

## “Check-In” Prevention & Intervention

### Who does the “Check-In”?

- It can be done by any staff member.
- Staff should be assigned students with whom they will do daily or weekly “Check-Ins”.
- If the assigned adult is absent, a back-up needs to replace in order for the student to continue to receive this intervention support.

### Who receives the “Check-Ins”?

- Students who require additional support at the beginning of the day or during the day (more than what their classroom teacher is already providing).
- Students who struggle with coming to school, have challenging family situations and/or experience difficulty managing their emotions.

### What do we mean by a “Check-In”?

- It's a time of warm connection where the student is welcomed at the beginning of their school day.
- A positive supportive contact with an adult to allow us to get a “pulse” on how the student is doing.
- In this way, we can help the student navigate their day if they are anticipating struggles ahead.

### What do I need to ask?

- How did their morning go at home? On the bus?
- Are they hungry?
- Do they have all their supplies for the day?
- Do they have their lunch?
- Is there anything else that they may be missing?
- If something is missing, please help to provide what is needed.

### How can I help them aim in the right direction to start-up their day?

- Have a copy the student’s class schedule.
- Help them anticipate adult requests in a positive manner by reviewing what is coming up ahead.

### Checking Home-School communication is very important

- Be aware of incoming information that may have an impact on how their day will unfold.
- Relay pertinent information to the adults who are involved with the student.

### What’s the best way to ‘wrap-up’ our conversation?

- Provide encouragement and support for the day in manageable pieces.
- If you sense a need for ‘more’ support, plan to reconnect at another point in the day.
- Inform the teacher of the student’s emotional state – be allies, support the student together!

### Your “Check-In” students are VIPs:

- Let them know the next time when you will connect with them!

## End of Day “Recap” Prevention & Intervention

### Who does the “Recap”?

- Preferably the person who has done the “Check-In” in the morning.
- If not, assign one person consistently.
- Ensure that information is transferred from the student to the adults working with him/her and vice versa.

### Who receives the “Recap”?

- Students who require additional support at the end of the day (more than what their classroom teacher is already providing).
- Students who struggle to organize themselves and become overwhelmed with end-of-day transitions.

### What do we mean by a “Recap”?

- A short time to reflect on different aspects of the day.
- Help name and address issues that occurred.
- Provide support to resolve issues, relay information to adults or work through frustrations for what did not work during the day.
- Double check that they have all their required materials for the evening (ex. Lunch box, agenda, homework, etc.)

### What do I need to ask?

- How was your morning, class time, etc.? Break down the day in segments. Ask open questions that will encourage them to reflect and share.
- What was frustrating today? How did you manage the frustrations? Do you need the help of an adult with that? How can I help you?
- What went well today? What did you enjoy most?
- What do you need to get done for tomorrow? Do you have the materials you need to complete the task?

### Important things to keep in mind

- Help students find the words to name their frustrations and/or how they’re feeling.
- Listen and acknowledge the emotions.
- We do not need to ‘fix’ all that did not go as expected. Naming and expressing are key elements in processing life’s challenges. Sometimes students just need a place and time to “vent”.
- Providing our support helps students believe in themselves and enables them taking risks in their learning and social interactions.

### What’s the best way to bring this conversation ‘full circle?’

- “Glad to hear \_\_\_\_\_ went well today. “
- “I hear/see your efforts with \_\_\_\_\_.”
- BRIDGE the time that you are not together, putting the focus on your next point of connection. ‘Tomorrow is a new day, I look forward to seeing you \_\_\_\_\_(name when and where)\_\_\_\_\_.’
- Give them a ‘High-5’ or Fist pump, with your best smile, as a point of connection and encouragement!