1982

An Analysis of Consultation in the Field of Guidance and Counseling 1964-1979

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AN ANALYSIS OF CONSULTATION IN THE FIELD OF GUIDANCE AND COUNSELING 1964-1979

by

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A Dissertation Submitted to the Faculty of the Graduate School of Loyola University of Chicago in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy

October 1982

ACKNOWLEDGMENTS

I would like to take this opportunity to thank all those who provided the help I needed to complete this dissertation.

I would like to thank Dr. John Wellington for his patience and guidance in directing my dissertation. I would also like to thank Father Walter P. Krolkowski, S.J. and Dr. Gloria Lewis for the time, effort, and constructive guidance they gave me as committee members. I thank Sister M. Rosina Abate, C.S.J., Kathy Vehe, and Linda Condon for their loyalty and never ending support in helping me complete this study, and I thank Janet, my wife, for her belief in my work.

VITA

The author, Arnold C. Bacigalupo, is the son of Louis Henry Bacigalupo and Josephine (Cancelleri) Bacigalupo. He was born, April 30, 1941, in Chicago, Illinois.

His secondary education was obtained at Saint Patrick High School, Chicago, Illinois, where he graduated in 1959.

In January, 1960, he entered Wright Junior College, Chicago, Illinois, and in January, 1962, received an Associate of Arts degree.

In January, 1962, he entered Lewis University, Romeoville, Illinois, and in June, 1964, received the degree of Bachelor of Arts with a major in History. While attending Lewis University, he was elected secretary of the student government.

In September, 1967, he entered De Paul University, Chicago, Illinois and in June, 1969, received his Master of Arts in History.

He was employed as Guidance Director at Saint Joseph High School in Westchester, Illinois, from January, 1966, until June, 1973. In 1973, he began work as a counselor and consultant for the Christian Brothers Counseling and Consultation Center in Westchester, Illinois.

In September, 1978, he began teaching for Loyola University of Chicago, Institute of Pastoral Studies.

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CHAPTER I

INTRODUCTION

The purpose of this dissertation is to analyze the development of consultation theories and to present an objective overview of how these theories have made possible a new way of seeing the role and function of counselors in educational settings. This analysis cover the year 1964 through 1979.

As the analysis unfolds, the reader is introduced to the derivation of consultation theories, of models, of roles, or processes, of skills, and of research. To clarify these concepts for the reader, responses to specific questions have been researched and synthesized.

The research of the literature is limited to the consultation process as related to counselors in elementary, secondary, and higher educational settings. It does not include a study of consultation structures used by counselors in other settings.

The terms consultation, consultant, consultee and client are used throughout this research. The term consultation is defined as a problem-solving process involving a series of formalized stages utilized by a consultant to help a consultee toward problem resolution. The term consultant is used to designate a professional who functions

as an expert or specialist and who provides needed information or skills to be used in helping the consultee resolve questions about a client. The consultee is the individual who approaches the consultant and seeks information to resolve questions about a client. The client is the focus of the consultee's concerns and can be an individual, a group, or an organizational system.

In the fifteen years (1964-1979) since, "The Standards for the Preparation of Secondary School Counselors,"[1] were presented, the counselor's role and function in educational settings has gone through a variety of challenges and changes. In the process of relating consultation methods to the counselors' preparation, the Standards for counselor preparation were reviewed. The year 1964 is the starting point for this research. The presentation of the Standards is significant because they initiated the development of Standards for the preparation of counselors in higher education. The Standards are significant to the development of this research because they recognize consultation as a significant role and function of the counselor. That is not to say that counselors did not function as consultants previous to the

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[1]"Standards for Counselor Education in the Preparation of Secondary School Counselors. Report of the Committee on Counselor Education Standards in the Preparation of Secondary School Counselors of the Association for Counselor Education and Supervision," Personnel and Guidance Journal 42 (June 1964): 1061-1073.

1964 Standards, but the Standards do recognize the appropriateness of the consultant role of the counselor.

Consultation has proven to be an area of the guidance and counseling literature which has provided counselors with a challenge laden with potential for change related to role and function. The elementary school counselors, for example, adopted consultation as one of the three major areas of elementary school guidance and counseling services.[2] Counselors throughout this fifteen year period found their literature replete with the opportunities for change by design or by default. Counselors were unwilling to stand by and allow other professionals and the public solely to determine what their role will be or will cease to be in education. The guidance and counseling literature argues cogently that unless counselors explore avenues other than the traditional counselor roles, their future seems bleak at best. The consultant role of the counselors was looked upon as having the potential to strengthen the counselors' position in the educational setting and provided a challenge to counselor-educators and practitioners via potential new roles, processes, models, skills, theories, and research.

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[2]Leiter, Barke, Helpern, Lifton, Patouillet, "Preliminary Statement Joint ACES-ASCA Committee on the Elementary School Counselor," Personnel and Guidance Journal 44 (February 1966): 659.

One of the challenges of this research is to present to the reader an orderly unfolding of the events which transpired over a period of fifteen years and to answer the basic questions which this analysis proposes to do in an understandable manner. Therefore, guidelines for the reader are appropriate at this point. The material of this research is developed in seven chapters.

Chapter II is "An Historical Overview of the Impact of Consultation in the Field of Guidance and Counseling from 1964-1979," including implications. In this chapter, consultation is examined historically with emphasis placed upon its impact on the role and function of the counselor in a variety of educational settings: elementary, secondary, and higher education. Each educational setting is viewed in relation to the counselor's willingness to adopt the consultant role and function as a specific service to the particular setting. Counselors in each of the educational settings argue cogently for and against the adoption of the consultant role. Counselor-educators and practitioners explore the application of developmental, behavioral, organizational, and mental health theories to consultation and develop models and processes to implement consultation in their particular setting.

Chapter II emphasizes that the bulk of the literature, including both journal articles and textbooks, focuses primarily on the elementary school counselor's

adoption of the role of consultation and of the issues surrounding consultation. The higher education literature, while not as plentiful as the elementary, does propose exciting outreach approaches modeled after community mental health models. Counselors in higher education also broadened their base of operation by applying consultation to the general corporate structure of the university or college setting. Therefore, the college counselor began to utilize Systems Approaches to consultation on the campus. The secondary school counselor's contribution to consultation in the literature is limited. Most of the general textbooks written on guidance and counseling for the secondary school counselor give little more than lip service to consultation services. In addition, Chapter II explores the impact of the Counselors' Standards Movement, the influence of federal legislation and funding, The National Defense Education Act Institutes, and the impact of the Interprofessional Research Commission on Pupil Personnel Services concerning the counselor's role and function as consultant.

Chapter III, "Theories and Models of Consultation," is an attempt to answer the following questions: Are there theories of consultation? Is consultation indigenous to the field of guidance and counseling? What are the origins of consultation models available for use by school counselors? Along what philosophical or theoretical framework

have consultation models been developed? What individuals played significant roles in the development of consultation models in the literature?

In answering these questions via a review of the guidance and counseling literature, consultation is seen as a process which is compatible with a wide range of theories based upon developments in the behavioral and social sciences. Therefore, it is argued that the school counselor's own theoretical and philosophical foundations are important to the development of consultation models in schools.

Chapter IV, "Consultation Process," examines the counselor's use of a specific process when applying a particular theoretical approach to consultation. Each theoretical approach proposes a specific process which the counselor should engage in when dealing with consultation activities. The questions raised in this chapter are: What is the consultative process? Does the consultation process change when applied to different theoretical approaches? What are the similarities and/or differences among consultative processes?

Chapter V, "Consultation Roles and Skills Development," is divided into two parts. Part one examines the development of the counselor's role as a consultant. Of special interest, in part one, are answer to such questions as: What are the number of ways in which the

counselor's roles were expanded if they also adopted the role of consultant? Is being a consultant an appropriate role expectation for counselors in school settings? Have school counselors taken any leadership in the implementation of the consultant role? Does the consultant role of the counselor vary when derived from different theoretical underpinnings?

Part two focuses on the preparation of school counselors in the area of consultation skills. With the advent of the consultant role, the question of whether or not counselors had adequate skills training is frequently raised in the literature. Therefore, part two develops around the following questions: Are counselors adequately prepared in the area of consultation skills? What programs have been developed between 1964 and 1979 to provide consultation skills? How have counselor-educators responded to the development of consultation skills in their counselor education programs?

Chapter VI, "Consultation Research and Future Trends," examines relevant research documented in the guidance and counseling literature and its impact on consultation. In effect, Chapter VI is presented to answer the questions: Has research supported the application of consultation theories, of models, of roles, and of processes to the school counselor's role and function? What are the predictions being made about consultation and the future

role and function of school counselors via research?

Chapter VII, "Conclusions and Implications," emphasizes the counselor's recognition of the importance of the consultant role and that consultation as a process has been adopted for use by counselors.

CHAPTER II

AN HISTORICAL OVERVIEW OF THE IMPACT OF CONSULTATION IN THE FIELD OF GUIDANCE AND COUNSELING FROM 1964-1979

The year 1964 is significant to the guidance and counseling profession because it represents the end of a long series of events which led to the awareness of the need for improving the quality of counselor education. This awareness can be specifically found in the "Standards for the Preparation of Secondary School Counselors"[1] as well as subsequent Statements of elementary school counselors and college counselors. The Standards are important because they seek to establish an understanding about the nature of the counselor role as well as providing guidelines for the development of counselor education programs.

In January 1964 the Personnel and Guidance Journal carried an article by Carl McDaniels, of George Washington University, "The Counselor: Professional Preparation and Role."[2] In it McDaniels points out that the purpose of the Statement of Policy was to focus on the goals toward

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[1]"Standards for Counselor Education in the Preparation of Secondary School Counselors," p. 1061-1073.

[2]Carl McDaniels, "The Counselor: Professional Preparation and Role, A Statement of Policy," Personnel and Guidance Journal 42 (January 1964): 1.

which the counseling profession should move and urged self-evaluation to assure excellence in what was being seen as an evolving profession. What was being sought was a curriculum for the preparation of counselors which would be consistent and flexible enough to meet new needs as they arise.

The Effects of Federal Legislation on Counselor Education

Counselors were attempting to become a viable force on the educational scene which was timely because of the federal infusion of social and welfare programs that projected the belief that all should benefit in a "Great Society." For example, in April of 1965 President Johnson signed the first broad bill for elementary school and secondary school education. The aim of the legislation was to assure every child the opportunity to develop educationally to his/her fullest potential.

Title I, Education Act of 1965, in effect, equalized educational opportunities. This act, called Public Law 89-10, had unlimited possibilities for assisting the educational community. Mr. Albert L. Alford, a specialist from the U.S. Office of Education, points out:

> Because of the strong role played by the state and local educational agencies in Titles I, II, III, and IV there is a highly coordinated, multifaceted approach to the educational needs of our local communities. . . We should never lose sight of the fact that the total thrust of this legislation is 'to strengthen and improve educational quality and

> educational opportunities in the nation's elementary and secondary schools.'[3]

Public Law 89-10 was only one of the series of federally enacted legislations that was influential in the expansion of guidance and counseling services in schools.

Previous to 1964, the National Defense Education Act of 1958 and the Vocational Education Act of 1963 were important in providing direct support for guidance. Carl McDaniels points out in his article on federal legislation that the steady flow of federal funds from 1958 on proved to be a great pump primer to getting local and state guidance programs underway.[4] This early legislation not only served as a pump primer, but also contributed to the education of counselors via the National Defense Education Act Institutes. For example, as a result of the graduate fellowship provision of Title IV, approximately 100 graduate fellowships were awarded leading to the doctorate between 1958 and 1966.[5] With all the emphasis being placed upon guidance during the late fifties and early sixties, counselors were logically looking at their own professional development and preparation at the time of the 1964

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[3]Albert L. Alford, "The Elementary and Secondary Education Act of 1965 - What to Anticipate, "Phi Delta Kappan 46 (June 1965): 488.

[4]Carl McDaniels, "Recent Federal Legislation Affecting Guidance," High School Journal 49 (February 1966): 224.

[5]Ibid., p. 225.

Standards.

Professor Dan C. Lartie of the University of Chicago views the middle sixties as a period in which counseling services were recognized as important. He saw federal legislation enacted, the commission reports on Standards, and the emphasis on the plight of the disadvantaged as strong endorsements for the increase in counseling services.

> Small wonder that members of the counseling field show heightened self-awareness and concern for their occupation and its future. Small wonder that counseling leadership seeks to seize the moment to attain professional status for their timely work.[6]

While the counselors were focusing on their profession, because of the increased recognition afforded them, they were at the same time faced with two dilemmas: an increased emphasis on services and a lack of clear definition of essential and primary services. Lartie points out that, ". . . without a clear image of core services and skills--effective professionalization of guidance will not occur."[7] This increased emphasis on services of the counselor led to a series of debates throughout the guidance and counseling literature as to just how the professionalization of counseling was to come about without a clear understanding of what were appropriate services. As a result of the issues surrounding preparation and services, the Standards Movement itself was criticized. For example, the Standards

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[6]Dan C. Lartie, "Administrator, Advocate or Therapist?" Harvard Education Review 35 (Winter 1965): 3.

[7]Ibid.

were recognized as useful in determining requirements for counselor education programs but were also seen as having the potential to discourage experimentation or change and therefore could contribute to complacency in education programs.[8] The opponents of the Standards saw them as being inflexible rather than flexible and subject to change. George Hill, in a 1968 special edition of The Counselor Education and Supervision, supports the need for the Standards to be flexible.[9]

The Standards themselves, it seems, generated controversy among counselors as to their real effect and purpose. They finally led H. B. Gelatt to conclude that little, in effect, has happened as a result of the Standards Movement to change the practice of counselors.

> The American School Counselors Association's official statement on secondary school counselor role and function (Loughary, Stripling, and Fitzgerald, 1965) and the official elementary counselor's publication (ACES-ASCA, 1966) did not settle controversy or eliminate disagreement. The publication of these statements probably changed the practice of counselors very little.[10]

In essence, what was seriously being questioned, with regard

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[8]Emeliza Swain, "The Standards Movement in Guidance and Its Importance to the Profession," Counselor Education and Supervision 7 (Special Publication, Spring 1968): 169.

[9]George E. Hill, "Standards for the Preparation of Secondary School Counselors," Counselor Education and Supervision 2 (Special Publication, Spring 1968): 181.

[10]H. B. Gelatt, "School Cuidance Programs," Review of Educational Research 39 (April 1969): 142.

to the Standards Movement, was the nature of the counselor's role and function.

Previous to 1964, when considering the counselor's role and function, the counseling function was generally emphasized. But because of the increased demands that were placed upon counselors as a result of federal legislation, the Standards Movement, and subsequent statements of policies at different educational levels, a move toward a more expedient way of performing the services of the counselor took place. The counselor's role as a consultant and the delivery of consultation services began to be examined seriously. The development of the consultant role of the counselor was studied by the counseling students of The National Defense Education Act Institutes (NDEA) and The Interprofessional Research Commission on Pupil Personnel Services (IRCOPPS). Both the Institutes and the Commission sought the enhancement of the role and function of the counselor. There was a difference in scope between the two programs since the NDEA Institutes focused solely on counselors while the IRCOPPS focused on pupil personnel services and the broad range of specialists which also included counselors.

The Effects of NDEA and IRCOPPS on the Counselor Role as Consultant

The NDEA Institutes were originally planned to benefit the secondary school counselor. Leona E. Tyler points out that:

> The act provides that enrollees must be persons engaged in counseling and guidance of students in secondary schools and in need of improved qualifications for this work, or teachers in such schools preparing to engage in such counseling and guidance.[11]

In 1964 the NDEA Institutes' emphasis also included the preparation of elementary school counselors due to the amendment of the 1958 NDEA. Federal monies, therefore, were available to support the education of elementary school counselors. After the 1963-1964 NDEA Institutes, the directors were asked to respond to the concerns of teachers about the introduction of counselors into the elementary schools. George A. Pierson reports that elementary school counselors would be accepted and they would serve as both counselors and consultants. He also points out, ". . . that counselors must assume leadership responsibilities for the guidance program of the school, but that counselors cannot be responsible for all guidance even all counseling."[12]

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[11] Leona E. Tyler, The National Defense Counseling and Guidance Training Institutes Porgram A Report of the First 50 Institutes (Washington, D.C.: U.S. Office of Health, Education and Welfare, U.S. Government Printing Office, Cat. No. OE-25011 Bulletin 1960, No. 31), p. 6.

[12] George A. Pierson, Counselor Education in Regular Session Institutes--The NDEA Counseling and Guidance Institutes Program (Washington, D.C.: U.S. Government Printing Office, Cat. No. FS 5225:25042, 1965), p. 38.

Pierson concludes that the NDEA Institutes aided counselor-educators because: "They have learned much about the process of preparing counselor-trainees to serve as consultants to parents, teachers, and administrators and to assume responsibilities of educational leadership."[13]

In his conclusion Pierson's emphasis on consultation as an important process for counselor-trainees supports the growing interest in the consultant role of the counselor. The inclusion of elementary school counselors in NDEA Institutes and their emphasis on counseling, consultation, and collaboration may have had some influence on Pierson's conclusion.

Robert O. Stripling in his article, "Trends In Elementary School Guidance,"[14] presents to the guidance counselor a possible shift in emphasis from that of guidance to pupil personnel services. Stripling was the director of the University of Florida NDEA Institutes from 1960 thru 1964. He was selected by the Interprofessional Research Commission on Pupil Personnel Services to write a review of the guidance and counseling services which described counselor preparation and services to the schools. His background and experiences make his view credible.

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[13]Ibid., p. 69.

[14]Robert O. Stripling, "Trends in Elementary School Guidance," The National Elementary Principal 43 (April 1964): 11.

The concept of pupil personnel services was realistic at the time to Stripling because he believed that no one professional person could be all things to all people.

> This change in terminology represents much more than a mere semantic maneuver. It reflects a growing awareness that no one professional person can be all things to all people, but that rather there must be a definition of function and an organized pattern of services in which each member of the staff has a clear understanding of his contributions.[15]

Stripling makes reference to the Interprofessional Research Commission on Pupil Personnel Services and the 1.3 million dollar grant it had received to determine how specialists in pupil personnel services in both the elementary and secondary school could work more adequately and effectively together.

The Interprofessional Research Commission on Pupil Personnel Services (IRCOPPS) was established in 1961. This Commission consisted of twelve professional organizations, namely: American Association of School Administrators, American Medical Association, American Psychological Association, American Speech and Hearing Association, Association for Supervision and Curriculum Development, Council of Chief State School Officers, Department of Elementary School Principals, International Association of Pupil Personnel Workers, National Association of Secondary School Principals, and National Association of Social

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[15]Ibid., p. 13.

Workers. This Commission was brought together to enhance pupil personnel services and was funded by the National Institute of Mental Health. The IRCOPPS Commission established research and demonstration centers, some of which focused on preparing personnel workers to act as consultants to teachers. The University of Texas was selected as one of the IRCOPPS centers. Under the direction of John Pierce Jones and Ira Iscoe, Caplan's "Model of Mental Health Consultation," was chosen as the model to be used in the preparation of the personnel workers. It was believed that by adopting the consultation model of Caplan, the elementary school personnel workers would, in the long run, be uniquely different from the personnel workers in secondary schools.

An important document to emerge as a result of the Interprofessional Research Commission on Pupil Personnel Services was the 1966 publication, Scope of Pupil Personnel Services. Its purpose was to present the scope of pupil personnel services as they existed in 1966 as well as to present approaches to possible future developments. It was hoped that universities would specifically use the publication when examining their graduate programs and that pupil personnel directors would use it when organizing programs in the schools.

Robert O. Stripling, professor of education, and David Lane, associate professor of education, University of Florida, present their view of the scope of services to be

provided by the guidance counselor. They give an historical view of the development of guidance and counseling and emphasize consultation as an effective way by which counselors can complete guidance tasks. They point to the recent development of consultation in guidance noting that consultation is especially useful at the elementary school level. The process of consultation is seen as a potential for increasing the counselor's influence on parents, teachers, and administrators.[16]

Professor Merle M. Ohlsen, from the University of Missouri, participated as a member of the subcommittee which met to discuss elementary school counseling standards and to determine how much of the Preliminary Statement of the Joint ACES-ASCA Committee on Counselor Education Standards in the Preparation of Secondary School Counselors would be adopted by the elementary school counselors for implementation. This subcommittee surveyed elementary school counselors and principals and determined that: "The reactions which we obtained from these elementary school counselors and principals clearly indicated that the standards for the preparation of secondary school counselors can be readily adopted for elementary school

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[16]Robert O. Stripling and David Lane, "Guidance Services," in Scope of Pupil Personnel Services, ed. Louise Omwake Eckerson and Hyrum M. Smith (Washington, D.C.: U.S. Government Printing Office, Cat. No. FS 5.223:23045, 1966), p. 25-29.

counselors."[17] The result of the subcommittee's decision led to the "Preliminary Statement from the Committee on the Elementary School Counselor." It is here that we have the first clear statement of the elementary school counselor's adoption of the consultant role.

> . . . A counselor will have three major responsibilities: counseling, consultation, and coordination. He will counsel and consult with individual pupils and groups of pupils, with individual teachers and groups of teachers, and with individual parents and groups of parents. . .[18]

As a result of the ACES-ASCA 1966 statement, the elementary school counselor was given an identity. There was an awareness that elementary school counseling was in its developmental stages as pointed out in 1967 by Boney and Glofka. "Elementary guidance is in its developmental stages in terms of definitive roles and functions of counseling personnel. . . ACES and ASCA (1966) recognize that the identity of the elementary counselor is in the process of developing."[19]

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[17]Merle M. Ohlsen, "Standards for the Preparation of Elementary School Counselors," Counselor Education and Supervision 7 (Special Publication, Spring 1968): 174.

[18]Leiter, Barke, Helpern, Lifton, Patouillet, p. 659.

[19]Don J. Boney and Peter Glofka, "Counselor Educators and Teachers Perceptions of Elementary Counselor Functions," Counselor Education and Supervision 7 (Fall 1967): 3.

The Elementary School Counselor and the Consultant Role

Given the developmental aspect of the elementary school counselor role and function, specialists in school personnel services such as Louise Eckerson, after reviewing the April 1966 ACES-ASCA statements on the elementary school counselor, view the counselor's role and function as a blend of guidance, psychology, and social work.[20] Eckerson sees the elementary school counselors faced with the dilemma of being new in an area of education where other professionals had preceded them. She recommends that guidance personnel borrow from other behavioral fields in light of the similarities in roles. She goes on to say that professionals at the elementary school levels, namely, school psychologists and social workers, seek to aid teachers to manage children having difficulty with school work, and that the inclusion of elementary school counselors is bound to create overlaps in services. Boney and Glofka also recognize the similarities of roles among the professionals at the elementary school level and recommend avoiding a crisis through mutual integration.[21] Therefore, the elementary school counselors find themselves vying for

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[20]Louise Omwake Eckerson, "Realities Confronting Elementary School Guidance," Personnel and Guidance Journal 46 (December 1967): 353.

[21]Boney and Glofka, p. 3.

a position in schools where services very similar to their own are already being provided. The idea of working closely with these other professionals, namely, psychologists and social workers, is strongly recommended.

The Standards established for the preparation of elementary school counselors adopted a multi-disciplinary approach to counselor preparation and recommended supervised experiences in counseling and consulting.

C. Supervised Experiences.
   1. Supervisied experiences in counseling and other guidance activities are provided as an integral part of the total counselor education program.
      a. . . .
      b. These supervised experiences, including both observation of, and work directly with elementary school children, their parents and their teachers, frequently are provided in the actual school situation. Opportunities are provided for these prospective counselors to consult with parents, teachers, and other school personnel as well as to counsel pupils and parents.
   2. Three aspects of supervised experiences are recognized in counselor education programs--laboratory experiences, practicum experiences and internship.
      a. . . .
      b. Practicum experiences are provided in the field and/or second years.
         1) Practicum consists of consultation with teachers and parents and counseling and small group work with pupils and parents.[22]

The elementary school counselors' adoption of consultation as one of their three main services created quite a stir within the ranks of the elementary school counselor proponents. The basic issues among elementary

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[22]Ohlsen, p. 175.

school counselors were: First, is being a consultant an appropriate role for the counselor? Second, would consulting with the adults in a child's environment eventually deprive the child of the availability of a counselor for personal counseling? Most of the guidance literature responding to the above questions advocates either a counseling position or a consulting position as being beneficial. But regardless of the position taken by the authors, neither position, counseling or consulting, is seen as being a process mutually exclusive. The focus as to whether one should counsel or consult is more a matter of where counselors would place their emphasis. G. Roy Mayer in "An Approach for the Elementary School Counselor: Consultant or Counselor?"[23] stresses the central role of the counselor as counseling, and consultation to be an auxilary function. Mayer also represents a viewpoint that is contrary to those who support the idea that counselors should integrate their skills with social workers and psychologists. He believes that by integrating with other professionals the counselor loses his distinctiveness.[24] In the summer of 1967 Mayer and Munger continue to argue in the literature for the

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[23]G. Roy Mayer, "An Approach for the Elementary School Counselor: Consultant or Counselor?" The School Counselor 14 (March 1967): 210.

[24]Ibid., p. 213.

necessity of elementary school counselors to counsel.[25] Mayer and Munger do agree that consulting with parents and teachers is important but that it is an inadequate source of information.

> The most important single source of information is not the parent or teacher but always the child. There is absolutely no substitute for observation and interviews with him. The way each child perceives himself and his environment is unique and directly influences his behavior.[26]

C. H. Patterson provides additional support to the elementary school counselor with a negative view of the child development consultant. He holds, as Mayer and Munger, that the primary function of the counselor in the elementary school is counseling, and that consultation is a secondary function.[27] In 1969 Patterson reemphasizes and develops more fully his concerns about the elementary school counselor's movement toward consulting. He wants the consultant role of the counselor de-emphasized. He sees counselors serving the needs of many children and avoids focusing on the individual child. The counselor, he feels, would become only an advice giver. Patterson took issue

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[25]G. Roy Mayer and Paul F. Munger, "A Plea for Letting the Elementary School Counselor Counsel," Counselor Education and Supervision 6 (Summer 1967): 341.

[26]Ibid.

[27]C. H. Patterson, "Elementary School Counselor or Child Development Consultant?" Personnel and Guidance Journal 46 (September 1967): 75.

with counselor-educators in the NDEA Institutes, and the U.S. Office of Education officials who would replace counseling with consulting or coordinating functions. To support his view Patterson emphasizes Tilley's 1967 Study which compares the perceptions, of the role and function of the elementary school counselor, that were held by students and their instructors in three NDEA Institutes at the beginning and at the end of year long programs.[28] Patterson points out that the students were not influenced by their instructors with regard to consultation but instead ". . . persisted in their perceptions of the relative importance of counseling compared to consulting and coordination."[29] He feels that counselors would consult but that it is counseling which unifies the counselors.

Richard C. Nelson, in "Counseling Versus Consulting," suggests that counselors, interested in counseling and consulting, work within their existing model. Nelson sees the issue of counseling versus consulting as one of emphasis and, like Patterson, Mayer and Munger, would place the emphasis on counseling.[30]

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[28]C. H. Patterson, "The Counselor in the Elementary School," Personnel and Guidance Journal 47 (June 1969): 981.

[29]Ibid.

[30]Richard C. Nelson, "Counseling Versus Consulting," in School Counseling Perspective and Procedures, ed. Herman J. Peters and Michael J. Bathony (Itasca, IL: F. E. Peacock Publishers, Inc., 1968), p. 405.

Patterson continues his defense of counseling into the seventies in his book, An Introduction to Counseling in the School.

> The recognition of counseling as the major function assures that counseling will be provided for elementary school children. It will not be sacrificed for consultation nor will it be pushed out by numerous other duties and activities.[31]

Patterson emphasizes that the consultant becomes like the teacher and observes the child from an external point of view. The consultant, because of his remoteness from the child's feelings, causes his data to become "incomplete, inadequate, and one-sided, and leaves out the important perceptions, thoughts, feelings, and attitudes of the child."[32]

Verne Faust in his book, The Counselor-Consultant in the Elementary School, responds to C. H. Patterson's opposition to the consultant role of the counselor in the elementary school. Faust states that counseling and consultation have both been practiced for as many years but that the guidance literature rarely dealt with consultation. He emphasizes that, "the counselor is first, and most importantly, a counselor. So it is that he is usually identified as such, rather than being referred to as an

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[31]C. H. Patterson, An Introduction to Counseling in the School (New York: Harper and Row Publishers, 1971), p. 74.

[32]Ibid.

'elementary school consultant.'"[33] Faust believes that the new counselor goal of consultant would be more effective. "There simply are not and never will be enough counselors to undertake a crisis and prevention focus while at the same time functioning as a developmental elementary school counselor."[34] Faust sees working with teachers more economical than working only with children but realized there was resistance to this change among counselors themselves.

> It is indeed difficult to understand that, until the society provides an emphasis that attends to all children, and on a developmental basis each generation of that society will continue to produce great numbers of crippled, neglected learners.[35]

Faust did not intend for the counselor to neglect children in crisis and points to situations where the counselor-consultant would, in fact, work as crisis oriented counselors.

> He may work with some children in crisis where the teachers do not respond to the counseling-consulting program and may have, at the same time, ineffective learning climates. He may also work with such children when they do not respond to effective learning climates.[36]

C. Gilbert Wrenn, who wrote the editor's introduction, "The Movement into Counseling in the Elementary School,"[37] to Faust's book, attempts to provide an

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[33]Verne Faust, The Counselor-Consultant in the Elementary School (Boston: Houghton Mifflin Co., 1968), p. 31.

[34]Ibid., p. 35.

[35]Ibid., p. 36.

[36]Ibid., p. 37.

[37]Ibid., p. 1.

objective focus on the counselor versus consultant issue. He believes that the nature of the counselor and the environment in which he finds himself would greatly determine whether he will function as a counselor or a consultant.

> I am convinced that the situation in which the counselor operates will determine in large part whether that counselor finds counseling or consultation to be more important. Which of these will also depend upon the nature of that counselor, because some counselors are more comfortable in a counseling relationship, while others function better in a consulting relationship.[38]

Wrenn also focuses on the philosophical issues which the consultation function raises among counselors. He presents the dichotomy between those counselors who believe it is important to work with pupils without manipulating them or their environment, and those counselors who express concern over crisis counseling.

> Rather than merely becoming 'developmental' (all pupil, normal growth potentials and frustrations), why not contribute to changing the situation that may be responsible for the crisis? This means operating on the environment by consulting with teachers, committees, or the principal--any who are responsible for classroom climate, curriculum, regulations, and morals.[39]

There are questions that are never fully resolved in the guidance literature for the elementary school counselor: Should the counselor counsel or consult? Is consulting a primary or secondary function of the counselor? However, one expectation which the literature places upon the elementary school counselors is that of their

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[38]Ibid., p. 19. [39]Ibid.

interacting closely with parents and teachers via a consultative process.

At the 1967 American Personnel and Guidance Association Convention in Dallas, Texas, programs were presented which focused on the consultation function. Each of the programs developed the position that benefits could be derived from the use of the consultation function with parents and teachers. Harold W. Bernard from the Oregon State System of Higher Education in his presentation, "What Counselors Learn from Working with Families," writes:

> There has been talk for many years about establishing closer liaison between the home and the school. The need for this liaison is clear to counselors who see that staying in school, selecting a course, choosing a career, dating problems, relating to teachers all are intimately bound up with parent-child relations.[40]

William H. Van Hoose presented the program, The Emerging Role of the Elementary School Counselor. His topic was, "The Consulting Role." In his program, he develops the point of view that consultation with parents and teachers helps to bring a healthy level of consistency of expectations into a child's life.[41] He believes and

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[40]Harold W. Bernard, "What Counselors Learn from Working with Families," in Dallas Convention Abstracts, 1967 APGA Convention (American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C.).

[41]William H. Van Hoose, "The Consulting Role," in Dallas Convention Abstracts, 1967 APGA Convention (American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C.), p. 241.

professes the viewpoint that children are dependent on their parents and therefore consultation with them is of great importance. He sees the child as an ego-extension of the parents.

> The child's successes are the parents' successes and the child's failures are the parents' failures emotionally. It then follows that it is necessary for the counselor to make sure of the perception of the parent in relation to his own child.[42]

Van Hoose took a similar position in regards to the counselor consulting with teachers. He believes there is a normal degree of ego-involvement between the teacher and child. He emphasizes the fact that the teacher is one adult with whom the child spends a good part of his/her day.[43] He believes that consultation is a learning situation for the participants: counselor, teacher, and parent.

Verne Faust's program was The Elementary School Counselor as a Consultant in which he presented the topic, "The Counselor as a Consultant to Teachers." In his presentation he was sensitive to the fact that consultation was a safe process for teachers. He states that: "By definition, the consultant focuses on some unit (such as, a child, instructional method, course content, etc.) that is external to the consultee or teacher."[44] Faust sees the

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[42]Ibid.

[43]Ibid.

[44]Verne Faust, "The Counselor as a Consultant to Teachers," in Dallas Convention Abstracts, 1967 APGA Convention (American Personnel and Guidance Association, 1605 New Hampshire Avenue, N.W., Washington, D.C.), p. 89.

teacher as the most frequent user of consultation services. And that the most frequent forms of consultation in which teachers participate are through:

> (a) in-service coursework, with the major focus on human behavior; (b) staffing child-problem cases; and (c) individual, or small group meetings, regarding particular children or child development data in general.[45]

In 1968 William Van Hoose wrote, Counseling in the Elementary School. In Part IV of his book he views consultation as a secondary function of the counselor which is derived from counseling. He emphasizes the importance of counselors working with parents and teachers via consultation. He writes, "One major purpose of consultation with teachers is to help the teacher gain more understanding of the situation and acquire some skill in coping with problems in the school setting."[46] Van Hoose adopted Bruce Shertzer and Rolla Pruett's description of the range of counselor-teacher consultation. The range includes helping the teacher: understand behavior, develop guidance techniques, understand tests and appraisal techniques, plan classwork based upon specific information about pupils, and with other activities, such as, referrals, orientation of new students, etc. Van Hoose, like Verne Faust, sees

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[45]Ibid.

[46]William H. Van Hoose, Counseling in the Elementary School (Itasca, IL: F. E. Peacock Publishers, Inc., 1968), p. 120.

teachers participating with counselors in group consultation activities such as school in-services and staffings.

Van Hoose also provides his readers with what he feels should be the purpose of consultation meetings with parents.

> The major purpose of counselor-parent conferences are: (1) to provide parents with information that will enable them to better understand and help their child, (2) to interpret and clarify reasons for certain behaviors, (3) to secure information that will aid the counselor and the school to understand the child, (4) to identify unsound psychological practices and to help the parent reduce or eliminate such practices, (5) to help the parent understand the child as a learner, and (6) to involve the parent in the school life of the child.[47]

Consultation with the administration is not overlooked by Van Hoose. He agrees with the viewpoint of Lawrence Stewart and Charles Warnath which is: ". . . the counselor should assume that the principal will require concrete and specific information about proposals related to guidance."[48] Van Hoose, in effect, sees consultation with the administration as a vehicle for contributing to the success of guidance programs.

By the late sixties, specific tenets were published which were considered useful for all consultation. In 1970 Van Hoose, Peters, and Leonard write that the following basic tenets need to be present when consulting:

(1) The purpose of the consultation should be clear to all concerned.
(2) The understanding of individual roles and perceptions is a major goal.

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[47]Ibid., p. 131.

[48]Ibid., p. 123.

(3) The consultation should be a learning experience for all persons involved.
(4) Consultation is a collaborative effort at problem solving.[49]

In December of 1972 The Elementary School Guidance Journal published a special issue related to elementary school consulting. Don Dinkmeyer wrote the editorial to the special edition. Historically, this publication was important because of its emphasis on consultation. The selection of Dinkmeyer to editorialize was also significant because he was a major spokesperson for elementary school counseling and consulting. He authored and co-authored a number of texts and articles on elementary school counseling and consulting. His positions are contrary to individuals such as C. H. Patterson because he sees elementary school counseling as a unique profession.

> Elementary school counseling is a unique profession; it affords the counselors an opportunity to counsel and consult with a wide range of clients. . . . The counselor may therefore be required to make the transition from counseling with a very young child to consulting with a very experienced teacher in the space of a few minutes.[50]

His writings generated enthusiasm for the counselor-consultant role and frequently sounded an alarm with regard to counselors not being adequately trained to meet the

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[49]William H. Van Hoose, Mildred Peters, and George E. Leonard, The Elementary School Counselor (Detroit: Wayne State University Press, 1970), p. 59.

[50]Don Dinkmeyer, "Elementary School Counseling: Prospects and Potentials," Personnel and Guidance Journal 52 (November 1973): 171.

demands of consultation.[51]

The tone which Dinkmeyer set in his editorial continued in Jon Carlson's introduction to the 1972 special issue on consultation. What Carlson says in his introduction, in effect, is that counselors working in elementary schools receive referrals from parents, teachers, and administrators. The adults who make referrals expect results; and if the counselors find the child to be uninterested the end result is an unsatisfied adult. Carlson states: "It seems apparent that if the counselor is to be effective he must be competent in procedures for working with adults. The counselor needs to understand where the real problems are and to function accordingly."[52] In other words, just accepting a referral from the adults in the school would not necessarily help the child, comfort the adults, or guarantee the counselor information he needs to be helpful.

Carlson's statement, regarding the purpose of the special issue on consulting, focuses on the concerns of the elementary school counselor at that time. These concerns would continue to exist throughout the seventies.

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[51]Don Dinkmeyer, "Editorial," Elementary School Guidance and Counseling 7 (December 1972): 79.

[52]Jon Carlson, "Introduction," Elementary School Guidance and Counseling 7 (December 1972): 81.

> The purposes of this special consulting issue are to help the elementary school counselor to (a) become accountable and to be able to justify his role and subsequent service (or become extinct), (b) to take a chance and approach his work from a different perspective (to become necessary rather than expendable), and (c) present some distinct alternative directions and practical methods for moving in these directions.[53]

Carlson's main thrust is the promotion of consultation as a function which offers the counselor his greatest hope at being considered necessary and not expendable.

Carlson also wrote an article for the 1972 Special Edition on Consulting. In his article he presents his rationale for the counselor functioning in the consultant role. He writes: "Underlying the consultant role is the assumption that within the school lies the greatest potential for change and betterment of our individual situations and our dilemma as a society."[54] He envisions that the school will become open, flexible, and humane; and that the consultant will have a positive effect upon the total school system which will maximize its potential. He proposes that the consultant seek to develop mutual goals among school personnel, parents, and teachers.[55] His ideas and goals for consulting represent a move from consulting as a secondary function of counseling to that of the

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[53]Ibid.

[54]Jon Carlson, "Consulting: Facilitating School Change," Elementary School Guidance and Counseling 7 (December 1972): 83.

[55]Ibid., p. 83-88.

consultant becoming a change agent whose goal is to work with the entire school system. The approach suggested by Carlson is a move toward an investment of counselor energy in both counseling and social psychology. That is, the counselor would strengthen his position in the schools by utilizing group dynamics to facilitate the school system in a manner which would strengthen it through the development of mutuality of purpose among school personnel.

However, additional training would be needed to achieve Carlson's goals for counselors. Don Dinkmeyer also suggests that elementary school counselors need training for working with parents and teachers as well as effective procedures for working with the total school system.[56] To emphasize his point he states: ". . . the elementary school counselor sees the child and the total learning climate as the client."[57]

In 1973 Don Dinkmeyer and Jon Carlson co-authored the book, Consulting Facilitating Human Potential and the Change Process. The book reemphasizes their views as presented in the 1972 Elementary School Guidance and Counseling Journal, Special Edition on Consulting. Dinkmeyer and Carlson focus on the need for the counselor to understand the life space, school climate, group dynamics, and

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[56]Dinkmeyer, "Elementary School Counseling," p. 174.

[57]Ibid., p. 171.

to enhance the development of the human potential within the school. The model presented in their writings is called Life Space Consulting and it was influenced by some of Lewin's Field Theory. They state that: "If one is to understand the behavior of a given individual, it is necessary to comprehend how he experiences and interprets his present psychological environment."[58] Dinkmeyer and Carlson call their approach to consultation, contextual. The Contextual Approach, to them, means that the counselor will not adjust the child to the school but instead will see what changes can be made in the school to contribute positively to the uniqueness of the child. Carlson and Dinkmeyer believe that the changes which they are suggesting will not come about unless the counselor is able to help the significant adults in the school become more adequate and effective persons. In order to bring this change about, counselors have to become aware of the importance of the school climate, group dynamics, and concepts in human effectiveness. They support their emphasis on school climate with the works of Walz and Miller (1969), Walberg and Anderson (1967), and Halpin and Croft (1962). Dinkmeyer and Carlson state:

> The consultant must be aware of the impact of the school climate if he is to obtain faculty support and

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[58]Don Dinkmeyer and Jon Carlson, Consulting, Facilitating Human Potential and Change Process (Columbus, OH: Charles E. Merrill Publishing Co., 1973), p. 26.

> participation in the guidance program. It is important to know: (1) who has social power, (2) who must be involved in decisions, (3) when to meet, and (4) the purpose and rationale for involvement of individuals and group.[59]

They emphasize that the counselor should employ the use of group dynamics because the consultant works not just with an individual but in and amongst groups of people in the school environment and that they cannot be dealt with separately.[60] Through their emphasis on group dynamics, Dinkmeyer and Carlson expose the elementary school counselor to their belief that group theory and group dynamics provide the counselor with the means to influence positively both the school climate and the psychological environment. Dinkmeyer and Carlson list four implications for consulting based on a knowledge of group dynamics.

1) An understanding of the consultee's concern or challenge in its social context. Problems should be seen in terms of a total psychological field.
2) Usage of group strategies and procedures which recognize the importance of social power, attractiveness, prestige, belonging, cohesiveness, and committment to change both in the formation and maintenance of the group.
3) A clear understanding among group members about the structure and purpose of the group. Group goals should be established which serve as guidelines and norms.
4) An involvement of both the affective and cognitive processes in order to change attitudes.[61]

They select Blocher's attempt at a description of human effectiveness as a model which consultants should

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[59]Ibid., p. 28.

[60]Ibid., p. 30.

[61]Ibid., p. 33.

use in the total milieu of the school. Their quote is taken from D. Blocher, "Wanted: A Science of Human Effectiveness," Personnel and Guidance Journal, (March 1966a).

> In this framework, the effective person is seen as being able to commit himself to projects, investing time and energy and being willing to take appropriate economic, psychological and physical risks. He is seen as reasonably consistent across and within typical role situations. He is seen as being able to think in divergent and original, i.e., creative ways. Finally, he is able to control impulses and produce appropriate response to frustrations, hostility and ambiguity.[62]

Dinkmeyer and Carlson believe the consultant's goal is human effectiveness; and that by increasing the effectiveness of the administration, parents and teachers would serve the children. They see the consultant's approach being comprehensive and necessitating ". . . that he look at the total Contextual Approach, give recognition to the influence of the life space, and utilize procedures which take full cognizance of group dynamics."[63] They believe that if the consultant adopts this comprehensive approach he will enhance personal development and facilitate learning.

The realization of the potential impact and benefit of consultation with parents and teachers continues to be emphasized in the elementary guidance literature throughout the seventies. C. Gilbert Wrenn, in his book, The

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[62]Ibid.

[63]Ibid., p. 34.

World of the Contemporary Counselor, admits to a change in his own thinking about one to one counseling as the core of the counseling effort.

> Although I have been a lifelong advocate of one to one counseling as a core of the counseling effort, I am convinved now that we in counseling can no longer afford this luxury. . . Counseling is increasingly seen as ineffective and even wasteful if it spends its efforts in a constant succession of repair jobs. . . . The counselor will have the time to contribute to educational planning if he stops relying so heavily on one to one counseling. . . . He will have to believe, however, that improving the learning environment in addition to counseling individuals is a major concern of the counselor.[64]

Wrenn believes that the counselor's work with teachers will contribute to the growth of the students and the teachers.[65] The need for and the benefits of the elementary school counselor's role as a consultant to parents, teachers, and administrators is emphasized throughout the decade of the seventies.

Blocher in 1966 questions whether of not counselors have the skills necessary for consultation with teachers. Although Dinkmeyer and Carlson support the view that little training is available for the elementary school counselor-consultant, they do present a suggested two-year course of study for the professional preparation of the consultant. In 1978 Roger Aubrey points out in his article, "Consultation School Interventions, and Elementary Counselors,"

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[64]C. Gilbert Wrenn, The World of the Contemporary Counselor (Boston: Houghton Mifflin Company, 1973), p. 260-261.

[65]Ibid.

that the training of elementary counselors in specific consultation skills and theory is lacking.[66]

Elementary school counselors have been influenced by proponents of consultation. The benefits which can be derived from its use seem to be questioned only when the availability of a counselor to an individual child no longer exists because of the consultation function.

Elementary school counselors, while faced with the choices of counseling, consulting, or counseling and consulting, will, as some have suggested, probably be influenced by the particular environment in which they find themselves, as well as their own preference. Yet it is clearly recognized that elementary school counselors, in choosing to consult, will be at a disadvantage because of lack of preparation programs available in consulting. It seems evident from an historical perspective that counselors, because of their lack of preparation, will not be able, for the most part, to make intelligent choices about consultation.

The emphasis for the past fifteen years on consultation at the elementary school level should influence counselor preparation programs to include consultation skills in the 1980's. But what will happen is an unknown.

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[66]Roger F. Aubrey, "Consultation School Interventions, and Elementary Counselors, "Personnel and Guidance Journal 56 (February 1978): 354.

The lack of movement in terms of consultation preparation can be illustrated in the writings of three counselors twenty-three years apart. In 1955 Robert Mathewson writes of the necessity for consultative work to be carried on by counselors with parents and teachers. He strongly urges that consultation skills be included in counseling practicums.[67] And in 1978 Sugar and Mirelowitz emphasize a similar need for skills based on the consultant role of the counselor.

> Consultation with significant adults (parents, teachers) in a child's life in order to bring about change in major life environments (home and school) and to help the child learn to cope is a process requiring effort, time and skill. Counselors need to develop effective consultation skills with parents and teachers in order to win their cooperation toward implementing changes for the child.[68]

We are left with a question, Will preparation programs prepare counselors in consultation? This question is dealt with in Chapter IV.

The Secondary School Counselor and the Consultant Role

The acceptance and implementation of the consultant role of the counselor in secondary schools has been very limited when compared to its development and use by

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[67]Robert Hendry Mathewson, Guidance Policy and Practice (New York: Harper and Brothers, 1955), p. 253.

[68]Marilyn Susman Sugar, ed. and Eugene R. Mirelowitz Col. Cont., "Case Analysis: A Changing Family System," Elementary School Guidance and Counseling 13 (December 1978): 140.

elementary school counselors. The factors which seem to have influenced the secondary school counselors' noninvolvement with consultation functions are: (1) a long history of primarily focusing on services to students via vocational and career guidance and personal counseling; (2) a lack of emphasis in guidance and counseling literature, previous to 1964 to support the use of consultation with other personnel in the school; (3) failure on the part of counselor education programs to provide counselors with specific consultation skills; (4) the confusion among counselors, of the 1964 Standards, as to which services they would choose to perform; (5) the powerless position in which counselors found themselves in secondary schools. However, there were factors that helped to influence a growing interest in the consultation functions, namely; (1) the counselor's awareness of the benefits which could be gained by teaching their skills to others; (2) the adoption of consultation services by the elementary school counselor and the resultant expansion of guidance and counseling literature in the area of elementary school consultation; and (3) the wide variety of literature outside the field of guidance and counseling which represents areas of necessary development and preparation for counselors considering the implementation of consultation services.

The Standards Movement for the preparation of the secondary school counselor does very little to influence the

secondary school counselor's role and function as a consultant in comparison to the elementary school counselor's adoption of consultation and the issues which are raised in the literature, as a result of its adoption. The secondary school guidance literature, including texts and articles, give little more than lip service to the consultative function of the counselor until the late seventies.

Guidance and counseling textbooks written after 1964 do, in fact, recognize consultation as one of the components within the counseling services. The textbooks spell out the activities of the consultant. For example, the following can be found in Organizing for Effective Guidance:

> 3. Consultation
> -Serve as consultant in case conferences.
> -Serve as consultant to school employees--teachers, administrators, other service staff members.
> -Serve as consultant to individuals outside the school--parents, physicians, child guidance clinic personnel, law-enforcement officers, college officials, and others.
> -Assume a team-member role in case consultation.
> -Serve as consultant, specialist, or leader in in-service education.[69]

Hollis and Hollis suggest that counselors should be available as consultants. And the counselor, acting as consultant could discuss a child, interpret data, or provide in-service or guidance topics.

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[69]Joseph William Hollis, ed., and Lucile Ussery Hollis, MA., Organizing for Effective Guidance (Chicago: Science Research Associates, Inc., 1965), p. 339.

In the text, Management and Improvement of Guidance, the consultative role is seen as a reciprocal responsibility of all members of the school staff. Therefore, the consultant role is not the exclusive responsibility of the school counselor.[70] The consultant role of the counselor is also expressed in Guidance and Counseling Services An Introduction. The editor, Downing, envisions the counselor as consultant and resource person. The counselor could provide these services because of his specialized knowledge in human behavior and as a result of the services he is fulfilling the goal of aiding students in the classroom.[71]

One book written in 1966 looks to a specific model of consultation which might be employed by the counselor. Shertzer and Stone, Sr. in their 1966 text book which emphasizes the Caplan Model of Consultation with teachers state:

> Consultation in some situations is required because the teacher is unable to function with a given child. Caplan recommends two major techniques to be used in such a situation. The first is referred to as 'segmental tension reduction,' in which the consultant approaches the problem by focusing upon the child in the expectation that this will reduce the teacher's tension. The second technique, 'dissipation of the stereotype,' is an attempt to help the teacher focus upon the child's

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[70]George E. Hill, Management and Improvement of Guidance (New York: Appleton-Century-Crofts, 1965), p. 103.

[71]Lester N. Downing, ed., Guidance and Counseling Services An Introduction (New York: McGraw-Hill Book Company, 1968), p. 164.

> behavior realistically rather than through the stereotyped perceptions that frequently typify the teacher's crisis view of the child.[72]

It should be noted that Shertzer and Stone, Sr. see consulting as eventually becoming a major function of counselors.[73]

The 1966-67 president of ASCA, Henry L. Isaksen, describes the counselor's responsibilities as a consultant in his article on the Lexington Massachusetts Guidance program which he had directed. In his article, Isaksen examines the role of the secondary school counselor and sees his role as multifacited: counselor, planner, leader, and consultant. He describes the consultant role of the counselors as follows:

7. He helps parents:
   a. by acting as a consultant to them regarding the growth and development of their children.
8. He serves as a consultant to members of the administrative and teaching staffs in the area of guidance:
   a. by sharing appropriate individual data with them. (Again with regard for the pupil's desire for confidentiality);
   b. by helping them to identify students with special needs and problems;
   c. by participating in the in-service training program;
   d. by helping teachers to secure material and to develop procedures for a variety of classroom group guidance.[74]

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[72]Edwin F. Shertzer and Shelly C. Stone,Sr. Fundamentals of Guidance (Boston, Houghton Mifflin Company, 1966), p. 352.

[73]Ibid., p. 351.

[74]Henry L. Isaksen, "Emerging Models of Secondary School Counseling as Viewed from the Context of Practice," The School Counselor 14 (May 1967): 276-277.

Developing practical approaches toward improving existing guidance programs, or developing new ones, would not be a simple proposition for the secondary school counselor, because as the guidance literature points out, counselors are not in agreement as to which services are most important. Counselors, themselves, are influenced by their own expectations and levels of competence. Jane Koten writes in 1977, "Conflicting expectations for guidance are rampant within the counseling field itself. Views often reflect differences in training or feelings of personal competency."[75] The lack of a cohesive agreement concerning services to be rendered by the counselor led to the development of different points of view. C. Gilbert Wrenn, for example, provides a personal perspective about the reasons why there were differences in elementary and secondary school counselors' roles and functions.

The differences Wrenn points out between the roles and functions of the counselors in the elementary and secondary schools include the following: (1) the secondary school counselors were present in the schools to serve students and the elementary school counselors were present to serve teachers and students, (2) elementary school counselors basically provided their services to teachers and students because they were preceded by school psychologists

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[75]Jane Koten, "Conflicting Expectations for Guidance," National Association of Secondary School Principals 61 (September 1977): 20.

and social workers who had set the stage in providing such services. The secondary school counselors, on the other hand, were not as strongly influenced by the presence of other professionals.

Wrenn holds that the teachers and counselors on the secondary school level had chosen an inappropriate approach toward their students. He believes that they worked with students in a segmented way. He calls the segmented approach to students "fictitious" and "unwarranted." Basically, they operated on the principle that teachers taught and counselors counseled.

> Such divisions of responsibility led to assumptions about the nature of the student which were most unrealistic. . . . No one really believed this segmentation (at least they would not after reflection). But both teacher and counselor appeared to act as though it were so. . . . This was, and is, known to be an unwarranted assumption, but many teachers and counselors still feel themselves responsible for 'segments' of student development. Would that the students could be so neatly packaged into parts.[76]

Wrenn's statements about the differences between elementary and secondary school counselors help to some extent, in understanding the limited development of consultation services by counselors in secondary schools. In the elementary school setting, the counselors focused on working with adults to benefit the children, whereas, in high school the focus was primarily on the students and not other

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[76]Faust, The Counselor-Consultant in the Elementary School, p. 5.

personnel. In 1969 Peters and Shertzer also focus on the changes which students experience in terms of guidance services as they move from elementary to high school. The changes include shifts in guidance services which emphasized counseling and consulting at the elementary school level to that of informative and planning services at the junior and senior high school level.[77]

However, the role of the counselor as consultant was utilized in some secondary schools. For example, in 1968 Percival W. Hutson writes about the role of the Guidance Consultant, a title given to the counselor in Minneapolis' secondary schools.[78] The consultant, as described by Hutson, is an expert who is available to teachers to help them perform their guidance functions. In the exercise of the guidance consultant role, the counselor is also supportive to teachers with problem cases. The guidance consultant works closely with teachers who make referrals throughout the management of a problem case. The connection between teacher and guidance consultant fosters the training of teachers in counseling functions. The training of the teachers takes place as a result of the consultants involving

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[77]J. Herman Peters and Bruce Shertzer, Guidance Program Development and Management 2nd ed., (Columbus, OH: Charles E. Merrill Publishing Co., 1969), p. 96-97.

[78]Percival W. Hutson, The Guidance Function in Education (New York: Appleton-Century-Crofts, 1968), p. 732.

the teacher in the observation of problem pupils, remedial treatment, and procedures. The process of involving teachers is seen as the consultant's main objective.[79] Hutson's emphasis is, in part, a forerunner of the belief that counselors, in order to survive, will have to give their expertise to other school personnel. Other authors also stress the importance of consultation services by counselors in secondary schools. Ryan, Zernan, and Perrone wrote in 1970 Guidance and the Emerging Adolescent. In their book, they outline specific consultation services which should be provided for parents, teachers, and administrators of secondary school students. They suggest that parents of high school students require help in better understanding their children, and that school personnel would require consultation services in the matters of curriculum planning and for information on community resources available to the school. They propose that consultation services would be provided by way of parent-counselor conferences, home visitations, parent classes, enrichment programs, and curriculum development.[80] Their emphasis is closely aligned to consultation services suggested for use by the elementary school counselors.

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[79]Ibid., p. 733.

[80]Philip A. Perrone, Antoinette T. Ryan and Franklin Zernan, Guidance and the Emerging Adolescent (Scranton, PA: International Textbook Co., 1970), p. 133-145.

Assuming that the secondary school counselors had chosen to implement consultation services in their schools, they were then faced with the issue of whether or not they had a base of power to implement such changes. Articles written in the seventies point out the powerlessness of the secondary school counselors and their dependence upon the school administrators as a role determinant. In 1974 Stanley Baker wrote an article for the High School Journal in which he emphasizes Hattenschwiller's view relating to the counselor's boundary position.

> The counselor in his 'boundary position' is relatively powerless in comparison to the administrator in his 'role sender position.' Such being the case, the administrator has a considerable amount of influence in relation to the determination and implementation of the counselor's role in the school.[81]

Roger Aubrey sees the elementary school counselor in a similarly powerless position because they are new on the educational scene. He suggests to the elementary school counselors that they build a strong power base among teachers and parents. He presents a common sense approach which he believes would aid in the development of elementary school counselors in the schools. Aubrey believes the counselor's power stems from persuasion and acquired

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[81]Stanley B. Baker, "School Counselor Effectiveness and Administrator Support," High School Journal 57 (March 1974): 258.

supportive audiences.[82] He supports the counselor-consultant model and suggests the following similarities and differences between the principal and counselor within the school.

> Unlike the principal, the counselor does not possess the authority to instigate immediate changes when needed. The power of the counselor to effect change does not reside in delegated authority; rather, the counselor's power stems from persuasion and acquired supported audiences.[83]

One of the implications of Aubrey's statements is that secondary school counselors could empower themselves through persuasion and supportive audiences, namely, parents and teachers. In effect, counselors at all levels have the ways and means to extricate themselves from situations when they find themselves in a powerless position.

The Philosophy of Giving Counseling Skills Away

In 1977 there were indications that the secondary school counselors were making gains in establishing a healthy identity within the school. The gains which were being experienced were attributed to the idea of giving counseling skills away. Jane Koten in an article written for secondary school principals writes: "Increasingly, counselors realize that they are not the only specialists

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[82]Roger F. Aubrey, "Power Bases: The Consultant's Vehicle for Change," Elementary School Guidance and Counseling 7 (December 1972): 91.

[83]Ibid.

in human behavior in a school. Thus, one important movement is the 'giving away' of counselor functions to the teacher-counselor and to peer counselors."[84] The idea of giving counseling skills away was not new to counseling in 1977. In 1969, George Miller, President of the American Psychological Association, suggested that psychologists give psychology away to the public.[85] The giving of counseling skills away was grasped as being potentially beneficial in insuring counseling's existence. Gerald J. Pine in 1969 viewed the transferring of counseling skills to parents and teachers as a sign that school counseling was on the move.[86] In 1973 Ivey and Alschuler, like Pine, were advocates of counselors becoming psychological educators, who could teach psychological educational skills to teachers. They believe that counselors teaching teachers have a meaningful impact on the educational process.[87] It is important to Ivey and Alschuler that counselors demystify the nature of helping. They argue cogently that counselor-helping skills need to be disseminated among all members of the school community.[88] Counselors also have to become

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[84]Koten, p. 22.

[85]Gerald J. Pine, "Quo Vadis School Counseling?" Education Digest 41 (September 1978): 18-21.

[86]Ibid., p. 21.

[87]Allen E. Ivey and Alfred S. Alschuler, "An Introduction to the Field," Personnel and Guidance Journal 51 (May 1973): 592.

[88]Ibid., p. 596.

proactive and not just react to needs as they are brought to them.[89]

In 1975 Carlson and Jarman see a direct correlation between parent consultation, as suggested by Dinkmeyer and Carlson, and giving counseling skills away. Carlson and Jarman suggest the use of parent consultation as a means to effectively maximize the giving away of skills. They suggest that parents should participate in training programs which included community school leaders.[90]

Ivey continued to write about his view of the counselor as teacher. He relates:

> The counselor can teach human relations skills and psychological education exercises, can develop systematic curriculums for students and clients, can serve as a consultant-facilitator to teachers, administrators, and parents.[91]

Ivey wants psychological education to be based on a training mode. He suggests that the training mode does not rule out the use of one to one and group counseling modes. The latter two modes are to be looked upon as alternative styles of functioning.

If what the proponents of giving counseling skills

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[89]Ibid., p. 597.

[90]Jon Carlson and Maureen "Casey" Jarman, "Parent Consulting: Developing Power Bases and Helping People," Psychology in the School 12 (July 1975): 360.

[91]Allen E. Ivey, "An Invited Response: The Counselor as Teacher," Personnel and Guidance Journal 54 (April 1976): 433.

away were saying was in fact true, then it would seem that subsequently counselor preparation programs would have been designed to help counselors develop the training mode skills needed to be effective. Yet, the guidance literature calls for the need to develop programs to meet these needs but clearly does not point to specific programs which are available. Dinkmeyer in 1973 reflects on the fact that the ACES-ASCA Committee selected consulting as a major component but did little else to move the field in that direction. He writes: ". . . there is little evidence counselor education programs are training counselors to consult with teachers and parents individually and in groups. Thus, a guideline for the profession cannot be fully implemented."[92] Five years later in 1978 Roger Aubrey was concerned about the lack of multiple emphasis in counselor training. He had been an advocate of the consultant role of the counselor in the early seventies. Aubrey relates that consultation and coordination continue to be prized but neglected in school counselor training, while counseling continues to receive the major focus of attention.[93] Aubrey possibly best sums up the weaknesses in training for counselors as consultants. He points to the lack of models for counselors

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[92]Don Dinkmeyer, "Consulting: A Strategy for Change," The School Counselor 21 (September 1973): 53.

[93]Aubrey, p. 351.

to work from and without tested models there is an absence of training programs.[94] It is argued that both elementary and secondary school counselors, who need to rely on consultation for survival, would probably lack the skills to do so.

Resources Available for Counselor-Consultant Skills Training

Counselors have access to the knowledge necessary for functioning as a consultant if they so desire. It is possible for counselors to go outside of their normal preparation programs and seek the skills training necessary to become a consultant. For example, Don Dinkmeyer's text, Consulting, Facilitating Human Potential and Change Processes, offers counselors a suggested program in consultation. Some of the courses which he recommends provide the counselors with specific areas of study which could help them implement consulting skills. He suggests:

Second year:

1. Research Procedures in Behavioral Sciences.
2. Community Psychology and Social Organization.
3. Advanced Group Dynamics--Theory and Practice.
4. Advanced Group Counseling Theory and Practice: Group Counseling Practicum.
5. Consultation and the System.
6. Supervised Laboratory Experiences: Consultation with Parent, Teachers, Administrators.[95]

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[94]Ibid., p. 353.

[95]Don Dinkmeyer, Consulting, Facilitating Human Potential and Change Processes (Columbus, OH: Charles E. Merrill Publishing Co., 1973), p. 22-23.

The above courses represent approximately one-fourth of the program that would be taken over a two-year period, but without a specific training program, as suggested by Dinkmeyer, the counselor's other alternative is to turn to the vast number of publications being published in behavioral science and social-psychology. For example, James D. Thompson's Organizations in Action (1967) provides his readers with strategies for studying organizations as well as assessing them. Cartwright and Zander's book, Group Dynamics, presents group theories and empirical studies that are valuable for anyone working in the social sciences. They write in their preface that they are attempting to appeal to a broad audience. Their goal is to give insights into group process so that individuals responsible for working with groups will be able to employ these insights in developing their programs.[96]

Counselors interested in change agent skills would have benefited in reading The Planning of Change by Bennis, Benne, and Chin. Counselors who read the text are introduced to a collection of readings which, in the authors' views, play a role in supporting their belief in the importance of planned change as well as strategies for effecting change.

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[96]Darwin Cartwright and Alvin Zander, Group Dynamics (New York: Harper and Row, Publishers, 1968), p. 14.

In addition, they provide their readers with an historical perspective of their work in change.[97]

Bennis, Benne, and Chin provide their readers with three specific strategies for effecting change. The first group of strategies they describe are empirical-rational strategies. The empirical-rational strategies are based on two assumptions. One assumption is that men are rational and the second is that men follow their rational self-interest once it is known. The second group of strategies described are called normative-re-educative. These strategies build upon the assumptions that:

> Socio-cultural norms are supported by the attitude and value system of individuals--normative-outlooks which undergrid their commitments. Change in a pattern of practice or action will occur only as the persons involved are brought to change their normative orientations to old patterns and develop commitments to new ones.[98]

And the third group of strategies described, are based on power which is political or otherwise.[99]

Bennis, Benne, and Chin also emphasize the importance of the National Training Laboratories in 1947 in the development of normative-re-educative approaches. They

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[97]Warren G. Bennis, Kenneth D. Benne, and Robert Chin, eds., The Planning of Change 2nd ed., (New York: Holt, Rinehart and Winston, Inc., 1969), p. 2-3.

[98]Robert Chin and Kenneth D. Benne, "General Strategies for Effecting Changes in Human Systems," in The Planning of Change 2nd ed., ed. Warren G. Bennis, Kenneth D. Benne, and Robert Chin (New York: Holt, Rinehart and Winston, Inc., 1969), p. 34.

[99]Ibid.

point to the importance of the collaboration which took place among Lewin, Lippitt, Bradford, and Benne in establishing the summer laboratory program.

> The idea behind the laboratory was that participants, staff and students, would learn about themselves and their back-home problems by collaboratively building a laboratory in which participants would become both experimenters and subjects in the study of their own developing interpersonal and group behavior within the laboratory setting.[100]

It is to be noted that Ron Lippitt, who, they explain, was a student of Kurt Lewin, brought many of his ideas to the group. They had pointed out, earlier in their writings, the importance of Lewin's contributions to the normative-re-educative strategies. Given the wealth of material presented in their book, counselors on all levels could have become well grounded in the strategies of change, knowledgeable about the individuals involved in the study of change, as well as the historical role which the National Training Laboratories played in offering a setting for the training of individuals interested in change.

Daniel W. Fullmer published Counseling Group Theory and System in 1971. Fullmer focuses on the socio-cultural and individual aspects of group behavior. In addition, he presents his readers with the background and development of family group consultation in which he was heavily involved. He recommends the use of family group consultation as an

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[100]Ibid., p. 45.

important component of group counseling training.[101] Fullmer also includes in his book an article by Donald E. Engebretson on "Contemporary Group Methods." Engebretson emphasizes the important role that the National Training Laboratories played in moving the study of group development from an emphasis upon psychotherapy to that of interpersonal communications and sensitivity to self and others.[102]

In 1972 Margulies and Raia published a text which contains selected readings in organizational development. Their purpose is to present a current picture of organizational development as it existed in 1972. They emphasize the emergence of organizational development from the behavioral sciences and its focus on new organizational learning. Margulies and Raia point out that because of the enormous rate of change being experienced by society as a whole, previous potentially coercive methods of handling authority within organizational systems were in need of change toward collaborative approaches. They believe that the Study of Organizational Development Technology holds the means to help cope with changes in organizations. Their material would be meaningful to counselors experiencing the need to facilitate change within school systems or within

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[101]Daniel W. Fullmer, Counseling Group Theory and System (Scranton, PA: Intext Educational Publishers, 1971), p. 274-275.

[102]Ibid.

their own profession.[103]

Counselors intent on the development of consultation preparations for counselors will find Herber A. Shephard's article, "Innovation--Resisting and Innovation Producing Organizations," of interest. We know that the elementary school counselors have adopted consultation as one of three primary services. But even within the ranks of the elementary school counselors, the process of consultation is seen as a potentially devastating blow to traditional one to one counseling. We also know that secondary school counselors recognize consultation as important but, for the most part, merely have paid lip service to the process. Shephard's article certainly provokes some thought about whether or not the counseling field is in an innovative-resisting mode when faced with the prospect of recognizing consultation as a new innovation to the counselor's role and function.[104]

A monograph published in 1976 by Kurpius and Brubaker entitled, Psychoeducational Consultation Definition--Functions--Preparation, was written to provide a definition of psycho-educative consultation, as well as a working model. In the monograph Kurpius and Brubaker introduce their

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[103]Newton Margulies and Anthony P. Raia, Organizational Development: Values, Process, and Technology (New York: McGraw-Hill Book Company, 1972), p. 5.

[104]Herbert A Shephard, "Innovation--Resisting and Innovation Producing Organization," In Organizational Development: Values, Process, and Technology ed. Newton Margulies and Anthony P. Raia (New York: McGraw-Hill Book Company, 1972), p. 50.

readers to four modes of consultation, four phases of consultation, factors relating to change, resistance to change, and organizational development, as well as a framework for training consultants. In their introduction to psychoeducational consultation the authors state:

> Psychoeducational consultation, as a relatively new profession in the area of human services, draws upon many more established models and principles of human development--including everything from psychotherapy to systems analysis. Yet its uniqueness, in that it can serve clients both directly and indirectly through the consultee(s), requires an additional set of considerations, options and skills.[105]

It would normally be difficult to specifically pinpoint what success a monograph, such as this, may have in influencing counselors; but evidence of influence can be found in the 1978 February and March consultation editions of the Personnel and Guidance Journal. In February 1978 Kurpius contributed an article entitled "Consultation Theory and Process: An Integrated Model." In his article he presents both the consultation modes and consultation phases described in the Kurpius and Brubaker monograph.[106] Brubaker also contributed an article in the March 1978 Personnel and Guidance Journal's special edition on consulting. In Brubaker's article, "Futures Consultation:

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[105]DeWayne J. Kurpius and J. Craig Brubaker, Psychoeducational Consultation Definition--Functions--Preparation (Bloomington, IN: Indiana University, 1976), p. ix.

[106]DeWayne J. Kurpius, "Consultation Theory and Process: An Integrated Model," Personnel and Guidance Journal 56 (February 1978): 335-338.

Designing Desirable Futures," he applies the consultation phases described in the Kurpius and Brubaker monograph to what he calls the futuring process. He states that a futuring process is, "the activities the consultant and consultee engage in to design the future."[107]

Counselors who had not previously explored literature pertaining to group dynamics, social-psychology, community mental health consultation, psychoeducational consultation, organizational development, behavioral consultation, and change agentry certainly have an opportunity to do so in the Personnel and Guidance Journal issues, "Consultation I," and "Consultation II," Vol. 56 (1978). Counselors are not only presented with a variety of insights dealing with the above topics but are also presented with a working bibliography which can be beneficial in aiding counselors interested in developing consultation knowledge and skills. The "Consultation I" and "Consultation II" issues also bring to light the individuals whose interest, research, and insights make them leaders in the area of consultation, theories, models, processes, and training.

In summary, it seems likely that even with the absence of adequate preparation programs, counselors who wanted to investigate the area of consultation, could have

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[107]J. Craig Brubaker, "Futures Consultation: Designing Desirable Futures," Personneland Guidance Journal 56 (March 1978): 428.

done so by investigating publications in the behavioral and social sciences. Also the publication of the Personnel and Guidance Journal issues "Consultation I" and "Consultation II" are an excellent resource mode available to the elementary and secondary school counselor, as well as the college student personnel worker.

The College Student Personnel Worker and the Role of the Consultant

The college student personnel worker, like the elementary and secondary school counselors, established standards for student personnel work. Two specific documents, one in 1964 and another in 1966, were designed for the establishment of such standards. Lee Isaacon presents an historical review of the development of the 1964 and 1966 documents.

> These include A Proposal for Professional Preparation in College Student Personnel Work prepared in 1964 by the Professional Development Commission of the Council of Student Personnel Associations in Higher Education and The Role and Preparation of Student Personnel Workers in Institutions of Higher Learning prepared in 1966 by an Interdivisional Committee of the American Personnel and Guidance Association.[108]

At approximately the same time that the document, Role and Preparation of Student Personnel Workers in Institutions of Higher Learning, was being prepared, Ralph F.

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[108]Lee E. Isaacon, "Standards for the Preparation of Guidance and Personnel Workers--In Colleges and Universities," Counselor Education and Supervision 7 (Special Publication, Spring 1968): 187-192.

Berdie became president of the American College Personnel Association. In his presidential address he explored the definition, purpose, and implications of student personnel work, and recommended the keeping of close ties with the American Personnel and Guidance Association.

Ralph F. Berdie's ACPA Presidential Address was presented on April 4, 1966 in which he addressed the definition and redefinition of student personnel work. He defines student personnel work as follows: "Student personnel work is the application in higher education of knowledge and principles derived from the social and behavioral sciences, particularly from psychology, educational psychology, and sociology."[109] He also examines the purposes of student personnel, the avenues through which student personnel work functions, and the methods student personnel workers employ. The methods include counseling, advising, teaching, persuasion, research, and administration.

In his discussion regarding the implications about student personnel work, he seems to believe that student personnel work is an integral part of and not separate from higher education.

> The student personnel worker is a behavioral scientist employed in higher education to help achieve the goals and purposes of higher education through

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[109]Ralph F. Berdie, "Student Personnel Work: Definition and Redefinition ACPA Presidential Address," The Journal of College Student Personnel 7 (May 1966): 131-136.

> means of whatever knowledge and skills his background provides.[110]

He also raised, but did not answer the question: Is there and should there be a profession of student personnel work? Berdie did suggest that because there is an absence of systematic knowledge and few principles to apply to student personnel work, maybe offering courses in this area is a fraud.[111]

Berdie's thrust is to support the importance of the student personnel worker but the address does not emphasize any innovations in the field such as: consultation services, organizational developments, or the possibility of the change agent role on the part of the student personnel workers.

In 1967 the new president of the American College Personnel Association was Bernard R. Black. In Bernard R. Black's ACPA Presidential Address, he emphasizes the fact that student personnel workers need to focus both on the needs of the individual student and the structure of the university. He believes that students need freedom to be responsible and self-controlled. In order for the above objective to be reached, Black sees the need for planned change within the university. But he cautions about change.

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[110] Ibid., p. 135.

[111] Ibid., p. 135-136.

> In considering the structure, the organization, and the interpersonal relationships of a university, educational needs for change point in the direction of improving self-awareness, reorganizing the effect of personal behavior on others, diagnosing sensitivity to groups, and working skillfully as a group member, someone usually stands to lose something when a change takes place. The reality of power is an important factor in the change process.[112]

Black calls for student personnel workers to take on the role of change agents and to consciously work at initiating change. He uses Lewin's field theory as his basis for change agentry.

> The college student personnel worker's task is to create opportunities for the student through programming, advising and personal contacts, to decrease coercion and other restraining forces, and to increase the driving force of self-motivation and self-discipline.[113]

Black calls for more involvement on the part of the student personnel workers with other university personnel.

Black's emphasis on involvement with students and the development of planned change seems accurate in light of a July 1969 article by Terry O'Banion, Assistant Professor of Higher Education, University of Illinois. The article, "Program Proposal for Preparing College Student Personnel Workers," contains a study which answers the question, "'What is the core of experiences that should be common to

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[112]Bernard R. Black, "College Students' Development: Opportunities and Interferences ACPA Presidential Address," The Journal of College Student Personnel 8 (May 1967): 148-149.

[113]Ibid., p. 153.

all college and university personnel workers?'"[114] The core of experiences selected for college and university personnel workers are: psychology, counseling principles and techniques, practicum in student personnel work in higher education, the study of the college student, sociology and anthropology, and higher education. The core of experiences that the study suggests is, in O'Banion's and other professional opinions, significant in helping student personnel workers reach their professional goals. O'Banion deduces:

> In the context of such a program, the college student personnel worker will become an applied behavioral scientists who utilizes his understanding of individuals, groups, social systems, and the ecological relationships among them in order to achieve the goals of his profession.[115]

Professionals in the field of student personnel work had indeed expressed desires similar to Black's 1967 presidential address in wanting the student personnel worker to be not only capable of working with students but also within the settings in which students were found.

Simultaneously in 1969 the counseling literature emphasized the adoption of community mental health concepts for use by the college counselor. Highlighted was the mental health emphasis on prevention. Ira Levy, of CCNY,

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[114]Terry O'Banion, "Program Proposal for Preparing College Student Personnel Workers," The Journal of College Student Personnel 10 (July 1969): 249.

[115]Ibid., p. 252.

recommends that the college counselor not merely focus on only the troubled student but also develop outreach programs potentially effecting the entire student body and administration. Levy's emphasis on more total involvement on the part of the counselor includes: consultation with faculty, outreach to student groups, expanded practicum training, and participation in formulation of college policies.[116] The emphasis on university outreach centers continued to grow, and it was seen as a relevant approach to the survival of college counseling centers.

Weston H. Morrill and E. R. Oetting, counselors at Colorado State University, were curious about the extent that counseling centers were involved in outreach programs. Both counselors had earlier developed strong views on the role of counseling, and counseling centers. Oetting considers it the responsibility of college counselors to help determine the developmental experiences which should be available to college students on campus. The developmental experiences would be brought about as the result of providing specific programs and/or possibly bringing about changes in the institution. The purposes of the developmental experiences were to meet the students' personal,

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[116]Ira Edwin Levy, "Case Study: New Directions for the College Counselor at CCNY," Personnel and Guidance Journal, 47 (April 1969): 800.

intellectual, and social development needs.[117]

Both Morrill and Oetting believe that counselors have to move out of the office and become more involved on campus via outreach programs or lose their relevance.[118]

It would seem that, from the nature and emphasis placed on dealing with change in the 1967 ACPA Presidential address, Black's message had the potential to be realized. And again, consultation could be implied as an acceptable service of the counselor because of the proposed functioning of the outreach programs.

The College Counselor and the Role of the Consultant

Consultation became an important service of the college counselor involved in human development or growth center concepts in college counseling. The college growth center concept was developed at Bowling Green State University and its development was discussed in an article by two of the University counselors, Melvin L. Foulds and James F. Guinan. Their view is that of seeing these counseling centers moved from a reactive model to a reactive and proactive model. A reactive and proactive center would provide a wide range of psychological services, as well as,

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[117]Weston H. Morrill and E. R. Oetting, "Outreach Programs in College Counseling," The Journal of College Student Personnel 11 (January 1970): 50-53.

[118]Ibid., p. 52.

human relation services to faculty and student groups. Consultation services to faculty include helping faculty members to resolve blocks to learning in the classroom.[119]

Charles F. Warnath argues cogently that the college counselors have to change their service orientation on the college campus or face the possibility of going out of existence. Warnath, like Oetting, Morrill, Foulds, and Guinan deems it improper for the college counselor to restrict ones activities to the office and at the same time avoid the responsibility of the college institutional environment.

Warnath suggests that adjustments in college counseling services require an understanding of the myths upon which the original services are based. He points out that the college counselors' model is based on myths borrowed from physicians and psychotherapists, and that no one questioned their service mythology. Counselors, he argues, have to adjust themselves to the wider range of student needs and are required to account for new models of service delivery.[120]

In 1969 Foulds and Guinan had proposed that the

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[119]Melvin L. Foulds and James F. Guinan, "On Becoming A Growth Center," The Journal of College Student Personnel 11 (May 1970): 177-181.

[120]Charles F. Warnath and Associates, New Directions for College Counselors (San Francisco, CA: Jossey-Bass Publishers, 1973), p. 3-20.

college growth center concept be applied to both the elementary and secondary school counseling centers because counselors below the college level were increasingly moving toward services which were developmental in nature.[121] If the growth center concept was applied to both elementary and secondary school counseling centers, the purpose would have been to expand human awareness and to maximize human potential. Another label which could have been applied to growth centers, was human development centers. The use of developmental counseling had been strongly endorsed by Blocher in 1966.[122]

The human development approach to counseling centers at any level required that counselors be capable of providing traditional counseling services as well as consultation. Much like the desire for the development of consultation skills on elementary and secondary school levels, the college counselors showed a desire to also develop these skills. This evidence of change could be seen in a 1972 survey which indicated that consultation was one of twenty-two skills considered desirable for counselors seeking

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[121]Melvin L. Foulds and James F. Guinan, "The Counseling Service as a Growth Center," Personnel and Guidance Journal 48 (October 1969): 117.

[122]Donlad H. Blocher, Developmental Counseling (New York: The Ronald Press Company, 1966), p. v-vi.

positions in college counseling centers.[123]

Wayne Lanning of Indiana University explored the importance of consultation developing from within the university. He points out that historically consultation services were generally looked upon as coming from the outside primarily to solve problems. He suggests a definition for inside consultation as follows:

> Consultation is the activity or process in which one person engages with another person, group or agency in order to identify the needs and/or capabilities of that person, group, or agency and then to plan, initiate, implement, and evaluate action designed to meet and/or develop those needs and/or capabilities.[124]

Lanning's emphasis is upon consultation being generated from within the university counseling center and can be utilized by other members of the university as a result of extensive public relations. He suggests that it was necessary for potential clients of the university counseling centers to be aware of the expertise of the staff members of the counseling centers. He utilizes Kurpius' phases of consultation and adapts them to the university and college setting.

Kopplin and Louis in 1975 urge that counseling centers modify their traditional counseling approach in

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[123]Thomas Magoon, "Outlook in Higher Education: Changing Function," Personnel and Guidance Journal 52 (November 1973): 175-179.

[124]Wayne Lanning, "An Expanded View of Consultation for College and University Counseling Centers," Journal of College Student Personnel 15 (May 1974): 172.

order to provide consultation services. They give four specific reasons for the needed modifications: one, there are limited numbers of mental health professionals available to students: two, consultation can lead to significant institutional changes to aid students; three, consultation increases the number of contacts between members of the university community; four, because of financial issues counseling centers need the solid backing of faculty and consulting could be the key to enlist their support.[125]

The idea of adopting community mental health principles to the college counseling center is outlined by Conyne and Clack in their Consultation Intervention Model which is three dimensional and includes consultation type, consultation focus, and consultation entry point. Incorporated into their model are the concepts found in the writings of Caplan, Bennis, Morrill, Oetting, Hurst, and Warnath. Conyne and Clack emphasize, much as Bloom did in 1970, that the community mental health approach of the college counseling center allows for the entire environment of the campus to become the counseling center's client.[126]

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[125]David A. Kopplin and Rice C. Louis, "Consulting with Faculty Necessary and Possible," Personnel and Guidance Journal 53 (January 1975): 372.

[126]Robert K. Conyne and R. James Clack, "The Consultation Intervention Model: Directions for Action," Journal of College Student Personnel 16 (September 1975): 413.

In 1978 Westbrook, Leonard, Boyd, Johnson, Hunt, and McDermott present a model of university campus consultation. There is recognition that counselors were not alone in their concern over how students could best be served. Student personnel administrators were also raising questions about the low proportion of students served and developing means to provide more services.[127] Around the year 1968, the University of Maryland began to explore how the counseling center could reach out to other areas of the school. Most of the time spent in exploration was voluntary on the part of the counselors. They worked more from a desire to expand than from public request. Although the counselors began their exploration from a base of no clear or expressed goals, they were able to comprise a set of consultation goals which were finally publicized. After agreeing upon a specific definition of consultation, they were better prepared to continue their exploration and research. As their study proceeded they began to correlate their work with current research which substantiated their findings. They found, as Lanning did in 1975, that when the consultants propose changes, this causes a shift among the members of the client system and contributes to threatening the

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[127]Franklin D. Westbrook, Mary M. Leonard, Vivian Stallworth Boyd, Frank Johnson, Stanley M. Hunt Jr., and Michael T. McDermott, "University Campus Consultation Through the Formation of Collaborative Dyads," Personnel and Guidance Journal 56 (February 1978): 360.

consultee.[128] They also feel that by doing consultation work on campus they could come to know how the campus really functions.

Another viewpoint offered in reaching students on the college campus is that of Parker and Lawson, who suggest that large numbers of students can be reached by counselors working with the faculty.[129] Their model and study primarily focus on helping the college faculty to fit their subject matter to the developmental and learning characteristics of their students. They envision the counselor and teacher working as a team which will benefit students in their specific areas of study.

The university and college counseling centers' emphasis and focus on the possible benefits the application of consultation would have on campus is poignantly documented in their literature. Their literature provides the reader with a view of their interest in integrating community mental health models, organizational development approaches, and change agent roles with the goal of having a positive influence within the university or college setting.

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[128] Ibid.

[129] Clyde A. Parker and Jane Lawson, "From Theory to Practice to Theory: Consulting with College Faculty," Personnel and Guidance Journal 56 (March 1978): 424.

Summary

It is apparent that consultation has evolved to a more strengthened position during the fifteen years reviewed in this study. However, during the period of controversy even the opponents were not opposed to consultation as a function; rather, they were concerned with the potential loss of traditional counseling services as a result of the emphasis being placed on consultation.

Counselors whose philosophies and theories are based on developmental or behavioral theories support the use of consultation as a means to provide services which would benefit the total school environment not just children that are in need of therapeutic-remedial counseling.

Consultation also enables the counselors at all levels to contend with the issues of accountability and efficiency by increasing the range and scope of their services to the school community. Counselors could consciously decide what roles they would take and not just function in the roles handed to them as a result of historical traditions. This is especially applicable to the secondary school counselor. It is possible now, if a counselor chooses, to perform in a consultative and collaborative capacity heretofore not envisioned.

We know that the elementary and higher education counselors were not as ensconced in tradition as the secondary school counselors and therefore we find a great

deal more professional flexibility available to them than that available to the secondary school counselor.

Two specific theoretical approaches that also effected the historical movement are, namely, the developmental theories of counseling, and the community mental health theories on consultation modeled by the school psychologist. Both theoretical approaches provide the counselor with a broader focus of service. These approaches hold for the counselor the possibility of building a new base of power outside the boundaries of the school. Their power bases develop because of their ability to train and consult parents and teachers.

Counselors also are able to reach out beyond their traditional training and are influenced to study sound psychology and its related areas of study, namely, group dynamics.

CHAPTER III

THEORIES AND MODELS OF CONSULTATION

The purpose of Chapter III is to present an overview of the development of theories of consultation as found in the guidance and counseling literature from 1964 to 1979. This review of the literature attempts to answer the questions: Are there theories of consultation? Is consultation indigenous to the field of guidance and counseling? What are the origins of consultation models available for use by school counselors? Along what philosophical or theoretical framework have the consultation models been developed? What individuals played significant roles in the development of consultation models in the literature?

Consultation Theory Development

A specific theory of consultation was not to be found in the guidance and counseling literature between 1964 and 1979. The absence of a specific theoretical framework with regard to consultation did not, however, prevent counselors from providing consultation services in schools. For example, elementary school counselors were, as pointed out in Chapter II, influential in the development of the consultant role among school counselors and contributed articles on consulting in the counseling literature between

1964 and 1979. Counselors writing about consultation drew upon personal experiences and empirical studies found in psychology, sociology, and social psychology.

Counselors writing about consultation between 1964 and 1979 were participating in consultation's early stages of development in their field. During this fifteen year period counselors were attempting to find meaningful ways of integrating consultation into their services at all educational levels. While no specific theory of consultation was formulated between 1964 and 1979, counselors, by adopting the consultation function, were contributing to the eventual development of empirical studies which could lead to the development of consultation theory.

The viewpoint of consultation being without a specified theory was supported in a review of consultation by Kurpius and Robinson in the February 1978 Personnel and Guidance Journals special edition on consultation. In their presentation of "An Overview of Consultation," they write:

> At this stage of development, consultation can be viewed as atheoretical. True those who believe in behavior modification may function within that conceptual framework and those who follow a social psychological perspective may function as a social psychological consultant. At this time however, there are not clearly specified theoretical approaches specifically identified with consultation. Each consultant is guided in the

> process of consultation by how he philosophically believes he can most effectively and efficiently influence change in the clients system.[1]

The Kurpius and Robinson overview is realistic as evidenced by a number of articles written between 1964 and 1979 in which counselors and other professionals blend their particular philosophy, and/or theory of counseling with consultation to create a conceptual framework upon which specified models of consultation develop, such as: Behavioral Modification Consultation Model, Community Mental Health Consultation Model, Developmental Consultation Model, and Process Consultation Model.

The development of specified models of consultation served to narrow the use of the term consultation and stimulated needed empirical research and evaluation. Blake and Mouton in 1978 view consultation as an undeveloped theory due to the absence of systematic scientific approaches to consultation. They argue that as long as consultation lacks a systematic scientific approach it will be without a general theory. Blake and Mouton believe that the lack of sharing among professionals about the practice of consultation kept consultation theory from developing.[2] Blake and Mouton

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[1]DeWayne J. Kurpius and Sharon E. Robinson, "An Overview of Consultation," Personnel and Guidance Journal 56 (February 1978): 322.

[2]Robert R. Blake and Jane Srygley Mouton, "Toward a General Theory of Consultation," Personnel and Guidance Journal 56 (February 1978): 328.

developed a model for the collection of information about consultation and called it a Consulcube which was used to order available information known about consultation. The authors state that their Consulcube Model is ". . . a systematic and coherent basis for a theory and practice of consultation."[3] But the model presented by Blake and Mouton is, in their estimation, only an initial step in consultation's theoretical development.

In the view of Blake and Mouton, the ingredients are beginning to become available for the scientific development of consultation theory. Yet, the literature available to counselors does not provide the evidence that anyone was specifically engaged in a scientifically formal approach to consultation theory development. The formal and informal approaches to research and theory development call for specific methodologies. Arthur J. Bachrach provides his readers with an understanding of what ingredients make up both the formal and informal methodologies in research and theory development. Bachrach views the formal methodology as:

> . . . the predominant methodology in science is the formal theoretical approach, involving the technique of observation (an empirical one), hypothesis formulation and testing (through experimentation), and theory construction leading to laws.[4]

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[3]Ibid., p. 330.

[4]Arthur J. Bachrach, Psychological Research (New York: Random House, 1972), p. 59.

Bachrach considers those who choose the informal approaches to research as attempting to move toward an economical means to do research. The informal approach to research, unlike the formal, shows an absence of theory construction in its method. Bachrach goes on to explain that: "Theories for this group are unnecessary because they are too formalized. . . . theories become solidified and begin to determine research rather than integrate research data."[5]

Other authors interested in the science of behavioral research also recognize the significant differences between formal and informal approaches to research. Fred N. Kerlinger expresses that "the basic aim of science is theory"[6] and that while he recognizes the informal method, his preference is for the formal theoretical methodology. The reason for his preference is as he states: "Theoretical research aims are better because, among other reasons, they are move widely applicable and more general."[7] His definition of a theory and its clarification adds depth to his preference for the formal theoretical approach to research. Kerlinger defines theory as:

> A theory is a set of interrelated constructs (concepts), definitions and propositions that present

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[5]Ibid., p. 68.

[6]Fred N. Kerlinger, Foundations of Behavioral Research (New York: Holt, Rinehart and Winston, Inc., 1973), p. 8.

[7]Ibid., p. 10.

> a systematic view of phenomena by specifying relations among variables, with the purpose of explaining and predicting the phenomena.[8]

He elaborates on his definition of theory by clarifying elements of his definition.

> This definition says three things. One a theory is a set of propositions consisting of defined and interrelated constructs. Two, a theory sets out the interrelations among a set of variables (Constructs), and in so doing, presents a systematic view of the phenomena described by the variables. Finally, a theory explains phenomena. It does so by specifying what variables are related to what variables and how they are related thus enabling the researcher to predict from certain variables.[9]

In the absence of formal theory development as just described, the primary focus of the consultation literature between 1964 and 1979 emphasized the practical and functional aspects. The practical and functional view of consultation were supported by the counselor's own experience with it, via trial and error and empirical research. Those who fostered and encouraged consultation via articles and texts during the period of this study did not explore consultation from the aspect of theory development. It was not until the publication of the 1978, February and March, special editions on consultation found in the Personnel and Guidance Journal that the absence of consultation theory was highlighted for the counseling profession. The articles published in the February and March editions are significant because the guidance and counseling

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[8]Ibid., p. 9.

[9]Ibid.

field was recognizing the importance of an interest in the development of consultation as a service of counselors. Perhaps the newness and importance of the movement toward consultation among helping professionals is best described by DeWayne Kurpius. Consultation from the viewpoint of Kurpius is a process different from the traditional roles of the helping professional.[10]

> Persons functioning as consultants do not model authority and control. Rather, their newly developing image and related functions are quite the opposite--they model helping behaviors that are nonjudgemental and noncompetitive. Such behaviors reinforce openness and collaboration that create mutually beneficial work situations and work outcomes.[11]

Consultation being a process does not interfer with the theoretical backgrounds of those who would adopt its use. Therefore, a counselor's particular theoretical orientation could be tied in with consultation. The analysis of the guidance literature from 1964 to 1979 as reviewed in Chapter II substantiates a degree of support for the use of consultation as a process to be used by school counselors, and points out that its eventual adoption and support came primarily from counselors with diverse theoretical backgrounds. For example, a counselor interested in developmental counseling was as likely to consider using the consultation process as a behaviorist might have been.

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[10]Kurpius, "Consultation Theory and Process," p. 335.

[11]Ibid.

Consultation as a process was not indigenous to the field of guidance and counseling. The developments which stimulated counselors to consider consultation as an important dimension of their services were many. They included the following: The Standards Movement, the emphasis on human development via developmental or third force psychology, community mental health consultation approaches, the adoption of the consultation process by counselor-practitioners of behavioral modification, the development of elementary school guidance and counseling, and the recognition of the need to build strong power bases for the survival of the role of the school counselor by providing consultation services to significant individuals in the community where the school exists. Each of the above events played important roles in developing the origins of the consultation process in the field of guidance and counseling.

The consultation process supported the interest of counselors whose theory and philosophy revolved around the following: one, the need to provide individuals with the opportunity to maximize their human potential; two, those who wanted to enhance the community through prevention programs which developed as a result of community mental health models, whereby other care-takers in the community were given support via consultation; three, those who saw behavior modification techniques as a means to solve a

myriad of problems within the school community. Behavior modification consultation involved those who believed it was important to work, not only with the individual exhibiting behavioral problems, but also with significant others within the same environment, in order to sustain the desired behavioral changes.

Community Mental Health

Models of Consultation

In reviewing models of consultation, community mental health consultation was selected to be focused upon first because of the important works of Gerald Caplan in this area. Caplan's contribution is his belief in the necessity of the consultant's role and his ability to concretize it into a working model. His model of consultation has influenced not only the role of the mental health consultant in the school but also other models of consultation.

Caplan, and what he represents, is best described by R. H. Feliy, M.D., Director of the National Institute of Mental Health, in the forward of Caplan's book, Principles of Preventive Psychiatry. Feliy writes:

> This book is not only a primer for the community mental health worker--it is a Bible. It should be read by every psychiatric resident and mental health worker in training, as well as by those who are engaged in community mental health programs.[12]

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[12]Gerald Caplan, Principles of Preventive Psychiatry (New York: Basic Books, 1964), Forward.

Caplan had a variety of experiences to draw upon which served to foster his work in mental health consultation. Caplan's experiences include: the establishment of psychiatric out-patient clinics, community psychiatry programs, development of primary prevention programs for mental disorders in public health systems, as well as community mental health programs.[13]

Caplan's background makes him a leader in mental health consultation. Caplan argues that the variety of applications surrounding consultation have a limiting effect on the professional who engages in its use because it includes so many activities. Caplan suggests that the role of the consultant, in order to be understood and become effective, requires some refocusing.[14] He attempts to do just that in his development of mental health consultation theory.

One of the main ways in which Caplan effects changes in consultation is his focus upon the role of the consultee. Kurpius and Robinson express their belief that the work of Caplan revolutionized consultation because the consultee becomes active in the consultation process. Caplan clarifies his use of the term consultation.

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[13]Ibid., p. ix.

[14]Ibid., p. 213.

> . . . the term is used in a quite restrictive sense to denote the interaction between two professional persons--the consultant, who is a specialist, and the consultee, who invokes his help in regard to a current work problem with which he is having some difficulty and which he has decided is within the consultant's area of competence.[15]

What Caplan proposes is to move from the restrictive role of the consultant to one in which the responsibility for the client remains with the consultee. Caplan suggests that in order for the consultee to remain responsible for the client, the consultant's role should include ". . . helpful clarification, diagnostic interpretation or advice on treatment, but the consultee is free to accept or reject all or part of this help."[16] Caplan also stresses that by making the consultee responsible for the client he will be able to handle similar problems in the future.

Caplan applies his views on mental health consultation to community mental health programs. He avers: "By the terms 'Mental Health Consultation,' I designate the use of this method as part of a community program for the promotion of mental health and for the prevention, treatment, and rehabilitation of mental disorders."[17]

It is via mental health consultation that Caplan actualizes the role of the consultee in community mental health. He points out that much of the mental health work

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[15]Ibid., p. 212. [16]Ibid.

[17]Ibid., p. 213.

being done in the community is not necessarily being done by individuals who are adequately trained. The specific training he is referring to is in the areas of psychology, psychiatry, and social work. Therefore, he concludes that mental health specialists, via consultation, could bring the benefits of their training to those care-giving individuals actively involved in community mental health work.[18]

Caplan also sees his model of consultation as a means whereby a small number of consultants can have a significant impact on the community in which they are involved. Specifically the consultants would be serving individuals who are working with actual or potential patients in the community. These individuals would include: ". . . nurses, teachers, family doctors, pediatricians, clergymen, probation officers, policemen, welfare workers, and so forth."[19] He believes that consultation services will be necessary for some time because of a limited number of individuals being trained to be mental health professionals.

Caplan's mental health consultation model's foundations are based on his stated principles of preventive psychiatry. He states that the term preventive psychiatry:

> . . . refers to the body of professional knowledge, both theoretical and practical, which may be utilized to plan and carry out programs for reducing (1) the incidence of mental disorders of all types in

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[18]Ibid.

[19]Ibid.

> a community ('primary prevention'), (2) the duration of a significant number of those disorders which do occur ('secondary prevention') and (3) the impairment which may result from those disorders ('tertiary prevention').[20]

The success of these principles of preventive psychiatry, as stated earlier, are dependent upon the process of consultation.

The process of consultation received legislative support as Kurpius points out: "The early impetus that accelerated the use of consultation in clinics and educational settings occurred when congress passed the Community Mental Health Center Act in 1963."[21] The act supported the use of consultation services in community mental health work. Kurpius states, "The intent of this early legislation was to urge the helping professions to move from individual and small group remedial activities toward more developmental and preventative approaches."[22] Kurpius sees this act as initiating the use of mental health consultation in schools. This legislation bridged the works of Caplan and the works of mental health consultants in the schools.

A typical model for use in schools, via the mental health professional, is suggested by Donald L. Williams

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[20]Ibid., p. 16-17.

[21]DeWayne J. Kurpius, "Introduction to the Special Session Issue," Personnel and Guidance Journal 56 (February 1978): 320.

[22]Ibid.

from the University of Texas. The model he proposes is conceptualized in three parts.

> (1) to free energies within the consultee that are not being utilized productively; (2) to help the consultee direct his energies in the most satisfying ways; and (3) to find ways to sustain these developed and redirected energies.[23]

This model certainly fits the suggested role of the consultant and consultee as described by Caplan earlier. Williams adds to his model the need for developing interpersonal relationships between consultant and consultee. His model, therefore, includes the necessity for the consultant to be available to the consultee in order to enhance an interdependent relationship.

Support for the type of model proposed by Williams can be found in the guidance journals. Loyce McGehearty, Director of Guidance Services and Associate Professor of Psychology at the University of Corpus Christi, states the case for consultation. McGehearty, like Caplan, believes that the mental health professionals can be more effective if they provide consultation to the school's personnel as well as to others in the community.[24]

William C. Rhodes, on the other hand, points out that when the mental health professionals enter the schools they

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[23]Donald L. Williams, "Consultation: A Broad, Flexible Role for the School Psychologist," Psychology in the Schools 9 (January 1972): 16.

[24]Loyce McGehearty, "The Case for Consultation," Personnel and Guidance Journal 47 (November 1968): 257.

find that their major tools are inefficient and that the mental health professionals, because of the group patterns which operate in schools, had to adopt consultation as a means for workers in school settings.[25] Therefore, the mental health profession had to seek another avenue as a result of the group-centered patterns of operation. Rhodes indicates that he, therefore, chose consultation in the school setting, and had taken the older method of professional-to-professional communication--namely, consultation, and applied it to school personnel groups.[26] The mental health professionals were looking for a medium which would enhance the communication between themselves and the school professionals. Rhodes, much like Williams, indicates that consultation is a good choice because of its approach to mutuality.[27]

Rhodes sees consultation as a method with a range of models which could include either highly or broadly focused consultation. Highly focused consultation concentrates on the psychic realm, and when broadly focused, it concentrates on characteristics of individuals, organizations and environments.[28]

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[25]William C. Rhodes, "Utilization of Mental Health Professionals in the School," Review of Educational Research 38 (December 1968): 507.

[26]Ibid.

[27]Ibid.

[28]Ibid.

Rhodes indicates that a number of authors, including, Sarason and Newan, examine the strengths and difficulties found when consultation is employed in the educational setting. He specifically focuses on Newan's book, Psychological Consultation in the Schools, because of the structural arrangements of an agency or establishment. He emphasizes the necessity for understanding that the mental health consultation models, when applied to schools, take into account both the individual and the system.[29]

Rhodes, like Caplan, sees consultation as having a generic relationship to counseling and psychotherapy. He views Caplan's work as having more of a psychotherapeutic orientation because, "It focuses much more upon psychodynamics than upon the content which the mental health professional brings to the relationship."[30]

Rhodes' emphasis helps one to be aware that mental health consultation in schools can have a possible orientation toward the psychic realm such as Caplan's or a psychosocial orientation, and therefore broadly focused. In the psychosocial, psychoeducational orientation the counselor will be interested in the content of the relationship between the professionals such as found in Williams' model. Rhodes sees his comparison as representing a

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[29]Ibid.

[30]Ibid., p. 508.

microcosm of the differences among professional orientations to mental health.[31]

Caplan did surface his psychoanalytic orientation in the theme interference reduction theory found in consultee-centered case consultation. The consultee-centered case consultation method consists of five phases: "One, preparing the ground for consultation, two, the individual consultation relationship, three, assessing the consultation problem, four, the consultation message, and five, ending and follow up."[32] Caplan tends to emphasize consultee-centered case consultation because to him it provides important technical principles which, when once understood, are also applicable to his models of client-centered case consultation and program-centered administrative consultation.

It is during the second phase of the consultee-centered case consultation that the objective of the theme interference reduction is met. The second phase, which is meant to establish the individual consultation relationship, is a period whereby the consultant does not lower the consultee's anxiety but rather expresses the fact that the consultee's concerns are probably correct about the client and that they will mutually examine the concerns. During the second phase, the consultant must be aware of dynamics which might impede his relationship with the consultee.

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[31]Ibid.

[32]Caplan, p. 232.

The consultant's role is not just to listen but to also ask appropriate questions. The consultant remains neutral during this period and attempts to determine the theme interfering with the consultee's objectivity. The consultant during this period always maintains a coordinate position and not one of superiority. Caplan points out that this coordinate position insures ". . . that the consultee retains the responsibility for the case and fosters his feeling of self-respect and autonomy."[33] Caplan also stresses the need for the consultant to be aware of the fact that he is not treating the consultee. The consultant must not enter the area of the consultee's privacy and provide psychotherapy.[34] Caplan states clearly that the consultant who is a psychotherapist or case worker is on a restricted assignment and must avoid insights into the consultee's private life.[35] Basically the role of the consultant is to focus on the client and he does so by controlling the interview with the consultee. Caplan notes that while psychotherapy is not the role of the consultant he is not saying that consultation does not have a therapeutic effect.

Caplan, in effect, provides mental health consultants with a model which aids in the transition from remedial to

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[33]Ibid., p. 240. [34]Ibid., p. 243.

[35]Ibid., p. 244.

the preventive approach. Caplan's major works were published in the middle sixties and early seventies. In the estimation of some authors, preparation programs were still lagging behind in the late seventies. Kurpius writes: "One of the overriding obstacles that has caused a slow transition from remedial approaches to helping toward more consultative approaches is the lack of adequately defined and implemented preparation programs."[36]

While the development of adequate training programs for consultants was considered scarce, there were programs as early as 1966 to develop consultation skills which focused upon working with parents and teachers. The University of Texas was one of the few consultation training centers, and its training program was based on the Caplan Model of Consultation. Walter B. Waltjen explained how the consultant was to work with the teacher. He specified that the teacher could seek the services of the consultant with regard to a child and the consultant would work with the teacher not the child.[37]

Caplan saw the benefit of consultation as not just solving immediate problems but also as being beneficial to solving similar problems in the future. This was also an

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[36]Kurpius, "Introduction," p. 320.

[37]Walter B. Waltjen, "Policies and Practices in Pupil Personnel Services," in Guidance in American Education III: Needs and Influencing Forces, ed. Edward Landy and Arthur M. Kroll (Cambridge, MA: Harvard University Press, 1966), p. 324.

important part of the University of Texas Model.

Sidney A. Winicki, a graduate from the University of Texas Psychology Program, emphasizes the benefits found in the Caplan consultation model when applied to a school setting. He recognizes that the major advantage gained from the model is the development and strengthening of personal resources of teachers within the school.[38]

June Gallessich, like Sidney A. Winicki, was associated with the University of Texas at Austin and she suggests that, while Caplan's model is designed for use with individuals, it is also adoptable to a systems-consultation approach to schools. She relates that:

> The primary assumption of this model is that the system--whether, it is a small unit such as a team of two or three teachers or a larger unit, for example, a school district--contains the basic resources for effective problem solving; the consultant enters the system with the goal of facilitating organizational growth through more effective use of indigenous resources.[39]

What Gallessich does, is to suggest that it is possible to expand Caplan's model to benefit the organizational group. Alexander S. Rogawski, in his presentation of Caplan's model in 1978, points out that Caplan initially was opposed

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[38]Sidney A. Winicki, "The Case Conference as a Consultation Strategy," Psychology in the Schools 9 (January 1972): 21.

[39]June Gallessich, "A System of Mental Health Consultation," Psychology in the Schools 9 (January 1972): 13.

to group consultation but had since changed his views.[40]

In conclusion, it is evident in the literature that Caplan's mental health consultation model was influential in bringing mental health consultation into educational settings. The model was used in developing a training program for consultants, and individuals who experienced the training contributed to the literature on consultation. One of the most important contributions of the model was the emphasis placed on the expanded role of the consultee. The emphasis placed upon the consultee's relationship to consultant and client served to focus on the triadic nature of the consultation relationship. Another important contribution was the emphais on the building of skills in the consultee to manage similar problems which might arise in the future. Due to the limitations of previous mental health clinical models, Caplan's model gave an impetus to move beyond clinical settings into the community. The model contributed by focusing on four specific types of consultation which were developed to help the consultant in the community be aware of the environment in which he was working and how to respond in those situations. The model's emphasis on prevention also contributed in challenging traditional counseling settings in schools to change their

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[40]Alexander S. Rogawski, "The Caplanian Model," Personnel and Guidance Journal 56 (February 1978): 325.

ways of operating. For example, Edwin Levy, Head of Counseling at the Community College of New York, comments.

> Community mental health concepts suggest that college counselors may move towards preventive activity rather than remaining focused primarily on response to established symptoms in troubled students. . . Experience indicates there is room on the campus for both functions: (a) traditional one to one interactions within the counseling office; and (b) outreach programs affecting large numbers of students and administrators.[41]

Also, mental health consultation contributed to an understanding that the consultees are never treated by the consultants as patients. Rogawski points out that the consultant-consultee relationship is to be considered egalitarian in nature.[42] Overall, the contributions were important; some of which will be found incorporated in other models of consultation.

Developmental and Humanistic Psychologies Models of Consultation

A second model of consultation suggested in the literature for use by counselors emphasizes the areas of developmental and humanistic psychologies. These psychologies and theoretical frameworks are, for the most part, directed at the role of the school counselor. The models of consultation developed in the areas of humanistic and developmental psychologies focus on the role of the school counselors and their work with students as well as significant individuals in the school setting.

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[41]Levy, p. 800.

[42]Rogawski, p. 326.

The consultation literature that pertained to the school counselor was emphatic about the challenges counselors were facing and provided both futuristic and positive dimensions via alternatives to traditional counseling roles in schools.

Typically, counselors interested in developing humanistic approaches to consultation were those who firmly believed in the growth and development of students in both the cognitive and affective domains. It was emphasized that the needs of all children had to be considered; not just the needs of those exhibiting difficulties.

Lawrence Fisher, a mental health consultant and psychologist, points out in 1974 that:

> In recent years with the development of 'humanistic' education and psychology and other 'third force' movements, there has been a rebirth of interest in integrating conceptually at least, the emotional and the cognitive views of children as they apply to the educational setting.[43]

This interest in the overall education of the student is focusing on the atmosphere and overall learning environment of the school. It is basically mandating that counselors have a stake and interest in working with the significant adults in the school environment as well as with the child.

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[43]Lawrence Fisher, "Cautions about Mental Health Consultation from a Mental Health Consultant," The Elementary School Journal 74 (January 1974): 185.

Myrick and Moni discuss their views on the purpose of developmental consultation. They see developmental consultation benefiting classroom learning climates and focusing upon the needs of all children. Teachers in this environment work with the consultants in order to understand the implications of their interactions with children.[44]

One of the outstanding spokesmen for humanistic psychologies and its implications for education is Abraham H. Maslow. In a speech to Superintendents of New England Schools he describes what he feels would be the effects of humanistic psychologies.

> We are witnessing a great revolution in thought, in the Zeitgeist itself: the creation of a new image of man and society and of religion and science. It is the kind of change that happens, as Whitehead said, once or twice in a century. This is not an improvement of something; it is a real change in directions altogether. It is as if we had been going north and we are now going south instead.[45]

The directional change of which Maslow is speaking, is the movement away from traditional teaching approaches in which education takes on an active role of teaching while having little to do with the intrinsic self of the student.[46] Maslow argues cogently that counselors and

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[44]Robert D. Myrick and Linda S. Moni, "The Counselor's Workshop: Teachers In-Service Workshops," Elementary School Guidance and Counseling 7 (December 1972): 157.

[45]Abraham H. Maslow, "Some Educational Implications of the Humanistic Psychologies," Harvard Educational Review 38 (Fall 1968): 685.

[46]Ibid.

teachers must move beyond extrinsic learning and move toward the actualization and growth of the individual. He states that in order to function in education, with a view toward the individual, the following philosophy and beliefs must exist in the educator.

> If we want to be helpers, counselors, teachers, guiders, or psychotherapists, what we must do is to accept the person and help him learn what kind of person he is already. . . We would be non-threatening and would supply an atmosphere of acceptance of the child's nature which reduces fear, anxiety, and defense to the minimum possible. Above all, we would care for the child, that is enjoy him, his growth and self actualization.[47]

The philosophy and beliefs expressed by Maslow are atypical of the views held by the spokesmen for developmental and humanistic modes of consultation in the guidance literature.

Donald Blocher, Professor of Education at the University of Minnesota, published his book of developmental counseling in 1966. In it he discusses developmental counseling from the aspects of maximizing human freedom as being limited, but within those limitations it is necessary to prepare individuals to mobilize what freedoms they do have. He also sees maximizing human effectiveness as ". . . that behavior that gives an individual the greatest possible long-term control over his environment and the affective

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[47]Ibid., p. 693.

responses within him that are evoked by that environment."[48]

Blocher sees in the effective person the ability to exercise control over his environment and over his affective responses to his environment. Blocher perceived the goals of developmental counseling being actualized in the educational systems via the role of the counselor as a change agent. This particular role of change agent is discussed in a later chapter. Blocher sees change taking place as the result of the creation of a developmental milieu.

> The developmental milieu may not be quite the same as the therapeutic milieu, but it too, would seem to rest on the common denominator of understanding human development unless the developing individual can exist in a milieu within family, within school, and within community where some rather high degree of understanding of developmental needs and processes can be found, much of the work of the counselor will be hopelessly difficult.[49]

Don Dinkmeyer, like Blocher, expresses an interest in and suggests models of developmental counseling for use at the elementary school level. The developmental model which he proposes is influenced by Adlerian and social psychology. Dinkmeyer's model includes a commitment to persons instead of crisis through a humanized and personalized educational approach and assumes the necessity of

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[48]Blocher, Developmental Counseling, p. 5.

[49]Donald Blocher, "Can the Counselor Function as an Effective Agent of Change?" in Guidance Principles and Principles and Services, ed. Frank W. Miller (Columbus, OH: Charles E. Merrill Publishing Co., 1968), p. 403.

involvement of the entire school staff.[50]

The social-psychological component of Dinkmeyer's model is clarified in the literature through the work of Allport. In Jones and Gerard's Foundations of Social Psychology, Allport's book, Social Psychology, is considered to be a common meeting ground for social psychology. They write:

> Allport essentially extended the principles of associative learning to account for a wide range of social phenomena: emotional expression and control, language development, sympathy and imitation, suggestion, social facilitation of performance, crowd behavior, and, finally, social institutions.[51]

Jones and Gerard define social psychology as ". . . a subdiscipline of psychology that especially involves the scientific study of the behavior of individuals as a function of social stimuli."[52] They clarify for their readers the use of the terms scientific study, behavior, and social stimuli. They indicate that scientific study is a means of predicting the work of the scientists from the scientists' own fallibility. Their focus on behavior is not to be viewed in a restrictive sense; rather, it should be understood from the viewpoint that: "Social psychology is

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[50]Don Dinkmeyer, "A Developmental Model for Counseling-Consulting," Elementary School Guidance and Counseling 6 (December 1971): 81.

[51]Edward E. Jones and Harold B. Gerard, Foundations of Social Psychology (New York: John Wiley & Sons Inc., 1967), p. 3.

[52]Ibid., p. 1.

very much interested in thinking, feeling and desiring; the restriction in the definition merely refers to the fact that these internal states can be inferred only from some form of overt behavior."[53] And social stimuli, according to the authors, are: ". . . some change in the environment that actually or potentially affects the behavior of an organism."[54]

Understanding the principles of social psychology and the benefits derived from its study is seen as one of the essential components in Dinkmeyer's model of developmental consultation. An equally important component of the model is the necessity of finding a means to close the communication gap between counselor and teachers. Dinkmeyer and Dinkmeyer state: "Consultation involves sharing information and ideas, coordinating, comparing observations, providing a sounding board, and developing tentative hypothesis for action."[55] Dinkmeyer sees the necessity of ". . . an alignment of goals and purposes;"[56] as well as, "an atmosphere for cooperative problem solving. . ."[57]

The relationship which was established between

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[53]Ibid. [54]Ibid.

[55]Don Dinkmeyer and Don Dinkmeyer Jr., "Contributions of Adlerian Psychology to School Consulting," Psychology in the Schools 13 (January 1976): 32.

[56]Ibid., p. 33. [57]Ibid.

teachers and counselor had a teaching component. This teaching component had the same emphasis as Caplan's mental health consultation model which is to develop skills that could apply to similar situations in the future. Dinkmeyer relates, "The truely effective consultant helps the teacher build her competencies."[58]

Dinkmeyer expresses an urgency for helping teachers understand the behaviors they encounter in the classroom. He argues that "Adlerian psychology has some specific contributions to make to the school consultation."[59] The application of Adlerian psychology to consultation leads to the development of the following assumptions considered to be basic to the consultative model proposed by Dinkmeyer and Dinkmeyer.

1) Behavior is goal directed and purposive.
2) Motivation can be understood in terms of striving for significance.
3) All behavior has social meaning.
4) The individual is understood in terms of his phenomenological field. We are not concerned with how the events appear externally but seek out the meaning the events possess for the individual.
5) The individual has the capacity to assign personal meanings to experiences or decide. . . . This principle is particularly important insofar as it cautions against any simple stimulus-response interpretation of behavior.
6) Failure to function relates to the psychodynamics of discouragement. The extremely discouraged individual, teacher or child assumes he cannot function or that it is not worthwhile to function or that he will fail or that if he succeeds, others will only demand more.

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[58]Ibid., p. 34.

[59]Ibid., p. 33.

7) Belonging is a basic need. Man can be actualized only as he finds his place and belongs to someone, or something.
8) Adlerians are less concerned with what a person has than what he decides to do with what he possesses.[60]

The contributions of models of consultation based upon developmental and humanistic psychologies provide a vehicle for counselor-consultants to engage in working with the school's entire system. That is, it provides a means whereby all the significant individuals in the student's environment are also considered part of the counselor's domain. These models provide the stimulus the counselors need to prompt them to explore avenues of growth in the area of social-psychology, systems theory, and group dynamics. It aids counselors in making the transition from traditional remedial approaches to students to one that expands services to enhance the growth and development of all students. The developmental and humanistic approaches to consultation foster specific processes to provide consultation services to teachers, parents and administrators that are designed to help improve their competencies. These models contribute to counselor efficiency and feasibility in dealing with populations of students in which counselor/student ratios are high.

Gerald W. Lindquist and John C. Chamley point out that the role of the counselor-consultant could help to

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[60]Ibid., p. 32-37.

maximize the counselors impact within the school setting.[61] Both authors see the Dinkmeyer model of consultation as a springboard for success in consultation effectiveness.

What occurred in the counseling literature was an emphasis upon consultation with both developmental and humanistic psychologies as components, at a time when the counseling profession was examining its standards in terms of counselor role and function via the Standards Movement.

Behavior Modification

Models of Consultation

A third area of consultation model development is based upon the principles of behavior modification. This particular area of development is labeled in the literature as behavior modificiation consultation. Gordon L. Paul offers the following working definitions of behavior modification by Krasner and Ullmann for consideration:

> . . . behavior influence is taken to be a generic term encompassing the total field of psychological interest relating to the control, change, or modification of human behavior. . . . Behavior modification, on the other hand, refers to a subarea of behavior influence with a specific intent--the clinical goal of treatment. Behavior modification research is thus focused upon the techniques, principles, and processes directly relevant to the alteration of deviant or distressing clinical behavior.[62]

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[61] Gerald W. Lindquist and John C. Chamley, "Counselor-Consultant: A Move Toward Effectiveness," The School Counselor 18 (May 1971): 363.

[62] Gordon L. Paul, "Behavior Modification Research: Design and Tactics," in Behavior Therapy Appraisal and Status, ed. by Cyril M. Franks (New York: McGraw-Hill Book Company, 1969), p. 29.

The behaviorists were confronted by individuals, such as Abraham Maslow, who view the behavioristic approach as having an extrinsic learning approach that did little to aid in actualizing the person.[63]

C. Gilbert Wrenn points out that all consultation models that wanted to contribute to crisis prevention were subject to the fears of those who were opposed to any manipulative possibilities.[64] Wrenn goes on to point out that the fears over a total field approach are ". . . only in part justified and particularly so in connection with the consulting function. Here the attempt is to make the psychological and physical environment a healthier place for pupil growth."[65]

When behavior principles were applied to the treatment of individuals exhibiting psychological disorders, the treatment was labeled behavior therapy. Alan O. Ross describes the difference between behavior therapy and psychotherapy.

> Behavior therapy starts from the premise that psychological disorders represent learned behavior and that known principles of learning can be applied to their modification. Unlike traditional psychotherapists

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[63]Maslow, p. 691.

[64]C. Gilbert Wrenn, "The Movement into Counseling in the Elementary School," in The Counselor-Consultant in the Elementary School, Verne Faust (Boston: Houghton Mifflin Company, 1968), p. 19.

[65]Ibid., p. 19-20.

> who view a disorder as symptomatic of some underlying disease process that must be uncovered before the symptoms will change.[66]

Co-authors Calvin Hall and Gardner Lindzey point out that Skinner, via behavior therapy, had raised serious questions about the belief that man was a free agent. They write: "In principle, and Skinner believes in practice also, an individual's actions can be considered just as lawful as the movement of the billard ball when it is struck by another ball."[67]

Ross points out that the behavior therapy approach has implications for solving the problem of manpower in the mental health field. He believes that an individual with advanced specialized training in reinforcement contingencies can instruct others with less training to manage reinforcement contingencies.[68]

Ross responds to the accusation that behavior therapy is impersonal and manipulative. He states that, ". . . behavior therapy does things for people and not to people; the subject is very much involved in carring out his own treatment and the behavior that is changed is

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[66]Alan O. Ross, "The Application of Behavior Principles in Therapeutic Education," in Behavior Modification in Educational Settings, Roger D. Klein, Walter G. Hapkiewicz, and Aubrey H. Roden (Springfield, IL: Charles C. Thomas, 1973), p. 9-10.

[67]Calvin S. Hall and Gardner Lindzey, Theories of Personality Second Edition (New York: John Wiley & Sons, Inc., 1970), p. 480-481.

[68]Ross, p. 11.

defined by the subject, not determined by the therapist."[69]

In 1973 Scott Mac Donald declares that the development of the use of behavioral modification consultation with teachers is based upon a sound technology and delivery system. Teachers can, in fact, use behavior modification consultation ". . . to improve their management of classroom behavior problems."[70]

Krumboltz and Thoresen point out that reinforcement techniques are suited to the needs of parents and teachers. They explain that parents and teachers because they are much more present to children could more effectively use reinforcements.[71] Krumboltz and Thoresen see the work of the counselor with the parents and teachers as the client as being beneficial to the client and as a means to increase the counselor's effectiveness.[72]

Daniel Lee Randolph, Assistant Professor at the University of Southern Mississippi, indicates that while many authors advocate the developmental point of view, it seems to him, that the teacher's needs would have a

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[69]Ibid., p. 13.

[70]Scott Mac Donald, "The Kilietz Dimension in Teacher Consultation," in Behavior Modification in Educational Settings, Roger D. Klein, Walter G. Hapkiewica, and Aubrey H. Roden (Springfield, IL: Charles C. Thomas, 1973), p. 510.

[71]John D. Krumboltz and Carl E. Thoresen, Behavioral Counseling Cases and Techniques (New York: Holt, Rinehart and Winston, Inc., 1969), p. 130.

[72]Ibid.

significant impact on the eventual focus of counselor-consultant services. He speaks of the dilemma that a counselor-consultant with a developmental-preventative orientation would be faced with if the teacher's main emphasis is upon children with learning and behavioral problems. Randolph is implying that counselor-consultants would benefit if they could also rely upon behavior management techniques in these circumstances.[73] Randolph offers his readers a model for those who want to implement classroom behavior management. The Classroom Behavior Management Model Approach is as follows.

1) Rules. Carefully establish classroom rules for each learning situation. . . .
2) Approval. Approval for appropriate behavior is the crux of classroom control and self-concept development. . . .
3) Ignore. Ignore inappropriate behavior whenever possible. . . .
4) Disapproval. It is sometimes necessary to be negative in order to stop inappropriate behavior.[74]

The overall goal of the Model of Achievement is that more children would be responding positively to the school environment. But this goal probably could not be achieved unless the relationship, as presented in the model, between consultant and consultee is understood.

G. Roy Mayer, Associate Professor of the Department of Guidance at California State University, Los Angeles,

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[73]Daniel L. Randolph, "Behavioral Consultant as a Means of Improving the Quality of a Counseling Program," The School Counselor 20 (September 1972): 31.

[74]Ibid., p. 31-32.

focuses upon specific behavior modification procedures in the consulting relationship. He specifies that the two most common objectives of the behavioral consultant are:

(a) to help the teacher or parent (consultee) specify desired terminal behaviors for the student (select goals); and
(b) to facilitate the consultee's acquisition and implementation (decrease acquisition time and increase rate of usage) of the mutually agreed upon behavioral procedures (use behavioral approaches).[75]

Mayer stresses that behavior modification or operant learning procedures are as applicable to the counselor-teacher relationship as they are to the teacher-pupil, counselor-client, or in interpersonal relationship.[76]

Mayer lists and defines the following as the behavior procedures used for the reinforcement of consultation objectives:

> Positive reinforcement and extinction. Defined. Positive reinforcement occurs when a stimulus which follows a behavior (i.e., a consequential event or object) results in the behavior being maintained and increasing in frequency. Extinction is a procedure in which reinforcement is withheld from a previously reinforced behavior. . . . Discriminative stimuli. Defined. Discriminative stimuli are events, objects, or behaviors which occur prior to the occurrence of the behavior and serve to bring about the behavior's occurrence. They are the antecedents to the behavior and might include directions, prompts, cues, and models.

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[75]G. Roy Mayer, "Behavioral Consulting: Using Behavior Modification Procedures in the Consulting Relationship," Elementary School Guidance and Counseling 7 (December 1972): 114-115.

[76]Ibid., p. 115.

> . . .Fading. Defined. Fading is a procedure in which discriminative stimuli (prompts, guidelines, directions, or other behavioral antecedents) are gradually and progressively withdrawn. . . . Scheduling. Defined. Whereas fading involved the gradual removal of antecedents, or more precisely, discriminative stimuli, scheduling involves the gradual removal of reinforcing consequences.[77]

The guidance literature has numerous articles establishing the application of behavioral approaches to consultation. For example, Kennedy, Thompson, and Cress (1966), present the changing of behavior by using the learning principles of reinforcement and successive approximation via consultation with teachers.[78] Sanborn and Schuster of the Santa Clara, California, School District, present the use of reinforcement techniques with problem children via consultation.[79] Ray E. Hasford provides examples of the use of reinforcement as a means to increase student participation.[80] And G. R. Patterson focuses upon training parents to be behavior modifiers in the classroom. He points

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[77]Ibid., p. 115-117.

[78]Daniel A. Kennedy, Ina Thompson, and Joanne Cress, "A Behavioral Approach to Consultation in Elementary School Guidance," The School Counselor 15 (January 1968): 220-223.

[79]Barbara Sandorn and William Schuster, "Establishing Reinforcement Techniques in the Classroom," in Behavioral Counseling Cases and Techniques, John D. Krumboltz and Carl E. Thoresen (New York: Holt,Rinehart and Winston, Inc., 1969), p. 131-152.

[80]Ray E. Hasford, "Teaching Teachers to Reinforce Student Participation," in Behavioral Counseling Cases and Techniques, John D. Krumboltz and Carl E. Thoresen (New York: Holt,Rinehart and Winston, Inc., 1969), p. 152-154.

to the general assumption upon which parental training is based when he says, "That both the adoptive and deviant forms of child behavior are maintained as a function of the consequences which they elicit from the social environment. (Skinner, 1953)."[81] Patterson indicates research shows that unless the new adoptive behavior is reinforced the intervention efforts are short lived. He writes: "The parents, members of the peer group, and/or the teacher should be the primary focus of the intervention efforts."[82] Patterson recognizes the importance of understanding the role the social environment has on an individual's behavior.

Michael L. Russell, like Patterson, recognizes the connection between the environment and human behavior. He states that behavioral consultation is based on social-learning theory approaches to human behavior. Russell drew upon Bandura's work to support his views.[83] Russell emphasizes the connectedness which exists between the environment and the continual presence of certain behaviors,

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[81]G. R. Patterson, "Teaching Parents to be Behavior Modifiers in the Classroom," in Behavioral Counseling Cases and Techniques, John D. Krumboltz and Carl E. Thoresen (New York: Holt, Rinehart and Winston, Inc., 1969), p. 155-161.

[82]Ibid., p. 155-156.

[83]Michael L. Russell, "Behavioral Consultation: Theory and Process," Personnel and Guidance Journal 56 (February 1978): 346-350.

be they appropriate or inappropriate.[84] He, like the other proponents of behavior modification, indicates that, "specific antecedent events and predictable consequences are major factors in the environment that control the behavior."[85] The role of the consultant is seen, by Russell, as giving the consultee the intervention strategy to aid the client.[86]

In conclusion, behavior modification consultation is recognized, in the counseling literature between 1964 and 1979, as an opportunity to connect traditional client-centered behavior theory with a total field-approach. That is, the literature emphasizes the importance of developing the principles of behavior modification amongst teachers and parents. The importance of doing so is seen as two-fold: (1) the parents and teachers could contribute to the reinforcement of the desired behavior change in the client; and (2) the parents and teachers who had knowledge of behavioral modification could contribute in aiding future clients.

As a result of its challenge to traditional therapy and humanistic view of man's freedom, behavior modification consultation is not without its opponents, and this challenge has led to the enrichment of the counseling literature.

The counseling literature is also enriched by the

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[84]Ibid., p. 346.

[85]Ibid.

[86]Ibid., p. 347.

vast number of empirical studies which were contributed as a result of behavior modification consultant work with parents and teachers.

Organizational Intervention Models of Consultation

A fourth model of consultation, which was developed in the consultation literature, is that of the Organizational Intervention Models of Consultation. These models are significant to counselors whose work involves bringing about institutional change. The major emphasis in the literature on Organizational Intervention Models focuses upon planned change, resistance to change, the change agent role, process consultation, and organization development.

Articles written for the purpose of understanding planned change deal with such issues as: strategies for effecting interpersonal and organizational approaches to organizational change, and principles and phases of changing.

Chapter I in Bennis, Benne, and Chin's book of readings The Planning of Change, is a significant contribution to the development of an understanding of the effects of change on both the individual and the organization.[87]

It is evident in the consultation literature that resistance to change, on the part of individuals, acts as barriers to change. Goodwin Watson (ed.), Concepts for

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[87]Bennis, Benne, Chin, p. 11.

Social Change, Cooperative Project for Educational Development Series, discusses observations on sources of resistance within persons and within institutions. He summarizes some principles to lessen resistance to change and reorganizes them under the following headings: A) Who brings the change? B) What kind of change? C) Procedures instituting change. Watson suggests that there would be less resistance to change if it comes from within the system rather than from outsiders. He emphasizes the importance of the need for support from top officials. Resistance to change would also be less if change reduces burdens, maintains values of participants, is an interesting and new experience, and does not threaten the participants autonomy and security. Watson notes that, in procedures used in instituting change, resistance would be less if participants join in the diagnostic efforts and decisions are made by consensual group decisions. It is also necessary for proponents to continue to recognize and respect opponents and thus relieve fears. Finally, it is recommended that the provisions for feedback be incorporated into the project with an understanding that the possibility for revisions is to be kept open.[88]

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[88]Goodwin Watson, "Resistance to Change," in The Planning of Change, ed., Warren G. Bennis, Kenneth D. Benne, and Robert Chin (New York: Holt, Rinehart and Winston, Inc., 1969), p. 496-497.

Kurpius and Brubaker use Walton and Warwick's article "The Ethics of Organizational Development," in The Journal of Applied Behavioral Science, to provide a list which summarizes the main types of resistance to change. This list includes: fear of the unknown, existing satisfaction, and conflicts of interests. Fear of the unknown is related to the belief that what is known is safe and is frequently reinforced when there is an absence of skills to bring about proposed changes. Existing satisfactions are related to an unwillingness to exchange known satisfactions for potential personal loss. And conflicts of interests is related to competing demands which arise as the result of working with external groups as well as the effects of external groups on standards and values.[89]

The emphasis or focus on the resistance to change in the consultation literature stems from the development of the need for planned change. What is planned change? Chin and Benne state, "Attempts to bring about change are conscious, deliberate, and intended, at least on the part of one or more agents related to the change attempt."[90]

A typical model for planned change was developed by Kurt Lewin, a professor at the University of Iowa, as pointed out in the literature by William G. Dyer. Dyer writes that Lewin:

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[89]Kurpius and Brubaker, p. 42.

[90]Chin and Benne, p. 33.

> . . . visualized any existing condition as in a state of balance or equilibrium (with some fluctuation) locked between two sets of forces--driving and restraining. He called his model of counterbalancing forces 'force field analysis' . . . Given the field of forces model, there are really three basic change strategies:
> 1) Increase the driving forces.
> 2) Decrease the restraining forces.
> 3) Do both.[91]

Dyer refers to action research as a systematic method for planned change, and claims that it is based upon Lewin's model.

Dyer provides his readers with six steps to be followed in action research as a method of planning change. He lists the six steps as follows:

1) Define the Problem and Determine the Change Goals.
2) Gather the Data.
3) Summarize and Analyze the Data.
4) Plan the Action.
5) Take Action.
6) Evaluate.[92]

Dyer stresses the importance of determining what changes need to take place and to determine what are the resistive and positive forces effecting change. The accumulated data from steps 1 and 2 need to be organized in order to be understood. Once the data are understood an active plan is prepared based upon the following considerations: Who are the significant supporters of change?

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[91]William G. Dyer, Insight to Impact Strategies for Interpersonal and Organization Change (Provo, UT: Brigham Young University, 1976), p. 72-73.

[92]Ibid., p. 73-75.

Where is the action to begin? What individuals will be responsible for assorted tasks? When will the first reports of action be reviewed? What resources, such as, time and money, are needed? When will the project come to an end? Once the action plan has been developed, the next step is that of putting the plan into action. Dyer states:

> Lewin's model would encourage the following in the action-taking state:
> a) Work on reducing restraining forces.
> b) Involve people in planning their own change.
> c) Develop social supports for change.
> d) Get people to make their own decisions to change.[93]

The final step, evaluation, determines if stated goals have been achieved.

Lippitt, Watson, and Westley, like Dyer, also focus upon the pioneering role of Lewin in the process of change and expound on Lewin's three phases of successful change. They concur with Lewin's views that it is not sufficient to merely plan change because what change does occur will most likely not be sustained. It is therefore also necessary to plan for permanency when planning change. The authors adopt Lewin's formula and expand upon his three phases of the change process.[94] They propose a list of five general phases of change process.

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[93]Ibid.

[94]Ronald Lippitt, Jeanne Watson and Bruce Westley, "The Phases of Planned Change," in Organizational Development: Values, Process, and Technology, ed., Newton Marguilies and Anthony P. Raia (New York: McGrall-Hill Book Company, 1972), p. 71.

1) Development of a need for change ('unfreezing').
2) Establishment of a change relationship.
3) Working toward change ('moving').
4) Generalization and stabilization of change ('freezing').
5) Achieving a terminal relationship.[95]

The direction which this literature takes, once the dynamics of planned change and the necessity for it have been developed, is to incorporate it into the role of the counselor-consultant as change agent. For example, it is stressed by Dinkmeyer and Carlson that the consultant is an individual who ". . . really serves or functions best as a catalyst. In this sense we mean that he is there to 'make things happen,' to promote growth and change in human potential."[96]

David R. Cook, Chairman of the Department of Counselor Education at Northeastern University of Boston, developed a rationale for the counselors assuming the role of change agents in the schools.

1) The counselor is a member of the organization and implicitly committed to helping the organization attain its publicly stated goals.

2) The counselor's professional commitment, as a member of the school counseling profession, includes a commitment to facilitate the development of the organization's client population.

3) Where organizational goals and individual goals come into conflict, the counselor as an individual must decide which side he will support.

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[95]Ibid.

[96]Dinkmeyer and Carlson, p. 46.

> 4) The counselor is (or should be) by training and experience an expert in human relations and problem solving. These skills can be placed at the service of the organization and the individual.
>
> 5) If the organization functions to facilitate the development of the individuals it serves, there can be no overt conflict between the counselor's professional commitment and his commitment to the organization.
>
> 6) If the organization functions in a way that inhibits, blocks, or destroys the client's individual development, there is a conflict between the professional and the organizational commitment of the counselor at that point.
>
> 7) If the organization is committed to publicly stated goals that would inhibit, block, or destroy the individual development of the clients served by the organization then there will be a conflict between the counselor, organization and professional commitment.[97]

Cook's vision is that the counselor acting as a change agent has the means and the responsibility to bring school organizational goals and individual goals into harmony.[98]

Gary R. Walz and Libby Benjamin discuss Havelock's ways in which counselors as change agents could intervene. The counselors could operate as change agents in the following four basic ways: first, prod the schools to do something about its problems, identify current needs and point out inconsistencies; second, suggest changes and possible solutions; third, provide resource information to facilitate

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[97]David R. Cook, "The Change Agent Counselor: A Conceptual Context," The School Counselor 20 (September 1972): 11.

[98]Ibid., p. 13.

change; and fourth, assist in problem solving.[99] Walz and Benjamin proceed to point out that the election of the counselor to take on the change process "may in many instances broaden the scope of counselor consulting rather than dramatically change it."[100] They are specifically speaking of expanding the role to that of process consultant.

Edgar H. Schein develops the concept of process consultation. The Process Consultation Model has two versions: the catalyst model and the facilitator model. Schein explains each version as follows.

> a) Catalyst model where the consultant does not know the solution but has skills in helping a client to figure out his or her own solution, and
> b) Facilitator model where the consultant may have ideas and possible solutions of his or her own but for various reasons decides that a better solution will result if he or she withholds his or her content suggestions and, instead, consciously concentrates on helping the group or client system to solve their own problem.[101]

The differentiation between content and process is significant to Schein when considering the role of the consultant. Content is the task to be performed and process refers to the means used to solve the problem.[102]

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[99]Gary R. Walz and Libby Benjamin, "A Change Agent Strategy for Counselors Functioning as Consultants." Personnel and Guidance Journal 56 (February 1978): 331-332.

[100]Ibid., p. 332.

[101]Edgar H. Schein, "The Role of the Consultant: Content Expert or Process Facilitator," Personnel and Guidance Journal 56 (February 1978): 339.

[102]Ibid., p. 340.

The core of the Process Consultation Model is the involvement of the client in problem solving. The client works with the consultant toward arriving at a solution.[103] The specific assumptions upon which the model is based, if it is to work with a client, are that the client will benefit from participating in the process of making a diagnosis of the problem; that the client is capable of problem solving and desires to do so; that the client knows what will work best in terms of solutions and interventions; and that the future problem-solving skills of the client will be enhanced.[104] Schein's model is developed upon the principle that all organizations have strengths and weaknesses and that they can improve and grow.[105]

The counseling literature also focuses upon Organization Development. Dinkmeyer, for example, emphasizes the importance of understanding organizational training and its primary concerns. He indicates that organizational training includes a study of general systems theory and group dynamics because of its concerns with interrelationships of organizational roles and norms.[106]

Margulies and Raia present the systems aspect of organizational development and describe the three major

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[103]Ibid., p. 342. [104]Ibid.

[105]Ibid.

[106]Dinkmeyer and Carlson, p. 50-51.

elements in the organization system. They include: the task system, management, and the personal cultural or human system. It is stressed that change in any part of the system would effect one or more of the other parts.[107]

There is a value system which is an integral component of its functioning. These values are stated by Margulies and Raia.

> 1) Providing opportunities for people to function as human beings rather than as resources in the productive process.
> 2) Providing opportunities for each organization member, as well as for the organization itself, to develop to his full potential.
> 3) Seeking to increase the effectiveness of the organization in terms of all of its goals.
> 4) Attempting to create an environment in which it is possible to find exciting and challenging work.
> 5) Providing opportunities for people in organizations to influence the way in which they relate to work, the organization, and the environment.
> 6) Treating each human being as a person with a complex set of needs, all of which are important in his work and in his life.[108]

In addition to the stated value system, organizational development has two other important elements as part of the system, namely, process and technology. Process consists of data gathering, organizational diagnosis or problem solving, and action intervention which includes a vast number of techniques.[109] Technology is the actual collection of techniques which are aimed at "developing new organizational learning and new ways of coping and dealing with problems."[110]

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[107]Margulies and Raia, p. 2.

[108]Ibid.

[109]Ibid., p. 4.

[110]Ibid., p. 5.

The school counselor, when looked upon as an agent of change, was expected to have the expertise to become involved in the organizational dimension of the school system. Carlson states, ". . . we need to become involved with the organization of the school and the methods used to relate with children."[111]

Donald Murray, a reasearch assistant, and Richard Schmuck, Professor of Educational Psychology, both recommend that counselors move into the area of organizational development in order to effect changes in the schools working and learning climates.[112] Murray and Schmuck provide an excellent overview of how the counselor, acting as an organizational specialist, would view the school.

> The organizational specialist considers a student's emotional problems to be due primarily to his reactions to the school as a human (or inhumane) culture. . . . The organizational specialist views the school as having organizational problems. . . . He queries, 'What are the deficiencies in the interpersonal dynamics of the school?'. . . the organizational specialist works with all members of the school or at least with key subsystems of the school such as, grade level, classroom groups, or the student government. . . . the organizational specialist initiates diagnostic meetings and training sessions when he believes the organization needs to change itself.[113]

A number of articles appear in the counseling literature providing counselors with models which are applicable

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[111]Carlson, "Consulting," p. 83.

[112]Donald Murray and Richard Schmuck, "The Counselor-Consultant as a Specialist in Organization Development," Elementary Guidance and Counseling 7 (December 1972): 99.

[113]Ibid., p. 100.

to the organizational intervention approaches to consultation. For example, in 1975 counselors at the college level were presented with a three-dimensional Consultation Intervention Model by Conyne and Clack. Both authors were members of the Student Counseling Center at Illinois State University. They introduced their model as a way "to illustrate the potential for broad-based counselor impact within a university campus community."[114]

The authors recognize the movement of college counseling centers to include in their services, preventative and developmental philosophies. They also support the use of counseling personnel as consultants within the university. They, like Murray and Schmuck, detect a significant and substantive impact taking place as the result of consultation. They state that consultation in a university counseling center is ". . . an enabling function to improve the work of the consultee with their own clientele or in their own organization."[115]

The authors indicate that the organizational development cube, designed by Schmuck and Miles, contributed to the development of their model.[116] Their model has three dimensions. The first consists of the two types of consultation which include the case-centered consultation and the program-centered administrative consultation.[117] Both are

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[114]Conyne and Clack, p. 413.

[115]Ibid., p. 413-414. [116]Ibid. [117]Ibid.

adopted from Caplan. The second dimension targets three possible focal groups for this consultation. These groups include: first, primary groups, which are those groups that could most influence the individual; second, associational groups, which represent organized groups to which an individual could belong; third, institutional groups, which are groups to which an individual could belong, but do not necessarily associate with one another. The third dimension, called the entry point, determines if the timing calls for a remedial, preventive or developmental consultation.[118]

The entry point dimension of the Conyne and Clack model provides the university counselor with a means to engage in organizational development consultation on campus.[119]

Another model of consultation which has an organization intervention component is the Collaborative Consultation Model presented by Carrington, Cleveland, and Ketterman. They define their model as "a process of utilizing consensus in a highly structured system of decision making to solve work related problems."[120] They view the collaborative consultant as an expert in problem solving. The following conditions are necessary for collaborative

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[118]Ibid., p. 414-416. [119]Ibid.

[120]Dan Carrington, Art Cleveland, and Clark Ketterman, "Collaborative Consultation in the Secondary Schools," Personnel and Guidance Journal 56 (February 1978): 356.

consultation.

1) Obtaining group ownership of the problem under consideration.
2) Keeping the group on task.
3) Encouraging concreteness and specificity from the group.
4) Gaining consensus from the group regarding solutions.[121]

Once these four conditions have been met, the collaborative consultant is expected to lead the group through the following steps:

1) Problem identification (assessment),
2) Agreement upon a concise statement of the problem,
3) Converting the problem statement into a goal statement,
4) Brainstorming solutions to the problem that will enable goal attainment,
5) Evaluating solutions,
6) Ranking solutions,
7) Reaching consensus on a solution,
8) Stating objectives (who does what to whom and when),
9) Arranging for process evaluation (ongoing monitoring of the objectives),
10) Arranging for outcome evaluation (measuring the results of the objectives),
11) Implementing the plan,
12) Monitoring the plan using the objectives as ground rules (process evaluation),
13) Evaluating the outcomes (outcome evaluation),
14) Stabilizing, revising, or terminating the plan based upon the results of outcome evaluation.[122]

The collaborative model's problem-solving dimension can be viewed as evidence of counselors being exposed to the technological dimension of organizational development. The counseling literature began, especially in the late seventies, to become more informative with regard to organizational development technology.

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[121] Ibid.

[122] Ibid.

An example of the literature's focus on organizational development technology can be found in the articles printed in the Personnel and Guidance Journals, 1978 Special Edition on Consultation. Articles in the special edition deal with team building, interpersonal conflict management, and problem solving.

It is evident in the literature that organizational training is an important component to most, if not all, models of consultation. This is because the very nature of consultation requires consultants to work with systems while plying their trade. It is reasonable to believe, in view of the literature, that consultants lacking in organizational techniques and skills run the risk of being ill equipped for their profession.

The counseling literature is effective in pointing out the differences between various consultative processes. It is evident in the literature that the processes of consultation do change with different models of consultation. The consultation processes tend to be affected by the particular emphasis a consultant places on one or more of the consultation stages.

In light of this review of the literature it is apparent that counselors have two responsibilities to fulfill before acting as consultant. First, counselors have to develop their counseling backgrounds and skills to

a professional level. Second, counselors need to have an understanding of the consultation process and the effects their own theoretical counseling backgrounds have upon it.

CHAPTER IV

CONSULTATION PROCESS

The purpose of Chapter IV is to explore the consultation process and how it was developed for use by the counselor-consultant in the counseling literature. The questions raised in this chapter are: What is the consultative process? Does the consultation process change when applied to different theoretical approaches? What are the similarities and/or differences among consultative processes?

The consultative processes found in the literature consistently follow a set pattern of specific stages which the consultant uses as a guideline in working with a consultee. These stages generally begin at a preentry stage and pass through a series of successive stages until termination. The models presented in this chapter reflect these stages and provide an opportunity to explore the similarities and/or differences among consultative processes.

Nine Functions of the Consultation Process

There are, according to Kurpius, nine functions which collectively describe the consulting process and they take place in stages. Kurpius gives a brief definition of each function and its stage.

> Stage 1. Preentry. Clarifying the consultant's values, needs, assumptions and goals about people and organizations, specifying an operational definition of consultation and assessing the consultant's skills for performing as a consultant.
>
> Stage 2. Entry. Defining and establishing the consultation relationship, roles, groundrules and contract, including statement of presenting problem.
>
> Stage 3. Gathering Information. Gathering of additional information as an aid to clarifying the presenting problem.
>
> Stage 4. Defining the Problem. Utilizing the assessment information in order to determine the goals for change.
>
> Stage 5. Determination of the Problem Solution. Analyzing and synthesizing of information in search of the best solution to the problem as presently stated.
>
> Stage 6. Stating Objectives. Stating desired outcome that can be accomplished and measured within a stated period of time and within specified conditions.
>
> Stage 7. Implementation of the Plan. Implementing of the intervention following the guidelines clarified in the preceding steps.
>
> Stage 8. Evaluation. The monitoring of the on-going activities (process evaluation) culminating with the measuring of the final outcomes (outcome evaluation).
>
> Stage 9. Termination. Agreeing to discontinue direct contact with the consultant, keeping in mind the effects of the consulting process are expected to continue.[1]

The nine stages described by Kurpius are generally followed and the emphasis placed upon each of the stages can vary among consultants.[2]

Kurpius emphasizes that the process of consultation requires that the consultant model nonjudgemental and noncompetitive behaviors rather than authority and control.[3] Kurpius also recommends that when one selects consultation as a methodology it is important to state the consultant's

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[1]Kurpius, "Consultation Theory and Process," p. 336-338.

[2]Ibid., p. 339.

[3]Ibid., p. 335.

definition of consultation, the modes that seem most appropriate to use, and a clarification of the process stages that the consultant and consultee will follow.[4]

The process of consultation can be likened to a roadmap which the consultant and consultee follow in order to understand where they are in relation to the consultation taking place between them.

Kurpius discusses four modes of consultation and their relationship to the process of consultation. The modes of consultation are the different approaches that can be taken to consultation. The modes presented by Kurpius are: provision, prescription, collaboration, and mediation. He presents the situations in which each of these modes may be selected for use by the consultant.

> Provision Mode. The provision mode of consultation is commonly used when a potential consultee finds himself confronted with a problem for which he or she may not have the time, interest or competence to define objectively, to identify possible solutions, or to implement and evaluate the problem-solving strategy. Consequently, a consultant is requested to provide a direct service to the client, with little or no intervention by the consultee after the referral is accepted.
>
> Prescriptive Mode. Even though competent and motivated to solve the problem directly, the consultees may lack confidence in their own intervention strategy or may lack certain specific knowledge and skills for carrying out a given problem-solving plan.
>
> Collaboration. When following the collaboration mode the consultant's goal is to facilitate the consultee's self-direction and innate capacity to solve problems. . . . His major efforts are directed toward helping people develop a plan for solving problems.

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[4]Ibid.

> Mediation Mode. In mediation, it is the consultant who recognizes a persisting problem, decides on the most appropriate intervention, and then calls together the persons who have direct contact with the problem and have the greatest potential to influence a desired change.[5]

Kurpius concludes that there is more likelihood for a positive outcome if both the consultant and consultee agreed upon the modality to be used. The consultation process presented by Kurpius represents, for the most part, an excellent frame of reference for comparing the processes found in other consultation models presented in the counseling literature.

Consultation Process for Campus Communities

Wayne Lanning, of the Counseling and Psychological Services of Indiana, argues that "consultation for campus communities includes a process that is different to that of the traditional consultation model."[6] His first element of the consulting process is labeled initiating contact. He suggests that this element is necessary because, unlike other processes in which the consultant is viewed as coming from outside, this process has the consultant coming from within the counseling center.

Lanning's initiating contact is different from Kurpius' preentry stage in that the purpose is to create an awareness of the availability of consultation services

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[5]Ibid., p. 335-336. [6]Lanning, p. 173.

through the campus counseling center. Contact is made with potential campus consultees via a public relations program.[7]

Lanning's second phase, labeled entry by consultant, has similarities to Kurpius' preentry and entry stages. However, Lanning additionally emphasizes in the second phase the importance of the counselor's attitude which includes what he calls the key ingredients of "patience and a sense of job security."[8] He emphasizes that job security means that the consultant could fail with a campus consultee and not face the loss of his job. He relates that, "There is no doubt that for a counseling center staff to function as consultants they must become thick skinned to resistance, criticism, and possibly even rejection."[9] Again, these dimensions are focused upon in Lanning's entry phase because of the consultants coming from within the university counseling center.

The third phase, identification of needs, is similar to Kurpius' third stage of gathering information; fourth stage, defining the problem; fifth stage, determination of the problem solution, and sixth stage, stating objectives.

Lanning's fourth phase, implementation training, is somewhat different from Kurpius' implementation stage. The consultant during this phase may function as a consultant and trainer. Lanning specifies that, "It is desireable for

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[7]Ibid.

[8]Ibid., p. 174.

[9]Ibid.

an inside consultant to act partly as a trainer or implementer in a pilot program designed to meet the needs of a unit."[10]

Lanning also discusses the fact that, if a consultant becomes a trainer, it is necessary that he clarify for the unit in which he is working the duality of roles that occur. This duality also can affect the consultant's objectivity and therefore also affect eventual evaluations.[11]

Lanning presents his fourth phase as somewhat of a dilemma for the inside consultant.

> Nevertheless, an inside consultant cannot afford to be in a position of moving into an organizational unit, of presenting an assessment of needs and a plan for meeting them, and then of pulling out. It is expected that the knowledge and skills of personnel within the counseling center can make important contributions to much of the program development.[12]

Lanning's fifth phase, evaluation, is also similar to Kurpius' eighth stage. In this phase, Lanning includes the fact that if the consultant also acts as trainer he should consider requesting that a colleague assist in the evaluation and assessment.[13]

The termination of the relationship and its implications for an inside consultant creates a unique situation for the counseling center consultant. "It is important that the consultee unit be able to follow through with the ongoing program without the working assistance of the

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[10] Ibid.

[11] Ibid., p. 175.

[12] Ibid.

[13] Ibid.

consultant."[14]

The consultation process of the internal consultant is an important contribution to the consultation literature by Lanning. Counselors working within the university settings, familiar with this work, are provided with helpful guidelines for establishing consultation within their own campus communities.

Mental Health Consultation Process in Schools

Another approach to the consultation process is presented by Philip A. Mann, visiting professor at the University of Northern Iowa. His focus is upon mental health consultation in schools. He expresses concern about consultants coming from a clinical setting and not understanding that they must function on two levels within the school. Mann warns that: "The consultant who approaches the school without being cognizant simultaneously of these two levels of functioning runs the risk of being placed unwittingly in an ineffective position."[15]

Mann suggests that approaching consultation as a technical process consisting only of stages was insufficient. He feels that each stage needs more definition.[16]

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[14]Ibid.

[15]Philip A. Mann, "Mental Health Consultation in School Settings," Personnel and Guidance Journal 56 (February 1978): 369.

[16]Ibid.

Mann also suggests that the mental health consultation process include the following stages: "entry, defining the work, implementation and evaluation, termination and succession."[17]

While Mann presents four stages, the following review is of only the first two stages because they exhibit the unique aspects of the mental health consultation process.

Mann's first stage, called entry, establishes an understanding of the dynamics that the mental health professionals are faced with, as outsiders entering the schools.[18] Mann stresses that the mental health consultant should be conscious of the need for relationships with key people in the school systems. He states that, "this form of influence is more properly considered referent power, in the system developed by French and Raven (1959)."[19]

Mann cautions mental health consultants about making premature assumptions about goals with the consultee before they are sure that the consultee truly represents the needs of the school. Mann states that this problem could be avoided:

> . . . by arranging for mutual agreements to be reached between the hightest level administrative personnel in both the mental health center and the schools. . . . Both the consultant and representative members of the consultee system should be participants in this discussion so as to have first hand knowledge of the understandings that are reached.[20]

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[17]Ibid.

[18]Ibid.

[19]Ibid.

[20]Ibid., p. 370.

Mann's second stage of the mental health consultation process, defining the work, brings out the significant aspects of the techniques employed by mental health consultants providing consultation services. In regard to techniques, he emphasizes Caplan's work and influence upon the consultant-consultee relationship. Mann also discusses resistance to consultation at this stage and the possible roots of it. Defining the work stage also includes the sharing of goals, formulating expectations, defining the consultant's role, selecting possible solutions, and establishing a written contract.

Mann cautions that there will be a need to define and redefine the consultant's role. Mann claims that redefinition is necessary during the period of implementation because mental health professionals have a stereotyped role. He predicts that the mental health professional will not only be given the school's most difficult problems, but in addition, they will be faced with the consultee's personal difficulties.

> This occurs because of the stereotyped role assigned to mental health professionals by persons in our society, and because there are few persons in any organization who do not have some questions about the status of their own mental health, or who do not have some personal problems about which they would like to consult another informal person.[21]

Mann believes that, for the most part, the consultee does not know what to do with the consultant and does some

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[21]Ibid.

testing out. He indicates that the testing out takes place when the consultee decides to:

> . . . present problems to the consultant about which the consultee has already formulated at least tentative solutions and about which, in some cases, the consultee may already have attempted some problem solving effort. . . . This action, of course, serves in another way the process of sizing up the consultant and developing a set of expectations about the consultant's behavior.[22]

Mann further relates that dependency is another form of response to the consultant and, like testing out, should be viewed as a form of resistance.

> One kind of resistance is the manifestation of personal problems described above. There are also resistances that stem either from a disbelief or a lack of value in the consultant's expertise, or from philosophical differences concerning the need for or the appropriateness of the consultant in the school system.[23]

Mann suggests and cautions that organizations have built-in resistances to change and the mere presence of a consultant will not undo the resistances.

An important component of stage two is the need for mental health consultants to be able to apply specialized techniques to consultation on an individual basis. In this regard, Mann stresses Caplan's method of theme interference reduction. The application of theme interference reduction occurs when the consultees lack objectivity. Mann developed an example of theme interference.

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[22]Ibid., p. 370-371.

[23]Ibid., p. 371.

> According to Caplan's theory, lack of objectivity results because a particular student presents a problem or has a history that triggers some emotional complex within the consultee. This arousal of the emotional reaction is referred to by Caplan as a 'theme.' Themes are recognized by the consultant by their frequent and repeated occurrence in ways that seem not to be clearly justified by the case material. It is the interference of this theme that prevents the consultee from providing effective help to the student.[24]

Mann indicates that when theme interference occurs, the consultant could elect to explore cases with the consultee, providing exceptions to the inevitable outcome between consultee and student. The consultant can raise questions, tell anecdotes, or suggest alternatives with the purpose of reducing the linkage between the initial reaction and the inevitable outcome.[25] Further, Mann believes that Caplan's theory, when applied, helps to reduce similar problems in the future.[26]

The contribution of Mann's insights into the mental health consultation process is significant because: one, he applies Caplan's mental health consultation theory to the process and makes it practical; two, he recognizes the necessity of providing the mental health consultant with useful approaches to initiating contact and establishing contracts with the school; three, he understands the dynamics of establishing working relationships between the consultants and consutlees as well as the potential pitfalls. And, as a result, provides useful guidelines in these areas.

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[24]Ibid.

[25]Ibid., p. 371-372.

[26]Ibid.

Consultation Process for Collaborative Dyads

Westbrook, Leonard, Boyd, Johnson, and Hunt developed a model of consultation based on collaborative dyads. They relate that, "The dyadic consultation model promotes a collaborative, mutually beneficial relationship between two persons who have responsibilities in different areas of the community."[27] They see a correlation between this model and organizational structures because of the willingness of individuals within the university community to use their model. Their views about the potential success of the use of dyads are supported by the work of Thibaut and Kelley, who write: ". . . dyads have a high probability of developing a predictable relationship; and theoretically, dyads have a higher probability of developing a collaborative relationship than larger task groups (Thibaut and Kelley 1959)."[28]

The theory proposed by Thibaut and Kelley is called the exchange theory. The basic assumption of the theory is that the existence of the group is based upon the participation and satisfaction of members in the group.[29]

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[27]Westbrook, et. al., p. 360.

[28]Ibid.

[29]Marvin E. Shaw, Group Dynamics, The Psychology of Small Group Behavior (New York: McGraw Hill Book Company, 1971), p. 22.

Marvin E. Shaw lists the key concepts of the exchange theory.

> The key concepts in the thoery are interaction, interpersonal relationship, behavior sequence, and behavior repertoire. . . . The central feature of interaction is the interpersonal relationship, and two persons are said to have formed a relationship if they interact on several different occasions.[30]

Shaw goes on to define behavior sequence and behavior repertoire.

> The behavior sequence was chosen as the unit for the analysis of behavior. Each behavior sequence is said to consist of a number of specific motor and verbal acts that are sequentially organized and directed toward some immediate goal. . . . Thibaut and Kelley used the term behavior repertoire to refer to all the possible behavior sequences that a given person might enact during interaction with another person, including combinations of possible behavior sequences.[31]

The specific model based on collaborative dyads was developed for the use of university counseling center consultants and was applied to the resident life component of the university. Westbrook, et. al., applied their model to resident life because it frequently used their services and had previously been somewhat unmanageable.[32]

There are five goals established for each dyad that is formed. It is believed that the establishment of goals enhance the potential for something significant or productive to occur in the dyads. The specific goals of the dyads are as follows:

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[30]Ibid., p. 23. [31]Ibid.

[32]Westbrook, et. al., p. 360.

> The goals were to have team member dyads to become acquainted and pursue team-building tasks; to develop skill-building exercises that would affect services the students would receive; to develop and use effective referral and follow-up resources; to develop crisis-intervention skills; and to enhance the quality of life for students in the living units.[33]

There are also three levels of contact between dyad members; emergency back-up, staff development, and organizational development. These levels of contact are contracted for by members of the dyads.

The Collaborative-Dyad Model has six phases included in its process. The six phases are entry, contracting, planning, intervention, evaluation, and termination.

The entry phase includes the formation of dyads. It is stated that specific requests by resident directors for a certain consultant is honored when it is possible. A dyad is also formed between the director of residents' life and a member of the consultation committee. It is during this period that relationships are formed, trust is established, and goals are discussed.

The contracting phase is a time when the consultants and resident directors develop working contracts. The resident directors, at this time, describe the characteristics of the residential units to the consultants. The consultant's role is to help the resident directors clarify their views, foster realistic goal settings, and then to describe what services the consultants can offer.

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[33]Ibid., p. 361.

In the planning phase, it is determined where the three contact levels, namely, the emergency back-up level, the staff development level, and the organization development level are to be used. If the contract is for the emergency back-up level, there is probably little activity unless an emergency occurs. The staff development is seen as involving more activity. The authors write: "For example, if team building within the staff is a perceived need, the dyads must determine what activities seem appropriate, who is to provide them, when they will be provided, and how the outcomes will be evaluated."[34] The organization development level is focused upon when areas within the organization are seen as being in need of major planning.

The intervention phase is the point at which some action is taken as the result of the work of the planning phase. Depending on the level of contact the action taken could be actual assistance in an emergency, training in helping skills, group problem solving, examination of management styles, or the development of a needs assessment inventory.

The evaluation phase has both an ongoing monthly dimension as well as a follow-up dimension which are published and sent to participants twice yearly.

The termination phase also depends upon the level of contact and the specific kind of activity surrounding

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[34]Ibid.

the contact. The authors, for example, point to the more formal termination of the organizational development contact. They write: "Termination for these dyads then relates more to the culmination of the year's activities than to an ending of the consultant-consultee relationship."[35]

The work with collaborative dyads contributes to the literature because the exchange theory, proposed in the dyads, allows the university counseling center to involve their counselors in consultation at a contact level in which they are comfortable because of its flexibility.[36] The model seems to foster collaboration both within the university counseling center and other professional units of the university.

Behavioral Consultation Process

Michael L. Russell, assistant professor at Baylor College of Medicine, Houston, Texas, provides the guidelines involved in the behavioral consultation process. He indicates that behavioral consultation is based on social learning theory. He states that, "A behavior is affected by the environmental events that are associated with it, and, in a reciprocal manner, the behavior alters the subsequent appearance of the events."[37]

Russell emphasizes the importance of behavioral

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[35]Ibid., p. 362.

[36]Ibid.

[37]Russell, p. 346.

consultation being data based. The data based approach is a built-in requirement that guarantees that every intervention is examined in terms of meeting objectives. If the objectives of the interventions are not met, a new intervention becomes necessary. He also cautions that the behavioral consultants' use of objective data does not mean that the consultants' subjective impressions were ignored. He specifies that, "Indeed, the behavioral consultant uses every available resource to analyze and understand the consultee and client behaviors."[38]

There are five steps described by Russell in the behavioral consultant process. These steps include: observation, collection of data, program design, intervention, and systematic withdrawal.

"Observation," Russell states, "is the first step in the behavioral consultation process. The counselor systematically observes targeted consultee behaviors in a manner similar to the observations made of the client's problematic behavior."[39]

The second step, collection of data, comes about as a result of the consultant's observations of three kinds of behaviors. Russell points to these three behaviors as being:

1) The client's behaviors that function as antecedents or consequences for the consultee's behavior;

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[38]Ibid., p. 350.

[39]Ibid., p. 348.

> 2) The consultee's behaviors that function as antecedents or consequences for the client's problematic behaviors; and
> 3) The behaviors of significant others in the setting (e.g., peer, supervisor, or parent) that may function to reinforce or punish the new behaviors performed by the consultee in conducting the treatment program for the client.[40]

The observations which take place occur in both an interview situation and in the natural environment of the client. Russell points to the specific observation made by the consultant in both environments.

> In the consultation interview, the consultant is alert to verbal and nonverbal cues from the consultee that indicate how the client's behavior might be providing antecedent stimuli or consequences for the consultee's actions. In the natural environment, the consultant attempts to confirm these effects and to determine the specific nature and extent of the interactions among the client's and the consultee's behaviors.[41]

The design of the behavioral change program includes a review of new behaviors to be required of the consultee to implement the program. This process requires the consultee to take on an active role and it is a period in which the consultant is aware of moving gradually until the consultee becomes comfortable and proficient in implementing strategies in the classroom.

Russell's article is a valuable contribution to the consultant's literature because it concretizes the behavior consultation process. The article is beneficial to the school counselor because it provides the link between

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[40]Ibid. [41]Ibid.

behavior modification theory and the consultation process for use in the schools. Russell does, however, indicate that psychological theory is not always the force behind intervention strategies. He stresses that, "The kind of intervention strategy ultimately used in behavioral consultation is often based on these intuitive judgments rather than on formal psychological theory."[42]

In a closing note it seems that this "Johnny come lately," as Wrenn points out, just cannot escape criticism from others in the helping professions. Some concerns over the use of behavioral consultation are raised in the literature by Phillip A. Mann. Mann writes that the teaching of behavior modification to teachers in schools are activities which are not sufficient for consultation. He sees behavior modification as a possible "useful additional contribution."[43] He views ordinary consultation as preventive in nature, whereas behavior modification supposes the existence of a problem. Mann states that, "True prevention focuses on techniques that the teacher may employ to enhance the growth, development, and learning of students in a school setting without it being necessary that they first be identified as problems."[44]

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[42]Ibid., p. 350.

[43]Mann, p. 372.

[44]Ibid.

Consultation Process for Developmental Consultation

Donald H. Blocher and Rita S. Rapoza developed a consultation model based upon developmental psychology which allows for the optimum development of every student. They take an ecological view of the school system and see the need for environmental change. They focus upon the views of McCully in support of their position.

> Most of the learning environments that presently exist within our families, schools, and communities are clearly not designed to provide the kind of psychosocial interaction that will optimize human developments so that the role of the personnel worker often becomes that of an agent of environmental change.[45]

Blocher and Rapoza argue cogently that there are major problems for the ecologically based approaches because of the limited scope of traditional counseling theories that are derived from personality theory. They state that, "These approaches have not been flexible enough to provide the conceptual underpinnings necessary to the wide range of problems and settings in which the ecologically oriented counselor finds himself."[46]

What Blocher and Rapoza offer is a systematic eclectic model to provide flexibility to the consultant.

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[45]Donald H. Blocher and Rita S. Rapoza, " A Systematic Eclectic Model for Counseling and Consulting," Elementary School Guidance and Counseling 7 (December 1972): 106.

[46]Ibid.

The authors describe both the systematic and eclectic aspects of the model.

> The method is systematic in that it presents a specific sequence of activities in which the counselor engages. It is eclectic in that it utilizes several different sources of gain based upon relationship, cognitive, behavioral, and social psychological theories.[47]

The specific process in which the counselor activates the consultation is described in flow chart form. The following steps are presented.

1.0 Define professional goals in terms of institutional and/or population needs.
2.0 Scan relevant environments (school, family, community) for opportunities to advance goals.
3.0 Identify potential client systems: select on basis of feasibility and payoff.
4.0 Communication and relationship network within and around client system.
5.0 Negotiate specific behavioral goals with client system and obtain public commitment to them.
6.0 Introduce new concepts and model new behavior to client system.
7.0 Shape specific new behaviors and integrate them through simulation and tryout.
8.0 Transfer new behavior to 'real world' and attach to maintainers (reinforcers) in real environment.
9.0 Evaluate process and outcomes.[48]

The authors suggest a specific breakdown of the evaluation procedures via a specific process. They propose that the following steps be taken.

9.1 Group cases by presenting problems and types of clients.
9.2 Sub-group by treatment category.
9.3 Determine success criterion on each case.
9.4 Determine hit role by treatment for problems.

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[47]Ibid., p. 107.

[48]Ibid.

9.5 Analyze success and non-success cases.
9.6 Refine problem categories and treatment categories.[49]

In conclusion, it seems that the literature did, in fact, present counselors with consultation models which can be applied to a variety of philosophical and theoretical orientations. Each of these models in their development has a process dimension which can be viewed as a guideline for the implementation of the model from a specific entry dimension to a termination or evaluation point.

Summary

The process of each model of consultation seems similar in framework to models of different orientations but the context, in substance, tends to be influenced by the particular theory or orientation of the model.

It can be concluded that the authors of the consultation models reviewed in this chapter contribute various important insights into the consultation process. Their insignts provide a means to avoid some of the pitfalls in which counselors might find themselves when providing consultation services.

Kurpius' contribution emphasizes that the consultant and the consultee should mutually agree on the consultation modality to be used. He feels that an agreed upon consultation modality will contribute to a positive consultation outcome.

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[49]Ibid., p. 108.

Lanning suggests that counselors who provide internal consultation must develop an attitude of patience. He guides counselors by presenting a clear understanding of the pressures that the counselor-consultant will experience when working from within a school system.

Mann's contribution recognizes that the mental health consultants, coming from a clinical background, have to become aware of the different levels in which they will have to function within the schools. His insights are significant because he focuses on consultation interventions which will help the school mental health consultants avoid being in an ineffective position in the schools.

Westbrook, et. al., contribute by providing a dyadic model of consultation in which counselors can consult at a contact level in which they are personally comfortable and, therefore, the number of potential consultants not only increase but more individuals can also be reached within the school system.

Russell's insights highlight the necessity of the behavioral consultant's use of both objective data and subjective impressions. He emphasizes the use of all available resources by the consultant to analyze and understand the consultee and client behavior.

Blocher and Rapoza's contribution is their flow chart which provides excellent guidance for counselor-consultants interested in developmental approaches to

schools.

The examination of the process of consultation also sheds light on the multi-faceted dimensions of each of the models. The models, through their processes, allow for the consultant to provide consultation with an emphasis on a specific individual, the organizational system, or both. It is also apparent from the research of the literature on consultation, that counselors providing consultation could take an eclectic approach in their consultation. It is not always an either/or situation in which the consultants find themselves, rather, their situations call for, as Blocher and Rapoza point out, flexibility.

The examination of consultation processes supports the concerns of many of the authors who see consultation as an asset, but the training component for potential consultants as a liability. The skills and training aspect of consultation will be covered in the following chapter.

CHAPTER V

CONSULTATION ROLES AND SKILLS DEVELOPMENT

Chapter V is divided into two parts. Part one deals with the counseling literature between 1964 and 1979, and its development in the areas of the counselor's role as concultant. Of special interest, in part one, is an attempt to determine, through the literature, answers to such questions as: What were the number of ways in which the counselor's roles were expanded if they also adopted the role of consultant? Is being a consultant an appropriate role expectation for counselors in school settings? Have school counselors taken any leadership in the implementation of the consultant role? Does the consultant role of the counselor vary when derived from different theoretical understandings?

The second part of the chapter, reviewing the literature from the aspect of consultation skills development, focuses upon the adequacy of skills training programs to fulfill the consultant role. Therefore, part two develops around the following questions: Are counselors adequately prepared in the area of consultation skills? What programs have been developed between 1964 and 1979 to provide consultation skills? How have counselor-educators responded to the development of consultation skills in their counselor education programs?

In Chapter II, many of the specific events which precipitated the development of the consultant role of the counselor were explored and discussed. In this chapter it was concluded that the Standards Movement, especially at the elementary school level, provided much of the stimuli in the literature around the role of the counselor-consultant. In addition, federal legislation such as public law 94-142 and new mental health consultation models, like that proposed by Caplan, led to viewing the role of the counselor as one who provides preventative as well as remedial services to the school. Also, due to federal legislation there was an increase in emphasis upon services. It was therefore suggested in the literature that the counselor-consultant role would be beneficial because it was expedient. The expediency aspect was supported by the notion that by the consultant establishing collaborative relationships with other professionals and parents, they would enhance their skills and therefore have more impact in the school community.

In Chapter III, it was emphasized that the counselor-consultant came from a wide range of theoretical and philosophical orientations. And that instead of consultation models being developed as a result of a specific scientific consultation theory, the models were developed based upon the counselor-consultant's own particular theoretical and philosophical orientations.

Chapter IV provided a view of the consultation processes as they were developed in specific models based upon any one of a number of theoretical orientations.

PART ONE

CONSULTATION ROLE DEVELOPMENT

Appropriateness of the Counselor's Role as Consultant

The next focus is upon the role of the consultant and its dimensions as developed in the literature. The emphasis, in the literature, with regard to the role of the consultant supports the following statements: Being a consultant is an appropriate role expectation for school counselors. Counselor roles were expanded as a result of the adoption of consultation as a service. Counselors did play an important part in implementing the consultant role. The consultant role does vary when derived from different theoretical understandings.

As early as 1968, Emeliza Swain, a professor in the College of Education at the University of Georgia, argued cogently for the rights of counselors to determine their role within the school setting.[1] She writes that, "In a very real sense, the counselor must 'make' his role in all his professional relationships, rather than to 'take' a role defined chiefly by the expectations of others."[2]

If one believes what Swain states to be true, then

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[1]Swain, p. 164. [2]Ibid., p. 166.

the responsibility of the counselors to determine their role would make role determination on the part of the counselors simple. The fact is, though, that the determination of what role the counselor will or will not play in the educational setting has never been simple. Counselors have historically had to expend much energy to justify their position in the educational institutions and at the same time develop a niche which would be accepted and respected.

Walz and Benjamin suggest that the counselor's position in the system contributes to their role dilemma.

> Because counselors view the system from their own relationship to it, their perceptions may be biased. Counselors may lack power. They may be identified so strongly with past programs or efforts that their image is established and they have difficulty in redefining their role in the eyes of others to include change agent functions.[3]

At this time Walz and Benjamin are specifically discussing the need to implement the change agent role and the difficulty of implementation.

Donald L. Williams, of the University of Texas, where consultation was being researched as a result of a National Institute of Mental Health Grant, developed views on the consultant role dimension.

> Consultants will vary considerably according to training and personality along at least four role dimensions:

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[3]Walz and Benjamin, p. 331.

1) the use of substantive material in the area of the consultants expertise,
2) the consultant as a person,
3) the consultant as a model, and
4) the consultant as a facilitator.[4]

He develops each of the four dimensional areas. The first area, the use of substantive material, develops as a result of the consultant's training and expertise. The consultant is faced with the belief, on the part of teachers, that they are experts and therefore have all the answers. Williams cautions: "Whenever the consultant is required to provide substantive services he must be very careful not to set himself up as the only one able to provide this input."[5] He suggests, along the lines recommended by Caplan, that the consultant increase the coping effectiveness of the consultee, not decrease it.

The second role dimension, the consultant as a person, stresses that the importance of who the person is, is as important as what he knows. Williams recommends that the consultant not work in the abstract with faculty.[6]

The third role dimension, the consultant as a model, is the effort on the part of the consultant to enhance the coping effectiveness of the consultee. Williams stresses that, "the process of coping is constant."[7] The consultant is constantly working with strategies as the result of

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[4]Williams, p. 17.

[5]Ibid., p. 18.

[6]Ibid., p. 19.

[7]Ibid.

successes and failures. Of significance is the consultant not giving up or giving in to the stress. Instead the consultant models say, "Come on everybody, let's see how well we can cope."[8] Williams cautions about the spirit of coping.

> One of the hardest things to convey to teachers, consultees, and new consultants is this spirit. They want to come up with the answers to the problem of the moment. Sometimes there are no solutions, the best thing may be the shifting of focus or emphasis. Above all, patience is needed.[9]

The fourth role dimension, the consultant as facilitator or catalyst, is found in the counselor's attempt to open communication among staff members. The communication is specifically aimed at creating unity between the teacher's role and the school system.[10]

The four dimensions of the consultant role, it would seem, can be applied to any specifically labeled role the consultant might choose. That is, the four dimensions can apply whether the consultant chooses to be a behavioral consultant, an organization development consultant or a social psychological consultant.

Role Functions of the Counselor-Consultant

In the literature we find well developed positions taken to support the counselor in assuming one role or another. For example, Michael A. Ciavarella, a counselor-

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[8]Ibid., p. 20.

[9]Ibid., p. 19.

[10]Ibid., p. 20.

educator, presents his views as to why counselors should fulfill the role of mental health consultants. In general, he supports his beliefs about counselors based on the following: counselors training in personality and psychological adjustment, their presence in the school, and their availability. They are free to move both within and outside of the school district giving them a good deal of first-hand knowledge about the district, a first-hand knowledge about students, and can increase the school's sensitivity to their concerns.[11]

Ciavarella envisions that, as a result of the counselor mental health consultant role, the counselor would become a consultant to five groups within the school community. These five groups are the teacher group, the parent group, the administrator group, the curriculum director group, and the other specialist group. These groups are generally targeted by the authors, in the literature, as appropriate domains in which the counselor could and should consult.

A brief description of some of the types of functions which could occur between the consultant and each of the five groups is appropriate at this point. Ciavarella suggests that the counselor can help teachers by making them aware of the nature of the learner and the importance of having a

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[11]Michael A. Ciavarella, "The Counselor as a Mental Health Consultant," The School Counselor 18 (November 1970): 122.

classroom environment that will facilitate learning goals. He focuses on the counselor working with the administrators to evaluate school objectives as well as sharing student concerns about the school with administrators. Counselors can aid parents by helping parents to understand that there is a correlation between mental health at home and at school. And that parents are an important influence in the lives of their children and that children often reflect parent's goals. The counselor as a consultant to curriculum directors can serve on curriculum committees, identify inadequacies in the offerings of the school, share information about student needs, and help to avoid an inflexible curriculum. The counselor consults to other specialists by developing referral procedures that do not create a delay, sharing information about children, and serving as a liaison with community referral agencies.[12]

Ciavarella suggests that some of the functions which he describes were being done by counselors long before and are not new. Yet he does see the functions as a means in which counselors can exert leadership in the mental health consultation role.

The expansion of the counselor's role and function as a consultant lead to a variety of new descriptive labels designed more specifically to spell out new sub-roles which

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[12]Ibid., p. 123-124.

evolve as a result of the expansion of the consultation role dimension. The articles in the literature tend to focus upon these sub-roles for the purpose of clarifying an aspect of the broadly based consultant role. Basically, what is being developed in the literature is to answer the question: In what other capacities can a counselor-consultant serve? For example, if the consultant role dimension includes the enhancement of communication as Williams points out, then the counselor might also serve in the capacity of mediator, as described by Kurpius and Robinson. They state that, "As such, the consultant may serve as a 'reality tapper,' reflecting back to the client system objective feedback that may be blocking change."[13]

What seems evident from a review of the literature is that, unless one is aware of the miltiple dimensions of the consultant's role, the additional labels given to the role can confuse the new consultants in regard to the role that would be appropriate for them to adopt.

Multiple Dimensions of the Counselor-Consultant's Role

The number of potential role functions designated for the counselor-consultant in the literature is numerous and varied. The following is a list of designated roles found in the literature. The roles include counselor-

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Kurpius and Robinson, p. 322.

consultants as: content expert, trainer or psychological educator, process facilitator, negotiator, mediator, collaborator, change agent, organizational development specialist, and behaviorist. In general, it is accepted that the counselor-consultant could perform more than one of these functions while in the process of delivering consultation services. One specific model in the literature does attempt to narrow the role and function of the consultant. That model is the collaborative-dyad model presented in Chapter III. One of the objectives of the collaborative-dyad model is to allow the consultants to choose the role in which they are most comfortable rather than be involved in multiple consultative roles.

The content expert role is discussed in the literature by Aubrey (1978), Schein (1978), and Shertzer and Stone (1966). The content expert role of the consultant has two possibilities in terms of delivery of services. One is that the consultant is hired by the consultee for the expressed purpose of purchasing "specific information or expertise."[14] The second possibility is that the consultant is hired to do a "diagnosis and express remedies."[15]

Aubrey suggests that the counselor-consultant be aware of the differences between content and process when delivering consultation services. He cautions that a

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[14]Schein, p. 339. [15]Ibid.

counselor strong in content ". . . may lead to an over-reliance on that strength to an exclusion of the other."[116]

Shertzer and Stone, Sr. in 1966 caution against the counselors who act as experts when they iterate that, "Counselors who succumb to pressures to act as experts with ready made solutions for all classroom ills will find their consultant role short lived."[117]

While each author presents his own individual views pertaining to the role of the consultant as a content expert, it is generally recognized in the literature that the expert role of the consultant has a long history of use among individuals acting as consultants.

Another role of the consultant is that of process facilitator. Schein indicates that in this role the consultant could act as either a "catalyst or a facilitator."[18] As a catalyst the consultant does not provide the solution to the problem but uses skills in helping the client to figure out a solutuion.[19]

Aubrey recognizes the importance of process because of the "multiplicity of social systems"[20] contained within the school. He suggests that schools have to rely "more on data and evidence emanating from content indicators

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[16]Aubrey, Personnel and Guidance Journal, p. 353.

[17]Shertzer and Stone, Sr., p. 357.

[18]Schein, p. 339. [19]Ibid.

[20]Aubrey, Personnel and Guidance Journal, p. 353.

rather than process factors."[21] He relates that, "The consultant's perspective, therefore should balance and blend information from both sources in determining the best help for the client through the consultee."[22] Aubrey stresses the principle that whether or not the consultants decide on a content or process role, the role will depend on ones own understanding of each role, as well as, understanding the level from which the consultee is operating.

In the literature, the consultant, as trainer, is focused upon as an in-service educator to teachers. For example, Mindel presents his view that the role of the guidance specialist be to provide in-service education to teachers. He claims that the preventative and developmental approach to guidance in the schools necessitates in-service education.[23] Mindel believes that the responsibility of the elementary school guidance personnel is "to improve the competency of the teacher."[24]

Specific techniques for the use by the counselor in in-services are also developed in the literature. Dinkmeyer designed the Case Group Technique for use with teachers. Foreman, Poppin, and Frost explored the effectiveness of

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[21]Ibid.

[22]Ibid.

[23]Toby M. Mindel, "The Role of the Guidance Specialist in the In-Service Education of Teachers," Personnel and Guidance Journal 45 (March 1967): 692.

[24]Ibid., p. 693.

the case group. They state that: "The case group was an attempt to integrate many of the aims and goals of the discussion, case study, and sensitivity-training groups approaches in order to provide a meaningful experience for the teachers."[25] Their experiences of the Case Group Techniques are very positive: "The groups provided the teachers with the opportunity to develop skills and attitudes which gave added meaning to their guidance functions in the classroom."[26] And they support the case group approach from the standpoint of being an "effective and innovative"[27] technique for the professional growth of teachers. These affirmations are brought about because they believe that this technique focuses on the needs underlying the child's behavior and deals with the feelings of the participants.

Palomares and Rubini also focus upon the counselor-consultant as trainer. They are proponents of bringing human development into the classroom via their Magic Circle technique. The Magic Circle consists of a group discussion conducted in a circle between the teacher and children. There are specific topics and guidelines provided for conducting the circle. Palomares and Rubini include the counselor in this technique. It is the counselor's

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[25]Milton E. Foreman, William A. Poppin, and Jack M. Frost, "Case Groups: An In-Service Education Technique," Personnel and Guidance Journal 46 (December 1967): 389.

[26]Ibid., p. 391.

[27]Ibid., p. 392.

responsibility to act as consultant to the teacher and provide training in the specific skills needed to conduct the Magic Circle. Active listening, for example, is a skill to be taught to the teachers. The counselor's training role includes critiquing, coaching, and follow-up. The authors aver that, "The counselor, as an expert in human development, not only can serve as a teacher-trainer but also can assure supportive guidance in the use of the program."[28]

The literature tends to emphasize that the shift from remediation to prevention is related to the activation of the counselor as trainer. Very similar to the role of trainer is the label, psychological educator. Like the trainer, it is presumed that the psychological educator is an individual "who actively intervenes in the life of institutions and teaches healthy skills to others."[29]

Ivey and Alschuler believe that psychological education on the part of counselor-consultants would "demystify the nature of helping."[30]

> Not only is it impossible and undesirable to eliminate all acts of helping that involve unlicensed helpers it is necessary to disseminate the special skills of helping to the widest possible audience of

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[28]Uvaldo H. Palomares and Terri Rubini, "Human Development in the Classroom," Personnel and Guidance Journal 51 (May 1973): 656.

[29]Ivey and Alschuler, p. 592.

[30]Ibid., p. 595.

> students, teachers, parents, and community members if we are to have a reasonable hope of achieving the goals of psychological education.[31]

The collaborative consultant role is created to facilitate change from inside the school rather than relying on outside consultants. The collaborative consultant is a process facilitator as described by Schein earlier. Carrington, Cleveland, and Ketterman also view, "the collaborative consultant as being an expert in the process of group problem solving."[32]

Unlike the collaborative consultant whose work is viewed as taking place inside the school system, the specialists in organization development are viewed by Murray and Schmuck as being able to perform their services both as internal and external consultants. The specific role of the organizational specialists is to provide process consultation. They provide process consultation to staff groups, classroom groups, and school groups. They use collaborative skills for effective problem solving, and work to improve the organization climate via such techniques as "observation and feedback, communication skills, simulation and games, and innovative group procedures."[33]

The counselor-consultant can also be a member of an

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[31]Ibid., p. 596.

[32]Carrington, Cleveland, and Ketterman, p. 356.

[33]Murray and Schmuck, p. 101.

"external organization development team."[34] Murray and Schmuck believe that, "Cadres of organizational specialists can be formed within districts to conduct organization development training throughout the district."[35] They also mention that these cadres should consist of other significant professional members of the school. They emphasize that counselors do bring unique skills to the team. "Their knowledge of social psychology and group dynamics, previous roles as third party links between teachers and students, and skills in interpersonal communication and conflict contribute significantly to the resources of the cadres."[36]

The emphasis on school climate and the organizational specialist's potential for effecting change are very similar to the emphasis found in the change agent role. David Cook clarifies the role of the counselor as a change agent. "The role of the counselor as a change agent is essentially to help bring organizational goals and individual goals into harmony to enhance the learning function."[37]

Conyne suggests that the change agents could accomplish their goals by assessing the environment which in turn could lead to people oriented environments. He stresses that the collected data needs to be linked with communication

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[34]Ibid., p. 102.

[35]Ibid.

[36]Ibid.

[37]Cook, p. 13.

if environmental changes are to take place.[38] He indicates that, ". . . the key to the whole process is in the communication that takes place between the counselor, now a consultant and change agent, and appropriate members of the target population."[39] The change agent uses the information which he gathers as a means to generate discussion about the data and at times even generates conflict. Cook points out that: ". . . the change agent counselor serves the organization by keeping it more open to information that will help bring about change and develop dynamically in keeping with the needs and interests of the student population."[40]

The role of the behavioral consultant has both support and opposition in the literature. Dustin and Burden (1966), and Russell (1978), define the role of the behavioral consultant similarly. Dustin and Burden define the role in the following terms: "According to our definition, the behavioral consultant is one who works with another person (consultee) to help a third party or parties."[41] Russell adds that:

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[38]Robert K. Conyne, "Environmental Assessment: Mapping for Counselor Action," Personnel and Guidance Journal 54 (November 1975): 154.

[39]Ibid.

[40]Cook, p. 14.

[41]Richard Dustin and Carol Burden, "The Counselor as a Behavioral Consultant," Elementary School Guidance and Counseling 7 (October 1972): 14.

> In the role of the behavior consultant the counselor pursues two interrelated goals; to reduce or eliminate the client's presenting problematic behavior and to initiate and maintain the consultee behaviors necessary to conduct the client's behavior-change program.[42]

The specific oppostion to the behavioral consultant role on the part of Mann, that of creating the need to seek out problems for remediation, is detailed in the previous chapter. Dustin and Burden's response to just such criticism is that the approach to the consultation role is not significant because it does not change the counselor's goal.

> Regardless of the approach, the counselor's goal remains the same: that of enabling individuals to develop their potential. Consulting adds the new dimension of optimizing those conditions in the individuals environment that contribute to the person's effectiveness and development.[43]

Part One Summary

In concluding part one, it seems evident from the review of the literature, that the consultant roles depicted, came about as a result of the counselors' exploration in the use of models of consultation. The roles, which are presented, allow for a variety of theoretical and philosophical orientations, and are generally not limited to being applied to a model of consultation.

The individuals responsible for consultant role development include: counselor-educators, school counselors, psychologists, medical doctors, and behavioral scientists.

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[42]Russell, p. 346.

[43]Dustin and Burden, p. 14.

The motivating forces behind the work of these professionals in consultation are: a belief in mankind, the right of all individuals to maximize their potential, a belief in helping the troubled individual, as well as a belief in mental health preventative approaches, and an awareness of working within communities and systems to effect change.

Effecting change is a key component of the work of the professional helper in developing the consultant role. The helping professional emphasizes the fact that since change is a commodity present in all systems, then all systems need to comprehend change in terms of both acceptance and resistance to it. Because change, as a commodity, is also present in school systems, it is reasonable to believe that the school system would benefit if a professional in the system could help to facilitate a process to deal with change. The broad role advocated for that professional is the counselor-consultant role.

Although advocacy for the counselor-consultant role is clearly established in the counseling literature between 1964 and 1979, simultaneously questions are raised as to whether or not counselors have adequate preparation to deliver consultation services.

PART TWO

CONSULTATION SKILLS DEVELOPMENT

Consultation Training

Development 1964-1969

Through the early sixties and seventies the general emphasis in the literature was upon the need for the development of counselor preparation programs in consultation. Some consultation preparation programs did exist but their existence was not as highlighted as preparation programs with an emphasis upon school guidance and counseling. It was not until the middle to the late seventies that the emphasis upon consultation preparation began to take shape in the form of course development proposals which focused upon specific skills training and techniques to aid the counselor in the delivery of consultation services.

There was, in the middle to the late sixties, an emphasis on the part of counselors and counselor-educators to expand the areas of counselor education to include: concepts of social psychology, group dynamics, and community organization.[44] Shertzer and Stone, Sr. also recognized the future potential of consultation and the lack of

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[44]Levy, p. 800.

publications that dealt directly with the consultative function.[45] Pierson presented an evaluation of the 1963-64 full year N.D.E.A. Institutes which included a call for counselor-educators to increase efforts to prepare counselors as consultants.[46] An excellent survey was done in 1964 by G. E. Hill and D. F. Nitzschke which sought information about the preparation programs of elementary school counselors. They surveyed 575 institutions and 92% of them responded.[47] The Hill and Nitzschke survey points out that: "Although many institutions were offering preparation in the field of elementary school guidance, relatively few were offering preparation which could be considered significantly different from the preparation in guidance for secondary school counselors."[48] The survey indicates that only 45 out of 527 institutions offered elementary school programs that were different from secondary school programs. This is significant to the consultation preparation issue of counselors because, as is stated in Chapter II, it was the elementary school counselors who generated the most emphasis upon

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[45]Shertzer and Stone, Sr., p. 351.

[46]Pierson, p. 68.

[47]George E. Hill and Elanore Braun Lucky, Guidance for Children in Elementary Schools (New York: Appleton-Century-Crofts, 1969), p. 146.

[48]Ibid., p. 147.

consultation, and yet, a majority of the institutions offering preparation in 1964, may not have placed much emphasis upon consultation.

The institutions surveyed, that offered elementary school programs, did place an emphasis upon the developmental aspects of guidance and directed the preparation of the counselor to serve as consultants and resource persons to teachers, parents, and administrators. An interesting phenomena, that occurred in the survey, shows that the students viewed their future role as more remedial than preventative which was opposite to the emphasis stressed.

The survey supports this researcher's view of the literature with regard to counselor-consultant preparation during the middle to the late sixties.

> Programs for the preparation of elementary school guidance workers were, at the time of this study, relatively new. Aims and objectives of these programs were for the most part in their initial stage of development. The actual number of graduates from these programs was small, and in the majority of these institutions follow-up studies were only in the planning stage. Much remains to be accomplished in regard to the establishment of aims and objectives for preparation programs in elementary school guidance, even in the institutions involved in this study.[49]

By the late sixties authors who fostered an emphasis upon elementary school guidance preparation found programs in this area wanting and called for counselor preparation programs to activate change. Hill and Lucky, for example, state that,

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[49]Ibid.

> . . . it is clear that professional organizations such as the Association for Counselor Education and Supervision and the American School Counselor Association will need, with some dispatch, to institute means for the more rigorous study and evaluation of programs designed to prepare elementary school guidance workers.[50]

In these views they strongly agree with the findings and opinions of Nitzschke and Hill.

In 1969 a survey was taken of three groups of approximately 30 practicing college personnel workers. The survey was based upon the document, A Proposal for Professional Preparation in College Student Personnel Work. Personnel workers were asked to respond to the document areas in terms of their being essential, desirable, or unimportant to their work.[51] The conclusions drawn from the survey point to the following core of experiences, which should be common to all college and university student personnel workers: 1) Psychology, 2) Counseling principles and techniques--theory and case studies, 3) Practicum in student personnel work, 4) An overview of student personnel work in higher education-orientation, 5) The study of the college student-nature, 6) Sociology and anthropology, 7) Higher education-history, setting, orbjectives, curriculum, organization and administration, finance, etc.[52]

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[50]Ibid., p. 149.

[51]O'Banion, p. 249.

[52]Ibid., p. 251.

O'Banion indicates that the survey emphasizes the fact that studies in higher education are not rated as essential by two-thirds of the selected sample which included registrars, union directors, student advisors, etc. whereas, a study of higher education is rated high by 79% of counselor-educators, student personnel educators and deans of students. What this difference tends to emphasize is that educators responsible for the preparation and supervision of personnel workers see the personnel workers' major focus on the individual and a lesser focus on the institutional setting as possibly debilitating. This point of view is made clear in the following statement.

> A student personnel worker can understand psychology and sociology as they apply to individual and group behavior; he can understand the student personnel program in which he will work; but if he does not understand the institutional setting, he will be greatly limited in facilitating the development of students.[53]

What can be concluded from the emphasis placed upon the importance of the personnel worker's understanding of the institutional setting, is that counselor-educators wanted to strike a balance between the personnel worker's work with individuals and their having a working knowledge of the institution. The movement is toward the college personnel worker becoming an applied behavior scientist.[54]

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[53]Ibid., p. 252.

[54]Ibid.

The tone of the literature presents some resistance to change at both the elementary school counselor and the higher education personnel worker levels. The counselor-educators are not de-emphasizing working with the individual, but they are emphasizing the need for counselors to expand their focus or vision. If the expansion of the vision of the counselors is to be implemented, then counselor's programs of studies would have to grow to include the following methods, techniques, and concepts: Counseling, group dynamics, human relations, decision making, fiscal management, selection, in-service training, and communication.[55]

Consultation Training Development 1970-1980

The counseling literature of the nineteen seventies shows steady progress in the number of articles presented on consultant preparation and skills training. The articles emphasize either the need for consultant preparation or describe proposed courses including training models as well as pilot and already developed training programs. The progress made in the literature is steady; but it is not until the late seventies that the literature shows its heaviest concentration on consultation with preparation and skills training as important dimensions.

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[55]Ibid.

An experimental two-semester course for the preparation of student personnel workers was developed in the literature by Hedlund of Cornell University. The preparation program was based upon an emphasis in humanistic education.[56]

The objectives of the two-semester experimental course were designed to reflect capabilities which would be required of personnel workers in the future. These objectives are as follows.

1) To study existing humanistic education courses and curriculum design.
2) To develop training skills to conduct these predesigned courses.
3) To construct personal learning strategies for the continual development of personal growth, interpersonal, and group process skills.
4) To understand the theoretical bases of humanistic education and humanistic psychology.
5) To understand the design elements in experiential learning.
6) To master a variety of evaluation techniques.
7) To learn basic consultation techniques.
8) To develop the capability of new program design.[57]

What is learned from the two-semester course is that one year is not enough time to adequately cover these objectives and that two years would probably have been more realistic. Hedlund states that ". . . the degree of student involvement has been so great that course activities more nearly resembled a half-time job."[58] He emphasizes that

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[56]David E. Hedlund, "Preparations for Student Personnel: Implications of Humanistic Education," The Journal of College Student Personnel 12 (September 1971): 325.

[57]Ibid., p. 325-326. [58]Ibid., p. 326.

graduate education should culminate with a doctoral degree in which the student would have "maximum freedom" to design his own graduate program. Hedlund believes that the student ". . . should fully share the responsibility for both his own development and the development of the profession."[59]

Don Dinkmeyer and Jon Carlson in 1973 proposed a two-year preparation program for consultants with a focus upon the school climate and the ways in which the consultant used group procedures to influence the total milieu.[60] The two-year program includes:

First Year

1) Philosophy, Principles, Organization and Administration of Pupil Personnel Services.
2) Modification of Motivation and Behavior Change.
3) Learning Processes and Educational Development.
4) The Teacher: Human Potential and Guidance Procedures in the Classroom.
5) Counseling Theory and Practice Understanding Human Behavior and Counseling Procedures.
6) Techniques and Processes of Counseling: Counseling Laboratory.
7) Guidance Consulting Techniques and Processes of Consulting Parents and Teachers: Application of Modification Processes.
8) Human Appraisal Procedures (Tests and Measurement).
9) Research and Accountability Procedures.
10) Practicum and Lab Internship.
11) Group Counseling.
12) Interpersonal Relations. A Personal experience in developing understanding of self and human relationships.

Second Year

1) Research Procedures in Behavioral Sciences.
2) Community Psychology and Social Organization.

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[59]Ibid., p. 328.

[60]Dinkmeyer and Carlson, p. 21.

3) Advanced Group Dynamics--Theory and Practice.
4) Advanced Group Counseling Theory and Practice: Group Counseling Practicum.
5) Consultation and the System.
6) Supervised Laboratory Experiences: Consultation with Parent, Teacher, Administrator.
7) Internship in Practicum and Supervision.
8) Seminar in Professional Development.
9) Electives: Reading
Curriculum
Philosophy
The Exceptional Child
Human Services
10) Sociology, Psychology, or Intergroup Relations.
11) Psychology elective.
12) Anthropology elective.[61]

The two-year program was to place new priorities on the education of pupil personnel specialists. Dinkmeyer and Carlson emphasize the following priorities.

1) Concentration in understanding psychological processes and their relationship to the educational process would be emphasized.
2) Concentration would be focused on the development of an expertise in actual classroom procedures.
3) There would be an emphasis upon understanding counseling theory, techniques, and practical experiences in counseling with individuals.
4) There would be a special emphasis upon the significance of group dynamics and group process as a basic competency.
5) Effecting the whole learning climate is a basic emphasis of the program.
6) Focus would be on developing a specialist who understood his role as a human relations specialist.
7) This specialist would also have training which would make him knowledgeable in behavioral sciences such as sociology, psychology, and anthropology.[62]

Gallessich and Ladagana discuss the program proposed by Dinkmeyer and Carlson and see it as having the potential to become part of the counselor education curriculum. But their concern is for the practicing counselor who lacks

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[61]Ibid., p. 22-23. [62]Ibid., p. 23-24.

consultation skills. They are proponents of in-service training programs to teach consultation to practicing counselors because few practicing counselors have had training in consultation theory and method.[63] The literature in the latter half of the seventies supports the need for field training of counselors in consultation.

Field training programs for the purpose of reaching practicing counselors with limited consultation expertise became an accepted component of counselor continuing education. This should not be looked upon as an indictment of counselor education programs, but rather as a means of helping practicing counselors catch up with consultation in order to provide adequate consultation services. The in-service field training approaches to consultation were potentially expedient, effective, and complementary to counselor education programs that were active in the consultation preparation of counselors.

Tom Quinn, a director of curricular pupil personnel services, emphasizes the need for the training and upgrading of counselors to serve as consultants.

> Will counselors need training to serve these school groups as consultants? The answer clearly is 'yes.' The consultant role builds on some of the counselor's traditional skills but it requires the development of certain new skills. Counselors must upgrade

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[63]June Gallessich and Angela Ladogana, "Consultation Training Programs for School Counselors," Counselor Education and Supervision 18 (December 1978): 101.

> such traditional skills as effective communication and group leadership. They must acquire new skills as change agents and in the organizational and teaching areas. They will have to develop further their abilities to work with adults.64

Gallessich and Ladogana provide a consultation training model developed for the use of a large urban school district. The curriculum of Model 1 is similar to that proposed by Dinkmeyer and Carlson in 1973. The training for this model requires a 65 hour program. Gallessich and Ladogana relate that the curriculum includes the following topics:

> . . . service-delivery system, organizational assessment, mental-health consultation theory and process, process consultation, workshop leadership, identification and use of resources, and program planning and evaluation. A module on family dynamics and intervention was added at the request of the participants. Instructional methods included lectures, readings, demonstrations, written assignments, and laboratory activities in small and large groups.65

There is also a revision of Model 1 called Training Model 2. Training Model 2 is a 35 hour program and is "more pragmatic, more didactic, and less experiential."66 The shortened revised model came about as a result of the evaluation of Model 1. The second model is considered "more efficient and at least as highly rated as the earlier,

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64Tom Quinn, "Training Counselors for Today's World," National Association of Secondary School Principals Bulletin 61 (September 1977): 55.

65Gallessich and Ladogana, p. 102.

66Ibid.

lengthier model."[67]

The result of the development and evaluation of the pilot programs of consultation is the organization and recommendation of sequential steps to consultation training. The steps, objectives, and methods are as follows.

Step 1: Orientation to Consultation Theory and Process
Objectives: Understanding of mental-health consultation concepts. Understanding of differences between mental-health consultation and other forms of service delivery.
Methods: Lectures, discussions, live and videotaped demonstrations, and readings.

Step 2: Basic Consultation Skills
Objectives: Acquisition of basic mental-health consultation skills; problem identification and problem solving processes and interviewing and communication processes.
Methods: Demonstrations, small group laboratory work and video feedback of role-playing exercises.

Step 3: Advanced Consultation Skills
Objectives: Mastery of mental-health consultation skills and of skills in parent conferences and community agency liaison.
Methods: Demonstrations, small group laboratory work, video feedback, supervision of taped live work samples and readings.

Step 4: Process Consultation Skills and Knowledge
Objectives: Basic knowledge and skill in applying process consultation.
Methods: Readings, large group laboratory exercises, small group laboratory exercises, study of small group processes, and practice in intervention in small group processes.

Step 5: Workshop-Leadership Skills
Objectives: Acquisition of basic skills in designing, leading, and evaluating workshops for parents, teachers and students.
Methods: Demonstrations, practice in large group laboratory setting, and supervision of workshop leadership experiences.[68]

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[67]Ibid., p. 106.

[68]Ibid., p. 107.

It is recommended that the five sequential steps be looked upon as entry levels, and completion of one step allows entry to the next step. Gallessich and Ladogana indicate that: "Many counselors may prefer to limit their participation to one or two steps."[69]

A pilot training program for consultants is presented in the literature by Brammer and Springer in 1971. Their article reflects the work of Washington State in the development of a certification plan for counselors. As part of the Washington State plan, a pilot training program for consultants was developed. The training program includes five school districts and 32 consultant candidates. The program consists of four phases which included training in consultant role definitions and skills training. These phases are presented and explored in five eight hour institutes. There is also an experiential component in which the trainees are required to practice their basic skills in the individual school districts. They also practice these skills with counselor-volunteers.[70]

A unique aspect of the Washington State plan is that it was developed collaboratively among a number of groups within the state. These groups are: the five participating school districts, the professional associations, and the

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[69]Ibid., p. 106.

[70]Lawrence M. Brammer and Harry C. Springer, "A Radical Change in Counselor Education and Certification," Personnel and Guidance Journal 49 (June 1971): 805.

State Department of Education. The plan they devised includes three counselor preparation levels plus a fourth staff development function. The following includes the levels and functions: "Preparatory (an intern level); Initial (after the basic skills are learned, but before non-supervised practice); Continuing (after demonstrating counseling competence); and Consultant (a staff development speciality)."[71]

The consultant is considered to be a field-centered counselor-educator who functions as both a counselor and a training consultant in the schools. In the pilot program the consultant helps to train other counselors to meet certification requirements. The hope is, that once sufficient counselors are trained in the five original districts, they would be able to contract with smaller districts unable to develop a similar program.

Part Two Summary

In conclusion, there were few training models to draw from in the literature, but because those that did exist are reviewed with a critical eye in order to determine benefits to consultation, it is possible to see their value. These models are beneficial because first, they allow for the adoption and use of curriculum ordinarily limited to counselor education programs in field based settings. Second, the trainees are working with consultant role models.

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[71]Ibid., p. 804.

Patrick C. McGreevy discussing the benefit of working with experienced consultant models states that, "The experienced consultant models his or her skills through on-the-job demonstrations, and the novice learns from such modeling. The arrangement offers to the consultant-trainee the opportunity to meld theory with practice."[72] Third, there are benefits derived from the evaluation component built into the models. Evaluation not only reinforces, strengthens and stimulates change, but it can also provide to those involved in the training a sense of ownership and control as to the future direction the training may take. Fourth, it is beneficial, because, in many cases, the training is taking place within the trainee's own district which allows for the development of skills to fit the needs of a particular district. Fifth, it is beneficial because of the specific consultation skills developed by the trainee practicing them in both district and laboratory setting.

Authors in the literature have consistently discussed the lack of development in the area of counselor preparation and training and tended to create a negative outlook. There was another option and it seems to have been overlooked.

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[72]Patrick C. McGreevy, "Training Consultants Issues and Approaches," Personnel and Guidance Journal 56 (March 1978): 432.

That option was to focus upon the limited number of models and proposals for curriculum development, and see them as playing an important and optimistic role in the early stages of formal consultation development.

CHAPTER VI

CONSULTATION RESEARCH AND FUTURE TRENDS

The purpose of Chapter VI is to review the counseling literature which focused upon consultation research. This review attempts to answer two questions: Has research supported the application of consultation theories and models to school counselor roles? What are the predictions being made about consultation and the future role of the school counselor?

The research studies presented in this review of the literature with regard to consultation sought to answer questions based upon a variety of issues, such as: How does the school personnel view the need for the counselor-consultant role? How does the counselor role compare to the consultant role in effectiveness? What is the reaction of counselors to the consultant role? What are the effects of consultation programs? What are the results obtained from the use of consultation techniques and procedures? What effects does consultation have upon its recipients?

Points of View on Consultation Research

The literature contains two distinct views about consultation research: one is that it is needed and the other view is that the research that did take place was too superficial. One outstanding spokesperson for research is Waltjen, the director of IRCOPPS project, which was discussed in Chapter II. He states that, "It became clear that major research and demonstration was needed in order to make the various pupil services more effective in serving children's needs."[1]

It was pointed out in Chapter II that four regional research and demonstration centers were established for the purpose of investigating the pupil personnel field. Two of the centers specifically focus upon pupil personnel workers as consultants; at one of these two centers, in the University of Texas, students and faculty have contributed a number of consultation articles to the literature. The research efforts of both the University of Texas and U.C.L.A. emphasize that elementary school counseling services are unique and differ from the services which occur in secondary schools.[2]

The importance of research and the actual engagement in it, presented by Waltjen, is contrasted in the literature by Isaksen, past president of the American School Counselors

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[1]Waltjen, p. 61. [2]Ibid., p. 62.

Association, who presents what he believes to be a realistic view of research in the field of guidance and counseling.

> We are all aware of how difficult it is to measure the outcomes of such a program or, indeed of any counseling or guidance program. We are in fact greatly in need of research and evaluation that will give evidence that our services are making a difference in the lives of the young people we serve. In spite of the fact that it is difficult, we must do what we can to gather such evidence. It is my feeling that counselors shy away from research because they feel inadequate to carry out the sophisticated kinds of studies that are reported in the literature of some of the more research-oriented disciplines such as psychology and sociology.[3]

Isaksen presents his general view of the status of guidance and counseling research in 1967. Between 1964 and 1978 Kahnweiter explored four different counselor journals in search of research, including case studies pertaining to counselors as consultants. In his search he uncovered 38 articles over a period of 14 years. The largest concentration of articles were written between the years 1969 and 1977.[4] In terms of years and the fact that the journals represented four major counselor publications which included: Elementary School Guidance and Counseling Journal, The School Counselor, The Personnel and Guidance Journal and Counselor Education and Supervision, it seems that the amount of research is minimal and this supports the view of Isaksen.

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[3]Isaksen, p. 279.

[4]William M. Kahnweiter, "The School Counselor as Consultant A Historical Review," Personnel and Guidance Journal 57 (April 1979): 377.

Parsons and Meyers, of Temple University, see research in the area of mental health consultation as being minimal despite its emphasis in the literature. They perceive three weaknesses in consultation research and argue that these weaknesses hinder the development and practice of consultee-centered consultation. They stress these three weaknesses.

a) The choice of criteria to assess consultation outcome have been inadequate. Most research efforts have relied on questionnaires and other self-report techniques, rather than on direct observable behavior (e.g., Mann, 1973; Schmuck, 1968; Schowengerdt & Fine, and Poggi, 1976; Toblessen and Shai, 1971; Tyler and Fine, 1974).
b) Prior research designs in consultation have been weak in that there has been too much emphasis on large-N designs, and these investigations typically have been plagued by vague definitions of consultation procedures (e.g., Mann, 1973; Toblessen and Shai, 1971).
c) With the exception of Caplan's (1970) description of theme interference reduction, most of the efforts to define consultee-centered consultation have been inadequate.[5]

Parsons' and Meyers' own research in consultation focus on direct observable behavior as well as questionnaire data as the criteria, and the use of a small-N design which allows for the uniqueness in each consultation relationship.[6] They see their investigation as significant because they experimentally manipulated the consultation process.

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[5]Richard Parsons and Joel Meyers, "The Training and Analysis of Consultation Process Using Transactional Analysis," Psychology in the Schools 15 (October 1978): 545.

[6]Ibid., p. 546.

> Although the experimental manipulation (Transactional Analysis Training) worked with only one of the four pairs, this represents an important first step. The implementation of this design shows that although it is very difficult to accomplish, it is possible to experimentally control the process of the consultation relationship and to determine whether such changes affect the outcome of consultation. By manipulating consultation process, this investigation has made a methodological advance beyond the previous studies which have addressed only the general question of whether consultation can result in behavior change (e.g., Meyers, Freedman, and Gaughan, Jr., 1975).[7]

The counseling literature, for the most part, presents research that relies on large-N and surveys, and self reports rather than direct observable behavior.

Research Relating to the Counselor's Role as Consultant

The remainder of this chapter concentrates on the attempts of counselors to research the issues and variables which emerged as a result of the development of the consultation function in schools. The first area considered is the relation of school personnel to the counselor's role as consultant.

In 1968 James J. Muro wanted to compare the perceptions of teachers and principals to that of the joint ACES-ASCA Committee with regard to the major responsibilities to be performed by the elementary school counselor.[8] The joint

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[7]Ibid., p. 552.

[8]James J. Muro, "Perceptions of the Elementary School Counselor in Relation to the ACES-ASCA Preliminary Statement," The School Counselor 15 (May 1968): 408.

ACES-ASCA statements designated three areas of responsibility for the elementary school counselor. The areas as reviewed in Chapter II, were counseling, consultation, and coordination. In regard to consultation, Muro's research asks three questions of the respondents. The questions are:

1) How valuable would this service be in an elementary school?
2) Who if anyone is currently performing this service?
3) Is this service being performed adequately or inadequately in your school?[9]

Muro discovered that consultation activities are perceived by school personnel as valuable and helpful in an elementary school. The data also indicates that the services of the consultant are not available. And that such services as helping with the planning of the curriculum, helping with behavior and remedial problems, and testing and research are needed.[10] Muro discovered that the data agrees with the ACES-ASCA concept of the counselor-consultant role.

> Since respondents in this study indicated that 29 of the 31 consultant services listed on the inventory would and were currently being inadequately performed, it appears that professional educators both need and want consultant assistance. . . . work of a consultant nature may well prove to be a major responsibility in the counselor's repertoire of skills.[11]

Research into counseling and consulting, and its acceptance at the elementary school level, was stimulated not only as a result of the joint ACES-ASCA statement but was also due to the extension of Title V of the National

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[9]Ibid.

[10]Ibid., p. 409.

[11]Ibid., p. 410.

Defense Education Act which bolstered the elementary school guidance movement.

Duane Brown, Assistant Professor of Education, and Rolla Pruett, Director of the Division of Pupil Personnel and Guidance Services, State Department of Public Instruction, Indiana, point out in 1967 that:

> Although guidance at the elementary level has been a topic of long discussion, at no time in the history of guidance has it received the attention which it is receiving now from local, state, and national educational agencies, professional societies, and school practitioners.[12]

Counselor's Reaction to the Consultant Role

Researchers were also interested in the counselor's reaction to performing new functions beyond that of traditional counseling. Tom Pyron, Office of Student Services, Virginia Commonwealth University, conducted a study in 1974 in which he surveyed and analyzed the degree to which student personnel workers in 200 colleges and universities had adopted a consultant role.[13] The results of his study suggest that the consultant role is viable but at a low level of development. Pyron discovered that student personnel workers were not using process observations, an important

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[12]Duane Brown and Rolla F. Pruett, "The Elementary Teacher Views Guidance," The School Counselor 14 (March 1967): 195.

[13]Tom Pyron, "The Consultant Role as an Organizational Activity of Student Personnel Workers," Journal of College Student Personnel 15 (July 1974): 265.

aspect of process consultation, but were beginning to perform services in the area of developing strategies for dealing with student conflicts.

> Student personnel workers, by serving as a knowledgeable resource group in this area and related areas of diagnosing and developing strategies for student conflict have developed the quality of 'expertness,' which is important in functioning as a consultant.[14]

Pryon's study determined that the consultant role was considered significant enough to be included in the personnel worker's job description, and that the majority of administrations surveyed gave at least partial recognition to the consultant role and only a small minority said no to the role.

Stanley B. Baker reports on a national survey of counselors in order to determine their attitudes toward the role of the change agent. The subjects were 251 practicing school counselors from 54 school systems in 24 states. The counselors were engaged in work at elementary, junior high, and senior high school levels. The results of the survey indicate that:

> . . .the counselors in this sample see counseling as their preferred model for responding to counselee problems. Also, these respondents overwhelmingly favor some level of client advocacy or change agent response when the source of the problem is related to institutional causes. They would like to change the status quo in order to help the client. The client's needs are viewed to be more important than those of the institution.[15]

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[14]Ibid., p. 267.

[15]Baker, p. 261.

There is a strong preference, shown on the part of the counselors, for assisting the counselee to make changes rather than counselors actively initiating change.

Effectiveness of Consulting Compared to Traditional Counseling

An important aspect of research is to determine the effectiveness of consulting when compared to traditional counseling with clients. Buff Oldridge provides such a study in 1964.[16] The results of the study show that the guidance staff significantly favor the consultant role at the end of the study. The school staff preferences are for the psychotherapeutic role at the beginning and end of the study. There is a shift from the psychotherapeutic role toward the consultant role that is significant.[17]

Oldridge believes that the use of case-conferences with the school staff contributes to the shift toward guidance. The case-conference was accepted by the school staff and continued. The conclusion drawn from the study is: ". . .that for guidance personnel with comparable population there is little evidence to support psychotherapy as being more effective than general guidance procedures."[18]

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[16]Buff Oldridge, "Two Roles for Elementary School Guidance," Personnel and Guidance Journal 43 (December 1964): 367.

[17]Ibid.

[18]Ibid., p. 370.

In 1972 William C. Marchant, Assistant Professor of Counselor Education, University of Vermont, developed a study to test the short-term effectiveness of counseling and consulting techniques. He hypothesizes that,

> . . . counseling and consulting techniques, used in schools, would be more effective than consulting techniques, which in turn would be more effective than counseling techniques. It was further hypothesized that any of the three alternatives would be more effective in producing behavior change than no treatment at all.[19]

The results of the study shows no differences among the counseling, consultation, or counseling plus consultation techniques. The study does show that the three procedures are more effective than the absence of counseling and/or consultation services.[20]

Marchant indicates that the results do not help the counselor in determining what services to provide but he does suggest that teachers tended to be dissatisfied when not involved in the counseling process and that therefore the combination of counseling and consultation seemed preferable.[21]

Effects of Consultation on Recipients of Services

Researchers in the literature were also interested in the effects of consultation upon the recipients of services.

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[19]William C. Marchant, "Counseling and/or Consultation: A List of the Educational Model in the Elementary School," Elementary School Guidance and Counseling 7 (October 1972): 4.

[20]Ibid., p. 7.

[21]Ibid.

For example, research was done by Pierce, Jones, Iscoe, and Cunningham in 1968 to determine if sustained consultation on children with teachers would produce changes in teachers' orientation toward mental health compared with teachers receiving no consultation. The results indicate that after one year teachers continue to desire the availability of consultation but that: "No measurable difference in the orientation of teachers was found on the criterion instruments between teachers receiving consultation and teachers receiving no consultation."[22]

Michael D. Lewis, Associate Professor at Florida Atlantic University, studied the effects of counseling and consultation on teachers' perceptions. In order to determine if differences existed, teachers were asked to compile an Achievement-Oriented Behavior scale for each student who participated in the study. The A.O.B. allowed for both pre and post experimental measures. In his discussion of the study, Lewis points out that:

> . . . the data concerning achievement-oriented behavior do appear to support the contention that consultation with teachers affects larger numbers of pupils than just those who were specifically subjects of consultation, even if in no other way than in changing their teachers' perceptions.[23]

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[22]Gelatt, p. 148.

[23]Michael D. Lewis, "Elementary School Counseling and Consultation: Their Effect on Teacher Perceptions," The School Counselor 18 (September 1970): 52.

Lewis also notes that students receiving counseling show losses in between pre and post experimental measures. He indicates that the reasons for the losses might be due to teachers viewing students receiving counseling less positively.

> This does not necessarily mean that counseling has a negative impact upon children. It might mean, however, that even guidance workers who concentrate on counseling, rather than on consultation, must open lines of communication with teachers.[24]

Specific effects of the results of consultation with children experiencing difficulty were also provided by way of case analysis. Robert D. Myrick presents an example of consultation which contributed to helping teachers work well with an effeminate boy. Myrick shows how deviant children are helped through consultation with teachers as well as through work within the regular school program.[25] The means that were employed to aid in this situation were: consultation with teachers, presentation of literature on the subject area, and development of a plan for the use of the teachers. This included pre and post role interventions and observations. The results indicate that there were significant changes in the perceptions of school, boys, girls, and the ideal self.[26] Myrick argues that the

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[24]Ibid.

[25]Robert D. Myrick, "The Counselor-Consultant and the Effeminate Boy," Personnel and Guidance Journal 48 (January 1970): 355.

[26]Ibid., p. 361.

counselor-consultant could help deviant children by working closely with teachers and help, "to construct special learning experiences for children within the classroom and regular school program."[27]

Analysis involving consultation is a regular part of the Elementary School Guidance and Counseling Journal publications. Counselors are invited to submit articles developed as a result of their own experiences with consultation in schools. For example, McGehearty and McKay discuss a case analysis in which a second grader was helped to develop better peer relations and academic success. The consultants include the following process in their counseling and consultation approach in which Dinkmeyer's influence is evident: group counseling, team approach with parents and teachers, and family group counseling. The consultants also focus upon the outcome of services which includes follow-up with the third grade teacher.[28]

School psychologists were simultaneously researching the effects of consultation upon teachers and students. Areas such as, the effects of Caplan's consultee-centered consultation on teacher behavior, the importance of follow-up effects on teacher consultant relations, and the effects

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[27]Ibid.

[28]Loyce McGehearty and Gary D. McKay, "Case Analysis: Consultation and Counseling," Elementary School Guidance and Counseling 6 (October 1971): 51-55.

of consultation upon referral patterns of teachers were all explored. In regard to the affects on teacher behavior as a result of consultee-centered consultation, Meyers, Freedman, and Gaughan, Jr. present evidence to show how consultation was followed by a reduction in the negative verbal behavior of two out of three teachers who participated in the study.[29]

Patricia L. White and Marvin L. Fine used three consultative modes in teacher consultation and varied the number of follow-up studies. They state that the key finding of their study is the importance of follow-up.

> . . . teachers who recieved follow-up contacts viewed the child's remedial program as more of a cooperative endeavor between themselves and the school psychologist than did teachers who had not received follow-up contracts. The teachers who did not recieve follow-up contracts rated the school psychologist as being especially poor in considering situational factors such as their classroom program or the time they had to work individually with a pupil.[30]

David R. Ritter discovers in his study, that the referral paterns of teachers were affected in those schools where consultation services were available. He studied the pattern of referrals over a period of seven years and found

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[29]Joel Meyers, Michael P. Freedman, and Edward J. Gaughan, Jr., "The Effects of Consultee-Centered Consultation on Teacher Behavior," Psychology in the Schools 12 (July 1975): 288.

[30]Patricia L. White and Marvin L. Fine, "The Effects of Three School Psychological Consultation Modes of Selected Teacher and Pupil Outcomes," Psychology in the Schools 13 (October 1976): 420.

that the number of teacher referrals decreased ". . . suggesting that the consultation process seemed to have the side benefit of helping teachers develop their own skills in coping with difficulties of students without the need for frequent consultation."[31]

Summary

The initial two questions raised in this chapter can be answered. First, research has supported the application of consultation to school counselor roles. The support for consultation came about because of the continual progression of research and experimentation developed with regard to the emerging role of the counselor-consultant.

Second, the predictions made about consultation and the future role of the school counselor seem to be positive. The literature provides counselors with significant information obtained from the studies presented. It is apparent that the proponents of consultation and their articles out numbered the amount of research articles which took place during the fifteen year period covered by this study. Nevertheless, the limited research that does appear, in effect, supported the continued interest in and expansion of consultation services by the counselor. The main criticism, aimed

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[31]David R. Ritter, "Effects of a School Consultation Program Upon Referral Patterns of Teachers," Psychology in the Schools 15 (April 1978): 239.

at the research, was that it tended to emphasize large-N used surveys or shelf studies and did not focus upon specific behavior changes. It is also clear that counselors interested in consultation research would have benefited if they had sought out research from other professional literature as well.

CHAPTER VII

CONCLUSIONS AND IMPLICATIONS

After assimilating the information presented in this study, the conclusion is reached that the development of consultation for the use of school counselors has gone through at least three phases between 1964 and 1979, namely, the adoption, inquiry, and refocusing phases of development. There is not a clear demarcation between phases to distinguish them. Events which occur during one phase may or may not continue to occur during the other phases.

The adoption phase is representative of the counselors embracing consultation as a service they wish to perform. For example, during the adoption phase, the elementary school counselors selected consultation as one of their three main services to the schools.

The adoption phase also reflects a time of debates in the literature questioning the appropriateness of consultation as a service of the school counselor. The elementary school counselor's entry into consultation prompted a number of these debates. Central to the debates on consultation was the issue of traditional counseling being displaced by the counselor's use of consultation. The debates were important, this study concludes, because they served to reexamine the importance of the traditional counseling role

of the counselor and helped to focus on how counseling and consultation could work in tandum with one another.

The adoption phase was also a time in which the elementary, secondary, and college student personnel counselors sought to establish standards with regard to counselor role and function as well as providing guidelines for the development of counselor education. This was also a period of immense federal involvement in social and welfare programs. The federal programs affected education, the student population, and the guidance services. As a result, counselors, counselor-educators, and state supervisors were simultaneously exploring the counselor role and function, guidelines for counselor education, and ways in which to become more efficient. The consultation process and the need for efficiency in working with the growing demands of schools were a perfect marriage. Counselors, in adopting counseling and consultation, automatically increased the range and scope of their services.

Other factors which have contributed to the development of consultation among school counselors are: (1) the counselor's awareness of the benefits which could be gained by teaching their skills to others; (2) the adoption of consultation by elementary school counselors and the resultant expansion of guidance and counseling literature which focuses on all aspects of consultation; (3) the influence of developmental psychology and the resultant desire to

provide individuals with the opportunity to maximize their potential; (4) the desire to develop preventative programs in the area of community mental health; (5) the development of behavior modification techniques to solve problems within the school community; (6) the literature of other professionals who were exploring the consultation process, such as, organizational development consultants; and (7) the need to build power bases which would insure the survival of the counselor by providing consultation services to significant individuals in the school community. Many of these factors and their influence are evident across all three phases of consultation development among school counselors.

The consultation adoption phase also provided an opportunity for counselors to observe differences and similarities between elementary school counselors, secondary school counselors, and student personnel workers involved in consultation.

Similarities between the elementary school counselor's and the college student personnel worker's literature are reflected in three thrusts: first, to reach a large percentage of the student population more efficiently; second, to provide services that went beyond the traditional one to one of counseling, namely, consultation; third, to explore the different methods of delivering consultation services.

The literature provides conclusive evidence that the elementary school counselor and the college student personnel worker were not as ensconced in tradition as the secondary school counselor and therefore they had a great deal more professional flexibility than the secondary school counselor.

The literature of the secondary school counselors reflects a non or limited involvement in the adoption of consultation. The secondary school counselor's work environment was considered to have limited potential for counselor role flexibility and this could have contributed to the limited involvement in the literature with regard to consultation.

The factors which also influenced the limited involvement of secondary school counselors with consultation functions are: (1) a long history of primarily focusing on vocational, career, and personal counseling to students; (2) a lack of emphasis in the secondary school counselor literature to support the use of consultation with other school personnel; (3) the lack of education programs to provide counselors with specific consultation skills; (4) confusion among counselors themselves as to the services they would choose to perform; and (5) the powerless position in which counselors found themselves in secondary schools.

The inquiry phase focuses upon the school counselors providing consultation services and, at the same time, attempting to survey the school population to determine if

consultation was both desired and effective. It was a phase in which the counselor's literature specifically focused upon the need for counselor education graduate programs to develop consultation training programs.

The inquiry phase represented a challenge to any school counselor providing consultation services because of the lack of preparation available in consultation training. The issue of training and the need for the development of substantial educational programs are continually highlighted across the fifteen years of this study.

Formal counselor education training was faced with four problems almost immediately as a result of the emergence of consultation. First, was the need to gear a proportion of their graduate counselor program to meet the specialized consultation needs of the elementary school counselors, since the traditional curriculum of the secondary school counselors was designed for the traditional counselor role and not toward the distinct and new consultation service needs of the elementary school counselor. Second, was the need to refocus around the student personnel workers' thrust toward outreach programs and consultation. It was evident that the curriculum for student personnel workers would have to be modified to reflect traditional counseling services as well as the new proactive stances of counselors on college campuses. Third, counselor education programs had to provide training for incoming new students as well as

in-service and updating for professional counselors who had completed formal training. Fourth, time had to be allowed for the faculty to develop meaningful consultant training programs for use both within the university and for in-service field training.

The steady work of the counselor education programs moving toward effective consultation programs is reflected in the literature. The strides made in entering the area of consultation training are evident early in The National Defense Education Act Institutes (NDEA) as well as The Interprofessional Research Commission on Pupil Personnel Services (IRCOPPS) Centers which specifically focused on counselor involvement in consultation training. The movement of counselor education programs to provide specialized training for the elementary school counselors is also well documented.

The inquiry phase of consultation is a phase in which counselors actively provided consultation in the schools. Counselors, during this phase, began to report their experiences in the use of consultation within their particular school settings. There was, by no means, a large volume of articles written on consultation but there was enough written to provide an indication of forward progress in the area of consultation services. The articles which were written by counselors and counselor-educators reflect experiences of providing consultation services to parents,

teachers, and administrators. Articles were also written in which consultation was applied to a specific area of psychology, such as, behavior modification. The Elementary School Guidance and Counseling Journal carried a specific section in which case studies on consultation were discussed. College student personnel workers were also contributing articles which involved new directions for college counseling centers which would include consultation as a service to the campus community.

The refocusing phase was accentuated by the 1978 APGA Journals special issues on consultation. "Consultation I" and "Consultation II" journal issues are important because they represented the field of guidance and counseling's interest in determining the impact of consultation in the field as well as an interest in its development as a process useful to counselors. These special issues also helped to enhance consultation's further development because they stressed the need for research and the collection of additional data about consultation, which could eventually lead to the development of a theory of consultation.

Counselors who had not previously explored the literature for consultation development certainly had a golden opportunity as a result of the special issue publications. The special issues explored group dynamics, social psychology, community mental health consultation, organizational development, behavioral consultation, and change agentry.

Counselors were not only presented with a variety of practical insights regarding consultation; they were also introduced to an extensive and excellent bibliography on consultation. One of the most important aspects of the special consultation issues is the recognition that consultation was without formal scientific theory development.

In reviewing the literature across the phases of adoption, inquiry, and refocusing, this researcher concludes that a formal consultation theory has not been formulated, as previously mentioned, and that consultation is not indigenous to the field of guidance and counseling. And yet, it can also be concluded that consultation is as conducive to the school counselor profession as it is to any other profession.

In the absence of formal consultation theory development, the primary focus of the consultation literature between 1964 and 1979 has been upon both its practical and functional aspects. The practical and functional views of consultation were supported by the school counselor's approach to consultation via trial and error and empirical research.

The practical "hands on" approach to consultation on the part of the school counselor helped foster useful models of consultation. School counselors represented a broad range of psychological approaches to counseling and these approaches were compatible with the consultation process. Therefore it can be concluded that the school

counselors did contribute to the origins of models of consultation used in school settings.

The term consultation was so broadly used that it was not always clear as to how it was being applied in a particular professional setting. The guidance and counseling literature, in fact, recommends that counselors explore the literature of other helping professions in order to enhance their own growth in new areas such as consultation. Caplan's model of consultation is an example of how the counselors could benefit from the works of other professionals.

Caplan's Community Mental Health Consultation Model is of special significance to other models of consultation because of his clarification of the relationship between consultant, consultee, and client in the consultation process. Caplan's explanation of the consultation process and consultant role is duplicated in each of the other models. Caplan was recognized as a main force in the development of consultation as it is utilized in the helping professions.

A number of articles written by school counselors on consultation reflect Caplan's model of consultation. Historically one of the driving forces behind counselors was the need to provide effective and efficient services to a broader range of clients. Caplan established his model because he believes that the helping professionals could never reach all those individuals in the community in need of helping services. Consultation is, to Caplan, a means to

fill the professional gap until a sufficient number of professionals could be trained to meet the community needs. It can be concluded that the adoption of Caplan's model and its overall influence on the consultant role of the school counselor are of benefit to the counselors and their consultees.

One of the most important contributions of Caplan's model is the emphasis he places on the expanded role of the consultee. This emphasis crystalized the triadic nature of the consultation relationship. In addition Caplan contributes to the understanding that by building skills in the consultee the consultant is fostering the ability of the consultee to manage similar problems in the future. In addition to Caplan's model of consultation other models also evolved which contributed to the development of consultation, thus enhancing the counselor-consultant role.

The Humanistic or Developmental Models of Consultation provide a vehicle for counselor-consultants to engage in while working with the schools entire system. That is, the model provides a means whereby all the significant personnel in the school's environment are considered part of the counselor's domain. These models aided counselors in making the transition from traditional remedial approaches to students to those services which are designed to enhance the growth and development of all students.

Behavior Modification Models of Consultation represent a total field approach. That is, the importance of developing the principles of behavior modification amongst teachers and parents was fostered. The importance of this model is two-fold: (1) parents and teachers could contribute to the reinforcement of the desired behavior change in the client; and (2) parents and teachers who had knowledge of behavior modification could contribute in aiding future clients, which is similar to Caplan's belief.

Organizational Intervention Models of Consultation are significant because they helped school counselors understand the dynamics of management systems. It is evident that the principles of this model of consultation could benefit the counselor-consultant operating out of any of the other possible models. It is reasonable to conclude that counselor-consultants lacking organizational intervention skills run the risk of being ill equipped to consult under certain circumstances.

The models of consultation each have consultative processes which are generally viewed in stages and each stage leads to succeeding stages. The number of stages tend to differ between approaches, but in all cases the stages represent similar approaches to problem solving. Therefore, it is further concluded that the process dimension of consultation is basically a guideline for the implementation of the consultation which is about to take

place. All consultation processes take the consultant from a particular entry point to a termination or evaluation point.

The process of each model of consultation is similar, in framework, to models of different orientations but the context, in substance, tends to be influenced by the particular theory or orientation of the model.

The role of the school counselor did expand as a result of the counselor's adoption of the role of consultant. Counselors who provided consultation services found themselves providing services to teachers, parents, and administrators by helping each to function more fully and enabling them to understand and deal more effectively with students under their charge.

The consultant role of the counselor also expanded the counselor's influence via the opportunity to provide in-service training to members of the school community. These in-service programs were designed to offer a wide range of educational opportunities. Counselors provided in-services for understanding the behavior of children, parent and teacher effectiveness training, communication workshops, and others. As the counselor-consultant role expanded, counselors found themselves acting as mediators, collaborators, change agents, and organizational development specialists.

The guidance and counseling literature, to a large extent, supports the premise that being a consultant is an

appropriate role for counselors in school settings. The debates that took place on the issue, whether to counsel or consult, have subsided, and there are now many articles on how counseling and consulting can contribute to counselor success in schools.

The counseling literature is useful, not only in pointing out new roles which counselor-consultants would be asked to carry out, but it also provides definitions and frameworks to guide the school counselors while functioning in their roles.

The question of the adequacy of counselor-consultant training is raised throughout this study. The authors who focus on the need for adequate training of counselor-consultants did not always have a clear picture of what was being done to meet these needs. Compounding the demands for training was the fact that counselor consultation services were being provided in some cases before adequate training programs could be developed. Therefore, counselor-educators had to be flexible enough to deal with this phenomenon.

As a result of the continued emphasis on issues surrounding the training of counselor-consultants, it can be concluded that the period of this study represents consultation training as being in its infancy and that counselor education training programs required this fifteen year time period to adjust to the demands of consultation training.

In retrospect, it is interesting to note that the period from 1964 to 1979, while faced with formal training issues, was also marked with consultation training innovativeness and flexibility which helped to foster a positive growth in the consultation movement and training.

The positive growth which is taking place in consultation programs is reflected in two recent studies. One study on consultation training was conducted by Splete and Bernstein (March 1981) and the other by Jurowicz (January 1982).

The Splete and Bernstein study was conducted to obtain feedback from counselor-educators regarding the teaching of consultation skills. They sought a variety of information such as: Are consultation courses required or electives? What are the number of students participating in these courses? What are the activities involved in the consultation courses, etc.?[1] They conclude that consultation training is indeed taking place and that there is much professional encouragement for it. They also indicate that the gap between the encouragement for consultation and actual practice should not be attributed to consultation skills training in graduate programs.[2]

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[1]Howard Splete and Bianca Bernstein, "A Survey of Consultation Training as a Part of Counselor Education Programs," The Personnel and Guidance Journal 59 (March 1981): p. 470.

[2]Ibid., p. 472.

Jurowicz's study on consultation training also undertook to explore the extent of consultation skills training taking place in counselor education. His conclusions are encouraging with regard to the consultant role of the counselor, as well as, the state of consultation training in counselor education.

Jurowicz concludes that the consultant role of the counselor is here to stay. In his survey Jurowicz found very few counselor-educators who were in disagreement with the belief that the consultant role of the counselor would expand even further in the future.[3] He also concludes that consultation training is meeting the expectations which are being asked for in the guidance and counseling literature. He states that, "Condemnations regarding a lack of such training are dated and no longer applicable to the programs existing in the North Central Region."[4]

The Splete and Bernstein, as well as, the Jurowicz studies also suggest areas in which consultation training still needs further development, but the concerns for development do not diminish the encouragement which these studies provide with regard to the positive aspect of consultation training programs as they exist in the early 1980's.

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[3]John Jurowicz, Consultant Training in Counselor Education: North Central Region, Dissertation - Graduate School of Loyola University of Chicago, (January 1982), p. 157.

[4]Ibid., p. 158.

It was concluded that consultation research was very limited and the literature reflects this. The research which was conducted supports the use of consultation in educational settings. In studies comparing counseling, consultation, and counseling-consultation models, it was concluded that providing both forms of services is of benefit.

The need for continued research in the area of consultation is logical and well documented. The areas in need of consultation research are clearly defined. It is recommended that counselor-researchers explore: the counselor education program's involvement with consultation training; variables which affect the consultant, consultee, and client roles in the consultation process; the benefits of different sub-roles in which the counselors may become involved in schools as a result of consultation; the continued evolution of consultation in the 1980's; the effects of different counseling psychologies on the consultation process; the development of consultation models; and the ordering of data which could lead to the formulation of a formal theory of consultation. While the above is not an enhaustive list of research possibilities, it does represent key areas in need of exploration.

It is this researcher's belief that consultation has had a continuous and growing impact on the counselor's role and function since 1964. This stead growth leads to

a positive outlook toward the future of the counselor's use and development of consultation.

The implications of this study are that the field of guidance and counseling needs to examine the lack of continuity of consultation services which exists between the elementary, secondary, and college educational levels. At the present time there is not a smooth transition of consultation services for individuals as they proceed from one level of education to another. This discontinuity of services is highlighted in the review of the literature dealing with consultation.

One of the most obvious and apparent examples of discontinuity exists between the elementary school counselors and the high school counselors. It was the decision of the elementary school counselors to develop services which were distinct from those services offered by high school counselors.

The decision of the elementary school counselors to provide a distinctive model of services that included consultation was considered a sound idea initially, because different school settings and populations require different services, however it is not clear that the differentiation needs to be maintained in light of the developments surrounding consultation services. In fact, it is through consultation services that there is possibly the greatest potential for the linking of services and the continuity of

services at all three educational levels under consideration.

What is being implied, as a result of this study, is that it is imperative for counselors to begin to challenge themselves to think about consultation as a service to be clearly defined and offered by counselors at all educational levels.

The differences between the counseling services offered at the elementary, secondary, and college levels are clearly delineated in the guidance and counseling literature.

With the advance of consultation models for the use of elementary school and college counselors, there is strong evidence that counselors at both levels seem to be working toward similar goals and undertakings with regard to consultation. But even where there seems to be potential for developing continuity because of similarities with regard to consultation, there is little attempt to do so amongst the professionals. It is recommended that the similarities be professionally recognized and that the counselors begin to work collaboratively by sharing information and models to be used at each level.

It is clearly understood that the elementary school counselors and college counselors serve dissimilar populations in terms of age and personal development which require appropriate counseling approaches commensurate with the needs of the individuals being served. Yet both groups of counselors have decided to expand their services beyond those of

traditional guidance and counseling to include consultation. It is through the consultation process that counselors hope to serve a wider population than their initial services allowed and, therefore, they move from a narrow construct of services to a broader one which includes a whole new range of services.

Of the three educational counseling services, the secondary school counselors seem most out of step with regard to consultation. They are an important link which is missing and needed if consultation is to have any continuity at all. Although the secondary school counselors have offered much to the field of guidance and counseling, have a rich history of development, and have contributed much to education in both the areas of guidance and counseling, they have been slow to adopt consultation as a service and to become participants in helping to develop and deliver consultation services. The application of consultation to the counselor's list of services is established and certainly is applicable to the secondary school counselor's setting.

With the adoption of consultation by the secondary school counselors, there would be a continuity of services from the elementary school level through the college level of education. The secondary school counselors would then be offering a program which has continuity with the elementary school counseling and consultation programs. What is

being assumed here is that if elementary, secondary, and college service programs adopt consultation as a service there is a developmental progression with regard to its use as parents and students move from educational system to system. An advantage of this developmental approach would be that counselors could then assess the consultation process as it affects the school environment as well as to compare its effects on and between children, adolescents, and adults.

Therefore, it is recommended that the consultation services of counselors be available to all educational levels for the expressed purpose of providing needed continuity. The development of consultation between the three educational settings needs to be recognized and operationalized. There has to be much sharing with regard to consultation among the counselors. The elementary and college counselors have led the way and quite possibly their efforts and their influence really hold the key to what is being proposed here.

When looking at the facts, it seems that what consultation has done for the elementary school counselors can also apply to the other educational settings. For example, the elementary school counselors' adoption of consultation and their stands on services which they will provide has given them the image of having autonomy over their own professional services and identity. The elementary counselors have also been able to establish a power base and have influence over the adults in the school environment via the

consultation process. They have been able to accomplish this in a safe non-threatening manner. They use consultation as a structured approach to problem solving as well as a means to encourage future planning to deal with change. They recognize that, by providing consultation services, they accept the fact that change is an integral part of school structures and is ever present and ongoing. One of the immediate outcomes for the elementary school counselor is that the use of consultation has enhanced the trust of the parents and the teachers.

It is recommended that elementary, secondary, and college counseling centers add the label, consultation, to the description of their centers. For example. high school guidance centers should be called guidance, counseling, and consultation centers.

The advantage of adding the title, consultation, to the centers is that it will, by its very nature, generate inquisitiveness and open doors to individuals who previously never considered the counseling center as a needed service area. The term consultation opens the center up to everyone both from within the educational setting and from outside of it. In addition to labeling the center for consultation, it is also recommended that counselors identify themselves as counselor-consultants. This identification process provides the counselor with owning the role.

Once these labels have been made public, counselors

will have to generate in-services and develop literature describing the consultation services being offered as well as describing the process of consultation. Counselors, it is presumed, will have a working knowledge of the triadic relationship which is established between the counselor-consultant, consultee, and client.

Consultation training for the counselor is a necessary prerequisite for providing consultation services. We know from the counseling and guidance literature that not all counselor-consultants have had this luxury and have had to work by trial and error. It also is concluded in this research that consultation training is still in a developmental stage and we have obtained knowledge over the past fifteen years which lead to the following recommendations: that counselors at all school levels of service be required to receive specific training in consultation skills; that entry level counselor-consultant training be an integrated part of their professional school training; and that counselors who are practicing in the field have an opportunity to develop consultation skills via university sponsored counselor education in-service programs. These in-service programs should be tailored to develop new skills and to enhance the consultation skills which the counselors have already acquired. In-service programs offered to practicing counselors should be designed to guarantee continuity between programs.

In addition to traditional graduate course work for counseling, it is also recommended that the program with regard to consultation should include the history of consultation in guidance and counseling, consultation models development and their processes in relationship to individual psychological and philosophical orientations. This should include a study of the similarities and differences between models; a study of the consultant role and the development of sub-roles; a study of change theories; methods employed in providing internal consultation; methods for providing consultation to community agencies within school districts; understanding organizational development; group process theory; and the establishment of a practicum designed to provide a practical approach to consultation. Practicum supervision should be directed by a counselor-educator with consultation field experiences.

Still needed to be developed as part of a consultation training program is a book of actual consultation case studies which would provide students with practical approaches and difficulties involved in working through the stages of the consultation process.

Many of the program development recommended for professional university consultation programs should also be offered through field in-service programs. In-service consultation programs should also be designed offering the option of university graduate credit.

It is further recommended that counselors should also be aware of the opportunities available to them to receive consultation training similar to that offered by the National Training Laboratories and the University Associates of California. These professional workshops and others provide opportunities which help counselors and other professionals to develop consultation skills as well as a similar consultation language. They also bring together professionals from work settings other than the field of mental health and therefore contribute to the understanding of the similarity of consultation when applied to different settings. These resources should not be overlooked by either university counselor graduate students nor by counselors in the field.

It should be kept in mind that not all counselors will want to act as consultants but all counselors should have an introduction to consultation training. The literature, especially during the adoption phase, provides evidence to show that even those counselors who are opposed to the establishment of consultation services do, at the same time, substantiate that counselors are generally involved in consultation at one time or another.

It has also been stated that consultation as a process should be in a secondary position to counseling but it seems that the emphasis upon a secondary position is weak and that consultation's continued development will eventually

dispel the notion of its being secondary to counseling.

Included in the training program for consultants should be the philosophy that counselors be able to act as consultants according to their own particular philosophy. With adequate training, counselors should be more available and ready to provide consultation services within their own comfort and expertise.

The work of counselors in community mental health agencies should not be eliminated from contributing to the counselor-consultant educational program. It is important to draw upon a wide variety of experiences especially now when so little information has been gathered.

The development of consultation training programs along the lines recommended thus far would be beneficial because it would help to expand the horizons of school counselors performing at all educational levels.

Some specific points which need to be integrated into consultation program development are:

1. A clarification of with whom consultation contracts should be entered.
2. An awareness of the consultation process which is being employed and the variety of steps which can and should be considered.
3. An awareness of the effects that hidden agendas have on the consultant-consultee relationship.
4. A clarification of role and function.

5. A comprehension of the resistance to consultation as well as methods useful for dealing with resistance.

6. A comprehension of the development of a contract procedure for both internal and external consultation.

7. A recognition of the limitations of applying internal consultation especially discussion of issues around job security.

8. A recognition that not all consultation will be successful.

9. A separation of issues as related to internal consultation closure.

10. The importance of taking time out to reassess a contract and a willingness to give up a design or intervention when data points out that the original intent is no longer valid based on the new data.

11. Being able to work with flexibility.

12. The need for patience.

Developmentally, the process of consultation to be used in school settings by counselors is in its early stages. Therefore, it seems that counselors who are providing consultation services, will be developing their consultation skills in the field and should be conscientious about keeping track of consultation developments in their

literature, as well as, contributing to the literature on consultation.

Consultation takes the guidance and counseling profession beyond limited defined structures. The very nature of consultation is to broaden rather than restrict the counselor's role and function within school settings. This broadening which takes place does two things. It presents a challenge to the existing structures and expectations about which counselors find themselves and in so doing it potentially broadens the counselors' professional views of themselves.

The decision on the part of a counselor to present oneself as a consultant is to recognize that the real limits of ones professional scope lies within the individual counselor. Consultation can become for some counselors a catalyst to move beyond previously prescribed limits of professional services.

Consultation is a process which is compatible with counseling and guidance services and enhances the image of these services at the same time. Consultation is enhancing because its image is to be proactive rather than reactive; positive-preventative as well as remedial; available to everyone in the schools' enviornment; geared toward positive growth within the educational institutions; and can coexist with established counseling and guidance structures.

Finally, it is recommended that emphasis should be

placed on helping secondary school guidance and counseling centers consider incorporating consultation models into their services.

First, it should be made clear that adopting consultation services in secondary school counseling centers is not synonymous with eliminating previously established models of guidance and counseling. Second, it should be emphasized that consultation may also be a catalyst for the secondary counselors to build a power base which will help them gain more autonomy in deciding which services they will offer.

The secondary school counselor could utilize the consultation process in working with the school administration, staff, parents, outside agencies, and students. It should be emphasized that school personnel are seeking programs which contribute to student success. Consultation has the potential to contribute to the innovativeness of the school guidance and counseling center. The use of consultation is an opportunity for the school counselor-consultant to ascend in school leadership which reflects a healthy role model for all participants in the school's environment to witness.

Therefore, it is important to emphasize that school counselors at all three educational levels have an opportunity to enhance their positions in schools via the consultation process. The implications of this study support the

continued exploration and development of the use of the consultation process by school counselors.

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The dissertation is therefore accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.

11 October 1982
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