

## Tiers 2-3 Check-Ins

All children benefit from being greeted by their teacher and adults in the school Some children at K4-K5 need **Check-Ins with an additional significant adult** to help them feel connected, safe and secure at school (Tier 2 targeted support)

Support needed	First	Then
Baton-relay team between adults who care for the child	Bridge the connection from home to school	Have the adult who accompanies the child to school 'pass on' the child to the adult caring for them at school
Asses which children need extra connecting energy	Notice which children are anxious, reluctant to come into school or into the classroom	Notice with which adults they are more comfortable with. Ask these adults to provide the additional Check-In
Determine when the Check-In will be most beneficial for the child	Step-in with a warm welcome, greet them by bending down at their level use their name. Provide them with a warm touch if the child is comfortable with this	Plan additional times in the day when this significant adult can return to connect with the child (e.g. outdoor playtime, in the classroom)
Using a visual schedule, helps the child situate where they are in the day	Break down the day in manageable steps	Let the child know when you'll return to connect with them
Expect that after times away from school, some children will need additional Check-In attention and connection	Plan to have ways to hold onto the children when they are away from school (e.g. borrow a class book over the weekend or holidays)	Plan an activity to be done at home that they will get to share with the group when they return to school
If the assigned person is absent, a back-up person that is known to the child is required	Preventive, scheduled Check-Ins can greatly reduce struggles and conflicts within a day	Being preventive and intentional in providing warm, meaningful Check-Ins will go a long way with helping a child feel safe and secure at school