INTRODUCTION
Children and families face more challenges than at any time in recent history. For example, there are increasing numbers of children who live in poverty, and/or single-parent homes. Schools are being called to engage in deeper partnerships with parents and communities to address these complex needs (Ysseldyke et al., 1997).

Consequently, home-school partnership models have become a top priority in the field of school psychology (Christmann, 2004; Ysseldyke et al., 1997).

Additionally, indirect services are emphasized more than ever before, with data-based consultation models being recognized as an essential skill in the school psychologist’s repertoire (Sheridan & Garlington, 1993).

Conjoint behavioral consultation (CBC; Sheridan, Kratochwill, & Bergan, 1996) is one method of service delivery that meets the challenges these issues present.

CONJOINT BEHAVIORAL CONSULTATION

CBC is a structured, indirect model of service delivery wherein parents, teachers, and other service providers are brought together to address academic, behavioral, or social concerns of a student (Sheridan et al., 1998).

Compliance-based consultation models in CBC have been shown to produce mastery levels of performance in school psychology graduate students (Kratochwill, Sheridan, Salmon, & Rotto, 1989; Sheridan, 1992; Sheridan, Esple, Cowan, & Mickelson, 2001).

However, the extent to which training generalizes to future practice and the manner in which specific training outcomes and common barriers influence school psychologists’ use of CBC is unknown.

PURPOSE OF STUDY AND RESEARCH QUESTIONS
To explore the degree to which skills and attitudes attained during CBC training generalize to professional practice, the following research questions were addressed:

1. What is the extent to which school psychologists report generalization of training in CBC to the use of CBC strategies, partnership practices, and attitudes toward home-school partnerships?

2. What is the relationship between perceived barriers and generalization of CBC strategies, partnership practices, and attitudes toward home-school partnerships?

3. Is there a relationship between generalization of CBC strategies, partnership practices, and attitudes toward home-school partnerships and (a) case outcomes; (b) consultation effectiveness ratings; and (c) CBC integrity levels demonstrated during training?

METHODS
Participants:
49 school psychologists who completed competency-based CBC training at 2 major universities from 1995-2001 were surveyed.
7 surveys were “undeliverable.” 28 surveys were returned for a response rate of 68%.
There were no statistically significant differences between respondents and non-respondents on demographic and case outcome variables.

METHODS
Participants:
49 school psychologists who completed competency-based CBC training at 2 major universities from 1995-2001 were surveyed.
7 surveys were “undeliverable.” 28 surveys were returned for a response rate of 68%.
There were no statistically significant differences between respondents and non-respondents on demographic and case outcome variables.

TABLE 1
<table>
<thead>
<tr>
<th>Participant Demographic Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Variable</td>
</tr>
<tr>
<td>Age</td>
</tr>
<tr>
<td>Years of Professional Experience</td>
</tr>
<tr>
<td>Semesters of CBC Training</td>
</tr>
</tbody>
</table>

Figure 1

Table 2
Survey Description

<table>
<thead>
<tr>
<th>Variable</th>
<th>Number of items</th>
<th>Example</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of CBC strategies</td>
<td>9</td>
<td>I have worked with parents and teachers to identify an individual student’s specific behavioral or academic concern in clear and concise terms.</td>
<td>Sheridan, Kratochwill, &amp; Bergan, 1996</td>
</tr>
<tr>
<td>Partnership practices</td>
<td>7</td>
<td>I have formed a working relationship between parents and teachers.</td>
<td>Sheridan, Kratochwill, &amp; Bergan, 1996</td>
</tr>
<tr>
<td>Partnering attitudes</td>
<td>12</td>
<td>I believe parents can help teachers to be more effective in teaching.</td>
<td>Berlin, Gattungan, &amp; Hendrix, 1995; Christmann &amp; Henderson, 2001; Common, Ney, &amp; Niosi, 1996</td>
</tr>
<tr>
<td>Barriers to home-school partnerships</td>
<td>13</td>
<td>Inflexible work schedule (strengths may inhibit implementation of CBC).</td>
<td>Gattungan &amp; Hendrix, 1996</td>
</tr>
</tbody>
</table>

RESULTS

• Descriptive statistics and Pearson correlations were computed to answer the research questions.

• No statistically significant relationships were found between outcomes obtained during CBC training (i.e., effect size, consumer satisfaction, and integrity) and generalization of CBC strategies, partnership practices, and partnering attitudes.

• There were no statistically significant differences between respondents and non-respondents on demographic and case outcome variables.

• Conditions that promote the use of CBC strategies and partnership practices in applied settings need to be explored.

LIMITATIONS AND FUTURE RESEARCH DIRECTIONS

• These results are based on self-reported practices and may not reflect actual practices and attitudes.

• This study cannot provide causal information about the relationship between CBC training and other factors that may influence attitudes toward home-school partnerships.

• Further research is needed to examine the psychometric properties of the survey (e.g., reliability and validity).