

GRIEVING AND TBI CONTENT



CURRENT UNDERSTANDING OF GRIEVING AND TBI

5-10 MINUTES

When you think about grieving what are some of the symptom/changes that come to mind? How does this apply to your experience with TBI? Right after the injury and now?

Try to rephrase things into easy to understand language rather than using clinical/medical terms.

What are a few ways to move through the grieving process? Can you think of any activities that can make you feel better?



DISCUSSION: HOW BRAIN INJURY IS CONNECTED TO GRIEVING

5-10 MINUTES

Brain injury often brings about drastic life changes for individuals as well as their families and friends. Individuals with TBI often find that they are less able to carry out responsibilities and daily activities. Activities that were once accomplished easily, often require a good deal more effort. Many individuals find themselves unable to focus on school, complete chores, plan their days, and do things alone. This loss of independence leads to frustration and sadness. They may also lose confidence in themselves.

Worries about the future tend to be difficult for all family members. Because of the losses and changes, many people have a mixture of feelings including sadness, fear, hopelessness, and frustration.

Grieving brain injury is different than grieving as it relates to death and dying.

A primary factor in grieving after brain injury is related to a change in our “self-concept”.

- Self-concept: how we perceive ourselves based on our beliefs, feelings, and values

Give participants a piece of paper and various coloring/drawing utensils. Have them write Brain Injury or Concussion at the top and draw/write the following on the paper throughout the discussion. Encourage them to decorate the page however they want to, using only one side.

- How has the expression of who you are now changed since the injury?
Comparison of before and after
- Doubts self-efficacy: our own beliefs about our abilities
- Disruption of beliefs, assumptions, values, and expectations
- Frustration increases with cognitive problems and loss of skills

BREAK (W/SNACKS?)

5 MINUTES

Participants can continue coloring on the first side of the paper, if they choose.