

Development of Consultation Self-Efficacy

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Abstract: Consultation self-efficacy (CSE) refers to the belief that one possesses the necessary skills and knowledge to engage in effective school-based consultation. Self-efficacy beliefs develop from several sources, including performance attainments (i.e., the experience of successfully completing an activity). Because school psychologists consistently report devoting more of their time to assessment activities than those related to consultation, it is possible that practitioners lack sufficient opportunities to experience successful consultation, and therefore lack CSE. The present study sought to assess CSE perceptions in a sample of practicing school psychologists completing a semester-long advanced consultation course. Results indicated that at the start of the course participants endorsed a relatively high level of CSE, and perceptions increased over the semester. Implications for consultation training are considered, including the need to establish a link between CSE and consultation effectiveness.

For decades, the ability to consult and collaborate with others has been recognized as a key competency for school psychologists. Between 1984 and 2006, each iteration of the National Association of School Psychologists (NASP) *Blueprint for Training and Practice* emphasized consultation competency more than the last (Ysseldyke, Burns, & Rosenfield, 2009; Ysseldyke, Burns, et al., 2006; Ysseldyke, Dawson et al., 1997; Ysseldyke, Reynolds, & Weinberg, 1984). Currently, as services that “permeate all aspects of service delivery” (p. 1), consultation and collaboration comprise cornerstone domains of the NASP Practice Model (NASP, 2010). Given the recognized importance of consultation skills for school psychologists, research that enhances understanding of how consultation competence develops and how graduate educators can promote the development of effective school-based consultants is very much needed.

The Impact of Consultation

School-based consultation is frequently conceptualized as a process that involves two adults (typically a teacher and another professional, such as a school psychologist) working together collaboratively to address student difficulties in the classroom. Clients in such cases are often students who need more individualized support than is available at the universal level (i.e., students who do not respond adequately to general education academic or behavioral supports). The consultant's goal is to work with the teacher,

rather than the struggling student, to help the teacher find solutions for all students or, however, in some instances, to help the student to recognize how to maintain a problem. The school psychologists can help teachers (Gardner, 2009).

Research on consultation for students with behavioral difficulties (e.g., research on prereferral intervention) has been associated with positive outcomes (e.g., Fuchs, Fuchs, & Bahr, 1994). Research on prereferral intervention for students from minority groups and students with special education classifications (e.g., McCarty, 1993; McDougal,

Prereferral intervention response-to-intervention (RTI) approach to service delivery. Educators continue to recognize the importance of identifying students at-risk for learning difficulties. The RTI model allows many students to receive at least some of the services they need as disabled. As more schools are implementing RTI, preventing problems through the use of professional resources in schools is becoming a reality. The RTI approach allows for a more universal level.

Systems-level consultation. Though RTI systems such as those in some regions of the country are consistent with what is known about consultation, school psychologists can quality RTI practices. This

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rather than the struggling student, to help build new skills that can be used to improve teaching for all students or for future students who might experience similar problems. However, in some instances the value in consultation comes from helping a struggling consultee to recognize how a lack of knowledge, skill, or objectivity is contributing to or maintaining a problem. Through this process of consultee-centered consultation, school psychologists can help teachers conceptualize and understand problems in new ways (Hylander, 2009).

Research on consultation has shown it can be effective, particularly for addressing behavioral difficulties (e.g., see MacLeod, Jones, Somers, & Havey, 2001). Furthermore, years of research on prereferral intervention teams, which typically use a consultation process to address learning or behavior problems in the classroom before a student is formally evaluated for special education eligibility, help illustrate the benefits of utilizing consultation to address student and teacher needs (e.g., Burns, Vanderwood, & Ruby, 2005; Meyers, Valentino, Meyers, Boretti, & Brent, 1996). Implementation of such teams has been associated with reductions in referrals for special education evaluations (Fuchs, Fuchs, & Bahr, 1990; Gravois & Rosenfield, 2002), including referrals for students from minority groups (Gravois & Rosenfield, 2006), as well as reductions in special education classifications (Burns & Symington, 2002; Henning-Stout, Lucas, & McCary, 1993; McDougal, Clonan, & Martens, 2000).

Prereferral intervention teams are often implemented within the context of a response-to-intervention (RtI) model or multi-tiered system of support (MTSS). This approach to service delivery is increasingly common and popular in schools today as educators continue to recognize the need for early identification and intervention for students at-risk for learning difficulties (Canter, 2006; Tilly, 2008). Use of a consultation model allows many students' needs to be met within the general education setting, reducing at least some of the economic and social costs that come with identifying children as disabled. As Meyers, Meyers, and Grogg (2004) noted, a proactive approach to preventing problems through consultation allows school psychologists to "use limited professional resources in strategic ways that can provide meaningful services to the range of needy children in schools" (p. 258). Consulting in schools that work from an RtI/MTSS approach allows school psychologists a greater opportunity to intervene at the universal level.

Systems-level consultation can be used to implement RtI/MTSS practices. Though RtI systems such as those described previously are increasingly common, in some regions of the country RtI is not common practice, or is not implemented in ways that are consistent with what would be considered best practices. Through systems-level consultation, school psychologists can assist districts in the implementation of high-quality RtI practices. This could include helping to identify appropriate curriculum-based

assessment measures and developing systems for gathering benchmarking data on all students; implementing systems for collecting progress monitoring data on students receiving Tier 2 or Tier 3 services, and assisting with the selection of evidence-based interventions to be used for struggling students.

Beyond RtI and MTSS, consultation at a systems level has the potential to impact students, teachers, administrators, families, and even entire communities through a variety of other wide-ranging interventions and initiatives. For example, using systems-level consultation, school psychologists can advocate for disenfranchised groups and promote social justice by advocating for change around problems such as the overrepresentation of minority group members in special education, the use of grade retention as an intervention, and unfair or overly reactive school discipline policies (Shriberg & Fenning, 2009). Thus, there are many ways that consultants can have a positive impact on everything from individual teacher and student performance to school culture. For these reasons, it is important to determine whether school psychologists possess the necessary skills to engage in effective school-based consultation.

Underutilization of Consultation

Although many in the field would likely agree that consultation is an efficient and effective means of service delivery for the reasons outlined already, there remains a gap between what research suggests is best practice and what actually happens in schools (Conoley & Conoley, 2009). For years, surveys of practitioners have found that far more time is spent on assessment activities than consultation (e.g., Hosp & Reschly 2002; Curtis, Castillo, & Gelley, 2012), indicating that, despite recognition of consultation's potential, many school psychologists (and educators in general) may tend to operate in a reactive, rather than proactive, manner.

Various factors could account for this tendency. For example, structural problems with the role of the school psychologist (such as an emphasis on assessment for special education eligibility determinations), along with time constraints and a lack of interest in consultation on the part of administrators and teachers, all present barriers to implementation of a consultative approach to service delivery (Meyers, Roach, & Meyers, 2009; Wilczynski, Mandal, & Fusilier, 2000). Large caseloads and high student-to-school psychologist ratios also present obstacles to consultation and tend to be linked with greater proportions of time spent on evaluation responsibilities (Curtis, March, Castillo, Stockslager, & Gelley, 2012).

Consultation Self-Efficacy

Guiney, Harris, Zusho and Cancelli (2014), while acknowledging these barriers discussed, proposed an alternative explanation for the underutilization of consultation: a lack of self-efficacy. Defined as the degree to which individuals believe they possess the ability to perform the behaviors that are expected to lead to a desired outcome, self-

efficacy can explain and predict decisions about whether to consult. Authors proposed that school psychologists' self-efficacy (CSE) would predict opportunities to engage in consultation with higher levels of CSE. A more proactive approach to consultation.

Based on a review of the literature, the Consultation Self-Efficacy Scale was developed. The scale measured the Consultation Self-Efficacy (CSE) construct, which includes: (1) consultation competence, (2) consultation skills, (3) consultation knowledge, (4) intervention knowledge, (5) the consultation process, (6) school psychology graduate student preparation to fieldwork) and (7) consultation completed only consultation. Discriminant validity evidence.

A validation study was conducted to test the hypothesis that school psychologists' CSE (Guiney et al. (2014) found a significant correlation ($r = .347$) consistently endorsed. Furthermore, 73% of participants were involved in consultation. The study found that participants self-selected for consultation. Participants were recruited from groups such as the Training and Technical Assistance School Psychology Program. Thus, the sample may have been interested in, or held favorable views of, consultation.

Although a considerable amount of research is effective, there are less data on consultation. It is possible that despite the fact that the CSE scale is a characteristic of school psychologists, much work remains to be done. Studies that explore the relationship between CSE and improvements in clients' outcomes and teachers' perceptions of consultation. CSE is a characteristic of school psychologists.

efficacy can explain and predict human motivation, judgment, and behavior, including decisions about whether to approach or avoid activities (Bandura, 1982; 1986). The authors proposed that school psychologists who endorsed lower levels of consultation self-efficacy (CSE) would not tend to seek out, or might even actively avoid, opportunities to engage in consultation. Conversely, it was proposed that practitioners with higher levels of CSE would engage in more consultation activities, perhaps favoring a more proactive approach to addressing problems.

Based on a review of four decades of consultation research, Guiney et al. (2014) created the Consultation Self-Efficacy Scale (CSES) to measure six domains of consultation competence: (1) self-awareness, (2) interpersonal skills, (3) communication skills, (4) intervention knowledge and implementation/monitoring skills, (5) management of the consultation process, and (6) cultural competence. In a pilot study, school psychology graduate students with greater consultation experience (i.e., coursework in addition to fieldwork) endorsed higher levels of efficacy than a group of students who had completed only consultation coursework but no fieldwork, providing initial discriminant validity evidence for this measure.

A validation study using a revised version of the CSES failed to support the hypothesis that school psychologists avoid consultation due to a lack of self-efficacy. Guiney et al. (2014) found that a relatively large sample of school-based practitioners ($N=347$) consistently endorsed moderate to high levels of self-efficacy across all domains assessed. Furthermore, 73% of respondents indicated a desire to spend more time involved in consultation. Thus, for the most part, participants felt able to consult effectively and wanted to do so more frequently. A limitation of the study, however, is that participants self-selected by opting to respond to a survey on consultation attitudes. Participants were recruited through postcard mailings to NASP members and email lists for groups such as the Trainers of School Psychologists and the Council of Directors of School Psychology Programs and encouraged to complete the online research protocol. Thus, the sample may have included a disproportionate number of practitioners who were interested in, or held favorable attitudes towards, consultation.

Although a considerable body of research indicates that consultation can be effective, there are less data concerning the specific qualities that distinguish effective consultants. It is possible that CSE, or some aspect of it, is one such characteristic. Despite the fact that the CSES holds promise as a means of measuring self-efficacy beliefs, much work remains to be done to explore the construct of CSE. For instance, studies that explore the relationship between levels of CSE and real-world outcomes such as improvements in clients' referral problems, changes in teachers' beliefs and/or skills, and teachers' perceptions of consultant skill are essential for demonstrating whether or not CSE is a characteristic that can predict consultation effectiveness.

If CSE can be linked to positive consultation outcomes, then it would be beneficial for school psychologist trainers to actively bolster CSE in future school psychologists. If a clear link between CSE and positive consultation outcomes cannot be established, it could be beneficial for school psychology trainers to help students approach their consultation skills more realistically. As the relationship between CSE and consultation outcomes continues to be explored, the CSES could serve as a pedagogical tool to assess school psychology graduate students' self-perceptions as they proceed through their consultation training.

The Development of School-Based Consultants

As with any set of competencies trainers seek to instill in their students, consultation skills come more easily to some future school psychologists than others. Some students quickly grasp the importance of active listening and working through the collaborative problem solving process, whereas others struggle to resist the urge to give advice or rush to find a solution. Through simulations, practicum experiences, and supervision, most students make progress and begin to develop fundamental skills. However, the length, depth, and intensity of these experiences can vary (Anton-LaHarpe & Rosenfield, 2004; Hazel, Laviolette, & Lineman, 2010), meaning that consultants-in-training (CITs) may complete their graduate training with varying degrees of consultation skill. The development of consultation competence must continue during the early career years of practice, but as many school-based practitioners engage in little or even no consultation, there may be many school psychologists who fail to progress. The skill levels and confidence of practitioners and advanced graduate students may vary, in a nonlinear way, as a function of experience (Burkhouse, 2012).

Stages of Consultant Development

Rosenfield (2002) presented a framework for educating consultants that addresses development through three stages: acclimation, competence, and proficiency—expertise. At the acclimation stage, students have little knowledge of consultation and are dependent on observation of others and external guidance for skill acquisition. As students move into the competence stage, they begin to apply their emerging skills and consolidate knowledge of fundamental consultation principles. This stage typically includes supervised practicum experiences and considerable feedback. The final stage in Rosenfield's model, proficiency—expertise, involves the generation of knowledge on consultation and making unique contributions to the field. At this stage consultants might be conducting research on consultation or supervising less experienced consultants.

Applying this model to graduate training in school psychology, trainers will typically shepherd students through the acclimation stage by means of the consultation coursework and practica included in most specialist-level school psychology programs.

field- and university-based competence during the intern school psychologist's early career with access to quality supervision—expertise stage and may take many years of practice.

The gap between the two could question how many school psychologists, or even school-based consultants, are in other domains of school psychology. Trainers to keep in mind should therefore have a realistic view of efficacy.

Development of CSE

Bandura (1997) proposed that success in a given domain is related to self-efficacy beliefs. This would suggest that practitioners with more consultation experience with their counterparts with less consultation experience with consultation in the Guiney et al. (1991) study despite reporting that they had more consultation experience.

This raises the question of whether, even if limited, provided self-efficacy perceptions. A self-selected group would lead to endorsing more consultation. A second trend that consultants have been found to be beginning of their consultation experience is that they don't know and are going down (Burkhouse, 2012). This information to evaluate their consultation is more than may be appropriate (1991). Lower ratings collected

Field- and university-based supervisors will likely guide CITs to a beginning level of competence during the internship year. Competence continues to develop during the school psychologist's early career years, provided opportunities to engage in consultation (especially with access to quality supervision and feedback) are available. Attaining the proficiency—expertise stage requires frequent opportunities to engage in consultation and may take many years of experience as a practitioner.

The gap between the competence and proficiency stages can be quite large, and one could question how many school-based consultants truly reach the proficiency—expertise level. As Rosenfield (2002) acknowledged, in-service training for practicing school psychologists, or even post-doctoral training, might be needed to ensure that school-based consultants are as competent in the complex skills of consultation as they are in other domains of school psychology practice, such as assessment. The relationship between CSE and consultant development needs further exploration, but it is important for trainers to keep in mind that their students are generally not proficient consultants, and should therefore have developmentally appropriate doubts about their own self-efficacy.

Development of CSE

Bandura (1997) proposed that performance attainments, or real-world experiences of success in a given domain, are one of the most powerful sources of self-efficacy beliefs. This would suggest that advanced school psychology graduate students or practitioners with more consultation experience should endorse higher levels of CSE than their counterparts with less experience. Conversely, individuals with limited amounts of direct experience with consultation should have lower levels of CSE. However, practitioners in the Guiney et al. (2014) study endorsed relatively high levels of CSE despite reporting that they spent more time engaged in assessment than consultation. This raises the question of whether the consultation opportunities respondents *did* have, even if limited, provided sufficient opportunities for performance attainments to build up self-efficacy perceptions. Alternatively, as was previously noted, the sample may have been a self-selected group with a level of enthusiasm for and interest in consultation that would lead to endorsing more positive views than other school psychologists.

A second trend that runs counter to what might be expected is the fact that novice consultants have been found to provide relatively high ratings of their skills at the beginning of their consultation training, but over time (as they begin to realize just how much they don't know and must learn in order to become effective consultants), ratings go down (Burkhouse, 2012). This phenomenon, in which respondents lack the necessary information to evaluate themselves accurately at pre-test and present themselves more favorably than may be appropriate, has been explained as *response set bias* (e.g., Paulhus, 1991). Lower ratings collected mid-way through training are then thought to reflect a

more realistic appraisal of skills. However, at the end of a year-long consultation training sequence, after students have gained real-world practicum experience, ratings tend to recover to levels beyond the initial assessment. This nonlinear developmental trajectory was evident in the findings of Guiney and colleagues (2014), discussed previously. On a pilot version of the CSES, students with no prior exposure to consultation had a mean score that was higher than that of the group of students who had completed didactic consultation coursework, but no fieldwork. Practicum students and interns who had completed both coursework and fieldwork in consultation endorsed the highest levels of CSE.

The present study sought to explore whether the development of CSE perception followed this nonlinear trajectory for a sample of advanced doctoral students who had prior experience as school-based practitioners. Specifically, we were interested in the following research questions:

1. What level of CSE do practicing school psychologists pursuing a doctoral degree bring to an advanced consultation course?
2. Do CSE perceptions change after completing 15 weeks of advanced consultation training?

Methods

Participants

The participants in this study were 33 students in an advanced consultation course offered as part of a school psychology graduate program in the Northeastern United States. Six participants did not specify their gender or age. Of those respondents who chose to indicate their gender, 9 were males and 18 were females. Students ranged in age from 25 to 47 years old ($M = 32.44$, $SD = 5.24$).

Almost all participants were practicing school psychologists. Two identified themselves as advanced graduate students who had not yet begun to practice. Of those who were certified practitioners, 22 reported having a Master's degree in school psychology and 9 had a Specialist degree. Participants had up to 12 years of experience as school psychologists ($M = 4.05$, $SD = 2.91$). In terms of school psychology positions, the majority of participants (60%) worked at the elementary level, while 51% worked with middle school students, 30% with high school students and 21% with preschool students. The majority of students (42%) worked in a single building while 27% were assigned to multiple buildings and 18% held district-wide positions. Four participants reported previous experience as classroom teachers ($M = 3.25$ years).

Regarding prior consultation training, most participants (72.7%) reported completing one course on consultation training in their Master's- or Specialist-level programs. Three participants (9.1%) reported taking two consultation courses, while one

indicated completing the practicum experience (d) one or more opportunities percent engaged in consultation

Consultation Course

Participants were advanced topics related to school psychologists with previous basic consultation skills for providing consultation to professionals. The course covered mental health, and instructional approaches. Throughout the course, through which they provided struggling student.

Measures

The Consultation school psychologists' perceptions that are necessary for successful consultation that asks respondents to rate consultation-related behaviors (confident) to 9 (extremely confident). Guiney et al. (2014) found a correlation ($r = .21$) with the SDS is commonly used to assess the extent to which school psychologists' perceptions reflect the truth. The correlation suggests that the answers to questions about consultation provided evidence of different degrees of experience.

Efficacy vignette presented with 12 descriptions of a member to seek consultation. The vignette indicated the extent to which the member addressed the problem presented (needed) to 5 (possess almost no skill) from 12 to 60. Vignettes

indicated completing three courses. Only 48.5% of students had previously completed a practicum experience (defined as "a supervised field experience exclusively devoted to one or more opportunities to engage in consultation"). However, as interns, 87.9% percent engaged in consultation with teachers or other professionals.

Consultation Course

Participants were enrolled in a 15-week graduate-level course that covered advanced topics related to consultation. Because students were certified school psychologists with previous graduate training, the purpose of the course was to build on basic consultation skills and help students develop a more refined conceptual framework for providing consultation services to teachers, parents, administrators, and other professionals. The course examined multiple models of consultation (i.e., behavioral, mental health, and instructional) and emphasized the use of empirically supported approaches. Throughout the semester, students engaged in a practicum experience through which they provided consultation services to a volunteer consultee working with a struggling student.

Measures

The Consultation Self Efficacy Scale. The CSES was developed to assess school psychologists' perceptions of self-efficacy for engaging in the types of activities that are necessary for successful school-based consultation. It is a 45-item Likert-type scale that asks respondents to rate their level of confidence for engaging in a variety of consultation-related behaviors or activities. Responses choices range from 1 (*not at all confident*) to 9 (*extremely confident*), resulting in a possible range of total scores from 45 to 405. Guiney et al. (2014) reported high internal consistency ($\alpha = .98$), as well as a low correlation ($r = .21$) with the Social Desirability Scale (SDS; Crowne & Marlowe, 1960). The SDS is commonly administered in studies validating measures of self-efficacy, as it assesses the extent to which individuals endorse socially appropriate responses (whether or not they reflect the truth) in order to present themselves in a favorable light. This low correlation suggests that the CSES was robust to participants "faking good" when answering questions about their ability to successfully engage in consultation. A pilot study provided evidence of discriminant validity, as groups of graduate students with different degrees of experience with consultation reported differing levels of CSE.

Efficacy vignettes. As an additional measure of CSE, participants were presented with 12 descriptions of situations that might lead a teacher or school staff member to seek consultation with a school psychologist. For each scenario, participants indicated the extent to which they felt they could successfully engage in consultation to address the problem presented. Response choices ranged from 1 (*lack almost all skills needed*) to 5 (*possess almost all skills needed*). Thus, vignette total scores could range from 12 to 60. Vignettes were evenly divided between those that described a behavioral

concern versus others that involved students with academic difficulties. Four of the twelve vignettes detailed a systems-level problem (such as one faced by a school district or grade level), while the remaining eight described issues presented by individual students. Vignettes were balanced for age of student described (elementary, middle, and high school) and gender of both teachers and students.

Procedure

Participants completed the CSES, consultation vignettes, and a brief demographic questionnaire during the first session of an advanced consultation course. The measures were readministered 13 weeks later, shortly before the end of the course.

Results

Complete data were available for 30 participants, as three students were not present on the day that post-test measures were administered. Descriptive statistics for CSES and vignette scores at pre- and post-semester are presented in Table 1. Internal consistency was high ($\alpha = .96$) at both pre- and post-test. For the vignettes, internal consistency was considered acceptable at pre-test ($\alpha = .79$) and was higher at post-test ($\alpha = .87$).

A one-way paired samples *t*-test demonstrated that post-course total CSES scores were significantly higher than pre-course total scores ($t = 4.88, df = 29, p = .00$). Average CSES item scores also increased significantly by the end of the semester ($t = 4.89, df = 29, p = .00$). For the self-efficacy vignettes, total scores increased significantly over the course of the semester ($t = -6.61, df = 29, p = .00$) as did average item scores ($t = -6.51, df = 29, p = .00$).

Table 1
CSES and Vignette Scores Pre- and Post-Course

Score	Pre-Course		Post-Course	
	<i>M</i>	<i>SD</i>	<i>M</i>	<i>SD</i>
CSES Total Score	282.25	61.24	312.03	49.09
CSES Average Item Score	6.29	1.36	6.99	1.36
Vignettes Total Score	39.36	8.12	45.35	7.94
Vignettes Average Item Score	3.28	.68	3.78	.77

Note. Possible CSES total scores range from 45 to 405. Possible CSES item scores range from 1 to 9. Possible vignette total scores range from 12 to 60. Possible vignette item scores range from 1 to 5.

Participants in the study began the advanced consultation course with a mean score greater than 6 on a 9-point scale of self-efficacy to engage in a consultation role. Vignettes regarding the consultation role were scored slightly above the pre-test score, even at pre-test, post-test. Moreover, by the end of the course, in this instance, engagement

Although this was a well-designed course, the self-efficacy developed was not as high. It is notable that school psychologists with past experience in consultation had higher self-efficacy of students who had experience in consultation. The difference in course focus and those reported by participants who were enrolled in a one-semester experience. In contrast, the two-course sequence that met full day per week of work

It is also possible that the increase in self-efficacy was attributed to the "skills training" knowledge (e.g., Cunningham, Swerling, Oliveira, Veiga, et al.) that one does not possess. However, what skills are not well developed should be relatively available. Opportunities to utilize the skills and assessment of their skills in performance in this area are not well developed.

A study assessing the impact of negative feedback decreased counseling self-efficacy. Practitioners generally

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Course	
Post-Course	
<i>M</i>	<i>SD</i>
103	49.09
9	1.36
35	7.94
8	.77

CSES item scores range
Possible vignette item

Discussion

Participants in this study reported feeling efficacious at the start of the semester, when they began the advanced consultation course. On average, they reported scores greater than 6 on a 9 point scale, indicating a fairly high level of confidence in their abilities to engage in a wide variety of consultation behaviors. When responding to vignettes regarding their ability to consult in specific situations, participants rated their scores slightly above the mid-point on the measure. These findings seem to demonstrate that, even at pre-test, participants believed they were fairly proficient consultants. Moreover, by the end of the semester, their scores in both areas increased significantly. In this instance, engagement in an advanced consultation course led to a growth in CSE.

Although this growth over the course of the semester is the expected outcome of a well-designed course, these findings are not consistent with other research that suggest self-efficacy develops in a nonlinear fashion. Students' perceptions started high and stayed high. It is notable that our sample was comprised of practicing school psychologists with past experience in the field, whereas other studies examined the self-efficacy of students who had not yet obtained certification as school psychologists. A difference in course format may also account for the discrepancy between our findings and those reported by Burkhouse (2012). Students participating in the present research were enrolled in a one-semester course that involved a single consultation case experience. In contrast, the trainees described in Burkhouse's work typically completed a two-course sequence that included a year-long practicum experience consisting of one full day per week of work in schools.

It is also possible that our participants' strong sense of self-efficacy could be attributed to the "skilled but unaware" effect that has been observed in studies of teacher knowledge (e.g., Cunningham, Perry, Stanovich, & Stanovich, 2004; Lopes, Spear-Swerling, Oliveira, Velasquez, & Zibulsky, 2014). In other words, in order to recognize that one does not possess the skills needed to engage in a particular task, one needs to know what skills are necessary. It stands to reason that these advanced-standing students should be relatively aware of the skill set needed for consultation and have had opportunities to utilize these skills, such that they would be fairly accurate in their own assessment of their skills. However, it may be that they receive little feedback about their performance in this area (i.e., teachers think of them as experts, even if their consultation skills are not well developed), which preserves their inflated perception of their abilities.

A study assessing the impact of feedback on counseling self-efficacy found that negative feedback decreased perceptions of self-efficacy, while positive feedback increased counseling self-efficacy (Daniels & Larson, 2001). If school-based practitioners generally receive positive feedback from teachers, or no feedback at all,

consultation self-efficacy perceptions are likely to remain high or even increase. Determining whether students who begin an advanced consultation course with high levels of CSE are accurately appraising their own abilities is of paramount importance as it may affect their motivation to participate in class as well as their future success as consultants.

Implications for Consultation Training

If CSE is a reliable predictor of or contributor to consultation effectiveness, trainers may seek to provide additional support and targeted intervention to address the needs of CITs who endorse low levels of self-efficacy. Conversely, if a consistent relationship between CSE and positive consultation outcomes cannot be established, trainers must consider how to intervene with students who might only *think* they are effective consultants. Trainers and supervisors can help students develop accurate perceptions of their effectiveness by providing formative feedback on their interactions with consultees, which may make trainees more likely to incorporate consultation practices discussed in class into their consultation sessions. By focusing on issues of efficacy, instructors may help create a feedback loop in which consultant self-reflection about efficacy actually paves the way for increased efficacy.

Future Research

A key area for future research using the CSES is work that investigates the relationship between self-efficacy perceptions and real-world consultation outcomes. Without such studies it is not possible to definitively evaluate how accurate consultants' ratings of CSE might be. Do school psychologists and CITs rate themselves highly because they really are effective consultants? Or do some consultants simply *perceive* themselves to be effective, regardless of the impact of their work with consultees?

Future studies evaluating CSE could assess consultation effectiveness in a variety of ways. For example, measuring positive outcomes for consultation clients, perhaps by assessing whether the referral concern was partially or fully addressed, is important to consider. However, even when client improvement is the only measure of consultation effectiveness, it often remains challenging to identify precisely what to measure and how (Schulte, Murr, Tunstall & Mudholkar, 2014). Furthermore, particularly for consultee-centered consultation cases, measuring effectiveness might be as much, if not more, about assessing change in the consultee as in the client. For example, measures might seek to assess whether consultees learned to reframe client problems or see clients in new ways, as well as the degree to which consultees gained new or enhanced skills for managing future problems. This distinction between measuring "effectiveness" in terms of client improvement versus consultee change highlights the challenge that is inherent in trying to select an outcome measure when teaching courses that might find CITs engaged in different types of consultation (e.g., behavioral vs. consultee-centered). Gathering data

regarding consultees' perceptions of the link between consultation effectiveness and consultant self-efficacy is a key area for future research. Consultant Evaluation Form (CEFS) satisfaction and consultant self-efficacy are reportedly to evaluate trainees' consultation experiences with consultees (e.g., Garbacz, et al., 2000). That evaluate characteristics of consultation experiences demonstrated high internal consistency (Schul & Chewing, 1998).

The extent to which consultees' ratings of consultation effectiveness are associated with the association between consultation effectiveness and consultation relationship. The link consultants' perceptions of consultation effectiveness and perspectives on the consultation relationship.

This exploratory study of advanced graduate students' findings indicated that student ratings of consultation effectiveness increased over the course of the relationship between CSE and consultation effectiveness. Whether high CSE predicts consultation service delivery that holds promise for systems level, any research on consultation effectiveness from those who are potential.

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regarding consultees' perceptions of consultants will be beneficial in future studies assessing the link between CSE and consultation effectiveness. Erchul's (1987) Consultant Evaluation Form (CEF) provides one means of assessing consultee satisfaction and consultant effectiveness. For example, this measure has been used repeatedly to evaluate teachers' and parents' satisfaction with consultants and consultation experiences within the context of a conjoint behavioral consultation model (e.g., Garbacz, et al., 2008; Sheridan, 2006). The CEF consists of 12 Likert-scale items that evaluate characteristics related to consultant usefulness and professionalism and demonstrated high internal consistency reliability ($\alpha = .95$) in a large multi-site study (Erchul & Chewning, 1990).

The extent to which consultants' self-perceptions are positively correlated with consultees' ratings of consultant effectiveness would provide insight into how accurately school psychologists are able to assess their own skills. It is also important to investigate the association between consultants' judgments of CSE and ratings of the quality of the consultation relationship. In general, there is potential utility in any investigations that link consultants' perceptions of CSE with real-world outcomes or consultees' perspectives on the consultant and the consultation experience.

This exploratory study examined the development of CSE perceptions for a group of advanced graduate students who had experience as school-based practitioners. The findings indicated that students generally held favorable perceptions of their ability to consult with teachers before taking an advanced consultation course, and that CSE increased over the course of a semester. However, further research examining the relationship between CSE and consultation outcomes is needed in order to determine whether high CSE predicts effective consultation. Because consultation is a method of service delivery that holds the promise of improved outcomes at both the individual and systems level, any research that serves to illuminate the factors that distinguish effective consultants from those who are less able to help consultees and clients holds great potential.

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