

Student Engagement Check-In Tool Workbook

The **Student Engagement Check-In Tool Workbook** is designed to help adults working with students make a quick, effective determination of how engaged a student is in their learning.

This workbook walks you through how to prepare for a check-in conversation, how to have introductory conversations, and how to have deeper conversations in 4 domains of engagement. It also explains the necessary follow-up steps to take after each check-in.

Your goal is to reconnect with the student, strengthen your relationship with them, and understand how engaged a student is going into this exceptionally difficult school year. The check-in tool and this document will help you initiate and navigate these potentially difficult conversations. Let's get started:



Before Your Check-in

Make sure you have read and understand the following:

- What is the check-in tool's purpose and how do you use it?
- Have you reviewed notes from previous meetings with this student or parent/guardian?
- How will you open the conversation? What is your holistic question?
- Which Domains of Engagement will you ask this student?
- How should you rate each Domain of Engagement, from 1-5?



How to Determine Student Engagement

After the check-in is complete (Steps 1-2), use the following guide to score the student's engagement in each Domain of Engagement (Step 3):

1	2	3	4	5
Student is at higher risk of disengagement and needs immediate engagement support.	Student is somewhat at risk of disengagement and likely to need additional engagement support.	Student seems engaged in some ways but may need support along the way.	Student seems mostly engaged in school in this domain.	Student seems completely engaged in school in this domain.



Remember to Record

Write responses in this workbook so you can enter your scores and/or notes into the Excel check-in tool later.



Starting the Engagement Check-In Conversation

Goal: Collect and organize information about the student’s engagement in school.

Depending on the student’s age, you may speak with the student directly or speak with a parent, guardian or other adult about the student.



Grades 6 and Up Ask the student directly



Grades 5 and Below Ask a parent or guardian



Open Conversation

Use either of the prompts below to begin communication.

Good to meet you/great to see you again. How’s it going?

I know a lot has changed in the past several months. How are you doing? How are you holding up?



Step 1: Holistic Check-In

Ask the student or parent/guardian to respond using the rating options/ruler.

Would you say things are **Not Good**, **Okay**, or **Good**?



Step 1: Challenge Space Questions

If the student/parent responds “good” or “okay” to the holistic check-in, respond accordingly and then move on to Step 2. If the student/parent responds “not good”, use the Challenge Space Questions to respond in a way that is appropriate for a student going through a tough time. It is then up to you whether you continue to Step 2 or skip directly to Step 3.

What could be going better?
What is missing for you?

How can I or others help you?
What are you feeling good about?



Step 2: Domains of Engagement

General Check-In Questions

Ask the student/parent a check-in question and follow up question for each of the 4 Domains of Engagement. Ask every question, one after another, and ask the student/parent to respond using the same options/ruler as before.

I'd like to hear how you are/your child is feeling about some different aspects about school.

We'll use the same options as before: **Not Good**, **Okay** or **Good**.

After you answer, I'd like to talk about why you are/your child is feeling that way.





General Check-In Questions (continued)

Emotional Engagement Questions	Responses
How are you/is your child feeling about school in general?	
What is making you/your child feel that way?	



Student Score: (Circle One)
Not Good / Okay / Good

Social Engagement Questions	Responses
How are you/is your child feeling about relationships with other people at school, such as friends, classmates, and teachers?	
What is making you/your child feel that way?	



Student Score: (Circle One)
Not Good / Okay / Good

Behavioral Engagement Questions	Responses
How are you/is your child feeling about class time and doing schoolwork?	
What is making you/your child feel that way?	



Student Score: (Circle One)
Not Good / Okay / Good

Cognitive Engagement Questions	Responses
How are you/is your child feeling about what they are learning?	
What is making you/your child feel that way?	



Student Score: (Circle One)
Not Good / Okay / Good



Step 3: Domains of Engagement

Probing Questions

Ask the student/parent probing questions in one or more Domain of Engagement, based on your knowledge of the student and their answers to the General Check-In Questions. The following worksheets provide suggested questions and space to add your own questions or take notes. Remember to record your scores, using the rating system on page 1.



Tip: Begin by asking about something that is going well, then ask about areas of challenge.



Emotional Engagement

Positive and negative reactions to school.

Emotional Engagement Questions	Responses
What do you/does your child feel most excited about in school?	
What do you/does your child like about school?	
What don't you/doesn't your child like about school?	
What do you/does your child look forward most to at school?	
What about school do you/does your child wish were different?	



Engagement Score: (Circle One)

1 2 3 4 5

Notes



Social Engagement

Relationships with teachers and peers, school belonging, or connectedness.

Social Engagement Questions	Responses
<p>You said you/your child is feeling Not Good/Okay/Good about relationships with other people at school.</p> <p>Who is making you/your child feel that way? Is it friends, classmates, teachers, or someone else?</p> <p>How do you feel like you/your child fit(s) in at school?</p>	
<p>When do you/does your child feel most connected to others at school?</p>	
<p>When/how do you/does your child want to connect more with others at school?</p>	
Probes for Specific Social Groups	Responses
<p>How are you/your child's interactions with friends/classmates/teachers/family?</p>	
<p>What do you/does your child like about interactions with friends/classmates/teachers/family?</p>	
<p>What would you/your child like to change about interactions with friends/classmates/teachers/family?</p>	
<p>How do you/your child's friends/classmates/teachers/family support you/them?</p>	
<p>What kind of support do you/does your child want more from friends/classmates/teachers?</p>	



Engagement Score: (Circle One)

1 2 3 4 5



Behavioral Engagement

School-related conduct, involvement in learning, attendance, and participation in school-related activities.

Behavioral Engagement Questions	Responses
What has it been like for you/your child to participate in school/class?	
What types of things make you/your child want to participate in class?	
What makes it hard to attend or participate in class?	
Do you/does your child feel focused in class or when doing schoolwork?	
What helps you/your child to focus?	
When do you/does your child find it hardest to focus?	
In what classes do you/does your child really enjoy schoolwork?	
In what classes do you/does your child have to force yourself/himself or herself to work really hard?	



Engagement Score: (Circle One)

1 2 3 4 5

Notes



Cognitive Engagement

Self-regulated learning, perceived relevance of schoolwork, use of deep learning strategies, motivation, and exerting cognitive strategies for the comprehension of complex ideas.

Cognitive Engagement Questions	Responses
What do you/does your child like about what you/they are learning in class/school?	
What do you/does your child not like?	
What motivates you/your child in school?	
What have you/your child found interesting about class/school activities and assignments?	
What types of things are challenging you/your child in a good way?	
What types of things are boring you/your child?	
Do you/does your child see similarities between what you/they learned from school and things outside of school?	
Do you/does your child use what you/they learn in class when not in class/school?	



Engagement Score: (Circle One)

1 2 3 4 5

Notes



Step 4: Review Results

Thank you for completing your student engagement check-in, a critical first step on every student's path to success.

Record your results

Using the scores you've recorded in this workbook, enter the following information into the check-in tool Excel file. The check-in tool will help you assess whether the student is in need of support for engagement.

- Student/Parent responses to the General Check-In Questions (*page 3*)
- Your scores for all 4 Domains of Engagement where you asked probing questions (*pages 5-8*)

If a student is at higher risk for **disengagement**, have them complete the Student Engagement Survey. This will help you get a deeper understanding of how engaged the student is in their learning.

Set an engagement goal by partnering with the student.

Use this workbook and the check-in tool to periodically assess student progress. At a minimum, it is recommended that you check at each grading period.



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