

## APPENDIX A

### Opening questions

1. Tell me how long you've been working at your current institution, and what you teach?
2. Where have you heard the term concussion before?
  - a. From those sources, what exactly did you learn about concussion?

### Investigative Questions

3. You reported that you've had at least one concussed student in your class. Can you tell me more about that experience?
  - a. Your experience sounded \_\_\_\_ . Would you say educators need something more in order to better help concussed students? Or do you think the current process is working well?
    - i. IF guidelines are mentioned, or MD directions are mentioned, then ask this probe
      1. Do you think it is within a teacher's expertise to be making decisions of academic participation for a concussed student?
    - ii. Did you know what their needs were?
    - iii. Did you feel prepared to handle that student's needs?
      1. Yes: what would you say prepared you?
      2. No: what type of preparation would you say is missing
4. Here are some cards with different academic adjustments and accommodations written on them. I'd like you to place each of these cards in one of the three piles here based on how feasible you believe these are to implement in your school and classroom. (Piles: not feasible at all, somewhat feasible, absolutely feasible)
  - a. Overall, what accommodation/adjustment are teachers in your discipline most likely to implement? Least likely to implement?
5. Currently, 9 states observe legislation which mandates high schools to have protocols for gradually returning students with concussion back into the classroom setting. Do you think this type of policy-making should make its way into the collegiate setting?
  - a. So you believe these policies should be in collegiate education. What would you say is the first step in making something like this happen?
  - b. So you believe college educators should not be responsible for this. What thoughts comprise that statement?

6. Here is an example of an medical note (appendix G) for a concussed student that a teacher might receive. Please take your time to read over it, and tell me what aspects of this note you like, don't like, find helpful, and then we'll discuss your impressions?
  - a. What do you find helpful about this note?
  - b. What would you say is missing that you would like to receive from a note
  - c. Here is another note that an educator might receive (appendix Hf). Do you find this version more/less helpful, and why?
  - d. Has a medical professional ever directly reached out to you about a student's concussion?
    - i. Who have you spoken with? What was said?
7. Return to learn is a phrase that describes the process of re-integrating a student with concussion back into the classroom after a head injury. Here are some cards with different individuals written on them. I'd like you to place all the individuals you believe to currently be part of the RTL team in this pile labeled "RTL Team", and those who aren't in this pile labeled "Non-member"
  - a. I see that you placed "the student's teacher" in the "RTL Team" pile. why is that? What role do you feel you as a teacher have?  
OR
  - b. I see that you *did not* place "the student's teacher" in the "RTL Team" pile, why is that? Why do you feel teachers are excluded?
    - i. Either case = do you think teachers should play a more central role on the team? Why?
  - c. This is who you currently believe to be part of the RTL team. I'd like you to now arrange these individuals based on who you believe should be part of the team, and who shouldn't
8. Are there any key points we haven't talked about that you feel are important for teachers, medical providers, and for me to know?

**APPENDIX A (amended 2/9/20)**

## Opening Questions

1. Tell me how long you've been working at your current institution, and what you teach?
2. When I say the term concussion, what comes to mind?
  - a. From those sources, what exactly did you learn about concussion?

## Investigative Questions

3. You reported that you've had at least one concussed student in your class. Can you tell me more about that experience? How did you hear? Who did you communicate with? Etc.
4. Here are some cards with different academic adjustments and accommodations written on them. I'd like you to place each of these cards in one of the three piles here based on how feasible you believe these are to implement in your school and classroom. (Piles: not feasible at all, somewhat feasible, very feasible)
  - a. Would you change any of your answers if the class size were big? Small?
5. Here is an example of a medical note (appendix G) for a concussed student that a teacher might receive. Please take your time to read over it, and tell me what aspects of this note you like, don't like, find helpful, and then we'll discuss your impressions?
  - a. What do you find helpful about this note?
  - b. What would you say is missing that you would like to receive from a note
  - c. Here is another note that an educator might receive (appendix H). Do you find this version more/less helpful, and why?
  - d. Because this note is from DSS, does that hold any significance to you?
6. Return to learn is a phrase that describes the process of re-integrating a student with concussion back into the classroom after a head injury. Here are some cards with different individuals written on them. I'd like you to first place all the individuals you believe to currently be part of the RTL team in this pile labeled "RTL Team", and those who aren't in this pile labeled "Not RTL". Then I'd like you to arrange these individuals based on who you believe should be part of the team, and who shouldn't.
  - a. I see that you did/did not place "teacher/professor" in the "RTL Team" pile. Why is that? What role do you feel you as a teacher have?
  - b. Who is the most important person on the team, or point person?
7. Why do you feel as though you're as accommodating as you are? Is it because you've received a medical note? Is it who the note comes from? Is it something you believe you should do? Is it something you believe is required of you?
8. Are there any key points we haven't talked about that you feel are important for teachers, medical providers, and for me to know

