Part II
Consultation and Collaboration
English learners (ELs) are in the process of acquiring English as a second language. As such, their English language skills in the areas of speaking, listening, reading and writing are progressing towards higher proficiency. The language and cultural backgrounds of ELs are diverse in the United States (U.S.). In U.S. public school settings from kindergarten to twelfth grade, the Office of English Language Acquisition (2015) reported that, between 2011 and 2012, over 4.4 million students or 9% of the student population were ELs; the data indicate that those students were from over 400 language backgrounds with the majority speaking Spanish, Chinese, Vietnamese, Arabic and Hmong. ELs’ levels of language proficiency range from little to no ability to communicate in English, to mixed proficiency (e.g., better able to communicate orally than in writing), to more advanced levels of English proficiency.

Instructing English Learners Given New Standards

Recent reform efforts have placed great demands on all teachers, including teachers of ELs, to meet federal and state curriculum standards in order to improve student outcomes. The most recent reform efforts in the American educational system are the Common Core State Standards (CCSS, 2010b) created by the National
Governors Association Center for Best Practices and the Council of Chief State School Officers. The CCSS determine academic expectations for students in Kindergarten through 12th grade classrooms in English language arts (ELA; 2010b), math (2010d), and science (Next Generation Science Standards Lead States, 2013). The ELA History and Social Studies standards (2010c) focus on students in middle school and high school. The main goal of the CCSS is to emphasize the development of critical-analytical skills across all content areas. For instance, the ELA standards require that students engage in complex texts, write to inform and argue, learn how to work collaboratively, and understand and evaluate different points of view. The mathematics CCSS require students to explain, conjecture, justify, and critique solutions to problems (Moschkovich, 2012). The NGSS expect students to ask questions and construct explanations based on scientific evidence (Bunch, Kibler, & Pimentel, 2012; Quinn, Lee, & Valdés, 2012), and the Social Studies and History ELA standards ask that middle and high school students analyze points of view embedded in primary and secondary historical sources (Reisman, 2012).

The instructional goals of CCSS (2010a, 2010b) are compounded with accountability measures via pervasive forms of testing that were integrated into the No Child Left Behind Act (NCLB, 2001; Sunderman, 2008). The NCLB was recently replaced by the Every Student Succeeds Act (ESSA, 2016). Testing is not expected to diminish in the ESSA era, but more flexible options, such as a combination of classroom paper and pencil tests and state exams, are expected to benefit ELs. Teachers have expressed frustration associated with the lack of alignment between the state tests and teachers’ understanding of the CCSS demands (Gewertz, 2016). Never have the demands on teachers and students been so great and the support needed by teachers so imperative. The pressure has doubled for teachers because they must teach English language skills as ELs learn content through English, which is the language they have not mastered (CCSS, 2010a; Velasco, 2015; Velasco & Johnson, 2015).

Investigations in the area of effective instructional practices for ELs show that school professionals are not receiving adequate guidance related to implementing effective instructional practices with these students (Gersten & Baker, 2000). In a recent review of the literature, Pettit (2011) found that teachers in general education settings reported needing support to modify and adapt instruction to meet the instructional needs of ELs. The purposes of this chapter are to explore the benefits of Instructional Consultation (IC) as a service delivery model designed to support teachers of ELs with school psychologists in the role of consultants. However, the theoretical and practical issues discussed also have relevance to consultants from diverse professional backgrounds. The first part of this chapter discusses the theoretical and research basis for multicultural consultation; the last section focuses on the practical, research, and training implications of providing IC to consultees working with ELs.
Supporting Teachers of ELs via IC

Theoretical and Research Basis

Consultation is an indirect process that facilitates problem solving between consultants and consultees as they collaborate to address clients’ difficulties (Brown, Pryzwansky, & Schulte, 2011). Rosenfield (1987) conceptualized the IC model for school psychologists as consultants and teachers as consultees.

The essential elements of IC are: (a) decisions are made by relying on instructional and behavioral data; (b) problem solving is achieved through stages (i.e., gather information about the problem, problem analysis, intervention planning and implementation); (c) the focus of the process is on academic issues; (d) communication is an essential part of the process; and (e) collaboration is important to accomplish consultation goals (Rosenfield, 1987). In a comprehensive review of the literature, Rosenfield, Gravois, and Silva (2014) discussed the available research supporting the core components of the IC model. The research shows that consultees gained knowledge and skills related to instructional strategies as a result of receiving support via IC. For example, consultees increased their problem solving skills by improving their ability to more clearly define and prioritize their instructional concerns. The collaborative nature of the IC process also helped consultees to focus their concerns less on students as the source of the problem and more on examining and changing their instructional strategies. Silva and Rosenfield (2004) investigated the use of instructional consultation teams (ICTs) to address the instructional needs of ELs; the teams included school psychologists as part of the consultation process. The results indicated that the ICTs decreased the number of ELs referred for and placed in special education programs. The results are certainly promising given concerns about the disproportionality of culturally and linguistically diverse students in special education (Klingner & Artiles, 2003).

The IC model incorporates consultee-centered consultation (CCC) approaches, emphasizing the role of the consultant as helping and supporting the consultees to examine the consultation referral concerns from a variety of perspectives (Knotek & Hylander, 2014). Using the CCC approach, the consultant joins the consultees in problem solving through the stages of consultation, and focuses on helping teacher consultees to jointly conceptualize and reconceptualize the instructional questions, which may change as consultees gain more clarity and perspective about their instructional concerns (Rosenfield, Gravois, & Silva, 2014).

Conceptualizing IC within a Multicultural Framework

An examination of the available literature indicates that there are multicultural principles applicable to consultation that are supported by research and point to
the value of engaging in consultation using culturally responsive practices. The research shows that a multicultural framework leads to more positive outcomes in consultation. Five core multicultural principles and the consultation corresponding research are discussed below.

Consultants are Sensitive to Cultural Differences

The multicultural literature addresses the need for instructional consultants to (a) be aware of how cultural differences impact behaviors, attitudes, and perceptions of consultants, consultees, and clients; (b) respect and value cultural differences and alternative points of view; and (c) develop an awareness of their own attitudes, beliefs, biases, and perceptions, as well as how their cultural contexts (e.g., ethnicity, race) influence their interactions with consultees (Ingraham, 2000). Ingraham (2003) conducted qualitative research using cross-cultural consultation case studies and found that, if novice school psychology consultants ignored cultural factors or were unsuccessful in approaching them with experienced consultees, the consultation process was not effective. Meyers (2002) described a consultation project that focused on contracting with several schools to implement reform efforts around instructional strategies for African American students. Meyers attributed unsuccessful consultation outcomes partly to conflicted cultural reference points as consultants and consultees were unable to successfully address and resolve differences in expectations and beliefs about how to instruct African American students.

Consultants and Consultees Acquire Knowledge about their Clients’ Cultural Backgrounds

The multicultural framework calls for instructional consultants to acquire knowledge about cultural differences and their clients’ cultural backgrounds (Ingraham, 2000). Cultural differences vary across a number of variables that include family structure and composition; child-rearing practices; perceptions about education, disabilities, and mental health; perceptions about seeking help and interventions; and patterns of communication (Lynch, 2011). In a survey investigation conducted by Ramirez and Alghorani (2003) school psychologists recognized cultural differences between Hispanic and non-Hispanic students and considered those differences as important elements in consultation. Tarver Behring, Cabello, Kushida and Murguia (2000) documented modifications to school-based consultation approaches by interviewing consultants about their practices with consultees, and culturally diverse parents and students. All the consultants reported using various modifications, and culturally diverse consultants reported using more modifications when consulting with culturally diverse consultees and students than consultants who were not from culturally
diverse backgrounds. The modifications targeting teacher consultees included helping teachers to develop (a) an awareness of students’ cultural differences in class, (b) an openness to discussing culture with students, and (c) culturally sensitive skills with students. Another modification entailed allowing more time for relationship building between consultees and students.

**Consultants are Mindful of Cultural Differences in Communication**

Communication is an important aspect of engaging in consultation as it is the medium by which consultants and consultees ground their relationship and explore the consultee’s concerns as well as potential solutions. Ingraham’s (2003) research shows that consultants who are mindful of matching their communication styles to consultees’ styles are more successful in fostering positive relationships with consultees. She also found that self-disclosure was useful when consultants shared their own experiences in regard to learning about cultural differences; self-disclosure served as a tool to support consultees who needed encouragement to engage in their own exploration of cultural issues (e.g., a consultant shares his or her experience of learning a second language as an immigrant and this helps the consultee to understand how ELs experience learning English as a second language). Lopez (2000) found that clarity of communication was important when interpreters were used in schools to conduct IC with parents who were proficient in languages other than English. The quality of the translations directly influenced the consultation process as it often facilitated or served as a barrier in the consultation process (i.e., poor translation led to miscommunications and unclear problem identification).

**Cultural Differences Influence Interpersonal Relationships between Consultants and Consultees**

Multicultural approaches call for instructional consultants to approach the consultation relationship and rapport building with cultural sensitivity. Using qualitative methods, Ingraham (2003) analyzed the factors that led to unsuccessful consultation cases. She found that power influences were present in cases where novice school psychology consultants worked with experienced teacher consultees who may not have viewed the consultants as having sufficient expertise. Ingraham reported that the consultants who were successful in approaching cultural issues with their consultees used strategies such as one-downmanship, expressions of empathy for the clients, reframing cultural perspectives, bridging across differences, creating emotional safety, and co-constructing the problem with the consultees. Ingraham hypothesized that these interpersonal strategies were instrumental in the establishment of positive working relationships that led to conceptual changes in how the consultees viewed the students’ difficulties.
Consultants Acknowledge how Systemic Issues Impact the Cultural Context in Consultation

Meyers (2002) also shed insight into multiple systemic issues that played a part in the consultants’ attempts to implement a specific pedagogical approach for African American students. In that investigation, systemic factors such as a lack of commitment by consultees to participate in the project and dissatisfaction with procedures, policies, and allocation of resources resulted in unsuccessful reform efforts. The qualitative investigation conducted by Goldstein and Harris (2000) also reported systemic barriers as the bilingual education and special education staff had difficulties in collaborating and integrating their services to support the learning needs of ELs with learning difficulties.

The principles and research discussed in this section supports that integrating a multicultural framework is effective in the process of engaging in consultation. These principles and the corresponding research have multiple implications for school psychologists engaging in IC support with teachers of ELs. The next section of this chapter addresses the implications of using IC as a support system for teachers of ELs.

Implications for Practice

School psychologists are in a unique position to support teachers of ELs because of their expertise in problem identification and intervention delivery. As instructional consultants, school psychologists can collaborate with consultees to explore language and cultural differences that impact the learning process (Lopez, 2006). Issues related to language development include the students’ progress in acquiring skills in the native language and in English within bilingual education programs. The impact of second language development of ELs can also be examined in the context of their academic performance with questions such as: How does vocabulary knowledge in English impact ELs’ reading comprehension, and comprehension of content in math and science? How can academic tasks be adapted for students in different stages of second language development? Consultees’ and clients’ perceptions of the instructional process is another potential area of exploration (e.g., what are the ELs’ attitudes towards the instructional tasks? How difficult does the consultee perceive the instructional adaptations needed by ELs?). Teachers of ELs may need help in understanding second language development and acculturation issues that impact students’ academic progress (e.g., how does second language development impact writing skills and how can writing tasks be adapted for ELs in different stages of second language development? How does acculturation impact students’ understanding of story books that refer to behaviors and values that the students may not be familiar with and what strategies can consultees use to help
Supporting Teachers of ELs via IC

Of particular importance is supporting consultees to plan and implement effective instructional strategies and adaptations of existing strategies. Culturally responsive classroom management strategies to create more supportive learning environments may also be needed (e.g., considering alternative ways to reinforce students from cultures who feel uncomfortable with public displays of feedback by relying more on one-on-one oral or written feedback). These are only a sample of issues that can be addressed by consultants using culturally responsive practices.

Practicing IC within a multicultural framework requires consultants to address multicultural issues throughout the consultation process. The discussion that follows elaborates on the benefits of practicing IC while infusing a multicultural framework throughout every stage of the process. Given the unique instructional needs of ELs, key instructional intervention issues that consultants and consultees can explore to address curriculum challenges and standards are also addressed.

**Practicing IC within a Multicultural Framework**

Consultants such as school psychologists engage consultees in problem-solving through IC stages that comprise establishing a contract or an informal agreement about the students and instructional issues that will be addressed, building rapport and establishing a collaborative working relationship, collecting background information for the purposes of problem clarification and identification, using the information collected to analyze the sources of the problem from an ecological perspective, planning and implementing interventions, evaluating consultation processes and outcomes, and terminating or concluding the case when appropriate (Brown et al., 2011). The stages are described below.

**Contracting or Reaching an Agreement for Consultation**

As the initial stage in the consultation process, contracting represents the initial agreement between consultants and consultees as to the students and instructional issues of concern (Rosenfield, 1987). At this stage, teachers may or may not have a clear understanding of ELs’ instructional needs nor a clear vision of how instruction can be altered to benefit ELs. The consultant’s role is to listen, support the consultee, and help to establish a direction for consultation with culturally sensitive communication skills and regard for consultees as teachers of ELs.

**Establishing Relationships with Consultees in IC**

An essential component of IC that is part of initiating and sustaining the consultation process involves establishing positive relationships with consultees (Lopez & Rogers,
2001; Rogers & Lopez, 2002). Building and establishing positive relationships should be an ongoing goal in the IC process. Ingraham (2000) highlighted the importance of culturally sensitive approaches in developing and maintaining rapport with consultees. Consultants must work towards valuing consultees’ instructional expertise while also exploring consultees’ perceptions of ELs and their instructional needs. Consultees need to feel that there is safety in discussing their frustrations as well as successes when instructing ELs.

Power authority dimensions also need attention when collaborating with consultees (Ingraham, 2003). Power issues may emerge when consultees who have little knowledge and skills about teaching ELs work with consultants who have expertise in those areas; however, the reverse situation can also apply when the teacher consultee has more expertise with ELs than the consultant. A lack of knowledge or skills on the part of the consultant or the consultee about instructional issues relevant to ELs may lead to feelings of inadequacy or concerns of being viewed as culturally insensitive or biased. School psychologists in the role of instructional consultants must be willing to process those power differentials and feelings of inadequacy. For example, consultants can seek out peer supervision to explore their own feelings of inadequacy; they can also seek support from peer school psychologists who have expertise in working with ELs. Consultees with little or no knowledge about ELs can feel supported when consultants highlight the consultees’ motivation to help ELs to succeed.

Engaging in Problem Identification and Analyses in IC

Problem identification is the stage during which consultants collaborate with consultees in the process of clarifying their instructional concerns and questions. Cultural differences may result in consultants, consultees, and clients having different perceptions about ELs’ difficulties. ELs, for example, may feel that the teachers and consultants are not understanding how a lack of academic language in English may impact comprehension of instructional tasks; the student may thus feel defensive and disengaged if viewed as lacking motivation or having a disability. Consultees perceiving ELs as language deficient may be reluctant to restructure instruction in ways that are more challenging. In general, how “the problem” is viewed in consultation is certainly pivotal as it drives the problem-solving stages towards interventions that may result as ineffective because “the problem” was not clearly identified.

Consultants can help consultees explore how “the problem” is being viewed in IC by using a variety of problem identification strategies to examine the instructional triangle, which includes the student, the curriculum, and the instructional tasks (Rosenfield et al., 2014). Using problem identification strategies that are sensitive to cultural and language differences are pivotal in IC. Among the recommended
strategies are interviews with questions such as: How are ELs functioning in the classroom? What are the instructional strengths and weaknesses of ELs? What concepts and skills are being taught? How are those concepts and skills being taught to ELs? Is the curriculum appropriate for ELs? What are the characteristics of the instructional tasks? Are the instructional tasks appropriate for ELs?

Observations are also useful tools to examine the instructional ecology in regard to ELs. Haager, Gersten, Baker and Graves (2003) developed the English Language Learners’ Classroom Observation Instrument based on effective instruction research for ELs. The instrument focuses on observing (a) explicit instruction, (e.g., skills are modeled, prompts are provided), (b) instruction geared towards low-performing students (e.g., high level of response accuracy, monitor student performance, provide review and practice), (c) sheltered English techniques (e.g., use of visuals, students encouraged to provide elaborate responses), (d) interactive teaching (e.g., maintaining academic engagement), (e) vocabulary development (e.g., teaching difficult vocabulary, previewing and reviewing vocabulary), and (f) instruction of phonemic awareness and decoding.

Assessment based on the students’ curriculum are appropriate to explore ELs’ skills and to examine if the teaching materials are at the students’ instructional level and have cultural content that is familiar (Lopez, 2006). For example, informal academic assessment tools such as reading inventories and test–teach–test methods can be used to examine ELs’ academic strengths and weaknesses. Analyzing errors in language samples and work samples (e.g., writing tasks) will yield information to determine if the errors made by the student are a function of language transference (i.e., a common phenomenon in second language acquisition whereby the learner transfers syntactic and semantic rules from the first language to the second language). If a mismatch is suspected between the students’ level of academic functioning in English and the content of the curriculum and corresponding tasks, consultants and consultees should consider how language proficiency in English is impacting the students’ functioning. In collaboration, the consultant and consultee can explore (a) the students’ level of language proficiency in the areas of listening, speaking, reading and writing through language proficiency assessment; (b) the match between the students’ level of language proficiency and the instructional tasks by using assessment tools such as reading inventories based on the classroom curriculum, and (c) the adaptations needed to provide ELs with content and tasks that match their instructional skills.

Consultants can engage consultees in problem analyses by examining background information such as ELs’ (a) past educational experiences (e.g., whether they attended school in native country, grades completed in native country), (b) past history with educational programs (e.g., bilingual education, English as a Second Language [ESL]), and (c) cultural differences in regard to behaviors and behavioral expectations. Given that many ELs have cultural differences and low levels of
language proficiency, they often have difficulties succeeding in tasks where they
need specific background information that they are not familiar with as a result
of cultural differences and/or a lack of exposure to concepts. Also, ELs who, for
example, come from cultures in which the expected classroom behaviors are to
listen, memorize, and accept the knowledge imparted by the teacher as the authority
figure may be challenged in classrooms with expectations that call for readily volun-
teering to participate, evaluating content rather than memorizing, and challenging
the teacher as the resource of information in lively debates. Classroom behaviors
examined in the context of cultural differences and expectations provide consultants
and consultees with a better understanding of ELs’ performance.

As information and data are gathered and consultants engage consultees in the
process of problem analyses, a primary goal of IC is to support consultees to
examine alternative ways of conceptualizing ELs’ difficulties with instructional
tasks. With the support of instructional consultants, consultees who may initially
view their ELs as unable to learn may start to view these students as capable
learners. Consultees who may have felt frustrated or inadequate in their ability to
meet the instructional needs of ELs may be better able to express their frustrations
and start to feel a sense of self-efficacy as they incorporate new strategies into their
instructional repertoires.

Planning and Implementing Interventions in IC

Goldstein and Harris (2000) identified major differences in the ways that parents and
teachers of Spanish-speaking students viewed students’ instructional difficulties
and needs related to bilingual education. These divergent perceptions impacted
intervention planning and intervention as it was difficult to gain intervention
acceptability from parents and school staff. In the context of intervention imple-
mentation, Meyers (2002) found that pedagogical dissonance or dissonance in
how consultants and consultees viewed curriculum models for African American
students (i.e., consultants emphasized direct instruction and the schools they con-
sulted with emphasized whole language approaches) led to consultees accepting or
rejecting specific instructional approaches and interventions. Meyers concluded
that consultants must approach the planning and implementation of interventions
with flexibility in responding to consultees’ belief systems about instruction and
curriculum.

As in other stages of IC, planning and implementing interventions must be
accomplished in collaboration with the consultees. Instructional decisions should
be guided by what we know about effective instruction for ELs. However, in this
era of curricula standards, decisions in schools are also often made in the context
of new instructional demands such as those espoused by the CCSS (2010b, 2010c,
2010d). Given these challenges and the unique characteristics of ELs as students
who are in the process of learning a new language, interventions focused on language are highlighted next. In order to guide consultants, such as school psychologists, to work with consultees on planning and implementing instructional interventions for ELs, the discussion is framed in terms of questions that can be explored collaboratively. These questions are intended to elicit dialogue between consultants and consultees regarding the planning and implementation of instructional interventions for ELs. The three questions posed emphasize the conceptualization of language development, the types of support ELs need to understand new material, and how the curriculum can be designed so that ELs can learn language while learning through language. The discussion relevant to each question also integrates challenges and expectations as per the CCSS and ESSA.

**How do consultants and consultees plan and implement interventions using current conceptualizations of language development?**

Language development can be approached from a variety of standpoints during instruction planning and implementation (Heritage, Walqui, & Linquanti, 2015). Perhaps the most common notion is that second, or new language development, follows a predictable path in which students master gradually more complex forms of language and vocabulary. To illustrate, different syntactic forms are arbitrarily assigned a progressive path, whereby for example, present tense (I walk) is perceived to be easier to learn than the past tense (I walked), and this is considered easier than learning the future tense (I will walk). If consultants and consultees were to emphasize a framework that calls for teaching ELs appropriate forms of language using a progressive path, correction and fluency may be chosen as goals that may lead to drills and memorization as intervention strategies. However, the *Application of the Common Core State Standards for English Language Learners* emphasizes that “It is possible to meet the standards in reading, writing, speaking and listening without displaying native like control of conventions and vocabulary” (National Governors Association, 2010a, p. 1).

In essence, the CCSS (2010a) embed the notion that the way that children use language to express their thinking is more important than accuracy and fluency. However, emphasizing language for self-expression does not mean that ELs’ errors are not to be corrected. Teachers can find opportunities to do both at different times. For example, in a whole class conversation in which students are discussing the ethical and political reasons that led to the American Civil War, the teacher can focus on the reasoning process students are using to support or argue points; language accuracy can be addressed during one-on-one conversations or other tasks designed for that purpose. Discussions between consultants and consultees during IC intervention planning and implementation can embed notions of how to address language form and fluency, as well as how to design a curriculum that
emphasizes higher order thinking and problem solving to maintain high expectations for ELs.

How can consultants and consultees design interventions to support ELs in understanding new material?

Teachers face the challenge of teaching content area knowledge as well as integrating new vocabulary and language forms into the curriculum. Teaching content is emphasized by the CCSS (2010a, 2010b, 2010c). Consultants must be aware that teaching content is a particular challenge for teachers of ELs. Since ELs’ reading and writing skills may be below grade level, consultees can find the implementation of the curriculum to be above and beyond what their students know. School psychologists in the role of consultants can reassure teacher consultees that there are no simple answers to these challenges. However, one aspect that should not be forgotten is that students do not come to school as empty vessels. In fact, students enter classrooms with background knowledge that is the product of their own experiences in and out of school (Pearson, 2013). In essence, what students know, or do not know, will impact what and how they learn. The more a student knows about a topic, the easier it is to keep growing and expanding that specific area. The less a student knows about a topic, the more necessary it is to take the time to support understanding of basic facts.

A seminal work in this area was carried out in 1979 by Steffensen, Joag-Deve, and Anderson (1979). In their study, American and Asian Indian participants read letters about an American wedding and an Indian wedding. Subsequently, all participants were asked to recall details from both passages. When subjects read the passage about the wedding based on their own culture, or “the native passage,” the participants read the passage more rapidly, recalled a larger amount of information, and produced more culturally appropriate elaborations of the content. When the participants read the “foreign passage” about the other culture’s wedding, they read the passage more slowly, recalled much less information, and produced culturally-based distortions. The results indicated that cultural context influences comprehension. This phenomenon occurs regardless of individual abilities and there is no question, based on research, that background knowledge is a key element in understanding how all students learn (Marzano, 2004; Pearson, 2013).

A main concern for teachers is how to teach when ELs lack the background knowledge necessary to meet curricular demands (Velasco, 2015). The consultants’ role is to assist the consultee in identifying strategies that help ELs to acquire the background knowledge they lack. These students will benefit from being given the opportunity to read additional books in their home language, and to engage in instructional discussion that can enhance their understanding of the new content. Teachers can use analogies as a strategy to compare and bridge two concepts.
example, students engaged in analyzing the social and political reasons that led to the American Civil War can also be invited to discuss political upheavals and/or revolutions that they have witnessed or heard about from their family members. These comparisons engage students in ethical and philosophical discussions that will prompt them to analyze their own perspectives and learn from others.

The reality that consultants must help consultees to accept is that developing background knowledge about a topic will take extra time and effort for ELs. An immigrant student with little knowledge of English and entering a fourth grade class may not be familiar with the American colonial times leading to independence. Building baseline knowledge of this topic might take a week or two before the teacher is ready to focus on the key point of the unit (e.g., the three stages of the Revolutionary War). Consultants can be instrumental in reassuring consultees that providing this background knowledge will benefit ELs. Consultants can also support consultees in their efforts to communicate with administrators about the need to implement significant instructional adaptations to meet the learning needs of ELs. Systemic support is pivotal, as administration must provide resources in the form of time given to teachers to develop instructional materials and teacher training to help consultees develop their skills to instruct ELs.

Consultants can also encourage consultees to provide explicit contexts as a means to support ELs in understanding new material. Learning science via experiments provides such contexts because it is a powerful setting that integrates new language forms and new ways of understanding that are supported by contextual clues (i.e., conducting the experiment). Instruction that embeds hands-on experiences also provides contextual support to learn new concepts.

Another strategy that facilitates learning new material is peer collaboration. Writing a summary about a science experiment in conjunction with other students is a useful strategy (Heritage, Walqui & Linquanti, 2015). Initial drafts can be created in the home language and be progressively transformed into the final draft in English as translation tasks have been shown to be effective in helping students to understand new content and language (Goodwin & Jiménez, 2016).

How can consultants and consultees implement interventions that support ELs in learning language as they learn through language?

Vocabulary is an area that teachers of language learners view as important and consultants can reinforce those perceptions because of the key role that vocabulary instruction plays for ELs (Marzano, 2004). Vocabulary instruction needs to focus on developing ELs’ basic language skills to communicate in social situations as well as language that is required in academic settings. In the context of academic vocabulary, consultants and consultees must carefully plan how to teach word meanings in content areas. Terms such as “reading like a historian” or “reading like
a mathematician” reflect the influence that disciplinary or content reading is having as the NGSS and the ELA standards for history and social studies are implemented (2010c, 2010d). In content areas such as chemistry and math, the specific meaning, as opposed to the general meaning, of a word needs to mastered—*face* in geometry, for example, is not the same as the general meaning of that word. When reading a chemistry text, the word *solution* also presents different layers of meanings, but learners must deconstruct the meaning based on knowledge of chemistry.

Researchers agree that providing opportunities for ELs to analyze language improves language development as well as reading comprehension, and this is a strategy that consultants can recommend to teachers of ELs (Wong Fillmore & Fillmore, 2013). Language learners as young as kindergarteners benefit from having opportunities every week to analyze paragraphs. Wong Fillmore and Fillmore (2013) refer to them as “juicy paragraphs” (p. 2). The focus should be on analyzing vocabulary, key aspects for understanding the text, and syntax within the paragraph (Marzano, 2004). Students can analyze how pronouns substitute nouns (e.g., “The soldiers marched when the captain said they could”—where “they” is substituting for “the soldiers”), or how conjunctions alter the form of a sentence (e.g., “The soldiers marched because the captain gave the order”; “The captain gave the order, so the soldiers marched”). These tasks allow students to understand how language works and gain a deeper understanding of what a paragraph means. Analyzing language is a beneficial practice for all school grades but it is particularly relevant within disciplinary content areas at the middle and high school levels as vocabulary and syntax become more technical, and concepts increase in complexity.

The intervention strategies suggested above are only a sample of potential interventions that can be considered for ELs. A major strength of the IC model is its emphasis on the role of consultants in supporting consultees as they explore a variety of potential instructional strategies and make decisions about the use of those strategies. Thus, as consultants and consultees jointly plan and implement interventions, issues of treatment acceptability and treatment integrity must be carefully considered. Interventions such as the ones discussed in the previous section require consultees to adapt or modify instruction in complex and demanding ways (Lopez, 2006).

The role of the consultant in the intervention stage is to support the consultee in planning for how to integrate strategies into the curriculum in ways that are manageable. Teacher consultees implementing strategies that are new to them or that involve extensive accommodations may need considerable support from the consultant in locating resources and information. Explicit and clear intervention scripts should be available to consultees as a reference during intervention implementation. Consultees challenged when implementing new strategies or adapting existing strategies will need support from consultants in the form of encouragement and a sounding board for their frustrations. Collaborations with bilingual
education and ESL staff, as well as bilingual special education staff when needed, are additional sources of support to arrange co-teaching experiences and peer collaborative efforts focused on curriculum planning and the development of appropriate instructional tasks. Consulting with groups of teachers who are all struggling with instructional issues relevant to ELs can also provide a medium by which instructional consultants encourage consultees to share resources and compare instructional strategies.

Evaluating Process and Outcomes in IC

The evaluation stage of IC can also be approached with a multicultural perspective. Process evaluation efforts focused on multicultural issues serve the function of examining how cultural issues have been considered in the context of communication, rapport building, and collaboration. Consultants must engage in the process of self-evaluation and can seek out consultees' feedback as to how culturally responsive practices have been incorporated in the process of communicating, relating, and collaborating with consultees. Outcome evaluation should involve an examination of changes in the consultee, client, and consultant with questions emphasizing: Were there changes in the consultees' attitudes, beliefs, and perceptions about ELs' instructional needs? What was the impact of the IC process on the consultees' instructional practices with ELs? Were there changes in the ELs' academic progress? Was the consultant responsive to the consultees' needs as well as to the needs of ELs?

Among the issues that need to be carefully considered and evaluated are how systemic components impact ELs and the process of IC for these students. Systems that encourage collaboration between bilingual staff, ESL teachers, and other educators benefit ELs because their teachers are able to share resources and engage in peer support (Goldstein & Harris, 2000). Attitudes communicating that ELs belong to all teachers foster educational environments that embrace those students and promote student engagement. The presence of bilingual and ESL personnel, the availability of instructional materials designed for ELs, and the support of administrators can all positively influence the implementation of IC for ELs.

Terminating or Concluding an IC Case

The decision to bring a case to closure should be undertaken with a reflective stance that explores: Were multicultural issues consistently and clearly addressed in the consultation process? Were concerns resolved in a way that adequately addressed cultural issues and differences between consultants, consultees, and clients? And, were instructional concerns addressed using culturally responsive practices? A useful termination strategy is to provide consultees with a summary of the IC case, including intervention scripts describing the interventions and adaptations used...
during the consultation case (Rosenfield, 1987). Consultees are then able to refer to that information in the future when instructing other ELs. Sheridan (2000) suggested finding ongoing systems of support to facilitate the termination of consultation services. Potential systems of support for teachers of ELs include co-teaching opportunities with ESL teachers and ongoing consultation as teachers find new instructional challenges. Participation in inservice training focused on instructional issues for ELs is also recommended for consultants and consultees (Pettit, 2011).

A strong argument is made in this chapter for the collaboration between consultants, such as school psychologists, and teachers as consultees for the benefit of ELs. Undoubtedly, school psychologists and teachers can create pathways between assessment and instruction, policy and practice, and language and academic content that can pave the way to refocusing on the learning needs of ELs. As the practice of culturally responsive IC evolves, the issues of conducting future IC research, and training consultants and consultees need further consideration. These are the topics examined in the next section of the chapter.

**Implications for Future Research and Training**

Under the larger umbrella of multicultural consultation, there are a number of key research questions that continue to need investigation: What are the cultural issues that impact collaboration in consultation? To what extent does language and culture affect rapport, relationship building, and communication between consultants and consultees? How does a multicultural framework impact process and outcome variables in consultation? A number of other research questions can also be explored specifically from an IC perspective. For example, how do IC consultants’ and consultees’ beliefs about ELs and specific instructional programs, such as bilingual education, impact consultation outcomes in terms of intervention acceptability? How do consultees’ perceptions of ELs impact IC outcomes? And, what strategies can IC consultants use to help consultees to reconceptualize their perceptions and expectations of ELs in instructional contexts?

Pettit (2011) recently reviewed empirical research showing that teachers’ beliefs about ELs impact student motivation and performance, and classroom interactions between teachers and students. The research also shows that general education teachers often have misconceptions about second language development and ELs’ abilities to master challenging curricula. Predictors found to influence teacher beliefs included teacher training and experiences instructing ELs. The utility of IC is promising for ELs and this is research that should enlighten us about consultee-centered approaches that will help consultants to engage consultees in discourse that explores their beliefs about and experiences with ELs.
A number of different methodologies are available to investigate culturally responsive practices in IC. Ingraham (2000) argued that case study research on multicultural consultation facilitates the investigation of “subtle cross-cultural issues such as pressures on consultees for student achievement and multicultural education, power differential associated with privilege or cultural/professional status, and the interaction of consultant, consultee(s), and client(s) individual and cultural variables” (p. 323). Participant and action research can also be instrumental in examining multicultural consultation practices as consultants and consultees reflect on their own IC experiences. Single subject design readily lends itself to investigating interventions outcomes in IC for ELs. Quantitative methods should also be used to examine process as well as outcomes in IC focused on ELs.

Training issues also need our attention in the preparation of culturally responsive instructional consultants. Coursework and field experiences emphasizing competencies in cross-cultural communication, collaboration, and rapport building are essential for school psychologists to demonstrate competencies in IC within a multicultural framework. Case conceptualization and analyses should be expanded via supervision in courses and fieldwork experiences with multicultural emphases. Consultants must also be prepared to deconstruct and address systemic issues impacting the delivery of IC services to ELs. Preservice and inservice training must emphasize the unique skills needed to work with multicultural populations and, most relevant to this chapter, the competencies needed by consultants and consultees to address the instructional needs of ELs (Lopez, 2006; Lopez & Bursztyn, 2013). As training in these areas evolves, research is needed on the preparation of IC consultants to deliver services using culturally responsive practices. In essence, the field of IC is in its early stages of development in regard to multicultural practices and we must continue to grow as IC practitioners, trainers, and researchers to meet the instructional needs of ELs.

Resources

Discussion Questions

1. What are core principles in the practice of IC using a multicultural framework?
2. How can consultants integrate a multicultural framework through every stage of the IC consultation process?
3. What kinds of instructional issues related to language and culture do IC consultants need to consider when designing interventions for ELs?
**Professional Organizations**

Center for Research on Education, Diversity and Excellence (CREDE)

Colorin Colorado

**Additional Readings**


The author provides a discussion of research methods to explore multicultural issues in consultation. The chapter also provides a thorough review of the literature and research relevant to multicultural consultation.


This book presents the evolving theory behind the construct of academic language. It provides a discussion of academic language, examples of each of its components, and a template for direct classroom applicability. This source also describes the process by which teachers can integrate academic language into their everyday classroom practices.

**References**


Moschkovich, J. (2012). Mathematics, the Common Core, and language: Recommendations for mathematics instruction for EL aligned with the Common Core. In K. Hakuta & M. Santos (Eds.), *Understanding language: Commissioned papers on language and literacy issues in


