Materials:
Consultation case example
Checklist of skills
Video tape of pre-referral
Based on past experiences

- When identifying problem, selecting a treatment, evaluating treatment ...

Any frustrations/ problems?
Example Case Handout

- Cross out easiest step
- Circle hardest step
Objectives

- What is Consultation?
- What are Consultation goals?
- What are the basic steps we will do?
- What are some consulting opportunities in schools?
- What are some skills we need to learn?
- Why use a consultation process?
- What does research say about consultation outcomes?
Why use the consultation process?

Troubling Signs in Our Schools

- Many children need help
- Meta-analysis studies failed to show positive effects of Special Education for mild
- Over-representation of minority children
- The problems of teaching, curriculum or behavior management are seldom addressed
- Legal mandates are often not met
- Special Ed is costly
What is Consultation?

- A primarily *indirect* problem solving process
- A process that occurs *between a professional help-giver and a help-seeker(s) who has the responsibility for the welfare of another person(s) (client(s)).*
- Often a *voluntary relationship is ideal* but not necessary
- Both *share in solving the problem*
- All participants *profit* by learning new skills for future potential problems
Purpose of Consultation

- Primary prevention for entire population
- Risk reduction for at-risk population
- Early intervention for those showing early signs of disorders
- Treatment for disorders
- To increase consultant’s skills that result in improved outcomes for other students with similar problems
Basic Steps of Consultation

1. Identify Problem
2. Monitor and Analyze Problem
3. Develop classroom intervention
4. Implement intervention
5. Monitor intervention effects
6. Has problem resolved?
   - Yes: Modify Tx or reassess
   - No: Fade Tx
What can teachers expect to happen during Consultation?

To identify the problem, within 2-3 weeks the consultant will....

1. Interview the teacher for about 20 minutes to obtain some specific information regarding the child’s problem in the classroom.

2. Observe the classroom to get familiar with the classroom environment, determine how the child reacts to peers, and to conduct an functional assessment of behavior.

3. Ask the teacher to administer the 2 to 3 minute math, writing and reading worksheets that will be provided by the consultant to all students. This allows the service provider to quickly see the problem as the child completes different types of assignments and works with other children.

4. Work individually with the student for 10 to 30 minutes to further assess academic, behavioral, or motivational problems.
After the problem has been identified and potential treatments have been evaluated, within 1-2 weeks the consultant will ....

5. **Meet with the teacher for about 20 minutes** to provide the teacher with assessment information and recommend intervention options. The consultant will work with the teacher to modify an intervention to make it easier to be used within the classroom context.

6. Write up the intervention plan and organize materials for the student and teacher.

7. Train the student on the intervention and on needed skills.

8. Help the teacher use the intervention plan on the first day in the classroom to help problem solve unforeseen complications.
Once the intervention is implemented in the classroom, on a weekly basis the consultant will ...

9. Meet with the teacher weekly for about 5 minutes to review the student’s progress and to problem solve any unforeseen complications.

10. Meet with the teacher for about 10 minutes to develop a plan to fade out the intervention or to help apply the intervention on other skills.
Consultation Skills

Checklist plus:

- Knowledge of ethic, legal and equity issues
- Effective oral and written communication skills
- Time management and record keeping skills
- Child and parent advocate
- Persistence, motivation
During this course, you will acquire and use skills to answer these questions:

- How do I get useful information?
- How do I find out what the problem is?
- What intervention do I use?
- How do I help the teacher use the intervention?
- How do I know if things are working or not?
- What do I do when things are not working?
- What do I do when things are working?
Why is consultation a useful skill?

- Services all children in child’s setting
- Children receiving quality intervention services in regular ed may be less likely to require placement in special ed.
- Leads to less referrals to special education
- Provides more time for school psychology activities
- Produces system wide changes
- Links home and school interventions
- Increases staff development
- It is FUN!
What research is needed

• Training strategies
• Strategies for treatment adherence (do it right) and dissemination (do it at all)
• Maintenance and generalization processes
• More studies on all consultation models

WITH AN INCREASE IN USE OF
• student outcome qualitative measures
• direct measures
• integrity measures
Learning the Consultation Process

Using a procedural checklist developed from research to

- guide process
- communicate underlying structure of model and legal/ethical purposes
- serve as a measure of procedural integrity

Barnett’s Questions addressed:

1. Were students able to learn how to do consultation steps that are empirically based?
2. Does the checklist help consultant get positive outcomes for children?

Subjects/ setting:

13 students 2nd year school psych program
  8 specialist program, 5 PhD program
25 urban school setting and 21 parochial schools
68 interventions completed (~5 each)
Measurements at end of practicum:

✓ Procedural checklist = (Consultant integrity) number of steps completed by consultant

✓ Consultant and Intervention Acceptability Ratings

✓ Treatment Integrity = number of steps teachers used

✓ Graphic Analysis Worksheet = Parsonson & Baer, 78, 86, 92

✓ Goal Attainment Scaling = Kratochwill, Elliott, & Busse, 95
GRAPHIC ANALYSIS WORKSHEET

1 = YES  0 = No    ID = insufficient data

_____  1. At least three baseline data points were collected

_____  2. The baseline was stable or had a trend in an undesirable direction.

_____  3. There was a visible change in trend, level, or variability in the desirable direction during intervention phase

______ = Total Score

---

Percentage on-task

Baseline treatment

Baseline

Treatment
Percentage on-task

Baseline
Treatment

baseline treatment
GOAL ATTAINMENT SCALING RATING

Rate the intervention effectiveness according to the following criteria:

+2 = behavior goal fully met
+1 = behavior goal partially met
0 = no progress towards goal
-1 = behavior somewhat worse
-2 = behavior significantly worse

![Graph showing percentage on-task for baseline and treatment phases]
Barlett’s Questions addressed:

1. Does the checklist help consultant get positive outcomes for children?

Yes, for most students
• 66% met or partially met goal
• Highly rated (5.8) as effective by teacher
• Effect size 1.74 and few overlapping data points with baseline

2. Were students able to learn how to do consultation steps that are empirically based?

Yes (all above 78% and average 98%)
A remarkable result to me: treatment integrity 98%! 