

Returning to School:

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Student's name:

1) What does a positive return to school look like for this student?

(include information received from the student, their parents or carers, teachers, and health or other professionals (where relevant))

2) What strengths do we have to facilitate a positive return for this student?

(list the identified personal growth, strengths, strategies, supports or resources that may facilitate a positive return to school)

Student Strengths	Family Strengths	School Strengths	Other Strengths (for example, health professionals; external resources)

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3) How will we draw from our collective strengths to develop strategies that address any challenges or barriers to a positive return?

Challenge or Barrier	Relevant strength	Strategy

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Student's name:

1) What are three words that describe how you feel about coming back to school?

2) What would you like your school to know about what has changed for you since you were last at school?

3) Name three things that are important to you when you return to school:



MONASH
University



ALL
play learn



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4) What could stop you from being happy when returning to school?

5) What ideas do you have that could help you be happy when returning to school?

This can include actions you, your family, health professionals, or school, could make.

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Student's name:

After a significant or stressful event, or prolonged or frequent absences, your child may experience a range of changes to their physical, emotional, cognitive, social, and spiritual wellbeing. While some changes may be positive, such as new strategies or strengths that will support your child to connect, succeed and thrive, some students may also experience changes in their:

- **Emotional wellbeing** - such as new worries or fears, reduced motivation or interest, mood swings, or school refusal.
- **Self-regulation** – such as restlessness, increased rigid, restricted or repetitive behaviours, or behaviours of concern.
- **Social skills and friendships** – such as finding it more challenging to cooperate with peers.
- **Learning and Attention** – such as difficulties concentrating or following instructions.
- **Sensory needs** – increased distress or difficulty filtering sensory input.

1) Thinking about your child, what changes have you noticed that may also be relevant at school?

Include any positive changes or new challenges.

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2) What would a positive return to school look like for your child?

3) What could disrupt and negatively impact your child's return to school?

4) What strategies or supports are currently effective for your child?

In particular, consider any changes that may have occurred recently.

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5) What do you feel that could be put in place to support your child with a positive return to school?

This can include actions you, your child, health or other professionals, or the school could make.

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Student's name:

I have signed consent from the parent/carer and student to share this information (please attach)

Practitioner signature

The following questions seek to understand how to best support a student's return to school after a difficult event or significant absence. If you only have time to make a few comments, please add this to the final box below. If you have time to add further key words or notes throughout to provide a full clinical picture of the student and their family, that would be very much appreciated.

1) Thinking about this student, what changes have occurred that may be relevant at school?

This may include changes to medication and adjusted health care needs, and positive changes or new challenges in physical health, emotions, behaviours, social and communication skills, learning and attention, or sensory needs.

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2) What would a positive return to school look like for this student?

3) What could disrupt and negatively impact this student's return to school?

4) What strategies or supports are currently effective for this student?
In particular, consider any changes that may have occurred recently.

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5) What strategies or adjustments could be put in place to support this student with a positive return to school?

This can include actions you, the student, their family, the school, or others could make, or additional reputable and/or evidence-based resources or supports you would recommend that