Consultation Methods
Course # 18:826:612:01
Mondays 9:15 am to 12 pm
Fall 2009
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 school-based 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
Course Outline:

Dates: 9/8, 9/14, 9/21, & 9/28
Lectures: 1-4  Introduction to Course
Historical Perspectives
*Bergen Chapter 1 & Sheridan Chapter 1*

Nature of the Consultation Process
Roles and Responsibilities
Mental Health Consultation (MHC)
Organizational Development Consultation (ODC)
Behavioral Consultation (BC)
Consultation Case Examples
*Bergen Chapters 2 & 3*

Dates: 10/5, 10/12, 10/19
Lectures: 5-7  Use of Verbal Interaction Techniques to Prompt Change
Build Collaborative Partnerships
Problem Identification
Problem Analysis
Consultation Case Examples
*Bergen Chapters 3 & 4*

Dates: 10/26, 11/2, 11/9, & 11/16
Lectures: 8-11  Problem Analysis
Plan Implementation
Plan Evaluation
Fostering Consultee Acceptability and Managing Resistance
Consultation Case Examples
*Bergen Chapter 5 & 6*

Dates: 11/23, 11/30
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*

12/7 & 12/14
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 - 10%

2) Two article critiques of (peer reviewed) published consultation studies; brief class presentation of article - 30% (15% each)

3) Partner analysis and display of verbal interaction skills for:
   1) Problem Identification and 2) Problem Analysis - 10%

4) Consultation Case Study presented in class and handed to instructor during last class (TBA) - 50%

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.

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>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</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>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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>

**Plan Implementation (Plm)**

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>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</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>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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>
</tr>
<tr>
<td></td>
<td>2) Minimally as planned</td>
<td>2) Resistant</td>
</tr>
<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>
</tr>
<tr>
<td></td>
<td>5) Exactly as planned</td>
<td>5) Not at all resistant</td>
</tr>
</tbody>
</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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1 - No progress toward goal</td>
<td>1 - No effort to achieve goal</td>
</tr>
<tr>
<td></td>
<td>2 - Goal partially achieved</td>
<td>2 - Plan not working</td>
</tr>
<tr>
<td></td>
<td>3 - Goal achieved</td>
<td>3 - Plan successful</td>
</tr>
<tr>
<td></td>
<td></td>
<td>4 - Problem disappeared w/o intervention</td>
</tr>
<tr>
<td></td>
<td></td>
<td>5 - Consultee decided there was not a problem</td>
</tr>
</tbody>
</table>

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>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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: