

Social Development

Social development for all people begins at birth and continues throughout life. School years provide a tremendous and vital opportunity to develop qualities and skills that promote social progress. During these important years, children learn to interact in a broadening arena of school and community activities. Each child's temperament will affect social development. The specific ways that SB and hydrocephalus influence social development are not yet fully understood some children may face a number of challenges in their social development. Some children with these conditions are passive and may require encouragement to get involved in activities.

Essential steps toward developing social skills in children with SB:

- Learning to strike up a conversation
- Knowing how to behave in order to make and maintain friendships
- Learning to listen. Many children need extra help learning this skill
- Developing a positive attitude
- Learning to interact in groups
- Learning to discuss SB with others

Encouraging social:

- Give child feedback and positive messages
- Seek opportunities for child to participate in structured activities, including extra curricular programs
- Involve the child in mainstream education as much as possible
- Expect the child to take on responsibilities and be accountable
- Offer opportunities for the child to succeed and fail as normal part of life experiences
- Offer experiences that allow the child to "give back", such as volunteering or other community activities

Factors that bolster:

- Variety of experiences for interaction in the home and outside of the home
- Child should be treated the same as a non-affected (non SB) child
- Join of age (chronological or developmental) appropriate social groups
- Good hygiene
- Learning to deal with negative situations
- Frequent, open and honest communication between the school and parents

Factors that challenge:

- Frequent illness and/or hospitalizations, surgeries
- Fatigue
- Learning problems
- Difficulty understanding social interactions
- Limited mobility
- Restrictive environments due to either inaccessible areas or over-protectiveness
- Continence/hygiene issues
- Spending too much time alone
- Transitioning into new school or classroom
- Being labelled as by others or feeling like an outsider
- Difficulty with problem solving, using good judgment, and making decisions which puts them at risk for injury, exploitation and abuse

Additional resources

Precocious Puberty Health Information Sheet

Men's Health Information Sheet

Women's Health Information Sheet

This information does not constitute medical advice for any individual. As specific cases may vary from the general information presented here, SBA advises readers to consult a qualified medical or other professional on an individual basis.

