



Supporting Latinx Student Success via Family–School Partnerships: Preliminary Effects of Conjoint Behavioral Consultation on Student and Parent Outcomes

Brandy L. Clarke, Lorey A. Wheeler, Susan M. Sheridan, Amanda L. Witte, Mackenzie S. Sommerhalder & Elizabeth A. Svoboda

To cite this article: Brandy L. Clarke, Lorey A. Wheeler, Susan M. Sheridan, Amanda L. Witte, Mackenzie S. Sommerhalder & Elizabeth A. Svoboda (2017): Supporting Latinx Student Success via Family–School Partnerships: Preliminary Effects of Conjoint Behavioral Consultation on Student and Parent Outcomes, *Journal of Educational and Psychological Consultation*, DOI: [10.1080/10474412.2017.1293543](https://doi.org/10.1080/10474412.2017.1293543)

To link to this article: <http://dx.doi.org/10.1080/10474412.2017.1293543>



Published online: 10 Apr 2017.



Submit your article to this journal [↗](#)



Article views: 13



View related articles [↗](#)



View Crossmark data [↗](#)

Supporting Latinx Student Success via Family–School Partnerships: Preliminary Effects of Conjoint Behavioral Consultation on Student and Parent Outcomes

Brandy L. Clarke^a, Lorey A. Wheeler^b, Susan M. Sheridan^b, Amanda L. Witte^b, Mackenzie S. Sommerhalder^b, and Elizabeth A. Svoboda^b

^aUniversity of Nebraska Medical Center; ^bUniversity of Nebraska-Lincoln

ABSTRACT

Latinx students are the largest ethnic minority school-age population, yet they have some of the lowest reading proficiency levels and highest rates of school dropout and experience significant unmet behavioral health needs. School-based interventions addressing behavioral challenges and parent engagement are recommended to support Latinx students. Conjoint behavioral consultation is an evidence-based intervention that supports behavioral improvements and home–school partnerships for students. The purpose of this study was to examine the effects of CBC for a subsample of Latinx students enrolled in two large-scale randomized efficacy trials. ANCOVA and t-test analyses revealed generally positive effects for CBC on Latinx student and parent outcomes and parent–teacher relationships. These findings suggest CBC may be a promising school-based intervention addressing gaps in educational and behavioral health services for Latinx students. Given the small sample size, further research is needed to evaluate the efficacy of CBC for Latinx students and their families.

ARTICLE HISTORY

Received 3 May 2016
Revised 20 January 2017
Accepted 1 February 2017

By 2050, the Latinx population is projected to reach 132.8 million, roughly 30% of the U.S. populace. Latinx account for nearly 24% of U.S. students and are the largest ethnic minority school-age population (U.S. Census Bureau, 2015). However, Latinx students currently experience some of the lowest reading proficiency levels and highest rates of school dropout (National Center for Education Statistics, 2016) and have significant unmet behavioral health needs (Gudiño, Lau, Yey, McCabe, & Hough, 2009; Lopez, Bergren, & Painter, 2008). To address these educational and behavioral health disparities, culturally responsive interventions focused on the specific needs of Latinx students are essential.

Interventions that address behavioral challenges interfering with learning (Becker & Luthar, 2002) and parent engagement in education

(Herrold & O'Donnell, 2008) have been recommended to improve academic achievement for students from racial/ethnic minority groups. Conjoint behavioral consultation (CBC; Sheridan et al., 1996; Sheridan & Kratochwill, 2008) is an evidence-based, indirect intervention dually focused on improving individual students' social- behavioral and educational outcomes and fostering relationships and partnerships between homes and schools. The purpose of the current study was to examine the effects of CBC for improving both student outcomes and family-school partnerships for Latinx students and families.

Mental health and education disparities among Latinx students

Despite a strong work ethic and a high value placed on education among Latinx in general (Hill & Torres, 2010; Olmeda, 2003), they experience large disparities in educational outcomes that can result in long-term deleterious effects. Relative to other students, Latinx have some of the lowest reading proficiency levels and highest rates of school dropout (National Center for Education Statistics, 2016). By eighth grade, 45% of Latinx youth score below basic reading levels. Although dropout rates for Latinx youth have improved, they continue to remain higher than their European and African American peers (Kena et al., 2016). Ultimately, disparities in academic achievement for Latinx youth correlate with negative, long-term outcomes, such as increased rates of poverty, unemployment, and poor overall health (Bridgeland, Dilulio, & Morrison, 2006).

In addition to educational disparities, Latinx students with mental and behavioral health needs are disproportionately underdiagnosed and underserved (Gudiño et al., 2009), with rates as high as 88% of Latinx students with such issues going untreated (Lopez et al., 2008). Furthermore, Latinx youth engage in risky or delinquent behaviors at higher rates than non-Latinx students (Grant et al., 2004). In schools, Latinx students are more likely to experience severe disciplinary actions such as suspension or expulsion for their behaviors compared to their European American counterparts (Children's Defense Fund, 2008), which dramatically increases the rate of school dropout (Gregory, Skiba, & Noguera, 2010). These unmet mental and behavioral health needs, coupled with greater punitive school experiences, place Latinx youth at increased risk for social, educational, and psychological problems (Gonzales, Germán, & Fabrett, 2012). Currently, there is a paucity of research on effective school-based interventions that address these disparities for Latinx youth.

Culturally responsive interventions

Interventions that address behavioral challenges interfering with learning (Becker & Luthar, 2002) and parent engagement in education (Herrold & O'Donnell, 2008) have been recommended to improve academic

achievement for students from racial/ethnic minority groups. Parental support and engagement in schooling are important predictors of academic success (e.g., Fan & Chen, 2001). Latinx immigrants tend to espouse strong faith in the U.S. educational system and the benefits it affords their children (de Carvalho, 2001; Olmeda, 2003), which is often the reason families immigrate to the United States (Reese, 2002). However, Latinx parents are often dissatisfied with their children's educational experience and face significant barriers to involvement in their children's schooling (Hill, 2009; Ramirez, 2003). When interacting with educators, many Latinx feel unwelcome, misunderstood, and confused (Hill & Torres, 2010), leaving them disconnected and alienated from their child's school. The negative interactions these parents have with schools can be a major barrier to involvement (Eccles & Harold, 1996). As a result, Latinx parents may be less likely to engage with teachers over time and are increasingly perceived as disinterested in their child's education (Jones, 2003; Rodriguez & Lopez, 2003).

Regrettably, educators often do not receive training in building home-school partnerships or methods to engage families of diverse cultural backgrounds (Hein, 2003). Some teachers may have difficulty developing relationships with parents because they cannot speak Spanish, do not understand expectations of Latinx parents, and may not perceive Latinx parents as a resource in educating their children (Delgado Gaitan, 1992; Hill & Torres, 2010). Disconnects among Latinx families and schools create misunderstandings and barriers that influence relationships and ultimately student progress (Hill, 2009; Peña, 2000). Differences in expectations regarding roles and responsibilities (Ramirez, 2003; Yan & Lin, 2005), values (Hill, 2009), and student behavior (Trumbull, Rothstein-Fisch, & Hernandez, 2003) may create conflict and strain home-school partnerships. Thus, effective interventions that support achievement through the creation of partnerships among Latinx families and schools that bridge cultural perspectives may contribute greatly to changing the trajectory for Latinx students at risk for school failure.

Family engagement approaches that emphasize relationships among home and school and respect for family values may be particularly acceptable and effective for Latinx (Ingraham, 2014). For school-based interventions to be considered culturally responsive, they must attend to the strengths and preferences of Latinx families and build supportive home-school relationships among parents and educators. Latinx culture emphasizes a strong loyalty and commitment to relationships among family members (*familismo*), inclusive of the extended family network.

Social relationships characterized by harmony, empathy, trust, reverence, and respect are highly regarded (Andres-Hyman, Ortiz, Añez, Paris, & Davidson, 2006; Simioni & Pérez, 1995). Latinx parents often instill in their children a sense of interpersonal humility (*vergüenza*; Olmeda,

2003), dignity in conduct (*respeto*; Calzada, Fernandez, & Cortes, 2010), and responsibility for their behavior (Buriel, 1993). A combined strict, yet permissive, parenting style demonstrates caring for their children and has been correlated with warmth and positive mental health in children (Hoeve et al., 2009; Mason, Walker-Barnes, Tu, Simons, Martinez-Arrue, 2004). Many place high value on relationships (Hill, 2009) and indicate a preference for personal relationships with their child's teacher (Trumbull et al., 2003). Interventions that respect and utilize Latinx family values may be particularly effective for addressing Latinx student academic and behavioral disparities.

Conjoint behavioral consultation

Conjoint behavioral consultation (CBC; Sheridan et al., 1996; Sheridan & Kratochwill, 2008) is a strengths-based, indirect intervention dually focused on improving students' social-behavioral and educational outcomes and fostering relationships and partnerships between homes and schools. CBC promotes social-behavioral skills related to academic achievement through structured, data-based problem solving and collaborative, consistent implementation of evidence-based interventions across home and school settings. The core components of the CBC intervention are characterized by a collaborative, partnership-centered approach (Sheridan & Kratochwill, 2008) wherein the unique information, values, and goals of families and educators are recognized and promoted as strengths within a culturally responsive context. The CBC intervention is implemented as a structured yet flexible approach using strategies that strengthen parents' and teachers' competencies to support students, all within the context of positive and constructive relationships between families and schools. Through the two-way sharing of information, establishment of goals that are responsive to both parent and teacher values, open-ended questioning that elicits relevant information specific to home and school perspectives, and validation of the unique roles that each play in educating and socializing students, CBC is positioned to build trust between parents and teachers and broker meaningful and sustained engagement of Latinx parents.

Framework

CBC's conceptual framework is based upon Bronfenbrenner's ecological systems theory (Bronfenbrenner, 1979), which posits that children's development occurs within the context of interactions occurring within and across various systems of influence (i.e., microsystem, mesosystem, exosystem, macrosystem) over time. For example, at the microsystem level, children interact within and across home and school, which heavily influence their

overall development (Rimm-Kaufman & Pianta, 2000). Development is optimal when effective connections and continuities among the home-school interface (the mesosystem) are created (Hobbs, 1966). A cultural-ecological framework of development also recognizes the pervasive role of ethnicity and cultural factors at the macrosystem level, such as immigration and acculturation, in shaping cultural ecologies and adaptive choices (Szapocznik & Coatsworth, 1999). Guided by these frameworks, CBC intentionally promotes a culturally responsive “match” among the child, home, and school systems by creating connections that are appropriate, coordinated, and supportive of optimal social-behavioral and educational outcomes for students.

As the CBC process engages individual families with educator(s), it allows for unique needs and goals to be identified and understood. Belief systems of each family are identified through open questioning and observation that occurs through a series of personal interactions, thus allowing the consultant to tailor services in a way that builds on the family’s strengths and addresses needs in a manner that fits within their values and practices. The information gathered through the process informs the strategies used at school, promotes parents’ understandings of classroom practices, and encourages family engagement in the learning process. Therein, continuity is created across the systems wherein styles of parenting and teaching each inform the other in a culturally responsive, respectful manner.

Process

In CBC, parents and teachers serve as joint consultees. Consultation is conducted with parents and teachers as partners in promoting student skills that support learning. Social-behavioral or learning difficulties are identified, defined, analyzed, and addressed through a structured, collaborative four-stage process (i.e., needs identification, needs analysis/plan development, plan implementation, and plan evaluation) and concomitant problem-solving meetings between parents and teachers with the guidance of a consultant trained in interventions and partnership-building strategies. There is equal emphasis on content (what strategies are necessary to support students and families) and process (how decisions are made through collaborative planning).

CBC consultants use their expertise to guide a problem-solving process with a focus on achieving goals for students in a manner that is responsive to school and family needs and culture. The problem-solving process is relationally based; consultants use skills such as active listening, perspective taking, reflection, checking for understanding (paraphrasing and summarizing), reframing, and conflict management (Sheridan & Kratochwill, 2008) to build relationships between home and school. These skills are effective at conveying genuineness and sincerity (Christenson & Sheridan, 2001), building trust (Christenson, Stout, & Pohl, 2012), demonstrating respect (Minke,

2006), establishing connections between home and school (Henderson et al., 2007), and promoting positive, bidirectional communication (Clarke, Sheridan, & Woods, 2009) while also targeting behavioral concerns and achieving agreed-upon student goals. By its design, CBC addresses challenges associated with possible confusion and mistrust, often experienced by Latinx families in their interactions with schools. It is these relationally focused strategies that we believe make CBC culturally responsive and appropriate for Latinx students and families.

With a dual focus on content and process, CBC (a) promotes positive behavior change based on individualized needs, goals, and situations; (b) considers teachers' and family members' values, cultures, and beliefs in target selection and intervention planning; (c) accounts for unique context differences by providing personalized opportunities for problem solving; (d) builds on child, family, and teacher strengths; (e) provides support and collaboration among teachers and families; (f) enhances teachers' and parents' knowledge and use of evidence-based strategies, including problem solving and skills in implementation; and (g) fosters positive relationships among service providers, families, and teachers. These inherent features make it an ideal process for promoting parent engagement among Latinx families and positive relationships among parents and teachers.

Empirical evidence

More than two decades of rigorous empirical research with non-ethnic minority students has demonstrated CBC's efficacy for addressing a range of academic (Galloway & Sheridan, 1994; Weiner, Sheridan, & Jenson, 1998) and behavior problems (Sheridan et al., 2012; Sheridan, Ryoo, Garbacz, Kunz, & Chumney, 2013; Wilkinson, 2005) across settings (Sheridan et al., 1996) and disorders (Lasecki, Olympia, Clark, Jenson, & Heathfield, 2008). Studies using experimental single-case designs (SCDs; Sheridan, Kratochwill, & Elliott, 1990) and randomized control trials (RCTs; Mautone et al., 2012; Power et al., 2012; Sheridan et al., 2012; Sheridan et al., 2013), as well as meta-analyses (Guli, 2005; Sheridan, Eagle, Cowan, & Mickelson, 2001; Sheridan, Eagle, & Doll, 2006), report significant positive effects for the intervention on student, parent, and teacher outcomes. Data from two randomized controlled trials demonstrated that the effects of CBC were moderated by cumulative risk (Sheridan et al., 2013), such that student gains were greatest under conditions of higher levels of risk. Likewise, the effects were maintained one year following the intervention's completion, including both child outcomes (social skills) and parent outcomes (competence in problem solving; Sheridan et al., 2017).

The important, operative role of parent-teacher relationships on CBC outcomes was revealed in at least two studies. Specifically, structural equation

modeling research demonstrated that the effects of CBC on student behavior are mediated by the parent–teacher relationship (Sheridan et al., 2013; Sheridan et al., 2017). In addition, in the absence of CBC, the parent–teacher relationship of students with behavioral problems deteriorates over time (Sheridan et al., 2012). These findings demonstrate that CBC effects change for both students and parent–teacher relationships, making it a palatable intervention for Latinx children and families. Yet, research demonstrating the efficacy of CBC for this large, underserved group is lacking.

The purpose of the current study was to examine the effects of CBC for addressing Latinx students' behavioral challenges, as well as its effects on Latinx parents' problem-solving skills and parent–teacher relationships for a small subsample of Latinx students who participated in two large CBC efficacy studies. Because the sample is small and the larger randomized trial studies were not designed to examine the effects of CBC for Latinx students and families, this study is considered exploratory. The specific research questions were the following: (a) What are the effects of CBC on Latinx student social-behavioral challenges? (b) What are the effects of CBC on Latinx parents' problem-solving abilities? (c) What are the effects of CBC on parent–teacher relationships for Latinx students? (d) How do parents and teachers of Latinx students rate the acceptability of the CBC intervention?

Method

Participants

Data for the current study are derived from two large, federally funded randomized controlled trials of CBC. The initial trial included 207 students ($n = 17$ Latinx students and families) in 21 urban/suburban schools. The second trial was a replication study in rural settings with a sample of 250 students ($n = 18$ Latinx students and families) across 45 schools.

Participants were recruited for the two efficacy trials from schools in three midwestern states. Using a rolling enrollment procedure, participants were enrolled in the study at different times over nine academic years between 2005 and 2014.

The sample for the current study consisted of 35 Latinx students with behavioral concerns at school ($n = 23$ treatment; CBC, $n = 12$ control) in kindergarten through third grade, their parents, and teachers ($N = 34$; $n = 23$ treatment, $n = 11$ control). Seventy-one percent of the Latinx students were eligible for free or reduced lunch; 26% of parents identified Spanish as their primary language; and 23% required an interpreter ($n = 5$ treatment, $n = 3$ control). Forty-eight percent of families and teachers were located in rural settings and 52% in urban settings. See [Table 1](#) for demographic information

for sample used in the current study, across treatment and control conditions.

To recruit study participants, research staff met with teachers in participating schools to describe the study and obtain their consent to participate. Eligible students were initially identified by participating teachers through a student nomination process wherein participating teachers nominated up to five students from their classroom for whom they had a behavioral concern. Brief screeners (Glover, Sheridan, Garbacz, & Witte, 2005) were then completed by teachers for each nominated student. Students became eligible for participation if teachers rated them on the screener as “moderately” to “greatly” in need of additional behavioral services and their externalizing behaviors were “moderately” to “extremely” severe and “moderately” to “extremely” frequent. The authors define *externalizing behaviors* as negative childhood problem behaviors that are overt,

Table 1. Demographic Characteristics of Participants.

| | Total sample | CBC group | Control group |
|--|---------------|---------------|---------------|
| Child sample | <i>N</i> = 35 | <i>N</i> = 23 | <i>N</i> = 12 |
| Child gender | | | |
| Male (<i>n</i>) | 71% (25) | 70% (16) | 75% (9) |
| Mean (<i>SD</i>) child age | 7.00 (1.05) | 6.88 (0.81) | 7.00 (1.39) |
| Child grade | | | |
| Kindergarten (<i>n</i>) | 23% (8) | 13% (3) | 42% (5) |
| First (<i>n</i>) | 37% (13) | 39% (9) | 33% (4) |
| Second (<i>n</i>) | 29% (10) | 39% (9) | 8% (1) |
| Third (<i>n</i>) | 11% (4) | 9% (2) | 17% (2) |
| Language spoken at home | | | |
| Spanish (<i>n</i>) | 29% (10) | 26% (6) | 33% (4) |
| English (<i>n</i>) | 71% (25) | 74% (17) | 67% (8) |
| Parent Sample | <i>N</i> =35 | <i>N</i> =23 | <i>N</i> =12 |
| Parent gender | | | |
| Female (<i>n</i>) | 74% (26) | 78% (18) | 67% (8) |
| Mean (<i>SD</i>) parent age | 34 (7.84) | 33 (6.42) | 35 (8.57) |
| Maternal education | | | |
| Less than high school diploma (<i>n</i>) | 17% (6) | 17% (4) | 17% (2) |
| High school diploma/GED (<i>n</i>) | 26% (9) | 17% (4) | 42% (5) |
| Some college (<i>n</i>) | 26% (9) | 26% (6) | 25% (3) |
| College degree/graduate coursework (<i>n</i>) | 29% (10) | 35% (8) | 17% (2) |
| Paternal education | | | |
| Less than high school diploma (<i>n</i>) | 26% (9) | 26% (6) | 25% (3) |
| High school diploma/GED (<i>n</i>) | 23% (8) | 22% (5) | 25% (3) |
| Some college (<i>n</i>) | 26% (9) | 26% (6) | 25% (3) |
| College degree/graduate coursework (<i>n</i>) | 9% (3) | 9% (2) | 8% (1) |
| Teacher sample | <i>N</i> =34 | <i>N</i> =23 | <i>N</i> =11 |
| Teacher gender | | | |
| Female (<i>n</i>) | 94% (32) | 100% (23) | 82% (9) |
| Teacher race/ethnicity | | | |
| White, non-Hispanic (<i>n</i>) | 100% (34) | 100% (23) | 100% (11) |
| Teacher education | | | |
| Some college (<i>n</i>) | 3% (1) | 4% (1) | 0% (0) |
| College degree (<i>n</i>) | 44% (15) | 43% (10) | 45% (5) |
| Graduate coursework/advanced degree (<i>n</i>) | 24% (53) | 30% (52) | 9% (55) |

Note. Seven parent participants (1 mother, 6 fathers) did not report their education levels.

occur in excess, and can result in harm to others or property. They are inappropriate responses in everyday situations and include behaviors such as yelling, throwing temper tantrums, defying adults, and engaging in aggressive acts toward people or items (Angell, Meisinger, & Sheridan, 2016).

When asked to nominate students for participation in the study, teachers were given the following definition of *externalizing behaviors*: *externalizing* refers to all behavior problems that are directed outwardly, by the child, toward the external social environment. Externalizing behavior problems usually involve behavioral excesses (i.e., too much behavior) and are considered inappropriate by teachers and other school personnel. Nonexamples of externalizing behavior problems would include all forms of adaptive child behavior that are considered appropriate to the school setting.

Students with a diagnosis of autism spectrum disorder or intellectual disability were excluded from the study because they frequently require a specialized approach to treatment that was not within the scope of this study. Students who displayed these symptoms but who had not received a diagnosis remained eligible for participation. Students with a verified learning disability or speech language deficit were also eligible. Up to three eligible students from the list of screened students for each classroom were chosen at random to participate. The students' parents were invited to participate once it was determined that their child met inclusionary criteria for the study. When discussing externalizing behaviors with parents, consultants described disruptive behaviors as those that interfere with learning. Recruitment materials for parents invited "children with behavior concerns and their parents ... to participate." Examples of externalizing behaviors targeted for improvement through CBC included temper tantrums, shout-outs, and noncompliance. Only one child per family was invited to participate, and one parent per child completed questionnaires.

Procedures

Random assignment to either the CBC group or control group occurred at the classroom level after screenings were conducted. Participating Latinx students in classrooms assigned to the treatment group received the CBC intervention; those in classrooms assigned to the control condition received typical educational services or "business as usual."

Conjoint behavioral consultation condition

Consultants were trained to mastery in CBC using a structured training procedure (Kratochwill, Sheridan, Carrington Rotto, & Salmon, 1991) and manual (Sheridan & Kratochwill, 2008). Consultants included 17 master's level clinicians trained or enrolled in an educational administration, special

education, school psychology, or counseling psychology graduate program (16 female, 1 male, all self-reporting as White/non-Hispanic). Participating consultants completed a 4-week, 64-hour, criterion-based training program wherein project leaders delivered didactic instruction on the theory and practice of CBC. Training strategies included assigned readings on CBC and evidence-based behavioral interventions, video demonstrations, role-plays with performance feedback, self-monitoring, and individualized supervision.

The consultant-led four-stage CBC process lasted 8 to 12 weeks. The CBC stages included the following:

1. Needs Identification and Analysis
2. Plan Development
3. Plan Implementation
4. Plan Evaluation

During the CBC process, parents and teachers jointly attended three to four 1-hour meetings facilitated by a trained CBC consultant. CBC meetings aligned with the first, second, and final stages of CBC were conducted; no formal interview occurred during the “plan implementation” stage. Meetings occurred in the schools at times convenient for both parents and teachers (e.g., before school or after school).

For parents whose primary language was Spanish, meetings were facilitated with the aid of a Spanish-speaking interpreter. Through the CBC process, teachers and parents developed and implemented a behavior plan to address a target concern across home and school settings. Plans consisted of three components: homeschool communication, behavioral function adaptations, and positive reinforcement. Procedures and plan tactics were individualized to ensure they were reasonable and agreeable to all parties.

Consultants used specific process-oriented strategies to facilitate the CBC process. Problems were addressed via flexible, responsive, and effective instructional and behavioral supports. Intentional emphasis was placed on building the capacity of parents and teachers to work effectively together to address children’s behavioral, emotional, and academic concerns. Meaningful communication and cooperative, solution-focused interactions between parents and teachers were planned, modeled, and reinforced throughout the process with the goal of promoting future partnering and problem solving. When necessary, Spanish-speaking interpreters were used to help facilitate parent–teacher communication outside of meetings. Consultants provided parents and teachers with guidance and support to develop the skills and knowledge to identify behavioral concerns, develop methods for monitoring children’s behavior, set behavioral goals, and implement and evaluate effective strategies to support children’s behavioral progress and academic

success. Mutual input and a consideration of contextual features that may facilitate or hinder the implementation of behavioral interventions was solicited to ensure developed interventions were culturally responsive and acceptable to Latinx parents and teachers and feasible to implement within each child's unique home and school environment.

Fidelity of CBC was assessed in the context of the problem-solving interviews, which were audio-recorded and subsequently coded by independent trained observers. Coders listened to approximately 30% of all interviews conducted and recorded for this subsample, selected randomly to represent each stage of CBC ($n = 10$). Core problem-solving objectives for each CBC interview were identified and defined, and CBC Fidelity Objective Checklists were developed to determine the adherence to each objective across interviews. Trained coders rated consultants' adherence to CBC interview objectives dichotomously (0 = *objective not met*, 1 = *objective met*). An overall adherence percentage was derived for each CBC interview by dividing the number of specific objectives the consultant met by the total possible objectives per interview. Adherence to the CBC intervention was high. On average, consultants adhered to 85% to 94% of the objectives across the CBC interviews. Across the interviews, consultants met an average of 94% of the objectives during Needs Identification/Needs Analysis, 93% of the objectives during Plan Development, and 85% of the objectives during the Plan Evaluation interviews.

Control condition

In the control condition (e.g., "business as usual"), Latinx students received traditional school support provided by school personnel (office referrals, student assistance teams, pullout placements in special education classrooms) or support services solicited by parents outside of school. School support services were measured via parent- and teacher-report surveys. For participants in the full RCT samples, chi-square and t -test analyses of differences indicated that there were no significant differences between treatment and control conditions on the proportion of students who received special education services, $\chi^2(1) = .015$, $p > .05$, amount of time special education services were received daily, $t(30) = -.165$, $p > .05$, or receipt of additional services for behavioral, social, or emotional problems, $\chi^2(1) = .615$, $p > .05$.

Data collection

All measures were collected via written questionnaires at enrollment (pretest) and again approximately 12 weeks later (posttest). The questionnaires were either hand delivered or mailed to parents and teachers by research staff.

Parents and teachers were instructed to complete the questionnaires and return them in a postage-paid envelope provided by the research staff. Upon completion and submission of each questionnaire, parents and teachers received a \$50 honorarium.

Measures

Measures were selected according to their ability to assess broad (norm-referenced) social- emotional and behavioral outcomes. All parent measures that were not published in Spanish were translated by a professional translation service and were back-translated by a native Spanish speaker.

Student outcomes

Student social-behavioral functioning was assessed at pretest and posttest using the Behavior Assessment System for Children, Second Edition (BASC-2; Reynolds & Kamphaus, 2004). The BASC-2 is available in both Spanish and English. The Spanish version of the BASC-2 went through a process of adaptation beyond mere translation (the manual contains detailed information on the adaptation process) and was normed using a population of parents, teachers, children, and adolescents from 74 schools in Spain. The normative sample was weighted to align with that of the U.S. 2001 census. Teachers (100 and 139 items, respectively) and parents (134 and 160 items, respectively) were asked to rate the frequency with which participating students exhibit specific behaviors using a 4-point Likert scale (1 = *never* to 4 = *almost always*) on versions for children 5 years old and younger and children 6 years old and older. Ratings on the parent version of the BASC-2 are grouped across four indices: Adaptive Skills, Externalizing Problems, Internalizing Problems, and Behavioral Symptoms Index. In addition to those four areas, the teacher version of the rating scale includes a School Problems index. Overall, a range of coefficient alphas were found for the four indices on the Teacher Rating Scale (TRS; pretest $\alpha = .70-.95$, posttest $\alpha = .96-.97$) and Parent Rating Scale (PRS; pretest $\alpha = .82-.94$, posttest $\alpha = .85-.95$).

Teachers and parents reported on students' social skills measured at pretest and posttest using either the Social Skills Rating System (SSRS; 0 = *never* to 2 = *very often*; Gresham & Elliott, 1990) or Social Skills Improvement System (SSiS; 0 = *never* to 3 = *almost always*; Gresham & Elliott, 2008), depending on the trial.¹ The SSiS was available in both English and Spanish; however, separate norming information for a Spanish-speaking population was not obtained for the forms translated into Spanish. Standard scores from the SSRS and SSiS were linked via equipercentile methods to create a concordance score that was used in the analyses (Livingston, 2004; Pommerich et al., 2004). A total social skills standard score was derived ($M = 100$; $SD = 15$). Reliability was good in the current

study (pretest: teachers' $\alpha = .93, .89$, parents' $\alpha = .95, .96$; posttest: teachers' $\alpha = .95, .94$, parents' $\alpha = .91, .96$ for SSRS and SSiS, respectively).

Parent and teacher outcomes

The Parent–Teacher Relationship Scale (PTRS; Vickers & Minke, 1995) was used at pretest and posttest to assess parent and teacher perceptions of the quality of their relationship. The PTRS consists of 24 items rated on a Likert-type scale (1 = *almost never* to 5 = *almost always*) that assesses the overall quality of the parent–teacher relationship defined as feelings of interpersonal connection (affiliation, support, shared beliefs, and expectations) and communication between parents and teachers. Internal consistency for the measure has been demonstrated (Vickers & Minke, 1995) and was good in the current study (pretest: teachers' $\alpha = .95$, parents' $\alpha = .91$; posttest: teachers' $\alpha = .96$, parents' $\alpha = .85$).

Parents' competence in becoming effective problem solvers was assessed at pretest and posttest with the Parent Competence in Problem Solving Scale (Sheridan, 2004). This eight-item self-report measure assesses parents' agreement with statements regarding their ability to solve problems related to their child's educational challenges effectively (e.g., "I have gathered specific information [e.g., homework finished, number of tantrums, etc.] to help me understand how my child is doing"; "I have figured out what helps my child and what does not"). Each item is reported on a 6-point Likert scale (1 = *disagree very strongly* to 6 = *agree very strongly*). Reliability for the current study was good (pretest $\alpha = .86$; posttest $\alpha = .83$).

Acceptability

Parent and teacher acceptability of CBC was measured at posttest for those in the CBC group with a revised version of the Behavior Intervention Rating Scale—Acceptability Factor (BIRS; Von Brock & Elliott, 1987). The BIRS acceptability factor includes 15 items (e.g., "I would be willing to use this model of consultation again") rated on a 6-point Likert-type scale (1 = *not at all acceptable* to 6 = *highly acceptable*). Previously reported alpha coefficients for this factor were considered high ($\alpha = .87$; Von Brock & Elliott, 1987) and, in the current study, were high (teachers' $\alpha = .95$; parents' $\alpha = .88$).

Analytic plan

Because the sample for this study was a small subset from larger randomized trials that were not designed to examine the effectiveness of CBC with Latinx students and families, this study is considered an initial, exploratory investigation with a small sample; hence, a critical p value $\leq .10$ and one-tailed

¹The SSiS was released as an updated version of the SSRS after the first randomized trial.

tests were used for all analyses (Cohen, 1992). Cohen's effect size (d) was also calculated to interpret the magnitude of differences in ANCOVA results. Effect sizes provide critical information about the meaningfulness of results while remaining independent of sample size (Sutlive & Ulrich, 1998; Zhu, 2012). In general, an effect size of .2 is considered small, .5 moderate, and .8 large (Cohen, 1992).

For this exploratory investigation, the following analyses were performed. First, analyses of attrition and pretest differences between the control and treatment groups were conducted. Second, preliminary CBC program effects on student, parent, and teacher outcomes were evaluated using analysis of covariance (ANCOVA) controlling for pretest levels on all outcomes. This analysis compared posttest levels on outcomes for the CBC group to those of the control group. Third, preliminary CBC program effects on student, parent, and teacher outcomes were also evaluated using paired-samples t tests. These analyses evaluated differences in outcomes from pretest to posttest within the experimental groups. Finally, descriptive statistics of parent and teacher acceptability of CBC were analyzed. All analyses were conducted using SPSS version 23.0.

Results

Preliminary analyses

The original subsample of participants who were recruited and assigned to an intervention group included 35 Latinx families; however, 29 families ultimately participated in the study through the posttest. None of the participating families formally withdrew from the study; rather, they simply failed to complete data collection or were unreachable by project staff. Biases that may have emerged due to missing data were examined by comparing the families who left the study ($n = 6$) to those who did not ($n = 29$). Comparisons of demographic data indicated that there were no significant differences in terms of parents' educational attainment, income level, or language used in the home; number of children and adults in the household, children's age, grade level, or gender; or teachers' gender. Thus, it is difficult to determine why some families failed to complete data collection procedures at posttest.

Differences between the control and treatment groups on pretest levels of the outcome variables were examined using independent samples t tests. As our study uses a subgroup from two larger studies, this analysis was used as a check to determine whether randomization worked to equalize the treatment groups within this subgroup of Latinx families. There were no demographic or study variable differences between the control group and CBC treatment group. Ultimately, our use of ANCOVA in our treatment effects analyses

statistically equated the treatment and control groups on pretest levels of the outcomes.

Intervention effects on outcome variables

Results for the ANCOVAs conducted to test for differences between the control and CBC treatment groups on posttest levels of student, parent, and teacher outcomes are presented in Table 2. Results of analyses to determine potential effects of CBC relative to “business as usual” indicated that teachers reported that the CBC treatment group, as compared to the control group, had lower levels of externalizing behaviors ($p = .057$) and higher levels of social skills ($p = .087$). Parents reported that children in the CBC treatment group, as compared to the control group, had lower levels of internalizing problems ($p = .075$). Likewise, parents receiving CBC reported higher levels of positive parent–teacher relationships ($p = .024$) and parent competence in problem solving ($p = .030$). Effect sizes were medium to large ($d = .49$ – 1.25).

Table 2. Results of Analysis of Covariance Reflecting Difference Between the Control and CBC Treatment Groups on Posttest.

| | Treatment | | | Control | | | | <i>p</i> value (one-tailed) | |
|--|-----------|-------|-----------|----------|-------|-----------|-------------------|--------------------------------|----------|
| Measure | <i>n</i> | Ma | <i>SE</i> | <i>n</i> | Ma | <i>SE</i> | Fb | | <i>d</i> |
| Student outcomes | | | | | | | | | |
| Adaptive skills | | | | | | | | | |
| Teacher report | 18 | 42.20 | 1.41 | 8 | 38.92 | 2.15 | 1.57 | .112 | .50 |
| Parent report | 17 | 42.32 | 1.49 | 8 | 45.45 | 2.22 | 1.31 | .868 | .07 |
| Externalizing problems | | | | | | | | | |
| Teacher report | 17 | 66.61 | 1.48 | 8 | 70.96 | 2.17 | 2.72 [†] | .057 | −.49 |
| Parent report | 17 | 59.60 | 2.42 | 7 | 56.98 | 3.95 | .29 | .703 | −.34 |
| Internalizing problems | | | | | | | | | |
| Teacher report | 18 | 60.66 | 2.57 | 8 | 51.89 | 3.98 | 3.20 | .913 | −.15 |
| Parent report | 16 | 49.32 | 2.02 | 7 | 55.55 | 3.29 | 2.25 [†] | .075 | −1.25 |
| Behavioral symptoms | | | | | | | | | |
| Teacher report | 18 | 65.68 | 1.62 | 8 | 67.84 | 2.48 | .51 | .243 | −.54 |
| Parent report | 17 | 57.80 | 2.40 | 7 | 59.20 | 4.11 | .07 | .395 | −.88 |
| School problems—teacher report | 16 | 57.54 | 1.13 | 6 | 58.56 | 1.88 | .21 | .326 | −.56 |
| Social skills | | | | | | | | | |
| Teacher report | 21 | 83.98 | 1.64 | 9 | 79.72 | 2.53 | 1.95 [†] | .087 | .67 |
| Parent report | 17 | 91.04 | 2.30 | 9 | 87.03 | 3.17 | 1.04 | .159 | .25 |
| Parent outcomes | | | | | | | | | |
| Parent-teacher relationship—parent report | 17 | 4.53 | .07 | 9 | 4.28 | .10 | 4.34* | .024 | .56 |
| Parent problem solving—parent report | 17 | 5.22 | .14 | 9 | 4.76 | .19 | 3.95* | .030 | .50 |
| Teacher outcomes | | | | | | | | | |
| Parent-teacher relationship—teacher report | 22 | 3.96 | .11 | 9 | 3.92 | .17 | .04 | .427 | .04 |

Note. Cohen's *d*: small = 20–49, medium = 50–79, and large $\geq .80$.

^aAdjusted means controlling for pretest levels of outcomes. ^b*df* = 1.

[†] $p < .10$. * $p < .05$.

Paired-samples t tests for differences from pretest to posttest within experimental groups are displayed in Table 3. Improvements from pretest to posttest were found for students in the CBC group but not the control group for teacher report of externalizing problems, school problems, and social skills (all $p < .05$). Parents also reported significant gains in the parent–teacher relationship and parent competence in problem solving for the CBC group ($p < .05$) but not the control group ($p > .10$). Surprisingly, one finding did not support the study hypotheses: parents’ reports of externalizing behaviors were lower at posttest compared to pretest for the control group ($p < .05$) but not the CBC group ($p > .10$).

Acceptability

Acceptability ratings on the BIRS tapped perceptions of CBC acceptability for parents and teachers in the experimental group only. With a possible range of 1 (*strongly disagree*) to 6 (*strongly agree*), on average parents ($n = 21$) and teachers ($n = 18$) agreed that the intervention was an acceptable mode of consultation for the identified problem (parents: $M = 5.04$, $SD = .49$; teachers: $M = 5.05$, $SD = .65$). All of the parents and 95% of teachers indicated that they agreed that CBC was acceptable to them.

Discussion

The efficacy of CBC for improving student, parent, and teacher outcomes has been well demonstrated (Guli, 2005; Mautone et al., 2012; Power et al., 2012; Sheridan et al., 2012, Sheridan et al., 2013, Sheridan et al., 2017). Inherent in its design, CBC addresses individual student concerns in a manner that is culturally responsive to the needs of all parties involved in the consultation process. This study used a small subsample from extant data sets to explore the effects of CBC with Latinx students, parents, and their teachers. Given the small sample size, results need to be interpreted with caution; however, they suggest that the CBC process not only benefits Latinx students but may have important benefits for their parents as well.

Results of the investigation suggested that Latinx students in the CBC group demonstrated some practically meaningful social and behavioral improvements when compared to Latinx students in the control group. Specifically, ANCOVA results and effect sizes suggested that Latinx students whose parents and teacher participated in CBC experienced greater decreases in externalizing behaviors (e.g., aggression, noncompliance) and increases in social skills on standardized norm-referenced teacher report measures when compared to Latinx students who received typical educational programming or school-based services. Latinx parents also rated students in the CBC group as demonstrating fewer internalizing problems (e.g., anxiety and depression)

Table 3. Results of t Tests Representing Gains Within Groups from Pretest to Posttest.

| | CBC | | | | | | Control | | | | | |
|--|---------|-------|--|----------|-------|-------|---------|-------|--|----------|-------|-----------|
| | Pretest | | | Posttest | | | Pretest | | | Posttest | | |
| | M | SD | | M | SD | p | M | SD | | M | SD | p |
| Student outcomes | | | | | | | | | | | | |
| Adaptive skills | | | | | | | | | | | | |
| Teacher report | 40.78 | 6.69 | | 42.89 | 6.83 | -.121 | 36.25 | 7.05 | | 37.38 | 6.21 | -.69 (7) |
| Parent report | 46.82 | 7.73 | | 44.24 | 8.54 | .934 | 40.38 | 12.58 | | 41.38 | 12.24 | -.77 (7) |
| Externalizing problems | | | | | | | | | | | | |
| Teacher report | 69.00 | 10.33 | | 65.06 | 11.37 | .009 | 74.00 | 18.54 | | 74.25 | 19.24 | -.13 (7) |
| Parent report | 54.82 | 13.25 | | 56.18 | 14.16 | .688 | 68.86 | 13.73 | | 65.29 | 15.80 | 2.86* (6) |
| Internalizing problems | | | | | | | | | | | | |
| Teacher report | 54.22 | 9.95 | | 57.17 | 16.35 | .866 | 64.25 | 14.11 | | 59.75 | 16.87 | 1.43 (7) |
| Parent report | 49.06 | 10.50 | | 47.44 | 7.53 | .241 | 64.14 | 10.76 | | 59.86 | 10.68 | 1.02 (6) |
| Behavioral symptoms | | | | | | | | | | | | |
| Teacher report | 65.28 | 10.58 | | 62.94 | 12.63 | .103 | 73.75 | 14.63 | | 74.00 | 17.29 | -.19 (7) |
| Parent report | 52.00 | 11.22 | | 53.59 | 10.24 | .729 | 72.00 | 15.75 | | 69.43 | 17.88 | 1.01 (6) |
| School problems – teacher report | 58.19 | 7.79 | | 56.44 | 7.65 | .043 | 62.83 | 10.17 | | 51.50 | 10.84 | .53 (5) |
| Social skills | | | | | | | | | | | | |
| Teacher report | 82.29 | 11.11 | | 85.62 | 13.58 | .045 | 76.44 | 11.70 | | 75.89 | 10.81 | .83 (8) |
| Parent report | 91.24 | 19.55 | | 92.29 | 16.74 | .365 | 86.56 | 24.05 | | 84.67 | 22.34 | 1.41 (8) |
| Parent outcomes | | | | | | | | | | | | |
| Parent–teacher relationship—parent report | 4.28 | .53 | | 4.52 | .43 | .015 | 3.89 | .80 | | 3.93 | .88 | .16 (8) |
| Parent problem solving—parent report | 4.41 | .88 | | 5.19 | .62 | .000 | 4.56 | .94 | | 4.81 | .88 | –1.02 (8) |
| Teacher outcomes | | | | | | | | | | | | |
| Parent–teacher relationship—teacher report | 3.88 | .81 | | 3.96 | .78 | .264 | 4.30 | .61 | | 4.28 | .35 | –.33 (8) |

Note. Paired-samples t tests were used to determine whether significant change occurred from pretest to posttest for CBC and control participants.

* $p < .10$; * $p < .05$, one-tailed tests.

compared to students in the control condition. Analyses of change from pretest to posttest within each group also revealed that students in the CBC group experienced improvements in teacher-reported externalizing problems, school problems, and social skills at posttest, whereas students in the control group did not.

However, mixed results were seen for the effects on parent-rated externalizing behaviors, where students in the control group appeared to improve at posttest, but students in the CBC group did not. This result is perplexing given that teachers reported significant differences in favor of the CBC group on a highly similar measure. It is possible that teachers were more keenly aware of the behavioral challenges of both treatment and control students as they manifested in classrooms, since they served as the referral source. Almost routinely, teachers' ratings at posttest across measures and groups suggested teachers had greater concerns than parents, whose ratings tended to be more moderate than teachers' overall. A lack of concordance between parent and teacher ratings of students' behaviors has been shown in previous research (Antrop, Roeyers, Oosterlaan, & Van Oost, 2002; Wolraich et al., 2004). Differences in general perspectives between teachers and parents are worth investigating in the assessment of Latinx students to adequately interpret posttest ratings. Given the preliminary nature of these results, future research is needed with a study powered to determine the nature and extent of treatment effects across measures.

This study also examined the effects of CBC for improving Latinx parent outcomes. Results of the ANCOVA analysis indicated that Latinx parents in the CBC group reported greater increases in problem-solving capabilities as compared to Latinx parents whose children received typical educational services (i.e., control condition). This effect was *practically significant* based on the medium effect size difference. *T*-test analyses also demonstrated improvements in problem-solving skills from pretest to posttest for the CBC group, but these changes were not observed for the control group. Results from the larger CBC efficacy trials have demonstrated similar significant positive outcomes for parents in the treatment group across these areas (Sheridan et al., 2013).

Latinx parents who participated in the CBC intervention appeared to have learned important skills related to addressing their child's needs and working together with their child's teacher as compared to parents who did not receive the intervention. Stronger collaborative problem-solving abilities may help to promote continued engagement of Latinx parents when faced with challenges regarding their child's behaviors and their own interactions with schools, preventing them from becoming disengaged over time. Future research with a larger Latinx parent sample is warranted to test the efficacy of

CBC for supporting positive Latinx parent outcomes to substantiate these results.

One of the hallmark features of CBC is the dual focus on supporting student outcomes and strengthening parent–teacher relationships. Results of this study suggest that CBC had a positive effect on parent–teacher relationships for Latinx families as measured via parent report. Medium positive effects were found indicating that parents in the CBC group, as compared to those in the control group, saw greater improvements in their relationships with their child’s teacher over the course of the intervention. However, improvements in parent–teacher relationships were only found for parent ratings. It is possible that CBC’s relationship-building features are more salient for promoting Latinx parents’ perceptions of their relationship with teachers than they are for teachers’ perceptions. Further research is needed to determine whether relationship-building strategies used in CBC influence teachers’ perceptions of Latinx families, including possible benefits associated with understanding and validating families’ values and practices, communication styles and preferences, and other precursors to relationship development. As with the other preliminary findings suggested here, further analysis with a larger sample is needed to more robustly examine the effects of CBC on both Latinx parents’ and teacher’s perceptions of the parent–teacher relationship.

As previously mentioned, many Latinx families experience barriers to becoming fully engaged in meaningful partnerships with their children’s educators (Hill, 2009; Ramirez, 2003). Relational and communication strategies employed in the CBC process focus on establishing open lines of direct communication through interpersonal contact and responsive questioning among parents and teachers, wherein Latinx families are given the opportunity to share their perspectives and values as they pertain to their child’s schooling. Consultants work to demonstrate respect for family values by not only gathering family perspectives, but incorporating them into the process and strategies used to support their child at school and home. These strategies help to form a sense of trust and respect among families and educators. Given the challenges that Latinx families may encounter, the use of these relationship-building strategies can be particularly salient for supporting positive relationships with their child’s teacher. Further research is needed to determine whether improved relationships maintain over time.

In addition to outcome data, perceptions of acceptability are particularly relevant in assessing the cultural responsiveness of CBC. Historically, parents and teachers who participate in CBC find it to be a highly acceptable and effective approach for addressing the needs of their students (e.g., Grissom, Erchul, & Sheridan, 2003; Sheridan et al., 2001; Sheridan et al., 2004). Data gathered from Latinx parents and their children’s teachers who participated in CBC indicated that both found CBC to be acceptable for meeting the

needs of Latinx students, yielding encouraging evidence that CBC may be a culturally responsive approach for meeting Latinx students' needs and engaging their parents in family–school interventions.

Limitations and future directions

Although promising, results from this study must be interpreted with caution given the limitations. First, participants in this study were drawn from two rigorous controlled trials of the CBC intervention. Neither trial was conducted to determine the efficacy of CBC for Latinx students. Thus, Latinx students were not randomly assigned to either experimental group but were instead assigned as an artifact of the randomization that occurred for the larger student group. The overall sample of Latinx children and families was small, and our analyses were notably underpowered for discerning all possible treatment effects. Thus, results are considered preliminary and in need of replication with a larger sample in a study designed to test CBC's efficacy for a Latinx sample.

Second, the measures used to assess student outcomes for this study were norm-referenced and broad assessments of behavior. The individual needs of each student in the study varied and may not have been related to the particular constructs assessed on the BASC or SSRS/SSiS tools. However, given the broad range of these measures, it is likely that there would only be a few students whose behaviors were not captured across any of the measures.

Third, the sample was drawn from one geographic region. All schools in the study were in the Midwest and primarily in one state. The Latinx sample represented herein cannot be considered representative of Latinx students in other parts of the country. Similarly, little is known about the level of acculturation of the students and families or other cultural factors that might have played a role in the effectiveness of CBC in this context.

Fourth, all of the consultants and teachers in this study identified as being White/non-Hispanic, and English speaking. Due to a lack in variability among the sample, we could not evaluate the effect that race/ethnicity of the consultant or teacher may have had on the outcomes of CBC. It may be argued that receiving CBC services from a provider of similar cultural or linguistic background would help to ensure that they are culturally responsive. We were also unable to discern the potential effect that interpreters may have had on the process or outcomes. Given the relational nature of the CBC intervention, it is reasonable to assume that using interpreters to support communication can uniquely influence consultation relationships. Additional research is needed to assess the effect that consultant or teacher race/ethnicity, culture, or linguistic background may have on the CBC process.

Despite being underpowered for the Latinx sample, moderate to large treatment effects in favor of the CBC group suggest the need for more

rigorous evaluation of CBC with Latinx students and their families. Such a study would also provide the opportunity to evaluate the cultural validity of the CBC intervention, wherein moderating cultural factors such as language, acculturation, familial risk status, and teacher cultural competence can be incorporated into the study design.

As the CBC process is designed to flexibly meet individual Latinx family needs in a manner that respects their unique values and perspectives, it may be a particularly effective process for engaging families along a continuum of acculturation. Although the integrity of CBC's structure remains intact regardless of the culture of participants, the strategies developed to support Latinx students' education and behavioral health are uniquely developed to meet families, students, and teachers "where they are" in terms of perspective and skills. Greater alignment is created among home and school to bridge gaps in information and understanding so that each party can better support the student with respect for their cultural differences, not in spite of them. However, the specific effects of acculturation or acculturative stress for Latinx children and families on the CBC process have not been studied. More research is needed to determine the potential effect they may have on the CBC process and its outcomes for diverse Latinx students and families.

Likewise, potentially unique processes (i.e., mechanisms or mediators) responsible for CBC's effects with this sample may also be honed with a study designed with the explicit intent of uncovering nuances associated with CBC's effect on a Latinx sample. As with other intervention research, the long-term effects of CBC on Latinx students, parents, and teachers need to be evaluated, particularly given the focus of CBC on building competencies that can be generalized over time.

Conclusion

Latinx children and youth, a large growing ethnic group in the United States, experience educational and behavioral health disparities that have far-reaching societal implications. Identifying culturally responsive approaches to meeting Latinx students' academic and behavioral needs is critical to addressing these disparities. School-based approaches that address both student outcomes and family-school partnerships are recommended to support Latinx students. Conjoint behavioral consultation (CBC) is inherently designed to be a culturally responsive intervention approach that simultaneously supports student success and enhances relationships among parents and educators. Preliminary positive results of CBC were demonstrated for improving Latinx student outcomes (i.e., externalizing and internalizing behaviors, social skills, and school problems), parent outcomes (i.e., problem-solving skills), and parent-teacher relationships. These results suggest that CBC may be a promising school-based intervention for supporting

Latinx student mental and behavioral health, therein addressing current gaps in educational and behavioral health services for Latinx students. However, further research is needed to evaluate the efficacy of CBC for Latinx students and their families.

Funding

The research reported herein was supported by the Institute of Education Sciences, U.S. Department of Education, through Grant Numbers #R324A100115 and #R305F050284 and Tobacco Settlement Biomedical Research Funds awarded to the University of Nebraska-Lincoln. The opinions expressed are those of the authors and do not represent views of the Institute or the U.S. Department of Education.

References

- Andrés-Hyman, R. C., Ortiz, J., Añez, L. M., Paris, M., & Davidson, L. (2006). Culture and clinical practice: Recommendations for working with Puerto Ricans and other Latinas(os) in the United States. *Professional Psychology: Research and Practice*, 37, 694–701.
- Angell, S. R., Meisinger, R. E., & Sheridan, S. M. (2016). *Achieving academic success for your student through family-school partnerships: A TAPP research brief*. Lincoln, NE: Nebraska Center for Research on Children, Youth, Families and Schools.
- Antrop, I., Roeyers, H., Oosterlaan, J., & Van Oost (2002). Agreement between parent and teacher ratings of disruptive behavior disorders in children with clinically diagnosed ADHD. *Journal of Psychopathology and Behavioral Assessment*, 24, 64–73.
- Becker, B. E., & Luthar, S. S. (2002). Social-emotional factors affecting achievement outcomes among disadvantaged students: Closing the achievement gap. *Educational Psychologist*, 37, 197–214.
- Bridgeland, J. M., DiIulio, J. J., & Morison, K. B. (2006). *The silent epidemic: Perspectives of high school dropouts*. Retrieved from <http://www.civicerprises.net/pdfs/thesilentepidemic3-06.pdf>
- Bronfenbrenner, U. (1979). *The ecology of human development: Experiments by nature and design*. Cambridge, MA: Harvard University Press.
- Buriel, R. (1993). Childrearing orientations in Mexican American families: The influence of generation and sociocultural factors. *Journal of Marriage and the Family*, 55, 987–1000.
- Calzada, E. J., Fernandez, Y., & Cortes, D. E. (2010). Incorporating the cultural value of respeto into a framework of Latino parenting. *Cultural Diversity and Ethnic Minority Psychology*, 16, 77–86.
- Children's Defense Fund. (2008). *Annual report 2007*. Washington, DC: Author. Retrieved from <http://www.childrensdefense.org/library/data/cdf-2007-annual-report.pdf>
- Christenson, S. L., & Sheridan, S. M. (2001). *Schools and families: Creating essential connections for learning*. New York, NY: Guilford.
- Christenson, S. L., Stout, K. E., & Pohl, A. J. (2012). *Check & Connect: A comprehensive student engagement intervention: Implementing with fidelity*. Minneapolis, MN: University of Minnesota, Institute on Community Integration.
- Clarke, B. L., Sheridan, S. M., & Woods, K. E. (2009). Elements of healthy family-school relationships. In S. Christenson & A. Reschly (Eds.), *Handbook of school-family partnerships* (pp. 61–79). New York, NY: Routledge.
- Cohen, J. (1992). A power primer. *Psychological Bulletin*, 112, 155–159.

- de Carvalho, M. E. (2001). *Rethinking family school relations: A critique of parental involvement in schooling*. New York, NY: Teacher's College Press.
- Delgado Gaitan, C. (1992). School matters in the Mexican-American home: Socializing children to education. *American Educational Research Journal*, 29, 495–513.
- Eccles, J. S., & Harold, R. D. (1996). Family involvement in children's and adolescents' schooling. In A. Booth & J. F. Dunn (Eds.), *Family school links: How do they affect educational outcomes* (pp. 3–34). Mahwah, NJ: Erlbaum.
- Fan, X., & Chen, M. (2001). Parental involvement and students' academic achievement: A meta-analysis. *Educational Psychology Review*, 13, 1–22.
- Galloway, J., & Sheridan, S. M. (1994). Implementing scientific practices through case studies: Examples using home-school interventions and consultation. *Journal of School Psychology*, 32, 385–413.
- Glover, T., Sheridan, S. M., Garbacz, S. A., & Witte, A. (2005). *Behavior severity, behavior frequency and need for intervention screening tool*. Unpublished scale, Nebraska Center for Research on Children, Youth, Families and Schools, University of Nebraska-Lincoln.
- Gonzales, N. A., Germán, M., & Fabrett, F. C. (2012). U.S. Latino youth. In E. Chang & C. Downey (Eds.), *Handbook of race and development in mental health* (pp. 259–278). New York, NY: Springer.
- Grant, B. F., Stinson, F. S., Hasin, D. S., Dawson, D. A., Chou, S. P., & Anderson, K. (2004). Immigration and lifetime prevalence of DSM-IV psychiatric disorders among Mexican Americans and non-Hispanic Whites in the United States. *Archives of General Psychiatry*, 61(12), 1226–1233. doi:[10.1001/archpsyc.61.12.1226](https://doi.org/10.1001/archpsyc.61.12.1226)
- Gregory, A., Skiba, R. J., & Noguera, P. A. (2010). The achievement gap and the discipline gap: Two sides of the same coin? *Educational Researcher*, 39, 59–68.
- Gresham, F. M., & Elliott, S. N. (1990). *The social skills rating system*. Circle Pines, MN: American Guidance Services.
- Gresham, F. M., & Elliott, S. N. (2008). *Social skills improvement system rating scales manual*. Minneapolis, MN: NCS Pearson.
- Grissom, P. F., Erchul, W. P., & Sheridan, S. M. (2003). Relationships among relational communication processes and perceptions of outcomes in conjoint behavioral consultation. *Journal of Educational and Psychological Consultation*, 14, 157–180.
- Gudiño, O. G., Lau, A. S., Yeh, M., McCabe, K. M., & Hough, R. L. (2009). Understanding racial/ethnic disparities in youth mental health services: Do disparities vary by problem type? *Journal of Emotional and Behavioral Disorders*, 17, 3–16.
- Guli, L. A. (2005). Evidence-based parent consultation with school-related outcomes. *School Psychology Quarterly*, 20, 455–472.
- Hein, N. P. (2003). Mexican American participation and administrative leadership. *Journal of Latinx and Education*, 2, 109–115.
- Henderson, G. E., Churchill, L. R., Davis, A. M., Easter, M. M., Grady, C., Joffe, S., ... Zimmer, C. R. (2007). Clinical trials and medical care: Defining the therapeutic misconception. *PLoS Medicine*, 4, e324. doi:[10.1371/journal.pmed.0040324](https://doi.org/10.1371/journal.pmed.0040324)
- Herrold, K., & O'Donnell, K. (2008). Parent and family involvement in education, 2006–07 school year, from the National Household Education Surveys Program of 2007. (NCES 2008-050). Washington, DC: U.S. Department of Education, NCES.
- Hill, N. E. (2009). Culturally-based worldviews, family processes, and family-school interaction. In S. Christenson & A. Reschly (Eds.), *The handbook of school-family partnerships for promoting student competence* (pp. 101–127). New York, NY: Routledge/Taylor Francis.
- Hill, N. E., & Torres, K. (2010). Negotiating the American dream: The paradox of aspirations and achievement among Latino/a students and engagement between their families and schools. *Journal of Social Issues*, 66, 95–112.

- Hobbs, N. (1966). Helping disturbed children: Psychological and ecological strategies. *American Psychologist*, 21, 1105–1115.
- Hoeve, M., Semon Dubas, J., Eichelsheim, V. I., van der Laan, P. H., Smeenk, W., & Gerris, J. R. M. (2009). The relationship between parenting and delinquency: A meta-analysis. *Journal of Abnormal Child Psychology*, 37, 749–775.
- Ingraham, C. L. (2014). Studying multicultural aspects of consultation. In W. P. Erchul & S. M. Sheridan (Eds.), *Handbook of research in school consultation* (2nd. ed., pp. 323–348). New York, NY: Routledge.
- Jones, T. G. (2003). Contribution of Hispanic parents' perspectives to teacher preparation. *School Community Journal*, 13, 73–97.
- Kena, G., Hussar W., McFarland J., de Brey C., Musu-Gillette, L., Wang, X., . . . Dunlop Velez, E. (2016). *The condition of education 2016* (NCES 2016-144). Washington, DC: U.S. Department of Education, National Center for Education Statistics. Retrieved from <http://nces.ed.gov/pubsearch>
- Kratochwill, T. R., Sheridan, S. M., Carrington Rotto, P., & Salmon, D. (1991). Preparation of school psychologists to serve as consultants for teachers of emotionally disturbed children. *School Psychology Review*, 20, 530–549.
- Lasecki, K., Olympia, D., Clark, E., Jenson, W., & Heathfield, L. T. (2008). Using behavioral interventions to assist children with Type 1 diabetes manage blood glucose levels. *School Psychology Quarterly*, 23, 389–406.
- Livingston, S. A. (2004). *Equating test scores (without IRT)*. Princeton, NJ: Educational Testing Service.
- Lopez, C., Bergren, M. D., & Painter, S. G. (2008). Latino disparities in child mental health services. *Journal of Child and Adolescent Psychiatric Nursing*, 21, 137–145.
- Mason, C. A., Walker-Barnes, C. J., Tu, S., Simons, J., & Martinez-Arrue, R. (2004). Ethnic differences in the affective meaning of parental control behaviors. *Journal of Primary Prevention*, 25, 59–79.
- Mautone, J. A., Marshall, S. A., Sharman, J., Eiraldi, R. B., Jawad, A. F., & Power, T. J. (2012). Development of a family-school intervention for young children with attention deficit hyperactivity disorder. *School Psychology Review*, 41, 447–466.
- Minke, K. M. (2006). Parent-teacher relationships. In G. G. Bear & K. M. Minke (Eds.), *Children's needs III: Development, prevention, and intervention* (pp. 73–85). Washington, DC: National Association of School Psychologists.
- National Center for Education Statistics (2016). *The condition of education*. Washington, DC: U.S. Department of Education, Institute of Education Sciences. Retrieved from http://www.nationsreportcard.gov/reading_math_2015/#reading/acl?grade=4
- Olmeda, I. (2003). Accommodation and resistance: Latinas' struggle for their children's education. *Anthropology of Education Quarterly*, 34, 373–375.
- Peña, D. C. (2000). Parent involvement: Influencing factors and implications. *Journal of Educational Research*, 94, 42–54.
- Pommerich, M., Hanson, B. A., Harris, D. J., & Sconing, J. A. (2004). Issues in conducting linkages between distinct tests. *Applied Psychological Measurement*, 28, 247–273.
- Power, T. J., Mautone, J. A., Soffer, S. L., Clarke, A. T., Marshall, S. A., Sharman, J., . . . Jawad, A. F. (2012). A family-school intervention for children with ADHD: Results of a randomized clinical trial. *Journal of Consulting and Clinical Psychology*, 80, 611–623. doi:10.1037/a0028188
- Ramirez, A. Y. F. (2003). Dismay and disappointment: Parental involvement of Latino immigrant parents. *Urban Review*, 35, 93–110.
- Reese, L. (2002). Parental strategies in contrasting cultural settings: Families in México and "El Norte." *Anthropology and Education Quarterly*, 33, 30–59.

- Reynolds, C. R., & Kamphaus, R. W. (2004). *Behavior assessment for children* (2nd ed.). Bloomington, MN: Pearson Assessments.
- Rimm-Kaufman, S. E., & Pianta, R. C. (2000). An ecological perspective on the transition to kindergarten: A theoretical framework to guide empirical research. *Journal of Applied Developmental Psychology*, 21, 491–511.
- Rodriguez, R. F., & Lopez, L. C. (2003). Mexican-American parental involvement with a Texas elementary school. *Psychological Reports*, 92, 791–792.
- Sheridan, S. M. (2004). Parent competence in problem solving scale. Unpublished scale.
- Sheridan, S. M., Bovaird, J. A., Glover, T. A., Garbacz, S. A., Witte, A., & Kwon, K. (2012). A randomized trial examining the effects of conjoint behavioral consultation and the mediating role of the parent-teacher relationship. *School Psychology Review*, 41, 23–46.
- Sheridan, S. M., Dee, C. C., Morgan, J., McCormick, M., & Walker, D. (1996). A multimethod intervention for social skills deficits in children with ADHD and their parents. *School Psychology Review*, 25, 57–76.
- Sheridan, S. M., Eagle, J. W., Cowan, R. J., & Mickelson, W. (2001). The effects of conjoint behavioral consultation: Results of a four-year investigation. *Journal of School Psychology*, 39, 361–385.
- Sheridan, S. M., Eagle, J. W., & Doll, B. (2006). An examination of the efficacy of conjoint behavioral consultation with diverse clients. *School Psychology Quarterly*, 21, 396–417.
- Sheridan, S. M., Erchul, W. P., Brown, M. S., Dowd, S. E., Warnes, E. D., Marti, D. C., ... Eagle, J. W. (2004). Perceptions of helpfulness in conjoint behavioral consultation: Congruity and agreement between teachers and parents. *School Psychology Quarterly*, 19, 121–140.
- Sheridan, S. M., & Kratochwill, T. R. (2008). *Conjoint behavioral consultation: Promoting family-school connections and interventions*. New York, NY: Springer.
- Sheridan, S. M., Kratochwill, T. R., & Elliott, S. N. (1990). Behavioral consultation with parents and teachers: Delivering treatment for socially withdrawn children at home and school. *School Psychology Review*, 19, 33–52.
- Sheridan, S. M., Ryoo, J., Garbacz, S. A., Kunz, G. M., & Chumney, F. (2013). The efficacy of conjoint (family-school) behavioral consultation on parents and children in the home setting: A test of moderation, mediation, and direct effects. *Journal of School Psychology*, 51, 717–733.
- Sheridan, S. M., Witte, A. L., Holmes, S. R., Coutts, M. J., Dent, A. L., Kunz, G. M., & Wu, C. (2017). A randomized trial examining the effects of Conjoint Behavioral Consultation in rural schools: Student outcomes and the mediating role of the teacher–parent relationship. *Journal of School Psychology*, 61, 33–53.
- Simoni, J. M., & Pérez, L. (1995). Latinx and mutual support groups: A case for considering culture. *American Journal of Orthopsychiatry*, 65, 440–445.
- Sutlive, V. H., & Ulrich, D. A. (1998). Interpreting statistical significance and meaningfulness in adapted physical activity research. *Adapted Physical Activity Quarterly*, 15, 103–118.
- Szapocznik, J., & Coatsworth, J. D. (1999). An ecodevelopmental framework for organizing the influences on drug abuse: A developmental model of risk and protection. In M. D. Glantz & C. R. Hartel (Eds.), *Drug abuse: Origins & interventions* (pp. 331–366). Washington, DC: American Psychological Association.
- Trumbull, E., Rothstein-Fisch, C., & Hernandez, E. (2003). Parent involvement in schooling—According to whose values? *The School Community Journal*, 13, 45–72.
- U.S. Census Bureau. (2015). *Facts for features: Hispanic heritage month 2015*. Retrieved from <http://www.census.gov/newsroom/facts-for-features/2015/cb15-ff18.html>
- Vickers, H. S., & Minke, K. M. (1995). Exploring parent–teacher relationships: Joining and communication to others. *School Psychology Quarterly*, 10, 133–150.

- Von Brock, M. B., & Elliott, S. N. (1987). The influence of treatment effectiveness information on the acceptability of classroom interventions. *Journal of School Psychology, 25*, 131–144.
- Weiner, R., Sheridan, S. M., & Jenson, W. R. (1998). Effects of conjoint behavioral consultation and a structured homework program on math completion and accuracy in junior high students. *School Psychology Quarterly, 13*, 281–309.
- Wilkinson, L. A. (2005). An evaluation of conjoint behavioral consultation as a model for supporting students with emotional and behavioral difficulties in mainstream classrooms. *Emotional and Behavioural Difficulties, 10*, 119–136.
- Wolraich, M. L., Lambert, E. W., Bickman, L., Simmons, T., Doffing, M., & Worley, K. (2004). Assessing the impact of parent and teacher agreement on diagnosing attention-deficit hyperactivity disorder. *Journal of Developmental and Behavioral Pediatrics, 25*, 41–47.
- Yan, W., & Lin, Q. (2005). Parent involvement and mathematics achievement: Contrast across racial and ethnic groups. *Journal of Educational Research, 99*, 116–127.
- Zhu, W. (2012). Sadly, the earth is still round ($p < .05$). *Journal of Sport and Health Science, 1*, 9–11.

Notes on contributors

Brandy L. Clarke, PhD, is an assistant professor and licensed psychologist in the Department of Psychology at the Munroe-Meyer Institute for Genetics and Rehabilitation at the University of Nebraska Medical Center. Her research is focused on home-school partnerships, early childhood development, education and intervention, and integrated health care. Clarke has co-authored several chapters and peer-reviewed articles on these topics and has conducted local, national, and international trainings in these areas.

Lorey A. Wheeler, PhD, is a research assistant professor in the Nebraska Center for Research on Children, Youth, Families and Schools at the University of Nebraska–Lincoln. She received her doctorate in Family and Human Development with an emphasis in Quantitative Methodology from Arizona State University. Her major research interests include risk and protective processes and contextual influences on educational, psychosocial and physical health outcomes for Latino youth and families.

Susan M. Sheridan, PhD, is director of the Nebraska Center for Research on Children, Youth, Families and Schools, and a George Holmes University Professor of Educational Psychology at the University of Nebraska–Lincoln. Her research is focused on the development of meaningful home-school partnerships, early childhood education and interventions, and social-behavioral interventions. Sheridan received the American Psychological Association's Division 16 (School Psychology) Lightner Witmer Award (1993) for early career accomplishments and Senior Scientist Award (2015) for distinguished career-long scholarship; the 2005 Presidential Award from the National Association of School Psychologists; and the 2014 University of Nebraska's Outstanding Research and Creativity Award.

Amanda L. Witte, PhD, is a research project manager at the Nebraska Center for Research on Children. Her research is focused on rural education, home-school partnerships, early childhood education, and social-behavioral interventions. Witte delivers workshops on family-school partnerships to educators and service providers, serves as a Rural Futures Institute fellow, and collaborates with school districts to create mutually beneficial research partnerships.

Mackenzie S. Sommerhalder, MA, is a School Psychology doctoral candidate at the University of Nebraska–Lincoln. Her research is focused on high school education and

interventions, the development of healthy habits in early childhood, and multiculturally sensitive interventions. Sommerhalder received the Nebraska School Psychology Association's Outstanding Student of the Year from the University of Nebraska-Lincoln (2016).

Elizabeth A. Svoboda, BA, is a doctoral student in the Quantitative, Qualitative, and Psychometric Methods Program in the Department of Educational Psychology at the University of Nebraska–Lincoln. She currently serves as a quantitative consultant in the Nebraska Evaluation and Research Center. Elizabeth's research interests include measurement invariance and multilevel modeling.

Note: The authors report that, to the best of their knowledge, neither they nor their affiliated institutions have financial or personal relationships or affiliations that could influence or bias the opinions, decisions, or work presented in this article.