

Support attention, communication, and organisation

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

Seat with positive peers

Support the beginning of tasks

Useful teaching strategies

Reflection questions

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Inclusive Education

From

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

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

Suggestion: [Support attention, communication, and organisation](#)

Date

28 June 2019

Link

www.inclusive.tki.org.nz/guides/brain-injury/support-attention-communication-and-organisation-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.

- ▲▲ Difficulty staying on task
- ▲▲ Reduced ability to focus
- ▲▲ Easily distracted
- ▲▲ Difficulty completing work
- ▲▲ Forgetting what they have been asked to do
- ▲▲ Difficulty doing more than one thing at a time
- ▲▲ Problems organising approaches to tasks
- ▲▲ Difficulty getting started on tasks
- ▲▲ Difficulty expressing thoughts clearly, either verbally or in writing
- ▲▲ Heightened sensitivity to noise

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Seat with positive peers



Source: Ministry of Education

Source:

[Ministry of Education](#)

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Positive peers can help with clarifying instructions, moving between tasks, preparing for transitions, and managing task completion.

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Support the beginning of tasks



Source: Ministry of Education

Source:

[Ministry of Education](#)

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Provide assistance with getting started on tasks – then ask the child or young person about the first thing they are going to do next.

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Useful teaching strategies

Select teaching strategies that support the recovery of a child or young person with a non-traumatic brain injury

Seek feedback on what's helpful.

Adjust as needed.

- ↗ Revisit a concept as many times as needed.
- ↗ Check for understanding and the need for assistance.
- ↗ Preview new material when possible.
- ↗ Develop with the learner strategies that help them coordinate learning and materials between home and school.
- ↗ Consider using a communication notebook or email routine for school-home communication.
- ↗ Timetable the most important learning tasks at the times when the learner has the most energy.
- ↗ Seat the learner near to the location of instruction and away from distractions, such as doors, windows, and high traffic areas.
- ↗ Eliminate interruptions as much as possible.
- ↗ Make sure to have the learner's attention when giving directions or instructions.

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Reflection questions

Adjust and adapt for your own context.

How will you monitor a child or young person's progress on a task so they don't get too lost or stuck?

In what ways could you use digital tools to support refocusing?

What strategies will you use to ensure instructions can be followed and referred to later?

How can distractions in the environment be minimised?

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Useful resources



Cognition: Attention, concentration & memory

Read time: 4 min

Publisher: Brain Injury NZ

[Download PDF](#)



Brain injury in children and youth: A manual for educators

Read time: 212 min

Publisher: Colorado Department of Education

[Download PDF](#)

BrainSTARS: Attention

Publisher: BrainLine

[Visit website](#)

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