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## Student Success Skills: Third Year Results of an IES-funded Randomized Control Trial

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# Student Success Skills: Third Year Results of an IES-funded Randomized Control Trial



Greg Brigman, Florida Atlantic University  
Karen Harrington, University of Massachusetts, Amherst  
Elizabeth Villares, Florida Atlantic University  
Linda Webb, Florida State University

# Institute of Education Sciences

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THE DUVAL COUNTY PUBLIC SCHOOLS AND THE SCHOOL DISTRICT OF PALM BEACH COUNTY ARE RESEARCH PARTNERS.

# Institute of Education Sciences



- Research arm of the US Department of Education (2002)
  - Mission to provide rigorous and relevant evidence on to ground education practice and policy and share this information broadly
  - Data and tools
- What Works Clearinghouse
  - Identifying what works, what doesn't and why, to improve educational outcomes for all students, particularly those at risk of failure

# Presentation Overview

- Need for more research linking school counselors and student performance
- Overview of current IES four-year study
- Analyses of proximal outcomes
- Overview of SSS intervention
- Interactive examples of SSS strategies

# Problem Addressed

- Need for more research tying school counselors' interventions to improved student achievement and behavior
  - ASCA National Model (2005)
  - U.S. Department of Education NCLB (2001)
  - Reauthorization of the Elementary and Secondary Education Act (ESEA; 2010)
  - Delphi study (2005)
  - Outcome research reviews (1998-2009)

# School Counseling Outcome Research

- Whiston & Sexton (1998): 50 studies
- Brown & Trusty (2005): 9 studies
- Carey, Dimmitt, & Hatch (2007): 13 studies and 10 reviews of research
- Whiston & Quinby (2009)
- Whiston, Tai, Rahardja, & Eder (2011)

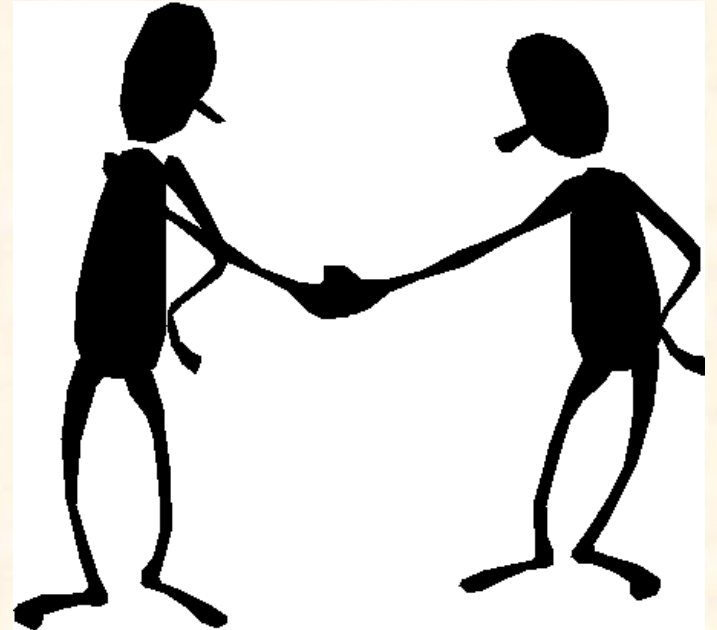
# Evidence-based practices

U.S. DOE/ Institute of Education Sciences standards:

- Appropriate measures with high reliability and validity
- Random or quasi-experimental designs
- Manualized interventions to insure implementation fidelity
- Replication of interventions in similar populations with consistent results
- Consistent results across diverse public school settings

# Pair Share

- Name and current position
- What evidence-based programs do you use?
- Is there a need to show impact on student achievement or behavior in your current position?



# Current IES Randomized SSS Study

- Purpose

- The current study was undertaken to determine if participation in the Student Success Skills (SSS) intervention by students in grade 5 would improve their academic outcomes.

- Design

- Randomized controlled experiment with 30 control schools and 30 treatment schools. “Business as usual” control group.
- Self-report and teacher rating measures taken before the intervention, immediately after intervention (posttest1), and 6 months after intervention (posttest2).
- FCAT scores, attendance and course grades collected the year before the intervention, the year of the intervention and the year after the intervention.

# SSS IES Grant

- 2.7 million federal grant, 4 years, RCT
- Researchers:
  - Florida State University
  - Florida Atlantic University
  - University of Massachusetts Amherst/ CSCORE
- Partners and Volunteer Participants
  - Two FL school districts, 30 schools from each
  - Elementary School Counselors
  - 5<sup>th</sup> grade teachers and students

# Participants

- Duval County Public Schools, FL
- School District of Palm Beach County, FL
- Total Participants: 60 schools, 240 classrooms, 4500 students
  - Randomization at the school level (30 in each district)
    - 15 schools randomly assigned as treatment
    - 15 schools randomly assigned as control
  - Within each district, randomly assigned treatment and control schools were reviewed to assure similar groups related to student demographics and school characteristics

# SSS IES Study: Fidelity

- School counselors and teachers participated in a one day SSS Classroom Curriculum training
  - Treatment group prior to implementation – Year 2
  - Control group after implementation – Year 3
- Careful attention to fidelity of implementation
- Electronic logs completed by school counselors and teachers

# Diverse Population

- Racial/ethnic background:
  - African American 34.5%
  - Asian 3.4%
  - Hispanic 19.8%
  - Native/Pacific Islander .44%
  - Multi-Racial 2.9%
  - White 38.8%
- Low SES 55%
- SPED 11%
- ELL: 56%

# Student-Rated Measures

- Motivation Strategies Learning Questionnaire
  - Pintrich & DeGroot, 1990
  - Self-efficacy, Meta-cognitive Activity, Test Anxiety,
- Self-Efficacy for Self-Regulated Learning Scale
  - Pajares & Valiante, 1999
  - Self-Efficacy for Self-Regulated Learning
- Student Engagement in School Success Skills
  - Developed through IES grant funding and specific to SSS skills and strategies
  - Self Management of Learning, Support of Classmates Learning, Self-Regulation of Arousal

# Teacher-Rated Measures

- Student Participation Questionnaire – Each student
  - Finn, Pannozzo, Voelkl, 1995
  - Engagement, Inattention, and Disruption
- Social Skills Rating System – Each student
  - Gresham & Elliot, 1990
  - Self-Control, Assertion, and Cooperation
- My Class Inventory – One per classroom
  - Sink and Spencer, 2007
  - Satisfaction, Peer Relations, Competitiveness, Difficulty, School Counselor Impact

# Theory of Change

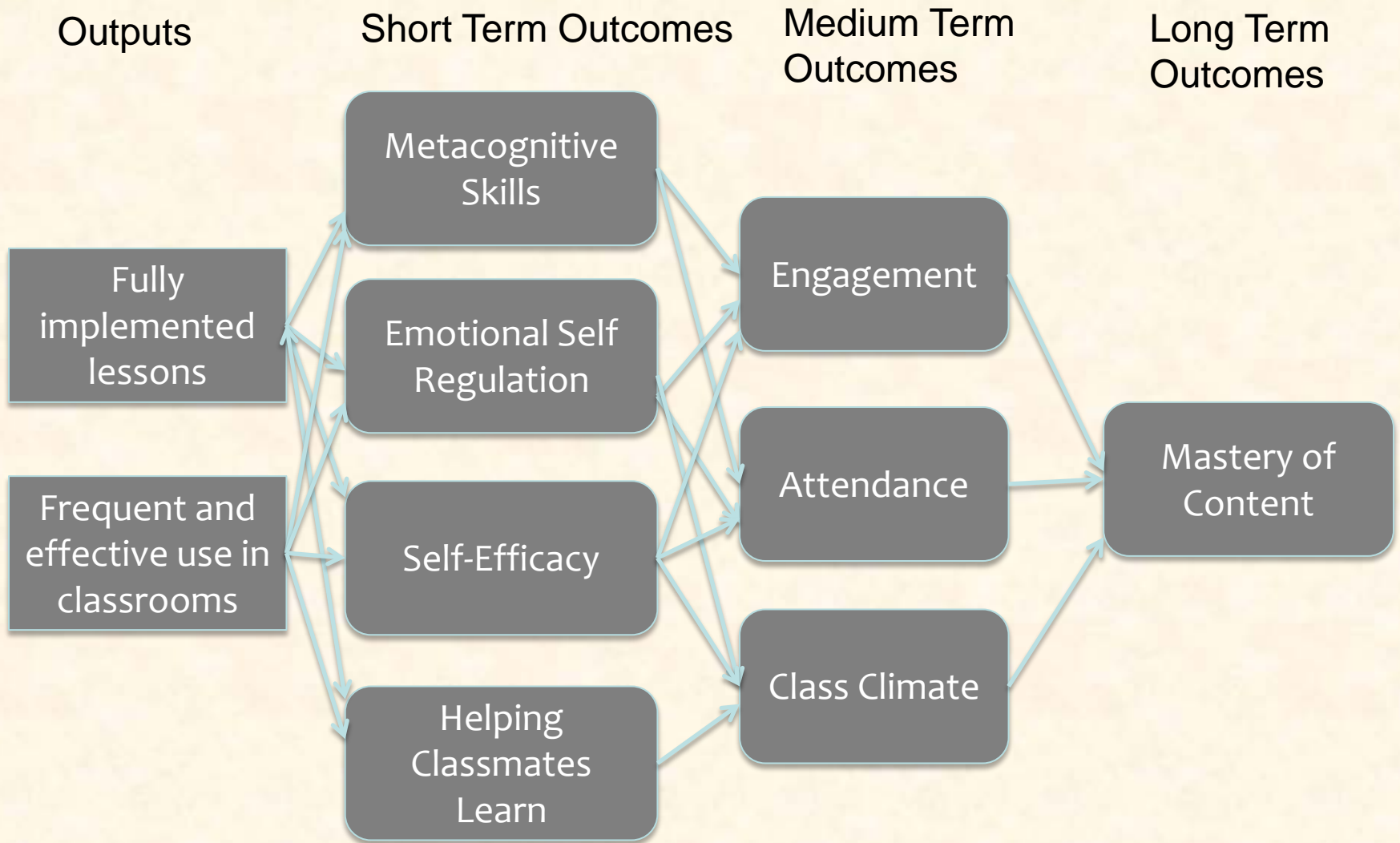
Short Term Outcomes

Medium Term Outcomes

Long Term Outcomes

Changes in Students	More Effective School-Behavior	Academic Achievement
Metacognitive Skills	Engagement	Mastery of Required Content
Helping Classmates Learn	Class Climate	
Self-Efficacy	Attendance	
Emotional Self-Regulation		

# Logic Model



# SSS Implementation Timeline

- September 2012:** Teachers and school counselors in treatment school trained to deliver the SSS intervention. Pretest data collected in treatment and comparison schools.
- October/November 2012:** School counselors implement five SSS lessons in grade five treatment classrooms. Teachers cue and coach students to use strategies as they teach
- December 2012:** Posttest1 data collected in treatment and comparison schools.
- January/February/March 2013:** School counselors implement three SSS booster lessons in grade five treatment classrooms. Teachers cue and coach students to use strategies as they teach.
- April 2013:** Students participate in state mandated standardized testing.
- May 2013:** Posttest2 data collected in treatment and comparison schools.
- June 2013:** Grades, attendance, and standardized test schools for students in treatment and comparison schools reported.
- June 2014:** Grades, attendance, and standardized test schools for treatment and comparison students now in grade six.

# HLM Analyses of Student and Teacher Rating Scales

- Hierarchical linear modeling (HLM) was used to examine whether change over time on each student outcome differed for treatment schools versus control schools, on average.
- Intervention hypotheses suggest that students in intervention schools would improve more than control schools (i.e., faster rates of change).
- Three time points were used to assess change over time: outcome scores measured at baseline, at 6 weeks, and at 30 weeks.

# Significant HLM Differences

Subscale	Difference in Slope	SE	T (57 df)	Significance Level
Test Anxiety	- .003	.002	-2.02	<.05
Engagement	.004	.001	2.73	<.008
Cooperation	.004	.002	2.93	<.005
Assertion	.007	.002	3.41	<.001
Disruption	-.004	.002	-2.25	<.028

# Results from Student Ratings

- Significant treatment effect on change in test anxiety
  - Treatment schools had steeper decreases in test anxiety over time.
- SSS was designed to promote performance under pressure through teaching students how to manage anxiety and stress.
- Results provide evidence that SSS seems to result in lasting improvements in students' abilities to perform under pressure as reflected in students' reports of decreases in test anxiety.
- This increased ability is relatively long lasting and still evident 30 weeks after the initiation of SSS.

# Results from Student Ratings

- No other significant treatment effects were found across the other six proximal outcomes explored
  - Metacognitive Activity
  - Self-Efficacy
  - Self-Management of Learning
  - Support of Classmates' Learning
  - Self-Regulation of Arousal
  - Self-Efficacy for Self Regulated Learning

# Significant HLM Differences

Subscale	Difference in Slope	SE	T (57 df)	Significance Level
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Assertion	.007	.002	3.41	<.001
Disruption	-.004	.002	-2.25	<.028

# Results from Teacher Ratings

- SSS resulted in significant treatment effect increases in change over time for:
  - Engagement
  - Appropriate Assertion
  - Cooperation
- Disruption did not decrease, but did stay the same rather than increasing as this behavior did in control group
  - Suggests that the intervention helps hold this behavior at pre-test baseline level

# Results from Teacher Ratings Individual Survey

- No significant treatment effects were found across the other proximal outcomes explored:
  - Inattention
  - Self-control

# Results from Teacher Ratings

## Whole Classroom Climate

- Teachers rate counselors as having greater impact on student achievement
- No significant treatment effects were found for:
  - Satisfaction
  - Peer Relations
  - Competitiveness
  - Difficulty

# Analyses in process

- Group differences in FCAT, grades, and attendance
- Mediation analyses to discover extent to which test anxiety mediates effect of SSS on FCAT, grades, and attendance
- Examining which groups of students profit more from SSS (e.g., ethnicity, SES, gender, ability quartile, ELL, SPED)
- Studies of the sensitivity of SESSES instrument

# Description of intervention

- Student Success Skills Classroom curriculum
  - Designed for grades 4-10
  - Classroom only version (no group counseling component in this study)
  - Counselor and teacher training in SSS curriculum

# Student Success Skills:

## A Foundational Learning Skills Approach

- SSS helps students in grades 4-10 improve math and reading through:
  - Cognitive Skills
  - Social Skills
  - Self-Management Skills



# Research Base for Student Success Skills: Key Reviews Of Research



Wang, et al. (1994)

Reviewed 50 years of research on  
“What helps students learn?”

Hattie, et al. (1996)

Reviewed 10 years of research on “The effects of  
learning skills interventions on student learning.”

Masten & Coatsworth (1998)

Reviewed 25 years of research “The most critical  
factors associated with academic and social  
competence.”

Marzano, et al. (2001).

Reviewed 10 years of research on “Classroom  
instruction and summarized research-based  
strategies for increasing student achievement.”

# Research Base for Student Success Skills: Key Reviews Of Research

## Zins, et al. (2004)

- Reviewed 10 years of research on “The relationship of social and emotional learning to academic success”

## Hattie, J. (2009)

- Synthesis of over 800 meta-analyses related to achievement involving 50,000 studies, 200+million students

## Durlak, et al. (2011)

- Meta-analysis of 213 school-based, universal social and emotional learning (SEL) programs involving 270,034 kindergarten through high school students



# Three Keys to Building Resilience and Reducing School Failure



- **Skills:** Cognitive, Social and Self-management
- **Attitudes:** Healthy Optimism, Solution Focused and Kaizen
- **Climate:** Caring, Support, Encouragement

# Student Success Skills: Key Skill Areas

**Goal setting and progress monitoring**

**Creating a caring, supportive and encouraging classrooms**

**Cognitive/Memory skills**

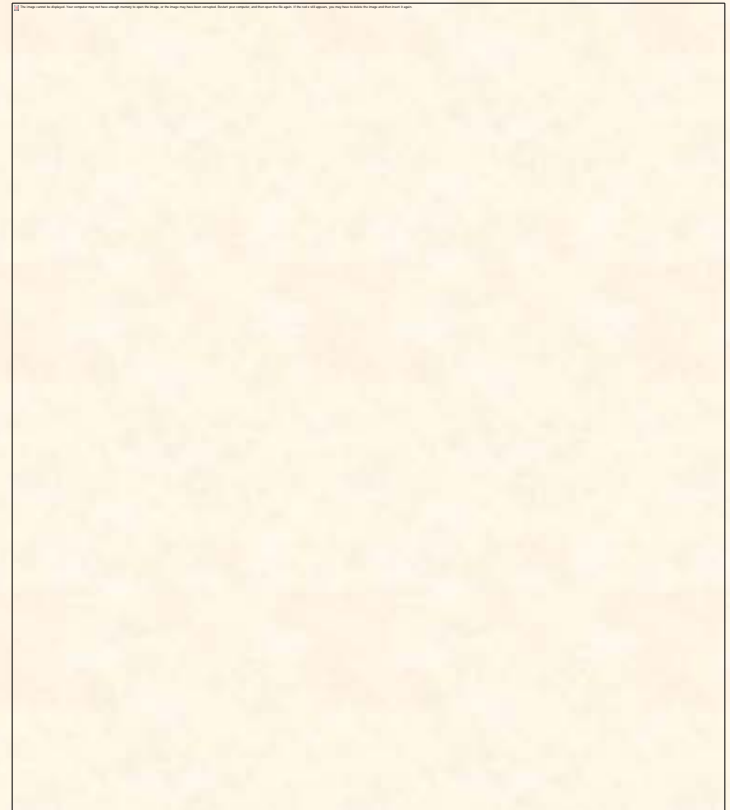
**Performing under pressure:  
Managing test anxiety**

**Building Healthy Optimism**



# Classroom Component

- Five classroom lessons
- Beginning in the fall
- Followed by monthly booster lessons in January leading up to standardized testing dates



# Pair Share

- Before we move to sample SSS Strategies
- Share your top 2-3 most important points you have heard so far
- How do/can these most important points apply in your setting?

# The SSS Model is K-12

- Student Success Skills
  - Classroom and Group = grades 4-12
  - Spanish Cultural Translation – Classroom = grades 4 – 12
- Ready for Success = grades 2-3
- Ready to Learn = grades K-1
- Parent Success Skills = grades 2 - 12
- For more information and links to research articles go to [www.studentsuccessskills.com](http://www.studentsuccessskills.com)

# Three Independent Reviews of the SSS program

- **National Center for School Counseling Outcome Research:** The Center for School Counseling Outcome Research (CSCOR) is dedicated to improving the practice of school counseling by developing the research base that ...[www.umass.edu/schoolcounseling/](http://www.umass.edu/schoolcounseling/)
- **Report of the National Panel for Evidence-Based School Counseling:** Carey, Dimmitt, Hatch, Lapan, & Whiston (2008). Professional School Counseling, 11, 197-204.
- **The Best Evidence Encyclopedia:** A free web site created by the Johns Hopkins University School of Education's Center for Data-Driven Reform in Education (CDDRE) under funding from the Institute of Education Sciences, U.S. Department of Education.  
<http://www.bestevidence.org/index.cfm> (2010)

# Sample SSS Strategies

- Goal Setting, Progress Monitoring, Success Sharing
- Caring, Supportive, Encouraging Environment
- Memory and Other Cognitive Skills
- Performing Under Pressure
- Healthy Optimism

# Goal Setting, Progress Monitoring, Success Sharing

- Looking Good Feeling Good
  - Five Keys to High Energy and Positive Mood
- Seven Keys to Mastering Any Course

# STUDENT SUCCESS SKILLS

Seven Keys to mastering any course:

- 1 I am good at picking out the most important things to study for a test.
- 2 I am good at boosting my memory by:  
Organizing the most important facts into an outline or concept map.  
Putting each important fact on a note card.  
Reviewing the note cards at least six times before the test.
- 3 I am good at handling pressure when I take a test. I use breathing, picturing a positive scene and positive self talk to help me manage my anxiety and boost my confidence.
- 4 I am good at knowing when assignments are due and always turn my work in on time.
- 5 I have at least one dependable study buddy in each class that I can call if I have a question.
- 6 I get along well with others when we work together in pairs or small groups in class.
- 7 I am good at managing my anger. I know my anger triggers and know healthy ways to handle things when I get angry.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
2	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
3	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
4	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
5	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
6	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
7	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼

Circle the up triangle (▲) if you rate the item as in a good range or showing improvement for this past week.

Circle the down triangle (▼) if you rate the item as not in a good range this past week.

# LOOKING GOOD / FEELING GOOD

## 1. Nutrition

Liquids: ▲ water & milk & juice ▼ sodas  
Solids: ▲ fruits & veggies ▼ sweets & chips

## 2. Fun

Little joys, big fun - it all counts, read, listen to music, play, create, hangout, explore

## 3. Exercise

Walk, run, dance, pedal, move it - 30 minutes or more a day

## 4. Social Support

Hanging out with people you like and who like you. Family and friends you can count on.

## 5. Rest

8-9 hours - naps count.  
Recharge, renew, relax

*Making even small improvements in these 5 items lead to higher energy and mood.*

## 6. Energy

## 7. Mood

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
2	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
3	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
4	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
5	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
6	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
7	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼

Student Success Life Skills

Circle the up triangle (▲) if you rate the Life Skill as in a good range or showing improvement for this past week.  
Circle the down triangle (▼) if you rate the Life Skill as not in a good range this past week.

# LOOKING GOOD / FEELING GOOD

## Student Success Life Skills

### 1. Nutrition

Liquids: ▲ water & milk & juice ▼ sodas

Solids: ▲ fruits & veggies ▼ sweets & chips

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
1	▲ ▼	▲ ▼	▲ ▼	▲ ▼	▲ ▼	▲ ▼	▲ ▼	▲ ▼

**Think about your week.**

**Circle the up triangle if you improved even a little this past week.**

For example: Did you eat even a little more fruit or vegetables?

Did you eat even a little less sweets or chips?

Did you drink even a little more water or a little less soda?

**After students rate the week for nutrition ask a few volunteers:**

“How many circled the up triangle this week?”

“Tell us what you did to improve.”

“How many agree that this is a healthy way to improve nutrition?”

# LOOKING GOOD / FEELING GOOD

## Student Success Life Skills

### 2. Fun

Little joys, big fun - it all counts, read, listen to music, play, create, hangout, explore

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
2	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼

**Think about your week.**

**Circle the up triangle if you improved even a little this past week.**

For example: Did you spend even a little more time doing any of the things you enjoy this week?

**After students rate the week for fun ask a few volunteers:**

“How many circled the up triangle this week?”

“Tell us what you did to improve.”

“How many agree that this is a healthy way to have fun?”

# LOOKING GOOD / FEELING GOOD

## Student Success Life Skills

### 3. Exercise

Walk, run, dance, pedal, move it - 30 minutes or more a day

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
3	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼

**Think about your week.**

**Circle the up triangle if you improved even a little this past week.**

For example: Did you spend even a little more time doing any type of exercise this week?

**After students rate the week for exercise ask a few volunteers:**

“How many circled the up triangle this week?”

“Tell us what you did to improve.”

“How many agree that this is a healthy strategy?”

# LOOKING GOOD / FEELING GOOD

## Student Success Life Skills

### 4. Social Support

Hanging out with people you like and who like you. Family and friends you can count on.

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
4	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼

**Think about your week.**

**Circle the up triangle if you improved even a little this past week.**

Did you spend even a little more time being with people that you respect and enjoy and who respect and enjoy you?

**After students rate the week for social support ask a few volunteers:**

“How many circled the up triangle this week?”

“Tell us what you did to improve.”

“How many agree that this is a healthy way to improve your social support?”

# LOOKING GOOD / FEELING GOOD

## Student Success Life Skills

### 5. Rest

Liquids: ▲ water & milk & juice ▼ sodas

Solids: ▲ fruits & veggies ▼ sweets & chips

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
5	▲ ▼	▲ ▼	▲ ▼	▲ ▼	▲ ▼	▲ ▼	▲ ▼	▲ ▼

**Circle the up triangle if you improved even a little this past week.  
Think about your week.**

Did you get even a little closer to the recommended 8-9 hours of sleep this week?

**After students rate the week for rest ask a few volunteers:**

“How many circled the up triangle this week?”

“Tell us what you did to improve.”

“How many agree that this is a healthy way to improve rest?”

# LOOKING GOOD / FEELING GOOD

## Student Success Life Skills

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<i>Making even small improvements in these 5 items lead to higher energy and mood.</i>								
6. Energy	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
7. Mood	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼

**Think about your week.**

**Circle the up triangle if you improved even a little this past week.**

For example: Did you have even a little more energy this week?

Was your mood even a little bit better this week?

**After students rate the week for energy and mood ask them to think about and then share with a partner:**

What connections can you make between how you rated items 6 & 7, energy and mood, with any of the first five items?

After the pair share ask a few volunteers to share their connections with the class.

# Goal Setting for Health & Wellness

- Think, Write, Pair Share & Volunteer Share



GOAL: To improve what I eat this week.

ACTION PLAN: I am going to cut back to one soda per day and eat a piece of fresh fruit each day.

# Listening with **EYES, EARS & HEARTS**



## **EYES:**



Have good eye contact, look interested, lean forward, make sure your knees face the speaker.

## **EARS:**



Listen carefully so you can give a brief summary, (paraphrase) of what the speaker just said. This is important in communicating that you are really listening.

## **HEART:**



Listen for the feelings behind the words. Empathy means that you can tell how someone is feeling about something, even if they do not tell you in words.

Empathy is putting yourself in another person's shoes and seeing things from their perspective.




Empathy is one of the most important social skills. People who are good at empathy usually have more and deeper friendships and work better with others.

# Caring, Supportive, Encouraging Environment

- Looks Like
- Sounds Like
- Feels Like



Brainstorm at least 5 specific examples of what this class would look like, sound like and feel like if we were successful in creating a caring, supportive and encouraging classroom community.

 <b>LOOKS LIKE</b>	 <b>SOUNDS LIKE</b>	 <b>FEELS LIKE</b>

# Memory and Other Cognitive Skills

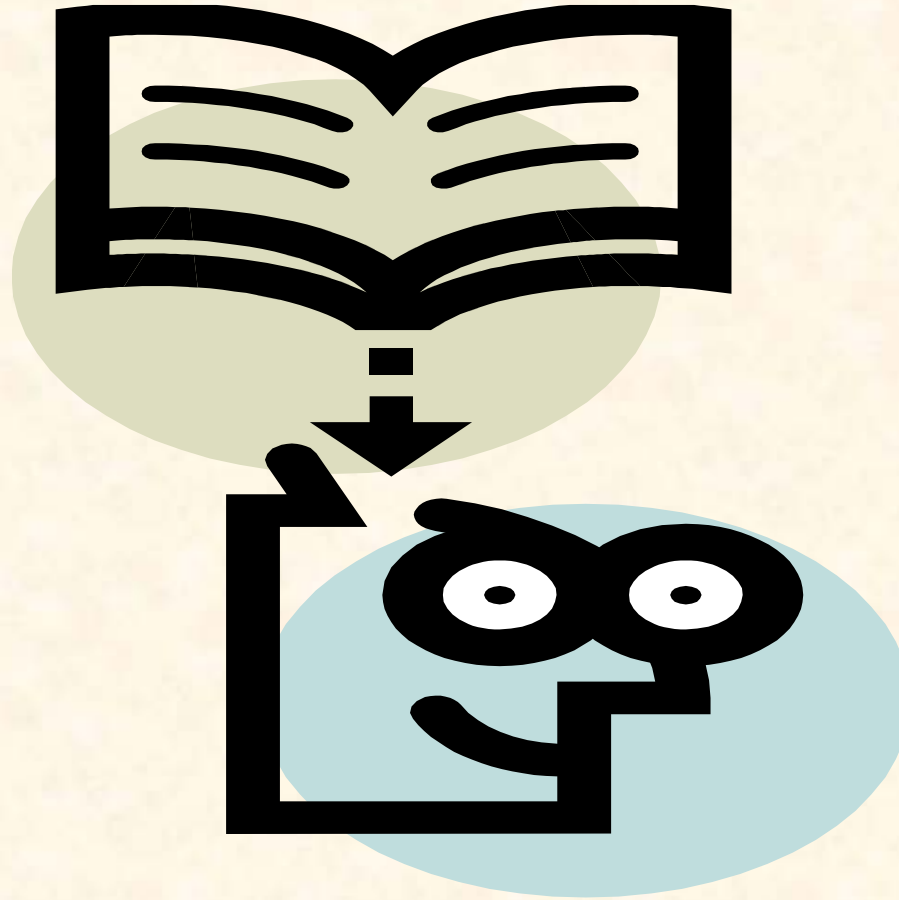
- Body Location Memory Pegs
- Story Structure

# Body Location Memory Pegs

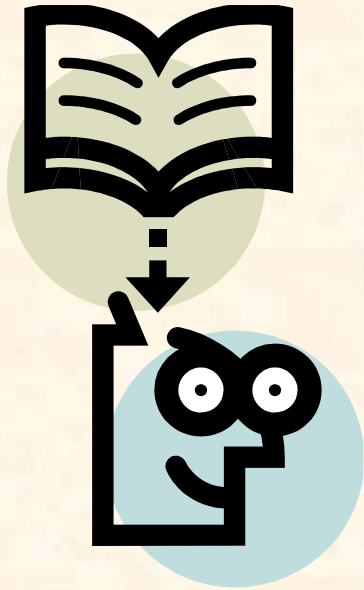
- Ten top foods for health:
  - Blueberries
  - Nuts
  - Salmon
  - Broccoli
  - Bananas
  - Frozen Yogurt
  - Olive Oil
  - Brown Bread
  - Spinach
  - Tomatoes



# Story Outlines and Student Story Telling



# Story Outline



## I. Beginning

- a. Who: Name and description of characters
- b. Where and When: Describe setting. Where and when does the story take place?
- c. How: How are the characters feeling?  
What is the mood?

## II. Middle

- a. What: What is the problem that the characters face?
- b. How: How do the characters try to solve this problem?
- c. How: How are the characters feeling?

## III. End

- a. How: How do the characters finally solve the problem?
- b. What: What are some of the most important themes or most important ideas?
- c. How: How are the characters feeling?

# Student Storytelling – Typical Challenges

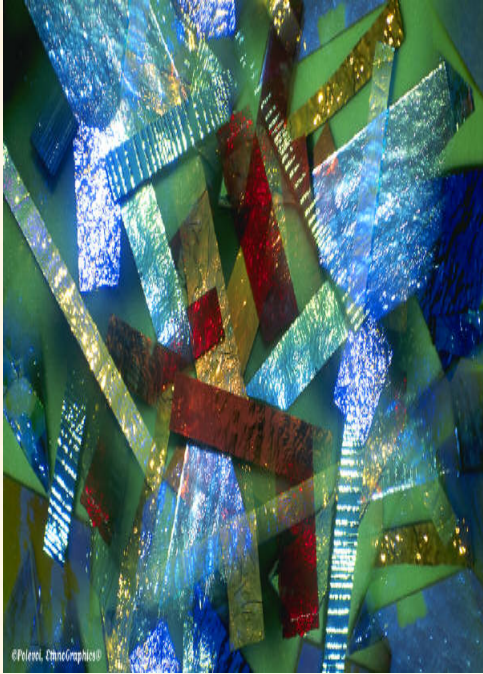


- Dealing with a friend who is jealous and possessive.
- Dealing with a friend who is too bossy and wants to control everything and has to be first.
- Dealing with someone who frequently makes fun of you.
- Dealing with a friend who blows up over little things and does not handle their anger well.
- Dealing with someone who does not do their part on projects and expects you to do most or all of the work.

# Performing Under Pressure

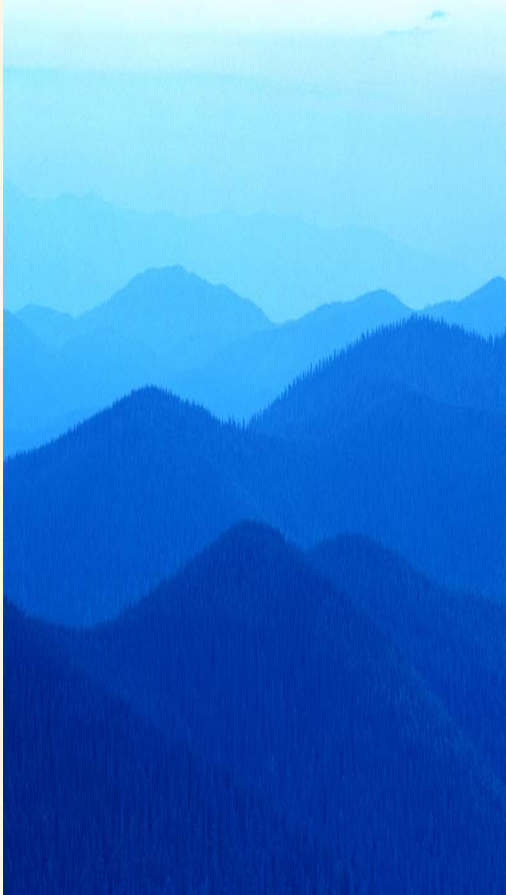
- Calm Place
- Breathe, Picture, Focus

# Calm Place



Use your imagination to  
create a calm place.

# Breathe, Picture, Focus



- **Breathe** in slowly to count of 5, hold for a count of 5, exhale to count of 5
- **Picture** yourself in your “Calm place”
- **Focus** on your strategy for the task at hand

# Healthy Optimism

- Don't Doubt Your Ability
- Try a new Strategy

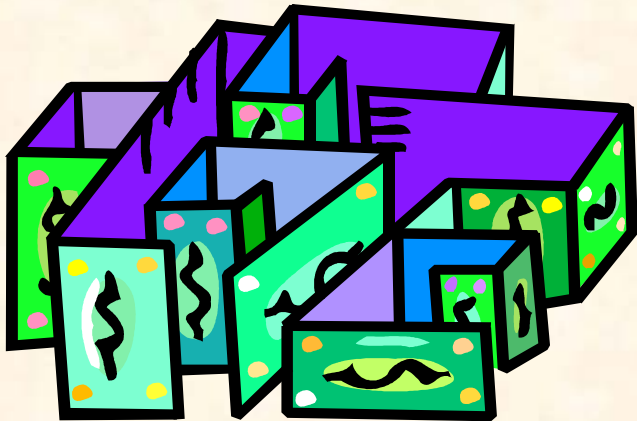
# Optimism

- Don't doubt your ability

- Doubt your strategy

If what you are doing is not working

- Try Something Different!!!





# Kaizen

Little by little,  
Bit by bit,  
I' m improving,  
Every day

# Summary of School Counselor Impact on Student Achievement

## School Counselors:

- Can deliver programs that have an equal or greater impact on math and reading as most widely used programs
- Can use evidence-based programs to insure their place at the table when planning for school improvement and insure access to students
- Can use evidence-based programs to advocate for all students receiving comprehensive school counseling services

# The New Questions for School Counselors During School Improvement Planning

- Where is the evidence that these interventions/programs work?
- What are the effect sizes and how do they compare to several recent large reviews?
- Why would we not use a school counseling program that has a stronger impact on reading and math?
- How do I insure that the school counselor is written into the plan for improvement?

# Helpful Resources

- CSCORE – [www.cscor.org](http://www.cscor.org)
- IES / What Works Clearinghouse - <http://ies.ed.gov/ncee/wwc/>
- EBSCC website resources
- Chris Sink website—measures/instruments  
<https://sites.google.com/site/chrissinkwebsite/resources/social-emotional-learnng-and-development#TOC-Vetted-SEL-related-Measurement-Tools>

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## Contact Information:

Greg Brigman – [gbrigman@fau.edu](mailto:gbrigman@fau.edu)

Elizabeth Villares – [evillare@fau.edu](mailto:evillare@fau.edu)

Linda Webb – [lwebb@fsu.edu](mailto:lwebb@fsu.edu)