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

Nick R. Abel
Butler University, nabel@butler.edu

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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](http://schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf)
Mindsets

Behaviors

- Learning
- Self-Management
- Social

- Standard 1
- Standard 1
- Standard 1
- Standard 1

- Local Competency 1
- Local Competency 1
- Local Competency 1
- Local Competency 1

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.

<table>
<thead>
<tr>
<th>A. Apply Self-Motivation and Self-Direction to Learning</th>
<th>Inadequate (1)</th>
<th>Needs Improvement (2)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Rarely focused</td>
<td>• Sometimes focused</td>
<td>• Often focused</td>
<td>• Mostly focused</td>
<td></td>
</tr>
<tr>
<td>• Rarely completes assignments</td>
<td>• Sometimes completes assignments</td>
<td>• Often completes assignments</td>
<td>• Mostly completes assignments</td>
<td></td>
</tr>
<tr>
<td>• Rarely works appropriately with materials to complete tasks</td>
<td>• Sometimes works appropriately with materials to complete tasks</td>
<td>• Often works appropriately with materials to complete tasks</td>
<td>• Mostly works appropriately with materials to complete tasks</td>
<td></td>
</tr>
<tr>
<td>• Rarely motivated</td>
<td>• Sometimes motivated</td>
<td>• Often motivated</td>
<td>• Mostly motivated</td>
<td></td>
</tr>
<tr>
<td>• Mostly requires external rewards</td>
<td>• Often requires external rewards</td>
<td>• Sometimes requires external rewards</td>
<td>• Rarely requires external rewards</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>B. Demonstrate Self Discipline and Self-Control</th>
<th>Inadequate (1)</th>
<th>Needs Improvement (2)</th>
<th>Meets Expectations (3)</th>
<th>Exceeds Expectations (4)</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Mostly impulsive</td>
<td>• Sometimes impulsive</td>
<td>• Sometimes impulsive</td>
<td>• Rarely impulsive</td>
<td></td>
</tr>
<tr>
<td>• Sometimes explosive</td>
<td>• Sometimes explosive</td>
<td>• Rarely explosive</td>
<td>• Rarely impulsive</td>
<td></td>
</tr>
<tr>
<td>• Mostly out of seat</td>
<td>• Often explosive</td>
<td>• Sometimes out of seat</td>
<td>• Rarely out of seat</td>
<td></td>
</tr>
<tr>
<td>• Mostly talks during instruction</td>
<td>• Often out of seat</td>
<td>• Sometimes talks during instruction</td>
<td>• Rarely out of seat</td>
<td></td>
</tr>
<tr>
<td>• Rarely in control of behavior</td>
<td>• Often talks during instruction</td>
<td>• Sometimes in control of behavior</td>
<td>• Rarely talks during instruction</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sometimes in control of behavior</td>
<td>• Often in control of behavior</td>
<td>• Mostly in control of behavior</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Inadequate (1)</td>
<td>Needs Improvement (2)</td>
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<td>Exceeds Expectations (4)</td>
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<tr>
<td>A.</td>
<td></td>
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</tr>
<tr>
<td>Apply Self-Motivation and Self-DIRECTION to Learning</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>B.</td>
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<td>Demonstrate Self Discipline and Self-Control</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
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<tr>
<td>C.</td>
<td></td>
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<tr>
<td>Demonstrate Effective COPING SKILLS When Faced with a Problem</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
</tr>
<tr>
<td>D.</td>
<td></td>
<td></td>
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<td></td>
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<tr>
<td>Use Effective Communication</td>
<td>(1)</td>
<td>(2)</td>
<td>(3)</td>
<td>(4)</td>
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## Recipe for Success

**ASCA Annual Conference**  
**New Orleans • July 9-12**

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<tbody>
<tr>
<td><strong>Pre-Intervention</strong></td>
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</tr>
<tr>
<td>Self-Motivation/Self-Direction</td>
<td>203</td>
<td>3.02</td>
<td>.98</td>
</tr>
<tr>
<td>Self-Discipline/Self-Control</td>
<td>203</td>
<td>2.95</td>
<td>.97</td>
</tr>
<tr>
<td>Coping Skills</td>
<td>203</td>
<td>3.01</td>
<td>.94</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>203</td>
<td>2.88</td>
<td>.95</td>
</tr>
<tr>
<td>Positive/Supportive Relationships</td>
<td>203</td>
<td>3.27</td>
<td>.86</td>
</tr>
<tr>
<td><strong>Total Behavior Score</strong></td>
<td>203</td>
<td>15.13</td>
<td>4.04</td>
</tr>
<tr>
<td><strong>Post-Intervention</strong></td>
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<td></td>
</tr>
<tr>
<td>Self-Motivation/Self-Direction</td>
<td>203</td>
<td>3.16</td>
<td>.89</td>
</tr>
<tr>
<td>Self-Discipline/Self-Control</td>
<td>203</td>
<td>3.13</td>
<td>.88</td>
</tr>
<tr>
<td>Coping Skills</td>
<td>203</td>
<td>3.23</td>
<td>.88</td>
</tr>
<tr>
<td>Listening Skills</td>
<td>203</td>
<td>3.17</td>
<td>.89</td>
</tr>
<tr>
<td>Positive/Supportive Relationships</td>
<td>203</td>
<td>3.44</td>
<td>.73</td>
</tr>
<tr>
<td><strong>Total Behavior Score</strong></td>
<td>203</td>
<td>16.12</td>
<td>3.69</td>
</tr>
</tbody>
</table>
Practitioner Research Study

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

Butler University Counselor Educators:
Tom Keller: tkeller@butler.edu
Brandie Oliver: bmoliver@butler.edu
Nick Abel: nabel@butler.edu

Lisa Piatek, School Counselor: lpiatek@tccs.k12.in.us