Identifying Evidence-Based School Counseling Interventions

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Carey Dimmitt, Ph.D., University of Massachusetts Amherst
Brett Zyromski, Ph.D., The Ohio State University
Cat Griffith, Ph.D., University of Massachusetts Amherst

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Defining Terms

• What does “Evidence-Based Intervention” mean?

• An intervention is generally an action taken to improve a situation or outcome

• In Education and Counseling, interventions are typically actions taken to support academic, social, emotional, mental health/wellness, and career development outcomes

• Interventions have immediate, proximal, and distal outcomes they are trying to impact

• Interventions can be with an individual, group, classroom, family, and/or school

Defining Terms

• Evidence-based means that the intervention has strong research -- randomized control trial (RCT) or quasi-experimental (QE) — indicating that students who participate in the intervention change more than those who do not

• There is evidence that the intervention is effective
  • For what outcomes?
  • Under what circumstances?
    • In school? In clinics? Size of school?
    • Urban, rural, suburban?
    • Age of student studied?
    • Race/ethnicity/gender/SES etc. of students studied?
Markers of Robust Evidence:

- Multiple studies (reproduced results through replication studies & multiple settings/populations)
- Established causality (baseline data and control group)
- Randomization or group equivalence
- Large sample size
- Validated instrumentation
- Beyond self-report data
- Low attrition (selection bias)
- Appropriate analysis (e.g. assumptions met and data cleaned, confounding variables accounted for, limitations addressed)
- Effect Size (statistical significance vs. practical significance)
- Lasting Effect (post-post tests)

Resources for EBIs

Logic Model for School Counseling Interventions

MTSS 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 1
- 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

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What is SEL?

CASEL – SEL Outcomes

Figure 2. Outcomes Associated with the Five Competencies

SEL Approaches
- Explicit SEL Skills Instruction
- Integration with Academic Curriculum Areas
- Teacher Instructional Practices

SEL Skill Acquisition: Five Competence Areas
- Improved Attitudes about Self, Others, and Schools

Immediate Outcomes
- Positive Social Behavior
- Fewer Conduct Problems
- Less Emotional Distress
- Academic Success

Proximal and Distal Outcomes
CASEL Guides: EBIs in SEL

- Collaborative for Academic, Social, and Emotional Learning: casel.org

- CASEL has 2 overviews of SEL programs – one for preschool and elementary students, and one for MS/HS students:


CASEL Guide - Elementary EB SEL

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Grade Level</th>
<th>Grade Sequence</th>
<th>Number of Sessions</th>
<th>Classroom Approaches to Teaching SEL</th>
<th>Opportunity to Practice Social and Emotional Skills</th>
<th>Contexts that Promote and Reinforce SEL</th>
<th>Assessment Tools for Monitoring Implementation and Student Behavior</th>
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<td>4Rs</td>
<td>PreK-8</td>
<td>35 lessons</td>
<td>35 periods-long</td>
<td>Academic Integration strategies provided</td>
<td>English/Arts</td>
<td>Classroom, school-wide, school-wide, family, community</td>
<td>Monitoring (Self-report, Observation)</td>
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<tr>
<td>Caring School Community</td>
<td>K-2</td>
<td>Year-long, with 30-30 50 minutes</td>
<td>Academic Integration strategies provided</td>
<td>English/Arts</td>
<td>Classroom, school-wide, school-wide, family, community</td>
<td>Monitoring (Self-report, Observation)</td>
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<td>Competent Kids, Caring Communities</td>
<td>K-2</td>
<td>35 lessons</td>
<td>Academic Integration strategies provided</td>
<td>English/Arts</td>
<td>Classroom, school-wide, school-wide, family, community</td>
<td>Monitoring (Self-report, Observation)</td>
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<tr>
<td>I Can Problem Solve</td>
<td>PreK-2</td>
<td>59 lessons</td>
<td>Academic Integration strategies provided</td>
<td>English/Arts</td>
<td>Classroom, school-wide, school-wide, family, community</td>
<td>Monitoring (Self-report, Observation)</td>
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<td>The Incredible Years Series</td>
<td>PreK-2</td>
<td>64 lessons</td>
<td>Academic Integration strategies provided for English/Arts</td>
<td>English/Arts</td>
<td>Classroom, school-wide, school-wide, family, community</td>
<td>Monitoring (Self-report, Observation)</td>
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<td>Michigan Model for Health</td>
<td>K-12</td>
<td>8-14 lessons</td>
<td>Academic Integration strategies provided</td>
<td>English/Arts</td>
<td>Classroom, school-wide, school-wide, family, community</td>
<td>Monitoring (Self-report, Observation)</td>
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<tr>
<td>MindUP</td>
<td>PreK-2</td>
<td>15 lessons</td>
<td>Academic Integration strategies provided</td>
<td>English/Arts</td>
<td>Classroom, school-wide, school-wide, family, community</td>
<td>Monitoring (Self-report, Observation)</td>
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<tr>
<td>Open Circle</td>
<td>K-5</td>
<td>34 lessons plus</td>
<td>Academic Integration strategies provided</td>
<td>English/Arts</td>
<td>Classroom, school-wide, school-wide, family, community</td>
<td>Monitoring (Self-report, Observation)</td>
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CASEL Guide: Secondary Programs

- http://secondaryguide.casel.org


- CASEL – 2015 overview of SEL programs MS/ HS

- Both the elementary and the secondary guides have full information about the interventions, including the intervention websites, implementation suggestions, and what research sample (age, setting, race/ethnicity, f/r lunch)
Tier 1 Interventions

Integrated Academic and Social Emotional Skill Development
4Rs (PreK-8)

- [http://www.morningsidecenter.org/4rs-program](http://www.morningsidecenter.org/4rs-program)
- Reading, Writing, Respect & Resolution
- Developed by the Morningside Center for Teaching Social Responsibility - NYC
- Integrated SEL and language arts, interactive curriculum that uses children's literature as springboard
- CASEL = 1 RCT (grades 3-4), Improved Academic Performance, Increased Positive Social Behavior, Reduced Conduct Problems, Reduced Emotional Distress

4Rs

Weekly lessons - teachers engage students in reading, writing, discussion, and skills practice aimed at fostering caring, responsible behavior, including:
- building community
- understanding and handling feelings
- listening
- assertiveness
- problem-solving
- dealing well with diversity
- cooperation
Caring School Community (K-6)

- [https://www.collaborativeclassroom.org/caring-school-community](https://www.collaborativeclassroom.org/caring-school-community)

  Focus on strengthening students’ connectedness to school, respect for all members of the school community, and ownership for one’s learning and behavior

  - Key components
    - Class Meetings
    - Cross-age buddies program
    - Homeside Activities
    - Schoolwide Community-Building Activities

  - CASEL = 3 RCTs (K-6), Improved Academic Performance, Increased Positive Social Behavior, Reduced Conduct Problems, Reduced Emotional Distress

  - WWC = potentially positive effects on behavior; no discernible effects on knowledge, attitudes, and values; and no discernible effects on academic achievement:

Caring School Community (K-6)

- Teachers learn:
  - Developing relationships among students
  - Setting positive classroom norms
  - Building classroom unity
  - Giving students a more meaningful voice in the classroom
  - Developing social skills responsibility, helpfulness, and respect

- Students learn:
  - Setting class norms and goals
  - Creating plans
  - Making decisions
  - Solving problems related to classroom life
  - How to better understand and empathize with other students
Grad Nation (HS)

- [http://www.americaspromise.org/program/gradnation](http://www.americaspromise.org/program/gradnation)
- National collaborative effort to prevent school dropout
- Multiple community and school-based resources, materials, data templates, and ideas for improving HS graduation rates

Positive Action

- [https://www.positiveaction.net/](https://www.positiveaction.net/)
- PreK-12
- Systemic and educational program that promotes an intrinsic interest in learning and encourages cooperation among students
  - Classroom curriculum - 140 lessons/year
  - Climate Development Materials/ Administrator Information
  - Counselor’s Program, Family Program, Community Program
  - Spanish versions available for some grade levels
- CASEL = 2 RCTs (K-5), Improved Academic Performance, Reduced Conduct Problems
Positive Action Overview

- The core of Positive Action is contained in an underlying philosophy: *You feel good about yourself when you do positive actions.*

- Theoretical Foundations: positive psychology, behavioral psychology

- Not designed to address problems so much as develop student skills to build positive identity, community, and connectedness

- Thoughts-Actions-Feelings Circle: Our thoughts lead to actions and those actions lead to feelings about ourselves which lead to more thoughts

Positive Action Program Content

Content is organized into six units - this allows educators to align an entire school behind PA lessons and concepts

- Unit 1: Self-concept

- Unit 2: Positive actions for your body and mind

- Unit 3: Managing yourself responsibly

- Unit 4: Treating others the way you like to be treated

- Unit 5: Telling yourself the truth

- Unit 6: Improving yourself continually
Responsive Classroom (K-6)

- [www.responsiveclassroom.org](http://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 create classroom environments that enable **optimal student learning and emotional safety for all students**
- To be successful academically and socially, children need skills in: cooperation, assertion, responsibility, empathy, and self-control
- CASEL = 1 QE, grades 3-5, Improved Academic Performance

School-Wide Positive Behavioral Interventions and Supports (K-12)

- [http://www.pbis.org](http://www.pbis.org)
- K-12, ages 5-18
- Theoretical foundation: Behavioral, social-ecological
- Systems-change process for an entire school
- Problem designed to address: need for student safety in schools, consistent and fair discipline, positive student behavior
SWPBIS Mission

- To use a proactive systems approach to establish the behavioral supports and social culture needed for all students in a school to achieve social, emotional, and academic success.

- To develop support systems and sustained implementation of a data-driven, problem-solving model in schools to help students become socially skilled learners.

- To make problem behaviors less effective, efficient, and relevant, and desired behavior more functional.

SWPBIS Program Components

Core program components to support student outcomes:

1. Clearly communicated expectations and goals

2. Consistent positive reinforcement for appropriate behaviors school-wide

3. Focus on simultaneous development of student competencies in academic and social-emotional domains
SWPBIS – Key Features

- Effective core academic curriculum
- School-wide social skills teaching
- Teaching of school behavior expectations
- Effective classroom management by teachers
- Active supervision and monitoring in common areas of the school (cafeteria, halls)
- Positive reinforcement systems
- Firm, fair corrective response to problem behavior
- Community Service learning

Student Success Skills

- studentsuccessskills.com
- PreK-10

- Helps students to develop key cognitive, social and self-management skills

- Has 18+ outcomes research studies, with more in process, including the only school counseling IES grant in the country

- CASEL = 1 RCT, grades 7, 9 and 10, Improved Academic Performance and SEL Skills & Attitudes
Student Success Skills (SSS)

Program helps students develop learning, social, and self-management skills associated with academic success:

- **Cognitive and Metacognitive Skills**: goal setting, progress monitoring, and memory-enhancing skills
- **Self-management skills**: managing attention, motivation, anxiety, and anger
- **Social skills**: communication skills, social problem solving, and listening skills
- **Attitudes**: building healthy optimism and self-efficacy
- **Creating a caring and supportive class environment**
Tier 1 Interventions

Bullying Prevention
Olweus Bullying Prevention Program (OBPP)

- Designed for ages 5-15
- Whole-school program that prevents or reduces bullying throughout a school setting
- All students participate in most aspects of program, while students identified as bullying others, or as targets of bullying, receive additional individualized interventions
- Has components at the community, school, classroom, and individual level

http://www.violencepreventionworks.org/public/index.page

Olweus Goals and Principles

- Goals of OBPP, Problems designed to prevent:
  - Reduce existing bullying
  - Prevent the development of new bullying problems
  - Achieve better peer relations at school

- Program Principles:
  - Warmth, positive interest, and involvement are needed on the part of adults in school
  - Set firm limits to unacceptable behavior
  - Consistently use non-physical, non-hostile negative consequences when rules are broken
  - Adults in the school should act as authorities and positive role models
Olweus Core Components: School

- School:
  - Establish Bullying Prevention Coordinating Committee
  - Conduct committee and staff trainings
  - Administer Olweus Bullying Questionnaire school-wide
  - Hold staff discussion group meetings
  - Introduce school rules against bullying
  - Review and refine school’s supervisory system
  - Hold a school kick-off event to launch program

Olweus Core Components

- Classroom:
  - Post and enforce school-wide rules against bullying
  - Hold regular class meetings
  - Hold meetings with parents

- Individual:
  - Supervise students’ activities
  - Ensure all staff intervene immediately when bullying occurs
  - Hold meetings with students involved in bullying
  - Hold meetings with students involved in bullying
  - Develop individual intervention plans for involved students

- Community:
  - Involve community members on the Bullying Prevention Coordinating Committee
  - Develop partnerships with community members
  - Help to spread anti-bullying messages to community
Peacebuilders

- Ages PreK-12
- Staff development and youth curriculum materials, school-wide
- Key is focus on positive relationships and common language - six constructive principles, taught, modeled and practiced:
  Praise People       Give up Put-Downs       Seek Wise People
  Notice Hurts       Right Wrongs          Help Others
- These principles are used to develop behavioral expectations, reduce aggression, and transform the climate and culture into one which is cooperative, productive, and academically successful

Second Step Violence Prevention

- Grades PreK-8
- Theoretical foundation: social, ecological, cognitive behavioral psychology
- Problem designed to address: School violence in elementary and middle school
- Focus: teaching all students pro-social, community-building skills
- For students: 22-28 weekly topics each with 5 fully scripted lessons with videos and additional materials, opportunities for practice through role plays, integration with academic activities by teacher
- CASEL = 2 RCTs, grades 1-6, Increased Positive Social Behavior, Reduced Conduct Problems, Reduced Emotional Distress
Overview of Second Step Violence Prevention

- Elementary program (ages 5-11) teaches empathy, emotion-management, problem solving, self-regulation, and executive-function skills

- Middle school program (ages 11-14) teaches empathy, communication, emotion-management, coping skills, decision making

- For families: newsletters, related activities for home, explanation of the curriculum

- For teachers: online training and additional resources

- Lessons available in Spanish
Second Step Bullying Prevention

Second Step Bullying Prevention Unit

- Designed to be used with Second Step Violence Prevention Program
- Lessons for grades K-3 (ages 5-9)
- Lessons for grades 4-5 (ages 9-11)
- Specifically focused on bullying as an expression of power

Steps to Respect

- School-wide bullying prevention program involving administration and all adults in school
- For K-6 students, ages 5-12
- Helps schools establish bullying policies and procedures
- All adults in the school are trained in recognizing and dealing with bullying
- Classroom lessons
- CASEL = 2 RCTs, grades 3-6, Increased Positive Social Behavior, Reduced Conduct Problems
Steps to Respect - Philosophy

- Early intervention most strongly impacts risk and protective factors

- Collaboration within the entire school community -- administrators, counselors, and teachers -- is critical

- The program aims to:
  1. increase school staff's awareness of and responsiveness to bullying situations
  2. foster socially responsible beliefs among students
  3. enhance social and emotional skills to counter bullying and to promote healthy relationships
  4. promote actions (e.g., joining groups, resolving conflict) associated with general social competence
  5. reduce bullying (and related problems) and improve positive bystander behavior

Steps to Respect Components

1. School-wide program guide

2. Staff training

3. Classroom curriculum (grades 3-6): Each lesson is approximately 50 minutes long and applies cognitive-behavioral techniques to promote socially responsible norms and foster social and emotional skills

- Curriculum Content:
  - Help students identify various forms of bullying
  - Provide students with a rationale and clear guidelines for socially responsible actions and nonaggressive responses to bullying that reduce chances of continued victimization
  - Train students in assertiveness, empathy, and emotion regulation skills
  - Allow students to practice friendship skills and conflict resolution
  - Techniques to teach students when and how to report bullying to adults.
Bully Busters (K-8) – Teacher Program

- Focuses on teacher education to prevent violence
  - Increasing awareness of bullying
  - Recognizing the bully and recognizing the victim
  - Interventions for bullying behaviors and victims
  - Role of prevention
  - Teaching relaxation and coping skills

Program goals include:
- Increasing student exposure to strong social role models
- Reducing exposure to aggressive behaviors
- Providing material to help facilitate classroom discussions that help students understand the factors and consequences associated with bullying and victimization
- Social skills needed for conflict resolution
- [https://www.researchpress.com/books/455/bully-busters](https://www.researchpress.com/books/455/bully-busters)
Tier 1 Interventions

Social and Emotional Skill Development
I Can Problem Solve (PreK-5)

- 59-83 lessons per grade
- The ICPS lessons are presented in the form of games, role plays and puppet experiences, focused on developing students’ interpersonal cognitive problem-solving skills, including:
  - Use of pre-problem-solving vocabulary and skills
  - Identifying feelings in self and others
  - Developing alternative solutions
  - Use of consequential thinking
  - Means-ends thinking
- CASEL = 2 RCTs (PreK-1), Increased Positive Social Behavior, Reduced Conduct Problems
- [http://www.icanproblemsolve.info/program-overview/](http://www.icanproblemsolve.info/program-overview/)

LESSON 10
What Makes People Feel the Way They Do? Part IV

PURPOSE
To help children understand the ICPS feeling words FRUSTRATED, IMPATIENT, LONELY, and SYMPATHETIC, for better coping with these emotions.

MATERIALS
- Chalkboard or easel
- People List (from Lesson 9)

TEACHER SCRIPT
Write the words FRUSTRATED, IMPATIENT, LONELY, and SYMPATHETIC and the People List on the chalkboard for either children to a poster of the People List. Direct children’s attention to the People List as needed.

Today we have new feeling words for our ICPS lessons.
You may know SOME but not ALL of them.
If you know a word, tell us what it means, give an example, and tell us what makes you feel that way.

FRUSTRATED: When things go wrong you can’t finish something, or you feel helpless.
- When a person’s someone besides when she’s trying to do it, she feels FRUSTRATED.
- I want to tell Peter something, but he keeps talking. That makes me feel FRUSTRATED.
- When I have to turn off a television show I like in the middle, I feel FRUSTRATED.
- When you have your head up and I don’t call on you, I know you might feel FRUSTRATED.
- What else can make someone feel FRUSTRATED?
- What makes you feel FRUSTRATED?

ICPS
Intermediate Elementary Grades
IMPATIENT: When you feel you can’t wait.
- I’ve got to have that candy now, I can’t wait until later.
- Sometimes when people feel FRIUSTRATED, they also feel IMPATIENT.
  Martina said, “When Jim wouldn’t give me his pencil, I felt FRIUSTRATED. So I took it ‘cause I was IMPATIENT.”
What else can make someone feel IMPATIENT?  What makes you feel IMPATIENT?

LONELY: When you wish other people were around when they’re not.
- LaTanya feels LONELY today because her friends didn’t come to play.
- When Grandma left for home today, I felt very LONELY.
What else can make someone feel LONELY?  What makes you feel LONELY?

SYMPATHETIC: When you feel sad for someone else.
- Ralph really hurt himself when he fell, and I feel SYMPATHETIC towards him.
- Luke’s found out Elizabeth didn’t do as well on her social studies project, and LeAnn feels SYMPATHETIC.
What else can make someone feel SYMPATHETIC?  What makes you feel SYMPATHETIC?

OPTIONS
1. If some children are having difficulty understanding the feeling words, pair them with classmates who can help. If desired, divide the whole class into pairs to think of examples. Depending upon group progress, either you or the pairs can choose the feeling words and individuals from the People List.
2. Prepare two sets of index cards, one listing the feeling words, the other naming the individuals on the People List. Let children pick a card from each set, then have them give an example of what makes the person chosen feel that way. Children can raise their hands when they are ready. In this way, a child who cannot respond will not feel embarrassed.

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**Lesson 40**

**Is That Fair?**

**PURPOSE**

To help children think about their own and others’ rights in decision making and to understand equal benefits when situations are equivalent.

**MATERIALS**

A penny (or other small items) for each child

**TEACHER’ SCRIPT**

Today’s ICPS lesson is about the word FAIR.

**Give each child a penny.**

I have a penny here for each of you, and I’m going to let each of you have one.

I have enough for each of you to have only one.

Is it FAIR for each of you to have only one penny?

Yes, it is, because I have only enough for each of you to have one.

If Child 1 takes two pennies, then Child 2 will NOT have any.

Ask the first child to take the second child’s penny.

Now Child 1 does NOT have a penny. Is that FAIR?

OK. Child 1, how can you find out how Child 2 feels NOW?

If necessary, go about asking and ask.

Repeat this sequence with a few other pairs of children so several will have the opportunity to ask another how he or she feels when something is taken away.

(To Child 2) What can you do so Child 2 will feel HAPPY again?

Repeat with other children who took pennies. Be sure all the pennies are returned.
If two children want to look at the SAME storybook and one keeps it after he or she is finished with it, is that FAIR?
What is FAIR?

If two children want to play with the SAME toy at the SAME time, what is FAIR?
WHY is that FAIR?
What else is FAIR to do?
WHY is that FAIR?

If (Child 3) is the first in line today, is it FAIR for (his/her) to be first in line (tomorrow/next week)?
Is it FAIR for the SAME child to be first in line ALL of the time?
What is FAIR?

Throughout, continue to ask children why they think their ideas are or are not fair.

Promoting Alternative Thinking Strategies (PATHS)

- PreK-6, 40-52 lessons, taught twice/week for 20-30 mins.

- Explicit skills instruction:
  - self-control
  - emotional understanding
  - positive self-esteem
  - relationships
  - interpersonal problem-solving sk

- Class, school, and family materials

- CASEL = 4 RCTs (K-5), Improved Academic Performance, Increased Positive Social Behavior, Reduced Conduct Problems, Reduced Emotional Distress

Resolving Conflicts Creatively

- The program teaches PreK-8 children skills in:
  - communication
  - anger management
  - negotiation
  - mediation
  - cooperation
  - intercultural understanding
  - standing up to bias

- 16 lessons a year, integrated into language arts classes

- CASEL = 2 RCTs (grades 1-6), Reduced Conduct Problems, Reduced Emotional Distress
  - http://www.morningsidecenter.org/node/56/

Social Decision-Making/Problem Solving Program


- http://ubhc.rutgers.edu/sdm/index.html

- 30 lessons/year, explicit skills instruction

- CASEL = 2 QE (grades 4-5), Improved Academic Performance, Increased Positive Social Behavior, Reduced Conduct Problems, Reduced Emotional Distress
Social Decision-Making/Social Problem Solving Program (MS)

- Lessons on Self-Control and Social Awareness:
  - listening
  - following directions
  - resisting provocation
  - avoiding provoking others
  - self-monitoring stress and emotions
  - how to select friends
  - how to show caring

- Social Decision Making Thinking: An eight step "clear thinking" strategy to help in social problem situations

- Applications to Academics and "Real Life" Problems: Infusion of these skills into academic, personal and social situations

SDMSPS
Grades
K-1

Topic 10

Keep Calm

OBJECTIVES

- To continue to help children identify Trigger Situations.
- To teach children a strategy for keeping calm and using self-control when faced with Trigger Situations.
- To provide opportunities to practice the skill of Keep Calm.
- To establish Keep Calm as a strategy to use in other situations.

MATERIALS

Write day display of Keep Calm Steps (Worksheet K.10.1)
Keep Calm Home Activity (Worksheet K.10.2)

INSTRUCTIONAL ACTIVITIES

1. Review concepts of Feelings Fingerprints and Trigger Situations.
   Begin with a Sharing Circle and review of Feelings Fingerprints and Trigger Situations. You might wish to refer to the activities created by students in the previous activity. It is important that students understand Feelings Fingerprints and Trigger Situations, so be sure to review these concepts, especially for students who may have missed the lesson. Helping each other with the review helps students learn more deeply. Be especially sure to take extra time with any students in your class who have special education classifications. Sometimes, these students lose interest in group the concept of Feelings Fingerprints, so teach the idea, identifying the Trigger Situations that set them off becomes even more important.

2. Introduce the new skill of Keep Calm.
   Ask students:
   - Why is it important to know when you are upset and to notice your Feelings Fingerprints?
   - What kind of things can happen when we have strong feelings?
Tier 1
Interventions
Wellness/Drug and Alcohol Education, Violence Prevention
Life Skills Training

- Grades 3-10
- Prevention program designed to reduce the risks of alcohol, tobacco, drug abuse, and violence
- Focuses on healthy alternatives to risky behavior through classroom-based activities designed to teach:
  - Personal Self-Management Skills that enhance self-esteem, develop problem-solving skills, reduce stress and anxiety, and manage anger.
  - General Social Skills to meet personal challenges such as overcoming shyness, communicating clearly, building relationships, and avoiding violence.
  - Drug Resistance Skills to build effective defenses against pressures to use tobacco, alcohol, and other drugs.

- [https://www.lifeskillstraining.com/](https://www.lifeskillstraining.com/)

Life Skills Training (3-8)

- Elementary, Grades 3-6
  - 8 class sessions per year
  - Can be implemented for one year or over 3 years
  - Can be implemented either as a stand-alone program or in combination with MS and HS programs
- Middle School, Grades 6-9 – Core of Intervention
  - Designed to be taught in sequence over three years
  - Intended to be taught sequentially to build on skills learned in the previous levels
  - 15, then 10, then 5 class sessions over 3 grades, 30-45 minute classes
  - Additional classes on violence prevention
Life Skills Training (9-10)

- HS curriculum content focuses on:
- Personal Self-Management Skills to develop strategies for making healthy decisions, reducing stress, and managing anger.
- General Social Skills to strengthen communication skills and learn how to build healthy relationships.
- Drug Resistance Skills to understand the consequences of substance use, risk-taking, and the influences of the media.
- Consists of 10 class sessions
- Approximately 40-45 minutes each session
- Taught either on an intensive schedule (two to three times a week) until the program is complete, or on a more extended schedule (once a week for 10 weeks)
- Can be used alone or in combination with earlier materials

Lions Quest (K-12)

- Developed by Lions Clubs
- Involves lessons on:
  - Positive behavior
  - Social skills and development
  - Connection to school
  - Character education, leadership and service
  - Developing a positive learning community; Anti-bullying
  - Healthy living; Drug, alcohol, & tobacco awareness
  - Service-learning and workplace learning skills

- CASEL = 1 RCT (6-7), Reduced Problem Behaviors, Improved SEL Skills and Attitudes
  https://www.lions-quest.org/
Michigan Model for Health Education

- CASEL = 1 RCT (4-5), Increased Positive Social Behavior, Reduced Conduct Problems
- K-12 Lessons and activities (see scope and sequence)
  - Social and emotional health
  - Nutrition and physical activity
  - Safety
  - Alcohol, tobacco and other drugs
  - Personal health and wellness
  - HIV prevention (starts in MS)
  - [http://www.michigan.gov/mdhhs/0,5885,7-339-73971_4911_4912_74286--.00.html](http://www.michigan.gov/mdhhs/0,5885,7-339-73971_4911_4912_74286--.00.html)

Too Good for Drugs

- [http://www.toogoodprograms.org/](http://www.toogoodprograms.org/)
- K-12 Curriculum focusing on:
  - Positive Social Norms
  - Peer Bonding
  - Social Skill Development
  - Social Awareness
  - Self-Awareness

- Students learn and practice setting reachable goals, making responsible decisions, and responding to peer pressure
- 7-10 lessons per grade, family materials, games, posters, and assessments
Too Good for Violence (K-12)

- [http://www.toogoodprograms.org/](http://www.toogoodprograms.org/)
- Violence prevention and character education program that teaches:
  - Conflict resolution
  - Anger management
  - Respect for self and others
  - Effective communication
- Focuses on eight key character traits: Caring, Cooperation, Courage, Fairness, Honesty, Respect, Responsibility, Self-discipline
- 7-10 lessons per grade, family materials, games, posters, and assessments
- CASEL = 1 RCT (3), Increased Positive Social Behavior
- WWC = TGFD&V 9-12 had positive effects on students’ knowledge, attitudes, and values,

Curriculum content

- **Too Good for Violence K-5**
  - differentiating between feelings and actions
  - encouraging respect between peers
  - celebrating diversity
  - handling bullying
  - choosing alternatives to violence

- **Too Good for Violence 6-8**
  - skills for conflict resolution
  - bullying prevention
  - anger management
  - respect for self and others
  - negative consequences of aggressive behavior
Tier 1
Interventions

College and Career
Career Academies

- National Career Academy Coalition (http://www.ncacinc.com)
- Career Academy Support Network (http://casn.berkeley.edu)
- Students in Career Academies take both career-related and academic courses and acquire work experience through partnerships with local employers. CA's are characterized by:
  - *small learning communities in which clusters of students share several classes each year and teachers collaborate around student needs*
  - a focused curriculum with a career theme relevant to local industry and economic needs
  - partnerships with employers, higher education institutions, and the community
  - WWC = potentially positive effects on completing school and no discernible effects on staying in school or progressing in school for high-school aged youth

Navigation 101: Career Planning

- http://www.k12.wa.us/SecondaryEducation/careerCollegeReadiness/default.aspx
  - Focused on goal setting
  - Bi-monthly, 45 minute meetings
  - Grades 6 thru 12 (Sequenced)
  - Nine recurring themes
  - Twenty advisory-based lessons/year
  - 140 downloadable lesson plans
  - Online materials to support implementation
  - Evaluation data templates
ACT's DISCOVER

- Students used computer lab for 1 hour/day for 2 weeks (10 meetings total)
- School counselor provided support and supervision and helped them personalize knowledge
- Improved career development knowledge and career maturity
- DISCOVER has been decommissioned!

WWC Systematic Review

- WWC “Systematic Review on Career Development and Counseling Interventions for Middle and High School Students” hopefully coming soon!
- Summary = Expanded career interventions (more than 4 hours) are effective for career development and maturity (immediate outcomes) but don’t impact staying in or progressing in school
Tier 2 Interventions

What Do We Mean by Tier 2?

Tier 1 interventions AND

- Interventions to move youth at risk back into effective school functioning

- Group level support, counseling, and skills development for youth coping with various challenges:
  - learning disabilities; poverty, homelessness; family challenges (illness, death, divorce); students with mental health diagnoses not receiving community-based services, or in transition

- What else in your experience?

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Tier 2 Interventions

Academic
Check and Connect

- [http://checkandconnect.umn.edu](http://checkandconnect.umn.edu)
- Dropout Prevention intervention
  - monitoring of school performance
  - case management
  - individualized attention and connection in school
  - community and family supports
Check and Connect

- Students are given a "monitor" who regularly reviews attendance, behavior, or academic problems and intervenes when problems are identified.

- The monitor also advocates for students, coordinates services, provides ongoing feedback and encouragement, and emphasizes the importance of staying in school.

- WWC = positive effects on staying in school, potentially positive effects on progressing in school, and no discernible effects on completing school for high school students with learning, behavioral, or emotional disabilities.


Peer Tutoring (K-12)

- 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
Student Success Skills: Small Groups

http://www.studentsuccessskills.com/

- Booster for at-risk students
- Structured groups
- Teaches cognitive skills, metacognitive skills, self-management of motivation, optimism
- Outcome Research: Improved FCAT scores for lower quartile students
Tier 2 Interventions
Social & Emotional
Check In/Check Out

- PBIS intervention (see pbis.org)
- Focuses on improving classroom behaviors
- Teacher provides clear behavioral expectations and incentives
- The teacher checks in with the student to set behavioral goals at the start of the period, then checks out with the student at the close of the period to rate that student’s conduct and award points or other incentives earned for attaining behavioral goal(s).

Check in/Check out (CICO) Daily Tracking Sheet

Student: ____________  CICO Teacher: ____________  Date: ____________

Student Directions: Pick up sheet from ____________, return sheet during last period.

Teacher Directions: Write the most appropriate response: “2” if the student met the goal; “1” if the student partially met the goal; and “0” if they did not meet the goal.

<table>
<thead>
<tr>
<th>Behavior Goal</th>
<th>1st</th>
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Teacher Initials

I am working for a reward of ________________________________

<table>
<thead>
<tr>
<th>Points Earned</th>
<th>Possible Points</th>
<th>% of points earned</th>
<th>Daily Goal</th>
<th>Met goal?</th>
</tr>
</thead>
</table>
Coping Power

- Designed for students with aggressive behaviors (at risk or diagnosed with ODD or CD) in grades 4 and 5 and their parents
- Highly structured with specific goals, objectives, and structured exercises for each session; CBT is theoretical orientation
- Emphasizes SEL skills needed during transition to middle school
- Addresses both child-level and contextual factors

Coping Power: Student Component

- Lessons on goal setting, organizational and study skills, improving emotional awareness, coping with peer pressure, social problem solving, anger management and peer relationships for students
- 34 fifty-minute small group (4-6 students) sessions
- 30-minute monthly individual sessions (6-8) for targeted student behavioral change
- Designed to be implemented across 2 school years
Coping Power: Parent Component

- 16 ninety-minute group sessions for 10-12 mothers and fathers
- Held at the school either during the school day or after school
- Lessons support and coincide with child components, use social learning theory
- Designed to build group cohesion among parents and to develop community and school involvement
- Content on setting expectations, praise, discipline, managing stress, communication, child study skills, identifying and supporting positive behaviors

Coping Power Research Evidence

- 23 studies since 2001
- Most recent literature is overview and summary literature
- 3 studies that meet WWC evidence standards for interventions with children classified as having an emotional disturbance
Tier 2
Interventions

Dropout Prevention
WWC Dropout Prevention

- Practice Guide - Moderate evidence for the following:
  - assign adult advocates to at-risk youth
  - provide academic support and enrichment
  - personalize the learning environment and instructional process
  - provide rigorous and relevant instruction to better engage students in learning and provide the skills needed to graduate and to serve them after they leave school

Summer Melt


- When students have graduated, applied to and been accepted to college, but DON'T ENROLL the following fall
- National average for all students is about 10%
- Average for low-income, first generation students ranges from 20-44%
Research on Interventions

- Castleman and Page have been conducting a series of research studies on interventions for summer melt
  - High school counselor outreach
  - Peer mentor outreach
  - Text-based information and outreach
  - Outreach via HS-University partnerships (in process)

Image from Castleman and Page, 2015
What is Needed?

- Help understanding forms and requirements, especially financial materials and options
- Reminders to complete college paperwork and to meet deadlines
- Developmentally-appropriate strategies for simplifying college-based transitions
- Information dissemination to parents and students
  - more challenging with low-income and first generation families

Intervention: Counselor Outreach

- Counselors made ongoing efforts to communicate with students in multiple ways
  - in-person meeting for initial assessment
    - review of financial aid award and unmet financial need
    - calendar of key summer deadlines at the student's college
    - help with understanding and completing paperwork received from college
    - assessment of social or emotional barriers to enrollment
  - follow up communication throughout summer via phone, email and text
  - in-person follow-up meetings when counselor determined it was needed or student requested
Outcomes

- Students were very responsive to outreach (1/2 in Boston and 1/3 in FC met with advisor over summer)
  - in FC, students who qualified for free or reduced lunch (FRL) status were more than twice as likely to meet with counselor (25% -50%)
- Almost no control group students sought help (2% met with counselor over summer)
- Strong positive impact of summer communication
  - Boston students receiving outreach
    - 5% more likely to enroll in following fall
    - 7% more likely to persist until spring of first year
    - 9% more likely to persist into fall of sophomore year
  - FRL students in FC receiving outreach 8% more likely to enroll

Reasons for Impact? Follow-up Study in Boston

- Counselors helped students
  1. reduce college costs
  2. qualify for aid
  3. waive costs
  4. sign up for tuition payment plans
  5. select more affordable colleges
  6. access college web portal sites
  7. complete required tasks
Intervention: Peer Mentors

- Sites were 3 MA cities and Dallas, TX
- Similar to school counselor intervention
- Provided by successful college student from area HS, with supervision by school counselors
- Counselors provided support for financial aid and other areas where peer mentor did not feel qualified
- Impact = 5% increase in fall enrollment (similar to counselors)
- Biggest impact for males
- Cost = $80/student

Intervention: Texts

- Done in 3 MA cities and Dallas, TX
- Text messages reminded students and their parents of key tasks to complete
  - log into university web portal
  - access paperwork
  - register for orientation and placement tests
  - complete forms
  - offer of help with FAFSA
- Offered opportunities to meet with SC if needed additional assistance
- Impact = 3-7% more likely to enroll for following fall
- Very cost-effective - $7/student
From Castleman and Page, 2015

Text messaging to mitigate summer melt

- The text intervention consisted of 10 messages:
  - FAFSA and financial aid award letters
  - Accessing the college’s online portal
  - Orientation, placement tests, and housing
  - Tuition bill and health insurance

From Castleman and Page, 2015

Positive impact on on-time college enrollment

Impact of text-based outreach on college enrollment among college-intending high school graduates

* Levels of statistical significance: $\sim$ p < 0.10 * p < 0.05 ** p < 0.01
What Does This Mean for School Counselors?

- Choosing an intervention modality
- Finding funding for summer supports
- Follow-up and outreach with students
- Impact is highest for low-income, first generation students so focus on value for larger community contexts

Skills for Academic & Social Success (SASS)

- Currently free (Contact Dr. Carrie Masia Warner, Ph.D. at masiac@wpunj.edu)

- Addresses psychoeducation, realistic thinking, social skills training, exposure exercises, and relapse prevention
SASS Overview

- 12 weekly in-school group sessions, 40 mins., 3-6 students /group
- 2 follow-up group sessions to address relapse
- 2 individual student meetings to set goals
- 4 weekend social events (90 mins) that provide exposure and skills generalization
- 2 group meetings for parents to learn about SAD, the intervention, and ways to support students (optional), materials relevant for teachers also

SASS Overview

Group sessions – participants:

- learn about social anxiety and the connection between thoughts, feelings, and behaviors
- receive social skills training
  - starting and maintaining conversations
  - listening and remembering
  - assertiveness
- have guided exposure to and practice with feared situations
- learn strategies to prevent relapse after the program ends
Tier 3 Interventions

What Do We Mean by Tier 3 Interventions?

Tier 1 and 2 interventions AND

- Interventions to move youth with significant mental health, cognitive, developmental, and/or contextual challenges back into effective school functioning

- Individual level support, counseling, and skills development for youth coping with various challenges

- Collaboration with community-based services

- What else in your experience?
Tier 3 Interventions
Students with Significant Difficulties

Tier 3/ High Risk

1. Case management
2. Check and Connect
3. Check in/ Check out
5. Cognitive-Behavioral Therapy
6. Coping Cat
7. Incredible Years: http://www.incredibleyears.com/
8. Solution-Focused Brief Therapy
Tier 3/ Case Management

- **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.

Cognitive-Behavioral Therapy

- Has consistent, considerable evidence of effectiveness for:
  - Social skills development
  - Anxiety disorders, phobias
  - Depression
  - Academic failure
  - Behavior disorders
  - PTSD
  - Many mental health, physical health, and relational difficulties
Cognitive Behavioral Intervention for Trauma in Schools

- https://cbitsprogram.org/
- Designed to reduce post-traumatic stress disorder (PTSD), depression, and anxiety among children with symptoms of PTSD.
- 10-session school-based intervention
- Teaches cognitive behavioral skills in a group format, 6-8 students/group
- Mix of didactic presentation, examples, and games to solidify concepts
- Components of the program include: relaxation training, combating negative thoughts, reducing avoidance, developing a trauma narrative, and building social problem solving skills
- Includes 1-3 individual child sessions, 2 optional parent sessions, and a teacher inservice session.

Coping Cat

- Meets SAMHSA’s standards for EBP
- Designed for students with generalized anxiety disorder, social phobia, and/or separation anxiety disorder
- Manualized Cognitive-Behavioral Treatment (CBT), and related workbook with client tasks
- Ages 6-12 = “Coping Cat” Program (available on Amazon, etc.)
- Ages 13-17 = “C.A.T Project” Program
- Parent companion materials
- Computerized version = “Camp Cope-A-Lot: The Coping Cat DVD”
Coping Cat

- 16 sessions for youth

- 8 skills training sessions on:
  - Physiological components of anxiety
  - Recognition of anxious self-talk
  - Modifying problematic self-talk
  - Developing stress management, distraction, & coping strategies
  - Self-evaluation, success attribution
  - Self-reward for successful management

- 8 skills practice sessions
  - Rehearsal, multiple attempts
  - Social support for group members
  - Generalization to other contexts

SESSION 2: RECOGNIZING FEELINGS

How did you do on the S.I.C. this time? (Record it on the line below.)

activities menu

* What feelings do people have?
This week, we'll have some fun learning about the many different feelings that people can have and how to recognize these feelings in ourselves and others. Let's start by listing some different feelings you can think of on the lines below.

* How do you know when...
  - someone is angry?
  - someone is sad?
  - someone is happy?
  - someone is surprised?
Coping Cat

FEAR acronym

1. **Feeling frightened** = recognize physiological signs of anxiety
2. **Expecting bad things to happen** = identifying anxious cognition(s)
3. **Attitudes and Actions that can help** = coping strategies
4. **Results and Rewards** = contingency management

Use of STIC tasks as weekly homework

1. **Show That I Can**
2. Mastery over new skills learned in session

### S.T.I.C. Task - Session 6

During this week, write down two times you felt scared or nervous.

#### Time 1

I was nervous, scared, or worried when...

- **Feeling frightened?**
  - My body reacted by...

- **Expecting bad things to happen?**
  - I was thinking...
  - Instead I thought...

#### Time 2

I was nervous, scared, or worried when...

- **Feeling frightened?**
  - My body reacted by...

- **Expecting bad things to happen?**
  - I was thinking...
  - Instead I thought...
Coping Cat Research: SAMHSA Review

- 16+ outcome study journal articles, several replications
- 3 experimental RCT studies
- 3 outcome studies:
  - Youth aged 6-17
  - Male and female
  - Multiple race/ethnicities for most studies, mostly White
- Measures
  - Anxiety Disorder Interview Schedule (ADIS)
  - 6 instruments used to measure child self-report of symptoms
  - Child Behavior Checklist (CBCL) used for parent-report
  - CBC—Teacher Report Form used for teacher-report

Coping Cat Intervention: Research

Statistically significant findings:
- Decrease in anxiety symptoms 1, 3.5, and 7.4 years after treatment
- 81% of participants in 2005 study no longer met criteria for anxiety diagnosis 1 year after intervention, sig. less than wait list control
- Increase in coping ability in youth
- Decrease in parent-reported symptoms
- Decrease in teacher-reported symptoms
- 60% of children who participated in Coping Cat, compared to 0% of controls, had normal range for internalizing behaviors
- Decrease in observed behavioral signs of anxiety
Incredible Years


- 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
Solution-Focused Counseling

- Increasing evidence of effectiveness for:
  - Relationship issues
  - Anxiety disorders
  - Academic difficulties
  - Behavior disorders
  - More for internalizing than externalizing behaviors,
    more for girls than boys

Solution-Focused Counseling

- Much of what school counselors do is solution-focused 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."
Additional Resources
Where else can you find evidence-based interventions?

MOST COMMON
- IES WHAT WORKS CLEARINGHOUSE
- NATIONAL INSTITUTES OF HEALTH
- CSCORE
- OTHER CURATED COLLECTIONS (CASEL, SAHMSA)

GOING DEEPER
- DISSERTATIONS
- INFERRING FROM RELATED PROFESSIONS (e.g., teaching, psych, nursing)
- LISTSERV REQUESTS (e.g., ASCAScene)

HOW?
- UNIVERSITY LOGIN
- GOOGLE SCHOLAR
- RESEARCH GATE
- EMAIL THE AUTHOR
- UNIVERSITY PARTNERSHIP

WHAT ABOUT FIDELITY?

When implementing an intervention at your own site, how important is it to strictly adhere to the curriculum?
DON'T FORGET COMMON FACTORS RESEARCH

Practitioner skill, client factors, and the quality of the practitioner/client relationship still reigns supreme!

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EPI: VARIABLES BEING SCIENTIFICALLY MEASURED

LATENT VARIABLES

UNIQUE DIFFERENCES AT YOUR OWN SITE

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THANK YOU!

Email:
- cdimmitt@umass.edu
- zyromski.1@osu.edu
- cagriffith@umass.edu

Website:
- Ronald H. Fredrickson Center for School Counseling Outcome Research and Evaluation
- www.cscor.org

Address:
- 813 N. Pleasant St. • College of Ed • UMass Amherst 01003

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