

# 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](#)

---

## **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

## 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

29 June 2026

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)

---

# 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

29 June 2026

Link

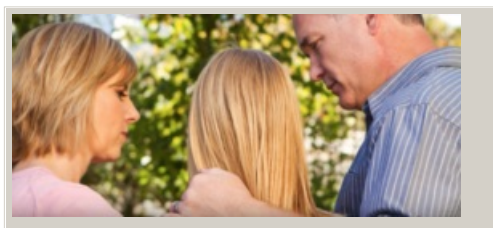
[inclusive.tki.org.nz/guides/brain-injury/support-an-effective-process-for-return-to-ece-or-school](http://inclusive.tki.org.nz/guides/brain-injury/support-an-effective-process-for-return-to-ece-or-school)

---

## 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>

## 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

29 June 2026

Link

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

---

## 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>

## 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

29 June 2026

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)

---

## 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.

## 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

29 June 2026

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)

---

# Recognise you are part of a big team



Source:

Ministry of Education

[View full image \(241 KB\)](#)

## 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

29 June 2026

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)

---

## 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](#)

This information was downloaded/printed from the Ministry of Education's website "Inclusive Education". Except where otherwise noted it is Crown Copyright 2018.

Information on the Inclusive Education website is regularly updated so we recommend you check the website version of this information to ensure it remains current.