

AN EVALUATION OF THE STUDENT SUCCESS SKILLS PROGRAM ON STUDENT LEARNING, BEHAVIOR, AND WELLNESS OUTCOMES

*Melissa Mariani¹, Elizabeth Villares¹, Jacqueline Wirth²,
& Greg Brigman¹*

¹*Florida Atlantic University, Boca Raton, FL, USA,*

²*Liberty University, Lynchburg, VA, USA*

Abstract: The Student Success Skills (SSS) curriculum, comprised of both small and large group programs, teaches students key cognitive, social, and self-management skills tied to school success. SSS is an evidence-based intervention that can be used to demonstrate competence and provide accountability while directly benefiting students. A recent meta-analysis of five SSS studies found a large effect size impact on students' academic achievement, measured by increased standardized test scores. In addition, recent research has linked SSS implementation to outcomes including increased pro-social skills, reduced bullying behaviors, improved perceptions of classroom climate and grades in core subject areas, and positive indicators of overall wellness. Providing systematic teaching of key cognitive, social and self-management skills is critically important to overall student success.

Keywords: Academic achievement, Behavior, Student learning, Student Success Skills Program, Wellness outcomes.

Counseling professionals are facing new challenges as today's students and the obstacles they are up against seem more difficult than ever. Demands placed on certified school counselors include offering comprehensive, developmental guidance programs based on the American School Counseling Association (ASCA) National Model (2012), providing research-based interventions to students, and gathering supportive data on these services in order to demonstrate their effectiveness and

Address: Melissa Mariani, Ph.D., Florida Atlantic University, 777 Glades Road, COEH 47, #274. Boca Raton, FL 33431, USA. Phone: (561) 297-2804. E-mail: mmarian5@fau.edu

provide accountability (Myrick, 2003). Engaging in direct services, including school counseling core curriculum (small and large group counseling), individual student planning, and responsive services, is part of a counselor's daily practice (ASCA, 2012). These services, facilitated by the school counselor or in collaboration with other educators, consist of structured lessons that promote student competency, growth, and overall wellness. School counselors, who are both time and cost conscious, employ both small and large group interventions when working to meet the needs of all the students they serve.

The school counseling core curriculum can address a variety of youth issues such as basic life skills, difficulty adjusting, academic challenges, and behavior problems. Small group counseling sessions provide a more intimate setting for students to feel safe, connected, and empowered to try out new skills. Large group counseling topics often focus on broader issues involving student learning, social, and/or career needs. Support for small and large group counseling in schools, specifically psycho-educational groups and classroom interventions, has been well documented (Gerrity & DeLucia-Waak, 2007; Newsome & Harper, 2011; Whiston & Quinby, 2011). Given their specific training and education requirements, school counselors are in an optimal position to advocate for all students. Direct services provided by counselors can assist in closing the achievement gap and contribute to making school climates more positive, accepting, and engaging (ASCA, 2012; Greenberg, Weissberg, O'Brien, Zins, Frederick, et al., 2003; Millings, Buck, Montgomery, Spears, & Stollard, 2012).

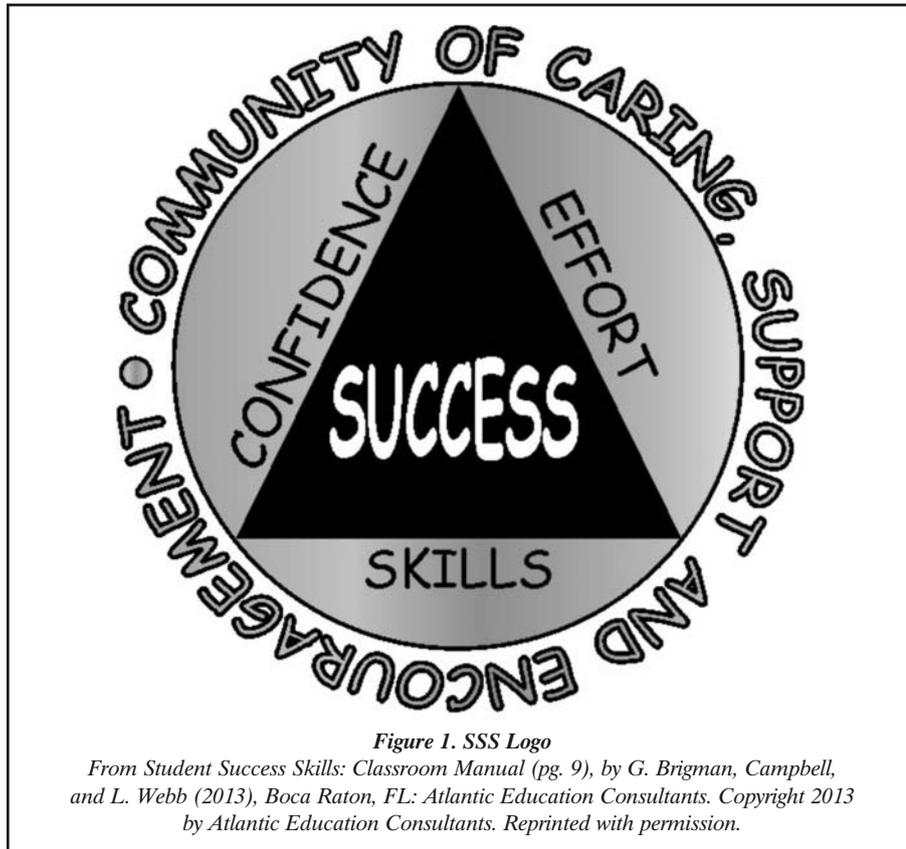
SCHOOL COUNSELING EVIDENCE-BASED CURRICULUM

For more than a decade the school counseling literature has been calling for more outcome studies and evidence-based research to inform school counseling practice (Brigman, 2006; Carey & Dimmitt, 2006; Dimmitt, Carey, McGannon, & Henningson, 2005; Whiston & Sexton, 1998). A 2005 Delphi Study (Dimmitt et al.), compiled a list of critically important research questions to guide counselor educators, graduate students, and practitioners in developing research studies to address the more pressing professional needs of the field. The top area identified was the need to for evidence-based, school counselor-led interventions tied to improvements in student academic achievement. Studies investigating the effects of evidence-based interventions clearly address this shortage; however, further research is needed to show how these interventions directly impact student behavior and achievement (Whiston, 2007; Whiston, Tai, Rahardja, & Eder, 2011).

Additionally, leaders in the field call for school counselors to demonstrate how their interventions directly impact student achievement and behavior, while fostering social competency skills for all youth, which supports school-wide standards and ensures school staff accountability (ASCA, 2012; Brown & Trusty, 2005; Dimmitt, Carey, & Hatch, 2007; Healey, Dowson, & Nelson, 2006; Whiston & Quinby, 2009).

STUDENT SUCCESS SKILLS CURRICULUM

The Student Success Skills (SSS) curriculum is made up of the SSS classroom (Brigman & Webb, 2010) and small group programs (Brigman, Campbell, & Webb, 2010). SSS is based on three extensive research reviews that identified critical skills sets needed for students to be successful academically and socially (Hattie, Biggs, & Purdie, 1996; Masten & Coatsworth, 1998; Wang, Haertel, & Walberg, 1994).



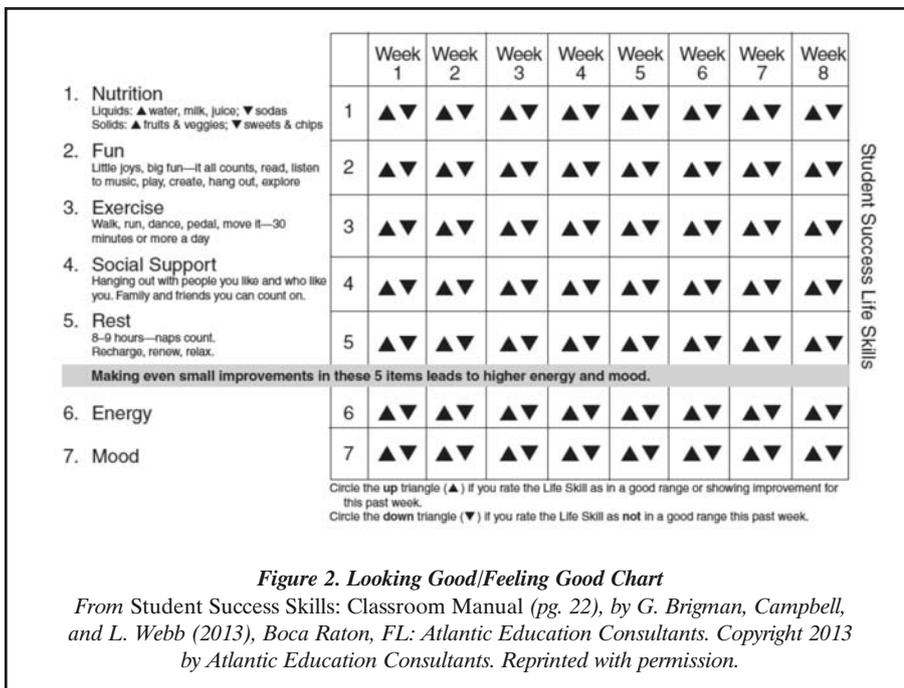
These key skill sets include: (a) cognitive and meta-cognitive skills such as goal setting, progress monitoring, and memory skills; (b) social skills such as interpersonal, social problem solving, listening, and team-work skills; and (c) self-management skills such as managing attention, motivation, and anger. The literature continues to echo the importance of these skills, in addition to a positive attitude, as integral pieces in the school success puzzle (Daly, Duhon, & Witt, 2002; Durlak, Weissberg, Dymnicki, Taylor, & Schellinger, 2011; Elias, Fredricks, Greenberg, O'Brian, Resnick, & Weissberg, 2003; Greenberg et al., 2003; Hattie, 2009; Marzano, Pickering, & Pollack, 2001; Payton, Weissberg, Durlak, Dymnicki, Taylor, et al., 2008; Winne & Nesbit, 2010; Yeager & Walton, 2011; Zins, Weissberg, Wang, & Walberg, 2004).

The underlying premise of the SSS program is that all students need a core set of cognitive, social, and self-management skills and that these skills can be taught. When opportunities are provided for students to learn and practice these skills in the context of a caring, supportive, encouraging environment, confidence increases. Once students become more confident they are willing to put forth more effort, which leads directly to improved academic and social outcomes. This premise is visually displayed in the SSS Logo (Figure 1). For the purpose of this article, the authors will present evidence of the effectiveness of the SSS large group, or classroom program. Readers can learn more about the SSS small group intervention by consulting Webb and Brigman (2007).

SSS Classroom Program

The SSS classroom program is taught in the classroom setting typically to groups of 15 or more students at one time. The program involves five, 45-minute lessons, which are spaced a week apart beginning in the fall, usually in late August or early September. A total of twenty key cognitive, social, and self-management strategies are introduced using a “tell-show-do” format that is highly interactive resulting in increased levels of student engagement and motivation. Each SSS lesson follows a structured beginning, middle, and end sequence clearly detailed in the SSS manual. In the beginning, students review previously set goals, monitor progress, and report success around five life skill areas that are tied to increased energy and mood (*Looking Good/Feeling Good* tool; Figure 2). Students are taught to look for patterns and make connections between their daily habits (nutrition, exercise, rest, fun, social support) and their mood and energy. In the middle of each session, students learn and practice new skills and strategies they can use as they target areas for continued improvement. Key skills and strategies are organized into activities surrounding five categories: (a) goal

setting, progress monitoring, and success sharing; (b) creating a caring, supportive, and encouraging classroom environment; (c) cognitive and memory skills; (d) performing under pressure and managing test anxiety; and (e) building healthy optimism. At the end of each lesson students are provided an opportunity to reflect and share the improvements they have made toward designated course mastery goals during the previous week and to target areas for improvement for the upcoming week (*Seven Keys to Mastering Any Course* tool; Figure 3).



The five SSS classroom lessons are then followed by monthly booster lessons. Booster lessons lead up to standardized testing in the spring, helping students apply the important skills they have learned to the specific test-taking task. However, the impact of the SSS program is designed to be far more reaching than simply test taking. It directly effects students’ day-to-day development impacting academic and social competence. For instance, students are taught ways to self-regulate their emotions, attention, and motivation levels. This provides them with improved opportunities to learn and grow. As students see improvements and become more competent, teachers and students report an increase in confidence and effort, and learning becomes more enjoyable.

Seven keys to mastering any course:

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
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, and 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.	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼

Circle the up triangle (▲) if you rate the Life Skill as in a good range or showing improvement for this past week.
Circle the down triangle (▼) if you rate the Life Skill as not in a good range this past week.

Figure 3. Seven Keys to Mastering Any Course Tool
From Student Success Skills: Classroom Manual (pg. 65), by G. Brigman, Campbell, and L. Webb (2013), Boca Raton, FL: Atlantic Education Consultants. Copyright 2013 by Atlantic Education Consultants. Reprinted with permission.

SSS Foundational Studies and Related Outcomes

The SSS classroom program is an evidence-based intervention supported empirically by a growing body of research of its own. Early evidence from SSS outcome studies revealed significant positive treatment effects on student achievement, as measured by standardized test scores. This outcome evidence supports the use of the SSS classroom program as a school counselor-led intervention that can impact students academically (Brigman & Campbell, 2003; Brigman, Webb, & Campbell, 2007; Campbell & Brigman, 2005; León, Villares, Brigman, Webb, & Peluso, 2011; Webb, Brigman, & Campbell, 2005). Additional studies using the SSS intervention have focused on other outcome areas related to personal/social and self-management skills (Lemberger & Clemens, 2011; Lemberger, Selig, Bowers, & Rogers, submitted; Mariani, Webb, Villares, & Brigman, submitted; Wirth, 2012). These subsequent studies, some of which are discussed in more detail later in this article, are important as they address a recommendation from The National Panel for Evidence-Based School Counseling that future research using SSS expand its' outcome measures to include variables related to key skill areas other than academics (Carey, Dimmitt, Hatch, Lapan, & Whiston, 2008). In progress is a four-year U.S. Department of Education IES grant involving 60 schools in school large school districts which is

investigating the impact of the SSS program on fifth grade students' achievement as measured by standardized reading and math scores, as well as measures tied to self-regulation, self-efficacy, perceptions of classroom climate, and reported use of the SSS skills taught (Webb, Brigman, Carey, & Villares, 2011).

SSS Meta-analysis Results Tied to Academic Achievement

A recently published meta-analysis included five studies involving 1,279 students in grades 4, 5, 6, 8, and 9 who participated in the SSS program (Villares, Frain, Brigman, Webb, & Peluso, 2012). Findings linked school counselor interventions with improved student achievement as measured by standardized Florida Comprehensive Assessment (FCAT) Math and Reading tests (Villares, Frain, Brigman, Webb, & Peluso, 2012). In all five studies, the researchers systematically trained school counselors to teach the SSS skills and strategies through five, 45-minute classroom lessons to students in the treatment groups and were monitored for treatment fidelity. The five experimental or quasi-experimental studies (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Le¹/_n et al., 2011; Webb et al., 2005) included a diverse sample of students enrolled in 39 schools across two large school districts south Florida from 2000 - 2009.

The meta-analysis results were calculated using the mean posttest scores on the FCAT reading and math tests for the treatment and comparison groups and the effect size was determined by using a standardized differences index (Cohen's *d*). The overall effect sizes found in the five SSS studies revealed an SSS intervention of effect of +0.29, and +.41 for math and +.17 for reading. These findings indicate that students who receive the SSS intervention experienced better outcomes results on their standardized test scores in reading and math than students who did not receive the intervention.

Comparison of These Results & ES Impact to Other Interventions

Interpreting the practical significance or magnitude of the intervention effect is especially important to educators when trying to make decisions on which programs to implement (Lipsey, Puzio, Yun, Herbert, Steinka-Fry, et al., 2012; Sink & Stroh, 2006; U.S. Department of Education, 2001). Cohen (1988) cautioned against using his proposed benchmarks (small = .20, medium = .50, and large = .80) when interpreting effect sizes for social and behavioral research. Lipsey et al. (2012) found that many education interventions investigating the effects on standardized reading and math achievement tests are rarely above .30.

According to Hill, Bloom, Black, and Lipsey (2008) the SSS meta-analysis effect size of .41 in math would be comparable to two-thirds of an additional year of learning for 5th graders. The effect size of .17 for reading would be comparable to one-third of a year's additional learning for 5th graders. The impact of other educational interventions aimed at improving reading and math standardized tests scores have revealed overall average effect sizes of 0.23, 0.27, and 0.24 for elementary, middle, and high school students respectively. Therefore, within this line of research .25 would be considered a large effect, .15 a medium effect, and .05 to .10 a small effect (Vernez & Zimmer, 2007). Using Vernez and Zimmer's (2007) rubric to interpret effect sizes, the SSS program has a medium effect for reading (.17) and a large effect for math (.41). This new comparative information provides additional support for the use of the school counselor interventions, such as the SSS classroom guidance and small group curriculums, to improve student academic performance on standardized tests.

The SSS meta-analysis findings support the use of the SSS intervention as a viable tool in promoting academic learning gains for students. Subsequent studies (Mariani et al., submitted; Wirth, 2012) have sought to measure the impact of the SSS classroom program linked to improvements in social, emotional, and behavioral outcomes for students. These studies included positive feedback from teachers regarding participating students' behavior.

SSS, Pro-social, Bullying Behavior, School Success Skills, and Classroom Climate

Bullying continues to be a critical concern for school personnel as it impacts students across academic (Bernstein & Watson, 1997; Olweus, 1993; Hawker & Boulton, 2000), emotional (Roland, 2002), and personal/social domains (Carney, 2008; Catalano, Haggerty, Oesterle, Fleming, & Hawkins, 2004; Gini & Pozzoli, 2009; Reijntjes, Kamphuis, Prinzie, & Telch, 2010; Swearer, Espelage, Vaillancourt, & Hymel, 2010). School-aged youth report experiences with bullying at alarmingly high rates, 30-40%, with many incidents going unrecognized and unreported (Bradshaw, O'Brennan, Lindsey, & Sawyer, 2008; Nansel, Overpeck, Pilla, Ruan, Simons-Morton, & Scheidt, 2001; Spriggs, Ianotti, Nansel, & Haynie, 2007). Research on school-based interventions point toward teaching pro-social skills, focusing on factors related to school connectedness, and addressing staff and teacher education on the topic and increased buy-in in school-wide intervention efforts (Durlak et al., 2011; Consortium on the School-Based Promotion of Social Competence, 1994; Greenberg et al., 2003; Millings et al., 2012). The literature supports programs that work to positively effect school climate as well (Carney, 2008; Catalano et al., 2004;

Frey, Hirschstein, & Guzzo, 2000; Swearer et al., 2010). Programs such as SSS, which foster a safe, caring, and supportive classroom climate meet this need.

Mariani et al. (submitted) investigated the effects of the SSS classroom program on student pro-social behavior, bullying behavior, school success skills, and perceptions of classroom climate using various self-report measures. Researchers hypothesized that given the key skill sets taught in the SSS program as well as the emphasis on promoting a safe, caring, and supportive learning environment, that aggressive behaviors (i.e. bullying) could be decreased. This notion was supported in previous research highlighting the effectiveness of programs that foster pro-social skills, coping behaviors, self-esteem, and school connectedness as a means for promoting healthy relationships among peers (Consortium on the School-Based Promotion of Social Competence, 1994; Greenberg et al., 2003; Hall, 2006; Millings, et al., 2012).

The Mariani et al. (submitted) study followed a quasi-experimental design whereby treatment and comparison schools were matched according demographic, ethnicity, and school grade factors. Three hundred and thirty six ($N = 336$), fifth grade volunteer participants (181 females and 155 males) from five public elementary schools in central Florida were included. Participants completed the *Peer Relations Questionnaire* (PRQ, Rigby & Slee, 1993), the *Student Engagement in School Success Skills* survey (SESSS, Carey, Brigman, Webb, Villares, & Harrington, 2013), and the *My Class Inventory-Short Form Revised* (MCI-SFR, Sink & Spencer, 2005) at a pretest, posttest, and post-posttest intervals. Using these measures, investigators sought to determine if the SSS classroom program had an impact on students' pro-social behavior, bullying behavior, use of skills related to school success, and participants' thoughts, feelings, and opinions pertaining to classroom climate.

Findings showed a statistically significant difference between treatment and comparison groups on certain measures related to pro-social behaviors, bullying behaviors, engagement in school success skills, and perceptions of classroom climate. Students in the treatment group who received SSS reported higher scores for pro-social behaviors at posttest than did students in the comparison group. Likewise, differences between students' posttest scores related to bullying in the treatment versus comparison groups were revealed. Students in the treatment group evidenced a decrease on the bullying measure after SSS implementation, while students in the comparison schools reported an increase. A small effect size was also found for this outcome. Outcomes pertaining to school success skills showed a statistically significant difference between groups as well as a large effect size. Students in the treatment group evidenced higher levels of engagement in school success skills from pre- to posttest than their counterparts. Finally, findings pertaining to perceptions of

classroom climate revealed a statistically significant difference between the treatment and comparison groups; a small effect size was additionally noted. Students in the treatment group reported higher scores related to satisfaction at posttest than did students in the control. Mariani et al.'s (submitted) study provided empirical support that aggressive behaviors, such as bullying, can be influenced by programs that do not specifically target these behaviors. Additionally, findings indicated the positive impact that the school counselor can have on student behavior when they implement a research based, classroom intervention such as SSS.

SSS, Wellness, and School Grades

Adolescents regularly encounter a myriad of academic, social, and physical changes and challenges as they transition from elementary to middle school. Internal and external expectations placed on adolescents by themselves and/or their parents, educators, and society in general marks this phase of development as essential for establishing and maintaining positive life-long skills (Elias, Zins, Weissberg, Frey, Greenberg, et al., 1997; Jackson & Davis, 2000; Togneri, & Anderson, 2003; Osher, Dwyer, & Jackson, 2004). For example, the expectation that all students perform at or above grade level (U.S. Department of Education, 2001; 2010) is not different for middle school students even though they experience physical and social changes during the middle school years. In an attempt to assist middle school students to become self-regulated learners, middle schools as institutions provide students with equipment or tools (i.e., planners, checklists, homework hotlines, and E-mail for increased parent/teacher/student communication) intended to assist students in their achievement of academic, personal, and social success (Cushman & Rogers, 2008). However, evidence regarding middle school interventions implemented by school counselors working collaboratively with classroom teachers to assist with increased academic achievement and positive behavioral outcomes is limited.

Wirth's study examined (a) wellness factors for early adolescences, (b) engagement in school success skills, and (c) grades in core subject areas of language arts, mathematics, science, and social studies, reported at nine-week intervals. Included in the data analysis were students in a treatment ($n = 66$) and control ($n = 69$) school who were randomly assigned to a physical education course during the fall semester of their seventh grade year. Participating students completed the *Five Factor Wellness Inventory for Teens* (Myers & Sweeney, 2005) and the *Student Engagement in School Success Skills* (SESSS) survey (Carey et al., 2013) at pre- and posttest intervals. These students' grades were also collected at the end of the first and second grading periods. This study was unique in that it was the first SSS outcome study to examine the use of

wellness behaviors and core subject academic grades as outcome measures. It was also the first to use a classroom teacher to implement the SSS classroom program rather than having the program implemented by a school counselor. Utilizing teachers as “resource brokers”, (Colbert & Kulikowich, 2006) under the guidance of the school counselor, optimizes the level of exposure to curriculum.

Results revealed a statistically significant difference in engagement of wellness behaviors between seventh grade students in the treatment group who received the SSS curriculum and control group who did not receive the intervention. Practical significance was also found related to participating students’ use of school success skills. Results indicated that students who were taught SSS readily engaged in these skills. However, no statistically significant difference between the participants was found for core academic subject area grades (language arts, mathematics, science, and social studies).

As previously mentioned, the Wirth study (2012) is one of the first studies to examine the effects of the SSS intervention on grades in core academic subject areas. A certain amount of perceived bias in grading practices was noted in Wirth’s (2012) study. A lack of consistency in grading standards from one school to another as well as the inconsistency of standards from one teacher to another was acknowledged. Grades, unlike standardized tests or assessments, do not need to meet the rigors of reliability and validity. Grading practices have an impact on student academic success and consequently, their academic wellness. Close (2009) explored fairness in grading and presupposed that teachers base their student evaluations upon the most common and shared concepts of justice. The assumption in Wirth’s (2012) study was that teachers of students in the middle school setting share these concepts of justice. This finding contributes to the need to include standardized measures as a means for determining improvements of student academic performance (Anderson & Kuman, 2009). This factor has been critically tended to in the body of research supporting SSS as a viable intervention.

Students in the treatment group showed an increase in total wellness, as measured by the *Five Factor Wellness Inventory for Teens* (5F-Wel-T, 2005b). This result provided evidence that the collaboration between school counselors and physical education teachers can lead to improvements in wellness behaviors among middle school students. Although there was not statistical difference in the engagement in success skills as measured by the SESSS (Carey et al., 2013), practical significance was found indicating that when students are exposed to skills leading to success they use them. The finding related to grades in core subject areas fortifies the need of standardized measures for determining reliable improvement in student academic performance grades alone are not a reliable measure.

The middle school counselor in Wirth's study (2012) acted as a "resource broker" who identified a resource, gained access to the resource, trained teachers to ensure the utilization of the resource (Colbert & Kulikowich, 2006) and monitored fidelity of implementation. This study contributed to "how" school counselors can provide access to evidenced-based school counseling programs when collaborating with other educators in schools. School counselors can become more than a referral source; they become an educational resource.

CONCLUSION

The belief that all students can benefit when taught specific meta-cognitive, social, and self-management skills associated with school success in a safe, caring, and encouraging environment is at the heart of the SSS curriculum. SSS outcome research studies have linked improvements in student academic achievement, pro-social behaviors, and engagement in wellness behaviors following the implementation of the SSS curriculum (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Jean Jacques, 2011; León, et al., 2011; Mariani et al., submitted; Urbina, 2011; Webb et al. 2005; Wirth, 2012). The Student Success Skills curriculum is therefore one example of a research-based school counseling intervention that benefits students by increasing their academic, social, and self-management performance. SSS uses holistic principles and a structured, yet engaging format to anchor its five-lesson classroom sequence, which introduces students to key life skills, increasing the chances of growth and success. The need for more evidence-based programs for use by professional school counselors has been well documented (Dimmitt et al., 2005; Whiston & Quinby, 2009; Whiston et al., 2011) and the SSS program can serve as a model for developing effective tools to showcase that school counselors can make a significant contribution to student academic and social performance.

The foundation used to develop the SSS program synthesized the existing research literature on what helps students learn and successfully negotiate the developmental tasks of displaying competence and developing positive peer relations. Authors of the program infused the most powerful strategies for teaching the most critical skills to students. Making the curriculum student-centered and highly interactive was purposeful and meant to increase student engagement in mastering the skills and strategies. The authors encourage more school counselors and counselor educators to use this approach to develop additional curriculum that can be tested for effectiveness.

REFERENCES

- American School Counselor Association (ASCA). (2012). *The ASCA national model: A framework for school counseling programs* (3rd edition). Alexandria, VA: Author.
- Anderson, S., & Kuman, R., (2009). Continuous improvement in schools: Understanding the practice. *International Journal of Educational Development, 29*, 281-292.
- Bernstein, J.Y., & Watson, M.W. (1997). Children who are targets of bullying: A victim pattern. *Journal of Interpersonal Violence, 12*, 483-498. doi: 10.1177/088626097012004001
- Bradshaw, C. P., O'Brennan, M., Lindsey M., & Sawyer, A. L. (2008). Examining variation in attitudes toward aggressive retaliation and perceptions of safety among bullies, victims, and bully/victims. *Professional School Counseling, 12*, 10-21. doi: 10.5330/PSC.n.2010-12.10
- Brigman, G. (2006). Research methods in school counseling: A summary for the practitioner. *Professional School Counseling, 9*, 421-425.
- Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling, 7*, 91-98.
- Brigman, G., Campbell, C., & Webb, L. (2010). *Student Success Skills: Group counseling manual* (3rd ed.). Boca Raton: Atlantic Education Consultants.
- Brigman, G., Campbell, C., & Webb, L. (2013). *Student Success Skills: Group counseling manual* (4th ed.). Boca Raton: Atlantic Education Consultants.
- Brigman, G., & Webb, L. (2010). *Student success skills: Helping students develop the academic social and self-management skills they need to succeed, classroom manual* (3rd ed.). Boca Raton, FL: Atlantic Education Consultants.
- Brigman, G., & Webb, L., & Campbell, C. (2007). Building skills for school success: Improving the academic and social competence of students. *Professional School Counseling, 10*, 279-288.
- Brown, D., & Trusty, J. (2005). School counselors, comprehensive school counseling programs, and academic achievement: Are school counselors promising more than they can deliver? *Professional School Counseling, 9*, 1-8.
- Campbell, C., & Brigman, G. (2005). Closing the achievement gap: A structured approach to group counseling. *Journal for Specialists in Group Work, 30*, 67-82.
- Carey, J., Brigman, G., Webb, L., Villares, E., & Harrington, K. (2013). Development of an instrument to measure student use of academic success skills: An exploratory factor analysis. *Measurement and Evaluation in Counseling and Development*. Advance online publication. doi: 10.1177/0748175613505622
- Carey, J. C., & Dimmitt, C. (2006). Resources for school counselors and counselor educators: The Center for School Counseling Outcome Research. *Professional School Counseling, 9*, 416-420.
- Carey, J., Dimmitt, C., Hatch, T., Lapan, R., & Whiston, S. (2008). Report of the National Panel for Evidence-Based School Counseling: Outcome research coding protocol and evaluation of Student Success Skills and Second Step. *Professional School Counseling, 11*(3), 197-206.

- Carney, J.V. (2008). Perceptions of bullying and associated trauma during adolescence. *Professional School Counseling, 11*, 179-188.
- Catalano, R. F., Haggerty, K. P., Oesterle, S., Fleming, C. B., & Hawkins, J. D. (2004). The importance of bonding to school for healthy development: Findings from the Social Development Research Group. *Journal of School Health, 74*, 252-261.
- Close, D. (2009). Fair grades. *Teaching Philosophy, 32*, 361-398.
- Cohen, J. (1988). *Statistical power analysis for behavioral sciences* (2nd ed.). Hillsdale, NJ: Lawrence Erlbaum.
- Colbert, R. D., & Kulikowich, J.M. (2006). School counselors as resource brokers: the case for including teacher efficacy in data-driven programs. *Professional School Counseling, 9*, 216-222.
- Consortium on the School-Based Promotion of Social Competence. (1994). The school-based promotion of social competence: Theory, research, practice, and policy. In R. J. Haggerty, L. R. Sherrod, N. Garnezy, & M. Rutter (Eds.), *Stress, risk, and resilience in children and adolescents: Processes, mechanisms, and interventions* (pp. 268-316). New York: Cambridge University Press.
- Cushman, K., & Rogers, L. (2008). *Fires in the Middle School Bathroom: Advice for Teachers from Middle schoolers*. New York: The New Press.
- Daly, E. J., III, Duhon, G. J., & Witt, J. C. (2002). Proactive approaches for identifying and treating children at risk for academic failure. In K. L. Lane, F. M. Gresham, & T. E. O'Shaughnessy (Eds.), *Interventions for children with or at risk for emotional and behavioral disorders* (pp. 18-32). Boston: Allyn & Bacon.
- Dimmitt, C., Carey, J. C., & Hatch, T. (2007). *Evidence-based school counseling. Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press.
- Dimmitt, C., Carey, J., McGannon, W., & Henningson, I. (2005). Identifying a school counseling research agenda: A Delphi study. *Counselor Education and Supervision, 44*, 214-228.
- Durlak, J.A., Weissberg, R., Dymnicki, A.B., Taylor, R.D., & Schellinger, K.B. (2011). The impact of enhancing students' social and emotional learning: A meta-analysis of school based universal interventions. *Child Development, 82*, 405-432.
- Elias, M., Zins, J.E., Weissberg, R.P., Frey, K.S., Greenberg, M.T., Haynes, N.M., Kessler, R., Schwab-Stone, M.E., & Shriver, T.P. (1997). *Promoting Social and Emotional Learning: A Guide for Educators*. Alexandria, VA: Association for Supervision and Curriculum Development.
- Elias, M., Fredricks, L., Greenberg, M., O'Brian, M., Resnick, H., & Weissberg, R. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist, 58*, 466-474.
- Frey, K.S., Hirschstein, M. K., & Guzzo, B. A. (2000). Second Step: Preventing aggression by promoting social competence. *Journal of Emotional & Behavioral Disorders, 8*, 102-113. doi: 10.1177/10634266000800206
- Gerrity, D., & DeLucia-Waak, J. (2007). Effectiveness of Groups in the Schools. *Journal for Specialists in Group Work, 32*, 97-106. doi: 10.1080/01933920600978604

- Gini, G., & Pozzoli, T. (2009). Association between bullying and psychosomatic problems: A meta-analysis. *Pediatrics*, *123*, 1059-1065. doi:10.1542/peds.2008-1215
- Greenberg, M. T., Weissberg, R. P., O'Brien, J. E., Frederick, L., Resnik, H., & Elias, M. J. (2003). Enhancing school-based prevention and youth development through coordinated social, emotional, and academic learning. *American Psychologist*, *58*, 466-474. doi: 10.1037/0003-066X.58.6-7.466
- Hall, K.R. (2006). Using Problem-Based Learning with victims of bullying behavior. *Professional School Counseling*, *9*, 231-237.
- Hattie, J., Biggs, H., & Purdie, N. (1996). Effects of learning skills interventions on student learning: A meta-analysis. *Review of Educational Research*, *66*, 99-136.
- Hattie, J. (2009). *Visible learning: a synthesis of over 800 meta-analyses relating to achievement*. New York, NY: Routledge.
- Hawker, D. S., & Boulton, M. J. (2000). Twenty years' research on peer victimization and psychosocial maladjustment: A meta-analytic review of cross-sectional studies. *Journal of Child Psychology and Psychiatry*, *41*, 441-455.
- Healey, J., Dowson, M., & Nelson, G. (2006). *Adolescents' experiences, perceptions and attitudes towards bullying*. [Electronic version]. Retrieved January 19, 2014 from <http://handle.uws.edu.au:8081/1959.7/36319>
- Hill, C., Bloom, H., Black, A., & Lipsey, M. (2008). Empirical benchmarks for interpreting effect sizes in research. *Child Development Perspectives*, *2*, 172-177. doi: 10.1111/j.1750-8606.2008.00061.x
- Jackson, A.W., & Davis, G.A. (2000). *Turning Points 2000: Educating Adolescents in the 21st Century*. Williston, VT: Teachers College Press.
- Jean-Jacques, V. J-P. (2011). *The effects of a culturally translated school counselor-led intervention on the academic achievement of fourth and fifth grade Haitian students* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (UMI No. 3496452).
- Lemberger, M.E., & Clemens, E.V. (2011). Connectedness and self-regulation as constructs of the Student Success Skills program in inner-city African American elementary school students. *Journal of Counseling & Development*, *90*, 450-458.
- Lemberger, M.E., Selig, J.P., Bowers, H., & Rogers, J.E. (submitted). *Effects of the Student Success Skills program on the executive functioning skills, feelings of connectedness, and academic achievement in a predominately Hispanic, low-income middle school district*. Manuscript submitted for publication.
- León, A., Villares, E., Brigman, G., Webb, L., & Peluso, P. (2011). Closing the achievement gap of Latina/o students: A school counseling response. *Counseling Outcome Research and Evaluation*, *2*, 73-86. doi: 10.1177/2150137811400731
- Lipsey, M.W., Puzio, K., Yun, C., Herbert, M.A., Steinka-Fry, K., Cole, M.W., Roberts, M., Anthony, K.S., & Busick, M.D. (2012). *Translating the statistical representation of the effects of education interventions into more readily interpretable forms*. (NCSER 2013-3000). Washington, DC: National Center for Special Education Research, Institute of Education Sciences, U.S. Department of Education.

- Marzano, R., Pickering, D., & Pollock, J. (2001). *Classroom instruction that works*. ASCD, Alexandria, VA.
- Mariani, M., Webb, L., Villares, E., & Brigman, G. (submitted). *Effects of participation in student success skills on pro-social and bullying behavior*. Manuscript submitted for publication.
- Masten, A. S., & Coatsworth, J. D. (1998). The development of competence in favorable and unfavorable environments: Lessons from research on successful children. *American Psychologist*, 53, 205-220.
- Millings, A., Buck, R., Montgomery, A., Spears, M., & Stollard, P. (2012). School connectedness, peer attachment, and self-esteem as predictors of adolescent depression. *Journal of Adolescence*, 35, 1061-1067. doi:10.1016/j.adolescence.2012.02.015
- Myers, J. E., & Sweeney, T. J. (2005). *The five factor wellness inventory manual and sampler set, adult, teenage and elementary school versions*. Palo Alto, CA: Mind Garden.
- Myrick, R.D. (2003). *Developmental guidance and counseling: A practical approach* (4th ed.). Minneapolis, MN: Educational Media Corporation.
- Nansel, T. R., Overpeck, M., Pilla, R. S., Ruan, W. J., Simons-Morton, B., & Scheidt, P. (2001). Bullying behaviors among U. S. youth: Prevalence and association with psychosocial adjustment. *Journal of the American Medical Association*, 285, 2094-2100. doi:10.1001/jama.285.16.2094
- Newsome, D., & Harper, E. S. (2011). Counseling individuals and groups in school. In B. T. Erford (Ed.), *Transforming the school counseling profession* (pp. 178-201). Boston, MA: Pearson.
- Olweus, D. (1993). *Bullying at school: What we know and what we can do*. Cambridge, MA: Blackwell.
- Osher, D., Dwyer, K., & Jackson, S. (2004). *Safe supportive and successful schools step by step*. Longmont, CO: Sopris West.
- Payton, J., Weissberg, R., Durlak, J., Dymnicki, A., Taylor, R., Schellinger, K., & Pachan, M. (2008). *The positive impact of social and emotional learning for kindergarten to eighth grade student: Finding from three scientific reviews*. Retrieved January 14, 2011 from <http://www.lpfch.org/sel/PackardES-REV.pdf>
- Reijntjes, A., Kamphuis, J. H., Prinzie, P., & Telch, M. J. (2010). Peer victimization and internalizing problems in children: A meta-analysis of longitudinal studies. *Child Abuse & Neglect*, 34, 244-252. doi:10.1016/j.chiabu.2009.07.009
- Rigby, K., & Slee, P.T. (1993). *The Peer Relations Questionnaire (PRQ)*. Adelaide, AU: University of South Australia.
- Roland, E. (2002). Aggression, depression, and bullying others. *Aggressive Behavior*, 28, 198- 206.
- Sink, C. A., & Spencer, L. R. (2005). My Class Inventory-Short Form as an accountability tool for elementary school counselors to measure classroom climate. *Professional School Counseling*, 9, 37-48.
- Sink, C. A., & Stroh, H. R. (2006). Practical significance: The use of effect sizes in school counseling research. *Professional School Counseling*, 9, 401-411.

- Spriggs, A. L., Iannotti, R. J., Nansel, T. R., & Haynie, D. L. (2007). Adolescent bullying involvement and perceived family, peer, and school relations: Commonalities and differences across race/ethnicity. *Journal of Adolescent Health, 41*, 283-293. doi:10.1016/j.jadohealth.2007.04.009
- Swearer, S., Espelage, D. L., Vaillancourt, T., & Hymel, S. (2010). What can be done about school bullying? Linking research to educational practice. *Educational Researcher, 39*, 38-47.
- Togneri, W., & Anderson, S.E. (2003). *Beyond islands of excellence: What districts can do improve instruction and achievement in all schools. A project of the Learning First Alliance*. Washington, DC: Learning First Alliance.
- Urbina, I. (2011). *The effects of student participation in the cultural Spanish translation of the Student Success Skills program on high school student achievement* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (UMI No. 3496460)
- United States Department of Education. (2001). *No child left behind act of 2001*. Washington, D.C.: Author.
- United States Department of Education, Office of Planning, Evaluation and Development. (2010). *Elementary and Secondary Education Act Blueprint for Reform*. Washington, D.C.: Author.
- Vernez, G., & Zimmer, R. (2007). *Interpreting the effects of Title I supplemental educational services*. Retrieved January 19, 2014 from <http://www.ed.gov/rschstat/eval/choice/implementation/achievementanalysis-sizes.doc>
- Villares, E., Frain, M., Brigman, G., Webb, L., & Peluso, P. (2011). The impact of student success skills on standardized test scores: A meta-analysis. *Counseling Outcome Research and Evaluation*. doi: 10.1177/2150137811434041
- Wang, M. C., Haertel, G. D., & Walberg, H. J. (1994). What helps students learn? *Educational Leadership, 51*, 74-79.
- Webb, L., & Brigman, G. (2007). Student Success Skills: A Structured Group Intervention for School Counselors. *Journal for Specialists in Group Work, 32*, 190-201.
- Webb, L., Brigman, G., & Campbell, C. (2005). Linking school counselors and student success: A replication of the student success skills approach targeting the academic and social competence of students. *Professional School Counseling, 10*, 407-411.
- Webb, L., Brigman, G., Carey, J., & Villares, E. (2011). *A randomized controlled trial of student success skills: A program to improve academic achievement for all students*. Education Research Grant 84.305A, Institute of Education Sciences, U. S. Department of Education. (Unpublished).
- Whiston, S. C. (2007). Outcome research on school counseling interventions and programs. In B.T. Erford (Ed.), *Professional school counseling on the cutting edge* (2nd ed., pp. 38-50). Upper Saddle River, NJ: Prentice Hall.
- Whiston, S. C., & Sexton, T. L. (1998). A review of school counseling outcome research: Implications for practice. *Journal of Counseling & Development, 76*, 412-426.
- Whiston, S. C., & Quinby, R. F. (2011). Outcomes research on school counseling interventions and programs. In B. T. Erford (Ed.), *Transforming the school counseling*

- profession* (pp. 58-69). Boston, MA: Pearson.
- Whiston, S.C., & Quinby, R.F. (2009). Review of school counseling outcome research. *Psychology in the Schools, 46*(3), 267-272.
- Whiston, S. C., Tai, W. L., Rahardja, D., & Eder, K. (2011). School counseling outcome: A meta-analytic examination of interventions. *Journal of Counseling & Development, 89*, 37-55.
- Winne, P. H. & Nesbit, J. C. (2010). The psychology of academic achievement. *Annual Review of Psychology, 61*, 653-678.
- Wirth, J. L. (2012). *The effect of a classroom intervention on adolescent wellness, success skills academic performance* (Doctoral dissertation). Available from ProQuest Dissertations & Theses database. (UMI No. 3530697)
- Yeager, D.S., & Walton, G.M. (2011). Social-psychological interventions in education: They're not magic. *Review of Educational Research, 81*, 267-300. doi: 10.3102/0034654311405999
- Zins, J. E., Weissberg, R. P., Wang, M. C., & Walberg, H. J. (2004). *Building academic success on school social and emotional learning*. New York: Teachers College Press.