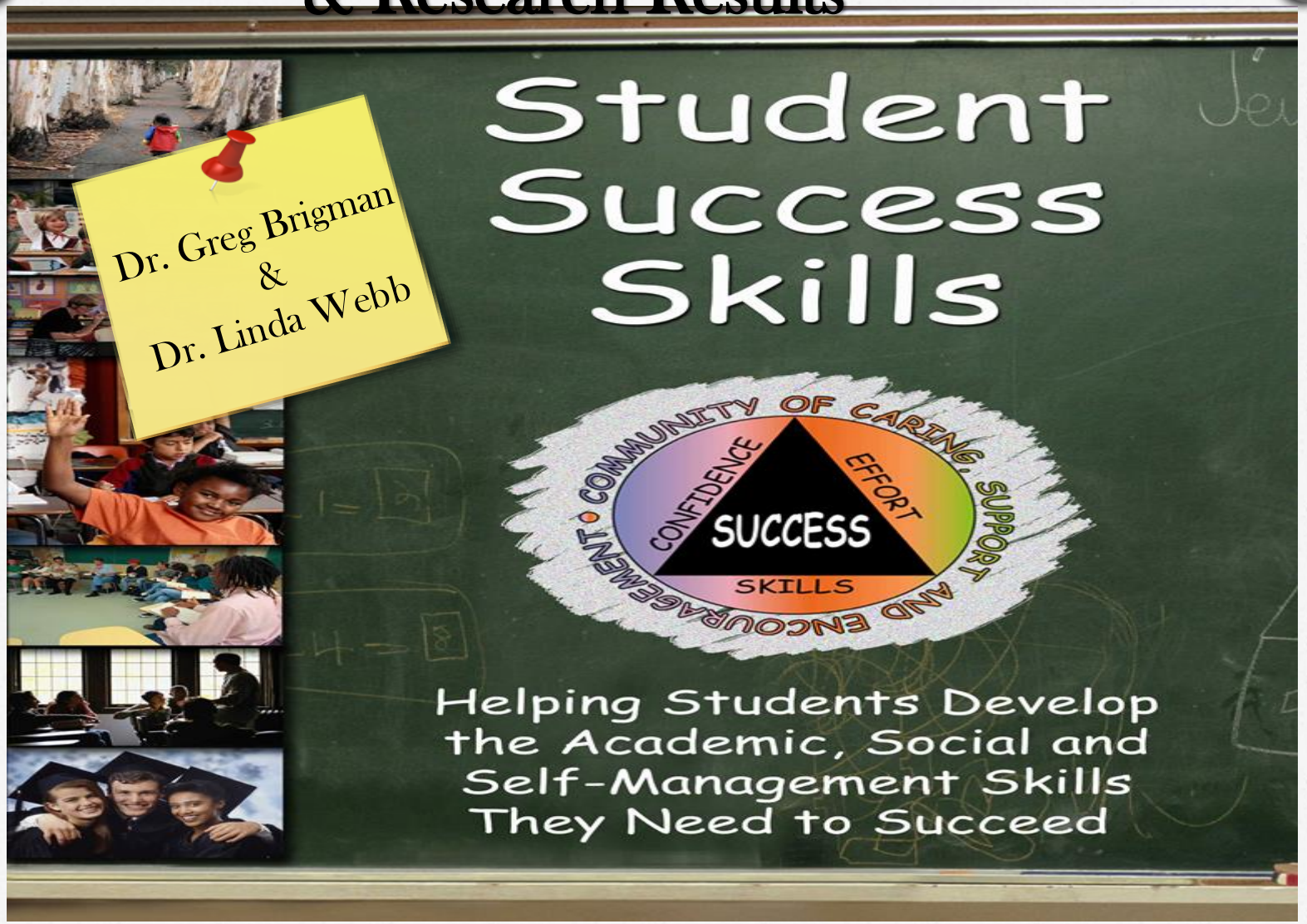
Program Overview & Research Results



Student Success Skills

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


COMMUNITY OF CARING, SUPPORT AND ENCOURAGEMENT
CONFIDENCE
EFFORT
SUCCESS
SKILLS

Three Keys to Building Resilience and Reducing School Failure

Skills:

Cognitive, Social and Self-management

Attitudes:

Healthy Optimism, Solution Focused

Climate:

Caring, Support, Encouragement

Three Key Skill Sets for Student Success

Learning Skills

Social Skills

Self-Management Skills

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

Student Success Skills Published Research Findings

SIGNIFICANT POSITIVE FINDINGS

Cognitive/Academic Skills	Social Skills	Self-Regulation Skills
Standardized reading scores	Interpersonal/pro-social skills	Reduced anxiety
Standardized math scores	Reduced problem behaviors	Planning and organizing
Task completion rates	Listening skills	Self-regulation of arousal
Learning competence	Increased cooperation	Coping skills
Executive functioning	Reduced bullying	Improved impulse control
Engagement	Appropriate assertion	Improved motivation

SSS Efficacy Research

Over 25 published articles on SSS in leading professional journals.

Three national award winning research articles

One or more of the the Student Success Skills Programs are featured in all six of these evidence-based guides

Collaborative for Academic, Social, and Emotional Learning (CASEL) Program Guides

Fredrickson Center for School Counseling Outcome Research and Evaluation (CSCORE)

What Works Clearinghouse

SAMHSA Evidence-Based Practices Resource Center

RAND Center for Social and Emotional Learning Research

The Best Evidence Encyclopedia
Center for Data-Driven Reform in Education
Johns Hopkins University

SSS Research

<u>Over 10,000 counselors and teachers have used SSS with</u>

Over 4 million students

In grades K-12

Villares et al, (2023).

13 randomized studies of a school counselor classroom intervention: SSS

- Effect sizes for:
  - Cognitive measures - .22 (medium)

(standardized achievement tests, academic credits earned, grade point average, and content knowledge exams)

  - Behavioral Measures- .21 (small)

(decision-making, executing functioning, attendance, and discipline)

  - Affective Measures – .55 (medium)

(self-management, relationship skills, social awareness, self-awareness, and responsible decision-making, self-esteem, depression, test anxiety, anxiety, and locus of control)

SSS U.S. Department of Education IES Randomized Trial Grant (2011-2015)

2.7 million federal grant, 4 years, RCT Researchers:

Florida State University

Florida Atlantic University

University of Massachusetts Amherst/ CSCORE

Partners and Volunteer Participants:

Two school districts, 60 schools

Elementary School Counselors

5th grade teachers and students

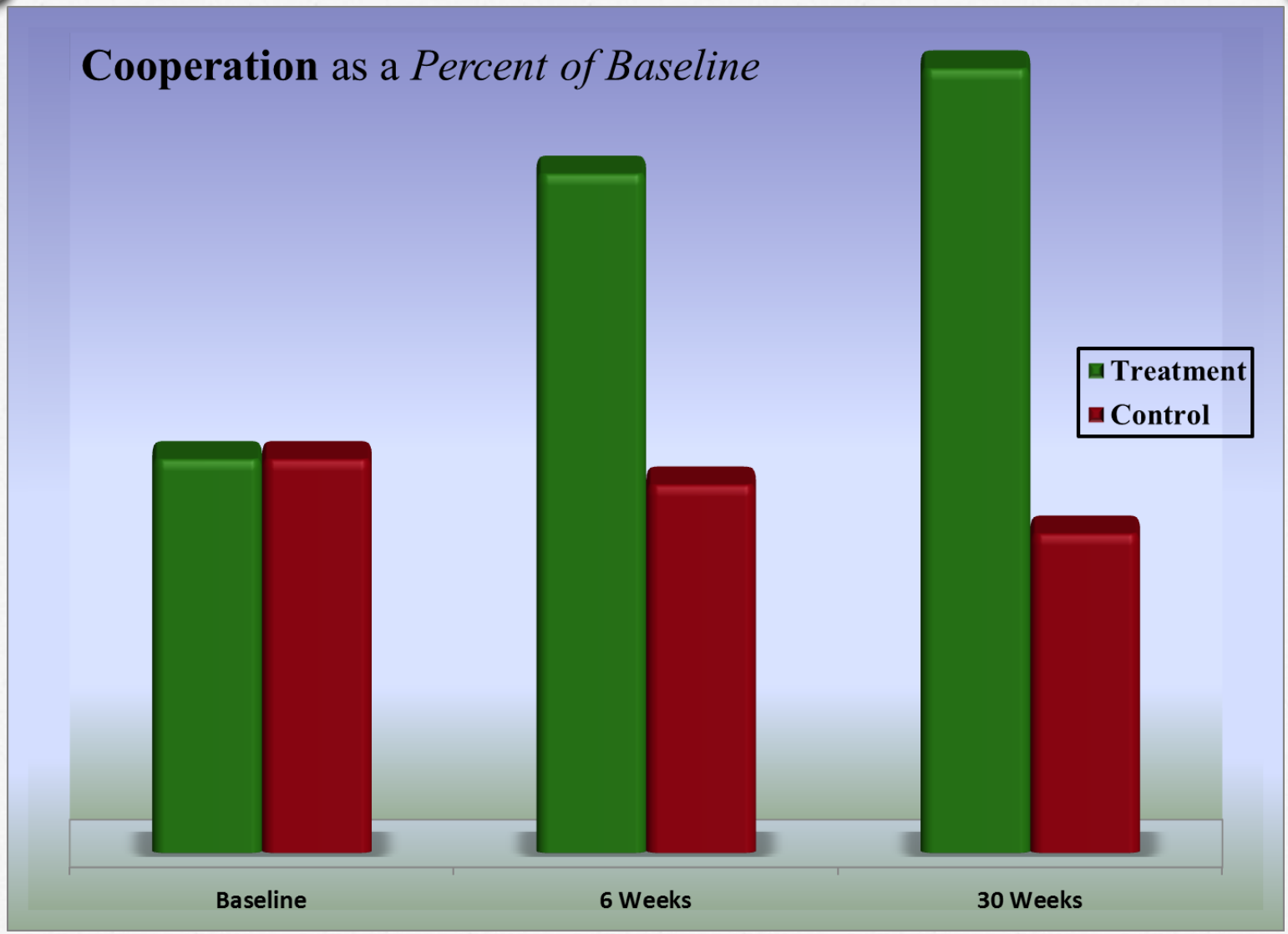
Participants

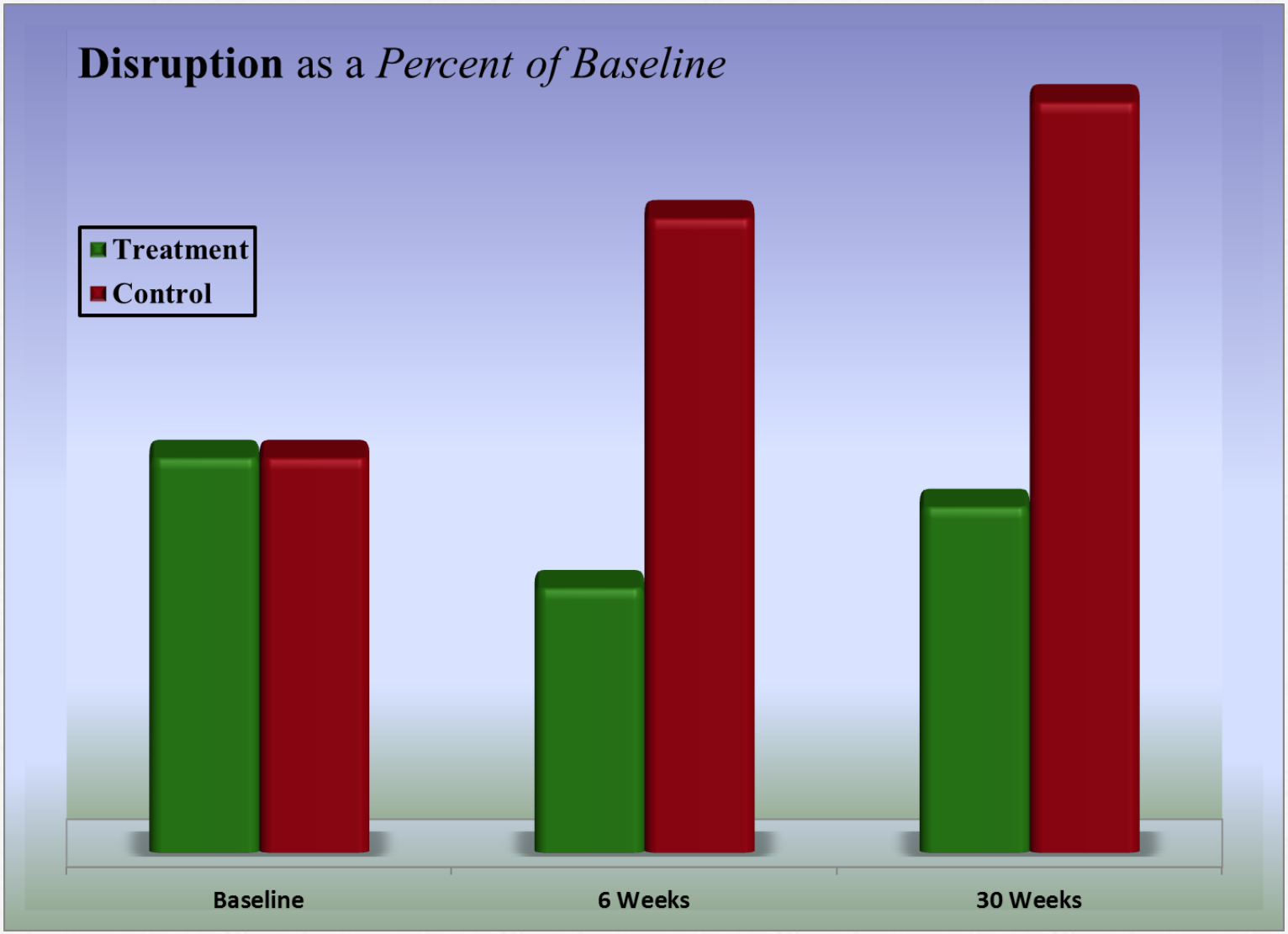
Total Participants:

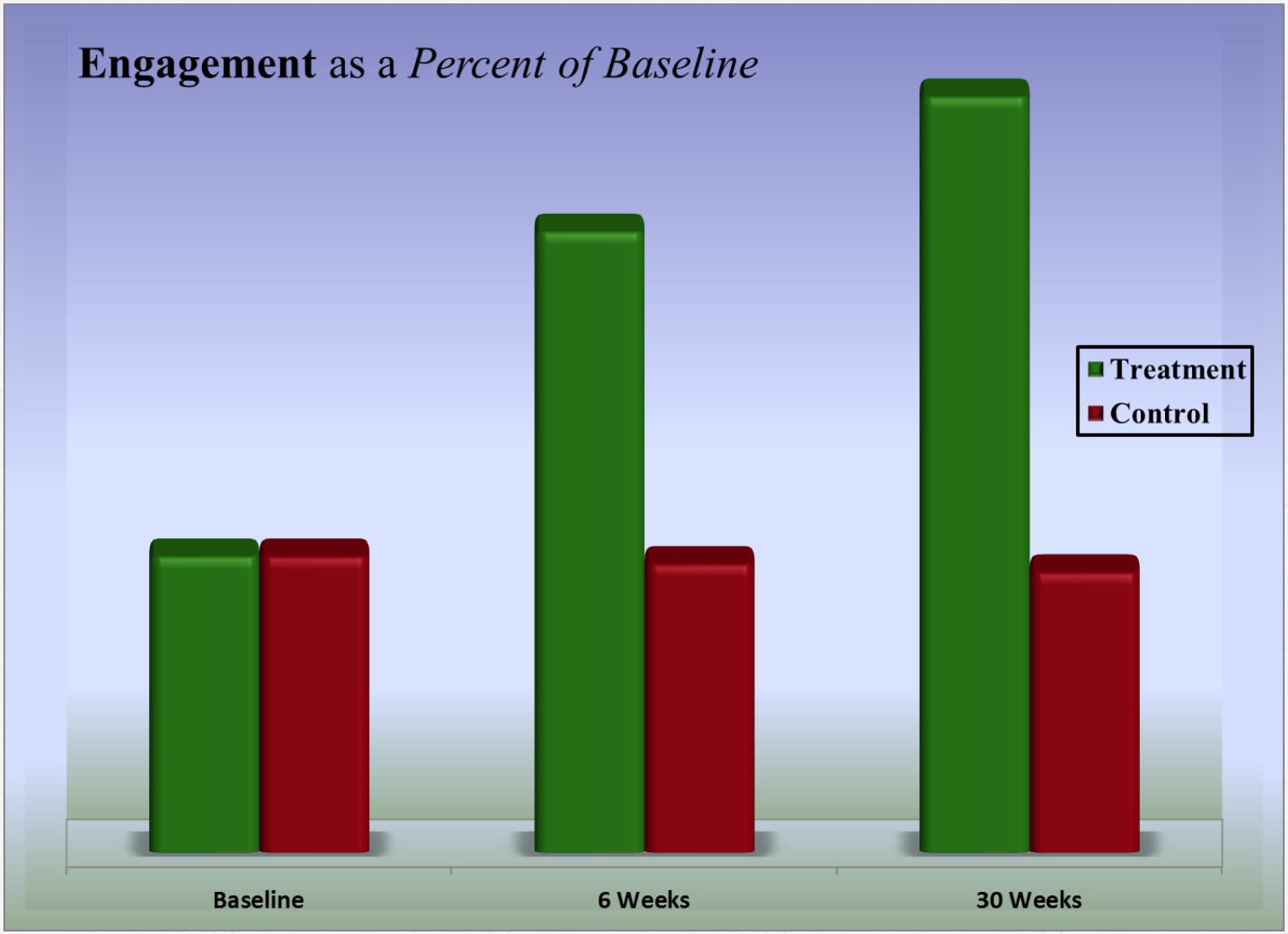
60 schools, 240 classrooms, 4500 students

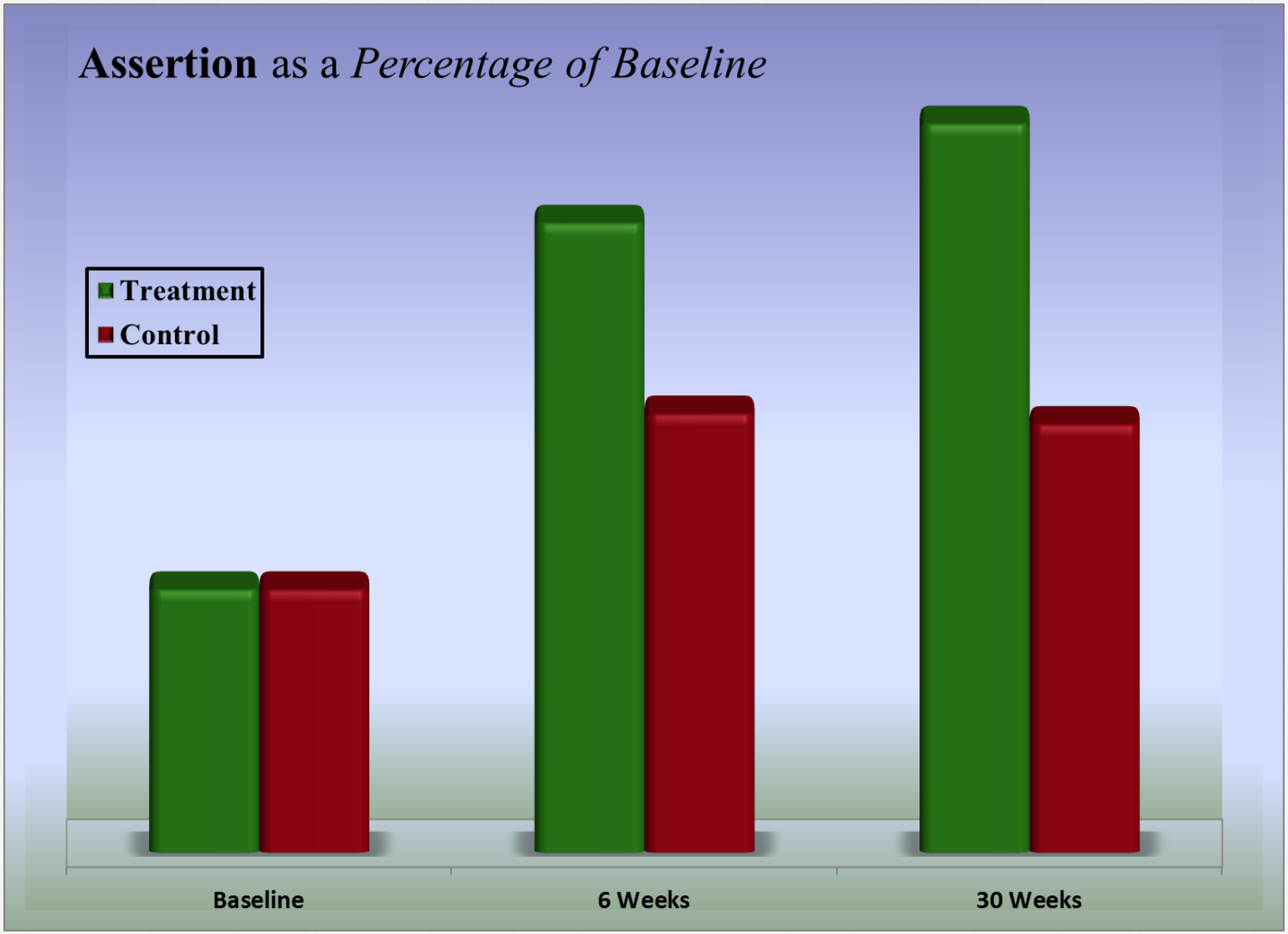
Randomization at the school level

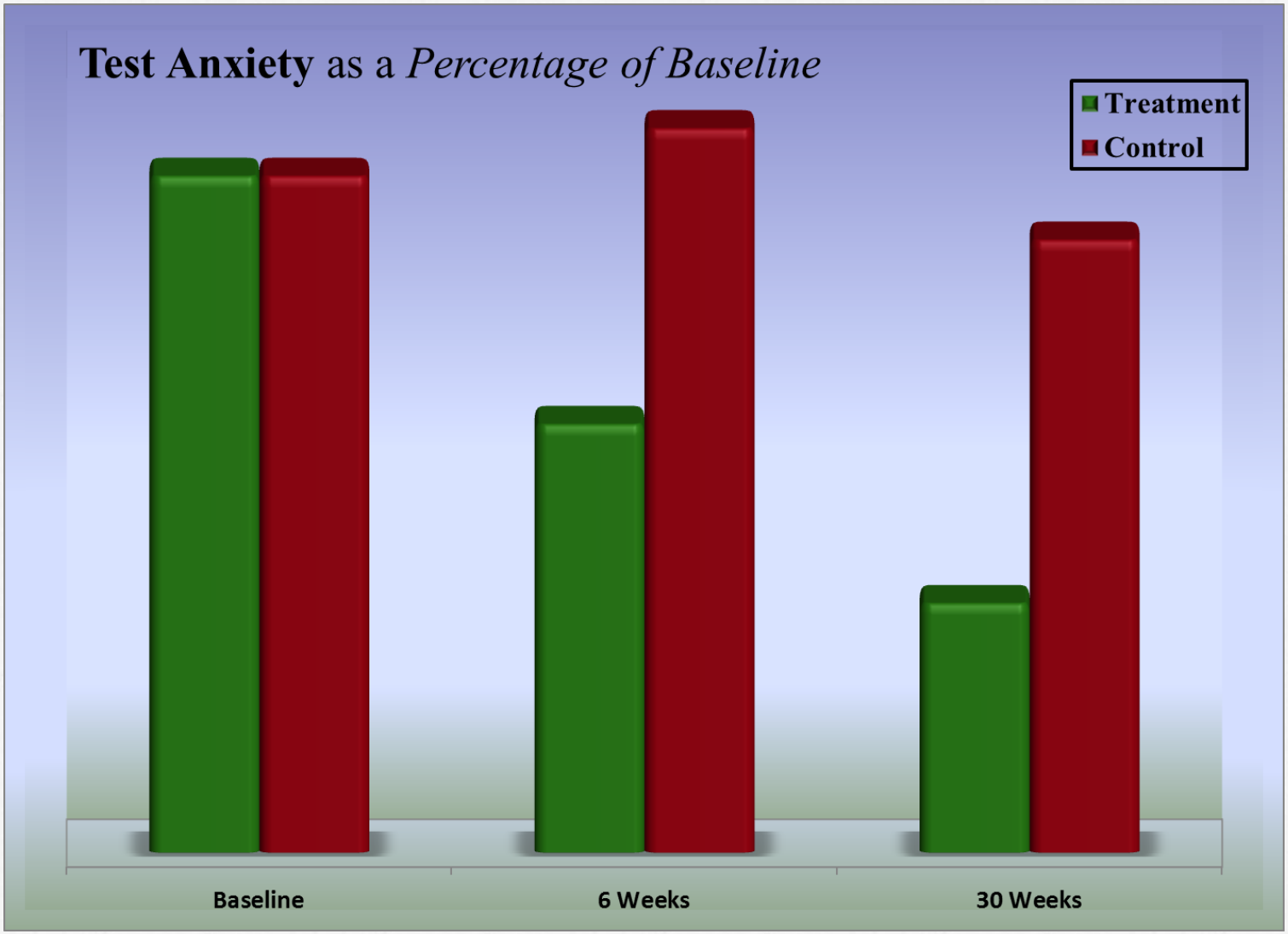
- 30 schools randomly assigned as treatment
- 30 schools randomly assigned as control

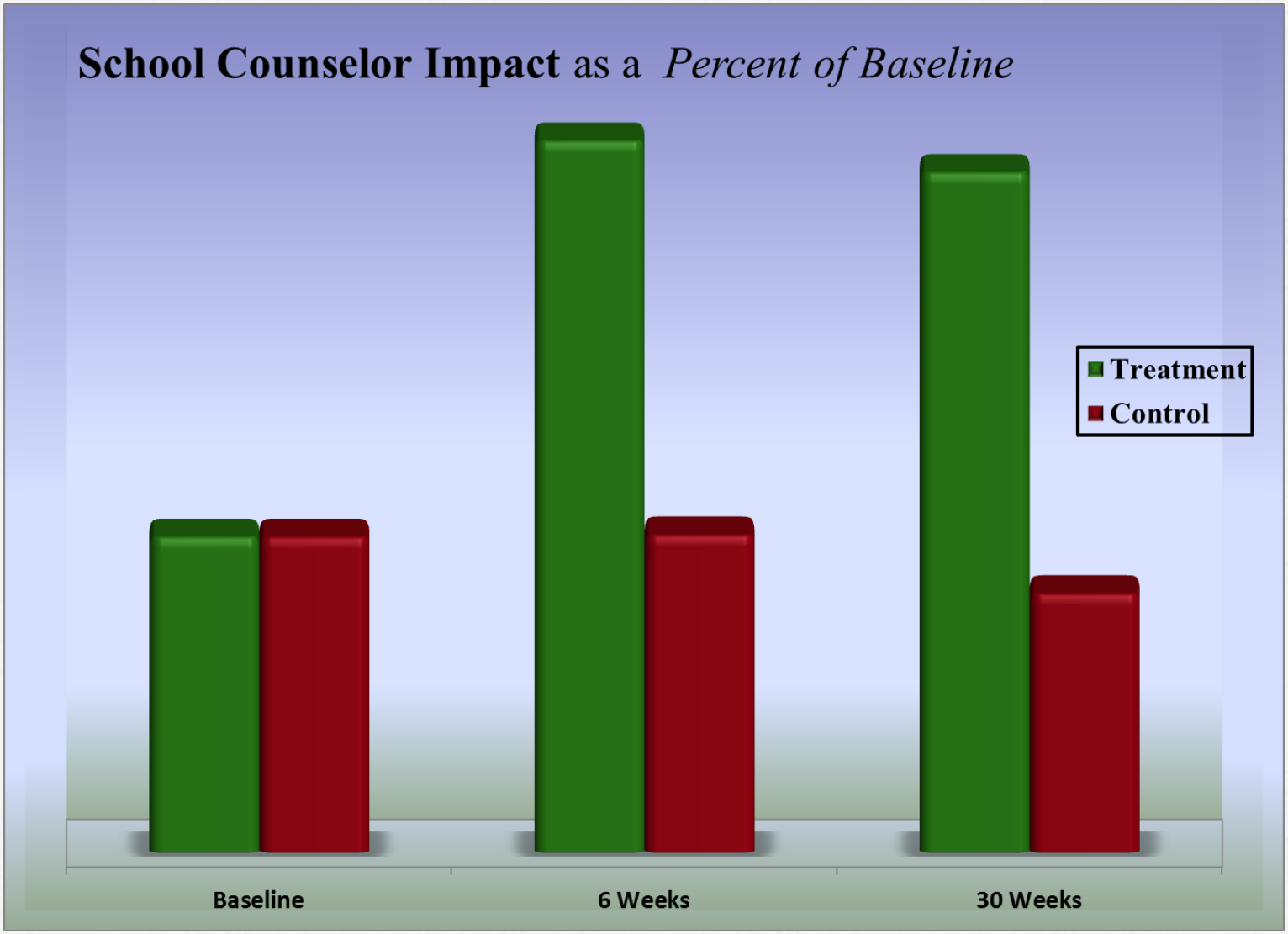

Cooperation as a Percent of Baseline
Treatment
Control
Baseline
6 Weeks
30 Weeks


Disruption as a Percent of Baseline
Treatment
Control
Baseline
6 Weeks
30 Weeks


Engagement as a Percent of Baseline
Treatment
Control
Baseline
6 Weeks
30 Weeks


Assertion as a Percentage of Baseline
Treatment
Control
Baseline
6 Weeks
30 Weeks


Test Anxiety as a Percentage of Baseline
Treatment
Control
Baseline
6 Weeks
30 Weeks


School Counselor Impact as a Percent of Baseline
Treatment
Control
Baseline
6 Weeks
30 Weeks

SSS Meta-Analysis (2012)

Five studies:

- Brigman & Campbell (2003)
- Brigman, Webb, & Campbell (2007)
- Campbell & Brigman (2005)
- Webb, Brigman, & Campbell (2005)
- León, Villares, Brigman, Webb, & Peluso (2010)

Sample Population

Thirty-nine schools in two large school districts located in south Florida.

Students from rural, suburban, and urban settings.

Combined total = 1,279 in grades 4, 5, 6, 8, and 9.

Ethnic composition of the total sample included:

- White = 718 (56%)
- African American = 279 (22%)
- Hispanic = 282 (22%)

Results of Meta-Analysis

Effect Sizes for SSS on Standardized Test Scores

ES for Math = .41

ES for Reading = .17

Overall ES = .29

New effect size rubric for standardized test scores

Large Effect = .25

Medium Effect = .15

Small Effect = .05 - .10

Vernez & Zimmer 2007

The Practical Impact of the SSS Program

On Math and Reading Scores

What can we expect from interventions aimed at improving math and reading achievement?

Hill, Bloom, Black, & Lipsey (2007)

Reviewed dozens of meta-analyses of studies to evaluate a wide range of educational interventions and programs.

They estimated overall effect sizes of

- 0.23 for elementary,
- 0.27 for middle and
- 0.24 for high school students.

Practical significance of a SSS .41 ES in math

- Grades 4-5 An additional 4/5 of a year's growth
- Grades 6-7 An additional 1 year's growth
- Grades 9-10 An additional 1 2/3 year's growth

Hill, C., Bloom, H., Black, A., & Lipsey, M. (2007)

Practical significance of a SSS .17 ES in Reading

- Grades 4-5 An additional 1/3 of a year's growth
- Grades 6-7 An additional 1/2 year's growth
- Grades 9-10 An additional 1 year's growth

Hill, C., Bloom, H., Black, A., & Lipsey, M. (2007)

Recent SSS Studies Show Positive Impact on:

- Achievement
- Pro-social skills
- Bullying
- Classroom climate
- Self-regulation/Executive Functioning
- Wellness
- Self-efficacy

More Results When School Counselors Implement SSS programs

- Villares (2024) -3rd grade Attendance and emotional regulation
- Mariani (2015)- 6th grade pro-social behavior and decreased bullying
- Webb (2015)- 5th grade engagement, self-regulation,
- Wirth (2014)-7th grade wellness
- Renda (2014)- 9th grade completion rate
- Weinstein (2013)- 9th grade completion rate
- Jean-Jacque (2013)-5th grade Math & Reading
  - Urbina (2012)-9th-10th grade Math & Reading
  - Leon (2012)-5th grade Math and Reading

SSS and Student Behavior

Teacher Ratings

Nationally normed rating scale targeting skill areas involved in the SSS program

70% of ratings improved

Average improvement of 20 percentile points

SSS Support

Percent of teachers rating the seven items below on their degree of helpfulness:

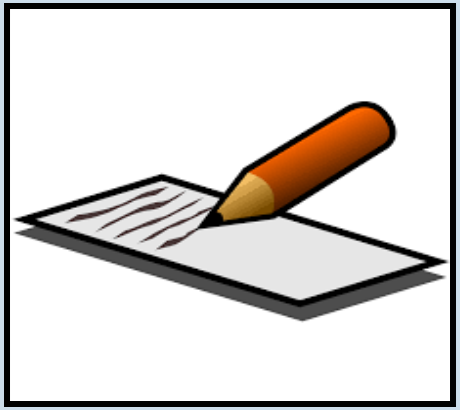
Lesson addresses need	100%
Students enjoyed	98%
Students understood/applied	93%
Develops learning/social skills	93%
Involved all students	98%
Age appropriate	98%
Classroom management skills	100%

(Based on 45 teachers responding)

Published Research Articles

- For more details on the SSS research go to www.studentsuccessskills.com

- Where you can click links to the research articles and to overview descriptive articles on the SSS program.



Research Summary

Classroom lessons and groups focused on Student Success Skills help students to improve academic achievement and behavior

- Over 25 published studies with consistent supportive findings
- Significant gains in reading, math, and behavior
- Highly rated by teachers

Student Success Skills: Implementation

The SSS program is taught in five 45 minute classroom lessons spaced one week apart.

SSS is designed to be taught at the beginning of the school year. The idea is to "set students up for success" from the start.

One key to success is for the classroom teacher to coach and cue students to use the SSS strategies to master the general curriculum throughout the year.

Student Success Skills: Strategies and Skills

Goal setting, progress Monitoring & Success Sharing

Creating a caring, supportive and encouraging classroom

Memory skills

Performing under pressure

Story structure

Healthy Optimism

Goal setting and progress monitoring

STUDENT SUCCESS SKILLS

Seven Keys to mastering any course:

Rate each of the Seven Keys on a 1-5 scale. A "1" is the lowest and a "5" is the highest rating.

1. I am good at picking out the most important things to study for a test.
2. I am good at boosting my memory by:
   Organizing the most important facts into an outline or concept map.
   Putting each important fact on a note card.
   Reviewing the note cards at least six times before the test.
3. I am good at handling pressure when I take a test. I use breathing, picturing a positive scene and positive self talk to help me manage my anxiety and boost my confidence.
4. I am good at knowing when assignments are due and always turn my work in on time.
5. I have at least one dependable study buddy in each class that I can call if I have a question.
6. I get along well with others when we work together in pairs or small groups in class.
7. I am good at managing my anger. I know my anger triggers and know healthy ways to handle things when I get angry.

Weekly ratings

	W1	W2	W3	W4	W5	W6	W7	W8
1								
2								
3								
4								
5								
6								
7								

My top three strengths from the list above are: _____

_____

The two things I most want to improve this week are: _____

_____

Goal Setting (Sample Goal)

GOAL

To improve my memory for my science test

ACTION PLAN

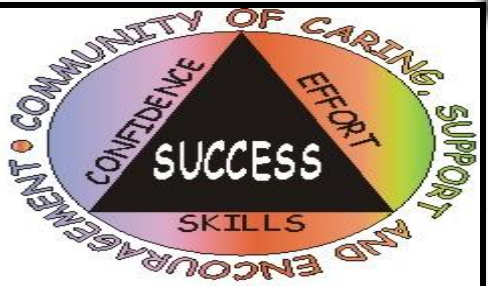
Check with Juan to make sure I have all of the important ideas. Make an outline of the most important ideas and put them on note cards that I will review at least six times.

Goal setting and progress monitoring (cont.)

Caring & Encouraging Classroom

 LOOKS LIKE	 SOUNDS LIKE	 FEELS LIKE

Listening with EYES, EARS & HEARTS



EYES:

Have good eye contact, look interested, lean forward, make sure your knees face the speaker.

EARS:

Listen carefully so you can give a brief summary, (paraphrase) of what the speaker just said. This is important in communicating that you are really listening.

HEART:

Listen for the feelings behind the words. Empathy means that you can tell how someone is feeling about something, even if they do not tell you in words.

Empathy is putting yourself in another person's shoes and seeing things from their perspective.

Empathy is one of the most important social skills. People who are good at empathy usually have more and deeper friendships and work better with others.

Strategies for Boosting Memory

Every 20-30 minutes student share "Most important ideas"

Create/use graphic organizers-outlining—for "most important ideas"

Put "most important ideas" onto note cards and review six times

Draw a picture of the meaning of key vocabulary words

Story structure

Location Memory

Performing Under Pressure

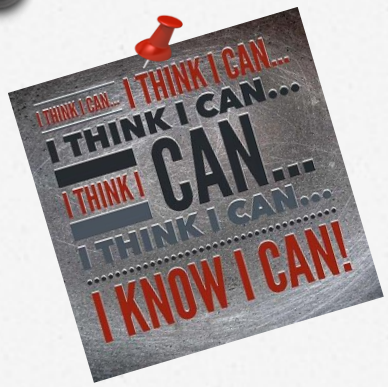
Managing Anxiety

Calm Place

Breath, Picture, Focus

Positive Self Talk*

Keep Kool Tunes



POSITIVITY

It's positively life changing.

POSITIVE SELF-TALK STATEMENTS

"That's not like me ……..I'm usually more"

"Up until now ……From 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……"

IMAGINE

PRACTICE

START OVER

YOU ARE VERY CLOSE

Performing Under Pressure (cont.)

Mental Practice and Putting Your Plan into Action

改善 Kaizen 改善

"Little by little, Bit by bit, I'm improving, Everyday!"

- Continuous improvement
- The ability to notice even very small improvements in ourselves and also in others

Story Structure and Personal Story Telling

Describing main Characters in the story:
(appearance, character, mood)

Describe the Setting of the story:
When did the story take place?
Where did the story take place?
What did the setting look and feel like?

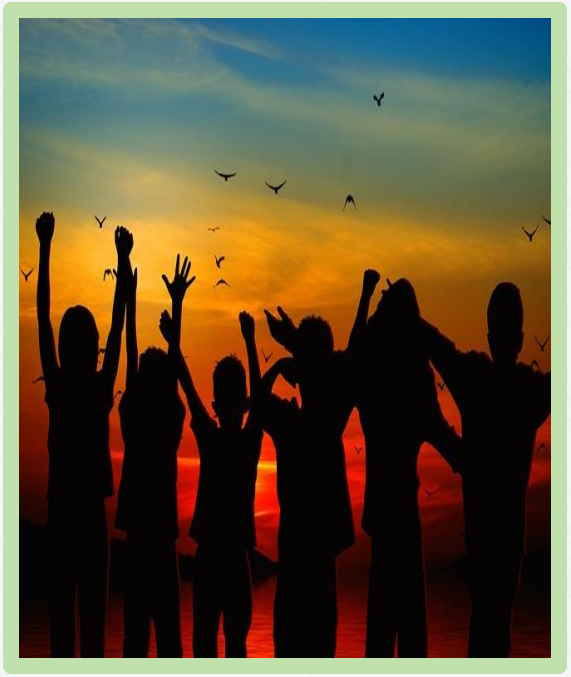
Describe the main Problem facing the central character in the story:

Describe how the main problem was solved:

Describe the Feelings of the characters at various points in the story:
Beginning:
Middle:
End:

Describe the Main Idea/Themes of the story:

Healthy Optimism

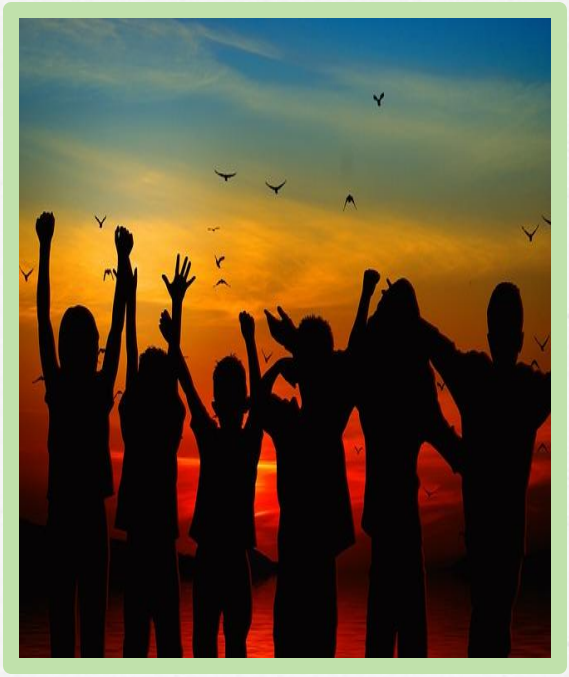


Students are taught not to doubt their ability

They can doubt their strategy if it is not working

They are taught to "Try something Different" if what they are doing is not working.

Healthy Optimism



The SSS program builds **Healthy Optimism** by teaching students to:

set goals, develop plans, and monitor progress and try new strategies when their plan is not working.

Session Formats

Beginning

Review of previous session

Looking Good/Feeling Good: goal reporting, progress monitoring, success sharing and goal setting

Middle

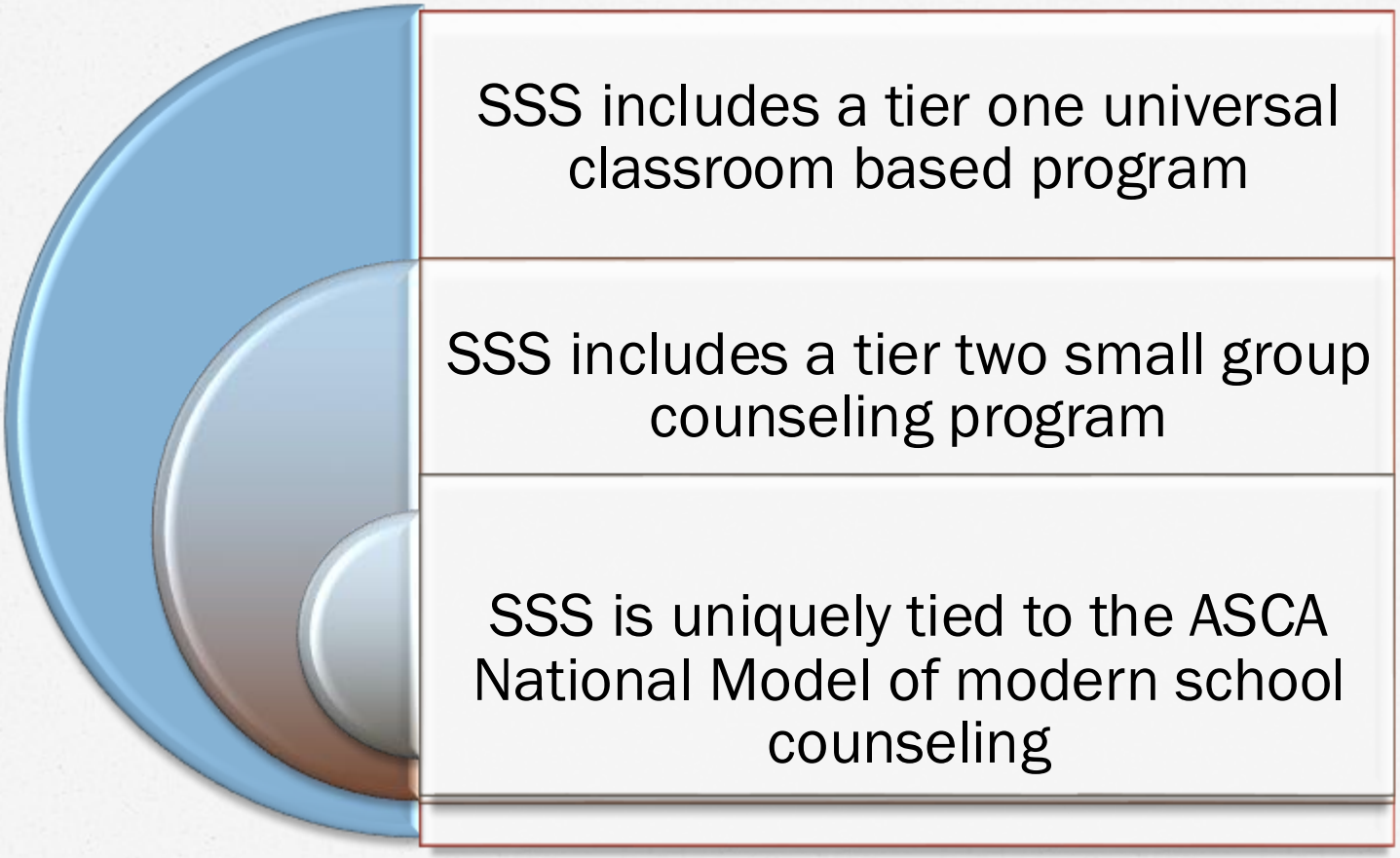
New skills/strategies are introduced, modeled, and practiced

End

Session review

Seven Keys to Mastering any Course: goal reporting, progress monitoring, success sharing and goal setting

SSS is your Go To program for ASCA Mindsets



SSS and ASCA Mindsets

Student Success Skills and ASCA Mindset Standards	ASCA Mindset Standards					
Student Success Skills (SSS)	1 - Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being	2 - Self-confidence in ability to succeed	3 - Sense of belonging in the school environment	4 - Understanding that postsecondary education and life-long learning are necessary for long-term career success	5 - Belief in using abilities to their fullest to achieve high-quality results and outcomes	6 - Positive attitude toward work and learning
SSS Learning Skills						
Goal Setting		XX		XX		XX
Progress Monitoring		XX				
Story Structure						
Mental Practice						
Memory						
SSS Social Skills						
Social Problem Solving		XX	XX			
Listening/Attending			XX			
Encouragement	XX	XX	XX		XX	
Peer Coaching	XX	XX	XX			
Empathy	XX		XX			
SSS Self-Management Skills						
Using Feedback/Patterns	XX	XX				
Positive Self-Talk	XX	XX			XX	XX
Performance/Test Anxiety Coping Skills	XX	XX				XX
Attention/Motivation Focusing	XX	XX				XX
Anger Management Skills	XX					
Life Skills	XX		XX		XX	XX
Kaizen (incremental gains)	XX	XX	XX	XX	XX	XX

SSS and ASCA Learning Strategies

Student Success Skills and ASCA Behavior Standards

Student Success Skills (SSS)	ASCA Learning Strategies									
	1. Demonstrate critical-thinking skills to make informed decisions *(Level:_____)*	2. Demonstrate creativity *(Level:_____)*	3. Use time-management, organizational and study skills *(Level:_____)*	4. Apply self-motivation and self-direction to learning *(Level:_____)*	5. Apply media and technology skills *(Level:_____)*	6. Set high standards of quality *(Level:_____)*	7. Identify long- and short-term academic, career and social/emotional goals *(Level:_____)*	8. Actively engage in challenging coursework *(Level:_____)*	9. Gather evidence and consider multiple perspectives to make informed decisions *(Level:_____)*	10. Participate in enrichment and extracurricular activities *(Level:_____)*
SSS Learning Skills										
Goal Setting	XX		XX	XX		XX	XX			
Progress Monitoring	XX		XX	XX		XX	XX			
Story Structure		XX						XX	XX	
Mental Practice	XX	XX	XX					XX		
Memory		XX	XX					XX		
SSS Social Skills										
Social Problem Solving	XX	XX							XX	
Listening/Attending									XX	
Encouragement				XX		XX				
Peer Coaching									XX	
Empathy									XX	
SSS Self-Management Skills										
Using Feedback/Patterns	XX			XX		XX				
Positive Self-Talk				XX		XX				
Performance/Test Anxiety Coping S				XX						
Attention/Motivation Focusing				XX						
Anger Management Skills										
Life Skills		XX	XX				XX		XX	
										XX
Kaizen (incremental gains)						XX	XX	XX		

SSS and ASCA Self-Management Skills

Student Success Skills and ASCA Behavior Standards

Student Success Skills (SSS)	ASCA Self-Management Skills									
	1. Demonstrate ability to assume responsibility *(Level:_____)*	2. Demonstrate self-discipline and self-control *(Level:_____)*	3. Demonstrate ability to work independently *(Level:_____)*	4. Demonstrate ability to delay immediate gratification for long-term rewards *(Level:_____)*	5. Demonstrate perseverance to achieve long- and short-term goals *(Level:_____)*	6. Demonstrate ability to overcome barriers to learning *(Level:_____)*	7. Demonstrate effective coping skills when faced with a problem *(Level:_____)*	8. Demonstrate the ability to balance school, home and community activities *(Level:_____)*	9. Demonstrate personal safety skills *(Level:_____)*	10. Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities *(Level:_____)*
SSS Learning Skills										
Goal Setting	XX		XX	XX	XX	XX				XX
Progress Monitoring	XX		XX	XX		XX				XX
Story Structure						XX				
Mental Practice						XX				
Memory						XX				
SSS Social Skills										
Social Problem Solving	XX	XX		XX		XX		XX	XX	XX
Listening/Attending		XX	XX							
Encouragement	XX					XX				
Peer Coaching	XX					XX				
Empathy	XX	XX								
SSS Self-Management Skills										
Using Feedback/Patterns		XX		XX		XX	XX	XX		XX
Positive Self-Talk		XX				XX	XX			
Performance/Test Anxiety Coping S		XX					XX			XX
Attention/Motivation Focusing		XX								
Anger Management Skills		XX					XX		XX	
Life Skills	XX	XX	XX	XX			XX	XX	XX	XX
Kaizen (incremental gains)				XX	XX	XX		XX		XX

SSS and ASCA Social Skills

Student Success Skills and ASCA Behavior Standards

Student Success Skills (SSS)	ASCA Social Skills								
	1. Use effective oral and written communication skills and listening skills *(Level:_____)*	2. Create positive and supportive relationships with other students *(Level:_____)*	3. Create relationships with adults that support success *(Level:_____)*	4. Demonstrate empathy *(Level:_____)*	5. Demonstrate ethical decision-making and social responsibility *(Level:_____)*	6. Use effective collaboration and cooperation skills *(Level:_____)*	7. Use leadership and teamwork skills to work effectively in diverse teams *(Level:_____)*	8. Demonstrate advocacy skills and ability to assert self, when necessary *(Level:_____)*	9. Demonstrate social maturity and behaviors appropriate to the situation and environment *(Level:_____)*
SSS Learning Skills									
Goal Setting						XX			
Progress Monitoring						XX			
Story Structure									
Mental Practice									
Memory									
SSS Social Skills									
Social Problem Solving	XX	XX	XX	XX	XX	XX	XX	XX	XX
Listening/Attending	XX	XX	XX	XX	XX	XX	XX		XX
Encouragement	XX	XX			XX	XX	XX	XX	XX
Peer Coaching	XX	XX			XX	XX			XX
Empathy	XX	XX	XX	XX	XX	XX			XX
SSS Self-Management Skills									
Using Feedback/Patterns	XX					XX		XX	
Positive Self-Talk	XX							XX	XX
Performance/Test Anxiety Coping S									
Attention/Motivation Focusing								XX	XX
Anger Management Skills		XX							XX
Life Skills	XX	XX	XX		XX	XX	XX	XX	XX
Kaizen (incremental gains)	XX	XX							

Student Success Skills

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