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CNS 786

Literature Review

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Cappella, E., Hamre, B. K., Kim, H. Y., Henry, D. B., Frazier, S. L., Atkins, M. S., & Schoenwald, S. K. (2012). Teacher consultation and coaching within mental health practice: Classroom and child effects in urban elementary schools. *Journal of Consulting and Clinical Psychology, 80*(4), 597-610. doi:10.1037/a0027725

### **General Summary**

Cappella et al. article highlights the importance of effective classrooms (defined by the presences of supportive teacher student interactions that together create a classroom environment conducive to academic and social-emotional development) as a predictor of social and academic competence. The authors designed and evaluated a teacher consultation and coaching program, BRIDGE, to increase effective classroom interactions and improve the functioning of children with behavioral challenges and their classmates. The author's study was conducted with twelve consultants delivering BRIDGE across five schools for one academic year; 36 teachers participated, 23 from regular education and 13 from special education/combined classes. In the classroom intervention results showed that classes with lower emotional support benefited more from the assignment that classrooms with higher emotional support. Results for children included significant increase in teacher student relationship closeness, significant positive intervention effect on children's academic self-concept, and lower victimization scores.

## **Synthesis of Article and Readings**

Cappella et al. show both outcomes for teacher and student participants in their study, which highlights the importance of children's senses of themselves as learners in relation to classroom success. Despite the many positive changes for both teachers and students there were several areas that were measured that did not have significant change including classroom organization, children's behavior regulation, levels of teacher-student conflict, and student ratings of aggressive behavior. Findings in the article suggest that classroom with low levels of emotional support can improve with consultation and coaching, highlighting the need to identify classes with poor emotional climate and take action to support them.

## **Limitations of the Article**

Cappella et al. acknowledge several limitations in their study including: (a) with a 1 year pretest-posttest design the study could not assess long term effects; (b) classroom randomization provides a conservative test of intervention effect, but school-level randomization is necessary to reduce potential contamination; and (c) future research with standard clinical scales and multiple classroom observers would strengthen findings.

## **Implications for Counselors Working as Consultants**

Based on the need for educational consultation it is valuable to note that coaching and consultation can be integrated within existing mental health activities in schools and impact classroom effectiveness and child adaptation across multiple systems. It is imperative to determine what areas are problematic with the consultee in the preliminary stage of the consultation process in order to establish clear goals. Observation of the classroom environment can provide insight into the classroom dynamics.

## **Implications for Consultee/Client**

Consultees will need to come with clear issues for the consultation focus. If classroom management interventions are desired, there will need to be collaboration from other teachers, administrators, and parents. It is important to take into consideration the financial and time constraints on teacher development and facilitation in the schools.

Carlson, J., Dinkmeyer, D., Jr., & Johnson, E. (2008). Adlerian Teacher Consultation: Change Teachers, Change Students! *The Journal of Individual Psychology*, 64(4), 480-493.

## **General Summary**

Carlson, Dinkmeyer and Johnson's article brings to light the unfortunate circumstances that many teachers enter into classroom severely unprepared to deal with behavioral issues and suggests the use of Adlerian consultation in educating teachers in classroom management. The authors emphasize that consultation cannot be effective without including parents and that parents in fact must be made a part of the change process. In the Adlerian consultation model, consultants work directly with individual teachers or in groups to create new beliefs or strategies. Individual consultation follows a seven-step process that helps teachers turn problems into solutions.

## **Synthesis of Article and Readings**

Carlson, Dinkmeyer, and Johnson's article address the importance of working with teachers on skills including diagnosing children's behavior, logical consequences, encouragement, communication skills, problem solving, class meetings, and successful teaching practices. The authors highlight the significance of teachers understanding

themselves and their students; a goal of Adlerian consulting is assisting teachers to develop an effective understanding, including the four goals of misbehavior. Motivation, communication and discipline techniques are other highlighted areas of Adlerian consultation. Ultimately it is important for consultation to be effective that teachers be aware of group forces and dynamics to navigate both groups they participate in (i.e. teacher-student, teacher-parent, teacher-administrator) or facilitate (i.e. classroom learning groups).

### **Limitations of Article**

Carlson, Dinkmeyer, and Johnson's article does not acknowledge any limitations however, there is no actual study in the article presenting outcomes of using Adlerian consultation with teachers and thus a lot of what is contained in the article could be seen as speculative.

### **Implications for Counselors Working as Consultants**

Although the article presented no case study, Carlson, Dinkmeyer, and Johnson provide valuable insight into some of the shortcomings that teachers come into the classroom with. Considering the lack of knowledge that many teachers face in utilizing effective discipline requires school personnel to take action. The consultant may recommend interventions discussed in the article in individual teacher consultation and group consultation. Interventions may also be delivered to parents in the skills of effective parenting (i.e. goals of misbehavior, motivation, communication, discipline, and family meetings).

### **Implications for Consultee/Client**

According to Dinkmeyer and Carlson, the advancement of an effective consultation process requires radical change. Getting teachers, parents, and school personnel on board can come with resistance. Letting consultees know that their information and expertise is wanted can encourage them to enter into a collaborative process.

Motoca, L. M., Farmer, T. W., Hamm, J. V., Byun, S., Lee, D. L., Brooks, D. S., Rucker, N., & Moohr, M. M. (2014). Directed Consultation, the SEALS Model, and Teachers' Classroom Management. *Journal of Emotional and Behavioral Disorders*, 22(2), 119-129. doi:10.1177/1063426614521299

### **General Summary**

Motoca et al. explored the effectiveness of directed consultation as a professional development training delivery format to support teachers in using effective classroom management strategies. The study included 144 sixth grade teachers, the majority were Caucasian (91%) and female (82%). The study determined that the use of directed consultation in conjunction with the SEALS model resulted in intervention teachers maintaining significantly lower levels of negative behavior feedback, physical redirection without interruption, and verbal redirection without interruption than control teachers. The authors noted that significant differences were also found in classroom structure, feedback, behavior management, instructional protocol, and appropriate communication between the intervention and control teachers. The authors suggest that direct-

consultation training in the SEALS program promoted the use of more effective and positive strategies.

### **Synthesis of Article and Readings**

Motoca et al. highlight the importance of working with teacher from an ecological standpoint. The article suggests that teacher training in classroom management skills will benefit students, parents, school personnel, the community at large and this connects to the concept of directed consultation. Directed consultation reflects several aspects of a myriad of consultation models; rather than being problem centered and focusing on a specific client, the aims of directed consultation are to identify how teachers can incorporate the essential components of an evidence-based intervention into their daily practices in a way that builds on observations of existing strategies and teachers competencies, provide new knowledge and skills training, respond to concerns and needs of teachers, reframe teachers' perspectives to foster productive views of classroom management tasks, and promote change and the school and teacher-team level to incorporate evidence-based interventions into classroom management activities. Directed consultation may be a good fit for teacher- centered interventions.

### **Limitations of the Article**

Motoca et al. acknowledge that the study examined directed consultation as a professional development delivery format to train teachers in classroom intervention but the research design did not disentangle directed-consultation from the SEALS content. Thus whether teachers used certain practices effectively could be impacted by the content of the training and not on how it was delivered. Another limitation was that the focus of

the study was only on teacher's classroom management practices and these practices were not linked to student outcomes or process mechanisms.

### **Implications for Counselors Working as Consultants**

This article offers valuable insight in working with teachers from an ecological perspective and how teachers must balance resources, expectations, policies and practices embraced by stakeholders with the characteristics, competencies, and challenges presented by individual students and the entire class. Considering the obstacles and opportunities for classroom management requires consideration of the ecological system that the teachers operate in. The consultant may recommend intervention services to educate parents as well as interventions that can be delivered by school personnel.

### **Implications for Consultee/Client**

Incorporating parents and various school personnel into classroom management requires a change in the delivery model of classroom interventions among teachers. The willingness of teachers to adapt to a new mode of classroom management will impact the success of such an intervention.