

Psychological Consultation And Collaboration In School And Community Settings

This book will provide practitioners, researchers and counsellor trainers with the knowledge they need to influence more competent therapeutic practice with a diverse clientele. It is a companion volume to Volume 7 in the Multicultural Aspects of Counseling series. What does one do when a dangerous paedophile, nearly six feet seven inches in height, threatens to kill you? How does one manage when a brain-damaged, psychotic patient spits on the office floor two hundred times during the first consultation? And what does one say when one member of a warring couple reveals the most horrific acts of sexual cruelty? In perhaps his most gripping book to date, Professor Brett Kahr offers colleagues a detailed glimpse into the challenge of working with highly distressed and disturbing individuals in long-term psychotherapy. Kahr explains the ways in which such deeply troubled people hurl "bombs" into the consulting room, leaving considerable "psychological shrapnel" in their wake. The book contains five sensitively and compellingly written clinical chapters, followed by several historical chapters which explore the ways in which Donald Winnicott attempted to manage the bombs in his consulting room, often of his own making. Kahr then examines the pioneering contribution of Enid Eichholz (later Enid Balint) who, during the Second World War, created marital psychoanalysis as a means of dealing with couples ravaged by actual wartime bombs. The book concludes with an historico-clinical chapter on how thoughtful and sophisticated classical interpretation can reduce the impact of clinical bombs. Kahr even provides us with an examination of his favourite "top ten" interpretations in the history of psychoanalysis! A unique and helpful volume, written by a practitioner steeped equally in psychoanalysis and history, *Bombs in the Consulting Room: Surviving Psychological Shrapnel* will be essential reading for anyone who has ever felt frightened while treating patients.

With Dougherty's *PSYCHOLOGICAL CONSULTATION AND COLLABORATION IN SCHOOL AND COMMUNITY SETTINGS*, 6th Edition, you will see how human service professionals help others work more effectively to fulfill their work-related or caretaking responsibilities to individuals, groups, organizations, and communities. This practical book uses a proven generic model for application, surveys various approaches to consultation, examines the organizational context of consultation, and reviews the numerous ethical and professional challenges that today's consultants face. As you work through the book, you can develop or refine your own personal model of consultation. Case studies bring concepts to life and help you learn how to deliver services most effectively. This edition includes new content aligned with CACREP and other standards, an increased focus on school-based consultation, new material on cultural diversity, advocacy, social justice, prevention, systems theory, and ecological variables as they affect consultation and collaboration in counseling and psychology, and much more to help you prepare for professional success. Available with InfoTrac Student Collections <http://gocengage.com/infotrac>. Important Notice: Media content referenced within the product description or the product text may not be available in the ebook version.

This volume provides a comprehensive, practical foundation for psychologists to develop or enhance their consultation practice.

The latest edition of this professional staple outlines the most current, relevant, and valued information necessary for competent delivery of school psychological services.

Conquer the most essential adaptation to the knowledge economy *The Fearless Organization: Creating Psychological Safety in the Workplace for Learning, Innovation, and Growth* offers practical guidance for teams and organizations who are serious about success in the

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modern economy. With so much riding on innovation, creativity, and spark, it is essential to attract and retain quality talent—but what good does this talent do if no one is able to speak their mind? The traditional culture of “fitting in” and “going along” spells doom in the knowledge economy. Success requires a continuous influx of new ideas, new challenges, and critical thought, and the interpersonal climate must not suppress, silence, ridicule or intimidate. Not every idea is good, and yes there are stupid questions, and yes dissent can slow things down, but talking through these things is an essential part of the creative process. People must be allowed to voice half-finished thoughts, ask questions from left field, and brainstorm out loud; it creates a culture in which a minor flub or momentary lapse is no big deal, and where actual mistakes are owned and corrected, and where the next left-field idea could be the next big thing. This book explores this culture of psychological safety, and provides a blueprint for bringing it to life. The road is sometimes bumpy, but succinct and informative scenario-based explanations provide a clear path forward to constant learning and healthy innovation. Explore the link between psychological safety and high performance Create a culture where it’s “safe” to express ideas, ask questions, and admit mistakes Nurture the level of engagement and candor required in today’s knowledge economy Follow a step-by-step framework for establishing psychological safety in your team or organization Shed the “yes-men” approach and step into real performance. Fertilize creativity, clarify goals, achieve accountability, redefine leadership, and much more. The Fearless Organization helps you bring about this most critical transformation. Collaborative Consultation in Mental Health: Guidelines for the New Consultant offers a practical guide for professionals working ‘indirectly’ with clients through consultation with staff. As resources become more scarce in public services and a greater number of people seek mental health interventions, professionals are increasingly called upon to consult with practitioners who conduct face-to-face work with clients. This book provides an essential guide for those who are interested in developing their consultation competence. This book introduces the reader to the principles of a collaborative approach to consultation with practitioners, teams and agencies working in health, education, social care and mental health. The book takes the reader step-by-step through the collaborative consultation process, from preparing and setting up the context for consultation through to communicating effectively to build cooperative partnerships, and evaluating consultation outcomes. Collaborative Consultation in Mental Health guides the consultant in how to apply and develop these principles and practices within group consultation and also addresses common dilemmas and challenges consultants encounter. Collaborative Consultation in Mental Health will appeal to both new and experienced consultants working with adults, children, older people, people with intellectual disabilities and families across a range of contexts.

In this practical book, readers can “watch” experienced, effective human services consultants in action. By reading and responding to nine cases, they will be able to bridge the gap between theory and practice, between knowing what consultation is and knowing how to consult. Readers will also gain practice in making their own decisions about how they would handle these same cases. They will apply what they have learned to a series of eight new practice cases. By the time they finish the book, readers will have begun to forge their own personalized approach to consultation.

Intended as a supplement to a theoretical counseling book, this handbook presents twenty-three practical approaches to working with children, adolescents, and adults on such goals as making friends, succeeding in school, planning a career, and being a good parent. Taken together, these ideas will well equip future counselors to address a variety of issues in a wide range of settings. This book covers the standard presentation for each approach—Consisting of purpose statement,

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conceptual framework, goals, pre-screening and orientation, outline for eight sessions, evaluation experience, and referral/follow-up plans. For professionals in the field of counseling.

This handbook examines pediatric consultation-liaison psychology in pediatric medical settings. It offers a brief history of pediatric psychologists' delivery of consultation-liaison services. The handbook provides an overview of roles, models, and configurations of pediatric psychology practice in diverse inpatient and outpatient medical settings. Chapters discuss the most frequently seen major pediatric conditions encountered in consultation practice. Coverage includes evaluation, intervention, and treatment of each condition. Each clinical condition addresses the referral problem in the context of history and family dynamics. In addition, chapters address important aspects of the management of a consultation-liaison service and provide contextual issues in delivering evidence-based services in hospital and medical settings. Topics featured in this handbook include: The role of assessment in the often fast-paced medical environment. Modifications of approaches in the context of disorders of development. Consultation on pediatric gender identity. The presentation of child maltreatment in healthcare settings. The use of technological innovations in pediatric psychological consultation. Important ethical considerations in consultation-liaison practice. *Clinical Handbook of Psychological Consultation in Pediatric Medical Settings* is a must-have resource for clinicians and related professionals as well as researchers, professors, and graduate students in pediatric and clinical child and adolescent psychology, pediatrics, social work, developmental psychology, child and adolescent psychiatry, and related disciplines.

Drawing on historical writings about mental health consultation and on contemporary research and theory, Jonathan Sandoval lucidly explains the consultee-centered approach to consultation. The book provides an expert foundation on which to build a training program for future school-based consultants. Written for graduate students in school psychology, counseling psychology, special education, and social work, this book is an invaluable resource for mental health professionals working in schools who wish to upgrade their professional skills and grow as reflective practitioners. Individual chapters describe different stages in the consultation process; outline the processes characterized in each stage; detail useful consultant skills; review pertinent research; discuss the ethical principles underlying practice; and suggest self-monitoring questions for student consultants. Featuring a step-by-step developmental model of the consultee-centered consultation process, this book encourages consultants to prioritize those characteristics that contribute to a consultee's work difficulty, in addition to assessing the client more generally. By detailing this unique approach, this concise volume provides an applicable, contextualized, and strategic form of consultation, and fosters a professional-to-professional relationship distinguishable from supervision, counseling, therapy, coaching or other methods.

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School psychology practice does not exist in a vacuum and is not value-neutral. As the role and function of the school psychologist continues to evolve and expand, social justice provides a needed real-world framework for school psychology students, practitioners, supervisors, and professors to guide their efforts. Culled from years of experience by experts working in a vast array of applied environments and appropriate both for practitioners and for graduate courses in multicultural school psychology and/or the role and function of school psychologists, this book takes the reader through a tour of common school psychology topics and functions through the lens of social justice. Utilizing case examples and concrete suggestions, a critical yet hopeful vision of ways in which school psychologists can work to achieve positive outcomes for students, families, schools, and society is provided.

First Published in 1968. Routledge is an imprint of Taylor & Francis, an informa company.

Most consultation courses in school psychology focus heavily on theoretical models of consultation and associated intervention procedures. Little time is devoted to developing communication and process skills. Yet these process skills are key to properly identifying student problems and selecting appropriate interventions. Without skillfully conducted consultations, implementation and evaluation of an intervention can be minimal. This book is designed to help students develop the process skills needed to become effective school consultants in consultee-centered consultation, with special emphasis on the instructional consultation model. The authors address specific skills and issues faced by novice consultants and documents how they worked through particular issues that are likely to occur in school consultation practice.

Christiane Brems, in collaboration with new coauthor Christina Rasmussen, introduces prospective and practicing clinicians to theories and principles of applied clinical work with children ages three to twelve years. The authors take an integrated approach to understanding children and their families, using a biopsychosociocultural model for conceptualization and treatment planning. Their methods are practical and compassionate, as well as contextually grounded and individually tailored. Chapters follow the logical development of clinicians, mirroring the natural flow of work with children. Coverage ranges from the importance of a beginning practitioner's introspection and of ethical and legal issues to a variety of intervention techniques and strategies and, finally, termination. Case studies showcase individualized and mindful treatment for each child with whom a clinician works. Outstanding Features of the Fourth Edition . . .

- Essential attention to how clinicians' self-awareness can lead to positive therapeutic relationships with children and their families.
- Thorough discussions of the biopsychosociocultural model for conceptualization and treatment planning.
- Emphasis on intensive assessment prior to treatment planning to address the needs of each child and family.
- A compelling, practical exploration of mindfulness intervention with children. The authors' methodology

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addresses the profound effects of the larger environment and culture on children. By adopting the authors' integrated approach, clinicians are better able to understand important and complicated aspects of a child's and family's life. From there, compassionate, thoughtful, and relevant intervention ensues.

School psychologists consistently indicate that consultation is a crucial component of their duties but that they lack sufficient opportunities to develop their corresponding knowledge, skills, and confidence during graduate training. *Building Competence in School Consultation* directly addresses the need for practical, comprehensive consultation training, including support materials, for school psychologists, counselors, and other professionals working in schools. Drawing from evidence-based approaches as well as experienced instructors' real-world toolkits, these essential perspectives and activities approach the standard and less common challenges of the school consultant role. Written by two leading experts in consultation, this book brings school psychology research directly to graduate students and both novice and experienced practitioners, providing invaluable context, reflection activities, videos from fellow consultation experts, and resources that translate academic findings into skills ready for immediate use.

This sixth book in the Prevention Practice Kit provides an introduction to evidence-based prevention in psychology. Counselors, psychologists and mental health workers in schools, government agencies, community settings, and in private practice are increasingly expected to select evidence-based practices and programs, and to document the effectiveness of the care they provide. The book addresses the types of questions that may be most pertinent to counselors, psychologists, and other mental health workers who are engaged in prevention and interested in understanding evidence-based programs.

A unique, evidence-based treatment manual for repairing parent-child relationships. Childhood problems are often related to and worsened by the disintegration of the family structure, whether through parental separation and divorce, military service, or incarceration. Reunification therapy is a therapeutic process incorporating different empirically based methods (CBT, humanistic, and systemic) to help repair relationships between parents and children and restore not only physical contact but also meaningful social, emotional, and interpersonal exchanges between parents and children. This unique manual, bringing together the vast experience of the author, outlines the many situations numerous families currently face and why the need for reunification therapy exists. The therapist works firstly with the individual family members and then with all the family in conjoint sessions. The manual expertly guides clinicians through pretreatment decisions and processes to enable them to decide where, when, and in what form reunification therapy is appropriate, taking into account ethical, legal and special family issues. Detailed chapters outline the structure and issues for the individual and conjoint sessions, as well as a step-by-step treatment plan template. Additional tools in the Appendix

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enable clinicians to monitor and effectuate change.

A valuable book for all who are involved in applications of psychology in community settings! The highly acclaimed authors of this volume provide a comprehensive and systematic presentation of the theory and practice of community mental health consultation and population-oriented psychiatry. The text outlines recent concepts of collaboration through which mental health specialists develop fruitful partnerships with professional colleagues in a number of health, education, welfare, and religious organizations. In addition to presenting a lucid description of the evolution, development, and current status of the Caplans' pioneering techniques, many of which have become standard practice in the mental health disciplines, the book clearly articulates the fundamental theoretical principles on which these techniques are based.

Note: This is the loose-leaf version of Collaborative Consultation in the Schools and does not include access to the Enhanced Pearson eText. To order the Enhanced Pearson eText packaged with the loose-leaf version, use ISBN 0134019644. This authoritative book looks at the consultation process as a collaborative, problem-solving endeavor designed to help practitioners assist others in their work with students who have, or are at risk for, behavioral or learning problems. With a focus on having consultants bridge the gap between research and practice in schools, and on striving to initiate evidence-based practices whenever possible, the authors stress providing interventions that are proportional to the student's needs. They look at how, through data-based systems-change, schools are redistributing their resources along MultiTiered Systems of Support (MTSS) so those in greatest need receive the most intensive help. The premise is that MTSS, which includes Response to Intervention (RtI) and School-Wide Positive Behavior Support (SWPBS) requires collaborative consultation to be successful. Throughout the book, numerous activities and video vignettes promote consultation skills. Readers not only read about conducting a problem-solving interview or managing a student in a crisis, they also observe and role-play the consultation skills involved in seeking a successful resolution. The Enhanced Pearson eText features embedded video and activities. Improve mastery and retention with the Enhanced Pearson eText* The Enhanced Pearson eText provides a rich, interactive learning environment designed to improve student mastery of content. The Enhanced Pearson eText is: Engaging. The new interactive, multimedia learning features were developed by the authors and other subject-matter experts to deepen and enrich the learning experience. Convenient. Enjoy instant online access from your computer or download the Pearson eText App to read on or offline on your iPad(R) and Android(R) tablet.* Affordable. Experience the advantages of the Enhanced Pearson eText along with all the benefits of print for 40% to 50% less than a print bound book. * The Enhanced eText features are only available in the Pearson eText format. They are not available in third-party eTexts or downloads. * The Pearson eText App is available on Google

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Play and in the App Store. It requires Android OS 3.1-4, a 7" or 10" tablet, or iPad iOS 5.0 or later.

Recipient of the ACES Beech Award! Grounded in Adlerian Psychology, the methods presented by Don Dinkmeyer, Jr. and Jon Carlson in Consultation are based upon the assumption that problems in the home and the classroom result not only from the direct actions of disruptive students, but also from the expectations of teachers and parents. This text shows how counselors can encourage change in these supposed 'problem' children by helping authority figures recognize and alter the part they may be playing in exacerbating the negative actions of the student. Also included is a supplementary DVD depicting actual individual and group interviews with teachers and parents.

School Counseling in the 21st Century brings the theoretical aspects of school counseling to life. As they move through the book, school counselors in training will begin to identify and develop the significant pieces of a comprehensive school counseling program. They will also experience, through real and relevant case studies, how school counselors are using technology, assessment data, and leadership skills to implement effective programs aimed at serving their students. Each chapter reflects on how the national model for school counseling, standards of practice, multicultural skills, and ethical guidelines are the foundation of building comprehensive programs. School Counseling in the 21st Century comprehensively addresses the 2016 CACREP Standards: the beginning of each chapter outlines which core and school counseling standards are addressed, and chapters support CACREP's requirement for material on multicultural counseling, ultimately enhancing readers' knowledge and effectiveness in working with diverse populations.

Since its emergence during the 1960s, school consultation has become an important vehicle for delivering psychological and educational services. Cooperative efforts between skilled consultants and teachers, rooted in the principles of problem solving, social influence, and professional development, enhance student learning and adjustment while encouraging consultees to be more effective and proactive in their practice. The Third Edition of School Consultation: Conceptual and Empirical Bases of Practice shows in expert detail how this relationship works by synthesizing mental health and behavioral models of consultation with the most effective evidence-based practices (e.g., implementation support, response to intervention) informing the field today. The authors provide real-world contexts for all participants in the equation—consultants, teachers, students, staff, and the school itself—and thoroughly review consultation processes and outcomes for a contemporary practice-oriented approach suited to the new consultant, trainee, or researcher. Key features of the Third Edition include: An integrated mental health/behavioral model for school consultation. An organizational study of the school as a setting for consultation. Assessment issues and strategies particularly relevant to school consultation. Approaches to providing teachers with implementation support. Conceptual models for selecting academic and behavioral interventions. Administrative perspectives on school consultation. A real, transcribed case

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study analyzed by the authors. In the tradition of its predecessors, *School Consultation, Third Edition*, is a confidence-building tool for practitioners in school psychology, clinical child psychology, educational specialties, school counseling, special education, and school social work as well as a trusted reference for researchers in these fields.

Assessments by psychologists, educators, and other human-service professionals too often end with the client being reported in terms of scores, bell-shaped curves, traits, psychodynamic forces, or diagnostic labels. *Individualizing Psychological Assessment* uses these classification devices in ways that facilitate returning from them to the individual's life, both during the assessment session and in written reports. The book presents an approach and procedures through which a person's actual life becomes the subject matter of assessment. Thoroughly revised from the previous edition, the book presents a wide range of concrete examples and illustrative cases that will serve both students and practicing professionals alike in individualizing assessments.

This textbook outlines the major models of consultation, describes the consulting process, and explores the impact of consultant/collaborator and consultee characteristics on the process, ways to gather data for evaluation, and some ethical and legal guidelines. Previously published as *Psychological consultation* in 2001, the sixth edition expands the discussion of cross-cultural interactions. Annotation :2004 Book News, Inc., Portland, OR (booknews.com).

Providing counseling professionals with a solid grounding in the primary theories, skills, and models used by professional consultants, *Counselor as Consultant* is the first text that explicitly addresses the new CACREP core standards for consultation. The book's strong focus on intentionality, reflection, and wellness helps readers develop a strong sense of counselor identity, while its structure and exercises reinforce learning. Abundant exercises and case illustrations help counselors-in-training translate theory into practice and learn the essential skills needed for consultation positions.

Contemporary Theories in Counseling and Psychotherapy provides readers with a comprehensive introduction to cutting-edge therapeutic approaches that are widely revered and used, but generally not included within traditional counseling theories textbooks. Readers learn theories that will not only keep their knowledge current in an evolving field, but also will help to improve and support the ongoing development of their personal practice. The text features contributed chapters written by scholars in the discipline that cover the following contemporary theories: contemporary psychodynamic therapy (CPT); contemporary person-centered counseling (CPCC); cognitive behavioral therapy (CBT); integrative post-modern therapy (IPMT: narrative, solution-focused, relational-cultural); dialectical behavior therapy (DBT); acceptance and commitment therapy (ACT); motivational interviewing (MI); positive counseling; neurocounseling (including EMDR); and complementary, alternative, and integrative modalities (CAM). Each chapter presents the history of the theory, critical views of human nature, key concepts, techniques, and an overview of the counseling process. Social and cultural issues

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and the efficacy of each theory are discussed. Each chapter concludes with a vignette that demonstrates a client experiencing the counseling approach, followed by questions to pique students' interest. Video demonstrations of select theories are included. A thoroughly modern and critical resource, *Contemporary Theories in Counseling and Psychotherapy* is ideal for courses focusing on current theories of counseling and psychotherapy. It's also an excellent supplementary resource for courses on classical theory.

In this practical text, readers "watch" experienced and effective psychologists, counselors and other human service professionals practice consultation and collaboration. By reading and responding to nine cases, they will be able to bridge the gap between theory and practice, between knowing what consultation is and knowing how to consult. Readers will also gain practice in making their own decisions about how they would handle these same cases, and can apply what they have learned to a series of eight practice cases. By the time they finish the book, readers will have begun to forge their own personalized approach to consultation.

A leading introductory text, this authoritative volume comprehensively describes the school psychologist's role in promoting positive academic, behavioral, and emotional outcomes for all students. The book emphasizes a problem-solving-based, data-driven approach to practice in today's diverse schools. It grounds the reader in the concepts and tools needed to become a competent, ethical practitioner; implement and evaluate multi-tiered interventions; and facilitate systems-level change. Useful pedagogical features include illustrative vignettes and end-of-chapter discussion questions and activities. *New to This Edition**Incorporates up-to-date research findings and professional standards.*Expanded coverage of response to intervention, cultural and linguistic diversity issues, and evidence-based practice in mental health.*Chapter on legal issues includes expanded coverage of IDEIA and other recent federal mandates.

Now in its second edition, the *Handbook of Research in School Consultation* provides the field of school-based consultation with a comprehensive volume examining research perspectives and methodologies, models of practice, and future research directions. Revised and updated, this collection brings together leading experts in the field, offering both producers and consumers of school consultation an invaluable snapshot of the current boundaries and rapidly growing content of the discipline. It touches upon not only the scientific progress of the field, but also upon the variety of cutting-edge techniques and approaches currently being developed with an eye toward a changing world. Perfect for school psychologists, and also appropriate for researchers, trainers, and school-based professionals such as special educators and school counselors, this handbook is an absolute necessity for those keeping pace with the innovating, evolving world of school consultation.

Counseling Children and Adolescents in Schools is a text and practice and application guide designed to help aspiring

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school psychologists and counselors gain the necessary theoretical background and skill set to work effectively with youth in schools. The dual focus on school counselors and school psychologists provides students a broader view of the different mental health professionals in the schools, with an emphasis on collaboration. This interdisciplinary text can be used across pre-practica, practica, and other school-based field experiences.

Provides practical guidance to psychologists and psychology students working or considering working in a primary care setting. The authors begin with an overview of clinical health psychology in primary care that includes a review of several models for integrating into a medical practice, a discussion of the differences between specialty health psychology services and primary care health psychology services, and a listing of skills necessary for success in the primary care setting. Chapter 2 is devoted to suggestions for establishing and maintaining a clinical health psychology practice in the primary care setting. The subsequent chapters are devoted to common health complaints and diseases seen in primary care, and the collaborative role a clinical health psychologist can play in managing these patients within the primary care setting. The chapters on diabetes, hypertension, cardiovascular disease, asthma, acute and chronic pain, insomnia, obesity, and gastrointestinal disorders begin with a description of the conditions and their common medical treatments to help psychologists work collaboratively and in an informed manner with physician colleagues. The book concludes with a discussion of future trends and opportunities in health psychology and integrated primary care. (PsycINFO Database Record (c) 2004 APA, all rights reserved).

This casebook provides an applied perspective regarding school-based consultation, including an overview of mental health consultation, behavioral consultation, social learning theory consultation, Adlerian consultation, and ecological/organizational consultation. Along with relevant discussion of the issues in each case study, critical thinking questions are included for discussion among students and educators regarding school-based consultation. This text includes many more and diverse case examples than the competing casebooks available, and is designed to be used in conjunction with any of the established primary texts in Consultation. School-Based mental health professionals, educators, and graduate students will find Theory and Cases in School-Based Consultation an indispensable guide in their work and study. Presenting a comprehensive overview of the consultation process and the most popular models for consultation, this book consolidates information from a variety of settings (school, mental health agencies, business and the like) and includes numerous case examples.

In this practical casebook/workbook, readers “watch” experienced and effective psychologists, counselors, and other human service professionals practice consultation and collaboration. By reading and responding to eight cases, they will be able to bridge the gap between theory and practice, and between knowing what consultation is and knowing how to consult. Readers also get practice in making their own decisions by reflecting on how they would handle these same cases, and can apply what they have learned to a series of ten practice cases. By the time they finish the book, readers will have begun to forge their own personalized approach to consultation. This casebook is an ideal accompaniment to Dougherty's core consultation text, PSYCHOLOGICAL CONSULTATION AND COLLABORATION IN SCHOOL AND COMMUNITY SETTINGS, 6th Edition. Important Notice: Media content referenced within the product description or the product text may not

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be available in the ebook version.

This book describes the theory, methods, and contemporary applications of consultee-centered consultation, a non-hierarchical, non-prescriptive helping relationship between a consultant and a person or group (consultee) seeking professional help with a client. The goal is to provide help in re-conceptualizing the consultee's work problem thereby 1) improving their relationship with the client and 2) expanding the professional repertoire of both consultant and consultee. Key features of this outstanding new book include the following: *Conceptual Change Focus--The process of conceptual change in both the consultant and consultee is stressed throughout the book. *Historical Perspectives--The first section describes the historical evolution of consultee-centered consultation beginning with the work of Gerald Caplan and progressing to its broad, contemporary version that accommodates various professions and multiple psychological orientations. *Numerous Examples--The book provides a wealth of examples illustrating how consultee-centered consultation can be applied within school, child-care, social welfare, hospital and corporate settings. *International Focus--The chapter contributors represent a wide range of geographical and professional expertise. *Evaluation Methods--The final section provides examples of evaluation methods. This volume is appropriate for school, counseling, and clinical and child clinical psychologists; human service professionals working with professionals from other disciplines; and special education leaders.

The rapid changes in the composition of school-age youth around the world have catalyzed a growing concern about how to address children's mental health and education. Grounded in this increasingly global perspective, The International Handbook of Consultation in Educational Settings is designed to provide a multicultural/transnational approach to consultation theory, research, training, and practice in educational settings. With chapters written by geographically diverse and prominent scholars across the field of school psychology, this handbook captures the range of ways in which consultation services are trained, implemented, and researched internationally. Written for practitioners, researchers, faculty members, and graduate students in the fields of school psychology, school counseling, special education, and educational psychology, this volume is the first of its kind to provide a comprehensive look at consultation in learning environments across the world. The International Handbook of Consultation in Educational Settings offers various perspectives on models, implementation, training, and research on school consultation. After an introduction to the volume by the editors, contributors to Part II examine school-based consultation around the world to explore how consultation services are implemented in different countries. Part III addresses cross-cultural issues in consultation, particularly at a systems level. Part IV presents themes related to processes and issues in the implementation of consultation by focusing on approaches in various countries. The chapters in Part V focus on consultation training, offering insights into the development of students and professionals into effective consultants in cross-cultural and systemic contexts. Part VI describes how practitioners can contribute to the body of research on consultation through careful planning and implementation of their work. Finally, the editors summarize key concepts and findings in a concluding chapter.

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