

Campbell County Schools Skills for Success Abstract

Overview of Goals/Outcomes: The CCS S4S Project promotes intentional teaching, measurement and analysis of resiliency skills within our fifth through eighth grade student population where targeted high-need students will demonstrate improvement in academic and non-cognitive skills despite to multiple stressors and adversity. This comprehensive, three-tiered approach to school counseling includes the design, implementation, and evaluation of interventions allowing for adaptations to programming within cycle of continuous improvement. **Study Design:** The study will examine the effectiveness of non-cognitive skill development interventions (independent variables) on several dependent variables including students' resilience, life satisfaction, behavioral health, and externalizing behaviors, as well as students' attendance, discipline, and academic achievement. We will employ a quasi-experimental regression discontinuity design, using a pre- and post-assessment comparison-group approach. Students will be assigned to either the treatment or the comparison group based on a cutoff score obtained during pre-assessment. The sample consists of 1405 5th through 8th grade students, with approx. 20% of this population receiving targeted interventions. **Central Analysis:** A regression discontinuity analysis and a regression point displacement analyses will be conducted to examine the benefits of placement in Tier II and Tier III services for high needs students. Analyses will examine the effects of the program on resiliency and life satisfaction factors, and will investigate mediators and moderators of intervention effectiveness. Additional analysis will also be conducted on program effects on transitioning students as and changes students' internalizing and externalizing behaviors for those receiving Tier III services.

