

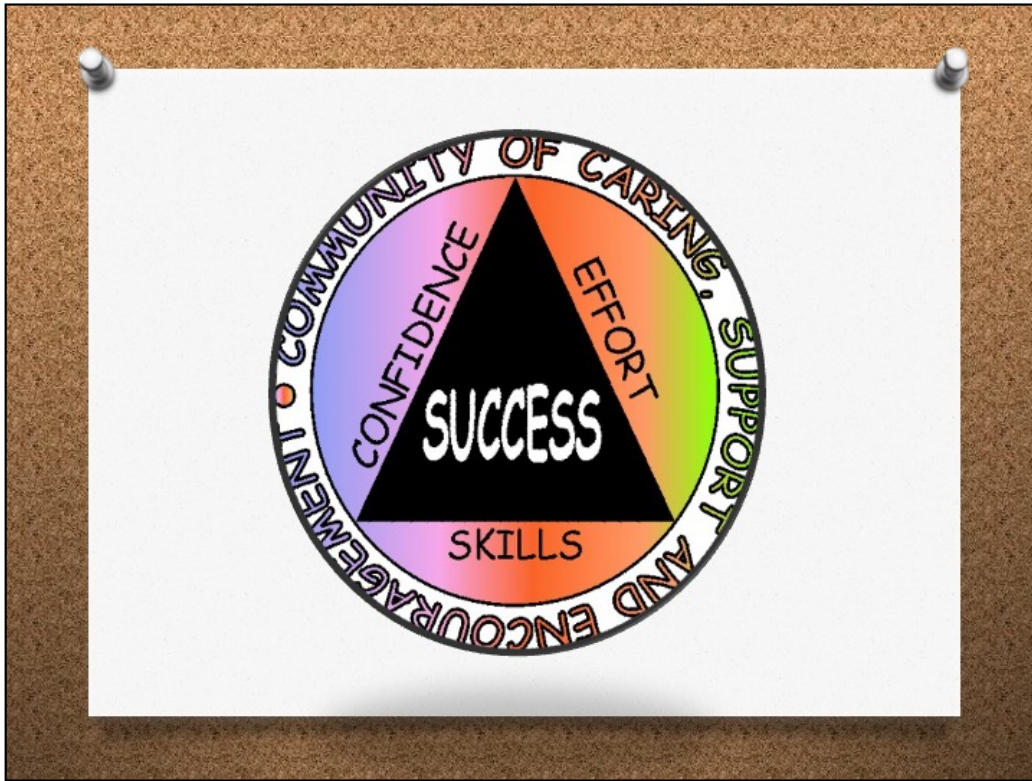
School counselors are part of the educational community focusing on academic achievement by helping students develop the academic, social, and self management skills they need to succeed. School counselors can support teachers in their instructional efforts to help students achieve academic outcomes in line with their potential. In addition, these same skill sets help students to have better social relationships, maintain better mental and emotional health and create more caring and positive classroom environments.

# Student Success Skills

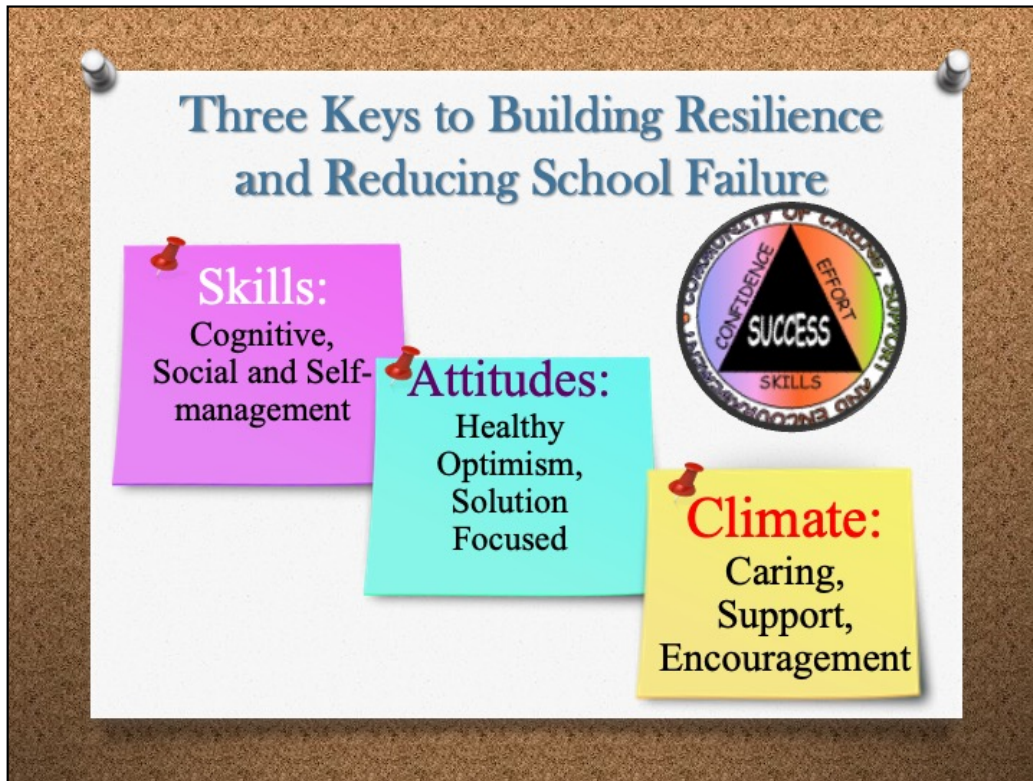


- Overview of key components
- Research base supporting development of the program
- Research results reflecting outcomes of using the program
- Key components and tools embedded in the program
- Program implementation

This brief presentation will provide an overview of an evidenced based program that has been successful in improving the academic and social competence of students. Relevant research supporting the program will be shared followed by a look at the tools embedded in the SSS program that help students achieve success. Finally, some ideas about program implementation will be presented.



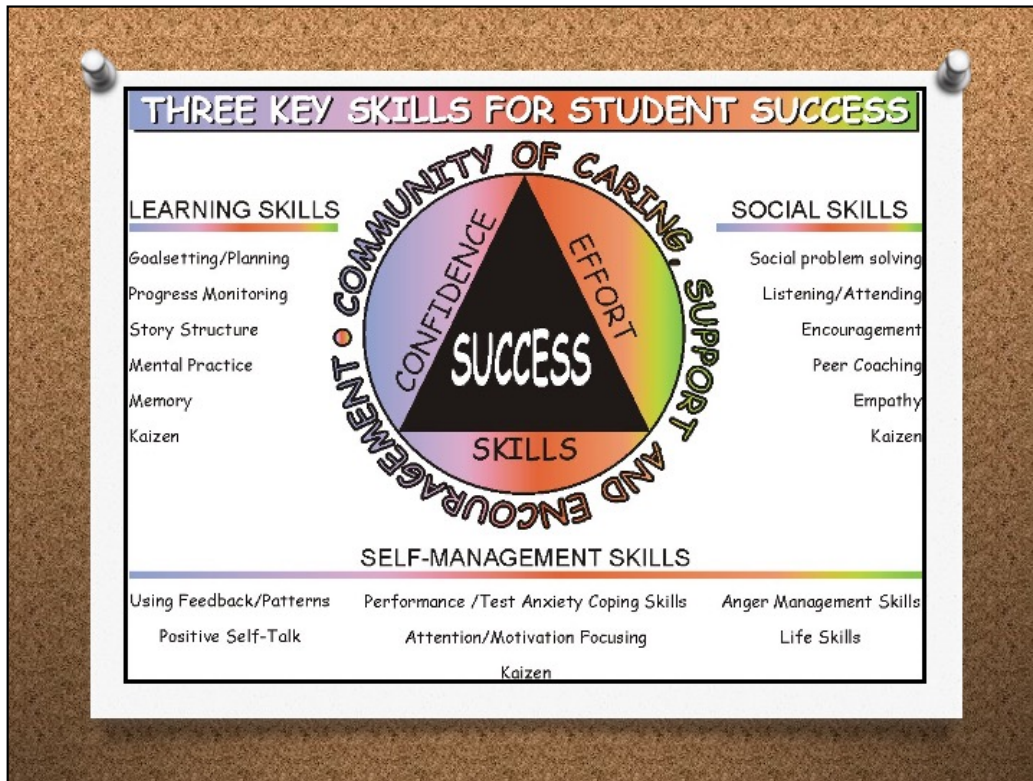
The Student Success Skills (SSS) Program focuses on developing key skills and attitudes in an environment of caring, support, and encouragement that increases student confidence and effort contributing to student success.



The combination of certain skills, attitudes and classroom climate is the heart of the Student Success Skills program and can significantly improve your students academic and social performance this year.



The SSS program focuses on three key skill sets which are fundamental to learning and wellbeing.



Multiple large reviews of research on educational interventions have found a similar set of skills contributing to academic success and are the foundation for the Student Success Skills Program. These include: Cognitive/learning skills such as goal setting, progress monitoring, and memory skills; Social skills such as interpersonal skills, social problem solving, listening, and team-work skills; Self management skills such as managing attention, motivation, and anger. All three skill sets work in concert and each requires systematic teaching.



**SIG**

Cogniti

Standar

Standar

Task co

Learnin

Executi

Engage

Greg

Over 25 published SSS studies have measured various outcomes under the heading  
Take a look at each category and see if you can find at least 1-2 that would be imp



Key findings of four recent research studies involving school counselor led groups and classroom guidance focused on the Student Success Skills (SSS) approach.





1. The CASEL *Guide* provides a systematic framework for evaluating the quality and potential for broad dissemination to schools across the United States. The recommendations for future priorities to advance SEL research and practice.
2. The What Works Clearinghouse (WWC) has valuable tools for locating studies. Researchers can identify programs, practices, products, and policies that work across various settings.
3. The Substance Abuse and Mental Health Service Administration Evidence-based Practices Clearinghouse provides information on evidence-based practices into their communities or clinical settings.
4. The Johns Hopkins University School of Education's [Center for Data-Driven Research and Innovation](#) conducts research, development, and dissemination of state, district, school, and program-level data.
5. CSCORE is committed to providing a powerful vision for school counseling, college and career aspirations and achievements.
6. The RAND Center for Social and Emotional Learning (SEL) Research provides policy and practice at all levels of the education system.

# SSS Research

Over 10,000 counselors and teachers have used  
SSS with  
Over 4 million  
students  
In grades K-12

Key findings of from recent research studies involving school counselor led groups and classroom guidance focused on the Student Success Skills (SSS) approach.

The findings were consistently very positive, showing student improvement in math reading and behavior and other measures.

Villares et al, (2023).

13 randomized studies of a school counselor classroom intervention: SSS

• Effect sizes for:

- Cognitive measures - .22 (medium)  
(standardized achievement tests, academic credits earned, grade point average, and content knowledge exams)
- Behavioral Measures- .21 (small)  
(decision-making, executing functioning, attendance, and discipline)
- Affective Measures – .55 (medium)  
(self-management, relationship skills, social awareness, self-awareness, and responsible decision-making, self-esteem, depression, test anxiety, anxiety, and locus of control)

The 13 randomized studies included students elementary, middle and high school  
Note what is included under each category: Cognitive, Behavioral and Affective

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

2.7 million federal grant, 4 years, RCT Researchers:

Florida State University

Florida Atlantic University

University of Massachusetts Amherst/ CSCORE

### Partners and Volunteer Participants:



Two school districts, 60 schools

Elementary School Counselors

5th grade teachers and students

The SSS program is the only school counselor intervention ever funded by IES for this level of research grant. To qualify, the program must have a strong record of effectiveness

This study found positive results in several areas that are important to most educators.



# Participants

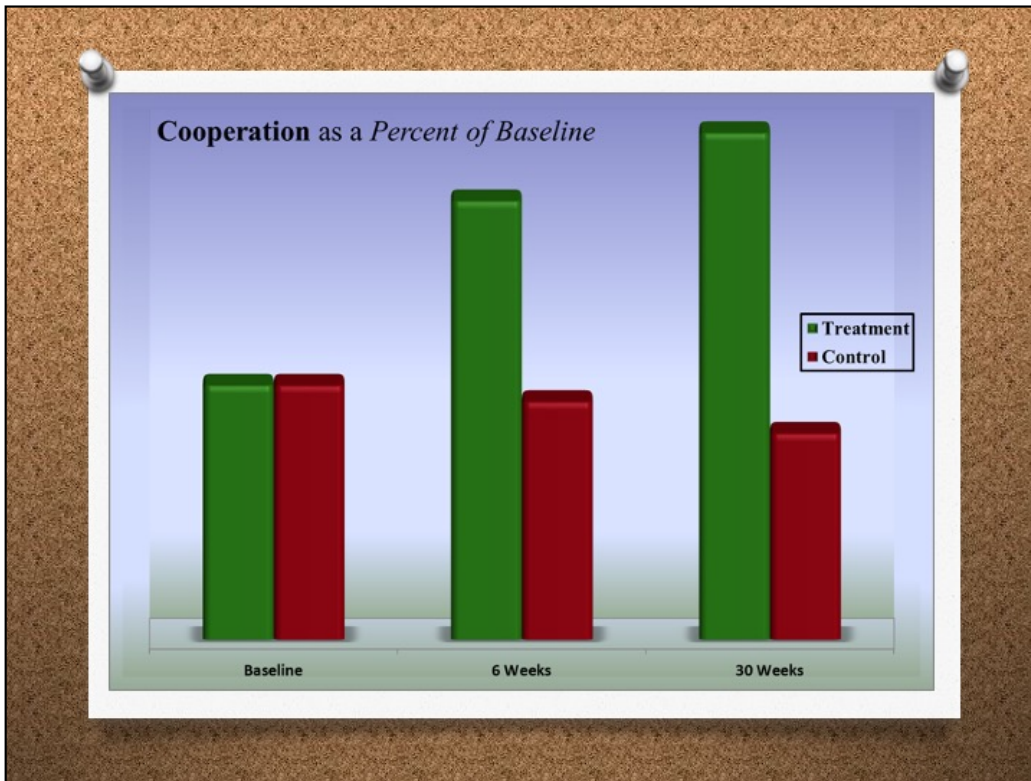
## Total Participants:

60 schools, 240 classrooms, 4500 students

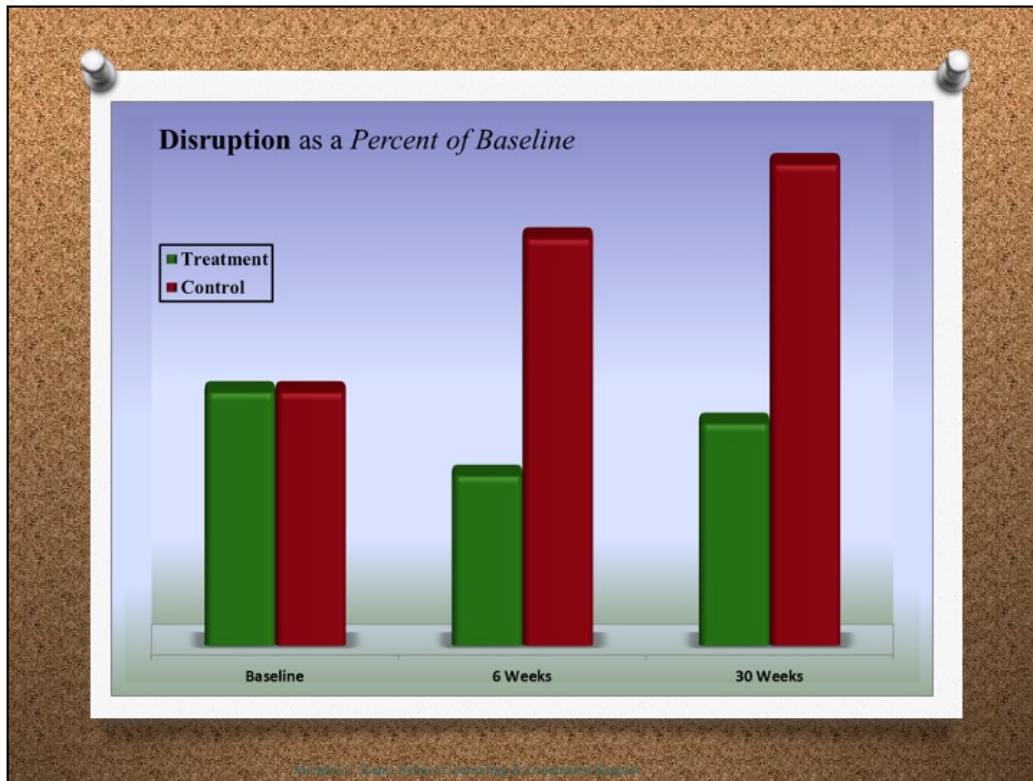
## Randomization at the school level

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

After randomization, then we really checked for equivalency. 15 schools you can end up differences by chance.



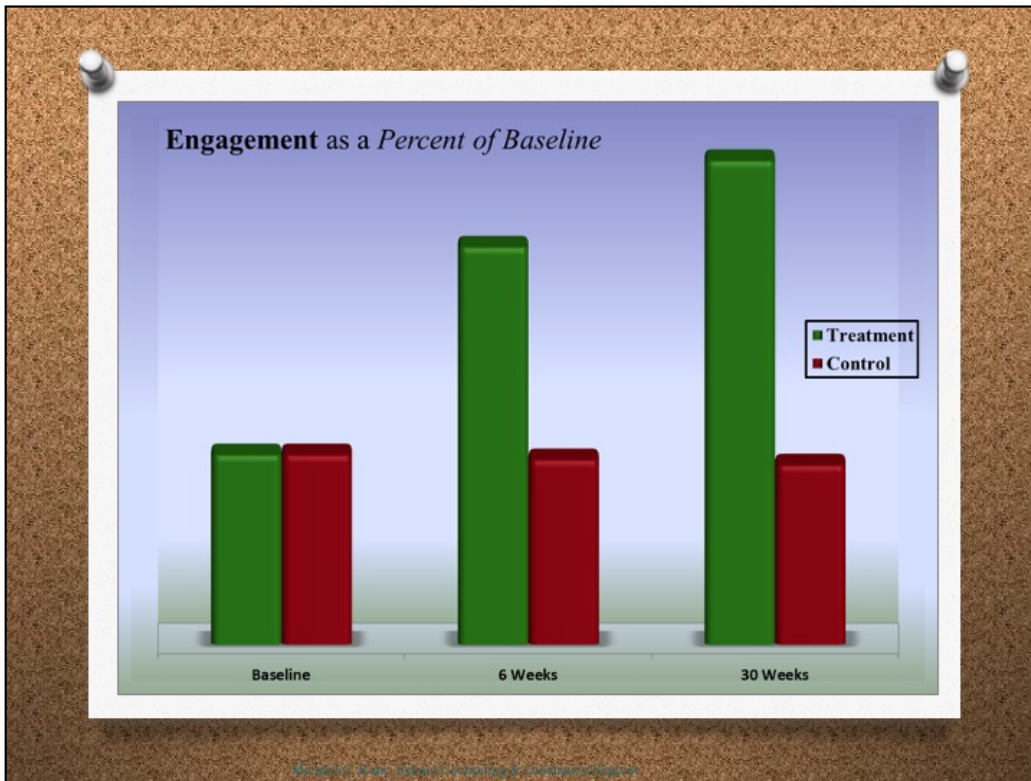
**Students More Cooperative in the Classroom.** Students who participated in Student Success Skills (SSS) classroom guidance in the fall were significantly more cooperative during core instruction than those students who did not receive SSS. Notice that the positive impact continued and actually increased through to the end of the school year.



**Students Less Disruptive in the Classroom.** Students who participated in Student Success Skills (SSS) classroom guidance in the fall were significantly less disruptive during core instruction than those students who did not receive SSS. Notice that they remained less disruptive than their peers throughout the school year.

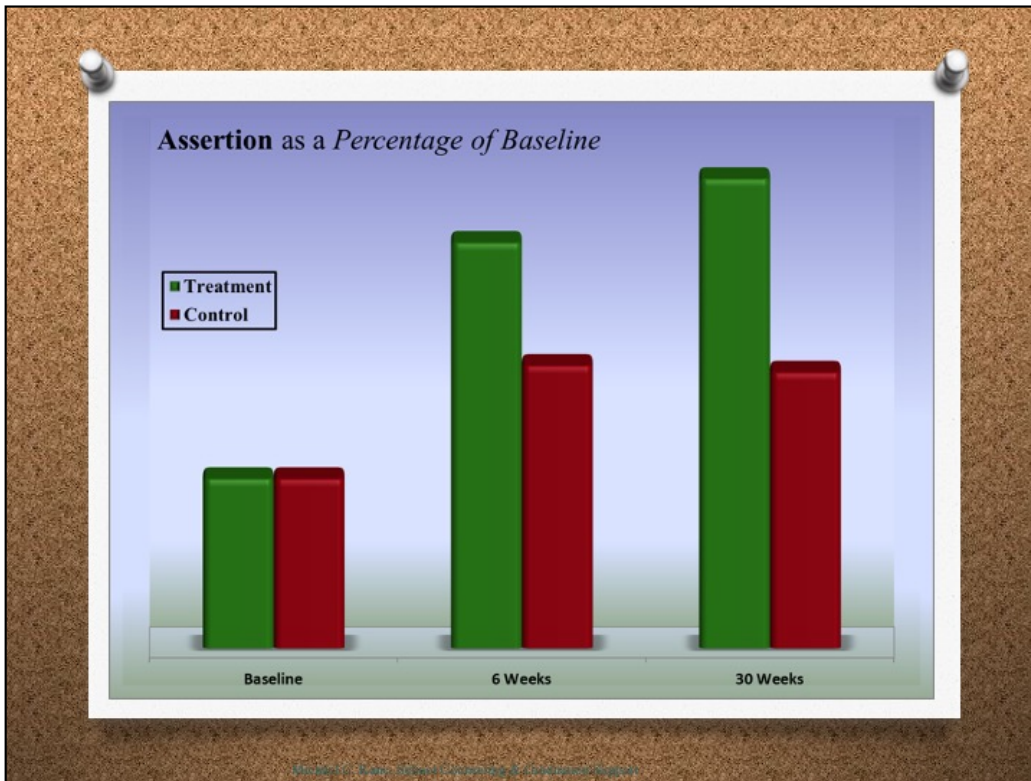
There are two important things to notice on this slide:

- 1)SSS significantly decreases the amount of disruption (the green column is much shorter than the red column)
- 2)Even though disruption slightly increased at 30 weeks, it was much less than the baseline and for the students who did not receive SSS instruction

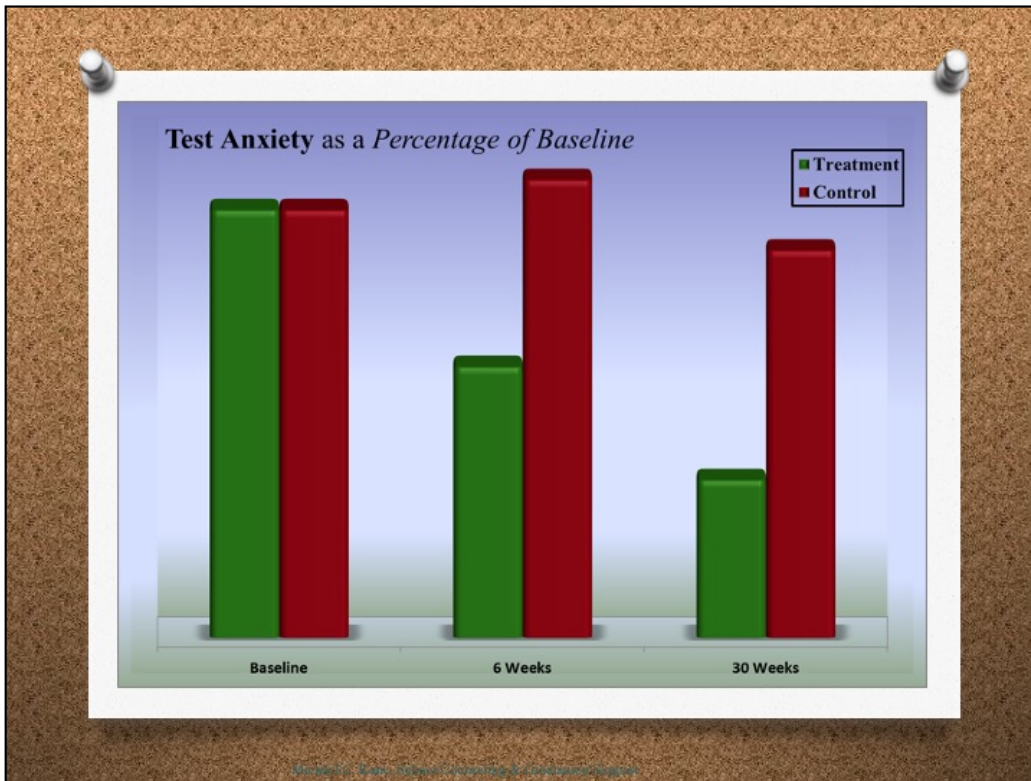


**Students More Engaged in the Classroom.** Students who participated in Student Success Skills (SSS) classroom guidance in the fall were significantly more engaged during core instruction than those students who did not receive SSS. The level of engagement continued to grow throughout the school year.





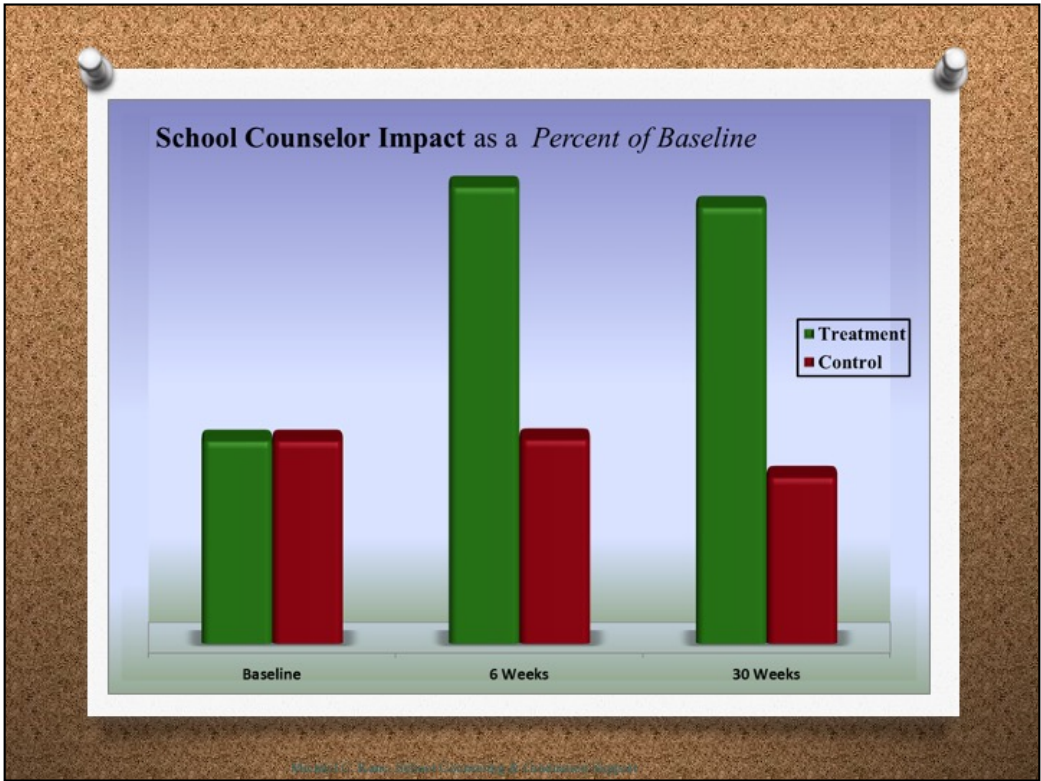
**Students More Assertive in the Classroom ( i.e. asking for help).** Students who participated in Student Success Skills (SSS) classroom guidance in the fall were significantly more appropriately assertive during core instruction than those students who did not receive SSS. They continued to be more assertive throughout the remainder of the school year.



**Students Less Anxious in the Classroom.** Students who participated in Student Success Skills (SSS) classroom guidance in the fall were much more able to deal with test anxiety and were less test anxious than those students who did not receive SSS. The level of anxiety around high stakes testing continued to decrease throughout the school year.

One important thing to notice on this slide:

1)SSS significantly decreases test anxiety in both the short term and the long term



**School Counselor Impact on Classroom Climate.** In terms of classroom climate, school counselors who implemented the Student Success Skills program had a significant impact on classroom learning climate both in the short term and long term.

## SSS Meta-Analysis (2012)

### Five studies:

Brigman & Campbell (2003)

Brigman, Webb, & Campbell (2007)

Campbell & Brigman (2005)

Webb, Brigman, & Campbell (2005)

León, Villares, Brigman, Webb, & Peluso  
(2010)



This meta-analysis focused on the impact of SSS on standardized math and reading scores and involved over 12 hundred students in grades 4-9 from 39 schools

# Sample Population

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

Students from rural, suburban, and urban settings.

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

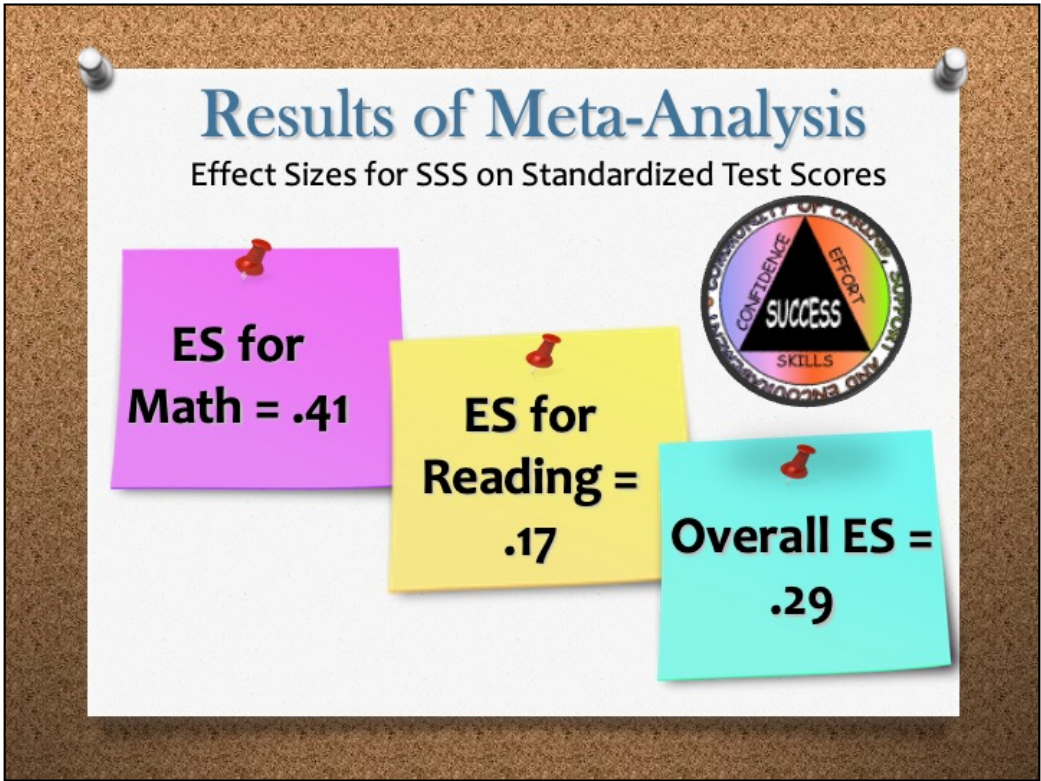
**Ethnic composition of the total sample included:**

White = 718 (56%)

African American = 279 (22%)

Hispanic = 282 (22%)





Effect size measures the impact of an intervention. .41 is large, .17 is medium and .29 is a large effect.

**New effect size rubric for standardized test scores**

**Large Effect = .25**

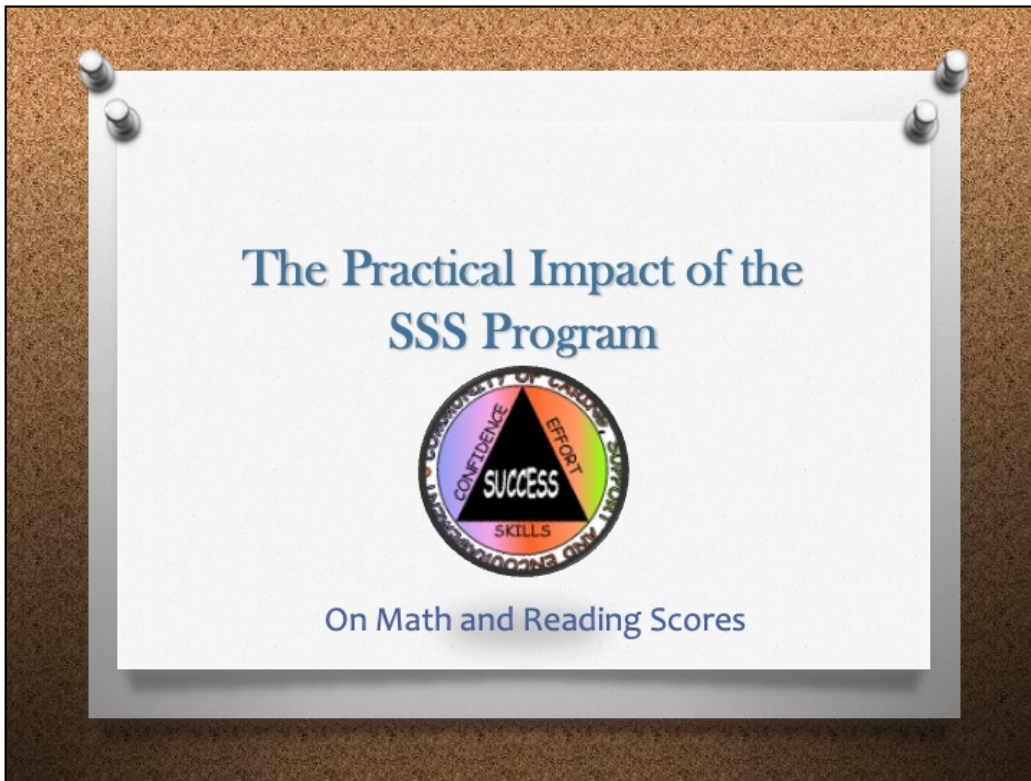
**Medium Effect = .15**

**Small Effect = .05 - .10**

Vernez & Zimmer 2007

Vernez and Zimmer (2007) provide guidance on interpreting the impact of reported effect sizes. They looked at the top seven standardized math and reading test given in the U.S.

And the average effect sizes found using these test with the best educational interventions to arrive at these guidelines for interpretation.



The next slides provide a clearer picture of the impact of these effect sizes found using the SSS program



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

Hill, Bloom, Black, & Lipsey (2007)

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

They estimated overall effect sizes of  
0.23 for elementary,  
0.27 for middle and  
0.24 for high school students.

Hill et al (2007) provided a helpful benchmark for assessing educational interventions. These included such interventions as new math and reading curriculums, reduced class size, comprehensive school reform among other interventions,



## Practical significance of a SSS .41 ES in math

- Grades 4-5 An additional  $\frac{4}{5}$  of a year's growth
- Grades 6-7 An additional 1 year's growth
- Grades 9-10 An additional  $1\frac{2}{3}$  year's growth

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

The impact on math and reading scores is quite amazing considering the amount of time involved in teaching the SSS skills to students is only 5 weekly lessons of 45 minutes and 3 booster lessons spaced one month apart. Very few educational interventions deliver as large or larger impact. These foundational skills are essential.



## Practical significance of a SSS .17 ES in Reading

- Grades 4-5 An additional  $\frac{1}{3}$  of a year's growth
- Grades 6-7 An additional  $\frac{1}{2}$  year's growth
- Grades 9-10 An additional 1 year's growth

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

Even though smaller than the impact on math scores, this combination of impacting both math and reading with one limited time intervention is impressive.

## Recent SSS Studies Show Positive Impact on:

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



Remember that in addition to impacting math and reading standardized test scores the SSS classroom program impacts all of these plus more areas

## More Results When School Counselors Implement SSS programs

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



## SSS and Student Behavior

### Teacher Ratings

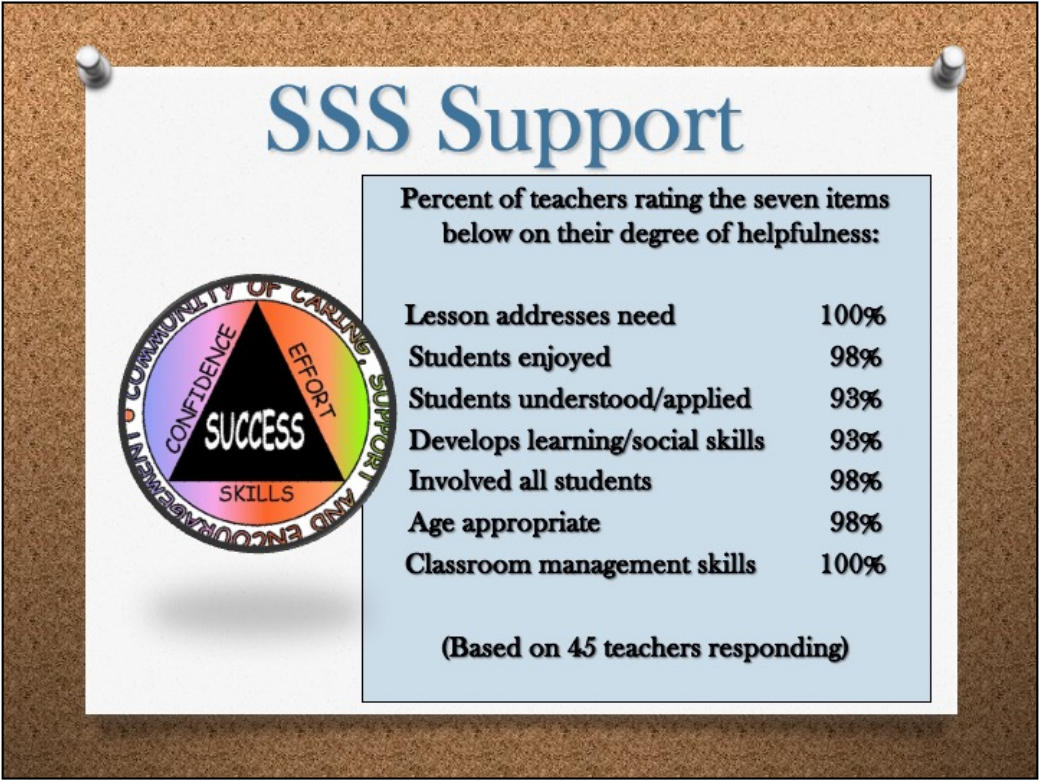
Nationally normed rating scale targeting skill areas involved in the SSS program

70% of ratings improved



Average improvement of 20 percentile points

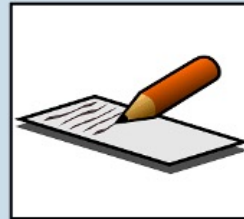
Teachers reported improved behavior for students participating in the SSS intervention. As students begin to acquire the skills and confidence necessary for academic success their behavior also improves.



Teachers who have experienced/observed the facilitation of the SSS program have shown support. A group of 45 teachers were asked to rate each of the items on a one to five “Likert” type scale with 1 being low and 5 being high. The percentages represent teacher ratings of 4 or 5.

## Published Research Articles

- For more details on the SSS research go to [www.studentsuccessskills.com](http://www.studentsuccessskills.com)
- Where you can click links to the research articles and to overview descriptive articles on the SSS program.

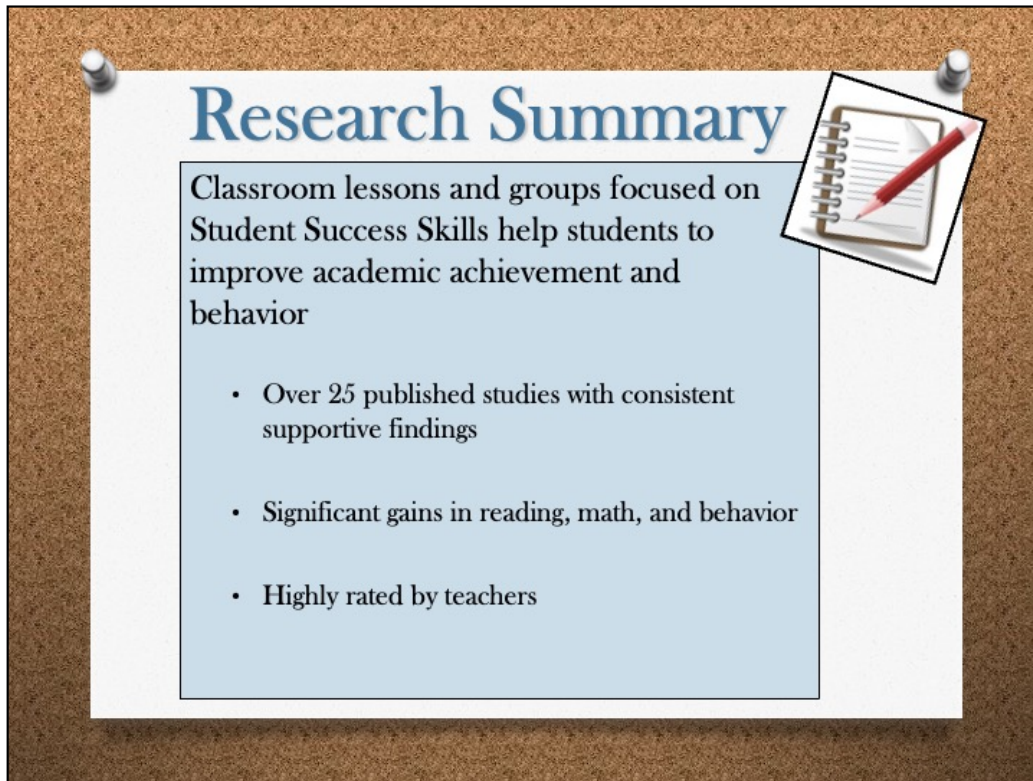


There is strong evidence to support the Student Success Skills program as an evidence based intervention improving the academic and social competence of students.

One of the keys to the success of the SSS program is the collaboration between the school counselor and the classroom teacher. When the teacher cues her students to use the strategies taught in the SSS program then her students are better able to master her curriculum.

The next slides provide an overview of the skills and strategies used in the SSS program.





## Research Summary

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

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

There is strong evidence to support the Student Success Skills program as an evidence-based intervention improving the academic and social competence of students.

The next slides provide an overview of the skills and strategies used in the SSS program.

## Student Success Skills: Implementation




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

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

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

One of the keys to the success of the SSS program is the collaboration between the school counselor and the classroom teacher. When the teacher cues her students to use the strategies taught in the SSS program then her students are better able to master the curriculum.

## Student Success Skills: Strategies and Skills



- Goal setting, progress Monitoring & Success Sharing
- Creating a caring, supportive and encouraging classroom
- Memory skills
- Performing under pressure
- Story structure
- Healthy Optimism

The Student Success Skills approach is organized around five key areas. Embedded within each of these areas are specific skills and strategies students can learn to use to help them achieve academic success. The following slides highlight some of these key skills and strategies.

# Goal setting and progress monitoring

## STUDENT SUCCESS SKILLS

**Seven Keys to mastering any course:**

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

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

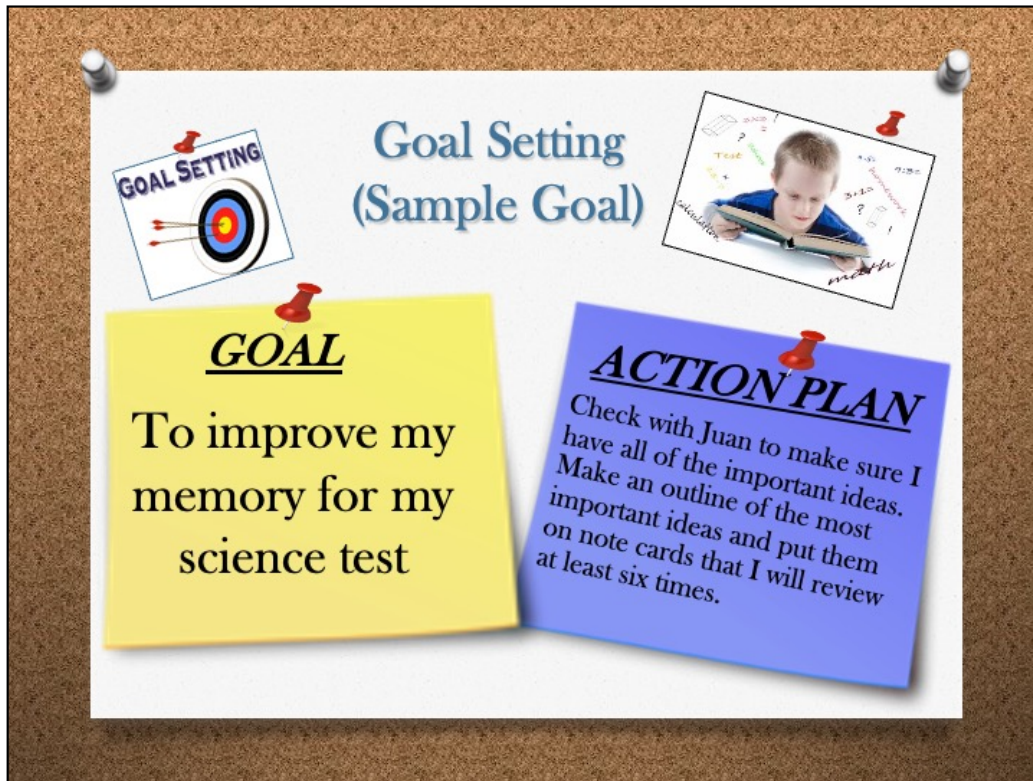
**Weekly ratings**

	w1	w2	w3	w4	w5	w6	w7	w8
1								
2								
3								
4								
5								
6								
7								

*My top three strengths from the list above are:* \_\_\_\_\_

*The two things I most want to improve this week are:* \_\_\_\_\_

The research supported “Seven Keys to Mastering Any Course” are introduced. Students identify strengths and areas for improvement each week. Students learn how to set goals and develop action plans. It is most effective when teachers utilize the SSS skills and strategies as ongoing academic supports in the classroom.



Students learn to set goals and plan action based on skills learned in the SSS program. Here are a couple of examples (review slide).

## Goal setting and progress monitoring (cont.)

### LOOKING GOOD / FEELING GOOD




	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
<b>1. Nutrition</b> <small>Healthy: ▲ water &amp; milk &amp; juice ▼ sodas            Snacks: ▲ nuts &amp; apples ▼ cookies &amp; chips</small>	1	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
<b>2. Fun</b> <small>Little joys, big fun - # of counts, read, listen to music, play, create, hangout, explore</small>	2	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
<b>3. Exercise</b> <small>Any fun, dance (at least 30 minutes) or more is OK</small>	3	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
<b>4. Social Support</b> <small>Hang out with people you like and who like you. Family and friends you can count on.</small>	4	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
<b>5. Rest</b> <small>3-9 hours - naps count.            No caffeine, naps, tea, etc.</small>	5	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
Making even small improvements in these 5 items lead to higher energy and mood.								
<b>6. Energy</b>	6	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼
<b>7. Mood</b>	7	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼	▲▼

Student Success Life Skills

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.

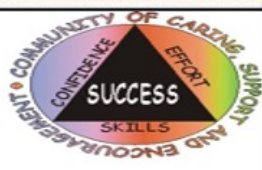
Goal setting and progress monitoring are also used to monitor daily life skills. Students learn how each of the life skills relates to increased energy and positive mood and note their efforts in each of these areas weekly. Students are taught to look for patterns in their behavior and to make changes as needed.


**Caring & Encouraging Classroom**


 <b>LOOKS LIKE</b>	 <b>SOUNDS LIKE</b>	 <b>FEELS LIKE</b>


Students participate in several activities geared towards enhancing support and encouragement within the classroom. In this exercise students work in small groups and share their ideas with the larger group. When used at the beginning of the year or semester it can help set the tone for academic success.

**Listening with  
EYES, EARS & HEARTS**



**EYES:**  

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


**EARS:**  

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

**HEART:**  

 Listen for the feelings behind the words. Empathy means that you can tell how someone is feeling about something, even if they do not tell you in words.  
 Empathy is putting yourself in another person's shoes and seeing things from their perspective.  
 Empathy is one of the most important social skills. People who are good at empathy usually have more and deeper friendships and work better with others.

Students learn how to listen and provide encouragement to peers. Students practice in pairs as they share improvements and recognize each other for improvements they are making.



## Strategies for Boosting Memory



Every 20-30 minutes student share “Most important ideas”

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

Put “most important ideas” onto note cards and review six times

Draw a picture of the meaning of key vocabulary words


Story structure

Location Memory

Let’s look at a few other strategies.

*NOTE: It is very helpful to talk with the teacher and enlist their support in reinforcing these memory strategies. Having some examples from the teacher of graphic organizers and getting the teacher to provide time in class to have students work together to create their own graphic organizers and compare “Most important ideas” and then make note cards from the graphic organizer before the next test is the best way to show students how powerful these techniques are. Inspiration Software is one of the leaders in visual learning. You can download free examples at [www.inspiration.com](http://www.inspiration.com). Many recent texts have graphic organizers for each chapter.*

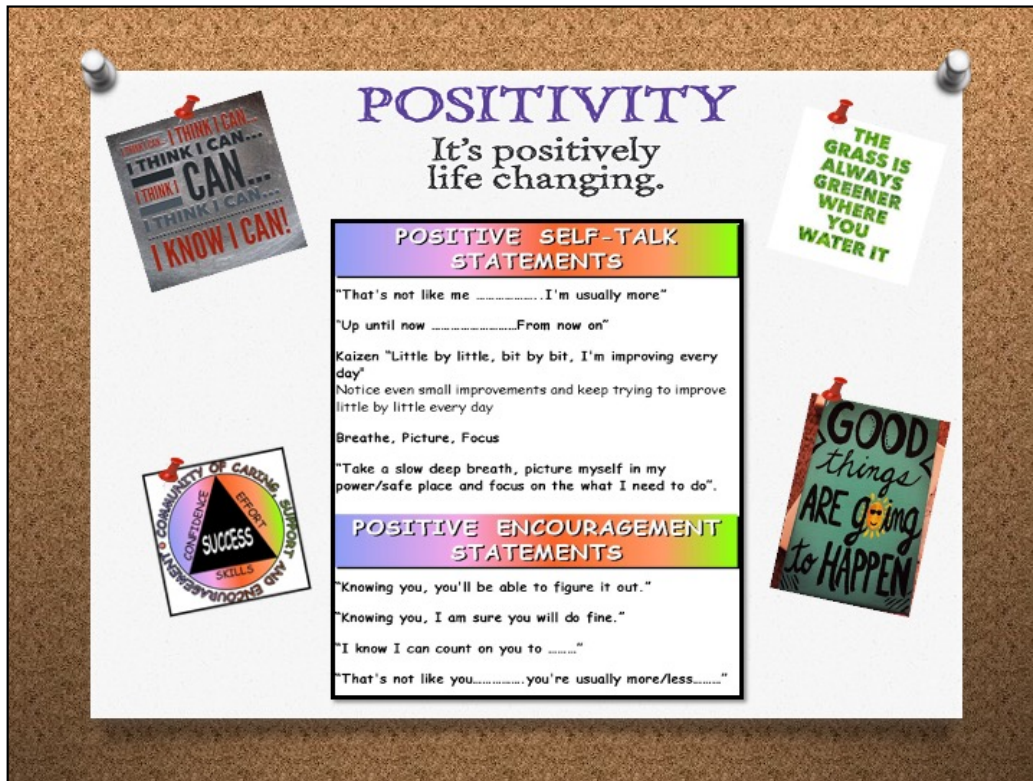
## Performing Under Pressure



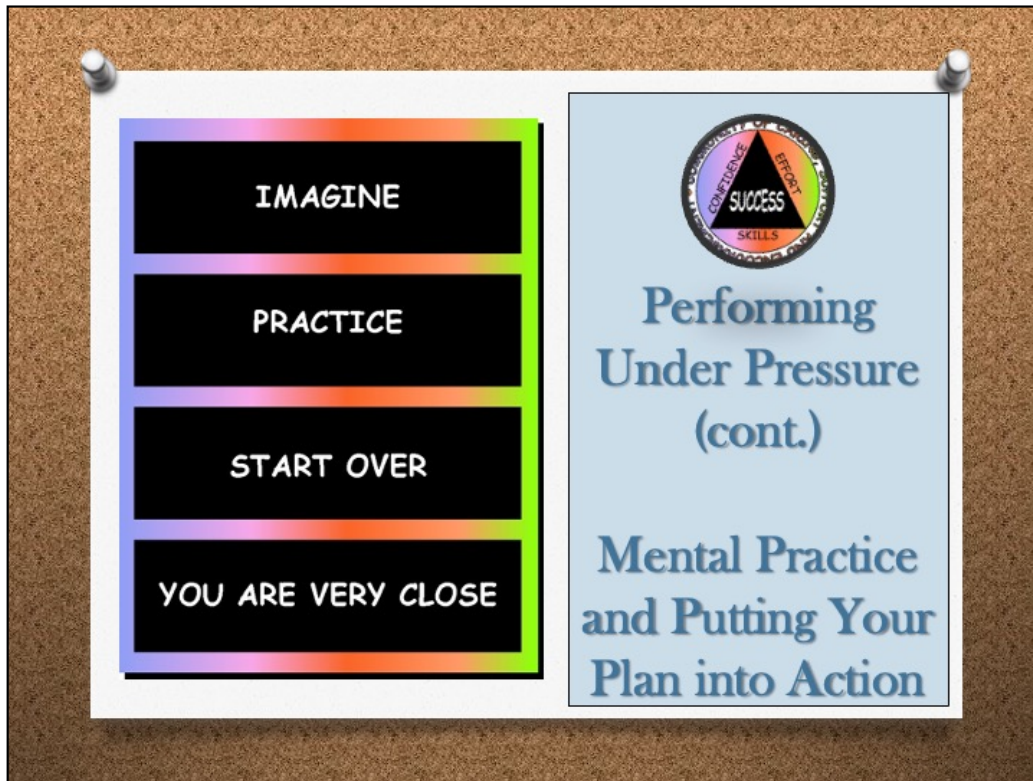
### Managing Anxiety

- Calm Place
- Breath, Picture, Focus
- Positive Self Talk \*
- Keep Kool Tunes

Students participate in an activity using their imagination to create a “Calm Place” to go to when under pressure. Students practice slow breathing while picturing themselves in their Calm Place. As anxiety is reduced, students can begin to focus on the task at hand. Students learn and practice positive self talk statements \*(next slide) to increase self-confidence in being able to accomplish the task. Keep Kool Tunes are another fun and motivating way for students to surround themselves with positive messages. Teachers can cue students to use these strategies as they prepare for testing.



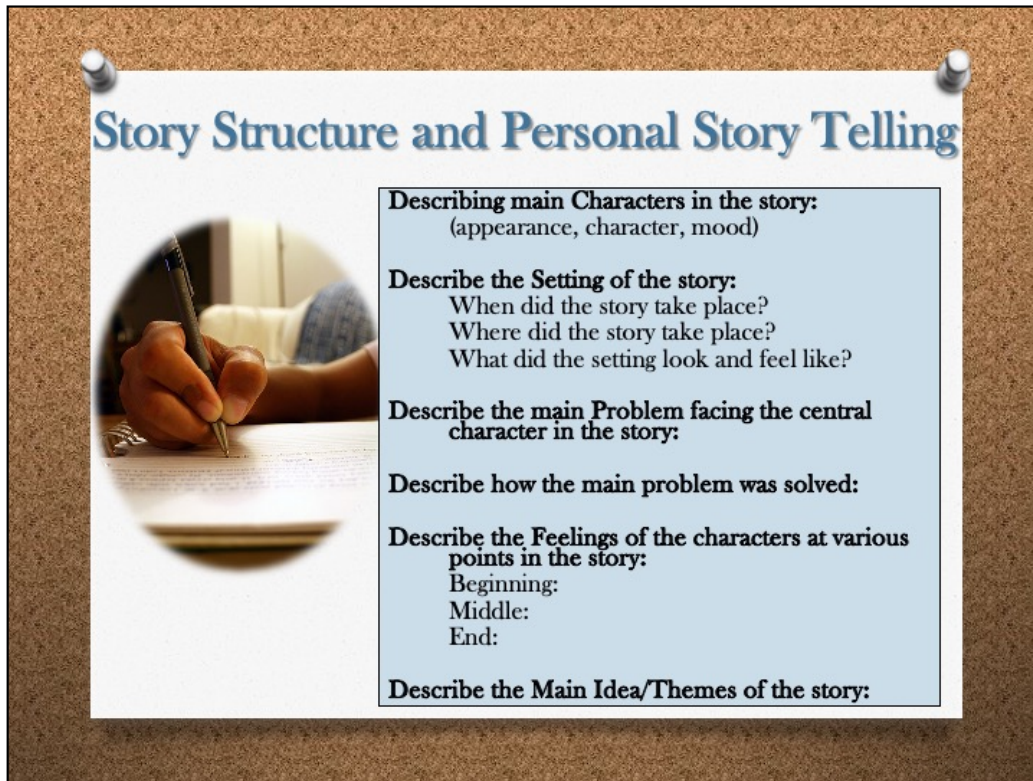
Positive self talk and encouraging statements help keep students on track when faced with anxiety and pressure. Some degree of anxiety and pressure are to be expected as students are asked to perform, however, when it becomes overwhelming students need strategies to regain control and focus. Teachers can notice student efforts to be positive and encouraging and cue them when necessary.



Students can combine several strategies for managing pressure starting with being able to imagine themselves being successful. Students are guided through an activity called “the power of mental practice” followed by practice and progress monitoring. Increased practice results in improved skills. If goals are not met, students can identify additional strategies and start over. Students use positive self-talk and encouragement to notice even small improvements increasing motivation to continue trying.



The Japanese concept of “Kaizen” is a key to the Student Success Skills approach as they set goals, develop plans, and monitor progress towards improved academic and social competence



## Story Structure and Personal Story Telling

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

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

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


**Describe how the main problem was solved:**

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

**Describe the Main Idea/Themes of the story:**

The final strategy and area of skill development involves story structure and positive student story telling. Story structure provides students a strategy to make understanding and remembering stories easier and helps them become better writers. Students learn to identify key concepts and to create their own stories based on story starters such as “A time I started a healthy habit, A time I helped someone with a problem, or A time I made a new friend.” As with all skills and strategies introduced to students through the SSS program, teacher collaboration and incorporation of ideas into daily curriculum enhances learning outcomes.

# Healthy Optimism



Students are taught not to doubt their ability

They can doubt their strategy if it is not working

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



*Have students join you in the Optimism Cheer: Prompt students with these three lines and ask for a choral response: Students repeat the key word or phrase that is underlined and in blue.*

Don't doubt your ability.

You can doubt your strategy.

If what you are doing is not working try something different

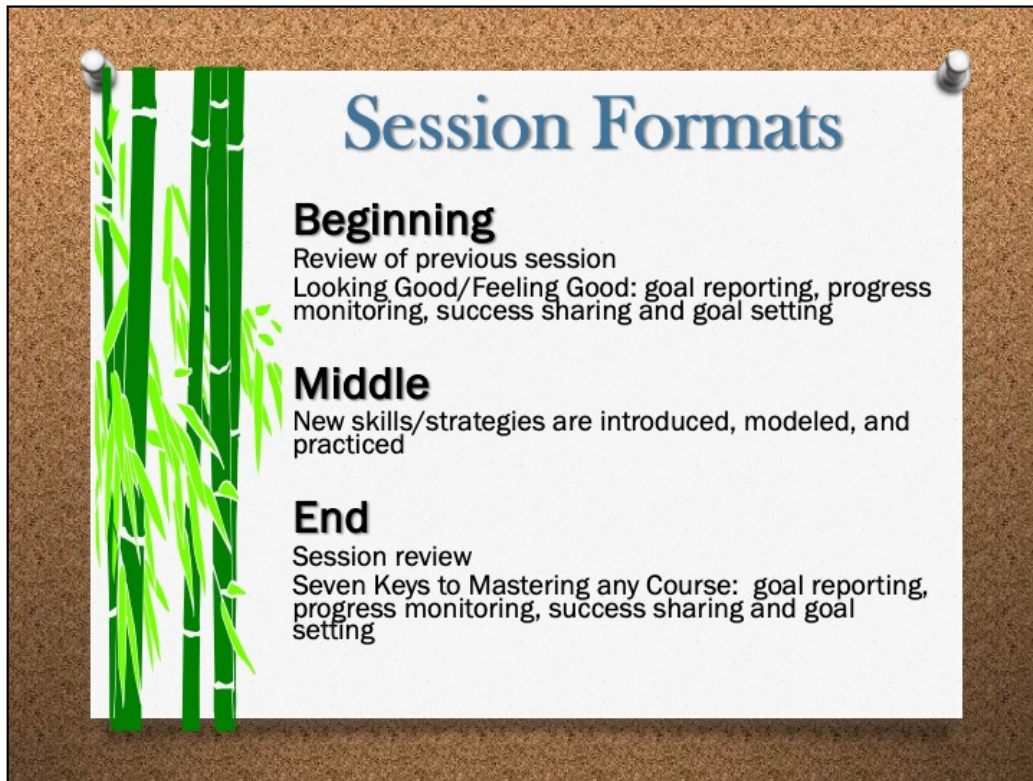
# Healthy Optimism



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

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





The SSS Classroom lessons follow a this format. Embedded within each session are opportunities to evaluate progress and set goals. Students are also encouraged throughout all sessions to use the listening, encouragement, and coaching skills they are learning and to notice even small improvements in themselves and peers.

**SSS is your Go To program for  
ASCA Mindsets**



SSS includes a tier one universal  
classroom based program

SSS includes a tier two small group  
counseling program

SSS is uniquely tied to the ASCA  
National Model of modern school  
counseling

# SSS and ASCA Mindsets

Student Success Skills  
and ASCA Mindset  
Standards

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
<b>SSS Learning Skills</b>						
Goal Setting		XX		XX		XX
Progress Monitoring		XX				
Story Structure						
Mental Practice						
Memory						
<b>SSS Social Skills</b>						
Social Problem Solving		XX	XX			
Listening/Attending		XX	XX			
Encouragement	XX	XX	XX		XX	
Peer Coaching	XX	XX	XX			
Empathy	XX		XX			
<b>SSS Self-Management Skills</b>						
Using Feedback/Patterns	XX	XX				
Positive Self-Talk	XX	XX			XX	XX
Performance/Test Anxiety Coping Skills	XX	XX				XX
Attention/Motivation Focusing	XX	XX				XX
Anger Management Skills	XX					
Life Skills	XX		XX		XX	XX
Kaizen (Incremental gains)	XX	XX	XX	XX	XX	XX

# SSS and ASCA Learning Strategies

Student Success Skills and ASCA Learning Strategies

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/personal goals (Level: _____)	8. Actively engage in challenging coursework (Level: _____)	9. Gather evidence and consider multiple perspectives to make informed decisions (Level: _____)	10. Participate in academic and extracurricular activities (Level: _____)
<b>SSS Learning Skills</b>										
Goal Setting	XX		XX	XX		XX	XX			
Progress Monitoring	XX		XX	XX		XX	XX			
Study Structure		XX						XX		XX
Mental Practice	XX	XX	XX					XX		
Memory		XX	XX					XX		
<b>SSS Social Skills</b>										
Social Problem Solving	XX	XX								XX
Listening/Attending										XX
Encouragement				XX		XX				
Peer Coaching										XX
Empathy										XX
<b>SSS Self-Management Skills</b>										
Using Feedback/Patterns	XX			XX		XX				
Positive Self-Talk				XX		XX				
Performance/Test Anxiety Coping Skills				XX						
Attention/Motivation Focusing				XX						
Anger Management Skills										
Life Skills		XX	XX					XX		XX
Calen (Incremental gains)						XX	XX	XX		

# SSS and ASCA Self-Management Skills

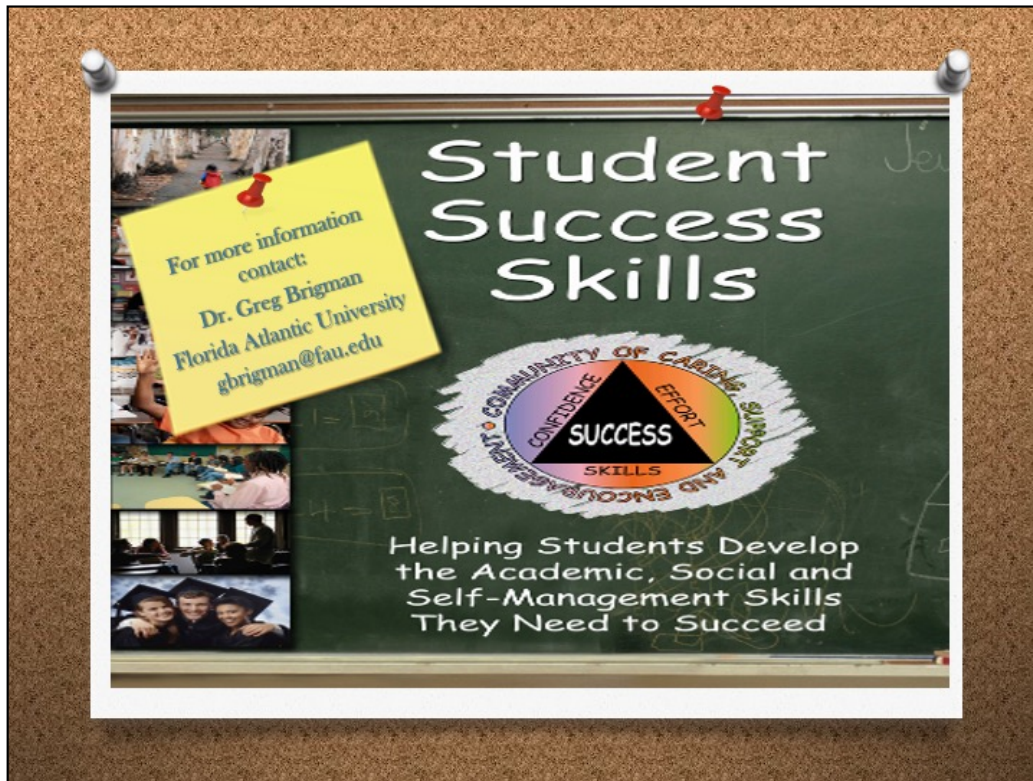
Student Success Skills and ASCA Behavior Standards

Student Success Skills (SSS)	ASCA Self-Management Skills								
	1. Demonstrate ability to assume responsibility (Level: _____)	2. Demonstrate self-direction 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 persistence to achievement and short-term goals (Level: _____)	6. Demonstrate ability to recognize 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 organizational skills (Level: _____)
<b>SSS Learning Skills</b>									
Goal Setting	XX		XX	XX	XX	XX			XX
Progress Monitoring	XX		XX	XX		XX			XX
Study Structure						XX			
Mental Practice						XX			
Memory						XX			
<b>SSS Social Skills</b>									
Social Problem Solving	XX	XX		XX		XX		XX	XX
Listening/Attending		XX	XX						
Encouragement	XX					XX			
Peer Coaching	XX					XX			
Empathy	XX	XX							
<b>SSS Self-Management Skills</b>									
Using Feedback/Patterns		XX		XX		XX	XX	XX	XX
Positive Self-Talk		XX				XX	XX		
Performance/Test Anxiety Coping Skills		XX					XX		XX
Attention/Motivation Focusing		XX							
Anger Management Skills		XX					XX	XX	
Life Skills	XX	XX	XX	XX			XX	XX	XX
Kaizen (Incremental gains)				XX	XX	XX		XX	XX

# SSS and ASCA Social Skills

Student Success Skills and ASCA Behavior Standards

Student Success Skills (SSS)	ASCA Social Skills							
	1. Use effective and active 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 reach objectives in diverse teams (Level: _____)	8. Demonstrate autonomy skills and ability to assess self when necessary (Level: _____)
<b>SSS Learning Skills</b>								
Goal Setting						XX		
Progress Monitoring						XX		
Story Structure								
Mental Practice								
Memory								
<b>SSS Social Skills</b>								
Social Problem Solving	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	XX
Peer Coaching	XX	XX	XX	XX	XX	XX	XX	XX
Empathy	XX	XX	XX	XX	XX	XX	XX	XX
<b>SSS Self-Management Skills</b>								
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
Kaizen (incremental gains)	XX	XX						



School counselors are part of the educational community focusing on academic achievement by helping students develop the academic, social, and self management skills they need to succeed. School counselors can support teachers in their instructional efforts to help students achieve academic outcomes in line with their potential.