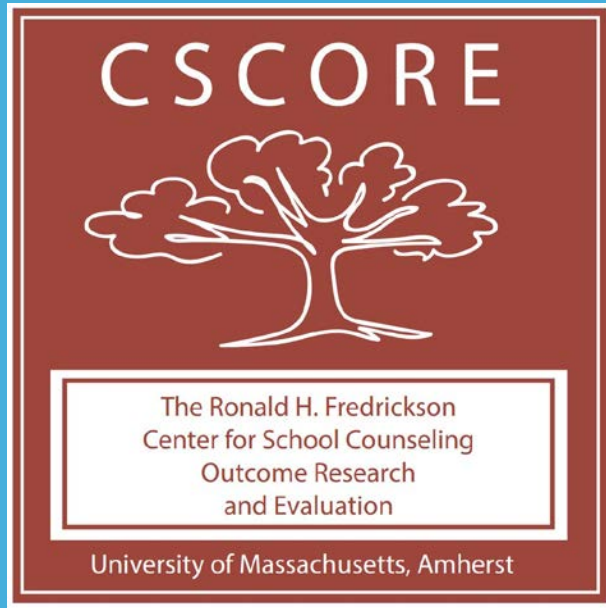




University of
Massachusetts
Amherst

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

Catherine Griffith, Ph.D., Scott Greenspan, M.S., & Carey Dimmitt, Ph.D.

WHO WE ARE



The Ronald H. Fredrickson
Center for School
Counseling Outcome
Research & Evaluation at
University of Massachusetts
Amherst
(CSCORE)



Welcome

The Ronald H. Fredrickson 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 College of Education at the University of Massachusetts, located in Amherst, Western Massachusetts in the United States.



The Ronald H. Fredrickson Center for School Counseling Outcome Research & Evaluation (CSCORE) is now the official web host for the National Evidence-Based School Counseling Conference [Conference Link Here!](#)

NEW AT CSCORE

News & Events

OUR WORK

Projects

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WHO'S HERE?



SESSION GOALS



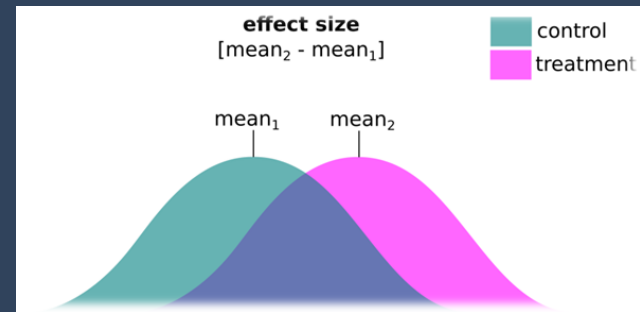
- Review important school counseling outcome research and evaluation published in the past year focused on the academic, personal/social, and career domains
- Prioritize relevant information for evidence-based practice in school counseling
- Provide resources to help you in your work as a school counselor/counselor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

SESSION OVERVIEW

- Discuss school counseling related research research that has been published this past year
- Prioritize relevant information for evidence-based practice in school counseling
- Provide resources to help you in your work as a school counselor/counselor educator

WHAT WE LOOK FOR IN A STUDY

- Established causality (baseline data and control group)
- Large sample size
- Validated instrumentation
- Beyond self-report data
- Appropriate/robust analysis
- Effect Size (statistical significance vs. practical significance)
- Lasting Effect (post-post tests)
- Significance for school counseling practitioners



RIGOROUS RESEARCH OVERVIEW

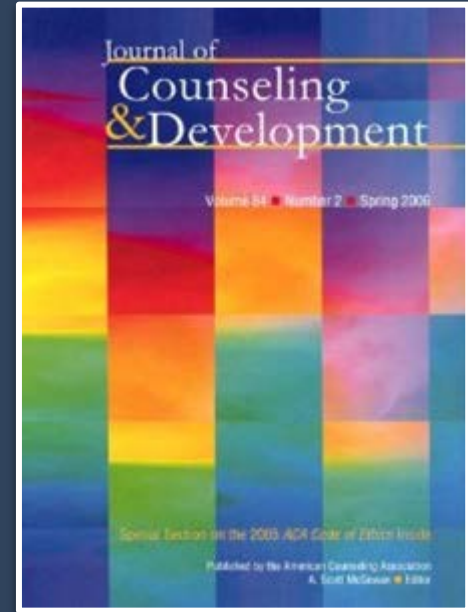
- Lemberger, Carbonneau, Selig, & Bowers (2018). The role of social-emotional mediators on middle school students' academic growth as fostered by an evidence-based intervention.

Martinez, Baker, & Young (2017). Promoting career and college readiness, aspirations, and self-efficacy: Curriculum field test.

- Sargent, Jouriles, Rosenfield, & McDonald (2017). A high school-based evaluation of TakeCARE, a video bystander program to prevent adolescent relationship violence.



Lemberger, Carbonneau, Selig, & Bowers (2018). The role of social-emotional mediators on middle school students' academic growth as fostered by an evidence-based intervention.



STUDY OVERVIEW & RESEARCH QUESTIONS

- Student Success Skills is a classroom-wide social-emotional learning intervention that has demonstrated positive effects in promoting learning strategies and positive attitudes

<http://studentsuccessskills.com/>

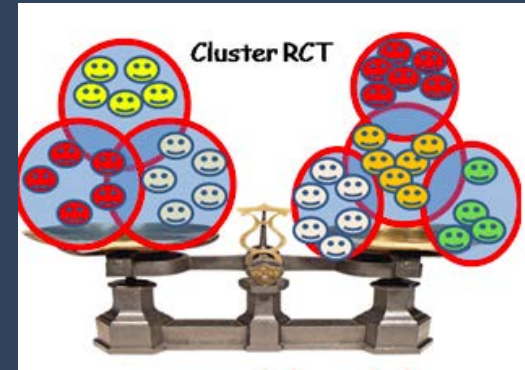
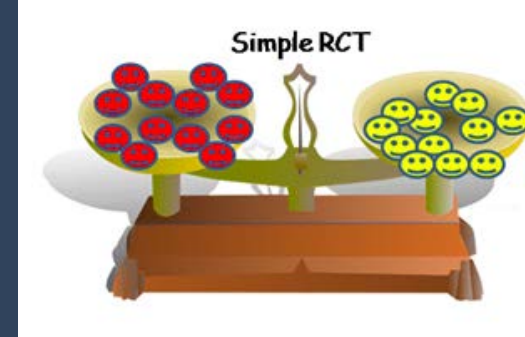


STUDY OVERVIEW & RESEARCH QUESTIONS

- Authors asked:
 - What is the effect of time on student achievement in math and reading? (growth)
 - Did SSS influence students' achievement growth in math and/or reading?
 - Do measures of executive functioning and connectedness mediate the relationship between SSS and achievement growth in math and/or reading?
 - How does achievement growth for intervention group compare to control group and average expected growth?

STUDY OVERVIEW & RESEARCH QUESTIONS

- Authors employed a three-level cluster randomized control design: (1) Time within students, (2) Students nested within classrooms, and (3) intervention delivered at classroom level.
- N=193; middle schoolers aged 12 to 14 years old; Majority Hispanic (66.3%) and White (19.7%)



METHOD

- Sample
 - 11 classrooms
 - 6 were randomized to receive the intervention (+ consultation)
 - 5 served as a control group
- Measures
 - Two pretreatment surveys 1 week before intervention
 - Academic testing before SSS implementation, 3 weeks after, 3 months after, 6 months after.
 - BRIEF, CASSS, CCIA
- Analyses
 - Multilevel growth modeling:
 - Level 1: Time; Level 2: Student; Level 3; Classroom ; Descriptive statistics; Mediation analysis

Why Social-Emotional Learning Matters



29%:

Students who feel like their school provides a supportive, encouraging environment



83%:

Students who made academic gains when participating in an SEL program with an academic component



11%:

Average gained on standardized tests by participating in an SEL program



SEL programs improve **behavior & attitudes toward school** and prevent substance abuse.



11%:

Average increase in GPA for participants in one SEL program



Source: Collaborative for Academic, Social and Emotional Learning (www.casel.org)

RESULTS



- Students who participated in the SSS had greater math and reading scores over the academic year in comparison to control classrooms
- There is some support that this intervention is beneficial for student starting school year below the 50th percentile on academic assessment(s)
- Intervention participants experienced higher rate of growth in comparison to students in the control classrooms
- Students who participated in the SSS intervention experienced a greater conditional rate of growth in math and reading compared with the students in the control classrooms.

RESULTS (Continued)

- Positive and significant relationship between SSS and executive functioning (plan and organize and task completion; no significant effects (mediation) for memory, shifting attention, or inhibition).
- Connectedness effects were non-significant, but patterns were demonstrated
- Intervention and control groups were different at pretest data in which case those higher achieving student could have been set on a stronger academic trajectory.

RESULTS

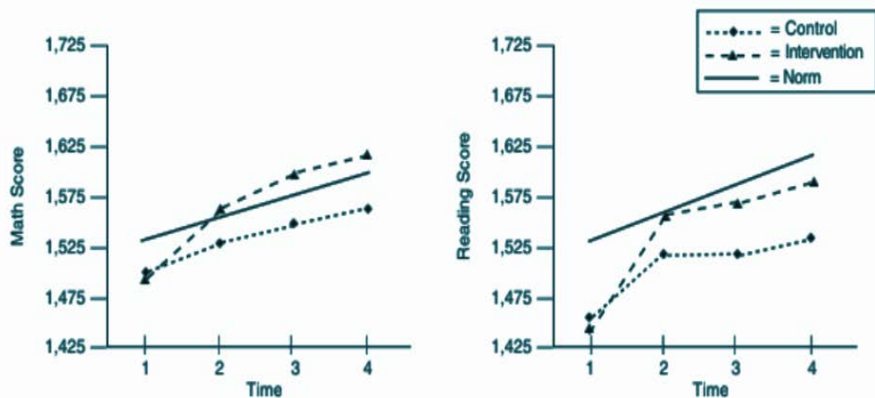


FIGURE 2

Average Math and Reading Achievement Growth Comparison for Level I Students in Control, Intervention, and Norm Groups

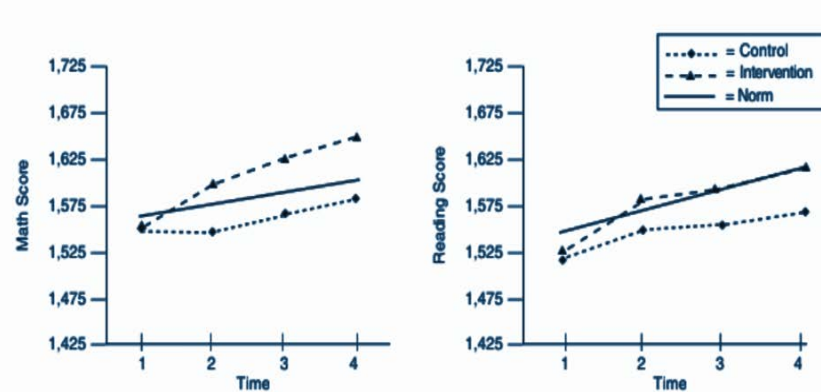


FIGURE 3

Average Math and Reading Achievement Growth Comparison for Level II Students in Control, Intervention, and Norm Groups

DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

- School counselors are well-positioned to deliver universal curricula to enhance to social-emotional and academic skill-set of students
- School counselors can engage in consultation efforts to (1) support teachers' efforts in integrating SEL into curriculum and (2) to infuse SEL curriculum language within the school so concepts are reinforced
- Providing universal curriculum carries more reach than meeting with individual students
- This interventions can serve as a universal and potentially tier 2 and 3 interventions within a multi-tiered system of support
- Students must be taught S.E. skills as we teach academics!



Martinez, Baker, & Young (2017).
Promoting career and college
readiness, aspirations, and
self-efficacy: Curriculum field test.



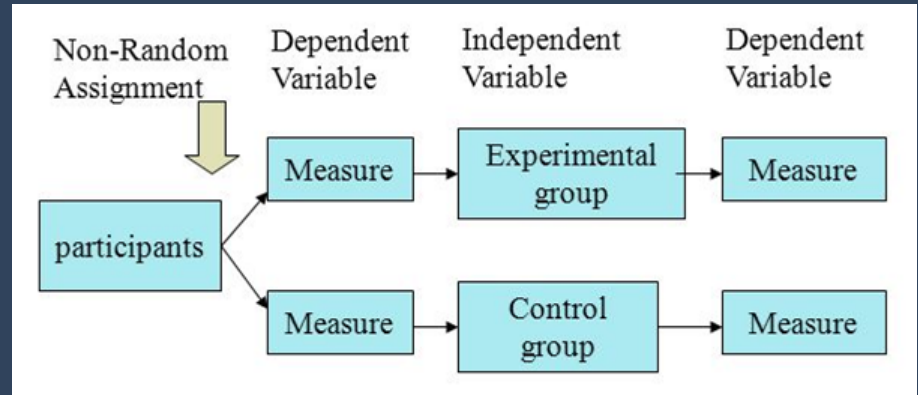
STUDY OVERVIEW & RESEARCH QUESTIONS

- Examined the impact of a classroom guidance curriculum on:
 - Postsecondary education-going knowledge
 - Postsecondary education-going aspirations
 - Career and college readiness self-efficacy
- 163 freshman, low-SES; mostly Hispanic/Black/White
- Curriculum :
 - 8 modules over 5 weeks in English class
 - Benefits, Access to information, Exposure to new ideas about future majors and careers, Strategies

PPHSE:MIR
Preparing for Post-
High School Education:
Motivated, Informed,
And Ready

METHOD

- Quasi-experimental design
 - Control Group received 5 weeks of individual instruction by the same school counselors
- Measures
 - Pretest, posttest, and 6 week follow-up
- HLM analysis



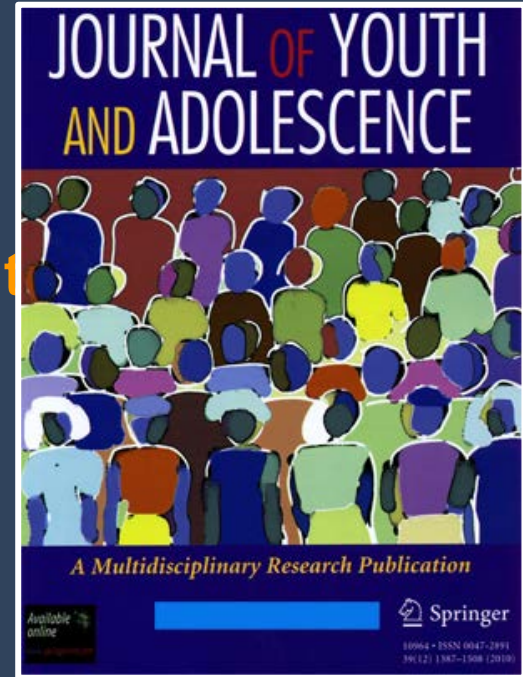
RESULTS

- ✔ Postsecondary education-going knowledge
- ✘ Postsecondary education-going aspirations
- ✔ Career and college readiness self-efficacy
- ✔ Classroom mode more effective than individual

DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

- Continuing increase in jobs requiring college education (currently 62%)
- Mostly successful curriculum for first gen, low-income, students of color
- Aspirations not impacted by the curriculum
 - Student factor, curriculum factor, or a variable factor?
- Social justice impact of reducing opportunity gaps
- Curriculum available by request from the first author:
Robert R. Martinez
UNC Chapel Hill
rrmartin@email.unc.edu

Sargent, Jouriles, Rosenfield, & McDonald (2017). **A high school-based evaluation of TakeCARE, a video bystander program to prevent adolescent relationship violence.**



STUDY OVERVIEW & RESEARCH

QUESTIONS

- TakeCARE is a video-based intervention that teaches students about bystander behavior
- This video has been demonstrated to improve bystander behavior in college students
- It had not yet been tested for high school populations or ethnic minority populations

- 1) What are the effects of the TakeCARE curriculum on a sample that is primarily ethnic minority high school students?
- 1) What types of situations do high school students encounter that call for bystander behavior? Are there differences in bystander behavior between these situations?
- 1) Are there effects of TakeCARE when controlling for variability of the different types of situations?

N= 1,295; 52.5% female, 72.3% Hispanic; ages 13-19 $M=15.27$

METHOD



- Participating students were informed that they would help evaluate new classroom materials
- Sixty-six classrooms were assigned to either treatment or control condition.
- Baseline questionnaire followed by intervention or other presentation (if in the control group).
- Students completed follow-up questionnaires within three months of baseline assessment. The assessment was the Friends Protecting Friends Bystander Behavior Scale (Jouriles and McDonald 2016).

RESULTS

- Bystander behavior was most likely in acts of psychological relationship aggression, such as a friend insulting or trying to control a partner, or a friend in a heated argument.
- Students who viewed TakeCARE reported engaging in more helpful bystander behavior at follow-up than did students in the control condition.
- For situations encountered at both baseline and follow-up, students who viewed TakeCARE reported engaging in more helpful bystander behavior at follow-up
- Hispanic students reported engaging in more helpful bystander behavior than non-Hispanic students. Helpful bystander behavior at baseline was positively associated with helpful bystander behavior at follow-up
- “The average difference in helpful bystander behavior between students who viewed TakeCARE and those in the control condition was 0.56 situations per student at follow-up, translating to an additional 560 helpful bystander behaviors over the follow-up period”
- Hispanic students were more likely to engage in bystander behavior

DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

Stages of Learning

- **Acquisition** – new skill or concept
- **Fluency** – the ability to immediately use the skill or concept without a prompt
- **Maintenance** – continuing to use the skill or concept over time
- **Generalization** – applying the skill or concept to new situations, people, activities, ideas, and settings

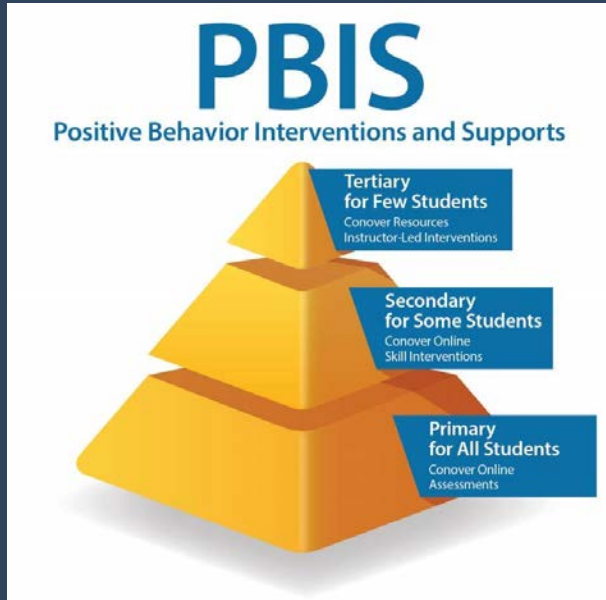
- School counselors are well-positioned to teach bystander interventions.
- An intervention for college students, though beneficial, might generate more positive outcomes if adapted for the context and needs of students.
- Increased progress monitoring and “review lessons” may more effectively reinforce the content than a one-shot training.
- This intervention offers vast implications for preventative work and developing school-wide narratives and language around bystander interventions. These should be infused within the curriculum.

HONORABLE MENTION

Goodman-Scott, E., Hays, D. G., & Cholewa, B. E. (2017). "It Takes a Village": A Case Study of Positive Behavioral Interventions and Supports Implementation in an Exemplary Urban Middle School. *The Urban Review*, 1-26.



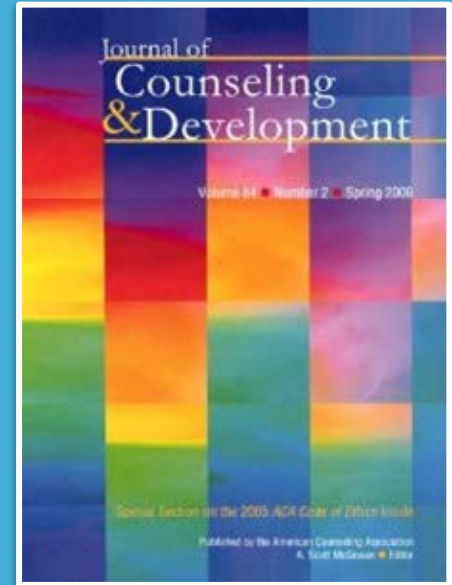
ABOUT THE ARTICLE



- A culturally responsive, tiered approach focused on schoolwide prevention
- Used qualitative single case design describe PBIS implementation in an exemplary urban middle school
 - School documents
 - School leaders' voices
- Similar articles exist, but few are as in-depth
- Specific focus on the role of school counselors

HONORABLE MENTION

Lapan, R. T., Poynton, T., Marcotte, A.,
Marland, J., & Milam, C. M. (2017). College and
career readiness counseling support scales.
Journal of Counseling & Development, 95(1),
77-86



ABOUT THE ARTICLE

CRCS Factors: Frequency

Creating Direction

Applying

Social- Emotional
Development

Financing Education

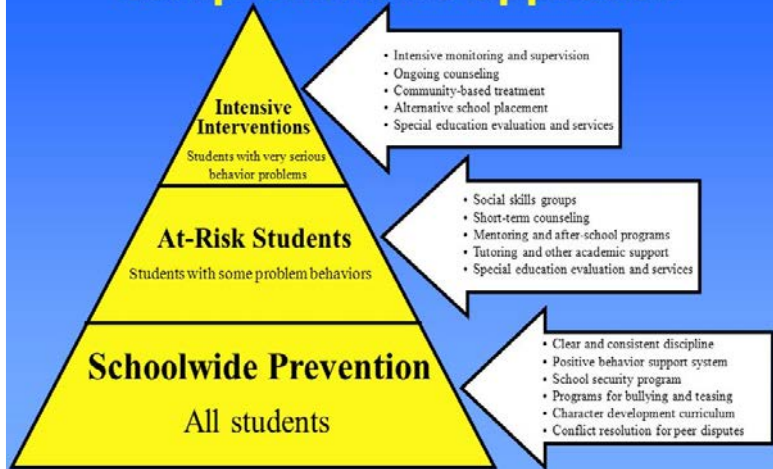
CRCS Factor: Helpfulness

College & Career Planning
Helpfulness

- Validation of the College and Career Readiness Counseling Support (CRCS) scales
- Assessment of student interactions with high school counselors regarding college and career readiness
 - Graduating 12th graders (n = 881)
 - How *often* meeting with SC
 - How *helpful* were the interactions
- 23 items, < 10 min to complete
- Tied to outcomes at 12th grade after 18 months
- Use for advocacy, goal-setting, program eval

HONORABLE MENTION

Threat assessment is part of a comprehensive approach



O'Malley, M., Swarts, M., Lim a Rodriguez, C., and Xiong, R. (2017, February). Cultural competence considerations in contemporary school based threat assessment. Manuscript submitted for publication.

ABOUT THE ARTICLE

- Threats that are made in school settings must be taken seriously and there must be effective protocols in place to assess threat and determine effective interventions and steps.
- Indeed, engaging in culturally competent practice is always important, even in the midst of assessing threat
- Authors of this article ask: **To what degree is cultural competency discussed in school-based threat assessment articles?**



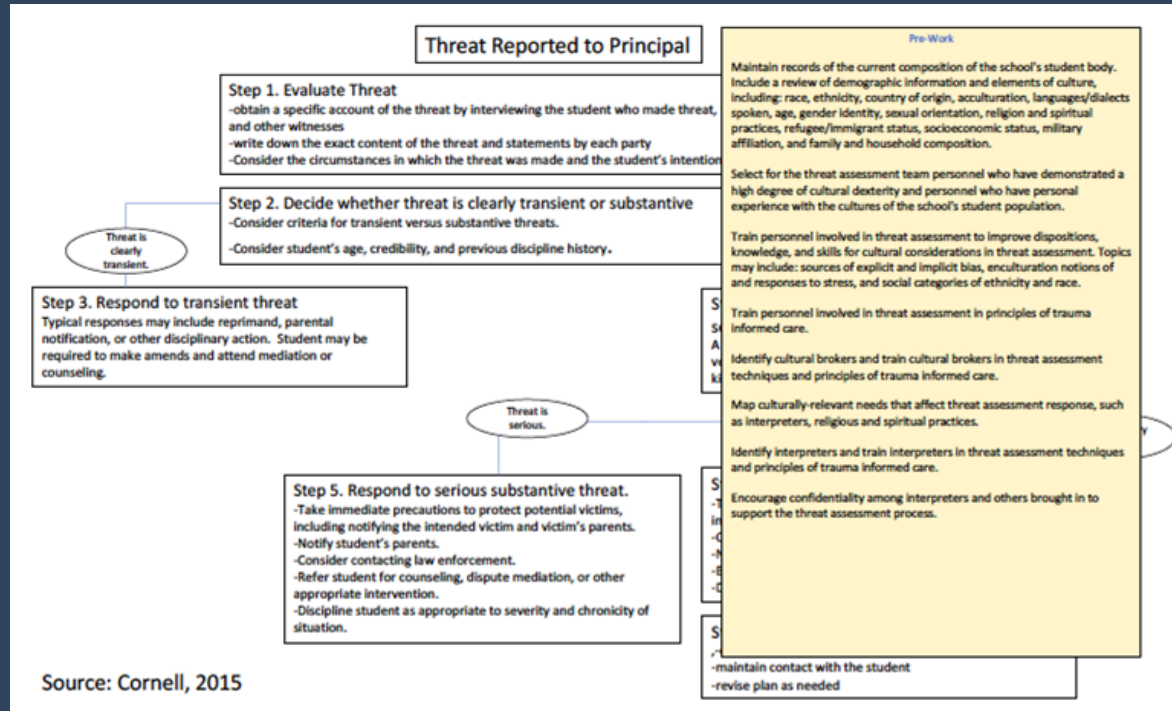
ABOUT THE ARTICLE

- Authors engaged in a comprehensive systematic review to (1) identification of contemporary threat-assessment literature, (2) construction of a cultural-competence rubric, and (3) text analysis of threat-assessment articles.
- The authors designed a cultural competency rubric based on the literature and rated gleaned threat-assessment articles on these topic (18 articles)

ABOUT THE ARTICLE

- The maximum hypothetical cultural competency score for a threat assessment article would be 81. The maximum observed CC score was 13.67 (SD = 4.12), however, and the mean CC score for all 18 articles was 6.47 (SD = 3.02).
- Item-level maximum score would be 3; mean was 1.59

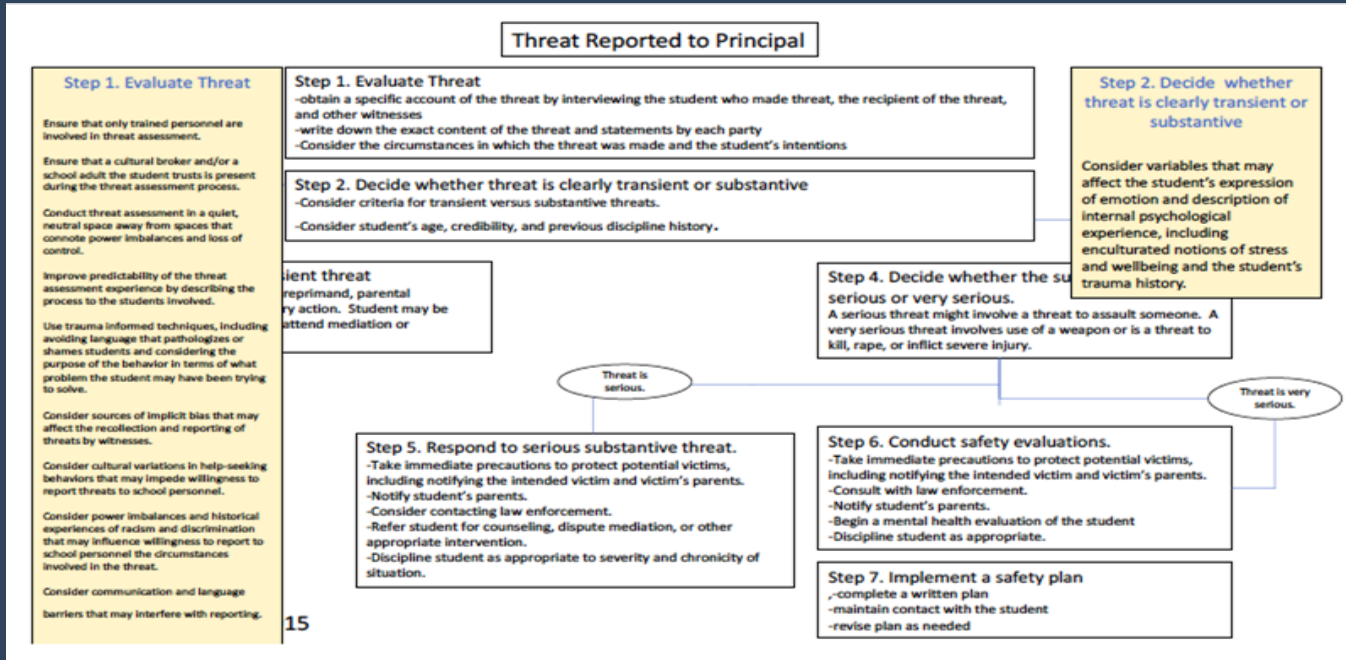
ABOUT THE ARTICLE



Source: Cornell, 2015

<http://bit.ly/2G4DPCf>

ABOUT THE ARTICLE

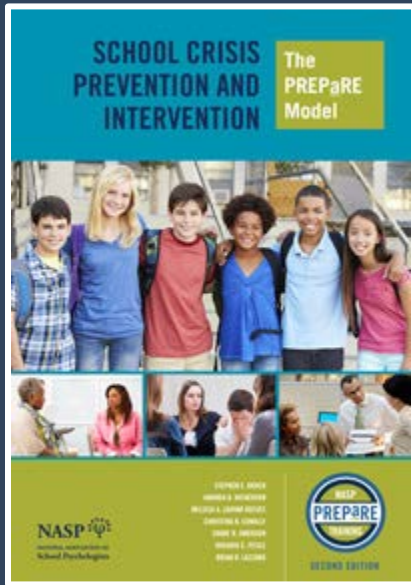


HONORABLE MENTION

Gun Safety is a critical and timely concern within schools. The U.S. is experiencing a national crisis. School counselors are often charged with being a key player in developing school-wide efforts to prevent and responses to crises. It is important to access current research and best practices, while also engaging in supervision supports.



ABOUT THE RESOURCES



The American Public Health Association has provided open-access to American Journal of Public Health articles pertaining to firearm safety.

<https://ajph.aphapublications.org/topic/gunviolence>

This link provides gun prevention research in schools:

<https://tinyurl.com/SchoolGunViolencePrevention>

But Wait...
**THERE'S
MORE!!!**



ADDITIONAL ARTICLES OF INTEREST

Treating the Tiers: Play Therapy Responds to Intervention in the Schools

This article explores the potential of play therapy as a school-based intervention for children who are experiencing behavioral difficulties within the K-12 school setting. A model is presented describing the use of play therapy within the Response to Intervention (RtI) model at the Tier 2 and Tier 3 level. This article explores the RtI model and how play therapy can be incorporated by school counselors or school-based play therapists using individual and small group sessions.

Winburn, A., Gilstrap, D., & Perrym an, M. (2017). Treating the tiers: Play therapy responds to intervention in the schools. *International Journal of Play Therapy*, 26(1), 1.

ADDITIONAL ARTICLES OF INTEREST

Assessing an LGBTQ Responsive Training Intervention for School Counselor Trainees

This mixed methods, explanatory sequential design study explored changes over time in participants who were taking part in an experiential training intervention focused on school counseling trainees' knowledge, awareness, and skills in working with P-12 lesbian, gay, bisexual, transgender, and questioning (LGBTQ) student populations. Results indicated that trainees' knowledge, skills, and school counseling-related self-efficacy with P-12 LGBTQ student populations increased over time, but trainees' reported levels of sexual orientation awareness decreased. Implications for training, practice, and research are discussed.

Luke, M., & Goodrich, K. M. (2017). Assessing an LGBTQ responsive training intervention for school counselor trainees. *Journal of Child and Adolescent Counseling, 3*, 103-119.

ADDITIONAL ARTICLES OF INTEREST

Protective Factors and Processes Contributing to the Academic Success of Students Living in Poverty: Implications for Counselors

This phenomenological qualitative study examined a national sample of high-achieving, low-income middle school students' (N = 24) perspectives of protective factors and processes that contribute to their academic success in school. Four main themes and 12 subthemes were identified. The main themes are peer social capital, teachers who care, family and community assets, and multiple streams of motivation. Implications for counselors who serve students living in poverty are discussed.

Williams, J. M., Bryan, J., Morrison, S., & Scott, T. R. (2017). Protective factors and processes contributing to the academic success of students living in poverty: implications for counselors. *Journal of Multicultural Counseling and Development, 45*, 183-200.

ADDITIONAL ARTICLES OF INTEREST

Changing the Frame: Queering Access to Higher Education for Trans* Students

College access and graduation results in significant life advantages, including higher lifetime incomes, better physical and mental health outcomes, and greater rates of civic engagement. Unfortunately, trans* youth have been systematically prevented from full participation in post-secondary education due to genderist practices and policies. Employing a queer theoretical frame, this manuscript identifies three critical junctures in the college access process where genderist norms inhibit college access and persistence for trans* youth. Five specific strategies for queering college access by ending or minimizing the impact of genderism are advanced, including cultivating the role of school counseling personnel as advocates, reformation of admissions practices, and attention to fostering gender-inclusive co-curricular activities and student communities.

Marine, S. B. (2017). Changing the frame: Queering access to higher education for trans* students. *International Journal of Qualitative Studies in Education*, 30, 217-233

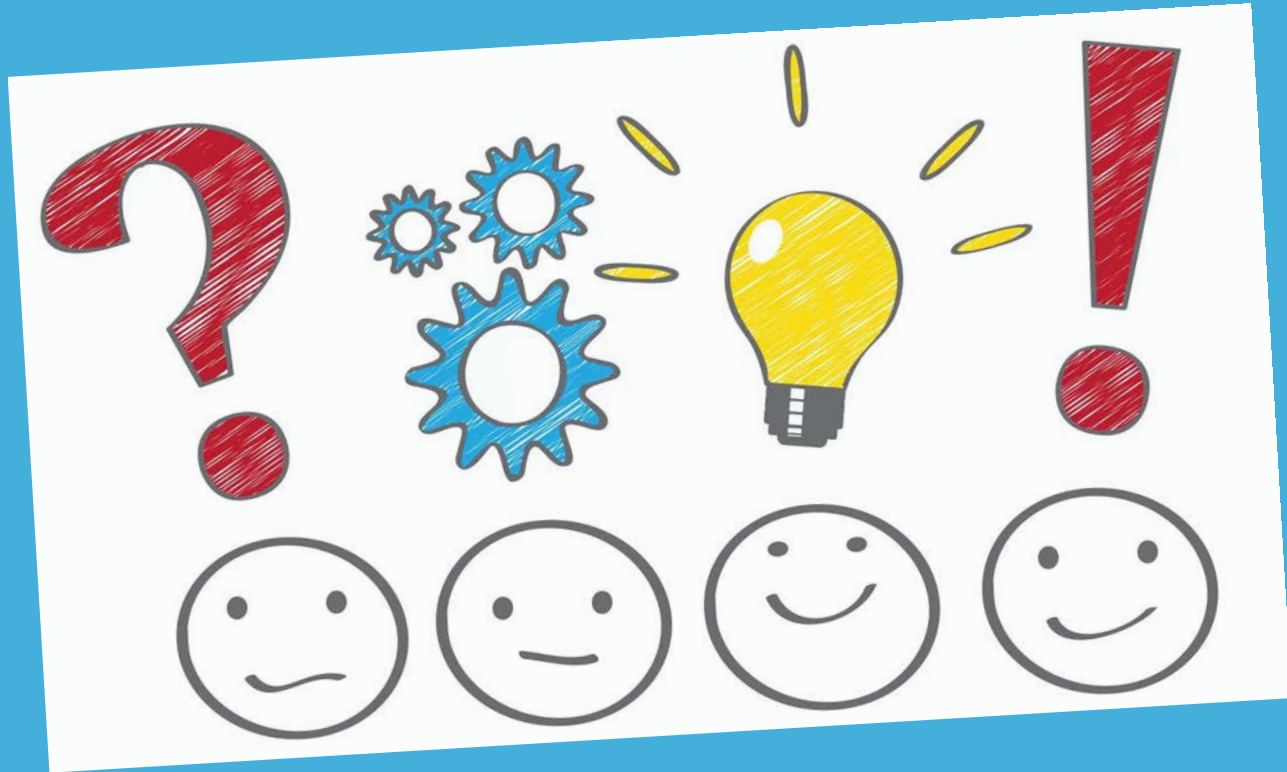
ADDITIONAL ARTICLES OF INTEREST

Self-Stigma of Mental Illness and Help Seeking Among School Counselors

The authors reported the findings from a correlational investigation examining the relationship between school counselors' ($N = 333$) self-stigma of mental illness, help-seeking behaviors, burnout, stress, and life satisfaction. The authors used a path analysis to test a hypothesized causal framework that self-stigma of mental illness contributed to help-seeking behaviors, which contributed to stress and burnout. The findings showed that the data fit the hypothesized model. The authors discuss the implications of the findings.

Mullen, P. R., & Crowe, A. (2017). Self-stigma of mental illness and help seeking among school counselors. *Journal of Counseling & Development, 95*, 401-411

DISCUSSION AND Q&A



THANK YOU! STAY IN TOUCH!



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