

## Inclusive Education

From

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

Strategy: [Traumatic brain injury \(TBI\): Support a return to learning and activity](#)

Suggestion: [Support an effective process for returning to ECE or school](#)

Date

14 July 2019

Link

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

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# 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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