

# Effective Teacher Consultation for Student Mental Health

4<sup>th</sup> Annual Growing School Mental Health Summit

June 2019

## Opening brainstorm

- What is the purpose of teacher consultation for student mental health? What are we trying to accomplish?
- What are the most important qualities of an effective consultant?
- Why is careful listening the most important consultation skill?
- What are some things that a consultant should absolutely refrain from doing or saying? (i.e., what does unproductive/ineffective consultation look like?)

## Review consultation model

- What gets your attention? What seems unexpected?

## Demonstration

- Set up: teacher real/role play; structured observation
- Debrief
  - Turn to your neighbors and briefly compare notes: What did you see? How did the consultation go? What were some results?

## Closing activity

- What is one take-away? What is one application to practice?

## Consultation Model \*

**Engage** – establish the relational foundation.

- Express empathy, reflective listening (come alongside)
- Express genuine concern for both teacher and student(s)
- Look for teacher strengths and affirm
- Partnership – meet teacher where she/he is
- Refrain from: over-identification with student; sharing personal information about student; lots of fact gathering questions; telling teacher what to do

**Focus** – come to agreement on topic(s).

- Collaboratively set agenda
- Introduce mental health perspective: What is your understanding between these [academic/learning/behavior/engagement] concerns and student mental health?
- One topic at a time
- Refrain from: pushing your own agenda; a laundry list of concerns; taking tangents

**Explore** – draw out teacher ideas, solutions, and motivation for change.

- Orientation is present (here and now) and future (short-term)
- Draw out teacher knowledge and experience
- Identify, explore, and shift teacher attribution of student concerns
- Reflective listening (with direction)
- Explore teacher motivation for change (perceived Importance/Confidence)
- Provide information or perspective, only with permission
- Refrain from: being the expert; telling teacher what to do; taking on the solution

**Plan** – identify goal and next steps.

- Collaboratively set goal (specific, measure, time-limited)
- Collaboratively develop next steps
- Identify sources of support
- Summarize
- Consider follow up

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\* Key references: Nadeem et al. (2013). Consultation as an implementation strategy for evidenced-based practices across multiple contexts: Unpacking the black box. *Adm Policy Ment Health*, 40, 439-450. Reinke et al. (2011). Ingredients of effective consultation [chapter]. *Motivational interviewing for effective classroom management*. New York: Guilford Press.