

## SAYING GOODBYE TO THE TELEPRESENCE SYSTEM

### Situation

The affected child finds it difficult to say goodbye to the telepresence system because it was an anchor during this challenging time of illness.

### Reflective questions

1. How did the telepresence system provide support and comfort to the child during the difficult time?

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2. What emotions or feelings does the child experience when saying goodbye to the telepresence system?

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3. How can we help the child transition from relying on the telepresence system to finding other forms of support and comfort?

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4. What strategies can be implemented to help the child cope with the emotions of saying goodbye to the telepresence system and adjust to its absence?

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## Possible approaches

1. Goodbye Ceremony: Organise a farewell ceremony in the classroom to acknowledge how important the telepresence system was in the child's life during their illness. This could involve creating artwork, writing letters, or sharing anecdotes about their experiences with the system. Involving the entire class in the farewell process, fosters a sense of solidarity and support among classmates. Allow the pupil and the classmates to express their emotions and memories associated with the telepresence device.

2. Validation and Encouragement: Have an open conversation with the child about their emotions about the telepresence system. Validate their feelings of attachment and difficulty in letting go, while also emphasising the positive aspects of returning to school in person. Encourage the child to embrace the new opportunities and experiences that come with being physically present in the classroom again.

## Approaches according to the eHandbook

A factor that cannot be left out is treating the reintegrated child as other pupils and normalising the situation by promoting group belonging and solidarity among classmates. The teacher should promote gradual inclusion according to the child's physical needs, for example, take into account that the child might be able to attend school only part-time to begin with. Also, the teacher should consider the child's possible cognitive needs related to recovering from the illness and adapt teaching and evaluation accordingly. In addition, the family must be informed of any relevant changes involving measures to improve the pupil's quality of life inside and outside the classroom. Just like the implementation phase of the telepresence system, the reintegration into the classroom is a sensitive phase. It is recommended that pupils with a telepresence system enter the class gradually. Furthermore, it is crucial to consider how much school time and intensity is good for the pupil given the current condition. Experience has shown that it is advisable to attend school for a few hours or a day at a time in the beginning at least. On the other days, the pupil can continue to take part in school and social activities with a telepresence system. Therefore, the system should not be returned too quickly. The telepresence system is needed until the child can regularly attend school without it for a while.<sup>1</sup>

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<sup>1</sup> ABILITI Teacher eHandbook, pp. 49-53.