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School Counseling Outcome Research &
Evaluation

2014

Center for School Counseling Outcome Research & Evaluation: Annual Review of Research

Karen Harrington

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Center for School Counseling Outcome Research & Evaluation: Annual Review of Research

ACA Conference
Honolulu, Hawaii
March 2014
Karen Harrington



Fredrickson Center for School Counseling Outcome Research & Evaluation

- “CSCORE” until 2010
- Housed at University of Massachusetts Amherst
- Jay Carey is Director; Carey Dimmitt is Associate Director; Karen Harrington is Assistant Director
- New faculty member: Cat Griffiths



Welcome

The Center for School Counseling Outcome Research & Evaluation (CSCORE) is dedicated to improving educational opportunities and outcomes for all children through identifying and developing [...more](#)

We are a part of the School of Education at the University of Massachusetts, located in Amherst, Western Massachusetts in the United States.

NEW AT CSCORE

News & Events

CSCORE, in collaboration with Florida Atlantic University, was recently awarded a \$2.7 million Institute of Educational Sciences (IES) grant to conduct a controlled trial of the Student Success Skills program. See full description [here](#)

[Meet our first NOSCA-CSCORE Fellows](#)

OUR WORK

Projects

CSCORE's projects include research, program evaluation, and consultation. CSCORE also provides professional development to school counselors and districts nationwide, recently leading Data Institutes for the Tulsa and Nashville school districts.

- [Contact us to learn about our services](#)
- [Current Projects](#)
- [Past Projects](#)

STAFF MEMBERS

Contact Us

[John Carey](#), Director

[Carey Dimmitt](#), Associate Director

[Karen Harrington](#), Assistant Director

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[Ian Martin](#), Center Fellow, University of San Diego



CSCORE: www.cscor.org

The Fredrickson Center for School Counseling Outcome Research and Evaluation (CSCORE) is dedicated to improving the practice of school counseling by developing and disseminating the research base that is necessary for responsible and effective practice.

CSCORE provides national leadership in the measurement and evaluation of the outcomes of school counseling interventions and programs, and helps K-12 leaders and practitioners improve school counseling practice by providing information about implementing evidence-based interventions, measuring student outcomes, and evaluating program effectiveness.

Goals for Session

- Review recently published research related to school counseling
- Discuss why we consider these articles important to our field today and possible implications for practice
- Articles:
 - *The Impact of School-based Counselling on Young People's Capacity to Study and Learn* by Pooja Rupania, Nuala Haughel and Mick Cooperb
 - *Resilience: A Meta-Analytic Approach* by Ji Hee Lee, Suk Kyung Nam, A-Reum Kim, Boram Kim, Min Young Lee, and Sang Min Lee
 - *Creating college opportunity: School counselors and their influence on postsecondary enrollment* by Andrew Belasco



The impact of school-based counselling on young people's capacity to study and learn

Pooja Rupania, Nuala Haughel and Mick Cooperb

British Journal of Guidance & Counselling
Vol. 40, No. 5, November 2012, 499-514

Goal of Study

- Aim was to determine if students report any impact of counseling services on their capacity to study and learn
- School counseling in the UK typically uses individual counseling more often than what is recommended in the ASCA National Model for American school counselors
- Educators in the UK are also confronting challenges in showing how their work links to academic achievement

Prior Research: Ogden 2006

- Evaluation of school counseling services in Glasgow
 - Asked students what impact psychological difficulties had on their capacity to study and learn
 - 94% felt personal problems impeded academic achievement
 - Found greatest impact was with difficulties in concentrating (76%)
 - Also reported:
 - Reduced motivation to attend school,
 - Reduced attendance,
 - Reduced motivation to study and learn,
 - Reduced amount of schoolwork done,
 - Problems in relationships with teachers
 - Ogden stressed that impact of counseling on academic performance is *not direct* and many intermediary factors affect this relationship

Research Design

- Mixed methods study: used both qualitative and descriptive quantitative research methods
- Participants were secondary school students aged 12-17 (mean age 14) who received counseling in school
- 21 participants: 11 male and 10 female
- Length of counseling sessions ranged from 3 weeks to 5 months
- Each participant invited to respond to same interview protocol which was recorded, transcribed and analyzed thematically
- All participants also completed a brief rating scale regarding impact of counseling on their capacity to study and learn

Table 1. Summary of responses: impact of counselling on capacity to study and learn.

	n	%
<u>Impact of difficulties on capacity to study and learn</u>		
Difficulties in concentration	17	81
Reduced motivation to do schoolwork	9	43
Reduced motivation to attend school/classes and problems with attendance	8	38
Negative impact on grades/schoolwork	8	38
Behavioural issues in class	5	24
Difficulties in relationships with teachers	4	19
Reduced participation in class	3	14
Overall negative impact of difficulties	15	71
<u>Impact of counselling on capacity to study and learn</u>		
Increased concentration	20	95
Improved relationships with teachers	14	67
Increased motivation to attend school and/or lessons/increased attendance	13	62
Increased motivation to do schoolwork/Increased amount of schoolwork done	13	62
Better performance in tests and exams	11	52
Increased participation in class	8	38
Better behaviour in class	6	29
Increased confidence	4	19
Overall positive impact of counselling	21	100
Willingness to use the counselling service again in the future	19	90

Results: Impact of difficulties

- Difficulty concentrating – 81%
 - With so many problems, students felt they “had no space in their head for schoolwork”
- Reduced motivation to do work – 43%
 - With so much going on in their lives, they “couldn't be bothered” with schoolwork
- Reduced motivation to attend school/classes – 38%
 - For some students, the same reasons impacting motivation lead to poor attendance; for others it was because of bullying
- Negative impact on grades – 38%
 - Students felt that unable to cope with problems and to focus on schoolwork, causing their academic performance to suffer

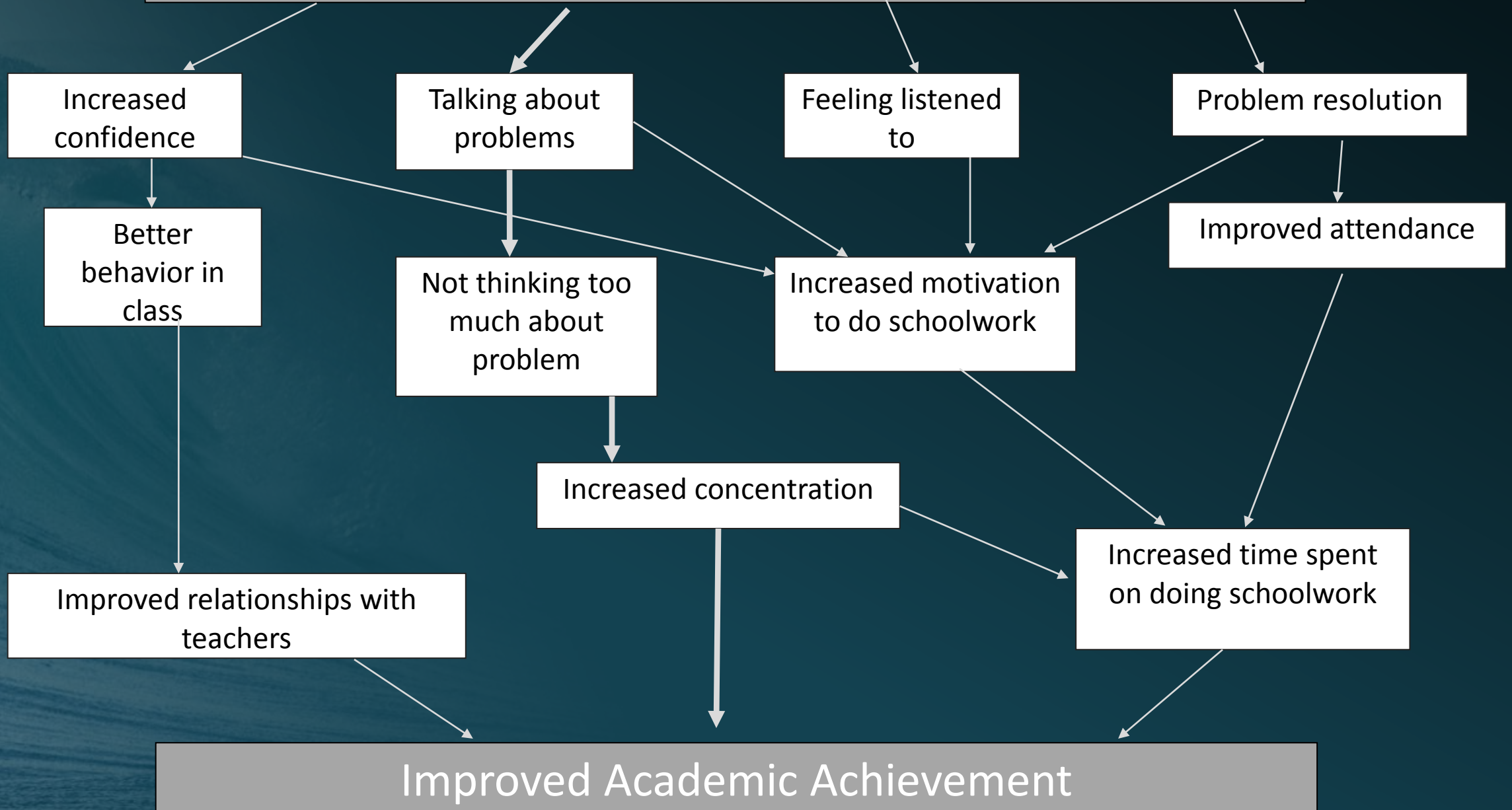
Impact of counseling on capacity to study and learn

- All 21 participants reported positive impact of counseling services
- Greatest impact: Increasing ability to concentrate – 95%
 - Being able to talk with someone about their problems allowed students not to have to think about them during class
- Improved relationships with teachers – 67%
 - Students reported being better able to control their temper, getting into fewer arguments with teachers, and talking to teachers about their problems
- Increased motivation to attend school – 62%
 - “Since I've started the sessions, basically I've been able to get up, come into school and get on with everything.”
- Increased motivation to do schoolwork – 62%
 - “With more space in their head” students felt they wanted to do more work

Discussion

- This study replicates and strengthens previous research regarding impact of school-based counseling on academic achievement
- Indirect yet positive effect
- Authors hypothesize that through a non-directive counseling relationship, the student “can form a new appraisal of self and thus avail of an opportunity for change and development.”
- However, only perceptual data: no outcome data was collected

Counseling



Implications for Practice

- Research in the U.S. (Durlack, et. All, 2011) found similar impact of social emotional learning on academics
- Even one or two students with disruptive behavior can have serious negative consequences for other students; by helping even a few children in the classroom, school counselors could potentially induce widespread academic gains (Carrell and Hoekstra, 2010)
- Individual counseling is not stressed in our ASCA National Model: Does research support a strong rationale for individual counseling in the schools?
- If case loads are too large for one-on-one counseling, should schools contract more with outside mental health agencies?



Resilience: A Meta-Analytic Approach

Ji Hee Lee, Suk Kyung Nam, A-
Reum Kim, Boram Kim,
Min Young Lee, and Sang Min Lee

Journal of Counseling &
Development ■ July 2013



Goal of this study

- Aim was to gather and meta-analytically integrate data to form an exploratory review of relationship between resilience and demographic, risk, and protective factors
- Wealth of literature examining relationship between resilience and various factors
- However, no meta-analysis of factors related to resilience
- Meta-analyses can be effective for integrating large volume of research, even when results have been contradictory

“The personal qualities and skills that allow for an individual’s healthy/successful functioning or adaptation within the context of significant adversity or a disruptive life event.”

Definition of resiliency
used by Lee, Nam, Kim, Kim, Lee, & Lee



Resilience: Different perspectives

- Individual trait
 - Fixed and stable
 - Refers to a personality trait for negotiating, managing, and adapting to significant sources of stress or trauma
- Resilience as a process
 - Dynamic, changeable
 - Environmental and contextual factors play important roles in shaping personal resiliency: family, community,
 - Better aligned with prevention and intervention strategies



Factors Related to Resiliency

- Various interrelated factors promote or interrupt resilience
- Demographic
 - Gender or age
 - Research findings are mixed
- Risk
 - Increase the likelihood of maladaptation
 - Most studies report negative relationship between risk factors and resilience
- Protective Factors
 - Internal and external characteristics that help emergence of resilience
 - Enhance adaptation
 - Positive relationship between resilience and life satisfaction, optimism, positive affect, self-efficacy, self-esteem, and social support

Research Design

- Literature search identified 3,114 articles for potential inclusion:
 - Used validated measurements of resilience (CD-RISC and RS)
 - Provided statistical data of relationship between resilience and related variables
 - Included valid scales measuring psychological factors
- Selected 33 empirical studies (2001-2010) which reported a statistical result of relationship between resilience and psychological factors
 - 31,071 participants
 - Identified two demographic factors (age and gender)
 - Six protective factors (life satisfaction, optimism, positive affect, self-efficacy, self-esteem, and social support)
 - Five risk factors (anxiety, depression, negative affect, perceived stress, and posttraumatic stress disorder that influenced resilience)

Meta-Analytic Procedures

- Effect size calculation
 - Calculated r value (correlation coefficient) as effect size measure
- Tests of homogeneity
 - Applied chi-square test and calculated the I^2 statistic to represent the heterogeneity of study results
- Calculated the statistical power in each of study
 - Because the results of a meta-analysis with $k < 20$ studies are potentially underpowered



Results

- Meta-analysis systematically explored the strength and predictive power of demographic and psychological factors' impact on resilience levels
- Largest effect on resilience was found to come from the *protective factors*
- A medium effect came from *risk factors*
- The smallest effect was associated with *demographic factors*

Results: Differences within Protective Factors

- Self-efficacy was strongest positively related variable to resilience ($r = .61$)
- Positive affect was also strongly correlated ($r = .59$)
- Self esteem ($r = .55$)
- These strong correlations “indicate that the resilience construct is composed mainly of these factors” and that they “moderate the relationship between stress and risk.”

Results: Differences within Risk Factors

- Depression was the strongest negatively related variable to resilience ($r = -.39$)
- Anxiety had nearly the same effect size ($r = -.38$)
- Perceived stress ($r = -.36$)
- PTSD ($r = -.29$)
- Negative affect ($r = -.27$)



Results

- Compared with the protective and risk factors, demographic factors did not have a significant effect size in correlation with resilience
- The correlation between risk factors and resilience is less than correlation between positive factors and resilience
- “Resilience can be thought of as a dynamic process that both protects an individual in adverse situations and enhances therapeutic outcomes against risk factors.”



Implications for Practice

- To improve resilience, enhancing protective factors such as self-efficacy, positive affect, and self-esteem is more effective than reducing risk factors such as depression and anxiety
- We can develop and provide intervention strategies to maximize protective factors
- Do we consider dividing our work as school counselors not along three domains, but along various Protective Factors?

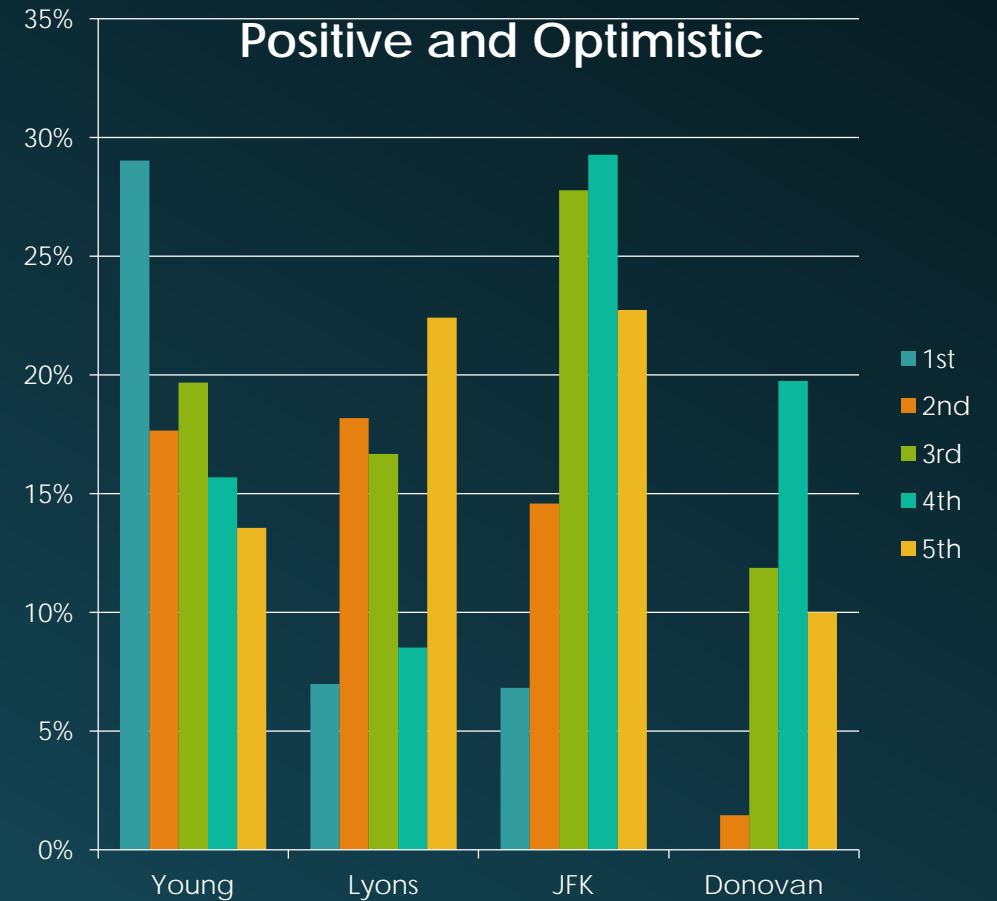
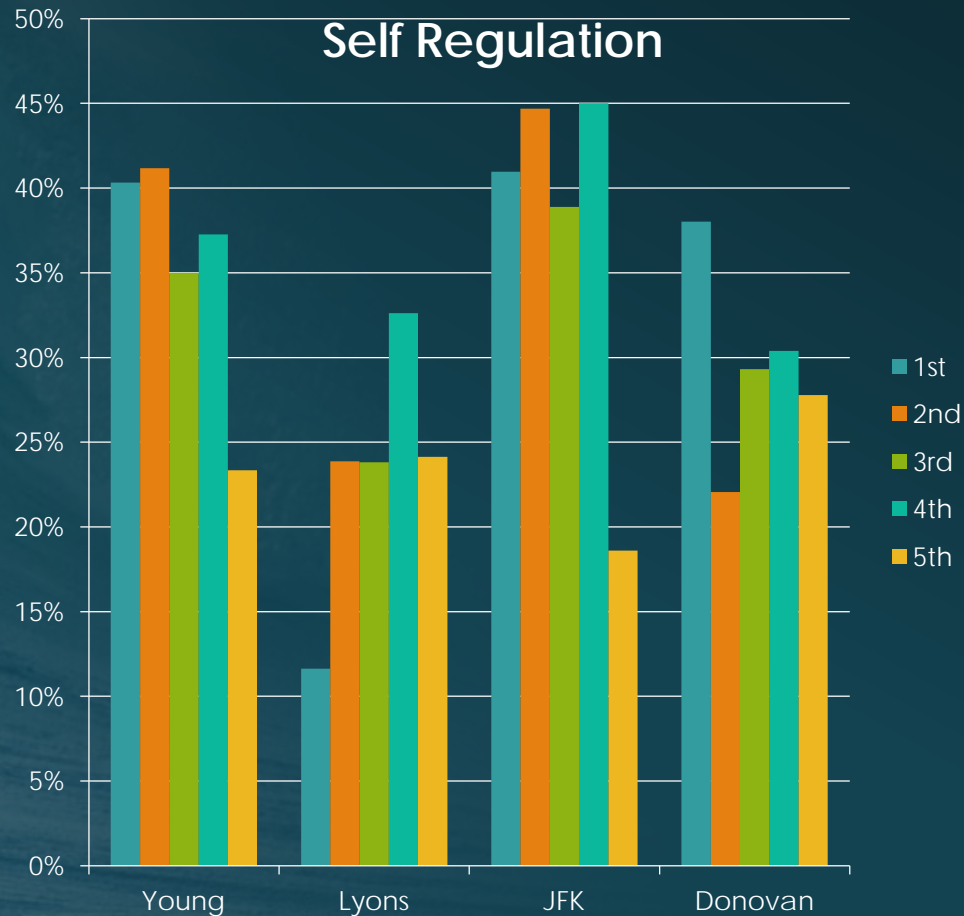


Sample CBA Section: 3rd Grade Report Card

Success Factors are characteristics and behaviors that reflect positive internal growth. Research shows that development of these success factors increases likelihood of school success.

- Engages in class activities
- Demonstrates an eagerness to learn
- Demonstrates perseverance in completing tasks
- Exhibits positive and optimistic behavior
- Identifies academic strengths and abilities
- Identifies personal feelings
- Demonstrates resilience after setbacks
- Seeks assistance when necessary
- Forms respectful, equitable relationships with peers

Sample Report Cards: Protective Factors





Creating college opportunity: School counselors and their influence on postsecondary enrollment

Andrew Belasco
Journal of Counseling &
Development ■ July 2013

Goal of the Study

- Aimed to assess relationship between school counseling and postsecondary attendance; special attention devoted to college destinations of students with low SES status
- School counselors are considered primary staff person to assist with college process, yet few studies have explored relationship between student/counselor interaction and college participation
- Research Questions:
 - To what extent do students who visit school counselor for college-related information have greater likelihood of enrolling in postsecondary education, and four-year institutions in particular?
 - To what extent do the effects of student-counselor visits vary by socioeconomic status?

Research Design

- Used data from Educational Longitudinal Study of 2002 (ELS)
- Study included 11,260 students from 750 schools
- Primary independent variable: Visited counselor for college-related information in tenth and/or twelfth grade
- Dependent variable: Institutional level of the first college students attended (four-year, two-year institution, or not enrolled in postsecondary education)
- Independent covariates: Elements that research has highlighted as necessary to college-going
 - **Student level:** demographic and socioeconomic characteristics, high school GPA and standardized assessment scores, highest math course completed, and college-related expectations
 - **School-level:** student-to-teacher ratio, percentage of each school's graduates attending four-year colleges, average SES of a school's attendees

Research Design: Analytic Techniques

- Latent factors could influence both decision to visit counselor for college-related information **and** decision to pursue postsecondary education (e.g., motivation, family support)
- Author employed coarsened exact matching (CEM) to reduce potential bias associated with influential yet unmeasured variables
- CEM eliminates observations that don't share similar pre-treatment variables
 - Compared only counselees /non-counselees of similar backgrounds, academic records, postsecondary expectations, school environment
 - Given their shared *pre-treatment* observed characteristics, these students are likely to compare on unobserved characteristics

Results

- Students who visited their counselor for college-related information were more likely to enroll in postsecondary education and especially at four-year institutions
- Students with low SES benefited most from their visits with counselors
- Low-SES students who visited their counselor in both 10th and 12th grades were more likely to enroll at four-year institutions (vs. two year enrollment or no college enrollment) than students who visited their counselor in one grade only

Implications for Practice

- School-based counseling makes a distinct and substantial contribution to the college enrollment and destinations of low-SES populations especially
- School counselors fulfill a “weak-tie” role by providing low-SES students with human and social capital needed for transition into postsecondary education
- Counselors spend on average 23 % of their time to postsecondary counseling
 - Only 38 minutes per year advising each student on college-related matters.
- Economic workforce of the future dependent on students of low SES getting necessary postsecondary education



Implications for Practice

- Do we need to adopt a more specialist model for college counseling?
- Less than 10 % of counselor education/training programs offer coursework devoted to college admissions or financial aid advising
- “Ideally, this study will give policymakers impetus to increase number of school-based college counselors and provide counselors with training and flexibility to adequately engage in postsecondary planning.”