Session Objectives

- Review and discuss the research support of consultative models, specifically the Instructional Consultation (I.C.) model (Rosenfield, 1987, 2014), and how it draws from Process Consultation (Schein, 1992, 2013), and Multicultural School Consultation (Ingraham, 2000)
- Articulate the three key skills of I.C.: collaborative and reflective communication; problem-solving process; instructional and behavioral assessment
- Define cultural humility, humble inquiry, and cultural competency as it relates to I.C.
- Identify consultant identity and potential cultural constellations of consultation relationships
- Practice reflective communication skills to empathize with teachers’ stress, demonstrate cultural humility, seek to gain a shared understanding, and/or to develop more objectivity or confidence
- Discuss how I.C. can be used to support teachers and students during the recent health and racial pandemics
Enough about me...

- Time for a poll!
  - What is your role?
  - What models of consultation are you familiar with?
  - What is your experience with IC?
Teacher Stress, Efficacy, & Outcomes: How Consultation Helps

MODES OF TEACHER SUPPORT

Teacher Wellness

Teacher Efficacy

Student Success

Stress, Efficacy, and Student Outcomes

Permeating Practices

Foundations

Millersville University
Sady et al., 2020; McLean et al., 2020; Rosenholtz, 1989
Evidence Base

FOR CONSULTATION AND INSTRUCTIONAL CONSULTATION

Consultation → Stress Reduction

VS.

IC → Objectivity

- Actual excerpts from qualitative analysis of team discourse.
- Heard during team meetings...
  - “This child is a bad apple, just like her mother was.”
  - The student comes from a “backwards family” or a “young mother”
  - The student lives in a “single-wide” vs “double-wide” trailer
  - “lightbulb not on” (Knotek, 2003; Knotek et al., 2003)
IC → Efficacy
Teacher Efficacy
Specialist Collaboration

INSTRUCTIONAL CONSULTATION & IC TEAMS

Instructional Consultation Primer

INSTRUCTIONAL CONSULTATION & IC TEAMS

Instructional Consultation
Instructional Assessment

- Originally Curriculum Based Assessment for Instructional Design (CBA-ID; Gickling & Armstrong, 1978)
- CBA (Gickling & Havertape, 1981)
- Evolved into "Instructional Assessment" to differentiate it from other CBA models (Gravois & Gickling, 2008)

TEAM MEMBERS:
- Administrator
- General Educators
- Special Educator
- School Psychologist
- Guidance Counselor
- Health Provider
- Social Worker
- Others

CASE MANAGER

CLASSROOM TEACHER
- Students

Goal of IC

- To enhance/improve/increase student AND staff performance
  - Indirect service
  - Consultee-centered

ICT

Resources: https://www.icatresources.com/index.cfm

Goal of IC:

- To enhance/improve/increase student AND staff performance
  - Indirect service
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## Instructional Consultation

### Stage

<table>
<thead>
<tr>
<th>Stage</th>
<th>Objectives to be Accomplished</th>
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| **Contracting** | - Expectations & Experiences  
- Infom - Assumptions, Problem-Solving Process, Instructional Match  
- Collaboration, shared ownership, non-evaluative  
- Limits of confidentiality  
- Agreement  
- Scheduling |
| **Problem Identification & Analysis** | - Take inventory of student, classroom, testing  
- Instructional Assessment/MATCH  
- Practice  
- Baseline  
- Goals |
| **Intervention Planning** | - What strategy?  
- When? How? Who?  
- Instructional MATCH  
- Other students who can benefit? |
| **Intervention Implementation, Monitoring, & Performance Feedback** | - Did we do what we planned?  
- Progress monitoring, data review, compare with goals  
- Reflect on process, strategies, data review, compare with goals  
- Performance feedback  
- Revisions as needed |
| **Post-Intervention Planning & Closure** | - Close if goals are met and consultee can embed/fade  
- Documentation, articulation  
- Inform and invite support again in future if needed |

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### Assumptions of IC

- All students learn
- Early intervention is preferable to waiting for failure.
- The critical arena is the student-teacher relationship within the general education classroom.
- The instructional match and setting is the focus of problem-solving.
- A problem-solving community is the foundation for professional and student learning.
- Teachers, as professionals, are entitled to consult and collaborate.
- Change is a process, not an event.

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### Instructional Match

#### Some Assumptions Affecting Consultation

- **Broken Child**
  - Student deficit attribution
  - Student disability hypothesis

- **Broken Match**
  - Ecological attribution
  - Curriculum or instructional hypothesis
Theoretical & Model Connections

WITH INSTRUCTIONAL CONSULTATION

Consultee Centered Consultation

- Emphasis on consultation process and empowering consultees to solve their own work-related problems
- Theory of consultee problems – Lack of:
  - Skill
  - Objectivity
  - Confidence
  - Knowledge

Process Consultation

To put it bluntly, I have come to believe that the decisive factor as to whether or not help will occur in human situations involving personality, group dynamics, and culture is the relationship between the helper and the person, group, or organization that needs help.

-Edgar Schein

Schein, 1992
Humble Inquiry

- **Humility**: Granting someone else a higher status than one claims for oneself
  - “Here and now humility” – interdependence

- **Inquiry**: Attitude of interest and curiosity; reflects a desire to build a relationship.
  - Humble consultants ask the “right” types of questions
  - HI is different than diagnostic, confrontational, and process inquiries although each may be HI depending on how/why it’s done

**Key Principles for Humble Consulting**

To promote learning and change in our consultations we must distinguish between:

- **Telling/Selling, or Expert Model**: Consultee(s) tells consultant the diagnosed problem, and consultant tells what to do based on the tools we favor or know how to use

- **Doctor/Patient Model**: Consultant diagnoses the problem(s), offers solution(s)

- **Process Consultation**: Focuses on joint diagnosis and empowering the consultee with the consultant’s diagnostic and problem-solving skills

**Cultural Humility**

- **Cultural humility** is a process-oriented approach to competency.
  - a lifelong commitment to self-evaluation and self-critique
  - desire to fix power imbalances where none ought to exist
  - to develop partnerships with people and groups who advocate for others

References:

- Schein, 2013
- Schein (1992, 2013, 2016)
- Tervalon & Murray-Garcia (1998)
- Hook et al. (2013)
Multicultural School Consultation

1. Domains of consultant learning and development; knowledge and skills in the 8 MSC competence domains
2. Domains of consultee learning and development
3. Cultural variations in the consultation constellation
4. Contextual and power influences
5. Hypothesized methods for supporting consultee and client success

Consultant Know Thyself

Domains of consultant learning and development; knowledge and skills in the 8 MSC competence domains

1. Understanding one's own culture
2. Understanding the impact of one's own culture on others
3. Respecting and valuing other cultures
4. Understanding individual differences within cultural groups & multiple cultural identities
5. Cross cultural communication approaches for rapport development & maintenance
6. Understanding cultural saliency and how to build bridges across salient differences
7. Understanding the cultural context for consultation
8. Multicultural consultation and interventions appropriate for the consultee and clients

Identity Circles

You are going to create a circle about your own identity.

Draw a large circle in the middle of a sheet of paper. Draw a picture of yourself in the centre circle. Then draw circles around your identity in other circles or boxes.

Remember - only share what you want to share.
Multicultural School Consultation

2. Domains of consultation/learning and development
   • Skill
     - Objectivity and decreasing:
       - Filtering perceptions through stereotypes
       - Overemphasizing culture
       - Taking a ‘color blind’ approach
       - Fear of being called a racist
   • Confidence
     - Preventing intervention paralysis
   • Knowledge

Ingraham (2000)

Multicultural School Consultation

3. Cultural variations in the consultation constellation

Newman & Rosenfield (2019)

Cultural Constellations Discussion

- Share your Identity Circles & Constellations activity and reflections with your small group.
- Discuss your thoughts about how your cultural identities could potentially affect your future consultation.
- Share your personal goals and next steps from the MSC reflection activity.
- Discuss how we can support each other in reaching our goals.
Three Key IC Skills

REQUIRED FOR INSTRUCTIONAL CONSULTATION

Millersville University

Consultation Skills

Effective Consultation

Millersville University

Communication Skills

REQUIRED FOR INSTRUCTIONAL CONSULTATION

Millersville University
Communication: Skill Emphasis in IC

- Clarifying Questions
- Clarifying Statements
- Paraphrasing
- Summarizing
- Reflection of Feelings
- Relevant Questions
- Offering Information
- Active & Attentive Listening

These are collaborative skills you will use the MOST

These are used SPARINGLY

Stay Low on the Ladder of Inference

Staying Low on the Ladder of Inference

Teacher:
Guess I expect some support in the area of suggestions how to make some changes in his daily behavior. He challenges me and is so impulsive consistently. It doesn’t seem like things I’ve been able to use over the years that were quick fixes seem to work with him. And perhaps additional testing needs to be done with him for behavior or academic reasons.”

Identify any “red flag” and “high inference” language in this statement

How would you move down the ladder using communication skills?
Teacher: Guess I expect some support in the area of suggestions how to make some changes in his daily behavior. He challenges me and is so impulsive consistently. It doesn’t seem like things I’ve been able to use over the years that were quick fixes seem to work with him. And perhaps additional testing needs to be done with him for behavior or academic reasons.”

a) **Paraphrase:**

b) **Perception Check & Clarification (Bond & Move):**

- “I understand you’re feeling frustrated with his behavior.
- Tell me more about what hasn’t been working.
- What changes have you tried in the past that seemed to make a difference?
- Have you tried a behavior chart with him yet?
- Perhaps we could explore the use of reward systems or a mystery motivator activity.
- Can you give me an example of impulsive behaviors in your classroom?

The Bond & Move Strategy

- Combining a reflection of feeling or paraphrase with a clarifying question
- Shows the consultee they were heard, but moves the conversation forward

Teacher: I want to slow down and reteach him some of the concepts he missed in this week’s test, but I’m worried I’m leaving the rest of the class behind. They are getting bored with all the review we’ve been doing so I can try to catch him up. It’s just not fair to them!

Consultant: I can understand how you are nervous about them missing out. It is really complicated trying to meet him where he is while still keeping a brisk pace for the rest of your class. Can you tell me more about the test you mentioned?

Responses to Avoid

- **Uninvited Information-Giving**
- **Giving Reasons Why Change Would be Good**
  - “This can really help you by...”
When, in consultation, do you give information and advice?

Only with permission!

Elicit Provide Elicit

- Elicit what the teacher knows or wants to know
  - What do you want to know about...
  - Are you interested in any ideas?
- Provide information that is requested in manageable chunks
- Elicit reaction and what else they want to know

EPE Practice

- Use the Elicit Provide Elicit strategy to suggest a possible intervention strategy to this teacher.
- Teacher: The student is often asking for help and barely finishes any written work. She moved here from the Philippines in Kindergarten. I know her parents still speak their language at home some, but English is still her first language, so I don’t think that should affect her. I just can’t figure out why she’s not doing the work. I know she knows how to do it.
Pulling It All Together: Staying Reflective

Consultant
- Listen for “High Inference Red Flag”
- Move “down the ladder”
- Must use “The First Five” skills:
  - Paraphrase
  - Clarity
  - Relax Feelings
  - Summarize
  - Bond and Move

Teacher
- Role play a teacher concern about student academic or behavior concern
- Reflect on process skills used

Observer
- Take notes of process skills used
- Interpret if given non-verbal signal if the consultant moves outside of “The First Five”
- Avoid identifying info

Next Steps and Q & A

How can Instructional Consultation be used to support teachers and students in our current racial and health pandemic?

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