



Response to Intervention:
Consultation Skills

- ▶ Define Problem
- ▶ Directly Measure Behavior/Skill

▶ Evaluate Response to Intervention (RtI)



- ▶ Analyze the Problem
- ▶ Validate Problem
- ▶ Identify Variables that Contribute to Problem

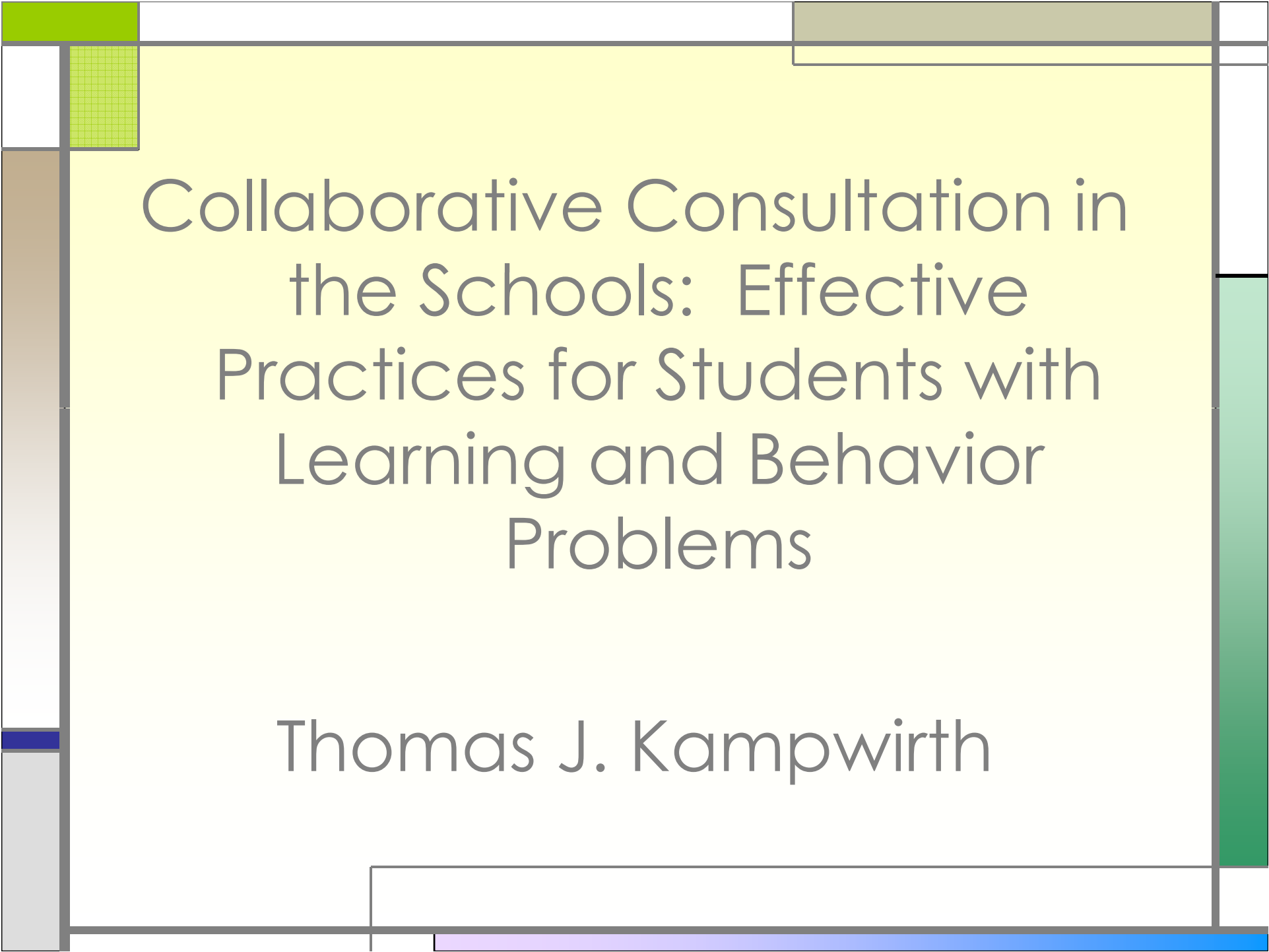
- ▶ Develop Plan
- ▶ Implement Plan as Intended
- ▶ Progress Monitor
- ▶ Modify as Necessary

School-Based Consultation

- Definitions:
 - Consultation – Process in which an individual assists another professional (consultee) with a work related problem with a client. The goal is to help both the client and the consultee in some specified way.
 - Collaboration – Formal process in which the roles and resources of people involved are rather carefully set forth to reach a common goal.

Differences between Consultation and ...

- Teaching – more formal, rarely collaborative
- Advice giving – most confused with consultation (expert role presumed, no intention to develop expertise in individual seeking advice)
- Advocacy – legal obligations – moral and ethical issues
- Supervision – supervisors are clearly the experts and are often authority figures because of the evaluation aspect
- Therapy/counseling – direct relationship aimed at altering the behavior of the person – more depth and intensity
- Organizational development – process such as training and research to enhance functioning of organization.



Collaborative Consultation in
the Schools: Effective
Practices for Students with
Learning and Behavior
Problems

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Collaborative Consultation

- *A process in which a trained, school-based consultant, working in a nonhierarchical relationship with a consultee, assists that person in her efforts to make decisions and carry out plans that will be in the best educational interests of her students.*

Characteristics and Goals of Collaborative Consultation

1. Consultant is a trained professional (teachers, counselors, psychologists – individual who has expertise in area of problem)
2. Authentic, honest communication is essential for successful consultation.
3. Nature of referral problem influences the roles of the consultant and the consultee.
4. Consultant and the consultee both must make a valid effort to participate in the process.
5. Process of consultation and the content of the task must be considered simultaneously.

Characteristics and Goals of Collaborative Consultation

6. System variables impact consultant, consultee and student and need to be considered as important in the process.
7. Consultation is governed by ethical guidelines that effect process and roles.
8. Observations and interviews are important components of consultation.
9. Collaborative consultation seeks solutions, not labels.
10. School consultants must be experts in the process (“how”), but not necessarily in all possible content.

Characteristics and Goals of Collaborative Consultation

11. Sometimes, consultees may bring information into discussion that is more closely related to personal lives and problems than to the learning or behavior problems of the referred student.
12. Goal is to improve functioning of student which enhancing functioning of consultee.
13. Another goal is to find ways to ensure student success in general education classroom as often as possible.
14. Problem solving is primary goal of consultation.

Research on Effectiveness of Consultation in Schools

- Evidence that districts who have adopted a consultation-based approach to dealing with referrals, rather than a refer-test-place model, place fewer students in special education separate classroom programs.
- Students served by consultees involved in experimental studies improved considerably more than did control students.
- More research is needed to address real needs or practices of school-based consultants.

Consultation Skills

- Goals:
 - Provide methods for changing child's academic or behavior problems
 - Improve consultee's skills to deal effectively with future problems
- Consultation is collaborative
- Obtain precise description of referral problem
- Assist in collecting baseline data
- Assist in analyzing the referral concern
- Assist in plan implementation
- Monitor treatment integrity
- Evaluate outcomes of intervention

Skills Needed when Consulting

- ❑ Forging Positive Relationships
- ❑ Conveying Competence and Confidence
- ❑ Believing situation can and will improve
- ❑ Empathy
- ❑ Genuineness
- ❑ Following through with enthusiasm
- ❑ Developing and maintaining trust
- ❑ Being aware of personal values
- ❑ Communication Skills

Communication Skills

- Attending
- Listening
- Language Structural Errors
- Minimal Encourages
- Feelings/Affect
- Nonverbals
- Silence
- Paraphrasing
- Summarization
- Clarification
- Reflection
- Questions
- Challenge Messages
 - Confrontation
 - Interpretation
 - Direction



Interpersonal Traits

Negative...
To Positive

□ **Puts consultee on defensive:**

- “Certainly there must be better ways to teach reading.”

□ **Puts consultee at ease:**

- “Tell me about your day.”

□ **Callous:**

- “What did you expect? That’s what teaching here is all about.”

□ **Empathic:**

- “It must be really difficult dealing with students who challenge us so often.”

- **Plays expert:**

- “Oh, no, research clearly shows that doing it the other way is better. Trust me.”

- **Stresses collaboration:**

- “Let’s get together to mutually solve these problems.”

- **Immature approach:**

- “Billy? Did we discuss him already? What was our plan? Did we have one?”

- **Professional approach:**

- “Let’s review to be sure I’ve heard you accurately.”

Desirable Interpersonal Relations

- Think about various kinds of relationships you have established with coworkers and supervisors over the past years. What were the interpersonal skills that these people possessed that made you enjoy working with them? What mannerisms, behaviors, traits make it difficult to get along with others?

Difficulties in Communication

- Seven Barriers to effective communication
 1. Advice
 2. False reassurances
 3. Misdirected questions
 4. Wandering interaction
 5. Clichés
 6. Credibility gap
 7. Power issues in communication
 - Referent
 - Expert
 - Informational

Resistance in Consultation

- Seven types of resistance
 1. The direct block
 2. Yes, but...
 3. I did it, but it didn't work
 4. Reverse
 5. Projected threat
 6. Guilt trip
 7. Tradition

Causes of Resistance

- Nine causes of resistance:
 1. Habit Strength
 2. Threat to role, image or security
 3. Too much work
 4. Philosophical beliefs and conflicts
 5. Poor planning and delivery
 6. Psychological deficits with consultee
 7. Lack of skills
 8. Inadequate support system
 9. Principal's Office
 - Proactive
 - Reactive

Overcoming Resistance

- Uncover the roots
- Deal realistically with them
- Look for ways to modify plan or consultee's responsibilities
- Provide reassurances
- Emphasize rewards or outcomes if plan is carried out
- Seek help from other sources
- Halt the project for awhile
- Reduce threat
- Develop positive expectations
- Incentives
- Establish clear contract
- Reduce consultee's effort
- Multicultural sensitivity

Useful Generalizations

- Make the consultee comfortable with you
- Make it clear that you prefer to work collaboratively
- Don't waste people's time
- Think constantly about solutions
- Try to get inside the consultee's world
- Make every effort to understand the current pressures on teacher and parent consultees
- Stay with the situation until it is resolved