

# THE TRIALS AND TRIBULATIONS OF TRIALS TO TRANSLATION: CBC AS A CASE IN POINT

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## *A Definition:*

- A strength-based, cross-system problem-solving and decision-making model wherein parents, teachers, and other caregivers work as *partners* and *share responsibility* for promoting positive and consistent outcomes related to a child's academic, behavioral, and social-emotional development (Sheridan & Kratochwill, 2008, p. 25)



# Foundation of CBC: Ecological Systems Theory

- Children develop optimally when they are part of healthy systems, and when there are healthy relationships among those systems
- Continuities and consistencies across systems ease transitions for children and provide mutually supportive contexts for development and learning



# CBC: The Basics

- Promotes and supports *home-school partnerships* in the context of cooperative and collegial problem-solving
- A process by which constructive, goal directed, solution-oriented services are provided for children



# Dual Goals of CBC

- To address the specific needs that parents and teachers co-identify for a child
  - Increase parents' and teachers' knowledge, skills, and practices for promoting positive behaviors and social/adaptive skills
- To strengthen the roles and responsibilities of parents and teachers as partners in educational decision making
  - Increase parent and teacher engagement in a child's learning, and in the partnership
  - Create context for shared responsibility for problem solving



# CBC: How It Looks

## ■ Stages of CBC

- Problem/Needs Identification
- Problem/Needs Analysis
- Plan Implementation
- Plan Evaluation

## ■ Structure is helpful for facilitating:

- Clear communication between parties/systems
- Joint, collaborative problem solving and decision making
- Identification of shared goals for child
- Agreed upon targets for intervention
- Supported implementation of evidence-based strategies across home and school





# Early Outcome Research

- CBC has been shown to be effective:
  - in addressing behavioral, academic, and social-emotional problems (Guli, 2005; Sheridan et al., 2001)
  - across unique practice contexts, including Head Start classrooms (Sheridan et al., 2006) and pediatric/medical settings (Lasecki et al., 2008; Sheridan et al., 2009);
  - with culturally diverse clients (Sheridan et al., 2006);
  - for addressing concerns of children with developmental disabilities (Ray et al., 1999; Wilkinson 2005).





# Early Process Research

- CBC establishes a collaborative context for joint planning, decision making and problem solving (Erchul et al., 1999; Sheridan et al., 2002).
- Bidirectional communication and reciprocal relationships exist in CBC (Grissom et al., 2003), and its collaborative nature (Sheridan et al., 2002).
- CBC is acceptable to parents, teachers, school psychologists (including relative to other approaches) (Freer & Watson, 1999; Sheridan & Steck, 1995).
- Perceptions of goal attainment within CBC are high (Sladeczek et al., 2001)



# Most Recent Work: RCTs on Partnership Models

- *CBC in the Early Grades*: 4-cohort randomized trial testing the efficacy of CBC for ameliorating externalizing problems and strengthening social and adaptive skills (funded by IES, 2005 – 2010) .
- *Getting Ready*: A parent engagement/ partnership trial (including triadic, collaborative consultation) testing the efficacy of a school readiness intervention (funded by ISRC, 2004 – 2010).



	<i>CBC in the Early Grades: Efficacy of CBC for Addressing Externalizing Behaviors</i>	<i>The Getting Ready Project: Parent Engagement and Child Learning Birth - 5</i>
<b>Sample</b>	207 students, grades K-3 207 parents 82 teachers Randomization occurred at classroom level	217 preschool children 211 parents 29 Head Start teachers Randomization occurred at classroom level
<b>Aims</b>	<ol style="list-style-type: none"> <li>1. Efficacy of CBC at increasing adaptive/social skills, decreasing externalizing behaviors</li> <li>2. Efficacy re: parent involvement, FSP, motivations, teacher beliefs</li> <li>3. Mediation: Relationship</li> </ol>	<ol style="list-style-type: none"> <li>1. Efficacy of GR at enhancing cognitive, behavioral, soc-emotional</li> <li>2. Efficacy for parents' sensitivity, support for autonomy, participation in learning</li> <li>3. Mediation: Engagement</li> </ol>
<b>Context</b>	CBC delivered in small group format Primary setting: Elementary CBC consultant provided services to parents and teachers Co-constructed, co-delivered interventions based on evidence-based behavioral strategies	GR intervention implemented via "collaborative planning" Broader parent engagement/collaboration study; elements of CBC provided the framework for services Primary setting: Home visits ~5x year Teachers interacted with parents to build their competence & confidence CBC provided for challenging cases



	<i>CBC in the Early Grades: Efficacy of CBC for Addressing Externalizing Behaviors</i>	<i>The Getting Ready Project: Parent Engagement and Child Learning Birth - 5</i>
Primary Measures (Selected)	BASC, SSRS, Classroom Obs, PDR FIQ, PTRS, PPPS, Hoover-Dempsey scales	Bracken, PLS, TROLL DECA, SCBD PCIS
Main Outcomes	<p>Significant group * time effects on externalizing behaviors, adaptive skills, social skills, P-T relationship</p> <p>Significant group * time effects on total problem behaviors at home; some classroom behaviors (nonphys aggression, phys aggression, engaged time), all in favor of the treatment group</p> <p>P-T relationship appears to mediate the effects of CBC on teachers' reports of certain child outcomes</p>	<p>Significant group * time effects on T report of attention, initiative, anxiety/ withdrawal, oral language, early rdg, early writing</p> <p>Direct measures of language and school readiness moderated by child risk (disability/ low achievement). For children starting &lt;1SD, gap closed upon school entry.</p> <p>Significant group * time effects for parent engagement in learning, relationship with T after one year.</p> <p>Parent interactions with child moderated by child and parent risk. GR intervention most effective at enhancing various parent interaction behaviors when children display social-emotional problems and parents report problems with depression.</p>



# TRIALS AND TRIBULATIONS OF TRANSLATION



# Common Culprits

- *Recruitment* (for nonacademic study)
- *Attrition* (child, parent, teacher, dyad)
- *Mobility* within conditions (new partners)/across conditions (switchers)
- *Doer's* (“We already do parents”)
- *Drifters* (resulting in “infidelity”)



# Issues Unique to Partnership Research

- Multidimensional nature of partnership interventions
  - RCTs do not allow for the identification of operative elements
  - Adoption of full model in translation efforts may be overwhelming to partner sites
- Controlled nature of trial settings
  - There will be degrees of “mismatch” between trial and replication sites
  - Natural variations in participants, school/community settings, cultures, targets



# Issues Unique to Partnership Research

- Partnerships research exists in relational contexts
  - Schools and families are always in a relationship with one another
  - Requires attention to the (collaborative) relationship between researchers and site-based partners
  - Distinctive goals between researchers and professional partners (e.g., teachers)
  - Systemic realities (e.g., ‘quick fix’) may conflict with requirements for research (e.g., standardization, rigor)
    - *What works? vs What fits?*





# Translational Research Needs & Questions

- Need: Increased precision in identifying critical/operative elements that should be translated in the first place, and their unique contributions
  - What are the necessary and/or sufficient conditions? What is nice but not necessary?
  - What effects do certain elements produce or predict? What aspects of a partnership create certain outcomes? Can we match needs/elements/outcomes so as not to overwhelm systems with multidimensional complex



# Translational Research Needs & Questions

- Need: Method for defining/specifying the *context* of partnerships interventions and its impact
  - (How closely) Does the controlled environment typify ‘real life?’
  - What is the impact of variations in participants, systems, contexts as we try to generalize intervention effects?
  - How do we know? How do we measure?
- Need: Systematic attention to fidelity & possible saturation
  - How do we measure “fidelity” of a partnership or a relationship?
  - How do the various dimensions of fidelity operate together to define implementation/impact of the partnership intervention?
  - How much is enough to produce desired outcomes? When can we expect partnerships to “take effect?” Is there a point of saturation?



THANK YOU 