



Teachers and Parents as Partners: A Summary of Two Randomized Controlled Trials

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Background

Meaningful parent participation in education is an essential ingredient of student achievement. The importance of student academic behaviors such as self-control, engagement, and compliance in producing positive school outcomes is also well recognized. Schools that promote successful family-school partnerships focused on students' academic and related behavioral performance experience high levels of productivity, collaboration, and satisfaction. Benefits are apparent in diverse school settings, including those in urban and rural areas, and across the socioeconomic spectrum.

Teachers and Parents as Partners (TAPP; Sheridan, 2014, previously referred to as conjoint behavioral consultation [CBC]; Sheridan & Kratochwill, 2008) is a strength-based, problem-solving consultation intervention that brings families and schools together to proactively and constructively address specific concerns of students who are underachieving due to challenges with learning-related or social-emotional behaviors. Through the structured and supportive TAPP/CBC model, parents and teachers gather information about the student's behavior problems and identify factors contributing to the behavior. They then use this information to jointly develop practical intervention plans to support student's learning and behavioral goals. The plans are implemented across both *home and school* to maximize student success.

TAPP/CBC enjoys a long record of research support documenting its success at promoting student's academic, behavioral, and social-emotional competencies; positive parent-teacher partnerships; and parent and teacher problem-solving and behavior management skills. The following information highlights two large-scale studies that demonstrate TAPP's effectiveness in improving student behavior, promoting parent and teacher skills, and strengthening parent-teacher partnerships.

Two Large-Scale Randomized Trials

Two studies, CBC in the Early Grades and CBC in Rural Communities, were conducted to determine the efficacy of the home-school consultation intervention compared to traditional school supports in improving the behavior of young students whose behavioral concerns put them at risk for academic failure. Furthermore, the studies aimed to test the efficacy of TAPP for

improving parent-teacher relationships. CBC in the Early Grades was the first randomized control trial to test its efficacy for students with disruptive behavior problems and was conducted from 2005-2011.

Because rural children have been shown to display higher rates of externalizing behaviors than their non-rural peers (Sheridan, Koziol, Clarke, Rispoli, & Coutts, 2014) and family-school partnerships have proven challenging in the rural context where behavioral support services for children and their families are less available and acceptable (DeLeon, Wakefield, Hagglund, & Kristofer, 2003), CBC was proposed as potentially effective and efficient intervention for rural students. CBC in Rural Communities was conducted to evaluate the efficacy of CBC to address behavioral concerns among rural students and to support parent-teacher partnerships in rural communities from 2011-2015.

Participants

Participants in the Early Grades randomized controlled trial were 207 Kindergarten through 3rd grade students, and their parents and teachers. These students were selected from an urban area in the Midwest. Participants in the rural randomized controlled trial were 250 Kindergarten through 3rd grade students and their parents and teachers. These students were selected from 38 rural communities in the Midwest. The participating students in both studies were identified by their teachers as displaying disruptive behaviors (e.g., aggression, noncompliance) in the classroom. Half of the participating students along with their parents and teachers were randomly selected to receive TAPP. The other half of the sample were randomly placed in a control condition, and provided information that allowed us to compare the value of TAPP relative to standard practices. Table 1 provides more detailed information about the Early Grades study participants and Table 2 describes the participants in the rural study.

Table 1. TAPP in the Early Grades study sample characteristics.

Early Grades Participant Characteristics	Total	TAPP Group	Control Group
Number of Students	207	113	74
Mean Student Age	6.5	6.5	6.6
Student Gender Male (Female)	74% (26%)	75% (25%)	72% (28%)

Student Ethnicity			
White/non-Hispanic	69%	66%	73%
Black/African/American	8%	8%	8%
Hispanic/Latino	4%	6%	3%
American Indian/Alaskan Native	1%	1%	0%
Other: More than one	13%	16%	10%
Unknown	5%	3%	6%

Table 2. TAPP in Rural Communities study sample characteristics.

Rural Communities Participant Characteristics	Total	TAPP Group	Control Group
Number of Students	267	159	108
Mean Student Age	6.9	6.9	6.9
Student Gender Male (Female)	76% (24%)	72% (28%)	82% (19%)
Students Eligible for Free or Reduced Lunch	56%	57%	56%
Student Ethnicity	86%	86%	90%
White/non-Hispanic	3%	4%	2%
Black/African/American	11%	10%	8%
Other			

Measures

Multiple measure and informants were used to capture the effects of TAPP on student behavior, parent-teacher relationships, and parent and teacher skills.

Student behavior measures. Student behavior in both studies was assessed using the *Behavior Assessment System for Children (BASC-2; Reynolds & Kamphaus, 2004)*. The BASC-2 provides the opportunity for both teachers and parents to rate children's behaviors across a number of areas (e.g., externalizing behaviors, school problems, adaptive skills). Each item assesses a specific behavior; parents and teachers indicate the frequency with which the student exhibits the behavior using a 4-point Likert-type scale. The BASC-2 has four composite scores for the parent report including Adaptive Skills, Behavioral

Symptoms Index, Externalizing Problems, and Internalizing Problems. The teacher report includes those four composite scores, and a School Problems composite.

Student behavior in both studies was also assessed using the *Social Skills Rating System*, now called the *Social Skills Improvement System Rating Scales* (SSRS/SSIS, Gresham & Elliott, 2008). Using the SSIS, parents and teachers can rate children's adaptive skills needed for school and problem behaviors. There are 46 items assessing Social Skills and 33 items assessing Problem Behaviors. Each of the 46 social skills items are rated for frequency and degree of importance. The Problem Behaviors are rated for frequency only. For the purposes of this research, only the frequency of Social Skills items were used

In the rural study, student behavior was directly assessed in the classroom via *Behavioral Observations*. Observations were coded for 10 specific behaviors using partial interval recording software system.

In both studies, student behavior at home was assessed via the *Parent Daily Report* (PDR; Chamberlain & Reid, 1987), a measure of 34 behaviors (e.g. arguing, teasing) to which parents indicate, via a brief phone call interview, whether their child has exhibited each behavior during the last 24 hours.

Parent-teacher relationship measure. Across both randomized trials, parent perception of the quality of their partnership with their children's teacher was assessed using the *Parent-Teacher Relationship Scale-Parent Version* (PTRS; Vickers & Minke, 1995). Teacher perception of the quality of their partnership with participating students' parents was assessed with the *Parent-Teacher Relationship Scale-Teacher Version* (PTRS; Vickers & Minke, 1995). Both versions of the PTRS consist of 24 items rated on a Likert-type scale. Higher scores indicate a better perception of the relationship. The scale assesses the overall quality of the parent-teacher relationship and contains two factors: joining and communication-to-other.

Parent Skills. In both studies, parent self-report of their use of problem-solving strategies was measured on the *Parent Perceived Competence in Problem Solving* scale (PPCPS; Sheridan, 2004). The measure assessed parents' level of agreement with statements of their use of problem-solving strategies or actions regarding for their child's behavior. This was collected across both studies.

In both studies, parent self-report of their efficacy for helping their child succeed in school was assessed using the *Parent Efficacy for Helping the Child Succeed in School* scale (PEHCSS; Hoover-Dempsey & Sandler, 2005). This scale measures parents' beliefs about their efficacy for helping their children succeed in school.

In the early grades study, parental involvement in school was measured via the *Family Involvement Questionnaire – Elementary Version* (FIQ-E; Manz, Fantuzzo, & Power, 2004). The FIQ has three subscales which measure home-school communication, home-based involvement, and school-based involvement. The internal consistency of the measure ranges from .88 to .91 for subscales (Manz et al., 2004).

In the rural study, parent-report of quality of interaction with their child's teacher was measured on the *Parent Engagement in Consultation* scale, also called the *Interaction Quality Scale* for parents who did not participate in CBC (PECS, IQS; Mullaney et al., 2009). There are two sections of the PECS/IQS, one which asks for parents to report about the most recent time they met with their child's teacher about their child's performance at school, and another that assesses parents' report on the degree to which they feel that they displayed behaviors that indicated they were engaged and participating in the meeting or conversation.

Teacher Skills. In the rural study, teacher behavior management skills were directly assessed in the classroom via *Behavioral Observations*. Observations were coded for 5 specific behaviors using partial interval recording software system call Behavior Watcher.

In the rural study, teacher use of behavior management and parent collaboration skills was measured on the *Teacher Strategies Questionnaire* (TSQ; Webster-Stratton, 2005) in the rural study. Teachers were asked to rate the usefulness of different teaching strategies and to report on the frequency with which they use the strategies.

In the rural study, quality of teacher engagement with parents and other professionals was measured using the *Teacher Engagement in Consultation Scale*, also called the *Interaction Quality Scale* for teachers who did not participate in CBC (TECS, IQS; Mullaney et al., 2009). Teachers reported the degree to which they felt that they displayed behaviors that indicated they were

engaged and participating in a recent meeting or conversation with a parent or other professional.

In the rural study, teacher self-report of their use of problem-solving strategies was measured via the *Teacher Perceived Competence in Problem Solving measure (TPCPS; Sheridan, 2004)*. The measure assessed teachers' level of agreement with statements of their use of problem-solving strategies or actions regarding their student's behavior. This was collected across both studies.

In the early grades study, teachers' report of invitations to parents for involvement was measured with the *Teacher Report of Invitations to Parental Involvement (TIP; Hoover-Dempsey, Walker, Jones, & Reed, 2002)*. The measure uses a Likert-type scale to rate the frequency with which teachers engage in specific activities relating to inviting parents to be involved in their child's education. Alpha reliability for the scale is was .89 for both pre-test and post-test administrations (Hoover-Dempsey et al., 2002).

In both studies, teacher self-report of their efficacy for helping their child succeed in school was assessed using the *Teacher Perceptions of Parent Efficacy for Helping the Child Succeed in School scale (TPPEHCSS; Hoover-Dempsey et al., 2002)*. This scale measures teachers' beliefs about parents' efficacy for helping their children succeed in school.

Statistical Findings

In the following section, two statistical terms are used to describe the significance and importance of the results, p and d . Those terms are defined below.

p refers to the significance level, or the degree to which we are sure that the differences between the CBC/TAPP group and the control group are due to the intervention and not to chance. Typically, a p value of less than .05 is considered significant.

d refers to the effect size, or an estimate of the size or magnitude of the effect of the CBC/TAPP intervention. It is an indication of the importance of meaningfulness of the effects, and is based on a comparison of the degree of change between the TAPP group and control group over time. Large effect sizes indicate more change for TAPP group participants relative to controls. In general, values of .20 = small effect size, .50 = medium effect size, and .80 = large effect size.

Student Behavior Outcomes

Positive Behavior

Students whose parents and teachers participated in TAPP showed greater improvements in positive, adaptive skills at home and at school than comparison students. This outcome was measured with questionnaires that ask parents and teachers to rate how frequently the child displays certain desirable and undesirable behaviors (i.e., Behavioral Assessment Scale for Children-2; BASC-2; Reynolds, & Kamphaus, 2004; Social Skills Improvement System Rating Scales; SSRS/SSIS; Gresham & Elliott, 2008).

- Students from the Early Grades study whose parents and teachers partnered via TAPP displayed **greater improvements in teacher-reported adaptive skills** ($p = .03$, $d = .39$), **teacher-reported social skills** ($p = .01$, $d = .47$) and **parent-reported social skills** ($p = .04$, $d = .42$) **than comparison students**. The average participant in the TAPP condition achieved greater pre-post gains than approximately 65% of comparison students.

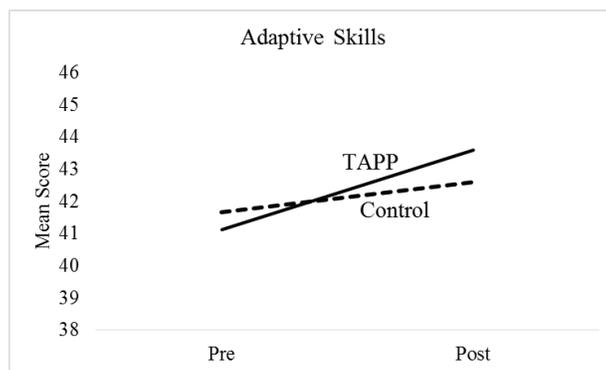


Figure 1. Teacher-reported adaptive skills: Early Grades sample

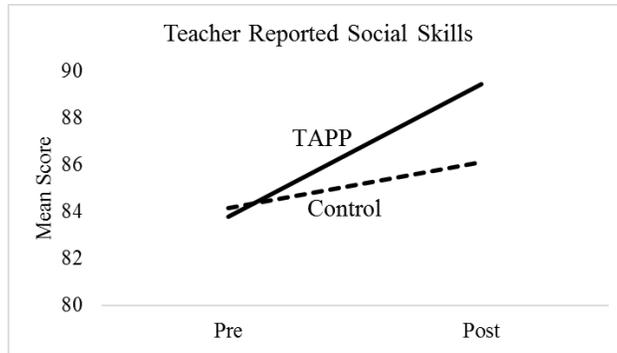


Figure 2. Teacher-reported social skills on the SSRS: Early Grades sample

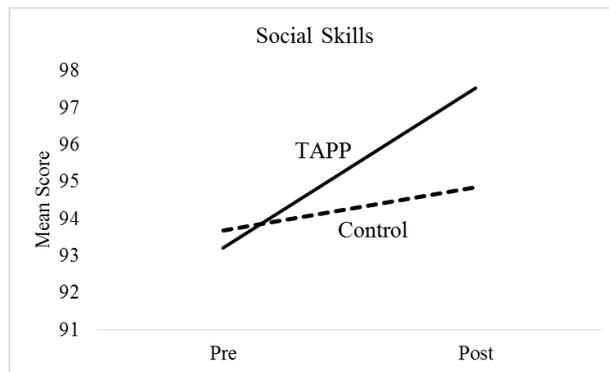


Figure 3. Parent-reported social skills on the SSRS: Early Grades sample

- Students from rural schools whose parents and teachers partnered via TAPP displayed **greater improvements in parent-reported adaptive skills** ($p = .03$, $d = .22$) and **functional communication skills** ($p = .02$, $d = .24$) **than comparison students**. The average participant in the TAPP condition achieved greater pre-post gains than approximately 58% of comparison students.

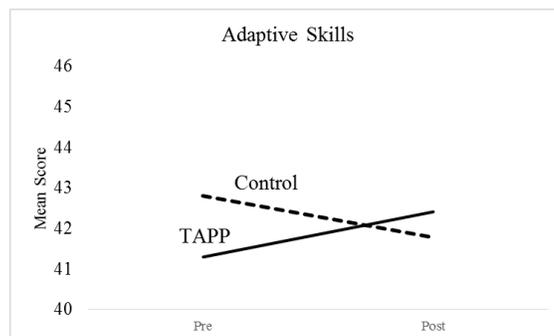


Figure 4. Parent-reported adaptive skills: Rural sample

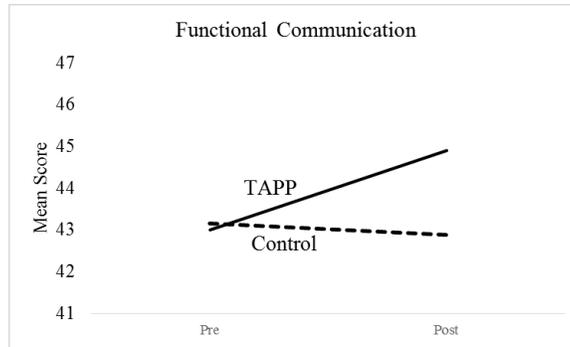


Figure 5. Parent-reported functional communication skills: Rural sample

- Students from rural schools whose parents and teachers participated in TAPP displayed greater increases on the parent-rated SSiS ($p < .01$, $d = .56$). On this measure, the average TAPP participant achieved pre-post gains at a level equal to or greater than approximately 69% of comparison participants.

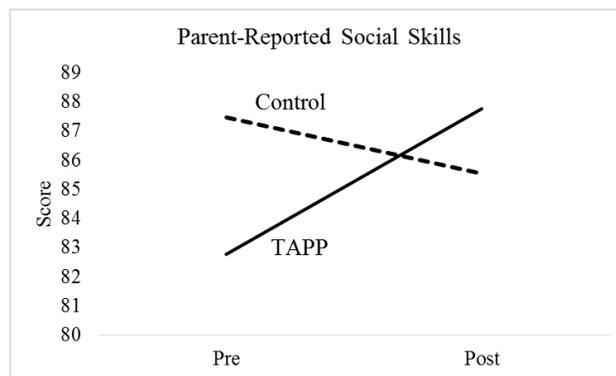


Figure 6. Parent-reported social skills on the SSiS: Rural sample

During observations in the classroom, students whose parents and teachers participated in TAPP showed greater improvements in positive classroom behaviors than comparison students. This outcome was measured by directly observing students in the classroom, and recording the occurrence of specific behaviors (i.e., Behavioral Observations).

- Students in rural schools whose parents and teacher partnered via TAPP **showed greater improvements in their on-task behavior** ($p < .01$, $d = .43$) **and appropriate interactions with peers and adults** ($p = .04$, $d = .28$) **than comparison students**. See Figures 7 and 8. These effect sizes

suggest that on average, children in the TAPP group performed better than 62% to 69% of the children in the control group.

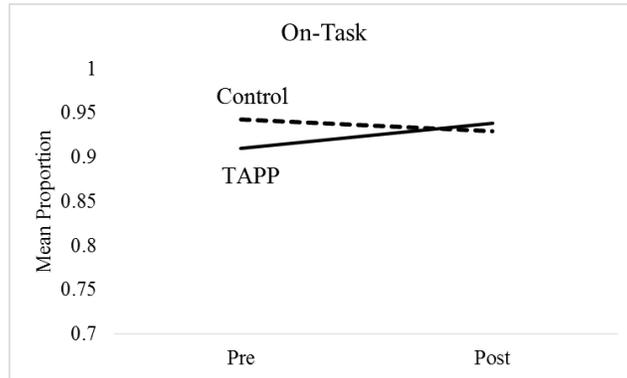


Figure 7. Direct observation of on-task behavior: Rural sample

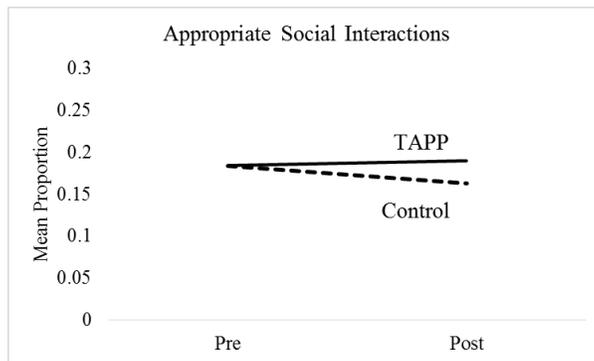


Figure 8. Direct observation of appropriate social behavior: Rural sample

Problematic Behavior

Students whose parents and teachers partnered via TAPP reported greater reductions in their problematic behaviors at home and school than the comparison group. This outcome was measured with a survey that asks parents and teachers to rate how frequently the child displays certain desirable and undesirable behaviors (i.e., BASC-2).

- Rural students whose parents and teachers partnered via TAPP displayed **greater reductions in teacher-reported learning problems** ($p = .02$, $d = -.39$), **hyperactivity** ($p = .01$, $d = -.38$), **somatization** ($p = .04$, $d = .25$), **attention problems** ($p = .01$, $d = -.38$), and **school problems** ($p < .01$, $d = -.45$) **than comparison students**. Obtained effect sizes average, children in the TAPP condition performed better than approximately 58% to 73% of comparison children.

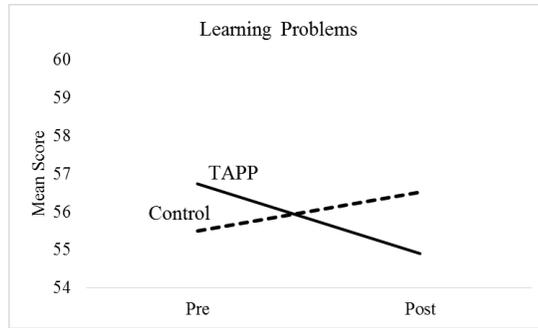


Figure 9. Teacher-reported learning problems: Rural sample

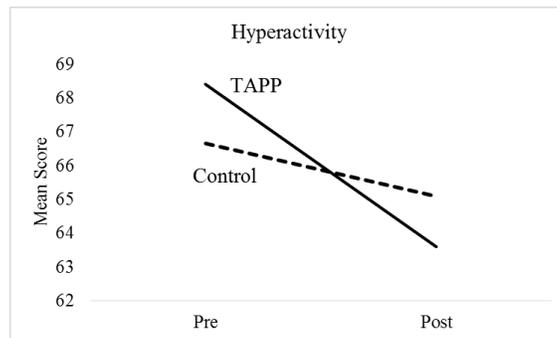


Figure 10. Teacher-reported hyperactivity: Rural sample

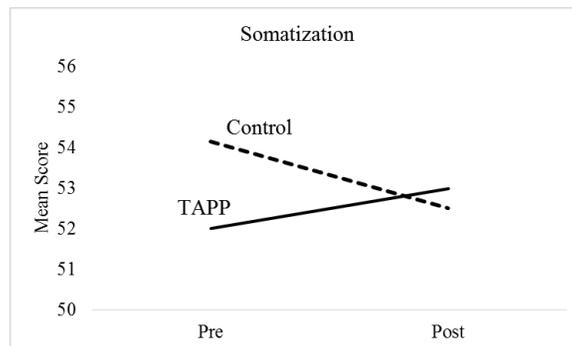


Figure 11. Teacher-reported somatization: Rural sample

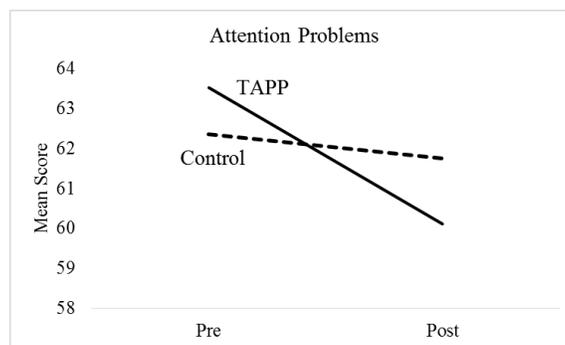


Figure 12. Teacher-reported attention problems: Rural sample

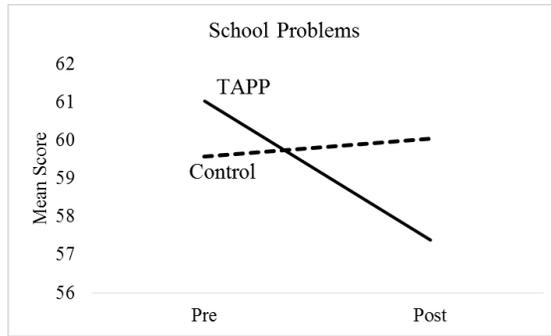


Figure 13. Teacher-reported school problems: Rural sample

- Rural students whose parents and teachers partnered via TAPP displayed **greater reductions in parent-reported hyperactivity** ($p = .03$, $d = -.30$), **aggression** ($p = .02$, $d = -.32$) and **depression** ($p = .02$, $d = -.35$) than comparison students. Obtained effect sizes average, children in the TAPP condition performed better than approximately 58% to 62% of comparison children.

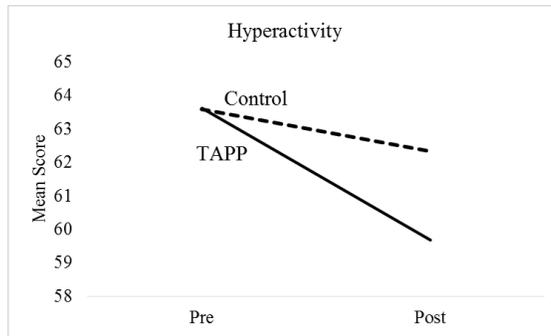


Figure 14. Parent-reported hyperactivity: Rural sample

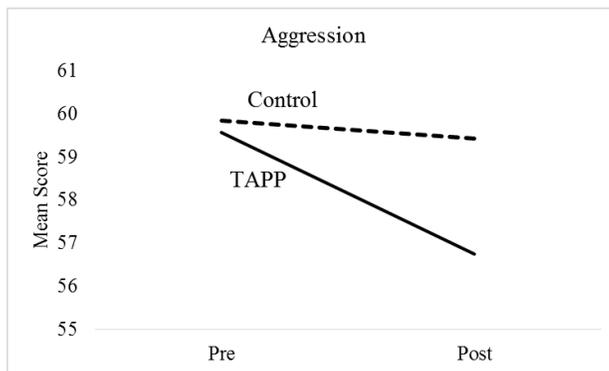


Figure 15. Parent-reported aggression: Rural sample

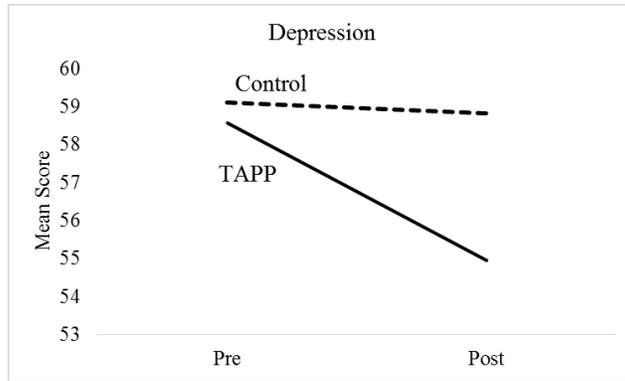


Figure 16. Parent-reported depression: Rural sample

Parents who participated in TAPP reported greater reductions in their child’s undesirable behaviors at home than comparison students, namely aggressiveness, arguing, defiance, noncompliance, temper tantrums, and yelling. This outcome was measured with the Parent Daily Report (PDR), a brief survey that asks parents to report if their child engaged in any of the specific negative behaviors in the past 24 hours (i.e., Parent Daily Report; PDR; Chamberlain & Reid, 1987).

- Students in rural schools whose parents and teachers partnered via TAPP displayed a **greater reduction in aggressive behaviors** ($p = .04$, $d = .29$), **noncompliance** ($p = .02$, $d = .33$), **temper tantrums** ($p = .02$, $d = .34$), and **yelling** ($p = .04$, $d = .30$) than comparison students. These effect sizes suggest that on average, children in the TAPP group performed better than 62% of comparison students in terms of aggressive behaviors, noncompliance, temper tantrums, and yelling.

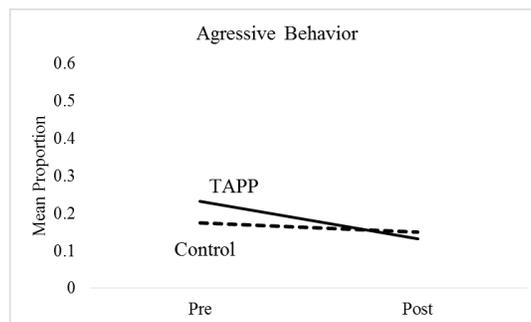


Figure 17. Aggressive behavior at home: Rural sample

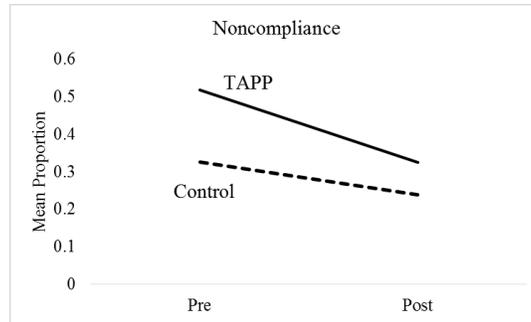


Figure 18. Noncompliant behavior at home: Rural sample

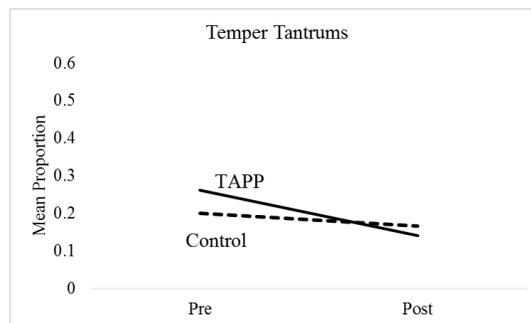


Figure 19. Temper-tantrums at home: Rural sample

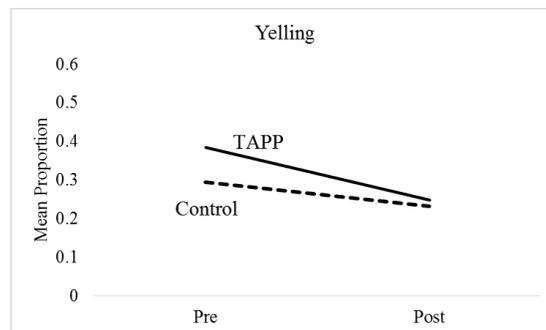


Figure 20. Yelling behaviors at home: Rural sample

- Students from the Early Grades study whose parents and teachers participated in TAPP displayed a greater reduction in **arguing** ($p = .025$, $d = -.899$), **defiance** ($p = .002$, $d = -1.34$), **noncompliance** ($p = .007$, $d = -1.05$), and **temper tantrums** ($p = .003$, $d = -1.54$) than comparison students. Obtained effect sizes for arguing defiance, noncompliance, and tantrums suggest that on average, children in the TAPP condition performed better than between 82% and 94% of comparison children.

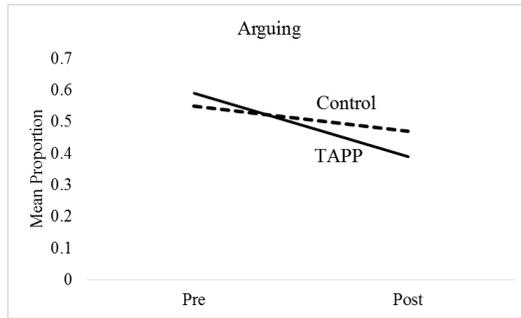


Figure 21. Arguing behaviors at home: Early Grades sample

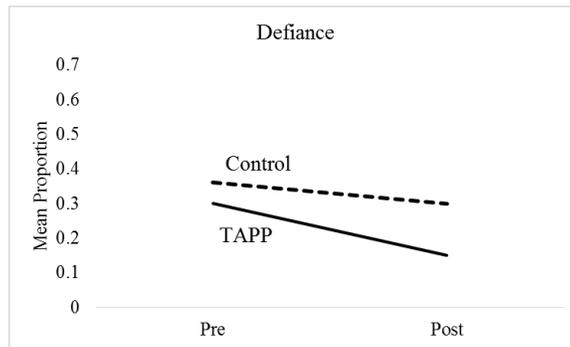


Figure 22. Defiant behaviors at home: Early Grades sample

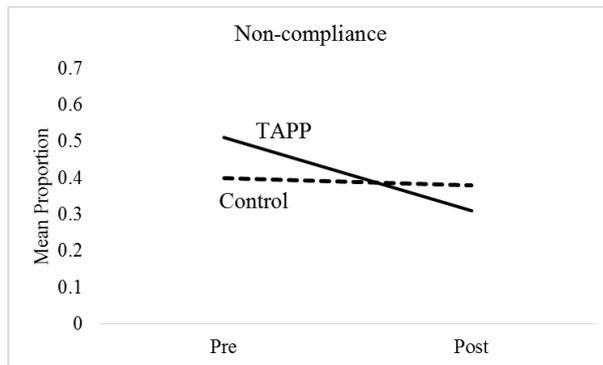


Figure 23. Noncompliant behaviors at home: Early Grades sample

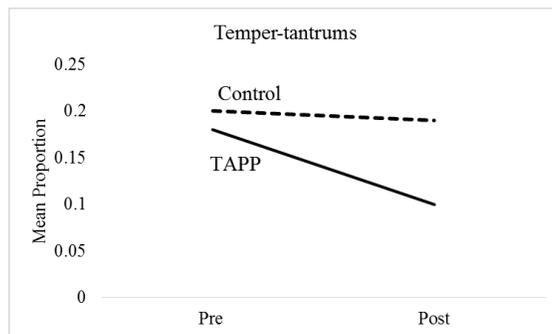


Figure 24. Temper-tantrums at home: Early Grades sample

During observations in the classroom, students whose parents and teachers partnered in TAPP showed greater reductions in undesirable classroom behaviors than comparison students. This outcome was measured by directly observing students in the classroom, and recording the occurrence of specific behaviors (i.e., Behavioral Observations).

- Students whose parents and teachers participated in TAPP showed greater reductions in **inappropriate motor activity** ($p < .01$, $d = .37$) and **off-task behavior** ($p < .01$, $d = .46$) than comparison students. Effect sizes suggest that on average, children in the TAPP group preform better than 69% to 73% of comparison children.

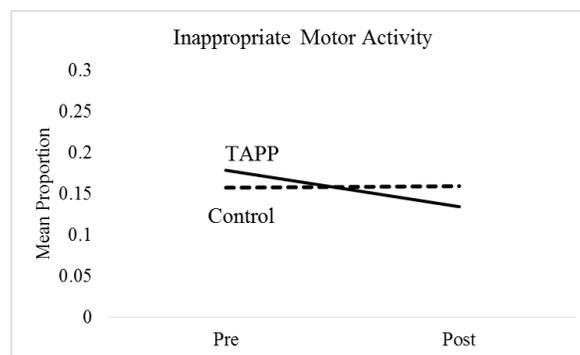


Figure 25. Direct observation of inappropriate motor activity in the classroom: Rural sample

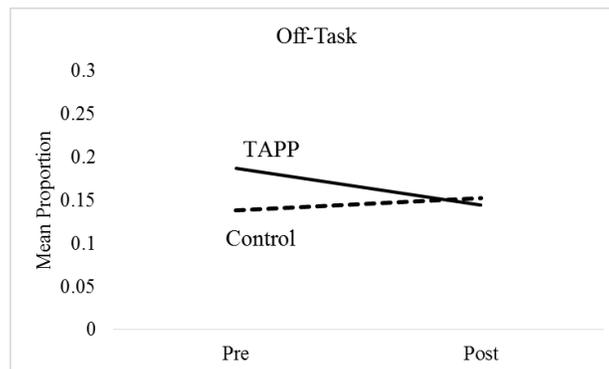


Figure 26. Direct observation of off-task behavior in the classroom: Rural sample

Parent and Teacher Relationship Outcomes

Compared to parents of children with behavioral problems who did not participate in TAPP, those who did reported greater improvements in the quality of their relationship with their child's teacher. This outcome was measured across both studies via a survey that asked parents about the nature of their

relationship with their child's teacher (i.e., Parent-Teacher Relationship Scale-Parent Report; PTRS; Vickers & Minke, 1995).

- Relative to parents who did not participate in TAPP, TAPP parents of students in rural schools reported **greater improvements in the quality of their relationship with their child's teacher** ($p < .01$, $d = .51$). Obtained effect sizes suggest that on average, parents in the TAPP group reported better parent-teacher relationships than approximately 69% of parents who did not participate in TAPP.

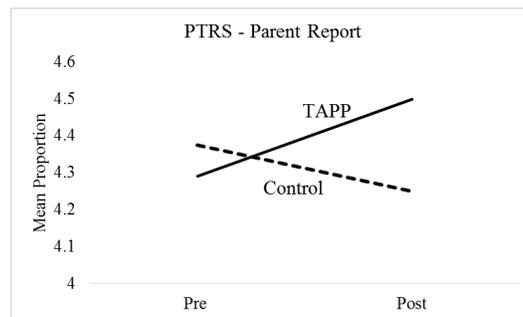


Figure 27. Parent report of parent-teacher relationship: Rural sample

Compared to teachers who did not participate in TAPP, teachers who did reported greater improvements in the quality of their relationships with the parents with whom they partnered. This outcome was measured via a survey that asked teachers about the nature of their partnership with the parents of a child in their class (i.e., Parent-Teacher Relationship Scale-Teacher Report; PTRS; Vickers & Minke, 1995).

- Teachers of rural students that participated in TAPP reported significantly **greater improvements in the quality of their relationship with students' parents** ($p < .01$, $d = .46$) than **comparison teachers**. Effect sizes demonstrate that on average, TAPP teachers reported better parent-teacher relationship quality than approximately 69% of teachers in who did not participate in TAPP.

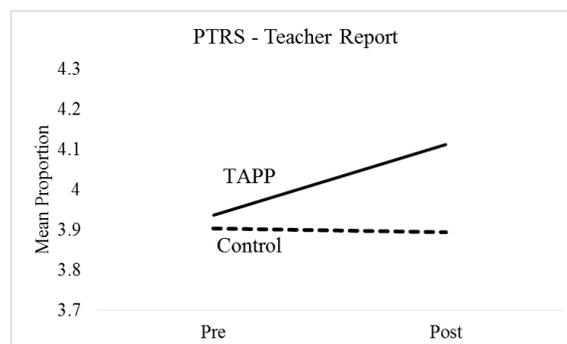


Figure 28. Teacher report of parent-teacher relationship: Rural sample

- Early Grades teachers who participated in TAPP also reported significantly **greater improvement in the quality of their relationship with student’s parents** ($p = .01$, $d = .47$) **than comparison teachers**. On average, TAPP teachers reported better parent-teacher relationship quality than approximately 69% of comparison teachers.

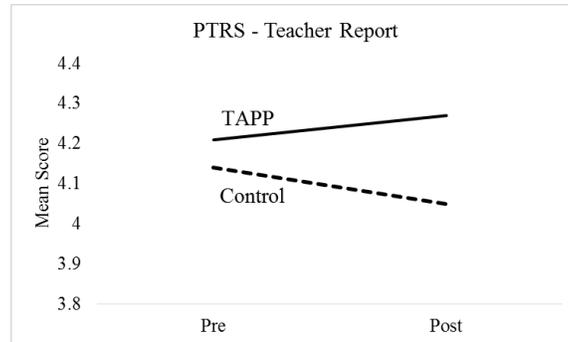


Figure 29. Teacher report of parent-teacher relationship: Early Grades sample

Parent Skills Outcomes

Compared to parents who did not participate in TAPP, parents who received the intervention reported greater improvements in their ability to problem solve when their child was having difficulty. This outcome was measured in both studies by a survey that asked parents about how competent they felt when problem solving with teachers and other professionals concerning their child (i.e., Parent Perceptions of Competence in Problem-Solving; PPCPS; Sheridan, 2004).

- Relative to parents who did not participate in TAPP, parents of rural students who did participate reported **greater improvements in their perceived competence to engage in educational problem solving on the behalf of their child** ($p < .01$, $d = .84$). Obtained effect sizes suggest that parents in the TAPP group reported more competence in problem solving than approximately 79% of comparison parents.

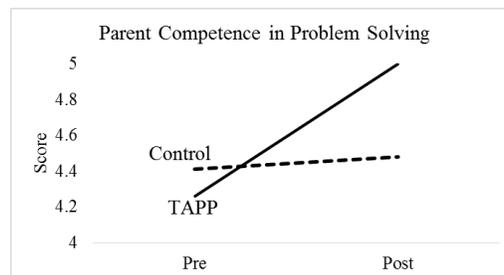


Figure 30. Parent competence in problem-solving: Rural sample

Compared to parents who did not participate in TAPP, parents who participated in the intervention reported greater improvements in their ability to help their child succeed. This outcome was measured through a survey that asked parents about their perceived efficacy in helping their child succeed at home and at school (i.e., Parent Efficacy for Helping the Child Succeed; PEHCS; Sheridan, 2004).

- Relative to parents who did not participate in TAPP, parents of rural students who did participate reported **greater improvements in their ability to help their child succeed at home and at school** ($p > .01$, $d = .43$). Effect sizes suggest that parents in the TAPP groups reported feeling more efficacious in helping their child succeed than approximately 66% of comparison parents.

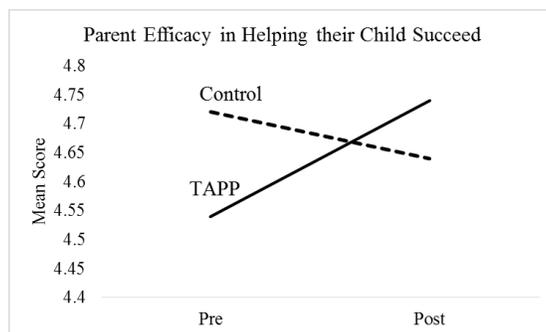


Figure 31. Parent-reported efficacy in helping their child succeed: Rural sample

Compared to parents who did not participate in TAPP, parents who received the intervention reported greater improvements in their home-school communication. This outcome was measured in the Early Grades study by a survey that three family involvement factors, home-based involvement, school-based involvement, and home-school communication (i.e., Family Involvement Questionnaire-Elementary Version; FIQ-E; Manz, Fantuzzo, & Power, 2004))

- Relative to parents who did not participate in TAPP, parents of students who did participate reported greater improvements in one of the three family involvement factors, home-school communication ($p > .03$, $d = .52$). Effect size indicates that the TAPP group achieved greater gains than approximately 70% of control group.

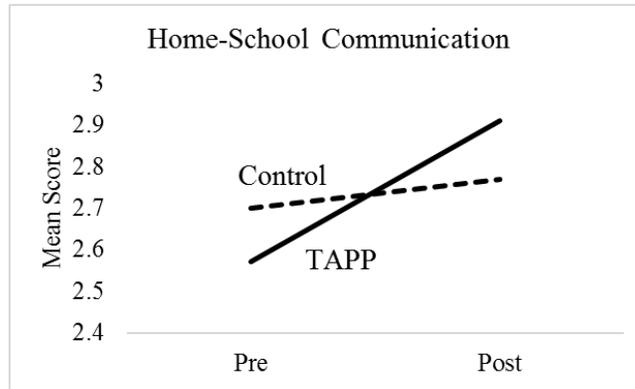


Figure 32. Parent report of home-school communication: Early Grades sample

Teacher Skills Outcomes

Teachers in the rural sample who participated in TAPP reported greater improvements in their use of effective teaching strategies than comparison teachers. This outcome was measured with a survey that asked teachers to report of the frequency and usefulness of teaching strategies they used in their classroom (i.e., Teacher Strategies Questionnaire, Appropriate Strategies; TSQ; Webster-Stratton, 2005). The measure was used in the rural study only.

- Teachers in rural schools who participated in TAPP reported **greater improvements in their use of appropriate teaching strategies** ($p < .01$, $d = .69$) **than comparison teachers**. The average TAPP teacher reported they use of effective strategies more than approximately 73% of comparison teachers.

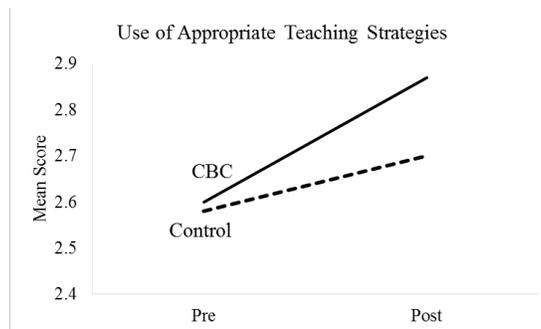


Figure 33. Teacher-reported use of appropriate strategies in the classroom: Rural sample

Compared to teachers who did not participate in TAPP, teachers who participated in the intervention showed greater improvement in the use of

effective and positive teaching strategies. This outcome was measured with Behavioral Observations in the rural study only.

- Rural teachers who participated in the TAPP process displayed **greater improvements in the use of positive attention towards students** ($p < .01$, $d = .51$) and **providing tangible consequences** ($p < .01$, $d = .72$) than comparison teachers.

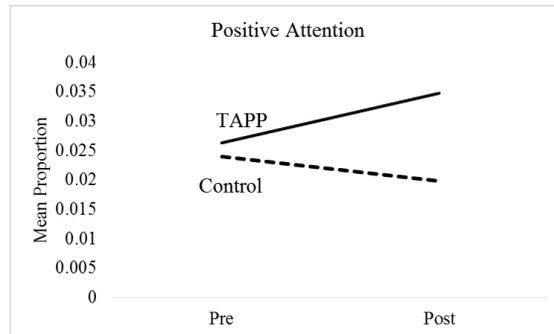


Figure 34. Direct observation of positive attention strategy in the classroom: Rural sample

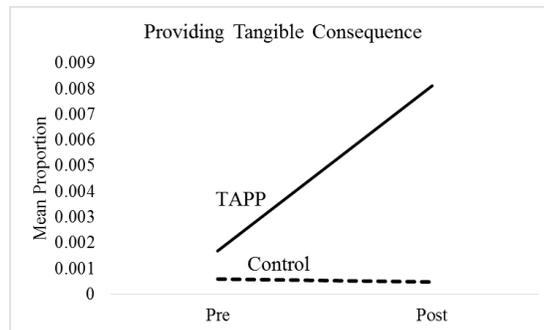


Figure 35. Direct Observation of providing tangible consequences in the classroom: Rural sample

Compared to teachers who did not participate in TAPP, those who did reported greater improvements in their engagement with parents in comparison with control teachers. This outcome was measured via a survey that asked teachers to report on the frequency and quality of their engagement/consultation with parents and other professionals (i.e., Teacher Engagement in Consultation Scale; TECS; Mullaney et al., 2009).

- Rural teachers who participated in TAPP reported **greater improvements in their frequency and quality of interactions with parents and other professionals** ($p < .01$, $d = .78$) than comparison teachers. The

average TAPP teacher reported more and higher quality interactions than approximately 76% of comparison teachers.

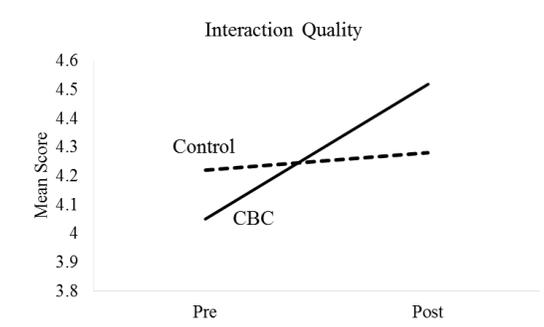


Figure 36. Teacher-reported interaction with parents: Rural sample

In comparison to teachers who did not participate in TAPP, those who participated in the intervention reported greater improvements in their use of problem-solving strategies when working with other professionals and parents of their students. This outcome was measured with a survey that asked teachers to rate their ability to use problem-solving strategies when working with parents and others to help a child in their classroom (i.e., Perceived Competence in Problem Solving; TPCPS; Sheridan, 2004).

- Rural teachers who participated in TAPP reported **greater improvements in their use of problem-solving strategies when working with other professionals and parents of their students** ($p < .01$, $d = 1.05$) than **comparison teachers**. Effect sizes suggest that the average TAPP teacher reported higher problem-solving skills than approximately 92% of comparison teachers.

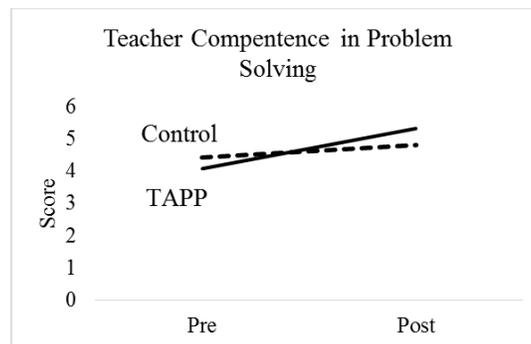


Figure 37. Teacher competence in problem solving: Rural sample

Summary

Both the CBC in the Early Grades and the CBC in Rural Communities studies demonstrate the success of a home-school partnership model to address behavioral and socio-emotional difficulties of young students. Collaborating teachers and parents saw decreases in children's problem behaviors, such as tantrums, noncompliance, and learning problems, while enjoying increases in adaptive behaviors, such as improved social skills and engagement in learning at school.

Furthermore, parents and teachers experience benefits as well when engaging in a working partnership. Parent and teachers reported that their relationships with one another became more positive, as opposed to parents and teachers who did not participate in CBC. Parents reported they felt better able to engage in educational problem solving on the behalf of their child, and that they felt better able to help their child succeed in school. Teachers reported increased competency in working with parents and other professionals, and were observed to use more positive behavioral strategies in their classrooms.

These results speak to the importance of family-school partnerships, both for urban and rural communities. Not only does collaboration between home and school produce success for struggling students in both environments, it builds relationships between parents and teachers, and gives them the skills to participate in partnerships going forward.

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