



# The BOLD School of Thought: Pre-service School Psychology Candidates' Lessons from Implementing an Online Mediated Learning Experience with School-Aged Children

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### Introduction

**Background:**

- Due to COVID-19, school-aged children may return to school with significant academic and social-emotional needs (Minkos & Gelbar, 2020)
- Explicit teaching of cognitive skills is effective when those skills would not be spontaneously acquired (Kozulin & Presseisen, 2010)
- Use of mediated learning experience (MLE) and social emotional learning (SEL) strategies can have positive effects on student academic performance (Conduct Problems Prevention Research Group, 2010)
- The Bowie State University (BSU) Building Online Learning Disciplines (BOLD) curriculum is comprised of culturally relevant MLE and SEL content delivered in a monthly virtual format

**Poster Objectives**

- Describe the experience of graduate TAs preparation to implement MLE and SEL strategies in the BSU BOLD student sessions
- Use mixed-methods design to explore preliminary impact of implementing the curriculum for graduate TAs and the BOLD students

**Hypotheses:**

- Summer training workshops will build skills and confidence of first/second year school psychology graduate students needed to work with students in a non-academic counseling setting
- Elementary/middle school students will find value in online monthly sessions

#### References

Conduct Problems Prevention Research Group (2010). The effects of a multiyear universal social-emotional learning program: The role of student and school characteristics. *Journal of consulting and clinical psychology, 78*(2), 156–168. doi: 10.1037/a0018607

Kozulin, A., & Presseisen, B. Z. (1995). Mediated learning experience and psychological tools: Vygotsky's and Feuerstein's perspectives in a study of student learning. *Educational Psychologist, 30*(2), 67–75. doi: 10.1207/s15326985ep3002\_3

Minkos, M. L., & Gelbar, N. W. (2020). Considerations for educators in supporting student learning in the midst of COVID-19. *Psychology in the Schools, 58*(2), 416–426. doi: 10.1002/pits.22454

### Methodology

**Participants:**

- Teaching Assistants (TAs): 4 first/second year school psychology graduate students (2 AA; 1 Asian; 1 White; and all 4 Female) (one later dropped out)
- Students: 6 elementary/middle school students ranging from grade 3-9 (6 African American students with household incomes ranging from \$75,000-\$150,000 per year)

**Preparation Materials:**

- Laptop/computer: used camera and microphone to access monthly BOLD sessions
- Summer training protocols: developed by third-year graduate training supervisors on MLE, SEL, Holistic Learner Framework, and Augusta Mann's Recurring African American Cultural and Educational Themes using BOLD lesson examples
- Fidelity checklist: indicated presence of essential components of the curriculum segments

**Implementation Feedback Materials:**

- TA surveys: contained 15-question Likert-scale and 3 open-ended question survey on satisfaction and effectiveness of summer training workshops
- Student survey: contained 4-question yes/no and Likert-scale survey on interest and applicability of monthly student sessions
- Recorded Zoom Sessions: included videos of all trainings and monthly/feedback sessions

**Procedures**

- To prepare for BOLD student sessions, graduate TAs:
  - Attended 2-week (8 two-hour sessions) summer training program on BOLD curriculum content and delivery
  - Developed and practiced student lessons with school children during trainings
  - Completed feedback surveys about their preparation experiences
- Graduate TAs hosted monthly BOLD sessions with students and received feedback from third-year graduate training supervisors on their implementation
- BSU BOLD middle and high school students provided feedback on their experiences in the sessions

Session Date	Nov. 13	Dec. 18	Jan. 15	Feb. 5	Mar. 5	Apr. 2
Session Topics	Approach to Task	Community Circle	Selective Attention	Working Memory	Making Comparisons	Community Circle

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### Results

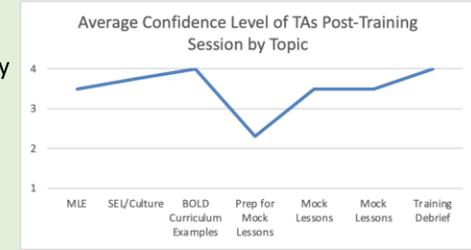
**Graduate TA Preparation Experiences**

Open-ended Feedback Data: When asked to describe their experiences in the summer trainings, graduate TAs expressed the following themes:

- An appreciation for the modeling and collaboration aspects of the training process
- A desire for clearer understanding of how foundational concepts translated to lesson implementation earlier in the training process
- Enthusiasm for the opportunity to use what they have learned with elementary and middle school students

TA Confidence Post-training: TA confidence agreement ranged from strongly disagree to strongly agree on a 4-point Likert scale. Confidence peaked after BOLD sample lessons and debriefing, and was lowest after mock lesson preparation.

Figure 1.



#### Implementation Feedback from Graduate Training Supervisors

Positive Themes	Growth Targets	Strategies to Improve
Rapport Building	Weak Flow/Rhythm	Allow students time to think
Strong Affirmation Facilitation	Lacked Real World Connections	Use students' interests to relate curriculum to their lives
Strong Content Delivery	Limited Time for Community Building	Remove presentation slides to interact more "face-to-face"

#### BOLD Student Feedback (n=7; collection ongoing)

All students responded that they were interested in the sessions, learned something during them, and made connections to their home and school lives. The students were asked to rate each session on a five-star scale. Their average session ratings was 4.7 out of 5.