WHAT'S NEW IN THE OUTCOME RESEARCH

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SESSION STRUCTURE

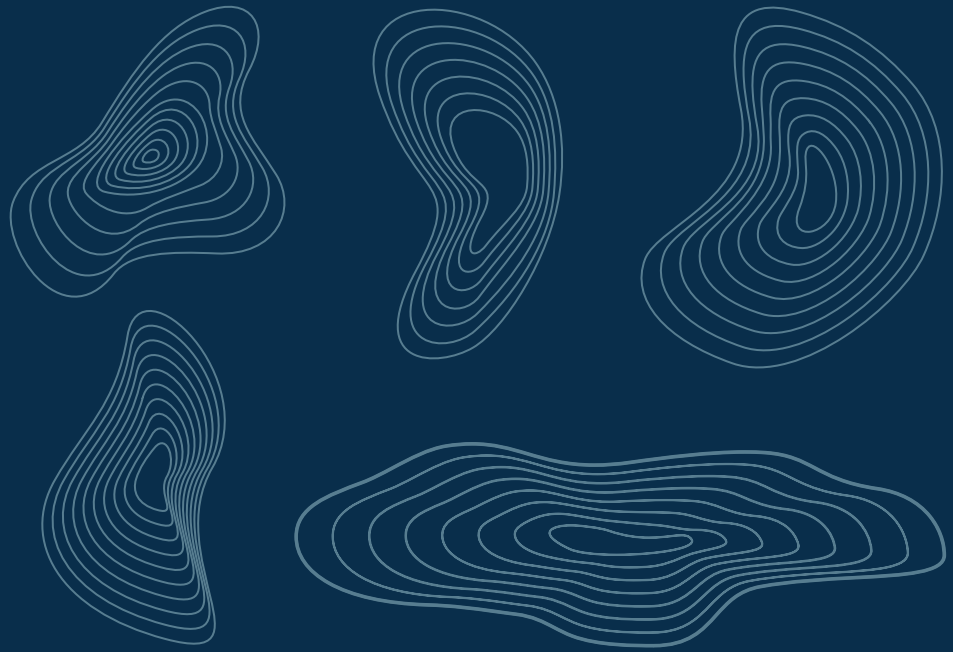
Overview	Session goals, study inclusion criteria, notable trends in school counseling research
Study #1	Sensation Seeking & Protective Behavioral Strategies in Alcohol Use
Study #2	School Counseling College Going Culture: Program Impacts by Race
Study #3	Resilience Builder Program Group Intervention
Study #4	Social Determinants of Mental Health & Advocating Student-within-Environment
Study #5	Advocating Student-within-Environment-based Social-Emotional Learning & Mindfulness
Study #6	School Counselors & Impact of Student Suicide
Closing	Questions & Contact Information

Additional Resources available on EventPower site

SESSION GOALS

Participants will:

- Learn **RECENT INFORMATION** about outcome research or research **RELEVANT** to school counseling practice
- Gain ideas about how to **USE THE RESEARCH** information **IN YOUR WORK**
- Be able to **APPLY THE RESEARCH** to your work with students in K-12 schools



HOW DID WE CHOOSE OUR STUDIES?

We used the following **SEARCH TERMS** in Google Scholar: *School counseling intervention*, *school-based intervention*, *school counseling research*, *school-based research*, *school mental health research*

When we find a possible study, we check how the study was done:

- Which **STUDENT OUTCOMES** were looked at?
- **WHO** were the students in the study? Sample size? **REPRESENTATIVE** demographics?
- **What MEASUREMENTS** /instruments were used? Valid and reliable?
- Were the **METHODS** and **STATISTICAL ANALYSES** appropriate for the study? Open to Quantitative, Qualitative, and Mixed Methods.
- What was the **IMPACT** of the intervention for students? Was there practical and statistical significance? Were there lasting effects over time?
- Ideally done by school counselors, but not always

If it's a good study, **IS IT RELEVANT/FEASIBLE FOR SCHOOL COUNSELORS** ?

WHAT DO WE NOTICE IN SC RESEARCH?

The work over the past few years has been **SYSTEMIC** more than looking at individual students.

- Context-driven, multi-dimensional solutions
- Recognize the power of systemic disruptors
    - Ex. COVID-19 Pandemic

Focused on understanding youth within their **CONTEXTS** – Complex; intersectional identities

INTER-RELATEDNESS of students, families, educators, peers, school counselors, schools, communities, and larger political systems/institutions.

No “one size fits all” for interventions.

- We need a **VARIETY OF TOOLS** for our toolbox!

Moving from deficit-based perspective to **ASSET-BASED PERSPECTIVE** .

SOCIAL JUSTICE and **ANTIRACIST** efforts are **EMBEDDED** into the work and ways of being.

STUDY #1

Doumas, D. M., Russo, G. M., Miller, R., Esp, S., Mastroleo, N. R., & Turrisi, R. (2022). Sensation seeking and adolescent drinking: Do protective behavioral strategies lower risk? *Journal of Counseling & Development*, *100*, 352-363. https://doi.org/10.1002/jcad.12430

SENSATION SEEKING, HAZARDOUS DRINKING, & POSITIVE BEHAVIORAL STRATEGIES (PBS)

PROTECTIVE BEHAVIORAL STRATEGIES: OVERVIEW

STRATEGY SUMMARY

Increasing safety while drinking, rather than complete abstinence

- Focused on decreasing **CONSEQUENCES** or **REDUCING HARM** by alcohol consumption

Strategies across broad categories: planning when or how to stop/slow drinking, safety, etc.

- Deciding maximum number of drinks in the night/hour
- Avoiding drinking games, chugging, pre-gaming
- Having a designated driver
- Keeping track of own drink location
- Buddy system; only go out with people you trust

KEY COMPONENTS

"Sensation seeking" is a biological trait – looking for new, exciting situations and stimuli, often including risk-taking behaviors

- Somewhat adaptive, but also can be problematic without impulse control

Hazardous drinking behaviors: binge drinking, pre-partying, and drinking games

- Behaviors that increase the amount of alcohol in one's system or that put someone at risk of harm

RESEARCH METHODS, MEASURES, & OUTCOMES OF INTEREST: PBS

RESEARCH DESIGN	Cross-sectional design
SAMPLE	212 high school seniors **INCLUSION CRITERIA** : reported alcohol consumption in the past year
INSTRUMENTS	Demographic questionnaire Rutgers Alcohol Problem Index (RAPI) Zuckerman-Kuhlman Personality Questionnaire (ZKPQ) Protective Behavioral Strategy Scale-20 (PBSS-20) **ALL COMPLETED BY STUDENTS**
DATA ANALYSIS	a priori power analysis for a hierarchical regression

RESULTS OF THE RESEARCH: PBS

Adolescents are uniquely vulnerable to the negative effects of alcohol

- Increased impulsivity and impacts on brain development

Sensation seeking was **HIGHLY RELATED** to hazardous drinking behaviors and increased alcohol consequences

Despite increased negative behaviors and consequences, sensation seeking youth who used protective behavioral strategies (PBS) faced **FEWER** risky drinking behaviors and **DECREASED** consequences from their alcohol consumption

PBS:
IMPLICATIONS FOR SCHOOL COUNSELORS

Sensation seeking is related to other high-risk behaviors, like fighting, extreme sports, substance use, etc.

Because of the **BIOLOGICAL BASIS** for sensation seeking, it may be more effective to **TEACH STUDENTS STRATEGIES** like PBS in order to minimize the behavior rather than trying to force students to change.

- Identifying students with these traits, and then providing them with the tools necessary to make safer decisions.

PBS encourages students to make healthier decisions **IN THE MOMENT** rather than trying to plan ahead regarding their behavior, which helps for students who are more likely to follow their impulses.

- One size does not fit all
- Moderates the relationship between alcohol use and related consequences

COUNSELORS ARE THE BEST individuals to implement these kinds of strategies – often the first people these youth encounter when they are identified as having a problem with alcohol, and we are best equipped to support skill development.

STUDY #2

Bryan, J., Kim, J., & Liu, C. (2023). How the culture in school counseling programs shapes college-going outcomes: Do the effects vary by race? *Professional School Counseling*, *27*, 1-15. https://doi.org/10.1177/2156759X231153392

SCHOOL COUNSELING COLLEGE GOING CULTURE (SCCGC): PROGRAM IMPACTS BY RACE

SCHOOL COUNSELING COLLEGE GOING CULTURE (SCCGC): OVERVIEW

SUMMARY

"Examined whether the association between SCCGC variables and students' utilization of the school counselor for financial aid and college admissions counseling in 12th grade varied by students race/ethnicity" (p. 6).

SCCGC IS A SYSTEMS PERSPECTIVE ON COLLEGE-GOING OUTCOMES:

- Counselor expectations and priorities
- School counselor contact and interactions with students about college & career options and opportunities
- Practices and activities for college & career readiness
- Constraints & resources within the counseling department/school

RESEARCH METHODS, MEASURES, & OUTCOMES OF INTEREST: PBS

DATA SOURCE	High School Longitudinal Study 2009, including NCES survey **DATA COLLECTED OVER A 7-YEAR PERIOD**
SAMPLE	• 9,170 high school students • 65.6% White, 15.5% Hispanic/Latino, 9.5% Asian, 9.4% Black • Included information about academic performance and socioeconomic status **DATA FROM 23,000+ STUDENTS - NATIONALLY REPRESENTATIVE DATASET**
DATA ANALYSIS	Logistic regression modeling

RESULTS OF THE RESEARCH: SCCGC

School Counseling College Going Culture (SCCGC) was related to student use of college counseling, especially for White/Asian students.

- Hispanic/Black students were more likely to see their counselor when they spend **LESS** time on college/career readiness
    - This may be related to existing resources/caseload

Variations in counseling usage related to income within racial groups: Higher usage for low SES White/Asian students and high SES Hispanic/Black students.

- One possible explanation is the **AVAILABILITY OF RESOURCES** /counselors for different populations

EXPECTATIONS MATTER : High expectations throughout high school encouraged students to return to their counselor for college counseling.

- Especially true for Asian/Hispanic students

CASELOADS NOT SIGNIFICANT , except for White students

- Likely that schools with larger minoritized populations have low numbers of school counselors and higher caseloads

SCCGC
IMPLICATIONS FOR SCHOOL COUNSELORS

- Quality relationships with students that begin **EARLY** in their high school experience can bring students back to the counseling office upon college application season.
- Utilizing a **VARIETY** of activities/resources and making them available to students can support a WIDE RANGE of individuals, depending on race, SES, achievement, etc.
- Minoritized students need to see their **COUNSELORS AS A RESOURCE** for financial aid or college admissions counseling
- **CONCRETE INFORMATION** must be provided for all students on the entire process/truths of college (cost, financial aid, etc.)
- Equity in college access begins with school counselor **ADVOCACY** for improved school climates related to race/ethnicity and college going.

STUDY #3

Rich, B. A., Starin, N. S., Senior, C. J., Zarger, M. M., Cummings, C. M., Collado, A., & Alvord, M. K. (2023). Improved resilience and academics following a school-based resilience intervention: A randomized controlled trial. *Evidence-based practice in child and adolescent mental health*, *8*(2), 252-268. https://doi.org/10.1080/23794925.2022.2025630

RESILIENCE BUILDER PROGRAM (RBP): INTERVENTION OVERVIEW

RBP: INTERVENTION OVERVIEW

DELIVERY FORMAT & LENGTH

Group intervention, 12 sessions x 50 minutes each

KEY COMPONENTS

Resilience Builder Program (RBP) uses cognitive-behavioral strategies to help students through topics such as:

- Resilience & being proactive
- Maintaining appropriate personal space
- Leadership
- Reading verbal/nonverbal cues
- Initiating and maintaining conversations
- Being a good sport
- Optimistic thinking
- Solving friendship problems
- Stress management
- Assertiveness
- Empathy and perspective taking

ACCESS

Available through Research Press for $44 at
https://www.researchpress.com/product/resilience-builder-program-children-and-adolescents/

RESEARCH METHODS, MEASURES, & OUTCOMES OF INTEREST: RBP

RESEARCH DESIGN	Randomized control trial
SAMPLE	• 169 students in grades 4 through 6 • 54.4% Black, 40.8% Hispanic, 1.8% White • 62% reported income below $75k/year, 24.5% below $24k/year **REFERRED TO GROUP BY SCHOOL PERSONNEL**
DELIVERY	2 leaders/group; licensed psychologist, school counselor, or clinical psych. doc. student
INSTRUMENTS	Parent-completed demographic questionnaire Resiliency Scales for Children and Adolescents (RSCA) Behavior Assessment Systems for Children, 2nd ed. (BASC-2) Academic Competence Evaluation Scales (ACES)
DATA ANALYSIS	Pearson's correlation analyses

RESULTS OF THE RESEARCH: RBP

Students began with average/below-average resilience and academic skills

Students, teachers, and parents noted higher levels of resilience post RBP – in attitude and behavior

RBP completion was related to higher sense of mastery, study skills, academic engagement, interpersonal skills, motivation, and sense of relatedness

Found improved academic skills/study skills **DESPITE NOT DIRECTLY TEACHING THEM** them in the intervention

- Resilience and academic success/functioning are highly correlated

Results support the connection between self-efficacy, positive relationships, and self-regulation to academic skills

Two main takeaways:

- "Learning to be **PROACTIVE** which increases the sense of mastery or self-efficacy that one can establish goals and overcome obstacles" (p. 263)
- Underachievement in marginalized communities may be strongly related to relationships, self-efficacy, and self-regulation

RBP:
IMPLICATIONS FOR SCHOOL COUNSELORS

"Resilience is **MALLEABLE** " (p. 263)

Focusing lessons around **PROACTIVE BEHAVIORS** can improve sense of mastery and resilience

- Especially important for marginalized populations
- Also builds up academic functioning and enables students to succeed – makes school feel more manageable

Building relationships within the school community will both support resilience and serve as a protective factor against the negative effects of marginalization

- Enables students to build their self-advocacy skills and feel better prepared to ask for support when they need it

Building resilience is multifaceted and can support mental health and academic domains

- Especially valuable for marginalized populations with limited access to mental healthcare or poorer academic outcomes
- **GREAT INTERVENTION FOR SCHOOL SETTINGS**

STUDY #4

Johnson, K. F., Kim, H., Molina, C. E., Thompson, K. A., Henry, S., & Zyromski, B. (2023). School counseling prevention programming to address social determinants of mental health. *Journal of Counseling & Development, 101*, 402-415. https://doi.org/10.1002/jcad.12471

SOCIAL DETERMINANTS OF MENTAL HEALTH (SDOMH) & ADVOCATING STUDENT-WITHIN-ENVIRONMENT (ASE)

SDOMH & ASE: OVERVIEW

SOCIAL DETERMINANTS OF MENTAL HEALTH (SDOMH)

Concerned with how mental health is shaped by social and economic factors, such as lack of power, privilege, or resources.

- **SYSTEMIC** rather than individual qualities

5 DOMAINS where adversity can occur:

- Economic stability
- Healthcare access & quality
- Education access & quality
- Neighborhood & built environment
- Social & community context

School counselors can improve SDOMH via policies that change their students' situations or by "**DISRUPTING THE PATHWAYS**" between systemic factors and mental health outcomes.

- Ex. Trauma-informed practice to support students through adverse childhood experiences (ACEs)

SDOMH & ASE: OVERVIEW

ADVOCATING STUDENT-WITHIN-ENVIRONMENT (ASE)

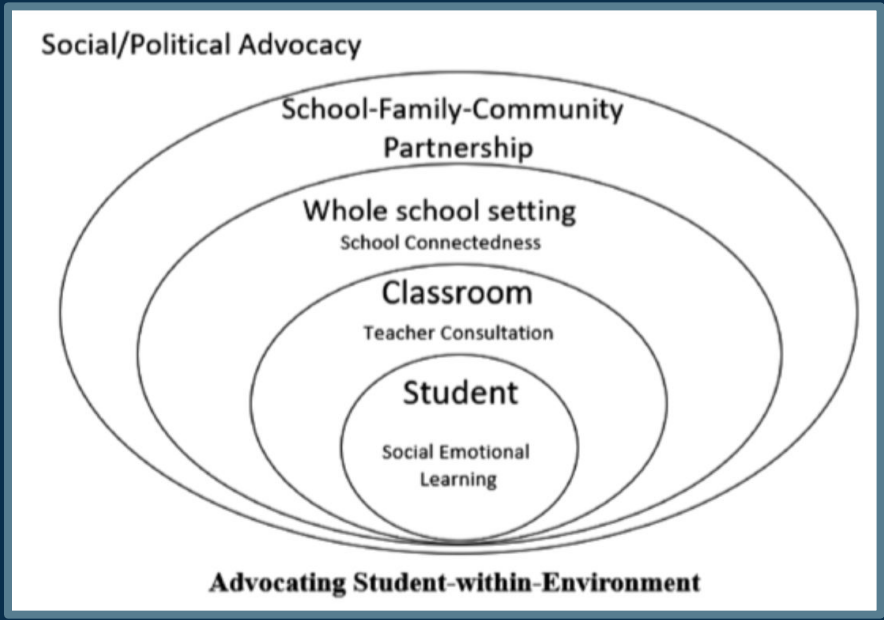
"Humanistic and social justice theory designed specifically for school counseling practice."

Examines school counseling through the inter-relatedness of the individual and the environment.

- **BOTH /AND** rather than **EITHER/ OR**
- **BIDIRECTIONAL** – the individual can also influence the environment; this is what leads to positive change

GOVERNORS : "Any social condition or quality experienced by an individual that positively or negatively affects functioning."

- Similar to SDOMH but "intentionally neutral in connotation"

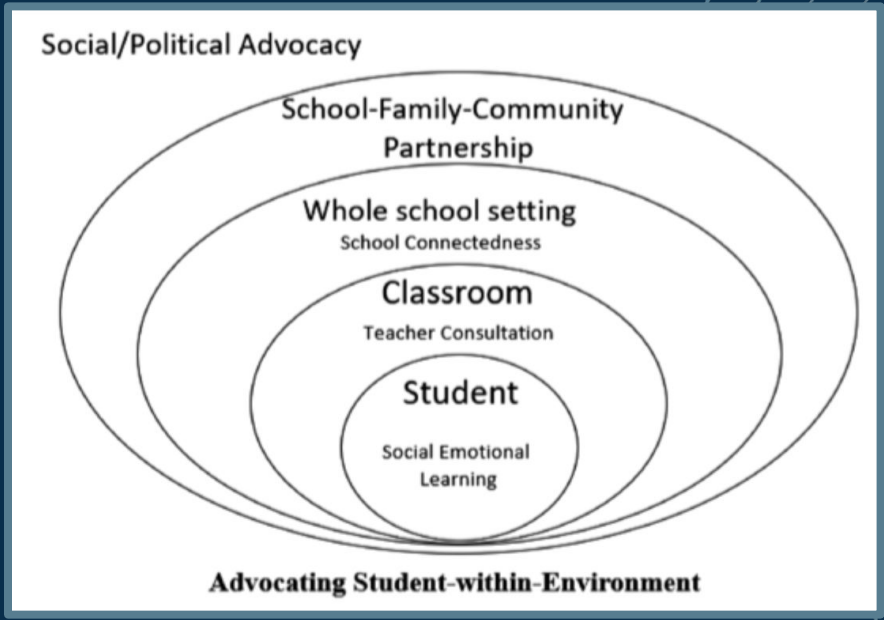


SDOMH & ASE: OVERVIEW

IN SUMMARY:

Together, school counselors support students through **NESTED** levels of influence and improve SDOMH through **MULTI-LEVEL ADVOCACY** and **EMPOWERMENT** .

- Begins with the most **IMMEDIATE** barrier/inequality
- Next with the goal of impacting the entire community
- Working at each level to increase individual/collective resilience, and bridge connections between individuals and their communities/environments



COUNSELOR LEVEL: SELF-AWARENESS & EXAMINATION

Need to understand how our own relationship to SDOMH has impacted us, our values, beliefs, attitudes, etc.

WHILE WE AIM TO BE NEUTRAL, WE ARE NOT – Self-examination of our worldview and intentions can help to reveal ways in which we are complicit in oppression

Set **MEASURABLE** and **ACHIEVABLE** goals to build our own resilience and sustain this work

BIDIRECTIONAL INFLUENCE OF SCHOOL COUNSELING : While we positively impact others, these people impact us (and our programming) too!

STUDENT LEVEL: SOCIAL-EMOTIONAL LEARNING

5Cs: Curiosity, Connectedness, Compassion, Co-Regulation, & Contribution

Increase resilience, decrease internalization of social conditions, mindfulness strategies

EMPOWERING students to **ADVOCATE FOR THEMSELVES** and developing **INDIVIDUAL AGENCY**

- Asset mindset vs. deficit mindset

Important caveat: Cannot put all of the responsibility of liberation on the students

- Important to engage at each of the other levels to **BALANCE** this work

CLASSROOM/ TEACHER LEVEL: CONSULTATION

Consultation with teachers allows for school counselors to more directly support them in creating positive/supportive classroom environments and **EMPOWER TEACHERS** to be advocates for students

- Similar to our work with students: How can we build up their resilience and agency?

Increasing teacher **SELF-AWARENESS** to improve classroom environment

Consultation activities can include:

- Wellness check-ins
- Psychoeducation & skill building
- Action-planning

SCHOOL-WIDE LEVEL: SCHOOL CONNECTEDNESS

Fostering relationships with all stakeholders in the building beyond the classroom environment

- **AUTHENTICITY** and building interpersonal skills

CHANGING SOCIAL NORMS to improve resilience and agency in students/staff

- Strengthening social bonds via school-wide messaging or team-building activities

Create opportunities for **STUDENT INVOLVEMENT** or self-advocacy

SCHOOL-FAMILY-COMMUNITY PARTNERSHIPS: COLLABORATION

Obviously we cannot change everything!

Work with outside stakeholders to **IMPROVE STRUCTURAL BARRIERS** to student success

Create **SHARED VISION** with stakeholders so everyone feels connected to each other and the goal

- Co-regulation: Cultural reciprocity (examining assumptions & aligning home/school values)

Our work is more effective when families or caregivers are involved

ADVOCACY
ACTIONS INFORMED BY SDOMH & ASE

Need to commit to **LONG-TERM CHANGE** rather than reacting to problems we see

Every action or agent of change interacts with each other

- Need to hold each other **ACCOUNTABLE** to support students

Schools as a mirror of society – what we want to change in schools, we have to change outside of them too

School counselors need to be a part of building **LEADERSHIP** to ensure that interventions and programming align with student needs and goals

Partnerships with local, state, or national professional organizations to connect with others trying to make change in society

If personal advocacy efforts are too risky (e.g., job security, risk of harm), then connecting with organizations like ASCA allows you to advocate for change in a safer way

- Also: voting, increasing knowledge of relevant bills/laws/policies, advocating for other issues like housing opportunities or access to healthy food in the community, etc.

SDOMH & ASE: IMPLICATIONS FOR SCHOOL COUNSELORS

Begins with self-awareness and **REFLECTION** before moving into targeting systemic issues

Vital to have "asset lens" – **BUILDING STUDENTS UP** with the tools/strengths to protect against oppression

- Utilizing connection to others/school-family-community partnerships to support resilience and change

Ineffective to limit school counseling to "illness prevention" or crisis response – focus on **PROMOTING WELL-BEING** and overall mental wellness in entire school community

- Target the "root cause" (systemic oppression) and make change at every ecological level

STUDY #5

Lemberger-Truelove, M. E., Ceballos, P. L., Molina, C. E., & Carbonneau, K. J. (2021). Growth in middle school students' curiosity, executive functioning, and academic achievement: Results from a theory-informed SEL and MBI school counseling intervention. *Professional School Counseling*, *24*(1b), 1-8. https://doi.org/10.1177/2156759X211007654

USING ASE, SEL, & MBI TO SUPPORT STUDENT OUTCOMES

ASE, SEL, & MBI: INTERVENTION OVERVIEW

DELIVERY FORMAT & LENGTH

Classroom lessons, 6 sessions x 45 minutes each

KEY COMPONENTS

Combined social-emotional learning (SEL) curriculum (Learning to Breathe, L2B) and mindfulness-based interventions (MBIs) to help students:

- Develop self and social awareness
- Become more intentional and flexible in their thinking
- Learn to integrate different skills across various domains of their lives

ACCESS

L2B is available as a book, $42 on Amazon; email Matthew Lemberger-Truelove at *Matthew.Lemberger-truelove@unt.edu* for the full materials.

RESEARCH METHODS, MEASURES, & OUTCOMES OF INTEREST: ASE, SEL, & MBI

RESEARCH DESIGN	Cluster-randomized trial
SAMPLE	116 students, across 6 classrooms in 2 schools 62.9% female, 37% male 62.9% Hispanic/Latino, 19.8% Black, 12.9% White, 2.6% Asian, 1.7% Biracial
DELIVERY	School counselor, under supervision of counselor educators
INSTRUMENTS	Adapted Learning to Breathe (L2B) curriculum Five-Dimensional Curiosity (5DC) Scale Behavior Rating Inventory of Executive Function (BRIEF)
DATA ANALYSIS	ANOVA

RESULTS OF THE RESEARCH: ASE, SEL, & MBI

Curriculum focused on a broad **RANGE OF SKILLS** : social-emotional, self-management, learning strategies, etc.

- Classroom delivery & teacher/school counselor consultation

Found significant change between pre- and post-assessment across **3 DOMAINS** : curiosity, executive functioning, and academic achievement

- Improved stress tolerance & social curiosity
- Improved inhibition, task shifting, planning, organization, & self-monitoring
- Improved grades; highest improvement in social studies

ASE, SEL, & MBI: IMPLICATIONS FOR SCHOOL COUNSELORS

Social-Emotional Learning (SEL) can benefit students in a variety of domains, including academics

- **PROVEN TO BE SUPPORTIVE** of improved standardized testing skills; could be supporting the actual academic skills or encourage skill development across different areas

SEL/MBI is beneficial to marginalized students, including in academics

- Instead of focusing exclusively on academic skill building, can provide them with SEL to boost performance across domains and non-school contexts

STUDY #6

Stickl Haugen, J., Waalkes, P. L., Burgess, M., & Swindle, P. J. (2023). “It’s like losing a family member”: School counselors’ experience with student suicide. *Journal of Counseling & Development, 101*, 449-460. https://doi.org/10.1002/jcad.12483

SCHOOL COUNSELORS & IMPACT OF STUDENT SUICIDE

SC&SS: RESEARCH MEASURES, METHODS, & OUTCOMES OF INTEREST

RESEARCH DESIGN	Qualitative, semi-structured interviews
SAMPLE	12 school counselors **SELF-SELECTED FROM PREVIOUSLY CONDUCTED QUANTITATIVE STUDY**
INSTRUMENTS	Semi-structured interview questions, with potential probes
DATA ANALYSIS	a priori domains & coding interviews, cross-analysis

RESULTS OF THE RESEARCH: SC&SS

EXPERIENCES LEARNING ABOUT SUICIDE : often learned through colleagues/admin; emotional & physiological responses

LONG-TERM IMPACT ON SCHOOL COUNSELORS : increased vigilance & confidence in suicide prevention; range of grief and trauma reactions, including self-doubt/guilt & retraumatization; tailored self-care/support systems

ADVICE : improve in-school support network; focus on role-playing or scenario trainings rather than statistics/warning signs; improve student relationships/encourage “open door policy”

School counselors are often central to the crisis response, despite the risk of traumatization – hence why there is such a large impact on their personal and professional lives

- Ethical responsibility to engage in self-care, but can be difficult when focused on supporting the school community through crisis

RESULTS OF THE RESEARCH: SC&SS

Schools and districts need to recognize the risk of traumatization for school counselors and provide built-in supports for addressing school counselor mental health concerns

- Vital if they are going to be leading the crisis response and postvention efforts

Traumatization and trauma responses are individual – some school counselors become more confident in suicide prevention and intervention, while others face increased guilt and self-doubt

- Overall – enhanced vigilance and growth in personal and professional lives

SC&SS:
IMPLICATIONS FOR SCHOOL COUNSELORS

School counselors need to have individual and group self-care or mental health plans in the event of a crisis

- **ETHICAL RESPONSIBILITY** , risk of traumatization through crisis response or community support
- Varied preferences, efficacy of different support systems

Cannot exclusively count on peer support – especially in cases where school counselors are the only mental health staff or they do not have a team to rely on

Crisis response protocols need to include **TANGIBLE COUNSELOR SUPPORTS** – not just logistics or procedures for community response

- Required group debriefs, built-in PTO for mental healthcare, training programs to improve self-efficacy post-suicide

QUESTIONS?

See full research studies posted in this eP session portal

Email us!

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