



Resource Pack for Primary School Teachers

Understanding Brain Injury



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Resource Pack for Primary School Teachers: Understanding Brain Injury.

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Created by On With Life Team, Acquired Brain Injury Ireland.

Imagery by Chris Brennan, Thirteen Design Consultancy, Imagery for “Dash Defeats the Cloak of Fatigue” created with the assistance of Dall.E 2 .

Design by Chris Brennan, Thirteen Design Consultancy, Lighthouse Design and Rosetta Tynan, Acquired Brain Injury Ireland.



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Introduction

An Acquired Brain Injury (ABI) often occurs suddenly and there are several causes. For example, a child in your school could have a fall at the weekend or a bang to the head while playing sports and although the child may be seen by a doctor and sent home seemingly fine, you might notice subtle changes in that child's ability to concentrate, to respond to questions or to complete tasks in class.

It's important to note that an acquired brain injury can also occur when something happens within the body such as a stroke, bleed to the brain, viral infection, seizure or a brain tumour. There are many causes of an acquired brain injury and sometimes they go undiagnosed or are not diagnosed at the time they occur.

The 'On With Life' team at Acquired Brain Injury Ireland have developed this resource pack to help you identify and support students with an acquired brain injury. We hope the information and strategies will help you as a teacher to support the common difficulties associated with an acquired brain injury such as fatigue, attention and concentration, behavior, task analysis, organization and communication.

It's important to remember every brain is different and every brain injury is unique to the student affected.

Click [here](#) for more information

About The Project

Inspiration For This Project:

The initial idea for developing this Resource Pack came from the On With Life For Parents/Carers of Children with an Acquired Brain Injury Support Group. We received feedback showing that 75% of Parents/Carers reported struggling to explain their child's acquired brain injury and its invisible difficulties to their school. Parents reported that schools, Teachers and SNA's wanted to help but that often they did not know how to. With thanks to the Parents Group, Acquired Brain Injury Ireland Staff and the goodwill and collaboration of many people and organisations we have developed this Resource Pack for Teachers & SNA's to help clarify and explain some of the particular difficulties associated with an Acquired Brain Injury.

Content for this book has been developed by the 'On With Life' team at Acquired Brain Injury Ireland.

[Watch User Guide](#)

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Educational Videos For Children

Brain Health and Brain Injury can be difficult to explain to a child. This is why we have included this animated video which promotes a better understanding of brain health in children aged 6 to 12 years old.

A Healthy Brain



Educational Videos For Children

The below video was created to increase awareness about disability among children.

An Inclusive World



Educational Videos For Teachers

Webinar: Acquired Brain Injury in the Classroom

No two children are the same, and no two brain injuries are the same. So, teaching a student with an Acquired Brain Injury can seem daunting.

This workshop considers key needs such as fatigue, attention, interaction, memory, communication and motivation, and provides information on the multifaceted needs of children and young people with Acquired Brain Injury and how these needs can be met in the classroom.

This workshop will help you to:

- Understand the difficulties that young people with an Acquired Brain Injury experience.
 - Support these students by using appropriate strategies to support their learning.
- Understand and address the social and emotional difficulties experienced by these students.

Educational Videos For Teachers



Webinar delivered by Principal Clinical Psychologist, Dr Brian McClean with Tralee Education Centre to Teachers and SNAs.

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Impacts of Brain Injury

Brain injury is often described as an **‘invisible disability’** because its effects are often hidden. Brain injury commonly results in life-long challenges, including changes in ability to concentrate, to plan, problem solve, make decisions, process and recall new information.

CONCENTRATION

Concentration may be affected by brain injury. It may be harder to pay attention to more than one thing or for long periods of time. It may be common to become easily distracted and this can also lead to feeling restless. Poor concentration can result in difficulty finishing a project or working on more than one thing at a time.

ORGANISING YOUR LIFE

Day-to-day organisation can be harder for those living with a brain injury. Their abilities to plan and problem-solve in many different areas may not be as good as they previously were.

TALKING IN A GROUP

Brain injury survivors can often find it difficult to keep up and stay in the conversation, where there is more than one person speaking at the same time.

MAKING DECISIONS

Weighing up information and working out the best decision may be harder for brain injury survivors. They may find themselves more distracted or more impulsive or may be unable to make decisions, especially under pressure.

FATIGUE

Thinking, listening and talking can tire someone with a brain injury much more easily.

PHYSICAL EFFECTS

Someone with a brain injury may not be as physically strong as they were before they had their injury. They may tire more easily. Eyesight and hearing may also be affected.

SPEECH AND LANGUAGE

Those with a brain injury may have problems speaking as fast as they would have before. They may find it difficult to say what they are thinking, or they might not be able to put the words in order - in a sentence. It may be harder to start or join in a conversation or understand what others are saying. They may find themselves getting off topic easily and might need to ask questions to understand a situation that would have been clear before the injury.

[Click here for more about Understanding Brain Injury](#)

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Understanding Fatigue

Fatigue can be described as a deep tiredness.

There are common effects associated with Fatigue such as difficulty with paying attention and holding concentration for a long period.

Dr. Brian McClean, Principal Clinical Psychologist, takes a deeper look at fatigue in this short video.



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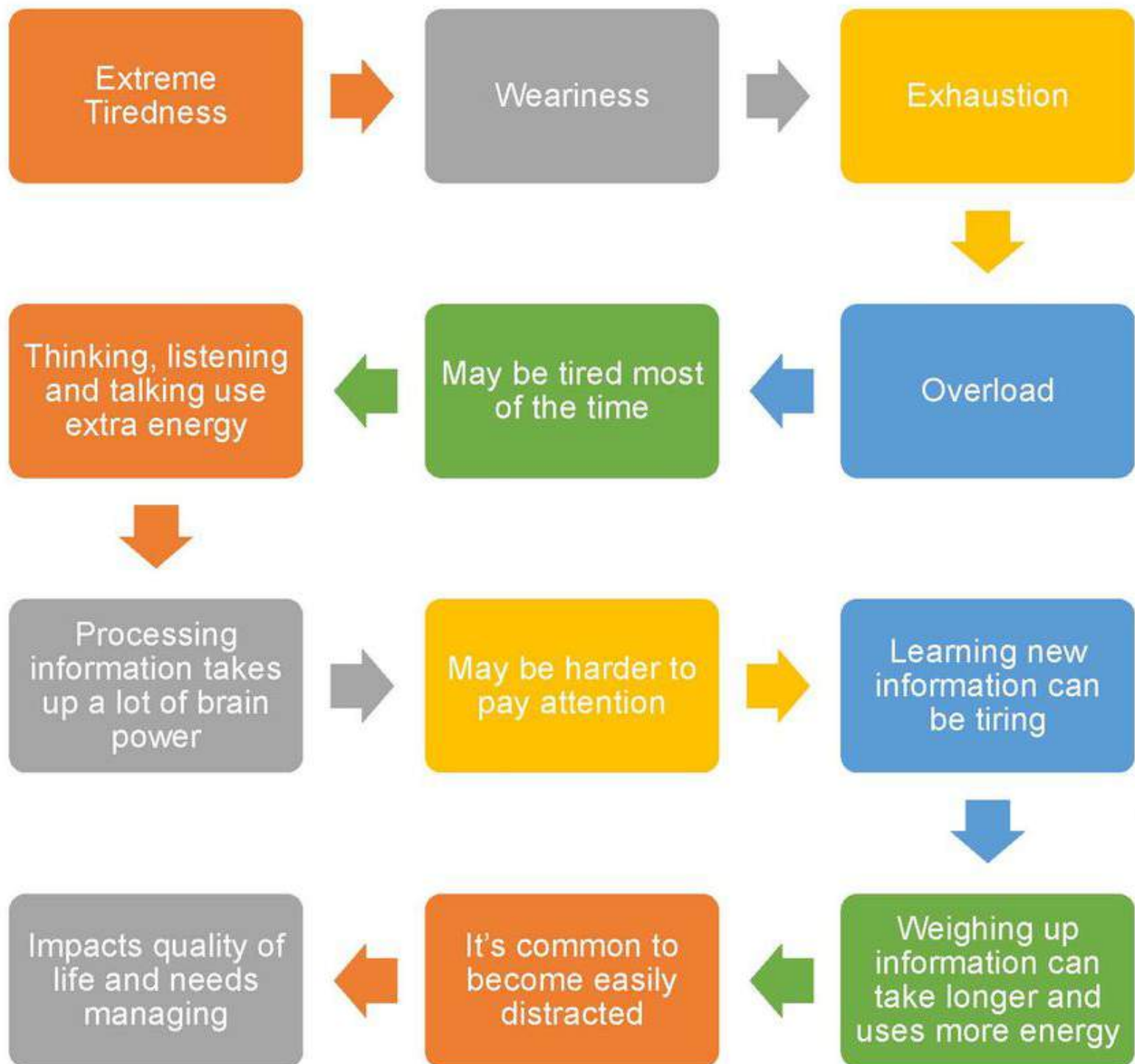
Managing Fatigue



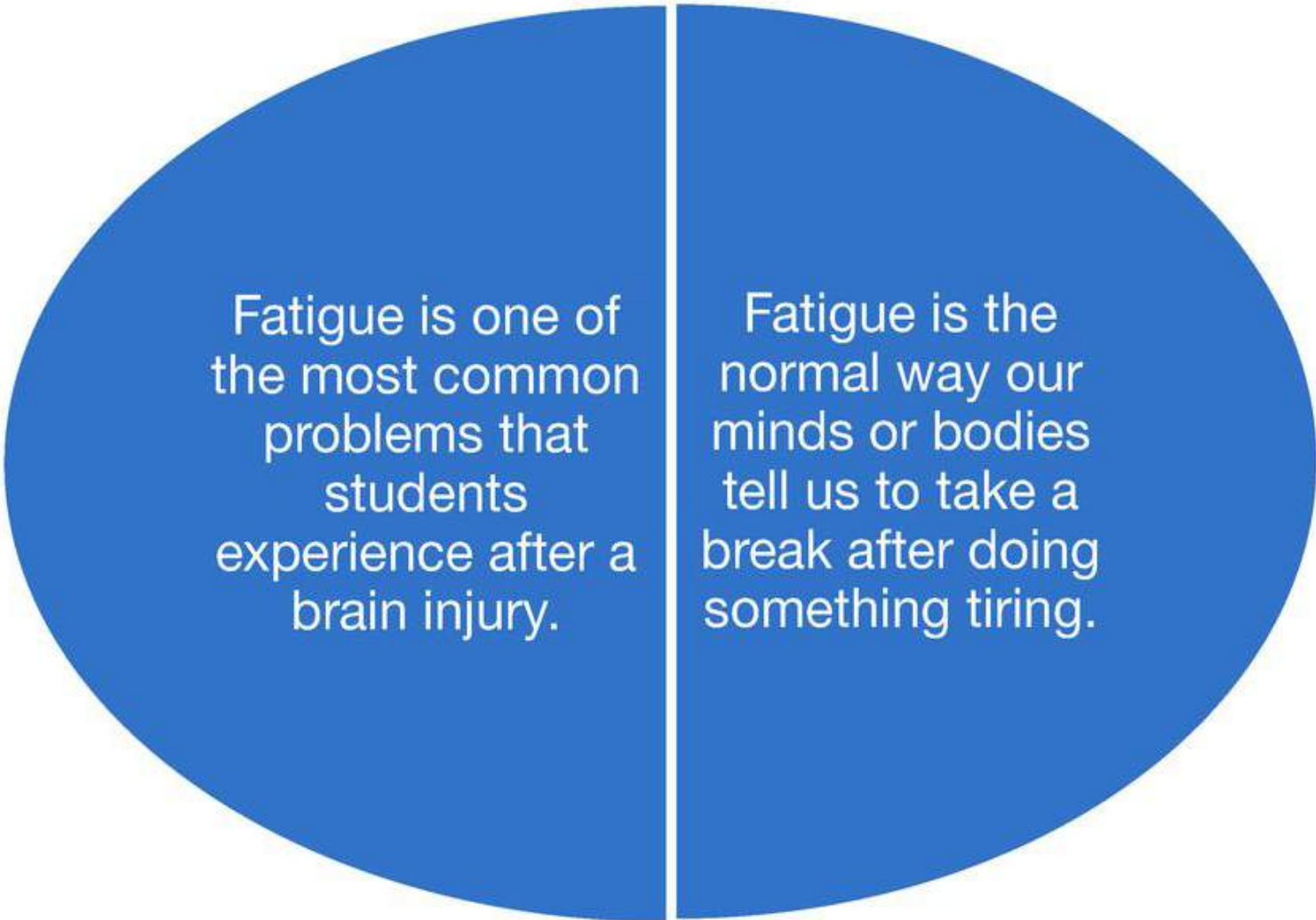
About This Presentation

- Fatigue is very common after a brain injury and there are a variety of points to consider, including the different types of fatigue.
- The following slides touch on some of the main points in managing fatigue.
- There is a lot of information to take on-board.
- We recommend focusing on one area at a time. Take one area of information that would be helpful to your student and work on that.
- Then, at a later stage come back to these slides and pick another section and work on that.
- Often it can be a case of trial and error until you find what works best for your student.

Ways Someone Can Experience Fatigue



Describing Fatigue



Fatigue is one of the most common problems that students experience after a brain injury.

Fatigue is the normal way our minds or bodies tell us to take a break after doing something tiring.

The intense feeling of fatigue after a brain injury may be present most of the time and can have a significant impact on quality of life.

Different Types of Fatigue

Cognitive Fatigue:

When a student has cognitive fatigue, it means their brain must work harder to concentrate on tasks it used to be able to do easily, for example listening, playing, reading or having a long conversation.

Physical Fatigue:

The body needs to work harder to do things that were previously effortless. Muscle weakness is very common and usually rest can help.



- **Notice how specific activities**, and environmental factors (climbing stairs for example) impact the student's ability to know and understand when they are tired and to stop and rest

- Notice **what makes fatigue better or worse?**



- Notice how the student's sleep and/or mood is across a day or a week? (Again, input from home may be helpful here through use of a **Communication Diary between School & Home**)



Practical Strategies to Manage Fatigue

Pacing

- Recognise that some days the student may fatigue more easily than others.
- Processing verbal information is more difficult when tired. Try simplifying verbal instructions or have visual aids.
- Having a bite to eat can also help to recharge.



Practical Strategies to Manage Fatigue

- **Gradual return** to school
- **Use times of peak energy**
 - Some students concentrate better in the morning, or afternoon or at night.
 - Study the most difficult subjects at peak energy times.
- **Get a big clock/timer**
 - Do 15 minutes of work and then take a break
- **Plan the timetable** so that topics requiring a lot of concentration happen earlier
- **Incorporate rest breaks into the day**, i.e. no noise, quiet time. These rest breaks should take place somewhere quiet where the student can rest and recharge.

Managing Fatigue

Distribute Learning

- Experiment with **shorter, spaced-out sessions**.
- More work can be done when you take **regular breaks**.
- You can even **use breaks as mini rewards**!
- **Spreading out learning is brain-friendly**.
- If you overload the brain, it will find a way to shut down and rest.
- It is better to **plan breaks** and give the brain a chance to **rest**.



How You Can Help Your Student With Their Fatigue

- **Give information about the daily activities as early as possible**

Some children will need more time to process what they will be doing in advance of it and might not cope as well with last minute changes in schedule so ensure they have the information as soon as possible and are prepared.

e.g. On Monday, tell the student they are going swimming on Friday after school. Involve the student in preparing for swimming.

- **Try to involve the student in solutions**

If things don't work out on a particular day, ask "How could we plan this better next time?"

- **Review how the plan is going**

Together see what works and what doesn't and change the plan

- **Name for Fatigue**

Pick a word the student relates to when talking about fatigue (e.g. computer, low batteries, spoons)

How You Can Help Your Student With Their Fatigue

- **Explain what fatigue is**

When you wake up first in the morning you feel... (you have energy) and then you do some things... (you use the energy up) then you need to take a break/time-out... (to recharge your energy) and then you have a new amount of energy to do some more things.

Noise, light, activity and a huge amount of information can be too much for the student— the student may feel overloaded with information and need a quiet place to go to.

- **Explain causes and effects**

The brain is recovering. It needs rest in the daytime as well as at night because it's recovering.

- **Explain emotional responses**

Often when someone gets to the point of exhaustion they may feel tearful, angry, irritated and are not able to engage.

Summary: Steps to Help Manage Fatigue

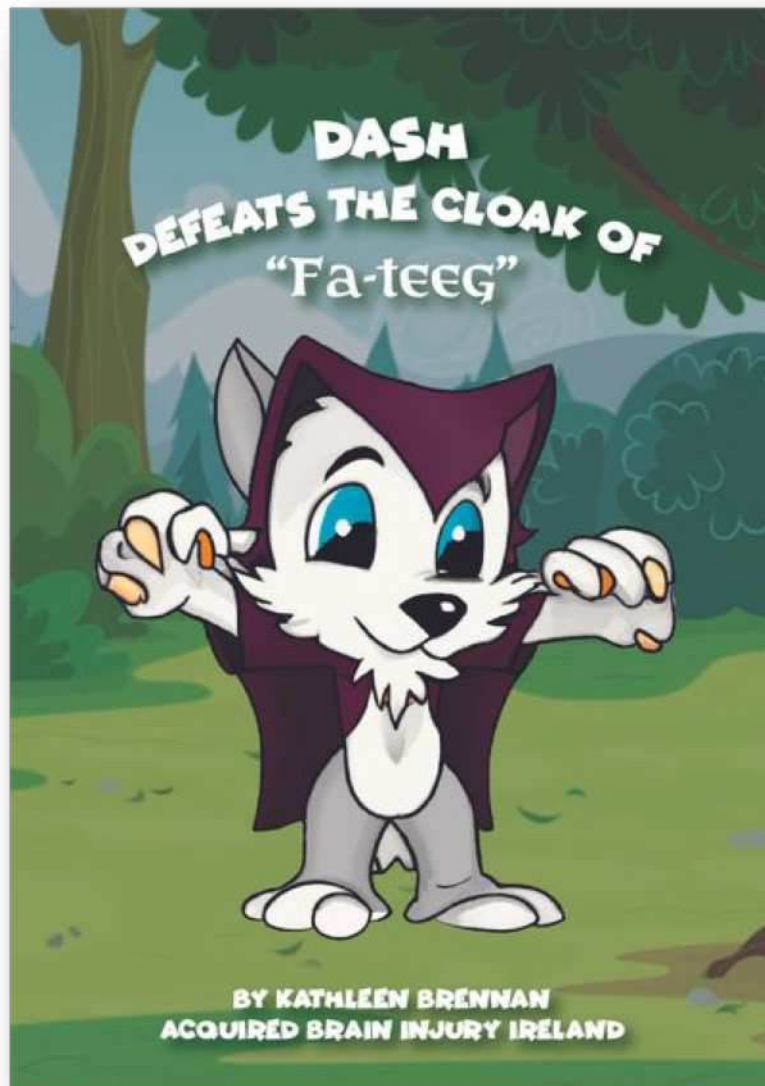
1. Observe & Identify Fatigue.
2. Build Rest Breaks into the day.
3. Pacing the student & Activities.
4. Involve the student in the Planning.
5. Good Bedtime Routine.



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Dash Defeats The Cloak of "Fa-teeeg"



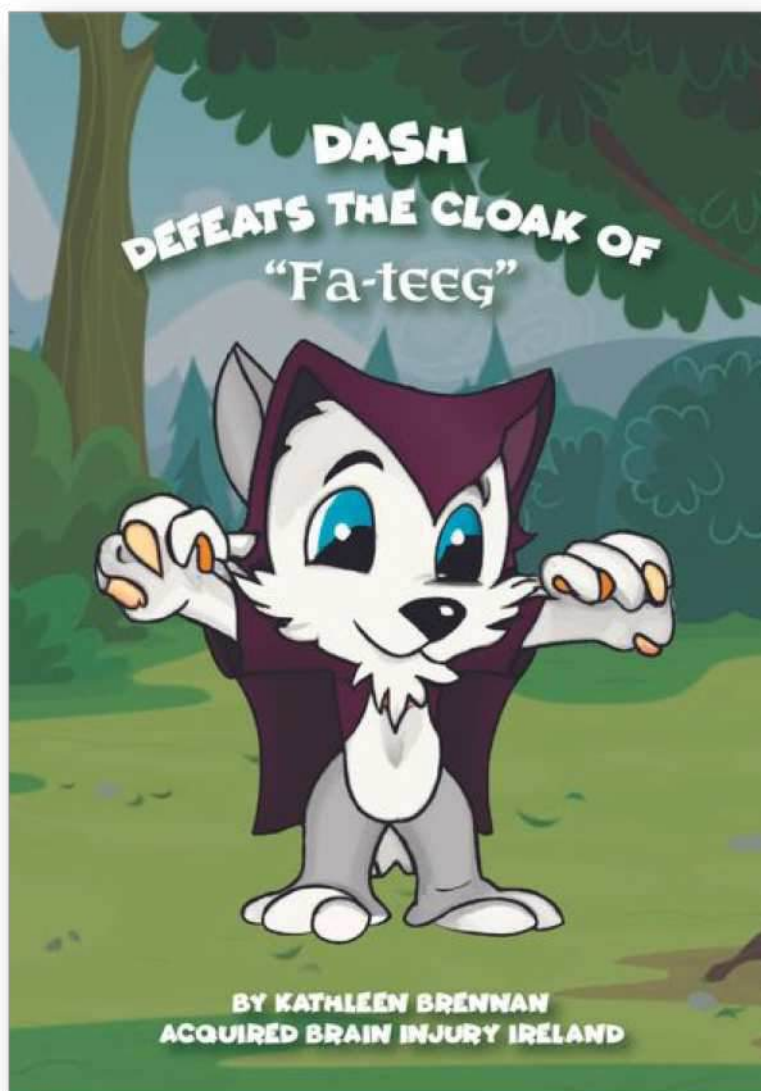
[Click here to open](#)

[Click here for the audio version](#)

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Dash Defeats The Cloak of "Fa-teeeg"

Lesson Plans





DASH DEFEATS THE CLOAK OF “Fa-teeg”



Lesson 1: Junior Cycle

Class Level(s): Junior Infants - 2nd Class

Strand: Reading

Subject: Literacy

Strand Unit(s): Communicating, Understanding;
Exploring and Using

Content Objective(s)/Learning Outcome(s)

The child will be enabled to:

- Communicating
 - Choose, read and communicate about text in a range of genres and languages for pleasure and interest
 - Discover and explore texts in various languages
 - Attend to, take part in and enjoy listening to reading and talking about the meaning and interpretation of written words and illustrations with others, recognising themselves as readers.
- Understanding
 - Talk about and use new vocabulary as it arises, drawing on context and identifying words with similar meaning and words with similar sounds but different meaning.
 - Acquire appropriate vocabulary to support the comprehension of text shared by the teacher or read independently.
- Exploring and Using
 - Discuss and share thoughts and opinions on texts in a range of genres across the curriculum
 - Consider and discuss author's intent
 - Recall, discuss and sequence significant details and identify key points of information in text.

DASH DEFEATS THE CLOAK OF “Fa-teeg”

Lesson 1: Junior Cycle

Learning Objectives

- Listen and respond to the storybook “Dash Defeats the Cloak of ‘Fa-teeg’”.
- Make predictions on the cover and throughout the story.
- Consider, discuss and identify the purpose of the storybook.
- Engage in a mindfulness colouring activity based on the storybook.

Resources

- Storybook “Dash Defeats the Cloak of ‘Fa-teeg’”
- Mindfulness colouring sheet

Introduction

Students are introduced to the story “Dash Defeats the Cloak of ‘Fa-teeg’”.

Invite students to make predictions based on the book cover. Teacher informs students that throughout the story the main character experiences a range of emotions. Students will be asked to identify and record these emotions while listening to the story.

Development

Teacher will read aloud the storybook to the students. Students will listen and be prompted to make predictions and connections throughout.

Conclusion

Students will recall the story orally. In a whole-class setting reflect on the story and identify what was the author’s intent when writing and publishing this storybook.

Students will engage in a mindfulness colouring activity based on Dash surrounded by his supportive friends and family.

Editable Version



DASH DEFEATS THE CLOAK OF “Fa-tEEG”



Lesson 2: Junior Cycle

Class Level(s): Junior Infants - 2nd Class

Strand: Reading

Subject: Literacy

Strand Unit(s): Communicating, Understanding;
Exploring and Using

Content Objective(s)/Learning Outcome(s)

The child will be enabled to:

- Communicating
 - Attend to, take part in and have fun mark-making, drawing and writing, across languages where appropriate, to communicate with others
- Understanding
 - Use basic conventions of print and sentence structure
 - Use more sophisticated conventions of print and sentence structure, and a range of verb tenses and connectives in their writing (first and second class only)
- Exploring and Using
 - Write upper- and lower-case letters as separate, flowing letters and present texts in a range of formats
 - Share the meaning of their own texts and demonstrate understanding through responding to the texts of others
 - Develop an individual voice to share their thoughts, knowledge and experiences

DASH DEFEATS THE CLOAK OF “Fa-teeg”

Lesson 2: Junior Cycle

Learning Objectives

- Recall the story “Dash Defeats the Cloak of ‘Fa-teeg’”
- Identify the beginning, middle and ending of the storybook
- Sequence the story orally
- Sequence the story using drawings and basic sentences

Resources

- Storybook “Dash Defeats the Cloak of ‘Fa-teeg’”
- Sequencing templates **differentiated for the different class levels*

Introduction

Students will revisit the storybook ‘Dash Defeats the Cloak of ‘Fa-teeg’’. Students will be invited to listen to the story again.

Development

Students will be encouraged to sequence the story orally with a partner and then together in a whole-class setting. Students will identify the beginning, middle and ending of the story.

Students will be invited to sequence the story on sequencing worksheets using illustrations and sentences.

Conclusion

Students will share their work with their partner. Students will then be invited to present their work in a whole-class. Display the finished work in the classroom.

Editable Version

DASH DEFEATS THE CLOAK OF “Fa-teeg”

Lesson 1: Senior Cycle

Class Level(s): 3rd-6th Class

Subject: SPHE

Strand: Myself and others

Strand Unit(s): My friends and other people

Content Objective(s)/Learning Outcome(s)

- Appreciate the need for and the importance of friendship and interacting with others
- Examine different types of friendship
- Practise and recognise the importance of care and consideration, courtesy and good manners when interacting with others

Learning Objectives

- Define what an Acquired Brain Injury is
- Listen and respond to the storybook “Dash Defeats the Cloak of Fa-teeg”
- Identify and explore different emotions one experiences with an acquired brain injury through different stages of the journey
- Discuss, explore and identify steps we can follow to support a friend dealing with an acquired brain Injury

Resources

- Storybook “Dash Defeats the Cloak of Fa-teeg”
- Feeling Cards
- “Steps to support a friend dealing with an Acquired Brain Injury” record sheet (A3 paper)

Editable Version

DASH DEFEATS THE CLOAK OF “Fa-teeg”

Lesson 1: Senior Cycle

Introduction

Students are introduced to the story ‘Dash Defeats the Cloak of ‘Fa-teeg’.

Invite students to make predictions based on the book cover. Teacher informs students that throughout the story the main character experiences a range of emotions. Students will be asked to identify and record these emotions while listening to the story.

Development

Students will be invited to listen to the story being read aloud.

Individual Work

On mini-whiteboards students will record different emotions Dash experiences throughout the story.

Pair Work

Students will share their findings with their partner.

Group Work

Students will be divided into groups. Feelings card will be distributed to each group. Each group will sort the feelings cards into three categories:

- 1) Before the accident/acquired brain injury
- 2) The accident and directly afterwards
- 3) After the recovery from the acquired brain injury

Conclusion

Each group will share how they organised their cards.

In a whole class discussion students will discuss how best Dash's friends could have best supported him to deal with the difficult emotions and period to help him reach his full potential. Teacher will act as facilitator by supporting the class in compiling 5 key Steps to support a friend living with an Acquired Brain Injury. Teacher records the steps on A3 paper to be displayed in the classroom.

DASH DEFEATS THE CLOAK OF “Fa-teeg”

Lesson 2: Senior Cycle

Class Level(s): 3rd-6th Class

Strand: Writing

Subject: Literacy

Strand Unit(s): Communicating, Exploring and Using

Content Objective(s)/Learning Outcome(s)

The child will be enabled to:

- Use writing as a tool to clarify and structure thought and to express individuality
- Evaluate and critically choose appropriate tools, strategies, content and topics to create text in a range of genres across the curriculum for a variety of purposes and audiences
- Engage positively and purposefully while creating text in a variety of genres, other languages where appropriate, and across the curriculum.
- Use a variety of writing techniques to further develop and demonstrate an individual voice in their writing, including awareness of dialect.
- Discuss and evaluate others' interpretation of their texts.
- Use, analyse and evaluate the typical text structure and language features associated with a wide variety of genres across the curriculum.

Learning Objectives

- Recall the storybook “Dash Defeats the Cloak of Fa-teeg”
- Identify key features of a diary entry
- Plan, write and peer-assess a diary entry

Resources

- Storybook “Dash Defeats the Cloak of Fa-teeg”
- Feeling Cards from Lesson 1
- Diary Entry Format Display

DASH DEFEATS THE CLOAK OF “Fa-teeg”

Lesson 2: Senior Cycle

Introduction

Students will be prompted to recall the storybook ‘Dash Defeats the Cloak of ‘Fa-teeg’’. They will be informed that they will be writing a diary entry for Dash during a particular period of his journey, either:

- 1) Before the accident/acquired brain injury
- 2) The accident and directly afterwards
- 3) After the recovery from the acquired brain injury

Each student will be given a number which will indicate the period they will be focusing on. In a short whole class activity students will reorganise the feelings cards into the three categories on the board to aid their planning of their diary entries.

Development

Students will then recall the key features and layout of a diary entry.

Students will begin writing their diary entries with a focus on the emotions displayed on the board for their category.

Conclusion

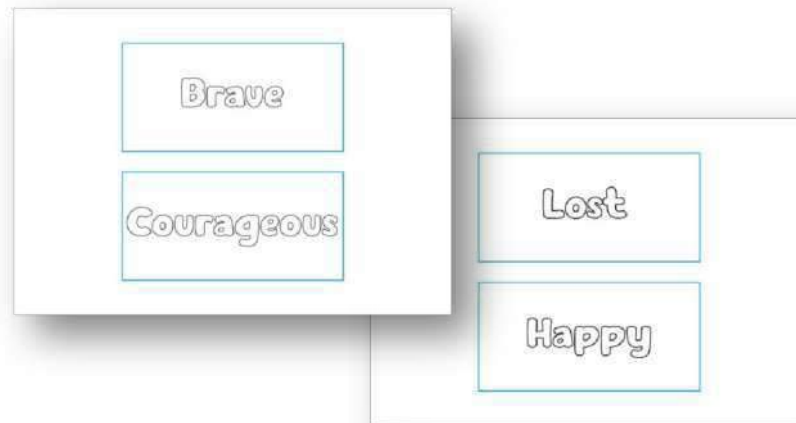
Students will be encouraged to share their work with their peers and, using “2 Stars and a Wish”, provide constructive feedback for their partner.

Author’s Chair

Any students wishing to share their piece of writing with the whole class will be invited to do so.

Dash Lesson Plan Resources

Bubble Words Activity



[Click here to open printable version](#)

Group Worksheet (A3)



[Click here to open printable version](#)

Dash Lesson Plan Resources

Sequencing Activity



[Click here to open printable version](#)

Colouring Sheet



[Click here to open printable version](#)

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Tips on Understanding Behaviour

In the video below, Dr. Brian McClean, Principal Clinical Psychologist, will look at:

- What message is the behaviour of the student sending?
- Impact of over stimulation and importance of structure & building a rapport

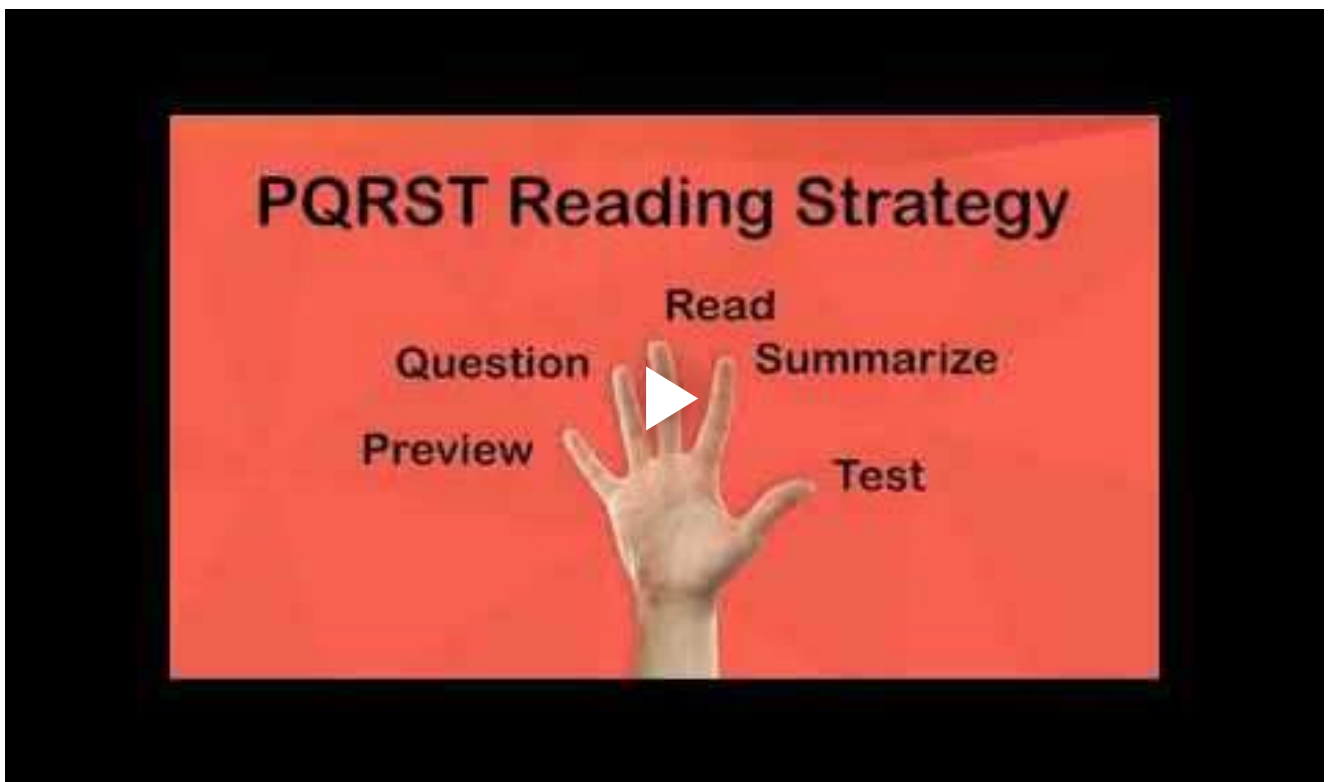


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Strategies To Keep Children Focused

Explore how to support the student in staying focused using study techniques and tools like Pomodoro and PQRST.

Principal Clinical Psychologist, Dr. Brian McClean, looks at strategies to help keep children focused in this video.



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Attention and Concentration Skills



Attention & Concentration



Attention skills are often impacted **after a brain injury.**



The **ability to concentrate** may be **impaired** and trying to **maintain attention** may be tiring.



Difficulties with Attention can affect **other skills** such as **memory and planning.**



Common Issues that a child with an acquired brain injury may have:

- Being easily distracted
- Jumping from one task to another, not completing anything
- Losing track in middle of conversation
- Feeling very tired, have run out of energy, difficult to maintain attention
- Feeling 'spaced out' or blank

This can lead to:

- Missing important details
- Making mistakes because thinking of something else
- Feeling restless
- Confusion when there is a lot going on





What Can Teachers & SNA's Do?

- Talk to the student and **let them know you want to understand.**
- **Monitor the student's Fatigue.** Schedule **breaks** into the timetable.
- Check in with the student to **see if they are feeling ok for an activity.** If they don't feel up to the activity planned, try something quieter but still fun.
- Review the student's **environment** and **reduce distractions.** Is there a quiet space for the child to retire to and take a break?

Timing

- **Set yourself deadlines in conjunction with the child:** Say “We will do that task at 11am” instead of “We’ll do that later”
- Give the child **plenty of time** to complete tasks.
- Try and **do one thing at a time** when you can.
- **Have child “Turn off” unnecessary notifications** on their phone. Use **alarms and reminders** to keep them focused on the task.





Tips to Maintain Attention

- **Repeat the steps out loud** (if appropriate) in their own words to maintain their focus.
- **Help student break tasks down** into smaller steps so that they avoid feeling overloaded.
- **Have student place reminders** of what their task is nearby to help keep their focus.
- **Have closure** of an activity by putting everything away before starting a new task

Mind Body Practices

Mind Body Practices such as:

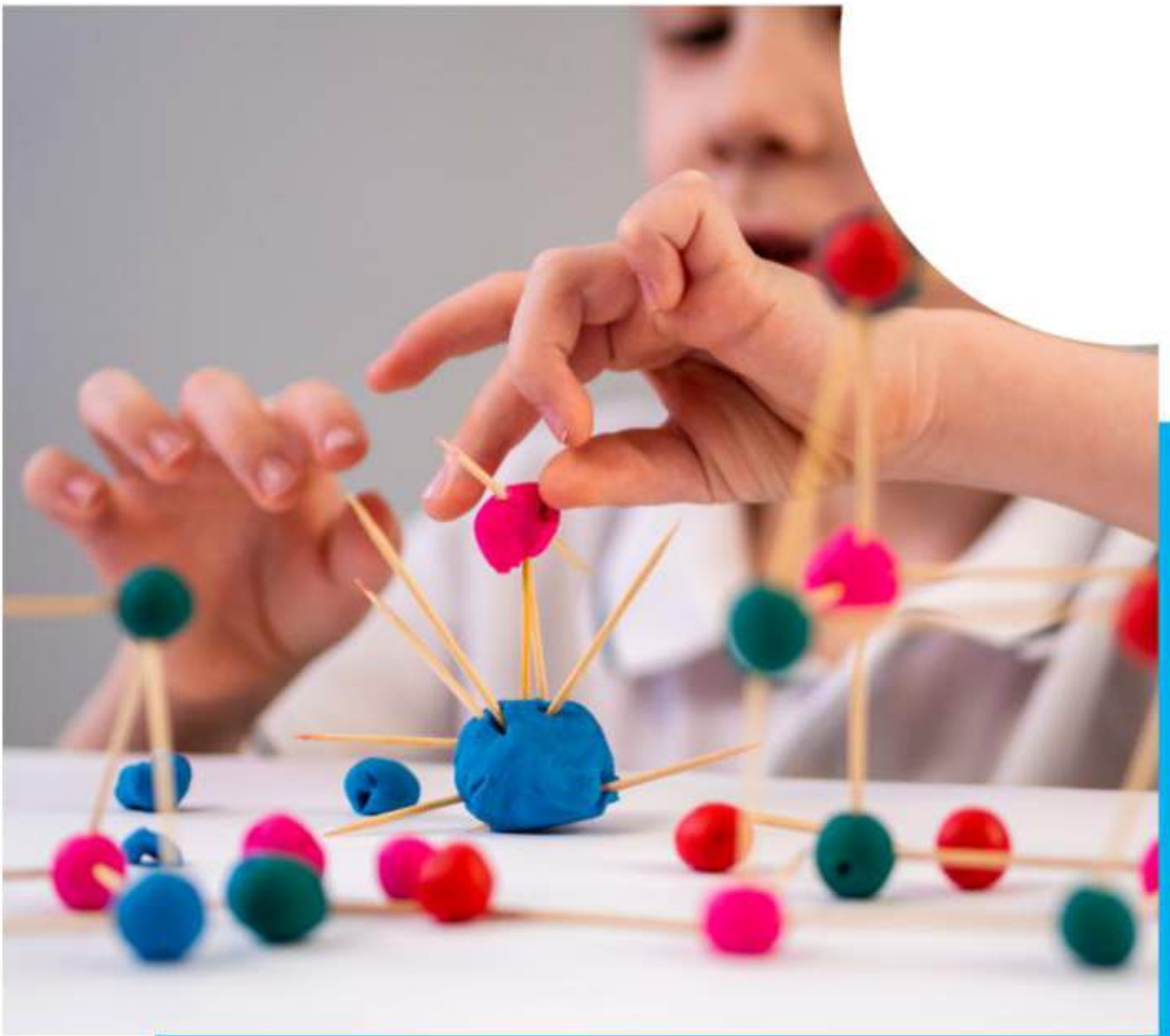
- Yoga
- Mindfulness practices
- Breathing
- Tai Chi

These are **proven to enhance attention**. Build mind body practices into the day.



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Sensory Activities to Improve Attention & Regulation



Reproduced with permission of **National Educational Psychological Service (NEPS)**

Tips to Improve Attention & Regulation



Classroom Sensory Activities.



Sensory Activities are activities that require the use of our muscles and joints and often involve some sort of resistance.



These are useful for students who have sensory processing difficulties and help them to improve attention and stay calm and ready for work.



Movement Breaks

- **Chair Push-ups** – get the students to push their whole body up off a chair using their arms, 10 times, especially when concentration is poor.
- **Wall Push-ups** – get the students to try to push against a wall repeatedly (without their elbow touching the wall).
- **Clapping Games** – use songs that encourage strong clapping.



Other Sensory Activities

- **Blowing** – wind instruments, bubbles, balloons or whistles, ping-pong ball soccer.
- **Drinking** water from a sports bottle -sucking activity.

Tips from Parents

- Marching (even on-the-spot) can help with regulation.
- Marching and touching right knee with left hand and vice-versa.
- Tapping left shoulder with right hand and switching.
- Any exercise that crosses the midline of the body works well.
- Fidget and Squeezy Toys can help some students to concentrate.
- Quiet breaks, Movement breaks and Sensory breaks are helpful.
- Routine - having a predictable routine is very grounding for students.
- Sitting on a peanut ball/exercise ball benefits attention & regulation.
- Every student is unique. Some might be able to concentrate 5, 10, 15 or 20 mins before needing a break/change of surroundings/activity.

Organising Your Environment





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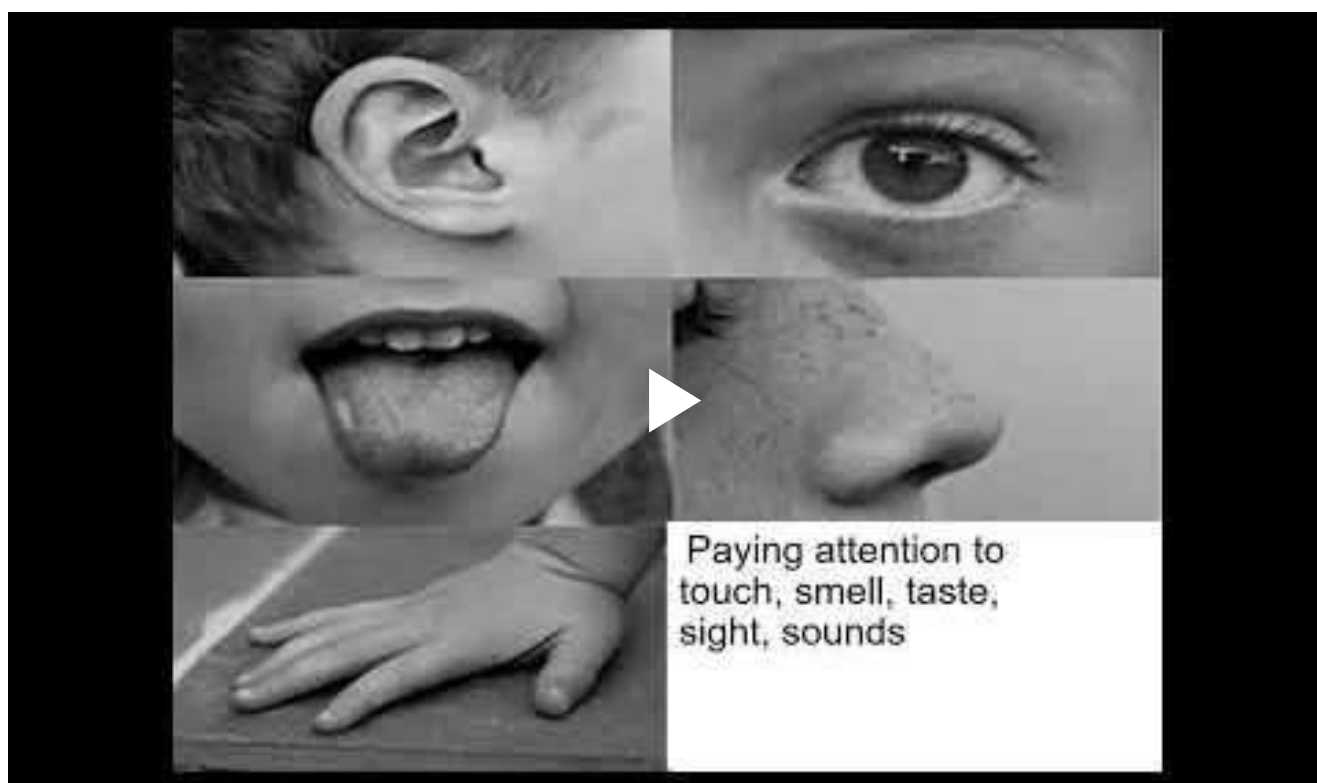
Organising Your Environment

- For things that are **used together, store them together** (e.g., pencil case & school bag, laptop & charger)
- Put **pictures, labels or colour-code** drawers, cupboards, boxes as a reminder of where things are kept.
- Use a large **notice board/white board** to make plans.
- Use a **calendar** with large squares to put appointments and other activities.
- Use **alarms and timers** to help keep track of time
- Keep things needed every day in **the same place**.
- Put **phones and devices** in the same place and charge when not in use.
- Have a **special place** to keep objects which tend to go missing

Mindfulness: A Guided Meditation

In this short video, Dr. Brian McClean, Principal Clinical Psychologist, brings you through a guided meditation to support managing attention.

It helps us notice our thoughts, return our attention to where we want it to be and accept how things are in the moment.

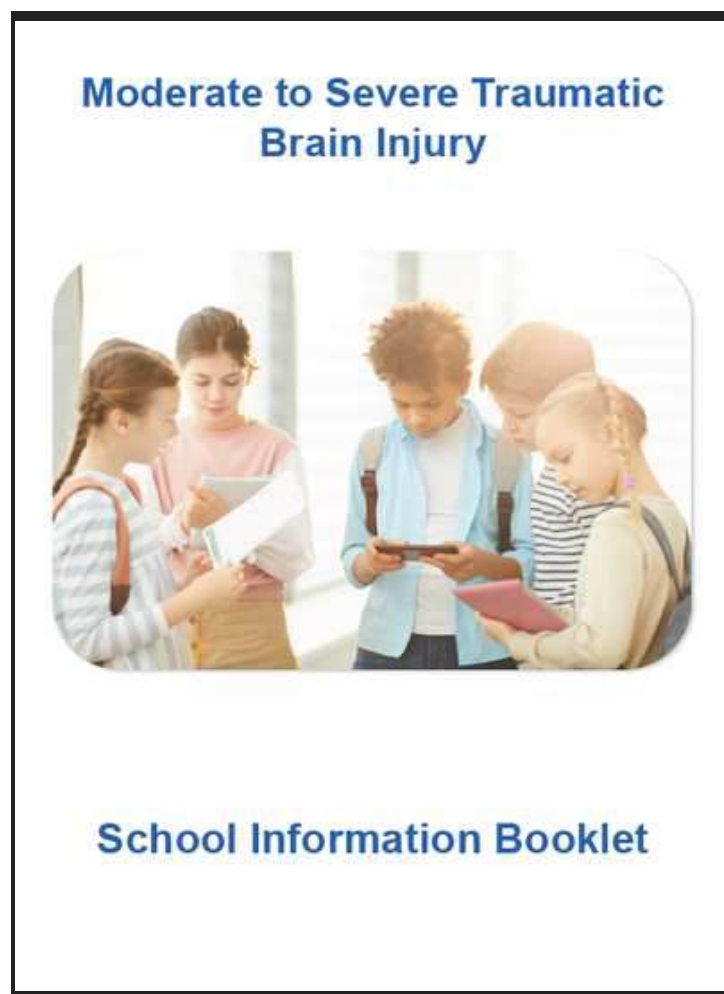


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Useful Resources: Traumatic Brain Injury

Below is a link to a information booklet on Moderate to Severe Traumatic Brain Injury (TBI), created by Dr. Claire Connellan.

The purpose of this booklet is to help teachers and schools to understand how a TBI can affect students.



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Useful Resources: Stroke

We have included some helpful resources below regarding communicating with a young person about stroke.



Useful Resources

For General Information, visit:

<https://www.abiireland.ie>
<https://www.nrh.ie>
<https://www.ncse.ie>
<http://www.sess.ie>
<https://www.gov.ie/en/service/5ef45c-neps>
www.childbraininjurytrust.org.uk
<https://ukabif.org.uk/page/ABIRETURN>
<https://www.braininjuryhub.co.uk/information-library/books>
<https://braintumourireland.com>

For more specific information, visit:

ABI Ireland Further Resources & Information

<https://www.abiireland.ie/understanding-brain-injury/>
<https://www.abiireland.ie/understanding-brain-injury/effect-of-a-brain-injury/>
<https://www.abiireland.ie/understanding-brain-injury/living-with-a-brain-injury/#fatigue>
<https://www.abiireland.ie/wp-content/uploads/2022/12/Child-Adolescent-Brain-Injury.pdf>
<https://www.abiireland.ie/our-services/what-we-do/on-with-life/for-children/#/>
<https://www.abiireland.ie/understanding-brain-injury/living-with-a-brain-injury/#memory>
Living with an acquired brain injury - Acquired Brain Injury Ireland (abiireland.ie)

NRH National Rehabilitation Hospital

<https://www.nrh.ie/rehabilitation-services/paediatric-family-centred-rehabilitation/>
<https://www.nrh.ie/wp-content/uploads/2020/06/Supporting-Child-Relatives-a-Childrens-Workbook.pdf>
<https://www.abiireland.ie/wp-content/uploads/2024/09/Supporting-Child-Relatives-of-Adults-with-ABI.pdf>

NCSE National Council for Special Education

NCSE Teaching Students with Acquired Brain Injury

Teachers and school leaders can access NCSE by making a specific request for ABI [in-school support](#) through NCSE school portal.

NEPs Resources-Department of Education

<https://www.gov.ie/en/service/5ef45c-neps/#neps-resources>
[e305e4c49086447c83209cfec0ee5962.pdf](https://www.gov.ie/en/publication/e305e4c49086447c83209cfec0ee5962.pdf) (www.gov.ie)
[e3632f9137544262b40d7e0c5e9a3604.pdf](https://www.gov.ie/en/publication/e3632f9137544262b40d7e0c5e9a3604.pdf) (www.gov.ie)

[NEPS Thinking Skills and Metacognition.pdf](#)

Accessed 28/08/23

[NEPS Supporting Students with Attention Difficulties.pdf](#)

Accessed 28/08/23

[NEPS Tips for Children with Organisation Difficulties \(Primary\).pdf](#)

Accessed 28/08/23

[NEPS Guidelines, Hand-outs and Tips.pdf](#)

Accessed 28/08/23

Useful Resources

Headway Resources

https://www.abiireland.ie/wp-content/uploads/2024/09/a_teens_guide_to_brain_injury_1.pdf

https://www.abiireland.ie/wp-content/uploads/2024/09/a_kids_guide_to_brain_injury_2-1.pdf

Stroke Resources

<https://www.abiireland.ie/wp-content/uploads/2024/09/Chats-Booklet-October-2023.pdf>

TBI Resources

<https://www.abiireland.ie/wp-content/uploads/2024/09/TBI-Booklet-by-Dr.-Claire-Connellan.pdf>

Mindfulness Resources

<https://www.sui.ie/>

<https://www.headspace.com/>

Communication Aids for Schools

<https://ncse.ie/wp-content/uploads/2021/06/Using-Visuals-to-Support-Communication.pdf>

Universal Core Communication Systems – Project Core (project-core.com)

4 Inline Universal Core Partner-Assisted Communication Book – Project Core (project-core.com)

4 Square Universal Core Communication Book – Project Core (project-core.com)

4 Corners Eye Gaze Universal Core Communication Book – Project Core (project-core.com)

6 Page Universal Core Communication Book – Project Core (project-core.com)

9 Location Universal Core Communication Book – Project Core (project-core.com)

36 Location Universal Core Classroom Poster – Project Core (project-core.com)

Visual Aids for Schools

<https://www.twinkl.ie/resource/t-s-741-stop-visual-support-cards>

<https://www.teachwire.net/news/10-great-ideas-for-visual-supports-in-the-classroom/>

<https://www.yourtherapysource.com/blog1/2018/12/23/visual-supports-in-the-classroom-30-ways-to-help-students/>

Have you checked out 'Dash Defeats The Cloak Of Fatigue'? Click the image below to access the book now.



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