

# Supporting Teachers' Use of Evidence-Based Classroom Management Strategies:

Preparing School Mental Health Professionals for  
Collaborative Consultation

**Chelsea Hustus, B.S.**

**Julie S. Owens, Ph.D.**

**Ohio University Department of Psychology**

# Objectives

- ▶ Identify best practices in school consultation
- ▶ Identify the stages of consultation
- ▶ Understand methods for incorporating motivational interviewing techniques into each stage of consultation

# School Mental Health (SMH)

- ▶ **Goal:** integrate educational & behavioral supports to help children succeed
- ▶ Partnership approach
  - ▶ Educators, administrators, behavioral and mental health support staff, parents, youth, university partners, community partners
- ▶ Evidence-based services
- ▶ Data-driven decision making
- ▶ Continuum of care
  - ▶ Mental health promotion, risk prevention, screening, assessment, early intervention & intensive intervention

# SMH Professionals (SMHPs)

**Master's level professionals (counseling, social work, school psychology, behavioral intervention specialist)**

## Current Status

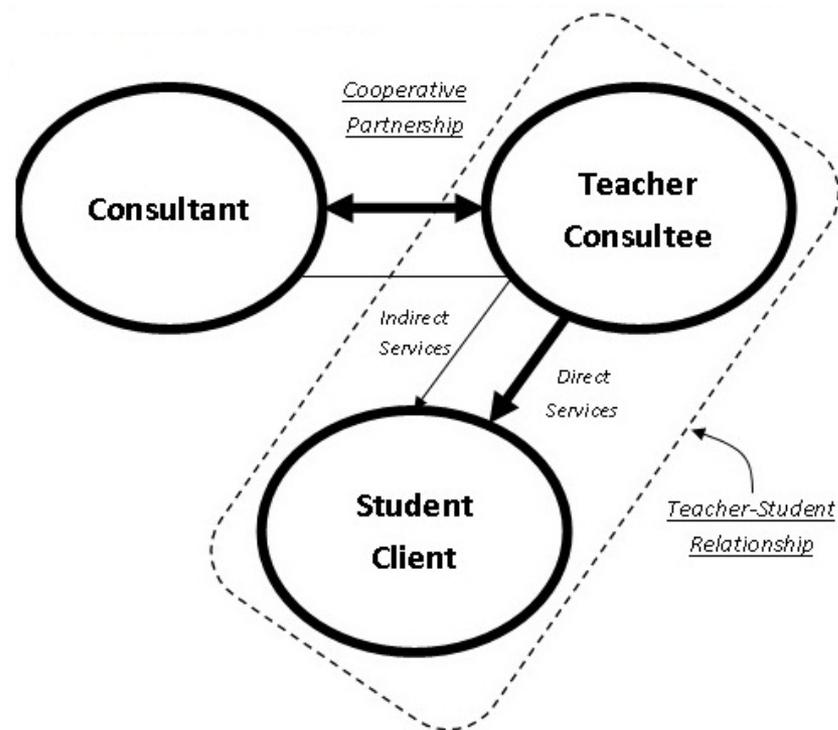
- ▶ Often given administrative (rather than mental health-related) tasks
- ▶ Over-reliance on individual counseling (rather than integrating intervention into the classroom)
- ▶ Often refer cases to community clinics

## Goal

- ▶ Prioritize mental health & behavioral support services across the continuum of care
- ▶ Consult with teachers and school staff (e.g., bus driver)
- ▶ Lead or co-lead mental health initiative in the school

# Consultation Defined

- Indirect service provision model in a triadic relationship
- Goals:
  - Improve student behavior
  - Strengthen teacher skills to apply beyond this client/situation



(Kratochwill et al., 2002)

# Best Practices in Behavioral School Consultation

## ▶ Elements

- ▶ Collaborative approach
- ▶ 5-step problem-solving approach to overcoming challenges
- ▶ Observation of teacher & performance feedback

## ▶ Evidence

- ▶ Produces change in teacher skills in implementing classroom interventions (e.g., Becker et al., 2013; Bradshaw et al., 2012; Noell et al., 1997; Solomon et al., 2012)
- ▶ Improved student outcomes (e.g., Coles, Owens et al., 2015; Gilbertson et al., 2007)

However, there is  
variability in  
teachers'  
implementation  
even with ongoing  
consultation

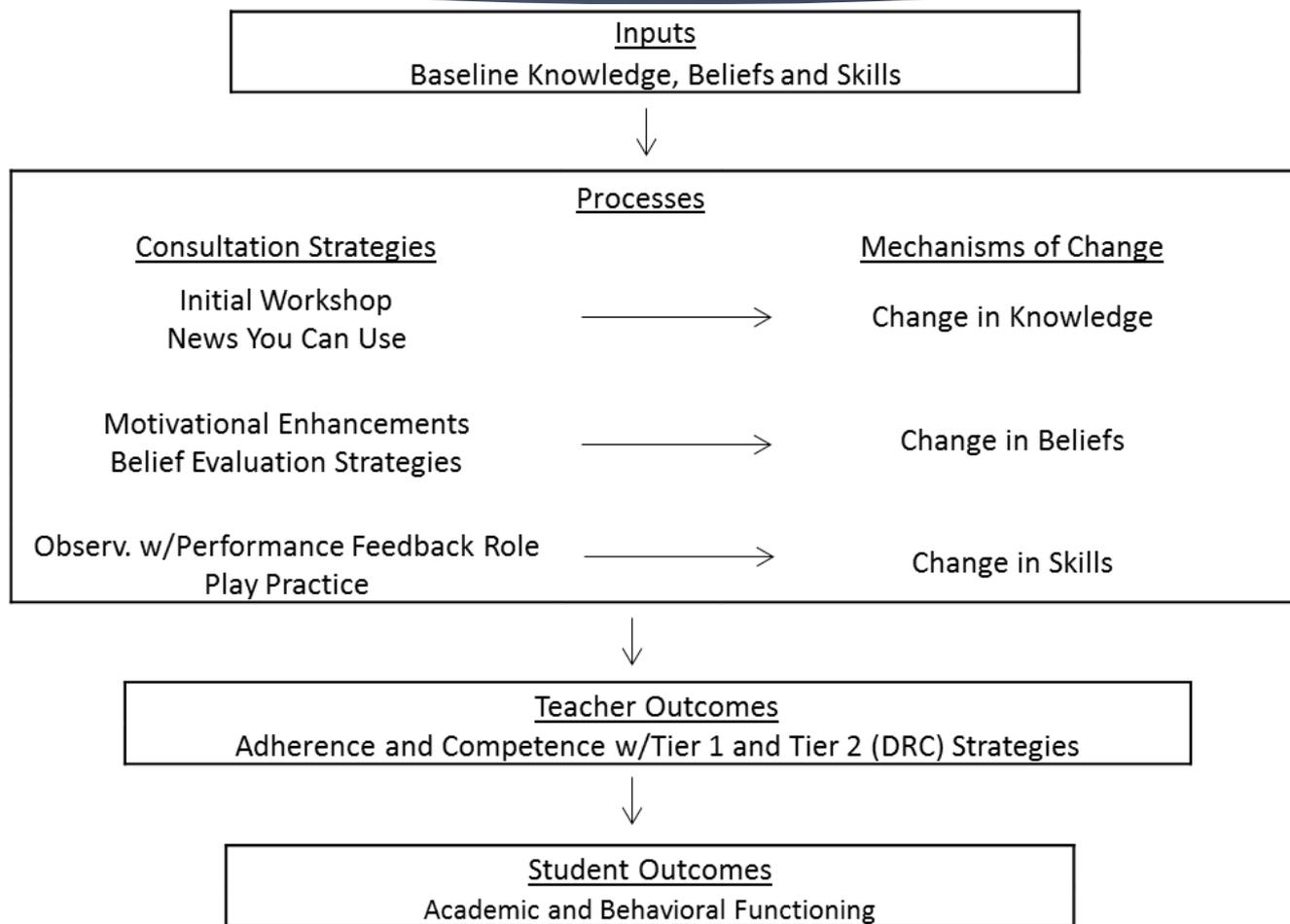
(e.g., Noell et al., 1997; Owens et al., 2008)

A ONE-SIZE-FITS-ALL  
APPROACH IS NOT  
ADEQUATE

NEED TO CONSIDER  
INDIVIDUALLY-  
TAILORED  
CONSULTATION

# Individually-Tailored Consultation

(Owens & Coles, 2014)



# Consultation Opportunities

- ▶ Teacher requests assistance
  - ▶ General classroom management strategies (Tier 1)
  - ▶ Target student (Tier 2)
    - ▶ Problem identification and analysis
    - ▶ Intervention development
    - ▶ Intervention implementation and support
- ▶ Principal requests you work with teacher
- ▶ Following team meetings

# Best Practices in Tier 1 Classroom Management

- ▶ Organized classroom space
- ▶ Established routines
- ▶ Rules and expectations
- ▶ Positive reinforcement of appropriate behavior
- ▶ Consequences & skill building following inappropriate behavior
- ▶ Effective instructions/directions
- ▶ Academic enablers
- ▶ Positive student-teacher relations

(Acker, & O'Leary, 1987; Simonsen, Fairbanks, Briesch, Myers, & Sugai, 2008; Gable, Hester, Rock, & Hughes, 2009; Marzano, Marzano & Pickering, 2003; Witt & Elliot, 1982; Wong & Wong, 2001)

# Scenario 1: Imagine... 2<sup>nd</sup> grade classroom

- ▶ Clutter on teacher's desk and around classroom
- ▶ ~20 rule violations (blurting out, out of seat, not following directions)
  - ▶ Teacher acknowledges/responds to ~25%; but most are warnings
- ▶ Teacher is warm and kind to students
- ▶ Most instructions are clear
- ▶ Class is noisy; making it difficult for a handful of students to stay on task

This teacher is  
requesting  
assistance with  
classroom  
management...

HOW MIGHT  
YOU APPROACH  
CONSULTATION?

# Overview of Best Practices in Tier 2 Interventions

- ▶ Cognitive-behavioral intervention (Individual or group)
  - ▶ Coping Cat program (Kendall et al.)
  - ▶ The ACTION program (Stark et al.,)
- ▶ Daily Report Cards (Fabiano & Volpe, 2014; Owens et al., 2012)
- ▶ Student-Teacher check-in/check-out (Crone et al., 2010; Maggin et al., 2015)
- ▶ Organizational interventions (Evans, et al., 2016; Langberg et al., 2012)
- ▶ Self-monitoring interventions (Harris et al., 1994, 2005; Reid et al., 2005)
- ▶ Behavioral contingencies applied in difficult settings (bus, recess, lunch)

## Scenario 2: Imagine...1<sup>st</sup> grade classroom

- ▶ Classroom is well organized
- ▶ Class rules, daily schedule & calendar posted
- ▶ Daily color wheel visible to track student behavior and provide constructive feedback as necessary
- ▶ Students are engaged in small group learning stations
- ▶ One boy in the classroom is...
  - ▶ Standing (rather than sitting) and off task; while his group is working quietly
  - ▶ Repeatedly poking the student next to him & laughing
  - ▶ Calling across the room for the teachers attention
  - ▶ Ignoring the classroom aide who is instructing him to stop poking & sit

This teacher is  
requesting  
assistance with  
this target child

HOW MIGHT  
YOU APPROACH  
CONSULTATION?



# Behavioral Consultation

## Motivational Interviewing Techniques

## 5-Step Problem Solving Approach

## Observation & Feedback

# Definition

*Motivational interviewing is a collaborative, goal-oriented style of communication with particular attention to the language of change. It is designed to strengthen personal motivation for and commitment to a specific goal by eliciting and exploring the person's own reasons for change within an atmosphere of acceptance and compassion.*

# A Taste of Motivational Interviewing

- ▶ Try to identify about a change that you are *considering*, something you are *thinking about* changing in your life, but have not definitely decided. It will be something you feel two ways about. It might be a change that would be good for you, that you should make for some reason, but have been putting off.
- ▶ Tell your neighbor about this change
  - ▶ Why are thinking about making the change
  - ▶ Why have you not yet
- ▶ *Ambivalent* = undecided; hesitant; “of two minds”
  - ▶ Reasons for the change = Change Talk
  - ▶ Arguments for not changing = Sustain Talk

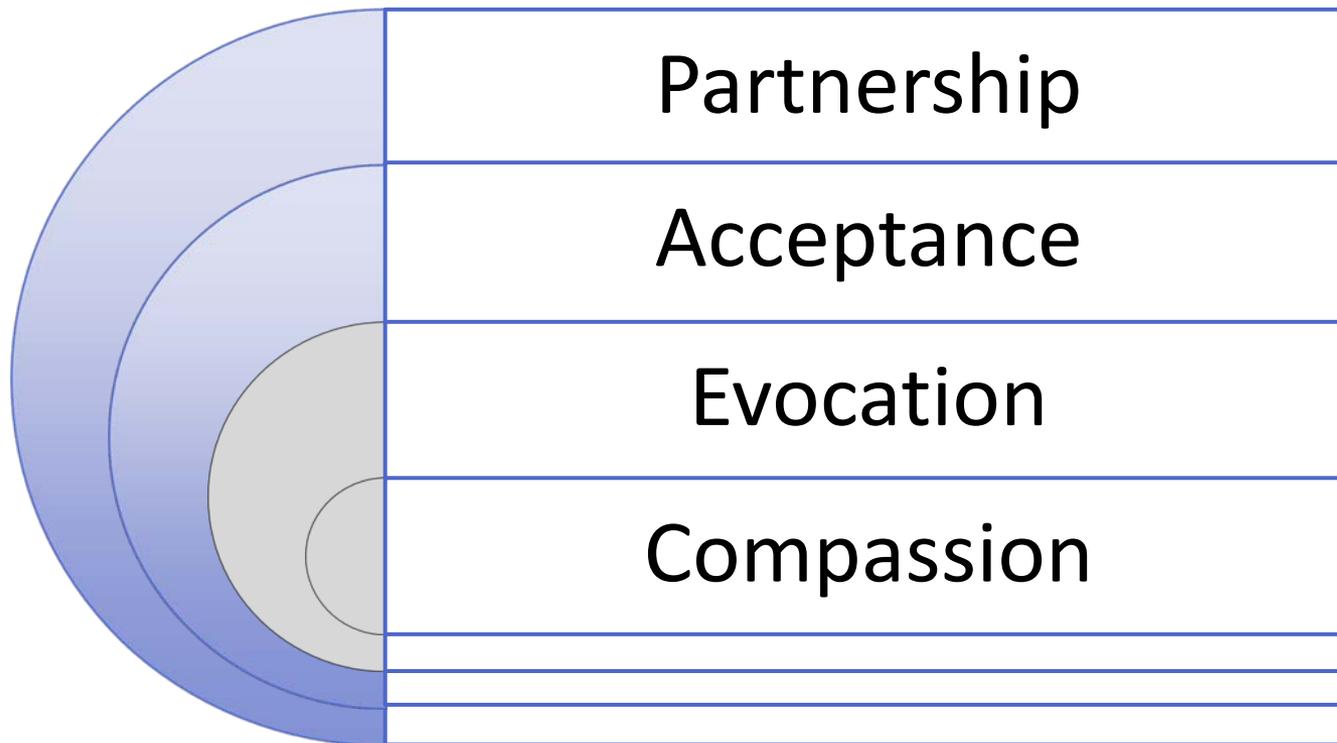
## Here's an example...

- ▶ I need to eat better, but its so much easier to stick to my old habits. Buying good produce and meat can get expensive and cooking takes a lot of time and effort. It's much simpler to pick up something quick from the pizza shop; no mess, no prep. But I guess it has been costing a lot to eat out and I've been feeling pretty sluggish lately. Eating better might help me feel better and probably save money in the long run. When I did it before, I liked it. But then I moved and it was hard to keep up with.

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# MI Spirit



Miller & Rollnick, 2013

# Important Strategies

## OARS

- ▶ Open-ended questions
- ▶ Affirmations
- ▶ Reflections
- ▶ Summaries



## RULES

- ▶ Resist the righting reflex (avoid telling them what to do)
- ▶ Understanding & Accepting
- ▶ Listen
- ▶ Empower

## DARNS

- ▶ Desires
- ▶ Abilities
- ▶ Reasons
- ▶ Need for change



## CATS

- Commitment
- Action/Activation
- Taking Steps



## Some Examples - OARS

- ▶ Open-Ended Questions
  - ▶ How do you currently respond to that behavior? What are your concerns?
  - ▶ It sounds like you've tried a lot of things. It sounds like you've had success with other strategies or with other children in the past.
  - ▶ That's really frustrating. That's stressful. That puts a lot of pressure on you.
  - ▶ So it sounds like he's struggling in math, blurts out a lot across all classes, and teases peers during transitions. Am I getting that right?
- ▶ Affirmations
- ▶ Reflection
- ▶ Summaries

# Resist the Righting Reflex

- ▶ I've tried these behavior contracts before and I just don't think they work that well.
- ▶ I don't think we should have to praise a child when all the other students can do it without praise.
- ▶ I'm concerned that I don't have time for this. I mean I have 25 other kids
- ▶ Well, they are evidence-based for this type of situation. So maybe would should talk about how to make it work in your classroom.
- ▶ Maybe we could just try an experiment. Praise him more for 1 week and we'll meet and see if this makes a difference.
- ▶ Most teachers find that once they get into the routine with it, it doesn't take too much time.

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- ▶ I'm concerned that I don't have time for this. I mean I have 25 other kids
- ▶ It sounds like you've put forth a lot of effort in the past (*Validation*). Tell me about the ones you've tried before (*open ended*). [Or] tell me about the ones that did work (*open ended focused on abilities/success*).
- ▶ This seems unnecessary to you (*reflection*) [OR] This really rubs you the wrong way. What approaches do you think could work better for increasing his appropriate behavior? (*open-ended; future/positive focused*)
- ▶ You have a lot on your plate (*reflection/validation*). It's difficult to focus on one child when you have 25 (*reflection/validation*). Somehow you've been able to do some differentiation for instruction. Tell me now you've accomplished that (*open-ended/abilities*).

# Some Examples- DARNs

- ▶ Desires
  - ▶ I want things to be better for him. I would really like to see him succeed
- ▶ Abilities
  - ▶ I've done this once before for another child. I think I could do this but would like some guidance
- ▶ Reasons
  - ▶ If we could get him to pay attention, he could get decent grades. I think the class would feel safer if we could get this under control.
- ▶ Needs
  - ▶ Something has to change. We can't have more days like this. We need to do something to stop this behavior.

## Some Examples- CATS

▶ **Commitment**

▶ Ok. I'm willing to give it a try.

▶ **Activation**

▶ Yes. I'm ready to do something new. Ok. I can track those 2 behaviors this week.

▶ **Taking Steps**

▶ I tried to praise him last week just to see what might happen.

# Elicit DARNs and CATS

**Reflect-Elicit-Reflect**

## Ask questions to elicit DARNs and CATS

- ▶ What might be the benefits of trying this?
- ▶ Why do you think it is important to address this behavior now?
- ▶ What might happen if we don't change this situation?

## When you hear them, reflect what you hear, and leverage it to make a plan moving forward

- ▶ So you think addressing this could really improve his academic engagement. Let's discuss some strategies that might work.
- ▶ You've had some success in the past. Let's talk about how you made it work before

**T:** We see kids whose parents never ask about school, never ask how their day was. They just don't value what we do. Sometimes we feel like they think we're just babysitters.

**C:** So that's how you feel like you are viewed, like a babysitter, instead of someone who is teaching these kids how to be successful.

**T:** Yes, exactly

**C:** That's hard.

**T:** Yes, it's frustrating when you don't get any support. We try to support each other here. But when we don't get parental support, it's like why keep trying.

**C:** But you persevere.

**T:** Yes, keep going. You have to. It's our job. And, I mean things like this [program they are meeting to talk about] helps. Every little thing helps. There have been times when I offered to stay after school or in for recess to help a child get caught up. It's not always appreciated, but it's helps.

**C:** You do it because you care about them.

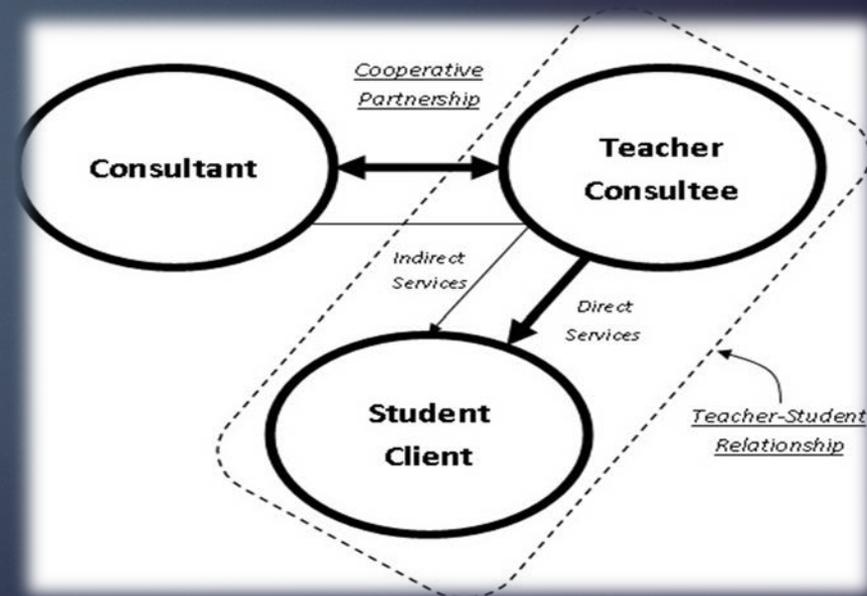
**T:** Yes. Right. I do.

**C:** Thanks for sharing that perspective. Let's see what we can do together to make a difference.



## 5 Stages

# Collaborative Behavioral Consultation



# 5 Stages of Behavioral Consultation

- ▶ Relationship Development
- ▶ Problem Identification
- ▶ Problem Analysis
- ▶ Intervention Implementation
- ▶ Intervention Evaluation

# Step 1: Relationship Development

- ▶ Enthusiasm for working together
- ▶ Empathy for their challenge
- ▶ Explain your role
  - ▶ Interview & identify target behaviors
  - ▶ Observe the child (optional)
  - ▶ Assist intervention design and implementation
  - ▶ Support the teacher, reduce stress
  - ▶ Collect data and help with intervention decisions
- ▶ Schedule Target Behavior Interview

*Set the stage at the start  
of each year!*

# Step 1: Relationship Development

## ▶ **Reflect their frustrations**

- ▶ *That sounds very stressful/challenging. It will be important that we find a way to address this behavior.*

## ▶ **Clarify your role**

- ▶ *Support you, help you focus on strategies that may produce success for you and the child, highlight strengths in what is being done in the classroom*
- ▶ *Just like all top performing athletes have coaches to help them self-reflect and improve their performance and outcomes, I am here to help you be as effective as possible with classroom management. Let me know what you like, what's helpful and what's not helpful.*

## ▶ **Ask about values, goals, current strategies**

- ▶ *Communicate that you will integrate ideas into this structure*

# Step 1: Relationship Development

## OARS

- O** Open-ended questions  
*What behaviors would you like to see improve?*
- A** Affirmations  
*I can see that you put a lot of effort into this week*
- R** Reflective statements  
*It sounds like his behavior is really frustrating for you.*
- S** Summaries  
*Let me make sure that I understand what you're saying...*

## Step 2: Problem Identification

- ▶ Identify child strengths
- ▶ Identify teacher's concerns
- ▶ Understand antecedents to the behavior
- ▶ Consequences that may be maintaining the behaviors
- ▶ Operationally define prioritized behaviors
- ▶ Obtain baseline data about frequency and contributors

# Problem Identification or Target Behavior Interview

- ▶ Gain buy-in from the teacher (work WITH the teacher)
- ▶ Gather information on classroom context (Tier I)
- ▶ Identify, prioritize, and define the target behaviors to be tracked during baseline
  - ▶ Objective, Measurable, Specific
- ▶ Give the teacher a baseline tracking form
- ▶ Check back in 1-2 days

# Prioritizing Behaviors



**Dangerous** Are there any dangerous behaviors (e.g., hits others)? Safety is important. Make dangerous behaviors a top priority.



**Chained** Are these behaviors occurring in a chain? Example: Mrs. Duncan reports that Johnny is constantly up out of his seat, is constantly talking to one of his friends on the other side of the classroom, and does not complete his morning routine. She believes that if Johnny completed his work he would be in his seat and not disrupting the class; she prioritizes 'completes morning routine' first.



**Frequent** Are there any behaviors that occur very frequently? Frequently occurring behaviors (i.e., the child is always interrupting me while I talk) often respond the fastest to behavioral intervention.



**Impairing** Are there any behaviors that are more impairing to the child's functioning? For example, if Johnny is constantly tattling on his peers and this tattling results in them avoiding him and him having few friends, the tattling behavior should be prioritized.



**Stressful** Are there any behaviors that are most stressful to you? By prioritizing behaviors that are stressful for you, you can improve student-teacher relations and your overall outlook toward this child.

# Defining Target Behaviors

- ▶ Define the behavior
- ▶ Objective, measurable, specific
- ▶ “She’s hyperactive”
  - ▶ She is out of her seat
  - ▶ She kicks the desk in front of her
  - ▶ Touches others
- ▶ “He’s so distractible”
  - ▶ Simple mistakes on work
  - ▶ Less than ½ of task completed
  - ▶ Can’t transition from one place to another w/o touching something

# Observation

- ▶ *I would like to observe your classroom to see if there are any patterns that would inform our intervention decisions. Would that be ok?*
- ▶ *It can be helpful to put a 2<sup>nd</sup> set of eyes on the situation. I might be able to detect patterns that you are not aware of.*
- ▶ *How open are you to receiving feedback and modifying some of your strategies to maximize child success?*

## Step 3: Problem Analysis

- ▶ Review baseline data and examine patterns
  - ▶ Praise teachers for collecting baseline data
  - ▶ Give teacher autonomy to interpret the patterns first
- ▶ *I see you have a lot of data here. How did the tracking process go?*
- ▶ *It looks like you did a great job. What patterns did you notice while you were tracking?*
- ▶ *This is fantastic. How well do these data capture how [Child] actually behaves? Is this rate fairly typical?*
- ▶ *Now that you've tracked these behaviors, does it seem like these are still the top behaviors to prioritize for change.*

## Step 3: Problem Analysis

- ▶ **Discuss possible strategies and select one or more to implement**
- ▶ **Ask permission before offering advise**

*I've worked with other teachers who have struggled with this. Would you like to talk about what worked for them?*

- ▶ **Future-forward thinking about the intervention selected; Facilitate change talk**
  - ▶ *What might be the benefits of doing this?*
  - ▶ *How might a new approach help [child]?*
  - ▶ *How would you like things to be different?*
  - ▶ *What strategies have you thought about trying?*
  - ▶ *If you tried this for a few weeks, what do you think might happen?*

## Step 3: Problem Analysis

- ▶ Set goals for each target behavior
- ▶ Set the goals at a level the child can achieve more days than not (use baseline data to determine this)
  - ▶ *Given this pattern, we'd like to set a goal that is achievable by the child but shapes the behavior toward your goal. Where would you like to set the goal?*
  - ▶ *What might be the advantages of setting it at a level where he can succeed 3 out of 5 days? And what are the disadvantages of setting it at this level?*

# Look for Patterns in the Data

	Monday	Tuesday	Wednesday	Thursday
Interruptions	7	4	3	1
% Math Complete	50%	100%	25%	75%
Out of Seat	5	1	7	3

- Are there two behaviors that are related?
- Is one behavior improving without intervention?

## Step 4: Intervention Implementation

- ▶ Guide teachers in implementation steps
  - ▶ See example on next slide
- ▶ Facilitate buy-in for progress monitoring
  - ▶ *How might tracking the data help us make decisions?*
  - ▶ *Can you think of any other benefits to having these data all in one place?*

## Step 4: Intervention Implementation

- ▶ **Observe implementation and provide support**

- ▶ Highlight strengths

*“I saw you praised him right when he needed it. This suggests that you understand how to make the most of this strategy. Keep it up!”*

- ▶ Offer ideas for maximizing success

*“Now that we’ve discussed the components that went well; would like to talk about the components that could be improved?”*

*“What did you think were more difficult components to implement?” [validate and discuss alternative ways]*

# Implementing the Daily Report Card

## Most Important Steps for Teachers

- ▶ Label the behavior
  - ▶ *Mark, you are out of seat*
- ▶ Connect to the DRC
  - ▶ That's a tally on your card
- ▶ Track the behavior
  - ▶ Make a tally on the DRC

L

C

T

## Step 4: Intervention Implementation

### ▶ Assess teacher readiness

- ▶ *How do you think you could fit this into your routine?*
- ▶ *What are the ways that you could make this work?*
- ▶ *How comfortable are you with this/these steps?*
- ▶ *How confident are you that you can fit this in?*
- ▶ *Of these steps, which are you most confident in your ability to carry out?*
- ▶ *Are there any that you are less confident in your ability to implement? Would you be willing to talk about this step in future sessions?*
- ▶ *Do you want to talk through this now so you feel best prepared for the first week?*

## Step 5: Intervention Evaluation

- ▶ **Review data**
- ▶ **Assess child's response**
  - ▶ If child is improving, adjust criteria to facilitate normalization
  - ▶ If child is not improving, discuss integrity and/or adjustments
- ▶ **Teacher's view of implementation**
  - ▶ Brainstorm solutions to challenges

# Sample Data Review

## ▶ **Interruptions**

- ▶ Goal is 7 or fewer; Child has had 5 or fewer on 8 of last 10 days with 2 “rough days”

## ▶ **Math Completion**

- ▶ Goal is 75%: Child has met this goal 6 out of 10 days; teacher says he’s still struggling to stay focused during seatwork

## ▶ **Attention check questions/OTRs**

- ▶ Child gets 3 of 4 correct, but teacher has forgotten on 4 of 10 last days.

## ▶ **Teacher and Student getting along better**

# Decision Making

- ▶ Is there a positive response to intervention?
  - ▶ For which goals?
  - ▶ What do you do with those goals?
- ▶ On which goals is the child not responding?
  - ▶ What to do with those goals?
- ▶ Are there implementation/fidelity issues?
  - ▶ How do we support the teacher?
  - ▶ How do we address fidelity?

# Summary

- ▶ Goal: to improve student behavior by working with teacher to strengthen classroom behavior management
- ▶ Collaborative process requiring relationship building!
  - ▶ Resist the righting reflex
  - ▶ Use open ended questions & reflections to elicit change talk
  - ▶ Identify strategies that work for the teacher and align with abilities, values and goals
- ▶ Play a supportive role throughout the process
  - ▶ Relationship Building
  - ▶ Problem Identification
  - ▶ Problem Analysis
  - ▶ Intervention Implementation
  - ▶ Intervention Evaluation

**When you return to your school look for opportunities for collaborative consultation!**



# Thank You!

CHELSEA HUSTUS (CH051414@OHIO.EDU)

JULIE OWENS (OWENSJ@OHIO.EDU)