

ABSTRACT

Title of Document: CORE COMPETENCIES FOR TRAINING
EFFECTIVE SCHOOL CONSULTANTS

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The purpose of this research was to develop and validate a set of core competencies of effective school-based consultants for preservice school psychology consultation training. With recent changes in service delivery models, psychologists are challenged to engage in more indirect, preventative practices (Reschly, 2008). Consultation emerges as one such recommended practice for school psychologists (Ysseldyke et al., 2006). However, despite recommendations and mandates from accrediting bodies, there is a lack of consensus to guide training in school consultation. This research involved a systematic literature review and Delphi study to determine core competencies for contemporary school consultants, specifically for school psychologists. An expert panel for the Delphi portion of the research was drawn from a consultation training interest group, a consultation research group, and editors of a consultation training journal in order to sample the leaders in the field of consultation research and training. Multiple iterations of the Delphi study, as

recommended in the literature, were conducted to obtain consensus on the fundamental skills and knowledge. Four multicultural consultation competencies from previous research (Rogers & Lopez, 2002) were included to obtain current ratings, and personal characteristics from the literature were rated in terms of essentialness and “trainability.” Results from two iterations of survey material indicated a list of 35 core competencies to guide training which received *Essential* ratings by 75% or more of participants. The four multicultural competencies were rated more highly by the current participants than by Rogers and Lopez’s participants 10 years ago. In addition, several personal characteristics were identified as essential to school-based consultants; however, some of the highest rated characteristics were considered least “trainable” by the participants. Finally, implications for consultation training, limitations, and future directions were explored.

CORE COMPETENCIES FOR TRAINING EFFECTIVE
SCHOOL CONSULTANTS

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Chapter 1: Training School Consultants: The Need for Core Competencies

Over the last several years, the role of school psychologist has shifted from that of gatekeeper for the process of special education to also include more problem solving and preventative approaches (Reschly, 2008). Legislative and policy changes as well as school psychology technical standards have expanded the greater role for psychologists in schools. Consultation is one method by which school professionals are currently engaging in prevention and early intervention. Increasingly, consultation is considered a fundamental skill for school psychologists (Ysseldyke et al., 2006).

Paradigm Shift

In 2000, Sheridan and Gutkin described the paradigm shift occurring in the field of school psychology as veering away from the traditional medical model of assessing and diagnosing pathology toward a preventative approach in which problems are addressed from an ecological perspective. According to Sheridan and Gutkin, the role of the school psychologist in the 21st century must shift to accommodate the growing number of students with needs. Further, the authors cite poor outcomes with regard to the special education process that necessitates a rethinking about the goals of school psychologists (Sheridan & Gutkin, 2000).

From the ecological perspective, problems are addressed in the context of multiple interconnected systems that reciprocally influence individual development

(Bronfenbrenner, 1977). When school psychology services are delivered through this systems perspective, problems are not found isolated in individuals. Instead, a problem is conceptualized as the need to modify systems that affect individuals and groups within and between the systems (Burns, 2011). Relatedly, the paradigm shift outlined by Sheridan and Gutkin (2000) suggested the need for a preventative approach in school psychology practice. Prevention efforts should identify potential risks and protective factors with a goal of reducing risk while promoting wellness through a strengths-based approach to improve personal and systemic well-being (Burns, 2011). Together, the ecological and preventative focus can help to create healthy environmental systems (Conoley & Gutkin, 1995) to address system needs and impact more individuals within the school system.

Policy Implications

In addition to the paradigm shift, policy changes have influenced a role shift for school psychologists. No Child Left Behind (NCLB), landmark legislation passed in 2001, became the largest federally funded program for education in U.S. history (Braden & Schroeder, 2004). NCLB was the reauthorization of the Elementary and Secondary Education Act, originating in 1965 as part of the War on Poverty. NCLB addressed issues such as teacher qualifications, language instruction for Limited English Proficient students and immigrant students, school safety, and educational assessment and accountability (Braden & Schroeder, 2004).

The intended consequences of this act were to increase student achievement by aligning instructional focus to standards, increasing instructional efficiency and

resource allocation, increasing motivation for students, teachers, and parents, reduce achievement gaps between majority and historically underserved or low performing groups, and increasing the use of evidence-based instructional methods (Braden & Schroeder, 2004). Using high-stakes testing, large-scale statewide assessments aligned to state curriculum, schools are held accountable to show growth for all students, regardless of race, ethnicity, and special education status. School psychologists have training in areas such as standardized assessment, evidenced-based instructional practices, and increasing student and teacher motivation. As a result, school psychologists now have opportunity to play a broader role in systemic problem solving to ensure student achievement.

In addition to NCLB, the most recent reauthorization of Individuals with Disabilities Education Act in 2004 (Individuals with Disabilities Education Improvement Act, 2004), indicated another way the role of the school psychologist could be expanded in schools. The reauthorization expanded the criteria for how a student can qualify for a specific learning disability: from a traditional ability-achievement discrepancy model to also including a response-to-intervention (RTI) approach. The RTI approach specified that schools should be required to use research-based instruction for all students with regular student progress monitoring (Hale, 2006). Any student not progressing in the curriculum would then receive an individualized, evidence-based intervention targeted to meet the gaps in his/her learning to a single-subject research design would be used to determine growth or lack of progress. Again, school psychologists are uniquely suited to aid in progress

monitoring due to their training in areas such as single subject research designs. The reauthorization specified that schools should be able to document that a student has already received high-quality instruction followed by systematic research-based intervention prior to referral for special education.

The Role of Consultation in Schools

School consultation is one way psychologists can address the policy changes and the paradigm shift occurring in the field in which practitioners move away from traditional assessment models to focus on systems and prevention. Zins & Erchul (2002) defined school consultation as:

A method of providing preventatively oriented psychological and educational services in which consultants and consultees form cooperative partnerships and engage in a reciprocal, systematic problem-solving process guided by ecobehavioral principles. The goal is to enhance and empower consultee systems, thereby promoting students' well-being and performance. (p. 626)

In fact, consultation is considered an essential element of school psychology training and a necessary practice for the modern school psychologist (Ysseldyke et al., 2006).

School Psychology: A Blueprint for Training and Practice III, a position paper on training and practice, listed consultation as a core competency for school psychologists (Ysseldyke et al., 2006). One purpose of the Blueprint document is to stimulate discussions among key stakeholders to improve training in school psychology. *Blueprint III* includes consultation as a foundational competency in the area of Interpersonal and Collaborative Skills. More specifically, the *Blueprint* refers

to consultation as a skill essential to school psychologists and recommends interpersonal and communication skills be developed in training programs (Ysseldyke et al., 2006).

Consultation Training for School Psychologists

Considering the paradigm shift and increasing role of consultation in the school psychologist's practice, it is important to understand how school-based consultations are trained. In their 2002 article, Alpert and Taufique reviewed the training literature and found that most publications in training "describe and evaluate various consultation training models and programs" (p. 14), with much of the literature devoted to one training model in particular, behavioral consultation. They found very few references to specific training techniques such as field placements, supervisor selection, and trainee evaluation. Alpert and Taufique make specific recommendations to the training community for consultation training involving didactic, practicum, and fieldwork experiences as well as the opportunity to receive multiple sources of supervision. This "tripartite" model of training involves the integration of training and practice in which specific knowledge is conveyed; then students have an opportunity to observe effective consultation through fieldwork; and finally, students have an opportunity to implement consultation practices (Alpert & Taufique, 2002, p. 29). The authors also recommend future research comparing various models to learn about effective training practices across models.

Shortly after Alpert and Taufique's article, Anton-Lahart and Rosenfield (2004) surveyed supervisors of pre-service training programs to better understand

their training practices. Analysis of surveys indicated that most pre-service school psychology training programs offered some training experience in consultation but little supervised experience. However, there was diversity in what content was presented in training programs even for programs using the same model (Anton-Lahart & Rosenfield, 2004). More recently, an analysis of consultation training course syllabi (Hazel, Laviolette, & Lineman, 2010) revealed that most programs offer at least one course in consultation, yet syllabi are still diverse in content and focus. For example, with regard to the purpose of school-based consultation, most syllabi indicated the purpose was for treatment; however, fewer than half of the syllabi indicated the use of consultation as a means of promoting prevention, risk reduction, or early intervention (Hazel et al., 2010).

In their review of consultation training literature, Rosenfield, Levinsohn-Klyap, and Cramer (2010) concluded that consultation training was insufficient, resulting in school psychology practitioners feeling inadequately prepared to function as consultants. After reviewing the training literature, Rosenfield et al. concluded that a critical question remained as to what should be the core content of consultation training.

Consultation competencies. While there are few cross-model research studies specifically addressing the “what” or content of consultation training, some notable exceptions bear mentioning. Over 20 years ago, West and Cannon (1988) endeavored to describe competencies of collaborative consultants in schools. Through an iterative survey technique, the researchers found 47 competencies that received high

ratings in importance and consensus across a national sample of school professionals. West and Cannon's research came at a time when there was a shift in focus to mainstreaming special education students. At the time, consultation between special educators and regular educators was deemed an integral part of the inclusion process, and that process provided the context for their study. More recently, Rogers and Lopez (2002) used a similar iterative survey process to determine multicultural competencies across areas including consultation in the field of school psychology.

Consultation training competency recommendations. Both the National Association of School Psychology (NASP, 2000, 2010b) and the American Psychological Association (APA; Fouad et al., 2009) have standards of training and competencies for psychology practitioners that include consultation. An APA Assessment of Competency Benchmark Task Force created a document to describe necessary skills of professional psychologists (Fouad et al., 2009). Consultation was identified as a functional competency or a major function a psychologist is expected to perform (Fouad et al., 2009). In this document, consultation is defined as, "the ability to provide expert guidance or professional assistance in response to client's needs or goals" (p. S20). According to the APA Task Force (Fouad et al., 2009), prior to internship, psychologists should possess the ability to implement intervention through a consultative role, have knowledge of the common roles of consultants, and have completed consultation coursework and readings, although in the document, specific readings and training procedures were not specified. Though the APA Task Force outlines consultation as a competency, the recommendations for training

remain vague.

NASP has standards for training and practice specific for the field of school psychology. In the Standards for Training and Field Placement Programs (2000), NASP outlined consultation and collaboration as a domain of training and practice. Specifically, the document states:

School psychologists have knowledge of behavioral, mental health, collaborative, and/or other consultation models and methods and of their application to particular situations. School psychologists collaborate effectively with others in planning and decision-making processes at the individual, group, and system levels. (p. 15)

The more recent Standards for Graduate Preparation of School Psychologists (NASP, 2010b) provided slightly more guidance for training programs. In this document, examples are provided of some knowledge and skills necessary for graduate preparation in the areas of consultation and collaboration. The following is an example of a knowledge standard: “School psychologists should have knowledge of varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational, instructional) applicable to individuals, families, groups, and systems” (NASP, 2010b, p. 12). An example of a skill standard is: “Consult and collaborate at the individual, family, group, and systems levels” (NASP, 2010b, p. 12).

School-based consultation training may also be guided in part by training guidelines specified for consulting/organizational consulting psychologists. In 2007,

the APA Consulting Psychology Division 13, published guidelines for the education and training of consulting psychology/organizational consulting psychology. The guidelines were structured as overarching principles, general competencies, and domain-specific competencies. The overarching principles included employing a scientist-practitioner model, recognizing the evolving nature of the field, and acknowledging multiple routes for preparation for the roles of a consulting psychology (APA, 2007). General competencies were those deemed applicable to all professional consulting psychologists and included self-awareness/self-management, relationship development, assessment, intervention, and professional ethics and standards. Finally, three types of interventions were considered domain-specific for the consulting psychologist: organizational-level interventions (i.e., change management and system assessment/diagnosis), group-level interventions (i.e., group formation and identifying group relations), and individual level interventions (i.e., education and coaching; APA, 2007).

With the shifting of roles and expectations for school psychologists and the lack of guidance in the training literature as to the content of consultation training, it seems valuable to understand what competencies are needed to train modern school consultants. Agreement is needed in the field to determine what skills and knowledge are necessary for quality school-based consultation across consultation model and focus (Alpert & Taufique, 2002). Alignment and agreement on what school psychologists mean when they speak about consultation may help to develop standards and realistic expectations for early school psychologists. In order to

provide some unity about the fundamental competencies to be trained, it would be helpful to use similar methodologies as Rogers and Lopez's (2002) and West and Cannon's (1988) work to conduct a thorough literature review to find consultation competencies and then sample preservice school psychology training professionals to rate competencies in order to develop a set of core consultation training competencies.

Purpose of Current Research and Research Questions

As stated above, the field of school psychology could benefit from a clear consensus about competencies of school consultants given the recent surveys that document the lack of consistency in the consultation course work provided to pre-service school psychology students. The purpose of the present study is to define and validate a set of competencies for training pre-service school psychologists in school-based consultation.

There are two main training tracks to become a practicing school psychologist. First, students only interested in school-based practice can complete an advanced graduate degree known as a Specialist degree in School Psychology. Students interested in additional experiences, such as training or some supervisory roles, can pursue doctoral training in School Psychology. The goal of this work was to provide the field with a list of highly rated competencies that achieved consensus among trainers as the most important to inform all levels of training.

Specifically, the following research questions were addressed:

1. What competencies emerge from a literature review of consultation training to guide pre-service school psychology training programs?
2. What are the core competencies that emerge from a Delphi survey process to guide preservice consultation training? How relevant are the multicultural competencies from Rogers and Lopez (2002)? Do any patterns emerge regarding the importance of consultation competencies that differs between the consultation trainers and consultation researchers groups?
3. What are the personal characteristics of school-based consultants that emerge from the literature? How important and ‘trainable’ are these characteristics? What are the implications for preservice consultation training?

Definitions of Terms

In light of the fact that the term consultation is used in a variety of ways and is used to describe many different practices, the following definitions are offered to help provide consistency for this study.

Consultation. Meyers, Alpert, and Fleisher (1983) found some overlap in the literature to help define consultation., “There seems to be agreement that consultation is a joint effort at problem solving and that consultation involves indirect assistance to a third party” (p. 7). For the purpose of this work, some definitions related directly to consultation in schools are presented.

School Consultation. For the purpose of their research, West and Cannon

(1988) defined collaborative consultation in schools as follows: Collaborative consultation is an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems. The outcome is enhanced, altered, and produces solutions that are different from those that individual team members would produce independently. The major outcome of collaborative consultation is to provide comprehensive and effective programs for students with special needs, within the most appropriate context, thereby enabling them to achieve maximum constructive interaction with their non-handicapped peers. (p. 56)

Some school researchers believe the term *collaborative consultation* is too limited. More recently and succinctly, Zins and Erchul (2002) defined school-based consultation as a systematic problem-solving process that involves the building of collaborative and reciprocal relationships between consultants and consultees. Since the purpose of this work is to identify competencies of school consultants, I will endeavor to provide as general a definition as possible. Therefore, school consultation will be defined as a partnership between a school psychologist and other school personnel/consultee(s) with the purpose of developing a collaborative relationship and engaging in a problem solving process to help address a consultee problem or concern about a client.

Response-to-Intervention (RTI). One way consultation could be used to effect changes in schooling is through a RTI model, discussed further in Chapter 5. In Canter (2006), RTI is defined as, “an array of *procedures* that can be used to determine if and how students respond to specific changes in instruction (pp. 1)”.

Canter goes on to say that often RTI is usually accomplished through a problem-solving paradigm in which a sequenced, three-tiered, model is used to determine what instructional or behavioral supports are needed for student success. Within a three-tiered model (often displayed as an upside down triangle), the intensity of interventions, target population, and frequency of assessment varies between levels (Burns & Coolong-Chaffin, 2006). At the Tier 1 level (also referred to as primary or universal), all students are exposed high quality, researched-based core curriculum (academic and behavioral) and assessment occurs through benchmarking at least three times per year. At the Tier 2 level (also referred to as secondary or targeted), approximately 20% of students, not responding to Tier 1 instruction, are identified for small-group (typically 3-5) interventions within the general education curriculum and assessment occurs more frequently with at least monthly progress monitoring. Finally, at the Tier 3 level (also referred as tertiary or intensive), approximately 5% of students, not responding to Tier 1 or Tier 2 interventions, are identified for individualized interventions based on problem-solving models with assessment/progress monitoring weekly or more often than found in Tier 2 (Burns & Coolong-Chaffin, 2006).

Core Competency. Next it seems important to clarify what is meant by competency and core competencies. One definition of competent, according to Merriam-Webster's on-line dictionary, is having requisite or adequate ability or qualities (Merriam-Webster Online Dictionary, n.d.). Competence is also defined as a specific range of skill, knowledge, or ability. An example of a core competency is a

fundamental knowledge, skill, or expertise in a specific subject area or skill set (Dictionary.com, n.d.). For the purpose of this research, a core competency is defined as a fundamental knowledge, skill, or personal characteristic in school consultation that received high ratings of importance with consensus and/or high ranking as an essential competency for pre-service training.

Skill. As adapted from Rogers and Lopez (2002), skill is operationally defined as statements that communicate an action for school based consulting psychologists (e.g., statements that contain verbs like “assess,” “deliver,” and “plan”).

Knowledge. As adapted from Rogers and Lopez (2002), knowledge is operationally defined as statements in the literature that refer to content knowledge that school based consulting psychologists should possess.

Personal Characteristic. In addition to skills and knowledge, the literature indicated that there are specific personality and personal characteristics that are necessary for skilled school-based consultation. While the specific “trainability” of these characteristics is addressed later, a definition of personal characteristics is offered: Any personality characteristic or specific approach (such as flexibility or genuineness) that does not include a skill or knowledge as defined above but that may impact the implementation of school-based consultation.

Multicultural Competency. During the competency coding process, competencies emerged that fell broadly within the category of Multicultural Competency. For the purpose of this work, Multicultural Competency is defined as any competency that relates to diversity with regard to nation, race, culture,

socioeconomic status, gender, sexual preference, politics, life-span, and parenting. It also includes items the involve non-discriminatory practices, equality of opportunity, and advocacy.

Chapter 2: Prior Research in Training and Consultation Competencies

The purpose of this research is to provide a set of core competencies for school psychology programs to guide training of school-based consultants. The purpose of Chapter 2 is to explore existing research in consultation training and competencies. First, the importance of consultation and the need for consultation training and relevant research on training are explored. Then, this chapter ends with a comprehensive review of literature regarding consultation competencies. While it would be redundant to include all the sources coded for this research, competency themes and some major works are presented to provide a context for consultation competencies.

Consultation in Schools

As referenced in Chapter 1, school psychologists are expected to apply consultation skills in their practice. While a thorough analysis of best practices in school-based consultation is beyond the scope of this review, Zins and Erchul (2002) suggest that successful school-based consultation services are a method to provide psychological services that is preventative in orientation; involve forming cooperative partnerships, reciprocal interactions, and a systematic problem-solving process; have an ecobehavioral perspective; are a means of empowerment; and enhance student well-being and performance.

Several of these practices require further explanation. With regard to a

preventive orientation, school consultation may directly result in individual interventions with students; however, a secondary purpose of consultation should also be a focus on systems such as classrooms, schools, school districts, and even policies (Zins & Erchul, 2002). The forming of *cooperative partnerships* involves consultants and consultees working together to solve problems in a relationship that emphasizes trust, openness, and the sharing of responsibilities and expertise. Relatedly, *reciprocal interactions* are interpreted as the consultant, consultee(s), and student(s) of focus exerting influence over the consultation process. A *systematic problem-solving process* involves engaging in series of problem-solving steps that may include the following: problem identification and analysis, intervention development and selection, incorporation of data-based decision making, and intervention implementation, evaluation, and follow-up. The *ecobehavioral perspective* widens the focus on problem solving beyond the individual child to include peers, family, teachers, classrooms, curricula, schools, community, as potential sources and contributors to concerns and their solutions. Finally, a *means of empowerment* relates to consultation being a system through which consultees are able to solve their own problems and learn self-sustaining behaviors for the future (Zins & Erchul, 2002).

Consultation emerges as promising practice for school psychologists because it involves indirect service delivery. Indirect service delivery allows psychologists to influence a greater number of people than traditional direct service models. In a traditional direct services model, school psychologists work with individual students conducting psychoeducational assessment or counseling services. Consultation is an

example of indirect service delivery in which one psychologist can work with a teacher to impact many current and future students.

Consultation is not only a core function of a school psychologist but also one of school psychologists' preferred activities, as reported in surveys (e.g., Costenbader, Swartz, & Petrix, 1992). Practitioners have also reported the desire for more consultation in their practice (Hosp & Reschly, 2002). Despite consultation's importance and their expressed preference by school psychologists, school psychologists reported considerably less time spent in consultation activities than traditional psychoeducational assessment (Bramlett, Murphy, Johnson, Wallingsford, & Hall, 2002). In a national survey of school psychologists (Bramlett et al., 2002), only 50% of survey respondents indicated that they engaged in consultation practices. A more recent national survey revealed that not much has changed since 2002. In 2010, surveyed school psychologist's reported around 16% of their time engaged in consultation, including consultation for individual students, groups of students, and systems level work (Castillo, et al., 2011). In contrast, school psychologists reported spending about 49% of their time completing assessment for special education and 504 plans.

Bramlett et al. (2002) also found that while behavioral consultation was the most frequently cited model of service delivery, most respondents did not follow the four problem-solving stages that are components of this model. Further, systemic data collection was not generally a part of school consultation services, with teacher feedback being the primary reported way of determining consultation success. These

results indicate that when consultation occurs, best practices are rarely used (Bramlett et al., 2002).

Importance of Consultation Training

School psychology practitioners may feel reluctant to engage in school-based consultation and not engage in best practice because of the lack of pre-service consultation training. Bramlett et al. (2002) found that one third of survey respondents did not feel very comfortable consulting with teachers on academic problems. Relatedly, Costenbader et al. (1992) indicated that school psychologists report a lack of adequate training and supervision in consultation.

In 1981, Meyers, Wurtz, and Flanagan's survey of training programs revealed that 60% of responding programs did not offer a single course in consultation. Recent surveys are more optimistic. In 2004, Anton-LaHart and Rosenfield surveyed school psychology training programs and found more consultation coursework and practicum at the pre-service level, although limited in scope. The additional training opportunities for consultation most likely relate to the professional paradigm shift towards more indirect and preventative service delivery (Sheridan & Gutkin, 2000). It is promising that more school psychology students are exposed to consultation training. Unfortunately, these training programs have little to guide them in curricular breath, sequence, or depth due to the dearth of research in school consultation training.

Consultation Training Research

For nearly 30 years, school consultation researchers have written about the

lack of research in consultation training. In 1983, Meyers and Alpert reported that little attention had been devoted to research on consultation training. Some 20 years later, Alpert and Taufique (2002) wrote that not much had changed. More recently, a review of consultation training literature revealed continued concerns over the lack of published material (Hazel et al., 2010).

For some, the first step in understanding what belongs in consultation training has been efforts to determine components of existing training programs. Hellkamp, Zins, Ferguson, and Hodge (1998) surveyed industrial/organizational, school, clinical, and counseling trainers of consultation in order to understand doctoral preparation in consultation across psychology. Hellkamp et al. collected survey information from 89 respondents (49% response rate) in four main areas (a) demographics, (b) professional practices, (c) professional training and publication history, and (d) graduate curriculum and training issues. With regard to graduate curriculum and training issues, 44.9% of respondents indicated that their program had no required course in consultation. However, school psychology programs had, on average, 1.56 required consultation courses. With regard to required practicum, nearly 62% of respondents indicated no required experience. Again, the results were more promising for school psychology programs with 1.88 average practicum experiences. Yet nearly half of the programs across disciplines rated their program's consultation training as less than adequate (Hellkamp et al., 1998).

In 2004, Anton-Lahart and Rosenfield surveyed school psychology training programs to collect information beyond the number of courses and practicum

experiences. Specifically, Anton-Lahart and Rosenfield surveyed 104 trainers (48% response rate) on their program's model(s) of consultation, emphasis on content or process, and supervision processes, as well as the number of consultation specific courses offered. Syllabi were also requested, but only 25 were provided for analysis. The majority, 63% of respondents, indicated their program had one designated course in consultation and 10% reported to have two or more separate courses devoted to consultation training (an additional 19% had part of at least one course). With regard to consultation models (e.g., mental health, behavioral/problem solving, instructional), 63% of trainers reported using two or more models in training. Nearly every program taught a staged-based problem solving process, but the stages were not the same between programs (Anton-Lahart & Rosenfield, 2004).

Pertinent to the current study, Anton-Lahart and Rosenfield (2004) surveyed trainers about amount of time spent instructing consultation knowledge and various skills. In consultation courses, a relatively large portion of time was devoted to theory and content as well as intervention development. Some time was devoted to understanding how consultants can manage the process of consultation, but generally more so when programs offered more than one course in consultation. Finally, communication skills and multi-cultural competence received little training time (Anton-Lahart & Rosenfield, 2004).

Hazel et al. (2010) studied syllabi content obtained from APA training programs to understand current content in doctoral level programs. Specifically, Hazel et al. coded 32 (40% response rate) syllabi from 25 programs for goals of the

course and four main consultation areas (a) consultation model, (b) prevention level, (c) task distribution with consultee, and (d) approach to diversity, power inequities, and social justice. Most syllabi indicated that the primary goal of the consultation course was to expose students to consultation theories and models and consultation research. Sixty-eight percent of the program respondents indicated the students had to take at least one consultation case to gain practical experience, yet in only 41% of these programs did students receive supervision to assist in working through cases. Some of their other results include (a) behavioral consultation as the most frequently cited model, (b) 20% of program's syllabi fail to mention diversity issues, and (c) most programs only present consultation as a treatment intervention on the four part prevention continuum (universal, risk reduction, early intervention, and treatment).

Overall, a critical review of syllabi received indicated that many consultation courses had deficits in content, such as a lack of focus on cultural competence, prevention approaches, and systems change (Hazel et al., 2010). The authors reported that consultation syllabi varied and that they were disappointed that their review resulted in limited information regarding elements of training that prepare effective consultants (partially due to low response rate). Hazel et al. (2010) concluded that the continued research into the outcomes, methods, and results of school-based consultation training was needed.

Recently, Newell (2012) used a simulated consultation scenario to evaluate school psychology consultation training outcomes. Overall, participants demonstrated the strongest competencies in applying behavioral principles to problem

identification, problem analysis, and plan implementation. However, none of the participants achieved the 80% desired success rate on any competency area. Newell noted that while participants were generally able to follow a problem identification interview and display knowledge of behavioral techniques, they were not able to explain their consultation approach, indicating only a superficial understanding of the techniques. Relationship development, interpersonal skills, and multicultural competencies were very low, potentially indicating that consultation training is providing inadequate attention to relationship and interactive processes (Newell, 2012).

Surveys, syllabi reviews, and simulations provide some understanding of current practices in consultation training; they reveal a lack of consensus in the training world and inadequate consultation training. This lack of consensus across programs reflects the consultation training literature, which mostly involves researchers and instructors describing their own models of consultation to be trained (e.g., Bergen & Kratochwill, 1990; Caplan & Caplan, 1993; Rosenfield, 1987). To illustrate, Meyers (2002), in his review of school consultation training literature, cited 11 different training approaches based on varying single theoretical models as references for training programs and then outlined his own model. Learning the different models appears to be an important part of consultation training, yet Newman (2009) cogently pointed out that a literature base replete with such variety in training approaches may lead to confusion in both training and practice and disagreement about underlying assumption and priorities.

Models of Consultation Training

As mentioned, the literature regarding consultation training is comprised of mainly researchers explaining their personal models of consultation. Behavioral consultation training has been the most researched area in school-based consultation training. Within this model, researchers have proposed a competency-based training format developed by Bergen, Kratochwill, and their associates (e.g., Kratochwill & Van Someren, 1984). Kratochwill and Van Someren (1984) described a four-stage model of consultation, including problem identification, problem analysis, intervention or treatment, and problem evaluation. Then, within this model, they established specific training objectives and developed standardized manuals to guide training. Additionally, in the behavioral training model proposed by Kratochwill and Van Someren, students learn interview scripts to guide working through the stages of consultation.

Kratochwill and Pittman (2002) published an expanded view of problem-solving (behavioral) consultation training. In this publication, the authors identified nine core characteristics of school-based consultation services with corresponding training assumptions. For example, in the area of consultee involvement, the training assumption was, “The consultee should be actively involved in the consultation process and may share treatment responsibilities with the consultant” (p. 85).

In the field of instructional consultation, Rosenfield and colleagues have described frameworks for training consultation skills (Burkhouse, 2010; Newman, 2009; Rosenfield et al., 2010). Joyce and Showers’ adult learning principles (1980)

provide a framework for building consultation knowledge and skills. Consultants-in-training work through the stages of acclimation/awareness and hopefully leave their training programs in the stage of early competence (Rosenfield et al., 2010). In the acclimation phase, lecture and readings build knowledge and skill acquisition begins. Practical experience, combined with supervision and feedback, is essential for consultants to move into the early competence phase. Supervision is described as an essential part of the consultation training process (Cramer & Rosenfield, 2004; Newman, 2009; Rosenfield et al., 2010).

Instructional consultation researchers also proposed an evaluation system to measure consultation skill growth (Burkhouse, 2012). Specific competencies were identified in the areas of Collaboration and Consultative Skills, Interpersonal Communication Skills, Problem-Solving Process, Assessment, Intervention Design, Professional Interaction Skills, and Systems Change. Both self-assessments and supervisor assessments were created to help monitor skill growth throughout the consultation training sequence.

In the early 1980's, Meyers and Alpert (1983) chaired a conference on consultation training. Meyers and Alpert (1983) gathered authors from the perspectives of mental health, behavioral, and organizational consultation to guide psychological consultation training for a variety of settings. However, while school based training issues were explored both in mental health consultation and behavioral consultation, no synthesized recommendations were offered for school consultation training. In fact, in the concluding section, Meyers and Alpert wrote that perhaps one

of the most important points raised with regard to training is the continued need for clear goals.

Conoley and Conoley (1982) wrote a text to guide school-based consultation training and provided skills needed for consultation, evaluation examples, and actual consultation excerpts to help guide training. They later published a second edition (1991) of their text.

Meyers (2002) pointed out the circular problem that the lack of existing research may result in a continued neglect of research in consultation training. One of Meyers' recommendations for the field of consultation training research was to begin by identifying key areas that facilitate effective consultation. While specific models have described essential components of training, Alpert and Taufique (2002) concluded that researchers should endeavor to look across models to determine training needs. Erchul and Sheridan (2008) wrote that the consultation training research base appears promising, yet underdeveloped. Finally, Newell and Newman (2012) described the consultation training literature as dominated by surveys and descriptions of training. They conclude:

The quality of consultation training research is inextricably tied to the quality of the overall consultation research base. Without an empirical consensus regarding (a) the definition of consultation, the most effective approach to consultation, the most effective process for engaging in consultation, and methods for evaluating consultant and consultation effectiveness, it is difficult for researchers in the area of consultation training to know (b) what content

consultants should know, what they should be trained to do, and what indices of effectiveness should be used to evaluate trainees to demonstrate they have been effectively trained to carry-out the consultation process in a manner that maximizes the likelihood of obtaining effective client outcomes (2012, p. 5).

Consultation Competencies Literature

School psychology programs are provided some guidance about essential training elements by the accrediting bodies of APA and NASP. Additionally, there have been a handful of competency studies in related fields that provide some guidance in pre-service training. All of the resources presented below were included in the analysis of consultation literature for the current study.

Recommendations by APA and NASP. In order to maintain APA accreditation, professional psychology programs are expected to train students in consultation (APA, 2008). Further, a recent task force identified consultation as a foundational competency for professional psychologists (Fouad et al., 2009). According to Fouad et al., consultation, defined as “the ability to provide expert guidance or professional assistance in response to clients’ needs or goals” (p. S20), involves four critical knowledge and skill areas for psychologists (a) understanding the role of consultant, (b) addressing referral questions, (c) communicating findings, and (d) application of methods.

For understanding the role of consultant, prior to internship, psychology students must demonstrate “knowledge of the consultant’s role and its unique features as distinguished from other professional roles (such as therapist, supervisor, teacher)”

(Fouad et al., 2009, p. S20). Specifically, psychologists in training will articulate common and distinctive roles of the consultant and compare and contrast consultation, clinical, and supervision roles. In the area of understanding the role of consultant, only minimal knowledge must be demonstrated prior to internship, and no specific skills areas are identified as necessary prior to internship (Fouad et al., 2009).

In the area of addressing a referral question, psychology students must demonstrate “knowledge of and ability to select appropriate means of assessment to answer referral questions” in order to demonstrate readiness for internship (Fouad et al., 2009, p. S20). Behavioral anchors for this include implementing systematic approaches to data collection in consultation and identifying sources and types of assessment tools. For communication of findings, the essential component is “identifies literature and knowledge about the process of informing consultee of assessment findings” (p. S20) prior to internship. The one behavioral anchor for this area indicates that psychology students should identify appropriate approaches and processes for providing written and verbal feedback as well as recommendations to the consultee.

Finally, for application of methods, the essential component to demonstrate readiness for internship is “identifies and acquires literature relevant to unique consultation methods (assessment and intervention) within systems, clients, or settings” (Fouad, et al., 2009, p. S20). Psychology students must be able to identify appropriate interventions based on consultation assessment findings prior to internship to meet this competency area. The APA pre-internship consultation

competency expectations reflect knowledge gained through pre-service training, rather than skill building. In fact, only two of the four indicators for pre-internship preparation require some demonstration of consultation skills (Fouad et al., 2009).

School psychology programs with NASP approval also receive guidance from NASP (2012b) standards of training, revised in 2010. The NASP 2010 Standards are comprised of four documents (a) Graduate Preparation Standards, (b) Credentialing Standards, (c) Principles for Professional Ethics, and (d) Model for Comprehensive Integrated School Psychological Services (NASP, 2010b). Two of the four documents directly relate to training and provide guidance on consultation competencies.

In the Model for Comprehensive Integrated Services, Consultation and Collaboration are deemed practices that permeate all aspects of service delivery (NASP, 2010a). School psychologists are expected to know various models and strategies of consultation for individuals, families, groups, and systems as well as methods to promote effective implementation of services. Specifically, The Model document includes professional practices related to consultation for school psychologists:

- School psychologists use a consultative problem-solving process as a vehicle for planning, implementing, and evaluating academic and mental health services.
- School psychologists effectively communicate information for diverse audiences, such as parents, teachers, and other school personnel, policy

makers, community leaders, and others.

- School psychologists consult and collaborate at the individual, family, group, and systems levels.
- School psychologists facilitate communication and collaboration among diverse school personnel, families, community professionals, and others.
- School psychologists function as change agents, using their skills in communication, collaboration, and consultation to promote necessary change at the individual student, classroom, building, and district, state, and federal levels.
- School psychologists apply psychological and educational principles necessary to enhance collaboration and achieve effectiveness in provision of services. (NASP, 2010a, pp. 4-5)

Also, the Standards for Graduate Preparation (NASP, 2010b) provide guidance for training programs to help train consultation skills. According to the Standards, school psychology training programs must ensure that students demonstrate basic professional competencies, including both knowledge and skills, in 10 domains of school psychology. One of these 10 domains is *Consultation and Collaboration* and includes four examples of knowledge areas and six examples of skill areas to guide pre-service consultation training. For example, school psychology programs must build knowledge of, “varied methods of consultation in psychology and education (e.g., behavioral, problem solving, mental health, organizational,

instructional) applicable to individuals, families, groups, and systems” (NASP, 2010b, p. 12). A related skill area provided is, “Apply consultation methods, collaborate, and communicate effectively with others as part of a comprehensive process that permeates all aspects of service delivery” (p. 12). All competencies were reviewed and included in the literature review methodology for this research.

Consultation competencies from related fields. Additionally, school psychology programs may pull from other areas of psychology and education to understand knowledge, skills, and areas of expertise for consultation training. For example, Division 13, The Society for Consulting Psychology (APA, 2002) published principles for education and training of consulting psychologists. The guidelines contain overarching principles, general competencies, and domain-specific competencies for consultation training. General competencies include self-awareness and self-management, relationship development, assessment, process consultation/action research, intervention, knowledge of theory, multicultural considerations, legal and industry issues, professional ethics and standards, and finally research methods and statistics (APA, 2002).

Zanskas and Leahy (2008) surveyed 83 members (~29% response rate) of the National Council of Rehabilitation Education to rank a consultation competency inventory. The Consultation Competency Inventory or CCI (Leahy, Chan, & Saunders, 2003), a web based survey, consists of 55 questions related to rehabilitation consultation competencies in five domains (a) Assessment, (b) Business and Case Management, (c) Consultation Process and Application Skills, (d) Interpersonal

Relationship Skills, and (e) Problem-Solving. Participants were asked to rank each competency question on a 5-point Likert scale from *not important* to *extremely important*. Researchers set an importance threshold at a mean of 3.0 and found that all competency questions except for one reached this threshold. The highest rated competency was to abide by ethical and legal standards in consultation practice ($M = 4.62$, $SD = .79$), while the lowest rated competency was to use computerized assessment techniques ($M = 2.89$, $SD = .93$) (Zankas & Leahy, 2008).

While this research offers some insight into consultation competencies in related psychology fields and was part of the current literature review, the response rate was weak. Zankas and Leahy (2008) did not provide analysis of responders versus non-responders, but the authors acknowledged that the 29.2% response rate was a limitation of the study. Further, the authors mentioned that 21% of the initial sample's emails were returned as undeliverable. There was not a discussion about how this may have impacted the data.

With respect to school-based consultation, Friend (1984) interviewed special educators, classroom teachers, and administrators to determine critical skills for school consultation success. Friend conducted a review of the pertinent literature and developed 17 consultation skills for resource teachers engaged in school consultation. A total of 150 resource teachers, 194 regular educators, and 176 principals completed the survey, an impressive 89% response rate. All respondents indicated whether resource teachers should possess the 17 skills listed. Also, resource teachers rated their own proficiency in each area while regular teachers and principals rated the

proficiency of resource teachers with whom they worked for each skill area. With regard to importance, 96.7% of respondents rated an item regarding systematic evaluation of interventions as a critical skill for resource teachers in consultation. According to Friend, most statements received high ratings of perceived importance with the lowest statement relating to conducting inservice training (79.5% agreement of importance).

In 1987, West and Idol reviewed teacher training programs in special education to determine training components of the process of consultation and consultation knowledge, as well as how consultation process and knowledge were evaluated. Review of program components led to the creation of competency statements used in subsequent research.

West and Cannon (1988) presented results of a study aimed at identifying and validating school-based collaborative consultation competencies. They first reviewed relevant literature to find common competency themes. The literature review was completed on consultation in the field of special education and other related fields, including school psychology, counseling, and organizational psychology. From this review, West and Cannon found that competencies could be divided into two broad categories (a) technical skills of effective teaching and (b) knowledge, skills, and attitudes thought to be essential to successful consultants. Only the latter category was included in their Delphi questionnaire (West & Cannon, 1988).

A synthesis of the literature was conducted by the researchers and two outside consultants (West & Cannon, 1988). Statements were developed for 71

competencies. Each competency statement began with the following stem, “Regular and special educators engaging in collaborative consultation will...” and they were collapsed into the following nine categories by themes:

- Consultation Theory/Models: included items such as *Demonstrate knowledge of various stages/phases of the consultation process.*
- Research of Consultation Theory, Training, and Practice: such as *Translate relevant consultation research findings into effective school-based consultation practice.*
- Personal Characteristics: such as *Exhibit ability to be caring, respectful, empathic, congruent, and open in consultation interactions.*
- Interactive Communication: such as *Communicate clearly and effectively in oral and written forms.*
- Collaborative Problem Solving: such as *Develop a variety of data collection techniques for problem identification and clarification.*
- Systems Change: such as *Identify benefits and negative effects which could result from change efforts.*
- Equity Issues and Values/ Belief Systems: such as *Advocate for services which accommodate the educational, social, and vocational needs of all students, handicapped and non-handicapped.*
- Staff Development: such as *Design and implement a program of staff development which matches assessed needs with appropriate training options*

and experiences.

- Evaluation of Consultation Effectiveness: such as *Utilize continuous evaluative feedback to maintain, revise, or terminate consultation activities.*

(West & Cannon, 1988, pp. 59-61)

Panelists were asked to respond to each statement using a 4-point Likert scale ranging from unimportant/irrelevant to essential. Also, spaces were provided at the end of the survey for panelists to add and rate their own competency statements (West & Cannon, 1988).

The Delphi method selected by West and Cannon (1988) sampled responses from a 100-member panel of experts drawn from the National Teacher Consultation Network of researchers, trainers, and practitioners in school consultation. The expert panel members represented 47 states and participants were selected from a variety of disciplines, with a focus on special education. The Delphi study had two rounds or iterations and a response rate of 75 for the first round and 56 participants who responded to both iterations (West & Cannon, 1988). In their discussion, West and Cannon (1988) praised the panel of experts for their time and efforts, but cautioned that they did not measure the panel's level of expertise in any way. Based on their positions and active involvement in consultation research, training, and practice, panelists were considered experts; however, no other measure of expertness was used. The authors did not provide any specific analysis regarding responders and non-responders for first or second rounds of this study; they cited as a limitation that they did not collect information regarding demographics of the responders.

First, means and standard deviations were calculated for each competency statement. Based on responses, nine additional competency statements were added to the second iteration. Additionally, 20 of the original statements were modified for the second round. A new total of 100 competency statements were created for panelists, which also included their responses on the 71 original statements compared to the group mean and standard deviations. For the second iteration, if the first round rating on a particular item fell outside a specified range (*S.D.* +/- 1.64), panelists were asked to either re-rate their response to fall within this specified range or to provide an explanation for remaining outside the range of consensus. Further, the panelists were asked to evaluate the 29 new statements. After the final round, the researchers calculated means and standard deviations. The essential consultation competencies had a high mean rating (3.5 and higher) and a high consensus rating (75% and above within range).

West and Cannon (1988) found that 47 competency statements met the high level of importance and agreement necessary to be retained as essential competencies. The researchers also calculated means and standard deviations for all competencies within each category. Results indicated that Interactive Communication achieved the highest ratings while Research on Consultation Theory, Training, and Practice was deemed the least important skill category (West & Cannon, 1988).

With regard to limitations, West and Cannon (1988) suggested possible ceiling effects. Specifically, most competencies were rated highly. Also, the researchers felt that some of the competencies were important characteristics of

practitioners in the field and not exclusively essential competencies for consultants (West & Cannon, 1988).

Consultation competencies in the field of school psychology. More recently, another study with methodology very similar to the work of West and Cannon and the current work was done to determine critical cross-cultural competencies for school psychologists (Rogers & Lopez, 2002). A literature review yielded 185 competencies and a national panel of 34 cross-cultural experts added an additional 75 competencies to be rated on importance using a Delphi procedure. The researchers collapsed competencies into 14 categories presented in order of ranked importance: Assessment, Report Writing, Laws and Regulations, Working with Interpreters, Working with Parents, Theoretical Paradigms, Counseling, Professional Characteristics, Consultation (ranked 9), Culture, Academic Intervention, Research Methods, Working with Organizations, and Language.

Rogers and Lopez (2002) found four multi-cultural competencies in the area of consultation that met their standards for high ratings and consensus. Specifically, cross-culturally skilled school psychologists should have (a) knowledge about cultural and linguistic factors that can influence the input, process, and outcome of consultation; (b) cross-culturally skilled school psychologists should have skills working with linguistically and culturally diverse parents, children, and school staff; (c) skills using a variety of data collection techniques for problem identification and clarification, and planning and implementing interventions that are culturally and linguistically sensitive; and (d) the ability to recognize prejudice and prevalent

obstacles that may affect consultation (e.g., racism, sexism; Rogers & Lopez, 2002).

Personal characteristics. In addition to skills and knowledge, some consultation training literature (e.g. Arredondo, Shealy, Neale, & Winfrey, 2004; Frankel, 2006; Kratochwill, Sheridan, Rotto, & Salmon, 1992; Lowman, 1998) also suggested personal characteristics that contribute to quality school-based consultation. For example, skilled school-based consultants may have good time-management skills and possess high levels of empathy. During the literature review process, differences were found in how consultation training researchers addressed personal characteristics. Three patterns emerged in consultation training literature: (a) personal characteristics were not included in competencies, (b) personal characteristics were included in competencies but it was not clear whether they were considered trainable, and (c) personal characteristics were included in competencies or analysis with an indication of the capacity for training. Of the 19 sources reviewed that included some discussion of personal characteristics, 12 (~63%) did not indicate whether these were trainable characteristics (e.g., Alpert & Taufique, 2002; Arredondo et al., 2004; Dustin & Ehly, 1984; Frankel, 2006; Zanskas & Leahy, 2008).

For the seven remaining sources that included personal characteristics, five included personal characteristics in their training recommendations (e.g., Brown, 1993; Lowman, 1998; Shullman, 2002). One source was reviewed that did not suggest that personal characteristics be included in training, but did link personal characteristics to consultation success (Gallessich, 1974). While some researchers

include personal characteristics in their training programs, over half of the sources reviewed indicated that personal characteristics were important but did not directly address whether they should be included in training programs. It is possible that there is a difference in how researchers and trainers view the “trainability” of personal characteristics deemed important for consultation training.

Summary

Overall, consultation has been consistently labeled as a necessary skill for school psychologists in professional standards and literature on practice. While school psychologists report a preference for consultation in their practice, they also report a lack of confidence in their ability as consultants and a lack of training and supervision in consultation to guide their practice. Consultation training at the preservice level emerges as a critical way to provide the necessary knowledge, skills, and expertise for school-based consultants. However, there is a dearth of research to guide pre-service school psychology training programs in the area of consultation. The literature that is available mostly includes descriptions of individual training models or surveys of current training practices. Surveys and syllabi reviews revealed that there is much variety in training approaches. There is consensus in the training community that consultation training research needs to look across models to determine essential practices and goals.

Overall, guidance for consultation competencies can be found in standards from accrediting bodies, APA and NASP, and in a limited number of research studies in the areas of psychology and education. Together, APA and NASP only offer 14

total consultation competencies to guide pre-service training (six knowledge-based competencies and eight skill-based competencies). While the research studies provide some insights, the competency content is outdated (Friend, 1984; West & Cannon, 1988), does not relate directly to school-based consultation (Zanskas & Leahy, 2008), or is limited in scope (Rogers & Lopez, 2002).

The purpose of the current research was to review consultation competency and training literature and develop a set of competencies to guide pre-service consultation training. Then, using an iterative survey methodology similar to West and Cannon (1998) and Rogers and Lopez (2002), school psychology trainers and researchers were asked to rate these statements to develop a list of core competencies that should be a part of every training program. In addition to guiding training, a set of core competencies may provide a starting point for more extensive research in consultation training. In addition to the competencies found in the consultation training literature, the current study will include the four highest rated multicultural consultation competencies from Rogers and Lopez's work 10 years ago to determine present ratings of these competencies. Additionally, this work sought to determine what personal characteristics are deemed essential for school-based consultants and how trainable these characteristics are perceived to be. Chapter 3 contains the detailed methodology for this study.

Chapter 3: Method

In this chapter, a detailed methodology is presented for each research question, including literature review and coding process, survey development, piloting information, participant data, survey analysis, and iterative analyses. The purpose of this research was to identify a set of core consultation competencies for preservice training from relevant literature and then validate these findings with an iterative survey study using a panel of school psychology researchers and trainers in the domain of school consultation. This methodology addressed the following research questions:

1. What competencies emerge from a literature review of consultation training to guide pre-service school psychology training programs?
2. What are the core competencies that emerge from a Delphi survey process to guide preservice consultation training? How relevant are the multicultural competencies from Rogers and Lopez (2002)? Do any patterns emerge regarding the importance of consultation competencies that differs between the consultation trainers and consultation researchers groups?
3. What are the personal characteristics of school-based consultants that emerge from the literature? How important and 'trainable' are these characteristics? What are the implications for preservice consultation training?

The study was conducted in two phases: Phase 1: Literature review and Phase 2: Delphi study. Within the literature review phase, the methodology is divided into the following sections: Identification of Consultation Competency Sources, Coding Identified Sources, Intercoding Reliability Procedures, and Competency Statement Development. Prior to the discussion of the Delphi study phase, a detailed review of the Delphi method is presented. Within the Delphi study section, the methodology is divided into the following sections: Participants, First Iteration Survey, First Iteration Analysis, Second Iteration Survey, and Final Analysis.

Phase 1: Literature Review

The goal of the literature review was to find and organize relevant competencies for consultation training. The literature review is comprised of four parts: a culling of pertinent literature for competencies in consultation; analysis procedures to code the selected material, a process for establishing reliability of the coding system, and the development and organization of competency statements into themes.

Identification of consultation competency sources. In general, I focused my search on school-based literature but also expanded the review to include consultation training research and consultation competency recommendations from additional areas of psychology and education, such as industrial/organizational and consulting psychology and counselor education. I obtained articles on training outcomes and elements of training. For the purpose of my review, only articles addressing actual elements of training or essential skills for school-based consultants were retained for

analysis.

My first set of references came from consultation resources compiled from coursework and subsequent consultation training. I conducted several bibliographical database searches to help uncover relevant consultation studies. Specifically, I began with Psycinfo and ERIC and systematic keyword searches. Careful record keeping is an essential part of all keyword searches (Ridley, 2008). Therefore, I created a file with date, keyword(s) used, and a list of relevant results. I began my search with the keywords of consultation training. Then I searched for *consultation competenc** (to obtain results related to *competency, competence, etc.*). I experimented with adding school to searches and also added the words separately into searches. As sources were analyzed, other referenced sources were selected for review. Finally, I consulted with an expert in the field of school consultation to determine if I obtained a sample representative of the field. The final sources were drawn from a forty-year span between 1970-2010. Appendix A contains a list of the identified sources.

Coding identified sources. The goal of this section was to find and review consultation resources that provide any recommendations or suggestions for knowledge, skills, or personal characteristics of effective consultants. A reference library with bibliographic details was created to record information for each source, such as the method of finding the source, any keywords used, and the field of study of the source. Then, the sources were obtained and critically analyzed to determine relevant material. To code the sources, first all skills, knowledge, and personal characteristics were identified. Then, the coded information was entered into a

spreadsheet to track each source's contribution, to tally results, and find overall themes.

Intercoder reliability procedures. Intercoder (or interrater) reliability is defined as “the extent to which independent coders evaluate a characteristic of a message or artifact and reach the same conclusion” (Lombard, Synder-Duch, & Bracken, 2002, p. 589). One of the most straightforward ways to calculate intercoder reliability is to analyze the number of instances in which two coders agreed divided by the total number of opportunities for agreement. The following procedures were used to determine the accuracy of coding. First, an additional coder with experience in school consultation training was identified and asked to serve as the reliability coder for this work. Then, three articles were randomly selected to determine a baseline agreement rate for coding. One of these articles was coded by both reviewers together to discuss the operational definitions and help establish coding guidelines; then the other two articles were independently coded by both reviewers to establish initial reliability data.

Initial reliability data were determined using the following process:

1. Article randomly selected for intercoder reliability purposes
2. Article read and reviewed independently by researcher and additional coder
3. Skills, knowledge, and personal characteristics independently identified in source
4. Results of independent coding compared to obtain reliability estimate

5. Coded final results entered into spreadsheet

Specifically, each competency coding was compared across raters. If both raters identified a competency, this was considered a 1/1 agreement. If only one rater identified a competency and both raters determined it was a valid competency, it received a 0/1 agreement rating. If only the reliability rater identified a competency, and upon further review both parties deemed it **not** to be a true competency, it was not included. If only the primary researcher identified a competency, and upon further review both parties deemed it **not** to be a true competency, it received a rating of 0/1. As a result, all errors in coding by the primary researcher counted against the agreement rating. However, if upon consideration, the second coder felt she had over-coded, the agreement rating was not affected. Therefore, the primary researcher was held to a higher, more conservative standard than the second coder. At the end of the source, total agreement compared to number of opportunities was determined by adding all the numbers together (ex. $1/1 + 0/1 + 0/1 = 1/3$) and then divided the first number into the second ($1/3 = .33$). Finally, this number was multiplied by 100 to determine percent agreement.

While an agreement rate of 70% may be acceptable for exploratory research, Lombard et al. (2002) reported that an agreement rate of 80% is acceptable for most situations. Therefore, if an initial agreement rate of 80% was achieved, this was deemed adequate to continue coding independently.

In addition to the initial reliability check, an additional 15 sources were randomly selected to be reviewed by the second coder. Then, these 15 sources were

split such that they were assigned to be coded by the researchers as the first five, middle five, and final five sources in order to determine any coding shift during the coding process.

Competency statement development. After competencies were coded and entered into the spreadsheet, competencies were attempted to be categorized based on West and Cannon's (1988) nine competency areas. However, it was immediately evident that additional categories were necessary. Therefore, the primary researcher consulted with the additional coder to collapse competencies into the predetermined categories and generate additional categories. Due to the updated and expanded literature base, an additional six competency areas (ethics and legal issues in consultation, relationships, organizational development, team development & facilitation, multicultural competence, and psychological and educational content knowledge) were added to the original nine categories, creating a total of 15 competency categories. After the researcher and additional coder completed organizing the competencies into themes, the researcher met with an expert in school consultation training to discuss the final categorizations.

Once the final categorizations were determined and all coded competencies fit into one of the categories, competencies within each category were tallied. All competencies cited in three independent sources, although they could be sources authored by the same individuals, were retained to create competency statements. Every effort was made to include the original wording from the literature; however, some competencies were collapsed into one broader competency with the assistance

of one peer and one expert reviewer. Once the final competencies were developed, they were reworded into competency statements with the following stem: *School Psychology training programs should endeavor to produce school-based consultants who...*

Overview of Delphi Methodologies

Linstone and Turoff (2002), originators of the Delphi technique, wrote that there are many different views of what the Delphi method is appropriate for as well as its many uses. Generally speaking, “Delphi may be characterized as a method for structuring a group communication process so that the process is effective in allowing a group of individuals, as a whole, to deal with a complex problem” (Linstone & Turoff, 2002, p. 3).

Linstone and Turoff (2002) outlined seven properties of research studies that may lend themselves to a Delphi approach:

1. Problem can benefit from subjective judgments on a collective basis but is not easy to use practical analytical techniques.
2. Many individuals need to contribute to a complex problem from variety of different areas or fields without a systematic way of doing so.
3. More individuals are needed than can be expected to be effective in face-to-face communication.
4. Time and cost make frequent group meetings untenable.
5. Efficiency of face-to-face meetings can be improved by subsequent communication.

6. Disagreements may be so severe to warrant anonymous impartial arbitrator.
7. Heterogeneity of group must be preserved to assure validity of results. (p. 4)

Further, Linstone and Turoff (2002) wrote about two general approaches to a Delphi study: the traditional approach and the conference approach. The traditional “Delphi exercise” or the conventional approach, which will be used in this study, involves a paper and pencil approach to attaining group input on a problem. Generally speaking, a small team creates and distributes a survey to a broader group of experts. Then, based on a summary of the results, new questionnaires are created as an opportunity to reevaluate previous results. This approach can involve a combination of polling and conferencing procedure whereas the second approach described involves real-time conferencing to obtain consensus.

Neill (2007) described the traditional approach to a Delphi study as an interactive communication between researcher(s) and a panel of experts in a given field. Answers from the panel of experts are synthesized and presented back to the panel in an anonymous format for further consideration. Eventually, the goal of many Delphi studies is to achieve consensus; however, alternately, there can be an a priori stopping point (Neill, 2007).

One major assumption of a Delphi approach is that groups of experts are more knowledgeable than individuals or novices (Neill, 2007). Also, it is assumed that this iterative and anonymous nature of this process is likely to promote the validity of the results. Results, according to Linstone and Turoff (2002), are produced by the group. The group constructs reality through successive refinement of a problem, and these

iterations produce consensus as a natural by-product.

With regard to participants, various researchers have suggested criteria for participant qualification as well as a target number of participants for Delphi studies. Fink, Kosecoff, Chassin and Brook (1984) suggested that participants should be representative of the profession and have some degree of power in implementing any findings. Hsu and Sandford (2007) recommended participants be “highly trained and competent within specialized area of knowledge related to the target issue” (p. 3). In order to meet this standard, Hsu and Sandford suggested seeking peer nominations, authors in the specialized area, and primary stakeholders.

While there is little consensus in the Delphi literature regarding a target number of participants (Hsu & Sandford, 2007), several researchers have suggested optimal numbers based on their reviews of the literature. In general, due to the iterative and time-consuming nature of the process, it appears that researchers endeavor to minimize the number of participants but retain a sufficient sample to draw conclusions. Okoli and Pawlowski (2004) reviewed Delphi literature and found target sample sizes should be between 10-18 participants. Ludwig (1997) suggested that the majority of sources they reviewed had between 15-20 participants. Similarly, Delbecq, Van de Van, and Gustafson (1975) recommended 10-15 participants.

When evaluating Delphi data, researchers typically select a measure of central tendency and a means of determining consensus. While there are no firm rules for establishing when a consensus is obtained, there are many criteria for determining consensus posed in the literature (Fink et al., 1984). If participants are asked to rank

Delphi items, Schmidt, Lyytinen, Keil, and Cule (2001) recommended the use of Kendall's W coefficient. Another potential measure of consensus involves determining if a certain percentage of votes fell within a prescribed range (Hsu & Sandford, 2007). However, there is little agreement on what constitutes consensus using this method (Hsu & Sandford, 1997).

The two Delphi studies referenced in my literature review, (Rogers & Lopez, 2002; West & Cannon, 1998), used means and standard deviations to determine central tendency and consensus range. However, a number of Delphi methodology authors indicated that the mean may not be an accurate representation of central tendency for scales in which it is impossible to ensure equi-distance between the scale units (e.g., Hsu & Sandford, 2007). According to Hsu and Sandford, "the use of median score, based on Likert-type scale, is strongly favored" (p. 4). They did caution, however, that if there is clustering of the results around two or more points, both the mean and median could be misleading.

If median is selected to measure central tendency, the interquartile range is the appropriate means of establishing consensus (as the standard deviation is a range around the mean). In Rayens and Hahn (2000), the Interquartile range (IQR or difference between the 75% and 25%) is recommended to determine if an item's responses have achieved consensus as well as to create a range to identify outliers outside of consensus range. Two guidelines were found for determining level of consensus using IQR: 1.0 (Rayens & Hahn, 2000), which would indicate that 50% of

responses fell within 2 units on the scale and 1.2, a slightly more liberal criterion (Zeliff & Heldenbrand, 1993).

Phase 2: Delphi Study

Comparison of pertinent Delphis.

Table 1

Comparison of Delphi Survey Methodologies

Area	West & Cannon (1988)	Rogers & Lopez (2002)	Burkhouse (2012)
Scale	4-point scale (4 = highest value)	5-point scale (1 = highest value)	5-point scale (5 = highest value)
Delivery	Mail	Mail	Email (with mail option)
Form	Paper and pencil survey	Paper and pencil survey	Electronic, Survey Monkey
Demographics	Not solicited	Yes, participant demographics solicited	Yes, participant demographics solicited
Delphi iterations	2	2	2
Consensus	Participants asked to reconsider responses outside consensus range for next iteration	Competency statements with responses outside consensus range removed for next iteration	Participants asked to reconsider responses outside consensus range for next iteration
Questions added	Yes, participants added competencies	Yes, participants added competencies	Yes, participants can add competencies
Questions altered	Yes, participants altered competency statements	No, participants did not alter statements	Yes, participants can alter competency statements

The methodology for the current research was modeled on both Rogers and Lopez's (2002) and West and Cannon's (1988) Delphi studies. To aid in the Delphi methodological decisions, prior Delphis were compared, and an abbreviated guide of past and present methodologies is offered in Table 1.

Participants. The panel of participants was comprised of two groups: a research group and a training group. For the first group, participants were solicited through: (a) an existing researcher group comprised of 10 experts in the field of school consultation, (b) the current editorial board of a major journal devoted to school consultation research, *The Journal of Educational and Psychological Consultation*, (c) literature review for three or more authored or co-authored publications in the field of consultation training within the last 10 years. For the second group, the trainers, panelists were recruited through their membership in a Trainers in School Psychology (TSP) interest group devoted to consultation training. While the only criteria for participation in this group was to be a current trainer, each participant self-selected to be a part of a TSP interest group devoted to consultation training.

First iteration survey participants. Before the first iteration of the survey was administered, an introduction letter was sent to 56 individuals: 31 researchers and 26 trainers. There was some overlap in these groups, with 9 participants falling into both groups. If participants met the above criteria for a researcher, they were considered a researcher for any between-group analyses.

For the first iteration, three members of the researchers group opted out, one due to time constraints, one due to lack of applicability (no longer involved in school consultation), and one due to previous opting out of Survey Monkey. For the Survey Monkey service, people have a right to Opt Out to all future surveys, and one researcher had elected to do this in the past and, therefore, the survey could not be delivered to her. For the first iteration, one member of the training group opted out because she was no longer involved in consultation training. As a result, 28 researchers and 25 trainers (53 total) were administered first iteration surveys. Table 2 presents the participant demographic results for the first iteration survey.

Table 2

Participant Demographic Information

Demographic	Total first iteration	Researcher group	Trainer group
Gender: Female	16/26 (62%)	5/12 (42%)	11/14 (79%)
Region of current training program			
United States	21/26 (81%)	12/12 (100%)	9/14 (64%)
Western	7/21 (33%)	5/12 (42%)	2/9 (22%)
Central	6/21 (29%)	3/12 (25%)	3/9 (33%)
Northeast	2/21 (9%)	1/12 (8%)	1/9 (12%)
Southeast	6/21 (29%)	3/12 (25%)	3/9 (33%)
International	5/26 (19%)	0/12 (0%)	5/14 (36%)
Consultation courses in current training program			
0	0/25		
1	14/25 (56%)	6/12 (50%)	8/13 (62%)
2	7/25 (28%)	3/12 (25%)	4/13 (31%)
3 or more	4/25 (16%)	3/12 (25%)	1/13 (7%)
Years training in consultation			
1-2	2/26 (8%)	0/12	2/14 (14%)
3-5	9/26 (35%)	3/12 (25%)	6/14 (43%)
6-10	5/26 (19%)	1/12 (8%)	4/14 (29%)
11 or more	10/26 (39%)	8/12 (67%)	2/14 (14%)

(continued)

Demographic	Total first iteration	Researcher group	Trainer group
Publications in consultation training			
0	5/26 (19%)	0/12	5/14 (36%)
1-5	11/26 (42%)	3/12 (25%)	8/14 (57%)
6-10	3/26 (12%)	2/12 (17%)	1/14 (7%)
11 or more	7/26 (27%)	7/12 (58%)	0/14
Personal consultation model			
Behavioral/problem solving	11/26 (42%)	6/12 (50%)	5/14 (36%)
Mental health	1/26 (4%)	1/12 (8%)	0/14
Organizational	1/26 (4%)	0/12	1/14 (7%)
Advocacy	0/26	0/12	0/14
None	0/26	0/12	0/14
Eclectic	8/26 (31%)	2/12 (17%)	6/14 (43%)
Other	5/26 (19%)	3/12 (25%)	2/14 (14%)
Consultation courses in participant's personal training program			
0	2/25 (8%)	0/12	2/13 (15%)
1	10/25 (40%)	8/12 (67%)	2/13 (15%)
2	10/25 (40%)	1/12 (8%)	9/13 (70%)
3 or more	3/25 (12%)	3/12 (25%)	0/13
Consultation model in participant's personal training program			
Behavioral/Problem Solving	6/26 (23%)	4/12 (33%)	2/14 (14%)
Mental Health	2/26 (8%)	0/12	2/14 (14%)
Organizational	0/26	0/12	0/14
Advocacy	0/26	0/12	0/14
None	1/26 (4%)	0/12	1/14 (7%)
Eclectic	6/26 (23%)	3/12 (25%)	3/14 (22%)
Other	11/26 (42%)	5/12 (42%)	6/14 (43%)

The first iteration survey was completed by 26 total participants (a survey was deemed complete if the participant rated all the consultation competencies in at least two categories), 49% of the 53 who received the survey. Overall, the sample was 62% female (16 out of 26) and was comprised of 21 participants from training programs across the United States and 5 participants from three other countries: Greece, Hungary, and Ireland. The US participants were distributed across the

nation, with an underrepresentation in the northeast area. Within the programs in which they teach, all participants reported at least one course in consultation training with 44% reporting two or more courses.

In the overall sample, 58% of participants had been training for 6 or more years. Within each group, 67% of researchers had been training for 11 or more years while 57% of trainers had been training for 1-5 years. The number of publications in consultation training results was comparable to the years training for each group with 58% of researchers having 11 or more publications and 93% of trainers having 0-5 publications. The majority of the training programs were Behavioral/ Problem Solving in orientation or eclectic with a behavioral component (15/26, 62%). Half of the participants reported eclectic or other training models in their current program, including Consultee-Centered, Instructional, Multi-Systemic, and Multicultural models.

Participants were also asked about their own training in the area of school-based consultation, specifically the model of consultation presented and the number of courses on consultation. While all participants reported at least one course in the training program they are currently affiliated with, 8% of the overall sample (2 trainers) did not have a course in consultation in the personal training program. About 65% of participants reported that their own training program instructed in an eclectic or other model, with 58% (15/26) reporting a behavioral/problem solving component in their program's consultation model.

Second iteration participants. The second iteration survey, containing new and revised competencies, was completed by 11 participants (21% of original participant sample): 5 researchers, and 6 trainers. One additional researcher completed about half of the survey. In general, second iteration survey participants were 58% (7/12) female. Further, second iteration participants were more experienced than first iteration participants with 67% training in consultation for six or more years and 83% having three or more publications in consultation training. Also, seven participants responded to the individual feedback and elected to make changes or retain their original ratings for competencies outside of consensus range. Of these participants, four out of seven (57%) were from the researcher pool of participants. Overall, these participants were also more experienced than first iteration participants in consultation training with 71% (5/7) training in consultation for six or more years and 86% (6/7) having three or more publications in consultation training.

Responders versus Nonresponders. For the first iteration survey, 12 out of the 28 researchers (43%) completed the survey and 14 out of the 26 (54%) of the trainers completed the survey. Three identified researchers opted out prior to survey delivery, as a result, 39% of identified researchers participated in the first round of the survey. Since nonresponders did not complete demographic information on the survey, other comparisons are difficult to make.

For the second iteration survey, 5 of the original 12 researchers (42%) and 7 of the original 14 trainers (50%) completed the survey. As mentioned previously,

second iteration respondents, across both groups, had been training longer and had more publications than first iteration respondents, indicating a response bias for trainers and researchers with less experience. First and second iteration respondents were similar in gender (62% for first iteration, 58% for second iteration). Finally, second iteration survey respondents did not include programs from the Northeast region but remained international in representation.

For the second iteration individual feedback responses, 4 out of the 12 researchers (25%) and 3 out of the 14 trainers (21%) provided feedback. Though there was much overlap with the second iteration participants, not all participants responding to individual feedback completed the second iteration survey.

Respondents to individual feedback were mostly female (71%) and were the most experienced group. The geography of responders were further restricted for these participants and included neither the Northwest nor the Central region.

First iteration survey instrument. The first version of the Delphi document for this study included introduction and consent information, demographic information including gender, number of years as trainer in school consultation, number of publications in school consultation, location of affiliated training program, and personal consultation model. A total of 99 competencies, including the four original multicultural consultation competencies from Rogers and Lopez (2002), were included in the first iteration survey document. See Table 3 for specific information regarding the first iteration competencies.

Table 3

First Iteration Survey Content

Consultation competency category	No. of competencies
Consultation Theory/Models	5
Equity Issues, Values, and Beliefs	8
Multicultural Competencies	8
Ethics and Legal Issues in Consultation	4
Research of Consultation Theory, Training, and Practice	2
Evaluation of Consultation Effectiveness	3
Interactive Communication	11
Consultative Relationships	6
Collaborative Problem Solving	23
Systems/Organizational Change	13
Staff Development	5
Personal Characteristics	11

For all categories except Personal Characteristics, participants were asked to rate the competency on a scale of 1 to 5; 1 = unimportant/irrelevant, 2 = somewhat important, 3 = important, but not essential, 4 = very important, 5 = extremely important/essential. Additionally, within each category, participants could suggest three new competencies and alter the wording of three existing competencies for the next survey iteration.

For the category of Personal Characteristics, participants were asked to rate the “trainability” of the personal characteristics or traits on a scale of 1 to 3: 1 = *not at all trainable*, 2 = *somewhat trainable* and 3 = *very trainable*. Also participants were asked to indicate if the characteristic was essential for school consultants, thus providing an idea of the importance of the characteristic as well as whether or not experts feel the characteristic can be trained. While the researcher considered using two Likert-style response options, one for importance and one for trainability, this was difficult to format using the survey software. Also, the target of the importance was different for the personal characteristics. Instead of asking participants to rate importance to training, participants were asked to determine whether it was an essential quality for school-based consultants in an effort to further understand how personal characteristics are viewed by consultation trainers and researchers.

Prior to delivery of the first iteration survey, it was piloted by 5 participants experienced in school-based consultation and consultation training in order to determine the clarity of competency statements as well as to check for any typos or errors. Participants were selected and solicited to participate in the pilot based on familiarity with research in school consultation training or dissertation committee membership. On average, the 5 pilot participants completed the survey in approximately 30 minutes. Pilot participants suggested changes involving clarification of directions (five changes made to survey), formatting/background (3 survey changes), editing of competencies (2 survey changes), and changes to response options (2 survey changes). In general, edits were made to competencies to

correct errors in typing or word use. Also, the IRB committee required adding a consent form to the survey. The final first iteration survey is found in Appendix C.

Introduction letters were sent via email to participants approximately one week prior to first iteration survey delivery. The purpose of the introduction letter was to introduce the study, explain the criteria for selection, and ensure that there was a valid email on file for the participant. The introduction letter also offered an opt out option. The first iteration Delphi instrument was delivered electronically using Survey Monkey with the following schedule:

1. First round of Delphi solicitation email sent directly from Survey Monkey with individual link to survey on 01/17/2012
2. Follow-up email reminder sent to non-responders and responders with partially completed surveys on 01/24-25/2012
3. Final email reminder sent to non-responders on 01/30/2012
4. Survey closed on 02/06/2012

First iteration analysis procedures. Only the responses of participants completing at least two competency category sections were retained for analysis. In this study, I could not ensure equi-distance between rating categories. For example, it was not possible to determine whether respondents viewed the difference between rating (2) *somewhat important* and rating (3) *important, but not essential* as the same difference as between (3) and rating (4) *very important*. Additionally, careful analysis of the distributions around each of my survey items revealed no incidences of clustering that would be problematic for interpreting the mean or median. Given

my scale and item distributions, the median was selected as the measure of central tendency. Since one purpose of this work was to provide a list of core training competencies, the more conservative recommendation of IQR of 1.0 was selected to determine consensus and provide a range to identify outliers, as recommended by Rayens and Hahn (2000).

For each competency statement and personal characteristic, the following information was recorded in an Excel spreadsheet: the number of participants, the median, the 75th percentile, the 25th percentile, the IQR, determination of consensus, item responses outside of consensus range, the number of participants outside of the specified range, and the corresponding participant number for values outside of consensus range. SPSS statistical software was used to calculate medians and 75th and 25th percentiles as well as to identify participant numbers outside of consensus range.

For the Rogers and Lopez competency statements, the four competencies were recoded on a scale of (1)=*extremely important/essential* to (5)=*unimportant* to coincide with the original researchers' scale. Then, means and standard deviations were calculated to be compared to the previous work.

Second iteration survey. The second iteration survey was comprised of two parts: individual feedback for participants with responses outside of consensus range and the second iteration survey containing new and revised competencies suggested by participants. All participants' suggestions were considered for inclusion in the second survey. The researcher and expert consultant determined relevance and clarity

of new material. A total of 53 new competencies and 22 revised competencies were included in the second iteration survey. See Table 4 for specific competency information and Appendix D for complete second iteration survey.

One purpose of a Delphi study is to achieve consensus on a given item. Due to the high levels of consensus found in the first iteration, only new and revised competencies were included in the second round. West and Cannon (1988) and Rogers and Lopez (2002) followed similar procedures in their Delphi studies.

The second iteration survey was piloted by 3 of the first iteration pilot participants. For the second iteration survey, pilot participants were asked to keep track of survey completion time and errors in formatting, response options, word use, or general typos. Second iteration pilot participants suggested one change in verb usage to match the competency statement stem, one edit for a typo, and one clarification to directions. On average, second iteration pilot participants spent 20 minutes completing the survey.

Survey delivery for the second iteration followed a similar schedule to the first iteration, except there was no introduction letter. Participants were thanked for their participation in the first survey, and second iteration procedures were explained with an individual survey link for each participant.

Table 4

Second Iteration Survey Content

Consultation competency category	No. of new competencies	No. of revised competencies
Consultation Theory/Models	6	2
Equity Issues, Values, and Beliefs	6	6
Multicultural Competencies	8	3
Ethics and Legal Issues in Consultation	5	1
Research of Consultation Theory, Training, and Practice	6	3
Evaluation of Consultation Effectiveness	6	--
Interactive Communication	5	4
Consultative Relationships	3	2
Collaborative Problem Solving	1	--
Systems/Organizational Change	1	1
Staff Development	1	--
Personal Characteristics	5	--

The delivery schedule was:

1. Second round of Delphi survey solicitation email sent directly from Survey Monkey with individual link to survey on 03/05/2012
2. Follow-up email reminder sent to non-responders on 03/12/2012
3. Final email reminder sent to non-responders on 03/19/2012
4. Survey closed on 03/30/2012

In addition to the new and revised survey material, the second iteration included individual feedback for participants with responses outside of the consensus range. Of the 26 participants completing the minimum criteria for the first iteration, 22 participants had responses for at least one item outside of consensus range. For each of these 22 participants, an individual survey was created with a brief introduction and instructions, each item, their response, consensus range, and the option to change their initial response and/or comment on the item. An example of individual feedback is found in Appendix E.

Analysis of second iteration data. Median and consensus range analysis procedures described above were used for each new and revised competency from the second iteration. For participants who elected to change their initial responses, a new data set was created with revised item responses, and medians and IQRs were recalculated to determine strength of rating and consensus. For each competency category, all items from both survey rounds (initial items with updated responses, revised items, and new items) were compared to determine the final set of core competencies. First, all items were excluded that did not meet the 1.0 consensus criteria. Then, a set of core competencies were calculated including (a) all those with medians of 5.0 were retained, (b) competencies which 75% of participants rated as *essential* were highlighted, and (c) competencies were ranked by percentage of participants rating as *essential*.

Personal characteristics. For personal characteristics, the purpose of this research was to determine how “trainable” a panel of experts deemed each

characteristic and to determine the relative importance of each characteristic for school-based consultants. Consensus information was not calculated for personal characteristics and individual feedback was not provided. Individual item means were calculated for the overall trainability of each characteristic, and items were ranked based on how many ratings of *essential* were made.

Raffle. Finally, five participants who completed both rounds of the Delphi survey (first round and either parts of the second round) were randomly selected to receive one of five \$25 Amazon.com gift cards, as specified in the original letter. The 5 participants were sent electronic gift cards directly from Amazon.com on 04/02/12.

Chapter 4: Results

In this chapter, the coding and data analysis results are explained within the context of each research question. Subheadings within each research question are used similar to those used in Chapter 3 to organize the presentation of results.

Research Question 1

What competencies emerge from a literature review of consultation training to guide preservice school psychology training programs?

Identification of consultation competency sources. A total of 69 sources were identified to review, including the West and Cannon (1998) and Rogers and Lopez (2002) studies. Of these, 68 out of 69 sources were available for review (one source was requested via inter-library loan but was never received). When identifying sources, the researcher included a review of the foundational models of school consultation (e.g., Caplan, 1970; Kratochwill & Bergen, 1978; Schein, 1998) as well as sources as recent as 2010. The literature review results spanned 40 years of consultation training research (1970 – 2010).

Of the 68 sources reviewed, 76% (52 out of 68) were directly related to school-based consultation. As previously mentioned, the researcher also found sources from professional psychology, rehabilitation psychology, counseling education, and professional consulting psychology (including industrial/organizational psychology and Division 13) that related to consultation training and/or consultation competencies for training. Table 5 includes the specific

field of consultation for these 68 sources, and Appendix A contains a complete list of literature review sources.

Table 5

Consultation Sources by Field

Field	Number of sources	Percentage
School-based consultation sources		
School Psychology	38	73%
Special Education	6	12%
Interdisciplinary-School	6	12%
School Counseling	3	3%
Non school-based consultation sources		
Professional Consulting Psychology	6	38%
Counseling Education	5	31%
Professional Psychology	4	25%
Rehabilitation Psychology	1	6%

Coding identified sources and intercoder reliability. The initial coding results, based on codings from the primary researcher and the reliability coder, included 1573 competencies. To organize and tally, the competencies were initially placed into the 15 categories by the primary researcher consulting with the reliability coder. Table 6 includes the initial results of organization into the 15 categories.

Table 6

Initial Coding of Consultation Training Literature

Consultation competency category	No. of competencies
Consultation Theory/Models	86
Research of Consultation Theory, Training, and Practice	24
Personal Characteristics	80
Interactive Communication	178
Collaborative Problem Solving	467
Systems Change	56
Equity Issues, Values, and Beliefs	91
Staff Development	42
Evaluation of Consultation Effectiveness	31
Ethics and Legal Issues in Consultation	47
Consultative Relationships	97
Organizational Development	119
Team Development and Facilitation	12
Multicultural Competencies	65
Psychological and Educational Content Knowledge	178
Total N of initial competencies	1573

A total of 18 sources were analyzed by two coders: the primary researcher and the reliability coder. As previously mentioned, one article was coded together to

establish procedures, two articles were coded independently to achieve reliability baseline and determine acceptability of the primary researcher’s coding, and then the first five, middle five, and final five sources were coded to ensure that the primary coder remained consistent and accurate. For the initial coding, ICR was 82%, meeting the 80% threshold recommended in the literature. Each subsequent ICR was also above 80%. Table 6 includes the ICR results for the 17 sources used to determine reliability.

Table 7

Intercoder Reliability Results

Coding	No. of articles	Agreement	Opportunities	ICR
Baseline	2	27	33	81.8%
First	5	164	189	86.8%
Middle	5	109	125	87.2%
Final	5	233	290	80.3%
Overall	17	533	637	83.7%

In addition to the percent agreement, the researcher also conducted an error analysis to examine inconsistent coding responses. Inconsistent codings primarily fell within three categories, (a) two types of commission errors, i.e., the reliability coder found a competency that primary researcher did not code, and the primary researcher found a competency that the reliability coder did not find and (b) duplication errors in which one rater coded the same competency twice within the same source. By far the largest percentage of errors was over codings by the primary researcher of actual competencies, accounting for 49% of total errors. The one type

of error that would decrease the validity of the data, commission error with under coding by primary researcher, accounted for 18% of total errors. Another way to characterize these errors is to consider that 637 competencies were coded by two researchers; of these, 19 (or 3%) were found by the reliability coder and not found by the primary researcher (See Table 8 for complete results).

Table 8

Intercoder Reliability Error Analysis

Type of error	No. of errors	% of overall errors
Duplication	34	32.7%
Commission: under coding by primary research	19	18.3%
Commission: over coding by primary researcher	51	49%
Totals	104	100%

Competency organization. After the primary researcher placed the initial competencies into content categories (as defined in Table 6), the primary researcher consulted with an expert in school psychology consultation and the reliability coder to organize competency statements. First, within each category, like competencies were combined and tallied. Then, only competencies receiving three or more tallies from independent sources (indicating that three sources cited this competency) were retained within each category. This resulted in a set of 149 competencies found in Appendix B.

The next step in the competency organization process was to critically evaluate the list of 149 competencies and make final decisions regarding which competencies would be retained for the first iteration of the survey and formatted into competency statements. To do this, the primary researcher, the reliability coder, and an expert reviewer consulted to narrow down the list of competencies to avoid redundancy, improve clarity, and to reduce the overall number to around 100 competencies for the first iteration survey. Of the original 149 competencies, 25 were the background psychology and education background knowledge and 12 were personal characteristics. As a result, 112 competencies were left in 13 categories. First, the team decided that there was much overlap in the categories of *Systems Change*, *Organizational/Group Development*, and *Team Development and Facilitation*.

Therefore, one broader category, *Systems/Organizational Change* was developed, and competencies were reanalyzed to determine overlap. Within the new category, 20 competencies were collapsed into 13 final competencies included in the first iteration survey. Table 9 contains each category with the original number of competencies, the final number of competencies in the first iteration survey, and the reasons for competency removal. There were three common reasons for removal: redundancy, lack of clarity, and lack of specificity (competency was not specific to consultation but applicable to all professional psychologists). This table also contains the final order of competency categories for the first iteration survey.

Table 9

Competency Consolidation for First Iteration Survey Preparation

Final consultation competency category	Original N.	Final N.	Reason for Competency Removal		
			Redundant	Unclear	Applicable to all psychs
Consultation Theory/Models	6	5		1	
Equity Issues, Values, and Beliefs	10	8		1	1
Multicultural Competencies	6	4			2
Ethics and Legal Issues in Consultation	5	4			1
Research of Consultation Theory, Training, and Practice	2	2			
Evaluation of Consultation Effectiveness	3	3			
Interactive Communication	18	16	1		1
Consultative Relationships	12	6	4		2
Collaborative Problem Solving	25	23	1	1	
Systems/ Organizational Change	20	13	6	1	
Staff Development	5	5			
Totals	112	89	12	4	7

The final competencies were then reworded to fit the stem: *School Psychology training programs should endeavor to produce school-based consultants who:* (See Appendix C for first iteration survey).

When coding the literature, a set of foundational knowledge and skills emerged within the category of Psychological and Educational Content Knowledge, for example, psychoeducational assessment, psychopathology, and social psychology principles. The skills and knowledge in this category are not specific to consultation training and are found in other aspects of school psychology training, therefore, the Psychological and Educational Content Knowledge competencies were not included in the survey document (full list included in Appendix B). With regard to the Personal Characteristics items, one characteristic was removed from this section of the first iteration. The one removed item, *Lifelong commitment to continued education and training*, was removed because it pertained to all psychologists and was not deemed to have specific relevance to consultation. The final 11 personal characteristics are found in the last section of the first iteration survey in Appendix

Research Question 2

What are the core competencies that emerge from a Delphi survey process to guide preservice consultation training? How relevant are the multicultural competencies from Rogers and Lopez (2002)? Do any patterns emerge regarding the importance of consultation competencies that differs between the consultation trainers and consultation researchers groups?

The purpose of this research question was to determine how trainers and researchers rated consultation competencies from the literature and to achieve consensus regarding a set a core competencies. Consensus criteria was selected to be the Interquartile Range (IQR) of 1.0 or less, indicating that 50% of responses fell

within two units on the competency importance scale. Also medians were analyzed to determine the relative importance of competencies.

First iteration survey results. Table 10 contains the results of the first iteration survey, including median, Interquartile Range (bolded IQR indicates consensus criteria met for that competency), and the percentage of participants who rated the competency as *essential*. Some participants did not answer every questions, as reflected in the N. Missing data was not considered in analysis of Median, IQR, or percent rated essential.

Table 10

First Interaction Survey Median, IQR, and Percent Rated Essential

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Consultation Theory/Models						
1. Demonstrate knowledge of major school-based models of consultation, including assumptions, values, and beliefs: Behavioral, Mental Health, Organizational/ Systems, Process, Advocacy.	26	4.50	5.00	4.00	1.00	50.0
2. Understand role of consultant in various consultation approaches	26	5.00	5.00	4.75	0.25	76.9
2a. Client-centered	26	5.00	5.00	4.00	1.00	57.7
2b. Consultee-centered	26	5.00	5.00	4.00	1.00	73.1
2c. Organizational/ system/administrative	26	5.00	5.00	4.00	1.00	65.4
3. Match consultation approaches/models/roles to specific consultation situations, settings, and needs	26	5.00	5.00	4.00	1.00	53.8
						(continued)

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Consultation Theory/Models (continued)						
4. Recognize situations in which consultation is appropriate and switch roles to match situation	26	5.00	5.00	4.00	1.00	69.2
5. Understand how role of consultant differs from other professional roles	26	5.00	5.00	4.00	1.00	73.1
Equity Issues, Values, and Beliefs						
1. Recognize perspective and expertise of others while maintaining professional identity	26	5.00	5.00	4.00	1.00	65.4
2. Are sensitive to feelings about the role of a consultee and what it is like to ask for help (resentment, relief, dependency, effectiveness)	26	5.00	5.00	4.00	1.00	65.4
3. Construct problems from ecological/multidimensional perspective	26	5.00	5.00	4.00	1.00	73.1
4. Display knowledge of reactions and feelings of helpers including equity issues, referent and expert power, resistance, expectations, etc.	26	5.00	5.00	4.00	1.00	69.2
5. View the purpose of service delivery to enable staff to support students/indirect service delivery focus	26	5.00	5.00	4.00	1.00	61.5
6. Develop personal framework for consultation with explicit values	26	4.00	5.00	4.00	1.00	46.2
7. Establish, clarify, and negotiate roles of all participants in process	26	5.00	5.00	4.00	1.00	61.5
8. Resolve value dilemmas with consultees	25	4.00	5.00	4.00	1.00	36.0
Multicultural Competence						
1a. Possess knowledge of how culture determines values and beliefs	25	5.00	5.00	4.00	1.00	72.0
1b. Understand how values and beliefs impact learning and behavior (including parenting, value of education, etc.)	25	5.00	5.00	4.50	0.50	76.0

(continued)

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Multicultural Competence (continued)						
1c. Understand own culture (including values, strengths, and limitations) and its impact on others and the consultation process	25	5.00	5.00	5.00	0.00	88.0
1d. Use knowledge of multicultural consultation techniques to build rapport and relationships with consultees and clients and understand cultures impact on problem solving, behavior change, etc.	24	5.00	5.00	4.00	1.00	66.7
2a. Understand cultural and linguistic factors that can influence the input, process, and outcome of consultation	25	5.00	5.00	5.00	0.00	84.0
2b. Are able to work with linguistically and culturally diverse parents, children, and school staff	25	5.00	5.00	5.00	0.00	88.0
2c. Use a variety of data collection techniques for problem identification and clarification, and planning and implementing interventions that are culturally and linguistically sensitive	25	5.00	5.00	5.00	0.00	84.0
2d. Recognize prejudice and prevalent obstacles that may effect consultation (e.g., racism, sexism)	25	5.00	5.00	5.00	0.00	88.0
Ethics and Legal Issues in Consultation						
1. Identify ethical dilemmas and apply ethical standards, guidelines, and principles in consultation	26	5.00	5.00	5.00	0.00	80.8
2. Understand legal constraints, mandates, and issues pertinent to consultation	26	5.00	5.00	4.00	1.00	69.2
3. Understand limits of confidentiality as it applies specifically to consultation	26	5.00	5.00	4.75	0.25	76.9
4. Recognize limits of own knowledge and skill/work within competence during consultation activities	25	5.00	5.00	4.50	0.50	76.0
(continued)						

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Research in Consultation Training, Theory, and Practice						
1. Apply literature/research to practice specific for client, organization, consultee, etc.	25	5.00	5.00	4.00	1.00	56.0
2. Apply outcome/effectiveness research for consultation	25	5.00	5.00	4.00	1.00	56.0
Evaluation of Consultation Effectiveness						
1. Evaluate consultation tasks, processes, and outcomes through systematic research/data collection	26	5.00	5.00	4.00	1.00	57.7
2. Use evaluation data to modify own behaviors that influence the consultation process	26	5.00	5.00	4.00	1.00	69.2
3. Rate/solicit consultee's satisfaction with and effectiveness of consultation program	26	4.50	5.00	4.00	1.00	50.0
Interactive Communication						
1. Possess skills in when and how to ask questions	26	5.00	5.00	4.75	0.25	76.9
2. Employ active, empathic, and selective listening skills to better understand problem	26	5.00	5.00	4.00	1.00	73.1
a. Paraphrase/restate to confirm meaning	26	5.00	5.00	4.00	1.00	65.4
b. Use clarification effectively	26	5.00	5.00	4.00	1.00	69.2
c. Summarize	26	5.00	5.00	4.00	1.00	69.2
d. Reflect feelings/perception check	26	5.00	5.00	4.00	1.00	61.5
e. Reframe/provide supportive	26	5.00	5.00	4.00	1.00	53.8
3. Effectively use and interpret nonverbal communication such as eye contact, body positioning, gestures, sounds, etc.	26	5.00	5.00	4.00	1.00	53.8
4. Clearly disseminate information to diverse audiences in oral and written form	26	4.00	5.00	4.00	1.00	38.5
5. Provide consultees with specific, immediate, and effective performance feedback	26	4.50	5.00	4.00	1.00	50.0
(continued)						

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Interactive Communication (continued)						
6. Receive and solicit feedback	26	5.00	5.00	4.00	1.00	57.7
7. Elicit views and input of consultee in problem solving process	26	5.00	5.00	4.00	1.00	69.2
8. Confront regarding important issues without personal attacks	26	5.00	5.00	4.00	1.00	57.7
9. Respond to overt and covert meaning and affect in communication	26	4.00	5.00	4.00	1.00	46.2
10. Bring themes and intended message to awareness, deal with theme interference	26	4.00	5.00	3.00	2.00	26.9
11. Self-disclose appropriately	26	4.00	5.00	4.00	1.00	30.8
Consultative Relationships						
1. Establish and maintain collaborative, mutually respectful relationship with consultee(s)	25	5.00	5.00	5.00	0.00	92.0
2. Build constructive and collaborative relationships with diverse professionals	25	5.00	5.00	4.00	1.00	68.0
3. Implement conflict management and resolution skills (reveal, negotiate, find win-win solutions)	25	5.00	5.00	4.00	1.00	56.0
4. Work together with consultee(s) on equal basis, share expertise, vary responsibilities, and agree upon goals	24	5.00	5.00	4.25	0.75	75.0
5. Continue to monitor relationship throughout process	25	5.00	5.00	4.00	1.00	64.0
6. Attend simultaneously to perspectives, skills, and knowledge of consultee(s), client(s), and self	25	5.00	5.00	4.00	1.00	60.0
Collaborative Problem Solving						
1. Demonstrate knowledge of stages of consultation and possess problem solving skills through stages of consultation	25	5.00	5.00	5.00	0.00	84.0
2. Understand and effectively implement consultation contracting (define nature, clarify expectations, educate on process, gain acceptance to move on in process, etc.)	25	5.00	5.00	4.00	1.00	56.0
						(continued)

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Collaborative Problem Solving (continued)						
3. Explore all factors and perspectives that may contribute to problem (including antecedents, consequences, function, setting events, other environmental considerations, etc.)	25	5.00	5.00	4.50	0.50	76.0
4. Know a variety of data collection techniques to refine, clarify, validate concern	25	5.00	5.00	4.00	1.00	68.0
5. Select and/or develop appropriate, contextually sensitive assessment methods (including interviews, questionnaires, scales, observations, etc.)	25	5.00	5.00	4.00	1.00	68.0
6. Synthesize data collected from multiple sources to draw conclusions and understand intervening variables	25	5.00	5.00	4.00	1.00	68.0
7. Define a specific academic or behavioral problem in observable and measurable terms	25	5.00	5.00	4.00	1.00	68.0
8. Mutually agree on the nature of the problem with consultee(s)	25	5.00	5.00	4.50	0.50	76.0
9. Define a problem in context of discrepancy between observed and expected levels of skills	25	5.00	5.00	4.00	1.00	64.0
10. Generate and examine hypotheses with consultee(s)	25	5.00	5.00	4.00	1.00	72.0
11. Prioritize concerns/different dimensions of the problem	25	5.00	5.00	4.00	1.00	68.0
12. Set clear, realistic, mutually agreed upon goals and time-frame for goal completion	25	5.00	5.00	4.00	1.00	72.0
13. Identify potential resources from both inside and outside the school	25	5.00	5.00	4.00	1.00	60.0
14. Brainstorm to generate possible solutions	25	5.00	5.00	4.00	1.00	60.0
15. Select and/or design evidenced based interventions that are acceptable to consultee(s)	25	5.00	5.00	4.00	1.00	64.0
(continued)						

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Collaborative Problem Solving (continued)						
16. Coordinate intervention efforts considering individuals, groups, and the total organization	25	5.00	5.00	4.00	1.00	52.0
17. Collaboratively identify potential positive and negative consequences of and barriers to potential intervention plans	25	5.00	5.00	4.00	1.00	64.0
18. Implement interventions with integrity by providing continued support, modeling, coaching, and systematic development of protocols	25	5.00	5.00	4.00	1.00	60.0
19. Monitor evaluation of interventions/continue to collect data to monitor effectiveness of interventions	25	5.00	5.00	4.00	1.00	56.0
20. Modify interventions based on data gathered and/or if goals are not met in timely manner	25	5.00	5.00	4.00	1.00	60.0
21. Formally close/terminate case and discuss nature of future services or interactions	25	5.00	5.00	4.00	1.00	64.0
22. Document consultation process	24	4.50	5.00	4.00	1.00	50.0
23. Hold regularly scheduled meetings/plan for and make time for consultation	25	5.00	5.00	4.00	1.00	56.0
Systems/Organizational Change						
1. Successfully enter into an organization/system	24	5.00	5.00	5.00	0.00	79.2
2. Understand culture of school, school as a culture, and school system	25	5.00	5.00	4.50	0.50	76.0
3. Display skill in team development/building (including knowledge of common pitfalls and roadblocks)	25	5.00	5.00	4.00	1.00	56.0
4. Possess group/team leadership skills	25	4.00	5.00	4.00	1.00	48.0
5. Understand client management including management of boundaries and addressing multiple clients	25	4.00	5.00	4.00	1.00	40.0
(continued)						

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Systems/Organizational Change (continued)						
6. Establish, clarify, and negotiate roles of all participants in consultation process	25	4.00	5.00	4.00	1.00	64.0
7. Determine complex interactions within and between school systems and understand system theory as it applies to school systems	25	5.00	5.00	4.00	1.00	68.0
8. Work at multiple levels within a system for multi-agency integration and better individual and systemic outcomes	25	4.00	5.00	3.50	1.50	48.0
9. Assess and diagnose systems/organizations including knowledge of philosophies, goals, objectives, culture, attitudes, etc. using observations, interviews, questionnaires, archival reviews, and other assessment approaches	25	4.00	5.00	3.50	1.50	44.0
10. Help individuals and groups understand organizational forces that impact them	25	4.00	5.00	3.50	1.50	48.0
11. Understand and apply principles of planned systems change in schools (including identification of key stakeholders, psychological processes of change, and managing reactions to change)	25	5.00	5.00	4.00	1.00	60.0
12. Increase system's capacity to address future problems	25	5.00	5.00	4.00	1.00	56.0
13. Support culture of collaboration among school staff	25	5.00	5.00	4.00	1.00	72.0
Staff Development						
1. Design, deliver, and evaluate in-service training for consultees as well as broader school community	25	4.00	5.00	3.00	2.00	36.0
2. Build on consultee's existing knowledge, skills, and objectivity	25	5.00	5.00	4.50	0.50	76.0
3. Enhance consultee confidence and self-efficacy, reduce anxiety	25	5.00	5.00	4.00	1.00	72.0
(continued)						

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Staff Development (continued)						
4. Help others learn to solve problems (collect data, diagnose problems)	25	5.00	5.00	4.00	1.00	64.0
5. Apply adult learning principles	24	4.00	5.00	4.00	1.00	41.7

Note. Bolded IQR indicates consensus level met for this competency.

Revised and additional competencies developed from first iteration. In addition to rating the first iteration competencies, participants were able to suggest additional competencies and reword existing competencies. The second iteration survey was based on these responses. Participants suggested a total of 49 revisions to existing competency statements and posed an additional 69 new competency statements. Statements were evaluated by the primary researcher and an expert consultant for clarity and redundancy, but the researchers included most statements provided by participants. For some competency statements, multiple suggestions were incorporated into fewer new and revised competencies by the primary researcher and expert reviewer. For example, several participants suggested adding the Instructional Consultation model and the Multicultural Consultation model to the first survey question. Instead of creating two new competency statements, both models were incorporated into a revised statement to be rated. Statements that were excluded because they lacked clarity, were redundant to other competencies, or applied to all psychologists and were not specific to consultation. Every effort was made to retain wording suggested by the participant, therefore, if the competency was not deemed clear by two researchers, it was not included in the second iteration.

After the review process, the second iteration survey contained 27 revised competencies and 47 new competencies, a total of 74 competency statements to be evaluated. Table 11 contains the new and revised competency data by competency area, and Appendix D contains the second iteration survey.

Comments from participants on first iteration. Finally, participants offered several comments from the first iteration survey. Some comments clarified how the participants viewed a competency, for example, *When we use the term "client-centered," I assume that the client can be a student, a classroom, a school, or another organizational unit.* Other comments included the reason someone rated a competency as lower than other competencies, e.g.: *For the two that I rated less than a 5, it's not that I believe these things to be less important but that I see them as less obtainable. I think most people require years of practice to develop a consultation framework and personal values, etc. and this area is specialist and would be a challenge for trainers to provide in a basic consultation course. It would be a more specialist skill. In that sense I have not given it priority but this is not meant to negate its importance.*

Other comments were overall evaluations of an area or the survey, e.g. *All extremely important to me and not much about parents in the survey.* Unfortunately, some comments posed by participants were identifying lack of clarity or missing elements but did not provide suggestions for new competencies. Appendix F contains a complete list of comments posed by first iteration survey participants within competency areas and overall comments.

Table 11

New and Revised Competencies

Consultation Competency Category	Revised Proposed	Revised Final	New Proposed	New Final
Consultation Theory/Models	8	2	16	6
Equity Issues, Values, and Beliefs	13	6	12	6
Multicultural Competencies	8	7	8	8
Ethics and Legal Issues in Consultation	1	1	7	5
Research of Consultation Theory, Training, and Practice	6	3	10	6
Evaluation of Consultation Effectiveness	--	--	6	6
Interactive Communication	6	4	7	5
Consultative Relationships	2	2	3	3
Collaborative Problem Solving	1	0	1	1
Systems/Organizational Change	1	1	1	1
Staff Development	1	1	--	--
Totals	49	27	69	47

Second iteration results. Table 12 contains the results of the second iteration survey, including median, Interquartile Range (bolded IQR indicates consensus criteria met for that competency), and the percentage of participants that rated the competency as essential. One competency found in this table was removed from final analysis due to an error in the competency wording, discovered by a participant but not found in piloting process. The competency *Formatively and summatively*

evaluate consultee's own progress towards becoming a competent consultant should have been written *Formatively and summatively evaluate consultant's own progress towards becoming a competent consultant*. Appendix G contains comments from second iteration survey participants.

Table 12

Second Interaction Survey Median, IQR, and Consensus Information

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Consultation Theory/Models (Revised)						
1. Demonstrate some knowledge of major school-based models of consultation, including assumptions, values, and beliefs: Behavioral/Problem-solving, Mental Health, Organizational/Systems, Instructional, Multicultural, Process, and Advocacy	12	5.00	5.00	4.25	.75	75.0
4. Identify situations in which consultation is appropriate and select effective role and technique	12	5.00	5.00	4.00	1.00	66.7
Consultation Theory/Models (New)						
1. Understand how models of consultation are applied to school settings	12	5.00	5.00	4.00	1.00	66.7
2. Demonstrate depth of knowledge in at least one model of consultation	12	5.00	5.00	4.25	.75	75.0
3. Understand public health methodologies and theory	12	4.00	4.00	3.00	1.00	16.7
4. Understand prevention methodologies and theory	12	4.00	5.00	4.00	1.00	33.3
5. Understand the difference between coaching, counseling, and consultation	12	4.00	5.00	4.00	1.00	41.7
6. Demonstrate an understanding of the roles of other school-based professionals (e.g., general education teachers, special education teachers, principals, social workers, etc.)	12	4.5	5.00	4.00	1.00	50.0
						(continued)

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Equity Issues, Values, and Beliefs (Revised)						
2. Are able to identify feelings about the role of a consultee and what it is like to ask for help (resentment, relief, dependency, effectiveness)	12	5.00	5.00	4.00	1.00	58.3
3. Frame/conceptualize problems from ecological/multidimensional perspective	12	5.00	5.00	5.00	.00	83.3
4. Demonstrate skills in appropriately addressing of reactions and feelings of helpers including equity issues, referent and expert power, resistance, expectations, etc.	12	4.50	5.00	4.00	1.00	50.0
5. View the purpose of consultation service delivery to enable staff to support students/indirect service delivery focus	12	5.00	5.00	4.00	1.00	41.7
6. Develop a professional framework for consultation with explicit values	12	4.00	5.00	4.00	1.00	33.3
8. Respect consultee's values in finding solutions	12	5.00	5.00	4.25	.75	83.3
Equity Issues, Values, and Beliefs (New)						
1. Recognize how your own values and beliefs impact consultation	12	5.00	5.00	4.25	.75	75.0
2. Demonstrate awareness of social justice issues	12	4.50	5.00	4.00	1.00	50.0
3. Identify and understand systemic equity issues (e.g., class wide, school wide, or community wide) that influence the consultation process	12	4.50	5.00	4.00	1.00	50.0
4. Demonstrate how consultation can be used to develop consensus across different value and belief systems to achieve a common goal	12	4.00	5.00	4.00	1.00	33.3
5. Demonstrate how your theoretical framework undergirds the entire consultation process	12	4.00	5.00	3.25	1.75	41.7
6. Co-construct solutions with consultees/clients within ecological/multidimensional perspective	12	5.00	5.00	4.00	1.00	58.3

(continued)

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Multicultural Competence (Revised)						
1a. Demonstrate knowledge of diversity in terms of culture, values, and beliefs	12	5.00	5.00	4.25	.75	75.0
1b. Understand how differences in perception about values and beliefs between schools and families, parents and teachers, or individuals from different backgrounds may be relevant to consultation	12	5.00	5.00	4.25	.75	75.0
1d. Use knowledge of multicultural consultation techniques to: (1) enhance the effectiveness of consultation models.	12	5.00	5.00	4.00	1.00	58.3
(2) build rapport when cultural beliefs and values may differ	12	5.00	5.00	5.00	0.00	100
(3) address differences in cultural perspectives	12	5.00	5.00	4.25	0.75	75.0
(4) understand the impact of culture and beliefs on problem-solving	12	5.00	5.00	5.00	0.00	83.3
(5) understand the impact of culture and beliefs on behavior change	12	5.00	5.00	5.00	0.00	83.3
Multicultural Competence (New)						
1. Understand cross-national competencies	12	3.00	4.00	3.00	1.00	8.3
2. Are able to demonstrate level of cultural salience in consultation	12	4.00	5.00	3.00	2.00	33.3
3. Understand that an individual's cultural values and beliefs are a strength that should be incorporated to maximize consultation outcomes	12	5.00	5.00	4.25	.75	75.0
4. Understand that multiculturalism is not limited to identifying –isms, but also a means of understand how an individual views and interacts with others	12	5.00	5.00	4.00	1.00	58.3
5. Demonstrate knowledge of various minority groups and how to apply/adapt that group knowledge to an individual level	12	4.00	5.00	3.25	1.75	33.3
(continued)						

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Multicultural Competence (New, continued)						
6. Understand ecological factors that affect schooling, particularly for members of some minority groups	12	4.50	5.00	4.00	1.00	50.0
7. Recognize prejudice and prevalent obstacles institutionalized in schooling that may affect consultation (e.g., racism, sexism).]	12	5.00	5.00	5.00	.00	91.7
8. Protect rights and access to opportunities for all	12	5.00	5.00	5.00	.00	83.3
Ethics and Legal Issues in Consultation (Revised)						
1. Demonstrate awareness of and the ability to apply ethical standards, guidelines, and principles in consultation	12	5.00	5.00	5.00	0.00	100
Ethics and Legal Issues in Consultation (New)						
1. Seek supervision or additional expertise when practicing outside of boundaries of competence	12	5.00	5.00	5.00	0.00	83.3
2. Demonstrate awareness of how school psychology's ethical standards in consultation may vary from other professionals in related fields (such as school counselors)	12	4.00	4.00	3.00	1.00	16.7
3. Understand that consultant is an advocate for the child or the most vulnerable member of the process	12	5.00	5.00	4.00	1.00	58.3
4. Understand that the teacher is the consultant's client	12	4.00	5.00	3.25	1.75	33.3
5. Demonstrate that ability to address ethical dilemmas using a formal approach or process to resolve the dilemma in a way that is consistent with professional ethical guidelines and principles	12	5.00	5.00	4.00	1.00	58.3

(continued)

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Research of Consultation Theory, Training, and Practice (Revised)						
1a. Understand and apply high-quality empirical and theoretical research (when available) to inform the implementation of consultation with clients (individuals and systems) across problems and contexts	12	5.00	5.00	4.00	1.00	63.6
1c. Identify empirically based findings about the process of consultation	12	5.00	5.00	4.00	1.00	63.6
Research of Consultation Theory, Training, and Practice (New)						
1. Understand equifinality as a consultation concept applicable to literature	11	4.00	5.00	3.00	2.00	27.3
2. Demonstrate familiarity with the implementation science literature	11	4.00	5.00	4.00	1.00	27.3
3. Demonstrate awareness of limitations of current consultation research and consider other relevant research when appropriate	11	4.00	5.00	4.00	1.00	45.5
4. Demonstrate the ability to use research from other disciplines to understand clients and problems across contexts	11	4.00	5.00	4.00	1.00	27.3
5. Understand strengths and limitations of evidence-based interventions	11	5.00	5.00	5.00	.00	90.9
6. Work to adapt existing research evidence to local situations	11	5.00	5.00	5.00	.00	81.8
Evaluation of Consultation Effectiveness (New)						
1. Formatively and summatively evaluate consultee's own progress towards becoming a competent consultant*	11	4.00	4.00	3.00	1.00	18.2
2. Seek consultee/client input for improving the relationship and outcomes	11	5.00	5.00	4.00	1.00	54.5
3. Conduct self-studies to assess own effectiveness as a consultant	11	4.00	5.00	4.00	1.00	45.5
4. Use feedback and self-reflection to modify and adjust consultation approaches	11	5.00	5.00	4.00	1.00	72.7
(continued)						

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Evaluation of Consultation Effectiveness (New, continued)						
5. Evaluate consultation implementation integrity	11	5.00	5.00	4.00	1.00	72.7
6. Evaluate social validity	11	5.00	5.00	4.00	1.00	54.5
Interactive Communication (Revised)						
3. Show awareness of nonverbal behavior in selves and others and act on it appropriately	11	5.00	5.00	4.00	1.00	54.5
7. Elicit views and input of consultees for joint problem solving	11	5.00	5.00	5.00	.00	90.9
Interactive Communication (Revised, continued)						
9. Recognize overt and covert meaning and affect in communication	11	5.00	5.00	4.00	1.00	45.5
10. Identify and work effectively with consultee's theme interference	11	4.00	4.00	4.00	.00	9.1
Interactive Communication (New)						
1. Demonstrate pacing and time management of consultation meetings	11	5.00	5.00	4.00	1.00	54.5
2. Use communication skills to enhance collaboration and the consultation relationship	11	5.00	5.00	4.00	1.00	63.6
3. Take a 'look, listen, and learn' approach when interacting with consultees/clients from cultures other than your own	11	4.00	5.00	4.00	1.00	45.5
4. Demonstrate awareness of the applications of a multicultural framework for interpersonal communication	11	5.00	5.00	4.00	1.00	63.6
5. Understand a range of communication styles across groups	11	4.00	5.00	4.00	1.00	45.5
Consultative Relationships (Revised)						
2a. Build constructive and collaborative relationships with professionals from different organizations and disciplines	11	4.00	5.00	4.00	1.00	45.5
2b. Build constructive and collaborative relationships with diverse professionals from different backgrounds	11	4.00	5.00	4.00	1.00	45.5
(continued)						

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Consultative Relationships (New)						
1. Are able to address concerns that may negatively affect the consultation relationship	11	5.00	5.00	4.00	1.00	63.6
2. Learn and use conflict management techniques appropriate to the cultural heritage of the consultee/client	11	4.00	5.00	4.00	1.00	36.4
Collaborative Problem Solving (New)						
3. Solicit and incorporate the perspectives, skills, beliefs, and values of the consultee/client	11	4.00	5.00	4.00	1.00	45.5
4. Manage resistance during various stages of consultation	11	5.00	5.00	4.00	1.00	63.6
Systems/Organizational Change (Revised)						
5. Understand consultee/client management including management of boundaries and addressing multiple consultees/clients	11	4.00	4.00	4.00	.00	18.2
Systems/Organizational Change (New)						
1. Help systems make decisions based on the mission of the system	11	4.00	5.00	4.00	1.00	45.5
Staff Development (Revised)						
1. Design, deliver, and evaluate in-service or other professional development training for consultees as well as broader school community	11	4.00	5.00	4.00	1.00	36.4

Note. Competency marked with * was removed from final analysis due to an error in the wording. Bolded IQR indicates consensus level met for this competency.

Seven participants also returned emails indicating whether or not they would like to make changes to their first iteration competency ratings based on consensus feedback information. Four of the seven participants did not elect to make changes to their first iteration responses, while three out of seven changed at least one value.

Table 13 includes general information about first iteration rating changes by second

iteration participants. Appendix H contains the participant comments for changes to first iteration content. Appendix I includes a comparison of original and revised values for changed survey material, with changes in original values expressed in italics.

Table 13

Participant Changes to First Iteration Competency Ratings

Participant #	No. of first iteration responses outside of consensus	Changes within consensus range	Changes outside of consensus range	No change
9	8	4	0	4
14	43	0	0	43
20	19	6	0	13
23	2	0	0	2
34	4	0	0	4
46	28	22	2	4
52	2	0	0	2
Totals	106	32	2	72

Final Analyses. After participant changes were made to the first iteration competencies, all initial, new, and revised competencies (from both iterations) were compared within and across each competency category for a total of 169 competencies. There were eight competencies with IQRs outside of consensus range excluded at this point in the analysis. Plus, there was one competency removed from analysis due to an error in the wording of the competency that changed its intended meaning. As a result, a total of 160 competencies were considered from two rounds of the Delphi process. Appendix J contains the 169 competencies with removed

competencies in italics.

Unlike the a priori criteria to determine consensus, the process of determining importance was driven by the competency ratings. The goal of this process was to arrive at a set of competencies that could be applied to all consultation training. Though there was no a priori set number of competencies, the goal was to reduce this list to only those deemed most essential. Given the use of medians for central tendency, a median of 5.0 would indicate that 50% or more of the participants deemed essential. Within each competency area, items with a median of 5.0 were retained, resulting in 106 competencies.

Then, to narrow down the list, items receiving an essential (5) rating by 75% or more of participants were highlighted, resulting in a final list of 35 core competencies. For example, in the area of Consultation Theory/Models, 11 of the 16 final competencies had a median of 5.0. Of these, three competencies were rated as essential by 75% or more participants.

Also, for items rated 75% or more as *essential*, across all competency areas, competencies were ranked based on the percent of participants rating *essential* (See Table 14). For some competencies, both the original and revised competencies met the median 5.0 threshold; for these, the competency with the greater percent rated *essential* was retained. If the original and the new competency had the same percent rated *essential*, then the participant revised competency was retained.

Table 14

Final Competencies From Both Survey Iterations With Median Values of 5.0

Competency	N	Source	% E	Overall Ranking
Consultation Theory and Models				
1. Understand role of consultant in various consultation approaches	26	Literature	76.9	11
2. Demonstrate some knowledge of major school-based models of consultation, including assumptions, values, and beliefs: Behavioral/Problem-solving, Mental Health, Organizational/Systems, Instructional, Multicultural, Process, and Advocacy	12	Literature - Participant Revised	75	13
3. Demonstrate depth of knowledge in at least one model of consultation	12	Participant	75	13
4. Understand role of consultant in consultee-centered approach	26	Literature	73.1	
5. Understand how role of consultant differs from other professional roles	26	Participant	73.1	
6. Recognize situations in which consultation is appropriate and switch roles to match situation	26	Literature	69.2	
7. Understand how models of consultation are applied to school settings	12	Participant	66.7	
8. Match consultation approaches/models/roles to specific consultation situations, settings, and needs	26	Literature	53.8	
Equity Issues, Values, and Beliefs				
1. Frame/conceptualize problems from ecological/multidimensional perspective	12	Literature - Participant Revised	83.3	7
2. Respect consultee's values in finding solutions	12	Literature - Participant Revised	83.3	7
3. Recognize how your own values and beliefs impact consultation	12	Participant	75	13

(continued)

Competency	N	Source	% E	Overall Ranking
Equity Issues, Values, and Beliefs (continued)				
4. Display knowledge of reactions and feelings of helpers including equity issues, referent and expert power, resistance, expectations, etc.	26	Literature	69.2	
5. Recognize perspective and expertise of others while maintaining professional identity	26	Literature	65.4	
6. Are sensitive to feelings about the role of a consultee and what it is like to ask for help (resentment, relief, dependency, effectiveness)	26	Literature	65.4	
7. View the purpose of service delivery to enable staff to support students/indirect service delivery focus	26	Literature	61.5	
8. Establish, clarify, and negotiate roles of all participants in process	26	Literature	61.5	
9. Co-construct solutions with consultees/clients within ecological/multidimensional perspective	12	Participant	58.3	
Multicultural Competence				
1. Use knowledge of multicultural consultation techniques to build rapport when cultural beliefs and values may differ	12	Literature - Participant Revised	100	1
2. Understand own culture (including values, strengths, and limitations) and its impact on others and the consultation process	25	Literature	92	2
3. Recognize prejudice and prevalent obstacles institutionalized in schooling that may affect consultation (e.g., racism, sexism).]	12	Rogers & Lopez Participant	91.7	3
4. Are able to work with linguistically and culturally diverse parents, children, and school staff	25	Rogers & Lopez	88	5
5. Understand cultural and linguistic factors that can influence the input, process, and outcome of consultation	25	Rogers & Lopez	84	6

(continued)

Competency	N	Source	% E	Overall Ranking
Multicultural Competence (continued)				
6. Use a variety of data collection techniques for problem identification and clarification, and planning and implementing interventions that are culturally and linguistically sensitive	25	Rogers & Lopez	84	6
7. Use knowledge of multicultural consultation techniques to understand the impact of culture and beliefs on problem-solving	12	Literature - Participant Revised	83.3	7
8. Use knowledge of multicultural consultation techniques to understand the impact of culture and beliefs on behavior change	12	Literature - Participant Revised	83.3	7
9. Protect rights and access to opportunities for all	12	Participant	83.3	7
10. Understand how values and beliefs impact learning and behavior (including parenting, value of education, etc.)	25	Literature	76	12
11. Demonstrate knowledge of diversity in terms of culture, values, and beliefs	12	Literature - Participant Revised	75	13
12. Use knowledge of multicultural consultation techniques to address differences in cultural perspectives	12	Literature - Participant Revised	75	13
13. Understand that an individual's cultural values and beliefs are a strength that should be incorporated to maximize consultation outcomes	12	Participant	75	13
14. Possess knowledge of how culture determines values and beliefs	25	Literature	72	
15. Understand that multiculturalism is not limited to identifying -isms, but also a means of understand how an individual views and interacts with others	12	Participant	58.3	
16. Use knowledge of multicultural consultation techniques to: (1) enhance the effectiveness of consultation models.	12	Literature - Participant Revised	58.3	

(continued)

Competency	N	Source	% E	Overall Ranking
Ethics and Legal Issues in Consultation				
1. Demonstrate awareness of and the ability to apply ethical standards, guidelines, and principles in consultation	12	Literature - Participant Revised	100	1
2. Seek supervision or additional expertise when practicing outside of boundaries of competence	12	Participant	83.3	7
3. Understand limits of confidentiality as it applies specifically to consultation	26	Literature	76.9	11
4. Recognize limits of own knowledge and skill/work within competence during consultation activities	25	Literature	76	12
5. Understand legal constraints, mandates, and issues pertinent to consultation	26	Literature	69.2	
6. Understand that consultant is an advocate for the child or the most vulnerable member of the process	12	Participant	58.3	
7. Demonstrate that ability to address ethical dilemmas using a formal approach or process to resolve the dilemma in a way that is consistent with professional ethical guidelines and principles	12	Participant	58.3	
Research in Consultation Training, Theory, and Practice				
1. Understand strengths and limitations of evidence-based interventions	11	Participant	90.9	4
2. Work to adapt existing research evidence to local situations	11	Participant	81.8	8
3. Understand and apply high-quality empirical and theoretical research (when available) to inform the implementation of consultation with clients (individuals and systems) across problems and contexts	12	Literature - Participant Revised	63.6	
4. Apply outcome/effectiveness research for consultation	25	Literature	60	
5. Apply literature/research to practice specific for client, organization, consultee, etc.	25	Literature	56	

(continued)

Competency	N	Source	% E	Overall Ranking
Evaluation of Consultation Effectiveness				
1. Use feedback and self-reflection to modify and adjust consultation approaches	11	Participant	72.7	
2. Evaluate consultation implementation integrity	11	Participant	72.7	
3. Use evaluation data to modify own behaviors that influence the consultation process	26	Literature	69.2	
4. Evaluate consultation tasks, processes, and outcomes through systematic research/data collection	26	Literature	57.7	
5. Seek consultee/client input for improving the relationship and outcomes	11	Participant	54.5	
6. Evaluate social validity	11	Participant	54.5	
Interactive Communication				
1. Elicit views and input of consultees for joint problem solving	11	Literature - Participant Revised	90.9	4
2. Possess skills in when and how to ask questions	26	Literature	80.8	9
3. Employ active, empathic, and selective listening skills to better understand problem	26	Literature	73.1	
4. Summarize	26	Literature	69.2	
5. Use clarification effectively	26	Literature	69.2	
6. Paraphrase/restate to confirm meaning	26	Literature	65.4	
7. Use communication skills to enhance collaboration and the consultation relationship	11	Participant	63.6	
8. Demonstrate awareness of the applications of a multicultural framework for interpersonal communication	11	Participant	63.6	
9. Reflect feelings/perception check	26	Literature	61.5	
10. Receive and solicit feedback	26	Literature	57.7	
11. Confront regarding important issues without personal attacks	26	Literature	57.7	
12. Show awareness of nonverbal behavior in selves and others and act on it appropriately	11	Literature - Participant Revised	54.5	
13. Demonstrate pacing and time management of consultation meetings	11	Participant	54.5	

(continued)

Competency	N	Source	% E	Overall Ranking
Interactive Communication (continued)				
14. Reframe/provide supportive	26	Literature	53.8	
15. Recognize overt and covert meaning and affect in communication	11	Literature - Participant Revised	45.5	
Consultative Relationships				
1. Establish and maintain collaborative, mutually respectful relationship with consultee(s)	25	Literature	92	2
2. Work together with consultee(s) on equal basis, share expertise, vary responsibilities, and agree upon goals	24	Literature	75	13
3. Build constructive and collaborative relationships with diverse professionals	25	Literature	68	
4. Continue to monitor relationship throughout process	25	Literature	68	
5. Are able to address concerns that may negatively affect the consultation relationship	24	Participant	63.6	
6. Attend simultaneously to perspectives, skills, and knowledge of consultee(s), client(s), and self	25	Literature	60	
7. Implement conflict management and resolution skills (reveal, negotiate, find win-win solutions)	25	Literature	56	
Collaborative Problem Solving				
1. Demonstrate knowledge of stages of consultation and possess problem solving skills through stages of consultation	25	Literature	92	2
2. Mutually agree on the nature of the problem with consultee(s)	25	Literature	80	10
3. Explore all factors and perspectives that may contribute to problem (including antecedents, consequences, function, setting events, other environmental considerations, etc.)	25	Literature	80	10
4. Generate and examine hypotheses with consultee(s)	25	Literature	72	
5. Set clear, realistic, mutually agreed upon goals and time-frame for goal completion	25	Literature	72	

(continued)

Competency	N	Source	% E	Overall Ranking
Collaborative Problem Solving (continued)				
6. Know a variety of data collection techniques to refine, clarify, validate concern	25	Literature	68	
7. Select and/or develop appropriate, contextually sensitive assessment methods (including interviews, questionnaires, scales, observations, etc.)	25	Literature	68	
8. Synthesize data collected from multiple sources to draw conclusions and understand intervening variables	25	Literature	68	
9. Define a specific academic or behavioral problem in observable and measurable terms	25	Literature	68	
10. Prioritize concerns/different dimensions of the problem	25	Literature	68	
11. Define a problem in context of discrepancy between observed and expected levels of skills	25	Literature	64	
12. Select and/or design evidenced based interventions that are acceptable to consultee(s)	25	Literature	64	
13. Collaboratively identify potential positive and negative consequences of and barriers to potential intervention plans	25	Literature	64	
14. Formally close/terminate case and discuss nature of future services or interactions	25	Literature	64	
15. Manage resistance during various stages of consultation	11	Participant	63.6	
16. Identify potential resources from both inside and outside the school	25	Literature	60	
17. Brainstorm to generate possible solutions	25	Literature	60	
18. Implement interventions with integrity by providing continued support, modeling, coaching, and systematic development of protocols	25	Literature	60	
19. Monitor evaluation of interventions/continue to collect data to monitor effectiveness of interventions	25	Literature	60	

(continued)

Competency	N	Source	% E	Overall Ranking
Collaborative Problem Solving (continued)				
20. Modify interventions based on data gathered and/or if goals are not met in timely manner	25	Literature	60	
21. Understand and effectively implement consultation contracting (define nature, clarify expectations, educate on process, gain acceptance to move on in process, etc.)	25	Literature	56	
22. Hold regularly scheduled meetings/plan for and make time for consultation	25	Literature	56	
23. Coordinate intervention efforts considering individuals, groups, and the total organization	25	Literature	52	
Systems/Organizational Change				
1. Successfully enter into an organization/system	24	Literature	83.3	7
2. Understand culture of school, school as a culture, and school system	25	Literature	80	10
3. Support culture of collaboration among school staff	25	Literature	72	
4. Determine complex interactions within and between school systems and understand system theory as it applies to school systems	25	Literature	68	
5. Understand and apply principles of planned systems change in schools (including identification of key stakeholders, psychological processes of change, and managing reactions to change)	25	Literature	60	
6. Display skill in team development/building (including knowledge of common pitfalls and roadblocks)	25	Literature	56	
7. Increase system's capacity to address future problems	25	Literature	56	
Staff Development				
1. Build on consultee's existing knowledge, skills, and objectivity	25	Literature	76	12
2. Enhance consultee confidence and self-efficacy, reduce anxiety	11	Literature	72	
3. Help others learn to solve problems (collect data, diagnose problems)	11	Literature	64	
(continued)				

Competency	N	Source	% E	Overall Ranking
Staff Development (continued)				
3. Help others learn to solve problems (collect data, diagnose problems)	11	Literature	64	

Note. Bolded competencies indicate 75% or more of participants rated as essential.

Table 14 also includes rankings for the 35 core competencies based on the percent rated essential by participants. Competencies with the same percent rating were given the same ranking. The following is a list of the 35 core competencies organized by competency area:

35 Core Competencies for Training Effective School Consultants

School Psychology training programs should endeavor to produce school-based consultants who:

Consultation Theory/Models

- Understand role of consultant in various consultation approaches
- Demonstrate some knowledge of major school-based models of consultation, including assumptions, values, and beliefs: Behavioral/Problem-solving, Mental Health, Organizational/Systems, Instructional, Multicultural, Process, and Advocacy
- Demonstrate depth of knowledge in at least one model of consultation

Equity Issues, Values, and Beliefs

- Frame/conceptualize problems from ecological/multidimensional perspective
- Respect consultee's values in finding solutions
- Recognize how your own values and beliefs impact consultation

Multicultural Competence

- Use knowledge of multicultural consultation techniques to build rapport when cultural beliefs and values may differ
- Understand own culture (including values, strengths, and limitations) and its impact on others and the consultation process
- Recognize prejudice and prevalent obstacles institutionalized in schooling that may affect consultation (e.g., racism, sexism)
- Are able to work with linguistically and culturally diverse parents, children, and school staff
- Understand cultural and linguistic factors that can influence the input, process, and outcome of consultation
- Use a variety of data collection techniques for problem identification and clarification, and planning and implementing interventions that are culturally and linguistically sensitive
- Use knowledge of multicultural consultation techniques to understand the impact of culture and beliefs on problem-solving
- Use knowledge of multicultural consultation techniques to understand the impact of culture

- and beliefs on behavior change
- Protect rights and access to opportunities for all
- Understand how values and beliefs impact learning and behavior (including parenting, value of education, etc.)
- Demonstrate knowledge of diversity in terms of culture, values, and beliefs.
- Use knowledge of multicultural consultation techniques to address differences in cultural perspectives
- Understand that an individual's cultural values and beliefs are a strength that should be incorporated to maximize consultation outcomes

Ethics and Legal Issues in Consultation

- Demonstrate awareness of and the ability to apply ethical standards, guidelines, and principles in consultation
- Seek supervision or additional expertise when practicing outside of boundaries of competence
- Understand limits of confidentiality as it applies specifically to consultation
- Recognize limits of own knowledge and skill/work within competence during consultation activities

Research in Consultation Training, Theory, and Practice

- Understand strengths and limitations of evidence-based interventions
- Work to adapt existing research evidence to local situations

Interactive Communication

- Elicit views and input of consultees for joint problem solving
- Possess skills in when and how to ask questions

Consultative Relationships

- Establish and maintain collaborative, mutually respectful relationship with consultee(s)
- Work together with consultee(s) on equal basis, share expertise, vary responsibilities, and agree upon goals

Collaborative Problem Solving

- Demonstrate knowledge of stages of consultation and possess problem solving skills through stages of consultation
- Mutually agree on the nature of the problem with consultee(s)
- Explore all factors and perspectives that may contribute to problem (including antecedents, consequences, function, setting events, other environmental considerations, etc.)

Systems/Organizational Change

- Successfully enter into an organization/system
- Understand culture of school, school as a culture, and school system

Staff Development

- Build on consultee's existing knowledge, skills, and objectivity

Of the 35 core competencies, 17 (49%) were found in the literature, 11 (31%) were found in the literature and revised by a participant, and 7 (20%) were added by a

participant. By far, the most represented competency category was Multicultural Competence, accounting for 13 (37%) of all core competencies. The only competency category not represented on the final core competency list was Evaluation of Consultation Effectiveness.

Supplementary Analyses. The four Rogers and Lopez (2002) multicultural consultation competencies were included in this survey to determine how the current participant panelists' ratings compared to the panel from 10 years ago. The participants were pooled from a similar sample, and the scale of the survey was also aligned. Table 15 presents the data from Rogers and Lopez's original research and the updated current research (scale was reversed to align with original work, ranging from (1) = *very important* to (5) = *unimportant*).

Table 15

Comparison of Multicultural Competencies Found in Past Literature

Competency	2002			2012		
	N	Mean	S.D.	N	Mean	S.D.
2a. Understand cultural and linguistic factors that can influence the input, process, and outcome of consultation	24	1.39	0.49	26	1.16	0.37
2b. Are able to work with linguistically and culturally diverse parents, children, and school staff	24	1.29	0.46	26	1.12	0.33
2c. Use a variety of data collection techniques for problem identification and clarification, and planning and implementing interventions that are culturally and linguistically sensitive	24	1.33	0.48	26	1.16	0.37
2d. Recognize prejudice and prevalent obstacles that may effect consultation (e.g., racism, sexism)	24	1.30	0.47	26	1.12	0.33

While the second iteration sample size prohibited extensive between-group analyses, the 35 core competencies were analyzed to determine how the different groups compared with essential ratings. Table 16 contains the full between-group analysis. Overall there was much agreement, but some differences are noted below.

Table 16.

Between-group analysis for 35 core competencies

Core Competency	Researchers		Trainers	
	N	% Essential	N	% Essential
Use knowledge of multicultural consultation techniques to build rapport when cultural beliefs and values may differ	5	100	7	100
Demonstrate awareness of and the ability to apply ethical standards, guidelines, and principles in consultation	5	100	7	100
Understand own culture (including values, strengths, and limitations) and its impact on others and the consultation process	12	91.7	13	92.3
Demonstrate knowledge of stages of consultation and possess problem solving skills through stages of consultation	11	81.8	14	100
Establish and maintain collaborative, mutually respectful relationship with consultee(s)	11	90.9	14	92.9
Recognize prejudice and prevalent obstacles institutionalized in schooling that may affect consultation (e.g., racism, sexism)	5	80	7	100
Understand strengths and limitations of evidence-based interventions	4	75	7	100
Elicit views and input of consultees for joint problem solving	4	100	7	85.7
Are able to work with linguistically and culturally diverse parents, children, and school staff	12	91.7	13	84.6
Understand cultural and linguistic factors that can influence the input, process, and outcome of consultation	12	91.7	13	76.9

(continued)

Core Competency	Researchers		Trainers	
	N	% Essential	N	% Essential
Use a variety of data collection techniques for problem identification and clarification, and planning and implementing interventions that are culturally and linguistically sensitive	12	83.3	13	84.6
Use knowledge of multicultural consultation techniques to understand the impact of culture and beliefs on problem-solving	5	80	7	85.7
Use knowledge of multicultural consultation techniques to understand the impact of culture and beliefs on behavior change	5	80	7	85.7
Protect rights and access to opportunities for all	5	60	7	100
Successfully enter into an organization/system	11	72.7	13	92.3
Seek supervision or additional expertise when practicing outside of boundaries of competence	5	60	7	100
Frame/conceptualize problems from ecological/multidimensional perspective	5	80	7	85.7
Respect consultee's values in finding solutions	5	80	7	85.7
Work to adapt existing research evidence to local situations	4	50	7	100
Possess skills in when and how to ask questions	12	75	14	85.7
Mutually agree on the nature of the problem with consultee(s)	11	81.8	14	78.6
Explore all factors and perspectives that may contribute to problem (including antecedents, consequences, function, setting events, other environmental considerations, etc.)	11	72.7	14	85.7
Understand culture of school, school as a culture, and school system	11	81.8	14	78.6
Understand role of consultant in various consultation approaches	12	75	14	78.6
Understand limits of confidentiality as it applies specifically to consultation	12	83.3	14	71.4
Build on consultee's existing knowledge, skills, and objectivity	11	72.7	14	78.6

(continued)

Core Competency	Researchers		Trainers	
	N	% Essential	N	% Essential
Recognize limits of own knowledge and skill/work within competence during consultation activities	12	91.7	13	61.5
Understand how values and beliefs impact learning and behavior (including parenting, value of education, etc.)	12	83.3	13	69.2
Demonstrate some knowledge of major school-based models of consultation, including assumptions, values, and beliefs: Behavioral/Problem-solving, Mental Health, Organizational/Systems, Instructional, Multicultural, Process, and Advocacy	5	80	7	71.4
Demonstrate depth of knowledge in at least one model of consultation	5	60	7	85.7
Recognize how your own values and beliefs impact consultation	5	80	7	71.4
Use knowledge of multicultural consultation techniques to address differences in cultural perspectives	5	60	7	85.7
Understand that an individual's cultural values and beliefs are a strength that should be incorporated to maximize consultation outcomes	5	80	7	71.4
Work together with consultee(s) on equal basis, share expertise, vary responsibilities, and agree upon goals	11	81.8	13	69.2
Demonstrate knowledge of diversity in terms of culture, values, and beliefs	5	60	7	85.7

For comparison purposes, if researchers and trainers differed by 20% in which items were rated essential, this was regarded as a meaningful difference to mention. Consultation trainers rated competencies related to successfully entering a system, understanding strengths and limitations of evidenced based interventions, and

working to adapt existing research to local situations more highly than the consultation researchers.

With regard to ethics, the researchers favored the competency, recognize limits of own knowledge and skill/work within competence during consultation activities, while the trainers favored, seek supervision or additional expertise when practicing outside of boundaries of competence. Finally, with regard to multicultural competencies, the trainers placed greater importance on protecting rights and access to opportunities for all, demonstrate knowledge of diversity in terms of culture, values, and beliefs, and use multicultural consultation techniques to address differences in cultural perspectives. For the competencies rated differently between the two groups, the trainers seemed to place more emphasis on application and practical techniques, whereas the researchers seemed to favor competencies that involved expanding knowledge and self-reflection.

Research Question 3

What are the personal characteristics of school-based consultants that emerge from the literature? How important and 'trainable' are these characteristics? What are the implications for preservice consultation training?

The first iteration participants rated 11 personal characteristics on “trainability” and whether or not the characteristics were essential for school-based consultants. An additional five personal characteristics were added by participants for the second iteration survey, resulting in ratings for a total of 15 personal characteristics. Four of the personal characteristics met the 75% essential threshold

used for the core consultation competencies. The four highest-ranking characteristics were all participant added: *capacity to form quality relationships, trustworthiness, perspective-taking ability, reflective practitioner*. See Table 17 for the results of essential ratings in order of rank importance.

Table 17

Personal Characteristics Ranked by Percentage Rating Essential

Personal characteristic	N	Source	% E
Capacity to form quality relationships	10	Participant	83
Trustworthiness	10	Participant	83
Perspective-taking ability	10	Participant	83
Reflective practitioner	8	Participant	75
Honesty	8	Participant	67
Possessing good judgment and decision-making skills	22	Literature	62
Genuineness/openness/authenticity	22	Literature	58
Empathy	23	Literature	58
Flexibility	21	Literature	58
Self-awareness/clear sense of identity	23	Literature	54
Self-control/management of self	20	Literature	50
Tact and calmness in the resolution of disagreements	23	Literature	42
Time management skills	21	Literature	42
Possessing a well developed personal style	23	Literature	31
Congruence; consistent feelings and behaviors	24	Literature	31
Willing to take risks	24	Literature	27

The second part of the personal characteristics data analysis involved the “trainability” of these characteristics. The scale ranged from (1) *not at all trainable* to (3) *very trainable* and mean and standard deviation of “trainability” were calculated for each personal characteristic. Overall, *time management skills*,

reflective practitioner, and *self-control/management of self* were rated as most “trainable,” while *honesty*, *trustworthiness*, and *genuineness/openness/authenticity* were rated at least “trainable.” See Table 18 for full results.

Table 18

Personal Characteristics Ranked from Most Trainable to Least Trainable

Personal characteristic	N	Mean	S.D.
Time management skills	21	2.76	.44
Reflective practitioner	8	2.62	.52
Self-control/management of self	20	2.45	.51
Capacity to form quality relationships	9	2.44	.51
Perspective-taking ability	9	2.44	.53
Self-awareness/clear sense of identity	23	2.39	.50
Tact and calmness in the resolution of disagreements	23	2.39	.58
Possessing good judgment and decision-making skills	22	2.32	.57
Empathy	23	2.30	.70
Congruence; consistent feelings and behaviors	24	2.29	.69
Flexibility	21	2.24	.44
Possessing a well developed personal style	23	2.26	.69
Willing to take risks	24	2.17	.70
Genuineness/openness/authenticity	22	2.00	.53
Trustworthiness	9	2.00	.71
Honesty	8	1.88	.64

In order to inform training programs, the following personal characteristics were rated highly on both trainability and essentialness: *capacity to form quality relationships*, *reflective practitioner*, *perspective-taking ability*, *possessing good judgment and decision-making skills*, and *empathy*. Table 19 presents a comparison of rankings to better understand ratings of essentialness and trainability.

Table 19

Comparison of Essentialness and Trainability for Personal Characteristics

Highest to lowest by essentialness	Highest to lowest by trainability
Capacity to form quality relationships	Time management skills
Trustworthiness	Reflective practitioner
Perspective-taking ability	Self-control/management of self
Reflective practitioner	Capacity to form quality relationships
Honesty	Perspective-taking ability
Possessing good judgment and decision-making skills	Self-awareness/Clear sense of identity
Genuineness/Openness/Authenticity	Tact and calmness in the resolution of disagreements
Empathy	Possessing good judgment and decision-making skills
Flexibility	Empathy
Self-awareness/clear sense of identity	Congruence; consistent feelings and behaviors
Self-control/management of self	Flexibility
Tact and calmness in the resolution of disagreements	Possessing a well developed personal style
Time management skills	Willing to take risks
Possessing a well developed personal style	Genuineness/openness/authenticity
Congruence; consistent feelings and behaviors	Trustworthiness
Willing to take risks	Honesty

Chapter 5: Conclusions

Chapter 4 presented the detailed results of this study designed to determine a set of core competencies to guide pre-service consultation training in the field of school psychology. Chapter 5 draws conclusions from these results in the context of the training literature, provides limitations, and suggests training implications and future directions for this work. The following research questions were explored in this work:

1. What competencies emerge from a literature review of consultation training to guide pre-service school psychology training programs?
2. What are the core competencies that emerge from a Delphi survey process to guide preservice consultation training? How relevant are the multicultural competencies from Rogers and Lopez (2002)? Do any patterns emerge regarding the importance of consultation competencies that differs between the consultation trainers and consultation researchers groups?
3. What are the personal characteristics of school-based consultants that emerge from the literature? How important and ‘trainable’ are these characteristics? What are the implications for preservice consultation training?

Research Question 1

The first research question sought to determine what competencies were found

in a comprehensive review of the consultation training literature. Overall, the breath of competencies was overwhelming. As suggested by previous reviewers of this literature base (Alpert & Taufique, 2002; Meyers, 2002; Newman, 2009), many of the sources were individual or groups explaining their personal training models.

However, although the nature of the literature may make it difficult to draw specific suggestions for training, a problem noted by previous authors (e.g., Hazel et al., 2010; Meyers & Alpert, 1983), the present research indicated that there were over 1500 competency suggestions for what to include in consultation training.

When synthesized for redundancy, 345 competencies were found within the original 15 categories. The following are the 15 categories in order of the number of competencies found in the literature: Personal Characteristics (50), Psychological and Educational Content (48), Collaborative Problem Solving (40), Interactive Communication (34), Consultative Relationships (27), Equity Issues, Values, and Beliefs (25), Organizational Development (27), Multicultural Competence (19), Consultation Theories and Models (17), Systems Change (15), Ethics and Legal Issues (15), Staff Development (12), Research on Consultation Theory, Training, and Practice (9), Evaluation of Consultation Effectiveness (5), and Team Development and Facilitation (5).

After the consolidation process described in Chapter 3, around 150 competencies were cited by at least three sources and retained for survey development. There is not only guidance from the literature, but this work indicates also that there is also some degree of consensus as to what should be included in

consultation training. However, due to the fact that many school psychology programs only have one course devoted to consultation training (Anton-LaHart & Rosenfield, 2004; Hazel et al., 2010), it was important to determine those competencies deemed most essential through Research Question 2.

Three areas emerged from the literature review for further discussion and consideration. First, a set of background or foundational knowledge was coded. Though training for these areas occurs elsewhere school psychology curriculum, there are some implications for the sequencing of consultation training. Also, since previous researchers have used a similar process to determine competencies for school consultants, a comparison to past research is offered. Finally, through the literature review process, it became evident that there was not much focus on families in the consultation competencies. Potential reasons for this finding are explored.

Psychological and educational foundations. The issue of when to introduce consultation skills has been a source of debate in the literature (e.g., Meyers, 2002; Rosenfield, Levinsohn-Kylap, & Cramer, 2010). During the literature review process, in addition to specific consultation competencies, many authors and researchers suggested foundational knowledge and skills that are helpful for consultation training. A complete list (endorsed by three sources) is included in Appendix B; however, some of the broader themes bear mentioning. Based on the coding of training literature, school psychologists and other school-based consultants should have prior or concurrent knowledge and skills in behavioral principles and assessment, instructional and teaching strategies, evidenced-based interventions,

psychoeducational assessment, single subject research designs, and psychopathology. Also, school-based consultants should have some knowledge of social psychology theories, ecological theories, and prevention and early intervention theories and models.

Comparison to past consultation competency studies. It is interesting to compare the current literature review process with the final competencies from West and Cannon's consultation competency study from 1988. West and Cannon's study found 47 competencies with high ratings and consensus. Of these, four were not coded in this work because the competencies dealt specifically with "handicapped students" (p. 60) and not school-based consultation. For the 43 remaining competencies, 38 of these were represented in some form in the first iteration survey, since they met the requirement of being found in at least two other sources. Examples of West and Cannon's competencies not included in the current first iteration survey are: (a) be willing and safe enough to say "I don't know...let's find out," (b) practice reciprocity of roles between consultant and consultee in facilitating the consultation process, and (c) apply the principles of positive reinforcement to one another in the collaborative team situation. The Rogers and Lopez (2002) competencies were included in this work as a separate section and are discussed in the Research Question 2 section of this chapter. Thus, there appears to be some consistency over time on the basic competencies in the literature.

What about families? There is a model of behavioral consultation, Conjoint-Behavioral Consultation (Sheridan, 1997), which involves problem solving with

families and teachers to address concerns for an individual child. Two articles were reviewed that were first authored by Sheridan about the Conjoint Behavioral approach. A total of 8 competencies that related to parents were coded: two in the area of Models, two in the area of Multicultural Competence, two in Problem Solving Process, one in Interactive Communication, and one in Values (Arra, 2010; Kratochwill & Pitman, 2002; Kratochwill et al., 2002; Meyers, 2002; NASP, 2010b; Sheridan, 1997). None of the coded competencies achieved the three source minimum criterion for retention to be included in the survey.

The literature did not reveal consensus regarding specific competencies for this work. In fact, many consultation models define consultation as a work or professional problem (Rosenfield, 1987; Schein, 1999). For example, Zins and Erchul (2002) mentioned that implicit in the definition of consultation, problems that are addressed are always work- or care-giving related. However, there is no specific mention of families as potential consultees, and the school is presented as the setting environment for school consultation work. For example, Zins and Erchul wrote, “Relevant environmental and instructional variables that operate regularly within a child’s classroom or the larger organizational context must also be identified and analyzed” (p. 633) during the problem identification process. Kratochwill & Pittman (2002) note that, “perhaps through tradition, convention, or the association of consultation in school psychology practices in educational settings, consultation research in education and psychology has primarily focused on teachers as consultees” (pp. 71).

One explanation may be that that, for school psychologists, working with parents is viewed as a direct intervention as opposed to an approach to consultation. Also, when analyzing the competencies qualitatively, it seemed that families and parents were sometimes mentioned in competencies but that there were not unique competencies provided for this work. The field of consultation training may want to reconsider the role of families in consultation and consider research on how working with families is different than working with teachers and other professionals.

Research Question 2

Similar to the past competency studies (Rogers & Lopez, 2002; West & Cannon, 1998), overall, the consultation competencies were highly rated and had high levels of consensus. Even using strict consensus criteria, only 8 of the final 169 competencies were removed due to lack of consensus. The panel of researchers and trainers confirmed that there is consensus in the literature and training field regarding what is important for consultation training. However, both the literature and the training and research field endorsed many more competencies than can be adequately addressed in pre-service consultation training. In fact, 108 competencies received *essential/very important* ratings by over half of the participants. This is significant because the literature reviewed spanned across consultation models and theories, and the participant pool was comprised of trainers and researchers from a variety of consultation models.

Of the 106 competencies deemed essential by 50% or more of participants, 70 came directly from the consultation training literature, 15 were found in the literature

and revised by one or more participants, and 21 were provided by participants. Of the 21 competencies provided by participants, only 8 of these were not found in some form in the consultation literature. The new material included: *protect rights and access to opportunities for all, understand that an individual's cultural values and beliefs area a strength that should be incorporated to maximize consultation outcomes, and work to adapt existing research evidence to local situations.* The remaining 13 competencies were variations of included competencies or were competencies that were coded in two or fewer sources.

The core competency list was comprised of those 35 competencies rated as *essential/very important* by over 75% of the participants. All consultation categories were represented in this list except for Evaluation of Consultation Effectiveness. In this category, six competencies were rated as essential by 50% or more of participants; however, none reached the 75% threshold. The most highly rated competency in Evaluation was *use feedback and self-reflection to modify and adjust consultation approaches.*

Qualitative analysis of the 35 competencies revealed some themes and overlapping areas for discussion that fit broadly within three areas: General Knowledge and Skills in Consultation, Respect for Consultees, and Knowledge of Self. Within the theme of General Knowledge and Skills, the following areas emerged: consultation models, the roles of consultants in schools, evidenced-based interventions (including the limits of and local use and effectiveness), stages of the problem solving process, and various diversity related issues as they apply to

consultation (specifically included cultural, linguistic, and parenting). With regard to Respect for Consultees, across competency areas, the following themes emerged: respecting values and beliefs and culturally background, mutually sharing of the problem solving process, consultee professional development, and equity issues such as protecting the rights and access to opportunities for all and recognizing prejudice and prevalence obstacles. Finally, some competencies related to possessing Knowledge of Self. Specifically, consultants-in training should recognize their own values and beliefs, recognize how their personal background influences the consultation process, and understand the limits of their knowledge/their boundaries of competence and work within these limits. These competencies were relatively light on process issues, such as communication.

Of the 35 final competencies, 13 (37%) of these were in the area of Multicultural Competence. One interesting qualitative finding was that the new and revised competencies added by first iteration participants included multicultural competencies across the consultation areas as opposed to only adding competencies to the specific category. This may coincide with the growing awareness that multicultural competencies can be infused throughout curriculum. Rogers (2006) described four different approaches to multicultural competence training for school psychology programs, (a) the Separate Course Model in which programs offers a single multicultural issues course, (b) the Area of Concentration Model in which programs offer a course and firsthand experience with racial/cultural minority clients, (c) the Interdisciplinary Model in which programs have students enroll in

multicultural coursework outside of their depart, and (d) the Integration/Infusion Model in which multicultural content is infused throughout all courses. In the 2006 study, Rogers interviewed school psychology program staff and found that exemplary programs educating multiculturally competent school psychologists all used an integration approach. Additionally, 88% of the exemplary programs used at least one other consultation curriculum model described above. Results of this study support the premise that school psychology researchers and trainers would like to see more infusion of multicultural content throughout curriculum.

Finally, a participant comment with regard to the Multicultural Competencies deserves mentioning in this section. One participant felt that the term “Multicultural Competence” was not an accurate descriptor of the category of competencies since culture was not the only diversity issue addressed. As a result, it is possible that participants interpreted this category too conservatively. However, the data indicate that the multicultural competencies were very highly rated, and several competencies were added to this category as well as other categories. An alternate way of addressing this issue in future work would be to infuse these competencies throughout training areas, instead of having one distinct category such as providing specific diversity related competencies within consultation areas of Interactive Communication, Consultative Relationships, Collaborative Problem-Solving, and Consultation Models and Theories.

Research Question 3

With regard to personal characteristics, this work helps to clarify what

characteristics should be considered “trainable” and included in consultation training curriculum. Although some overlap was evident, several characteristics deemed essential by 50% or more of participants were not considered highly trainable. The five highest rated personal characteristics for school-based consultation were (a) *the capacity to form quality relationships*, (b) *trustworthiness*, (c) *perspective-taking ability*, (d) *being a reflective practitioner*, and (e) *honesty*. Three of these characteristics were also in the top five for “trainability” (a) *being a reflective practitioner* (ranked 2 out of 16), (b) *capacity to form quality relationships* (4 out of 16), and (c) *perspective-taking ability* (5 out of 16). However, the final two highest rated characteristics were the lowest rated in trainability. *Trustworthiness* was rated as (15 out of 16), and *honesty* was rated (16 out of 16) on the trainability scale.

Further analysis of the personal characteristics data revealed that the five participant-added characteristics were higher-ranking than any of the original characteristics cited by three sources in the consultation training literature. One participant added characteristic, capacity to form quality relationships, overlapped the existing competencies in the Consultative Relationship category. Of the remaining four participant-added characteristics (*trustworthiness*, *perspective-taking ability*, *reflective practitioner*, and *honesty*), three were represented in the original coding of the training literature but were not cited in three separate sources. It is possible that contemporary trainers and researchers view these as important, but there is a literature lag for these three characteristics. One participant-added characteristic, *honesty*, was not coded in the literature. Interestingly, *honesty* was ranked 5 out of 16 in essential

but 16 out of 16 in trainability, so perhaps it is not included in the training literature because it is not viewed as “trainable.” Finally, there was a participant criticism that the *Essential* rating should have been a Likert scale as well, as opposed to a check box. It is possible be that the lack of response options impacted the personal characteristic results.

Implications for Consultation Training

This research provides several suggestions and implications for consultation training beyond a set of core competencies.

Placement of consultation training. The first research question may provide some guidance on when consultation training should occur during school psychology training, a subject much debated in the consultation training literature (e.g., Anton-Lahart & Rosenfield, 2002; Kratochwill & Pittman, 2002; Meyers, 2002). For example, several sources mentioned the need for prior knowledge and skill in behavioral assessment and intervention (e.g., Idol & West, 1987; Kratochwill & Bergen, 1978; Martens & Ardoin, 2002), psychoeducational assessment (e.g., Brown, Spano, & Schulte, 1998; Carlson & Tombardi, 1986; Sheridan, 1997), and psychopathology (e.g., Brown, Spano, & Schulte, 1998; McMeekin, 2002; Shullman, 2002). Thus, it may be reasonable to suggest that consultation courses be placed after these specific courses in training sequence. Other areas highlighted by the training literature as foundational knowledge include pertinent social psychology theories (e.g., Martens & Ardoin, 2002; Meyers, J., 2002), ecological theories (e.g., Conoley & Conoley, 1991; Kratochwill, Sheridan, Rotto, & Salmon, 1992), and

prevention/early intervention theories (e.g., Meyers, J., 2002; Splete & Bernstein, 1981). Finally, the literature indicates that some knowledge of single subject research design should be prerequisite to consultation training (e.g., Meyers, A., 2002; Rosenfield, 1987).

Use of competencies at various levels of training. With regard to research question 2, the set of 35 core competencies and expanded 106 set of competencies can provide training programs of different levels and focus with guidance. For example, specialist level and doctoral level programs alike can seek to incorporate the 35 core competencies into their training course(s). One way to do this would be to start with the themes presented earlier in this chapter: General Knowledge and Skills, Respect for Consultee, and Knowledge of Self, and use the areas outlined within each theme as the foundation of coursework. With regard to the core competencies, there are some obvious consultation areas not represented, for example, communication skills, evaluation of consultation work, and providing professional development. These competencies are reflected in the more comprehensive list of items that achieved medians of 5.0. It is possible that some of these skills are considered more advanced or skills that consultation professionals expect to grow in practice as opposed to in preservice training.

Division of competencies into knowledge and skill sets. Another useful approach may be to divide the final competencies into specific knowledge competencies and skill competencies. A preliminary analysis of the 35 core competencies reveals that 13 of these competencies are knowledge-based

competencies. For these, trainers can select from available literature and use reflective techniques such as journaling and class discussions to build this knowledge. For the remaining 22 skill-based competencies, trainers can focus on skill development through simulations, role-play, and practicum experiences. A broader discussion on how to build and evaluate consultation knowledge and skills can be found in Burkhouse (2012). Finally, in programs with more than one course or advanced training in consultation, trainers can select from the list of the additional 71 competencies to best match their training approach/model.

Implications within APA framework. The results of this work help provide additional guidance for school psychology programs when viewed in the context of the APA (Fouad et al., 2009) foundational consultation competencies. The foundational competencies are appropriate for all professional psychology programs receiving APA accreditation. Table 20 demonstrates how the results of this work can be used to meet and exceed the minimum competencies recommended by APA for consultation training in the field of school psychology.

Table 20

Implications for School Psychology Training Based on APA's Foundational Consultation Competencies

Competency	Behavioral indicators	Select competencies for School Psychology training
Knowledge of consultant's role and its unique features as distinguished from other professions	<ul style="list-style-type: none"> * Articulate common and distinctive roles of the consultant * Compare and contrast consultation, clinical, and supervision roles 	<ul style="list-style-type: none"> * Understand role of consultant in various consultation approaches * Understand how role of consultant differs from other professional roles * Recognize situations in which consultation is appropriate and switch roles to match situation * Match consultation approaches/models/roles to specific consultation situations, settings, and needs
Knowledge of and ability to select appropriate means of assessment to answer referral questions	<ul style="list-style-type: none"> * Implementing systematic approaches to data collection * Identifying sources and types of assessment tools 	<ul style="list-style-type: none"> * Explore all factors and perspectives that may contribute to problem * Know a variety of data collection techniques to refine, clarify, validate concern * Select and/or develop appropriate, contextually sensitive assessment methods (including interviews, questionnaires, scales, observations, etc.) * Synthesize data collected from multiple sources to draw conclusions and understand intervening variables
Identifies literature and knowledge about the process of informing consultee of assessment findings	<ul style="list-style-type: none"> * Identify appropriate approaches and processes for providing written and verbal feedback as well as recommendations to consultee 	<ul style="list-style-type: none"> * Synthesize data collected from multiple sources to draw conclusions and understand intervening variables * Mutually agree on the nature of the problem with the consultee(s) * Define specific academic or behavioral problem in observable and measurable terms * Elicit views and input of consultees for joint problem solving * Receive and solicit feedback

(continued)

Competency	Behavioral indicators	Select competencies for School Psychology training
Identifies and acquires literature relevant to unique consultation methods within systems, clients, or settings	* Identify appropriate interventions based on consultation assessment findings	*Collaboratively identify potential positive and negative consequences of and barriers to potential interventions * Identify potential resources from both inside and outside of school * Implement interventions with integrity by providing continued support, modeling, coaching, and systematic development of protocols * Modify interventions based on data gathered and/or if goals are met in a timely manner * Coordinate intervention efforts considering individuals, groups, and the total organization * Understand culture of schools, school as a culture, and school system *Understand and apply principles of planned systems change...

Multicultural competencies. With regard to the multicultural competencies provided by this work and Rogers & Lopez’s (2002) work, several suggestions are offered. Consultation training may provide a natural place to grow competencies in working with a variety of people due to its focus on relationship building and communication skills. Unfortunately, recent surveys of consultation training syllabi suggest a lack of training time and focus on the development of multicultural competencies (Anton-Lahart & Rosenfield, 2004; Hazel et al., 2010; Sirmans, 2004). Sirmans (2004) found that though school psychologists report that knowledge and awareness of cultural issues are important for consultation in schools, they also report limited graduate training in consultation that addressed culture. Specifically, most

school psychologists sampled reported that they gained knowledge through classroom discussions but did not report practical experience in culturally competent consultation. The 13 core competencies related to Multicultural Competence may provide additional guidance to the training community about how to build skills to ensure that cultural variables are addressed in the consultation process, one of the recommendations of Sirmans' (2004) research. The results of this work suggest researchers and trainers alike indicate a desire for growth and expansion in the area of multicultural competence for the field of school psychology, including in the area of consultation.

The competencies may be best addressed as infused throughout the consultation training curriculum as well as throughout the training sequence as recommended by Rogers (2006). Specifically, the 13 multicultural competencies can be embedded within the other consultation areas as an additional way to understand the results of this study. Table 20 provides an illustration of how to build multicultural competencies throughout consultation training by showing how the 13 final multicultural competencies may fit into 5 other consultation categories, specifically, Consultation Models/Theories, Equity Issues, Values, and Beliefs, Ethical and Legal Issues in Consultation, Consultative Relationships, and Collaborative Problem Solving.

Table 21

Multicultural competencies embedded within other consultation areas

Multicultural Competency	Embedded Consultation Areas
Use knowledge of multicultural consultation techniques to build rapport when cultural beliefs and values may differ	*Consultative Relationships
Understand own culture (including values, strengths, and limitations) and its impact on others and the consultation process	*Equity Issues, Values, and Beliefs *Collaborative Problem Solving
Recognize prejudice and prevalent obstacles institutionalized in schooling that may affect consultation (e.g., racism, sexism)	*Equity Issues, Values, and Beliefs
Are able to work with linguistically and culturally diverse parents, children, and school staff	*Consultative Relationships
Understand cultural and linguistic factors that can influence the input, process, and outcome of consultation	*Collaborative Problem Solving
Use a variety of data collection techniques for problem identification and clarification, and planning and implementing interventions that are culturally and linguistically sensitive	*Collaborative Problem Solving
Use knowledge of multicultural consultation techniques to understand the impact of culture and beliefs on problem-solving	*Collaborative Problem Solving
Use knowledge of multicultural consultation techniques to understand the impact of culture and beliefs on behavior change	*Collaborative Problem Solving
Protect rights and access to opportunities for all	*Equity Issues, Values, and Beliefs *Ethics and Legal Issues in Consultation

(continued)

Multicultural Competency	Embedded Consultation Areas
Understand how values and beliefs impact learning and behavior (including parenting, value of education, etc.)	*Equity Issues, Values, and Beliefs *Collaborative Problem Solving
Demonstrate knowledge of diversity in terms of culture, values, and beliefs.	*Equity Issues, Values, and Beliefs
Use knowledge of multicultural consultation techniques to address differences in cultural perspectives	*Consultation Theory/Model *Consultative Relationships *Staff Development
Understand that an individual's cultural values and beliefs are a strength that should be incorporated to maximize consultation outcomes	*Equity Issues, Values, and Beliefs *Consultative Relationships *Collaborative Problem Solving

Personal characteristics. With regard to the personal characteristics findings, these results may stimulate discussions in consultation training regarding the importance of these features. Even characteristics found to be least trainable, such as authenticity, trustworthiness, and honesty may be discussed in the context of building consultation skills and how they apply to novice consultant behavior. One useful concept, authentic trust, as defined by Schein (1985) in the process consultation literature, provides reading on the influence of authenticity and genuineness on consultative relationships.

Implications for consultation training outside field of school psychology.

While the purpose of this work was to find competencies specific for school psychology consultation training, West and Cannon's (1988) previous Delphi focused on the use of consultation between special educators and general education teachers. The current core competencies may also have implications for the work of special

educators and other school professionals, specifically in the area of Response-to-Intervention, discussed in chapter 1. Consultation may be used as part of a process to implement the problem-solving RTI approach (Canter, 2006). Specifically, within Tier 1, general educators and special educators could work collaboratively to ensure high-quality instruction and behavior management for all students and target students for early intervention (Ziegler, 2007). Within Tiers 2 and 3, consultation may be part of a problem-solving process that allows for careful consideration of current concerns, identification of areas of needs, development of evidenced-based interventions, implementation of interventions with integrity, and evaluation of implemented interventions (Ziegler, 2007). Given that possibility, training in consultation should be conducted on an interdisciplinary basis.

Limitations

There are limitations to this work that may impact the interpretation of the results. First, the Delphi process has inherent limitations that applied to this research, most notably response burden, which can lead to smaller sample sizes. In accordance with the past Delphi studies in school psychology and special education, I sought to sample a larger group in order to assure adequate sample size for between group comparisons, but only approximately 20% (N=11) of the total participants completed both rounds of the Delphi process. Some Delphi researchers recommend selecting a smaller group of participants, typically ranging from 10 to 20 (Hsu & Sandford, 2007; Ludwig, 1997; Okoli & Pawlowski, 2004) and getting buy-in from these participants prior to first iteration (Linstone & Turoff, 2002). In retrospect, between-group

analysis was limited due to second iteration sample size. Therefore, obtaining a core sample with buy-in may have been more productive.

In West and Cannon's (1988) study, the authors cited ceiling effects in the rating of competencies. While the Likert scale included an additional unit in the current research to attempt to expand response options, overall, competencies were highly rated, and many were deemed essential. In fact, several participants commented on the fact that they felt like all the competencies were important and felt that they had to rate them all highly. Other participants justified their low ratings, indicating that it was not that they did not think the competencies were important but that they rated some lower due to limited training time and resources. Though less competencies were included in the second iteration 18 out of 35 of the core competencies were from the second iteration. Further, five of the competencies were rated essential by over 90% of second iteration participants (including both items rated essential by 100% of participants). One reason for the high ratings for the second iteration may be that the participants sampled were more alike in that they were more experienced than first round participants.

Also, the response options allowed for unlimited essential ratings. Another response format, such as ranking or another forced-choice format, likely would have resulted in differences in relative importance. Future Delphi studies and surveys in the area of consultation competencies may want to consider forcing participants to rank competencies to identify those competencies that are considered the core/essential ones for training.

The overall purpose of this study was to have participants rate only those viewed as most essential in order to reduce the original list of competencies. While this point was emphasized for the second iteration survey, largely in response to participant feedback, it is possible that first iteration survey participants did not fully understand the purpose of reducing the list of competencies. Therefore, if this work were to be replicated, the primary researcher would endeavor to make clear that all the competencies were cited as important in the training literature and explain that the purpose of the survey was to reduce this list to find those competencies deemed most essential to inform training.

An additional limitation of this work is that the primary researcher, intercoder reliability researcher, and expert researcher were all a part of the same training model. It is possible that competencies may have been worded, interpreted, and/or collapsed into categories differently due to this common philosophical approach. A related limitation was that all competencies were grouped using subjective impressions of the researchers. A different set of researchers may have categorized competencies differently. However, every effort was made to maintain the original competency wording, both from the literature and from participants. Also, participants had an opportunity to modify and add competencies as part of the Delphi process. Finally, the high levels of consensus obtained in ratings point to an adequate representation of the literature base.

As in past Delphi studies, missing data were simply excluded from analysis. Several patterns were noted with regard to missing data. The most prevalent pattern

was a participant completing part of the survey and exiting prior to completing all competency categories. However, some participants selectively omitted only certain items. One way future Delphi researchers could handle missing data would be to ask participants in subsequent rounds if they would like to provide a rating for the omitted items from previous rounds. Participants also may be asked to provide a reason for omission if they do not want to answer the question.

Future Directions for Research

The results of this study provide a variety of implications for consultation training and addressing the “what” of consultation training. However, there is an entire other body of literature that informs the “how” of consultation training. It would be beneficial to explore how the literature recommends training in these essential competencies. The recent work by Newell (2012) challenges researchers to critically analyze training practices, since her results indicate that students may not be learning what is being instructed, particularly in the areas of relationship building and multicultural competence. Since this study points to multicultural competencies as being highly valued in school-based consultants, more attention and focus may be needed in “how” to adequately train these competencies.

Using the set of 35 core competencies or the broader list of 106 competencies, trainers could develop rubrics and evaluation tools to measure competency knowledge and skill growth. In addition, to understanding individual growth, evaluation tools can look across students to help determine if a trainer needs to revisit certain concepts and skills. With continued research, evaluation tools could help

determine how and when competencies are learned in a training sequence. This may be an important area for further discussion and research since none of the Evaluation of Consultative Effectiveness competencies were rated essential by 75% or more of participants, and thus, not included in the 35 core competency list.

Relatedly, future research could investigate the developmental nature of certain consultation competencies to better inform training at different levels. There was some criticism of this work by participants that it did not address that specialist and doctoral level programs may differ in their training goals. While the purpose of this work was to arrive at a set of core competencies for all school psychology students, it would be helpful to investigate how these skills develop and whether we can make specific recommendations for different levels of training.

Finally, now that the training and research communities have been sampled, it would be interesting to explore how supervisors of school practitioners view the importance of these competencies. It is plausible that there is a gap between training and practice with regard to the focus and content of consultation training. The final list of 106 competencies could be rated by supervisors of practitioners to further inform pre-service consultation training, or a similar Delphi method could be used to compare the fields of research/training with practice.

Conclusion

Despite some obvious limitations, the results of this study can serve as a starting point for future research and a guide for preservice consultation training. Linstone and Turoff (2002) wrote that the Delphi technique should not cease all other

types of communication about a given topic, but offers one approach to researching difficult problems. While this is just the beginning of the conversation, it was imperative to consolidate the consultation training literature to help provide some clarity on what is considered most important for our training programs.

Appendix A: Consultation Training Literature Review Sources

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Appendix B: Competencies with at Least Three Unique Sources

#	Competency Statement	No. of sources
Consultation Theory/Models		
1	Knowledge of major school-based models of consultation including assumptions, values, and beliefs: Behavioral, Mental Health, and Organizational/Systems, Process, Advocacy	31
2	Roles of consultant in various approaches: client-centered case, consultee-centered case, organizational/system/administrative	5
3	Match consultation approaches/models/roles to specific consultation situations, settings, and needs	8
4	Ability to recognize situations in which consultation is appropriate and switch roles to match situation	3
5	Understand how role of consultant differs from other professional roles	3
6	Knowledge related to the process of consultation	3
Research of Consultation Theory, Training, and Practice		
1	Applies literature/research to practice specific for client, organization, consultee, etc.	12
2	Knowledge of outcome/effectiveness research for consultation	3
Personal Characteristics		
1	Empathy	7
2	Self-awareness/clear sense of identity	5
3	Time management skills	5
4	Flexible	4
5	Lifelong commitment to continued education and training	3
6	Genuine/Open	3
7	Have developed personal style	3
8	Congruent: consistent feelings and behaviors	3
9	Willing to take risks	3
10	Tactful and calm in the resolution of disagreements	3
11	Good judgment and decision-making skills	3
12	Self-control/management of self	3
Interactive Communication		
1	Knowledge of different styles of questioning and skill in when and how to ask questions/skillful interviewing	28
2	Paraphrasing/restating to confirm meaning	15

#	Competency Statement	No. of sources
Interactive Communication (continued)		
3	Explain ideas clearly/disseminate information to diverse audiences in oral and written form	15
4	Active, empathic, and selective listening skills to better understand problem	13
5	Provide specific, immediate, and effective feedback (in written and oral form)	10
6	Clarification	10
7	Reflect feelings/perception check	10
8	Receive and solicit feedback	9
9	Skill in use of and interpretation of nonverbal communication such as eye contact, body positioning, gestures, sounds, etc.	8
10	Summarization	7
11	Effectively monitor verbal processes (content, process, control, source) and execute verbal behaviors (tone, style, vernacular, clarity, transitions, openings, etc.)	6
12	Confront regarding important issues without personal attacks	5
13	Respond to overt and covert meaning and affect in communication	5
14	Provide reinforcing statements such as positive feedback and verbal following	4
15	Elicit views and input of consultee in problem solving process	3
16	Self-disclosure	3
17	Reframe/provide supportive refocus	3
18	Bring themes and intended message to awareness, deal with theme interference	3
Collaborative Problem Solving		
1	Stages of consultation/problem solving skills through stages of consultation	32
2	Select and/or design evidenced based interventions that are acceptable to consultee and consider individuals, groups and the total organization	31
3	Monitor evaluation of interventions/continue to collect data to monitor effectiveness of interventions	31
4	Implement mutually agreed upon interventions with integrity by providing continued support, modeling, coaching, and systematic development of protocols	27
5	Define a specific academic or behavioral problem in observable and measureable terms and mutually agreed upon by consultee	27

#	Competency Statement	No. of sources
Collaborative Problem Solving (continued)		
6	Select and/or develop appropriate, contextually sensitive assessment methods (including interviews, questionnaires, scales, observations, etc.)	23
7	Understand and effectively implement consultation contracting (define nature, clarify expectations, educate on process, gain acceptance to move on in process, etc.)	21
8	Set clear, realistic, mutually agreed upon goals and time-frame for goal completion	16
9	Develop a variety of data collection techniques to refine, clarify, validate concerns	15
10	Explore all factors and perspectives that may contribute to problem (including antecedents, consequences, function, setting events, consultee, other environmental considerations, etc.)	15
11	Identify potential resources and coordinate efforts for use in consultation process from both inside and outside the school	14
12	Synthesize data collected from multiple sources to draw conclusions and understand intervening variables	13
13	Formally close/terminate case and discuss nature of future services or interactions	13
14	Modify interventions based on data gathered and/or if goals are not met in timely manner	13
15	Document consultation process in oral and written form	11
16	Identify with consultee potential positive/negative consequences of and barriers to potential intervention plans	11
17	Brainstorm to generate possible solutions	10
18	Collect and evaluate baseline data on target behaviors	7
19	Prioritize concerns and different dimensions of the problem	7
20	Generate and examine hypotheses with consultee	6
21	Hold regularly scheduled meetings/plan for and make time for consultation	6
22	Data based decision making	4
23	Select interventions with least expenditure of resources that fit norms of school	3
24	Define problem in context of discrepancy between observed and expected levels of skills	3
25	Consult at individual, family, group, system levels	3

#	Competency Statement	No. of sources
Systems Change		
1	Determine complex interactions within and between school systems and understand system theory as it applies to school systems	14
2	Understand and apply principles of planned change for individuals, groups, and organizations, and change strategies including identification of key stakeholders, psychological processes of change, and managing reactions to change	13
3	Work at multiple levels within a system for multi-agency integration and better individual and systemic outcomes	6
4	Understand culture of school, school as a culture, and school system	5
5	Function as change agent	3
6	Increase system's capacity to address future problems	3
Equity Issues, Values, and Belief Systems		
1	Awareness of personal worldview, beliefs, values, principles, etc. and their impact on consultation	12
2	Value multiple perspectives, recognize expertise of others, and remain nonjudgmental while maintaining professional identity and responsibility for process	11
3	Sensitivity to feelings about role of consultee and what it is like to ask for help (resentment, relief, dependency, effectiveness)	8
4	Construct problems from ecological/multidimensional perspective	8
5	Ability to establish, clarify, and negotiate roles of all participants in process	7
6	View purpose of service delivery to enable staff to support students/indirect service delivery focus	5
7	Knowledge of reactions and feelings of helpers including equity issues, referent and expert power, resistance, expectations)	4
8	Establish and maintain explicit consultation values and service approach/personal framework for consultation	3
9	Resolve value dilemmas with consultees	3
10	Develop preventative orientation	3
Staff Development		
1	Design, deliver, and evaluate in-service training for consultees as well as broader school community	11
2	Build on consultee's existing knowledge, skills, and objectivity	8
3	Help others learn to solve problems (collect data, diagnose problems)	5
4	Apply adult learning principles	4

#	Competency Statement	No. of sources
Staff Development (continued)		
5	Enhance consultee confidence and self-efficacy, reduce anxiety	3
Evaluation of Consultation Effectiveness		
1	Evaluate consultation tasks, processes, and outcomes through systematic research/data collection	13
2	Research own practice/evaluate own consultation actions to modify behaviors influencing the consultation process	6
3	Rate/solicit consultee's satisfaction with and effectiveness of consultation program	4
Ethics and Legal Issues in Consultation		
1	Ability to identify ethical dilemmas and apply ethical standards, guidelines, and principles	21
2	Legal constraints, mandates, and issues	13
3	Confidentiality	7
4	Recognize limits of own knowledge and skill/work within competence	4
5	Social responsibility/obligations to clients and consultees	4
Consultative Relationships		
1	Establish and maintain collaborative, mutually respectful relationship with consultee	24
2	Conflict management and resolution skills (reveal, negotiate, find win-win solutions)	11
3	Build constructive and collaborative relationships with diverse professionals and organizations (including understand others roles and responsibilities)	8
4	Work together with consultee(s) on equal basis, share expertise, vary responsibilities, and agree upon goals	8
5	Establish or maintain positive rapport with all persons involved in the consultation process	6
6	Use social dynamics/interpersonal relations knowledge to improve relationships (one downsmanship, referent power, etc.)	5
7	Specific cooperative relationship and human relation skills	5
8	Negotiation skills	4
9	Develop culture of collaboration among school staff	4
10	Openness/authenticity and promote open dialogue	3
11	Continue to monitor relationship throughout process	3
12	Attend simultaneously to perspectives, skills, and knowledge of consultee(s), client(s), and self	3

#	Competency Statement	No. of sources
Organizational/Group Development		
1	Group theory, dynamics, processes including formation, entry considerations, identity groups, intergroup relations, etc.	16
2	Organizational assessment and diagnosis including knowledge of philosophies, goals, objectives, culture, attitudes, etc. using observations, interviews, questionnaires, archival reviews, and other assessment approaches	15
3	Organizational development and intervention including enhancement of existing operations and innovation implementation	12
4	Organizational knowledge and theory including operations, dynamics, influence on individuals, larger organizational systems, etc.	11
5	Entry into an organization/system	8
6	Work within sociopolitical contexts of organizations to influence change	5
7	Program evaluation	4
8	Help individuals and groups understand organizational forces that impact them	4
9	Group leadership skills	4
10	Needs assessment processes	3
11	Program development	3
12	Contract negotiation, renegotiation, and termination	3
13	Client management including management of boundaries and addressing multiple clients	3
Team Development and Facilitation		
1	Team development/building (including knowledge of common pitfalls and roadblocks)	3
Multicultural Competence		
1	Knowledge of general multicultural issues (including international, racial, socioeconomic, political, gender, life-span, etc.) and development of cultural competence and sensitivity	12
2	Knowledge of how culture determines values and beliefs and its impact on learning and behavior (including parenting, value of education, etc.)	4
3	Understand own culture (including values, strengths, and limitations) and its impact on others and the consultation process	4
4	Model tolerance for diversity and acceptance of differences	3

#	Competency Statement	No. of sources
Multicultural Competence (continued)		
5	Use knowledge of multicultural consultation techniques to build rapport and relationships with consultees and clients and understand cultures impact on problem solving, behavior change, etc.	3
6	Promote anti-discriminatory practices/equality of opportunity and advocate for clients	3
Psychological and Educational Content Knowledge		
1	Behavioral principles and assessment strategies (including functional and applied behavior analyses)	13
2	Effective, empirically supported instructional and teaching strategies (data-based instruction, modeling, behavioral rehearsal, etc.)	13
3	Evidenced-based interventions including behavioral modification, counseling, educational, etc. for individuals and groups	10
4	Assessment of individuals, groups, and organizations	9
5	Psychoeducational assessment (selection, administration, and interpretation of instruments)	7
6	Early intervention and prevention principles and models for mental health, academic, and behavioral problems	6
7	Ecological theory and basic assessment framework (interaction between person and environment)	6
8	Social psychological theories (audience tuning, power, shared reality, etc.)	5
9	Research methodologies including single-subject	5
10	Causes, diagnosis, and remediation of mental health problems/psychopathology	5
11	General theory and research in psychology	4
12	Affective/mental health assessment	4
13	Scale and survey development (for attitude, climate, satisfaction, etc.)	4
14	Quantitative/statistical and qualitative data analyses	4
15	Appropriate and effective methods for modifying curricula	4
16	Observation techniques and skills	4
17	Child development	4
18	Learning theory and processes	3
19	Measurement theory and knowledge including reliability, validity, and other psychometric issues	3
20	Special populations/exceptional children	3
21	Use semi-structured and other interview techniques (including behavioral)	3

#	Competency Statement	No. of sources
Psychological and Educational Content Knowledge		
22	Referral strategies	3
23	Environmental/organizational assessment and theory	3
24	Task Analysis	3
25	Curriculum based assessment	3
Total # of Competencies = 149		

Appendix C: First Iteration Survey

Consultation Competencies - Burkhouse Dissertation

Dear School Psychology Consultation Professional,

The purpose of this research is to achieve consensus regarding the essential competencies for training school-based consultants. This survey contains competencies found in the consultation training literature that have been recommended as necessary for school-based consultants. When rating competencies, please consider training to include all pre-service coursework and practicum leading up to but not including internship. You will also have an opportunity to indicate if you feel that a particular competency is essential for training.

This survey is the first of an iterative Delphi survey process. Please feel free to add up to three competencies per category and suggest alternate wording for up to three existing competencies. You will receive a follow-up survey with new competencies provided by you and your colleagues as well as targeted feedback for any competencies that you rated very differently than your peers. Competencies are collapsed into the following categories: Consultation theory/models, Equity issues, values, and belief systems, Multicultural competence, Ethics and legal issues in consultation, Research of consultation theory, training, and practice, Evaluation of consultation effectiveness, Interactive communication, Consultative relationships, Collaborative problem solving, Systems/Organizational change, and Staff development.

The first page of the survey asks for demographic information. The final page contains a set of Personal characteristics, also gleaned from the consultation training literature, which may be necessary for effective school based consultation.

We recognize that this is a time-consuming task. On average, pilot survey participants completed the survey in 30 minutes. All participants completing both rounds of the Delphi process will be eligible for a raffle of five \$25 Amazon gift certificates.

Thank you for your time and consideration,

Katie Burkhouse, MA/AGS, NCSP
Sylvia Rosenfield, Ph.D. and William Strein, Ed.D.
University of Maryland
School Psychology Program

Consent

This research is being conducted by Dr. William Strein and Dr. Sylvia Rosenfield at the University of Maryland, College Park. We are inviting you to participate in this research because you are a School Psychology trainer and/or researcher in the area of school consultation. The purpose of this research project is to achieve consensus regarding an essential list of competencies for guiding pre-service school consultation training.

The procedures involve completing two rounds of survey material as described in the introduction letter and the previous page of this survey.

Participants may find it uncomfortable to learn that a competency which they rated as very important was not deemed as important by their colleagues. There are no other known risks for this study.

There are no direct benefits to participation. However, possible benefits include having input in the forming of a set of essential competencies to guide training programs. We hope that, in the future, other people may benefit from this study through improved understanding of what is important for training novice consultants in schools.

Any potential loss of confidentiality will be minimized by password protecting computer and files, as well as no identifying other participants during the feedback process. If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by

Consultation Competencies - Burkhouse Dissertation

law.

You are not being compensated for your participation in this research study. However, participants completing both rounds of the survey process will be entered in a drawing to win one of four \$25 gift cards.

Your participation is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you would otherwise qualify.

If you need to report any concerns, have any questions, or decide to stop participating, please contact the investigator, Dr. William Strein, at: Department of Counseling and Personnel Services, 3214 Benjamin Building, College Park, Maryland, 20742 ; (301) 405-2869; strein@umd.edu or Katie Burkhouse at ksutton@umd.edu.

If you have any questions about your rights as a research participant or wish to report a research-related injury, please contact: University of Maryland College Park, Institutional Review Board, 1204 Marie Mount, College Park, MD, 20742; (301) 405-0678; irb@umd.edu

This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.

By clicking the GO TO SURVEY box below you are indicating that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction; and you voluntarily agree to participate in this research study.

1. Please select one of the following choices:

- GO TO SURVEY
- OPT OUT

Demographics

Please provide the following demographic information:

1. Gender:

- Female
- Male

2. Number of years training in school consultation:

- 1-2
- 3-5
- 6-10
- 11 or more years

Consultation Competencies - Burkhouse Dissertation

3. Number of courses devoted to school consultation in your current training program (please include courses with multiple topics if consultation is a main component of the course):

- 0
- 1
- 2
- 3 or more courses

4. Location of training program (from NASP regional classification):

- Western (AK, AZ, CA, CO, HI, ID, MT, NV, NM, OR, UT, WA, WY)
- Central (IL, IN, IA, KS, MI, MN, MO, NE, ND, OH, OK, SD, WI)
- Northeast (CT, DE, DC, ME, MD, MA, NH, NJ, NY, Puerto Rico, RI, VT)
- Southeast (AL, AR, FL, GA, KY, LA, MS, NC, SC, TN, TX, VA, WV)
- International

If International, please specify country:

5. Your personal consultation model:

- Behavioral/Problem solving
- Mental Health
- Organizational
- Advocacy
- None
- Eclectic
- Other

If Eclectic or Other, please specify:

6. Number of publications related to school consultation/school consultation training:

- 0
- 1-5
- 6-10
- 11 or more publications

The following questions relate to your personal pre-service training program:

Consultation Competencies - Burkhouse Dissertation

7. Model of consultation instructed in your school psychology or other professional training program:

- Behavioral/Problem Solving
- Mental Health
- Organizational
- Advocacy
- None
- Eclectic
- Other

If Eclectic or Other, please specify:

8. Number of consultation related courses in your school psychology or other professional training program:

- 0
- 1
- 2
- 3 or more courses

Consultation Theory/Models

Please rate the following competencies on a scale of (1) to (5):

- (1) unimportant/irrelevant;
- (2) somewhat important;
- (3) important, but not essential;
- (4) very important;
- (5) extremely important/essential.

If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Consultation Theory/Models

Consultation Competencies - Burkhouse Dissertation

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Demonstrate knowledge of major school-based models of consultation, including assumptions, values, and beliefs: Behavioral, Mental Health, Organizational/Systems, Process, and Advocacy.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Understand role of consultant in various consultation approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a. client-centered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. consultee-centered	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. organizational/system/administrative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Match consultation approaches/models/roles to specific consultation situations, settings, and needs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Recognize situations in which consultation is appropriate and switch roles to match situation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Understand how role of consultant differs from other professional roles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

4. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

5. Are there additional competencies you would like to add to this category?

1a.

1b.

1c.

Equity Issues, Values, and Beliefs

Please rate the following competencies on a scale of (1) to (5); (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Consultation Competencies - Burkhouse Dissertation

Equity Issues, Values, and Beliefs

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Recognize perspective and expertise of others while maintaining professional identity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Are sensitive to feelings about the role of a consultee and what it is like to ask for help (resentment, relief, dependency, effectiveness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Construct problems from ecological/multidimensional perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Display knowledge of reactions and feelings of helpers including equity issues, referent and expert power, resistance, expectations, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. View the purpose of service delivery to enable staff to support students/indirect service delivery focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Develop personal framework for consultation with explicit values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Establish, clarify, and negotiate roles of all participants in process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Resolve value dilemmas with consultees	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

4. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

5. Are there additional competencies you would like to add to this category?

2a.

2b.

2c.

Multicultural Competencies

Consultation Competencies - Burkhouse Dissertation

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Multicultural Competencies

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
A. Possess knowledge of how culture determines values and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Understand how values and beliefs impact learning and behavior (including parents, value of education, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Understand own culture (including values, strengths, and limitations) and its impact on others and the consultation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Use knowledge of multicultural consultation techniques to build rapport and relationships with consultees and clients and understand the impact of culture on problem solving, behavior change, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. In 2002, Rogers and Lopez published results from a Delphi survey aimed at obtaining cross-cultural competencies for school psychologists. The following four competencies were published in the category of consultation. Item wordings were minimally altered to match survey stem.

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5	E
A. Understand cultural and linguistic factors that can influence the input, process, and outcome of consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Are able to work with linguistically and culturally diverse parents, children, and school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
C. Use a variety of data collection techniques for problem identification and clarification, and planning and implementing interventions that are culturally and linguistically sensitive	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Recognize prejudice and prevalent obstacles that may effect consultation (e.g., racism, sexism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rogers, M. R. & Lopez, E. C. (2002). Identifying cross-cultural school psychology competencies. *Journal of School Psychology, 40*, 115 - 141.

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

Consultation Competencies - Burkhouse Dissertation

4. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

5. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

6. Are there additional competencies you would like to add to this category?

3a.

3b.

3c.

Ethics and Legal Issues in Consultation

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Ethics and Legal Issues in Consultation

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Identify ethical dilemmas and apply ethical standards, guidelines, and principles in consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Understand legal constraints, mandates, and issues pertinent to consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understand limits of confidentiality as it applies specifically to consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Recognize limits of own knowledge and skills/work within competence during consultation activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

Consultation Competencies - Burkhouse Dissertation

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

4. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

5. Are there additional competencies you would like to add to this category?

4a.

4b.

4c.

Research of Consultation Theory, Training, and Practice

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Research of Consultation Theory, Training, and Practice

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Apply literature/research to practice specific for client, organization, and/or consultee	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Apply outcome/effectiveness research for consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

Consultation Competencies - Burkhouse Dissertation

4. Are there additional competencies you would like to add to this category?

5a.

5b.

5c.

Evaluation of Consultation Effectiveness

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Evaluation of Consultation Effectiveness

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Evaluate consultation tasks, processes, and outcomes through systematic research/data collection	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Use evaluation data to modify own behaviors that influence the consultation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Rate/solicit consultee's satisfaction with and effectiveness of consultation program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

4. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

Consultation Competencies - Burkhouse Dissertation

5. Are there additional competencies you would like to add to this category?

6a.

6b.

6c.

Interactive Communication

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Interactive Communication

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Possess skills in when and how to ask questions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Employ active, empathic, and selective listening skills to better understand the problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
a. Paraphrase/restate to confirm meaning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
b. Use clarification effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
c. Summarize	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
d. Reflect feelings/perception check	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
e. Reframe/provide supportive refocus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Effectively use and interpret nonverbal communication, such as eye contact, body positioning, gestures, sounds, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Clearly disseminate information to diverse audiences in oral and written form	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Provide consultees with specific, immediate, and effective feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Receive and solicit feedback	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Elicit views and input of consultee in problem-solving process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Confront consultee regarding important issues without making personal attacks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Respond to overt and covert meaning and affect in communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Bring themes and intended messages to awareness and deal with theme interference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Self-disclose appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consultation Competencies - Burkhouse Dissertation

2. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

4. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ____ to ____, and alternate wording.

5. Are there additional competencies you would like to add to this category?

7a.

7b.

7c.

Consultative Relationships

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Consultative Relationships

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Establish and maintain collaborative, mutually respectful relationships with consultee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Build constructive and collaborative relationships with diverse professionals and organizations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Implement conflict management and resolution skills (reveal, negotiate, find win-win solutions)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Work together with consultee(s) on equal basis, share expertise, vary responsibilities, and agree upon goals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Continue to monitor relationship throughout process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Attend simultaneously to perspectives, skills, and knowledge of consultee(s), client(s), and self	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consultation Competencies - Burkhouse Dissertation

2. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

4. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

5. Are there additional competencies you would like to add to this category?

8a.

8b.

8c.

Collaborative Problem Solving

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Collaborative Problem Solving

Consultation Competencies - Burkhouse Dissertation

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Demonstrate knowledge of stages of consultation and possess problem-solving skills through stages of consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Understand and effectively implement consultation contracting (define nature, clarify expectations, educate on process, gain acceptance to move on in process, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Explore all factors and perspectives that may contribute to problem (including antecedents, consequences, function, setting events, other environmental considerations, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Know a variety of data collection techniques to refine, clarify, and/or validate concerns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Select and/or develop appropriate, contextually sensitive assessment methods (including interviews, questionnaires, scales, observations, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Synthesize data collected from multiple sources to draw conclusions and understand intervening variables	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Define a specific academic or behavioral problem in observable and measurable terms	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Mutually agree on the nature of the problem with consultee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Define a problem in context of discrepancy between observed and expected levels of skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Generate and examine hypotheses with consultee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Prioritize concerns/different dimensions of the problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Set clear, realistic, mutually agreed upon goals and time-frame for goal completion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Identify potential resources from both inside and outside the school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
14. Brainstorm to generate possible solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
15. Select and/or design evidenced based interventions that are acceptable to consultee(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
16. Coordinate intervention efforts considering individuals, groups, and the total organization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
17. Collaboratively identify potential positive and negative consequences of and barriers to potential intervention plans	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
18. Implement interventions with integrity by providing continued support, modeling, coaching, and systematic development of protocols	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
19. Monitor evaluation of interventions/continue to collect data to monitor effectiveness of interventions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
20. Modify interventions based on data gathered and/or if goals are not met in a timely manner	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
21. Formally close/terminate case and discuss nature of future supports or interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
22. Document consultation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Hold regularly scheduled meetings/plan for and make time for consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consultation Competencies - Burkhouse Dissertation

2. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

4. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

5. Are there additional competencies you would like to add to this category?

9a.

9b.

9c.

Systems/Organizational Change

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Systems/Organizational Change

Consultation Competencies - Burkhouse Dissertation

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Successfully enter into an organization/system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Understand culture of school, school as a culture, and school system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Display skill in team development/building (including knowledge of common pitfalls and roadblocks)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Possess group/team leadership skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Understand client management including management of boundaries and addressing multiple clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Establish, clarify, and negotiate roles of all participants in consultation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Determine complex interactions within and between school systems and understand system theory as it applies to school systems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Work at multiple levels within a system for multi-agency integration and better individual and systemic outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Assess and diagnose systems/organizations including knowledge of philosophies, goals, objectives, culture, attitudes, etc. using observations, questionnaires, archival reviews, and other assessment approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Help individuals and groups understand organizational forces that impact them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Understand and apply principles of planned systems change in schools (including identification of key stakeholders, psychological processes of change, and managing reactions to change)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Increase system's capacity to address future problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Support culture of collaboration among school staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

4. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

Consultation Competencies - Burkhouse Dissertation

5. Are there additional competencies you would like to add to this category?

10a.

10b.

10c.

Staff Development

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Staff Development

1. School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Design, deliver, and evaluate in-service training for consultees as well as broader school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Build on consultee's existing knowledge, skills, and objectivity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Enhance consultee confidence and self-efficacy, reduce anxiety	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Help others learn to solve problems (collect data, diagnose problems)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Apply adult learning principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

3. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

4. Would you like to change the wording of any of the competencies above? Please include item number, original wording from ___ to ___, and alternate wording.

Consultation Competencies - Burkhouse Dissertation

5. Are there additional competencies you would like to add to this category?

11a.

11b.

11c.

Personal Characteristics

The following is a list of personal characteristics found in the consultation training literature that may be important for successful school consultants. However, there is some debate within the literature on the 'trainability' of certain personal characteristics and traits.

Please rate the following characteristics on a scale of (1) to (3): (1) not at all trainable; (2) somewhat trainable; (3) very trainable. Also, indicate if you feel this is an essential characteristic for school consultants by checking the (E) box.

1. Personal characteristics

	1	2	3	E
1. Genuineness/Openness/Authenticity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Self-awareness/clear sense of identity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Empathy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Flexibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Possessing a well developed personal style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
6. Congruence: consistent feelings and behaviors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
7. Willing to take risks	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
8. Tack and calmness in the resolution of disagreements	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
9. Possessing good judgment and decision-making skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
10. Time management skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
11. Self-control/management of self	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. Would you like to change the wording of any of the characteristics above? Please include item number, original wording from ___ to ___, and alternate wording.

3. Would you like to change the wording of any of the characteristics above? Please include item number, original wording from ___ to ___, and alternate wording.

Consultation Competencies - Burkhouse Dissertation

4. Would you like to change the wording of any of the characteristics above? Please include item number, original wording from ___ to ___, and alternate wording.

5. Are there additional personal characteristics you would like to add to this category?

12a.

12b.

12c.

Thank you!

Thank you so much for your time and consideration. In the next couple of weeks, you will receive a follow-up survey with new or revised questions. Also, you will receive targeted feedback about how your responses compare to your colleagues. Upon completion of the next iteration of the survey, you will be entered in the raffle!

More additional information or questions, please contact Katie Burkhouse at ksutton@umd.edu.

Opt out

Thank you for your time.

Questions or Comments

1. If you would like to include a question or comment, please use the box below:

Appendix D: Second Iteration Survey

Consultation Competencies - Second Iteration

Dear School Psychology Consultation Professional,

Thank you so much for participating in the first survey. I received tremendous feedback, with many suggestions for revising existing competencies and adding new competencies.

This second survey includes your feedback regarding new and revised competencies. Please rate each competency using the same scale as the previous survey. While you may feel many of these competencies are important, please consider what can be achieved in preservice training. The purpose of this work is to achieve consensus on those essential competencies that should be a part of every school psychology training program regardless of level (specialist or doctoral).

Individual feedback will be provided in a separate email with consensus information for the first round of competencies.

Pilot participants averaged 20 minutes to complete this second survey. All participants completing both rounds of the Delphi process will be eligible for a raffle of five \$25 Amazon gift certificates.

Thank you for your time and consideration,

Katie Burkhouse, MA/AGS, NCSP
Sylvia Rosenfield, Ph.D. and William Strein, Ed.D.
University of Maryland
School Psychology Program

Consent

This research is being conducted by Dr. William Strein and Dr. Sylvia Rosenfield at the University of Maryland, College Park. We are inviting you to participate in this research because you are a School Psychology trainer and/or researcher in the area of school consultation. The purpose of this research project is to achieve consensus regarding an essential list of competencies for guiding pre-service school consultation training.

The procedures involve completing two rounds of survey material as described in the introduction letter and the previous page of this survey.

Participants may find it uncomfortable to learn that a competency which they rated as very important was not deemed as important by their colleagues. There are no other known risks for this study.

There are no direct benefits to participation. However, possible benefits include having input in the forming of a set of essential competencies to guide training programs. We hope that, in the future, other people may benefit from this study through improved understanding of what is important for training novice consultants in schools.

Any potential loss of confidentiality will be minimized by password protecting computer and files, as well as no identifying other participants during the feedback process. If we write a report or article about this research project, your identity will be protected to the maximum extent possible. Your information may be shared with representatives of the University of Maryland, College Park or governmental authorities if you or someone else is in danger or if we are required to do so by law.

You are not being compensated for your participation in this research study. However, participants completing both rounds of the survey process will be entered in a drawing to win one of four \$25 gift cards.

Your participation is completely voluntary. You may choose not to take part at all. If you decide to participate in this research, you may stop participating at any time. If you decide not to participate in this study or if you stop participating at any time, you will not be penalized or lose any benefits to which you would otherwise qualify.

Consultation Competencies - Second Iteration

If you need to report any concerns, have any questions, or decide to stop participating, please contact the investigator, Dr. William Strein, at: Department of Counseling and Personnel Services, 3214 Benjamin Building, College Park, Maryland, 20742 ; (301) 405-2869; strein@umd.edu or Katie Burkhouse at ksutton@umd.edu.

If you have any questions about your rights as a research participant or wish to report a research-related injury, please contact: University of Maryland College Park, Institutional Review Board, 1204 Marie Mount, College Park, MD, 20742; (301) 405-0678; irb@umd.edu

This research has been reviewed according to the University of Maryland, College Park IRB procedures for research involving human subjects.

By clicking the GO TO SURVEY box below you are indicating that you are at least 18 years of age; you have read this consent form or have had it read to you; your questions have been answered to your satisfaction; and you voluntarily agree to participate in this research study.

1. Please select one of the following choices:

- GO TO SURVEY
- OPT OUT

Consultation Theory/Models

Please rate the following competencies on a scale of (1) to (5):

- (1) unimportant/irrelevant;
- (2) somewhat important;
- (3) important, but not essential;
- (4) very important;
- (5) extremely important/essential.

If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Consultation Theory/Models

1. Revised Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Demonstrate some knowledge of major school-based models of consultation, including assumptions, values, and beliefs: Behavioral/Problem-solving, Mental Health, Organizational/Systems, Instructional, Multicultural, Process, and Advocacy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Identify situations in which consultation is appropriate and select effective role and technique	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consultation Competencies - Second Iteration

2. New Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Understand how models of consultation are applied to school settings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrate depth of knowledge in at least one model of consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understand public health methodologies and theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Understand prevention methodologies and theory	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Understand the difference between coaching, counseling, and consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Demonstrate an understanding of the roles of other school-based professionals (e.g., general education teachers, special education teachers, principals, social workers, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Equity Issues, Values, and Beliefs

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Equity Issues, Values, and Beliefs

1. Revised Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
2. Are able to identify feelings about the role of a consultee and what it is like to ask for help (resentment, relief, dependency, effectiveness)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Frame/conceptualize problems from ecological/multidimensional perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrate skills in appropriately addressing the reactions and feelings of helpers including equity issues, referent and expert power, resistance, expectations, etc.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. View the purpose of consultation service delivery to enable staff to support students/indirect service delivery focus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Develop a professional framework for consultation with explicit values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Respect consultees' values in finding solutions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consultation Competencies - Second Iteration

2. New Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Recognize how your own values and beliefs impact consultation services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrate awareness of social justice issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Identify and understand systemic equity issues (e.g., class wide, school wide, or community wide) that influence the consultation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrate how consultation can be used to develop consensus across different value and belief systems to achieve a common goal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Demonstrate how your theoretical framework undergirds the entire consultation process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Multicultural Competencies

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Multicultural Competencies

1. Revised Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
A. Demonstrate knowledge of diversity in terms of culture, values, and beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
B. Understand how differences in perception about values and beliefs between schools and families, parents and teachers, or individuals from different backgrounds may be relevant to consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
D. Use knowledge of multicultural consultation techniques to: (1) enhance the effectiveness of consultation models	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(2) build rapport when cultural beliefs and values may differ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(3) address differences in cultural perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(4) understand the impact of culture and beliefs on problem-solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
(5) understand the impact of culture and beliefs on behavior change	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consultation Competencies - Second Iteration

2. In 2002, Rogers and Lopez published results from a Delphi survey aimed at obtaining cross-cultural competencies for school psychologists. The following four competencies were published in the category of consultation. Item wordings were minimally altered to match survey stem.

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5	E
D. Recognize prejudice and prevalent obstacles institutionalized in schooling that may affect consultation (e.g. racism, sexism)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
E. Protect rights and access to opportunities for all	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

3. New Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Understand cross-national competencies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Able to determine level of cultural salience in consultations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understand that an individual's cultural values and beliefs are a strength that should be incorporated to maximize consultation outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Understand that multiculturalism is not limited to identifying -isms, but also a means of understanding how an individual views and interacts with others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Demonstrate knowledge of various minority groups and how to apply/adapt that group knowledge to an individual level	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Understand ecological factors that affect schooling, particularly for members of some minority groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Rogers, M. R. & Lopez, E. C. (2002). Identifying cross-cultural school psychology competencies. *Journal of School Psychology, 40*, 115 - 141.

Ethics and Legal Issues in Consultation

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Ethics and Legal Issues in Consultation

Consultation Competencies - Second Iteration

1. Revised Competency

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Demonstrate awareness of and the ability to apply ethical standards, guidelines, and principles in consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. New Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Seek supervision or additional expertise when practicing outside boundaries of competence	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrate awareness of how school psychology's ethical standards in consultation may vary from other professionals in related fields (such as school counselors)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Understand that consultant is an advocate for the child or the most vulnerable member of the process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Understand that the teacher is the consultant's client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Demonstrate the ability to address ethical dilemmas using a formal approach or process to resolve the dilemma in a way that is consistent with professional ethical guidelines and principles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Research of Consultation Theory, Training, and Practice

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Research of Consultation Theory, Training, and Practice

1. Revised Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Understand and apply high-quality empirical and theoretical research (when available) to inform the implementation of consultation with clients (individuals and systems) across problems and contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Understand and apply empirically based consultation models, practices, and processes critically across clients, problems, and contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Identify empirically based findings about the process of consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Consultation Competencies - Second Iteration

2. New Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Understand equifinality as a consultation concept applicable to literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Demonstrate familiarity with the implementation science literature	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Demonstrate awareness of limitations of current consultation research and consider other relevant research when appropriate	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrate the ability to use research from other disciplines to understand clients and problems across contexts	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Evaluation of Consultation Effectiveness

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Evaluation of Consultation Effectiveness

1. New Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Formatively and summatively evaluate consultee's own progress towards becoming a competent consultant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Seek consultee/client input for improving the relationship and outcomes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Conduct self-studies to assess own effectiveness as a consultant	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Use feedback and self-reflection to modify and adjust consultation approaches	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Evaluate consultation implementation integrity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Evaluate social validity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Interactive Communication

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Interactive Communication

Consultation Competencies - Second Iteration

1. Revised Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
3. Show awareness of nonverbal behavior in selves and others and act on it appropriately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Elicit views and input of consultee for joint problem solving	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Recognize overt and covert meaning and affect in communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Identify and work effectively with consultee's theme interference	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. New Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Demonstrate time management of consultation meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Use communication skills to enhance collaboration and the consultation relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Take a 'look, listen, and learn' approach when interacting with consultees/clients from cultures other than your own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Demonstrate awareness of the applications of a multicultural framework for interpersonal communication	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Understand a range of communication styles across groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Collaborative Problem Solving

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Collaborative Problem Solving

1. New Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Manage resistance during various stages of consultation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Copy of page: Consultative Relationships

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Consultative Relationships

Consultation Competencies - Second Iteration

1. New Competencies

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Able to address concerns that may negatively affect the consultation relationship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Learn and use conflict management techniques appropriate to the cultural heritage of the consultee/client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Solicit and incorporate the perspectives, skills, beliefs, and values of the consultee/client	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Systems/Organizational Change

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Systems/Organizational Change

1. Revised Competency

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
5. Understand consultee/client management including management of boundaries and addressing multiple consultees/clients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

2. New Competency

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Help systems make decision based on the mission of the system	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Staff Development

Please rate the following competencies on a scale of (1) to (5): (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential. If you select (5), you are indicating that this is an essential competency and should be a part of every School Psychology training program.

Staff Development

Consultation Competencies - Second Iteration

1. Revised Competency

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5/E
1. Design, deliver, and evaluate in-service or other professional development training for consultees as well as broader school community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal Characteristics

The following is a list of personal characteristics found in the consultation training literature that may be important for successful school consultants. However, there is some debate within the literature on the 'trainability' of certain personal characteristics and traits.

Please rate the following characteristics on a scale of (1) to (3): (1) not at all trainable; (2) somewhat trainable; (3) very trainable. Also, indicate if you feel this is an essential characteristic for school consultants by checking the (E) box.

1. New

Personal characteristics

	1	2	3	E
1. Capacity to form quality relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Honesty	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Reflective practitioner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Trustworthiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Perspective-taking ability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Thank you!

Thank you so much for your time and consideration. You have been entered into the drawing to receive one of five 25\$ Amazon gift cards. Shortly, you will receive targeted feedback about how your responses compare to your colleagues.

For additional information or questions, please contact Katie Burkhouse at ksutton@umd.edu.

Opt out

Thank you for your time.

Questions or Comments

1. If you would like to include a question or comment, please use the box below:

Appendix E: Individual Feedback Sample

Dear Dr. XXXXXX,

This survey contains your individual feedback from the first iteration of the survey. Your initial response for the following items was outside the consensus range. Please consider your initial rating compared to the median and interquartile/consensus range values.

- If you would like to change your response, simply check or put an X in the box for the new value.
- If you would like to retain your initial rating, you may comment in the box provided if you choose.
- If you do not respond to this part of the survey, your initial ratings will be retained.

Thank you again for your time,
 Katie Burkhouse
 Sylvia Rosenfield
 William Strein

**Please rate the following competencies on a scale of (1) to (5):
 (1) unimportant/irrelevant; (2) somewhat important; (3) important, but not essential; (4) very important; (5) extremely important/essential.**

Consultation Theory/Models

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5
1. Demonstrate knowledge of major school-based models of consultation including assumptions, values, and beliefs: Behavioral, Mental Health, Organizational/Systems, Process, and Advocacy. YOUR INITIAL RESPONSE: 3 MEDIAN: 4.5; CONSENSUS RANGE: 4-5 COMMENT:					

<p>2. Understand role of consultant in various consultation approaches</p> <p>YOUR INITIAL RESPONSE: 4</p> <p>MEDIAN: 5; CONSENSUS RANGE: 4.75-5</p> <p>COMMENT:</p>					
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Multicultural Competence

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5
<p>1d. Use knowledge of multicultural consultation techniques to build rapport and relationships with consultees and clients and understand cultures impact on problem solving, behavior change, etc.</p> <p>YOUR INITIAL RESPONSE: 3</p> <p>MEDIAN: 5; CONSENSUS RANGE: 4-5</p> <p>COMMENT:</p>					

Interactive Communication

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5
<p>1. Possess skills in when and how to ask questions</p> <p>YOUR INITIAL RESPONSE: 4</p> <p>MEDIAN: 5; CONSENSUS RANGE: 4.75-5</p> <p>COMMENT:</p>					

Collaborative Problem Solving

School Psychology training programs should endeavor to produce school-based consultants who:

	1	2	3	4	5
<p>1. Demonstrate knowledge of stages of consultation and possess problem solving skills through stages of consultation YOUR INITIAL RESPONSE: 4 MEDIAN: 5; CONSENSUS RANGE: 5-5 COMMENT:</p>					
<p>3. Explore all factors and perspectives that may contribute to problem (including antecedents, consequences, function, setting events, other environmental considerations, etc.) YOUR INITIAL RESPONSE: 4 MEDIAN: 5; CONSENSUS RANGE: 4.5-5 COMMENT:</p>					
<p>8. Mutually agree on the nature of the problem with consultee(s) YOUR INITIAL RESPONSE: 4 MEDIAN: 5; CONSENSUS RANGE: 4.5-5 COMMENT:</p>					
<p>9. Define a problem in context of discrepancy between observed and expected levels of skills YOUR INITIAL RESPONSE: 3 MEDIAN: 5; CONSENSUS RANGE: 4-5 COMMENT:</p>					

To return completed document:

1. Save document with your changes to your computer
2. Reply to my original email
3. Attach your saved version

Thank you for your time and consideration! You will be entered to win a \$25 Amazon gift certificate.

Appendix F: Participant Comments from First Iteration Survey

Consultation Theory/Models

When we use the term "client-centered," I assume that the client can be a student, a classroom, a school, or another organizational unit.

Equity Issues, Values, and Beliefs

The individual's personal framework is informed by the service model in which the individual works. This facilitates clarity for the schools accessing service. School psychologists working for a service provide service according to agreed framework. A new psychologist works in a similar way to the one replaced.

I would favor more behavioral wordings-- The content is OK

For the two that I rated less than a 5, its not that I believe these things to be less important but that I see them as less obtainable. I think most people require years of practice to develop a consultation framework and personal values, etc.

Multicultural Competence

This area is specialist and would be a challenge for trainers to provide in a basic consultation course. It would be a more specialist skill. In that sense I have not given it priority but this is not meant to negate its importance.

Not everyone can work with all groups- so this is not a necessary competency- what is necessary is knowing one's own competencies and limitations.

Research of Consultation Theory, Training, and Practice

Only because of time limitations do i see these areas as less important.

Evaluation of Consultation Effectiveness

All extremely important to me!

Interactive Communication

Not much about parents in the survey

Consultative Relationships

Some consultees solicit an unequal relationship, so equality is not necessarily the goal; effective consultation based on the needs of the consultee and client is the goal, so I do not agree with the way this item is worded and I cannot indicate my rating in its current form

Systems/Organizational Change

Assess and diagnose systems/organizations including knowledge of philosophies, goals, objectives, culture, attitudes, etc. using observations, questionnaires, archival reviews, and other assessment approaches" is an advanced skill- I would not expect EdS students to do this. Overall- there is a need to be clearer about EdS vs PhD levels.

"organized forces" is vague

Overall

The use of the term "competencies" was somewhat misleading when it came to KNOWLEDGE... and in the last question of whether or not the listed characteristics are essential or not I would have preferred a Likert types scale....

I am very glad to see this research. I indicated many "5" ratings. This was not because I just went through and checked the highest box without thinking, but because I truly feel that strong consultation training both is extremely important and that this kind of training encompasses many topics, both in terms of personal development and in terms of one's ability to translate research and advanced clinical skills to practice.

Clarify wording on several- Acknowledge differences between EdS and PhD- Not sure how to do, but many of these are developmental- would not expect new graduates to do, but still think the skill is very important- not sure survey captures this distinction.

I have concerns that psychologists as consultants relative to your questionnaire are carrying a lot of responsibility for the consultation process. This may be unrealistic, and more effort needs to be invested in training school staff in the advantages of doing consultation thereby building the capacity in the system. Carrying this burden of responsibility can be very stressful for psychologists.

The range of skills and competencies outlined in this survey would not be possible to achieve in the context of a training course in consultation but many are generic to the training of a psychologist and therefore would be developed in other related training situations courses. It might be useful to think in terms of generic skills and skills specific to consultation. Or present consultation competencies as central and core to the basic training of a school psychologist

I had a lot of trouble marking anything less than essential. This is because I passionately believe that it is essential to train skilled consultants. Best luck on your research!

Nicely done, Katie - this looks great and was thought provoking to complete. I rated

most as very important or essential - hard to say any of these items were not important!

Great list of competencies. I could hardly find any that weren't of the utmost importance.

Appendix G: Participant comments from second iteration survey

My problem in this exercise is deciding where and when these competencies should be learned. In the program or in a course or two on consultation? Also, I am happy if a consultant gains expertise (full competence) in one model of consultation, not necessarily all models. Different models imply different competencies. How many of these competencies can we expect to develop in the two to three years typically available in training?

One question, which I marked "1" may have had a typo: it was about training the consultee. If it was about training the consultant, I would have given it a "5."

I indicated "not important/irrelevant" if I was not totally clear on what an item meant.

Good luck!

Appendix H: Comments from Participants Regarding Changes to First Iteration Ratings

Participant # 9: No comments

Participant # 13: No comments

Participant # 20:

Competency

Recognize prejudice and prevalent obstacles that may effect consultation (e.g., racism, sexism)

Comment

This competence is too broad – how could you anticipate all obstacles.

Competency

For several Collaborative Problem Solving

Comment

Unchanged responses in this section represent a belief that a consultant need not be strictly trained in behavioral approach.

Competency

Assess and diagnose systems/organizations including knowledge of philosophies, goals, objectives, culture, attitudes, etc. using observations, interviews, questionnaires, archival reviews and other assessment approaches

Comment

Not everyone is going to be in the position to do organizational development. This role is the least common for school psychologists, and I would rather prepare them for more common consulting roles.

Competency

Understand and apply principles of planned systems change in schools (including identification of key stakeholders, psychological processes of change, and managing reactions to change)

Comment

Not everyone has to be a organizational consultant

Competency

Build on consultee's existing knowledge, skills, and objectivity

Comment

Important, but sometimes consultees just need to be heard and hear themselves – a matter of self-confidence

Competency

Apply adult learning principles

Comment

I think the term “adult learning principles” is vague

Participant # 23:**Competency**

Develop personal framework for consultation with explicit values

Comment

Although I think it is laudable to want our students to leave our training programs with explicit values, I believe that for most people this will not occur until they are practitioners. It is important to distinguish between what someone needs to practice and what we hope they will eventually accomplish.

Competency

Design, deliver, and evaluate in-service training for consultees as well as broader school community

Comment

I don't believe that in-services are very helpful in changing behavior in adult learners. Recent literature seems to be pointing to professional learning communities as much more effective. Perhaps I am taking too narrow a lens on the term “in-service training.”

Participant # 34: No comments

Participant # 46: No comments

Participant # 52:**Competency**

Bring themes and intended messages to awareness, deal with theme interference

Comment

The evidence for the construct, “theme interference” is either weak or non-existent. Relatedly, “theme interference reduction techniques” have no documented efficacy. My rating thus remains a 2.

Appendix I: Changes to First Iteration Survey Ratings by Participants

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Consultation Theory/Models						
2c. (Original) Understand role of consultant in various consultation approaches:						
Organizational/system/administrative	26	5.00	5.00	4.75	0.25	76.9
2c. <i>Understand role of consultant in various consultation approaches:</i>						
<i>Organizational/system/administrative</i>	26	5.00	5.00	4.00	1.00	65.4
Equity Issues, Values, and Beliefs						
3. (Original) Construct problems from ecological/multidimensional perspective	26	5.00	5.00	4.00	1.00	73.1
3. <i>Construct problems from ecological/multidimensional perspective</i>	26	5.00	5.00	4.75	.75	76.9
Multicultural Competence						
1c. (Original) Understand own culture (including values, strengths, and limitations) and its impact on others and the consultation process	25	5.00	5.00	5.00	0.00	88.0
1c. <i>Understand own culture (including values, strengths, and limitations) and its impact on others and the consultation process</i>	25	5.00	5.00	5.00	0.00	92.0
1d. (Original) Use knowledge of multicultural consultation techniques to build rapport and relationships with consultees and clients and understand cultures impact on problem solving, behavior change, etc.	24	5.00	5.00	4.00	1.00	66.7
1d. Use knowledge of multicultural consultation techniques to build rapport and relationships with consultees and clients and understand cultures impact on problem solving, behavior change, etc.	24	5.00	5.00	4.00	1.00	66.7

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Multicultural Competence (continued)						
2d. (Original) Recognize prejudice and prevalent obstacles that may effect consultation (e.g., racism, sexism)	25	5.00	5.00	5.00	0.00	88.0
2d. Recognize prejudice and prevalent obstacles that may effect consultation (e.g., racism, sexism)	25	5.00	5.00	5.00	0.00	88.0
Ethics and Legal Issues in Consultation						
1. (Original) Identify ethical dilemmas and apply ethical standards, guidelines, and principles in consultation	26	5.00	5.00	5.00	0.00	80.8
<i>1. Identify ethical dilemmas and apply ethical standards, guidelines, and principles in consultation</i>	26	5.00	5.00	5.00	0.00	84.6
2. (Original) Understand legal constraints, mandates, and issues pertinent to consultation	26	5.00	5.00	4.00	1.00	69.2
2. Understand legal constraints, mandates, and issues pertinent to consultation	26	5.00	5.00	4.00	1.00	69.2
3. (Original) Understand limits of confidentiality as it applies specifically to consultation	26	5.00	5.00	4.75	0.25	76.9
3. Understand limits of confidentiality as it applies specifically to consultation	26	5.00	5.00	4.75	0.25	76.9
Research in Consultation Training, Theory, and Practice						
1. (Original) Apply literature/research to practice specific for client, organization, consultee, etc.	25	5.00	5.00	4.00	1.00	56.0
1. Apply literature/research to practice specific for client, organization, consultee, etc.	25	5.00	5.00	4.00	1.00	56.0
2. (Original) Apply outcome/effectiveness research for consultation	25	5.00	5.00	4.00	1.00	56.0
<i>2. Apply outcome/effectiveness research for consultation</i>	25	5.00	5.00	4.00	1.00	60.0

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Evaluation of Consultation Effectiveness						
1. (Original) Evaluate consultation tasks, processes, and outcomes through systematic research/data collection	26	5.00	5.00	4.00	1.00	57.7
1. Evaluate consultation tasks, processes, and outcomes through systematic research/data collection	26	5.00	5.00	4.00	1.00	57.7
Interactive Communication						
1. (Original) Possess skills in when and how to ask questions	26	5.00	5.00	4.75	0.25	76.9
<i>1. Possess skills in when and how to ask questions</i>	26	5.00	5.00	5.00	0.00	80.8
6. (Original) Receive and solicit feedback	26	5.00	5.00	4.00	1.00	57.7
6. Receive and solicit feedback	26	5.00	5.00	4.00	1.00	57.7
11. (Original) Self-disclose appropriately	26	4.00	5.00	4.00	1.00	30.8
11. Self-disclose appropriately	26	4.00	5.00	4.00	1.00	30.8
Consultative Relationships						
1. (Original) Establish and maintain collaborative, mutually respectful relationship with consultee(s)	25	5.00	5.00	5.00	0.00	92.0
1. Establish and maintain collaborative, mutually respectful relationship with consultee(s)	25	5.00	5.00	5.00	0.00	92.0
2. (Original) Build constructive and collaborative relationships with diverse professionals	25	5.00	5.00	4.00	1.00	68.0
2. Build constructive and collaborative relationships with diverse professionals	25	5.00	5.00	4.00	1.00	68.0
5. (Original) Continue to monitor relationship throughout process	25	5.00	5.00	4.00	1.00	64.0
<i>5. Continue to monitor relationship throughout process</i>	25	5.00	5.00	4.00	1.00	68.0
Collaborative Problem Solving						
1. (Original) Demonstrate knowledge of stages of consultation and possess problem solving skills through stages of consultation	25	5.00	5.00	5.00	0.00	84.0

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Collaborative Problem Solving (continued)						
<i>1. Demonstrate knowledge of stages of consultation and possess problem solving skills through stages of consultation</i>	25	5.00	5.00	5.00	0.00	92.0
3. (Original) Explore all factors and perspectives that may contribute to problem (including antecedents, consequences, function, setting events, other environmental considerations, etc.)	25	5.00	5.00	4.50	0.50	76.0
<i>3. Explore all factors and perspectives that may contribute to problem (including antecedents, consequences, function, setting events, other environmental considerations, etc.)</i>	25	5.00	5.00	5.00	0.00	80.0
6. (Original) Synthesize data collected from multiple sources to draw conclusions and understand intervening variables	25	5.00	5.00	4.00	1.00	68.0
6. Synthesize data collected from multiple sources to draw conclusions and understand intervening variables	25	5.00	5.00	4.00	1.00	68.0
8. (Original) Mutually agree on the nature of the problem with consultee(s)	25	5.00	5.00	4.50	0.50	76.0
<i>8. Mutually agree on the nature of the problem with consultee(s)</i>	25	5.00	5.00	5.00	0.00	80.0
9. (Original) Define a problem in context of discrepancy between observed and expected levels of skills	25	5.00	5.00	4.00	1.00	64.0
9. Define a problem in context of discrepancy between observed and expected levels of skills	25	5.00	5.00	4.00	1.00	64.0
16. (Original) Coordinate intervention efforts considering individuals, groups, and the total organization	25	5.00	5.00	4.00	1.00	52.0
16. Coordinate intervention efforts considering individuals, groups, and the total organization	25	5.00	5.00	4.00	1.00	52.0
19. (Original) Monitor evaluation of interventions/continue to collect data to monitor effectiveness of interventions	25	5.00	5.00	4.00	1.00	56.0

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Collaborative Problem Solving (continued)						
<i>19. Monitor evaluation of interventions/continue to collect data to monitor effectiveness of interventions</i>	25	5.00	5.00	4.00	1.00	60.0
20. (Original) Modify interventions based on data gathered and/or if goals are not met in timely manner	25	5.00	5.00	4.00	1.00	60.0
20. Modify interventions based on data gathered and/or if goals are not met in timely manner	25	5.00	5.00	4.00	1.00	60.0
21. (Original) Formally close/terminate case and discuss nature of future services or interactions	25	5.00	5.00	4.00	1.00	64.0
21. Formally close/terminate case and discuss nature of future services or interactions	25	5.00	5.00	4.00	1.00	64.0
Systems/Organizational Change						
1. (Original) Successfully enter into an organization/system	24	5.00	5.00	5.00	0.00	79.2
<i>1. Successfully enter into an organization/system</i>	24	5.00	5.00	5.00	0.00	83.3
2. (Original) Understand culture of school, school as a culture, and school system	25	5.00	5.00	4.50	0.50	76.0
<i>2. Understand culture of school, school as a culture, and school system</i>	25	5.00	5.00	5.00	0.00	80.0
11. (Original) Understand and apply principles of planned systems change in schools (including identification of key stakeholders, psychological processes of change, and managing reactions to change)	25	5.00	5.00	4.00	1.00	60.0
11. Understand and apply principles of planned systems change in schools (including identification of key stakeholders, psychological processes of change, and managing reactions to change)	25	5.00	5.00	4.00	1.00	60.0
12. (Original) Increase system's capacity to address future problems	25	5.00	5.00	4.00	1.00	56.0

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Systems/Organizational Change (continued)						
12. Increase system's capacity to address future problems	25	5.00	5.00	4.00	1.00	56.0
Staff Development						
3. (Original) Enhance consultee confidence and self-efficacy, reduce anxiety	25	5.00	5.00	4.00	1.00	72.0
3. Enhance consultee confidence and self-efficacy, reduce anxiety	25	5.00	5.00	4.00	1.00	72.0

Note. Competencies in italics changed in consensus or percent deemed essential as a result of participant changes to first iteration ratings.

Appendix J: Final 169 Competencies From Two Rounds of Delphi Survey

Competency	N	Med.	75 th %ile	25 th %ile	IQR	% E
Consultation Theory/Models						
1. Demonstrate knowledge of major school-based models of consultation, including assumptions, values, and beliefs: Behavioral, Mental Health, Organizational/ Systems, Process, Advocacy.	26	4.50	5.00	4.00	1.00	50.0
2. Understand role of consultant in various consultation approaches	26	5.00	5.00	4.75	0.25	76.9
2a. Client-centered	26	5.00	5.00	4.00	1.00	57.7
2b. Consultee-centered	26	5.00	5.00	4.00	1.00	73.1
2c. Understand role of consultant in various consultation approaches: Organizational/system/administrative	26	5.00	5.00	4.00	1.00	65.4
3. Match consultation approaches/models/roles to specific consultation situations, settings, and needs	26	5.00	5.00	4.00	1.00	53.8
4. Recognize situations in which consultation is appropriate and switch roles to match situation	26	5.00	5.00	4.00	1.00	69.2
5. Understand how role of consultant differs from other professional roles	26	5.00	5.00	4.00	1.00	73.1
Consultation Theory/Models (Revised)						
1. Demonstrate some knowledge of major school-based models of consultation, including assumptions, values, and beliefs: Behavioral/Problem-solving, Mental Health, Organizational/Systems, Instructional, Multicultural, Process, and Advocacy	12	5.00	5.00	4.25	.75	75.0
4. Identify situations in which consultation is appropriate and select effective role and technique	12	5.00	5.00	4.00	1.00	66.7

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Consultation Theory/Models (New)						
1. Understand how models of consultation are applied to school settings	12	5.00	5.00	4.00	1.00	66.7
2. Demonstrate depth of knowledge in at least one model of consultation	12	5.00	5.00	4.25	.75	75.0
3. Understand public health methodologies and theory	12	4.00	4.00	3.00	1.00	16.7
4. Understand prevention methodologies and theory	12	4.00	5.00	4.00	1.00	33.3
5. Understand the difference between coaching, counseling, and consultation	12	4.00	5.00	4.00	1.00	41.7
6. Demonstrate an understanding of the roles of other school-based professionals (e.g., general education teachers, special education teachers, principals, social workers, etc.)	12	4.5	5.00	4.00	1.00	50.0
Equity Issues, Values, and Beliefs						
1. Recognize perspective and expertise of others while maintaining professional identity	26	5.00	5.00	4.00	1.00	65.4
2. Are sensitive to feelings about the role of a consultee and what it is like to ask for help (resentment, relief, dependency, effectiveness)	26	5.00	5.00	4.00	1.00	65.4
3. <i>Construct problems from ecological/multidimensional perspective</i>	26	5.00	5.00	4.75	.75	76.9
4. Display knowledge of reactions and feelings of helpers including equity issues, referent and expert power, resistance, expectations, etc.	26	5.00	5.00	4.00	1.00	69.2
5. View the purpose of service delivery to enable staff to support students/indirect service delivery focus	26	5.00	5.00	4.00	1.00	61.5
6. Develop personal framework for consultation with explicit values	26	4.00	5.00	4.00	1.00	46.2
7. Establish, clarify, and negotiate roles of all participants in process	26	5.00	5.00	4.00	1.00	61.5
8. Resolve value dilemmas with consultees	25	4.00	5.00	4.00	1.00	36.0

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Equity Issues, Values, and Beliefs (Revised)						
2. Are able to identify feelings about the role of a consultee and what it is like to ask for help (resentment, relief, dependency, effectiveness)	12	5.00	5.00	4.00	1.00	58.3
3. Frame/conceptualize problems from ecological/multidimensional perspective	12	5.00	5.00	5.00	.00	83.3
4. Demonstrate skills in appropriately addressing of reactions and feelings of helpers including equity issues, referent and expert power, resistance, expectations, etc.	12	4.50	5.00	4.00	1.00	50.0
5. View the purpose of consultation service delivery to enable staff to support students/indirect service delivery focus	12	5.00	5.00	4.00	1.00	41.7
6. Develop a professional framework for consultation with explicit values	12	4.00	5.00	4.00	1.00	33.3
8. Respect consultee's values in finding solutions	12	5.00	5.00	4.25	.75	83.3
Equity Issues, Values, and Beliefs (New)						
1. Recognize how your own values and beliefs impact consultation	12	5.00	5.00	4.25	.75	75.0
2. Demonstrate awareness of social justice issues	12	4.50	5.00	4.00	1.00	50.0
3. Identify and understand systemic equity issues (e.g., class wide, school wide, or community wide) that influence the consultation process	12	4.50	5.00	4.00	1.00	50.0
4. Demonstrate how consultation can be used to develop consensus across different value and belief systems to achieve a common goal	12	4.00	5.00	4.00	1.00	33.3
5. Demonstrate how your theoretical framework undergirds the entire consultation process	12	4.00	5.00	3.25	1.75	41.7
6. Co-construct solutions with consultees/clients within ecological/multidimensional perspective	12	5.00	5.00	4.00	1.00	58.3

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Multicultural Competence						
1a. Possess knowledge of how culture determines values and beliefs	25	5.00	5.00	4.00	1.00	72.0
1b. Understand how values and beliefs impact learning and behavior (including parenting, value of education, etc.)	25	5.00	5.00	4.50	0.50	76.0
<i>1c. Understand own culture (including values, strengths, and limitations) and its impact on others and the consultation process</i>	25	5.00	5.00	5.00	0.00	92.0
1d. Use knowledge of multicultural consultation techniques to build rapport and relationships with consultees and clients and understand cultures impact on problem solving, behavior change, etc.	24	5.00	5.00	4.00	1.00	66.7
2a. Understand cultural and linguistic factors that can influence the input, process, and outcome of consultation	25	5.00	5.00	5.00	0.00	84.0
2b. Are able to work with linguistically and culturally diverse parents, children, and school staff	25	5.00	5.00	5.00	0.00	88.0
2c. Use a variety of data collection techniques for problem identification and clarification, and planning and implementing interventions that are culturally and linguistically sensitive	25	5.00	5.00	5.00	0.00	84.0
2d. Recognize prejudice and prevalent obstacles that may effect consultation (e.g., racism, sexism)	25	5.00	5.00	5.00	0.00	88.0
Multicultural Competence (Revised)						
1a. Demonstrate knowledge of diversity in terms of culture, values, and beliefs	12	5.00	5.00	4.25	.75	75.0
1b. Understand how differences in perception about values and beliefs between schools and families, parents and teachers, or individuals from different backgrounds may be relevant to consultation	12	5.00	5.00	4.25	.75	75.0

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Multicultural Competence (Revised, continued)						
1d. Use knowledge of multicultural consultation techniques to: (1) enhance the effectiveness of consultation models.	12	5.00	5.00	4.00	1.00	58.3
(2) build rapport when cultural beliefs and values may differ	12	5.00	5.00	5.00	0.00	100
(3) address differences in cultural perspectives	12	5.00	5.00	4.25	0.75	75.0
(4) understand the impact of culture and beliefs on problem-solving	12	5.00	5.00	5.00	0.00	83.3
(5) understand the impact of culture and beliefs on behavior change	12	5.00	5.00	5.00	0.00	83.3
Multicultural Competence (New)						
1. Understand cross-national competencies	12	3.00	4.00	3.00	1.00	8.3
2. Are able to demonstrate level of cultural salience in consultation	12	4.00	5.00	3.00	2.00	33.3
3. Understand that an individual's cultural values and beliefs are a strength that should be incorporated to maximize consultation outcomes	12	5.00	5.00	4.25	.75	75.0
4. Understand that multiculturalism is not limited to identifying –isms, but also a means of understand how an individual views and interacts with others	12	5.00	5.00	4.00	1.00	58.3
5. Demonstrate knowledge of various minority groups and how to apply/adapt that group knowledge to an individual level	12	4.00	5.00	3.25	1.75	33.3
6. Understand ecological factors that affect schooling, particularly for members of some minority groups	12	4.50	5.00	4.00	1.00	50.0
7. Recognize prejudice and prevalent obstacles institutionalized in schooling that may affect consultation (e.g., racism, sexism).]	12	5.00	5.00	5.00	.00	91.7
8. Protect rights and access to opportunities for all	12	5.00	5.00	5.00	.00	83.3

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Ethics and Legal Issues in Consultation						
<i>1. Identify ethical dilemmas and apply ethical standards, guidelines, and principles in consultation</i>	26	5.00	5.00	5.00	0.00	84.6
2. Understand legal constraints, mandates, and issues pertinent to consultation	26	5.00	5.00	4.00	1.00	69.2
3. Understand limits of confidentiality as it applies specifically to consultation	26	5.00	5.00	4.75	0.25	76.9
4. Recognize limits of own knowledge and skill/work within competence during consultation activities	25	5.00	5.00	4.50	0.50	76.0
Ethics and Legal Issues in Consultation (Revised)						
1. Demonstrate awareness of and the ability to apply ethical standards, guidelines, and principles in consultation	12	5.00	5.00	5.00	0.00	100
Ethics and Legal Issues in Consultation (New)						
1. Seek supervision or additional expertise when practicing outside of boundaries of competence	12	5.00	5.00	5.00	0.00	83.3
2. Demonstrate awareness of how school psychology's ethical standards in consultation may vary from other professionals in related fields (such as school counselors)	12	4.00	4.00	3.00	1.00	16.7
3. Understand that consultant is an advocate for the child or the most vulnerable member of the process	12	5.00	5.00	4.00	1.00	58.3
<i>4. Understand that the teacher is the consultant's client</i>	12	4.00	5.00	3.25	1.75	33.3
5. Demonstrate that ability to address ethical dilemmas using a formal approach or process to resolve the dilemma in a way that is consistent with professional ethical guidelines and principles	12	5.00	5.00	4.00	1.00	58.3
Research in Consultation Training, Theory, and Practice						
1. Apply literature/research to practice specific for client, organization, consultee, etc.	25	5.00	5.00	4.00	1.00	56.0

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Research in Consultation Training, Theory, and Practice (continued)						
2. Apply outcome/effectiveness research for consultation	25	5.00	5.00	4.00	1.00	60.0
Research of Consultation Theory, Training, and Practice (Revised)						
1a. Understand and apply high-quality empirical and theoretical research (when available) to inform the implementation of consultation with clients (individuals and systems) across problems and contexts	12	5.00	5.00	4.00	1.00	63.6
1b. Understand and apply empirically based consultation models, practices, and processes critically across clients, problems, and contexts	12	5.00	5.00	4.00	1.00	63.6
1c. Identify empirically based findings about the process of consultation	12	5.00	5.00	4.00	1.00	63.6
Research of Consultation Theory, Training, and Practice (New)						
1. <i>Understand equifinality as a consultation concept applicable to literature</i>	11	4.00	5.00	3.00	2.00	27.3
2. Demonstrate familiarity with the implementation science literature	11	4.00	5.00	4.00	1.00	27.3
3. Demonstrate awareness of limitations of current consultation research and consider other relevant research when appropriate	11	4.00	5.00	4.00	1.00	45.5
4. Demonstrate the ability to use research from other disciplines to understand clients and problems across contexts	11	4.00	5.00	4.00	1.00	27.3
5. Understand strengths and limitations of evidence-based interventions	11	5.00	5.00	5.00	.00	90.9
6. Work to adapt existing research evidence to local situations	11	5.00	5.00	5.00	.00	81.8
Evaluation of Consultation Effectiveness						
1. Evaluate consultation tasks, processes, and outcomes through systematic research/data collection	26	5.00	5.00	4.00	1.00	57.7

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Evaluation of Consultation Effectiveness (continued)						
2. Use evaluation data to modify own behaviors that influence the consultation process	26	5.00	5.00	4.00	1.00	69.2
3. Rate/solicit consultee's satisfaction with and effectiveness of consultation program	26	4.50	5.00	4.00	1.00	50.0
Evaluation of Consultation Effectiveness (New)						
<i>1. Formatively and summatively evaluate consultee's own progress towards becoming a competent consultant</i>	<i>11</i>	<i>4.00</i>	<i>4.00</i>	<i>3.00</i>	<i>1.00</i>	<i>18.2</i>
2. Seek consultee/client input for improving the relationship and outcomes	11	5.00	5.00	4.00	1.00	54.5
3. Conduct self-studies to assess own effectiveness as a consultant	11	4.00	5.00	4.00	1.00	45.5
4. Use feedback and self-reflection to modify and adjust consultation approaches	11	5.00	5.00	4.00	1.00	72.7
5. Evaluate consultation implementation integrity	11	5.00	5.00	4.00	1.00	72.7
6. Evaluate social validity	11	5.00	5.00	4.00	1.00	54.5
Interactive Communication						
1. Possess skills in when and how to ask questions	26	5.00	5.00	5.00	0.00	80.8
2. Employ active, empathic, and selective listening skills to better understand problem	26	5.00	5.00	4.00	1.00	73.1
a. Paraphrase/restate to confirm meaning	26	5.00	5.00	4.00	1.00	65.4
b. Use clarification effectively	26	5.00	5.00	4.00	1.00	69.2
c. Summarize	26	5.00	5.00	4.00	1.00	69.2
d. Reflect feelings/perception check	26	5.00	5.00	4.00	1.00	61.5
e. Reframe/provide supportive	26	5.00	5.00	4.00	1.00	53.8
3. Effectively use and interpret nonverbal communication such as eye contact, body positioning, gestures, sounds, etc.	26	5.00	5.00	4.00	1.00	53.8

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Interactive Communication (continued)						
4. Clearly disseminate information to diverse audiences in oral and written form	26	4.00	5.00	4.00	1.00	38.5
5. Provide consultees with specific, immediate, and effective performance feedback	26	4.50	5.00	4.00	1.00	50.0
6. Receive and solicit feedback	26	5.00	5.00	4.00	1.00	57.7
7. Elicit views and input of consultee in problem solving process	26	5.00	5.00	4.00	1.00	69.2
8. Confront regarding important issues without personal attacks	26	5.00	5.00	4.00	1.00	57.7
9. Respond to overt and covert meaning and affect in communication	26	4.00	5.00	4.00	1.00	46.2
10. <i>Bring themes and intended message to awareness, deal with theme interference</i>	26	4.00	5.00	3.00	2.00	26.9
11. Self-disclose appropriately	26	4.00	5.00	4.00	1.00	30.8
Interactive Communication (Revised)						
3. Show awareness of nonverbal behavior in selves and others and act on it appropriately	11	5.00	5.00	4.00	1.00	54.5
7. Elicit views and input of consultees for joint problem solving	11	5.00	5.00	5.00	.00	90.9
9. Recognize overt and covert meaning and affect in communication	11	5.00	5.00	4.00	1.00	45.5
10. Identify and work effectively with consultee's theme interference	11	4.00	4.00	4.00	.00	9.1
Interactive Communication (New)						
1. Demonstrate pacing and time management of consultation meetings	11	5.00	5.00	4.00	1.00	54.5
2. Use communication skills to enhance collaboration and the consultation relationship	11	5.00	5.00	4.00	1.00	63.6
3. Take a 'look, listen, and learn' approach when interacting with consultees/clients from cultures other than your own	11	4.00	5.00	4.00	1.00	45.5

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Interactive Communication (New, continued)						
4. Demonstrate awareness of the applications of a multicultural framework for interpersonal communication	11	5.00	5.00	4.00	1.00	63.6
5. Understand a range of communication styles across groups	11	4.00	5.00	4.00	1.00	45.5
Consultative Relationships						
1. Establish and maintain collaborative, mutually respectful relationship with consultee(s)	25	5.00	5.00	5.00	0.00	92.0
2. Build constructive and collaborative relationships with diverse professionals	25	5.00	5.00	4.00	1.00	68.0
3. Implement conflict management and resolution skills (reveal, negotiate, find win-win solutions)	25	5.00	5.00	4.00	1.00	56.0
4. Work together with consultee(s) on equal basis, share expertise, vary responsibilities, and agree upon goals	24	5.00	5.00	4.25	0.75	75.0
5. Continue to monitor relationship throughout process	25	5.00	5.00	4.00	1.00	68.0
6. Attend simultaneously to perspectives, skills, and knowledge of consultee(s), client(s), and self	25	5.00	5.00	4.00	1.00	60.0
Consultative Relationships (Revised)						
2a. Build constructive and collaborative relationships with professionals from different organizations and disciplines	11	4.00	5.00	4.00	1.00	45.5
2b. Build constructive and collaborative relationships with diverse professionals from different backgrounds	11	4.00	5.00	4.00	1.00	45.5
Consultative Relationships (New)						
1. Are able to address concerns that may negatively affect the consultation relationship	24	5.00	5.00	4.00	1.00	63.6
2. Learn and use conflict management techniques appropriate to the cultural heritage of the consultee/client	25	4.00	5.00	4.00	1.00	36.4

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Consultative Relationships (New, continued)						
3. Solicit and incorporate the perspectives, skills, beliefs, and values of the consultee/client	25	4.00	5.00	4.00	1.00	45.5
Collaborative Problem Solving						
1. Demonstrate knowledge of stages of consultation and possess problem solving skills through stages of consultation	25	5.00	5.00	5.00	0.00	92.0
2. Understand and effectively implement consultation contracting (define nature, clarify expectations, educate on process, gain acceptance to move on in process, etc.)	25	5.00	5.00	4.00	1.00	56.0
3. Explore all factors and perspectives that may contribute to problem (including antecedents, consequences, function, setting events, other environmental considerations, etc.)	25	5.00	5.00	5.00	0.00	80.0
4. Know a variety of data collection techniques to refine, clarify, validate concern	25	5.00	5.00	4.00	1.00	68.0
5. Select and/or develop appropriate, contextually sensitive assessment methods (including interviews, questionnaires, scales, observations, etc.)	25	5.00	5.00	4.00	1.00	68.0
6. Synthesize data collected from multiple sources to draw conclusions and understand intervening variables	25	5.00	5.00	4.00	1.00	68.0
7. Define a specific academic or behavioral problem in observable and measurable terms	25	5.00	5.00	4.00	1.00	68.0
8. Mutually agree on the nature of the problem with consultee(s)	25	5.00	5.00	5.00	0.00	80.0
9. Define a problem in context of discrepancy between observed and expected levels of skills	25	5.00	5.00	4.00	1.00	64.0
10. Generate and examine hypotheses with consultee(s)	25	5.00	5.00	4.00	1.00	72.0
11. Prioritize concerns/different dimensions of the problem	25	5.00	5.00	4.00	1.00	68.0

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Collaborative Problem Solving (continued)						
12. Set clear, realistic, mutually agreed upon goals and time-frame for goal completion	25	5.00	5.00	4.00	1.00	72.0
13. Identify potential resources from both inside and outside the school	25	5.00	5.00	4.00	1.00	60.0
14. Brainstorm to generate possible solutions	25	5.00	5.00	4.00	1.00	60.0
15. Select and/or design evidenced based interventions that are acceptable to consultee(s)	25	5.00	5.00	4.00	1.00	64.0
16. Coordinate intervention efforts considering individuals, groups, and the total organization	25	5.00	5.00	4.00	1.00	52.0
17. Collaboratively identify potential positive and negative consequences of and barriers to potential intervention plans	25	5.00	5.00	4.00	1.00	64.0
18. Implement interventions with integrity by providing continued support, modeling, coaching, and systematic development of protocols	25	5.00	5.00	4.00	1.00	60.0
19. Monitor evaluation of interventions/continue to collect data to monitor effectiveness of interventions	25	5.00	5.00	4.00	1.00	60.0
20. Modify interventions based on data gathered and/or if goals are not met in timely manner	25	5.00	5.00	4.00	1.00	60.0
21. Formally close/terminate case and discuss nature of future services or interactions	25	5.00	5.00	4.00	1.00	64.0
22. Document consultation process	24	4.50	5.00	4.00	1.00	50.0
23. Hold regularly scheduled meetings/plan for and make time for consultation	25	5.00	5.00	4.00	1.00	56.0
Collaborative Problem Solving (New)						
1. Manage resistance during various stages of consultation	11	5.00	5.00	4.00	1.00	63.6

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Systems/Organizational Change						
1. Successfully enter into an organization/system	24	5.00	5.00	5.00	0.00	83.3
2. Understand culture of school, school as a culture, and school system	25	5.00	5.00	5.00	0.00	80.0
3. Display skill in team development/building (including knowledge of common pitfalls and roadblocks)	25	5.00	5.00	4.00	1.00	56.0
4. Possess group/team leadership skills	25	4.00	5.00	4.00	1.00	48.0
5. Understand client management including management of boundaries and addressing multiple clients	25	4.00	5.00	4.00	1.00	40.0
6. Establish, clarify, and negotiate roles of all participants in consultation process	25	4.00	5.00	4.00	1.00	64.0
7. Determine complex interactions within and between school systems and understand system theory as it applies to school systems	25	5.00	5.00	4.00	1.00	68.0
8. <i>Work at multiple levels within a system for multi-agency integration and better individual and systemic outcomes</i>	25	4.00	5.00	3.50	1.50	48.0
9. <i>Assess and diagnose systems/organizations including knowledge of philosophies, goals, objectives, culture, attitudes, etc. using observations, interviews, questionnaires, archival reviews, and other assessment approaches</i>	25	4.00	5.00	3.50	1.50	44.0
10. <i>Help individuals and groups understand organizational forces that impact them</i>	25	4.00	5.00	3.50	1.50	48.0
11. Understand and apply principles of planned systems change in schools (including identification of key stakeholders, psychological processes of change, and managing reactions to change)	25	5.00	5.00	4.00	1.00	60.0
12. Increase system's capacity to address future problems	25	5.00	5.00	4.00	1.00	56.0

Competency	N	Med.	75th %ile	25th %ile	IQR	% E
Systems/Organizational Change (continued)						
13. Support culture of collaboration among school staff	25	5.00	5.00	4.00	1.00	72.0
Systems/Organizational Change (Revised)						
5. Understand consultee/client management including management of boundaries and addressing multiple consultees/clients	11	4.00	4.00	4.00	.00	18.2
Systems/Organizational Change (New)						
1. Help systems make decisions based on the mission of the system	11	4.00	5.00	4.00	1.00	45.5
Staff Development						
<i>1. Design, deliver, and evaluate in-service training for consultees as well as broader school community</i>	25	4.00	5.00	3.00	2.00	36.0
2. Build on consultee's existing knowledge, skills, and objectivity	25	5.00	5.00	4.50	0.50	76.0
3. Enhance consultee confidence and self-efficacy, reduce anxiety	25	5.00	5.00	4.00	1.00	72.0
4. Help others learn to solve problems (collect data, diagnose problems)	25	5.00	5.00	4.00	1.00	64.0
5. Apply adult learning principles	24	4.00	5.00	4.00	1.00	41.7
Staff Development (Revised)						
1. Design, deliver, and evaluate in-service or other professional development training for consultees as well as broader school community	11	4.00	5.00	4.00	1.00	36.4

Note. Competencies in italics were removed due to lack of consensus or miswording.

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