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Student Success Skills: An Evidenced-Based Program to Impact Student Outcomes

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the **RECIPE** *for*
SUCCESS

**Student Success Skills:
An Evidenced-Based
Program to Impact
Student Outcomes**





Agenda

- Student Success Skills: Overview
- ASCA Mindsets & Behaviors
- Practitioner Research Study
 - Design/Instruments/Results
 - School Counselor Experiences
- Questions



Student Success Skills

- Evidence-based program for building academic and social/behavioral skills, such as:
 - *Listening, attending, reasoning, relating, studying*
- Atlantic Education Consultants: Boca Raton, FL:
 - www.studentsuccessskills.com
 - (561) 451-9719
 - *Florida Atlantic University faculty*



Student Success Skills

- 3 Developmental Levels:
 - *K-1: Ready to Learn (RTL)*
 - *2-3: Ready for Success (RFS)*
 - *4-12: Student Success Skills (SSS)*
- 5 classroom lessons + 1 “booster” lesson (can be repeated as often as needed)
- SSS has an optional 8-session small group component for skill reinforcement



RTL (K-1)

- Stories about “Fuzzy” and his friends
- Four Learning Skills:
 - *Paying attention, listening & understanding, asking effective questions, encouragement*
- Five Teaching Strategies:
 - *Student story telling, story re-telling, encouragement council, peer reporting, modeling-coaching-cueing*

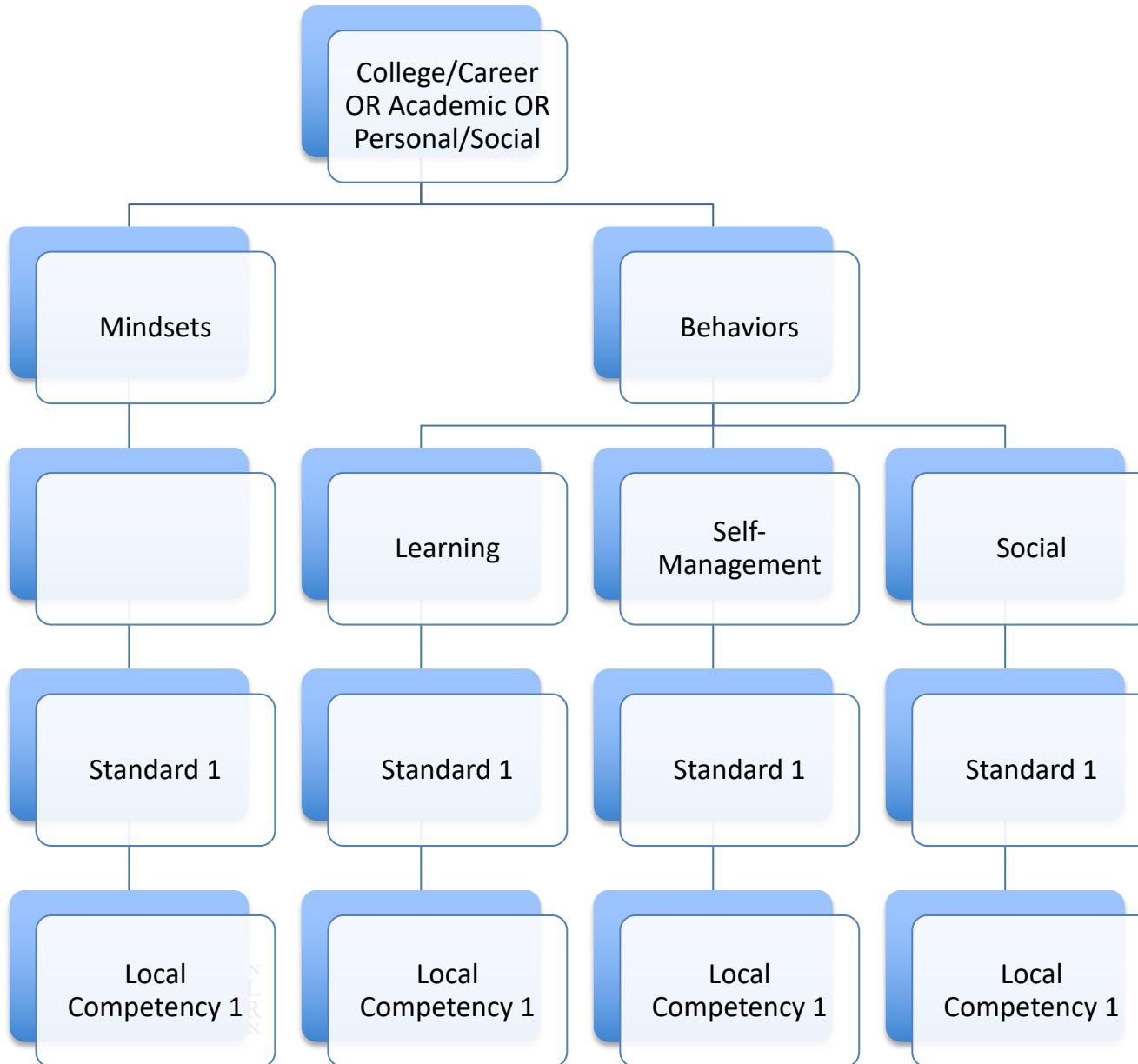


ASCA Mindsets & Behaviors

- Replaced ASCA Student Standards in 2014
- Research-based “non-cognitive” factors
- Knowledge, Skills, Attitudes for college/career readiness, personal/social development, & academics
- Counselors (or advisory teams, states, districts, etc.) create competencies for each grade level
- <http://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

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Domains

Categories

Subcategories

Standards

Competencies



ASCA Mindsets & Behaviors

- Grade level competencies:
 - What should students be able to do at each grade/age level in your school (or district, community, state)
 - Create your own or borrow:
[ASCA Database \(searchable\)](#)



Practitioner Research Study

- Choose standards (Mindsets & Behaviors)
- Create competencies
- Develop tool (rubric) to measure each
- Choose intervention (Student Success Skills)
- Collect pre-intervention data from teachers
- Implement lesson
- Collect post-intervention data from teachers



Practitioner Research Study

Category 2, Behavior Standards: Students will demonstrate the following standards through classroom lessons, activities and/or individual/small-group counseling:

Learning Strategies (LS)

4. Apply Self-Motivation and Self-Direction to Learning

Self-Management Skills (SMS)

2. Demonstrate Self Discipline and Self-Control

7. Demonstrate Effective Coping Skills When Faced with a Problem

Social Skills (SS)

1. Use Effective Listening Skills

2. Create Positive & Supportive Relationships with other Students



APPENDIX B: Behavior Rubric

Directions:

This rubric is a guide to help you rate each student's behavior in the 5 areas. A student's behavior might not fit perfectly into a category. In that case, select the category that most closely describes the student's behavior in that area. It is usually best to go with your first instinct or "gut feeling" rather than spending a great deal of time considering which category is the best fit.

	Inadequate (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)
A. Apply Self-Motivation and Self-Direction to Learning	<ul style="list-style-type: none"> • Rarely focused • Rarely completes assignments • Rarely works appropriately with materials to complete tasks • Rarely motivated • Mostly requires external rewards 	<ul style="list-style-type: none"> • Sometimes focused • Sometimes completes assignments • Sometimes works appropriately with materials to complete tasks • Sometimes motivated • Often requires external rewards 	<ul style="list-style-type: none"> • Often focused • Often completes assignments • Often works appropriately with materials to complete tasks • Often motivated • Sometimes requires external rewards 	<ul style="list-style-type: none"> • Mostly focused • Mostly completes assignments • Mostly works appropriately with materials to complete tasks • Mostly motivated • Rarely requires external rewards
B. Demonstrate Self-Discipline and Self-Control	<ul style="list-style-type: none"> • Mostly impulsive • Sometimes explosive • Mostly out of seat • Mostly talks during instruction • Rarely in control of behavior 	<ul style="list-style-type: none"> • Often impulsive • Sometimes explosive • Often explosive • Often out of seat • Often talks during instruction • Sometimes in control of behavior 	<ul style="list-style-type: none"> • Sometimes impulsive • Rarely explosive • Sometimes out of seat • Sometimes talks during instruction • Often in control of behavior 	<ul style="list-style-type: none"> • Rarely impulsive • Rarely explosive • Rarely out of seat • Rarely talks during instruction • Mostly in control of behavior

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	Inadequate (1)	Needs Improvement (2)	Meets Expectations (3)	Exceeds Expectations (4)
A. Apply Self-Motivation and Self-Direction to Learning	(1)	(2)	(3)	(4)
B. Demonstrate Self Discipline and Self-Control	(1)	(2)	(3)	(4)
C. Demonstrate Effective Coping Skills When Faced with a Problem	(1)	(2)	(3)	(4)
D. Use Effective	(1)	(2)	(3)	(4)

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	<i>N</i>	<i>M</i>	<i>SD</i>
PRE-INTERVENTION			
Self-Motivation/Self-Direction	203	3.02	.98
Self-Discipline/Self-Control	203	2.95	.97
Coping Skills	203	3.01	.94
Listening Skills	203	2.88	.95
Positive/Supportive Relationships	203	3.27	.86
Total Behavior Score	203	15.13	4.04
POST-INTERVENTION			
Self-Motivation/Self-Direction	203	3.16	.89
Self-Discipline/Self-Control	203	3.13	.88
Coping Skills	203	3.23	.88
Listening Skills	203	3.17	.89
Positive/Supportive Relationships	203	3.44	.73
Total Behavior Score	203	16.12	3.69



Practitioner Research Study

- School Counselor Reflection:
 - Student Success Skills
 - Teacher buy-in
 - Use of data/Practitioner research
 - Improvements the following year

Questions & Contact Info

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