

Utilizing the Classroom Check-Up Model via Tele-Consultation to Increase Opportunities to Respond in Virtual and Hybrid Learning

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Abstract

The purpose of this case study was for a graduate school psychology consultant in training to get experience using consultation models during the COVID-19 pandemic. Due to social distancing precautions, the consultation case was conducted via tele-consultation to support a high school teacher in increasing the engagement of students in online and hybrid instruction. The Classroom Check Up Model (Reinke et al., 2008), a resource to support effective classroom behavior management, was applied. Through a problem-solving process and structured observations we were able to implement increasing opportunities to respond (OTR's) in her classroom.

School psychologists are uniquely qualified members of a school team that provide a variety of direct and indirect services to students. The NASP Practice Model (2020) outlines ten domains of services that all school psychologists can engage in to meet the range of social, behavioral, and emotional needs of students. Consultation is considered a “practice that permeates all aspects of service delivery” (NASP, in press, p. 16). As a graduate student, learning this skill with field application was essential to practice the skills I learned in the classroom. Due to the pandemic, tele-consultation, or the delivery of consultation using telecommunication technology (American Psychological Association [APA], 2013, p. 3), was

necessary. Tele-consultation is a new method of service delivery, but some early research shows that tele-observing can be even more effective than in-person observing (Fischer et al., 2019).

The Classroom Check-Up

The Classroom Check-Up (CCU) is a class-wide coaching model to increase classroom management and student engagement (Reinke et al., 2008). Instead of assisting teachers in problem-solving for individual students, the CCU focuses on class-wide problem-solving. Targeting the class on a systems-level is more efficient because you can reduce current behavioral difficulties and give the teacher the tools to address the problems in the future (Reinke et

al., 2008). This allows the teacher to use a preventative approach, stopping problem behaviors before they begin instead of dealing with each individual case of misbehavior. Using the CCU through tele-consultation is not something that is discussed in the literature. Therefore, it was a new experience for the consultant as well as the teacher. A breakdown of the specific steps of the CCU and lessons learned are detailed below.

Interview

A teacher interview is the first step of the CCU process. It starts off with asking about general teacher experience and then goes into specific classroom management techniques. This phase is important for building a consultative relationship and was especially important since I never stepped foot in Mrs. R's classroom (pseudonym). I found out some valuable information from giving these interviews, such as her desire to learn more about classroom management, and her willingness to be flexible with new instructional techniques.

Assess Classroom

I was given access to her Google classroom and had the opportunity to be live streamed into her face-to-face class by a laptop placed in the back of her classroom. The CCU website (classroomcheckup.org) provides an observation form that measures opportunities to respond (OTR's), correct academic responses, reprimands, disruptions, engagement, and general and specific praise (Appendix A). I observed on three separate occasions.

Check-Up Meeting

This phase consisted of giving the teacher feedback on what I saw during my observations using the observation form and guidelines recommended by the CCU. I first highlighted her strengths in the classroom

such as low rates of disruptions and high general praise. There were some areas that were in the yellow and red zone, meaning these could be our focus in the case study. These included low rates of opportunities to respond, low engagement in her online class, and low amounts of specific praise. We discussed what one of these issues she would like to focus on for our case, and she chose increasing engagement.

Selecting an Intervention

The next step of this process is to select an intervention. As a consultant-in-training it was important for me to get Mrs. R's input on what she thought would be effective in increasing engagement in her class. She was interested in increasing her student's opportunities to respond, but was reluctant to implement randomly calling on students cold. For her, having students answer questions, even if they were incorrect, showed her what she needed to clarify. She thought working in pairs would increase OTRs with less potential stress. She was skilled with using pairs under normal circumstances, but needed support thinking through the challenges of using pairs while maintaining social-distancing or in an online classroom.

Implementing the Intervention

To assess intervention implementation, I used the CCU Observation Form again to collect three follow-up observations. Qualitatively, I noted Mrs. R chunked information into smaller pieces, she rephrased questions if students were not understanding, and she switched delivery of material. In every observation her OTR's increased. Although she did not stick with her original idea of using pairs to increase OTR, she understood the importance of increasing them.

Evaluate the Intervention

Due to the time constraint of the semester, we did not fully engage in this last stage of the CCU. This stage involves assessing whether the intervention has been successful and problem solving if adjustments are needed.

Conclusion

The case demonstrates the successful short-term application of the CCU model delivered remotely. There was no overlap in data points pre- and post-intervention, showing that simply bringing the issue to Mrs. R's awareness caused her to make meaningful change in her classroom (Appendix B). It felt especially helpful given that she had low confidence in her abilities

due to teaching during a pandemic. She mentioned that being able to talk through her issues was almost therapeutic and that problem solving together was something she missed from pre-pandemic times. Mrs. R is a highly skilled teacher but had never taught online before and needed some new tools for her toolbox and reassurance that she was doing everything she could to help her students succeed. Because the CCU is a coaching model, it focuses heavily on empowering the teacher which I believe was accomplished during our time together. Overall, I think the CCU is appropriate for tele-consultation. We were able to accomplish a great deal of work in a pandemic, without ever meeting face to face.

References

- The Classroom Check-Up. Retrieved February 2021, from www.classroomcheckup.org
- Fischer, A. J., Dart, E. H., Lehman, E., Polakoff, B., & Wright, S. J. (2019b). A comparison of in-vivo and videoconference momentary time sampling observations of on-task behavior. *Assessment for Effective Intervention*, 45(1), 3–13. <https://doi.org/10.1177/1534508418777846>
- Reinke, W.M., Lewis-Palmer, T., & Merrell, K. (2008). The classroom check-up: A classwide teacher consultation model for increasing praise and decreasing disruptive behavior. *School Psych Rev.*, 37(3), 315-332.
- National Association of School Psychologists. (in press). *The professional standards of the National Association of School Psychologists*. <https://www.nasponline.org/standards-and-certification/nasp-2020-professional-standards-adopted>.

Appendix A CCU Observation Form

Coaching Classroom Management

REPRODUCIBLE
FORM
7.4

Clear Form

CCU Observation Form

(20 minutes)

Teacher: _____ Date: _____ Time: _____

Observer: _____ Class: _____ Activity: _____

Type of instruction (circle one): Initial Drill-and-Practice

STEP 1 During a 10-minute observation period (divided into two 5-minute intervals, record tally marks for each of the following behaviors.

Benchmark	Observation period		Total for each interval
	(5 minutes)	(5 minutes)	
Opportunities to Respond			/
Correct Academic Responses			/
Disruptions			/
Ratio of Interactions: Praise Ratio	Specific Praise		/
	General Praise		/
	Reprimands		/
(Optional) Alignment with Expectations			/

(continued)

CCU Observation Form (continued)

STEP 2 For the next 5 minutes, focus on a different student every 5 seconds. Record a "+" symbol to indicate on-task or engaged behavior and a "-" symbol to indicate off-task behavior. When each student has been observed, begin the progression again. Continue until 5 minutes has elapsed.
(5 minutes)

1	2	3	4	5	6	7	8	9	10	11	12
13	14	15	16	17	18	19	20	21	22	23	24
25	26	27	28	29	30	31	32	33	34	35	36
37	38	39	40	41	42	43	44	45	46	47	48
49	50	51	52	53	54	55	56	57	58	59	60

Divide the number of on-task (+) marks by the total number of marks (60).

Time on Task (percentage of on-task behavior) = _____ %.

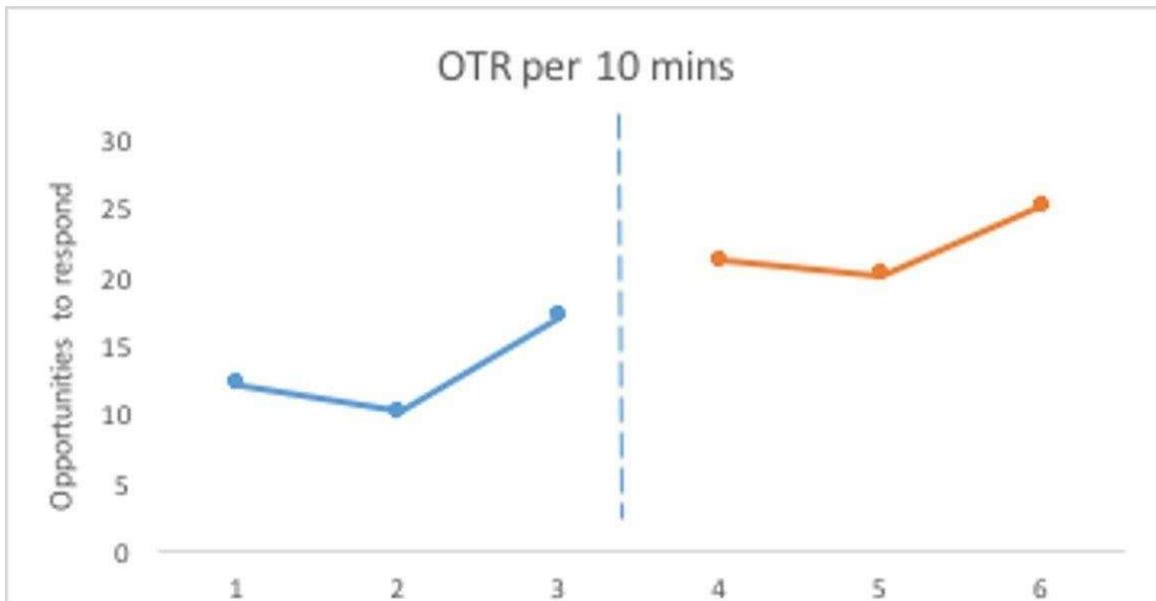
STEP 3 For the remaining time, observe as many of the following factors as possible. Rate the quality of what you observe, including anything you may have noticed during Steps 1 and 2. Mark as many items as possible. Leave blank any items for which you have no basis to make a judgment. Take anecdotal notes to jog your memory and enhance your subjective ratings with objective descriptions. Use these ratings as topics for discussion with the teacher, not as definitive evaluations.
(5 minutes)

	Worse \leftrightarrow Better						Worse \leftrightarrow Better				
Active supervision	1	2	3	4	5	Smooth transitions	1	2	3	4	5
Varied reinforcement	1	2	3	4	5	Positive climate	1	2	3	4	5
Contingent reinforcement	1	2	3	4	5	Schedule followed	1	2	3	4	5
Social objectives reviewed	1	2	3	4	5	Academic objectives reviewed	1	2	3	4	5
Attention-getting signal	1	2	3	4	5	Overall rating	1	2	3	4	5

Notes: _____

Adapted from the *Brief Classroom Interaction Observation* (Millen-Jameson, Davis, Reinke, & Lewis-Palmer, 2005).

Appendix B
Opportunities to Respond pre- and post-intervention



Recommended Citation

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