

# Check & Connect Intervention Synopsis

## INTRODUCTION AND PURPOSE

This intervention synopsis provides SW-PBS teams with a description of the Check & Connect intervention, a brief description of the intervention and which students the intervention is most effective for, as well as a short review of the research base for this intervention.

The information in this workbook does not replace the published manual, Check & Connect: A Comprehensive Student Engagement Intervention: Implementing with Fidelity (Christenson, Stout, & Pohl, 2012). Instead, this synopsis was developed as an awareness resource to be used to inform SW-PBS participating teams. The information contained herein, along with understanding of multi-tiered systems of support may help a participating team in deciding in Check & Connect is an intervention of best fit for identified student needs.

It is highly recommended that participants access the published manual, which can be obtained from the Institute on Community Integration, University of Minnesota ([ici.umn.edu](http://ici.umn.edu)).

## Check & Connect is a project of the Institute on Community Integration, University of Minnesota

*For more information about the Check & Connect intervention:*

Christenson, S.L., Thurlow, M.L., Sinclair, M.F., Lehr, C.A., Kibel, C.M., Reschly, A.L., et al. (2008). Check & Connect: A comprehensive student engagement intervention manual. Minneapolis, MN: University of Minnesota, Institute on Community Integration.

Manuals can be ordered from:  
Publications Office Institute on Community Integration  
University of Minnesota  
109 Pattee Hall  
150 Pillsbury Dr. SE  
Minneapolis, MN 55455

<http://ici.umn.edu/checkandconnect/>

## INTERVENTION OVERVIEW

Check & Connect can enhance student engagement with school and learning, promote student competence and provide persistent support for academic and behavioral standards and expectations.

**Essential Features of Check & Connect include:**

- ▶ A mentor who keeps education salient for students
- ▶ Systematic monitoring (the “check” component)
- ▶ Timely and individualized intervention (the “connect” component)
- ▶ Enhanced home-school communication and home support for learning

Check & Connect includes a Basic Approach, but also includes structures for intensification and individualization based upon student data. As such, Check & Connect can serve as a tier 2 or a Tier 3 support. The Basic Approach includes the following components:

1. Meet daily to a minimum of weekly with student to review risk factors and check in with the student.
2. Record progress on “Check” section of the monitoring sheet.
3. Record focus of contact with student in the “Connect Basic” section of the monitoring sheet.
4. Record any actions taken based on contact in the “Connect Intensive” section of the monitoring sheet.
5. Refer to Check & Connect Intervention List for intervention suggestions.

Check & Connect has four **Descriptive Characteristics** including being a 1) targeted or intensive intervention, 2) structured mentoring program, 3) empirically supported intervention, and with 4) clearly delineated core elements. The **Core Elements** include 1) relationships, 2) problem solving and capacity building and 3) persistence plus. If your leadership team chooses to participate in Check & Connect training, details of each of these will be explained and demonstrated during training with your SW-PBS Consultant.

### STUDENTS WHO MOST LIKELY BENEFIT

Check & Connect is one of the few research based interventions for Tier 2 that can address all functions of student misbehavior. Refer to the MO SW-PBS Student Identification Process Guide in Chapter 4 to compare this intervention to the others included in this workbook. Below find descriptions of elementary and secondary students for whom Check & Connect has proven to be beneficial.

Elementary Indicators	Secondary Indicators
<p><b>BEHAVIORAL:</b> Late to school, absenteeism including excessive excused absences, history of educational neglect, behavior referrals to office, suspension or expulsion, frequent school moves.</p>	<p><b>BEHAVIORAL:</b> Skipping classes, absenteeism, truancy, in-school suspension, out-of-school suspensions, office referrals, detention, expulsion, history of dropping in and out of school, frequent number of school moves, limited extracurricular participation.</p>
<p><b>ACADEMIC:</b> Not completing assignments, failing classes, reading below grade level, below proficiency on state standardized tests.</p>	<p><b>ACADEMIC:</b> Credit deficiency, failing classes, below proficiency on state standardized tests, poor task completion rates, low success rates, incomplete homework assignments.</p>
<p><b>COGNITIVE:</b> Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence.</p>	<p><b>COGNITIVE:</b> Minimal interest in school, resistance to learning, low academic self-efficacy and perceived competence.</p>
<p><b>AFFECTIVE:</b> Social isolation, feelings of not belonging to school.</p>	<p><b>AFFECTIVE:</b> Low expectation to graduate, social isolation, feelings of not belonging to the school community.</p>

## RESEARCH BASE

### Synthesis of Results from Check & Connect Research Studies

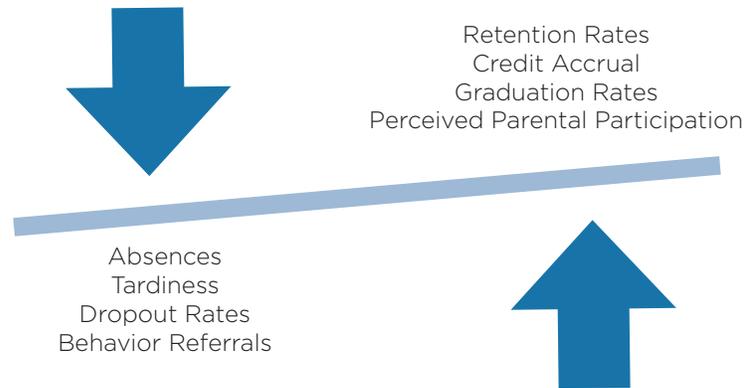


Figure 8.1  
Christenson, Stout & Pohl (2012)

Check & Connect Studies have been conducted:

**In various settings:**

Schoolwide  
District-wide  
Elementary, Middle and/or High School  
County-wide

**To Address:**

Attendance/Truancy Behavior  
Literacy  
Students with Disabilities  
Students without Disabilities

Figure 8.2  
Christenson, Stout & Pohl (2012)

DISCUSSION



- ▶ Think about students you know or have worked with who meet criteria as appropriate candidates for Check & Connect.
- ▶ Think about students you know or have worked with who are not appropriate candidates for Check & Connect.

For more information on Check & Connect please contact your SW-PBS Consultant for training dates and location.