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University School Training Model Consultation Practica: Dismantling Anti-Black Racism with Predominately White Educators to Improve School, Family, Community Collaborations with Black Families and Community Stakeholders

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Abstract

This article outlines a consultation case study facilitated in an urban elementary school through the University School Training Model (USTM) (Colles et al., 2019; Morris et al., 2016). The USTM is a collaboration between an APA accredited Counseling Psychology doctoral program and an urban school district to provide racially responsive counseling and consulting services and graduate level training. The case study details a consultation practica to improve school, family, and community collaborations in an urban elementary school with predominantly Black stakeholders and a predominantly White female school staff. The introduction, background, and self-evaluation of the consultation process are reviewed. Project demographics, situation background, consultee role, and problem statement are then addressed. The goals, intervention grids, evaluation, termination, and post consultation follow-up are discussed. The transformative impact of consulting with urban school leaders to dismantle educational practices that uphold racism, white supremacy, and anti-Blackness that inhibit school, family, and community collaborations is highlighted.

Keywords: consultation, urban schools, school family community collaborations, University School Training Model, dismantling Anti-Black racism

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University School Training Model consultation practica: Dismantling anti-Black racism with predominately White educators to improve school, family, and community collaborations with Black families and community stakeholders

The role of a psychologist varies depending on work setting and specific duties of their employment role. Psychologists may work in hospitals, clinics, agencies, may teach and conduct research in higher educational institutions, or may work with other social organizations to address various areas of social concern. In many settings the role may include providing individual, group, or family counseling or assessment services. Whereas in other settings, psychologists may provide supervision or teaching. A major role that is often not given as much attention, but is equally important for psychologists, is consultation (Brown et al., 1988; Warner & Morris, 1997; Marbley et al., 2015; Scott et al., 2015; Clements-Hickman et al., 2018). Consultation is described as a direct service performed by counselors, psychologists, and human resource workers who assist another person, the consultee, having responsibility for a case or program (Dougherty, 2009). Consultation has also been described as a structured problem-solving process facilitating behavior, attitude, emotional, and value changes in the consultee that improves the functioning of individuals, groups, or an organization (Morris, 2009; Brown et al., 1988).

Counseling Psychologists Consulting with Schools

Constructs studied in the field of Counseling Psychology have direct positive implications for educational systems. Schools can benefit from knowledge gleaned through research on, for example, school engagement (Wiggen, 2008; Perry et al., 2010; Quin, 2017), academic self-concept (Jonson-Reid et al., 2005; Justice et al., 1999; Lee & Jonson-Reid, 2016), empowerment (Bemak, 2005; Portman & Portman, 2002; Von Horn, 2000; Balcazar et al., 2004; Lustick et al., 2020), racial identity (Awad, 2007; Lee, 2006; Boston & Warren, 2017),

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discrimination stress (Clark et al., 1999; Gaylord-Harden & Cunningham, 2009; Walker et al., 2017), Afrocentric approaches (Baggerly & Parker, 2005; Franklin & Pack-Brown, 2001; Parham et al., 2000; van Wyk, 2014), parenting practices (Bradley, 1998; Mandara, 2006; Mandara & Murray, 2002; Boyd-Franklin et al., 1997; Boyd-Franklin, 1989; Areepattamannil, 2010), and school, family, and community collaborations (Bradley et al., 2005; Bryan, 2005; Stefanski et al., 2016). Counseling psychologists are uniquely positioned to serve in consulting roles to improve the level of functioning of educational systems, while helping educational leaders develop school improvement strategies to improve the academic success of all students. In such cases, although consultation is a direct service provided to the educational leader consultee, consultation is an indirect service provided to all youth and families in such school communities. Youth disproportionately and negatively impacted by white supremacy and anti-Black racism embedded with educational practices are particularly benefited when counseling psychologists collaboratively consult with educational leaders to dismantle such institutional inequities (Dougherty, 1992; Colles et al., 2019; Morris et al., 2016; Skiba, 2016). Consultation services with educational systems contributes to the academic success of youth and positively impacts their social emotional well-being and development, while positively influencing school communities.

Consultants can contribute to positive student academic outcomes by assisting teachers, school staff, and parents and guardians in making changes that improve their skills, level of functioning, and their ability to practice from an anti-racist framework (Gutkin & Curtis, 1999; Helms, 2015). Significantly more youth, families, and school community stakeholders are positively impacted through such consultation services than if the consultants were to work individually with youth and families. Educational leaders, and consequently educational systems, can be assisted in developing more responsive, inclusive, and affirming school climates and

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environments for academic success of all youth, especially Black youth who are disproportionately negatively impacted by anti-Black racism and white supremacy (Dinkmeyer & Carlson, 2001; Helms, 2015).

Organizational development consultation can improve school functioning by applying psychological science through planned and sustained interventions (Dougherty; 2009; Truscott et al., 2012). From this perspective, what is often viewed as a school-based problem with individual students, such as inattention, anger, inappropriate behaviors, a lack of parental involvement, low attendance etc., is reframed as possible problems and improvement opportunities within the school system (Knoff, 2002; Areepattamannil, 2010). Such consultation is often initiated by a school administrator, who works with the consultant and other school staff to address identified areas of desired or needed change (Curtis & Stollar, 1996). School-based organizational consultation can be time intensive and may last for several years (Larney, 2003).

Based on Brown et al.'s (1988) classic consultation model, further developed by Warner and Morris (1997), this article outlines a consultation practica case study based on supervised consultation services provided by a counseling psychology doctoral student in an urban elementary school through the University School Training Model (USTM) (Colles et al., 2019; Morris et al., 2016). This consultation practica case example details work with an urban elementary school as an intervention to dismantle anti-Black racism with predominately White school staff to improve school, family, and community collaborations with Black families and community stakeholders.

University School Training Model

The University School Training Model (USTM) is an elementary school-based counseling center training clinic partnership between a local urban school district, one elementary school identified by the district, and a counseling psychology doctoral program

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housed within a college of education at a Midwestern university that has been operational for nineteen years (Colles et al., 2019; Morris et al., 2016). The primary purpose of this partnership is to facilitate supervised practica training with an emphasis on further developing anti-racist and social justice oriented clinical and consultation competences among trainees, so they are effectively prepared with knowledge and skills to dismantle systemic anti-Blackness. This is done by responsibly providing appropriately supervised counseling and consultation services to predominantly Black children and families and predominately White teachers and school staff of a local urban elementary school. The academic department includes a doctoral program in counseling psychology and master's programs in counseling psychology, school counseling, clinical mental health, and marriage, couple and family counseling. The counseling psychology program takes pride in a clear and longstanding focus on recruiting and retaining Black, Indigenous, people of color (BIPOC) faculty and students, as well as training counseling psychologists and professional counselors to competently work with Black youth and families while facilitating positive systemic interventions from an anti-racist framework.

The USTM Program Director was a Full Professor of Counseling Psychology, a Licensed Psychologist, a Licensed Professional Counselor, and served as the USTM faculty supervisor. The USTM faculty supervisor identifies as Black, male, and has extensive experience working in and with urban schools and recruiting, retaining, and training students and faculty to be racially responsive and to work towards dismantling racism, and particularly anti-Black racism, throughout his lengthy career in higher education. The consultant for this practica case study served as the USTM's supervised on-site counseling psychology doctoral student supervisor for advanced master's level students enrolled in a counseling practicum after a majority of coursework completion. The consultant, who identifies as a White female, was selected for the on-site supervisor doctoral assistantship due to their post master's degree academic standing,

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demonstrated skill and ability working as a Licensed Professional Counselor and Licensed School Counselor in urban schools with racially and linguistically diverse populations (e.g., students, families, and staff), effective collaboration with urban school community stakeholders, and their training in supervision and training. This doctoral student supervisor worked under the supervision of the USTM faculty supervisor. All USTM practicum counseling center staff worked under the administrative leadership of the elementary school principal, who identified as a White man.

USTM Daily Operations

The duties of the supervised on-site counseling psychology doctoral student supervisor included providing weekly on-site, individual, and group supervision for all trainees; coordinating the daily operations of the counseling training center, and serving as the liaison between the counseling training center and the elementary school staff. The USTM primarily provides individual and group counseling services to referred elementary school students, and consultation services to referred student clients' parents, guardians, primary caregivers, teachers, and/or educational staff. Another primary duty is to consult and collaborate with the elementary school teachers, all staff, and school community stakeholders as appropriate. Due to limited, and sometimes an absence of, human resources and materials, it is critically important for psychologists working in and with school systems, particularly with less financial resources, to have consultation skills (Conoley & Conoley, 1995; Dougherty, 2009; Cappella et al., 2012).

Self-Evaluation

Although a primary purpose of the USTM is to provide individual and group counseling and consultation services to children and families of the elementary school, another purpose is to assist the school community in creating learning environments in which children gain skills necessary for positive social and emotional development and academic success. This purpose is

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aligned with the elementary school's improvement goals.

Information regarding the USTM elementary school-based practicum training site is shared with masters and doctoral level students through departmental course presentations during the fall and spring semesters. The department's Chairperson also sends email announcements regarding the USTM elementary school-based counseling center training site to all students in the department. This training opportunity is available to counseling psychology, clinical mental health, school counseling, and marriage, couple and family masters level students as well as students in the department's counselor education and supervision and counseling psychology doctoral programs. Applicants are screened and selected through a structured interview process by the faculty supervisor and director, the on-site supervisor, and the elementary school principal.

Trainees selected for the USTM practicum complete an orientation facilitated by the faculty supervisor and director, the supervised doctoral psychology student on-site supervisor, and the elementary school principal. After weeks of school system orientation and training, the counselor trainees work with elementary school aged (kindergarten through fifth grade) referred clients, clients' family members and caregivers, and educational staff primarily regarding personal, social, emotional, and educational concerns. These concerns are primarily addressed by providing need-based individual and group counseling services to clients, and consultation services to student clients' family members, caregivers, and teachers. Classroom and school-wide prevention psychoeducation programming are also conducted (American School Counselor Association, 2020; Danish & Forneris, 2008). Through providing counseling, psychoeducation, and consultation services to the predominately Black elementary school-aged children, their family members and caregivers, and the predominately White school staff and school community stakeholders, the primary purpose of the USTM elementary school-based counseling center is to

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train doctoral and masters level trainees to become culturally, and particularly racially, responsive and social justice and anti-racist oriented psychologists or counselors who will work in various settings.

Project Demographics

City Based Information

According to the U.S. Census (2019) data, the school district was in a city with about 75,000 people. Approximately 70% of the city's population identified as White, 20% as Black, eight percent as Hispanic or Latino, two percent as being Asian American, one-half percent as American Indian and Alaska Native and approximately seven percent as being two or more races. According to this same U.S. Census (2019) data, approximately 29,000 people identified as being enrolled in a school or an educational program, 64% (about one quarter of the city's population) in college or graduate school, 10% in high school, and the remaining approximately 25% in either an elementary school (grades one through eight), a kindergarten, or a nursery school or preschool. Forty seven percent of the approximately 27,000 households were identified as, “family households with own children under 18 years,” approximately 53% identified as “non-family households,” and approximately 37% identified as living alone. Of the approximately 70,000 responders to the question of residence one year ago, 63% reported living in the same house one year ago and 33% reported living in a different house one year ago.

School Based Information

The elementary school will herein be referred to as Black Lives Matter (BLM) Elementary School in solidarity with the Black Lives Matter movement and the critical need to dismantle anti-Black racist practices within K – 12 education. Understanding the organizational structure is critical to consulting with systems. For this case study, the organizational structure consists of the contextually important BLM Elementary school staff configuration. At the time of

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this consultation case study, the district served approximately 13,000 students, had three high schools (one of which is an alternative high school for students identified as not being successful in their home high school), three middle schools, one additional magnet middle school, one additional middle school alternative learning program, and seventeen elementary schools with and approximately 1,300 staff members.

The BLM Elementary school served approximately 350 students in kindergarten through fifth grades. According to the BLM Elementary School Improvement Plan (SIP) (2019), approximately 75% of enrolled students were Black, about 22% were White, about four percent identified as, “Hispanic,” and the remaining one percent were Asian and/or Native American. All students received free and/or reduced breakfast and lunch services. The school had one principal, 27 teachers, and a 35% annual teacher turn-over rate. There was one preschool teacher, four full day kindergarten teachers, three first grade teachers, three second grade teachers, one teacher with a classroom of combined second and third grade students, three third grade teachers, two fourth grade teachers, one teacher with a classroom of combined fourth and fifth grade students, and one fifth grade teacher. The school employed two Special Education teachers, one served lower elementary grades (kindergarten through third grade) and the other served upper elementary grades (fourth and fifth). There was one physical education teacher, one music teacher, one instrumental music teacher, and three art teachers contributing to less than one full-time art position. The physical education, music, and instrumental music teachers did not serve in full time teaching positions at this elementary school. Of these 28 educators (27 teachers and one principal), 11% of the teachers were Black, 89% were White, 14% identified as male (one Black male and three White males), and 86% identified as female (two Black females and 22 White females). The average student to teacher classroom ratio was 18 students per grade level classroom teacher.

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The school employed full-time Academic Writing and Reading Coaches who primarily worked with teachers to facilitate lessons, analyze academic data, facilitate academic testing in support of all classroom teachers and the school. Five Reading Paraprofessionals and two Special Education Paraprofessionals were also employed. The school had a part-time School Psychologist with responsibilities primarily regarding referral and evaluation for Special Education services, along with two full time Behavioral Support staff. Importantly, the BLM Elementary school, similar to most elementary schools in this state and others, did not have a school counselor. Finally, the school had a part-time Librarian Assistant who's responsibilities included maintaining the school library and collaborating with educators to facilitate literacy interventions. Figure 1, Black Lives Matter Elementary School Organizational Flow Chart, visually represents this staffing configuration.

The Consultation Case Study

Situation Background and Consultee Role Defined

The BLM Elementary School principal requested the USTM counseling center supervised psychology doctoral student on-site supervisor conduct interventions to address the School Improvement Plan (SIP) Goal of increasing, "parent involvement." The consultation practica case study outlined herein was facilitated as a direct service intervention to the school principal, and an indirect service to the school community. Based on further conversations with the school principal, and in the context of the supervised on-site supervisor's work at the school for the past two years, along with the USTM program's then eighteen-year history at the school, "parent involvement," was reframed to culturally and responsively increase school, family, and community collaboration (Bradley et al., 2005; Bryan, 2005; Stinchfield et al., 2010; Helms, 2015). This supervised consultation practica was facilitated to increase school, family, and community collaborations over two years.

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Through collaboration with the school principal, the USTM supervised psychology doctoral student on-site supervisor consultant was asked to consult with the school's part-time Librarian Assistant to improve the facilitation of a, "Neighborhood Read-In," program planned for a district-wide Literacy Month. This program was one strategy to address the principals' goal of improving school, family, and community collaborations. The Librarian Assistant's purpose for the, "Neighborhood Read-In," was to facilitate an in-school program having students' parents, guardians, adult family members, and community members read a book of their choosing in all classrooms of the school. This practica case study outlines the supervised consultation service provided to the Librarian Assistant to address the principal's request of improving, "parent involvement," which was reframed as culturally and responsively facilitating school, family, and community collaborative relationships. This supervised consultation practica also served as the counseling psychology doctoral student's program required work sample project.

Problem Statement

The Librarian Assistant served as the designated consultee and the supervised psychology doctoral student USTM on-site supervisor served as the consultant. The consultee requested assistance facilitating a Neighborhood Read-In program during an upcoming district wide Literacy Month. The primary objective for this consultation was to have the Neighborhood Read-In be facilitated with at least one community member in each of the eighteen classrooms. The problem identified by the Librarian Assistant consultee was that the Neighborhood Read-In may not be successfully facilitated. A successful event facilitation was defined as having at least one volunteer family or community member reader per each of the eighteen grade level classrooms. Of contextual importance, is that the Librarian Assistant reported the Neighborhood Read-In would be the first time the school, staffed with predominately White educators, invited nearly all

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Black family and community members into the school during the school day for such a school-based program. Through a preliminary meeting with the consultee, the following goals were identified. Goal one was to communicate with the school staff for the purpose of sharing information about the Neighborhood Read-In event. Goal two was to communicate with school stakeholders for the purpose of identifying potential students' family and community member volunteer readers. Goal three was facilitation of the Neighborhood Read-In with at least one volunteer reader per the eighteen grade level classrooms.

Figure 2, Force Field Analysis, represents a force field analysis depicting support and opposition to the identified goals. The supportive and opposing forces were identified through meetings with the consultee. The length of the force field analysis arrows corresponds with the amount of potential impact of the consultation interventions. As shown in Figure 2, identified supporting forces were the consultee's desire for successful program facilitation, the principal's support for the program, teachers' support, physical event space, community members' support, planning time until the program, and consultee time availability. These supportive forces were identified as potential contributors to a successful program facilitation. The identified opposing forces were the consultee's concern regarding a lack of stakeholder support, lack of teacher support, lack of event budget, teachers' concern for student behavior, teachers' concern for family and community member behavior, teachers' and staff's limited cultural awareness and skills, and limited consultee cultural awareness and skills. The opposing forces detract from the potential successful program facilitation. The Librarian Assistant consultee identified the opposing forces as concerns regarding goal attainment for the consultation project objective of a successful Neighborhood Read-In facilitation defined as having at least one community member in each of the eighteen grade level classrooms. The identified opposing forces provided pertinent insight for the consultant and consultee regarding the relationships between racism, white

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supremacy, anti-Blackness, the school staffs' level of cultural awareness and skills, and school staffs' perception of school, family, and community collaborations.

Consultation Consent Form and Contract

The case study consultation service consent form detailed the consultation process, and usage of such for the psychology doctoral student consultant's program required work sample and subsequent scholarship pursuits. The consent form was reviewed with the consultee and then signed by the consultee and consultant. A contract for services was also drafted and reviewed with the consultee. Because the consultant was internal to this organization, and such consultation work was part of the existing university program's and school district's agreement for the USTM program implementation, this additional contract for services was not signed and there was no related fee (Dougherty, 2009). If services were provided by an external consultant, and not through the USTM elementary school-based counseling center program, the contract would be used and a fee for services would have been rendered. Interested readers can contact the first author to inquire about the consent form and contract documents.

Intervention Grids

Goal One

Intervention grids for each of the three identified goals were developed. To address goal one, communication with the school staff for the purpose of sharing information about the Neighborhood Read-In, the following strategies and interventions were recommended. The strategies and subsequent intervention were then selected and implemented by the consultee.

Strategy One: The consultee disseminates information via the principal's weekly newsletter.

The school principal electronically disseminated a weekly newsletter to all school staff and some school stakeholders, with an expectation that all staff read the weekly newsletter and were responsible for knowing the information contained therein. The newsletter contained a

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schedule of events along with pertinent information submitted by school staff. It was recommended that the consultee include the date of the Neighborhood Read-In in the schedule of future events, a short paragraph detailing information about the program, and the selected logo for use on printed materials in the principal's weekly newsletter.

Strategies Two: The consultee email school staff.

Email was another school-wide communication method to share information about upcoming events, staff absences, unexpected events, etc.. The principal's expectation was that all staff check their school email before the school day begins, during their lunch time, and after the school day. It was recommended that the consultee use the school-wide email to share the same Neighborhood Read-In description, date, the flyer developed by the consultee, and directions for learning more about the program and to provide related feedback.

Strategy Three: The consultee disseminates information in staff mailboxes.

Another school expectation was that all staff check their physical school mailboxes twice daily, once before the school day begins and once after the school day ends. It was recommended that the consultee disseminate the Neighborhood Read-In Flyer and an additional description in all staffs' physical mailboxes, and that this description contain the same information in the email communication.

Goal Two

The BLM Elementary school staff had historically not asked students' parents, guardians, and adult family members and neighborhood stakeholders to participate in school-day programming, while continually identifying, "school, family, and community collaborations," as a needed area of school-improvement. The consultee attributed this practice of not asking due to the staff's beliefs that students' parents, guardians, adult family members, and community stakeholders would not participate. Because of this history of not asking, the following strategies

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and interventions were recommended to address goal two of communicating with the school stakeholders to identify potential family and community member volunteer readers. The strategies and subsequent intervention were then selected and implemented by the consultee.

Strategy One: The consultee email staff.

The consultee was recommended to email information to the staff for the purpose of identifying potential students' family and community member volunteer readers. It was further recommended that the consultee again include in this email a description of the program, the date, the developed flyer for family and school community members to communicate their interest and commitment in Neighborhood Read-In participation, and directions to learn more about and provide feedback regarding the program.

Strategy Two: The consultee will disseminate information in the principal's weekly newsletter to students' families.

The school principal disseminated a physical weekly newsletter sent home with all students. This newsletter effectively served as one of the school's primary methods of communicating information to family members of enrolled students. It was recommended that the consultee use this weekly school-wide newsletter as another communication mechanism, and to continuously disseminate a version of the Neighborhood Read-In flyer to students' families beginning two months prior to the event.

Strategy Three: The consultee disseminates information in the local neighborhood association newsletter.

The local neighborhood association disseminated a bi-monthly newsletter mailed to all residences and businesses in the school's neighborhood. All community members were eligible to submit information for publication in this newsletter. Based on the consultant's ongoing consultation and collaboration with students' parents, guardians, family members, and local

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neighborhood leaders, the consultant knew that the neighborhood association newsletter was a respected and valued primary mechanism of sharing valued neighborhood information. It was recommended that the consultee submit the Neighborhood Read-In flyer for publication and distribution in the neighborhood association newsletter for the two months prior to the event.

Goal Three

Although goals one and two served as individual goals, attainment of goals one and two also served to support goal three: facilitation of the Neighborhood Read-In with at least one volunteer reader per the eighteen grade level classrooms. The following strategies and interventions were recommended to address goal three, which were then implemented by the consultee.

Strategy One: The USTM counseling center on-site supervisor email information to USTM community partners.

The consultant, who served as the USTM elementary school-based counseling center supervised doctoral student on-site supervisor, maintained a list of community partners as resources for the USTM clients, clients' family members, the school as a client system, as well as the counseling center. These community partners were leaders within the community, examples of such included a longstanding Black led community center, a Latinx community organization, a Black male mentorship program, the local NAACP President and members, and a Black led arts-based neighborhood organization one block from the school that worked with youth and local community empowerment and organizing. The consultee recommended capitalizing on these longstanding strong partnerships that were created and sustained by the USTM staff to further disseminate information about the Neighborhood Read-In. The consultee additionally recommended that they, the USTM on-site supervisor, email all community partners the following information also two months before the scheduled event: a brief description of the

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event, along with a request that each community partner forward the email, information, and the Neighborhood Read-In Flyer to others who may be interested in participating in the Neighborhood Read-In.

Strategy Two: The consultee follow-up with an email or phone call to all identified community partners.

If the consultee selected to use and implement Strategy One, it was recommended that they follow-up with an email and phone call to all community partner recipients of the email sent by the USTM on-site supervisor. The purpose being to further invite and encourage community partners' participation and support of the event, to answer any related questions community partners may have, and to initiate positive relationship building between the consultee and the school community partners. The latter being pertinent in the context of the school staff historically not asking community members and leaders to participate in school-based events. The lack of such purposeful collaboration by schools with predominately White educators teaching and working with predominately Black students and families further isolates school staff from the communities in which they are located, further contributing to such school's identified need for improved school, family, and community collaborations (Helms, 2015). Anti-Black racism is manifested in such inactions, which negatively impacts the school's ability to effectively collaborate with families and communities stakeholders.

Evaluation

The supervised psychology doctoral student consultant created evaluation measures to assess if the consultee's three identified goals were attained. Formative evaluations were developed for each of the three identified goals and for each of the individual strategies for each of the three goals, totaling eleven formative evaluations. Because of the similarities in goals one and two, there was one summative evaluation for these two goals and another summative

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evaluation for goal three. Interested readers can contact the first author to request copies of these evaluation measures.

The consultant recommended that all formative and summative evaluations be disseminated to school staff, with the formative evaluations being distributed one month after the initial communication about the Neighborhood Read-In. Further, that the formative evaluations for goal three's strategies one and two be emailed to community stakeholders one month after the initial email communication. It was recommended that the summative evaluations for goal three be disseminated to all family member and community readers upon check-out the day of the Neighborhood Read-In, and again one week later. The consultee, however, declined to use all recommended evaluation measures. It is hypothesized the consultee being a part-time employee, working to balance self-care in relation to work load, the novice nature of this programming in relation to the consultee's work load as a part-time employee, and/or a possible uncertainty regarding seeking out such feedback contributed to the consultees related decision. The ecological context of this Neighborhood Read-In being the first program that the BLM Elementary School's parents, guardians, family and community members were invited into the school during the school day for an integral role in school programming, needs to be underscored regarding possible reasons the consultee choose not to utilize the provided evaluations.

Termination

A termination meeting was facilitated between the supervised psychology doctoral student consultant and consultee approximately two weeks after the Neighborhood Read-In. Informal feedback that the consultee received from stakeholders was reviewed and processed during this meeting. All feedback from school staff; students' parents, guardians, and adult family members; and community member volunteers was positive. Mindful of the historical context of the school staff previously not invited community members into the school, and the

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consultee's identified opposing forces, a focus of the termination meeting was to positively reinforce the consultee's work to facilitate a program that increased school, family, and community collaborations.

The three goals of the consultation service were reviewed and processed, along with the consultee's feedback regarding the five-month consultation process. Based on having at least one community volunteer reader per each of the eighteen classrooms, the consultee validated that the Neighborhood Read-In was a success. The consultee attaining their goal of having one community member volunteer reader in each of the 18 classrooms was positively reinforced. If the recommended evaluation measures were used, this data would have also been addressed during the termination meeting. The consultee did, however, express strong interest in future use of these evaluation measures, which was also positively reinforced. All classroom readers represented the race and gender categorizations of students, a majority of which were adult family members of students. Sending thank you cards to all classroom readers and volunteers was recommended.

Future growth opportunities for subsequent Neighborhood Read-In school-community-family programs were processed and explored during the termination meeting. Action steps associated with such future programming included writing articles for the School Principal's and the Neighborhood Association's newsletters about the program, including related information in the school's annual report highlighting that the process led to a successful (by definition) program facilitation, including related information in the school's school improvement plan, and using the planning process from this consultant service and facilitated event as a replicable guide for future additional school, community, and family collaborative initiatives. Finally, using formative and summative evaluations in future programs was encouraged.

Due to the consultee's reported intent to facilitate future similar programs, additional

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consultation services to support such future programming were offered during the termination meeting. The consultant and consultee scheduled a post consultation follow-up meeting for the beginning of the next school year, which was about six months from this termination meeting. They also scheduled another post consultation follow-up meeting for the upcoming school year for the same time the current consultation service was initiated, in December of the upcoming school year, approximately nine months from this consultation service termination.

Conclusion

This article outlines a consultation case study conducted in a school setting following Brown et al.'s (1988) classic model, which was further extended by Warner and Morris (1997). This case study was based on the supervised consultation service work sample of a counseling psychology doctoral student conducted through the University School Training Model's elementary school-based counseling training center program. The primary goal of this consultation project was to address the school principal's reframed goal to improve school, family, and community collaborative relationships in a school with predominantly new to field, White and female teachers, serving predominantly Black children, families, and community stakeholders. The consultation case study is based on working with a school Librarian Assistant (the case study consultee) to improve the facilitation of the consultee's planned Neighborhood Read-In program.

Due to racism, white supremacy, and a healthy suspicion of such, urban school leaders can benefit from working to facilitate and sustain collaborative relationships with Black community stakeholders. The school's principal in this case study did not request consultation services to dismantle or deconstruct racist school policies, procedures, and/or microaggressions that often contribute to Black parents, guardians, families, and community stakeholders having a healthy suspicion of predominantly White educators. Although racism has been widely

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researched with K – 12 student populations (Smalls et al., 2007; Brody et al, 2006; Harris-Britt et al., 2007; Seaton, 2009; Scott & House, 2005; Helms, 2015), far less researched however, are racially discriminatory beliefs, values, and worldviews of K – 12 school staff towards students they are responsible for educating, their students' families, and communities in which schools reside (Gaylord-Harden & Cunningham, 2009; Mickelson, 2003; Gillborn, 2008; Kunjufu, 2006; Chin et al., 2020).

Based on the city's U.S. Census (2019) and the school's demographic data, the Black Lives Matters Elementary School, similar to other schools with predominately Black students, is located in a racially segregated city. Consultants working with urban school leaders to develop school improvement strategies to dismantle racist and anti-Black beliefs, worldviews, behaviors, policies, and practices as school improvement goal interventions can positively transform school functioning. The strategies and interventions outlined in this case study facilitated school, family, and community positive collaborative experiences for stakeholders, while facilitating immersion for the predominately White female staff. Such immersive contact can promote the White racial identity development needed to dismantle internalized racism of White educators, while working towards dismantling racist and anti-Black school practices that inhibit effective school, family, and community collaborations (Lee et al., 2014). Deep learning and healing can occur from such interactions, more readily facilitating transformative school improvement.

Working to dismantle racism and anti-Blackness have direct implications for K – 12 schools. Schools, however, are not unique in their applicability to benefit from and be transformed by this knowledge and action. All institutions with direct or indirect impact on client systems, potential clients, and all people benefit when intersectionally cultural responsive consultants apply knowledge and skills to dismantle racism and white supremacy to help institutions be more racially responsive to all people. Counseling psychology training programs,

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and other mental health training programs, need to incorporate training and supervised consultation practica into graduate training similarly as is done for individual, group, and couples and family counseling, supervision, and research.

Counseling and psychology training programs will be well served by facilitating opportunities for supervised consultation practica for masters and doctoral level trainees. Such consultation training could be incorporated in a similar manner as programs have traditionally incorporated practicums for individual, group, and couples/family counseling; assessment; and clinical supervision. When consultation is given the same emphasis in training, and when trainees and working professionals then consult with systems, racist institutional practices grounded in white supremacy that negatively impact Black, Indigenous, and all peoples and communities of color can be further dismantled.

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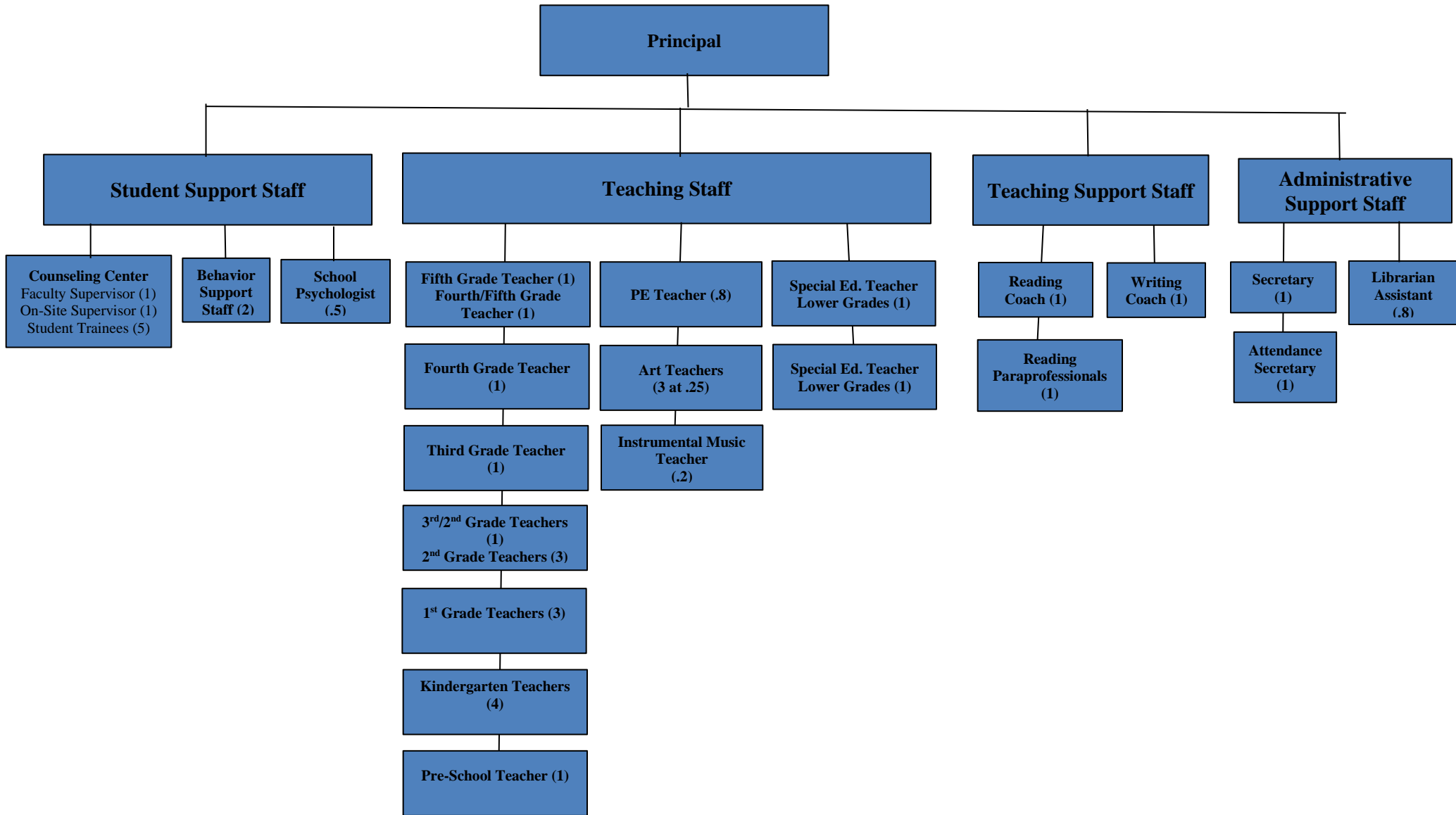
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Figure 1

Black Lives Matter Elementary School Organizational Flow Chart



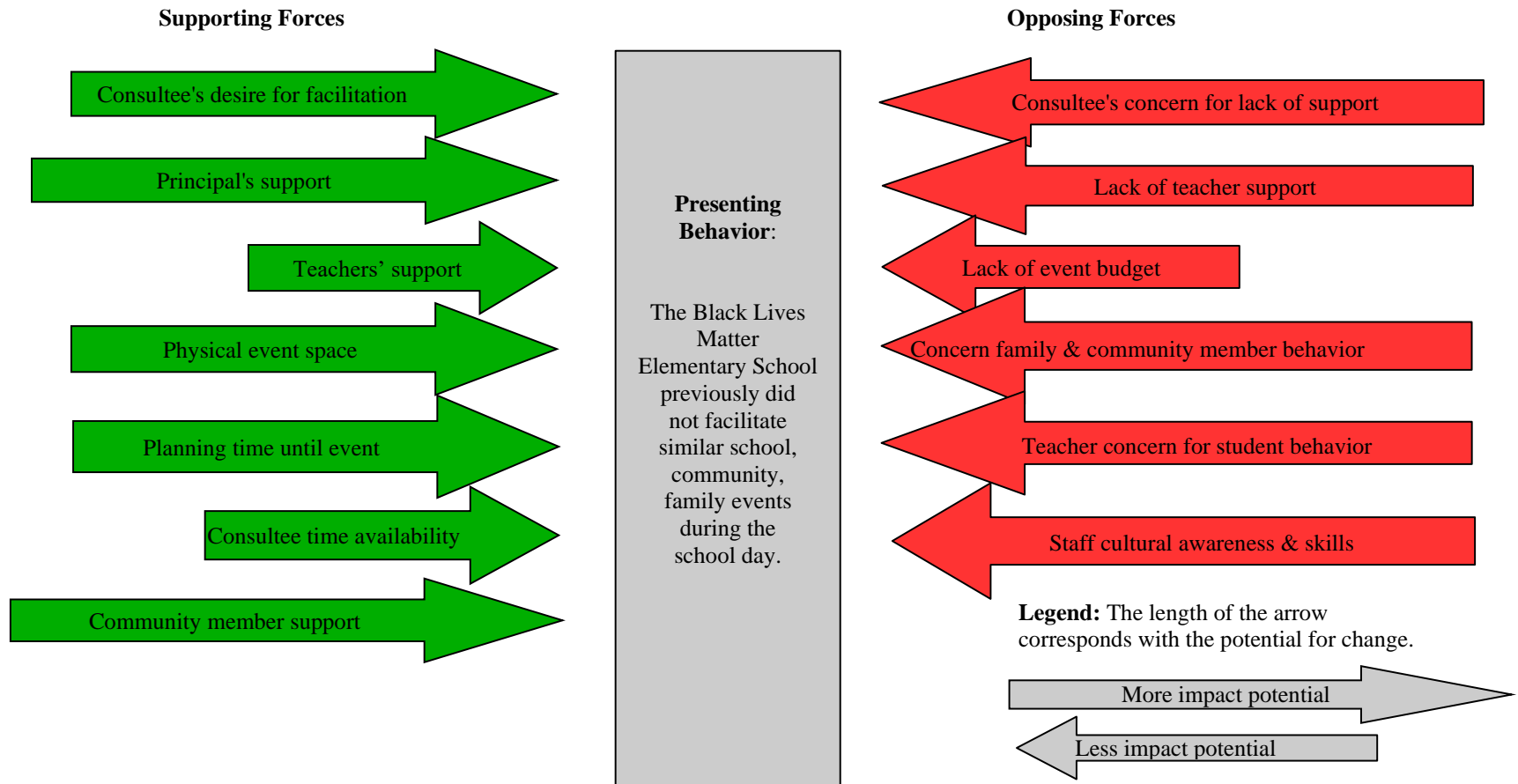
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Figure 2

Force Field Analysis

Objective: Facilitation of the Neighborhood Read-In Event

- Goal 1. Communicate with the school staff for information sharing.
- Goal 2. Communicate with school stakeholders for identification of volunteer readers.
- Goal 3. Facilitation of the Neighborhood Read-In event.



Note. The positive forces contribute to a successful event facilitation and the negative forces detract from a successful event facilitation.