How to School Psych During A Global Pandemic: Supporting Students Through Teleconsultation with Caregivers and Educators

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- Multi-Tiered School Mental Health Program
- Multi-Tiered Behavior Supports and Consultation
- Integrated Public School Day Treatment Programs
- Professional Development
- Functional Assessment and Function-Based Treatment Planning
- Teleconsultation

A day in the life of a School Psychologist...
Telehealth

What should you be considering?

• What's the evidence for teleconsultation
• What framework should I follow?
• Is telehealth safe and secure?
• Do I have a videoconferencing software platform?
• How do I engage caregivers and educators?
• What about those who don't (can't) engage?

Teleconsultation

School Psychologist (Consultant)

Educator/Caregiver (Consultee)

Student/Child (Client)
Synchronous vs Asynchronous

Self Paced

Characteristics of Teleconsultation

Services Provided

Special Education: Tiers 1-3+

Tier 3: Tertiary Prevention (Individualized)

Tier 2: Secondary Prevention (Targeted)

Tier 1: Primary Prevention (Universal)

Renshaw & O'Malley, 2015

Early School Teleconsultation

<table>
<thead>
<tr>
<th>Article</th>
<th>Outcome(s) Measured</th>
<th>VC Software Used</th>
<th>Summary of Results</th>
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<tbody>
<tr>
<td>Frieder et al.,</td>
<td>FBA/FA</td>
<td>Secure one-way</td>
<td>A remote functional analysis was mediated by teleconsultation for a preschool student with disruptive behavior in a rural school. Although assessment fidelity appeared high, data including post-intervention analysis of intervention outcomes.</td>
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<tr>
<td>2010</td>
<td></td>
<td>surveillance camera and telephone</td>
<td></td>
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<tr>
<td>Gibbon et al.,</td>
<td>FBA, FA; Behavior</td>
<td>Skype</td>
<td>Functional behavior assessment and intervention planning was mediated by teleconsultation for a preschool student with autism spectrum disorder (ASD). Results suggest that intervention was effective at reducing the amount of time the student spent away from the assigned task.</td>
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<tr>
<td>2010</td>
<td>Intervention Planning</td>
<td></td>
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<tr>
<td>Machalicek et al.</td>
<td>Feasibility of</td>
<td>iChat (i.e., FaceTime)</td>
<td>Preference assessments were conducted for three elementary-age students with ASD using local teleconsultation. Teachers successfully administered the assessment and interventions informed by the results were effective.</td>
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<td>2009a</td>
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<td>Machalicek et al.</td>
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<td>Six teacher consultees improved functional analysis adherence in a multiple-baseline across subjects analysis of teleconsultation-mediated performance feedback. However, teacher performance deteriorated when teleconsultation was removed.</td>
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A critical review of videoconferencing software to support school consultation

Aaron J. Fischer, Brendan K. Schultz, Melissa A. Celler-Merk, Kimberly A. Zoder-Martell & William P. Drulhi

To cite this article: Aaron J. Fischer, Brendan K. Schultz, Melissa A. Celler-Merk, Kimberly A. Zoder-Martell & William P. Drulhi (2020), A critical review of videoconferencing software to support school consultation, International Journal of School & Educational Psychology, DOI: 10.1080/23260266.2019.1647139

To link to this article: http://dx.doi.org/10.1080/23260266.2019.1647139

A comparison of problem identification interviews conducted face-to-face and via videoconferencing using the consultation analysis record

Aaron J. Fischer**, Melissa A. Celler-Merk, Bradley Bloomfield, William P. Drulhi & Frank M. Grenham

Problem-Solving Teleconsultation

An Evaluation of the Effectiveness and Acceptability of Teleconsultation

Aaron J. Fischer, Dave H. Opit, Keith C. Bailey Jr., Dylan Richardson, Saraha Clark, and Jay Wonderly

*University of Utah, **University of Saskatchewan
A Comparison of In-Vivo and Videoconference Momentary Time Sampling Observations of On-Task Behavior

Aaron J. Fischer, PhD, BCBA-D,1, Eva H. Durt, PhD, BCBA-D,2, Erica Lohman, MEd,2 Ben Poskoff, MEd,2 and Sarah J. Wright, BA2

Telepresence Robots
Telepresence Robot Problem-Solving Consultation

Five School Districts, 12 schools, 15 classrooms over 75 teachers and paraprofessionals
200 students
Problem-Solving Teleconsultation

Step 1: Rapport Building
- Establish trust and mutual respect
- Clarify roles, expectations, and responsibilities
- Use approachable language
- Ask about cultural diversity and comfort with technology
- Gain consensus

Step 2: Problem Identification
- Define problem and desired outcome in clear, observable terminology
- Explore the contextual factors influencing and maintaining the problem
- Set measurable goals
- Develop plan for baseline data collection
Step 3: Problem Analysis
- Review records
- Teacher & student observations
- ABC charts
- FBA
- Assessment informed interventions
- Acceptability
- Implementation barriers

Step 4: Plan Implementation
- Prepare written procedures
- Teach procedures using behavioral skills training (BST)
  - Tell—Show—Do
  - Collect data and monitor progress
- Be available on the first day on implementation
- Performance feedback

Step 1: Tell
Step 2: Show
(Teach and Model)

Follow us on social media for daily learning tips
We're here to help #UThrive
Step 3: Do (Rehearsal and Performance Feedback)

- Store and forward video review
- Live telecoaching sessions
- Bug-in-ear coaching

Step 5: Problem Evaluation

Was the intervention implemented as planned?
- Yes: Commend performance!
- No: Support any barriers

Did the problem get better?
- Yes: Plan to maintain and generalize the skill
- No:
  - If due to poor implementation provide additional support
  - If due to lack of effectiveness, go back to Step 3

Factors Predicting Consultation Success

- Consultant competence and experience
- Technical knowledge
- Prior consultation
- Ability to perform in environments with lack of control (flexibility)
Factors Predicting Consultation Success

**Consultant Interpersonal Skills**
- Language
- Conflict resolution skills
- Mastery of social influence
- Rapport

**Consultant Management Skills**
- Maintaining a Consultation Schedule
- Documentation and Record Keeping

Applications of Teleconsultation with Educators and Parents

**Caregivers**
- Academic Supports
- Behavior supports
- Social-emotional learning
- Well-being
- Feeding, sleep, hygiene

**Educators**
- Behavior Management
- Online pedagogy
- Social-emotional learning
- Well-being
- Caregiver engagement
- Student engagement

Practice Considerations

- Access
  - Hardware/software
- Bandwidth
- Environment
- Technology competency
- Continued professional development
Legal and Ethical Issues

- HIPAA/FERPA
- Security
- Privacy
- State and organizational laws and guidelines
- Teleconsultation Consent

Thank you!
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