CBC in Rural Communities: Lessons Learned and Future Directions

Susan Sheridan, Principal Investigator
Amanda Witte, Project Manager

The project is funded by a grant awarded to Susan Sheridan by the Institute of Educational Sciences
(IES Grant Award Number: R324A100115)
Welcome

Introductions and Today’s Goals
Power of CBC:
Partnerships

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

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

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

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

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

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

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?

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?

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

- 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
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-3rd grade classrooms
- 146 teachers
- 267 families and students
Rural CBC Community Partners

Nebraska

Kansas

Iowa

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

<table>
<thead>
<tr>
<th>Category</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Gender</strong></td>
<td>Male: 75%</td>
</tr>
<tr>
<td></td>
<td>Female: 25%</td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
<td>Caucasian/Non-Hispanic: 86%</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino: 5%</td>
</tr>
<tr>
<td></td>
<td>African-American: 3%</td>
</tr>
<tr>
<td></td>
<td>Asian: 1%</td>
</tr>
<tr>
<td></td>
<td>Other: 5%</td>
</tr>
<tr>
<td><strong>Grade</strong></td>
<td>K: 27%</td>
</tr>
<tr>
<td></td>
<td>1&lt;sup&gt;st&lt;/sup&gt;: 21%</td>
</tr>
<tr>
<td></td>
<td>2&lt;sup&gt;nd&lt;/sup&gt;: 29%</td>
</tr>
<tr>
<td></td>
<td>3&lt;sup&gt;rd&lt;/sup&gt;: 23%</td>
</tr>
<tr>
<td><strong>Average Age</strong></td>
<td>6.91 (1.23 SD)</td>
</tr>
<tr>
<td><strong>Eligible for</strong></td>
<td>56%</td>
</tr>
<tr>
<td><strong>Free/Reduced Lunch</strong></td>
<td></td>
</tr>
</tbody>
</table>
Who Was Involved?
Teachers

<table>
<thead>
<tr>
<th></th>
<th>15.30 (11.31 SD)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Average Years Teaching</strong></td>
<td></td>
</tr>
<tr>
<td><strong>Certification</strong></td>
<td>General Education: 83% General and Special: 17%</td>
</tr>
<tr>
<td><strong>Education</strong></td>
<td>College Degree: 26% Some Graduate Work: 42% Graduate Degree: 32%</td>
</tr>
<tr>
<td><strong>Average Number of Students</strong></td>
<td>18.22 (4.52 SD)</td>
</tr>
</tbody>
</table>
## Who Was Involved?

### Parents

<table>
<thead>
<tr>
<th>Category</th>
<th>Data</th>
</tr>
</thead>
<tbody>
<tr>
<td>Average Age</td>
<td>34.19 (7.55 SD)</td>
</tr>
<tr>
<td>Ethnicity</td>
<td>Caucasian/Non-Hispanic: 90%</td>
</tr>
<tr>
<td></td>
<td>Hispanic/Latino: 4%</td>
</tr>
<tr>
<td></td>
<td>African-American: 2%</td>
</tr>
<tr>
<td></td>
<td>Asian: 1%</td>
</tr>
<tr>
<td></td>
<td>Other: 2%</td>
</tr>
<tr>
<td>Mother’s Education</td>
<td>Less than HS Diploma: 10%</td>
</tr>
<tr>
<td></td>
<td>Less than College Degree: 68%</td>
</tr>
<tr>
<td></td>
<td>College Degree: 23%</td>
</tr>
<tr>
<td></td>
<td>Graduate Work/Degree: 8%</td>
</tr>
<tr>
<td>Father’s Education</td>
<td>Less than HS Diploma: 12%</td>
</tr>
<tr>
<td></td>
<td>Less than College Degree: 79%</td>
</tr>
<tr>
<td></td>
<td>College Degree: 18%</td>
</tr>
<tr>
<td></td>
<td>Graduate Work/Degree: 3%</td>
</tr>
</tbody>
</table>
What Did We Work On?

Disruptive behaviors that interfere with learning (examples):

- Shout outs
- Out of assigned area
- Work refusal
- Off task
- Noncompliance
- Tantrums
### What Did We Work On?

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

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

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%.

<table>
<thead>
<tr>
<th></th>
<th>Home</th>
<th>School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Home-School Communication</td>
<td>141 (100%)</td>
<td>141 (100%)</td>
</tr>
<tr>
<td>Positive Consequence</td>
<td>135 (99.3%)</td>
<td>141 (100%)</td>
</tr>
<tr>
<td>Antecedent Strategies</td>
<td>117 (86.0%)</td>
<td>126 (89.4%)</td>
</tr>
<tr>
<td>Skill Building</td>
<td>17 (12.5%)</td>
<td>35 (24.8%)</td>
</tr>
<tr>
<td>Reductive Consequence</td>
<td>21 (15.4%)</td>
<td>15 (10.6%)</td>
</tr>
</tbody>
</table>
What Did We Learn About Students?
School Behavior
School Problems and Hyperactivity: Teacher Report

![Graph showing the decline in mean scores for School Problems and Hyperactivity pre and post intervention.](image-url)
Off-Task and On-task: Classroom Observations

Off-Task

On-task

Mean Proportion

Pre  Post  Pre  Post

CBC
Control
CBC
Control
Motor Activity and Appropriate Social Behaviors: Classroom Observations

Appropriate Social Interactions

Inappropriate Motor Activity

CBC

Control

Mean Proportion

Pre Post

Pre Post
What Did We Learn About Students?
Home Behavior
Adaptive Skills and Hyperactivity: Parent Report

Adaptive Skills

- Control
- CBC

Hyperactivity

- Control
- CBC
Aggression and Depression: Parent Report
Aggressiveness and Noncompliance: Home Behaviors

![Graphs showing the mean proportions of aggressive behavior and noncompliance over pre and post periods for CBC and control groups.](image)
Temper Tantrums and Yelling: Home Behaviors

**Temper Tantrums**

- **CBC**
- **Control**

**Yelling**

- **CBC**
- **Control**

Mean Proportion

- Pre
- Post
What Did We Learn About Teachers?
Appropriate Behavioral Strategy Use

Use of Appropriate Teaching Strategies

Mean Score

Pre  Post

CBC
Control
Positive Attention and Tangible Consequences: Classroom Observation

**Positive Attention**

- **CBC**
  - Pre: 0.005
  - Post: 0.04

- **Control**
  - Pre: 0.005
  - Post: 0.02

**Providing Tangible Consequence**

- **CBC**
  - Pre: 0
  - Post: 0.01

- **Control**
  - Pre: -0.002
  - Post: 0
Quality of Parent-Teacher Interaction and Competence in Problem Solving

**Interaction Quality**
- **Control**
- **CBC**

**Competence in Problem Solving**
- **Control**
- **CBC**
What Did We Learn About Parents?
Parent Reported Competence in Problem Solving and Efficacy for Helping Child Succeed

- **Competence in Problem Solving**
  - Control: Pre 4.2, Post 5.0
  - CBC: Pre 4.4, Post 5.0

- **Efficacy in Helping your Child Succeed**
  - Control: Pre 4.4, Post 4.75
  - CBC: Pre 4.4, Post 4.75
What Did We Learn About Relationships?
Parent Reported Parent-Teacher Relationship

![Graph showing Parent Report with mean proportions for Control and CBC groups before and after intervention.](image-url)
Teacher Reported Parent-Teacher Relationship

![Graph showing the comparison between Teacher Report, CBC, and Control groups before and after intervention. The x-axis represents pre and post, the y-axis represents mean proportion, and the graph illustrates an upward trend for the CBC group.]
What Makes CBC Work??
The Power of the Partnership!

Parent-Teacher Relationship

CBC

Student Success
Discussion
CBC Works in Rural Communities

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”

• 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
Future Directions

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
Nebraska Center for Research on Children, Youth, Families and Schools
University of Nebraska-Lincoln

Susan M. Sheridan & Amanda Witte
ssheridan2@unl.edu
awitte2@unl.edu
www.cyfs.unl.edu
IES Grant #R324A100115