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Training Professional School Counseling Students To Facilitate A Classroom Guidance Lesson And Strengthen Classroom Management Skills Using A Mixed Reality Environment

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TRAINING PROFESSIONAL SCHOOL COUNSELING STUDENTS TO FACILITATE A
CLASSROOM GUIDANCE LESSON AND STRENGTHEN CLASSROOM MANAGEMENT
SKILLS USING A MIXED REALITY ENVIRONMENT

by

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ABSTRACT

According to the ASCA National Model, school counselors are expected to deliver

classroom guidance lessons; yet, there has been little emphasis on graduate coursework targeting

the development and implementation of guidance curriculum lessons in PSC training. A national

study conducted by Perusse, Goodnough and Noel (2001) was conducted looking at how

counselor educators were training "entry level school counseling students" in the skills needed

for them to be successful as PSCs. They found that of the 189 school counseling programs

surveyed only 3% offered a guidance curriculum course and 13.2% offered a foundations in

education course. Inferring that many of programs surveyed did not have a course specific to

classroom guidance and/or classroom management.

A classroom guidance curriculum is a developmental, systematic method by which

students receive structured lessons that address academic, career, and personal/social

competencies (ASCA, 2005). Classroom guidance lessons provide a forum for school counselors

to address such student needs as educational resources, postsecondary opportunities, school

transitions, bullying, violence prevention, social-emotional development, and academic

competence in a classroom environment (Akos & Levitt, 2002; Akos, Cockman & Strickland,

2007; Gerler & Anderson, 1986). Through classroom guidance, school counselors can interact

with many of the students that they would normally not see on a day-to-day basis while

providing information, building awareness and having discussions on topics that affect these

student populations every day. The present study seeks to explore the use of an innovative

method for training PSCs in classroom guidance and classroom management. This method

involves the use of a mixed reality simulation that allows PSC students to learn and practice

classroom guidance skills in a simulated environment.

I dedicate this dissertation to my loving family (my mother Norma, my father Frank, my brother Frank Jr. and my sister Tracy) who have supported me in everything that I have done.

I also dedicate this dissertation to my Grandmother Margarita and baby cousin Christiana, both of whom I miss more than words can ever express.
I Love You All!

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CHAPTER ONE
INTRODUCTION

Counselor education programs are designed to provide students with the knowledge and skills to become competent professional counselors. In the school counseling profession, competence includes the ability to provide a variety of counseling-related tasks and activities including one on one counseling, group counseling, and academic support often through the facilitation of classroom guidance lessons (American School Counseling Association [ASCA], 2005). The delivery of a classroom guidance curriculum is one of the primary tasks of professional school counselors (PSC) (Akos, Cockman & Strickland, 2007; ASCA, 2005, 2009; Geltner & Clark, 2005).

Classroom guidance curriculum can be defined as a "structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities" (ASCA, 2005, p.151). School counselors receive little opportunity to practice classroom guidance skills outside of the classroom and are expected to practice those skills during the practicum and internship experiences of their graduate program (Geltner, 2007; Kroninger, Domm, Webster & Troutman, 2010). However, there is no guarantee that all PSCs completed a practicum or internship experience, especially if they did not attend a college or university accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) (Kroninger, Domm, Webster & Troutman, 2010; Perusse, Goodnough & Noel, 2001).

This lack of training does not deter principals or other school faculty from allowing PSCs and PSC trainees to interact with students in a classroom setting. Meaning, PSCs are building

their classroom management skills in the classroom with real students which can be a difficult situation for both the PSC and the student. For example, if a PSC interacts with a difficult student in a classroom setting and does a poor job of managing the students behaviors in front of his/her peers it may create an environment where other students feel they can also misbehave or challenge the counselor, in turn taking classroom control away from the PSC. Also, PSC's who have not been trained to manage a classroom can possibly be put in a situation where they can be harmful to a student. For example, if a student swears at a PSC during a classroom guidance lesson and their initial reaction is to chastise the student for their behavior or swear back at the student it can lead to a situation where the student can become embarrassed or physically aggressive, both of which can be harmful to the student and/or PSC.

Background of the Study

The present study seeks to explore the use of an innovative method for training PSCs in classroom guidance. This method involves the use of a mixed reality simulation that allows PSC students to learn and practice classroom guidance skills in a simulated environment. As a counseling-related activity, classroom guidance has been used for decades. According to the ASCA National Model (2005), the delivery of a classroom guidance lesson is one of the main tasks of a PSC in any grade level. Classroom guidance curriculum is a developmental, systematic method by which students receive structured lessons that address academic, career, and personal/social competencies (ASCA, 2005). Classroom guidance lessons provide a forum for school counselors to address such student needs as educational resources, postsecondary opportunities, school transitions, bullying, violence prevention, social-emotional development, and academic competence (Akos & Levitt, 2002; Akos, Cockman & Strickland, 2007; Gerler &

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Anderson, 1986). Through classroom guidance, school counselors can interact with many of the students that they would normally not see on a day-to-day basis while providing information, building awareness and having discussions on topics that affect these student populations every day.

Classroom guidance has its roots intertwined with the historical roots of school counseling in the early 1900s, when teachers provided primarily vocational guidance in schools (Akos, Cockman & Strickland, 2007; Gysbers, 2001). The activity of classroom guidance has endured over the past century, and is widely accepted as a critical component of a comprehensive school counseling program (Gysbers & Henderson, 2006; Shayot, 2008). It is recommended that school counselors spend from 25% (high school) to 45% (elementary school) of their time delivering classroom guidance (Akos, Cockman & Strickland, 2007; ASCA, 2005; Goodnough, Perusse & Erford, 2011; Gysbers & Henderson, 2006; Herr & Erford, 2011).

According to the ASCA National Model (2003, 2005), school counselors are expected to deliver classroom guidance lessons; yet, there has been little emphasis on the graduate coursework targeting the development and implementation of guidance curriculum lessons in PSC training. A national study conducted by Perusse, Goodnough and Noel (2001) was conducted looking at how counselor educators were training "entry level school counseling students" in the skills needed for them to be successful as PSCs. They found that of the 189 school counseling programs surveyed 3% offered a guidance curriculum course and 13.2% offered a foundations in education course. Inferring that many of the programs surveyed did not have a course specific to classroom guidance and/or classroom management before practicum and internship. This study will explore a potential experiential training in conjunction with their

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internship course for PSC interns to practice both their classroom guidance and classroom management skills using a mixed reality simulation before interacting with real student in a classroom environment.

<u>Standards and Guidelines</u>

Counselor educators and PSCs have attempted to strengthen school training through the direction of program standards and guidelines. This includes accreditation standards from the CACREP (2009) and school counseling program guidelines from the ASCA National Model (2005). "CACREP is an independent agency recognized by the Council for Higher Education Accreditation to accredit master's degree programs" (CACREP, 2011, para.1) in counseling and doctoral programs in the field of Counselor Education and Supervision.

CACREP standards regarding PSC training details the areas that must be taught to PSC students at CACREP accredited programs. Geltner (2007) stated that "the effective practice of school counseling requires extensive knowledge and a comprehensive skill set. The primary means through which school counselors obtain (at least minimum) professional knowledge and skills is through completion of a school counselor preparation program" (p. 13). Through the creation of school Counseling CACREP standards, there continues to be a movement towards the normalization of the educational experiences of all PSC's nationwide; yet, at this time not all PSC programs are CACREP accredited, though it continues to be the main accreditation agency for PSC programs nationally (Geltner, 2007; Perusse, Goodnough & Noel, 2001).

The CACREP standards for school counselors focus on eight areas: (a) foundations, (b) counseling, prevention and intervention, (c) diversity and advocacy, (d) assessment, (e) research and evaluation, (f) academic development, (g) collaboration and consultation and (h) leadership.

All of which, are important when training PSC's to work in a school environment. However, when looking specifically at CACREP Standards highlighting classroom guidance, PSC's are expected to:

- Demonstrate "self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms" (CACREP, 2009, School Counseling, D1, p. 40)

- Provide "individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students" (School Counseling, D2, p. 40),

- Understand "curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching-, counseling-, and guidance-related material" (School Counseling, K3, p. 43)

- Conduct "programs designed to enhance student academic development" (School Counseling, L1, p.43)

- Implement "differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement" (School Counseling, L3, p. 43)

- Understand "the school counselor's role in student assistance programs, school leadership, curriculum, and advisory meetings" (School Counseling, O5, p.44)

- Plan and present "school-counseling-related educational programs for use with parents and teachers (e. g. , parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers)" (School counseling, P2, p. 45).

While PSC's continue to be called to facilitate classroom guidance lessons, there will also be a call for counselor educators to provide effective training for them within their graduate programs.

Training in Classroom Guidance

Within the field of counseling PSCs continue to work on solidifying their professional identity. As they explain their role in schools it must be made clear which tasks are expected to be part of their day to day activities (Herr &Erford, 2011), for example classroom guidance is considered a standard task for PSCs (Akos, Cockman & Strickland, 2007; ASCA, 2005; Geltner, 2007; Goodnough, Perruse & Erford, 2011); and as such, PSCs (particularly elementary school counselors) believe the training in guidance curriculum lesson planning and classroom management is an important part of their education (Perusse & Goodnough, 2005). Perusse and Goodnough (2005) completed a study exploring PSCs opinions on the importance of training in twenty-four course content areas, comparing elementary and high school counselor ratings. They surveyed one thousand ASCA affiliated PSCs. Of the one thousand PSCs contacted, six hundred and three completed the survey. Among the course content areas PSCs found important, training in classroom guidance was rated as sixth most important by elementary school counselors in comparison to a rating of tenth by high school counselors; which is concurrent with the fact that elementary school counselors are expected to dedicate more of their time to classroom management than high school counselors (Akos, Cockman & Strickland, 2007; ASCA 2005).

Geltner (2007) conducted a Delphi study exploring perceptions of which skills are most important when being trained to conduct large group classroom guidance. She surveyed both

PSCs and School Counselor Educators and found that of all the items the ability to set group rules (an important task in classroom guidance activities) was among the top three for both the counselor educator and the school counseling groups. However, beyond that there were some marked differences.

Overall, school counselor educators consistently rated evaluation-related items higher than did practicing school counselors. Other interesting differences between groups in the rankings included group initial stage, ranked seventh by school counselors but fortieth (last) by school counselor educators. Also, multicultural diversity was ranked thirty-fourth by school counselors but tenth by school counselor educators (p. 72).

Although PSCs identified classroom guidance training as important, when looking at 189 school counseling programs few of the professional school counseling graduate programs provided courses focused on classroom guidance and/or classroom management course content (Perusse, Goodnough & Noel, 2001), before entering practicum and internship. Limited exposure to classroom guidance can make venturing into a classroom challenging for new PSCs, especially for those without prior teaching experience. Typically, counselors without teaching experience feel less confident in their ability to facilitate a classroom guidance lesson than their peers with teaching experience (Ediger, 2001; Peterson & Deuschle, 2006; Peterson, Goodman, Keller & McCauley, 2004; Studer & Diambra, 2010). This is of concern since the continuing trend that began in the United States in the 1970s of "ever increasing numbers of education professionals not previously credentialed or experienced as classroom teachers achieving state-level certification as school counselors" (Geltner, 2007, p. 10; Studer & Diambra, 2010).

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Meaning that there is a high probability that many of today's PSC's have not been properly trained to manage a classroom (Akos, Cockman & Strickland, 2007; Geltner, 2007).

An integral skill in providing classroom guidance is classroom management. Classroom management is defined as "The systematic delivery of age-appropriate preventative guidance concepts to units or groups of students which usually contain more than 10 to 15 members" (Cuthbert, 2000, p. 123 as cited in Geltner, 2007, p. 16). Despite the fact that PSC's need classroom management skills to facilitate classroom guidance lessons, research in the area of classroom management is tailored primarily to pre-service and practicing elementary, middle and high school teachers across disciplines (Brophy, 2006), leaving a dearth of information regarding classroom management for PSC's interacting with students in the classroom.

Along with limited classroom management research there is little research in the area of classroom guidance from a historical perspective, though PSC's have been facilitating classroom guidance lessons for decades. According to Akos, Cockman and Strickland (2007), it has been assumed that the lack of research among PSCs and PSC educators is not a reflection of classroom guidance effectiveness but associated with "inadequate program development" (p. 456).

The above literature details the fact that there is a disconnect between the perceived importance of classroom guidance skills for PSCs and actual classroom guidance training available to them. The works of Perusse, Goodnough and Noel (2001), Perusse and Goodnough (2005) and Geltner (2007), together paint a picture of an important part of PSCs duties for which PSCs are being undertrained.

Classroom Guidance Training using a Mixed Reality Simulation

Noting the importance of classroom guidance as part of the PSC student's curriculum, the researcher explored a method of classroom guidance training that involves the use of mixed reality technology. Mixed reality is defined as "virtual reality with real-world augmentation (augmented virtuality)" (Hughes, Stapleton, Hughes & Smith, 2005, p. 24). Meaning, that the technology being used is a cousin of virtual reality however, it has a human element controlling aspects of this environment. In the case of this study the behaviors and speech of the virtual students is controlled by both a puppeteer and an inter-actor.

Currently, there is no previous research exploring the use of mixed reality or virtual reality in training PSCs. Yet, there is literature supporting the use of these technologies in training programs for other professions, including future teachers (Andreasen, et al., 2008; Dieker, Hynes, Hughes & Smith, 2008; Dieker, Hynes, Stapleton & Hughes, 2007; Katz, 1999; Hughes, Stapleton, Hughes & Smith, 2005), mental health counselors (Walker, 2010), and physicians (Cook & Triola, 2009;Schijven et al., 2005; Stevens, et al. , 2006; Triola, et al., 2006).Research has also been conducted on the use of virtual reality for treating certain mental health disorders, such as posttraumatic stress disorder (Beck et al., 2007; Becker & North, 1998; Gamito et al.,2007)and phobias (Anderson et al., 2005; Bullinger, Roessler & Mueller-Spahn, 1998; North, North, & Coble, 1998).

Purpose of Study

The purpose of this study is to explore the implementation of a mixed reality simulation as a tool for training Professional School Counseling (PSC) students to facilitate a classroom guidance lesson. Classroom guidance lessons provide a forum for school counselors to address

such student needs as educational resources, postsecondary opportunities, school transitions, bullying, violence prevention, social-emotional development, and academic competence (Akos & Levitt, 2002; Akos & Strickland, 2007; Gerler & Anderson, 1986). However, many PSCs with no previous teaching experience feel that they have not been properly trained to facilitate a classroom guidance lesson (Peterson & Deuschle, 2006; Studer & Diambra, 2010). This study will propose a possible experiential training that will allow PSC students without prior teaching experience to hone their classroom management and classroom guidance skills before entering an elementary, middle school or high school classroom.

Definition of Terms

For the purpose of this study it is necessary for the author to define the following terms to facilitate a better understanding of the treatment and outcomes discussed throughout this study.

Artificial Intelligence (AI): The technological presentation of intelligence with and without human intervention (Haugeland, 1985).

Classroom Guidance Curriculum: "structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities" (ASCA, 2005, p. 151).

Competencies: The specific knowledge, attitudes and skills students should obtain (ASCA, 2005, p. 150)

Guidance Curriculum : "The guidance curriculum component consists of structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities K-12" (ASCA, 2005, p. 151).

Inter-actor: An actor who controls the movements and speech of the virtual student being engaged by a trainee (Dieker, Hynes, Stapleton& Hughes, 2007).

Mixed Reality: "Virtual reality with real-world augmentation (augmented virtuality)" (Hughes, Stapleton, Hughes & Smith, 2005, p. 24).

TeachME™ Lab: The TeachME™ Lab is a mixed reality classroom (originally named the STAR Simulator) designed to train pre-service teachers' classroom management skills. The TeachME™ Lab, developed at the University of Central Florida in partnership with the Haberman Education Foundation and Simiosys LLC (Dieker, Hynes, Hughes & Smith, 2008). It is a mixed reality classroom equipped with five virtual students of differing ethnicities.

Traditional Training: For the purpose of this study, traditional training includes graduate courses in Instruction and Classroom Management and Coordination of Professional School Counseling Programs.

Virtual student: or avatar is generally defined as "graphic self-representations" of users participating in a virtual reality environment (Feldon & Kafai, 2008). For the purpose of this study, virtual student is defined as a virtual representation of a student controlled by a third party (Dieker, Hynes, Hughes & Smith, 2008; Dieker, Hynes, Stapleton & Hughes, 2007).

Virtual Reality Environment: "an artificial environment which is experienced through sensory stimuli (as sights and sounds) provided by a computer and in which one's actions partially determine what happens in the environment" (Merriam-Webster Dictionary, 2011, n.p.)

Research Questions

Due to the scarcity of research on classroom guidance training for PSCs and the lack of research on mixed reality in classroom guidance training, qualitative methods were used as a

means to describe preliminary questions that can later be addressed in quantitative studies (Marshall & Rossman, 2006). The researcher explored PSC students' opinions about their experience using a mixed reality simulation in classroom guidance training. However, before conducting the study the researcher created the following research questions:

1. Has the implementation of the mixed reality simulation as a training tool in supplement to the School Counseling Internship class aided the students in their ability to effectively manage a classroom when facilitating a classroom guidance lesson?

2. Do PSC students trained to present a guidance lesson using a mixed reality simulation show an increase in their teaching self-efficacy?

3. How does the student's execution of classroom management skills affect their ability to affectively facilitate a classroom guidance lesson when using a mixed reality simulation?

Chapter Summary

In this chapter the researcher discussed a brief review of literature on training in classroom guidance for PSCs, including an overview of CACREP (2009) guidelines for school counselors and school counselor training. However, there are few articles detailing PSC classroom guidance training; which may be due to a lack of training among PSCs in classroom guidance facilitation skills. Perusse, Goodnough and Noel (2001) found that of 189 school counseling programs surveyed many PSC students were not being offered courses specific to classroom management and/or classroom guidance training before entering practicum and internship. After discussing a brief review of the literature the researcher went on to explain the

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purpose of the study and define terms specific to it, followed by a statement of the research

questions.

CHAPTER TWO
LITERATURE REVIEW

Introduction

Chapter two begins with a discussion of the history of professional school counseling. The ASCA (American School Counseling Association) National Model (2005) defines classroom guidance curriculum as "structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities" (p. 151). In a review of literature, the author found that there was little research completed in the use of mixed or virtual reality in school counselor training. The researcher used the EBSCO*host*, ERIC, PsychINFO and Academic Search Premier databases in her search. She used the keywords: mixed reality, virtual reality, classroom guidance, classroom guidance curriculum, school counselor training, school counseling trainees, school counseling students and classroom management in her searches. Though there were articles that mentioned topic of classroom guidance there were few studies focusing on guidance curriculum training (Geltner& Clark, 2005). Classroom Guidance Curriculum studies found focused largely on effectiveness/trends (Rowley, Stroh, & Sink, 2005; Whiston & Quinby, 2009) and discrepancies in counselor training (Geltner, 2007; Perusse & Goodnough, 2005).

History of the Professional School Counselor

Professional School Counseling began during the early 1900's. Initially there were a small number of PSC's who specialized in vocational counseling (Akos, Cockman & Strickland, 2007; Clark, 2006; Geltner, 2007; Gysbers, 2001; Herr & Erford, 2011; Lambie & Williamson, 2004); this vocational model of school counseling was created by Frank Parson's which focused on transitioning young men from school to work (Herr & Erford, 2011; Lambie & Williamson,

2004, Shayot, 2008). Professionals in the areas surrounding this vocational model of counseling soon came together to create the National Vocational Guidance Association (NVGA) in 1913 (Lambie & Williamson).

> The NVGA would in time merge with the American College Personnel Association, the National Association of Guidance Supervisors and Counselor Trainers, and the Student Personnel Association for Teacher Education, becoming the American Personnel and Guidance Association (APGA), which is today the American Counseling Association (ACA). Therefore, the evolution of the NVGA was significant to the development and recognition of school counseling as a profession. (Lambie & Williamson, p. 125)

As stated by Lambie and Williamson (2004) by the late 1930's the trait and factor theory a school based approach to counseling was designed by E. G. Williamson who upon Parson's vocational model. In addition to this vocational model of counseling, PSCs began to discuss the necessity for mental health counseling in schools as students struggled with personal emotional and social effects of the Great Depression (Clark, 2006; Gysbers, 2001). Herr and Erford (2011) discussed how Arthur J. Jones debated the need for school counseling in the two editions of his text *Principles of Guidance* (1930, 1934). They stated the following:

> Jones summarized both the need for providing guidance and the significance of the schools offering the guidance. He advocated for the need for guidance from the standpoint of the individual and the significance of providing guidance to enhance the school climate and support the school mission (p. 23).

The Great Depression also strengthened vocational counseling in schools as seen by the creation of the US Employment Service's Wagner-Peyser Act in 1933 and the development of a Guidance and Personnel Branch of the US Office of Education's Division of Vocational Education in 1938, both of which directly affected the practice of vocational guidance in schools (Herr & Erford, 2011).

In the 1940's, testing and vocational guidance continued to strengthen as the US military expressed a need for workers during World War II and as support for returning veterans who were offered vocational counseling in their local schools (Herr & Erford, 2011). Also in the 1940's, Carl Rogers published the seminal work *Counseling and Psychotherapy: New Concepts and Practice* (1942), which continues to influence the counseling world (Clark, 2006; Gysbers, 2001; Herr & Erford, 2011; Lambie & Williamson, 2004). This work motivated PSC's to integrate the person centered approach suggested by Rogers with the more directive form of counseling when following Parson's trait and factor theory (Clark, 2006; Lambie & Williamson, 2004).

By the 1950's the role of the PSC began to change. In 1952 ASCA was formed and by 1953, the Professional School Counseling Journal was created as an outlet for individuals involved in professional school counseling to share research and ideas (Herr &Erford, 2011; Lambie & Williamson, 2004; Shayot, 2008). The field of school counseling was also strengthened in response to the Cold War and the launch of *Sputnik I* in 1957(Geltner, 2007; Gysbers, 2001; Herr & Erford, 2011; Lambie& Williamson, 2004; Shillingford, 2008). There was an outcry in the failure of the US Educational system's ability to create students strong in the areas of math and science resulting in Russia's ability to be first in sending a manmade object

into space. This event led to the creation of the National Defense Education Act (NDEA) in 1958 which was created by the government to support talented students with a particular emphasis on guiding these students to study in the areas of science, math and engineering (Geltner, 2007; Gysbers, 2001; Herr &Erford, 2011; Lambie& Williamson, 2004; Shayot, 2008). Through NDEA funding was provided to schools that had PSC's on staff trained to recognize gifted youth. Funding was also provided to colleges and universities to develop school counseling preparation programs (Lambie & Williamson, 2004).

The 1960's was a time of progress in the field of school counseling. Nationally the country was in transition with the Civil Rights Movement and both unemployment and poverty rates were high and in the eyes of the government an education was seen as a remedy for these problems leading to increased support for school counselors (Herr & Erford, 2011). In 1964 amendments of the NDEA and in 1965 the Elementary and Secondary Education Act (ESEA) allocated additional funding for School Counselors (Herr & Erford, 2011; Lambie & Williamson, 2004). Though the country was in a state of flux the world of school counseling was beginning to come together. "Training of qualified school counselors was advocated by those in the profession, and the need for school counselors at all levels of education was recognized. In 1966, elementary school counseling was acknowledged as a distinct program that differed from secondary school programs in many important ways" (Clark, 2006, p. 18). Additionally, in 1968, amendments to the Vocational Education Act guaranteed continued funding for career counseling programs (Herr & Erford, 2011; Lambie & Williamson, 2004).

Unfortunately in the 1970's there was a lull in student enrollment, lessening the need for PSC's and in response PSC's began to take on non-counselor duties. Many of these duties were

administrative and continue to add to the ambiguity of the PSC role today (Lambie & Williamson, 2004; Shayot, 2008).Though the bulk of school counseling legislation benefiting the profession passed during the 1960's (Herr & Erford, 2011) there were three notable pieces of legislation in the mid-1970 which affected PSC role: the Education Act for All Handicapped Children in 1975, the Career Education Incentive Act of 1976 and the educational amendments to the ESEA (Herr & Erford, 2011; Lambie & Williamson, 2004).

During the 1980's through 2000'sthere was a focus on defining the school counselor role (Clark, 2006). As stated by Lambie and Williamson (2004), ASCA advocated for school counselors to drop the title of Guidance Counselor taking on the title of Professional School Counselor. In the mid 1990's the School to Work Act in 1994 and the Elementary School Counseling Demonstration act in 1995 continued the growth of both career guidance and elementary school guidance programs (Herr & Erford, 2011; Lambie & Williamson, 2004). In 1997 ASCA "published the *National Standards for School Counseling Programs* providing benchmarks for school counseling programs" (Herr & Erford, 2011, p. 30). Finally in the 2000's the ASCA National Model (2003, 2005) was created in an attempt to reduce the ambiguity of the PSC role (Clark, 2006; Herr & Erford, 2011; Lambie & Williamson, 2004) and has been the focus for many researchers in the field of school counseling. As we move into the second century of school counseling there is sure to be a continued emphasis on advocacy and the narrowing definition of the role and responsibilities of the PSC adding to an already continuously changing field (see a school counseling historical timeline in Appendix A).

The Role of Today's Professional School Counselor

The PSC has been continuously evolving over the last century, however this constant movement and change has led to ambiguity of the PSC role in schools (Herr, 2002; Herr & Erford, 2011; Lambie & Williamson, 2004; Shayot, 2008; Shillingford, 2009). Herr and Erford (2011) discussed how Arthur J. Jones advocated for early PSC's to "distinguish between counseling and the other activities that the counselor does" (p. 23). This continues to be an issue in the field of school counseling, as noted by the amount of literature on PSC role ambiguity (Herr, 2002; Herr & Erford, 2011).

PSC's initially began in the role of a career counselor (Gysbers, 2001; Herr & Erford, 2011; Lambie& Williamson, 2004). Their role expanded when PSCs began to counsel students' on issues outside of career-related concerns. This continued until another role shift in the 1970's when counselors began to take on more administrative roles in response to low enrollment rates and a fear that school would find their services unnecessary (Herr & Erford, 2011; Shayot, 2008). In the late 1990's and throughout the 2000's, there has been a movement to create a strong description of the PSC role.

ASCA states the role of the PSC is to "uphold the ethical and professional standards of ASCA and other applicable professional counseling associations, and promote the development of the school counseling program based on the following areas of the ASCA National Model: foundation, delivery, management and accountability" (ASCA, 2009, para. 3). Table 1 shows a model of the four areas.
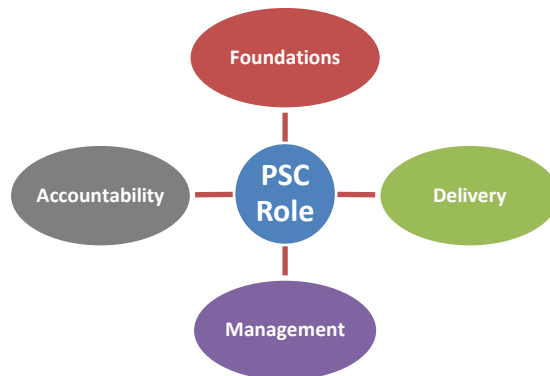
Figure 1: Role of the Professional School Counselor (ASCA, 2005, 2009)

ASCA defines each of the four areas as follows (2009):

Foundation: the process in which professional school counselors identify a philosophy based on school counseling theory and research/evidence-based practice that recognizes the need for all students to benefit from the school counseling program. Professional school counselors act on these philosophies to guide the development, implementation and evaluation of a culturally relevant and comprehensive school counseling programs. Professional school counselors create a mission statement supporting the school's mission and collaborate with other individuals and organizations to promote all students' academic, career and personal/social development.

Delivery: PSCs' ability to provide "culturally competent services to students, parents/guardians, school staff and the community in the areas of individual student planning, school guidance, system support and responsive services" (para. 5)

Management: PSCs have been given the task of creating a system that provides clear and concise tools reflective of the school's needs.

Accountability: the PSC's ability to develop a system in which they "data/needs-driven, standards-based and research-supported programs, and engage in continuous program evaluation activities. " (para. 7)

Though we have this clear formula for the school counselor role in the form of the ASCA National Model (2005), it is still at best a suggestion. During the beginning of the 21st century PSCs typically fell into one off our roles often dictated by the perception of the PSC by the school principal (Amatea& Clark, 2005; Dollarhide, Smith & Lemberger, 2007; Feller, 2003). Amatea and Clark (2005) interviewed 26 pre service principals from the Southeast United States and found that there were *four role conceptions* of the PSC: the innovative school leader, the collaborative case confidant, the responsive direct responder, and the administrative team player.

Amatea and Clark (2005) described the innovative school leader as being more in-line with ASCA's description of a school counselor. Innovative school leaders collaborated with other staff to identify "common needs" of the school community while staying abreast of "school wide institutional change". The collaborative case confidant was comparable to the "mental health program model" from the 1980's and 1990's where school counselors were expected to "embrace the contextual emphasis of family systems and eco-systemic theory". The responsive direct service provider is compared to the guidance curriculum model of the 1980's. Under this model counselors were expected to create a curriculum of activities that address the needs of both the entire student population and individual students. The final role was the administrative team player which is most similar to the original role of the guidance counselor. Administrative team players are expected to not only do administrative tasks such as creating class schedules,

they are expected to be "team players" and make themselves accessible when needed, all while being available to individually advise students.

Amatea and Clark's (2005) study showed that among the 26 pre-service principals the most common role conception of the PSC role was the administrative team player and the least common was innovative school leader. Professional school counselors along with ASCA have been working to shed the older identity of the school counselor to more of an innovative leader role (Lambie & Williamson, 2004; Amatea & Clark, 2005).The role of the PSC has changed from its beginnings and now there is an emphasis on leadership, advocacy, systemic change and collaboration among school professionals (ASCA, 2005; Clark, 2006; Herr & Erford, 2011; Lambie & Williamson, 2004).As a profession, PSCs continue to clarify and advocate their role as defined by ASCA; one of the many roles that PSCs are expected to take on is that of a classroom guidance facilitator (ASCA, 2005; CACREP, 2009).

Classroom Guidance Curriculum

Classroom guidance also known as large group counseling or a psycho-educational group is as an integral part of a schools counseling program (Dinkmeyer & Owens, 1969; Geltner, 2007; Gladding, 2008; Gysbers, 2001).Since the beginning of school counseling more than a century ago, there has been an emphasis on providing students with the resources to succeed academically, socially and personally (ASCA, 2005; Geltner, 2007; Gysbers, 2001). During the early days of school counseling Van Hoose (1969) discussed guidance objectives which he suggested when working specifically with elementary aged students. He described six objectives: (a) aiding with academic development, (b) helping children develop healthy self – concepts, (c) helping children develop a sense of self understanding, (d) aiding children with

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vocational development, (e) helping children to learn to deal with inter-personal relationships and (f) helping children to alleviate personal and emotional problems. Many of these same objectives are still a large part of classroom guidance today for all age groups. In fact, a classroom guidance curriculum is defined by ASCA as a "structured developmental lessons designed to assist students in achieving the competencies and is presented systematically through classroom and group activities" (ASCA, 2005, p. 151). Competencies to be achieved over the course of the school year are identified by the PSC and incorporated into the classroom guidance lessons (ASCA, 2005). Classroom guidance lessons often center on postsecondary opportunities, school transitions, bullying, violence prevention, social-emotional development, and academic competence (Akos & Levitt, 2002; Akos & Strickland, 2007; Gerler & Anderson, 1986). All of which are in-line with the guidance objectives proposed by Van Hoose in 1969 as well as being supported by the ASCA National Model (2005).

Historically classroom guidance had not been very well defined or structured until the 1970's with the adoption of a comprehensive guidance program (Cambell & Dahir, 1997; Geltner, 2007; Gysbers, 2001; Gysbers & Henderson, 2001; Herr &Erford, 2011; Shayot, 2008). As cited by Gysbers (2001), during the 1970's and 1980's three comprehensive guidance programs were being developed: (a) a developmental guidance and counseling program (Myrick, 1997), (b) a competency based guidance program (Johnson & Johnson, 1991) and a guidance program emphasizing an organization and resources (Gysbers & Moore, 1981). The PSC was expected to have a clear and organized curriculum, to be available to all students. PSCs were also expected to be involved in reaching the educational goals of the entire school community (Geltner, 2007; Perusse, Goodnough & Erford, 2011). By the beginning of the twenty-first

century these comprehensive guidance programs were being implemented nationwide (Gysbers, 2001).

Once in the classroom there were a number of different ways for PSCs to deliver classroom guidance lessons. During their time in the classrooms PSCs call on the training that they received in their graduate programs as they balance classroom management and lesson delivery. There was a time when it was mandatory by most states for PSCs to have a teaching background, ensuring that they had the ability to manage a classroom and deliver a lesson, however this is no longer true (Studer & Diambra, 2010). Studer and Diambra (2010) stated…

> When the teaching requirement was dropped, many beginning school counselors felt ill prepared to conduct classroom instruction, construct lesson plans, engage in effective classroom management, and teach study skills. Some states have replaced this requisite with a mandate that preservice counselors participate in designated activities in a school environment with opportunities to understand the school environment, policies and procedures (p. 119).

Altogether, classroom guidance as we know it to be in this generation of schooling is best explained under a developmental and comprehensive guidance program, in which the PSC can decide what topics to discuss throughout the year, and then design and implement a classroom guidance curriculum encompassing that topic (ASCA, 2005). This form of counseling is also believed to be among the most effective for PSCs because it allows them to interact with a large number of students at one time (Geltner, 2007; Perusse, Goodnough & Erford, 2011). Typically a classroom guidance lesson can be presented to a group of twenty or more students (Geltner, 2007; Gladding, 2008). Meaning, not only does the PSC have an opportunity to interact with

most (if not all) of the student population, but the students are also able to meet and build a relationship with the PSC.

PSCs also are trained to use a number of different techniques when facilitating a classroom guidance lesson. These techniques include changing the setting of the classroom, utilizing space within the classroom and allowing the students to process in small groups or pairs (Perusse, Goodnough & Erford, 2011). Through the use of these techniques the PSC can adapt the classroom environment to the population of students being worked with and the lesson being taught.

Finally as schools continue to be overcrowded and the counselor to student ratio becomes larger the need for an intervention like classroom guidance will become even more prevalent (Geltner, 2007). As such, PSCs must be properly trained to provide in classroom services and Counselor Educators' have a responsibility to provide that training, especially if teaching at a CACREP (2009) accredited college or university. As these tech savvy generations of PSC students' enter school counseling graduate programs Counselor Educators should become familiar with innovative ways for teaching course material (Burt et al., in press).

Training Counselors Using Technology

Similar to the counseling field, methods for counselor training continued to evolve. Over the last century, technology has not only affected the way that classroom lessons have been taught but also the way that students learn (Burt et al., in press; Hayes, 1997; Hayes 1999, Hayes, 2008, Hayes & Robinson, 2000).Technology has also affected the counseling profession. As the world becomes more technologically savvy so has the way some counselors interact with their clients and with one another.

Mixed and Virtual Reality in Counselor Education

There are differing levels of technological interactions between professor and student. Even the traditional college classroom setting has begun to change from paper and pencil to smart classrooms and PowerPoint presentations (Burt et al., in press). Students are far more familiar with computer technology and virtual learning environments than in the past (Burt et al., in review), creating this opportunity for Counselor Educators to develop innovative ways of presenting new information.

The use of technology in counseling can be traced back to the infancy of computers in the 1950's (Granello, 2000). At that time, behaviorists such as B. F. Skinner and Norman Crowder saw the potential of using technology as a tool for working with clients (Granello, 2000; Hayes 1997). By the 1960's and 1970's, computers became miniaturized and user-friendly computer software such as ILLIAC, PLATO and BASIC led to greater availability and interest among corporations, schools and everyday households (Granello, 2000; Hayes, 1997, 1999, 2008). In 1966, the first computerized therapy program, ELIZA, was developed (Granello, 2000; Hayes 1997, 1999, 2008 Hayes & Robinson, 2000). ELIZA was developed as a computerized person-centered therapist, however the developers of the program found that there were major limitations in the programs ability to understand natural language (Granello, 2000; Hayes, 1997). As cited in Granello (2000) and Hayes (1997), the exploration of the use of technology as a tool in counseling did not arise again until the 1980's with the creation of the Plato Dilemma Counseling Systems or Plato DCS (Wagman & Keber, 1984) and MORTON (Selmi, Klein, Griest, Johnson & Harris, 1982), a program designed to work with people struggling with depression.

Unfortunately, through the 1990's and 2000's there was little research completed in the use of technology in counseling, outside the field of career counseling. The use of technology in the field of career counseling through the creation of career guidance programs has been very successful since the early 1970's. In particular, the DISCOVER program which was a second generation career counseling guidance program which began development in 1974 (Taber & Luzzo, 1997). The DISCOVER program entered schools beginning in the 1980's as miniature computers became more accessible. It has been shown to be a useful tool in career guidance especially when enforced by other techniques and resources in career based counseling (Taber & Luzzo, 1997). Many schools, colleges and agencies continue to use some form of the DISCOVER career guidance program, which has been a part of the career counseling culture for around three decades.

Though there has been some research in the areas of technology use in counseling and an increased awareness of how to use technology in and out of the counselor education classroom by students and faculty. There is still little research in the use of mixed and virtual reality in counselor education. However, there has been a movement within the last decade exploring the use of virtual patients and virtual environments (such as Second Life) as a tool for training clinical assessment, interviewing, and diagnosis. Kenny et al. (2008) designed a virtual client named Justina who struggled with symptoms of post-traumatic stress disorder (PTSD). The researchers of this study developed Justina as a tool for improving medical students' interviewing skills. The participating population for this study included 15 participants who either were medical students or adolescent psychiatry residents. These participants were given the task of interviewing Justina without prior knowledge of her programmed diagnosis (PTSD).

The researchers were able to track how many questions each participant asked and what kind of question were used. When asked about believability of the study participants gave mixed reviews, many of the participants had difficulty when speaking to the virtual student because its voice did not sound human. However, many of the participants did acknowledge Justina as a useful learning tool.

Walker (2010) completed a study in which mental health counselor students participated in a 3D virtual environment to practice their interviewing and diagnosing skills. The researcher of this study had sixteen participants, all of which were master's students in a mental health diagnosis course at Northern Illinois University. The students participated in a program called *Second Life* in which the researcher created a virtual counselor training environment. Participants created their own virtual student and were able to interact with two virtual clients (one client was bulimic and the other had self-injurious behaviors [cutting]) created by the researcher. Participants were also able to observe their peers interacting with the virtual clients. The participants perceived learning scores were higher for the 3D virtual environment experience in comparison to writing a literature review or having a classroom discussion after watching a video on the same topics. In total 94% of the participants stated that they had learned more through the 3D virtual experience. It is important to note that as technological advancements continue in our culture, it should be expected that innovative teaching and training techniques will emerge in the field of counselor education.

Teaching Classroom Management Using Mixed and Virtual Reality

The facilitation of a classroom guidance lesson as a PSC trainee is similar to the experience of pre-service teacher's facilitation of a classroom lesson. Both students are placed in

an environment where there is a need to understand and implement classroom management

skills. There is no previous research exploring the use of mixed reality in training PSC's and

little research on the topic of mixed and virtual reality for educational training; however there is

literature supporting the use of mixed reality and virtual reality in training future teachers

(Andreasen et al., 2008; Dieker, Hynes, Hughes & Smith, 2008; Dieker, Hynes, Stapleton &

Hughes, 2007; Katz, 1999; Hughes, Stapleton, Hughes & Smith, 2005).

Katz (1999) completed a study on the use of a "three-dimensional virtual reality

simulation model" (p. 151) when training kindergarten teachers to build awareness surrounding

an understanding of student needs and perceptions. The researcher of this study had 72 female

first year teachers attending an in-service training participating in the study. The participants

were randomly assigned to the control group (n=35) or the experimental group (n=37).   Both

groups were given a treatment designed to increase teacher knowledge of student feelings,

perceptions and needs. The experimental group received 10 hours of training in a three

dimensional virtual reality simulation, which simulated how a kindergarten aged child would see

their physical world. The control group participated in 10 hours of workshops facilitated by

kindergarten teaching instructors on how the kindergarten child sees their physical world. The

researcher found that on average the experimental group scored significantly better in their

ability to understand student feelings, perceptions and needs than the control group.

Dieker, Hynes, Stapleton and Hughes (2007) developed the STAR Simulator a mixed

reality environment designed for pre service teachers to practice classroom management skills.

The STAR simulator housed five mixed reality virtual students for the pre-service teacher to

interact with. An individual (i. e., the inter-actor) would control the movements and speech of

the virtual student being engaged while the other four virtual students are controlled by artificially intelligent software. Though this research is relatively new, the pre-service teachers have affirmed that the STAR Simulator (now dubbed the TeachME™ lab) has been a useful tool as part of their training.

Andreasen et al., (2008) completed a study at the University of Central Florida training pre service mathematics teachers during a "semester-long methods course" (p. 7) exploring the plus and minuses of using microteaching versus experiential trainings in the TeachME™ Lab as part of the course curriculum. Ten groups were randomly assigned to participate in either the TeachME™ or microteach environments. The researchers of this study video recorded students in both environments. All participants were given the task of creating a lesson for the same mathematics problem despite the environment they were teaching in. Altogether the researchers found both techniques useful in teaching students how to facilitate a lesson; however the TeachME™ Lab had the added benefit of spontaneity in student behaviors as created by the inter-actor. This spontaneity challenged participants to think on their feet and reflect on the reactions that they had in response to student behavior.

The above studies highlighted the impact technology can have on learning for pre service teachers by providing experiential exercises in conjunction with classroom coursework. Each study showed that in addition to coursework the use of the virtual reality or mixed reality worlds enhanced the learning experiences of the teacher students. However, there is still little empirical research detailing the use of mixed and virtual reality in both counselor and teacher training.

Chapter Summary

The above review detailed two schools of literature relevant to this study. First, the researcher discussed the history of the professional school counselor, with an emphasis on the role of the professional school counselor and a review of the classroom guidance curriculum. Second, the researcher discussed training counselors' using technology with an emphasis on the use of mixed and virtual reality in counselor education and teaching classroom management using mixed and virtual reality, detailing the relationship between training for PSCs both historically and presently in teacher education.

Introduction

The purpose of this study is to explore the implementation and results of mixed reality simulation as a tool for training Professional School Counselors (PSC) students to facilitate a classroom guidance curriculum lesson. The exploration of this innovative training tool was completed via an exploratory single case, case study design at the University of Central Florida (UCF) in which PSC students enrolled in the School Counseling internship class had an opportunity to train using a mixed reality simulation in supplement to their fifteen week internship course requirements.

Theoretical Framework

The training method for this study is grounded in Social Cognitive Theory and the use of enactive learning to observe student growth in their ability to manage a classroom and deliver a classroom guidance lesson, as well as to observe changes in student self-efficacy regarding their ability to deliver a classroom guidance lesson. Social Cognitive Theory centers on the principle that people's beliefs about themselves and their ability to successfully complete a task has a direct effect on their motivation to learn; also people best learn through action (learning by doing) and observation (Bandura, 1986; Parajes, 2002). These learning styles can be attributed to two types of learning: observational and enactive (Bandura, 1986).

In this study participants experienced both observational learning via a classroom guidance training where an overview of how to deliver a guidance curriculum lesson and classroom management were discussed and enactive learning component through their experience in a mixed reality environment. Observational learning can be defined as vicarious

experience or the experience of "seeing others cope with threats and eventually succeed can create expectations in observers that they too should be able to achieve some improvements in performance if they intensify and persist in their efforts" (Bandura, Adams & Beyer, 1977, p. 126). Whereas, enactive learning moves one step forward by adding the process of doing what has been observed (Bandura, 1986).

<div align="center">**<u>Design</u>**</div>

This study is rooted in an exploratory single-case, case study research design (Marshall & Rossman, 2006; Tellis, 1997; Yin, 1994a, Yin, 1994b, Yin 2003). This type of case study design allowed the researcher to observe the experiences of PSC students who took part in an experiential training through the use of the mixed reality simulation. An exploratory single-case study design is described as being used for events that are unique as well as exploring possibilities for future research (Marshall & Rossman, 2006; Tellis, 1997; Yin, 1994a, 2003). Currently, at the University of Central Florida this type of experiential training has never been offered to any other PSC students, therefore these participants were the first to engage with the mixed reality technology fitting the criteria for this kind of exploratory design.

Participants

Participants were recruited via classroom visits by the researcher to the school counseling internship class at the University of Central Florida. During the fall semester of 2010, 17 PSC students were enrolled in the school counseling internship class. All of the PSC students were female, primarily Caucasian/White and spanned a wide range of age groups. PSC students interested in participating in the study confirmed interest first in person during classroom visits and confirmed via email. Because PSC students with past teaching experience have classroom

management skills (Peterson, Goodman, & McCauley, 2004; Peterson & Deuschle, 2006) approximately one-third were not eligible to participate due to past teaching experience.

Of the PSC students eligible to participate in the study four confirmed participation (See table two). All four participants were female between the ages of 24 to 35 with an average age of 28. Two of the participants self-identified as Caucasian/ White and two identified as African American/ Black. None of the participants had past teaching experience but all reported having past experience working with adolescents. Participants were also asked whether or not they had past experience facilitating small groups as a way to examine whether prior experience facilitating group counseling had an impact on their ability to manage the dynamics of a classroom. Of the four participants three expressed having experience facilitating a small group.

Table 1

Participant Information

Name (Pseudonym)	Allie	Kate	Leila	Maya
Gender	Female	Female	Female	Female
Age	24	28	35	25
Race	Caucasian/ White	Caucasian/ White	African American/ Black	African American/ Black
Teaching Experience?	No	No	No	No
Facilitated a Small group?	Yes	No	Yes	Yes
Worked with Adolescents?	Yes	Yes	Yes	Yes
Know what a Mixed Reality Simulation is?	Yes	Yes	Yes	Yes
Are you a Parent?	No	No	No	No

Sampling

Homogeneous sampling (Hatch, 2002) was used when recruiting participants for this study. Hatch states that a homogeneous sample is "made up of individuals with similar characteristics or experiences, e. g. interviewing a cohort of graduates from a specialized

doctoral program" (p. 98); all participants in this sample were PSC students without past teaching experience. The researcher chose to use a homogenous sample because it would allow her to work solely with PSC students enrolled in the School Counseling Internship course without past teaching experience.

Setting

The setting for this study was divided into two parts. First, participants met in a conference room where together they received a lesson on how to facilitate a classroom guidance lesson. The room was equipped with seats and desks and technological capabilities (audio/visual, VCR, computer and projector) allowing the researcher to use a video presentation on classroom management. Second, all participants participated in an experiential training using mixed reality to practice their classroom guidance skills. This experiential training was completed in the University of Central Florida (UCF) TeachME™ Lab (See figure 2, below).

Source: University of Central Florida TeachME™ Lab
Figure 2: TeachME™ Lab Image One
Note: Study participant not viewed in photograph.

The TeachME™ Lab is located in the UCF Teaching Academy building. The lab is located in a windowless classroom equipped with an extra-large screen to which the virtual students are projected. On the right wall are two sensors that follow the movements of the participants as they interact with the virtual students. At the very bottom of the extra large screen is a webcam which sends a live video feed to another UCF building several miles away. There the inter-actor is able to observe the PSC trainee and respond to his/her actions in the character of the virtual student being engaged; also, both the researcher and inter-actor were able to take on the role of puppeteer controlling "a series of knobs that can prompt non-speaking outbursts, such as giggling "allowing the virtual students to increase maladaptive behaviors (Kolowich, 2010).

Source: University of Central Florida TeachME™ Lab
Figure 3: TeachME™ Lab Image Two

It is important to note that the participants are also interacting with a virtual environment. In this environment there are five virtual students seated in two rows; two students in the front of the classroom and three students in the back of the classroom. All five students are seated at desks looking forward towards the participant (see image 2, above).

Source: University of Central Florida TeachME™ Lab
Figure 4: TeachME™ Lab Image Three
Note: Study Participant not viewed in photograph.

Participants were also able to manipulate the virtual environment by physically positioning themselves in front of the virtual student with whom their speaking, zooming in on that particular virtual student and minimizing the classroom scene (see image 3, above).

Instrumentation

Case Study Protocol: A case study protocol was developed as a guide to be used throughout the study (Yin, 1994) (see Appendix H). As cited by Tellis (1997), Yin (1994) recommended the use of case-study protocol as part of a carefully designed research project that would include the following sections:

- Overview of the project (project objectives and case study issues)

- Field procedures (credentials and access to sites)

- Questions (specific questions that the investigator must keep in mind during data collection)

- Guide for the report (outline, format for the narrative) (Tellis, 1997, para. 27)

Face to Face Interviews: Interviews were conducted after each experiential session in the TeachME™ Lab and at the culmination of the study (Creswell, 2007). Interviews are a common data collection tool in qualitative research. Four sets of research questions (e.g. week one questions, week two questions, etc.) were created and used for this study.

Researcher Journal: Throughout the course of the study the researcher kept notes, thoughts and experiences in a researcher journal. The journal allowed the researcher to be self-reflective when processing her interactions and experiences with the participants and in the TeachME™ Lab (Hatch, 2002; Janesick, 1999; Yin, 2003).

Researcher Observations: Observations are also a common data collection tools in qualitative research (Creswell, 2007). The researcher completed observations of all participants during the training session and all four treatment groups via video and/or audio recordings in the TeachME™ Lab settings.

PSC Trainee Demographic Sheet: The PSC Trainee Demographic Sheet will provide the researcher with valuable information regarding participant's prior knowledge on specific areas pertaining to classroom management (e. g. experience working with adolescents, mixed reality, and past counseling experience)(see Appendix B). The researcher chose to evaluate whether PSC students have past experiences working with children due to the belief that these past

experiences will increase the participant's level of understanding of how to manage a classroom through enactive learning (Bandura, 1986).

PSC Trainee Perceived Teaching Efficacy Self Report: This is a 5-item open ended survey exploring PSC trainee teaching efficacy (see Appendix F). This measure has been adapted from the Teacher Self-Efficacy Scale (Schwarzer, Schmitz & Daytner, 1999; Schwarzer & Hallum, 2008). The open ended questionnaire is one portion of a triangulation of qualitative data (Creswell, 2007; Golafshani, 2003).

Researcher: It is important to note that in qualitative research the researcher is the primary instrument (Patton, 2003). Patton (2003) stated "because the researcher is the instrument of qualitative inquiry, the quality of the results depends heavily on the qualities of that human being" (p. 513). Therefore it is important that the researcher remains unbiased, supporting the researcher's choice to not begin the study with a hypothesis of findings.

<u>Procedures</u>

The procedure for the study was completed during fall 2010. Participants were enrolled in a fifteen-week course titled School Counseling Internship MHS 6947 at the University of Central Florida. In supplement to this course, the researcher offered day and times for four training sessions. The first training session included a two-hour lesson performed by the researcher on the topic of classroom management and how to facilitate a classroom guidance lesson. The second, third and fourth training sessions were offered for one hour each in the TeachME™ Lab in which participants were allotted up to fifteen minutes from preparation to classroom facilitation of classroom management and classroom guidance skills using the mixed reality simulation.

At this time, there is no literature discussing training PSC counseling skills using mixed reality; as such, there are no clear guidelines on the appropriate number of training sessions using mixed reality. Four training sessions were chosen because the research literature on instructing counselor students in specific counseling skills in areas – such as microcounseling (Guttman & Hasse, 1972), motivational interviewing (Young, 2010) and psychodynamic therapy (Guthrie et al., 2004) – advocates the use of four sessions. Both Young (2010) and Guthrie et al., (2004) completed their counselor trainings in supplement to counseling course work.

Initially participants took part in a two-hour training on classroom management facilitated by the researcher which will focus on three objectives: (a) to observe the use of classroom management skills, (b) to review classroom management skills and their purpose in the classroom and (c) to connect the need to use and understand classroom management skills when facilitating a classroom guidance lesson. These objectives were met through the completion of several classroom activities including watching the video *Classroom management for teachers and support staff presented by National Education Association*, the evaluation of a guidance curriculum lesson (Appendix C) and a discussion on the role of the school counselor in the classroom in accordance with the ASCA National Model. At the end of the two-hour training participants were provided with the times and dates of the three experiential sessions in the TeachME™ Lab, where the participant group practiced their classroom management skills and the facilitation of classroom guidance skills in a mixed reality.

Training within the TeachME™ Lab took place twice a week for three consecutive weeks. The four participants chose one-training per week. This allowed flexibility for participants to participate in the study based on the convenience of the meeting times. This was

done because all participants volunteered personal time to be a part of the study in addition to their class load, on-site internship and job.

The sessions took place in six to eight minute increments in which each student practiced their classroom guidance facilitation skills. This length of time was chosen based on suggestions provided by the main researcher involved with the TeachME™ Lab who stated that due to the realism of the mixed reality simulation this short amount of time has been seen to overwhelm seasoned teachers.

These sessions were both videotaped and audio taped to observe participants interacting with the virtual students and to allow the researcher to see behaviors that she may have missed. Each student was given part of a lesson plan on bullying (Newman, Horne & Bartolomucci, 2000) to present to the mixed reality class (Appendix D) also; the inter-actor was given a baseline (Appendix E) of how disruptive each virtual student in the classroom should behave to ensure that each student began at the same starting point. However based on the participant – virtual student interactions the inter-actor was given full control of how difficult virtual student classroom behaviors may become.

After the experiential component in the TeachME™ Lab, each participant took part in an interview where they had the opportunity to discuss their experiences, practicing their classroom management and classroom guidance skills. These interviews were audio taped so that the researcher could have all data transcribed after the sessions and remain fully present while working with the participant. The researcher facilitated each interview using pre-made interview questions. Each interview lasted between ten to fifteen minutes and was completed in the

TeachME™ Lab. Altogether, the combination of both the training in the TeachME™ Lab and the interviews took between 60 to 75 minutes for all four participants.

During the last treatment group each participant was sent the PSC Trainee Perceived Teaching Efficacy Self Report (Appendix F) via email. Each self-report was completed during the participants own time and returned to the researcher either via email or in person. Also during the last treatment group each participant was notified of dates to meet for the final interview. Each participant was instructed to email the researcher with a suitable time to meet.

The final interviews were conducted between two to two and a half weeks after the participants' final experience in the Teach ME Lab. Like the interviews conducted before, the researcher used pre made interview questions. All interviews were conducted in a conference room in the Teaching Academy Building at the University of Central Florida.

Reliability and Validity

Golafshani (2003) stated that "to understand the meaning of reliability and validity, it is necessary to present the various definitions of reliability and validity given by many qualitative researchers from different perspectives… to ensure reliability in qualitative research, examination of trustworthiness is crucial" (p. 600-601). The researcher ensured her trustworthiness when reporting data through the use of audio and/or video recording of all interviews and observations. She also wrote in a journal throughout the time spent working on this study (Hatch, 2002; Janesick, 1999; Yin, 2003).This was completed as a way of allowing the researcher to be self-reflective of any initial reactions she had during her interactions with the participants in order to remain unbiased and as a way to go back, review and document any student behaviors that may have been missed.

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Triangulation of data was also used to bring reliability and validity to qualitative research "strengthening the rigor and trustworthiness of the findings" (Creswell & Miller, 2000; Glesne, 2006; Leech & Onwuegbuzie, 2007, p. 575). Triangulation is the use of three types of data collection to ensure that the researcher is provided with a clear abundance of participant information (Hatch, 2002; Leech & Onwuegbuzie, 2007).The researcher used interviews, observations and open-ended surveys all of which were directly obtained from the participants on their perceptions of the mixed reality training. By using these three data collection methods the researcher was able to explore the information provided by the PSC students in depth.

Finally the researcher interacted with a peer debriefer throughout the development, application and analysis of her study. Her peer debriefer is a licensed mental health counselor and fellow doctoral student at the University of Central Florida who had completed two courses focused on qualitative research and has conducted research using qualitative methods. Peer debriefers allow the researcher to be self-reflective, brainstorm and critical of their role in the study. Peer debriefers also challenge the researcher and add a critical eye to the work being done (Cooper, Branden & Limberg, 1998). The peer debriefer provided the researcher with a brief account of his interactions with the researcher over the course of the study (Appendix K).

Data Analysis

Before qualitative analysis could occur, the researcher must note her positionality (Glesne, 2006). The researcher of this study has a Master's degree in Counseling and Psychological Services with an emphasis in Professional School Counseling. During her training as a PSC the researcher did not complete a classroom management or classroom guidance course. However, she had previous classroom management experience and was very comfortable

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when placed in a classroom during her practicum and internship experiences. She is now a provisionally certified PSC in the State of New York and has been working with students since 2007. She continues to have a strong sense of professional identity and tends to be vocal about the need for PSC's to advocate for themselves within the field of education.

To determine that qualitative data was validly collected, the researcher used three different data collection methods (triangulation): interviews (audio and visual), observation, and the results of a self-report open-ended questionnaire on student attitudes of perceived self-efficacy when delivering a guidance curriculum lesson (Creswell & Miller, 2000; Glesne, 2006; Leech & Onwuegbuzie, 2007). Audio recordings, researcher journal entries and open ended questionnaires were transcribed and coded to assess themes arising from the learning environment (Emerson, Fretz & Shaw, 1995; Mills, Durepo & Wiebe, 2010). An inductive approach to coding was used when assessing themes. Meaning that codes were created based solely on the data provided (Mills, Durepo & Wiebe, 2010).Finally, themes and codes were examined to develop a theory based on the findings in support or in opposition of whether the mixed reality simulation aided participants in their ability to affectively facilitate a classroom guidance lesson and build teaching efficacy.

Ethical Considerations

It is also important to note that there was a minimal risk for PSC students participating in this study. Ethical considerations included transference of emotions towards virtual students during participation. Interaction with the virtual students can elicit an emotional response like in person to person conversation. As PSC students engaged with virtual students, the virtual student response is provided by an inter-actor (an actor/actress) behind the scenes who can see

and hear the PSC trainee's in real time allowing for an appropriate response, which may be surprising to PSC students participants in this study.

The Hawthorne effect is one of the main limitations in qualitative research especially when audio and video data is collected during observations, interviews and/or focus groups (Hatch, 2002). The Hawthorne Effect is the belief that since the participants know that they are being continuously observed they will put in extra effort to do well. Second, through using a small homogenous sample, there is limited diversity in the sample (Hatch, 2002). Finally, the third limitation is the fact that the researcher is the main instrument therefore, if the researcher has any biases on how the findings for the data should be, and then the interpretation of the data can be favorable to the bias (Patton, 2003).

Chapter Summary

In this chapter the researcher discussed the overall methodology for this study including the: (a) theoretical framework and research questions, (b) design, (c) instruments, (d) procedures, (e) reliability and validity, (d) data analysis and (e) ethical considerations. Altogether, this study was an exploratory single case, case study assessing the use of an innovative experiential training for classroom guidance facilitation skills for PSC students enrolled in the School Counseling Internship course.

This study was theoretically grounded in Social Cognitive Theory and the use of enactive learning to observe student growth in their ability to manage a classroom and deliver a classroom guidance lesson, as well as to observe changes in student self-efficacy regarding their ability to deliver a classroom guidance lesson. Altogether there were four participants, all of whom were female between the ages of 24 to 35 with an average age of 28. Two of the participants self-

identified as Caucasian/ White and two identified as African American/ Black. None of the

participants had past teaching experience but all reported having past experience working with

adolescents. Participants were also asked whether or not they had past experience facilitating

small groups as a way to examine whether prior experience facilitating group counseling had an

impact on their ability to manage the dynamics of a classroom.

CHAPTER FOUR
RESULTS

Introduction

This study took place over the course of three months during the fall semester of 2010. There were four participants, all of whom were female between the ages of 24-35. None of the participants had previous teaching experience and were students at the University of Central Florida in the School Counseling program. All participants were also enrolled in the School Counseling internship course at the time of the study and were enrolled in or had already completed the required classroom management course.

The Teach ME Lab is defined as a mixed reality classroom (originally named the STAR Simulator) designed to train pre-service teachers in classroom management skills. The TeachME™ Lab at the University of Central Florida in partnership with Haberman Education Foundation and Simiosys LLC,(Dieker, Hynes, Hughes & Smith, 2008; Dieker, Hynes, Stapelton & Hughes, 2007) created a mixed reality classroom equipped with five virtual students of differing ethnicities. These five virtual student were created with

> four layers of behaviors for those virtual students who are not being directly addressed by the teacher. These are essentially on-task, off-task, fidgety and disruptive. An inter-actor controls the virtual character of the student being directed. An AI module controls the raising and lowering of states of the non-addressed characters through time-based state transitions; we also provide a means through which the Trainer acts as a fitness for the AI module, raising or lowering group or individual states of agitation (Dieker, Hynes, Stapelton and Hughes, 2007, p. 5).

All participants completed a training in classroom guidance with an emphasis on how to manage a classroom environment led by the researcher of this study, which was conducted separately of the participants' classroom management course. After completing the training the four participants were given the opportunity to interact with the virtual classroom in the TeachME™ Lab, individually. This process provided the participants with a combination of observational learning via the classroom management training and enactive learning via the TeachME™ Lab experience (Bandura, 1986). After the experiential trainings all four participants were scheduled to complete an after session interview. The after session interviews consisted of three to four fixed questions (see appendix H) per interview. The researcher would often ask questions outside of the fixed questions depending on the way the participant interacted with the virtual classroom on that specific day. Once all the interviews were completed the researcher assessed themes that appeared throughout the training interviews, across participants.

<u>Classroom Management Training</u>

Classroom management training was completed in the University of Central Florida Teaching Academy Building. The participants were given the choice of attending on two separate dates; meaning that the researcher conducted the same training twice. The first training was facilitated for one of the four participants, Allie who due to a schedule conflict would not be able to attend the originally scheduled date. The second training was conducted with the other three participants: Maya, Kate and Leila. Though the two classroom management lesson plans and the location of the training were the same the researcher found that there was a difference in the movement of the discussion due to her participant attendance for the day. This also meant that there was a difference in the training length. The training with Allie was completed in one

hour whereas the training with Maya, Kate and Leila was completed in the two-hour time frame, as scheduled. This was due to the fact that the training moved more quicklywith Allie because there were no group discussions.

As stated in chapter three the training consisted of three objectives: (a) to observe the use of classroom management skills, (b) to review classroom management skills and their purpose in the classroom and (c) to connect the need to use and understand classroom management skills when facilitating a classroom guidance lesson. These objectives were met through the completion of several classroom activities including watching the video *Classroom management for teachers and support staff presented by National Education Association* (2003), the evaluation of a guidance curriculum lesson (Appendix C) and a discussion on the role of the school counselor in the classroom in accordance with the ASCA National Model.

Allie

The training with Allie was completed on a Thursday afternoon after she returned from a day at internship and before attending her Thursday night class. Allie at the time of the study was a 24 year old white female with a very perky and upbeat attitude; the researcher rarely observed Allie not smiling or laughing and the day of the training was no different. Allie came into the training ready to work and immediately engaged in discussion.

To start the researcher wanted to assess how much Allie knew about classroom management. At that time Allie explained that she was taking a classroom management course online while interning. However, her internship site already had her facilitating classroom guidance lessons within the first few weeks of internship. Allie discussed feelings of unpreparedness going into her internship. She was afraid of teaching a classroom guidance

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lesson because she had no previous training and felt that the online classroom management course she was enrolled in was focused on traditional teaching for school teachers and not meant to prepare school counselors to manage a classroom for a guidance lesson. The researcher then discussed with Allie the expectations for school counselors as suggested by the ASCA National Model, seen in the discussion below.

Researcher: Well, that's okay too because you also have the classroom management class here at UCF, in the summer. I want to say, or sometime before you start internship.

Allie: I'm in it now.

Researcher: You're in it now? So you can do it in conjunction with internship?

Allie: I'm in two classes and internship… I just started the class but it's not a lot about classroom management. Really, it's like an overview of teaching.

Researcher: Of teaching?

Allie: In general it is what it seems like to me at first. So it's like answer these questions about lessons. Go online, find a website, and do research about this. I mean its busy work.

Researcher: Well, what would you like it to be like?

Allie: A real class about it?

Researcher: Okay, well? …you're taking classroom management courses now, you're in internship, and before you even kind of taught in the classroom management class, you were doing classroom management in your internship. But that's part of who school counselors are. If you look at research, we're expected to do it anywhere between 25 –

45% of our time. And, you being in elementary school right now, you're expected to do it

at least 45% of your time.

Allie: I'd say it would be a little less . . . I mean depending on the situation. No I'm

saying general what she does…that's a lot.

Researcher: You know you need to know how to do it.

Allie: Absolutely.

As Allie continued to discuss the lack of training when it came to preparing her to

manage a classroom the researcher was interested to see if she learned anything from the

classroom management video used during the training; and whether or not she observed parallels

between what is taught to teachers about managing a classroom and some of the skills counselors

are taught when preparing to facilitate a group. Finally, in the classroom management video the

topic of disciplining students arose. The ASCA National Model (2005) clearly states that school

counselors are not disciplinarians, which developed into a conversation between the researcher

and Allie on how to work with students who act out without falling into the disciplinarian role.

Researcher: So, what did you see in the video that you feel you can bring with you when

doing a classroom management class?

Allie: I think like, setting the tone. Like, I was thinking, um, like I could have rules that I

take with me or things like that and transitioning too. 'Cause sometimes its awkward at

the end or something like that. My supervisor does like different things. Like a blastoff

class, that I think is cute. And they count down or something like that. Like something

that gets the kids to know this is the end or this is the beginning or pay attention to

me…establishing whatever that is.

Altogether the researcher found that the training effectively provided Allie with the content necessary for her to complete the experiential portion of the study. Despite the fact that she was in a classroom management course she appeared to still experience some apprehension about teaching classroom guidance lessons on her own and with older youth. At the time of the training she already had co-led classroom guidance lessons with elementary school youth and was both interested and nervous about working with the virtual students in the TeachME™ Lab especially since they are designed to be students in early adolescence.

Maya, Kate and Leila

The training with Maya, Kate and Leila was completed on a Saturday morning. These three participants were very different from one another. At the time of the study Maya was a 25 year old African American female. Maya like Allie is someone the researcher rarely observed without a smile. She liked to laugh and laughed often. However, she knew when to be serious and was a very hard worker. Kate at the time of the study was a 28 year old white female. She was more serious than the other girls and had a very strong work ethic remaining focused on the task given to her. Finally, Leila at the time of the study was a 35 year old African American female. The researcher found her to be very soft spoken and quiet, however when it came to completing a task she was engaged and willing to work.

Similar to the training with Allie the researcher wanted to assess Maya, Kate and Leila's knowledge of classroom management. Unlike Allie, all three participants had already completed the classroom management course before enrolling in the internship course. However, many of the complaints that Allie had about the classroom management course were echoed by Maya, Kate and Leila. The participants found the work to be tedious and did not like that it was offered

online. They discussed the fact that they would have preferred it be more hands on and school counselor focused. According to the participants the class was teacher focused and did not address the needs of the School Counselor in the classroom.

> *Researcher: I do have a quick question about what you think about the classroom management courses that you have taken. Were they helpful?*
>
> *Maya: They might be a little more helpful if they weren't online.*
>
> *Leila: It's so very, book directed. It's just that you have no… (silence)…and I think we did a few case—situational kind of things. You know, for me I need a little of the hands on, do it and kind of reflect on how I did, how I could have done better, and those kind of things. So I think if you have some aspect of that where you could have done within that class, then it would have been better for me.*
>
> *Maya: Especially if this is a virtual thing. I mean this is gonna be an online class on being like, doing a virtual lesson it would be better than just writing out lessons plans. I feel like it's not hard to write out lessons plans. But. .*
>
> *Kate: Actually doing it.*
>
> *Leila: Doing it and getting that feedback of "I can be in that environment."*
>
> *Researcher: So you feel that you're missing the experimental views into classroom management?*
>
> *Leila: And I am. Even if you have to leave class you can at least go to a school and do something for a day or something. You still have to have came back and (inaudible) I don't know, maybe doing a little role playing among the group as well. Interacting and just kind of doing it. Because to me it's kind of like just grieving, (inaudible), and we did*

(inaudible). I didn't get that part of the interaction. I need that, you know, to be able to practice and get the feedback.

Researcher: Yeah. Well, is this something that you guys take in just the school counseling course or do you take this with the other education students?

Maya: Other. With everyone, everyone in the education has to take this in.

Kate: Like someone (inaudible) with other teachers.

Researcher: Do you feel like it's geared in any way to school counselors?

(Many talk at once) Leila: It applies if you are not a teacher. So I have to take it because I didn't have a teaching certificate.

Maya: Yeah but the undergraduates, like, have to take it or something.

Leila: Well, yeah.

Maya: Like there are a ton of people who were studying to be teachers.

Kate: Or are teachers, or people who want to be teachers have an undergrad in education…and now they want to become teachers, they're getting their masters.

The researcher then continued with the training. While reviewing the video the researcher wanted to assess whether or not Maya, Kate and Leila saw any connections between what was being taught about managing a classroom and the skills counselors are taught when facilitating a group. Unlike Allie's training session; Maya, Kate and Leila did not participate in discussions as easily causing the researcher to fall more into a teacher role. The participants did see that there was a connection between some of the skills being taught in the classroom management video with the skills that they have been taught as counseling students. The researcher took the discussion one step further and lectured briefly about the classroom

environment and the importance of the teacher – school counselor relationship. The researcher then wanted to explore whether Maya, Kate and Leila had learned anything else from the viewed portion of the video leading to a short discussion on the topic of teacher expectations of students and the importance of using motivation when working with students. Other topics discussed while watching the video included recognizing differences in student learning styles, keeping students engaged and classroom/ class subject transitions.

After the video was completed the researcher and the three participants began to discuss the PSC role when it comes to disciplining students (see below). Initially the participants discussed the disciplining of a student as they saw in the video which was geared towards teachers. As the discussion continued it turned into a conversation about how PSC's should work through bad behavior in the classroom environment and how disciplining a student can affect the PSC/ student relationship.

> Kate: I know, um, I liked when she said, "consequences don't have to necessarily be immediate but I can't think of any examples". Like, okay, you're in trouble or you're going to be in trouble, stop that. Or, you know what mean or like tomorrow you're not going to be able to do x, y, and z. Is that what you meant?
>
> Leila: Well, you can also give them a warning. I'm thinking that's what she meant. To me, if the rules are you don't act up in class, next time I see you do it, something like that.
>
> Kate: But then like, if he did it the second time…
>
> Leila: Then it would have to be immediate but you also think that when you set up riles, you have to fulfill them because you just can't set up rules then let it slide because then other kids will see that as well.

Maya: And they're going to test you.

Researcher: As a counselor, what is your role as a disciplinarian?

Leila: I feel because I have to do a group on Tuesday and I'm thinking about that… what do you do if you make up the rules and then something happens because I think you need to punish as much as to educate, in away. To kind of explain, you know, these are why we have these made up, hopefully, go from there.

have these made up, hopefully, go from there.

Maya: What do you mean punish students?

Researcher: What would happen as counselors if you began to punish students? Send them to the dean, send them to the vice principal.

Kate: I think you lose your—

Leila: You lose your trust.

Kate: Lose your trust.

Leila: They lose trust in you as the person they could confide in. Tell their things to. So I think you lose the trust and the respect you have garnished with the student.

While brainstorming how PSCs can manage a classroom while not falling into a disciplinarian role the participants began to discuss how to establish rules in the classroom and whether or not they could implement consequences for bad student behavior.

Maya: I'm thinking, um, I just thought of something. That before you start establishing rules made with their own consequence, so that way maybe I can implement a consequence.

Kate: (laugh) and talk at same time. Like that may take a long time to come up with a consequence, so you know what if you have 40 to 30 minutes to do a guidance lesson how much time are you going to take to come up with rules and consequence.

Maya: You know, you're right.

Kate: In a group that makes a lot of sense but in a classroom guidance, I don't… that is something that I'm just not, figuring it out.

Maya: But in group I feel comfortable with all of it but in lesson, I guess I don't know.

The training concluded with a brief conversation on the topic of how to manage a classroom guidance lesson without breaking confidentiality. After which, the researcher explained the process of the experiential training to take place in the TeachME™ Lab.

Cases

After the completion of the classroom management training all four participants continued on to the experiential training sessions in the TeachME™ Lab on their separate from one another. These case examples will discuss the experiences of both the participants and the researcher through the experiential training and interview processes.

Allie

During Allie's first experiential training session she instantly took command of the virtual classroom. The researcher could clearly see that Allie's recent experience managing a classroom during her School Counseling Internship influenced the way that she was interacting with the virtual classroom. However Allie's internship placement was at an elementary school and the virtual students in the TeachME™ Lab were interacting with the participants as eighth/ninth graders; which at times led Allie to talk with the virtual students in a way that could

be construed as condescending for that particular age group but could be seen as encouraging when working with an elementary aged student population.

After her first experiential training session Allie completed her first after session interview. One of the first things Allie discussed was realism of the TeachME™ Lab. She felt that she did not connect with the virtual students in the TeachME™ Lab because the virtual students were not realistic. She went on to explain that as a counselor something that she often depends on when working with students is reading their body language and feeding off of the students nonverbal behaviors.

> *Researcher: So what was it like doing this TeachME™ experience? What was it like working in the TeachME™ Lab?*
>
> *Allie: I thought it was like, um, I wish I had more teaching preparation but I liked it. I don't feel like it's as realistic because and maybe it's their posture…things like that. Like when you see real kids; you see their expressions, you see; and I can always read the kids. Like one kid I thought was shaking because he was nervous or was that just like the way he looked? Things like that. If that was a real classroom it would probably be different.*

Also, Allie discussed the fact that she was already facilitating classroom guidance lessons at her internship site. Once again she made the recommendation that the training in the TeachME™ Lab should be completed before internship.

> *Researcher: Do you think this kind of training is effective?*
>
> *Allie: Yes, but before the internship.*
>
> *Researcher: Before the internship?*

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Allie: Basically because all of us are expected to be doing this now and I do it about six times a week, I'll say.

Researcher: And we've talked about the classroom management course. How do you think this will fit in with classroom management course?

Allie: Yeah, oh yeah. I think that it will be really good because I mean going into internship I was most nervous about classroom management and I was like as a counselor I'm not going to yell at kids. I don't want to punish them. I'm not going to write your name down, you know? That's what they do in elementary.

Allie's first interview ended with the researcher asking her about working with middle school aged or high school aged virtual students and her thoughts on working with that age group while completing her experiential training in the TeachME™ Lab, in comparison to working with elementary school aged children during her internship. Though Allie, felt working in a virtual classroom with virtual students who were middle school or high school aged was "fine" in comparison to working with elementary students during her internship, she did acknowledge that there was a difference between the two.

Several days later Allie completed her second and final experiential training session. Similar to her first interaction with the virtual classroom Allie greeted the virtual students as if they were elementary school aged which elicited a negative response from them. As the students began to challenge her Allie became flustered and at one time during her lesson looked at the researcher and stated "people are not listening, that just does not happen… that wouldn't happen to me", which was surprising for the researcher to hear, seeing that the virtual students behaviors were in line with the age group that they represented. For instance the behaviors included

talking out of turn, laughing, and interruption of the PSC and of other students in the classroom. Allie did move around the classroom and talked with the virtual student on a one to one basis but didn't change her teaching style despite the fact that it was not working with this population of students. Altogether Allie did not appear comfortable working with the virtual classroom though during her interviews she stated that she felt that the experience was beneficial.

Due to the fact that Allie's second experiential training session was more difficult than her first the after session interview immediately went onto the topic of working with difficult students and school counselor lesson preparation. She had personally felt unprepared when facilitating the lesson and felt that was part of the reason why she performed poorly in the TeachME™ Lab. She also discussed how the virtual environment was not realistic when it came to disciplining students.

Researcher: So this was a tougher classroom than before.

Allie: Yes, were you not there for the two of them (laughs)… I just I don't know, and in reality if someone was consistently cursing and being disruptive, you know they would be removed.

Researcher: You would remove them?

Allie: I mean I don't think that I will let it get to that point but I think that they will go to that point here, you know what I mean, does that make sense?

The researcher found that the more difficult Allie found the process to be the more she would blame the training.

Allie continued to discuss how she felt part of the reason that she could not distinguish between the virtual students was because the system needed more than one puppeteer because

she believed whoever was controlling the virtual students was not keeping voices and movements in sync, so she would become confused and call on the wrong student. She discussed how she relied on non-verbal behaviors and building rapport as a tool when managing a classroom.

> *Allie: I think I rely a lot on facial expressions and reading personalities of kids, and*
>
> *building relationships with them and so probably if I came into a classroom where this*
>
> *was the norm…like you know how some teachers don't have classroom management so*
>
> *they're not expected to perform it. That would be bad.*
>
> *Researcher: So is that something that you knew about yourself beforehand?*
>
> *Allie: Well, kinda, it's something that I know more now.*
>
> *Researcher: Is that because you cannot tell facial expressions here (in the TeachME™*
>
> *Lab)?*
>
> *Allie: Yeah.*

However, the researcher did not observe the same disconnect between the vocal and visual behaviors in the virtual students. Allie also felt that it was not realistic for her to be provided with a lesson plan because she would "not teach a lesson that way", and it would be better if people who train in the TeachME™ Lab can create their own lesson plans. Though she found her second experiential training to be difficult she continued to state that this type of training would be beneficial before internship.

After several weeks had passed the researcher conducted a final interview with Allie. During the final interview Allie and the researcher discussed whether she felt her time in the TeachME™ Lab was helpful. She explained that since she started facilitating classroom

guidance lessons around the same time the study began she was unsure if it really had any effect on the way that she facilitated classroom guidance lessons. However, she believed that if she had received the training before starting her internship it would have been beneficial.

> *Researcher: Do you feel that the experience you had in the Teach Me Lab helped you become more prepared for teaching in the school setting?*
>
> *Allie: Um, it's hard for me to answer that because I did it after it really started. But, I think it would have made me more at ease. Because it's definitely more extreme than anything I have ever experience and I think it's the age and all that too. But, yeah, I think it would have made me feel calmer when I went to a real classroom setting.*

Allie did state that the her experiences in the TeachME™ Lab helped her realize that she enjoyed being an elementary school counselor and was unsure if she wanted to work in a middle or high school. She also, acknowledged that even when interacting with the middle school aged virtual students that she was speaking to them as if she was working in an elementary school; which was something that the researcher had noticed and was concerned about while Allie was facilitating classroom guidance lessons in the virtual classroom.

> *Allie: I think I noticed that a lot of what I do is so elementary. So if I was in middle school, or something I would definitely have to change certain things about the way I introduce myself. Like, "Hello boys and girls" (laughs) that you can't say that in the Middle School or High School. I'm just used to saying that. Um, I think I can definitely work with them because we definitely have older fifth graders that I work with and they seem to like me. (laughs) Umm, and we definitely have some tough kids that I have heard*

curse people out like nobody's business. But they have been fine with me. But I don't

know if that's just me or it's just that I catch them on a good day (laughs).

After her final interview the researcher reviewed Allie's completed *PSC Trainee*

Perceived Teaching Efficacy Self Report. The researcher found that Allie responded to all five

questions positively. When given the statement "I am convinced that I am able to teach

successfully all relevant subject content to even the most difficult students. Why or Why Not?"

Allie responded:

> *Yes, because I believe that students respond when a person genuinely cares about them.*
>
> *I show respect to students which will eventually lead to me earning their respect. I don't*
>
> *think that you can teach students or get through to them unless you show respect and that*
>
> *you care.*

Allie's answers revealed someone who was confident in her abilities to facilitate a classroom

guidance lesson leaning on the belief that through building rapport with her students they will

return respect. She discussed the role of rapport and students response to PSC who are genuine in

response to four of the five statements. The only statement where she did not mention rapport

building was "Even if I am disrupted while teaching, I am confident that I can maintain my

composure and continue to teach well. Why or Why Not?" to which Allie responded:

> *I've had experience with this, and have been able to remain calm in difficult situations. I*
>
> *also realize that most students are trying to get a reaction. I will not get into a "power*
>
> *struggle". I feel comfortable asserting my expectations, and then it is their choice from*
>
> *there.*

Though the researcher found Allie to be a well-intentioned student she was the participant that the researcher felt made the least improvement while interacting with the virtual classroom. Part of this could be due to the fact that Allie began to facilitate classroom guidance lessons at her internship site around the same time the study began. Also, Allie's internship site was located in an elementary school and it appeared to the researcher that Allie was taking from her experiences at her internship site and using them in the TeachME™ Lab.

Kate

Kate was the first participant to both begin and participate in all three experiential training sessions. During her first session Kate thought that the inter-actor was in the room and looked behind screens and room dividers. The researcher told her "no one is there" and that she was the only one in the room aside from the researcher herself. Also, in the very beginning the researcher was struck with the feeling that the participant did not take her interactions with the virtual class seriously, as she began her lesson Kate began to laugh. It was unclear to the researcher whether or not this was nervous laughter. However, when the virtual students began to challenge her the researcher noticed a dramatic change in her behavior. She became easily annoyed with the virtual class taking on a more serious tone than earlier in the lesson. The researcher allowed for her to interact with the classroom for 6 or 7 minutes, which may have been too long for this particular participant who appeared to feel overwhelmed by the process.

After her session Kate did not complete her after session interview due to a time conflict. She had to go to one of the other counseling courses that she was enrolled in at the time of the study. She agreed to discuss both her first and second trainings when she returned to the TeachME™ Lab.

A week later Kate returned to the TeachME™ Lab to complete her second experiential training. The researcher observed slight changes to the way that Kate started the virtual class in comparison to her first session. First, when beginning the lesson both Kate's body language and tone of voice gave the researcher the feeling that she was going to be more firm in the way that she approached both the class and the lesson than her first time in the TeachME™ Lab. However, as the lesson moved forward Kate once again began to laugh. At this time the researcher recognized that Kate's propensity to laugh was connected to times when she was challenged by the virtual students; confirming that Kate was experiencing a nervous laugh. Another way the researcher could tell that Kate was uncomfortable was that she began to make eye contact with the researcher as if she were ready to give up. Despite Kate's nervous laugh and her readiness to end the session the researcher observed a marked improvement in her ability to facilitate a classroom guidance lesson. Unlike her first session Kate was a lot more serious about facilitating the classroom lesson and through that seriousness she was able to better facilitate the classroom guidance lesson.

After her second experiential training session Kate completed her after session interview. This after session interview was longer than the others because the researcher and Kate were discussing both experiential trainings one and two. The first thing that Kate discussed during the interview was that her second experiential training felt a little better solely due to the fact that she had interacted with the virtual classroom before and that her first experiential training session was more intimidating.

Researcher: Kate, you ready? How are you feeling?

Kate: Good.

Researcher: So this is time number two for you. Was this different than before?

Kate: Yeah, I guess a little, just because I already gone through it…. You know I kinda knew what to expect.

***

Researcher: So, the first question is: What was it like to practice your skills in the Teach Me Lab, the first time?

Kate: Well the first time, it was kind of intimidating…just because I have never done it before. And I maybe was lacking confidence…but overall like a good experience.

Researcher: So, what was it like to practice your skills this week, now that you have had that experience?

Kate: Still lacking the same confidence and I wish that maybe I was a little more prepared.

Researcher: Okay.

Kate: Well, I think that the next time I will think of other questions, I don't know maybe a little more prepared next time.

Though Kate found the second experiential training to be "a little" easier than the first she still struggled with confidence while facilitating a guidance lesson in the virtual classroom.

Finally, Kate discussed her role as a disciplinarian in the classroom. She found it to be the most difficult parts of her duties; especially in a classroom where she knows that the students are "not real".

Researcher:…What are some things you learned about yourself while facilitating this lesson?

Kate: That is hard for me. It's hard for me to discipline but I already know that about myself. And I don't know that if in real life situations I'm gonna want to laugh that much. I sure hope not. I think that just like is, I because, I know it's not real and they are funny but I don't know, maybe but it did surprise me a little bit.

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Researcher: What strikes you about the fact that it's not real? What is it about the training that makes you feel that it's not real?

Kate: Well, I just know. I just know that it's not real 14 year old students. You know what I mean?

Researcher: Yeah.

Kate: But other than that, no, I mean, it's like the best scenario. Besides having 14 year old people, I think, I mean, it was still really good I think.

Researcher: Okay, so do you feel this kind of training is effective?

Kate: I do.

Researcher: Okay.

Kate: I do.

Researcher: Why is this effective?

Kate: Because it's still, um, real time. You are not just learning real strategy or ways to be in the classroom. Its real time so it's still a comment made or something happens than you need to respond right then. So I still feel, you have to—

Researcher: Think on your feet?

Kate: Exactly.

However even though Kate viewed the virtual students as not real she still felt that training was beneficial and allowing her to "think on her feet", without to work with real children; which is one of the highlighted benefits when using the TeachME™ Lab (Dieker, Hynes, Stapleton & Hughes, 2007).

Unlike her two past experiential training sessions during her final training Kate came into the classroom confidently and began the lesson without any hesitation or nervous laughter. She greeted her class and seamlessly went through her lesson plan as she began a discussion on the lesson topic. While leading the discussion she navigated her way around the virtual classroom and when challenged by the virtual students she would use her previously learned counseling skills (reflection, paraphrase and open ended questions) to get back on task. The researcher observed a marked improvement in Kate's ability to facilitate the classroom guidance lesson, and just as Kate was getting into the groove of the lesson when the technology in the TeachME™ Lab shut down, possibly due to inclement weather experienced in central Florida (we were under a tropical storm warning in the area) on that day, causing Kate only complete half a session (three minutes, compared to the six to seven minutes scheduled); meaning that Kate was unable to close out the lesson for this session. However, in that brief time in the virtual classroom she was able to effectively facilitate the lesson while managing the behaviors in the classroom.

Unfortunately, in took roughly ten minutes to get the technology in the TeachME™ Lab to reboot. During that time the researcher went into the hall and had a brief conversation with the Kate, Leila and Maya who were all waiting to use the TeachME™ Lab on that day. She informed them that they were being audio taped and went on to ask them what they felt were the pitfalls of the experiential training. As expected the first piece of feedback was on the

technology itself. Leila stated "We are at the mercy of technology and that can make it difficult", the other ladies agreed and quickly the discussion moved to the topic of time.

> *Kate: I think it will be helpful if it was already part of a class, like we had discussed before, in the School Comprehensive…class, because then it is not like I have to get here and it is time out of my day. That would be really helpful.*

The creation of an added time commitment for these participants became more difficult over time; especially when adding time to the study when the researcher rescheduled the first week of training. At the end of the brief discussion with Kate, Leila and Maya the researcher checked to see if the technology in the TeachME™ Lab. Unfortunately by the time the system was ready Kate had to leave and was not able to complete her full third session or her after session interview. However, the researcher and Kate scheduled a time to complete her final interview for two weeks later.

During her final interview Kate immediately began to discuss how the training in the TeachME™ Lab allowed her to be more self-aware when facilitating a classroom guidance lesson.

> *Researcher: So, one of the first things I want to ask you is what has this experience overall been like for you?*
>
> *Kate: Okay, so overall the experience was um, a good learning experience. I gained some knowledge as far as maybe like self-awareness actually of how I might be in the classroom. As far as dealing with classroom management and um but I do wish it was a before internship. I have this opportunity before internship.*

She then went on to discuss how the training would be more effective if completed during the Comprehensive School Counseling Course to help prepare PSC students to facilitate a classroom guidance lesson. Especially those students like herself, who had no previous teaching experience. She explained how even though she completed a course that focused on classroom management and teaching it did not provide her with the training that she needed to make her comfortable with the idea of facilitating a classroom guidance lesson. While discussing her classroom management course Kate revealed to the researcher that she did not complete the course online like the other participants in the study.

Kate had the added benefit of role playing the facilitation of a lesson with her peers while in the classroom management course. However, when comparing the role plays to her experience in the TeachME™ Lab she found her experiential training sessions in the TeachME™ Lab to be more realistic, mostly due to her classmates' inability to convincingly play the role of a child or adolescent. She felt that the virtual students in the TeachME™ Lab more realistic and therefore provided more of a challenge when practicing how to facilitate a classroom guidance lesson.

> Researcher: Okay, umm and where has your training been so far up to this point. When it came to classroom management and classroom guidance?
>
> Kate: It was just the principles of instructions class. Um, and I actually took the here on campus. I know some people that took it online. So, they actually didn't get that much experience.
>
> Researcher: Hmm.

Kate: But, um, I had to develop a lesson and then we had to give the lessons to the class. The class was supposed to act like children or adolescence. But, I mean they didn't, it didn't really feel like a real class, you know. So, um, that was it just that one class.

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Researcher: Okay, do you think that there is a difference in doing a role play with your peers and going into the Teach Me Lab where you're working with the virtual classroom?

Kate: Yes, I do. Some people might not, but I, yeah, 'cause they definitely seem like kids like teenagers to me, I mean, my classmates aren't necessarily good actors, actresses. So the virtual students were, they were more realistic, so yeah.

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Researcher: Okay, do you think that there is a difference in doing a role play with your peers and going into the Teach Me Lab where you're working with the virtual classroom?

Kate: Yes, I do. Some people might not, but I do, 'cause they definitely seem like kids - like teenagers to me, I mean, my classmates aren't necessarily good actors, actresses. So the virtual students were, they were more realistic, so yeah.

Researcher: And what are some of your recommendations for this kind of technology in a School Counseling Program?

Kate: Well, first it's to utilize it. Um, I'm not exactly sure like how, but, I know that even now I would want, um, to talk about it after. And then to be given tips and maybe like for you to teach me like or something like do you know what I mean?

Finally, Kate provided the researcher with feedback on the overall study. The researcher was surprised to find out that one of Kate's primary criticisms was that she would have liked for the experiential training sessions to be longer. During her observations of Kate she found her to be anxious when interacting with the virtual students and it appeared as if she would have preferred to end sessions early.

Researcher: Is there anything else you'd like to share?

Kate: I guess just maybe, while I was doing this, I really don't want to say this but in retrospect, I wish it was longer!

Researcher: Okay, so while you were doing it…

Kate: (interrupts) maybe it was a little anxiety provoking but, I would like have benefitted more.

Researcher: Okay, 'cause we went anywhere between five or eight minutes. How long do you think it should be?

Kate: Maybe, 15 minutes?

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Researcher: So, when you started the experimental activities in the Teach Me Lab you hadn't done a lesson yet, right.

Kate: Right, and I still haven't, I've subbed though. So I've have to deal with some kids but I've still haven't, I start next week actually.

Researcher: So, how do you feel about going into a classroom to do a classroom lesson next week after taking part in the Teach Me Lab?

> *Kate: I feel a little bit better and more confident because of the Teach Me Lab but then I*
> *also know that I'm more confident, just because I am getting to know the students in the*
> *school as well.*

The researcher was also surprised to find out that by the completion of the study Kate had not yet facilitated a classroom guidance lesson at her internship site (as seen in the discussion below). So when asked if the experiential training in the TeachME™ Lab was helpful she stated that it did make her feel "a little" more prepared to facilitate a classroom guidance lesson. However, some of the comfort and feelings of preparedness was associated with the rapport that she had built with her students through her time spent at her internship site.

After Kate's final interview the researcher reviewed her completed *PSC Trainee Perceived Teaching Efficacy Self Report* which was returned to the researcher prior to the interview via email. Unlike Allie, Kate did not answer the questions as confidently. When given the statement "I am convinced that I am able to teach successfully all relevant subject content to even the most difficult students. Why or Why Not?" Kate responded:

> *Yes, for the most part I believe that I can teach successfully relevant subject content even*
> *to difficult students. Mostly because I am currently in my internship and have had some*
> *experiences dealing with this topic. I probably would've said "no" if this question was*
> *asked of me before my internship.*

In her response Kate gave credit to her internship course when discussing her belief that she would be able teach relevant subject content to her students and not the training she was a part of, even though during her after session and final interviews she discussed how the trainings have also been beneficial. Though based on Kate's first response it appeared that she still had

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some growing to do in regards to her teaching efficacy when given the statement "I believe that if I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students. Why or Why Not?", Kate responded:

> *Absolutely. I believe that I am and will be a positive influence on students' personal and academic development. Yes, I do need to try and try harder with certain students. If I didn't believe this was possible of myself I wouldn't be in this profession.*

Showing was optimistic in regards to her abilities to have a positive influence on her students as she continues to grow as a counselor.

Leila

Leila was the only participant to complete all three experiential training sessions and after session interviews in full. During her first experiential training session Leila had a commanding presence in the classroom and was able to successfully facilitate the classroom guidance lesson. She appeared to become more comfortable as time moved forward and then was caught off guard when one of the virtual students used the word "shit". Physically she had a negative response (her face became scrunched and she took a step back) and you can tell that she disapproved. She clearly stated that foul language should not be used in the classroom and continued on with the lesson. Similar to Kate's training the researcher stopped Leila's lesson at around six to seven minutes. At the end of the session Leila was disappointed her training session had to end and requested that she could have more time. Her request was not granted.

After her first experiential training session Leila completed her after session interview. Immediately after beginning the interview Leila expressed that she was "annoyed" with Marcus. Considering the reaction that she had to Marcus during the after he used foul language in the

classroom made this declaration no surprise to the researcher. However, she acknowledged that the feelings that she had experience towards Marcus had to do with strong personal biases that she had against the use of foul language (see the statements below).

> *Researcher: So what did you learn about yourself?*
>
> *Leila: (Laughs) I realized that I could be easily offended. Umm let's see, what did l learn about myself? I thought that as time moved on that I would have been able to adapt and set up my responses to support the situation. I went in a little nervous but as it goes on I felt a little more comfortable so I thought that I would adjust to the situation, the environment and be okay*
>
> <div align="center">***</div>
>
> *Leila: You know what I think that it's so much about how I was brought up. My own personal experiences being brought into the classroom because being brought up with a Christian background…and I think I was shocked that a child, and to me I am seeing him (Marcus) as a kid would say that to an adult. For one I think that my background is so… no cursing, and I think in my head I am thinking I can't believe that he said that and then it is a small curse word.*

Despite her personal biases towards maladaptive behaviors in the virtual classroom Leila discussed her belief that if she was given longer to work with the virtual students she would have been able to better adapt to the virtual environment; allowing her to better manage the virtual students while delivering her classroom guidance lesson.

As Leila continued to chat about her experiences managing the virtual classroom the researcher wanted to assess whether she felt the experiential training session she just completed

was effective. Leila soon began to discuss how the different personalities of the virtual students were an additional challenge that allowed her to be spontaneous and strengthen her problem solving skills.

> *Researcher: Do you feel that this kind of training is effective?*
>
> *Leila: I think it is. I mean from Monique to Marcus to Francis, they are three separate students but they are all very unique in their personalities and how you respond to them, each one is different. So you are still trying to meet the needs of getting classroom guidance lesson taken care of but still manage what was happening and how they responded to you as well… This is more hand on, this is more practice. You learn so much than you did before. This really felt like you were in a classroom with the typical and atypical responses that could happen. You could read all the notes you want but you don't get this from a book. You don't get this on feedback that you get from a teacher, so I think that it's great.*

She explained how she was learning in a way that could not be taught in a class or through reading a book. She was learning through her experiences. Through to the end of the interview Leila spoke mostly about finding a balance between managing and teaching while maintaining her role as a PSC. Finally she informed the researcher that she would like for her sessions to be longer and recommended fifteen minutes. She felt that fifteen minutes would give her enough time to adjust to the virtual environment, giving her a fuller teaching experience.

Similar to her first experiential training session Leila continued to effectively create a conversation between her and the virtual students around the classroom guidance lesson in training session two. She made sure to engage all the virtual students by name and would ensure

them that they had been heard by reflecting or paraphrasing their statements before asking for feedback from other students in the virtual classroom. Leila utilized the space in the virtual classroom while interacting with the virtual students on a one to one basis. Once again, at the end of the session Leila complained to the researcher that she would have liked more time and was disappointed that the lesson had to end.

After her second experiential training session Leila completed her second after session interview. The first area that the researcher wanted to explore was how Leila she performed during her second training session in comparison to her first.

Researcher: So what was it like to train in the TeachME™ Lab this time in comparison to the first time that you trained?

Leila: This time I was a bit more comfortable, it wasn't brand new so the novelty of what the characters are going to do wore off. I kinda knew what to expect. I wasn't shocked. So I felt a lot more comfortable in the environment.

Interestingly, Leila discussed how the novelty of being in the TeachME™ Lab had worn off. During her first training session Leila had stated that she was nervous about working in the TeachME™ Lab. Throughout her second experiential training she discussed feeling "more comfortable" facilitating a classroom guidance lesson than in the previous training session even though she had only interacted with the virtual classroom one other time.

However, aside from Leila feeling more comfortable during the experiential training session her second after session interview echoed many of the same topics as her first. She discussed how working in the TeachME™ Lab felt real and how there were different

personalities to each of the virtual students. She also discussed the importance of navigating through those personality traits to effectively deliver the guidance lesson.

Finally Leila discussed how she would like to practice incorporating student statements into her guidance curriculum lesson by building her listening and improvisational skills.

Researcher: What would you like to practice during your next session in the TeachME™ Lab?

Leila: What do you mean by practice? Like Practice a technique?

Researcher: However you want to define that. Do you want to practice a technique?

Leila: Umm let me think I guess in a way I want to learn how to incorporate the questions into the lesson plan.

Researcher: The questions from the lesson plan?

Leila: No, it's like when Monique says this has to do with her boyfriend… and how do I take that response, something like that and incorporate it into the lesson… I guess that comes as you get better doing lessons, you will get better with the transitioning of their answers into the lesson.

Leila specifically discussed a situation where one of the virtual students began to discuss her boyfriend during the classroom guidance lesson (see above), and she wondered how she could take that tangential conversation and bring it into the planned lesson.

Finally Leila completed her third experiential training session. Once again she appeared confident in the virtual classroom and was able to manage the range of behaviors presented by the virtual students. As she facilitated her classroom guidance lesson she was able to create a

conversation with the virtual students both as a group and as individuals. She also continued to use her counseling skills to keep the conversation on topic.

After her third experiential training Leila completed her final after session interview. During her final interview Leila once again discussed feeling more confident than the session before, particularly when it came to her ability to manage disruptive students.

Researcher: What did you learn about yourself this time around?

Leila: Umm, I really have to say I have to I'm now open to expect the unexpected in the classroom. Like, Monique, and like, okay, where did that come from? (laughter) I was like, 'wow'! So, okay, so now I expect anything to come out their mouths or to hear anything. So, um, I think, for me, that's the one thing that I'm prepared for the unexpected to come out and to try to go with that and try to see how I could rope that into the lesson. But I'll still try to be positive with kids.

Researcher:…Do you feel this training been helpful in preparing you to facilitate a classroom lesson?

Leila: Yes, 'cause when I started, you know - I mean the confidence level of being able to handle a classroom, to think, it has been only three lessons. It's improved tremendously.

She discussed the importance of being "open to expect the unexpected in the classroom" and the importance of taking the unexpected and using it somehow during the classroom management lesson. Similar to her last after session interview Leila discussed spontaneity and improvisation, finding a balance in the classroom and recognizing different student personalities. Also, by the time Leila completed her final experiential training session she had begun to facilitate classroom guidance lessons at her internship site. She shared with the researcher what she had learned from

this study and how she then used those new experiences and skills with the students at her internship site.

>*Researcher: Well, so, what, and I'm sure we talked about this in the past, but what has it been like being told that you have to do a classroom lesson and not having any formal training?*

>*Leila: Um, it's not so much scary. It's really just really you don't know how, you don't know how the kids are going to react. 'Cause I've done like not lessons but presentations with adults. So I know presentation style but when it comes to young people, that a whole different charm and at this cultural level, I don't know what to expect in a classroom. What kind of questions are going to come out and then how to, you know, focus back whatever it is to say back to the lessons and keep that on track still. So, um, I would I mean I was apprehensive, a little nervous, going in. Um, but I found that once it continues, if it's the first time or it's the only time, I see them I get the nervousness but as it continues the fear of going into the classroom changes because now you kind of you bonded and know what you expect from each student.*

>*Researcher: Hmm…*

>*Leila: …Yeah, and sometimes it's like this, I had a group today and I just had to change the form on how the students sat. And that who some much different from the first time I had the group. It's just amazing how different things can affect how the group bonds, and how the group interacts.*

As the interview continued the researcher wanted to assess whether Leila felt that the training was helpful, especially since it appeared she was using some of the skills taught during classroom management training session at her internship site.

> Researcher: It's interesting that you changed the scene because that is something we talked about during training the first week…do you feel the training has helped you prepare to do classroom guidance after the fact? So this is maybe, we are going on almost a month.

> Leila: Umm, I think not so much with the seating, perhaps, but more of interactions of the kids there is a Marcus in my group. I must to say there is a Marcus in my group. I don't have a Monique but definitely a Marcus. So that, that the way he deals with this situation is there. So I kind of actually I think I don't know if I took that from here to there or there to here. It's just kind of coincidental, um, in a way but it helps me, um, figure out a way on how to interact with that that personality.

> Researcher: Um, okay. So you found some familiarity with what you were doing in the Teach Me Lab when you start doing with school?

> Leila: Umhmm. (yes).

Finally, the researcher wanted to assess Leila's thoughts on the entirety of the training she had just completed, asking her for any recommendations on how to improve her training experience.

> Leila: Um, really, I mean, I don't have anything negative to say about, I think it's just a great experience for anyone, um, who hasn't done teaching and hasn't been in a classroom environment. It's just that I think, I mean, they're not, per say, real, but they,

the personalities are so different and so that's something every school Leila, teacher, who wants to be a teacher should expect. So, and I think the fact that you portray that to each individual, you know, one person that doesn't want to get involved in the classroom is always quiet in a corner, one person is chatty, one person is just to console them as a whole situation with aggression or whatever, he's got something to say about everything. So it's just, the mixture of different personalities in the classroom. I think that, I don't have anything to say about it. I think it's a good learning experience.

Leila had no recommendations for improving the study (see above) which was surprising to the researcher, who expected Leila to discuss how she would have liked more time in the virtual classroom. A recommendation that she had in both after session interviews one and two.

A few weeks later Leila participated in her final interview. The researcher began the interview by asking Leila to reflect back on her experiences while participating in the study.

Leila: Um, I thought it was a great experience. Um, coming from a school counseling background and haven't had any teaching experience. Um, except for what I have done classroom guidance at the internship site. I thought this was a good experience to be able to be in a classroom setting. Being able to manage or interact with students. Different students and different styles and trying to see how I can manage the classroom, whatever they throw at me.

Researcher: And do you think that the experience that you had in the Teach Me Lab helped you with the classroom Management and facilitating a lesson in your internship site?

Leila: I think it did. Yes, I do believe it has. Um, it was interesting because the

characters had such different personalities. Um, and with that you change, you do

adapted to change or change the way you ask a question or change to the way you

respond to that student…umm, so that they become engaged in discussions as well. So I

think with that when I go into my classroom guidance, I sort of have that precious

experience with the Teach Me Lab so that I can go into a classroom sort of if I have

similar situation like with the students with the lab, I kind of respond in a similar manner.

. . umm, but also to be able to aware that each child is different. The way they look at

the situation or how they interact with a teacher is different so to be opened to try

anything to see what will work best.

Leila discussed the benefits of participating in the classroom guidance training as a PSC intern

with no teaching experience. She described how her experiences interacting with the virtual

students prepared her to work with similar students at her internship site.

Finally the researcher asked Leila to share any "pearls of wisdom" or recommendations

on how to make the training better. Unlike her third after session interview Leila had some

recommendations to share with the researcher.

Leila: Um, I think, I wish the classroom was bigger and I think it would be and I don't

how many people would be able to interact to a guess handle each student to but I felt

because dealing with an active classroom thought. I feel that they are so much so engage

and so many people coming to you at different angles like people over talking one

another and kind of… you know experiences. I think a larger classroom would be nice. I

feel there is an actual way that you can have this web based where you have a mic and

you can actually do it at home and you'll practice lessons with a computer something like

that. That would be nice to do as well.

Her recommendations primarily focused on expanding the technology in the TeachME™ Lab adding students to the virtual classroom and making the technology available for participants to use at home.

After Leila's final interview the researcher reviewed Leila's *PSC Trainee Perceived Teaching Efficacy Self Report*. Of the four participants the researcher felt that Leila's answers were the most neutral. When given the statement "I am convinced that I am able to teach successfully all relevant subject content to even the most difficult students. Why or Why Not?" Leila responded:

I do not believe that I can successfully teach all relevant subject content to even the most

difficult students. I think that I have a better idea on how to handle difficult students in a

classroom environment, but students are all different and the same teaching process may

not work with every students. I feel confident that I can teach an effective lesson but

with experience and some research I will find a solution to handle teaching all students.

Though she stated that she felt "confident" that she would be able to handle "all students", Leila did not state that she could teach every student. It appeared that Leila felt more confidence in regards to her classroom management skills than her classroom guidance facilitation skills.

Leila's primary issue while participating in the experiential training was her struggle with confidence. This struggle with confidence showed its self once again when given the statement "I believe that if I try hard enough, I know that I can exert a positive influence on both the

personal and academic development of my students. Why or Why Not?" to which Leila responded:

> *I feel that I can exert a positive influence on all my students. Whether this is true or not I don't know but I feel that I can.   I feel that if I can offer my student a different way to overcome obstacles, listen to their concern and be their if they need help I think they will feel that someone is vested in helping them with their personal and academic concerns. I think that also assisting them in acquiring the skills that they need as young adults will also show my concern that they do well in their lives.*

Though Leila started to answer the question optimistically she quickly backtracked and stated "whether it is true or not I don't know but I feel I can", showing that she was not sure about her ability, but assuming that she would do well.

Altogether, Leila was the participant most likely to underestimate her ability in the classroom. Based on the researcher's observations Leila was the strongest of the four participants' to facilitate a classroom guidance lesson in the virtual classroom. She was also the most enthusiastic participant in regards to practicing her skills in the TeachME™ Lab, which may have been both a symptom and remedy of her insecurities in her abilities to deliver a classroom guidance lesson.

Maya

The final participant to complete her first experiential training session in the TeachME™ Lab was Maya. Maya's approach to the guidance lesson was different than the other participants. She came in very sure of herself and it appeared to the researcher that she was determined to make sure that she had control of the classroom by teaching in a very firm manner

as observed through her body language and the tone of her voice. This style of teaching led the virtual students to interact with Maya in a differently than they had with the other participants. Instead of challenging Maya by being vocal, and interrupting the lesson, they became withdrawn.

After her first experiential training session Maya completed her first after session interview. Before officially beginning the interview Maya began to laugh. The researcher has often observed Maya laughing but felt that her laughter was a response to the challenges she experienced in the TeachME™ Lab. In particular the challenge of trying to facilitate a lesson with students who do not want to talk to you. However, before discussing her reaction to the virtual students' behavior the researcher wanted to assess how Maya felt about the training she had just completed.

> *Maya: It felt real like who ever said that it feels real, I mean it's kind of awkward, like, waiting for them to respond. But that's also real, you know? Like, that happens.*

Maya discussed how working in the virtual classroom felt like she was working with real students, she also mentioned the uncomfortable feeling of waiting for the virtual students to respond during those quieter moments in the classroom.

The researcher then began to explore how Maya felt about being in a situation where students become angry and unresponsive and how that affects the delivery of a classroom guidance lesson.

> *Maya: It could, I mean, when …there are only five people here but in a classroom that has, well, (laughs)… 25 students probably. That's a lot of student who are going to feel a lot of ways. Everyone has a different perspective and everyone is going to take something you say a different way. So, I think it's possible, but I mean there is only, I*

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apologize and move on. I mean, what else am I going to do? You know, say, "Hey, I'm

sorry that you felt that way. I'm sorry that happened but we got to move on."

She explained to the researcher how she would respond to the same kind of behaviors in a real

classroom; acknowledging that this is a situation that will likely happen when working in a

school. Especially when considering the fact that the average classroom is larger than five

students which increases the likeliness that someone will become upset with something that is

said or done by a peer or the PSC.

Maya implied that one of the reasons she felt she was in a position where she made the

virtual students upset was that she was having a bad day. The researcher believes that is

probably why she facilitated the classroom guidance lesson in a strict manner. The researcher

felt Maya took out some of her frustration in the virtual classroom. This interview ended with a

discussion on the importance of separating personal troubles and the way PSCs interact with

students in the workplace.

Several days later Maya returned to the TeachME™ Lab to complete her second

experiential training. Immediately the researcher observed a change in Maya's teaching style in

comparison to her first experiential training session. This time Maya was more playful with the

virtual students, engaging in conversations centering on the classroom guidance lesson. She also

utilized the space in the classroom more than before. She navigated the room and interacted with

the virtual students on a one to one basis. During more challenging times in the lesson, she was

able to generate conversation from side comments provided by the virtual students and use those

comments constructively connecting them to her lesson. Altogether, Maya was more confident

when facilitating her classroom guidance lesson and that translated into a more effortless lesson

overall. Unfortunately due to a time conflict this was Maya's final session. At the time she

completed the second experiential training Maya believed that she would possibly coming during

the newly scheduled final week, however she later contacted the researcher and explained how

she would not be able to participate outside of the originally scheduled times.

After her second experiential training session Maya completed her second after session

interview. During the introductions for the interview Maya quickly stated that she observed a

change in behavior in one of the virtual students. Specifically she noticed that Monique was

quieter during the classroom guidance lesson.

Researcher: How are you?

Maya: Good. Monique was quiet this week.

Researcher: ... Did it make you nervous that she wasn't talking as much?

Maya: No. I mean it was just that she raised her hand more. She was more appropriate

this week definitely. Though, maybe she was just having a really good day. I just assume

that was true.

The researcher was surprised to hear this because during Maya's first experiential training

session the students in the virtual classroom stopped talking to her. However it is possible that

she was only comparing the beginning of the training sessions. While discussing the change in

Monique's behavior Maya explained the types of counseling skills that could be used when

working with students at her internship site; leading to a discussion onto the topic of Maya's

internship. The researcher used that opportunity to assess whether Maya felt that the training

was helpful in preparing her to facilitate a classroom guidance lesson at her internship site.

Researcher: So… you had your first classroom guidance experience at your internship,

right?

Maya: Umhmm. (yes)

Researcher: Do you feel that this was helpful in preparing you for that?

Maya: Yes.

Researcher: How so?

Maya: Well, I don't know. . . I don't know how I would have been before because, you

know, I never done it before but just being more conscience. What goes on throughout

the class, I feel like there is always those students who are like so patient, like, excited

you're there like they're trying to find out everything and like looking you in the eyes and

paying attention. You just want to focus on them because you are like, "Oh, someone

cares that I'm here. Yes!" But you know being able to just see what's going on around

the room. I think this just helped me with that. I don't know how but I do feel that way.

Maya stated that it she felt that the training was helpful but she was not sure how, since she had

no other experiences to compare it to. However she did explain that the training has allowed her

to be more "conscience" of the classroom environment than she may have been before.

As the discussion moved forward the researcher explored how Maya felt about her

experiences during the experiential classroom guidance training in comparison to the classroom

guidance and classroom management training she had experienced prior to the study.

Researcher: Do you feel that this training has been helpful in preparing you to facilitate

a classroom guidance lesson?

Maya: Yes.

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Researcher: Okay.

Maya: Yes as much of a hassle it was, like, you know, to make a trip out here usually …I mean or just after class I do, last week, it was particularly helpful and I'm sure this will be to you too.

<p style="text-align:center">***</p>

Maya: I can't think of another time. That's probably the most practical time. And I think it's just really helpful because you, for those of us who don't have teaching background we sit in front of our peers and speak, that could be good or bad but most of us haven't had that kind of reaction from a kid, unless you work with them, like, you know, you don't necessarily at like when you're in this program.

<p style="text-align:center">***</p>

Researcher: And was this different than doing a role playing in a class?

Maya: Yeah! It was just the whole virtual reality of it, like, you know, even if it was a 50 year old woman that was behind there, it was the fact that it look like a kid and you know, behaved like it and said things a kind would say. You know, it was really more beneficial than my professor acting like, acting up or shouting out. (Laughter) You know like that whole aspect of role play be sometime like, okay, I know who you are! You know, so, I think, this to because we would not necessarily have their name, or know their names, and maybe know maybe one or two of them or their names realistically based off this. These five, you might know one or two of them because they might be one of yours going but for the most part you're not necessarily gonna know all the students, I mean in each, in every single classroom that you're in. Especially in high school that has a thousand

<p style="text-align:center">91</p>

students or however many - there are now 2500 students, So I just don't go by their

names. You know?

Altogether, Maya stated that her experiences participating in this study was beneficial; especially

training in the TeachME™ Lab to practice classroom management skills in comparison to role

plays in a traditional classroom setting.

A few weeks later Maya participated in her final interview. Maya and the researcher

began her final interview by exploring the strengths of the study.

Researcher: This is Maya, and basically, this is our final interview. Ah, it's sad for you.

Let's get going. What do you think were some strengths of this process?

Maya: I like the freedom to present the guidance lesson however I say fit. So, it wasn't a

specific you had to do this today. Like, here is a scenario, present like the way you

would, and I like that kind of freedom. Umm, kind of felt like a rock star with a head.

(laughter) Um, I like that it was like short and sweet. But five minutes sometimes felt like,

forever. Umm, which is fine. That's normal. I like the length also.

Maya appreciated the "freedom "she when presenting the guidance lesson. By leaving the

method of how to present the guidance lesson up to the participant the researcher provided an

opportunity for them to be creative not only when delivering the classroom guidance lesson but

also when managing the virtual class.

Researcher: Okay, what would you think was some of the weaknesses of the program?

Maya: Well, probably just most of the technology because technology is finicky, just

period. Sometimes the rain is going to affect the technology. Sometimes our GPS goes

down throughout the county. You know, that just happens sometimes (laughs) so that's

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probably the worst part was the technology not being a stable as you know, in a perfect

world. It would be.

Researcher: Aside from the fact that the technology was a little but iffy, did you find that

there were weaknesses in just the process of using the technology for the purpose it was

set?

Maya: But maybe having more than one to maybe to get a faster reaction. Because I

know sometimes stop like switching from person to person there is a little bit of lag time.

So it might be more beneficial, maybe, just even two people. Back there, who are

responding.

Researcher: Would this be so the student will interact with each other or have two

students interacting with you?

Maya: What would be excellent because in a real classroom, there are going to be

playing off each other like that (snaps fingers) and um, so they might be. . .

After discussing the strengths of the study the researcher asked Maya if she felt there were any

weaknesses. First Maya stated that one of the weaknesses to the study was the technology itself.

The technology in the TeachME™ Lab would sometimes shut down due to technological

upgrades or inclement weather. Another weakness of the study according to Maya was the

amount of time it took for participants to respond. She felt that there should have been more

than one inter-actor controlling the virtual students. However, when assessing response times of

the virtual students during Maya's experiential training sessions the researcher did acknowledge

the fact that the virtual students (played by a single inter-actor) were angry with Maya during her

first training.

Finally, the researcher once again asked Maya where she would suggest this type of experiential training would fit within the school counseling curriculum and whether she felt the training was beneficial.

>*Maya: Practitioners or the comprehensive class. I really think that it really benefits I do think it so beneficial because in classroom or in big groups you going to have to do that. It's like a big group and sometimes they just don't want to stop talking to each other so that something that maybe they kind of missed out on not having those being able to interact with each other.*
>
>*Researcher: Alright, Now that you taught, you should have taught a guidance curriculum by now.*
>
>*Maya: (laughs) yeah.*
>
>*Researcher: Do you feel that this was a helpful piece of technology?*
>
>*Maya: I do. It made me a little more comfortable. I feel like I did come off really nervous, though. And I don't know why. I was like, "Stop seeming nervous, you're not nervous. I was like, why are you so nervous? I was like what's going on? The kids were good. It was probably boring for them. But they asked questions, so…they actually participate.*
>
>*Researcher: So, it helped you become more comfortable?*
>
>*Maya: Yes, yes, definitely.*

Unlike her peers Maya thought that training would be best paired with two different courses. One she called the "Practitioners" class and the "Comprehensive" class. She found the trainings

to be somewhat beneficial. She felt that they allowed her to become more comfortable in her ability to teach a classroom guidance lesson.

After Maya's final interview the researcher reviewed Leila's *PSC Trainee Perceived Teaching Efficacy Self Report* which was submitted to her via email. Similar to Leila, when Maya was presented with the statement "I am convinced that I am able to teach successfully all relevant subject content to even the most difficult students. Why or Why Not?", she provided a very neutral answer.

> *Maya: I don't know if I'm convinced that I will be able to teach successfully to all*
> *students, because I don't know of one teacher who is that powerful.   Not even the best*
> *teachers can reach everybody.   It's just life (or maybe I'm a cynic).   But I do think I'll be*
> *better prepared to teach more people than before.*

Maya discussed how she would not be able to successfully teach every student because she does not know any teacher with that ability. Something that the researcher found unique about some of Maya's responses to the statements in the *PSC Trainee Perceived Teaching Efficacy Self Report* was how her Christian faith was interlocked with her teaching efficacy. For example, when responding to the statement "I believe that if I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students. Why or Why Not?", Maya responded:

> *This question reminds me of something my pastor always (or regularly) says, "Grace is*
> *opposed to earning, it's not opposed to effort. " I think that it's important to do all that I*
> *can and that God will do the rest.   Hopefully he'll work through me. But I know that I've*

made at least a little impact on students, so that's pretty great for me. I wonder how

much impact one person can really have, though.

Altogether, when discussing her ability to deliver a lesson in the classroom Maya created a unique blend of cynicism and religiosity. She did not believe that an educator can deliver a lesson in such a way that each student learned. At the same time she discussed leaving the unknown in the hands of God, which would allow her to release any situation that she did not have control over to a higher power.

<u>**Cross-Sectional Analysis**</u>

The researcher completed a cross sectional analysis of qualitative data by training area in order of completion (classroom management training, experiential training session, after session interview, final interview and survey). As the researcher assessed the value of the classroom guidance training through both group and individual interactions with the participants she found that there were a number of common topics that arose (eg. The counselor's role as a disciplinarian, building rapport, working with difficult students, and classroom management).Themes was then created through analysis for four of the five areas (classroom management training, after session interview, final interview and the survey).

Classroom Management Training

Perusse, Goodnough and Noel (2001) found that of 189 school counseling programs only 3% offered a guidance curriculum course and 13. 2% offered a foundations in education course, inferring that many of the schools surveyed did not have a specific course targeting in classroom guidance facilitation offered to their PSC students before their practicum and internship experience. The four participants of this study unlike many of their peers nationally have

received some form of classroom management training via a classroom curriculum course (Perusse, Goodnough & Noel, 2001). However all four students reported not feeling prepared to complete a classroom guidance lesson which is common for new PSC's and PSC interns with no teaching history (Ediger, 2001; Peterson & Deuschle, 2006; Peterson, Goodman, Keller & McCauley, 2004).

After analyzing the narratives for the classroom guidance training the researcher found a total of forty-codes and five themes. The themes during the classroom guidance training were: classroom management training, classroom management, PSCs role in the classroom, student behavior and counseling skills (See table 2).

Table 2

Classroom Management Training Themes

	Themes	Number of Codes Under Theme
1.	PSCs Role in the Classroom	13
2.	Classroom Management Training	13
3.	Classroom management	7
4.	Student Behavior	4
5.	Counseling Skills	3

The codes within these themes address specific aspects of the training as discussed by the participants. The *PSC role in the classroom* centered on thoughts and questions surrounding the topic of counselor identity in the classroom, for instance the codes "counselors disciplinarian

role" and "disciplining student = PSC dilemma". *Classroom management training* encompassed codes highlighting the participants' views on classroom management training, for example the codes "not taught classroom management", "actively working on classroom management during internship at time of training" and "lack of classroom management trainings for PSCs" were part of that theme. The theme *classroom management* however focused on skills learned or expected to be completed when facilitating a classroom guidance lesson, such as "being active in the classroom" and "keeping students on task". The theme *student behavior* was based on codes such as "students rushing out of class" and "student learning styles" which were topics that were pulled out of the classroom management video by the participants. Finally, the theme *counseling skills* was based on discussions detailing how to integrate group counseling skills into a lesson when facilitating a classroom guidance lesson, for example the codes "confidentiality and "using counseling skills" were part of this theme.

Primarily students also appeared to be unsure about their role as a PSC and how to hold on to their PSC identity in the classroom. Especially when discussing the PSCs role as a disciplinarian. They questioned how PSC would be able to manage a classroom without formally disciplining students. Also, the participants expressed a need for better training and discussed concerns in their ability to properly and effectively manage a classroom when completing a classroom guidance lesson. Overall, the participants felt under trained and were optimistic about the experiential training in the TeachME™ Lab.

Experiential Training Sessions

A few weeks after the Classroom Management training the participants completed their first experiential trainings in the TeachME™ Lab. Due to technological difficulties in the

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TeachME™ Lab the participants began their experiential training sessions one week later than scheduled. After which the participants attended the other experiential training sessions within a week of one another for the next two to three weeks.

Unlike the other areas of the classroom guidance training the researcher did not assess themes for the experiential training sessions. However, she did use the time in the TeachME™ Lab to observe the participants ability to facilitate a classroom guidance lesson and whether over time the participants improved.

As discussed throughout the "cases" portion of this chapter the researcher found that that each participant was different. She felt that Kate, Maya and Leila did improve in their ability to facilitate a classroom guidance lesson during their time in the TeachME™ Lab. However Allie did not improve and in fact became defensive when challenged.

She felt that Allie's lack of improvement was related to three factors. First Allie began to facilitate classroom guidance lessons at her internship site around the same time that the study began and brought with her many of the skills that she was learning at her internship site into her experiences in the TeachME™ Lab. Second, Allie appeared resistant to working with middle and high school students and expressed that she wanted to be an elementary school counselor before the experiential training sessions began. Finally, Allie did not complete all three experiential training sessions. It is possible that Allie could have shown a significant improvement during her final experiential training session, the way that Kate did. However, the researcher's observations are contrary to Allie's belief in her ability to facilitate a classroom guidance lesson. At times she appeared to be over confident in her abilities which led her to blame the system.

Unlike Allie; Kate, Maya and Leila all improved in their ability to facilitate a classroom guidance lesson. However, they did so at different paces. Of the three participants who improved in their abilities Leila was the strongest. She had the ability to manage the virtual classroom and facilitate a classroom guidance lesson from her first session. Leila's biggest weakness was that she was not confident in her own ability even though she was performing well. There were three reasons that the researcher felt may have been a factor as to why Leila had a stronger presence than her peers. First, Leila was older with more life experiences than the other participants. Second, she was employed by an organization that which often had her presenting to large groups and she brought some of those presentation skills with her. Finally, Leila was enthusiastic about working on her classroom guidance and classroom management skills in the TeachME™ Lab.

The researcher felt that Maya and Kate improved at about the same rate. They both struggled through their first experiential training session and made some changes through their second experiential training session. Though there were some challenges during those second sessions. Maya was unable to complete a final experiential training session due to a scheduling conflict. Like Leila, one of Maya's strengths was her enthusiasm and commitment to learning from her experiences in the TeachME™ Lab and her primary weakness was her lack of in her ability to facilitate a classroom guidance lesson well.

Finally the researcher felt that Kate started off the experiential training session the weakest out of all four participants. Mostly due to her nervous laughter and the fact she appeared uncomfortable when interacting with the virtual students. However when she returned for her second training the researcher could observe Kate's determination to do better. She

challenged herself and by the time she began her third experiential training session it appeared that she had found a way of presenting the classroom guidance lesson that worked for her.

After Session Interviews

Once the participants completed their scheduled experiential training session they participated in an after session interview. For this study participants were asked to complete three trainings in the TeachME™ Lab; in conjunction with the classroom management training. All participants' were asked to complete four training sessions. The use of four training sessions has been supported in other counselor training studies (Guttman & Hasse, 1972; Young, 2010; Guthrie et al., 2004). Similar to this study Young (2010) and Guthrie et al., (2004) completed their counselor trainings in supplement to counseling course work. At the end of each training session the researcher conducted an interview with the participant, assessing how the participant felt about their ability to conduct a classroom guidance lesson and to collect feedback on the study itself.

Though all participants completed the classroom management only Leila and Kate participated in the three proposed TeachME™ Lab trainings. Allie and Maya in turn, completed two of the three TeachME™ Lab Trainings. The participant's inability to complete all three trainings was largely related to technological difficulties in the TeachME™ Lab during the first week. Like any other program or system dependent on technology the researcher was aware that there was a possibility that at times she would encounter problems. However she was surprised to find that the entire first week would need to be rescheduled, which is the main reason that two of the four participants' did not complete all three trainings. The technological difficulties in the TeachME™ Lab during the entirety of the study stemmed from a system upgrade. The system

upgrade was scheduled for the day before the study was to begin, unfortunately the individuals upgrading the system were not able to complete it on that day and the researcher had to reschedule the first week of training.

Though all four participants were different in the way that they facilitated the classroom guidance lessons the researcher found that there were similarities in their feedback. The researcher found that overall there were fifty nine codes and eight themes in this portion of transcript data. The eight themes were: classroom management, experiential training- strengths, experiential training-weaknesses, improvements to course curriculum, student growth, counseling skills, experiential learning, and classroom management course weaknesses (see Table 3).

Table 3

After Session Interview Themes

	Themes	Number of Codes Under Theme
1.	Classroom Management	19
2.	Experiential Training - Weaknesses	8
3.	Improvements to Current Course Curriculum	8
4.	Experiential Training - Strengths	7
5.	Student Growth	6
6.	Counseling Skills	5
7.	Experiential Learning	4
8.	Classroom Management Course Weaknesses	2

Of the eight themes, two themes *classroom management* and *counseling skills* were also themes

for the classroom management training. However, six of the eight themes were new. The

themes *experiential training- strengths* and *experiential training - weaknesses*, detailed

constructive positive and negative feedback from the participants (eg. "TeachME™ experience=

fun" or "cannot tell which virtual student is talking"). The theme *improvements to current course*

curriculum were connected to recommendations of how to incorporate the experiential training

in the TeachME™ Lab to the classroom management training offered within their program (eg.

"good for the comprehensive school counseling course" and "experiential classroom

management training should be before internship"). The theme *student growth* was based on the

growth connected to the training sessions that the participants saw in their abilities to facilitate a classroom guidance lesson (eg. "getting better with practice" and "finding a balance in the classroom").The theme *experiential learning* was associated with skills that the participants connected with their experiences in the TeachME™ Lab, for example the code "learning to be spontaneous (go with the flow)" is an example of a skill being honed by the participants as they learn through experience. The final theme for the after session interviews was *classroom management course weaknesses* which was once again connected to constructive criticisms provided by the participants, this time focusing on the weaknesses of the classroom management course that they completed or were enrolled in (eg. "no experiential training for classroom management before internship").

The participants primarily discussed the experiences that they were having in the TeachME™ Lab which centered on the topic of classroom management. Through those conversations the participants were encouraged by the researcher to provide any feedback on the training program and the classroom management training that they have already received. Participants also discussed their personal growth and struggles. Many of which were the same across all four participants. Such as a fear of managing a classroom, lack of confidence, and the building of confidence through practicing skills they felt were weak.

Final Interviews

The after session interviews allowed the researcher to assess the thoughts of the participants immediately after their interactions in the TeachME™ Lab. The final interviews gave the participants' time to process their experiences more in depth. The researcher conducted final interviews with all four participants' two to three weeks after they completed the classroom

guidance training. When analyzing the final interview abstracts the researcher found that there

were once again several topics that multiple participants discussed. Overall, the researcher found

eight themes separating thirty two codes.   The eight themes were similar to the themes found in

regards to the after session interviews. The themes were: experiential training strengths,

experiential training weaknesses, improvements to course curriculum, classroom management

course weaknesses, recommendations for future research, classroom management, student

growth and counseling skills (see table 4).

Table 4

Final Interview Themes

	Themes	Number of Codes Under Theme
1.	Experiential Training - Strengths	10
2.	Experiential Training-Weaknesses	7
3.	Improvements to Current Course Curriculum	4
4.	Classroom Management Course Weaknesses	3
5.	Recommendations for Continued Research	3
6.	Classroom Management	2
7.	Student Growth	2
8.	Counseling Skills	1

The final interview themes focused on the strengths and weaknesses of the experiential training sessions, how the classroom management training could be used to improve the current classroom guidance curriculum offered and recommendations for future research. Of the seven themes, only one of the themes was unique to themes already found in previous portions of the study. The theme *recommendations for continued research* included the codes based on lengthening the study, having sessions go longer, adding a final test at the end of the training and adding more virtual students to the classroom for a larger class size.

Surveys

Participants completed the *PSC Trainee Perceived Teaching Efficacy Self Report* (Appendix F) an open ended survey discussing the participant's perceived teaching efficacy. The survey was adapted from the work of Schwarzer, Schmitz and Daytner (1999) who created a Teacher Self Efficacy survey for practicing teachers. Therefore questions from the Teaching Efficacy Survey that did not apply to the work done by PSC's when facilitating classroom guidance lessons were removed. Also, the questions used were changed from true-false to an open ended format.

In total, there were five questions.

1. I am convinced that I am able to teach successfully all relevant subject content to even the most difficult students. Why or Why Not?

2. If I try really hard, I believe that I will be able to reach even the most difficult students. Why or Why Not?

3. Even if I am disrupted while teaching, I am confident that I can maintain my composure and continue to teach well. Why or Why Not?

4. I am confident in my ability to be responsive to my students' needs, even if I am having a bad day. Why or Why Not?

5. I believe that if I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students. Why or Why Not?

Each participant answered the questions independently of one another and returned them to the researcher via email or in person. After which the researcher assessed their answers for themes.

The researcher found twenty-three codes and five themes among the four surveys. (See table 5). Unlike the themes and codes found when analyzing data from the interviews and trainings the themes and codes for the survey were more counselor focused; focusing on the participants' growth as students participating in the study and increased teaching efficacy through the use of classroom management and counseling skills, which was to be expected considering the style of questions used in the survey. One of the twenty-three codes was not placed under any of the themes. The code faith, was created based solely on the survey data taken from Maya. Maya repeatedly discussed her beliefs in the Christian faith in answering survey questions. Maya had not discussed her faith during any other time during the study, nor did her peers. To the researcher this appeared to be an anomaly that should be discussed but did not have a place among the other themes because it was specific to a single participant during one time in the study. Altogether, the five survey themes were: student growth, counseling skills, classroom management, PSC Training and experiential training-strengths.

Table 5

Survey Themes

	Themes	Number of Codes Under Theme
1.	Student Growth	8
2.	Counseling Skills	7
3.	Classroom Management	4
4.	PSC Training	1
5.	Experiential Training- Strengths	1

Of the five themes associated with the survey all themes had been discussed before. What was unique about the themes associated with the survey was the emphasis on counseling skills and student growth, which could be found in the middle or bottom of the list for the other parts of this study.

<u>Chapter Summary</u>

In this chapter the researcher discussed qualitative data collected from four part training designed for PSC students in classroom guidance with an emphasis on how to manage a classroom environment led by the researcher of this study, which was conducted separately of the participants' classroom management course. After completing the training the four participants were given the opportunity to interact with the virtual classroom in the TeachME™ Lab, individually. This process provided the participants with a combination of observational learning via the classroom management training and enactive learning via the TeachME™ Lab

experience (Bandura, 1986). After the experiential trainings all four participants were scheduled to complete an after session interview. The after session interviews consisted of three to four fixed questions (see appendix H) per interview. The researcher would ask questions outside of the fixed questions depending on the way the participant interacted with the virtual classroom on that specific day.

As the researcher analyzed the qualitative data associated with the trainings, interviews and surveys she found that there were many areas that the four participants agreed on. They all felt that the classroom management training that they had just completed should be incorporated into a master's level course instead of a training provided in addition to their coursework. All four mentioned the Comprehensive School Counseling Course as the optimal place for this kind of training. The Comprehensive School Counseling Course is designed to teach future PSCs about their profession while strengthening their professional identity. However, all of the participants felt unprepared to facilitate a classroom guidance lesson and felt the classroom guidance training helped them feel more prepared than they would have before. Despite the amount of criticisms received by the researcher on the training all four participants agreed that he training was effective and would be beneficial to pre-internship PSC students, especially those without teaching experience.

CHAPTER FIVE
DISCUSSION

Introduction

As technology continues to be an integral part in how people learn it is important for Counselor Educators to learn how to incorporate it into their lesson planning (Burt et al., in press). The study described in the previous chapters discussed the implementation and completion of an experiential training program to be completed in conjunction with the School Counseling Internship Course as a teaching tool for training PSC students without teaching experience to facilitate a classroom guidance lesson. In this chapter, the researcher will discuss: (a) review of study results; (b) review of the research questions; (c) strengths of the study; (d) study limitations; (e) areas of future research and (f) implications for school counselor educators.

Review of Study Results

Before reviewing the results of the study, it is important for the researcher to restate her positionality, seeing that when analyzing the qualitative data collected it is done through the researcher's personal lens (Patton, 2003). The researcher of this study has a Master's degree in Counseling and Psychological Services with an emphasis in Professional School Counseling. She is a provisionally certified PSC in the State of New York and has been working with students since 2007. She continues to have a strong sense of professional identity and tends to be vocal about the need for PSC's to advocate for themselves within the field of education.

Altogether there were three parts to the study. First, participants completed a training in classroom guidance with an emphasis on classroom management. Second, participants completed three experiential training sessions which included after session interviews. Third, the

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participants participated in a final interview and finally the participants completed a survey which assessed their teaching efficacy.

There were four participants: Allie, Kate, Leila and Maya. All of which had similar academic backgrounds (all were masters students at the University of Central Florida entering their first semester of internship). All four participants were female between the ages of 24 to 35 with an average age of 28. Two of the participants self-identified as Caucasian/ White and two identified as African American/ Black. None of the participants had past teaching experience but all reported having past experience working with adolescents. Participants were also asked whether or not they had past experience facilitating small groups as a way to examine whether prior experience facilitating group counseling had an impact on their ability to manage the dynamics of a classroom. Of the four participants, three expressed having experience facilitating a small group.

Finally, all four participants had very different personalities and approached both learning and facilitating the classroom guidance lessons through different lenses. The researcher was able to observe those differences in personality early on in the study during the classroom guidance training.

Classroom Guidance Training

It should be made clear that the unlike many of their peers attending school counseling programs nationally the participants of this study have received some form of classroom management training via a classroom management course (Perusse, Goodnough, & Noel, 2001), before the training that they received in practicum and internship. However all four students reported not feeling prepared to complete a classroom guidance lesson which is common for new

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PSC's and PSC interns with no teaching history (Ediger, 2001; Peterson & Deuschle, 2006; Peterson, Goodman, Keller & McCauley, 2004).

Altogether, while taking part in the study there were five themes the researcher highlighted from the data collected during the classroom guidance trainings. The five themes were: classroom management training, classroom management, PSC role in the classroom, student behavior, and counseling skills. The researcher found that the three areas that participants were most likely to discuss and often times expressed concern about were their classroom management training experience, specific questions on how to manage a classroom, and finally their role as PSCs in the classroom environment.

The researcher was not surprised to find that those were the three areas that the participants focused on. Often counselors without teaching experience feel less confident in their ability to facilitate a classroom guidance lesson than their peers with teaching experience in addition to the fact that the participants felt that they were not properly trained (Ediger, 2001; Peterson & Deuschle, 2006; Peterson, Goodman, Keller & McCauley, 2004). Also, role ambiguity in the PSC community is not uncommon, especially when considering the many roles PSC's take on in the classroom (Herr &Erford, 2011).

Finally, the participants made it clear during their interviews that they felt the classroom guidance and classroom management training that they had received up to that point was not designed for their profession. According to CACREP Standards (2009) PSCs should understand "curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies for teaching, counseling, and guidance-related material" (School Counseling, K3, p. 43). So it is important for future PSCs to be trained to complete

those tasks. The participants felt that either their course work was designed for teachers or they did not receive enough training in the area of classroom guidance. However, they did feel comfortable in their ability to design a lesson which is an important skill PSCs are expected to have.

Experiential Training Sessions and After Session Interviews

Bandura (1986) discussed how people learn through trial and error. Bandura believed that in order to learn how to do something well a good way to learn was to try and complete the task, this is known as enactive learning. When designing the training the researcher hypothesized that the participants would build classroom management skills simply through their interactions with the virtual class and through building those skills the participants would develop a stronger sense of teaching efficacy.

Of the four participants, Allie was the participant who the researcher felt grew the least in her ability to manage a classroom. This may be due to the fact that Allie was the only participant to begin performing classroom guidance lessons at her internship site around the same time the study began. The researcher believed that Allie was using skills that she learned at her internship site and would bring those skills into the virtual classroom. However, Allie interned at an elementary school and did not appropriately adapt her way of teaching to the age of the virtual students (12-14).   Throughout both her interviews and during her experiential training sessions Allie would on occasion reference her classroom guidance experiences at her internship site and would compare her experiences in the TeachME™ Lab.

Of the three participants who improved in their abilities Leila was the strongest. Leila's biggest weakness was that she was not confident in her own ability even though she was

performing well. As stated in chapter four, there were three reasons that the researcher felt may have been a factor as to why Leila had a stronger presence than her peers. First, Leila was older with more life experiences than the other participants. Second, she was employed by an organization which often had her presenting to large groups and she brought some of those presentation skills with her. Finally, Leila was enthusiastic about working on her classroom guidance and classroom management skills in the TeachME™ Lab.

The researcher felt that Kate and Maya improved at about the same rate. They both struggled through their first experiential training session and made some changes through their second experiential training session. At the same time, Kate and Maya showed the most progress. Unlike Leila, they did not start off as strong classroom guidance facilitators in the virtual classroom, but over the course of the three sessions they both showed dramatic improvements.

Finally, when assessing the data collected from the after session interviews all four participants discussed how the training was beneficial. Though they expressed some concerns regarding the "realness" of the virtual students the participants all expressed that there was no better alternative to learning classroom guidance and classroom management skills without going into a school and working with real students.

Final Interviews and Surveys

Lastly, there were two culminating tasks for the participants the: (a) final interview and (b) survey. The final interview was used to discuss the participants' thoughts on the classroom guidance and experiential trainings they had recently completed. The final interviews were conducted two to three weeks after the participants' final experiential training to allow them to

process their experiences. When assessing the data collected from the final interview the researcher found that there were eight themes. Of the eight themes experiential training – strengths and experiential- training weaknesses were the two most prevalent topics discussed; allowing the participants to be reflective while providing the researcher with ideas for future research.

The survey was used to assess the participants teaching efficacy at the end of the study. Throughout the trainings and interviews, the researcher received direct feedback from the participants about their personal belief in their ability to facilitate a classroom guidance lesson. Like the final interview the survey were designed assess the thoughts of the participants' after they had some time to reflect on their experiences in the virtual classroom. When assessing the data collected from the surveys the researcher found five themes. Of the five themes the most prevalent topic discussed was student growth. However, that was to be expected due to the fact that the survey questions focused on the participants' belief in their ability to facilitate a classroom guidance lesson.

Review of the Research Questions

As the researcher reviewed the data collected from the interviews, trainings and surveys the next task was to see how those findings answered the research questions. The researcher explored whether the data supported the use of this type of training for PSC students, and if so, why?

Research Question One

Has the implementation of the mixed reality simulation as a training tool in supplement to the School Counseling Internship class aided the students in their ability to effectively manage a classroom when facilitating a classroom guidance lesson?

After observing the participants interactions with the TeachME™ Lab and reviewing the data collected from the interviews the researcher believed that the training did have an impact on the participants' ability to effectively manage a classroom when facilitating a classroom guidance lesson, as long as they trained before facilitating classroom guidance lessons at their internship. One of the four participants completed her first classroom guidance lesson before interacting with the virtual students in the TeachME™ Lab. Her experiences at her internship site came in direct conflict with the skills she was taught during her classroom management training. Also, during her interviews she at times spoke as if she was seasoned when it came to her abilities to facilitate a classroom guidance lesson. So, when she was challenged by the virtual students she would blame the training system and found little fault in her abilities.

The other three participants expressed during their interviews that they felt the training was beneficial in teaching them how to manage a classroom. The main criticism shared with the researcher from the participants regarding the experiential training program was that it should be offered before their internship course. In particular all four participants felt that the course should be a part of the Comprehensive School Counseling Course, which is a requirement for all PSC interns.

Research Question Two

Do PSC students trained to present a guidance lesson using a mixed reality simulation show an increase in their teaching self-efficacy?

According to responses from the participants' during their after session and final interviews three of the four participants (Kate, Leila and Maya) expressed benefits from the training in their ability to facilitate a classroom guidance lesson. The participants stated that one of the main benefits that occurred through their participation in the TeachME™ Lab was an increase in confidence. The fourth participant (Allie) did state that increased confidence could possibly be an outcome but was unsure she personally experienced that benefit herself.

> *Allie: Um, it's hard for me to answer that because I did it after it really started. But, I think it would have made me more at ease .Because it's definitely more extreme than anything I have ever experience and I think it's the age and all that too. But, yeah, I think it would have made me feel calmer when I went to a real classroom setting.*

Unfortunately Allie began her internship experience around the same time the study began so her experiences in the TeachME™ Lab did not encompass her first experiences working with a students' in a classroom setting. It should also be noted that Allie showed the least improvement of all the participants.

Kate, Leila and Maya all expressed how their experiences in the TeachME™ Lab aided in their abilities to facilitate a classroom guidance lesson. Kate in particular would discuss how her experiences in the TeachME™ Lab combined with her experiences at her internship site allowed her to feel better prepared to facilitate a classroom guidance lesson.

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Researcher: So, how do you feel about going into a classroom to do a classroom lesson next week after taking part in the Teach Me Lab?

Kate: I feel a little bit better and more confident because of the Teach Me Lab but then I also know that I'm more confident, just because I am getting to know the students in the school as well.

Also, when reviewing the participants' responses to the open ended survey the researcher found that much of the feedback was positive. In comparison to the feedback the participants shared during the first few weeks of the training, their survey answers showed them to be much more optimistic when it came to their classroom management skills.

When given the statement *"I believe that if I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students. Why or Why Not?"*Leila, answered:

I feel that I can exert a positive influence on all my students. Whether this is true or not I don't know but I feel that I can.   I feel that if I can offer my student a different way to overcome obstacles, listen to their concern and be their if they need help I think they will feel that someone is vested in helping them with their personal and academic concerns. I think that also assisting them in acquiring the skills that they need as young adults will also show my concern that they do well in their lives.

Leila expressed the belief that she could be a positive influence on her students, though she may not have the highest sense of teaching efficacy among her peers (she continues to struggle with confidence in the classroom), she does believe in her ability to effectively work with students.

Whereas, Maya clearly showed that she was still developing her teaching efficacy but felt better prepared to teach a lesson than before completing the training.

> *Maya: I don't know if I'm convinced that I will be able to teach successfully to all students, because I don't know of one teacher who is that powerful. Not even the best teachers can reach everybody. It's just life (or maybe I'm a cynic). But I do think I'll be better prepared to teach more people than before.*

Overall, the researcher observed differences in both the participants' ability to facilitate a lesson and their personal belief as to whether they could complete such a skill when working in a elementary, middle or high school classroom.

Research Question Three

How does the student's execution of classroom management skills affect their ability to affectively facilitate a classroom guidance lesson when using a mixed reality simulation?

The participants' ability to appropriately execute classroom management skills played a large role in how far the participants got when facilitating their classroom guidance lesson in the virtual classroom. For example Kate and Maya's first sessions both put them in positions where they needed to facilitate a classroom discussion but were unable to manage the classroom environment and in turn had a difficult time finishing their lessons. Kate during her first experiential training session experienced a lot of nervous laughter, so the virtual students began to challenge her. Naturally, they wanted to know what was funny. This challenge caused Kate to become easily annoyed with the virtual classroom experience. She appeared to become overwhelmed, however she had yet to practice her classroom management skills before her experiential training session, in turn she was not able to get her class back on track.

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Maya was quite the opposite of Kate, she came into the session very sure of herself and it appeared to the researcher that she was determined to make sure that she had control of the classroom by teaching in a very firm manner as observed through her body language and the tone of voice. This style of teaching led the virtual students to interact with Maya in a differently than they had with the other participants. Instead of challenging Maya by being vocal, and interrupting the lesson, they became withdrawn. Maya was able to read the material in the lesson plan but she was not able to facilitate a group discussion. She didn't have the proper skills to re-engage students into the classroom guidance lesson.

These two examples, alone show how difficult it can be for someone to manage a classroom without the proper skills. These sessions lasted only six to eight minutes and in that time the participants became uncomfortable and both appeared to be relieved when the researcher ended the session. If this were a real class lasting the typical forty-five to sixty minutes, the participants would have been expected to work through the discomfort, which potentially could cause a less than favorable interaction for students' and/or the PSC intern.

Strengths of the Study

Despite the fact that the participants struggled during some parts of the classroom guidance and experiential training sessions the researcher observed some major strengths to the study. These strengths include: the development of a challenging training program for classroom management, an innovative use of technology, the strength of the mixed reality technology and an outlet for students to practice their classroom guidance and classroom management skills. First, it should be understood that student struggles are not necessarily bad; the trainings that the participants received were designed to challenge them. This training did allow the students to be

challenged in regards to their classroom management and classroom guidance facilitation skills. So, despite the fact that all four of the participant discussed that initially they were intimidated by the idea of training in the virtual classroom as they strengthened their classroom management skills and found a way to deliver the classroom guidance lesson that suited their personal delivery style some of that apprehensiveness seceded. One participant even discussed how over the time the "novelty" of the technology had worn off.

One of the main strengths of the study is that the technology is new. There is no technology quite as intensive in the field of Counselor Education being used to train PSC's. Within the five years there have been two studies that have been closely related to the study just completed (Kenny et al., 2008, Walker, 2010). However, these studies did not create a virtual classroom environment quite the way the TeachME™ Lab does. When interacting with virtual students participants are encouraged to utilize the space that they are in when teaching and communicating with the virtual students. Also, the TeachME™ Lab is a mixed reality simulation meaning that there is a human element to the reactions coming from the virtual students. Whereas, with other technologies the dialogue of the must stay within their programming. The inter-actor and puppeteer controlling the virtual students in the TeachME™ Lab have no restrictions on virtual student behavior, unless they are specifically set by the researcher.

The strengths of the technology used in the TeachME™ Lab are also strengths of this study. When training PSCs in the TeachME™ Lab there is a level of flexibility that the researcher was able to consider when designing the curriculum for the participants. First, since this was a mixed reality environment the researcher was able to train the inter-actor with as little

or as much direction as she pleased. In this case she provided the inter-actor with a small amount of instruction (Appendix E), giving the inter-actor the freedom to choose appropriate behaviors based on the behaviors of the participant. Second, the virtual students used for this were representative of a typical classroom in central Florida. Several of the virtual students were racially ambiguous and the participants were never given information about the demographics of the virtual classroom aside from the fact that they represented eighth or ninth grade students and were between the ages of twelve to fourteen. However, if we were located in a part of the country that was less ethnically or racially diverse, the researcher would have had the option of altering the "skins" or physical appearance of the virtual students to be more in-line with demographic of where the participants community.

The final strength of this study was that it provided the participants with an outlet to practice skills that they felt had not been nurtured through the coursework completed in their program. This study was completed at a university where they do have some classroom management training and the participants still did not feel prepared to facilitate a classroom guidance lesson. Three of the four participants' felt that they had personally benefitted from the training. All four participants' stated that the training would be beneficially to PSC students with no teaching experience, particularly if the training was offered before internship.

Limitations of the Study

Though there were many strength's to the study there were also limitations. These limitations included: technological issues, limitations of the virtual classroom, small participant pool and time conflicts. The first limitation for this study stemmed from problems with the technology in the TeachME™ Lab. Due to technological difficulties two of the four

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participants' did not complete all three experiential trainings. As stated in chapter four, a system upgrade was being completed the entire first week of the study which caused the researcher to cancel and reschedule the trainings. Issues associated with the system upgrade continued throughout the entirety of the study.

One of the limitations for this study was the physical limitations of the virtual classroom. As the participants' learned more about classroom guidance and classroom management from their internship course or site they were not given the opportunity to practice specific techniques which aid PSCs when delivering a classroom guidance lesson. These techniques include changing the setting of the classroom, utilizing space within the classroom and allowing the students to process in small groups or pairs (Perusse, Goodnough & Erford, 2011). Currently, the virtual classroom is set as in a traditional classroom setting or what Perusse, Goodnough and Erford (2011) would describe as lecture hall or classroom style. The participants' do not have the luxury of manipulating the classroom environment in any way. Nor has that technology been developed for the TeachME™ Lab. So as the participants engaged with the virtual classroom they did not have the option of walking around or between students. They managed the virtual students solely from the front of the classroom room. For example, if one of the virtual students was misbehaving the participants did not have the option of standing next to the virtual student or standing between two talkative friends.

The participant size for this study was another limitation. Though this was a qualitative study the participant size was still small, however, so was the pool of possible participants. At the time of the study there were a total of seventeen students enrolled in internship. Of the seventeen students six of the interns stated that they had some form of teaching experience and

therefore were not eligible for the study. Leaving eleven eligible possible participants, and of those eleven, four participants agreed to be in the study. Also, the study was conducted at the University of Central Florida which assessed the culture of the school counseling program at one university. Meaning, all of the students' participating the study were from the University of Central Florida. The researcher did not conduct comparative research with any other college or university's school counseling program.

Finally, the participants experienced some time conflicts during their participation in the study. First, there was a time conflict for Allie, when it came to the classroom guidance training which was originally scheduled for a Saturday, but she had to work. So, she was trained separate of her peers. Second, when offering the experiential training sessions issues associated with time were tied to the difficulties with technology. At times that there were difficulties with technology in the TeachME™ lab, the researcher would ask the participants to stay several minutes past the allotted time for the experiential training sessions. Two of the participants were not in a position where they could stay over time, because they were enrolled in another course that began several minutes after the training was scheduled to be completed. Thirdly, due to technological difficulties the entire training was pushed back one week creating a situation where two of the four participants were not able to participate in a third training, because they had prior engagements for the newly scheduled final week. The fact that two of the participants were only able to complete two of the three experiential trainings in comparison to the other two participants who participated in all three experiential trainings, may have created some differences in their perceptions of the training as discussed during their final interviews.

Areas for Future Research

The researcher believes that this study is only the first in exploring classroom management training for PSC students using mixed and virtual realities. Presently, there is a gap in the literature concerning classroom management training for PSC's, particularly those without teaching experience. Before discussing areas for future research concerning this study it should be noted that there is a need for continued research on PSC and PSC students concerns, beliefs and attitudes surrounding classroom guidance and classroom management training.

Future research spawning from this study should include a replication study at the University of Central Florida as part of the internship course and another replication study as part of the Comprehensive School Counseling Course. Participants' of this study also recommended that the length of time in the TeachME™ Lab be increased to fifteen minutes per session, which should be considered for further research to see if the longer training time creates a more dramatic difference in the participants classroom management and classroom guidance facilitation skills. Replications of this study at the University of Central Florida should also include participants with and without teaching experience to document the similarities and differences between the two groups.

Other replication studies are recommended for different universities preferably with a larger number of participants. This study was completed using all female participants of African American/ Black and Caucasian/ White descent, therefore the researcher recommends this study to be replicated with diverse participants. Finally, the researcher recommends that a possible area of future research would be for a comparison study of PSC students training via a mixed reality simulation to be compared to PSC students trained without technology (role plays, skits)

and by other virtual environments such as second life to see if there is a difference in student outcomes.

<u>Implications for School Counselor Educators</u>

This study explored the innovative use of a mixed reality simulation for training PSC interns in classroom guidance and classroom management skills. This study found that there is a need for some form of experiential classroom management training for PSC interns before they enter their practicum or internship site. Feedback from the participants of this study showed that even though they had received some training via a classroom management course outside of their practicum and internship experience the classroom activities that they took part in were not as effective at their time in the virtual classroom. However, before creating a standardized curriculum to house lessons which would include an experiential training like the one used in the TeachME™ Lab there is a need for a clear definition of the PSC role nationally (Perusse, Goodnough & Noel, 2001; Shayot, 2008). There are so many different ideas of what the PSC role is supposed to look like that without a clear definition it would be difficult to train future PSCs how to respond in challenging situations.

It should be made clear that this specific study is rooted with the tenets of the ASCA National model (2003, 2005) and these participants were trained using ASCA's recommendations for PSC behavior. This view of school counseling was especially prevalent when discussing the counselor's role as a disciplinarian during the classroom management training. It should also be noted that the participants of this study attend a CACREP accredited university which strongly supports the use of the ASCA National Model so the participants had previous training about ASCA's expectations.

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Among the four participants there were some differences in their training via the classroom management course. In particular, one of the participants explained how they completed role plays as an experiential part of the class. This participant was the only one to have this type of experience because the others completed the course solely online, which they felt was not good for this kind of training. The participant that did have an opportunity to complete an experiential component to the classroom management course explained how her experiences role playing as part of the course were not as effective as her experience in the TeachME™ Lab, largely because her peers were not good actors. The virtual classroom removes that element from the role play essentially creating a one-way role play with emphasis on the counselor.

However, her experience role playing was among the only difference reported about the classroom management course by the four participants. In general, all four participants did not like the idea of an online classroom management course. They also felt that the course was to book oriented and did not focus on their area of expertise (school counseling), because the course was open to all education masters students; meaning, that the course was tailored for traditional classroom management for teachers, not counselors. So, a suggestion for Counselor Educators looking to strengthen classroom management skills of their PSC trainees may benefit from the development of a classroom management course for school counselors.

Altogether, the participants expressed that the training in the TeachME™ Lab in collaboration with a school counseling course before internship was beneficial. Though the mixed reality technology in the virtual classroom is relatively new and still undergoing new developments the students were able to practice their classroom guidance and classroom

management skills in a safe but challenging environment. This type of technology and training would only add to a classroom management course. This training could be successfully implemented by a Counselor Educator teaching classroom guidance and classroom management especially benefitting those students with no previous teaching experience.

In summation, if anything is to be taken from the results of this study by School Counselor Educators it would be the following four implications. First, it would be beneficial to ensure that PSC trainees, especially those without teaching experience to receive training in classroom management before entering a school environment (practicum and internship). Second, it is necessary to clearly define the role of the PSC. Thirdly, it would be beneficial to create a classroom guidance and management course focused on the field of school counseling. Finally, there is technology available via virtual and mixed reality which can be used to train future PSCs in classroom guidance and classroom management. This study is only a stepping stone in the exploration of this type of technology as a training tool.

Chapter Summary

In this chapter the researcher discussed a review of the research results presented in chapter four and what those results meant in regards to answering the research questions. Altogether, she found that the feedback from the participants via the classroom guidance training, experiential trainings and survey successfully answered the research questions. The entirety of the training was found to be beneficial in preparing the participants to facilitate and manage a classroom guidance lesson, only if the trainings began before the participant or PSC trainee began facilitating classroom guidance lessons at their internship site.

The participants provided the researcher with strengths and weaknesses of the study which included partnering the experiential training session with a class before they enter internship, preferably during the Comprehensive School Counseling Course. The suggestions of the participants were assessed by the researcher and considered when developing recommendations for future research. Other areas of future research recommended by the researcher not tied to the participant suggestions include: replication of the study at other universities, larger participant size, increased diversity among participants and comparison studies with programs training PSCs with no technology or other mixed and virtual reality technologies.

APPENDIX A

SCHOOL COUNSELING TIMELINE

A School Counseling Historical Timeline

1895   George Merrill developed the first systemic guidance program in San Francisco.

1908   Jessie B. Davis organized a program of vocational and moral guidance in the schools of Grand Rapids Michigan.

1908   Eli W. Weaver, a high school principal in Brooklyn, New York, authored *Choosing a Career*.

1908   Frank Parson founded the Vocational Bureau of the Civic Services, a vocational counseling program that was soon expanded to schools in Brooklyn.

1908   Clifford Beers, a former patient in a mental institution, wrote *A Mind That Found Itself*, which helped illuminate the plight of patients with mental disorders.

1909   Parson's book *Choosing a Vocation* was published posthumously, it established the principles and methods counselors should follow to provide vocational guidance in school counseling.

1913   The National Vocational Guidance Association (NVGA) was founded at a meeting in Grand Rapids, Michigan. The NVGA became the first professional counseling organization and later became one of the four founding divisions of the American Counseling Association. Today, the NVGA is known as the National Career Development Association.

1920's This decade saw the rise of the student personnel, social work, children's rights, mental health, measurements, and Progressive Education movements.

1926   William Henry Burnham became a pioneering advocate for elementary school

counseling by publishing *Great Teachers and Mental Health*.

1926   New York became the first state to require certification for guidance workers.

1929   New York became the first state to have full time guidance personnel in the State

Department of Education.

1930   Arthur J. Jones wrote *Principles of Guidance*.

1938   The Vocational Education Division in the U. S. Office of Education established the

Guidance and Personnel Branch.

1939   The *Dictionary of Occupational Titles* (DOT) was published.

1942   Carl Rogers published *Counseling and Psychotherapy*.

1948   The *Occupational Handbook* was published by the US Bureau of Labor Statistics.

1952   The American Guidance and Personnel Association (APGA) was established. Today

the APGA is known as the American Counseling Association (ACA).

1952   The American School Counseling Association (ASCA) was founded.

1953   The ASCA became the fifth division of the APGA.

1953   The Pupil Personnel Services Organization was created in the US Office of

Education.

1953   *School Counselor* was created as the journal of the ASCA.

1957   The APGA created the American Board for Professional Standards in Vocational

Guidance.

1957   The Soviet Union launched *Sputnik I*, the first human-made satellite to orbit the

earth.

1958   The National Defense Education Act passed, expanding the training and hiring of

school counselors.

1959   James B. Conant authored *The American High School*, suggesting a ratio of 1 school counselor for every 250-300 students.

1962   C. Gilbert Wrenn published *The Counselor* in a changing world, which influenced the school counseling profession in the years to follow.

1976   The Career Education Act integrated career education into schools.

1988   Gysbers and Henderson published *Developing and Managing Your School Guidance Program*, which focused the profession on comprehensive, developmental school counseling program.

1994   The School of Work Act was passed, reinforcing career guidance and counseling.

1995   The Elementary School Counseling Demonstration Act was passed to assist elementary schools in providing counseling services.

1997   The ASCA published *The National Standards for School Counseling Programs*, providing benchmarks for school counseling programs to promote student competency in the academic, career, and personal social domains.

2002   The No Child Left Behind Act was signed into law.

2003   The *ASCA National model: A framework for School Counseling Programs* was published.

2005   The ASCA published the second edition of the *National Model* and focused on foundations, management system, delivery system and accountability.

Erford, Transforming The School Counseling Profession, Table 2. 1 "A School Counseling

Historical Timeline" pp. 29-30, (c) 2011 by Pearson Education, Inc. Reprinted by

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APPENDIX B

PARTICIPANT QUESTIONNAIRE

Participant Questionnaire

Directions: Please check the answers that best fit you.

Gender: ____ Male   ____ Female

Age: _____ (Please fill in)

Race: ____ African American/ Black

         ____ Asian or Pacific Islander

         ____ Caucasian/White

         ____ Hispanic/ Latino

         ____ Native American/ American Indian

         ____ Multiracial

         ____ Other

	Yes	No
Do you have past Teaching Experience? □ Check here if you are a Certified or Licensed Teacher	____	____
Have you facilitated a small group?	____	____
Do you have experience working with adolescents?	____	____
Do you feel prepared to deliver a classroom guidance lesson?	____	____
Do you know what a mixed reality simulation is?	____	____
Are you a parent?	____	____

APPENDIX C

HOW TO RESPOND TO BULLYING LESSON PLAN

Bullying Lesson Plan

(Throckmorton, 2005)

LESSON PLAN – How to Respond to Bullying

This outline is intended to be used as a guide. The lesson plan provides a suggested outline for presenting general information regarding how to respond to bullying in a high school setting. The lesson conveys basic information regarding school bullying but is primarily designed as a guidance lesson that can be adapted to a variety of settings. As with any resource, it is important that you review the plan and assess its appropriateness for your particular group.

Most of this lesson was developed to be used as a Power Point presentation. I would like to thank Wayne Houk, student at Grove City College for developing most of the Power Point presentation. Some of the slides are reproduced here as handouts. The Power Point file is available for free download at www.respectandthefacts.com or by contacting Dr. Throckmorton.

Target

High School

Objectives

- To identify types of bullying
- To become aware of how to respond to bullying as an individual
- To become aware of how to respond to bullying as a bystander
- To commit to a bully free environment

Activities – Bully Free School, Part two

Ground Rules – 2 minutes
Publicly sharing opinions can make students feel vulnerable. Before you begin the activity, set the following ground rules to ensure that students and others are not ridiculed, embarrassed or degraded for their opinion. This may be redundant if your class already has ground rules such as these:
- Listen to each other
- No put downs or name calling
- Questions are welcomed
- Respect each other

Procedures – 30 minutes

- Open discussion by asking how the class would define bullying. Take several definitions and offer this definition as a summary of the discussion.

Exposing another person to either verbal or physical harm, or threatening to harm another person with the purpose of controlling the other person's thoughts and/or actions.

- We are discussing bullying because it happens and is harmful. Note the following:

  - Bullying is likely associated with school violence

  - Many people remember bullying or being bullied even through adulthood

  - Most students report being bullied during their school career.

  - Some are bullied for specific reasons: A government sponsored survey reported that four percent of respondents said that hate related words were directed at them that concerned their race, about 3 percent each reported that insults related to their ethnicity or gender, and between 1 and 2 percent each reported that the insults were related to their religion, disability, or sexual orientation. We will learn however, that bullies can be from any group and those bullied can be from any group.[2]

  - Bullying decreases the sense of safety needed to really get a good education – you can't learn when you are afraid for your safety.

  - Go over your school policy concerning harassment and any relevant state laws that apply to your school (www.bullypolice.org is a good reference for this information).

- Tell the class that bullying seems to be about controlling others. As such, bullying can take place anywhere, school, work, recreation, etc.

- Ask the class why they think bullies bully. Summarize with the following points:

  - They may have been bullied themselves. These are generally angry children who are easily spotted. They've been hurt and they feel a sense of relief and power from hurting others.

  - Lowering others makes them feel elevated or somehow better about themselves. These children may feel insignificant for a host of reasons and find a sense of significance via controlling others.

  - Group think. Some kids who would never bully outside of a group get caught up in the sense of significance associated with being in the majority. Some are afraid they will be hurt themselves if they do not side with the group.

- Whatever the emotional or social reasons, *bullies bully because they can.* Many bullies actually have good self esteem as measured by tests but their bullying is related to the power they feel from manipulating others. Bullies sometimes use status differences (bigger, from a certain social group, etc.) they may have to derive a sense of power over others. The status characteristics are not the causes of the bullying but a means to an end. Just like the victims; bullies can be anyone from any social grouping.

- Ask students to give examples of bullying – Use Teacher Resource 1 as an aid to summarize the lists made via small groups or classroom discussion. Enlist examples from films such as *Napolean Dynomite, Back to the Future* and *Mean Girls.* With adequate time, clips of these or other films could be shown as illustrations of various types of manipulation, both overt and subtle.

- Ask the class, what can people who are bullied do about it? What should they do? Summarize with by suggesting that objects of bullying can:

  - Name the problem and legitimize yourself - Be honest with yourself and others. Whether it is bullying, psychological harassment, or emotional abuse, seek information and support from others.

  - Expose the bully - In order to prevent bullying from continuing, bullies should be recognized for who they are. It is important to avoid retaliation for the wrong that was done, or the cycle of bullying will continue.

- Use Handouts 4 and 6 to summarize the discussion in concrete terms about what students can do who are being bullied in school.

- Ask the class what should bystanders do? Again summarize with the procedures outlined on Handout 4.

- Note that challenging bullying may be a marathon and not a sprint. Distribute Handout 5 (Stages of Challenging a Bully)[3] and discuss the process that often occurs in putting an end to bullying.

Summary – 10-12 minutes (there are several options for ending this lesson. Educators/counselors can choose based upon perceived needs of the class)

- Review the lesson by asking these thought provoking questions:

  - Have you ever seen someone being bullied?
    - What was your response?

---

[3] Workplace Bullying and Trauma Institute -

- ▪ Have you ever been bullied?
  - ▪ What did you do about it?

- ▪ Have you ever bullied someone?
  - ▪ What was your reasoning for it?

- Handout 2 (What if Our School Was Like This…) can be used as a means of summarizing the benefits of mutual respect.

- Review the school policy concerning harassment. If you school does not have a policy then summarize the suggested procedures for students to follow if they are being bullied or observe bullying.

APPENDIX D

LEND A HAND LESSON PLAN

Lend a Hand

OBJECTIVES

- To increase students' abilities to recognize when someone needs their help
- To increase students' comfort level with helping someone voluntarily
- To encourage students to ask for someone else's help when a situation is too big for them
- To teach students how to respond if someone rejects their offer to help

MATERIALS

- Lend a Hand worksheet

DIRECTIONS

1. Distribute the Lend a Hand worksheets, one copy per student.

2. Divide the class into groups of three to four students each. Allow students to read and discuss their options for each scenario.

3. Bring the class back together in a circle. Ask students to raise their hands if they find offering help challenging. Ask students to raise their hands if they are comfortable and willing to offer help to others. Encourage students to discuss their responses

4. Process the activity by conducting a class discussion.

DISCUSSION

- How do you recognize when someone is in need of help?
- If you aren't able to assist, what do you do?
- Have you ever offered to help someone, and the person responded negatively? Why do you think the person responded this way?
- Has someone offered you help when you needed it?
- Was there ever a time you needed help and didn't get it? How did you feel?
- Do you ever want to help and don't? Why or why not?

LEND A HAND

SCENARIO 1

Troy was walking down the hall when Bart tripped him. Troy fell to the ground, and his books flew in every direction. A few people began to giggle and call Troy a klutz. You are not close friends with Troy; however, you notice he looks very embarrassed.

How can you be of help?

What do you do?

SCENARIO 2

Sara, Mika, and Lola cornered Cyndi in the bathroom. They were accusing her of liking Mika's boyfriend. Cyndi told them she didn't even know him. Together, the girls began to yell at Cyndi, and finally Mika pushed her to the ground. You walk in just at this moment.

How can you be of help?

What do you do?

SCENARIO 3

Bill and Edward are scary. Everyone knows it and stays as far away as possible from them. They like this because it makes them feel powerful. You are really tired of their acting like they own the whole school. As you walk into the cafeteria, you see them knock Steve's food tray to the ground.

How can you be of help?

What do you do?

SCENARIO 4

Every day on your way to the bus stop, you observe a group of older boys and girls harassing younger kids. They call the younger kids names and take their lunches or lunch money. Each day you walk with your head down and hope they don't notice you. Although they don't notice you, you realize what these younger kids are going through.

How can you be of help?

What do you do?

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APPENDIX E

INSTRUCTIONS FOR INTER-ACTORS

Instructions for Inter-Actors

Baseline Behaviors

Each participant will begin with a short introduction and read through a case study scenario before using open ended questions to facilitate a classroom discussion on helping behaviors. *During introductions:* Inter-actor should begin at moderate difficulty. Moderate difficulty can be 3 to 5 interruptions.

Based on students reactions to the interruptions during their introduction the inter-actor can choose how to respond to the students as they read the scenario and begin the lesson.

Inter-Actor Materials

All inter-actors will be provided with:

- the lesson plan being used in the study
- a case study matrix with the participants first name and the case scenario they will be using to practice their skills
- a time line of visiting dates to the TeachME™ Lab.

APPENDIX F

SURVEY

PSC Trainee Classroom Guidance Self-Efficacy Survey

(Adapted From Schwarzer, Schmitz & Daytner, 1999)

Please answer the following questions with a short answer (no more than 100 words each).

1. I am convinced that I am able to teach successfully all relevant subject content to even the most difficult students. Why or Why Not?

2. If I try really hard, I believe that I will be able to reach even the most difficult students. Why or Why Not?

3. Even if I am disrupted while teaching, I am confident that I can maintain my composure and continue to teach well. Why or Why Not?

4. I am confident in my ability to be responsive to my students' needs, even if I am having a bad day. Why or Why Not?

5. I believe that if I try hard enough, I know that I can exert a positive influence on both the personal and academic development of my students. Why or Why Not?

APPENDIX G

TRANSCRIPT CODE BOOKS

Theme Key: CMT (Classroom Management Training), CM (Classroom Management), PRC (PSC Role in the Classroom), SB (Student Behavior), Counseling Skills (CS),

Training Codes			
	Code	Location	Themes
1.	Not taught Classroom Management	T1-2 T1-31	CMT
2.	Classroom Management course Online bad idea	T2-1 T2-2 T1-1	CMT
3.	Classroom Management course – Book directed	T2-2 T1-33	CMT
4.	Classroom Management course- Needs Experiential Component	T2-2 T2-3 T2-6	CMT
5.	Actively working on classroom management during internship at time of training	T1-1 T1-11 T1-29	CMT
6.	Writing Lesson Plans-Easy	T2-3	CMT
7.	Completing Classroom Management Lesson-Difficult	T2-4 T2-5	CMT
8.	Would like On-Site training	T2-6	CMT
9.	Classroom Management geared towards teachers	T2-7 T2-8 T2-9 T2-12 T2-13 T2-14 T2-16 T2-17	CMT
10.	Familiar with Lesson Plans	T2-19	CMT
11.	Never taught in schools	T2-21	CMT
12.	Lack of Classroom Management training for PSCs	T2-22	CMT
13.	Similarity of rule setting in group counseling and classroom facilitation.	T2-25 T1-41	CS
14.	Counselor Expectations of Students	T2-27 T2-28 T2-29	PRC
15.	Perception of Children	T2-27 T2-28 T2-29	PRC
16.	Student Learning Styles	T2-33	SB
17.	Being active in the	T2-36	CM

	classroom		
18.	Student transitions between classes	T2-40	SB
19.	Students rushing out of class	T2-40 T2-41 T2-42 T2-46 T2-49	SB
20.	Restless students	T2-49 T2-50	SB
21.	Counselors Disciplinarian role	T2-52 T2-53 T2-55 T2-57	PRC
22.	Student Consequences	T2-52 T2-53 T2-55 T2-57	PRC
23.	Punish students	T2-57	PRC
24.	Punish students = Student not trusting PSC	T2-60 T2-61 T2-62 T2-63	PRC
25.	Punishing okay sometimes	T2-63	PRC
26.	Disciplining students = PSC dilemma	T2-64 T2-67	PRC
27.	Creating ground rules with consequences attached	T2-68	CM
28.	Creating ground rules with consequences attached – Bad idea	T2-69 T2-70 T2-71 T2-72	CM
29.	Addressing disruptive behavior	T2-73 T2-74 T2-75 T2-85 T2-86 T2-88 T1-46 T1-47 T1-48	CM
30.	Counselor Frustration	T2-82 T2-84	PRC
31.	Counselor Losing Patience	T2-82 T2-84	PRC
32.	Using Counseling Skills	T2-88	CS
33.	Referring students for 1-on-1 Counseling	T2-94	PRC
34.	Afraid of managing large class size	T2-96 T2-97 T2-98	CM
35.	Keeping students on task	T2-101 T2-102 T2-104	CM
36.	Confidentiality	T2-120 T1-11	CS
37.	On site supervision	T1-18 T1-20 T1-44	CMT
38.	PSCs complete classroom management less than suggested	T1-36 T1-37	PRC
39.	Setting the tone for classroom guidance lesson	T1-40	CM
40.	Working with Teachers	T1-44 T1-45	PRC

Theme Key: CMT (Classroom Management Training), CM (Classroom Management), CMCW (Classroom Management Course Weakness), Counseling Skills (CS), Experiential Learning (EL), Experiential Training Strengths (ETE), Experiential Training Weaknesses (ETW), Improvement from Current Curriculum (ICC), Student Growth (SG).

	After Session Interview Codes		
	Code	Location	Themes
1.	Practice in the TeachME™ Lab –Good or Fine	M1-2 M1-3 M1-12 K1-1 L1-1 L1-2 L3-14	ETE
2.	TeachME™ Experience = Fun	M1-3	ETE
3.	Feels Real	M1-4 M1-15 L1-2 L1-5 L1-7	ETE
4.	Working with Difficult or Angry Students	M1-6 M1-7 M1-8 A2-4	CM
5.	Working with a large class size	M1-8	CM
6.	Reflection on teaching skills	M1-9 M2-13 L1-6	EL
7.	Learning from experience	M1-10 M2-2 M2-3 K1-8	EL
8.	TeachME™ Experience Helpful	M1-12 M2-15 M2-16 M2-18 M2-19	ETE
9.	Better than the classroom management course	M1-13 M1-18	ICC
10.	Experiential Component Important	M1-14 K1-19 K1-23	EL
11.	Good for the Comprehensive School Counseling Course	M1-16 K1-23 A1-16	ICC
12.	Separating personal feelings from Work	M1-27	CM
13.	Engaging with talkative students	M1-29 M1-30 K1-31 K1-32 L1-6	CM
14.	Virtual Student Personalities	M2-4 L1-4 L1-15	CM
15.	Using Counseling Skills	M2-5 K1-2 K1-3 K1-6 K1-7 K1-8	CS
16.	Getting better with practice	M2-8	EL
17.	Internship Classroom guidance Connection	M2-8 L3-11 L3-12 L3-13	ICC
18.	TeachME™ helped prepare for internship classroom guidance lessons	M2-8 M2-10	ICC
19.	Building Rapport with Students (Internship)	M2-11 L2-2	CS
20.	Different Student Personalities (Internship)	M2-11	CM
21.	Learning to be spontaneous (“Go with	M2-12 M2-14 K1-17 K1-18	CM

		L2-4 L3-11	
22.	Encourage Students	M2-13	CS
23.	TeachME™ Helpful for those with No Teaching Experience	M2-18 L3-8 L3-9 L3-14	ICC
24.	TeachME™ Intimidating	K1-6 A2-20 A2-21	ICC
25.	Lacking Confidence	K1-6 K1-7	SG
26.	Hard to Discipline Virtual Students	K1-10 A2-4	CM
27.	Virtual Student's do not feel real	K1-10 K1-13	ETW
28.	Virtual Students Funny	K1-10 K1-11 K1-12 K1-33	CM
29.	Virtual Students – Good age group to work with	K1-14 A1-27	CM
30.	Experiential training Sessions Effective	K1-15 A1-12 L1-3 L3-6 L3-7	ETE
31.	No experiential training for classroom management before internship.	K1-20 A1-12 A1-21	CMCW
32.	Experiential Classroom Management Training should be before internship.	K1-26 K1-27 A1-14, A1-18	ICC
33.	Not feeling prepared to facilitate a classroom guidance lesson.	K1-7 A1-2 A1-3 A1-6 A1-11 A2-1 A2-2 A2-3	SG
34.	Experiential Training Session-Challenging	A2-8	ETE
35.	Cannot tell which Virtual Student in talking	A2-8	ETW
36.	Should be more than one puppeteer	A2-10 A2-11 A2-12	ETW
37.	Rely on nonverbal behaviors, Can't see nonverbal's in virtual classrooms	A2-14	CS
38.	Should be able to develop own lesson	A2-15	ETW
39.	Lesson not realistic	A1-6 A2-15	ETW
40.	Would like more feedback	A2-19	ETW
41.	Not Scared of Classroom Management	A2-22	SG
42.	Different ground rules for one on one sessions and the classroom setting	A2-23	CM
43.	Real Students would Act Different	A1-7 A1-8	CM
44.	Calling out Students	A1-10	CM
45.	Expected to facilitate classroom guidance lessons in schools	A1-13	ICC
46.	Disciplining Students (Internship)	A1-15	CM
47.	Learning to Adapt to the Classroom Environment	L1-3 L3-4	CM
48.	Easily Aggravated	L1-3	SG
49.	Navigating Student Personalities	L1-8 L1-9 L1-10 L1-14 L3-9 L3-10	CM

50.	More time in the TeachME™ Lab	L1-11 L1-12 L1-13 L1-14 L2-5 L2-6 L3-4	ETW
51.	Finding a balance in the classroom	L1-8 L1-9 L2-2	CM
52.	Used to the Environment	L2-1 L2-2	SG
53.	Facilitate a discussion	L2-3	CM
54.	Listening Skills	L2-8	CS
55.	Lesson Realistic for training	L2-9 L2-10	ETE
56.	Creating Lesson plan- Easy	L2-10 L2-11	CMCW
57.	Feels more confident after training	L3-1	SG
58.	Experimenting with lesson delivery	L3-2	CM
59.	Experiential training should have more sessions	L3-6	ETW

Theme Key: CM (Classroom Management), CMCW (Classroom Management Course Weakness), Counseling Skills (CS), Experiential Training Strengths (ETE), Experiential Training Weaknesses (ETW), Improvement from Current Curriculum (ICC), Recommendations for Future Research (CR), Student Growth (SG).

Final Interview Codes			
	Code	Location	Themes
1.	Integrate into the Comprehensive School Counseling (CSC)	A1 A10 L6 M7 K1	ICC
2.	Integrate into Principals of Instruction	L6 M6 M7	ICC
3.	Need for Experiential Component to Classroom Management Course	A1 A4	ICC
4.	Classroom management Course- Bad	A2 A3 A8	CMCW
5.	Classroom management Course- Teacher Specific	A3 A8 A9 K7	ETE
6.	Experiential Training Effective	A5 A12 L1 L3 L4 L9 K1	ETE
7.	Experiential Training Sessions- PSC Centered	A6	ETW
8.	Should Create Own Lesson Plan	A10	CM
9.	Classroom Management Intimidating	A11	ETW
10.	Hard to tell which virtual student was talking	A12	ETW
11.	Does not feel real	A 13	ETW
12.	Cannot read nonverbal behaviors in virtual students	A14	ETW
13.	More sessions in the TeachME™ Lab	A15 L5	CR
14.	Experiential Training made classroom management during internship comfortable	A17 L1 L2 M9 M11K18	ETE
15.	Experiential Training a challenge	A17	ETE
16.	Experiment with a personal teaching style	A21 L2	SG
17.	Experiential Training influenced school level preference for PSC trainee	A21	ETE
18.	Building Rapport is Important	A27	CS
19.	Navigating Different Student personalities	L1	CM
20.	Feels real	L4	ETE
21.	Experiential sessions should be longer	L5 K14 K15 K16	CR
22.	Add students to the virtual classroom	L8	CR
23.	Experiential Training Session allowed	M1	ETE

	creativity when facilitating the classroom guidance lesson		
24.	Session Length was good	M1	ETE
25.	Technology finicky	M2	ETW
26.	More than one puppeteer	M4 M5	ETW
27.	Experiential training should be before Internship	K1	ICC
28.	Experiential training helped build self-awareness	K1	ETE
29.	Felt unprepared for internship before Classroom Management Training	K4	CMCW
30.	CSC Course On Campus - Okay	K6	CMCW
31.	Difference between in class role plays and the experiential training session-virtual classroom more realistic	K9	ETE
32.	Provide more feedback	K10 K11 K12	ETW

Theme Key: CM (Classroom Management), CMCW (Classroom Management Course Weakness), Classroom Management Training (CMT), Counseling Skills (CS), Experiential Training Strengths (ETE), Student Growth (SG).

	Code	Location	Themes
Survey Codebook			
	Code	Location	Themes
1.	Respect	A1	CS
2.	Rapport	A1 A2 A5 M2 L4 L5	CS
3.	Genuine	A2 A5	CS
4.	Patience	A2 L2 L3	SG
5.	Persistence	A2 L2 L3	SG
6.	Experience	A3 K1	SG
7.	Self-Control	A3 L3 K3	SG
8.	Power Struggle	A3 K2	CM
9.	Confidence	A3 K1 L1 L3 L4	SG
10.	Separate Personal/ Professional	A4 M4	CMT
11.	Student Centered	A4	CS
12.	Student Diversity	L1	CM
13.	Supervision	A4	CMT
14.	Low Teaching Efficacy	M1 L1	SG
15.	Faith	M2 M5	No theme associated
16.	Unmanageable Students	M3 K2	CM
17.	Honesty	M4	CS
18.	Relating to difficult students	L2 L5	CM
19.	Better Classroom Management Skills and Better w/ Practice	L1 K2 M1 L3	ETE
20.	Internship	K1	CMT
21.	Counseling	K4	CS

	Skills		
22.	Counselor Training	K4	CS
23.	Working Harder	K5	CM

APPENDIX H

CASE STUDY PROTOCOL

Case Study Protocol

Overview

To be completed during the fall semester 2010. Participants will be enrolled in the fifteen week course School Counseling Internship MHS 6947 at the University of Central Florida. In supplement to this course the researcher will offer four treatment groups. The first treatment group will include a two hour lesson performed by the researcher on the topic of classroom management and how to facilitate a classroom guidance lesson and second. The second, third and fourth treatment groups will take place for one hour each in the TeachME™ Lab where the participants will practice classroom management and classroom guidance facilitation skills using the mixed reality simulation. The use of four treatment groups have been used when training counselor students skills in an areas such as micrcounseling skills (Guttman & Hasse, 1972), motivational interviewing (Young, 2010) and psychodynamic therapy (Guthrie et al. , 2004). Both Young (2010) and Guthrie et al. , (2004) completed their counselor trainings in supplement to counseling course work. At this time there is no literature discussing training PSC counseling skills using mixed or virtual reality.

Instruments

- The Researcher
- Observations via Video and In person
- Interviews (data collected via audio and/or video)
- PSC Trainee Teaching Self-Efficacy Self Report (Open Ended Questionnaire)

Field Procedures

Initial Two Hour Training: During the training session participants will be familiarized with the purpose of the study. The researcher will explain the rationale and process of a guidance curriculum lesson, particularly explaining the connection to the ASCA National Model. The researcher will also explain the timeline for the study. The training session will focus on two objectives: classroom management and the implementation of a guidance curriculum lesson. Together the participant group will take part in a two-hour training on classroom management. At the end of the two hour training participants will be provided with the times and dates of the three experiential sessions in the TeachME™ Lab, where the participant group will practice their classroom management skills and the facilitation of classroom guidance skills in a mixed reality.

Training in the TeachME™ Lab: Training within the TeachME™ Lab will take place twice a week for three consecutive weeks. The four participants will choose which days of the week they will attend for training. This will allow flexibility for participants to participate in the study based on the convenience of the meeting time.

The sessions will take place in six to eight minute increments in which each student can practice their classroom management skills. This time was chosen based on suggestions provided by the main researcher involved with the TeachME™ Lab who stated that due to the realism of the mixed reality simulation. These sessions will be videotaped to observe students interacting with the virtual students. Each student will be given part of a lesson plan on bullying (Newman, Horne & Bartolomucci, 2000) to present to the class (Appendix D). The inter-actor will be given a baseline of how disruptive each virtual student in the classroom should behave to ensure that each student begins at the same starting point (Appendix E). However based on the

participant – avatar interactions the inter-actor will be given full control of how difficult virtual student classroom behaviors may become. This portion of the training should be completed within 30 – 45 minutes, considering transition times between students.

Interviews and Survey: After the experiential component in the TeachME™ Lab each participant will take part in an interview where the participants will have the opportunity to discuss their experiences practicing their classroom management and classroom guidance skills. The interviews will be audio taped so that the researcher can transcribe all data after the interview sessions and remain fully present while facilitating the interview. The researcher will facilitate the interviews using pre-made interview questions. The interviews should be completed within fifteen to twenty minutes. Altogether, the combination of the training in the TeachME™ Lab and the interview should take between 60 to 75 minutes for all four participants'.

After the completion of their final experiential training the researcher will email the students the teaching efficacy survey. Participants' will have the option of emailing the survey back or returning it during the final interview. The final interview should be conducted approximately 2 weeks after the participant's last experiential training.

Case Study Questions for Investigators

1. Has the implementation of the mixed reality simulation as a training tool in supplement to the School Counseling Internship class aided the students in their ability to affectively facilitate a classroom guidance lesson?

2. Do PSC students trained to present a guidance lesson using a mixed reality simulation report an increase in their teaching self-efficacy in comparison to their peers receiving a traditional experiential component?

3. How does the student's execution of classroom management skills affect their ability to affectively facilitate a classroom guidance lesson when using a mixed reality simulation?

Interview Questions

Interview Questions Session 1

1. What was it like to practice your skills in the TeachME™ Lab?
2. What did you learn about yourself?
3. Do you feel that this kind of training is effective?
4. How has this training experience been for you in comparison to the type of training that you have received on classroom management and guidance curriculum before?

Interview Questions Session 2

1. What was it like to practice your skills in the TeachME™ Lab in comparison to the last time you trained in the Teach Me Lab?
2. What did you learn about yourself this time around?
3. What would you like you like to practice during your next session in the TeachME™ Lab?

Interview Questions Session 3

1. What was it like to practice your skills in the TeachME™ Lab in comparison to the last time you trained in the Teach Me Lab?
2. What did you learn about yourself this time around?
3. Do you feel that this training has been helpful in preparing you to facilitate a classroom guidance lesson?

Final Interview Questions

1. Now that you have had some time to reflect on your experiences what was it like to practice your skills in the TeachME™ Lab ?
2. What did you learn about yourself?
3. Do you feel that this training has been helpful in preparing you to facilitate a classroom guidance lesson?
4. What were some strengths and weaknesses of the training?
5. Is there anything else that you would like to share about the training that you have not had a chance to say up to this point?

APPENDIX I

IRB APPROVAL

University of Central Florida Institutional Review Board
Office of Research & Commercialization
12201 Research Parkway, Suite 501
Orlando, Florida 32826-3246
Telephone: 407-823-2901 or 407-882-2276
www.research.ucf.edu/compliance/irb.html

Approval of Human Research

From: **UCF Institutional Review Board #1**
          FWA00000351, IRB00001138

To: **Tiphanie Gonzalez**

Date: **July 26, 2010**

Dear Researcher:

On 7/26/2010, the IRB approved the following human participant research until 7/25/2011 inclusive:

Type of Review:	UCF Initial Review Submission Form
Project Title:	Training Professional School Counselor Trainees in Classroom Management Skills Using a Mixed Reality Environment
Investigator:	Tiphanie Gonzalez
IRB Number:	SBE-10-07035
Funding Agency:	Association for Specialists in Group Work(ASGW)
Grant Title:	**Training in Classroom Guidance Skills using a Mixed Reality Environment**
Research ID:	N/A

The Continuing Review Application must be submitted 30days prior to the expiration date for studies that were previously expedited, and 60 days prior to the expiration date for research that was previously reviewed at a convened meeting. Do not make changes to the study (i.e., protocol, methodology, consent form, personnel, site, etc.) before obtaining IRB approval. A Modification Form **cannot** be used to extend the approval period of a study. All forms may be completed and submitted online at https://iris.research.ucf.edu .

If continuing review approval is not granted before the expiration date of 7/25/2011, approval of this research expires on that date. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

Use of the approved, stamped consent document(s) is required. The new form supersedes all previous versions, which are now invalid for further use. Only approved investigators (or other approved key study personnel) may solicit consent for research participation. Participants or their representatives must receive a copy of the consent form(s).

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

On behalf of Joseph Bielitzki, DVM, UCF IRB Chair, this letter is signed by:

Signature applied by Joanne Muratori on 07/26/2010 02:09:29 PM EDT

IRB Coordinator

APPENDIX J

COPYRIGHT PERMISSION DOCUMENTS

PERMISSION IS GRANTED TO: DATE: September 22, 2010
Tiphanie Gonzalez, Ph. D. candidate
University of Central Florida, Counselor Education
By email: tiphgonz@mail.ucf.edu

FOR THE USE OF: The 2-page lesson plan, "Lend a Hand" from *Bully Busters: A Teacher's Manual for Helping Bullies, Victims and Bystanders, Grades 6-8,* pages 230 and 231 for reproduction in her doctoral dissertation.

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5. Other.   No charge.

_____signed_____
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September 22, 2010

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Grove City College
100 Campus Drive
Zerbe Health Center
Grove City, PA 16127

Dear Dr. Throckmorton:

This letter is to confirm the permission received in our recent conversation. I am completing a
doctoral dissertation the University of Central Florida entitled *"Training professional school
counselor students in classroom guidance skills using a mixed reality environment*. " I would like
your permission to reprint in my dissertation in its entirety the following lesson plan:

Throckmorton, E. W. (2005). *How to respond to bullying*. In Throckmorton, E. W. (2005).
Bullying prevention information: Resources for schools.(pp. 18-21). Carolina Maud Publishing.

The entire lesson plan (p. 18-21) will be reproduced in the appendix section of my dissertation.
You will be appropriately credited for your work throughout the dissertation and in the reference
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If these arrangements meet with your approval, please sign this letter where indicated below and
return it to me via mail or by fax at 407-823-1296. Thank you for time and help in this matter.

Sincerely,
Your name and signature
PERMISSION GRANTED FOR THE USE REQUESTED ABOVE:

Warren Throckmorton

                             By: __Warren Throckmorton___

       Date:____9/28/10_____
Typed name of addressee below signature line

PERMISSION AGREEMENT

Div: 0G: Code: 9780132462952
Req No: 41709: Cust No: 15754

NOV 12 10

Tiphanie Gonzalez
11516 Wagon Road
Orlando, FL 32826

Tiphanie Gonzalez:

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To reprint Table 2.1 "A School Counseling Historical Timeline" pp. 29-30 in the forthcoming dissertation entitled "Training Professional School Counselor Students in Classroom Management Skills Using a Mixed Reality Environment," for completion of a degree at the University of Central Florida.

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Jenell Forschler
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Re: Quick Question
Lisa Dieker
Sent:Thursday, November 18, 2010 11:05 PM
To: Tiphanie Gonzalez
Cc: ███████████████████████████████████

Sure you can use a picture and Jackie Rodriguez can give you one -
thanks for asking! Hope your dissertation going is great.   - Lisa

On Nov 18, 2010, at 3:49 PM, Tiphanie Gonzalez wrote:

> Hi Dr. Dieker,
>
> I hope that all is well. I am contacting you because I am
> interested in adding a picture of the TeachME™ Lab in my
> dissertation. Is that possible? And if so, who should I contact for
> permission?
>
> Sincerely,
>
>Tiphanie Gonzalez
> University of Central Florida
> Doctoral Candidate
> Counselor Education
> Holmes Scholar
> Toni Jennings Scholar
>

11/23/10

Jackie Rodriguez
To Tiphanie Gonzalez
From:Jackie Rodriguez ███████████████████████████
Sent: Tue 11/23/10 3:23 PM
To: Tiphanie Gonzalez (tgonzale@knights. ucf. edu)
       4 attachments
       IMG_0156. JPG (296. 5 KB) ,IMG_0904. JPG (511. 2 KB) ,STEM Camp. jpg(5. 6 KB) ,
       Teacher in TeachME™. jpg (89. 1 KB)

T,

Dr. Dieker mentioned you might need some photos of TeachME™?

I've attached a few- Let me know if these fit your needs, and if not, I can send others:)

Jackie

--
Jacqueline Rodriguez
Doctoral Student

McKnight Fellow
Project LEAD Scholar
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College of Education, ED 315
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Phone: ████████████
Fax: ██████████
Jacqueline. Rodriguez@knights.ucf.edu

APPENDIX K

DEBRIEFER NOTE

3/9/11

Tiphanie,

I want to congratulate you on all your hard work. You did a good job with this study and it has been a pleasure playing "devil's Advocate" along the way.
I have appreciated your interest and use of the TeachMe™ lab as an innovative way to safely provide experience for PSCs.

You have written a very good summary of the data which, I think, justified your use of qualitative methodology and methods. I liked that you used observations, interviews, and the survey data to triangulate the four cases.

You have also provided a strong rationale for using a Homogenous sampling method. Your use of a number of trustworthiness methods was also strong. Overall I think you have done a great job and I think you have a solid study to show for your hard work.
I know you were a bit uncomfortable about having four participants, but since your investigation centered on PSC-trainees at UCF you had a small pool to pull from. I know that you suggest future studies might try to replicate your study using a bigger sample size.

We also talked about using someone else to deliver the classroom management training and I agree that would have been an interesting way to go to free you up from wearing both the participant and researcher roles.

Finally, from the transcripts I read and the audio I listened to I think you did a strong job of accuracy on those.

One day we will look back and say that this was fun. At least you can be proud of your great accomplishment. Go P-Suns!

Let me know if I can answer any questions or provide you with more feedback.

David

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