

KEY PRINCIPLES FOR TEACHING LEARNERS IN EARLY RECOVERY (INCLUDING DISORDERS OF CONSCIOUSNESS)

**ASSUME COMPETENCE AND CONTINUE TO
PROVIDE MEANINGFUL LEARNING OPPORTUNITIES**



**ALLOW SIGNIFICANTLY EXTENDED PROCESSING
AND RESPONSE TIMES**



**PRESENT ONE SENSORY EXPERIENCE AT A TIME
WHENEVER POSSIBLE**



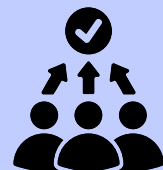
**BUILD LEARNING AROUND FAMILIAR PEOPLE,
ROUTINES AND PERSONALLY MEANINGFUL
EXPERIENCES**



**OBSERVE CAREFULLY FOR SUBTLE RESPONSES AND
CELEBRATE SMALL BUT MEANINGFUL CHANGES**



**CONSISTENCY ACROSS STAFF AND
ENVIRONMENTS SUPPORTS RECOGNITION,
ENGAGEMENT, AND EMERGING LEARNING**





VISION

- Present objects against a plain, uncluttered background.
- Position yourself within the pupil's preferred visual field.
- Use high-contrast, brightly coloured or illuminated objects if appropriate.
- Allow extended time for visual processing and responses.



SMELL

- Use familiar and meaningful scents (for example, favourite foods, perfumes, family-associated smells).
- Present one scent at a time.
- Keep scents gentle and avoid overwhelming stimuli.
- Observe for subtle changes in facial expression, breathing or alertness.

SENSORY STRATEGIES TO SUPPORT LEARNING & ENGAGEMENT



TOUCH

- Introduce touch slowly and predictably.
- Use a range of textures and temperatures where appropriate.
- Pair touch with verbal explanation.
- Respect individual sensory preferences and sensitivities.
- Observe for signs of comfort, discomfort or increased alertness.



HEARING

- Speak clearly and at a calm pace.
- Minimise background noise.
- Pause after speaking to allow processing time.
- Use meaningful sounds such as favourite music, family recordings or familiar environmental sounds.



REMEMBER:

For pupils in early recovery engagement and awareness may be inconsistent.

A lack of visible response does not necessarily mean a lack of processing.

This information should be used alongside individual therapy recommendations, and current medical guidance.