

Evidence-Based Practice and School Counselor Education

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Today's Program: Part I

- I. History, Concepts, Critical Issues in EBP
- II. Critical Outcome Research Needs
- III. Current Status of School Counseling Outcome Research and Measures
- IV. Interdisciplinary Perspectives in School Counseling Outcome Research
- V. National Panel for School Counseling Evidence Based Practice

I. History, Concepts and Critical Issues in Evidence-Based Practice

Forces Impacting the Need for Evidence-Based Practice in School Counseling

- Evidence-Based Practice Movement
- NCLB (Standards-Based Education)

EBP Movement

- Origins in Medical Profession (England 70s)
- Problems
 - Practitioners operating in ways inconsistent with research base
 - Medical Schools teaching practices that are not supported by research
 - Too Much Research in Too Many Places
 - Many Research Studies of Questionable Quality
 - Practitioners lack skills to evaluate and access to research literature

EBP Movement

- EBP Panel
 - Review Literature, (Strong Research)
 - Compile Meta-analytic Reviews (Strong Designs)
 - Disseminate Results
- Changes in Medical Education
 - Primary Source Material in All Courses
 - Training in Reading Primary Research and Meta-analytic Reviews
- Proliferation of EBP Panels
 - Public Health, Clinical Psychology, Education etc.

Key Elements of NCLB

- Increased Emphasis on Quantitative Outcome Measures Related to 1) Academic Achievement in Reading and Math, 2) Attendance, 3) Graduation Rates, and 4) Safety
- Requirements to Disaggregate Outcome Data, Show Gaps, and Demonstrate Adequate Yearly Progress in Enhancing achievement and Closing Gaps
- Increased Accountability and Sanctions at the level of the School
- Requirement for Practice rooted in “Scientifically-Based Research”

NCLB Scientifically-Based Practice

A) research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs

NCLB Scientifically-Based Research

B) research that:

- Employs systematic, empirical methods that draw on observation or experiment
- Involves rigorous data analyses that are adequate to test the stated hypotheses and justify the general conclusions drawn
- Relies on measurements or observational methods that provide reliable and valid data across evaluators and observers, across multiple measurements and observations, and across studies by the same or different investigators

NCLB Scientifically-Based Research

B) research that (con.):

- Is evaluated using experimental or quasi-experimental designs in which individuals, entities, programs or activities are assigned to different conditions and with appropriate controls to evaluate the effects of the condition of interest, with a preference for random-assignment experiments, or other designs to the extent that those designs contain within-condition or across-condition controls
- Ensures experimental studies are presented in sufficient detail and clarity to allow for replication or, at a minimum, offer the opportunity to build systematically on their findings

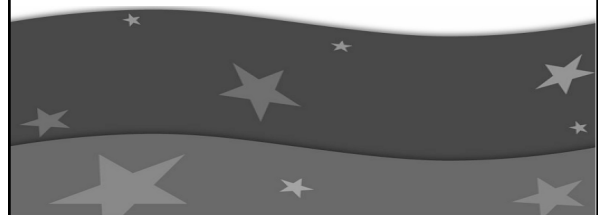
NCLB Scientifically-Based Research

B) research that (con.):

- Has been accepted by a peer-reviewed journal or approved by a panel of independent experts through a comparably rigorous, objective and scientific review.

Solid research equals solid results.

Doctors use solid research before treating patients. Teachers and schools must apply just as much care.



Evidence-Based Education (EBE)

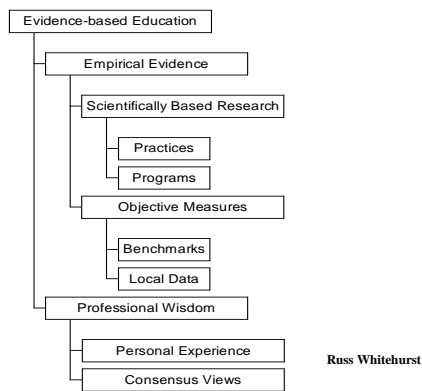
Grover J. (Russ) Whitehurst
Assistant Secretary
Educational Research and Improvement
United States Department of Education



What is EBE?

The integration of professional wisdom with the best available empirical evidence in making decisions about how to deliver instruction

Russ Whitehurst



Russ Whitehurst

Quality: Levels of evidence

All evidence is NOT created equal

1. Randomized trial
2. Quasi-experiment, including before & after
3. Correlational study with statistical controls
4. Correlational study w/o statistical controls
5. Case studies

Russ Whitehurst

Randomized Trials: The Gold Standard

- Claim about the effects of an educational intervention on outcomes
- Two or more conditions that differ in levels of exposure to the educational intervention
- Random assignment to conditions
- Tests for differences in outcomes

Russ Whitehurst

Why is randomization critical?

- Assures that the participants being compared have the same characteristics across the conditions
- Rules of chance mean that the smart, motivated, experienced, etc. have the same probability of being in condition 1 as in condition 2
- Without randomization, differences between two conditions may result from pre-existing difference in the participants, e.g., more smart ones in condition 1

Russ Whitehurst

Relevance

- Does the study involve a similar intervention and outcome to those of interest?
- Were the participants and settings representative of those of interest?
- Were enough participants involved to justify generalization?

Russ Whitehurst

- **Critical Outcome Research Needs: What Does the Profession Need Information About?**

We Need: work on!!

Independent, unbiased information on:

- School counseling practices that are supported by research
- Promising practices
- Suggestions for critically needed areas of inquiry
- Guidance about research methodology

Important Questions

- Which School Counseling practices are validated by strong empirical evidence that demonstrates gains in academic achievement, reduction in the achievement gap, increases in attendance, increases in graduation rates, and increases in school safety?
- Which career and personal/social outcomes lead to improved academic outcomes?
- Which systemic interventions are validated by strong empirical evidence?
- By what standards does the profession judge the strength of empirical evidence?

Research and Evaluation: A Critical Distinction

- **Research**
 - Empirical research designs (experimental, multiple controls; quantitative and qualitative)
 - Multiple sites
 - Standardized interventions
 - Generalizable information for evidence-based practice
- **Evaluation**
 - Often uses less stringent research designs (such as case study, pre-post; either quantitative and qualitative)
 - Single site
 - Documented intervention
 - Local confirmation of impact for planning and accountability

Research is intended for
KNOWLEDGE.
Program Evaluation is intended
for **USE.**

*Which raises the question - - -
which one do we use, and when?*

Differences

Evaluation **derives questions from concerns of the policy and programs communities**

Researchers often **formulate their own hypotheses**

Research results are necessary for two reasons:

- Program Improvement
 - What works?
 - What does not work?
 - How to we improve?
- Marketing
 - Legislation
 - District stakeholders
 - Policy makers

Our job is agenda setting and evaluation of “what (research) is out there.”

We also must let people know what it is we need, so that the results we get are useful to the profession as a whole.

One Sample Question....

Does the delivery of developmentally appropriate standards and competency-based guidance curriculum improve the knowledge, attitudes and beliefs of students?

Further, does this lead to an change in behavior related to that competency?

III. Current Status of School Counseling Outcome Research

Current Status of Evidence Based Practice in School Counseling

- Few strong outcome studies to guide practice or training
- Neither Practice nor Training are aligned with the research base (or with each other)
- National Model that aligns practice with standards-based education
- Increased pressure to implement interventions that effect student achievement
- Weak infrastructure supporting research
 - Personnel, facilities, support

Classroom Guidance

- Academic Achievement:
 - Brigman & Campbell (2003) implemented a research-based school counseling curriculum to assess the impact on academic achievement of ES, MS, & HS students.
 - Findings: School counseling interventions that focus on the development of cognitive, social, and self-management skills can result in sizable gains in students' academic achievement.

Classroom Guidance

- Academic Achievement:
 - Sink & Stroh (2003) evaluated the impact of Comprehensive Developmental Guidance Programs on the academic achievement of early elementary students.
 - Findings: 3rd & 4th grade students with more exposure to highly implemented CDGP had significantly higher standardized test scores than the control group.

Classroom Guidance: Comprehensive Reviews of SC Studies

- Academic Achievement:
 - Study Skills Intervention can enhance 4th graders' academic achievement (Whiston & Sexton, 1998).
 - A short academic skills workshop can increase middle school students' grades (St. Clair, 1989).

Classroom Guidance: Comprehensive Reviews of SC Studies

- Academic Achievement:
 - School counseling interventions can have positive effects on academic achievement at all grade levels (Wilson, 1986).
 - Directive and behavioral counseling have positive effects on academic achievement with underachieving students; adding study skills training improves effectiveness. (Wilson, 1986).

Classroom Guidance

- Student Behaviors and Attitudes:
 - A counselor-led classroom curriculum designed to educate 9th grade students about goal-setting, problem-solving, career exploration, and school resources significantly improved student behavior, attitude and knowledge in these areas (Schlossberg, et. al., 2001)

Classroom Guidance

- Student Behaviors and Attitudes:
 - A school counseling intervention helped reduce elementary students' test-anxiety and increase test scores (Cheek, et. al., 2002)
 - A *Life Skills* intervention program helped 2nd grade students decrease their feelings of stress (Gilbert & Orlick, 1995)
 - A stress management program helped 3rd grade students develop coping strategies (Henderson, et. al., 1992)

Classroom Guidance: Comprehensive Reviews of SC Studies

- Student Behaviors and Attitudes:
 - A multicultural understanding intervention can enhance 3rd graders' social skills and reduce arguments. (Whiston & Sexton, 1998)

Responsive Services

- Group Counseling:
 - Brantley & Brantley (1996) found that group counseling can make a significant difference in reducing acting-out behaviors in at-risk, inner-city elementary students.
 - Nelson & Dykeman (1996) found that group counseling interventions resulted in clear changes in the behavioral adjustment of elementary students.

Responsive Services

- Group Counseling:
 - Bauer, Sapp, & Johnson (2000) found that cognitive-behavioral groups produced significant increases in self-esteem and academic self-concept of high school students.

Responsive Services

- Group Counseling:
 - Omizo & Omizo (1988) reported that MS students from divorced families experienced higher levels of self esteem after participating in support groups.
 - Anderson, Kinney, & Gerler (1984) reported that adolescents who participated in divorce groups significantly improved their attitudes toward divorce and their classroom conduct.

Responsive Services

- Group Counseling:
 - Omizo & Omizo (1987) reported that learning disabled students who participated in group counseling had higher levels of self-esteem.
 - Williams, Omizo, & Abrams (1984) reported that the STEP intervention improved parental attitudes and locus of control of their learning disabled children.

Responsive Services: Comprehensive Reviews of SC Studies

- Group Counseling:
 - Group-Format Social Skills Training develops adolescents' skills and reduces aggressive and hostile behavior (Whiston & Sexton, 1998).
 - Peer Mediation programs benefit the trained mediators who show transfer of knowledge outside school setting (Whiston & Sexton, 1998).

Responsive Services: Comprehensive Reviews of SC Studies

- Group Counseling:
 - Group cognitive-behavioral and relaxation training interventions with middle school students can reduce teacher reports/referrals for disciplinary problems (St. Clair, 1989).
 - Group counseling can improve middle school students' self concept (St. Clair, 1989).

Responsive Services

- Individual Counseling:
 - Edmondson & White (1998) assessed the benefits of tutoring and/or counseling services for at-risk MS students.
 - Findings: A dropout prevention program combining both academic tutoring and group counseling can result in improvements in students' academic achievement, behavior, and self esteem.

Responsive Services

- Individual Counseling:
 - Somers & Piliawsky (2004) evaluated the effectiveness of a drop-out prevention program combining academic tutoring and supplemental enrichment to 9th grade students.
 - Findings: Drop out rates were reduced and students appeared to benefit from the opportunity to develop close relations with adult tutors who were concerned with their success.

Responsive Services

- Individual Counseling:
 - Single-session brief-counseling helped high school students reduce their concerns about problems and move closer to their goals (Littrell, Malia, & Vanderwood, 1995).

Responsive Services

- Peer Counseling:
 - Carty, Rosenbaum, Lafreniere, & Sutton (2000) completed a longitudinal study (4 years) of peer counseling and the effects on adolescent development.
 - Findings: Students who received peer counseling services scored significantly higher on coping and social support scales.

Responsive Services

- Peer Counseling:
 - MS peer facilitators can help decrease the disruptive behaviors of students' viewed as disciplinary problems, improve attendance, grades, and overall attitudes (Tobias, 1999).
 - Peer counseling for MS students' experiencing a family divorce produced positive results for peer helpers and the students receiving support (Sprinthall & Hall, 1992).

Responsive Services

- Peer Counseling:
 - Nelson & Smith (1995) found that peer-mediated self-evaluation procedures helped improve the recess behaviors of elementary students with behavior problems.
 - Bowman & Myrick (1987) found a significant decrease in disruptive classroom behaviors for students participating in peer counseling services.

Career Development

- Academic Achievement:
 - Trusty (2004) assessed the effects of MS and HS students' experiences on the completion of a Bachelor's Degree.
 - Findings: Across all racial-ethnic groups, early math ability and course taking in math and science was most important to successful degree completion.

Career Development

- Career Indecision:
 - Baker (2002) conducted an independent evaluation of the ASVAB Career Exploration Program with high school students.
 - Findings: Participation in the program lowered certain kinds of career indecision and increased career exploration knowledge.

Career Development

- Career knowledge:
 - Peterson, Long, & Billups (1999) found that the level of career interventions administered to MS students had a direct impact on students' abilities to understand their educational choices.
 - Fouad (1995) found that MS students improved knowledge and performance in math and science courses after participating in a math and science career awareness intervention.

Career Development

- Career Influences/Parental Support:
 - Several studies documented the importance of adults' high expectations of students on students' aspirations, self-efficacy, and goals related to career plans and accomplishments; Alliman, Turner, & Skovholt (2004), Bobo, Hildreth, & Durodoyn (1998), Mau, Hitchcock, & Calvert (1998), Turner & Lapan (2002).

Career Development: Comprehensive Reviews of SC Studies

- Career Education, in general, has minimal effects on academic achievement as measured by GPA (Mean ES = .16); slightly larger effects are found for younger students, for average ability students, and when integrated into English or Math lessons (Evans and Burck, 1992)
- Career programs enhance career maturity of minority students and students with disabilities (Whiston and Sexton, 1998).

Summary and Implications

- School Counselors ARE making a significant impact on students' academic, career, and personal/social development.
- Counselors and counselor educators need to continue to document the excellent work they are doing in evidence-based research studies AND disseminate research findings.

IV. Interdisciplinary Perspectives in School Counseling Outcome Research

Interdisciplinary Research

- Much of what school counselors do has been studied by other disciplines:
 - Career Education and Planning
 - Counseling
 - Curriculum-Based Interventions
 - Social and Emotional Skill Development
 - Prevention
 - Consulting

Which Disciplines Have Relevant Research?

- Education
- Sociology
- Career Counseling
- Psychology
 - School Psychology
 - Educational Psychology
 - Developmental Psychology
 - Occupational Psychology

Admissible Studies

- Experimental or quasi-experimental design
 - Treatment and control groups
 - Random assignment to the intervention condition
 - Standardized outcome measures
- Published in refereed journals
- Participants in grades K-12
- Intervention occurred in school settings or with a school-related problem

Consistent Research Concerns

- In every field, only a small percentage of studies meet the selection criteria
- Some published studies don't report means and SD for all conditions
- Some studies don't report numbers of participants
- Sometimes independent measures are unclear
- Most effect sizes are small

Research about Career Education and Planning

- Baker, S. B., & Taylor, J. G. (1998). Effects of career education interventions: A meta-analysis. *The Career Development Quarterly*, 46(4), 376-385.
- 12 studies between 1993-1996 met criteria
- Findings: Career education interventions have modest effects overall (ES= .34, SD = .41).

Research about Career Education and Planning

- Baker & Taylor (1998) Interventions with the strongest effect sizes (ES \geq .35):
 - 3-day problem-based career intervention (.99) (Speight, Rosenthal, Jones, & Gastenveld, 1995)
 - Summer program to enhance career maturity (.54) (Dunn & Veltman, 1989)
 - College Entrance Examination Board's Decisions and Outcomes program (.49) (Laskin & Palmo, 1983)

Research about Career Education and Planning

- (Baker & Taylor, 1998) Interventions with the strongest effect sizes (ES \geq .35):
 - Program to enhance career development and writing skills (.35) (Lapan, Gysbers, Huges, & Arni, 1993)
 - 7-week summer real-life career education experience (.35) (Taymans, Lewis, & Ramsay, 1990)

Research about Counseling

- Prout, S. M., & Prout, H. T. (1998). A meta-analysis of school-based studies of counseling and psychotherapy: An update. *Journal of School Psychology*, 36(2), 121-136.
- 17 studies between 1985-1994 met criteria
- These studies evaluated 25 separate treatments and utilized 74 measures of outcome
- 20 of the 25 treatments were group interventions

Research about Counseling

- Psychotherapy/counseling definition in Prout and Prout (1998): "The informed and planful application of techniques derived from established psychological principles, by a person qualified through training and experience to understand these techniques with the intention of assisting individuals to modify such personal characteristics as feelings, values, attitudes, and behaviors which are judged by the therapist to be maladaptive or maladjustive."

Research about Counseling

- Findings: School based counseling has demonstrable beneficial effects on outcomes related to student well-being but not academic achievement (ES=.97, SD=.98)
- Outcome effect sizes:
 - Depression ES = 1.04
 - Self-esteem ES = .79
 - Attitude ES = .79
 - Anxiety ES = .54
 - Social Skills ES = .34
 - Performance ES = .24

Research about Group Counseling

- Hoag, M. J., & Burlingame, G. M. (1997). Evaluating the effectiveness of child and adolescent group treatment: A meta-analytic review. *Journal of Clinical Child Psychology*, 26(3), 234-246.
- 49 studies from 1974-1997 met criteria
- These studies utilized 184 outcome measures

Research about Group Counseling

- Findings: Group counseling interventions have moderate effects overall (ES = .61, SD = .52)
- Studies in school settings (70%) were significantly less effective than studies in clinical settings (ES = .53 vs. ES = 1.13)
- Group counseling interventions impact behavior and social/emotional outcomes more than academic performance

Research about Group Counseling

- Outcome effect sizes:
 - Disruptive Behavior ES = .69 (SD = .16)
 - Anxiety/Fear ES = .62 (.09)
 - Adjustment to Divorce ES = .51 (.08)
 - Cognitive Skills/Performance ES = .51 (.24)
 - Social Skills/Adjustment ES = .49 (.07)
 - Self-Concept/Self-Esteem ES = .48 (.09)
 - Depression ES = .46 (.34)
 - Locus of Control ES= .44 (.13)

Research about Curriculum-Based Interventions

- Stevahn, L., Johnson, D. W., Johnson, R. T., & Schultz, R. (2002). Effects of conflict resolution training integrated into a high school social studies curriculum. *The Journal of Social Psychology*, 142(3), 305-331.
- Curriculum used was “Teaching Students to be Peacemakers” by D.W. Johnson and R. Johnson (1995).
- Sample was 92 9th grade students in CA

Research about Curriculum-Based Interventions

- Outcomes measured were:
 - Learning the negotiation procedure
 - Retention of the negotiation procedure
 - Ability to apply the negotiation procedure
 - Ability to apply the peer mediation procedure
 - Degree to which students engaged in negotiation
 - Attitude toward conflict
 - Academic achievement
 - Long-term retention of academic learning (7 months)
 - Ability to analyze conflicts in other academic areas

Research about Curriculum-Based Interventions

- Findings:
 - There were no differences on any of the measures pre-intervention.
 - There were significant differences on all of the measures post-intervention, with the exception of negative attitudes toward conflict.
 - Integrating conflict resolution content into social studies curriculum impacted both short-term and long-term academic achievement.

Research about Curriculum-Based Interventions

- Grossman, D.C, Neckerman, H.J., Koepsell, T. D., Liu, P., Asher, K.N., Beland, K., Frey, K., & Rivara F.P. (1997). Effectiveness of a violence prevention curriculum among children in elementary school. *Journal of American Medical Association*, 277 (20), 1605-1611.
- Curriculum used: "Second Step: A Violence Prevention Curriculum, Grades 1-3," by Committee for Children (1992).
- Sample was 790 2nd and 3rd grade students in WA

Research about Curriculum-Based Interventions

- Outcomes measured were:
 - Teacher ratings on
 - School Social Behavior Scales
 - Achenbach Child Behavior Checklist
 - Parent ratings on
 - Achenbach Child Behavior Checklist
 - Parent-Child Rating Scale
 - Direct behavioral observations
 - Social Interaction Observation System

Research about Curriculum-Based Interventions

- Outcomes were measured
 - Prior to curriculum intervention
 - 2 weeks after intervention
 - 6 months after intervention
- Covariates
 - Special education or learning disorders
 - Behavioral problems
 - SES, family composition, primary language
 - Classroom atmosphere
 - Academic performance

Research about Curriculum-Based Interventions

- Findings:
 - Observed physically aggressive behavior decreased significantly (mostly on playground and in cafeteria)
 - Observed neutral/prosocial behavior increased significantly (same settings)
 - Parent and teacher ratings did not change significantly

Research about Social Skills Training Interventions

- Quinn, M. M., Kavale, K. A., Mathur, S. R., Rutherford, R. B., & Forness, S. R. (1999). A meta-analysis of social skill intervention for students with emotional or behavioral disorders. *Journal of Emotional & Behavioral Disorders*, 7(1), 54-65.
- 35 studies met the criteria
- ES = .199
- Greater ES for interventions that focused on teaching and measuring specific social skills rather than global interventions

Research about Social Skills Training Interventions

- Ang, R. P., & Hughes, J. N. (2001). Differential benefits of skills training with antisocial youth based on group composition: A meta-analytic investigation. *School Psychology Review*, 31(2), 164-185.
- 38 studies met criteria
- ES = .62

Research about Social Skills Training Interventions

- Groups with prosocial peers produced stronger effects than those with only antisocial youth
- Greater effects for skills acquisition than for behavior observations, behavior ratings, and social adjustment

Research about Social Skills Training Interventions

- Kavale, K. A., & Forness, S. R. (1996). Social skill deficits and learning disabilities: A meta-analysis. *Journal of Learning Disabilities, 29*(3), 226-237.
- 53 studies met criteria
- ES = .21
- Social skills deficits in children with learning disabilities appear to be resistant to treatment.
- Self-reports of skills improvement were higher than teacher or peer assessments
- Academic achievement has lowest ES (.05)

Research about Prevention of Problem Behaviors

- Wilson, D. B., Gottfredson, D. C., & Najaka, S. S. (2001). School-based prevention of problem behaviors: A meta-analysis. *Journal of Quantitative Criminology, 17*(3), 247-272.
- 216 interventions evaluated
 - 73% group interventions
 - 60% done by teachers
 - K-12 student participants

Research about Prevention of Problem Behaviors

- Wilson, D. B., Gottfredson, D. C., & Najaka, S. S. (2001). School-based prevention of problem behaviors: A meta-analysis. *Journal of Quantitative Criminology, 17*(3), 247-272.
 - Delinquency ES = .04
 - Alcohol/Drug use ES = .05
 - Dropout ES = .16
 - Other Problem Behaviors = .17

Research about Consultation

- Fuchs, D., & Fuchs, L. S. (1989). Exploring effective and efficient prereferral interventions: A component analysis of behavioral consultation. *School Psychology Review, 18*, 260-279.
- Findings: Behavioral consultation with teachers did not reduce student problem behaviors.

Research about Consultation

- Fuchs, D., Fuchs, L. S., & Barr, M. W. (1990). Mainstream assistance teams: Scientific basis for the art of consultation. *Exceptional children, 57*, 128-139.
- Findings: Behavioral consultation with teachers resulted in significant reductions in student referrals to special education.

On-Line Evidence-Based Resources

- National Training and Technical Assistance Center for Drug Prevention and School Safety Program Coordinators
- www.k12coordinator.org/Links.cfm
- Education Leaders' Guide to Evidence-Based Social and Emotional Learning Programs
- www.casel.org/progreivr.htm
- Center for Children
- www.cfchildren.org

V. National Panel for School Counseling Evidence-Based Practice

National Panel Mission

- The National Panel for School Counseling Evidence-Based Practice was established by the Center for School Counseling Outcome Research to improve the practice of school counseling by helping to develop the research base that is necessary for responsible and effective practice.

National Panel Goals

- The Panel:
 - 1) Provides school counselors, school leaders, policymakers, and the public with independent, unbiased information on the extent to which school counseling practices are supported by scientific information,
 - 2) Provides information to practitioners on promising practices,
 - 3) Provides school counseling researchers with suggestions about critically needed areas of inquiry,
 - 4) Provides practitioners and researchers guidance about measurement and research methodology.

National Panel Principles: Initial Focus

- Given the compelling need to document the impact of school counseling interventions on academic achievement, the Panel will pay special attention to evaluating and facilitating outcome research that links school counseling interventions and programs to student academic outcomes.

National Panel Principles: Interdisciplinary Research Base

- The Panel continuously reviews research literature in school counseling and related journals with the intentions of locating relevant research findings wherever they exist and connecting school counseling research to the broader interdisciplinary, social_science research context.

National Panel Principles: Dissemination

- The panel disseminates its work through books and monographs; yearly reports at the American School Counselors Association National Conference, yearly research review articles and occasional comprehensive research review articles submitted to *Professional School Counseling*.
- Panel documents and reports are also available on the Center for School Counseling Outcome Research website:
<http://www.umass.edu/schoolcounseling>

National Panel Principles: Systemic Interventions

- Increasingly, school counseling models have emphasized the importance of systemic interventions (e.g. interventions that affect a whole school's ability to educate children). Well controlled research that leads to causal inferences about systemic interventions is very difficult to accomplish. None-the-less, such research is vitally important.
- The Panel will work to both evaluate the current state of knowledge by identifying promising practices and to facilitate the development of strong, controlled outcome research of systemic interventions.

National Panel Principles: Methodological Pluralism

- The Panel is primarily interested in the studies which attempt to evaluate the extent to which interventions or approaches have an impact on student outcomes.
- Experimental and certain quasi-experimental research designs are among the most appropriate methodologies for this purpose and are the "gold standard" for determining confidence on causal relationships.
- There is much to be learned through "less rigorous" designs in terms of which interventions or approaches are promising. Promising practices have some empirical support to suggest the likelihood of a causal relationship to student outcomes.

National Panel for School Counseling Evidence-Based Practice

- John Carey, University of Massachusetts
- Carey Dimmitt, University of Massachusetts
- Trish Hatch, San Diego State
- Peggy Hines, Indiana State University
- Rich Lapan, University of Missouri
- Courtland Lee, University of Maryland
- Sue Whiston, University of Indiana
- Wendy McGannon, University of Massachusetts (Graduate Research Assistant)

Ongoing Panel Projects

- 2003 ACES-ASCA Summit
- Study EBP issues in School Counseling
- Study How EBP Panels Operate
- Establish Principles for the Panel
- Report to the Profession
- Use Input from the Profession
- Provide Information for School Counselor Educators

Thank You

For additional information,
please visit the Center for School
Counseling Outcome Research website:

<http://www.umass.edu/schoolcounseling>