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School Counselor Consultation: Enhancing Teacher Performance Through Rational Emotive-Social Behavioral Consultation

Jeffrey M. Warren and Stanley B. Baker

Warren, Jeffrey M., is an assistant professor and Director of the Professional School Counseling Program at the University of North Carolina at Pembroke. His research interests include school counselor consultation, Rational Emotive Behavior Therapy, clinical supervision, and technology in counseling. He is a Licensed Professional Counselor-Supervisor and National Certified School Counselor.

Baker, Stanley, B., is a professor in the Curriculum, Instruction and Counselor Education Department at North Carolina State University. His academic areas of emphasis are developmental counseling, secondary school counseling, prevention, and cognitive-behavioral applications in counseling. His research interests focus on the enhancement of school counseling in particular and counseling in general as well as prevention programming for children and adolescents, especially applications of cognitive-behavioral theory.

Abstract

School counselors can support teachers and students experiencing social-emotional issues by providing consultation. One viable model of consultation school counselors can utilize is Rational Emotive-Social Behavioral Consultation (RE-SBC). This article provides an overview of theory and highlights concepts school counselors can apply during consultation. Models of RE-SB consultation are presented. Case examples with analyses and recommendations are provided to demonstrate how school counselors can influence teacher performance and student success.

Professional school counseling continues to evolve to meet the needs of teachers, parents, and children. Factors such as cuts in state funding for schools (Oliff, Mai, & Leachman, 2012), changes in school-community-family dynamics (Schmidt, 2014), revisions in school counseling standards (American School Counselor Association [ASCA], 2012; Council for Accreditation of Counseling and Related Educational Programs, 2009; North Carolina Dept. of Public Instruction, 2012), and a lack of access and utilization of mental health services among children and adolescents (National Center for Children in Poverty, 2012; Schwarz, 2009) require school counselors to find innovative ways to impact the stakeholders they serve. Although the landscape of school counseling is ever-changing, school counselors continue to provide a myriad of services that are responsive, preventative, direct, and indirect in nature (ASCA, 2012). These services are developed and implemented based on state and federal requirements along

with the general needs of the school. Historically, these programming efforts have lacked evidence of their effectiveness.

Today, school counselors are shifting their focus to practices that are evidence-based and supported by research. School counseling programs are more comprehensive than ever, and the services they provide will continue to become broader and varied (Schmidt, 2014). Given the current trajectory of services required by schools, it is crucial that comprehensive programs are comprised of components that are evidence-based and driven by achievement and behavioral data (ASCA, 2012). In doing so, school counselors are able to determine the influence these particular practices have on the classroom and school environments.

Consultation is an indirect, although critical, component of comprehensive programming that is often overlooked when considering evidence-based practices that impact student success. The primary purpose of consultation is to help the consultee respond in effective and productive ways to situations and third parties (Brown, Pryzwansky, & Schulte, 2011). The ASCA National Model (2012) emphasizes the responsive and supportive roles consultation can play in the school environment. School counselors can utilize consultation to empower teachers and provide students with enhanced educational experiences (Pereza-Diltz, Moe, & Mason, 2011).

Numerous studies have suggested that success in school is related to students' degree of emotional adjustment (Cybele, 2003; Dang, 2008). School counselors may be able to indirectly support students struggling with social-emotional issues and influence academic achievement by providing consultation to teachers. Oss (2004) suggested the mental health needs of students must be addressed if they are expected to succeed in school. However, social emotional issues are often overshadowed by academic performance thus ignoring the overall development of the child (Cybele, 2003; Velsor, 2009). Consultation can inform teachers of how to most appropriately respond to students and classroom situations, enhance relationships with their students, and increase academic success (Warren, 2013). School counselors must consider models of consultation that are effective, collaborative, and based on research when supporting teachers and students.

One evidence-based model of consultation school counselors can utilize is Rational Emotive-Social Behavior Consultation (RE-SBC; Warren, 2010c). This model of consultation provides teachers with a framework for effectively responding to social, emotional, and behavioral concerns in the classroom. RE-SBC is based on the theories and practices of Rational Emotive Behavior Therapy (REBT; Ellis, 1962) and Social Cognitive Theory (SCT; Bandura, 1986). School counselors can implement this model to enhance the overall services teachers provide the students and parents (Warren, 2010a). Without evidence-based school counselor consultation such as RE-SBC, teachers may overlook or ignore developmental and psychological perspectives that hinder teacher-student relationships and impede student success (Warren, 2013).

The goal of this paper is to provide clarity about how school counselors can utilize evidence-based consultation within a comprehensive school counseling program. Brief overviews of REBT and SCT are provided and serve as a foundation for the consultation models presented. Case illustrations detail models of RE-SB consultation while offering explanations of theoretical nuances. Conceptualizations of teacher-student relationships and consultation outcomes are also provided.

Theoretical Foundation of RE-SB Consultation

REBT (Ellis, 1962) and SCT (Bandura, 1986) are both considered to be variations of cognitive behavior therapy. REBT focuses largely on cognitive processes that lead to unhealthy emotions and counter-productive behaviors (Dryden, 2009). SCT, on the other hand, suggests an intimate interplay between individuals and the environment that leads to the construction of various thoughts (Bandura, 1986, 2001). Each theory is discussed in greater detail below within the context of the classroom.

Rational Emotive Behavior Therapy

Rational Emotive Behavior Therapy (REBT) was developed by Albert Ellis in the mid-1950s. REBT was designed to address individual emotional disturbances, increase functionality, and promote the enjoyment of life. Ellis (1962) suggested that humans have an innate capacity, or genetic predisposition, to evaluate reality irrationally. For example, teachers may think some students are *always* talking out of turn and it's *terrible* when they do. This faulty thinking, otherwise known as irrational beliefs (IBs), appears to be the crux of emotional disturbances (Ellis, 1962). Irrational thoughts are rigid, absolute, dogmatic, and extreme in nature. Additionally, IBs are illogical, inconsistent with reality, and fail to help achieve desired goals (Dryden, 2009). Teachers that *can't stand it*, because students are *always* talking, will likely respond negatively to the students thus hindering their relationships and potential for classroom success.

There are four types of IBs: *demands*, *awfulizing*, *low frustration tolerance (LFT)*, and *global evaluations of human worth* (Ellis & MacLaren, 2005). Demands are inferences and frequently contain words such as *must*, *should*, and *ought*. For example, a teacher may hold the belief, "I *should* only have to tell students to complete a task once." Dryden (2009) suggested the remaining three types of IBs are evaluative and stem from and often accompany demands. *Awfulizing* occurs when negative consequences are extremely exaggerated. For example, "Students *should* do what I say, and *it's terrible* when they don't" is exemplary of a *demand* and *awfulizing*. *Low frustration tolerance (LFT)* exists when there is a need or demand for a situation to be easy, pleasant, or comfortable (Dryden, 2009). The thought, *I can't stand it*, is often representative of LFT.

Teachers may also generalize negative qualities or characteristics to the whole student. As a result, the student, rather than the behavior, is rated or evaluated. This is known as *global rating of human worth*. For example, a student frequently reprimanded for troublesome behavior may be viewed as "bad" by the classroom teacher. However, it is the behavior that is bad, not the student. These four types of IBs may be experienced in various sets, most often inclusive of the demand followed by one or more of the three derivatives.

Ellis (1962) hypothesized that IBs contribute to extreme emotions such as anxiety, anger, and depression. These intense negative feelings are referred to as unhealthy negative emotions (UNE) or dysfunctional emotions (Malkinson, 2007). Unhealthy negative emotions lead to self-defeating behaviors thus preventing the achievement of desired goals. For instance, teachers maintaining an irrational belief about classroom management tasks may become angry (UNE) and yell (self-defeating behavior) when faced with students behaving in unruly ways.

Opposed to IBs, rational beliefs (RBs) are preferential in nature, logical, realistic, and self-helping (Ellis, 2003). Additionally, RBs are *nonawfulizing*, demonstrate *high frustration tolerance (HFT)*, and do not reflect global rating of others. In REBT, rational beliefs lead to healthy negative emotions, also known as functional emotions. Examples of functional emotions are bother, concern, sadness, and annoyance. These emotions are less intense than dysfunctional ones, thus leading to more productive behaviors and outcomes. Teachers holding rational beliefs about student behavior will likely respond to unruliness in productive ways, thus encouraging student success.

Social Cognitive Theory

Albert Bandura first presented Social Cognitive Theory (SCT) in 1986 as a derivative of Social Learning Theory (Pajares, 2002). Bandura promoted the notion that cognitive processes are an intermediary determinant of human functioning and largely responsible for the environment's impact on behavior (Bandura, 1978). Bandura (1989) suggested that, while individuals are not completely independent agents, neither are they solely influenced by the environment. There appears to be an intimate interplay between teachers and the classroom environment that leads to a construction of various thoughts and behaviors.

Individuals frequently obtain information and data about their surroundings through learning and vicarious experiences (Bandura, 1978). For instance, teachers learn of their administrator's expectations by observing their interactions with other teachers. The retention of experiences allows individuals to engage in cognitive processes such as forethought, self-reflection, and ultimately self-regulation. Forethought is exercised when anticipation of consequences and outcomes, as a result of contemplated action, motivates individuals to set goals and respond (Bandura, 1989). For example, a teacher plans to implement a new behavior management system in the classroom. The teacher anticipates problems with the system and decides to establish a measure for consistent implementation. A perspective grounded in forethought offers guidance, clarity, and purpose (Bandura, 2001). Bandura (1989) suggested that forethought along with self-regulation, guides action. Teachers may respond more effectively to classroom adversities if they are aware of forethought and the role it plays in self-regulation.

While forethought is a precursor to self-regulation and motivation, self-reflection significantly impacts the decision to perform a specific behavior (Bandura, 1989). When engaged in self-reflection, individuals explore and modify their thoughts of their ability to perform a behavior or task. Teachers can reflect on their responses to adverse classroom situations, which in turn, may lead them to alter their beliefs. Efficacy beliefs play a vital role during the process of self-reflection. Efficacy beliefs are thoughts individuals maintain about their ability to complete a designated task (Bandura, 1997). Self-efficacy beliefs are a major determinant of an individual's behavioral response to a task (Burney, 2008). For example, a teacher who may hold the belief, "I do not have the ability to manage classroom behaviors," may make little effort to do so. This inference may lead the teacher to further reflection and failure to implement an effective behavior management system.

These processes, occurring within the individual, have the capacity to overlap, co-occur, and exist dually. These systems of self provide the capacity and agency for individual change and promotion. By gaining awareness of these concepts and engaging

in these processes teachers can learn to self-guide and respond in ways effective and appropriate for the educational success of students.

Complementary Perspectives of REBT and SCT

Although these theories offer differing foci, a complementary position can be taken when providing consultation. From an REBT perspective, it is important for school counselors to assist teachers in understanding and changing thoughts that may interfere with their classroom efforts and impede student success (Warren, 2010a). Concepts from SCT afford school counselors the opportunity to inform teachers of ways the environment may influence their thoughts as well their students' attitudes toward themselves. Furthermore, there appears to be a convergence of thought processes when exploring the beliefs embedded in these theories. Specifically, efficacy beliefs are inferential in nature and have the potential to lead to evaluative beliefs, the crux of unhealthy negative emotions espoused by REBT. An integration of these theories during consultation offers school counselors a solid, evidence-based approach for enhancing teacher performance, fostering teacher-student relationships, and increasing student success (Warren, 2013).

RE-SBC: An Evidence-Based Approach to Consultation

The concepts and practices of REBT and SCT have been studied in isolation for decades. Research suggests that both theories are viable options for understanding and modifying the human condition. Only in recent years have these two theories been considered complementary and investigated for effectiveness as an approach to consultation.

In a seminal study, Warren (2010b) explored the impact of face-to-face and online REBT consultation formats on the efficacy and irrational beliefs of teachers. There was no significant difference between the effectiveness of the consultation formats. However, a negative relationship was noted between teacher efficacy beliefs and irrational beliefs. Specifically, classroom management efficacy beliefs were negatively correlated with irrational beliefs. Negative relationships also existed between classroom management efficacy beliefs and irrational beliefs central to authoritarian attitudes toward children. The findings emphasized the relationship between efficacy beliefs and irrational beliefs, noting teachers with low scores on the Teacher Sense of Efficacy Scale (Tschannen-Moran & Woolfolk Hoy, 2001) experienced greater irrational beliefs. The study suggested teachers will respond similarly to various formats of REBT consultation.

Warren and Dowden (2012) further explored the relationships among teacher efficacy beliefs, irrational beliefs, and negative emotions such as depression, anxiety, and stress. Strong negative correlations were found between efficacy beliefs and irrational beliefs. Findings of this study were congruent with previous research conducted by Warren (2010b). Efficacy beliefs were also strongly correlated to depression, anxiety, and stress. As suggested by REBT (Dryden 2009; Ellis, 1962), strong positive relationships existed between irrational beliefs and depression, anxiety, and stress.

In a qualitative study by Warren (2013), teachers participating in REBT group consultation reported increases in well-being and improved relationships. Teachers described positive cognitive variance, emotional relief, and behavioral breaks resulting in improved well-being (see Warren, 2013). Teachers also reported stronger relationships

with family, colleagues, students, and friends as a result of the group consultation. Of the teachers participating in this study, 91% indicated the information presented during the consultation sessions would continue to have a positive impact on their thoughts, feelings, and behaviors. This study reiterated the findings presented by Warren (2013), suggesting that teachers embraced the opportunity to participate and engage in the consultation process.

Warren and Gerler (2013) found face-to-face RE-SB consultation was an effective way for school counselors to impact irrational beliefs of teachers. Specifically, self-downing attitudes and authoritarian attitudes toward students were decreased significantly as compared to the control group. Self-efficacy beliefs, however, did not appear influenced by the face-to-face consultation. An on-line version of RE-SB consultation was found to be ineffective in influencing efficacy beliefs and irrational beliefs. The findings demonstrated the benefit of face-to-face group consultation in modifying the beliefs of teachers. Providing teachers with a platform and model to address academic and behavioral concerns of students appears to impact teachers, the classroom environment, and ultimately influences student success (Warren, 2013).

These studies collectively support the theoretical assumptions espoused by REBT and SCT. While correlational evidence does not suggest directionality, there is a clear interplay among efficacy beliefs, irrational beliefs, and negative emotions. Furthermore, these studies demonstrate the efficacious nature of cognitive behavior therapies and their applicability to enhancing the services provided by teachers. Various formats and models of consultation were employed with consistent success in these studies. The data from this body of research suggests that a comprehensive model of consultation, such as Rational Emotive-Social Behavioral Consultation (RE-SBC), has the potential for enhancing services provided by teachers and influencing student success.

Models of RE-SB Consultation

In RE-SB consultation, the school counselor focuses on the mental health and well-being of the teacher and the student. RE-SB consultation supports the notion that beliefs, inferential (efficacy) and evaluative, contribute to difficulties in teacher performance (Warren, 2010c). Several models of RE-SB consultation are viable options for implementation by school counselors. Warren (2010b) suggested group RE-SB consultation is beneficial in addressing irrational beliefs and efficacy beliefs maintained by teachers. Individual RE-SB consultation is also valuable in increasing the classroom functions of teachers (Bernard & DiGuseppe, 1994, Warren, 2010c). Both forms of consultation can be effective in supporting the services provided by teachers and student educational success.

Group Consultation

Supportive approach. Group RE-SB consultation can be applied in a supportive, also called preventative, approach during teacher in-services. Group consultation, or teacher in-services, conducted at the outset of a school year or at pre-determined points during the school year may be preventative in nature. By taking a preventative approach, school counselors can provide teachers with instruction on theoretically and evidence-based strategies. In this sense, a prescriptive mode is used to direct teachers to implement

concepts embedded within RE-SBC. In this mode, school counselors can provide specific strategies and interventions to address anticipated issues such as behavior management and student-teacher relationships (Baker & Gerler, 2008). Warren (2010b, 2010c) utilized various texts and articles based on SCT and REBT in the context of the classroom environment during face-to-face and on-line group consultation in an effort to instruct teachers. Supportive group RE-SB consultation may also focus on the dissemination of psycho-education and concepts including the ABC Model, the influence of efficacy beliefs, and impact of observational learning on students.

Responsive approach. In responsive group SC-REB consultation, school counselors may collaborate with teachers in an effort to solve classroom problems. Groups focused on problem-solving may occur throughout the school year to support teachers in addressing classroom situations. Teachers and school counselors can collaborate to determine the frequency and duration of the on-going consultation (Warren, 2010c). In these responsive sessions, a teacher may present a problem to the group. Exploring classroom situations of concern during group sessions engages participants and encourages collaborative development of strategies based on the RE-SB model. Furthermore, teachers often take ownership addressing the problem and can generalize the solution to other aspects of the classroom environment.

During responsive consultation, the thoughts, feelings, and behaviors of the participants related to specific classroom situations are openly explored by the group. Potential thoughts and feelings of the students are also discussed. The group works together collaboratively through a RE-SB model to develop strategies the teacher can implement to enhance classroom performance and student success (Warren, 2010a). The school counselor facilitates discussion and encourages teachers to support each other while using a RE-SB framework. School counselors should encourage teachers to attend group consultation consistently to support their peers and further enhance their classroom performance.

Individual Consultation

The RE-SB model of consultation can also be applied individually to address and solve problems teachers are experiencing. In this case, the school counselor can utilize one of three modes of consultation: prescription, initiation, or collaboration. In the prescription mode, the school counselor assesses the problem and identifies interventions based on the RE-SBC model and encourages implementation by the teacher. Baker and Gerler (2008) suggested classroom observations can precede consultation and enhance the prescriptive process. In the initiation mode, the school counselor identifies a teacher experiencing ongoing difficulty in the classroom. The school counselor will attempt to help the teacher by offering RE-SB consultation. In addition to providing individual consultation, the school counselor may recommend the teacher participate in group RE-SB consultation. School counselors can also engage in collaborative consultation to assist teachers in overcoming adverse classroom situations. This mode of consultation may be most appropriate if the teacher has previous training or experience with RE-SB consultation.

Regardless of the mode, the goal of the school counselor providing individual RE-SB consultation is to support the well-being and classroom performance of teachers and students. During individual RE-SB consultation, the school counselor should work to: (a)

identify the problem or the trigger event, (b) determine the teacher's feelings and behaviors related to the problem, (c) explore the thoughts about the problem that led to the feelings and behaviors, (d) provide clear feedback for addressing and challenging any unhelpful beliefs the teacher is experiencing, and (e) encourage the teacher to model rational thoughts, healthy emotions, and helpful behaviors. Following this model of consultation will afford teachers emotional responsibility and encourage personal and professional growth (Warren, 2010c).

Case Examples of RE-SB Consultation

The following case examples demonstrate a school counselor's application of RE-SB consultation as part of a comprehensive counseling program. An analysis of each case is provided along with recommendations for school counselors. Each case example can be analyzed in multiple ways using a RE-SB consulting approach. Readers are challenged to develop additional analyses and recommendations for each case based on the RE-SB model.

The Overwrought Teacher

A sixth grade teacher, who frequently participated in group RE-SB consultation, approached the school counselor and disclosed that he was extremely nervous about an unannounced teaching observation the principal of the school was to conduct. The teacher indicated that he had recently been "on edge" and had "snapped" at some of his students. He indicated that his classroom had recently become a zoo and discipline referrals were mounting.

Case analysis. In this example, the teacher appears to maintain an irrational belief related to the upcoming observation. A possible irrational belief is, "I must be fully prepared when the principal arrives and it will be TERRIBLE if I am not." Because of this irrational belief, the teacher is experiencing anxiety and responding to his students in unhelpful ways. Furthermore, the teacher is modeling these unhelpful behaviors for students in his classroom. The students are vicariously learning inappropriate behavior and acting in similar ways. Because of the recent outbreak of unruly behavior by his students, the teacher questions his ability, or efficacy, in managing classroom behavior. The teacher thinks he "should be able to manage the classroom better and he is WORTHLESS because he can't." These thoughts lead to further unhealthy negative feelings and unhelpful behaviors. Because of the cyclical, self-perpetuating situation, the teacher will likely perform poorly when he is observed while the students' inappropriate behavior will continue to grow.

Recommendations for consultation. Since the teacher has a working knowledge of the RE-SB consultation model, the school counselor may choose to collaborate with the teacher to develop strategies for coping with this adverse situation (See Appendix). In this case, the school counselor can assist the teacher in identifying the irrational thought(s) he holds about the upcoming observation and recent classroom management concerns. This can be achieved by asking the teacher a probing question such as, "Describe your thoughts about the observation that lead you to feel anxious?" A follow-up question may include, "Explain whether or not you think it is helpful to think this way?" or "Describe what you could think about the observation that may lead you to feel

only concerned?” The school counselor can continue to explore the teacher's thoughts, feelings, and behaviors in this manner until the reason for the self-imposed anxiety is clearly understood. Assisting the teacher in developing a rational thought such as, “It would be nice if I were fully prepared when the unannounced observation occurs, but it won't be terrible if I'm not” is vital to reducing the emotions experienced. From a social-cognitive perspective, the school counselor can also help the teacher understand his influence on the students' behavior. This will reinforce helpful classroom behaviors exhibited by the teacher and re-establish his sense of efficacy for classroom management.

The school counselor can conclude the consultation session by providing the teacher with tools such as the ABC Model. Other cognitive, emotive, or behavioral strategies may also be recommended (see Ellis & MacLaren, 2005). These strategies will reinforce the concepts discussed in the consultation session. The school counselor may encourage the teacher to share his situation with other teachers during the next group RE-SB consultation session.

The Dysfunctional Role Model

When a first grade student did not follow directions, the teacher reprimands him by sternly stating, “I TOLD YOU WHAT TO DO!” while pointing her finger at him. The next day while playing, the student yelled and pointed his finger at a classmate when he lost a game. The teacher again reprimands the student by sternly saying, “THAT IS DISRESPECTFUL; GO TO TIME-OUT!” During weekly RE-SB group consultation, the classroom teacher disclosed the situation to the school counselor and group members.

Case analysis. In this case example, the teacher appears to hold several irrational beliefs. Thoughts such as, “Students *should* follow directions and *I can't stand it* when they don't” and “Students *should* always demonstrate respect and it's *terrible* when they don't” are beliefs likely held by the teacher. These types of irrational beliefs frequently lead to anger, demonstrated by the teachers' unhelpful behaviors (yelling and finger pointing), and does not create an inviting classroom environment. The student, based on this direct experience, learns to react angrily and yell when he wants someone to behave in a specific way. In accordance with SCT (Bandura, 1986), it is likely the students' classmates vicariously witnessing this interaction will respond to situations in similar ways.

The student demonstrating the unhelpful behavior modeled by the teacher is reprimanded. The student complies with the demands set forth by the teacher and removes himself to time-out. However, this reprimand may create confusion and internal conflict for the student. The student may experience cognitive dissonance as he self-reflects and attempts to predict future outcomes (Bandura, 1997). The student will struggle with understanding why differing outcomes emerged from similar responses to adverse events in similar ways. Undue social-emotional strain on the development of the child may occur as he attempts to navigate and make sense of these events.

Bandura (1989) suggested behavioral failures often compromise future performance of similar tasks. This student may self-identify as inefficacious and dwell on the behavioral failure, further hindering future performance. Faith in the capacity to make appropriate behavioral choices may be compromised as well. The student may self-blame because he assumes he did not perform as he should have. Rumination of the behavioral failures and reprimands may lead to feelings of worthlessness and hopelessness (Dryden,

2009). These thoughts and feelings may decrease motivation and impede the student's success in school.

A similar pattern of thoughts and feelings may transpire for the teacher in this situation as well. As the behavior of the student continues to fall short of her demands, the teacher may question her ability to manage classroom behaviors. This may lead the teacher to move towards more punitive consequences as she becomes more rigid and authoritarian in her beliefs. Alternatively, she may no longer attempt to manage classroom behaviors because she thinks there is no hope; she gives up based on her lack of success. The teacher appears to control the situation at that moment (by yelling and pointing); however, either outcome will likely lead to an unruly class unless the teacher addresses the irrational beliefs she maintains about classroom management and begins to model helpful classroom behaviors.

Recommendations for consultation. During group consultation, the school counselor may facilitate the discussion of this situation based on the group members' knowledge of the RE-SB framework. The school counselor may encourage the group to utilize the ABC Model to explore the thoughts, feelings, and behaviors of the teacher and student. Identifying and challenging the irrational beliefs of the teacher may lead to the development of more rational thoughts and healthier emotions. Ultimately, the group, with the assistance of the school counselor, will develop a rational alternative belief for the teacher such as, "I'd like for students to follow directions, but I can handle it if they don't." Healthy negative emotions, such as bother or concern, associated with this rational thought can then be discussed. Exploring alternative strategies for responding to unwanted student behavior will be beneficial as well.

The teacher may become more in-tune with the student by examining his thoughts and feelings during the situation. This may enhance the teachers' awareness of the impact of her behavior. The consultation group can explore the impact modeling may have on classroom behavior and the social-emotional wellness of students in her classroom. The school counselor can also assist teachers in clearly understanding classroom dynamics and the influence irrational beliefs have on student-teacher relationships.

Discussion

RE-SB consultation is an effective and evidence-based framework for indirectly promoting the success of teachers and students. In a consulting role, school counselors can utilize RE-SBC to enhance the services teachers provide by analyzing classroom situations and collaboratively seeking alternative solutions. School counselors can apply consultation to promote academic, social-emotional, and career development (ASCA, 2012). However, there are several challenges school counselors may face in effectively implementing RE-SBC. Employing the recommendations outlined in this article will require school counselors to have a basic understanding of REBT and SCT. School counselors interested in using RE-SBC should access and review resources pertinent to the theories and application of this model (Bandura, 1978; Bandura, 1997; Dryden, 2009; Ellis & MacLaren, 2005; Warren, 2010c; Warren & Dowden, 2012; Warren & Gerler, 2013). School counselors will also benefit from practicing this form of consultation with colleagues or mentors. Utilizing a consultation guide may also facilitate competence in RE-SBC (See Appendix).

RE-SBC demonstrates advocacy for all students and encourages teachers to respond to classroom adversity in healthy and productive ways. This form of consultation affords school counselors the opportunity to clearly identify contributing factors to teacher and student behaviors. School counselors can inform teachers of strategies to foster positive cognitive variance, functional emotions, and self-helping behaviors in the classroom (Warren, 2013). However, there is the potential for teachers to react defensively during the consultation process due to the direct nature of identifying thoughts, feelings, and behaviors that may impede their performance. School counselors would be wise to use basic helping skills to facilitate the consultation process and in effort to promote collaboration and trust. Additionally, Baker and Gerler (2008) described several modes of consulting such as prescription, provision, initiation, and collaboration. These modes of consultation are available to school counselors and should be considered when collaborating to support teachers and foster student success (ASCA, 2012). For example, teachers may benefit from school counselors implementing coaching strategies (prescription) or modeling thoughts and behaviors (provision) consistent with RE-SBC. Additionally, teachers can gain awareness and proficiency of the Rational Emotive-Social Behavioral framework by practicing strategies or techniques recommended by the school counselor. School counselors may also need to assist teachers in understanding how to evaluate the impact of their efforts to apply REBT and SCT concepts in the classroom (collaboration). Teachers may benefit from understanding simple data collection methods such as progress monitoring. These strategies will allow teachers to take ownership of evaluating and assessing their performance, student performance, and overall changes in the classroom environment. School counselors will be most effective in providing RE-SBC to teachers when making intentional adjustments between modes of consulting dependent upon the needs of teachers and students.

The ASCA (2012) encourages school counselors to utilize consultation to demonstrate system support. School counselors may find conducting school-wide RE-SB consultation effective when addressing classroom dilemmas and in changing the overall climate of the school. First-year teachers may be an ideal subgroup for school counselors to target when considering ways RE-SBC can influence school climate. Forman and Forman (1980), Vernon (1994), and Warren (2010b, 2013) have described several variations of REBT-based teacher consultation. Outcomes of these school-wide efforts suggested success, to varying degrees, in enhancing the school climate and the services teachers provide.

School counselors are in an ideal position to impact student success by taking steps to address social-emotional challenges teachers and students face (Warren, 2010a). One way school counselors can support teacher efforts while fostering the educational success of students is by implementing evidence-based practices such as RE-SBC. School counselors can provide individual or group RE-SBC to encourage and promote rational, logical, and functional ways for teachers to respond to students. In schools of today, teachers and students are faced with grave social-emotional and behavioral issues. By offering evidence-based solutions to classroom situations, school counselors providing RE-SB consultation have the opportunity to influence school climate, enhance the services teachers provide, and promote student success.

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Appendix

RE-SB Consultation Guide

- 1. Identify the specific situation of concern:** The administrator will observe the teacher unannounced.
- 2. Identify the emotion:** Anxiety
- 3. Identify the behavior:** Snapped (yelled) at some of the students
 - a. Determine if this behavior is modeled to students:** Yes
 - b. Explore the implications for behavior witnessed by students:** “Well if I’m snapping at students, then I guess that gives them the green light to snap too. I don’t like it when folks snap at me, so I doubt they like it either. I can see it on their faces at times... they are like, ‘what is going on?’ I’ve actually written up quite a few students recently for being disrespectful; students I wouldn’t have expected... probably because I’ve been on edge and they’ve seen me act that way.”
 - c. Identify thoughts about these implications:** “With all this unruly behavior lately, I’ve been wondering if I’m doing something wrong. Maybe I don’t have what it takes. I thought I could manage a classroom better than this. I’m really starting to question whether I can do it. Sometimes I just feel like giving up; what good am I? It just adds to my stress.”
- 4. Identify the actual thoughts about the situation that led to the emotion and behavior:** “What if the principal stops by for an observation and I’m not prepared or my students are bouncing off the walls? She’ll think my classroom is a circus and I don’t know what I’m doing! She’ll be right! It would be just terrible! She’ll probably just tell me to pack my bags and hit the road. Then what will I do?”
- 5. Translate the actual thoughts to REBT language:** I must be fully prepared when the principal arrives and it will be terrible if I am not!
 - a. Irrational thought is challenged by consultant:** “Explain whether it is helpful or not for you to think this way? Tell me why it will be terrible if you are not fully prepared? Describe a scenario that would be worse than not being prepared.”
 - b. Rational thought is developed by teacher and consultant:** “I hope to be fully prepared when the principal visits, but it’s not the end of the world if I’m not.”
- 6. Translate thoughts about implications for modeled behavior (3.c.) to SCT and REBT language:** I thought I had the ability to manage classroom behavior effectively and I’m worthless because I don’t.
 - a. Irrational thought is challenged by consultant:** “Explain where is it written that teaching is easy and struggles with student behavior is a reflection of you as a teacher or person?”
 - b. Rational thought is developed by teacher and consultant:** “Having unruly students does not mean I am incapable of managing classroom behavior. I have worth as a teacher and person and have the fortitude to do the best I can.”
- 7. Collaboratively develop plan for moving forward:** Teacher agrees to rehearse the rational thoughts throughout the day and attend group RE-SBC next week.