cde

Linking school professionals who support student achievement

Connections
Spring 2008

Spring

Consultation

As related services personnel, we are often called upon to provide consultation in the classroom. It can be challenging to create an open atmosphere that encourages communication and collaboration. In many cases, individuals are unsure how to best consult to meet the needs of the situation. What does consultation really mean? In Flawless Consulting, (1981), Peter Block defines a consultant as "a person in a position to have some influence over an individual, group, or an organization, but who has no direct power to make changes or implement programs". This is the challenge with consultation, although you may possess numerous resources and ideas to help a struggling student, you are often not the person who implements those ideas on a daily basis. Consultation involves a two-way process of seeking, giving and receiving help. Many times consultants are influenced by power, politics, and other dynamics that they may not be aware of. This article will summarize the different types of consultation often seen in the schools, steps that the consultation process goes through, and tips to make the process more effective.

There are three primary types of consultants. These include the expert, pair of hands and the collaborator. In the expert model, the consultant provides their expertise and makes recommendations for the teacher to carry out. There is limited two way communication and decisions on what should be done are made by the consultant. Although this method of consultation may be effective in a purely technical setting, it is typically ineffective in producing change. It relies heavily on the ideas of the consultant being accepted and implemented by another.

The second type of consultation is the pair-of-hands. This consultant is there to help. They are willing to do whatever is asked and wait to take direction from the classroom teacher. Again, in this type of consultation, two way communication is limited and collaboration is not necessary. Although this method can be effective in meeting immediate needs, it does not result in long term change.

The third and most effective type of consultation is collaborative. In this method, participants join expert knowledge with organizational knowledge in a joint undertaking to solve the problem. Both parties are actively involved in data gathering and both work toward a common goal. This method is most effective in producing change as both parties contribute to the decision of what practices will best meet the student and classroom needs.

There are typically six steps in any consultative process. These include:
> Referral and entry
> Expectation setting/negotiation of rules
> Diagnosing the problem
> Setting goals and agendas
> Implementation
> Review and evaluation

Although these steps are not often formal, they each need to occur for a consultation to be effective. The first step, referral for a consultation indicates that someone has a perceived problem. Keep in mind the person who makes the referral may not be the person who receives the consultation. Often, consultants are asked to provide input in the classroom by a third party or by requirements of an IEP. The teacher may or may not be receptive to this intrusion. Consequently, the second step of setting goals and expectations becomes critical. Taking time to agree on the reason for the consultation and the expectations for its outcome will go a long way towards its success. Many attempts at consultation have resulted in poor outcomes because of misunderstandings regarding the perceived reason for the referral or the expected outcome. Identifying who will do what and under what timeline will decrease misunderstandings and unnecessary frustrations. The third phase involves identifying the problem. This may be as simple as a quick conversation in which both parties agree on the issue to be resolved. Or, it may involve more intensive discussions and data collection to determine the needs. In the fourth step, both parties agree on an agenda and set goals for the consultation. Mutual respect and two-way communication is essential. The fifth stage of consultation is implementation. Many times, in the interest of saving time, consultants jump to this stage without addressing the first four. Without the first four steps, the potential for negative consequences is multiplied. This fifth step should build on the previous four so that both parties are in agreement with the process. The sixth and final step is review and evaluation. In this step, a review is made of the process and the outcomes. New goals may be established or the process may end. Seeking feedback on the consultation involves more then just identifying if initial goals were met. It also requires inquiry on the process. Was the consultation process effective? What helped facilitate a positive outcome?

There are many challenges with consultation. Often issues such as communication breakdowns, resistance, ambiguity, and role confusion contribute to negative consequences. By increasing awareness of the types of consultation and the six phases of consultation, the opportunity for positive outcomes can be maximized. Before initiating your next consultation, consider what role you will play and how you will help ensure that the process is effective.

Resources related to consultation and collaboration...

A framework for understanding the consultation process: Stage by stage.
Young exceptional children, 7(2), 2-32. Buysse, V., Wesley, P. (2004).

An excerpt from the article:
  "Professionals thrust into a consultant role as a result of inclusive policies and practices often express confusion about consultation and wonder about its effectiveness (Sadler, 2002). Our research confirms these conclusions, suggesting that professionals in consultation roles in natural environments are not always sure who is their client, and they wonder whether to focus their intervention efforts on the child, family, teacher, or program (Wesley, Buysse, & Skinner, 2001). Similarly, they do not know which consultation methods are best suited to address various consultation goals, or if these methods even exist… In this article we propose a framework for the practice of consultation in early education and intervention."

Collaborative Consultation in the Schools (3rd Edition) (Paperback)
By Thomas J. Kampwirth **ISBN-10:** 0131178105

Editorial Reviews
Product Description
The third edition of *Collaborative Consultation in the Schools: Effective Practices for Students with Learning and Behavior Problems* presents the consultation as a collaborative, problem-solving endeavor. This comprehensive, yet reader-friendly book is designed to assist teachers and practitioners in working with students who have, or are at risk for, school adjustment or learning problems. This comprehensive book covers: *In-depth case studies about a student with behavior problems, a student with learning problems, and a collaborative vignette showing the systems-change process. *Multiple interventions and strategies are woven throughout the book to emphasize the effective practices used in today's schools. *Numerous forms, charts, and activities are provided as suggestions and problem-solving information;. For general education teachers, special education teachers, educational administrators, and school counselors.

From the Back Cover
This book teaches readers to implement a school-based collaborative model for working with students with learning and behavior problems in an inclusive setting. Devoted to school based consultation, this book includes five extended case studies, and devotes separate chapters to learning and behavior problems of students. Also, provides reasons and interventions for such behavior and learning problems. Mentors and educators of those with leaning and behavior problems. — This text refers to an out of print or unavailable edition of this title.

Differentiating Instruction: Collaborative Planning and Teaching for Universally Designed Learning by Jacqueline S. Thousand, Richard A. Villa, and Ann I. Nevin. Published by Corwin Press, March 2007. ISBN-10: 1412938619   ISBN-13: 978-1412938617
from Amazon.com 5/5/08:

"In this follow-up to their highly successful book A Guide to Co-Teaching: Practical Tips for Facilitating Student Learning, noted experts Jacqueline S. Thousand, Richard A. Villa, and Ann I. Nevin, demonstrate how to combine co-planning, co-teaching, and collaboration to differentiate instruction more effectively in today's classroom.

Intended for both novice and seasoned professionals, Differentiating Instruction: Collaborative Planning and Teaching for Universally Designed Learning presents two approaches: universal design for learning (UDL) and a unique retrofit approach for accessing the general education curriculum to meet the learning styles of all diverse learners, including those who are gifted, students with disabilities, and English Language Learners.
Filled with easy-to-use, teacher-tested, and research-based ideas, this comprehensive reference provides teachers and administrators with:

* Step-by-step guidelines for using UDL and the retrofit approach in differentiating instruction
* Multiple strategies for integrating differentiated lessons with collaborative planning and teaching
* Content lessons for elementary, middle, and high school students
* Effective techniques for effectively respecting cultural, economic, and linguistic diversity in the classroom
* Advice for meeting the sometimes competing demands of NCLB and IDEIA
Offering guidelines for determining individual learner needs and preferences, processes allowing teachers to collaborate efficiently, and sample lesson planning forms, this invaluable resource enables educators to develop and present a high-quality differentiated curriculum for all students."

Speech - Language Pathologists

"What Classroom Teachers Need from SLPs". Ehern, Barbara. ASHA Web Site

ABSTRACT:
The author asks the question "Why Collaborate"? The role of the Speech-Language Pathologist (SLP) continues to evolve into a more collaborative model as Response to Targeted Intervention (RtI), mandates us to attend to students accessing the general curriculum and the increasing demand for accountability of student achievement. We need to look at the collaboration between SLPs and the classroom teacher from the perspective of what we have to offer and what teachers want from us. The need to approach the collaboration between the SLP and the classroom teacher is because teachers have the specific knowledge of the demands of the curriculum, first hand knowledge of the difficulties that the students are having with the curriculum, as well as teachers having the knowledge of classroom routines that shape the logistics of how support services and/or targeted interventions can be best provided.

"A Model for Collaborative Service Delivery for Students with Language-Learning Disorders in the Public Schools". Committee on Language-Learning Disorders, American Speech and Hearing Association, 1991.

ABSTRACT:
Speech-language pathologists have traditionally provided services within the public school setting using a variety of service delivery mechanisms. In the most common service delivery method, speech-language pathologists work independently as they pull students out of their regular classrooms for individual or small-group treatment sessions. However, recent emphasis on whole-language approaches to instruction, least restrictive educational settings, and better generalization of treatment results demands the consideration of alternative service delivery options for public school speech and language intervention. The purpose of this paper is to describe one alternative service delivery model for provision of services to children with language-learning impairments within the public school setting. The model is called *collaborative service delivery*, and it focuses on the role of the speech-language pathologist as a member of a transdisciplinary educational team.

More on Collaboration and Consultation....

- **Perspectives From The Field: Collaborative Consultation in the Speech and Language Program of the Dallas Independent School District**
Judy Achilles, Rebecca Riegler Yates, and Judy McCormack Freese
Lang Speech Hear Serv Sch 1991 22: 154-155

*Abstract***:** Efforts to provide speech-language therapy services in a collaborative effort with classroom teachers are not always successful. In our experience, the two most significant obstacles encountered with implementation of collaborative efforts have been access to the classroom and extension of language goals into the classroom curriculum. Strategies used to overcome these obstacles are discussed.

- **Looking Beyond Tradition**
Olive Hughes Magnotta
Lang Speech Hear Serv Sch 1991 22: 150-151.

*Abstract***:** Collaborative consultation service delivery bridges the gap between traditional speech-language therapy and the ongoing communication demands of the classroom. What lies beyond traditional speech-language therapy is a service delivery model that promotes use of relevant content for therapy, enhances student involvement in the therapy process, builds self-esteem and self-motivation, and provides an opportunity for interprofessional growth.

- **Collaborative/Consultative Service Delivery: An Introduction**
Monica L. Ferguson
Lang Speech Hear Serv Sch 1991 22: 147.

*Summary***:** This brief article emphasized the importance of collaboration and consultation for Speech-Language Pathologists, (SLPs). The article includes specific guidelines from Loucks-Horsley and Cox (1984) that might help to implement a collaborative model.

- **Moving in the Direction of Change: Thoughts for Administrators and Speech-Language Pathologists**
Barbara J. Moore-Brown
Lang Speech Hear Serv Sch 1991 22: 148-149

Abstract: Changing to a collaborative consultative model may be difficult without administrative support, or if the clinician is wondering where to begin the process. This article describes ideas for using administrators to facilitate the change toward this delivery model and also some thoughts on initiation of the model. Emphasis is placed on envisioning adoption of this model as part of the overall changes in education.

SCHOOL PSYCHOLOGISTS AND SCHOOL SOCIAL WORKERS

Best Practices in Establishing Effective Helping Relationships
Julia E. McGivern, PhD; Corey E. Ray-Subramanian. PhD; Elana R. Auster, MS

Meeting the academic and social-emotional needs of today's students requires effective direct and indirect services at universal, targeted, and intensive tiers. At all tiers of services and in both direct and consultative roles, school psychologists and social workers work within the context of helping relationships with students, parents, and teachers. Recent attention in the mental health field has been focused on the helping relationship as a critical ingredient of effective practice (e.g., Castonguay & Beutler, 2006; Creed & Kendall, 2005).

Working with students, parents, and teachers to facilitate positive outcomes in schools is an interpersonal process. *School Psychology: A Blueprint for Training and Practice III* (Ysseldyke et al., 2006) identified interpersonal and collaborative skills as foundational competencies that are "indispensable for school psychologists" (p. 15). The American Psychological Association (APA), in the report of the APA Presidential Task Force on Evidence-Based Practice (2006), noted that "Psychological practice is, at root, an interpersonal relationship between psychologist and client" (p. 277).

Erchul (2003) wrote about consultation, "Stripped to its essence, educational and psychological consultation consists of a problem-solving, interpersonal relationship that develops through periodic face-to-face contacts between consultant and consultee" (p.105).

Researchers investigating factors that influence treatment outcomes with youth and adults have found that both relationship variables and specific treatment techniques influence outcomes (Castonguay & Beutler, 2006; Norcross, 2002; Wampold, 2001). To maximize the effectiveness of mental health interventions, school psychologists and social workers must capitalize on the power of both evidence-based interventions and factors known to improve the helping relationship. Recent research suggests that the treatment relationship may be particularly influential in work with youth because children and adolescents are often referred by adults for assessment and intervention and may be resistant to change (Shirk & Karver, 2003). Also, students referred for services in schools often have relationships with adults (especially teachers and parents) that are "impoverished and conflictual" (Pianta, 1999, p. 21), evidencing a need for supportive relationships with helpers.

Recognizing the impact of the helping relationship on treatment outcomes, Division 29 (Psychotherapy) of the APA formed a task force to identify variables within the helping relationship that contribute to client outcomes. In its work the task force identified variables found to be "demonstrably effective" (e.g., empathy) and "promising and probably effective" (e.g., positive regard) in facilitating positive client outcomes (Norcross, 2002). Recent studies have added to this body of work, providing a rich research base as a foundation for clinical practice. Several meta-analyses of relationship factors influencing the outcomes of youth treatment have been conducted (e.g., Karver, Handelsman, Fields, & Bickman, 2006), and additional task forces in psychology have worked to integrate the findings regarding evidence-based treatments and specific relationship factors (e.g., Castonguay & Beutler, 2006).

School psychologists and social workers practicing today can use evidence about helping relationships to improve outcomes for children and adolescents. Reliance on research findings is the foundation of science-based practice, and data-based decision making and accountability are functional competencies required by school practitioners (Blueprint III, Ysseldyke et al., 2006).

Although the research base supporting effective relationship building is developing, it has limitations. Much of the direct service research to date has focused on adults; many studies are correlational, indicating a strong relationship but not necessarily causation among variables; many studies lack the statistical power necessary to detect small but meaningful effects; and most studies of relationship variables in direct services have been carried out in clinical settings rather than schools. In addition, relationship factors are complex and often confounded with other variables. Finally, Sheridan and Kratochwill (in press) note the paucity of research in the field of consultation regarding the effects of relationship variables on consultation outcomes. Yet there is much to be learned from examination of the findings of recent work regarding direct service and consultation.

Online Resources
http://www.apa.org/practice/ebp.html
This site includes links to the APA Policy Statement on Evidence-Based Practice and the APA Report on Evidence-Based Practice.

Other Resources
Books and Articles
Castonguay, L.C. & Beutler, L.E. (Eds.). (2006). *Principles of therapeutic change that work.*
New York: Oxford University Press.
This book is an excellent reference summarizing the principles of therapeutic change identified in psychological research. The authors have identified participant and technique factors influencing outcomes with clients with a range of presenting problems.

Norcross, J.C. (Ed.). (2002). *Psychotherapy relationships that work: Therapist contributions and respon-siveness to patients*. New York: Oxford University Press.
This edited volume presents the work of the American Psychological Association Division 29's Task Force on Empirically Supported Relationships. It provides a comprehensive analysis of the effective and promising elements of the relationship between helper and client.

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CDE Receives Mental Health Integration Grant

CDE has been awarded a Mental Health Integration Grant from U.S. Department of Education for its proposal: *Building Bridges for Children's Mental Health Project in Colorado*. *Building Bridges* is designed to build a statewide system to support and sustain the integration of public schools and local mental health systems that will lead to increased access and improved outcomes for school-aged children. *Building Bridges* will integrate two complementary approaches currently in place in many Colorado communities: Positive Behavior Supports (PBS) from the education system, which is based on a preventive or public health framework, and System of Care (SOC) from the mental health system, which has focused on children and youth with serious mental health issues and those with co-occurring disorders. Both approaches have corresponding values and guiding principles that will drive the systems change process, leading to a full continuum of services and supports for Colorado's students.

Already nationally recognized for its PBS Initiative, the Colorado Department of Education will provide leadership for this proposed effort in collaboration with the Department of Human Services' Behavioral Health Services (the state's mental health authority and substance abuse authority), the State's Judicial Department (Colorado's juvenile justice authority overseeing the probation system), and a cross-system state leadership team that has a statewide family advocacy organization and other key stakeholders on it. At the local level, Mesa County has been chosen as the demonstration site to pilot the policies, technical assistance, training, tools and other documented resources proposed by the project. Mesa has long standing cross-system partnerships in place that include schools, mental health, juvenile justice, child welfare and other community agencies and organizations, including a local family advocacy organization that is an affiliate of the statewide family organization on the state leadership team.

Related Service Providers .....
.....take note of this exciting presentation

Strategies to Enhance Motivation and Task Completion
Presenter: Ruth Herman Wells

This one and a half day CSSP training, June 5—6, 2008, is being offered in partnership with the Colorado Department of Education for the very low price of $60.00!

Registration is limited to approximately 85 - 90 participants and closes on June 1, 2008, so register early and prepare to learn how to increase student motivation and task completion.

You have two options for registration:
1) Click on the link below, print out the registration form, complete the necessary information and mail it in (address located on the form)
          or
2) Log onto the CSSP website: www.cssponline.org click on conferences (tab on top of web page) complete the required information and submit payment through PayPal.

If you have any problems or questions please let me know.
If you may need ADA related Accommodations in order to participate in this training, please notify myself or Franci Crepeau-Hobson (Franci) franci.crepeau-hobson@cudenver.edu (Susan) slfc1@aol.com

I look forward to seeing you at the training!

ATTENTION

SCHOOL NURSES

Orientation for new school nurses, **July 21 – 24**, at the Holiday Inn in Frisco. If you are a nurse new to this role this program is an important part of your successful transition into the education setting. The cost for the program is $150. There will also be the opportunity to sign up for the school nurse mentor and induction program. Completion of this induction program satisfies the requirement for your professional license.

Please contact Kathleen Patrick at 303-866-6779 for more information and registration form.

Educational Interpreting

Save the Dates

June 16-20, 2008
The Week (intensive sign language interpreting workshop).
Colorado School for the Deaf and the Blind. For more information and for registration instructions, go to http://www.csdb.org/What's%20Happening/The%20Week.htm.
For information, contact Naomi McCown at 719-447-7558 or ngmccown@comcast.net.
Registration due by May 24.

August 16, 2008 (9:00 to 1:00 pm) Denver (TBD)
Educational Interpreter Performance Assessment (EIPA) Written Test
Contact information: Proctor: Pat Himes phimes@cherrycreekschools.org
Registration is now done online at www.classroominterpreting.org

September 17, 2008 (4:00 to 8 pm) Denver (TBD)
Educational Interpreter Performance Assessment (EIPA) Written Test
Contact information: Proctor: Ali Boyle ali.boyle@bvsd.org 303-506-9316
Registration is now done online at www.classroominterpreting.org

September 26-28, 2008
Signing Exact English skill shops (tentative dates)
Tesla Educational Building , Colorado Springs School District 11, 2560 International Circle, Colorado Springs, CO 80910. $175 per person.
To register to go the www.seecenter.org website, or call 562-430-1467 phone or
562-795-6614 to fax.
For local questions, contact Lonnie Burkholder at 719-634-2328 or Lonnieburk@aol.com,
SueAnn Gurwell at gurwes@d11.org, or 719-328-3000 during the school year.
Childcare may be available.

November 13-15, 2008
Colorado Symposium on Deafness, Language, and Learning
Cheyenne Mountain Conference Center, Colorado Springs.
For information, contact Diane Covington at dcovington@csdb.org or 719-578-2225.

The Collaborative Assistive Technology Conference of the Rockies
June 12-14, 2008
Hyatt Regency DTC
Full Day Pre-conference Workshops

Technology and Brain-Based Learning
Judi Sweeney

Spend a day exploring a myriad of research findings that focus on how your students learn and how you can change the learning environments in your classroom to best meet their needs and strengths. We'll cover a variety of topics including the use of color, lighting, sound and music, smells, using digital images and graphics, memory aids, then tie it to specific technology tools and strategies you and/or your students can use to make this kind of learning part of your classroom.

Arts Without Limits
Dwayne Szot MFA

This presentation is a hands-on training that uses a library of adaptive art tools that give individuals with different levels of independence an opportunity for creative expression. All of the equipment is designed so that participants with limited movement or fine motor skills can be successful at their own level of ability, fostering natural inclusion, and creating original works of art.

It's Never Too Late to be Early: Addressing Augmented Speech, Language, and Communication for Basic Communicators
Cynthia J. Cress, Ph.D., CCC-SLP

We will explore strategies for early communication through three different "windows" to approach intervention: behavior/speech approach, language/cognitive approach, and social/communication approach. We will use live demonstration and videotaped examples of strategies, with specific application to persons with developmental and physical impairments as well as persons on the autism spectrum.

After the Assessment
Gayl Bowser

After an IEP team completes an assistive technology assessment and chooses assistive technology tools for a child with disabilities, the work has only begun. Implementation planning, inclusion strategies and evaluation of the effectiveness of the assistive technology program are essential if AT is to become a useful tool for an assistive technology user.

Macros for Repairing Computer Access Problems
Alan Cantor, B.Ed., M.A.

Work from case studies and guided exercises to repair everyday computer access problems experienced by people with a wide range of disabilities. Access problems to be addressed include missing hotkeys, inefficient keyboard navigation, user interface inconsistencies, programming errors, and overly-complex program features. No previous programming experience required.

For complete conference details, please visit our website at:
http://www.uchsc.edu/atp/events CollabConf.html

Or call 303-315-1280

4ᵗʰ Annual PBS Symposium

Hey, did you hear the news? The 4ᵗʰ Annual PBS Symposium is July 15-17, 2008 at the Marriott Denver Tech Center.

Spotlight on the Pre-Symposium:

Pre-Symposium, July 15, 2008 (This day is open to anybody – no restrictions; limited to 125 registrants per speaker):

Your choice of 5 speakers for an all day intensive workshop! Click on the names below and be redirected to their session description and biography!

Dr. Lise Fox – Pre-school PBS

Melinda Graham & Jean Lira - Autism

Dr. Alan Levine - Attention Deficit/Hyperactivity Disorder (ADHD)

Dr. Cristal McGill - Effective Instructional Strategies

Anne Todd - Functional Behavior Assessment/Targeted Interventions (NOTE: Anne Todd is full – not available for more registrants)

Don't be Left Out!

There's still time to register!

Registration On-line at:
http://www.cde.state.co.us/scripts/
PBSSymposiumReg08/registration.asp

Upcoming Events

Colorado Society of School Psychologists (CSSP) and CDE
"Strategies to Enhance Motivation and Task Completion"
June 5—6, 2008, Denver, Tivoli Center, Auraria Campus
For more information, go to www.cssponline.org

The Collaborative Assistive Technology Conference of the Rockies
June 12-14, 2008, Hyatt Regency DTC
For complete conference details, please visit our website at:
http://www.uchsc.edu/atp/events_CollabConf.html Or call 303-315-1280

The Week (intensive sign language interpreting workshop)
June 16-20, 2008, at the Colorado School for the Deaf and the Blind.
For more information and for registration instructions, go to
http://www.csdb.org/What's%20Happening/The%20Week.htm.
For information, contact Naomi McCown at 719-447-7558 or ngmccown@comcast.net.
Registration due by May 24.

Fourth Annual PBS Symposium
July 15-17, 2008, Marriott Denver Tech Center
Registration Forms may be downloaded at
http://www.cde.state.co.us/scripts/PBSSymposiumReg08/registration.asp

School Nurse Orientation
July 21 – 24, 2008, Holiday Inn, Frisco
An orientation for nurses new to school nursing. For more information and registration
form contact Kathleen Patrick at 303-866-6779.

Colorado School Social Work Association Annual Conference
"Innovations in School Social Work: Creatively Promoting Academic and Social Success"
September 26—27, 2008, Winter Park Mountain Lodge
More information to come, watch www.CSSWA.org for details

CSSP Annual Conference, "Mastering the Balancing Act"
November 6—8, 2008, Park Hyatt Resort, Beaver Creek
Registration: www.cssponline.org

Colorado Symposium on Deafness, Language, and Learning
November 13-15, 2008 at the Cheyenne Mountain Conference Center, Colorado Springs.
For information, contact Diane Covington at dcovington@csdb.org or 719-578-2225

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Exceptional Student Leadership Unit
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www.cde.state.co.us/cdesped