

<p style="text-align: center;"><b>“Check-In”</b> <i>Prevention &amp; Intervention</i></p>	<p style="text-align: center;"><b>End of Day “Wrap-Up”</b> <i>Prevention &amp; Intervention</i></p>
<p>Who does the “Check-In?”</p> <ul style="list-style-type: none"> <li>➤ It can be done by any staff member</li> <li>➤ Staff should be assigned students with whom they will do daily or weekly “Check-Ins”</li> <li>➤ If the assigned adult is absent, a back-up needs to replace in order for the student to continue to receive this intervention support</li> </ul>	<p>Who does the “Wrap-Up?”</p> <ul style="list-style-type: none"> <li>➤ Preferably the person who has done the “Check-In” in the morning</li> <li>➤ If not, assign one person consistently</li> <li>➤ Ensure that information is transferred from the student to the adults working with him/her and vice versa</li> </ul>
<p>Who receives the “Check-Ins”?</p> <ul style="list-style-type: none"> <li>➤ Students who require <u>additional</u> support and “Check-Ins,” more than what their classroom teacher is already providing</li> <li>➤ Students who struggle with coming to school, have challenging family situations and/or experience difficulty managing their emotions</li> </ul>	<p>Who receives the “Wrap-Up?”</p> <ul style="list-style-type: none"> <li>➤ Students who require <u>additional</u> support and “Wrap-Up,” more than what their classroom teacher is already providing</li> <li>➤ Students who struggle to organize themselves and become overwhelmed with end of day transitions</li> </ul>
<p>What do we mean by a “Check-In”?</p> <ul style="list-style-type: none"> <li>➤ 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.</li> <li>➤ A positive supportive contact with an adult that can help the student navigate their day if they are anticipating struggles ahead.</li> </ul>	<p>What do we mean by a “Wrap-Up?”</p> <ul style="list-style-type: none"> <li>➤ A short time to reflect on different aspects of the day</li> <li>➤ Help name and address issues that occurred</li> <li>➤ Provide support to resolve issues, relay information to adults or work through frustrations for what did not work during the day</li> <li>➤ Double check that they have all their required materials for the evening (ex. Lunch box, agenda, homework, etc.)</li> </ul>
<p>What do I need to ask?</p> <ul style="list-style-type: none"> <li>➤ How did their morning go at home? On the bus?</li> <li>➤ Have they eaten breakfast?</li> <li>➤ Do they have all their supplies for the day?</li> <li>➤ Do they have their lunch?</li> <li>➤ If something is missing, please help to provide what is needed.</li> </ul>	<p>What do I need to ask?</p> <ul style="list-style-type: none"> <li>➤ How was your morning, class time, etc? Break down the day in segments. Ask open questions that will encourage them to reflect and share.</li> <li>➤ 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?</li> <li>➤ What went well today? What did you enjoy most?</li> <li>➤ What do you need to get done for tomorrow? Do you have the materials you need to complete the task?</li> </ul>
<p>How can I help them aim in the right direction to start-up their day?</p> <ul style="list-style-type: none"> <li>➤ Have a copy the student’s class schedule</li> <li>➤ Help them anticipate adult requests in a positive manner by reviewing what is coming up ahead</li> </ul>	<p>Important things to keep in mind</p> <ul style="list-style-type: none"> <li>➤ Help students find the words to name their frustrations and/or how they’re feeling</li> <li>➤ We do not need to ‘fix’ all that did not go as expected. Naming and expressing are key elements in processing life’s challenges.</li> <li>➤ Providing our support helps students believe in themselves and enables them taking risks in their learning and social interactions</li> </ul>
<p>Checking Home-School communication is very important</p> <ul style="list-style-type: none"> <li>➤ Be aware of incoming information that may have an impact on how their day will unfold.</li> <li>➤ Relay pertinent information to the adults who are involved with the student.</li> </ul>	<p>What’s the best way to bring this conversation ‘full circle?’</p> <ul style="list-style-type: none"> <li>➤ “Glad to hear _____ went well today.”</li> <li>➤ “I hear/see your efforts with _____.”</li> <li>➤ 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)____.”</li> <li>➤ Give them a ‘High-5’ or Fist pump, with your best smile, as a point of connection and encouragement!</li> </ul>
<p>What’s the best way to ‘wrap-up’ our conversation?</p> <ul style="list-style-type: none"> <li>➤ Provide encouragement and support for the day in manageable pieces</li> <li>➤ If you sense a need for ‘more’ support, plan to reconnect at another point in the day.</li> <li>➤ Inform the teacher of the student’s emotional state – be allies, support the student together!</li> </ul> <p>Your “Check-In” students are VIPs:</p> <ul style="list-style-type: none"> <li>➤ Let them know the next time when you will connect with them!</li> </ul>	