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CNS 786

Assignment 4.1

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### Consultation Case Study

Mrs. Heath, a language arts teacher, at a low SES urban middle school is interested in engaging in consulting services for the purpose of improving her students' classroom behaviors. The initial assessment reveals that the central problem involves student rejections of classroom management interventions employed by Mrs. Heath. The student's lack of obedience inhibits their ability to be successful in the classroom and causes great frustration for Mrs. Heath. Additionally, there are significant impacts on school administration related to students repeatedly receiving referrals and being removed from Mrs. Heath's class. Additionally, the issues occurring in Mrs. Heath's class impact student's family systems. I propose a conjoint behavioral consultation intervention plan for Mrs. Heath. "CBC is an indirect intervention where family members work as partners with school personnel (consultant and teacher) to promote children's behavioral and social-emotional competencies through collaborative problem solving, co-constructed intervention plans, defined responsibilities for plan implementation, and progress monitoring of children's goals" (Sheridan et al., 2013, p.718).

Data collection involves interviewing "parents and teachers about a child's home, school, and community"(Scott, Royal, & Kissinger, 2015, p. 110) that could be impacting the child's misbehaviors in the classroom. Mrs. Heath feels that her

student, Kyla, behavioral issues are related to her lack of motivation revolving around the socio-economic conditions of her family. Kyla, has difficulty getting to school on time in a consistent manner and chronically does not submit her classroom assignments on the assigned due dates. Mrs. Heath perceives Kyla to be extremely reliant on “playing the victim” in order to gain empathy from her teachers to be granted extensions on her coursework. In interviewing her parents, similar concerns are expressed about Kyla’s inability to take personal responsibility for not completing tasks as directed and acting out aggressively when attempts are made at reprimand. Kyla reports feeling singled out by Mrs. Heath and states she is often confused about what Mrs. Heath wants her to do because her instructions are convoluted. Kyla describes having difficulty completing her homework once she leaves school for the day because she has other things to attend to.

In addition to the data collected onsite, I have referred to a number of scholarly articles related to classroom management in order to further contextualize the problem between Mrs. Heath and her student Kyla. Research indicates that “persistent engagement in externalized problems increases children’s risk of poor school performance, substance abuse, conduct disorder, and other long-term problems, providing a strong impetus for the need for parents and teachers to understand and implement effective behavior-management strategies (Ohmstede & Yetter, 2015, p.19). Additional research highlights the impact of family relationships and support on academic performance, “The American Academy of Pediatrics recognizes the importance of systems collaboration and recommends that physicians ask parents and school personnel about core symptoms, duration of

symptoms and amount of functional impairment as they attempt to treat children for medical and psychological disorders” (Bellinger et al., 2016, p. 140). Furthermore, the American Academy of Pediatrics Committee on Psychosocial Aspects of Child and Family Health states, “this type of collaboration can reduce costs and improve detection, prevention, and management of health conditions affecting children” (Bellinger et al., 2016, p. 140). Motoca et al. article further stresses the importance of working with teachers from an ecological standpoint and how teachers must be able to balance resources, expectations, policies and practices embraced by stakeholders with the characteristics, competencies, and challenges presented by individual students and the entire class. Interestingly Sheridan et al. study outcomes indicated “greater treatment gains were observed in situations of greater degrees of family risk; as the level of family risk increased, so did the effects of CBC” (Sheridan et al., 2013, p. 730). All of the articles I consulted addressed the importance of utilizing an ecological perspective when working with teachers on classroom interventions.

The proposed conjoint behavior consultation interventions will be conducted over a period of nine weeks. Plan development and implementation stage would include: collaboratively developing a plan built upon strengths and competencies to address the priority behavior across home and school, training parents and teachers in plan implementation as necessary, implementation of agreed upon interventions across home and school settings, support implementation of behavioral plan at home and school through observing and providing feedback, modeling, and troubleshooting, and assessing immediate changes in the students behavior.

For Mrs. Heath I propose four intervention components. The first being a self-monitoring behavior sheet posted onto Kyla's desk, reminding her of the specific target behaviors she is expected to avoid. The second part is Mrs. Heath giving a verbal reminder of the behavior plain by reminding Kyla of the target behaviors and telling her she has a chance to earn a reward if she refrains from the behaviors for the specified intervention time period. The third part requires Mrs. Heath to monitor and record Kyla's behavior for the same intervention period every morning. The fourth intervention component is a daily school-home note, which lists Kyla's target behaviors and provides space for Mrs. Heath and Kyla's parents to record the number of times Kyla engaged in each problem behavior during the intervention period during that day. Mrs. Heath would assign a behavior grade (A,B, C) based on her overall rating of the child's behavior that day and send the note home with Kyla at the end of the day.

For Kyla's parents I propose five intervention components. Everyday when Kyla arrives home, her parents should ask for the daily school-home note. Second the caregiver will praise and reinforce Kyla with a special privilege at home if the teacher indicated that Kyla had earned a behavior grade of A or B and engaged in problem behaviors in the classroom fewer than three times. Parents provide a verbal reminder to Kyla of the specific behaviors she is to avoid at home. Fourth her parents provide her with a small reward for engaging in the problem behaviors less than three times at home, parents can also remove home privileges for inappropriate behaviors. Lastly Kyla's parents record her home behavior on the school-home note and return it to Mrs. Heath the following day.

Using a behavior observation form, Mrs. Heath will record occurrences of Kyla's target behaviors in the classroom daily during intervention periods throughout the baseline and intervention phases of the study for evaluating intervention effectiveness. Similarly caregivers will record Kyla's behaviors on the behavior observation form after school. I will conduct regular weekly classroom observations and emails to check how the intervention and data collection are proceeding. The termination phase will include developing a long-term plan with Mrs. Heath for intervention strategies learned in collaboration with Kyla's parents.

## Works Cited

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