Generalization of Parent and Teacher Experiences in CBC: Where Are They Now?

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Table 2
Survey Description

<table>
<thead>
<tr>
<th>Outcome measures</th>
<th>Item Example</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving strategies</td>
<td>I have called my teacher to find out more about strategies that might help my child.</td>
<td>Sherkin et al., 1996</td>
</tr>
<tr>
<td>Partnership practices</td>
<td>I am an expert in the development and implementation of strategies within my child's school setting.</td>
<td>Chinese &amp; Sheridan, 2001; Sheridan et al., 1996</td>
</tr>
<tr>
<td>Barriers to home-school partnerships</td>
<td>I do not feel prepared or trained to work with my child's school.</td>
<td>Garlington &amp; Gauthier, 1998</td>
</tr>
<tr>
<td>Child outcomes</td>
<td>I was satisfied with the progress of the identified behavior.</td>
<td>NA</td>
</tr>
</tbody>
</table>

Table 4
Standardized Canonical Discriminant Function Coefficients and Structure Matrix with One Discriminant Function

<table>
<thead>
<tr>
<th>Outcome measures</th>
<th>Function 1</th>
<th>Function 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving strategies</td>
<td>-32**</td>
<td>91**</td>
</tr>
<tr>
<td>Partnership practices</td>
<td>-113</td>
<td>101</td>
</tr>
<tr>
<td>Parenting attitudes</td>
<td>-608*</td>
<td>317*</td>
</tr>
</tbody>
</table>

Table 7
Relationship Between Barriers and Generalization of Strategies, Practices, and Attitudes

<table>
<thead>
<tr>
<th>Strategies</th>
<th>Practice</th>
<th>Attitudes</th>
<th>Child outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DISCUSSION

For parents and teachers who previously participated in CBC:
- Teachers reported using problem-solving strategies often and partnership practices rarely. They mostly agree with partnering attitudes.
- Teachers reported using problem-solving strategies often and partnership practices rarely. They mostly agree with partnering attitudes.
- Teachers agreed to generalize problem-solving strategies, partnership practices, and partnering attitudes following CBC more readily than did parents. Experience in CBC drastically seems to develop parents' constructive attitudes about partnering.
- Differences between teachers and parents may be due to differing roles that each plays when addressing school-based concerns. Likewise, teachers may perceive that they are offering positive outcomes and attitudes toward partnering, however, it is unclear whether parents perceive them toward partnering.
- There is a significant negative relationship between barriers and attitudes related to partnering for parents and teachers. It is possible that when barriers increase, parents' and teachers' attitudes about partnering decrease. Alternatively, when attitudes about partnering decrease, perceptions of barriers may increase.
- Additionally, there is a significant negative relationship between barriers and problem-solving strategies. Parents report that when teachers perceive barriers they are less likely to engage in problem-solving strategies. Alternatively, when they engage less in problem-solving, they may perceive more barriers.

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS
- Self-report nature of the surveys and a lack of direct follow-up data demonstrating the generalization of CBC principles limit interpretation of the data.
- There are no evaluations of the psychometric properties (e.g., reliability and validity) of the Parent and Teacher Follow Up surveys; thus, their ability to measure the constructs of interest consistently and effectively is unknown.
- Research is needed to identify means for increasing generalization of CBC principles and problem-solving strategies, partnership practices, and partnering attitudes among parents and teachers.
- Differences were noted between parents and teachers in problem-solving strategies and partnering attitudes. Future studies could examine variables that may hinder or promote these strategies and attitudes toward home-school partnerships.
- Future research is needed to assess how generalization of problem-solving strategies, partnership practices, and partnering attitudes affect students' academic and behavioral outcomes.