Teaching Consultation Skills Using Interdepartmental Collaboration and Supervision with a Mixed-Reality Simulator

S. Kathleen Krach, Ph.D., NCSP
Mary Frances Hanline, Ph.D.
Basic Consultation Pairings
Consultant
School Psychology Student:
Educational Psychology &
Learning Systems Department

Consultee
Special Education Student
School of Teacher Education

Client
Virtual Child in simulator
TeachLive

Training Consultation Pairings
Mixed-Reality Simulator
What is TeachLive? [hyperlink]
Clients Chosen for Consultation

Kevin

Kevin is a 6th grade male (age 12-4). He has never been held back. He gets along well with other children, but he has some issues with authority.

His previous teacher described problems with disrespectful behavior. He can also be disinterested in his work leading to off-task behavior.

Sean

Sean is a 6th grade male (age 13-2). He was retained in Kindergarten for being socially delayed. He does not have many friends.

His previous teacher described problems with speaking out in class. She said that he tries to “control the classroom” and “take up all of my instruction time.” He can sometimes be antisocial with the other children although he is always friendly with the teacher.
Interdepartmental Collaboration
Consultant
Graduate-level
School Psychology Student

Dyad 1

Client
Virtual Child
Kevin

Consultee
Undergraduate-level
Teacher Education Student

Dyad 2

Client
Virtual Child
Sean

Consultee
Undergraduate-level
Teacher Education Student

School Psychology

Kevin

Special Education

Sean

Special Education
Interdepartmental Individuals Involved

School of Teacher Education
Special Education Program

- **Faculty:** Mary Frances Hanline
- **Class:** MTSS Curriculum
- **Student:** Graduate student interested in working as P-12 teacher.
- **Student (Other):** Graduate students in interested in doctorate in teacher education.

Educational Psychology & Learning Systems
School Psychology Program

- **Faculty:** S. Kathleen Krach
- **Class:** School-Based Consultation
- **Student:** Graduate students interested in working as P-12 school psychologist
- **Student (Other):** Graduate students interested in doctorate in school psychology OR school-based social workers.
**Timeline for Collaboration**

**Consultant**
- Review Case File
- Formal Introduction
- TeachLive #1
  - Structured Observation
  - Conduct Interview (PII)
  - Research Intervention
  - Present Intervention to Consultee
- After TeachLive #1
- TeachLive #2
  - Structured Observation
  - Evaluate Consultee (CEF)
  - Evaluate TeachLive (TCR)
- After TeachLive #2

**Consultee**
- Review Case File
- Formal Introduction
- TeachLive #1
  - Provide Instruction
  - Answer Interview (PII)
  - Consider Intervention from Consultant
  - Evaluate Intervention (IRP)
- After TeachLive #1
- TeachLive #2
  - Provide Instruction
- After TeachLive #2
  - Evaluate Consultant (CEF)
  - Evaluate TeachLive (TCR)
Teaching Consultation
<table>
<thead>
<tr>
<th>Developmental Stage</th>
<th>Training Stage</th>
<th>Instructional Activities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Novice-acclimation</td>
<td>Awareness and understanding</td>
<td>Lecture, discussion, reading, observation</td>
</tr>
<tr>
<td></td>
<td>Skill acquisition</td>
<td>Classroom simulations and role plays, videotaped simulation</td>
</tr>
<tr>
<td>Competence</td>
<td>Application of skills</td>
<td>Consultation cases, taped and supervised</td>
</tr>
<tr>
<td>Proficiency-expertise</td>
<td>Advanced skill development</td>
<td>Additional practice of consultation; continued professional development; research; supervision of others; teaching.</td>
</tr>
</tbody>
</table>
Behavioral Consultation
(BC; Bergan & Kratochwill, 1990)

• **Formal Entry:**
  • Professors introduce the two students

• **Assessment:**
  • Classroom session
  • Direct observations “pre” using *School Psychology Tools Observation System*

• **Defining the Problem and Setting the Goals**
  • Case file review
  • Problem Identification Interview (PII; Crothers, Hughes, & Morine, 2008).

• **Intervention or Strategy Selection**
  • Review of the literature
  • Present the interventions to the students
  • Intervention Rating Profile for Consultee and Client (IRP-15; Martens, Witt, Elliott, & Darveaux, 1985),

• **Implementation**
  • “Classroom” session

• **Evaluation**
  • Direct observations “post” using *School Psychology Tools Observation System*
  • Analyze data and report
  • Consultant Evaluation Form (CEF) published by Erchul (1987) and adapted version Consultee Evaluation Form
Supervision
Supervision by Professor(s)

**Student Consultant**
- As-Needed
  - Before, after, during TeachLive session
- Group Supervision
  - In whole class setting.
- Individual Supervision
  - One-on-one prior to each consultation sessions
- Supervision of Work Products
  - Intervention materials
  - Case study documents

**Student Consultee**
- As-Needed
  - Before, after, during TeachLive session
- Group Supervision
  - In whole class setting.
- Individual Supervision
  - One-on-one following each of the TeachLive sessions
- Supervision of Work Products
  - Lesson plan
## Quantitative: Findings from First Year of Project

<table>
<thead>
<tr>
<th>Instruments</th>
<th>Completed by Consultant</th>
<th>Total Possible Points</th>
<th>Completed by Consultee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>N</td>
<td>M</td>
<td>SD</td>
</tr>
<tr>
<td>Intervention Rating (IRP)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEF-Rates Consultant*</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>CEF-Rates Consultee*</td>
<td>10</td>
<td>56.10</td>
<td>8.99</td>
</tr>
<tr>
<td>TeachLive Rating (TCR)*</td>
<td>9</td>
<td>18.33</td>
<td>0.41</td>
</tr>
</tbody>
</table>

*score differences were statistically significant
Qualitative: Findings from First Year of Project

Positive Trends
• Both groups enjoyed the process.
  • Saw it as a positive learning experience.
  • Felt like a “real world experience.”
  • Enjoyed meeting with other school professionals
• Both groups wanted more time with the mixed-reality simulator.
  • Longer sessions
  • More sessions

Negative Trends
• Both groups felt constraints on the assigned tasks
  • Intervention recommendations could not be done in the TeachLive environment.
  • Undergraduate students lacked motivation to meet and/or use the interventions
• Both groups noted some technology problems
  • TeachLive changed interactors (puppetmasters) between T1 and T2.
  • Cannot use any intervention involving changing seats or moving around.
# Meeting NASP Standards (Knowledge)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Subcomponent(s) Not Addressed in TeachLive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methods for effective consultation and collaboration that link home, school, and community settings</td>
<td>Not linked</td>
</tr>
<tr>
<td>Varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems</td>
<td>Does not apply to families.</td>
</tr>
<tr>
<td>Strategies to promote collaborative, effective decision making and implementation of services among professionals, families, and others</td>
<td>Does not apply to families.</td>
</tr>
<tr>
<td>Consultation, collaboration, and communication strategies effective across situations, contexts, and diverse characteristics</td>
<td>Does not apply across contexts</td>
</tr>
</tbody>
</table>

*NASP Standards for Graduate Preparation of School Psychologists (NASP, 2010).*
# Meeting NASP Standards (Skills)

<table>
<thead>
<tr>
<th>Standards</th>
<th>Subcomponent(s) Not Addressed in TeachLive</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery</td>
<td>All apply</td>
</tr>
<tr>
<td>Consult and collaborate in planning, problem solving, and decision-making processes and to design, implement, and evaluate instruction, interventions, and educational and mental health services across particular situations, contexts, and diverse characteristics</td>
<td>Not across contexts</td>
</tr>
<tr>
<td>Consult and collaborate at the individual, family, group, and systems levels</td>
<td>Does not apply to families</td>
</tr>
<tr>
<td>Facilitate collaboration and communication among diverse school personnel, families, community, professionals, and others.</td>
<td>Does not apply to families</td>
</tr>
<tr>
<td>Facilitate collaboration and communication among diverse school personnel, families, community professionals, and others</td>
<td>Does not apply to families and community professionals</td>
</tr>
<tr>
<td>Effectively communicate information for diverse audiences, for example, parents, teachers, other school personnel, policy makers, community leaders, and/or others</td>
<td>Does not apply to parents, policy-makers, or community</td>
</tr>
<tr>
<td>Promote application of psychological and educational principles to enhance collaboration and achieve effectiveness in provision of services.</td>
<td>All apply</td>
</tr>
</tbody>
</table>
Costs
How much did this cost?

**Money**
- **$1000**: Cost for materials for TeachLive room.
- **$4500**: Cost to set-up TeachLive Room
- **$250**: Cost to set-up the scenario with the interactor
- **$125**: Cost (hourly rate) to use the interactor in the TeachLive Room
- **$35,000**: Cost to create new avatar.

**Time**
- School Psychology professor’s time.
- Special Education professor’s time.
- Class time missed during the sessions.
QUESTIONS?
References


