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The Development and Evaluation of a Training Program for Residential Child Care Worker Consultants

David A. Smart

University of Nebraska at Omaha

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THE DEVELOPMENT AND EVALUATION OF A
TRAINING PROGRAM FOR RESIDENTIAL
CHILD CARE WORKER CONSULTANTS

A Thesis

Presented to the
Department of Psychology
and the
Faculty of the Graduate College
University of Nebraska

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
University of Nebraska at Omaha

by David A. Smart

June, 1980

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THESIS ACCEPTANCE

Accepted for the faculty of the Graduate College, University of Nebraska, in partial fulfillment of the requirements for the degree Master of Arts, University of Nebraska at Omaha.

Thesis Committee _____

Name

Department

Walter Hordubek *Psychology*

Deane L. Fitz *Psychology*

Michael S. Katz *Educational Foundations*

Karen B. Maloney
Chairman

6-16-80
Date

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ABSTRACT

In 1975 and 1976, a training program for consultants to residential child care workers was developed at Boys Town, Nebraska. A study was conducted to analyze the training program's effectiveness in teaching Boys Town consultants the skills needed to initiate relationships, to conduct direct observation visits, and to give feedback and advice to child care workers. Two groups of consultants received one week of training in July and November, 1976, and a third group did not receive training. Pre and post training data were collected in the form of appropriate and inappropriate consulting behaviors engaged in during videotaped behavior simulations. The data were analyzed using a multiple baseline design across the three groups of subjects. Increases in appropriate behavior and decreases in inappropriate behavior were shown following training in each consultant skill area. Scores for the untrained group remained low and showed little change across baseline assessments. These results suggest that the training program is an effective way to teach skills to consultants in a short period of time.

INTRODUCTION

Statement of Problem and Purpose

Recent trends in juvenile corrections toward deinstitutionalization of facilities for the treatment of delinquent, dependent and emotionally disturbed youths have led to an increase in the establishment of community-based residential treatment programs (Vinter, et al., 1976; Maloney, et al., in press). Residential treatment programs are usually staffed by a team of child care workers who supervise the home in shifts or by a married couple who supervises the home twenty-four hours a day, seven days a week. Often, the organization sponsoring the residential treatment program employs consultants to supervise the child care workers.

In recent years the demand for such consultants has increased dramatically. One reason is the growth of the residential child care worker labor force. An estimated 100,000 workers now provide care, supervision and treatment for youths in a variety of residential programs across the United States (Encyclopedia of Social Work, 1977). A second reason is the recognition of the need to establish a system of continued, in-service training for the residential child care worker after completing initial preparation programs. Many preparation programs now exist for child care workers. Some schools of social work (Epperson, 1967) and community colleges (Patten, 1968) have developed special degree programs in child care work. Training "packages" for residential child care workers such as the one recently reviewed in Child Care Quarterly

(Baron, et al., 1978) are being developed. Other sources of preparation for the child care worker include initial workshops offered by agencies which sponsor child care facilities (Maloney, 1974; Toigo, 1975).

Whereas preparation programs provide the basis for the development of effective child care skills, consultation can be the bridge between such "starter" programs and the eventual mastery of child care skills by the child care worker. A third reason for the demand for residential child care consultation is that residential child care workers have begun to develop a professional identity for themselves (Beker, 1975); consequently, they have begun to realize the need for consultation feedback from their colleagues to help them provide quality child care programs.

As a result of the recent demand for competent consultants to residential child care workers, a strong need for consultant training programs has developed. Therefore this paper has two specific purposes. One is to describe the development of a model training program for consultants to residential child care workers that has specific procedures and techniques. The second is to demonstrate that the procedures and techniques can be taught effectively to consultants in a short period of time.

Review of Literature

Although the literature research yielded very little information on specific and teachable elements of consultant training programs, it did provide many narrative accounts and theoretical papers on effective consultation procedures. A synthesis of the consultation literature suggested five general ingredients of a successful consultation program. These five ingredients were incorporated into the consultant training program that was developed.

Development of good working relationships with consultee

Much attention has been given to the importance of establishing a good relationship with the consultee. Caplan (1970) differentiates "getting to know" the consultee from "building a relationship with" the consultee. Getting to know the consultee largely consists of the consultant making himself/herself available for work-related and social interactions. Building a relationship is the deeper, more time consuming of the two. Caplan points out that good relationships don't just happen; it is a directed process which can be accomplished by fostering the consultee's self-respect, dealing with the consultee's anxiety about his/her clients and/or consultation, being aware of the influence of the consultant's own behavior on the attitude of the consultee and maintaining confidentiality of discussions.

Glidewell (1959) and Croley (1961) point out the degree of satisfaction in the relationship may depend strongly on the level of agreement reached on a number of issues underlying consultation, including the need for consultation, what roles each person is to assume and how independent the consultee should be from the consultant. Croley also stresses development of rapport through engaging in casual conversation and being friendly. However, he regards mutual respect for each other's role in the process as much more important than surface friendliness.

Caplan (1970) calls attention to a phenomena that may develop in a consultation situation in which the consultee is experiencing a severe problem or many problems -- diminishing confidence and self-esteem. One way a consultant could help the situation would be to point out areas of accomplishment and to praise the consultee. This, he states, may energize the consultee enough to deal straightforwardly with the problem areas.

Both Reger (1965) and Handler, et al., (1964) point out that the basis for a professional relationship can be developed through emphasis on a team approach to a common cause. The team approach involves the consultee in the identification of problems and formation of solutions. Through such a team approach, communication is facilitated and cooperation is enhanced.

Mayer (1972) has described the use of behavior modification principles in the consulting relationship and concluded that the consultant's chief goal is to help the consultee with problems and to facilitate higher acquisition of work skills. As the consultee successfully approximates the needed skills and begins to exert an influence over his work environment, trust in the consultant's advice will be enhanced.

Therefore, he highly recommends the use of the principles of reinforcement, extinction, modeling, questioning, instructing, fading and scheduling to get the consultee to the point of control over his environment as quickly as possible.

Summary. The positiveness of the relationship between a consultant and consultee can be strengthened if expectations are laid out and agreed upon early in the relationship, mutual respect for each other's role is developed, praise is used to build confidence and self-esteem and a team approach to problem-solving can be fostered. Motivation can also be developed as the consultee learns enough from the consultant to begin to control the problems that existed at the time of consultation.

Increasing Use of Direct Observation of Consultee in Work/Problem

Setting

The increased use of direct observation as a consulting tool is primarily reflected in the literature on behavioral consultation programs in the schools. Direct observation has been used by behavioral consultants to teach school teachers how to use reinforcement principles to reduce disruptive student behaviors in the classroom (Whitley and Sulzer, 1970). This setting would seem to be analogous to consultants teaching residential child care workers how to use behavioral-oriented child-care techniques in the home and therefore is especially interesting.

Research shows, however, that consultees often reject direct observation of their skills or react defensively. Several investigators have cited reasons and remedies for this rejection. Brison (1967) hypothesizes that his teacher-consultees were uncomfortable with direct observation

because they felt such observations would not give the observer a complete picture of the classroom. Therefore, the observer might make premature critical observations and jump to premature solution plans which would not work. However, he does not offer ways to minimize these feelings.

Adams and Weinick (1966) reported that their teacher-consultees began to feel more comfortable with observations as the number of direct observations increased and if the consultant prompted them to express these feelings during discussions and reassured them. Therefore, it would appear that in addition to allowing the consultee to adapt to the observations, it would be helpful for the consultant to encourage the consultees to give periodic feedback on adjustment problems.

Consultee involvement in the direct observation process has been used extensively by Bergan (1977). He recommends that the teacher or parent consultee collect nearly all of the observation data on the client's problems. This seems to have two drawbacks: (1) time and (2) difficulty observing self and client objectively. Anandam and Williams (1971) recommend a way to involve the consultee in observation sessions by obtaining his/her impressions of what to observe beforehand, letting the consultant observe and then validating the observation afterward with the consultee.

Summary. The emerging use of direct observation in the classroom as a consulting tool has gained widespread popularity among school psychologist-consultants and would seem to be an appropriate tool for child care consultants to use as well. Like the school consultant, the child care consultant should be concerned with potentially adverse

effects which may harm the relationship. Such adverse effects include making the consultee defensive and, therefore, less open to suggestions. However, it seems that continued contacts and inclusion of the consultee in the observation process may tend to reduce these negative effects.

Need to foster consultee objectivity in problem assessments.

Caplan (1970) lists "lack of professional objectivity" as one of four common causes of work problems that underlie the need for consultation. By this he means that

...the consultee, as it were, gets either too close or too distant from one or more actors in the client's life drama so that he is not able to perceive them accurately enough to carry out his task. (p. 131)

For example, a child care worker might become too emotionally involved in a youth's problem to provide the professional help he/she might need. In such a case, Caplan recommends that the consultant point this out to the consultee, sympathize with the consultee and attempt to re-orient the consultee's attention to the client's problem in a professional manner.

Lack of objectivity may also exist due to the inability of the consultee to understand and to explain problems in clear, unequivocal terms. For example, he/she may present the client's problem as "a bad attitude", or "pent up anger". While these descriptions may convey emotional tones of the problem, they do not provide the consultant with enough information and examples to clearly understand the problem. In these cases it has been suggested that the consultant broaden the consultee's perspective on the problem by asking clarifying questions such

as "could you give me an example of what Johnny did last time he showed a bad attitude?" (Williams, 1967; Tucker, 1971; Bergan, 1977). The consultant's goal is to begin to develop a common language for communicating and understanding problems.

Summary. Many current leaders in consultation indicate that a major responsibility of a consultant is to help keep the assessment of problems on a professional rather than a personal level. It appears that this can be done by pointing out to the consultee instances of subjectivity which interfere with problem analysis and by attempting to develop a communication system which promotes an objective and professional assessment of the consultee's problems.

Need for review of progress toward goals

Many articles on consultation emphasize the identification and review of goals as crucial in keeping track of progress. Anandam and Williams (1971) included "evaluating the effectiveness of the plan of action" as one of their six major consulting functions and procedures. Caplan (1970) devotes an entire chapter on how to evaluate the impact of consultation on changes in the client and consultee's behavior and attitudes.

Williams (1967) has discussed the usefulness of keeping logs of each consultation contact so that the consultant can review them and be sure that the following agenda would include further discussions of unresolved problems.

Summary. During the course of consultation it is sometimes easy for the consultant to lose sight of established goals. It has been recommended that periodic review of these goals is crucial and that

keeping written logs of major consultation activities may facilitate this process.

Need to foster skill acquisition by consultee

The ultimate goal of most consultations is to get the consultee to a point of functioning independently of the consultant as soon as possible. It is easy to lose sight of this goal during the process of consultation, especially if the consultant has knowledge and skills which the consultee lacks and directly applies them to helping the client. Therefore one important criteria for evaluating the progress of consultation is whether the consultee is beginning to assume more and more of the problem assessment, solution planning and review skills. Both Anderson and Shangold (1950) and Tucker (1971) emphasize the need for the consultee to learn a method for solving problems, or "generic skills", rather than just how to solve an individual problem, or "particularistic skills".

Summary. A primary goal of consultation is to teach the consultee the skills needed to be successful in his/her work environment rather than for the consultant to solve all of the problems.

DEVELOPMENT OF THE CONSULTATION PROGRAM

The consultation program was developed specifically to serve the consulting needs of residential child care workers at Father Flanagan's Boys Home, Boys Town, Nebraska. The nature of the youth care program at Boys Town, the structure of the existing consultation delivery services, and the specific consulting needs of Boys Town's child care workers all exerted an influence on the procedures and techniques of the consultation program. Therefore, the essential components of the youth care program at Boys Town and how the need for a consultation program at Boys Town evolved will be described first in order to provide a context for the consultant training program.

Boys Town's Youth Care Program

In the 1950's and 1960's, Boys Town along with many other youth care institutions had adopted a medical model philosophy of child care services (Evans, et al., 1976). It was thought that misbehaving youths were "sick" and in need of psychotherapeutic treatment. Thus a team approach to youth treatment emerged which included a variety of specialists such as physicians, social workers, schoolteachers and psychologists. Organizationally below this team of specialists were the child care workers who supervised the routine activities of the youths. The child care workers worked in 8-hour shifts and each child care worker was responsible for 20 - 25 youths who lived in dormitory buildings on campus.

In 1973, the Board of Directors of Boys Town decided to adopt a contemporary, systematic, well-researched, nationally-disseminated program to replace it -- the Teaching-Family Model. The medical model philosophy was replaced by a skill deficiency philosophy. The skill deficiency philosophy holds that the major determiner of a youth's behavior is the environment -- family, peers, community -- in which he/she grew up. If a child's behavior is socially unacceptable, it is because his/her environment has not provided socially acceptable models, skills, or the motivation to learn such skills. Therefore, Boys Town's concept of treatment changed to creating a family-style environment for each boy, placing him into that environment, providing prosocial models for him and teaching him prosocial skills. The creation of a family-style environment involved replacing the dormitory buildings with attractive cottages, placing no more than 6 - 10 youths in each cottage and training full-time professional child care workers called Teaching-Parents to take over the treatment role previously provided by the team of specialists. Currently there are 41 cottages at Boys Town which employ the Teaching-Family Model of youth care.

The Teaching-Family Model style of treatment has been evolving since the first Teaching-Family home opened in 1967 to help delinquent youths in Lawrence, Kansas. Five years of program development and research (Wolf, et al., 1975) preceded the first attempt to define the treatment program in 1972 with the publication of The Teaching-Family Handbook (Phillips, et al., 1972). Additional research led to a revised handbook in 1974.

The major components of a Teaching-Family program are briefly de-

scribed below. A consultant to a Teaching-Parent couple is responsible for assisting them in developing skills in each area.

Family Style Living. The "family" is comprised of 4 to 8 youths who live in a home with a husband and wife team of Teaching-Parents. The Teaching-Parents live in the home 24 hours a day and provide the majority of treatment for the youths. While Teaching-Parents may often seek advice from professionals within their community, they alone are responsible for teaching the family and community living skills a youth may need to become a successful community member.

Relationship Development. The Teaching-Parents try to foster a positive relationship with each youth in the home. By being affectionate and pleasant, by showing respect and concern, by having fun with each youth and by recognizing each youth's accomplishments, the Teaching-Parents develop mutually rewarding relationships which enhance the effectiveness of the program and add to both the youths' and the Teaching-Parents' enjoyment of the home.

Teaching. Perhaps the most important ingredient of a Teaching-Family home is the teaching that occurs. Teaching occurs primarily in two forms: praise and positive correction. Teaching-Parents are taught to praise youths when they behave appropriately in an effective manner using descriptive praise statements and rewards. Whenever it becomes necessary for the Teaching-Parents to correct a youth's misbehavior, positive correction is used which provides the youth with the opportunity to learn a more appropriate behavior. Youths in a Teaching-Family home learn social skills (e.g., how to settle disagreements appropriately), self-care skills (e.g., how to keep one's room tidy), academic skills (e.g., how to complete homework assignments on time), and other

skills such as job interview skills, sensitivity to other's feelings and independent living skills.

Individualized Treatment. The Teaching-Family Model recognizes that youths who enter a Teaching-Family home have varying degrees of motivation to learn new skills. For youths who need a lot of motivation in the beginning, a token economy is offered to give them immediate feedback on their behavior. Within a short time, the youth can "graduate" from the token economy. If a youth is capable of learning without the use of the token economy, he/she may be placed on a less structured system. Youths in a Teaching-Family home spend most of their time learning the skills they need to "get along" in life. This flexibility and individualization of treatment assures that the program can meet the needs of youths with a wide range of problems.

Self-government. In order to enhance the fairness of the program and to teach youths how to make responsible decisions, a self-government system is used in the home. Each evening, the Teaching-Parents and youths meet in a family conference to discuss issues relating to life in the group home and in the community. Such issues might include making a house rule, deciding on a consequence for violating a house rule, or deciding where to go for summer vacation. The youths are taught to conduct the family conference in an orderly fashion, to remain attentive, to provide options for discussion, to provide reasons for suggestions, to vote to make a decision, and to determine the fairness and helpfulness of decisions.

Training for Teaching-Parents. Teaching-Parents undergo a training sequence during the first year which is designed to help them develop the skills necessary to implement the complex set of treatment components

in the home. At the end of the first year a Teaching-Parent is eligible for certification provided he/she has successfully completed the training sequence. The consultant plays a critical role in the skill development and eventual certification of Teaching-Parents. The steps involved in the training sequence are described below.

Preservice Workshop. Prior to working in the group home each Teaching-Parent undergoes a five day workshop to learn the basic treatment components of the Model. Topics taught during the workshop include techniques of behavior therapy, counseling, juvenile law, group home administration, implementation of a youth self-government system, mechanics of a token economy system, community relations, teaching and record keeping.

Consultation. Boys Town provides inservice training for its couples in the form of consultation. Twenty-four hour telephone consultation is made available to each couple to provide support and immediate help in case of problems. Another form of consultation is in-home consultation in which the consultant makes several visits each month to the couple's home, observes the couple's interactions with the youths and then provides feedback to them on the development of their child care skills. Consultation is one of the most difficult and time-consuming activities of Boys Town's staff. Unlike the preservice workshop, consultation is not a one-shot training task; it is an ongoing training function. Also, in the preservice workshop the level of difficulty of a Teaching-Parent's task can be manipulated so that he/she gradually acquires the skill to deal with a youth problem. In the home, a wider range of youth problems often occur which are new to

the Teaching-Parent and difficult to treat. Also, the preservice workshop has a scheduled beginning and end. Consultation begins when the preservice workshop ends and may continue at a very frequent and intense level until the Teaching-Parents become skilled in operating the home with reduced consultation support. Probably because of the above reasons and the need for a flexible in-service training program, specific consultation procedures have been much less developed than the preservice workshop training procedures.

Evaluations. Each couple receives at least two formal evaluations prior to certification. Each evaluation consists of two parts - the consumer evaluation and the in-home professional evaluation. The consumer evaluation indicates how satisfied the youths, parents and community agencies are with the Teaching-Parents' program. During the in-home professional evaluation, two members from the Training Site visit the home for several hours and ask the Teaching-Parents to demonstrate a number of child care and household organizational skills. The feedback from both phases of the evaluation is written up, shared privately with the Teaching-Parents and discussed in terms of how low scores may be improved. A certification evaluation occurs at the end of the training year. Consultants are responsible for interpreting evaluation results and remediating skill deficiencies of a couple.

Nationally Disseminated Program. The Teaching-Family Model currently sponsors approximately 126 group homes for youths in trouble in various states across the nation. Each home is affiliated with one of six regional training centers. Each training center is a member of

the National Teaching-Family Association (NaT-FA). Two of the major purposes of NaT-FA are to provide a forum for dissemination of materials between the training centers and to develop procedures to certify regional training centers. Therefore, the consultation program to be developed is likely to be widely disseminated and utilized on a national level through NaT-FA.

Description of the Consultation Program

Based partially on the five major consultation themes in the literature and chiefly on the experiences of Teaching-Family Model practitioners, a program of comprehensive consultation services for residential child care workers at Boys Town was developed. Those services were based on a defined system, contained explicit procedures and provided the consultant with clear techniques for conducting the consultation procedures. An overview of the consultation system is provided below. For more details the reader is referred to the Consultant's Handbook (Smart, et al., revised edition, 1979).

The Consultation System

In developing a consultation program at Boys Town, it was important to take into consideration the fundamental goals of the Teaching-Family Model concerning autonomy of the Teaching-Parents as treatment providers and the learning theory orientation of treatment for the youths. The following four basic principles concerning the general nature of the consultant-Teaching-Parent relationship reflect these goals.

Principle Number One: The consultant provides direct service to the consultee and only indirect service to the client. This simply means

that the consultant's intervention efforts are directed toward changing the Teaching-Parent's behavior. As a result of improved Teaching-Parent skills, the youths should benefit more from their interactions with the Teaching-Parents. This principle is based on the Teaching-Family Model's philosophy that the youths can best be served by centralizing treatment authority within the Teaching-Parent couple and not dividing authority among various outside treatment agents. A similar philosophy of consultation can be found in other consultation systems. For example, a school psychologist might consult with a teacher in order to improve her classroom management skills without intervening directly with the students, or a family therapist might work to improve the skills of parents without directly working with the children in the family.

Principle Number Two: The consultant and the consultee work as partners in creating the best treatment environment for the clients. The partnership role encompasses a mutual responsibility to give feedback honestly and constructively, to receive feedback openly, to respect each other's opinions, to respect each other's ability to learn new skills, to be open to the possibility of making a mistake, as well as to be considerate of each others work load. By discouraging an authoritarian role for the consultants in which they dictate program changes and, instead, emphasizing shared responsibility for problem solutions, the consultees are more open to discussing, confronting and solving problems experienced in the home.

Principle Number Three: The goal of helping the client is the focal point of consulting interactions between the consultant and the consultee. One of the consultant's roles is to suggest changes in the Teaching-Parent's behavior. The ultimate justification for a requested change

in behavior is that the changes will result in better treatment for the youths. As the consultant and the consultee make mutual decisions about each youth's treatment program, decisions should always have the best interest of the youth at heart, though they may not always be the most convenient decisions for the consultant or the consultee. Another implication of this principle is that the consultant does not serve the role of a therapist for the consultee, although the expression of emotions and feelings can sometimes help lead to a beneficial treatment decision for the youths.

Principle Number Four: The primary aim of the consultant is to help foster self-sufficiency on the part of the consultee. By providing services to the Teaching-Parent the consultant becomes an integral and influential part of the Teaching-Parent/youth relationship. Therefore, the consultant needs to plan for the maintenance of any beneficial impact on this relationship so that the benefits continue in his absence. In other words, the ultimate goal of the consultant is to reduce his impact on the relationship over time by developing the skills of the consultee.

The consultation system that was developed reflects the four principles. It consists of three general steps which are illustrated in Figure 1. The first step involves a period of relationship development with the Teaching-Parents. The second step involves going into the Teaching-Parents' home to directly observe their skills. The third step involves giving feedback and advice to the Teaching-Parents and consists of two steps. First, the consultant meets with the Teaching-Parents after an observation visit to provide feedback and training. After a period of time elapses during which the Teaching-Parents im-

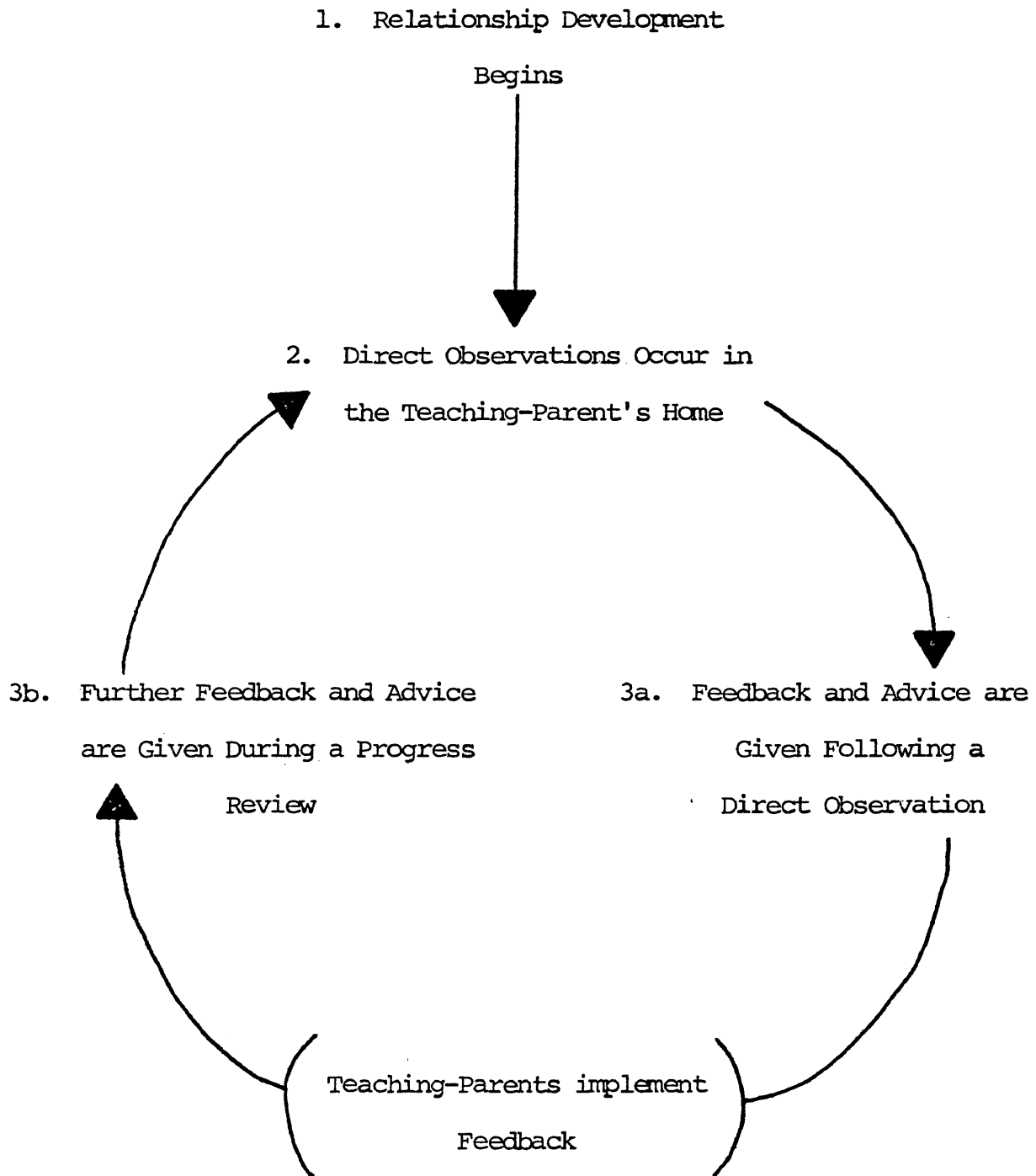


Figure 1. The consultation system forms a continuous cycle.

plement skills learned during a feedback session, the consultant meets with them again to review their progress. These steps form a continuous cycle of consultation.

The Consultation Procedures

Having developed a set of guiding principles and a general system for consultation, the next step was to define specific consultation procedures. Procedures developed are listed below.

How to develop a consulting relationship with Teaching-Parents.

First, in order for a relationship to develop, there must be frequent contacts between the consultant and the Teaching-Parent. In the beginning, at least, the consultant should take the initiative in creating both social and professional opportunities for interaction by frequently visiting and telephoning the Teaching-Parent. The Teaching-Parent may be hesitant to initiate early contacts for a number of reasons. Perhaps the relationship is so new that the Teaching-Parent may not feel that it is part of his or her role to initiate contacts or perhaps the Teaching-Parent may feel that by sharing problems the consultant will blame him/her for creating the problem. By being supportive, empathic and responsive when the Teaching-Parent does initiate contacts, the consultant can help cultivate the speedy growth of a productive relationship.

A second important step in developing a relationship is to establish expectancies for the Teaching-Parent before implementing a particular consultation procedure. By holding a pre-consultation meeting to explain the various consultation procedures and techniques to the Teaching-Parent, roles can be clarified and concerns of the Teaching-Parent can be addressed. If there are any discomforts on the part of

the Teaching-Parent concerning the consultation procedures, they can be discussed. Such discussion reduces the probability that concerns will emerge during feedback sessions.

A third relationship developing tool is praise. The importance of praise cannot be overemphasized. Praise should be a major portion of any interaction between the consultant and the Teaching-Parent. There are several reasons for this. The consultation sessions should be rewarding for the Teaching-Parents so that they will want to continue having them. Praise tends to make negative feedback less painful and can motivate Teaching-Parents to continue their work in the face of adversity and in the midst of an overwhelming work load. Another reason for praise is that it is a pleasant way to educate the Teaching-Parent. Teaching-Parents will display some strong skill areas or approximations of skills the consultant would like to see them continue to use. By praising their accomplishments the consultant increases the likelihood that they will use these skills in the future. Praise can be most effective when the consultant is genuinely enthusiastic, specifically describes the Teaching-Parent's good behaviors and provides reasons why the praised behaviors are important.

Finally Teaching-Parents are more satisfied when they are learning and progressing. Therefore, by helping the Teaching-Parents gain the skills needed to control their work environment, a relationship of trust and confidence should develop with the consultant.

How to conduct observation visits to the Teaching-Parents' Home. The consultant's primary mechanism for assessing Teaching-Parents' skills is through direct observation. By directly observing the Teaching-Parent and youths, the consultant acquires first-hand knowledge of

problems which may provide more objective information than relying on the Teaching-Parent's ability to discern youth problems and to report them to the consultant. After a few observation sessions, the consultant can assess the progress of the program and pinpoint potential problems in the Teaching-Parent's behavior that may be contributing to the persistence of the youth's problems.

Since one of the most important functions for the consultant is to provide feedback to the couple on their performance in running the program, it is essential that during an observation visit the consultant behave in ways that will maximize the ability to obtain a sufficient amount of information about the couple's behaviors and to provide accurate information about the couple's behaviors. In order to carry out these functions, the consultant must be very aware of the on-going activities in the home. Mostly, this requires visual and auditory concentration to perceive interesting interactions and the consultants ability to control his/her own physical and verbal behaviors.

Generally speaking, the consultant must be a "low profile" visitor in the home while observing. This allows the home to function as normally as possible, thus enabling the consultant to provide accurate feedback to the Teaching-Parents concerning their natural skills. One way to achieve this goal is for the youths to minimize their responsiveness to the consultant and to continue to respond as normal as possible to the Teaching-Parents. The consultant must keep in mind that he/she is not in the home to treat the youths, but rather to assist the Teaching-Parents in developing their own skills in treating the youths. This may be particularly difficult for individuals used to the tradi-

tional mental health consultation role where a consultant's main task frequently is to treat particularly difficult clients who are not treated effectively by "on-line staff". In the Teaching-Family home the consultant normally would not deal directly with a youth's problem, but rather would assist the Teaching-Parent in developing skills necessary to remediate problems that might arise. The consultant might be extremely effective in dealing with a particular youth's concern but would run the risk of undermining the perceived authority of the Teaching-Parents in the eyes of the youth and would work against his/her main purpose of developing the skills of Teaching-Parents to deal with problems that occur when the consultant is not present.

In summary, while a consultant is on an in-home observation visit and busily observing the Teaching-Parent/youth interactions, his/her outward appearance should follow the rule of "minimal interference but polite and friendly".

How to give feedback and advice to Teaching-Parents. During a typical observation visit the consultant will observe a wide variety of interactions, many of which the consultant will want to discuss with the Teaching-Parents during a feedback session after the visit. After the in-home visit, the consultant should spend some time organizing the evening's observations before the feedback session. The consultant should organize observations so that the session will be time efficient and most helpful to the couple in acquiring or improving their skills.

During the feedback session the consultant uses his/her experience to direct the discussion of each observation. Praise is usually given to the Teaching-Parents in order to point out instances in which skills were used effectively with the youths. Suggestions for improving the

couple's skills are given pleasantly and with sufficient specification for them to implement the suggestions in the home. Rationales always accompany praise and suggestions so that the Teaching-Parents understand why a certain skill is an important one. The consultant will often ask the Teaching-Parents to practice their skills during the feedback session. To facilitate the practice the consultant may take the role of a youth and ask the Teaching-Parent to interact with the "youth" using a suggested skill.

After the feedback session, all of the discussion items are recorded in a consultation log. The information in the log prompts the consultant to follow-up on immediate needs through additional observation visits and discussions with the Teaching-Parents.

Specific Consultation Techniques

In order to facilitate a consultant's ability to carry out the consultation procedures and to enhance the teachability of the consultation program, a number of techniques were developed. These techniques are described below.

1. Checklist for Initiating a Consulting Relationship

This form contains a list of items a consultant would discuss during a pre-consultation meeting with a Teaching-Parent such as rationales for consultation, dimensions of an observation visit, how to give and receive feedback and how to explain consultation to the youths. The checklist is located in Appendix A.

2. The EDUCATES feedback method.

The EDUCATES method is used to organize and provide feedback to Teaching-Parents based on information gained during observation visits.

Briefly, the EDUCATES method consists of four main ideas. The consultant begins by praising the Teaching-Parent for effective skills demonstrated during the observation visit. Secondly, the consultant introduces a behavioral concept that needs improvement and illustrates the concept with actual observations made during the visit. This helps bring the concept into focus for the Teaching-Parent. For example, the concept of use of reinforcement to strengthen appropriate behaviors may be selected and examples of situations where the Teaching-Parents might have applied the concept with the youths are cited. In the third step, the consultant requests the consultee to demonstrate the ability to generalize the behavioral concept through additional discussions of similar problems or through roleplay practice of the skill. The fourth step involves developing a follow-up plan to help the Teaching-Parent adapt what he has learned in the feedback session to further situations with clients in the home. The complete EDUCATES checklist is located in Appendix B.

3. The Facilitating Consultation Interactions Checklist.

Occasionally, a consultant will run across a special difficulty during a feedback session with the Teaching-Parents such as a receptivity to feedback problem or the Teaching-Parents' desire to remove a youth from their home prematurely. In such situations, the steps on the checklist can be followed to move the session toward a successful outcome, usually by addressing and solving the special difficulty. The Facilitating Consultation Interactions Checklist is located in Appendix C.

CONSULTANT TRAINING STUDY

Method

Subjects

Subjects for the study consisted of sixteen staff from the Department of Youth Care at Father Flanagan's Boys Home in Boys Town, Nebraska. The ages of the subjects ranged from 23 to 48 years with a mean age of 30.25 (s.d. = 6.86). Twelve subjects had bachelor degrees in various fields and four subjects had graduate level degrees in social service fields. Twelve subjects were male and four subjects were female.

Subjects selected for the study were either already in consulting positions in the Department of Youth Care or about to become consultants. Nine subjects were experienced Teaching-Parents and seven subjects were administrators in middle management positions.

Training

Training for the subjects consisted of a four to five day workshop during which the components of the consultation program were taught (refer to Consultation Workshop Schedules in Appendix D). Each section on the schedule was introduced with a lecture followed by a question and answer session. A large portion of the training involved viewing video-taped models who demonstrated many of the consultation techniques, performing behavior rehearsals and receiving constructive feedback from the training staff. These training procedures appear to be effective in teaching skills (Sorchen and Goldstein, 1972).

Procedures

General Procedures. To evaluate the effectiveness of the training, each subject participated in four behavioral simulations or role-plays, before and after training. In each simulation the subject interacted with members of the training staff who served as "confederates" taking the roles of persons receiving consultation. These behavior simulations were based on problem situations which occur in actual consultation interactions. To familiarize each participant with each simulation, detailed written instructions were given to each subject and to the confederates. Behavior simulation, or role-playing as it is often called, has been described as an accepted substitute for in vivo experimentation (Spencer, 1978). The four simulations were videotaped and then later scored using checklists developed for each simulation. Approximately 45 to 60 minutes were required for each subject to complete the four simulations.

Control for Testing and Simulation Order Effects. Testing effects can jeopardize the internal validity of a time series design, such as a multiple baseline design, because subjects are exposed repeatedly to the same test (Campbell and Stanley, 1973). Without internal validity, then any differences in the dependent variable can not be reasonably attributed to the independent variable, but instead may be attributed to other variables. Testing effects were controlled by producing two matched scenes for each behavior simulation (Scene A and Scene B). Each subject was randomly assigned a scene for the first test. Scenes for each subject were then alternated for subsequent testing sessions. For example, Subject 1 may have received Scene B for his first testing session. Therefore, he would receive Scene A for his second testing

session, Scene B for his third testing session, and so on. Each scene was similar in that the same consulting task was portrayed and called for the subject to demonstrate the same kinds of consultation skills. However, dimensions of the simulation such as the setting and the details of the problem were altered. The first simulation did not have matched sets because there was not enough flexibility in the simulation to alter setting or details without changing the intent of the behavior simulation. In order to ensure that each simulation was matched, a description of all of the six simulations (3 simulations x 2 sets each = 6 simulations) were randomly ordered and sent to ten persons at Boys Town who were not informed of the study. Each person was asked to pair up the simulations. Matching agreement was 100%. To control for order effects, each subject received the four simulations in a random order for each testing session. Detailed instructions for each behavior simulation are located in Appendix E.

Description of the Behavior Simulations. Brief descriptions of each simulation and differences between scenes within a simulation are provided below:

1. "Initiating a working relationship with a Teaching-Parent"

General Description. In this simulation, the consultant-trainee is asked to meet with a recently-trained "Teaching-Parent" to initiate a consultation relationship. The consultant-trainee's goals are: a) to provide reasons for consultation, b) to explain the nature of in-home visits and c) to suggest ways for the Teaching-Parents to explain consultation to the youth residents of their home.

Scene Differences. There were no differences between Scene A

and Scene B.

2. "Direct observation: Responding to inappropriate youth behavior during an in-home visit"

General Description. In this simulation, the consultant-trainee is asked to pretend he/she is conducting a consultation visit in the Teaching-Parents home. During the visit, one of the youth residents of the home begins to chastise another resident. The consultant-trainee's goal is to remain silent or to change the topic rather than intervene.

Scene Differences. Scene A takes place while the participants are seated around the kitchen table discussing a recent camping trip. One youth begins to chastise another youth about his ineptness as a camper. Scene B takes place while the participants are standing in a youth's bedroom during a tour of the home. The youth giving the tour begins to chastise another youth about his ineptness as a house cleaner.

3. "Direct observation: Responding to a youth who seeks advice during an in-home visit"

General Description. In this simulation the consultant-trainee is asked to pretend he/she is conducting a consultation visit in the Teaching-Parent's home. During the visit, the Teaching-Parent leaves the room to take a phone call. One of the youth residents takes this opportunity alone with the consultant-trainee to complain and to ask advice concerning a problem. The consultant-trainee's goal is to explain that giving advice to the youth residents on problems is the Teaching-Parent's role and not the consultant's role.

Scene Differences. Scene A takes place in the recreation room and the participants are playing pool. When the Teaching-Parent is called away to answer the phone, the youth begins to complain to the consultant that the Teaching-Parent will not allow him to participate in organized sports at school. Scene B takes place in the kitchen and the participants are setting the table. When the Teaching-Parent is called away, the youth begins to complain to the consultant that the Teaching-Parent will not allow him to take a vacation to visit his family this summer.

4a. "Giving feedback and advice to a Teaching-Parent: Part 1."

General Description. In this simulation the consultant-trainee is asked to meet with a Teaching-Parent who has called him/her to the home to discuss a youth problem. The Teaching-Parent describes the problem in very vague terms and is unable to think of a solution. The consultant-trainee's goal is to get the Teaching-Parent to describe the problem in behavioral terms and help him devise a solution to the problem.

Scene Differences. In Scene A, the problem involves a youth's moodiness. In Scene B, the problem involves a youth's stubbornness.

4b. "Giving feedback and advice to a Teaching-Parent: Part 2".

General Description. In this simulation, which is the second part of simulation 4, the Teaching-Parent describes an unethical treatment procedure he/she is about to implement with several youth residents. The consultant-trainee's goal is to talk the Teaching-Parent out of using the unethical pro-

cedure using good rationales and to gain enough information about the problem to suggest more acceptable solutions.

Scene Differences. In Scene A, the unethical procedure the Teaching-Parent is considering is deprivation of a meal as punishment. In Scene B, the suggested unethical procedure is depriving a youth of sleep as punishment.

Consultant Skill Measures

For each of the four simulations, checklists of appropriate and inappropriate consultant behaviors were developed (see Appendix F). For each simulation a manual was developed which operationally defined each behavior in the checklist and provided some examples of the behavior (see Appendix G). A brief description of each checklist is given below:

1. "Initiating a working relationship with a Teaching-Parent." Contained 18 possible appropriate consultant behaviors such as initial positive statements, rationales for consultation, requests for acknowledgement, discussion of consultation visits, how to explain consultation to the youths and assuring convenience of consultation for Teaching-Parents.
2. "Direct observation: Responding to inappropriate youth behavior during an in-home visit." Contained 1 appropriate behavior involving the consultant's ability not to intervene with the youth and 8 inappropriate behaviors such as correcting the antagonistic youth, defending the protagonistic youth, joining in on the criticism or asking the Teaching-Parent to intervene during the in-home visit.

3. "Direct observation: Responding to a youth who seeks advice during an in-home visit." Contains 5 appropriate behaviors such as providing a rationale for not seeking advice from the consultant and directing the youth to talk to the Teaching-Parent about the problem, and 6 inappropriate behaviors such as continuing to discuss the problem with the youth, offering solutions or setting up a meeting with the youth and his Teaching-Parents.
- 4a. "Giving feedback and advice to a Teaching-Parent: Part 1". Contains 15 appropriate behaviors such as initial positive statements, obtaining a behavioral problem description, providing rationales, asking for input, suggesting solutions and implementing a follow-up procedure, and 5 inappropriate behaviors such as interpreting why the problem exists, and inappropriate uses of role-playing.
- 4b. "Giving feedback and advice to a Teaching-Parent: Part 2". Contains 19 appropriate behaviors such as instructing the Teaching-Parent not to use the procedure, providing child's rights rationales and offering alternative suggestions, and 6 inappropriate behaviors such as agreeing the unethical procedure might be tried and deferring solution discussion to a later meeting.

Scoring Procedures

After all of the videotaped simulations had been collected, they were scored during a six week period. To control for observer biases due to the scorers' knowledge of the experimental conditions, the

videotaped simulations were randomly ordered and any identifying information was not made available to the scorers. The scorers were instructed to view each subjects tape twice. An occurrence of any of the behaviors on the checklists were denoted by placing a checkmark in the blank by the behavior. If a behavior did not occur, the blank was left unchecked. On occasions when two scorers were viewing a tape simultaneously, they were instructed not to discuss the tape with each other or to share their marked checklists.

Design and Analysis

The subjects were divided into three groups. The first group (n=8) received workshop training in July, 1976; the second group (n=4), in November, 1976; and the third group (n=4) did not receive workshop training. A multiple baseline design across groups of subjects was the primary design used to analyze the data (Baer, Wolf and Risley, 1968). Subjects in each of the three groups were tested four times over a period of one year. The fourth test was given to each group eight to twelve months after training.

A second technique for analyzing the data involved dividing the subjects into five groups. The first group, called the pre, untrained group (n=10), is composed of all tests given to subjects in the "no workshop" group except for their last tests. The second group, called the pre, to be trained group (n=14), consists of all tests given to subjects in the July and November workshop groups prior to training. The third group, called the post group (n=20) consists of all tests given to subjects in the July and November workshop groups after training except for their fourth tests. The fourth group, called the follow-up,

trained group (n=5), is composed of the fourth tests given to subjects in the July and November workshop groups. The fifth group, called the follow-up, untrained group (n=2) consists of the fourth tests given to subjects in the "no workshop" group.

The secondary design was used to provide a simple, global analysis of the data. The multiple baseline design was used to provide a more detailed, experimental analysis of the data.

Missing Data. In time series experiments which take place in an applied setting such as Boys Town and which involved a data collection period of one year, a certain amount of missing data can be expected. Factors responsible for missing data can include subject attrition due to a change in position within the applied setting; subjects leaving to take a position with another organization; and subjects not showing up for testing because of changing work schedules. All of the subjects for this study were volunteers from the Department of Youth Care at Boys Town and all had frequently shifting schedules. The rigor of scientific methodology often gave way to the realistic demands of converting the child caring institution to a new treatment model. Therefore, the study experienced some subject attrition problems which resulted in some missing data. Table 2 illustrates where and why missing data occurred.

Reliability

Measurement of interobserver agreement to determine the reliability of observational data is a widely used procedure (Bijou, Peterson and Ault, 1968; Kelly, M.B., 1977). Interobserver agreement was measured by having a second observer independently score all of the subjects'

Table 1
Explanation of missing data

Multiple Baseline Group	Subject	Test Number			
		1	2	3	4
I. July Workshop	1	X	X	X	X
	2	X	X	X	a
	3	X	X	X	a
	4	X	X	X	a
	5	X	X	X	a
	6	X	X	X	X
	7	X	X	X	X
	8	X	X	X	X
II. November Workshop	1	X	X	X	X
	2	X	X	X	c
	3	X	b	X	d
	4	X	b	X	d
III. No Workshop	1	X	X	X	X
	2	X	X	X	X
	3	X	X	d	d
	4	X	X	d	d

X = Data was collected.

a = Not included in randomly selected subsample.

b = Did not show up for testing.

c = Took a new position at Boys Town.

d = Left Boys Town.

tests except the last tests. By comparing the second observer's scores with the scores of the primary observer, an agreement measure was obtained. Interobserver agreement was reported as total percentage agreement scores for each behavior simulation. The formula used for computing the score is provided below.

$$\text{Interobserver Agreement} = \frac{\text{Number of Agreements between } O_1 \text{ \& } O_2}{\text{Total Number of Agreements and Disagreements between } O_1 \text{ \& } O_2} \times 100$$

RESULTS

The following tables and figures display the results of the study. The data in each table and figure are broken down by particular combinations of the four behavior simulations. "Simulation one: Initiating a working relationship with a Teaching-Parent" formed one consultant skill area which was abbreviated as Initiating a Relationship. "Simulation two: Direct observation: Responding to a youth inappropriate behavior during an in-home visit" and "Simulation three: Direct observation: Responding to youths who seek your advice during an in-home visit" were combined to form a second consultant skill area which was abbreviated as Direct Observation. "Simulation four: Giving feedback and advice to a Teaching-Parent, Part I and II" formed a third consultant skill area which was abbreviated as Feedback and Advice. All of the simulations were combined to form an overall consultant skill area which was labelled as Aggregate Consultant Skills.

Reliability

The means of the reliability percentages for each consultant skill area are displayed in Table 2. The reliability percentages for each consultant skill area are divided into a "pre" category which includes all untrained subjects' tests and a "post" category which includes all trained subjects' tests. All mean interobserver agreement scores were above 90%. Differences between pre and post reliability percentages were low.

Table 2

Interobserver agreement mean percentages for each consultant skill area by pre and post training groups

Consultant Skill Area	PRE (n=24)	POST (n=20)
Initiating a Relationship	92.7 %	93.8 %
Direct Observation	94.8 %	95.9 %
Feedback and Advice	93.0 %	92.2 %
Aggregate Consultant Skills	93.7 %	94.0 %

Secondary Design

Table 3 presents the mean percentages, ranges and standard deviations for appropriate consultant behaviors in each consultant skill area by pre, untrained; pre, to be trained; post; follow-up, trained; and follow-up, untrained groups. In the "Initiating a Relationship" skill area, the pre, untrained and pre, to be trained groups had mean scores of 20.6% and 29.8%, respectively, and their standard deviations were comparable. The post and follow-up, trained groups' scores show an increase from their pre scores to 43.3% and 54.4%, respectively, with standard deviations comparable to the standard deviations of the pre groups. The follow-up, untrained group's mean score of 16.7% was

Table 3

Mean percentages of appropriate behavior, ranges, and standard deviations for each consultant skill area by pre, untrained; pre, to be trained; post; follow-up, trained; and follow-up, untrained groups

Consultant Skill Area	PRE, untrained (n=10)		PRE, to be trained (n=14)		Post (n=20)		Follow-up, trained (n=5)		Follow-up, untrained (n=2)		
	\bar{X}	Range s.	\bar{X}	Range s.	\bar{X}	Range s.	\bar{X}	Range s.	\bar{X}	Range s.	
Initiating a Relationship	20.6	0-38.9	29.8	0-61.1	43.3	16.7-72.7	18.4	54.4	22.2-77.7	16.7	5.6-27.8
Direct Observation	35.0	16.7-66.7	25.0	0-33.3	47.5	33.3-66.7	8.2	50.0	33.3-66.7	33.3	0
Feedback and Advice	32.6	26.5-38.2	35.3	8.8-52.9	57.0	44.1-79.4	8.6	52.9	32.3-67.6	30.8	23.5-38.2
Aggregate Consultant Skills	29.4	0-66.7	30.0	0-61.1	49.3	16.7-79.4	13.7	52.4	22.2-77.7	26.9	5.6-38.2

a slight decline from the pre score. In the "Direct Observation" skill area, the post and follow-up, trained groups again show an increase from a pre score of 25% to post scores of 47.5% and 50%. The standard deviations of the post and follow-up, trained group are lower than the pre groups' standard deviations. The scores for the pre, untrained and the follow-up, untrained groups were similar at 35% and 33.3%, respectively. Similar gains from pre to post groups were shown in the "Feedback and Advice" skill area with the pre, to be trained group's score of 35.3%, the post group's score of 57% and the follow-up, trained group's score of 52.9%. Standard deviations for these groups were comparable. Again, the pre, untrained and follow-up, untrained groups' scores were similar at 32.6% and 30.8%, respectively. Looking at the "Aggregate Consultant Skills" area, the trend is consistent with comparable standard deviations across all groups, comparable mean scores between the pre, untrained group, 29.4%, the pre, to be trained group, 30%, and the follow-up, untrained group, 26.9%. The post group and follow-up, trained group's mean scores were considerably higher at 49.5% and 52.4%, respectively. In general, the post and follow-up, trained groups' scores were similar in each consultant skill area.

Table 4 presents the mean percentages, ranges and standard deviations for inappropriate consultant behaviors in each consultant skill area by the five pre, post and follow-up groups. In looking at the scores in general, a trend of high pre and follow-up, untrained groups' scores is shown while the post and follow-up, trained groups' scores are low. Also, in general, the standard deviations between the groups appear to be comparable although the post and follow-up, trained groups' standard deviations are slightly lower. In the "Direct Observation"

Table 4

Mean percentages of inappropriate behavior, ranges and standard deviations for each consultant skill area by pre, untrained; pre, to be trained; post; follow-up, trained; and follow-up, untrained groups

Consultant Skill Area	PRE, untrained (n=10)			PRE, to be trained (n=14)			Post (n=20)			Follow-up, trained (n=5)			Follow-up, untrained (n=2)		
	\bar{X}	Range	s.	\bar{X}	Range	s.	\bar{X}	Range	s.	\bar{X}	Range	s.	\bar{X}	Range	s.
Direct Observation	32.1	14.3-42.6	8.4	30.6	14.3-57.1	12.3	6.8	0-28.6	9.1	9.1	14.3	0-21.4	8.7	28.6-57.1	20.1
Feedback and Advice	12.7	0-27.3	8.8	9.1	0-18.2	7.1	2.3	0-18.2	5.8	5.8	3.6	0-9.1	5.0	9.1-18.2	6.4
Aggregate Consultant Skills	22.4	0-42.6	13.0	19.8	0-57.1	14.7	4.5	0-28.6	7.9	7.9	9.0	0-21.4	8.7	9.1-57.1	20.8

area a sharp reduction in inappropriate consultant behavior is noted from the pre, to be trained group's score of 30.6% to the post score of 6.8%. However, the percentage of inappropriate behavior increased to 14.3% in the eight to twelve month follow-up, trained group although the percentage was considerably lower than the 42.8% shown by the follow-up, untrained group.

Multiple Baseline Design

Figures 2 and 3 show the mean percentages of appropriate and inappropriate consultant behaviors for the "Aggregate Consultant Skills" area by multiple baseline group. Figure 2 shows an increase in the July workshop group's scores from 38.1% before training to 50% and 55.6% after training. The November workshop group's scores remained stable at 26.3% and 27.3% during the two tests before the workshop and increased to 48.3% after the workshop. The no workshop group's scores remained stable and low for each test. The follow-up data point at test 4 shows that the post-training gains maintained for the July and November workshop groups at 56.9% and 41.4%, respectively, while the follow-up test for the no workshop group remained low at 26.7%. Figure 3 shows a decrease in inappropriate consultant behaviors from pre-training to post-training for the July and November workshop groups. The decrease was more dramatic for the July workshop group from 18% pre to 3% and 2% post than for the November workshop group from 27% and 22% pre to 14% post. Also the July workshop group maintained a lower percentage of inappropriate behaviors than the November workshop group did during follow-up testing. The no workshop group maintained stable and high scores for all pre-training and follow-up tests.

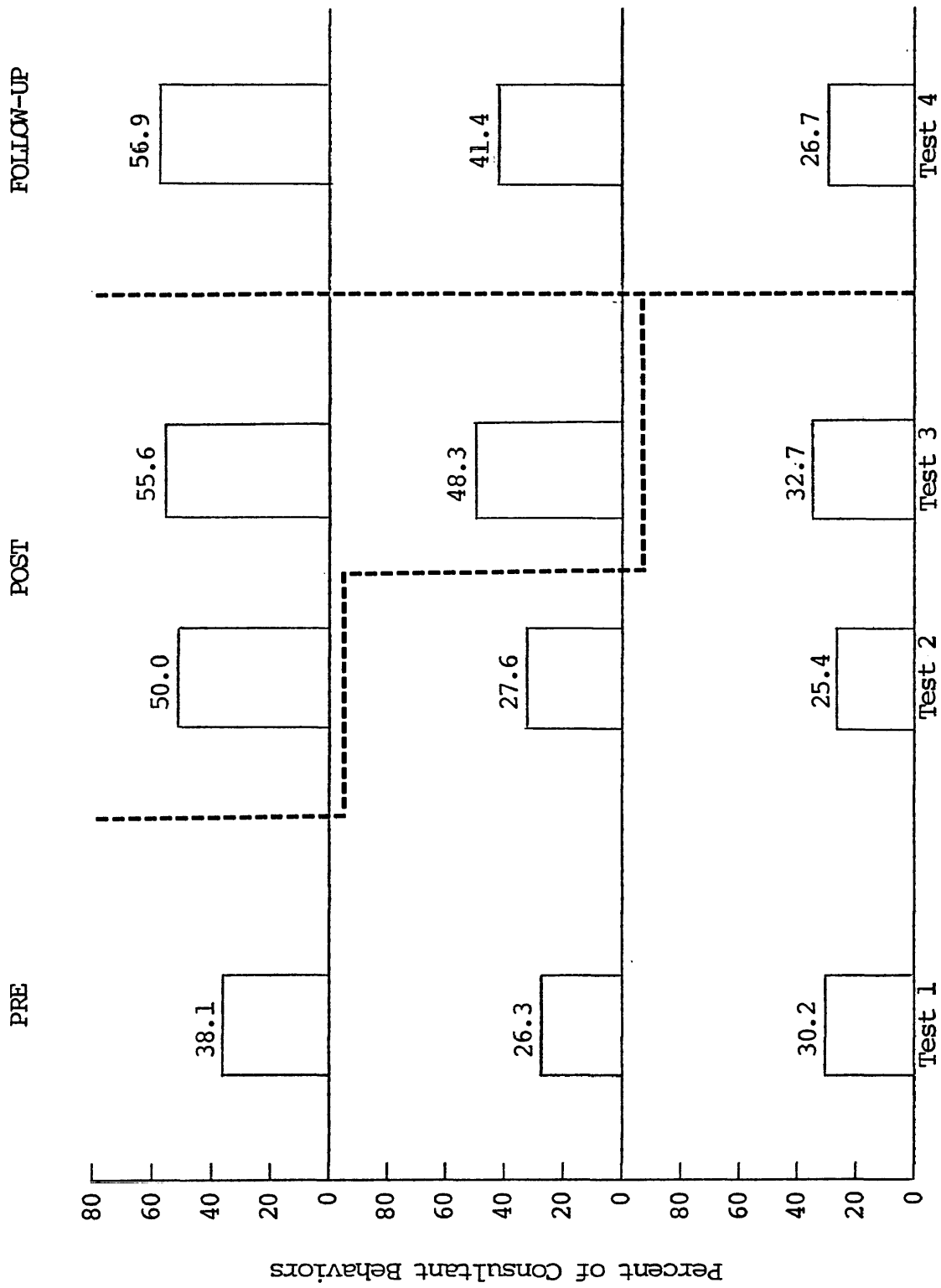


Figure 2. Mean percentages of appropriate behavior for the aggregate consultant skills area by multiple baseline group.

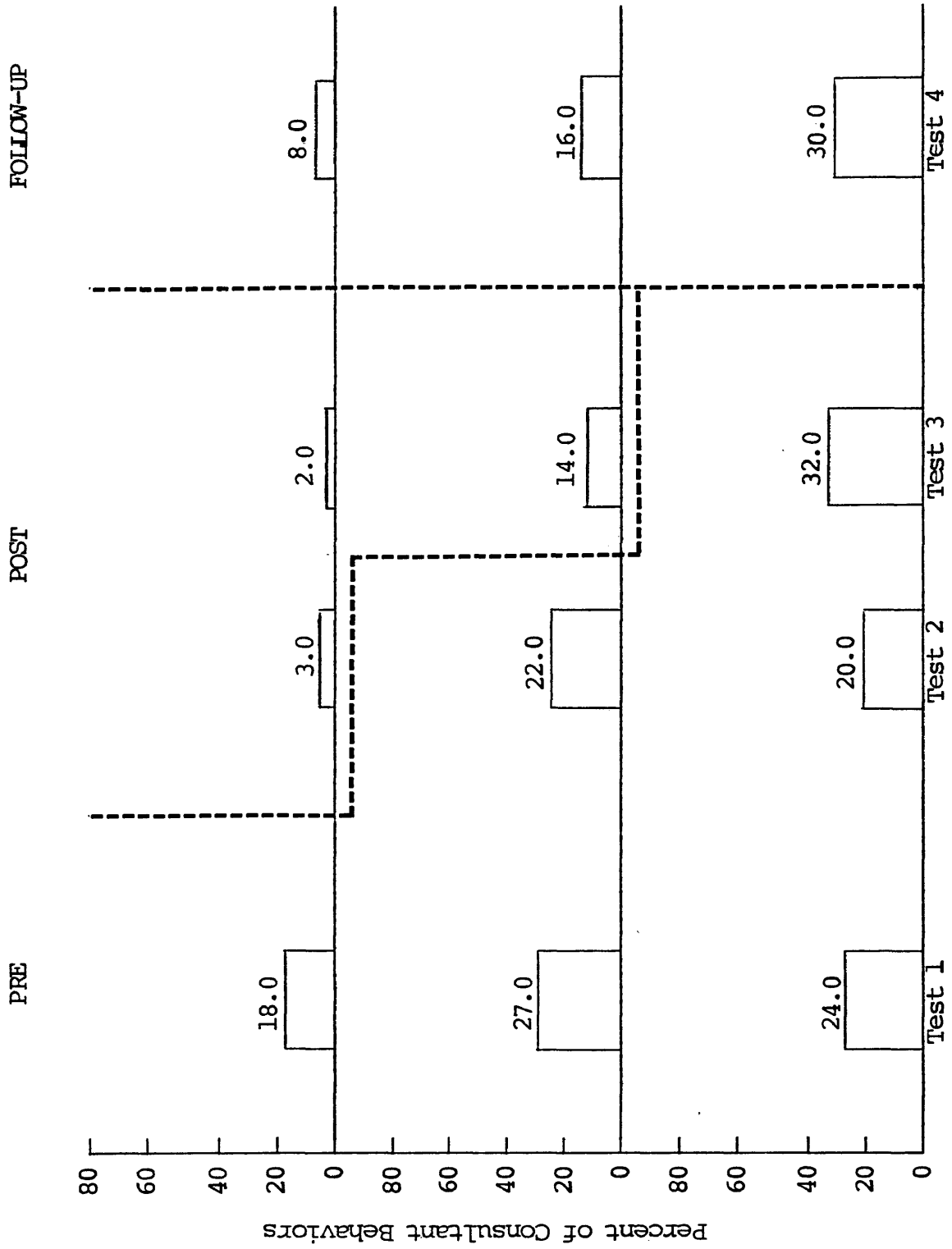


Figure 3. Mean percentages of inappropriate behavior for the aggregate consultant skills area by multiple baseline group.

Figure 4 shows the mean percentages of appropriate consultant behaviors for the "Initiating a Relationship" skill area by multiple baseline groups. The July workshop group made slight gains from pre-training, 31.9%, to the second test which followed the workshop, 36.8%. However, by the third test, the score had risen to 52.8% and rose even higher to 55.6% for the follow-up test. The November workshop group had scores of 27.8% and 25% for pre-training tests and the scores increased to 37.5% following training. By the test 4 follow-up data point, the score had increased to 50%. With the exception of the test 3 score of 33.3%, the no workshop group's scores remained stable and low for pre-training and follow-up tests.

Figures 5 and 6 shows the mean percentages of appropriate and inappropriate consultant behaviors for the "Direct Observation" skill area by multiple baseline groups. Figure 5 shows an increase in the scores of the July workshop group from 25% pre to 47.9% and 45.8% post. The follow-up test score of 45.8% indicates that the skills maintained over time. The November workshop group's scores show a similar increase from pre-training scores of 20.8% and 33.3% to a post-training score of 50%. The follow-up score for this group increased to 66.7%. In general, the no workshop group's scores were stable and low, particularly for test 2, test 3 and test 4. The test 1 score of 45.8% was higher and is comparable to post scores of the July workshop group. Figure 6 shows the mean percentages of inappropriate consultant behaviors for the "Direct Observation" skill area. Scores for the July workshop group decreased sharply from 28.6% pre to 3.6% post. The follow-up score showed a slight increase from post scores to 12.5%. The November workshop groups' pre scores were stable and high at 35.7% and 28.6%. Following

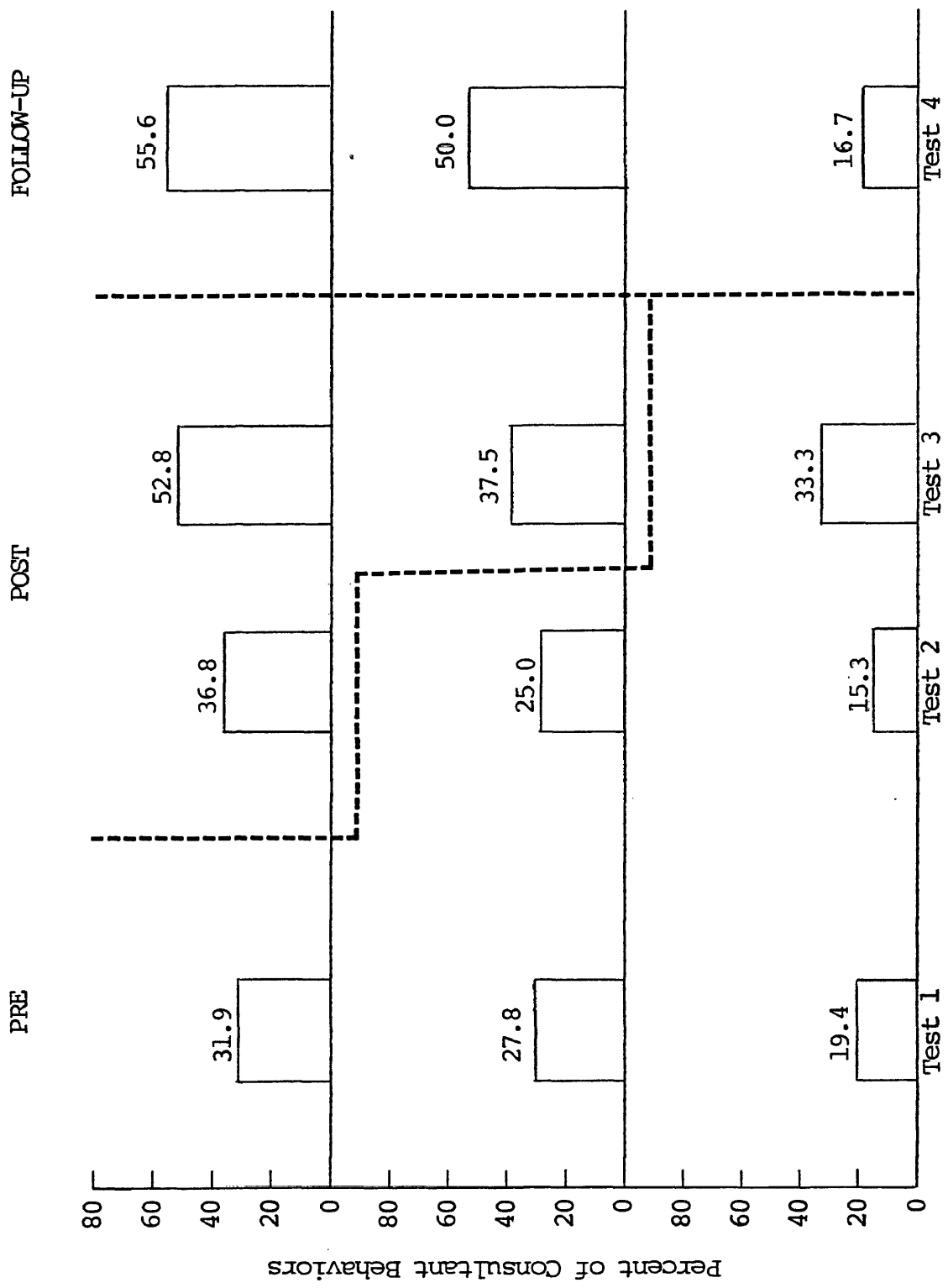


Figure 4. Mean percentages of appropriate behavior for the initiating a relationship consultant skill area by multiple baseline group.

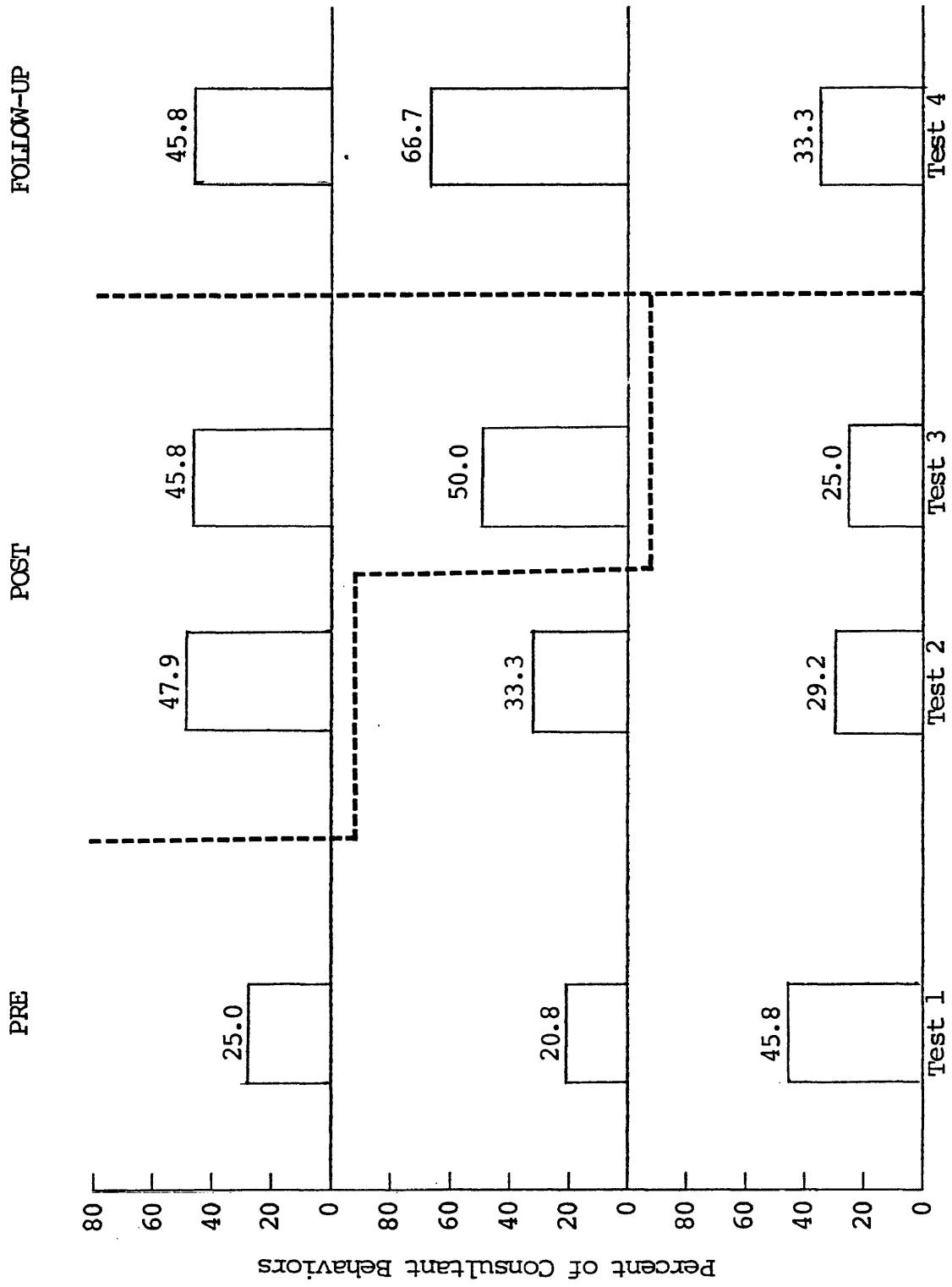


Figure 5. Mean percentages of appropriate behavior for the direct observation consultant skill area by multiple baseline group.

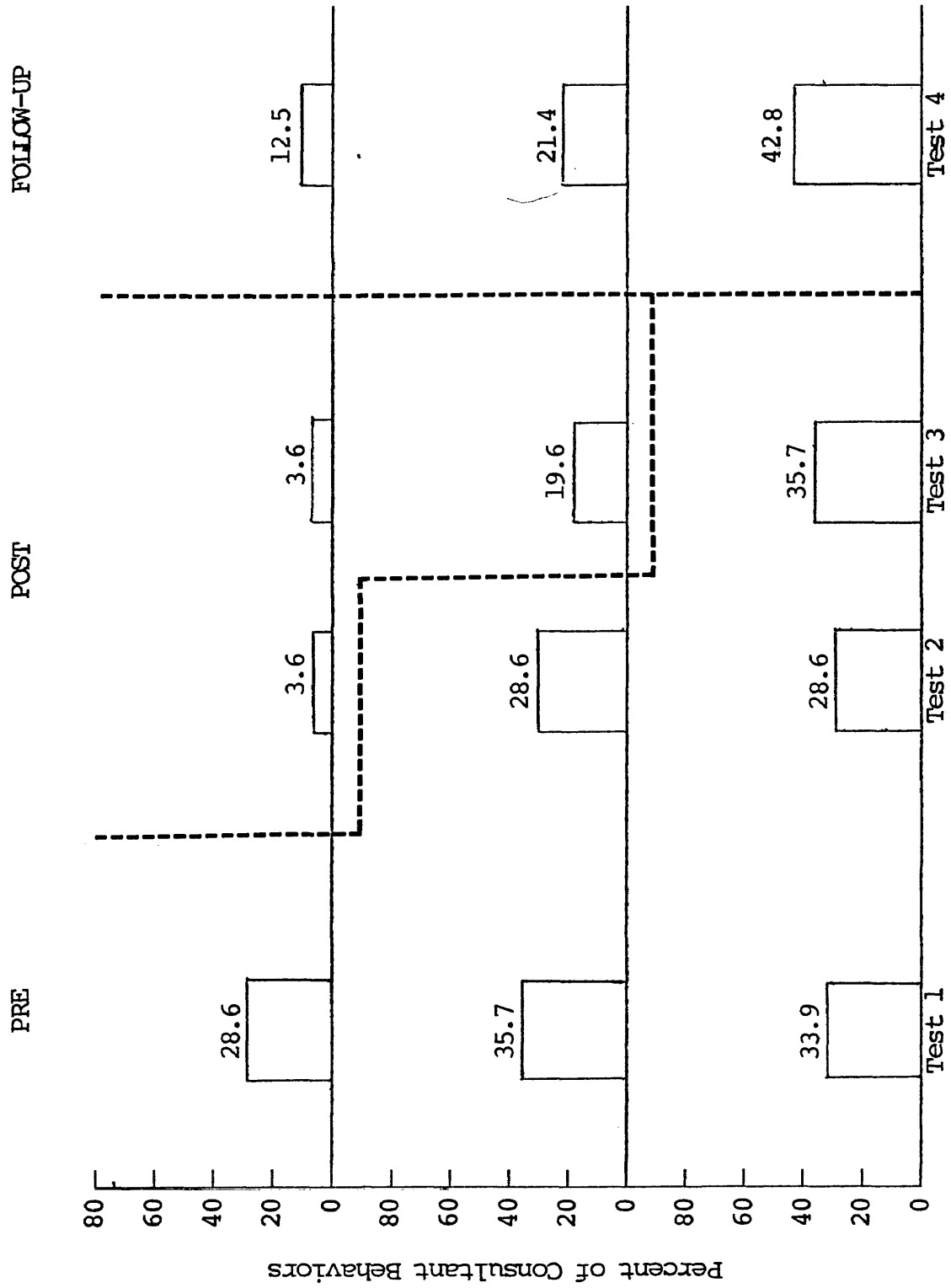


Figure 6. Mean percentages of inappropriate behavior for the direct observation consultant skill area by multiple baseline group.

training, the score decreased to 19.6% and remained stable at 21.4% for the follow-up test. The no workshop group's scores were high and stable across the four tests.

Figure 7 and 8 show the mean percentages of appropriate and inappropriate consultant behaviors for the "Feedback and Advice" skill area by multiple baseline groups. In Figure 7 the July workshop group's percentage of appropriate behavior scores increased from 43.8% pre to 57.3% and 58.8% post. The follow-up test score at 58.1% maintained post score levels. The November workshop group's pre scores were low and stable at 26.5% and 19.1% and increased to 53.7% post. The eight month follow-up score for this group decreased to 32.3%. The no workshop group maintained low and stable pre scores of 33.1%, 31.6% and 33.8% and a follow-up score of 30.8%. Figure 8 displays the mean percentages of inappropriate consultant behaviors. The July workshop group had a low pre score of 4.5% which decreased to 2.3% and 0% for post tests. The follow-up test score remained low at 2.3%. The November workshop group had higher pre scores than the July workshop group at 15.9% and 13.6%. After training the scores decreased to 6.8% and, after eight months, the follow-up test score was 9.1%. The no workshop group showed pre scores of 11.4%, 9.1% and 22.7% which are comparable to the November workshop group's pre scores. The follow-up score of 13.6% was comparable to pre-training scores.

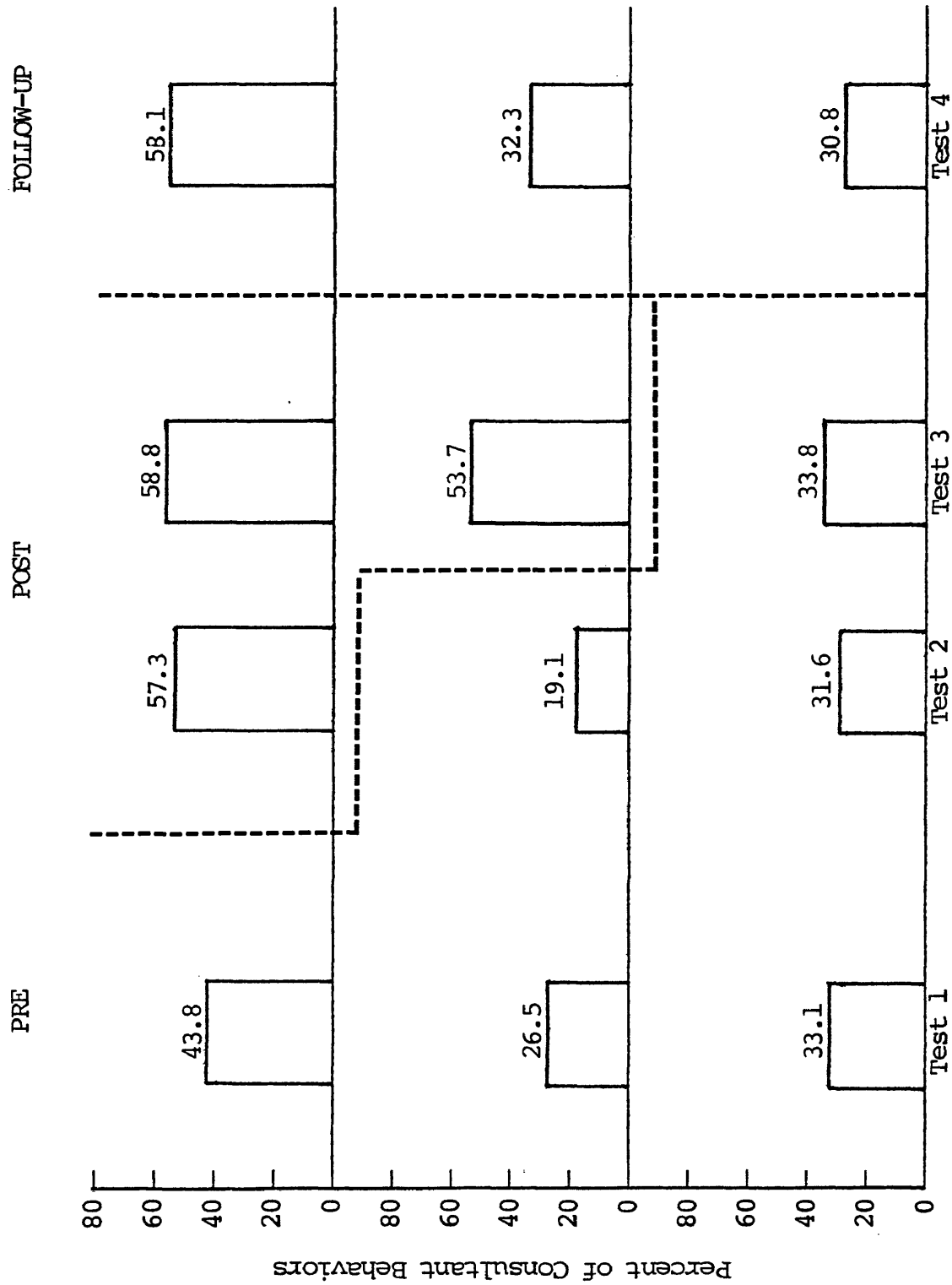


Figure 7. Mean percentages of appropriate behavior for the feedback and advice consultant skill area by multiple baseline group.

FOLLOW-UP

POST

PRE

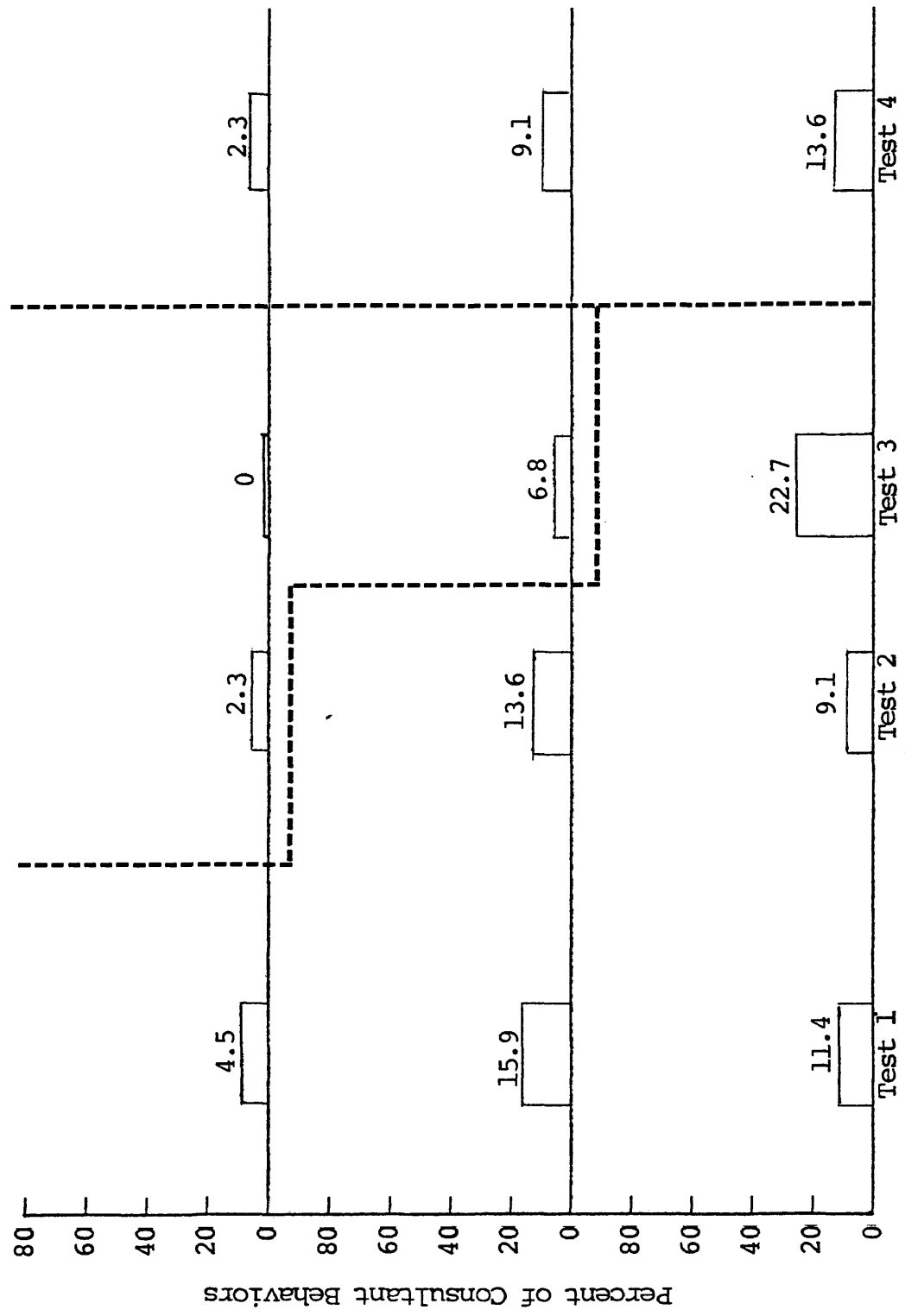


Figure 8. Mean percentages of inappropriate behavior for the feedback and advice consultant skill area by multiple baseline group.

DISCUSSION

The study demonstrated that the training program for consultants was successful and resulted in increased appropriate consultant behaviors and in decreased inappropriate consultant behaviors. Looking at the aggregate consultant skills, an average increase of 20% in the subjects' appropriate consultant behaviors and an average decrease of 15% in the subjects' inappropriate consultant behaviors were shown. In essence, it might be concluded that a 20% increase in "good consultant skills" and a 15% decrease in "bad consultant skills" means that the workshop produced persons that were "35% better consultants".

In examining the "Initiating a Relationship" skill area, it was shown that progressively larger increases in appropriate consultant skills occurred at each test session. In other words, test scores were not nearly as high immediately after training as they were in subsequent test sessions. As a matter of fact, the eight and twelve month follow-up test produced the highest scores for both workshop groups. This finding might be explained in two ways. First, the nature of the training in that skill area needs to be discussed. During the roleplay sessions that occurred as part of the training, subjects were allowed to use a checklist which listed the steps involved in initiating a relationship with Teaching-Parents. This may, in fact, have produced a dependence on the checklist which was not available to the subject during the behavior simulation test. Therefore, perhaps the subjects did not perform well in the first post test session because they were not given the opportunity to internalize the skills during training. Another explana-

tion may be that the subjects may have needed to acquire actual experience in using the skills in developing a relationship with a Teaching-Parent. This experience was readily available for most of the subjects after training as they assumed actual consulting responsibilities at Boys Town. Probably part of the explanation is that the training workshop could do a better job of teaching persons the complex and lengthy skills of initiating consulting relationships.

The data showed that, on the average, training increased subjects' appropriate skills to a 50% level. This may seem low for some readers who are used to reviewing training study results showing increases of 75% to 100%. One goal of the training is eventually to achieve levels of training approaching the 75% to 100% range. One possible explanation for the 50% training levels achieved in the present study is that the July and November workshops in 1976 represented the first two attempts to train persons to use the consultant skills. Hopefully, as more workshops are conducted, feedback is received from participants and the trainers' carefully examine their training procedures, better workshops will result. Another explanation may be the sheer complexity of the skills taught during the workshop. Many of the skill areas consist of fifteen to twenty behavior components which represents quite a large number of behaviors to learn in four or five days. A final explanation for a 50% training level may be that many of the subjects engaged in a number of inappropriate consultant behaviors going into the workshop. Perhaps it is difficult to acquire a large number of new skills while simultaneously having to decrease a number of inappropriate consulting behaviors.

A final question concerns the social validity of the consultant behaviors measured. Social validity, in this case, refers to how well the experimenter's objective measurement of what constitutes a "good" consultant matches with consumers' subjective impressions of what constitutes a "good" consultant (Wolf, 1978). For example, if a Teaching-Parent were to receive consultation from an untrained consultant who did not score very highly on behavior measures used in this study and then received consultation from a trained consultant who did score highly on the behavior measures and if the Teaching-Parent felt that the untrained consultant was an ineffective consultant and the trained consultant was an effective consultant, then the training and the behavior measures would be socially valid. By determining the social validity of training program, the experimenter discovers the likelihood that his/her program will benefit consumers such as Teaching-Parents and be accepted by them. The social validity of the consultant training program is unknown. However, the training appears to have face validity since it was developed by experienced consultants who are likely to know what consultant behaviors are preferred and effective and since the selected skills were validated in a review of the literature.

There are two suggestions for further research in the area. One is to replicate the consultant training study in several years to determine what effects program refinement may have on the data. Another suggestion is to conduct a study to determine the social validity of the training and the measurement instrument used in this study. The social validity study would require that relevant consumers of the program be located and that comparisons be made between their subjective impressions of untrained and trained consultants and the objective behavior measures

used in this study to distinguish "effective" and "ineffective" consultants.

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APPENDIX A

Checklist for Initiating a Consulting Relationship

BEHAVIOR CHECKLIST FOR SIMULATION: INITIATINGCONSULTATION RELATIONSHIP

Trainee: _____ Trainer: _____

- ___ 1. Empathy or concern statements.
- ___ 2. Rationales for and dimensions of consultation:
 - ___ A. Inservice training
 - ___ B. Professional growth through feedback
 - ___ C. Preparation for evaluations
 - ___ D. Provide general information
 - ___ E. Share information/confidentiality
 - ___ F. Teach problem-solving
- ___ 3. Dimensions of in-home visits:
 - ___ A. Rationale
 - ___ B. Format
 - ___ 1) Consultant as low key observer
 - ___ 2) Teaching-parents proceed with normal activities
 - ___ 3) No intervention with youth by consultant
 - ___ 4) Observe family conference and tour
 - ___ 5) Private feedback
 - ___ 6) Specific procedures and goals set during feed-back session
 - ___ C. Length and frequency of visits
- ___ 4. Dimensions of treatment planning visits
 - ___ A. Rationale
 - ___ B. Format - Review and discuss
 - ___ 1) Individual youth progress

- ___ 2) Motivation and family conference cards
- ___ 3) School notes and home notes
- ___ 4) Teaching-Family Model components
- ___ 5) Consumer relations
- ___ C. Length and frequency of visits
- ___ 5. Telephone availability
- ___ 6. Feedback
 - ___ A. Rationales
 - ___ B. Mutual giving and receiving
 - ___ C. Frequency expectations
 - ___ D. Formal feedback
- ___ 7. Explaining consultation to youths
 - ___ A. Enthusiasm
 - ___ B. Rationales
 - ___ C. What "home visits" are
 - ___ D. Frequency of visits
 - ___ E. Empathic to youths' concerns
 - ___ F. Rationales for confidentiality
- ___ 8. First visit established?
- ___ 9. Assure convenience for teaching-parents and youths
- ___ 10. Conclude with courtesy statement, thank you, etc.

-
APPENDIX B

The EDUCATES Feedback Method

TRAINER CHECKLIST FOR CONSULTATION REHEARSALS

Section Title: _____ Trainee: _____

Problem: _____ Trainer: _____

COMPONENTS

- _____ 1. **E**ducational Praise (review of progress):

- _____ 2. **D**efinition of Concept (in abstract form):

- _____ 3. **U**se of Rationale (explains benefits & detriments for F.T.):

- _____ 4. **C**ategorize In-Home Examples (define and clarify concept):

- _____ 5. **A**sk for Input:

- _____ 6. **T**horough Explanation of One example:

- _____ 7. **E**xercise in Generalization of Concept (verbal practice/
Behavioral rehearsal):

- _____ 8. **S**chedule Follow-up:

APPENDIX C

Facilitating Consultation Interactions Checklist

FACILITATING INTERACTION CHECKLIST

Problem: _____ Date: _____

Trainer: _____ Trainee: _____

- _____ 1. Problem exploration (smooth entry, objective and behavioral versus emotional, specific examples):

- _____ 2. Rationales (why behavior is a problem or benefit of changing behavior, personal to teaching-parents):

- _____ 3. Possible solution discussed (specific, workable, ethical, enough detail):

- _____ 4. Consultee involvement (open to other solutions, asks questions, asks for opinions and rationales):

- _____ 5. Thanks consultee for receptivity to feedback (rationales, praise):

- _____ 6. Checks adequacy of own behavior with consultee (clear, pleasant, requests feedback):

- _____ 7. Follow-up or review (how to monitor during next visit, meeting process):

- _____ 8. Quality Components

Praise and Empathy:Tact and Sensitivity:

APPENDIX D

Consultation Workshop Training Schedules

IN-HOME CONSULTING PROCEDURES WORKSHOP AT THE
 BOYS TOWN TRAINING CENTER
 PRESENTED BY THE
 BOYS TOWN DEPARTMENT OF YOUTH CARE AND THE
 BOYS TOWN CENTER FOR THE STUDY OF YOUTH DEVELOPMENT
 July 26 - July 29, 1976

MONDAY 26th	TUESDAY 27th	WEDNESDAY 28th	THURSDAY 29th
Introduction (Dan Daly & Dave Smart) 8:30 - 9:00	Observation of Family-Teacher Skills (Dianne Smart) 8:30 - 12:00	Complete Observation (Peggy Cunningham) 8:30 - 12:00	How to Give Feedback to Problem Family-Teachers (Karen Maloney) 8:30 - 12:00
Initiating & Scheduling Consultation Visits (Dan Daly) 9:00 - 10:30			
Consultant Behavior On In-Home Visits (Pam Daly) 10:30 - 12:00	LUNCH 12:00 - 1:00	LUNCH 12:00 - 1:00	LUNCH 12:00 - 1:00
Introduction to Observations on A Visit (Dave Smart) 1:00 - 1:45	Observation of Family Conference (Dave Smart) 1:00 - 2:00	Complete Observation (Continued - 4:30)	How to Give Feedback (Continued - 2:00)
Observations of Youth Skills (Peggy Cunningham) 1:45 - 4:30	Observations of The Tour (Dianne Smart) 2:00 - 2:30		Observation of Relationship Variables (Dave Smart) 2:30 - 4:30

IN-HOME CONSULTING PROCEDURES WORKSHOP
 AT THE BOYS TOWN TRAINING CENTER
 PRESENTED BY THE

BOYS TOWN DEPARTMENT OF YOUTH CARE AND THE
 BOYS TOWN CENTER FOR THE STUDY OF YOUTH DEVELOPMENT
 November 8 - 12, 1976

MONDAY 8th	TUESDAY 9th	WEDNESDAY 10th	THURSDAY 11th	FRIDAY 12th
Introduction Dave Smart & Dan Daly 9:00 - 9:15	Observation of Teaching-Parent/ Family-Teacher Skills Dianne Smart 9:00 - 12:00	Observation of Tour Skills Dianne Smart 9:00 - 10:30	Individual Review Session I of Complete Observation 9:00 - 10:30	Giving Feedback to Problem Teaching-Parents and Family-Living Teachers Karen Maloney 9:00 - 12:00
Initiating/Scheduling Consultation Visits Dan Daly 9:15 - 10:30		Observation of Relationship Variables Dave Smart 10:30 - 12:00	Individual Review Session II of Complete Observation 10:30 - 12:00	
Consultant Behavior On In-Home Visits Dan Daly 10:30 - 12:00				
LUNCH 12:00 - 1:00	LUNCH 12:00 - 1:00	LUNCH 12:00 - 1:00	LUNCH 12:00 - 1:00	LUNCH 12:00 - 1:00
Introduction to Observations on a Visit Dave Smart 1:00 - 2:30	Observation of Teaching-Parent/ Family-Teacher Skills (Continued) Dianne Smart 1:00 - 2:00	Observation of Relationship Variables (Continued) Dave Smart 1:00 - 2:00	Behavior Rehearsals for Feedback Sessions on Complete Observation Peggy Cunningham 1:00 - 4:00	Giving Feedback to Problem Teaching-Parents and Family-Living Teachers (Continued) 1:00 - 4:30
Observation of Youth Skills Peggy Cunningham 2:30 - 5:00	Observation of Family Conference Jerry & Margaret Pier 2:00 - 4:30	Complete Observation of a Consulting Visit Peggy Cunningham 2:00 - 4:30		

APPENDIX E

Detailed Instructions for the Subject
and Confederates (Teaching-Parent and Youths)
for each Behavior Simulation

SIMULATION ONE: INITIATING A WORKING RELATIONSHIP
WITH A TEACHING-PARENT

Instruction to Consultant-Trainee

SCENE A & B

In this scene you will be asked to meet with a couple to initiate a consultation relationship. You have already met the couple and they know that you are to be their consultant. This is your first meeting with them to talk about consultation. Explain what consultation is and what roles both parties will have in the consultation relationship. The couple has been working as Family Living Teachers for one week.

When you feel you have adequately dealt with the situation, please turn to the camera and say "stop".

SIMULATION ONE: INITIATING A WORKING RELATIONSHIP
WITH A TEACHING-PARENT

Instructions to Teaching-Parent

SCENE A & B

You are a new family living teaching couple - working one week. You have previously met the consultant you will meet in this scene and know he will be your consultant. In this scene the consultant will explain the consultation process and consultation role expectations to you. You should:

- 1) Respond with a statement that you are very busy setting up your home only if the consultant makes a statement of empathy or concern about your welfare (e.g., "How are things going" or "You must be busy.")
- 2) Listen attentively to any information that the consultant gives.
- 3) You are new and know nothing about consultation. Allow the consultant to direct the meeting.
- 4) Ask clarifying questions only - not questions that contain new information. For example, if the consultant says that he will meet 2 times per month with you, you might ask "Will the meetings be two weeks apart?" You would not ask "How often would we meet?" OR, if the consultant said "We need to talk about how to tell the youths about consultation visits," you might ask "What do we need to tell them?" You would not ask "Do we need to tell the youths anything?"
- 5) Agree with any rationales or advice the consultant gives you about consultation, what the roles will be, or how to explain the role to the youths.

SIMULATION TWO: DIRECT OBSERVATION: RESPONDING TO INAPPROPRIATE
YOUTH BEHAVIOR DURING AN IN-HOME VISIT

Instructions to Consultant-Trainee

SCENE A

In this scene you will be having dinner on one of your in-home consultation visits. Conversation will center around some of the memorable experiences of the youths and Family-Teachers on a recent camping outing. Respond to the situation in a manner you believe is appropriate for your role as consultant to this home.

SIMULATION TWO: DIRECT OBSERVATION: RESPONDING TO INAPPROPRIATE
YOUTH BEHAVIOR DURING AN IN-HOME VISIT

Instructions to Teaching-Parent and Youths

SCENE A

You are having dinner in your home with your consultant. As soon as the scene begins, the Family-Teacher should initiate a discussion of a recent camping outing by saying, "We sure had a lot of fun camping on the Niobrara last week, didn't we guys?"

Youths 1, 2, and 3 should all respond by enthusiastically relating how much fun they had swimming, canoeing and fishing, respectively. Direct this conversation toward the consultant.

Youth 1 should then say to the consultant in a teasing and degrading manner, "You know John (Youth 2) didn't know the first thing about camping. He didn't even know how to put up a tent, and I had to put a worm on his hook--he was too scared of it. What a sissy. Geez, I never knew you could be that dumb $\frac{1}{2}$ ". Pause after every two sentences for a count of two to allow the consultant to respond. If the consultant responds in any of the ways listed below, continue criticizing John's outdoorsmanship until the Family-Teacher ends the scene:

1. Remains silent but maintains eye-contact.
2. Remains silent but does not maintain eye-contact.
3. Continues conversation by remaining on topic.
4. Non-verbally motions to Family-Teacher to intervene.

However, if the consultant should respond in any of the ways listed below, cease any criticism of Youth 2 and respond appropriately and pleasantly until the Family-Teacher ends the scene:

1. Directly tells you to stop criticizing Youth 2, begins a teaching interaction, etc.
2. Tries to change topic with you.
3. Asks Family-Teacher to intervene.
4. Calls Family-Teacher aside.

The Family-Teacher should remain silent throughout Youth 1's criticism of Youth 2. Begin timing the interaction as soon as Youth 1 begins to criticize Youth 2. You should allow the scene to continue for 3 minutes and then end the scene by saying, "Why don't we go into the livingroom and have some coffee." Comply pleasantly with any requests the consultant may ask of you.

SIMULATION TWO: DIRECT OBSERVATION: RESPONDING TO INAPPROPRIATE
YOUTH BEHAVIOR DURING AN IN-HOME VISIT

Instructions to Consultant-Trainee

SCENE B

Two youths and a Family-Teacher are taking you on a tour of their home during one of your in-home consultation visits. Respond to the situation in a manner you think is appropriate for your role as consultant.

SIMULATION TWO: DIRECT OBSERVATION: RESPONDING TO INAPPROPRIATE
YOUTH BEHAVIOR DURING AN IN-HOME VISIT

Instructions to Teaching-Parent and Youths

SCENE B

Youth 1: You are leading a tour of your home for the consultant. Bill, another youth in your home, and the Family-Teachers are accompanying you. The scene will begin with you showing the consultant Bill's room. You have never gotten along well with Bill, have had several fights with him recently and take no pains to hide your dislike of Bill from the consultant.

Initiate the scene by saying, "This is Bill's room."

Youth 2 (Bill): Immediately after Youth 1 says, "This is Bill's room," say..."I just got some new curtains."

Youth 1: Cut off Bill by saying, "His room's actually a lot messier than this. I usually am embarrassed to show it on a tour. I don't know where he was raised but man, the bugs set up camp in his room usually. He must have paid someone to get it this clean, etc..." Pause after every two sentences for a count of two to allow the consultant to respond. If the consultant responds in any of the ways listed below, continue criticizing Bill's room until the Family-Teacher ends the scene:

1. Remains silent but maintains eye-contact.
2. Remains silent but does not maintain eye-contact.
3. Continues conversation by remaining on topic.
4. Non-verbally motions to Family-Teacher to intervene.

However, if the consultant should respond in any of the ways listed below, cease any criticism of Bill's room and respond appropriately and pleasantly until the Family-Teacher ends the scene:

1. Directly tells you to stop criticizing Bill's room, begins a teaching interaction, etc.
2. Tries to change topic with you.
3. Asks Family-Teacher to intervene.
4. Calls Family-Teacher aside.

The Family-Teacher should remain silent throughout Youth 1's criticism of Youth 2. Begin timing the interaction as soon as Youth 1 begins to criticize Youth 2. You should allow the scene to continue for 3 minutes and then end the scene by saying, "Why don't we go on to the next room now." Comply pleasantly with any requests the consultant may ask of you.

SIMULATION THREE: DIRECT OBSERVATION: RESPONDING TO A YOUTH
WHO SEEKS ADVICE DURING AN IN-HOME VISIT

Instructions to Consultant-Trainee

SCENE A

While on an in-home consultation visit, you are playing pool with one youth and one Family-Teacher. The Family-Teacher has just been called away to answer the phone. You continue playing pool with the youth. Respond to anything the youth says or does in any way you believe would be appropriate for your role as consultant to this home.

SIMULATION THREE: DIRECT OBSERVATION: RESPONDING TO A YOUTH
WHO SEEKS ADVICE DURING AN IN-HOME VISIT

Instructions to Youth

SCENE A

You have been playing pool with the consultant and one of your Family-Teachers. The Family-Teacher has just been called away to answer the phone. Observing that you are alone with the consultant, you take this opportunity to bring up a complaint about your Family-Teacher.

"Could I ask you a question?" (If consultant says "yes", continue with...) "Well, (Name of Family-Teacher) won't let me go out for any sports this year and I thought it was good for us to get into sports. Do you think that's right of him not allowing me to go out for anything?"

Continue arguing your case until the Family-Teacher comes back in. Remain silent through the rest of the scene.

Instructions to Teaching-Parent

SCENE A

After 2 minutes have passed from the beginning of the scene, walk into the room saying "Well, how's the pool game going?" Allow the consultant to respond and then turn to the camera and say, "Stop".

SIMULATION THREE: DIRECT OBSERVATIONS: RESPONDING TO A YOUTH
WHO SEEKS ADVICE DURING AN IN-HOME VISIT

Instructions to Consultant-Trainee

SCENE B

While on an in-home consultation visit, you are helping one of the youths and one of the Family-Teachers set the table for dinner. The Family-Teacher has just left the diningroom to tend to some business in the office. You continue setting the table with the youth. Respond to anything the youth says or does in any way you believe would be appropriate for your role as consultant to this home.

SIMULATION THREE: DIRECT OBSERVATIONS: RESPONDING TO A YOUTH
WHO SEEKS ADVICE DURING AN IN-HOME VISIT

Instructions to Youth

SCENE B

You have been setting the table with the consultant and one of the Family-Teachers. The Family-Teacher has just left for a few minutes. Observing that you are alone with the consultant, you take this opportunity to bring up a complaint about your Family-Teachers.

"I wonder if you could tell me something? (Name of Family-Teacher) --won't let me take a vacation this summer. I thought it was good for us to go home every now and then. Don't you think we should get to go home sometimes?"

Continue arguing your case until the Family-Teacher comes back in. Remain silent through the rest of the scene.

Instructions to Teaching-Parent

SCENE B

After two minutes have passed from the beginning of the scene, walk into the room saying, "Well, how are we coming with our table?" Allow the consultant to respond and then turn to the camera and say, "Stop".

SIMULATION FOUR: GIVING FEEDBACK AND ADVICE TO
A TEACHING-PARENT
PART I AND II

Instructions to Consultant-Trainee

SCENE A & B

You should initiate the interaction by asking if there are any problems that need to be discussed.

After you feel you've dealt with the problems you should terminate the interaction by turning toward the camera and saying "Stop".

SIMULATION FOUR: GIVING FEEDBACK AND ADVICE TO
A TEACHING-PARENT

Instructions to Teaching-Parent

SCENE A

PART I

The consultant-trainee will initiate the interaction by asking you how things are going or if there are any problems that need to be discussed.

During the entire interaction you should use a pleasant tone of voice. However, you should not give verbal or nonverbal acknowledgement unless responding to a question. You should not write down any suggestions made by the consultant unless directly prompted to do so.

After the consultant begins the interaction you should be sure to say that there are a couple of things you'd like to discuss.

1. You probably ought to talk about the new youth, Bill. He seems "pretty moody but he's probably just shy." Do not further define the problem other than expressing concern for Bill.
2. If asked to further define the problem you should state that "he just doesn't seem to be very responsive when we interact with him."
3. If again asked to be more specific you should do one of the two following things depending on the consultant's response:
 - a. You should then comply by giving a behavioral description of the problem !Bill doesn't look at you, hangs his head and really doesn't say anything unless asked a question and then usually just says a couple of words!.

However, you should give the behavioral description only if asked specifically about Bill's behavior. Such specific questions might include, "What is Bill doing that makes you feel he's not responsive?" or "What does he do while you're talking to him?", or "Does he look at you during the interaction?", or "Can you model the problem behavior?"

- b. If the consultant only asks general questions such as "Could you be more specific?" or "Can you give a clearer definition?", you should hesitate and say something like, "It's really hard to pin down." Continue to be hesitant

and vague until the consultant-trainee engages in specific question-asking as detailed in the previous paragraph.

After giving a behavioral description you should reiterate your excuse that "Bill is probably just shy and he'll probably get over it in time."

Listen to solutions offered by the consultant but do not nod your head or verbally acknowledge unless asked a question.

Be a little hesitant to implement the proposed solution and offer some mild excuse why it might not work such as, "Ok, but I really wonder if anything will work until he's better adjusted." or "Well, Ok, but I'm not sure if there'll be a really good chance to try this out." Give only one mild excuses, do not actively argue.

Do not actively contribute to the solution process. If asked to give a solution to the problem say you really can't think of anything at the moment, but do answer specific questions accurately such as, "Should you do some teaching?" or "How about consequences?", etc.

PART II

After the potential solution is proposed you should bring up the second issue that the guys have been complaining a lot about the food and you've decided if it happens again to use the natural consequence and just have them skip that meal.

Listen to consultant but again, do not nod your head while the consultant is talking and do not give verbal acknowledgement unless responding to a question.

Offer one excuse, that you thought it was OK to use natural consequences when and if the consultant-trainee says not to engage in this procedure. However, do not argue about the issue and agree not to do this. Also agree to implement other solutions suggested by the consultant. However, do not actively participate in the solution process by volunteering ideas. Also, if asked to supply a potential solution you should hesitate and say you're not sure what to do. But if asked specific questions you should respond accurately. For example, you should accurately respond to questions like, "What about doing some teaching?" or "Tell me what you would say to the guys when you consequence the behavior?"

SIMULATION FOUR: GIVING FEEDBACK AND ADVICE TO
A TEACHING-PARENT

Instructions to Teaching-Parent

SCENE B

PART I

The consultant-trainee will initiate the interaction by asking you how things are going or if there are any problems that need to be discussed.

During the entire interaction you should use a pleasant tone of voice. However, you should not provide verbal or nonverbal acknowledgment unless responding to a question. You should not write down any suggestions made by the consultant-trainee unless directly instructed to do so.

After the consultant initiates the interaction you should be sure to say that you do have a few things to discuss.

1. Mike seems really stubborn but he's probably just going through a stage. Do not further define the problem other than expressing mild concern for Mike.
2. If asked to further define the problem you should state that "He has a one-track mind."
3. If again asked to be more specific you should do one of the two following things depending on the consultant's response.
 - a. You should give a behavioral description of the problem !Mike, can't take "no" for an answer, he continues to ask again and again if he can do something even though you've said no each time.1

However, you should give this behavioral description only if asked specifically about Mike's behavior. Such questions might include "What is Mike doing that makes you think he's got a one-track mind?" or "Does he do things without permission? (or a similar specific question about Mike's behavior), or "What does he say?", or "When does this happen?", or "Can you model the behavior?"

- b. If the consultant only asks general questions such as "Could you be more specific?", or "Can you give a better definition?" you should hesitate and say something like, "It's tough to zero in on" or "He's just stubborn." Continue to be hesitant and vague until the consultant-trainee engages in specific question-asking as described in the

previous paragraph.

After giving a behavioral description you should repeat your excuse that "Mike's probably just going through a stage and he'll grow out of it."

Listen to solutions offered by the consultant but do not nod your head or verbally acknowledge unless asked a question.

Do not actively contribute to the solution process. If asked to give a solution say you really can't think of one right now but do answer specific questions accurately, such as "What about teaching?" "How could you use teaching?"

Be a little hesitant to implement the proposed solution and offer some mild excuse such as "Seems like a lot of trouble to go through" or "It might be tough to get around to this, I have a lot to do." Give only one such excuse. Do not actively argue with the consultant.

PART II

Describe that two of the guys refused to settle down and go to sleep last night, they were noisy, turned lights on and off, etc., and if it happens again tonight you're going to use the natural consequence of having them stay awake all night long and not take any naps the next day.

Listen to the consultant but don't give verbal acknowledgement unless responding to a question and don't nod your head while the consultant is talking.

During the discussion offer one excuse, that you thought it was a good idea to use natural consequences. Only offer this excuse if the consultant-trainee indicates the procedure is not to be used. However, do not argue and do agree not to use the procedure. Also do agree to implement other suggested solutions to solve the problem. Do not actively contribute to the solution process. If asked to give a solution to the problem say you're not sure, but do answer specific questions accurately such as "What do you think about teaching?" or "How about negative consequences?"

APPENDIX F

Checklists of Appropriate and Inappropriate
Consultant Behaviors for each Behavior Simulation

SIMULATION ONE: INITIATING A WORKING
RELATIONSHIP WITH A TEACHING-PARENT

List of Appropriate Behaviors

- ___ 1. Provides "in-service training" rationale.
- ___ 2. Provides "feedback to improve program" rationale.
- ___ 3. Provides "preparation for evaluations" rationale.
- ___ 4. Provides "information about available services" rationale.
- ___ 5. Requests acknowledgement concerning a rationale, the home visits or the explanation to youths.
- ___ 6. Discusses frequency of visits.
- ___ 7. Discusses consultant's telephone availability.
- ___ 8. Explains informality of in-home visit.
- ___ 9. Explains consultant's observer role during in-home visit.
- ___ 10. Explains that Teaching-Parent should proceed with normal activities during in-home visit.
- ___ 11. Explains that feedback will be given after an in-home visit.
- ___ 12. Explains that no intervention with youths will occur.
- ___ 13. Explains that a tour or a family conference is an expected event during an in-home visit.
- ___ 14. Explains the length of an in-home visit.
- ___ 15. Mentions that Teaching-Parent should explain in-home visits to the youths.
- ___ 16. Establishes the first in-home visit.
- ___ 17. Assures that the upcoming visit time is convenient for the family.
- ___ 18. Ends with a courtesy statement.

SIMULATION TWO: DIRECT OBSERVATION: RESPONDING TO YOUTH
INAPPROPRIATE BEHAVIOR DURING AN IN-HOME VISIT

List of Appropriate Behaviors

- ___ 1. Either changes the topic of conversation or remains silent
(non-intervention).

List of Inappropriate Behaviors

- ___ 1. Indicates that youth is criticizing.
- ___ 2. Mentions an appropriate behavior the youth should be engaging
in.
- ___ 3. Asks youth to describe his own inappropriate or possible appro-
priate behavior.
- ___ 4. Praises criticized youth.
- ___ 5. Defends criticized youth.
- ___ 6. Laughs at or joins in on criticism.
- ___ 7. Asks Teaching-Parent to intervene in criticism.
- ___ 8. Asks Teaching-Parent to intervene in teaching appropriate
behavior.

SIMULATION THREE: DIRECT OBSERVATION: RESPONDING TO YOUTHS
WHO SEEK YOUR ADVICE DURING AN IN-HOME VISIT

List of Appropriate Behaviors

- ___ 1. Consultant states position or role.
- ___ 2. Consultant gives rationale for not coming to him with problems.
- ___ 3. Consultant instructs youth not to come to him with problems.
- ___ 4. Consultant directs youth to present his problem to the TP.
- ___ 5. Consultant indicates to youth he is confident of TP skills.

List of Inappropriate Behaviors

- ___ 1. Consultant asked youth question(s) about the problem (fx).
- ___ 2. Consultant offered suggestions to youth to solve problem.
- ___ 3. Consultant told youth he would be willing to talk to the TP and/or the youth about problem.
- ___ 4. Consultant invited youth to talk with him about problem at a later date.
- ___ 5. Consultant invited youth to discuss other problems with him.
- ___ 6. Consultant hints at or mentions the problem in front of the TP and youth.

SIMULATION FOUR: GIVING FEEDBACK AND ADVICE
TO A TEACHING-PARENT

PART I

List of Appropriate Behaviors

- ___ 1. Initial praise statements.
- ___ 2. Initial empathy/support statements.
- ___ 3. Initial courtesy statements.
- ___ 4. Obtains a behavioral description of problem.
- ___ 5. Asks Teaching-Parent to be more specific.
- ___ 6. Mentions why Teaching-Parent should use behavioral descriptions when describing problems.
- ___ 7. Provides a rationale for working on the problem which includes benefits to youth, Teaching-Parents or the home.
- ___ 8. Asks how Teaching-Parent is presently handling the problem.
- ___ 9. Asks Teaching-Parent for suggestions to correct the problem.
- ___ 10. Asks for Teaching-Parent's suggestions before suggesting one himself/herself.
- ___ 11. Suggests or discusses "teaching" as a problem solution strategy.
- ___ 12. Discusses a component of effective teaching (description of behavior, use of consequence, practice or rationales).
- ___ 13. Requests acknowledgement following the solution discussion.
- ___ 14. Summarizes the solution.
- ___ 15. Suggests a check-back procedure for monitoring the problem in the future.

List of Inappropriate Behaviors

- ___ 1. Role-plays problem with TP
- ___ 2. Interprets from behavior why youth behaves that way.
- ___ 3. Role-plays suggested solution with TP.
- ___ 4. Persistent request for suggestions from TP.
- ___ 5. Defers discussion of solutions till later.

PART II

List of Appropriate Behaviors

- ___ 1. Asks if Teaching-Parent has other issues to discuss.
- ___ 2. Asks Teaching-Parent informational questions about problem.
- ___ 3. Asks how Teaching-Parent is presently handling problem.
- ___ 4. Indicates to Teaching-Parent that the unethical procedure should not be used.
- ___ 5. Gives child's rights rationale.
- ___ 6. Reviews other children's rights.
- ___ 7. Provides other, non-legal rationales.
- ___ 8. Asks for acknowledgement following rationale discussion.
- ___ 9. Asks Teaching-Parent to provide alternative solution.
- ___ 10. Asks for Teaching-Parent's suggestions before suggesting one himself/herself.
- ___ 11. Suggests or discusses "teaching" as a problem solution strategy.
- ___ 12. Discusses a component of effective teaching.
- ___ 13. Requests acknowledgement following solution discussion.

- ___14. Summarizes the solution.
- ___15. Prompts Teaching-Parent to take notes.
- ___16. Suggests a check-back procedure for monitoring the problem in the future.
- ___17. Makes closing praise statements.
- ___18. Makes closing empathy/support statements.
- ___19. Makes closing courtesy statements.

List of Inappropriate Behaviors

- ___ 1. Agrees that unethical procedure could or should be tried.
- ___ 2. Interprets from behavior why youths behave that way.
- ___ 3. Role-plays problem with TP.
- ___ 4. Role-plays suggested solution with TP.
- ___ 5. Persistent request for suggestions from TP.
- ___ 6. Defers discussion of solutions till later.

APPENDIX G

Definitions for Each Checklist of Appropriate
and Inappropriate Consultant Behaviors for each
Behavior Simulation

SIMULATION ONE: INITIATING A WORKING
RELATIONSHIP WITH A TEACHING-PARENT

Definitions

1. Provides "in-service training" rationale.

Consultant explains how consultation is provided to give the TP continued in-service training. ("Training is the key word to watch for.")

Examples:

"I will be providing training for you during your first year as a TP."

"Hopefully, I will be able to provide some on-the-job training as a continuation of pre-service workshop."

"One of my roles as consultant will be that of trainer."

2. Provides "feedback to improve program" rationale.

Consultant explains that consultation will provide feedback to the TP in order to improve the program, the TP's effectiveness with the youths, or to enrich the TP's growth as a professional. ("Feedback" is the key word to watch for.)

Examples:

"My role will be to give you feedback on the youth's skill levels and your implementation of the model."

"I will offer my advice and feedback on any ideas you have concerning ways to approach certain problems."

"Receiving feedback will enhance your growth as a professional and hopefully will make your program the best possible."

3. Provides "preparation for evaluation" rationale.

Consultant explains how consultation can be used to assist the TPs in their preparation for upcoming evaluations.

Examples:

"I will not be an evaluator of your program, but I will be more than happy to help you prepare for any of your evaluations."

"As consultant, I'll be around to help you get ready for evaluations. Perhaps we'll even role-play a simulated evaluation occasionally so you'll know what to expect."

4. Provides "information about available services" rationale.

Consultant explains that he will be providing information to the TPs concerning any available services for their youths at Boys Town or in the community.

Examples:

"Anytime you need any information concerning any of Boys Town services, like the Clinic, or if you need a plumber, just feel free to call me."

"Hopefully I can provide you with information about the services at Boys Town and in Omaha that may be helpful to you. And if I don't know, I'll find out from someone else for you."

"Perhaps I will know who you should call to help you get set up."

5. Requests Acknowledgement.

Score an occurrence if the consultant trainee asks the TP for some acknowledgement that the rationales have been understood or that the TP agrees with the rationales or if the consultant trainee asks the TP for some acknowledgement that he understands or agrees with the description of the home visits, consultation, or the role of the consultant or if the consultant asks the TP for some acknowledgements that he understands, agrees with, or will implement the explanation of consultation to the youths.

Examples:

"Does that make sense?"

"Does that sound reasonable?"

"Is that agreeable to you?"

"Do you feel comfortable with that?"

"Do you have any questions concerning the visits?"

"Any questions?"

Non-example:

"OK?"

6. Discusses frequency of visits.

Score an occurrence if the consultant recommends a specific number of visits to be made in a given time period or a specific range of number of visits per given time period.

Examples:

"Twice a month."

"Once a week."

Do not score a vague recommendation for a number of visits.

Non-examples:

"Occasionally."

7. Discusses consultant's telephone availability.

Score an occurrence if the consultant states that telephone services will be provided.

Examples:

"You have my number, so please feel free to call me anytime."

"I will be available by phone also."

"I can be reached 24 hours a day/day or night."

8. Explains informality of in-home visit.

Score an occurrence if the consultant trainee mentions that the visit will be rather informal.

Examples:

"It will not be an evaluation."

"My role will be that of an informal guest."

"It'll be sort of a neighborly visit."

"Feel free to dress casually rather than like on a formal visit."

"I will just be a guest - I won't be coming in with a notepad and pencil and writing down everything I see!"

Non-examples:

"I'd like to spend a nice little evening with you."

9. Explains consultant's observer role during in-home visit.

Score an occurrence if the consultant trainee mentions that his role will be that of an observer or of an active observer. (He should use these words or some synonym of these words.) That is, he would like to be at liberty to walk into any public room of their home in order to observe interactions, and therefore be "where the action is".

Examples:

"My role will be that of an active observer."

"Most of my time will be spend observing interaction between you and your youths."

"I would like to be where the action is."

"I would like to walk around the house and see lots of interactions everywhere."

"I'll probably be volunteering to help with activities, like dinner preparation, so I can be where everyone is."

10. Explains that Teaching-Parent should proceed with normal activities during in-home visit.

Score an occurrence if the consultant mentions that the TP and youths should "carry on as usual", "conduct themselves as they would if the consultant were not there", or "go ahead with their daily routines" rather than "doing different things" when the consultant is there, and if the consultant trainee gives examples of how the TP and youths should carry on with their normal activities.

Examples:

"Please proceed with your normal daily routine."

(Any examples included in the above definition.)

"Please feel free to do teaching, etc. as you normally would."

"Let your youths carry on with homework or constant jobs as they usually do."

11. Explains that feedback will be given after an in-home visit.

Score an occurrence if the consultant states that feedback will be given to the TPs concerning his/her observations in their home. This should only be scored here if the consultant mentions this in the context of explaining the visits and what the consultant will be doing. Therefore, if the consultant only mentions feedback in the context of rationales earlier, do not score here.

Examples:

"Usually immediately after the visit or the next day I will be giving you some feedback on my observations."

"I would like to take some time with you after the visit to discuss and go over my impressions and observations of your home."

12. Explains that no intervention with youths will occur.

Score an occurrence if the consultant states that he will not teach, correct, counsel, or assume any of the responsibilities of a TP while he is in the home.

Example:

"While I'm in your home I will not intervene with your youths in any way. This is your responsibility."

Non-examples:

"I will not interrupt your youths' activities."

"If I do anything regarding the youths that you don't like, please let me know."

13. Explains that a tour or a family conference is an expected event during in-home visits.

Score an occurrence if the consultant states that on his upcoming visits he would like to have a tour by one of the youths in the home, or if the consultant states that on his upcoming visits he would like to see a family conference.

Examples:

"One thing I would like to ask of you is that occasionally I have a tour of the house, so I can observe your youths' ability to give tours."

"I would also like the opportunity to sit in on your family conferences when I come to visit."

14. Explains the length of an in-home visit.

Score an occurrence if the consultant specifies that the visit will last within the range of one to two hours. If the consultant does not give a specific time frame (ex. "Brief"), you should not score. If he specifies a different time frame (ex. 3 hours), you should score, but make a note of the length stated.

15. Mentions that Teaching-Parent should explain in-home visits to the youths.

Score an occurrence in the overall blank if the consultant encourages or mentions that the TP should explain to the youths what consultation is, the role of the consultant, or what home visits are. The consultant may discuss a number of dimensions of the explanation such as being enthusiastic, providing rationales or empathizing with youths' concerns.

Examples:

"In explaining consultation to your youths, I would really like for you to be as enthusiastic and positive as possible. Chances are if you desire consultation and are positive about it, then your youths will view it positively also."

"You probably should explain to the youths why consultation is necessary."

"Let the youths know that consultation is just a part of training to make your home the best possible."

"The youths will probably have some questions and concerns about consultation being unnatural, so you should listen to them, be sympathetic, and try to allay any fears they may have."

16. Establishes the first in-home visit.

Score an occurrence if the consultant either 1) arranges a specific time for the first visit, or 2) mentions a specific range of time or specific event in the near future to set up an initial visit.

Examples:

"Would next Thursday be suitable for you?"

"I'll call you in a couple of days to set up the first visit. OK?"

"Please call as soon as you get your first youth and we'll set up a time for the visit then."

17. Assures that the upcoming visit time is convenient for the family.

Score an occurrence if the consultant arranges a time for the first visit only after checking with the TP's schedule to assure that a time convenient to the TP or youths will be decided upon. Also score if the consultant mentions that visit times (in general) should be convenient for the TP and/or youths.

Examples:

"Mostly I would like to come over at your convenience."

"How would next Wednesday be for you?"

"How about asking your youths at family conference to decide on a convenient time for our first visit?"

"When would be a good time for you?"

18. Ends with a courtesy statement.

Score an occurrence if the consultant ends the conversation with some courtesy statement to the TP, like thanking him/her for their time or expressing that he enjoyed the interaction.

Examples:

"Thanks a lot for taking the time to discuss this with me."

"I've really enjoyed this, and I'm looking forward to our first visit."

SIMULATION TWO: DIRECT OBSERVATION: RESPONDING TO INAPPROPRIATE
YOUTH BEHAVIOR DURING AN IN-HOME VISIT

Definitions

Appropriate Behaviors

1. Either changes the topic of conversation or remains silent (non-intervention).

Score an occurrence if the consultant asks a question or makes a statement to the Teaching-Parent or any of the youths present in the room about another topic or another aspect of the same topic, or if the consultant has no intervention statements for at least the first 20 seconds after the youth begins the criticism.

Examples of changing the topic:

"What's for dinner?"

"Looks like you had a good time anyway. What are some of the good things that happened on the trip?" (Looking at rest of group.)

"Let's see another room."

"That's a nice looking stereo you have there."

Non-example:

"I remember the first time I went camping. I had a rough time too." (Score as defend statement.)

Inappropriate Behaviors

1. Indicates that youth is criticizing.

Score an occurrence if the consultant makes a statement or asks a question informing the youth that he is criticizing the other youth. The statement or question need not include adjectives or adjective phrases classifying the criticism as inappropriate. The statement or question need not be a behavioral description of the criticism.

Examples:

- A. The consultant tells or asks the youth to stop the criticism:

"Why don't you stop putting him down?"

"Just cut the criticism, OK?"

"You can stop this any time you want to." (This = understood criticism).

- B. The consultant may simply state that the youth is being critical:

"It looks like you're really criticizing Dewie, aren't you?"

"Do you realize that you're putting Dewie down?"

"Why are you doing that?" (That = understood criticism).

Non-example:

"Do you realize what you're doing?"

- C. The consultant may add adjectives or adjective phrases to the statement:

"I don't think you need to be that nasty about this." (This = understood criticism.)

"You're really hitting Dewie below the belt, aren't you?"
(Hitting below the belt = understood criticism.)

- D. The consultant may phrase the statement or question in a way which will point out to the youth how the criticism is affecting Dewie or how the criticism is being used to build himself:

"It's not going to help anything to just put Dewie down like that."

"I'll bet that really hurts his feelings." (That = understood criticism.)

"I guess this makes you feel good, doesn't it?" (This = understood criticism.)

2. Mentions an appropriate behavior the youth should be engaged in.

Score an occurrence if the consultant makes any statement or question containing a description of an appropriate behavior the youth should be engaging in instead of criticizing the other youth, or if the trainee asks the youth to point out some good qualities of the other youth.

Examples:

"Maybe you could teach _____ how to canoe."

"Well next time why don't you help him clean his room?"

"Well, can't you say anything nice about _____?"

"Well, what are some good things he did?"

Non-example:

"Can you think of anything to do to help Dewie?"

3. Asks youth to describe his own inappropriate or possible appropriate behavior.

Score an occurrence if the consultant asks the criticizing youth a question concerning how he is behaving inappropriately or how he might behave more appropriately.

Examples:

"Do you realize what you're doing?"

"Can you think of anything to do to help Dewie?"

4. Praises criticized youth.

Score an occurrence if the consultant makes a laudatory, approving or complimentary statement to the youth being criticized concerning the behaviors he is being criticized for.

Examples:

"Your room looks good tonight."

"I bet Dewie is a good camper."

5. Defends criticized youth.

Any direct or subtle statement defending youth's abilities or questioning the criticizing youth's abilities related to the topic of criticism should be scored in this category. Also, score an occurrence if the consultant chooses to defend the criticized youth by relating how the consultant himself is "not the best" at the abilities being discussed.

Examples:

"Are you sure he was that bad?"

"Well, I wasn't very good at camping the first time either!"

(To criticizing youth) "Well, you probably weren't so great the first time you camped either!"

(To criticizing youth) "Is your room clean tonight?"

"You know, learning how to camp isn't an easy thing."

6. Laughs at or joins in on the criticism

Score an occurrence if the consultant laughs at the criticized youth throughout most of the conversation. A brief chuckle at the beginning of the criticism is not sufficient to be scored, since the consultant may have interpreted the situation as a "joking" one. Also, score an occurrence if the consultant joins in on the criticism by adding criticizing comments.

Examples:

"I bet he did look pretty ridiculous."

"You're right. His room isn't very clean."

7. Asks Teaching-Parent to intervene in criticism.

Score an occurrence if the consultant either:

a) Directs the Teaching-Parent's attention to the inappropriate behaviors by nodding, motioning, touching, clearing throat while looking at the Teaching-Parent, or looking rapidly back and forth between the criticizing youth and the Teaching-Parent. These nonverbal behaviors should be quite obvious attempts to get the Teaching-Parent's attention by the consultant in order to be scored. For example, if the consultant whispers to the Teaching-Parent, score an occurrence if after this the Teaching-Parent intervenes with the youth.

b) Asks or tells the Teaching-Parent to correct the youth.

Examples:

"Don't you think you should intervene?"

"Do you always let Leo talk this way?"

8. Asks Teaching-Parent to intervene in teaching appropriate behavior.

Score an occurrence if the consultant asks the Teaching-Parent what he has done, what he could do or if he could implement a suggestion by the consultant to teach either youth an appropriate behavior.

Examples:

"Have you taught Dewie how to canoe (to clean his room)?"

"What could you teach these two youths here?"

"Would you be willing to teach Paul how to give a tour?"

SIMULATION THREE: DIRECT OBSERVATION: RESPONDING TO A YOUTH
WHO SEEKS ADVICE DURING AN IN-HOME VISIT

Definitions

Appropriate Behaviors

1. Consultant states position or role.

Score an occurrence if the consultant trainee states that it is not his role to solve problems for the youth, or any similar statement including the concept of roleness (e.g., "not in a position to judge"). If the consultant merely describes what a predicament the youth's question puts him in, without relating the description to identifying his role to the youth, do not score it as a statement of role.

Examples:

"It's not my role as your consultant to solve problems for you."

"I'm not in a position to judge whether or not you should get to go home."

"I think this matter is the T-P's responsibility rather than mine."

"I'm not in a position to judge whether or not this is fair."

"I really don't know enough about your total situation to make a judgement in this matter."

Non-examples:

"I'm kind of stuck in the middle here." (merely describes predicament).

"I can't help you." (doesn't state role)

"If you tell me your problem, I'll have to take it to your T-P." (threat to tell T-P)

2. Consultant gives rationale for not coming to him with problems.

Score an occurrence if the consultant trainee gives the youth a reason why he should not be coming to him with this problem. A rationale should explain to the youth the negative consequences of bringing his problems to the consultant. Examples would include statements explaining that consultant intervention:

- 1) Might create communication difficulties between the consultant and T-P or the T-P and youth.

Example:

"My intervening here would probably make it more difficult for you and Dave to talk about the problem."

- 2) Might create relationship problems between the consultant and T-P, or the T-P and youth.

Example:

"I don't want to do anything to undermine the consultation understanding that Mary and I have agreed upon."

- 3) Might lead to wrong advice being given.

Example:

"I might listen to your side and advise you to do something which would totally backfire."

- 4) Might disrupt the routine of the home during visits.

Example:

"If I allowed you to do this, then it may get out of hand and interrupt with the program."

3. Consultant instructs youth not to come to him with problems.

Score an occurrence if the consultant states that the youth should not ask his advice during visits.

Examples:

"I'd rather you wouldn't ask me about a problem."

"Let's not discuss this, OK?"

4. Consultant directs youth to present his problem to the T-P.

Score an occurrence if the consultant trainee indicates to the youth that he should take this problem to the T-P and discuss it with him.

Examples:

"I really think that you should discuss this problem with your T-P."

"Your best bet will be to sit down and work this out with your T-P."

"Would you feel comfortable going to your T-P with this?"

5. Consultant indicates to youth he is confident of T-P skills.

Score an occurrence if the consultant trainee expresses confidence in the T-P's ability to handle this problem, or makes any praise statements concerning the T-P's ability to deal with this situation.

Examples:

"I'm sure your T-P is very competent to handle this."

"I'm sure the T-P can handle this situation."

"Well, you're really lucky that you have Dave as your T-P, because I'm sure he can help you."

Inappropriate Behaviors

1. Consultant asked youth question(s) about the problem.

Score an occurrence if the consultant trainee asks the youth any questions seeking further clarification of the problem. Do not count the question asking the youth if he has approached the T-P with the problem. Do count questions asking how (procedurally, in what manner) the youth approached the T-P, or how frequently the youth has approached the T-P.

Examples:

"When do football tryouts begin?"

"Are there any reasons why you can't go home?"

"How many times have you talked with your T-P about this?"

"What does your T-P say when you ask him?"

"How do you ask him?"

"Have you thought about why Dave won't let you try out?"

"Could you show me how you ask him?"

2. Consultant offered suggestions to youth to solve problem.

Score an occurrence if the consultant trainee coaches the youth on a different way to approach the T-P about the problem, or tells the youth to bring it up at family conference, or any other suggestion to the youth on potential ways to solve his problem other than the simple statement, "Why don't you go directly to your Teaching-Parent with it?" Some instances that you would score include: 1) consultant offers to role-play with youth, 2) consultant mentions some social skill "tips" or thought organization "tips" for approaching the T-P, or 3) consultant mentions family conference as a forum for discussion of the problem.

Examples:

"Why don't you go back to the T-P, pull your thoughts together and present it to him like you did to me."

"Go back to your T-P and ask him in a nicer manner."

"Bring it up at family conference."

Non-example:

"Go back and ask Mary again."

3. Consultant told youth he would be willing to talk to the T-P and/or the youth about problem.

Score an occurrence if the consultant trainee indicates to the youth that he would be willing to talk with either the T-P or the youth in an attempt to solve this problem. Do not score as an occurrence if the consultant trainee merely mentions that he would have to talk to the T-P to get "a better picture" of the problem; only score if definite plans to talk with the T-P or youth are mentioned.

Examples:

"Well, I could talk with your T-P about your concerns. Would that help?"

"Well, I certainly can mention this to your T-P, even though I'm not sure how much good it will do."

"Perhaps all three of us, you, me and Dave, should sit down and try to hash this out."

"I'll talk to Mary and set up a meeting between all of us (you, me and her) and try to work this thing out."

"I would rather not talk about this now, but if you would like to, you can come over some afternoon to my office and we'll discuss this further."

"I'll get back to you after I discuss this with your T-P and we'll talk about this further."

Non-example:

"I would have to talk to Dave to understand the problem better."

4. Consultant invited youth to talk with him about the problem at a later date.

Score an occurrence if the consultant trainee indicates to the youth that he would be willing to talk with him more extensively about this problem at some later point in time.

Examples:

"I would rather not talk about this now, but if you would like to, you can come over some afternoon to my office and we'll discuss this further."

"I'll get back to you after I discuss this with your T-P and we'll talk about this further."

5. Consultant invited youth to discuss other problems with him.

Score an occurrence if the consultant trainee asks the youth if he has or would like to discuss any other problems at this time.

Examples:

"Did you have any other things you wanted to discuss?"

"Is anything else bothering you?"

6. Consultant hints at or mentions the problem in front of the T-P.

Score an occurrence if the consultant trainee in any way hints at or mentions the problem in front of the T-P when he returns.

Examples:

"Leo and I were just talking about a concern of his, and perhaps we could discuss the details of it later. OK?"

"Paul and I just had an interesting discussion. Paul, why don't you tell Dave about it?"

SIMULATION FOUR: GIVING FEEDBACK AND ADVICE
TO A TEACHING-PARENT

PART I

Definitions

Appropriate Behaviors

1. Praise Statements.

Score an occurrence if the consultant delivers any approving, complimentary or laudatory statement to the Teaching-Parent about the Teaching-Parent's efforts, the state of the program in general, or any of his youths in the home. In order to be scored, praise must be descriptive praise - that is, the consultant must expand the praise by mentioning what is "good", etc.

Examples:

"I really enjoyed my visit last night."

"The dinner last night was really nice."

"Everything seems to be running very smoothly in your home."

"Tom's conversation skills have really improved since my last visit."

Non-examples:

"I really am glad to have this opportunity to meet with you."
(courtesy statement)

"I really appreciate you taking the time to meet with me."
(courtesy statement)

"Great½" (not descriptive praise)

2. Empathy and/or Support Statements.

Score an occurrence if the consultant trainee: a) verbally indicates that he understands that being a Teaching-Parent is a tough job, b) indicates understanding or sympathy with the Teaching-Parent's attempts to deal with the problems at hand, or c) expresses confidence in the Teaching-Parent's ability to solve problems or to improve their program in general.

Examples:

"I know you have been really busy trying to get things organized lately."

"I can understand how difficult it is to deal with that problem."

"I know you'll have no trouble in solving this problem."

3. Courtesy Statements.

Score an occurrence if the consultant trainee makes some courtesy statement to the Teaching-Parent like thanking him for his time.

Examples:

"I'm really glad we have this opportunity to talk."

"I appreciate you taking the time to meet with me."

"I really enjoy getting together like this."

"I've really been looking forward to meeting you."

NOTE: Initial praise, empathy/support and courtesy statements can only be scored if they are made before the consultant trainee asks if the Teaching-Parent has any problems to discuss.

4. Obtains a behavioral description of the problem.

Score an occurrence in this overall blank if at some point during the conversation concerning the problem the consultant trainee obtains a complete behavioral description of the problem from the Teaching-Parent.

Behavioral Description for Scene A ("moody", "not responsive"):

"Bill doesn't look at you, hangs his head and really doesn't say anything unless asked a question and then usually says only a couple of words."

Behavioral Description for Scene B ("stubborn", "One-track mind"):

"Mike can't take 'no' for an answer. He continued to ask again and again if he can do something, even though you've said no each time."

NOTE: Actual description given by Teaching-Parent may vary slightly from these descriptions.

5. Asks Teaching-Parent to be more specific.

Score an occurrence if the consultant trainee asks the Teaching-Parent to give a more specific description of the problem, after the Teaching-Parent has described the youth as being either "moody" or "stubborn", or if the consultant trainee asks the Teaching-Parent for a specific example of when the youth seems moody or stubborn, or if he asks what the youth is doing in these situations. Key words to watch for include "example", "behaviors or youth", and "what youth is doing".

Examples:

"Well, what do you mean by stubborn (moody)?"

"Could you describe a little more in detail what you mean by stubborn?"

"I don't quite understand what you mean by that."

"Could you give me a specific example?"

"What behaviors does he display in these situations?"

"What is he doing that makes him seem stubborn (moody)?"

6. Mentions why Teaching-Parent should use behavioral descriptions.

Score an occurrence if the consultant trainee provides a rationale why behavioral descriptions are: 1) helpful to the consultant in understanding the problem quickly, or 2) useful within the Teaching-Parent's program.

Examples:

"Now I have a clearer picture. It really helps me understand the problem when you give specific examples of the youth's behavior."

"Describing the youth's actual behavior, rather than using vague terms like 'shy' should really help you in your teaching interactions. I'm sure the youths will understand more quickly what it is they are doing or should do if you can pinpoint the behaviors."

"It's better not to categorize and label youths using these vague terms because you may begin to think and talk about them in these terms."

7. Provides a rationale for working on the problem which includes benefits to youths, Teaching-Parents or the family.

Score an occurrence if the consultant trainee gives a rationale concerning why the continuation of the problem behavior may adversely affect the Teaching-Parent, youths or the general family or why alternative, more appropriate behaviors may be more beneficial.

Examples:

"Being able to accept 'no' should help the youth get along better with teachers, parents, etc."

"If he continues to lose eye contact and refuses to talk to people, he probably won't make many friends."

"Helping the youth to converse more should make your interactions with him much more enjoyable."

"If this problem is not solved, it may escalate and cause more difficult problems for you to solve and just make your job that much harder."

"I think it will make your job a lot easier if you have this behavior under control."

"If he can learn to maintain eye contact and carry on a conversation, guests will be extremely impressed with your home."

"It could damage the reputation of the home if he continues to display these behaviors in public."

8. Asks how Teaching-Parent is presently handling the problem.

Score an occurrence if the consultant trainee asks the Teaching-Parent what has been done so far to deal with the problem, or if the Teaching-Parent has presently implemented any attempt to handle the problems, or specifically what the Teaching-Parent has tried.

Examples:

"What did you do when he hung his head?"

"What did you do when this happened?"

"What have you done so far to deal with this problem?"

"Have you tried anything yet to handle these problem behaviors?"

"What have you been doing with him?" (always scored under #4, never under 1c.)

"Have you talked to John about it?"

"Have the youth been helping with the meal preparation?"

9. Asks Teaching-Parent for suggestions to correct problem.

Score an occurrence if the consultant trainee asks the Teaching-Parent to give other solutions, suggestions or recommendations of how to change the youth's problem behavior.

Examples:

"Do you have any ideas about how you might tackle this problem?"

"What do you think should be done to correct this problem?"

"How do you think this problem could be alleviated?"

"What do you plan to do to help this youth change these behaviors?"

10. Before suggestions one himself/herself.

Score an occurrence only if the consultant trainee asks the Teaching-Parent for suggestions to correct the problem before the trainee suggests one himself. Do not score if the initial question includes a suggestion by the consultant, or if the consultant asks the question but gives an answer before allowing the Teaching-Parent to answer. Do not score if the consultant trainee role-plays a solution with the Teaching-Parent before asking the Teaching-Parent for suggested solutions.

11. Suggests or discusses "teaching" as a problem solution strategy.

Score if the consultant suggests that the Teaching-Parent teach or use a teaching interaction with the youth. (The consultant must mention the words "teaching" or "teaching interaction" to be scored here.)

Example:

"Have you tried teaching?"

Non-example:

"Have you talked to John yet?"

12. Discusses a component of effective teaching.

Score an occurrence if the consultant discusses any of the following components of effective teaching.

D-IN = Score if the consultant tells the Teaching-Parent to describe the youth's inappropriate behavior to him.

Examples:

"Review the head hanging with him."

"Tell him what he's doing that bothers you."

D-AP = Score if the consultant tells the Teaching-Parent to describe the youth's appropriate behavior to him; i.e., what he should be doing instead of the inappropriate behavior.

Examples:

". . . then teach him what he should be doing."

"Tell him you want him to look at you, say hello. . ."

**NOTE: Only include as D-AP the following:

Scene A: 1. The opposite of the poor eye contact, head-hanging, no greeting, only says a few words such as: looking at you, not hanging his head, say something, teach conversation skills.

Non-example:

Think of interesting things to talk about with him. (Scored as "other".)

Get him involved in more activities in the house. (Scored as "other".)

Scene B: 1. Instruction-following; how to take "no" for an answer; how to take criticism.

Non-example:

"Give the youth an attractive, fun activity to engage in. (Scored as "other".)

Consequences = The consultant suggests the Teaching-Parent: 1) Give the youth points or a natural reward (praise, pat on the back) for engaging in the appropriate behavior, or 2) take away points or a privilege(s) for engaging in the inappropriate behavior.

Examples:

"Maybe you can use the motivation system also."

"Try using consequences also."

"If he is so cooperative and practices appropriately, you may want to give him some points."

Practice = The consultant suggests that the Teaching-Parent have the youth practice, rehearse or role-play the appropriate behavior. Practice also includes cueing, prompting and shaping procedures.

Examples:

"Do some role-playing with him."

"After you model the appropriate behavior, have him try it, and then give him feedback on it."

Rationales = Consultant suggests that the Teaching-Parent provide the youths with reasons for engaging in the appropriate or not engaging in the inappropriate behavior.

Examples:

"It might help to use some rationales here."

"Give him a reason for not pouting."

"Tell him why pouting might be a bad thing for him to do. Can you think of any reasons why?"

13. Requests acknowledgement following solutions

Score an occurrence if the consultant trainee asks the Teaching-Parent for some acknowledgement that the solution has been understood or that the Teaching-Parent is going to try the solution.

Examples:

"Does that make any sense?"

"Does that sound reasonable?"

"Have you given any thought to that approach?"

"Do you think that might be helpful?"

"Will you try that the next time it happens?"

"Does that sound OK to you?"

14. Summarizes solution.

Score an occurrence if the consultant trainee summarizes the suggested solution for the Teaching-Parent or asks the Teaching-Parent to summarize the solutions. In order to be scored, the summary must be prefaced by a statement such as those underlined in the examples below:

Examples:

"So let me summarize what ideas we've talked about. Looks like Bill you could try teaching, consequences, and planned practice."

"Now let's go over what you're going to try. So you're going to try teaching and consequences next time this occurs. Right?"

"Let's go over the solutions we've discussed. Looks like teaching and practice will be our first options."

"Let's make sure we know what we've decided on. Could you summarize for me briefly?"

15. Suggests a checkback procedure.

Score an occurrence if the consultant trainee states either: 1) that he would like to check back with the Teaching-Parent to see how the solution is going, 2) that he will phone or come by to see the Teaching-Parent in the near future to check on the status of the problem, or 3) that the Teaching-Parent should contact him if he has problems. In order to score in this blank, the checkback/follow-up must occur only in reference to Part I and it must occur before the discussion of Part II. (Therefore, if the consultant makes a checkback statement later - during or after Part II discussion, do not score here. Instead score in blank 16 under Part II, even if the statement is in reference to Part I!!)

Examples:

"Let me know how this works out, so if necessary, we can think of some new ideas."

"I'll be checking back with you next week to see if any of these suggestions helped solve the problem."

"Feel free to call me if you have more difficulty with this problem and we'll try to think of another plan of attack."

"I would like to get some feedback from you after you've tried it concerning any problems or progress you have."

Inappropriate Behaviors

1. Role-plays problem with Teaching-Parent.

Score an occurrence if the consultant trainee and Teaching-Parent assume roles of "youth" and "Teaching-Parent" to dramatize the problem, as a technique for getting the specifics of the problem.

2. Interprets from behavior why youth behaves that way.

Score an occurrence if the consultant trainee makes casual inferences about why the youth has the problem behavior.

Examples:

"Well, he probably had a bad weekend at home."

"He's probably got what he wanted in the past by doing this."

3. Role-plays suggested solutions with Teaching-Parent.

Score an occurrence if the consultant trainee and Teaching-Parent assume roles of "youth" and Teaching-Parent" as a technique to model the specifics of the suggested solution to the problem.

4. Persistent request for suggestions from Teaching-Parent.

Score an occurrence if the consultant trainee repeatedly asks the Teaching-Parent to give suggestions for solutions to the problem. A strict criterion number of requests is not specified. Instead score if the consultant trainee seems to be potentially badgering, frustrating, or embarrassing the Teaching-Parent by persistent requests (since the Teaching-Parent is instructed to not give any suggestions).

5. Defers discussion of solutions until later.

Score an occurrence if the consultant trainee does not discuss solutions at this time, and instead makes plans to discuss solutions at some time in the future.

Examples:

"I'm not prepared to discuss this right now, so why don't we set up an appointment to talk about solutions tomorrow. This will give both of us more time to think about it?"

PART II

Appropriate Behaviors1. Asks if Teaching-Parent has other issues to discuss.

Score an occurrence only if the consultant trainee initiates asking if the Teaching-Parent has other issues to discuss. Do not score if the Teaching-Parent has to prompt the consultant trainee that he has something else to discuss, or if the cameraman prompts the trainee that the Teaching-Parent has something else to discuss, even though after the prompting the consultant trainee may indeed ask do you have something else to discuss.

Examples:

"Did you have any other problems you wanted to discuss?"

"Now, you said you had another problem to discuss, didn't you?"

2. Ask TP informational questions asked about problems.

Score an occurrence if the consultant trainee asks questions concerning further clarification of the problem before he "suggests solutions to the problem". An informational question may be used to clarify the nature of the problem in terms of frequency of occurrence, etc., or an informational question may be used to clarify the status of the youth in the home.

Examples:

"How often does this behavior occur?"

"Where does the problem usually occur?"

"When does the problem usually occur?"

"What motivational system is the youth on now?"

"Under what circumstances does the behavior occur?"

"Does he behave that way in front of other persons or just in front of you?"

3. Asks how Teaching-Parent is presently handling the problem.

Score an occurrence each time the consultant trainee asks the Teaching-Parent what has been done so far to deal with the problem, or if the Teaching-Parent has presently implemented any attempt to

handle the problems, or specifically what the Teaching-Parent has tried.

Examples:

"What did you do when he hung his head?"

"What did you do when this happened?"

"What have you done so far to deal with this problem?"

"Have you tried anything yet to handle these problem behaviors?"

"What have you been doing with him?" (always score under #4, never under 1c.)

"Have you talked to John about it?"

"Have the youth been helping with the meal preparation?"

4. Indicates to Teaching-Parent he/she should not use the unethical procedure.

Score an occurrence in the blank if the consultant trainee indicates to the Teaching-Parent that he should not use the "natural consequence" by either of the methods listed below:

Direct instruction: The consultant trainee expresses open and direct opposition to the proposed natural consequence by directly instructing the Teaching-Parent not to use this natural consequence.

Examples:

"I don't want you to use this solution."

"You can't do that."

"So you're not going to do that. Right?"

"So you're going to use another technique. Right?"

Indirect opposition: The consultant trainee expresses indirect opposition to the suggestion. However, if the impact of the indirect opposition comes off as strong to you because of the consultant's voice tone, mark an astrisk(*) beside the blank.

Examples:

"I'm really concerned about your using that solution."

"That's much too serious a consequence."

"I don't think that would be a good idea."

"I have a real problem with that."

"That sounds risky to me."

"Perhaps milder consequences would be a better initial attempt at solving this problem."

Non-examples:

"Let's think of another technique." (Asks Teaching-Parent for alternate solution.)

"Can you think of a better technique." (Asks Teaching-Parent for alternate solution.)

5. Gives child's rights rationale.

Score an occurrence only if the consultant trainee gives as a rationale for the Teaching-Parent not using his proposed consequence that it will violate the child's rights. The consultant trainee can do this in a number of ways. He can directly state that; he can explain to the Teaching-Parent the differences between rights and privileges, or he can list the rights of the child. The consultant does not have to use the work "rights" as long as he gives an adequate definition of rights, or uses a synonym. Those rationales not in conjunction with stating that there are basic rights of the youth should not be counted under this category.

Examples:

"Sleep is a basic right of the child which cannot be denied."

"There are certain rights of children that cannot be taken away like privileges. Rights are needs of the child that are basic to his welfare, like food, whereas privileges are not necessary to survival, but are just potential reinforcers for the child."

6. Reviews other Children's rights.

Score an occurrence if the consultant trainee reviews any of the other child's rights which cannot be denied (besides the rights in question--sleep or food). These rights include: a) clothing, b) shelter, c) right to speak, d) privacy, e) sleep, f) food.

7. Provides other non-legal rationales.

Score an occurrence if the consultant trainee gives rationales other than the child's rights rationales why the Teaching-Parent should not use that consequence.

Examples:

"Some community members might be upset if you are using these kinds of consequences."

"Since we are working in a public institution we have to be careful of what people will think if you use these techniques. They may be interpreted as overly harsh."

"This could really hurt the reputation of the home, as well as your own reputation."

"You risk losing your job."

"Using these procedures could seriously damage your relationship with this youth."

"The youth might tell someone that you use these consequences."

8. Asks for acknowledgement following rationale.

Score an occurrence if after giving a rationale the consultant trainee asks the Teaching-Parent for some acknowledgement that the rationale has been understood or that the Teaching-Parent agrees with the rationale.

Examples:

"Can you see how using this technique could be potentially detrimental?"

"Do you agree with that?"

"Does that make sense?"

"Do you understand what I mean by a right?"

Non-example:

"Ok?"

9. Asks Teaching-Parent for alternative suggestions to correct problem.

Score an occurrence if the consultant trainee asks the Teaching-Parent to give other solutions, suggestions or recommendations of how to change the youth's problem behavior.

Examples:

"Do you have any ideas about how you might tackle this problem?"

"What do you think should be done to correct this problem?"

"How do you think this problem could be alleviated?"

"What do you plan to do to help this youth change these behaviors?"

10. Before suggesting one himself/herself.

Score an occurrence only if the consultant trainee asks the Teaching-Parent for suggestions to correct the problem before the trainee suggests one himself. Do not score if the initial question includes a suggestion by the consultant, or if the consultant asks the question but gives an answer before allowing the Teaching-Parent to answer. Do not score if the consultant trainee role-plays a solution with the Teaching-Parent before asking the Teaching-Parent for suggested solutions.

Non-examples:

"Have you thought about trying consequences?"

"What do you think should be done in this situation? (no pause) Perhaps you should try some teaching."

11. Suggests or discusses "teaching" as a problem solution strategy.

Score if the consultant suggests that the Teaching-Parent teach or use a teaching interaction with the youth. (The consultant must mention the words "teaching" or "teaching interaction" to be scored here.)

Example:

"Have you tried teaching?"

Non-example:

"Have you talked to John yet?"

12. Discussed a component of effective teaching.

Score an occurrence if the consultant discusses any of the following teaching components.

D-IN = Score if the consultant tells the Teaching-Parent to describe the youth's inappropriate behavior to him.

Examples:

"Review the head hanging with him."

"Tell him what he's doing that bothers you."

D-AP = Score if the consultant tells the Teaching-Parent to describe the youth's appropriate behavior to him; i.e., what he should be doing instead of the inappropriate behavior.

Examples:

". . .then teach him what he should be doing."

"Tell him you want him to look at you, say hello. . ."

Scene A: 1. Teach them to talk more quietly, to walk more softly, to engage in quieter activities at night (like reading).

Non-Examples:

"More exercise during the day. (Scored as "other".)

"Get them up earlier in the morning. (Scored as "other".)

Scene B: 1. Teach them to not say anything if they can't say something good, to criticize more appropriately (better words, at a different time).

Non-examples:

"Help plan and/or prepare meals. (Scored as "other".)

"Learn how much work goes into a meal. (Scored as "other".)

Consequences = The consultant suggests the Teaching-Parent: 1) Give the youth points or a natural reward (praise, pat on the back) for engaging in the appropriate behavior, or 2) Take away points or a privilege(s) for engaging in the inappropriate behavior.

Examples:

"Maybe you can use the motivation system also."

"Try using consequences also."

"If he is so cooperative and practices appropriately, you may want to give him some points."

Practice = The consultant suggests that the Teaching-Parent have the youth practice, rehearse or role-play the appropriate behavior. Practice also includes cueing, prompting and shaping procedures.

Examples:

"Do some role-playing with him"

"After you model the appropriate behavior, have him try it, and then give him feedback on it."

Rationales = Consultant suggests that the Teaching-Parent provide the youths with reasons for engaging in the appropriate or not engaging in the inappropriate behavior.

Examples:

"It might help to use some rationales here."

"Give him a reason for not pouting."

"Tell him why pouting might be a bad thing for him to do.
Can you think of any reasons why?"

13. Requests acknowledgement following solutions.

Score an occurrence if the consultant trainee asks the Teaching-Parent for some acknowledgement that the solution has been understood or that the Teaching-Parent is going to try the solution.

Examples:

"Does that make any sense?"

"Does that sound reasonable?"

"Have you given any thought to that approach?"

"Do you think that might be helpful?"

"Will you try that the next time it happens?"

"Does that sound Ok to you?"

Non-example:

"Ok?"

14. Summarizes solution.

Score an occurrence if the consultant trainee summarizes the suggested solution for the Teaching-Parent or asks the Teaching-Parent to summarize the solutions. In order to be scored, the summary must be prefaced by a statement such as those underlined in the examples below:

Examples:

"So let me summarize what ideas we've talked about. Looks like with Bill you could try teaching, consequences, and planned practice."

"Now let's go over what you're going to try. So you're going to try teaching and consequences next time this occurs. Right?"

"Let's go over the solutions we've discussed. Looks like teaching and practice will be our first options."

"Let's make sure we know what we've decided on. Could you summarize for me briefly?"

15. Prompts Teaching-Parent to take notes.

Score an occurrence if the consultant trainee at any time during the interaction states that the Teaching-Parent should be writing down suggestions, actually prompts the Teaching-Parent at the time to write down suggestions, or hands the Teaching-Parent a pencil and paper to write down suggestions.

Example:

"Maybe you could jot down a few notes so we can keep track of the possible solutions to this problem."

16. Checkback/Follow-up.

Score an occurrence if the consultant trainee states either: 1) that he would like to check back with the Teaching-Parent to see how the solution is going, 2) that he will phone the Teaching-Parent in the near future or come by to see the Teaching-Parent in the near future to check on the status of the problem, 3) that the Teaching-Parent should contact him if he has problems. This can be in reference to either Part I, Part II, or both parts, but it must occur during or after the discussion of Part II to be scored in this blank.

Examples:

"Let me know how this works out, so if necessary, we can think of some new ideas."

"I'll be checking back with you next week to see if any of these suggestions helped solve the problem."

"Feel free to call me if you have more difficulty with this problem and we'll try to think of another plan of attack."

"I would like to get some feedback from you after you've tried it concerning any problems or progress you have."

17, 18, & 19. Closing Positives

Score an occurrence if the consultant trainee makes any praise, empathy, support, courtesy, or neutral statements (use the definitions listed in Part I for each term) during the final part of the interaction. Closing positives must be the last thing that happens in the interaction, with the exception of checkback/follow-up. In other words, no other components besides checkback/follow-up can occur after a closing positive statement. If other components do occur afterward then the closing positive statement cannot be scored.

Inappropriate Behaviors

1. Agrees that the "natural consequence" could or should be tried.

Score an occurrence if the consultant trainee supports the Teaching-Parent's suggestion of the "natural consequence", or agrees that this suggestion should be tried.

Examples:

"Well, that would be an option."

"Well, that sounds like a good idea."

"Why don't you try that and see if it works."

"I don't see anything wrong with that."

"Well, you could try that."

2. Interprets from behavior why youth behaves that way.

Score an occurrence if the consultant trainee makes casual inferences about why the youth has the problem behavior.

Examples:

"Well, he probably had a bad weekend at home."

"He's probably got what he wanted in the past by doing this."

3. Role-plays problem with Teaching-Parent.

Score an occurrence if the consultant trainee and Teaching-Parent assume roles of "youth" and "Teaching-Parent" to dramatize the problem, as a technique for getting the specifics of the problem.

4. Role-plays suggested solutions with the Teaching-Parent.

Score an occurrence if the consultant trainee and Teaching-Parent assume roles of "youth" and Teaching-Parent" as a technique to model the specifics of the suggested solution to the problem.

5. Persistent request for suggestions from Teaching-Parent.

Score an occurrence if the consultant trainee repeatedly asks the Teaching-Parent to give suggestions for solutions to the problem. A strict criterion number of requests is not specified. Instead score if the consultant trainee seems to be potentially badgering, frustrating, or embarrassing the Teaching-Parent by persistent requests (since the Teaching-Parent is instructed to not give any suggestions).

6. Defers discussion of solutions until later.

Score an occurrence if the consultant trainee does not discuss solutions at this time, and instead makes plans to discuss solutions at some time in the future.

Example:

"I'm not prepared to discuss this right now, so why don't we set up an appointment to talk about solutions tomorrow. This will give both of us more time to think about it?"