

# CBC in Rural Communities: Lessons Learned and Future Directions



**Conjoint Behavioral  
Consultation**  
in Rural Communities

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# Welcome

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Introductions and  
Today's Goals

# Power of CBC: Partnerships

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CBC is a family-school partnership approach that:

- Creates connections between school and home
- Provides structure to problem solving
- Builds skills of teachers, parents and students
- Encourages consistency in home and school support for learning
- Improves student outcomes

# Conjoint Behavioral Consultation

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## Creates Connections

- “We worked much more closely with my son’s teacher than we ever would have without CBC.” –Stacy (parent)
- “I enjoyed working together with parents and communicating between home and school.” – Alexis (teacher)

# Conjoint Behavioral Consultation

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## Provides Structure

- “I thought the consultations were well facilitated. The discussions generated positive ideas and strategies that were easy to implement.” – Richard (teacher)
- “I think the meetings were so neat!” – Kelly (teacher)

# Conjoint Behavioral Consultation

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## Builds Skills: Teachers and Parents

- “CBC taught me some great new strategies for managing challenging behaviors in the classroom.” – Marianne (teacher)
- “CBC helped us get a more organized schedule.” – Patty (parent)

# Conjoint Behavioral Consultation

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## Encourages Home Support for Learning

- “The home visit helped me plan a lot. The consultant helped me set goals for my kids.” – Carol (parent)
- “CBC helped me create a progress chart that was so ingenious we started using it with all our kids” – Darla (parent)

# Conjoint Behavioral Consultation

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## Strengthens Classroom Supports for Learning

- “I loved having a consultant who was willing to help and try new things.” – Kelly (teacher)
- “It was nice to have an outside party involved to give an alternate opinion or generate the materials needed.” – Lori (teacher)



# Conjoint Behavioral Consultation

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## Improves Outcomes for Students

- “CBC was very beneficial to my student. He made huge gains in his behavior.” – Angie (teacher)
- “My daughter seems happier because of CBC. She comes home from school excited, tells me, ‘We did this, we did that,’ and she’s not constantly getting in trouble.” – Kari (parent)

# Why CBC in Rural Schools?

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## Rural schools

- Are dedicated to partnering with parents
- Have a flexible attitude about the role of schools
- Creatively meet the needs of students
  - *“Do what it takes” attitude*
- Have a rich history of school and community pride
- Serve as the center of the community

“CBC provides access to resources and ideas that wouldn’t otherwise be available in a small school.” – Marilyn, first-grade teacher

# What Interferes with Learning?

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## Disruptive Behavior

- Impedes student learning and achievement
  - Directs teacher focus away from instruction
  - Limits student engagement
  - Creates problems in parent-child relationship
- Impacts classroom climate
  - Student-student conflict
  - Teacher-student conflict
  - Negative classroom environment

## CBC in Rural Communities

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- Evaluate CBC as an intervention in rural communities supporting students, teachers, and families
- Test whether CBC helps create connections between home and school
- Understand how and why CBC works

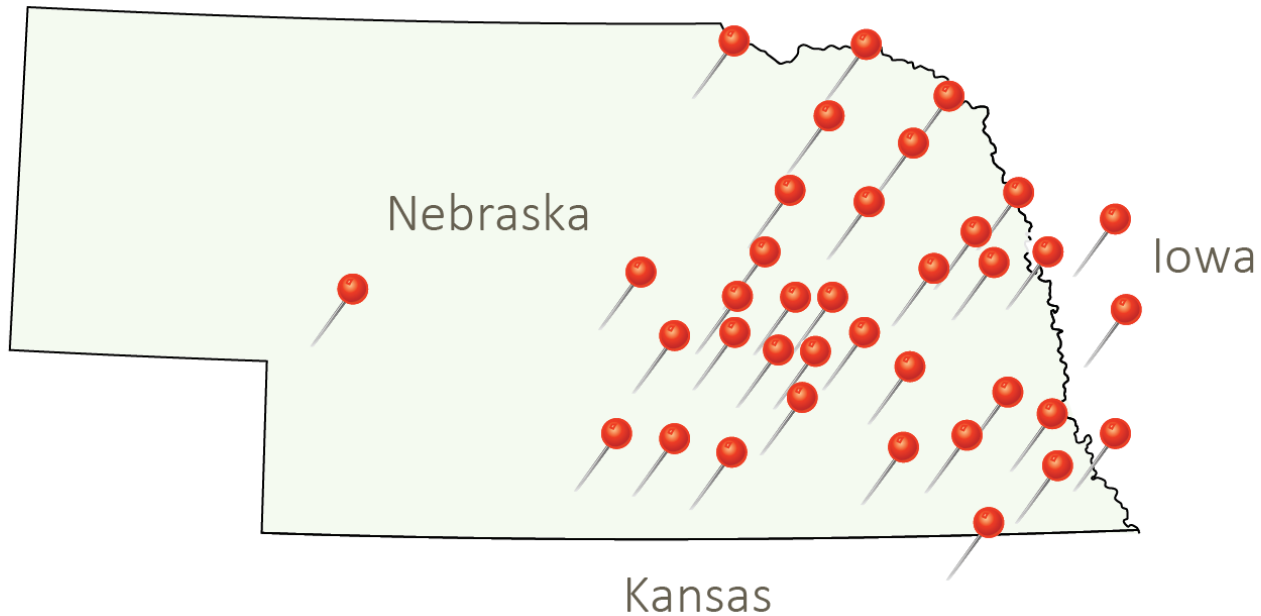
## Project Scope

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To determine “what works,” teachers were randomly assigned to CBC or “business as usual”

- Allows for a test of CBC’s “added value”
- 45 rural schools (Nebraska, Iowa, and Kansas)
- 146 K-3<sup>rd</sup> grade classrooms
- 146 teachers
- 267 families and students

# Rural CBC Community Partners



Alma  
Ansley  
Arlington  
Auburn  
Bennet  
Bloomfield  
Bradshaw  
Cedar Rapids

Chapman  
Claytonia  
Crete  
David City  
Fairbury  
Falls City South  
Fort Calhoun  
Franklin

Friend  
Greeley-Wolbach  
Hampton  
Hastings  
Henderson  
Kearney  
Lewiston  
McCool Junction

Neligh-Oakdale  
Norfolk  
O'Neill  
Oakland-Craig  
Ogallala  
Palmer  
Red Cloud  
Scribner-Snyder

Shell Creek  
St. Libory  
Tekamah-Herman  
Wayne  
Wilbur  
Glenwood, IA  
Missouri Valley, IA  
Marysville, KS

# Who Was Involved?

## Students

Gender	Male: 75% Female: 25%
Ethnicity	Caucasian/Non-Hispanic: 86% Hispanic/Latino: 5% African-American: 3% Asian: 1% Other: 5%
Grade	K: 27% 1 <sup>st</sup> : 21% 2 <sup>nd</sup> : 29% 3 <sup>rd</sup> : 23%
Average Age	6.91 (1.23 SD)
Eligible for Free/Reduced Lunch	56%

# Who Was Involved?

## Teachers

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Average Years Teaching	15.30 (11.31 SD)
Certification	General Education: 83% General and Special: 17%
Education	College Degree: 26% Some Graduate Work: 42% Graduate Degree: 32%
Average Number of Students	18.22 (4.52 SD)



# Who Was Involved?

## Parents

Average Age	34.19 (7.55 SD)
Ethnicity	Caucasian/Non-Hispanic: 90% Hispanic/Latino: 4% African-American: 2% Asian: 1% Other: 2%
Mother's Education	Less than HS Diploma: 10% Less than College Degree: 68% College Degree: 23% Graduate Work/Degree: 8%
Father's Education	Less than HS Diploma: 12% Less than College Degree: 79% College Degree: 18% Graduate Work/Degree: 3%

# What Did We Work On?

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Disruptive behaviors that interfere with learning  
(examples):

- Shout outs
- Out of assigned area
- Work refusal
- Off task
- Noncompliance
- Tantrums

# What Did We Work On?

	School	Home
Aggression	2 (1.2%)	0 (0%)
Compliance	44 (27.7%)	<b>96 (60%)</b>
Disengaged	1 (1.0%)	0 (0%)
Emotional Control	15 (9.4%)	14 (8.9%)
Engaged	<b>67 (42.1%)</b>	15 (9.4%)
Hands to self	1 (1.0%)	1 (1.0%)
Interference	18 (11.3%)	10 (6.2%)
Noncompliance	2 (1.2%)	21 (13.2%)

*Represents the number of cases (out of 159) for which each specific behavior was targeted.*

# What Did We Do?

## CBC Meetings

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### Stage 1: Building on Strengths

- Discuss strengths, goals, desires
- Define primary behavior concerns
- Decide how to collect data to increase understanding

### Stage 2: Planning for Success

- Use data collected to determine the function of the behavior and set goals
- Develop a plan for school and home
- Implement agreed-upon intervention across home and school settings

### Stage 3: Checking and Reconnecting

- Discuss child's progress toward goals
- Make decisions about continuation or modifications to plan
- Discuss plans to maintain positive outcomes

# What Did We Do?

## Collaborative Interventions

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### Positive Consequences (examples):

- Grab Bag of Rewards
- Catch Being Good
- Preventive Technique (examples):
  - Activity Checklists
  - Seating Arrangement
- Skill Building (examples):
  - Social Skills Training
  - Self Monitoring
- Reductive Consequences (examples):
  - Response Cost
  - Time Out

# What Did We Do?

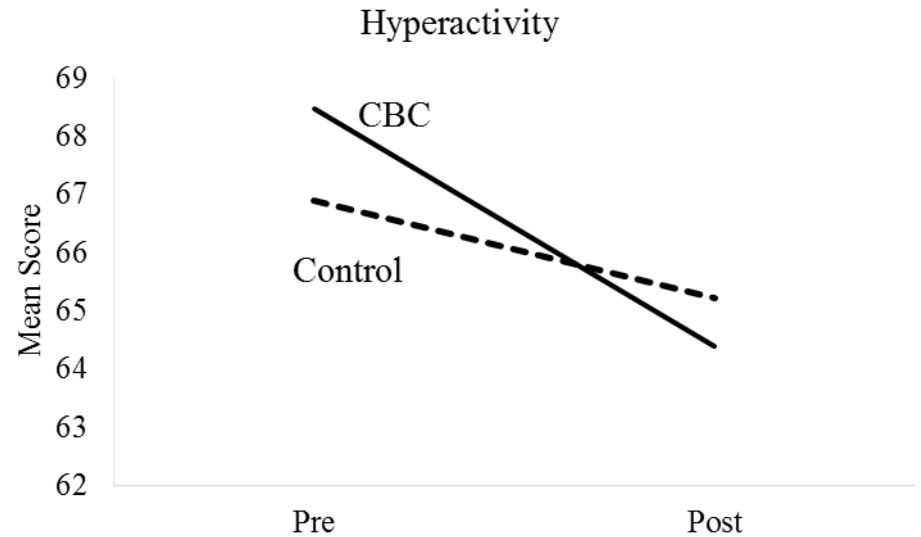
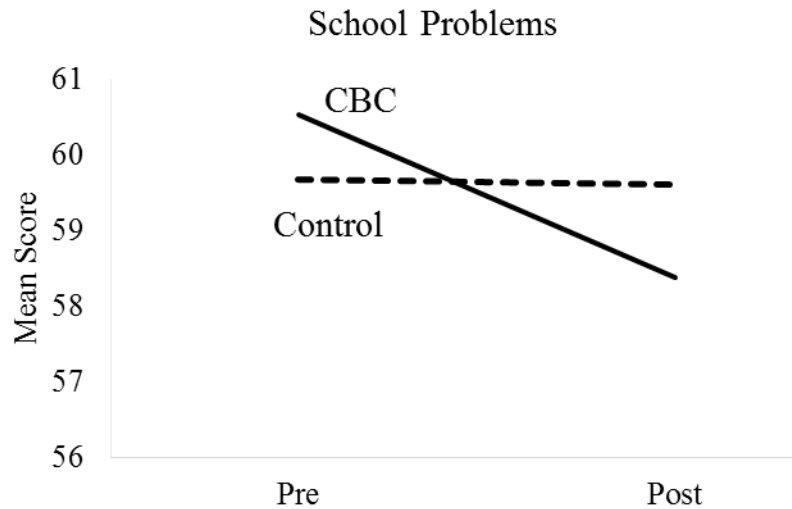
## Collaborative Interventions

*Represents the number of cases that used certain intervention strategies. For many students, more than one strategy was used, so totals across rows equal more than 100%.*

	Home	School
Home-School Communication	141 (100%)	141 (100%)
Positive Consequence	135 (99.3%)	141 (100%)
Antecedent Strategies	117 (86.0%)	126 (89.4%)
Skill Building	17 (12.5%)	35 (24.8%)
Reductive Consequence	21 (15.4%)	15 (10.6%)

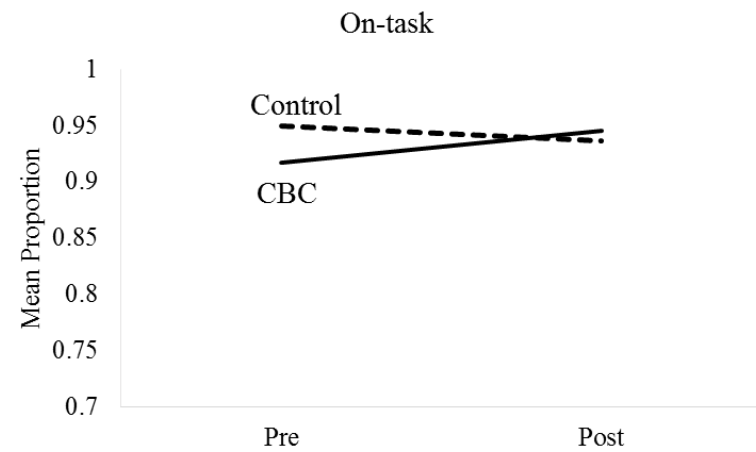
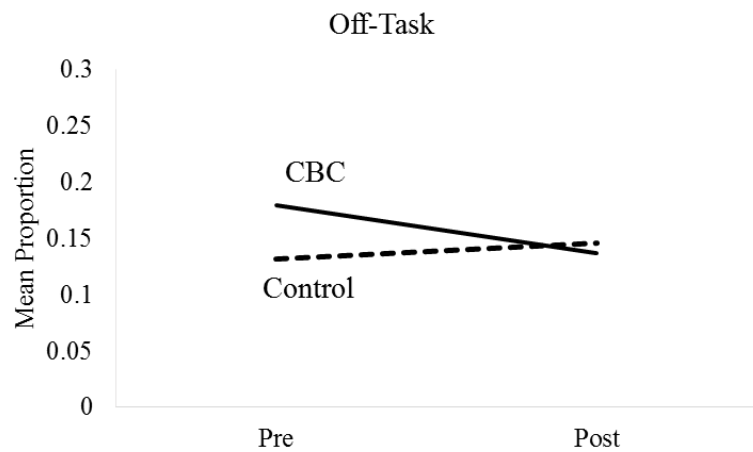
# What Did We Learn About Students? School Behavior

# School Problems and Hyperactivity: Teacher Report

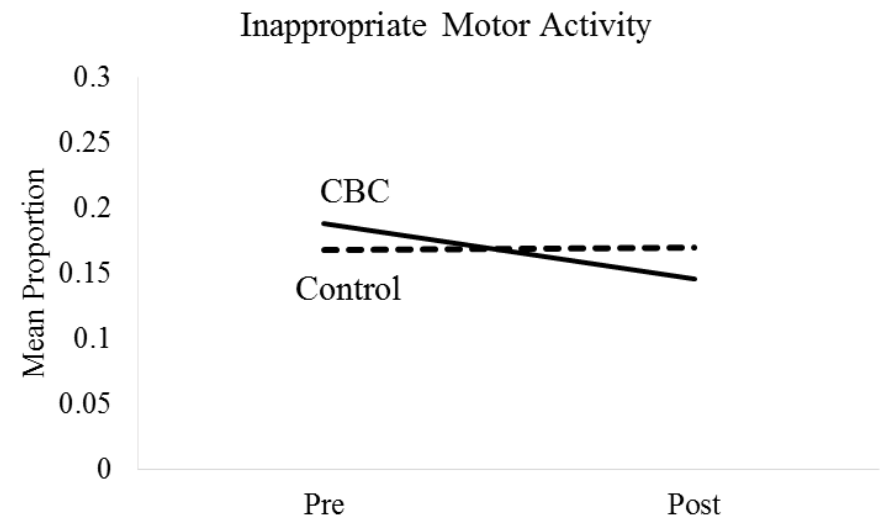
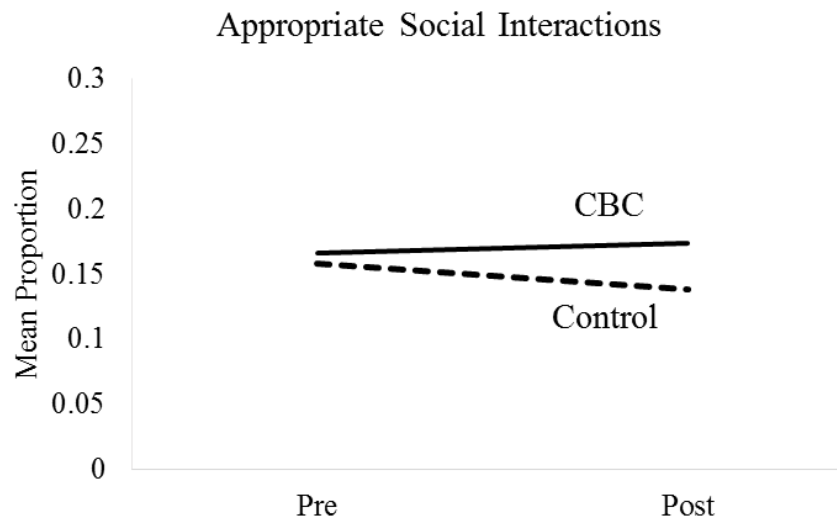




# Off-Task and On-task: Classroom Observations

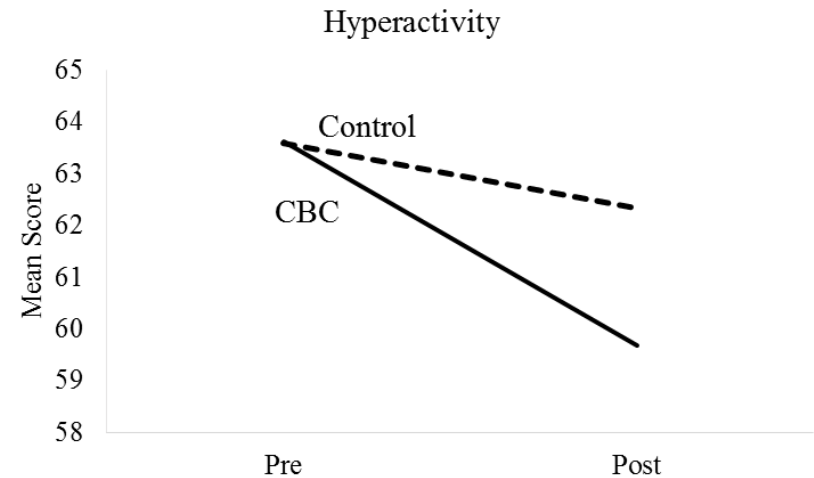
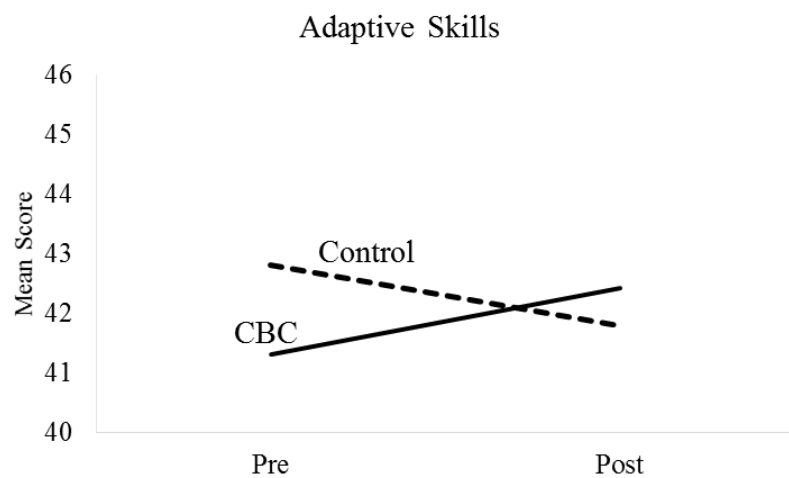


# Motor Activity and Appropriate Social Behaviors: Classroom Observations

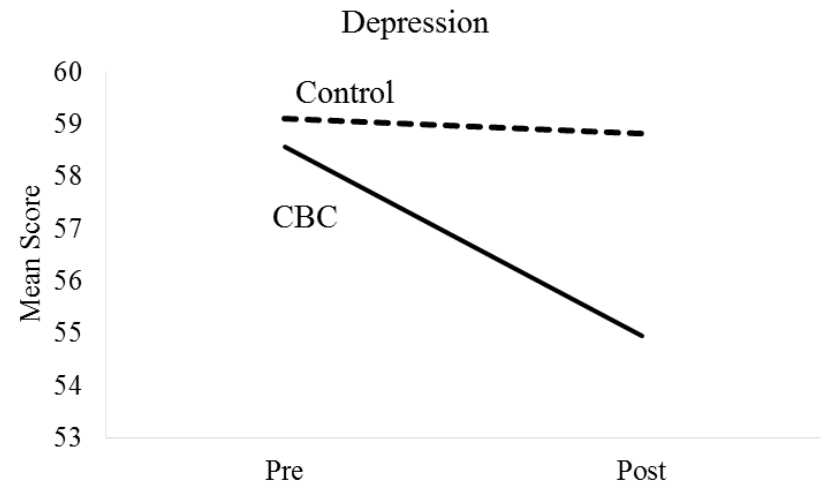
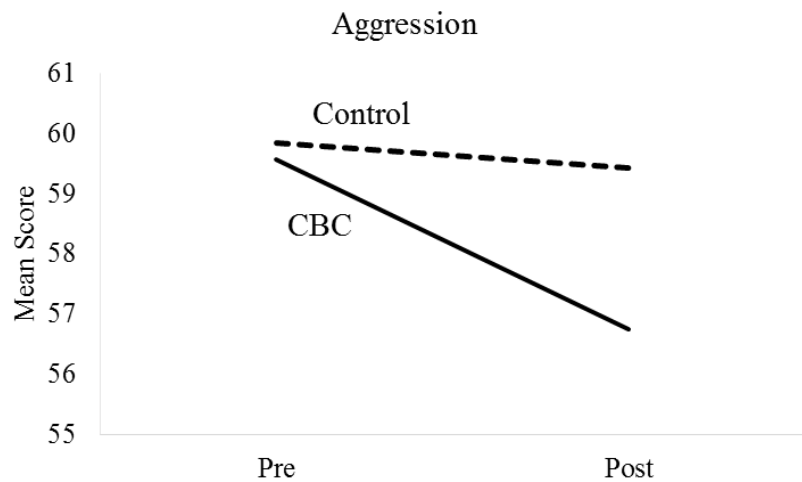


What Did We Learn About Students?  
Home Behavior

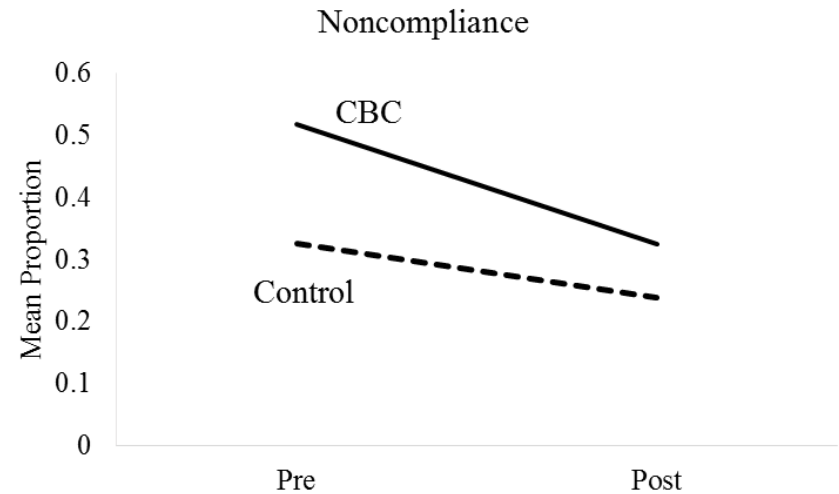
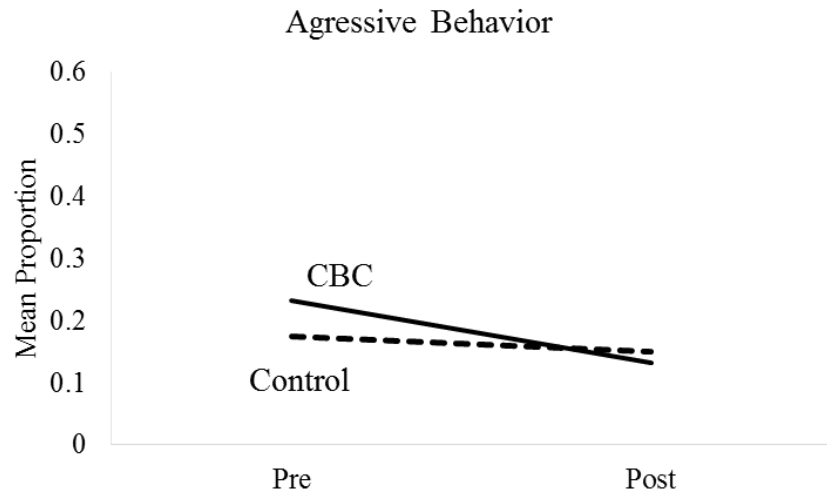
# Adaptive Skills and Hyperactivity: Parent Report



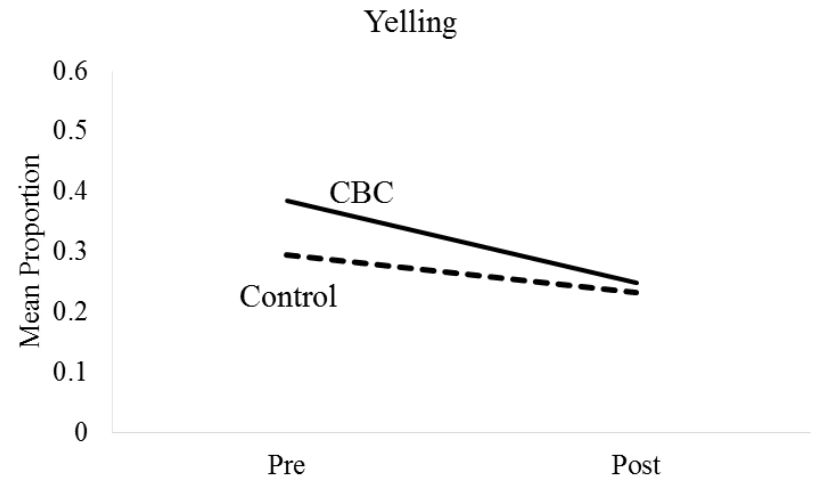
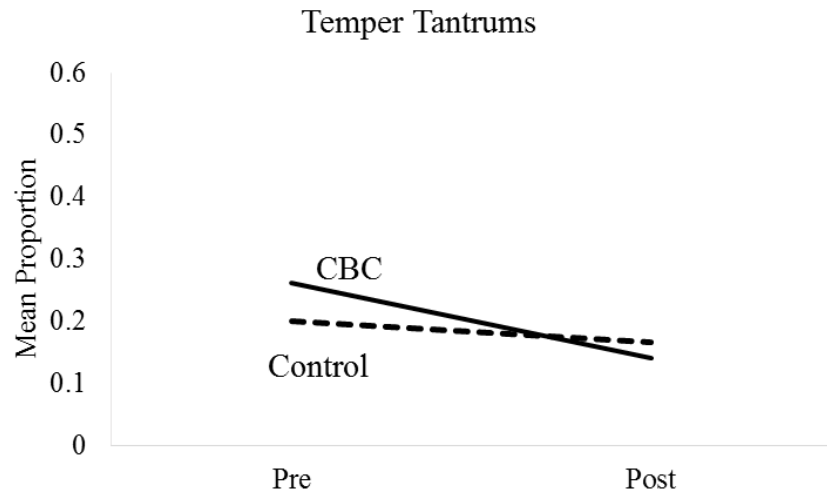
# Aggression and Depression: Parent Report



# Aggressiveness and Noncompliance: Home Behaviors



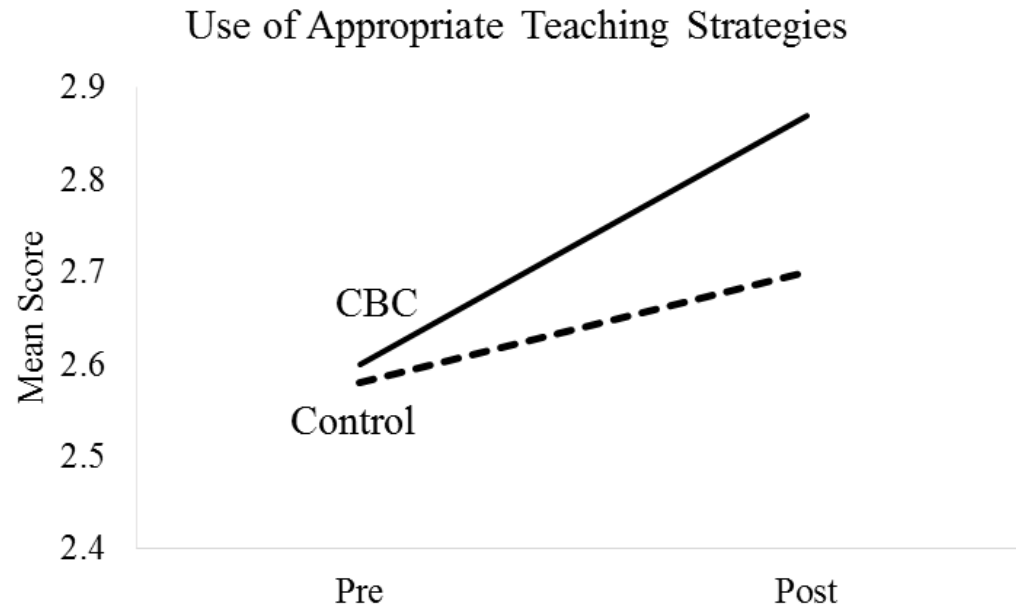
# Temper Tantrums and Yelling: Home Behaviors



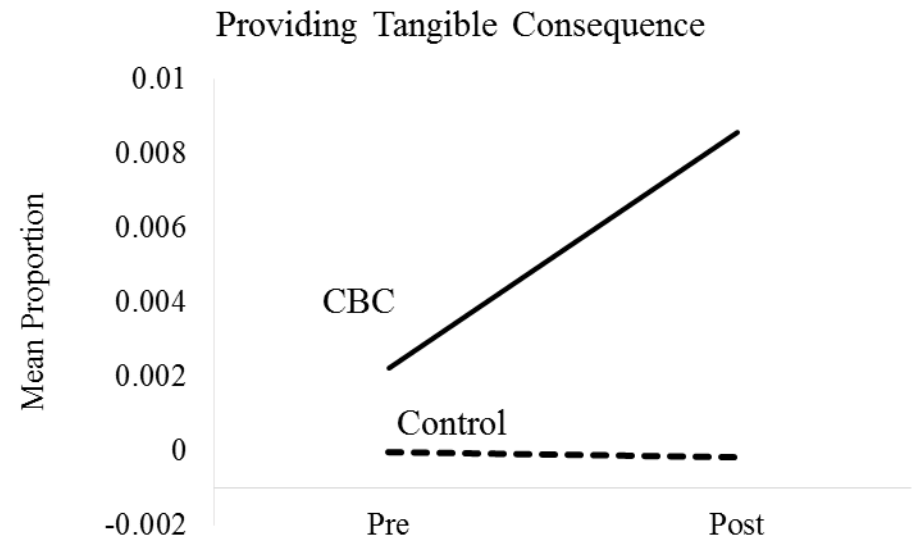
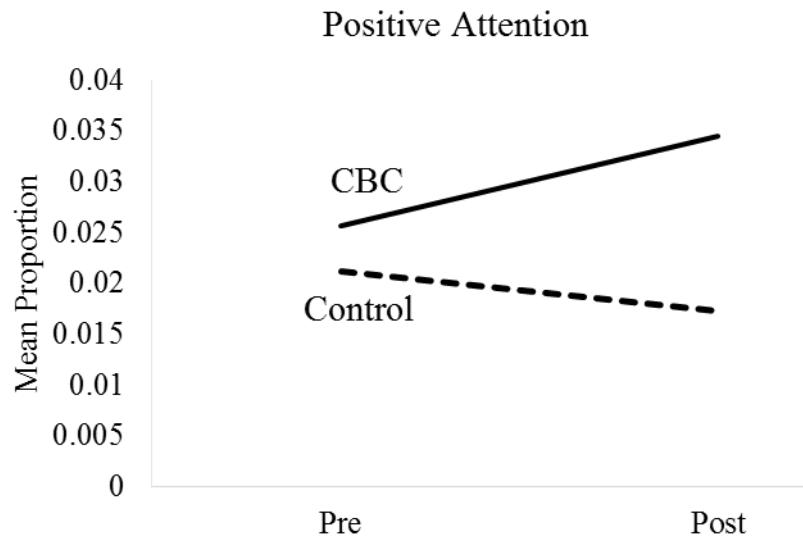
# What Did We Learn About Teachers?



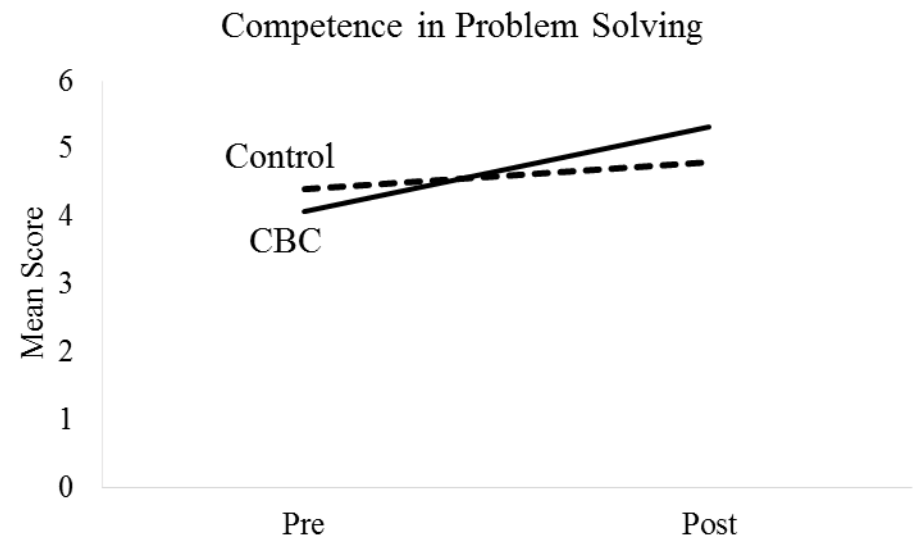
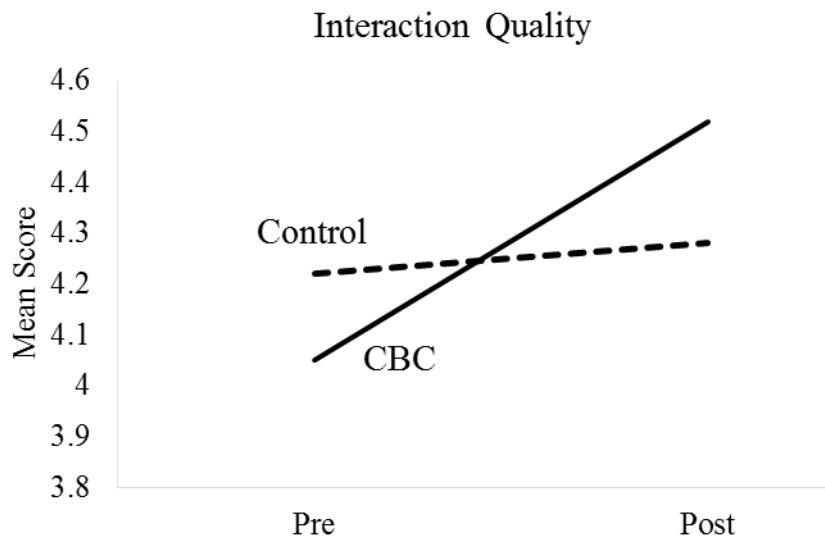
# Appropriate Behavioral Strategy Use



# Positive Attention and Tangible Consequences: Classroom Observation

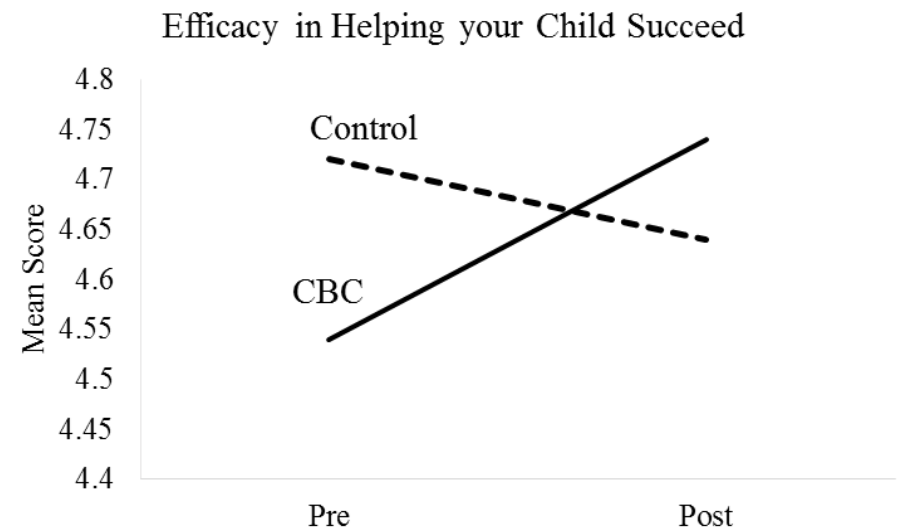
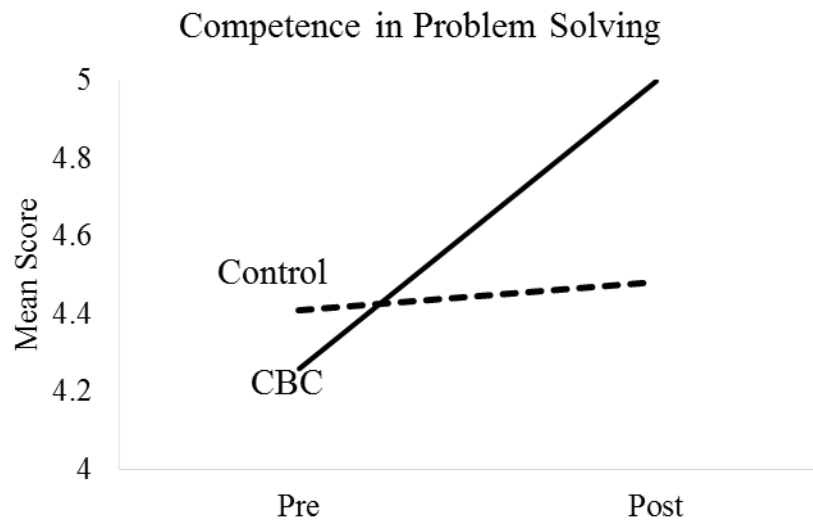


# Quality of Parent-Teacher Interaction and Competence in Problem Solving



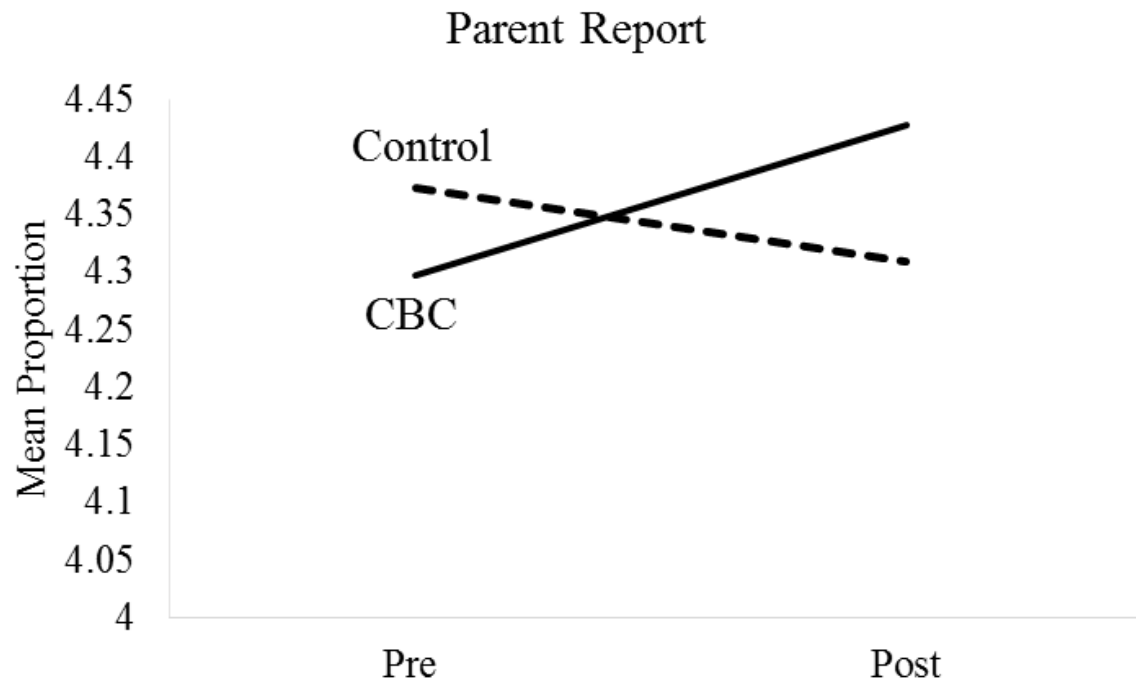
# What Did We Learn About Parents?

# Parent Reported Competence in Problem Solving and Efficacy for Helping Child Succeed

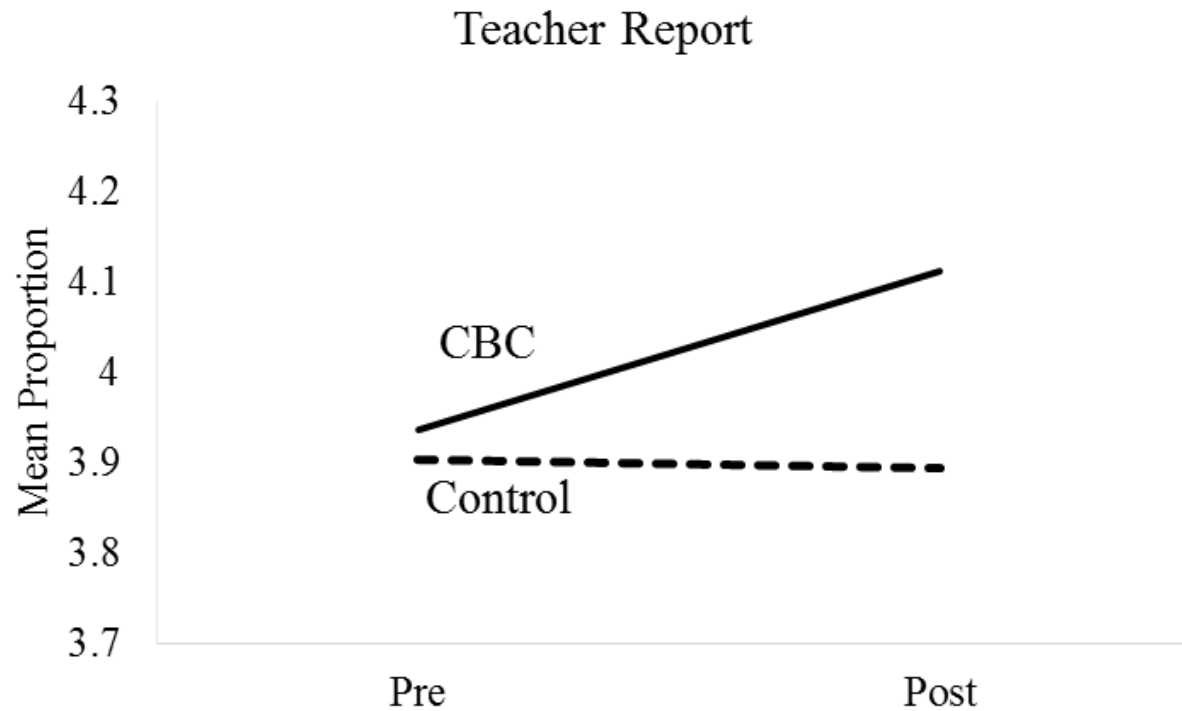


# What Did We Learn About Relationships?

# Parent Reported Parent-Teacher Relationship



# Teacher Reported Parent-Teacher Relationship



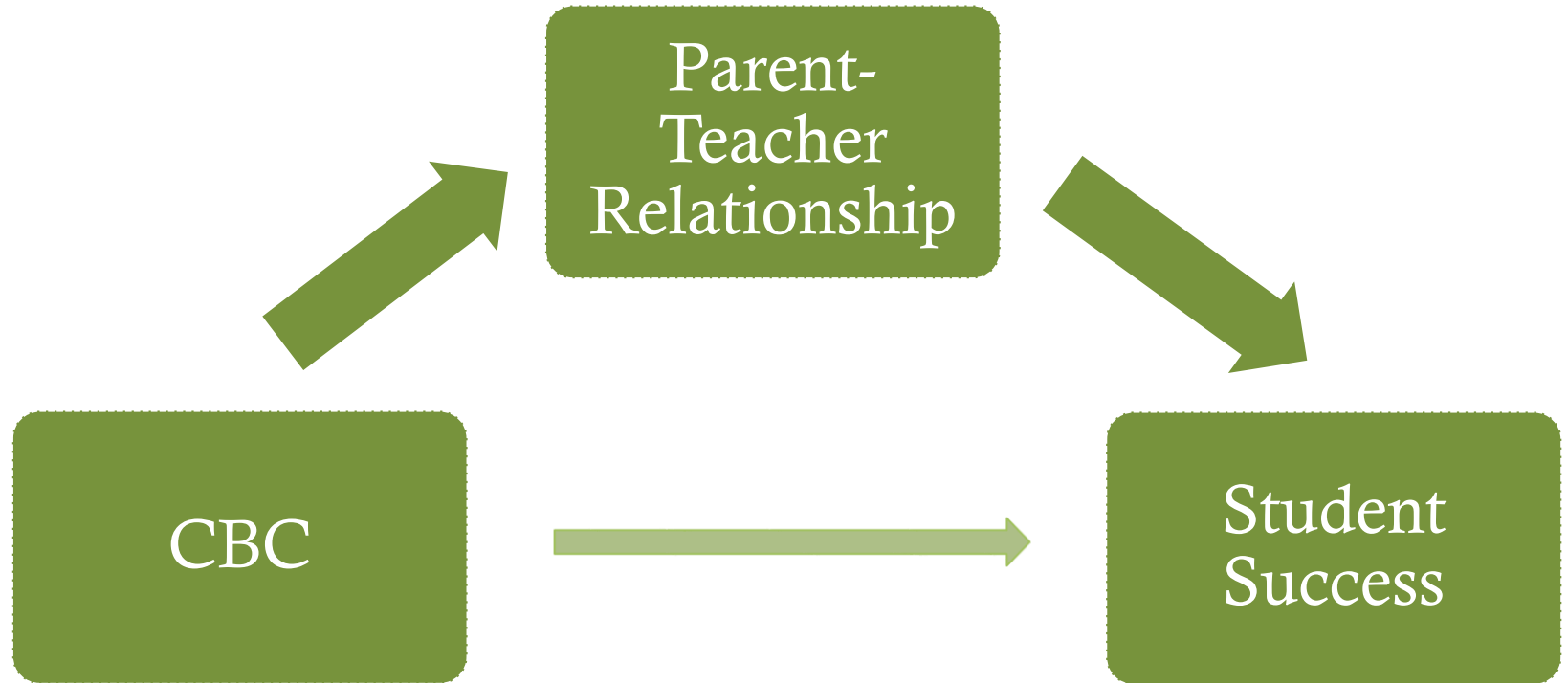


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# What Makes CBC Work??

# The Power of the Partnership!

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# Discussion

# CBC Works in Rural Communities

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CBC...

- produces positive outcomes for students at school and home, & for teachers and parents.
- addresses the unique challenges associated with service delivery in rural communities.
- effectively strengthens relationships between rural families and schools -- and it is the *partnership that is responsible* for its positive effects.

# How to “Partnerize Your School”

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- Form *relationships!*
- *Create flexible ways* to become and stay engaged
- Communicate *two ways*
- *Structure consistent opportunities* for learning and behavior
- Collaborate to achieve *goals and solve problems*

# Practical Lessons Learned

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# Future Directions

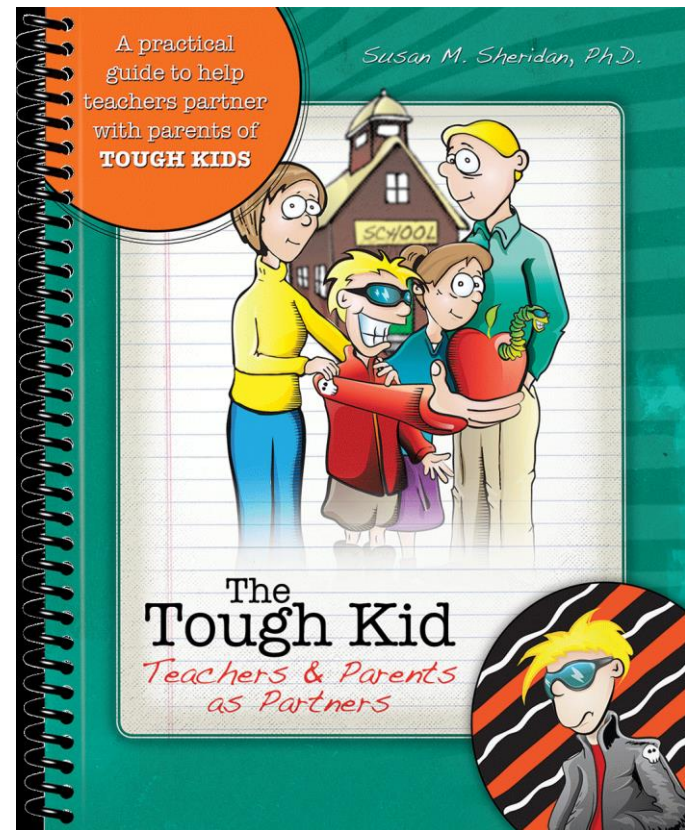
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What are your impressions?

How can we sustain  
partnerships and positive effects?

# “Teachers and Parents as Partners” (TAPP): Resources

- Teachers And Parents as Partners (TAPP) Website
- TAPP Book





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