

REMS

“REintegration Management in Schools”

In German: SEM - **S**chulisches **E**ingliederungs-**M**anagement

REMS-Checklist

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In schools the following process flow should start after a defined absence due to illness (for example following a total of 4 weeks of absence)

1. Identify absence due to illness

- Which subjects and lessons are affected (always the first lessons?; whole days?; last lessons only?; ...)?
- Are there letters of apology from the parents?
- Are there medical certificates?
- Are there written and/or oral tests in all subjects?
- Is grading in all subjects possible? (check out for all subjects)

2. Check if there are further steps necessary? Which steps could be helpful?

- Find out who should contact the family. (Maybe the class teacher, the headmaster or the counselling department have already a good contact to the student or the family)
- Contact the student and parents (e.g. face to face; or via telephone; or with a letter)
- Inform the student and the parents about the possible benefits they can have from REMS (including its discretion and confidentiality measures)

3. REMS-First-Contact

- Inform about the spirit and purpose of the first REMS-meeting.
- Present the possibilities and the limits of REMS.
- Find out about the reason for the respective absence due to illness
- Find out how the illness affects live in school and absences - and how school possibly affects the illness?
- Ask the student about wishes and fears.
- [Ask parents about wishes and fears?]
- Come to an agreement about the next steps.

4. Talk to parents and student about individual needs and conditions.

- How is the respective illness effecting daily live?
- How is the daily live of the family affected?
- Explore the individual abilities and strenths the respective student has as well as their specific limitations caused by their illness.
- Define personal goals and visions with the student.

5. Define a plan of action

- Explore and select possible measures if reintegration in a meeting.
- Explore possible additional actions together with student and parents.

6. Start the plan of action

- Prepare for the necessary first steps.
- If necessary prepare/procure an experts opinion regarding the special educational needs ("*Sonderpädagogisches Gutachten*") in order to receive additional funding ("*Förderstatus*").
- Implement the plan of action.
- Guide and support the student during the implementation phase of the plan of action.
- Try to be able to recognize immediately if something went wrong/not according to plan.

7. Evaluation of the REMS-results

- Evaluate the (re-)integration (Note: Proper documentation of the whole process is a precondition for a successful evaluation).
- Regularly reach out to student, teachers and parents for feedback.
- Finish REMS - and if necessary – lay out in writing how the student should be supported from now on (partially?; constantly?; ...).

8. In the following period:

- Continue to check out if there are absences due to illness.
- Use this data as an alarm system.