



# POSITIVE BEHAVIOR INTERVENTIONS & SUPPORTS/RESTORATIVE PRACTICES

WE ARE SAFE, RESPECTFUL, RESPONSIBLE, RESILIENT, & RESTORATIVE

## Check In/Check Out

Check In	Check Out
<p>A <b>check-in</b> is exactly what it sounds like. It is an opportunity to check-in on how everyone is currently doing in the virtual classroom. Check-ins continue to build and maintain established rapport and relationships. They also provide an opportunity to adjust instruction to match the needs of the group. Check-ins are intended to be brief, support student engagement and well-being.</p>	<p>A <b>check-out</b> is exactly what it sounds like. It is an opportunity to gauge how the group's mood/energy has shifted. Check-outs continue to promote positive relationships with students. Check-outs are intended to be brief.</p>
<ul style="list-style-type: none"> <li>• <b>How are you feeling?</b> (e.g., verbal or gestural)               <ul style="list-style-type: none"> <li>○ 1 – 5 (on a scale of one to five, one being the lowest, five being the highest)</li> <li>○ Thumb up/thumb to the side/thumb down</li> <li>○ Weather (sunny, cloudy, windy, rainy, etc.)</li> <li>○ Name a song</li> </ul> </li> <li>• <b>Animal</b> (e.g., Lion – protection)</li> <li>• <b>Roses and thorns</b> (high point and low point)</li> <li>• <b>Using the first letter of your first name, use an adjective to describe how you're doing</b> (e.g., Carla – content, Gabriel – good, Rachel – restless, etc.)</li> <li>• <b>Using the first letter of your first name, use a verb to describe what you have been doing</b> (e.g., William – watch TV, Raphael – read, Miwa – make cookies, etc.)</li> </ul>	<ul style="list-style-type: none"> <li>• <b>How are you feeling?</b> (verbal or gestural)               <ul style="list-style-type: none"> <li>○ 1 – 5 (on a scale of one to five, one being the lowest, five being the highest)</li> <li>○ Thumb up/thumb to the side/thumb down</li> <li>○ Weather (sunny, cloudy, windy, rainy, etc.)</li> <li>○ Name a song</li> </ul> </li> <li>• <b>Something you are looking forward to</b></li> <li>• <b>Positive input to self/others</b> (e.g., filling buckets)</li> <li>• <b>Positive statement about self</b></li> <li>• <b>Positive word about the person to your</b> (e.g., left, right, etc.)</li> </ul>

The Code of Conduct with Students should be observed virtually as it would be in a physical setting (e.g. always have two or more students in a virtual classroom).

[https://achieve.lausd.net/pbis\\_rp](https://achieve.lausd.net/pbis_rp)