An Introduction to Conjoint Behavioral Consultation via Distance Delivery (CBC-D)

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Abstract
The purpose of this poster is to introduce Conjoint Behavioral Consultation via Distance delivery (CBC-D) as a potential intervention service for rural educators. This poster provides a detailed description of the CBC-D process and practical considerations when using tele-education technology to deliver consultation services to rural schools. Implications for school psychology practice and future research are discussed.

Introduction
- Children from rural communities experience a number of educational difficulties (Leuadion et al., 2010), including more problems transitioning to kindergarten and fewer self-regulation skills relative to children from urban settings (Bender et al., 2012; Rimm-Kaufman et al., 2008).
- Children experiencing behavior problems early in their education are at increased risk for academic, behavioral and social-emotional problems later in life (Buhst et al., 2007; Capponi, 2007).
- Rural communities face unique challenges accessing specialized intervention services for children (Owens et al., 2008).
- Lack of accessibility (e.g., geographic or financial barriers to seeking outside services)
- Lack of availability (e.g., lack of specialized service providers)
- Lack of acceptability (e.g., mistrust of service providers from other communities, stigma associated with pursuing behavioral health services)
- Tele-education, specifically web-based videoconferencing, holds promise as a cost-effective method of service delivery by:
  - Increasing accessibility to services
  - Allowing for personalized and confidential services

CBC via Distance Delivery
CBC-D is an adaptation of Conjoint Behavioral Consultation (Sheridan & Kratochwill, 2008), an indirect, cross-system problem-solving intervention wherein parents and teachers work as partners and share responsibility for promoting positive and consistent outcomes related to child development with the help of a behavioral consultant.

Stage 1: Conjoint Needs Identification Interview (CNII)
- Identify the student, family and teacher strengths
- Prioritize, select and define a target behavior(s) and setting
- Establish a procedure for the collection of baseline data

Stage 2: Conjoint Needs Analysis Interview (CNAI)
- Review collected data to inform decision making
- Establish jointly determined goals
- Develop a shared understanding of the function of the priority behavior
- Collaboratively design effective strategies across settings that are sensitive to setting-specific variables

Stage 3: Plan Implementation
- Provide direct instruction, modeling and opportunities for consultation to practice plan steps and receive feedback
- Provide individual, brief faculty support meetings consisting of web-based observation of plan implementation at home or school and additional instruction, modeling and feedback

Stage 4: Conjoint Plan Evaluation Interview (CPEI)
- Examine collected data to determine if student behavior goals have been met
- Evaluate what about the plan worked and what did not work
- Discuss next steps for the behavior plan (e.g., continuation, termination, generalization to other settings)
- Discuss continuation or termination of consultation

Practical Considerations
A number of practical issues must be considered prior to delivering services using tele-education technology (i.e., web-based videoconferencing) (Blancher, 2004; Gibson et al., 2001).

Quality of Transmission
- The hardware (e.g., webcams), software (e.g., WebEx) and Internet connectivity of all parties must be up to minimal standards to allow for quality, uninterrupted teleconferencing.
- Procedures should be developed for how to handle technological troubles (e.g., connection difficulties).

Financial Cost
- Costs to service providers and those receiving services must be considered.
- Technology hardware continues to improve; however, costs remain relatively low and affordable.
- Other potential expenditures to consider include increased bandwidth to support the technology and additional technological assistance.

Confidentiality
- It is possible for telecommunications to be intercepted by outside parties, increasing the risks of confidentiality being breached.
- Secure software that guarantees telecommunications are encrypted should be used to deliver services.
- Given the added risks and novelty of distance delivery, service providers should consider that confidentiality is thoroughly discussed and time be given to address questions.

Ethical & Legal Policies
- Local and district policies regarding internet and videoconferencing should be consulted prior to accessing or providing services.
- Consultants should be familiar with the technology prior to service delivery.
- Professional standards and ethics from relevant organizations (e.g., American Psychological Association, American Telemedicine Association) should be reviewed and followed.

CBC via Distance Delivery: Stages & Objectives

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Implications for School Psychology Practice
- A concurrent multiple-baseline across-participants design will be used to evaluate the efficacy of CBC-D on rural students’ noncompliant behavior.
- The social acceptability of CBC-D to rural parents and teachers, along with the effect of CBC-D on the caregiver-teacher relationship, will be also evaluated.
- Participants will consist of 4-5 parent-teacher pairs sharing concerns about a student’s noncompliant behavior.

Future Directions
- Results will provide preliminary information on the efficacy of CBC-D as a potential method of service delivery for at-risk children in rural communities.

References

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