

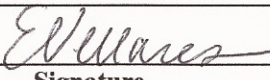


# FLORIDA ATLANTIC UNIVERSITY

COLLEGE OF EDUCATION  
DEPARTMENT OF COUNSELOR EDUCATION  
Phone: (561) 297-3602

777 GLADES ROAD BLDG 47 ROOM 270  
BOCA RATON, FL 33431-0991  
Fax: (561) 297-2309

## College of Education Department of Counselor Education Announcement of Dissertation Defense

Jacqueline Lee-Russell Wirth Student Name	May 11, 2012 Date of Defense	2:00 PM – 3:30 PM Time	280 Room Number	ED Building
Elizabeth Villares, Ph. D.		Counselor Education	Department	College of Education
Major Advisor				
Greg Brigman, Ph.D.	Dissertation Committee Member	Counselor Education	Department	College of Education
Linda Webb, Ph.D.				
Irene Johnson, Ph.D.	Dissertation Committee Member	Counselor Education	Department	College of Education
Department Chair				

**Dissertation Title: THE EFFECT OF A CLASSROOM INTERVENTION ON ADOLESCENT WELLNESS, SUCCESS SKILLS, AND ACADEMIC PERFORMANCE**

### ABSTRACT

The purpose of this quantitative study is to measure the impact of an evidence-based school guidance-counseling curriculum, Student Success Skills (Brigman & Webb, 2010), on: (a) wellness factors for early adolescences, (b) engagement in school success skills, and (c) grades in core subject areas of language arts, mathematics, science, and social studies, reported at nine-week intervals. Three hundred and sixty-seven seventh-grade students from two middle schools were randomly selected to complete the required Florida physical education course during their first semester of the school year. School A served as the treatment group ( $n=66$ ). School B served as the control group ( $n=69$ ). Students in the treatment group received five, 45 minute, standalone SSS classroom lessons delivered by their physical education teacher. Total scores on the Five Factor Wellness Inventory Form-T (5F-Wel-T) (Myers & Sweeney, 2005a) and the Student Engagement in Success Skills Survey (SE-SSS) (Carey, Brigman, Webb, & Harrington, 2010), as well as reported nine-week grades in core academic subject areas were collected pre- and post-intervention for all students in the sample ( $N=135$ ). An alpha level of .05 was used to determine statistical significance on all tests. A series of one-way analysis of variance (ANOVA) was used to determine differences between groups on wellness and school success skills behaviors. The ANOVA results indicated students in the treatment group showed a statistically significant increase [ $F(1,133) = 4.701, p = .032$ ] in total wellness as compared to the students in the control group. A Cohen's  $d$  effect size for the 5F-Wel-T of  $+0.37$  (95% CI  $[0.030, 0.711]$ ) indicated a medium ES. There was no statistically significant difference found between groups on the engagement in school success skills [ $F(1, 133) = 1.600, p = .208$ ]. A Cohen's  $d$  effect size for the SE-SSS of  $+0.21$  (95% CI  $[-.12, 0.55]$ ) indicated a small ES. A multivariate analysis of variance (MANOVA) and multivariate analysis of covariance (MANCOVA) was employed to determine differences between the treatment and control group post-intervention. Results from the MANCOVA showed no statistically significant differences between the participants by condition on their post-Language Arts [ $F(1, 133) = 1.1777, p = .280$ ], post-Mathematics [ $F(1, 133) = .202, p = .654$ ], post-Science [ $F(1, 133) = 1.210, p = .273$ ], and post-Social Studies [ $F(1, 133) = .270, p = .604$ ] grades. A Cohen's  $d$  effect size for core academic grades of  $> 0$  indicated the intervention had no effect. The results of this study provide a link between the collaboration between school counselors and teachers when delivering classroom guidance interventions on wellness behaviors in adolescents. More research in the area of early adolescent wellness, engagement in school success strategies, as well as improved academic achievement in relation to school counseling curriculum programs is needed.