Consultation Methods
Course # 18:826:612:01
Mondays 9:15 am to 12 pm
Fall 2010
Room A223

Dr. Linda A. Reddy
Appointments upon request, please e-mail: LReddy@RCI.Rutgers.edu

Purpose of Course:
The aim of this course is to bridge a theoretical and practical understanding of effective consultation within school-based settings. This course presents indirect approaches which deliver educational and psychological services to the greatest number of school-aged children. Students will demonstrate skills and strategies to effectively consult with teachers, parents, and professionals.

The course is taught in a seminar format. Primary learning experiences will take place in class lectures, discussion, group practice exercises, article critiques, and consultation case studies.

Learning objectives include:
● To promote an understanding of different theoretical models of consultation
● To provide students hands-on experience in the consultative problem solving process
● To foster students’ verbal interaction techniques to promote positive consultee and client change
● To develop skills to identify problems, analyze situations, and implement effective and efficient interventions
● To expand students’ knowledge of measurement approaches to evaluate consultation outcomes
● To help students conceptualize and use consultation techniques for remedial and/or preventive purposes in schools

Readings (available at the bookstore):
   ISBN 0-306-43345-1

   Suggestive
Other suggestive readings


More suggestive readings


Course Outline:

Dates: 9/13 – 9/27
Lectures: 1-3  
Introduction to Course  
Nature of the Consultation Process  
Roles and Responsibilities  
What it is and it is not  
Historical Perspectives  
Mental Health Consultation (MHC)  
Organizational Development Consultation (ODC)  
Bergen Chapter 1 & Sheridan Chapter 1

Dates: 10/4 – 11/1
Lectures: 4-8  
Behavioral Consultation (BC)  
Build Collaborative Partnerships  
Problem Identification  
Use of Verbal Interaction Techniques to Prompt Change  
Problem Analysis  
Consultation Case Examples  
Bergen Chapters 2, 3 & 4

Dates: 11/8 – 11/22
Lectures: 9-11  
Problem Analysis  
Plan Implementation  
Plan Evaluation  
Fostering Consultee Acceptability and Managing Resistance  
Consultation Case Examples  
Bergen Chapter 5 & 6

Dates: 11/29 -12/6
Lectures: 12-13  
Parent Consultation - Sheridan Chapters 1 & 2  
Family Factors of Resistance  
Strategies to Overcome Resistance  
Consultation Case Examples  
Bergen Chapter 7 and Sheridan Chapters 3 & 4

12/13 & 12/20
Lectures: 14 & 15  
Student Consultation Case Presentations and Class Discussion

Note: The dates of lectures are estimated based on class mastery of materials.
Grading:

Student grades will be computed based on:

1) Class attendance and class discussion – (5%)

2) Two article critiques of (peer reviewed) published consultation outcome studies; Time permitting one article critique may be presented in class - 30% (15% each)

   a. DUE: 1st article Oct. 4 and 2nd article Nov. 8

3) Problem Identification: Partner Analysis assignment - (15%) DUE: Nov. 15th

4) Consultation Case Study presented in class and handed to instructor during last two classes – (50%)

APA Style 6th Edition **must** be used with all written assignments. See link to most up to date APA version: [http://owl.english.purdue.edu/owl/section/2/10/](http://owl.english.purdue.edu/owl/section/2/10/)

All assignments must be completed on time. Assignments received after due dates will receive grade reduction.

Grading will follow Rutgers’s criteria: 100-90 A; 89-85 B+; 84-80 B; 79-75 C+; 74-70 C; 69-60 D; 59-0 F

All students must review:

1) Academic integrity: [http://academicintegrity.rutgers.edu/integrity.shtml](http://academicintegrity.rutgers.edu/integrity.shtml).

2) The School Psychology Program Handbook. Professional and ethical conduct with GSAPP staff, faculty, fellow classmates, and school-based personnel are required at all times.

The following are not allowed during class time: side conversations, note passing, cell phones, e-mailing, Internet use of any kind, and other forms of social networking (face book, twitter etc.).
Consultation Process Form (CPF)

Consultant's name: _______________________________ Date: _______________________________

Consultee's name: _______________________________ Consultee type: ___(1) parent ___(2) teacher

Client name: _______________________________ Gender: ___(1) male ___(2) female. Age (mths): ___ Grade:

No. of consultation sessions: ___ face-to-face ___ telephone sessions ___ other (please specify: ________________________)

Face-to-face sessions by setting: ___(1) school ___(2) home ___(3) work.

Problem Identification (PI)

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Current rate of behavior (per wk)</th>
<th>Desired rate of behavior (per wk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>3.</td>
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</tbody>
</table>

Problem Identification Scale (PIS) - (check one for each problem)

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Not at all defined</th>
<th>Partially defined</th>
<th>Clearly defined</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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Problem Analysis (PA)

Did the consultee collect baseline data for:

Problem Type 1: _____ Yes (1) _____ No (0)
Problem Type 2: _____ Yes (1) _____ No (0)
Problem Type 3: _____ Yes (1) _____ No (0)

Please indicate the type of recording technique used during PA for each problem.
Also rate how resistant the consultee was in implementing the data collection procedures for each problem.

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Recording technique used:</th>
<th>Consultee Resistance Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) event</td>
<td>1) Very resistant</td>
</tr>
<tr>
<td></td>
<td>2) duration</td>
<td>2) Resistant</td>
</tr>
<tr>
<td></td>
<td>3) momentary-time sampling</td>
<td>3) Somewhat resistant</td>
</tr>
<tr>
<td></td>
<td>4) interval</td>
<td>4) Rarely resistant</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5) Not at all resistant</td>
</tr>
</tbody>
</table>

1
2
3

Plan Implementation (PIm)

Please specify the plan strategy and tactics used for each problem.

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Plan strategy used</th>
<th>Plan tactics used</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
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<td>2.</td>
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<td>3.</td>
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</tbody>
</table>

Please specify the resources and constraints involved in designing and implementing the plan strategy and tactics.

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Resources for implementing plan</th>
<th>Constraints for implementing plan</th>
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</thead>
<tbody>
<tr>
<td>1.</td>
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Note. Resources may include materials, previous skill training, knowledge, financial means, social support systems, positive sibling relationships etc. Constraints may include inconsistent parenting styles, marital discord, lack of skills or knowledge, space, poor family and school relations, medical and/or psychological needs, financial means etc.

Please rate how accurate the consultee implemented the plan (as intended). Also, rate how resistant the consultee was during plan implementation.
<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Plan Implementation Accuracy Scale</th>
<th>Consultee Resistance Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1) Not at all as planned</td>
<td>1) Very resistant</td>
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<tr>
<td></td>
<td>2) Minimally as planned</td>
<td>2) Resistant</td>
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<tr>
<td></td>
<td>3) Somewhat as planned</td>
<td>3) Somewhat resistant</td>
</tr>
<tr>
<td></td>
<td>4) As planned</td>
<td>4) Rarely resistant</td>
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<tr>
<td></td>
<td>5) Exactly as planned</td>
<td>5) Not at all resistant</td>
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</table>

What sources of resistance did you encounter during plan implementation with the consultee? (Hypotheses are good)

1.

2.

3.

4.

5.

What type of contacts did you have with the consultee during plan implementation. Please describe.

a. Phone

b. Face-to-face

c. Other (please specify)
Problem Evaluation (PE)

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Problem Status</th>
<th>Explanation of Status</th>
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<tbody>
<tr>
<td></td>
<td>1 - No progress toward goal</td>
<td>1 - No effort to achieve goal</td>
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<td></td>
<td>2 - Goal partially achieved</td>
<td>2 - Plan not working</td>
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<td></td>
<td>3 - Goal achieved</td>
<td>3 - Plan successful</td>
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<td>4 - Problem disappeared w/o intervention</td>
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<td></td>
<td>5 - Consultee decided there was not a problem</td>
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1. 
2. 
3. 

Note. "Problem status" indicates what was achieved at the time that the work on the problem ended. "Explanation status" explains the status of the problem at the time that services were terminated.

Postimplementation Planning (PIP)

Please specify the plan strategy and tactics you and the consultee agreed upon during postimplementation planning ("booster sessions").

<table>
<thead>
<tr>
<th>Problem Type</th>
<th>Plan strategy used</th>
<th>Plan tactics used</th>
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</thead>
<tbody>
<tr>
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<tr>
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Please rate your overall therapeutic alliance with the consultee.

1 - Very negative  2 - Negative  3 - Neutral  4 - Positive  5 - Very Positive

Comments or suggestions about the case:
Article Critique of Consultation Outcome Studies

Assignment: Critiques of 2 Consultation Outcome Studies published in peer review journals

Due: Article #1 **Oct. 4 (4th class)** and Article #2 **Nov. 8 (9th class)**

Articles (studies) must be published in peer review journals in the past 10 years (no later than 2000) and include consultation outcome data (single subject or group design outcome data). A complete citation of the article (study) must be included.

**REQUIRED - In your own words…**

a. describe specifically what the study focused on (be very clear on the DVs and IVs); what were the specific research questions and hypotheses

b. describe the sample, procedures, specific model of consultation, who participated; type and level of training implemented; if any treatment integrity measures used

c. describe the method of data collection, measures used to monitor outcome (data) success

d. describe how outcome success was defined and analyzed (statistically)

e. describe the specific results and conclusions

f. describe your thoughts about the article, strengths and weaknesses (limitations)…


Each critique must be well written in APA Style 6th Edition, double spaced and in Times New Roman 12 point font (1 inch margins are ok). **There is a strict 2-page limit for each article critique.**

Please post critiques on Sakai site in your box so I can review them and provide feedback. Each critique will be 15% of your grade.

If time permits during the course, students may be asked to briefly present (i.e., 5-10 minutes) one of their articles in class.
Problem Identification:
Partner Practice and Analysis of Structured Verbalization Techniques

Due: November 15 (10th class)

The purpose of this exercise is for you to practice with your partner (a classmate) the Problem Identification Interview.

This assignment includes two practices:

(1) you will be the consultant and your partner will be the consultee for a consultation problem-centered case;

(2) then you switch, where you will be the consultee and your partner will be the consultant for a different consultation problem-centered case.

Choose a simple problem (i.e., 1 target behavior) in your life or someone you know for the consultation exercises.

a. Tape record the session(s).

b. You are to transcribe (i.e., in Word) your consultation statements (i.e., C – for consultant; Ce – consultee).

c. You are then to code your structured verbalization statements using the Consultation Analysis Record form. Your partner is required to do the same when he/she is the consultant for the second case.

d. Your partner is then required to: (a) review your transcript and coding of your verbalizations techniques (making corrections as needed) and (b) separately provide a commentary (.5 – 1 page) about the consultation process. You are required to do the same when you are the consultee.

e. Each pair will hand in two consultation problem-centered cases [problem identification interviews only] that include the written transcripts, coding of the transcripts, and separate commentaries about the consultation process.
Consultation Case Study

Please note written document and presentation are due last 2 classes. You are to invite a friend or family members to participate in the consultation case exercise. Important you should use a simple case and that includes a high frequency target behavior (i.e., daily behavior problem). If you are not sure about the appropriateness of the case you must contact me. Transcript verbalizations are not coded.

1. Cover page and table of content
2. Background information about the case (1-2 pages double spaced).
3. Conduct Problem Identification Interview(s); transcribe the interview; include data collection methods and graph baseline data. Baseline data must not be less than 5 days. Multiple baselines are not unusual for Problem Identification.
4. Conduct Problem Analysis Interview; transcribe the interview; include data collection methods and graph data.
5. Describe the intervention strategies and tactics that will be used in the intervention(s) and cite the research that supports the use of these techniques (2 pages). Intervention data must not be less than 7 days.
6. Conduct Plan Implementation Interview; transcribe the interview.
7. Conduct Problem Evaluation Interview; transcribe the interview. Include all data collection methods and outcome data (graphing is required).
9. The Consultation Process Form needs to be completed (see course outline; place in Appendix A).
10. Additional measures used can be included in Appendix A.

Presentation of Consultation Case should be high organized:
1. Clarity of the background and process of each stage of the consultation are important.
2. Baseline and all intervention (outcome) data must be clear and graphed.
3. Presentation of the intervention strategies and tactics are important and all must be supported by research.

All outcome data should be copied and distributed in class for class to review.

It is strongly advised that all consultation cases begin no later than November 8th.