April 2006

Culturally Sensitive Services Using CBC: A Case Illustration

Diane C. Marti
*University of Nebraska - Lincoln*

Katherine Bevins
*University of Nebraska - Lincoln*

Susan M. Sheridan
*University of Nebraska - Lincoln*, ssheridan2@unl.edu

Follow this and additional works at: [http://digitalcommons.unl.edu/cyfsposters](http://digitalcommons.unl.edu/cyfsposters)

Part of the [Pre-Elementary, Early Childhood, Kindergarten Teacher Education Commons](http://digitalcommons.unl.edu/pre-elementary-early-childhood-kindergarten-teacher-education-commons)

*Posters, Addresses, & Presentations from CYFS*, 15.
[http://digitalcommons.unl.edu/cyfsposters/15](http://digitalcommons.unl.edu/cyfsposters/15)

This Article is brought to you for free and open access by the Children, Youth, Families & Schools, Nebraska Center for Research on at DigitalCommons@University of Nebraska - Lincoln. It has been accepted for inclusion in Posters, Addresses, & Presentations from CYFS by an authorized administrator of DigitalCommons@University of Nebraska - Lincoln.
Culturally Sensitive Services Using CBC: A Case Illustration
Diane C. Marti, Ed.S., Katherine Bevins, M.A, & Susan M. Sheridan, Ph.D.
University of Nebraska-Lincoln

INTRODUCTION

MULTICULTURAL CONTEXTS:
The United States is becoming an increasingly diverse nation. In 2000, 36% of the US population under the age of 16 was non-Anglo and non-Hispanic.

In addition, since the 1990-91 school year, the LEP population has grown approximately 12%, while the general school population has grown only 12%.

Many ethnic minority students in English Language Learner (ELL) programs have difficulty achieving in the general education curriculum, and are at risk for academic failure (Chavez & Garcia, 1990).

While many positive relationships between the home and school systems have been shown to improve a child's educational experience (Sheridan & Bevins, 2001), the positive relationship is critical in addressing the needs of non-Anglo speaking diverse families (Sheridan, 2008).

School psychologists are in a unique position to take the lead in identifying effective methods for working with families of diverse cultural backgrounds and for working effectively with every system to strengthen relationships among homes and schools. Additionally, school psychologists are uniquely qualified to consider the importance of family consultation as a consultation process is important for families of all students.

CONSULTANT BEHAVIORAL CONSULTATION:
Consultant behavioral consultation (CBC; Sherman, Kameenui, & Bergen, 1994) is an inclusive, structured model of service delivery that includes parent, teacher, and support staff and is joint efforts to work with the family, student, or behavioral setting. CBC is the model of the consultative process whereby parents, teachers, and support staff collaborate with the consultant to work with each individual and/or small group of students in order to improve student outcomes and school success (Sheridan, 2000). CBC is a consultative model designed to address instructional problem solving, professional development, plan implementation, and evaluation.

- CBC emphasizes family, school, partnerships, and parental involvement (Sheridan et al., 1998), and is particularly effective in including the parent as equal member of the consultative process (Chavez & Garcia, 1990).

- CBC incorporates structural and relational features thought to be important when working with culturally diverse families. Awareness and sensitivity of the consultant, and the ability to consider and communicate all features of information can be utilized via an organically validated CBC model (Sheridan, 2000).

- CBC has been shown to be an effective model to work within a multicultural framework by its very design (Sheridan, 2000); however, there is a dearth of empirical studies attempting to address the effectiveness of consultation approaches including an interpretive, parent and teacher (2008).

PURPOSE OF STUDY:
The purpose of this case study was to demonstrate the effectiveness of CBC while working with an interpretive and diverse, non-Anglo speaking family.

METHODS:
Participants:
- 5-year-old Iraqi male (Sam) (in second year in a Head Start program).
- Sam's mother and classroom teacher.
- Referral concerns were social withdrawal and lack of verbal communication in the classroom.

Procedure:
- The consultant utilized several key strategies to address participatory and partnering goals: (a) avoided culturally loaded terms (e.g., "shy"), (b) used clear and direct language to effectively convey information, (c) provided numerous examples and descriptions to clarify ambiguous information, and (d) frequently summarized to confirm the transmission of correct information through the interpreter.

RESULTS:
- Words Spoken - School
  - Baseline: 28 words per minute
  - Intervention: 67 words per minute

- Words Spoken - Home
  - Baseline: 45 words per minute
  - Intervention: 45 words per minute

-Discussion:
- Future research should continue to explore the use of CBC as a model of culturally sensitive consultation services.

SUMMARY:
This case study illustrated that CBC can be an effective, culturally sensitive consultation model selecting the services of an interpreter.

LIMITATIONS:
- Ability to generalize results of a single-subject case study is limited.
- Lack of maintenance data during the intervention at school due to end of school year.
- Lack of data determining the degree to which Sam’s speech generalized to other school settings.
- Data acquired failed to elucidate certain qualitative aspects of the case study (i.e., personal experiences of Iraqi parent).

FUTURE RESEARCH DIRECTIONS:
- Future research should continue to explore the use of CBC as a model of culturally sensitive consultation services.
- Future research should consider the impact of culturally mediated intervention on school settings.
- Use of interpretative methods may be helpful in further understanding interpretative features that may be essential when working within a multicultural framework.