5-2010

Consultation in the School Psychology Literature: Has the Field Moved beyond the Three Traditional Models?

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CONSULTATION IN THE SCHOOL PSYCHOLOGY LITERATURE: HAS THE FIELD MOVED BEYOND THE THREE TRADITIONAL MODELS?

A Specialist Project
Presented to
The Faculty of the Department of Psychology
Western Kentucky University
Bowling Green, KY

In Partial Fulfillment
Of the Requirements of the Degree
Specialist in Education

By
Michelle L. Seibert

May 2010

CONSULTATION IN THE SCHOOL PSYCHOLOGY LITERATURE:
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Date Recommended 11-11-09

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Richard G. Bowker Feb 12, 2010
Dean, Graduate Studies and Research Date

Acknowledgements

My thesis project and other graduate work have gone much more smoothly than expected because of many people. Dr. Carl Myers, my thesis director, has put forth much effort and dedicated much time in order to help me do my best work on this project and to succeed as a future school psychologist. He spent hours upon hours reading, editing, and meeting with me in order to make sure my project was high quality work, and he used humor, which made my educational experience enjoyable. I also could not have finished this project without the help of my other committee members, Dr. Elizabeth Jones and Dr. Lakeisha Meyer, who also took the extra time to read, edit, and provide suggestions. My parents, Mark and Linda Price, must also be acknowledged because they have always believed in what I could accomplish and encouraged me to set my standards high. Most importantly, my husband Matt has been the biggest support to me through my graduate school years. He has continued to motivate me to work hard, even when it meant I may not spend as much time with him because I was pursuing my goals. Matt has been there when I needed a laugh, needed a prayer, or needed someone to say they believed I could do it. Thanks to all of you!

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CONSULTATION IN THE SCHOOL PSYCHOLOGY LITERATURE:
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Consultation is a crucial role for school psychology practitioners. Psychologists routinely use consultation within the schools and actually wish they could spend more of their work hours on this activity. However, when authors write about consultation in the school psychology literature, they use numerous terms and phrases, which cause confusion as to what models of consultation are prominent in the field. The focus of the current study is to examine the articles that mention consultation in *School Psychology Review (Digest)* in order to determine whether the three traditional models (behavioral, mental health, and organizational consultation) are still prominent in consultation research and school psychology literature. Analyses of all articles containing the word "consultation" and all words preceding the word "consultation" were done to find the most frequently mentioned consultation terms. Analyses were then done on just the consultation research articles as well as other sources in order to find which terms are most frequently mentioned as part of studies and how the most prominent terms originated. The findings revealed that while behavioral consultation seems to be the traditional model still dominating the literature, mental health and organizational are beginning to fall behind in a shift from using specific models to more frequently using generic terms such as school, school-based, or teacher consultation.

Literature Review

Definition of Consultation

A school psychologist has many different roles within the school, some direct and some indirect in relation to students. Direct roles include counseling and assessment. The primary indirect role for school psychologists is consultation. According to Merrell, Ervin, and Gimpel (2006), consultation is a triadic relationship consisting of the consultant (usually the school psychologist), the consultee (usually a teacher or parent), and the client (the student or child). Consultation is considered an indirect role for the school psychologist because the consultant works with the consultee, who then works with the client. This is how the psychologist can indirectly affect the client. There are many models of consultation, and they each have their own specific definitions and methods for implementing the process.

Consultation is not about status or power, but about working together toward a common goal. It employs a problem-solving process that requires a joint effort between the consultant and consultee. Fagan and Wise (2007) outlined the stages of a consultation relationship as entering the relationship, diagnosing the problem, collecting data, creating a workable relationship, defining boundaries of the relationship, identifying resources, making decisions, and then terminating the consultation relationship. The consultee may choose to accept or reject the consultant's suggestions because participation in consultation is voluntary.

Lambert, Hylander, and Sandoval (2004) differentiate between a consultee-centered and client-centered perspective in consultation. The traditional approach has been client-centered, in which a professional (such as a teacher) with a specific work-

related problem (such as a child with difficulties in school) would seek help from a consultant (such as a school psychologist) who has previous knowledge of the specific case and can recommend how to better serve the client in order to improve the issue at hand. Consultee-centered consultation is described as a collaborative process between two professionals in which the consultee chooses to seek out the consultant in order to gain new knowledge and strategies from someone with relevant expertise so that certain work-related problems may be easier to handle. Discussion focuses on the consultee so that this person can better deal with the current situation and with any similar issues they may face in the future. These authors stated that client-centered consultation focuses solely on the student's needs, which can result in the consultee feeling pressured by the consultant to act in a certain way or implement any recommendations. Lambert et al. suggested that while focusing on the student sounds like a good idea, such a perspective can cause the consultant to dismiss the consultee's needs.

Sometimes the terms consultation and collaboration are used interchangeably, but they really refer to different processes. Sheridan (1992) described collaboration as a broader term than consultation. Collaboration is working with other professionals in order to gain knowledge and solve problems, and it can be done in a variety of different ways. One of those ways is through consultation. School professionals should use collaboration instead of trying to resolve problems on their own. Consultation is a more specific process that usually involves just two people: one who knows the client well and one who knows theories and evidence-based practices and can add a different perspective to what is going on in the classroom. Some of the differences between the two practices are that consultation is indirect while collaboration combines indirect and direct services;

consultation assumes a nonhierarchical relationship while collaboration allows the possibility of hierarchical relationships; consultation usually takes place between two people while collaboration can be team-based; and consultation does not hold the consultant responsible for the outcome of the case or program while in collaboration all team members are equally responsible for the outcome (Erchul & Martens, 1997).

Advantages of Consultation

There are several advantages to practicing consultation. One advantage is that consultation is a time-saver. There is a shortage of professionals such as school psychologists; therefore, such practitioners do not have time for direct services to all the students needing assistance. Furthermore, once a consultation has taken place, the knowledge gained from the experience empowers the consultee to solve similar problems on his or her own in the future. Lambert et al. (2004) explain that consultation can be a method of prevention. The ultimate goal of consultation should be to build skills or competencies for the teacher or school to better deal with other situations without having to rely on a separate consultation for each individual case. It may be just as important to develop a change in the consultee, like Bergan (1977) emphasizes, as it is to develop a change in the client. Often the teacher needs to modify or adapt his or her behaviors in the classroom just as much as the individual student does.

Ysseldyke et al. (1997) also mention that consultation is advantageous because it can be used at a systems-wide level to benefit school environments by reducing divisiveness and promoting principled negotiations so that there may be more agreement across all professionals. Sometimes all it takes is a program put into place or a neutral

mediator to work out problems or disagreements within a school. Thus, consultation can also be used to devise such a plan in order to efficiently approach school-wide issues.

Zins, Kratochwill, and Elliott (1993) describe consultation as a method to help children, families, and professionals develop and to empower them. What they learn through consultation is how to solve problems systematically by setting goals, implementing plans to achieve those goals, and evaluating themselves on whether the goals were met. These lessons foster independence, critical thinking, hard work, positive attitudes, and accountability. By consulting with a teacher or parent, school psychologists can help them learn how to do these things on their own instead of feeling helpless the next time an issue develops with not only that child, but with any other child the adult may work with in the future.

Consultation Training

In order to be a competent and professional consultant, one needs training in this area. The training available for those studying to be school psychologists has evolved tremendously in the last few decades, although it still has far to go. School psychology is a relatively young profession. The National Association of School Psychologists (NASP) was not founded until 1969. Phye and Reschly (1979) can claim one of the few books written in the 1970s about school psychology, and in their book they admit that at that point, school psychologists had not yet defined school consultation nor described the extent of the interactions that took place within a consultative relationship. Preservice school psychology programs had little information to help guide training in consultation techniques because of the lack of definitions and training strategies in the professional literature.

Meyers (1978) was one of the first to express concerns with the lack of training in consultation for school psychologists. He explained that consultation was needed in the schools but that practitioners and school psychology trainers did not seem concerned about training in the area of consultation. According to Meyers, there was little research available at that time regarding the effectiveness of consultation, but the research available showed that it worked at least part of the time. Meyers felt there was enough empirical evidence to push for consultation to be practiced more often in the schools. However, more training would be required to stimulate the practice of consultation by school psychologists. The article mentioned that only 38% of 60 school psychology programs surveyed offered courses designed solely for training in school consultation. Of the programs that offered such courses with an experiential component for their graduate students, most of them were doctoral programs. Because Meyers himself had helped train future school psychologists in consultation, he used his research findings to communicate some suggested consultation training principles. He felt there was a major need to specify and evaluate training techniques used in preservice programs so that standards would be raised and trainees would become better prepared for their future careers.

During the 1970s and 1980s, issues and controversies were evident in preferred models and training competencies. Bergan's 1977 book on behavioral consultation was meant for use by various mental health professionals, including school psychologists, school counselors, community psychologists, child-clinical psychologists, counseling psychologists, child psychiatrists, and social workers. Resources completely devoted to general consultation practiced by school psychologists started coming out in the 1980s,

like the book on consultation training written by Alpert and Meyers (1983). Such resources were needed because practitioners and trainers reported concerns about training in the area of school consultation. For instance, Alpert and Meyers mentioned that training materials were scarce because of issues such as not being able to get consultees to agree to videotaping, and Medway and Forman (1980) found that teachers and school psychologists disagreed on which consultation model to use, which would make it hard to know what model to use to train future consultants.

The issues with training in school consultation were not resolved in the 1980s, though. Costenbader, Swartz, and Petrix (1992) found through a mail survey of members of the National Association of School Psychologists that although conditions of preservice training programs had improved from the 1980s to 1990s, the field of school psychology still had far to go. Most participants described their preservice consultation training as inadequate. Also, there were no continuing education workshops on consultation available for school psychology practitioners to learn about consultation or enhance their consultation skills. Zins et al. (1993) saw a need for more in-depth preservice training for consultants and developed an outline of what should be included in these training programs, such as acquisition of core information, supervised practice within the classroom, and a supervised internship. They also emphasized that these programs not stay the same over the years but evolve based on program evaluation findings.

Owens (2002) replicated the Meyers, Wurtz, and Flanagan (1981) survey of school psychology training programs to examine areas of progress with consultation training. Owens found that preservice school psychology training programs did improve

over the previous two decades in how much consultation was included in their coursework. For instance, consultation was addressed in coursework in 100% of school psychology training programs in 2001 but only 72% of those surveyed by Meyers et al. in 1981. Only 40% of training programs had at least one course solely devoted to consultation in 1981, but 74.6% had such a course in 2001. The statistics are still not ideal, though. Anton-LaHart and Rosenfield (2004) discussed continuing problems with consultation training in preservice school psychology programs. For instance, each preservice training program had its own preference for what model or models of consultation were taught, which left some practitioners with a depth of knowledge in only one model and other practitioners with a broad theoretical knowledge of several models with little or no applied practice of consultation skills. It is important that future consultants know how to carry out the applied consultation skills. Thus, the authors also expressed the need for more direct and more effective supervision in consultation training. Students need honest, constructive feedback in order to learn and grow in their abilities to use consultation professionally and effectively.

While a variety of training issues still exist, training materials are more abundant now because of these expressed needs over the past few decades. Consultation is a required area of training for school psychologists according to the National Association of School Psychologists' credentialing standards (NASP, 2000). NASP's "Blueprint" for training and practice in school psychology considers collaborative consultation "essential to school psychology practice" (Ysseldyke et al., 2006, p. 15). They describe the skill of collaboration as a foundational competency that permeates all areas of practice for every school psychologist.

Not only is consultation a required element in school psychology training programs, but it is also one of the three main activities school psychologists perform, along with assessment and intervention (Merrell et al., 2006). Although assessment continues to be the most frequent activity practiced in the field of school psychology, consultation is an activity that these practitioners want to do more of (Merrell et al.). Perhaps if training programs focused more time on improving consultation instruction, experience, and supervision to their students, this activity would become more widely used within the schools. In order to improve such training, instructors need knowledge of the models of consultation that are most effective and are used most often in the field.

Traditional Models of Consultation

Traditionally, three main models of consultation have been taught and used in the field of school psychology: mental health, behavioral, and organizational (Alpert & Meyers, 1983; Fagan & Wise, 2007; Gresham & Kendell, 1987). Mental health consultation, which originated in the early 1960s, seems to have been around the longest, but its origins were in mental health centers instead of schools (Alpert & Meyers, 1983). This model uses consultation to promote mental health and prevent, treat, and rehabilitate mental disorders (Caplan & Caplan, 1993). This model is the one that helped consultation become a service delivery approach, or a systematic way of delivering services to clients (Zins et al., 1993). It requires joint planning (such as between the consultant and a teacher) and implementation of some sort of change. These authors also point out that it is important that this joint planning be a cooperative effort between the consultant and someone who is directly involved with the child (like a teacher or parent instead of a counselor or principal). Zins et al. emphasize that consultation should not be

only client-centered (focusing only on difficulties demonstrated by the child and how the consultee might remedy them) but also consultee-centered (providing support to the consultee to help them more easily work with the child).

The second main model of consultation is behavioral (Bergan, 1977; Kratochwill & Bergan, 1990). Behavioral consultation uses principles from behavior modification and social learning theory to help consultees with their work-related problems, which in this case usually refer to unwanted student behaviors (Fagan & Wise, 2007). Goals are defined in behavioral terms, which Bergan (1977) explained to be more beneficial than assigning labels to children in order to understand what causes the unwanted behaviors. Anton-LaHart and Rosenfield (2004) found that most school psychology trainers surveyed teach the behavioral consultation model in their school psychology training programs.

Fagan and Wise (2007) suggest that school psychologists take mental health consultation a step further and consult with other school personnel to fully promote positive mental health in order to create an atmosphere most suitable for young learners. If practitioners begin doing this on a systems level instead of one-on-one, they would be practicing the third main model, which is organizational consultation. This involves applying the same practices of consultation to the larger system, such as the school building or even the school district, in order to combat common problems or implement major changes.

Although the three traditional models of consultation are still taught in training programs and still written about in books, there appears to be an expansion (or dilution) of consultation models occurring in the field of school psychology. For example,

conjoint behavioral consultation is an expansion or special application of the behavioral consultation model (Sheridan & Kratochwill, 2008). There also seems to have been an expansion in new models. For instance, Fagan and Wise (2007) describe Crisis Consultation, which they claim is one of the most common forms of consultation, although they cite no evidence to substantiate this claim. Rosenfield and Gravois (1996) wrote a book on instructional consultation specifically for school psychologists. Zins et al. (1993) refer to human service consultation. Many other descriptors of consultation are evident in literature. For instance, Erchul and Martens (2002) and Conoley and Conoley (1982) speak of "school consultation." It is not clear whether they are referring to a specific model of consultation or they are referring to any consultation done within the school setting. Similarly, Cole and Siegel (1990) discuss "classroom consultation," and Jordan (1994) wrote her book on "collaborative classroom consultation."

In an effort to assess all the descriptors used with the term "consultation," Lawson (2003) and Zaciewski (2003) evaluated the consultation nomenclature in the major school psychology journals. Lawson found 106 different descriptors used with the word consultation mentioned in *School Psychology Review* articles over a 22-year period of time, and Zaciewski found 107 descriptors mentioned in consultation articles in *School Psychology Quarterly* and *Journal of School Psychology* during the same period. However, Lawson and Zaciewski made no attempts to categorize the terms as new labels for the same models, descriptive words instead of model names, or new models altogether. They also found that the traditional three models of consultation may no longer be the three most utilized in the schools. When frequency counts of the various consultation terms were examined in the journal articles, the top six most frequently

mentioned in the Lawson study in order from most frequent to least frequent were: Behavioral, Collaborative, School-Based, Conjoint Behavioral, Mental Health, and then Organizational. In the Zaciewski study, the top six most frequently mentioned models were in this order: Behavioral, Collaborative, Conjoint Behavioral, Mental Health, School-based, and then Organizational. This shows that behavioral consultation is still one of the most frequently discussed models, but the other two traditional models, mental health and organizational, do not seem to be among the top three models. Owens (2002) found similar results through the surveys she conducted of preservice training programs in school psychology. Out of five common consultation models, proficiency of the models was expected of graduate students in this order: Behavioral (40.2%), Problem-solving (33.6%), Collaborative (28.0%), Mental Health (6.5%), and Organizational (4.7%).

Purpose

Consultation is one of the three main roles of school psychologists (Merrell et al., 2006). Anton-LaHart and Rosenfield (2004) have called for more applied training in consultation and more consistent consultation training across school psychology programs. However, which model or models should school psychologists be trained on in their preservice programs? Behavioral, Mental Health, and Organizational continue to be considered the main models of consultation (Fagan & Wise, 2007), but the training and practice of consultation seems to no longer be that simple. More and more terms are being used in front of the word "consultation" without explanation as to whether those terms are describing new models, aspects of traditional models, or descriptions only. In some literature, these new "models" are described as important, but no clear definition is

given to show how these models are any different from other consultation models. Further, some of these new consultation terms are beginning to appear more often in school psychology articles than the traditional models of Organizational and Mental Health consultation. Because we are now hearing many terms used to denote different consultation models, it seems as though the field of consultation is growing and is in need of more study.

The studies completed by Lawson (2003) and Zaciewski (2003) found many terms are being used before the word "consultation" in the school psychology literature, but they did not attempt to separate the model names from descriptive terms, probably because it is too difficult to tell if the terms refer to types of consultation or are simply descriptive terms. Instead, all model and descriptive terms were counted as consultation models or types of consultation found in the literature with no explanation of those types of consultation. They attempted to fit most of those consultation names into the three traditional models (behavioral, mental health, and organizational) instead of determining whether the consultation terms may be defined as completely different from those three traditional models.

The present study will search for the most frequently mentioned consultation terms from 1973-2008 in *School Psychology Review (Digest)* and investigate their origins in order to help make sense of the confusion these terms have caused. An emphasis will be placed on determining whether each of these consultation terms stems from one of the traditional three models or is something completely original.

Research Questions

Based on the literature review and the consultation issues previously mentioned, the present study will be conducted in order to answer the following research questions:

1. What are the most frequently mentioned consultation terms in the school psychology literature and at what points in time was each most frequently mentioned?
2. How have consultation models expanded over time? Are the "new" consultation terms branching off of the traditional models, or are they completely different?

Method

To determine the most frequently mentioned consultation models in the school psychology literature, an electronic search of the journal *School Psychology Review (Digest)* was conducted. Every article from 1973-2008 containing the word "consultation" was located. A data collection worksheet (see Appendix A) was used to help with the initial analysis steps. An article was not included if the word "consultation" only appeared in the reference section of the article. The article category (consultation study, consultation literature review, or "other") was determined. Any article that was obviously not about consultation but just happened to mention the word was counted as an "other" article but was still included in this research. If an article used consultation as a major point of discussion but only cited other studies and did not include new data, it was counted as a "consultation literature review" article. If the article was largely about consultation and was communicating findings from a study that involved consultation data, it was counted as a "consultation study" article.

After all the articles containing the word "consultation" were found and sorted by article category, the percentages of each category in relation to the total number of articles with the word "consultation" were calculated. Also, the consultation terms that were the focus of the consultation studies were determined to see what types of consultation may have been studied in the literature. This procedure provides more data as to how much research is actually being done on specific types of consultation versus authors who are just discussing the topic without conducting research on it.

Within each article, a search for the word "consultation" was again conducted. A list of each word or phrase that came immediately before the word "consultation" was

compiled. A consultation term was only counted once per article, even if it was mentioned more than once in that article. Prepositions, articles, and conjunctions that came immediately before the word "consultation" were ignored. These and other words that obviously did not refer to a type of consultation were excluded from analysis but were listed in Appendix B. Both the included and excluded lists were reviewed by a professional in the field of school psychology in order to get a second opinion as to what was obviously not a type of consultation and what could be. As a result, an overall list of consultation terms, along with the number of articles that mention each term, was compiled.

A more in-depth analysis was desired for the most frequently mentioned consultation terms in order to gain an understanding of trends in school psychology literature. Because the first analysis resulted in such a lengthy list of consultation terms in the literature, it was necessary to determine a cut-off point for which articles would be included in the second analysis. The most frequently mentioned consultation terms were determined based on the frequency counts from the overall list of "included" words found before the word "consultation." To answer the second part of the first research question, regarding at what point(s) in time each of the terms for consultation were most frequently mentioned, the results were graphed showing how many articles mentioned each consultation term per decade beginning with the 1970s. This graph indicates whether each of the most frequent consultation terms have long been part of the field of school psychology or are more recent developments.

This analysis was continued in order to address the second research question regarding how consultation models have expanded over time. The three traditional

consultation models (i.e., behavioral, mental health, organizational) were not included in this part of the analysis, even though behavioral and mental health were two of the most frequently mentioned types of consultation. The goal was to describe each model and its origins as well as describe how each relates to any of the three traditional consultation models (if applicable). Because the literature review of this paper includes explanations of the traditional three models, it was not deemed necessary to further analyze those models. The goal to find the other terms' origins was addressed by looking at when the specific consultation term first appeared in the school psychology journal, looking for any description of the consultation term in the sentence where it is mentioned within each of the articles, and examining secondary sources that are cited about the consultation term.

To summarize the results of this qualitative analysis, a table was created to communicate the findings. It includes each of the most frequently mentioned consultation terms (not including behavioral, mental health, or organizational), the range of years during which articles mentioning each of the terms for consultation were published in *School Psychology Review (Digest)*, descriptions of each term from primary and secondary sources, and a brief conclusion about each of the consultation terms. For each term, all secondary sources that this examiner could locate were scanned for that consultation term. This examiner did not have access to all of the secondary sources cited, but when the sources were found, a search was done to find every mention of the specific term for consultation within that source. When that term for consultation was found in that secondary source, that section of the source was read in order to gain an understanding of how that secondary source defined, explained, or referred to that

consultation term. Quotes and summaries that are found on the table come from both the primary source and the earliest secondary source found that had a decent description of that term for consultation.

Results

After conducting a search for any article in *School Psychology Review (Digest)* with the word "consultation" in it, 138 total articles were found. Of those articles, 42 (30%) of them were determined to be consultation studies, 31 (22%) were consultation literature reviews, and 65 (47%) were "other" articles.

The search for different words or phrases preceding the word "consultation" resulted in 214 different terms for consultation and an additional 264 words and phrases on the excluded list, which includes prepositions, articles, conjunctions, etc. A number of the 214 terms found in the literature were very similar to each other. Some of those were only listed in one article each, such as alternate and alternative consultation. Some similar terms were found more frequently, such as systems/organizational and systems-organizational consultation. Other similar terms were even of those found the most frequently, such as school and school-based consultation. Because some of these consultation terms were so similar, some combinations were made. Terms were combined if the difference was only a variation in punctuation (systems/organizational and systems-organizational, for instance); plural or singular form (school psychologists' and school psychologist's, for instance); or the order of the words (school-based behavioral and behavioral school-based, for instance). It is possible that many other combinations could be made (e.g., school-based and school; conjoint, conjoint behavioral, and conjoint parent-teacher); however, few combinations were made purposely in an effort to remain objective and avoid a "slippery slope" problem of deciding where to draw the line on making combinations.

Combining terms could not just be done by simply adding the frequencies together because both terms may have been mentioned in some of the same articles. Simply adding the frequencies, therefore, would have inflated the total frequency when the terms were combined. Table 1 lists the combinations that were made and the "new" title for each combined type. After the combinations, there were 202 terms for consultation, with 144 of them being mentioned in only one article each. Table 2 provides the listing of 58 consultation terms that were mentioned in more than one article each and their frequencies. Table 3 is the listing of the 144 terms that were each only mentioned in one article.

The terms for consultation researched in the category of "consultation study" were also analyzed. The frequencies of the consultation terms from the research studies, as well as the decades they most frequently appeared in studies, are summarized in Table 4. Notice that if the frequencies are totaled, they add up to many more than the 42 articles decided to be consultation studies. This is because many of these articles use the terms for several types of consultation when describing the focus of their studies. Sometimes several types were mentioned because they were being compared. For instance, Sheridan and Steck (1995) surveyed practicing school psychologists in order to compare their acceptability of conjoint behavioral consultation with mental health consultation, organizational development consultation, and behavioral consultation. However, many times, the authors would use different terms of consultation interchangeably. Henning-Stout and Lucas (1993), for example, studied alternative instruction in the regular classroom through a program that emphasized "multidisciplinary team consultation" according to the abstract. Later on in the article,

though, they called it multidisciplinary consultation, specialist consultation, and classroom consultation. However, Henning-Stout and Lucas stated the consultation used through the program they studied most closely aligns with behavioral consultation and that the psychologists who implemented the program were trained in school-based consultation. This is just a sample of the confusion using so many different terms can cause in the practice, study, and discussion of consultation.

There are similarities and differences between the most frequently mentioned consultation terms found in Table 2 and the most frequently studied terms for consultation found in Table 4. Behavioral, school-based, and school consultation all kept their top three rankings. However, mental health consultation is the fourth most frequently mentioned term for consultation but is tied for the fifth most frequently studied term for consultation with case, collaborative, conjoint behavioral, and teacher-only consultation. Teacher consultation is the fifth most frequently mentioned consultation term but is the fourth most frequently studied term. Instructional is the eighth most frequently mentioned consultation term but is tied for the tenth most frequently studied term for consultation because it has only been a focus of two studies in the history of *School Psychology Review (Digest)*.

As mentioned in the Method section, the most frequently mentioned terms for consultation were determined to be those mentioned in 10 or more articles, which were the top eight terms that can be seen in Table 2. More than five terms but less than 10 were wanted in the second analysis. It did not make much sense to place the cut-off after six terms because there was only a difference of one between numbers six and seven.

Table 1

Combinations Made from the Original List

Terms Combined	New Name	Old frequency	New
School-based	School-based	32	33
School based		1	
Client-centered case	Client-centered case	4	4
Client centered case		1	
School-based behavioral	School-based behavioral	4	4
Behavioral school-based		1	
Case centered	Case centered	3	3
Case-centered		1	
Systems level	Systems level	3	5
System level		1	
Systems-level		1	
Systems/organizational	Systems/organizational	3	4
Systems-organizational		3	
Organizational-systems		1	
Systems organizational		1	

Terms Combined	New Name	Old Frequency	New
School psychologists'	School psychologists'	2	4
School psychologist		1	
School psychologist's		1	
Teacher-only behavioral	Teacher-only behavioral	2	2
Teacher only behavioral		1	
Conjoint (parent-teacher)	Conjoint (parent-teacher)	1	2
Conjoint parent/teacher		1	
Real life	Real life	1	2
Real-life		1	

Note. New frequencies are not always the sum of all old frequencies because more than one of the old terms may have been mentioned in the same article. Because each term was only counted once per article, after terms were combined into one common term, each article containing more than one of those old terms could only be counted once in the new frequency count.

Table 2

Consultation Terms Mentioned Multiple Times After Combinations

Consultation Term	Frequency
Behavioral	46
School-based	33
School	23
Mental health	22
Teacher	14
Collaborative	12
Conjoint behavioral	11
Instructional	10
Individual	8
Consultee-centered case	7
Multicultural	7
Organizational	7
Traditional	7
Cross-cultural	6
Problem-solving	6
Case	5
Classroom	5
Direct	5
Parent	5
Process	5

Consultation Term	Frequency
Psychological	5
School psychological	5
Systems level	5
Client-centered case	4
Consultee-centered	4
Educational	4
Follow-up	4
Group	4
Positive	4
School psychologists'	4
School-based behavioral	4
Systems/organizational	4
Traditional behavioral	4
Behavior	3
Case centered	3
Data-based	3
Direct behavioral	3
Expert	3
Indirect	3
Organizational development	3
Program	3

Consultation Term	Frequency
Teacher-only	3
Classroom-based	2
Conjoint	2
Conjoint (parent-teacher)	2
Formal	2
In vivo	2
Multicultural conjoint behavioral	2
On-site	2
Parent-only	2
Participatory culture-specific	2
Prereferral	2
Real life	2
School psychology	2
School-based psychological	2
Systems	2
Teacher-only behavioral	2
Traditional case-centered	2

Table 3

Terms for Consultation Mentioned in Only One Article After Combinations

Consultation Term	Consultation Term
Advocacy	Alternate
Alternative	Assessment-based behavioral
Assessment-driven individualized	Authentic
Baseline teacher	Behavior modification
Behavioral assessment	Behavioral case
Behavioral system	Behavioral teacher-
Behavioral technology	Bergan and Tombari's (1975)
Bergan's (1977)	Bimonthly
Broader-based	Challenging Horizons Program
Child-centered	Child-focused
Classroom check-up	Classwide
Classwide teacher	Client-centered
Climate	Collaborative behavioral
College	Community
Competency-based	Competency-based behavioral
Consultee-centered administrative	Contemporary
Cross-cultural communication/multicultural	Culturally sensitive
Culture specific	Curricular
Decision making	Developmental
Direct classroom	Discipline

Consultation Term	Consultation Term
Diverse	Doctor-patient
Dual	Dyadic behavioral
Ecobehavioral	Ecological
Empirically based	Environmental
Expanded	Expert power
External	Facilitating
Family-school	Family-school system
Fictitious	Group referent
Health	Home-school
Homogeneous	Human client
In-classroom	Inclusive
Individualized academic intervention	Informal
Institute	Integrated
Intensive data-based academic intervention	Interpersonal
Intervention	Intervention-related
Iowa Project RE-AIM behavioral	Longitudinal
Mediation	Medical model
Meyers' (1975)	Meyers' et al. (1979)
Modified parent	Multicultural school
Multicultural school-based	Multidisciplinary
Multidisciplinary team	Organization development

Consultation Term	Consultation Term
Organizational-developmental	Outcome
Parent level	Parent mental health
Parental	Parent-only behavioral
Participatory	Peer
Peer climate	Personal
Preschool	Prescription
Prescriptive	Professional
Program-centered administrative	Project PASS
Provision	Psychoeducational
Psychologist's	Psychology
Public school-based	Rational-emotive
Rational-emotive parent	Rational-emotive therapy
Rational-emotive therapy parent	Reactive
Reality	Referent power
Relational communication school	Responsive
Resultant	Resulting
Salient	Same-sex
School behavioral	School psychologist-teacher
School psychology discipline	School-based academic
School-based behavior	School-based instructional
School-based mental health	Small-n process-outcome

Consultation Term	Consultation Term
Specialist	Staff
Standardized	Standardized behavioral
Structured	System-centered
Teacher and support staff level	Teacher-centered
Teacher-centered HIV/AIDS	Teacher-psychologist
Teacher-school psychologist	Three-tiered
Traditional (teacher-only)	Tri-cultural
University	University-based
Traditional data-based academic intervention	
Verbal process-participant outcome	

Table 4

Analysis of Consultation Studies: Terms, Frequencies, and Decades

Consultation Term	# of Studies	Most Prominent Decade(s)
Behavioral	19	1990s
School-based	10	1980s and 1990s
School	6	1990s
Teacher	5	1980s
Case	3	1990s
Collaborative	3	1980s
Conjoint behavioral	3	1990s
Mental Health	3	1990s
Teacher-only	3	1990s
Conjoint	2	1990s
Direct	2	1990s and 2000s
Follow-up	2	1980s and 1990s
Individual	2	1990s and 2000s
Instructional	2	1990s and 2000s
Parent-only	2	1990s
School psychological	2	1980s and 1990s
Teacher-only behavioral	2	1990s
Traditional behavioral	2	1990s
Baseline teacher	1	1970s
Behavior	1	1980s

Consultation Term	# of Studies	Most Prominent Decade(s)
Behavioral case	1	1990s
Behavioral technology	1	1990s
Classroom	1	1990s
Classroom check-up	1	2000s
Classroom-based	1	1990s
Client-centered	1	1980s
Conjoint (parent-teacher)	1	1990s
Cross-cultural	1	2000s
Curricular	1	1990s
Developmental	1	1990s
Doctor-patient	1	1980s
Educational	1	2000s
Family-school	1	1980s
Family-school system	1	1980s
Group	1	2000s
Individualized academic intervention	1	2000s
Integrated	1	1990s
Intensive data-based academic intervention	1	2000s
Multicultural	1	2000s
Multidisciplinary	1	1990s
Multidisciplinary team	1	1990s

Consultation Term	# of Studies	Most Prominent Decade(s)
On-site	1	1990s
Organizational	1	2000s
Organizational development	1	1990s
Organizational-developmental	1	1990s
Parent	1	1990s
Parental	1	1980s
Parent-only behavioral	1	1990s
Prereferral	1	1980s
Problem-solving	1	1990s
Process	1	1980s
Psychological	1	1980s
School behavioral	1	1990s
School psychologist-teacher	1	1990s
School-based psychological	1	1990s
School-based teacher	1	2000s
Specialist	1	1990s
Traditional data-based academic intervention	1	2000s
Traditional (teacher-only)	1	1990s
University-based	1	1990s

The same was true for numbers seven and eight as well as nine and ten. There was a nice break of two between numbers eight and nine. Therefore, it was decided that the cut-off would be placed after the top eight terms for consultation. Those terms were behavioral, school-based, school, mental health, teacher, collaborative, conjoint behavioral, and instructional. Note that organizational consultation, which is one of the traditional three models taught in school psychology graduate programs, is not on that top frequency list. However, the other two traditional models, behavioral consultation and mental health consultation, were still the most frequently mentioned terms for consultation. It is interesting to note, however, that if school and school-based are combined, it would be the most frequent consultation term. Notice, also, how many general terms are used frequently in school psychology literature (e.g., school-based, school, teacher). It is important to remember that most frequently mentioned does not necessarily mean most frequently researched or most frequently practiced.

In order to help answer the second part of the first research question regarding what points in time each term for consultation was most frequently mentioned and the first part of the second research question regarding how the consultation models have expanded over time, it is important to not only analyze the frequencies of the consultation terms but also the decades during which they are most frequently found. There were some interesting findings when the most frequently mentioned terms for consultation were examined by decade (see Figure 1). For instance, collaborative, teacher, mental health, school, and behavioral consultation were first mentioned in the 1970s and were mentioned in every decade since. School-based and instructional consultation were not mentioned until the 1980s in *School Psychology Review (Digest)*, and conjoint behavioral

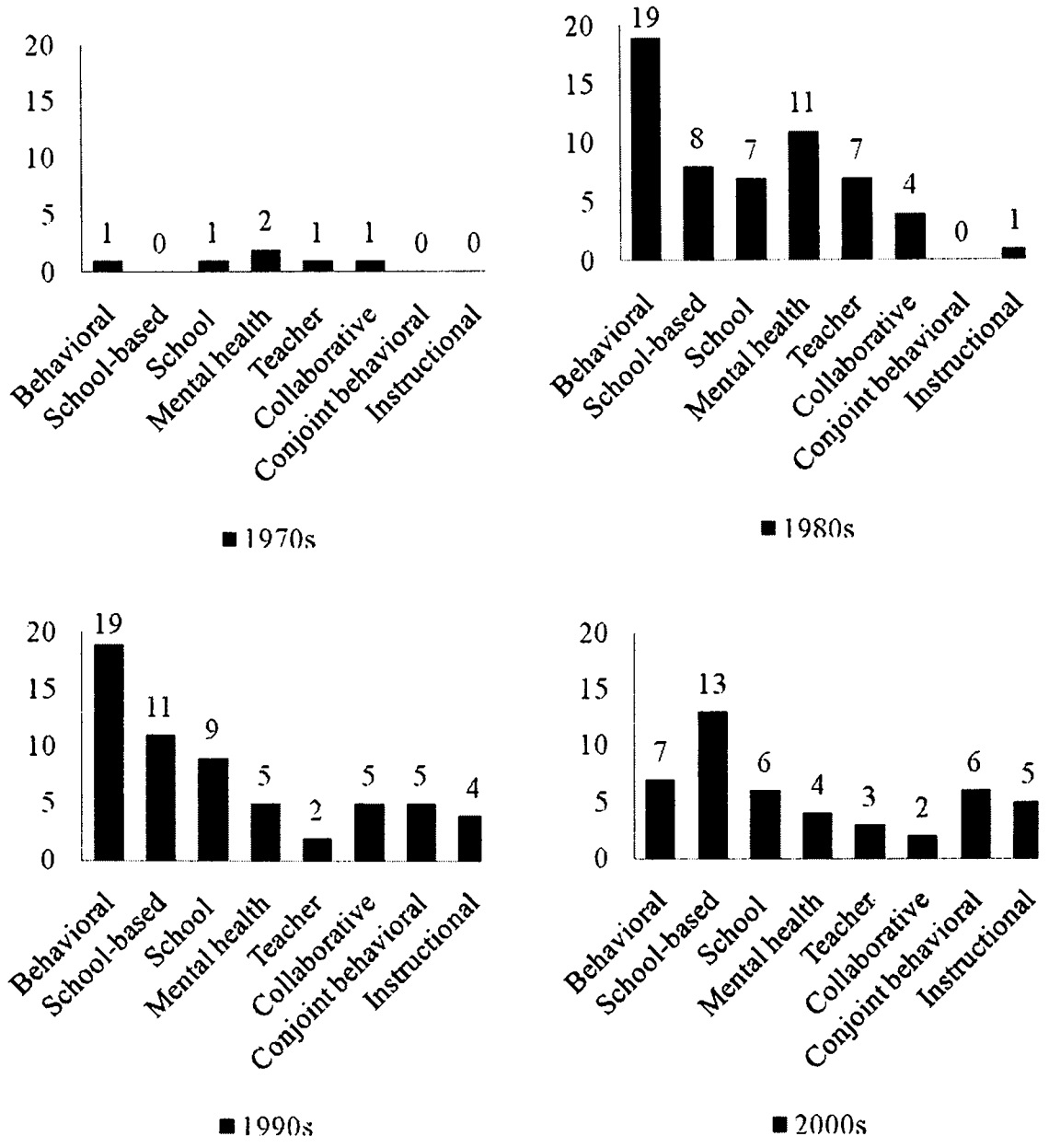

Figure 1: *Top 8 Most Frequently Mentioned Terms for Consultation by Decade*

consultation was not mentioned until the 1990s. School-based, conjoint behavioral, and instructional consultation have all been mentioned more frequently already in the 2000s than any decade before, even though the 2000s are not yet complete. Behavioral consultation dominated the 1980s and 1990s, but school-based consultation has been mentioned more frequently than any other term so far in the 2000s.

A qualitative literature review of the most frequently mentioned terms for consultation was conducted and was meant to find the origins and definitions of each consultation term analyzed. The behavioral and mental health consultation models were not included because the history of both models is already described in detail in the introduction of this paper. The other six consultation terms were the subject of analysis here. To show in more detail when each of these six terms were mentioned in the literature, the following are the exact years of the first and last articles that mention each term from 1973-2008: school-based consultation was mentioned from 1983-2008, school consultation from 1978-2008, teacher consultation from 1979-2007, collaborative consultation from 1978-2006, conjoint behavioral consultation from 1990-2007, and instructional consultation from 1988-2008. These dates, plus the information found in the qualitative literature review of these most frequently mentioned terms, are included in Table 5.

Interestingly, Table 5 shows that several analyses of individual "types" of consultation resulted in general definitions of consultation instead of definitions specific to the type being studied. For instance, the primary source (or *School Psychology Review* article that mentioned that term) would often just mention school-based consultation as if everyone knows the definition of that term and it is not necessary to explain what it is. In

this case, if there were any references cited about school-based consultation, this examiner would find as many of those references as possible and read what they have to say about school-based consultation. Sometimes, those secondary sources would not ever mention the exact phrase "school-based consultation," but just mention school consultation, teacher consultation, etc. If they did mention school-based consultation, the definition was often what one would expect to hear for the word "consultation" by itself. It was also difficult to find citations for some of the terms.

After completing the analysis and Table 5, it seems as though conjoint behavioral consultation is the only term that is agreed upon as being an actual model of consultation because it seems to have its own definition that separates it from any other term. Professionals can argue either way (model or descriptive term) for collaborative and instructional consultation because there are definitions for how to practice collaborative or instructional consultation specifically, but they must ask themselves if that practice can take place within another model, such as organizational consultation. School-based, school, and teacher consultation show no signs of being models but are rather used as general terms for where or with whom the consultation is done. The latter three terms are often used interchangeably within school psychology literature.

Table 5

Qualitative Data and Descriptions From Secondary Sources of the Most Frequently Mentioned Nontraditional Terms for Consultation

Term	Years	Description	Sources	Conclusion
School-based	1983-2008	Gutkin and Curtis (1982) did not include "school-based consultation" as one of the models mentioned in their book but seemed to just be referring to any sort of consultation being done within a school setting. However, it was stated that "the behavioral and ecological models of human behavior became the theoretical foundation on which school-based consultation was to build" (p. 798). Gutkin, Clark, and Ajchenbaum (1985) mentioned some core characteristics of school-based consultation. These included indirect service delivery, focus on work-related professional issues, voluntary nature, and confidentiality, which are all typically noted in general explanations of the consultation process.	Primary: Gutkin, T. G., Clark, J. H., & Ajchenbaum, M. (1985). Impact of organizational variables on the delivery of school-based consultation services: A comparative case study approach. *School Psychology Review*, *14*(2), 230-235. Secondary: Gutkin, T. G., & Curtis, M. J. (1982). School-based consultation: Theory and techniques. In C. R. Reynolds and T. B. Gutkin (Eds.), *Handbook of School Psychology*. New York: John Wiley and Sons.	School-based consultation does not seem to be a model in itself but a phrase referring to consulting within a school setting. Mental health and behavioral were both mentioned in the secondary source as models that can be used within the school setting.
School	1978-2008	The sources did not include "school consultation" as one of the models mentioned	Primary: Meyers, J. (1978). Training school psychologists	School consultation does not seem to be a model in

		but seemed to just be referring to any sort of consultation being done within a school setting. Meyers (1978) wrote that "both direct and indirect confrontation techniques can be appropriate in school consultation" (p. 28) and "a training program in school consultation should focus on techniques for identifying and minimizing teacher resistance" (p. 29). Conoley and Conoley's (1982) definition of consultation is "a voluntary, nonsupervisory relationship between professionals from differing fields established to aid one in his or her professional functioning" (p. 1).	for a consultation role. *School Psychology Digest*, *7*(3), 26-32. Secondary: Conoley, J. C., & Conoley, C. W. (1982). *School Consultation: A Guide to Practice and Training*. Elmsford, NY: Pergamon Press Inc.	itself but a phrase referring to consulting within a school setting. Mental health and behavioral were both mentioned in the secondary source as models that can be used within the school setting.
Teacher	1979-2007	Langhorne, Paternite, and Loney (1979) described a behavioral teacher-consultation model as one that involves "a consultant working with classroom teachers individually" (p. 235). Weissenburger and Loney (1977) never mentioned "teacher consultation" exactly but referred to a process in which the consultant focused on "improving the professional effectiveness of the teacher" (p. 340).	Primary: Langhorne, J. E., Paternite, C., & Loney, J. (1979). An alternative teacher consultation model: A case study. *School Psychology Digest*, *8*(2), 235-239. Secondary: Weissenburger, F. E., & Loney, J. (1977). Hyperkinesis in the classroom: If cerebral stimulants are the last resort, what is the first	Teacher consultation does not seem to be a model in itself but a phrase referring to consulting with a teacher. Behavioral or mental health could both be used when consulting with a teacher.

			resort? *Journal of Learning Disabilities*, *10*(6), 339-348.	
Collaborative	1978-2006	No secondary sources were found from the articles studied that gave a description of collaborative consultation. The following quotes are from the primary source and were used to describe collaborative consultation: "the consultant's goal is to facilitate the teacher's self-direction and innate capacity to solve uncommon work related problems" (p. 12), and "The norm…is to work toward mutually beneficial outcomes for the client…, the consultee(s)…, and for the consultant who functions as the reality tapper or the catalyst for change" (p. 13). Although not found by any references made from the *School Psychology Review* articles, the book by Idol, Paolucci-Whitcomb, and Nevin (1986) describes collaborative consultation as a model and "an interactive process that enables people with diverse expertise to generate creative solutions to mutually defined problems" (p. 1).	Primary: Kurpius, D. J. (1978). Defining and implementing a consultation program in schools. *School Psychology Review*, *7*(3), 4-17. Other: Idol, L., Paolucci-Whitcomb, P., & Nevin, A. (1986). *Collaborative Consultation*. Rockville, MD: Aspen Publishers, Inc.	Collaborative consultation is considered its own model by some but seems to be just a descriptive term in other sources. It seems as though one could do mental health or organizational consultation in a collaborative manner, but this model seems to be quite different from a behavioral model, which tends to be more prescriptive and less collaborative.
Conjoint	1990-	Conjoint behavioral consultation consists of both parents and teachers serving as	Primary: Sheridan, S. M., & Kratochwill, T. R. (1990).	Conjoint behavioral consultation is a variant of

behavioral	2007	consultees with the goals of bridging the gap between home and school, maximizing the positive effects of interventions across settings, and to promote the generalization of these positive effects (Sheridan & Kratochwill, 1990). Conjoint behavioral consultation is often referred to as CBC and is defined by Sheridan and Kratochwill (1992) as "a systematic, indirect form of service-delivery, in which parents and teachers are joined to work together to address the academic, social, or behavioral needs of an individual for whom both parties bear some responsibility" (p. 122).	Behavioral consultation with parents and teachers: Delivering treatment for socially withdrawn children at home and school. *School Psychology Review*, *19*(1), 33-52. Secondary: Sheridan, S. M., & Kratochwill, T. R. (1992). Behavioral parent-teacher consultation: Conceptual and research considerations. *Journal of School Psychology*, *30*, 117-139.	behavioral consultation but is considered its own model and includes both the parents and teachers as consultees.
Instructional	1988-2008	Medway, Hagan, Hartye, and Hosford (1988) did not describe instructional consultation but merely mentioned that school psychology training programs have expanded to routinely provide exposure to instructional consultation for their students. Instructional consultation is referred to by Rosenfield (1987) as a model of consultation that "represents a joining of two major strands in the field of school psychology and	Primary: Medway, F. J., Hagan, M. L., Hartye, M. A. A., & Hosford, P. M. (1988). The school psychologist in private practice. *School Psychology Review*, *17*(3), 429-434. Secondary: Rosenfield, S. A. (1987). *Instructional Consultation*. Hillsdale, NJ:	Instructional consultation is its own model in that it focuses only on instruction. However, it can follow a behavioral, mental health, or organizational method.

		educational consultation: the process of collaborative consultation and the knowledge domain of instructional psychology" (p. 3).	Lawrence Erlbaum Associates, Inc.	

Discussion

Consultation is a very important activity that takes place within school systems between school psychologists and teachers, parents, or other adults who care for children in school. Just how important this role has become is evidenced by the fact that the National Association of School Psychologists' credentialing standards (NASP, 2000) require it as an activity done regularly by school psychologists, and NASP's "Blueprint" for training and practice in school psychology considers consultation to be essential for practice (Ysseldyke et al., 2006). Because it is also one of the three main activities school psychologists perform and is an activity that these practitioners want to do more of (Merrell et al., 2006), a focus should be placed on providing information to trainers so they teach evidence-based consultation methods that are consistent with what future practitioners will be expected to know how to do.

The traditional three models that have been taught in preservice school psychology training programs for many years are behavioral, mental health, and organizational consultation (Alpert & Meyers, 1983; Fagan & Wise, 2007; Gresham & Kendell, 1987). The question is whether these three models are continuing to be practiced and researched in today's world of school psychology. The problem found in the current study is that so many different terms are preceding the word "consultation" in school psychology literature, and consumers of this information do not know whether those terms refer to model types or a mere description of the nature of consultation. It becomes difficult to tell whether models are changing or if the issue is simply a matter of nomenclature. More specifically, the current study attempted to determine the most

frequently mentioned terms for consultation in the school psychology literature and how consultation models have expanded over time.

The results of this study showed that the most frequently mentioned terms for consultation found in *School Psychology Review (Digest)* from 1973-2008 were, in descending order, behavioral, school-based, school, mental health, teacher, collaborative, conjoint behavioral, and instructional consultation. When looking at only consultation studies, the consultation terms most frequently focused on as part of the study were the following: behavioral, school-based, school, and teacher consultation followed by a five-way tie between case, collaborative, conjoint behavioral, mental health, and teacher-only consultation. Different terms for consultation were found to be mentioned more often at different points in time within the school psychology literature. Mental health and teacher consultation thrived in the 1980s literature more so than any other decade. Behavioral consultation also hit its peak in the 1980s but continued its reign into the 1990s. School and collaborative consultation also were more prominent in the 1990s than in other decades. School-based, conjoint behavioral, and instructional consultation have been more frequently mentioned in the 2000s than in all previous decades, even though this decade has not yet ended. To sum up the answer to the first research question, only two of the three traditional models are among the most frequently mentioned terms for consultation, and conjoint behavioral consultation is the only other term among the most frequently mentioned that is considered to be a model. Also, the traditional behavioral and mental health models seem to be fading out of literature while school-based, conjoint behavioral, and instructional consultation are thriving in today's consultation terminology.

The qualitative data gathered in this study show that the trend is not for consultation models to expand or branch off into related models (although that is what happened to behavioral in order for conjoint behavioral consultation to be produced), but to be combined or referenced in generic terms more frequently, as if to make a statement against the use of specific models. It seems as if behavioral and mental health consultation remain two of the most frequently mentioned terms, but organizational consultation has either lost its place as one of the prominent types or is getting lost in the bundle of new consultation terminology. It may no longer be a high priority to those practicing in the field of school psychology. The majority of the top eight most frequently mentioned terms for consultation are not models at all but just generic descriptive words for the practice of consultation. For instance, school and school-based consultation seem to be referring to any kind of consultation activities taking place within the school setting, and teacher consultation seems to be a generic term for consulting with a teacher. If school, school-based, and teacher consultation are used interchangeably, as mentioned in the Results section, and they are all generic terms, the combining of these three terms would show that this generic type of consultation is mentioned more in the literature than any model.

Types like collaborative and instructional consultation are more specific as to how they are done or for what purpose they serve; however, it is not clear as to whether they fall under the category of consultation models. Collaborative consultation may arguably just be a term that refers to using collaboration within the consultation process, which can be done with mental health, organizational, or another type of consultation. Instructional consultation may arguably just be a term that refers to consulting about instructional

issues, which can be done with any of the three traditional models. The only term that comes out as a new model of consultation is conjoint behavioral, and even that model originates from the behavioral consultation model. Also, we assume that we know what is meant by the terms "behavioral consultation" or "mental health consultation" when authors write about them in professional journals, but the same could be said for even the well-known models if only the term is included in the journal and not a description of what was done in the study or what is meant by the term. An author may not mean what is taught in programs about behavioral consultation when he or she writes about behavioral consultation. The author may simply mean consulting about a child's behavior.

The enormous numbers of terms placed in front of the word "consultation" may be an indication that practitioners are simply creating new lingo for the same types of consultation or may be steering away from specific models and going about consultation their own unique way. This is very problematic for at least two reasons. First, the wide variety of terms used to describe consultation in the literature can only result in confusion. How can a practitioner or researcher replicate the consultation practice or research if no specific model is used and hundreds of different generic terms are used? Second, without specific models or methods, how can consultation ever be considered evidence-based? It is a professional obligation to use evidence-based practices. Cleaning up the terminology used in professional literature would help tremendously in making studies and methods more easily comparable.

Behavioral and mental health consultation were two of the top eight most frequently mentioned terms for consultation in *School Psychology Review (Digest)*

through 2008, which is consistent with their reputation as traditional consultation models. However, organizational was not one of those top terms although it is also known as a traditional model. Because there were many terms that sounded similar but were not combined because they did not meet the combination criteria, it is possible that organizational consultation could have made the cut if all of the different names that were similar to "organizational" were combined (e.g., systems level, systems/organizational, organizational development, systems, organizational-developmental, and organization development). However, it was determined to be the best idea to not risk inflating any of the terms by making combinations that did not meet the criteria set ahead of time.

There were only 138 articles found in this journal that contained the word "consultation" at all, which amounts to less than four articles per year on average for the 36 years examined. However, 47% of those 138 articles were not about consultation but just mentioned the word in passing. Consultation literature reviews comprised another 22% of the articles. Only 42 articles (30%) were actual research studies, averaging out to only a little more than one article per year in *School Psychology Review (Digest)*. This may mean that consultation, which is an essential part of school psychology practice, has not been enough of a focus of school psychology study and literature. However, it could also mean that because there are so many other professional school psychology journals, the lack of consultation studies found may only be a problem of journal selection for this study.

Even though there was an obvious lack of articles about consultation, there was an abundance of terms for consultation found in all of the articles searched (based on the words or phrases located directly before the word "consultation"). Actually, more words

(264) were determined to be on the excluded list than on the included list, but that still left 214 "types" to be examined. After the small number of combinations were made that were allowed based on the strict criteria set, there were still 202 different terms for consultation, and 144 of those 202 were found in only one article each. This means that there are high numbers of terms being used to describe the type of consultation being discussed in each of those articles. Some of those terms may be descriptive. Some may be referring to a model. Some may be referring to a program. Some terms are being used interchangeably without explanation. Authors of the school psychology literature, along with practitioners and other researchers in the field, seem to be creating new terms, models, and practices without making efforts to explain thoroughly how the consultation they are referring to is practiced. The type of model being used seems to matter less and less when it should matter a lot because evidence-based practice depends on research done on specific models or practices.

For the purpose of remaining objective and obeying the rules established for which combinations to make, school-based and school consultation were not combined. However, it is reasonable to assume that they are both generic terms referring to any type of consultation done in a school setting and, therefore, could (or should) be combined. If these two terms were combined and collectively called school-based consultation, this category would have a frequency of 47 and would surpass behavioral consultation, making school-based the most frequently mentioned term for consultation. This is a very interesting finding because school-based consultation is not a model but a generic term for the practice. That number would probably be even larger if teacher consultation were added to the mix. Teacher consultation is another term that appears to be often used

interchangeably with the terms school-based and school consultation. A reasonable conclusion, therefore, would be that professionals in the field of school psychology have moved away from specific models of consultation practice.

Conjoint behavioral consultation seems to be the only real "new" model of consultation based on the secondary analysis of the most frequently mentioned terms. It is not completely original, of course, because it originates from behavioral consultation. However, it is its own model in that it uses behavioral methodology with the twist of collaboration between psychologist, teacher, and parent. Conjoint behavioral consultation is also the "baby" of the most frequently mentioned terms for consultation. It was the last of the top eight terms to begin appearing in the literature. Could this mean a new era of consultation methodology that focuses more on collaboration, teamwork, and the holistic child?

Limitations and Future Research

So many times, a generic term is used (like school consultation or school-based consultation) instead of a model name (like behavioral consultation or organizational consultation). It leads one to wonder whether practitioners and researchers care what model they use or even have the knowledge of different consultation models that is necessary to be able to decipher which one they are using. Consultation is becoming such a vague process, arguably like therapy has become, unless a well-defined model such as behavioral consultation is being used. It would be interesting to have practitioners videotape and/or heavily document their consultation sessions so that researchers could see what models, if any, the practitioners are using. Maybe school psychologists are still using the traditional models but calling them by generic names.

Maybe they are coming up with consultation methods of their own and finding a need to also come up with new names for these methods. They may just be collaborating with teachers and not really using true consultation principles. It is difficult to know what is going on without observing many of these consultation sessions. One must also take into consideration that most of these authors probably use descriptive terms in front of the word "consultation" occasionally in their writing without the intentions of referring to a specific type of consultation.

The results of the present study show what terms for consultation have been mentioned in the most articles of *School Psychology Review*. Future researchers can do the same with other school psychology professional journals to compare findings. They can also use the results of this study and spend more time collecting qualitative data for each of the top terms mentioned. It would be beneficial for practitioners to see what was actually done in each study that mentioned the term "collaborative consultation" in its method section, for instance, to see if each study lined up or if collaborative consultation meant something different to each person studying its effectiveness. Instead of making the focus of the study the terms used in literature, as this study did, it may be beneficial for future researchers to focus on exactly what was done in each study and categorize studies that way.

This study provides several implications for those who teach consultation material in school psychology pre-service programs. First of all, it is crucial to teach the importance of evidence-based practice. Therefore, the definable and research supported types of consultation should be those taught in these programs. The three traditional models of behavioral, mental health, and organizational consultation are the most easily

defined, but there may not be enough research being done on the effects of organizational consultation to make it as research-based. Conjoint behavioral consultation is the new type of consultation that is most easily defined and is more frequently studied. This may be a good addition to materials taught at these programs. Also, an emphasis should be put on defining the process of consultation being used so that others know exactly what is being done.

The results of this study provide implications for the field in general as well. First of all, it seems as if pre-service training programs are teaching future school psychologists the three traditional models of consultation more than any others, but what is found in *School Psychology Review* does not agree with all three of those being the most prevalent types. This may mean behavioral, mental health, and organizational consultation are still used most frequently but just not written about, studied, or labeled in the same way. This may also mean that mental health and organizational consultation are not practiced as much as some other types of consultation are, as the findings of this study suggest. Another implication for the field is that much of this confusion is caused by journal authors neglecting to clearly define what type of consultation they are writing about or studying. Also, many times a generic term such as "school-based consultation" is used instead of a specific model name or type. This may mean that consultation is becoming more generic and practitioners are forgetting about specific models that are taught because of research that has shown they are effective.

Although a lot of the "confusion" in the world of consultation has not been cleared up by this study, the results have provided information regarding the origins of the most frequently used terminology out there and have served as a reminder that more

research in the area of consultation is highly needed. Keep in mind that this study looked only at *School Psychology Review (Digest)*. There are many other journals that could have varying results. For each journal out there, there have been numerous editors who have had the final say as to which articles make it into their journals. This could mean that more studies are out there but have just not been made a part of the journals being examined. Other researchers may also have access to a different set of databases. One issue with this study was that the origins were difficult to find because the researcher did not have easy access to all of the secondary sources cited in the articles examined.

There were also some difficulties along the way when conducting this review of consultation literature. There were many subjective decisions that had to be made or had to be put into objective terms. This means that another researcher could decide on a different "cut-off point" for issues such as which words to exclude from or include in the "types" to be studied list or what combinations are safe to make, if any, of the different terms for consultation found. One weakness of this study is that the researcher did not have a fellow professional verify the analyses or categorizations done due to the amount of time it would have taken. Trying to determine what words are purely descriptive and what words are truly meant to be types of consultation is difficult for someone to do when the articles do not include a definition or origin of the terms for consultation mentioned. Perhaps this also means that researchers have some room for improvement in the way they write about their studies and discussions of consultation. They need to define exactly what consultation practices they are using, detail for detail, as if no one has any idea what they are writing about. There are always improvements to make in

research, in communication, and especially in practice, and the hope is that the information provided here leads to such improvements.

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Appendix A

Data Collection Worksheet

Data Collection Worksheet

Step 1. Article information:

Title: _____

Author(s): _____

Year published: _____

Step 2. Check type: Consultation study___ Consultation lit. review ___ Other____

Step 3. List each word or phrase preceding "consultation" that follows requirements:

_____

_____

_____

_____

Step 4. Which, if any, of the consultation terms in this article are being further investigated? _____

_____

_____

_____

Appendix B

Excluded Words

Words Preceding "Consultation" Excluded from List of Consultation Terms

45-min
a
about
acceptable
across
actual
adapting
additional
addresses
addressing
adequate
affect
after
all
although
among
and
another
any
applying
approach
appropriate
articulating
as
audio taped
available
be
because
before
begin
behavioral teacher-
between
both
causing
certain
clearly
code
coding
compare
compared
complement
completing
conduct
conducting
consider
continued
current
decline
declining
defined
defines
describe
describing
designing
desired
determines
different
differentiate
discouraged
do
doing
during
each
efficient
emphasize
employing
enter
entire
establish
ethical
evaluated
evaluating
examines
examining
existing
explain
explore
extant
extensive
facilitate
favorable
few
final
find
first
following
for
fostering
found
from
further
future
general
give
given
good
guide
guides
high quality
how
human client
if
impacts
implementing
important
improves
in
include
includes
including
increased
influence
influences
infrequent
initial
initiate
initiated
initiating
involved
is
just
labeled
learn
less
less favorable
limited
low
maintain
make
making
many
maximizing
more
most
my
needed
needs
next
no
not
numerous
occasion
occasions
of
offer
offering
on
once
one
one-time
ongoing
optimal
other
our
overall
own

particular
past
per
perceive
perform
perhaps
periodic
practice
predict
prefer
preferred
prevalent
previous
prior
promoting
provide
provided
providing
putting
rate
real
receive
received
receiving
recent
recognizing
regarding
relatively small-n process-outcome
relevant
requested
resist
respective
second
second-year
see
seek
seeking
sentences
separate
shaping
shown
similar
simultaneous
since
single
some
sought
specific
stimulate
strategic
subjects
subsequent
successful
such
suggested
supervised
taking
taught
teach
teaching
team's
term
terminate
than
that
the
their
them
then
these
this
three
through
throughout
to
total
toward
towards
transcends
trusting
typical
undertake
unsuccessful
use
used
using
usual
utilize
utilizing
various
via
videotaped
view
viewed
vis-à-vis
vs.
weak
week
well-known
were
when
whether
which
while
why
with
within
word