Monitoring & Increasing Students’ Academic, Behavioral, Cognitive, and Affective Engagement

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Agenda

• Overview of the Check & Connect (C&C) Model
• PBIS Implementation
• Tools for Getting Started
  » Exploration and installation stages
• Tools Supporting Implementation
  » Initial and full Implementation stages
• Questions & Answers
Overview of Check & Connect Model

Student engagement
Evidence
Core components
Check & Connect Model

- Structured mentoring intervention
- Promotes student engagement
  » At school
  » With learning
- Focus on school completion
Multidimensional Construct of Student Engagement

- Observable Engagement
  - Academic
  - Behavioral
- Internal Engagement
  - Cognitive
  - Affective
Evidence-Based Intervention


» C&C is the only dropout prevention intervention to show positive effects for staying in school
Check & Connect Core Components
## Core Components and Elements Self-Assessment

### Components and Elements Description

<table>
<thead>
<tr>
<th>Components</th>
<th>Elements</th>
<th>Description</th>
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<tbody>
<tr>
<td>Mentor</td>
<td>Relationship-building</td>
<td>Relationships with students and families are based in mutual trust and open communication and focused on promoting students' educational success.</td>
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<td></td>
<td>Long-term commitment</td>
<td>Mentors make a two-year commitment to students and families which may involve following highly mobile youth and families from school to school and program to program within the district.</td>
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<tr>
<td></td>
<td>Persistence-Plus</td>
<td>The mentor is a persistent source of academic motivation familiar with the youth and family (continuity), and provides the message that &quot;education is important for your future&quot; (consistency).</td>
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<tr>
<td>Check</td>
<td>Systematic monitoring</td>
<td>Students' school adjustment, behavior, and educational progress are monitored weekly.</td>
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<tr>
<td></td>
<td>Focus on alterable variables</td>
<td>Data on indicators of disengagement (attendance, grades, behavior) that can be readily altered are collected and available to mentors.</td>
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<tr>
<td>Connect</td>
<td>Problem solving</td>
<td>A cognitive-behavioral approach is used to promote the acquisition of skills to resolve conflict constructively and encourage the search for solutions rather than a source of blame.</td>
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<td></td>
<td>Capacity building</td>
<td>Mentors foster productive coping, self-regulation, self-advocacy skills, and social and academic competences, and diminish dependency on the mentor.</td>
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<td></td>
<td>Personalized, data-based intervention</td>
<td>Timely interventions, driven by data, are implemented to re-establish and maintain the student's connection to school and learning.</td>
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<td>Promoting participating and affiliation with school</td>
<td>Mentors facilitate student access to and active participation in school-related activities and events, and promote students' identity as learners.</td>
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<tr>
<td>Engagement with families</td>
<td>Connect, partner, and engage with parents</td>
<td>The mentor engages with parents and strives to foster the parents' active participation with their child's education. Mentors work to establish a relationship and a routine communication system with families.</td>
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### Rating Scale

<table>
<thead>
<tr>
<th>Rating</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Not happening here</td>
</tr>
<tr>
<td>2</td>
<td>Here are in-place to implement this, but it has not begun</td>
</tr>
<tr>
<td>3</td>
<td>This is beginning to be implemented</td>
</tr>
<tr>
<td>4</td>
<td>This is in-place and we have evidence that it occurs</td>
</tr>
</tbody>
</table>

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*University of Minnesota Driven to Discover*  
Check & Connect is a comprehensive student engagement intervention developed at the Institute of Community Integration, University of Minnesota, and implemented by schools nationwide. Learn more at checkandconnect.umn.edu.  
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PBIS Implementation

How Check & Connect Fits within a PBIS Structure
C&C within an MTSS or PBIS Structure
Check & Connect as a Tier 2 or a Tier 3 Intervention
Levels of “Connect” Interventions

Basic Intervention (Tier 2)
Weekly for all Check & Connect students

Intensive Intervention (Tier 3)
Supplemental for Check & Connect students showing high risk
Comparison of C&C and CICO

Check & Connect (C&C)
- Improves attendance, behavior, and/or grades
- Long-term (1-2 years)
- Mentor
- Weekly monitoring form
- Based on relationship building through ongoing connections
- Family engagement
- Problem-solving and capacity building

Check-in/Check-out (CICO)
- Improves mild-moderate problem behavior
- Short-term (2-4 months)
- Staff person
- Daily point report
- Based on immediate feedback and positive reinforcement
- Family participation
C&C Statewide Train-the-Trainer Model

- Nine States
  - Highlighted in gold
- PBIS focus in 2 states
  - Iowa Department of Education
  - Missouri Department of Education
Specific Cultural Contexts

- New Zealand Ministry of Education- 2012
- Positive Behaviour for Learning (PB4L)
- Modern Day Village Approach
- Cultural adaptation of the C&C manual- Maori
Specific Cultural Contexts

Federated States of Micronesia

» Yap DOE- 2019
» 3 High Schools
» Onsite training
» Zoom online meetings
Tools for all Stages of Implementation

Systematic Supports for Promoting Graduation (SSPG)
Exploration and Installation Stages
Initial and Full Implementation Stages
Systematic Supports for Promoting Graduation (SSPG)

• Funded by the U.S. Department of Education, Office of Special Education Programs (2017-2022)

• Develop, pilot, and disseminate web-based tools that support an evidenced-based intervention and a validated assessment
  » Check & Connect Intervention
  » Student Engagement Instrument (SEI)
Tools for Exploration

- Readiness Tool For Implementing C&C
- Adapted from the National Implementation Research Network (NIRN) Hexagon Tool
  » Part 1: Program Indicators
  » Part 2: Implementation Site Indicators
- [checkandconnect.umn.edu/training/Readiness_Tool_for_Implementing_Check_&_Connect.pdf](http://checkandconnect.umn.edu/training/Readiness_Tool_for_Implementing_Check_&_Connect.pdf)
Using the C&C Readiness Tool

- **Identify** your leadership team
- **Review** Part 1: Program Indicators (pages 3-8)
- **Complete** as a team, Part 2: Implementing Site Indicators (pages 9-13)
  » Need
  » Fit
  » Capacity to Implement
Results of the C&C Readiness Tool

• *Rate* on a 1-5 scale your readiness for each implementing site indicator
  » Need
  » Fit
  » Capacity to Implement
• *Summarize* your findings
• *Create* and action plan for your site’s next steps
Tools for Installation

- *Check & Connect Implementing with Fidelity* manual
- Implementation Options and Tips (pdf handout)
- Training Options
  - Online
  - In-person

http://www.checkandconnect.umn.edu/training_consultation/online_training.html
Tools for Initial & Full Implementation

• Student Engagement Instrument
• The Mentor Practice Profile
• Check & Connect App
• Online Support Modules
Student Engagement Instrument

Video Introduction to the SEI

http://www.checkandconnect.umn.edu/sei/
## The Mentor Practice Profile

<table>
<thead>
<tr>
<th>Core Components and Essential Elements</th>
<th>Contribution to Outcome</th>
<th>Proficient (P)</th>
<th>Developmental (D)</th>
<th>Needs Improvement (N)</th>
</tr>
</thead>
</table>
| **MENTOR: Builds relationships based on mutual trust**  
The mentor's relationships with students are based on mutual trust and open communication. The mentor focuses on promoting students' educational success. | Increase protective factors  
Decrease risk factors | The mentor models respect and expects respectful behavior from all students, using interactions as opportunities to teach appropriate social skills.  
The mentor engages in two-way, open communication with students using a variety of different strategies. | The mentor uses strategies to build mutual trust with students, but open communication and respect are not demonstrated by the mentor across contexts with every student. | The mentor is unable to establish two-way communication with any student.  
The mentor has not employed any relationship building strategies with students (i.e., mentor only focuses on sharing check data during weekly meetings). |
| **MENTOR: Long-term commitment**  
The mentor makes a two-year commitment to working with students and families. | Increase protective factors  
Decrease risk factors | The mentor consistently meets with students weekly despite their behavior and decision-making, demonstrating acceptance and accountability.  
The mentor continues working with students and families from semester to semester.  
The mentor works with students and families for at least two years. | The mentor takes an occasional break in meeting with a student when the student is making poor choices or not taking accountability for their actions.  
The mentor works with a student at least one-year but less than two years. | Mentor recommends that a student is exited from C&C early or chooses to no longer be their mentor due to a student's negative behavior.  
The mentor works with a student for less than one year. |
| **MENTOR: Persistence-Plus**  
The mentor is a persistent source of academic motivation, familiar with the youth and family (continuity), and continues to provide the message that "education is important to your future" (consistency). | Increase protective factors  
Decrease risk factors | The mentor conveys a consistent message to the student that education is important to the student's future.  
The mentor provides personalized, supportive, positive messages to the student over time regarding education and their future. | The mentor is inconsistent with their message that school is important and the need to stay in school and receive their diploma. | The mentor does not convey the message that school is important for the student's future. |
The Check & Connect App

- [checkandconnect.umn.edu/app/](http://checkandconnect.umn.edu/app/)
- Information on public webinars
- Preview the App (slideshow)
- Introducing the New C&C App - video
Online Support Modules

• How do I use "check" data?
• How can I use the Mentor Practice Profile?
• Selecting "Connect" Interventions
  » In development
• Using the Readiness Tool for Implementing Check & Connect
  » In development
• All online resources: www.checkandconnect.umn.edu/resources.html
THANK-YOU!

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