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

ACA Conference 2012
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CSCORE: Who We Are

- Center for School Counseling Outcome Research and Evaluation
- Was CSCOR until 2010
- Founded in 2002 by Jay Carey, current Director
- Carey Dimmitt is Associate Director
- Karen Harrington is Assistant Director
- Housed at the University of Massachusetts Amherst
The Center for School Counseling Outcome Research and Evaluation (CSCORE) is dedicated to improving the practice of school counseling by developing and disseminating the research base that is necessary for responsible and effective practice.

CSCORE provides national leadership in the measurement and evaluation of the outcomes of school counseling interventions and programs, and helps K-12 leaders and practitioners improve school counseling practice by providing information about implementing evidence-based interventions, measuring student outcomes, and evaluating program effectiveness.
Goals for Session

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

Tier 3
Intensive individualized interventions

Tier 2
Targeted interventions: Small groups

Tier 1
Universal interventions: Guidance curriculum
Tier One: School-Wide Interventions
Prevention and Education for All Students
Casillas et al. (2012). Predicting early academic failure in high school from prior academic achievement, psychosocial characteristics, and behavior. Journal of Educational Psychology, doi:10.1037/a0027180

Success in high school is predicted by cognitive measures (middle school grades) and academic behavior.

Success in college is predicted by cognitive measures (High School GPA and Achievement Tests) and academic behavior.

Academic behaviors cluster in three areas: Motivation, Social Engagement, Self-Regulation.
Examined middle school predictors of early high school achievement (GPA)

4,660 students from 24 schools

Both prior middle school grades and standardized achievement test scores predict high school GPA

Motivation, Self-Regulation and Social Engagement add predictive power
“When comparing the relative importance of each set of predictors, the variance accounted for by psychosocial and behavioral factors is comparable to that accounted for by grades.”
Implications

If school counselors focus primary prevention activities on student’s motivation (e.g. goal-setting), self-regulation (e.g. student success skills) and social engagement (e.g. Skillstreaming) students are very likely to show benefits in terms of academic achievement.
## Tier 1 EBP Programs

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<th>Motivation</th>
<th>Self-Regulation</th>
<th>Social Engagement</th>
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<td>• Student Success Skills</td>
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<td>• I Can Problem Solve</td>
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Tier Two: Core Instruction and Targeted Interventions for Students At-Risk
The Use of Early Warning Indicator and Intervention Systems to Build a Grad Nation

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

http://www.civicenterprises.net/reports/on_track_for_success.pdf
Research and the EWIs

- Dropout: critically important issue “national crisis”

- Since early 2000s, numerous researchers have identified the most highly predictive factors of dropping out and results validated many times

- These key indicators and their thresholds were used to develop Early Warning Indicator Systems

- This report is first national assessment of EWIS

- Provides an overview of the research

- Discusses emerging best practices and policy recommendations
What are the consistent EWIs?

The ABCs:

- **Attendance**
  - Being absent 10% of school days

- **Behavior**
  - Two or more mild or more serious infractions

- **Course Performance**
  - An inability to read at grade level by 3rd grade
  - Failure in English or math in 6th-9th grade
  - Two or more failures in 9th grade courses
  - Failure to earn on-time promotion to 10th grade

- **Other indicators and their impact**
These indicators of student behavior are more predictive of student outcomes than demographics or test scores.
A broader view of EWIs

Can think of Early Warning Indicators in expansive way:

- These indicators are symptoms of deeper issues: academic problems, behavioral issues, responses to school
- EWIS grew out of simple premise: Disengagement from school is a gradual process with identifiable signals
- Data can be used to identify trends and determine where to intervene with students who will likely not succeed without supports
- Great illustration of data-based decision making
Knowing the factors involved in dropout does nothing to mitigate or address these issues.

Next step is to identify and provide effective dropout intervention strategies:

- Not a one-size-fits-all approach
- Must consider reasons behind the disengagement
- Will be different by grade level

Tier 2 EBP Programs: Dropout Prevention

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

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

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

Vision and Mission Matter
- Promoted in schools with explicit commitment to educational improvement
- Reflect belief that every student can succeed with appropriate support
- School personnel must buy into concept of data-driven culture

Technological components must be strong
- Schools have created dashboards and color-coded lists
- Issues of data usage, by whom, while protecting privacy

Resources must be assembled and maximized
- Human capital must be available to provide interventions
- Professional development and coaching needed to guide hands-on use
Implications

- Current research informs us that most kids can indeed graduate if provided enough supports.

- Demographic variables do not have to consign a student to a bleak future.

- By preventing students from falling through the cracks and ensuring that they receive the appropriate level of attention, instruction, engagement and support needed to succeed in classes, our students can graduate from high school prepared for college and the workforce.
Tier Three: Treatment for High Risk Students
Treatment Program: Incredible Years

http://www.incredibleyears.com/

Linked programs for parents, teachers, and children aged 0-13

EBP with children aged 2-8

Teach parents and teachers to:

- Promote children’s social, emotional and academic competence
- Prevent, reduce and treat aggression and emotional problems
- Strengthens adult competencies
- Fosters parent-school communication
Incredible Years

Goals of program:

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

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

Delivery of program with teachers

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

Delivery of program with children – 2 versions

Group

- Small group treatment model for 4-6 children
- 20-22 weeks, at same time as parent program
- Counselors provide as 1-hour sessions

Curriculum – “Dinosaur Curriculum”

- Co-taught by teachers and counselors
- Up to 90+ lessons over 3 grade levels
- 20 minute large group lesson
- 20 minutes of small group practice activities
- Videos, puppets, games, cue cards, songs
Research

- Many studies since 1988

Outcomes of treatment programs

- Changes in parent behavior
- Changes in teacher behavior
- Fewer aggressive and non-compliant classroom behaviors
- Increases in child pro-social behavior
- Higher levels of child school readiness
- Improvements in children’s social interactions and conflict management with peers
- Effective for children with attention problems
- Effects seen 1-3 years later for all 3 populations
- Prevention programs (Head Start) also effective
Recent Research


Recent Research

IY follow-up study over 2 years:

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

ADHD:

- Children aged 4-6
- Significant improvement in parenting skills (observation and self-report), mothers more than fathers
- Children more social competence and emotional regulation (parent and teacher report, observation in school and in lab)
- Children less aggressive, hyperactive and oppositional (parent and teacher report, school and lab observation)
Tier 3 EBP Programs

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

**Middle School**
- Coping Cat
- Check and Connect
- Life Skills Training
- PBIS

**High School**
- Check and Connect
- Too Good for Violence
- Too Good for Drugs
- Life Skills Training
Multi-Systemic Approach

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

Contact Information

CSCORE Website: www.cscor.org

Thank You