School Consultation

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What is Consultation?

- Consultation is a voluntary, non-supervisory relationship between professionals from different fields designed to aid professional functioning. (Conoley & Conoloy, 1992)

- All consultation involved a consultant, consultee and client(s) or organization and takes into account the ecological or organizational system in which the presenting problem is discussed.

- May focus on behavioral, mental health, instructional, and organizational models

Prevention of problems before they occur	Intervention in current problems	Correction of problems after they occur

- Where does consultant spend most of their time?
- What is most effective?

Advantages of School-Based Consultation Model

- Impacts more students as teachers generalize new skills
- Is preventative
- Can be implemented in GE setting without removing student
- Promotes teamwork and cooperative problem solving

Consultant

Consultee

Client/System (student, teacher, district, family, etc.)
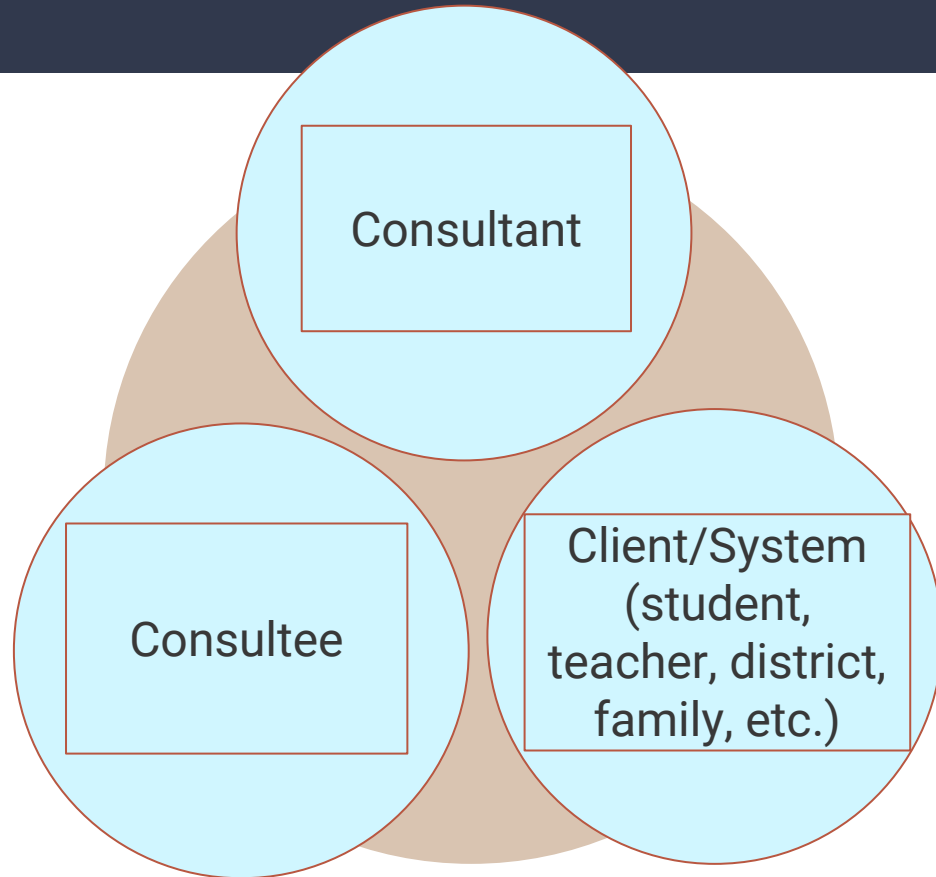
Forms of Consultation

| Client centered	Consultee centered	Collaborative	System centered
Consultant develops an intervention plan to be carried out (prescriptive).	Consultant discusses different and alternative ways to resolve the problem (non-prescriptive, intended to create changes in teacher's beliefs, thinking, and actions) (Hylander, 2012).	An interactive process that enables groups of people with diverse expertise to generate creative solutions to mutually defined problems (Idol, Nevin & Paolucci-Whitcomb).	Consultant helps members of a group see interactional patterns that are interfering with success. May also focus on structural or procedural problems.

Effective Consultation

- The most effective plans have both **technical adequacy** and **contextual fit**.

- Contextual fit
  - The extent to which the plan is consistent with the setting and the values, skills and resources of implementers
- Technical adequacy
  - The degree to which plans have the features that reduce problems and increase learning

Effective Interventions ✕ Effective Implementation ✕ Enabling Contexts

= Positive Outcomes
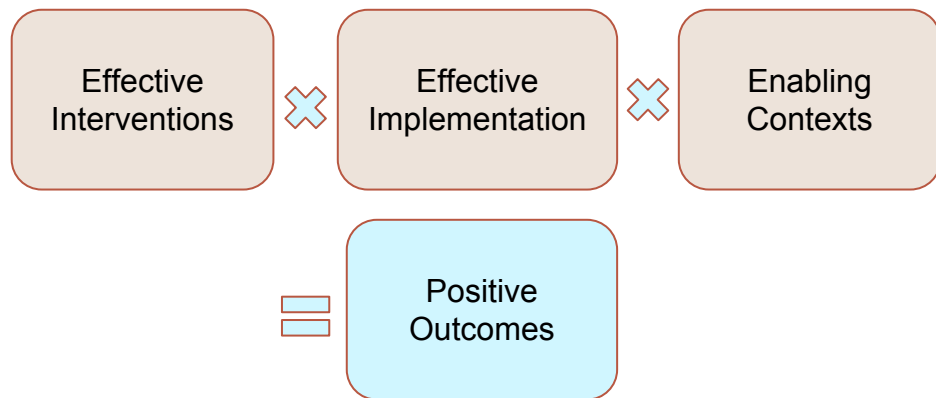
Consultant–Consultee Relationship

1. Establish and maintain a sense of rapport, trust and respect
2. Clarify expectations, roles, and responsibilities from the outset
3. Discuss relevant legal and ethical guidelines early on
4. Establish a preferred means of communication
5. Make sure that all members understand the problem-solving process and are supportive of it
6. Use language that is familiar to everyone involved, don't use technical jargon
7. Share valuable information between team members
8. Incorporate team members' perspectives and opinions   (*Colton & Sheridan, 1998*)
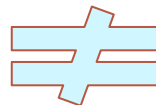
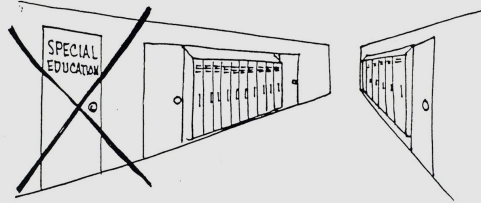| Consultation | ≠ | "How's it going?" |

Barriers to Consultation

Teacher resistance due to beliefs that:

- Some students belong in segregated programs
- Feelings that the consultation is demeaning to their expertise at working with their own students
- Feelings that consultation works too slowly
- Frustration to have to rely on student outcomes data rather than individual perception to determine effectiveness of interventions
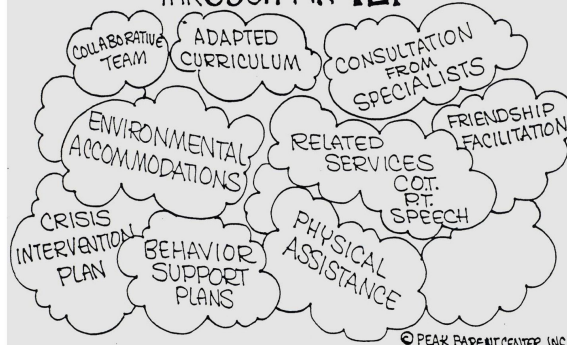- There is limited time, effort, and resources required

Improving Fidelity

1. Make use of intervention scripts (e.g. PBSP)
2. Implement consultee goal-setting and feedback procedures
3. Incorporate performance feedback interviews
4. Directly train teachers on fidelity for each intervention
5. Make use of interventions that have a high level of acceptability for teachers.
   a. Positive rather than negative
   b. Simple rather than complex
   c. In response to sever, rather than mild, student behavior
   d. Effective