

**FLORIDA ATLANTIC UNIVERSITY  
DEPARTMENT OF COUNSELOR EDUCATION  
COLLEGE OF EDUCATION**

**MHS 6600.001/16921  
CONSULTATION & BEHAVIOR MANAGEMENT  
Spring 2009**

**Professor:** Dr. Linda Webb  
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**Office:** Davie, ES 230  
**Office Hours:** Tues. and Thurs. 1 – 4 pm  
**Class:** Davie Campus, Tuesdays 4:20 pm – 7 pm

### **COURSE DESCRIPTION**

An introduction to various models of consultation with an opportunity to develop skills in working with consultees in a variety of settings.

*Prerequisite: Permission of Instructor*

### **REQUIRED READINGS & MATERIALS**

Albert, L. (2003). *Cooperative Discipline*. Circle Pines, MN: American Guidance Services.

Brigman, G., Mullis, F., Webb, L. and White, J. (2005). *School Counselor Consultation: developing skills for working effectively with parents, teachers and other school personnel*. Hoboken, NJ: John Wiley & Sons, Inc.

### **CONCEPTUAL FRAMEWORK**

As a reflective decision-maker the student will demonstrate the ability to make informed decisions, exhibit ethical behavior, and provide evidence of being a capable professional as reflected in class participation, discussion, and completion of assigned tasks and projects. Students will receive written and verbal feedback on their work including their understanding of behavior management skills and in class skills demonstrations related to developing case consultation and workshop facilitation skills.

### **COURSE OBJECTIVES**

*Upon completion of the course students will:*

1. Develop an understanding of concepts, purposes, processes, and theories of consultation as they apply to the school setting.
2. Understand consultant and consultee characteristics that influence helping processes, including age, gender, and ethnic differences, verbal and non-verbal behaviors and personal characteristics, orientations, and skills.
3. Gain understanding regarding ethical, legal, and other current issues in consultation.
4. Assess and develop one's professional, personal, and leadership skills, interests, styles, and values, and understand how these apply to consultation.
5. Gain self-confidence and self-awareness in applying theory to practice through establishing a consultative relationship, leading a psycho educational group, and presenting a mini-workshop.
6. Broaden one's knowledge base with regard to understanding and managing student behavior, developmental crisis, and at risk behavior as consultation topics.
7. Integrate technological strategies providing resources to promote informed academic, career, and personal/social choices.
8. Develop methods and strategies for empowering parents, families, and communities to act on behalf of their children.
9. Develop the knowledge and skills needed to conduct programs that are designed to meet the academic, social, and career needs of students.
10. Develop the knowledge and skills needed to create and maintain positive leaning environments in which students are actively engaged in learning, social interaction, cooperative learning and self motivation.
11. Develop tools such as needs assessments and program evaluations and use them to effect program modifications.

12. Use consultative strategies, guidance activities, partnerships with parents and teachers, and community resources to promote successful student development and achievement and to enhance a positive school climate.

**Florida DOE Subject Area Competencies:** 1.9, 2.2, 5.1, 5.2, 5.3, 5.5,

**Florida Educators Accomplished Practices (FEAPs):** 1.2, 4.2, 11.2, 12.2

**CACREP: General:** K.1.h, K.2.b, K.3.c, K.5.a, K.5.b, K.5.c, K.5.e, K.5.f, K.5.g, K.6.e, K8.d

**School:** A.4, A.10, B.2, B.4, C.2.f, C.3.a-d.

### COURSE REQUIREMENTS

- Attendance and participation in class and on Blackboard, discussion of cases, exercises, and skills practice are critical.
- Students are responsible for attaining any information and/or materials missed due to absence.
- Copies of PowerPoint presentations and materials are available for download from Blackboard, including the course syllabus.
- Completion of assignments by due date.
- Completion of final exam.
- Satisfactory evaluations on all competency assessments.

### COURSE EVALUATION

**Grades will be assigned based on points earned.**

Assignment	FEAP Indicator	DOE Standards	Points
Participation in class and online activities			20
Case consultation skills practice and reflection	1.2, 11.2	5.2, 5.3, 5.5	10
School based observation and reflection	4.2		20
Lead Cooperative Discipline session and self evaluation			20
Complete the following in the chosen content area:			
▪ Paper			30
▪ Resource Collection			20
▪ Book Review			10
▪ In class workshop using PowerPoint and outline	12.2		30
Final exam		1.9, 2.2, 5.1	40
<b>TOTAL POINTS</b>			<b>200</b>

### FINAL GRADE DEVIATION

A	190-200 points	B+	174-179 points	C+	154-159 points
A-	180-189 points	B	168-173 points	C	148-153 points
		B-	160-167 points	C-	140-147 points

### COMPETENCY ASSESSMENTS of FEAP and DOE Standards

Students are required to meet expectations on four Florida Educator Accomplished Practices (FEAP) indicators. In order to assess competency, students are required to complete four assignments by the stated due dates. Any student who does not meet expectations on a competency assessment is required to remediate on the assignment before earning a grade in the course. Students should refer to the provided Competency Assessment (CA) rubric for evaluation criteria on each required assignment.

Standard	Indicator	Detailed description of assignment or activity	Instrument
Assessment	1.2 Demonstrate ability to formulate short and long treatment goals.	<b>Consultation Model:</b> The school counselor candidate will plan and complete the consultation format sheet. Students will identify problems and concerns, background information, and assist the client/parent/teacher in the development of short and long-term goals. Students will provide a summary of	Assignment Rubric

		the client has tried and other interventions strategies that are appropriate for meeting parent or teacher goals and method for follow-up.	
Critical and Creative Thinking	4.2 Demonstrate ability to help clients set realistic goals and develop specific and realistic action steps towards goals.	<b>Parent/Teacher Consultation:</b> The school counselor candidate will facilitate a consultation meeting with a teacher or a parent. Students will demonstrate those strategies/skills (as presented in class and in the Consultation in the Schools model) that contribute towards meeting the consultative goal(s). Students will establish client goals and develop of an action plan, and prepare a two page paper reflecting on their experience. The paper will describe the events of the meeting, things they might do differently or strategies they might have included that may have contributed to the effectiveness of the consultation.	Assignment Rubric
Role of the Teacher	11.2 Demonstrates ability to consult and plan activities with parents and teaches on a variety of student related issues.	<b>Case Consultation Skills Practice:</b> The school counselor candidate will demonstrate the FAU consultation model in small groups. Students will facilitate a consultation session using the consultation tape review form. Students will receive feedback from peers and their instructor to improve future practice.	Observation Rubric
Technology	12.2 Demonstrates ability to use available technology to prepare materials for professional enhancement (e.g. presentations, publications.	<b>Workshop Presentation:</b> The school counselor candidate will demonstrate their ability to use Microsoft PowerPoint to enhance a specific content area workshop presentation.	Assignment Rubric
DOE 1. Knowledge of Counseling	1.9. Demonstrate knowledge of behavior change strategies.	<b>Cooperative Discipline Program and Presentations:</b> The school counselor candidate will read and present information on the Cooperative Discipline program, including the four goals of student misbehavior, and appropriate interventions for parents and teachers use to change student behavior. The student will demonstrate their knowledge of behavior change strategies on a course exam.	Course Exam
DOE 2. Knowledge of activities and programs for addressing current concerns	2.2. Demonstrate knowledge of a crisis intervention plan.	<b>Crisis Intervention Planning and Consultation:</b> The school counselor candidate will read a chapter and identify essential components of a crisis intervention plan, including appropriate prevention and intervention strategies to use within the consultation model. Students will demonstrate knowledge of crisis intervention on a course exam.	Course Exam
DOE 5. Knowledge of consultation, collaboration, and coordination	5.1. Identify components essential to a consultation model.	<b>Components of the Consultation Model:</b> The school counselor candidate will identify components essential to a consultation model on a course exam.	Course Exam
	5.2. Demonstrate knowledge of collaborating with school personnel and families to identify needs and develop strategies to facilitate student success.	<b>Case Consultation Skills Practice:</b> The school counselor candidate will demonstrate knowledge of the FAU consultation model, including collaboration with school personal and families in small groups. Students will facilitate a consultation session using the consultation tape review form. Students will receive feedback from peers and their instructor to improve future practice.	Observation Rubric

	5.3. Demonstrate knowledge of using appropriate data and resources to assist individuals and groups in collaborative decision making.	<b>Case Consultation Skills Practice:</b> The school counselor candidate will demonstrate the FAU consultation model, including the use of appropriate data and resources for clients in small groups. Students will facilitate a consultation session using the consultation tape review form. Students will receive feedback from peers and their instructor to improve future practice.	Observation Rubric
	5.5. Select appropriate procedures to communicate information to students, staff, families, and the community.	<b>Case Consultation Skills Practice:</b> The school counselor candidate will demonstrate knowledge of the FAU consultation model, including appropriate referrals and referral procedures in small groups. Students will facilitate a consultation session using the consultation tape review form. Students will receive feedback from peers and their instructor to improve future practice.	Assignment Rubric

### ATTENDANCE

Counselor Education students are expected to attend every class meeting. Please notify the University Supervisor if you must miss a session. Additional absences may result in an incomplete or lower grade in the course. Attendance includes meaningful, active involvement in all class sessions, class and online discussions, and class activities as well as professional, ethical, conduct in class. Reasonable accommodations are made for religious observances. Only students with perfect attendance may earn full points for class participation.

### INFORMATION FOR STUDENTS WITH DISABILITIES

In compliance with the Americans with Disabilities Act, students who require special accommodations due to a disability to properly execute coursework must register with the Office for Students with Disabilities (OSD) and follow all procedures. Additional information is available at <http://www.osd.fau.edu/>

### UNIVERSITY HONOR CODE

Students at Florida Atlantic University are expected to maintain the highest ethical standards. Academic dishonesty is considered a serious breach of these ethical standards, because it interferes with the university mission to provide a high quality education in which no student enjoys an unfair advantage over any other. Academic dishonesty is also destructive of the university community, which is grounded in a system of mutual trust and places high value on personal integrity and individual responsibility. The FAU Honor Code requires a faculty member, student, or staff member to notify an instructor when there is reason to believe an academic irregularity is occurring in a course. The instructor must pursue any reasonable allegation, taking action where appropriate. The following constitutes academic irregularities:

- (a) The use of notes, books or assistance from or to other students while taking an examination or working on other assignments unless specifically authorized by the instructor are defined as acts of cheating.
- (b) The presentation of words or ideas from any other source as one's own are an act defined as plagiarism.
- (c) Other activities that interfere with the educational mission of the university.

For full details of the FAU Honor Code, see University Regulation 4.001 at [http://www.fau.edu/regulations/chapter4/4.001\\_Honor\\_Code.pdf](http://www.fau.edu/regulations/chapter4/4.001_Honor_Code.pdf).

### METHODS OF INSTRUCTION

This course is designed to provide a hands on approach to developing the knowledge and skills school counselors will need to function as effective consultants in schools. A foundation is laid through the introduction of theory, consulting approaches, classroom/behavior management and their application in the school setting. A "tell, show, do" model is used to teach, demonstrate, and supervise consultative experiences within the classroom. Videotapes, observations of counselors in the field, and case discussions also provide opportunities for application of content.

## DISTANCE LEARNING REQUIREMENTS

1. Students will access Blackboard for course PowerPoint presentations, materials, discussion forums, syllabus, grading book, and/or exams.
2. Students are encouraged to use a broadband (cable or DSL) connection.
3. Students may use Windows or Mac operating systems.
4. Students may use Internet Explorer, Firefox, Safari browsers.
5. Student assignments must be completed using the Microsoft Office suite (Word, PowerPoint, Excel etc.) for Windows or Mac.
6. Student assignments should be **emailed** to the instructor on the **scheduled due date** (see course content and outline).
7. On the weeks Blackboard is used for the course delivery, students are expected to post their statements on the discussion board by Tuesdays at **11 pm** and have responded to their peers and fulfilled all other online activities by **Saturday at 11 pm**.
8. Unless otherwise noted, all written assignments should follow APA style, including but not limited to: Title page, page numbers, running head, reference page, 12 pt. font, 1 in. margins etc.
9. Students are expected to adhere to all department, college, and university policies of Academic Integrity. This includes but is not limited to:
  - a. Cheating
  - b. Plagiarism
  - c. Misrepresenting information or failing to give proper credit for citations used
  - d. Participating or facilitating acts of academic dishonesty by others
  - e. Unauthorized prior possession or sharing of examinations
  - f. Submitting the work or tampering with the work of another person
10. Students will receive feedback on assignments from the instructor **via email**. Comments, suggestions, recommendations are provided in Word format. If necessary, students can download the free Adobe Reader from <http://www.adobe.com/products/acrobat/readstep2.html>
11. Students should contact the instructor if they experience technical difficulty accessing course materials and activities on Blackboard. Students should contact the IRM helpdesk at [http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab\\_id= 107\\_1](http://blackboard.fau.edu/webapps/portal/frameset.jsp?tab_id= 107_1) if you experience login or connection issues.
12. In order to minimize technological issues, prior to taking this course, students should be able to send and receive email, send attachments with emails, be familiar with Blackboard, navigating and conducting research on the World Wide Web.

## COURSE CONTENT & OUTLINE

The content and activities for each session are described below. Assigned readings should take place before class. All PowerPoint presentations and materials are available on Blackboard.

DATE	TOPICS & PROJECTS	READINGS
<b>Jan. 6</b>	Course Overview Introduction to Consultation and Behavior Management	Albert – p. 1 – 6 Text –1
Jan. 13 <i>Blackboard</i>	Building a Knowledge Base Theories/Models/Processes of Consultation The Basics of Behavior Legal and Ethical Issues <b>Verify Choice of Topic with Instructor via e-mail</b>	Albert – 1 & 2 Text - 2 & 3, p. 109 - 116
<b>Jan. 20</b>	The Four Goals of Misbehavior Case Consultation with Teachers and Parents Case Consultation Demonstration & Skills Practice	Albert – 3 Text – 4 & 5
<b>Jan. 27</b>	At-Risk and Developmental Behaviors Characteristics and Interventions for the Attention Seeking, Power-Seeking and Revenge Behaviors Case Consultation with Parents and Teachers Case Consultation Skills Practice & Feedback	Albert – 4,5,6,7,9,10
<b>Feb. 3</b>	Client/Consultant Factors Effecting the Consultative Process	Text – Review 4

	Case Consultation with Parents and Teachers Case Consultation Group Exercise	
Feb. 10 <i>Blackboard</i>	School, Family, and Community Interventions Avoiding and Defusing Confrontations Parent Education Materials Review Characteristics and Interventions of Avoidance of Failure	Albert – 8 Text – 8 - 10
<b>Feb. 17</b>	Involving Parents Empowering Families and Communities Peer Coaching Model Team Building Case Consultation Skills Practice	Albert – 20 Text – 6 <b>Resource Collection Due</b>
<b>Feb. 24</b>	Facilitating Parent/Teacher Conferences Facilitating Teams of Professionals	Text - 7
March 3	Spring Break	
<b>March 10</b>	Workshop Facilitation as a Consultative Tool Using PowerPoint	Text - Review 6 <b>Book Review Due</b>
March 17 <i>Blackboard</i>	Building Confidence Making Connections and Contributions	Albert – 13 - 15
<b>March 24</b>	<b>Cooperative Discipline Sessions</b>	<b>School Based Observations Due</b>
<b>March 31</b>	<b>Cooperative Discipline Sessions</b> School-wide plans supporting Academic & Social Competence Cooperative Resolution and School Wide Action	Albert – Chapters 16 - 19 <b>Paper in Content Area Due</b>
April 7 <i>Blackboard</i>	Classroom Meetings & Codes of Conduct Programs Needs and Evaluation Teacher Advisory Programs Using Student Records	
<b>April 14</b>	At Risk and Developmental Topics	Albert – Chap. 13, 14 & 16 <b>Workshop Presentations</b>
April 21 <i>Blackboard</i>	Technology to Support Academic & Career Decision Making	
<b>April 28</b>	At Risk and Developmental Topics	<b>Workshop Presentations</b>
April 29 <i>Blackboard</i>	<b>Final Exam</b>	

### ASSIGNMENT: CASE CONSULTATION SKILLS PRACTICE

The school counselor candidate will demonstrate the FAU consultation model in small groups in class. Students will facilitate a consultation session using the consultation tape review form. Students will receive feedback from peers and their instructor to improve future practice.

### ASSIGNMENT: KNOWLEDGE BASE FOR CONSULTATION

Select one of the following areas to explore. Selection needs to be confirmed with the instructor by **January 13<sup>th</sup>, 2009** as no more than one student may choose each topic. Review at least 10 peer reviewed professional publications and cite them as references using **APA style**. **The topic you chose for your paper will be the same topic you will use for your resource collection, book review, and workshop.**

Use this paper to become familiar with professional journals and resources that help to build your knowledge base, making you a more effective counselor and consultant.

The following should be addressed in the paper:

- I. The extent of the problem

- II. Behavioral characteristics  
(be sure to include those that would impact school success)
- III. Counselor role as a consultant dealing with this issue
- IV. Suggested strategies for teachers/parents working with this issue at home and in school
- V. Conclusions
- VI. References (APA format)

Topics:	Divorce	Sexual abuse	Step families
	Death/Loss	Working teens	Overweight youth
	Suicide	Children of Alcoholics	Eating disorders
	Adolescent drug use	Teen pregnancy	Unmotivated youth
	ADHD	Angry youth	Isolated youth

**Evaluation:** Students will earn up to 30 points for their 7-9-page paper. Bring a hard copy of your assignment to the instructor on **March 31, 2009**.

### ASSIGNMENT: RESOURCE COLLECTION

This assignment will provide an opportunity for you to explore resources within a given content area. These resources will include professional books and/or journals, materials available for parents and teachers, and Internet cites. The following should be included for this task:

- I. Identification of your topic along with a paragraph explaining the need for counselors to be ready to consult on this topic.
- II. At least 10 professional books/journals in APA style with brief annotation (3-4 sentences) as to what each contributes to the counseling professional's role as a consultant.
- III. A list of five resources that would be available to parents from the popular literature. Again, provide a brief annotation that includes the intended audience and what they might hope to gain from reading this book (knowledge, skills, strategies, etc...).
- IV. Five resources that would be available to teachers with a brief annotation as to what each might contribute.
- V. Five Internet resources. This should also include complete Internet addresses. Annotate these to include intended audience and contributions as noted above.

**Evaluation:** Students will earn up to 20 points for their presentations. Email your assignment to the instructor by **Feb. 17, 2009**.

### ASSIGNMENT: BOOK REVIEW

Review one of the books on your resource list from the popular literature that is meant to be read by parents. Again, this will broaden your knowledge base when referring resources to parents. Submit a copy to peers in addition to the instructor copy.

Be sure to include the following in your two page (double spaced) review:

- I. Bibliographic information (APA format) to include title, author, date of publication, and publisher.
- II. Topic it addresses.
- III. Intended audience.
- IV. General overview.
- V. Specific contributions – what particular knowledge, insight, skills, or strategies can be gained from reading the book? Give examples. How does the author go about sharing these? This should be the main segment of your review.
- VI. Recommendations for using this book as a resource for parents.

**Evaluation:** Students will earn up to 20 points for their book review. Provide a hard copy of your assignment to the instructor on **March 10, 2009**.

## ASSIGNMENT: WORKSHOP

Each student will develop a workshop that demonstrates knowledge of a specific content area as well as knowledge of workshop development. Students will demonstrate their ability to use Microsoft PowerPoint to enhance the workshop presentation.

Directions: Develop a PowerPoint presentation and workshop using the outline below. Additional information can be found in *Consultation in the Schools* and should be used to clarify what is to be addressed in each section.

Outline: Your one to two page outlines, will provide evidence of your knowledge of the workshop format. Remember, your classmates will be receiving a copy of your paper as well as the resource collection and book review you are putting together on this topic so you do not have to cover it all.

- I. Warm-up
- II. Ask Before Telling
- III. Content Area (to include extent of the problem, observable behaviors, the consultative role of the school counselor including strategies that might be shared with teachers, and a good resource you've located)
- IV. Personalize and/or Practice
- V. Process and Summarize
- VI. Evaluation (attach to outline as a second page)

Class Presentation: You will have 30 minutes in class (25 for the presentation and 5 for feedback) and will need to develop a PowerPoint presentation to emphasize the critical concepts you consider selected. This provides some flexibility but you must include evidence of each section as outlined above.

**Evaluation:** Students will earn up to 30 points for their presentation and written outline. Facilitate your presentation and provide a copy of your outline to the instructor on **April 14 or April 28, 2008** (date previously agreed upon with instructor).

## ASSIGNMENT: SCHOOL BASED OBSERVATION

Meet with a school counselor to arrange an opportunity to observe or participate in a consultative experience with a team of professionals. Your tasks are to notice those strategies/skills (as presented in class and in the *Consultation in the Schools* model) that contribute towards the meeting of the consultative goal(s), write-up your observations, and be prepared to share them with classmates.

Your two page observation write-up should include the **purpose/goal(s) of the consultation** (determined prior to the actual consultation) as well as **who was present (titles only) and what took place before, during, and after the team meeting that were aimed at reaching the goal(s)**. Include the **logistics of setting up the consultation** as well as **follow-through plans**. Be sure to notice the **role of the school counselor** in the team meeting process and **how interactions and contributions were facilitated** among the group members. This is your chance to demonstrate your understanding of the entire consultative process. Your write up should reflect all phases of the model.

The final paragraph of this write up should examine (1) **what went well** (you might get impute from the school counselor on this one). (2) **The things you might do differently or strategies you might have included that may have contributed to the effectiveness of the consultation.** (3) **Any short and long terms goals that would be appropriate for the client** (this should reflect your thoughts, not the school counselors'). This is an opportunity for you to demonstrate your knowledge of the process and what might have been missing.

**Evaluation:** Students will earn up to 20 points for their observation reflections. Bring a hard copy of your assignment to the instructor on **March 24, 2009**.

## ASSIGNMENT: COOPERATIVE DISCIPLINE SESSION

You are to become familiar with Albert's (1996) Cooperative Discipline concepts and materials. This should include:

- the three "C's"
- the goals of misbehavior/natural and logical consequences



- characteristics/ identification/intervention for attention seeking behaviors
- characteristics/ identification/intervention for power seeking behaviors
- characteristics/identification/intervention for revenge seeking behavior
- characteristics/identification/intervention for avoidance of failure behaviors

You will be assigned to a small group of students with each student presenting a session on one of the topics using the model learned in class. Students not presenting will complete the workshop evaluation form given out in class and should be prepared to share their experience with the presenter/class.

**Evaluation:** Students will earn up to 20 points for their facilitation and self-reflection. Sessions will be conducted in class on **March 24 or 31, 2008** with the self-reflections being due one week after the facilitation.

## BIBLIOGRAPHY

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**FLORIDA ATLANTIC UNIVERSITY  
DEPARTMENT OF COUNSELOR EDUCATION**

**Consultation Tape Review Form**

Please rate each of the following categories:	<b>E</b> Exceeds Expectations	<b>M</b> Meets Expectations	<b>D</b> Does not meet Expectations	<b>N.O.</b> Not observed
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**Before consultation**

1. PR review, information from parents, teachers E   M   D   N.O.

**During consultation**

2. Structure meeting – time, topic, process E   M   D   N.O.

3. Start with positives/strengths E   M   D   N.O.

4. Clarify problem in concrete behavioral terms including *duration* and *frequency* E   M   D   N.O.

5. Clarify goal of consultation in behavioral terms E   M   D   N.O.

6. Clarify everything that has been tried and results – include examples and child's reaction to intervention and adult's emotional reaction E   M   D   N.O.

7. Goal of student behavior identified E   M   D   N.O.

8. Clarify what client thinks might work E   M   D   N.O.

9. Gather missing information: peer relations, academic strengths/weakness, academic and peer performance of siblings, relationship to parents and siblings E   M   D   N.O.

10. Recommendations/suggestions offered as additional alternatives for client to consider – put client in role of expert to evaluation suggestion E   M   D   N.O.

11. Encouragement for student and parent/teacher built in E   M   D   N.O.

12. Commitment to implement plan obtained E   M   D   N.O.

13. Follow-up meeting/phone conference set E   M   D   N.O.

14. Maintained professional integrity and honesty E   M   D   N.O.

I liked: (strengths, helpful behaviors, strategies)

You may want to consider: (recommended changes)