



Mid-Quarter Check-In

How Are Your Accommodations Working?

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DESCRIPTION

This mid-quarter check-in provides an opportunity for case managers to sit down with students and reflect on how their accommodations are working across their classes. It's a chance to problem-solve early, reinforce students' self-awareness about their learning needs, and identify when additional support, communication, or skill-building might be helpful.

PREP TIME

10-15 minutes

ACTIVITY TIME

30-45 minutes

MATERIALS

Student IEP or 504 plan; question guide

Implementation Guidance

Before the check-in:

- Review the student's IEP or 504 plan and familiarize yourself with their current accommodations.
- Check in with teachers, if needed, to gather any relevant information about how the accommodations are being used or where the student might be struggling.

During the check-in:

- Focus on three main goals: reflection on how things are currently going, collaborative problem-solving, and planning for follow-up (use notes pages in the end).

TIPS:

- **Keep it low-pressure:** Emphasize that it isn't about grades or performance, but about support.
- **Use plain language:** Make sure to explain terms like "accommodations" or "services" in plain language like "support", "tools" and "what helps you learn".
- **Reinforce student agency:** Let students know they are the experts on what works for them, and their voice matters in making a plan that supports their learning.

- **Build a sense of partnership:** Reiterate that the goal is to work together to solve problems or improve their experience.

If things are going well...

A check-in isn't just for putting out fires. When a student is thriving and already self-advocating effectively, use this time to strengthen your connection. Understanding a student's unique blueprint for success builds a strong relational foundation that you can both lean on if they hit a roadblock later in the year.

Use this time to explore what is working by asking a few strength-based questions:

- **Deconstruct the success:** *"Tell me about a class that is going particularly well right now, or a teacher who is doing a great job supporting you. What exactly are they doing that you find so helpful?"*
- **Identify their personal tools:** *"You've done a great job managing and using your accommodations this quarter. What has helped you do that?"*
- **Design a future safety net:** *"Since things are going so well right now, let's plan ahead. If school ever does get frustrating or overwhelming, what is the best way for me to check in with you? How do you prefer to be supported when you feel stuck?"*

Managing the Rollout

As you introduce the Mid-Quarter Check-In, you won't be able to get to every student right away and that is completely expected! To keep your workload manageable, try using a phased approach:

- **Tie it to IEP/504 Meetings:** Roll out the activities organically as students' annual meetings approach. You can use this specifically to help them prepare to speak up and participate in their own meetings.
- **Start with a Single Cohort:** Pick one grade level to focus on first. For example, introduce the practice exclusively to your freshmen. This builds a strong foundation early, and you can expand to other grades as the process becomes smoother.
- **Prioritize Student Needing Support:** Look at last quarter's grades or think about students you know who were having a tough time. Connect with these students first to make sure they are accessing the resources they need and actively building the skills required to be successful.

Mid-Quarter Student Check-In:

How Are Your Accommodations Working?

1. Quick Check-In

A way to begin the meeting could be something like, *“Thanks for taking the time to meet with me today. I wanted to check in with you about how school is going, especially around your IEP/504 accommodations. This is a time for us to talk about what’s working, where things might be challenging, and how I can support you better. This isn’t about your grades or performance, I just want to make sure I’m here supporting you”.*

Let’s start with how things are going for you this quarter:

- How has school been going lately?
- What’s been going well?
- What’s been hard or frustrating?
 - Is that something you’d like to focus on today? Ok, we will return to that in a few minutes. Great, let’s put a pin in it for just a second. I want to do a quick check-in on how your accommodations are going, and then we will dive right back into that.

2. About Your Accommodations

Review accommodations the student has on their IEP or 504 plan.

- Are your accommodations being offered regularly in each class?
- Are there any classes where they aren’t happening consistently?
 - Have you talked with this teacher about your accommodations?
 - If not, what’s getting in the way (nervousness, unsure how, etc.)?
 - Is there a class where you think a conversation with your teacher would help?
 - Would you like help:
 - Practicing what to say?
 - Writing an email?
 - Having me help advocate or follow up?

Make a plan for following up on whether or not the actions taken helped to change or improve the situation.

- Which accommodation(s) have been the most helpful?
- Are there any accommodations that aren’t helping or that you’re not using?

- If you're not using them much, why not?
- Is there anything else that would make school a little easier for you right now?

Be sure to write notes below on accommodations that need to be follow-up on in the 504 plan or with the IEP team.

If the class or issue the student mentioned during the check-in is different than what was discussed during conversations about accommodations, return to the class or issue the student raised during the beginning of the conversation.

3. School Challenges

Earlier you mentioned a challenge you are having at school and I want to return to that;

- Is there anything more you want me to know about what's been happening?
- What are some ideas we could try to improve things? (Listen to the student's ideas first before offering your own suggestions).
- Help the student identify ways that they can use their strengths and resources to address the challenges.

4. Make a plan to address anything that comes up regarding accommodations or other challenges at school.

Work with your student to come up with SMART plans: Specific, Measureable, Achievable, Relevant, Time-bound.

Student will:

Case Manager will:

_____by_____

We will meet again on _____ to_____



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Search Institute

800.888.7828

info@searchinstitute.org
searchinstitute.org

Special thanks to the educators who shared their time, wisdom and lived experiences to co-design this resource.