

Teleconsultation in Schools: A Guide to Collaborative Practice

Online Supplemental Materials

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Figure 2. Levels of support in school teleconsultation.

Teleconsultation in Schools:

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

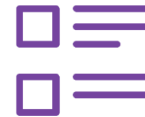
1 Intervention Planning

✓ Crisis Planning and Response

- The provider will need to contact the parent or caregiver to **provide updates** on their child's progress, to **discuss safety concerns** or **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

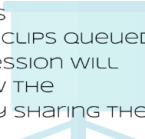
✓ Discuss the Skill

- **Tell (I do)**
- Didactic instruction through meeting and going through the plan and discussing questions about the plan and the specific steps



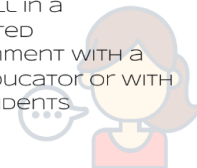
✓ Model the Skill

- **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 or 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



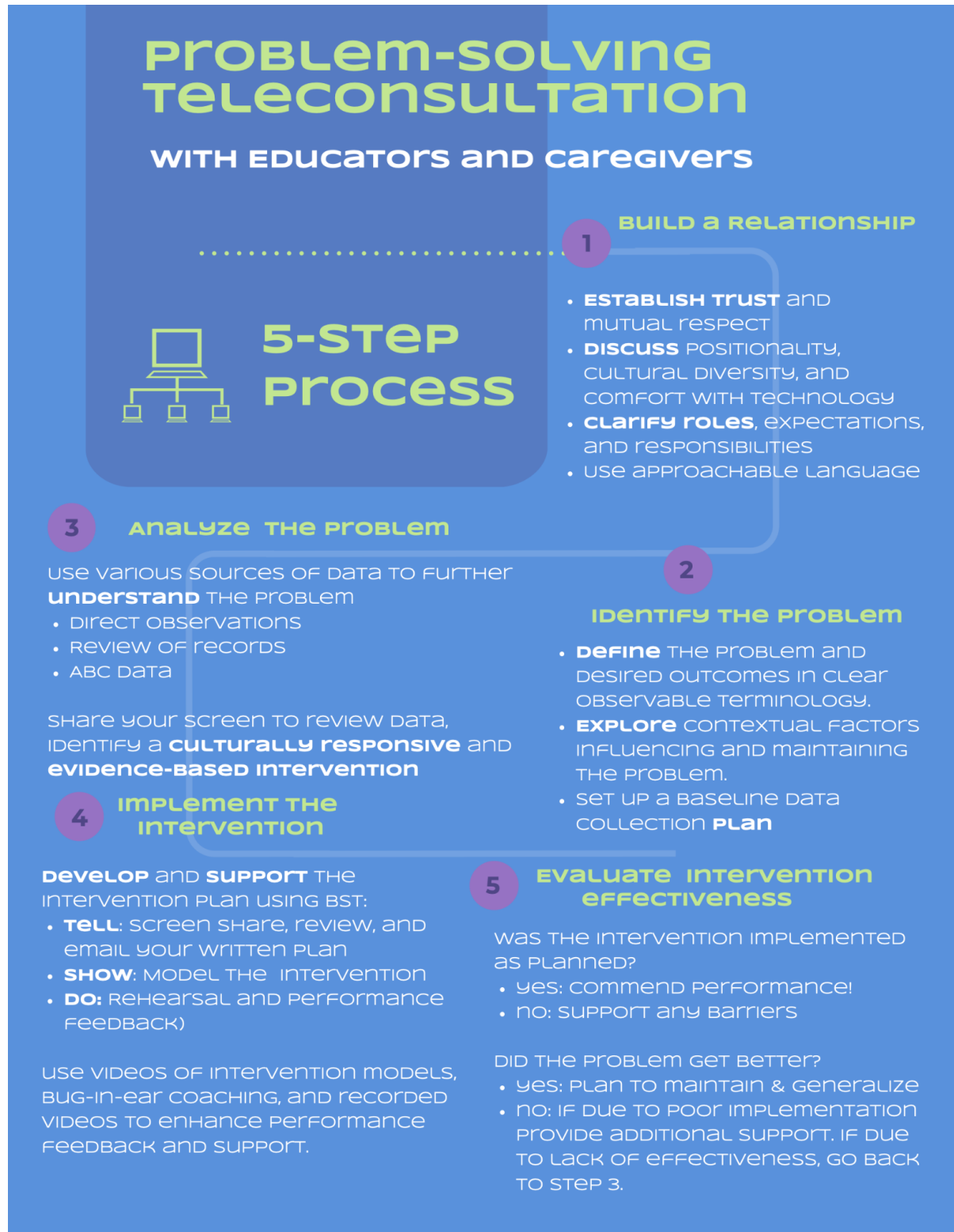
Case Study 2.1: Introduction



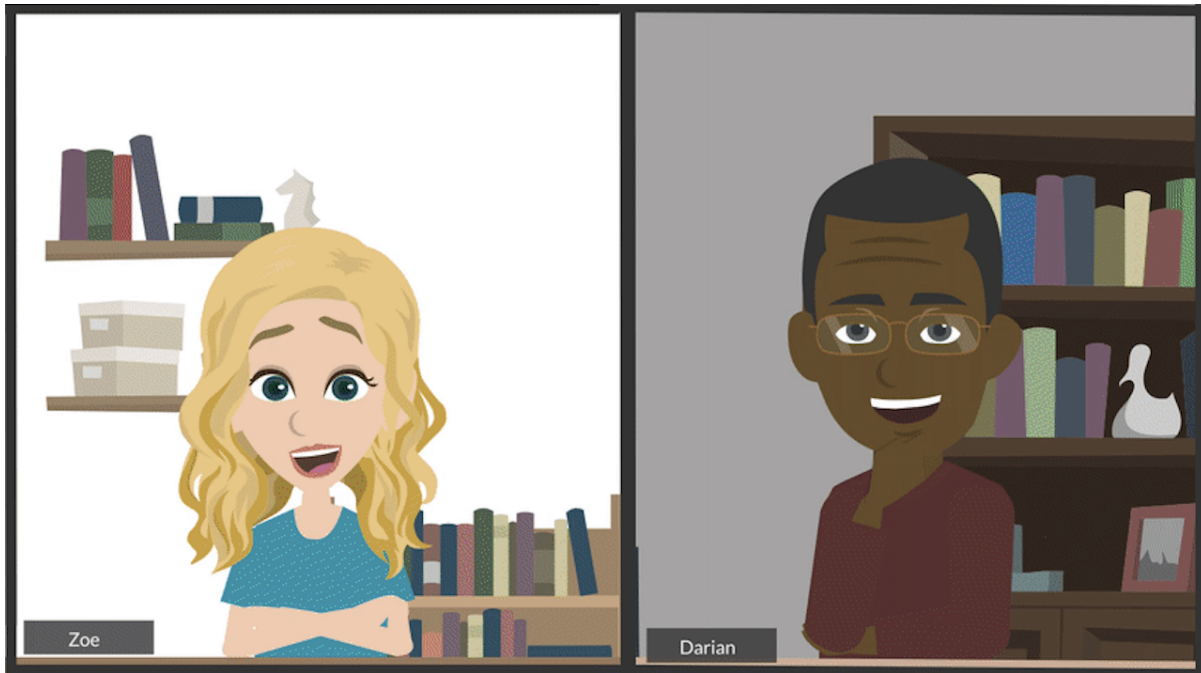
Case Study 2.2: Introduction



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



Case Study 3.1: Rapport Building



Case Study 3.2: Rapport Building



Figure 3.2 Teleconsultation in Schools: Building Relationships

TELECONSULTATION IN SCHOOLS:

BUILDING RELATIONSHIPS

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

Teleconsultants should **PRIORITIZE** building and **maintaining relationships** with stakeholders and consultees.



1 RAPPORT BUILDING PRIOR TO TELECONSULTATION

- ✓ **Arranging the Teleconsultation Environment**
 - **Optimize** the interaction through audio, lighting and video.
 - **Promote** engagement and enhance presence by conducting shorter sessions, using virtual backgrounds, familiarizing yourself with videoseettings 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

2 RAPPORT BUILDING DURING TELECONSULTATION

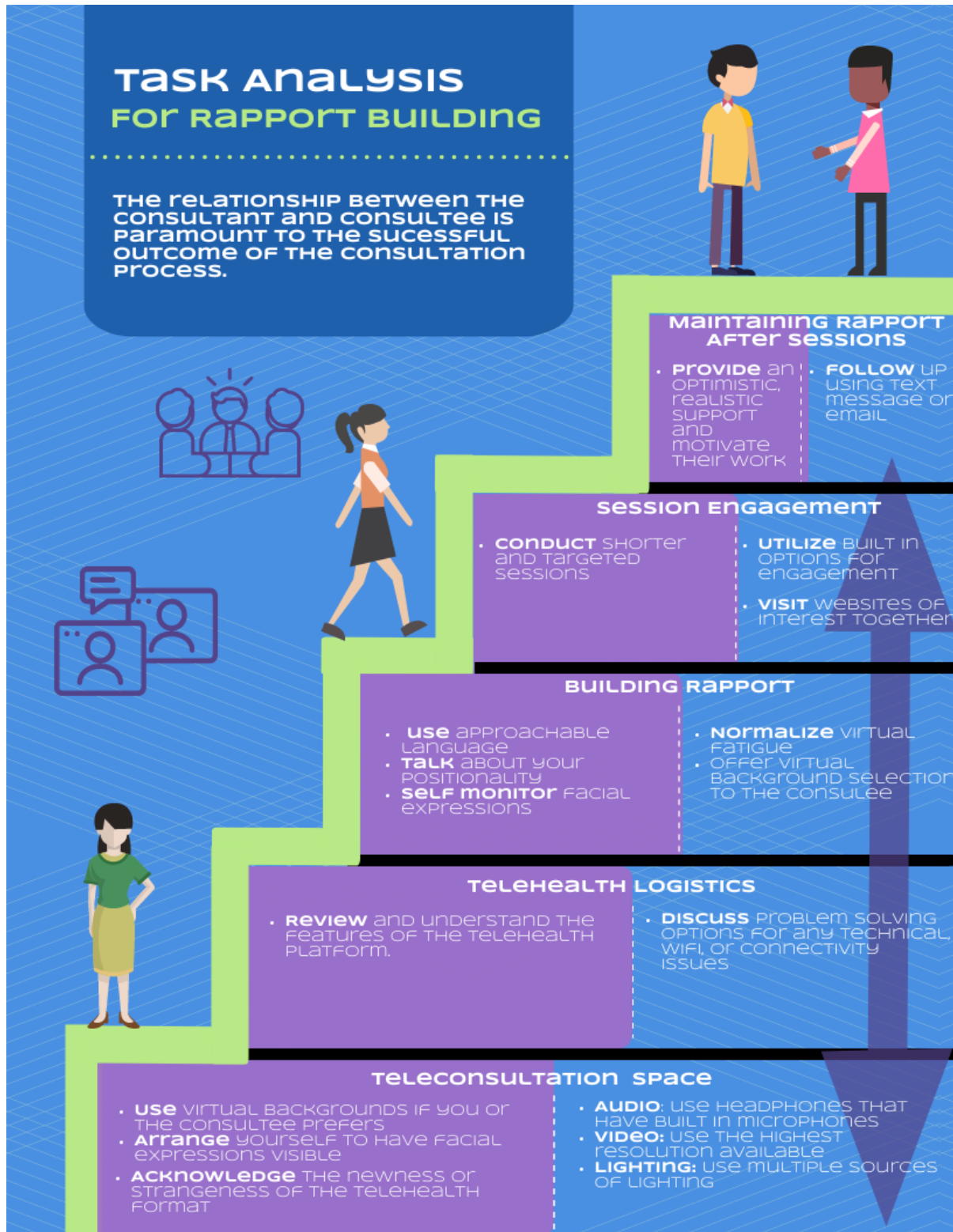
- ✓ **Rapport Building with Students**
 - **Implement** purposeful, creative, and individualized relationship-building activities that maximize student engagement.
 - **Utilize** built in options for engagement
 - **Offer** for the student to select the virtual background for the therapy space.
- ✓ **Rapport Building with Caregivers and Educators**
 - **ASK** questions
 - **ESTABLISH TRUST** and mutual respect
 - **CLARIFY** 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 client 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 Examples:	Participant Example: Consultant, Consultee, Client, Community Providers, Caregiver				
<ul style="list-style-type: none"> ● Collect data ● Implement intervention 					

Figure 4. Teleconsultation in Schools: Problem Identification

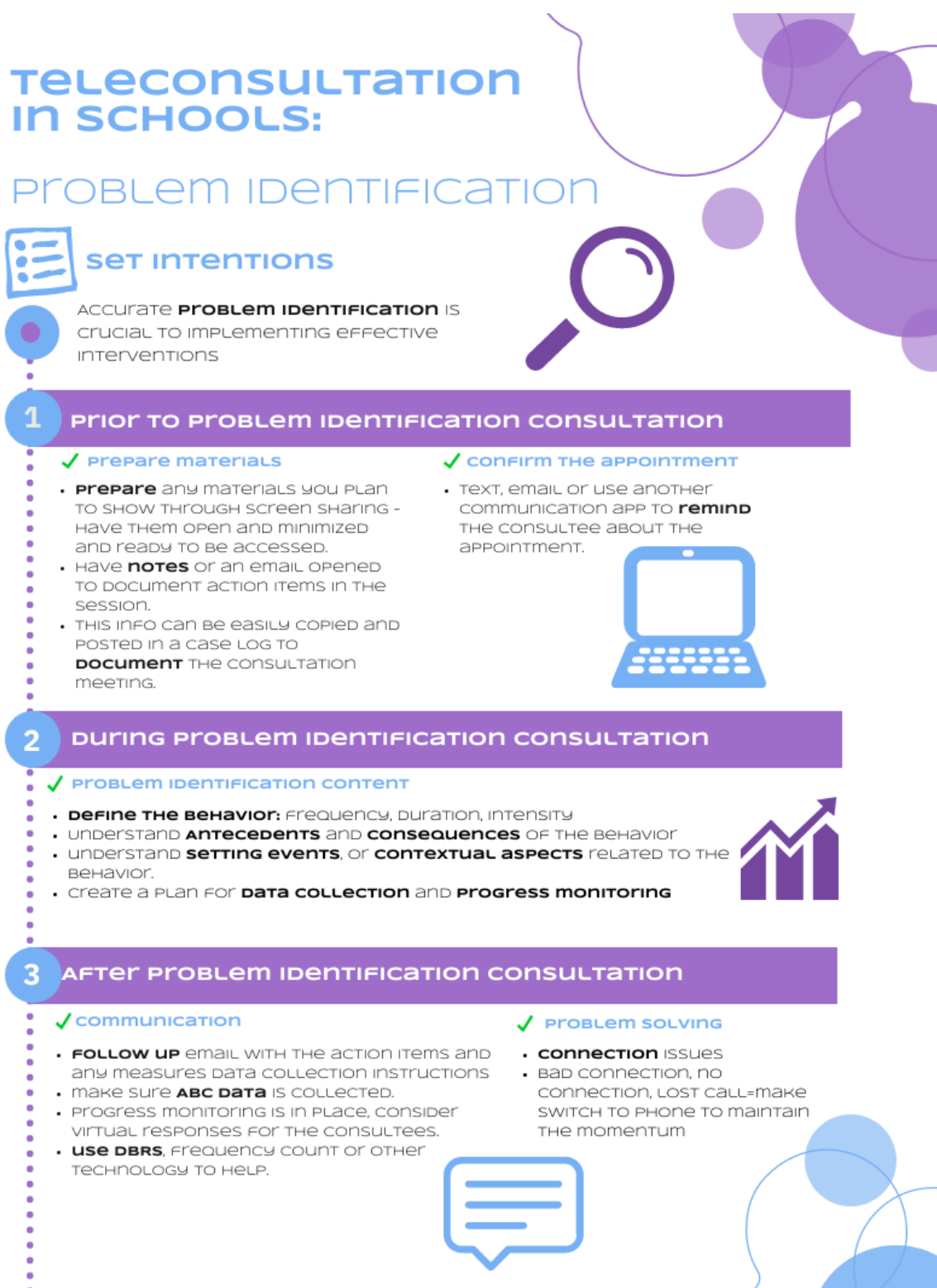


Figure 4.1. Data Collection Paper Sheet

TELECONSULTATION IN SCHOOLS: ABC CHECKLIST

BEHAVIOR: _____ DATE: _____

START TIME: _____ END TIME: _____ DURATION: _____

NOTES: _____

CONTEXT/SETTING

- CLASSROOM
- 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

BEHAVIOR: _____ DATE: _____

START TIME: _____ END TIME: _____ DURATION: _____

NOTES: _____

CONTEXT/SETTING

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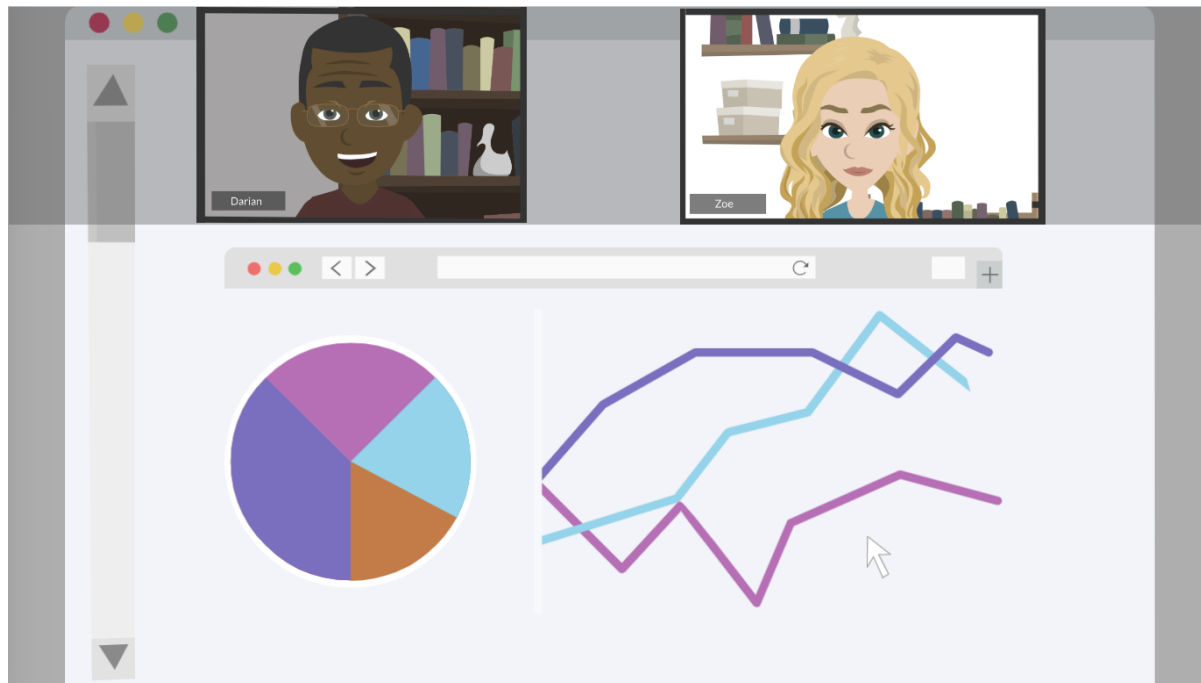
CONSEQUENCE

- GAVE BREAK
- REDIRECTED
- REPRIMAND/DISCUSS
- IGNORED
- CHANGED ACTIVITY

POTENTIAL FUNCTION(S)

- ESCAPE/AVOIDANCE
- ACCESS TO SOMETHING
- ACCESS TO ATTENTION
- SENSORY/AUTOMATIC

Case Study 4.1: Problem Analysis



Case Study 4.2: Problem Analysis

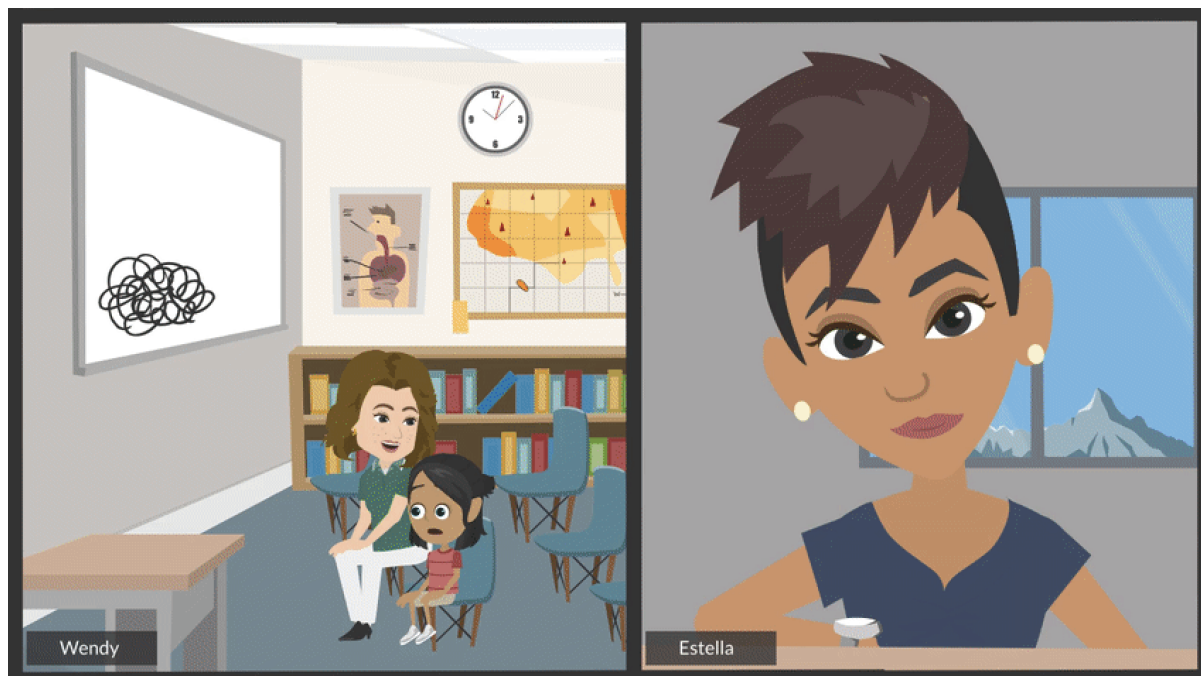


Figure 5. Teleconsultation in Schools: Problem Analysis Guide

TELECONSULTATION IN SCHOOLS:

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

1 PRIOR TO PROBLEM ANALYSIS INTERVIEW

✓ 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



3 AFTER CONDUCTING THE PROBLEM ANALYSIS INTERVIEW

✓ FOLLOW UP

- **SUMMARIZE** THE DATA
- **SEND** A FOLLOW UP EMAIL
- **SHARE** A WRITTEN REPORT

✓ PROBLEM SOLVING

- **COLLECT** MORE DATA
- **CONDUCT** A FUNCTIONAL ANALYSIS



Case Study 5.1: Intervention Planning, Training, and Support



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

TELECONSULTATION IN SCHOOLS:

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 OR CAREGIVER TO **PROVIDE UPDATES** ON THEIR CHILD'S PROGRESS, TO **DISCUSS SAFETY CONCERNS** OR **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

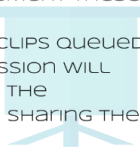
✓ DISCUSS THE SKILL

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



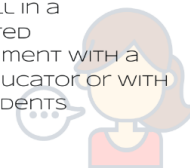
✓ MODEL THE SKILL

- **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 OR 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 6.1. Intervention Support Materials and Resources

**INTERVENTION SUPPORT
MATERIALS AND RESOURCES**

Intervention Central
<https://interventioncentral.org/>

**Evidence-based intervention network
University of Missouri**
<https://education.missouri.edu/ebi>

**Center on PBIS
Positive Behavioral
Intervention & Supports**
<https://www.pbis.org/>

**IRIS Center
Vanderbilt University**
<https://iris.peabody.vanderbilt.edu>

**BRST
University of Utah
UTTEC Lab**
<https://www.u-tteclab.com/>

Case Study 6.1: Teleconsultation Evaluation

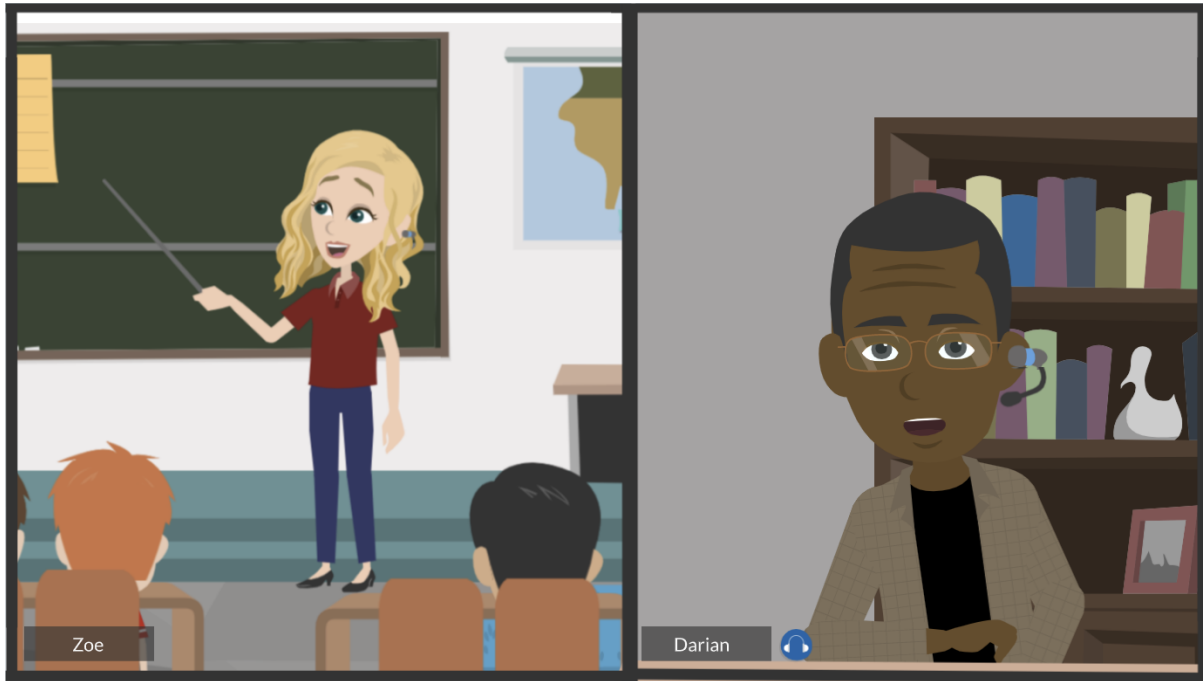


Figure 7. School Teleconsultation: Intervention Flow Chart

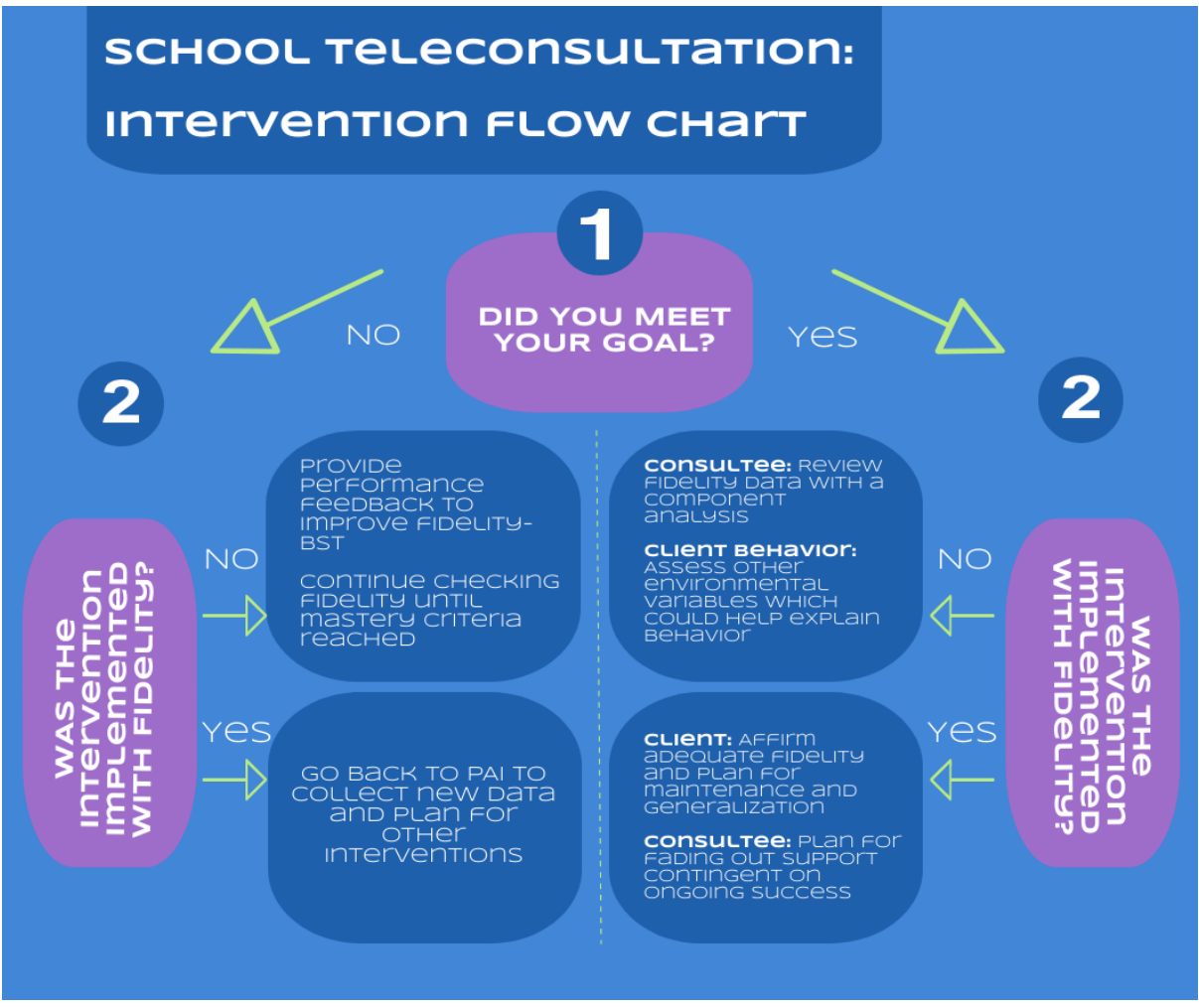


Figure 8. School Teleconsultation: Navigating Barriers To Teleconsultation

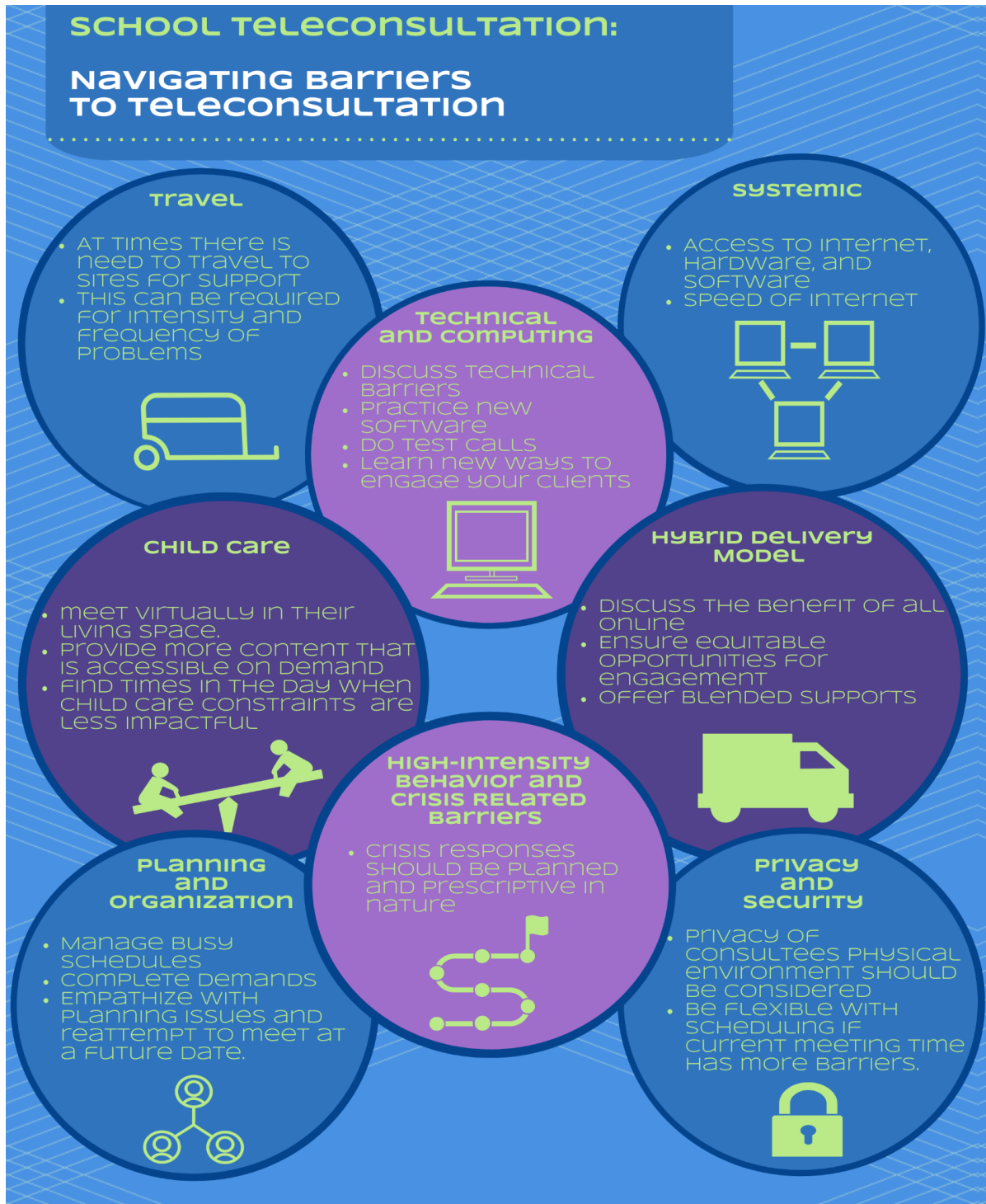


Figure 9. School Teleconsultation: Future Technology and Applications

