

<p style="text-align: center;">“Check-In” <i>Prevention & Intervention</i></p>	<p style="text-align: center;">End of Day “Wrap-Up” <i>Prevention & Intervention</i></p>
<p>Who does the “Check-In?”</p> <ul style="list-style-type: none"> ➤ 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 	<p>Who does the “Wrap-Up?”</p> <ul style="list-style-type: none"> ➤ 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
<p>Who receives the “Check-Ins”?</p> <ul style="list-style-type: none"> ➤ Students who require <u>additional</u> support and “Check-Ins,” 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 	<p>Who receives the “Wrap-Up?”</p> <ul style="list-style-type: none"> ➤ Students who require <u>additional</u> support and “Wrap-Up,” more than what their classroom teacher is already providing ➤ Students who struggle to organize themselves and become overwhelmed with end of day transitions
<p>What do we mean by a “Check-In”?</p> <ul style="list-style-type: none"> ➤ It's a time of warm connection where you want to welcome the student to school and get a pulse on how they are anticipating their day. ➤ A positive supportive contact with an adult that can help the student navigate their day if they are anticipating struggles ahead. 	<p>What do we mean by a “Wrap-Up”?</p> <ul style="list-style-type: none"> ➤ 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.)
<p>What do I need to ask?</p> <ul style="list-style-type: none"> ➤ How did their morning go at home? On the bus? ➤ Have they eaten breakfast? ➤ Do they have all their supplies for the day? ➤ Do they have their lunch? ➤ If something is missing, please help to provide what is needed. 	<p>What do I need to ask?</p> <ul style="list-style-type: none"> ➤ 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?
<p>How can I help them aim in the right direction to start-up their day?</p> <ul style="list-style-type: none"> ➤ Have a copy the student’s class schedule ➤ Help them anticipate adult requests in a positive manner by reviewing what is coming up ahead 	<p>Important things to keep in mind</p> <ul style="list-style-type: none"> ➤ Help students find the words to name their frustrations and/or how they’re feeling ➤ We do not need to ‘fix’ all that did not go as expected. Naming and expressing are key elements in processing life’s challenges. ➤ Providing our support helps students believe in themselves and enables them taking risks in their learning and social interactions
<p>Checking Home-School communication is very important</p> <ul style="list-style-type: none"> ➤ 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. 	<p>What’s the best way to bring this conversation ‘full circle?’</p> <ul style="list-style-type: none"> ➤ “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!
<p>What’s the best way to ‘wrap-up’ our conversation?</p> <ul style="list-style-type: none"> ➤ 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! <p>Your “Check-In” students are VIPs:</p> <ul style="list-style-type: none"> ➤ Let them know the next time when you will connect with them! 	