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The Professional Counselor
DIGEST



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*The Professional Counselor
DIGEST*

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Addressing Mental Health Needs in Our Schools: Supporting the Role of School Counselors – DIGEST

Traci P. Collins

A U T H O R

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A significant number of children and adolescents experience mental health problems in the United States. According to the Centers for Disease Control and Prevention, between 13% and 20% of children experience a mental disorder in a given year. Because school counselors have access to these students with mental illness in our nation's school systems, they are a well-positioned resource. School counselors improve the mental health of children and adolescents, thereby improving the students' overall functioning, personal/social development, career development and educational success.

In order to improve child and adolescent mental health and the efficiency of mental health services, the function of school counselors within the school system must be examined. The collection of articles in this special issue of *The Professional Counselor* combines systemic, theoretical explorations with assessments of school counselor preparation and competencies. Several articles cover school counselor training, self-efficacy, supervision, and burnout versus career sustainability. Some articles focus on the point of intervention (i.e., place for needed improvement and change) as systemic, top-down advocacy efforts; while a few articles utilize a localized, ground-level approach by developing school counselors' competency areas and specific school counseling interventions.

Over the last 100 years, school counseling has evolved from *vocational guidance* to the current concept of comprehensive school counseling. The first article in this special issue provides a historical perspective, describing the progression of school counselor professional identity, the differences between identifying as an educator and counselor, and the effects of role ambiguity concerning the utilization of school counselors and the assignment of duties. Astramovich, Hoskins, Gutierrez and Bartlett stated that providing direct counseling services are the most unique role of school counselors.

Bardhoshi, Schweinle, and Duncan include a powerful statement from a study participant who shared, “When we are allowed to focus on the social and emotional needs of the whole child, we are best positioned to clear away the barriers to academic achievement”

In 2012, the American School Counselor Association (ASCA) published the third edition of *The ASCA National Model: A Framework for School Counseling Programs*, which contains the following four elements for comprehensive school counseling programs: foundation, delivery system, management and accountability. Assessing school counselor preparation and student change provides insight into the effectiveness of the current guidelines for school counselor training. Several articles in this special issue focus on training competencies, including career counseling and cultural competencies.



According to the National Institute of Mental Health, proper identification, evaluation, and treatment of child and adolescent mental illness contribute to students’ well-being, productivity and success in various areas of their lives. When counselors stay true to their roots—as counselors first and educators second—they are in the most useful position to improve student achievement by first fighting the war on student mental health.

Ninety years ago, Myers warned about interferences that would prevent the “real work of a counselor” from occurring. This 90-year-old forecast echoes today, as contemporary school counselors need support in receiving robust training and preparation in professional identity and competencies, resolving administrative and systemic issues, and obtaining efficient supervision to guide the course of the counseling profession in the school system.

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Competing Professional Identity Models in School Counseling: A Historical Perspective and Commentary – DIGEST

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Practicing school counselors are counseling professionals working within an educational setting. As such, they are faced with the challenge of creating and maintaining a professional identity while receiving competing messages about their roles and responsibilities. School counselors receive training from counselor educators that most often includes knowledge and skill building in theory, techniques, assessment, and individual and group counseling, and are often trained alongside mental health counselors, addictions counselors, higher-education counselors and art therapists. However, once school counselors enter the field, they immediately encounter a different professional identity model: that of an educator. In fact, in their professional environment, school counselors are often the only counseling professionals among primarily educators. The result is an often confusing and stressful process of identity formation.

A look back at the history of the counseling profession shows that competing professional

identity constructs have inhibited the growth of school counseling almost since its inception. Since the days when school counseling was known as *vocational guidance*, there has been a lack of standardized duties and appropriate supervision resulting from conflicting messages about the role of the counselor. This article provides a historical context for the debate between those who consider school counseling an ancillary support service to the learning occurring in the classroom, and those who view school counseling as a distinct set of services directed at enhancing not only academic development, but career and personal/social development as well.

Today, although counselors have a preferred service orientation (comprehensive school counseling) and a National Model, school counselors continue to work very differently from region to region, state to state, district to district and even school to school. This article includes a discussion of three strategies to combat the role stress created by competing

professional identity models. Counselor educators should address professional identity and advocacy as part of a successful school counselor training program. This emphasis will ensure that school counselors leave their training not only with knowledge and skills but also with the ability to advocate for appropriate roles, functions and supervision. Next, practicing counselors should have the intention of educating administrators, colleagues and other stakeholders on the role of the counselor and best practices in the profession, utilizing the

ASCA National Model and relevant state models. Lastly, administrators and supervisors should work to provide appropriate supervision for school counselors that not only evaluates their work but also enhances their skills in and knowledge of working with students and parents.



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Understanding the Impact of School Factors on School Counselor Burnout: A Mixed-Methods Study – DIGEST

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Burnout, a prolonged exposure to chronic stressors on the job, is defined by three core dimensions: emotional exhaustion, depersonalization and reduced personal accomplishment. School counseling is a profession in which empathy is a requirement, the qualitative and quantitative job demands are high, and organizational challenges are evident. This study employed a concurrent triangulation mixed-methods design to investigate the relationship between burnout (measured by the Counselor Burnout Inventory) and the assignment of noncounseling duties (measured by the School Counselor Activity Rating Scale) among a national sample of professional school counselors who belonged to the American School Counselor Association ($n = 252$); the study also identified other unique school factors that could attenuate this relationship. The researchers aimed to obtain different but complementary data on the same topics and included three open-ended, qualitative questions to gain a more nuanced understanding of burnout. Qualitative and quantitative data were analyzed separately but integrated in the interpretation of the findings, which the authors combined into a coherent whole.

Multiple-regression analyses indicated that performing noncounselor duties significantly predicted dimensions of burnout—mainly exhaustion, negative



work environment and deterioration in personal life. Hierarchical regression analysis supported that for all but one dimension of burnout (devaluing clients), unique school factors such as caseload size, Adequate Yearly Progress (AYP) status and perceived principal support significantly added to the prediction of burnout, over and above the increase accounted for by assignment of noncounseling duties. Moderation analyses supported that certain school factors can moderate the effect of noncounseling duties as they relate to school counselor burnout. Mainly, meeting AYP and caseload size moderated the effects of noncounseling duties on exhaustion, while caseload also moderated the effects of noncounselor duties as they relate to incompetence, devaluing clients and deterioration in personal life. Major themes from qualitative data indicated that participants related their experience of burnout in terms of emotional exhaustion, reduced effectiveness, performing noncounseling duties, job dissatisfaction and being tied to unique organizational factors in their school setting. The majority of school counselors viewed the assignment of noncounseling duties as having adverse personal and professional effects (supporting the quantitative results), or resignedly accepted them as a reality of the job. However, some counselors also reframed the performance of noncounseling duties within the context of their school, conceptualizing them as fair share duties and suggesting that performing them was part of being a team, and even an opportunity to better perform their job. Implications for both school counselors and counselor educators are discussed.

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Perceptions of the Importance and Utilization of Clinical Supervision Among Certified Rural School Counselors – DIGEST

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School counselors working in rural communities are often the only mental health provider in their community. In addition to coping with the challenges inherent in their work, these counselors may lack access to other professionals to meet supervision needs. The purpose of the current study was twofold. First, the authors sought to assess the current perceptions of Midwestern rural certified school counselors (RCSCs) regarding their clinical supervision experience and needs. Second, the authors compared and contrasted the current data with empirical data obtained 9 years ago in this same state from RCSCs to examine whether the supervision needs of counselors in rural settings had changed.

The population utilized for this study included all certified school counselors in the state of South Dakota employed in a rural public or private school setting during the 2011–2012 school year. A total of 127 RCSCs responded to

the invitation to take part in this study, resulting in a response rate of 27%.

Seventy-nine percent ($n = 93$) of participants rated the importance of obtaining clinical supervision (to enhance professional skills and ethical competency) as important to extremely important. When asked about the importance of obtaining administrative supervision (to increase knowledge of school policies and procedures), 72% ($n = 85$) rated it as important to extremely important. The majority of participants reported not currently receiving clinical supervision, administrative supervision or peer supervision. Fifty-four percent ($n = 64$) rated the importance of receiving clinical supervision in the future as important to extremely important. When respondents were asked whom they considered the most desirable person to be their clinical supervisor, 64% ($n = 75$) cited another school counselor with specific training in supervision. Sixty-seven percent ($n = 79$)



rated the importance of receiving future clinical supervision training as important to extremely important.

The results of this study indicate that the majority of school counselors surveyed (79%) perceive clinical supervision as important. This number is in stark contrast to the actual number of counselors receiving supervision, with the overwhelming majority of the participants stating that they are not receiving any individual or group supervision (94% and 91%, respectively). Although these findings confirm the results of previous studies conducted with school counselors that point to a clinical supervision deficit, the extremely low clinical supervision rates from the current study may also be tapping into challenges specific to rural school counselors. It is possible that many practicing rural school counselors have not engaged in

supervision since their university training program and feel unequipped to answer questions about its nature or importance, which could potentially have larger implications regarding the counselors' clinical skill application. Recommendations for meeting the supervision needs of school counselors, while also being sensitive to challenges inherent in rural settings, are provided. These recommendations invite the potential involvement of multiple stakeholders, including professional school counselors, school administrators, counselor educators and state professional organizations.

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Development of a Logic Model to Guide Evaluations of the ASCA National Model for School Counseling Programs – DIGEST

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Since its initial publication in 2003, *The ASCA National Model: A Framework for School Counseling Programs* has had a dramatic impact upon the field of school counseling. A quick scan of school counseling professional journals, associations and training materials yields multiple references to the ASCA National Model. Recent statewide research results suggest that ASCA National Model implementation is associated with increased student engagement, fewer disciplinary problems and higher student achievement. Most states have revised their models of school counseling to make them consistent with the ASCA National Model, and schools across the country have implemented the ASCA National Model (for example, the ASCA Web site currently lists over 400 schools from 33 states that have won a Recognized ASCA Model Program [RAMP] award for exemplary implementation of the model).

Despite the countrywide push for ASCA National Model implementation, overall evaluation of the model has not kept pace. For example, even with the vast majority of states adopting or adapting the model, only a handful of states have developed systems for evaluation. Rationales for this lack of evaluation include a recognition that the ASCA National Model is complex and difficult to evaluate, and evidence that practitioners continue to struggle with general evaluation issues (e.g., lack of training, time, practical examples, and evaluation resources and supports). Based upon these evaluation challenges, the authors hypothesized that retroactive logic modeling might have the potential to elevate the evaluation status of the ASCA National Model and provide researchers and practitioners with a new evaluation tool.



Logic modeling is a systematic approach to enabling high-quality program evaluations through processes designed to result in pictorial representations of a program's theory of action. Logic modeling surfaces and summarizes the explicit and implicit logic of how a program operates to produce its desired benefits and results. By applying logic modeling to an analysis of the ASCA National Model, the authors intended to fully explicate the relationships between structures and activities advocated by the model and their anticipated benefits. The visual logic model presented within the paper includes three outcomes, seven outputs, six major clusters of activities and two inputs. Finally, the paper explicitly discusses how to use the logic model to support a number of important evaluation studies necessary for determining ASCA National Model efficacy.

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Counseling Self-Efficacy, Quality of Services and Knowledge of Evidence-Based Practices in School Mental Health – DIGEST

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Clinician or counseling self-efficacy (CSE), defined as one's beliefs about his or her ability to effectively counsel a client in the near future, is widely accepted as an important precursor of effective clinical practice. Previous research has explored the association of CSE with variables such as counselor aptitude, achievement, and level of training and experience. However, little attention has been paid to the CSE of school mental health (SMH) practitioners, factors that play into its development, and the impact of CSE on practice-related variables, especially in the expanded school mental health (ESMH) literature.

The current study examined the influence of quality training and supervision on the level of CSE among SMH practitioners, as well as the relationship of specific demographic variables and professional experiences to CSE. Data were collected as part of a larger national evaluation published by Weist et al. in 2009, which focused on quality assessment and improvement (QAI), family engagement and empowerment, and modular evidence-based practice (EBP) implementation in SMH. SMH clinicians ($n = 58$; 82.8% female) from three community-based



agencies in three states (Delaware, Maryland, Texas) were randomly assigned to participate in either the QAI (target) condition or the Wellness Plus Information (WPI, comparison) condition, and received differential training and supervision. Pre- and postintervention, clinicians completed the Counselor Self-Efficacy Scale, which enabled analysis of the influence of quality training and supervision on level of CSE. Additionally, clinician postintervention reports of CSE were evaluated as predictors of quality assessment, and knowledge and use of EBP.



Preintervention CSE was significantly associated with demographic/experiential variables, such as self-efficacy and age, race, years of experience, and years with agency. An analysis of covariance (ANCOVA) evaluating changes in CSE between the QAI and WPI conditions indicated a nonsignificant difference in change of pre- to postintervention CSE. Subsequent regression analyses indicated that, regardless of condition, postintervention CSE scores significantly predicted the following: quality of practice; knowledge of EBP for ADHD, depression, disruptive behavior and anxiety; and usage of EBP for treating depression.

While findings do not support the use of the QAI intervention as a mechanism to enhance CSE, results emphasize the importance of high CSE for quality and effective practice. When training SMH clinicians, it is important to make explicit the goal of evaluating effective mechanisms to enhance CSE and the impact this evaluation has on client outcomes and satisfaction.

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School Counselors' Perceptions of Competency in Career Counseling – DIGEST

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Given the convergence of an increased number of school counselor education programs seeking accreditation from the Council for Accreditation of Counseling and Related Educational Programs, increased calls for accountability, and the growing influence of the National Model for School Counseling promoted by the American School Counselor Association, it seems imperative that school counselors be prepared to address the vocational and transitional needs of the secondary student. According to the National Office for School Counselor Advocacy, a gap exists between what is expected and suggested by the national standards for a comprehensive guidance program and what is actually being taught in school counselor preparation programs. Zunker noted in 2012 that school counselors must have an appropriate cache of career counseling techniques in order to be effective leaders, not

just possess a basic understanding of career development theories.

In light of recent economic uncertainty, there is increased pressure on students to find a career path that will yield a job that sustains them into adulthood. Altbach, Gumport, and Berdahl reported in 2011 that 95% of high school seniors expect to attain some form of college education, yet more and more are delaying entry after high school, frequently changing colleges or majors when they do enter, or taking time off throughout their programs.

By continuing to examine school counselor training and consequent job competency



standards, it may be possible to determine gaps in training and how counselors compensate for their lack of knowledge in serving their students. According to a 2000 article by Perrone, Perrone, Chan, and Thomas, career counseling theory and application play a role in how school counselors work with students on postsecondary planning, and where a lack of knowledge exists, a lack of service exists as well. While school counseling students may gain training experiences in career counseling while completing internship hours at the master's level, career development is not required in the master's-level internship and therefore these experiences cannot be considered adequate or consistent career development training.

This phenomenological study documents nine school counselors' feelings of competence in the area of career counseling. Five themes emerged, including challenges to delivery, opportunity, self-doubt, reliance on colleagues, and the use of technology. The authors incorporated the findings from The College Board National Office of School Counselor Advocacy report to gain support for more comprehensive school counselor training and continuing education experiences in career counseling. Specific recommendations regarding school counselor accountability are included.

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Understanding Military Culture: A Guide for Professional School Counselors – DIGEST

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The American School Counselor Association position statement on cultural diversity emphasizes that school counselors should work for the success of all students of all cultures. The military culture is a unique one that extends into the service members' personal realms as well, affecting everyday lifestyle as well as the lifestyle of family members. As culturally competent practitioners, school counselors must be knowledgeable about military culture in both its visible and invisible aspects. While other cultures have been explored in-depth in the professional school counseling literature, military culture has not. Moreover, military culture is often unfamiliar to educators who encounter military students and their families regularly. In order to fully describe the nature of military culture and its meaning for military students and their family members, this article will begin with an exploration of the surface-level aspects of military culture (language, hierarchy, sense of rules and regulations) and then will progressively explore the more emotionally intense shallow and deep aspects of the culture (self-expectations and self-sacrifice). These unique cultural aspects may

result in challenges for military students and their families. In order to help these students and their families to overcome these challenges, professional school counselors should work to fully understand how to navigate this culture. This article will therefore present key information related to military culture in order to help increase this knowledge, understanding and awareness in the reader.

After an in-depth description of military culture, implications for school counselors in regard to increasing their cultural competence when working with military families are discussed. Specific suggestions, such as professional development, self-examination and cultural immersion experiences, are given so that professional school counselors can increase their multicultural competence when working with this population. Overall, professional school counselors should focus on capitalizing on the strengths of military students and their families and work to increase their sense of self-efficacy as they face the challenges that the military lifestyle brings.

Finally, a case study illustrating common challenges associated with this culture for



military children is presented. The case study describes the academic, social and emotional struggles that Justin, a 9-year-old student, faces in school while his father is deployed. The challenges that Justin is facing are designed to reflect the common stressors that military students and their families experience within military culture and lifestyle. After a discussion of cultural implications related to Justin's military lifestyle, the case study concludes with a description of the culturally competent professional school counselor's role in helping this student and his family. Best practices

for working with Justin include academic interventions, connecting him to valuable resources and supporters in the community, developing his leadership qualities and abilities, and building a strong partnership with Justin's mother in order to support her in her parenting role during this time of deployment.

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Group Counseling with South Asian Immigrant High School Girls: Reflections and Commentary of a Group Facilitator – DIGEST

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According to data published in 2012 by the Asian American Federation and South Asian Americans Leading Together, the South Asian American population was the fastest growing major ethnic group in the United States from 2000–2010. As the South Asian population grows, counselors must meet the needs of the South Asian students in their schools. One way to deliver services to South Asian youth is through group counseling. Group work can provide a place for students to develop connections to other students in their schools who share similar experiences. Additionally, within group counseling, South Asian youth can explore their identities as they negotiate their home cultures and the mainstream American school culture.

When one counselor, this article's first author, noticed a lack of services for the South Asian immigrant youth in her school, she decided to form a group for these students. She created

a group structure for topics related to being a South Asian girl in a U.S. school, navigating dissimilar home and school cultures, and shaping identity through media messages. In this article, the counselor shares perceptions from her experience facilitating the girls' exploration of these topics. She describes what surprised her; for example, because her background was similar to the girls', she did not expect to encounter difficulties in recruiting for the group. Additionally, she highlights what she expected; for instance, she anticipated that the group members would want to have in-depth discussions about the difficulties of straddling two cultures. The counselor's perceptions are interlaced with information about South Asian culture to enhance the reader's understanding.

The first author offers recommendations for working with South Asian youth in groups based on her own reflections as well as information from the literature. Before conducting a group



with South Asians, counselors must explore their own cultural backgrounds and examine any biases about South Asian culture that might come from the media. They most likely will need to expand their knowledge of South Asian culture through books and films as well as community immersion. Designing culturally appropriate interventions will depend on the counselor's ability to facilitate disclosure and set goals

appropriately with South Asians, as well as the ability to develop a leadership style consistent with South Asian values. The authors challenge counselors to consider how the group work discussed in this article might inform their own counseling with South Asian youth, and how it might inspire them to find ways to meet the needs of immigrant populations in their own schools and clinics.

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Students' Perceptions of School Counselors: An Investigation of Two High Schools in Beijing, China – DIGEST

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Limited research has been conducted to investigate how much counseling services students actually receive in Chinese schools, let alone how students perceive school counselors and the school counseling they receive. This study aimed to explore students' perceptions of school counselors by examining whether and how often students seek help from school counselors in two high schools in Beijing, and how the students evaluate school counselors depending on their own genders. The goals of this study were twofold: first to examine the utilization of school counseling services in two high schools in Beijing; second, to investigate students' perceptions of the school counselors' services.

A total of 137 students completed questionnaires. The sample consisted of 12.4% senior 1 students (equivalent to 10th graders in the United States), 78.8% senior 2 students (equivalent to 11th graders in the United States)

and 8.8% Senior 3 students (equivalent to 12th graders in the United States). Almost all participants were the only child in their family. The high schools recruited for this study are among the top-ranking high schools in Beijing. Participants completed a brief demographic questionnaire as well as the Chinese High School Students' Perceptions of School Counselors Survey. Students indicated the number of meetings they have had with a school counselor. Next, participants rated their counselor's ability and effectiveness in 11 areas.



Results showed that 48.9% ($n = 67$) of the participants reported seeing a counselor at least once. Fifty-three students completed the evaluation of their school counselors. Students' most positive descriptions of their counselors were friendliness, approachability and ability to explain things clearly. The lowest rated attributes were knowledge of college admission and vocational information. A statistically significant result was found in students' ratings of school counselors' availability based on the students' genders as well as whether students had previously received counseling services. A statistically significant interaction effect was found between gender and whether or not the students had received counseling services. Future research directions are provided.



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Identifying Gender Differences in Male and Female Anger Among an Adolescent Population – DIGEST

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A U T H O R

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The author carried out a pilot study to determine whether gender differences existed for excessive anger in adolescents who were members of an anger management group. A large public middle school in an urban metropolitan area provided the setting and participants for this study. Serving 2,000 students in grades 6–8, the school has an elaborate standardized documentation system that keeps track of behavioral disruptions. The documentation system records in-school suspensions (ISS), out-of-school suspensions (OSS) and behavioral referrals for students. The administration gives each student a personal identification number upon first entering school, and can apply any student infraction to this number and look up each student with ease. In addition, the documentation system contains a small description of what caused the issue. For instance, some students have behavioral outbursts of anger, while some receive referrals for tardiness.

Since the focus of this pilot was to determine anger differences between genders, it was



imperative that the study have participants who showed excessive high-intensity anger. To increase validity and correctly identify appropriate participants, in addition to using the school documentation system, the author also received recommendations from school staff. Preliminary results indicate that anger

differences existed between genders, but that there also were gender distinctions regarding the intervention itself. Females had better anger control, but more anger expression as compared to their male counterparts. However, females seemed to respond better to the intervention, as shown by larger gains and improvement. Males improved as well, but with less substantial gains.

While past research may not have lent strong support for gender differences in anger, this author hoped to reinvigorate interest in gender discrepancies. It is the author's belief that females are an underserved population regarding anger management. Research has shown that females experience anger at a rate equal to males. However, due to societal stigma and cultural biases, many females may not receive the anger management services they need. By measuring outcomes, practitioners and researchers alike can determine whether these problems truly exist, while improving mental health and group research. This article explains potential reasons that differences exist, which may characterize females as an underserved population due to the way society views the genders. The article concludes with implications for mental health counselors working with these populations.



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The Convergent and Divergent Validity of the Student Engagement in School Success Skills Survey – DIGEST

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For more than a decade, researchers have placed increased emphasis on evidence-based practice and a programmatic approach to school counseling. National initiatives and legislation have emerged to address the need for more school counselor-led interventions that contribute to increased student achievement as part of a comprehensive school counseling program. However, school counseling outcome studies continue to report school counseling research limitations. Among the limitations are the conclusions that were drawn from studies based on nonstandardized outcome assessments as well as the lack of valid and reliable instruments to measure the skills, strategies and personal attributes associated

with academic and social/relationship success. These limitations continue to hinder the school counseling profession, given the goal of establishing evidence-based interventions that link school counselor intervention to improved student outcomes.

The Student Engagement in School Success Skills (SESSS) is a 33-item self-report instrument and takes fewer than 15 minutes to complete. The survey was developed to measure student use of the skills and strategies identified as most critical for long-term school success. These critical skills and strategies include (a) cognitive and metacognitive, (b) social and (c) self-management skills. The importance of

continuing to evaluate the psychometric properties of the SESSS lies in the fact that, for school counselors, there has typically been no standardized way to measure these types of outcomes and tie them directly to school counselor interventions. The present article explores the convergent and divergent validity of the SESSS. The article builds upon previous research describing the item development of the SESSS and exploratory and confirmatory factor analyses. The current findings contribute to the establishment of the SESSS



as a valid instrument to measure the impact of school counselor-led interventions on intermediate variables associated with improved student achievement. A total of 4,342 diverse fifth-grade students from two large school districts completed the SESSS; the Motivated Strategies for Learning Questionnaire (MSLQ) Cognitive Strategy Use, Self-Regulation, Self-Efficacy and Test Anxiety subscales; and the Self-Efficacy for Self-Regulated Learning (SESRL). The three subscales of the SESSS (Self-Direction of Learning, Support of Classmates' Learning and Self-Regulation of Arousal) correlated highly with the MSLQ Cognitive Strategy Use and Self-Regulation subscales, moderately correlated with the Self-Efficacy subscale and the SESRL, and did not correlate with the MSLQ Test Anxiety subscale. Future research is needed to use the SESSS subscales as discriminable dimensions.

The SESSS may be used to as a screening tool to identify students in need of school counseling interventions and to evaluate student growth in the academic and behavioral domains. A review of SESSS student data may reveal student needs and lead to decisions about future goals of the school counseling program and discussions with administration and staff about program improvement. Finally, SESSS student data can be used to demonstrate how school counselors can impact student academic and personal/social development related to classroom learning and achievement. SESSS results can be shared with various stakeholders through a variety of formats to document the school counselor's ability to affect student outcomes most related to parents, administrators and other staff.

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