

THE EFFECTS OF A CULTURALLY TRANSLATED SCHOOL COUNSELOR-LED
INTERVENTION ON THE ACADEMIC ACHIEVEMENT OF FOURTH AND FIFTH
GRADE HAITIAN STUDENTS

by

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A Dissertation Submitted to the Faculty of
The College of Education
in Partial Fulfillment of the Requirements for the Degree of
Doctor of Philosophy

Florida Atlantic University

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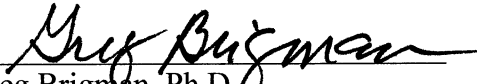
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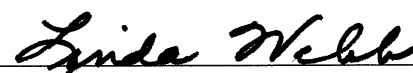
Velouse Jn-P. Jean-Jacques

This dissertation was prepared under the direction of the candidate's dissertation advisor, Dr. Greg Brigman, Department of Counselor Education, and has been approved by the members of her supervisory committee. It was submitted to the faculty of The College of Education and was accepted in partial fulfillment of the requirements for the degree of Doctor of Philosophy.


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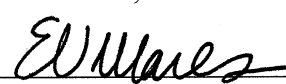
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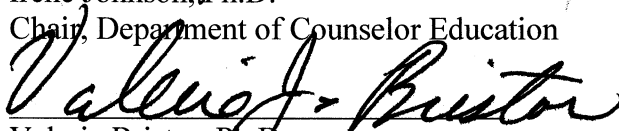
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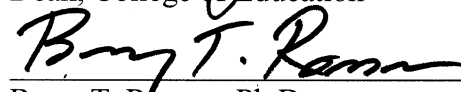
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VITA

Velouse Jn-P. Jean-Jacques was born in Port-au-Prince, Haiti, to parents Wilson Jean-Pierre and Rose Anna Crêvecoeur. She completed her high school years in Haiti where she and her family lived, including her seven siblings, until their adulthood.

Mrs. Jean-Jacques received her Bachelor's degree in Language and Linguistics from the University of the West Indies in Kingston, Jamaica. She returned to Haiti and worked for the United Nations Children's Fund (UNICEF) for 18 years while married to her middle school friend Lionel Jean-Jacques, and became the mother of three boys before migrating to West Palm Beach, Florida in 1998. She worked as a Parent Liaison from 1998 to 2001 for the School District of Palm Beach County. In 2001, she was awarded a Master's Degree in school counseling from Florida Atlantic University. Mrs. Jean-Jacques co-authored with Dr. Dilys Schorman an article entitled: "Project CASAS - Facilitating the adaptation of recent immigrant students through complex community-wide efforts," published by the University Of Massachusetts Amherst School Of Education Journal in 2003.

Mrs. Jean-Jacques' areas of interest include developing programs related to creating a positive climate in schools and programs that will help English language learner (ELL) students, most particularly the Haitian students who are classified under Blacks, close the achievement gap.

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The completion of this dissertation has been one of the most significant academic challenges faced so far. I owe my deepest gratitude to the following people for their support, patience, and guidance. Special thanks to my dissertation chair Dr. Greg Brigman for motivating me and believing in me, my committee members Dr. Paul Peluso for giving me the knowledge needed to complete this amazing accomplishment; Dr. Linda Webb for guiding me and encouraging me during this process; and Dr. Elizabeth Villares who, despite her many other academic and professional commitments, helped me with so much interest, enthusiasm, patience, and flexibility.

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I am very thankful to my siblings and in-laws who always believed in me because they knew how important this project was for me. Finally, this manuscript is dedicated to my 84 year-old mother and all my friends and relatives who have supported me all along.

ABSTRACT

Author: Velouse Jn-P. Jean-Jacques

Title: The Effects of a Culturally Translated School Counselor-Led Intervention on the Academic Achievement of Fourth and Fifth Grade Haitian Students

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The purpose of this study was to evaluate the impact of the Haitian Hybrid Student Success Skills (HHSSS) program on the academic achievement of 4th and 5th grade Haitian students. This intervention included both the Student Success Skills (SSS) classroom program in English (Brigman & Webb, 2004), followed by the Haitian SSS small group translation *Teknik Pou Ede Elèv Reyisi* (Brigman, Campbell, & Webb 2004, 2009).

School counselors in the treatment schools implemented the HHSSS program in grades 4 and 5 after receiving training from the study researcher. A series of ANOVA and ANCOVA analyses then were conducted to determine whether there were significant differences between the treatment group, the comparison group 1, and the comparison group 2 in reading and math using the Florida Comprehensive Assessment Test (FCAT) as a benchmark. Statistically significant differences were found between: (a) the treatment group and comparison group 1 in reading, (b) the treatment group and

comparison group 2 in reading, and (c) between both comparison group 1 and comparison group 2 in reading.

This study provides empirical support showing that students who are taught key cognitive and self management skills in their native language can begin to close the academic gap regardless of their language background. Furthermore, it supports the positive impact school counselors can have on student success by implementing an evidence-based program.

DEDICATION

I dedicate this manuscript to my late son Michael Jean-Jacques who passed away on March 20, 2010 at the age of 22 and who believed in the pursuit of my dreams. Unfortunately he did not get the chance to plan my graduation party as he so often told me. I also dedicate this study to my deceased father Wilson Jean-Pierre who always wanted me to become a doctor. So daddy here I am today, ready to graduate with my Ph.D. from one of the most prestigious colleges of the United States of America. Thanks for believing in me!

THE EFFECTS OF A CULTURALLY TRANSLATED SCHOOL COUNSELOR-LED
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I. INTRODUCTION

This study addresses two critical needs. The first is the continued achievement gap between Haitian students and their peer counterparts. For example, results from the 2000 U.S. Census show that there were 419,317 foreign-born Haiti individuals residing in the United States. In 2000, the five states with the largest populations of foreign-born from Haiti were Florida (182,224), New York (125,475), Massachusetts (33,862), New Jersey (31,963), and Connecticut (7,902). Combined, these five states made up 91% of the total foreign-born population from Haiti in the United States. According to the U.S. Census Bureau, the Haitian foreign-born population represented 1.3% of the 31.1 million U.S. foreign-born population and 0.1% of the 281.4 million total U.S. population. While 28% of Haitian-born immigrants had received some college education, only 8% held a bachelor's degree compared to other foreign-born citizens (15%) and native-born citizens (23%). Only 3% held a graduate or professional degree, compared to 13% of all foreign-born and 17% of the native-born.

The second critical need is the lack of outcome research that ties school counselor interventions to improved student performance including non-native/English for Speakers of Other Languages (ESOL) students as cited in a recent Delphi study (Dimmitt, Carey, McGannon, & Henningson, 2005). The Delphi study rank ordered the most important research questions facing the school counseling profession. The top rated research question called for a link between the school counselor interventions and improved student academic performance.

Statement of the Problem

The problem addressed in this study is the combination of the achievement gap of Haitian students, classified among Blacks in the U.S. Census (2000), and the lack of outcome research in school counseling related to improved student performance. There has been a history of a continuing achievement gap between Black immigrant students and Caucasians. Despite efforts to improve the academic levels among Black students, a substantial achievement gap exists between the test scores of these students and their peers (Jencks & Phillips, 1998; National Center for Education Statistics [NCES], 2001; Valencia & Suzuki, 2000). This reality, coupled with a situation where a growing number of children attend schools that either lack after school programs for at-risk children or do not reflect the needs of ELL students, has focused public attention on the need for school reform and has created enormous pressure to develop programs that promote achievement success among disadvantaged youth (Pianta & Walsh, 1998).

The term Black is used to refer to individuals of African heritage, most of whom are born in the United States and who make up the largest ethnic group in America. Black immigrant students are of African descent, but are born outside the United States. This includes Haitian students who have migrated to the United States (Cole, 1995). For this study, the label Black, as used by the Census Bureau (2000), includes U.S. and foreign born individuals from the West Indies. Haitians also are referred to as Caribbean, West Indian, and Islander. The term "Black" used generically by the Census Bureau to describe all Haitians made it very difficult to find pertinent data showing Haitian students' academic achievement. While there is available data on Haitian migration, data on Haitian academic achievement are almost nonexistent.

Numerous acronyms exist to describe students who are learning English as an additional language. For example, English as a Second Language (ESL) often is found in the literature to date. While federal legislation continues to use the term “limited English proficient” (LEP), the most prevalent and widely accepted term is “English language learners” (ELL), the term used throughout this research. The term ELL is used to describe individuals who demonstrate various levels of proficiency in speaking, listening, reading, and writing English, and for whom English is not their first language. The population of ELL in American schools is growing faster than any other subgroup. For instance, between 1996 and 2006 the nation’s K-12 ELL population increased more than 60%, while the size of the total enrolled student population remained unchanged. As a result, the proportion of school aged children classified as ELL has grown markedly from 6.8% of the total K-12 school population in 1995-1996 to 10.3% in 2005-2006 (Batalova, Fix, & Murray, 2007). Educators nationwide face the challenge of finding effective teaching strategies for all students to meet predetermined achievement standards. The pressure of this challenge has increased with the passage of the No Child Left Behind (NCLB) Act of 2001 (U.S. Department of Education, 2001).

Among the challenges associated with the under-achievement of the ELL students is the failure to capitalize on linguistic resources that ELL students bring to the classroom, undermining a major condition for school success. Goldenberg (2008) reviewed ELL literature and found a solid research base that supports the use of students’ home language to help them acquire the literacy skills in English that are essential for school success and workplace competitiveness. In addition, Thomas & Collier (1997) found in their study of school effectiveness for English language learners that first-

language support “explains the most variance in student achievement and is the most powerful influence on ELL students’ long term academic success” (p. 64). The principle of using a student’s native language to increase comprehension has been supported by numerous researchers (Berman, Minicucci, McLaughlin, Nelson, & Woodworth, 1995; Lucas & Katz, 1994; Pease-Alvarez, Garcia, & Espinosa, 1991; Thomas & Collier, 1997).

In the light of the above, it is anticipated that the Haitian hybrid Student Success Skills (HHSSS) small group program, *Teknik Pou Ede Elèv Reyisi* (TPEER) (Brigman, Campbell, & Webb, 2004, 2009), in combination with the SSS classroom program in English (Brigman et al., 2004), will increase academic achievement as measured by state mandated standardized reading and math tests. The term cultural translation is a process of cultural decoding, recoding, and encoding (Karamanian, 2002). Smrti (2004) also defined cultural translation as a process of cultural transmission during a linguistic translation of a text or a migration of ideas from one culture to another. In this study, different names of fruits used in the SSS program, which are nonexistent in the Haitian culture, were culturally translated. A good example is the fruit “blueberry,” which was replaced by another Haitian one, the fruit “Kenèp.” Cultural translation means not only working with words written in a certain time, space, and socio-political situation, but it also deals with the “cultural” aspect of the text.

According to the National Assessment of Education Progress in 2007, a crisis currently exists due both to the unique needs of ELL students and the educational system’s failure to adequately address their needs and capitalize on students’ assets (NCES, 2007). For example, the results of national testing conducted in 2004 show that

nearly half (44%) of 4th graders in the ELL category scored “below basic” in mathematics - the lowest level possible, while nearly three quarters (70%) scored “below basic” in reading. The word “basic” refers to students whose scores are “below grade level” according to a criterion-referenced test (CRT). A CRT is a test or instrument that determines the score of an individual by the amount of material mastered in a certain content area such as mathematics. It differs from norm-referenced tests in that it does not compare the individual score to a group score.

In 2008, approximately 99,000 students in Grades 3 to 10 took the Florida Comprehensive Assessment Test (FCAT/CRT) and the Norm Reference Test (NRT) in the School District of Palm Beach County (SDPBC). Overall, both the Florida Department of Education (FLDOE) and the SDPBC have experienced large increases in reading and mathematics scores since the 2005 fiscal year (FY2005). The FY2008 results showed that students in the SDPBC continued to score higher than the mean FLDOE scores in mathematics and in reading. Both the SDPBC and the FLDOE students continue to score higher than the national average in reading and mathematics. Yet, the 2007-2008 Annual Measurable Achievement Objectives (AMAO) report from FLDOE shows that, among the ELL subgroup, students failed to meet the reading and mathematics proficiency targets or the annual yearly progress (AYP) standards that target the performance and participation rates of different subgroups based on race or ethnicity, socio-economic status, disability, and English language proficiency (FLDOE, 2008).

The intervention used in this study is a combination of an English version of the SSS classroom program, followed by a Haitian-Creole cultural translation of the SSS small group program (HHSSS) (Brigman et al., 2004, 2009). This study evaluates the

impact of a culturally translated school counselor-led intervention (i.e., HHSSS) on the academic achievement of Haitian 4th and 5th grade students. This cultural translation was designed to address three factors that had been identified as contributing to the achievement gap of ELL Haitian students.

First, school curricula often do not reflect the daily experiences of ELL students and classroom activities are not based on their culturally based knowledge (Berriz, 2000). Many schools rarely adjust to ELL students who are left on their own to learn what is expected of them and to learn the appropriate ways of thinking and expressing thoughts in schools. It is suggested that ELL students must learn “to use English in culturally appropriate ways” in order to be successful in school and in the workplace (TESOL, 1997, p. 9). TESOL (Teaching English to Speakers of Other Languages) encompasses what previously was called TEFL (Teaching English as a Foreign Language) and TESL (Teaching English as a Second Language).

Creating an environment in the classroom that accepts and utilizes students’ home languages and cultures eases some of the affective tension in learning new norms and new vocabulary. Research has shown that allowing students to use multiple languages when making sense of new content enables them to strengthen their overall cognitive abilities as well as their language knowledge and content-specific academic skills in their new environment. It also fosters a greater acceptance of diversity on the part of all students, thereby reducing the stigma associated with being a newcomer in the school community (Comer, 2001).

Second, the language barrier confronted by ELL students in classrooms poses a significant challenge for most Haitian students (Ruiz-de-Vellaso & Fix, 2000). These are

students who have been in the country for less than four years and are not yet fluent in the English language. Often, they have limited literacy skills and generally perform three or four years below their appropriate grade level. One explanation for this may be the fact that only three to five percent of grade school-aged children in Haiti actually attend school (Joanis & Peterson, 2001; Laguerre, 1998) and only a small number of these students are fortunate enough to attend an English school in Port-au-Prince. As a result, the majority of immigrant children from Haiti tend to have inadequate proficiency in English when they first enroll in U.S. schools.

Third, cultural factors also play a major role in the underachievement of ELL students. Haitian immigrant students are often misunderstood by teachers and administrators. In their tradition, they do not maintain eye contact with adults in authority, and this is sometimes construed as a sign of rudeness or insolence (Colin & Paperwalla, 1996). Civan, Vilsaint, and Morisset-Metellus (1994) also found that Haitian students often are disturbed by the informal U.S. teacher-student relationship and may perceive informality as a lack of respect. These three factors that contribute to the achievement gap of ELL Haitian students are addressed in the HHSSS intervention being evaluated in this study. The HHSSS intends to boost the academic performance of Haitian 4th and 5th graders by incorporating into this cultural translation some small group activities that reflect the Haitian students' daily lives, by using their native language to better grasp some of the SSS concepts, and by including some cultural factors that would enable them to make some connections between their experiences at home and what they learn at school.

The second problem being addressed is the lack of outcome research that ties school counselor interventions to improved student performance. In a 2005 Delphi study related to research questions in the field of school counseling, the highest rated research questions concerned the need to identify school counseling interventions known to have an impact on academic achievement, and the effects of school counseling programs on student outcomes (Dimmit et al., 2005). Also, the advent of the NCLB (2001) placed a new urgency on developing a school counseling research agenda because public school professionals are required to demonstrate that they are implementing evidence-based interventions. Counselor educators need to train school counselors in rigorous program evaluation, research, and data use skills (Carey, 2003). Since then, this need also has been echoed repeatedly in the school counseling literature (House & Hayes, 2002; Isaacs, 2003; Myrick, 2003; Whiston, 2002).

The present study extends a line of research on the research based SSS program, which was validated in a series of four studies using an English version of the SSS program that combined classroom and group components. All four studies found improved reading and math scores (Brigman & Campbell, 2003; Webb, Brigman, & Campbell, 2005). Most recently, Leon (2009) found that a Spanish cultural translation of the SSS classroom program improved reading scores of 4th and 5th graders on a state mandated standardized test.

Purpose of the Study

The purpose of this study is to determine the effectiveness of the HHSSS program on the academic achievement of 4th and 5th grade Haitian students.

Research Question

Does 4th and 5th grade Haitian student participation in the culturally translated SSS program (HHSSS) increase academic achievement as measured by standardized reading and math scores on the FCAT?

Research Hypotheses

H₀₁. There will be no difference in FCAT reading test scores between Haitian students receiving the HHSSS program and comparison 1 Haitian students who received the SSS classroom program in English.

H_A₁. Haitian students receiving the HHSSS program will score significantly higher on FCAT reading than comparison 1 Haitian students who received the SSS classroom program in English.

H₀₂. There will be no difference in FCAT math test scores between Haitian students receiving the HHSSS program and comparison 1 Haitian students who received the SSS classroom program in English.

H_A₂. Haitian students receiving the HHSSS program will score significantly higher on FCAT math than comparison 1 Haitian students who received the SSS classroom program in English.

H₀₃. There will be no difference in FCAT reading test scores between Haitian students receiving the HHSSS program and comparison 2 Haitian students who did not receive the SSS classroom program in English.

H_A₃. Haitian students receiving the HHSSS program will score significantly higher on FCAT reading than comparison 2 Haitian students who did not receive the SSS classroom program in English.

H0₄. There will be no difference in FCAT math test scores between Haitian students receiving the HHSSS program and comparison 2 Haitian students who did not receive the SSS classroom program in English.

HA₄. Haitian students receiving the HHSSS program will score significantly higher on FCAT math than comparison 2 Haitian students who did not receive the SSS classroom program in English.

H0₅. There will be no difference in FCAT reading test scores between comparison 1 Haitian students receiving the SSS classroom program in English and comparison 2 Haitian students who did not receive either SSS program.

HA₅. Comparison 1 Haitian students receiving the SSS classroom program in English will score significantly higher on FCAT reading than comparison 2 Haitian students who did not receive either SSS program.

H0₆. There will be no difference in FCAT math test scores between comparison 1 Haitian students receiving the SSS classroom program in English and comparison 2 Haitian students who did not receive either SSS program.

HA₆. Comparison 1 Haitian students receiving the SSS classroom program in English will score significantly higher on FCAT math than comparison 2 Haitian students who did not receive either SSS program.

Significance of the Study

The significance of the study lies in the fact that it addresses three of the most pressing research questions pertaining to the school counseling profession: (a) the interventions needed for school counselors to improve student academic achievement, (b) a response to the call for school counselor accountability and the focus on student

achievement outcomes (Dimmitt et al., 2005), and (c) a need for more research on achievement of Haitian students. This goal of this study is also to close the achievement gap between Blacks (including Haitians) and Whites on standardized tests, reduce the dropout rate of ELL students (García, 1994), and remove the multiple barriers that impede these students from improving academically (NCES, 2001).

Assumptions

The following assumptions could be made from this study:

- Haitian students are at risk of academic failure;
- There is a need for effective programs that will help close the achievement gap between Haitians students and their peers;
- Most counseling theories and interventions that are commonly used in school settings have not been tested among ELL students; and
- School counselors, who are trained to deliver counseling interventions that are appropriate for Haitian students, are in a better position to promote Haitian student achievement.

Limitations

Below are some possible limitations that may impact the findings:

- The sample only includes Haitian students from one district in southeast Florida; therefore results may not generalize to other Haitians in other areas.
- Additional research may be needed to see if HHSSS classroom guidance and a HHSSS group combined are more effective than a SSS English and HHSSS group.

- Pairing the small group program with a parent involvement component may need to be investigated.

Operational Terms

Annual Measurable Achievement Objectives (AMAO)

Measure progress on English language acquisition.

AMAO1

The progress in the percentage of students who have become proficient in English language acquisition.

AMAO2

The attainment of academic standards based on the Florida Comprehensive Assessment Test.

Annual Yearly Progress (AYP)

Measurements that target the performance and participation rates of different subgroups based on race or ethnicity, socio-economic status, disability, and English language proficiency.

Blacks

All Islanders, West Indians, Caribbean, or Africans people.

Cultural Translation

Karamanian (2002) defined cultural translation as a process of cultural de-coding, re-coding, and encoding. According to Even-Zohar (1990), translation is no longer a phenomenon whose nature and borders are given once and for all, but is activity dependent on the relations within a certain cultural system.

Delphi Study

The Delphi method is an exercise in group communication among a panel of geographically dispersed experts (Adler and Ziglio, 1996). The Delphi Study process essentially provides an interactive communication structure between the researcher(s) and ‘experts’ in a field in order to develop themes, needs, directions, or predictions about a topic.

English Language Learners (ELL)

A term used to describe students who are in the process of acquiring English language skills and knowledge. Some schools refer to these students using the terms Limited-English-Proficient (LEP) or Language Minority Students (LMS).

English as a Second Language (ESL)

This term is used to describe the background of students whose language is not English.

English for Speakers of Other Language (ESOL)

This term is used for the special programs designed for students whose native language is not English.

Florida Comprehensive Assessment Test (FCAT)

A standardized test administered annually, in late February and early to mid-March, to all public school students in Grades 3 through 11. Students in Grades 3 through 10 are required to take the reading and math portion every year. Private and parochial school students are not required to take the FCAT; most of these schools administer another standardized test instead, such as the Stanford Achievement Test, which is exactly the same as the FCAT Norm Reference Test (FCAT NRT), formerly taken by

public school students. FCAT Science is administered annually to public school students in Grades 5, 8, and 11. In Grades 4, 8, and 10, public school students take the FCAT Writes exam (formerly called “Florida Writes!” and “FCAT Writing+”); unlike the other tests, the FCAT Writes exam is administered in early February to allow adequate time for scoring before the end of the school year.

Haitian

A term that describes a native or inhabitant of Haiti, an island that occupies one-third of the Caribbean island of Hispaniola, sharing it with the Dominican Republic.

Haitian-Creole (HC)

A language that is a member of the group of French-based Creoles that derives an important part of its lexicon directly from French. However, the language’s syntax, semantic system, and morphology differ considerably from French. HC is the Creole language spoken by the majority of Creole speakers in the world.

HHSSS

This term refers to the Haitian cultural translation of the SSS group program in combination with the SSS classroom program.

Language Minority Students (LMS)

This term refers to students characterized by participation primarily in a non-English speaking environment, who are exposed to an English-speaking environment at school.

Limited English Proficient (LEP)

This term is used to describe students who have sufficient difficulty speaking, reading, writing, or listening to the English language that they are impeded from learning successfully in a classroom in which the language of instruction is English.

Student Success Skills (SSS)

A research based program designed to help students develop the academic, social, and self-management skills needed for academic success.

TESOL

This acronym is an abbreviation for Teaching English to Speakers of Other Languages.

TITLE I Schools

Under NCLB, Title I has been the main source of federal funding to support ELLs in attaining high levels of achievement in core academic contents.

Summary

The remainder of the study is presented in four chapters. Chapter 2 presents the literature related to the problem and interventions. Chapter 3 describes the research design, the sample descriptions, and the specific methodology of the study. Results are presented in Chapter 4, followed in Chapter 5 by a discussion of the findings with implications related to the effects of the school counselor-led intervention on Haitian students' academic achievement. Chapter 5 also discusses the implications of the results and recommendations for further research.

II. LITERATURE REVIEW

The literature review of this chapter came from computerized and manual searches of several sources covering the last 12 years of published research in educational and counseling journals. Four electronic databases were used: PsychINFO, PsychARTICLES, Dissertation Abstracts, and the American School Counselor Association's (ASCA) electronic research section of their website. References found in articles identified from these sources, as well as personal communication with Haitian experts in the field, also were utilized. In addition, related national and federal organization websites were reviewed. This chapter will address five major themes:

- The achievement gap of Haitian students;
- The need for counselor interventions tied to student academic achievement;
- What works in closing the achievement gap;
- Student Success Skills and academic achievement; and
- The advantages of small group instruction.

Academic Achievement of Haitian Students

Haitians have remained a visible segment of contemporary American society since they started migrating to the United States in the early 1960s as a result of political oppression and economic hardship. This migration continued throughout the 1970s, 1980s, and 1990s (Catanese, 1999; Zéphir, 1996, 2001). There is no exact count of

Haitian immigrants living in Florida as a result of the Boat People phenomenon (i.e., Haitians arrived clandestinely to U.S. shores and as a result, the U.S. authorities

had no official records of their arrival) (Levitte & Waters, 2002; Marcelin & Marcelin, 2001; Stepick, Stepick, Eugene, Teed, & Labissiere, 2001.) By 1977, Haitians began to arrive regularly on the shores of Florida, sometimes in vessels that were barely seaworthy. It is estimated that 70,000 Haitian refugees arrived by boat from 1977-1981, with an additional 5,000-10,000 entering south Florida by plane (Stepick, 1992). Official census reports do not include large segments of the Haitian community because many are not documented (Laguerre, 1998). Additionally, historical stigmatization of Haitians in the United States has limited the likelihood that many Haitian immigrants participated in the censuses, which, in turn, have resulted in massive undercounts (Levitt & Waters, 2002; Marcelin & Marcelin, 2001; Stepick, 1998). According to the 2000 U.S. census, approximately 750,000 Haitians reside in the United States. This figure, however, reflects an underestimation of at least 50% in some neighborhoods. More than one-third of the nation's total, or 268,000 Haitians, live in Florida. Of the 268,000 living in Florida, 182,224 are foreign born and 85,776 are U.S. born. The severe socio-political climate, economic crisis, and accelerated environmental degradation that have been destabilizing urban and rural Haiti continuously since the mid-1970s have been the driving forces behind the Haitian migration to South Florida.

Despite the will to succeed and the desire for academic success shared by Haitian parents for both their foreign-born and native-born American children, second generation Haitian students have performed poorly in school as compared to other ethnic groups (Portes & Rumbauld, 2001). Specific data on academic achievement of Haitian students across the nation are scarce and almost nonexistent. Cisneros and Leone (1995) argued that one of the biggest problems regarding the collection of data on numbers of

linguistically and culturally diverse students is the classification process. This situation causes teachers in U.S. schools to fail to recognize the language minority backgrounds of many students who come from homes in which languages other than English are spoken. Furthermore, Cisneros and Leone stated that, “The U.S. racial classification used in the public schools does a disservice to the non-English speaking Black immigrant population as they are classified under African American or simply Black” (p. 363). As a result of this classification issue, Haitian students’ academic progress cannot be tracked independently from other Black minority students.

This difficulty in tracking the academic progress of Afro-Caribbean immigrants, which includes Haitian students, has created a gap in research. This gap is particularly dramatic since increasing numbers of individuals are coming to the United States from that region. In particular, Haitians are one of the most significant and growing groups of Afro-Caribbean immigrant students in Florida, New York, and Massachusetts, but little research has been conducted on Haitian immigrant children (Désir, 2007).

Although research in the education literature on Black adolescents is replete with reports and research findings emphasizing the failure of Black students in U.S. schools, there is little data available specifically on Haitian student performance. Doucet (personal communication, June 27, 2009) stated that, “Data on Haitian students’ achievement rarely is broken down by ethnicity or national origin. Wilkinson (personal communication, May 20, 2009) also confirmed that no specific data is available on Haitian students since they are classified under Blacks in SDPBC.

According to the NCES (2007), African-American students made up 16% of the public school population compared with 15% in 1972. These students are

disproportionately concentrated in high-poverty, low-performing schools, and are vulnerable to poor educational outcomes that undermine their chances for success in life. African-American high school students are notably falling behind their White counterparts in graduation, dropout, literacy, and college preparedness rates. In 2005, only 55% of all Black students graduated from high school on time with a regular diploma, compared to 78% of Caucasians. During that same year, the on-time graduation rate for Black males was 48% nationally, while 74% of Caucasian males graduated on time (U.S. Department of Education, 2006).

Black underachievement often is attributed to lower teacher expectations (Ferguson, 2003) and exposure to contextual risks, including poverty (Leventhal & Brooks-Gunn, 2004), as well as neighborhood violence and crime (Thompson & Massat, 2005). Others ascribe Black underachievement to a lack of parental involvement (Hill et al., 2004), culturally inappropriate curricula, and learning styles (Baker, 2005). The intervention in this study targets some of these issues, specifically teachers' expectations, culturally appropriate curricula, and learning styles.

Academic achievement is extremely important given the correlation between school achievement and positive outcomes over the life span (Marsh, 1990; Santrock, 2002). Two of the main issues Haitian ELL students struggle with is their language acquisition and adjusting to the new culture. Miller and Endo (2004) call the first struggle "language shock – the continual frustration of not understanding what is said to you" (p. 2). They referred to this phenomenon as the anxiety a student experiences when coming to a community or school for the first time and not having the ability to communicate in the new language. This is the most common experience faced by

newcomers to the country. Igoa (1995) calls the second struggle “cultural shock – an inner turmoil immigrant children undergo in their new American classroom; regardless of their previous cultural histories, immigrant children do suffer cultural shock” (p. 94). Igoa argues that the culture shock students experience in schools is sometimes greater than what their parents experience at work because they share fewer mechanisms to shield themselves from the frustrations resulting from learning different social cues.

Failing to address the needs of these immigrant children can have a devastating impact on measures of school effectiveness. Data from state and local educational agencies show repeatedly that economically disadvantaged students and students of color systematically are denied the kind of education that leads to success in the marketplace (The Education Trust, 1999). Many of these students drop out of high school, and even if they do graduate, they often do so without the skills and knowledge necessary to enter, or be successful, in college or the workplace (Darling-Hammond, 1998; Moses, 2001; Shujaa, 1994). Opportunities for fulfilling these aspirations, especially for these students, almost always are linked inextricably to the course of study they follow in school. The lack of proactive efforts to get students into a rigorous curriculum and to support them once there begin taking more challenging course work is considered a huge barrier to being successful in an increasingly demanding workplace (Schneider & Stevenson, 1999).

Today, the NCLB Act of 2001 requires that all public K-12 schools show increased student achievement for all students. ELL students are a growing population in many counties. One response to the need to show academic progress for ELL students has been the creation of services that serve the unique needs of these students. For

example, the Department of Multicultural Education in SDPBC is charged with the responsibility of ensuring that all ELL students have equal access to the full variety of opportunities and services available in school. Similarly, other school districts in the area offer services to their multicultural students through established district departments (i.e., the Multicultural and ESOL Program Services in Broward county and the Bilingual Education and World Languages Department in Dade county).

The quantity and range of multicultural educational materials has grown exponentially during the last three decades. Ramsey, Williams, and Vold (2002) suggest that to teach from a multicultural perspective, teachers must see children within their context; that is, the collective experience that children bring with them to school and subsequently use to interpret what they are taught. Furthermore, where children have been raised; the objects, events, and people that have shaped their lives; and the values and beliefs that they have absorbed constitute powerful frames of reference.

Consequently, Haitian students need more exposure to multicultural curriculum in the schools. Portes and Rumbaut (2001) argued that Haitian children reveal some of the greatest levels of ethnic disadvantage in educational outcomes. Their grade point average (GPA) is among the lowest, and they score substantially lower on standardized math and reading tests than all other groups except Mexican and Laotian Cambodians.

School officials, administrators, teachers, and counselors need to address multicultural issues to improve the academic achievement of ELL students and decrease the dropout rate of minority students. Several authors have attributed the high dropout rate among Caribbean immigrant students to the negative experiences students encounter within U.S. schools (Elliston, 1985; Gopaul-McNicol, 1993; Irish & Clay, 1995; Nieto,

2000). Many Caribbean immigrant students attend segregated, urban schools with limited resources, which have problems associated with violence, along with teacher and school counselor apathy (Brown, 1995; Elliston 1985; Kozol, 1991; Waters, 1999). These factors contribute to reducing students' academic performance and persistence, which are of vital concern given the importance of educational achievement in promoting economic and social well-being over the life span.

Haitian students fall among the six million secondary students who comprise the lowest 25% of achievement and are twenty times more likely to drop out of high school than students in the top-performing quartile. Dropout factories, a term used to describe high-poverty schools, produce 69% of all African-American dropouts and 63% of all Hispanic dropouts, compared to 30% of all White dropouts (Balfanz & Legters, 2006). The highest concentration of dropout factories is in large cities or high-poverty rural areas. Most have high proportions of minority students. While there is no single reason that students drop out, research indicates that difficult transitions and deficient basic skills serve as prominent barriers to academic achievement (Balfanz & Legters, 2004). Haitian students come from diverse cultural, socio-economic, and language backgrounds; they often arrive with limited schooling or low English proficiency and too often are unable to cope with school challenges. They are enrolled in school districts that are not equipped to accommodate their diversities and, for the most part, are exposed to traditional U.S. educational practices that do not address their needs (Ruiz-de-Velasco & Fix, 2000; Suarez-Orosco & Suarez-Orosco, 2001; Walqui, 2000; Waters, 1999). Therefore, unless their needs are addressed in their daily school life, their performance

may remain low and their dropout rate may continue to increase instead of decrease as is expected by the NCLB of 2001.

Need for Counselor Interventions Tied to Student Academic Achievement

Poor academic performance and underachievement among ethnic minority youth, compared with Caucasian youth, is a well-documented and pervasive problem in our public schools (Taylor & Graham, 2007). The NCLB Act of 2001 (U.S. Department of Education, 2001) has forced school systems across the nation to focus on student outcomes and has put pressure on administrators, teachers, and school counselors to demonstrate accountability. The U.S. Department of Education has been calling for more interventions tied to student academic achievement: “states, districts and schools must ensure that all students, including the disadvantaged meet high academic standards” (2002). Similarly, ASCA addresses the cultural diversity of all students and thus encourages school counselors to take urgent action in ensuring accessibility of services and opportunities to all culturally diverse student populations (2005).

School counselors are equipped to help students achieve high standards in the academic, career, personal, and social aspects of their lives (House & Martin, 1998; Smith-Adcock, Daniels, Lee, Villalba, & Arce, 2006). As a result, they must be accountable by demonstrating yearly adequate progress in developing school counselor-led interventions for all students. Accountability refers to being responsible for one’s actions and contributions professionally. This increased focus on accountability also includes sanctions for schools unable to exhibit accountability in the essential areas (Myrick, 2003).

Whiston and Sexton (1998) provided evidence that students are more academically successful in schools as a result of school counselor action. Because school counselors have access to available quantitative and qualitative data from their school district and relevant community resources, they are in the best position to use this data as advocates for all students (Dimmitt, Carey, & Hatch, 2007; House & Martin, 1998). Radd (1998) argued that when school counselors aggressively perform actions that support entitlement to quality education for all students, they contribute to a school climate where access and support for rigorous preparation is expected. To support these actions, school counselors must document how these focused efforts helped improve student success by providing adequate data on academic achievement, a key factor in this study.

A recent Delphi study was conducted to identify important research questions regarding school counseling, and the highest rated research questions concerned school counseling interventions that have impacted student achievement (Dimmitt et al., 2005). With the increased demand for more outcome-based research and the added pressures of accountability (Brown & Trusty, 2005), developing a school counseling research agenda has new urgency. Public school professionals now are required to demonstrate that they are implementing evidence-based interventions, and counselor educators need to train school counselors in rigorous program evaluation, research, and data use skills (Carey, 2003).

School counselors nationwide are being called upon to provide support and empowerment for at-risk African-American youth (Muller, 2002; Nettles & Perna, 1997; Thompson & O'Quinn, 2001). The ASCA National Model (2002, 2005) is a

comprehensive national framework for school counselors that focuses on equitable access of direct services to all students. Many school counselors and counselors-in-training have undergone cultural sensitivity training in an effort to understand the specific issues faced by many Afro-American youths, and to develop multicultural competent counseling approaches (Sue, Arrendondo, & McDavis, 1992). However, multicultural counselor training programs face many challenges in actually enhancing multicultural competence. Although multicultural training has been associated with counselors' self-perceived multicultural counseling competence and case-conceptualization abilities, little data currently exist to indicate whether and how this training impacts the actual work between school counselors and diverse students (Constantine, 2001).

The ASCA National Model (2002, 2005) challenges school counselors and administrators to be accountable for their practice and to demonstrate the effectiveness of their work in "measurable terms" such as results reports, adherence to performance standards, and program audits. Therefore, counselor education efforts toward increased multicultural competence similarly require measurable accountability data to ensure the provision of high-quality counseling services that make students feel that their culture is honored and valued in and out of school.

What Works in Closing the Achievement Gap

Over the last 15 years, several large reviews of research have focused on school counseling interventions and how they impact students' academic, social/personal, and career development, and concur that there is a lack of empirical support for the link between school counseling interventions and academic achievement (Sink, Akos, Turnbull, & Mvududu, 2008; Whiston & Sexton, 1998). Academic achievement requires

well rounded comprehensive programs aimed at improving all students' standardized tests scores regardless of ethnicity, social, and cultural backgrounds; yet there has been little research on the effectiveness of comprehensive counseling programs (Perry 1993; Sexton, 1996).

Whiston (2002) reviewed outcome research related to schools' counseling activities and programs and maintained that there is not sufficient evidence or documentation of the positive effects of school counselors. In addition, she emphasized the pressing need for school counselors to measure the impact of their services by documenting positive services rendered on a daily basis by compiling enough data to show the results of those services and by increasing a demand for such needed services to eventually increase student performance. She called for increased accountability research and increased support for school counselors to conduct structured groups to help students develop academic and social competence.

Similarly, Zins, Weissberg, Wang, and Walberg (2004) reviewed hundreds of studies and concluded that academic achievement is interconnected with social and emotional dimensions and, therefore, should be addressed if students are to be more successful academically. Several reviews of research have found that the most powerful predictors of long-term school success, and the ones that seemed to separate the high achievers from the low achievers, are cognitive and meta-cognitive skills such as goal setting, progress monitoring, and memory skills. They include social skills, such as interpersonal skills; social problem solving; listening; and self-management skills, such as managing attention, motivation, and anger (Marzano, Pickering, & Pollock, 2001; Masten & Coatsworth, 1998; Wang, Haertel, & Walberg, 1994).

Student Success Skills and Academic Achievement

The SSS is an evidence-based K-12 program designed to help students develop the academic, social, and self-management skills needed for academic success. Previous studies conducted on the SSS program found that it can significantly impact student achievement on standardized tests scores (Brigman & Campbell, 2003; Brigman, Webb, & Campbell, 2007; Campbell & Brigman, 2005; Leon, 2009; Webb et al., 2005). The SSS program is based on several reviews of research that found that students who were exposed to certain key skills and strategies were more successful academically (Eisenberg et al., 1997; Hattie, Biggs, & Purdie, 1996; Marzano et al., 2001; Masten & Coatsworth, 1998; Wang et al., 1994).

The first four SSS outcome research studies (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Leon, 2009; Webb et al., 2005) used a counselor-led combination of classroom and small group interventions based on cognitive and meta-cognitive, social, and self-management skills. These four SSS studies consisted of approximately 1100 students from 36 different schools. Students were selected randomly from students scoring between the 25th and 50th percentile on the FCAT NRT. The results of these four studies indicated student improvement at the elementary, middle, and high school levels in both reading and mathematics scores as measured by FCAT.

Webb, Brigman, and Campbell (2005) suggested that extending the research to include a demographically varied population across grade levels was needed. Finally, Miranda, Webb, Brigman, and Peluso (2007) conducted another study using the four previous SSS studies to find out whether there were differential outcomes among White,

Latino, and African American students. The results found no main effects for ethnicity. All ethnic groups showed similar academic achievement gains in math and reading after participating in the SSS classroom and small group programs. Effects of the SSS intervention on ELL students were not reported. Most recently, Leon (2009) found that a Spanish cultural translation of the SSS classroom program improved reading scores of 4th and 5th graders on a state mandated standardized test.

Advantages of Small Group Instruction

Small group counseling is an integral component of a comprehensive school counseling program (Lapan, Gysbers, & Petroski, 2001; Thompson, 2002). According to the ASCA position statement (1999), group counseling is an efficient and effective way of dealing with students' developmental problems and situational concerns. The ASCA National Model (2005) provides the foundation and framework for responsive services, including small group counseling.

Small group counseling has a variety of applications in the school, including prevention groups (e.g., dealing with peer pressure), problem-focused support groups (e.g., dealing with parental divorce), and information-focused psycho educational groups such as study skills groups (Cobia & Henderson, 2003). Group counseling can be helpful to students who are experiencing challenging life situations or failing grades (Gladding, 2003). Working with students in the small group modality is a viable way to assist students who are not achieving to their potential and who may be experiencing emotional or behavioral problems (Shechtman, Gilat, Fos, & Flasher, 1996).

The purpose of small group counseling is to address the students' personal/social needs and to help them improve behaviors that have been identified as contributing to

being successful in the classroom, such as attending to classroom tasks, completing assignments, and raising a hand to ask questions (Myrick, 2003). In their review of school counselor outcome research, Whiston and Sexton (1998) urged more research to support the impact of school counselors on student achievement and behavior even though they found tentative support for group counseling. Later, Whiston (2002) again found insufficient documentation supporting the impact of school counselors on student performance and called for increased accountability research. Her intent was to provide more accountability data and thus increase support for school counselors to conduct structured groups to help students develop academic and social competence.

Brigman & Goodman (2001) cite three major advantages/reasons for school counselors providing group counseling. First, group counseling provides a strong research base that supports group counseling effectiveness (Borders & Drury, 1992; Prout & Prout, 1998; Shechtman, 2002). Second, group counseling provides a natural medium for learning and support because of the urgent and pressing need of humans, who are social beings, to live and work in groups. Third, group counseling provides role models for positive behaviors because modeling is one of the most effective learning tools.

Small group counseling is part of the delivery system of the ASCA National Model and is an effective responsive service offered by school counselors to meet the personal/social and academic needs of all students (Cook & Kaffenberger, 2003). Small group counseling also provides an opportunity for students to develop insights about themselves and others, and it offers a safe setting in which to address developmental, situational, and academic issues (Newsome & Gladding, 2003). Thompson (2002) observed that small group counseling has been found to be efficacious for changing

“attitudes, perspectives, values, and behaviors” (p. 223) while Davis (2006) noted that group counseling is an effective means to provide services to elementary, middle school, and high school students on a wide range of topics.

Language barriers pose a major challenge for most Haitian students (Ruiz-de-Velasso & Fix 2000). As a result, the HHSSS intervention that includes both the SSS classroom program in English followed by the Haitian SSS small group translation may give Haitian ELL students more time for participation and thereby provide a more equitable and richer learning environment. The culturally translated SSS small group program may increase Haitian ELL participation using their native language and may reduce reluctance to participate due to a fear of making errors when mispronouncing certain English words. The culturally translated SSS small group program also may encourage diversity with respect and caring, and purposely manage conversations to include all voices using Haitian cultural expressions to render SSS concepts more understandable. The learning, social, and self-management strategies embedded in the SSS program, when translated into their native language, may provide needed support to students who often do not understand, and by so doing, potentially may improve learning outcomes.

Summary

Based on the fact that Haitian students, and especially Haitian ELL students, are at a high risk of academic failure, the need to improve their academic performance is of the utmost importance. As Campbell and Dahir (1997) noted, “The school counselor is not the counseling program. The school counselor and the school counseling program use a collaborative model as their foundation” (p. 9). In so doing, the counselor works

with, rather than for, other professionals in the school to develop and implement responsive educational programs that support the achievement of identified goals for all students. The NCLB Act of 2001 and ASCA (2005) both mandate that all school counselors ensure that all students have equal access to educational opportunities. The next chapter will describe the methodology and an analysis of the data used in the study to evaluate the impact of the HHSSS program on the academic achievement of 4th and 5th grade Haitian students.

III. METHODOLOGY

The purpose of this study was to evaluate the impact of the HHSSS on the student academic achievement of 4th and 5th grade Haitian students. The current study combined an English version of the SSS classroom with a Haitian-Creole version of the SSS group program to increase the academic achievement of Haitian students. A related goal of the study was to help provide a link between school counselor-led interventions and improved outcomes for Haitian students. This chapter addresses the research design, participants, intervention, instrumentation, and data analysis of the present study.

Research Design

A quasi-experimental research design (Goodwin, 2002) was used in this study. There were three levels to the independent variable: a treatment group and two comparison groups. The intervention used in the treatment group was a Haitian hybrid SSS program in 4th and 5th grade, led by Haitian-Creole speaking school counselors. Training in the HHSSS intervention was provided along with the detailed manual. The intervention used in comparison group 1 was the SSS classroom program. No intervention was used in comparison group 2, which received either the HHSSS or the SSS classroom program. There were two dependent variables in this study: reading and math achievement scores. The dependent variables were measured by using a standardized statewide assessment instrument, the FCAT for math and reading.

The FCAT is the state mandated standardized measure for academic achievement given each spring in the state of Florida. In order to control for individual differences in

achievement, the participants' FCAT scores from the previous year were used as the covariate.

Participants

This study involved 388 Haitian 4th and 5th grade students in south Florida. The decision for choosing 4th and 5th graders was based on the fact that these students already have taken the FCAT and their test scores could be used as a pretest. One hundred and twenty-eight students received the HHSSS program, 132 students received the English version of the SSS classroom program, and 128 students received neither the English version of the SSS classroom program nor the culturally translated Haitian small group program. The student ages ranged from 9 to 12 years old.

All students were chosen from Title I schools (i.e., schools with more than 85% of participating students eligible for free and reduced lunch). The students came almost exclusively from low income families with similar geographic proximity, race, and socioeconomic data. Students were selected based on the results of the school screening process, which is based on their language spoken at home. Specifically, parents were asked "What language does your child most frequently speak at home?" If the parent answered that "Haitian-Creole" is spoken most of the time at home, the student was considered for the study (SDPBC, 2010).

Overview of Student Success Skills Program Intervention

The SSS program focused on helping students develop competence in the three skills areas considered crucial for school success. The three main objectives of the SSS classroom program is to (a) develop meta-cognitive skills such as goal planning/setting, progress monitoring, story structure, mental practice, and memory skills; (b) develop

social skills such as social problem solving, listening/attending, encouragement, peer coaching, and empathy; and (c) increase self-management skills such as using feedback, positive self-talk, performance/test anxiety coping skills, attention/motivation focusing, anger management, and life skills. The SSS classroom program is a counselor-led program that focuses on improving student achievement and student success skills, which include academic, social, and self-management skills. Its goal is to provide students with the tools necessary to increase their student achievement and pro-social behaviors.

The delivery of classroom guidance was modified from 45 minutes to 30 minutes during the 2009-2010 academic year as per the new scheduling of the SDPBC, which hindered the implementation of the SSS program as originally designed. Normally, classroom guidance and small group guidance are presented during 45 minute sessions, spaced one week apart, and followed by monthly booster sessions.

The SSS classroom program involves five classroom guidance lessons and three booster lessons. Classroom lessons followed a beginning, middle, and end format. The beginning and end are used for goal setting and progress monitoring. The middle of each classroom lesson focused on the development of encouraging relationships, using memory skills, managing stress and test anxiety, and building health optimism.

The HHSSS program involved eight sessions followed by four booster sessions. This structured group counseling program focused on helping students develop competence in three skill areas considered crucial for school success: academic, social, and self-management skills. The HHSSS group program reinforced the SSS classroom program by continuing the goal setting process at the beginning and end of each group session. In the middle of each session, a structured social problem solving model was

practiced. All the group sessions began during the Fall. The booster sessions took place during Spring to reinforce the skills acquired and the motivation achieved in the Fall.

Description of the Cultural Translation SSS Group Program

Cultural translation is a process of cultural de-coding, re-coding, and encoding as defined by Karamanian (2002). The HHSSS group counseling program consisted of a manual developed originally in English (Brigman et al., 2004). Certain concepts and some translation of words were adapted and/or rendered by a set of cultural Haitian-Creole words. According to communicative translation theory, translation is a process of communication, which requires the translator to do his/her best to transfer the source language culture into target language culture. When transplanting a passage onto another cultural background, great effort should be made to help the target reader understand and share the same thinking world of the original author. Generally, a communicative translation is likely to be smoother, simpler, clearer, more direct, more conventional, and more conforming to a particular register of language; it also tends to under translate, i.e. to use more generic, hold-all terms in difficult passages (Venuti, 2000). Table 1 provides examples of the cultural translation.

Each group session included goal-setting, goal reporting, and progress-monitoring related to the three skill areas. During the beginning phase, three critical tasks were covered: (a) a brief, two-to-four-minute *temperature check* to assess energy and mood; (b) progress monitoring and goal reporting from the previous session; and (c) a preview of the main focus of the current session, which included giving a rationale for the session framed to appeal to the students' interest and goals. The middle of each session focused on student-identified social or academic issues, which provided practice opportunities

Table 1

Examples of Cultural Translation

Concepts :	Translation :
Student Success Skills (3 words)	Teknik pou Ede Elèv Reyisi (5 words)
Community of Caring, Support and Encouragement (6 words)	Yon kominote kote moun gen lanmou youn pou lòt, yo sipòte youn lòt, yo ankouraje youn lòt (17 words)
Cultural Translation of Words :	
Blueberry (no such fruit in Haiti)	Kenèp, a well known Haitian fruit, was used instead
Cultural Adaptations :	
Brain Gym (music used to stimulate learning)	Ti Zwazo kote ou prale (very popular folklore in Haiti and known by most Haitian kids) was used instead.
Kaizen/A Japanese proverb meaning: “Little by little, bit by bit, I am improving every day.”	Menn jan ak yon ti pye bwa ki grandi chak jou paske yo wouze li, se konsa tou ou va aprann chak jou pi plis, si ou fè efò nan lekòl.

opportunities for students. The end of each session reviewed the session and provided time for student goal-setting and goal-sharing related to academic, social, or self-management skills. An overview of the eight HHSSS lessons is presented in Appendix A.

Treatment Fidelity

All counselors had previous training delivering the SSS classroom intervention. In this study fidelity of treatment was attended to in the following four ways. First, school counselors received the HHSSS training before receiving the culturally translated

SSS group manual. Second, a number of meetings were conducted to clarify the format and schedule of the program delivery. Third, counselors took attendance in all five SSS classroom lessons and all eight HHSSS lessons as well as all booster sessions. Fourth, counselors started implementation during the same week and dates for each subsequent lesson were recorded.

Description of Instrumentation

The dependent variables were students' reading and mathematics scores, as measured by the FCAT, a statewide assessment instrument. The FCAT (1997) is an objective, paper-and-pencil assessment instrument used to assess academic achievement in the State of Florida. It measures academic achievement in reading and math for all Florida students in Grades 3 to 10 and is administered annually during the Spring.

The FCAT has been normed on the scores obtained from 5,171 students who represent Florida's ethnic groups by including 60.8% White, 20% African American, 15.1% Latino, and 1.8% Asian American (FLDOE, 1997). The FCAT NRT scale scores from reading and math tests administered in March of 2009 and 2010 were used. Reliability for the FCAT-SSS has been shown to be high at 0.90. The validity of the FCAT has been established through a series of expert panel reviews and data analysis (FDOE, 2001). The construct validity of the FCAT and the SSS as a comprehensive assessment of reading outcomes received support in an empirical analysis of its relationships with other reading comprehension, language, and basic reading measures (Schatschneider et al., 2004).

Data Analysis

The study evaluated the impact of a school counselor-led intervention, the culturally translated SSS program, on Haitian students in 4th and 5th grade. The dependent variable for this study was academic achievement as measured by FCAT math and reading test scores. In order to determine differences between the treatment group (HHSSS and SSS), comparison group 1 (SSS only), and comparison group 2 (either HHSSS or SSS), a univariate analysis (ANOVA) was conducted on all pretest measures by gender, grade, treatment condition, and school. When significance was detected, a univariate analysis of covariance (ANCOVA) was used to control for differences at pretest on all posttest analyses. Therefore, a series of ANOVAs and ANCOVAs were used to test all hypotheses. A .05 level of significance was chosen.

Summary

This chapter described the research design employed in the study, the criteria used for selecting the samples and the population demographics from which the samples were derived. The chapter also provided details related to the independent and dependent variables and the analysis to be used. The next chapter presents the research findings from data collected from different schools in South Florida.

IV. RESULTS

The objective of this study was to determine the effectiveness of the HHSSS program on the academic achievement of 4th and 5th grade Haitian students. The HHSSS intervention used in this study included a combination of the SSS classroom program in English (Brigman et al., 2004), followed by the Haitian SSS small group translation, *Teknik Pou Ede Elèv Reyisi* (Brigman et al., 2004, 2009).

Research findings are presented in this chapter. Data was collected from 388 4th and 5th grade Haitian students from six elementary schools. Results of an ANOVA on reading and math scores and an ANCOVA on reading scores are reported. Differences between the treatment and comparison groups and schools are examined. Finally, effect sizes and outcome testing of the study's research hypotheses are presented. All hypotheses were tested at the .05 level of significance.

Research Design

A quasi-experimental, untreated control group research design with pretest and posttest was used in this study (Goodwin, 2010). Quasi-experimental designs often are used in schools where researchers are required to test existing groups of students. When this occurs, quasi-experimental designs provide adequate control of sources of invalidity (Gay & Airasian, 2000). Six certified school counselors participated in the current study.

Four school counselors were involved in delivering either the HHSSS or the SSS intervention and two school counselors assisted in preparing the student data at the comparison schools. The independent variable had three levels, a treatment group and

two comparison groups. The treatment group received the HHSSS and the SSS classroom guidance program (Brigman & Webb, 2004). Participants in the first comparison group received the SSS classroom guidance program, while participants in the second comparison group did not receive either the HHSSS or the SSS classroom program. The two dependent variables were reading and math achievement test scores, as reported by the FCAT, which measures how well students are meeting the reading and math benchmarks of the state curriculum, the *Sunshine State Standards*, for students in Grades 3 to 10 (FLDOE, 2007).

Description of Sample

The sample for this study included 388 participants. There were 206 females and 182 males. All students were of Haitian background who spoke mainly Haitian Creole at home. The sample included 195, 4th grade Haitian students and 193, 5th grade Haitian students. The participating students came from six Title 1 elementary schools in South Florida.

Schools A and B served as treatment groups and students received the SSS classroom guidance program and the HHSSS small group intervention. School A has a total student population of 834 students; 5% of the students are classified as White, 39% Hispanic, 51% Black, and 5% are classified as other. School B has a total student population of 765 students; 5% of the students are classified as White, 36% Hispanic, 55% Black, and 5% are classified as other. School C and D served as comparison group 1 and students received the SSS classroom guidance program only. School C has a total student population of 760 students; 4% of the students are classified as White, 33% Hispanic, 56% Black, and 7% are classified as other. School D has a total student

population of 701 students; 6% of the students are classified as White, 38% Hispanic, 52% Black, and 4% are classified as other. School E and F served as the comparison 2 group and students at these schools were not eligible to receive either the SSS classroom guidance program or the HHSSS small group program until the study was completed. School E has a total student population of 680 students; 4% of the students are classified as White, 30% Hispanic, 61% Black, and 5% are classified as other. School F has a total student population of 733 students; 10% of the students are classified as White, 14% Hispanic, 71% Black, and 5% are classified as other. The six schools were selected for participation in this study because of their similarities in size, ethnicity, and socioeconomic status.

All students were chosen from Title I schools; i.e., schools with more than 85% of participating students eligible for free and reduced lunch. The students came almost exclusively from low income families with similar geographic proximity, race, and socioeconomic data. Students were selected based on the result of the school screening process, which was based on their language spoken at home. Specifically, parents were asked “What language does your child most frequently speak at home?” If the parent answered “Haitian-Creole” is spoken most of the time at home, the student was considered for the study (SDPBC, 2010).

Table 2 displays the treatment and comparison group means, standard deviations, and mean change scores for FCAT Developmental Scale Scores on reading by school and gender. Table 3 displays the treatment and comparison group means, standard deviations, and mean change scores for FCAT Developmental Scale Scores on math by school and gender.

Table 2

Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Reading by Schools and Gender

School	Condition	Gender	<i>n</i>	Pre-test Mean Score (<i>SD</i>)	Post-test Mean Score (<i>SD</i>)	Mean Change Scores
A	Treatment	Female	42	1298.48 (391.381)	1532.10 (294.114)	+233.62
		Male	23	1133.96 (417.371)	1332.74 (372.800)	+198.78
		Total	65	1240.26 (405.335)	1461.55 (335.290)	+221.29
B	Treatment	Female	34	1165.24 (307.681)	1556.09 (293.121)	+390.85
		Male	29	1143.48 (349.037)	1494.34 (278.899)	+350.86
		Total	63	1155.22 (324.847)	1527.67 (286.046)	+372.44
C	Comparison1	Female	39	1480.49 (267.706)	1631.82 (230.429)	+151.33
		Male	27	1179.59 (383.103)	1474.78 (298.984)	+295.19
		Total	66	1357.39 (350.467)	1567.58 (269.911)	+210.18
D	Comparison1	Female	34	1265.74 (309.551)	1417.85(345.545)	+152.12
		Male	32	1256.44 (345.212)	1413.97 (366.614)	+157.53
		Total	66	1261.23 (324.816)	1415.97 (353.163)	+154.74
E	Comparison2	Female	24	1339.00 (251.427)	1458.75 (265.805)	+119.75
		Male	41	1243.83 (272.948)	1376.34 (268.417)	+132.51
		Total	65	1278.98 (267.251)	1406.77 (268.378)	+127.80
F	Comparison2	Female	33	1278.18 (271.240)	1437.97 (257.520)	+159.79
		Male	30	1198.40 (241.625)	1355.80 (318.469)	+157.40
		Total	63	1240.19 (258.638)	1398.84 (288.754)	+158.65

Note. FCAT = Florida Comprehensive Assessment Test. *n* = number. *SD* = standard deviation.

Table 3

Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Math by Schools and Gender

School	Condition	Gender	<i>n</i>	Pre-test Mean Score (<i>SD</i>)	Post-test Mean Score (<i>SD</i>)	Mean Change Scores	
43	A	Treatment	Female	42	1340.83 (336.319)	1487.98 (244.249)	+147.14
			Male	23	1224.96 (375.633)	1373.78 (336.363)	+148.83
			Total	65	1299.83 (352.254)	1447.57 (283.087)	+147.74
	B	Treatment	Female	18	1297.44 (326.720)	1481.79 (232.913)	+184.35
			Male	23	1353.79 (274.095)	1513.45 (286.602)	+159.66
			Total	63	1323.38 (302.567)	1496.37 (257.338)	+172.98
	C	Comparison1	Female	24	1463.82 (208.089)	1574.95 (174.118)	+111.13
			Male	22	1366.78 (294.530)	1470.15 (276.922)	+103.37
			Total	66	1424.12 (249.650)	1532.08 (226.040)	+107.95
	D	Comparison1	Female	24	1275.03 (285.417)	1407.09 (283.962)	+132.06
			Male	22	1329.19 (290.465)	1499.72 (262.701)	+170.53
			Total	65	1301.29 (286.949)	1452.00 (275.730)	+150.71
	E	Comparison2	Female	24	1347.63 (266.072)	1422.54 (256.924)	+74.92
			Male	22	1306.49 (236.436)	1408.02 (265.878)	+101.54
			Total	65	1321.68 (246.537)	1413.38 (260.680)	+91.71
	F	Comparison2	Female	24	1391.91 (283.927)	1458.42 (289.247)	+66.52
			Male	22	1385.90 (237.728)	1459.43 (251.793)	+73.53
			Total	63	1389.05 (260.866)	1458.90 (269.882)	+69.86

Note. FCAT = Florida Comprehensive Assessment Test. *n* = number. *SD* = standard deviation.

Treatment Group

A certified school counselor delivered the SSS classroom guidance program in all 4th and 5th grade classrooms in schools A and B. After the implementation of the five-classroom guidance lessons, the Haitian students who met study criteria in schools A and B participated in the HHSSS small group intervention. The treatment group ($n=128$) mean pretest FCAT reading scores and standard deviation was 1198.41 ($SD = 368.962$) and mean posttest FCAT reading scores and standard deviation was 1494.09 ($SD = 312.567$). The treatment group means change score on the FCAT reading achievement test was +295.68. The treatment group ($n=128$) mean pretest FCAT math scores and standard deviation was 1311.42 ($SD = 327.661$) and mean posttest FCAT math scores and standard deviation was 1471.59 ($SD = 270.765$). The treatment group mean change score on the FCAT math achievement test for the treatment group was +160.17.

Comparison Group 1

A certified school counselor delivered the SSS classroom guidance program in all 4th and 5th grade classrooms in schools C and D. Students in schools C and D were not eligible to receive the HHSSS intervention until the study was completed. The comparison group 1 ($n=132$) mean pretest FCAT reading scores and standard deviation was 1309.31 ($SD = 340.036$) and mean posttest FCAT reading scores and standard deviation was 1491.77 ($SD = 322.217$).

The comparison group 1 mean change score on the FCAT reading achievement test was +182.46. The comparison group 1 ($n= 132$) mean pretest FCAT math scores and standard deviation was 1362.70 ($SD = 274.920$) and mean posttest FCAT math scores and standard deviation was 1492.04 ($SD = 254.344$). The comparison group 1 mean

change score on the FCAT math achievement test for the comparison group 1 was +129.34.

Comparison Group 2

Students in schools E and F served as the comparison group 2 and were not eligible to receive the SSS classroom guidance program and/or the HHSSS small group intervention until after the study was completed. The certified school counselors at these schools conducted business as usual. The comparison group 2 ($n= 128$) mean pretest FCAT reading scores and standard deviation was 1259.88 ($SD = 262.733$) and mean posttest FCAT reading scores and standard deviation was 1402.87 ($SD = 277.520$). The comparison group 2 mean change score on the FCAT reading achievement test was + 142.99. The comparison group 2 ($n= 128$) mean pretest FCAT math scores and standard deviation was 1354.84 ($SD = 254.940$) and mean posttest FCAT math scores and standard deviation was 1435.79 ($SD = 265.188$). The comparison group 2 mean change score on the FCAT math achievement test for the comparison group 1 was + 80.95.

Table 4 displays the treatment and comparison group means, standard deviations, and mean change scores for FCAT Developmental Scale Scores on reading by school and grade. Table 5 displays the treatment and comparison group means, standard deviations, and mean change scores for FCAT Developmental Scale Scores on math by school and grade.

Table 4

Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Reading by Schools and Grade Level

School	Condition	Grade	<i>n</i>	Pre-test Mean Score (<i>SD</i>)	Post-test Mean Score (<i>SD</i>)	Mean Change Scores
A	Treatment	4	32	1176.00 (397.200)	1460.94 (267.936)	+284.94
		5	33	1302.58 (409.416)	1462.15(394.070)	+159.58
		Total	65	1240.26 (405.335)	1461.55 (335.290)	+221.29
B	Treatment	4	32	1114.75 (300.593)	1504.03 (264.801)	+389.28
		5	31	1197.00 (348.091)	1552.06(308.920)	+355.06
		Total	63	1155.22 (324.847)	1527.67 (286.046)	+372.44
C	Comparison 1	4	33	1306.09 (392.556)	1523.88 (290.072)	+217.79
		5	33	1408.70 (299.939)	1611.27 (244.745)	+202.58
		Total	66	1357.39 (350.467)	1567.58 (269.911)	+210.19
D	Comparison 1	4	33	1194.97 (312.638)	1347.12 (420.489)	+152.15
		5	33	1327.48 (327.889)	1484.82 (258.376)	+157.33
		Total	66	1261.23 (324.816)	1415.97 (353.163)	+154.74
E	Comparison 2	4	33	1350.57 (272.844)	1492.51 (265.050)	+141.93
		5	33	1205.12 (243.970)	1318.34 (245.528)	+113.22
		Total	66	1277.85 (267.251)	1405.43 (268.378)	+127.58
F	Comparison 2	4	32	1241.37 (250.953)	1424.72 (275.472)	+183.34
		5	31	1238.97 (270.494)	1372.13 (304.056)	+133.16
		Total	63	1240.19 (258.638)	1398.84 (288.754)	+158.65

Note. FCAT = Florida Comprehensive Assessment Test. *n* = number. *SD* = standard deviation.

Table 5

Treatment and Comparison Group Means and Standard Deviations for FCAT Developmental Scale Scores on Math by Schools and Grade Level

School	Condition	Grade	<i>n</i>	Pre-test Mean Score (<i>SD</i>)	Post-test Mean Score (<i>SD</i>)	Mean Change Scores
A	Treatment	4	32	1219.94 (310.075)	1400.59 (227.997)	+180.66
		5	33	1377.30 (377.427)	1493.12 (324.918)	+115.82
		Total	65	1299.83 (352.254)	1447.57 (283.087)	+147.74
B	Treatment	4	32	1299.81 (237.493)	1476.22 (185.473)	+176.41
		5	31	1347.71 (360.152)	1517.16 (316.913)	+169.45
		Total	63	1323.38 (302.567)	1496.37 (257.338)	+172.98
C	Comparison 1	4	33	1391.15 (266.146)	1474.58 (264.794)	+83.42
		5	33	1457.09 (231.349)	1589.58 (163.660)	+132.48
		Total	66	1424.12 (249.650)	1532.08 (226.040)	+107.95
D	Comparison 1	4	33	1249.06 (259.108)	1412.18 (273.623)	+163.12
		5	33	1353.52 (307.392)	1491.82 (276.207)	+138.30
		Total	66	1301.29 (286.949)	1452.00 (275.730)	+150.71
E	Comparison 2	4	33	1314.75 (305.201)	1468.48 (303.481)	+153.73
		5	33	1328.81 (170.956)	1356.56 (196.609)	+27.75
		Total	66	1321.78 (246.537)	1412.52 (260.680)	+90.74
F	Comparison 2	4	32	1399.50 (267.013)	1474.41 (295.782)	+74.91
		5	31	1378.26 (258.320)	1442.90 (244.140)	+64.65
		Total	63	1389.05 (260.866)	1458.90 (269.882)	+69.86

Note. FCAT = Florida Comprehensive Assessment Test. *n* = number. *SD* = standard deviation.

Descriptive Data

To determine whether the participant's gender, grade level, treatment condition, and school influenced the results, a series of ANOVAs were conducted on the FCAT Developmental Scale Scores (FCAT DSS) pretest reading and pretest math scores. The significance level was set at .05 for each preliminary ANOVA test. The FCAT DSS results are reported for reading and math scores and used to determine how much academic growth has occurred relative to the student's previous year's FCAT scores. The FCAT DSS are normed on the same scale each year and range from 0 – 3000 across Grades 4 through 10 (FLDOE, 2005). The Florida Department of Education (2005) also reports that (a) the FCAT follows all professional standards of psychometric quality traditionally associated with standardized achievement tests, (b) 5,171 students were involved in the norming process, and (c) the Cronbach's Alpha reliability estimates range between .85 to .89 for reading and .84 to .90 for math. The FCAT technical manual provides evidence of criterion-related and constructs validity through a series of expert panel reviews and independent data analysis. The FCAT technical manual provides evidence of criterion-related and constructs validity through a series of expert panel reviews and independent data analysis (FLDOE, 2005).

Treatment Group vs. Comparison Group 1 Pretest

The preliminary ANOVA revealed that among participants in the treatment group (schools A and B) and comparison group 1 (schools C and D) there was a statistically significant difference in the mean scores by gender ($F(1, 258) = 8.004, p = .005$), grade ($F(1, 258) = 6.477, p = .012$), treatment condition ($F(1, 258) = 6.358, p = .012$) and school ($F(3, 256) = 3.573, p = .015$) on their FCAT DSS pretest reading scores.

The preliminarily ANOVA findings suggest that among participants in the treatment group (schools A and B) and comparison group 1 (schools C and D) there was a statistically significant difference in the mean scores by grade ($F(1, 258) = 6.407, p = .012$), but there was no significant difference by gender ($F(1, 258) = .431, p = .512$), treatment condition ($F(1, 258) = 1.873, p = .172$), or school ($F(3, 256) = 2.545, p = .057$) on their FCAT DSS pretest math scores.

Treatment Group vs. Comparison Group 2 Pretest

The preliminary ANOVA revealed that among participants in the treatment group (schools A and B) and comparison group 1 (schools C and D) there was no statistically significant difference in the mean scores by gender ($F(1, 254) = 3.826, p = .052$), grade ($F(1, 254) = .140, p = .709$), treatment condition ($F(1, 254) = 2.358, p = .126$), and school ($F(3, 252) = 1.699, p = .168$) on their FCAT DSS pretest reading scores.

The preliminarily ANOVA findings suggest that among participants in the treatment group (schools A and B) and comparison group 1 (schools C and D) there was no statistically significant difference in the mean scores by gender ($F(1, 254) = .353, p = .553$), grade ($F(1, 254) = 1.826, p = .178$), treatment condition ($F(1, 254) = 1.400, p = .238$), or school ($F(3, 252) = 1.096, p = .351$) on their FCAT DSS pretest math scores.

Comparison 1 Group vs. Comparison Group 2 Pretest

The preliminary ANOVA revealed that among participants in the comparison group 1 (schools C and D) and comparison group 2 (schools E and F) there was a statistically significant difference in the mean scores by gender ($F(1, 258) = 11.127, p = .001$), but there was no significant difference by grade ($F(1, 258) = .374, p = .542$),

treatment condition ($F(1, 258) = 1.713, p = .192$), and school ($F(3, 256) = 1.855, p = .138$) on their FCAT DSS pretest reading scores.

The preliminary ANOVA findings suggest that among participants in the comparison group 1 (schools C and D) and comparison group 2 (schools E and F) there was no statistically significant difference in the mean scores by gender ($F(1, 258) = .938, p = .334$), grade ($F(1, 258) = 1.614, p = .205$), and treatment condition ($F(1, 258) = .057, p = .811$), but there was a significant difference for school ($F(3, 256) = 3.153, p = .025$) on their FCAT DSS pretest math scores.

Tests of Hypotheses

In order to test the hypotheses that students receiving the HHSSS intervention (treatment group) would perform better on the FCAT reading and math tests than students who received the SSS classroom program (comparison 1) and those who did not receive either the HHSSS or the SSS classroom program (comparison 2), a series of ANOVA and ANCOVA analyses were conducted. The Alpha level for each hypothesis test was set at .05.

Treatment Group vs. Comparison Group 1 Posttest

A one-way ANCOVA was conducted to determine whether there was a statistically significant difference in mean scores of FCAT DSS posttest reading scores between Haitian students receiving the HHSSS program (treatment group) and Haitian students who received the SSS classroom program in English (comparison group 1). The participants' FCAT DSS pretest reading scores were used as the covariate when testing for significance between participants by gender, grade, treatment condition, and school on FCAT DSS posttest reading scores. Results from the FCAT DSS reading posttest

scores one-way ANCOVAs are presented in Tables 6, 7, 8, and 9. The findings revealed that there was no statistically significant effect for gender ($F(1, 257) = .547, p = .460$) or grade ($F(1, 257) = .125, p = .724$). A statistically significant difference existed between students by treatment condition ($F(1, 257) = 10.879, p = .001$) and school ($F(3, 255) = 10.862, p = .000$) on FCAT reading posttest DSS.

Table 6

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by Gender

Source of Variance	df	SS	Mean Square	F
Between groups	1	21655.289	21655.289	.547
Within groups	257	10168119.244	39564.666	
Total	260	6.055E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Table 7

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by Grade-Level

Source of Variance	df	SS	Mean Square	F
Between groups	1	4964.668	4964.668	.125
Within groups	257	10184809.865	39629.610	
Total	260	6.055E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Table 8

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by Treatment Condition

Source of Variance	df	SS	Mean Square	F
Between groups	1	413831.305	413831.305	10.879*
Within groups	257	9775943.228	38038.690	
Total	260	6.055E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

Table 9

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by School

Source of Variance	df	SS	Mean Square	F
Between groups	3	1154625.049	384875.016	10.862*
Within groups	255	9035149.484	35431.959	
Total	260	6.055E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

A post hoc comparison test on the treatment condition was not necessary because the independent variable had only two levels (treatment group and comparison group 1) (Heppner & Heppner, 2004). Figure 1 represents the significant mean differences on FCAT DSS pretest and posttest reading scores between participants in the treatment group and comparison group 1.

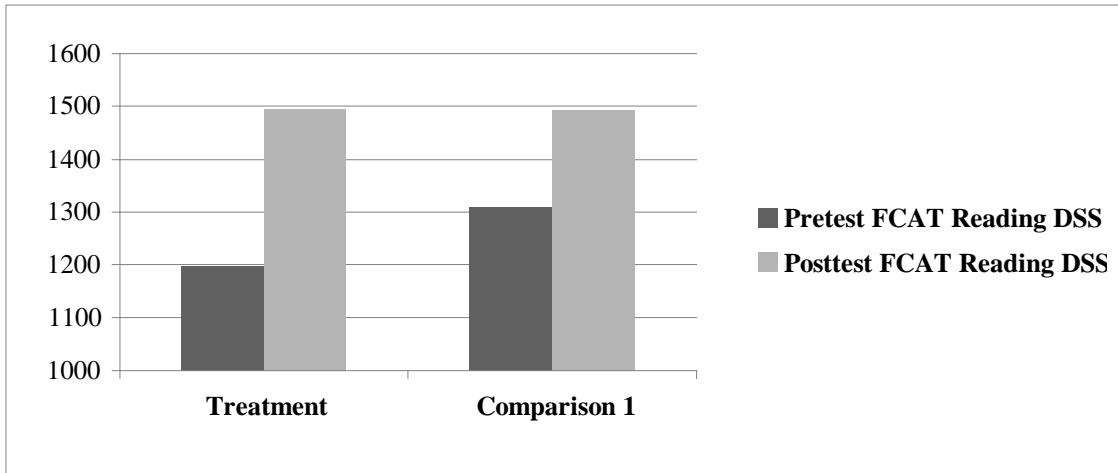


Figure 1. Comparison of FCAT DSS reading pre and posttest mean score differences between treatment (Schools A and B = +295) and comparison 1 (Schools C and D = +182.46) groups; FCAT = Florida Comprehensive Assessment Test; DSS = Developmental Scale Score.

A post hoc Bonferonni revealed that statistically significant comparisons could be made between schools (School A, B = treatment; School C, D = comparison 1) on students' posttest scores on the posttest FCAT DSS reading results. Differences were found between School A and School B ($p = .001$), School B ($p = .001$) and School C ($p = .015$), and School D ($p = .000$). Figure 2 represents the mean score differences on FCAT Reading DSS pretest and posttest means score differences between schools A, B, C, and D.

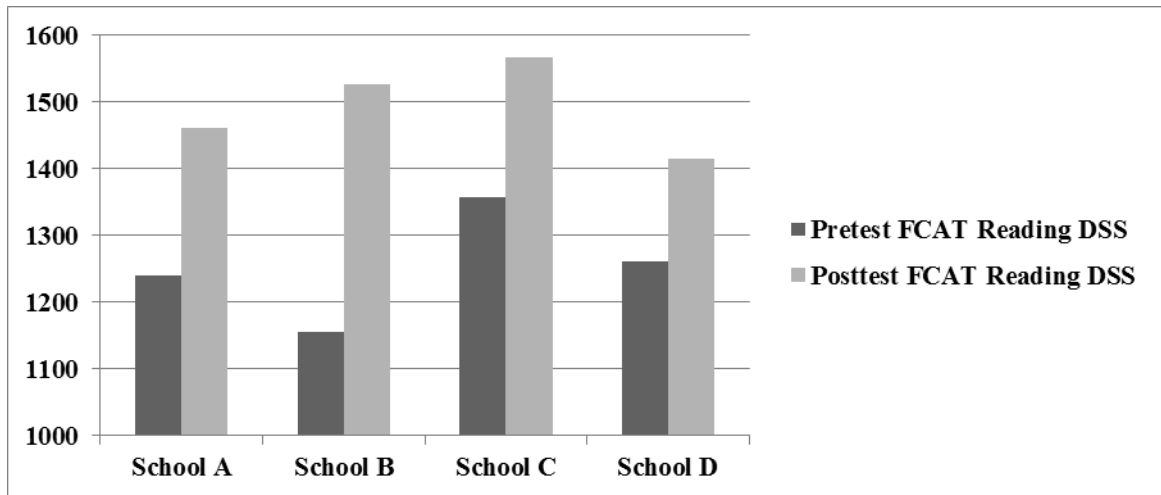


Figure 2. Comparison of FCAT DSS reading pre and posttest mean score differences between schools; School A and B = Treatment and Schools C and D = Comparison group 1; FCAT = Florida Comprehensive Assessment Test; DSS = Developmental Scale Score.

A one-way ANOVA was conducted to determine if the study participants' receiving the HHSSS intervention (treatment group) would perform better on the FCAT math achievement test than Haitian students who participated in the SSS classroom only intervention (comparison group 1). Results from the FCAT DSS math posttest scores one-way ANOVAs presented in Tables 10, 11, and 12. The findings revealed that no statistically significant difference existed between students by gender ($F(1, 258) = .401, p = .527$), treatment condition ($F(1, 258) = .394, p = .531$), or school ($F(3, 256) = 1.536, p = .206$) on FCAT DSS posttest math scores.

Table 10

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Gender

Source of Variance	df	SS	Mean Square	F
Between groups	1	27665.213	27665.213	.401
Within groups	258	17784832.541	68.933.459	
Total	260	5.888E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Table 11

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Treatment Condition

Source of Variance	df	SS	Mean Square	F
Between groups	1	27181.889	27181.889	.394
Within groups	258	17785315.865	68935.333	
Total	260	5.888E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Table 12

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by School

Source of Variance	df	SS	Mean Square	F
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Between groups	3	314956.591	104985.530	1.536
Within groups	256	17497541.163	68349.770	
Total	260	5888E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

To control for grade level between study participants on pretest math scores, an ANCOVA was conducted using the FCAT math pretest DSS as the covariate. The ANCOVA results revealed there was not a statistical significant difference for grade level ($F(1, 257) = .641, p = .424$) on FCAT math posttest scores between the treatment group and comparison group 1. Results from the FCAT DSS math posttest scores one-way ANCOVA is presented in Table 13. Figure 3 represents the significant mean differences on FCAT DSS pretest and posttest math scores between participants in the treatment group and comparison group 1.

Table 13

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Math Posttest Scores by Grade Level

Source of Variance	df	SS	Mean Square	F
Between groups	1	13682.784	13682.784	.641
Within groups	257	5487519.507	21352.216	
Total	260	5.888E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

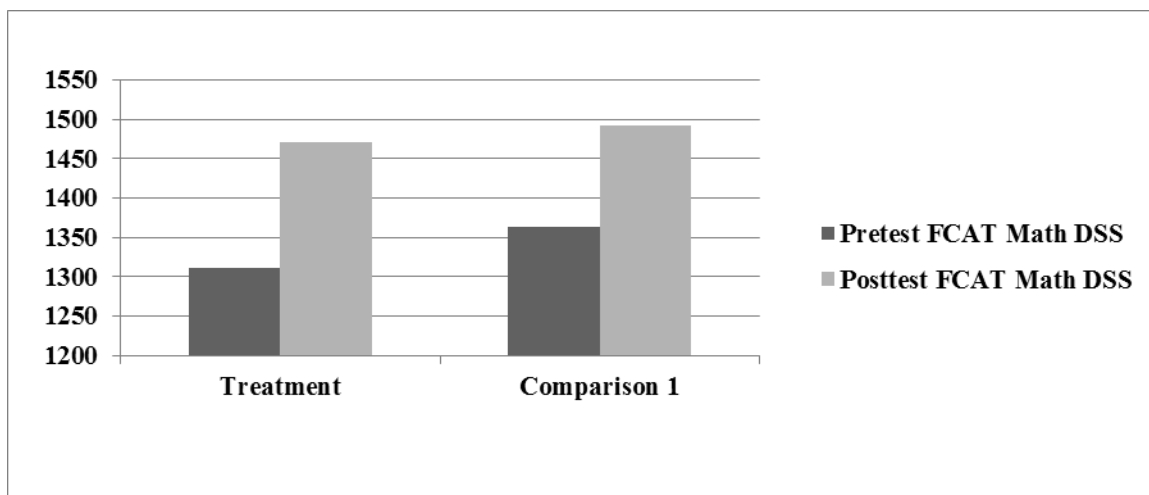


Figure 3. FCAT DSS math mean score differences on pretest and posttest scores between treatment (Schools A and B = +160.17) and comparison 1 (Schools C and D = +182.46) groups; FCAT = Florida Comprehensive Assessment Test; DSS = Developmental Scale Score.

Treatment Group vs. Comparison Group 2 Posttest

A one-way ANOVA was conducted to determine whether there was a statistically significant difference in mean scores of FCAT DSS posttest reading scores between Haitian students receiving the HHSSS program (treatment group) and Haitian students who did not receive either the HHSSS intervention or the SSS classroom program in English (comparison group 2). Results from the FCAT DSS reading posttest scores one-way ANOVAs are presented in Tables 14, 15, 16, and 17. The findings revealed that there was no statistically significant difference for grade ($F(1, 254) = 1.446, p = .230$) or school ($F(3, 252) = 2.57, p = .055$) and a statistically significant difference existed between students by gender ($F(1, 254) = 9.056, p = .003$) and treatment condition ($F(1, 254) = 6.097, p = .014$) on the FCAT DSS reading posttest scores.

Post hoc comparison test on gender and treatment condition were not necessary because the variables had only two levels (Heppner & Heppner, 2004). Figure 4 represents the significant mean differences by gender on the FCAT DSS reading test.

Table 14

Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by Grade

Source of Variance	df	SS	Mean Square	F
Between groups	1	128621.492	128621.492	1.446
Within groups	254	22592846.410	88948.214	
Total	256	5.598E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

Table 15

Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by School

Source of Variance	df	SS	Mean Square	F
Between groups	1	674471.890	224823.963	2.570
Within groups	252	22046996.013	87488.079	
Total	256	5.598E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

Table 16

Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by Gender

Source of Variance	df	SS	Mean Square	F
Between groups	1	782229.226	782229.226	9.056*

Within groups	254	21939238.677	86374.955
Total	256	5.598E8	

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Table 17

Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by Treatment Condition

Source of Variance	df	SS	Mean Square	F
Between groups	1	532626.285	532626.285	6.097*
Within groups	254	22188841.617	87357.644	
Total	256	5.598E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

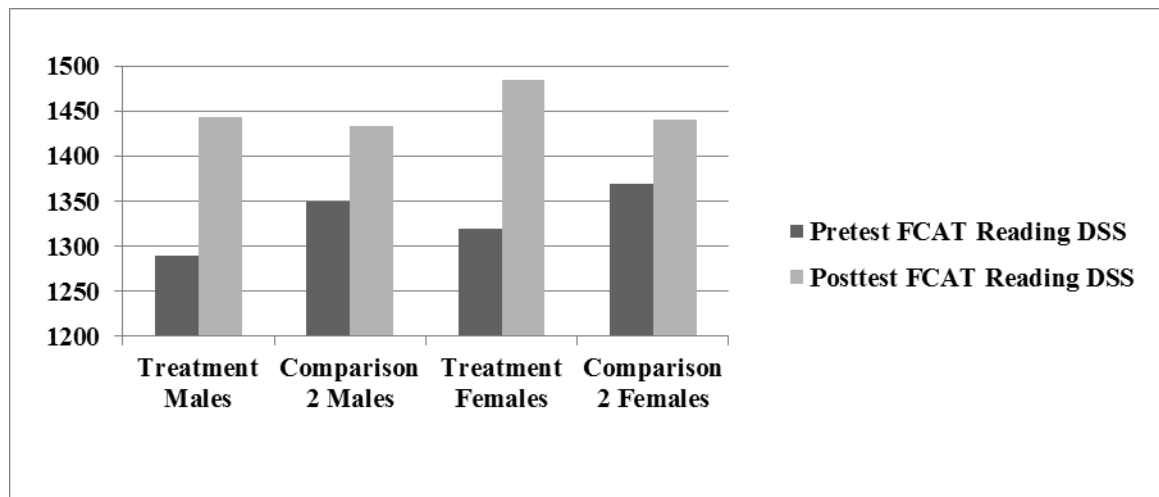


Figure 4. Comparison of FCAT DSS reading pre and posttest mean score differences between gender and treatment condition. School A and B = Treatment and Schools E and F = Comparison group 2; FCAT = Florida Comprehensive Assessment Test; DSS = Developmental Scale Score; Treatment males = +154.24; Comparison group 2 males = +84.53; Treatment females = +165.74; Comparison group 2 females = +70.71.

Figure 5 represents the significant mean differences on FCAT DSS pretest and posttest reading scores between participants in the treatment group and comparison group 2.

Figure 6 represents the significant mean differences on FCAT DSS pretest and posttest math scores between participants in the treatment group and comparison group 2.

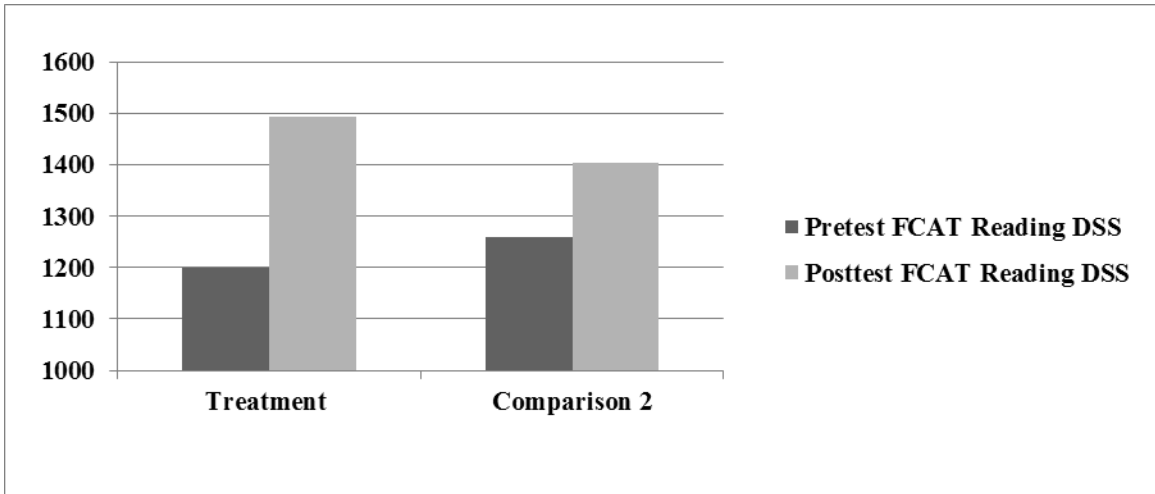


Figure 5. Comparison of FCAT DSS reading pre and posttest mean score differences between treatment (Schools A and B = +295) and comparison 2 (Schools E and F = +142.99) groups; FCAT = Florida Comprehensive Assessment Test; DSS = Developmental Scale Score.

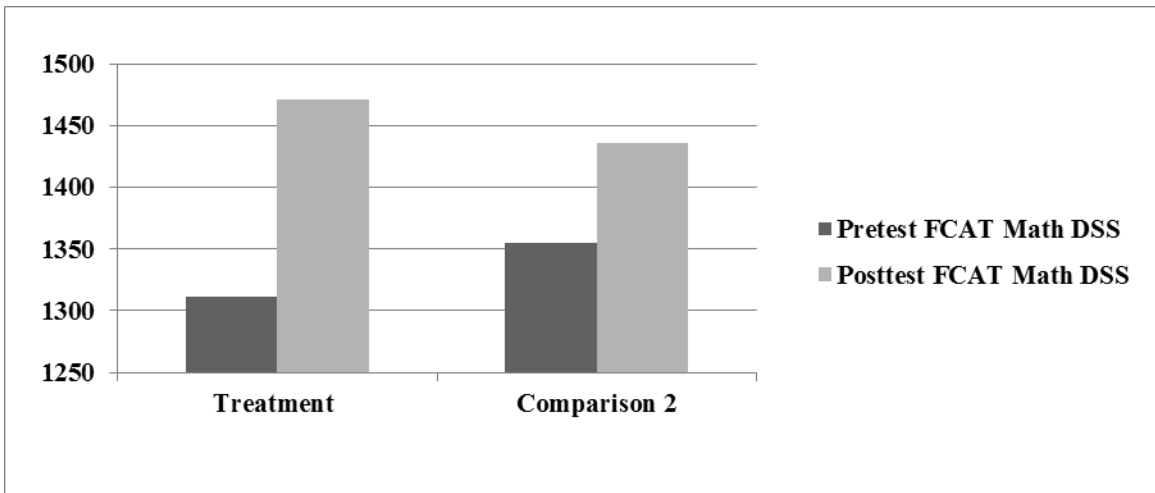


Figure 6. Comparison of FCAT DSS math pre and posttest mean score differences between treatment (Schools A and B = +160.17) and comparison 2 (Schools E and F = +80.95) groups; FCAT = Florida Comprehensive Assessment Test; DSS = Developmental Scale Score.

A one-way ANOVA was conducted to determine whether there was a statistically significant difference in mean scores on FCAT DSS posttest math scores between Haitian students receiving the HHSSS program (treatment group) and Haitian students who did not receive a the HHSSS intervention or the SSS classroom program in English (comparison group 2). Results from the FCAT DSS math posttest scores one-way ANOVAs are presented in Tables 18, 19, 20, and 21. The findings revealed that there was no statistically significant difference for gender ($F(1, 254) = .708, p = .401$), grade ($F(1, 254) = .007, p = .936$), treatment condition ($F(1, 254) = 1.142, p = .286$), or school ($F(3, 252) = 1.042, p = .375$) on the FCAT DSS math posttest scores.

Table 18

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Grade

Source of Variance	df	SS	Mean Square	F
Between groups	1	469.360	469.360	.007*
Within groups	254	18323591.640	72140.125	
Total	256	5.593E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Table 19

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by School

Source of Variance	df	SS	Mean Square	F
Between groups	3	224475.645	74825.215	.1042
Within groups	252	18099585.355	71823.751	
Total	256	5.593E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

Table 20

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Gender

Source of Variance	df	SS	Mean Square	F
Between groups	1	50959.724	50959.724	.708
Within groups	254	18273101.276	71941.344	
Total	256	5.593E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Table 21

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Treatment Condition

Source of Variance	df	SS	Mean Square	F
Between groups	1	82010.641	82010.641	1.142
Within groups	254	18242050.359	71819.096	
Total	256	5.593E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Comparison Group 1 vs. Comparison Group 2 Posttest

A one-way ANOVA was conducted to determine whether there was a statistically significant difference in mean scores on FCAT DSS posttest reading scores between Haitian students who received the SSS classroom only program (comparison group 1)

and Haitian students who did not receive either the HHSSS intervention or the SSS classroom program in English (comparison group 2). The findings revealed that there was no statistically significant difference for grade ($F(1, 258) = .002, p = .967$), but a statistically significant difference existed between students by treatment condition ($F(1, 258) = 5.668, p = .018$) and school ($F(3, 256) = 4.806, p = .003$) on the FCAT DSS reading posttest scores. Results from the FCAT DSS reading posttest scores one-way ANOVAs are presented in Tables 22, 23, and 24.

Table 22

Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by Grade

Source of Variance	df	SS	Mean Square	F
Between groups	1	158.518	158.518	.002
Within groups	257	23895608.479	92618.638	
Total	260	5.690E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Table 23

Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by Treatment

Source of Variance	df	SS	Mean Square	F
Between groups	1	513651.072	513651.072	5.668*

Within groups	258	23382115.924	90628.356
Total	260	5.690E8	

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

Table 24

Summary Table for One-Way Analysis of Variance for the FCAT DSS Reading Posttest Scores by School

Source of Variance	df	SS	Mean Square	F
Between groups	3	1274146.984	424715.661	4.806*
Within groups	257	22621620.012	88365.703	
Total	260	5.690E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

To control for gender between the study participants on pretest reading scores, an ANCOVA was conducted using the FCAT DSS reading pretest scores as the covariate. The ANCOVA results revealed there was no statistical significant difference by gender ($F(1, 257) = .041, p = .839$) on FCAT reading posttest scores between comparison group 1 and comparison group 2. Results from the FCAT DSS reading posttest scores one-way ANCOVA are presented in Table 24. Figure 7 represents the significant mean differences on FCAT DSS reading pre and posttest mean score differences between participants in the comparison group 1 and comparison group 2. Figure 8 represents the significant mean differences on FCAT DSS reading pre and posttest mean score differences between participants in the comparison group 1 and comparison group 2 by gender and treatment condition.

Table 25

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Reading Posttest Scores by Gender

Source of Variance	df	SS	Mean Square	F
Between groups	1	1421.254	1421.254	.041
Within groups	257	8804025.764	34256.910	
Total	260	5.690E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

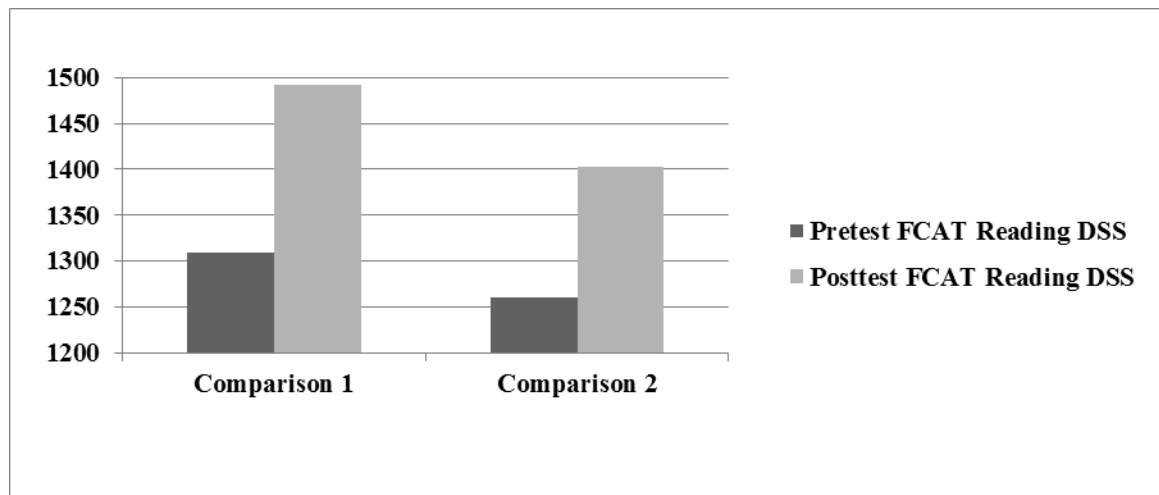


Figure 7. Comparison of FCAT DSS reading pre and posttest mean score differences between comparison 1 (Schools C and D = +182.46) and comparison 2 (Schools E and F = +142.99) groups; FCAT = Florida Comprehensive Assessment Test; DSS = Developmental Scale Score.

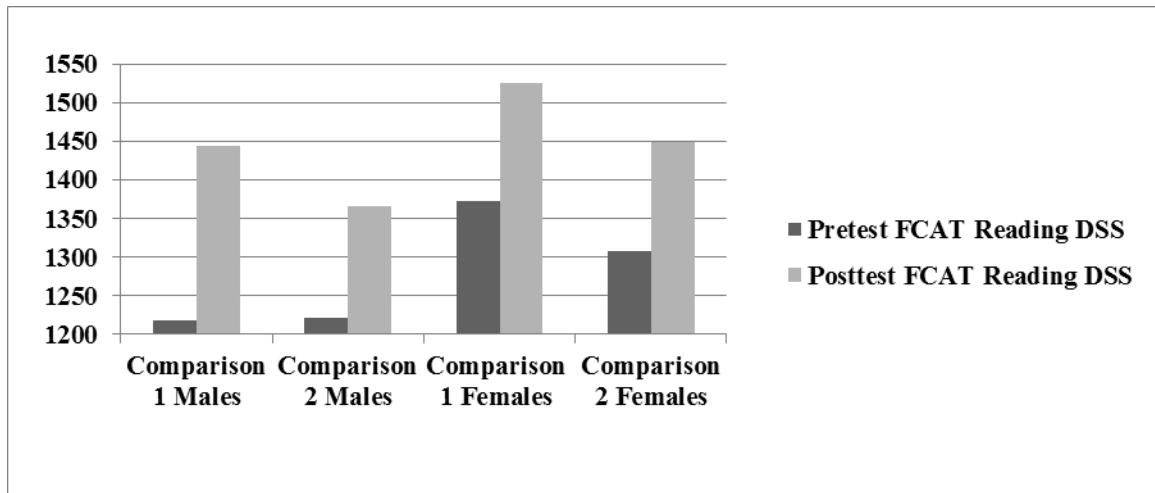


Figure 8. Comparison of FCAT DSS reading pre and posttest mean score differences between gender and treatment condition. School C and D = Comparison group 1 and Schools E and F = Comparison group 2; FCAT = Florida Comprehensive Assessment Test; DSS = Developmental Scale Score; Comparison group 1 males = + 226.36; Comparison group 2 males = +144.96; Comparison group 1 females = +151.73; Comparison group 2 females = +139.77.

A one-way ANOVA was conducted to determine whether there was a statistically significant difference in mean scores on FCAT DSS posttest math scores between Haitian students who received the SSS classroom program (comparison group 1) and Haitian students who did not receive either the HHSSS intervention or the SSS classroom program in English (comparison group 2). The findings revealed that there was no statistically significant difference for gender ($F(1, 258) = .308, p = .579$), grade ($F(1, 258) = .193, p = .661$), and treatment condition ($F(1, 258) = .193, p = .661$) on the FCAT DSS math posttest scores. Results from the FCAT DSS math posttest scores one-way ANOVAs are presented in Tables 26, 27, and 28.

Table 26

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Gender

Source of Variance	df	SS	Mean Square	F
Between groups	1	20988.062	20988.062	.308
Within groups	258	17590294.785	68179.437	
Total	260	5.751E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Table 27

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Grade

Source of Variance	df	SS	Mean Square	F
Between groups	1	13174.095	13174.095	.193
Within groups	258	17598108.751	68209.724	
Total	260	5.751E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = F distribution. * $p < .05$.

Table 28

Summary Table for One-Way Analysis of Variance for the FCAT DSS Math Posttest Scores by Treatment

Source of Variance	df	SS	Mean Square	F
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Between groups	1	205606.731	205606.731	3.048
Within groups	258	17405676.115	67463.861	
Total	260			

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

To control for differences between the study participants on pretest math scores by school, an ANCOVA was conducted using the FCAT DSS math pretest scores as the covariate. The ANCOVA results revealed there was no statistical significant difference by school ($F(3, 255) = 2.091, p = .102$) on FCAT DSS math posttest scores between comparison group 1 and comparison group 2. Results from the FCAT DSS math posttest scores one-way ANCOVA are presented in Table 29. Figure 9 represents the significant mean differences on FCAT DSS math pre and posttest mean score differences between participants in the comparison group 1 and comparison group 2

Table 29

Summary Table for One-Way Analysis of Covariance for the FCAT DSS Math Posttest Scores by School

Source of Variance	df	SS	Mean Square	F
Between groups	3	171136.479	57045.493	2.091
Within groups	255	6957566.248	27284.574	
Total	260	5.751E8		

Note. df = degrees of freedom. SS = Sum of Squares. F = *F* distribution. * $p < .05$.

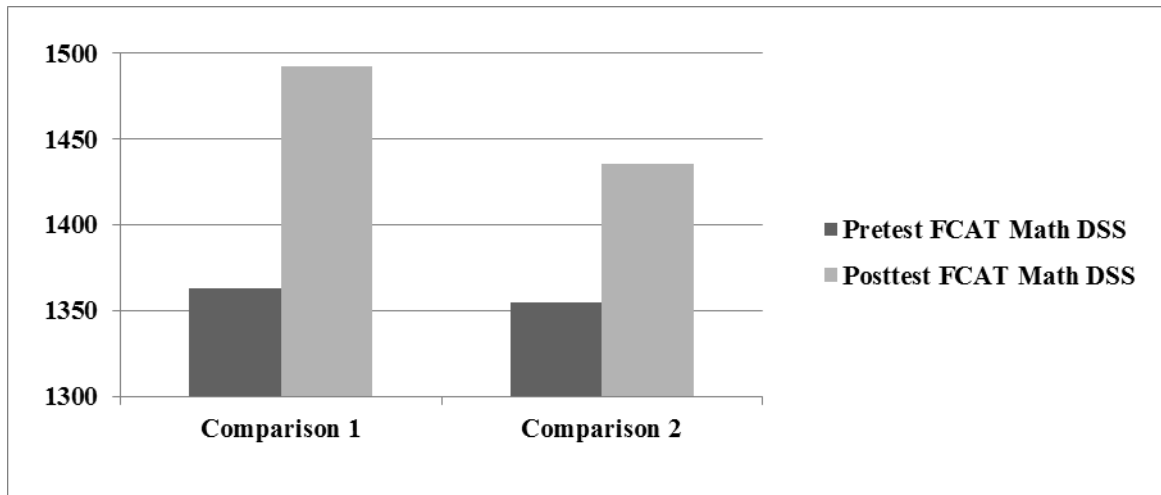


Figure 9. Comparison of FCAT DSS math pre and posttest mean score differences between comparison 1 (Schools C and D = +129.34) and comparison 2 (Schools E and F = +80.95) groups; FCAT = Florida Comprehensive Assessment Test; DSS = Developmental Scale Score.

Effect Size

The study effect size was conducted using the mean score difference between pre and posttest on the FCAT reading and math tests for the treatment and comparison groups. A sample effect size for each dependent variable was obtained by calculating the post mean score difference of the treatment group minus the posttest mean score difference of the comparison group divided by the pooled standard deviation. Unbiased estimates of the population effect size then were corrected by the bias in d by using Hedges g (Hedges & Olkin, 1985). In order to account for the variance more accurately, a pooled standardized deviation was used in calculating the effect sizes (Hedges & Olkin, 1985; Sink & Stroh, 2006).

An overall effect size of the current study was +0.46 with a variance of 0.0022. The 95% CI [0.37, 0.55] does not contain a zero, indicating this effect size is statistically significant at the .05 level. The results for the overall math effect size is +0.28 with a variance of 0.0042 (95% CI [0.15, .41]). The results for the overall reading effect size is

+0.65 with a variance of 0.0046 (95% CI [0.52, 0.78]). Using the .05 alpha levels, the results show statistical significance for both reading and math scores.

Restatement of the Research Questions

The research question in the study was: Does 4th and 5th grade Haitian student participation in the culturally translated SSS program (HHSSS) increase academic achievement as measured by standardized reading and math scores on the FCAT?

Summary of Hypotheses

H₀₁. There was no difference in FCAT reading test scores between Haitian students receiving the Haitian hybrid SSS program and comparison 1 Haitian students who received the SSS classroom program in English.

There was a statistically significant difference between Haitian students receiving the HHSSS program and comparison 1 Haitian students who received the SSS classroom program in English; therefore, the null hypothesis was rejected.

H_A₁. Haitian students receiving the Haitian hybrid SSS program scored significantly higher on FCAT reading than comparison 1 Haitian students who received the SSS classroom program in English.

Haitian students receiving the HHSSS program scored significantly higher on FCAT reading than comparison 1 Haitian students who received the SSS classroom program in English; therefore, the alternative hypothesis was not rejected.

H₀₂. There was no difference in FCAT math test scores between Haitian students receiving the Haitian hybrid SSS program and comparison 1 Haitian students who received the SSS classroom program in English.

There was not a statistically significant difference between Haitian students receiving the HHSSS program and comparison 1 Haitian students who received the SSS classroom program in English; therefore, the null hypothesis was not rejected.

HA₂. Haitian students receiving the Haitian hybrid SSS program scored significantly higher on FCAT math than comparison 1 Haitian students who received the SSS classroom program in English.

Haitian students receiving the Haitian hybrid SSS program did not score significantly higher on FCAT math than comparison 1 Haitian students who received the SSS classroom program in English; therefore, the alternative hypothesis was not rejected.

H₀₃. There was no difference in FCAT reading test scores between Haitian students receiving the Haitian hybrid SSS program and comparison 2 Haitian students who did not receive the SSS classroom program in English.

There was a statistically significant difference between Haitian students receiving the HHSSS program and comparison 2 Haitian students who received the SSS classroom program in English; therefore, the null hypothesis was rejected.

HA₃. Haitian students receiving the Haitian hybrid SSS program scored significantly higher on FCAT reading than comparison 2 Haitian students who did not receive the SSS classroom program in English.

Haitian students receiving the HHSSS program scored significantly higher on FCAT reading than comparison 2 Haitian students who did not receive the SSS classroom program in English; therefore, the alternative hypothesis was not rejected.

H0₄. There was no difference in FCAT math test scores between Haitian students receiving the Haitian hybrid SSS program and comparison 2 Haitian students who did not receive the SSS classroom program in English.

There was not a statistically significant difference between Haitian students receiving the HHSSS program and comparison 2 Haitian students who did not receive the SSS classroom program in English; therefore, the null hypothesis was not rejected.

HA₄. Haitian students receiving the Haitian hybrid SSS program scored significantly higher on FCAT math than comparison 2 Haitian students who did not receive the SSS classroom program in English.

Haitian students receiving the Haitian hybrid SSS program did not score significantly higher on FCAT math than comparison 2 Haitian students who did not receive the SSS classroom program in English; therefore, the alternative hypothesis was not rejected.

H0₅. There is no difference in FCAT reading test scores between comparison 1 Haitian students receiving the SSS classroom program in English and comparison 2 Haitian students who did not receive any program.

There was a statistically significant difference between comparison 1 Haitian students receiving the SSS classroom program in English and comparison 2 Haitian students who did not receive any program; therefore, the null hypothesis was rejected.

HA₅. Comparison 1 Haitian students receiving the SSS classroom program in English scored significantly higher on FCAT reading than comparison 2 Haitian students who did not receive either SSS program.

Comparison 1 Haitian students receiving the SSS classroom program in English scored significantly higher on FCAT reading than comparison 2 Haitian students who did not receive either SSS program; therefore, the alternative hypothesis was not rejected.

H_{0_6} . There was no difference in FCAT math test scores between comparison 1 Haitian students receiving the SSS classroom program in English and comparison 2 Haitian students who did not receive either SSS program.

There was not a statistically significant difference between comparison 1 Haitian students receiving the SSS classroom program in English and comparison 2 Haitian students who did not receive either SSS program; therefore, the null hypothesis was not rejected.

H_{A_6} . Comparison 1 Haitian students receiving the SSS classroom program in English scored significantly higher on FCAT math than comparison 2 Haitian students who did not receive either SSS program.

Comparison 1 Haitian students receiving the SSS classroom program in English did not score significantly higher on FCAT math than comparison 2 Haitian students who did not receive either SSS program; therefore the alternative hypothesis was not rejected.

Summary

The statistical analysis presented in this chapter shows that the treatment group scored significantly higher than both comparison groups in reading. There was no significant difference for achievement in math for the treatment group. Chapter 5 will discuss the findings, implications, and recommendations for future research.

V. DISCUSSION

This chapter will discuss the implications of the results presented in Chapter 4. First, the findings of the main analyses will include probable explanations for the results that have been supported in the literature. Second, practical implications will be explained. Third, limitations of the study will be reviewed as well as recommendations for future research. Based on the fact that Haitian students are at a very high risk of academic failure, there is an urgent need to address the lack of academic success. Academic achievement was measured using a standardized, objective, state-wide assessment instrument, the FCAT. A series of ANOVA and ANCOVA were used to analyze differences between treatment, comparison 1, and comparison 2 groups. Differences between students by grade level, ELL status, gender, and schools were also examined.

Discussion of the Results of the Hypotheses

The purpose of this study was to evaluate the impact of implementing a school-counselor-led intervention, a Haitian hybrid SSS program, on the academic achievement of 4th and 5th grade Haitian ELL students. This study contributes to the school counseling literature and the SSS research for many reasons: the current SSS study is the first to: (a) implement a culturally translated evidence-based small group counseling intervention using bilingual/bicultural school counselors to deliver it in native language to Haitian/ELL students and measure the impact using standardized test scores, (b) use a combination of the SSS English classroom followed by the HHSSS, and (c) involve 4th

graders. This culturally translated SSS program is a response to the urgent need to develop programs that will help close the achievement gap between Haitian students and the rest of the population because not only does it focus on student outcomes, it also helps to provide a link between school counselors and improved outcomes for students. It is also a response to the ASCA (2002), which adopted a position encouraging school counselors to take action to ensure that students of culturally diverse backgrounds have access to appropriate services and opportunities that promote the maximum development of the individual.

The main findings of this study include the significant gains made in reading between (a) the HHSSS treatment group (combination of SSS classroom program and the cultural Haitian Creole translation of the SSS small group program) versus the comparison group 1 (SSS English classroom program only), (b) the HHSSS treatment group versus the comparison group 2 (no SSS classroom program), and (c) the comparison group 1 versus the comparison group 2 (neither SSS classroom nor culturally translated small group programs) as anticipated in the hypotheses. The ELL 4th and 5th grade Haitian students demonstrated significant gains in reading when taught in their native language. Haitian students who participated in the HHSSS program (treatment group) academically outperformed students in both comparison groups 1 and 2 on the FCAT reading test; however, they did not outperform either comparison group in math.

Hypothesis 1

Hypothesis 1 stated that Haitian students receiving the Haitian hybrid SSS program (treatment group) would score significantly higher on FCAT reading than comparison group 1 Haitian students who received the SSS group program in English.

This hypothesis was soundly supported by the results. Statistical significant differences in reading gains were found. With the combination of the SSS classroom and the Haitian cultural translation of the group program, the students expressed the highest efficacy and outcome expectations in their native language (Figure 2). Students also became increasingly motivated to participate when they had the opportunity to report on their successes and connect changes in their behavior to changes they saw in academic and/or social outcomes in the small group sessions (Brigman et al., 2004). Several experimental studies have shown the SSS program to be effective at increasing and sustaining the academic achievement of low- to mid-range performing students (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Webb et al., 2005), which was precisely what the present study intended to prove using the HHSSS. These findings are in line with the *raison d'être* of the SSS program's effectiveness related to closing the academic achievement gap for all low-achieving students regardless of ethnicity.

Hypothesis 2

Hypothesis 2 stated that Haitian students receiving the Haitian hybrid SSS program would score significantly higher on FCAT math than comparison Haitian students who received the SSS classroom program in English. This hypothesis was not supported by the results. No statistically significant math gains were found. This could be associated mainly to the fact that ELL students have more problems with reading than mathematics.

Hypothesis 3

Hypothesis 3 stated that there would be a statistically significant difference between Haitian students receiving the HHSSS program and comparison 2 Haitian

students who received the SSS classroom program in English. This hypothesis was soundly supported by the results. Statistical significant differences in reading gains were found.

The results of this finding also indicate that the culturally translated small group format greatly benefit ELL students. Working with students in the small group modality is a viable way to assist students who are not achieving to their potential and who may be experiencing emotional or behavioral problems (Shechtman et al., 1996). Because of the language barrier, Haitian students are not usually comfortable raising their hands to ask questions. During, those the small groups sessions, not only were they able to do so without hesitation, they completed all group assignments. Small group work is a contributing factor to being successful in the classroom, such as attending to classroom tasks, completing assignments, and raising a hand to ask questions (Myrick, 2003). The students were encouraged to listen with eyes, ears, and heart; to be encouraging to each other; and to help identify even small improvements that have been made. By doing so in their native language, it added to their enthusiasm and participation. Haitian students who rarely got an opportunity to express their ideas in their classroom because of the language barrier felt very at ease setting their goals and making effective plans for reaching them. The most interesting aspect of these group sessions was the student's participation in a hand play to help them remember the concept of Kaisen: "Little by little, bit by bit, I'm improving everyday" (Brigman et al., 2004). They could not wait to share their success strategies, which reinforces healthy coping skills and critical cognitive, social, and self-management skills (Brigman et al., 2004).

Hypothesis 4

Hypothesis 4 stated that Haitian students receiving the Haitian hybrid SSS program would score significantly higher on FCAT math than comparison 2 Haitian students who did not receive the SSS classroom program in English. This hypothesis was not supported by the results. No statistically significant math gains were found. One plausible explanation could be the fact that Haitian students normally are better at mathematics than reading. They pass their FCAT math long before the reading. Students do not use calculators in Haitian schools; they memorize all their timetables at a very early age.

Hypothesis 5

Hypotheses 5 stated that comparison 1 Haitian students receiving the SSS classroom program in English would score significantly higher on FCAT reading than comparison 2 Haitian students who did not receive either SSS program. This hypothesis was highly supported by the results. Statistically significant gains were found. There is no doubt that students from the comparison group 1 who had gone through the SSS program, which focuses on meta-cognitive, social, and self-management skills, were able to increase their test scores more than those from the comparison group 2 who had no exposure to either SSS program. The researcher attributes the gains made by the comparison group 2 to after school programs, after school tutorials, and Saturday tutorials that are made available to some qualified ELL students; these programs clearly boost their academic achievement.

Hypothesis 6

Hypothesis 6 stated that comparison 1 Haitian students receiving the SSS classroom program in English score significantly higher on FCAT math than comparison 2 Haitian students who did not receive either SSS program. This hypothesis was not supported by the results. No statistically significant math gains were found. It is no secret that math is universal, which explains that the language barrier is not a major handicap to Haitian students.

Closing the Achievement Gap

Closing the gap for low-achieving students also suggests closing the gap for ethnic minorities. Therefore, the academic achievement gap is susceptible to erosion by a program that does not focus on academic content but on skills central to all learning. This is supportive of the belief that before students learn, they must develop essential learning and self-management skills and that these skills can be taught, which is exactly what the HHSSS has done especially in reading.

Statistical significant differences in reading were noted between students in both the treatment and comparison groups 1 and 2. These hypotheses were supported by the findings and are consistent with previous research employing the SSS program (Brigman & Campbell, 2003; Brigman et al., 2007; Campbell & Brigman, 2005; Leon, Villares, Brigman, Webb, & Peluso, 2011; Webb et al., 2005). Students in the treatment and both comparisons groups reported higher gains in reading; strong effect size also was reported.

While the study anticipated sound significant differences in both FCAT reading and math, it found minor significance in math. Research explains some of the reasons why this phenomenon could happen. Mathematics is the only language shared by all

human beings regardless of culture, religion, or gender. This math literacy is called numeracy, and it is this shared language of numbers that connects us with people across continents and through time.

This study is a response to the mandate charging schools to show that all students make adequate yearly progress. This mandate has led school leaders, educators, and policy makers to examine the effectiveness of interventions directed at disaggregated groups of students, including groups based on ethnicity, in an effort to increase academic achievement according to the Legislative policy, including the federal NCLB Act (U.S. Department of Education, 2001).

Relationship of the Results with Previous Literature

The results of this study confirmed the notion that implementation of culturally sensitive programs are helpful at improving test scores (Trivedi, 2005). As discussed in the literature, schools need to start implementing innovative programs that address the unique needs of Haitian children and families. Schools are in a unique position to assist Haitian students in becoming more successful academically. School counselors are well positioned to help students improve academic achievement and school success behavior (Brigman & Campbell, 2003). This study attempted to adapt a researched-based program and culturally translate it to help the Haitian students, and it indeed revealed the effectiveness of cultural translated programs for Haitian students and the impact of these programs on their academic achievement.

The results showed that upon students' participation in the Haitian hybrid SSS, achievement scores in reading improved at all levels in reading. This study provided a link between school counselor-led interventions and improved outcomes for students.

The cultural translation of the SSS is an example of the kind of programs needed in our diverse American schools.

Implications for Practice and Future Research

While this study provides some significant results related to counselor-led interventions with Haitian students on academic achievement, there are several remaining questions and issues that require further research. Based on the results of this study, the following are recommendations for further study.

- There is a need for replication of this study with other groups of Haitian students outside of south Florida.
- While the English version of SSS classroom program has been evaluated in Grades 6 through 10, further studies are recommended to evaluate the effects of this Haitian cultural translation of the SSS program in these grades as well.
- Continuous research is recommended related to the impact of this program with Haitian students with different ELL classifications.
- Longitudinal studies are needed to determine the long term effects of this intervention and whether there are other factors external to academic issues that further can narrow the achievement gap for Haitian students.
- Based on the fact that results changed based on the implementation level in this study, more research is need with additional ways to measure treatment fidelity.
- This study measured the impact of the culturally translated small group program combined with the English version of the SSS classroom program on academic achievement of Haitian students. However, a parent education

component is also available. Further studies that focus on combining treatment of small group, classroom guidance curriculum, and parent education are needed to see if results would differ. It is important to continue research in this area to further identify the interventions that can help improve Haitian student academic performance.

Implications of the Study

It is clear that Haitians students are at a very high risk of academic failure (Portes & Rumbaut, 2001). There is an urgent need to address the lack of academic success. Haitian students fall among the six million secondary students who comprise the lowest 25% of achievement and who are twenty times more likely to drop out of high school than students in the top-performing quartile (Balfanz & Legters, 2004). Counselors need to take action to ensure that students of culturally diverse backgrounds have access to appropriate programs that will help close the achievement gap. This study is one attempt to answer to the need to provide a link between school counselors and improved outcomes for Haitian students. The study addressed one of the most pressing research question of the school counseling profession, demonstrating the impact of school counselor-led interventions on student academic achievement (Dimmitt et al., 2005). In addition, Portes and Rumbaut (2001) argued that Haitian children reveal some of the greatest levels of ethnic disadvantage in educational outcomes.

Limitations

The present study had a number of limitations. First, the sample included Haitian students from one area of south Florida; therefore, the results may not generalize to other Haitians in other areas. Second, no random sample was used for this study. Third, the

sample, while having adequate power, was relatively small compared to the number of Haitian students in the United States. Further study would be needed to measure the effectiveness of the program in other Haitian populations. Additional research may be needed to see if classroom guidance and group work together are more effective than group work alone. In addition, pairing the small group program with a parent involvement component would need to be investigated. Finally, the program was only tested for Grade 4 and 5 students, other studies will be needed for Grades 6 through 12. Therefore, replication studies are recommended.

Summary and Conclusion

This study addressed the question: Is there a difference in the achievement outcomes of Grade 4 and 5 Haitian students who participated in the culturally translated SSS program compared to students who did not participate in the program? The development of the culturally translated SSS program was a response to a Delphi study (Dimmitt et al., 2005) calling for more research that shows school counselors make a difference related to academic and social outcomes. The results of this study showed that a cultural translation of the SSS program was helpful for Grade 4 and 5 Haitian students in closing the achievement gap of these students from their peers, especially in reading. Based on the results of the HHSSS implementation, it is fair to say that there is no difference in the achievement outcomes of students who participate in the SSS program related to their ethnicity.

Results of the study supported the predictions in the hypotheses related to reading. Students who received HHSSS evidenced statistically significant differences in reading as compared to the comparison groups.

The Haitian hybrid SSS (Brigman et al., 2004, 2009) positively affects students across several outcomes. While previous research indicated its effect on student academic achievement, the current study supported that a cultural translation of the SSS also can impact student academic achievement.

APPENDIX

Teknik Pou Ede Elèv Reyisi

*Ede Elèv yo Devlope Teknik
Akademik, Sosyal ak Ladrès Yo
Bezwen Pou Reyisi Lekòl*

Teknik Pou Ede Elèv Reyisi

*Ede Elèv yo Devlope Teknik Akademik, Sosyal
ak Ladrès Yo Bezwen Pou Reyisi Lekòl*

Manyèl Pou Gwoup

Greg Brigman, Ph.D.
Chari Campbell, Ph.D.
Linda Webb, Ph.D.

Haitian Creole Cultural Translation by
Velouse Jean-Jacques

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Teknik Pou Ede Elèv Reyisi Manyèl Pou Konseye An Gwoup

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Zouti Pou Kourikoulòm:

Plan pou gwoup TPEER konpoze ak plizyè estrateji/zouti ki esansyèl anpil pou elèv yo ka resevwa yon maksimòm enpak positiz. Si yo pa byen entrodwi elèv yo nan zouti ak estrateji ki gen nan pwogram TPEER la antravè kourikoulòm TPEER klas konseye a, yap bezwen lòt plis tan pou kab oryante elèv yo ak zouti sa yo:

- Koute ak zye' w, Zòrèy ou ak Kè ou
- Balanse Zouti pou Lavi
- 7 Kle TPEER pou Metrizè Nenpòt Ki Matyè
- Kaizen
- Imajine Yon Kote w Santi w alèz oswa konfòtab
- Chwazi chante Ki gen Mesaj Pozitif

Fòmasyon:

Yo te fè kourikoulòm gwoup konsèy sa a espesyalman pou konseye ki nan lekòl yo oswa lòt pwofèsyonèl nan estaf la ki fè preske menm bagay yo. Yon lòt asòmasyon se ke lidè gwoup la gen yon metriz ak eksperyans nan travay ak gwoup timoun ak adolesan. Si se pa sa, nou rekomande ke li travay anba sipèvizyon yon lide ki gen eksperyans jiskas ke li vin n gen ase eksperyans pou travay pou kont li.

Konseye Lekòl yo Fè yon Gwo Difèrans nan Siksè ak Konpòtman Elèv yo Genyen nan Lekòl

Rechèch debaz sou pwogram Teknik Pou ELEV Reyisi Lekòl:
Se yon pwogram ki devlope nan Florida Atlantik Inivèsite ki montre kè konseye lekòl yo gen yon gwo enpak sou rezilta egzamen ak konpòtman elèv yo gen nan lekòl.

Gen kat dènye etid (2000-2003*) ki sòt montre lè konseye lekòl òganize gwoup sou “Teknik Pou Ede Elèv Reyisi Lekòl”, sa ede elèv yo amelyore nòt FCAT ak konpòtman yo gen nan lekòl. Rezilta montre 86% elèv sa yo fè pwogrè nan matematik. Nòt mwayen yo fè se 30 nan echèl rezilta a. Nan lekti, 78% nan elèv yo fè pwogrè. Ogmantasyon mwayen nan te 25 nan echèl rezilta a, konpare a mwayen tès yo bay nan tout Eta Florid la. Pousantaj pwofèsè a bay sou konpòtman elèv nan nivo teknik akademik, sosyal ak konpòtman avan ak apre pwogram sa a te kòmanse, montre ke 70% elèv yo fè pwogrè nan konpòtman sa yo. Ogmantasyon mwayen te yon pousantaj 20 pwen. Etid sa yo te

konsidere apeprè 800 elèv ak 50 konseye lekòl nan 26 lekòl. (Klas 5, 6, 8 & 9) ak elèv nan divès nasyon.

Fòmè konseye akademik pou yo kab diriye konseye an gwoup ak nan klas fokis sou Teknik Pou Reyisi Lekòl (nan nivo akademikak, sosyal ak konpòtman, se yon metòd ki efikas anpil pou ogmante rezilta tès leta elèv yo pran nan lekòl.

Konseye lekòl la fè gwoup TPEER ki pran 9 edtan epi yo konpare tan sa a ak yon pwofèsè ki pase 44 èdtan pou bay elèv leson patikilyè pou amelyore randman li nan matematik ak lekti. Konseye lekòl la fè gwoup, pran sèlman 1/5 nan tan sa a ki bay menm rezilta randman nan matematik (20 konpare ak 16 pwen) ak yon ti randman toupiti nan lekti (15 konpare ak 17 pwen). Pou nou mete sa nan yon lòt pespektiv, randman pou tout elèv nan leta Florid la gen yon mwayenn 0 a 3 pwen, nan matematik ak lekti pou menm peryòd la.

Atik Yo Jwenn nan Jounal Nasyonal ki Sipòte
Teknik Pou Ede Elèv Reyisi

Brigman, G., & Campbell, C. (2003). Helping students improve academic achievement and school success behavior. *Professional School Counseling, 7*(2), 91-98.

Webb, L., Brigman, G., & Campbell, C. (2005). Linking school counselors and student success: A replication of the Student Success Skills approach targeting the academic & social competence of students. *Professional School Counseling, 8*(5), 407-411.

Campbell, C., & Brigman, G. (2005). Closing the achievement gap: A structured approach to group counseling. *Journal for Specialists in Group Work, 30*(1), 67-82.

Webb, L., Brigman, G., & Campbell, C. (accepted). Building skills for school success: Improving the academic and social competence of students. *Professional School Counseling*.

Webb, L. D., & Brigman, G. (accepted). Student Success Skills: A structured group intervention for school counselors. *Journal for Specialists in Group Work*.

Teknik Pou Ede Elèv Reyisi Fè yon difèrans nan konpòtman ak siksè akademik elèv

Gid konsèy akademik kolabore ak pwofèsè pou amelyore pefòmans akademik elèv yo. Senk leson pou saldeklas ak uit leson pou ti gwoup te devlope pou ede elèv ak pefòmans akademik, sosyal ak konpòtman pou yo ka gen siksè nan lekòl. Rezilta ke yo jwen trè pozitif ak dramatik.

Gen bon jan evidans sou rezilta pwogram sa a baze sou règleman Depatman Edikasyon Eta Zini apre rechèch yo te fè

- Kat rechèch konparativ yo te fè pa aza sou eskò lekti ak matematik sou FCAT
- Yo te refè rechèch sa yo nan lòt dekò: 50 gid konsèy akademik nan 36 lekòl nan 2 kalite distri, avèk pli pase 900 elèv nan klas 5, 6, 8 ak 9.
- Suivi yo te fè sou rechèch sa a montrè kè elèvki pran TPEER kontinye ap fè bon jan pwogrè apre kè yo te patisipe nan pwogram la.

Dekouvèt yo kontinye ap fè

- Esko FCAT nan lekti amelyore pou a pepre 78% pou TPEER elèv yo. Ogmantasyon mwayenn te 25% nan balans yo itilize pou mezire esko yo.
- Esko FCAT nan matematik amelyore pou a pepre 86% pou TPEER elèv yo. Ogmantasyon mwayenn te 30% nan balans yo itilize pou mezire esko yo.

Kou efèktif ak tan yo te pran pou fè travay sa a

- Anfèt de kou finansye ak tan, elèv ki pran pwogram TPEER te fè menm pwogrè kè si yo te pran leson patikilye. Leson patikilye a te pran 44 edtan. TPEER pwogram te pran 12 edtan (ki vle di 5 semèn ak leson nan saldeklas ak 8 semèn ak leson pou ti gwoup). Leson patikilye a koute 272 dola pou chak elèv. Li tap koute 272 dola pou chak elèv pa ane. TPEER la koute 4 dola pa elèv pou ane a. Yon avantaj ekstraodinè a lontèm.

Amelyorasyon nan konpòtman

- Profèsè remakè chanjman pozitif nan elèvki nan pwogram TPEER la yo ogmante pa 70%. Randman mwayenn lan te 20%. Balans konpòtman pou nom nasyonal mete anfas sou teknik akademik, sosyal ak konpòtman pesonel elèvyo.

Sipò pou TPRL trè fo.

- Plis pase 97% pwofèsè kalifye TPEER pou yon bon pwogram ki ede elèv fè anpil pwogrè akademik ak fè yo gen bon jan konpòtman nan saldeklas yo.
- Plis pase 90% Direktè lekòl bay sipò yo nan enplemantasyon TPEER.

Pou plis enfòmasyon ak rechèch sou TPEER, vizite www.studentssuccessskills.com oswa kontakte: Greg Brigman, Ph.D. 561-297-3616 oswa gbrigman@fau.edu oswa Linda Webb, Ph. D 954-236-1074 lwebb@fau.edu
. Depatman Edikasyon pou Konseye Akademik, Florida Atlantic University.

Teknik Pou Ede Elèv Reyisi (TPEER): Estrateji ak Teknik

Objektif/Planifikasyon - Suivi ak Evaliasyon (Pataje Siksè Pwogram TPEER)

Elèv yo pataje siksè yo ak zanmi chak semèn

- Teknik Pou Reyisi Lekòl: Sèt kle pou metrize nenpòt ki matyè
- Talan pou la vi: Senk fason pou asire enèji ak atmosfè (atitud) pozitif
- Nòt
- Kaizen: Tout ti pwogrè (amelyorasyon) konte

Kreye yon kominòte nan saldeklas la kote youn pran swen lòt, sipòte lòt ak ankouraje lòt:

- Melanje teknik akademik, sosyal ak emosyonèl
- Kisa yon kominòte konsa sanble, kisa li santi, kijan li santi'l
- Koute ak je, zorej ak kè: pratikè ak atansyon, koute ak anpati e ankourajman
- Pataje ameliyasyon epi rekonèt sila yo ki fè pwogrè
- Ankouraje sa pou yo di ak sa pou yo fè

Teknik entelektyèl ak teknik pou memwa:

- Ide ki pli enpòtan yo
- Fè yon shema sou pwèn ki pi enpòtan yo
- Mete yo sou ti moso papye (endèkz cat)
- Repase yo sis fwa pou pi piti
- Klase yo nan memwa w
- Bay istwa a yon estrikti

Kija pou travay anba presyon

Kreye nan tèt ou yon kote ou santi ou an sekirite

- Respire, konsantre
- Estrateji meta kognitif – pale nan kè ou ak mesaj ki pozitif
- Panse a estrateji ou va itilize le wap pran tès
- Imajine ki pouvwa mantal ou genyen – imajine siksè a lavans

Konstwi sou lespwa (optimis)

- Chwazi istwa ki gen tèm pozitif
- Istwa ki gen siksè (pou pataje apre ou te finn chwazi plan ou pou semèn la)
- Yon langaj ki optimis (ki bay lespwa)

Rechèch de Baz pou Teknik Pou Ede Elèv
Reyisi
Senk kle pou Revise Revize Rechèch sa yo

Yo te chwazi teknik ak estrateji pou pwogram Teknik Pou Elèv Reyisi la a pati de kèk tèm ki te soti nan senk gwo revi rechèch ki pral site la yo:

Wang, et al. (1994)

- Reviewed 50 of research on “What helps students learn”

Wang, et al. (1996)

- Reviewed 10 years of reseach on the effects of learning skills interventions on student learning

Masten & Coastsworth (1998)

- Reviewed 25 years of research and identified the most critical factors associated with acadedmic and social competence

Marzano, et al. (2001)

- Reviewed 10 years of research on classroom instrsuction and summarized research-based strategies for increasing student achievement

Zins, et al. (2004)

- Reviewed 10 years of research on the relationship of social and emotional learning to academic success

Tout senk revi yo dakò sou menm kalite teknik/zouti ki konsidere tankou teknik debaz pou siksè elèv lekòl. Teknik sa yo gen ladan yo:

1. Teknik kognitif ak meta-kognitif tankou fè plan, suiv pwogrè, teknik pou memwa ak bon jan optimis.
2. Teknik sosyal tankou teknik entèpesonèl, kijan pou resoud pwoblèm, kijan pou koute, ak kija pou travay ansanm.
3. Teknik pou konpote tèt ou tankou fè atansyon, pou ou gen motivasyon, pou ka gere kòlè ak anksyete.

Gwoup sou
Estrateji/Teknik
Pou Elèv Reyisi

Sesyon 1

KOUMANSMAN :

Logo ak Byenveni :

Swete byenveni a manb gwoup la avan ou eksplike Logo Teknik Pou Elèv Reyisi Nan Lekòl. Montrè nesosite ki genyen pou fòmè yon kominòte kote youn pran swen lòt, sipòte lòt ak ankouraje lòt pou ka devlope teknik pou ogmante konfians nou bezwen gen nan tèt nou ki pou fè nou siksè nan nenpòt sa nap fè.

Aprann non elèv yo :

Eksplike jwèt nou fè ak non yo: Li enpòtan pou tout moun konnen non tout moun pou yo ka rele chak moun pa yo le yap pale ansanb. Mwayen ki pi fasil pou fè sa se kreye yon jwèt ki rele “jwèt non”. Ou di non ou epi ou ajoute non yon bèt kè ou renmen. Pa egzanp “ Mwen rele Bob epi bèt mwen renmen anpil se lou. Pwochèn moun repete non premye moun lan ak tout bèt li te di a epi li ajoute non pa li ak tout bèt kè li menm li renmen. Denye moun la ap gen pou repete non tout moun avan yo ak tout bèt kè yo te di yo paske li te tande yo pandan 6 a 7 fwa deja.

Akò sou règleman gwoup la :

Eksplike sa yo rele akò de gwoup ki va ede w travay byen ansanb ki va ba ou sèkirite, sipò ak ankourajman.

Men twa kalite akò de gwoup ki te ede lòt gwoup menm jan ak gwoup sa a travay byen ansanb (Itilize yon senbòl pou Akò a).

Entrevi ak entrodiksyon de pa de :

Ranje gwoup yo de pa de epi mande yo pou yo poze patnè yo kèksyon epi prepare tèt yo pou yo ka entwodui yo a gwoup la. Fè yo chache kèk 4 a 5 ti bout enfòmasyon tankou: 1) Non yo ak ki kote yo soti, 2) laj frè ak sè yo, 3) non bèt yo genyen, 4) ki sa yo renmen fè kom lwazi, 5) ki sijè yo pi renmen ak ki sijè yo pi rayi nan lekòl.

Pandan yap fè entrevi sa a, mande yo pou yo koute ak ye yo, zòrey yo ak kè yo. Bay yo a pepre 1-2 minit pou entrevi an. Avan yo komanse ak entrodiksyon yo, lidè a fè yon demonstrasyon sou ki sa yo rele yon entrodiksyon epi li mande manb gwoup yo pou tieke ak patnè yo si yo pa genyen lòt enfòmasyon yo ta vle ajoute nan demonstrasyon entrodiksyon sa a. Apre sa, mande yon volontè pou koumanse ak entrodiksyon yo.

Prosede ak entrodiksyon yo ak yon diskisyon an gwoup sou similarite ak difèrans you dekouvri pandan chak manb ap entwodui tèt pa yo.

Gwoup sou Estrateji/Teknik Pou Elèv Reyisi

Sesyon 1

MITAN :

Bi gwoup la:

Tounen sou Fèyè ki di “nou mete anfaz sou senk kle”

Kanpe pou detire kò ou epi balanse sou yon pye

Diskite konsèp “Kaizen” pou ranfòse pou kisa nou bezwen chache tout ti pwogrè nou fè ak pwogrè lòt moun fè. Itilize men pou ka demontre Kaizen lan.

Itilize postè “Imagine a” pou mete anfaz sou estrateji yo bezwen aprann yo.

- Imagine siksè – fè yon voyaj mantal tankou yon video yap imagine kote ou nan andwa trankil, ki ka fè ou rive nan bi ou te vize a.
- Anpli ankourajman pou ka mete plan ou genyen nan tèt ou yo an pratik pandan w ap fè plis efo chak jou- fè anpli pratik.
- Kènbe men youn ak lòt pou resouz pwoblèm ak aprann lòt estrateji sizenka sa ou te deja genyen yo pa mache – pa pè rekomanse a zewo.
- Travay sou kijan pou ou vini yon optimis (pou kwè nan tèt ou)

Kèk fraz ki positiz:

Pou ka demontre kè wap travay sou optimizim ak konpòtman pozitif kè ou genyen, itilize de premye fraz ki sou postè a. Mete elèv yo de pa de pou yo travay sou yon sitiasyon kote yo ka fini fraz sa yo ki te deja koumanse a. Epi pataje egzanp sa yo ak gwoup la.

Sa pa sanble mwen _____ nòmman mwen pi _____

Jiska kounye a _____ a pati de kounyea _____

Chante ki gen pawòl pozitif

Entwodui chante ki gen pawòl pozitif pou devlope kapasite mantal ak sèvo w
Jwe mizik ki gen mesaj pozitif epi aprann elèv yo 5 mouvman pou ede yo fè efò ak sèvo yo.

Envite elèv yo pou pote pwop CD pa yo ki gen mesaj pozitif nan pwochèn klas la

Gwoup sou Estrateji/Teknik Pou Elèv Reyisi

Sesyon 1

FEN :

Sèt Kle SSS—Panse, ekri, travay a de, pataj volontè:

Mande konbyen nan yo ki te gen yon A oswa B nan *Quiz* yo te pran semèn pase a?

Sa vle di ou te itilize de premye kle yo trè byen. An nou pran yo youn pa youn pou tieke pwogrè nou fè nan semèn pase a:

Chwazi yon volonte pou li yon kle siksè epi diskite li rapidman, mande yo “kilès nan you ki te fè pwogrè nan kle sa? Pataje sa yo te fè pou te ka reyalize pwogrè sa. Fè yo sonje *Kaizen* – tout ti pwogrè konte

Aprè, mande patisipan yo pou *tieke flech/bay tèt yo yon nòt* avan yo kontinye ak lòt kle yo.

Panse, ekri: apre sa, mande elèv yo pou chwazi yon bi/objektif epi ba yo tan pou ekri bi yo chwazi a ak tout plan yo genyen pou ekzekite bi sa a. Fè yon ekzanp ak yo.

Imagine siksè yo va genyen le yo reyalize bi/objektif sa a: Lè yo tout jwen bi yo e yo gen pwop plan yo, pran you moman pou fè yon vwayaj mantal “*Safe Place*” pou yo panse ak yon bagay yo renmen fè anpil (ki ba yo anpil plezi).

“Fè yo jwe videyo sa a nan tèt yo. Di yo pa bliye tout moun ki te fè pati de plan sa a epi imajine siksè yo genyen apre yo te finn ekzekite plan sa a. Imajine jwa, kè kontan ou genyen. Asire w kè ou nan fen pwoje sa a, ou atenn bi kè ou te genyen an, bon jan sansasyon pozitif ou genyen le ou rive nan bi/objektif kè ou te genye an”.

Travay a de: Aprè, mande yo pou pataje objektif yo ak plan yo te fè ak yon patnè yo pandan yo tap pratikè kijan pou koute ak ye, zòrey ak kè yo.

Pataj volontè: Nan fen leson an, mande kèk volontè ki ta enmen pataje objektif yo ak plan li te fè a ak tout gwoup la. Pa bliye bay anpil ankourajman epi ramase papye yo te ekri objektif yo (sa vle di plan ou genyen pou semèn kap vini an).

Ba yo on apèsi sou pwochèn sesyon an:

Di konson “mwen pa ka tann poum pale nou de mezi 7 kle SSS epi wè kijan nou pral travay sou objektif sa yo.

Ki jan nou santi nou anfòm/Fè yon sondaj sou bon jan sansasyon nou genyen.

Pale sou ki sa pou nou fè pou nou ka kontrole nou lè nou fache

Nap komanse ak yon chan pozitif, kiyès kap pote yon CD ak mesaj pozitif?

Avan nou fini, an nou kanpe, an nou pran men nou pou fè **Kaizen**. Fè yon sèk kote tout moun genbe men dwat patnè ki bò kote ou a pou di ansanm apre 1, 2,3 “ou ka atenn bi ou si ou vle, an nou travay pou sa”

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