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## Elements Common to All Models of Consultation

Understanding the common elements common for all models of consultation provides a structure to compare and contrast each one along defined dimensions (Gallessich, 1980). This discussion gives a deeper understanding, richer perspective, and a clearer framework for deciding which consultation model is most appropriate in a given school situation. Identification of the underlying theory of human behavior and human development further guides conceptual understanding of the planned change processes for each model. In addition, the connection between each consultation model and the Response to Intervention (RtI) pyramid brings further clarity on how to incorporate consultation services with school social workers' practice models.

### Problem Formulation

For all models of consultation, the overarching problem is *conceptually defined as obstacles to school success*. Beyond this conceptual problem definition, however, there are specific types of issues addressed by each consultation model that vary according to the target of change.

Change may be directed toward structures and processes (organizational consultation); policies and services (program consultation); information, coordination, and preparation of school personnel (education and training consultation); work challenges with students (mental health consultation); shaping pro-social conduct (behavioral consultation); or providing psycho-social expertise (clinical consultation). In other words, the problem may be a micro, mezzo, or macro issue.

Challenges, issues, needs, or problems may be readily apparent, such as teacher–student relationships or classroom behaviors. They may not be