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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)

Michael J. Coutts | Shannon R. Holmes | Susan M. Sheridan | Tyler E. Smith
Nebraska Center for Research on Children, Youth, Families & Schools

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 (Lenaudier et al., 2010), including more problems transitioning to kindergarten and fewer self-regulation skills relative to children from urban settings (Bender et al., 2011; Rimm-Kaufman et al., 2000).
- Children experiencing behavior problems early in their education are at increased risk for academic, behavioral and social-emotional problems later in life (Buh et al., 2007; Capo, 2007).
- Rural communities face unique challenges accessing specialized intervention services for children (Owens et al., 2008).

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

Overtaching goals of CBC, achieved over a four-stage process:
- To promote academic, social-emotional and behavioral outcomes for children through conjoint, collaborative problem-solving.
- To promote meaningful caregiver and teacher participation and engagement in children's education.
- To establish and strengthen family-school partnerships.
- To describe and discuss how intervention strategies are adapted and modified.

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 CBC via Distance Delivery: Stages & Objectives

<table>
<thead>
<tr>
<th>Stage 1: Conjoint Needs Identification Interview (CNII)</th>
<th>Stage 2: Conjoint Needs Analysis Interview (CNAI)</th>
<th>Stage 3: Plan Implementation</th>
<th>Stage 4: Conjoint Plan Evaluation Interview (CPEI)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Identify the student, family and teacher strengths</td>
<td>Review collected data to inform decision making</td>
<td>Provide direct instruction, modeling and opportunities for consultation to practice plan steps and receive feedback</td>
<td>Examine collected data to determine if student behavior goals have been met</td>
</tr>
<tr>
<td>Prioritize, select and define a target behavior(s) and setting</td>
<td>Establish jointly determined goals</td>
<td>Provide individual, brief fidelity support meetings consisting of web-based observation of plan implementation at home or school and additional instruction, modeling and feedback</td>
<td>Evaluate what about the plan worked and what did not</td>
</tr>
<tr>
<td>Establish a procedure for the collection of baseline data</td>
<td>Develop a shared understanding of the function of the priority behavior</td>
<td>Discuss next steps for the behavior plan (e.g., continuation, termination, generalization to other settings)</td>
<td>Discuss continuation or termination of consultation</td>
</tr>
</tbody>
</table>

Practical Considerations
A number of practical issues must be considered prior to delivering services using tele-education technology (i.e., videoconferencing software) (Blanchef, 2004; Gibson et al., 2001).

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 increased 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 review 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.

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.

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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 behavior.
- 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 45 parent-teacher pairs sharing concerns about a student's noncompliant behavior.

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
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