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Evidence-Based, Data-Driven Comprehensive School Counseling: An Overview

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Evidence-Based, Data-Driven Comprehensive School Counseling: An Overview

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Welcome and Introductions

- × Who are you?
- × Who are we?

Program Goals

Participants will learn:

A basic model for Evidence-Based Practice (EBP) in School Counseling

- Data-driven decision making
- Using outcome research to choose interventions
- Evaluating interventions

A Model of Evidence-Based Practice in School Counseling

From Dimmitt, C., Carey, J. & Hatch, T. (2007). *Evidence-Based School Counseling: Making a Difference with Data-Driven Practices,* Thousand Oaks, CA: Corwin Press.
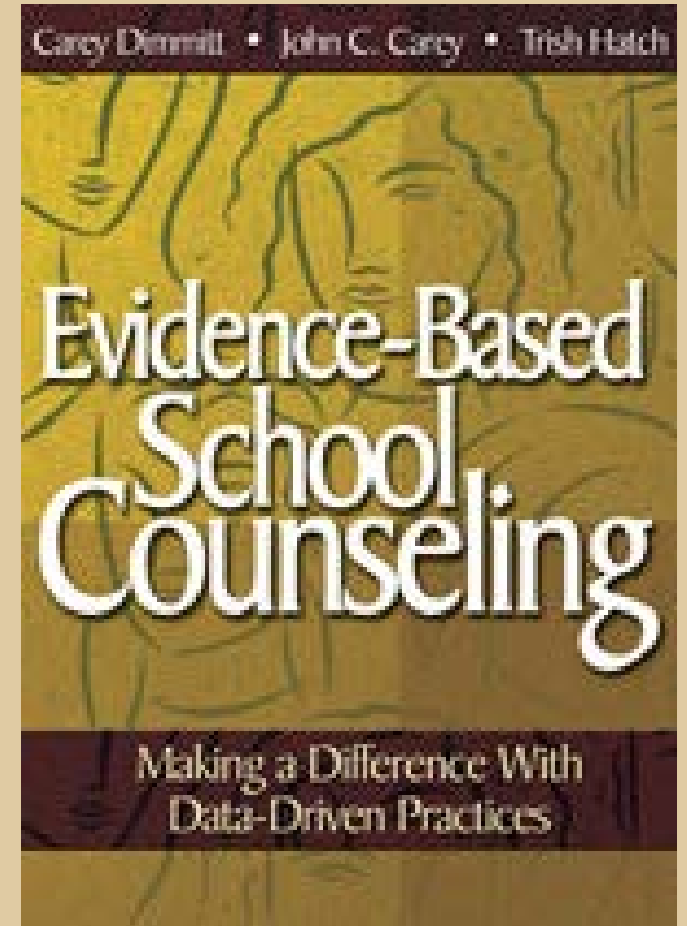
Hatch, T. (2013). *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession*. Thousand Oaks, CA: Corwin Press.
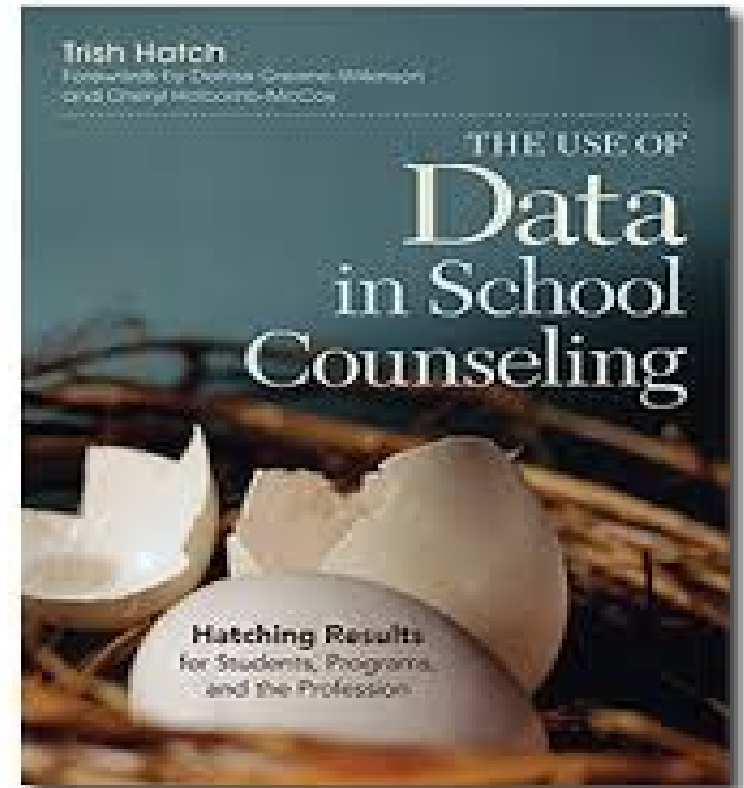
Zyromski, B. & Mariani, M.A. (2016). *Facilitating Evidence-Based, Data-Driven School Counseling: A Manual for Practice.* Thousand Oaks, CA: Corwin Press.

Dimmitt, Carey & Hatch, 2007
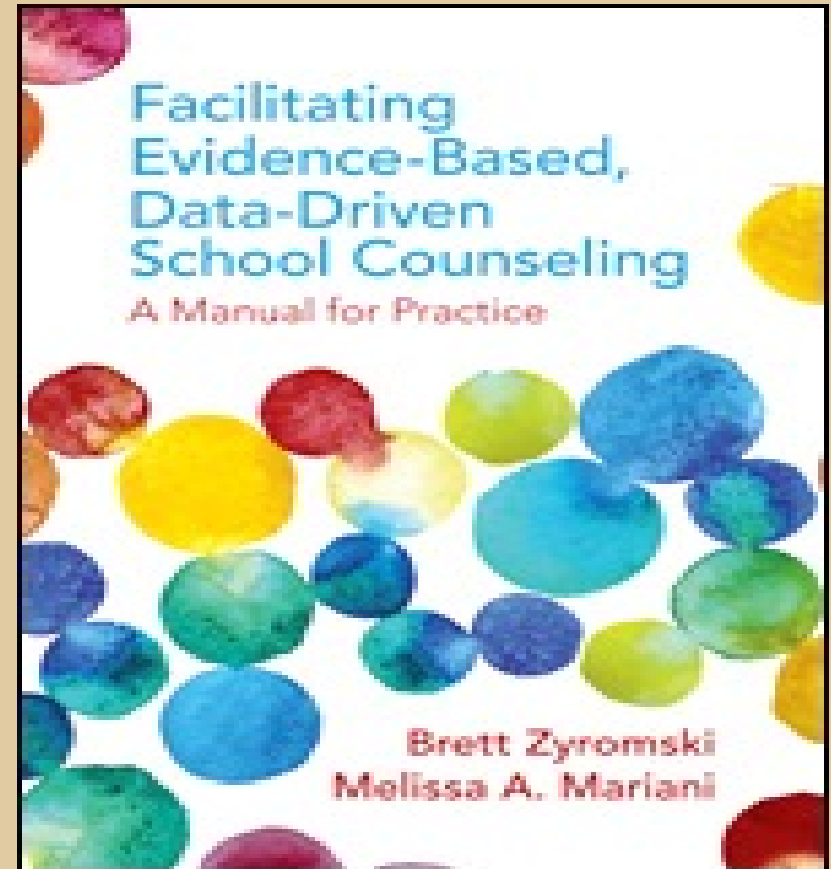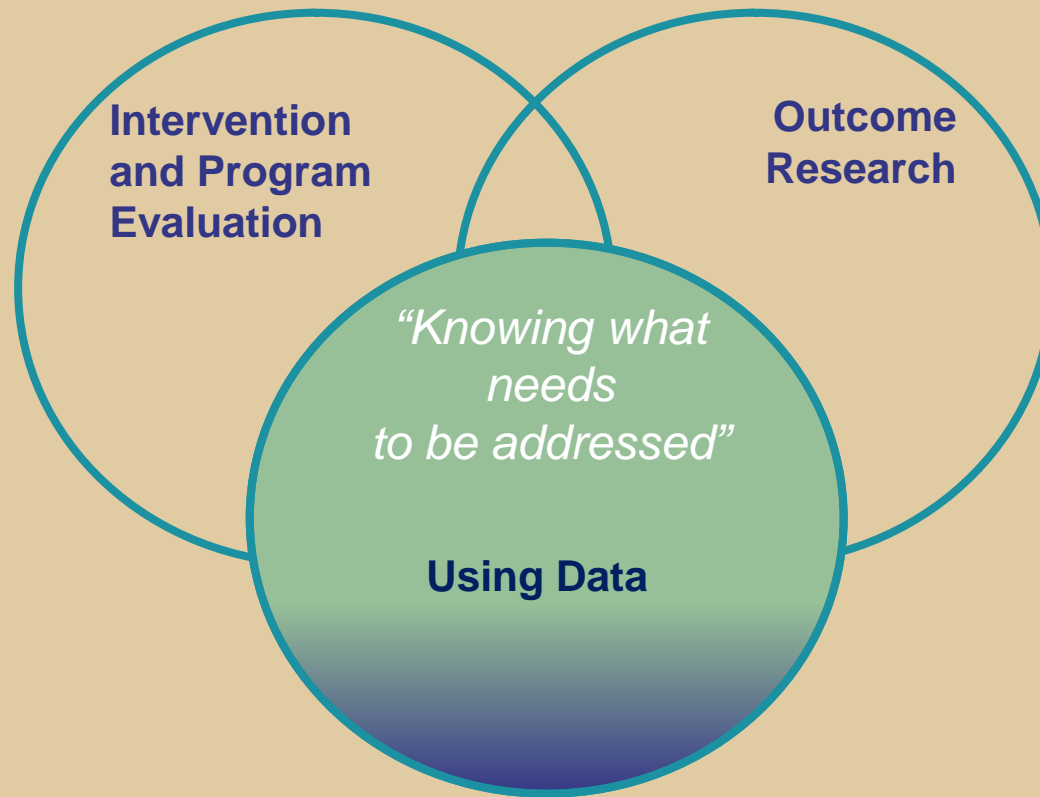
Using Data to Describe the Situation

✦ What do you want to change? What is going well?

✦ What do the students want to change? What do they think is going well? Include their voices!

✦ What data do you need to describe what is happening?

✦ Examine school and student data:

- What is the graduation rate?
- What is the attendance rate?
- What is the discipline data?
- Which social skills do students have, and which are they missing?
- What percentage of students are applying to college?

✦ Use data to create a *description of any situations you want to change and strengths of the program*

Pair-Share

✦ Talk with a neighbor for 3 minutes each about a student issue at your school that has recently been identified:

- what data could you use to illustrate that issue?

- what do you think the data might look like?

- how could you disaggregate (break up by various demographics) the data to further pinpoint the population that needs services?

✦ Share out

A Process Model

drill down - disaggregate

ASSESS

DATA INDICATORS

DATA GOALS

INTERVENTIONS

LOGISTICS

EVALUATION

EVOLUTION

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A Process Model

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Examples of Data-Driven Decisions

✦ Howell Elementary identified a particular grade level that was struggling:

- 2nd grade students are not at grade level academically

- 2nd grade students are not reaching the proficiency level in the PBIS realm of office behavior referrals

- Teachers report behavior problems in their classroom, specifically that students in their classroom need improvement in the following areas:

  ✦ Social skills

  ✦ Problem solving skills

  ✦ Metacognition skills

Howell Elementary School

2nd grade students identified by teachers or w/high office referrals

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DATA GOALS

Behavior Referrals

Decrease # of Office Referrals

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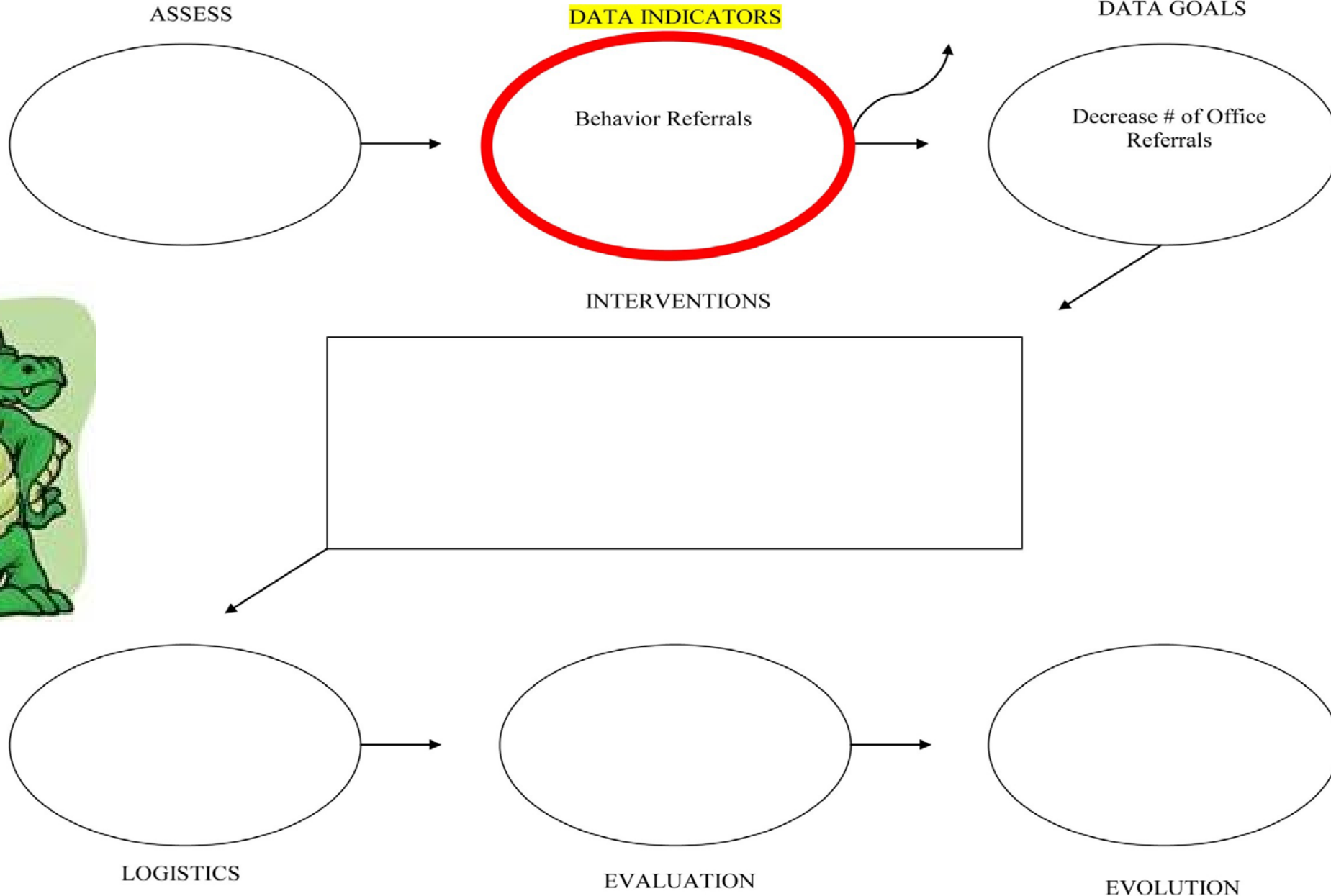
Are we ready to move to interventions?

✦ In a word: NO

✦ We must first accurately assess the student needs, not just the critical data indicators. What is keeping our students from achieving the success in whatever area we are assessing?

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Examples of Assessing Student Needs: Elementary School

✦ Howell Elementary School Counselors consulted with teachers who reported that second grade students struggled with:

- Social skills

- Problem solving skills

- Metacognitive skills
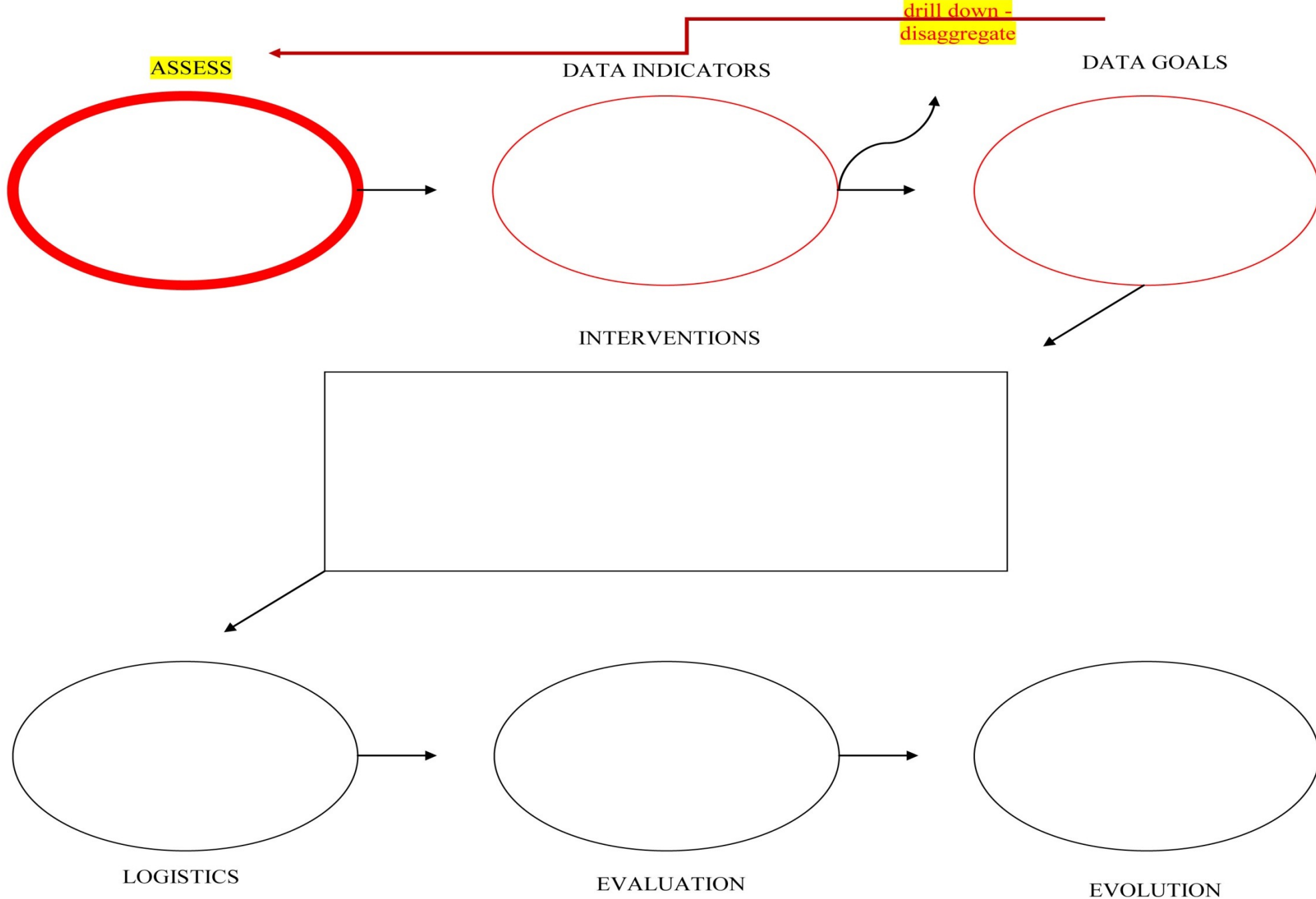
Howell Elementary School

drill down - disaggregate

DATA INDICATORS

DATA GOALS

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Social Skills
Problem Solving Skills
Metacognition Skills

Behavior Referrals

Decrease # of Office Referrals

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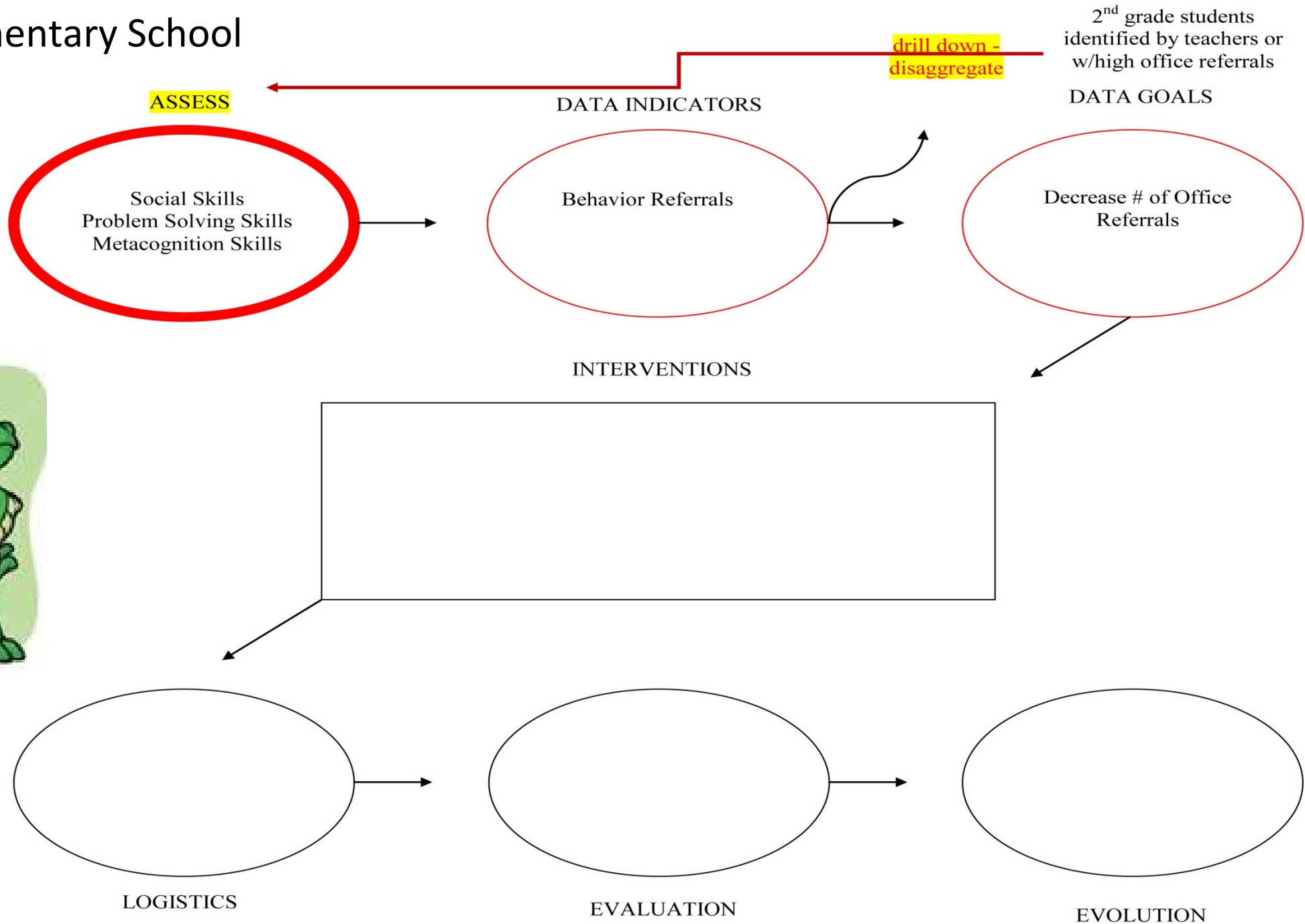
Matching Interventions to Needs

- Often, adults attempt to match interventions to goals instead of matching interventions to needs.

- Goals are adult-driven, interventions are student-driven

- What do students indicate are the barriers to success?

- How well we address student needs or support student strengths will directly correlate with how quickly our data changes

Accurate Assessment of Student Issues and Data Indicators

✦ Accurately assess student issues:
  ✦ needs assessments
  ✦ focus groups
  ✦ meetings with teachers
  ✦ meeting with parents
  ✦ meetings with students
✦ Then we can match our interventions to the stud... needs

Questions:
✦ Which interventions should we use to meet our students' needs?
✦ Which have been proven to work with a similar population?

Intervention and Program Evaluation

Outcome Research

"Knowing what is likely to work"

Using Data
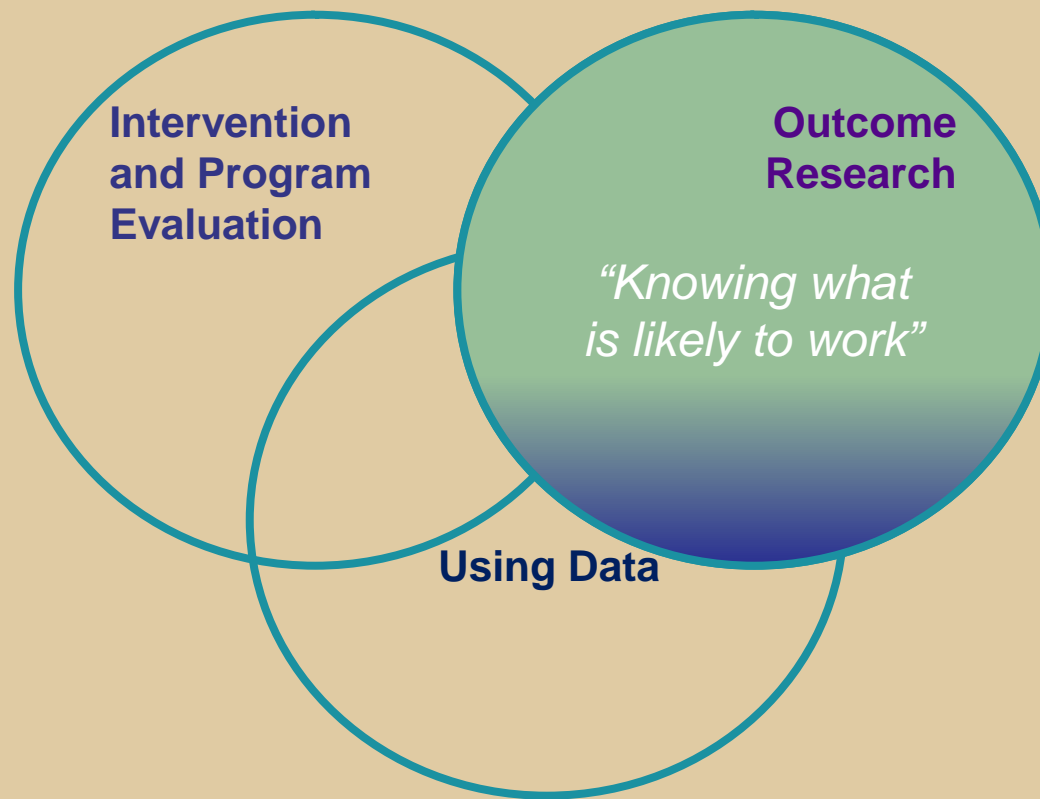
Dimmitt, Carey & Hatch, 2007

Knowing What Is Likely To Work

✦ Using professional resources (websites, journals, google scholar, ASCA, ACA) look for relevant information about the identified situation

- What interventions and programs exist?
- What is the outcome research demonstrating that those interventions or programs actually work?

✦ Decide what can be implemented in your building - an intervention that has been successful in one setting may not be effective with your students

✦ Choose an intervention or program based on both evidence of effectiveness and likelihood that it will work in your building

Outcome Research Resources

1. Centers for Disease Control and Prevention, Division of Adolescent School Health, http://www.cdc.gov/HealthyYouth/
2. Collaborative for Academic, Social and Emotional Learning, www.casel.org/
3. Fredrickson Center for School Counseling Outcome Research and Evaluation, http://www.umass.edu/schoolcounseling/resources-for-counselors.php
4. National Center for Educational Research, http://ies.ed.gov/ncer/
5. Substance Abuse and Mental Health Services Administration National Registry of Evidence-based Programs and Practices, www.nrepp.samhsa.gov/
6. What Works Clearinghouse, http://ies.ed.gov/ncee/wwc/

RTI Levels of Intervention Model

Tier 3
- Few Students (5-10%)
- Reduce severity, intensity and complications of existing problems

Tier 2
- At-Risk Students (10-20%)
- Small Group
- Reduce current problems

Tier I
- All Students (100%)
- Reduce new problems
- Preventative, Proactive

Intense, Individualized Support

Targeted, Supplemental Supports

Evidence-Based Practices & Interventions

Core Curriculum, Instruction, and Learning Environment

Services across tiers are fluid and data-driven

District/Community Team
Student Services Team

Student Services Team

Grade Level Teams
Student Services Team
School Improvement Team

Tier 1 EBP School-Based Programs – All Students

Elementary
- Peacebuilders
- Olweus Bullying Prevention Program
- Student Success Skills
- PATHS = Promoting Alternative Thinking Strategies
- Second Step Violence Prevention
- Positive Behavioral Interventions and Support (PBIS)
- I Can Problem Solve
- Responsive Classroom
- Guiding Good Choices
- Caring School Community
- Too Good for Violence
- Positive Action

Middle School
- Second Step
- Social Decision-Making
- Steps to Respect
- Positive Action
- Olweus BPP
- Lifeskills Training
- Too Good for Violence
- Guiding Good Choices
- I Can Problem Solve
- PATHS
- Project Alert
- Coping Power

High School
- Olweus Bullying Prevention Program (grade 9-10)
- Project Northland – Class Action
- Navigation 101
- Lifeskills Training
- Too Good for Drug and Violence
- Talent Search
- Career Academies

Tier 2 EBP Programs – For At-Risk Students

Elementary
- Incredible Years
- Across Ages (9-13)
- Family and Schools Together
- Advancement Via Individual Determination (AVID)
- Brief Strategic Family Therapy
- Check and Connect
- Strengthening Families Program
- Schools & Families Educating Children (SAFE)
- Resolving Conflicts Creatively
- Student Success Skills groups

Middle School
- Across Ages (9-13)
- Families & Schools Together
- Fast Track
- Advancement Via Individual Determination (AVID)
- Brief Strategic Family Therapy
- Functional Family Therapy
- Incredible Years
- CASASTART
- Too Good for Violence
- Coping Power
- Peer Tutoring

High School
- Valued Youth Program
- Advancement Via Individual Determination (AVID)
- Project GRAD
- School Transitional Environment Program (STEP)
- What Works Clearinghouse Dropout Prevention Practice Guide
- National Dropout Prevention Center
- Adolescent Transitions
- CASASTART
- Too Good for Drugs/Violence
- Positive Behavioral Interventions and Support

Tier 3 EBP Programs – Intensive 1-1 Programs

Elementary
- Positive Behavioral Interventions and Support (PBIS)
- Incredible Years
- Check and Connect
- Coping Cat
- First Step to Success
- Behavior Education
- CBT Counseling
- SFBT Counseling

Middle School
- Positive Behavioral Interventions and Support (PBIS)
- Incredible Years
- Coping Cat
- Check and Connect
- Life Skills Training
- CBT and SFBT Counseling

High School
- Positive Behavioral Interventions and Support (PBIS)
- Check and Connect
- Life Skills Training
- Coping Cat
- CBT and SFBT Counseling
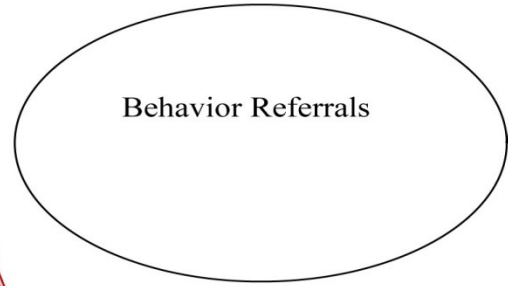
Howell Elementary School

2nd grade students identified by teachers or w/high office referrals

ASSESS

DATA INDICATORS
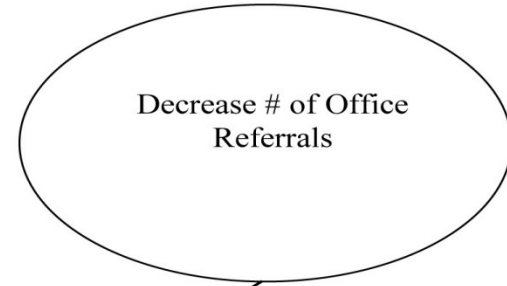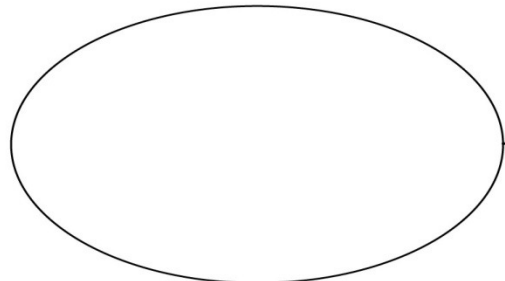
DATA GOALS

Social Skills
Problem Solving Skills
Metacognition Skills

Behavior Referrals

Decrease # of Office Referrals
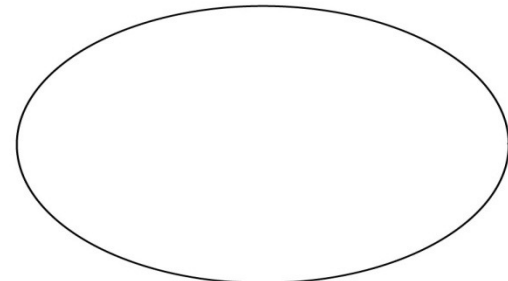
INTERVENTIONS

Student Success Skills
(Ready to Learn) Small Groups
Why Try
Individual Counseling

LOGISTICS

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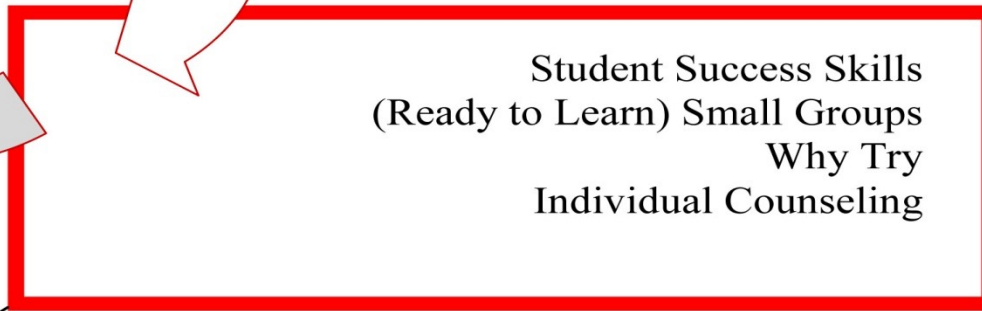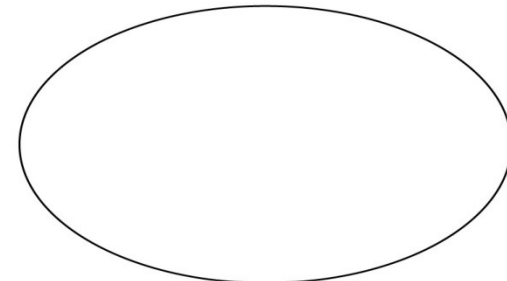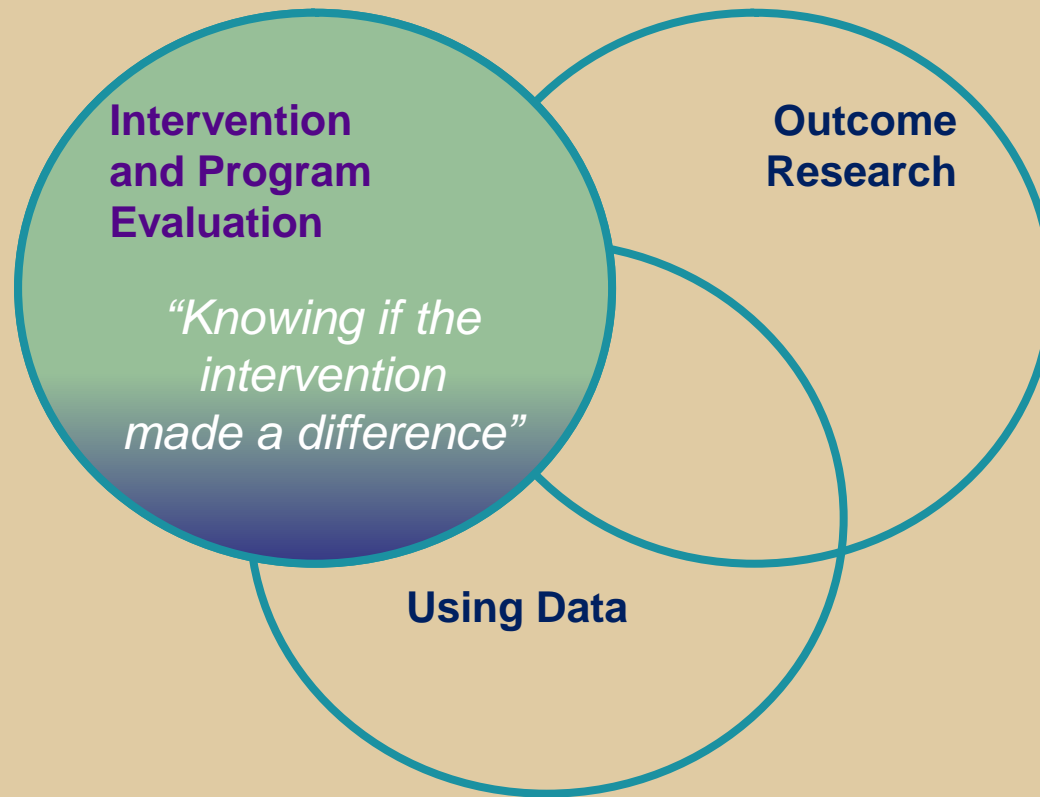
Dimmitt, Carey & Hatch, 2007

Knowing if the Intervention Made a Difference

✦ *Bullying intervention:*
  ✝ Do students know how to prevent and manage bullying behaviors? (short-term - ST)
  ✝ Have bullying behaviors decreased? (long-term - LT)

✦ *Dropout prevention intervention:*
  ✝ Do students know why it benefits them to stay in school? (ST)
  ✝ Are fewer students dropping out? (LT)

✦ *College-placement intervention:*
  ✝ Do students and parents know how to apply to colleges and how to apply for financial aid? (ST)
  ✝ Are more students applying to and going to college? (LT)

✦ **How do you decide what to measure?**

Evaluating Outcomes: What to Measure?

A classroom guidance lesson teaching study skills assumes that:

- Students will learn the skills taught
- Students will apply the skills to their classroom learning
- Application of these skills will result in more learning
- Students will perform better in classes
- Students will perform better on state test

Examples of Outcomes to Measure

Most importantly:

✦ **What do you want students to know or do as a result of your intervention?**

✦ **What was the intervention designed to change?**

✦ Examples:

- Be able to manage test anxiety

- Fill out a FAFSA and apply to 5 colleges

- Use study skills, test-taking skills

- Use self-management or self-regulation skills (organizing, impulse-control, problem-solving, anger management)

- Use social skills (taking turns, sharing, empathy)

✦ **Any of your initial school-based data sources can also be used**

Knowing If The Intervention Made A Difference

- Compare evaluation results data to your initial baseline data to determine if desired changes have occurred

- Continue to use intervention? Use with additional students? Modify? Abandon?

- Can others in the building implement it so the SC program can take on other data-based needs?

Example: Fitting it all together

1. Data-based Problem Description

   Your middle school has seen an increase in discipline events for the past 2 years, especially in 8th grade classrooms. Data used = discipline data, disaggregated by grade; conversations with teachers

2. Related Outcome Research

   - The *Steps to Respect* program provides classroom lessons and family materials about positive social and academic behaviors.

   - *Positive Action* provides materials for students, teachers, administrators, school counselors and families about supporting positive behaviors.

3. Intervention Implemented

   Steps to Respect with two 8th grade classrooms as a pilot

4. Evaluations of Intervention Outcomes

   - Students learn self-management, positive social skills, and effective classroom skills (short-term outcomes) measured by student self-report of learning outcomes and/or by teacher and parent surveys about student skills and behaviors

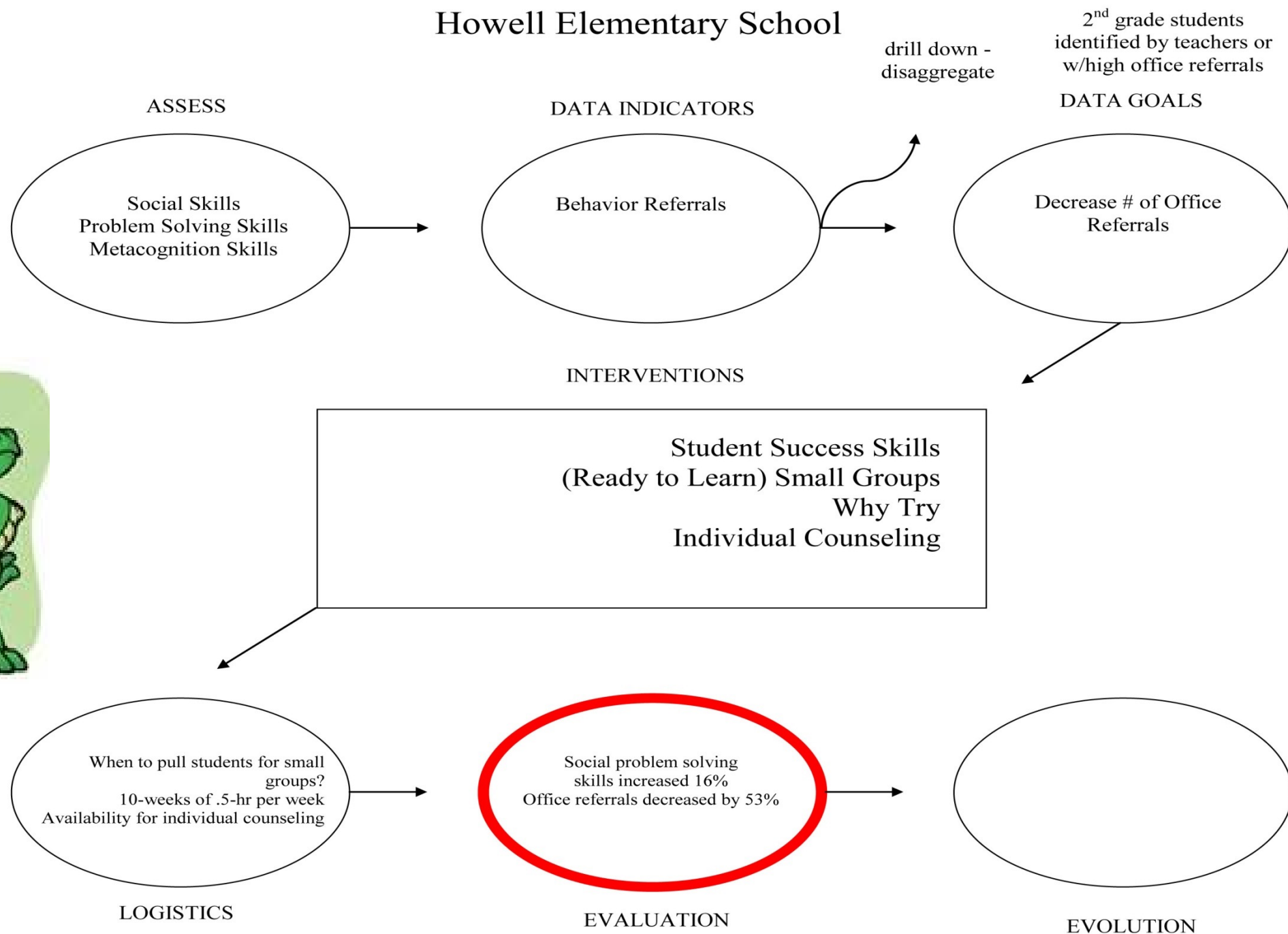   - Discipline data improves in multiple settings (long-term outcomes)

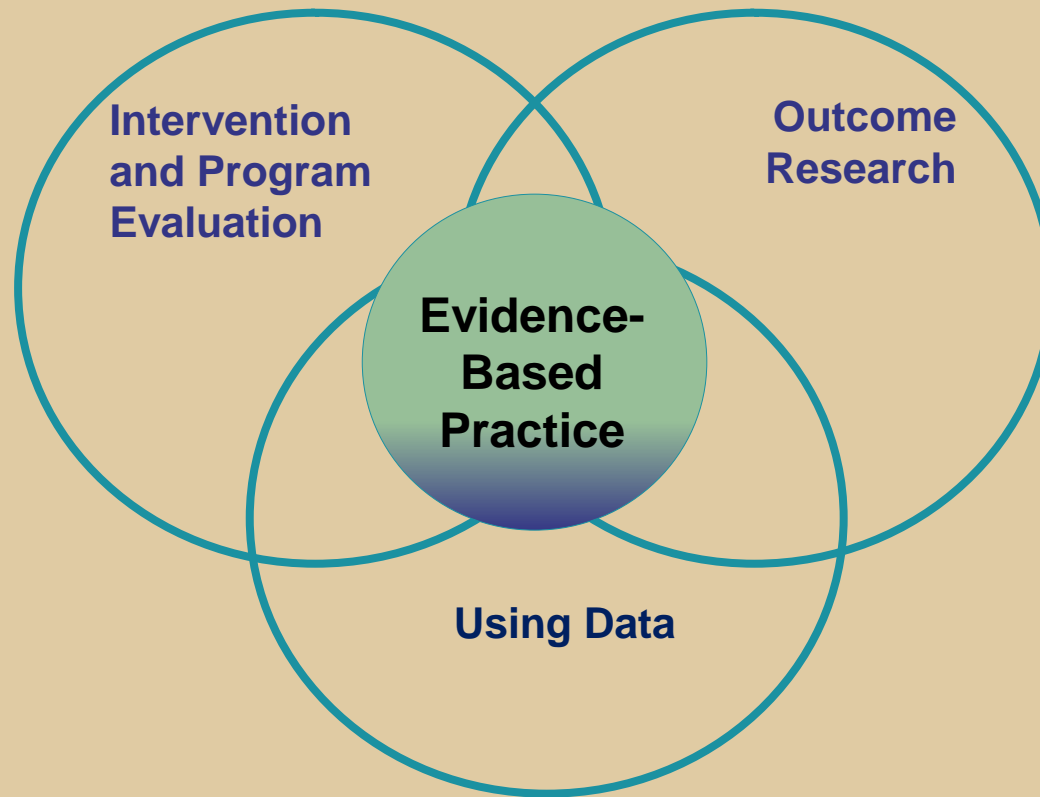5. Share evidence that you met your intervention targets with stakeholders

Reporting Evaluation Results

✦ While reporting evaluation results to key stakeholders is not technically part of evidence-based practice, it is a critical component of good school counseling and a wonderful side benefit of evidence-based practice

✦ Dissemination of evaluation results:

- School website
- Family newsletter
- School board meeting
- Quarterly or annual report to school colleagues
- Editorial in local paper
- Open house presentation

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drill down - disaggregate

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DATA INDICATORS

DATA GOALS

Social Skills
Problem Solving Skills
Metacognition Skills

Behavior Referrals

Decrease # of Office Referrals

INTERVENTIONS

Student Success Skills
(Ready to Learn) Small Groups
Why Try
Individual Counseling

When to pull students for small groups?
10-weeks of .5-hr per week
Availability for individual counseling

Social problem solving
skills increased 16%
Office referrals decreased by 53%

LOGISTICS

EVALUATION

EVOLUTION

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Intervention and Program Evaluation

Outcome Research

Evidence-Based Practice

Using Data

Dimmitt, Carey & Hatch, 2007

HOWELL ELEMENTARY

Counseling Review:

2nd Grade Tier 2 Intervention

Rachel Anderson
Professional School Counselor

CONTEXT

- 2nd grade students are not at grade level academically
- 2nd grade students are not reaching the proficiency level in the PBIS realm of office behavior referrals
- Teachers report behavior problems in their classroom, specifically that students in their classroom need improvement in the following areas:
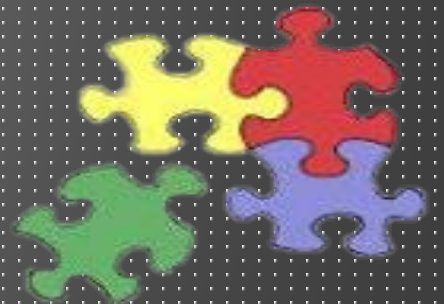   - Social skills
    - Problem solving skills
    - Metacognition skills
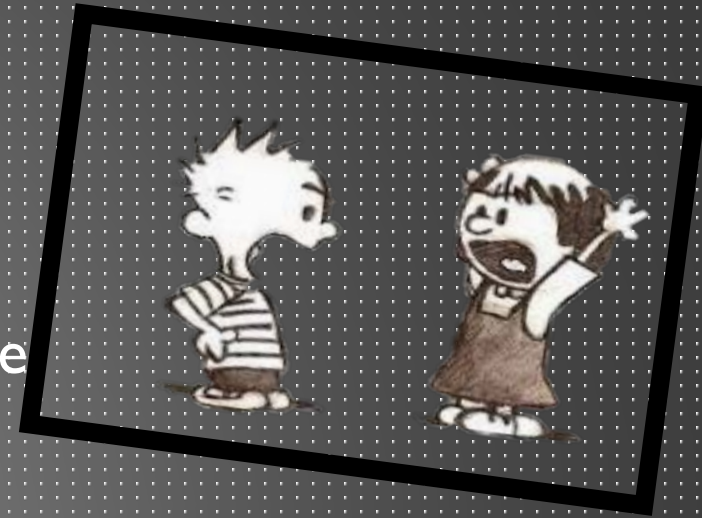
RATIONALE FOR INTERVENTION

▸ Group counseling has been shown to positively impact students' academic achievement and personal growth (ASCA, 2014).

▸ A Tier 2 small group intervention that focuses on social problem solving skills will prepare the students to be more successful in the classroom, both academically and socially.

▸ Students will be selected based off of office behavior referrals and teacher recommendation.

THE GOAL

- Reduce behavior referrals by 25% and increase teacher reported social problem solving skills by 15% as measured by pre/post evaluations in 2nd grade students identified as having issues with social skills, problem solving, and metacognition skills.

THE INTERVENTION

- 3 groups of 2nd grade students met weekly for 10 weeks
  - One group of four girls
  - Two groups of five boys
- Pre and Post evaluations for each student were given to their teachers in Dec 2014 and April 2015
- Meetings lasted approximately 30 minutes each week
- Focused on the following topics:
  - Identifying emotions (in ourselves and in others)
  - Coping skills
  - Overreactions vs. appropriate reactions
  - Friendships
  - Conflicts

Response to Intervention
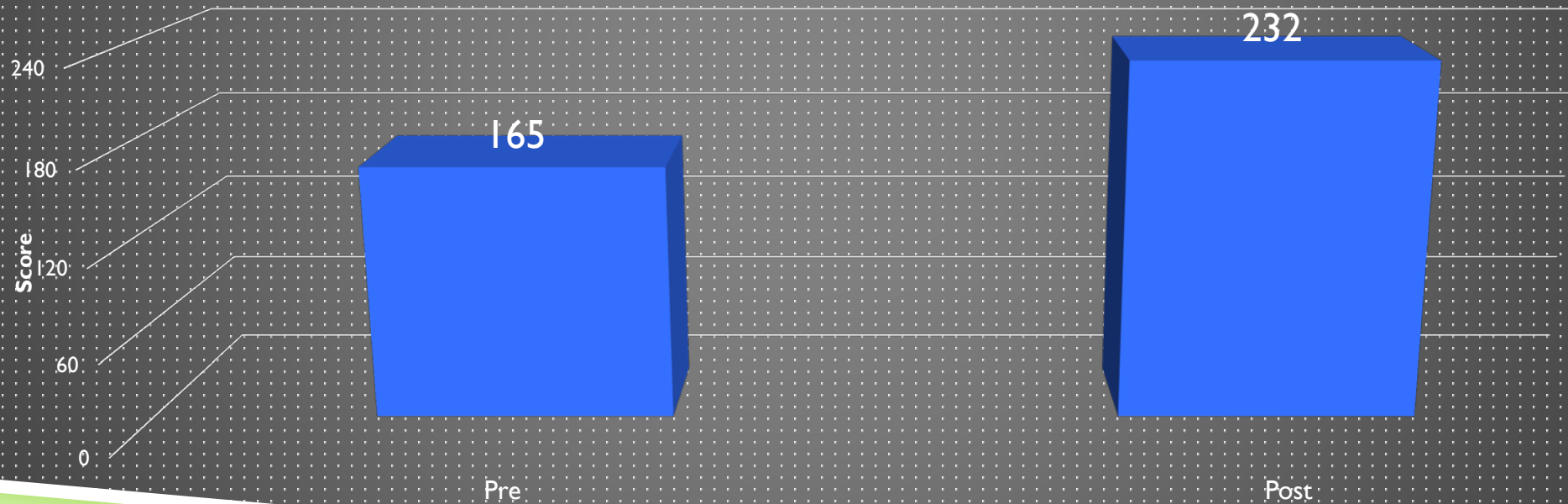
Tier 1

Small Groups

Tier 2

Tier 3
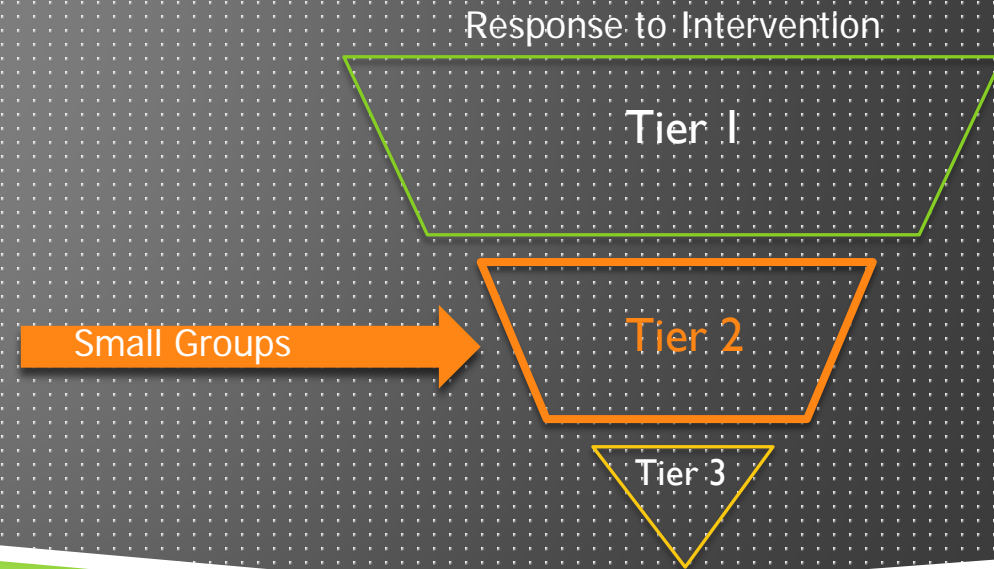
RESULTS

- The following slides illustrate results of the Tier 2 Social Problem Solving Skills groups
- Results are based on teacher pre/post evaluations *(perception data)*
- Overall, the groups' social problem solving skills total score on the post evaluation increased by 16%.
  - Specifically, each of the following areas showed improvement and demonstrated statistical significance on a .05 level
    - Taking turns/sharing
    - Working well in classroom
    - Frequency of overreactions
    - Involvement in fights
    - Distracts other children
- Additionally, the office referral data indicates a 53% reduction in office behavior referrals *(outcome data)*
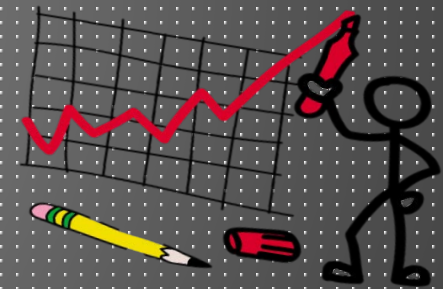
RESULTS....

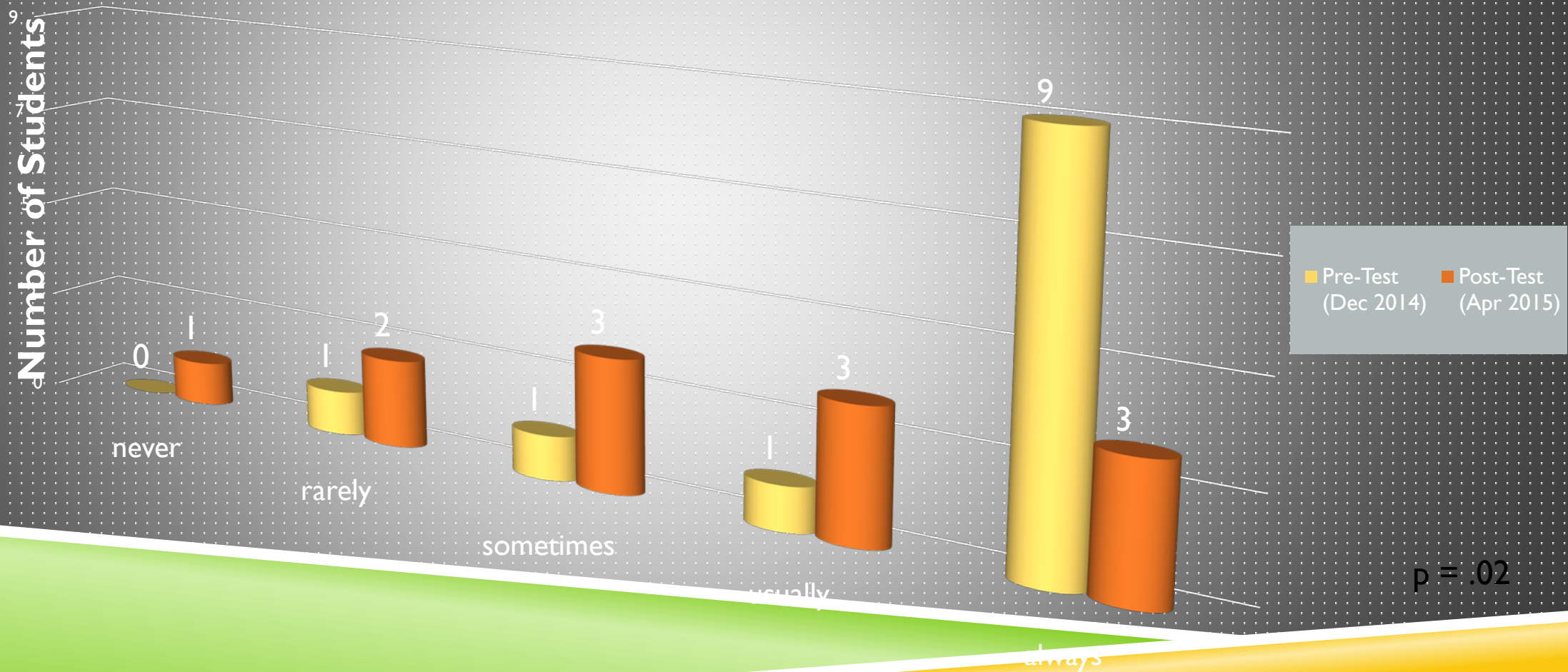▶ Total scores of all post evaluations indicated a 16% increase in overall social problem solving skills.

2nd Grade Social Problem-Solving Skills Group - Overall Sum of Evaluations

p = .00

RESULTS....
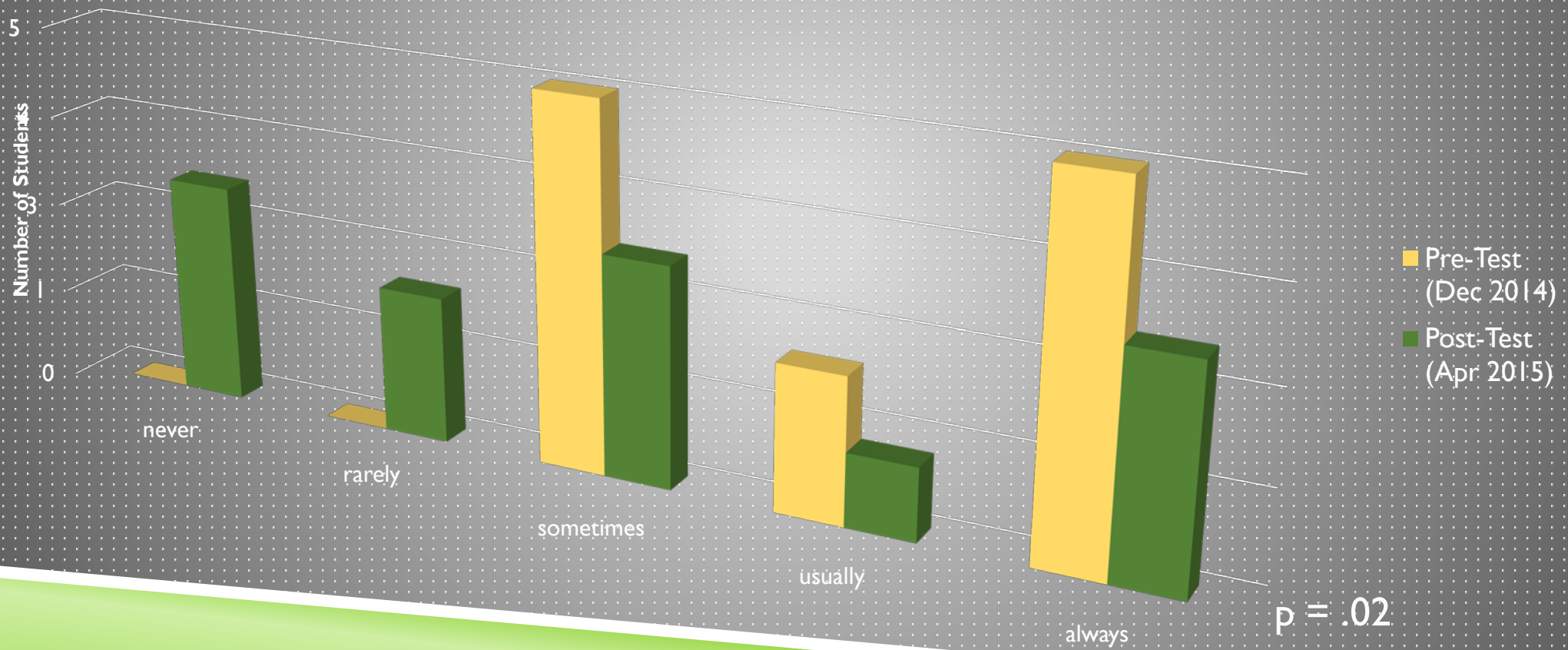2nd Grade Social Problem-Solving Groups –
Distracts Other Children

Number of Students

9

never

0 1

rarely

1 2

sometimes

1 3

usually

1 3

always

9 3

Pre-Test (Dec 2014) Post-Test (Apr 2015)

p = .02

RESULTS
2nd Grade Social Skills Groups - Involvement in Fights

5
4
3
1
0

never
rarely
sometimes
usually
always

Pre-Test (Dec 2014)
Post-Test (Apr 2015)

p = .00

RESULTS….
2nd Grade Social Problem Solving Groups - Frequency of Overreactions

Pre-Test (Dec 2014)

Post-Test (Apr 2015)

p = .02

RESULTS....

2nd Grade Girls' Social Problem-Solving Group

Shows Understanding of Others' Feelings

Pre-Test (Dec 2014)
Post-Test (Apr 2015)

RESULTS....

2nd Grade Boys' Social Problem-Solving Groups

Takes Turns/Shares
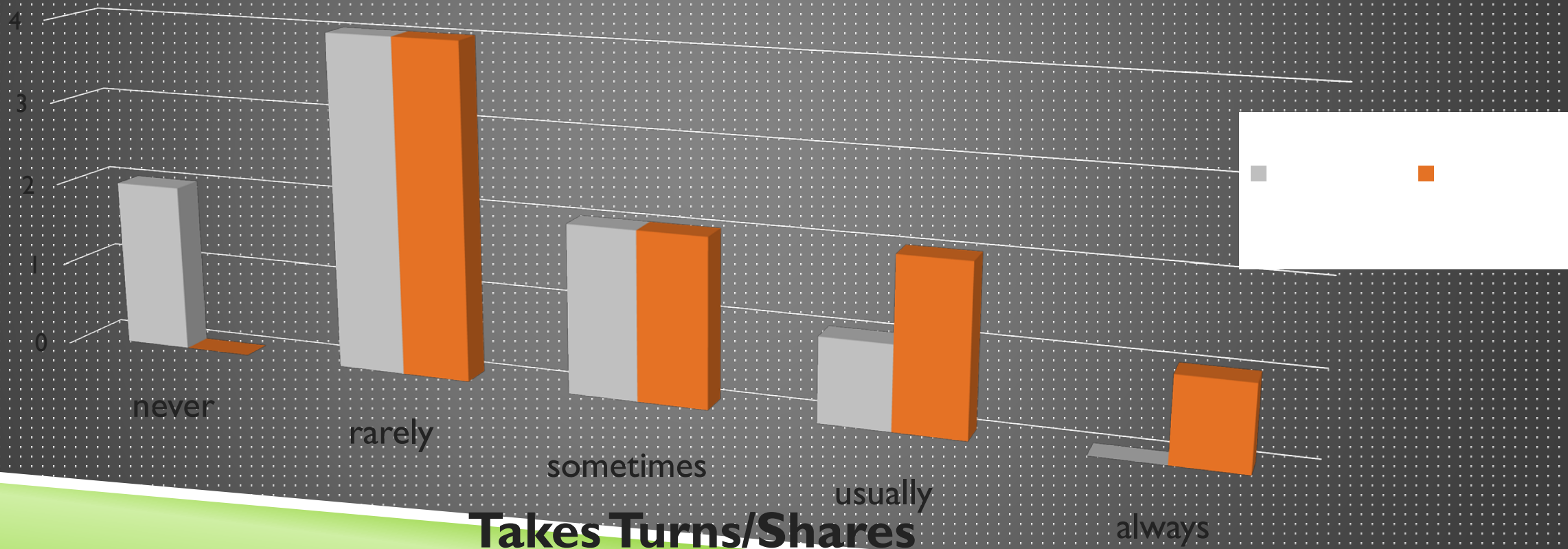
RESULTS….

▶ Additionally, our groups resulted in a 53% decrease in behavior referrals for group members.

**2nd Grade Social Problem-Solving Skills Groups –
Total Behavior Referrals**
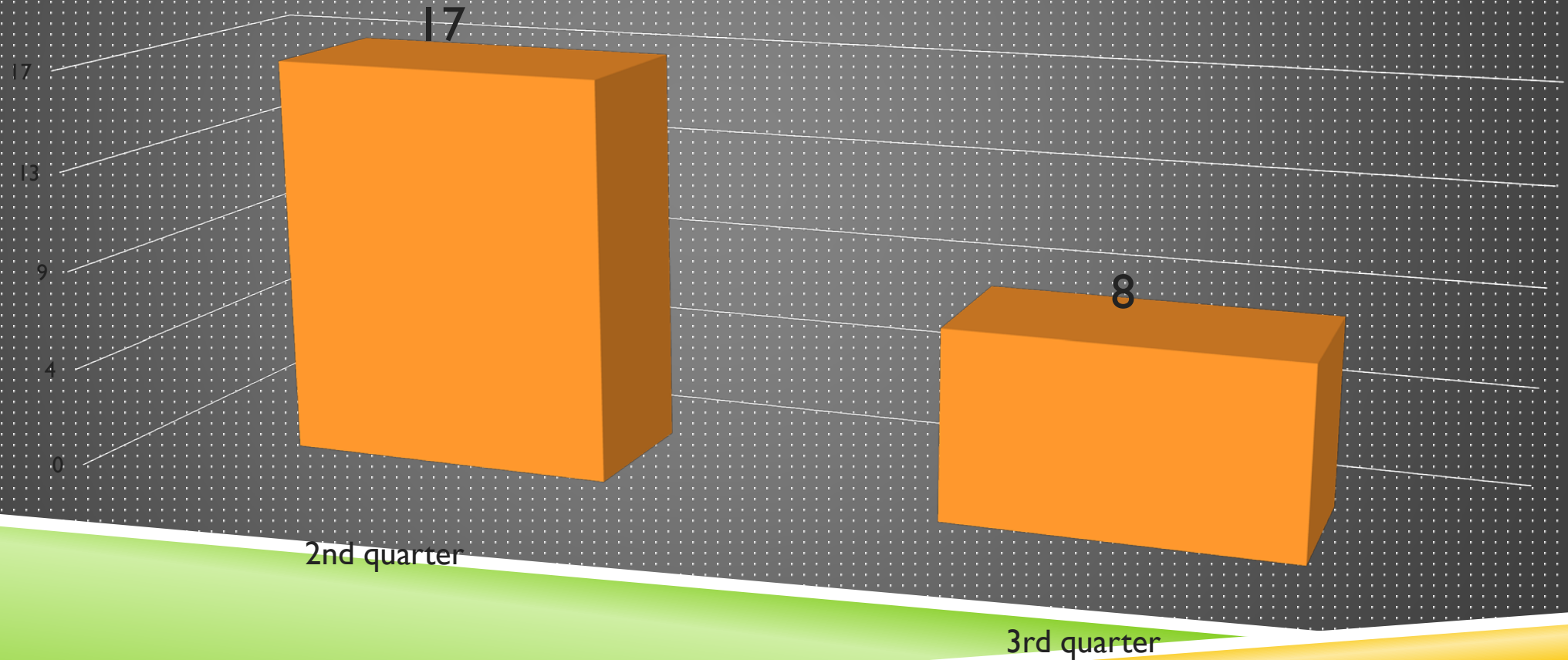
WHAT DOES THIS MEAN?

- We met our goal!!!

- Evidence shows that our Tier 2 intervention was successful

- Social problem solving skills increased by 16%

- Office behavior referrals were reduced by 53%

- Teachers reported that group members showed improvement in each the following areas:
  - Students that took part in our intervention are now LESS likely to
    - Distract other children
    - Become involved in fights
    - Overreact to situations
  - Students that took part in our intervention are now MORE likely to
    - Show understanding of another person's feelings
    - Take turns/share

IMPLICATIONS

- Where do we go from here?
  - Because the evidence indicates that our program was effective with second graders, there are multiple next steps that we can take:
    - Attempt the same program with students in first and/or third grades
    - Repeat the program in the next school year for second grade students
    - Repeat the program this year with a different group of second grade students
  - Continue to collect data on successive groups
  - Further evaluate the impact of our program on other critical data elements, such as attendance, retention rates, and standardized test scores
  - Continue to educate our stakeholders about the impact of our counseling program
  - Communicate our results to other district school counselors at our monthly PLC meeting

QUESTIONS?

Thank you!

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