Major Question

There are many variables, apart from an intervention itself, that contribute to the ultimate success or failure of an intervention in a school setting. The goal of transportability research is to examine not only if intervention effects generalize to practice settings, but also to evaluate more detailed information about the variables that affect implementation. This is an important research issue because many contextual variables exist that directly and indirectly influence the implementation of an intervention including, but not limited to: the characteristics of the treatment provider, training resources, acceptability of treatments, cost and time efficiency, and administrative supports (Kratochwill & Shernoff, 2004). Knowing how these factors influence the adoption and implementation of an intervention can assist researchers in developing methods to more effectively transport interventions to real-world settings. In light of this information, we conducted a study to investigate the contextual factors that influence the implementation of a targeted evidence-based intervention program addressing school engagement called *Check & Connect* (Christenson et al., 2008).

Rationale

A growing number of school districts across the country are beginning to adopt and implement the Response-to-Intervention framework, and the demand for quality evidence-based interventions (EBIs) continues to increase in-step. Accordingly, research addressing student needs through the development and implementation of EBIs has surged in recent years (Stoiber & Kratochwill, 2000). Although the knowledge base continues to grow, the ever-existent gap between research and practice continues to impede the optimal transportation of interventions from controlled research settings to everyday school settings. School personnel do not provide

interventions to students under the same conditions that characterize research settings. Therefore, it is necessary to work towards a better understanding of how interventions, in general, are translated from research to practice, and what variables are important to successful translation, in order to improve overall intervention outcomes. More studies like these are needed in the field of psychology and education in order to expand the knowledge base regarding the implementation of interventions and guide future intervention development. For this reason, in the present study, we sought to better understand the factors that influence the implementation of the *Check & Connect* intervention in a real practice setting. A more detailed description of the intervention is included in the research methods section of this proposal.

Specific Questions

The following research questions were addressed in this study:

1. Does the use of *Check & Connect* result in student improvement on school engagement factors?

Prediction 1: We predict that the use of Check & Connect will result in student improvement on school engagement factors.

This prediction is based on previous research and replication studies (Anderson et al., 2004; Christenson et al., 1999; Lehr et al., 2004) whose results have shown the intervention to be effective in improving school engagement factors. These engagement factors include attendance, "tardies", behavioral referrals, and grades.

2. What modifications will student services personnel make to the *Check & Connect* program?

Prediction 2: We predict that if any modifications are made to the program, they will be to reduce the amount of contact that student services personnel have with the students to accommodate busy schedules.

No studies have been conducted thus far to inform this prediction; however, based on anecdotal knowledge, we believe monitors (i.e., program implementers in *Check & Connect*) will find it necessary to reduce the amount of contact they have with the students due to their busy schedules. Based on this information, we will be targeting the variables of length and frequency of contact between student and mentor.

3. Do school personnel who implement *Check & Connect* consider it to be an acceptable program for increasing student engagement?

Prediction 3: We predict that school personnel who implement Check & Connect will consider it to be an acceptable program for increasing student engagement.

This prediction is based on previous research (Lyst, Gabriel, O'Shaughnessy, Meyers & Meyers, 2005) whose results indicate that individuals involved with the intervention view *Check & Connect* as acceptable.

4. Do students who receive the *Check & Connect* intervention consider it to be an acceptable program?

Prediction 4: We predict that students who receive the Check & Connect intervention will consider it to be an acceptable program.

No studies have been conducted thus far to inform this prediction. However previous research (Lyst et al., 2005) indicates that other individuals involved in implementing *Check & Connect* find it to be acceptable.

Method

Participants and Setting

School Personnel

School personnel including school psychologists, counselors, social workers, special education teachers, and administrators from a school district in the greater Madison, Wisconsin area were recruited to participate in the study. The school district was selected based on its willingness to identify school personnel who would participate in the study. Involved school personnel possessed at least a Master's degree in their respective field. Nine school staff from one high school who expressed interest in implementing an evidence-based school engagement intervention was asked to participate. In addition, only those participants who had not been trained and/or implemented the program were selected for the study.

Of the nine original participants, one was unable to complete human subjects training, two were unable to find suitable student participants or to obtain consent, and two discontinued implementation after several weeks due to lack of student interest or student relocation. Therefore, only four participating school staff members (N=4) were able to implement the intervention for the desired period of time and only their information and the information of their student participants will be included in the tables below. Table 1 illustrates the demographic characteristics of the school staff participants.

Table 1.

Demographic Characteristics of School Personnel

Race/ Ethnicity	Years at School	Years Experience	Education
European American	1	2	Specialist Degree

European American	11	11	ABD
European American	6	6	Master's Degree
European American	14	36	Master's Degree

Students

Participants also included students enrolled at the school, one student per participating staff member (N=4). Students were chosen by staff members based upon their need for a school engagement intervention as determined by intervention selection criteria. Demographic characteristics of student participants can be found in Table 2.

Participants were informed that their participation was voluntary, and they would be thoroughly informed of the nature of the study prior to giving their consent. Participants were informed that they could withdraw from the study at any time without penalty. Parents and staff members were provided with written consent for the study and students were provided with written assent to participate. The consent and assent forms outlined the risks and benefits of participating in the study.

Table 2

Demographic Characteristics of Students

Gender	Age (Years-Months)	School Level	Race/Ethnicity
Female	16	Sophomore	Caucasian
Male	18	Senior	Caucasian
Male	15	Freshman	Caucasian
Female	15	Freshman	African-American & Caucasian

Procedures

Intervention Selection: Check & Connect

Check & Connect (Christenson et al., 2008) is an evidence-based targeted intervention program designed to promote student engagement at school and with learning at both elementary and secondary levels (www.whatworks.ed.gov). The program has been documented to increase school attendance, decrease school tardiness, and decrease school dropout (Anderson, Christenson, Sinclair, & Lehr, 2004).

Check & Connect was selected as the intervention for this study for several reasons. First, we aimed to evaluate both outcome variables and variables impacting transportability, so it was preferable that only one person be responsible for implementing the intervention. Also, as indicated in the intervention manual, the actual position of the person implementing the intervention is not as important as the individual's role in the school and their ability to make successful connections with students. For this reason, both student services personnel and teachers were considered to be appropriate candidates to implement this intervention. School psychologists and other student services personnel often possess more flexibility within their schedules than other school professionals and for that reason, they are natural candidates for implementing targeted interventions. Although the schedule of these staff members can be flexible, it is commonly very busy, which made it essential that our chosen intervention be easy to implement in a relatively short period of time each day.

The program is implemented by a school staff person who is referred to as a "monitor". In the present study, the monitor role was performed by the school psychologist, assistant principal, and special education teachers. This person acts as a cross between a mentor, an

advocate, and a service coordinator whose primary goal is to keep education a salient issue for disengaged students and their teachers and family members (Anderson et al., 2004).

Check & Connect is structured to maximize personal contact and opportunities to build trusting relationships. Student levels of engagement (such as attendance, grades, behavior referrals) are "checked" regularly and used to guide the monitors' efforts to increase and maintain students' "connection" with school. The *Check & Connect* model includes several key features, the first of which is relationship building. The monitor seeks to create a relationship with the student based on trust and open communication in which the monitor can continually convey their commitment to the student's success. Additionally, the monitor strives to use a problem-solving framework when addressing student needs in an effort to resolve conflict constructively and to look for solutions rather than to place blame. The model also emphasizes that the monitors possess a "persistence plus" attitude as they serve as a consistent source of motivation for the student and provide a regular connection between home and school (Christenson et al., 2008). Table 3 outlines the major components of the *Check & Connect* intervention program.

Table 3.

Check & Connect Program Components

Components	
Check	
Systematic monitoring of engagement factors	- Monitoring of engagement factors with monitor sheet which facilitates daily checking of attendance and/or skips and/or tardies and/or office discipline referrals and/or suspensions and/or detentions.
Connect	
Basic Intervention	-Routine interaction with students when on site at school building -Deliberate conversation about progress in school, importance of staying in school, and problem-solving steps used to resolve conflict and challenges
Intensive Intervention	-Interventions individually selected to correspond to key indicators of student engagement including social/behavioral competence, school support for learning, and transition planning for students with disabilities.
Family	Build a trusting relationship through:

Outreach	- Frequent calls home - Home visits - Advocacy for community services

Table 4.

Core elements of the Check & Connect model of student engagement

Elements	***Description***
Relationships	Mutual trust and open communication, nurtured through a long-term commitment that is focused on student's educational success
Problem-Solving	Cognitive-behavioral approach to promote the acquisition of skills to resolve conflict constructively, encourage the search for solutions rather than a source of blame, and foster productive coping skills.
Individualized, data-based intervention	Support that is tailored to individual needs, based on level of engagement with school, associated influences of home and school, and the leveraging of local resources.
Affiliation with school and learning	Student access to and active participation in school-related activities and events.
Persistence-Plus	A persistent source of academic motivation, a continuity of familiarity with the youth and family, and a consistency in the message that "education is important for your future".
A focus on alterable indicators of disengagement	Systematic check of warning signs of withdrawal (attendance, academic performance, behavior) that are readily available to school personnel and that can be altered through intervention.
Following students and families	Following highly mobile youth and families from school to school and program to program.

Intervention Implementation

A school psychology graduate student served as the project coordinator for this study. The project coordinator was responsible for securing school staff/parent consent and student assent, distributing training materials to school personnel and conducting data collection.

All involved school personnel were trained in the *Check & Connect* intervention program through use of the implementation manual. This method of training was selected because it is recommended in the intervention manual and is the most common method that most practitioners would use when they are interested in implementing the program. After reading the first two chapters of the manual, each participating school professional was asked to select one student to receive the intervention based on the selection criteria outlined in the implementation manual.

The manual advises monitors to consider several school engagement factors when selecting students, including frequent tardiness, frequent absences, behavior referrals to the office, failing classes, frequent incompletion of assignments, social isolation, grade retention, and frequent number of school moves. The monitors met as a group prior to implementation and agreed that tardies and absences would be appropriate indicators to monitor because all of the students they had in mind struggled with attendance issues and the monitors believed that attendance was the root of the students' academic problems. Table 4 describes the criteria used for each student and target variable(s) used at baseline.

Table 5.

Criterion used for selection and Baseline Variables

Student	School Level	Selection Criteria	Baseline Variables
1	Sophomore	Absences/Tardies	Absences/Tardies
2	Senior	Absences/Tardies	Absences/Tardies
3	Freshman	Absences/Tardies	Absences/Tardies
4	Freshman	Absences/Tardies	Absences/Tardies

Data Collection

Given that absences and tardies were selected as the variables to monitor, preexisting data were used to establish a baseline. Two of the monitors were able to quickly select students and obtain student and parent consent, while the other two monitors struggled to find students who would be willing to participate and to obtain parental consent. Therefore, it was decided that one group of two monitors would start first. Seventeen weeks of baseline data were available when the first group began implementation. Seven weeks later, the second group was prepared to begin and started implementation. Group one was able to implement the intervention for 19 weeks and group two was able to implement for 12 weeks. Table 6 below illustrates the implementation schedule.

Table 6.

Implementation Schedule

Group 1	Baseline (17 weeks)	Intervention (19 weeks)
Group 2	Baseline (24 weeks)	Intervention (12 weeks)

The dependent variables in this investigation were assessed frequently throughout all phases of the study to monitor intervention outcomes. The school had a student information system in place through which student data, including grades, attendance, and behavioral referrals, were updated on a daily basis. Information regarding tardies and absences for each class period was collected at the end of the week.

Instrumentation

Intervention Transportability

Daily Intervention Activity Log. A daily intervention log was created to monitor intervention activities and assess factors influencing transportability (see Appendix I). The log was comprised of questions targeting the factors of intervention integrity and fidelity, and barriers to implementation. Questions included the amount of monitor contact with target students, potential barriers to contact and the quality of the interaction. Monitors were asked to take approximately five minutes to complete the log at the end of each school day. Reponses were coded and organized into categories.

Semi-structured interview and questionnaire. A semi-structured interview and questionnaire were adapted from the *Evidence-Based Practices Questionnaire* created by The Task Force on Evidence-Based Interventions in School Psychology (See Appendix F). The interview was conducted by the project coordinator with the monitors at the end of intervention implementation to gather detailed information about the major factors that aided in the implementation of the intervention, and the major factors that made implementation difficult.

Treatment Evaluation Inventory- Short Form (TEI-SF, Kelley, Heffer, Gresham, & Elliot, 1989). A modified version of the *TEI-SF* was used as a measure of social validity and assessed monitors' perceptions of the acceptability and effectiveness of *Check & Connect*. The *TEI-SF* is a nine-item, five-point scale. A rating of 1 means the monitor *strongly disagreed* with the item, while a rating of 5 means the monitor *strongly agreed* with the item. The TEI-SF has been found to have acceptable internal consistency and is a valid measure of treatment effectiveness (Kelley, et al., 1989).

Student Perception Questionnaire. This questionnaire was developed for this study to assess students' perceptions of the *Check & Connect* intervention. The questionnaire contains six items that require student to rate: 1) how helpful they found the intervention to be, 2) how valuable they found the meetings with their monitor to be, 3) if they thought the intervention had improved their problem-solving skills, 4) if they felt comfortable going to their monitor with a problem, 5) if they would speak positively about the intervention to their friends, and 6) if they would recommend any changes to the program. Scores from this questionnaire will be used to evaluate treatment outcomes and the students' level of treatment acceptability.

Materials

All materials required for the implementation of *Check & Connect* were provided to the school professionals. This information included the *Check & Connect* implementation manual with monitoring sheet and *Daily Intervention Activity Log*.

Design

A single-case AB time-series design was used to monitor outcome-related variables across baseline, treatment, and follow-up phases The study was completed over four phases. The design did not involve a replication component and therefore, we depended on drawing inferences from case study design (Kazdin, 1981, 2011; Kratochwill, 1985).

Phase One: Identify Student Participants and Primary Concerns and Baseline

Each participating school professional was provided a *Check & Connect* implementation manual and asked to study the first two chapters that outline both the purpose of the intervention, and methods for identifying at-risk students who may benefit from the intervention. They were then asked to choose one student to receive the intervention based on the selection criteria set forth in the manual. Consent was then obtained from parents and assent from the students.

School professionals were asked to study the remaining chapters of the intervention manual and to use the selection criteria outlined in the *Check & Connect* manual to identify two target behaviors for each participating student. As noted previously, monitors collectively chose to monitor both absences and tardies for every class period. Existing data were collected at this point to be used as baseline (seventeen weeks of data).

Phase Two: Group 1 Intervention Start

After phase one, two school professionals began implementing the intervention. They were instructed to implement the intervention as they would in normal practice. During this time, school professionals filled out the *Daily Intervention Activity Log* to document intervention activities. As part of the intervention protocol, monitors were instructed to frequently monitor student progress and to share the data with the student during their meetings together. Progress-monitoring data (student absences and tardies) were also collected weekly by the project coordinator.

Phase Three: Group 2 Intervention Start

After seven weeks (24 weeks of baseline data), Group 2 monitors began implementing the intervention with their students. Like the other monitors, they were instructed to implement the intervention as they would in normal practice. During this time, school professionals filled out the *Daily Intervention Activity Log* to document intervention activities and monitored the progress of their student. Progress-monitoring data were also collected weekly by the project coordinator. Group 1 monitors continued to implement the intervention with their students during this phase. Because the intervention was developed to be implemented over a long period of time, school professionals were encouraged to continue the intervention beyond the treatment period if it was found to be effective for the student.

Phase Four: Post-Intervention

Following the intervention period, all school professionals participated in a semi-structured interview, conducted by the project coordinator that was designed to assess factors that impacted the transportability of the intervention. Interview responses were then coded by the project coordinator and research assistants. School professionals were also asked to complete a short questionnaire that asked them to rate the importance of specific factors on the implementation of the intervention in their school. Also during this phase, participating students were asked to complete the *Student Perception Questionnaire*.

Data Analysis

Research Question 1

Does the use of *Check & Connect* result in student improvement on school engagement factors?

Data were generated within a baseline (A) and intervention (B) single-case time-series design but without replication. Two methods of analysis were used to answer research Question 1 with the case study data. First, visual inspection of the student outcome data was conducted to analyze changes in mean, trend, and level (Hayes et al., 1999). Visual analysis was conducted using the conservative dual-criteria method (Fisher, Kelley, & Lomas, 2003) with the assistance of an Excel program (Swoboda, Kratochwill, & Levin, 2009). Also, Simulation Modeling Analysis (Borckardt, 2006) was used to test the intervention effect.

Research Question 2

What modifications will school psychologists make to the *Check & Connect* program?

To answer this question, school personnel completed a daily log of intervention activities that was developed for the study and completed a survey and interview at the end of intervention

implementation. Information collected with the daily log included the amount of time that was spent with the students that day (if any), the topics discussed, and the quality of the interaction. Data are presented in both quantitative and qualitative form to address the research question.

Research Question 3

Do school psychologists who implement *Check & Connect* consider it to be an acceptable program for increasing student engagement?

For this question, descriptive analyses included mean ratings of monitors' responses on the *TEI-SF* (Kelley et al., 1989).

Research Question 4

Do students who receive the *Check & Connect* intervention consider it to be an acceptable program?

To answer this question, students completed the *Student Perception Questionnaire*, developed for this study to assess the students' perception of intervention activities.

Results

The purpose of the current study was to determine if *Check & Connect* had positive effects on student engagement and also to ascertain the transportability factors that influence implementation. Therefore, the following section contains a description of the quantitative and qualitative results that were found. Results are reported for each research question that was addressed.

Question 1

1. Does the use of *Check & Connect* result in student improvement on school engagement factors?

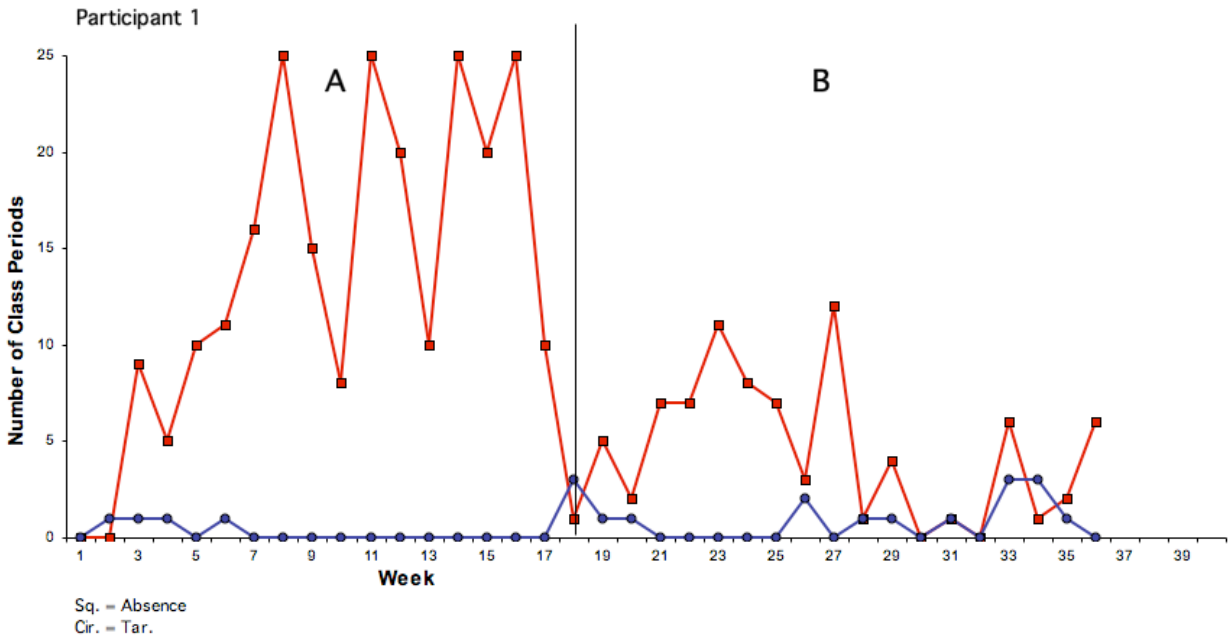
Based upon previous research and replication studies (Anderson et al., 2004; Christenson et al., 1999; Lehr et al., 2004), it was predicted that this intervention would result in student improvement on school engagement factors. The two specific factors that were monitored for the purposes of this study were absences and tardies.

Two methods were used to evaluate student improvement: visual analysis using the Conservative Dual-Criteria method (Fisher, Kelley, & Lomas, 2003) and Simulation Modeling Analysis (Borckardt, 2006). The results of these analyses are reported below for each student.

Student 1

Using visual analysis, Figure 1 shows positive intervention effects for Student 1 including discernable improvements in mean number of absences per week (i.e., decreases in absences) from baseline to intervention (17 to 4.42). No positive intervention effects were observed for tardies, and in fact, an observable increase in tardies occurred during the intervention phase (mean of .235 to .894). Simulation modeling analysis revealed that Student 1 was the only student to evidence a significant (p =.0028) improvement in any of the monitored behaviors, specifically absences. Despite the significant improvement in absences, Student 1 did not display any improvement in the amount of tardies (p = .0891). The graph below shows both absences and tardies during both the baseline (A) and intervention (B) phases.

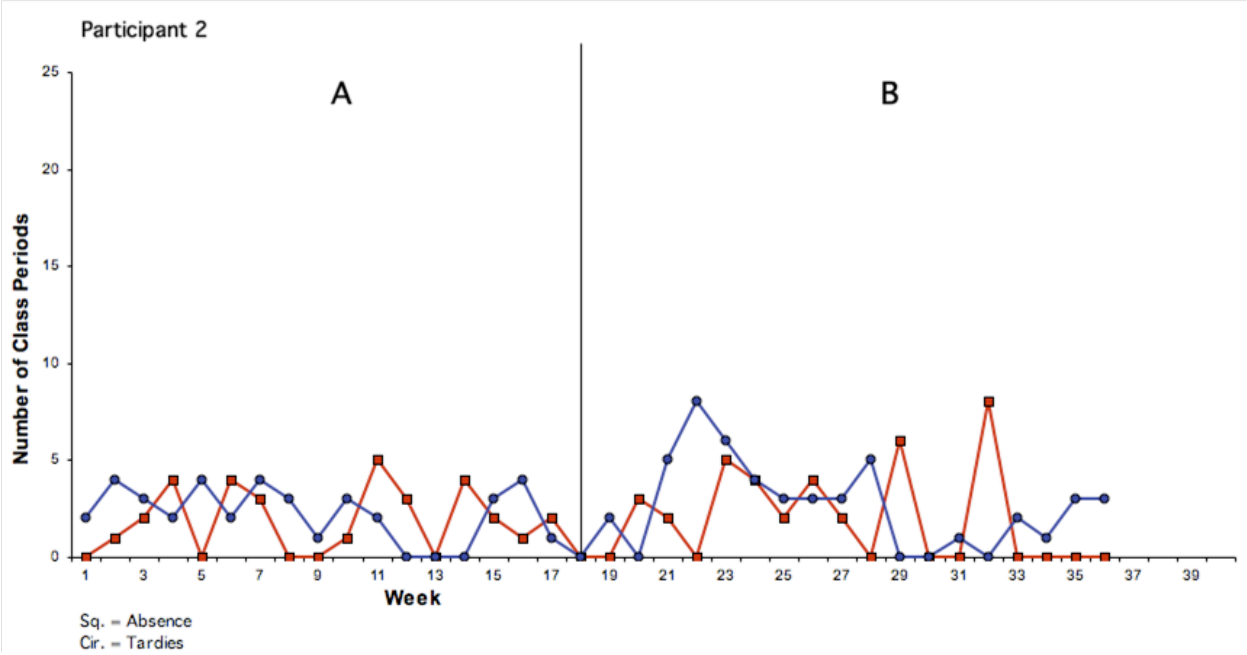
Figure 1.



Student 2

Visual analysis of Figure 2 shows no positive intervention effects from baseline to intervention phases. From baseline to intervention phase there was no change in the mean number of absences per week (1.88) and an increase in the average of tardies (2.23 to 2.57). Based on statistical analysis, Student 2 did not evidence any significant improvement in either absences (p = 1.0) or tardies (p = .729). The figure below shows both absences and tardies during both the baseline (A) and intervention (B) phases.

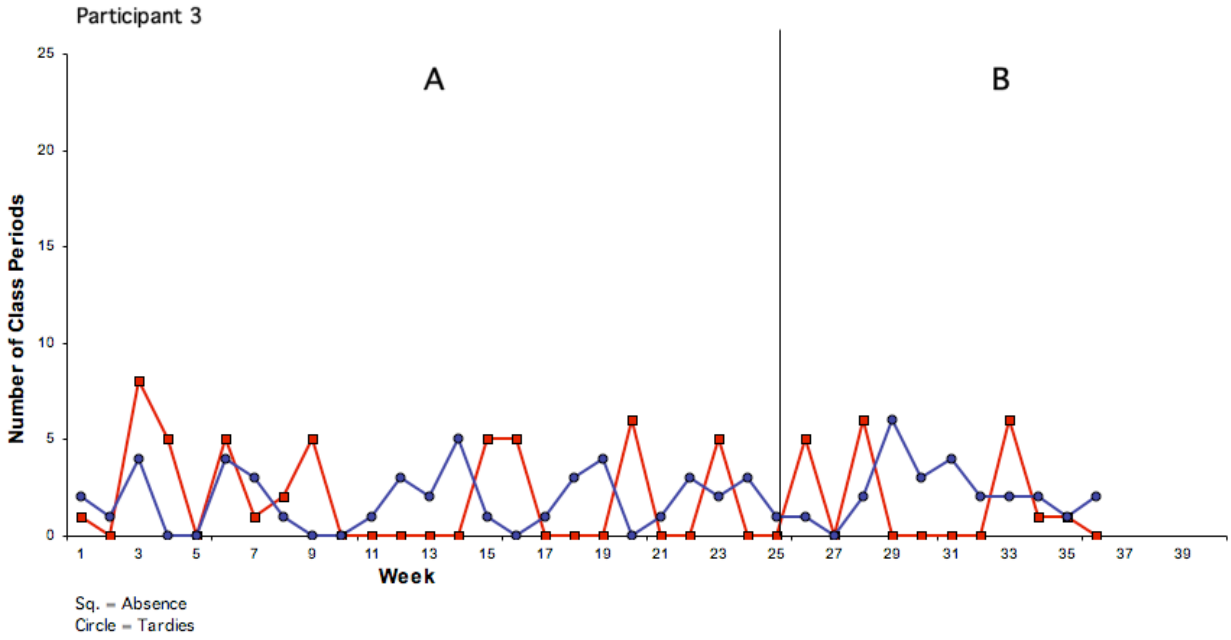
Figure 2.



Student 3

Visual analysis of Figure 3 shows no clear positive intervention effects. From baseline to intervention phase there was a decrease in the mean number of absences per week (2 to 1.58) and an increase in the average of tardies (1.58 to 2.16).Based on results of simulation modeling analysis, Student 3 did not evidence any significant improvement in either absences (p = .5518) or tardies (p = .6578). The graph below shows both absences and tardies during both the baseline (A) and intervention (B) phases.

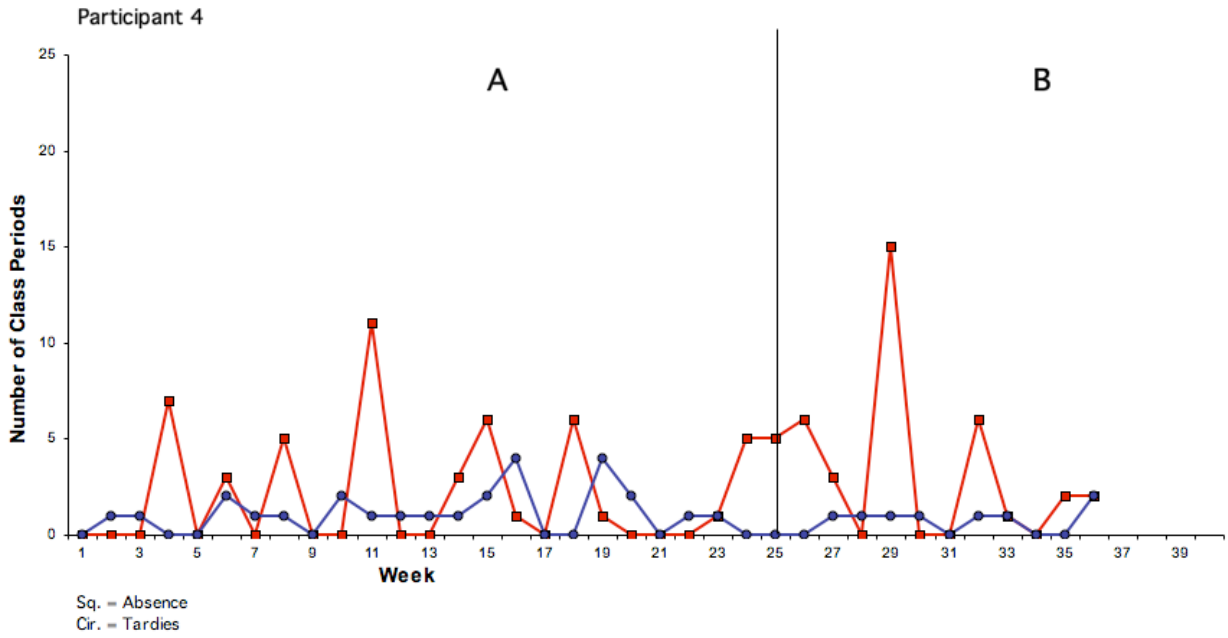
Figure 3.



Student 4

Visual analysis of Figure 4 shows no positive intervention effects from baseline to intervention phases. From baseline to intervention phase there was an increase in the mean number of absences per week (2.04 to 3.33) and a decrease in the average of tardies (1.08 to .66). Based on the statistical analysis, Student 4 did not evidence any significant improvement in either absences (p = .1660) or tardies (p = .2158). The graph below shows both absences and tardies during both the baseline (A) and intervention (B) phases.

Figure 4.



Based on the above analyses, the prediction for research question #1 was not fully supported. Only one student demonstrated any response to the intervention and this response was only on one outcome measure.

Transportability

Daily Log of Intervention Activities

Monitors were asked to complete a *Daily Log of Intervention Activities* in order to record the factors that influenced the transportability of the intervention. The log was designed specifically for this project with several *Check & Connect* procedures and goals in mind.

First, the manual encourages monitors to meet with target students on a regular basis so one purpose of the log was to track the amount of contact that each monitor had with his or her student. Second, a critical role of the monitor is to share information with students about their grades and attendance to help them stay connected to school. Therefore one item on the log asked monitors to describe what topics they discussed with the student during each meeting. Another important component of the intervention is for the monitor to serve a connection between home and as an advocate for the student at school and in the community. For this reason, the log contained a question about the other intervention activities that the monitor engaged in each day apart from the direct student contact. Table 7 provides a summary of monitor responses.

Table 7

Daily Log of Intervention Activities

	Monitor 1 Average	Monitor 2 Average	Monitor 3 Average	Monitor 4 Average
How many times did monitor meet with student?	19	13	18	32
Over how many weeks?	19	19	12	12
For how much time?	23 minutes	5 minutes	10 minutes	10 minutes
General Topic of Discussion	Attendance & Grades	Attendance & Grades	Grades & Homework	Grades & Homework

Quality of the Interaction	Good	Good	Fair	Good
Did monitor have contact with the parents?	Yes	Yes	Yes	Yes
If so, how many times?	8 times	4 times	6 times	5 times
Did the monitor report that they thought the student was making progress?	Yes	Yes	Somewhat	Yes

Treatment Evaluation Inventory- Short Form

Following intervention implementation, monitors were asked to complete an adapted version of the *Treatment Evaluation Inventory-Short Form (TEI-SF)* which was used as a measure of social validity and assessed their perceptions of the acceptability and effectiveness of *Check & Connect*. The items and the percentage of monitors that selected each response are included in the Table 8 below.

Table 8.

TEI-EF Responses

	Strongly Disagree	**Disagree**	**Neutral**	**Agree**	**Strongly Agree**
1. I find *Check & Connect* to be an acceptable way for dealing with a student's lack of engagement.				100%	
2. I would be willing to use *Check & Connect* in the future if I wanted to increase a student's engagement.				100%	
3. I believe it would be acceptable to use *Check & Connect* without students' consent.	50%	50%			
4. I like the procedures use in *Check & Connect.*				100%	
5. I believe *Check & Connect* is likely to be effective.				100%	

6. I believe the child will experience discomfort during the intervention.		50%	50%		
7. I believe *Check & Connect* is likely to result in permanent improvement.			75%	25%	
8. I believe it would be acceptable to use *Check & Connect* with individuals who cannot choose interventions for themselves.			75%	25%	
9. Overall, I have a positive reaction to this intervention.				100%	

The responses on the TEI-SF indicate that overall, the monitors found *Check & Connect* to be an acceptable intervention. All of the monitors responded that they would be willing to use the intervention with another student in the future, that they liked the procedures used in the intervention, and that they believed that the intervention was likely to be effective. When varying responses were given, they differed by only one point, indicating that there were no major discrepancies in the monitors' impressions of this intervention. There were also no outlying responses.

End of Implementation Interview and Questionnaire

The *End of Implementation Interview and Questionnaire* was used as another tool to assess the factors that impacted the transportability of *Check & Connect*. The interview was conducted by the project coordinator with the monitors at the end of intervention implementation to gather detailed information about the major factors that aided in the implementation of the intervention, and the major factors that made implementation difficult. Monitors were then asked to complete the questionnaire independently. Frequencies of responses were totaled across interviews and questionnaires (See Tables 9 & 10).

Table 9.

Questionnaire Responses – Factors that made it possible to successfully implement intervention

Response	Monitor 1	Monitor 2	Monitor 3	Monitor 4	**Total**
Block Scheduling				×	1
Fit with existing role in the school	×		×	×	3
Implementation was clearly described in manual	×	×	×		3
Other teacher support	×		×		2
Capitalize on preexisting relationship		×			1
	3	2	3	2	

Table 10.

Questionnaire Responses – Factors that made it difficult to implement intervention

Response	Monitor 1	Monitor 2	Monitor 3	Monitor 4	**Total**
Keeping track of data	×	×	×		3
Finding the time to meet		×	×		2
Attendance of the student	×			×	2
Having to do discipline		×			1
	2	3	2	1	

The interview and questionnaire responses indicate that as expected, there were both factors that made it possible to successfully implement the intervention, and factors that made it

difficult to successfully implement the intervention. Most responses were echoed by at least one other monitor which suggests a level of consistency in how the monitors experienced the implementation of *Check & Connect*.

Three of the four monitors indicated that the intervention fit into their existing role in the school and the instructions in the manual were very clear; two factors that made it possible to successfully implement the intervention. Three of the four monitors also indicated that it was a challenge to keep up with student data, which was one of the factors that contributed to difficulty in implementing the intervention.

Student Perception

Overall, most of the students reported that they found the intervention to be helpful and that the meetings with their monitors were valuable. Additionally, all of the students reported that they thought their problem-solving skills had improved as a result of their interactions with the monitors and that they would speak positively about the intervention to a friend. Finally, most of the students reported that they would not recommend any changes to the program, except one student who commented that she would like to have the opportunity to work with her monitor more often.

A common theme that emerged during the interviews with the students was that although at times they felt that their monitor was "nagging" them, they appreciated the extra support and recognized that sometimes it was necessary in helping them accomplish school goals. Some students mentioned that although they were aware of their responsibilities, it was helpful to have someone to remind them of their commitments and to give them extra encouragement. All of the students reported that they would feel comfortable going to their monitor if they were

experiencing a social or academic problem. Table 11 below summarizes student responses on the Questionnaire.

Table 11.

Summary of Reponses on Student Perception Questionnaire

Questions	Student 1	Student 2	Student 3	Student 4	Total
1. How helpful did you find Check & Connect to be?	Very	Somewhat	Very	Not Helpful	50%, Very 25%, Somewhat 25%, Not
2. How valuable did you find the meetings with your mentor to be?	Very	Somewhat	Somewhat	Somewhat	25%, Very 75%, Somewhat
3. Have your problem-solving skills improved?	Yes	Yes	Yes	Yes	100%, Yes
4. Would you feel comfortable going to your monitor if you had a problem in the future?	Yes	Yes	Yes	Yes	100%, Yes
5. Would you speak positively to your friends about the intervention?	Maybe	Yes	Yes	Yes	100%, Yes
6. Would you recommend any changes to the program?	Yes	No	No	No	25%, Yes 75%, No

Chapter 4

Discussion

The purpose of this study was to evaluate the transportability of an evidence-based school engagement intervention to a high school setting. Understanding the transportability of an evidence-based program in schools has become a priority in research (American Psychological Association Task Force on Evidence-Based Practices for Children and Adolescents, 2008; Kazdin, 2008; Kratochwill, 2007). The intervention, *Check & Connect*, is designed to maximize personal contact and opportunities to build trusting relationships between students and teachers or other school staff. Student levels of engagement are "checked" regularly and used to guide the monitors' efforts to increase and maintain students' "connection" with the school. The ultimate purpose of the program is to increase students' engagement with school, thereby preventing them from dropping out. The goals of the study were to determine the effectiveness of the intervention when implemented by school personnel, and examine the contextual variables and factors that influence the implementation of this program in a practice setting. Results from the study provide information about the benefits of the program as well as insights into the feasibility and sustainability of this intervention in a typical high school setting.

Major Findings

Student Outcomes. Findings from the current study regarding student improvement on engagement factors indicate that this intervention was generally not effective for these particular students given the conditions of this project. Only one student evidenced significant improvements on one of the monitored engagement factors. One explanation for this result is the short amount of time that was allocated for intervention implementation. Although it was hoped that the intervention would be implemented for at least 24 weeks, unpredicted delays in securing

participants and obtaining consent resulted in a shorter available time period for implementation. The intervention manual suggests that monitors should plan to implement the intervention for an extended period of time (perhaps even two years) before significant positive effects will be observed (Christenson et al., 2008). However, it is reasonable to expect that even after only 19 weeks of implementation; some positive improvements in student engagement factors would be seen. In fact, monitoring student improvement is a core component of the intervention and is intended to be used as a method to alert the monitor when intervention implementation needs to be altered to maximize effectiveness. Moreover, 19 weeks is a long time for an intervention to be in place in a school or other applied setting in order to see positive outcomes and in fact, longer implementation may impact acceptability factors.

One of the unique aspects of this study is the frequent progress monitoring of student performance relative to previous outcome research in this area. For example, in previous research on *Check & Connect*, intervention progress was monitored on a weekly, monthly, or even once a semester basis (source). In the present study, data was collected on a daily basis. The frequent progress monitoring in this study is characteristic of single-case research and allows decisions to be made as the intervention is administered (Kazdin, 2011).

Another possible reason for the lack of student improvement is the inconsistency with which the intervention was implemented. Almost all of the monitors indicated at some point during implementation that it was difficult to consistently implement the intervention because student attendance was inconsistent and unpredictable. This issue is not necessarily related to the integrity of the intervention program. Admittedly, the characteristics that make students ideal candidates for this intervention (frequent absences, tardies, and behavior referrals) also make it difficult for this intervention to be delivered in a reliable way. This finding suggests that during

implementation of the intervention additional supports may need to be included to increase the effectiveness of the program. Indeed, additional intervention programs may need to be considered for some students.

Yet another proposed explanation for the current findings is the lack of full implementation integrity. Treatment integrity is a critical factor to consider when evaluating intervention effectiveness and includes such factors as what intervention steps were delivered, how well they were delivered, how much of the intervention was provided and how was it delivered (Dane & Scheider, 1998; Power et al.; Jones, Clarke & Power, 2008). It is difficult to make solid conclusions regarding program outcomes without evidence that the intervention was implemented as intended (Hagemoser Sanetti & Kratochwill, 2009).

Although most monitors were able to see their students at least once a week, very few of them consistently monitored student engagement factors (e.g. absences or grades), and used them as the basis for their discussions with students. The "monitoring sheet" is included in the intervention manual to facilitate this process. In the case of this study, however, the monitor would more commonly talk briefly with the student about specific classes or specific assignments that were due, and help the student strategize about how to complete the work. While this is helpful in getting the student to complete schoolwork in the short-term, it does not address the ultimate goal of helping the student to focus on the "big picture" and appreciate the long-term benefits of their efforts (such as graduating or being able to get into college).

Another area where integrity of implementation was lacking was communication with parents. The manual encourages monitors to keep in consistent contact with parents and to communicate with them not only about the areas where the student needs improvement, but also about the student's strengths and accomplishments. In general, the monitors in this study only

communicated with the parents if the student had done something wrong. Monitors did not use parent collaboration as a way to increase the support that students were receiving outside of the school. The manual may need to be modified to include more specific recommendations for parent contact that is positive and/or a specific intervention for parent involvement (see Sheridan & Kratochwill, 2009).

Acceptability. Intervention acceptability is an important factor in determining whether schools are able to adopt new programs (Carroll & Rounsaville, 2003). Findings from the current study indicate that both the school personnel serving as monitors, and also the student participants found the intervention to be very acceptable. All of the monitors responded that they would be willing to use the intervention with another student in the future and that overall, they had a positive reaction to the program. All of the participating students noted that they found the meetings with their monitors to be valuable and if asked, they would speak positively about the intervention to their friends.

It is interesting to note, however, that because the intervention was not implemented with integrity, it is hard to know the true level of intervention acceptability. For example, if the monitors had spent more time looking up data, meeting with students, and communicating with parents, it is possible that both monitors and students would not find the intervention to be as acceptable due to the increased time commitment.

Participant Characteristics. Related to treatment acceptability, all of the monitors noted at some point that this particular intervention fit well with their personal philosophy about developing relationships with students. They all enjoyed taking extra time to get to know their students on a personal level so they were more inclined to implement this intervention because relationship building is a core component. This particular program component allowed

practioners to reconcile their desire to use professional judgment while also implementing an evidence-based program (Kratochwill & Shernoff, 2004).

Three of the four monitors noted that one factor that was helpful in implementing this intervention was that the program aligned well with their role within the school. Specifically, the two special education teachers emphasized that their experience with serving as case managers helped them to easily adopt the intervention into their duties because they were accustomed to checking-in with individual students on a regular basis. These teachers provided their *Check & Connect* students with the same supports that they would provide to a student on their caseload, however failed to fully implement the intervention as described in the protocol.

Contextual Variables. As mentioned above, to be implemented with integrity, *Check & Connect* requires a large commitment of time and energy from the monitor. Not only is the monitor required to meet with the student on a regular basis to discuss engagement indicators and to serve as a support person, but they are also encouraged to engage in other intervention activities. These activities include keeping in regular contact with the student's parents and teachers to update them on student progress, serving as an advocate for the student in the school by finding them extra supports if necessary, and also serving as an advocate for the student in the community by connecting them with community agencies to support their academic and social-emotional well-being. The time required to fulfill all of these roles is simply not available to most school employees, especially teachers that are responsible for classrooms full of students during most of their day. As predicted, some of the monitors were not able to meet with their students as frequently or for as long as recommended in the intervention manual.

The authors of this intervention seem to recognize this challenge and recommend in the intervention manual that a separate person be hired to serve as the *Check & Connect* monitor at a

school. While this would allow for increased commitment and time for intervention activities, it does not seem realistic to expect schools to hire a separate staff member. Given that the major obstacle in fully implementing this intervention seems to be lack of time, it might be more plausible for schools to rearrange some potential monitors' schedules to allow them more time during the day to attend to intervention activities. For example, providing teachers with a work period during the day which they can use to call parents, email other teachers, collect student data and meet with the student might be a feasible approach.

Limitations

The results of this current study regarding the effectiveness of the *Check & Connect* intervention should be interpreted with caution given several limitations of the transportability methodology used to study the program. The first issue involves sample size and sampling issues. The sample size was small, which limits the generalizability of the findings beyond the present study. In addition to its small size, the available sample of students did not perfectly match the sample used in *Check & Connect* pilot studies (Sinclair, Christenson, Evelo & Hurley, 1998; Sinclair et al., 2005). The intervention was first implemented in an urban setting with low-income and ethnic minority students who had been diagnosed with emotional or behavioral disabilities. Therefore the intervention was found to be efficacious in a setting and with students who differ from those used in the current study.

Another limitation is that the current study did not meet current standards for single-case research designs such as those proposed by the What Works Clearinghouse (Kratochwill, Hitchcock, Horner, Levin, Odom, Rindskopf, & Shadish, 2010). In particular, a single-case design with replication among other design features was not used in this investigation. While these factors might present challenges to interpreting the results of the current study, Kazdin

(2011) emphasizes that "in schools, clinics, rehabilitation facilities, and other applied settings, the conditions for using true single-case experiments cannot always be met. Nevertheless, selected features of the designs can be used to form *quasi-single-case experiments*. Quasi-experimental arrangements can vastly improve on the anecdotal case study and provide a strong basis of knowledge even though these arrangements are not true experiments" (p. 283). Despite the methodological limitations present in this study, valuable information regarding the implementation of this intervention was obtained; information which can contribute to the field's overall understanding of this intervention.

As previously discussed, there was an observed lack of treatment integrity which raises questions about the validity of the observed outcomes. Specifically related to treatment integrity, one limiting factor was the amount of time that was available for program implementation, which was relatively short when compared to the amount of time recommended in the intervention manual (2 years or more if necessary). Due to practical considerations, it was not feasible for monitors to implement the intervention for an amount of time longer than one semester.

Future Directions

Despite growing evidence to support the use of *Check & Connect* to increase student engagement (Sinclair et al., 1998; Sinclair et al., 2005), the results from the present study suggest that there is still much to be learned about how to implement this intervention with a variety of different student populations and school staff. In future studies, the goal will be to eliminate the methodological weaknesses of the present study, primarily by recruiting more participants and by closely monitoring and evaluating implementation integrity.

One way to closely monitor implementation might be to assign someone at the school to do regular (at least weekly) integrity checks. Ideally this person should be able to be present in the building to do frequent check-ins with staff and reviews of student progress. A school psychologist or school counselor might be an ideal candidate for this role because they have a more flexible schedule than a teacher or administrator.

Another method of increasing implementation integrity would be to provide monitors with intervention training. Although it is possible to implement the intervention without formal training, it is more likely that staff members will fully understand the importance of all the program components if they are being trained by people that are knowledgeable and have experience implementing the intervention. It is expected that these modifications would insure that the intervention is being implemented as directed and would increase the validity of the observed outcomes.

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Appendix A: Invitation to Student Services Personnel to Participate and Consent Form

University of Wisconsin-Madison

Department of Educational Psychology
Room 869 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706-1796
Phone: 608-262-3432

Dear _____ ,

Hello, my name is Christina Pankow and I am a graduate student in the School Psychology Program at the University of Wisconsin-Madison. I would like to invite you to participate in my thesis study looking at the implementation of *Check & Connect* in the school setting.

What is the purpose of this project?
The purpose of this project is to investigate the implementation of an evidence based school engagement intervention called *Check & Connect*.

Why am I being asked to participate?
You are being invited to participate because you have experience implementing interventions for students who are experiencing difficulties in school.

What will my participation involve?
You will be asked to learn the *Check & Connect* intervention and recruit a student in your school to receive the intervention based on the selection criteria provided in the manual. The intervention requires frequent contact and monitoring of the target student. You will also be asked to complete brief daily intervention logs in addition to a survey and interview at the completion of intervention implementation. All intervention and progress-monitoring materials will be provided in addition to assistance with data collection. The total duration of your involvement will range from twelve to fourteen weeks.

Will my confidentiality be protected?
Several measures will be taken to assure your confidentiality. Only my advisor and myself will use the identifying data. We will not include names or identifying information in any publication of the results.

Can I change my mind?
Participation in this project is voluntary and not consenting to participate involves no penalty. Also, if you chose to participate, I anticipate no risks to you. You may withdraw from the study at any time with no loss of benefits. If you agree to participate, please sign the attached consent form and return it at your earliest convenience. If you have any questions about your rights as a research participant, please contact the school of education's human subjects committee office at 608-262-9710.

Thank you for your assistance, and please do not hesitate to call or write if you have any questions.
Sincerely,

Christina K. Pankow
Department of Educational Psychology
499A Educational Sciences
1025 W. Johnson Street
Madison, WI 53706
cpankow@wisc.edu

Thomas R. Kratochwill, PhD
School Psychology Program
310 Educational Sciences
1025 W. Johnson Street
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tomkat@education.wisc.edu
(608)262-1427

Student Services Personnel Consent Form

University of Wisconsin-Madison Research Project
Transporting an Evidence-Based School Engagement Intervention to Practice: Outcomes and Barriers to Implementation

Christina K. Pankow
Thomas R. Kratochwill, PhD

I _____ agree to participate in a study conducted by Christina Pankow and Thomas Kratochwill on the use of Check and Connect in educational settings. I understand that I can withdraw from the study at any time without penalty or loss of benefits.

I hereby consent to participation.

_____ _____
Student services personnel (Signature) Date

If you have any questions regarding your rights as a research participant, please contact the school of Education's Human Subjects Committee office at 608-265-3329.

Appendix B: Invitation to Parents/Students to Participate and Consent Form

University of Wisconsin-Madison

Department of Educational Psychology
Room 869 Educational Sciences Building
1025 West Johnson Street
Madison, WI 53706-1796
Phone: 608-262-3432

Dear _____ ,

Hello, my name is Christina Pankow and I am a graduate student in the School Psychology Program at the University of Wisconsin-Madison. I am in my second year of graduate studies and I have a lot of experience working with children in schools.

I would like to invite your son/daughter to participate in my thesis study looking at how student services personnel implement an evidence-based school engagement intervention and how that will impact your son/daughter's attendance/grades/behavior. This intervention, called *Check & Connect*

At the start of the intervention, your son/daughter's counselor/school psychologist/social worker will describe the intervention to your child and ensure that he/she would like to participate. Your child may choose to decline any activity that he/she is not comfortable.

The information that your child provides for my thesis will be kept strictly confidential and identified by an ID number only. Data collected about your son/daughter will be used for research purposes only. Your son/daughter will not be identified in any report or publication of the results of the study.

Your participation is voluntary. If you agree to allow your son/daughter to participate, you have the right to withdraw him or her from the study at any time. Your child may decline to participate in any activity.

I anticipate no risks associated with your participation in this project. Your child's participation will help us better understand the benefits of using *Check & Connect* to increase student engagement. We anticipate that the intervention your daughter/son participates in will lead to increased engagement with school and as a result, better attendance/grades/behavior.

Thank you for considering participation in this project. Please call me with any questions at (608)262-3432.

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University of Wisconsin-Madison Research Project
Transporting an Evidence-Based School Engagement Intervention to Practice: Outcomes and Barriers to Implementation

Christina K. Pankow
Thomas R. Kratochwill, PhD

I _____ consent to my son/daughter's participation in a study conducted by Christina Pankow and Thomas Kratochwill on the use of *Check & Connect*. I understand that I can withdraw my child from the study at any time without penalty or loss of benefits.

_____
Student's Printed Name

_____
Parent's Printed Name

_____
Parent's Signature

_____
Date

Appendix C: Student Assent Form

Informed Assent for Minors

Recently your parents agreed to participate in a project that we are working on at the University of Wisconsin-Madison. We are trying to learn more about ways that we can help students do their best in school. Your teacher and your parents thought that you might be willing to participate in our project. So, we will tell you about the project, and hopefully you will agree to be involved.

We are trying to learn about a new program to help students do their best at school. The program is called *Check & Connect*. We have given your counselor/school psychologist/social worker information about *Check & Connect* and he/she would like to use it to help you be the best student you can be.

If you agree to be involved in this project, your counselor/school psychologist/social worker will meet with you several times a week to talk about school and help you with any problems you may be having. These meetings will be during the school day at a time that is convenient for you and the counselor/school psychologist/social worker.

This project is directed by a professor, Dr. Kratochwill, and a student, Christina Pankow, at the University. This project does not involve any risk or problems for you and you can decide to withdraw from the project at any time. You can tell your teacher, parents, or school psychologist of your interest in withdrawing from the project at any time you want to. Your participation will remain confidential. This means that we will not tell anyone (e.g., other students) about being in this project, and we will not give information about what you so to anyone except your teacher, parents, and counselor/school psychologist/social worker. If your classmates ask questions about the activities you are doing, your counselor/school psychologist/social worker will tell them that you are helping out with a project at the university.

If you would like to participate, we would like you to sign the form that is attached. If you have any questions about the project, we would be happy to answer them at any time. Additionally, if you have any questions regarding your rights as a research participant, please contact the University of Wisconsin, School of Education's Human Subject Committee office at (608)262-2463. Thank you for considering your participating in our research project.

Sincerely,

_____ _____

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Informed Assent for Minors

University of Wisconsin-Madison Research Project
Transporting an Evidence-Based School Engagement Intervention to Practice: Outcomes and Barriers to Implementation

Christina K. Pankow
Thomas R. Kratochwill, PhD

_____
Student's Name

Please check one:

_____ I agree to participate in this study and my parents also agreed to have me in the study. I understand that I may withdraw from participation at any time without penalty to me or loss of benefit.

_____ I do **not** wish to participate in this project.

_____ _____
Signature of student Date

_____ _____
Signature of Investigators Date

If you have any questions regarding your rights as a research participant, please contact the University of Wisconsin, School of Education's Human Subject Committee office at (608) 262-2463.

Appendix D: Check & Connect Monitoring Sheet

Check and Connect Monitoring Sheet

Month _____ Student _____ ID _____

School _____ Mentor _____

Check

	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	High risk for month
Tardy																					
Skip																					
Absent																					
Behavior Referral																					
Suspension (In/Out of School)/Detention																					
Failing classes	D's _____ F's _____ Classes passed out of ____ total																				
Behind in Credits	Credits earned out of ____ total																				
Pass High School Exit Exam	Yes _____ No _____																				

Connect

Basic	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F	M	TU	W	TH	F
Shared "check" data																				
Provided regular feedback																				
Discussed staying in school																				
Problem-solved about risk																				

Intensive																				
Personal & future goal setting																				
Contracted for behavior or grades																				
Communicate/problem solve with parents																				
Made special accommodations																				
Participated in community service																				
Participated in school-sponsored activity																				
Participated in social skills group																				
Worked with tutor																				
Arranged for alternative to suspension																				
Small group instruction for passing exit exam																				
_____ Other*:																				

Appendix E: Treatment Evaluation Inventory- Short Form

Treatment Evaluation Inventory Short Form (TEI-SF)

Please complete the items listed below by placing a checkmark on the line next to each question that best indicates how you feel about using *Check & Connect*. Please read the items very carefully because a checkmark accidentally placed on one space rather than another may not represent the meaning you intended.

	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
1. I find *Check & Connect* to be an acceptable way for dealing with a student's lack of school engagement.					
2. I would be willing to use *Check & Connect* in the future if I wanted to increase a student's engagement with school.					
3. I believe it would be acceptable to use *Check & Connect* without students consent.					
4. I like the procedures used in *Check & Connect.*					
5. I believe *Check & Connect* is likely to be effective.					
6. I believe the child will experience discomfort during the treatment.					
7. I believe *Check & Connect* is likely to result in permanent improvement.					
8. I believe it would be acceptable to use *Check & Connect* with individuals who cannot choose treatments for themselves.					
9. Overall, I have a positive reaction to this treatment.					

Appendix F: Monitor End of Implementation Interview and Questionnaire

End of Implementation Interview & Questionnaire

1. What were the major factors that made it possible for you to successfully implement the *Check & Connect* intervention?

2. What were the major factors that made it difficult for you to implement the *Check & Connect* intervention?

Please **rate how important** the following factors would be in your decision to continue delivering the *Check & Connect* intervention in your school.

	Not Important								Very Important
1. Description of the intervention or service that implied that it is "evidence-based" or "scientifically tested"	1	2	3	4	5	6	7	8	9
2. Leadership support from the administrator to whom psychological services report in your school.	1	2	3	4	5	6	7	8	9
3. Support for the intervention by particular individuals in your school who are respected by others in the school.	1	2	3	4	5	6	7	8	9
4. Support for the intervention by your state education agency or other relevant public authority.	1	2	3	4	5	6	7	8	9
5. Support for the intervention by parents.	1	2	3	4	5	6	7	8	9

6. Support for the intervention by advocacy or consumer groups in your country.	1	2	3	4	5	6	7	8	9
7. Support for the intervention by psychologists, counselors, and other mental health professionals.	1	2	3	4	5	6	7	8	9
8. Support for the intervention by teachers.	1	2	3	4	5	6	7	8	9
9. Support for the intervention by the principal, superintendent, or other upper level administrator in your school.	1	2	3	4	5	6	7	8	9
10. Support for the intervention by other agencies with which your school interacts.	1	2	3	4	5	6	7	8	9
11. Support for the intervention by accreditation agencies or organizations.	1	2	3	4	5	6	7	8	9
12. Financial benefits from adoption of the intervention.	1	2	3	4	5	6	7	8	9
13. Fit or match between the needs of the children in your school and the target population for this intervention	1	2	3	4	5	6	7	8	9
14. Fit or match of this intervention with the philosophy of your school	1	2	3	4	5	6	7	8	9
15. Fit or match of this intervention with the standard techniques or interventions already used by the staff of your school.	1	2	3	4	5	6	7	8	9
16. Fit or match of the intervention with the supervision or consultation practices already in place.	1	2	3	4	5	6	7	8	9
17. Fit or match of the intervention with the training, in-service, or continuing education practices already in place at your school	1	2	3	4	5	6	7	8	9
18. Fit or match of intervention with the administrative training already in place	1	2	3	4	5	6	7	8	9
19. Level of administrative burden	1	2	3	4	5	6	7	8	9
20. Compatibility with existing equipment and technology	1	2	3	4	5	6	7	8	9
21. Political Pressure	1	2	3	4	5	6	7	8	9

Appendix G: Student Perception Questionnaire

Student Perception Questionnaire

1. How helpful did you find the *Check & Connect* program to be? Circle one.

Not Helpful Somewhat Helpful Very Helpful

2. How valuable did you find the meetings with your mentor to be? Circle one.

Not Valuable Somewhat Valuable Very Valuable

3. Would you say that because of your participation in this program, your problem-solving skills have improved?

Yes No

4. Would you feel comfortable going to your mentor if you had a problem in the future?

Yes No

If no, why not?

5. Would you speak positively about *Check & Connect* to your friends?

Yes No

6. Would you recommend any changes to the program?

Yes No

If so, what?

Appendix H: Daily Log of Intervention Activities

Daily Log of Intervention Activities

Was the student seen today? Yes / No

How much time was spent with the student (in minutes)? _____

What topics were discussed with the student?

_____

How would you rate the quality of your interaction with the student today?

Poor / Fair / Good

Were any other intervention activities conducted today (ex. phone call to student's home)? If so what?

_____

Comments:

Daily Log of Intervention Activities

Was the student seen today? Yes / No

How much time was spent with the student (in minutes)? _____

What topics were discussed with the student?

_____

How would you rate the quality of your interaction with the student today?

Poor / Fair / Good

Were any other intervention activities conducted today (ex. phone call to student's home)? If so what?

_____

Comments: