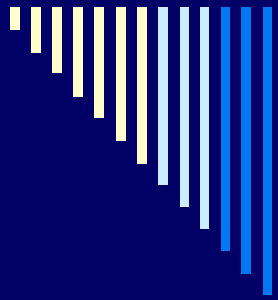


Student Success Skills PowerPoint

- This PowerPoint is designed for computer screen viewing. Other complete versions (with accompanying notes and less text on the slides) are available as part of the Student Success Skills program.

- The first of four Student Success Skills (SSS) studies has been published and provides more detail regarding research design and treatment:
Brigman, G.A. & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling*, 7(2), 91-98.

- A second SSS study has been accepted for publication by ASGW while a third is under review.



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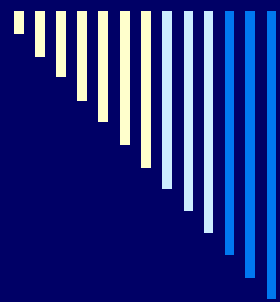


School Counselors:

"We're in the Student
Success Business"

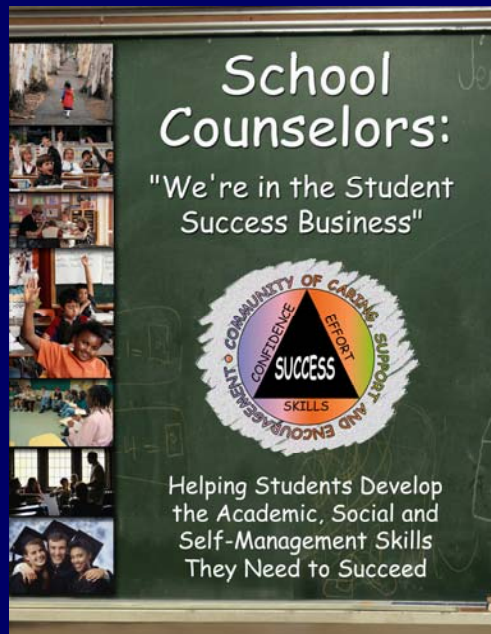


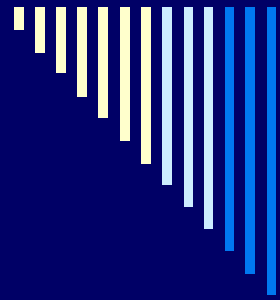
Helping Students Develop
the Academic, Social and
Self-Management Skills
They Need to Succeed



PowerPoint Overview: Student Success Skills

- Overview of key components
- Research base supporting development of the program
- Research results reflecting student outcomes
- Key components and tools embedded in the program
- Program implementation





The Student Success Skills (SSS) Program focuses on developing key skills in an environment of caring, support, and encouragement that increases student confidence and effort, contributing to success.





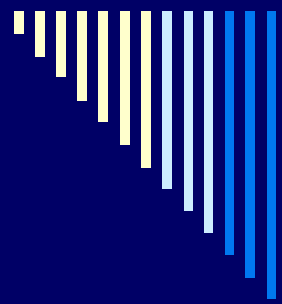
THE SSS PROGRAM FOCUSES ON THREE KEY SKILL SETS

I. Learning Skills

II. Social Skills

III. Self-Management Skills





These skill sets are based on extensive reviews of research spanning the last 50 years:



Masten and Coatsworth (1998)

- Reviewed 25 years of research
- Most critical factors associated with academic and social competence

Wang (1994)

- Reviewed 50 years of research
- “What helps students learn”

Hattie, Biggs & Purdie (1996)

- Reviewed 10 years of research
- Effects of learning skills interventions on student learning

All three reviews found a similar set of skills contributing to academic success and are the foundation for the SSS Program.

THREE KEY SKILLS FOR STUDENT SUCCESS

LEARNING SKILLS

Goalsetting/Planning
 Progress Monitoring
 Story Structure
 Mental Practice
 Memory
 Kaizen

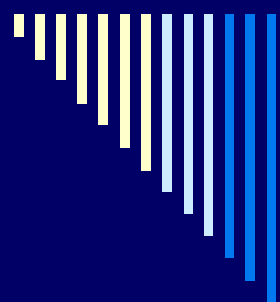


SOCIAL SKILLS

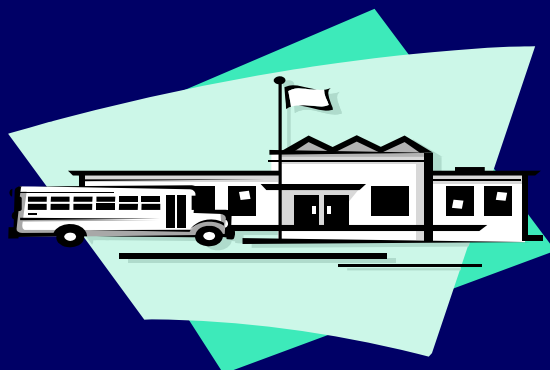
Social problem solving
 Listening/Attending
 Encouragement
 Peer Coaching
 Empathy
 Kaizen

SELF-MANAGEMENT SKILLS

Using Feedback/Patterns	Performance /Test Anxiety Coping Skills	Anger Management Skills
Positive Self-Talk	Attention/Motivation Focusing	Life Skills
	Kaizen	

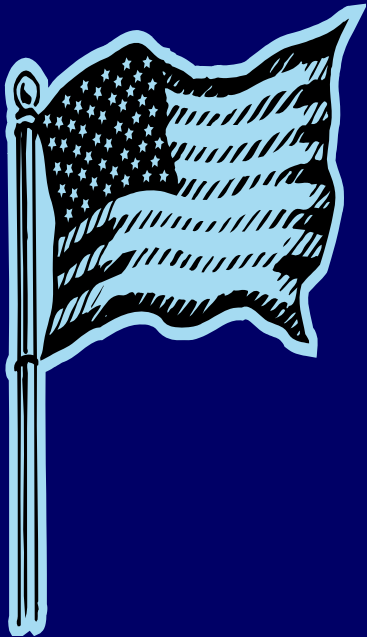
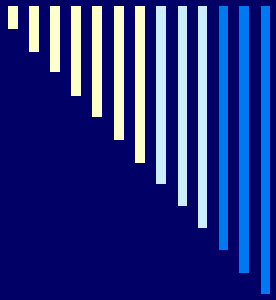


Recent studies involving school counselor led groups and classroom guidance focused on the Student Success Skills (SSS) approach.



Four studies

- 50 school counselors
- 36 schools in two counties
- Over 800 students
- Grades 5,6,8,9



The US Department of Education's National Center for Education Evaluation includes the following criteria in establishing strong evidence of programs that work:

- Random selection of participants
- Random assignment to treatment and control groups
- Effectiveness in at least two school settings

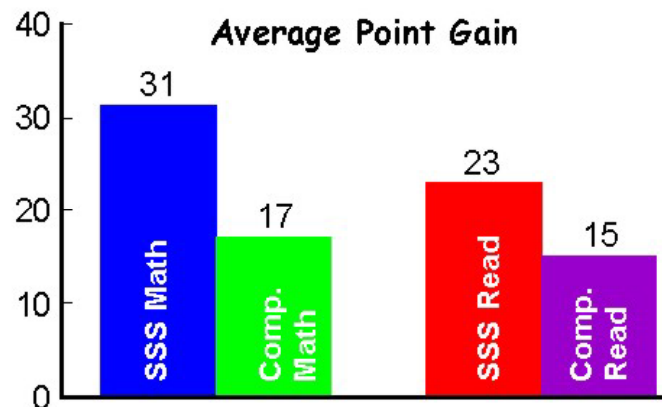
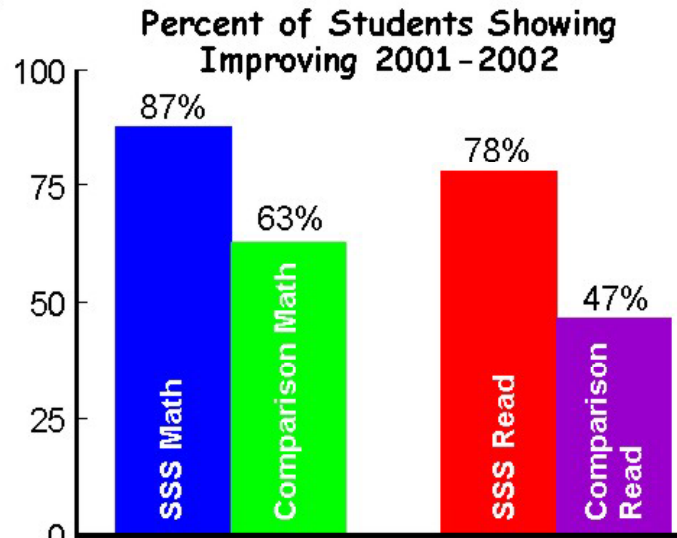
The SSS Studies use a research design that meets this criteria. The studies have also been replicated.

PASCO County FCAT NRT Scale Scores

School Counselors

Closing the Achievement GAP

HELPING STUDENTS
DEVELOP THE ACADEMIC,
SOCIAL AND SELF-
MANAGEMENT SKILLS
THEY NEED TO SUCCEED



SSS=155 5th and 6th graders
Comparison=620 5th and 6th graders
Both SSS and Comparison students were selected from students scoring between 25-60 percentile on the 2001 FCAT NRT

- Students receiving the SSS intervention outperformed students who did not receive the intervention.
- With random assignment we can assume that students receiving the SSS intervention and those in the comparison groups had an equal opportunity to be exposed to other types of school based interventions (reading curriculum, FCAT practice, etc.).
- As a result, the difference can be attributed to the SSS intervention.

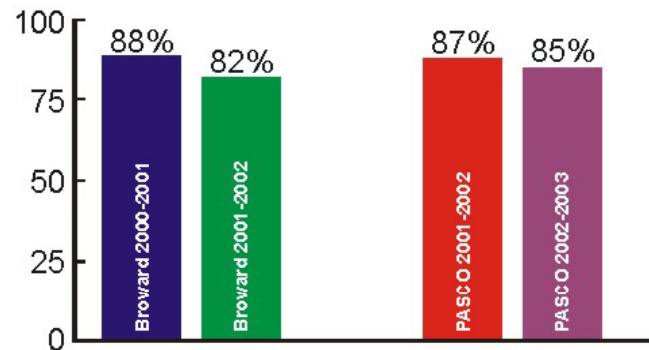
FCAT NRT Math Scale Scores

School Counselors

Making a difference in Student Achievement

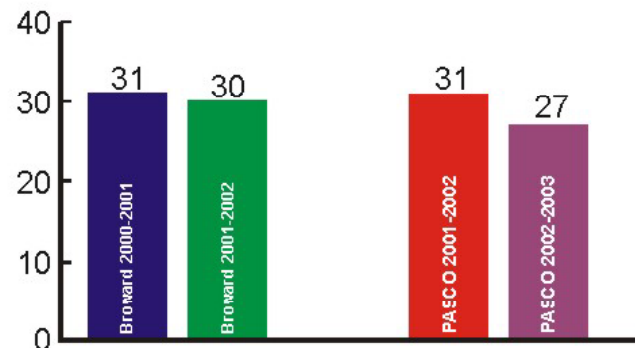
HELPING STUDENTS DEVELOP THE ACADEMIC, SOCIAL AND SELF-MANAGEMENT SKILLS THEY NEED TO SUCCEED

% of Students Showing Improvement



Grades 5 & 6

Average # of Points Gained in Math



- Outcomes related to academic performance were measured using FCAT NRT scale scores.
- Students participating in the SSS intervention showed consistent gains across four studies.
- The SSS intervention included eight 45 minute small group sessions at weekly intervals followed-up by two “booster sessions” about a month apart.

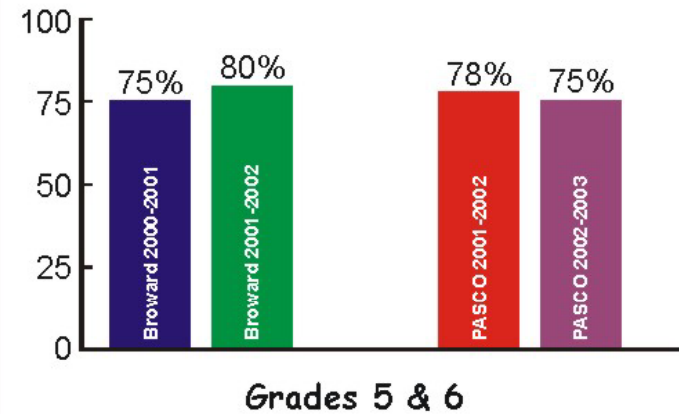
FCAT NRT Reading Scale Scores

School Counselors

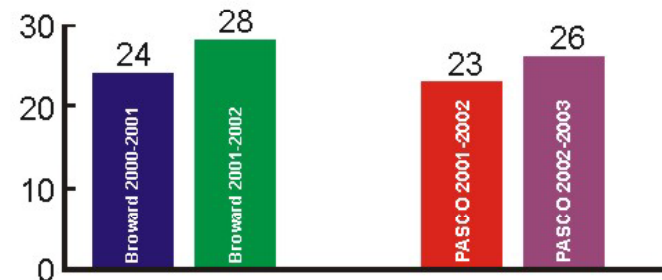
Making a difference in Student Achievement

- Consistent results were also found in reading.
- FCAT reading scores improved for approximately 78% of the 5th and 6th grade students receiving the SSS intervention.
- Students scores increased an average of 25 scale score points.

% of Students Showing Improvement



Average # of Points Gained in Reading



HELPING STUDENTS
DEVELOP THE ACADEMIC,
SOCIAL AND SELF-
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THEY NEED TO SUCCEED

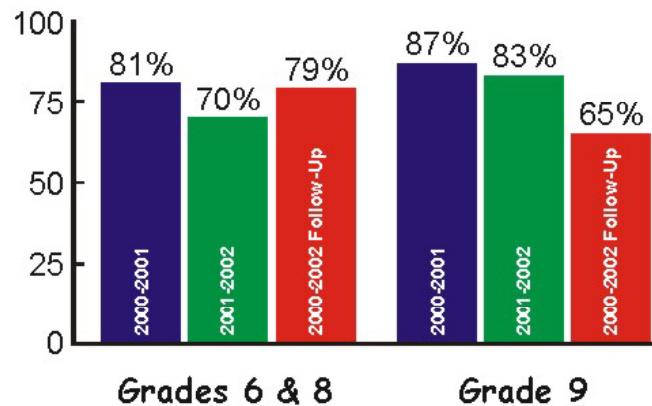
FCAT NRT Math Scale Scores

School Counselors

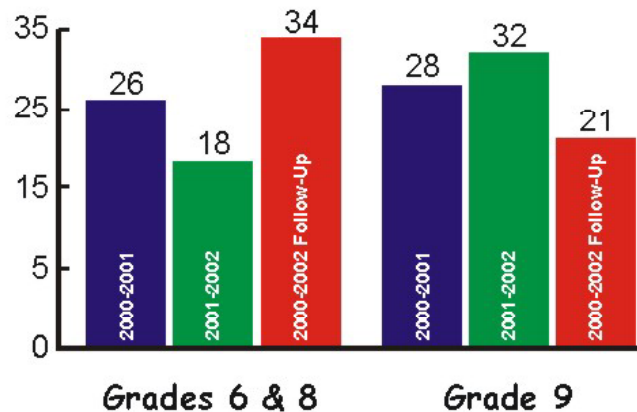
Making a difference in Student Achievement

HELPING STUDENTS DEVELOP THE ACADEMIC, SOCIAL AND SELF-MANAGEMENT SKILLS THEY NEED TO SUCCEED

% of Students Showing Improvement



Average # of Points Gained in Reading



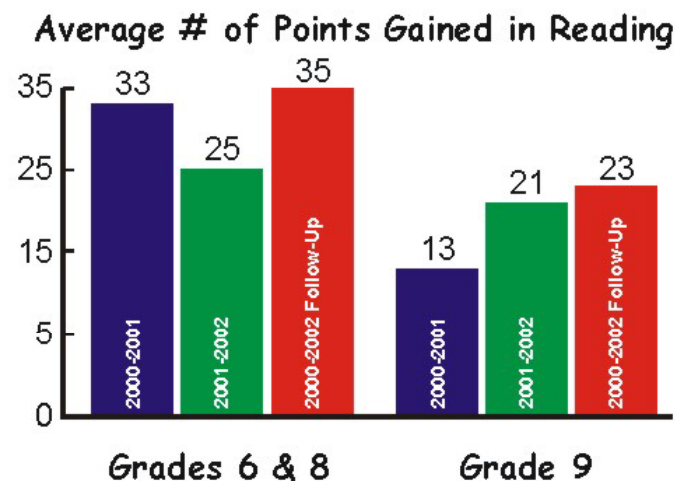
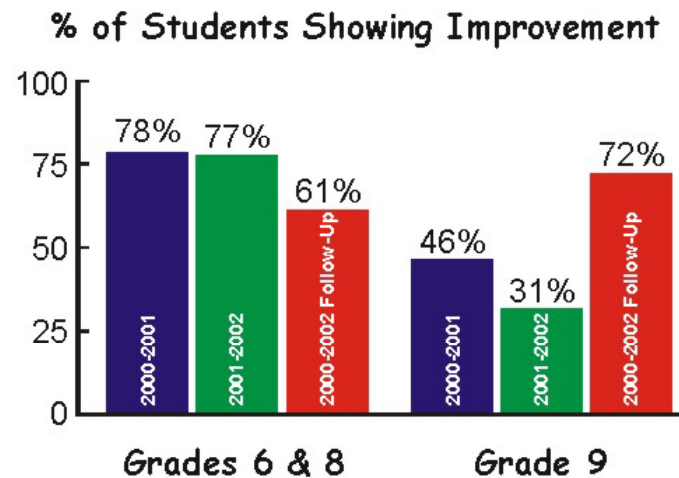
- The red bars note FCAT scores for SSS students one year following the intervention.
- These students did not receive additional SSS intervention but continued to show improvement.
- The SSS approach teaches skills students can continue to use to improve learning.

FCAT NRT Reading Scale Scores

School Counselors

Making a difference in Student Achievement

HELPING STUDENTS DEVELOP THE ACADEMIC, SOCIAL AND SELF-MANAGEMENT SKILLS THEY NEED TO SUCCEED



- Approximately 78% of students in grades 6 & 8, improved an average of 29 points on FCAT math.
- Ninth grade students initially showed lower gains in reading. However, follow-up scores (red bars) one year later showed improvement similar to grades six and eight.

FCAT NRT Percentile Rank

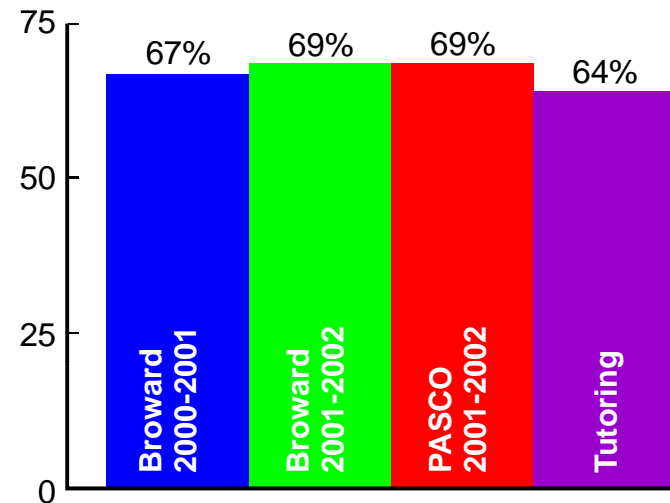
School Counselors

Closing the Achievement GAP

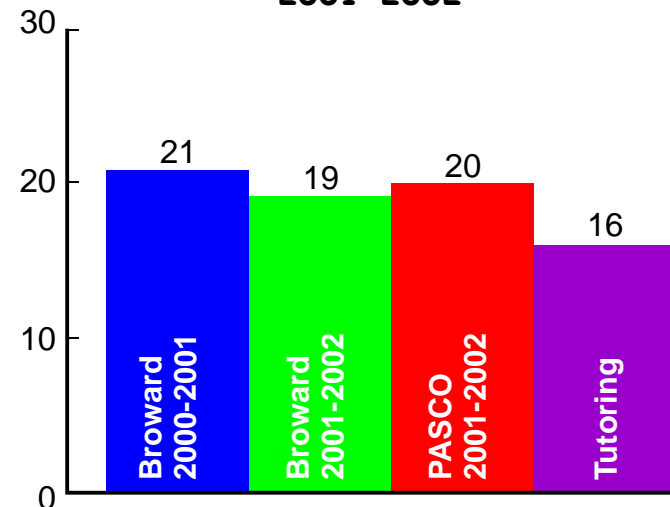
- Achievement gains for students receiving the SSS intervention were also compared to gains by students who participated in an intensive tutoring program in their school.
- The percentage of students who benefited from tutoring was similar to the percentage of SSS students showing improvement.

HELPING STUDENTS
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SOCIAL AND SELF-
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Math % Improving 2001-2002



Math Average # Points Gained 2001-2002



FCAT NRT Percentile Rank

School Counselors

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HELPING STUDENTS
DEVELOP THE ACADEMIC,
SOCIAL AND SELF-
MANAGEMENT SKILLS
THEY NEED TO SUCCEED

Tutoring

Teachers (Math & Reading) worked with students in groups of 5-8 twice per week for 1 hour each. Tutoring took place before school and lasted 22 weeks.

Total tutor time = 44 hours

SSS Group

Counselors worked with students in groups of 5-8 once per week for 45 minutes each meeting. The groups took place during the school day and last 8 weeks with 4 additional 45 minute booster session spaced one month apart.

Total SSS group time = 9 hours

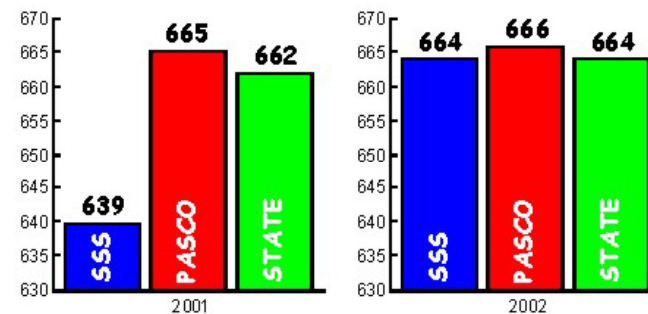
- Students receiving the tutoring did not participate in the SSS intervention.
- While tutoring is an important academic intervention, it can be supported by the SSS intervention to help students become more effective learners.
- The combination of tutoring and the SSS intervention should create the strongest intervention.
- The tutoring program cost about \$272 per student vs about \$6 per student for counselors to be trained to deliver the SSS intervention.

School Counselors

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Closing the Achievement GAP

Students participating in the student success skills program compared to county and state FCAT NRT scores.

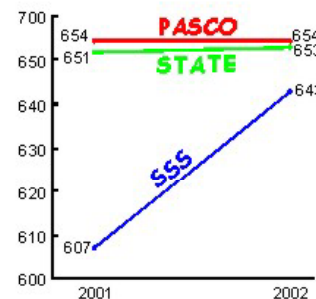


6th grade math FCAT NRT scale scores.

HELPING STUDENTS DEVELOP THE ACADEMIC, SOCIAL AND SELF-MANAGEMENT SKILLS THEY NEED TO SUCCEED

When school counselors used research based skill building approaches, students improved in FCAT math and reading scores and school success behaviors.

5th grade math FCAT NRT scale scores.

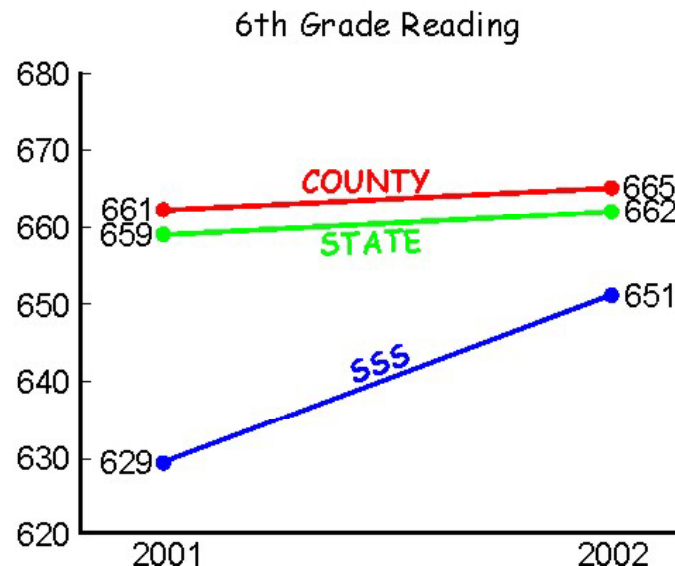
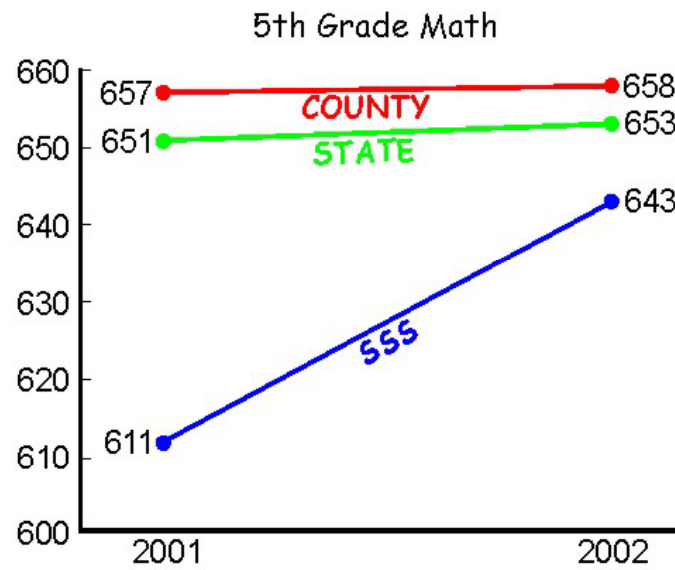


- It is important to note how the use of the SSS approach helps close the achievement gap between low and average achieving students.

Graph 1. FCAT NRT scale score means

School Counselors

Closing the Achievement GAP



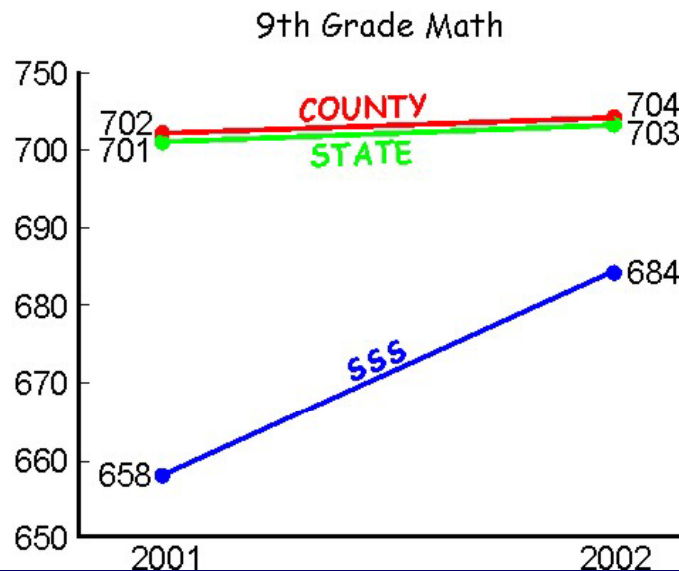
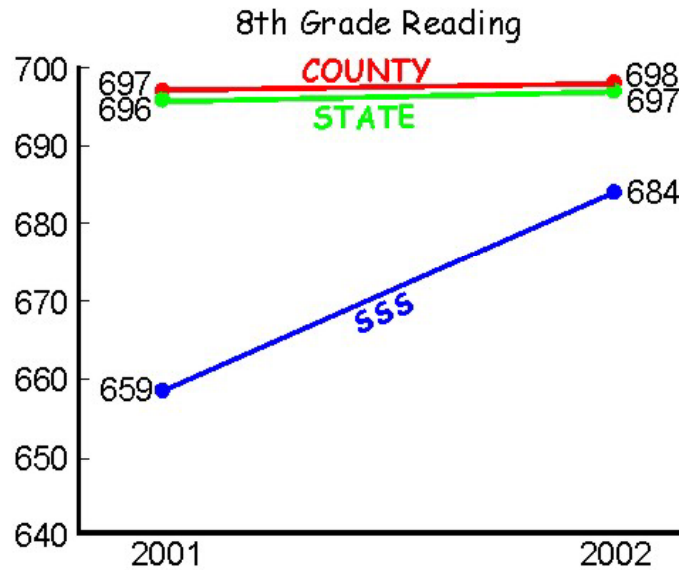
HELPING STUDENTS
DEVELOP THE ACADEMIC,
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THEY NEED TO SUCCEED

- Here are a few additional examples of “closing the achievement gap”.
- Note that state and county scores remained relatively flat while SSS students improved at a much steeper rate.

Graph 2. FCAT NRT scale score means

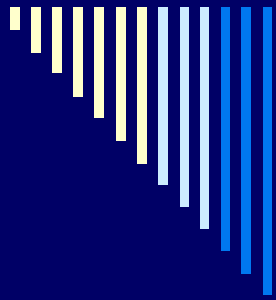
School Counselors

Closing the Achievement GAP



HELPING STUDENTS
DEVELOP THE ACADEMIC,
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MANAGEMENT SKILLS
THEY NEED TO SUCCEED

- Outcomes showed similar achievement gaps beginning to close at other levels as well.



Teachers reported improved behavior for students participating in the SSS intervention focusing on academic, social, and self management skills. As students began to acquire the skills and confidence necessary for success their behavior improved.



- ❑ Nationally normed rating scale targeted skill areas involved in the SSS program
- ❑ 70% of students showed improved school success behavior
- ❑ Average improvement was 20 percentile points

Independent Review

Carey, J. (2004). Does Implementing a Research-Based School Counseling Curriculum Enhance Student Achievement? *Center for School Counseling Outcome Research. School Counseling Research Brief 2.3*, April 15, 2004.



In the brief, Carey describes the first published SSS study (Brigman & Campbell, 2003) as:

“exceptionally well designed” and “a very rigorous piece of outcome research that reflects an important sea change in school counseling research”

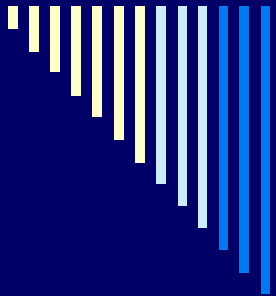


Research Summary

School counselor led groups and classroom guidance focused on Student Success Skills help students to improve academic achievement and behavior



- Four well designed studies with consistent findings
 - Significant gains in reading, math, and behavior
 - Randomized controlled trials
 - Multiple settings/grade levels
-



The Student Success Skills approach is based on five key skill building areas.



Goal setting and progress monitoring

Creating a caring, supportive and encouraging classroom

Memory skills

***Performing under pressure:
Managing test anxiety***

Story structure and positive student story telling



Strategy One: Goal Setting and Progress Monitoring

The “Seven Keys to Mastering Any Course” are used throughout the group and classroom intervention.

Students identify strengths/successes and areas they most want to improve in each week.

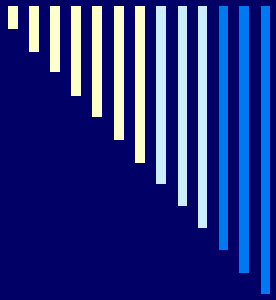
Students practice goal setting and action planning around three important areas:

academic skills

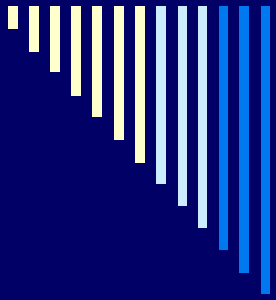
social skills

self-management skills.





- Goal setting and progress monitoring are also used to monitor daily life skills such as diet, rest, exercise, fun, and social support.
- Students learn how each of the life skills relates to increased energy and positive mood and note their efforts in each of these areas weekly.
- Students are taught to look for patterns in their behavior and to make changes as needed.



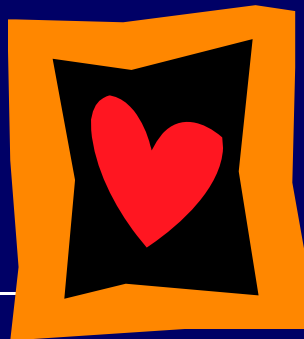
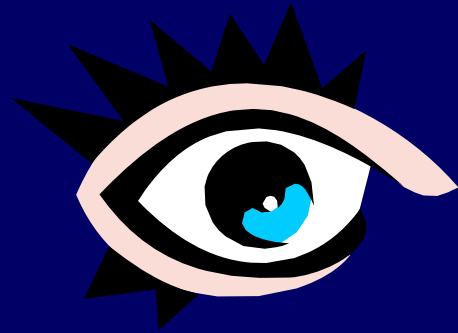
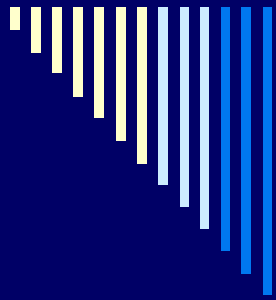
- Another way students are taught to monitor their progress is through their grades. Students set goals and select strategies to help reach those goals.
- Students are taught to monitor their progress by keeping track of their grades.
- Students learn to use each other as peer coaches as they develop plans for making improvements in the use of the Seven Keys, Life Skills, and grades.



Strategy Two: Creating a caring, supportive, and encouraging classroom



- Students participate in several activities geared towards enhancing support and encouragement within the classroom.
- When used at the beginning of the year or semester they can help set the tone for academic success.



- Students learn how to listen with eyes, ears, and hearts and provide encouragement to peers.
- Students share successes and recognize each other for improvements they are making.
- Students brain storm encouraging things to say and do in their classrooms.
- The goal is to create a classroom environment in which students are supported as they try out new skills.



Strategy Three: Improving Memory

- A third set of skills in the SSS program involves memory.
- Collaboration with the classroom teacher can be particularly effective as students learn and apply skills to current curriculum and upcoming tests.
- Students learn strategies that will support studying in all academic content areas.





Strategy Four: Performing Under Pressure



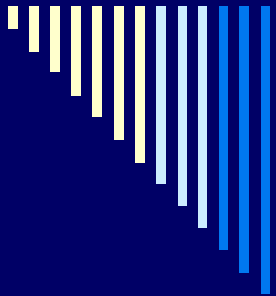
- Some students can pick out the important information and use solid study strategies but become anxious when then time comes to show what they know.
- The fourth set of strategies and skills are geared towards helping students perform under pressure.

Students are introduced to several strategies to help them perform better under pressure.



Managing Anxiety

- ❑ Safe Place
- ❑ Breath, Picture, Focus
- ❑ Positive Self Talk
- ❑ Keep Kool Tunes



POSITIVE SELF-TALK STATEMENTS

"That's not like meI'm usually more"

"Up until nowFrom now on"

Kaizen "Little by little, bit by bit, I'm improving every day"

Notice even small improvements and keep trying to improve little by little every day

Breathe, Picture, Focus

"Take a slow deep breath, picture myself in my power/safe place and focus on the what I need to do".

POSITIVE ENCOURAGEMENT STATEMENTS

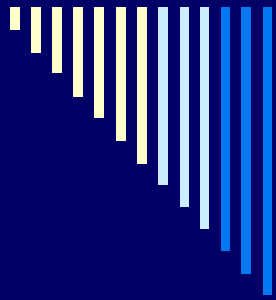
"Knowing you, you'll be able to figure it out."

"Knowing you, I am sure you will do fine."

"I know I can count on you to"

"That's not like you.....you're usually more/less....."

- Positive self talk and encouraging statements help keep students on track when faced with anxiety and pressure.
- Some degree of anxiety and pressure are to be expected as students are asked to perform, however, when it becomes overwhelming students need strategies to regain control and focus.



- ❑ Students can combine several strategies for managing pressure starting with being able to imagine themselves being successful.
- ❑ Increased practice results in improved skills.
- ❑ If goals are not met, students can identify additional strategies and start over.
- ❑ Students are encouraged to notice even small improvements increasing motivation to continue trying.

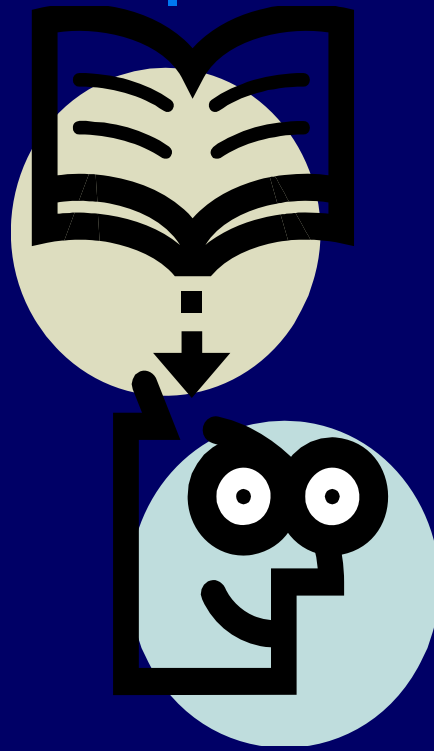


Kaizen

- The Japanese concept of “Kaizen” – noticing small improvements over time - is a key to the Student Success Skills approach as students set goals, develop plans, and monitor progress towards improved academic and social competence.



Strategy Five: Story Structure and Personal Story Telling



- Students learn to identify key concepts in stories and to create their own stories based on story starters such as “A time I started a healthy habit, A time I helped someone with a problem, or A time I made a new friend.”
 - As with all skills and strategies introduced to students through the SSS program, teacher collaboration and incorporation of ideas into daily curriculum enhances learning outcomes.
-

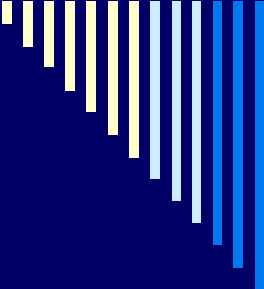


Effective implementation of the SSS approach requires some training and preparation.



- School Counselor Training*
- Teacher Workshop & Collaboration
- Classroom Guidance
- Small Group Counseling

** After training, counselors are encouraged to redirect a minimum of one hour per day to SSS group counseling or classroom guidance.*

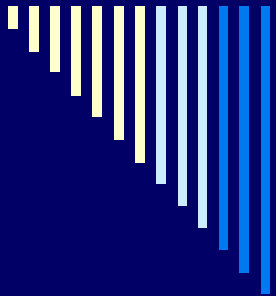


Teachers who have experienced/observed the facilitation of the SSS program have shown support. A group of 45 teachers were asked to rate each of the items on a one to five “Likert” type scale with 1 being low and 5 being high.



Percent of teachers rating the items below as a 4 or 5 based on their degree of helpfulness:

<input type="checkbox"/> Lesson addresses need	100%
<input type="checkbox"/> Students enjoyed	98%
<input type="checkbox"/> Students understood/applied	93%
<input type="checkbox"/> Develops learning/social skills	93%
<input type="checkbox"/> Involved all students	98%
<input type="checkbox"/> Age appropriate	98%
<input type="checkbox"/> Classroom management skills	100%



Fifty principals from elementary, middle and high school were presented SSS research results and asked about the importance of each item on a 1 to 5 scale with 1 being unimportant to 5 being very important.

Principal Survey



How important do you think it is for school counselors:

- ❑ to focus on helping students develop academic, social, and self-management skills? 46/50 (92%) of principals rated as important or very important

- ❑ to provide small group counseling that focuses on school success skills? 44/50 (88%) of principals

- ❑ to provide classroom guidance that focuses on students success skills? 46/50 (92%) of principals

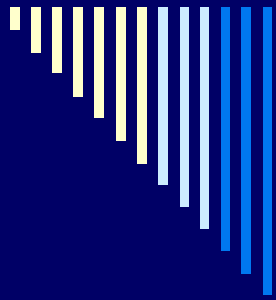
- ❑ who want or need up-dating, to receive specific training on how to implement group and classroom guidance related to school success skills? 46/50 (92%) of principals

SSS Implementation

A Good Investment

- Evidence based/research supported
- Cost of training is minimal when compared to tutoring programs staffed by certified teachers
- Reaches many students (with as little as a one-two hours per day commitment)
 - 100 per year in small groups
 - 600 per year in classroom guidance
- One time investment = long term gains
 - \$0 for continued implementation
 - Year after year additional students are supported through the SSS program





□ **The End**

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School Counselors:

"We're in the Student Success Business"



Helping Students Develop
the Academic, Social and
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They Need to Succeed