

The Society for Clinical Child and Adolescent Psychology (SCCAP): Initiative for Dissemination of Evidence-based Treatments for Childhood and Adolescent Mental Health Problems

With additional support from Florida International University and The Children's Trust.



Workshop

Consultative Problem-Solving with Teachers

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Part 1 of 2

Agenda

- Need for collaborative consultative problem-solving with teachers to design school-based interventions
- Consultative problem-solving process & steps
- Variants of consultative problem-solving
 - Conjoint behavioral consultation
 - Consultation to develop academic tx
- Modeling of steps and discussion of case examples
- Process issues across stages of consultation
- Wrap-up & Q/A

Need for Consultative Problem-Solving with Teachers

- Wide variety of challenging behaviors and children with EBD requiring school-based intervention
- Need for collaboration in designing interventions rather than simply prescribing strategies through expert consultation model
- Build referent power on top of expert power to influence teacher collaboration
- Link to acceptability, engagement, and adherence
- Assumption that greater engagement and adherence will lead to more successful child outcomes

Consultative Problem-Solving Process and Steps

- Problem identification
- Problem analysis
- Plan implementation
- Treatment evaluation

Problem Identification

- Establish objectives
- Establish methods to measure objectives
- Implement data collection procedures
- Examine data
- Define problem as discrepancy between current and desired performance

Problem Identification Interview

- Determine topography and strength (frequency, duration, and/or intensity) of problem behavior(s)
- Determine conditions under which behavior(s) occur
 - Antecedent
 - Consequent
 - Sequential
- Establish performance assessment procedures
- Arrange next contact

Selecting a Measurement Strategy

- What will be recorded?
- Who will collect data?
- How data will be recorded?
- How much data will be collected per session?
- How many times will data be collected?

Modeling & Discussion of Consultation Steps

- Problem identification interview
- Problem analysis interview
- Anticipated challenges and possible solutions?

Part 2 of 2

Problem Analysis

■ Analysis Phase

- Choose an analysis procedure
- Conduct conditions and/or skills analysis

■ Plan Design Phase

- Develop plan strategies
- Develop plan tactics
- Establish assessment procedures

Problem Analysis Interview

- Validate the problem
 - Adequacy of data?
 - Graph data
 - Reiterate tentative goal from PII
 - Discrepancy between present & desired behavior?
 - Consultee agree that there is a problem?
 - Set specific behavioral goal
- Need for skills analysis?

Problem Analysis Interview (cont.)

- Conduct conditions analysis
 - Antecedent conditions during BL?
 - Sequential conditions during BL?
 - Consequent conditions during BL?
- Design intervention plan
 - Establish general plan strategy (e.g., token reinforcement program)
 - Brainstorm specific plan tactics (e.g., steps/procedures to be followed)
 - Reaffirm or establish assessment process
- Make arrangements for contact

Classifying Conditions

GOAL	ANTECEDENT CONDITIONS	CONSEQUENT CONDITIONS	SEQUENTIAL CONDITIONS
INCREASE BEHAVIOR	Break task into component parts	Introduce positive or negative reinforcer	Shaping
MAINTAIN BEHAVIOR	Increase strength of association betw stimulus & response		Covert rehearsal
REDUCE BEHAVIOR	Change relationship betw antecedent stimulus & behavior	Punishment or extinction	Schedule of punishment or extinction

Modeling & Discussion of Consultation Steps

- Problem identification interview
- Problem analysis interview
- Anticipated challenges and possible solutions?

Plan (or Treatment) Implementation

- Preparing for Tx implementation
 - Assigning implementation roles
 - Assembling implementation materials
 - Developing implementation skills
- Operating the Tx plan
 - Monitoring tx implementation
 - Revising procedures as necessary

Consultative Interactions During Tx Implementation

- Brief contact
- Integrity observations/assessment
- Training session(s)

Consultee Training Methods

- Didactic instruction
- Modeling
- Role-playing
- Cueing
- Feedback
- Reinforcement

Treatment Evaluation

- Evaluating goal attainment
 - Judging congruence betw objectives and behavior
 - Making decisions on basis of congruence
- Evaluating plan effectiveness
- Post-implementation planning
 - Post-implementation plan alternatives
 - Post-implementation recording
 - Post-implementation tx acceptability
 - Post-implementation & problem recurrence

Variants of Consultative Problem-Solving

- Conjoint behavioral consultation (Sheridan & Kratochwill, 2008)
- Use of consultative problem-solving to develop academic interventions (e.g., DuPaul et al., 2006)

Conjoint Behavioral Consultation

- Extension of consultative problem-solving to joint consultees (teachers AND parents)
- Goals
 - Promote successful child outcomes thru joint, mutual, cross-system planning
 - Promote parent engagement in a developmental, culturally sensitive context
 - Establish & strengthen home-school partnerships

Conjoint Behavioral Consultation: Outcome Objectives

- Obtain comprehensive & functional data over extended temporal & contextual bases
- Establish consistent intervention X settings
- Improve skills, knowledge, & behavior of teachers, parents, children
- Monitor behavioral contrast & side-effects across settings
- Enhance generalization & maintenance via consistent programming X settings/time

Conjoint Behavioral Consultation: Process Objectives

- Improve communication, knowledge, & understanding about family, child, & school
- Promote shared ownership & joint responsibility for problem solution
- Promote greater conceptualization of needs/concerns and increase perspective-taking
- Strengthen relationships within & X systems
- Maximize opportunities to address needs X settings
- Increase shared commitments to educational goals
- Increase diversity of expertise & resources

Conjoint Behavioral Consultation: Stages

- Conjoint Needs (Problem) Identification
 - Prioritizing needs
 - Specifying & operationalizing target concerns
 - Determining data collection procedures
- Conjoint Needs (Problem) Analysis
 - Conducting functional/skills assessments
 - Developing intervention plans

Conjoint Behavioral Consultation: Stages (cont.)

■ Plan Implementation

- Training (as necessary)
- Monitoring intervention integrity

■ Conjoint Plan Evaluation

- Assessing intervention effects
- Evaluating social validity
- Planning for maintenance of child behavior change as well as home-school partnership

<http://cehs.unl.edu/edpsych/graduate/spCbc.shtml>

Consultative Problem-Solving to Develop Academic Interventions

- Adaptation of consultative problem-solving model for collaborating with teachers to develop academic interventions for students with ADHD
- Compared with less intensive, more typical consultation model, results in higher rates of tx adherence and acceptability
- However, minimal differences in academic outcome for most students
- Generic consultation approach may work for many students

Process Issues across Consultation Stages

- Consultation as a collaborative process requires considerations of expertise & reciprocal influence of CT and CE
- Teacher-consultee as expert on curriculum, teaching, classroom procedures
- Psychologist-consultant as expert on psychopathology, behavioral principles, evidence-based academic/behavioral intervention
- Optimal consultation interaction is delicate balance between leading and following

Process Issues across Consultation Stages

- In general, teachers taking the lead (once problems are identified) during PII is associated with positive outcomes
- Alternatively, consultants taking the lead during problem analysis/treatment design associated with positive outcomes
- Thus, balance of reciprocal influence depends on stage of consultation process

Wrap-up & Q/A

- Need for collaboration in designing interventions rather than simply prescribing strategies through expert consultation model
- Consultative problem-solving as process to develop interventions collaboratively with teachers
- Variants of process depending on nature of problem area (behavior vs. academic) and need for parent involvement (conjoint behavioral consultation)

For more information, please go to the main website and browse for related videos on this topic or check out our additional resources.

Additional Resources

Online resources:

1. Challenging Horizons Program : <http://www.oucirs.org>
2. Center for Children and Families website: <http://ccf.fiu.edu>
3. Society of Clinical Child and Adolescent Psychology website: <http://effectivechildtherapy.com>

Books:

1. Bergan, J. R., & Kratochwill, T. R. (1990). *Behavioral Consultation and Therapy*. New York: Plenum Press.
2. Erchul, W.P & Martens, B.K. (2010). *School Consultation: Conceptual and Empirical Bases of Practice*. Springer, New York
3. Erchul, W.P. & Sheridan, S.M. (Eds.) (2008). *Handbook of research in school consultation*. New York: Lawrence Erlbaum.
4. Kratochwill, T. R. & Bergan, J. R. (1990). *Behavioral consultation in applied settings: An individual guide*. New York: Plenum Press.
5. Sheridan, S.M., Kratochwill, T.R. (2008). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. Springer, New York
6. Witt, J. C., Daly, E. M., & Noell, G. (2000). *Functional Assessments: A Step by Step Guide to Solving Academic and Behavior Problems*. Longmont, CO: Sopris West

Peer-reviewed Journal Articles:

1. DuPaul, G.J., Jitendra, A.K., Volpe, R.J., Tresco, K.E., Lutz, J.G., Vile, R.E.,... Mannella, M.C. (2006). Consultation-based academic interventions for children with ADHD: Effects on reading and mathematics achievement. *Journal of Abnormal Child Psychology*, 34(5), 633-646
2. Erchul, W.P., DuPaul, G.J., Bennet, M.S., et al. (2009). A follow-up study of relational processes and consultation outcomes for students with ADHD. *School Psychology Review*, 38,28-37.
3. Erchul, W.P., DuPaul, G.J., Grissom, P.F. et al. (2007). Relationships among relational communication processes and consultation outcomes for students with ADHD. *School Psychology Review*, 36(2), 111-129.
4. Jitendra, A.K., Dupaul, G.J., Volpe, R.J., Tresco, K.E., Vile Junod, R.E., Lutz, J.G.,...Mannella, M.C. (2007). Consultation-based academic intervention for children with attention deficit hyperactive disorder: school functioning outcomes. *School Psychology Review*, 36(2), 217-236

