Check & Connect
A comprehensive student engagement intervention
On a notecard, write your name, school, and title.
AGENDA

- Introduction to Check & Connect
- Overview of Check & Connect
- Role of the Mentor
- Student Engagement
- Role of the Mentor
- Relationship Development
- “Check” Procedures
- “Connect” Interventions
- Engagement with Families
- Tools for Connecting
- Person-Environment Fit
- Introducing C&C
- Resources
Introduction to Check & Connect
11 Steps of Implementation

1. Determine indicators of student disengagement
2. Identify students at risk of disengagement or dropout
3. Select or hire mentors
4. Organize existing resources for intervention
5. Get to know students, teachers, and parent
6. Use “check” procedures and the monitoring form
7. Implement “connect” interventions
8. Strengthen the family-school relationship
9. Monitor the person-environment fit
10. Provide mentor support and supervision
11. Evaluate program implementation
Overview of Check & Connect Model of Student Engagement
Check & Connect Overview

Check & Connect is:

A structured mentoring intervention to promote student success and engagement at school and with learning through relationship building and systematic use of data.

Check & Connect emphasizes:

School Completion rather than Dropout Prevention.

High school graduation with academic, social, and emotional competence is the goal. Merely keeping students in school until graduation is not sufficient.
Initial Development

- 1990: Awarded a five-year development grant from the Office of Special Education Programs, U.S. Department of Education.
- Collaborative effort between researchers at the University of Minnesota’s Institute on Community Integration (ICI) and professionals in Minneapolis Public Schools.
- Check & Connect has been implemented with K-12 students with and without disabilities in the U.S. and abroad, addressing: Attendance/truancy, Behavior, Literacy, Student engagement
- Two randomized control trials, four replications
- Current: Four efficacy trials of C & C underway, all in large urban U.S. school districts.
Check & Connect has been implemented with K-12 students with and without disabilities in the U.S. and abroad, addressing:

- Attendance/truancy
- Behavior
- Literacy
- Student engagement

Two randomized control trials, four replications

Current: Four efficacy trials of C & C underway, all in large urban U.S. school districts.
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)
Check & Connect has met the evidence standards of the What Works Clearinghouse (2006):

http://ies.ed.gov/ncee/wwc/

- The only dropout prevention intervention to show positive effects for staying in school.
The Check & Connect Team Model
Four Core Components and Essential Elements

**Mentor**
- Relationship building
- Long-term commitment
- Persistence-Plus

**Check**
- Systematic monitoring
- Focus on alterable variables

**Connect**
- Problem solving
- Capacity building
- Personalized, data-based intervention
- Promoting participation/affiliation with school

**Engagement with Families**
- Connect, partner, and engage with parents/families
Foundational Theories

Resilience
- Build protective factors, reduce risk factors

Systems theory
- Consider home, school, and community

Cognitive Behavioral theory
- Empower students to take control of their learning

Intrinsic motivation
- I can, I want to, I belong
Discussion: Current Interventions

What are some of the current interventions at your school to support student success?
Student Engagement in Check & Connect
1. Determine indicators of student disengagement
2. Identify students at risk of disengagement or dropout
3. Select or hire mentors
4. Organize existing resources for intervention
5. Get to know students, teachers, and parent
6. Use “check” procedures and the monitoring form
7. Implement “connect” interventions
8. Strengthen the family-school relationship
9. Monitor the person-environment fit
10. Provide mentor support and supervision
11. Evaluate program implementation
What is Student Engagement?

- Defined as:
  - Commitment to and investment in learning
  - Identification and belonging at school
- Associated with positive educational outcomes for students
What is an Engaged Learner?

Identify at least one **attitude**, one **characteristic**, and one **behavior** of an engaged learner. Write these on 3 separate post-it notes.
Figure 1. Finn’s Participation-Identification Model of School Engagement

Quality of Instruction

Participation in School Activities
1. Respond to requirements
2. Class-related initiative
3. Extracurricular

Successful School Performance

Identification with School
1. Belonging
2. Valuing

Abilities

Student Engagement (cont.)

Participation-Identification Model: Withdrawal Cycle
(Finn, 1989)

Nonparticipation (Physical Withdrawal) → Unsuccessful School Outcomes → Non-identification (Emotional Withdrawal)
Core Beliefs

- Disengagement is a process that occurs over time
- Check & Connect mentors can “interrupt” that process and help to re-engage students

Almost every successful person begins with two beliefs: the future can be better than the present, and I have the power to make it so.
Student Engagement in C & C

Observable Engagement

Academic

Cognitive

Internal Engagement

Behavioral

Affective
Subtypes of Student Engagement

Academic
- Time on task
- Credit accrual
- Homework completion
- Engaging in class activities

Behavioral
- Participating in school activities
- Attendance
- Suspensions
- Being on time

Cognitive
- Perceived relevance of schoolwork
- Personal goals/autonomy
- Value of learning/success in school

Affective
- School connectedness
- Identification with school
- Sense of belonging

(Appleton, Christenson, & Furlong, 2008)
What is an Engaged Learner?

Post your one **attitude**, one **characteristic**, and one **behavior** of an engaged learner on the poster under the appropriate subtype (academic, behavioral, cognitive, affective).
Check & Connect targets marginalized, disengaged students in grades K-12.
Transition years are especially critical:

6th grade
- Elementary School
- Middle School

9th grade
- Middle School
- High School

Roderick, 1993
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 through 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

Belfanz, Bridgeland, Bruce, Fox, 2012
Focus on Alterable Variables

- **Alterable variables**: indicators of disengagement that are readily available to school personnel and can be altered through intervention.

<table>
<thead>
<tr>
<th>Status</th>
<th>Alterable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age</td>
<td>Attendance</td>
</tr>
<tr>
<td>Metro status and region</td>
<td>Attitude toward school</td>
</tr>
<tr>
<td>Disability</td>
<td>Extracurricular participation</td>
</tr>
<tr>
<td>Socioeconomic status</td>
<td>Behavior</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Homework</td>
</tr>
<tr>
<td>Gender</td>
<td>Grades, credit accrual</td>
</tr>
<tr>
<td>Family Structure</td>
<td></td>
</tr>
</tbody>
</table>
Devon Case Study

Underline status variables.

Circle alterable indicators of disengagement.
ROLE OF THE MENTOR
11 Steps of Implementation

1. Determine indicators of student disengagement
2. Identify students at risk of disengagement or dropout
3. **Select or hire mentors**
4. **Organize existing resources for intervention**
5. **Get to know students, teachers, and parents**
6. Use “check” procedures and the monitoring form
7. Implement “connect” interventions
8. Strengthen the family-school relationship
9. Monitor the person-environment fit
10. Provide mentor support and supervision
11. Evaluate program implementation
“The single most important thing that children need to grow into healthy adults is the presence of one person who is irrationally attached to them.” (Darling, 2005, p.185)

The Check & Connect mentor can be that caring adult!
A personal belief:

○ That all students have abilities, strengths, can learn, can make progress, and can change their level of engagement at school and with learning

○ In the power and value of problem solving with students to develop personal competencies
Desirable Mentor Characteristics

A willingness to:

- Be a mentor (i.e., “wanting to rather than being obligated to”)
- Persist with students despite their behavior and decision making
- Cooperate and collaborate with families and school staff
Mentor Job Description

• See handout for detailed job description.

Important Components

• Make a long term commitment to students and persist despite challenges. (known as “persistence plus”)
• Keep the focus on education and learning
Mentoring with Fidelity

Check & Connect Mentor
Fidelity Rubric (handout)

- Provides a gold standard for implementation with fidelity
- Keeps programs on track and provides a clear understanding of mentor responsibilities
Role of the Mentor

- Discuss in small groups:
  - What is the role of the mentor?
  - What is not the role of the mentor?

- Be prepared to share these with the larger group
Role of the Mentor

- builds relationships as part of an effective mentoring approach
- helps students participate at school
- helps students navigate school and track progress
- personalize interventions and targets strategies to meet student needs
- works collaboratively with families, teachers, and other adults to support the student
**Role of the Mentor**

- makes referrals for students and families
- helps students set personal educational goals (immediate and future-oriented)
- helps students to problem solve and successfully meet the everyday demands of the school environment
- helps students persist in the face of challenges
- shares information about systems issues
Activity: Resource Mapping

● One role of a mentor is to be a “resource broker”. To do this, mentors must be able to identify resources/services that are available in the school and community and know how to connect students and families to these resources/services.

● What supplemental resources are available in the school, district, and community that may assist students on your caseload?

As a group identify resources to assist students with social, emotional, physical, and academic well-being.
RELATIONSHIP DEVELOPMENT
Essential elements of Check & Connect

- Relationships
- Problem Solving and Capacity Building
- Persistence-Plus
The first three to four months, I was thinking, “When are you going to leave?” The fifth and sixth months I’m thinking, “You’re showing pity, you pity me, you don’t care about me.” by the eighteenth 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.

James Andersen, 2014 National Mentoring Summit

https://vimeo.com/85566060
Activity: Case Study

1. Review the case study

2. Identify strengths and protective factors of the student, school, and family

3. Discuss: how can you build on these strengths to develop your relationship with the student?
Guidelines for all Interactions

- Acceptance and accountability
- Accessibility and flexibility
- Commitment and persistence
- Communication and confidentiality
- Respect and expectation
- Role modeling and practice
- Honest information and an action plan
Understanding Development

Mentoring can be defined as occurring within relationships that bring “young people together with caring individuals who offer guidance, support, and encouragement aimed at developing the competence and character of the mentee” (MENTOR/National Mentoring Partnership, 2003).

Therefore, understanding youth development is critical for being an effective mentor.
Understanding Development

Mentor understands developmental level of mentee in:
- Elementary School
- Middle School
- High School

Mentor provides:
- Guidance
- Support
- Encouragement

Mentee develops:
- Character
- Competence
**Stages of Relationship Development**

- Contemplation
- Initiation
- Growth and Maintenance
- Decline and Dissolution
- Redefinition

(Keller, 2005)
<table>
<thead>
<tr>
<th>Stage</th>
<th>Conceptual Features</th>
<th>C&amp;C Program Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Contemplation</td>
<td>Anticipating and preparing for the relationship</td>
<td>● Recruiting, screening, and training mentors</td>
</tr>
<tr>
<td>Initiation</td>
<td>Beginning the relationship and becoming acquainted</td>
<td>● Matching mentors-students</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Making introductions</td>
</tr>
<tr>
<td>Growth &amp; Maintenance</td>
<td>Meeting regularly and establishing patterns of interaction</td>
<td>● Mentors connect with students at least weekly</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● C&amp;C coordinators provide supervision, support, and ongoing training for mentors</td>
</tr>
<tr>
<td>Decline &amp; Dissolution</td>
<td>Addressing challenges to relationship or ending relationship</td>
<td>● Reduction in the importance or level of closeness in the mentoring relationship (not necessarily negative!)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Ending the formal C&amp;C mentoring relationship</td>
</tr>
<tr>
<td>Redefinition</td>
<td>Negotiating terms of future contact or rejuvenating relation</td>
<td>● After two years or determined completion of the program, mentors facilitate closure and transition</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Conclude formal “checking &amp; connecting”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>● Agree on how the relationship will continue outside the scope of C&amp;C</td>
</tr>
</tbody>
</table>
The Check & Connect mentor-

- Recognizes that quality relationships develop naturally over time.
- Takes time to get to know students.
- Reaches out to students, even when they appear uninterested or indifferent.
- Uses both formal and informal connections to develop relationships with students.
- Follows specific guidelines for interacting with students including strategies for building trusting relationships.
Relationship Building Strategies: Reflective Listening

- Reflection of feeling
- Paraphrase, infer meaning
- Repeat or rephrase
Activity: Role Play

In teams of two, one member talks about something frustrating that they are dealing with (it can be anything). The other member will use reflective listening to support the first member. Switch roles so each of you gets a chance to practice reflective listening.
Use “Check” Procedures and the Monitoring Form
11 Steps of Implementation

1. Determine indicators of student disengagement
2. Identify students at risk of disengagement or dropout
3. Select or hire mentors
4. Organize existing resources for intervention
5. Get to know students, teachers, and parent
6. **Use “check” procedures and the monitoring form**
7. Implement “connect” interventions
8. Strengthen the family-school relationship
9. Monitor the person-environment fit
10. Provide mentor support and supervision
11. Evaluate program implementation
“Check” = systematically monitoring target students’ level of engagement and educational progress.
- Core components that is non-negotiable
- Essential for students at risk of disengagement or dropout.
Systematic Monitoring (cont.)

- How are indicators checked?
Systematic Monitoring (cont.)

- **What is checked?** “Check” data are selected indicators of alterable risk for disengagement:
  - Absences
  - Tardiness
  - Missing Assignments
  - Credits accrued
  - Behavior referrals
  - Grades

- **How are students’ data generally accessed?**
  - Online student information system
  - Student Records
  - School personnel such as attendance clears and teachers
Systematic Monitoring (cont.)

- How often is a student’s performance checked?
  - At least weekly
  - More often, even daily. If the student is showing increased signs of disengagement.

- How can the monitoring form be used?
  - As a communication tool with students, families, and teachers.
  - To demonstrate student progress over time
  - To monitor fidelity of implementation
**Systematic Monitoring (cont.)**

- **How is high risk determined?**
  - Compare academic and behavior data to predetermined criteria for high risk.
    - See example criteria

- **Why determine level of risk?**
  - The level of risk informs the level of intervention
    - Not at high risk = basic C&C intervention
    - High Risk = basic C&C intervention + intensive intervention
# Check & Connect High School Monitoring Form

**Student:**

**ID #:**

**School:**

**Mentor:**

**Grade:**

**Month:**

## CHECK

### Academic data

<table>
<thead>
<tr>
<th>M</th>
<th>T</th>
<th>U</th>
<th>W</th>
<th>TH</th>
<th>F</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1st quarter grades

<table>
<thead>
<tr>
<th></th>
<th>Ds</th>
<th>Fs</th>
<th></th>
<th>Ds</th>
<th>Fs</th>
<th></th>
<th>Ds</th>
<th>Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
<td>W</td>
<td></td>
<td></td>
<td>TH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

2nd quarter grades

<table>
<thead>
<tr>
<th></th>
<th>Ds</th>
<th>Fs</th>
<th></th>
<th>Ds</th>
<th>Fs</th>
<th></th>
<th>Ds</th>
<th>Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
<td>W</td>
<td></td>
<td></td>
<td>TH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3rd quarter grades

<table>
<thead>
<tr>
<th></th>
<th>Ds</th>
<th>Fs</th>
<th></th>
<th>Ds</th>
<th>Fs</th>
<th></th>
<th>Ds</th>
<th>Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
<td>W</td>
<td></td>
<td></td>
<td>TH</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4th quarter grades

<table>
<thead>
<tr>
<th></th>
<th>Ds</th>
<th>Fs</th>
<th></th>
<th>Ds</th>
<th>Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
<td>W</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Cumulative grades

<table>
<thead>
<tr>
<th></th>
<th>Ds</th>
<th>Fs</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Credit accrual

<table>
<thead>
<tr>
<th>Credits earned out of:</th>
<th>total possible</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Met state acad. standards (proficient)

<table>
<thead>
<tr>
<th>Math:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Reading:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Writing:</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td>M</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Behavior Data

| M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F |
|   |   |   |   |    |    |   |   |   |   |    |    |   |   |   |    |    |   |   |   |   |    |    |   |   |   |   |    |    |   |   |   |   |    |    |   |   |   |   |    |    |

- Tardy
- Skipping classes
- Unexcused/unverified absence
- Excused absence
- Behavior referral/infraction
- Detention
- Suspension (in/out-of-school)
Monitoring Form: things to Remember

- Required document for fidelity of implementation
- Keeping current with completing the form will help inform your work with mentees
- Used as a communication tool with student, parents/family, and other school staff to provide concrete information on student academic progress and engagement.
IMPLEMENTING “Connect” INTERVENTIONS
11 Steps of Implementation

1. Determine indicators of student disengagement
2. Identify students at risk of disengagement or dropout
3. Select or hire mentors
4. Organize existing resources for intervention
5. Get to know students, teachers, and parent
6. Use “check” procedures and the monitoring form
7. **Implement “connect” interventions**
8. Strengthen the family-school relationship
9. Monitor the person-environment fit
10. Provide mentor support and supervision
11. Evaluate program implementation
What is Connect?

- Personalized, data-based intervention
- Mentors consider:
  - “Check” data
    - Patterns in the data
    - Level of risk
  - Student’s needs and perspective
  - Family influences and circumstances
  - Available school and community resources
Basic vs. Intensive Intervention

- Basic intervention
  - All students receive basic intervention
  - Occurs at least weekly

- Intensive intervention
  - Supplemental to basic intervention
    - Students demonstrating high risk are provided intensive intervention in addition to basic intervention
## Types of Interventions

<table>
<thead>
<tr>
<th>Basic</th>
<th>Intensive</th>
</tr>
</thead>
<tbody>
<tr>
<td>● All Students</td>
<td>● Targeted Students</td>
</tr>
<tr>
<td>● 1 time/week</td>
<td>● Multiple times per week</td>
</tr>
<tr>
<td>● Consistent message over time</td>
<td>● For students exhibiting high risk</td>
</tr>
<tr>
<td>● Internalize important messages</td>
<td>● Supplemental to basic interventions</td>
</tr>
<tr>
<td>● Help students cope with everyday demands</td>
<td>● Personalized &amp; driven by “check” data</td>
</tr>
<tr>
<td></td>
<td>● Used to promote the student’s academic, behavioral, cognitive, and affective engagement.</td>
</tr>
<tr>
<td></td>
<td>● Aimed to achieve a person-environment fit for student.</td>
</tr>
</tbody>
</table>
Basic Intervention

- A deliberate, structured conversation that typically includes:
  - Shared “Check” data
  - Providing the student with feedback
  - Problem solving about indicators of risk
  - Discussing the importance of education and staying in school
Help students internalize important messages about school and then change their behaviors to meet school expectations, such as:

- Come to class on time, attend classes regularly
- Work hard in class
- Complete assignments with accuracy
- Get passing grades—and improve grades
Basic Intervention (cont.)

- Help students deal with everyday demands by:
  - Facilitating opportunities for success in schoolwork
  - Communicating the relevance of education to future endeavors
  - Creating a caring and supportive niche in the school environment
  - Helping students with personal problems, if only to lend an empathetic ear
Intensive Intervention

- Intensive interventions need to be implemented for students exhibiting high risk on one or more indicators.
- Intensive interventions are:
  - supplemental to basic interventions
  - personalized and driven by “Check” data
  - used to promote the student’s academic, behavioral, cognitive, and affective engagement
  - aimed to achieve a person-environment fit for the target student
Multiple intervention targets- both the student and the environment can change to engage students.

Intensive interventions organized by risk indicated and engagement subtype:
- Example: Intervention ideas for absences organized by academic, behavioral, cognitive, and affective engagement.
- See appendix of book.
Examples from the Monitoring Form

Basic:
- Share “check” data
- Provide regular feedback
- Discuss staying in school
- Problem solve about risk

Intensive:
- Facilitate goal setting
- Discuss academic progress/ supports
- Discuss behavior and supports
- Discuss how current choices impact graduation
- Intensive problem solving (with parent, school personnel)
- Facilitate participation in community service, school or community sponsored events
- Teach problem solving skills
- Teach organization/study skills
- Arrange an alternative to suspension
- Mentor record interventions on the monitoring sheet

| CONNECT | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F |
| Communication |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| With student |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Formal      |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Informal    |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| With family |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Attempt/not reached |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Left message |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Note home   |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Phone conversation |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Meeting     |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Home visit  |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Communication with school staff |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Communication with outside agency |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Basic intervention |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                        | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F |
| Share "check" data    |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Provide regular feedback |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Discuss staying in school |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Problem solve about risk |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Intensive intervention |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
|                        | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F | M | T | U | W | TH | F |
| Facilitate goal setting |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
| Discuss academic progress and supports |   |   |   |   |     |   |   |   |   |     |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |   |
Mentor keeps monthly case notes to provide a narrative summary of their work with the student.

<table>
<thead>
<tr>
<th>Date:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: Attendance</td>
<td></td>
</tr>
<tr>
<td>Goal: Engagement</td>
<td></td>
</tr>
<tr>
<td>Goal: Investment in future</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: Attendance</td>
<td></td>
</tr>
<tr>
<td>Goal: Engagement</td>
<td></td>
</tr>
<tr>
<td>Goal: Investment in future</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Date:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Goal: Attendance</td>
<td></td>
</tr>
<tr>
<td>Goal: Engagement</td>
<td></td>
</tr>
<tr>
<td>Goal: Investment in future</td>
<td></td>
</tr>
</tbody>
</table>
Sharing “Check” Data

- Use your completed monitoring form for Jake from the “check” activity.
- In pairs, discuss how you would share “check” data with Jake.
ENGAGEMENT WITH FAMILIES
11 Steps of Implementation

1. Determine indicators of student disengagement
2. Identify students at risk of disengagement or dropout
3. Select or hire mentors
4. Organize existing resources for intervention
5. Get to know students, teachers, and parent
6. Use “check” procedures and the monitoring form
7. Implement “connect” interventions
8. **Strengthen the family-school relationship**
9. Monitor the person-environment fit
10. Provide mentor support and supervision
11. Evaluate program implementation
What is Family engagement

“Cooperation, coordination, and collaboration between the mentor and family to enhance students’ learning opportunities, educational progress, and school success”

(Christenson & Sheridan, 2001, p.37)
Character of Family Engagement

- Relationship based
- Assumes that the family and school are both socializing environments that support and guide the student as a learner
- Occurs through dialogue, problem solving, and shared decision making

(Christenson, 2010)
Mentor Approach to Family Engagement

- Partner with families and learn from each other
- Recognize that all families possess strengths and build on these strengths
- Engage families with cultural sensitivity and seek to “see the world through a family’s eyes”
1. Enhance home-school communication
2. Conduct home visits
3. Respond to questions or concerns
4. Encourage home support for learning
Persistence-Plus with Families

- Building trust takes time
- Mentors do not give up
- Mentors continue to communicate with parents/family (voicemail, notes) about the student’s educational progress
- Mentors continue to invite parents to meet with them, expressing an optimistic message
Essential Elements: Using tools for connecting
Mentors guide the students through the problem solving process, but are not directive.

1. Stop. Think about the problem.
2. What are some choices?
3. Choose one.
4. Do it.
5. How did it work?

(August, Anderson, & Bloomquist, 1992)
Problem Solving Demo/Discussion

Listen for the problem solving steps

Discuss

- What did the mentor do well?
- What are some examples of the mentor’s use of reflective listening?
- Where is the “plan” in the conversation?
- Where is the brainstorming about choices?
- How was a plan created?
Teach the Expected Behavior

- Define the behavior that is expected

- Use
  - “I do”
  - “We do”
  - “You do”

- Remember, behavior changes take time
  - Be persistent with the student!
Goal Setting

● Value of goal setting
  ○ Mentors can regularly draw on a student’s long-term and short-term goals as motivation for the student to engage in school and learning.
  ○ Mentors can help students set short-term, achievable goals so that students experience success in school and build self-efficacy.

● Goal Setting Tools
  ○ Goal setting guidelines
  ○ Setting Goals the SMART Way and My Goals
Attend

Students attend school regularly and successfully complete high school.

Goal: Dropout Prevention

Engage

Students engage academically, behaviorally, cognitively, and affectively in school.

Goal: School completion with academic, social and emotional competence.

Invest

Students set goals for their future and invest time, effort, and talents into reaching those goals.

Goal: Readiness for achieving college, career, and life goals.
Persistence-Plus Mentors:

- are a persistent source of academic motivation.
- are familiar with the youth and family (continuity), and
- provide the message that “education is important for your future” (consistency)
Monitor the Person-Environment Fit
11 Steps of Implementation

1. Determine indicators of student disengagement
2. Identify students at risk of disengagement or dropout
3. Select or hire mentors
4. Organize existing resources for intervention
5. Get to know students, teachers, and parent
6. Use “check” procedures and the monitoring form
7. Implement “connect” interventions
8. Strengthen the family-school relationship
9. **Monitor the person-environment fit**
10. Provide mentor support and supervision
11. Evaluate program implementation
Person-Environment Fit

Definition:
Simultaneously supporting students in developing a plan for academic success while encouraging the environment to provide support for this plan.

“How can the resources of the learner and the learning context be organized to respond to concerns or to help the student meet the demands and expectations of schooling over time?”

Christenson & Anderson, 2002
Multiple Environments
Push Out/Pull Out

Bad Grades; behind in credits (35%)

Missed too many days; fell behind (43%)

Spent time with people not interested in school (42%)

Classes were not interesting (27%)

Had to get a job (32%)

Need to help family-work or care for siblings (22%)

Too much freedom; not enough rules (38%)
Role in Person-Environment Fit

- Promote protective factors in each environment
- Identify practices that interfere with student engagement
  - School practices or policies
    - Share information and observations with appropriate school professionals.
    - Be willing to attend meetings and engage in problem solving with school personnel
  - Family practices or decisions
    - Problem solve with families
Introducing C&C to School Staff

- An administrator introduces the program to staff and the mentor follows up with teachers
- You as the mentor will:
  - Provide teachers with a list of participating students
  - Introduce yourself to teachers and explain C&C
  - Address teachers’ questions about C&C
  - Respect teachers’ schedules—find out the best times to meet
  - Find out the teachers’ preferred method of communication
  - Be dependable
  - Maintain confidentiality
Introducing Check & Connect to Students and Families
Elevator Speech
Introducing C&C to Students

- Mentors meet individually with students and introduce themselves
- Begin with non-threatening questions to build rapport
- Explain C&C in a positive way
  - Meet individually each week
  - Check in on grades, behavior, and attendance
  - “I want to help you be successful in school!”
Introducing C&C to Family

- Explain Check & Connect
- Explain the mentor role and invite parents to meet
- Make a favorable first impression
- Explain the value of participating
Materials for Initial Contact

- Referral Form
- Intake Form
- Consent Form
- Parent Introductions Letter
- Parent Brochure
- Check & Connect Brochure
- Student Engagement Plan
Check & Connect Resources

- Website and blog with research findings, articles, implementation highlights, etc.  
  www.checkandconnect.umn.edu
- Join the C&C community!
  - https://attendengageinvest.wordpress.com/2015/02/02/the-power-of-one-person/
  - http://www.checkandconnect.umn.edu/resources.html
  - Sample Data Collection Form-Google
  - Contact your Social Behavior Collaborative Planner