

BEST PRACTICES FOR SUPPORTING STUDENT ACHIEVEMENT

Carey Dimmitt & Jay Carey
RISCA Summer Institute
August 7, 2009

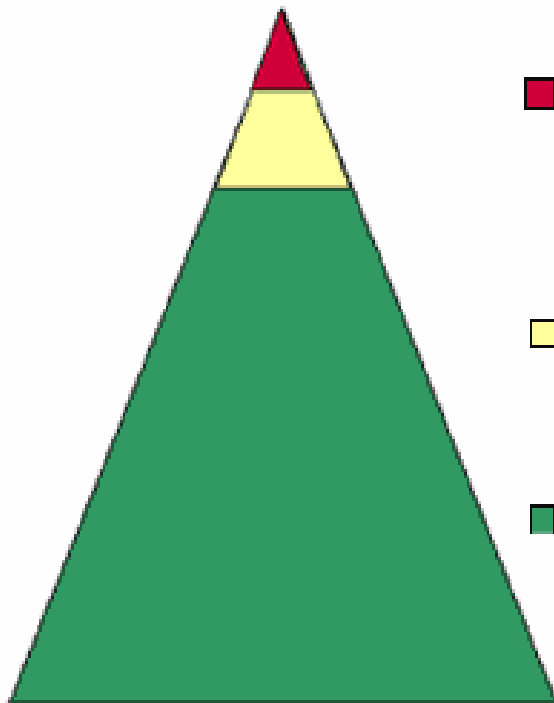
Goals

- Give framework for thinking about levels of intervention (PBS)
- Provide information about concrete and applicable ideas and interventions that will really make a difference at each level of intervention
- Brief synopsis of what the interdisciplinary research says about how to improve student achievement
- Insight about the key role that school counselors can have in helping students be more successful academically

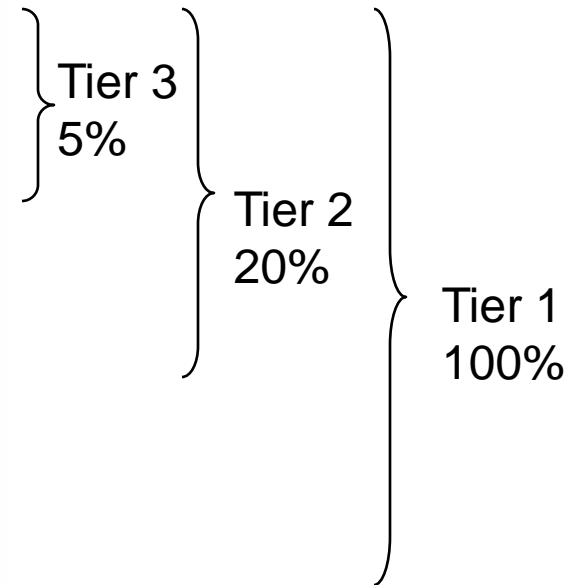
Theoretical Contexts: Levels of Intervention in PBS

- Tier One: Primary Prevention
 - ▣ All students (100%)
 - ▣ Ex: School-wide approach to discipline
- Tier Two: Secondary Prevention
 - ▣ At-risk behavior (15-20%) – get Tier 1 and 2
 - ▣ Ex: Group interventions
- Tier Three: Tertiary Prevention
 - ▣ High-risk behavior (5%) – get Tier 1, 2 and 3
 - ▣ Ex: Individual interventions

Levels of Intervention



- **Tertiary (FEW)**
 - Reduce complications, intensity, severity of current cases
- **Secondary (SOME)**
 - Reduce current cases of problem behavior
- **Primary (ALL)**
 - Reduce new cases of problem behavior



Levels of Intervention Model

Tier 3:

- Few Students (5%)
- Increased Frequency
- Longer Duration

**Intense,
Individualized
Support**

Services across tiers are fluid and data-driven

**District/Community Team
Student Services Team**

Tier 2:

- At-Risk Students (15-20%)
- Small Group

**Targeted, Supplemental
Supports**

Student Services Team

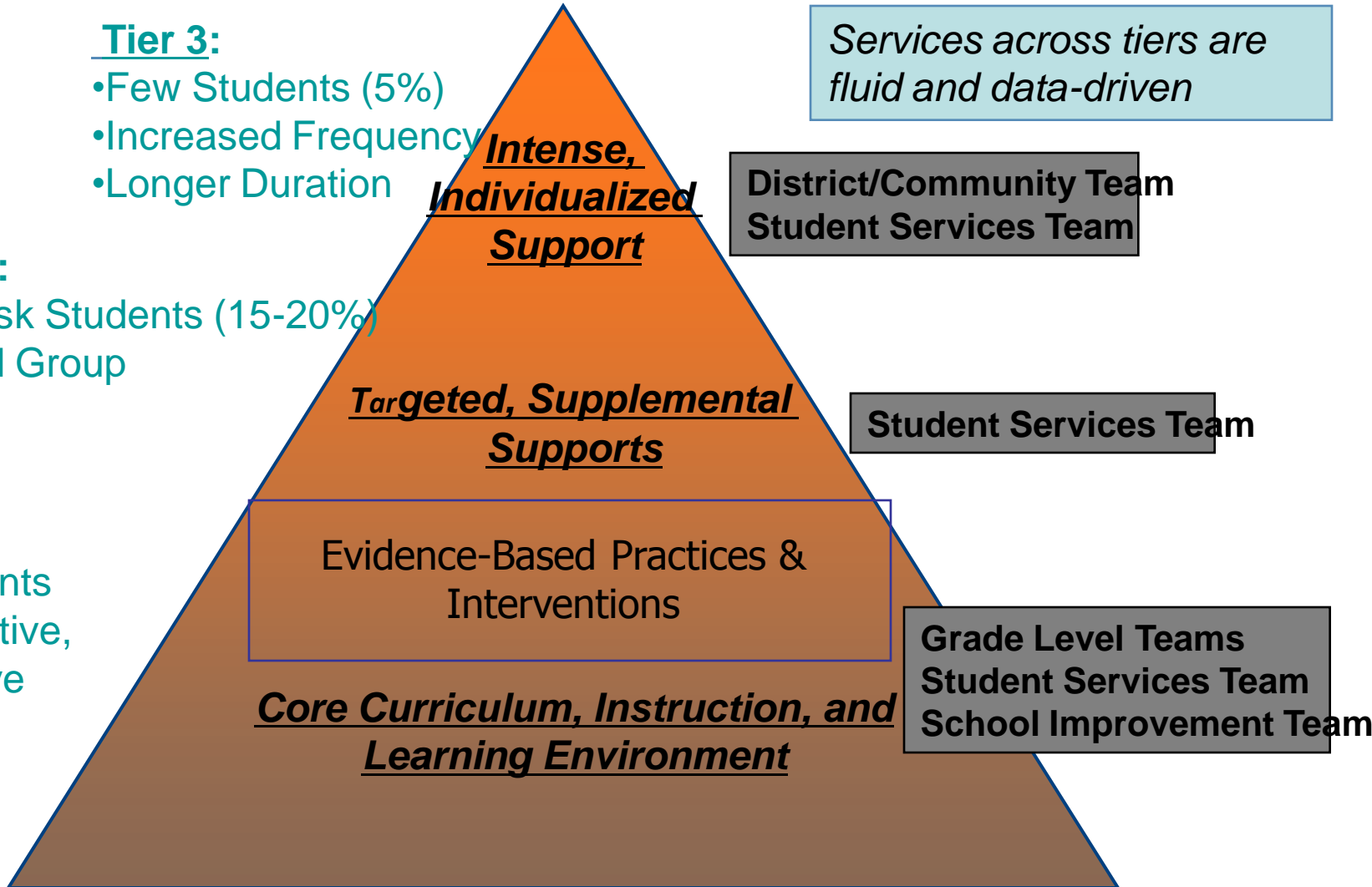
Tier 1:

- All Students
- Preventative,
Proactive

**Evidence-Based Practices &
Interventions**

**Grade Level Teams
Student Services Team
School Improvement Team**

**Core Curriculum, Instruction, and
Learning Environment**



Positive Behavior Support (PBS)

- <http://www.pbis.org/main.htm>
- <http://www.pbis.org/schoolwide.htm>
- PBS uses a behaviorally-based systems approach to enhance and support learning
- PBS seeks to make problem behaviors less effective, efficient, and relevant, and desired behavior more functional

Positive Behavior Support (PBS)

Core components to support student outcomes:

- Clearly communicated expectations and goals
- Consistent positive reinforcement for appropriate behaviors
- Focus on simultaneous development of student competencies in academic and social-emotional domains

Primary Prevention (Tier 1)

- Preventative programs received by all students to support learning
 - ▣ School climate improvement efforts -- learning environments, safety, connectedness
 - ▣ School-wide approach to discipline
 - ▣ Comprehensive Guidance Curriculum
 - ▣ Career Development Education

Secondary Prevention for At-Risk Students (Tier 2)

- For students not responding to school-wide prevention programs
- Interventions targeted at specific behavior (truancy, low academic achievement, occasional behavioral problems)
- Small group interventions
- Student Services Team involvement

Tertiary Prevention for High-Risk Students (Tier 3)

- For students not responding to school-wide or group prevention programs
- Interventions targeted at specific behavior (chronic truancy, school failure, more severe or chronic behavioral problems, mental health problems)
- Usually involve a team meeting to coordinate services
- Intensive, individualized interventions
- Individual counseling, behavioral education programs, behavioral plans, weekly or daily check-ins, and/or positive reinforcement for success

Discussion with Colleagues/Neighbors

- What does your school currently do at these three levels?
- Where are you doing Primary/ Secondary/ Tertiary Prevention in your School Counseling Program?

Tier 1/Primary Prevention (School-Wide): Successful Programs Summary

1. School improvement efforts/school climate
2. School-wide approach to discipline
3. Building student competencies:
Comprehensive Guidance Curriculum
4. Career Development Education: Navigation
101, High Schools that Work, Career
Academies

Tier 1/Primary Prevention (School-Wide): Successful Programs- School Improvement (Elem)

- **Responsive Classroom (RC)**
www.responsiveclassroom.org
- An integrated approach to elementary education that emphasizes **social, emotional, and academic growth** in a strong and safe school community
- Goal is to enable **optimal student learning**
- To be successful academically and socially, children need a set of social skills: cooperation, assertion, responsibility, empathy, and self-control.

Responsive Classroom: Outcome Research

- Design: quasi- experimental, 3 urban schools using RC compared to 3 matched schools not using RC, for 3 years
- 1. RC schools showed increases in Math and Reading scores
 - ▣ Reading more than Math
 - ▣ 3 years stronger than 2 years
- 2. Teachers felt more effective and more positive about teaching
- 3. Children had better social skills
- 4. Teachers offered more high quality instruction
- 5. Children felt more positive about school

Tier 1/Primary Prevention (School-Wide): Successful Programs- School Improvement (MS)

- **Turning Points:** www.turnpts.org
- Identified middle school years as a distinctive developmental period that must be treated uniquely
- Advocated reforms to make middle school education more **personalized, supportive, and active**
- Emphasized academic excellence and the provision of **developmentally appropriate, equitable instruction**

Turning Points Principles

1. Teach a curriculum grounded in standards
2. Use instructional methods designed to prepare all students
3. Prepare teachers for middle grades
4. Organize relationships for learning
5. Govern democratically by all staff members
6. Provide a safe and healthy school environment
7. Involve parents and communities in supporting learning

Turning Points Outcome Research

- Several studies have shown achievement gains in math, reading, language arts, science, and social studies in Turning Points middle schools
 - ▣ More complete implementation = stronger outcomes
 - ▣ More years of implementation = stronger outcomes
- More positive perceptions of school climate
- Students express greater satisfaction with school

Turning Points Outcome Research

- Students report more positive self concepts and self esteem
- Higher commitment to class work and more positive reactions to teachers
- More bonded with their teachers and also with their schools
- Teachers also report having a more positive professional image, feel less stressed, and feel less isolated
- Teachers reported increased contact with parents and families

Tier 1/Primary Prevention (School-Wide): Successful Programs

- **School-wide approach to discipline:**
 - 3-5 positively stated rules
 - Clearly communicated expectations
 - Reinforcement for following expectations
 - Minor consequences for rule infractions
 - Use of data to determine whether plan is working

Example of Elementary School Level Rules: SOAR

- Stay Safe
- Offer a Helping Hand
- Aim to Achieve
- Respect yourself, others, and our school

Tier 1/Primary Prevention (School-Wide): Successful Programs

- **Comprehensive Guidance Curriculum to develop all students' competencies**
 - Evidence-based curriculum materials where available
 - Counselor-generated materials that are site-specific
 - Guidance curriculum integrated into academic curriculum

Tier 1/Primary Prevention (School-Wide): Successful Programs

- Comprehensive Guidance Curriculum received by all students: **Violence/Bullying Prevention**
 - Second Step/Steps to Respect Violence Prevention (Elem and MS versions)
 - Olweus Bullying Prevention Programs (K-8)
 - Bully Proofing Your School (best family components)
 - Bully Busters (teacher-based) (K-8)
 - PeaceBuilders (K-6)

Tier 1/Primary Prevention (School-Wide): Successful Programs

- Comprehensive Guidance Curriculum received by all students: **Academic Skill development**
 - Caring School Community (K-6)
 - Student Success Skills (4-9)
- **Social/Emotional Skill development**
 - Social Decision Making/Social Problem Solving (2-8)
 - Resolving Conflicts Creatively Program (1-6)
 - Promoting Alternative Thinking Strategies (PATHS) (K-6)
 - I Can Problem Solve (ICPS) (PreK-5)

Tier 1/Primary Prevention (School-Wide): Successful Programs

- Comprehensive Guidance Curriculum received by all students: **Social skill development; Drug, alcohol, violence prevention**
 - ▣ Life Skills Training (K-12)
 - ▣ Lions-Quest Skills (K-12)
 - ▣ Project Achieve (PreK-8, has been used in HS)
 - ▣ Project Northland (6-8)
 - ▣ Michigan Model for Comprehensive School Health Education (K-12)

Tier 1/Primary Prevention (School-Wide): Successful Programs

NAVIGATION 101: Career Planning

<http://www.k12.wa.us/navigation101/default.aspx>

- Focused on Goal Setting
- Bimonthly, 45 minute meetings
- Grades 6 thru 12 (Sequence)
- Nine recurring Themes
- Twenty Advisory-based Lessons Per Year
- 140 Downloadable Lesson Plans
- Online Materials to Support Implementation
- Evaluation Data Templates

Tier 1/Primary Prevention (School-Wide): Successful Programs

NAVIGATION 101: Career Planning

Students who participated in NAV 101:

- Were more likely to have parents participate in student conferences
- Were more likely to stay in school and move from 9th to 10th grade without dropping out
- Took and had greater success passing important “gatekeeper” courses (e.g., Algebra, Physics, and Chemistry)
- Had higher 10th grade state achievement test scores (Math, Reading, and Writing)
- Had higher high school graduation rates
- Were less likely to need remedial courses to be successful in their college programs

Tier 1/Primary Prevention (School-Wide): Successful Programs

- **High Schools That Work (HSTW)**
- **High Expectations of all students**
- **Career/Technical studies** – provide intellectually challenging career/tech studies that emphasize high-level math, science, language arts and problem-solving skills needed in the modern workplace and for further education
- **Academic studies** –encourage students to use academic content and skills to address real-world projects and problems

Tier 1/Primary Prevention (School-Wide): Successful Programs HSTW

- **Work-based learning** – integrating school- and work-based learning, planned by educators, employers, parents, students
- **Teachers working together** – organized structure that allows academic and vocational teachers to deliver integrated instruction aimed at teaching high-level academic and technical content
- **Students actively engaged** – teaching in ways that enable students to see the usefulness of what they have been asked to learn

Tier 1/Primary Prevention (School-Wide): Successful Programs HSTW

- **Guidance** – each student and his/her parents are part of a guidance and advising system that ensures the completion of an accelerated program of study
- **Extra help** – providing a structured system of extra help to enable students who lack adequate preparation to compete an accelerated program
- **Using data** – using student assessment and program evaluation data to continuously improve the school climate and to advance student learning

HSTW Outcome Research

- Greater student achievement correlated with:
 - ▣ Academic skills being used for career/tech assignments
 - ▣ Good working relationships between academic and career/tech teachers
 - ▣ Better communication among students and guidance counselors
 - ▣ Students receiving help from the school in developing a 4-year educational plan
 - ▣ Taking a math course in senior year

Tier 2/Secondary Prevention (At-Risk): Successful Programs Summary

1. Academic Skill Development: Peer Tutoring
2. Small Group Guidance: Student Success Skills
3. Possible Selves Groups
4. Skillstreaming or social skills development groups
5. Many of the Tier 1 programs have Tier 2 components

Tier 2/Secondary Prevention (At-Risk): Successful Programs

- **Academic Skill Development: Peer Tutoring**
 - Variety of models
 - May also use elders, college students, parent volunteers as tutors
 - Evaluation
 - Improvement in math and reading scores in elementary schools
 - Self-reported increase in connectedness to school and peers
 - Increased GPA for secondary students
 - Increased achievement for both mentors and mentees

Tier 2/Secondary Prevention (At-Risk): Successful Programs

Small Group Guidance: **Student Success Skills**

<http://www.studentsuccessskills.com/>

- ❑ Booster for at-risk students
- ❑ Structured Groups
- ❑ Teaches cognitive skills, meta-cognitive skills, self-management of motivation, optimism
- ❑ Evaluation: Improved FCAT scores for lower quartile students.

Tier 2/Secondary Prevention (At-Risk): Successful Programs

Possible Selves Groups

- Based on theory and research on achievement motivation: Vision of future self can motivate academic achievement
- More vivid visions of positive and negative future selves plus connections to present school behavior
- Models for low-SES Mexican American and African American Middle School Students

Tier 2/Secondary Prevention (At-Risk): Successful Programs

Possible Selves Groups: Evaluations

- increased understanding of the importance of education
- increased understanding of the relationship between education and later occupational success and financial security
- increased thinking about the connections between present schooling and future occupational success
- increased attendance rates
- less depression
- reduced retention rates
- higher GPA, and higher standardized test scores
- positive academic effects persisted at least through ninth grade

Tier 3/Tertiary Prevention (High Risk): Successful Programs Summary

1. Case Management
2. Individual Counseling: Cognitive-Behavioral Therapy and Solution-Focused Brief Therapy
3. Behavior Education Program

Tier 3/Tertiary Prevention (High Risk): Successful Programs

- **Case Management:** School Counselor as coordinator of services, more than provider
- Coordination of services with family, community service providers, tutors, School Psychologist, Nurse, Special Education (where relevant), Truancy Officer, School Social Worker, etc.

Tier 3/Tertiary Prevention (High Risk): Successful Programs

- **Individual Counseling**
 - ▣ Cognitive-Behavioral Therapy (CBT)
 - ▣ Solution-Focused Brief Therapy (SFBT)

Cognitive-Behavioral Therapy

- **Cognitive-Behavioral Therapy** has evidence of effectiveness for:
 - ▣ Social skills development
 - ▣ Anxiety disorders, phobias
 - ▣ Depression
 - ▣ Academic failure
 - ▣ Behavior disorders
 - ▣ Many mental health, physical health, and relational difficulties

Solution-Focused Brief Therapy

Solution-Focused Brief Therapy

- Much of what school counselors do is brief therapy out of necessity
- Time limited (1-5 sessions)
- Interventions introduced quickly
- Very focused session, with high level of counselor activity
- Counseling is as unobtrusive, relevant, accessible and quick as possible

“Act as if this is the only chance you’ll have to help this person.”

Solution-Focused Brief Therapy

- Solutions, defined as exceptions to the presenting problem, are the content focus
“What works? Do what works, stop what doesn’t.”
- Focus on student strengths and competencies
“When have you handled this successfully?”
- Attention to present/future more than the past
“What will you do?” more than “What did you do?”
- Goal-directed and goal-driven
“How will we know when this has been successful?”
- Counselor helps client do something different
Change behavior, change interpretation of behavior

Tier 3/Tertiary Prevention (High Risk): Successful Programs

- **Behavior Education Program (BEP)**
 - Define behavioral expectations
 - Teach the expectations
 - Build a regular cycle of checking in and checking out with adults
 - Formalize consequence for problem behaviors across the school and home
 - Collect information for ongoing evaluation and adaptation

Prioritizing Practices Activity

- Which level (Tier 1, 2, or 3) needs to be your primary focus in this next year?
- What outcomes will you try to impact?
- Who are your partners?
- Which of the interventions do you want to know more about?
- If not these, which interventions are you considering?

Other Resources

- [What Works Clearing House](#)
- [CDC/DASH Programs That Work](#)
- [SDFS Exemplary and Promising Programs](#)
- [SAMHSA National Registry of Evidence-Based Programs and Practices](#)
- [Collaborative for Academic Social and Emotional Learning](#)

National Center for School Counseling Outcome Research



Thank
You!



www.cscor.org