

Applying motivational interviewing within educational psychologist consultations

A thesis submitted to the University of Manchester for the degree of Doctorate in Educational and Child Psychology in the faculty of Humanities

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LOUISE JONES

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1. Abstract

Background: Educational psychologists' (EPs') shared understanding of consultation's practical and psychological complexity has resulted in a lack of clarity and consensus around its definition and application. Literature suggests motivational interviewing (MI) could be used in EP consultative practice, although this has yet to be empirically investigated.

Methods/ participants: Paper one is a systematic literature review (SLR) consisting of ten international papers, spanning a ten-year period. It considers how EPs are using consultation within their current practice, to support children and young people. The National Association of School Psychologists (NASP) guidelines were used as a framework for consultation analysis. The second paper is an empirical investigation into the integration of MI into current EP consultative practice. Three qualified EPs took part in semi-structured interviews, which were thematically analysed.

Analysis/ findings: The NASP consultation framework provided a clear outline of strengths and weaknesses within current EP practice, including highlighting a limited shared professional understanding of what consultation is and of EPs' conceptualisation and use of collaboration within practice. The empirical study demonstrated that the application of MI into consultative practice was more difficult than anticipated and that EPs' proficiency in MI may have posed a barrier to integration within consultation.

Conclusion/ implications: The SLR and empirical investigation both yielded implications for practice and a consideration of the limitations is given, alongside future directions. Paper one presents the NASP guidelines in an accessible format, beside guidelines to support reflection within supervision and practice. Paper two offers suggestions for supporting the integration of MI into consultative practice, by considering the need to improve EP training in MI and support MI and consultation integration use via better systems. Both papers'

findings have been subject to dissemination via conference presentation and discussion among EP colleagues.

Declaration

I declare that no portion of the work referred to in the thesis has been submitted in support of an application for another degree or qualification of this or any other university or other institute of learning.

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<http://www.library.manchester.ac.uk/about/regulations/>) and in The University's policy on Presentation of Theses.

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With thanks to Cathy for guiding me through this and sticking with me through the turbulent events of the past few years. Your knowledge, support and humour have been much appreciated.

2. Introductory statement

The thesis introduction considers the thesis as one unit and offers useful and relevant background information to the conception, consideration and translation of the research presented within the thesis as a whole. Findings of a previous pilot study are explained, alongside the main aims and research questions of the three papers included in the thesis. The research site demographics are considered, as well as the researcher's position. The axiological, epistemological and ontological position of the research is explained, and specific ethical considerations are presented.

Pilot research

The researcher undertook a preliminary study (Jones, 2018), which aimed to provide an empirical investigation into one educational psychology service's views on the integration of motivational interviewing (MI) into consultation within its current or prospective practice. A semi-structured focus group took place with seven participants, who all met selection criteria. One trainee educational psychologist and one assistant educational psychologist were included, with the final five participants being qualified educational psychologists (EPs). Ethical considerations were discussed and informed written consent was obtained prior to the study's commencement. The data obtained were analysed using Braun and Clarke's (2006) six-stage thematic analysis. Deductive analyses of both semantic and latent themes were inter-rater coded with a colleague. The data were organised via four themes: consultation and MI; barriers and facilitators to MI in consultation; consultation; and EPs' perceptions about how schools would view MI in consultation. EPs were clear that there were a number of significant barriers that would need to be negotiated were MI to be integrated into consultative practice, such as a lack of time and a desire for further training. Participants were also able to identify a number of potential facilitators that would better enable consultative

MI, including the ability to integrate MI into existing preferred ways of working. The main implications from the study were the need to further develop EPs' understanding of consultation more widely and increase opportunities for greater training in MI, as well as enabling EPs to gain experience of using MI in practice.

Thesis papers

Following the initial empirical research into MI and consultation and given that one of the main findings related to EPs' collective understanding of consultation, paper one is a systematic literature review, which sought to consider how EPs are using consultation within their current practice, to support children and young people. The literature review focuses on consultation more generally, given the lack of empirical research into consultative MI in EP practice (as discussed below). The main research question was: how are EPs demonstrating effective practice in their use of consultation? The paper offers a contemporary review of the literature into face-to-face, individual consultative practice between EPs and school staff. Literature was searched internationally and offered 10 papers from the United Kingdom (UK), United States (US) and Republic of Ireland, all of which were empirical papers, qualitative and quantitative, alongside mixed methodologies.

As noted, there are no empirical studies, to the researcher's knowledge, into the application of MI into current EP practice, with the only papers being of a conceptual or theoretical nature. As such, paper two is an empirical investigation into the application of MI to current consultative practice. The study was based/premised on the following research questions: To what extent are EPs able to integrate MI within their consultative practice? What are the perceived benefits and limitations of using MI within EP practice? The study used semi-structured interviews with participants who met inclusionary criteria, which including being a qualified EP, having an interest in MI and self-reporting receiving training in MI.

The final paper is a consideration of evidence-based practice (EBP) and practice-based evidence within the EP role. The notions of EBP were explored alongside factors affecting implementation and dissemination. Within this paper the research implications of papers one and two were explored and dissemination activities were discussed. Additionally, further proposed dissemination plans were put forward.

Research site

The research in paper two took place at two local authority EP services within the UK. A number of possible research sites were approached, utilising the professional connections of the research supervisor. The final research sites were within the North East and South Midlands. There were, existing, working relationships between some participants and the research supervisor; however, the researcher did not have any prior connections.

Additionally, the sample was small, ultimately consisting of three participants, as one participant was lost due to increased workload.

Position of the researcher

Prior to training as an EP, the researcher held a number of roles within education, across all ages, having worked as a support assistant within a further education specialist provision and then as a special educational needs teaching assistant within both the private and maintained mainstream sector. The researcher's first degree was within psychology and this, alongside a desire for enabling change for the good of children and young people, led to an interest in using consultation as key tool for change within EP practice. As such, the addition of MI within consultation sparked significant interest. The research project was conceptualised prior to the researcher's involvement in accordance to the training centre's research commissioning process and offered a specific area for which research could be focussed, in order to maximise implications for EP practice.

Axiology

Axiology is the philosophical study of value and forces the researcher to consider the impact of their own values on all stages of the research process. As suggested previously, the researcher holds perspectives that led them to the research area including two specific values. Firstly, the notion of consultation being key to EP practice. Indeed, the researcher believes strongly that consultation is one of the most under-utilised and misunderstood tools within EP practice; yet it has the capacity to forge great change within the lives of children and young people. This value has developed throughout the researcher's training and has been strengthened throughout conversations with colleagues and via a consideration of the research. Secondly, the researcher notions the sentiment that an EP's role is to advocate for change for children and young people, who would otherwise be unable to do so themselves. The application of MI within consultative practice utilises tools and skills that have the capacity to highlight the importance of consultative practice, as well as indirectly benefitting children and young people via evoking change within the adults around them, via the use of MI in consultation. As such, the strength of consultation as a tool and the belief that the EP role includes advocacy for children and young people led the researcher to the current thesis.

Epistemology and ontology

Ontology is concerned with realities and considers how these are constructed, whilst epistemology is interested in the acquisition of knowledge and how we receive and describe reality. Social constructivism focuses on the creation of reality and how individuals view the world based on experiences. It purports that reality is constructed through language in interaction with others and is shaped by culture, societal influences and history. There is an equal weigh to both social and biological influences, thereby combining social constructionism and constructivism. Social constructivism is helpful in providing a theoretic basis for understanding how realities and views of the world are created through a wide range

of experiences and interactions with society (Teater, 2015). Traditionally, constructivism was considered the natural fit with qualitative methodologies, leaving positivist empiricism fitting with quantitative methodologies (Maxwell & Mittapalli, 2010). Critical realism is a popular stance within the social sciences. Distinctively considered as enabling researchers to query or deny that there is an objective or certain knowledge of the world and enabling them to accept that there are possible alternative accounts of phenomenon that are valid. As such, critical realism maintains an ontological realism whilst simultaneously welcoming a form of epistemological constructivism (Maxwell & Mittapalli, 2010).

Both papers within this thesis are positioned within critical realism. The research presented within this thesis could arguably fit within a social-constructivist epistemology, however, whilst this position may be beneficial during the co-construction of understanding of consultation and MI's fit within current consultative practice, as well as the more general consideration of EP consultative practice, the researcher is keen to note that the alternative side should also be considered; a positivist stance. Indeed, a purely positivist position also appears inappropriate as a basis of truth, as direct causation removes the nuances of social interaction and construction. Thus, a critical-realist position adopts both positivist and social-constructivist ideology. Indeed, paper one offers a transferrable and useful model that is applicable to EP practice and offers a defensible and tangible framework for practice, consistent with the notion of the EP as a scientist practitioner.

Ethical considerations

The papers presented were both low risk in terms of ethical approval although there were specific ethical considerations that needed to be addressed. Particularly within paper two where the small sample size meant that careful anonymisation of participants' data was required and as such the direct data extracts were not linked to the participant pseudonyms. Additionally, it was important that regular supervision and support was provided to

participants throughout the study in order to maintain wellbeing and preserve participant retention. Finally, participants were recruited in pairs in the hope of protecting against attrition.

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3. Paper 1: A framework for developing educational psychologists' consultation practice

Paper prepared in accordance with author guidelines for Educational Psychology in Practice (See Appendix 1).

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Abstract

Consultation is one of the five key functions of educational psychologists' (EPs') practice and yet the profession's understanding of its practical and psychological complexity has resulted in a lack of clarity and consensus around its definition and application. The current systematic literature review sought to consider how EPs are using consultation within their current practice, to support children and young people. Ten papers were included in the final synthesis, following strict inclusion/exclusion criteria and reported using Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) guidelines. Papers were assessed for consultation quality, regardless of methodological design, using a consultation analysis framework developed from National Association of School Psychology (NASP) guidelines, with key descriptive and evaluative information reported. The NASP consultation framework provided a clear outline of strengths and weakness within current practice and offers a practical and accessible model for supporting consultative EP practice. Implications for practice emerge, alongside a consideration of the limitations of the review and future directions for research.

Key words: educational psychologist; consultation; guidelines; framework; practice

Introduction

Five functions of educational psychology practice

Consultation, alongside assessment, intervention, research and training, completes the five core functions of educational psychology (EP) practice (Fallon, Woods & Rooney, 2010; Scottish Executive, 2002). Indeed, consultation is a permanent fixture on the curriculum for programmes training EPs in both the United Kingdom (UK) and the United States (US) (Watkins & Hill, 2000) and is considered a cornerstone to modern EP practice (Claridge, 2005). However, despite being defined as a key function of the EP role within much of the EP research, consultation is often poorly defined, or not defined at all and is therefore an area that warrants further investigation. Specifically, there is no agreed definition of consultation within UK EP practice (Claridge, 2005) although examples include: “a voluntary collaborative non-supervisory approach established to aid the functioning of a system and its inter-related systems” (Wagner, 2000, p. 11); and “an indirect, problem-solving approach whereby school psychologists work with teachers or other caregivers to assist children with either learning or adjustment concerns or both” (Bramlett & Murphy, 1998, p. 31).

The history of consultation

Two countries that have given considerable time to developing consultative practice are the UK and the US. Within the US, school psychologists were using consultation as early as 1925 (Bramlett & Murphy, 1998), which later became viewed as an increasingly viable form of service delivery (Bramlett & Murphy, 1998). This led to the development of a number of conceptual frameworks (cf. Alpert, 1976) aimed explicitly at more effective use of consultation within practice. Within US literature, explicit frameworks are popular and offer an often highly structured consultative experience. School psychologists in the US typically use consultation in much the same way as educational psychologists within the UK. Both school and educational psychologists use consultation on an individual basis to problem solve

with school staff. Although, it must be noted that US school psychologists can frequently work within one single school setting, a position that is more rare within educational psychology in the UK. This in turn alters the conversational dynamics as well as potentially improving collaboration attempts due to increased rapport. Ultimately, school and educational psychologists use consultation for the same function and purpose within both the US and UK. Namely, problem solving, helping a school decide next steps and engaging in a plan-do-review cycle.

In the UK, consultation's popularity increased during the late 1990s and early 2000s particularly with the publication of the seminal works of Wagner (1995, 2000), who offered both conceptualisation and process. Wagner's model of consultation provided a creative and flexible solution to a long-held problem within educational psychology - how do we work together with schools in a way that is proactive, rather than is reactive? With a strong basis in psychological theory, including symbolic interactionism, systems thinking and social constructionism, it presented a move away from an "expert", towards a collaborative model of practice. However, although it offered a framework to guide consultative practice, it did not provide prescriptive steps that EPs should follow when working consultatively (Wagner, 2000), leaving the creativity and flexibility of the process within the hands of the practitioner. Other psychologically informed models of consultation include behavioural consultation, process consultation and organisational consultation (see Larney, 2003 for an overview of each).

The drive towards consultation within both the US and UK can be linked to a considered effort to maximise resources (Kennedy, Cameron & Monsen, 2009). As UK EPs struggle to keep up with increasing demand, due to increased amounts of statutory work and proactive preventative work (Lyonette, Atfield, Baldauf & Owen, 2019), the profession has been forced to consider new ways of working to meet the needs of children and young people.

Consultation as an indirect method of service delivery enables practitioners to effect change within the lives of children and young people at a much greater rate than traditional models of assessment and intervention (Guiney, Harris, Zusho & Cancelli, 2014). It is now considered an effective way to appropriately address difficulties experienced by children and young people, by working with the adults that support them (Kennedy, Frederickson & Monsen, 2008).

Current consultation practice in school and educational psychology

While in both the US and UK, consultation is considered one of the most used, valued and preferred services offered by EPs (Kennedy et al., 2009), research findings about its use are mixed. Research in the US is more established and focuses on the effectiveness of consultation as a tool to implement change, rather than on developing a more detailed conceptual understanding of consultation (Kennedy et al., 2009; Kennedy et al., 2008). Also, US practice often uses prescribed models of practice, such as behavioural consultation (Kennedy et al., 2008), which aim to work with the client to identify individual-environmental variables, to change, limit or prevent identified problems (Larney, 2003). By contrast, published UK research is only just beginning to assess what it means to conduct consultation, how consultation is used in current practice and what constitutes consultation (Kennedy et al., 2008), although non-published theses (Ryan, 2018; Taylor, 2017) offer some insight into contemporary practice.

As technology develops so does the range of innovative ways EPs choose to deliver consultation to clients. Tele-consultation, where the client or EP is present via a video-link, is one such method that is increasing in popularity (Schultz et al., 2017). Other methods of consultation include group consultation, which is considered an effective way to reach a wider audience (cf. Farouk, 2004). Regardless of method, the research suggests that all models of consultation aim to achieve: change within the system, individual or group; the

communication of information and advice; and the use of evidence-based approaches, all within a collaborative relationship that values all participants as equal (Guiney et al., 2014).

While Wagner (2000) described consultation as simple on the surface, this belies the complexity of its process (Kennedy et al., 2008; Wong, Ruble, McGrew & Yu, 2018). If EPs lack a nuanced understanding of the process of consultation, it remains difficult to adequately communicate its benefits to schools and service users (Larney, 2003; Wagner, 2000). The complexities of conceptualising consultation might have contributed to a dearth of research considering its use and effectiveness (Kennedy et al., 2009). However, in the absence of a comprehensive evidence-base, is it possible to ascertain effectiveness and communicate potential benefits to commissioners?

Rationale and aims of the current review

The current review aims to investigate how EPs¹ are using consultation within their current practice, to support children and young people. The paper aims to provide a contemporary review of literature into individual, face-to-face consultative practice between EPs and school staff by asking: How are EPs demonstrating effective practice in their use of consultation?

Methodology

Search strategy

A systematic search of all literature relevant to the research questions was conducted within the following databases: Applied Social Sciences Index and Abstracts (ASSIA), the British Education Index (BEI), Education Resources Information Centre (ERIC), PsycINFO and Web of Science. Additionally, manual searches were completed of all known UK and international EP journals (see Appendix 2). Literature searches were completed between

¹ EP includes both educational psychologists and school psychologists (SP), and the use of 'EP' hereafter refers to both as one professional group.

January and February 2019 and the following search terms were used: *consultation* and *educational psychologist** or *school psychologist**. All relevant literature in the years 2009 to 2018 inclusive was searched. To be included, the papers had to meet the following inclusionary criteria: (1) EP professionals only; (2) consultation held between EP and school staff/ parents; (3) written in English; (4) subjected to peer review; (5) empirical (including both qualitative, quantitative and mixed methods); (6) consultation was face-to-face; (7) focus of the research was on EP practice rather than training/syllabi/supervision; and (8) included only individual consultations (see Appendix 3).

Data classification

Papers included within the current literature review did not meet criteria for assessment on the weight of evidences (Gough, 2007) A (methodological quality), B (relevance) or C (focus to research question) due to the dearth of empirical research within the area of consultative practice. Indeed, the researcher felt that although it would have been possible to score the 10 papers, doing so would have been an arbitrary task that would fail to add value to the understanding in the area due to the immaturity of the data emerging. Scoring the papers on A, B or C would have resulted in no papers reaching suitable threshold.

As such, papers that met the inclusionary criteria were rated for consultation quality using a consultation analysis framework produced in accordance with the guidance for a comprehensive and integrated model of consultation for school psychology services, published by the US National Association of School Psychologists (NASP; 2010). To the researcher's knowledge, it provides the only comprehensive guidance on worldwide consultative practice. Within the NASP guidance, 'consultation and collaboration' is considered a major area of EP practice and the following six areas are described:

- (1) Consultation as a problem-solving process as a vehicle for planning, implementation and evaluation;
- (2) Effective communication of information for diverse audiences (it was felt clarification would be beneficial and as such, 'diverse audiences' was considered to include audiences from different ethnic, religious, demographic, chronological backgrounds, alongside other professional backgrounds and education level);
- (3) Collaboration across all levels of involvement;
- (4) Facilitation of communication and collaboration among diverse audiences;

(5) Function as ‘change agents’ using skills in communication and collaboration to promote change and;

(6) The application of psychological and educational principles.

These six key areas formed the criteria against which the relevant papers were rated.

Regardless of methodological design, all papers were rated against the NASP areas, alongside the logging of key descriptive and evaluative information within a study characteristics table (see Table 1).

Table 1

Study characteristics

Author/ Date	Country	Sample	Methodology	Research Design	Measures	Data Analysis	Findings	Conclusion
Getty & Erchul (2009)	USA	352 SPs	Quantitative	Self-report, questionnaire.	Modified version of <i>The Interpersonal Power Inventory- Consultant Form- Usage</i> (IPI-Form-CT-U). Seven-point Likert Scale to ascertain the likelihood of using a soft power strategy.	Principal Components Analysis of IPI data. ANOVA analysis of Likert data.	When consulting with a female teacher, Female SPs were significantly more likely to use soft power strategies when consulting with female teachers. Male consultants were significantly more likely to use expert power strategies.	Developed an enhanced understanding of the application of social power strategies to school consultation. Research supports the suggestion that male consultants prefer to communicate in a direct style.
Osborne & Alfano (2011)	UK	Not specified	Mixed methods	Looked at EP consultations with foster carers/adoptive parents. Questionnaires completed afterwards for 101 EP session and 78 sessions for carers/adoptive parents.	Two questionnaires: one for EPs and one for carers/adoptive parents. Comprised of open-ended questions to assess views on consultation and rating questions (seven-point scale) to assess carer/adoptive parent's perception of being able to plan a way forward.	Thematic analysis.	The main areas of need were behaviour management and emotional wellbeing, with many of the enquiries relating to education. EPs provided: practical strategies, general advice, confirmation/reassurance of current strategies, helping carers plan a way forward and gaining further information whilst waiting for other help. Carers/adoptive parents' ratings of concern decreased, and confidence increased following consultation.	Feedback suggests quantifiable changes in carers/adoptive parent's perceptions of their levels of concern and confidence. A range of issues was discussed. Carers/adoptive parents valued the practical help and the emotional support.
Newman, Salmon, Cavanaugh & Schneider (2014)	USA	20 in service-level SP practitioners and 3 SP interns	Mixed methods	Exploratory study involving a survey on prior consultation experiences before and after training.	Participants completed four iterations of an online survey during the training portion. This also ensured	The survey data were used to indicate fidelity to the model of consultation.	Perceptions of confidence lower for some stages of the consultation model (e.g. contraction and	Instructional Consultation as a model has components that do not fit within pre-

					instructional consultation fidelity.	Thematic analysis on the transcript of the focus group and open-ended questions from survey.	negotiation).	existing systems.
					Participants took part in a semi-structured focus group.		Value in consultation being a specific process in its own right and being explicit with consultees about this.	Highlighted the importance of continued professional development.
Nolan & Moreland (2014)	UK	5 EPs	Qualitative	Consultations between EP/schools were observed, audio-recorded and analysed. Semi-structured interviews with each EP. Follow up telephone interviews.	Semi-structured interviews.	Discourse Analysis.	The discursive strategies that emerged were: Demonstrating empathy and deep listening; Questioning, wondering and challenging; Focusing and refocusing; Summarising and reformulating, pulling threads together; Suggesting and explaining; Restating/revising outcomes and offering follow up.	The roles of consultants are not equal, despite consultation being viewed as collaborative. EPs facilitate effective communication with the use of empathy and interpersonal warmth.
Al-khatib & Norris (2015)	UK	Demographic data from the first 150 referrals to an EP led family consultation service 60 clients randomly selected for further analysis	Mixed methods	Self-report questionnaire.	Initial demographic data from 150 clients. Further qualitative data from open-ended survey questions.	Descriptive statistics (e.g. bar charts and tables). Themes from the qualitative data.	Most clients only require 1 meeting and client satisfaction was high. Benefits of consultation listed were: Gaining information Gaining greater understanding Improved communication Identification of strategies.	Family consultation service has the potential to make a contribution to the UK government's strategic aim of improving access and responsiveness to psychological services. EPs need not limit themselves within traditional contexts.
Davies, Sandlund & Lopez (2016)	USA	SP Interns	Mixed methods	Schools attended training on recognising and responding to concussions and traumatic brain injury. Consultation was used to follow up and reinforce the knowledge and skills taught in the training.	Modified versions of two unpublished questionnaires: Concussions in the Classroom Questionnaire. Sports Concussion Parent Measures.	Basic descriptive statistics. Basic presentation of surface themes from open-ended questions.	SPs are generally not involved in concussion cases. Following notification of a child's concussion, consultation aimed to provide information and advice, ways to support the child and monitoring	Using following up consultations alongside training improves the school-based services for children who sustain concussions.

								of symptoms.
Noell, Volz, Henderson & Williams (2017)	USA	Student-teacher dyads and 3 rd and 2 th year SP trainees	Quantitative	Treatment plans were devised for each child within the use of Behavioural consultation and student's outcomes were measured via structured observation. Teachers self-reported.	Semi-structured interviews. Teachers self-reported using the Intervention Rating Profile-15 and Consultant Rating Profile. Structured observation schedules. Daily treatment plan implementation scores.	Main variables were assessed using ANOVAs.	Treatment plan implementation was found to be higher for the Integrated Support condition compared to the Weekly support condition.	Meeting and discussion of implementation does not appear sufficient to ensure treatment implementation. Teachers who received support (consultation) demonstrated an effect size three times larger. Students whose teachers received implementation support (consultation) made greater behavioural gains than those who did not.
Bahr, Leduc, Hild, Davis, Summers & McNeal (2017)	USA	175 SPs	Quantitative	Section 1: A survey that looked at the four main areas of the practice of school psychology principles. Section 2/3: select and rank order their top five preferred professional activities and rate their knowledge on 10 main NASP areas.	Questionnaire.	A range of descriptive statistics. Chi-squared, Cramer's V and effect sizes.	Problem-solving consultation was ranked as the most preferred activity. SPs rated themselves in the high range of knowledge about the NASP practice model, with consultation and collaboration ranked as the highest in terms of knowledge.	SPs were most knowledgeable about consultation and collaboration, closely followed by data-based decision-making. Consultation was considered as a strong area of practice.
O'Farrell & Kinsella (2018)	Ireland	Child, parent and EP triads	Qualitative	Three case studies.	Semi-structured interviews.	Thematic analysis.	The participants identified aspects of their experience of consultation and three overarching themes were identified: Support Understanding Valuing consultation	Support: Effective use of time and resources Understanding: clients are not clear on what consultation is and the role of psychologist valuing consultation: demand for systemic consultation Consultation empowered parents and teachers, but the

Eddleston & Atkinson (2018)	UK	12 EPs	Qualitative	<p>Action research.</p> <p>The constructionist model of informed and reasoned action (COMOIRA) and Appreciative Inquiry (AI) were selected for the pilot phase, where EPs were asked to evaluate consultation meetings.</p>	<p>Consultations were evaluated using two professional practice frameworks.</p> <p>Questionnaires.</p> <p>Focus groups.</p>	<p>Descriptive statistics.</p> <p>Thematic analysis.</p>	<p>Lack of consensus among EPs regarding the usefulness of the frameworks.</p> <p>AI was considered as a tool that within consultation captured complexity.</p> <p>COMOIRA was seen as a helpful to the change process and useful to reflective practice.</p>	<p>value of consultation is not always recognised by schools.</p> <p>AI and COMOIRA could offer a way for EPs to bridge the link between theory and practice.</p> <p>The study adds to the research that highlights how services were struggling to find an adequate evaluation instruments to measure the impact of their work.</p>
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The search yielded ten papers. Initially, both the researcher and research supervisor rated four randomly selected of papers independently and blind from each other. Each paper was rated in a red, amber or green format, for each criterion, where red was ‘no demonstration’, amber was ‘partial demonstration’ and green was ‘full demonstration’ (now shown as white, grey and black, respectively). After comparing ratings for the four selected papers, 91.7% agreement was achieved across the green, amber and red domains. Following a moderation discussion, a final inter-rater reliability score of 100% was obtained. After this moderation, the remaining six papers were classified independently by the researcher (Appendix 4).

Results

A Preferred Reporting Items for Systematic Reviews and Meta-Analyses (PRISMA) flowchart (Moher, Liberati, Tetzlaff, & Altman, 2009) demonstrates the search process at each stage of the review (Figure 1). A description of the 10 included studies can be found in Table 1.

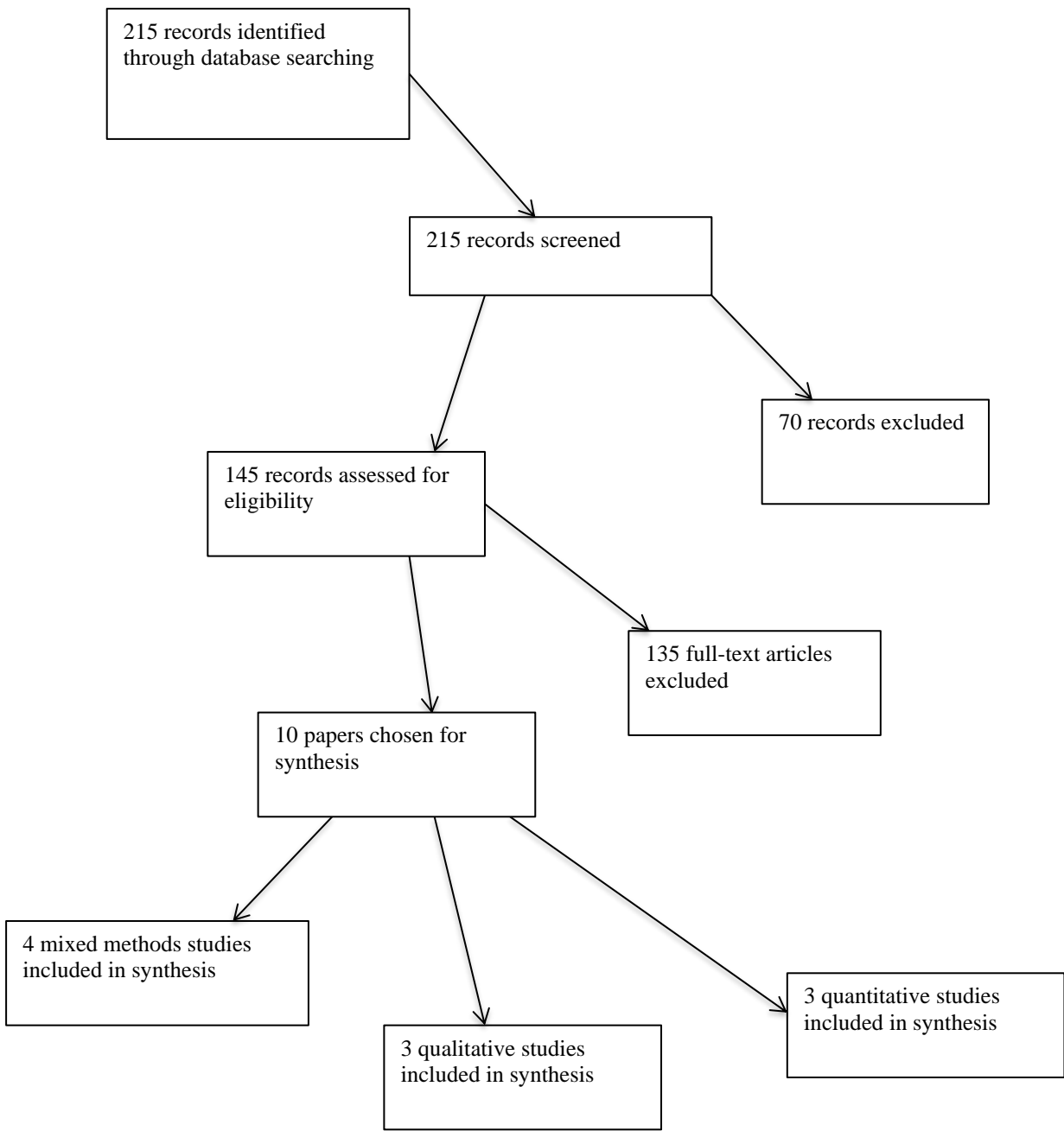


Figure 1: PRISMA Flowchart.

Study characteristics

The 10 included papers consisted of three qualitative studies, three quantitative studies and four mixed methods studies. Five of the studies were conducted in the US, four in the UK and one in Ireland. Sample sizes within the studies ranged from five to 352 EPs. Most of the studies used qualified EPs, with two using trainee EPs enrolled on doctoral level programmes. Consultations were held between EPs and parents, teachers or other school staff and concerned children (aged 4-16 years).

Many of the studies utilised pre-existing measures to assess the use of consultation and its associated skills within EP practice, whilst others created their own questionnaire surveys to gather data related to research aims. Likert-like questions were frequently used, alongside more open-ended questioning. Nolan and Moreland (2014) and Noell, Volz, Henderson and Williams (2017) chose to use semi-structured interviews, whilst Newman, Salmon, Cavanaugh and Schneider (2014) and Eddleston and Atkinson (2018) conducted focus groups alongside other measures. Over half the studies used both thematic analysis (or extraction of themes) and descriptive statistics (e.g. the use of tables and charts). Four studies used analysis of variance (ANOVA) and/or other inferential statistics, whilst Nolan and Moreland (2014) assessed their data using discourse analysis.

Consultation Framework Analysis

The papers were assessed for consultation quality against a consultation framework analysis based on guidance published by the NASP (2010; see Table 2). None of the papers scored ‘full demonstration’ on all six criteria. Nolan and Moreland (2014) and Al-khatib and Norris (2015) achieved five out of six and four out of six criteria at ‘full demonstration’ respectively, and partial demonstration on the other criteria. Three papers failed to achieve ‘full demonstration’ or any criteria (Bahr et al., 2017; Getty & Erchul, 2009; Davies,

Sandlund & Lopez, 2016). It should be noted that all included papers gained ratings at 'partial demonstration' or above in at least two out of six criteria.

Table 2

Consultation Analysis Framework.

	Consultation as a problem-solving process as a vehicle for planning, implementation and evaluation	Effective communication of information for diverse audiences	Collaboration across all levels of involvement	Facilitation of communication and collaboration among diverse audiences	Function as 'change agents' using skills in communication and collaboration to promote change	Application of psychological and educational principles	Partial demonstration	Full demonstration
Getty & Erchul (2009)		Grey		Grey		Grey	3	0
Osborne & Alfano (2011)	Grey	Grey	Black		Grey		3	1
Newman, Salmon, Cavanaugh & Schneider (2014)	Grey	Grey	Black	Black	Grey	Grey	4	2
Nolan & Moreland (2014)	Grey	Black	Black	Black	Black	Black	1	5
Al-khatib & Norris (2015)	Grey	Grey	Black	Black	Black	Black	2	4
Davies, Sandlund & Lopez (2016)	Grey	Grey					2	0
Noell, Volz, Henderson & Williams (2017)	Grey			Black	Grey		2	1
Bahr, Leduc, Hild, Davis, Summers & McNeal (2017)	Grey		Grey			Grey	3	0
O'Farrell & Kinsella (2018)	Grey		Black	Black	Black	Black	1	4
Eddleston & Atkinson (2018)	Grey		Black		Black	Black	1	3
Partial demonstration	9	5	1	1	3	3		
Full demonstration	0	1	6	5	4	4		

White: Not demonstrated; Grey: Partial demonstration; Black: Full demonstration.

The researcher acknowledges that practice within Ireland is distinct to practice with the UK and US. However, the current review suggests that the Irish paper (O'Farrell & Kinsella, 2018) mirrors findings from the UK in most respects. The papers will now be considered in relation to each of the six NASP (2010) criteria.

Criterion 1: Consultation as a problem-solving process as a vehicle for planning, implementation and evaluation

Apart from Getty and Erchul (2009), all of the papers achieved 'partial demonstration' on this criterion, indicating some awareness of the need and value of problem solving as part of consultation. However, this was rarely discussed within a cycle of planning, implementation and evaluation. Noell et al., (2017) and Eddleston and Atkinson (2018) discussed explicitly the importance of evaluation or review, but this was a largely neglected area within the other studies. For example, Noell et al. (2017) noted that "meeting and talking about implementation do not appear to be sufficient to support implementation; review of data appears to be critical" (p.535). Meanwhile, it was proposed that the "review and evaluation of consultation is key within individual consultation and should take place at each meeting" (Eddleston & Atkinson, 2018; p. 442). Other studies demonstrated an understanding of the importance of ensuring evidence-based approaches within consultation (e.g. Al-khatib & Norris, 2015; Davies, Sandlund & Lopez, 2016), but also noted the constraint of using a one-session consultation design (due to time-limiting factors) or an action plan format (paperwork was set up for actions rather than monitoring). Most studies discussed problem solving as one of the main components of consultation, particularly in terms of providing "next steps" or "a way forward" (Nolan & Moreland, 2014) but this area appeared underdeveloped and the importance of maintaining implementation standards for the evidence-based approach were often overlooked.

Criterion 2: Effective communication of information for diverse audiences

Within this criterion, Nolan and Moreland's (2014) study alone gained a 'full demonstration' score for its description of popular strategies for communicating information, or eliciting information (e.g. questioning, reflection, focusing and refocusing), combined with an illustration of providing information to more than one audience. Specifically, Nolan and Moreland (2014) considered family and school staff as separate audiences. Five studies were rated as 'partial demonstration', with authors tending to demonstrate the giving of information or advice within consultation to only one audience, or stakeholder group. When discussed, information giving (such as suggesting what a member of staff could do next) was often one-way and relied on positioning the EP as the expert.

Criterion 3: Collaboration across all levels of involvement

Collaboration was the strongest and most consistently demonstrated criterion. Six out of 10 papers scored 'full demonstration', although notably three scored 'no demonstration'. Collaboration within consultation was recognised as a cornerstone for good consultative practice on numerous occasions. For example, O'Farrell and Kinsella (2018) detailed that "consultation should be collaborative" (p.316) discussing the collaborative nature of consultation as a core concept across levels (individual, group and systemic). Other studies made reference to collaborative consultation being preferable to expert consultation (Eddleston & Atkinson, 2018; Newman, Salmon, Cavanaugh & Schneider, 2014; Osborne & Alfano, 2011), although this was not the case in those studies where the aim was concerned with specifically measuring the impact of consultation on client outcomes (Getty & Erchul, 2009; Davies et al., 2016; Noell et al., 2017). In these studies, less weight appeared to be given to certain processes of consultation, such as the perception of EP as the expert. Nolan and Moreland (2014) and Al-khatib and Norris (2015) discussed the importance of informing stakeholders explicitly that consultation is a collaborative process prior to engagement. Other

examples of collaborative consultation included reference to joint problem solving (Nolan & Moreland, 2014) and working within a team (Newman et al., 2014). Although collaboration within consultation appeared a well-understood concept, it was not demonstrated across multiple levels.

Criterion 4: Facilitation of communication and collaboration among diverse audiences

Five papers were rated as ‘full demonstration’ on this criterion, with two more as ‘partial demonstration’. Papers were rated ‘full demonstration’ due to their consideration of more than one diverse audience, which included reporting communication and/or collaboration with different genders, ages and ethnicities. Nolan and Moreland (2014), beyond simply acknowledging diverse audiences, assessed and discussed ways of facilitating communication in order to enable the “...recognition of each other’s ability to bring knowledge and skills to the session [consultation]” (p. 68). For example, offering post-consultation support to school staff to continue communication between home and school following the consultation session and the use of accessible metaphors to help parents understand the difficulties their child was facing.

Criterion 5: Function as change agents using skills in communication and collaboration to promote change

Four out of 10 papers were rated at ‘full demonstration’ for this criterion, and three at ‘partial demonstration’ (see Table 2). Studies rated ‘partial demonstrated’ considered explicitly the effect of consultation on the client and/or child, for example by making the client feel more confident. This was facilitated in two main ways: firstly, by the use of positive and effective strategies – giving the client time to consider the problem without distraction or being supported to clarify the true issue at the core of the problem presented – to enable clients to go away feeling confident that their perception of the problem had changed (Newman, et al., 2014; Osborne & Alfano, 2011). Secondly, by the acknowledgement from school staff that

EP consultation can promote change, an example included increasing intervention fidelity (Noell et al., 2017), which led to the finding that implementation support tended to result in children making bigger behavioural gains. Eddleston and Atkinson (2018) noted the importance of working collaboratively with school staff to empower them to become “agents of change”, in contrast to the majority of the studies, which appeared to consider the EP as the agent of change. Al-khatib and Norris (2015) inferred their EP role as agents of change and measured this by asking clients if they felt that they needed a follow up consultation. If the client did not request a second consultation, they assumed that change must have occurred, given the client’s perception that further involvement was no longer needed. Nolan and Moreland (2014), O’Farrell and Kinsella (2018) and Eddleston and Atkinson (2018) all discussed ways in which the EPs used psychological skills to elicit change. For example, Nolan and Moreland (2014) discussed exploring possibilities with clients to encourage new insights or the use of deep listening, as a technique for eliciting change.

Criterion 6: Application of psychological and educational principles

The four papers rated as ‘full demonstration’ on criterion 5 were also all rated as ‘full demonstration’ on the application of psychological and educational principles. This reflected use of referenced psychological theory and educational principles. Strong papers in this area were found to directly reference theory and the impact that this had on the conception of the research and/or the evaluation of the consultations. O’Farrell and Kinsella (2018) spent a considerable portion of their paper assessing data from semi-structured interviews with a parent, teacher and EP triad, in relation to referenced psychological theory. Eddleston and Atkinson (2018) used evidence-based, referenced, psychological frameworks as a way of bridging the gap between theory and practice. Finally, Al-khatib and Norris (2015) used referenced psychological theory as part of the rationale for their research. Other papers rated partially demonstrated were able to consider and discuss general psychological theory

without specificity.

Discussion

Via systematic literature review, the present paper aimed to investigate how EPs are using consultation within their current practice, to support children and young people. By outcome, the review considered current EP practice in Ireland, the UK and the US and assessed consultation quality using a framework based on the NASP (2010) six key areas of consultative practice. Although previous papers have focused on consultation across EP practice, they have tended to look at implementation, specifically in terms of integrity and fidelity to process (cf. Collier-Meek, Sanetti, Levin, Kratochwill & Boyle, 2019), effectiveness (cf. Wong et al., 2018) and professional/client preference (Kennedy et al., 2009), rather than contemporary use of consultation within the daily EP practice

Of the final 10 papers, five originated from the US, where the research base is arguably more mature (Kennedy et al., 2008). For example, more than two decades ago, Sheridan et al. (1996) offered an interview schedule for professionals using consultation procedures. Similar practice is not uncommon within the field of consultation research in the US, where explicit frameworks are welcomed. As such, the focus of research in the US has moved away from conceptual issues and discussion, towards more measurable variables, such as outcome implementation. By contrast UK research appears to be still grappling with defining and conceptualising consultation. Simply, the literature suggests that internationally, EPs in the US have a more solid and shared understanding of consultative practice. Research within the US also seems to have an agreed understanding of consultation, demonstrated by the development of the NASP (2010) guidelines, and is now assessing its effectiveness within school settings (Kennedy et al., 2009). By contrast research conducted in the UK and Ireland continues to explore the complexities of consultation, which has led to a dearth of empirical

investigation into its implementation and effectiveness. Wagner's (2000) work, offering the reader a range of recording frameworks and templates, remains influential, while modern practice rarely appears to follow a single model, with a shared understanding still to be established (Claridge, 2005; Jones, 2018). However, notably both in the UK and US, the ambiguity of consultative practice is reflected by generally low scores on the criterion '*application of psychological and educational principles*'. This suggests that internationally EPs may find it challenging to articulate explicitly the psychological and educational principles that underpin their consultative practice.

Consideration of collaboration

The current review found a particular strength within the criteria of '*collaboration across all levels of involvement*'. Given reference that collaboration is a core component of consultation (Wagner, 2000) it is reassuring that EPs are referencing it within current practice. Indeed, collaboration is cited as a discrete concept that is discussed within the opening stages of consultative practice. However, it is sometimes something of a "tick box" exercise, evidenced by lower scoring on criteria 4 and 5 (see Table 2) that focus on the facilitation of communication and collaboration to promote change. It appears that while EPs report working collaboratively with clients, service users still often emphasise a desire for EPs to provide solutions and advice; thus, acting as the expert (Kennedy et al., 2009; Larney, 2003; Wagner, 2000). Indeed, Anthanasion, Geil, Hazel and Copeland (2002) reported that teachers "want professionals outside the classroom to solve student problems" (p. 261). One suggestion for this is that EPs tend to reply on theory-in-use, rather than their espoused theory (Argyris, 1999; see Bulkley & Schwarz McCotter, 2019 for a school-based example). An individual's espoused theory represents their description of how they intend to behave in a given situation, whereas their theory-in-use is how they actually behave (Argyris, 1999). In the case of current consultative practice, EPs appear to be reporting collaborative behaviour,

although this may not be operationalised well within practice, (Kennedy et al., 2008). One explanation may be that EPs aim to be collaborative, yet their behaviour and resulting consultations are often more consistent with acting as the expert or providing information. This would offer some explanation of the repeated and frequent references to collaboration within the 10 reviewed papers, seemingly at odds with scoring low on criterion 4. Wagner (2000) described the need to change systems within educational psychology services and within schools, in order to accommodate the development of true collaborative practice.

The way forward?

Within the current paper the researcher proposes a consultation framework, based on guidelines published by NASP (2010), in order to assess consultation quality. The framework is based on the six NASP criteria, which offer reference points for what constitutes effective consultation. The model presented (Figure 2) aims to offer EPs a tangible, user-friendly tool for use within practice and supervision, alongside professional reflection. Finally, Appendix 5 provides an overview of examples of effective consultation drawn from the ten reviewed papers. The consultation framework offers EPs the opportunity to guide practice towards six anchor points that help maximise the effectiveness of consultation for service users.

Kennedy et al. (2009) discussed the importance of consultation within UK EP training curricula, considering if trainee EPs should be taught specific models of consultation, as is the case within the US or if they should be given a “broad introduction to a variety of consultation theory and practices” (p. 608). The NASP (2010) - informed consultation framework presented here offers the opportunity for trainee EPs to be introduced to core components of quality consultation, without constraint to a particular model or framework. It is considered that this may also help establish a shared professional understanding of consultation.

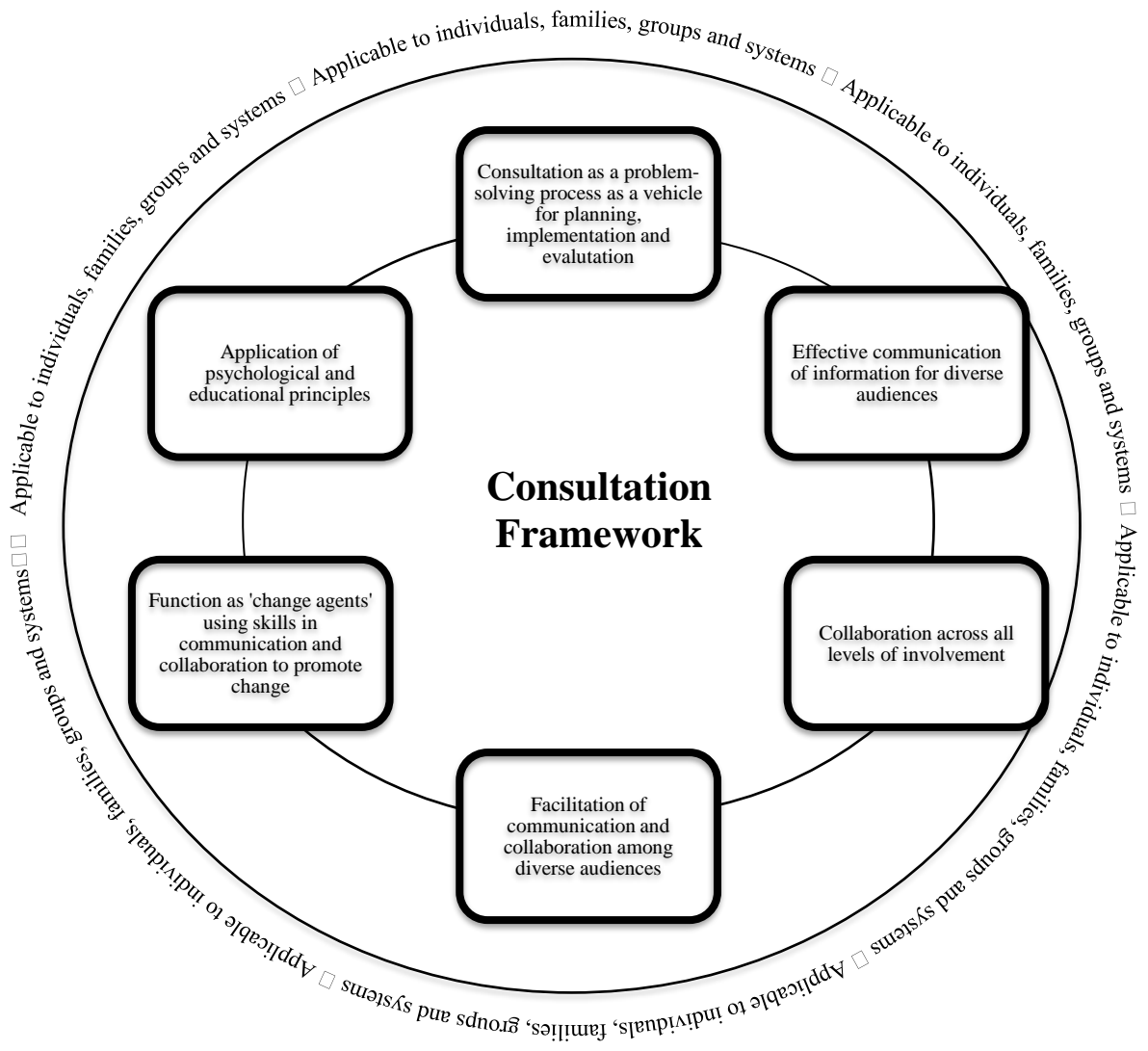


Figure 2: A consultation framework based on the NASP (2010) guidelines.

Table 3 offers a suggestion of reflection points that may be used alongside NASP (2010) guidelines and Figure 2. It offers points that will support EP reflection on the six criteria. Finally, Appendix 5 is offered as a tool for use alongside the NASP (2010) guidelines presented in Figure 2 and the reflections presented in Table 3.

Table 3*Consultation framework reflection points.*

Consultation framework criteria	Possible reflection points
Consultation as a problem-solving process as a vehicle for planning, implementation and evaluation	<ul style="list-style-type: none"> • Has the process of plan-do-review been adequately addressed? • Does the service user have a clear understanding of the process of plan-do-review? • Is there adequate provision to ensure ‘review’? • Has consultation been considered a joint problem-solving venture? • Is the service user offering their own problem-solving skills to the process?
Effective communication of information for diverse audiences	<ul style="list-style-type: none"> • Are service users from diverse backgrounds able to access the language content of the consultation (e.g. has a translator been invited, if necessary)? • Is information communicated in a non-biased way? • Have information and services been effectively communicated? • Has information been disseminated to the service user in an applicable format (e.g. written, spoken, PCP poster)? • Are all potential ‘problem holders’ present?
Collaboration across all levels of involvement	<ul style="list-style-type: none"> • Has ‘collaboration’ formed the basis for your involvement? • Is the consultation demonstrating signs of collaboration between all ‘problem holders’ equally? • Have the qualities of collaborative working been communicated to the service user? • Is the service user able and comfortable to co-produce appropriate outcomes/suggestions? • Is collaboration infiltrating all aspects of communication, rather than remaining a discrete point discussed at the start of the consultation? • Is there an abandonment of the ‘expert’?
Facilitation of communication and collaboration among diverse audiences	<ul style="list-style-type: none"> • Have you appropriately ensured that all ‘problem holders’ present at the consultation are communicating effectively? • Are those service users from diverse backgrounds an equal member of the consultation? • Are psychological and counselling skills being used to ensure the facilitation of communication?
Function as ‘change agents’ using skills in communication and collaboration to promote change	<ul style="list-style-type: none"> • Is there an explicit communication of the benefits of consultation in effecting change? • Have you ensured the use of psychological and counselling skills to empower service users to become ‘change agents’? • Are service users equally contributing to the consultation to ensure a sense of ‘change’ and ownership?

Application of psychological and educational principles

- Are the suggestions put forward based in evidence?
 - Are you communicating the explicit psychological theory that bases your hypotheses and formation to service users, in an appropriate format?
 - Are you drawing upon an evidence base or relying on practice-based evidence?
-

Limitations

There are limitations to the review, which will now be considered. Firstly, it is limited to published, peer reviewed research. As such, there may be a number of unpublished and impactful studies, such as doctoral theses and book chapters, which could offer new insights EP consultative practice. Although the review searched all school and educational psychology journals internationally, only English language papers were sought. English-speaking countries may therefore have been over-represented, and literature not published in English could have offered interesting and valuable information into the wider use of consultation. Finally, although the NASP (2010) consultation framework re-presented here has good professional face validity and resulted in high levels of inter-rater reliability, it will require further research to study its application to UK practice, in particular.

Future Directions

This review has offered a fresh understanding of current consultative educational psychology practice. The NASP (2010) guidelines has allowed the assessment of the consultation quality of the empirical studies included in the review, leading to a more comprehensive understanding of how consultative practice is conceptualised by EPs. As such, it has offered a range of future directions for both practice and research, including a potential foundation framework for UK EP practice. Despite this, it is acknowledged that the framework presented here is based on US NASP (2010) guidelines, which may not reflect all aspects of UK practice. For example, US EPs are often based within one school whereas UK EPs tend to have more of a community role. Despite this, the inclusion of the consultation framework,

which could be used within supervision and training, offers anchor points for EPs to develop their consultative practice. Further empirical investigation into the usefulness of the framework, alongside a consideration of how it fits into current EP practice will be necessary if it is to be assimilated into wider practice training. Similarly, awareness that EPs might not be collaborating as effectively as they believe offers opportunity for practice reflection. Explicit consideration of how collaboration is transformed from a discrete concept into an inherent one may be required in order for EPs to work more effectively with service-users. Finally, the review demonstrates that although there is emerging research into consultation, there is still a significant dearth, particularly in the UK, focusing on its conceptualisation; and that the term is often ambiguous. This is demonstrated by the lack of consensus around definition, raising questions over whether research into effective consultation is really measuring the same concept or activity. As such, further empirical research could focus on developing an agreed understanding of UK consultation practice.

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**4. Paper 2: Applying motivational interviewing within educational
psychologist consultations**

Paper prepared in accordance with author guidelines for Journal of Educational and Psychological Consultation (See Appendix 6).

Abstract

Literature suggests motivational interviewing (MI) could be integrated into educational psychologists' (EPs') consultative practice, although this has yet to be empirically investigated. To the researcher's knowledge only conceptual and theoretical examples exist within the literature. The current research is an empirical investigation into the integration of MI into current EP consultative practice. Three qualified EPs took part in semi-structured interviews after applying MI within their consultative practice over a seven-month period. Results indicated that all three participants perceived benefits and felt that the application of MI was consistent with their practice philosophy and theoretical and conceptual standpoints and noted it would fit well with existing approaches. However, all acknowledged that integrating it into consultative practice was more difficult than anticipated, leading them to question their own proficiency and inexperience, in both MI and consultation. The research offers suggestions for supporting the integration of MI into consultative practice, including an exploration of the barriers and facilitators identified by EPs. Additionally, a consideration of the need to improve EP training in MI more generally is argued, alongside a discussion around supporting services to design systems that enable the integration of MI within consultation.

Key words: consultation; educational psychology; motivational interviewing; practice; training

Introduction

Background

Motivational Interviewing (MI) was initially presented as a technique for eliciting change with individuals under clinical care for addiction disorders (Driessen & Hollon, 2011) and is defined as “a person-centred counselling style for addressing the common problem of ambivalence about change” (Miller & Rollnick, 2013, p.29). MI purports that change is most likely to occur, and remain most effective, when the practitioner acknowledges and appreciates the client as an expert in their own ability to make changes (Sims, Cohen & Herman, 2017).

MI comprises of three main aspects: the spirit, the skills and the processes. The MI spirit is considered as a way of being and interacting with clients (Miller & Rollnick, 2013; Sims et al., 2017). The spirit has four key components of acceptance, compassion, evocation and partnership (Miller & Rollnick, 2013) and a strong respect for a client’s autonomy (Copeland, McNamara, Kelson & Simpson, 2015). By embodying the MI spirit, which is considered as a way of being, comprised of partnership, acceptance, compassion and evocation (PACE), the practitioner can use MI skills of open-ended questions, affirmations, reflections and summaries, defined by the acronym OARS (Miller & Rollnick, 2013), to begin to elicit change talk (Sims et al., 2017) allowing a client to move towards actualising change. In working with clients, four hierarchical processes should be used which are: engaging, focussing, evoking and planning (Miller & Rollnick, 2013).

A seminal paper within the theoretical and conceptual literature was Blom-Hoffman and Rose’s (2007) description of how MI might be used successfully within school-based consultation. They offered seven key principles for working with consultees, including suggesting that practitioners should recognise that their

interviewing style might impact their relationships with clients. Specifically, an approach using empathic listening tends to lead towards readiness for change whereas confrontation can increase consultees' resistance. Additionally, consultees will often be ambivalent about change and this is normal and expected. Defending consultees' current situation is a natural response and practitioners should recognise that practices such as direct persuasion or arguing are unlikely to be conducive of change (Miller & Rollnick, 2013). Blom-Hoffman and Rose (2007) also noted that consultants should acknowledge, understand and authenticate the arguments put forward by the consultee as reasons for not changing, as consultees are more likely to consider and move towards change positively if it comes from them with autonomy. Finally, Blom-Hoffman and Rose (2007) suggested that the practitioner's role was not to tell, but to guide towards necessary goal. In this sense, MI is like any other client-centred approach, and like school-based consultation, is positioned in opposition to the expert model of practice (e.g. Wagner, 2000). MI considers that success is more achievable when the practitioner abandons their role as expert (Frey et al., 2011) and recognises that the only true expert in the process is the client.

Motivational interviewing in schools

Within the field of education, MI has been identified as an effective therapeutic approach with individual children and young people in school settings (Snape & Atkinson, 2016; Woods, McArdle, & Tabassum, 2014). Indeed, as educational psychologists (EPs) become more involved in therapeutic work with children and young people, MI's use has expanded (e.g. within school-based disaffection see Cryer & Atkinson, 2015; or within dealing with bullying see Cross et al., 2007). Strait, McQuillin, Terry and Smith (2014) defined student-focussed school-based MI as being used directly with pupils to improve both academic and mental health

outcomes. By contrast, school-based consultative MI was defined as being used with teachers or parents to improve their interactions with children and young people, thus directly improving student outcomes.

Blom-Hoffman and Rose (2007) made a measured argument for the application of MI in school-based consultation, in order to gain and develop a consultee's interest for change. Underpinning this suggestion was the idea that not all consultees are ready for change and that MI is potentially an effective way to address potential barriers to implementing changes intended to have positive impact for children and young people. Therefore, using MI within school-based consultation could enable EPs to assist the adults supporting a child or young person to fully engage in the consultation process, indirectly promoting positive outcomes for the child or young person.

The integration of MI within school-based consultation is proposed as one way of meeting a key aim within educational psychology - primary prevention. Frey et al. (2011) proposed that using brief MI with adults could improve the chances of them completing an intervention. As such, it could be reasoned that using MI within school-based consultation, with the adults that surround a child or young person, may be an effective way of improving the chances that the proposed intervention for the child or young person will be implemented. This has significant possibilities in improving outcomes for the children EPs work for, as increased motivation in the adults around a child or young person has been found to reduce barriers to successful intervention for that child or young person (Nock & Kazdin, 2005). Finally, the use of MI within consultation could be considered one effective way of reducing the gap between theory and practice (Lee, Frey, Herman & Reinke, 2014), by improving the motivation of adults around children and young people to consider implementation

fidelity when working with them, thus improving effectiveness of interventions (Lendrum & Humphrey, 2012).

A recent paper by Hebard and Watson (2017) illustrated the suitability of MI as a framework for counsellors to use in school-based consultations. Although comprehensive in its consideration of the approach, the paper lacked evidence grounded in empirical data. Hebard and Watson (2017) outlined a number of hypothetical situations in which the use of the OARS skills and the four processes of MI were utilised and discussed in detail. They also provided a number of suggestions and strategies for overcoming what they considered to be potential barriers to consultative MI, although these were highlighted by the schools rather than by the practitioners. Examples of these barriers included: how counsellors would overcome and negotiate schools and systems that are closed (for example, extremely hierarchal management systems that resist change); how to address the potential argument that MI is too long for consultative practice; and dealing with concerns regarding the perceived complexity of MI. Indeed the researcher posits that any application of MI into consultative practice would consider the EP's abilities, preferences and context in which they work. Meaning that application would not necessarily purport to be 'pure', rather it may be used holistically alongside other approaches already in use.

Snape and Atkinson (2016) concluded in their literature review of MI in school settings, that MI in consultation is a promising area that has yet to be empirically researched. As such, there was a clear empirical research gap within the area using MI within school-based consultation. In addressing this, Jones (2018) investigated the views of UK EPs in one service on their use of MI and consultation within current or prospective practice. Although the study was small-scale and unpublished, it successfully negotiated the first step into empirical research within consultative MI. It

highlighted that whilst EPs could consider how they might use MI within consultation, they were not currently consistently and exclusively using MI in consultative practice. Findings suggested that although there were some significant barriers that would need to be addressed for consultative MI to be fully realised, there were also a number of positive and encouraging signs that consultative MI is an approach that the educational psychology profession could engage with and benefit from. Whilst the study initiated empirical work into the use of MI in school-based consultation, there has been, to date, no published, peer-reviewed research investigating or evaluating the use of MI in consultative practice, within any domain. As such the current study aimed to provide an empirical evaluation of three EPs applying MI into their consultative practice. The guiding research questions (RQs) were:

RQ1: To what extent are EPs able to integrate MI within their consultative practice?

RQ2: What are the perceived benefits and limitations of using MI within EP practice?

Methodology

Sampling and participants

Participants were recruited via purposeful sampling, drawing upon professional links held by the research supervisor. All participants provided written, informed consent (Appendix 7 and 8) in accordance with university ethical procedures (Appendix 9) and the Health and Care Professional Council (HCPC, 2016) *Standards for conduct, performance and ethics*. Additionally, the research complied with the British Psychological Society's (2014) *Code of human research ethics*.

Participants were qualified EPs working within a local authority setting and all participants self-reported that they were trained in MI (accepted training included: university centre training, in-house training with other EPs and self-taught training). As MI is still an emerging skill within EP practice, it was considered that the recruitment of participants using strict exclusionary measures, based on MI training level, would eliminate a large number of practitioners and produce a barrier to overall recruitment. For this reason, MI training and confidence was not determined using a pre-existing measure, such as the Motivational Interviewing Treatment Integrity (MITI) scales (Moyses, Rowell, Manuel, Ernst & Houch, 2016) or attendance at an approached MI training course, instead it relied on practitioner self-report. Additionally, all participants were required to complete a free 'top up' online training module in MI (British Medical Journal [BMJ] Learning, 2018). During the research, MI protocols (Atkinson & Woods, 2018; appendix 10, 11 and 12) were used. These were designed to support integrity of school-based MI practice in relation to the spirit, processes and skills, by allowing practitioners to plan, develop and reflect on their school-based MI practice; and enable competency benchmarking within school-based MI. The protocols were adapted within the current research to allow participants to monitor their application of MI into school-based consultation. The protocols contain aspects of each core element of MI and support users to keep in mind a range of technical components of MI practice (e.g. OARS skills; change talk). They provided a means of maintaining MI fidelity within the study but did not form any part of the final dataset. Finally, researcher notes were kept in order to aid in the analysis of the data.

Four participants were recruited, in pairs, from two local authority settings, two from Service A in the North East of England and two from Service B in the South

Midlands, UK. One participant left the study due to workload restrictions, leaving three participants for which data were collected. Although there are discrepancies in the minimum number of participants needed to complete a comprehensive thematic analysis, the researcher took note of the following justifications for a small sample size. Including: suggested minimum sample sizes are often considered arbitrary numbers where there is little to no clarification regarding where the number derived from and thus sample size selection should rely on the researcher's informed opinion (Fugard & Potts, 2015); data must derive from a sample that offers enough data to enable a richness without making the data set unmanageable (Fugard & Potts, 2015); Braun and Clarke (2006) describe thematic analysis as being thematic analysis when "searching *across* a data set- be that a number of interviews or focus groups, or a range of texts- to find repeated patterns of meaning" (pg. 86), which the researcher believes the data set meets with three participants. The remaining three participants are pseudonymised below:

Participant vignette 1 (Service A)

Sarah completed her doctoral EP training over two years ago and had worked with Service A since qualification. Service A is based on a consultation model of service delivery. Sarah explained that ideally, direct casework is derived following an initial consultation, although there is some flexibility with this. Consultation often takes place face-to-face but in some instances, it can occur over the telephone. Sarah described the consultation model is loosely 'solution focussed' (cf. Kahn, 2000).

Sarah received training in MI as part of her doctoral training, where she applied her knowledge when conducting a therapeutic intervention with a young person. Additionally, Sarah had used aspects of MI to train support staff

in schools. She reported her use of MI within practice was limited and she rated herself as a 1 or 2 on a scale of 1 to 10 (10 being the most confident) for using MI within consultative practice; but as a 6 or 7 when using MI with children or young people. Before beginning the research, Sarah reported that she had not previously applied MI into her consultative practice

Participant vignette 2 (Service A)

Ruby worked within the same service as Sarah and also received training in MI as part of her Doctoral training. Ruby had supported assistant EPs to use MI in their practice with children and young people with children and young people at risk of exclusion. She had recently attended a free full-day MI training event and had put a training package together for colleagues in her service. In the scaling exercise Ruby felt she was as low as a 2 for using MI within consultative practice and a 4 or 5 when using MI with children or young people. Before beginning the research, Ruby reported that she had not applied MI within her consultative practice.

Participant vignette 3 (Service B)

Callum had been qualified for around 1.5 years at the start of the research and had worked for Service B for 10 months. At the time of the research, the service was a fully traded service, meaning that schools buy in EP time, which is then allocated to different EPs. Through this model, Callum supported around 10 schools, plus specialist provisions. Alongside this, EPs were allocated statutory and Early Years work and had responsibility for providing training. Callum explained that consultation often, but not exclusively, preceded direct work.

Callum had received minimal formal training in MI and was largely “self-taught”. He completed his doctoral thesis on MI in schools and had previously provided an MI programme with schools as well as providing brief training with the EP service. Callum felt that MI was embedded into his daily practice with children and young people, often in cases where there was an issue around managing behavioural expectations. Callum scaled himself as a 6 for using MI within consultative practice and, although he was unable to describe a specific time where he had used MI in consultation, felt that he had probably been using MI unconsciously within his current practice.

Study design

The current study was qualitative in nature, using semi-structured interviews (Appendix 13) in order to explore the wide range of experiences and opinions participants held. The study followed a three-stage design that spanned around seven months and was as follows:

Phase 1: Participants were identified and each took part in an initial research meeting, where they provided data to form a participant vignette. Participants were required to complete ‘top up’ training in MI (BMJ Learning, 2018) and provide certification of doing so, to ensure that they had basic refresher training in MI.

Additionally, training was provided for using the MI protocols (Atkinson & Woods, 2018). The researcher took research field notes.

Phase 2: Participants completed school-based consultations using MI. These were individual consultations between an EP and a member of school staff. The staff member could be different for each consultation. Two participants obtained two full consultations whilst the final participant completed one full consultation. Participants were required to gain written, informed consent from the school consultee, and asked

to audio-record consultations and complete each of the three MI protocols (Atkinson & Woods, 2018). The participant-school staff consultations were recorded to enable the researcher to fidelity check the use of MI against the participant's completion of the MI protocols. All recordings were stored in encrypted files and destroyed after use. During this period, the participants completed three individual supervision sessions with the researcher, via telephone, in order to maintain communication, ensure wellbeing and check in on progress. During these discussions inevitable rapport and relationships were built between researcher and participant due to the prolonged nature of the study and the frequent contact. Reflections regarding the impact on this deeper relationship took place within the researcher notes. The researcher remained mindful of this interaction during the phase 3 of the research where interview data was collected. Discussions also focused on the fidelity of consultation practices to MI, via the completion of the MI protocols (Atkinson & Woods, 2018).

Phase 3: On completion of the consultations, each of the three participants completed a semi-structured interview, which was audio-recorded and transcribed, before data analysis. The interviews followed a pre-prescribed schedule and lasted around an hour each.

Data analysis

The semi-structured interviews were analysed via thematic analysis as prescribed by Braun and Clarke (2006), with consideration of revisions within Braun and Clarke (2019; Appendix 14). Semantic themes were generated deductively from the data using the research questions as a guide, meaning that sources and themes were directly attributable to the words and sentences used by the participants. Researcher notes were used to complement the analysis. Inter-rater coding did not take place as it

was felt that this did not sit within the sensibility of qualitative research and reflexive exploration into the integration of MI and consultation (Clarke & Braun, 2018).

Results

Data analysis resulted in four main themes (Appendix 15), which were:

- (1) Integrating MI into EP practice was hard.
- (2) Integrating MI into EP practice worked.
- (3) Barriers to using MI in EP practice.
- (4) Facilitators to using MI in EP practice.

The themes (Figure 3) pertain to the direct voices and words of the participants and are reported accordingly. In descriptions of the main themes below, the identified subthemes are italicised. Although the data span two locations within the UK, it should be noted that they include the views of only three EPs working within local contexts. For ethical reasons, exemplar quotes will not be linked directly to Callum, Ruby and Sarah, but the spread of quotes will be indicated by using the randomly allocated participant notations P1, P2 and P3.

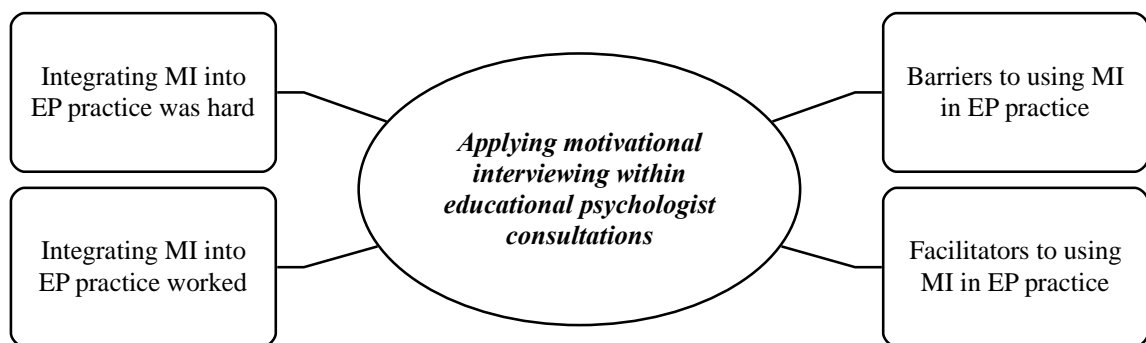


Figure 3: Thematic map showing main themes.

Integrating MI into EP practice was hard

This was the largest and most prevalent theme that emerged from the data. All three participants felt that, in relation to the application of MI that into their consultative practice *it was harder than anticipated*, which was often equated to a perceived lack of expertise. For example, P1 noted, “I was surprised at how hard I found it”; whilst P3 said, “I didn’t find it easy.” Additionally, when discussing the difficulty they felt in applying MI to their consultations, P3 reflected, “it made me realise how much I don’t know about MI” and P2 simply stated, “I’m just not skilled enough in using it”. Within the sub-theme *I am not skilled enough in MI*, all participants commented on feeling that they did not have a sufficiently strong grasp of MI and that in attempting to apply it to consultation, this was brought into focus. Additionally, P1 noted that the research had also made them aware that they lacked skills within consultation itself and that without the foundation of good consultation skills it was difficult to apply MI. The theme *I am not good at consultation* is exemplified by quotes such as: “I’m not sure if that was a reflection of my consultation skills” and “I don’t know if that was my consultation skills, as I don’t think they’re great” (P1).

Within the sub-theme *the processes were hard, apart from engaging*, all participants stated that the MI processes (engaging, focussing, evoking and planning) were the most difficult aspect of MI to apply to their consultative practice. For example, P2 felt that “evoking change [was] really hard”, whilst P1 addressed their failure to complete the MI processes protocol, suggesting that they “probably shied away from it.” Participants believed that MI did not allow for advice-giving, for example: “strategy giving... I was kind of wary of doing that because I wasn’t sure actually how does this fit with MI” (P1) and “schools... want someone to take charge and want some more specific expert advice or guidance” (P2). Additionally, the

participants felt that focussing and evoking were particularly difficult, although all three stated that engaging was straightforward. It was noted that by the very presence at a consultation, engagement could be taken as being achieved, “engaging, so shall we work together, I kind of take that as a given” (P1).

Finally, all participants discussed how *communicating MI to schools was hard* in terms of describing the approach to schools. P2 and P3 chose to explicitly state they were using MI, whilst P1 opted to note that they would be trying a new approach. Regardless of their level of transparency regarding the use of MI in their consultations, all participants noted that this communication was difficult.

Integrating MI into EP practice worked

All participants initially expressed that they felt that MI fits within EP consultation when considered from a conceptual and theoretical standpoint and that *MI and consultation makes sense*. For example, P1 said, “Why wouldn’t it fit in consultations? It’s the perfect tool.” Despite this, at the end of the research process P2 noted, “it [MI in consultation] didn’t seem...for me...having gone through this process...I couldn’t see how it would fit”. Positively, all participants stated that they would continue to use MI within their consultative practice and that it would form a valuable aspect of their ‘toolkit’. Within the sub-theme *MI is complementary with other approaches*, P1 said, “I’m definitely going to give it another go. 100 per cent”, whilst P2 was more reserved and noted, “I’ll use some of the key skills a lot more than I used to in all consultations.” One beneficial aspect of MI in consultation appeared to be its potential use alongside other approaches, such as solution-focussed consultation. All participants felt that MI would fit well within this approach, “solution-focussed approaches which have similarities” (P2) and “we had to adapt it...I was using it in a solution focussed model” (P3).

In terms of *positive impacts* all the participants noted at least one. For example, P3 noted that staff members expressed explicitly feeling more listened to, “for them it was actually really positive because they felt listened to”; while P2 linked the feeling of being listened to with school staff being more open: “they must feel more listened to because they’ve opened up a lot more because of it. So that’s been lovely.” P2 also observed “small little changes in the language you use and the power of that.” Finally, P1 felt that the use of MI within the consultation enabled further involvement that produced a tangible outcome for both child and school and “led to further training.” Despite this, P2 noted an explicit example where they felt a consultee’s difficulty with the focussing stage had potentially damaged a previous working relationship: “I really didn’t think it was positively received.” (P2).

Whilst all the participants noted a difficulty with applying the MI processes, in contrast, they felt confident that the MI spirit was readily applied, as it was already inherent in the EP role. For example, “when you look at the spirit of MI... those bits are natural. They’re part and parcel of the EP role” (P1); and similarly, “thinking about the spirit, which I possibly found easiest to apply, just because I think we adopt a lot of those kind of...well, that approach to our role anyway” (P2). Within the sub-theme *the spirit was easy and the skills were OK*, all the participants felt that they had mastered the MI OARS skills to a reasonable level: “Open-ended questions, yes. Affirmations, yes.” (P3) and “I feel that the skills fit in early easily with part of the EP role.” (P1). However, difficulties arose with the use of reflections and summaries, “I think sometimes I was over-summarising and it felt a bit in-genuine.” (P2) and, perhaps indicating a training need, “I can’t even remember what reflections really are.” (P3).

Barriers to using MI in EP practice

When asked about the barriers to using MI in consultative practice, all participants talked about *workload and time pressures*. P3 noted that their time was pressured due large workloads, “the amount of schools that we’ve got, the amount of individual work we have...”, whilst P2 stated that “I think it’s about workload, so if there’s less workload.” More generally, time was an issue: “time would potentially be a barrier” (P2); while when asked if integrating MI into their consultative practice made it more time-consuming P1 said, “I think it’s a big thing, definitely”. Whilst the participants all felt that MI added time to their consultation, it was noted that they struggled to know when to close the consultation, and sometimes felt that they were being repetitive, for example: “well it’s supposed to be an hour but, oh, it feels like we’ve reached our saturation point” (P2). Additionally, participants felt that a range of *systemic barriers* negatively affected their ability to integrate MI into consultative practice. One of these was paperwork: “I’m doing a lot of writing when I’m talking to them because it’s going into a record of involvement” (P1). Whilst, all participants noted that use of MI might have been hindered by service practice of one-off involvements, “I feel that it would fit better in those subsequent discussions rather than the initial discussion” (P1).

Under the subtheme *it’s not the right case* participants perceived that in order to appropriately integrate MI into their consultative practice, they would require cases that were considered stuck: “[the case] might not have been the most appropriate” (P1); and “I learnt that, that people need to feel stuck” (P2). Within the sub-theme *school reluctance*, participants often noted that schools demonstrated limited capacity for change, for example, when asked about barriers P1 responded, “Their [the school’s] willingness to change and capacity to change” (P1). This was associated by

P2 with the time pressures that schools are feeling and additionally, by the desire by schools to gain advice from their link EP, which was noted by all participants.

Finally, the major listed barrier that reoccurred on a number of occasions was *practitioners have low MI competence*. All participants noted on more than one occasion that they felt they did not have high enough levels of MI competence in order to successfully integrate it into their consultative practice. For example, ‘I’d lost my way...I think it’s just maybe my competence in using it’ (P1) and “The barrier for me personally is knowledge” (P3).

Facilitators to using MI in EP practice

Despite finding the integration of MI into consultation difficult, participants were able to identify a number of practical facilitators. This included the sense that *EPs already have many of the skills needed* to apply MI into consultative practice: “it [MI] is part and parcel...of normal consultation practice” (P1). Additionally, “So thinking about the spirit, which possibly I found easiest to apply, just because I think we adopt a lot of those... approaches in our role anyway” (P2); and “I’ve definitely got the spirit” (P3). Participants noted that the use of the MI protocols helped them in structuring their consultations but felt *having a structure* would be useful in applying MI into consultation. One participant was not sure they had used the protocol to its best advantage, suggesting it may have been more beneficial to work through it with a consultee, “if it was a shared document, if we sat there and we went through it” (P1). Two participants felt the need for a structure, particularly in focussing and closing the conversation within consultation: “I felt that I was losing my way” (P1) and “I wanted structure towards the end where it almost felt, how do we round this up?” (P2).

All participants felt strongly that the research process had forced them to reflect on both their consultative and MI abilities, alongside other aspects of their practice, such

as their empathy skills. P3 spoke at length about the need to be reflective following a MI consultation, in order to be able to identify areas for development, and for them the research highlighted a number of areas of personal development that they wanted to focus further on. This linked to the most commonly cited facilitator: *training: role-play, supervision and opportunities to practise* with participants feeling that they required all three. P1 stated that, “I think supervision is a great way of developing practices, developing competence” and suggested the development of specific video-examples of EPs using MI within consultation. Additionally, “I think you need to feel confidence in practising and trialling it [MI] out... so training” (P2). When asked what was key to enabling other practitioners to be able to apply MI into consultation, P2 responded, “I’d say experiences like this [the research]. Having someone observe me while I’m being recorded... discussion afterwards.”

Finally, the participants all felt that in order to apply MI into their current consultative practice, there would need to be a change in the *systems that support its use*. Notably current traded model of service delivery within Service A was felt to limit the chance for return visits, where MI might be particularly beneficial. Additionally, statutory work, where the focus tended to be on assessment and writing advice also limited opportunities for consultation and therefore MI.

Discussion

The present paper aimed to consider ‘to what extent are EPs able to integrate MI within their consultative practice?’ alongside, ‘what are the perceived benefits and limitations of using MI within EP practice?’ via the use of semi-structured interviews. As such, the research provides the first step into bridging the gap between the theoretical and practice suitability of MI within EP consultative practice. Within this

section the results of the present study will be considered with regards to the aforementioned research questions. Limitations and future directions for research will be considered and the wider implications of the current findings for consultative practice will be considered.

RQ1: To what extent are EPs able to integrate MI within their consultative practice?

All participants felt that they lacked the proficiency needed to be successful in applying MI to school-based consultation. Atkinson and Woods (2017) proposed a lack of theoretical stability and practice integrity within MI, making it likely that “few practitioners are adhering to a pure model of MI” (p. 345). Miller and Rollnick (2009) admitted that “MI is not easy” (p.135) and suggested that training alone is not enough to reach mastery; rather that practitioners should partake in on-going practice, with both feedback and coaching. Assuming that the participants in this study were representative of the wider EP profession, there would need to be an increase in MI proficiency for the approach to be successfully integrated in consultation. However, notably Thomas, Atkinson and Allen (2019) reported that although 79% of respondents to their survey, regarding MI use in UK EP practice, stated that they were familiar with MI theory, techniques and approaches, it was those EPs who had been qualified more than six years that reported the highest confidence and competence. The participants within the present study had all qualified within the last three years, which were the group reporting lowest MI competence within Thomas et al.’s (2019) study. Indeed, the data within this study found that participants also highlighted a lack of confidence when using consultation. As such it should be noted that the newly qualified nature of the participants may have caused a compound impact of a lack of

confidence/knowledge around both MI and consultation, thus making the application of MI into consultation increasingly difficult. Despite this, participants did show unconscious learning and development indicators, insofar as they established a more conscious understanding of their need to develop their MI proficiency following the completion of the study, when compared to what could be considered a more unconscious awareness of their knowledge gaps within MI prior to the study's commencement (Howell, 1982). However, the participants within the present study may be more representative of recently qualified EPs, rather than the EP profession more generally and findings should be considered with this in mind. Furthermore, Thomas et al. (2019) found that those EPs who reported lower proficiency in MI, also reported having less opportunities to use MI within practice. The findings of the present study, in line with the findings of Thomas et al. (2019), support Miller and Rollnick's (2013) assertion that MI proficiency cannot be taught without practice experience.

The current study highlighted an issue with consultative practice more generally, both in terms of theory and application, and its resulting collaborative nature. Paper one found, in a recent international systematic literature review, that EPs' shared professional understanding of the practical and psychological complexities of consultation are underdeveloped. The review noted that EPs reported high levels of collaborative action within consultation, a key component of MI; however, this was not found to be well operationalised within current EP practice. Collaborative practice appears to trigger a conflict within the profession between wanting to purport collaborative engagement and balance the expert role, and participants within the current study described similar complexities. As such, consideration should be given to how much this was a compounding factor in the application of MI within current

consultative practice. It would be reasoned that consultative proficiency would be required in order to enable the integration of MI into consultative practice, as has been required in other MI combinations (see Atkinson & Earnshaw, 2019 for a consideration of integrating MI and cognitive behavioural therapy).

Another main area of interest concerned the need for a structure when using MI within consultative practice. Participants reported feeling unsure if they were completing the consultation right, or where to go next. There were also reported difficulties in using the skills, processes, knowing when to close the consultative session and frequently, which cases were appropriate for consultative MI. Blom-Hoffman and Rose (2007) considered in their theoretical commentary that consultative MI should be used in a proactive and prevention-focussed way that directly addressed resistance within clients. Additionally, they suggested that MI could be used as a way to pique the interest of potentially ambivalent clients to pursue consultation. Rollnick, Heather and Bell (1992) identified the need for practitioners to be given greater structure within brief consultations and offered a ‘menu of strategies’ as one such way of providing structure of a MI consultation. A need for structure was also recognised by Atkinson and Woods (2017) who noted that due to reported difficulties with training and assessment within MI, there is some doubt to whether the process of ensuring MI integrity and thus delivery is sufficiently grounded in practice-based evidence.

The participants felt that, whilst the MI protocols, which were designed to enable practice adherence and review, were helpful, they might benefit from a more tailored example of using MI within consultative practice in the future, as well as developing a more considered understanding of when to appropriately use consultative MI. On numerous occasions, the need for wider systems to support the use of MI within

consultative practice was raised. This supports previous findings by Jones (2018) and is in line with the theoretical barriers noted by Hebard and Wilson (2017). Within this study was the consistently noted perception that EPs did not have enough time to be able to adequately apply MI into consultation. Time limitations were linked to the way that systems and structures were set up, both within local government and within wider government. Time limitations are also posed as a barrier within the theoretical literature (Hebard & Watson, 2017; Lee, Frey, Herman & Reinke, 2014).

Additionally, Thomas, Atkinson and Allen (2019) found some evidence that the impact of austerity within UK EP services has added to the difficulty of using MI within EP practice, particularly due resulting time limitations owing to pressures from traded models and within the statutory system.

RQ2: What are the perceived benefits and limitations of using MI within EP practice?

Participants identified a number of pragmatic benefits and limitations to using MI within EP practice. Limitations included a perceived lack of time, concerns regarding training and whether the model of service delivery was compatible. Thomas et al. (2019) similarly reported the same concerns from EPs. They suggested that traded services were often perceived as a barrier to MI use within practice- a finding within the current study. Two participants also considered that demands of their statutory nature workload placed undue time pressures upon them and this limited their ability to apply MI within consultative practice, again echoing the findings of Thomas et al. (2019). Additionally, a lack of training was considered as a significant barrier to MI application. Thomas et al. (2019) reported that EPs' training in MI was often presented as a stand-alone option, with little opportunity for access to on-going

practice, reflection and supervision. It is therefore important that EP services find time and opportunity to enable practitioners to practise their MI skills, with the aim of improving proficiency, consultative practice and ultimately outcomes for children and young people.

Perceived benefits included the concept that the spirit of MI fits within the current EP role and ethos, alongside that participants felt that MI enabled greater practitioner reflection, particularly when using the MI protocols as a basis. Indeed, the spirit of MI was noted as enabling ethical practice (Thomas et al., 2019) to ensure that the goal of consultation remains centred on benefitting the child or young person.

Limitations

Whilst the present study offered the first step into empirically investigating MI and school-based consultation there are a number of limitations. Firstly, the study was small in scale and offered the select opinions and experiences of three UK EPs.

Whilst there were similarities in their experiences, they represent only a very small sample of the UK-based EP and indeed of the wider international school psychology professional population. As such, caution should be taken in interpreting the results within the wider EP community, particularly internationally. Given the difference in consultation conception found within paper one where practitioners in the US were found to have a greater shared understanding of consultative practice, than UK EPs.

Despite this, the main theoretical ideas surrounding using MI in school-based consultation originate from US literature (e.g. Blom-Hoffman and Rose, 2007; Hebard & Watson, 2017). Participants within the current study were not rated for MI proficiency, for example, with a tool such as the MITI (Moyers, Rowell, Manuel, Ernst & Houch, 2016). Although participants self-reported to have received MI training, mostly from their university training courses, from the difficulties they

experienced using MI within consultation, it could be speculated that they might not achieve competency or proficiency on a robust measure such as the MITI. As competency screening is not yet commonplace within EP practice, the researcher felt that assessment prior to recruitment could deter volunteers and significantly reduce the already small participant pool. However, the limitations of this decision are apparent in the findings. Finally, the participants within this study were under significant workload pressures and although there was reasonable adherence to the use of the MI protocols (Atkinson & Woods, 2018), fidelity was not consistently demonstrated throughout the study and across participants.

Future directions

Suggested areas for further development include the creation of a defined structure, specifically designed for applying MI into consultation. This resonates with ideas presented by Atkinson and Woods (2017), who noted the difficulty in MI use and integration due to a lack of theoretical stability and called for greater research into use of structured MI frameworks for practitioners. Participants within the current study raised the need for further training, access to specialist supervision, role-play and resources designed specifically for applying MI within EP consultative practice. Conceptual papers, such as Blom-Hoffman and Rose (2007) have argued coherently for the integration of MI within school-based consultation. However, there is an underlying assumption that school-based professionals, including EPs have a sufficient level of proficiency to achieve this and within the current paper, the participants' level of practitioner experience potentially raises issues, given that Thomas et al. (2019) reported lower MI competence and confidence in EPs who had been qualified for less than five years.

Future research should aim to develop an understanding of how MI could be integrated within consultative practice. This will require a larger sample size and a wider demographic of EPs from a differing backgrounds and settings. On the basis of this study, competency screening would probably need to be a feature, although this would likely affect the duration of the research, participant load and number of volunteers. Additionally, as noted, if EPs are to use MI within their school-based consultation successfully to its full advantage, the profession's general MI proficiency levels would need to be developed. In order to support the integration of MI within consultative practice, further empirical research should focus on building on the foundation of MI use within the EP profession, including the impact of training and continuing professional development.

Implications for practice

The present study highlighted a number of pertinent implications for practice. These included the need for higher overall levels of MI proficiency within the EP workforce; the need for wider systems to support the use of MI within consultative practice (e.g. via on-going training, opportunities to practice and reflection, alongside appropriate supervision); and the consideration that there may also be a training and development needs for EPs in developing effective consultation. The study outlined clearly that although MI has been successfully integrated into much practice within schools, particularly within direct work with children and young people (cf. Snape & Atkinson, 2016), and that there are multiple perceived benefits to using MI within consultation; at present there are barriers to applying MI within current EP consultative practice which may affect the effective integration of the two approaches.

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5. Paper 3: The dissemination of evidence to professional practice

Introduction

This final paper aims to discuss the dissemination of findings presented in papers one and two. The paper will consider aspects of evidence-based practice (EBP), alongside practice-based evidence (PBE), whilst discussing effective dissemination procedures in a more general sense. The implications of papers one and two are considered at multiple levels, and a proposed strategy for dissemination is proposed.

A: The concepts of evidence-based practice and practice-based research

The Health and Care Professions Council (HCPC, 2015) consider EBP as a key facet of the role of practitioner psychologists, of which educational psychologists (EPs) fit. For example, standard of proficiency 14.1 states that EPs are “able to engage in evidence-based practice and evidence-informed practice”. Within the world of psychological practice, the American Psychological Association (APA, 2005) defines EBP as “...the integration of the best available research with clinical expertise in the context of patient characteristics, culture, and preferences” (p. 5). Although there are clear guidelines around EBP within both psychology and associated professions, there remains a fierce debate regarding the suitability and utility of EBP approaches within the realm of EP practice.

Historically, EBP derived from within the medical profession. In 1991 the term ‘evidence-based medicine’ was coined, closely followed by the concept of ‘scientific medicine’ (Sur & Dahm, 2011). By bridging the gap between research and medical practice, it was hoped that clinical decisions would be based on best available evidence, thus reducing uncertainty and increasing clinical quality across the profession. Although an embedded part of medical practice today, evidence-based

medicine was met with considerable resistance by the medical profession, where previously decisions were made based on clinical experience and judgement alone (Sur & Dahm, 2011). Following the eventual acceptance of evidence-based medicine within the profession, and beyond, the methods for exploring what would be considered as best evidence developed. Randomised-control trials (RCTs) are considered one of the most robust types of evidence and are often cited as the ‘gold standard’, particularly within the medical profession (Sur & Dahm, 2011). They are credited with reducing researcher bias due to the way they are conducted in highly structured environments, with extraneous variables being controlled for. However, their use within EP research is limited due to the complex nature of the systems that are studied (Crick, Barr, Green & Pedder, 2016). Within these systems (e.g. schools and local authority organisations) there are a large number of micro and macro variables that are both unpredictable and uncontrollable (Kratochwill & Shernoff, 2004; Munro, 2011), which make qualitative methodologies (e.g. case studies and interviews) often favoured. Additionally, complex systems, such as schools, are subject to a range of top-down pressures (i.e. targets and pay-related rewards) and bottom-up pressures (i.e. parental expectations). RCTs do not give adequate weighing to the impact of these pressures. Whilst some aspects of these systems support easily applicable evidence-based approaches, many do not. Qualitative methodologies, arguably, give a depth and richness that is often unattainable with positivist methodologies such as RCTs. Despite this, some medical professionals argue that medicine is too strongly reliant on RCTs and are keen to remind colleagues that some of the biggest medical advances, such as the introduction of insulin and penicillin, took place due to single case studies (Sur & Dahm, 2011). Notwithstanding this, RCTs and the resulting methodology of meta-analyses, where many datasets (not just

RCTs) are pooled, still prevail as the highest standard of evidence (Sur & Dahm, 2011). Although more rare, meta-analyses (e.g. Santangelo & Graham's, [2016] meta-analysis of handwriting interventions) do feature within EP research and can offer a unique perspective and easily accessible overview of the data within a certain area, much like systematic literature reviews (e.g. Woods, Bond, Humphrey, Symes & Green [2011] for a review of the evidence for solution focussed brief therapy for children), which are considerably more common in educational psychology as they enable the comparison and pooling of a larger range of data sets (both qualitative and quantitative).

Robinson, Bond and Oldfield (2018) report that many models of EBP include the following three aspects: best available evidence, client characteristics and availability of resources. These aspects are all found within the aforementioned definition of EBP (APA, 2005). The best available evidence, derived from methodologies as discussed above, forms only one part of working in an evidence-based manner. Important aspects also include, understanding the client's perspective, preference and ability to implement an intervention, alongside the availability of reasonable resources that they may have. Indeed, best available evidence is not the only facet to good EBP. Despite the prevalence and acceptance of what constitutes "good" EBP there are increasing warnings, including within psychology, of becoming over-reliant on EBP (Biesta, 2007), particularly in terms of understanding EBP as being formed of the evidence base alone, in terms of the published evidence. Many reasons are stated for this, including that often studies informing EBP come from homogeneous groups of typically, well individuals from specific socio-economic backgrounds. This participant selection bias is a phenomenon widely accepted as a major flaw within wider psychological research, where much research derives from middle class, white,

university students (Henrich, Heine & Norenzayan, 2010). As such, many studies that form the foundation of EBP may be interpreted with some caution. Additionally, Fox (2011) notes that many practitioners have a “skills gap” (p.326) whereby they do not possess the necessary skills to access and interpret the research that forms the evidence base. More importantly, given the high level of research training that EPs undertake, it is unfair to assume that teachers would possess the same level of skill in understanding research and data. Although charities such as the Educational Endowment Fund (EEF) aim to offer teachers the opportunity to access the evidence-base in an easy-to-digest format, these ‘toolkits’ are not often utilised due to external pressures upon teaching staff, such as time limits. Indeed, at a more simplistic level, many EPs and most teachers do not have access to up-to-date journals and articles in order to maintain their understanding and awareness of the current evidence base. Finally, another consideration is the, often, simplistic application of interventions ‘onto’ children, in direct contradiction to the notion of the evidence-base being a starting point for what may constitute an effective intervention, rather than the final decision (Woods et al., 2011).

The scientist-practitioner model was first conceived at the Boulder conference in 1949 and is now a pivotal model for understanding the role of the EP (Hagstrom, Fry, Cramblet & Tanner, 2007). Although the concept of a scientist-practitioner has been discussed since the late 1940s, the commencement of EPs as ‘scientist-practitioners’ is relatively new, given that the term was originally used to describe clinical colleagues. The scientist-practitioner model offers EPs the chance to resolve the aspects of their professional role that require both a practical, pragmatic understanding as well as a scientific assessment. Undeniably, it enables the embedment of evidence-based practice into daily EP practice. EPs, who embrace their

role as scientist-practitioners, not only apply research to their practice, but can also offer a distinctive and active contribution to the psychological knowledge base through research (Kennedy & Mosen, 2016). Appreciation and acceptance of their role as scientist-practitioners has resulted in the increasing use of the phrase PBE (Fox, 2011). PBE describes how EPs do not wholly rely upon EBP, nor feel solely guided by experience. However, like medicine, one of the most important roles within educational psychology remains to bridge the gap between theory (research) and practice. That is, what the research says works in schools and what can actually work in schools and given a number of messy factors and PBE can be extremely helpful in allowing EPs to support schools to do this. Leading on from the evidence base, the practitioner psychologist must generate their own PBE in order to continuously develop, maintain and offer an individualised approach to their caseload (Gulliford, 2015). Although PBE is the stance that many practising EPs choose to take, there are some often over-looked benefits to pursuing an EBP approach to casework. For example, EBP may help in ensuring equity with regards to resources; particularly financial resources within systems such as educational, health and care plan assessments (Prilleltensky, 2013).

B: Effective dissemination of research and notions of research impact

The research-practice gap persists across all professional domains, not least within psychology. There remains an inability or reluctance to appropriately take what is known to work and apply it to daily casework, resulting in a translation gap (Brownson, Eyler, Harris, Moore & Tabak, 2018). Dissemination is defined as “an active approach of spreading evidence-based interventions to the target audience via determined channels using planned strategies” (Rabin, Brownson, Haire-Joshu,

Kreuter & Weaver, 2008; p.118). A range of models support professional decision-making about dissemination and ways in which this can be achieved are growing rapidly as technology advances and dissemination remains a popular topic within current international and United Kingdom (UK) policy (Wilson, Petticrew, Calnan & Nazareth, 2010). Despite its obvious importance, dissemination often remains an afterthought for many researchers, rather than sitting at the core of why they are completing the research (Keen & Todres, 2007). Although dissemination takes place within research communities, most dissemination occurs via selective and often closed channels, such as conferences and publications. As discussed within section A, many EPs and teaching professionals do not have easy access to journal databases and would be unable to receive disseminated research in this format.

Brownson et al. (2018) note that rather than considering dissemination as an “add on” to research, it should be a carefully considered plan that occurs early on within the research process. However, Harmsworth, Turpin and the Teaching Quality Enhancement Fund (TQEF) National Coordination Team (2000) suggested that predicting the dissemination audience of a study might be difficult for research that is led by the participants, such as action research. Indeed, the use of certain research methodologies, such as action research, can limit dissemination- planning possibilities for researchers at the outset, as the process of the research and participants shapes the outcomes and findings. A systematic literature review by Wilson et al. (2010) found that of the over twenty models of dissemination they identified, all were at least partially underpinned by the same three theoretical approaches: persuasive communication (interested in subtly changing the reader’s attitude); diffusion of innovations theory (a theory that aims to describe how and at what rate new ideas spread); and social marketing (the promotion of socially acceptable behaviours and

socially valuable information). Indeed, Brownson et al. (2018) report a simple model of dissemination (Figure 4) as first presented by Shannon and Weaver (1963).

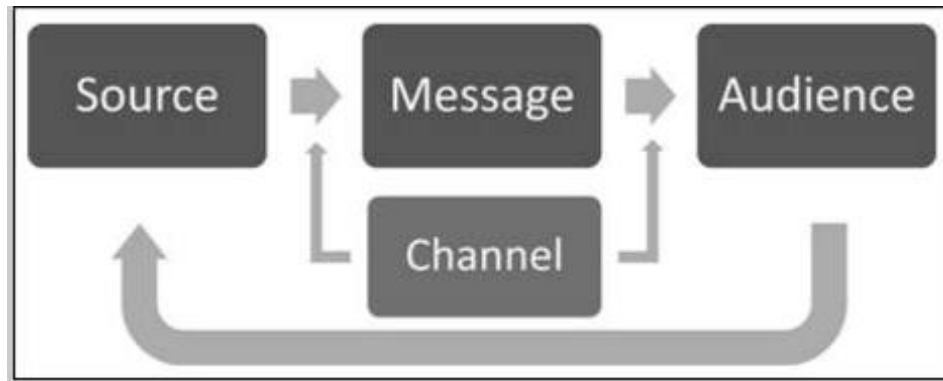


Figure 4: A model of dissemination.

The model in Figure 4 has been used in numerous fields, including psychology. It acts as a useful, simple illustration on how to promote effective dissemination of research. The model starts with the message, which consists of what information or finding is being disseminated. Secondly, the model defines the ‘source’, which outlines the motivation (e.g. what are they trying to achieve? Are they hoping to influence policy?), current practice that is found among the research community (e.g. what do researchers *tend* to do now?) and then the final main aspect is the audience. Simply, knowing whom to impact with the research findings. The model is non-linear and emphasises the circular nature of dissemination as highlighted by the final overall aspect, the channel, which describes the method that is used to disseminate the research (e.g. conferences or publication). The use of a model, such as the one presented in Figure 4, helps to guide researchers to develop a dissemination plan prior to the commencement of research.

Finally, a model like the one presented here could be used alongside models that promote an awareness of the level at which dissemination reaches the audience. For

example, Harmsworth, Turpin and the TQEF National Coordination Team (2000) outline a dissemination model that encourages researchers to consider the levels in which they would like to impact their audience as, realistically, it is not possible for research to impact every individual to whom it would be helpful. The first level concerns ‘dissemination for awareness’, which they argue is the level at which the most people are likely to be reached. Within this level it is hoped that a simple awareness of the research findings would be achieved among a target audience, even if they do not possess an intimate knowledge of it. An example of dissemination on this level includes professionals having the knowledge of where they could access the research if they so desired. The second level, ‘dissemination for understanding’, is where professionals are not only aware of the research but also understand it in more detail. Both levels one and two are required before dissemination at level three, ‘dissemination for action’, can occur. This is the level at which the least number of people are anticipated to be reached. Those at this level would be expected to change their practice according to the information contained from the research findings. For example, moving to a certain reading intervention due to the results of a systematic literature review, rather than remaining using the method previously employed.

Dissemination practice among the EP community, although developing, still struggles to occur beyond levels one and two. Lilienfield, Ammirati and David (2012) reported that 83% of school psychologists in the US relied upon personal experience to inform intervention practice. Similarly, only 47% of school psychologists reported using journal articles to inform their practice. Whilst dissemination practice is an essential facet of research practice, it is important to have a clear awareness of the intended outcomes of dissemination, in both proximal and distal terms. The use of outcomes can help researchers to monitor and evaluate the impact of their research.

C: Research implications from papers one and two

The promotion of EBP within the EP community stems from effective dissemination practice and in order to ensure effective dissemination, the implications of research findings must be understood. The research outlined in papers one and two both offer prominent implications for practice and these implications will be considered at three levels: at the level of the research site, at the level of organisation and at the professional level.

Implications at the level of research site

The findings from paper one have direct implications for EP colleagues internationally, given the international nature of the systematic literature. Specific implications will be within the UK and United States (US), given that the majority of studies within paper one were from these two countries. The findings are clear in highlighting differences between EP colleagues in the UK and US, with regards to consultative practice. The paper offers a number of user-friendly resources that can directly benefit the wider EP profession, including: the re-presentation of the National Association of School Psychologists (NASP) guidelines (2010) as a consultation framework; and a table of reflection points for use in supervision and training, alongside a compilation of suggested effective practice within consultative practice. These practical outputs were designed to support the profession and are a direct implication of paper one at the level of the research site (e.g. the participant sample). They offer practical, hands-on resources. Emerging evidence from paper one also suggests that collaborative practice can sometimes appear to be a “tick box” exercise, where true collaboration does not occur. One suggested reason for this is that EPs rely on theory-in-use rather than their espoused theory (Argyris, 1999). Essentially, theory-in-use is the actual observed behaviour and espoused theory represents what is

reported to be happening. Findings from paper one highlight that EPs, although keen to be collaborative, sometimes struggle to do so in the truest sense. Having an awareness of this weakness in the profession's collective cognition will help individual practitioners become more aware of their collaborative practice, particularly within consultation. The findings from paper one are applicable to all EP professionals, particularly within the UK and US but arguably, internationally too. They offer the opportunity for practitioners to question what they understand by consultative practice, what constitutes effective consultative practice and gives them the chance to develop their professional skill set with the practical resources.

Paper two, again, has direct implications for the professional EP body, although potentially this impact is limited to colleagues within the UK as the research was conducted with EPs within UK local authority settings. Paper two provides the first, to the researcher's knowledge, empirical investigation into the application of motivational interviewing (MI) within consultative practice. On a wider scale paper two offers a number of useful and important aspects of current practice that were found to be barriers or facilitators to the integration of MI into consultative practice, including that EPs already possess some of the necessary skills to successfully apply MI into consultative practice, but require more structure in order to do so effectively. Additionally, paper two offers suggestions for the professional EP body around greater training within MI and improving MI proficiency, alongside the consideration of how the current systems within UK local authorities may need to be changed in order to successfully integrate MI within consultative practice.

In terms of implications for the participant EPs in paper two, all reported that taking part in the research made them more aware of their needs in terms of training within MI, as well as the difficulties in conceptualising consultation more generally.

The participants reported feeling challenged to alter their practice and all reported that they would be keen to continue to integrate MI into their consultative toolkit going forwards. Participation in the research also acted as continued professional development for the EPs, alongside the gaining of new resources (the MI protocols). Both of these were planned implications.

Implications at the level of the organisation

As noted above, papers one and two have numerous implications at an individual level; however, both papers also have significant implications at an organisational level, specifically at the level of psychological service or local authority. Many of the implications found at the level of the research site, are also secondary implications at an organisational level. However, specific implications from paper one are centred on how EP services support EPs to conduct consultation. The findings suggest that the EP profession, generally, appears to have a limited collective understanding on what constitutes effective consultation. As a result of this major finding, EP services could consider how they support colleagues to have a clearer understanding of their service's consultative offer, if consultation is part of their model of service delivery. The resources (the NASP framework, reflection prompts and collection of good practice examples) may be used to support this collective skill development. Additionally, the findings presented from US colleagues suggest that, in general, EPs within the US have a stronger collective understanding of what constitutes effective consultative practice. Paper one may serve as placing the knowledge and research from these papers in one, easily accessible place. The NASP (2010) framework offers a good, accessible, a-theoretical framework for EP services might with which to explore their own collective values and theoretical leanings. It simply provides a possible suggestion for supporting colleagues to define and offer a more collaborative

and consistent consultative experience to clients. Used alongside the reflective prompts (see paper one, Table 3), the findings in paper one have real potential to provide significant positive impacts to EP services.

One of the main implications of paper two may be for larger organisational settings, such as university training centres which offer the initial EP doctoral training course and again, EP services. Paper two suggested that some practitioners might not possess the necessary level of MI proficiency needed to successfully integrate it into consultative practice. All participants who took part in the study reported receiving training from their university providers, as relatively recent graduates. Whilst university training providers may be able to offer more substantial training programmes in MI, Miller and Rollnick (2009) recognise that MI is difficult master and that although good training is needed, it is not enough to ensure mastery. As such, in order to achieve mastery, paper two suggests that EP services also have a role in providing opportunities for EP colleagues to practise their MI skills. Together, university training providers and EP services can ensure that EP practitioners are being well-trained and well-equipped to develop and master their MI skills.

Additionally, another implication for the findings of paper two was the need for altered systems in order to support the integration of MI into consultative practice. Indeed, this point was raised by all participants and the restrictions that they felt were in the EP service or local authority systems included: a lack of time to commit to learning and actively participating in MI within casework; a lack of adequate training; a lack of adequate supervision; a lack of structure, particularly around the use of MI within consultation, but also within consultative practice more generally; and the need to have more flexibility in the paperwork used within the service.

Collectively it is hoped that the findings from both paper one and paper two will help to EPs to develop their practice in the hope that, ultimately, they will be able to support schools more effectively. The impact here could be felt at an individual level or wider organisational level, depending on the commitment to implement and engage with the findings of the research. Evaluating consultative practice is notoriously difficult and Eddleston and Atkinson (2018) suggest evaluation should be collaborative alongside clients, in order to assess if the outcomes had been achieved. Similarly, literature has highlighted the need to find a transparent method of enabling services to evaluate their impact, particularly within the climate of reduced budgets and within local contexts (Eddleston & Atkinson, 2018).

Implications at the professional level

Within both paper one and paper two it is clear that further research is needed within the areas of consultative practice and applying MI into consultative practice, respectively. Consultation is an area of EP practice that is core to many practitioners' daily caseload, however, the findings of paper one note that there are gaps within knowledge and understanding of consultation. This suggests that there is a need for larger professional bodies to offer either guidance or perhaps direct research into this area. Additionally, as discussed above, reduced proficiency in MI made the integration of MI into consultative practice difficult for the EPs in paper two. Professional bodies such as the British Psychological Society and Association of Educational Psychologists are well placed to offer guidance and support to both university training providers and EP services regarding the training and continued professional development of EPs in consultation and MI.

Paper two highlights a number of barriers to applying MI into consultative practice, one being the lack of time due to increased caseload. EPs felt that they were

unable to appropriately apply MI within consultation due to a perceived lack of time and increased pressure. This appears indicative of the wider picture within the EP profession (Thomas, Atkinson & Allen, 2019). Indeed, the application of brief MI is an optimal option for reducing ambivalence and increasing a desire for change in clients who may provide an unintentional barrier to successful implementation of interventions for children and young people. In order to successfully use MI within consultation, participants felt that they needed to have less caseload and more time for reflection and training. A recent study by Lyonette, Atfield, Baldauf and Owen (2019), on behalf of the Department for Education, highlighted the recruitment issues within EP services and the gap between the demand of EP services and supply of these services. As such, it is expected that participants would feel this pressure, locally, within their EP services also. Larger organisations, such as central government are supporting the increased recruitment of EPs via greater funding. Paper two highlights the need for this to continue further into the future.

D: A strategy for the promotion and evaluation of the dissemination of papers one and two

The dissemination model provided in section B (Harmsworth & Turpin, 2000) was used to structure the dissemination of the research detailed in paper one and paper two. The main methods that were planned for disseminating the research were submission to two peer-reviewed journals, one within the UK and one with an international audience. It was also anticipated that dissemination would occur via the presentation of research findings at professional conferences, alongside smaller presentations within local EP services. Further dissemination options are discussed.

Level one: Dissemination for awareness

It is hoped that the potential publication of paper one within a well-known professional, peer-reviewed journal, Educational Psychology in Practice, that has its main audience within currently practising EPs, will give a large, sweeping awareness of the research's findings. It is felt that this particular journal would be ideal as it supersedes the difficulty of access, due to the nature of the journal dissemination (via professional membership, rather than paid journal access). At this level, many EP colleagues, it is hoped, would be aware that there is a suggested consultation framework from which to review and develop practice, whilst other colleagues will read the abstract and gain a brief overview of the main findings of the research. Even at this level of minimal impact, it is anticipated that the resources can be used without the need to read the full paper, again widening the audience reach. As well as being available online, the journal is delivered in paper format, via the postal service to all members of the Association of Educational Psychologists. As such, it is significantly more likely that EP professionals would briefly skim the journal and accident upon the research. Additionally, the journal is often distributed among colleagues and junior colleagues (such as assistant EPs) who do not always hold membership with the relevant professional body. Online readers may become aware of the keywords, or abstract of the research and choose to read the full paper.

Similarly, paper two will be targeted at a peer-reviewed journal, the Journal of Educational and Psychological Consultation, however the target journal is international meaning that the dissemination of findings from paper two may, technically, reach a wider audience than paper one. However, unlike the targeted journal for paper one, the target journal for paper two is electronic only which potentially limits its awareness to individuals who are subscribed to edition updates;

although it is likely to be located by those who are looking for information within the specific area and those interested by the title upon scanning the journal contents.

Again, it is likely that the paper will arise during literature review search, particularly given the use of the key word feature. Readers may choose to move beyond the abstract, although if this does not happen then they will, at least, have achieved an awareness of the key features of the research findings.

In addition, via professional practice, the researcher foresees that discussion during causal conversations amongst professionals involved in school-based consultation will raise the awareness of the research within papers one and two leading to further interest in knowing more. This kind of dissemination may also happen via word of mouth from EP colleagues who attend conference presentations where the research has been presented. Additionally, the basis and findings of paper one have been shared with EP colleagues within the researcher's service at a training afternoon and the full thesis is to be presented to the entire county-wide service at a continued professional development day in June 2020.

Level two: Dissemination for understanding

As noted, conference presentation may lead to dissemination for awareness when EP colleagues who have attended conferences pass on vital information to EP services upon their return. However, conference presentation is aimed at the levels of two and three, with level one being a secondary advantage. Paper one was presented at the 2020 Division of Educational and Child Psychology (DECP; see Appendix 16) conference of the British Psychological Society. The paper aimed to give delegates a detailed understanding of the research's findings. It offered the chance for the researcher to converse with delegates, all of whom were EP colleagues, in a face-to-face format via presentation and enabled discussion, feedback and questions, all of

which, it is hoped, developed a greater understanding of the findings. The conference produced printed documentation with a written abstract that all conference delegates took home and presentations were distributed to all delegates once the conference was over. The presentation was advertised via social media, specifically Twitter (see Appendix 17), where metrics showed that two days after the presentation the tweet had over 150 engagements and over 1500 impressions. The tweet was re-tweeted by the DECP and numerous EP colleagues left comments. Social media provides a good opportunity to disseminate the findings of paper one and paper two in an accessible format. The researcher is hoping to write a blog piece for edpsyc.co.uk, an EP blog, in order to widen accessibility. Additionally, abstracts for papers one and two have been accepted for oral presentation at the international conference run by the International School Psychology Association (ISPA; Appendix 18), where it is hoped that colleagues from all over the world will develop a greater understanding of both papers' findings when the conference is held in July 2021.

The publication of papers one and two would provide the opportunity for dissemination for understanding if individuals chose to engage with the articles in that way. The use of key words helps search engines identify the papers as matching searching made in major search engines, increasing the possibility of this kind of dissemination occurring. Finally, the researcher has already presented findings of paper one to their EP service and offered the use of the resources accordingly.

Level three: Dissemination for action

Finally, the above discussed methods for dissemination all offer the opportunity for practitioners to change their practice, if they so wish to and if they choose to fully engage with the content. The opportunities for action following the dissemination of paper one are greater than for paper two, given the accessible and easy to use

resources presented within the research's findings. Indeed, on 15 October 2019, the researcher took part in a University College London (UCL) Leading Edge day (Appendix 19), for EPs undertaking the continuing professional development doctorate. The audience included influential EPs working within services across the UK, including principal and senior EPs. The researcher conducted a workshop communicating the research findings of papers one and two, which were then discussed. Evaluation and feedback suggested that many of the practitioners would integrate some of the research's findings within their current practice, particularly the option to use MI within consultation. Presenting the papers in this way developed a greater possibility towards action due to the small, interactive nature of the session and the status of the attendees within their services. It could also be argued that presenting at conferences may lead to dissemination for action.

Evaluation

Technology offers the modern researcher unlimited ways to disseminate and measure the impact of dissemination. Historically, evaluation of impact relied upon the feedback provided by colleagues, particularly for conference and presentation-based activities. However, in the age of social media and metrics, mentions, likes or posts can help the researcher to evaluate the impact of work disseminated. Additionally, measuring the impact of publishing in academic journals mainly occurs via the number of citations the paper receives; however this does not give a true picture of the number of people who have glanced, or recommended the paper. Although metrics do offer statistics about how many individuals have read a paper. Paper one is targeted at *Educational Psychology in Practice*, which aims to “publish peer refereed articles representing theory, research and practice which is of relevance to practising educational psychologists working primarily in UK contexts” (Taylor & Francis

online, n.d). By publishing paper one, it is hoped that the profession may see a resurgence in EPs' consideration of consultation as a concept and method of service delivery, which in time might be reflected in increased empirical research in the area. Similarly, paper two will be submitted to the Journal of Educational and Psychological Consultation, which provides "a forum for improving the scientific understanding of consultation and for describing practical strategies to increase the effectiveness and efficiency of consultation services" (Taylor & Francis online, n.d). Indeed, the publication of paper two may result in a greater number of EPs looking to train to MI proficiency, which could be established by, for example, liaising with the service training lead about numbers attending the Manchester Motivational Interviewing Network events. Both papers are within areas of significant and contemporary interest to the EP profession as a whole and offer practical, useful and easily accessible insights, tools and suggestions for next steps. Whilst paper one is being specifically targeted at UK EPs, paper two will be submitted to an international journal and will include a wide range of professionals, not just EPs. Publication will enable the researcher to gather altmetrics data and will offer information such as, how many times the article has been cited, the number of times it has been linked on Twitter and the number of times it has been downloaded to citation software such as Mendeley. Ultimately, the papers presented in this thesis are starting points for a huge area of potential future research. They offer the foundations from which to grow the research base and provide the ideal basis for further research commissioning as part of the University of Manchester EP doctorate course. From here further empirical research could be completed following on from paper two and further refinement or testing of the suggested framework for consultative practice presented in paper one.

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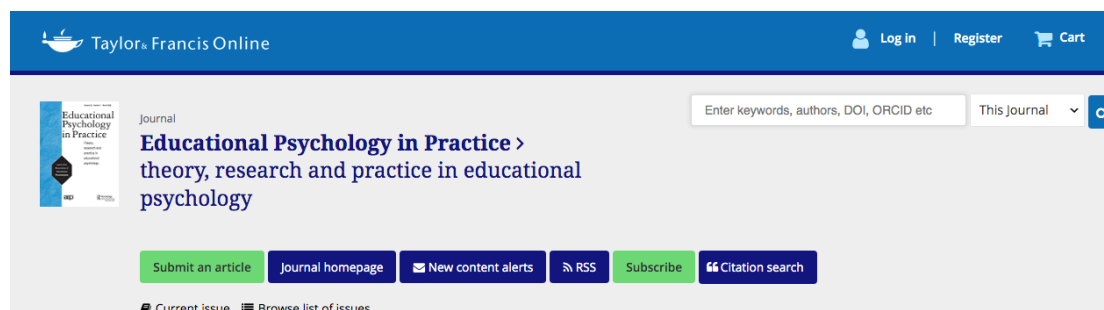
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6. Appendices

Appendix 1: Author guidelines for Educational Psychology in Practice.



This journal

> Aims and

Instructions for authors

Sample Our
Education Journals

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Appendix 2: List of UK and international journals searched outside of databases for paper one.

Educational/school psychology Journals

Educational psychology in practice

<https://www-tandfonline-com.manchester.idm.oclc.org/loi/cepp20>

Psychology in the schools

<https://onlinelibrary-wiley-com.manchester.idm.oclc.org/journal/15206807>

School psychology international

<http://journals.sagepub.com.manchester.idm.oclc.org/loi/spi>

International journal of school and educational psychology

<https://www-tandfonline-com.manchester.idm.oclc.org/loi/usep20>

Journal of applied school psychology

<https://www.tandfonline.com/loi/wapp20>

Educational and child psychology (Hand search)

<https://shop.bps.org.uk/publications/publication-by-series/educational-and-child-psychology.html>

School psychology review (seems to be only available back to 2014)

<http://naspjournals.org/loi/spsr>

School psychology quarterly

https://ovidsp-uk-ovid-com.manchester.idm.oclc.org/sp-3.31.1a/ovidweb.cgi?&S=HEKCPDAIKEHFIEJFFNEKEGBGMMPOAA00&Browse=Toc+Children%7cNO%7cS.sh.5468_1538752470_30.5468_1538752470_42.5468_1538752470_46%7c654%7c50

Journal of school psychology

<https://www-sciencedirect-com.manchester.idm.oclc.org/journal/journal-of-school-psychology>

Journal of educational psychology

<https://www.apa.org/pubs/journals/edu/index.aspx>

Journal of educational and psychological consultation

<https://www-tandfonline-com.manchester.idm.oclc.org/loi/hepc20>

Educational psychology review

<https://link-springer-com.manchester.idm.oclc.org/journal/volumesAndIssues/10648>

Educational psychologist

<https://www-tandfonline-com.manchester.idm.oclc.org/loi/hedp20>

Contemporary educational psychology

<https://www-sciencedirect-com.manchester.idm.oclc.org/journal/contemporary-educational-psychology>

British journal of educational psychology

<https://onlinelibrary-wiley-com.manchester.idm.oclc.org/journal/20448279>

Canadian journal of school psychology

<http://journals.sagepub.com.manchester.idm.oclc.org/loi/cjs>

Australian Journal of educational and developmental psychology

<https://www.newcastle.edu.au/about-uon/governance-and-leadership/faculties-and-schools/faculty-of-education-and-arts/school-of-education/school-research/ajedp/previous-issues>

Romanian journal of school psychology

<https://www.anps.ro/index.php/reviste/about-the-journal>

Frontiers in educational psychology

<https://www.frontiersin.org/journals/all/sections/educational-psychology#>

Journal of educational and developmental psychology

<http://www.ccsenet.org/journal/index.php/jedp>

The educational and developmental psychologist

<https://www-cambridge-org.manchester.idm.oclc.org/core/journals/educational-and-developmental-psychologist>

Educational psychology

<https://www-tandfonline-com.manchester.idm.oclc.org/loi/cedp20>

Psychology of education review

<https://shop.bps.org.uk/publications/publication-by-series/psychology-of-education-review.html>

New school psychology bulletin

<http://www.nspb.net/index.php/nspb/issue/archive>

European journal of psychology of education

<https://link-springer-com.manchester.idm.oclc.org/journal/volumesAndIssues/10212>

Psychology and education journal

<http://www.psychologyandeducation.net/pae/>

Journal of psychologists and counsellors in schools

<https://www-cambridge-org.manchester.idm.oclc.org/core/journals/journal-of-psychologists-and-counsellors-in-schools/all-issues>

Journal of education, health and community psychology

<http://journal.uad.ac.id/index.php/Psychology/issue/archive>

Appendix 3: Examples of inclusion/ exclusion criteria table for all papers searched for paper one.

COMBINED HANDSEARCH & DATABASE SEARCH												
EXCLUDED PAPERS (total = 135)											Search took place on	22/03/19
Inclusionary criteria												
	Name & Date	Recent study (2000-2018)	Educational/ School Psychology only	Consultation between EP & school staff/parents	English Language	Peer reviewed	Emprirical	Consultation is face-to-face	Focus on practice rather than syllabus/ training or supervision	Individual consultation only	COUNTRY OF ORIGIN	NOTES
1	Matthews & Singh (2015)	Y	Y	N	Y	Y	Y	Y	Y	N	UK	PROPOSED NEW MODEL OF CONSULTATION FOR SYSTEMIC CHANGE
2	Hayes & Stringer (2016)	Y	Y	Y	Y	Y	Y	Y	Y	N	UK	GROUP CONSULTATION
3	Davison & Duffy (2017)	Y	Y	Y	Y	Y	Y	Y	Y	N	UK	GROUP PROCESS CONSULTATION
4	Nugent et al (2014)	Y	Y	Y	Y	Y	Y	Y	Y	N	UK	GROUP CONSULTATION
5	Dufrene et al (2016)	Y	Y	Y	Y	Y	N	Y	Y	Y	USA	THEORETICAL PROPOSAL WITH WORKED EXAMPLE
6	Newman et al (2017)	Y	N	N	Y	Y	Y	Y	Y	Y	USA	USED PSYCH GRADS NOT Eps
7	Dufrene et al (2014)	Y	N	N	Y	Y	Y	N	Y	N	USA	DIRECT BEHAVIOURAL CONSULTATION (CLASSROOM BASED)
8	Newell & Newell (2011)	Y	Y	Y	Y	Y	Y	N	Y	Y	USA	COMPUTER SIMULATION OF CONSULTATION
9	Owens et al (2018)	Y	N	N	Y	Y	Y	N	Y	Y	USA	QUESTIONNAIRE ASKING TEACHERS ONLY
10	Fischer et al (2016)	Y	Y	Y	Y	Y	Y	N	Y	Y	USA	VIDEOCONFERENCING

			Inclusionary criteria											
			Name & Date	Recent study (2000-2018)	Educational/ School Psychology only (including TEP)	Consultation between EP & school staff/parents	English Language	Peer reviewed	Emprirical	Consultation is face-to-face				
T o b e i n c l u d e d	1	Nolan & Moreland (2014)	Y	Y	Y	Y	Y	Y	Y	Y	Y	SEMI-STRUCTURED INTERVIEWS	UK	
	2	Eddleston & Atkinson (2018)	Y	Y	Y	Y	Y	Y	Y	Y	Y	ACTION RESEARCH	UK	USES PROFESSIONAL PRACTICE FRAMEWORKS
	3	Osborn & Alfano (2011)	Y	Y	Y	Y	Y	Y	Y	Y	Y	QUESTIONNAIRE	UK	ADOPTIVE PARENT/EP CONSULTATION
	4	Davies et al (2016)	Y	Y	Y	Y	Y	Y	Y	Y	Y		USA	BRAIN TRAUMA
	5	Getty et al (2009)	Y	Y	Y	Y	Y	Y	Y	Y	Y		USA	INVESTIGATION OF SOCIAL POWERS
	6	Newman et al (2014)	Y	Y	Y	Y	Y	Y	Y	Y	Y		USA	ASSESSMENT OF CONSULTATION FROM EP VIEW WITH A FOCUS ON ADHERANCE TO INSTUCTIONAL CONSULTATION MODEL
	7	Batul al-khatib & Norris (2015)	Y	Y	Y	Y	Y	Y	Y	Y	Y		UK	SEEMS TO BE ASSESSING CONSULTEE CHARACTERISTICS?
	8	O'Farrell & Kinsella (2018)	Y	Y	Y	Y	Y	Y	Y	Y	Y		IRELAND	SEMI-STRUCTURED INTERVIEW/ QUAL PARENTS AND TEACHER

Appendix 4: Consultation framework analysis excerpts, traffic lighted and noted for inter-rater coding for paper one.

		Applicable to individuals, families, groups and systems.					
		1	2	3	4	5	6
		Consultation as a problem-solving process as a vehicle for planning, implementation and evaluation	Effective communication of information for diverse audiences	Consultation and collaboration across all levels of involvement	Facilitation of communication and collaboration among diverse audiences	Function as 'change agents' using skills in communication and collaboration to promote change	Application of psychological and educational principles
1 (IR)	Getty & Erchul (2009)		<p>"...female consultants may interact differently with teachers who are female versus male."</p> <p>Considers 1 aspect (gender).</p>		<p>"...female consultants may interact differently with teachers who are female versus male."</p> <p>Considers 1 aspect (gender).</p>		<p>"...when consultation with female teachers, female consultants are significantly more likely to use the other four soft power strategies combined than referent power alone."</p> <p>"...male consultants are more likely to use expert power than the other four soft power strategies combined."</p> <p>Considers the effect of 'soft power' as a psychological theory, although this is not explicit in its</p>

							application, despite considered use of evidence base (e.g. Raven, 1992 & Payne et al., 2001).
2	Arra (2010)	EXCLUDED					
3	Gajus & Barnett (2010)	EXCLUDED					
4 (IR)	Osborne & Alfano (2011)	<p>“...consultation sessions centred on a number of different issues...relating to behaviour management, the emotional well-being of the child and general educational issues.”</p> <p>“...enquiries were about general education issues, but a number focused specifically on school transition, special educational needs, exclusions/child out of school, homework issues and exam/career support.”</p> <p>“...practical</p>	<p>“Most consultations were carried out with foster carers or adoptive parents.”</p> <p>“...variety of information that EPs reported providing to carers.”</p> <p>Considers 1 aspect (adoptive parents/carers).</p>	<p>Many instances of collaborative practice demonstrated.</p>	<p>“...the usefulness of having other people present during the session, such as teacher or support workers.”</p> <p>Some evidence of collaboration (partners could attend sessions and other professionals).</p>	<p>‘...aware that we could not effect change in the one-off session.’</p> <p>Demonstration of an awareness of the EP role as an ‘agent of change’ and the limitation of this within a short space of time.</p> <p>Ratings suggest that consultation led to ‘positive changes’ for consultees.</p>	<p>“...consultation sessions centred on a number of different issues...relating to behaviour management, the emotional well-being of the child and general educational issues.”</p> <p>“...enquiries were about general education issues, but a number focused specifically on school transition, special educational needs, exclusions/child out of school, homework issues and exam/career support.”</p> <p>Multiple instances of</p>

		<p>strategies... General advice”</p> <p>“...the need for more regular sessions to follow up on issues.”</p> <p>“... plan of action to be formulated.”</p> <p>Multiple instances of consultation as a tool for problem solving. Less referral to implementation (pg. 405) and evaluation (pg. 403).</p>					<p>the application of <i>general</i> psychological and educational principles, although not referred to in references.</p>
5	Newman, Salmon, Cavanaugh & Schneider (2014)	<p>“embedded endeavour of problem solving.”</p> <p>“...to be successful in problem solving... school psychologists must have expertise in at least two areas: (a) evidence based practices and interventions, and (b) consultee-centred and small group consultative problem</p>	<p>“...emphasis on “giving psychology away” (Miller, 1969, p. 1071).”</p> <p>Some evidence of the importance of information sharing.</p> <p>No consideration on the audience.</p>	<p>“Part of a team process... multi-tiered service...”</p> <p>“...replace collaborative models of consultation with those that are more directive, expert models.”</p> <p>“...collaborative communication and relationship skills.”</p>	<p>Demographic data of students provided (ethnicity, age, school grade etc.).</p> <p>Demographic data of EPs (ethnicity, age, gender).</p>	<p>“...shift their approach from consultee-centred (e.g. teacher-centred), to client-centred (e.g. student centred).”</p> <p>Consideration of the in-direct nature (and impact) of consultation, implying its role in change.</p>	<p>“...effective use of communication skills that facilitate the co-construction of problems and reduced bias in problem-solving (Knotel, 2003).”</p> <p>Use of The Instructional Consultation (IC) model (Rosenfield, 1987).</p>

		<p>solving procedures.” Pg. 280-1.</p> <p>Evidence of the complimentary nature of problem-solving based approaches into consultation .</p> <p>Little consideration to planning, implementation and evaluation shown.</p>		<p>“...importance of collaborative communication and relationship building in consultative problem solving.”</p> <p>Contraction and negotiation was a key feature of effective communication.</p> <p>Evidence of the importance of collaboration in consultation.</p> <p>Some consideration of levels of involvement.</p>			<p>Consideration of Response to Intervention and the role of school consultation in this (e.g. Erchul, 2011).</p>
6	Nolan & Moreland (2014)	<p>“...reach a better understand of the child and their situation, and develop an agreed plan”</p> <p>“...resolve real problems...”</p> <p>“...follow up reviews were offered...”</p> <p>Significant focus on</p>	<p>“...parents and teachers”</p> <p>“The EPs used questioning to elicit further information, check perceptions, explore possibilities and to allow consultees new insights.”</p> <p>Use of effective</p>	<p>EP directed collaboration. An acknowledgement that the roles in consultation were not equal.</p> <p>EPs were explicit about consultation being a collaborative process (a description of ways this was done</p>	<p>“... recognition of each other’s ability to bring knowledge and skills to the session... there are many ways in which the EPs helped this to occur.”</p> <p>“...facilitate effective communication between the family and school...”</p>	<p>“...exploring how change may be facilitated...”</p> <p>“The EPs used questioning to elicit further information, check perceptions, explore possibilities and to allow consultees new insights.”</p>	<p>“Consultation is a means of being able to consider and apply appropriate psychological theory...”</p> <p>“...many models of consultation...”</p> <p>“...complexity of utilizing psychological theory...”</p>

		<p>problem solving and a 'way forward'.</p> <p>Planning, implementation and evaluation not given as much weight.</p>	<p>strategies for the communication of information.</p> <p>Consideration of two audiences.</p>	<p>is given).</p> <p>Joint problem solving process was listed as the focus of the research.</p>	<p>Recognition of the skills and knowledge that others' bring to the consultation and the way EPs helped this occur.</p>	<p>EPs effectively elicit change via the use of a range of strategies that are based on skills in communication and collaboration.</p> <p>Demonstration of empathy and deep listening (known to bring about cognitive and emotional change; Goldsmith 2004).</p>	<p>Utilisation of positioning theory (Harre & Davies, 1990).</p> <p>Explicit description of the place of psychological and educational principles in consultation (pg. 64).</p> <p>Application of psychological research that supports an appropriate environment for the promotion of change.</p> <p>Consideration of the models of consultation (e.g. Bergan & Kratchowill, 1990 or Schein, 1988).</p>
7 (IR)	Al-khatib & Norris (2015)	(Pg. 12) " Formulation of session goals... discussion of problem... Revision of goals and developing an action plan."	Consultation occurred with diverse audiences (from different backgrounds), by the nature of the setting. Little consideration to	Collaborative process explained and defined. Consideration of multiple levels (national and local	Pg. 11. "RQ1: What are the characteristics of the population referred to us by the GPs?"	"Typically clients exited the service because they reported either to have achieved their goals or did not feel they were in need of any further	"The FCS itself was set up as a grassroots service... it is based on the premise that turning clients away is a wasted opportunity as the family are

		Consideration of the process of planning, implementation and evaluation, although limited by a focus on the action plan.	effective communication.	context), although not in the context of the effect of consultation on these levels.	Ethnicity, gender and age taken for CYP, alongside presenting concern. No demographic data for consultee though.	service..." Use of follow up phone calls and sessions if necessary. Highly focussed and collaborative process that aimed to create change via an action plan. Consultee feedback suggested this was successful.	clearly concerned enough to have sought help, and, therefore, their readiness and motivation for change is optimal." Rationale based in explicit psychological principles. For example, the trans-theoretical model (Prochaska & DiClemente, 2005).
8	Davies, Sandlund & Lopez (2016)	Very little discussion of problem solving, planning or implementation. Some awareness of the importance of 'progress monitoring'.	Consultations occurred with school staff (teachers, school counsellors, administrators, secretaries, coaches and athletic directors) across a district. Main role of the consultation was information giving.				
9	Noell, Volz, Henderson & Williams (2017)	"Meeting and talking about implementation do not appear to be sufficient to support implementation;			Demographic data provided for children and consultants (ethnicity, age).	"...the IS condition yielded dramatically superior implementation..."	

		<p>review of data appears to be critical.”</p> <p>Discussion of the importance of implementation and evaluation (using data).</p>				<p>The use of consultation to encourage fidelity to interventions. Not entirely collaborative though.</p> <p>Demonstrates that consultation can be used to increase intervention fidelity. No discussion around the use of communication or collaboration skills, however.</p>	
10 (IR)	Bahr, Leduc, Hild, Davis, Summers & Mcneal (2017)	<p>Problem solving was a consistent area of key practice, although it was not defined.</p> <p>Planning, implementation and evaluation were rarely considered, or defined.</p>		<p>“School psychologists were most knowledgeable about consultation and collaboration.”</p> <p>“School psychologists must network state wide to improve the delivery of school-based psychological services.”</p> <p>“School psychologists will need to effect state laws governing</p>			<p>“Problem solving consultation.”</p> <p>“10 domains in the NASP practice model.”</p> <p>Reference to the NASP guidelines, despite no explicit reference to psychological principles.</p> <p>Reference to problem solving but no definition of this.</p>

				the practice of school psychology.” Consultation and collaboration rated as EPs most knowledgeable area.			Some discussion of ‘consultation’ as separate to ‘select intervention practice’ and ‘use of data for decision making’.
11	O’Farrell & Kinsella (2018)	“It involves problem solving where consultants, consultees and parents work together to implement and monitor plans...” Discussion of consultation as problem solving. Little consideration given to planning, implementation and evaluation.		“...the aim of consultation, whether at the individual, group or organisational level, is to help teachers find solutions...” “Consultation should be collaborative” Recognises the highly collaborative nature of consultation as a core concept. The value of systemic consultation. Acknowledgement of the application of consultation across multiples levels.	Demographic data provided for children and consultants (ethnicity, age, length of experience, presenting problem).	“Consultation should be...preventative.” Pg. 321 outlines how consultations have enabled a direct impact on the child. Discusses the research that suggests that consultation allows EPs to act as a function of ‘change’ using their skills in communication and collaboration. Teacher empowerment.	Wagner (2000) model of consultation referred to significantly. Significant discussion into the theoretical (psychological) perspectives of consultation (e.g. Bronfenbrenner’s ecological systems theory; Bronfenbrenner, 1977). NASP model.
12	Eddleston &	“shared assessment		“Consultation places		“...enabling EPs to	Recognition of the

	Atkinson (2018)	<p>and intervention and recognised the professional skills of teachers.”</p> <p>Recognition of the importance of evaluation within EP practice.</p> <p>Recognition of the importance of joint problem solving and the impact this has on implementation.</p>		<p>great emphasis on the equal role between EP and consultee...”</p> <p>“the evaluation of consultation should be a collaborative process...”</p> <p>Collaborative practice is key to consultation and any psychological framework used to support consultation needs to reflect this.</p>		<p>empower the team members around the child who are most appropriately placed to offer support...”</p> <p>Recognition of the EP role in supporting teachers to act as ‘change agents’. Done by appropriate communication and collaboration skills.</p>	<p>need for incorporating psychological frameworks into professional practice (pg. 431) and how this could support consultative practice.</p> <p>Wagner (2000).</p> <p>Use of psychological frameworks to bridge the gap between theory and practice.</p>
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Appendix 5: Effective consultation examples table, taken from the literature for paper one.

Examples of effective consultative practice (taken from research).

Criteria 1 Consultation as a problem-solving process as a vehicle for planning, implementation and evaluation	Criteria 2 Effective communication of information for diverse audiences	Criteria 3 Collaboration across all levels of involvement	Criteria 4 Facilitation of communication and collaboration among diverse audiences	Criteria 5 Function as ‘change agents’ using skills in communication and collaboration to promote change	Criteria 6 Application of psychological and educational principles
<p>1. Complete the ‘review’ section within the ‘plan, do, review’ cycle</p>	<p>1. Use strategies when communicating information</p>	<p>1. Ensure collaboration</p>	<p>1. Conduct consultation with a wide range of audiences</p>	<p>1. Use positive and effective strategies to promote change</p>	<p>1. Use explicit psychological theory</p>
<p><i>Eddleston & Atkinson (2018) suggest that a review of the consultation should take place following every consultation.</i></p>	<p><i>Nolan & Moreland (2014) provide an example of using metaphors to communicate ordinarily complex information about a child’s difficulties.</i></p>	<p><i>Nolan & Moreland (2014) noted that the involvement of collaborative practice helped to reduce barriers between schools and home.</i></p>	<p><i>Aim to conduct consultation with a wide range of audiences, paying consideration to gender, job role, ethnicity, religion and socio-economic status.</i></p>	<p><i>Nolan & Moreland (2014) found that EPs who demonstrate empathy and interpersonal warmth observed more cognitive and emotional change.</i></p>	<p><i>Eddleston & Atkinson (2018) clearly frame their consultative practice within psychological frameworks.</i></p>
<p><i>Noell et al. (2017) found that structured ‘follow ups’ did not make a significant positive impact unless a review of the data was also included.</i></p>	<p><i>The EP can be useful at explaining others’ jargon.</i></p>	<p><i>O’Farrell & Kinsella (2018) note the difference between the EPs’ and client’s understanding of consultation so developing a joint understanding will be key.</i></p>	<p>2. Alter communication for different audiences</p>	<p><i>Ensure that clients are given time to process information.</i></p>	<p><i>The papers who demonstrated this criterion used references when discussing theory that would have enabled a client to find out more if they desired.</i></p>
<p><i>The use of review enables the re-assessment of information and an updating of both client and consultants knowledge.</i></p>	<p>2. Use strategies when eliciting information</p> <p><i>Nolan & Moreland (2014) note the following:</i></p>		<p><i>The types of</i></p>		<p><i>Generic psychological theory</i></p>
<p><i>A review will also offer an incentive for clients to complete the produced ‘next steps’.</i></p>	<p><i>It is important to create a non-judgemental environment was helpful for allowing schools and parents to be open.</i></p>				

<p>2. Use evidence-based approaches</p> <p><i>Al-khatib & Norris (2015) suggest that the use of methodologies based in evidence (such as CBT) allowed more readily for better planning, implementation and review.</i></p> <p><i>Most evidence based approaches are built on a research base that have requires a review of effectiveness, which is likely to be of benefit, also, for consultation.</i></p>	<p><i>The EP can often become a ‘mediator’ between school and home to offer a safe space for discussion.</i></p> <p><i>The use of questioning to check perceptions and explore possibilities can be helpful.</i></p> <p><i>Set a gentle pace.</i></p> <p><i>Use a warm and reassuring tone of voice.</i></p>	<p><i>Osborne & Alfano (2011) note the usefulness of having a range of clients in a consultation or develop a collaborative environment.</i></p>	<p><i>questioning and language used with school staff will need to be different than for parents.</i></p> <p><i>It is important to avoid stereotyping and to offer clients the chance to adjust or correct summaries.</i></p>	<p><i>Provide a space that enables the client to have a distraction-free consideration of the problem.</i></p> <p><i>EP to support the client to clarify the true problem, by using focussing techniques.</i></p>	<p><i>was common (e.g. social learning theory) but a lack of explicit reference to this may reduce the credibility of the suggestions put forward.</i></p>
<p>3. Have a helpful paperwork system</p> <p><i>Al-khatib & Norris (2015) note the importance of effective paperwork systems, as consultations are usually time constrained.</i></p> <p><i>If a consultation is conducted to fit in with a paperwork template, it can alter the effectiveness or flow of the conversation.</i></p> <p><i>Writing during consultation may be a barrier by impeding inter-personal communication.</i></p> <p><i>Action plans can summaries actions and next steps nicely for clients but may not incorporate the nuances of the consultative process.</i></p>	<p><i>Be mindful of body language.</i></p> <p>3. Move away from relying on the EP as the ‘expert’</p> <p><i>Nolan & Moreland (2014) note the following:</i></p> <p><i>The importance of language- particularly the use of ‘us’ and ‘we’.</i></p> <p><i>Avoid jargon where possible.</i></p> <p><i>The use of a circle of seats, without tables, can be helpful for communication from all of those involved.</i></p> <p>4. Know when to offer information and how to do it effectively</p>	<p><i>Re positioning the EP as a facilitator to a process, rather an as the answer to the problem. This can be done by providing a foundation (e.g. an example or possible theory) and then encouraging the client to join in.</i></p>	<p>2. Relinquish the ‘expert role’</p> <p>2. Encourage the client to acknowledge that consultation is beneficial to implementation fidelity</p> <p><i>Noell et al. (2017) found that school staff who had a good understanding of the link between consultation and implementation fidelity observed bigger positive behavioural gains from the children in their class.</i></p>	<p>2. Use an explicit evidence-base</p>	

<p>4. Use problem-solving strategies to provide tangible next steps</p>	<p><i>Noland & Moreland (2014) noted that information should be offered and not thrust. It should be based on the information given in the consultation and framed as such.</i></p>	<p><i>that consultation is a consultative process felt 'at ease' and much more able to contribute fully.</i></p>	<p>3. Find a way to measure a client's perception of change</p>
<p><i>Nolan & Moreland (2014) focus on using problem-solving strategies to develop a way forward for clients. These include: developing coping strategies, developing a collective understanding and offering information to help a client make a realisation.</i></p>	<p><i>Osborn & Alfano (2011) noted that it would often be useful for a client to have information about the consultation before it occurs.</i></p>	<p><i>O'Farrell & Kinsella (2018) note that clients often have a poor understanding of what consultation is and as such, it may be necessary to offer training before consultation begins.</i></p>	<p><i>Osborne & Alfano (2011) used post-consultation surveys to ascertain this.</i></p>
<p><i>Problem solving was often referred to, rather than described suggesting that most problem-solving techniques are permissible, as long as they include the client engaging in the process.</i></p>			<p><i>The use of scaling before and after the consultation.</i></p>
<p>5. Maintain high evidence-based standards to help the implementation of strategies</p>			
<p><i>This was a weak area within the current review and as such it would be worth a consideration on how to ensure a high quality amount of evidence-based standards are communicated to clients. Communication could include the importance of research and evidence regarding the implementation and fidelity to strategies.</i></p>			

Appendix 6: Author guidelines for the Journal of Educational and Psychological Consultation.

The screenshot shows the Taylor & Francis Online website interface. At the top, there is a blue navigation bar with the Taylor & Francis logo, 'Taylor & Francis Online', and links for 'Log in', 'Register', and 'Cart'. Below the navigation bar, there is a search bar with the placeholder text 'Enter keywords, authors, DOI, ORCID etc' and a dropdown menu for 'This Journal'. The main content area features a journal cover image on the left, followed by the journal title 'Journal of Educational and Psychological Consultation' and a right-pointing arrow. Below the title, there are several buttons: 'Submit an article', 'Journal homepage', 'New content alerts', 'RSS', 'Subscribe', and 'Citation search'. At the bottom of this section, there are links for 'Current issue' and 'Browse list of issues'.

This journal

Instructions for authors



[Aims and](#)

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Journal of Educational and Psychological Consultation is an international, peer-reviewed journal publishing high-quality, original research. Please see the journal's [Aims & Scope](#) for information about its focus and peer-review policy.

Please note that this journal only publishes manuscripts in English.

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General articles

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Preparing Your Paper

General articles

Should be written with the following elements in the following order: title page; abstract; keywords; main text introduction, materials and methods, results, discussion; acknowledgments; declaration of interest statement; references; appendices (as appropriate); table(s) with caption(s) (on individual pages); figures; figure captions (as a list)

Should contain an unstructured abstract of 200 words.

Read [making your article more discoverable](#), including information on choosing a title and search engine optimization. The journal publishes articles and special thematic issues that describe formal research, evaluate practice,

examine the program implementation process, review relevant literature, investigate systems change, discuss salient issues, and carefully document the translation of theory into practice. Examples of topics of interest include individual, group, and organizational consultation; collaboration; community-school-family partnerships; consultation training; educational reform; ethics and professional issues; health promotion; personnel preparation; pre-referral interventions; prevention; program planning, implementation, and evaluation; school-to-work transitions; services coordination; systems change; and teaming. Of interest are manuscripts that address consultation issues relevant to clients of all age groups, from infancy to adulthood. Manuscripts that investigate and examine how culture, language, gender, race, ethnicity, religion, and exceptionality influence the process, content, and outcome of consultation are encouraged. The journal publishes both empirical investigations AND qualitative studies that use methodologies such as case studies and ethnography, as well as conceptual/theoretical articles. Regardless of the methodology or type of manuscript, the focus of the submission should be directly on some aspect of consultation. If you are interested in developing a theme issue for JEPC, the first step is to contact the journal's Editor, David Shriberg, at dashri@iu.edu. You do not need to have a formal proposal developed at this point, but just the initial idea for theme issue. JEPC theme issues typically feature an introduction and 4-6 core articles. Some theme issues have a closing commentary, others do not. Some guest editors pre-select authors to invite, others do an open call for papers, and others do a combination of both approaches. If the Editor encourages you to submit a formal proposal, this proposal should consist of the following information: 1. Provisional title of the special issue 2. Rationale for special issue topic and/or subtopics 3. Special issue objectives 4. Information about how potential theme issue authors will be recruited 5. Proposed review process and timeline 6. Name, affiliation, and CVs of the proposed guest editors 7. CVs of invited authors (if applicable) To view samples of previously accepted proposals for special issues, please follow the two links below: Sample 1: Consultee-Centered Consultation: Contemporary Perspectives and a Framework for the Future Sample 2: Acculturation and Sociocultural Factors in Children's Mental Health Services: Applying Multicultural Consultation Frameworks To see a listing of recently published theme issues in JEPC, please click [here](#).

Consultant's Corner column articles

Should be written with the following elements in the following order: title page; abstract; keywords; main text introduction, materials and methods, results, discussion; acknowledgments; declaration of interest statement; references; appendices (as appropriate); table(s) with caption(s) (on individual pages); figures; figure captions (as a list)

The Consultant's Corner column provides a forum for papers that explore new ideas or discuss content areas that are of interest to consultants. Often these manuscripts are the result of pilot studies or conceptual pieces focused on new or understudied consultation areas. Consultant's Corner articles should be no longer than 20 double-spaced pages, inclusive of all references, tables, and figures.

Style Guidelines

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Please use American spelling style consistently throughout your manuscript. Any form of consistent quotation style is acceptable. Please note that long quotations should be indented without quotation marks.

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Checklist: What to Include

Author details. All authors of a manuscript should include their full name and affiliation on the cover page of the manuscript. Where available, please also include ORCiDs and social media handles (Facebook, Twitter or LinkedIn). One author will need to be identified as the corresponding author, with their email address normally displayed in the article PDF (depending on the journal) and the online article. Authors' affiliations are the affiliations where the research was conducted. If any of the named co-authors moves affiliation during the peer-review process, the new affiliation can be given as a footnote. Please note that no changes to affiliation can be made after your paper is accepted. [Read more on authorship](#).

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Funding details. Please supply all details required by your funding and grant-awarding bodies as follows:

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This work was supported by the [Funding Agency] under Grant [number xxxx].

For multiple agency grants

This work was supported by the [Funding Agency #1] under Grant [number xxxx]; [Funding Agency #2] under Grant [number xxxx]; and [Funding Agency #3] under Grant [number xxxx].

Disclosure statement. This is to acknowledge any financial interest or benefit that has arisen from the direct applications of your research. [Further guidance on what is a conflict of interest and how to disclose it.](#)

Biographical note. Please supply a short biographical note for each author. This could be adapted from your departmental website or academic networking profile and should be relatively brief (e.g. no more than 200 words).

Data availability statement. If there is a data set associated with the paper, please provide information about where the data supporting the results or analyses presented in the paper can be found. Where applicable, this should include the hyperlink, DOI or other persistent identifier associated with the data set(s). [Templates](#) are also available to support authors.

Data deposition. If you choose to share or make the data underlying the study open, please deposit your data in a [recognized data repository](#) prior to or at the time of submission. You will be asked to provide the DOI, pre-reserved DOI, or other persistent identifier for the data set.

Supplemental online material. Supplemental material can be a video, dataset, fileset, sound file or anything which supports (and is pertinent to) your paper. We publish supplemental material online via Figshare. Find out more about [supplemental material and how to submit it with your article.](#)

Figures. Figures should be high quality (1200 dpi for line art, 600 dpi for grayscale and 300 dpi for colour, at the correct size). Figures should be supplied in one of our preferred file formats: EPS, PS, JPEG, TIFF, or Microsoft Word (DOC or DOCX) files are acceptable for figures that have been drawn in Word. For information relating to other file types, please consult our [Submission of electronic artwork](#) document.

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Updated 15-01-2019

Appendix 7: Participant consent form for paper two.



The University of Manchester

**Applying motivational interviewing within educational psychologist consultations:
an empirical evaluation**

Consent Form

If you are happy to participate please complete and sign the consent form below:

	Activities	Initials
1	I confirm that I have read the attached information sheet (Version 1, Date 11/06/2018) for the above study and have had the opportunity to consider the information and ask questions and had these answered satisfactorily.	
2	I understand that my participation in the study is voluntary and that I am free to withdraw at any time without giving a reason and without detriment to myself. I understand that it will not be possible to remove my data from the project once it has been anonymised and forms part of the data set. I agree to take part on this basis	
3	I agree to the interviews being audio recorded.	
4	I agree that any data collected may be published in anonymous form in academic books, reports or journals	
5	I agree that the researchers may retain my contact details in order to provide me with a summary of the findings for this study.	
6	I agree to take part in this study	

Data Protection: The personal information we collect and use to conduct this research will be processed in accordance with data protection law as explained in the Participant Information Sheet and the [Privacy Notice for Research Participants](#).

Name of Participant

Signature

Date

Name of the person taking consent

Signature

Date

[1 copy for the participant and 1 copy (original) for the research team]

Appendix 8: Participant information form for paper two.



The University of Manchester

**Applying motivational interviewing within educational psychologist consultations:
an empirical evaluation**

Participant Information Sheet (PIS)

This PIS should be read in conjunction with [The University privacy notice](#)

You are invited to take part in a research study as part of a Manchester University Doctorate student project – Applying motivational interviewing within educational psychologist consultations: an empirical evaluation. The project is part of the student’s thesis project, which is a requirement of the Doctorate in Educational and Child Psychology. Before you decide whether to take part, it is important for you to understand why the research is being conducted and what it will involve. Please take time to read the following information carefully and discuss it with others if you wish. Please ask if there is anything that is not clear or if you would like more information. Take time to decide whether or not you wish to take part. Thank you for taking the time to read this.

Who will conduct the research?

Louise Jones, a second year Trainee Educational Psychologist.

Doctorate in Education and Child Psychology,
School of Environment, Education and Development,
University of Manchester,
Oxford Road.

What is the purpose of the research?

The aim of the proposed research is to investigate and evaluate the use of motivational interviewing in educational psychologists’ current consultative practice. The study will assess educational psychologists’ perception, opinion and understanding of using motivational interviewing in consultation by asking them to use motivational interviewing techniques in their consultations with teachers and school staff.

Why have I been chosen?

You have expressed an interest in taking part in the research. You are a qualified educational psychologist who uses consultation in daily practice. You have a level of

knowledge in motivational interviewing and are interested in developing your continued professional development. You are one of four chosen participants in two educational psychology services.

What would I be asked to do if I took part?

The research is proposed to span an academic year. During this time there will be one individual semi-structured interview. There will also be three protocols to complete, that will help you and the researcher assess the application of motivational interviewing techniques in your consultative practice. Finally there will be a short information gathering and information giving process at the start of the research to gain more information about you as a participant and the working and knowledge context in which you are placed, especially with regard to motivational interviewing. Information obtained in this initial meeting will form a participant vignette that you will be able to veto if felt necessary.

What will happen to my personal information?

In order to undertake the research project we will need to collect the following data about you:

- Basic demographic information (e.g. length of qualification and gender) and information around your experience with motivational interviewing.
- Audio recorded data that will be obtained during the semi-structured interview data that will later be transcribed and anonymised. This data will only be used for the current research.

Only the researcher and their university supervisor, Dr Cathy Atkinson, will have access to this information.

We are collecting and storing this personal information in accordance with the General Data Protection Regulation (GDPR) and Data Protection Act 2018 which legislate to protect your personal information. The legal basis upon which we are using your personal information is “public interest task” and “for research purposes” if sensitive information is collected. For more information about the way we process your personal information and comply with data protection law please see our [Privacy Notice for Research Participants](#).

The University of Manchester, as Data Controller for this project, takes responsibility for the protection of the personal information that this study is collecting about you. In order to comply with the legal obligations to protect your personal data the University has safeguards in place such as policies and procedures. All researchers are appropriately trained and your data will be looked after in the following way:

As stated, only the researcher and their university supervisor, Dr Cathy Atkinson, will have access to this information. The recorded information, that can be identifiable, will be transcribed and anonymised as soon as is possible following the interview. The initial information gathering process will be recorded via field notes that will be

paired and labelled with a unique participant ID to avoid confusion when assessing the data at the data analysis stage.

Your consent form and contact details will be retained for the standard retention period of 5 years, once anonymised, and will be destroyed after this time. It will be kept in a safe and secure environment, where access is restricted to the researcher and their university supervisor.

You have a number of rights under data protection law regarding your personal information. For example you can request a copy of the information we hold about you, including audio. This is known as a Subject Access Request. If you would like to know more about your different rights, please consult our [privacy notice for research](#) and if you wish to contact us about your data protection rights, please email dataprotection@manchester.ac.uk or write to The Information Governance Office, Christie Building, University of Manchester, Oxford Road, M13 9PL. at the University and we will guide you through the process of exercising your rights.

You also have a right to complain to the [Information Commissioner's Office](#), Tel 0303 123 1113.

Will my participation in the study be confidential?

Your participation in the study will be kept confidential to the study team and those with access to your personal information as listed above.

The audio recordings taken of the semi-structured interview will be used to create transcripts, that will be transcribed by the researcher or a University of Manchester approved transcription service. Personal information will be removed from the final transcript so that it is fully anonymised. Audio files will be kept in a password-protected file for the period discussed above before being destroyed.

Individuals from the University, the site where the research is taking place and regulatory authorities may need to review the study information for auditing and monitoring purposes or in the event of an incident (e.g. academic misconduct or breach of information protection) Reporting will be done without the use of personal pronouns and reporting will be limited to a broad geographical area (e.g. North West). Additionally, all protocols, transcripts and information/consent sheets will be linked with a unique participant ID number known only to the researcher.

What happens if I do not want to take part or if I change my mind?

It is up to you to decide whether or not to take part. If you do decide to take part you will be given this information sheet to keep and be asked to sign a consent form. If you decide to take part you are still free to withdraw at any time without giving a reason and without detriment to yourself. However, it will not be possible to remove your data from the project once it has been anonymised and forms part of the dataset as we will not be able to identify your specific data. This does not affect your data protection rights. It is integral to the research that the semi-structured

interviews are audio recorded but if this is not acceptable to you then you are free to decline and recording will stop immediately.

Will I be paid for participating in the research?

There is no payment for participation in this research.

What is the duration of the research?

The research will include:

1. An initial face-to-face meeting with the researcher to enable participant information gathering/give training / further information about the project. Information from this initial meeting will inform the creation of participant vignettes.
2. The completion of three motivational interviewing protocols and the recording of your EP- school staff consultations to facilitate this.
3. Three 'catch-up' conversations via video calling/telephone- these will not be recorded, although the researcher will take field notes.
4. One individual semi-structured interview, which will be recorded and later transcribed.

The study will span an academic year and the protocols are reasonably short and can be fitted into current working timetables. The semi-structured interview will take no longer than one hour.

Where will the research be conducted?

The initial information gathering process and final interview will occur face-to-face at a place and time of your convenience. The researcher will be contactable over email and/or video calling.

Will the outcomes of the research be published?

The outcomes of the research are primarily aimed at completing the requirements of the doctorate course. However, there is an expectation that the research will be published in the future. As a participant you will be given a copy of the final report before university submission to enable you to veto the researcher's analysis if you do not feel it is an accurate representation of the data.

Who has reviewed the research project?

The project has been reviewed by the University of Manchester Research Ethics Committee and the School of Environment, Education and Development Ethics Committee.

What if I want to make a complaint?

Minor complaints

If you have a minor complaint then you need to contact the researcher(s) in the first instance, on: **LOUISE JONES**, LOUISE.JONES-2@POSTGRAD.MANCHESTER.AC.UK. If this is not satisfactory you can contact: **DR CATHY ATKINSON**, CATHY.ATKINSON@MANCHESTER.AC.UK, 0161 275 3512.

Formal Complaints

If you wish to make a formal complaint or if you are not satisfied with the response you have gained from the researchers in the first instance then please contact

The Research Governance and Integrity Manager, Research Office, Christie Building, University of Manchester, Oxford Road, Manchester, M13 9PL, by emailing: research.complaints@manchester.ac.uk or by telephoning 0161 275 2674.

What Do I Do Now?

If you have any queries about the study or if you are interested in taking part then please contact the researcher(s):

1. **LOUISE JONES**, LOUISE.JONES-2@POSTGRAD.MANCHESTER.AC.UK.
2. **DR CATHY ATKINSON**, CATHY.ATKINSON@MANCHESTER.AC.UK, 0161 275 3512.

This Project Has Been Approved by the University of Manchester's Research Ethics Committee [ERM reference number]

Appendix 9: Ethical approval and subsequent amendments, for paper one.

[Reply](#) [Reply All](#) [Forward](#)

**Low Risk Ethics Application Received: 2018-5127-7168
(Automatic Email from the UoM Ethical Review Manager (ERM)
system)**

donotreply@infonetica.net

To: Louise Jones; Cathy Atkinson

****Please ensure you read the contents of this message. This email has been sent via the Ethical Review Manager (ERM) system on behalf of the University of Manchester.****

Dear Miss Louise Jones , Dr Cathy Atkinson

Thank you for submitting your low risk ethics application for your project entitled: Applying motivational interviewing within EP consultations ; Ref: 2018-5127-7168 which has now been approved by your supervisor and logged by the Ethics Administrator.

For those undertaking research requiring a DBS Certificate: As you have now completed your ethical application if required a colleague at the University of Manchester will be in touch for you to undertake a DBS check. Please note that you do not have DBS approval until you have received a DBS Certificate completed by the University of Manchester, or you are an MA Teach First student who holds a DBS certificate for your current teaching role.

If anything untoward happens during your research or any changes take place then please inform your supervisor immediately.

This approval is confirmation only for the low risk Ethical Approval application.

Please let us know if you have any additional queries by emailing: PGR.ethics.seed@manchester.ac.uk .

Best wishes,

Mr Liam Grindell

Environment, Education and Development School Panel PGR

APPROVED: Amendment Ref: 2019-5127-9494 (Automatic Email from the UoM Ethical Review Manager (ERM) system)

donotreply@infonetica.net

Sent: 26 March 2019 09:28

To: Cathy Atkinson; Louise Jones

****Please ensure you read the contents of this message. This email has been sent via the Ethical Review Manager (ERM) system on behalf of the University of Manchester.****

Dear Miss Louise Jones,

Thank you for submitting your amendment request for project: 2019-5127-9494 ; entitled: Applying motivational interviewing within EP consultations which has now been approved. Your documentation has been suitably updated to reflect the proposed changes, please ensure you use this documentation.

Please note that if you have submitted revised supporting documents to accompany your amendment request, the approved versions of these are listed in a table below.

Document Type	File Name	Date	Version
Additional docs	Consent form for school staff- FINAL	08/02/2019	1
Additional docs	Information sheet for school staff	08/02/2019	1

APPROVED: Amendment Ref: 2019-5127-11743 (Automatic Email from the UoM Ethical Review Manager (ERM) system)

donotreply@infonetica.net

To: Cathy Atkinson; Louise Jones
Cc: Kate Rowlands; SEED PGR Ethics

03 September 2019 10:59

Flag for follow up. Start by 03 September 2019. Due by 03 September 2019.

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Dear Miss Louise Jones,

Thank you for submitting your amendment request for project: 2019-5127-11743 ; entitled: Applying motivational interviewing within EP consultations which has now been approved. Your documentation has been suitably updated to reflect the proposed changes, please ensure you use this documentation. Please note that if you have submitted revised supporting documents to accompany your amendment request, the approved versions of these are listed in a table below.

We wish you every success with the research.

Best wishes,

Dr Kate Rowlands

Environment, Education and Development School Panel PGR

Appendix 10: MI protocols (skills).

MI skills protocol (Adapted from Atkinson & Woods, 2018).

Skill		Tally	Total	Comments
Questioning	Open questions			
	Closed questions			
Reflections	Simple reflections			
	Complex reflections			
Affirmations				
Summaries				

Non-MI adherent behaviour (e.g. confronting and Persuading)			
---	--	--	--

Appendix 11: MI protocols (spirit).

MI spirit protocol (Adapted from Atkinson & Woods, 2018).

Component	Evaluation	5	4	3	2	1	Evidence to support evaluation
Compassion	I have demonstrated feelings of warmth and caring for the client						
	I have demonstrated an active commitment to meeting the client's needs						
Partnerships	I have recognised that the student is the expert in knowing what is best for themselves						
	I have shown that the work I do with the client represents a partnership						
Acceptance/ Autonomy	I have recognised that it is up to the client to make decisions about change						
	I have attempted to seek out the client's strengths						
	I have been respectful of the client's needs						

Evocation	<p>I have listened carefully for ‘change talk’</p> <p>I have tried to elicit reasons for change from the client</p> <p>I have understood that attempts at direct persuasion may be counterproductive</p>						
-----------	--	--	--	--	--	--	--

Appendix 12: MI protocols (processes).

MI processes protocol (Adapted from Atkinson & Woods, 2018).

	Check	Evidence
Engaging		
The client understands my role and is clear about the reasons why we are working together		
I have spent time learning about the client’s achievements, strengths and preferences		
I am able to empathise with the client’s predicament		
I have created time and space for the client to explain their perspective		
I have listened carefully to the client’s perspective and try to reflect back how they are feeling		
Focussing		

I have spoken to the client about what areas (if any) are most important to them in terms of potentially making a change		
I have helped the client to identify the priority/priorities for discussion		
The client and I have a reasonable idea of the goals we are working towards		
Evoking		
I have accepted ambivalence about change as normal		
I have noticed talk for change (change talk) and against change (sustain talk)		
I have tried to draw from the client their ideas about how and why to change		

I have asked carefully worked questions to try and elicit change talk		
I have asked the client questions about importance and confidence (the ‘why?’ and ‘how?’ of change)		
I have used reflections and summaries to feed change talk back to the student		
I have asked key questions about action towards change		
Planning		
I have been cautious not to jump ahead with the planning process and continue to be accepting of ambivalence		
I have affirmed and reflected stronger change talk		
I have asked the client about their readiness for change		

I have asked open questions to try and help the student to make their plan more concrete and specific		
I have helped the client think about possible change options to allow them different choices		
I have reflected and reinforced the client's commitment to change		
I have encouraged the client to share decisions about changes with others and to keep a record of success		
I have helped the client to think about any slips as learning opportunities		
I have helped the client to think about any possible barriers to change and ways of seeking support should these arise		

Appendix 13: Semi-structured interview schedule for paper two.

INTERVIEW SCHEDULES ARE SUBJECT TO CHANGE AS THE RESEARCH DEVELOPS.



The University of Manchester

Interview schedule and prompts

Welcome:

It's wonderful to speak with you again XXX, thank you very much for agreeing to have this interview. Obviously we have kept in touch regarding the research and this interview is simply to have a formal recording of your experiences and understanding of motivational interviewing in consultation now that you have been applying it to your practice.

The session will be audio recorded and throughout the session I may take notes- these are for my understanding and for later analysis.

Interview boundaries and housekeeping:

The interview is scheduled to last up to 1 hour. Whilst the interview is being conducted it would be great if you could switch off your phone and/or remove any potential distractions.

This conversation will be recorded on audio tape. My university supervisor and I will have sole access to the tape and no names or personal information will be used in the write-up of the report.

The interview will consist of a number of open questions and some prompts if I feel we need them. There are no right or wrong answers; ultimately I am here to collect your opinion. Please feel welcome to express your thoughts, opinions and feelings freely during the discussion. It is necessary that you respect any other individual's (both child/ young person or adult) confidentiality if you share stories.

If at any time you do not feel comfortable or in the unlikely event any of the issues raised are upsetting, please feel free to take a moment and/or suspend the interview. If you feel we are ready, we shall begin.

Question 1: Tell me about your experience of using motivational interviewing in your consultative practice?

Prompts could include:

- How easy did you find applying MI into your practice?
- How often have you applied it into your practice?
- Can you tell me about a specific time that you felt it worked well? Why was that? What made that time a positive experience?
- Can you tell me about a specific time that you felt it was not as successful? Why was that? What made that time a more negative experience?

Question 2: What aspects of MI have you found easier or more difficult to apply into consultative practice?

Prompts could include:

- Tell me about how you applied the skills to consultative practice?
- Tell me about how you applied the processes to consultative practice?
- Tell me about how you found consultative when embodying the MI spirit?
- What made it easier?
- What made it more difficult?

Question 3: How do you feel consultative MI has affected the way you relate to schools and how they relate to you?

Prompts could include:

- Do you feel the schools benefitted? What do you think the factors in that were?
- Do you feel the schools improved fidelity rates with interventions and action plans? Why do you think that was?
- Do you feel the schools felt it was an easy process? Or was it a more difficult process?

Question 4: What were the barriers and facilitators to using consultative MI in current practice?

Question 5: How likely are you to continue using consultative MI in your practice?

Question 6: What elements do you feel are key to enable other practitioners to be able to apply MI to their consultative practice?

Appendix 14: Thematic data analysis example for paper two.

Phase 2:

Pt 1 - Phase 2.

- Thought it was going to be easy, but it was much harder than I thought.
- Spirit was easier - evoking change was harder.
- Consultation is collaborative but mine didn't feel like 'consultation'.
- 'consultations' were more like info gathering.
- Systemic issues. ①

- MI and Consultation seems a good fit.
- The case needs to be appropriate.
- Applying MI to consultation made me feel like a trainee again.
- The opp to practice and for MI to be used in consultation in training courses. ②

Pt 2 - Phase 2

- never used MI in consultation before.
- Using MI has given me a focus.
- I use the spirit + skills more than processes.
- It's helpful to schools and I can tell because they've opened up a lot more.
- I've enjoyed it.
- Worked least well when I ^{was adamant to do MI} ①

- I didn't communicate MI well enough.
- The case needs to be appropriate.
- They need to be 'struck'.
- maybe the affirmations + having time to reflect was helpful in a case where the TA wasn't struck.
- Using MI + consultation made me realise how 'expert' based my service is. ②

Pt 3 - Phase 2.

- Service users told me they had a positive experience - they felt listened to.
- I found I really wanted to give advice.
- The MI + consultation process made me feel helpless.
- lots of self reflection - 'am I empathetic enough?'
- Made me realise how much I don't know about MI.
- My MI understanding is not embedded. ①

- I was trying hard NOT to jump to my usual SF model.
- I realise that MI can be used in a complementary way.
- I found applying MI into consultation really hard.
- I page pro - Coma was helpful.
- I realised I was already using many aspects of MI. ②

Phase 3 and 4:

Phase 3 + 4. (also done in NVivo) (A) INTEGRATING MI INTO EP PRACTICE

See initial codes

'Theory driven' Coding - Initial Names -

- = RO¹
- = RO² (later split into barriers + facilitators)
- = Misc.

Harder than anticipated
① |||| ||||

Spirit was Easy ||||

MI + Consultation makes Sense ||||

Least Confident with Processes, Except engaging ||||

Advice/Strategy giving + MI is hard ||||

①

I noticed positive impacts |||| |||| ||||

MI is complementary to other approaches ||||

Skills are OK ||

I enjoyed it ||||

①

Communicating MI to Schools was hard ||||

Emics ||

Only 1 to 1, not group ||||

Engaging is inherent.

①

It didn't seem to 'flow' ||

I think it had a negative impact |

Setting aside old habits was hard |

I already used lots of MI aspects ||||

①

Forced me to be a more reflective practitioner |||| |||| (PE3)

when 'planning'

ⓑ BARRIERS

'Theory-driven' Coding - Initial Names

Work load / time pressures
 ⓑ ~~||||~~ |
 EP / Chem focs different
 Fear of the unknown
 Referral / EP's procedures
 |||

Schools' capacity for change
 ⓑ ||
 Not enough structure
 |||
 Schools limited for time
 Schools want 'advice
 The child should be here

Systemic issues |||
 ⓑ
 Appropriate case needed
 ||| |
 low competence in MI
 ||| ||| |
 Difficult in initial convos
 ||

ⓒ FACILITATORS

'Theory-driven' Coding - Initial Names

Counselling skills |
 ⓐ
 MI fits with 7/8/9's not
 4/5's. |||
 A structure would help
 ||
 Training specifically
 for MI + Consultation
 ||| ||

System that supports its
 use |||
 ⓐ
 Video examples ||
 Use over multiple sessions
 ||
 Protocols |
 EP's already embody the spirit
 |||

ⓐ
 Role play, supervision +
 practice ~~||||~~
 Be reflective about your
 practice ||

'Theory driven' Coding - Initial Themes

I don't think I'm doing 'good'
consultation !!!

①

Processes are hard - esp,
Focussing + evoking
LHT !!

M1 easier with children
|

Should I use the protocols
differently? !!

I don't feel skilled enough
LHT

Planning was extremely
difficult !!

I didn't know when to 'close'
!!

I couldn't recognise change
talk !!

①

Phase 4 and 5:

Phase 4 + 5.

A) integrating MI into EP Practice → was hard
→ worked

- ① 'harder than anticipated'
- ② 'least confident with processes, except engaging'
- ③ 'Spirit was easy' + 'Skills are OK'
- ④ 'MI + consultation makes sense'
- ⑤ 'I noticed positive impacts' + 'I enjoyed it'
- ⑥ 'Forced me to be a more reflective practitioner'
- ⑦ 'I found it difficult'
 - ↳ 'Old habits'
 - ↳ 'Negative Impact'
 - ↳ 'didn't seem to 'flow''
 - ↳ 'Communicating MI to Schools was hard'
- ⑧ 'MI is complementary to other approaches'

B) Barriers

- ① 'Work load / time pressures'
- ② 'Systems'
 - ↳ 'Referral + EPS Systems'
- ③ 'not the right case'
- ④ 'low MI Competence'
- ⑤ 'School reluctance' → 'School capacity for change'
 - ↳ 'limited for time + want advice'

c) Facilitators

- ① 'EPs already have a lot of the skills'
- ② 'Stuck' cases'
- ③ 'A Structure'
- ④ 'Training'
- ⑤ 'Systems that support its use'
- ⑥ 'Roleplay, Supervision + Practice'
- ⑦ 'Being a Reflective practitioner'

d) MISC

- ① 'I am not good at consultation'
- ② 'Reprocesses are hard'
- ③ 'I'm not 'skilled' enough'

Theme 3: Integrating MI into EP Practice, further split in phase 4.

A) Integrating MI into EP Practice was hard.

'Reprocesses were hard, apart from engaging'

'It was harder than anticipated'

'EP's found it difficult to integrate'

'You need to be a reflective practitioner'

B) Integrating MI into EP Practice worked

'MI + Consultation makes sense'

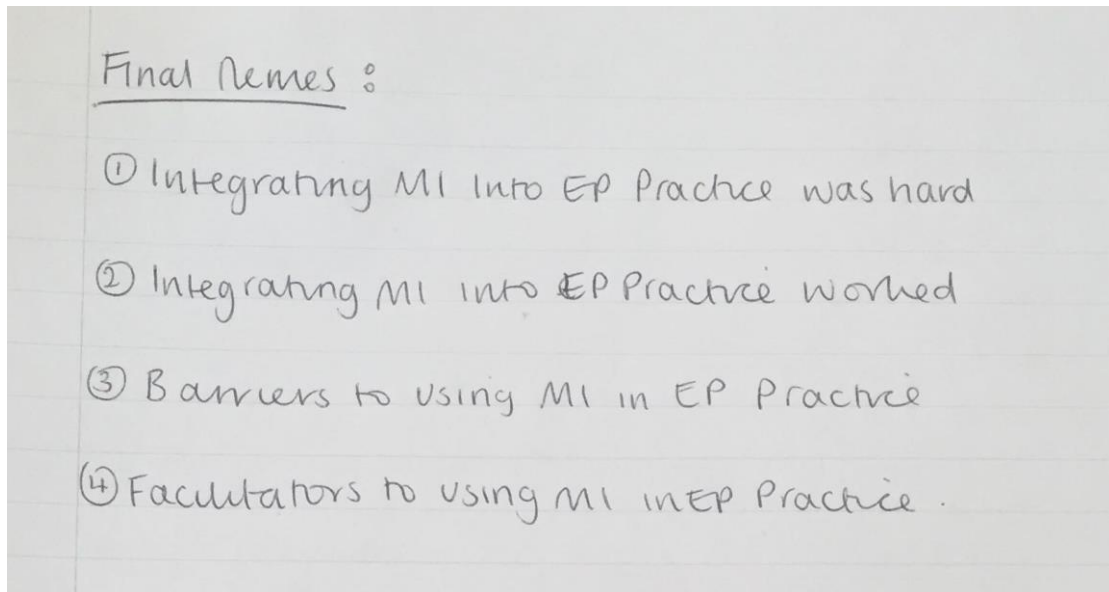
'Positive impacts'

'MI complements other approaches'

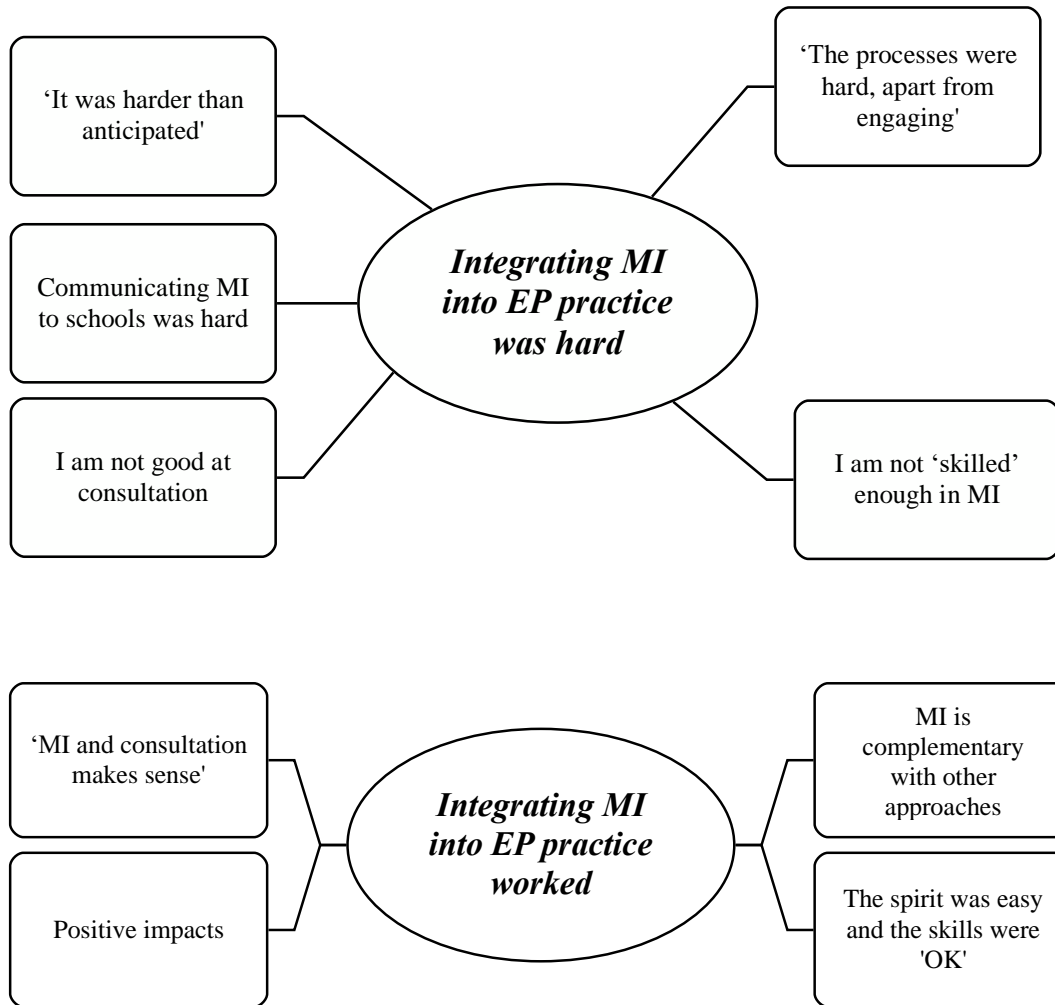
'The spirit was easy + the skills were OK'

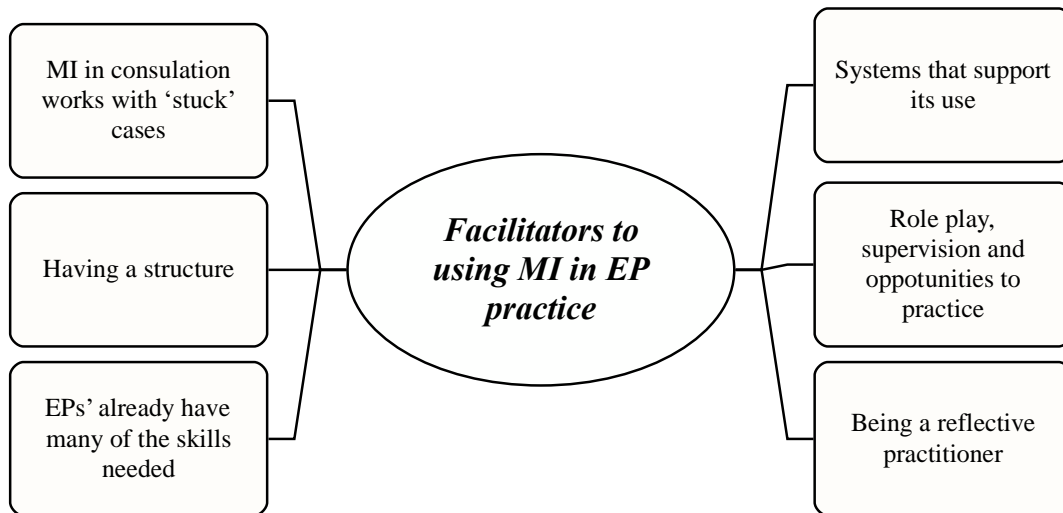
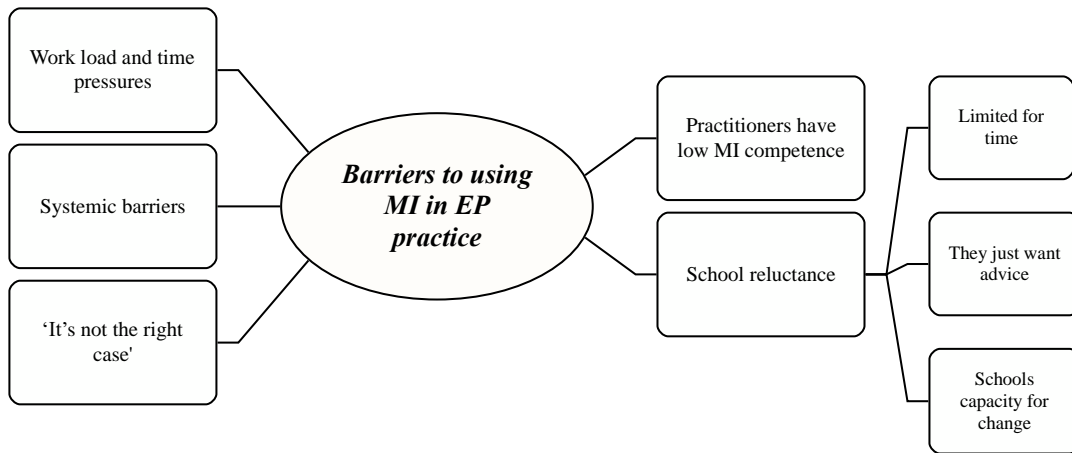
Theme 2: Misc. was integrated into other themes due to overlap.

Final themes:




Appendix 15: Final thematic theme maps for paper two.






Appendix 16: DECP conference presentation.



**A framework for developing
consultation practice**

.....

Louise Jones
Trainee Educational and Child Psychologist
louise.jones-2@postgrad.manchester.ac.uk



Consultation in current practice

- Turning to colleagues seated around you, discuss the following:
 - How do you currently use consultation within your practice?
 - What value do you place on consultation within your service?
 - What contribution, if any, do you feel that consultation has on the way you approach casework?
 - What help and support, if any, would you like to see developed for consultation practice?

Systematic literature review: Why and how?

- Consultation is listed as one of the five key components of EP practice (Scottish Executive, 2002).
- Consultation has grown in popularity, not least due to seminal works by Wagner (1995; 2000) in the late 90's and early 00's.
- Despite this, the collective professional understanding of 'what it is' is arguably limited and the psychological complexities underpinning its success often remains an enigma.

Systematic literature review: Why and how?

- RQ: How educational psychologists are using consultation within their current practice in order to support children and young people?
- Ten papers were included in the final review and were analysed using a framework.
- Study characteristics were also presented.

Systematic literature review: Framework analysis.

- The included papers were rated for consultation quality using a consultation analysis framework, produced in accordance with guidelines from the US-based National Association of School Psychologists (NASP, 2010).
- The papers were rated on the NASP criteria according to if they fully demonstrated a criterion, partially demonstrated a criterion or did not demonstrate a criterion.

Systematic literature review: Some of the main findings.

EPs demonstrate a strong awareness of the need and value of problem solving, particularly in terms of providing 'next steps'

EPs' value collaboration but it can sometimes be seen as a 'tick box' exercise

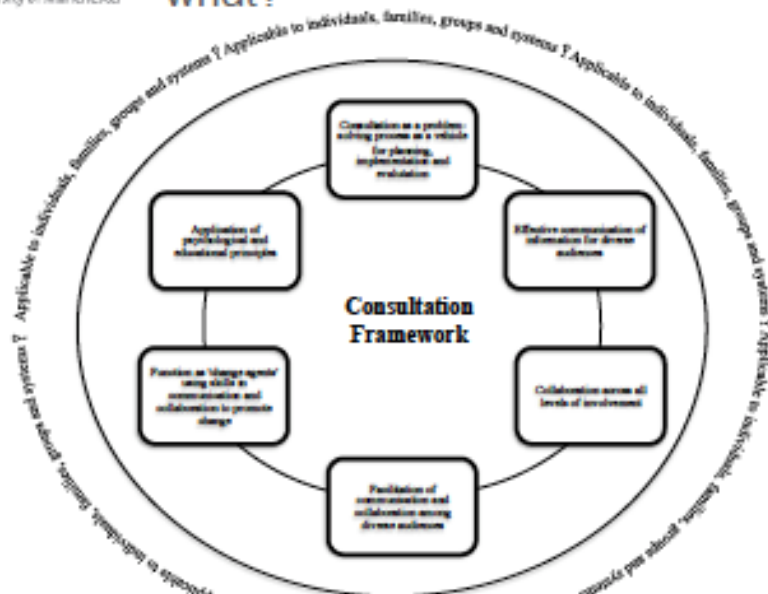
The importance of 'review' within the cycle of 'plan-do-review' is often poorly considered

EPs successfully used their interpersonal skills to facilitate problem-solving and in some cases, position the client as the 'change agent'

Information-giving was often one-way and relied on the positioning of the EP as the 'expert'

Just under half of the papers used explicit, referenced psychological and educational theory/ research

Systematic literature review: So what?



Systematic literature review: So what?

- In addition to the user-friendly presentation of the NASP guidelines, the authors developed a table of suggested reflection points that may be used in conjunction with the guidelines.
- Finally, a table summarising examples of effective consultative practice, taken from the review papers, was developed.

Systematic literature review: Limitations.

- The search criteria excluded non-published papers, such as theses and book chapters, as well as non-English papers.
- The nature of the framework may have resulted in papers that focussed highly on methodological quality, scoring lower.
- The NASP (2010) guidelines offer good face validity, but further research will need to be completed to study its application to UK practice, in particular.

Systematic literature review: Future directions.

- The research has offered a potential framework and a range of reflection points for UK EP practice and supervision.
- The suggestion that EPs might not be behaving as collaboratively as they would hope has highlighted a need to develop our understanding of collaboration into an inherent concept.
- There is a significant dearth of research into the conceptualisation of consultation.

Appendix 17: Twitter metrics for DECP conference.

XXX (@XXX)

[10/01/2020, 14:33](#)

Year 3 TEP Louise Jones presenting findings of a systematic literature review looking at how EPs use consultation, and presenting a possible framework for practice

at [#DECP2020](#) [@PGRSEED](#) [#twitterereps](#) [#consultation](#) [pic.twitter.com/34o8M616F1](#)

Metrics: Impressions 1592; engagements 152 at 0736 130120

[Download](#) the Twitter app

Appendix 18: ISPA acceptance.

ISPA 2020

2 submissions found

Paper Presentation

Submission status

180 - Applying motivational interviewing within educational psychologist consultations

ACCEPT AS ORAL PAPER PRESENTATION

[Louise Jones](#), Cathy Atkinson

in Regular Submission

[info](#) [withdraw](#)

Paper Presentation

Submission status

181 - A framework for developing educational psychologists' consultation practice

ACCEPT AS ORAL PAPER PRESENTATION

[Louise Jones](#), Cathy Atkinson

in Regular Submission

[info](#) [withdraw](#)

Appendix 19: UCL presentation.

MI and consultation

Louise Jones & Cathy Atkinson
University of Manchester

Consultation in current EP practice

Consultation as a problem solving process as a vehicle for planning, implementation and evaluation

Effective communication of information for diverse audiences

Facilitation of communication and collaboration among diverse audiences

Provision of change agent using skills in communication and collaboration to promote change

Application of psychological and educational principles

Consultation Framework

Applicable to individuals, families, groups and systems

Applicable to individuals, families, groups and systems

Applicable to individuals, families, groups and systems

See final page for full scale version.

Discussion

- Form groups where there are individuals from different services and discuss the following:
 - Consider how you currently use consultation within your practice?
 - Consider how the consultation framework model provided may support your consultative practice.

MI protocols

- The protocols were designed by Atkinson & Woods (2018) and have been adapted for practitioner use in consultation.
- They provide a useful schedule for guiding the development of an EPs use of the spirit, skills and processes.
- They can be used in many ways to support the development of MI competence.

Discussion

- In groups, look through each of the protocols and discuss the following:
 - How would you use the protocols to support your development of using MI in consultation?
 - Are there any ways the protocols could be better utilised to support EPs use of MI within consultation?

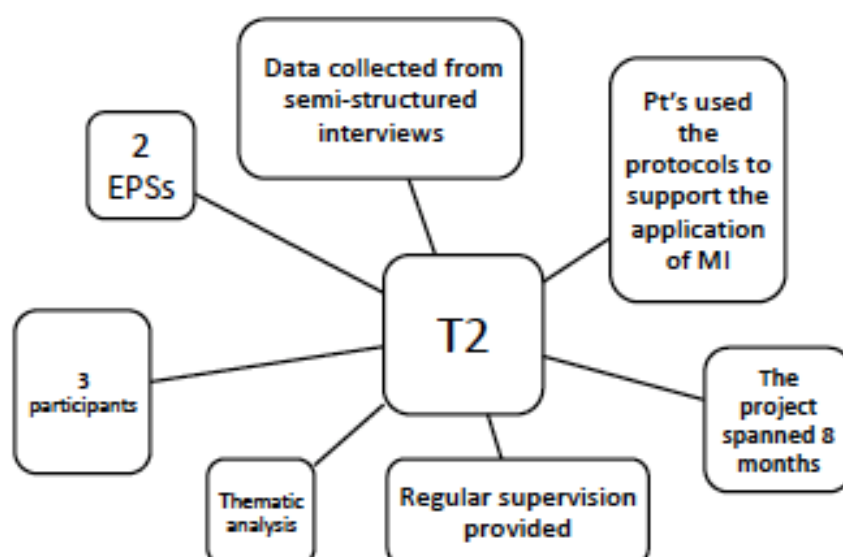
MI and consultation: The literature

- A number of papers have directly addressed the compatibility of MI and school-based consultation (Blom-Hoffman & Rose, 2007; Hebard & Watson, 2017; Snape & Atkinson, 2016; Strait, *et al.*, 2014).
- Many of these papers are comprehensive in their approach of outlining how MI could be used within consultation, however they do not offer empirical data to support its application.
- There remains a clear gap within the research for the development of empirical research into the application of MI into current EP consultative practice.

Thesis: Adding to the research base

- The research aimed to directly address the empirical gap within the research investigating MI and EP consultation by assessing the following:
 - *RQ1: To what extent are EPs able to integrate MI within their consultative practice?*
 - *RQ2: What are the perceived benefits and limitations of using MI within EP practice?*

Thesis: Adding to the research base



Thesis: Adding to the research base

- Initial data analysis has revealed a number of themes. A few interesting findings include:

There is a real need to “train to efficiency” in order for EPs to apply MI to consultative practice

There is still some confusion over the use of MI for change and the types of case that may be ‘suitable’ or ‘unsuitable’

MI and consultation would only be successful in ‘stuck’ cases

EPs want structure and support in applying MI

EPs understand the spirit but struggle more with the skills and particularly, the processes

EPs would like MI-specific supervision, video examples of using MI in consultation and the opportunity to complete video reflections

Role play

- In triads (one EP, one member of school staff and one observer) try out applying MI into a brief consultation.
- Try and give every person the chance to be the EP.
- What did you notice? Reflections?

References

Atkinson, C., & Snape, L. (2017). Mechanisms for change within school-based motivational interviewing: a review of the literature. In *Motivational Interviewing with Children and Young People III: Education and Community settings*. Ainsdale: Positive Behaviour Management.

Blom-Hoffman, J., & Rose, G. S. (2007). Applying Motivational Interviewing to School-Based Consultation: A Commentary on "Has Consultation Achieved its Primary Prevention Potential?," an article by Joseph E. Zins. *Journal of Educational and Psychological Consultation*, 17(2-3), 151-156. <http://doi.org/10.1080/10474410701346451>

Hebard, S. P. & Watson, D. M. (2017). Motivational Interviewing as a Framework for Consultation with School Administrators, *Journal of Counselor Practice*, 8(2), 83-101.

Snape, L. & Atkinson, C. (2016) The evidence for student-focused motivational interviewing in educational settings: a review of the literature, *Advances in School Mental Health Promotion*, 9(2), 119-139.

Strait, G. G., McQuillin, S., Terry, J., & Smith, B. H. (2014). School-based motivational interviewing with students, teachers, and parents: new developments and future direction. *Advances in School Mental Health Promotion*, 7(4), 205-207. <http://doi.org/10.1080/1754730X.2014.949064>