Infusing Evidence-Based Practice into Virtual School Counseling Programs

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Dr. Greg Brigman, Counselor Educator, Florida Atlantic University

Recorded webinar will be viewable by visiting:
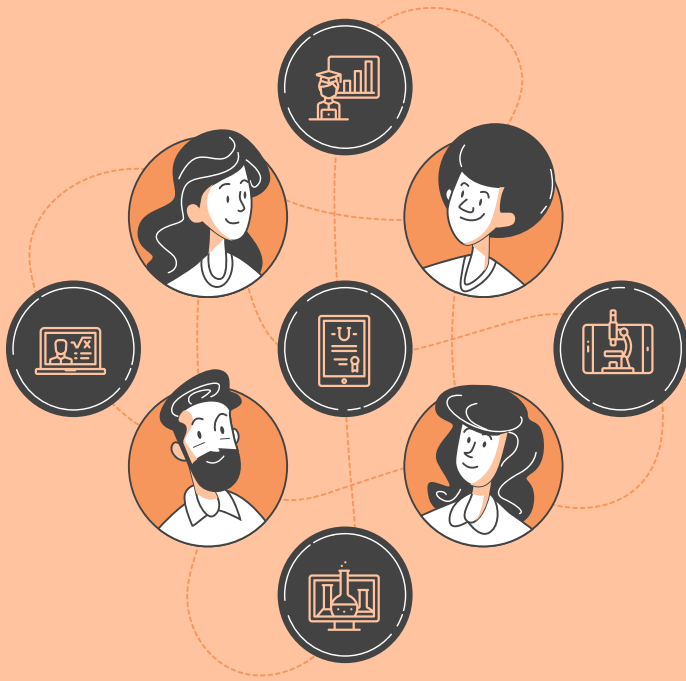https://www.youtube.com/user/myfsca

In times of uncertainty we must possess the strength and ability to adapt and transform...

(and that goes for our school counseling programs, too!)

01

VIRTUAL SCHOOL COUNSELING

DURING COVID-19 CRISIS

02

INFUSING EVIDENCE-BASED PRACTICE

CONTINUING TO MAKE AN IMPACT

03

STUDENT SUCCESS SKILLS

EVIDENCE-BASED SEL CURRICULUMS

04

RESOURCES

ADDITIONAL RESOURCES FOR TAKING YOUR PROGRAM VIRTUAL

01.

VIRTUAL SCHOOL COUNSELING

DURING THE COVID-19 CRISIS

IMPORTANT CONSIDERATIONS AS YOU APPROACH VIRTUAL SCHOOL COUNSELING

1. **REMEMBER, THIS IS A CRISIS FOR EVERYONE**
   FOR YOU, YOUR STUDENTS, FAMILIES, SCHOOLS, COMMUNITIES, ETC.

2. **THERE ARE MANY IMPORTANT LEGAL AND ETHICAL CONSIDERATIONS FOR WORKING IN THE VIRTUAL WORLD**
   MANY RESOURCES ARE AVAILABLE VIA AMERICAN SCHOOL COUNSELOR ASSOCIATION

3. **COMPREHENSIVE SCHOOL COUNSELING CAN BE DONE VIRTUALLY**

   ....BUT IT WILL LOOK **AND** FEEL DIFFERENT FOR YOU & STAKEHOLDERS

WHERE TO BEGIN

I.   Determine How to Go Virtual

IDENTIFY TOOLS AND APPLICATIONS CAN BE USED TO ADAPT YOUR PROGRAM TO A VIRTUAL FORMAT (FOLLOW DISTRICT GUIDELINES, IF PROVIDED)

- **GOOGLE** CLASSROOM, VOICE, HANGOUTS MEET, SLIDES, FORMS, ETC.
- Other platforms like **SEESAW**
- **ZOOM** VIDEO CONFERENCING ′
- **ADOBE CONNECT** WEB CONFERENCING
- SOCIAL MEDIA: **TWITTER**, **INSTAGRAM**, **FACEBOOK**, ETC.
- CREATE A COUNSELING WEBSITE FOR RESOURCES AND ALL THINGS YOUR SCHOOL COUNSELING PROGRAM HAS TO OFFER! CONSIDER USER FRIENDLY OPTIONS SUCH AS **WEEBLY** OR **WIX**.

*LIMITATIONS TO CONFIDENTIALITY NATURALLY EXIST IN THE VIRTUAL WORLD AND MUST BE COMMUNICATED

II. GET INSPIRED

WEBINARS AND RESOURCES TO GET
INSPIRED TO TAKE YOUR PROGRAM VIRTUAL:

SCHOOL COUNSELING FROM A DISTANCE
Supporting Students During COVID-19

SCHOOL COUNSELING IN AN ONLINE WORLD

ASCA: COVID-19 SCHOOL COUNSELING
RESOURCES AND IDEAS

THE ROLE OF THE SCHOOL COUNSELOR IN
DISTANCE LEARNING

ETHICAL CONSIDERATIONS: SCHOOL
COUNSELING IN A VIRTUAL SETTING
        Part 1   Part 2

VIRTUAL ELEMENTARY SCHOOL COUNSELING:
TIER 1 HOW-TO

III. Create Your Workspace

Christine Abreu, School Counselor at A.D. Henderson University School (Boca Raton, FL), creates a space conducive to offering virtual, comprehensive services to K-8 students.

IV. Continue Comprehensive Services

Google Classroom

Classroom helps classes communicate, save time, and stay organized.
Learn more

Seesaw

I'm a Teacher

I'm a Student

I'm a Family Member

I'm a Seesaw for Schools Administrator

Terms of Service and Privacy Policy | Browse Classroom Activities

CLASSROOM GUIDANCE

VIRTUAL CLASSROOM GUIDANCE IS POSSIBLE WITH TOOLS SUCH AS GOOGLE CLASSROOM & SEESAW. THIS CAN ALLOW FOR YOU TO CONTINUE YOUR SOCIAL-EMOTIONAL, ACADEMIC, AND COLLEGE/CAREER LESSONS AND CURRICULUM.

ASCA (2020): **Learn more** about how to use Google to serve students when schools are closed.

Learn more about remote learning with Seesaw **HERE!**

Due Apr 19, 8:00 PM

Healthy Coping Skills

⋮

Christine Abreu   8:03 AM

During times of change and worry, developing healthy coping skills is really important. For today's activity, I want you to think of the following:
1. What are some healthy coping skills we have learned about earlier this year?
2. Which coping skills do I find most helpful?

Then, click the Nearpod student link provided below and use the code HEBKD to join lesson. You must type it in to view and collaborate. Once finished, you can compete the My Coping Toolbox activity to drag 5-10 coping skills you could use into your toolbox.

Before turning in, please save Google slide with your first name included in the title.
Hope you guys enjoy and have a great week!

Nearpod
https://nearpod.com/student/

My Coping Toolbox
Google Slides

Social Emotional Learning (SEL)

Tools to use: **SEESAW**

This Week's SEL Goal:
This week for our optional SEL activity, students will share what their day looks like. The purpose is to make sure we are setting a routine and making time for both work and play! Setting routines and having a schedule is super important. Can't wait to hear all about your balanced day.

Activity Time:
1. Log into the Seesaw class app.
2. Click on our guidance class.
3. Then, click on assignment titled "My Day at a Glance" and read or listen to Ms. Abreu's instructions.
4. Submit when finished!

Examples of School Counselor Use of SeeSaw Classrooms

A.D. Henderson University School & FAU Lab Schools (Boca Raton, FL)

Coping Skills That Work For ME!

Ms. Abreu

Student Instructions

Just Relax!!

Hi Parents and Students!! Please listen to my voice recording for further instructions and clarification. Although this is an optional activity, I hope you participate and enjoy!
1. Read all the coping skills labeled on the beach balls!
2. Click on 🖱 to move your top 5 beach ball coping skills into the pool. There are empty beach balls in case you would like to add coping skills of your own!
3. Then click on 🎤 to record about a time when using a coping skill was helpful. How did it help? How did it make you feel?
4. Click on ✅ to submit.

▶ Play Instructions (0:52)

Students will edit this template

Teacher Notes (not visible to students)

2nd Grade

🎓 1 Skill

💻 Compatible with: Chromebooks, computers, iPads, iPhones, Android tablets, Android phones, Kindle Fire

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Tag Skill

🔍 SEL |

Tagged

✅ Self-management (SEL.Self-management)
SEL Competencies - Grade All - School Skill

All

☐ Accurate self-perception (SEL.Self-awareness.b)
SEL Competencies - Grade All - School Skill

☐ Analyzing situations (SEL.ResponsibleDecision-Making.b)
SEL Competencies - Grade All - School Skill

☐ Appreciating diversity (SEL.SocialAwareness.c)
SEL Competencies - Grade All - School Skill

☐ Communication (SEL.RelationshipSkills.a)
SEL Competencies - Grade All - School Skill

Examples of School
Counselor Communication
Regarding Individual and
Small Group Services

Ms. Christine Abreu, School
Counselor at A.D. Henderson
University School (Boca
Raton, FL)

HOW YOUR SCHOOL COUNSELORS CAN HELP!

If you or your children have any questions about managing stress, controlling some anxieties, learning coping skills, etc., please reach out by doing one or more of the following:

- Email us (we will get back to you within 24 hours, Monday-Friday).
- Please tell us about some of your concerns and we can talk about scheduling a Zoom call, recommend our upcoming support group (4-5th grade), or talk about the possibility of outside services!
- Check out our weekly Newsletter for some tips and lessons that may help you and your child(ren)!

Please talk with your children about what to do in the case of an emergency! This is SUPER important!

YOU ARE BEAUTIFUL

YOU ARE STRONG

YOU ARE WORTH IT

Christine Abreu
Kindergarten-5th Grade
6th-7th Grade
cabreu7@fau.edu
christine.abreu@adhus.fau.edu

Elementary K-5

Examples of School Counselor Use of Newsletters for Communication

A.D. Henderson University School & FAU Lab Schools (Boca Raton, FL)

Parent Page — April 6, 2020

ADHUS/FAUHS COUNSELOR CORNER

Conversations with your school counselors

Routines, scheduling, & time management!

Consistency and routines help children to stay on track and to maintain a sense of stability. Juggling working from home and school can be tough. We hope some of these tips can help!

K-8
Elementary & Middle
Sample Schedules for Kids Home From School During CoronaVirus Outbreak

9-12
High
Supporting Teenagers and Young Adults

Parents click link below for examples and resources on how to homeschool your K-12 children during this time: **CLICK HERE**

"It's not the load that breaks you down...it's the way you carry it."
Lena Horne

Emergency Hotlines

Dial 211 directly and they can link you to your area Mobile Crisis and provide information regarding other area resources (food, housing, etc.).

Dial 911 for any immediate emergencies.

Dial 1-800-962-2873 for the Department of Children and Families

Suicide Prevention Hotlines:
1-800-SUICIDE

Dial 561-297-3540 for FAU Counseling and Psychological Services (CAPS). Offered to students in 9-12th grade.

SEL Lesson Information Page — April 6, 2020

School Counseling Weekly Lessons and Tips

How to build a routine, manage your time wisely, and schedule all things that are necessary for your success!

Elementary (K-5)

Kindergarten-2nd Grade: Log into SeeSaw. Kindergarten will click on shared link and 1st-2nd grade will click on our guidance class. Attached there, students will find written and voice instructions for completing their "My Day at a Glance" activity!

3rd-5th Grade: Log into SeeSaw and click on our guidance class. Attached there, students will find written and voice instructions for completing their "My Daily Schedule" activity!

Middle (6-8)

Students can log into their School Counseling Google Classroom. If not yet registered, please register with the class code (sck56re). Then, complete this weeks SEL lesson on *Getting organized and Setting Routines* by:
- Completing the NearPod lesson on "Mastering Organization."
- Finding the "Daily Schedule" template to use and help manage school days.
- Emailing Ms. Abreu or Dr. Renee if you need a check-in or have any questions!

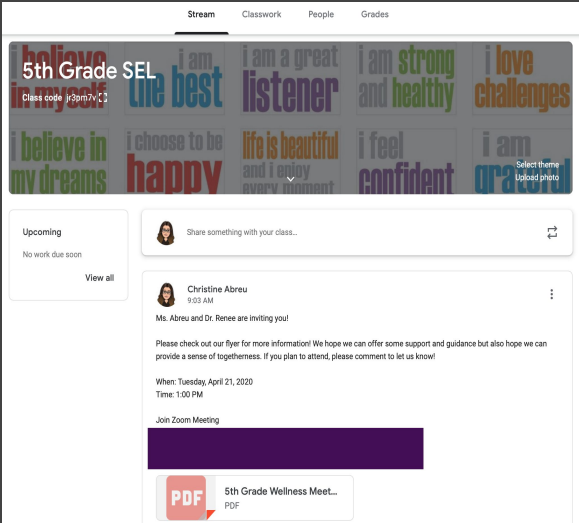**High (9-12)**

Watch Ted Talk: Inside the Mind of a Master Procrastinator by Tim Urban.
Read this article: Time Management Tips for New College Students.
- How are you managing your time while virtual learning from home?
- Share your top tips for staying organized and avoiding procrastination with your friends!

Counselor/Student Check-in Log

Ways to start your check-in:

1. It's so great to be checking in with you! If you want to have better privacy you may want to use headphones or go to a private room.
2. Be sure to be in a space with least distractions.
3. Do you have any family members or friends in the room with you currently?
4. What are specific questions or concerns you have about the school closure?
5. What do you most need help with currently?
6. Are there any resources you are lacking or your family needs help finding (food, bills, medical , etc)?
7. Are you aware our school counseling hours (8:30-3:30 M-F) and how to contact us (via email)?

* Required

Date *

MM / DD / YYYY

___ / ___ / 2020

INDIVIDUAL COUNSELING/SUPPORT

INDIVIDUAL SERVICES CAN AND SHOULD CONTINUE IN THE VIRTUAL SETTING. CONSIDER YOUR DISTRICT AND SCHOOLS POLICIES SURROUNDING USE OF TECHNOLOGY AND REVIEW ASCA & ACA ETHICAL COSNIDERATIONS.

- CHECK-INS
- ACADEMIC, SEL & COLLEGE/CAREER INTERVENTIONS.

Copy of Google Form Check-In Example **HERE**
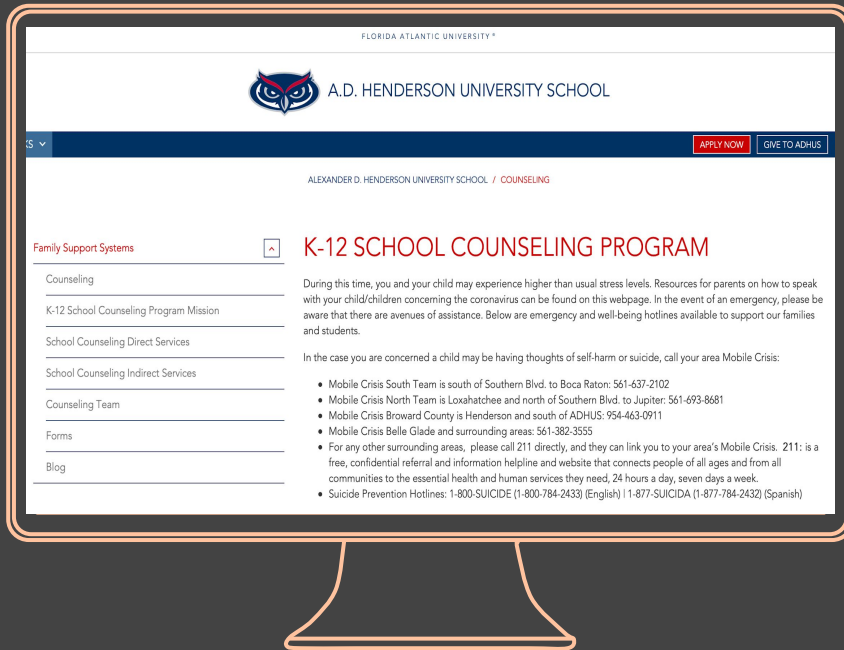
CONSULTATION/OUTREACH/REFERRALS

THIS IS A CRITICAL AND NECESSARY TIME TO CONSULT WITH TEACHERS, PARENTS, AND OTHER STAKEHOLDERS AND TO PROVIDE APPROPRIATE REFERRALS, AS WELL AS INCREASE YOUR COMMUNITY OUTREACH AND PARTNERSHIPS.
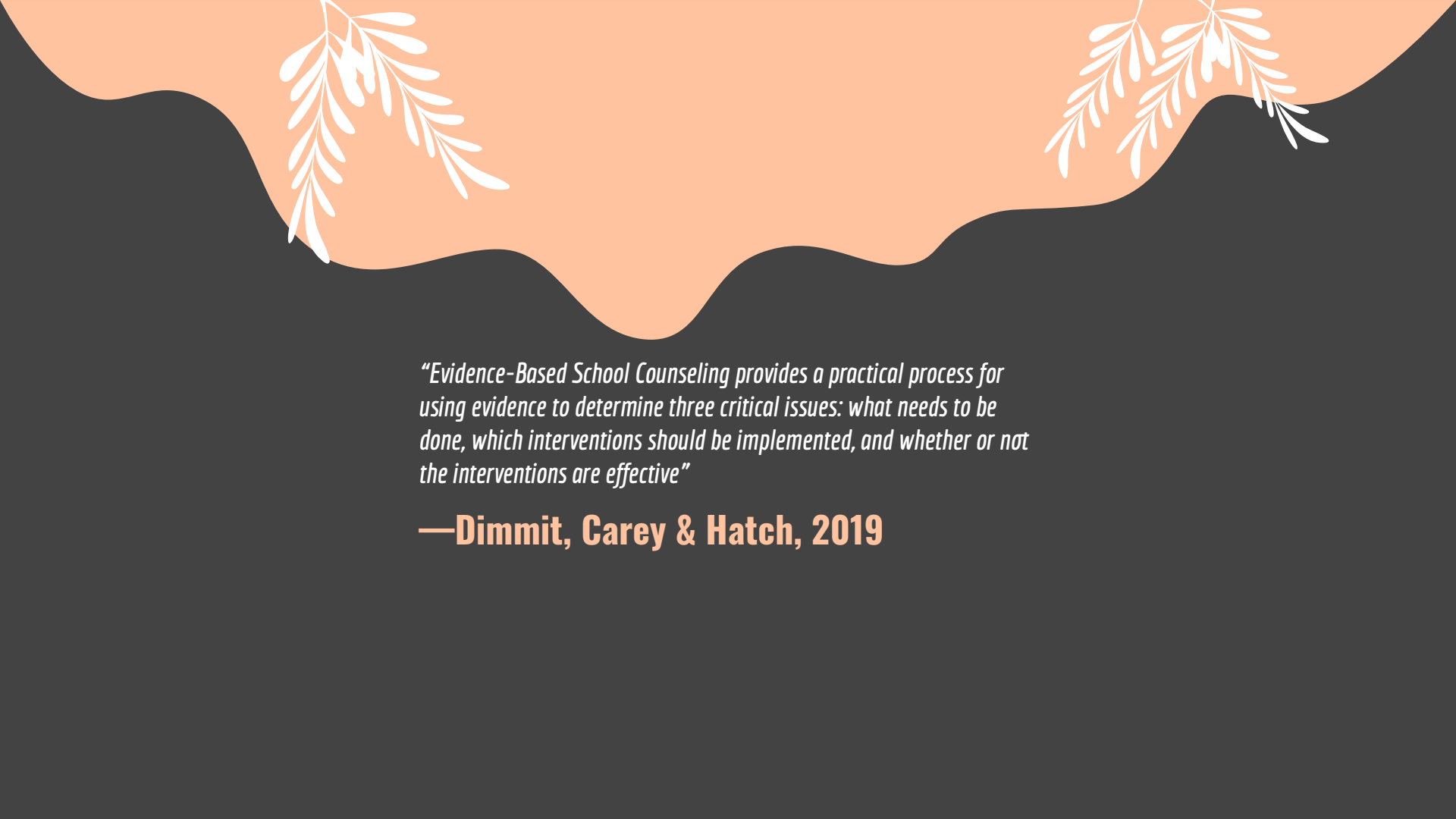
"Evidence-Based School Counseling provides a practical process for using evidence to determine three critical issues: what needs to be done, which interventions should be implemented, and whether or not the interventions are effective"

—Dimmit, Carey & Hatch, 2019

Social-Emotional Learning

❑ Early intervention and prevention, in the form of explicit social-emotional learning (SEL) curriculum, is vital to the development of social-emotional competence and skill development, and ultimately the educational outcomes of students (White & Kelly, 2010).

❑ Participation in SEL programs lead to school readiness and can predict the academic success and educational outcomes of students (Durlak et al. 2011; Zins et al., 2004).

"It's a daunting reality, no question, but the worst thing we can do for our teachers, students, and families is de-prioritize SEL during the pandemic," she explains. "It is next-to impossible to expect teaching and learning to occur in a crisis without attending to our emotions."

—Christina Cipriano, Director of Research at the Yale Center for Emotional Intelligence (YCEI).

Evidence-Based School Counseling During COVID-19

Determine Priorities

Determining how priorities of the school counseling program have shifted or remained the same during this time is essential. Reassess the needs!

Identify Evidence-Based Programs

Identify developmentally appropriate interventions that also have evidence of efficacy. Then consider, how could this be utilized virtually?

Address All Domains

School counselors **can** utilize academic, career and social-emotional programs that are considered evidence-based in virtual school counseling.

Where to Find Evidence-Based Programs

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

[School Counseling Outcome Research and Evaluation (CSCORE)](#)

[What Works Clearinghouse](#)

[SAMHSA Evidence-Based Practices Resource Center](#)

[RAND Center for Social and Emotional Learning Research](#)

[The Best Evidence Encyclopedia Center for Data-Driven Reform in Education Johns Hopkins University](#)

Program Name	Grade Range Covered	Grades Evaluated	Geographic Location	Student Race/Ethnicity	% Reduced Lunch	Quasi-Experimental	Randomized Controlled Trial	Improved Academic Performance	Increased Positive Social Behavior	Reduced Conduct Problems	Reduced Emotional Distress
4Rs	PreK-8	3-4	Urban	African-American, Hispanic	62		✔(1)	✔	✔	✔	✔
Caring School Community	K-6	K-6	Rural, Suburban, Urban	African-American, Hispanic	0-95	✔(2)	✔(3)	✔	✔	✔	✔
Competent Kids, Caring Communities	K-5	4-5	Urban	Diverse	52-63	✔(1)		✔			
Getting Along Together	K-5	K & 3	Not reported	Hispanic	92		✔(1)			✔	
Hallway Heroes	K-5	3 & 4	Not Reported	Diverse	73	✔(1)			✔		
I Can Problem Solve	PreK-5	PreK-1	Rural, Urban	African-American, Caucasian, Hispanic	91	✔(1)	✔(2)		✔	✔	
The Incredible Years Series: Dinosaur School	PreK-2	PreK-1	Not reported	Diverse	59		✔(2)		✔	✔	
The Incredible Years Series: Teacher Classroom Management Program	PreK-3	K-3	Not Reported	Majority African-American	61		✔(1)		✔		✔
Kindness in the Classroom	K-8	4-5	Urban, Suburban	Not reported	Not Reported		✔		✔		
Leader in Me	K-6	K-5	Rural, Suburban, Urban	Diverse	65	✔(1)				✔	
Michigan Model for Health	K-12	4-5	Rural, Suburban, Urban	African-American, Caucasian	11-98		✔(1)		✔	✔	
MindUP	PreK-8	4-7	Urban	Diverse	Not reported	✔(1)			✔	✔	✔
Open Circle	K-5	4	Suburban, Urban	Diverse	Not reported	✔(1)			✔	✔	
PATHS	PreK-6	K-5	Rural, Suburban, Urban	African-American, Caucasian	39-80	✔(1)	✔(4)	✔	✔	✔	✔
Positive Action	PreK-12	K-5	Urban	African-American, Asian-Pacific Islander, Hispanic	25-75	✔(2)	✔(2)	✔		✔	
Raising Healthy Children	K-6	1-6	Suburban	Caucasian	28-33		✔(1)	✔	✔	✔	
Reading with Relevance	2-12	3-5	Urban	African-American, Hispanic	66	✔(1)		✔			
Ready to Learn	PreK-1	K	Suburban	Caucasian	Not reported		✔(1)	✔		✔	
Resolving Conflict Creatively Program	PreK-8	1-6	Urban	African-American, Hispanic	86		✔(2)			✔	✔
Responsive Classroom	K-6	3-5	Urban	Diverse	35	✔(1)		✔			
RULER Approach	K-8	5-6	Suburban	Caucasian, Diverse	6-7	✔(1)		✔	✔		
Sanford Harmony											
Second Step: Elementary	K-5	1-6	Suburban, Urban	Diverse	20-75	✔(2)	✔(2)		✔	✔	✔
Social Decision Making/Problem Solving Program	K-8	4-5	Suburban	Not reported	Not reported	✔(2)		✔	✔	✔	✔
SSIS Classwide Intervention System	PreK-8	1-2	Urban, Rural	Caucasian, Black	Not reported		✔(2)		✔		✔
Steps to Respect	3-6	3-6	Rural, Suburban, Urban	Diverse	40		✔(2)		✔	✔	
Student Success Skills	4-5	4-5	Not reported	Hispanic	Not reported	✔(1)		✔			
Too Good for Violence	K-12	3	Not reported	Caucasian, Hispanic	54		✔(1)		✔		
Tribes Learning Communities	K-8	3	Not reported	African-American, Caucasian	30-33	✔(1)		✔			

https://casel.org/guide/ratings/elementary/

CASEL Elementary Program Guide
Evidence of Effectiveness

Provides a review of 29 Elementary SEL Programs

Characteristic Sample
Study Design
Evaluation Outcomes

Effective SEL Programs for Middle School

Program Design | Implementation Support | Evidence of Effectiveness

The program design tables provide information about five topics: (1) the grade range covered by the program, (2) the grades at which the program has documented an impact, (3) the approach used by the program to promote student SEL (categories are not mutually exclusive), (4) the total number of lessons in the program (only relevant to programs that include free-standing SEL lessons), and (5) the extent to which the program included strategies that promote student SEL in the classroom, school, family, and community settings. Additional details about the design of each program are provided in the program description page.

Learn about review methods »

Program Name	Grade Range Covered	Grades Evaluated	Approaches to Promote SEL				Number of SEL Lessons	Settings			
			Teaching Practices	In Academic Curriculum	Organizational	Free Standing SEL Lessons		Classroom	School	Family	Community
EL Education	6th - 12th	6th - 8th	✔	✔ Language Arts	✔		N/A	●	●	●	●
Facing History and Ourselves	6th - 12th	7th - 10th	✔	✔ Social Studies			N/A	●	●	◗	◖
Lions Quest, Skills for Adolescence	6th - 8th	6th, 7th				✔	108	◑	◕	●	●
Responding In Peaceful and Positive Ways	6th - 8th	6th, 7th				✔	48	◑	○	○	○
Second Step: Student Success Through Prevention for Middle School	6th - 8th	6th				✔	40	◑	◕	◕	○
Student Success Skills	6th - 12th	7th, 9th, 10th	✔			✔	8	●	◕	◑	○
Wyman's Teen Outreach Program (TOP)	7th - 12th	7th, 9th - 12th				✔	120	●	○	○	●

http://secondaryguide.casel.org/#MS-Programs

CASEL Middle School Program Guide Evidence of Effectiveness

Provides a review of 7 Middle School SEL Programs

Approaches to Promote SEL
Number of Lessons
Settings

Effective SEL Programs for High School

Program Design | Implementation Support | Evidence of Effectiveness

The program design tables provide information about five topics: (1) the grade range covered by the program, (2) the grades at which the program has documented an impact, (3) the approach used by the program to promote student SEL (categories are not mutually exclusive), (4) the total number of lessons in the program (only relevant to programs that include free-standing SEL lessons), and (5) the extent to which the program included strategies that promote student SEL in the classroom, school, family, and community settings. Additional details about the design of each program are provided in the program description page.

Learn about review methods »

Program Name	Grade Range Covered	Grades Evaluated	Approaches to Promote SEL				Number of SEL Lessons	Settings			
			Teaching Practices	In Academic Curriculum	Organizational	Free Standing SEL Lessons		Classroom	School	Family	Community
Consistency Management & Cooperative Discipline®	6th - 12th	9th	✔				N/A	●	◔	◑	○
Facing History and Ourselves	6th - 12th	7th - 10th	✔	✔ Social Studies			N/A	●	●	◔	◑
Project Based Learning by Buck Institute for Education	6th - 12th	12th	✔				N/A	◑	◑	◑	●
Reading Apprenticeship	6th - 12th	9th, 11th	✔	✔ Reading, History, Science			N/A	●	◔	○	○
Student Success Skills	6th - 12th	7th, 9th, 10th	✔			✔	8	●	◔	◑	○
Wyman's Teen Outreach Program (TOP)	7th - 12th	7th, 9th - 12th				✔	120	●	○	○	●

http://secondaryguide.casel.org/#HS-Programs

Resources

Please feel free to access and share the resources below, which are designed to support educators, parents, and anyone who works with children. This page will be updated regularly.

For Parents and Caregivers

Guidelines for Parents and Caregivers	⌄

Resources: Talking to Children about the Coronavirus	⌄

Resources: Planning Activities at Home	⌄

Resources: Coping with Stress and Anxiety	⌄

Additional Resources	⌄

For Educators

Guidelines for Educators	⌄

Resources: Communications Planning	⌄

Resources: Supporting Staff	⌄

Resources: Talking to Children at Home about Coronavirus	⌄

Resources: Talking to Students in Classrooms about Coronavirus	⌄

Additional Resources	⌄

For State Policymakers and Leaders

Resources: Team Care	⌄

Additional Resources	⌄

https://casel.org/covid-resources/

CASEL COVID-19 RESOURCES

For Parents/Caregivers
For Educators
For State Policymakers & Leaders

03.

STUDENT SUCCESS SKILLS

EVIDENCE-BASED SEL CURRICULUMS

Where to Find Evidence-Based Programs

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

[School Counseling Outcome Research and Evaluation (CSCORE)](#)

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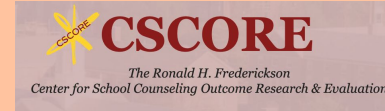
[SAMHSA Evidence-Based Practices Resource Center](#)

[RAND Center for Social and Emotional Learning Research](#)
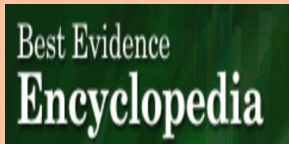
[The Best Evidence Encyclopedia Center for Data-Driven Reform in Education Johns Hopkins University](#)

Student Success Skills (SSS) Curriculums

Elementary

Ready to Learn (PK-1)
Ready for Success (2-3)
SSS Classroom (4-12)
SSS Spanish Translation
Classroom (4-12)
SSS Small Group (4-12)
SSS Grade Four
SSS Grade Five
Parent Success Skills

Elementary

Middle

SSS for SEL Success
SSS 2.0 Classroom (6-12)
SSS Spanish Translation
Classroom (4-12)
SSS Small Group (4-12)
SSS Classroom (4-12)
Parent Success Skills

Middle

High School

SSS 2.0 Classroom (6-12)
SSS Small Group (4-12)
SSS Classroom (4-12)
SSS Spanish Translation
Classroom (4-12)
College & Career Success
Skills (9-12)
Parent Success Skills

High School

All program descriptions and pricing is available at
the SSS website:
https://studentsuccessskills.com/

Research

- The SSS curriculums are supported with 22 published studies and 9 doctoral dissertations exploring the effectiveness of the interventions.

- The students in the study ranged in age from pre-K through 12th grade, coming from urban, rural, and suburban areas.

- Over 150 schools were included in these studies, covering three regions of the United States.

- The studies utilized a variety of measures to gather the data, and 24 out of the 28 included a control group for comparison.

- Overall, consistent significant findings were shown among the studies, demonstrating the efficacy of the intervention on several aspects of student functioning and academics.

SIGNIFICANT POSITIVE FINDINGS

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

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

Student Success Skills and ASCA Mindset Standards

Crosswalk of ASCA Mindset Standards and Student Success Skills Program

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

Crosswalk of ASCA Learning Strategies Standards and Student Success Skills Program

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

Crosswalk of ASCA Social Skills Standards and Student Success Skills Program

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

Student Success Skills and ASCA Behavior Standards

Crosswalk of ASCA Self-Management Standards and Student Success Skills Program

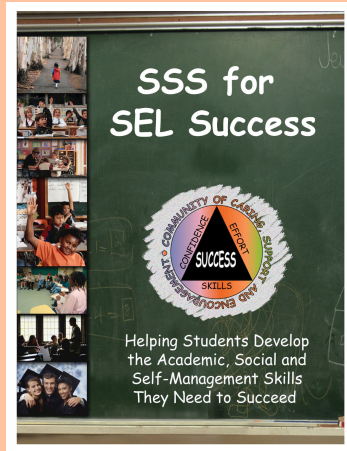## CASEL Competencies and SSS for SEL Success

SSS for SEL Success Skills and Strategies	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
Weekly goal setting, progress monitoring and success sharing around the five CASEL competencies	X	X	X	X	X
Creating a caring, supportive and encouraging classroom climate			X	X	X
Healthy Optimism	X	X			X
Developing EQ-Social and Personal Competence	X	X	X	X	
Listening with eyes, ears and heart-empathy		X	X	X	
Calm Place-Anxiety Calming	X	X			X
Lesson one-self-awareness	X				
Lesson two-Self-Management		X			
Lesson three-Social Awareness			X		
Lesson Four-Relationship skills				X	
Lesson five-Responsible Decision Making					X

CASEL SEL Competencies and Student Success Skills

SSS for SEL Success Skills and Strategies	Self-Awareness	Self-Management	Social Awareness	Relationship Skills	Responsible Decision Making
Weekly goal setting, progress monitoring and success sharing using Looking Good/Feeling Good Health and Wellness tool	X	X	X	X	X
Creating a caring, supportive and encouraging classroom climate	X	X	X	X	X
Healthy Optimism	X	X			X
Listening with eyes, ears and heart-empathy		X	X	X	
Calm Place-Anxiety Calming	X	X			X
Keep Kool Tunes	X	X			
Encouraging Things to Say and Do	X	X	X	X	
Positive Self-Talk Statements		X			
Weekly goal setting, progress monitoring and success sharing using Seven Keys to Mastering any Course tool	X	X	X	X	X

Crosswalk of CASEL Competencies and Student Success Skills Program
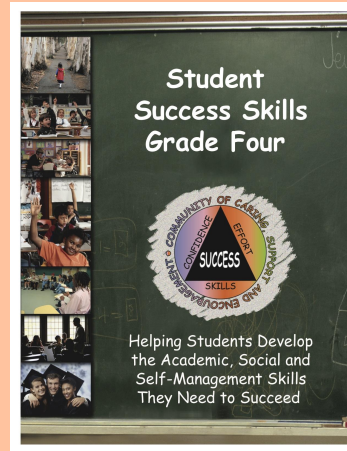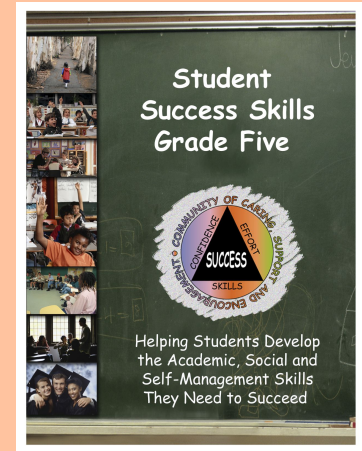
WHAT'S NEW?

SSS for SEL

SSS for SEL Success is a new curriculum (2020) that is focused on the CASEL five SEL core competency areas: Self-Awareness, Self-Management, Social Awareness, Relationship Skills, and Responsible Decision Making.

SSS 4th Grade

This new curriculum (2020) has taken the original Student Success Skills Classroom program and presented the main concepts, skills and strategies in a new eight lesson, 30 minute format. Focused on the CASEL five SEL core competency areas.
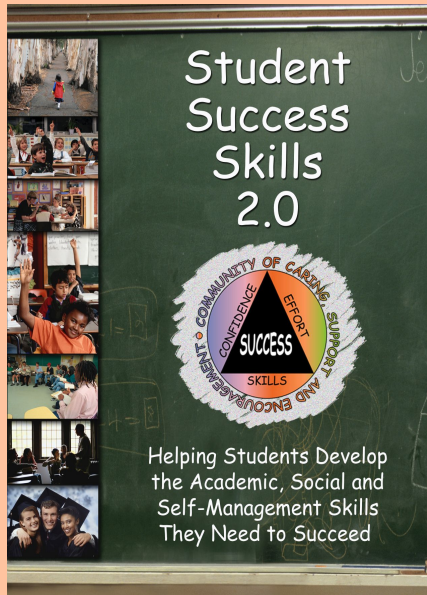
SSS 5th Grade

This new curriculum (2020) takes over where the 4th Grade SSS leaves off and is also delivered in eight 30 minute lessons .Focused on the CASEL five SEL core competency areas.

WHAT'S NEW?

Student Success Skills 2.0

SSS 2.0 is focused on empowering young people with the tools they need to be successful in school, life, and work. SSS 2.0 is built upon the same strong theoretical and research base that support the original Student Success Skills Classroom program.

CCSS

The College/Career Success Skills program is an extension of the SSS K-12 curriculum and prepares student to develop the academic, social, & self-management skills necessary to meet the 21st century college and career readiness demands. Five weekly lessons can be delivered by school counselors at high school level or early college/dual enrollment programs, or by trained peer mentors at the post-secondary level.

How to Take it Virtual

Student Success Skills Sample

Class code j7peryf

STUDENT SUCCESS SKILLS

Select theme
Upload photo

Upcoming

No work due soon

View all

Share something with your class…

Ellen Chance posted a new material: SSS Session 5
4:15 PM

Ellen Chance posted a new material: SSS Session 4
4:15 PM

Ellen Chance posted a new material: SSS Session 3
4:15 PM

Ellen Chance posted a new material: SSS Session 2
4:15 PM

Ellen Chance posted a new material: SSS Session 1
4:13 PM (Edited 4:25 PM)

SSS Session 1

Ellen Chance   4:13 PM (Edited 4:25 PM)

Materials included:
Counselor Video Recording of SSS session 1 (Offered live session would be preferable)
SSS PowerPoint Lesson 1
Looks Like, Sounds Like, Feels Like (Printout/PDF)
Looking Good Feeling Good Scale (Printout/PDF)

SSS Classroom Lessons (1).p…

PowerPoint

Instant download of PowerPoint is available when curriculum is purchased.

Class comments

Add class comment…

SSS curriculum developers are offering support and discounts for all school counselors and educators during COVID-19.

- Zoom support calls for taking the curriculum virtual (by email request)

- 20% off coupon code (VIRTUALSSS) until June 30th

04. Resources

ADDITIONAL RESOURCES FOR TAKING YOUR PROGRAM VIRTUAL

RESOURCES

ASCA

[Coronavirus Resources](#)

[Virtual School Counseling Lessons and Tools](#)

[Webinar Series](#)

[ASCA U Specialist Trainings](#)

FSCA

[FSCA COVID-19 Needs Assessment](#)

[Zoom Weekly Level Sharing](#)

Blogs

[75 Free School Counseling Resources](#)

[Talk to Kids About Coronavirus: Help them Manage Worries](#)

[School Counseling E-Learning & Talking to Students about COVID-19](#)

[100 Free or Low Cost Online Professional Development During Social Isolation](#)

[5 Student fears in the wake of the COVID-19 shut down (and how school counselors can respond)](#)

CASEL

[So Now What? Supporting SEL at Home](#)

[Strategies for Being Your Best Possible 'SEL'f](#)

[Let's Listen to Our Young People: What Support do They Need?](#)

[Building Resilience to Support Ourselves, Others, & Our Students](#)

**Also check state and local counseling associations for resources

THANKS!

Does anyone have any comments or questions?

Recorded webinar will be viewable by visiting:
https://www.youtube.com/user/myfsca

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