Teleconsultation in Schools: A Guide to Collaborative Practice Online Supplemental Materials

Part 1: Teleconsultation Foundations

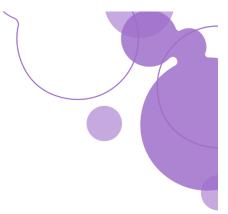
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Figure 2. Levels of support in school teleconsultation.

Intervention planning, training, and support

once the teleconsultant completes the Post PAI activities they are ready to **prepare** the intervention PLan, Provide **training** to consultees, and **support** ongoing implementation of interventions



1 Intervention Planning

√ crisis planning and response

- THE PROVIDER WILL NEED TO CONTACT THE PARENT OF CAREGIVER TO PROVIDE UPDATES ON THEIR CHILD'S PROGRESS, TO DISCUSS SAFETY CONCERNS OF GATHER ADDITIONAL INFORMATION.
- Spend time discussing preferred communication modalities with caregiver and client in case of crisis.
- A Written Crisis PLan SHOULD BE IN PLACE SUPPORTING THE DECISIONS MADE AND CONTACT INFORMATION PROVIDED BY ALL PARTIES.

✓ prior to training

- FINALIZE THE WRITTEN PLAN
 DEVELOPED THROUGH THE PAI
- GET MATERIALS READY, CREATE VISUAL SUPPORTS FOR TEACHING THE INTERVENTION.



2 intervention training

✓ DISCUSS THE SKILL

- TELL (I DO)
- DIDACTIC INSTRUCTION THROUGH MEETING AND GOING THROUGH THE PLAN AND DISCUSSING QUESTIONS ABOUT THE PLAN AND THE SPECIFIC STEPS

√ MODEL THE SKILL

- · show (we do)
- aLLOW THE CONSULTEE TO SEE YOU IMPLEMENT THESE INTERVENTIONS
 - Having video clips queued up for the session will help to show the consultee by sharing the screen

✓ Rehearse THE SKILL

- DO (YOU DO)
- Consultee engages in THE SKILL IN a SIMULATED ENVIRONMENT WITH A PEER EDUCATOR OF WITH THE STUDENTS

3 Intervention support

✓ Providing Feedback and Support

 Involves the specific Performance Feedback the Teleconsultant provides to Their consultee.

FEEDBACK OPTIONS

INCLUDE: TEXT MESSAGE, email, VIDEO CONFERENCING, STORE and FORWARD VIDEOS



Figure 2.1 School Teleconsultation: Basics for Privacy and Security



Case Study 2.1: Introduction



Case Study 2.2: Introduction



Figure 3. 5-Step Process for Problem-Solving Teleconsultation

Problem-solving Teleconsultation with Educators and Caregivers



BUILD A RELATIONSHIP

- **ESTABLISH Trust** and mutual respect
- DISCUSS POSITIONALITY, CULTURAL DIVERSITY, AND COMFORT WITH TECHNOLOGY
- **CLARIFY POLES**, expectations, and responsibilities
- use approachable Language

3 Analyze the problem

USE VARIOUS SOURCES OF DATA TO FURTHER UNDERSTAND THE PROBLEM

- DIRECT OBSERVATIONS
- Review of records
- авс рата

SHARE YOUR SCREEN TO REVIEW DATA, IDENTIFY A CULTURALLY RESPONSIVE AND EVIDENCE-BASED INTERVENTION



DEVELOP and **SUPPORT** THE INTERVENTION PLAN USING BST:

- TELL: Screen SHARE, review, and email your written plan
- SHOW: MODEL THE INTERVENTION
- **DO:** ReHearsal and Performance Feedback)

USE VIDEOS OF INTERVENTION MODELS, BUG-IN-EAR COACHING, AND RECORDED VIDEOS TO ENHANCE PERFORMANCE FEEDBACK AND SUPPORT. 2

IDENTIFY THE PROBLEM

- Define the problem and desired outcomes in clear observable terminology.
- **EXPLORE** CONTEXTUAL FACTORS INFLUENCING AND MAINTAINING THE PROBLEM.
- SET UP A BASELINE DATA COLLECTION **PLAN**

5 EVALUATE INTERVENTION EFFECTIVENESS

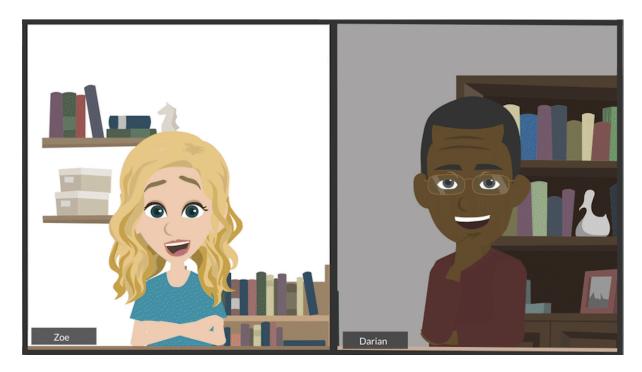
was the intervention implemented as planned?

- yes: commend performance!
- no: support any barriers

DID THE Problem Get Better?

- yes: Plan to maintain & generalize
- no: IF Due to Poor Implementation Provide additional support. If Due to Lack of effectiveness, go Back to Step 3.

Case Study 3.1: Rapport Building



Case Study 3.2: Rapport Building



Figure 3.2 Teleconsultation in Schools: Building Relationships

BUILDING RELATIONSHIPS



WORK ON THE RELATIONSHIP PRIOR TO, DURING, AND AFTER TELECONSULTATION MEETINGS



TELECONSULTANTS SHOULD **PRIORITIZE**BUILDING AND **MAINTAINING PELATIONSHIPS**WITH STAKEHOLDERS AND CONSULTEES.



Rapport Building Prior to Teleconsultation

√ Arranging THE TELECONSULTATION ENVIRONMENT

- OPTIMIZE THE INTERACTION THROUGH AUDIO, LIGHTING AND VIDEO.
- Promote engagment and enhance presence by conducting shorter sessions, using virtual backgrounds, Familiarlizing yourself with videosettings and understanding the community you serve.

√ Initiate communication

- connect Through email
- Introduce yourself through text or VIDEO.
- Personalize THE Process
- LINK Professional Website or social media, avoid sharing Personal accounts.
- · FOLLOW UP as necessary

RAPPORT BUILDING DURING TELECONSULTATION

√ Rapport Building WITH STUDENTS

- IMPLEMENT PURPOSEFUL, CREATIVE, and individualized relationshipbuilding activities that maximize student engagement.
- utilize Built in options for engagment
- OFFER FOR THE STUDENT TO SELECT THE VIRTUAL BACKGROUND FOR THE THERAPY SPACE.

√ RAPPORT BUILDING WITH CAREGIVERS and educators

- ASK QUESTIONS
- ESTABLISH TruST and Mutual respect
- CLATIFY roles, explain expectations, assign responsibilities.
- use approachable language
- Talk about your positionality
- Be aware of previous experience with consultation.
- · set boundaries about communication
- · Inform if recording could occur.

3 Maintaining Rapport After sessions and follow up

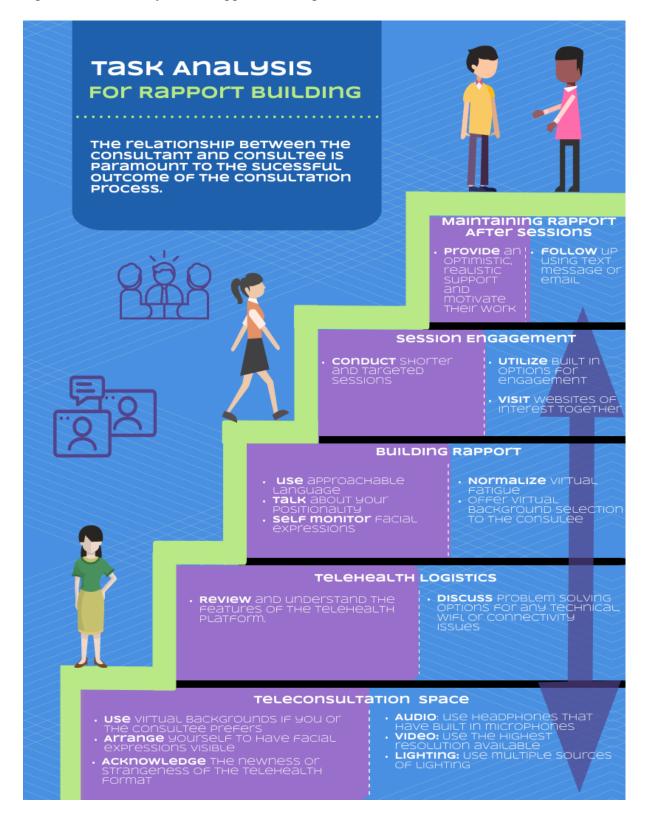
√ compare current and expected culent performance

- stay connected
- Help consultees remain motivated
- · FOLLOW UP WITH YOUR CONSULTEE

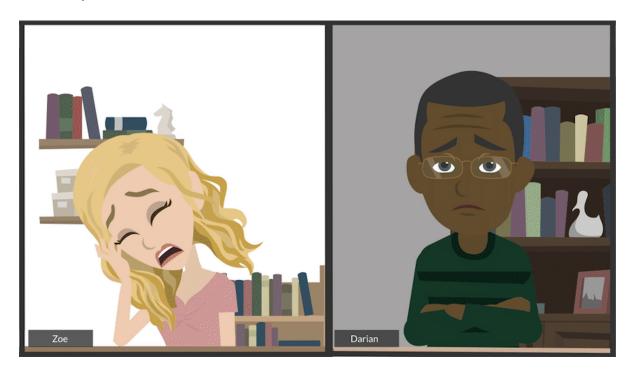




Figure 3.3 Task Analysis for Rapport Building



Case Study 3.3: Problem Identification



Case Study 3.4: Problem Identification



Responsibility Table

Responsibility	Participant Example: Consultant, Consultee, Client, Community Providers, Caregiver			
Examples:Collect dataImplement intervention				

Figure 4. Teleconsultation in Schools: Problem Identification



1 Prior to Problem Identification consultation

✓ prepare materials

- Prepare any materials you plan to show through screen sharing have them open and minimized and ready to be accessed.
- Have **notes** or an email opened to bocument action items in the session.
- THIS INFO CAN BE EASILY COPIED AND POSTED IN A CASE LOG TO DOCUMENT THE CONSULTATION MEETING.

√ confirm the appointment

 Text, email or use another communication app to remind the consultee about the appointment.



2 During Problem Identification consultation

✓ Problem identification content

- · DEFINE THE BEHAVIOR: Frequency, Duration, Intensity
- · Understand antecedents and consequences of the Behavior
- understand setting events, or contextual aspects related to the Behavior.
- · create a plan for **pata collection** and **progress monitoring**



3 AFTER PROBLEM IDENTIFICATION CONSULTATION

√ communication

- FOLLOW UP email with the action items and any measures data collection instructions
- make sure ABC DaTa is collected.
- Progress monitoring is in place, consider Virtual responses for the consultees.
- USE DBRS, Frequency count or other technology to Help.

√ Problem solving

- · connection issues
- Bab connection, no connection, Lost call=make switch to Phone to maintain the momentum

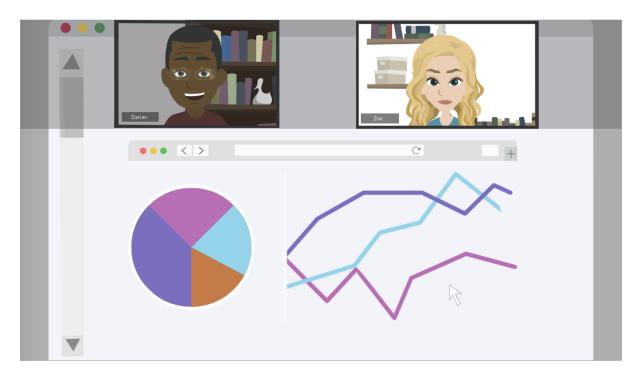




Figure 4.1. Data Collection Paper Sheet

TELECOT ABC CHE		IN SCHOOL	
START TIME:	END TIME:	buration:	
NOTES:			
CONTEXT/SETTING CLASSFOOM RECESS LUNCH OTHER HALLWAY TRANSITION	ANTECEDENT Task/DemanD no/Limited attention Denied access error correction waiting/Free time		POTENTIAL FUNCTION(S) ESCAPE/AVOIDANCE ACCESS TO SOMETHING ACCESS TO ATTENTION SENSORY/AUTOMATIC
Behavior:		рате:	
START TIME:	END TIME:	buration:	
NOTES:			
CONTEXT/SETTING CLASSTOOM RECESS LUNCH OTHER HALLWAY Transition	ANTECEDENT TASK/DEMAND no/LIMITED ATTENTION DENIED ACCESS error correction waiting/Free time	consequence Gave Break Redirected Reprimand/discuss Ignored Changed activity	POTENTIAL FUNCTION(S) ESCAPE/AVOIDANCE ACCESS TO SOMETHING ACCESS TO ATTENTION SENSORY/AUTOMATIC
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Case Study 4.1: Problem Analysis



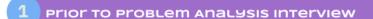
Case Study 4.2: Problem Analysis



Figure 5. Teleconsultation in Schools: Problem Analysis Guide

Problem analysis guide

THE PAI IS A SEMI STRUCTURED INTERVIEW WHERE THE CONSULTANT AND CONSULTEE MEET OVER VIDEOCONFERENCING TO DISCUSS THE DATA COLLECTED, SUMMARIZE THE REFERRAL CONCERN, AND BEGIN TO DEVELOP A TREATMENT PLAN



√ THE CONSULTANT SHOULD:

- · COLLATE ALL DATA COLLECTED
- · store the information in a clear, easy to locate folder
- DEVELOP SOME VISUALIZATIONS FOR THE DATA TO review
- note additional questions or information needed to collect during the problem analysis interview



2 During the problem Analysis interview

√ THE TEAM SHOULD:

- Review THE Data
- · IDENTIFY THE SIGNIFICANCE OF THE REFERRAL CONCERN
- MODIFY THE REFERRAL IF THE DATA INDICATES THAT THE REFERRAL IS NOT THE PRIMARY CONCERN, OR TERMINATE TELECONSULTATION SERVICES

√THE CONSULTANT SHOULD:

· VALIDATE ANY CONCERNS

<u>`</u>||| ☆

AFTER CONDUCTING THE PROBLEM ANALYSIS INTERVIEW

JFOLLOW UP

- · summarize the para
- · send a FOLLOW UP email
- · share a written report

✓ Problem solving

- · collect more para
- · conduct a functional analysis





Case Study 5.1: Intervention Planning, Training, and Support

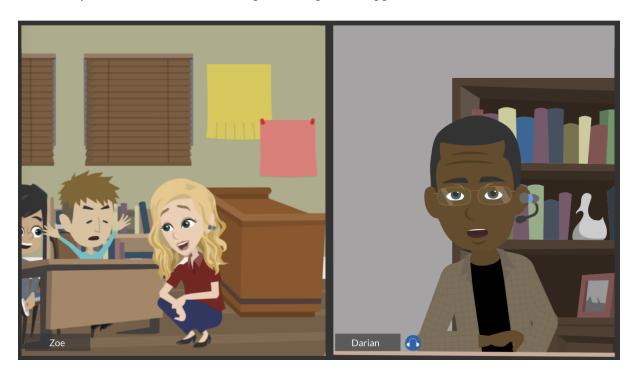
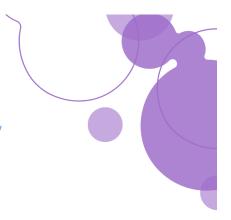


Figure 6. Teleconsultation in Schools: Intervention Planning, Training, and Support

intervention planning, training, and support

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1 Intervention Planning

Crisis Planning and Response

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✓ Providing Feedback and Support

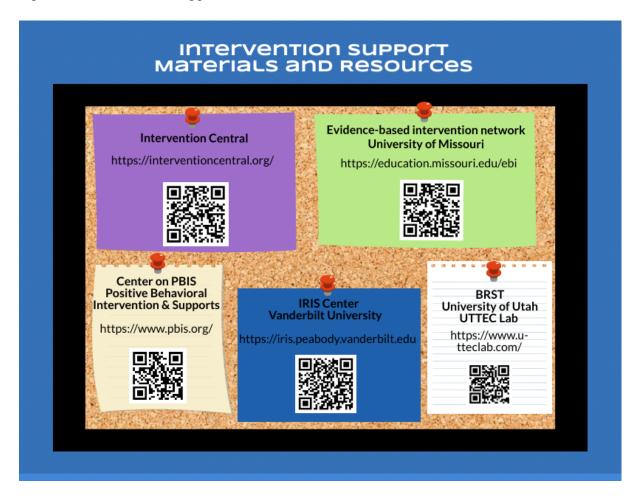
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Feedback options

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Figure 6.1. Intervention Support Materials and Resources



Case Study 6.1: Teleconsultation Evaluation

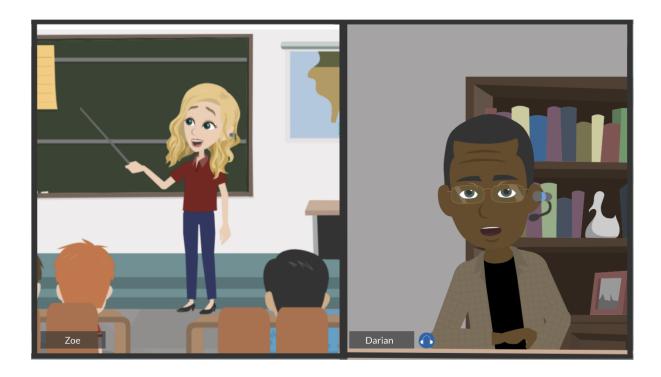


Figure 7. School Teleconsultation: Intervention Flow Chart

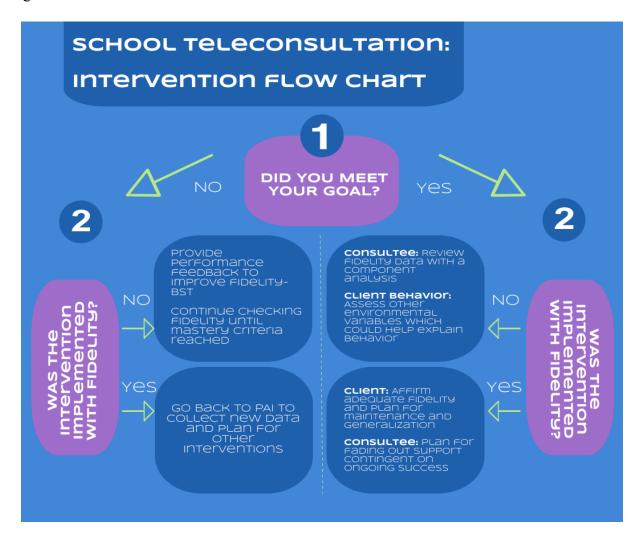


Figure 8. School Teleconsultation: Navigating Barriers To Teleconsultation

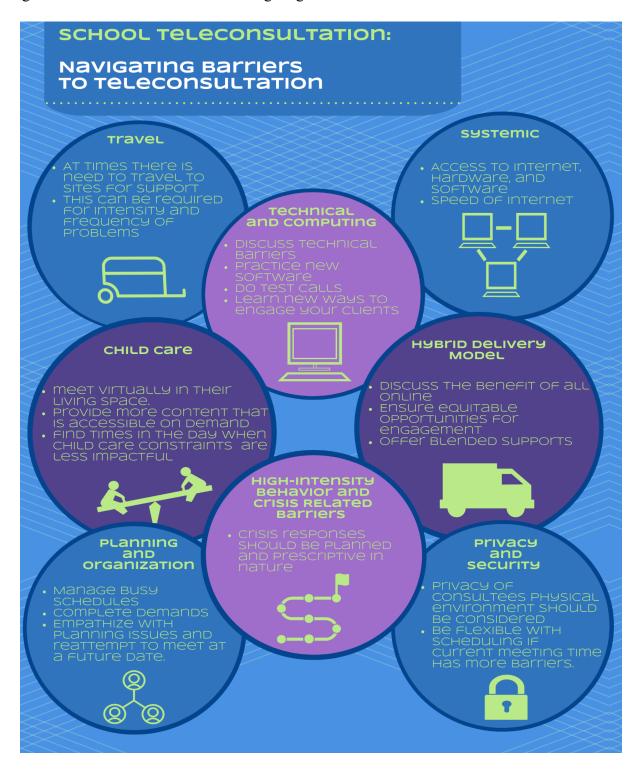


Figure 9. School Teleconsultation: Future Technology and Applications

