

PRE-WELLBEING GROUP CHECKLIST		
Task Legend: Tailor Ed – Community Partner – Both		Notes Legend: Tailor Ed – Community Partner – Both
Planning for the group		
Initial contact between Project Worker(s) and Community Partner		
Initial meeting/visit with Project Worker(s) and Community Partner		<ul style="list-style-type: none"> • Introduce the service • Setting expectations and needs, next steps
Community partner to identify: <ul style="list-style-type: none"> • Co-facilitator for group • Room • Children and young people 		
Meeting between Project Worker and Co-facilitator		<ul style="list-style-type: none"> • Confirm day and time for group • Content planning (activities, adaptations, resources, roles and responsibilities, CYP needs, etc.) • Risk assessments (group, venue, room)
<u>AFTER</u> Meeting between Project Worker and Co-facilitator		<ul style="list-style-type: none"> • Co-facilitator meets with children and young people individually • Co-facilitator shares information with families • Consent from CYP and families about participation • Co-facilitator brings children and young people together before the start of the group work for initial get to know you session(s)

Week of group		
Reminder email/check-in		<ul style="list-style-type: none"> • Send slides
Prepare resources		<ul style="list-style-type: none"> • Print, purchase, alternatives/adaptations
Snacks purchased		
On the day of group		
Room set up		<ul style="list-style-type: none"> • Dynamic risk-assessments • Snacks and resources accessible
Tidy up		<ul style="list-style-type: none"> • Resources • Snacks
Alongside and after the group work (8-12 weeks)		
Check ins/debriefs between facilitators		
1:1 check ins/debriefs with students involved in group, c/o Co-facilitator		<ul style="list-style-type: none"> • Reflections on content, group dynamics • Feedback
Incorporation of group content into broader community activities		

Questions to think about for success of group (modeled after the Neurodivergent Peer Support Toolkit):

- Space
 - Where can the group be held consistently every week?
 - Is the room free of any sensory discomforts?
 - Can the room accommodate a variety of different seating options (e.g. soft seating, cushions, different chair styles, tables with chairs)?
 - Can the room accommodate a variety of areas for students to take part in varied activities?
 - Can the space store sensory items, emotional supports and other resources?
- Culture
 - Is there a culture of respect and inclusivity at the school? Are there supports in place for this?
- Facilitator(s)
 - How are we ensuring that everyone's (including the minority and not just the majority) needs are accommodated?

- How are we demonstrating compassion, understanding, and patience?
- How are we being reflective about our own practices?
- Do we have an up-to-date knowledge and understanding of neurodiversity/neurodivergence?
- Are we forming meaningful relationships with the students, supporting and encouraging them?