University of Massachusetts Amherst
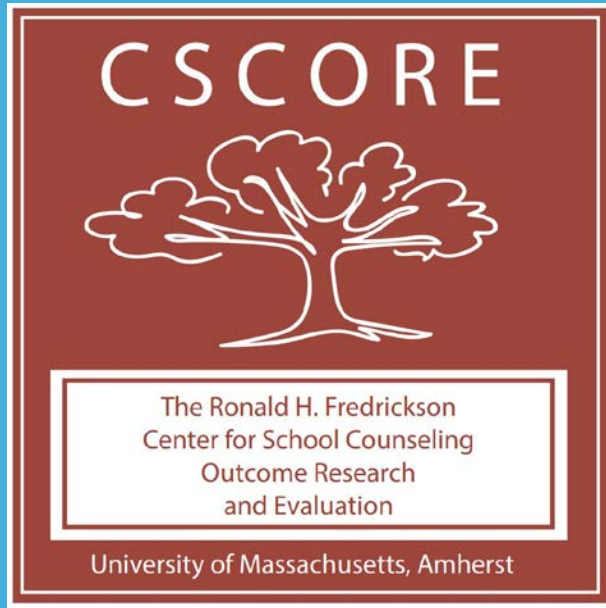
ScholarWorks@UMass Amherst

2018

CSCORE's Annual Review of Research: Identifying Best Practices for Counseling in Schools

Cat Griffith

Scott Greenspan

Carey Dimmitt

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)

www.cscor.org

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

effect size
[$mean_2 - mean_1$]

control
treatment

$mean_1$ $mean_2$
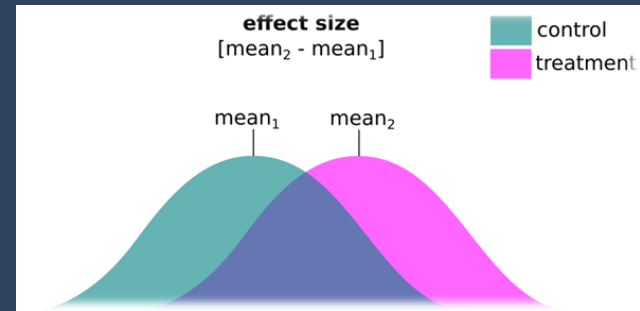
RIGOROUS RESEARCH OVERVIEW

- 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.

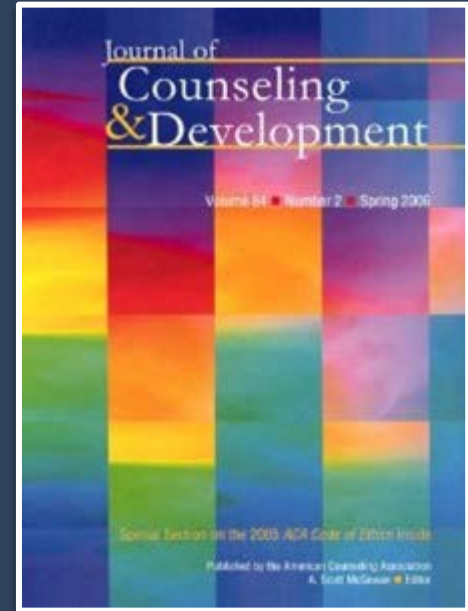Lemberger, Carbonneau, Selig, & Bowers (2018). The role of social–emotional mediators on middle school students' academic growth as fostered by an evidence-based intervention.

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 grow 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%)
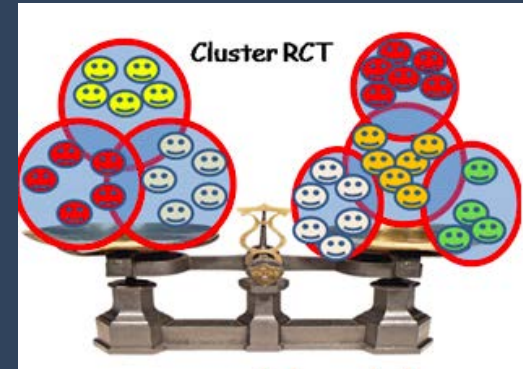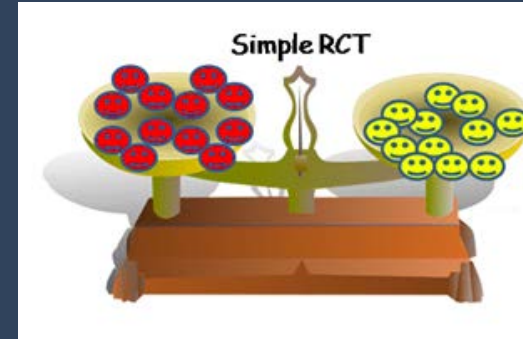
METHOD

- 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

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
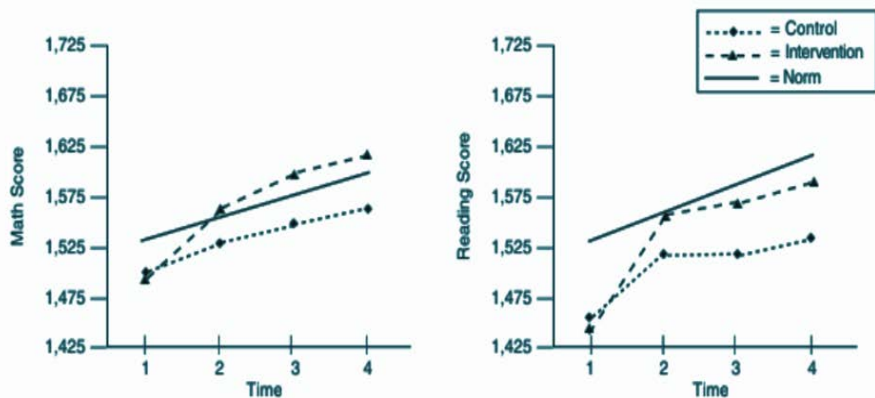
FIGURE 2

Average Math and Reading Achievement Growth Comparison for Level I Students in Control, Intervention, and Norm Groups
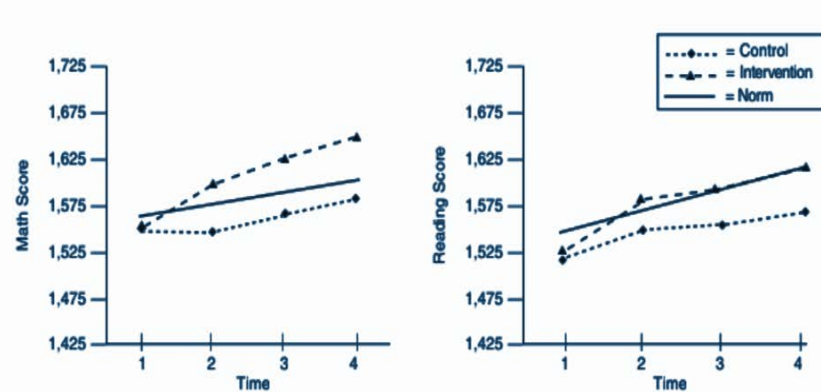
FIGURE 3

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!

Tier 3
Intensive Intervention

Tier 2
Targeted Intervention

Tier 1
Research-Based Core Instruction

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

THE
CAREER
DEVELOPMENT
QUARTERLY

VOLUME 62, NUMBER 1
MARCH 2014

IN THIS ISSUE

New Editor's Introduction
Career Engagement
Work and Family Roles
SES, Proactive Personality, and Career Decision Self-Efficacy
African Immigrant Students' Career Development
Planned Happenstance Skills
Differentiation, Vocational Identity, and Career Decision Making
Academic Underachievement and Recovery

EDITOR
PAUL J. HARTUNG

THE JOURNAL OF
THE NATIONAL CAREER DEVELOPMENT ASSOCIATION
SINCE 1911

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
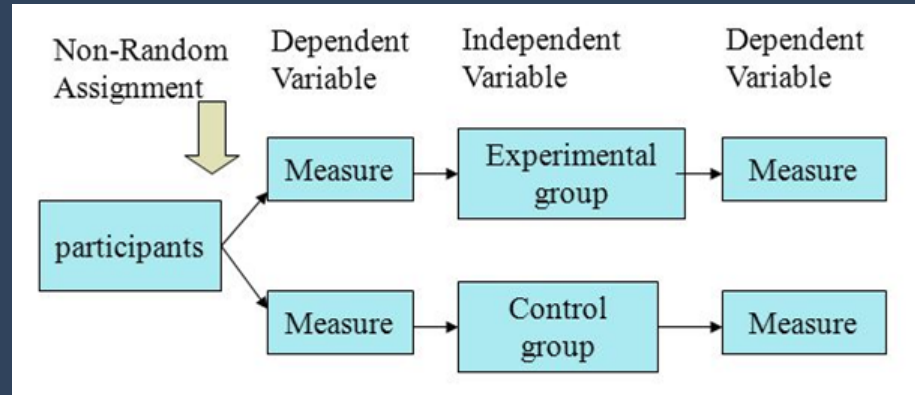
RESULTS

✅ 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.

JOURNAL OF YOUTH AND ADOLESCENCE

A Multidisciplinary Research Publication

Springer
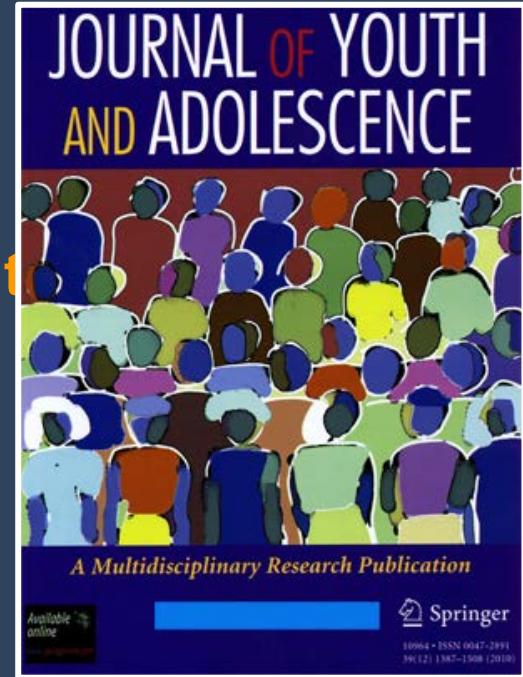
STUDY OVERVIEW & RESEARCH QUESTIONS

- 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 is 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
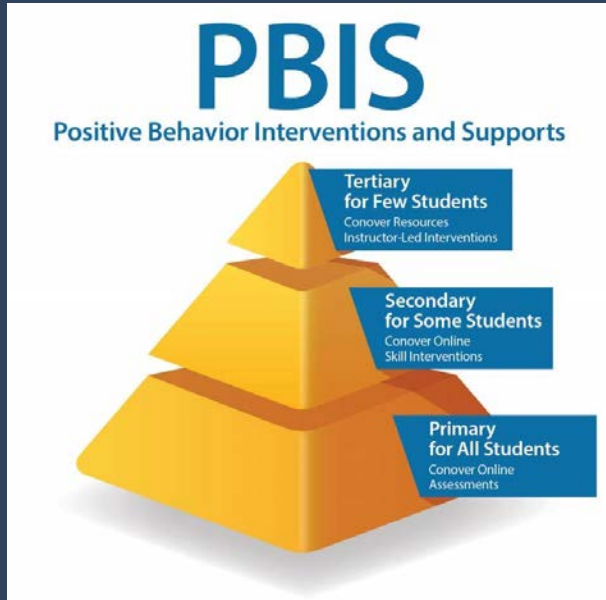
- A culturally responsive, tiered approach focused on schoolwide prevention

- 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
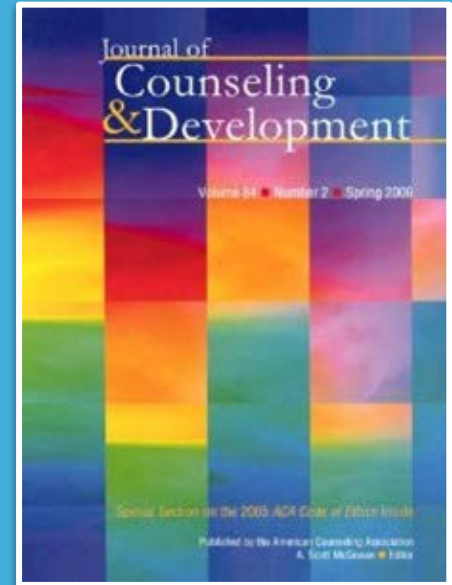
ABOUT THE ARTICLE

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

Intensive Interventions
Students with very serious behavior problems
- Intensive monitoring and supervision
- Ongoing counseling
- Community-based treatment
- Alternative school placement
- Special education evaluation and services

At-Risk Students
Students with some problem behaviors
- Social skills groups
- Short-term counseling
- Mentoring and after-school programs
- Tutoring and other academic support
- Special education evaluation and services

Schoolwide Prevention
All students
- Clear and consistent discipline
- Positive behavior support system
- School security program
- Programs for bullying and teasing
- Character development curriculum
- Conflict resolution for peer disputes

O'Malley, M., Swarts,M., Lima 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

Threat Reported to Principal

Step 1. Evaluate Threat
-obtain a specific account of the threat by interviewing the student who made threat, and other witnesses
-write down the exact content of the threat and statements by each party
-Consider the circumstances in which the threat was made and the student's intention

Step 2. Decide whether threat is clearly transient or substantive
-Consider criteria for transient versus substantive threats.
-Consider student's age, credibility, and previous discipline history.

Threat is clearly transient.

Step 3. Respond to transient threat
Typical responses may include reprimand, parental notification, or other disciplinary action. Student may be required to make amends and attend mediation or counseling.

Threat is serious.

Step 5. Respond to serious substantive threat.
-Take immediate precautions to protect potential victims, including notifying the intended victim and victim's parents.
-Notify student's parents.
-Consider contacting law enforcement.
-Refer student for counseling, dispute mediation, or other appropriate intervention.
-Discipline student as appropriate to severity and chronicity of situation.

-maintain contact with the student
-revise plan as needed

Pre-Work

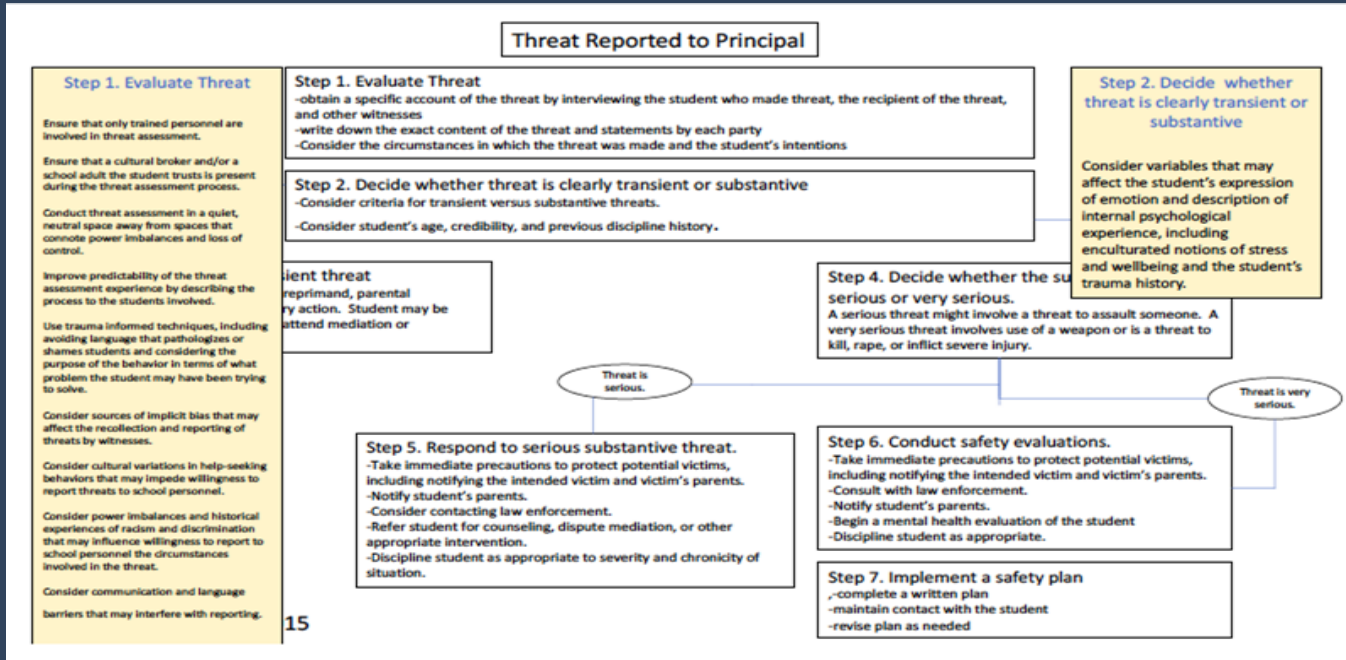Maintain records of the current composition of the school's student body. Include a review of demographic information and elements of culture, including: race, ethnicity, country of origin, acculturation, languages/dialects spoken, age, gender identity, sexual orientation, religion and spiritual practices, refugee/immigrant status, socioeconomic status, military affiliation, and family and household composition.

Select for the threat assessment team personnel who have demonstrated a high degree of cultural dexterity and personnel who have personal experience with the cultures of the school's student population.

Train personnel involved in threat assessment to improve dispositions, knowledge, and skills for cultural considerations in threat assessment. Topics may include: sources of explicit and implicit bias, enculturation notions of and responses to stress, and social categories of ethnicity and race.

Train personnel involved in threat assessment in principles of trauma informed care.

Identify cultural brokers and train cultural brokers in threat assessment techniques and principles of trauma informed care.

Map culturally-relevant needs that affect threat assessment response, such as interpreters, religious and spiritual practices.

Identify interpreters and train interpreters in threat assessment techniques and principles of trauma informed care.

Encourage confidentiality among interpreters and others brought in to support the threat assessment process.

Source: Cornell, 2015

ABOUT THE ARTICLE

HONORABLE MENTION

Gun Safety is a critical and timely concern within schools. The U.S. is experiencing a national crises. 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
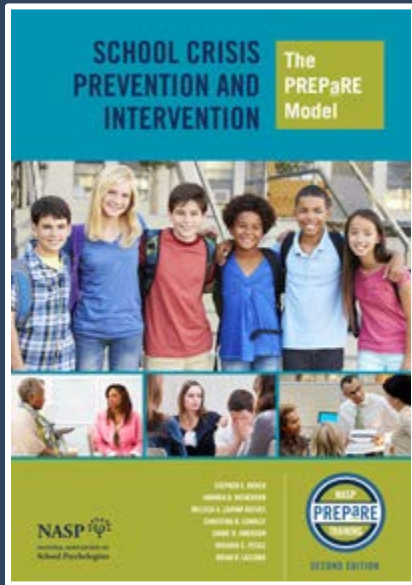
The American Public Health Association has provided open-access to American Journal of Public Health articles pertaining to firearm safety.
https://ajph.aphapublications.org/topic/gunviolence

This link provides gun prevention research in schools:
https://tinyurl.com/SchoolGunViolencePrevention

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., & Perryman, 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
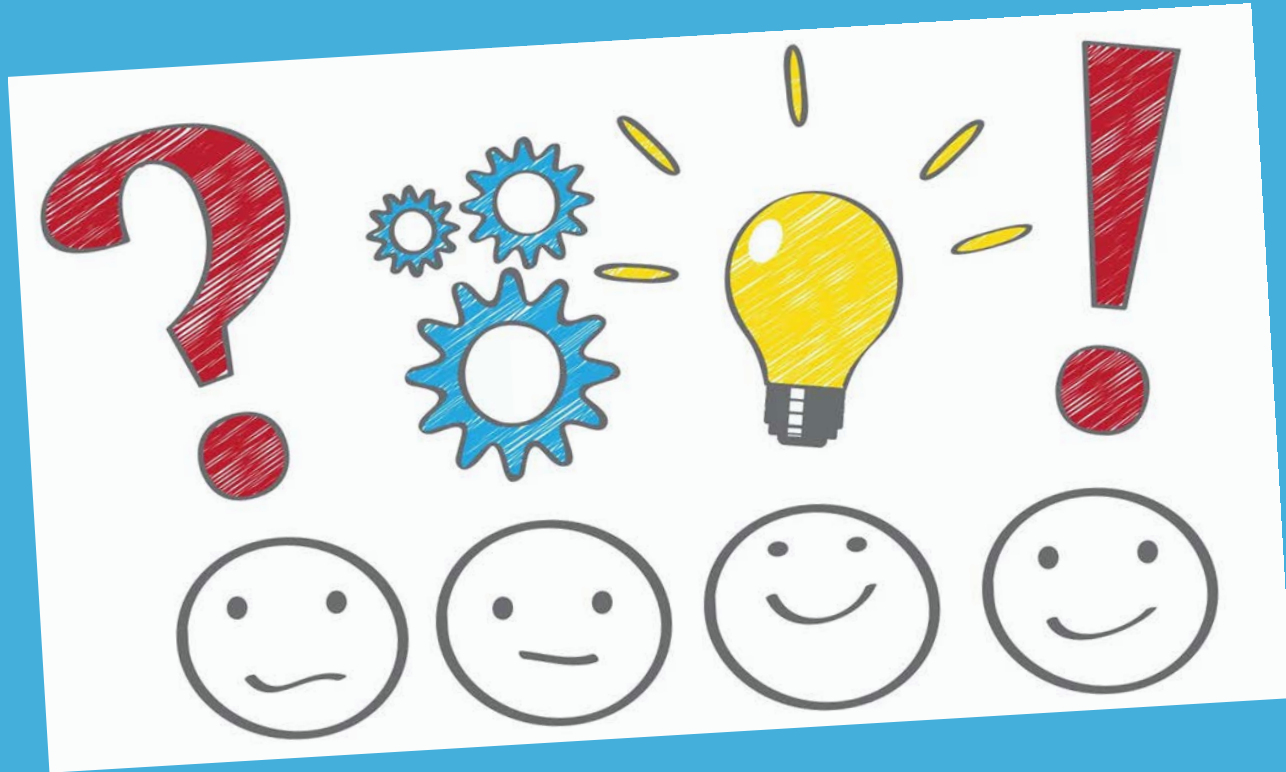
THANK YOU!
STAY IN TOUCH!

Email:
cagriffith@umass.edu
sgreenspan@umass.edu

Website:
www.cscor.org

Address: 813 N. Pleasant St. College of Education
University of Massachusetts Amherst, Amherst 01003

REFERENCES

Biolcati, R., Palareti, L., & Mameli, C. (2018). What adolescents seeking help teach us about a school-based counseling service. *Child and Adolescent Social Work Journal*, 35(1), 45-56

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.

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.

Lemberger, M. E., Carbonneau, K. J., Selig, J. P., & Bowers, H. (2018). The role of social–emotional mediators on middle school students' academic growth as fostered by an evidence-based intervention. *Journal of Counseling & Development*, 96(1), 27-40.

Luke, M., & Goodrich, K. M. (2017). Assessing an lgbtq responsive training intervention for school counselor trainees. *Journal of Child and Adolescent Counseling*, 3(2), 103-119.

Martinez, R. R., Baker, S. B., & Young, T. (2017). Promoting career and college readiness, aspirations, and self-efficacy: curriculum field test. *The Career Development Quarterly*, 65(2), 173-188.

Marine, S. B. (2017). Changing the frame: Queering access to higher education for trans* students. International *Journal of Qualitative Studies in Education*, 30(3), 217-233

Mullen, P. R., & Crowe, A. (2017). Self-stigma of mental illness and help seeking among school counselors. *Journal of Counseling & Development*, *95*(4), 401-411.

O'Malley, M., Swarts, M., Lima Rodriguez, C., and Xiong, R. (2017, February). Cultural competence considerations in contemporary school based threat assessment.

Sargent, K. S., Jouriles, E. N., Rosenfield, D., & McDonald, R. (2017). A high school-based evaluation of TakeCARE, a video bystander program to prevent adolescent relationship violence. *Journal of youth and adolescence*, 46(3), 633-643.

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*(3), 183-200.

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