Classroom Consultation
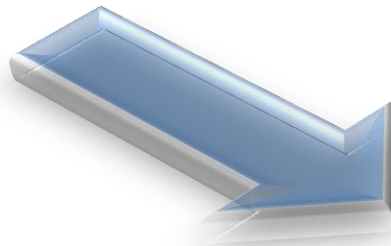
Bridging the Gap Between
Climate Goals and *Actual Teacher Practices*

Janice Mace, LCSW-C
Brian Shavitz, LCPC

Baltimore County Public Schools Project AWARE

Grant funded by Substance Abuse and Mental Health Services Administration (SAMHSA) via Maryland State Department of Education (MSDE)

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Program Facilitator
Karen Heinrich, MS

DISCLOSURE OF RELEVANT FINANCIAL RELATIONSHIPS

**There are no relevant financial relationships with any entity
or other conflicts of interest that pertain
to the content of this presentation.**

I Will:

- Learn ways in which classroom consultation addresses classroom-level implementation barriers to school climate goals.

- Be able to identify 3 strategies to enhance teacher capacity to effectively manage behavioral health challenges.

- Be able to identify 3 ways in which supporting teacher capacity through classroom consultation can improve student outcomes.

COMMON BARRIERS TO CLASSROOM IMPLEMENTATION

- ☹ Low Motivation
- ☹ No Buy-In
- ☹ Not Enough Time
- ☹ Poor Understanding
- ☹ Competing Priorities
- ☹ Misinformation
- ☹ Bad Timing
- ☹ Stress/Burn-Out

- ☹ Lack of Training
- ☹ Poor Communication
- ☹ Rapidly Shifting Goals
- ☹ Overwhelming Demands
- ☹ Personality Factors
- ☹ Teaching Experience
- ☹ Disorganization
- ☹ Fear of incompetency

SESSION AGENDA

Overview of Implementation Science

BCPS Classroom Check-Up Consultation Model
- ➤ District-Level Implementation
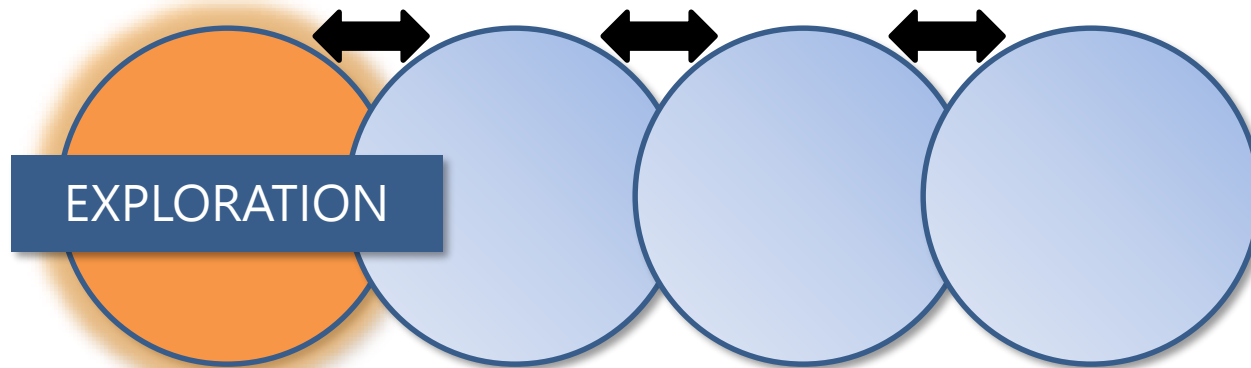- ➤ Classroom-Level Implementation

Sustainability

Practical Tips

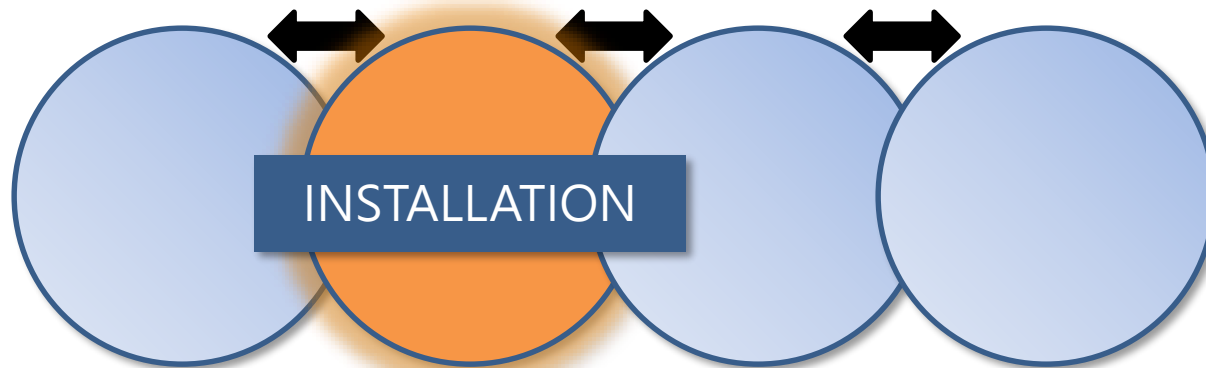Resources and Handouts

Contact Info

Discussion/Q&A

EXPLORATION

- Assessing the needs of students

- Identifying possible programs and practices to meet those needs

- Assessing the fit and feasibility of implementing and sustaining the identified programs

Karen Blasé, Dean Fixsen, & Allison Metz, "Framework 2: Implementation Stages," National Implementation Network's Active Implementation Hub, October 11, 2017, http://implementation.fpg.unc.edu/book/export/html/73.

OVERVIEW OF IMPLEMENTATION SCIENCE
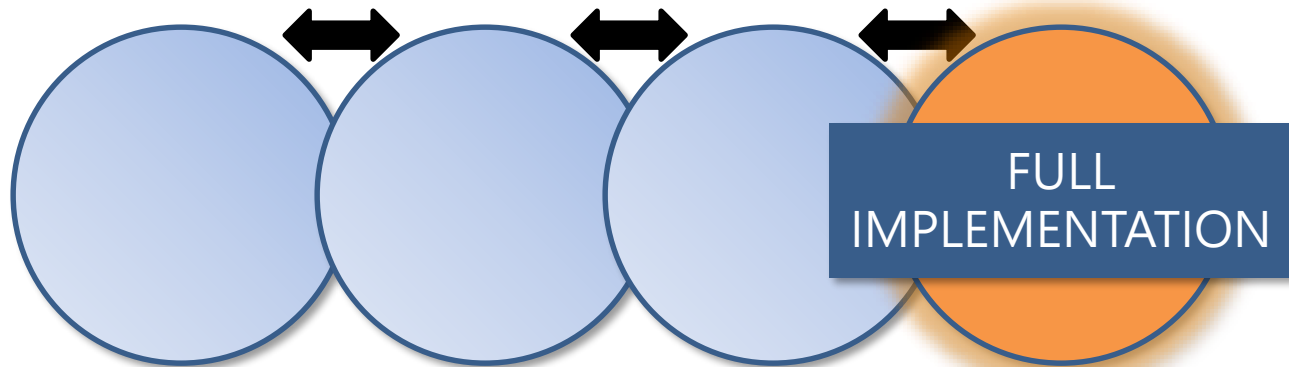
INSTALLATION

- Developing communication protocols

- Ensuring financial and human resources are in place

- Finding or reallocating physical space

- Purchasing equipment and technology

8

OVERVIEW OF IMPLEMENTATION SCIENCE

INITIAL
IMPLEMENTATION
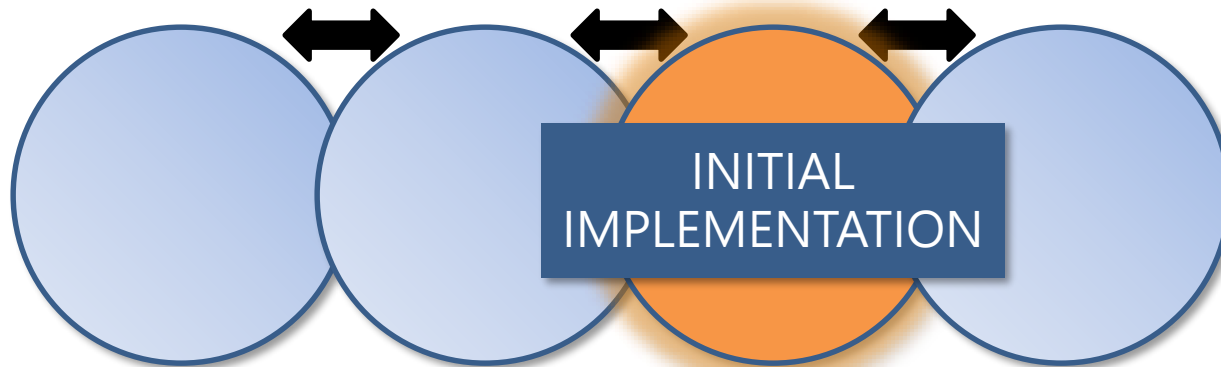
- Special attention to coaching

- Attention to continuous improvement and rapid cycle problem solving

- Using [data-based decision-making]

Karen Blasé, Dean Fixsen, & Allison Metz, "Framework 2: Implementation Stages," National Implementation Network's Active Implementation Hub, October 11, 2017, http://implementation.fpg.unc.edu/book/export/html/73.

OVERVIEW OF IMPLEMENTATION SCIENCE

FULL IMPLEMENTATION

- Teachers skillfully employing new practices

- An infrastructure to support teachers

- Integrating new learning at all levels

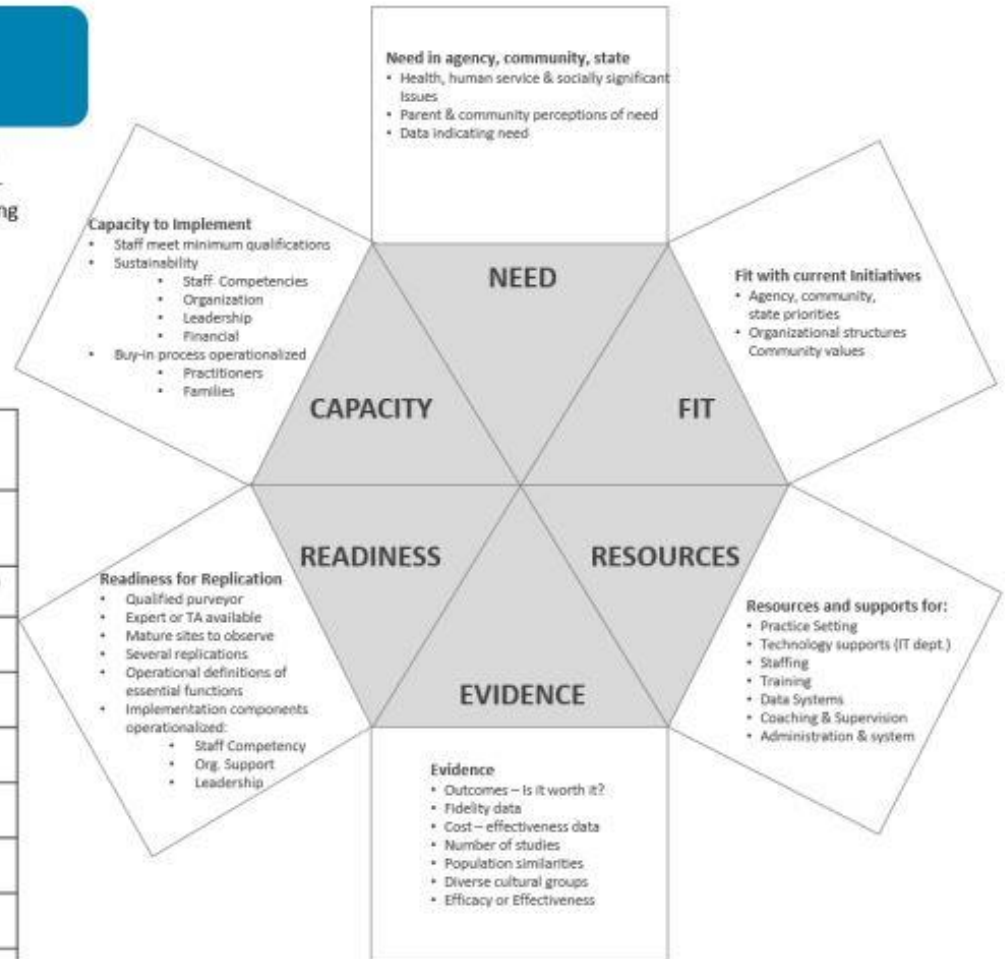Karen Blasé, Dean Fixsen, & Allison Metz, "Framework 2: Implementation Stages," National Implementation Network's Active Implementation Hub, October 11, 2017, http://implementation.fpg.unc.edu/book/export/html/73.

EXPLORATION TOOL

The full 5 page **Hexagon Tool** resource is referenced on Slide 33

†

EXPLORATION

BCPS Goals:

Elementary teachers will implement evidence-based best practices to support classroom management and behavior.

Elementary students will experience best practices to support social/emotional development and classroom behavior.
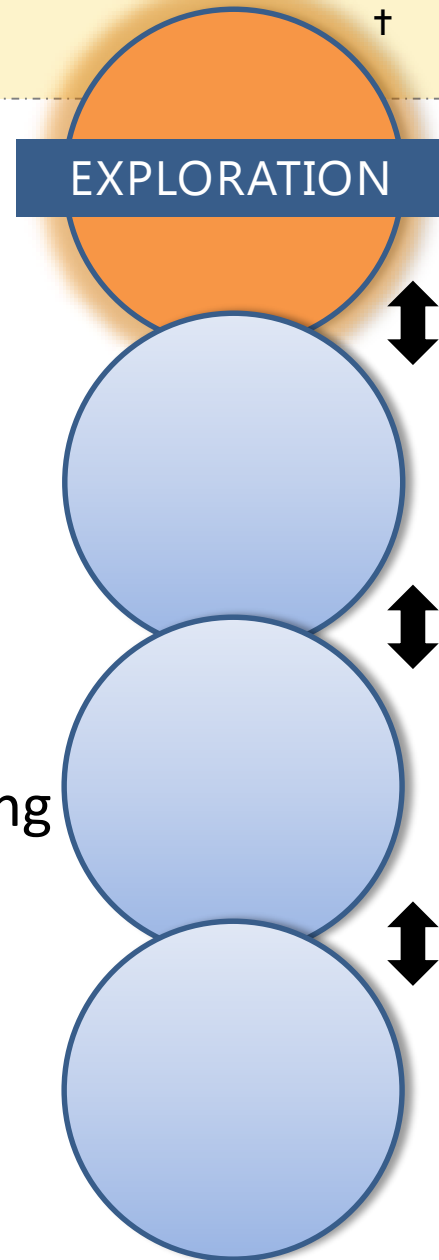
† Adapted by Janice Mace from National Implementation Network's Active Implementation Hub
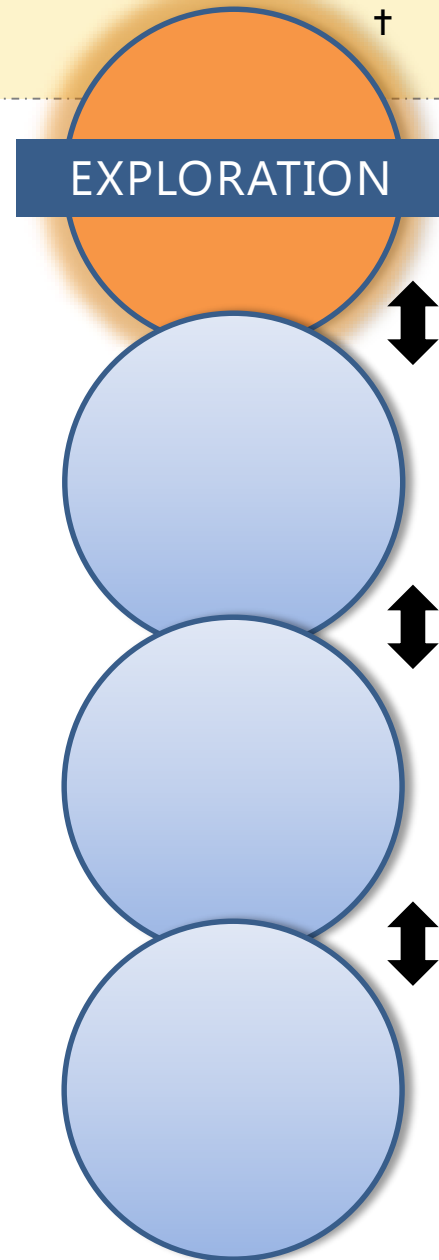
EXPLORATION

Classroom Check-Up (CCU) Model:

- Focuses on teachers' skills and capacities, rather than on individual students

- Evidenced-based, utilizes Motivational Interviewing

- Includes data-based personalized feedback

- Encourages personal responsibility for decision-making

- Utilizes a Menu of Options for interventions

- Confidential and non-evaluative

INTRO TO CLASSROOM CHECK-UP (CCU)

Step 1	• Teacher Interview • Classroom Observations & Data Collection
Step 2	• Personalized Feedback Session
Step 3	• Develop Menu of Options • Teacher Chooses Classroom Interventions
Step 4	• Collaborative Action Planning • Teacher Monitors Daily Implementation
Step 5	• Ongoing Consultation and Support • Monitor, Review and Revise Plan as needed

Please see Slide 33 for more information about Classroom Check-Up.

EXPLORATION

Needs and Gaps

- Awareness of behavioral health identification criteria and classroom practices/strategies

- Additional training for teachers/administrators

- Full integration of evidence-based practices in school programming

- Versatility and adaptability
  - ➢ 173 schools, programs, and centers
  - ➢ 18,572 employees including 9,076 teachers
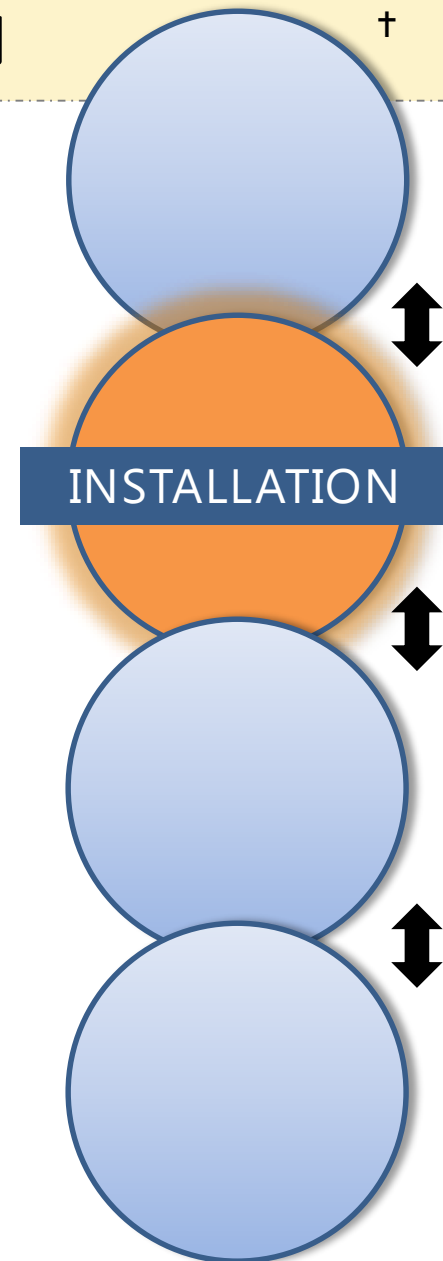 - ➢ 112,139 students
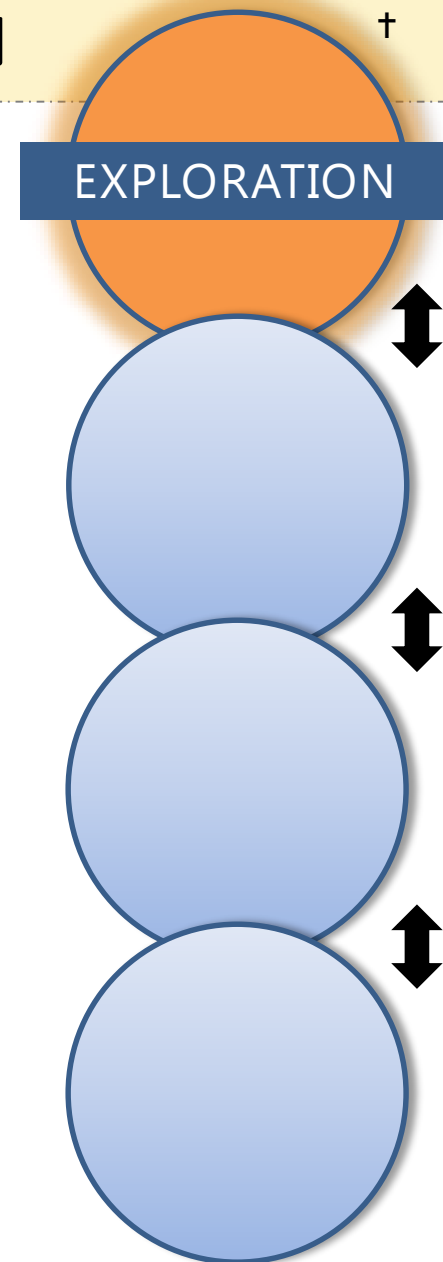
- Dedicated staff

- CCU and Motivational Interviewing

- Develop forms and protocols

- Pilot CCU consultation model
  - 5 schools at once
  - 5-7 teachers per school

Lessons Learned:

- Small team, practical people

- Train, practice, regroup, repeat

- Confidential → better outcomes

- Consultant availability > teacher quantity

INSTALLATION

School Service Plan

SCHOOL SERVICE PLAN

†

AWARE Consultation Objectives:

1. Reduce office/focus room/SST referrals from baseline.
2. Improve teacher capacity to effectively manage/support student behavioral health needs that interfere with instruction/learning.
3. Promote and expand the use of evidence-based classroom management practices that are effective and developmentally appropriate.
4. Train 1-3 school staff to use Classroom Check-Up (CCU) to carry out the above goals on an ongoing basis.

Timeline of AWARE Services:

1. Fade-In of AWARE services (introduce the grant to school staff and select teachers/trainees, determine Consultant schedule, etc.)
2. Intensive Consultation and Training window (Consultant will provide consultation to up to 5 teachers and train 1-3 school staff)
3. Fade-Out of AWARE services (consultation intensity winds down as teacher and trainee capacities increase; services transition to school staff consultant)
4. Ongoing Technical Assistance for CCU trainees (as needed and/or by request, for duration of grant)

INSTALLATION

Teachers identified for AWARE consultation (up to 5):

In general, teachers selected to work with the AWARE consultant should be:
- *Interested in receiving consultation* and available to meet regularly during consultation period
- In need of support based on data such as office/focus room/SST referrals, frequency and intensity of classroom disruptions, teacher's experience and stress level, etc.

1.	2.	3.	4.	5.

School staff identified for CCU training (1-3):

In general, staff selected to be trained in CCU should be:
- *Interested in being trained and using their training throughout the year*
- In a non-evaluative role, able to maintain confidentiality
- Supported by administrators with dedicated time for training (and coverage if needed) during the Training Window (6-8 weeks)
- Able to offer feedback in a non-threatening/non-judgmental manner
- Available to offer CCU consultation to school staff as needed

1.	2.	3.

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SCHOOL SERVICE PLAN

	What actions will be taken to meet goal(s)?		
Tasks	**Description of Plan**	**Who is responsible/involved?**	**Timeline**
1. Inform staff of AWARE grant and Consultant's role.	At minimum, this should include the behavior support team (if not already informed) and teachers receiving consultation. Ideally, CCU consultation is explained to all staff at a faculty meeting and teachers are asked to volunteer. Teachers are typically more receptive when the grant is explained by consultants, versus administrators (AWARE consultants are available to attend a staff meeting, if desired). Participation should be completely voluntary and confidential; teachers should not be asked to disclose their participation (or lack thereof) to anyone. Administrative support for the confidential consultation process is essential to teacher buy-in and lasting change. **Introduction of CCU consultation should strategically emphasize the following:** - AWARE consultation is a non-evaluative, supportive resource for teachers - Teachers volunteer or are suggested based on data/need - Consultation is teacher-driven, highly personalized, and flexible to each individual teacher and classroom's specific priorities and needs - Participation is CONFIDENTIAL and will not be shared with administrators	Behavior Support Team at minimum, ideally all staff members	Can be done right away, any time before consultation services beg

INSTALLATION
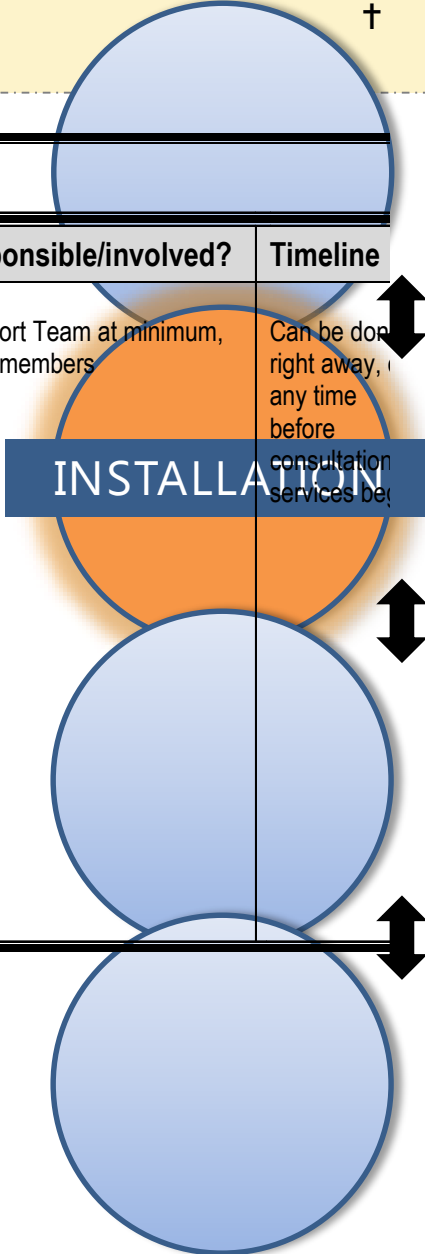
18

CLASSROOM-LEVEL EXPLORATION [†]

EXPLORATION

- Teacher Interview sets collaborative tone

- Observation data guides need determination

- Feedback Session clarifies priorities

- Menu of Options allows flexibility of "fit"
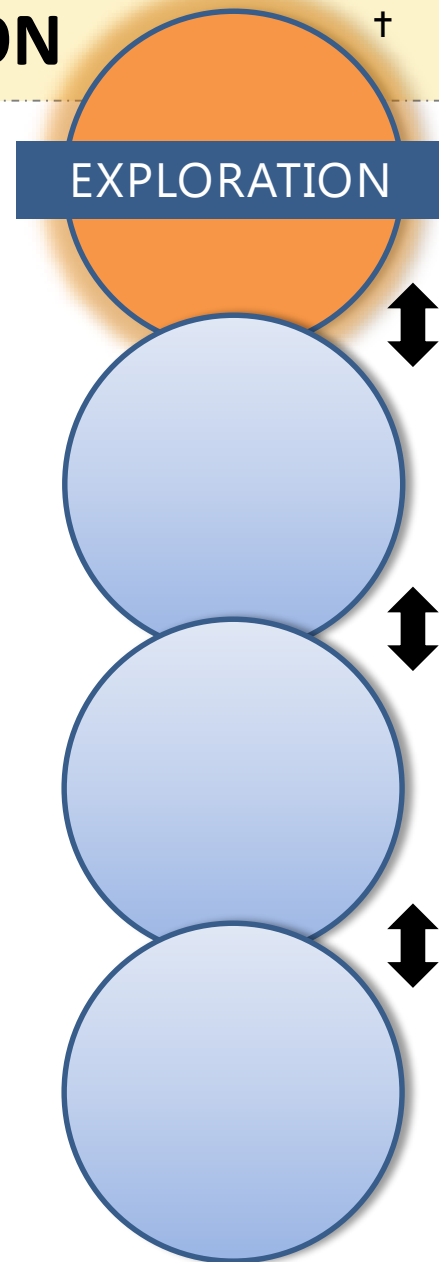
CCU FEEDBACK FORM

Classroom Check-up Feedback Form: Baltimore County Public Schools

Teacher: Ms. Tina Turner   Date: 3/16/2016

Positive Behavior Supports

Clear Rules and Expectations		X	
Routines		X	
Transitions	X		
General/Specific Praise & Reinforcement			X
Positive to Negative Ratio			X
Use of Noncontingent Attention	X		
Variety of Positive Reinforcement	X		
Other: Organized & Minimal Clutter	X		

Area of Strength   Needs Att

Classroom Management

Learner-Centered Environment	X	
Active Supervision	X	
Level of Disruptive Behavior		X
Opportunities to Respond	X	
Correct Academic Responses	X	
Academic Engagement		X
Other:	X	

Area of Strength   Needs Att

Positive Relationships

Social-Emotional Skills	X	
Teacher/Student Interactions	X	
Other:	X	

Area of Strength   Needs Att

Student Responsive Practices

Utilization of Continuum of Supports	X
Culture & Gender	X
Other:	X

Area of Strength   Needs At
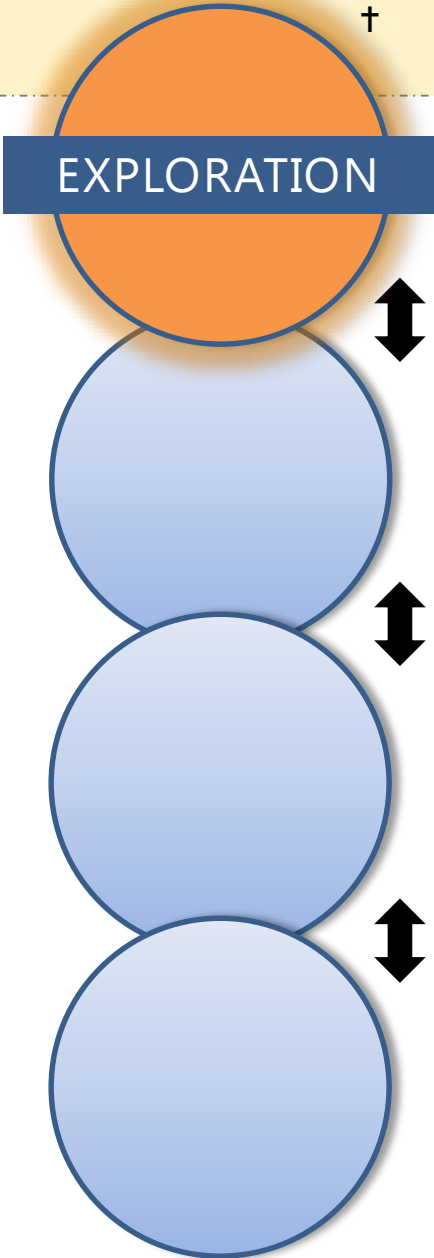
EXPLORATION

Classroom Check-up (CCU) Menu of Options

Book Resource Key: **TKB** = The Tough Kid Book; **TKTB** = The Tough Kid Tool Box; **PI-DDDB** = Practical Ideas That Really Work for Students with Disruptive, Defiant, or Difficult Behaviors (PS-Gr. 4); **PI-ADHD** = Practical Ideas That Really Work for Students with ADHD (PS-Gr. 4)

(Also, here's a helpful resource w/ strategies by category, including videos):

https://www.osepideasthatwork.org/sites/default/files/ClassroomPBIS_508.pdf

Feedback Form Item	Intervention(s) Available/ Menu of Options for Teacher
Positive Behavior Supports	
1) Clear rules and Expectations	• Develop rules, post in classroom, review regularly, PBS/PBIS Lessons – www.pbismaryland.org www.pbis.org Repro 1-4 F Classroom Rules.pdf • Respectful Classroom http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/respectful-classroom • Antecedent Strategies (TKB p.48); • Yes/No Program (TKTB p.79-81) https://prezi.com/vfvuajlvnnbd/yesno-program/ • Countdown to Good Behavior (PI-ADHD p.39) Countdown to Good Behavior.pdf Also - http://www.bisd.us/ProfessionalDevelopment/Downloads/index/01_MaterialsNewTeachersTraining2015/01-Online_Behavior_Strategies.pdf (pg. 4) • The Good Behavior Game http://www.interventioncentral.org/behavioral-interventions/schoolwide-classroommgmt/good-behavior-game

† Adapted by Janice Mace from National Implementation Network's Active Implementation Hub

EXPLORATION

BCPS Classroom Consultation
Pinterest Account

CLASSROOM-LEVEL EXPLORATION †

EXPLORATION

- Teacher Interview sets collaborative tone

- Observation data guides need determination

- Feedback Session clarifies priorities

- Menu of Options allows flexibility of "fit"
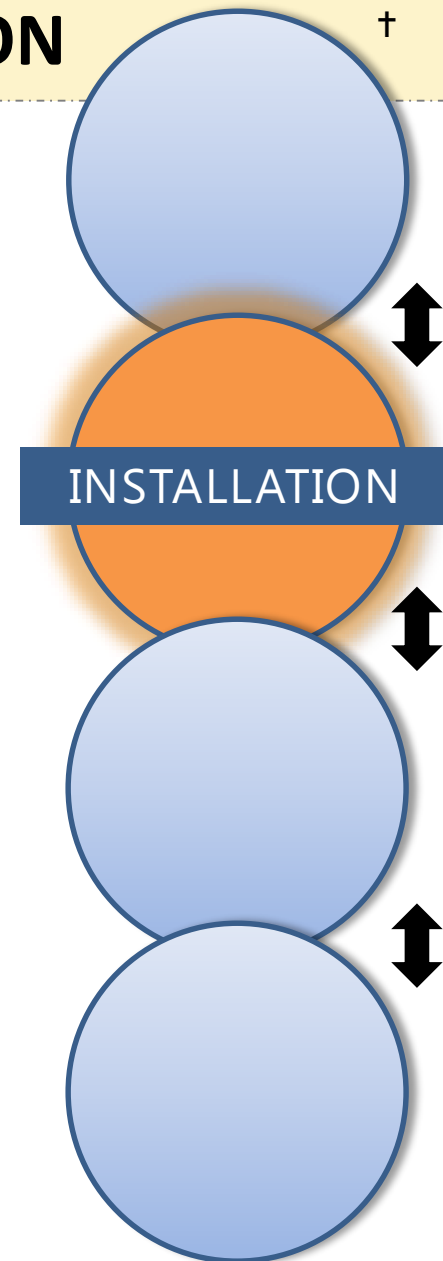
Lessons Learned:

- Can be intimidating for consultant

- Teachers appreciate specific feedback

- Continually add/update options consistent with school/district

- Respect the mess!
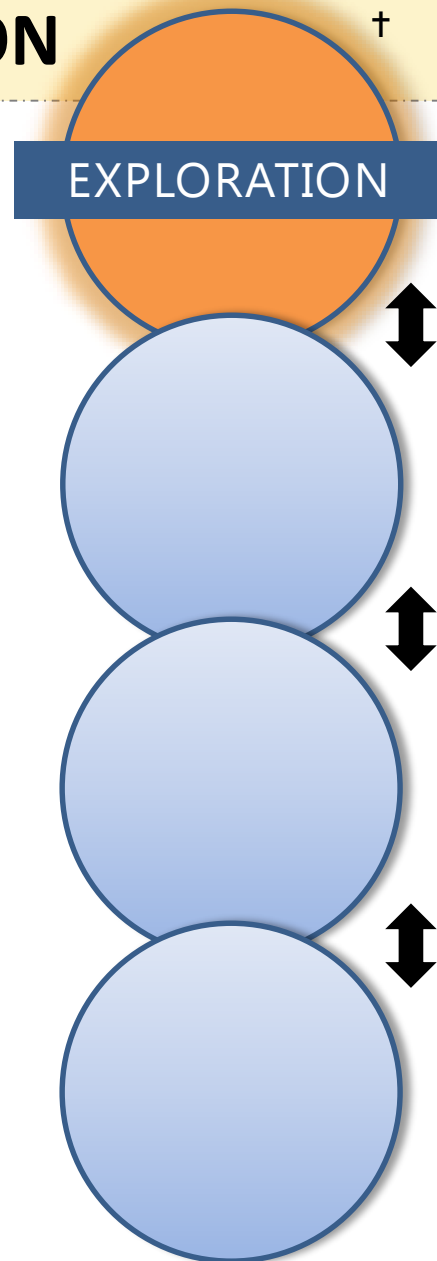
Action Planning

- Strengths/Challenges

- SMART goals

- Tasks are chunked and spelled out

- Importance and Confidence Rulers

INSTALLATION

CCU Action Plan

Those things going well in my classroom:	Areas I would like to focus toward improving in my classroom:
1. decreased disruptions since beginning of school year 2. my relationships with students 3. helping students learn to overcome challenges 4. my patience/acceptance with the level of their needs	1. ratio of positive to negative statements 2. opportunities to respond, trusting their ability and venturing out of my comfort zone 3. transitions

* Collaboratively develop a goal that is specific, measurable, attainable, realistic, and time-limited.

Specifically, my goal is to: increase my ratio of positive to negative statements to 2:1 by next week by using visual prompts & cues.

Method of Monitoring Goal: check-in with Janice next week, teacher self-monitoring

What actions will I take to meet this goal?			
Task: What needs to be done?	**Description of Plan**	**Resources: What is needed to get it done?**	**Timeline**
1. **Keep track of statements, remember to notice the ratio**	• **I will use mailing labels with praise statements written on them as stickers to provide praise as immediate reinforcement for the behaviors I want to encourage** • **I will use Post-Its to track my pos:neg statements (track pos and neg on separate color post-its)** • **I will use an interval timer on my phone to remind me to use more praise**	• **Post-its** • **Mailing labels** • **Interval Timer**	**Fri May 27**

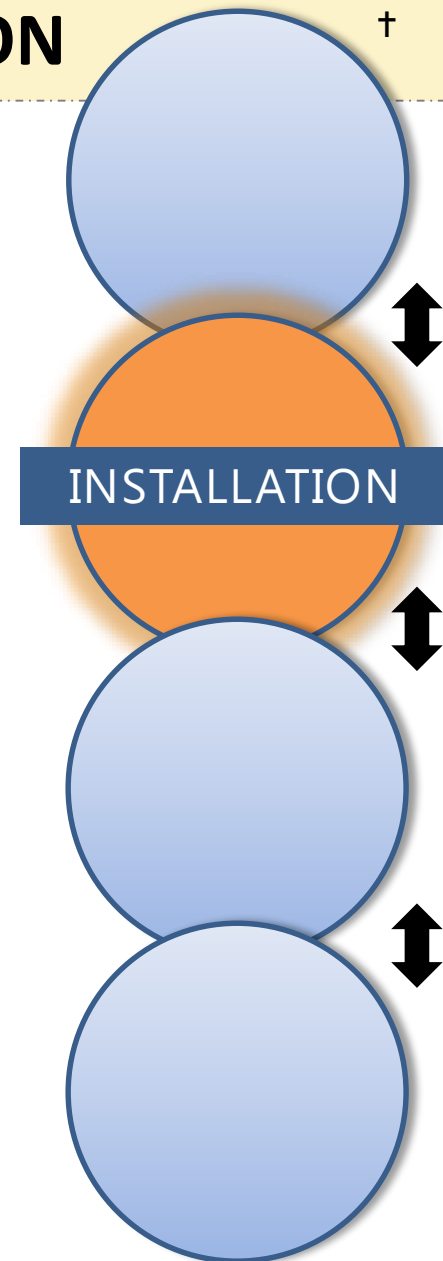## Action Planning

- Strengths/Challenges

- SMART goals

- Tasks are chunked and spelled out

- Importance and Confidence Rulers

INSTALLATION

Lessons Learned:

- Interventions may need to be chunked considerably

- If teacher stress is addressed, climate tends to improve

- May be easier for consultants with clinical background

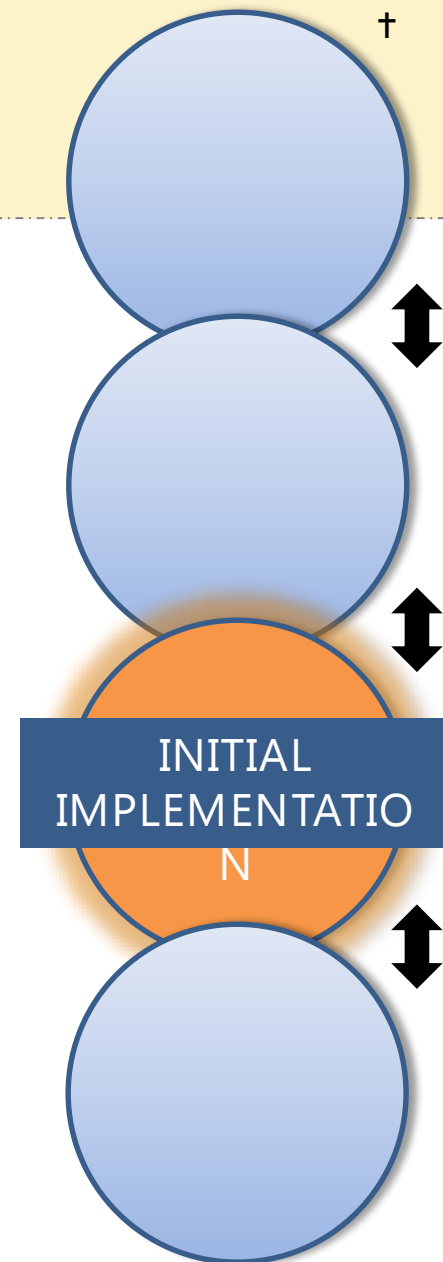- Consultant closed-mindedness can be a barrier

†

Support and Technical Assistance

- Frequent check-ins

- Modeling and push-in

- Validate and encourage

Lessons Learned:

- Be mindful of timing

- Follow the plan, but be flexible

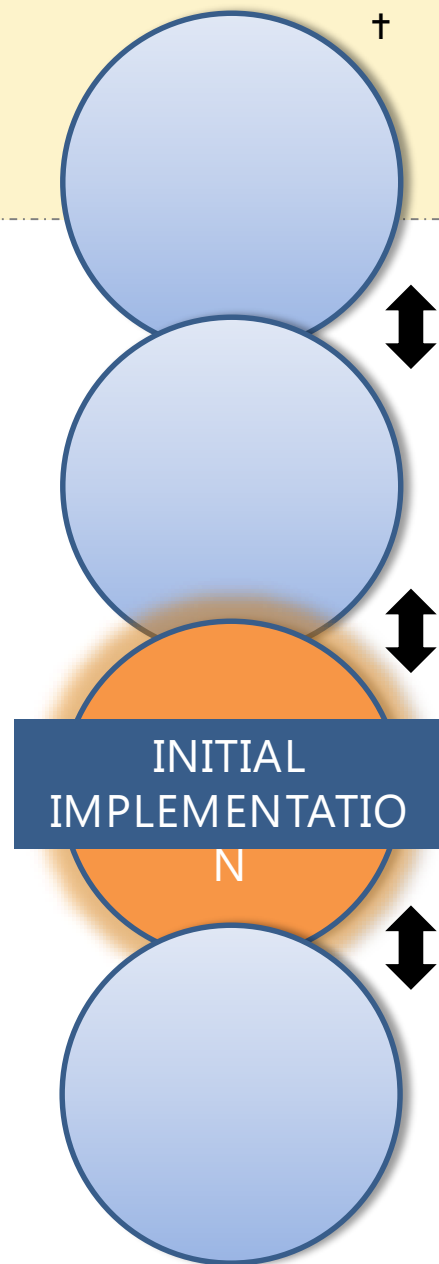- Assumptions are barriers!

INITIAL IMPLEMENTATION

CLASSROOM-LEVEL INITIAL IMPLEMENTATION

†

Success

what people think
it looks like

Success

what it really
looks like

INITIAL IMPLEMENTATION

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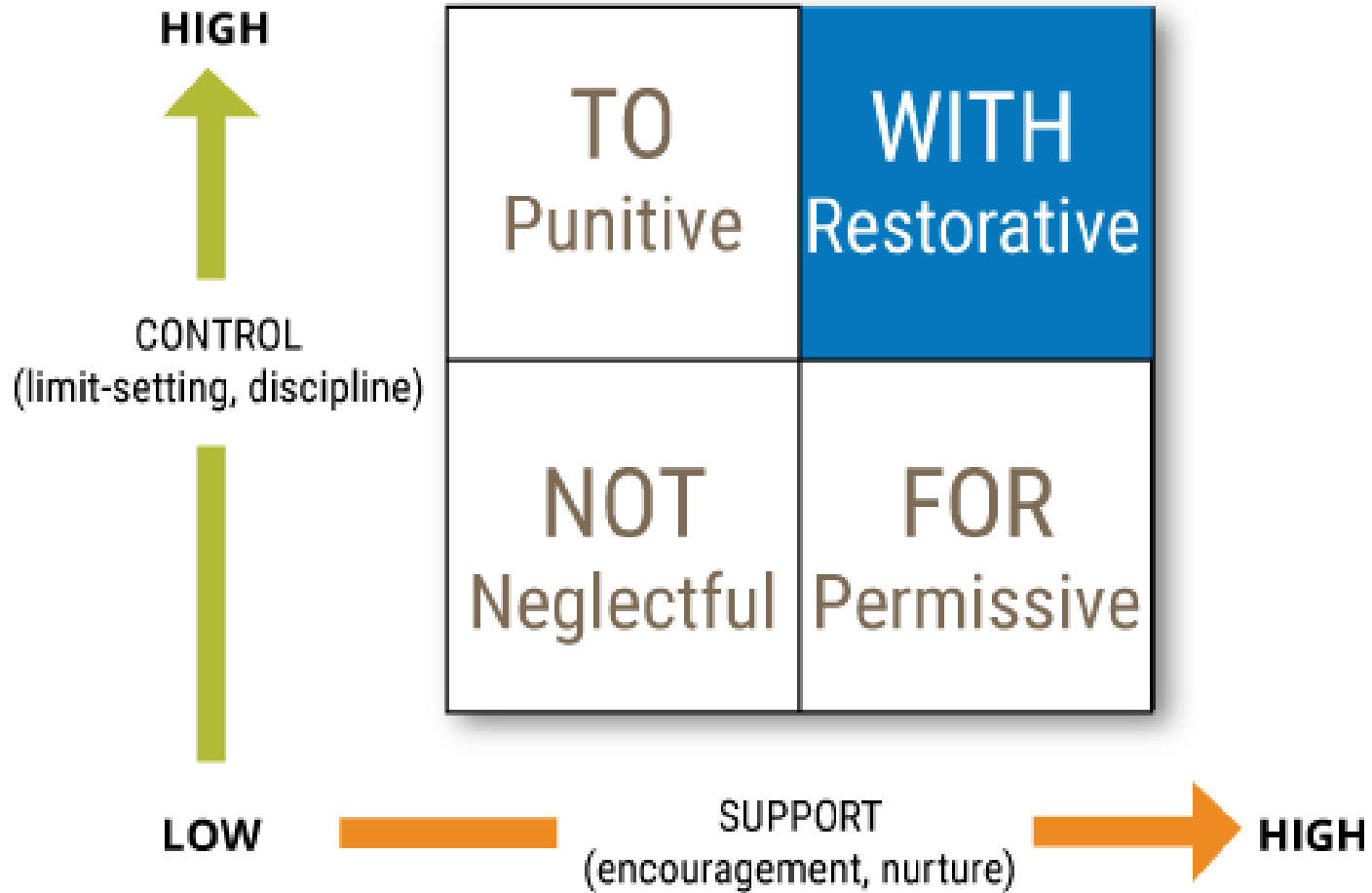
Adapted by Paul McCold and Ted Wachtel
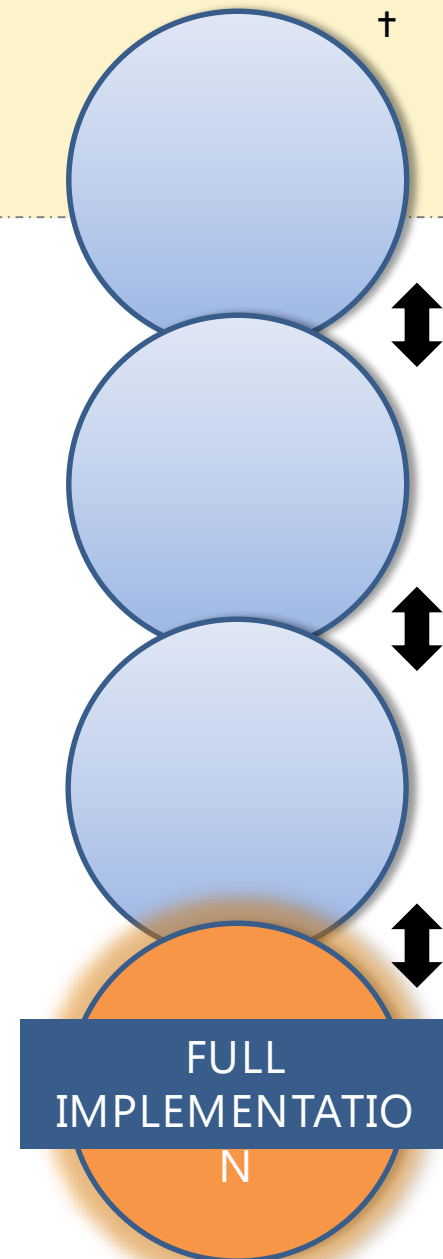
†

Monitoring and Ongoing Support

- Follow-up observation and feedback

- Continued technical assistance

- Encourage and acknowledge

Lessons Learned:

- Positivity breeds positivity

- Update Action Plan if needed

- You know that cliché about assumptions…?

- MI is an exercise in letting go of (the consultant's) ego

FULL IMPLEMENTATION

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The "Starfish" Story [††]

"An old man is throwing what looks like thousands of beached starfish back into the ocean one at a time.

A young man observes him and points out that he will never be able to make a measurable difference.

The old man picks up a starfish, tosses it into the ocean and says, 'I made a difference to that one.'"

[††] as told by Dave Trejo

What They Don't Tell You About Human Starfish…

**"They sometimes don't want to be
thrown back in by you."**

† † as told by Dave Trejo

TIPS FOR SUSTAINABILITY

✓ Select a model that can grow with your district

✓ Be prepared to provide more training than anticipated

✓ Create an online forum where resources can be readily accessed

✓ Develop an accompanying "[Look-For](#)" tool
    (BCPS' Look-For tool provided as an electronic handout for this presentation)

✓ Find cheerleaders in high places

✓ Start with low-hanging fruit and build momentum

✓ Decision-makers want to see data – collect it!

I Can:

✓ Describe ways in which classroom consultation addresses classroom-level implementation barriers to school climate goals.

✓ Identify 3 strategies to enhance teacher capacity to effectively manage behavioral health challenges.

✓ Identify 3 ways in which supporting teacher capacity through classroom consultation can improve student outcomes.

RESOURCES & HANDOUTS

Asselin, Brian. *You Have Made A Difference*. Independently published: Brian Asselin, 2013.

https://www.youtube.com/watch?v=vwsKWiXlA78.

Blasé, Karen; Fixsen, Dean; & Metz, Allison. "Competency Drivers." *National Implementation Network's Active Implementation Hub*. October 11, 2017, http://implementation.fpg.unc.edu/module-1/implementation-drivers/competency.

Blasé, Karen; Fixsen, Dean; & Metz, Allison. "Framework 2: Implementation Stages." *National Implementation Network's Active Implementation Hub*. October 11, 2017, http://implementation.fpg.unc.edu/book/export/html/73.

Blase, K., Kiser, L. and Van Dyke, M. (2013). *The Hexagon Tool: Exploring Context.* Chapel Hill, NC: National Implementation Research Network, FPG Child Development Institute, University of North Carolina at Chapel Hill.

Marchese, Dana (2016). *Motivational Interviewing – Part 1* [PowerPoint slides].

Trejo, Dave. "10 Leadership and Relationship Lessons Restorative Practices Taught Me." October 11, 2017, https://www.linkedin.com/pulse/10-leadership-relationship-lessons-restorative-practices-dave-trejo/.

Watchel, Ted and McCold, Paul. "Social Discipline Window." *International Institute for Restorative Practices*. October 11, 2017, https://www.iirp.edu/what-we-do/what-is-restorative-practices/defining-restorative/13-social-discipline-window.

RESOURCES & HANDOUTS

For more information about Classroom Check-Up (CCU) Classroom Consultation Model:

Dana Marchese, Ph.D., email dmarchese@jhu.edu
Wendy Reinke, Ph.D., developer

Reinke, Wendy, Herman, K. and Sprick, Randy. "Motivational Interviewing for Effective Classroom Management: The Classroom Check-Up." The Guilford Press (New York, NY, 2011).

How to find the BCPS Classroom Consultation Pinterest account:

1. Log in to your own Pinterest account (or create one, and then log on).
2. In the search bar, type "pinners."
3. A dropdown button should now be on the right end of the search bar.
   Click on it and select "People."
4. Now type "BCPS Classroom Consultation" into the search bar.
5. Happy exploring!

For BCPS consultation resources referenced in this presentation:

Contact Janice Mace at jmace@bcps.org

Q & A / DISCUSSION

TEACHERS DESERVE PERSONALIZED SUPPORT!

This was an embedded video of a heartwarming song expressing appreciation for teachers' hard work and dedication.

"You Have Made A Difference"
by Brian Asselin

CONTACT INFORMATION

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