Conjoint Behavioral Consultation (CBC)

What is It?

- A family-centered, indirect model of service delivery wherein parents, educators, and consultants work collaboratively to meet a child’s developmental needs, address concerns, and achieve success by promoting the competencies of all parties.

- A four-step process aimed at
  1. identifying and prioritizing a child’s needs,
  2. setting goals and brainstorming/selecting strategies that can be used cooperatively at home and school,
  3. implementing a joint plan at home and school, and
  4. evaluating the plan and monitoring the child’s progress toward goals.

For what Purpose?

The goal is to effectively address parent and teacher identified desires or needs for the child in a manner that:

- promotes shared responsibility, joint ownership, and mutual goal setting and decision making among parents and teachers;
- builds continuity between home and school settings;
- supports and builds on parent, teacher, and child competencies;
- actively uses parents’ and teachers’ ideas and strengths; and
- combines the parents’ and teachers’ perspectives into coherent and cohesive alignment.
# Behavioral and Relational Goals and Objectives of CBC

## Behavioral (Child) Goals/Objectives

**Needs Identification Stage**  
(aka Building on Strengths)

- Jointly identify and define child’s needs and priorities in behavioral terms.
- Jointly establish a procedure to collect baseline data across settings.

**Needs Analysis/Intervention Planning Stage**  
(aka Planning for Success)

- Evaluate information collected across home and school.
- Collaboratively develop developmentally appropriate goals for priority behavior across home and school.
- Discuss what is happening before and after the priority behavior, as well as specific patterns that occur, during the focused time/setting.
- Collaboratively develop a plan built upon strengths and competencies to address the priority behavior across home and school.
- Reaffirm data collection procedures.

**Plan Implementation Stage**  
(no formal meeting)

- Implement agreed-upon intervention across home and school settings.
- Address questions, provide feedback, make immediate modifications to plan as necessary.
- Assess changes in student’s behavior.
- Increase continuity in addressing child’s needs across settings.
- Communicate about strategies as they are being implemented across home and school.

**Plan Evaluation Stage**  
(aka Checking and Reconnecting)

- Determine if the goals for the priority behavior have been met.
- Evaluate what worked and what didn’t.
- Discuss continuation/termination of plan.
- Schedule additional interview if necessary, or terminate consultation.
- Continue to promote open communication; home-school collaborative decision-making.
- Reinforce joint efforts in addressing needs.
- Discuss parents’ and teachers’ perceptions.
- Reinforce parents’ and teachers’ competencies for addressing future needs.
- Establish means for parents and teachers to continue to partner.

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For more information on CBC, contact Dr. Susan Sheridan at ssheridan2@unl.edu; (402) 472-2448
Resources on Conjoint Behavioral Consultation

Books


Refereed Journal Articles


Web Resource

Future of School Psychology Task Force on Family-School Partnerships:
http://fsp.unl.edu/
Names in italics are students.