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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 (Lenardson et al., 2010), including more problems transitioning to kindergarten and fewer self-regulation skills relative to children from urban settings (Bender et al., 2011; Rimm-Kaufman et al., 2000).
- ▶ Children experiencing behavior problems early in their education are at increased risk for academic, behavioral and social-emotional problems later in life (Bub et al., 2007; Lopes, 2007).
- ▶ Rural communities face unique challenges accessing specialized intervention services for children (Owens et al., 2008):
  - ▶ Lack of availability (e.g., lack of specialized service providers)
  - ▶ Lack of accessibility (e.g., geographic or financial barriers to seeking outside services)
- ▶ 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
  - ▶ Eliminating costs associated with travel
  - ▶ Allowing for personalized and confidential services

## CBC via Distance Delivery

CBC-D is an adaptation of Conjoint Behavioral Consultation (CBC; 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.

Overarching goals of CBC, achieved over a four-stage process:

- ▶ To promote academic, social-emotional and behavioral outcomes for children through conjoint, collaborative problem-solving
- ▶ To promote meaningful caregiver and teacher participation and engagement in children's education
- ▶ To establish and strengthen family-school partnerships
- ▶ Decades of research has demonstrated CBC's efficacy (Sheridan et al., 2001; Sheridan et al., 2012), adaptability and effectiveness within diverse contexts and with diverse clients (Sheridan et al., 2006; Sheridan et al., 2006).
- ▶ Preliminary results of an ongoing randomized controlled trial of CBC in rural settings are promising (Sheridan et al., 2013); however, given the specialized nature of the intervention and lack of locally trained consultants in rural areas, the costs of implementation are high and may not be feasible for rural schools without external funding.
- ▶ The four stages of CBC-D are conducted using Web-based videoconferencing software in a split-screen fashion, so that all parties remain visible and can share documents.
- ▶ Rural parents and teachers meet at the child's school, with the CBC consultant joining the meeting from another location.

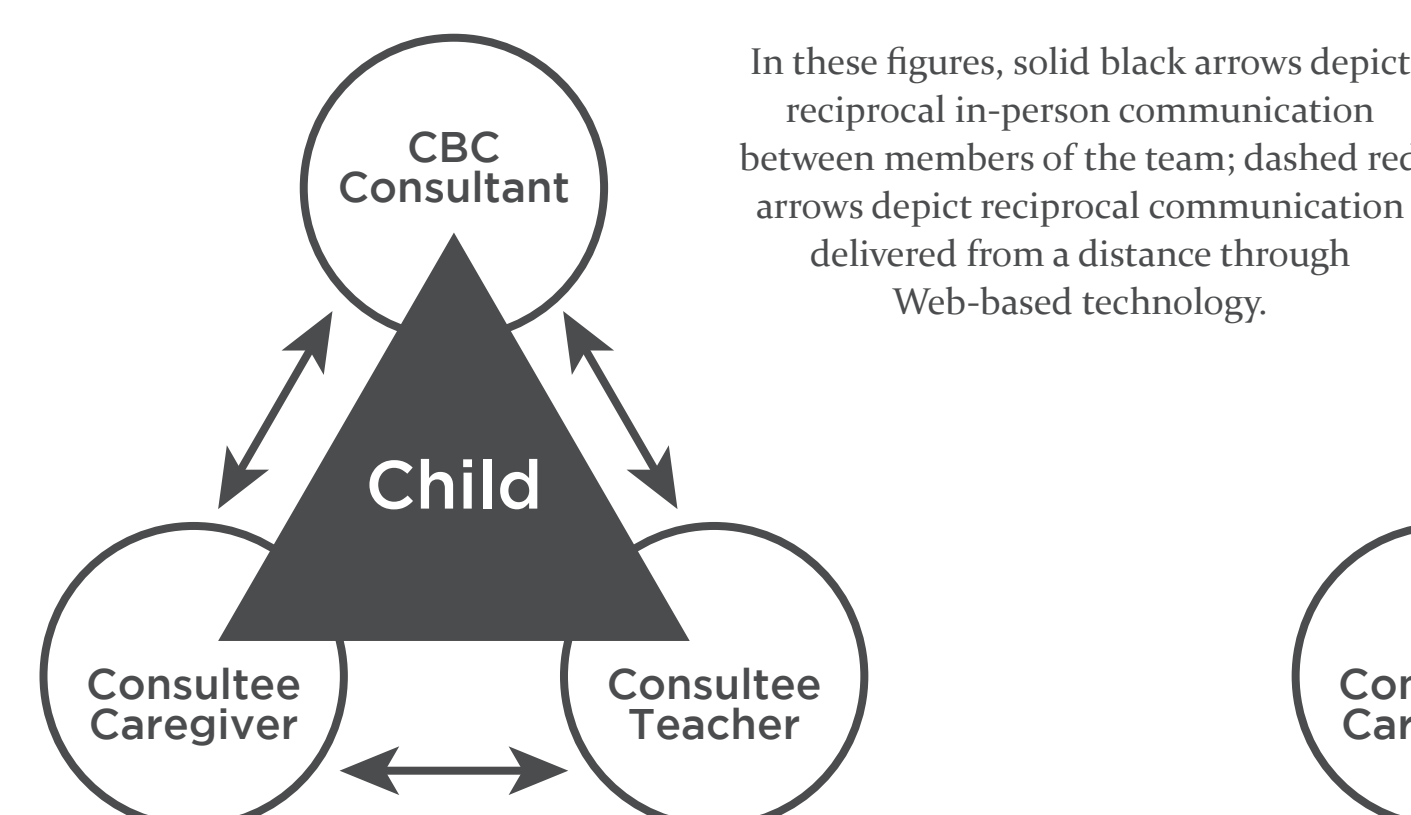


Figure 1 depicts a traditional CBC meeting, wherein the caregiver, teacher and consultant all meet together in person to discuss the child.

In these figures, solid black arrows depict reciprocal in-person communication between members of the team; dashed red arrows depict reciprocal communication delivered from a distance through Web-based technology.

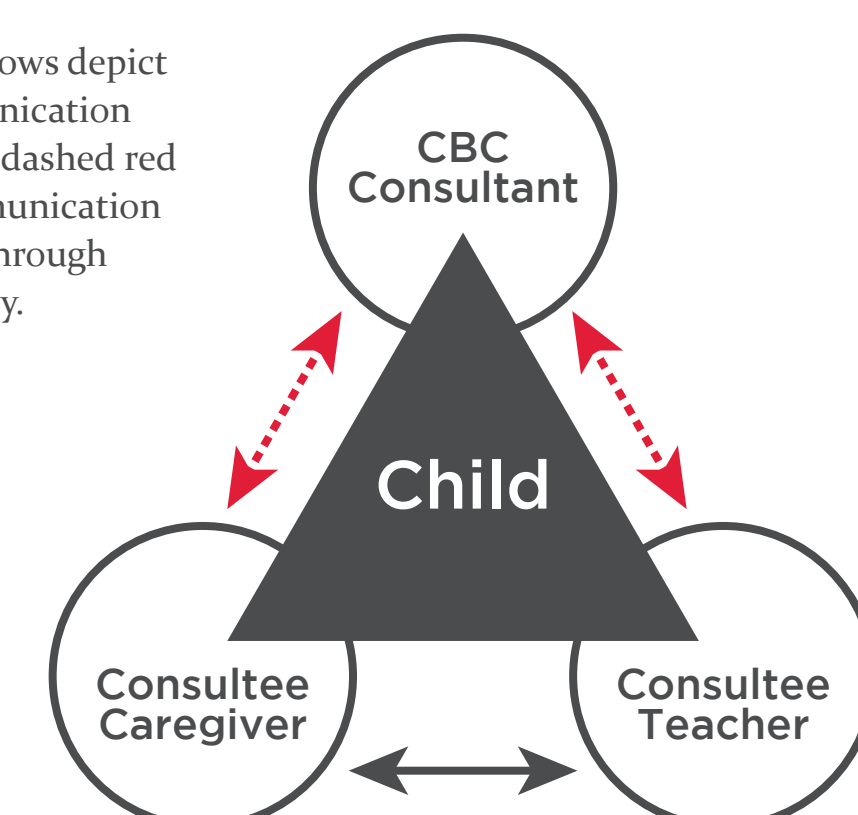


Figure 2 depicts the CBC-D process, in which communication between the consultant and the caregiver and teacher occurs via distance.

## CBC via Distance Delivery: Stages & Objectives

### 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 consultees to practice plan steps and receive feedback
- ▶ Provide individual, brief fidelity 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
- ▶ 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., videoconferencing software) (Bischoff, 2004; Gibson et al., 2010).

### 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.

### Selecting the Right Equipment

- ▶ Service providers should carefully consider all possible objectives they plan to meet and ensure that the hardware and software will allow them to meet those objectives.
- ▶ In CBC-D, software (e.g., WebEx) is needed because the consultant and consultees need to share documents and review data graphs.

### 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 ensure that confidentiality is thoroughly discussed and time be given to address questions.

### Ethical & Legal Policies

- ▶ Local and district policies regarding internet and videoconferencing usage 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.

## Implications for School Psychology Practice

- ▶ Identifying effective methods of using tele-education to deliver specialized services to rural areas has great implications for the future of school psychological service delivery.
- ▶ School psychologists can reach a significantly larger population (from a greater range of geographic areas) in an efficient manner.
- ▶ By gaining access to a greater number of school psychological services, rural educators can better meet the diverse needs of their students by individualizing each student's treatment.
- ▶ Rural educators can increase their involvement in research practices through distance partnerships with universities interested in assessing interventions within rural populations.

## Future Directions

- ▶ 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.
- ▶ 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

References will be provided at the request of conference attendees. Please provide the first author with your name and email address on the paper provided.

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