

Process of Implementation

The Competent Learner Model contains a full **course of study** for training staff, skill-level appropriate **curriculum**, and an effective **labor distribution model** to create a team-based, developmental approach to service delivery. Zins and Illback (1995) view small teams planning and guiding processes as essential for change in today's schools. Bergen (1995) pointed to the power of collaboration and stressed a developmental approach to consultation will address more complex abilities and is necessary to meet the multifaceted needs of children and their families.

Implementation of the CLM requires a team using common language to achieve a common set of goals. Kratochwill and Van Someren (1995) maintain the need for standardized terminology between team members as a means to effective treatment. The CLM Course of Study and Curriculum help insure the IEP team uses common language to illustrate common goals.

Administrators also play a key role in the organizational development process by providing practitioners training time necessary for successful implementation and facilitation of in-house capacity (Schmuck, 1995). The CLM requires an administrator take an active, participatory role in motivating instructors and providing time for training.

Essential Requirements to CLM Implementation

- An established agency/program/district must select between two (2) and four (4) Instructors (e.g., Teacher, Instructional Aides, Administrators, or Itinerate Staff) to participate in implementation of the CLM programming in the specified location.
- Selected staff must have access and be able to directly work with special needs learners.
- Employ or Contract with a Board Certified Behavior Analyst (BCBA) to oversee CLM Implementation (number of consultation hours must be negotiated)
- In order to ensure a smooth and timely implementation of the Competent Learner Model at any specified location, an In-House Administrator (e.g. Principal, School Psychologist, Teacher) must be assigned. This person must be employed by the agency/program/district and they are responsible for motivating the instructors to complete the CLM Units.
- The In-House Administrator must provide Instructors ample time to complete CLM Course of Study Units (1-2 hours per week)

- Instructors must have videoconferencing access either through iChat or Skype™.

References:

Zins, J.E., & Illback, R.J., (1995) Consulting to Facilitate Planned Organizational Change in Schools *Journal of Educational and Psychological Consultation* 6, 237-245

Bergen, J. (1995) Evolution of a Problem Solving Model of Consultation *Journal of Educational and Psychological Consultation* 6, 111-123

Kratochwill, T., & Van Someren, K., (1995) Barriers to Treatment Success in Behavioral Consultation: Current Limitations and Future Directions *Journal of Educational and Psychological Consultation* 6(2), 125-143

Schmuck, R. (1995) Process Consultation and Organization Development Today *Journal of Educational and Psychological Consultation* 6(3), 207-215