

ACCOUNTABILITY STUDY 2009/2010

BEHAVIOR PERFORMANCE MANAGEMENT A NEW SCHOOL COUNSELING INTERVENTION MODEL

Outreach Concern is a non-profit, school-based counseling agency founded in 1993. Our primary focus is to provide intervention and support services for students in elementary, middle, and high schools who demonstrate difficulty with academic, behavior, and social/emotional issues. The services outlined in this study were provided in 78 public and private schools throughout Southern California during the 2009/2010 school year.

Intervention in the form of direct counseling services to the student population was provided by intern counselors pursuing undergraduate and graduate degrees in various fields of human service, including psychology, sociology, MFT, and pupil personnel services. Supervision of these services was directed by Outreach Concern's Regional Field Supervisors with similar backgrounds and by licensed clinicians.

The intervention tool employed in this study was a counseling modality developed by Dr. Fredrick Capaldi, "Behavior Performance Management." The purpose of this study was to ascertain whether this counseling intervention improved academic performance in clients referred for academic difficulties.

The BPM model provides a blueprint for therapists who treat children and adolescents in both academic and private counseling environments. While focusing on specific behavioral goals the BPM model goes beyond traditional behavioral models, involving teachers and parents and support systems in addressing client difficulties. The BPM model has demonstrated significant success treating children who demonstrate a variety of behavior, academic, and social issues and has potential to revolutionize how therapists work with children and adolescents, bringing the discipline to a new found sense of order, with measurable achievements.

Over the 2009/2010 school year, Outreach Concern conducted an Academic Accountability Study. In this study 763 students from elementary, middle, and high schools who were demonstrating academic deficiencies were referred to Outreach Concern counselors. Of those students 587 (77%) demonstrated a significant increase in overall Grade Point Average after being seen by the Outreach Concern counselor employing the BPM model. Of the 77% who had an increased GPA, 236 (43%) students increased their GPA scores by one whole point or more.

The Behavior Performance Management model differs from traditional counseling methods that are either "insight" focused, or "non-directive." Instead it recognizes that 85% of child and adolescent referrals are non-voluntary, and therefore, the traditional more participative models are less effective. The lack of success utilizing these and other models is demonstrated by studies which show a high dropout rate from child therapy and poor clinical outcomes.

The BPM model focuses on incorporating a new "mechanics" of counseling that are aimed at structuring intervention toward action plans, ownership, and productivity. It emphasizes that it is not the lack of self-esteem, confidence, or motivation that negatively effects academic performance. Rather, it is the poor performance that gives rise to feelings of inadequacy and a negative personal identity core construct. BPM empowers the counselor with a sense of purpose and direction to mobilize significant position holders in the student's life, which include, but are not limited to parents and teachers, to redirect the child's behavior under the guidance and direction of the counselor.

Our work with thousands of students over the last several decades, in which we have successfully incorporated this model, evidences the fact that the BPM process can impact not only a student's academic potential, but can also lead to lifelong positive outcomes.

**Outreach Concern, Inc.
Academic Accountability Study
2009/2010 School Year
ACADEMIC REFERRALS**

Region	Number of Student Referrals	Number(%) Demonstrating GPA Improvement	Number(%) Demonstrating Increase of 1 Point or more in GPA	Number(%) Demonstrating No Change in GPA	Number(%) Demonstrating Decrease in GPA
1	90	64 (72%)	27 (42%)	13 (14%)	13 (14%)
2	248	173 (70%)	42 (24%)	45 (18%)	31 (12%)
3	172	154 (89%)	115 (67%)	9 (5%)	10 (6%)
4	104	78 (74%)	18 (23%)	6 (6%)	20 (19%)
5	40	29 (88%)	27 (93%)	3 (9%)	1 (3%)
6	110	85 (74%)	23 (27%)	11 (10%)	19 (16%)
TOTAL	764	583 (77%)	252 (43%)	87 (11%)	94 (12%)

- Study represents students referred for academic deficiency
- Referrals generated from Parents, Teachers, Administrators
- GPA calculated from student report card at initial counseling referral date and at year end reporting period

<i>Schools in Study</i>	
Public Elementary Schools (K-8)	41
Catholic Elementary Schools (K-8)	27
High Schools	10
TOTAL	78

**Outreach Concern, Inc.
Accountability Study
2009/2010 School Year
ALL SCHOOLS, ALL REGIONS**

Region	Number of Student Referrals	Number(%) Demonstrating GPA Improvement	Number(%) Demonstrating Increase of 1 Point or more in GPA	Number(%) Demonstrating No Change in GPA	Number(%) Demonstrating Decrease in GPA
1	355	239 (67%)	88 (37%)	74 (21%)	42 (12%)
2	319	194 (61%)	43 (22%)	81 (25%)	44 (14%)
3	318	242 (76%)	162 (67%)	49 (16%)	27 (8%)
4	261	149 (57%)	23 (15%)	49 (20%)	61 (23%)
5	125	112 (90%)	76 (68%)	9 (7%)	4 (3%)
6	275	166 (60%)	30 (18%)	48 (18%)	61 (22%)
TOTAL	1,653	1,102 (67%)	389 (38%)	422 (19%)	239 (14%)

- Study represents students referred for academic deficiency, behavioral, emotional or social issues
- Referrals generated from Parents, Teachers, Administrators
- GPA calculated from student report card at initial counseling referral date and at year end reporting period

<i>Schools in Study</i>	
Public Elementary Schools (K-8)	41
Catholic Elementary Schools (K-8)	27
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TOTAL	78