Building a System for "Check and Connect"
Within SW-PBS Framework

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Game

Are you in or are you out?

Overview of Check and Connect

The Components and Elements of Check & Connect

Components

o **The Mentor:** A person assigned to a specific student(s) who builds a strong relationship with him/her based on mutual trust and open communication, nurtured through a long-term commitment focused on success at school and with learning.

o **"Check" Component:** Systematic monitoring of student performance variables (warning signs of disengagement such as attendance, grades, and behavior referrals) using data readily available to school personnel.

o **"Connect" Component:** Timely, personalized, data-based interventions designed to provide support tailored to individual student needs, based on the student's level of engagement with school ("check" data), associated influences of home and school, and leveraging of local resources.

o **Parent/Family Engagement:** Mentors partner with parents/families. They work with caseloads of students and families for at least two years, functioning as liaisons between home and school and striving to build constructive family-school relationships.

Overview of Check and Connect

The Components and Elements of Check & Connect

Elements

o Relationships: Are based in mutual trust and open communication and nurtured through a long-term commitment focused on promoting a student's educational success.
  o Focus on alterable variables
  o Personalized, data-based interventions
  o Long-term commitment
  o Participation and affiliation with school

o Problem Solving and Capacity Building

o Persistence Plus

Overview of Check and Connect

Emphasis on Student Engagement

Engagement – commitment to and investment in learning, as well as identification with and belonging at school.

o Engaged students find learning meaningful and are invested in their learning and future.

Engagement Subtypes
o Observable engagement
  o Academic
  o Behavioral
o Internal engagement
  o Cognitive
  o Affective

Overview of Check and Connect

Check & Connect was designed as a stand-alone program to be used where universal interventions are already in place. As such, it addresses the engagement needs of students who require targeted or intensive interventions. This means that a school could design its own universal interventions to address these needs for all students and then use Check & Connect with those students who require a supplemental intervention.
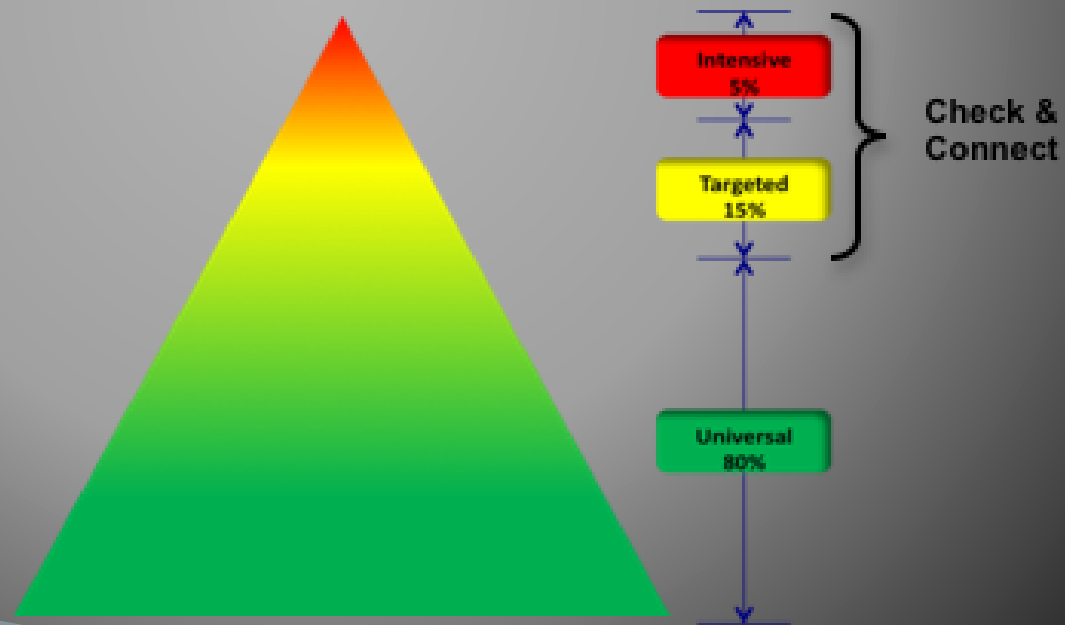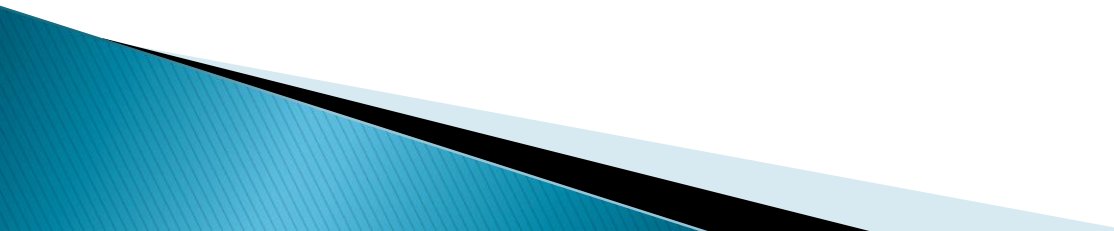
Background of Why We Started it at Nevada High School

How We Do It

Nevada R-5 Check and Connect

Basic Approach:

Meet daily to a minimum of weekly with student to review risk factors and check-in with the student.

1. Record progress on "Check" section of the monitoring sheet
2. Record focus of contact with student in the "Connect Basic" section of the monitoring sheet.
3. Record any actions taken based on contact in the "Connect Intensive" section of the monitoring sheet.
4. Refer to Check & Connect Intervention List for intervention suggestions

Step One: Complete Intake Form for Targeted Students
Collect information about family circumstances, demographic characteristics, and school experiences that may place student at additional risk.

Step Two: Select Mentors (Graduation Coaches)
Desirable characteristics include
(a) willing to make a commitment to the student;
(b) personal belief that all students have abilities and strengths;
(c) willingness to cooperate and collaborate with school staff;
(d) able to both be an advocate for the student and to teach the student how to be a self-advocate;
(e) organizational skills;
(f) a willingness to be a mentor (i.e. "want to, not obligated to").

Step Three: Use "Check" Procedures and Monitoring Sheet
Graduation Coach meets a minimum of weekly with their assigned student. After the meeting the "Check" portion of the Mentoring Sheet is completed to make decisions about the need for the type of interventions needed. Increased risk leads to the introduction of interventions to reconnect students. If the student is showing increased signs of disengagement, the frequency of checking and monitoring performance will need to be increased.

Step Four: Implement "Connect" Procedures and the Monitoring Sheet
Determine the level of intervention needed. The kind of intervention support is based on levels of risk indicated by regular monitoring. See the following table for guidelines on indicators and criteria signifying high risk.
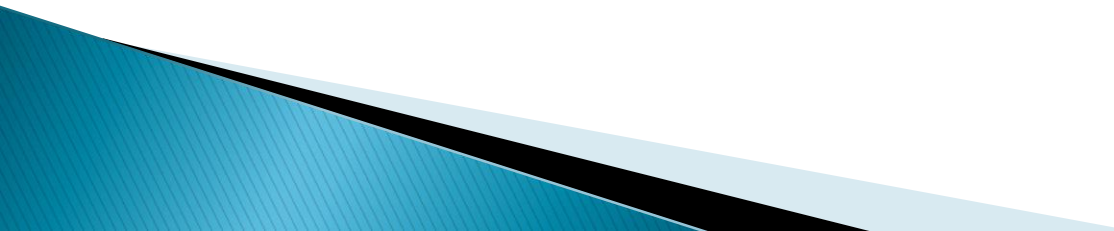
Check and Connect Referral Form
Nevada R-5 School District

_____Student Name: _____ Grade Level: _____

Date of Referral: _____

Name of person making the referral:

_____

Contact #: _____Position: _____

Supporting Information

 # Days absent: _____ #Days tardy to class: _____ #Days suspended: _____
Current Grade (%) _____

Check any behavioral issue that applies:
- ☐ **Aggression against peers**
- ☐ **Aggression against authority figures**
- ☐ **Incomplete homework assignments**
- ☐ **Incomplete classroom assignments**
- ☐ **"Invisible"/Lack of peer relationships**
- ☐ **Victim of repetitive bullying**
- ☐

   Withdrawn for an extended period of time
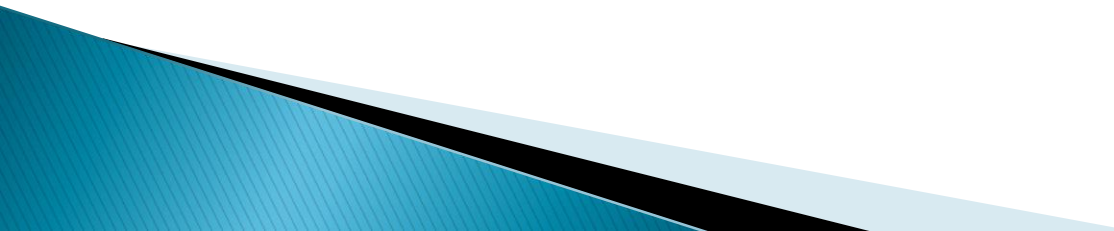- ☐ **Other:_____**

Check level of engagement in learning (e.g., participates in discussions, knows what is going on in class):

- ☐ **High level of engagement (always participates)**
- ☐ **Medium level of engagement (some participation)**
- ☐ **Low level of engagement (participates only when forced)**
- ☐ **No level of engagement (in class, but no participation)**

Check any in-school services that apply:

- ☐ **IEP (state the disability or behavioral issue):_____**
- ☐ **Tutoring**
- ☐ **Other (please explain)_____**

Check parent(s) level of involvement with student's education.

- ☐ **High**
- ☐ **Medium**
- ☐ **Low**
- ☐ **Very Low**

Student's Strengths/Interests:

_____

Student's Extra-curricular involvement:

_____

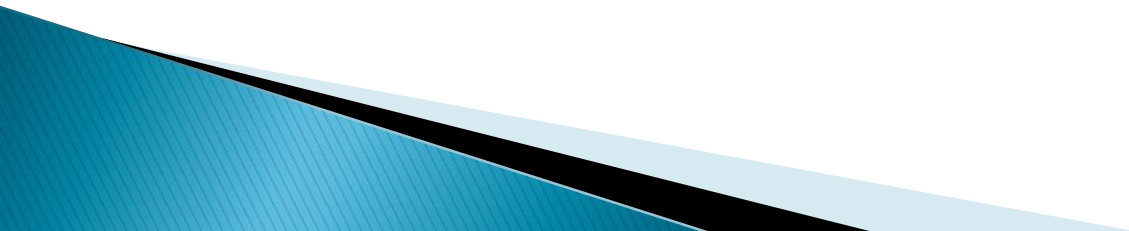**Prior Interventions:**

_____

Please list any additional information that would assist a mentor in helping this student:

_____
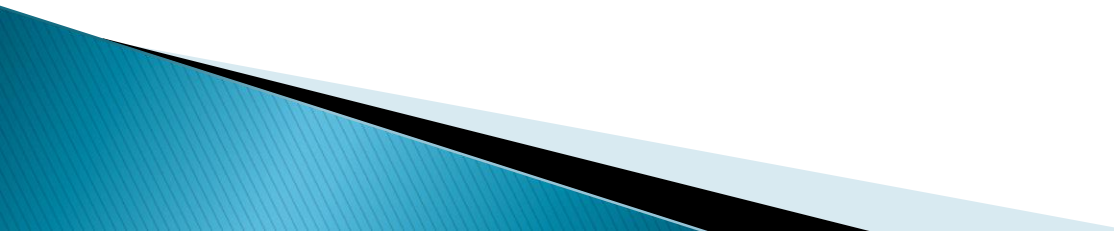
Check & Connect Monitoring Sheet   Month_____ Student _____ Graduation Coach _____

CHECK Date→	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	Risk Indicator	High risk yes/no
Tardy																										≥ 5	
Skip																										≥ 3	
Absent																										≥ 4	
Behavior referral																										≥ 3	
Detention																										≥ 2	
In-school suspension																										≥ 2	
Out-of-school suspension																										≥ 2	
Failing classes	_____ D's _____ F's																				risk indicator ≥ 1 F and/or ≥ 2 D's per grading period				
Behind in credits	_____ Credits earned out of _____ total																				earning <80% of possible credits per grading period				

CONNECT Date→	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F	M	T	W	T	F
BASIC																									
Shared general information																									
Provided regular feedback																									
Discussed staying in school																									
Problem-solved about risk																									
INTENSIVE																									
Alternative to suspension																									
Grade or behavior contract																									
Communicated with parents																									
Made accommodations																									
Community service																									
Social skills group																									
Worked with tutor or mentor																									
Other_____																									

Check & Connect Journal

Graduation Coach Name   From: 9/2/2013   To: 9/6/2013

Monday		Tuesday	

Wednesday		Thursday	

Friday		Notes

Success Stories

» Pros and Cons

What Does the Future Hold?