

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

13 July 2019

Link

www.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.

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Be guided by whānau

Make no assumptions about what a child needs.

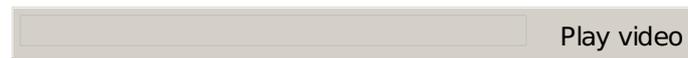
Whānau know their child best and how to motivate them in their rehabilitation.

Source: [The Children's Trust \(UK\)](#) No captions or transcript

Source:

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

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



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

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Demonstrate empathy

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

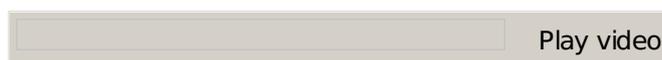
These actions will help build trust and support collaboration.

Source: [BrainLine \(USA\)](#) No captions or transcript

Source:

[BrainLine \(USA\)](#)

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



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

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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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Recognise you are part of a big team



Source: Ministry of Education

Source:

[Ministry of Education](#)

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Having an awareness of your place in a wider team will support more effective collaboration.

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Useful resources

Collaboration – the heart of the matter

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Visit website](#)

Concussion in schools: Know your role

Read time: 1 min

Publisher: Parachute Canada

[Download PDF](#)

About e-portfolios

Publisher: Ministry of Education | Te Tāhuhu o te Mātauranga

[Visit website](#)

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