Check & Connect: An Overview of a Tier 2 Intervention









Outcomes

Receive a brief overview of the Check & Connect intervention

Hear testimonials from schools that have seen success when implementing Check & Connect



Introductions

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Are you experiencing...

- Students who...
 - are frequently tardy, truant or absent?
 - are not completing assignments/are credit deficit?
 - exhibit minimal interest in school?
 - are resistant to learning?
 - have low academic self-efficacy?
 - are withdrawn and have feelings of not belonging at school?





Check & Connect Overview



- Structured mentoring intervention
- Promotes student engagement
 - At school
 - With learning



Research

- C&C has been implemented with K-12 students with and without disabilities in the U.S. and abroad, addressing:
 - Attendance/truancy
 - Behavior
 - Literacy
 - Student engagement



Focus on School Completion



Competencies:

- Social
- Emotional
- Academic







Findings

- Increased credit accrual
- Increased persistence rates
- Increased graduation rates
- Perceived increase in parent participation
 - Reduced absences
 - Reduced tardiness to school/class
 - Decreased dropout rates
 - Reduced behavior referrals

(Sinclair et al., 1998; 2005)





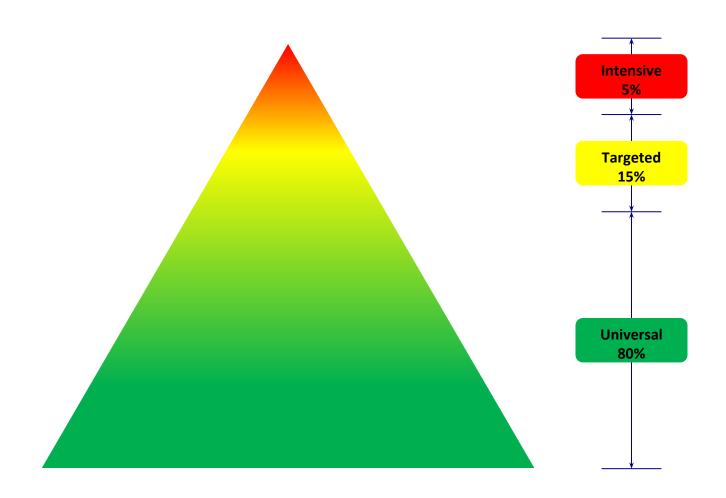
Recognition

- Check & Connect has met the evidence standards of the What Works Clearinghouse (2006, 2015): http://ies.ed.gov/ncee/wwc/
 - C&C is the only dropout prevention intervention to show positive effects for staying in school





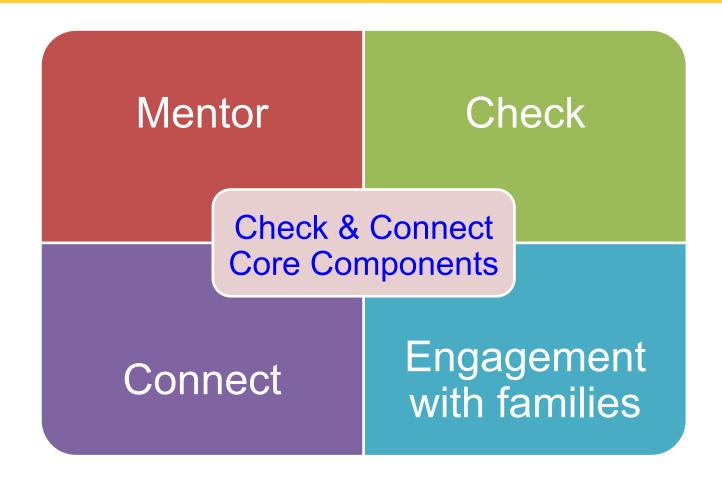
Fit With Existing Initiatives







Fidelity of Implementation







Student Engagement

Identification & Belonging at **School** +

Commitment & Investment in **Learning**









Positive Educational **Outcomes**



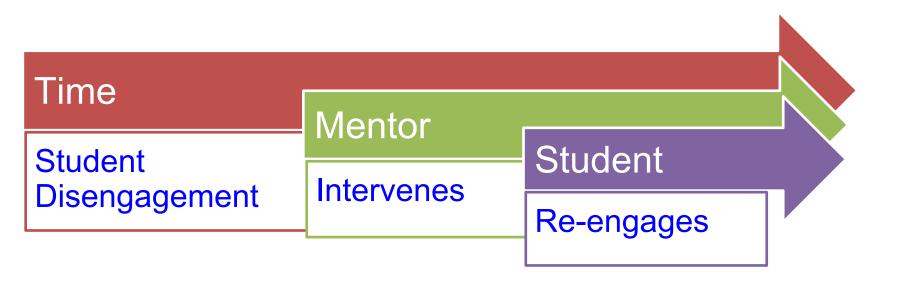


Student Engagement





Core Beliefs





Predictors of Dropout

Things we CAN'T control

- Age
- Metro status and region
- Disability
- Socioeconomic status
- Ethnicity
- Gender
- Family structure

Things we CAN control

- Attendance
- Attitude toward school
- Extracurricular participation
- Behavior
- Homework
- Grades, credit accrual



Early Warning Signs

Attendance

Absent 10% or more of school days

Behavior

Two or more mild or more serious behavior infractions

Course performance

- An inability to read at grade level by the end of 3rd grade;
- A failure in English or math in 6th-9th grades;
- A GPA of less than 2.0;
- Two or more failures in 9th grade; and
- Failure to earn on-time promotion to 10th grade.

(Balfanz, Bridgeland, Bruce, Fox, 2012)

More info at: http://www.air.org/resource/early-warning-systems-education





Selecting Students for C&C

- Same process you use to match students for other Tier 2 interventions!
- Universal Screener
 - Set criteria
 - Pull students based on criteria
- Teacher Nomination/Referral
 - Set referral process
 - School personnel refer students in need



Data Decision Rules

 Set specific data decision rules to identify students based on early warning signs:

Attendance

Behavior

Course Performance

 Also consider high risk groups and capacity to serve students.

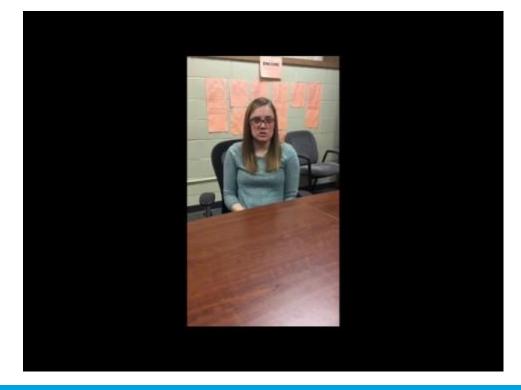




#moswpbs17 **Desirable Mentor Characteristics**

#1: A personal belief in the power and value of problem solving with students to develop personal

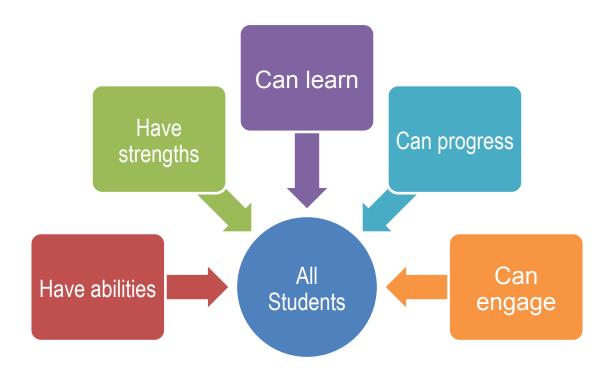
competencies.





Desirable Mentor Characteristics #moswpbs17 (cont.)

#2: A personal belief that:





Desirable Mentor Characteristics #moswpbs17 (cont.)

#3: A willingness to:

- Be a mentor
- Persist with students
- Cooperate and collaborate with staff and families



Selecting or Hiring Mentors

Implementation Options

- Dedicated mentors (outside hire)
- Existing school staff (teachers, administrators, etc.)
- Community volunteers

Mentor Competencies

See competencies in Participant Guide





The Power of Check & Connect

The first 3-4 months, I was thinking, "When are you going to leave?" The 5th-6th months I'm thinking, "You're showing pity, you pity me, you don't care about me." By the 18th month I'm like, "This person loves me, because I have nothing to offer and they are showing they are not trying to use me." So stick in their lives through thick and thin.

https://vimeo.com/102974278

James Andersen, 2014 National Mentoring Summit





What is "Check"?

- "Check" = systematically monitoring level of engagement and educational progress
 - Core component that is non-negotiable
 - Essential for students at risk of disengagement or dropout
- What is checked?
 - absences, tardiness, missing assignments, grades, credits accrued, ODRs
- How often do checks occur?
 - weekly could intesify to daily





What is "Connect"?

- Mentors meet with students and consider:
 - "Check" data
 - Patterns in the data
 - Level of risk
 - Student's needs and perspective
 - Family influences and circumstances
 - Available school and community resources
- Mentors develop a personalized data-based intervention





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Elementary Monitoring Form Example

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CONNECT																						
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Discuss behavior and supports	
Discuss how current choices impact likelihood of graduating from high school	
Intensive problem solving	
Intensive problem solving with parent	
Intensive problem solving with school personnel	
Facilitate participation in community service	
Facilitate participation in school and community sponsored activities	
Facilitate tutoring	
Facilitate participation in small-group instruction for passing exit exam	
Teach problem solving skills	
Teach organization and study skills	
Arrange an alternative to suspension	
Other:	
Monthly summary of case notes Date:	Notes:
Date: Goal:	
Date: Goal:	
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104 • Check & Connect: Implementing with fidelity

☐ Attendance ☐ Engagement ☐ Investment in future

Facilitate goal setting

Intensive intervention

Middle School Monitoring Form Example

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CONNECT Communicatio tudent ommunication amily	Formal Informal Attempt/not reached Left message Note home Phone	M	TU	W	TH	F	M	TU	W	тн	F	M	TU	W	TH	F	M	TU	J V	/ T	Н	
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Intensive problem solving with school personnel																7					
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Facilitate participation in school and community sponsored activities		100																			
Facilitate tutoring			-		108	193															
Facilitate participation in small-group instruction for passing exit exam																					
Teach problem solving skills																					ĺ
Teach organization and study skills																					
Arrange an alternative to suspension																					l

Date:	Notes:	
Goal:		
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High School Monitoring Form Example

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Intensive intervention	М	TU	W	TH	F	М	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	ТН	F
Facilitate goal setting																				_
Discuss academic progress and supports																				-
Discuss behavior and supports		3																	1	
Discuss how current choices impact																				
likelihood of graduating from high school												9/1								
Intensive problem solving																				
Intensive problem solving with parent																				
Intensive problem solving with school personnel																				
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Facilitate participation in school and community sponsored activities																				
Facilitate tutoring																				
Facilitate participation in small-group instruction for passing exit exam															36					
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Connect

- How often?
 - Formal connections at least weekly
- How long?
 - Depends on mentee's needs
- When?
 - Consider student and teacher preferences



Level of Risk

- How is high risk determined?
 - Compare data to predetermined data decision rules for high risk

- Why determine level of risk?
 - Not at high risk = basic intervention
 - High risk = basic + intensive intervention



Basic vs. Intensive Intervention

Basic Intervention

Weekly for all C&C students

Intensive Intervention

Individualized for students showing high risk





Attend-Engage-Invest Continuum

Invest **Engage Attend** Goal: Goal: Goal: School Readiness **Dropout** completion for **Prevention** with achieving academic, college, social, and career, and emotional life goals competence



Don't Call Them Dropouts



Don't Call Them Dropouts

America's Promise Alliance, 2014





#moswpbs17 Youth Perspectives: Top Ten

- I was failing too many classes: 28%
- I was bored: 26%
- 3. School wasn't relevant to my life: 19%
- I had to make money to support my family: 19%
- I was held back: 14%

- I got into drugs: 12%
- I got pregnant/gave birth: 11%
- I was a member of a gang: 4%
- Physical or medical problems: 3%
- I was bullied: 2% 10.

http://gradnation.org/report/dont-call-them-dropouts





Role of the Coordinator



All sites should have a designated program leader — someone responsible for maintaining fidelity of implementation.



Coordinators and mentors work together to —

Introduce C&C to staff

Address person-environment fit

Strengthen family-school relationship

Review monitoring forms

Provide professional development





Testimonials

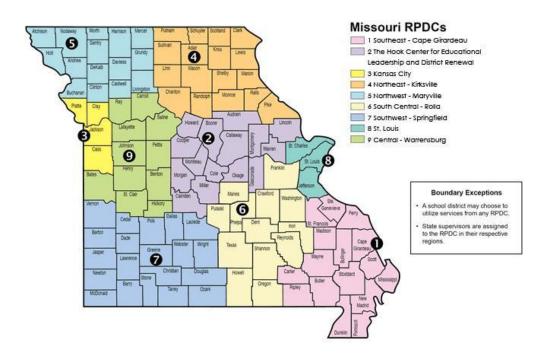
Thinking about getting trained on Check & Connect? Check out these videos:







Who to Contact?



Get in contact with a Certified Check & **Connect Trainer** through your Regional **Professional Development Center**



What questions do you have?



Contact Us!

Daniel Rector MO SW-PBS Consultant Hook Center for Educational Renewal rectordl@missouri.edu @PBISRector

> Rachel Haug MO SW-PBS Statewide Coach MU Center for SW-PBS haugr@missouri.edu @rachelhaug_mu



