2016 Texas Focus Conference
June 17-18, 2016
Consulting Skills for TVIs
Friday 1:30-3:00 PM

Presented by Laurel Hudson, Ph.D., TVI and COMS, Chestnut Hill, MA
laureljhudson@gmail.com

Developed for
Texas School for the Blind & Visually Impaired
Outreach Programs
Consulting Skills for TVIs
Presented by Laurel J. Hudson, Ph.D.

Skills of Consultation
1. Technical knowledge and skills
2. People skills
3. Consulting skills

“Effective consulting skills are the steps and behaviors that act to create internal commitment in managers…..building this commitment is often a process of removing obstacles that block the client from acting on our advice….We may cling to the fantasy that if our thinking is clear and logical, our wording eloquent, and our convictions solid, the strength of our arguments will carry the day. …. But they are not enough. (Block P. 21)

Components of Consultation (Block)
1. Establish Collaborative Relationships – for maximum use of people’s resources, to spread of responsibility for success or failure, and a nice way to work

Figure 1 Image of a peach after the first component

2. Ensure that attention is given to both the technical problem and the relationships
3. Solve Problems – both immediate and longer term problems
Advice Giver, by a 7th grade student

“For some odd reason, Dr. H. is superbly good at giving advice. Why, I have absolutely no idea… But when it comes to giving advice … Dr. H. is very remarkable. If you didn’t know what to say to a boy you wanted to go to a dance with And if your friends had the stupidest advice ever, You could just ask Dr. H. about it, Though she’s not a kid so she might not know about kid stuff, She might be good at giving you advice, But she might not so don’t be disappointed, But be 95% sure that she’d give you good advice.”

Structure of Our Session

Introduction to Consultation

1. The Set-Up for a School Year
2. Maintenance during a School Year
3. Wrinkles
4. Summary and Closure
Tone of Our Session

Figure 2 Image of the cover of Peter Block’s book, “Flawless Consulting”

- Responsive, Interactive and Collegial
- Key references:
- Flawless Consulting: A Guide to Getting Your Expertise Used (Peter Block)
  - Simon Sinek’s 2009 TED Talk
  - Classroom Collaboration
  - Laurie’s Paths to Literacy Blog Posts
  - Laurie’s personal mistakes and successes

Set-Up: Know the culture of your school (Block)

School-wide
1. Positive history
2. Status differences
3. Authority and power
4. Management information
5. Leadership style
6. Decision making
7. Conflict
8. Norms
9. Diversity
IEP team

1. Purpose
2. Subgroups
3. Support
4. Evaluation
5. Informal leadership
6. Attitudes about the student’s inclusion
7. Going forward

Set-Up: Carefully define Roles, Procedures and Preferences

Figure 3 Child’s drawing of a person and the caption, “I like Dr. Hudson because she is funny a lot”

ME AND DR. HUDSON

I like Dr. Hudson because she is funny a lot.
I know her from a lot of places, but I do not know where I met here.
I met her when I was in first grade.
I think she knows other people in the class. But I do not know who and she goes to other schools.
She is nice. I do not know if she is a doctor.
The End.
Roles (Classroom Collaboration pp67-80)

- Classroom Teacher
- TVI
- O&M
- Paraprofessional/Aide
- Sighted Students

Procedures and Preferences (Classroom Collaboration pp 83-92)

Set-Up: Broad brush how we work with students w visual impairments

Courtesies/Social, Literacy, O&M, 19 Ways to Step Back, This, That and There (Blog entry 10/05/2013)” and “Can You See This?” (Blog entry 03/24/2013)

- Courtesies/Social
- Literacy
- O&M
- 19 Ways to Step Back
- "This, That and There" Blog entry 10/05/2013
- "Can You See This?" Blog entry 03/24/2013
19 Ways to Step Back
APH free poster, adapted from Classroom Collaboration, inside cover

Figure 5 Image of the top portion of a “19 Ways to Step Back” poster, with numbers 1-9 written within various footprints and paw prints.

“This, That, & There”
Adapted from “Classroom Collaboration,” page 59 and posted on “Paths to Literacy”
2. “This is today’s homework,” (writing on board.)

Figure 6 Image of homework assignment, an alphabet strip and a clock on a cluttered classroom wall.
2. “I’ll read today’s homework as I write it on the board.”
“This, That, & There”
11. “He held his hands something like this,” (demonstrating.)

Figure 7 Waist level image of a person with hands out, palms up and fingers spread apart.
11. “He held his hands with his palms up and his fingers spread apart.”

“This, That, & There”
14. “Draw a line like this,” (marking on board.)

Figure 8 Image of a vertical line.

14. “Draw a straight, vertical line from the top to the bottom of your page.”
“Can You See This?”

- “Can you see this book?”
- “Can you see your teacher and your friends?”
- “Can you see your communication device?”

Set-up: Discuss specifics on how to work with this student

- IEP-driven, especially:
  - Visual condition/Functional vision
  - Summary of Goals/Objectives,
  - Hours
  - Accommodations
  - Siblings and Parents
Set-Up: Seek Consensus among Adults Collaborating in the Classroom

Adapted from “Classroom Collaboration” pp.91-92

Graphic of a 7 point Likert scale, with “Strongly Disagree” at the dot to the far left and “Strongly Agree” at the dot to the far right.

<p>| | | | | | | | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Strongly Disagree  Strongly Agree

1. All regular instruction from the classroom teacher
2. Shouldn’t miss anything
3. All print accessible
4. Observed whenever walking
5. School days go smoothly
6. Work first corrected by Aide-Para/TVI
7. All discipline from classroom teacher
8. Aide-Para first offers assistance

A Special Set-up: Technology

Source: GVEST, Macon Georgia

- Who provides it?
- Who trains on it?
- Where does it go at the end of the year?
- Where does it go if it’s broken?
- Who does the battery check/charges it/who has the batteries?
Why people might follow our suggestions:

A. They do it because of our relationships with them – they trust us.
B. They do it to avoid being out of compliance: it’s the law.
C. They do it because they understand visual impairments and share our commitment.
D. They do it due to pressure from families/the school system.
E. They do it because they see that our ideas work. They are convincing/successful, clear, and fit their classroom routines/strategies

Simon Sinek

(TED Talk posted on YouTube 2009)

![Diagram of 3 concentric circles with “Why,” “How,” and “What”]

Figure 10 Image of 3 concentric circles, “What” written in the outmost circle, then “How,” and then “Why”
How’s and Why’s through Slogans

Figure 11 Sample business card with name, company, position, address, contact information, and the sentence “It starts with vision.”

Figure 12 Child’s pencil drawing of two girls with bows in their hair and a heart around them. One of the girls has a mermaid’s body. The caption is “fancy blind people and mermaids.”

Set-up: Feedback (Block)

- “Do you feel comfortable with how this is going to proceed?”
- “Are you satisfied with the way we have agreed to set this up?”

From Set-Up to Maintenance
Wrinkles: When the problem is the problem

Figure 13 Images of a “19 Ways to Step Back” poster, hands spread out in “This, That and There,” the cover of “Classroom Collaboration,” and a sample from “Can You See This?”

Wrinkles: When the “problem” is not the problem
“Assure me/affirm that I’m perfect, but also fix the problem.” – Block

Figure 14 The picture shown previously of a ball toward the back of a yard.

Addressing a Common Wrinkle: “This inclusion is NOT Working.”

Addressing a Common Wrinkle: “I need an assistant.”

- During transitions from one location to another, including the beginning and end of the school day
- During (and sometimes before) the introduction of all new materials or equipment or procedures, and sometimes throughout instructional sessions
- During some large muscle movement times (free play, playground time, physical education classes, and any other movement times)
- During snack and lunch set up
Jobs I can Farely Expect of Mrs. D. in Middle School (by “Advice Giver”)

1. To print out computer files, to interline work done of a braille writer and to transcribe print to braille
2. To guide me too and from my cafeteria seat and to tell me who is sitting nearby
3. To guide or supervise me and to carry the braille writer as needed in walking beyond the module
4. To read things for me on the board
5. To help me to store things
6. To tell me how to do exercises and play some games in gym
7. To make models for me and help me to fill out sheets in classes like science
8. To gather materials at the end of the day that I need to bring home for homework that night
9. To help me button and unbutton my jeans and start zippers on certain jackets, to tie my shoes, and to help me put on snow gear
10. To help me exit the building during a fire drill

I will do all other sixth grade work by myself,
Signed, ___________
Addressing Wrinkles through Observable Exceptions
(Sternin & Sternin)

Addressing Wrinkles through Simulation

“Everyone’s humble behind an occluder.”

Figure 17 Photograph of a sleep shade/occluder.

Addressing Wrinkles through Meetings
(Source Unknown)

Figure 18 Image with the words, “Are you lonely? Hate making decisions? Then Call a Meeting! You can: SEE people, DRAW Flowcharts, FEEL important, IMPRESS your colleagues, AND get paid for it!

MEETINGS!
The FUN ALTERNATIVE TO WORK
### Efficient and Effective Meetings
(Peter Block)

<table>
<thead>
<tr>
<th>Steps</th>
<th>% and minutes in hour long meetings</th>
<th>Comments</th>
</tr>
</thead>
</table>
| 1. Restate the original contract  
2. State the structure of the meeting | 5%  
Minutes 0-3 | |
| 1. Present the picture  
2. Present recommendations | 15%  
Minutes 4-12 | |
| 1. Ask for client reactions | 30%  
Minutes 13-30 | the heart of the meeting, especially client reservations. Ask people one by one, not the group as a whole |
| 1. Halfway through the meeting, ask the client, “Are you getting what you want?” | 10%  
Minutes 31-36 | halfway through so you have time to recover if client is disappointed |
| 1. Decision to proceed | 30%  
Minutes 37-54 | |
| 1. Test for client concerns about control and commitment  
2. Ask yourself if you got what you wanted  
3. Give support | 10%  
Minutes 55-60 | 8. “How do you feel about the control you will have if we go ahead with the solution?” “Is the solution we discussed something that really makes sense |
<table>
<thead>
<tr>
<th>Steps</th>
<th>% and minutes in hour long meetings</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>to you?”</td>
</tr>
<tr>
<td></td>
<td></td>
<td>10. Implementation is the heaviest burden on the client, give support for this responsibility</td>
</tr>
</tbody>
</table>

Quaker Model Consensus Flowchart

19 Flowchart (in English and Chinese) with components of a meeting and arrows to show how they are sequenced.
Addressing Wrinkles through **Advocacy**

He who asks is a fool for five minutes, but he who does not ask remains a fool forever.”

—Chinese Proverb

**The Power Position for Advocacy**

TED Talk – Amy Cuddy

Figure 20 Image of Wonder Woman and the TED Talk speaker Amy Cuddy, both standing with their legs apart and hands on their hips.

Boston Globe 5/15/2016

Figure 21 Image from the Boston Globe of a smiling woman holding high heel shoes.

**Elevator Speech Advocacy**

Elbaum “**Introducing Yourself….in 30 Seconds or Less**”

- A 30 second pitch
- Tone: a gentle sell showing confidence, approachability and intelligence
- Purpose: the first step in a conversation
- Planning: “Who’s my audience,” “What information do I want to share,” and “How can I make it easy for someone to help me?”
Elevator Speech: Eva

My guidelines:

- Use only the technical terms that the principal will understand (like “Special Education Department” and “IEP in the area of LowVision.”)
- Say the most important words more slowly (she has an IEP in the area of Low Vision)
- Ask permission to talk (knock, then pauses after 3 “may I..?”)
- Give information that’s meaningful to the listener (who supervises me, days I’m in the building, who is Eva’s teacher and older sister, who pays for the books and materials)
- Present as organized and confident.
- Give 1 or 2 big concepts with a few specifics (“strategies like….magnifier” and “things like … how to talk to her”)
- Include a clear “Ask.”

A 3-Step Elevator Speech Model

<table>
<thead>
<tr>
<th>1. Strong Key Message</th>
<th>1. “Our school is developing a culture of inclusion, but we have no children’s books about visual impairments/blindness in our school library.”</th>
</tr>
</thead>
<tbody>
<tr>
<td>2. Impactful Personal Story</td>
<td>2. Joey, who has low vision, brought one from home. His teacher read it to the class. All the children were very interested and have been been more effective peer helpers ever since.</td>
</tr>
<tr>
<td>3. The Ask</td>
<td>3. “May we please have $100 to purchase 10 children’s books about visual impairments for our school library?”</td>
</tr>
</tbody>
</table>
Advocacy: Attendance at a New Museum

Figure 22 Cutting from a newspaper with a picture of Vicky Kennedy and the article, “It’s about a Place He Loved: The U.S. Senate.”

Advocacy: School-Wide Evacuation Policy

Figure 23 Cutting from an article in NFB Reflections entitled “In the Event of an Emergency”
Advocacy

What’s Your:

- Message
- Story
- Ask

Figure 24 Image above the right hand column is a diagonal line within a red circle indicating “Do Not Use.”

- “Access the curriculum”
- “Expanded Core Curriculum”
- “General education teacher”
- “Typically developing peers”
- “Verbal description”
- “Inclusion”

”Don’t take it personally?!”

Figure 25 Image of a young child clinging to the handles of refrigerator doors. Her feet are a foot or two off the floor.
Inclusion Confusion (Laurie Hudson)

When I got job at a public school (inclusion)
Surely all my hopes had become an illusion.

Those miles in the car!.....and I have a hunch
That some folks sit at tables when they eat their lunch.

I wanted a nice office that I could call my own,
But all that I was given was a desk on loan.

Just 5 minutes notice to transcribe my students’ braille?!
And if it wasn’t ready, they would surely fail.

I supervised an Aide, but if didn’t dare to cross her,
‘Cause she would undermine me by unplugging the embosser.

I couldn’t structure lessons with a careful plan,
Just have to follow teachers’ leads, as best as I can.

For O&M my students would do roughly what I’d say,
But the closest plus-shaped crossing was at least a mile away.

I couldn’t stand this job, I was ready to quit …
Until I settled in. ‘Til I saw the benefits.

My students lived right down the street, two minutes from the school.
They got to see their neighbors out at recess, as a rule.

No need to make up U-shaped routes to homes that were pretend.
We’d walk past real live neighbors here. Real Mom was round the bend.

I got to be the expert…the one with great ideas.
When they needed some advice, ME they came to hear.

I didn’t have to wonder what the sighted kids could do.
To judge my students’ reading speed, I tested those kids, too.
The days were nice and busy, always moved so fast. No boredom here, no same 4 walls. Beats what I had asked.

When I got a job at a public school (inclusion) Some of my hopes had become an illusion. But now that I’m beyond that initial confusion, It’s good to be here. That’s my conclusion.

“Office Hours” - TVI Questions/Concerns

Figure 26 Image of the presenter reading a letter.

1. Dear “Difficult Year”
2. Dear “Lonely”
3. Dear “Need to Meet”
4. Dear “Bang for your Buck”
5. Dear “Accurate”
6. Dear “Thrown Under the Bus”
7. Dear “Big Team”
8. Dear “No Reply”
9. Dear “People Who Count”

“…..She might be good at giving you advice,
But she might not so don’t be disappointed,
But be 95% sure that she’d give you good advice.”

-Advice Giver
Figure 27 TSBVI I

This project is supported by the U.S. Department of Education, Special Education Program (OSEP). Opinions expressed here are the authors and do not necessarily represent the position of the Department of Education.

Figure 28 IDEAs that Work logo and OSEP disclaimer.