



# The International Handbook of Consultation in Educational Settings

*Edited by*  
**Chryse Hatzichristou and  
Sylvia Rosenfield**



Consultation and Intervention in School Psychology

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# The International Handbook of Consultation in Educational Settings

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 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.

**Chryse Hatzichristou** is professor of school psychology, director of the Center for Research and Practice of School Psychology, and chair of the Department of Psychology at the National and Kapodistrian University of Athens, Greece.

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### **Crisis Counseling, Intervention and Prevention in the Schools**

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Dedicated to Nadine Lambert, a pioneer in international school consultation  
and an esteemed colleague who believed strongly in consultation training,  
practice, and research for school psychologists.  
Sylvia Rosenfield and Sissy Hatzichristou

A special dedication from Sissy Hatzichristou:

Dedicated to Nadine Lambert, a mentor who led my way of thinking and  
practicing school psychology while studying at the University of California,  
Berkeley, Graduate School Psychology Program and then while developing a  
model of science and practice of school psychology in the Greek educational  
system. A dear friend whose consultative support throughout the years changed  
the trajectory of my life for the better.





## FOREWORD

### *International Handbook of Consultation in Educational Settings*

In the *Theory and Practice of Mental Health Consultation*, Caplan (1970) defined consultation and based its practice within a community framework. He argued that consultation was a powerful process to support communities and prevent mental health problems. It is within this framework that consultation evolved and was eventually implemented in school settings. Today, consultation plays a pivotal role as school consultants support teachers, other school professionals, and parents while indirectly influencing students' educational and mental health functioning.

My own professional introduction to consultation was in the context of an instructional consultation course that I took with Sylvia Rosenfield (1987) in the mid-1980s as part of the first cohort of graduate students who completed the bilingual school psychology program at Fordham University. It was within the context of that course that I was introduced to the history and models of consultation. It was also within that context that I began to appreciate the nature of consultation as a comprehensive process that links problem identification, assessment, intervention planning and delivery, and evaluation to understand educational problems and work collaboratively with consultees to solve them. As a graduate student completing a practicum in consultation and eventually practicing my skills during my internship in New York City, consultation became a powerful tool to explore the challenges teachers encountered when working with students from diverse cultural backgrounds in schools. As I continued to evolve and eventually taught, practiced, and investigated consultation, I became increasingly aware of the importance of understanding the communities in which we provide consultation to be better able to use the process in ways that benefit those communities.

My reflections about community also extend to the consultation community itself as trainers, practitioners, and researchers seek to understand consultation and further its theoretical foundations and practical implications. Demographic data clearly indicate that the U.S. population continues to diversify, and thus consultants must develop the multicultural skills needed to collaborate effectively with consultees from diverse backgrounds who are directly responsible for clients who are culturally diverse. However, our own consultation community must be open to understanding consultation from a wider perspective as diversity becomes the norm and global opportunities via technology, travel, international educational exchanges, and migration provide us with ample opportunities to exchange knowledge and resources (Hatzichristou, 2002).

The *International Handbook of Consultation in Educational Settings* makes a unique contribution to the international consultation literature as Drs. Sylvia Rosenfield and Chryse Hatzichristou, experts in this field, have gathered an impressive cadre of authors that address a wide range of topics. Among the national and international cultural themes explored are systems consultation in Sri Lanka, Ghana, and Greece. The preparation of educational consultants takes a global approach through discussions of professional development in the U.S., the United Kingdom, and Vietnam. Differences between countries are highlighted in chapters that describe consultation models implemented in Hong Kong, Sweden, Canada, and Australia. The global application of consultation comes into sharp focus in chapters that describe working with families and English language learners, using an understanding of systems to enter international school settings, addressing school crises, and conducting research. The editors end the volume with projections of a global future for consultation.

This volume is noteworthy because it provides the forum for an exchange of information that transcends regional and national boundaries. Our worldview of consultation is enriched as the chapters within the handbook invite readers to think about how consultation is practiced, taught, and studied within different sociocultural and cross-cultural contexts. The handbook also provides us with opportunities to reflect upon consultation findings and practices that may be universal and others that may be more culture specific. Most important, this volume leads readers to question what we think are universal findings about consultation that may need to be reexamined using cross-cultural and international perspectives. The editors and contributing authors are commended for disseminating a powerful collection of chapters that enhance our worldview and advance the international exchange of knowledge across the global consultation community.

Emilia C. Lopez

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## PREFACE

The multinational origin of this book has a long history. We, the two editors, one from Greece and one from the U.S., met for the first time in Sweden in 1995 as a result of the pioneering efforts of Nadine Lambert, to whom we have dedicated this handbook. She supported consultation in the Graduate Program of School Psychology, University of California, Berkeley, and was a mentor for one of us (CH). Not only did she put a lot of emphasis on consultation as a core concept for school psychologists in training, but she also encouraged consultation practice in schools in California and across the U.S. (Lambert, 1961, 1963, 1965). More relevant here, she began the first efforts to bring together school psychologists interested in consultation practice and training models from different countries. Nadine Lambert, Ingrid Hylander, and Jonathan Sandoval established an International Seminar on Consultee-Centered Consultation, with the initial meeting held in Stockholm, Sweden, in 1995; additional meetings were held in Stockholm in 1999 and in San Francisco, California, in 2001 (Lambert, 2004). These meetings were followed by a book, edited by Lambert, Hylander, and Sandoval, titled *Consultee-centered Consultation* (2004), which included chapters by authors from multiple countries, many of whom had participated in the meetings. An additional International Seminar on Consultee-Centered Consultation took place in Boston in 2008.

Since that time, in various ways and in various venues, psychologists around the world interested in consultation theory, training, practice, and research in educational settings have sought contact with each other. The annual meetings of the International School Psychology Association (ISPA) have often been the sites of workshops and seminars about consultation, bringing together trainers, researchers, and practitioners from around the globe. Further, in 2012, the American Psychological Association Division of School Psychology supported the formation of the Globalization of School Psychology Working Group (WG) with the goal to further develop transnational/multicultural domains in school psychology science and practice. The WG has developed a database with transnational/multicultural readings and material on basic areas of school psychology science and practice, including a section on consultation.

This volume is designed to introduce some of those interested in consultation to each other and to a larger international audience, as well as to expand the knowledge base that has been growing with relatively little interaction across nations. As we worked to include a variety of authors from multiple countries and continents, we recognized our own limited ability to span the world. But in bringing together the current authors, we see an incredible potential for future interactions that can grow in scope. Our vision is the development of a transnational approach in consultation training, research, and practice

and the promotion of partnerships and professional collaboration among faculty, graduate students, and practitioners in this field. We hope this handbook will inspire others to join the process.

Sylvia Rosenfield  
Chryse Hatzichristou

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