

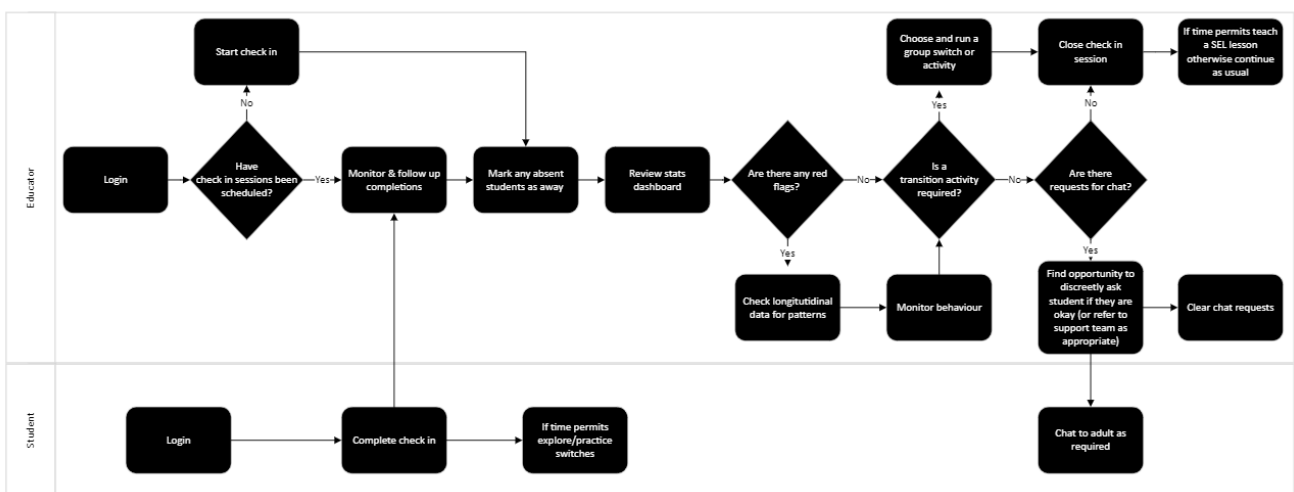
Facilitating a check-in guide

Version 1.1

Description

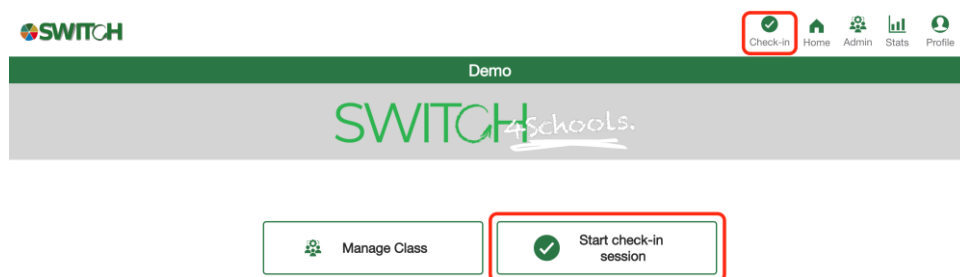
Following are the steps for educators to follow when running a check-in session with students to collect and analyse and action the data provided.

Process Summary (for a larger version see appendix A)



Steps

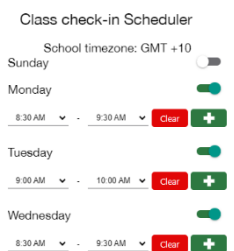
1. Log in to Switch4Schools and navigate to the Check-in section. (see below)



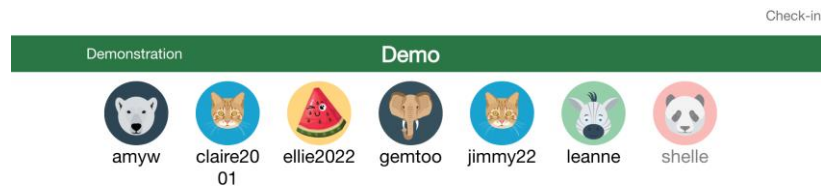
2. If the session is scheduled wait for the allotted time for the session to automatically open, alternatively select start check-in session.

Note: You can open and close check-in sessions at any time. You don't have to use the scheduler.

Tip: To check schedules times navigate to Admin > Schedule Session (see example)



3. Invite students to start checking in and monitor completions. Students that have completed their check-in will show their avatar greyed out. (see below)



Tip: While ever the check-in session is open students can update their check-in responses.

4. To mark students that are absent, turn on the select absent students function, then select the students you want to mark as absent, and finish by selecting done. (see below)

Note: Absent students will be indicated by a grey circle icon and will assist with analysing the long term data.



5. Navigate to the Stats page to review the dashboard.



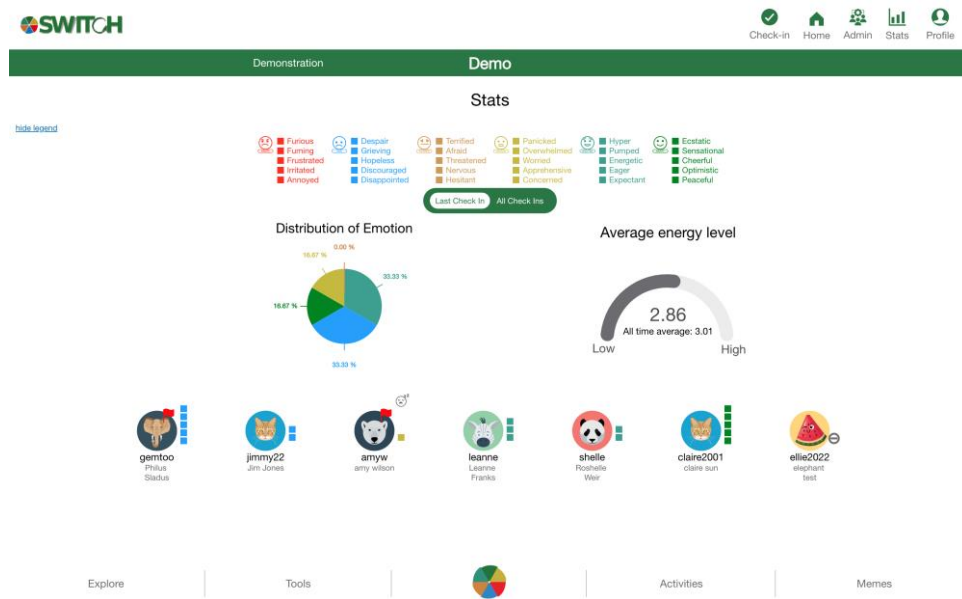
6. Review the distribution of emotions and the average energy level to assess if a transition activity or SEL lesson is required to support the students to be in a state conducive to learning.

Notes for reading the dashboard:

- Students that report they are very tired will have a tired emoticon attached to their avatar.
- Students that report they are exhausted will have a sleepy emoticon and a red flag attached to their avatar.
- Students that report the highest level of negative emotion (angry, sad, scared, anxious) will have a red flag attached to their avatar.
- Students that request a chat will have a yellow speech bubble attached to their avatar (note these chats are cleared from the home page).
- Students that wish to chat at a later time have a blue speech bubble attached to their avatar.
- Students that are marked as absent will have a grey circle attached to their avatar.
- Students will be grouped by the emotions they have reported.



(See example below)

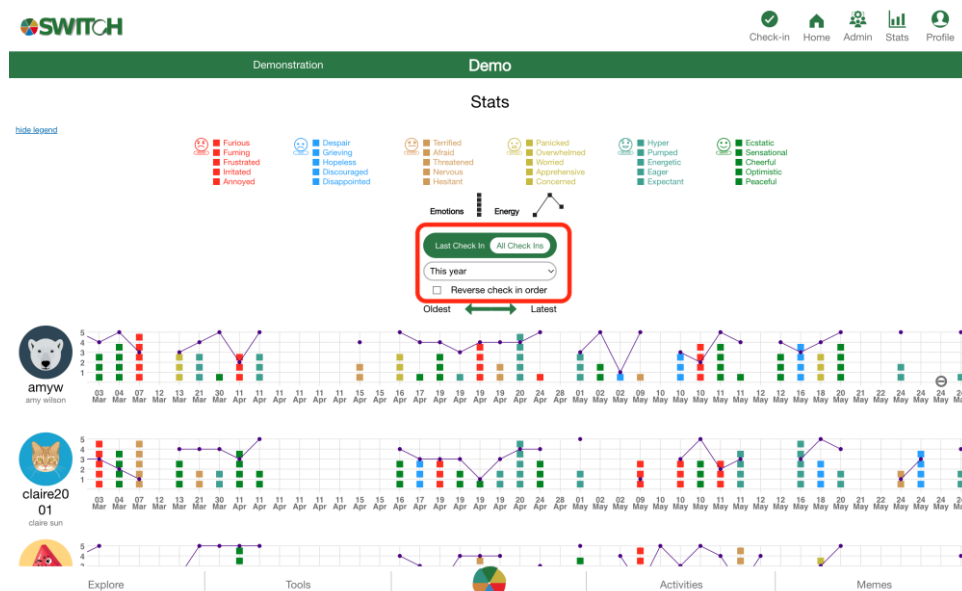


Tip: Take note of the displayed behaviours to cross check the data being reported, for example, if a student reported they are furious, but they aren't displaying physiological signs that they are angry they may have made a mistake and may need some support on correctly labeling emotions or using the system properly, or simply labelling the emotion may have helped 'dial it back' – Either way it is worth a follow up conversation to explore further.

7.

If there are low energy levels or red flags, review the data over time by switching to All Check-Ins, selecting the time period you want to review (last week, last four weeks, or year to date). You can reverse the order of the data to see the dates in ascending or descending order.

Look at the data for the student to see if there are observable patterns.



Tip: You shouldn't compare students against each other, the intent is to see what the student has reported over time to see if there is an ongoing issue that might need additional support. For example, you may observe a student that is normally happy that has started reporting negative



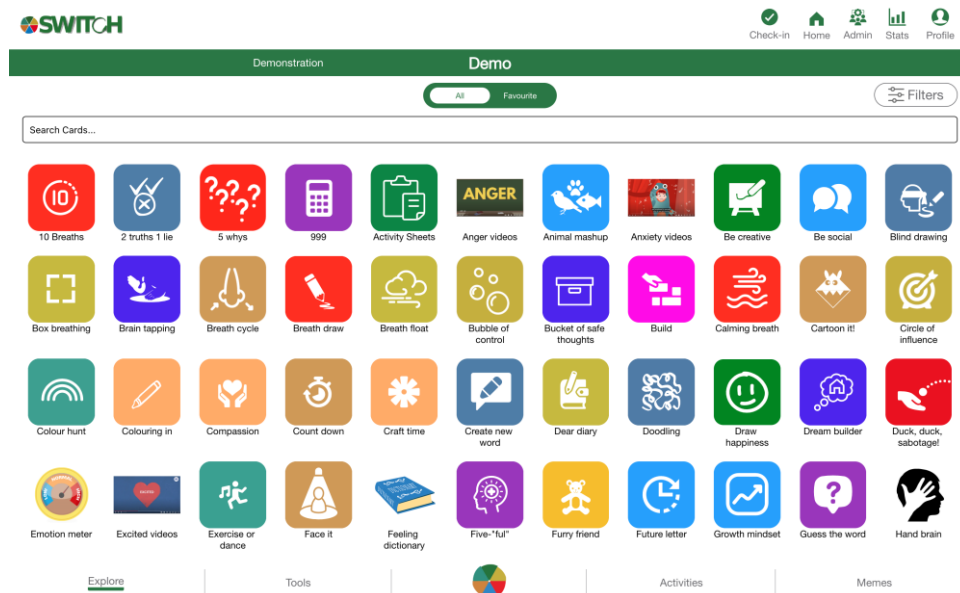
emotions that are increasing in intensity. Or there is a particular day that seems to be triggering a negative emotion.

If you identify something that may need further follow up, but aren't sure what to do, take note of the situation and refer to your program coordinator (or the team at Switch4Schools) for support.

8.

Observe student behaviour and assess if a transition activity may be required. Activities can be found in the Explore section, or mapped to each emotion in the emotion wheel. Transition activities vary in duration and can be used individually or to manage the energy in the room as a group, for example:

- High levels of anxiety or fear – a breathing exercise such as Box Breathing, or a cognitive exercise such as Reframing.
- High levels of anger – a physical activity to release pent up energy such as Palm Push
- High levels of sad – an activity that encourages movement such as Stretching, or a happy switch such as Thankfulness or Journaling
- High levels of excitement – an activity that focuses the mind such as a Colour Hunt
- Low energy levels – an energiser such as High-five



Tip: Although switches have been mapped to emotions to make it easier to choose activities, feel free to explore different activities, including those mapped to other emotions or healthy habits, as we all respond differently to different interventions so the goal is to try new things and build the toolkit that works best for you, for your students, and for your class as a whole.

9.

If there are any students that have requested a follow up conversation, or those you choose to follow up with, find an appropriate time to have a quiet word with them. To encourage ongoing psychological safety and deepen rapport and trust between you and the student, it is recommended this process be discreet so as not to draw unnecessary attention to them. Potential questions you could ask are focused on understanding the current situation and helping the student to consider what they can do or the support that they will need to move forward. For example:

- How are you feeling?
- What's happened?



- Do you know why you feel upset about this, or do you just feel upset?
- What are you thinking might go wrong here?
- What else has happened that makes this worse?
- What is the worst thing about that?
- What are the some of the things you're worried people might be thinking about you?
- What do you wish you could change about yourself in all of this?
- What makes you feel a bit better about all of this?
- What's the most frustrating part of it all?
- What do you think people don't understand about this?
- Why do you think that made you so mad/upset/worried?
- Can I talk to someone about this for you?
- Is there someone else you would like to talk to about this?
- Has anything else helped in the past?
- What helps you cope?
- What can I do to help?
- What are your options?
- What would be one step forward here?
- Is there anything you can do to change that?
- If you had unlimited powers to change things, what would you do?

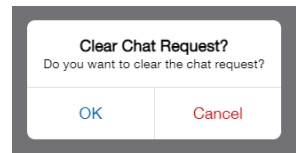
Note that your role in this conversation is to demonstrate cognitive empathy, listen and be supportive. Try to avoid feeling that you need to “solve” the issue, while acknowledging that you will need to escalate situations where a student is at risk of harming themselves or others.

Tip: *If you are not feeling confident to have a follow up conversation, or unsure what to do after a conversation, refer to your program coordinator or wellbeing focused team member for support.*

10.

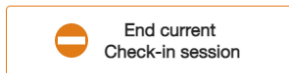
Navigate to the home page to clear any outstanding chat requests by selecting the student’s avatar and selecting OK.

Requested Chat with Teacher



11.

Close the check-in session to transition the session data to the longitudinal data for the students.

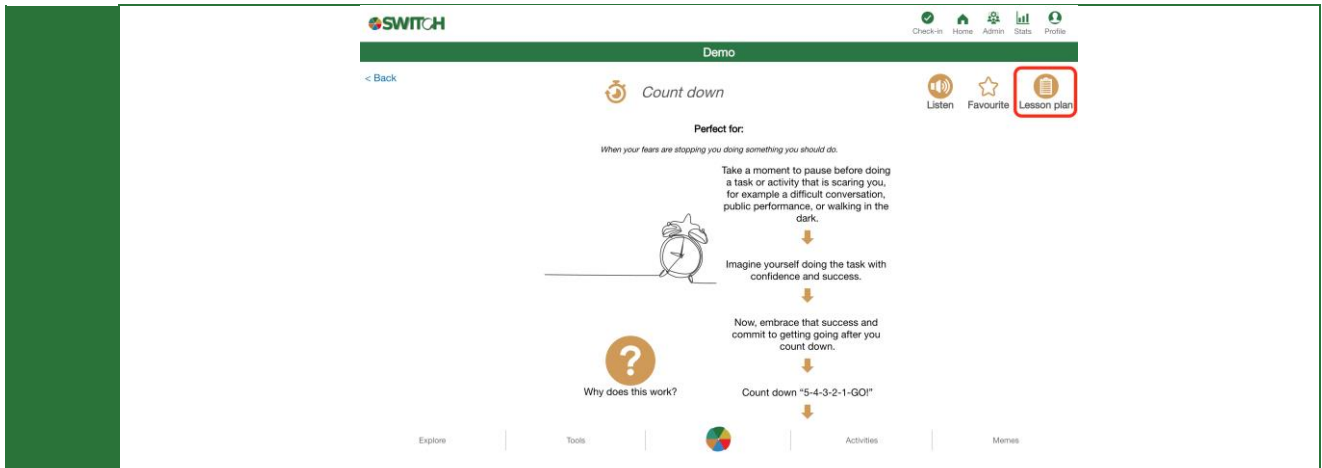


Tip: *You can still close a session manually even if scheduled a session to automatically close.*

12.

As time permits and priorities align, review available lesson plans (either available via the tools section or attached to each of the switches in the emotion wheel) and facilitate a SEL focused lesson to raise awareness and build capability toward self-regulatory behaviours.





Where to go for help

If things aren't working quite right there is a list of recommended troubleshooting steps here:

<https://www.switch4schools.com.au/troubleshooting>

Otherwise, feel free to chat to your program coordinator and/or reach out to the Switch4Schools team via email at support@switch4schools.com.au (there's a link in the profile section of the app too).



Appendix A

