

Applying Classroom Check-Up through Teleconsultation

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Abstract

The purpose of this case study was to gain experience as a consultant-in-training for preparation as a future school psychologist, specifically with the Classroom Check-Up coaching model (2020a), via teleconsultation. This model follows five problem-solving steps to improve student engagement. After the consultant collected virtual class observation data on four occasions and provided performance feedback, the consultee, a fourth-grade teacher, identified increasing her use of behavior-specific praise as an area of desired improvement. The short-term use of the model demonstrated a substantial increase in the teacher's use of behavior specific praise in her online classroom. Lessons learned from utilizing Classroom Check-Up (2020a) through tele-coaching, implications, limitations, and possible future directions for research will also be discussed.

Within the National Association of School Psychologists (NASP) Practice Model (2020), the consultation and collaboration domain is identified as a permeating practice, signifying its important role within all other domains. Classroom Check-Up (CCU) (2020a) is a coaching model and an intervention used class-wide through teaching practices to address student problem behavior. Through this process, both current and future problem behavior will be negated too (Henry, n.d.). Because class management and student academic achievement are related, improving classroom management is a critical topic for teachers to grow skills. Coaches, or consultants, and teachers, or consultees, work in a nonevaluative partnership to increase the teacher's skills

and find strategies that best serve the students. Part of the nonevaluative nature of consultation includes motivational interviewing used by the coach to encourage the teacher to adopt new practices or to walk through potential ambivalence to change (Reinke et al., 2011). Due to the COVID-19 pandemic, the CCU (2020a) model was utilized via teleconsultation. In a review of teleconsultation, Kaiser and Martin (2020), reveal that (Fischer et al., 2016a; Fischer et al., 2016b.; Schultz et al., 2017), reveal that teleconsultation has an increasing amount of evidence showing acceptability. CCU was utilized short term by a consultant and consultee to observe, review, and increase behavior specific praise offered by the teacher to her class.

Table 1*Data Gathered Before Intervention*

	Observation 1	Observation 2	Observation 3	Observation 4	Average across observations
Specific Praise	0	0	0	0	0
General Praise	5	5	4	7	5.25

The Classroom Check-Up Model

CCU (2020a) follows six steps: Interview, Assess Classroom, Check-Up Meeting and Feedback, Menu of Options and Choose Intervention, Implement Intervention, and Evaluate Intervention. The consultee, an experienced fourth grade teacher, taught her class in an online format. During the interview, the consultant used the CCU (2020a) teacher interview to gather information concerning the consultee's teaching experience, values, classroom management style, thoughts of what an ideal classroom would look like, and previous experiences with coaching, consultation, mentoring, and feedback.

Regarding classroom management, the consultee's concerns were student cameras being turned off and students not remembering to mute themselves after speaking. The next step, assessing the classroom, involved observing the teacher for four 20-minute observations. After gathering

observation data, it was found that two students were reminded to turn their cameras on, and none were told to mute themselves after speaking. During the meet up and feedback step, the consultee reviewed the collected data with the consultant and identified specific praise as a desired area of change. Table 1 displays the data for specific and general praise. After looking through strategies offered in the CCU (2020a) database, the consultee picked the CCU Using Behavior Specific Praise strategy (2020b).

Implementation of the intervention was completed by the consultee. She used the materials from CCU (2020a) and identified behaviors she wanted change, such as specific praise statements for desired behaviors. After the consultee used Using Behavior Specific Praise strategy (2020b) for one week, the consultant evaluated the intervention by observing the classroom and collecting data on teacher use of behavior

Table 2*Data Gathered After Intervention Selection and Teacher Implementation*

	Observation 1	Observation 2	Average across observations
Behavior specific praise	22	15	18.5
General praise	8	4	6

specific and general praise. As seen in Table 2, there was a significant increase in behavior specific praise. Before implementation of the intervention, the consultee expressed an average of 0 behavior specific praise statements per 20-minute observation, whereas after, she said 18.5 statements during 20-minute observations.

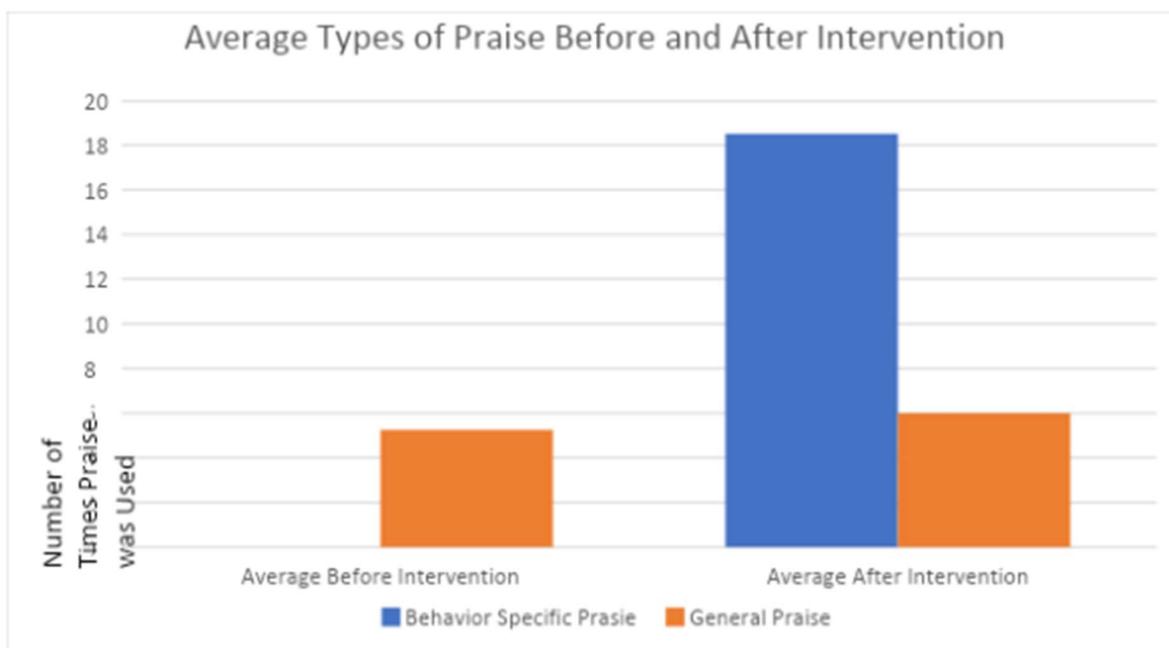
Lessons Learned, Implication, and Possible Future Directions for Research

Due to the start of the spring semester, only two observations post-intervention implementation were conducted. Although substantial progress of behavior specific praise was observed, further observations and collaboration would have provided a better indication of intervention fidelity. Increased awareness and training in coaching and consultation is an implication from this case study. Though consultation and collaboration is a permeating practice in the NASP Practice Model (2020), school psychology students at

Millersville take one preservice consultation course. This case was evidence for more training, as it is beneficial to teachers. Learning about teleconsultation and coaching should be a part of a school psychologists' training to be prepared to support teachers and students from a distance. Perhaps more training should be offered or made a key feature of school psychology conferences. Cross program collaboration with students training to be educators may be a unique opportunity to foster collaboration early in the careers of future educators and school psychologists. A potential future direction for research regarding the consultant implementation of the CCU (2020a) is furthered use of CCU via teleconsultation to see long term teacher outcomes, student outcomes, and to assess the acceptability of tele-CCU to see if it compares to acceptability of other teleconsultation model research (Fischer et al., 2016a; Fischer et al., 2016b.; Schultz et al., 2017).

Graph 1

Average Type of Praise Used Before and After Intervention



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