

## What is Check and Connect?

Check & Connect (C&C) is an intervention focused on students who show signs of disengagement related to attendance, grades, and behavior, and are at risk of dropping out. Examples of disengagement include not attending school, tardiness, off-task behavior in class, not perceiving relevance of school, and not participating in extra-curricular activities. Mentors systematically “check” student performance using school data (e.g. attendance, office discipline referrals, and grades). Mentors then “connect” with their student to provide individualized and timely supports to help teach problem solving, build needed skills, and promote academic success. Mentors also work with families to help promote positive family-school relationships.

### 1. How does C&C link directly to our school-wide expectations?

C&C requires behavioral expectations to be defined. Behavioral expectations taught and monitored through C&C can be directly related to the school-wide expectations. For example, targeted behaviors such as attending class and completing homework could be directly related to the school-wide expectation “Be Responsible”.

- Find additional information at <http://checkandconnect.umn.edu/model/integrating.html>

### 2. How does C&C allow for continuous student participation?

Students should start the intervention within 3-5 days of identification. Students do not have to wait for the next “group” of students to begin.

### 3. How do students receive rapid access to intervention through C&C?

Once a student is identified, that student receives a mentor who immediately reviews their data and puts data-based supports in place.

- Find additional information at [http://checkandconnect.umn.edu/model/components\\_elements.html](http://checkandconnect.umn.edu/model/components_elements.html)

### 4. How is C&C matched to the function of the student’s behavior?

C&C assigns mentors to students to increase student engagement. The intervention targets students who engage in behaviors maintained by escaping tasks, activities, or social opportunities (e.g. poor attendance, tardiness, engaging in off-task behavior during instruction, and not participating in extracurricular activities). The connect piece of this intervention is beneficial for students who enjoy adult attention.

### 5. How do students receive specific feedback from staff with C&C?

Students and mentors set goals together. During the intervention, mentors provide specific feedback related to the goals in a variety of ways. Together during connects, they monitor short-term goals, discuss goal progress, and set future plans to meet goals.

### 6. How does C&C allow for students to practice new skills daily?

Students have the opportunity to engage in appropriate school behaviors each day (e.g. attendance, timeliness, and being on-task). In addition, students work towards goals they set with their mentors each day.

## 7. How does C&C teach students what to do in different situations?

During connect sessions, mentors lead the intervention and develop supports to address problem solving across various situations. For example, if a student's goal is to understand the consequences of missing school, then the mentor and student will discuss situations in which it is appropriate to miss school versus when it is not. If the student's goal involves improving academic outcomes, then the mentor will teach the student to graph and monitor his or her progress across academic skills.

- Find additional information and lesson plan examples at [http://checkandconnect.umn.edu/docs/Handout\\_AttendEngageInvest.pdf](http://checkandconnect.umn.edu/docs/Handout_AttendEngageInvest.pdf)

## 8. How do families, students, and staff become oriented to C&C?

Mentors conduct orientations with families that include explaining the intervention in a positive and solution-oriented manner, reviewing data, and receiving parent input. Students are oriented to the intervention during “connects” with mentors. Tier II teams should introduce the program to staff prior to implementing this intervention.

- Find additional information at [http://checkandconnect.umn.edu/docs/C&C\\_ParentEngagementExcerpt.pdf](http://checkandconnect.umn.edu/docs/C&C_ParentEngagementExcerpt.pdf)

## 9. How can the C&C intervention be modified by data?

Mentors use data—including information on the student's needs, family circumstances, and availability of school and community resources—as the basis for intervention design. The “check” component uses a systematic monitoring of student performance variables (e.g. attendance, grades, and office discipline referrals). This data is used to individualize supports. Examples of support include:

- Developing a plan with the student to improve attendance through problem solving consequences of missing school, student self-monitoring, and mentor monitoring
- Setting and monitoring short-term academic goals
- Creating a timeline to outline future goals
  - Find additional information and example data collection form at [http://checkandconnect.umn.edu/docs/Form\\_MonitoringSheet\\_HighSchool.pdf](http://checkandconnect.umn.edu/docs/Form_MonitoringSheet_HighSchool.pdf)

## 10. How does C&C account for weekly school to home communication?

Mentors communicate at least weekly with families. Most mentors work with the same students and families for two years at a time. This allows for them to function as liaisons between home and school by building constructive family-school relationships.

## 11. Are there adequate resources available for C&C?

School districts interested in implementing C&C can purchase an implementation manual and attend in-person or online trainings provided by University of Minnesota Institute on Community Integration. Additional resources include online informational guides, sample implementation materials, presentations, and journal articles.

## References

Check and Connect Student Engagement Intervention. (2017, September). Check and Connect Online Resources [Website]. <http://checkandconnect.umn.edu/resources.html>

Christenson, S., Stout, K., & Pohl, A. (2012). *Check & Connect: Implementing Check & Connect with Fidelity* (pp. 66-67). Minneapolis, MN: University of Minnesota, Institute on Community Integration. <http://checkandconnect.umn.edu/manual>.

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