

# Virtual Forum Expectations

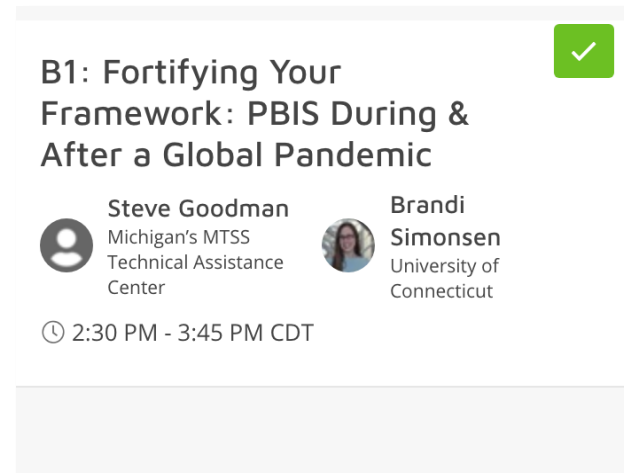
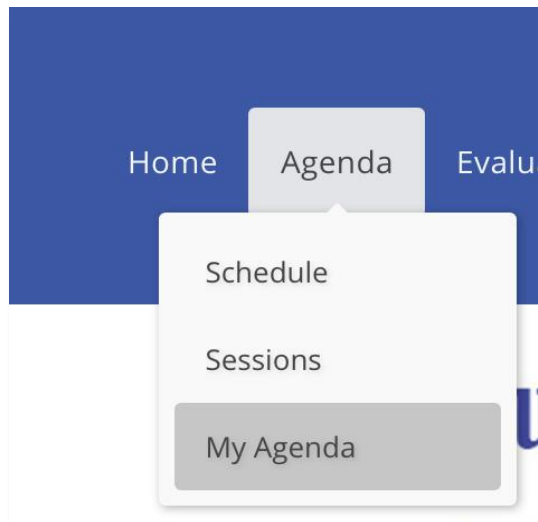
EXPECTATION	OVERALL Event	CHAT Tab	POLLS Tab (+Q&A)
<b>BE RESPONSIBLE</b>	<ul style="list-style-type: none"> <li>✦ Use a <b>shared action plan</b> for your team</li> <li>✦ Complete session <b>evaluations</b></li> </ul>	<ul style="list-style-type: none"> <li>✦ Post positive <b>on-topic</b> comments</li> <li>✦ Questions for the presenters go in the <b>POLLS tab</b> ➡</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Add questions</b> before and/or during session</li> </ul>
<b>BE RESPECTFUL</b>	<ul style="list-style-type: none"> <li>✦ Limit <b>distractions</b></li> <li>✦ <b>Follow up</b> on your assigned action items</li> </ul>	<ul style="list-style-type: none"> <li>✦ Use <b>inclusive</b> language</li> </ul>	<ul style="list-style-type: none"> <li>✦ Use <b>sincere</b> phrasing</li> <li>✦ Complete additional polls <b>when prompted</b></li> </ul>
<b>BE SAFE</b>	<ul style="list-style-type: none"> <li>✦ Take <b>movement breaks</b></li> <li>✦ Be aware of your <b>stress level</b></li> </ul>	<ul style="list-style-type: none"> <li>✦ Engage in <b>productive</b> dialogue</li> </ul>	<ul style="list-style-type: none"> <li>✦ Ask <b>solution-oriented</b> questions</li> </ul>
<i>For Presenters</i>	<ul style="list-style-type: none"> <li>✦ <i>Ensure <b>Files Tab</b> has current materials and related weblinks</i></li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Monitor</b> and remove inappropriate comments</li> </ul>	<ul style="list-style-type: none"> <li>✦ <b>Identify common Qs</b> to address in final 15 minutes</li> </ul>



# Finding Your Registered Sessions in Pathable

## ***Your Personalized Schedule (My Agenda)***

Locate the Agenda Menu, Select “My Agenda” from the drop-down, and you will see the sessions for which you are registered. A green check mark in the upper right corner indicates you are registered.



# Navigating the Session Page

1. **Session Details** (Title, Presenters, Date & Time, Description, Keywords)
2. **Join Session**
3. **Interact through Chat, Polls, & Uploaded Files**

The screenshot shows the session page for the 'Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)' session. The page is titled 'AGENDA' and includes a 'MANAGE' button. The session is scheduled for 2:00 PM - 4:00 PM CDT on Friday, September 18. The presenters are Jennifer Norton (Midwest PBIS Network Project Coordinator) and Brian Meyer (Midwest PBIS Network (IL) Co-Director). The session description states: 'This session is an orientation for tech assistants and content facilitators on the Pathable Portal. This Orientation is OPTIONAL for Presenters. This Orientation will be'. The page also features a 'JOIN MEETING' button and a 'SPEAKER ONLY: Join the live meeting now' link. The chat section shows a message from Diane LaMaster: 'I had to open zoom to hear'.

1. Orientation for Tech Assistants and Content Facilitators (OPTIONAL for Presenters)

2. JOIN MEETING

3. Chat



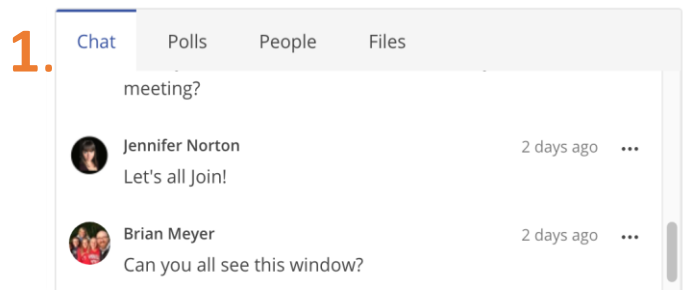
## *Tips for Participants*

# Chat, Polls, and Q&A

1. Use **Chat** for engaging with other participants around the session topic.

*Presenters may use chat differently in specific sessions.*

Follow overall Forum expectations for *responsible, respectful, and safe* chatting



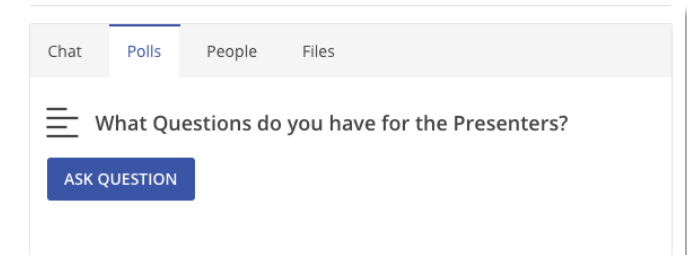
2. Find the **Q&A** under **Polls**.

Questions for presenters go there.

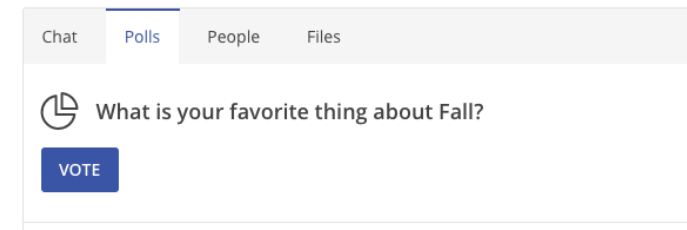
3. Some sessions have other **Polls** or more **Specific Questions**.

Complete those when prompted

2.



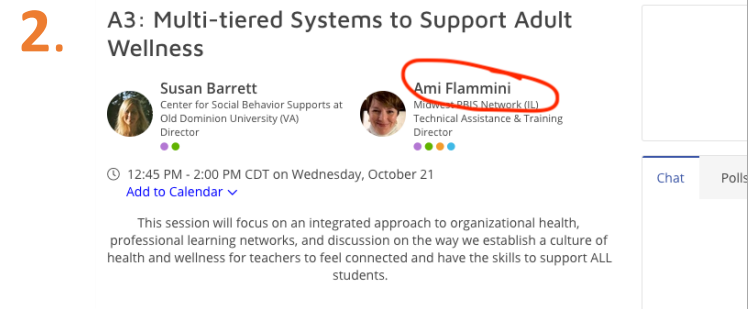
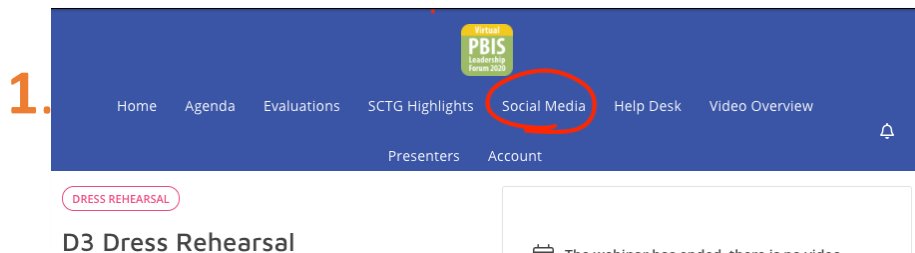
3.



# Be careful of accidentally navigating away

## **While participating in a live Session...Be Present!**

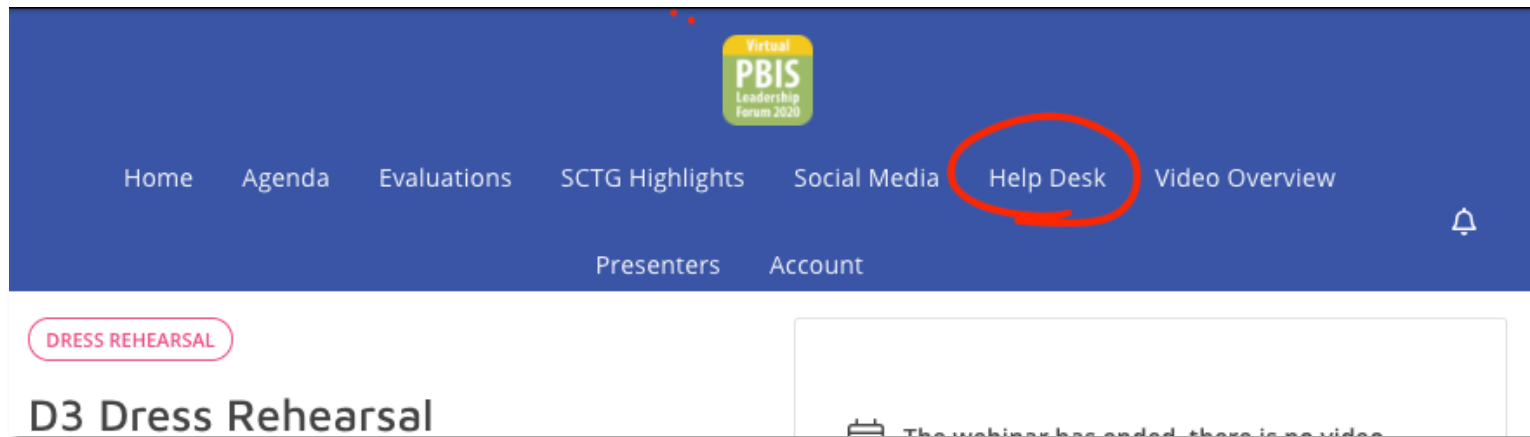
- If you navigate away from the live Session you will need to press the “Join Meeting” button to get back in.
- What does **navigating away** look like? Here are some examples:
  1. Clicking on any area of the navigation menu
  2. Clicking on a Person's name



*Tips for Participants*

# Support is Available

If at any time you need support as a participant,  
use the **Help Desk**:



# F2 – Small Group Social Skills Instruction & Self-management

## *Presenters:*

*Kim Selders & Lisa Powers, University of Missouri; Barbara Mitchell, Minnesota State University; Leslie Thomas-Washington, Ferguson-Florissant School District (MO); Kaleigh Pickett, Republic School District (MO); Kody Christensen & Apryl Beck, Fremont Public Schools (NE)*

*Content Facilitator: Tim Lewis, University of Missouri*

- **Topic: Schoolwide**
- **Keywords: Social Skills, Tier 2, Targeted**



# Session Learning Objectives

By the end of this session participants will be able to ...

- Describe 3, commonly implemented, interventions that fit within Tier 2 of a multi-tiered system.
- Explain potential benefits and challenges associated with each intervention.
- Consider contextual fit of each intervention for own setting.





# Overview of Session

Content Facilitator- Dr. Tim Lewis

Small Group Social Skills Instruction & Self-Management			
Topic	✧ Social Skills	✧ Check in Check Out	✧ Check & Connect
Presenter	<b>Kim Selders, M.A.</b> Family Intervention Specialist & Doctoral Student	<b>Lisa Powers Ph.D.,</b> Sr. Research Associate	<b>Barb Mitchell Ph.D.,</b> Assistant Professor Minnesota State University
Exemplar	<b>Kaleigh Pickett, M.Ed.,</b> Special Educator & Dept Chair, Republic Middle, MO	<b>LeslieThomas-Washington, Ed.D.,</b> Administrator <i>Ferguson-Florissant School District (MO)</i>	<b>Kody Christensen,</b> Assistant Principal <b>Apryl Beck,</b> Dean of Students Fremont HS, Nebraska



# Tier 2 System - Purpose

- Provide interventions to support approximately 15% of the student population who are at risk, but not currently engaging in severe problem behavior

Walker & Horner, 1996;  
Crone, Hawken & Horner, 2010, p. 7

# Tier 2 System - Components

- **Identify students** who may need additional social, academic and/or behavioral supports
- One or more research-based **interventions**.
- Supports **matched with** student **need**.
- A method for **monitoring progress** while intervention is being provided.
- Clear **decision rules** for graduating, fading, altering or intensifying supports.
- Regular **evaluation of outcomes**.

# Tier 2 System - Features

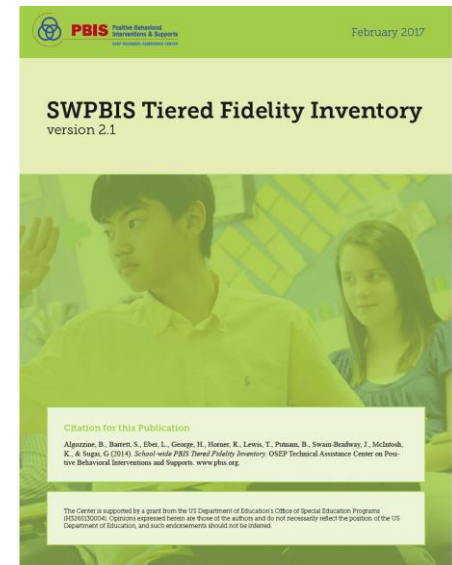
- **Continuously Available**
  - students can be added to the intervention at any time.
- **Quickly & Easily Accessible**
  - supports are accessible within 2-3 days of identifying need
- **Minimal Time from Classroom Teachers**

# Tier 2 System

- A **team** with dedicated time:
  - develop the system
    - identification procedures, interventions, progress monitoring tools
  - discuss new cases
  - review data for current cases
  - monitor implementation & outcomes

# Tiered Fidelity Inventory (TFI)

- Tier II: Targeted SWPBIS Features
  - Begins on page 12
  - 13 items
  - 3 Subscales
    - Teams (items 2.1-2.4)
    - Interventions (items 2.5-2.9)
    - Evaluation (items 2.10-2.13)



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# Presenter and Exemplar

**Presenter: Kim Selders, Family Intervention Specialist and Doctoral Student in Special Education, University of Missouri, Columbia**

**Exemplar: Kaleigh Pickett, Special Educator and Department Chair at Republic Middle School in Republic, MO.**





# Steps in Social Skill Instruction

- Assessment
- Planning & Group Procedures
- Lesson Development
- Teaching
- Generalization

*See Missouri Schoolwide Positive Behavior Support Tier 2 Team Workbook for more details!*



# Tier 2 Social Skills Instruction- Key Concepts

- 1) Essential features of group procedures
- 2) Essential features of teaching social skill instruction at tier 2
- 3) Exemplar video clips



# Group Procedures

*Connect social skill outcomes, expectations, etc. to the school-wide PBIS system*

- **Who & how many in small groups?**
  - 5-8
- **When & how long meet?**
  - At least weekly over the school year
- **Who teaches?**
  - Combination
- **Basic behavior management**
  - Routines
  - Expectations
  - Attention signal
  - Incentives



# Lesson Components

*Teaching social skills follows the same format as teaching academic skills*

- Rule for when to use the skill
- Set of useful skill variations
  - teach the rule (TELL)
  - demonstrate the skill (SHOW)
  - students practice the skill (PRACTICE)
  - review and test the skill (PRACTICE)
  - assign homework (PRACTICE)



# Question for Chat

What aspect of Tier 2 Social Skills Instruction excites you the most about implementation in your school?



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# Overview of CICO

- Describe the Check-in/Check-out (CICO) intervention & existing research
- Share exemplar & discuss implementation of CICO
- Provide resources you can use right away



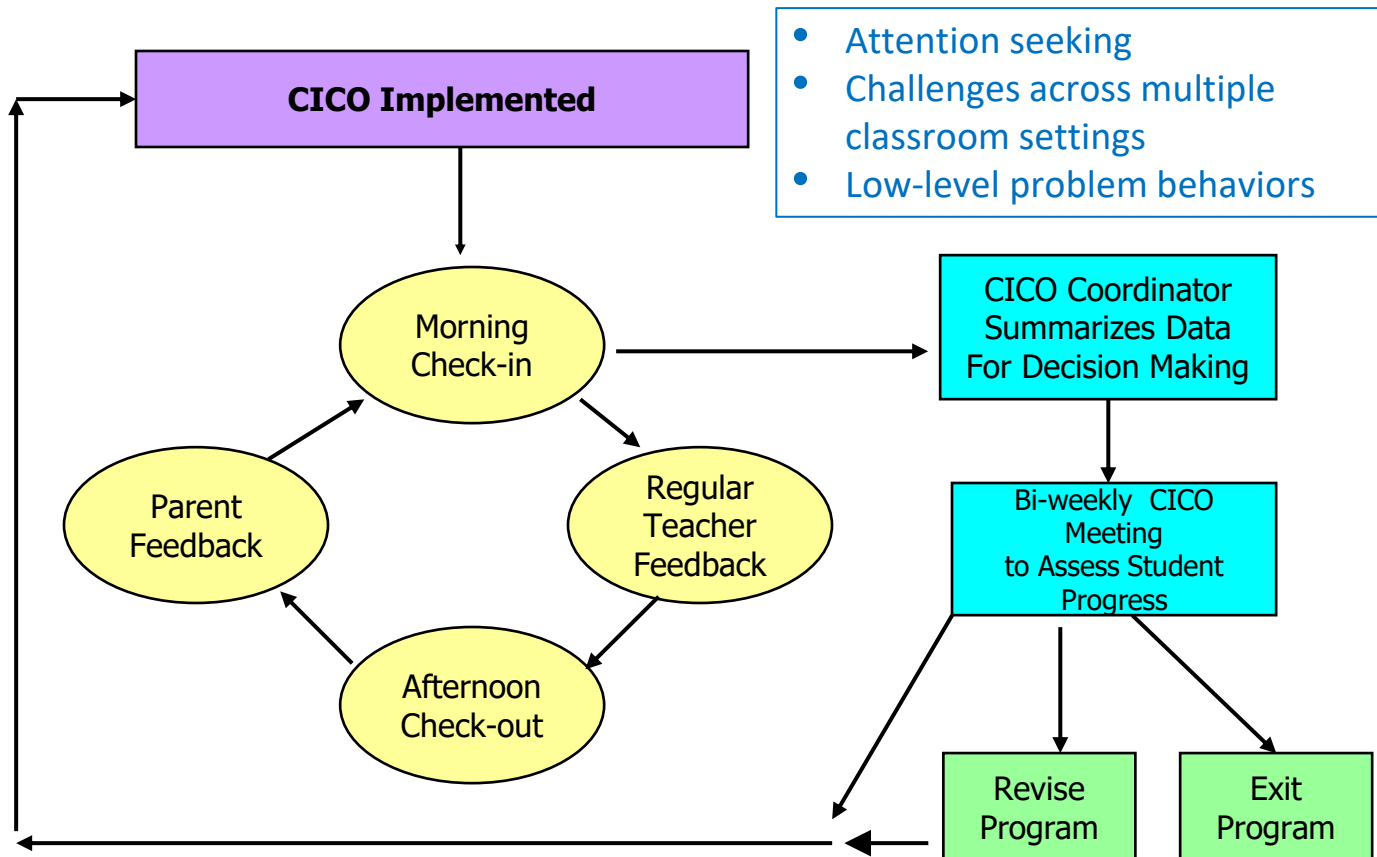
## Research Supported Practice

- Schools can successfully implement
- Decreases problem behavior, improves prosocial
- Effective for 60-75% of second tier, at-risk students
- May be less effective for students who do not find adult attention reinforcing
- Use of Functional Behavior Assessment can enhance success  
(Crone, Horner, & Hawken, 2004, pp. 10-13)





# Check-in/Check-out Intervention



# Standard Daily Progress Report

Check-In / Check-Out

Student Name: \_\_\_\_\_
Today's Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Today's Goal: \_\_\_\_\_%
Student Signature: \_\_\_\_\_

**Morning Check-In**  
☐ Student checked in  
☐ Positive greeting  
☐ Reminder for expectations & daily goal  
☐ Student and materials ready for class  
☐ Check for communication from home

Expectations									
Expectation 1	2	1	0	2	1	0	2	1	0
Expectation 2	2	1	0	2	1	0	2	1	0
Expectation 3	2	1	0	2	1	0	2	1	0
Expectation 4	2	1	0	2	1	0	2	1	0
Expectation 5	2	1	0	2	1	0	2	1	0
Points Earned									
Teacher Initials									
<b>WOW!</b> <small>Please use this space to comment on student successes.</small>									

**Scoring Guide:**  
 2 = Great! Always met expectations.  
 1 = Ok. Partially met expectations.  
 0 = Try again. Did not meet expectations.

**Daily Goal Check**  
 Total Pts. Earned: \_\_\_\_\_  
 Total Pts. Possible: \_\_\_\_\_  
 Percent Earned: \_\_\_\_\_%  
 Goal Met: ☐ Yes ☐ No

**Afternoon Check-Out**  
☐ Student checked out  
☐ Verbal performance feedback  
☐ Recognition for success and/or encouragement for improvement  
☐ Home report given and reminder to share with family

**Parent/Guardian Signature:** \_\_\_\_\_  
**Parent/Guardian** \_\_\_\_\_

- Schoolwide Expectations (Five or Fewer)
- Teacher Friendly
- Design and Content

# Introduction

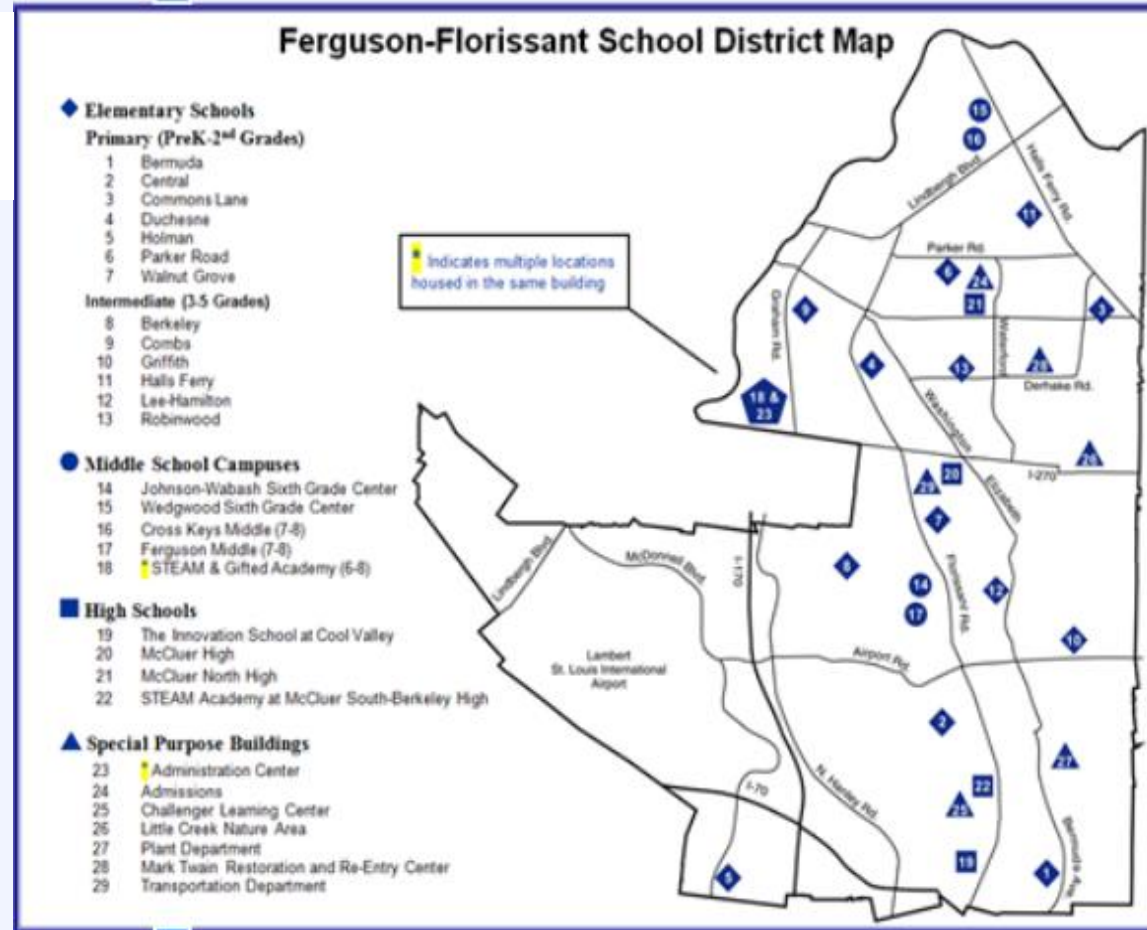
Dr. Leslie Thomas-Washington



Virtual PBIS Leadership Forum | #PBISForum

October 26-28, 2021

# CICO Exemplar



# Laying the Foundation

SPRCK Pledge-Safe, Peaceful, Responsible, Cooperative  
and Kind

SPRCK Monthly Assembly

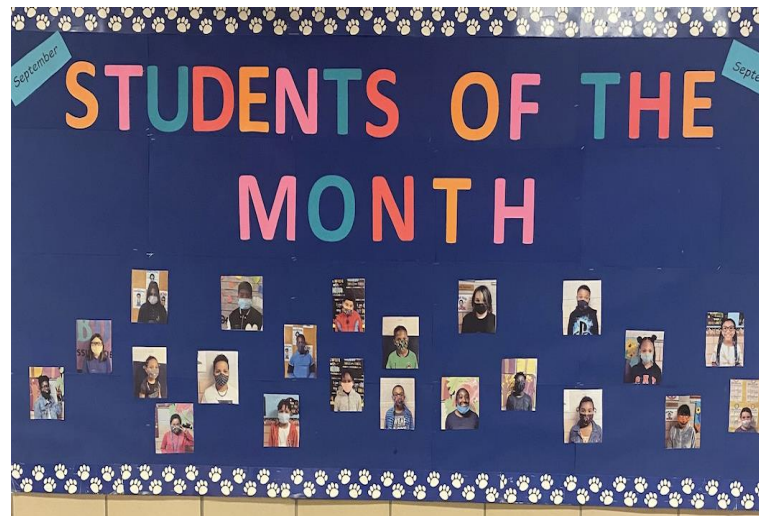
School-wide Compliments

PBIS Celebration

Cougar Ticket

Classroom Matrix

Students of the Month



# CICO - System

- 6 week intervention
- Teacher recommendation (screening)
- Parent Contact
- Daily Progress Report
- Check-in Check-out
- Progress Monitor Goals
- Typically Students Graduate in 6 weeks if data indicates

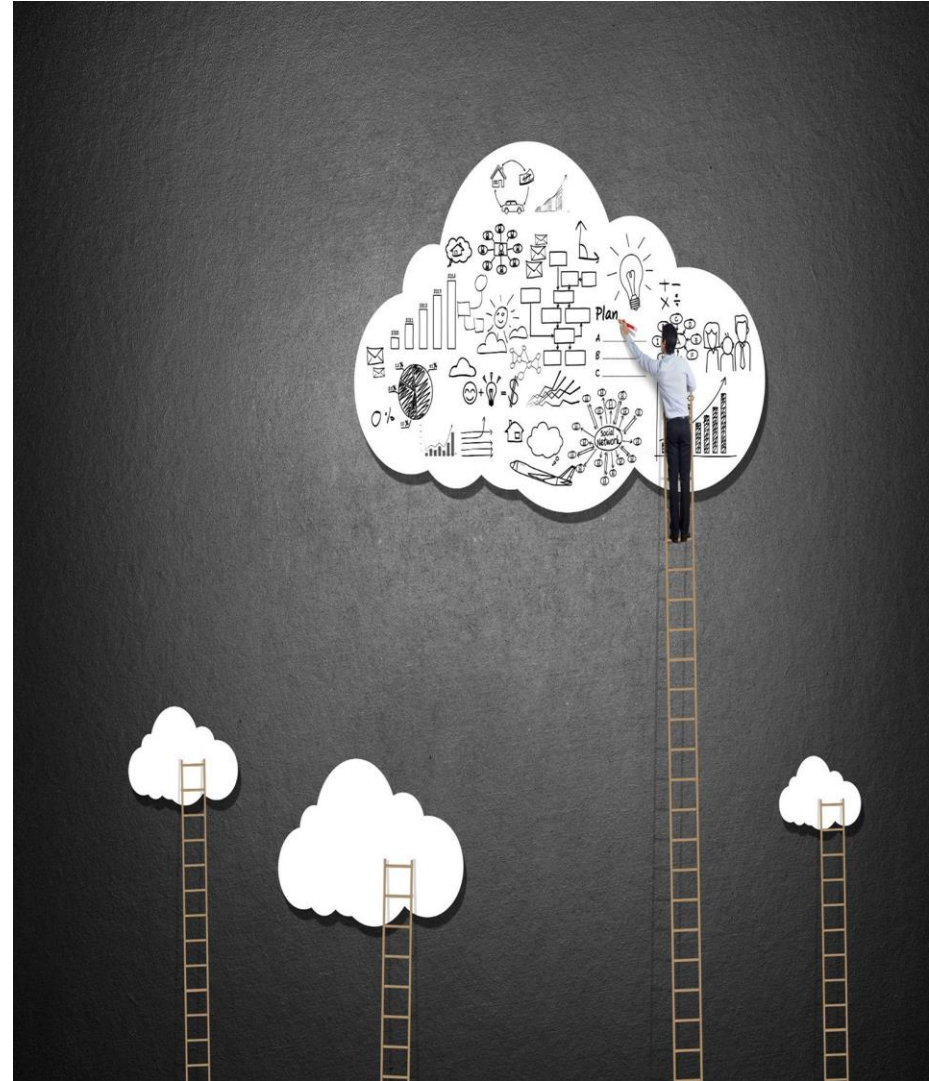
[CICO Coordinator Video](#)  
[Building Relationships Video](#)  
[Student Identification Video](#)

	Classroom
I will be... <b>Safe</b>	<ul style="list-style-type: none"> <li>• Keep hands and feet to self</li> <li>• Walk</li> <li>• Use materials appropriately</li> <li>• Ask for help</li> <li>• Ask for permission before leaving the classroom</li> <li>• Sit in chair appropriately</li> </ul>
I will... <b>Persevere</b>	<ul style="list-style-type: none"> <li>• Take a risk</li> <li>• Make mistakes and learn from them</li> <li>• Stay motivated to complete work</li> </ul>
I will be... <b>Responsible</b>	<ul style="list-style-type: none"> <li>• Be on time</li> <li>• Have your supplies/ homework</li> <li>• Participate</li> <li>• Allow others to resolve their own problems</li> <li>• Accept the outcomes of your behavior</li> <li>• Be honest</li> </ul>
I will be... <b>Cooperative</b>	<ul style="list-style-type: none"> <li>• Follow directions first time given</li> <li>• Take turns</li> <li>• Share with others</li> <li>• Solve problems with peaceful words</li> <li>• Be a team player</li> </ul>
I will be... <b>Kind</b>	<ul style="list-style-type: none"> <li>• Include others</li> <li>• Use polite words (thank you, please, excuse me)</li> <li>• Be a friend</li> </ul>



# Challenges & Lessons Learned

- Virtual 2019-2021
- Back to Basics Restart with staff
- Virtual Setting~Assemblies are held via Zoom due to safety precautions with Covid-
- School-wide Routines~students are getting use to a structured environment
- Student Engagement
- Retrain Teachers on CICO
- Short staffed, need to be creative
- Screening on pause - use teacher nomination to identify students for CICO



# Success/Next Steps

- Building Relationships is key!
- Strategies are in place to help students be successful
- Tier 1 in place
- Interventions are in place
- October 2020~Combs School received the “Rooting for Each Other Award.” Missouri Department of Elementary and Secondary Education.
- Combs School has received several PBIS Awards of Excellence over the years for supporting students academically and behaviorally.
- Next steps.....Identify students with internalizing and externalizing behaviors to provide Tier 2 and Tier 3 support their behavior and academic learning!





# Resource – Workbook Chapter

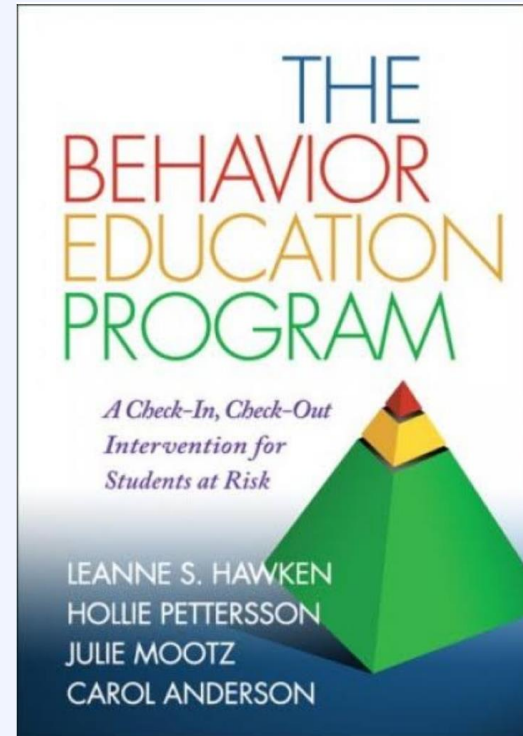
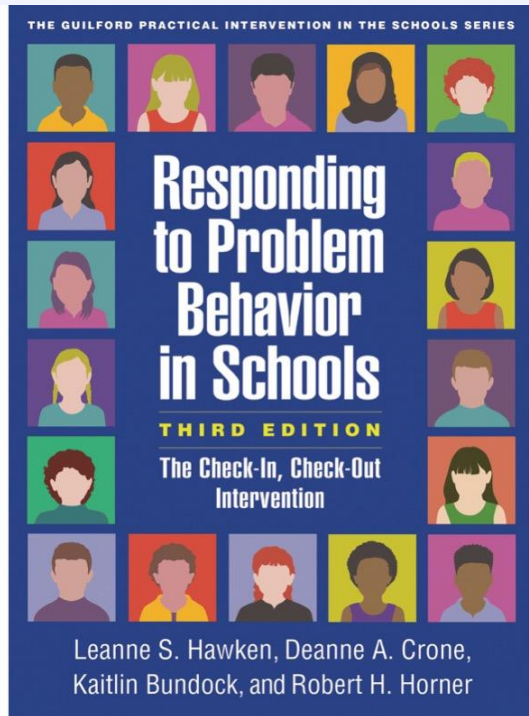
The screenshot shows the website for the Missouri School-Wide Positive Behavior Support (MO SW-PBS) framework. The header includes the text "Behavior Support Framework | moswpbs@missouri.edu" and social media icons for Twitter and Facebook. The main navigation bar lists "Home", "About", "Tier 1", "Tier 2" (which is highlighted in green), "Tier 3", "Topics", "SI", "Profile", and a search icon. Below the navigation bar, the page title "Tier 2 Workbook & Resources" is displayed in a green banner. The content area states: "Listed below is a comprehensive list of MO SW-PBS Tier 2 Resources. Download a full copy of the MO SW-PBS Tier 2 Team Workbook." A green button labeled "TIER 2 WORKBOOK" is positioned below this text. A list of five resources follows, each preceded by a plus icon in a square:

- 1. Foundational Knowledge
- 2. Leadership for Tier 2 Specialized Behavior Support
- 3. Student Identification Process
- 4. Tier 2 Data-Based Decision Making
- 5. Check-In, Check-Out

<http://pbissmissouri.org/tier-2-workbook-resources/>



Hawken, L. S., Crone, D. A., Bundock, K., & Horner, R. H. (2021). Responding to Problem Behavior in Schools: The Check-In, Check-Out Intervention. New York: Guilford Press.



# Question for Chat

Considering the critical features of CICO, what is one connection you are making and/or a possible next step for your school?

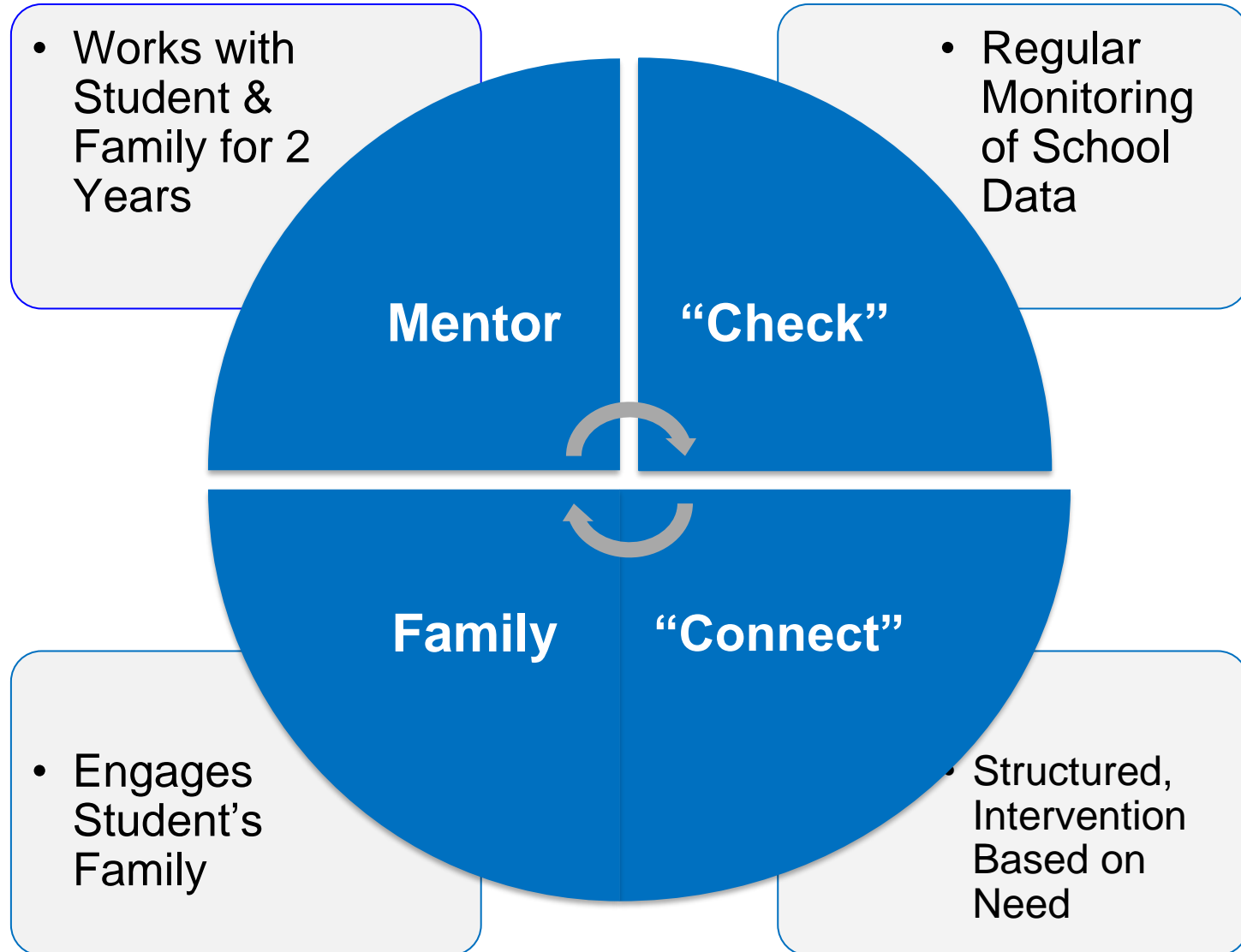
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# Check & Connect



# Fundamental Principles

## Relationships

- Long term personal relationship, data driven intervention, focus on empowering positive change

## Problem Solving & Capacity Building

- Promotes skills for conflict resolution, encourages problem solving/coping skills while introducing goal setting to promote independence.

## Persistence-Plus

- persistence , continuity, and consistency

## All Students Get “Check”

Systematic Data  
Collection &  
Recording

## All Students Get “Connect”

### Basic

- Share “check” data
- Provide feedback
- Discuss Importance of school
- Teach Problem solving

### Intensive

- Basic + Individualized, additional supports matched with need.

# Fremont High School, Fremont Nebraska



**Assistant Principal**  
**Kody Christensen**



**Dean of Students**  
**Apryl Beck**



# Why Check & Connect?

- Nationally recognized and grounded in research.
- Increases in: attendance, graduation rates, persistence in school, accrual of credits, and
- Decreases in: truancies, tardies, academic and behavioral referrals, and dropout rates
- Our students needed supports - meets **both** academic c



	Check In-, Check-Out	Social Skill Groups	Check and Connect	Self Monitoring	Academic Intervention
Get Adult Attention	X	X	X		X
Get Peer Attention		X	X		
Avoid Adult Attention		X	X	X	
Avoid Peer Attention		X	X	X	
Avoid Tasks		X	X	X	X
Access to Activities or Tangibles		X	X		

# Tier 2/3 Team

Tiered Fidelity Inventory Tier II Team Recommends:  
A Tier II system coordinator and individuals able to provide

- Applied behavioral expertise
- Administrative authority
- Knowledge of students
- Knowledge about operation of school across grade levels and programs
- A coordinator for each intervention offered

Who do we have?

# Role of the Tier II team

- Provide Coaching & feedback on implementation
- Maintain systematic process of student enrollment
- Monitor student response
- Ensure initial communication with students and families
- Help problem solve questionable & poor student responses
- Determine timeline for fading
- Communicate to whole school about intervention
- Check fidelity of implementation

# Tier 2 Team Meetings

- Meet one time per month for an hour; **or**, two times per month for 30 mins
- Celebrations
- Fidelity data (mentor data percentage)
- Overall outcome data (How many enrolled, how many being successful)
- Review data of students in intervention (Positive, Questionable or Poor)
- New student nominations
- Staff Training needs
- Tasks to complete prior to next meeting

Be brief, only problem solve questionable and poor responses

# Best Intentions

- Be brief, only problem solve questionable and poor responses
  - C&C App identifies high risk mentees
  - 2-year intervention makes it a little harder for the team to problem solve student responses
  - Rely on the mentors
  - Teams involvement is with major issues or mentors seeking help

# Intervention Development Checklist

Served as our road map to ensure critical features of the intervention could be planned for and included in the system we were creating.

## **What did we learn?**

One did not exist specifically for Check & Connect.  
Borrowed and modified intervention checklist from CICO

# Program Design

Asked and answered questions surrounding:

1. Determine indicators for disengagement
2. Identify students
3. Select/Hire mentors
4. Orienting new participants/staff
5. Implement “check” procedures, Implement “connect” intervention
6. Plan for self-management, fading, graduating
7. Strengthen family engagement
8. Provide mentor support
9. Evaluate intervention outcomes

# C&C Coordinator

The primary responsibility of the C&C Coordinator is organizing resources and supports for effective delivery of the intervention. The Coordinator typically has limited contact with student participants. Instead, the C&C Coordinator manages and supports the C&C service providers (referred to as Mentors).

Member of Tier II team

Who did we have? What support was needed?



# How we identify students

- Incoming 9th grade recommendations from middle school
- Systemic identification criteria/data (academics, attendance, behavior)
  - Old System
    - Homeroom teachers input student data into spreadsheet
    - Spreadsheet color codes proficient, at-risk, high-risk based on data
    - Homeroom teachers make student nominations (data, and internalizers)
      - Meets at-risk/high-risk in at least two of the three indicators (attendance, behavior, academics)
- Nominations reviewed by Tier 2 team
- Tier 2 team completes intake form and pairs with Mentor

Current # of D's	Current # of F's	Majors IBRs	Minor IBRs	ISS / OSS	Absences	Tardies
0	0	0	0	0	7.75	1
0	2	0	0	0	8	0
0	0	0	0	0	0	0
1	0	0	0	0	18.25	0
0	0	0	0	0	10.75	1
0	0	0	0	0	6.5	0
0	0	0	0	0	0	0
0	3	0	1	0	41.25	7
1	2	4	2	0	3.75	0
2	2	1	1	0	28.5	4
0	0	0	0	0	3	0
0	0	0	0	0	17.75	1
0	0	0	0	0	10.25	0
0	0	0	0	0	5.75	0
0	0	0	0	0	4.75	1
0	0	0	0	0	6.75	0
0	0	0	0	0	6.5	1

# How we identify students

- New System
  - eduCLIMBER uses student data to pull reports
  - Homeroom teachers are emailed student names meeting at-risk/high-risk indicators in at least **one** of the three areas
  - Homeroom teachers are asked to make student nominations for student meeting at least two of the three indicators
- Nominations reviewed by Tier 2 team
- Tier 2 team completes intake form and pairs with Mentor

Why the change?

Why involve the teachers at all?

# Mentors

## Attitude, Philosophy, Traits

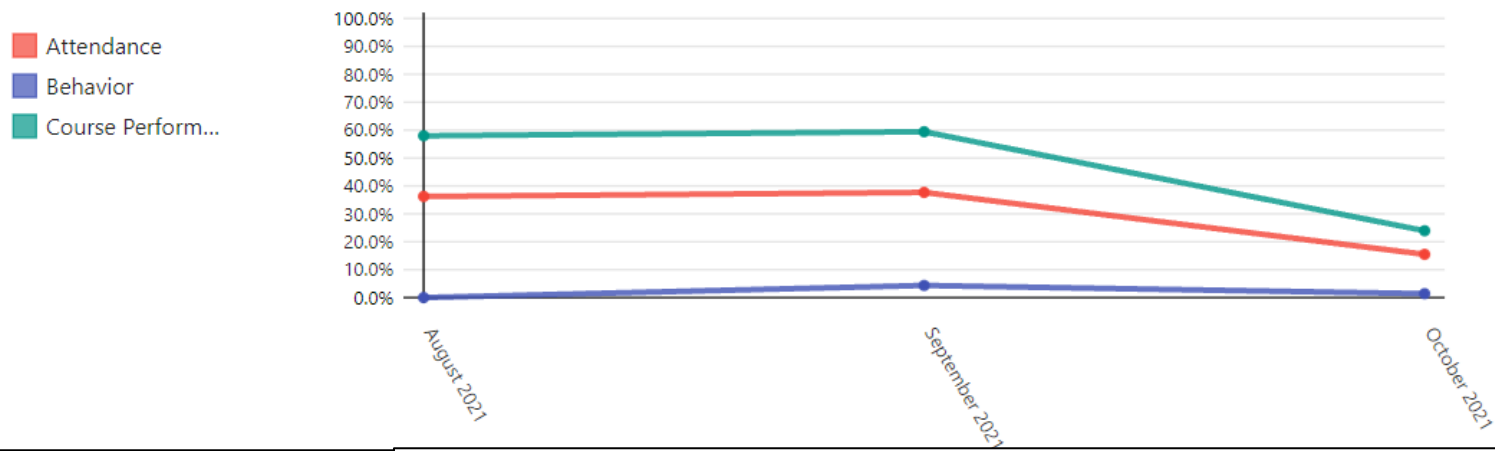
- Willingness to be a mentor, advocate for their mentee
- Non-judgemental toward others
- Believes all students:
  - Have strengths and can learn
  - Can make progress in school and change their level of engagement
  - Can develop academic and behavioral competencies
  - Can be taught to use problem-solving skills
- Teaches problem-solving, goal setting, self-management skills

- We were strategic about who we asked at first -  
**“Who likes and works well with kids”**
  - Took responsibilities off mentors plate
- Trained mentors prior to the school year
  - Created resources for mentors to use (relationship building, goal-setting, problem solving, engagement strategies, study skills)
  - Had a mentor binder/google folder
- [Mentor meeting outline](#) - First 6 meetings
- Trained on use of Check and Connect app
- On-going training throughout the year

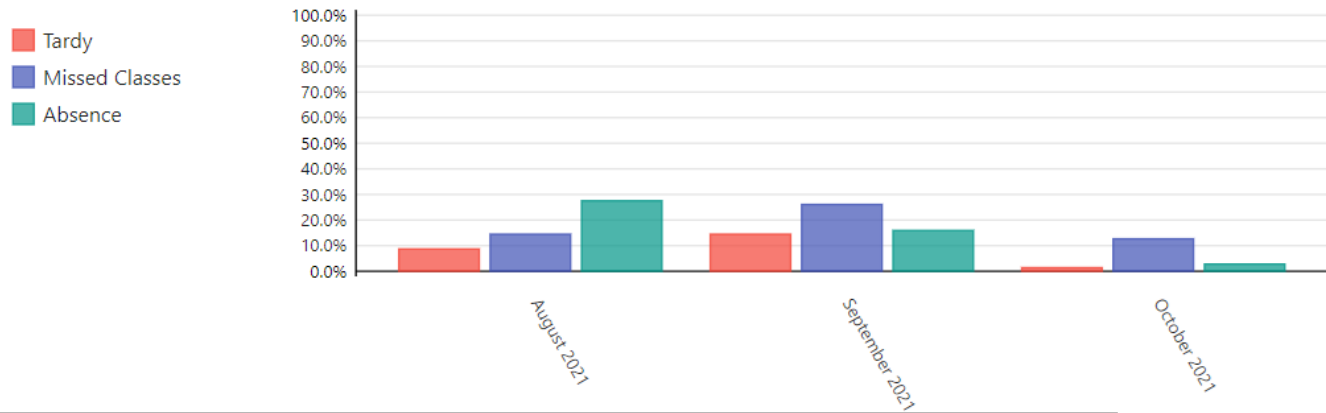
# Check and Connect App

- App developed by the University of Minnesota
- Mentors input student data from school information system
- App helps:
  - Coordinators oversee intervention
  - Indicate mentors' fidelity of intervention
  - Progress monitor students and intervention
  - Indicates high-risk students and problem solving target areas for mentor and mentee
- Gives Tier 2 team data for problem solving and offering support to mentors

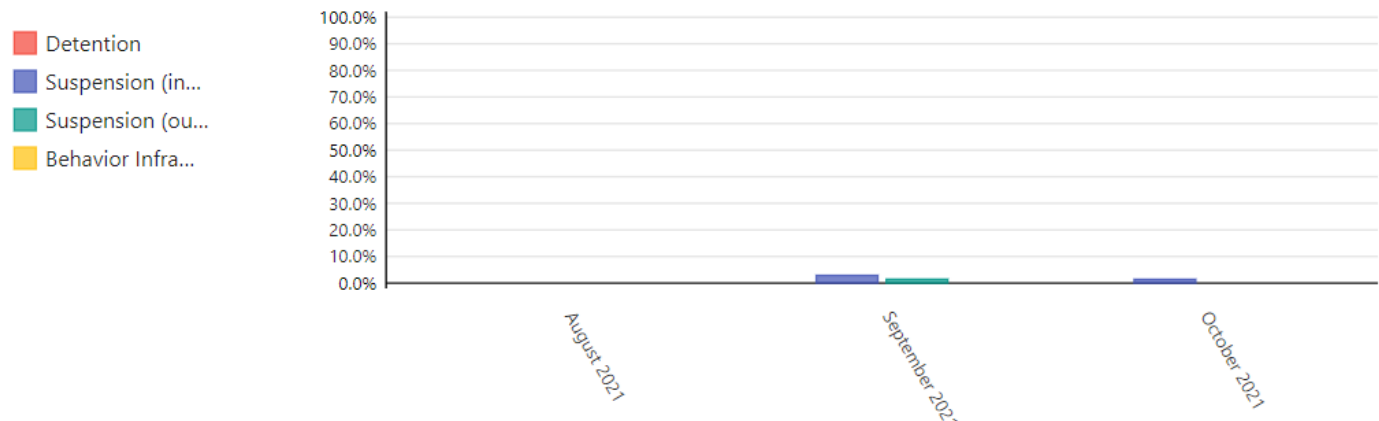
### Percentage Of Students At High Risk By Indicator



### Percentage Of Students At High Risk By Attendance Indicator



### Percentage Of Students At High Risk By Behavior Indicator



<b>Weekly Meeting</b>	<b>High Risk</b>	<b>Academics</b>	<b>Behavior</b>	<b>Attendance</b>
2/4 Weeks	X	X		
4/4 Weeks	X	X		X
1/4 Weeks	X	X		
4/4 Weeks	X			X
3/4 Weeks				
4/4 Weeks	X	X	X	



# Mentor/Mentee Check & Connect Meetings

- Initially mentors met with mentees once a week before/after school, lunch, TST, certain blocks, ect.

Changed the TST (homeroom) structure

- Mentors have their own C&C TST (homeroom) and have daily contact with mentees
  - Other TST's got bigger when non-C&C students were farmed out
- Mentors have no more than 5 mentees
- Currently have 20 mentors (100 max mentees)

# Parent/Guardian Communication

Letter sent home with information about Check & Connect program

- Could opt student out by contacting school

Mentor introduction to families

- Letter, phone call, home visit

Mentors communicates progress throughout the year

# Plans for Self-Management, Fading, & Graduation

- Two year intervention
- How do we start with 100% support, teach skills and problem solving, decrease support over the two years?
- Relinquishing responsibilities to students occurs after year one in phases.

What if there is no improvement? What if they are still meeting identification criteria after two years?

# Checking for fidelity of implementation

- Check & Connect App
  - Data percentage, weekly connects data
- Mentors Self-Assessment Fidelity Check
- Mentor Observation Fidelity Check
- Student Fidelity Checklist

# What we've learned...

- Students identify because of academics and attendance - rarely is behavior an issue
- Two year intervention works better for underclassmen
  - Upperclassmen are in and out of the building or transitioning to alternative ed. program
- It is a work in progress - adding academic layers like credit recovery
- People, no programs- teacher mentors need the right mindset and skill set for this kind of program

# Student Outcomes

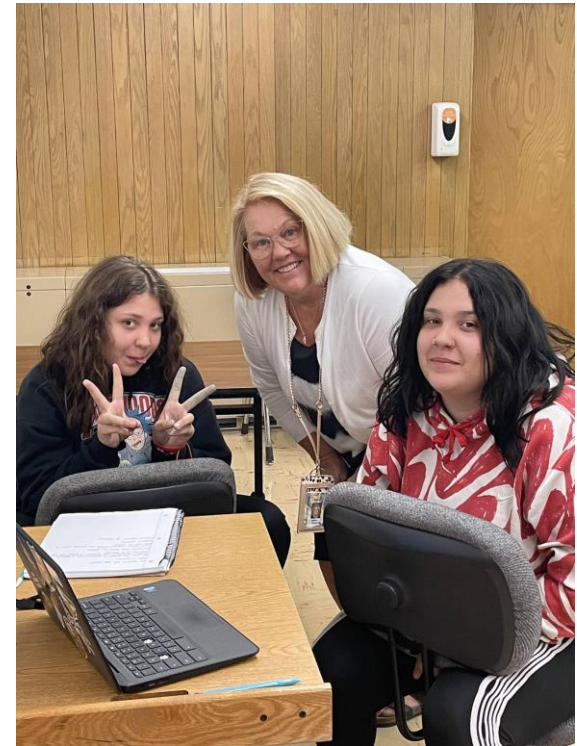
- Don't have a great way to gauge outcomes
- No hard-and-fast criteria to determine "success"
  - Each individual student is different with different needs
- Teacher/Student/Parent/Guardian testimonials
- C&C students are receiving support that was not available to them a few years ago
- The question we are pondering now is, "Is C & C really improving student outcomes, or just a nice-to-have accessory?"

2020-2021- End of year data

FHS Enrollment	Currently Enrolled in C&C	Graduated	Transferred/ Moved	Poor Response	Number Served During School Year	Percentage
1485	70	33	15	3	121	8%

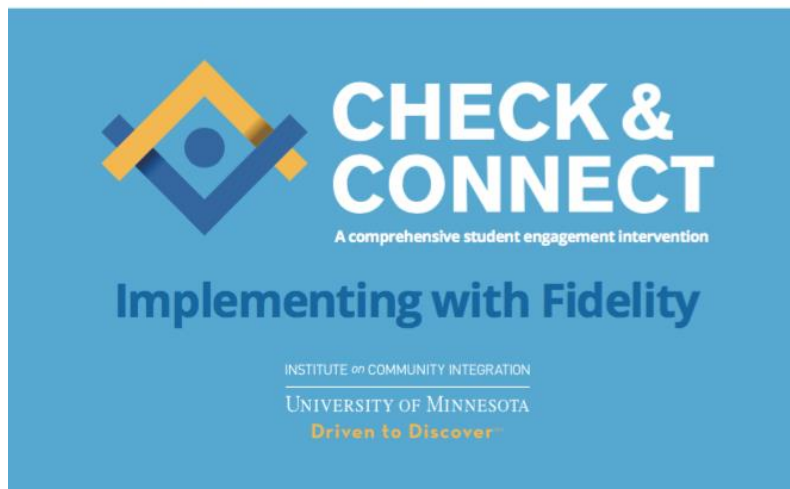
# Credit Recovery/Study Net

- Data-based decision
- Study Net
  - Academic intervention as an intensified option of Check and Connect
  - Students recover credit from previously failed classes without having to retake the entire course
  - Very individualized for each student
  - People, not programs



# Resources

Detailed resource to help development of your C&C system.





# Please Complete this Session's Evaluation

## Session #F2 - Small Group Social Skills Instruction & Self-management

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- In “Files” tab,
- In “Evaluations” in the navigation menu
- In “Chat”

OR

### 2. QR Code



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