



## Have you been on the receiving end of consultation?




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## What is consultation?

- ✓ Due to the variations of how consultation can be delivered, it is difficult to define what consultation is
- ✓ Consultation is an "indirect model of delivering educational and mental health services by which a professional with specialized expertise (i.e., consultant) and a staff member (i.e., consultee) work together to optimize the functioning of a client in the staff member's setting."




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## What it isn't

- ✓ Evaluative
- ✓ Conducted in a supervisory relationship
- ✓ "Drive-by"
- ✓ One time only
- ✓ Sent in an email
- ✓ Conducted by a consultant who has less experience/expertise than the consultee
- ✓ The magic wand




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Let's talk



• Why is consultation received?

- ✓ Requested
  - ✓ Why?
- ✓ Imposed
  - ✓ Why




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Let's talk



- Who is the recipient of consultation (consultee)?
- Who is the client?
  - ✓ School?
  - ✓ Teacher?
  - ✓ Student/Family?
- Who provides consultation?




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Consultation, training or coaching?

**Training**

- ✓ The trainer sets the agenda
- ✓ The trainer has specific information to share
- ✓ Helpful in sharing the same information to many individuals
- ✓ Trainer has no responsibility for the trainee
- ✓ Trainee may or may not implement

**Consultation**

- ✓ The consultee sets the agenda
- ✓ The consultee needs help
- ✓ Consultant's job is problem solving
- ✓ Helpful with unique needs
- ✓ Nonhierarchical relationship (ideally)
- ✓ Consultee may accept or reject consultation

**Coaching**

- ✓ Skills training
- ✓ The coach's job is teaching the needed skill
  - ✓ Instructions
  - ✓ Modeling
  - ✓ Rehearsal
  - ✓ Feedback
- ✓ "I do, we do, you do"

Erchel and Sheridan (2008) Handbook of Research in School Consultation  
National Research Center of Rural Education Support  
Dufrene, Lestremou, and Zoder-Martell (2014)




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### Is that different from Building Capacity?

'The phrase "building capacity"—a widely used bit of education jargon—refers to any effort being made to improve the abilities, skills, and expertise of educators.'

**Related questions:**

- ✓ Capacity to do what?
- ✓ What are some examples?
- ✓ How might the capacity be improved?

May change the relationship from voluntary, non-supervisory

- ✓ There are still similarities

Hidden curriculum (2014, August 26). In S. Abbott (Ed.), The glossary of education reform. Retrieved from <http://edglossary.org/hidden-curriculum>; March 15, 2016




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### What is the function/impact of consultation?

Prevention of problems before they occur	Intervention in current problems	Correction of problems after they occur
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Where does the consultant spend the most time?  
 What is most effective?




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### Components of Consultation

1. What's the problem/need?
  - ✓ Identify problem/need for consultation through:
    - ✓ Interviews, observation and measurement
  - ✓ Behavior analytic consultation includes the student & family members in order to guide social validity
2. Problem Analysis
  - ✓ Identification of environmental variables related to the problem and treatment plan




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### Components of Consultation

#### 3. Treatment Implementation

- Training in needed skills
- Consultee implementation with checks to ensure fidelity of implementation
- Behavioral Skills Training (Coaching)
  - ✓ Instructions – foundational knowledge, key concepts, overview of what to expect including possible problems
  - ✓ Modeling – consultant shows how to implement the procedures (I do)
  - ✓ Rehearsal - Consultee practices, with the consultant present to give immediate feedback (We do)
  - ✓ Feedback – Written, visual and vocal information presented to consultees indicating how well they performed (You do)
    - ✓ Emphasizes correct performance with focus on only 2-3 areas of improvement at a time

#### 4. Treatment Evaluation

- ✓ Evaluate treatment - review data and determine effectiveness




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### Components of Consultation

#### 4. Treatment Evaluation

- ✓ Evaluate treatment - review data and determine effectiveness
  - ✓ Determine what additional training implementers need
  - ✓ Evaluate plan effect, including implementation fidelity
  - ✓ Collaboration with home/community settings




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### Components of Consultation

#### What's the problem/need?

- ✓ Teacher – student was no longer motivated to do anything
- ✓ Parent – student was not participating in general education
- ✓ Consultants – student did not comply with directions

#### Problem analysis

- ✓ Too many places to hide in the classroom
- ✓ Received attention for non-compliance
- ✓ Too much down time for all students
- ✓ Lack of assessment to inform instruction
- ✓ Ancillary staff concerned that teaching is not at an instruction level




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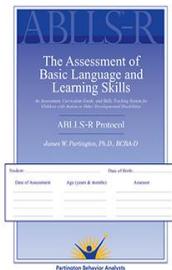
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## Components of Consultation

### Treatment Implementation

- ✓ Training
  - ✓ Assessment of Basic Language and Learning Skills
  - ✓ Principles of reinforcement
  - ✓ Delivering verbal and visual instructions
  - ✓ Breaking down skills
- ✓ Principal was provided with written steps and agreed to check in with the classroom teacher




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## Components of Consultation

- ✓ Behavioral Skills Training (Coaching)
  - ✓ Instructions including “what to do if/when”
  - ✓ Modeling – consultant helped move the furniture & demonstrated how to engage in indirect conversation and reinforcement strategies to get the student to the work area
  - ✓ Rehearsal – Teacher practiced and because she knew the student and student interests, the student was quickly successful
  - ✓ Feedback – Written, visual and vocal information presented to consultees indicating how well they performed (written feedback also sent to principal)
  - ✓ Classroom management and organization was deficit in several ways – Reducing hiding places and teaching at an instructional level (based on assessment) were the priorities




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## Components of Consultation

- Treatment Evaluation
  - ✓ Teacher did conduct the ABLLS assessment but did not understand how to apply to instruction
  - ✓ Changes in the environment helped to extinguish escape related behaviors
  - ✓ Teacher was very skillful in implementing creative reinforcement strategies
- What’s next?




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**What do all forms of consultation have in common?**

- They deal with specifics
- “How’s it going?” is not consultation or capacity building




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**What do all forms of consultation have in common? “The Learner is always right!” (I ❤️ ABA!)**

- It’s true for teachers/school staff in the same way it is true for students!
- What does that mean?
  - Doesn’t mean that learners don’t make mistakes
  - Does mean that the learner tells us how effective our instruction/consultation is
    - When learners make mistakes (or don’t change behaviors) it is a signal to us that we need to change something about what we’re doing so that we meet the learners’ needs.




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**What do all forms of consultation have in common? “The Learner is always right!” (I ❤️ ABA!)**

- When things don’t go well, we might blame the learner/teacher/school staff member - they don’t work hard enough or that they don’t know enough
  - If that’s the case, where do we go as instructors/consultants?




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### Skills needed for Consultation

**Behavioral Skills Training (Coaching)**

- ✓ Instructions – foundational knowledge, key concepts, overview of what to expect including possible problems
- ✓ Modeling – consultant shows how to implement the procedures (I do)
- ✓ Rehearsal - Consultee practices, with the consultant present to give immediate feedback (We do)
- ✓ Feedback – Written, visual and vocal information presented to consultees indicating how well they performed (You do)
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### Skills needed for consultation (Conoley & Conoley, 1992)

- Feedback (Any information that informs a person about the affects of his/her behavior on another)
  - ✓ Not only negative
  - ✓ “Not demanding a behavior change but offering information that might facilitate one”
  - ✓ Nonjudgmental in delivery
  - ✓ Nondefensive in receipt (skill for a consultee)
  - ✓ Effective giving and receiving increases the impact of the consultation




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### Giving feedback

- Is it necessary or useful? What is the potential?
  - An example: “Do you know anything about instructional control?”
    - ✓ If the consultee knew about instructional control, you would probably know
    - ✓ The potential is to embarrass the consultee, put the person in a defensive position
    - ✓ What’s a better way to say it?
- Are you trying to punish?
  - An example: “I’m going to need to talk to your principal, my supervisor, etc. about this”
    - ✓ Why? – to report a potentially dangerous or illegal action?
    - ✓ If your intent is to punish – remember the definition of punishment – to reduce the likelihood that the behavior will happen again
    - ✓ What’s a better way to say it?




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## Giving feedback

- Describe without being judgmental, evaluative or demeaning.
- Not - How the consultee's behavior affected you
  - An example: "I was really hoping when I came today that I would see some progress toward what we talked about last time."
    - ✓ It is not about you
    - ✓ What's a better way to say it?
    - ✓ Remember the purpose of the consultation




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## Giving feedback

- Consider the timing – when the consultee can hear (not when pre-occupied or overwhelmed by feedback & not when you are angry or overwhelmed)
  - ✓ Discussing behavior management strategies in the midst of a giant tantrum may not be good timing
- Check for understanding (can the consultee repeat what you have said?)
  - ✓ Also make sure that you haven't given too much information. A good rule of thumb is 1 or 2 positives to no more than 3 suggestions




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## Giving feedback

- Give the feedback in a tentative way to allow the consultee to probe for more information
  - ✓ An example (assuming there has been conversation)
    - "I'm seeing some of your concerns about classroom management. Tell me what you'd like to see improved.
- Focus on what can be changed
  - ✓ An example: Conversations about time, personnel and \$\$ are usually not helpful




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### Specific consultation skills for Autism Spectrum Disorder

- Strong background in ABA (most Evidence Based Practices are rooted in ABA)
- Autism specialization or Board Certified Behavior Analyst
- Strong background and experience in working with students with ASD
- Special and general classroom experience
- Trained in conducting Functional Behavior Assessments (formal and informal)
- Has (or is able to develop) credibility with teachers and parents
- Experience and training in the development of social skills training programs
- Able to work collaboratively with other professionals

*(Schilling, 2010 The administrators guide to building and maintaining a comprehensive autism program)*




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### Specific consultation skills for Autism Spectrum Disorder (Maryann's additions)

Experience and training in the following:

- Core deficits of autism
- Development of functional communication
- Development of strategies related to behavior management and challenging behaviors
  - Instructional control
  - Antecedent strategies
  - Positive, negative and differential reinforcements
  - Function based strategies




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### Specific consultation skills for Autism Spectrum Disorders (Maryann's additions)

Experience and training in the following:

- Development of strategies related to building behavior
  - Including the development of functional skills
- Priority interventions for students with ASD
  - Functional, spontaneous communication
  - Social instruction
  - Teaching play skills
  - Cognitive development with generalization . . . as important as acquisition
  - Strategies that address problem behaviors
  - Functional academic skills
- Assessment for students with ASD
- Curriculum evaluation and revision
- Resources




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## Effective consultation

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




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## Technical Adequacy and Contextual Fit

- Technical adequacy
  - ✓The degree to which plans have the features that reduce problems and increase learning
    - ✓ Applied Behavior Analysis, Systematic Instruction and a critical eye on curriculum
- Contextual fit
  - ✓The extent to which the plan is consistent with the setting and the values, skills and resources of implementers




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## When technical adequacy is lacking

- Use the same steps as you would in teaching a new skill to a student
  - Assess skill level
  - Provide theoretical information and knowledge (books/articles)
  - One to one teaching and modeling
  - Demonstration
  - Practice with feedback
  - Fidelity checks
  - Generalization




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### How do we get that?

#### TEAMWORK



The most effective consultation is consultation that includes a partnership with the educational team (consultees)



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### Does the consultant need a consultant?

- What do you do when you don't know?
- What do you do when you don't have a better idea?



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### Questions???



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## Objectives

- Identify:
  - Your client
  - At least three characteristics of effective consultation
  - At least three positive ways to deliver feedback




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## Resources

- The National Professional Development Center on ASD <http://autismpdc.fpg.unc.edu/>
  - AFIRM – Autism focused Intervention Resources and Modules
  - Autism Program Environment Rating Scales (APERS)
- Center for Development and Disability Information Network Library <http://c95037.eos-intl.net/C95037/OPAC/Index.aspx>




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