Begin Date *September 12, 2011* School *North High School* Student Name *MT*

End Date *October 7, 2011* Monitor *Mrs. Jones*

Each day, please check any boxes that apply to the student listed above. At the end of the collection process, please document how many classes the student is currently passing, failing, how many total classes the student is currently taking, and whether the student is at high risk for the month based on each behavior.

CHECK	Week 1					Week 2					Week 3					Week 4					Week 5					High Risk for Month?
	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	
Tardy	X		X	X				X	X		X		X			X	X	X	X	X		X	X			X
Skip																										
Absent						X								X	X											X
Behavior Referral	X																X				X					
Detention	X																							X		
In-School Suspension		X	X																			X				X
Out-Of-School Suspension																										
Failing Classes/ Behind in Credits				X	X											X	X									X

Number of Classes Passed *6* Number of Classes Failed *1* Total Number of Classes *7*

CONNECT	Week 1					Week 2					Week 3					Week 4					Week 5				
	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F	M	Tu	W	Th	F
BASIC																									
Shared General Information	X					X		X	X	X						X	X	X	X	X					
Provided Regular Feedback	X	X					X				X	X	X				X	X	X	X	X				
Discussed Staying In School				X								X													
Problem-Solved About Risk	X												X			X					X			X	
INTENSIVE																									
Arranged for Alternative to Suspension																							X		
Contracted for Behavior or Grades																	X								
Communicated With Parents	X							X					X								X			X	
Made Special Accommodations	X																					X			
Participated in Community Service																									

Adapted from Christenson et al., 2008

CHECK & CONNECT

Participated in School-Sponsored Activity		X							X												X		X		X
Participated in Social Skills Group																						X				
Worked With Tutor or Mentor				X	X											X	X									
Other: _____																										

Check & Connect (Christensen, 2010) is a strategy for gathering information on student engagement through daily records of tardiness, absences, disciplinary referrals (including detentions and suspensions), failing grades, and, in the case of secondary students, the acquisition of credits towards graduation. Using Check & Connect (http://checkandconnect.umn.edu/manual/), the levels of student engagement are "checked" daily and used to guide efforts to increase students' "connection" with school (Evelo et al., 1996). The "check" procedures are used to monitor students and the "connect" procedures are implemented based on the student's specific needs. Some of the procedures in the connect section are documenting the adult monitor's actions (e.g., communicated with parents, arranged for alternative to suspension), in order to track the efforts made to develop the student's connection with school.

How do I fill out the Check & Connect Monitoring Sheet?

Keep one form per student and fill out the information on a daily basis. Start by filling in the information at the top of the form. This includes the date you begin monitoring, the date of the last day you used the form, student initials, school's name, and the mentor's name (the person who will complete the form each day). Each day, check any boxes that apply to that student for that day or describes actions that the monitor performed on behalf of that student for that day. For example, on Monday, Maria was tardy, had a behavior referral, and was given detention; and Mrs. Jones shared general information, provided regular feedback, problem-solved about risks, communicated with Maria's parents, and made special accommodations for Maria. Only those boxes are checked for Monday. This information is to be collected for a month.

Student grades are filled out at the end of the month after all the check and connect information is collected. Calculate the total of classes the student passed, how many they failed, and how many total classes the student was taking. At the end of the month review the number of "checks" and decide if this student is at a high risk for failing, dropping out, or developing risk factors that might lead to failing or dropping out. The criteria for a student being "high risk" should be developed for your school based on your school's context. For example, 2 behavior referrals may be classified as "low risk" for a middle school, but defined as "high risk" for high schools. For more information see the Check and Connect Fidelity Manual (Christensen 2012).

What are some examples of goals that would be appropriate for this measure?
The Check & Connect Monitoring Sheet could be used to collect information on any number of goals that aim to decrease problematic behavior and/or increase student engagement. Examples of such goals may include:

MT will reduce the number of days that she is tardy to one day for two consecutive weeks.

MT will increase the number of days she participates in school-sponsored activities to three days for three consecutive weeks.

ADVANTAGES

- Allows you to track lots of behaviors using one measure
- Provides information on student behaviors AND what adults are doing to intervene with the student

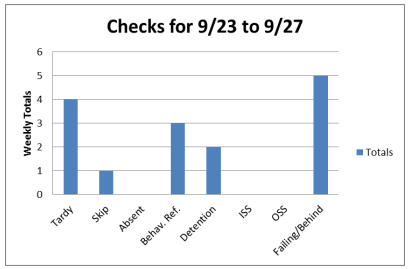
DISADVANTAGES

- May be best suited for middle and high school students
- Only documents whether the behavior occurred at all during the day- does not provide how many times it occurred or the intensity of the behavior

Graphing Check and Connect Data

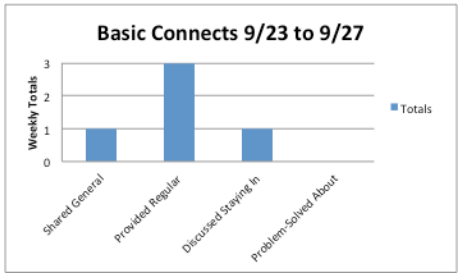
Check	23-Sep	24-Sep	25-Sep	26-Sep	27-Sep	Totals
Tardy	1	1	1	1		4
Skip					1	1
Absent						0
Behav. Ref.		1	1	1		3
Detention			1	1		2
ISS						0
OSS						0
Failing/Behind	1	1	1	1	1	5

Totals by Week	
Checks	15
Basic Connects	5
Intensive Connects	6

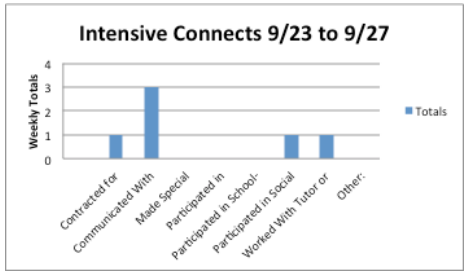


CONNECT

BASIC	23-Sep	24-Sep	25-Sep	26-Sep	27-Sep	Totals
Shared General Information	1					1
Provided Regular Feedback		1		1	1	3
Discussed Staying In School			1			1
Problem-Solved About Risk						0



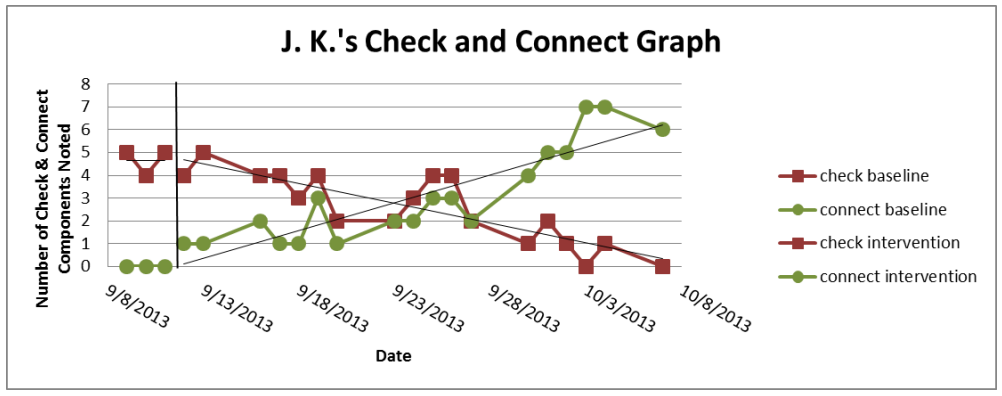
INTENSIVE	23-Sep	24-Sep	25-Sep	26-Sep	27-Sep	Totals
Arranged for Alternative to Suspension						0
Contracted for Behavior or Grades	1					1
Communicated With Parents		1	1	1		3
Made Special Accommodations						0
Participated in Community Service						0
Participated in School-Sponsored Activity						0
Participated in Social Skills Group				1		1
Worked With Tutor or Mentor					1	1
Other: _____						0



When graphing the Check and Connect data. Include which checks and connects were implemented each week and create bar graphs to monitor your total checks, basic connects, and intensive connects (see above).

You can also graph the total number of checks and connects by week to monitor the progress. Generally, we want to see a *decrease* in checks and an *increase* in connects. Weekly totals can be graphed to progress monitor (see below).

date	check baseline	connect baseline	check intervention	connect intervention
9/9/2013	5	0		
9/10/2013	4	0		
9/11/2013	5	0		
9/12/2013			4	1
9/13/2013			5	1
9/16/2013			4	2
9/17/2013			4	1
9/18/2013			3	1
9/19/2013			4	3
9/20/2013			2	1
9/23/2013			2	2
9/24/2013			3	2
9/25/2013			4	3
9/26/2013			4	3
9/27/2013			2	2
9/30/2013			1	4
10/1/2013			2	5
10/2/2013			1	5
10/3/2013			0	7
10/4/2013			1	7
10/7/2013			0	6
10/8/2013			0	7
10/9/2013			0	8



Questions to Consider When Examining Progress Monitoring Data

1. Are the student's baseline data clearly identified on the graph?
2. What changes do you see in the data between baseline and intervention phases? Are there changes in level, trend, mean, or overlapping data points?
3. What do you *suspect* might be causing the changes?
4. What have you learned about the student from the data you have collected? Does it help answer your questions about this student?
5. Are you using the data to evaluate an intervention's effectiveness? If so, what does it tell you?
6. Are you using the data to track progress on a specific goal? If so, where is the student in terms of mastery? Was the goal appropriate?
7. Based on the data, what is an appropriate next step for your team?

Tips on Collaborating with Others

- Clearly explain the purpose, goal and method data collection
- Discuss a plan for distributing and collecting the data collection sheets
- Set-up a method of communication (e.g., notes, weekly meetings, communication log)
- Invite feedback, value expertise and show appreciation
- K.I.S.S. (*Keep It Simple Sweetheart!)*