

# Support an effective process for return to early childhood education or school

A suggestion for implementing the strategy

'Non-traumatic brain injury: Support a return to learning and activity' from the Guide:

[Acquired brain injury and learning](#)

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## **Includes:**

- Appoint a liaison person and clarify role
- Be guided by whānau
- Demonstrate empathy
- Support clear shared goals
- Recognise you are part of a big team
- Useful resources

## Appoint a liaison person and clarify role

Appointing a dedicated liaison person who knows all the people involved is immensely helpful for whānau, the child or young person, and professionals.

Defining responsibilities helps keep everyone on the same page.

- ✓ Coordinate regular communication between home and school or early childhood setting (communication book, social media, texting, email).
- ✓ Develop and manage the Individual Education Plan (IEP) process to support planning the next steps.
- ✓ Document progress, for example, through an [e-portfolio](#).
- ✓ Liaise with the rehabilitation team.
- ✓ Allocate 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 activities or workload up and down (sometimes children and young people will do fine for a while, and then need to reduce their activity).
- ✓ Oversee the individualising of supports.
- ✓ Coordinate medication management.
- ✓ Watch for new or recurring symptoms.
- ✓ Monitor the child or young person's levels of anxiety and frustration.

## Inclusive Education

From

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

Strategy: [Non-traumatic brain injury: Support a return to learning and activity](#)

Suggestion: [Support an effective process for return to early childhood education or school](#)

Date

09 May 2024

Link

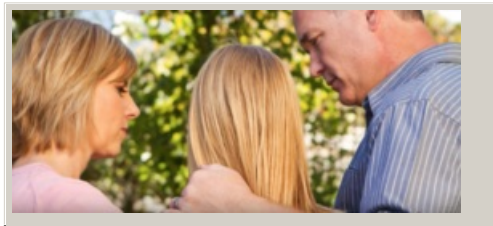
[inclusive.tki.org.nz/guides/brain-injury/support-an-effective-process-for-return-to-ece-or-school](https://inclusive.tki.org.nz/guides/brain-injury/support-an-effective-process-for-return-to-ece-or-school)

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## Be guided by whānau

Make no assumptions about what a child needs.

Whānau know their child best and how to motivate them in their rehabilitation.



Video hosted on Youtube <http://youtu.be/T6RtxHWtOwU>

No captions or transcript

Source:

[The Children's Trust \(UK\)](#)

<https://www.youtube.com/channel/UCKCRBg6qLmdk5mJEumjkDMw>

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# Demonstrate empathy

Remove barriers to collaboration with whānau by listening and showing empathy.

These actions will help build trust and support collaboration.



Video hosted on Youtube <http://youtu.be/1zH8razGZCw>

No captions or transcript

Source:

[BrainLine \(USA\)](#)

<https://www.youtube.com/user/brainline>

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## Support clear shared goals

Benefits of professionals and whānau taking a coordinated approach include:

- ✓ increased opportunities to work on rehabilitation goals across the contexts of both home and school
- ✓ all supporting adults are working towards the same goals and aligning advice.
- ✓ relieves parents, whānau and caregivers of the responsibility of having to be the translator and messenger between multiple people and agencies.

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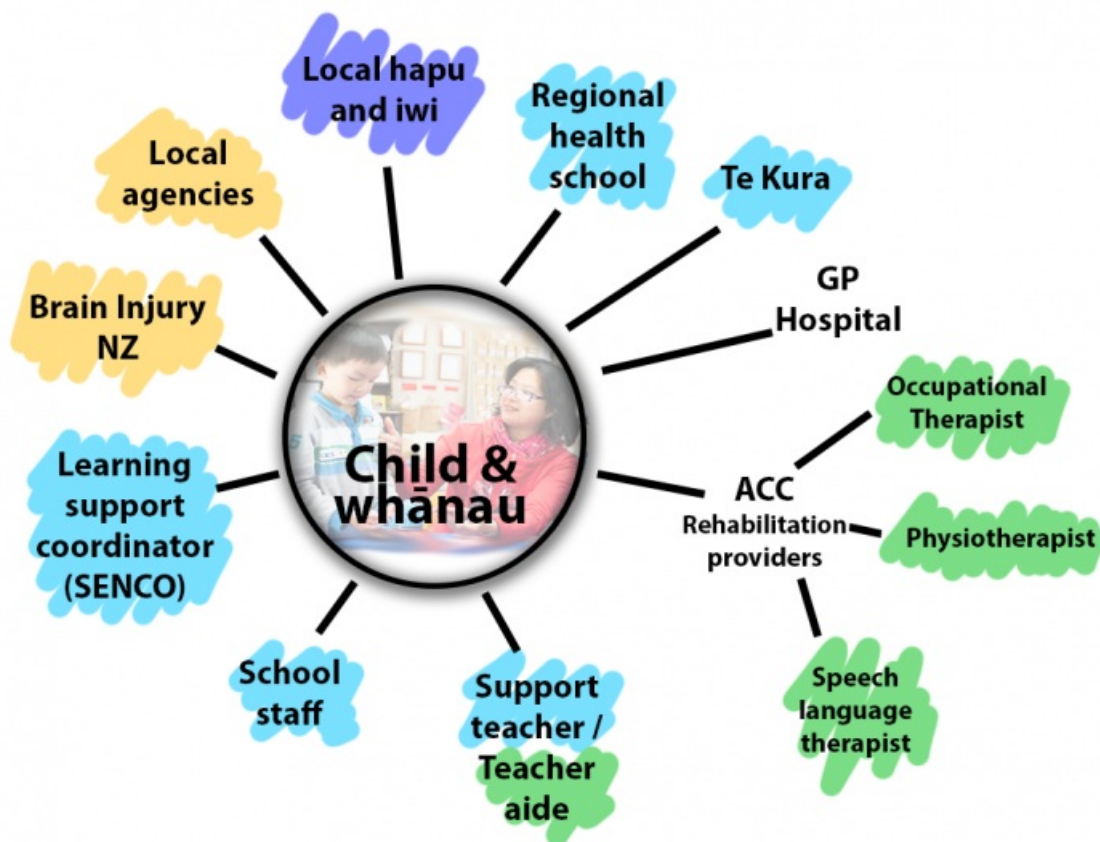
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# Recognise you are part of a big team



Source:

Ministry of Education

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## Useful resources



### Collaboration – the heart of the matter

Ministry of Education recommendations on setting up collaborative IEP teams.

[Visit website](#)



### 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](#)



### About e-portfolios

An overview of how schools are using online spaces or blogs to record and share students' learning.

Publisher: Enabling E-Learning

[Visit website](#)

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