

M.Ed. Program in School Counseling
EDUC 708 (957) – School Consultation Methods (3.0 Semester Hours)
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Course Meets

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School of Education Conceptual Framework

Preparing Leaders in Education

The School of Education is committed to the preparation of candidates who can assume leadership roles in the field of education. Such preparation is accomplished through the coherent integration of the abilities and dispositions of candidates, the knowledge and abilities of faculty, and the contextual elements of academic and field settings.

Candidates accept their professional responsibilities and focus their expertise and energy on supporting Birth-12 student development and learning. They must work to maintain a meaningful involvement in activities within schools and in partnership with parents and the community.

The growth and development of candidates is promoted through curriculum, instruction, research, field experiences, clinical practice, assessments, evaluations, and interactions with faculty and peers. All of these elements work together to build a solid foundation for exemplary practice in education, creating educational practitioners who are prepared to better serve children, families and schools, as well as business and agencies of government within North Carolina, across the nation and throughout the world.

For Equity and Excellence

Preparation of educational leaders for today's society is based in values of equity and excellence that assure our candidates' and their students' future success. Attending to the challenge of promoting both equity and excellence is imperative. To address only one of these goals would, on the one hand, sacrifice those put at risk by social and cultural hierarchies in society or would, on the other hand, fail to press for the highest possible levels of accomplishment. Equity and excellence must be pursued concurrently to assure that all students are well served and that all are encouraged to perform at their highest level.

Within the School of Education, equity is seen as the state, quality, or ideal of social justice and fairness. It begins with the recognition that there is individual and cultural achievement among all social groups and that this achievement benefits all students and educators. Equity acknowledges that ignorance of the richness of diversity limits human potential. A perspective of equity also acknowledges the unequal treatment of those who have been historically discriminated against based on their ability, parents' income, race, gender, ethnicity, culture, neighborhood, sexuality, or home language, and supports the closure of gaps in academic achievement. Decisions grounded in equity must establish that a wide range of learners have access to high quality education in order to release the excellence of culture and character which can be utilized by all citizens of a democratic society.

Within the School of Education, excellence is seen as striving for optimal development, high levels of achievement and performance for all and in all that is done. In preparatory

programs across grade levels, curriculum and instruction furthers excellence when it moves a learner as effectively as possible toward expertise as a thinker, problem solver and creator of knowledge. Excellence entails a commitment to fully developing candidates, not only academically but also in moral and political senses.

In a Democratic Society

The preparation of exemplary practitioners in education to meet the challenges of equity and excellence is best accomplished through preparation for a democratic society. Democracy around the globe is an ideal, one with the potential to meet the needs, recognize the interests and establish the rights of all citizens. Education is a necessary foundation for this ideal, and both must be subscribed to and participated in by all.

School of Education Conceptual Framework Principles

Revised October 2004

The School of Education is committed to diverse, equitable, democratic learning communities. As a result, candidates are expected to acquire and apply the knowledge, skills and dispositions that prepare them to support the development and education of all students.

The School of Education uses the following unit principles, applicable at all program levels, to identify the knowledge and skills that are central to preparation of candidates. It is the School of Education's goal that candidates will become leaders supporting and promoting the development, teaching and learning of all students in multiple contexts.

- 1) Candidates possess the necessary content knowledge to support and enhance student development and learning.
- 2) Candidates possess the necessary professional knowledge to support and enhance student development and learning, including meeting student needs across physical, social, psychological, and intellectual contexts. Candidates incorporate a variety of strategies, such as technology, to enhance student learning.
- 3) Candidates possess the necessary knowledge and skills to conduct and interpret appropriate assessments.
- 4) Candidates view and conduct themselves as professionals, providing leadership in their chosen field, including effective communication and collaboration with students and stakeholders.

School of Education Conceptual Framework Dispositions

Certain dispositions are essential to prepare leaders who support equity and excellence in education within a democratic society. Dispositions are beliefs that foster commitments, leading to actions within educational environments with students, colleagues, families, and communities. Candidates strengthen these dispositions as they think deeply, reflect critically and act responsibly in their professional practice. These dispositions are interconnected with knowledge and skills; specific dispositions connect to and exemplify unit principles, facilitating their enactment in particular programs.

- 1) Candidates will exhibit behavior that demonstrates a belief that all individuals can develop, learn, and make positive contributions to society.
- 2) Candidates will exhibit behavior that demonstrates a belief that continuous inquiry and reflection can improve professional practice.

Preparing School Counselors

The School Counseling Program at the University of North Carolina at Chapel Hill is predicated on a Developmental Advocacy perspective that asserts that the counselor's primary mission is to promote the optimal development of all students. The counselor is a school leader who works with students, teachers, administrators, parents, and other members of the community to build a supportive learning environment which nurtures the development of academic, career, and personal/social competence among students as well as fosters an appreciation of diversity and a commitment to social justice. While remediation of deficits and the removal of barriers play a role in this perspective, developmental advocates focus on proactive and preventive approaches to help students build skills and to enhance the asset-building capacity of the school environment. Traditionally, school counselors have relied upon four primary interventions – individual and small group counseling, consultation, classroom guidance, and coordination – to support student development. In recent years, two additional interventions – advocacy and collaboration – have played an increasingly important role in the school counselor's efforts to insure equity and social justice and to increase the likelihood of optimal development for all students. These last two interventions are especially important for those students who are disenfranchised due to socioeconomic, cultural, or lifestyle issues. Advocacy takes place on several levels, the most important of which are individual and group advocacy. When in the advocacy role, school counselors act on behalf or in concert with students and their parents to correct situational problems or to bring about lasting changes in policies that restrict student development. In the collaborative role, the school counselor forms coalitions with professionals in the school and community to better serve students.

Course Description (Content Areas)

School consultation methods is primarily designed to familiarize students with the major concepts and practices associated with consultation and collaboration with teachers,

parents, and community agencies. Principles of leadership as they apply to school counselors and advocacy for students are also considered in the course.

Required Text/Readings

- Brown, D., Pryzwansky, W., & Schulte, A. (2006). Psychological consultation and collaboration: Introduction to theory and practice (6th Ed.) Boston: Allyn & Bacon. Please note that chapter 2 is not an assigned reading.

Methods of Instruction

Course will include a variety of instructional methods.

Course Objectives and Relevant CACREP Standards

Students will develop and knowledge of and/or the skills to

Generic CACREP Standards

- IJK 1.g Advocacy processes needed to address institutional and social barriers that impede access, equity, and success for clients (Chapter 1 in text)
- *IJK. 2.c Individual, couple, family, group, and community strategies for working with diverse populations and ethnic groups. (Chapters 3-10 in text)

II K 5.a Counselor and consultant characteristics and behaviors that influence helping processes including

age, gender, and ethnic differences, verbal and non-verbal behaviors and personal characteristics, orientations and skills. (Chapters 7 & 8 in text)

IIK 5.d A systems perspective that provides an understanding of family and other systems theories and major models of family and related interventions. Students will be exposed to a rationale for selecting family and other systems theories as appropriate modalities for family assessment and counseling/consultation (Chapter 10 in text)

IIK 5.e A general framework for understanding and practicing consultation. Student experiences should include an examination on the historical development of consultation, an exploration of the stages of consultation and the major models of consultation, and an opportunity to apply the material to case presentations. Students will begin to develop a personal model of consultation (Chapters 3-6 in text; major consultation/collaboration assignment)

II K 5.f Integration of technological strategies and applications with counseling and consultation. (See class 12)

IIK 5.g Ethical and legal considerations. (Chapter 12 in text)

CACREP School Counseling Specialty Standards

.8 Knowledge and understanding of community, environmental, and institutional, opportunities that enhance, as well as barriers that impede student academic, career, and personal/social success and overall development.. (Chapter 5 in text; environmental assessment assignment)

A.9 Understand and apply current and emerging technology in education and school counseling to assist students, families, and educators in using resources that promote informed academic, career, and personal/social choices. (Class 12)

B.1 Advocacy for all students and for effective school counseling programs. (Chapter 1 in text)

B.2 Students will understand coordination, collaboration, referral, and team-building efforts with teachers, parents, support personnel, and community resources to promote program objectives and facilitate successful student development and achievement of all students. (Chapter 1, 5, 9 in text)

B.4 Promotion of the use of counseling and guidance activities and programs by the total school community to enhance a positive school climate. (Chapter 1 & 5 in text; collaboration/consultation assignment)

C.2.f Students will understand constructive partnerships with parents, guardians, families, and communities in order to promote each student's academic, career, and personal/social success. (Chapters 1, 9, & 10 in text)

C.2.g Systems theories and relationships among and between community systems, family systems, and school systems, and how they interact to influence students and affect each system (Chapter 5 in text)

C.3.a Students will understand strategies to promote, develop, and enhance effective teamwork within the school and larger community. (Chapters 1 & 5 in text)

C.3.b Students will understand theories, models, and processes of consultation and change with teachers, administrators, other school personnel, parents, community groups, agencies, and students as appropriate. Chapters 3, 4, 5, 9, 10 in text)

C.3.c Students will understand strategies and methods of working with parents, guardians, families, and communities to empower them to act on behalf of their children.(Chapter 3, 4, & 10 in text)

Assignment (Due November 1)

Develop an assessment of the environmental factors in your school that either drive or retard the academic and personal/social development of students. This evaluation should include but is not limited to personal interviews of various groups of students, teachers, and others being certain to make the interviews representative of the people in the school. Use data from school records to support your points when possible. Your report should comment on the following.

1. Fairness of the disciplinary program (support with data)
2. Ability of students to see themselves in the curriculum (Text books; history, special days)
3. Attitude of key administrators and teachers toward various groups of students
4. Safety in the school (Student interviews; records)
5. Availability of remedial services (e.g., after school programs; cross grade tutoring) and their effectiveness
6. Involvement of students in the governance and social life of the school (e.g., Representative ness of participation)
7. Equity in the placement of students in AIG, AP, and Honors classes
8. Summarize strengths and weaknesses of the environment I n terms of developing/accelerating strengths; ameliorating students' weaknesses.

(Due November 29)

Tell in detail how you plan to enhance the positive environmental variables and reduce the impact of the negative factors using consultation, collaboration, and advocacy. Reference sections of the textbook and other sources to support your plan (e.g. Brown et al, 2006 p. xxx)

Class Schedule

Class 8/23 Introduction: Definitions; Chapters 1 and 13

Discussion Questions

Why do students fear involvement in consultation, collaboration, and advocacy?

What are the limitations of classroom guidance? Individual counseling? Group counseling?

What counseling approaches work best in a school setting? Why?

What can you do if student refuses to come to counseling? Rejects change when they do?

What are the issues associated with cross-cultural consultation? Is the interviewing model you learned adequate when cultural differences are concerned?

8/30 Overview of triadic consultation process Chapters 6, 7, 8, 9

	Eclectic behavioral model/principles
9/6	4-factor model and its use in student evaluation Chapter 3
9/13	Adlerian and Solution Focused models of consultation Chapter 4
9/20	Role play introductory teacher/parent consultation Chapters 9 & 10
9/27	Role play introductory teacher/parent consultation
10/4	Systems theory; organizational change/leadership/advocacy (Chapter 5)
10/11	Organizational change/leadership/advocacy continued
10/18	No Class: Fall break
10/25	No Class: NCSCA Convention
Class 11/1	Student oral reports: Assessment results: Highlight the strengths and weaknesses you found in your school? What strengths are improved/developed? Weaknesses exacerbated/Overlooked?
Class 11/8	Force field analysis. (I'll need two volunteers; one h.s.; one elementary school)
Class 11/15	Based on your observations and experience, please present and or explain one effective classroom management strategy. How can these be shared with teachers who have problems in these area.
11/22	No class: Thanksgiving
Class 11/29	Student reports; intervention plans

ABC Observation Form

Student: _____ Observer: _____

Date: _____ Time: _____ Activity: _____

Context of Incident:

Antecedent:

Behavior:

Consequence:

Comments/Other Observations:

Data Triangulation Chart

Student: _____ Date(s) _____

Source 1

Source 2

Source 3

Interpretation:

Problem Behavior Pathway

Problem Behavior Pathway

Student: _____ Grade: School: _____

Date: _____

Time: _____ Setting: _____

Triggering Antecedents

Setting Events

Maintaining Consequences

Problem Behavior(s)

The Consulting/Collaboration Interview: Tasks to Be Accomplished

1. Establish rapport using basic listening skills such as open-ended questions, responding empathetically, concreteness, and summaries.
2. Equalize power in the relationship
 - a. Acknowledge teacher's/parents first hand experience and observational knowledge
 - b. Assert one's own knowledge -- what consultant brings to process
3. Explain purpose of meeting

4. Assessment of student's current functioning.
 - a. Ask qualitative question: How is X doing academically?
 - b. Consult record: Grades/assignments completed, attendance?
 - c. Determine issues that relate to underachievement such as motivation (self-efficacy +appraisal), reinforcement for non-achievement, work habits, health, medication, apparent lack of rest, nutrition, and so forth.
5. Assessment of teacher's/parent's perception of potential
 - a. In relationship to current performance, estimate how well could the student achieve if problems identified about were ameliorated or eliminated
 - b. Determine empirical evidence that student can perform better by looking at past records or by asking, has the student demonstrated at other times that they can do better?
6. Self-efficacy and appraisal assessment
 - a. Given your experience with this student, how confident are you that you could implement a solution that would reduce or eliminate some of the issues you see? (This estimate should be based on classroom or family conditions as well as personal attributes
 - b. At this time, how important do you believe it is to help this (your) student achieve at a higher level in school?
7. Goal setting
 - a. Given your personal situation and the student's achievement level, what overall goal would you suggest regarding his/her academic achievement?
 - b. What should be our initial goal?
8. Determining what has been tried in the past with identified problem, and the degree to which it was successful/why it failed (Skip if nothing has been tried)
 - a. Before we brainstorm a bit about solutions, what have you tried in the past?
 - b. How well did it work?
 - c. In your opinion, why did it not work or stop working after a time?
 - d. Demonstrate expertise by telling why adopted solution may not have worked. It is possible that what you tried didn't work because ----
 - e. Introduce functional assessment data if available
9. Selection of intervention and, if necessary, teaching consultee how to apply
 - a. Suggest and explain possible interventions such as self-monitoring, contracts, response cost systems, reinforcing competing behaviors, exclusionary time out, punishment, avoidance conditioning, restitutional over correction, encouragement, vicarious modeling in the form of remediation, refusal skill development, and so forth.
 - b. Select one and state the nature it clearly
10. Develop verbal contract regarding the roles each person is to play, how student will be involved, involvement of others, and so forth
 - a. What roles should each of us assume in this process?
 - b. How shall we involve the student?
 - c. How shall we involve others?

11. Determining a plan to assess progress
 - a. How will we know if we succeed?
 - b. Are there any records that are now kept that can be used to evaluate how well we are doing?
12. Establish date for follow up
 - a. How often should we meet/talk to monitor the student's progress? Next appt?

Rating the Consultation Interview

Rate the consultant's ability to perform each of the following consultation interview tasks using the following scale:

1. Below standards. Consultant fails to demonstrate the skill or knowledge base.
2. Minimal demonstration of standard. Usually demonstrates skill or knowledge base but needs improvement.
3. Clear demonstration of standard. Almost always demonstrates the skill or knowledge base (See attachment 1 for descriptions of behaviors to be demonstrated

Basic Skills

- 1 2 3 1. Explains purpose of meeting and ethical standards that apply
- 1 2 3 2. Demonstrates the use of basic listen skills such as reflection of content and feeling to establish rapport.
- 1 2 3 3. Uses open-ended questions, clarification, and summaries to collect information.
- 1 2 3 4. Equalizes power relationship by recognizing the consultee's areas of expertise and setting expectations that consultation is a coequal process.
- 1 2 3 5. Assesses consultee's self-efficacy regarding ability to deal with the students' problems using scales.
- 1 2 3 6. Assesses consultee's appraisal of entering into problem solving.
- 1 2 3 7. States his/her view of the client's problem clearly.
- 1 2 3 8. Gets confirmation of the problem from the consultee.
- 1 2 3 9. Establishes attainable proximal objectives and begins process of establishing terminal goal.
- 1 2 3 10. Elicits information regarding the strategies consultee has tried in the past and why they worked or failed to work.
- 1 2 3 11. Suggests theory based alternatives to dealing with the student's problems, identifies pros and cons of each and involves the consultee in the selection of an intervention,
- 1 2 3 12. Explains the nature of the intervention selected and how it is to be implemented including the theoretical principals in jargon free terms.
- 1 2 3 13. Clarifies consultant's and consultee's roles during the interventions period and establishes a verbal contract with the consultee.
- 1 2 3 14. Clarifies how student is to be involved in the intervention.
- 1 2 3 15. Establishes a plan for evaluating the intervention and the roles each person is to play in the evaluation process.

1 2 3 16. Establishes and time, date, and place for the follow up if required.

1 2 3 17. If last session, terminates the session with a summary of the process and outcomes.

1 2 3 18. Supports the consultee throughout the process through the frequent use of encouragement and reinforcement.

Follow Up Sessions

1 2 3 19. Assesses progress by reviewing consultee's opinion and available data.

1 2 3 20. Redesigns intervention as needed.

1 2 3 21. Resets proximal objectives and established terminal objective.

Dealing with Resistance

1 2 3 22. Tentatively explores the nature of the failure to follow through using open-ended leads.

1 2 3 23. Checks to see if she/he has failed to teach/explain the nature of the intervention

1 2 3 24. Determines if the workload imposed by the intervention is too great by asking consultee

directly.

1 2 3 25. If appropriate, engages consultee in self-confrontation to overcome resistance.

1 2 3 26. If appropriate, calls upon consultee's altruism to overcome resistance