

Group-Based Conjoint Behavioral Consultation: Responsive Support for Students' Needs

CBC in the Early Grades



Michelle S. Swanger-Gagne, MA
S. Andrew Garbacz, MA
Amanda Witte, MA
Gina Kunz, PhD
Kathleen A. Gill-Hraban, MA
Susan M. Sheridan, PhD

University of Nebraska-Lincoln
The Nebraska Center for Research on Children, Youth,
Families, and Schools (CYFS; <http://cyfs.unl.edu>)



The project is funded by the Institute of Educational Sciences
Grant Award Number: R305F050284



Objectives of Miniskills

- To present skills and methods for making consultation
 - Efficient and responsive to time constraints
 - Streamlined-manualized
 - Effective
- To present skills that will help consultants meet
 - Relationship building goals
 - Content goals of each consultation phase

Skills That Will Be Presented

■ How to...

- Conduct CBC in a small group format
- Streamline the process by
 - Using a protocol for linking empirically-supported interventions to functions of behaviors
 - Using manualized interventions
- Support parents and teachers in intervention implementation and evaluation for students in early elementary grades (i.e., K-3)

Rationale for Family-School Partnerships

An effective, constructive family-school partnership occurs in an ecological context, with the student at center:

- ❑ Students, families and schools are all part of interrelated ecological systems within which a child resides.
- ❑ Difficulties occur when there is a mismatch across one or more subsystems.
- ❑ Partnership programs and services are focused on forging a more effective match between the needs of an individual student, and strengths of the interfacing home & school systems.
- ❑ Main attention is always on the potential benefits and outcomes for students.



Theoretical Support for Family-School Partnerships

- Providing indirect support and assistance to families increases the likelihood these families can directly mediate their child's behavior and development more efficiently than can direct services aimed toward the child (Dunst, Trivette & Deal, 1988).
- Family's strengths, needs, and priorities along with the needs of their child guide the provision of local resources and services (Dunst, 1985).
- Family-centered services strengthen the family's capacity to meet their needs and the needs of their child (Dunst, 1985).
- Families are their child's first and best advocate.



Best Practice

- Strong theoretical and empirical support demonstrate the importance for family-school partnerships.
- Facilitating family-school partnerships has been identified as a “best practice” in education
- Family-school partnerships are defined by interdependence and shared responsibility in decision making

The Multi-Tiered Approach to Family-School Partnerships

Tier 3: Intensive, Individual Interventions

Individualized supports for families and students unresponsive to the first two tiers (e.g., Parent Consultation [conjoint behavioral consultation] and Parent Intervention).

Tier 3
1-7%

Tier 2: Targeted Group Interventions

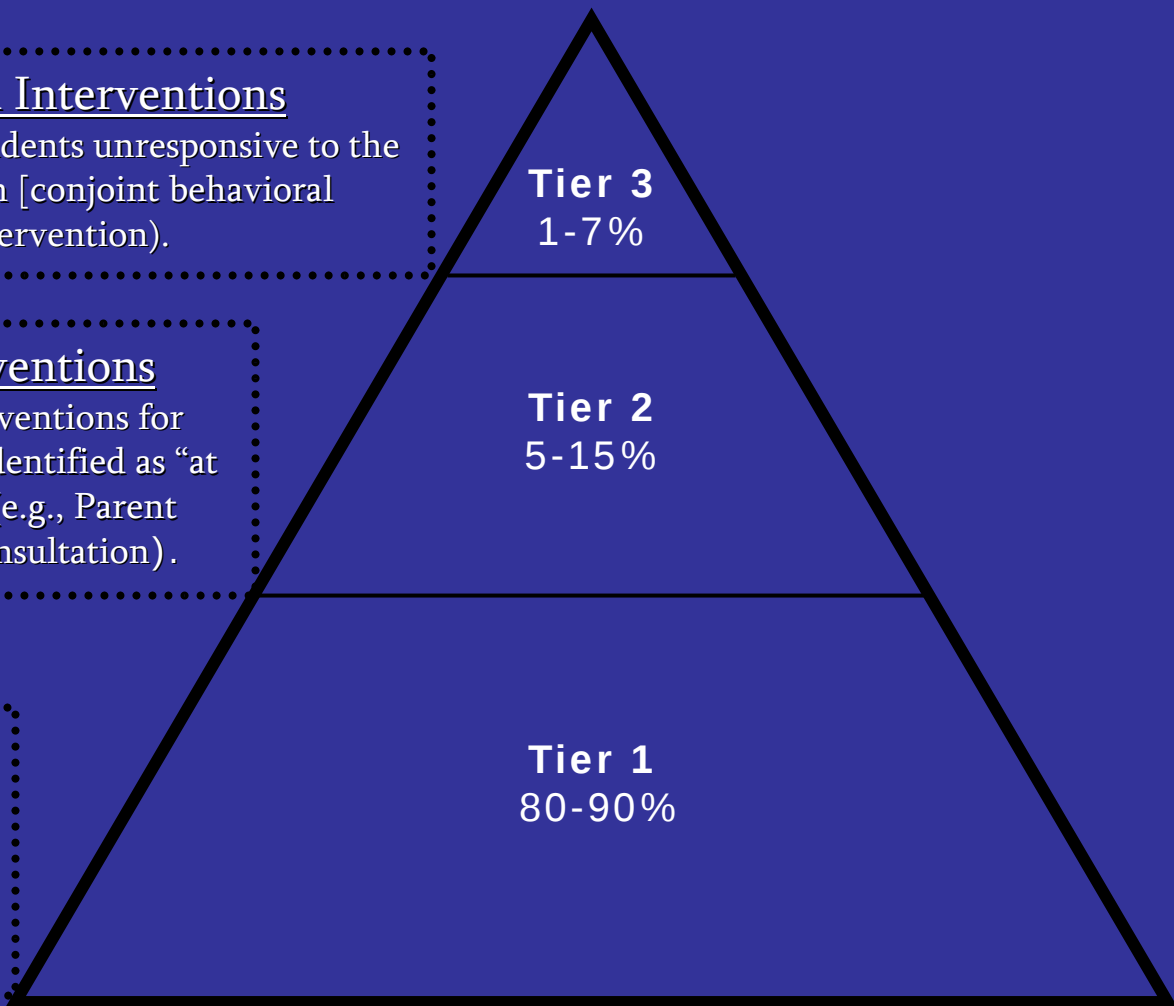
Specific preventions and remedial interventions for targeted groups of families and students identified as “at risk” and unresponsive to the first tier (e.g., Parent Education and Intervention, Parent Consultation).

Tier 2
5-15%

Tier 1: Universal Interventions

Engaging all families as collaborative partners (e.g., 4 As, Parent-School Collaboration, Parent Involvement, Parent Education).

Tier 1
80-90%



Conjoint Behavioral Consultation

- *Conjoint Behavioral Consultation* (CBC; Sheridan, Kratochwill, & Bergan, 1996) is a structured, indirect model of service delivery whereby parents and teachers are joined to collaboratively address needs and concerns of a child with the assistance of a consultant.
- CBC is comprised of four stages.
 - Needs Identification,
 - Needs Analysis,
 - Treatment Implementation, and
 - Treatment Evaluation



Conjoint Behavioral Consultation

- Extension of the traditional behavioral consultation.
- Parents and teachers collaborate to address the academic, behavioral, and social concerns of a child.
- Parents and teachers monitor a child's behavior and work together to design an intervention.



Conjoint Behavioral Consultation: Aims and Goals

Specific aims of CBC:

- ❑ Prioritizing shared concerns across home and school settings,
- ❑ Evaluating factors contributing to the identified concern,
- ❑ Developing an agreeable plan, and
- ❑ Evaluating the child's progress toward goals.

Goals of CBC:

- ❑ To address the specific needs of the child
- ❑ To work collaboratively with both the child's school and family
- ❑ To strengthen home-school partnerships

Conjoint Behavioral Consultation: Empirical Support

- Empirical investigations incorporating methodologically rigorous designs have revealed CBC to be an efficacious model of consultation (Sheridan, Eagle, Cowan, & Mickelson, 2001).
- CBC has been found to be:
 - An acceptable model of service delivery as reported by school psychologists, families and teachers (Freer & Watson, 1999; Illsley & Sladeczek, 2001; Sheridan & Steck, 1995).
 - An evidence based consultation model effective in addressing students' academic, behavioral, and social needs (Guli, 2005; Sheridan et al., 2001).

Unique Components of the Modified Group CBC Model

- To address the efficiency issues in traditional CBC,
 - *Group CBC* includes a group-based consultation model with multiple groups of parents
 - Streamlined meetings
 - Use of protocols and manualized approaches
- Participants in this model include:
 - 1 Teacher
 - Parents of 2-3 children
 - 1 Consultant
- Additional benefits of the group model:
 - Relationship building between families
 - In the group format more families and children can be served
 - The ratio of parents to educators at team meetings is usually 1:3 and in this model of consultation the ratio is about 3:1

CBC and Group CBC Stages

<i>CBC</i> (One Family)	<i>Group CBC</i> (Multiple Families)
Preconsultation (1 family)	Preconsultation (3 families)
Conjoint Needs Identification (1 family)	Meeting one- Building on Strengths (1 family)
Conjoint Needs Analysis (1 family)	
	Meeting two- Planning for Success (3 families) Meeting two follow up- home visit
Plan Evaluation (1 family)	Meeting three- Checking and Reconnecting (3 families)

PARENT ORIENTATION

Consultant Meeting with Parent Peers

Refreshments

Introductions

Paperwork-collect any preliminary information and assessment materials

Introduction to CBC

Role of Parent, Teacher & Consultant

Describe and Schedule Phone Contact and Next Meeting

Question and Answer time

MEETING 1: BUILDING ON STRENGTHS

Consultant Meeting with Teacher and Parent Individually

Identify Strengths of Child, School & Family

Identify & Define Needs, Settings & Goals

Functional Behavior Assessment

Discuss ways to gather information

Discuss & select strategies for change

MEETING 2: PLANNING FOR SUCCESS

Group Meeting with Teacher, Consultant, and Parent Peers

Discuss Information Collected

Collaboratively Develop a Plan to Address Needs at Home & School

Discuss ways to support the plan at both home and school

MEETING 2 follow up: PLANNING FOR SUCCESS AT HOME

Consultant Meeting with Parent Individually

Rehearse plan components

Identify ways to make the plan fit household procedures

MEETING 3: CHECKING AND RECONNECTING

Group Meeting with Teacher, Consultant, and Parent Peers

Discuss Progress Made Toward Goals

Evaluate Plan

Discuss Next Step: change plan, continue plan, or pick new focus



Importance of Relationship Building

- The Zero-Step
- The consultants' role is to establish meaningful partnerships between home and school
- Starts early in the consultation process and continues throughout.
- This is what we will be focusing on during the mini-skills



Modified CBC with Parent Groups: Relationship Building Goals

G.R.O.U.P.S.

- **G**roup Activities and Cohesion
- **R**einforce Participation
- **O**pen-ended Questions
- **U**nity and Support
- **P**oint out similarities and Foster Partnerships
- **S**haring

Pre-Consultation

- Definition= A stage before structured consultation meetings in which the consultant begins:
 - Relationship building with consultees and between home and school.
 - Conducting activities before consultation to facilitate CBC process (e.g. gathering information)
- Conducted through phone and person contact



Pre-Consultation Objectives:

- Relationship Building objectives:

- ☐ Begin contacts
- ☐ Reinforce strengths
- ☐ Provide support

- Content objectives:

- ☐ Identify strengths
- ☐ Share information
- ☐ Preliminary assessment of needs and goals
- ☐ Gain information to streamline the process

Preconsultation Example: Parents

- Parent Orientation- group meeting with multiple families and consultant
- Parent Phone Contacts – individual phone contact
- Content goals of Preconsultation:
 - Explain/review the CBC goals and process
 - Complete initial paperwork (e.g., behavior rating scales)
 - Gather initial information about target behaviors and desired outcomes
 - Identify Strengths
 - Discuss existing procedures



Preconsultation Example: Parents

Relationship Building Goals

G.R.O.U.P.S.

- **G**roup Activities and Cohesion
- **R**einforce Participation
- **O**pen-ended Questions
- **U**nity and Support
- **P**oint out similarities and Foster Partnerships
- **S**haring

Preconsultation Example: Teachers

- Participants: Teacher and consultant
- Content goals:
 - Explain/review the CBC process
 - Complete initial paperwork
 - Gather initial information about target behaviors and desired outcomes for *all* children participating
 - Identify strengths
 - Discuss existing procedures
- Relationship goals: GROUPS



Pre-Consultation Forms

- Meeting Stages chart
- Parent Orientation interview and agenda
- Parent Phone contact interview and agenda
- Teacher Orientation interview and agenda
- Initial paperwork including assessment materials
- Goal sheet-summary sheet

- (see handouts)

CBC and Group CBC Stages

<i>CBC</i> (One Family)	<i>Group CBC</i> (Multiple Families)
Preconsultation (1 family)	Preconsultation (3 families)
Conjoint Needs Identification (1 family)	Meeting one- Building on Strengths (1 family)
Conjoint Needs Analysis (1 family)	
	Meeting two- Planning for Success (3 families) Meeting two follow up- home visit
Plan Evaluation (1 family)	Meeting three- Checking and Reconnecting (3 families)

Meeting 1: Building on Strengths

- Participants: Meeting with parent, teacher, and consultant
- Content Goals:
 - Identify and define target behavior, setting
 - Develop joint goals
 - Complete Functional Behavioral Assessment
 - Hypothesize function of behavior
 - Jointly establish a procedure to collect data across settings
 - Link function to possible interventions
 - Increases efficiency of consultation-protocol, manualized
 - See forms and intervention binder



Meeting 1: Building on Strengths

Relationship Building Goals

G.R.O.U.P.S.

- **Group Activities and Cohesion**
- **Reinforce Participation**
- **Open-ended Questions**
- **Unity and Support**
- **Point out similarities and Foster Partnerships**
- **Sharing**



Functional Behavior Assessment

When generating functional hypothesis consider:

- 1) *Antecedents* which may trigger behavior
- 2) *Consequences* which may maintain behavior
- 3) *Sequential/Ecological conditions* -Context, Settings, and Events wherein the behavior is likely to occur
- 4) *Skill level of child*- identify skill deficits in the child's behavioral repertoire (performance deficit or skill deficit)
- 5) *Trends across settings* (e.g., home and school) are investigated; cross-setting conditions and setting events are highlighted when appropriate

Video Clip of FBA

- What techniques did the consultant use to...
 - Reinforce Participation
 - The teacher or parent then reports their experience
 - Open-ended questions –strategic
 - “What do both of you notice as a trigger to your child’s compliance?”
 - “What are the positive and negative consequences that occur at home and school after Eric is compliant?”
 - Point Out Similarities and Foster Partnerships
 - “It seems that at home and at school Eric is allowed to escape demands he does not prefer and he does not have to complete the task asked of him.”
 - Sharing
 - “What settings or times of the day seem to be most challenging for the child?”



Functions for Skills Deficits

- Lack of motivation
 - Performance deficit
- Not enough practice
- Not enough guidance/help
- Lack of exposure
- Too difficult

Video Clip of Hypothesis of Function

- What techniques did the consultant use to...GROUPS
 - **Group Activities and Cohesion**
 - Ask the parents and teachers to write down possible reasons for the behavior.
 - **Reinforce Participation**
 - “Thank you for sharing that. You did a great job telling us important information.”
 - Teacher or consultant responds to the parent’s statement
 - **Open-ended questions**
 - “What might be the reason that Eric is compliant at times and not at others?”
 - **Point Out Similarities and Foster Partnerships**
 - “Thus, I hear that you are saying Eric is trying to escape tasks he does not like but will follow directions when he wants to do the task or he knows he will be rewarded for following the direction.”
 - **Sharing**
 - “What is it that Eric is gaining from not following directions at home and school?”

Typical Functional Hypotheses Based on FBA

- *Attention:*

- ☐ When a student becomes the focus of a situation or draws attention to him- or herself, and/or discriminates him or herself from the group for a time

- *Escape/avoidance:*

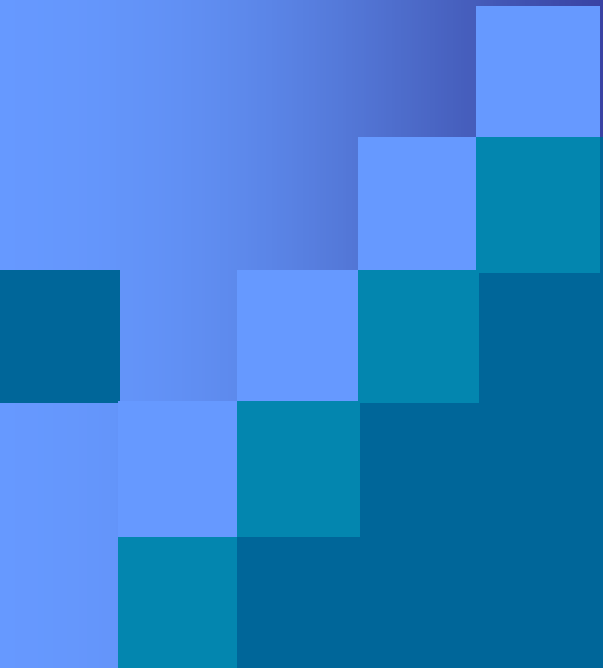
- ☐ What a student's outcome is to avoid a task or activity, escape a consequence, or terminate or leave a situation

- *To Gain Access*

- *Sensory Stimulation*

Baseline Data Collection

- Discuss baseline data collection
 - How will the target behavior be measured?
 - Intensity
 - Duration
 - Frequency
 - Latency
 - Performance rating scale (Steege, Davin, Hathaway, 2001)
 - When will data be collected?
 - What problems might come up with data collection and how can we make data collection easy and feasible?
- Collect data for 3-5 days at least



PLAN DEVELOPMENT

Linking function to intervention



Plan Development

- 1) Link **function** of the behavior to the intervention
- 2) Change **antecedents and context** to prevent problem behavior
- 3) Change context by changing **consequences**
- 4) Determine if there is a **lack of skill or lack of will?**

1) Link Function of Behavior to Intervention

■ Determine Function

- ☐ Attention
- ☐ Escape
- ☐ Access
- ☐ Sensory
- ☐ Skill Deficit
- ☐ Performance Deficit (Motivation)

■ Choose intervention that is linked to that behavioral function

Example: Escape Function

- Description: *Student need to escape from an aversive situation*
- Examples: *Difficult, irrelevant lengthy or ambiguous assignment; undesirable group placement; negative peer or adult interaction, direction that child does not want to follow*
- Intervention: Child can earn breaks (escape) for appropriate behavior

2) Change **Antecedents** and **Context**

- For example, with a child trying escape an activity they do not like.
 - Provide structure (activity checklist)
 - Change schedule
 - Provide choice of activities
 - Make activity more interesting or meaningful
 - Teach rules and routine
 - Provide specific, effective commands

3) Change Consequences

- For example: with a child trying escape an activity they do not like
 - Alter the length of reinforcement interval for staying in activity or reinforcement schedule
 - Reinforce alternative behaviors (asking for break, giving signal for break)
 - Punish the escape behavior and reinforce staying in activity

4) Lack of **Skill** or Lack of **Will**?

- Lack of will-performance deficit
 - Identify ways to **motivate** child and increase desired behavior or **replacement behavior**
 - Rewards
 - Reward systems

- Lack of skill- skill deficit
 - Identify ways to **build skill** and reinforce desired behaviors
 - Social skill training
 - Replacement behavior training



Factors Influencing Acceptability of Intervention

- Consistent with teacher and parent beliefs and values
- Does not require too much effort or time
- Does not exceed the skill level of the teacher or parent (with support)
- Is unobtrusive
- ***Holds promise of effectiveness!***

Video Clip of Plan Development

- What techniques did the consultant use to...
 - **Group Activities and Cohesion**
 - “What strategies can be used at home and school to help Eric follow directions?”
 - **Reinforce Participation**
 - Praise the intervention
 - “That is great that you know that about your child.”
 - **Open-ended questions to group**
 - “What might be some similar interventions we can use at home and at school?”
 - **Unity and Support**
 - Reciprocal communication
 - Praise competence and skills of consultees
 - **Point Out Similarities and Foster Partnerships**
 - “It seems that similar interventions at home and school might be beneficial.”
 - **Sharing**
 - “Do you have any other ideas for interventions that we have not discussed?”



Meeting 1 Forms

- Meeting 1 interview and agenda
- Intervention toolkit
- Intervention handouts
- Performance Rating Scale (Steege, Davin, Hathaway, 2001)
- Goal sheet-summary sheet

- (see handouts)

CBC and Group CBC Stages

<i>CBC</i> (One Family)	<i>Group CBC</i> (Multiple Families)
Preconsultation (1 family)	Preconsultation (3 families)
Conjoint Needs Identification (1 family)	Meeting one- Building on Strengths (1 family)
Conjoint Needs Analysis (1 family)	
	Meeting two- Planning for Success (3 families) Meeting two follow up- home visit
Plan Evaluation (1 family)	Meeting three- Checking and Reconnecting (3 families)



Meeting 2: Planning for Success

- Participants: Multiple families, teacher, and consultant

- Content Goals:
 - Review Meeting one and Goal Sheet
 - Discuss data collected and adjust goals
 - In-depth plan development (based on function of behavior)
 - Reaffirm information collection procedures



Meeting 2: Planning for Success

Relationship Building Goals

G.R.O.U.P.S.

- **G**roup Activities and Cohesion
- **R**einforce Participation
- **O**pen-ended Questions
- **U**nity and Support
- **P**oint out similarities and Foster Partnerships
- **S**haring

Discuss Data Collected

■ Discussion of Behavior Strength

- Collect and discuss data collected
 - Performance rating scale (from meeting 1; Steege, Davin, Hathaway, 2001)
 - Observation information
- Is there anything new that we didn't discuss in Meeting 1
- Trends across settings (e.g., home and school) are investigated; cross-setting conditions and setting events are highlighted when appropriate
- Discussion of how these data reflect typical behavior
- Adjust goals as needed

Video Clip of Baseline Data Collection

- What techniques did the consultant use to...
 - Reinforce Participation
 - “Thank you for participating”
 - “Thanks for bringing that to the table.”
 - “Great strategy”
 - Open-ended Questions
 - “How did data collection go?”
 - “What might be happening at these times at home and school?”
 - “What patterns did others notice?”
 - Unity and Support
 - “Did others struggle collecting data?”
 - “It sounds like you are picking up patterns across settings”
 - Point Out Similarities and Foster Partnerships
 - “On Friday it was a tough Morning at home and school.”
 - “The data collect reflects what you reported in the past meeting.”
 - Sharing
 - “What did others notice about their child’s behavior?”
 - “What did others think about the data collection process?”

The Intervention Plans

- Review general strategies to be used in treatment implementation
- Hand out plan summary forms & plan summary details
- Explain all plan components for each student
 - Focus on school plan
- Brainstorm ideas to make plan fit in daily routine
- Model and Rehearse parenting strategies together as a group
- Encourage feedback and questions
- Have parents share what has worked and what hasn't...they share ideas...they learn from each other

Video Clip of Plan Discussion

- What techniques did the consultant use to...
 - **Group Activities and Cohesion**
 - Group role play of common interventions
 - Develop list of rewards as a group
 - **Reinforce Participation**
 - “Thank you for helping with our role play”
 - Praised teacher during role-play for labeling her praise
 - **Open-ended Questions**
 - “Can you foresee any challenges with putting the plan in place?”
 - **Unity and Support**
 - “Anne, you’ve mentioned the library has been a great resource for you. Do you think others would like it?”
 - **Point Out Similarities and Foster Partnerships**
 - “Everyone has chosen to use chart moves.”
 - **Sharing**
 - “Thank you for expressing your concern. Do others feel this way?”
 - “Do others have ideas for rewards that can be given at night?”



Integrity Measures

■ Plan Summary Form

- Lists each step of the plan
- Uses
 - Acts as a short-hand checklist for parents and teachers
 - Serves as a treatment integrity measure
 - Guides consultant observation of treatment implementation
 - Can be a guideline for making changes to the plan
 - If certain steps are not being completed consistently they can be re-evaluated by the group

Integrity Measures

■ Permanent Products

- Tangible items from the plan (e.g. reward menus, completed charts, completed work)
- Uses
 - Acts as a treatment integrity measure
 - Is a way to verify certain steps of the plan are completed

Video Clip of Integrity Measurement Discussion

What techniques did the consultant use to...

- ❑ **Group Activities and Cohesion**
 - Brainstorm possible permanent products as a group.
- ❑ **Reinforce Participation**
 - “Thank you for asking that question. I bet others have the same question”
- ❑ **Open-ended Questions to Group**
 - “How can we use this information?”
 - “What are some ways to remember to complete the forms?”
- ❑ **Unity and Support**
 - “It seems like you all are wonderful resources for each other. Everyone has shared great ideas.”
- ❑ **Point Out Similarities and Foster Partnerships**
 - “Everyone can record the type of reward earned right on the chart.”
 - “Everyone has a home-school note.”
- ❑ **Sharing**
 - “That is a great way to remember to turn return the home-school note? Will that help others remember?”

CBC and Group CBC Stages

<i>CBC</i> (One Family)	<i>Group CBC</i> (Multiple Families)
Preconsultation (1 family)	Preconsultation (3 families)
Conjoint Needs Identification (1 family)	Meeting one- Building on Strengths (1 family)
Conjoint Needs Analysis (1 family)	
	Meeting two- Planning for Success (3 families) Meeting two follow up- home visit
Plan Evaluation (1 family)	Meeting three- Checking and Reconnecting (3 families)



Meeting 2 Follow-up: Planning for Success (Home visit)

■ Overview

- Individual meeting with one student's parents and the consultant
 - Include all adults or children that may be included in behavior plan
- Have the meeting in the home if possible
- Discuss additional ways to make interventions fit in daily home routine
- Observe & give feedback and/or Model & role-play key plan components
 - Use children in role-playing or brainstorming if possible.



Meeting 2 Follow-up

■ Benefits

- Designed to ensure that parents have full understanding of the home intervention plan
- Way to provide additional support to families
- Allows for additional practice of home plan and opportunity for problem-solving



Meeting 2 and Meeting 2 Follow-up Forms

- Meeting 2 interview and agenda
- Meeting 2 follow-up interview
- Intervention toolkit and handouts
- Performance rating scale (Steege, Davin, Hathaway, 2001)
- Plan summary form
- Permanent products
- Goal sheet-summary sheet

- (see handouts)

CBC and Group CBC Stages

<i>CBC</i> (One Family)	<i>Group CBC</i> (Multiple Families)
Preconsultation (1 family)	Preconsultation (3 families)
Conjoint Needs Identification (1 family)	Meeting one- Building on Strengths (1 family)
Conjoint Needs Analysis (1 family)	
	Meeting two- Planning for Success (3 families) Meeting two follow up- home visit
Plan Evaluation (1 family)	Meeting three- Checking and Reconnecting (3 families)

Meeting 3: Checking and Reconnecting

- Group meeting with parents/families, teacher, and consultant
- Content Goals:
 - Determine if the goals for the priority behavior has been met
 - Evaluate what worked and what didn't work
 - Discuss continuation or termination of plan
 - Schedule additional meetings if necessary



Meeting 3: Checking and Reconnecting

Relationship Building Goals

G.R.O.U.P.S.

- **G**roup Activities and Cohesion
- **R**einforce Participation
- **O**pen-ended Questions
- **U**nity and Support
- **P**oint out similarities and Foster Partnerships
- **S**haring



What Happened?

- Restate plan and goals for each child
- Discuss with each parent how the plan has been working
- Discuss data collected after intervention implementation
- Review graphed data



What to do Next?

- Make changes to plan
- Continue plan with alterations
- Generalize plan



Generalization and Fading

- Use of plan for alternative settings
- Use of plan at alternative times
- Change goal (increase or decrease)
- Add addition component to plan
- Discuss how similar ideas could be used to address future needs
- Fade out Plan
- Generalize to other behaviors or children

Using G.R.O.U.P.S. During Meeting 3

☐ Reinforce Participation

- Thank parents for sharing generalization suggestions

☐ Open-ended Questions

- “What can we do to use the plan at another time?”
- “What are some things that everyone noticed after putting the plan in place?”

☐ Unity and Support

- “Did anyone else notice that it was easy to do the plan over time?”

☐ Point Out Similarities and Foster Partnerships

- “So, it seems that at least some part of the plan has worked for everyone.”

☐ Sharing

- “Are there any suggestions as to what might motivate Jenny to complete her morning routine?”



Meeting 3 Forms

- Meeting 3 interview and agenda
- Plan Summary Form
- Permanent Products
- Performance Rating Scale (Steege, Davin, Hathaway, 2001)
- Goal sheet-summary sheet

- (see handouts)

Challenges and Strategies

■ Challenges:

- ❑ Time constraints
- ❑ Scheduling
- ❑ Building on strengths
- ❑ Linking function to intervention and then individualizing that intervention
- ❑ Consistency across settings

■ Strategies:

- ❑ Using structured manualized approach
- ❑ Combining parents and teachers and involving them in the plan development
- ❑ Creating condition whereby parents and teachers will continue to collaborate and communicate.
- ❑ Be flexible and creative
- ❑ Stay “in touch and informed” – regular, frequent communication is critical



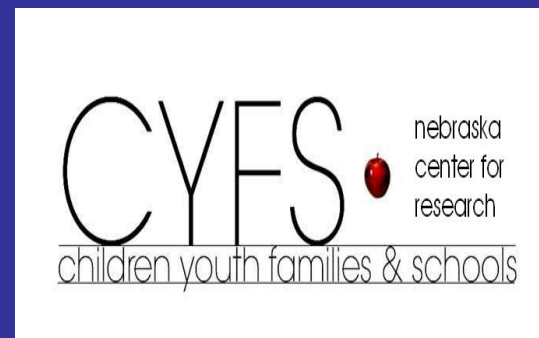
Summary

- CBC completed in a group format can be an efficient model of consultation.
- Relationship building established through G.R.O.U.P.S and the content of the CBC process (e.g. linking functions to interventions) can help make consultation efficient while still effective at achieving positive outcomes for families, children, and schools.
- Additional support is responsive to everyone's needs.

For more information, contact:

- Dr. Susan M. Sheridan
Nebraska Center for Research on Children,
Youth, Families and Schools
216 Mabel Lee Hall
University of Nebraska at Lincoln
Lincoln, NE 68588-0235
(402) 472-2448
ssheridan2@unl.edu

- www.cyfs.unl.edu



References

References

- Dunst, C. J. (1985). Rethinking early intervention. *Analysis & Intervention in Developmental Disabilities*, 5, 165-201.
- Dunst, C.J., Trivette, C.M., & Deal, A.G. (1988). Enabling and empowering families: Principles and guidelines for practice. Cambridge, MA: Brookline Books.
- Freer, P., & Watson, T. S. (1999). A comparison of parent and teacher acceptability ratings of behavioral and conjoint behavioral consultation. *School Psychology Review*, 28, 672-684.
- Guli, L. A. (2005). [Evidence-Based Parent Consultation with School-Related Outcomes](#). *School Psychology Quarterly*, 20, 455-472.
- Illsley, S., & Sladeczek, I. E. (2001). Conjoint behavioral consultation: Outcome measures beyond the client level. *Journal of Educational & Psychological Consultation*, 12, 397-404.
- Sheridan, S. M., Eagle, J. W., Cowan, R. J., & Mickelson, W. (2001). The effects of conjoint behavioral consultation results of a four year investigation. *Journal of School Psychology*, 39, 361-385.
- Sheridan, S. M., Kratochwill, T. R., & Bergan, J. R. (1996). *Conjoint behavioral consultation: A procedural manual*. New York: Plenum Press.
- Sheridan, S. M., & Steck, M. C. (1995). Acceptability of conjoint behavioral consultation: A national survey of school psychologists. *School Psychology Review*, 24, 633-647.
- Steege, M. W., Davin, T., & Hathaway, M. (2001). Reliability and accuracy of a performance-based behavioral recording procedure. *School Psychology Review*, 30, 252-261.