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INTERVENTION OVERVIEW

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| **NAME OF INTERVENTION** | | | | |
| The Incredible 5-Point Scale and Check-In | | | | |
| **AREA OF FOCUS (PLEASE HIGHLIGHT)** | | | | |
| ***COGNITION AND LEARNING*** | ***COMMUNICATION AND INTERACTION*** | ***SOCIAL, EMOTIONAL AND MENTAL HEALTH*** | ***PHYSICAL AND SENSORY*** | ***SELF-HELP AND INDEPENDENCE*** |
| **INTENT** | | | | |
| The Incredible 5-Point Scale (Kari Dunn Buron/Mitzi Curtis: 2003) provides the basis for out Check-In system in school.  The aim is  To identify students who may need immediate intervention to support emotional issues that will impact on their ability to engage and learn.  To improve engagement of student by identifying issues early and support them before learning takes place.  To develop students’ ability to recognise their own feelings and identify strategies to self-manage. | | | | |
| **IMPLEMENTATION** | | | | |
| All classrooms have a Check-In system based on the 5-Point Scale.  Check-In is a formal part of morning and afternoon routine with students identifying how they are feeling on the scale and if appropriate stating why.  Students are encouraged to engage with the scale throughout the day.  The scale can be personalised for individual students. These can be presented in different ways depending on their social understanding and awareness.  Scales can be very visual or use key words.  Personalised scales should be completed by the individuals alongside staff. This is the first step in self-management.  Scales are revisited regularly as the student grows and changes. | | | | |
| **IMPACT** | | | | |
| Observations and logs of behaviours are used to track and measure the impact of this intervention.  Logs on CPOMS to build a chronology of incidents with emphasis on responses to challenging situations.  Record impact on Student Support Plans. | | | | |