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Cutting Edge, Valid, School-Based Interventions: 2020-2021 Year in Review

Dawn Horton

Catherine Griffith

Carey Dimmitt

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CUTTING EDGE, VALID, SCHOOL- BASED INTERVENTIONS

2019-2021 YEAR IN REVIEW

DAWN HORTON, PH.D., UMASS AMHERST
CATHERINE GRIFFITH, PH.D., UNIVERSITY OF SAN DIEGO
CAREY DIMMITT, PH.D., UMASS AMHERST





PLEASE DROP IN THE CHAT:

- ★ Role
- ★ Location
- ★ Number of times you've attended EBSCC (or "First Timer!")
- ★ Where are you finding intervention research?

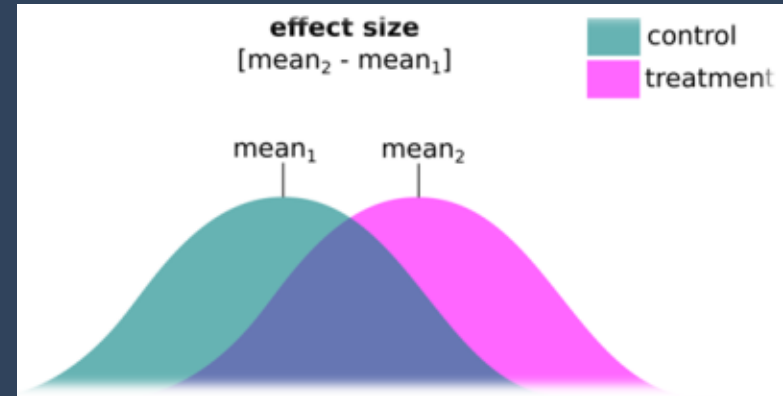
SESSION GOALS



- Review important intervention articles published between 2019-2021 (making up for missed EBSCC conference last year!)
- Prioritize relevant information for evidence-based practice in school counseling
- Provide resources/tools you can use in your work as a school counselor/counselor educator

WHAT WE LOOK FOR IN A STUDY

- ❑ Established causality
- ❑ Large sample size
- ❑ Validated instrumentation
- ❑ Appropriate/robust analysis
- ❑ Effect Size
- ❑ Lasting Effect (post-post tests)
- ❑ Significance for school counseling practitioners



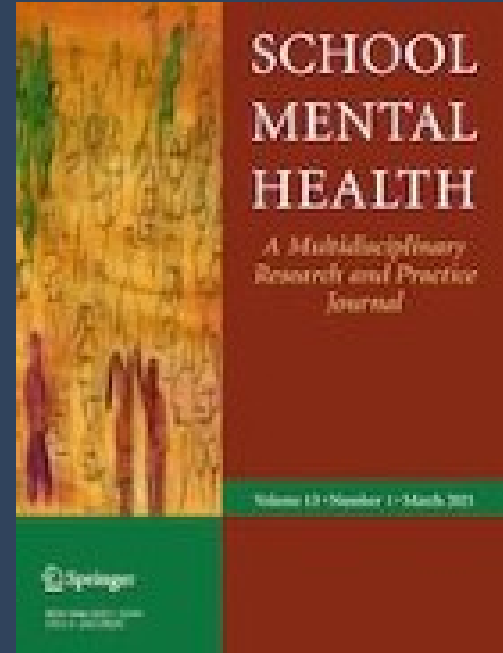
...BUT, STUDIES THAT CHECK ALL OF THE BOXES ARE

FIRST: A BRIEF PRIMER ON NEEDS ASSESSMENTS



- Before choosing an intervention, it's often useful to gather data on what's needed by the group you are working with
- Want to make sure that the intervention is the best fit for the context and the population
- One way this is increasingly done is through MTSS universal screening

Allen, Kilgus, Burns, & Hodgson (2019). *Surveillance of Internalizing Behaviors: A Reliability and Validity Generalization Study of Universal Screening Evidence.*



UNIVERSAL MENTAL HEALTH SCREENING TOOLS

- Schools as a logical context for universal mental health screening/prevention/identification for youth
- Identified school appropriate universal screeners for internalizing behavior (e.g., anxiety and depression)
- Brief: 30 items or less
- Broadband - included both internalizing and other behaviors
- Narrowband - internalizing items alone
- Found 40 studies using 18 unique screeners (but sometimes were parent, teacher, and student versions of same tool)

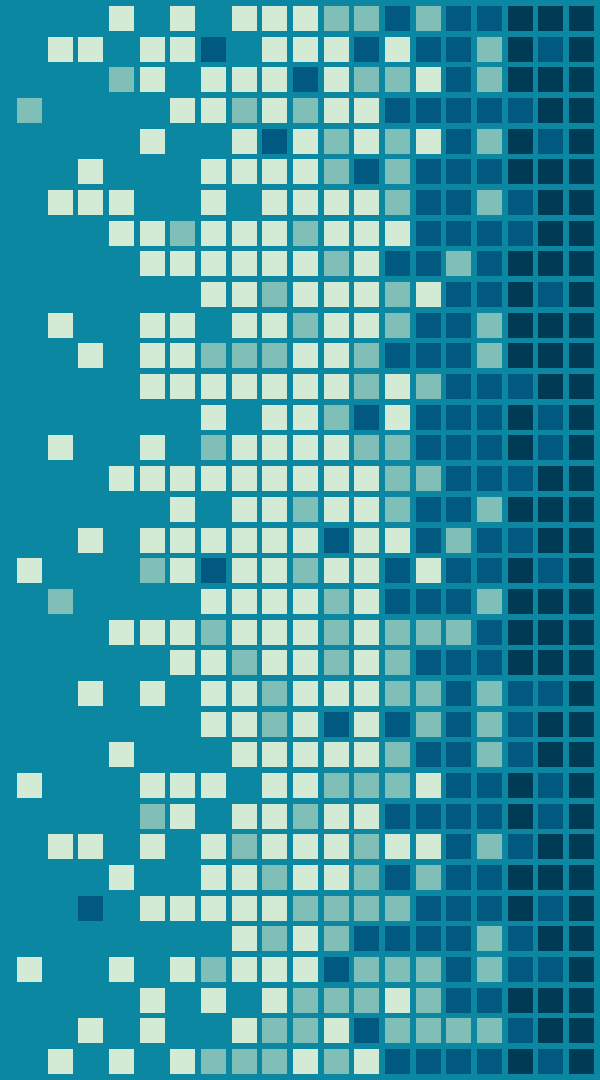
Table 1 Results of the reliability generalization meta-analysis of internalizing screeners

Internalizing screener	Informant type	Broadband	<i>k</i>	α	SD	95% CI	Narrowband	<i>k</i>	α	SD	95% CI
1. Behavioral and Emotional Screening System (BESS) Teacher Form	Teacher	x	1	.94			x		N/A		
2. Behavioral and Emotional Screening System (BESS) Parent Form	Parent	x	1	.73			x		N/A		
3. Behavioral and Emotional Screening System (BESS) Student Form	Student	x		N/A			x		N/A		
4. Emotional and Behavioral Screener	Teacher	x	2	.87	.04	.81 .93					
5. Strengths and Difficulties Questionnaire (SDQ) Teacher Form	Teacher	x	3	.86	.02	.84 .88	x	2	.73	.01	.71 .75
6. Strengths and Difficulties Questionnaire (SDQ) Parent Form	Parent	x	6	.78	.06	.72 .84	x	3	.74	.04	.70 .78
7. Strengths and Difficulties Questionnaire (SDQ) Student Form	Student	x	3	.77	.03	.73 .81	x	3	.73	.04	.67 .79
8. Social, Academic, Emotional Behavior Risk Screener (SAEBRS) Teacher Rating Scale	Teacher	x	5	.94	.01	.92 .96	x	5	.81	.04	.77 .85
9. Student Risk Screening Scale-Internalizing and Externalizing (SRSS-IE)	Teacher	x	7	.83	.03	.81 .85	x	4	.74	.04	.70 .78
10. Student Internalizing Behavior Screener (SIBS)	Teacher						x	1	.81		
11. Kessler Psychological Distress Scale (K6)	Student						x	4	.83	.03	.79 .87
12. Me and My School Questionnaire	Student	x	4	.81	.03	.79 .83	x	2	.75	.04	.69 .81
13. Watkins Early Self-Report of Internalizing Problems (WESRIP)	Student						x	1	.81		
14. Peer-Report Measure of Internalizing and Externalizing Behavior (PMIEB)	Peer	x	1	.87			x	1	.83		
15. Teacher Nomination Form (TNF)	Teacher						x		N/A		
16. Albayrak-Kaymak Nomination-adult form	Teacher						x		N/A		
17. Albayrak-Kaymak Nomination-child form	Student/peer						x		N/A		
18. Systematic Screening for Behavior Disorders (SSBD) Internalizing Nomination	Teacher						x		N/A		

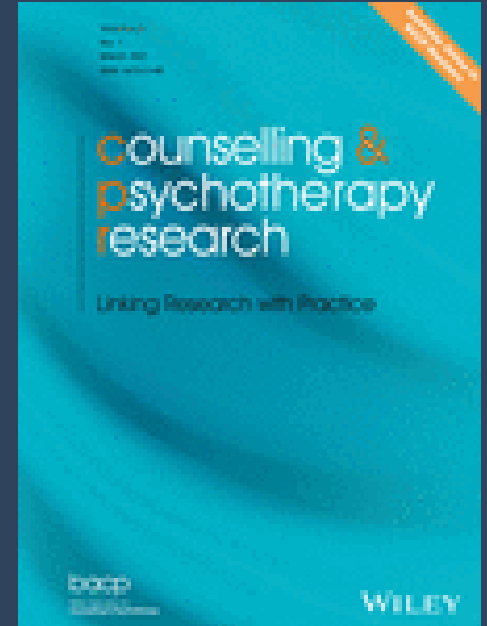
UNIVERSAL MENTAL HEALTH SCREENING TOOLS

- Broadband = good reliability
- Narrowband = acceptable reliability
- Both had good validity = were well-aligned with measures of similar psychological constructs
- Take-away = Both broadband and narrowband screeners are effective, and appropriate for schools to use

THE INTERVENTIONS



Tillman, K. S., & Prazak, M. (2019)
**Friendship Clubs: Development and
Implementation of a 12-week Social
Skills Group Curriculum**



1

■ FRIENDSHIP GROUPS

- Serve an important function of supporting children who struggle with forming positive relationships
- Children fall into two groups:
 - Neglected
 - Rejected

■ FRIENDSHIP GROUPS RESEARCH

- Often focuses on groups that are designed to work with children with a diagnosed mental health concern
- Relatively little research for children with no diagnosed issues
- Often describe programs that have commercial interventions
- Lack of free programs with research results

FRIENDSHIP CLUB: A 12-WEEK SOCIAL SKILLS GROUP

- Program developed by school psychologist with SC training
- Provides 12 week curriculum of activities for school counselors
- Intervention run by graduate students in school counseling
- Objectives:
 - To foster collaborative skills
 - To encourage interpersonal and emotional growth

TABLE 1 Group sequence

Session #	Group topics	Group objectives	Group activities
Session #1	Listening to others	Build rapport and trust Establish group rules Learn to listen and respond	Creating group rules Introduce listening topic Get to know you listening game
Session #2	Asking questions	Focus on others' experiences Ask questions about their peers	Introduce questions topic Modified 'show and tell'
Session #3	Complimenting friends	Learn how to compliment friends	Introduce complimenting topic Semi-structured art activities
Session #4	Inviting others to talk or play	Learn how to invite others into play or conversations	Introduce inviting others topic Semi-structured role play
Session #5	Joining play or conversation	Learn how to join in peers' play and conversation	Introduce joining others topic Semi-structured play scenario
Session #6	Sharing and cooperating	Learn to share and cooperate with one another	Introduce cooperation topic Cooperative play activity
Session #7	Asking for help	Increase awareness of when to ask for help and ability to do so in social situations	Introduce 'asking for help' topic Activity with vignettes
Session #8	Accepting consequences	Learn to recognise feelings and deal with them appropriately	Introduce consequences topic Turn-based game playing
Session #9	Apologising	Learn to apologise when they have made an interpersonal mistake	Introduce apologising topic Puppet show
Session #10	Dealing with conflict	Learn to listen to another's perspective and problem solve	Introduce conflict strategy topic Role play scenarios
Session #11	Dealing with teasing	Learn to deal with teasing in healthy ways	Introduce teasing topic Worksheets on teasing
Session #12	Smiling and having fun	Learn how to enjoy and have fun with others when playing	Introduce peer enjoyment topic Game day/goodbye activity

STUDY OVERVIEW

- Sample: Students referred by teachers and school staff when students were seen to be demonstrating below expected level social skills
- N= 34, elementary schools in U.S., students in grades 2-6 (groups could be two consecutive grades)
- 5 groups total, 5-8 students each
- Ran by Masters students in school counseling programs
- Paired pre-post tests for students, parents, teachers
- Paired-samples t-tests to assess student post-group growth

STUDY RESULTS

- Parents had negative comments about child's functioning at pre-test; uniformly positive at post-test
- Willingness of their child to socialize with others $t(34) = -2.24$ $p < 0.05$
- Implementation of helpful social skills $t(33) = -2.35$, $p < 0.05$
- Students reported a number of positive changes
- Much easier to make friends after participating in the group

STUDY RESULTS

- Students had increased utilization of positive social skills
- Students demonstrated decreased negative reactions and increased positive reactions associated with social interaction

Gibbons, M. M., Hardin, E. E., Taylor, A. L., Brown, E., & Graham, D. (2020).
**Evaluation of an SCCT-based
Intervention to Increase
postsecondary Awareness in Rural
Appalachian Youth**



2

INTERVENTION OVERVIEW

Intervention: Based in *Social Cognitive Career Theory* (SCCT, Lent , Brown & Hackett, 1994)

Possibilities in Postsecondary Education and Science (PiPES)

Comprised of :

- Classroom-based career education
- 3-day summer camp at a public university
- Student leadership training
- Family information session
- Collaboration with school and community stakeholders

INTERVENTION OVERVIEW

- High School Classroom component = 6 weeks for 60 minutes or 8 weeks for 45 minutes
- Culturally and contextually specific, designed for rural Appalachian students, and targeted to their strengths and challenges
- Designed to:
 - Raise postsecondary awareness and knowledge
 - Reduce perceived barriers
 - Connect student goals to postsecondary options
 - Introduce career options in STEM

Table 1. PiPES Learning Experiences and Intended Outcomes by Curriculum Week and Targeted SCCT Construct.

Week		Self-Efficacy	Outcome Expectations	Barriers and Supports	Interests	Goals/Aspirations
Week 1: Introduction and rapport building	Activities	Near-peer role model introductions			Icebreakers	10-Year class reunion
	Intended outcome	How confident about PSE and careers are others like me?	Why do others like me think PSE/STEMM is useful?	How have others like me overcome barriers and found support?	What makes me similar to and unique from others?	What do I want my life to be like in ~ 12 years?
Week 2: Exploration of self	Activities	Strengths/heroes and who am I? worksheet			Discussion	Childhood activity; Holland Career Party; Strengths/Heroes; Who Am I? Worksheet
	Intended outcome	What am I confident about? Where does that come from?	—	How does knowing myself help me anticipate barriers and supports?	What are my interests, values, and strengths?	How does knowing myself inform my goals?
Week 3: Exploration of the world of work	Activities	O*Net exploration, worksheets, and discussion				
	Intended outcome	For what tasks/domains do I have more/less confidence?	What are the salaries, prestige of various career options?	What barriers to/supports for different careers might I have?	What careers might be a good fit, given my interest, values, and so on?	What are some career options I'd like to explore further?
Week 4: PSE options and connections to work/ career	Activities	College lingo taboo game; four corners barriers activity			Discussion	Discussion
	Intended outcome	How does understanding basic information about PSE options affect my confidence? How confident are my (near) peers about coping with barriers?	Why PSE is valuable?	What barriers to/supports for PSE do I and others like me anticipate? How might I cope with the barriers and where might I find support?	How does my self-knowledge relate to possible career and PSE options?	What PSE options make the most sense, given my career goals?
Week 5: STEMM	Activities	Discussion of draw-A-Scientist activity with peers and near-peer role models; videos; discussion of STEMM careers				
	Intended outcome	How confident are others like me about STEMM?	What does STEMM contribute to society? What do scientists enjoy about their work?	What barriers to/supports for STEMM might I encounter? How have others overcome barriers/found support?	What STEMM career options might be a good fit for my interests, values, and strengths?	What are my PSE and career goals?
Week 6: Goal setting and wrapping up	Activities	Discussion of students' hopes and fears; integrative reflection over PIPES curriculum; goal-setting discussion and worksheet				
	Intended outcome	What am I more/less confident about re: My PSE and career goals?	How would pursuing PSE/STEMM help me meet my goals?	What barriers might I face and where can I find support?	What are my career interests and how can I explore them further?	What are my next steps toward meeting my PSE/career goals?

Note. SCCT = social cognitive career theory; PSE = postsecondary education; STEMM = science, technology, engineering, math, and medical science; PiPES = Possibilities in Postsecondary Education and Science.

RESEARCH METHOD

- Sample
 - 1320 students over 2 years in 3 schools
 - 97% White
 - 55% female
 - 60.7% economically disadvantaged
- Intervention delivered by graduate and undergraduate student teams from similar backgrounds as students
- All PiPES staff participated in yearly face-to-face trainings about life in rural Appalachian communities

RESEARCH METHOD

- Mixed method program evaluation methodology
 - Student outcomes
 - Student self-report
 - Staff perceptions and feedback and weekly journal/blogs
- Formative and process evaluation of the intervention
- Qualitative and quantitative data

STUDY FINDINGS

Students:

- Increased interest in college
- New learning about post-secondary options, especially 2-year programs
- Belief that they can go to college
- Understanding of the value of college for meeting career goals
- Aware of more career options
- Increased STEMM career interest

Staff:

- Generally positive about the curriculum

What is useful and what is challenging about this way of reporting results?

DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

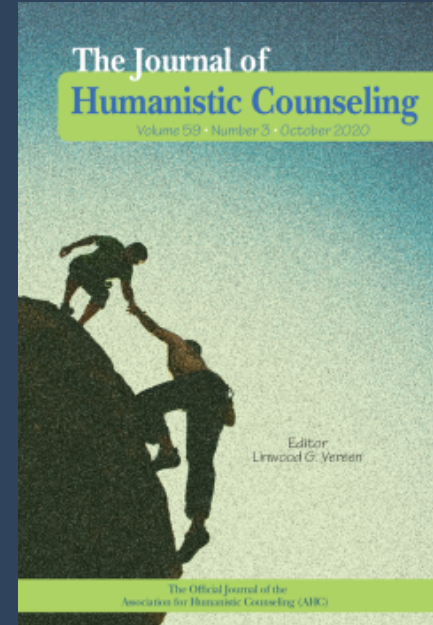
- There are very few classroom curriculum interventions designed to address college-going outcomes
- There are even fewer studies of these interventions
- Curriculum was specifically designed for a population with significant barriers to college-going
- Having career and college information presented by near-peers (college and graduate students) from the same communities is valuable, especially if families have low levels of education
- Instructors need to be aware of the specific needs of the student population to better target materials (fidelity?)

DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

- Making clear links between self-knowledge, postsecondary education options, and careers is useful for student learning
- The curriculum generates interest in STEM careers by using local situations, health disparities in the context, and the high need in their community = increased relevance and awareness
- Cultural awareness is critical - using local values and perceptions increased student receptiveness to the content
- Limitations: Lack of ethnic diversity, self-report data, and longitudinal comparison design (age differences?)

**Bowers, Lemberger-Truelove,
Whitford (2020). *Kindergartners Are
Ready to Learn: Applying Student-
Within-Environment Theory to a
School Counseling Intervention***

3



STUDY OVERVIEW

- Kindergartners
- Implemented Ready to Learn (Student Success Skills), a 5 week manualized curriculum
- Grounded in advocating student-within-environment theory (ASE)
- Mixed methods, quasi-experimental design



<http://studentsuccessskills.com/>

ADVOCATING STUDENT-WITHIN- ENVIRONMENT

- A humanistic theoretical approach specifically for school counselors
- Emphasizes multiple identities/roles of SCs at any given moment
- Promotes focus on:
 - Changing inequitable social conditions to the benefit of underrepresented students while--
 - Simultaneously expanding the internal capacities of students to maximize resilience in the face of persistent adversity
- Assumes that when SCs and the educational system invests in students, they will pursue personally and socially valuable outcomes

■ READY TO LEARN CURRICULUM

- Early childhood classroom program
- Based upon an extensive review of research on skills associated with school success
- Designed to promote the learning skills and social skills needed for school success:
 - Attending
 - Listening
 - Social skills
 - Cognitive skills

RESEARCH QUESTIONS

- Research Question 1: What **intervention interactions** occurred between school counselors, classroom teachers, and students during the RTL intervention as delivered by ASE-trained school counselors?
- Research Question 2: What changes in **executive functioning** and **social-emotional development** occurred for kindergartners participating in the RTL intervention as delivered by ASE-trained school counselors?

STUDY METHOD

- Sample
 - 57 kindergartners
 - 5 classrooms in a single school
- Measures
 - BRIEF-2
 - SSIS Rating Scales
 - Field Notes
- Analyses
 - Qualitative coding
 - Quantitative group pre-post differences

QUALITATIVE STUDY RESULTS

Field Note Themes, Descriptors, and Observed Sessions

Theme	Descriptor	Observed Session
Student engagement	On-task behaviors and attentiveness, such as sitting on pockets quietly, eyes on speaker, and listening.	1, 2, 3, 4, 5
Story recall	Correctly answers the who, what, why, where, and how of the story from previous lesson.	3, 4, 5
Task transition	Shifts from task to task throughout the lesson without behavior disruption or redirection.	3, 4, 5
Connectedness	Participates in pair-then-share activities and accurately reflects partner's contributions.	1, 2, 3, 4, 5

QUANTITATIVE STUDY RESULTS

- BRIEF-2 indicated improvements in:
 - Working Memory
 - Cognitive Regulation Index

*No changes in several other subscales

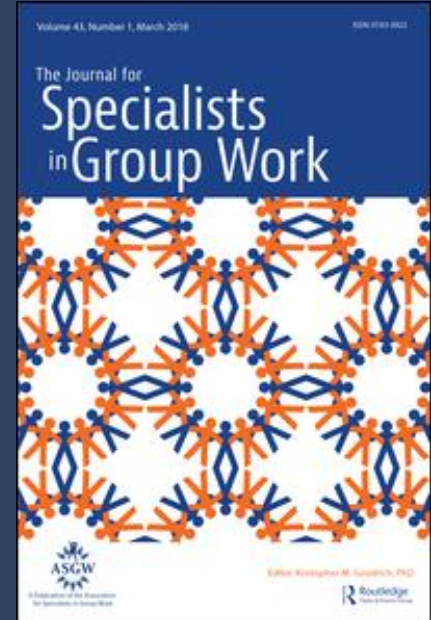
- SSIS Rating Scales:
 - Assertion
 - Engagement

*No changes in several other subscales

DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

- Positive role of a theoretical foundation for intervention delivery
- Social and cognitive capacities of young children can be positively influenced via school counseling programming
- Interaction of collaboration and connectedness with student coregulation
- Modest support for the Ready to Learn curriculum specifically

Zyromski, B., Martin, I., & Mariani, M.
(2019). **Evaluation of the True Goals
School Counseling Curriculum: A
Pilot Study**



INTERVENTION OVERVIEW

Intervention: **True Goals**

- Developed by Ian Martin, former elementary school counselor, now counselor educator at the University of San Diego
- Based on educational and social psychology research on goal setting
- Comprised of **8 classroom / small group 30-minute sessions**
 - Personal choice
 - Executive functioning and self-regulation
 - Self-efficacy
 - Focus for attention in academic settings
 - Self-monitoring
 - Enhance self-directed motivation

Table 2. True goals curriculum.

Principle Title	Brief Description
1. It is All About You	Students think about potential goals
2. Write a Goal or Three	Students write down their own goals
3. Rate Yourself	Students learn how to self-assess their goals
4. Check Your Goals	Students edit and improve their written goals
5. Track Your Strategies	Students identify strategies to accomplish their goals
6. Think About Your Ups and Downs	Students learn how internal motivation relates to their goal progress
7. Manage Your Influences	Students manage social influences on their goals
8. Figure Out Who Else Can Help	Students invite others into the goal setting process
9. Look for Patterns	Students identify patterns within their goals
10. Celebrate Your Learning	Students celebrate what they have learned about the goal setting process

RESEARCH METHOD

- Pilot Study of small group component of True Goals
- Sample
 - N=25, 4th and 5th graders (ages 9-11)
 - 2 elementary schools
 - 56% White, 20% Mixed Heritage, 16% African American, 8% Middle Eastern Heritage
 - One-group pre-post design (O-X-O)
 - Outcomes of interest were student learning about motivation, self-knowledge, self-direction and positive relationships with others
 - Implemented in after school programs

RESEARCH METHOD

- The intervention was implemented by school counselors after six hours of training in the curriculum and three hours of training on the evaluation protocol.
- School counselors received an instrumentation manual, and additional efforts at fidelity of implementation were made
- The **Protective Factors Index** (PFI) was used to measure outcomes
- Completed by **students' teachers**
- 4 constructs = motivation, self-knowledge, self-direction, relationships
- 3 sub-scales = motivation, self-knowledge and academic temperament (self-direction and relationship items combined)

STUDY RESULTS

- Paired-samples t-test
- Significant difference ($p = .01$) in pre-post scores
- 76% of participants showing an increase in scores
- Treatment effect size calculation using Cohen's $d = .83$ (large ES)
- ANOVA analyzing interaction of race and gender with mean score differences found patterns but not significant differences

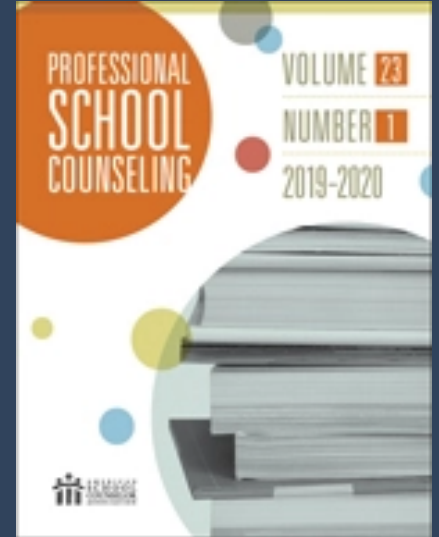
DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

- True Goals seems to be an effective intervention that improves the student outcomes that it was designed to impact
- Can be implemented in classroom or small group settings
- Intervention by and for SCs
- Teacher assessment of outcomes
- Positive outcomes in 2 different buildings with 2 different SCs

DISCUSSION & IMPLICATIONS FOR SCHOOL COUNSELORS

- Strengths = seems to be effective, prioritizes core constructs for student success, flexible structure, relatively brief
- Limitations = small study, lack of control group, role of student maturation
- Lack of fidelity in intervention implementation was a challenge

Yi-Wen & Swank, J. (2019). Attention Problems and Mindfulness: Examining a School Counseling Group Intervention With Elementary School Students



EFFECTIVENESS OF A ■ MINDFULNESS-BASED GROUP

- Purpose of these groups was to work with a group of students, identified as having problems with attention, to improve student attention

STUDY OVERVIEW

Authors suggest that attention problems are connected to:

- Academic outcomes – such as reading achievement
- Lack of or limited prosocial behaviors
- Difficulties with peers

■ MINDFULNESS PRACTICES

- Encourage conscious awareness and attention
- Teach how to be aware
- Promote taking in information non-judgmentally
- Help to be present

STUDY METHOD

- Sample: 3-4th grade students (n=8) identified as having problems with attention on the Teacher Report Form (TRF) in 2 schools
- In School 1 the SC worked with 2 students, both receiving the intervention
- In School 2 the SC worked with 3 of 6 identified students, the other 3 were placed in the control condition
- Authors developed the mindfulness intervention; some materials were pulled from InnerKids program (Flook et al., 2010) and the Attention Academy (Napoli, Krech & Holley, 2005)

STUDY METHOD

- SC ran the mindfulness groups over 6 weekly sessions of about 30 minutes each time
- Students were encouraged to practice what they learned outside of the group
- Authors provided the SC with a detailed manual to improve fidelity of implementation in addition to watching some of the sessions. SC provided journals reporting their work
Consistency of implementation was rated at 85%

Session	Activity
1	Creating group rules, introduction of mindful breathing
2	Mindful listening to become aware of internal and external sounds
3	Mindful sensory – increase awareness through paying attention to their body sensations including tasting, touching, smelling, and seeing
4	Mindful practices with movements
5	Learning everyone has different thoughts and feelings
6	Reviewing all of the mindfulness strategies learned in group

STUDY MEASUREMENTS

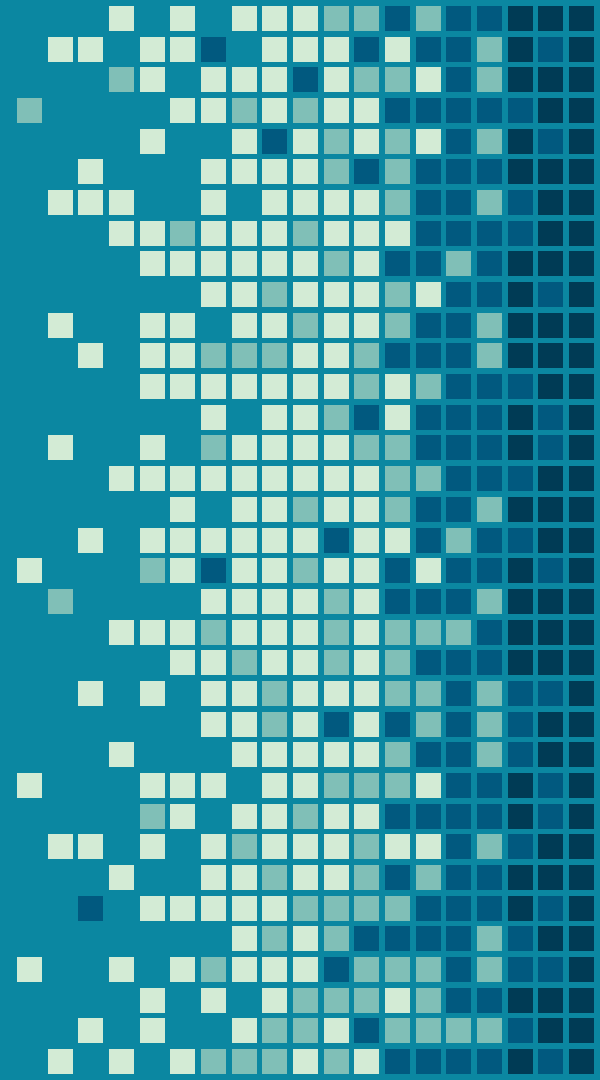
- TRF (Achenbach & Rescorla, 2001) designed for teachers to assess problem behaviors of students
- Direct Observation Form (DOF)- designed to rate child's behavior in ten minute increments
- Mindful Attention Awareness Scale for Children (MAAS-C)

	End of Session	Follow-up Testing
On-task Behavior	3.94 x more likely to improve than control group	.67 x more likely to maintain on-task behavior changes
Attention Problems	3.71 x more likely to improve than control group	.75 more likely to still show improvement
Mindfulness	.87 more likely to improve than control group	.73 x more likely to improve than control group

FOOD FOR THOUGHT

- How long do the intervention effects maintain? Are there ways to do booster sessions?
- Small sample size makes it hard to draw conclusions – but much of our work will be such small groups...

DISCUSSION AND Q&A



Thanks, please keep in touch!

Dawn Horton, Ph.D., UMass Amherst,
dhorton@umass.edu

Catherine Griffith, Ph.D., University of San Diego
cgriffith@sandiego.edu

Carey Dimmitt, Ph.D., UMass Amherst,
cdimmitt@umass.edu

