

# Virtual Bug-in-Ear Mentoring in Kansas

**NEXT:**

# BUG-IN-EAR

1. Why Bug-In-Ear in Kansas?
  - A. Vast
  - B. Diverse
2. Current KSDE Initiatives
  - A. Mentor Program
  - B. Defining the “new teacher” and issues
3. Behavior Consultant Technology
  - A. Flip Video
  - B. Stills
  - C. Google Wiki
4. What could possibly go wrong?
  - A. Research timeline
  - B. Current research trends
  - C. Anticipating our difficulties
  - D. Strategies to address the difficulties



▶ **NEXT:** Vast and Diverse

## BUG-IN-EAR

# Kansas has...Needs

## 1. It is VAST

- A. 82,282 square miles
- B. 15th in geographic size
- C. Population: 2,688,418
- D. Rainfall in SE Kansas is 45 in. The western border averages just 15 in.
- E. The east-west span of Kansas so great, the sun rises on the western border 30 minutes later than the east.



## 2. Its schools are DIVERSE

- A. Kansas schools are crowded and empty.
- B. They are rural, suburban, and city schools.
- C. They are some of the best in the country, and some of the most challenged.
- D. They hold students from every corner of the earth.

**NEXT:** Solutions

## BUG-IN-EAR

# Kansas has...SOLUTIONS

## 1. In Kansas, Teacher Retention is a Problem, BUT...

- A. We have a great New Teacher mentoring program;
- B. We have online modules for new teachers;  
and
- C. We have excellent online recruitment.



## 2. Defining Mentoring: The Dilemma

- A. Without support, teachers do not stay... even with support they often leave!
- B. Considering distance, time, lodging, etc. Placing mentors in schools is cost prohibitive.

▶ NEXT: Solutions Continued

## BUG-IN-EAR

# SOLUTIONS (cont.)



## 1. The Kansas SPDG has a goal related to Teacher Retention

- Online recruitment of Special Ed. Teacher
- Online modules for Special Ed. Teachers
- Low Incidence Certification (IHE consortium)
- Special Ed. Teacher mentoring

## 2. Defining the New Teacher

- A. While the New Teacher mentoring program is excellent, most new Special Education teachers are not 'new';
- B. Often Special Education teachers are in small schools where their supervisors are not intimately familiar with the problems they face; and
- C. Often Special Education teachers are seen as 'special' or, not part of General Education.

# The Answer: Electronic Connections!!

▶ **NEXT:** Behavior Consultants

# BUG-IN-EAR

## Behavior Consultants

- KSDE employs consultants to coach teachers in changing the behaviors of challenging students.
- Behavior Consultants travel.
- They are continually searching for better ways to communicate.



## What The BC Are Doing

1. For the cost of a trip's gas and lodging, BCs bought Flip Video cameras.
2. Teachers in the classroom video tape (with consent) student behavior and e-mail it to BCs.
3. BCs review the tape and place 'stills' into a protected website.
4. Each still is accompanied by a Google Doc, so BCs and teachers can have discuss each behavior online.
5. Teachers, BCs, and parents create an online 'diary' of each student, making it much easier for future teachers to review common protocols.

**NEXT:** The Rock

*BUG-IN-EAR*

## Ch-Ch-Ch-Changes

Kansas learned of professor Dr. Marcia Rock's (UNCG) Virtual Bug in Ear (VBIE). We were excited to learn how it worked...

It combined **webcams** and **Bluetooth headsets** to deliver instruction and feedback to practicing teachers in real time!



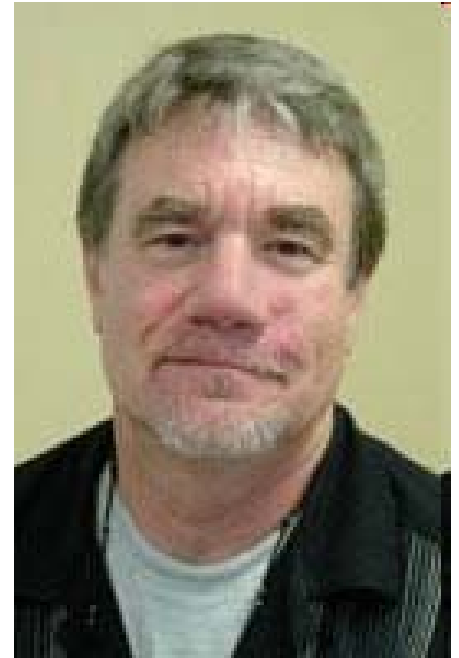
**KSDE and University of Kansas Special  
Education Collaboration**

**NEXT:** The Earle of K.U.

# BUG-IN-EAR

## For the Love of Earle!

KU's Earle Knowlton, Ph.D began discussing the possibilities of VBIE technology with the Behavior Consultants.



The BC found it intriguing, and KSDE liked the idea because the BCs as 'early adopters' would not be put off by problem-solving technology issues.

**NEXT:** Earle in the Morning

## BUG-IN-EAR

# For the (cont.) Love of Earle!

Dr. Knowlton received funding from the Institute of Educational Sciences (IES) to work with the BCs first, and then the mentoring system.



## Upping the Ante

- Use true bug-in-ear technology
- Couple that with the occasional use of Poly-Com technology (pictured left)
- Use the BC early adopters as a test model, but eventually use the tech to provide assistance to the Low Incidence Consortium

▶ **NEXT:** Anticipating Difficulties

## BUG-IN-EAR

# Anticipating the Difficulties

- Using this system is a change in behavior;
- Behavior change is systems change;
- A systems dynamics perspective.



## What Does the Research Say About...?

- High quality professional development;
- Special Educator retention;
- Individual adoption of an intervention; and
- The capacity of technology as a strategy for collaboration.

▶ **NEXT:** Timeline 35-85

# BUG-IN-EAR

- Addictions Therapy
- Clinical Therapy
- Education Initiatives

1935, Alcoholics Anonymous (AA), founding by Bill Wilson and Dr. Robert Smith

1942 founding of the American Association of Marriage Counselors (AAMFT)

Bowlby writes Attachment Theory trio: The Nature of the Child's Tie to His Mother, 1958, Separation Anxiety, 1959, Grief and Mourning in Infancy and Early Childhood 1960.

1964, Virginia Satir's 1st book, Conjoint Family Therapy

1966, Murray Bowen, 'The Use of Family Theory in Clinical Practice'



1959 Training of Professionals Personnel Act

1965 States granted federal funds for institutions that assist students with severe handicapped [sic] conditions for the purpose of integration into the regular education classroom.

1969 Kubler Ross, On Death and Dying.

1973 Rehabilitation Act

1982 Terence Gorski. Gorski T and Miller M, Counseling for Relapse Prevention

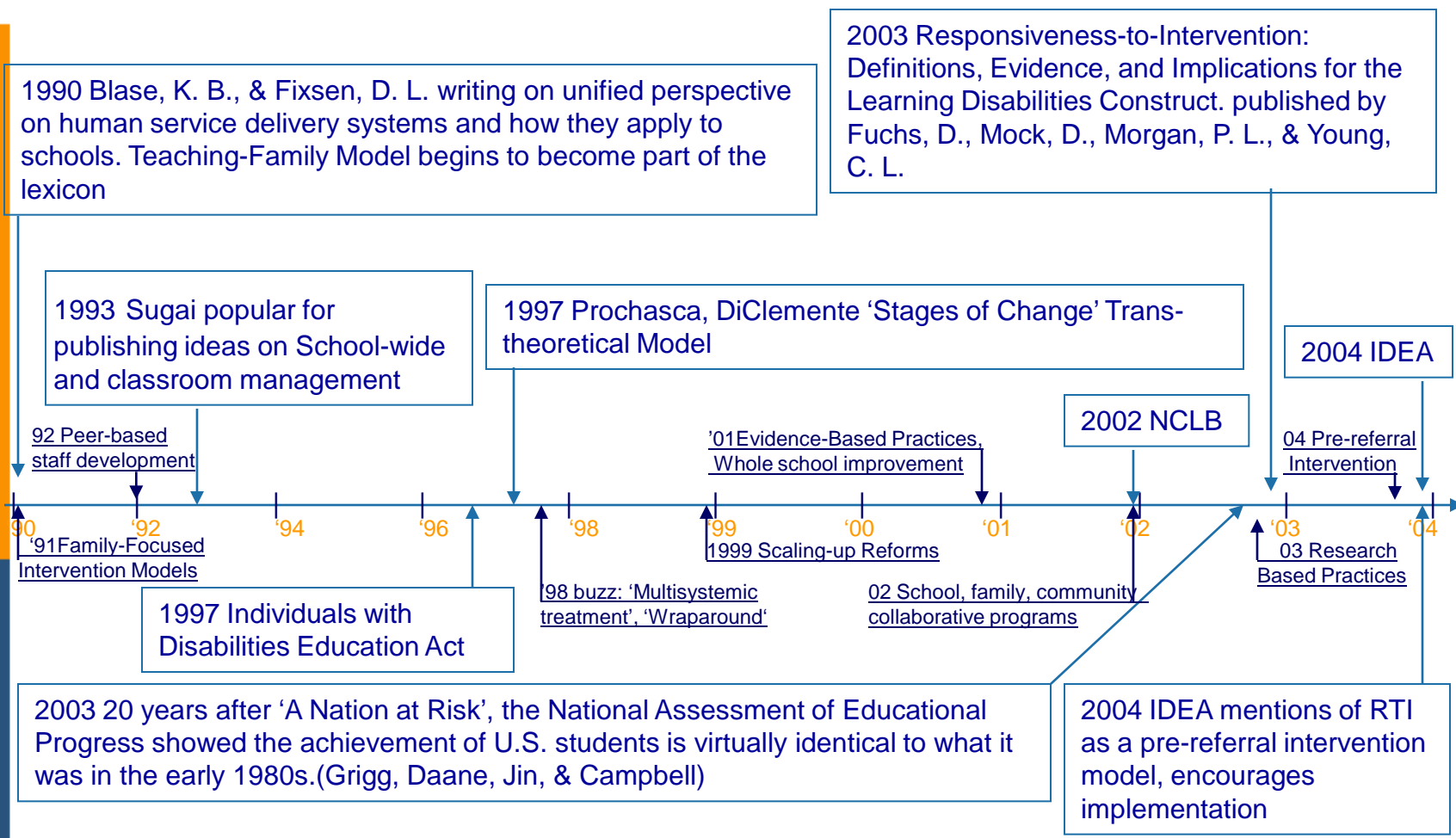
1983, 'A Nation at Risk ' American schools face "rising tide of mediocrity"

1986 Gorski T and Miller M, Staying Sober: A Guide for Relapse Prevention.

▶ NEXT: Timeline 85



# BUG-IN-EAR



**NEXT: Change?**



# BUG-IN-EAR

Diffusion/dissemination of information by itself does not lead to successful implementation (research literature, mailings, promulgation of practice guidelines)

Training alone, no matter how well done, does not lead to successful Implementation.

-Dean L. Fixsen and Karen A. Blase, 2006

Excellent evidence for what does NOT work:

Implementation by edict does not work

Implementation by “following the money” does not work

Implementation without changing supporting roles and functions does not work

-Paul Nutt (2002). Why Decisions Fail

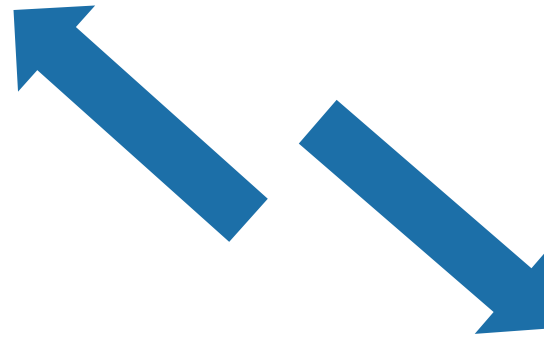
▶ NEXT: Change?



# BUG-IN-EAR

The connectedness and reactivity make the functioning of family members interdependent.

–Murray Bowen, 1966



Successful and sustainable implementation of evidence-based practices and programs always requires organizational change.

-Dean L. Fixsen and Karen A. Blase, 2006

**NEXT:** Change?

## Where we are...

STAGE	1	2	3	4	5
Stages of change	Pre-Contemplation	Contemplation	Preparation	Action	Maintenance
Stages of implementation	Unaware or uninterested	Consensus building	Motivating	Implementing	Sustaining

- 1 ASK IMPORTANT QUESTIONS**
- 2 BEGIN THE CHANGE PROCESS**

- |   |   |  |  |
|---|---|--|--|
| <input type="checkbox"/> <b>1</b> CONDUCT A NEEDS ASSESSMENT                      | <input type="checkbox"/> <b>1</b> DEFINE YOUR RATIONALE                         | <input type="checkbox"/> <b>1</b> CONDUCT A BASELINE FIDELITY REVIEW         | <input type="checkbox"/> <b>1</b> MAINTAIN OVERSIGHT                   |
| <input type="checkbox"/> <b>2</b> DEVELOP AWARENESS OF AVAILABLE OPTIONS          | <input type="checkbox"/> <b>2</b> IDENTIFY STAKEHOLDERS                         | <input type="checkbox"/> <b>2</b> DEVELOP A BASELINE FIDELITY ACTION PLAN    | <input type="checkbox"/> <b>2</b> MONITOR FIDELITY                     |
| <input type="checkbox"/> <b>3</b> IDENTIFY CURRENT PRACTICES AND RATIONALES       | <input type="checkbox"/> <b>3</b> BUILD CONSENSUS                               | <input type="checkbox"/> <b>3</b> DEVELOP STAGE-WISE INTERVENTIONS           | <input type="checkbox"/> <b>3</b> MONITOR OUTCOMES                     |
| <input type="checkbox"/> <b>4</b> EXAMINE YOUR MISSION, VALUES, GOALS, AND VISION | <input type="checkbox"/> <b>4</b> FIND YOUR IDDT "CHAMPIONS"                    | <input type="checkbox"/> <b>4</b> ACQUIRE AND INTEGRATE TRAINING             | <input type="checkbox"/> <b>4</b> NETWORK WITH OTHERS                  |
| <input type="checkbox"/> <b>5</b> CHECK IT OUT                                    | <input type="checkbox"/> <b>5</b> IDENTIFY FINANCIAL RESOURCES                  | <input type="checkbox"/> <b>5</b> ENGAGE IN CLINICAL CONSULTATION            | <input type="checkbox"/> <b>5</b> PROVIDE ONGOING TRAINING             |
| <input type="checkbox"/> <b>6</b> ENGAGE TECHNICAL ASSISTANCE                     | <input type="checkbox"/> <b>6</b> ASSEMBLE A STEERING COMMITTEE                 | <input type="checkbox"/> <b>6</b> PROVIDE STAGE-WISE INTERVENTIONS           | <input type="checkbox"/> <b>6</b> ENGAGE IN ONGOING CONSULTATION       |
| <input type="checkbox"/> <b>7</b> ASSESS THE PROS AND CONS                        | <input type="checkbox"/> <b>7</b> CONDUCT A READINESS ASSESSMENT                | <input type="checkbox"/> <b>7</b> DEVELOP AND MONITOR OUTCOMES               | <input type="checkbox"/> <b>6</b> EXPAND IDDT SERVICES                 |
| <input type="checkbox"/> <b>8</b> DEVELOP INFORMED CONSENT AND CONSENSUS          | <input type="checkbox"/> <b>8</b> DECIDE TO IMPLEMENT OR NOT                    | <input type="checkbox"/> <b>8</b> CONTINUE TO EDUCATE AND TRAIN STAKEHOLDERS | <input type="checkbox"/> <b>7</b> TRANSFORM THE ORGANIZATIONAL CULTURE |
| <input type="checkbox"/> <b>9</b> EXPLORE CONCERNS                                | <input type="checkbox"/> <b>9</b> RECRUIT A TEAM LEADER                         | <input type="checkbox"/> <b>9</b> ADDRESS BARRIERS                           |  |
|   | <input type="checkbox"/> <b>10</b> PLAN TO START SMALL                          | <input type="checkbox"/> <b>10</b> ADDRESS UNINTENDED CONSEQUENCES           |  |
|   | <input type="checkbox"/> <b>11</b> ASSEMBLE THE MULTI-DISCIPLINARY SERVICE TEAM |  |  |
|   | <input type="checkbox"/> <b>12</b> BEGIN AN IMPLEMENTATION PLAN                 |  |  |

Excerpted from the following:

Ric Kruszynski, MSSA, LISW, LICDC; Paul M. Kubek, MA; Patrick E. Boyle, MSSA, LISW, LICDC; Lenore A. Kola, Ph.D. (2006). *Implementing IDDT: A Step-by-Step Guide to Stages of Organizational Change*. Cleveland: Ohio SAMI CCOE, Case Western Reserve University, p34-35.

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**5** CHECK IT OUT

**6** ENGAGE TECHNICAL ASSISTANCE

**7** ASSESS THE PROS AND CONS

**8** DEVELOP INFORMED CONSENT AND CONSENSUS

**9** EXPLORE CONCERNS

**NEXT:** Anticip...