

# **Check N' Connect (CNC) Handbook**

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Tier 2 PBIS course

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# **Section I: Overview & Referral Process**

## **Materials Summary:**

**Request for Assistance Form  
School Personnel Referral Form  
Parent/Guardian Referral Form  
Parent Letter**

## **Introduction**

The Behavior Education Plan, Check N' Connect (CNC), is a prevention program intended for students that consistently demonstrate behavior that inhibits their academic success. CNC is a formalized program and serves 5-10 students at a time. The goal of CNC is to catch students early who are in need of extra support and provide them with more frequent feedback. After six weeks of continuous positive engagement, the BEP team will meet to discuss any appropriate adjustments based on student needs.

## **Description**

Each day students will receive daily progress report cards or DPRs that they will carry with them throughout the day. The student will (if possible) fill in their name, date, and daily goal in terms of percentage of total points. The student will deliver the DPR to the instructor at the beginning of each class period, or day in the case of elementary students.

When the student delivers the DPR to the teacher, the teacher should interact with the student in a positive manner. The teacher should remind the student of their goals and their ability to achieve them.

Teachers will rate the students on their performance during each period of the day independently. Rating should be based upon the number of times that the teacher must correct the student's behavior. There is a key provided on the DPR. Zero points are to be given only if the student requires three or more reminders to keep their behavior in check. One point will be given if the student requires one or two reminders, and two points will be given if the student requires no reminders. Only reminders that are intended to stop current behavior should be counted in this manner.

At the end of each class period teachers should give feedback on the student's performance. This feedback should be positive, and specific to the stated goals on the DPR. Let the student know that the score was not given but earned, and that they are fully capable of meeting their goals. The teacher then initials the DPR and returns it to the student if they are moving to another class. Elementary school teachers will keep the DPR throughout the day and offer feedback when transitioning between activities.

At the end of each day the student will bring the DPR to check-out and will be given additional feedback. The data for the DPS will be entered into SWIS, and the DPR will be sent home for the parents to review.

## Referral Process

### Which students do well in the Check-N-Connect Program?

Students who you are concerned about and/or who are starting to act out but **ARE NOT** currently engaging in dangerous (e.g., extreme aggression, property destruction) or severely disruptive behavior (e.g., extreme noncompliance/ defiance) would be good candidates for the Check-N-Connect Program (CNC). Moreover, students who have trouble only in one area, e.g. at recess or during math, would not be an appropriate referral to the CNC program. Ideally, students who exhibit moderate problem behavior across the day and in multiple settings, who seem motivated by adult attention, would be benefit from the program.

### How are students referred to the Check-N-Connect Program?

Students may be referred to the CNC program through three different potential channels: 1) teacher referrals, 2) parent referrals, and/or 3) discipline referral data.

#### ▪ **Teacher Referral**

A teacher may recommend a student for CNC at any time. Prior to referral, the teacher must complete the *Teacher Referral Form* (please see Handout 1). Upon completion, the form needs to be submitted to the CNC Coordinator.

#### ▪ **Parent Referral**

Similarly to the teacher, a parent may recommend their child for CNC at any time. To make a referral, the parent needs to complete the *Parent Referral Form* (please see Handout 2). The parent may obtain the referral from, either from the school website or school personnel. Once completed, the form needs to be submitted to the CNC Coordinator.

#### ▪ **Discipline Referral Data**

A student may be selected for CNC based on accumulated behavior discipline referrals. Any student who has received three Office Discipline Referrals (ODR) or six to eight Bee Stings (minor infractions), will be referred to the CNC program.

### How are students nominated for the Check-N-Connect Program?

The CNC team meets bi-monthly to review all the referrals for the program. In collaboration with the teacher, the team will determine whether the CNC program is appropriate or whether another intervention would be more suitable to the student's needs. If a teacher and/or parent desire to refer a student before the next scheduled CNC team meeting, they may make a request an earlier meeting by contacting the CNC Coordinator. Following the meeting, the teacher of the student will be notified of the team's decision. If nominated, the teacher is expected to make contact with the student's parent(s)/guardian(s) within two days following the team meeting.

## Request for Assistance Form

## Student Information

Date: \_\_\_\_\_

Student Name: \_\_\_\_\_ Teacher Name: \_\_\_\_\_

Student ID #: \_\_\_\_\_ DOB: \_\_\_\_\_ Grade: \_\_\_\_

Check the areas of concern:

Academic	Behavioral	Personal Care	Health	Contributing Factors
<input type="checkbox"/> Reading(circle) Comprehension Vocabulary Decoding <input type="checkbox"/> Math <input type="checkbox"/> Writing(circle) Sentence Structure Conventions Ideas/Content <input type="checkbox"/> Study Skills organization <input type="checkbox"/> Other _____	<input type="checkbox"/> Aggressive <input type="checkbox"/> Non-compliant <input type="checkbox"/> Poor attention <input type="checkbox"/> Withdrawn. <input type="checkbox"/> Disruptive <input type="checkbox"/> Poor attendance _____/_____ days <input type="checkbox"/> Homework completion <input type="checkbox"/> Classwork completion <input type="checkbox"/> Other _____	<input type="checkbox"/> Dressing <input type="checkbox"/> Hygiene <input type="checkbox"/> Organization <input type="checkbox"/> Glasses <input type="checkbox"/> Other _____	<input type="checkbox"/> Visual acuity <input type="checkbox"/> Visual tracking <input type="checkbox"/> Hearing <input type="checkbox"/> Physical <input type="checkbox"/> Seizures <input type="checkbox"/> Medication <input type="checkbox"/> Gross motor skills <input type="checkbox"/> Fine motor skills <input type="checkbox"/> Other _____	<input type="checkbox"/> Curriculum <input type="checkbox"/> Trauma <input type="checkbox"/> Personal loss <input type="checkbox"/> Anxiety <input type="checkbox"/> Peers <input type="checkbox"/> Family <input type="checkbox"/> Other _____

Check the strategies you have tried and circle the those that were effective:

General	Environmental	Presentation	Curriculum/Work	Modification
<input type="checkbox"/> Review cum. file <input type="checkbox"/> Conference with parents <input type="checkbox"/> Conference with student <input type="checkbox"/> Peer help <input type="checkbox"/> Classroom assessment <input type="checkbox"/> Other _____	<input type="checkbox"/> Change seating <input type="checkbox"/> Provide quiet space <input type="checkbox"/> Provide larger work space <input type="checkbox"/> Breaks during work time <input type="checkbox"/> Buddy room <input type="checkbox"/> Other _____	<input type="checkbox"/> Pre-teach <input type="checkbox"/> Extra practice <input type="checkbox"/> Guided practice <input type="checkbox"/> Change pacing <input type="checkbox"/> Give extra feedback <input type="checkbox"/> Provide patterns <input type="checkbox"/> Vary materials <input type="checkbox"/> Increase instructional time <input type="checkbox"/> Planned positive reinforcer <input type="checkbox"/> Assignments read aloud <input type="checkbox"/> Other _____	<input type="checkbox"/> Change task size <input type="checkbox"/> Change color <input type="checkbox"/> Provide computer <input type="checkbox"/> Provide calculator <input type="checkbox"/> Use visuals/manipulatives <input type="checkbox"/> Change instruction <input type="checkbox"/> Provide model <input type="checkbox"/> Other _____	<input type="checkbox"/> Group product <input type="checkbox"/> Individual product <input type="checkbox"/> Make it easier <input type="checkbox"/> Give more time <input type="checkbox"/> Tutor/mentor <input type="checkbox"/> Alternative response <input type="checkbox"/> Emphasize quality over quantity <input type="checkbox"/> Read tests aloud <input type="checkbox"/> Other _____

Parent contacted by phone/email/letter on \_\_\_\_\_(date)

When completed, place this form in \_\_\_\_\_mailbox

Please attach the following: progress report, incident reports, and other data

## Additional information needed for assessment

Medication: \_\_\_\_\_ Physician:

\_\_\_\_\_  
Additional Medical Concerns:

## Past Year Information

Office Discipline Referrals: (Major)\_\_\_\_\_ (Minor)\_\_\_\_\_ (Total)\_\_\_\_\_

Attendance: Present \_\_\_\_\_ Absent \_\_\_\_\_ Tardies \_\_\_\_\_ ODR's \_\_\_\_\_

## Current Year Information

Office Discipline Referrals: (Major)\_\_\_\_\_ (Minor)\_\_\_\_\_ (Total)\_\_\_\_\_

Attendance: Present \_\_\_\_\_ Absent \_\_\_\_\_ Tardies \_\_\_\_\_ ODR's \_\_\_\_\_

Services student receives (check all that apply)

- IEP       Behavioral Support Plan       Section 504       ELL        
 Other \_\_\_\_\_

## Check and Connect Referral Form

Please complete this form and place in \_\_\_\_\_'s mailbox

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Referring Staff: \_\_\_\_\_

Grade: \_\_\_\_\_

Behaviors of Concern:

- |  |   |  |
|--|---|--|
| <input type="checkbox"/> Noncompliance | <input type="checkbox"/> Inappropriate Language | <input type="checkbox"/> Stealing        |
| <input type="checkbox"/> Disruptive    | <input type="checkbox"/> Physical Fighting      | <input type="checkbox"/> Disrespectful   |
| <input type="checkbox"/> Talking out   | <input type="checkbox"/> Off-task               | <input type="checkbox"/> Work Completion |
| <input type="checkbox"/> Out of seat   | <input type="checkbox"/> Teasing Peers          | <input type="checkbox"/> Other _____     |

Please list out daily activities and rate how likely problem behavior will occur in each activity.

Activity	Likelihood of Problem Behavior	Specific Problem Behavior
	Low <span style="margin-left: 100px;">High</span> 1   2   3   4   5   6	
	1   2   3   4   5   6	
	1   2   3   4   5   6	
	1   2   3   4   5   6	
	1   2   3   4   5   6	
	1   2   3   4   5   6	
	1   2   3   4   5   6	
	1   2   3   4   5   6	

Are there safety concerns? If yes, please describe.

## Check and Connect Parent/Guardian Referral Form

Student: \_\_\_\_\_

Date: \_\_\_\_\_

Referred by: \_\_\_\_\_

Grade: \_\_\_\_\_

Behaviors of Concern: Please describe behaviors you feel are a concern.

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

Please list out daily activities and rate how likely problem behavior will occur in each activity.

Activity	Likelihood of Problem Behavior						Specific Problem Behavior
	Low					High	
	1	2	3	4	5	6	
	1	2	3	4	5	6	
	1	2	3	4	5	6	
	1	2	3	4	5	6	
	1	2	3	4	5	6	
	1	2	3	4	5	6	
	1	2	3	4	5	6	

X

\_\_\_\_\_  
Parent/Guardian Signature

Dear Parents/Guardians,

As we enter another school year, we are happy to let you know we will continue to utilize the PBIS system (Positive Behavior Interventions and Support) at [Insert Name Here] School. The premise of the program is to create a safe, effective and positive learning environment for every child by explicitly teaching behavioral expectations. Research has proven that schools are successful when they help students grow academically, socially, and emotionally. By setting forth clear social and behavioral expectations and holding students accountable for following the school wide expectations, we are confident we will see an increase in student learning and a decrease in classroom disruptions.

Unfortunately, there will be times some students misbehave even though we have explicitly taught them our expectations, offered reminders of the expected behaviors, and used the positive reinforcement system. When this occurs, the staff will use the Office Discipline Referral Form or the administration will use the Check and Connect Referral Form. These forms look at minor and major infractions. The document will be recorded in writing so that you will have a copy and can speak to your child about the behaviors. Teachers will make telephone contact with parents as soon as the behaviors begins so that a plan can be formulated that brings parents and teachers together to correct the behaviors of the student. Our goal is to keep the lines of communication open between school and home.

Please review the Check and Connect description sheet and contact us if you have any concerns about your child or would like us to review him/her for the Check and Connect Program. Please send us the attached document if you feel that this program would be a benefit for your child.

Thank you and here's to a great new school year,

[Administrator Signature?]

# **Section II: Initial Meeting**

## **Materials Summary:**

**Initial Meeting Checklist**

**Parent/Guardian Permission Form**

**Parent/Guardian Phone Script**

**Helpful FAQ's**

**Student Contract**

### **Initial Meeting**

The induction to the Check N' Connect Program begins after the student has been referred to CNC through the staff, parent, or data team referral process. Parent/Guardian permission must be obtained prior to initial meeting. The initial meeting will include both the CNC coordinator and student and will work to meet the following goals:

- 1) Procedural training (where & with who)
- 2) Explanation of tracking system (behavioral expectations, points system)
- 3) Explanation of reward system (describe incentives)
- 4) Student agreement (contract)

### **Roles & Responsibilities**

### **Check N' Connect (CNC) Coordinator**

It is the responsibility of the coordinator to initiate parent contact, explain program and mail parent permission package home. The coordinator will develop collaborative relationship with parents/guardian and explain the importance of utilizing the program for increased positive interactions with their children. Emphasize will be placed on the importance of avoiding punishment related to the CNC outcomes.

An initial meeting with coordinator and student will take place after parent permission has been obtained. The program will be presented to the student explaining the value of Check N' Connect and how their behaviors will be rated and the points system. The coordinator will discuss behavioral expectations, the reward system, and provide students the opportunity to ask questions or clarify.

Once the student begins Check N' Connect, the coordinator will collect and assess behavior data and monitor student progress. Data will be presented at biweekly CNC team meetings.

It is essential that the Check N' Connect coordinator ensures fidelity of the program by working collaborating with the CNC Team. Supporting the CNC team needs through direct and regular communication is crucial to the success of the program. The coordinator is expected to fill in or find an appropriate replacement for team members who are absent or unable to perform necessary CNC responsibilities.

### **CNC Specialist:**

Check-in Specialists are responsible to re-teach student expected behaviors through modeling, role-play, and opportunities to practice. When students check in, make sure to greet them happily. Ask them how they are doing and praise them for checking in. Ask if they have their DPR (Daily Progress Report) signed from the previous day. Praise them if they return it signed. Write their name, date, and goal on their new DPR (Daily Progress Report) and give it to them to take to class. Remind them when to check out and encourage them to do their personal best in class. If students don't check in after 20 minutes, take their Daily Progress Reports to them to see if they are absent. If they are at school, ask them why they didn't check in, give them their DPR and encourage them to do a good job. Check in later if the student is not at school to see if they arrived late.

Take a moment with each student to go over how their day went based on their DPR. It's important to focus on the positive, and help them feel they can succeed in the future. Then calculate their daily percentages to see if they made their goal. Record scores onto printed excel spreadsheet for end of the day data entry.

### **Parents:**

Parents are responsible for checking for their student's daily points total and encouraging student who are working toward their goals. We remind parents to avoid using punishment related to the CNC. For most students their parent's support of the program is crucial to its success.

**Teacher:**

As your student's teacher, you hold valuable perspectives on student behavior. This empirically supported system allows teachers to provide immediate, contextually relevant feedback. As you will recall from the initial presentation given by the counseling department, The DPR is quick and easy to score and should take no more than 1-2 minutes to complete. It is the responsibility of teachers to quickly go over the student's score at the end of the class period. Teachers are encouraged to affirm students who are demonstrating improvement and explain to students areas you hope to see them improve on.

How to score the DPR: The numbers on the DPR represent how well the student met the expectations of the school.

- 1) Circle the biggest number on the DPR if the student met the expectation
- 2) Circle a number in the middle if they had a brief incident of inappropriate behavior and have been warned (individually) and then a repeated incident of the behavior.
- 3) Circle the lowest number when the student did not meet the expectation. Students receiving this score have repeated instances of not following directions, being off task repeatedly, or doing something more serious such as fighting.

\*As a reminder, the CNC team will only be evaluating raw data. Space will not be provided for comments.

## Check-n-Connect Program Initial Meeting Checklist

Student: \_\_\_\_\_

Date: \_\_\_\_\_

School: \_\_\_\_\_

Explanation of Program:

A program designed to provide support and monitoring for students at-risk of developing serious or chronic behavior problems. The components of the program are:

## Setting up the Program:

<b>Task</b>	<b>Responsible</b>	<b>Completed</b>	
1. Contact parents, obtain permission (must occur prior to student meeting)	CNC Coordinator	Y	N
2. Program explained to student, student agreement made, sign CNC contract	CNC Coordinator	Y	N
3. Point card and incentives taught to student	CNC Coordinator	Y	N
4. Check-in/out procedures explained to student	CNC Coordinator	Y	N
5. Teach student expected behavior through modeling, role play, and opportunities to practice	BEP Coordinator	Y	N
6. Contact appropriate staff and inform them of student's participation in CNC	CNC Coordinator	Y	N
7. Collect and evaluate data, monitor student progress	CNC Coordinator	Y	N

**Parent/Guardian Permission for Check N' Connect**

Date \_\_\_\_\_  
Student \_\_\_\_\_ Grade \_\_\_\_\_  
Teacher \_\_\_\_\_

Parent/Guardian \_\_\_\_\_

I would like to include your child in our Behavior Education Program (BEP) at our school for a minimum of six weeks. Students will check in and out daily with our Check N’ Connect specialist. The student will be able to earn incentives and rewards for demonstrating appropriate behavior during the school day. As parents, you are responsible for making sure your child arrives on time each day for check in, and that you review and sign the Daily Progress Report. Together, we can make this a positive experience for your child!

\_\_\_\_\_ I do give consent for my student to participate.  
\_\_\_\_\_ I do not give consent for my student to participate.

\_\_\_\_\_  
(Parent/Guardian) (Date)

*For further information, please contact our BEP Coordinator:  
Darci Monroe at (503-725-3389), or [darcimonroe.schooldistrictk12.or.us](mailto:darcimonroe.schooldistrictk12.or.us)*

**Parent Phone Contact Script**

*This is a suggested “script” for calls to parents of children referred to the program. This call is to inform the parents/guardian about the program*

*and answer any questions or concerns about the program.*

Hello [parent name], this is [teacher's name], [student's name]'s teacher at school. I want to let you know about a new program at our school that we are excited about. It is called Check-N-Connect (CNC). The CNC is designed to give more support to some of our students who may have trouble finishing their work, staying on task or following our school wide expectations. The CNC has been in place at other schools and students on the program usually improve their school behavior and enjoy participating in the program.

We, here at school, think that this program would help your child be more successful at school. For your child to be included we need your consent and that is why I am calling you today.

I'll send a consent packet to you that will give you details about the program and get your signature if you would like to include your student in the program. I will send it home this evening and would appreciate it if you could return the packet signed with your child tomorrow morning. Do you have any other questions?

If you do have questions after you read the packet, you can give me a call at [teacher's phone number], or *Darci Monroe, or CNC coordinator at (503) 725-3389* or by email, *darcim Monroe.schoolistrictk12.or.us*

Thanks so much for your help!

## **FAQS**

*Q: How was my child chosen for this program? Is it because he is a bad kid?*

**A: Students can be nominated three different ways: teacher referral, parent referral, and/or based on discipline referral data. The CNC**

program is effective for a variety of students with a variety of needs. We do not nominate students because they are “bad kids”, we offer the program to help the students who need a little extra support. Several students benefit from CNC and the need for additional support is completely normal and expected.

*Q: How will my child benefit from the CNC program?*

**A: The CNC program is a positive behavior support. Through this program, [child’s name] will receive multiple opportunities to positively interact with invested adults at school. Every morning and afternoon, s/he will check in/check out with the same adult. Throughout the day, s/he will carry a Daily Point Card, which teachers will use to rate your child’s behavior at frequent intervals. As a result, your child will benefit from recurring feedback regarding his/her behavior, positive adult attention, and positive reinforcement for exhibiting the desired pro-social behaviors. Finally, all participating students are expected to bring their DPC home daily to share their progress with parents.**

*Q: How long do students usually participate in the CNC program?*

**A: Students tend to be part of the CNC program for 4-6 months. Our goal for the student is to be a successful “self-manager”, so the duration of implementation is dependent on your child’s progress.**

*Q: How are decisions made regarding implementation?*

**A: Our CNC team (includes teachers, principal, school counselor and school psychologist) meets regularly every two-weeks to review the students’ progress in the program. All decisions are determined by the group, including teacher and parent input, and based in data.**

*Q: How can I help at home?*

**A: Research shows that programs like CNC, are most successful when the home and school work collaboratively together to support the child. We suggest keeping the interactions positive: celebrating the successes, briefly noting the pitfalls, and avoiding contingent consequences. The CNC is a positive support, intended to motivate the student to exhibit pro-social behaviors at school.**

## **Check-n-Connect Contract**

I, \_\_\_\_\_, agree to work to on behaviors that demonstrate our school wide expectations:

1. Safe
2. Responsible
3. Respectful

I will work with \_\_\_\_\_ to keep track of my progress.

I understand that I will have a chance to earn a reward each week / day when I meet my goals.

I will try hard to do my best to meet these goals everyday.

\_\_\_\_\_

Student Signature

I will do my best to help \_\_\_\_\_ meet his/her goals everyday

\_\_\_\_\_

Signature of Coordinator

## Section III:

# Daily Procedures

## **Materials Summary:**

Daily Check-in Checklist

Daily Check-out Checklist

Lower Elementary DPR (K-2<sup>nd</sup>)

Upper Elementary DPR (3<sup>rd</sup>-5<sup>th</sup>)

Middle School DPR (6<sup>th</sup>-8<sup>th</sup>)

CNC Rewards Menu

CNC Daily Procedures

## Overview

- Meet with assigned student(s) for 2-3 minutes, twice daily.
- Complete forms accurately.
- Turn in student's folders every Tuesday before 1:30 p.m. in the wall file holder next to the School Counselor's office.
- Arrange for coverage, if unable to check-in and check-out with your student(s).

## CNC Staff Daily Expectations

### Morning

- Check-in with your student(s) between 7:30 and 8:15 a.m., as indicated in your schedule, in the designated areas.
- Spend 2-3 minutes with each student. Ask the student questions such as:
  - "So, do you have everything you need for today?"
  - "Did you complete your homework?"
  - "Did you have breakfast this morning?"
  - "Did you sleep well last night?"

*\*If any unresolved conflicts are mentioned, briefly problem-solve with student regarding*

*possible solutions.*

- Collect signed (by parents/guardians) CNC sheet from previous day and take note of any comments.
- Ensure student fills out a new CNC sheet.
- Remind student of CNC goals and review, if necessary.
- End the conversation with a positive observation about the student's ability to achieve their goal(s). Give a thumbs-up, high-five, wink, handshake, shoulder pat or hug, if appropriate.
- Reward student with *Tiger Paw* or treat (granola bar, baked good, hot chocolate, etc.) for checking-in successfully.

### Afternoon

- Check-out with student(s) in designated areas as indicated in your schedule.

- Spend 1-2 minutes with each student. Interactions need to be brief to limit the interruption with the transition home.
- Greet student with a positive interaction.
- Review CNC sheet with student:
  - Celebrate time periods student met/exceeded behavioral expectations.
  - Offer gentle corrective feedback, if necessary, for times student did not meet expectations.
    - Ex. "I see that reading was more difficult today, but I am glad that it did not ruin your day and you were able to get your points up for Math. Good work."*
  - If goal was met, award student CNC ticket. If not, reframe situation as learning experience and remind student tomorrow is a new opportunity to meet his goal.
- Follow-up with any unfinished business from conversation during morning check-in.
- Offer a positive farewell (thumbs-up, high-five, wink, handshake, shoulder pat or hug, if appropriate).
- Enter students' period totals into SWIS.
- Record any necessary notes in students' CNC folder.

### **Weekly Expectations**

- Turn in student's folders every Tuesday before 1:30 p.m. in the wall file holder next to the School Counselor's office. The CNC Team will begin reviewing student files at 2:45 p.m., on Tuesdays, bi-monthly. You will be contacted if there is a change to your student's behavior or plan.

### **As Needed**

- Make copies of blank CNC sheets.
- Attend CNC meetings about the student, as requested by teachers or other team members.
- If unable to check-in and check-out with student(s), arrange for coverage. Give the staff person covering your check-in/check-out shift all needed check-in/check-out materials. If you are calling in sick, please inform the CNC coordinator of your absence.





# CHECK & CONNECT

Daily Progress Report

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Goal for Today: \_\_\_\_\_

GOALS	MORNING WORK TO RECESS	RECESS TO LUNCH	RECESS	LUNCH TO PM RECESS	PM WORK
Be Responsible	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Be Safe	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Be Respectful	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Teacher Initials	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹

Parental Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Signature: \_\_\_\_\_

Contact Darci Monroe with any questions.

Key:

☹=0 - Could do better (req. 3+ reminders)

☺=1 - So So (req. 1-2 reminders)

☺=2- Doing Great!!

Total for Today: \_\_\_\_\_

*DMonroe@fakeschool.edu, (503)999-2222*

# CHECK & CONNECT

Daily Progress Report

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Goal for Today: \_\_\_\_\_

GOALS	MORNING WORK	READING	SPECIALS	SCIENCE	MATH
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Teacher Initials					

Parental Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Signature: \_\_\_\_\_

Contact Darci Monroe with any questions.

Key:  
 0 - Could do better (req. 3+ reminders)  
 1 - So So (req. 1-2 reminders)  
 2 - Doing Great!!!

Total for Today: \_\_\_\_\_

DMonroe@fakeschool.edu, (503)999-2222

# CHECK & CONNECT

Daily Progress Report

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Goal for Today: \_\_\_\_\_

GOALS	PERIOD 1/5	PERIOD 2/6	LUNCH	PERIOD 3/7	PERIOD 4/8
Be Responsible	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Safe	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Be Respectful	2 1 0	2 1 0	2 1 0	2 1 0	2 1 0
Teacher Initials					

Parental Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Signature: \_\_\_\_\_

Contact Darci Monroe with any questions.

Key:  
 0 - Could do better (req. 3+ reminders)  
 1 - So So (req. 1-2 reminders)  
 2 - Doing Great!!!

Total for Today: \_\_\_\_\_

DMonroe@fakeschool.edu, (503)999-2222

# CNC Rewards Menu

- Tiger Paw 1 CNC ticket
- Prize from treasure box 1 CNC ticket
- Lunch with Ms. Monroe 4 CNC tickets
- Ice cream sandwich 4 CNC tickets
- Assist a teacher in the classroom 4 CNC tickets
- Play LEGOS with Ms. Monroe 4 CNC tickets
- 15 minutes of computer time 4 CNC tickets
- Play a game with a friend 5 CNC tickets
- Milkshake/Smoothie 5 CNC tickets
- Lunch with the principal 5 CNC tickets
- Extra Recess with a friend 6 CNC tickets
- Homework Pass 7 CNC tickets
- Fast-Food lunch 10 CNC tickets
- Watch a TV show with a friend 15 CNC tickets
- Extra recess for your class 18 CNC Tickets

# **Section IV: CNC Adjustments/Revisions**

## **Materials Summary:**

**Follow-up Meeting Form**

**Fading Process Checklist**

**Incentives Survey**

**Individualized DPR Template**

### **Adjustments/Revisions (Tweaks!)**

Occasionally a student will not respond to the intervention without some personalization. Though there are an almost endless number of ways this can be approached the following tweaks should be tried before more resource intensive personalization takes place.

Initially if a student is consistently failing to meet their daily goals it may be because the goals are difficult or because the incentives fail to excite the student about the intervention. If after one week student is not responding to the intervention. Reduce the daily goal to 70% and give the student the "Incentives Survey".

Be sure to inform the student that the reduction in the daily goal is a temporary measure and that it will be moved back up as soon as they are more comfortable with the system. Also let the student know that the survey will help you choose better rewards for them. If the student is happy with the current rewards or does not wish to take the survey it is not necessary to have them do so. It is also quite useful to look at ODRs to determine the motivation for problem behaviors when choosing alternative incentives.

Once the student is experiencing success at the 70% level, praise the student for achieving their goals and tell them that you think it's time to try 75%. Continue this process until you are back to the desired daily goal (generally 80%).

If the student is still not responding to the intervention after personalizing the incentives and reducing the daily goal it may be necessary to alter their daily goals. These goals should be related to the school expectations and should be more specific. Goals should be specific enough that the student will be likely to succeed at achieving their daily goals on a regular basis. Goals will be written directly under the school expectations on the DPR II version of the DPR forms.

Once the student is experiencing success using the more specific goals, goals should be altered to be more general. With some students there will be a few iterations of the generalization process before they are able to achieve daily point goals using school expectations as goals, with others one step will suffice.

Once the student is achieving daily point goals using the school wide expectations as goals, start increasing daily point goals as described above.

## **Check-n-Connect**



## Fading Process (or Graduation)

Rationale:

The purpose of the fading process in the Check & Connect program is to help as many students (with behavior goals) as possible and to support them in realizing that they can manage their own student success. Also, with the limited resources in the school setting, it is wise to “wean” students who are experiencing consistent success in order to help others who are in need of a higher level of behavioral support.

Who are good candidates for the Fading Process?

- Students who have consistently met the C&C percentage point goals for 4 to 6 weeks (80% average or above)
- Students who have demonstrated a consistent pattern of desired behavior and may be ready to be self-managers (C&C support may be unnecessary)

Fading Process Procedure

1. BEP team meets to review student data and to discuss possible candidates for graduation
2. After candidates have been recognized, students will be placed on a “Self-Manager” status. As Self-Managers, they will increase their level of responsibility by assessing their own behavior points (student circles and initials their score), accepting their teacher’s feedback and behavior points (teacher circles and initials their score) and checking to see if the 2 ratings match.

## Fading Process Checklist

Steps

Done?

1.	BEP Team meets to review student data and to discuss possible candidates for graduation	
2.	Self-Manager Status I: Assessing own C&C points and comparing with the teacher's rating (approximately 2 weeks)	
3.	Self-Manager Status II: Gradually being weaned-off of the C&C sheet (begin with removing the sheet on the last day of the week, then the last 2 days of the week and then the last 3 days, etc.)	
4.	Self-Manager Status III: Gradually being weaned-off of the C&C morning and afternoon check-ins.	
5.	Brief Meeting with parents to celebrate the impending graduation from Check & Connect. Discuss home strategies to increase successful behaviors (See: Inexpensive Ways to Reward Your Child for Good Behavior"	
6.	Graduation Party (Root beer floats, hot chocolate, apple cider, etc.) for all C&C students!	
!!!	All students who graduate get invitations to all Alumni Club celebrations for that school year. Celebrations will be scheduled in advance and will take place 15 minutes before the end of the school day on the specified date. Some suggested activities will be playing basketball, 4 Square, Dodgeball, cookie decorating, playing with Play-Doh.	
!!!	Some students who graduate form C&C will have the opportunity to be C&C peer mentors. Before the start of the school day, they may help to check-in students who are new to the program	

Name: \_\_\_\_\_

## Choosing What I Like

It is important for your teachers to know what you really like to receive as a reward for doing your best. "Doing your best" means your actions are safe, respectful and responsible. When your actions are SAFE, RESPECTFUL and RESPONSIBLE, school becomes a great place to be for everyone. Sometimes rewards are given to students who make school a great place to be. This survey helps your teachers understand what types of rewards you like best. There are no "right" or "wrong" answers. (You will note that statements repeat. We want to know not just what you like, but what you like when comparing two different types of outcomes.)

Please tell us what you like best. **Choose only one for each number.** Thank you!

1.  Your teacher puts an "A" or 100% on your paper (A)  
OR  
 You are the first to finish your seatwork. (CM)
2.  You get a bag of chips (CN)  
OR  
 Your classmates ask you to be on their team (P)
3.  You are free to do what you like in the classroom. (I)  
OR  
 You get a bag of chips. (CN)
4.  Your classmates ask you to be on their team (P)  
OR  
 You are the first to finish your seatwork. (CM)
5.  You are free to do what you like in the classroom. (I)  
OR  
 You get a bag of chips. (CN)
6.  Your teacher puts an "A" or 100% on your paper (A)  
OR  
 Your classmates ask you to be on their team (P)
7.  You are the first to finish your seatwork. (CM)  
OR  
 You are free to do what you like in the classroom. (I)
8.  You get a bag of chips. (CN)  
OR  
 Your teacher puts an "A" or 100% on your paper (A)
9.  Your classmates ask you to be on their team (P)  
OR  
 You are free to do what you like in the classroom. (I)
10.  You are the first to finish your seatwork. (CM)  
OR  
 You get a bag of chips. (CN)

11. \_\_\_\_\_ Your teacher puts an "A" or 100% on your paper (A)  
 OR  
 \_\_\_\_\_ You are the only one that can answer a question (CM)
12. \_\_\_\_\_ You get a candy bar. (CN)  
 OR  
 \_\_\_\_\_ Friends ask you to sit with them. (P)
13. \_\_\_\_\_ You are free to go outside (I)  
 OR  
 \_\_\_\_\_ Your teacher puts an "A" or 100% on your paper (A)
14. \_\_\_\_\_ Friends ask you to sit with them. (P)  
 OR  
 \_\_\_\_\_ You are the only one that can answer a question in class. (CM)
15. \_\_\_\_\_ You are free to go outside. (I)  
 OR  
 \_\_\_\_\_ You get a candy bar. (CN)
16. \_\_\_\_\_ Your teacher puts an "A" or 100% on your paper (A)  
 OR  
 \_\_\_\_\_ Friends ask you to sit with them. (P)
17. \_\_\_\_\_ You are the only one that can answer a question in class. (CM)  
 OR  
 \_\_\_\_\_ You are free to go outside. (I)
18. \_\_\_\_\_ You get a candy bar. (CN)  
 OR  
 \_\_\_\_\_ Your teacher puts an "A" or 100% on your paper (A)
19. \_\_\_\_\_ Friends ask you to sit with them (P)  
 OR  
 \_\_\_\_\_ You are free to go outside. (I)
20. \_\_\_\_\_ You are the only one that can answer a question in class. (CM)  
 OR  
 \_\_\_\_\_ You get a candy bar. (CN)
21. \_\_\_\_\_ Your teacher writes "perfect!" on your paper. (A)  
 OR  
 \_\_\_\_\_ Your paper is the only one shown to the class as a good example. (CM)
22. \_\_\_\_\_ You get a can of soda. (CN)  
 OR  
 \_\_\_\_\_ Classmates ask you to be the class leader. (P)
23. \_\_\_\_\_ You are free to go outside. (I)  
 OR  
 \_\_\_\_\_ Your teacher writes "perfect!" on your paper. (A)
24. \_\_\_\_\_ Classmates ask you to be the class leader. (P)  
 OR  
 \_\_\_\_\_ Your paper is the only one shown to the class as a good example. (CM)

25. \_\_\_\_\_ You are free to go outside. (I)  
 OR  
 \_\_\_\_\_ You get a can of soda. (CN)
26. \_\_\_\_\_ Your teacher writes "perfect!" on your paper. (A)  
 OR  
 \_\_\_\_\_ Classmates ask you to be the class leader. (P)
27. \_\_\_\_\_ Have only your paper shown to the class. (CM)  
 OR  
 \_\_\_\_\_ Be free to play outside. (I)
28. \_\_\_\_\_ You get a can of soda. (CN)  
 OR  
 \_\_\_\_\_ Teacher writes "Perfect" on your paper. (A)
29. \_\_\_\_\_ Classmates ask you to be class leader. (P)  
 OR  
 \_\_\_\_\_ Be free to play outside. (I)
30. \_\_\_\_\_ Have only your paper shown to class. (CM)  
 OR  
 \_\_\_\_\_ You get a can of soda. (CN)
31. \_\_\_\_\_ Teacher writes "Excellent" on your paper. (A)  
 OR  
 \_\_\_\_\_ Have your paper put on the bulletin board. (CM)
32. \_\_\_\_\_ A pack of gum. (CN)  
 OR  
 \_\_\_\_\_ Friends ask you to work with them. (P)
33. \_\_\_\_\_ Be free to work on something you like. (I)  
 OR  
 \_\_\_\_\_ Teacher writes "Excellent" on your paper. (A)
34. \_\_\_\_\_ Friends ask you to work with them. (P)  
 OR  
 \_\_\_\_\_ Have your paper put on the bulletin board. (CM)
35. \_\_\_\_\_ Be free to work on something you like. (I)  
 OR  
 \_\_\_\_\_ A pack of gum. (CN)
36. \_\_\_\_\_ Teacher writes "Excellent" on your paper. (A)  
 OR  
 \_\_\_\_\_ Friends ask you to work with them. (P)
37. \_\_\_\_\_ Have your paper put on the bulletin board. (CM)  
 OR  
 \_\_\_\_\_ Be free to work on something you like. (I)

38. \_\_\_\_\_ A pack of gum. (CN)  
OR  
\_\_\_\_\_ Teacher writes "Excellent" on your paper. (A)
39. \_\_\_\_\_ Friends ask you to work with them. (P)  
OR  
\_\_\_\_\_ Be free to work on something you like. (I)
40. \_\_\_\_\_ Have your paper put on the bulletin board. (CM)  
OR  
\_\_\_\_\_ A pack of gum. (CN)

Other suggestions about classroom rewards:

**Thank you for taking the time to complete this survey.**

## Reinforcement Inventory

### Scoring Key

- \_\_\_\_\_ Adult Approval (A)
- \_\_\_\_\_ Competitive Approval (CM)
- \_\_\_\_\_ Peer Approval (P)
- \_\_\_\_\_ Independent Rewards (I)
- \_\_\_\_\_ Consumable Rewards (CN)

Step One: Determine the students preferred category or categories of reinforcement.

Step Two: Consider least intrusive reinforcers which can be delivered with enough frequency and variety to support the desired behavior.

Step Three: Consider whether this student requires a high degree of immediacy so that he/she understands that a specific behavior is earning the reinforcer.

Step Four: Consider how powerful the reinforcer will need to be to support the desired behavior. Remember a very powerful reinforcer that cannot be delivered frequently may not be sufficient to support the desired behavior.

Step Five: Remember to vary your reinforcers and involve the student in reinforcer selection. Also observe what the student frequently seeks. Your direct observations will often lead to more effective selection of reinforcers.

Note: This reinforcer survey has been used for many years and been modified multiple times by educators to better understand student behavior. The origin of this survey is:

Cartwright, C. A., & Cartwright, G. P. (1970). Determining the motivational systems of individual children. *TEACHING Exceptional Children*, 2:3, 143-149

The BSP Desk Reference  
See [www.pent.ca.gov](http://www.pent.ca.gov)

# CHECK & CONNECT

Daily Progress Report II

Student Name: \_\_\_\_\_

Date: \_\_\_\_\_

Goal for Today: \_\_\_\_\_

GOALS	MORNING WORK TO RECESS	RECESS TO LUNCH	RECESS	LUNCH TO PM RECESS	PM WORK
Be Responsible:	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Be Safe:	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Be Respectful:	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹
Teacher Initials	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹	☺ ☹ ☹

Parental Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent Signature: \_\_\_\_\_

Contact Darci Monroe with any questions.

Key:

☹=0 - Could do better (req. 3+ reminders)

☺=1 - So So (req. 1-2 reminders)

☺=2- Doing Great!!!

Total for Today: \_\_\_\_\_

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