# Virtual Forum Expectations

<table>
<thead>
<tr>
<th>EXPECTATION</th>
<th>OVERALL Event</th>
<th>CHAT Tab</th>
<th>POLLS Tab (+Q&amp;A)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>BE RESPONSIBLE</strong></td>
<td>✦ Use a shared action plan for your team</td>
<td>✦ Post positive on-topic comments</td>
<td>✦ Add questions before and/or during session</td>
</tr>
<tr>
<td></td>
<td>✦ Complete session evaluations</td>
<td>✦ Questions for the presenters go in the POLLS tab</td>
<td></td>
</tr>
<tr>
<td><strong>BE RESPECTFUL</strong></td>
<td>✦ Limit distractions</td>
<td>✦ Use inclusive language</td>
<td>✦ Use sincere phrasing</td>
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<td></td>
<td>✦ Follow up on your assigned action items</td>
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<td>✦ Complete additional polls when prompted</td>
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<tr>
<td><strong>BE SAFE</strong></td>
<td>✦ Take movement breaks</td>
<td>✦ Engage in productive dialogue</td>
<td>✦ Ask solution-oriented questions</td>
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<td>✦ Be aware of your stress level</td>
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<tr>
<td>For Presenters</td>
<td>✦ Ensure Files Tab has current materials and related weblinks</td>
<td>✦ Monitor and remove inappropriate comments</td>
<td>✦ Identify common Qs to address in final 15 minutes</td>
</tr>
</tbody>
</table>

Virtual PBIS Leadership Forum | #PBISForum October 26-28, 2021
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.
Tips for Participants

Navigating the Session Page

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

**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

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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

<table>
<thead>
<tr>
<th>Topic</th>
<th>✧ Social Skills</th>
<th>✧ Check in Check Out</th>
<th>✧ Check &amp; Connect</th>
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| **Presenter** | Kim Selders, M.A.  
Family Intervention Specialist & Doctoral Student | Lisa Powers Ph.D., Sr. Research Associate | Barb Mitchell Ph.D., Assistant Professor Minnesota State University |
| **Exemplar** | Kaleigh Pickett, M.Ed., Special Educator & Dept Chair, Republic Middle, MO | LeslieThomas-Washington, Ed.D., Administrator Ferguson-Florissant School District (MO) | Kody Christensen, Assistant Principal  
Apryl Beck, 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

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)
## Overview of Session
### Content Facilitator- Dr. Tim Lewis

### Small Group Social Skills Instruction & Self-Management

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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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                Ferguson-Florissant School District (MO) | ✧ Kody Christensen, Assistant Principal  
|                | ✧ Apryl Beck, Dean of Students | ✧ |
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

- CICO Implemented
  - Parent Feedback
  - Regular Teacher Feedback
  - Afternoon Check-out

  - Morning Check-in

  - Bi-weekly CICO Meeting to Assess Student Progress
  - CICO Coordinator Summarizes Data For Decision Making

  - Exit Program
  - Revise Program

- Attention seeking
- Challenges across multiple classroom settings
- Low-level problem behaviors
Standard Daily Progress Report

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

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<table>
<thead>
<tr>
<th>Expectation</th>
<th>Total Pts. Earned</th>
<th>Total Pts. Possible</th>
<th>Percent Earned %</th>
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<td>Expectation 5</td>
<td>2 1 0</td>
<td>2 1 0</td>
<td>2 1 0</td>
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</table>

- **WOW!** Please use this space to comment on student successes.

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

- **Daily Goal Check**
  - Total Pts. Earned:
  - Total Pts. Possible:
  - Percent Earned %:

- **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

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Introduction
Dr. Leslie Thomas-Washington
Ferguson-Florissant School District Map

- **Elementary Schools**
  - Primary (PreK-2nd Grades)
    - Bermuda
    - Central
    - Commons Lane
    - Duchesne
    - Holman
    - Parker Road
    - Walnut Grove
  - Intermediate (3-5 Grades)
    - Berkeley
    - Combs
    - Griffith
    - Hills Ferry
    - Lee-Hamilton
    - Robinwood
- **Middle School Campuses**
  - 14 Johnson-Wabash Sixth Grade Center
  - 15 Wedgewood Sixth Grade Center
  - 16 Cross Keys Middle (7-8)
  - 17 Ferguson Middle (7-8)
  - 18 STEAM & Gifted Academy (6-8)
- **High Schools**
  - 19 The Innovation School at Cool Valley
  - 20 McCluer High
  - 21 McCluer North High
  - 22 STEAM Academy at McCluer South-Berkeley High
- **Special Purpose Buildings**
  - 23 Administration Center
  - 24 Admissions
  - 25 Challenger Learning Center
  - 26 Little Creek Nature Area
  - 27 Plant Department
  - 28 Mark Twain Restoration and Re-Entry Center
  - 29 Transportation Department

*Indicates multiple locations housed in the same building*
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

<table>
<thead>
<tr>
<th>Classroom</th>
<th>I will be... Safe</th>
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<tbody>
<tr>
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<td>Keep hands and feet to self</td>
</tr>
<tr>
<td></td>
<td>Walk</td>
</tr>
<tr>
<td></td>
<td>Use materials appropriately</td>
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<tr>
<td></td>
<td>Ask for help</td>
</tr>
<tr>
<td></td>
<td>Ask for permission before leaving the classroom</td>
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<tr>
<td></td>
<td>Sit in chair appropriately</td>
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<thead>
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<tbody>
<tr>
<td></td>
<td>Take a risk</td>
</tr>
<tr>
<td></td>
<td>Make mistakes and learn from them</td>
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<tr>
<td></td>
<td>Stay motivated to complete work</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>I will be... Responsible</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Be on time</td>
</tr>
<tr>
<td></td>
<td>Have your supplies/homework</td>
</tr>
<tr>
<td></td>
<td>Participate</td>
</tr>
<tr>
<td></td>
<td>Allow others to resolve their own problems</td>
</tr>
<tr>
<td></td>
<td>Accept the outcomes of your behavior</td>
</tr>
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<td></td>
<td>Be honest</td>
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<thead>
<tr>
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<th>I will be... Cooperative</th>
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<tbody>
<tr>
<td></td>
<td>Follow directions first time given</td>
</tr>
<tr>
<td></td>
<td>Take turns</td>
</tr>
<tr>
<td></td>
<td>Share with others</td>
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<tr>
<td></td>
<td>Solve problems with peaceful words</td>
</tr>
<tr>
<td></td>
<td>Be a team player</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th></th>
<th>I will be... Kind</th>
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</thead>
<tbody>
<tr>
<td></td>
<td>Include others</td>
</tr>
<tr>
<td></td>
<td>Use polite words (thank you, please, excuse me)</td>
</tr>
<tr>
<td></td>
<td>Be a friend</td>
</tr>
</tbody>
</table>

CICO Coordinator Video
Building Relationships Video
Student Identification Video
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

http://pbismissouri.org/tier-2-workbook-resources/
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

- Works with Student & Family for 2 Years
- Mentors
- Engages Student’s Family
- Structured, Intervention Based on Need
- Regular Monitoring of School Data
- "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 and behavioral needs

<table>
<thead>
<tr>
<th></th>
<th>Check In-, Check-Out</th>
<th>Social Skill Groups</th>
<th>Check and Connect</th>
<th>Self Monitoring</th>
<th>Academic Intervention</th>
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<tr>
<td>Get Adult Attention</td>
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<td>Get Peer Attention</td>
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<td>Avoid Adult Attention</td>
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<tr>
<td>Avoid Peer Attention</td>
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<tr>
<td>Avoid Tasks</td>
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<td>Access to Activities or Tangibles</td>
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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
<table>
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<th>Current # of D's</th>
<th>Current # of F's</th>
<th>Majors IBRs</th>
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<th>ISS / OSS</th>
<th>Absences</th>
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</table>
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
<table>
<thead>
<tr>
<th>Weekly Meeting</th>
<th>High Risk</th>
<th>Academics</th>
<th>Behavior</th>
<th>Attendance</th>
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Mentor/Mentee Check & Connect Meetings

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

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

<table>
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<tr>
<th>FHS Enrollment</th>
<th>Currently Enrolled in C&amp;C</th>
<th>Graduated</th>
<th>Transferred/Moved</th>
<th>Poor Response</th>
<th>Number Served During School Year</th>
<th>Percentage</th>
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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

1. In the Event Platform/App:
   • In “Files” tab,
   • In “Evaluations” in the navigation menu
   • In “Chat”

OR

2. QR Code

AFTER YOU SUBMIT EACH SESSION EVALUATION, CLICK THE LINK TO ENTER THE GIFT CARD RAFFLE

Evaluations are anonymous! We send reminder emails to all participants.