Conjoint Behavioral Consultation\*: Description and Sample

**Introduction to Conjoint Behavioral Consultation**

*I’d like to start by telling you a little about Conjoint Behavioral Consultation and what to expect. Generally, consultation involves teachers, parents, and a consultant putting their heads together to figure out how to best help a particular child. To do this we use a structured problem solving approach. This approach requires about 3 or 4 meetings lasting between 45 and 90 minutes each. It is important that each participant be present at each meeting, including parents, teachers, and anyone else who knows the child well and can help develop and implement a plan. In this way we all share in the plan and maximize the chances that the child can be successful.*

*During the first meeting we spend time deciding what the main concern is, and then we make plans to watch more closely so that we can better understand it. Often there will be several concerns that could be addressed, but we will need to focus in on one to get started and make the process more manageable. If you agree, we’d also like an observer to come in and observe the child to provide more information to us. After we have all had a chance to observe the primary concerns for about a week, we have a second meeting which focuses on discussing what we have observed until think we have a good understanding of the problem and what might be causing it. At our second meeting we also create a plan to help the child. This plan is developed collaboratively with input from all involved because all participants have important information and ideas to share. Then, we put the plan into place. The third interview is a chance for us to get together to decide how the plan is working and make any changes. All the way through the process it will be important for all of us to carefully monitor and keep track of how things are going so that we can be sure that progress is being made. As you can see this process requires somewhat of a time commitment and we won’t be creating a plan until the second meeting.*

*Does this sound like something that would be helpful?* *If so, there is an informed consent form that needs to be signed. The form reviews information that I just shared, as well as ensures that all information will be completely confidential and that your participation is voluntary.* *Please take a few moments to read the form, ask questions, and sign if everything is agreeable.*

*\** Please Note: Conjoint Behavioral Consultation (CBC) is a specific term for a research-based process involving a consultant, family, and teacher, usually focused on a specific behavioral or academic issue.

Adapted fromFuture of School Psychology Task Force on Family-School Partnerships. (2007). *Family-school partnership training modules*. Retrieved from http://cyfs.unl.edu/futures/ and Sheridan, S.M., & Kratochwill, T.R. (2008). *Conjoint behavioral consultation: Promoting family-school connections and interventions.* New York: Springer.

Name: Date:

Participants:

N

**Sample Conjoint Behavioral Consultation**

Definition of Priority Behavior:

 **Conjoint Home/School Goals**

# PRIORITIES

### Home:

### School:

# STRENGTHS

### Home:

### School:

*Home* *School*

WHAT HAPPENS BEFORE?

WHAT HAPPENS AFTER?

PATTERNS OF BEHAVIOR

## **PATTERNS OF BEHAVIOR**

*Home* *School*

*Home* *School*

HYPOTHESES:

#### INTERVENTIONS: