

# CBC Through a New Lens: Exploring Individual Outcomes in Groups

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### Introduction

- Untreated behavior problems in elementary school students can result in a trajectory of negative life outcomes, which include more failed courses, lower grade point averages, increased absenteeism, and higher retention rates compared to other students (Wagner et al., 1993).

- Family-school partnerships and parental involvement in interventions and educational programs positively correlate with favorable outcomes for students, families, and teachers (e.g., Grolnick & Slowiaczek, 1994).

- Conjoint Behavioral Consultation (CBC; Sheridan, Kratochwill, & Bergan, 1996; Sheridan & Kratochwill, in press) maintains promise as an evidence-based model for increasing ongoing, collaborative family-school interactions (Guli, 2005).

- Conducted with parents and teachers together, as joint consultees

- Concerns are identified, analyzed, and addressed through collaborative interactions between the consultees and guidance from a consultant.

- Modified recently to (a) provide CBC in a small, group format (i.e., the families of 2-3 students and their teacher) and (b) assure intervention implementation integrity and appropriate levels of consultant support

- A large-scale, randomized clinical trial is being conducted to investigate the effectiveness of the modified CBC process and to expand upon the single-case experimental research on CBC as a promising, evidence-based consultation model.

- The current study investigated preliminary findings from a subset of the clinical trial.

### Purpose and Research Questions

- To evaluate the effectiveness of the modified CBC process on a case level through examining preliminary data from a sub-sample of the larger, clinical trial

*Question 1:* What are the immediate effects of the modified CBC process on externalizing behaviors of students?

*Question 2:* Do teachers and parents find this method of intervention acceptable?

### Methods

#### Participants and Setting

Table 1  
Demographic Characteristics of Student Participants

Student	Target Need	Classroom	Grade	Age	Ethnicity
Abraham	Disruptive Behavior	A	1	8	White, non-Hispanic
Thomas	Academic Behavior	A	1	7	White, non-Hispanic
Joselyn	Disruptive Behavior	B	3	10	Multi-Ethnic
Kevin	Disruptive Behavior	B	3	10	Multi-Ethnic
Jimmy	Academic Behavior	C	3	8	White, non-Hispanic
Job	Academic Behavior	C	3	8	African American

Table 2  
Demographic Characteristics of Families Involved in CBC

Student	Annual Household Income	Mother's Education Level	Ethnicity of the Family	Relationship to child or Family member involved
Abraham	\$4,000 or less	Less than High School Diploma	White, non-Hispanic	Mother
Thomas	Over \$50,000	High School Diploma	White, non-Hispanic	Mother
Joselyn	\$23,000-\$29,000	High School Diploma	Multi-Ethnic	Mother
Kevin	Over \$50,000	College Degree	Multi-Ethnic	Mother
Jimmy	\$43,000-\$49,000	Some College	White, non-Hispanic	Mother
Job	\$18,000-\$24,000	College Degree	Multi-Ethnic	Mother

- Teachers involved in CBC were all White, non-Hispanic females with an average of 12.3 years of teaching experience (SD = 12.6; range = 1-26) and an average of 21 students in the classroom (SD = 3.5; range = 19-25).

- Participants were randomly selected from a larger study that identifies participants through teacher report on the *Systematic Screening for Behavior Disorders (SSBD)*; Walker & Severson, 1990) and an additional follow-up severity scale.

- Consultation sessions took place in the classrooms of schools in a Midwestern public school district; child participants were from three different classrooms with one classroom from each school
  - School 1 (Classroom A): 369 students PreK-5; 14% students of color; 40% eligible for free/reduced meals
  - School 2 (Classroom B): 257 students K-5; 54% students of color; 62% eligible for free/reduced meals
  - School 3 (Classroom C): 499 students K-5; 10% students of color; 14% eligible for free/reduced meals

#### Procedures

CBC stages:

#### Needs Identification and Needs Analysis (Building on Strengths)

##### Objectives

- Review strengths of student, family, and school
- Prioritize 1-2 target behaviors per student
- Identify and define needs, settings, and goals
- Conduct functional behavior analysis
- Discuss ways to gather information
- Discuss and select strategies for change

#### Plan Development (Planning for Success)

##### Objectives

- Discuss information collected by parents and teachers about identified behavior(s)
- Develop a plan to address student needs
- Collect plan materials
- Discuss ways to support the plan at home and school
- Continue to gather information

#### Plan Evaluation (Checking and Reconnecting)

##### Objectives

- Discuss progress made toward goals
- Evaluate the plan(s)
- Determine need to continue or change the plan

### Measures and Data Collection

- Performance and behavioral data were collected daily in the classrooms by teachers
  - Academic performance was measured using the Performance Rating Scale (PRS), which utilizes a Likert-type scale, range 1-5 (1= worst outcome, 3= typical outcome, and 5= best possible outcome) to measure teacher ratings of student performance.
  - Frequency or duration of disruptive behaviors were reported on daily report forms.

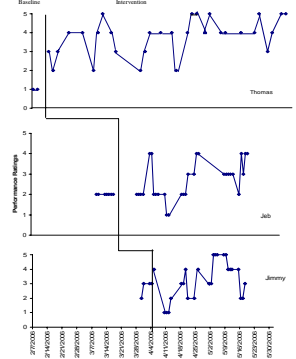
- Acceptability data were collected using the *Behavioral Intervention Scale-Revised (BIRS-R)*; Elliott & Von Brock Treuting, 1991) upon completion of the Plan Evaluation stage.

### Design

- A multiple probe across participants design was used
  - Data were collected simultaneously across participants
  - Experimental control was established through the evaluation of data points within and across series during baseline and intervention phases

### Results

#### Academic Performance



#### Disruptive Behavior

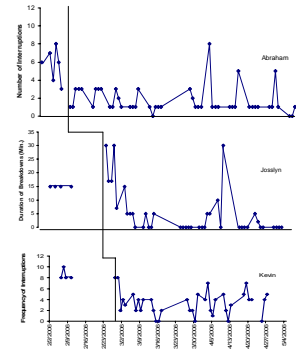


Table 3  
Teacher Ratings of Academic Performance

Participant	Baseline		Intervention		PND
	M	SD	M	SD	
Thomas	1.00	0.00	3.80	0.00	100%
Jimmy	1.00	0.00	3.13	1.23	48%
Job	2.00	0.00	2.69	0.03	92%

Table 4  
Teacher Report of Disruptive Behavior

Participant	Baseline		Intervention		PND
	M	SD	M	SD	
Abraham	5.43	1.81	1.67	1.46	77%
Joselyn	15.00	0.00	3.11	3.47	90%
Kevin	8.33	0.00	3.58	1.91	100%

Table 5  
Parent and Teacher Acceptability Ratings

Participant	Acceptability Rating	
	Parent	Teacher
Abraham	5.53	4.07
Thomas	5.53	4.07
Joselyn	4.40	5.87
Kevin	5.00	5.87
Jimmy	4.07	3.33
Job	---	3.33

Note. Possible scores range from 1 to 6 with higher scores indicating greater acceptability. Dashes indicate acceptability rating scores were not obtained.

### Discussion

What are the immediate effects of the modified CBC process on externalizing behaviors of students?

- Ratings and behavioral data appear to indicate that the modified CBC process had positive effects on both academic and disruptive behaviors for all students and thus give preliminary support to modified, group CBC as effective.

- All participants improved their performance in the desired direction.

- Moderate to high PND suggest intervention effects in all participants with the exception of Job.

- More positive effects were demonstrated in students with disruptive behavior needs, which may be due to:
  - A greater degree of objectivity in behavioral target needs (e.g., interruptions) than in academic performance behaviors (e.g., academic engagement)
  - Frequency and duration are more sensitive, objective measures than performance ratings

Do teachers and parents find this method of intervention acceptable?

- The majority of parents and teachers reported high rates of acceptability.

- Parents and teachers previously rated traditional CBC as an acceptable form of service delivery (Sheridan, Eagle, Cowan, & Mickelson, 2001); findings from the current study corroborate this, suggesting the majority of parents and teachers rate group CBC similar to traditional CBC.

### Limitations

- Performance ratings and behavioral data were collected by teachers, rather than independent observers.

- Adequate intervention integrity data were not collected across all student participants.

### Future Directions

- Using data collected by independent observers

- Collecting intervention integrity data across all student participants

- Collecting and analyzing outcome data in home settings

- Understanding components of the CBC process parents and teachers find acceptable and unacceptable