

Advantages of Building In-House Capacity

Comparing The Competent Learner Model with the Typical Consultation Model

The Competent Learner Model (CLM) is a collaborative, developmental model utilizing theory, discussion, demonstration, practice, feedback, and coaching within the classroom to produce practical knowledge and skills for teachers to use effectively within their classrooms. The typical consultation model involves workshops or in-service sessions to present theory and discuss issues with teachers or para-professionals, but has limited results.

The chart below demonstrates the effectiveness of a collaborative, developmental model over a typical consultation model. The chart from the *Association for Staff and Curriculum Development* (Joyce & Showers, 2002), identifies training components and the results they produce, as they relate to both the typical consultation model, and the collaborative, developmental model. With many lectures, in services, and workshops, instructors are provided only theory and discussion. Results of this study show their limited effects on knowledge, skill demonstration, and use in the classroom. As additional training components are introduced, results in knowledge and skill level mildly increase, but not when it comes to actual use within the classroom. The final column of the chart demonstrates the use of coaching within the classroom and the accompanying 95% across-the-board effectiveness in the areas of knowledge, skill demonstration, and use within the classroom.

TRAINING COMPONENTS	Knowledge	Skill Level	Use in Classroom
Theory and Discussion	10%	5%	0%
w/ Demonstration in Training	30%	20%	0%
w/ Practice & Feedback in Training	60%	60%	5%
w/ Coaching in Classroom	95%	95%	95%

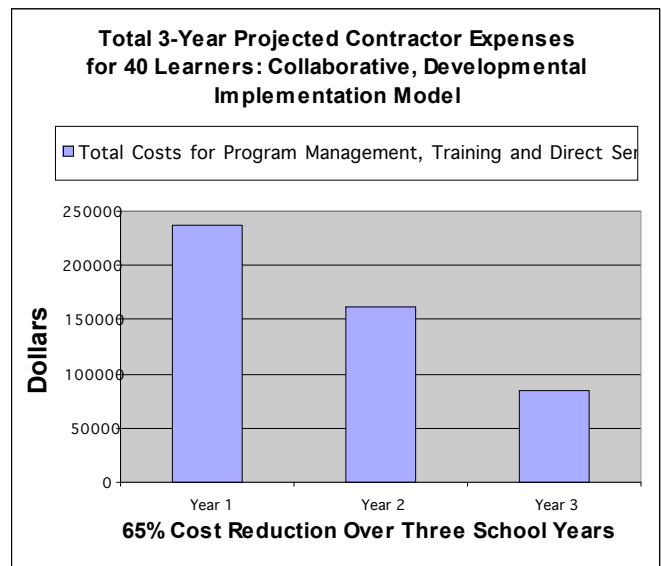
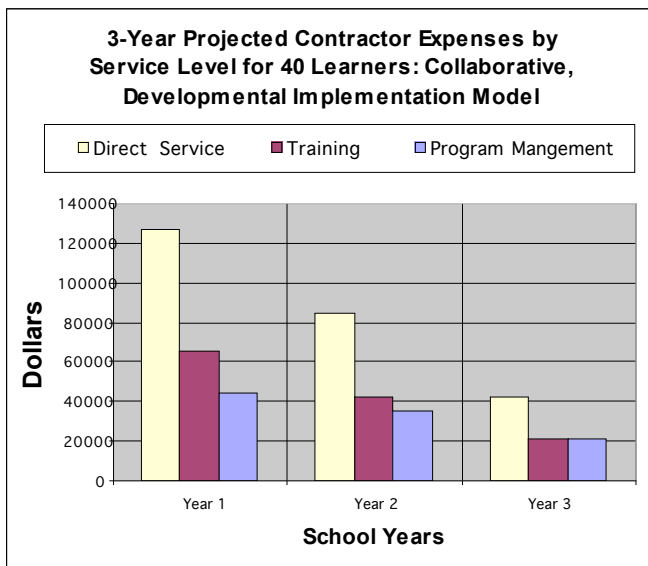
Joyce, B. and Showers, B. (2002) *Student Achievement Through Staff Development* Association for Staff and Curriculum Development (3rd Ed.)

Witt, Gresham, and Noell (1996) also demonstrated that teachers implemented less than 10% of the skills learned in traditional consultation settings. If you want to change teacher behavior, talk is an ineffective technique (Weisz, Weiss, Alicke & Klotz, 1987). The CLM uses a collaborative, developmental, team-based approach, to achieve the goal of building in-house capacity for schools working with the growing special needs population. The CLM incorporates a full course of study for training coupled with in-classroom coaching and performance evaluation to teach district staff to mastery.

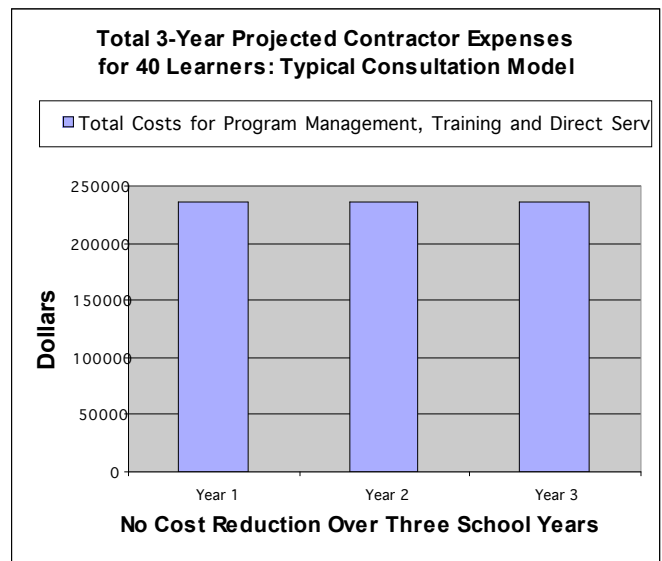
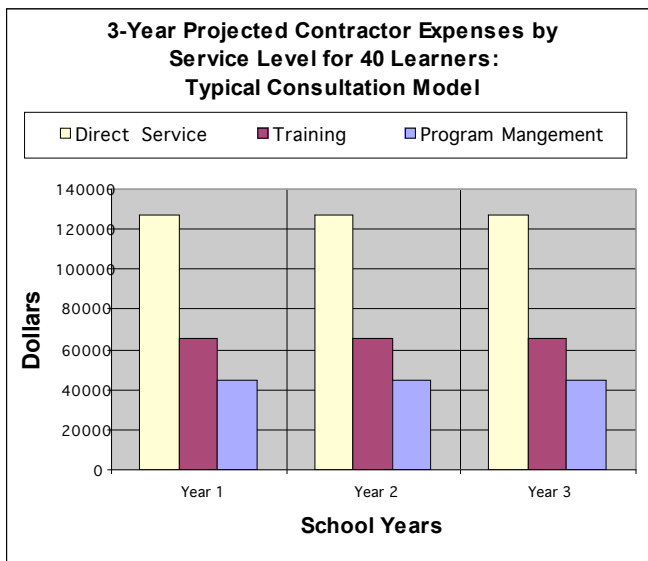
A Cost-Effective Approach to Building In-House Capacity and Serving Learners

Increasing occurrence rates for autism and students requiring special services, far outpace increases in the traditional-education student population (USDE, 1999). **The occurrence rate for autism is now 1 in 150 children** (CDCP, 2007). In response, districts can continue to employ a typical consultation model of hiring expensive third-party contractors with limited results, or districts can invest in a collaborative, developmental model to build in-house capacity and effectively serve the growing special needs population themselves.

Potential Costs of a Collaborative, Developmental Model Over 3 Years



Potential Costs of The Typical Consultation Model Over 3 Years



If schools can select and retain one individual to become a trained Coach and also retain one trained classroom aide each year, school districts can actualize this kind of cost savings though utilizing a collaborative, developmental model that builds in-house capacity to serve learners, as opposed to relying upon third-party contractors.

Building In-House Capacity

Using Tucci Learning Solutions Inc. step-by-step implementation plan insures school staff will be trained, certified, and the school will be producing competent learners at a **lower** cost to the district.

Once a staff member is certified as a CLM Coach, s/he becomes authorized to train and certify other district employees, which significantly reduces the cost of expanding the model to future classrooms.

As potential Coaches go through the Course of Study, Tucci Learning Solutions Inc. staff conducts performance reviews to assure staff can implement what they have learned while supporting them throughout the process. Virtual Coaching via secure video chat insures your Coaches have access to our trained professionals. The timeline for certifying Coaches is usually between six and eight months.

Once your Coaches have completed the Course of Study and have been certified, your CLM Coach may purchase additional CLM products to expand the model throughout your district. With a certified CLM Coach, your site may qualify for Accreditation to disseminate the model to other locations.

References:

Joyce, B. and Showers, B. (2002) Student Achievement Through Staff Development *Association for Staff and Curriculum Development* (3rd Ed.)

Witt, J., Gresham, F., & Noell, G. (1996) What's Behavioral about Behavior Consultation? *Journal of Educational and Psychological Consultation* 7(4), 327-344

Weisz, J.R., Weiss, B., Alicke, M.D., & Klotz, M.L. (1987) Effectiveness of Psychotherapy with Children and Adolescents: A Meta-Analysis for Clinicians. *Journal of Consulting and Clinical Psychology* 55, 542-549

U.S. Department of Education's "Twenty-First Annual Report to Congress on the Implementation of the Individuals with Disabilities Education Act" (1999).

Based on prevalence statistics from the Centers for Disease Control and Prevention (2007)