

In accordance with Section 504 of the Rehabilitation Act of 1973—Subpart E and Title III of the Americans with Disabilities Act, the University ensures accessibility to its programs, services, and activities for students with documented disabilities.

To qualify for services, the student must provide the Office of Student Disability Services appropriate documentation of his or her disability at the time services and/or accommodations are requested.

This brochure is available
in alternate format
upon request

*Information provided by the University of Southern California

The University of the Incarnate Word
Student Disability Services
4301 Broadway CPO # 28
San Antonio, TX 78209

Administration Building Room # 105
Phone 210-829-3997
Fax 210-805-5895

Student Disability Services

**The University of
the Incarnate Word**



**Acquired
Brain Injury**

**Administration Building
Room 105**

Telephone: 210-829-3997

Acquired Brain Injury

Although not always visible and sometimes seemingly minor, brain injury is complex.

Physical, cognitive, social, and vocational changes can appear and affect an individual for a short period of time or sometimes permanently. Symptoms caused by brain injury vary widely depending on the extent and location of the injury. Some common complications associated with brain injury include:

- Seizures
- Loss of balance or coordination
- Difficulty with speech
- Limited concentration
- Memory loss
- Loss of organizational and reasoning skills

A traditional intelligence test is not an accurate assessment of cognitive recovery after a brain injury and bears little relationship to the mental processes required for everyday functioning. For example, students with brain injuries might perform well on brief, structured, artificial tasks but

may have such significant deficits in learning, memory, and executive functions that they are unable to carry out more complex tasks.

Recovery from a brain injury can be inconsistent. A student might take one step forward, two back, do nothing for a while, and then

Unexpectedly make a series of gains. A plateau is not evidence that functional improvement has ended.

Common accommodations for students with brain injuries are:

- Exam modifications
- Time extensions
- Taped lectures
- Instructions presented in multiple ways
- Alternative methods of completing assignments
- Early syllabi
- Note-takers
- Course substitutions
- Study skills and strategies training
- Alternative print formats

Instructional Strategies

Brain injuries often require instructional strategies similar to those listed for other disability conditions. The use of such strategies will depend on how the disability is manifested. If a faculty member would like more information about instructional strategies for students with brain injuries, he or she should contact Student Disability Services.

