



## CSCORE's Annual Review of Research

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

ACA Conference 2012  
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Harrington

# CSCORE: Who We Are

- Center for School Counseling Outcome Research and Evaluation
- Was CSCOR until 2010
- Founded in 2002 by Jay Carey, current Director
- Carey Dimmitt is Associate Director
- Karen Harrington is Assistant Director
- Housed at the University of Massachusetts Amherst

# CSCORE: [www.cscor.org](http://www.cscor.org)

The 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 school counseling outcome research published in the past year
- Use the RTI model as a framework for identifying prevention, intervention, and treatment options
- Prioritize relevant info for EBP in school counseling
- Provide resources to help you advocate for your work as a school counselor/counselor educator with key policy and decision makers

# *RTI Triangle*

## **Tier 3**

Intensive individualized  
interventions

## **Tier 2**

Targeted interventions:  
Small groups

## **Tier 1**

Universal interventions: Guidance curriculum

Tier One: School-Wide Interventions  
Prevention and Education for All Students

# Primary Prevention 2011-12

- Casillas et al. (2012). Predicting early academic failure in high school from prior academic achievement, psychosocial characteristics, and behavior. *Journal of Educational Psychology*, doi:10.1037/a0027180
- ACT (2011). Enhancing college and career readiness and success: the role of academic behaviors. Ames, IO: Author.

# ACT (2011)

- Success in high school is predicted by cognitive measures (middle school grades) and academic behavior
- Success in college is predicted by cognitive measures (High School GPA and Achievement Tests) and academic behavior
- Academic behaviors cluster in three areas: Motivation, Social Engagement, Self-Regulation

# Casillas et al. (2012)

- Examined middle school predictors of early high school achievement (GPA)
- 4,660 students from 24 schools
- Both prior middle school grades and standardized achievement test scores predict high school GPA
- Motivation, Self-Regulation and Social Engagement add predictive power

# Casillas et al. (2012)

- “When comparing the relative importance of each set of predictors, the variance accounted for by psychosocial and behavioral factors is comparable to that accounted for by grades.”

# Implications

- If school counselors focus primary prevention activities on student's motivation (e.g. goal-setting), self-regulation (e.g. student success skills) and social engagement (e.g. Skillstreaming) students are very likely to show benefits in terms of academic achievement.

# Tier 1 EBP Programs

## Motivation

- Student Success Skills
- Goal Setting
- SOAR
  
- Cross-Age Tutoring

## Self-Regulation

- Student Success Skills
- Goal Setting
- SOAR
- PATHS
  
- Guiding Good Choices
- I Can Problem Solve

## Social Engagement

- Student Success Skills
  
- PATHS
- Cross- Age Tutoring
  
- Skillstreaming
- Second Step
- Project Northland

## Tier Two: Core Instruction and Targeted Interventions for Students At-Risk

# **The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation**

**Report by Civic Enterprises and  
Everyone Graduates Center at Johns Hopkins University  
November 2011**

[http://www.civicerprises.net/reports/on\\_track\\_for\\_success.pdf](http://www.civicerprises.net/reports/on_track_for_success.pdf)

# Research and the EWIs

- Dropout: critically important issue “national crisis”
- Since early 2000s, numerous researchers have identified the most highly predictive factors of dropping out and results validated many times
- These key indicators and their thresholds were used to develop Early Warning Indicator Systems
- This report is first national assessment of EWIS
- Provides an overview of the research
- Discusses emerging best practices and policy recommendations

# What are the consistent EWIs?

## The ABCs:

- Attendance
  - Being absent 10% of school days
- Behavior
  - Two or more mild or more serious infractions
- Course Performance
  - An inability to read at grade level by 3rd grade
  - Failure in English or math in 6th-9th grade
  - Two or more failures in 9th grade courses
  - Failure to earn on-time promotion to 10th grade
- Other indicators and their impact

These indicators of student behavior are more predictive of student outcomes than demographics or test scores

# A broader view of EWIs

Can think of Early Warning Indicators in expansive way:

- These indicators are symptoms of deeper issues: academic problems, behavioral issues, responses to school
- EWIS grew out of simple premise: Disengagement from school is a gradual process with identifiable signals
- Data can be used to identify trends and determine where to intervene with students who will likely not succeed without supports
- Great illustration of data-based decision making

# It's only data points until...

- Knowing the factors involved in dropout does nothing to mitigate or address these issues
- Next step is to identify and provide effective dropout intervention strategies
  - Not a one-size-fits-all approach
  - Must consider reasons behind the disengagement
  - Will be different by grade level
- Hammond 2007 link:  
[www.dropoutprevention.org/sites/default/files/uploads/major\\_reports/DropoutRiskFactorsandExemplaryProgramsFINAL5-16-07.pdf](http://www.dropoutprevention.org/sites/default/files/uploads/major_reports/DropoutRiskFactorsandExemplaryProgramsFINAL5-16-07.pdf)

# Tier 2 EBP Programs: Dropout Prevention

- Across Ages
- Adolescent Transitions Program
- AVID
- Big Brothers/ Big Sisters
- Brief Strategic Family Therapy
- Career Academy
- CASASTART
- Check and Connect
- Children of Divorce Intervention Program

- Coca-Cola Valued Youth Program
- Families & Schools Together
- Fast Track
- Functional Family Therapy
- Helping the Noncompliant Child
- LA's BEST
- Multidimensional Family Therapy
- Nurse-Family Partnership
- Parenting Wisely

- Project GRAD
- Quantam Opportunities
- Schools & Families Educating Children (SAFE)
- School Transitional Environment Program (STEP)
- Skills, Opportunities, and Recognition (SOAR)
- Strengthening Families Program
- Success For All
- Incredible Years

# Successful EWIs: Common Threads

- **Vision and Mission Matter**
  - Promoted in schools with explicit commitment to educational improvement
  - Reflect belief that every student can succeed with appropriate support
  - School personnel must buy into concept of data-driven culture
- **Technological components must be strong**
  - Schools have created dashboards and color-coded lists
  - Issues of data usage, by whom, while protecting privacy
- **Resources must be assembled and maximized**
  - Human capital must be available to provide interventions
  - Professional development and coaching needed to guide hands-on use

# Implications

- Current research informs us that most kids can indeed graduate if provided enough supports
- Demographic variables do not have to consign a student to a bleak future
- By preventing students from falling through the cracks and ensuring that they receive the appropriate level of attention, instruction, engagement and support needed to succeed in classes, our students can graduate from high school prepared for college and the workforce

# Tier Three: Treatment for High Risk Students

# Treatment Program: Incredible Years

- <http://www.incredibleyears.com/>
- Linked programs for parents, teachers, and children aged 0-13
- EBP with children aged 2-8
- Teach parents and teachers to:
  - Promote children's social, emotional and academic competence
  - Prevent, reduce and treat aggression and emotional problems
  - Strengthens adult competencies
  - Fosters parent-school communication

# Incredible Years

## Goals of program:

- Improving child-parent relationships
- Decreasing problem behaviors
- Increasing home-school communication
- Building supportive family networks
- Helping parents teach children social skills
- Helping parents teach children emotional regulation

# Incredible Years

## Delivery of program with parents

- Trained group leader facilitates discussion among parents about parenting, child development, and parenting issues (14+ core topics)
- Collaborative approach that values parents' expertise about their own children
- Use of video vignettes to spark discussion
- Responsive to unique contexts of families
- Developmentally unique programs depending on the age of the children

# Incredible Years

## Delivery of program with teachers

- 6 days spaced through year to provide time for practice of skills (9+ core topics)
- Groups with trained leaders
- Video vignettes as catalysts for group discussion and problem solving
- Helps teachers to understand development and temperamental differences
- Effective instruction strategies for children with various behavior and emotional challenges
- Increased collaboration with parents

# Incredible Years

- Delivery of program with children – 2 versions
- Group
  - Small group treatment model for 4-6 children
  - 20-22 weeks, at same time as parent program
  - Counselors provide as 1-hour sessions
- Curriculum – “Dinosaur Curriculum”
  - Co-taught by teachers and counselors
  - Up to 90+ lessons over 3 grade levels
  - 20 minute large group lesson
  - 20 minutes of small group practice activities
  - Videos, puppets, games, cue cards, songs

# Research

- Many studies since 1988
- [http://www.incredibleyears.com/library/show\\_articles\\_all.asp](http://www.incredibleyears.com/library/show_articles_all.asp)
- Outcomes of treatment programs
  - Changes in parent behavior
  - Changes in teacher behavior
  - Fewer aggressive and non-compliant classroom behaviors
  - Increases in child pro-social behavior
  - Higher levels of child school readiness
  - Improvements in children's social interactions and conflict management with peers
  - Effective for children with attention problems
  - Effects seen 1-3 years later for all 3 populations
  - Prevention programs (Head Start) also effective

# Recent Research

- Posthumus, J. A., Raaijmakers, M. A. J., Maassen, G. H., van Engeland, H., & Matthys, W. (2011). Sustained effects of incredible years as a preventive intervention in preschool children with conduct problems. *Journal of Abnormal Child Psychology*, DOI 10.1007/s10802-011-9580-9.
- Webster-Stratton, C. H., Reid, M. J., & Beauchaine, T. (2011). Combining parent and child training for young children with ADHD. *Journal of Clinical Child and Adolescent Psychology*, 40(2), 191-203.

# Recent Research

IY follow-up study over 2 years:

- Children aged 4-6
- Conduct problems
- Significant improvements in parenting skills (observed and self-report)
- Less conduct problems (observed)

ADHD:

- Children aged 4-6
- Significant improvement in parenting skills (observation and self-report), mothers more than fathers
- Children more social competence and emotional regulation (parent and teacher report, observation in school and in lab)
- Children less aggressive, hyperactive and oppositional (parent and teacher report, school and lab observation)

# Tier 3 EBP Programs

## Elementary

- Incredible Years
- Check In/Check Out
- Coping Cat
- PBIS

## Middle School

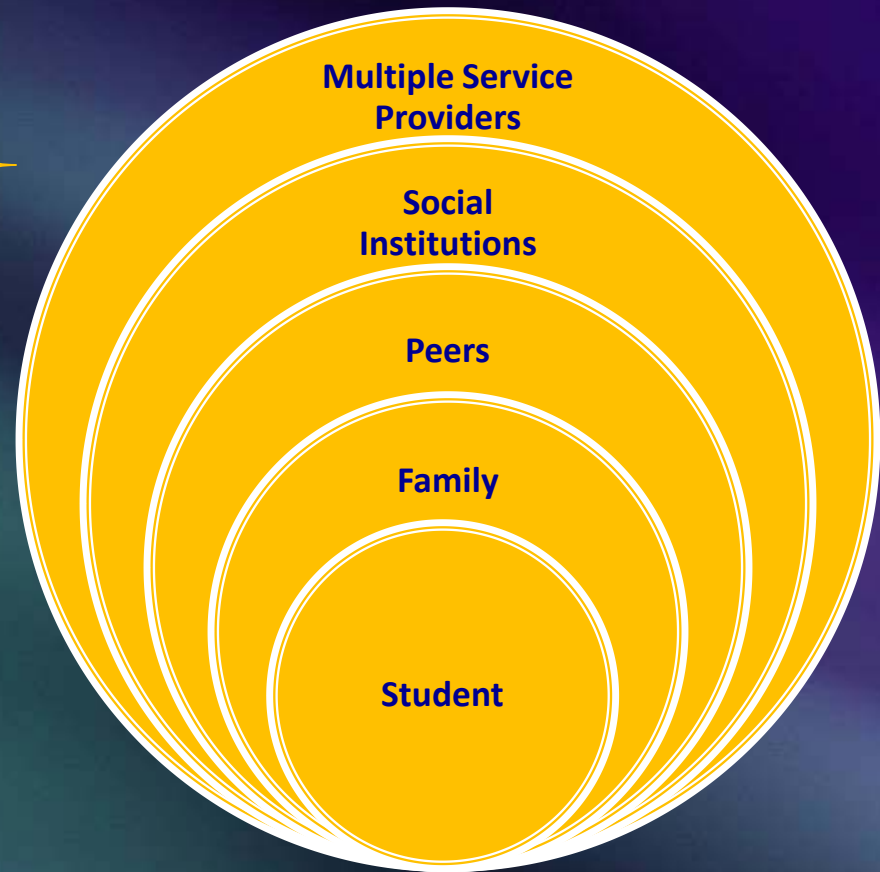
- Coping Cat
- Check and Connect
- Life Skills Training
- PBIS

## High School

- Check and Connect
- Too Good for Violence
- Too Good for Drugs
- Life Skills Training

# Multi-Systemic Approach

- School systems
- Pediatric health care systems
- Specialty mental health systems
- Juvenile justice systems
- Child protection systems
- Substance abuse systems



Kazak, A. E., Hoagwood, K., Weisz, J.R., Hood, K., Kratochwill, T. R., Vargas, L. A., & Banez, G. A. (2010). A meta-systems approach to evidence-based practice for children and adolescents. *American Psychologist*, 65 (2), 85-97.

# Contact Information

CSCORE Website: [www.cscor.org](http://www.cscor.org)

Thank You