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

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

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INTRODUCTION

• Conjoint behavioral consultation (CBC) is a structured, indirect model wherein a consultant facilitates parent and teacher partnerships toward collaborative, problem-solving partnerships across home and school settings (Sheridan, Koens, & Bergan, 1986).

• Goals of CBC are to address child concerns shared by parents and teachers, enhance problem-solving skills of parents and teachers, and promote future home-school partnerships.

• CBC has been shown to be effective in addressing a range of behavioral, social, and academic concerns (Koens, Elliott, & Basco, 1996; Sheridan, Eagle, Crown, & Michelson, 2001) across home and school settings, and parents and teachers report high levels of acceptability and satisfaction with CBC (Hunt & Watson, 1999; Sheridan & Steck, 1993; Sheridan et al., 2004).

• To date, no research has explored parents and teachers self-reported generalization of problem-solving strategies, partnership practices, and attitudes toward home-school partnerships. In addition, there is a dearth of information on barriers that inhibit partnerships.

PURPOSE OF STUDY AND RESEARCH QUESTIONS

• To investigate the self-reported generalization of CBC experiences to parent and teacher practices.

1. What is the extent to which parents and teachers report use of (a) problem-solving strategies; (b) partnership practices; and (c) partnering attitudes?

2. Is there a difference between parents and teachers in their self-reported generalization of (a) problem-solving strategies; (b) partnership practices; and (c) partnering attitudes?

3. What is the relationship between parent competencies, attitudes, and parents' and teachers' perceptions of the consultants' helpfulness, and (c) effect sizes obtained as a function of CBC?

4. Is there a difference between parents and teachers self-reported barriers related to partnering?

5. Is there a relationship between barriers reported and the degree to which parents and teachers report generation of (a) problem-solving strategies; (b) partnership practices; (c) partnering attitudes; and (d) child outcomes?

METHODS

Participants:
Table 1

<table>
<thead>
<tr>
<th>Participant Demographic Information</th>
<th>Parents</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Age (years)</td>
<td>Mean</td>
<td>SD</td>
</tr>
<tr>
<td>Male</td>
<td>46.2</td>
<td>5.04</td>
</tr>
<tr>
<td>Female</td>
<td>3.89</td>
<td>4.05</td>
</tr>
<tr>
<td>Partner status</td>
<td>Barriers</td>
<td>1.02</td>
</tr>
<tr>
<td>Married</td>
<td>.37</td>
<td>.55</td>
</tr>
<tr>
<td>Single</td>
<td>2.46</td>
<td>2.55</td>
</tr>
<tr>
<td>No partner</td>
<td>.10</td>
<td>.40</td>
</tr>
<tr>
<td>None</td>
<td>.06</td>
<td>.67</td>
</tr>
</tbody>
</table>

RESULTS

Parent and Teacher Generalization of Strategies, Practices, and Attitudes:

Table 2

<table>
<thead>
<tr>
<th>Outcome Measures</th>
<th>Parents</th>
<th>Teachers</th>
<th>Mean</th>
<th>SD</th>
</tr>
</thead>
<tbody>
<tr>
<td>Problem-solving</td>
<td></td>
<td></td>
<td>4.26</td>
<td>5.04</td>
</tr>
<tr>
<td>Partnership</td>
<td></td>
<td></td>
<td>3.89</td>
<td>4.05</td>
</tr>
<tr>
<td>Parenting</td>
<td></td>
<td></td>
<td>1.02</td>
<td>1.02</td>
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<tr>
<td>Barriers</td>
<td></td>
<td></td>
<td>2.46</td>
<td>2.46</td>
</tr>
</tbody>
</table>

DISCUSSION

• For parents and teachers who previously participated in CBC:

  • Teachers reported using problem-solving strategies often and partnership practices often. They more often agree with partnering attitudes.

  • Parents reported using problem-solving strategies often and partnership practices some of the time. They disagreed with partnering attitudes.

• Teachers appeared to generalize problem-solving strategies, partnership practices, and partnering attitudes following CBC more readily than did parents. Experience in CBC does seem to help parents develop positive attitudes about partnering. Conversely, parents do not believe that parents perceive them as offering positive outcomes and attitudes toward partnerships.

• Differences between teachers and parents may be due in part to differing roles that each play when addressing school-based concerns. Likewise, teachers may perceive that they are attracting positive outcomes and attitudes toward partnerships; however, it is unclear whether parents perceive them in the same way.

• Parents report fewer barriers than teachers, but report using problem-solving strategies and engaging with partnering attitudes less than teachers. Combined work must be done within the context of CBC to help parents develop positive attitudes about partnerships. Concerns should be created to maximized parents’ opportunities to adapt a role for partnering.

• There is a significant negative relationship between barriers and attitudes related to partnerships for parents and teachers. It is possible that when barriers increase, parents’ and teachers’ attitudes about partnering decrease. Alternatively what attitudes about partnerships decrease, perceptions of barriers may increase.

• Additionally, there is a significant negative relationship between barriers and problem-solving strategies for teachers. It is possible that when teachers perceive more 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 survey and a lack of direct follow-up data demonstrating the generalization of CBC principle limit interpretation of the data.

• The small sample of teachers and parents limits the generalization or external validity of the findings.

• There are no evaluations of the psychometric properties (e.g., reliability and validity) of the Parent and Teacher Follow-Up Survey given their ability to measure the construct 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 problem-solving strategies and partnering attitudes. Future research can expand 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.