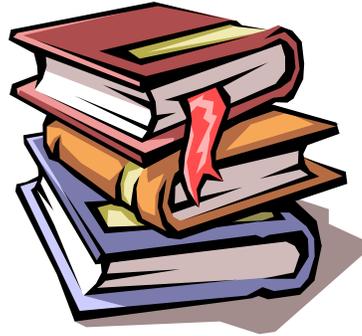


# What Makes An Outstanding School Clinician?

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## Collaborative Consultation Practices

### GOOD LEADERS ARE ALSO GOOD COACHES - GOOD CONSULTANTS

- What Do Good Consultants Do?
- How Do They Operate?
- How Do They Put First Things First?
- Let's Enroll in a New Course
- How Are Leadership & Consultation Related?
- How Do They Build Good Schools?
- How Are All of These Paradigms Related?
- Consultation 101

### *Consultation 101*

#### 1. You are a **CONSULTANT, TEACHER & CLINICIAN**

- Time to learn what a good consultant does!
- Time to develop a consultation schema
- MOST TEACHERS ONLY TEACH
- MOST CLINICIANS ONLY DO THERAPY!
- YOU WILL produce results through consultation

#### 2. They Know What Do Good Consultants Do?

- They identify their client's key needs
- They solve problems their clients can't solve
- They "profit" from their efforts
- They market their services effectively

#### 3. Good Consultants Know Who their Clients Are:

<> Child <> Teacher <> Parent <> Principal

#### 4. They Change Entry & Annual Review Procedures

- They Say goodbye to "Refer, Test, and Place"
- Assessments focus on the **classroom first**
- They Revise "ugly" (test-based) IEPs
- Most Referrals go through teams first
- IEPs stress *educational* outcomes

*Presented for:*

**OSSPEAC**

*Handout 2 (a.m.)*

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## 5. Good Consultants Solve Problems in Multiple Ways

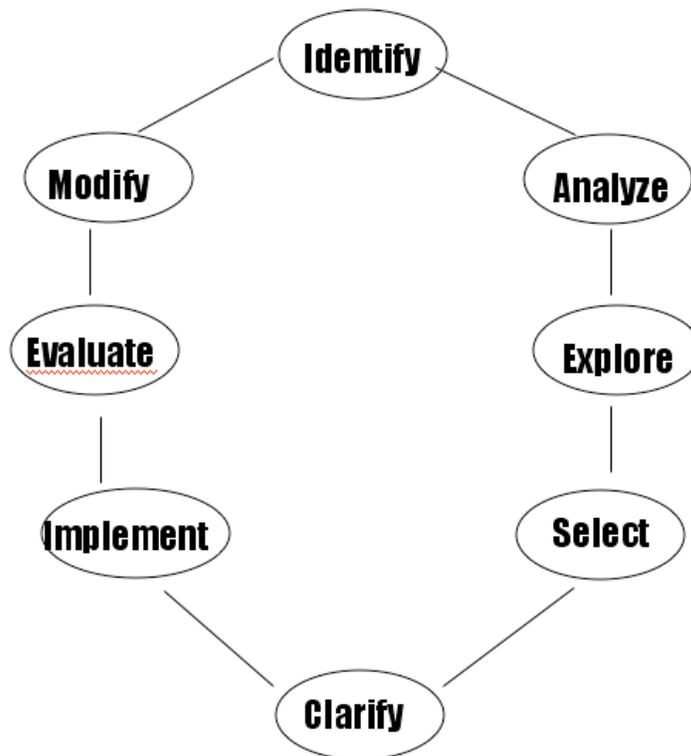
- They consider all other options first
- They think - “What will teaching (therapy) actually accomplish?”
- Who should be my intervention “Agents”?
- How will things workout without consultation?

## CONSULTATION AND SOLUTION-FOCUSED INTERVENTION

Solution focused intervention requires a thorough knowledge of the problem solving process. Problem solving is a complex and difficult process, which is often complicated by (1) lack of time and resources, (2) paperwork, and the inability of the participants to work through the problem-solving process.

### PROBLEM SOLVING: A MATTER OF INSTRUCTIONAL LEADERSHIP CORNERSTONE ELEMENT OF RESPONSE TO INTERVENTION

## THE PROBLEM SOLVING PROCESS



## The Problem Solving Process (Four Major Components)

### •Problem Identification

- Problem is defined in observable terms
- Problem (behavior) is directly measured
- Examine current vs. expected performance

### •Plan Implementation

- Implement the plan
- Monitor and evaluate progress
- Make adjustments as needed

### •Problem Analysis

- Validate the existence of a problem
- Identify variables that may bring about
- A *solution* (instructional and student related)
- Develop a systematic team-based plan

### •Problem Evaluation

- Evaluate goal attainment

# The Problem Solving Interview (Steps 1-10)

## 1. Purpose

- Discuss problems related to instruction to develop goals to make instruction easier and more focused.
- To discuss the student's areas of difficulty, how often they occur, and what you think might influence them.

## 2. Definition of Problem Behaviors

- Describe your greatest area(s) of difficulty related to instruction
- Describe exactly what the student does when he or she is acting this way?

## 3. Prioritize Multiple Problems

- What problems or behaviors bothers you most?
- What problems (difficulties) could you manage easily or successfully?

## 4. Severity of the Problem

- How serious a problem is from your view point?
- About how many times a day, week, etc., does the problem occur?
- Is it starting to happen more often, less often, or about the same?

## 5. Generality of the Problem

- How long has this been going on?
- Where does this problem, difficulty or behavior occur?

## 6. Determinants of the Problem Behavior

- What intensifies the problem?
- What things are going on when the problem is at it's worst?
- What conditions alleviate the problem.
- What about times when it gets better? What things are happening?
- What is your perception regarding the origin of problem?
- What do you think is causing the problem?
- What happens before the behavior (antecedents)?
  - Think back to the last time it occurred, what was going then?
  - Were any other people around? Who? What were they doing?
  - What were you thinking about at that time? How did you feel?
- What happens after the problem or behavior (consequences)?
  - What usually happens after the problem occurs? Is it consistent?
  - What did you do? What do others do?
  - How does it make you feel? What are you thinking when it happens?

## 7. Modification Attempts

- What things have you done to stop the behavior?
- How long have you tried this?
- How well did it work?
- Have you tried anything else?

## **8. How could the problem behavior be Improved?**

- In this situation, what would you like to happen in place of the problem?
- If it were to improve, what would you notice first. Or, what would you like to see the student accomplish?

## **9. Solution impact**

- How would solving this problem make your day easier?
- If this problem were to get worse, how would it affect your teaching?
- What do you think the chances are of resolving the problem?

## **10. Develop a plan to improve the problem behavior(s).**

## **CONSULTATION 101 (Continues)**

### **6. SLPS reduce the “Effective Size” of their caseload by**

- Identifying candidates for consultative services
- Identifying candidates for combined services
- Identifying “clinical” cases - (Therapy Cases *Only*)
- Establish more flex (consultation) time

### **7. Everyone designs a new “Total Intervention” program**

- One built on collaborative inputs
- One that all stakeholders can describe their roles
- One with a **few educational outcomes**
- One that has a long-term plan
- One that is responsive to classroom needs
- One that has a GENERALIZATION PLAN, and
- **One you would design for your own child**

## **Good Consultants Believe Strongly in COLLABORATION**

**“Collaboration is an unnatural act performed by two consenting adults.”**

**Called CO-BLAB-ORATION (Lou Denti, Ph.D., CSUMB)**

### **MY VIEW: Collaborative - Consultation**

1. It provides multiple views (perspectives)
2. It is central to the concept of “*team*”
3. Important for determining communication needs
4. No TEST has all the answers
5. Shared participation breeds shared ownership
6. Facilitates instruction (media, settings, participants)
7. Multiple solutions can be generated
8. Brings professionals together (common goals)
9. Multiple Instructional agents facilitate participation
10. **Complimentary Knowledge: Provides the Leverage Needed to Achieve Goals**

## **8. They Produce Effects (Results) Everyone Can See**

- Results that everyone helped to plan
- Results in which participants had an instructional role
- Results that will make a difference in school
- Remember People have a “Results Oriented Mentality”

## **9. They are Concerned with Quality – Dr. Deming**

- So It is time to define what quality is
- Describe your process that produces it
- Know your own strengths and weaknesses
- Get the knowledge & skills you need to grow
- Constant Improvement - knowledge/skills in your own profession
- Cross over knowledge and skills

## **10. Good Consultants Know Their Child’s World**

- Understand classroom difficulties and needs
- Get his teacher’s and parent’s perceptions
- Make the child (client) a consultant too
- Develop a case history

## **11. They Build on Strengths vs. Teaching to Deficits**

- They learn the real value of standardized tests
- They know their client’s interests and strengths
- They are student-centered vs. teacher or clinician centered
- What makes language easy or hard to learn?

## **12. They foster a Sense of Competence in their Students**

- In their children
- In their teachers and administrators, and of course
- In their parents

## **13. They Adopt a Process vs Product Orientation**

- Coping, compensating & learning strategies
- *Critical Skills* for daily performance

## **14. They Engender a Participatory Work Style**

- They stop acting like an expert all the time
- It’s COLLABORATIVE consultation! (DUH)
- They make others their consultant too
- That means learning to be a consultee first
- They build bridges to others (They Go to Them)
- They empower others and become empowered
- They remember: foster a sense of *what!*

## **15. They Don’t Water Down Our Profession**

- Good consultation takes time (make time)
- Good teaching-therapy takes time to plan
- Good intervention does not come in a spray can

## 16. So It's Time for YOU to Stop Being a Victim

- Stop setting yourself up that way!
- Be realistic (about old vs. new paradigms)
- Change is difficult & slow for most everyone
- Paradigm shifts are simply inevitable
- Read "SWITCH" & "THE TIPPING POINT"
- Other books about CHANGE (Processes)

## 17. Its time for YOU to Become a LEADER

- Learn what leaders do; Make yourself visible!
- Make "communication & literacy" come alive
- Language competence (human competence)
- Think about a newsletter - They Need Ideas!
- Leaders provide readings for others
- Leaders make presentations
- Leaders promote emergent literacy
- Focus on Grades K – 2 – Remember?
  - Listening – Speaking – Reading – Writing
  - You Share these with Everyone
  - Print, Meaning, Sound, Story & Talk
  - Pay the toll at the Metalinguistic Bridge
  - Remember - "An ounce of prevention"

## 18. They Understand Change

- Changing Perspectives
- Political Change
- Systems Change
- Human Change – *How to Change Things When Change is Difficult!*

## Good Consultants Understand Change

### Some Thoughts on the Human Change Process

- Find the Bright Spots
- Shrink the Change
- Rally the Herd
- Find the Feeling
- Build Habits
- Point to the Destination
- Tweak the Environment
- Script the Critical Moves
- Grow Your Students

### Thoughts on the Change Process 1

#### • Find the Bright Spots

- Ask the Exception Question?
- What's Working Today?

#### • Point to the Destination

- Paint a RICH Picture of the Destination
- Clearly Light the Travel Points

#### • Shrink the Change

- Put 2-3 Stamps Toward a Free Bagel
- Think in Ones (1 Thing at a Time)
- Plan for Small Wins - Avoid Burnout
- Don't Let Success Be Too Distant

From: *Switch: How to Change Things When Change is Hard*  
(Chip and Dan Heath (2008))

## **Thoughts on the Change Process 2**

### • **Tweak the Environment**

- *What One (1) Thing Can You Change?*
- *Grease the Skids*
- *Use the McDonald's Playbook*

### • **Rally the Herd**

- *Be Smart About Social Pressure*
- *Free up Space; Showcase Successes*

### • **Script the Critical Moves**

- *Be Very Clear on the Steps to Take*
- *Find 1 Place to Start - "Limit Choices"*
- *Kill Abstractions (Clarity is Critical)*
- *Use a Checklist*

## **Thoughts on the Change Process 3**

### • **Find the Feeling**

- *Make the Need for Change - VISUAL*
- *Negative vs Positive Emotion*
- *Build Your Own Shrine (Gloves)*

### • **Grow the Student's Identity**

- *Aspire to be Different (Identity)*
- *Find the Right Adjectives for It*
- *Speaking to a Shared Identity*

### • **Build Habits**

- *Action Triggers*
- *Piggy Back on Success*

## **19. JUST DO IT! – JUST DO IT!**

- Real change requires a plan
- Where will you be in 3 years
- What can it be like here?
- How about next year?

### **REMEMBER!**

## **20. BEFORE WE BLAME - THINK**

*"I have met the enemy and he (she) is me"*

**GOOD CONSULTANTS REMEMBER**

## **21. TEN RULES FOR BUILDING GREAT TEAMS**

- Put the Team First
- Be Part of the Solution, Not the Problem
- Ask and Encourage the Right Questions
- Build Trust and Integrity By Example
- Promote Independent Thinking
- Communicate Openly and Honestly
- Respect Diversity
- Use a Rational Problem Solving Process
- Commit to Excellence
- Pull the Weeds

## **22. PREREQUISITES FOR SUCCESSFUL COLLABORATION**

- Share common goals.
- Be willing to work together.
- Have compatible and interactive work styles.
- Share knowledge to understand inputs and ideas.
- **Have complementary knowledge to achieve leverage.**
- Find it desirable to continue collaboration.
- Have different perspectives and experiences.
- Be secure that careers will be promoted
- Be empowered by the district to collaborate.

## **ADDENDUM TO CONSULTATION 101** *(A Few Supplementary Concepts & Conclusions)*

### **LEADERSHIP IN CONSULTATION**

#### **What needs to be done to engender leadership?**

1. Conviction and marketing
2. This could be your child so approach it that way, insist upon that from everyone.
3. Put away the therapist-only mentality and visualize (envision) the *therapeutic* classroom.
4. Think long-term; people are slow to change; there is imperfection in all systems.
5. Sell the concept of *a few things done very well* to all involved, especially parents.
6. Meet with parent groups and teachers as often as possible.
7. Provide literature for key stakeholders to read.
8. Focus on *performance first (classroom performance)* not tests; tests are for diagnosis.
9. This takes leadership, i.e., the strong belief and conviction that it can be done.
10. WE NEED YOU!

### **TOP 10 Consultation and Team-Based Leadership Concepts**

10. **What Makes Good Schools? (Essential Paradigms)**
9. **Educational Leadership (Commonalties of Educational Leaders)**
8. **Describe Your Bedrock Beliefs – What is Situational Mastery?**
7. **Do a Few Things Well! – The Core Concept of Team-Based Practice**
6. **Team-Based Problem Solving – Learn the Process – Get Trained!**
5. **Consultation & Collaboration (How are They Related) – Connection to Quality!**
4. **Importance of Quality (Deep Structure of Clinical Excellence) – Dr. Deming 14 Pts.**
3. **Know Your Client’s (Student’s) World (Contextual Knowledge & Qualitative Tools)**
2. **Understand Change Processes *and HOW to change things when change is difficult!***

*And the Number 1 Consultation and Team-Based Leadership Concept is:*

#### **1. FOSTER A SENSE OF COMPETENCE**

*“That’s What It’s All About Charlie Brown”*