

A Latent Transition Model of the Effects of Conjoint Behavioral Consultation Intervention on Child Social-Behavioral Development Over Time

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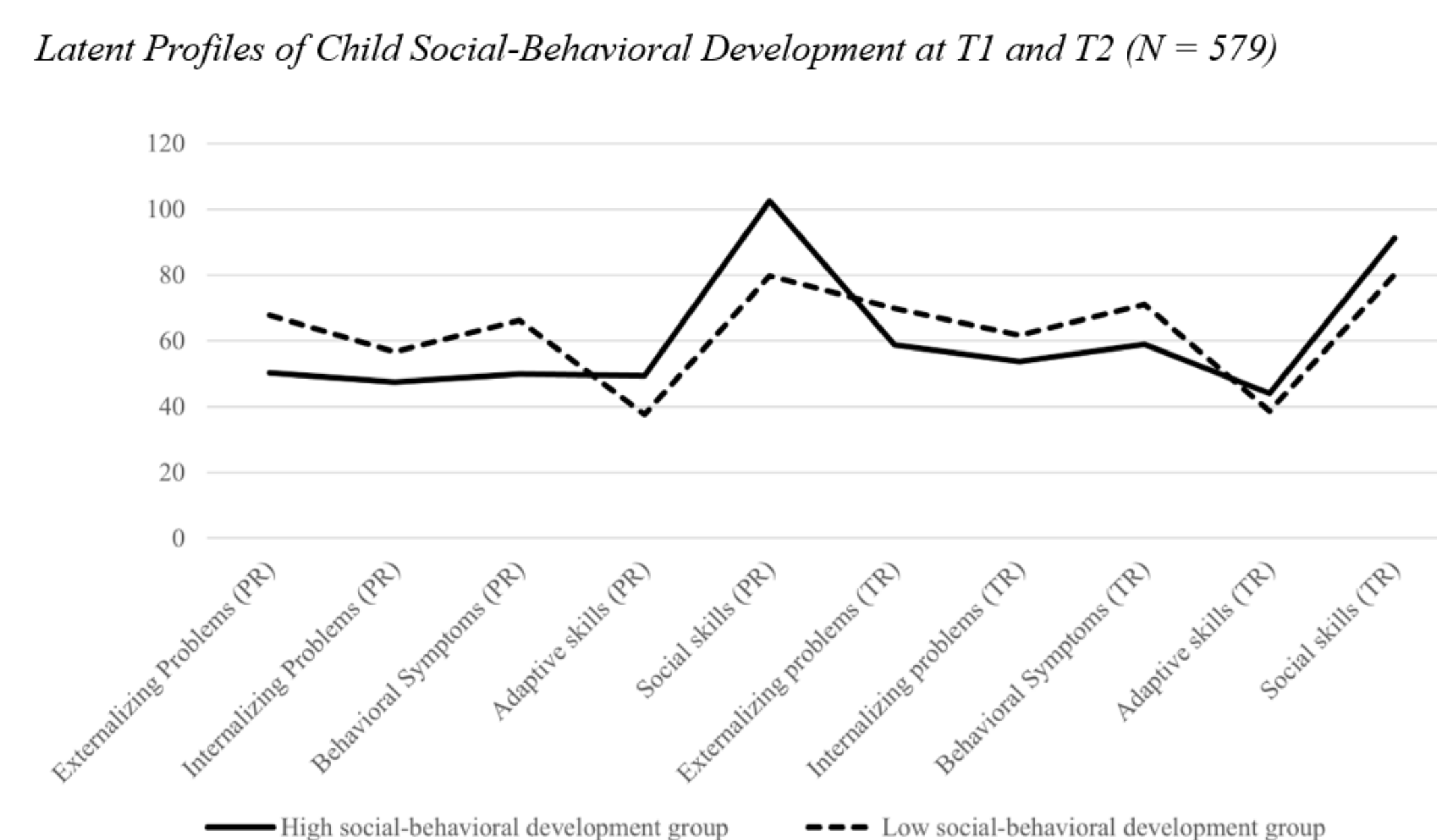
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BACKGROUND: Children’s social-behavioral well-being serves as a precursor for adaptation and functioning in adolescence and early adulthood (Ren & Edwards, 2015; Smith et al., 2017). Conjoint behavioral consultation (CBC; Sheridan & Kratochwill; 2008; also known as Teachers and Parents as Partners, TAPP; Sheridan, 2014) is a family-school partnership intervention with evidence of efficacy for increasing child social skills (e.g., Clarke et al., 2017; Sheridan et al., 2017) and reducing child problem behaviors (e.g., Gormley et al., 2020; Witte et al., 2022).

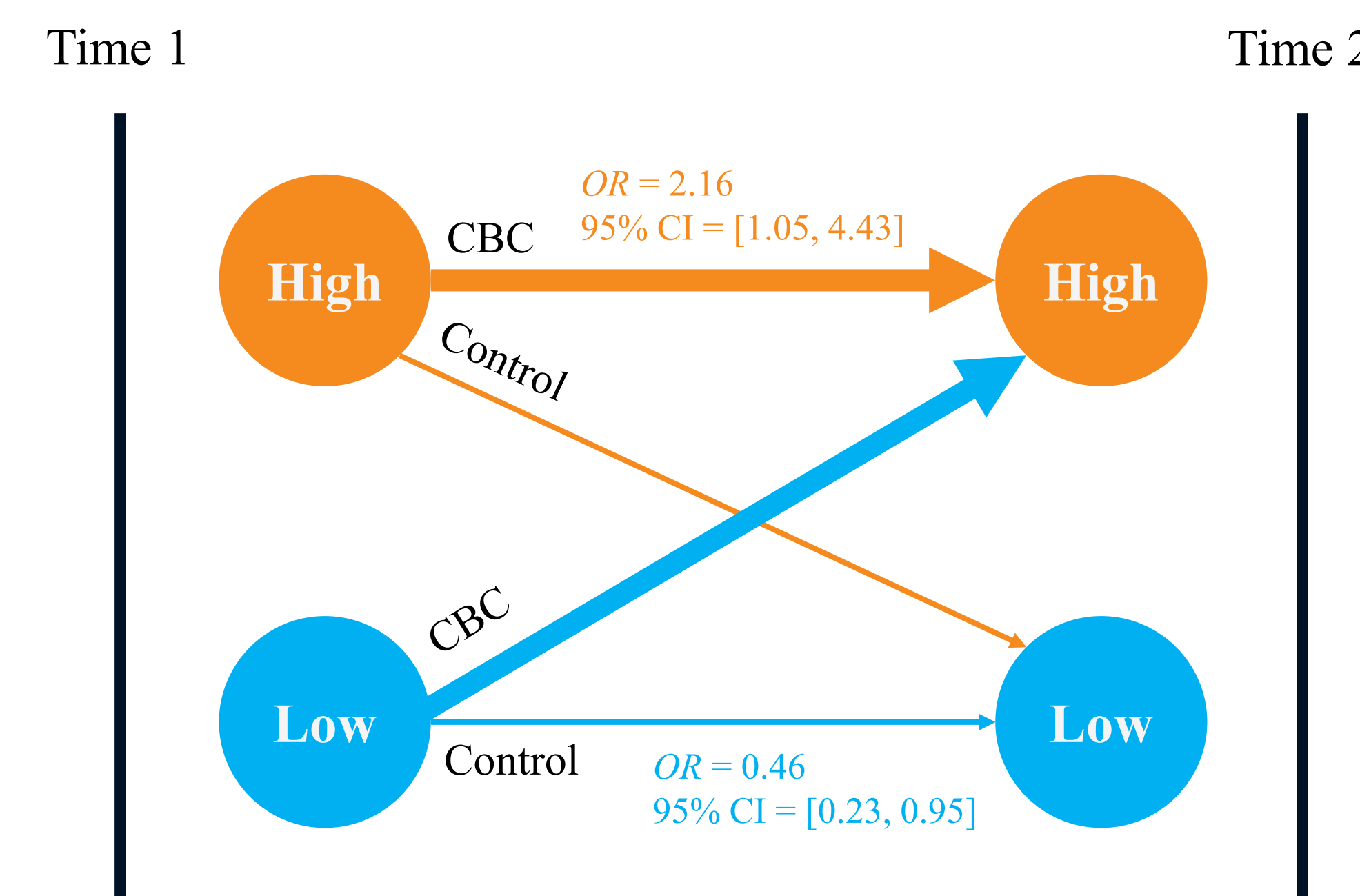
However, heterogeneity might exist among children and the efficacy of CBC might be different for children with various patterns of social-behavioral outcomes.

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CBC promotes greater equity in children's social-behavioral outcomes, regardless of where they start out.



Note. PR = parent report. TR = teacher report. Total scores were used for each domain of child social-behavioral development.



Note. Thicker arrows represent higher probability.

Children in the CBC group tend to:

- Stay in High group or
- Transition to High group

METHODS:

1. Data in this study were from three randomized control trials testing the efficacy of CBC in different contexts, and included 579 children¹ ($M_{age} = 7.24$ years, $SD_{age} = 1.46$, 26.0% girls²).
2. Parents and teachers reported on children’s externalizing problems, internalizing behaviors, behavioral symptoms, adaptive skills, and social skills at baseline (T1) and post-CBC (T2) using the Behavior Assessment System for Children (BASC; Reynolds & Kamphaus, 2004, 2015) and the Social Skills Improvement System (SSIS; Gresham & Elliott, 2008).
3. Data analysis: latent profile analysis (LPA) and latent transition analysis

RESULTS:

- Two subgroups: the Low social-behavioral development group and the High social-behavioral development group (see figure).
- Compared to the control group, children in the CBC group were more likely to
 - transition from the Low group to the High group rather than staying in the Low group
 - stay in the High group rather than transitioning to the Low group

IMPLICATIONS:

Different CBC efficacy for children with different patterns of social-behavioral outcomes. If children showed relatively low levels of social-behavioral outcomes, CBC could help improving their development. If children showed relatively high levels, CBC could help them to maintain social-behavioral competence.

¹The dataset included 628 children in total. We excluded 49 children because their data was missing on all social-behavioral variables at T1 or at T2.
²Additional analyses will be conducted with child age, child gender, child grade, and other demographic variables as covariates.



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