

HOW BEST TO USE PROFESSIONALS WHO VISIT THE CLASSROOM

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www.ramgroup.info (see this site for this presentation and the Receiving Consultation Checklist)



The RAM Group

Is it really OK to *use* people?!

- How Best to *Use* Professionals Who Visit the Classroom



Outline

1. Who visits classrooms?
2. Why do they visit?
3. What's this like for teachers?
4. What's this like for visiting professionals?
5. What does the research say?
6. What are the key practices teachers should use?



1. Who Visits Classrooms?

- OTs
- PTs
- Speech-language pathologists
- Psychologists, behaviorists, etc.
- Others



2. Why Do They Visit?

- “Work with the child”
 - Where?
 - How?
- “*Provide recommendations* about working with the child”
 - How?



Should We Revisit These Purposes?

- All the intervention occurs between visits
- Expert consultation is ineffective in educational settings

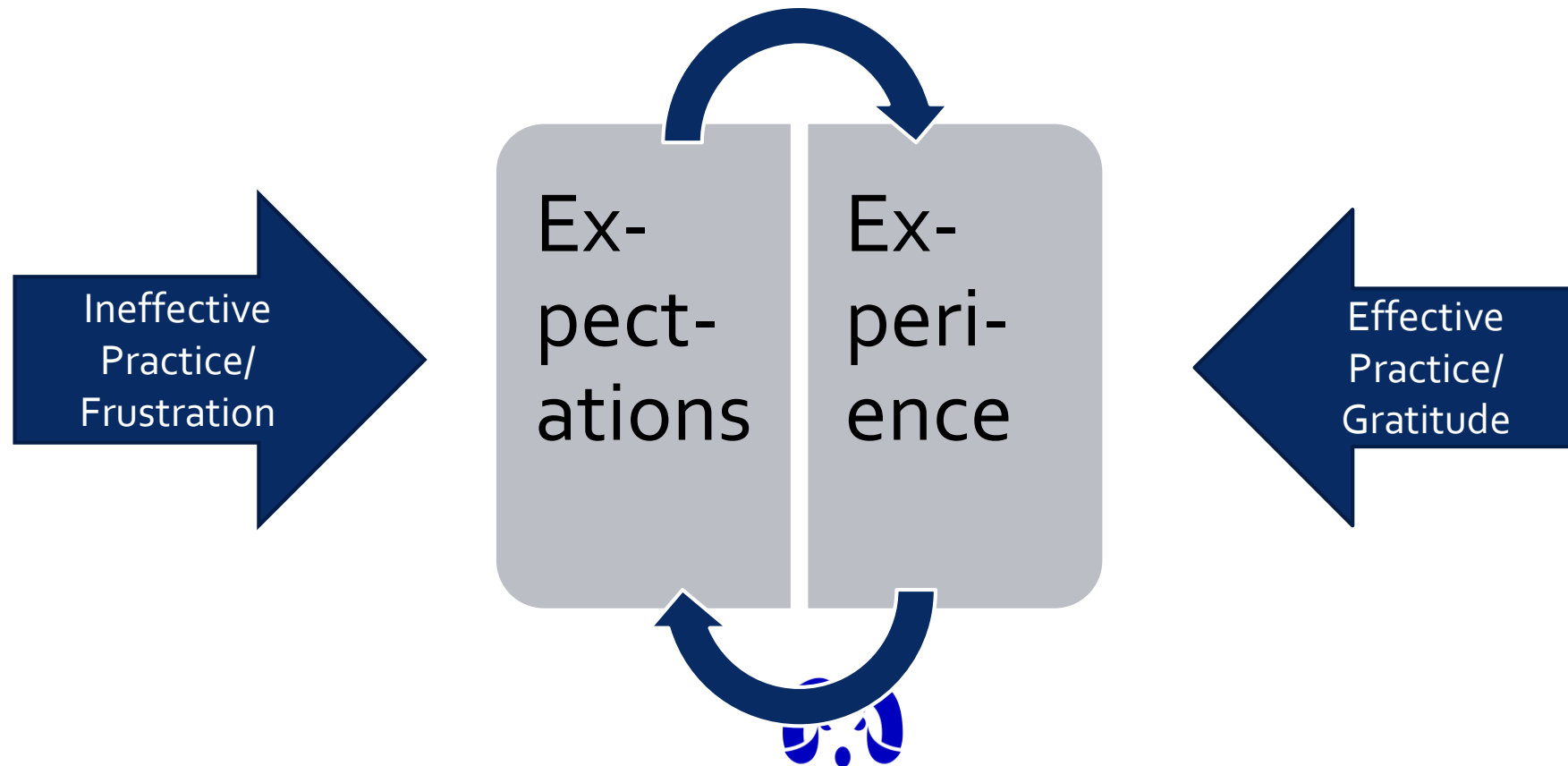


3. What's This Like for Teachers?

- Teachers' expectations
 - Where did these come from?
- What frustrates teachers about professionals?
 - Violation of expectations, of course
 - Interventions unlikely to work
 - Interventions not feasible
 - No added value
 - Attitude



What Do Teachers Like From Visiting Professionals?



When Everything Clicks, Teachers Like

- Being part of the assessment
- Being part of the solution finding
- Being part of the evaluation of the solution
- Communication
- Their Visiting Professional



4. What's This Like for Visiting Professionals?



- No one pays attention to me.
- They expect me to take the child out.
- The classroom's a disaster.
- They don't follow through.
- There's nowhere for me to work with the child.
- There's no meeting time.



No One Pays Attention to Me

- Have ground rules been established?
- Do you add value?
- Who came up with the intervention?



They Expect Me to Take the Child Out

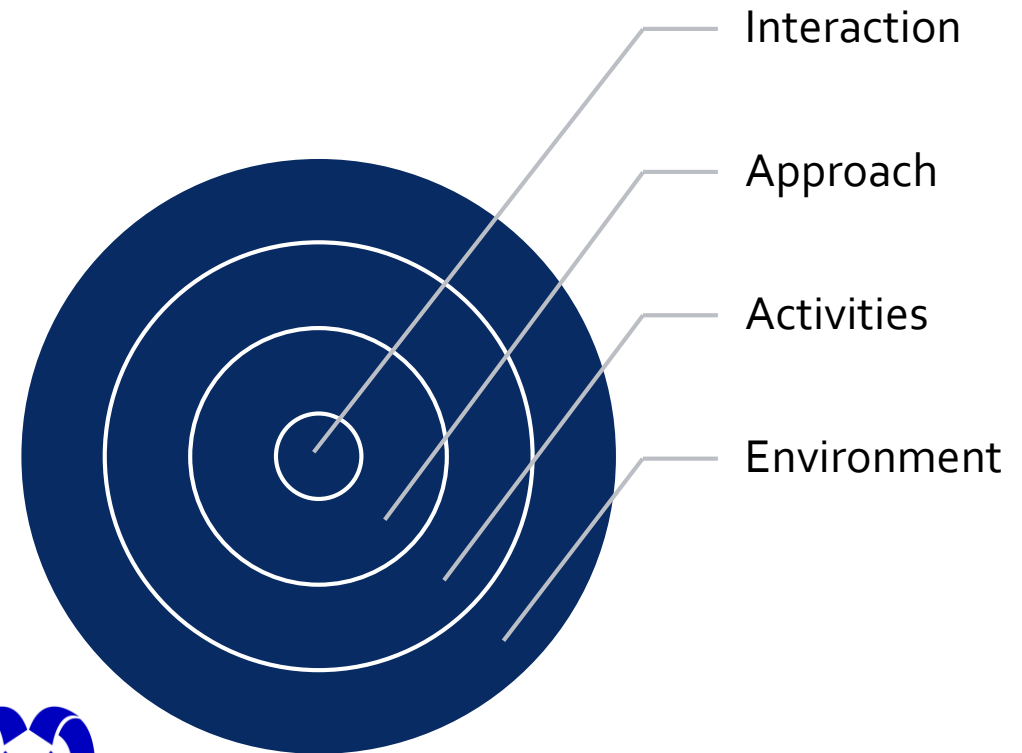


- Tell them why that's ineffective.
- Do not capitulate!
- Consultants are not respite providers.



The Classroom's a Disaster

- Consultants' role should not be limited to the child.
- How to introduce yourself: "I am here as a classroom consultant because you have a child with an IEP in your room."
- The 4 contexts of teaching (McWilliam, de Kruif, & Zulli, 2002)



Are Classroom Consultants Prepared to be *Classroom* Consultants?

- Typically, no
 - Insufficient knowledge of
 - Classroom management
 - Engagement
 - Room arrangement + other environmental factors
 - Organization of adults
- But then they're not trained to be individual-child consultants either!



Insufficiency in Individual-Child Consultancy

- Effective teaching practices
 - Incidental teaching
 - Prompting procedures
 - Timing
 - Chaining
 - In context
 - Reinforcement schedules



They Don't Follow Through

- “Follow through” = Do as I say
- Collaborative consultation doesn't work that way
- Joint solution finding
- Hoosiers Rule
 - Pass the ball four times before you take a shot



There's Nowhere for Me to Work With the Child



- Pull-out is ineffective (McWilliam, 2006)
- Role of therapists working with children in classrooms ~~has~~ should have changed



There's No Meeting Time



- Meeting time is a luxury
- ...necessary in some models
- One ground rule: We will communicate throughout my session



5. What Does the Research Say?

1. One-on-one pull out
2. Small-group pull out
3. One-on-one in class
4. Group activity
5. Individualized within routines
6. Pure consultation

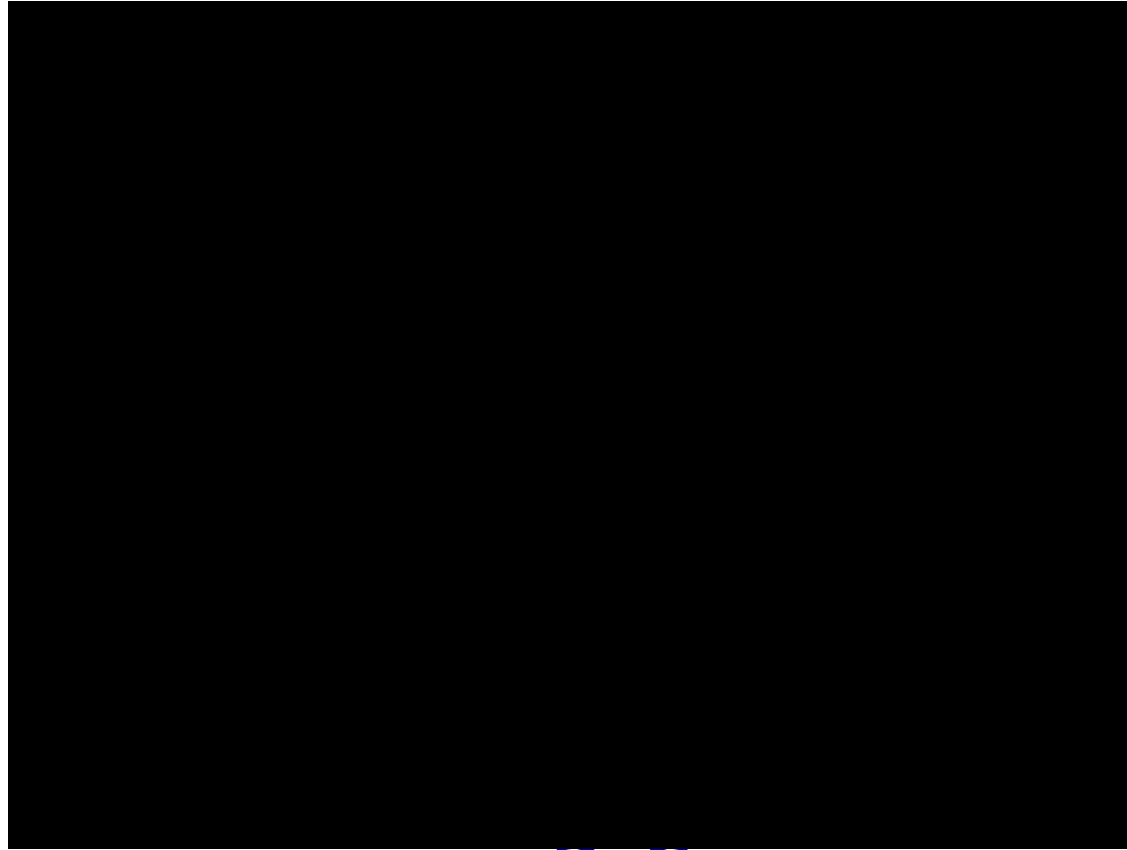


Research Findings

- Teachers and therapists communicate 4x more with in-class
- Relationship is important to implementation by teachers
- Individualized within routines is most effective
- Consultants have to add value
- Teachers prefer in-class, when they know what it is



OT Visiting a Classroom (Integrated Therapy—Individualized Within Routines)



6. What Key Practices Should Teachers Use



- Receiving Consultation/Integrated Therapy Checklist
- Available tonight at www.mcwilliamconsulting.com
- This might be your most valuable hour of the week. Treat it as such!



Key Practices From Checklist

- Prepare questions & info for visitor
- Pay attention to visitor
- Ask questions
- Answer questions
- Communicate! Communicate! Communicate!
- Show visitor what child is doing
- Show visitor what you're doing
- Watch visitor show you intervention
- Someone write down
 - What we did today
 - What we will do between now and the next visit
 - What the focus of the next visit should be



How to Use the Checklist

- Discuss content
- Supervisor or peer observe and give good feedback
 - Reflection
 - Positives
 - Things missed
 - Other
- Use in conjunction with Integrated Therapy/Collaborative Consultation Checklist



Concepts

- Integrated therapy/services
 - Individualized within routines
 - Making an in-class session as relevant as possible
- Collaborative consultation
 - Joint solution finding
 - Moving from working with the child to working with the adult



Hours & Places Issue in ECSE

- Some 619 programs are divorced from 2 contexts:

- Home

www.naturalenvironments.blogspot.com

- Other child care

- Where does child spend the most time?

- How is LEA helping those caregivers?



Hours & Places Continued

- Why do some LEAs run self-contained classrooms?
- How inclusive are Head Start and pre-K programs?



Take-Home Messages

- For consultants
 - Build teachers' capacity to meet child's needs when you're not there
 - Tweak existing routines, don't ignore or overhaul them
 - Work collaboratively, not "expertly"



For Teachers

- Insist on
 - Assessing needs together
 - Developing interventions together
 - Evaluating interventions together
 - Communication during session
 - Help with classroom management



For Policy Makers

- Develop itinerant resources
- Close down decontextualized, self-contained programs
- Administrators, hire or train CONSULTANTS



For Higher Education

- Train ECSEs and therapists in collaborative consultation/coaching
 - THERE IS A SCIENCE TO THIS!



Future

- Itinerant ECSE
- ECSEs competent at
 - Classroom management
 - Individualized interventions
 - Working with other professionals
 - Collaborative consultation
 - Seeing the whole child (EISR in routines)



Horizontality in Inclusion

- Ulf Janson
- https://www.youtube.com/watch?v=ezlXyIU3CqY&index=65&list=PLIXtN8GZ_1ozEjRW1P8r1lOp4SlLqj4_o



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