An Introduction to Conjoint Behavioral Consultation via Distance Delivery (CBC-D)

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An Introduction to Conjoint Behavioral Consultation via Distance Delivery (CBC-D)

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Abstract
The purpose of this poster is to introduce Conjoint Behavioral Consultation via Distance delivery (CBC-D) as a potential intervention service for rural educators. This poster provides a detailed description of the CBC-D process and practical considerations when using tele-education technology to deliver consultation services to rural schools. Implications for school psychology practice and future research are discussed.

Introduction
- Children from rural communities experience a number of educational difficulties (Lemond et al., 2010), including more problems transitioning to kindergarten and fewer self-regulation skills related to children from urban settings (Bender et al., 2001; Rimm-Kaufman et al., 2006).
- Children experiencing behavior problems early in their education are at increased risk for academic, behavioral, and social-emotional problems later in life (Bobo et al., 2007; Capo, 2007).
- Rural communities face unique challenges accessing specialized intervention services for children (Owens et al., 2008).
- Lack of availability (e.g., lack of specialized service providers)
- Lack of accessibility (e.g., geographic or financial barriers to seeking outside services)
- Lack of acceptability (e.g., mistrust of service providers from other communities, stigma associated with pursuing behavioral health services)

CBC via Distance Delivery
CBC-D is an adaptation of Conjoint Behavioral Consultation (CBC; Sheridan & Kuscheiwitz, 2008), an indirect, cross-system problem-solving intervention wherein parents and teachers work as partners and share responsibility for promoting positive and consistent outcomes related to child development with the help of a behavioral consultant.

Overarching goals of CBC, achieved over a four-stage process:
- To promote academic, social-emotional and behavioral outcomes for children through joint, collaborative problem-solving
- To promote meaningful caregiver and teacher participation and engagement in children’s education
- To establish and strengthen family-school partnerships
- To address the needs of school systems

Preliminary results of an ongoing randomized controlled trial of CBC in rural settings are promising (Sheridan et al., 2008); however, given the specialized nature of the intervention and lack of locally trained consultants in rural areas, the costs of implementation are high and may not be feasible for rural schools.

Stage 1: Conjoint Needs Identification Interview (CNII)
- Identify the student, family and teacher strengths
- Prioritize select and define a target behavior(s) and setting
- Establish a procedure for the collection of baseline data

Stage 2: Conjoint Needs Analysis Interview (CNAI)
- Review collected data to inform decision making
- Establish jointly determined goals
- Develop a shared understanding of the function of the priority behavior
- Collaboratively design effective strategies across settings that are sensitive to setting-specific variables

Stage 3: Plan Implementation
- Provide direct instruction, modeling and opportunities for consultees to practice plan steps and receive feedback
- Provide individual, brief fidelity support meetings consisting of web-based observation of plan implementation at home or school and additional instruction, modeling and feedback

Stage 4: Conjoint Plan Evaluation Interview (CPEI)
- Examine collected data to determine if student behavior goals have been met
- Evaluate what about the plan worked and what did not
- Discuss next steps for the behavior plan (e.g., continuation, termination, generalization to other settings)
- Discuss continuation or termination of consultation

Practical Considerations
A number of practical issues must be considered prior to delivering services using tele-education technology (i.e., videoconferencing software) (Blachok, 2004; Gibson et al., 2006).

Quality of Transmission
- The hardware (e.g., webcams), software (e.g., WebEx) and Internet connectivity of all parties must be up to minimal standards to allow for quality, uninterrupted teleconferencing.
- Procedures should be developed for how to handle technological troubles (e.g., connection difficulties).

Financial Cost
- Costs to service providers and those receiving services must be considered.
- Technology hardware continues to improve; however, costs remain relatively low and affordable.
- Other potential expenditures to consider include increasing bandwidth to support the technology and additional technological assistance.

Selecting the Right Equipment
- Service providers should carefully consider all possible objectives they plan to meet and ensure that the hardware and software will allow them to meet those objectives.
- In CBC-D, software (e.g., WebEx) is needed because the consultant and consultees need to share documents and receive data graphs.

Confidentiality
- It is possible for telecommunications to be intercepted by outside parties, increasing the risks of confidentiality being breached.
- Secure software that guarantees telecommunications are encrypted should be used to deliver services.
- Given the added risks and novelty of distance delivery, service providers should ensure that confidentiality is thoroughly discussed and time be given to address questions.

Ethical & Legal Policies
- Local and district policies regarding internet and videoconferencing usage should be consulted prior to accessing or providing services.
- Consultants should be familiar with the technology prior to service delivery.
- Professional standards and ethics from relevant organizations (e.g., American Psychological Association, American Telemedicine Association) should be reviewed and followed.

CBC via Distance Delivery: Stages & Objectives

Figure 1 depicts a traditional CBC meeting, wherein the consultant, caregiver and teacher all meet together in person to discuss the child.

Figure 2 depicts the CBC-D process, in which communication between the consultant and the caregiver and teacher occurs via distance.

Implications for School Psychology Practice
- A concurrent multiple-baseline across-participants design will be used to evaluate the efficacy of CBC-D on rural students’ noncompliant behaviors.
- The social acceptability of CBC-D to rural parents and teachers, along with the effect of CBC-D on the caregiver-teacher relationship, will be evaluated.
- Participants will consist of 4-5 parent-teacher pairs sharing concerns about a student’s noncompliant behavior.
- Rural educators can increase their involvement in research practices through distance partnerships with universities interested in assessing interventions within rural populations.

References
References will be provided at the request of conference attendees. Please provide the first author with your name and email address on the paper provided.

Future Directions
References will be provided at the request of conference attendees. Please provide the first author with your name and email address on the paper provided.

Research supported by an IES Grant R324A140366, awarded to Dr. Susan Sheridan, and an SSP Grant, awarded to Michael Coutts and Dr. Susan Sheridan. Opinions and content presented herein are those of the authors and do not reflect those of the granting agency.