

Develop a plan of support

A suggestion for implementing the strategy

'Concussion: Support a return to learning and activity' from the Guide: [Acquired brain injury and learning](#)

Includes:

Overview

Develop a return to learning plan

Develop a return-to-physical-activity plan

Reduce risk of second impact syndrome

Reflection questions for key contact person

Useful resources

Inclusive Education

From

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

Strategy: [Concussion: Support a return to learning and activity](#)

Suggestion: [Develop a plan of support](#)

Date

29 June 2026

Link

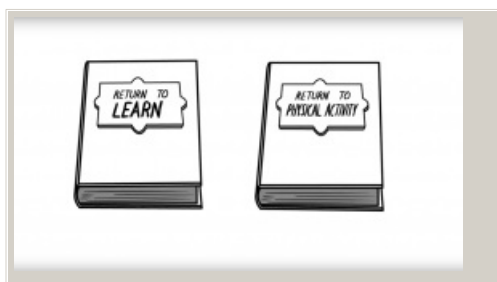
inclusive.tki.org.nz/guides/brain-injury/develop-a-plan-of-support

Overview

Every concussion impacts on learning and wellbeing.

A **"return to learning"** and a **"return to activity"** plan will be needed for each individual following a concussion.

Design with whānau.



Video hosted on Youtube http://youtu.be/_55YmblG9YM

Closed Captions

Source:

[DocMikeEvans \(USA\)](#)

<https://www.youtube.com/channel/UCL-IWPkXQn3JYYsPnpGllg>

Develop a return to learning plan

A return to learning plan has 3 components.

1. Stepped progression

A typical [Student Return to Learning Plan](#) usually:

- starts with a couple of days at home
- progresses to partial days at school
- works up to full days at school.

Be aware that anything that taxes the brain, including reading, texting, using computers or mobile devices, and listening to audio recordings or music, can negatively affect recovery.

2. Personal adjustments

Make adjustments like limiting homework, having a classmate take notes, or finding a darker, quieter spot for the child or young person to play, work, or rest. (See suggested accommodations in [Academic adjustments following concussion](#)).

3. Whole-class approaches

Identify adjustments that can be embedded in the usual centre or classroom routine, rather than singling out the child or young person. These will often be valuable for others as well.

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Develop a return-to-physical-activity plan



Source:

[ACC New Zealand](#)

<https://www.acc.co.nz/assets/im-injured/f700044861/ACC7639-Returning-to-activity-from-a-concussion-or-mild-traumatic-brain-injury.pdf>

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Reduce risk of second impact syndrome



restrict activity after a concussion

Source:

Pixabay

<https://pixabay.com/en/girl-children-s-games-climbing-597503/>

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Reflection questions for key contact person

By facilitating a collaborative team approach to concussion management, a staff team can positively contribute to a child's recovery.

Consider how you will:

Develop the return-to-learning and return-to-activity plans with the child and their whānau.

Monitor and communicate progress towards recovery between home and school.

Provide a key contact for the child or young person and whānau when they need someone to talk to.

Make staff aware of how to provide assistance and ensure safety.

Coordinate scaling activity or workload up and down (sometimes children and young people will do fine for a while and then need to drop back a step).

Oversee the individualising of supports.

Coordinate the management of medication.

Watch for new or recurring symptoms.

Monitor the child or young person's levels of anxiety and frustration.

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Useful resources



Returning to activity from a concussion/mild traumatic brain injury

Read time: 1 min

This booklet outlines a programme for a child or young person to return to activities and sport following a concussion or mild traumatic brain injury.

Publisher: Starship Hospital and ACC

[Download PDF](#)



Concussion protocol resources for schools

These resources will support educators to develop and implement evidence-based, best-practice concussion protocols based on the Canadian Guideline on Concussion in Sport.

Publisher: Parachute Canada

[Visit website](#)



BCCFA – Returning to school after a concussion

In this video Robyn Littleford of the GF Strong Rehabilitation Centre talks about returning to school after a concussion.

Publisher: BC Centre for Ability

[Visit website](#)

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