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Culturally Sensitive Services Using CBC: A Case Illustration

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METHODS

Participants:
• Four-year old Chinese male (Dylan)
• First year in a Head Start program

• Consultees were Dylan’s parents and classroom teacher
• Referral concerns were compliance and impulsive behavior

Outcome Measures:
• Objective Measures:
  Direct Observations conducted at home and school and related effect sizes.
• Subjective Measures:
  Perceptions of effectiveness (BIRS-Efficiency factor; GAS), acceptability (BIRS-Acceptability factor), and consumer satisfaction (CEF).

Procedures:
• CBC was conducted in Dylan’s home setting with parents, teacher, and consultant present.
• Target Behavior: Compliance with adult directives
• Direct observations of Dylan’s compliance were conducted by parents, teacher and independent observers using data collection forms.
• Interventions:
  Precision commands
  Positive reinforcement
  Preplanned consequences
  Home/school communication
  Classwide reinforcement system (Phase 2)

RESULTS

Behavior Outcomes:
• Home – Compliance with adult directives
  Baseline – average 40%
  After intervention – average 68.4%
  Effect Size – 2.44
• School – Compliance with adult directives
  Baseline – 32.6%
  After intervention – average 89.6%
  Effect Size – 7.38

Subjective Measures:
• BIRS-Eff – 5.71 (T), highly effective; 5.14 (P), highly effective
• BIRS-Acc – 5.92 (T), highly effective; 5.04 (P), highly acceptable
• GAS – 5.0 (T), goal completely met; 4.0 (P), goal partially met
• CEF – 7.0 (T), completely satisfied; 6.0 (P), highly satisfied

DISCUSSION

• This case study illustrated how CBC can be an effective, culturally sensitive consultation model.
• The consultant utilized several key strategies to address participation and partnership goals: (a) recognized unique family characteristics, (b) tailored goals that were consistent with the conceptions of parenting roles and culture, and (c) avoided defining cultural differences as a “problem,” rather, established solutions.
• The consultant adhered to a validated, data-based problem-solving model while utilizing data collection and plan development procedures that were sensitive to the families’ ideas, beliefs, and practices.
• CBC provided an essential link between school and home to provide an effective, easy to implement intervention plan, and improved relationships and communication within a multicultural framework. School psychologists working with multicultural families would benefit from the structural and relational features of CBC.

LIMITATIONS

• Ability to generalize results of a single-subject case study is limited.
• Lack of maintenance or follow-up data during first intervention series at school.
• Staggered baseline data in second series at school are lacking.
• Data acquired fails to elucidate certain qualitative aspects of the case study (e.g., personal experiences of Chinese parents).

FUTURE RESEARCH DIRECTIONS

• Future research should continue to explore the use of CBC as a model of culturally sensitive consultation services.
• Systematic, empirical investigations are needed to identify specific procedural aspects of the model that are most effective with diverse families.
• Use of mixed-methods may be helpful to further understand relational features that may be essential when working within a multicultural framework.