

Chapter 2: Stages, Processes, and Procedures in School-Based Consultation

Multiple-Choice (20), Short-Answer (5), Essay (2), & Discussion Questions (5)

Multiple Choice Questions (20)

1. What is the central goal of school consultation?
 - A. Support or empower the consultee in improving his or her skills
 - B. Prepare the consultee to solve problems independently in the future
 - C. Enhance the functioning and welfare of students*
 - D. None of the above
2. Researchers have emphasized the importance of consultation as a(n) _____ approach in meeting the needs of children, families, and schools.
 - A. intervention
 - B. preventative*
 - C. direct
 - D. all of the above
3. During the assessment stage of the consultative process, consultee characteristics, the immediate and larger environment, and characteristics of the client are examined in regards to the _____.
 - A. presenting problem*
 - B. objectives
 - C. behavior consequences
 - D. intervention
4. Consultation sessions fall on a continuum from collaborative to _____, and, from directive to _____.
 - A. domineering; nondirective
 - B. coercive; nondirective*
 - C. coercive; disjointed
 - D. domineering; disjointed
5. How can computers and networks be helpful during the consultation process?
 - A. For recordkeeping
 - B. For analysis of data
 - C. For exchange of information
 - D. All of the above*

6. Those who study relational communication emphasize that the _____ of the message exchange, rather than the message content, dictate the nature of relationships.
- A. persuasiveness
 - B. form
 - C. process
 - D. both B and C*
7. What issues are typically addressed during the implementation stage of the consultative process?
- A. Roles and responsibilities of implementing the intervention
 - B. Identification of potential reinforcers
 - C. Determination of the time and day the intervention should be implemented
 - D. All of the above*
8. When does termination of the consultation relationship typically occur?
- A. After the intervention implementation has been completed
 - B. When the consultative relationship is no longer effective
 - C. When the consultant and consultee agree that the established goals have been attained by the consultee or client*
 - D. By the agreed upon date discussed at the outset of the consultation process
9. Which stage does research suggest is the most important in the consultative process and most predictive of outcomes?
- A. Problem-definition stage*
 - B. Assessment stage
 - C. Implementation stage
 - D. Intervention selection stage
10. Research is suggestive of the utility of matching consultation approaches to teachers' expectations in order to maximize _____ and _____.
- A. intervention acceptability; student progress
 - B. perceived consultant effectiveness; intervention acceptability*
 - C. student progress; perceived consultant effectiveness
 - D. problem analysis; intervention acceptability

11. Which of the following is not an improvement associated with the use of teleconsultation in rural communities specifically?
- A. Effective practice
 - B. Reduced travel time for consultants*
 - C. Interventions developed through teleconsultation were moderately to highly effective
 - D. Teleconsultation was rated as high in feasibility and acceptability
12. Baseline data should address the _____ of the problem/behavior.
- A. frequency, duration, and/or intensity
 - B. consequences
 - C. antecedents
 - D. all of the above*
13. The success of consultation seemingly depends strongly on consultants' ability to:
- A. enforce systemic change
 - B. implement evidence-based interventions
 - C. influence the behavior of other adults*
 - D. improve student behavior
14. Which of the following is true in regards to bases of power?
- A. Hard bases of power are direct and coercive*
 - B. Soft bases of power reflect typical perceptions of power
 - C. Soft bases of power restrict autonomy
 - D. None of the above
15. The duration of effective professional learning should include at least ___ hours of training in order to reach a basic knowledge base.
- A. 5
 - B. 10
 - C. 15
 - D. 20*
16. During the problem identification stage, teacher interviews should cover specific areas. Which of the following is not one of the five areas specified in the reading?
- A. Identifying the antecedent determinants of the identified problem behavior
 - B. Establishment of a cooperative consultative partnership*
 - C. Identifying the available resources
 - D. Assessing the relevant variables within the environment

17. Teachers do not rate consultation as being their preferred method of service and find consultation as being only moderately effective in changing clients' behavior. What factors have been found to mediate this relationship?
- A. Increased teaching experience is predictive of less interest in engaging in consultation
 - B. Teachers with high problem-solving skills are more likely to seek out consultative services
 - C. When teachers choose consultation as an intervention, they still want consultants to provide direct services to a student with problem behavior if the educators perceive the consultation as successful
 - D. All of the above*
18. Which of the following was not found to be a statistically significant source of impediments to successful consultation?
- A. The school principal's support for consultation
 - B. Classroom management/discipline efficacy
 - C. Teacher-school psychologist similarity
 - D. All of the above*
19. Which form of consultation is most likely to lead to successful outcomes?
- A. Collaborative-directive
 - B. Collaborative-disjointed
 - C. Collaborative-nondirective
 - D. Both A and C*
20. After implementation of the intervention(s), the _____ of the intervention must be explored.
- A. generalization
 - B. effectiveness
 - C. fading
 - D. all of the above*

Short Answer Questions (5)

1. Briefly describe the typical relationship between the consultant, consultee, and client.
 - Typically, the consultant collaborates with a consultee to provide indirect services to the client.
 - The consultant (educational/mental health professional/etc.) works directly with the consultee (classroom teacher/principal/etc.) to improve the consultee's skills in working with the client (student/school/family/etc.).

2. When selecting interventions, what should consultants consider?
 - The skills of the consultee
 - The ease with which they are able to implement intervention strategies
 - Strategy acceptability
 - Consultees tend to prefer interventions that are easy to implement, time efficient, non-intrusive, and effective
3. Identify four limitations associated with teleconsultation that have been discussed in the literature.
 - Unreliable videoconferencing systems (e.g., lost calls, freezing, and loss of sound)
 - Partial control over the conditions of sessions (e.g., inability to set up the room)
 - Loss of personal contact with clients
 - Expense in buying technology for teleconsultation
 - Inadequate rigorous research on the use of teleconsultation
 - Client concerns about using technology with which they are unfamiliar
 - Solving possible technical problems
4. What are the four steps in the consultative problem-solving process?
 - Establishment of a cooperative partnership
 - Problem identification and analysis
 - Intervention development and selection
 - Intervention implementation, evaluation, and follow-up
5. Identify two to three barriers to consultation as perceived by classroom teachers.
 - Challenges related to the school climate and difficulties in communication between individuals of differing professional backgrounds
 - Teachers may prefer seeking advice from other teachers rather than an individual outside their own profession
 - Teachers may be reluctant to value the perspective from someone who does not have direct classroom experience
 - Teachers may feel defensive in questioning their own teaching methods and practices
 - Teachers may have different boundaries, perspectives, and approaches

Essay Questions (2)

1. Little research fully explains the practitioner characteristics that allow consultants to be successful. However, some researchers have identified key attributes. Discuss some of the identified key attributes and teacher expectations associated with effective consultants.

2. Supporting teacher change can occur through professional learning (PL), in which consultants can introduce and support new educator behaviors, competencies, and dispositions. What are some common features of PL according to the educational literature?

Discussion Questions (5)

1. There has been inadequate rigorous research on the use of teleconsultation. However, several studies discuss the benefits and limitations associated with teleconsultation. What are the benefits/limitations that have been identified? Can you think of other benefits and limitations that expanded use of teleconsultation may bring?
2. One area of consideration before engaging in school consultation includes the importance of consultants to be aware of issues specific to teachers' perceptions of student problems. According to the literature, to what do many teachers attribute student problems? How will this affect the acceptability of various intervention strategies?
3. Kelley (2004) argues that consultees (i.e., teachers) should receive increased training in the process of consultation rather than focusing solely on the development of the consultant's skills. What are the benefits of teaching interdisciplinary consultation courses? How will this affect the outcomes of school-based consultation?
4. Why is it important for both novice and seasoned consultants to consider the power of social influence in the consultation relationship? Why should the influence of communication style also be considered?
5. Explain the ethical considerations that are important during the consultative process. What is the importance of each ethical consideration and how can the consultation process be negatively impacted without those considerations?