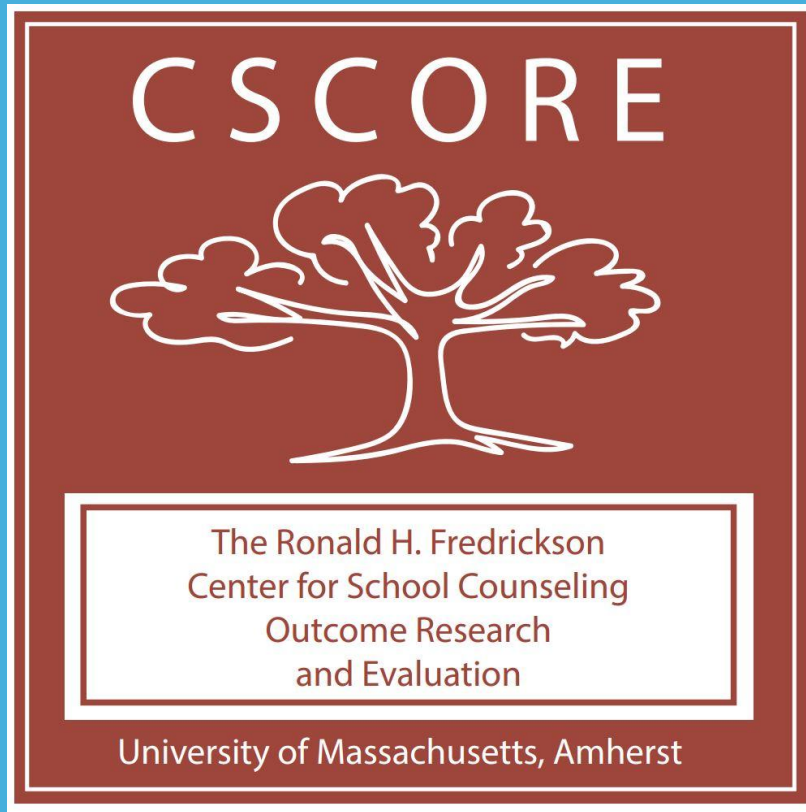




CSCORE's Annual Review of Research: Identifying Best Practices for Counseling in Schools

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CSCORE's ANNUAL REVIEW OF RESEARCH: Identifying **Best Practices** for Counseling in Schools

Carey Dimmitt, Ph.D., Catherine Griffith, Ph.D., & Jay Carey, Ph.D.

■ WHO WE ARE

**The Center for School Counseling
Outcome Research & Evaluation at
University of Massachusetts
Amherst
(CSCORE)**



SESSION GOALS



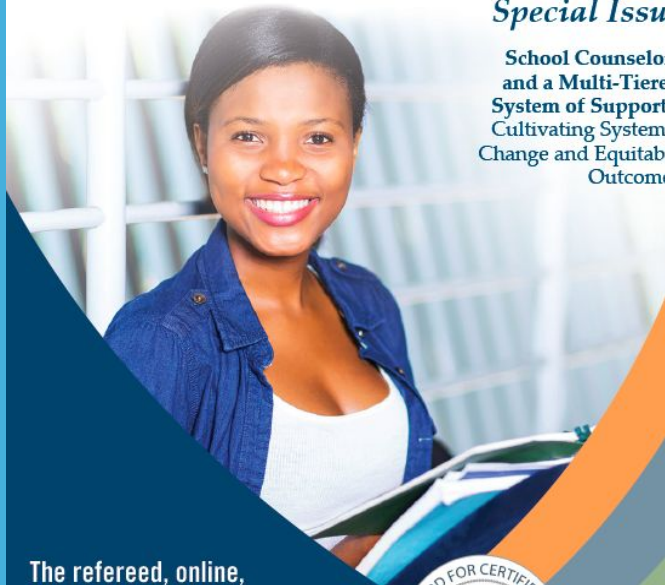
- Review important school counseling outcome research and evaluation published in the past year focused on the academic, personal/social, and career domains
- Prioritize relevant information for evidence-based practice in school counseling
- Provide resources to help you in your work as a school counselor/counselor educator

The Professional Counselor

From the National Board for Certified Counselors, Inc. and Affiliates

Special Issue

School Counselors
and a Multi-Tiered
System of Supports:
Cultivating Systemic
Change and Equitable
Outcomes

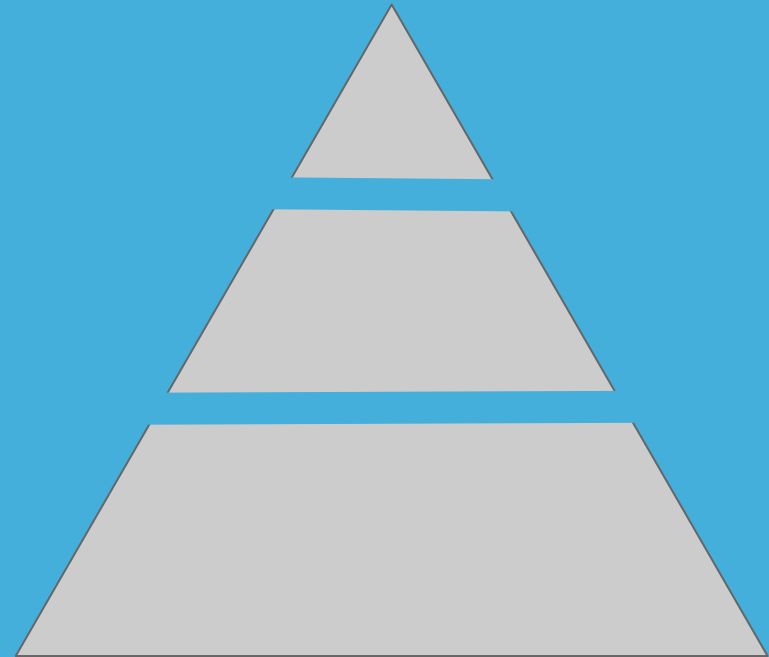


The refereed, online,
open-source journal
promoting scholarship and
academic inquiry within the
profession of counseling



Volume 6, Issue 3

SPECIAL ISSUE OF *THE PROFESSIONAL* COUNSELOR



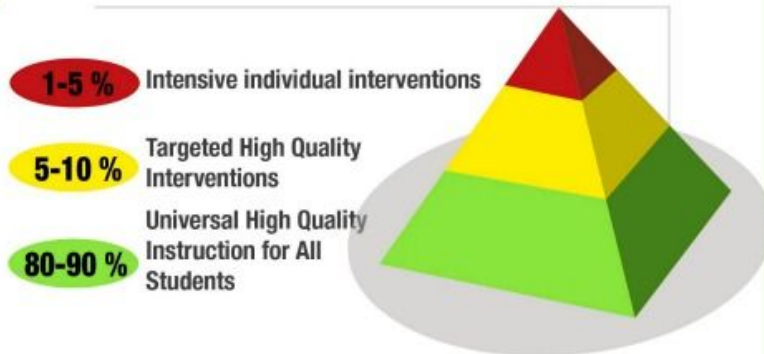
http://tpcjournal.nbcc.org/wp-content/uploads/2016/09/TPC%20Journal-Vol6_Issue_3-MTSS-Full_Issue.pdf

MTSS

Multi-Tier System of Supports

For information about RTI, Collaboration, Co-teaching,
& strategies for ALL learners: SFitzell@SusanFitzell.com

Response to Intervention RTI



RTI Stands for
Really Terrific Instruction



Collaboration between general education teachers
and educational specialists

Continued Support for Teachers Delivering Instruction



Addressing the needs of all learners: From the A+ student to
the struggling learner by differentiating instruction

Susan Fitzell
©2015



Collaboration between schools
and the district office

Tier 2: Students At Risk

Interventions for students who need services in addition to Tier 1 prevention strategies; small group and individual strategies; approximately 15% of students

~5%

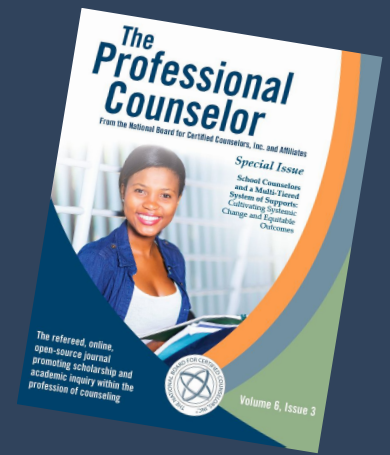
~15%

Tier 3: High Risk

Most intense interventions for approximately 5% of students; these students haven't responded to Tier 1 or 2 interventions; have chronic, complex issues.

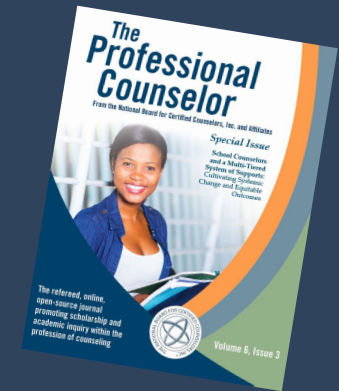
Tier 1: Prevention for all students; approximately 80% of students are successful with Tier 1 interventions.

~80% of Students



SPECIAL ISSUE GOALS:

- Provide a rationale for using MTSS in school counseling practice
- Present a research foundation for MTSS
- Provide essential tools to effectively infuse MTSS into school counseling practice



SPECIAL ISSUE ARTICLES:

1. Incorporating a Multi-Tiered System of Supports Into School Counselor Preparation (*Sink & Ockerman*)
2. Integrating a Multi-Tiered System of Supports With Comprehensive School Counseling Programs (*Ziomek-Daigle, Goodman-Scott, Cavin, & Donohue*)
3. Needs and Contradictions of a Changing Field: Evidence From a National Response to Intervention Implementation Survey (*Patrikakou, Ockerman, & Hollenbeck*)
4. The ASCA Model and a Multi-Tiered System of Supports: A Framework to Support Students of Color With Problem Behavior (*Belser, Shillingford, & Richelle Joe*)
5. Success for All? The Role of the School Counselor in Creating & Sustaining Culturally Responsive Positive Behavior Interventions and Supports Programs (*Bettters-Bubon, Brunner, & Kansteiner*)
6. A Grant Project to Initiate School Counselors' Development of a Multi-Tiered System of Supports Based on Social-Emotional Data (*Harrington, Griffith, Gray, & Greenspan*)

1. Incorporating a Multi-Tiered System of Supports Into School Counselor Preparation

Alignment of MTSS with Professional School Counselor Standards and Practice

Sink, C. A. (2016). Incorporating a multi-tiered system of supports into school counselor preparation. *The Professional Counselor*, 6(3), 203–219. doi:10.15241/cs.6.3.203 <http://tpcjournal.nbcc.org>

Table 1

Crosswalk of Sample School Counselor MTSS Roles and Functions, ASCA (2012b) School Counselor Competencies, and CACREP (2016) School Counseling Standards

MTSS School Counselor Roles and Functions*	ASCA School Counselor Competencies	CACREP Section 5: Entry-Level Specialty Areas – School Counseling
	I. School Counseling Programs B: Abilities & Skills	1. Foundations 2. Contextual Dimensions 3. Practice
Shows strong school leadership	I-B-1c. Applies the school counseling themes of leadership, advocacy, collaboration and systemic change, which are critical to a successful school counseling program I-B-2. Serves as a leader in the school and community to promote and support student success	2.d. school counselor roles in school leadership and multidisciplinary teams
Collaborates and consults with relevant stakeholders	I-B-4. Collaborates with parents, teachers, administrators, community leaders and other stakeholders	3.1. techniques to foster collaboration and teamwork within schools

2. Integrating a Multi-Tiered System of Supports With Comprehensive School Counseling Programs

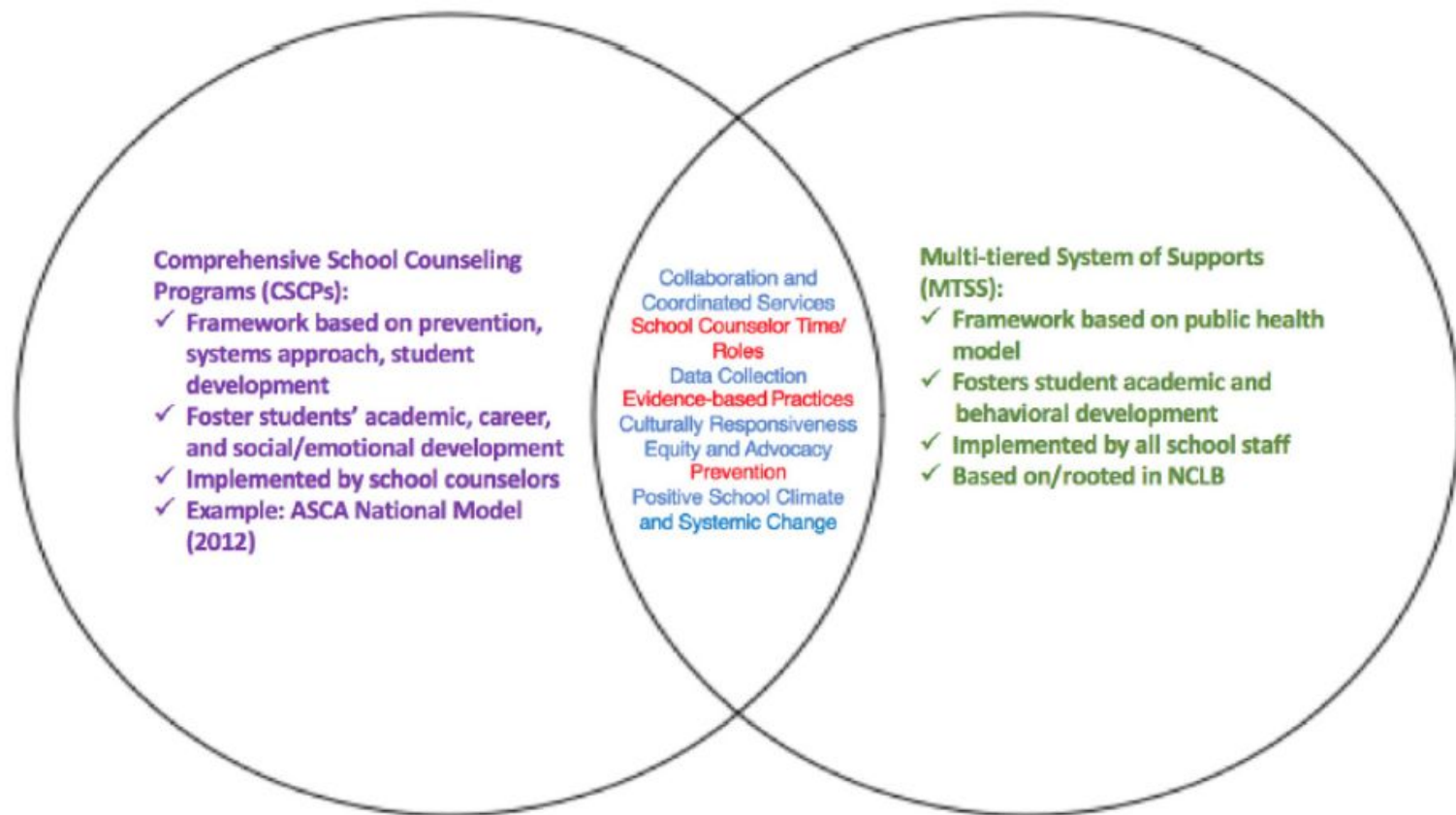


Figure 1. Overlap and similarities between a multi-tiered system of supports and comprehensive school counseling programs

TABLE 1

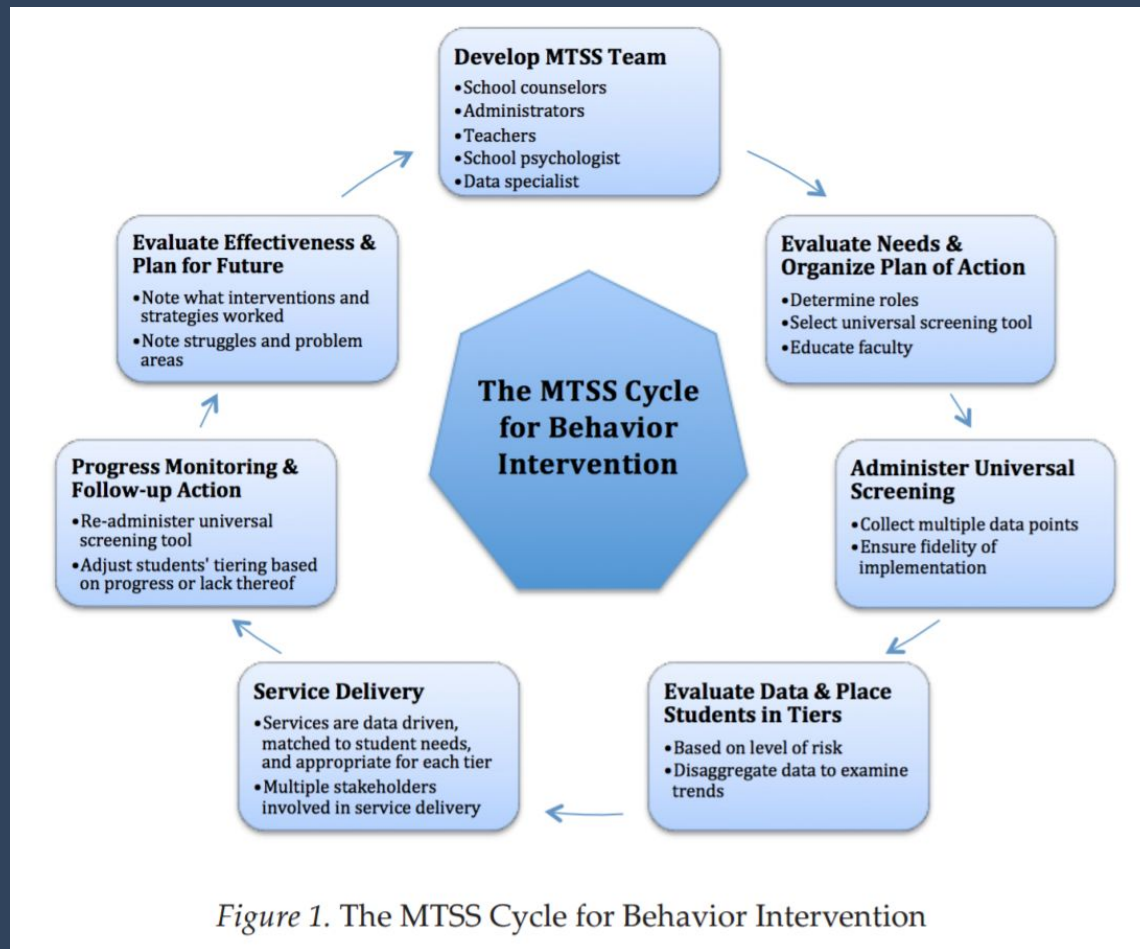
ALIGNING THE ASCA NATIONAL MODEL AND PBIS, AND SUGGESTED PBIS STRATEGIES FOR SCHOOL COUNSELORS TO UTILIZE WITHIN THEIR COMPREHENSIVE SCHOOL COUNSELING PROGRAMS

Comprehensive School Counseling Programs: The ASCA National Model	PBIS	School Counselors Utilizing PBIS Strategies in a Comprehensive Program
School-wide Prevention for all Students		
<p>Implementing a comprehensive program for all students: <i>Foundation:</i></p> <ul style="list-style-type: none"> ● Prevention based on the school counseling belief, vision, and mission statements, and program goals ● Address academic, career, and social/emotional student domains ● Implement the ASCA Mindsets and Behaviors and grade-level competencies <p><i>Delivery, direct student services:</i></p> <ul style="list-style-type: none"> ● School counseling core curriculum: classroom lessons, large group, and school-wide activities ● Individual student planning: student goals, future plans, and transitions (e.g., graduation plans); advisement and appraisal <p><i>Delivery, indirect student services:</i></p> <ul style="list-style-type: none"> ● Consult and collaborate: share resources with stakeholders; discuss school-wide trends; participate on advisory councils and committees; provide and recommend parent workshops and staff development 	<p>Tier 1/Primary Prevention:</p> <ul style="list-style-type: none"> ● School-wide expectations, including behavioral lessons (e.g., behavioral matrix: table defining appropriate behaviors in varied settings throughout the school) and practicing school routines (e.g., appropriately walking in the school hallway) ● Systematic positive reinforcement for desired student and staff behaviors ● Proactive and consistent school-wide discipline procedures ● Encourage parent involvement 	<ul style="list-style-type: none"> ● Partner with the PBIS team to deliver behavioral lessons and practice school routines ● Incorporate PBIS-generated school-wide expectations (e.g., be respectful) into school counseling core curriculum ● Acknowledge students' successes/positive behaviors individually (e.g., verbal acknowledgements, students earning privileges) and school-wide (e.g., recognizing top five classes with model cafeteria behavior) ● Invite a PBIS team member on comprehensive school counseling program advisory committee and to provide feedback on school counseling belief, vision, and mission statements and program goals ● Member of PBIS team; offer expertise including background information on students, families, school climate ● Assist in developing PBIS behavioral lessons and school routines; suggest alignment with comprehensive program
Targeted Services for Students with Elevated Needs		
<p>Implementing a comprehensive program for students at risk: <i>Delivery, direct student services:</i></p>	<p>Tier 2/Secondary Prevention:</p> <ul style="list-style-type: none"> ● Social skill instructions (e.g., group or club); behavioral 	<ul style="list-style-type: none"> ● Use PBIS-generated outcome data to inform student selection for and progress during individual and small group

3. Needs and Contradictions of a Changing Field: Evidence From a National Response to Intervention **Implementation Survey**

- Study examines how school counselors across the nation perceived their training and knowledge of RTI, as well as their confidence in its implementation.
- Majority of school counselors reported positive beliefs about RTI,
- School counselors had limited confidence in their preparedness to perform certain RTI-related responsibilities:
 - Collecting and analyzing data to determine intervention effectiveness
 - Collaboration through teamwork.
- Findings point to a significant discrepancy with the ASCA National Model's
- Suggestions for school counselors in how to spearhead schoolwide teams

4. The ASCA Model and a Multi-Tiered System of Supports: A Framework to Support Students of Color With Problem Behavior




5. Success for All? The Role of the School Counselor in Creating & Sustaining Culturally Responsive Positive Behavior Interventions and Supports Programs

Culturally Responsive Practices Support Student Behavior	Systems Supporting Culturally Responsive Staff Behavior
<ul style="list-style-type: none"> • All PBIS materials translated • Cool Tools based on beliefs (e.g., holidays) and include SIOP strategies; situated within a “culture of learning” • Mentoring relationship with Brothers United, a high school group of African American males, for students needing Tier 2 and 3 support • Culturally responsive acknowledgement system focused on community • Parent included on PBIS team; PBIS information shared via tweets and outreach at parent events • Student voice included in discussion on school climate and bus climate; included in problem solving process 	<ul style="list-style-type: none"> • Local high school equity student group presented to our students and staff • Equity Committee expanded; led daylong diversity workshop for all staff • Nonviolent Crisis Intervention Team met monthly to review de-escalation strategies • Equity Team met monthly with three parents actively involved • PBIS team met with bus drivers, cafeteria staff for further training (e.g., PBIS, Nurtured Heat)
Data Supporting Culturally Valid Decision Making	Culturally Equitable Student Outcomes
<ul style="list-style-type: none"> • Examine disaggregated data monthly • Disaggregate data in new ways (e.g., SES) • Bus committee formed to discuss additional supports • Examine perception data through surveys of parents, staff and students regularly 	<ul style="list-style-type: none"> • Emphasize interventions and teaching of expectations for new students • Added a bus route based on data • Multiple family outreach events offered (e.g., community connections fair, summer opportunities resource fair, Dia de Los Muertos event and Friendship Dance)

6. A Grant Project to Initiate School Counselors' Development of a Multi-Tiered System of Supports Based on Social-Emotional Data

- ESSCP Demonstration Grant
- Social-Emotional Data-Driven MTSS implementation at four elementary schools in northeastern United States
- Initiative Included:
 - Improving school counselor-to-student ration
 - Reducing disciplinary infractions
 - Data Teams
 - Social-emotional data collection

Key: 1= Struggling 2= On-Target			
Specials Classes	T1	T2	T3
Physical Education			
Has mastered class content			
Engages in class activities			
Works collaboratively			
Respects and accepts authority			
Demonstrates the ability to self-regulate feelings and actions			
Demonstrates resilience after setbacks			
Music			
Has mastered class content			
Engages in class activities			
Demonstrates an eagerness to learn			
Respects and accepts authority			
Identifies things he/she is interested in learning			
Art			
Has mastered class content			
Engages in class activities			
Demonstrates an eagerness to learn			
Respects and accepts authority			
Identifies things he/she is interested in learning			
Maintains organized work area; Produces neat careful work			
Library/Technology			
Has mastered class content			
Engages in class activities			
Demonstrates an eagerness to learn			
Demonstrates perseverance in completing tasks			
Identifies things he/she is interested in learning			
Respects and accepts authority			
Protective Factor Index	T1	T2	T3
<i>Protective Factors are characteristics and behaviors that reflect positive internal growth. Research shows that development of protective factors increases likelihood of school success.</i>			
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 things he/she is interested in learning			
Demonstrates the ability to self-regulate actions and emotions			
Demonstrates resilience after setbacks			
Makes productive use of classroom time			
Works collaboratively in groups of various sizes			
Seeks assistance when necessary			
Respects and accepts authority			
Forms respectful, equitable relationships with peers			

 Public Schools
Elementary School
 Address of School
 Principal:

School Year 2013- 2014
 Student Report Card

Kindergarten
 Term 1

Student's Name: _____

Teacher's Name: _____

Attendance Record

	Days Tardy	Days Absent	Days Dismissed
Term 1			
Term 2			
Term 3			

The Protective Factors Index

INSTRUCTIONS: For each of the statements below, think back over the past two weeks and decide which statement describes your student. Circle the corresponding number for each statement.

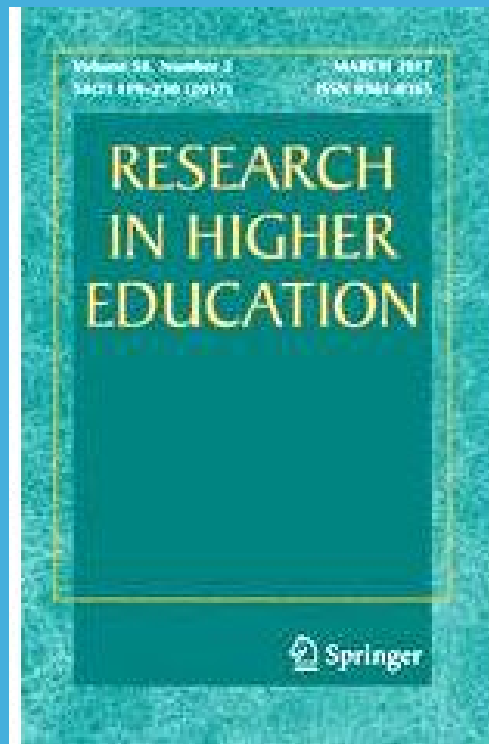
- 1 = **Not Meeting Standard.** Student does not demonstrate this standard and needs ongoing encouragement and teacher support.
- 2 = **Emerging.** Student occasionally demonstrates this standard with frequent support needed from their teacher.
- 3 = **Progressing.** Student often demonstrates this standard with occasional support needed from their teacher.
- 4 = **Meets Standard.** Student consistently demonstrates this standard with independence, requiring very little support from their teacher.

Not Meeting Standard	Emerging	Progressing	Meets Standard
1	2	3	4
↓	↓	↓	↓

This student...

1. Engages in class activities.	1	2	3	4
2. Demonstrates an eagerness to learn.	1	2	3	4
3. Demonstrates perseverance in completing tasks.	1	2	3	4
4. Exhibits positive and optimistic behavior.	1	2	3	4
5. Identifies academic strengths and abilities.	1	2	3	4
6. Identifies things they are interested in.	1	2	3	4
7. Demonstrates the ability to self-regulate actions and emotions.	1	2	3	4
8. Demonstrates resilience after setbacks.	1	2	3	4
9. Makes productive use of classroom time.	1	2	3	4
10. Works collaboratively in groups of various sizes.	1	2	3	4
11. Seeks assistance when necessary.	1	2	3	4
12. Respects and accepts authority.	1	2	3	4
13. Forms respectful, equitable relationships with peers.	1	2	3	4

COUNSELORS, INFORMATION, & HIGH SCHOOL COLLEGE-GOING CULTURE: **INEQUALITIES** IN THE COLLEGE APPLICATION PROCESS



STUDY OVERVIEW & RESEARCH

■ QUESTIONS

“(1) To what extent does seeing a counselor for college information increase the likelihood of applying to college net of other sources of information?”

(2) To what extent does seeing a counselor have differential benefits across schools with different levels of college-going culture?

(3) To what extent do the benefits of seeing a counselor vary by social class background, overall and across schools with different levels of college-going culture?”

METHOD

- Data from the Education Longitudinal Study, which surveyed a nationally representative sample of students who were 10th graders in 2002 and from the first follow up conducted in 2004.
 - Captures both academic and background characteristics of students, the extent to which students visited the counselor for matters pertaining to college during high school, different sources of information they consulted during the college search process, information about the postsecondary institutions students applied to and characteristics of students' high schools, including the proportion of students enrolling in different types of institutions.

■ METHOD (cont.)

Dependent Variable:

- If and where students applied to college.
 - Never applied
 - Applied to a 2-year college
 - Applied to a 4-year college

■ METHOD (cont.)

Independent Variable

- Counselor Visit
 - never seeing the counselor
 - seeing the counselor late (12 grade but not 10th grade)
 - seeing the counselor only early (10th grade but not 12th grade)
 - seeing a counselor both years
- College-Going Culture (School)
- Socioeconomic Status (Student)

■ METHOD (cont.)

Statistical Control Variables

- Student-level demographic variables: gender, race/ethnicity, whether the student lived in a two-parent household in the 12th grade, and number of siblings.
- Other Variables reflecting students' academic achievement: cumulative 9th to 12th grade GPA and a combined math and reading score during the sophomore year.

■ METHOD (cont.)

Data Analysis

Two-level hierarchical linear model.

- Student level
- School Level

■ RESULTS

- Seeing a counselor either late or in both the 10th and 12th grade is significantly associated with an increase in the likelihood of applying to both a 2-year and a 4-year institution
- For applying to a 2-year college, seeing a counselor is equally beneficial regardless of whether or not the student consulted with a counselor both times or only in the 12th grade.

RESULTS (cont.)

- In applying to a 4-year college, seeing a counselor early and consistently is more beneficial than seeing a counselor late.
- Consulting with a counselor in both years increases the odds of applying to a 4-year institution by 135 %
- Sources of information had a statistically significant relationship to applying to a 4-year institution
- However institutional sources other than the counselor are not statistically significant.

■ RESULTS (cont.)

- Students from more advantaged socioeconomic backgrounds are significantly more likely to apply to a 4-year institution rather than not applying at all.
- Students who attended a school with a high college-going culture were 2.4 times as likely to apply to a 4-year college.
- No significant interactions of counselor x college cultures or counselor x ses

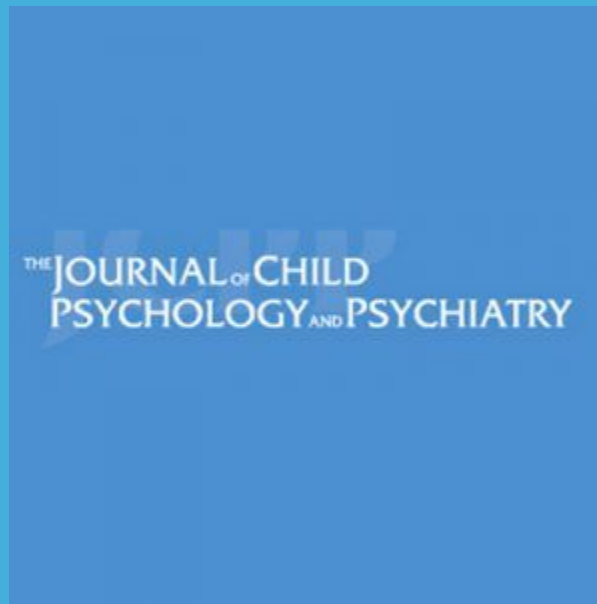
DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

- Consulting with a Counselor early and consistently in high school on college plans is thus valuable, especially for applying to a 4-year college.
- Counselors serve as the strongest source of institutional information re college.
- Seeing a Counselor is equally beneficial for students from different socioeconomic backgrounds.
- Seeing a Counselors does not compensate for low college application rates related to either low student SES or low school college going culture.

DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

- Counselors can promote college going through interactions with students and providing information.
- It is not clear how counselors can address SES differences through interactions or information.
- Counselors can promote college going by helping to create a college going school culture that affects students of all SES categories.

CAN SCHOOL COUNSELORS DELIVER COGNITIVE-BEHAVIORAL TREATMENT FOR **SOCIAL ANXIETY** EFFECTIVELY? A RANDOMIZED CONTROLLED TRIAL



STUDY OVERVIEW

- This study is critically important for 3 reasons:
 - Need for school-based interventions for students with anxiety
 - Need for evidence-based treatments for youth with mental health difficulties
 - Need for RCT of school counselor-led interventions

INTERVENTION OVERVIEW

- Skills for Academic and Social Success = SASS
- SASS is a 12-week school-based group interventions for social anxiety disorder (SAD)
- Intervention:
 - Addresses psychoeducation, realistic thinking, social skills training, exposure exercises, and relapse prevention

INTERVENTION OVERVIEW

- 12 weekly in-school group sessions, 40 mins. 3-6 students /group
- 2 follow-up group sessions to address relapse
- 2 individual student meetings
- 4 weekend social events (90 mins) that provide exposure and skills generalization
- 2 group meetings for parents to learn about SAD, the intervention, and ways to support students (optional), materials relevant for teachers also

■ PRIOR RESEARCH

- Implemented by psychologists
- Effective compared to a waiting list (Masia Warner et al., 2005)
 - Effect Size 2.4 on primary outcomes
- Effective compared to an attention control (Masia Warner, Fisher, Shrout, Rathor & Klein, 2007)
 - Effect Size 1.9 on primary outcomes

METHOD

Participants:

- students grades 9-11
- 3 suburban schools in New Jersey

Students were recruited through an initial school-wide screening for SAD using self-report questionnaires, with subsequent parent telephone screening and a diagnostic evaluation by a clinical psychologist

138 study participants:

- primarily white (72%)
- female (68%)
- mean age 15.42

■ METHOD (cont.)

- Students randomly assigned to SASS with psychologist, SASS with SC, or SC-led Skills for Learning (SFL) group
- Students were assessed before, immediately after, and 5 months after the intervention completion on:
 - SAD severity
 - treatment response
 - remission
 - social anxiety
 - school functioning
- Treatment characteristics that were measured included group attendance, treatment credibility, and therapeutic alliance

RESULTS

- Students participating in both the psychologist- and school counselor-facilitated SASS groups significantly improved anxiety levels when compared to the SFL control group at post-interventions ($p < .01$) and at 5-month follow-up ($p < .001$)

RESULTS

- Student participants in both of the SASS groups had significantly better school functioning post-intervention ($p < .01$ compared to the SFL control group)
- Attendance, rated credibility of leaders, and therapeutic alliance were consistent and high across both treatment groups
- The SC-facilitated SASS group showed little difference in outcomes in comparison to the psychologist-facilitated SASS group

DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

- SC-led anxiety-treatment groups can be very effective
- Using a targeted, evidence-based intervention is more effective than using a general group treatment modality
- Because the school context impacts social anxiety, treatment in that setting is critical for long-term success

HONORABLE MENTION

- Can personalized text messages and peer mentor outreach increase college going among low-income high school graduates?



STUDY OVERVIEW

- Investigated the impact of **two interventions** to mitigate “summer melt,” the phenomenon that college-intending high school graduates fail to matriculate in college anywhere in the year following high school.
 - Automated and personalized text messaging campaign to remind students of required pre-matriculation tasks and to connect them to counselor-based support.
 - Near-aged peer mentors to provide summer outreach and support.

METHOD

- **Text Messaging Intervention**

- Ten automated text messages to remind students and their parents of tasks required by their intended college and to prompt recipients to request help, if needed.
- Messages reminded students to: log on to their intended college's web portal to access important paperwork; register for orientation and placement tests; complete housing forms; and sign up for or waive health insurance.
- Messages also offered help completing the FAFSA and interpreting their financial aid award letter and tuition bill from their intended college.

METHOD (cont.)

- **Text messaging Interventions (cont.)**

- Messages included web links that allowed students with smart phones to complete tasks directly from their phone
- When recipients responded to a message, they connected with their assigned counselor who followed up to provide additional, one-on-one assistance.
- Messages were delivered between early July and mid-August in approximately five-day intervals.

METHOD (cont.)

● Peer Mentor Intervention

- Peer mentors made phone contact with students to assess their readiness for fall college matriculation.
- Core topics in their initial conversations included whether students: (1) were still planning to enroll in college; (2) were planning to follow through on their previously articulated plan; (3) had completed the FAFSA; (4) had received and reviewed a financial aid award letter; and (5) had registered for orientation and placement tests.
- Peer mentors scheduled in-person meetings or follow-up phone conversations to help students address issues that arose.
- Peer mentors referred students to meet with a supervising counselor for more complicated tasks such as support for FAFSA completion.

■ METHOD (cont.)

- Data
 - 5 urban school districts with random assignment of students to treatment conditions within sites.
 - Dependent Variables:
 - enrollment in any college in the fall semester following graduation
 - enrollment in a two-year institution
 - and enrollment in a four-year institution.

■ RESULTS

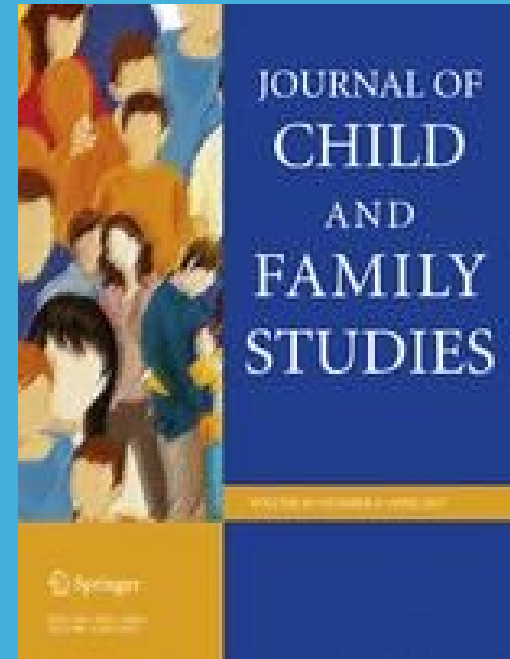
- Both the text messaging and peer mentor outreach campaigns had positive impacts on whether college-intending high school graduates from urban school districts enrolled in college.
- Effects of both were more pronounced among students with little access to college planning supports and students with less-developed college plans.

■ CONCLUSION

- “Both strategies are cost-effective approaches to increase college entry among populations traditionally underrepresented in higher education and, more broadly, highlight the potential for low-cost behavioral nudges and interventions to achieve meaningful improvements in students’ educational outcomes” (Castleman & Page, 2015, pg. 144).

HONORABLE MENTION

- A randomized depression prevention trial comparing interpersonal psychotherapy–adolescent skills training to group counseling in schools.



■ GIRLSS

- School-based intervention to reduce adolescent girls' relational aggression: Growing Interpersonal Relationships through Learning and Systemic Supports
- 10-week group counseling intervention with caregiver training and phone consultation
- Used teacher and school counselor reports of school behaviors
- Decreased relational aggression, but intervention still needs development

HONORABLE MENTION

- A randomized, pilot study of a multisystemic, school-based intervention to reduce relational aggression



■ IPT-AST for Depression Prevention

- IPT-AST has 2 individual sessions, 8 group sessions, and a parent session (after 4 group sessions), with 4 individual booster sessions 6 months later
- Focuses on decreasing interpersonal conflicts and increasing social support rather than cognitions or behaviors as with CBT
- Study compared it to groups run by SC already - modalities included cognitive, behavioral, psychodynamic, and family
- Both conditions found considerable improvements at 6 months; IPT-AST had stronger impact on overall functioning; they were roughly equivalent at preventing onset of subsequent depression diagnosis

DISCUSSION AND Q&A



STAY IN TOUCH!



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