

Provide social and emotional support

A suggestion for implementing the strategy 'Traumatic brain injury (TBI): Support a return to learning and activity' from the Guide:

[Acquired brain injury and learning](#)

Includes:

Notice where support is needed

Demonstrate empathy

Gently support participation

Useful teaching strategies

Reflection questions

Useful resources

Inclusive Education

From

Guide: [Supporting learners with acquired brain injury](#)

Strategy: [Traumatic brain injury \(TBI\): Support a return to learning and activity](#)

Suggestion: [Provide social and emotional support](#)

Date

14 July 2019

Link

www.inclusive.tki.org.nz/guides/brain-injury/provide-social-and-emotional-support-2

Notice where support is needed

Many symptoms can often be misinterpreted.

Instead, these symptoms are signals that a brain is still healing and needs a supportive environment to aid recovery.

- Behaviour changes triggered by minor events
- Reduced impulse control
- Frustration over not being able to do things they could do before
- Easily overwhelmed
- Reduced problem-solving skills
- Unaware of changes in ability
- Less able to read social cues
- Inflexible thinking

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Demonstrate empathy

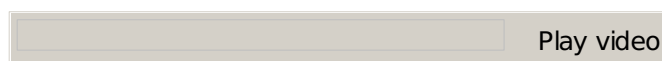
A student talks about the value of adults having empathy for his invisible injury.

Source: [CDCFoundationTBI \(USA\)](#) No captions or transcript

Source:

[CDCFoundationTBI \(USA\)](#)

<https://www.youtube.com/channel/UCf8JU8VzTkVOZffh1ixHTdw>



Video hosted on Youtube <http://youtu.be/pirBeouSHco>

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Gently support participation



Source: Ministry of Education

Source:

[Ministry of Education](#)

[View full image \(6.1 MB\)](#)

Demonstrate understanding and compassion.

Sensitively support participation.

Provide both physical and emotional support.

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Useful teaching strategies

Select teaching strategies to support the recovery of a child or young person with a traumatic brain injury.

Seek feedback on what's helpful.

Adjust as needed.

- ▲▲ Maintain a daily routine as much as possible.
- ▲▲ Practise dry runs for unfamiliar situations.
- ▲▲ Provide more structure and fewer choices.
- ▲▲ Provide activities for unstructured times.
- ▲▲ Give directions slowly and support them with visual cues.
- ▲▲ Teach self advocacy skills and prompts, such as “Can you help me get started?”
- ▲▲ Focus on success – what the child or young person can do.
- ▲▲ Offer lunchtime buddy groups.
- ▲▲ Provide direct feedback on social skill development.
- ▲▲ Suggest and model alternative words and actions in situations that escalate. Avoid descriptions or explanations.
- ▲▲ Avoid time outs (the child or young person is not likely to independently regroup or calm down).
- ▲▲ Use social stories to help teach solutions or coping strategies for different situations.

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Reflection questions

Adapt for your own context.

How could you reduce situations that may trigger anxiety? (Consider minimising changes in routine, cramped working spaces, noise, clutter, unstructured activity, frequent transitions).

Where can you teach and include relaxation and coping strategies?

What processes will you use to regularly check-in with the child or young person?

How will you strengthen self-advocacy skills?

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Useful resources



Changes: Behaviour, mood & personality

Read time: 3 min

Publisher: Brain Injury NZ

[Download PDF](#)

BrainSTARS: Regulation of emotion

Publisher: BrainLine

[Visit website](#)

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