

Evidence-Based Practices for Military-Connected Students with Disruptive Behavior Receiving
Response to Intervention/Section 504 Service: School Counselors' Attitudes and Theoretical
Orientation

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Abstract

This cross-sectional quantitative study compares primary and secondary counselors' attitudes and theoretical orientation for evidence-based practices for military-connected students with disruptive behaviors receiving Response to Intervention and Section 504 services in Texas. This study is paramount for military-connected students with disruptive behaviors in closing gaps in academic performance, social-emotional skills, social justice, and multiculturalism in education. Military-connected students with disruptive behaviors confront the risk of not receiving evidence-based interventions through school services due to school counselors' practices and theoretical approach. The researcher used a quantitative cross-sectional method and three analyses: Pearson r correlation, Multivariate analysis of variance (MANOVA), ANOVA, and t-test for three research questions using SurveyMonkey questionnaire containing two instruments and demographic questions. The sample size was 122 certified school counselors to measure school counselors' perceptiveness and theoretical orientation as dependent variables and demographic information as independent variables. Furthermore, other areas of research will become recommendations for research.

Keywords: evidence-based practices, school counselor, evidence-based practice attitudes, theoretical orientation, Response to Intervention, Section 504 services, military-connected students, disruptive behaviors

Dedication

I thank God for permission to undergo this research study to benefit military-connected students with disruptive behaviors and military families needing school counseling services. I thank Eileen, my wife, who supported, motivated, and guided me through this journey. I also thank Joshua and Rosa, my loving children for being in my life as an inspiration for completing this journey.

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List of Abbreviations

Mental Health Organization (MHO)
Evidenced-based Programs (EBP)
Evidence-based Interventions (EBI)
Attention Deficit Hyperactive Disorder (ADHD)
Response to Intervention (RtI)
Data Based Decision-Making (DBDM)
Texas Education Agency (TEA)
Every Student Succeeds Act (ESSA)
Risk and Authorization Management *Program* (RAMP)
Texas Administrative Code (TAC)
Social-Emotional Learning (SEL)
American Association of Christian Counseling (AACC)
Multitiered Support System (MTSS)
Social Learning Theory (SLT)
American School Counseling Association (ASCA)
American Psychological Association (APA)

Chapter One: Introduction

Acknowledging that over a million students from military families attend schools in America (Military Child Education Coalition, 2020) is important. These students frequently need help meeting educational requirements, obtaining Individual Education Plans (IEP), and staying on track during transitions from one location to another. Furthermore, military-connected students with disruptive behaviors may have trouble meeting school expectations. Counselors use EBPs for school services to promote equal learning and social opportunities. However, it is still being determined whether school counselors are implementing evidence-based practices (EBPs) to resolve disruptive behaviors by military-connected students. This study utilizes a descriptive cross-section method to investigate school counselors' support for EBPs for military-connected students while considering generalizability and sample effect research. The goal is to reduce disruptive behaviors and provide equal opportunities through school services for academic learning and social skills.

Overview Background

Chapter One covers the emergence of EBPs. The chapter identifies the problem, purpose, importance, and equality for students. Furthermore, questions, hypotheses, terminology, definitions, and needed research are provided for the reader. The study begins with the genesis of EBPs in the medical and mental fields with consideration of school counseling.

Background

School counselors attend professional conferences, participate in research development sessions, and acquire published books on collecting, processing, and evaluating data for interventions (Brigman et al., 2018). The training includes advocating for equal opportunity and diversity in daily practices. However, districts and campuses need clarification of counselors applying EBPs for disruptive behaviors from students connected to military families. The study

focuses on school counseling services integrating a support system for general, individual, and group prevention and interventions to address this (Prasse et al., 2012). MTSS supports school services for students with disabilities, consistently monitoring academic success (King, 2022). This research study also attends to the history of EBPs as the genesis of the study.

History

In 1973, medical and mental health practitioners made it obligatory to use EBPs for patients (Sezer & Bauer, 2017). This led to a change towards evidence-based medicine (EBM) as the most effective treatment (Zimmerman, 2017) under the Hippocratic Oath (Cook et al., 2017; Clark, 2018). EBM quickly became a standard for medical education, training, and patient healthcare service (Yates, 2013). Subsequently, a new framework of EBPs became established for mental health practitioners (Hunt et al., 2022; Yates, 2013), requiring two single-case design experimental studies in mental health treatment (Tolin, 2020). The requirement led to Evidence-Based Practices of Psychology (EBPP), which combined EBPs and counseling for an optimal treatment outcome (Kazantzis et al., 2015; Yates, 2013). Consequently, EBPs became a daily approach in the medical field (Gone, 2015), extending into school counseling programs for public education.

During the first decade, school counselors followed guidelines set forth by the ASCA to incorporate evidence-based data into their counseling services. This addressed school and student-related issues (Ellington et al., 2023) with clear expectations (Ellington et al., 2023; Rock, 2021). ASCA (2022) also used RAMP as an evaluation system to establish the model application and effectiveness in the public school system. The federal government contributed by promoting EBPs in education with strict adherence to application (Klein, 2016).

Klein (2016) reported that Every Student Succeeds Act (ESSA) requires EBPs as a top priority in education. In 2019, the Texas Education Agency (TEA) issued directives for

education leadership to supervise districts. As a result, public school leadership became responsible for monitoring EBPs in school counseling services, which is currently a requirement by ESSA, TEA, and ASCA. Therefore, school counseling services became a crucial component in the social context of education.

Social Context

School counseling and evidence-based practices support school counselors using EBPs for classroom instruction, interventions, and school activities. The aim is to help individuals and groups establish goals, be organized, learn strategies, and have self-efficacy, self-control, or self-regulation (Curry & Milsom, 2017). ASCA (2022) requires school counselors to implement research-based standards and counselor/student mindsets and behavior standards in counseling.

Dweck et al. (2014) emphasized that a student growth mindset emerges from accepting mistakes and making changes in learning. Conversely, students who reject errors tend to stagnate their academic growth. Yeager and Dweck (2020) suggested that psychological, motivational, and social interventions support a growth mindset for students in learning. Therefore, school counselors must develop psychological, motivational, and social interventions to develop students' growth mindset for intellectual growth.

Students' emotional growth also becomes crucial to their overall development. Paolini (2019) expressed support among school counselors, teachers, and administrators in fostering leadership, communication, self-control, stress management, and time management skills. ASCA (2022) emphasized that school counselors adhere to the student/counselor standards of mental growth for students' success in the knowledge base, social skills, and positive attitudes in learning. Therefore, a theoretical framework and evidence-based practices are essential for supporting these factors in the research study.

Theoretical Context

Theory of Learning

A learning theory by Bandura (1971) and Dimmit et al. (2007) model for EBPS provides strong support for education. According to Bandura, emulating behaviors leads to developing self-efficacy for goal attainment. Through observational learning, individuals can learn by observing others solve problems in real-life situations and model the behaviors. Individuals can achieve positive results by choosing the best ideas, thoughts, and behaviors for each situation.

Sometimes, people may select a solution lacking evidence-based practice or deem it more appropriate. People's attitude toward a task may determine their preferences, motivation, learning, and ability (Lopez-Hernandez, 2021). However, goal-oriented people have positive beliefs that help them reach their objectives while improving their self-efficacy. Others may have negative attitudes and lack completion of the assigned task (s). Perry et al. (2020) suggested using external incentives to motivate people to complete tasks. Nonetheless, Bandura (1977) noted that people often anticipate the value of rewards before changing behaviors in situations of expectation.

In school settings, inexperienced school counselors observe and role model from experienced school counselors to gain mastery. Trainees guided by experienced school counselors develop skills to master tasks while learning to collect and analyze data for effective evidence-based interventions (EBIs) (Dimmit & Zyromski, 2020). Consequently, some trainees master the role while learning EBPs with a sense of self-worth (Yount & Krause, 2017).

Unfortunately, some school counselors - both new and experienced - have chosen to rely on other theoretical approaches when providing counseling services. Nonetheless, the counseling

communities and education of Texas all emphasize the implementation of EBPs. Therefore, Dimmitt's model becomes noteworthy for counseling programs.

Data-Based School Counseling

A model by Dimmitt et al. (2007) suggested using data-driven research-based approaches for school counseling. The model consists of identifying a problem, conducting research, and using intervention for evaluations. These parts help school counselors develop student intervention plans based on research. School counselors' collaboration with school service committees (Data Based Decision-Making [DBDM] teams) on collected data helps determine suitable evidence-based interventions (EBIs) while keeping track of positive research outcomes.

Zyromski et al. (2018) suggested that DBDM teams use a scientific data collection and problem-solving approach. Brigman et al. (2018) recommended research articles to find evidence-based interventions that address disruptive behaviors with mental, emotional, and behavioral skills. Additionally, Zyromski et al. (2018) suggested integrating theoretical interventions into student skill programs. Lemberger-Truelove et al. (2020) also suggested using theoretical approaches for small-group interventions. Therefore, theoretical approaches should be integrated into interventions and evaluations for EBIs.

Furthermore, Zyromski et al. (2018) emphasized identifying students' needs for changes through evaluation. Kaffenberger (2013) and Lemberger-Truelove (2020) stressed the importance of using the action research approach to assess evidence-based interventions (EBIs) for effective counseling outcomes. Mason et al. (2016) reinforce the suggestion by requesting continuous analysis and evaluation of data on EBIs in school settings. Using a single approach, the progress of disruptive behaviors and measuring data of changes on a chart showed effective results (Sowell et al., 2020).

School counselors should be aware that relying solely on action research as a school counseling intervention may limit the effectiveness of other therapeutic approaches.

According to Bowers and Lemberger (2016), action research is a data-driven decision-making process that involves choosing evidence-based research interventions and evaluating their effectiveness. However, they also noted that person-centered approaches, prioritizing therapeutic rapport and interpersonal and intrapersonal relationships, can be overlooked if action research is the sole approach for the intervention. Therefore, school counselors must consider various therapeutic strategies to ensure student outcomes.

Conclusion

Since 1973, evidence-based treatments have become a standard practice due to the Health Maintenance Organization Act (Sezer & Bauer, 2017; Yates, 2013). Consequently, the accountability of EBPs in counseling programs is paramount. Continuing research in school counseling areas with samples will help close research gaps (Mullen et al., 2019). To accomplish this, the researcher selected Bandura (1971), which provides a social learning theory with three significant concepts for school counseling. The researcher also selected Dimmitt's (2007) model for EBPs in supporting data collection and research-based interventions for school counseling. This model highlights the significance of creating research-based interventions for marginalized or disabled students of nonmilitary or military-connected backgrounds who receive RtI and Section 504 services. Therefore, the researcher's choice of theory and model supports the following statements of the study.

Problem Statement

This investigation identifies EBPs and school services for military families with children displaying disruptive behaviors. Research suggests cognitive-behavior therapy is the primary

intervention for EBPs in school counseling (Mullen et al., 2019). However, it remains to be seen if beliefs in EBPs support disruptive behaviors. Training for counselors in EBPs was recommended by Lambie et al. (2019) for students exhibiting disruptive behaviors.

The study recommends EBPs for students from families experiencing disruptive behaviors. The study will address the central research concerns. Firstly, counselors support for EBPs, specifically for this group of students. Secondly, establish if inexperienced or experienced counselors support EBPs. Thirdly, cognitive-behavioral approaches prove consistent in research studies. Furthermore, there is a need for clarification as to whether school counselors support EBPs and cognitive-behavior interventions for students of a military background showing disruptive behaviors in the school setting.

American institutions of counseling continue to hold school counselors responsible for implementing EBPs. School counselors are open to using EBPs (Mullin et al., 2019). However, the questionability of counselors supporting EBPs for disruptive behaviors by students related to military families is unknown.

Purpose Statement

This research aims to establish opportunities for students with disruptive as their peers. The study will examine the effectiveness of primary and secondary counseling for EBPs in school services. The study will also gather information using EBPAS, TOPS-R, and a demographic form combined into a SurveyMonkey survey. The EBPAS identifies attitudes relating to EBPs and counseling. The TOPS-R reveals the most preferred theoretical choice for EBPs. The demographic form provides background information on elementary, middle, and high school counselors (Burgess, 2017). Therefore, the information gathered from the SurveyMonkey survey and analyzed with analysis applications from an IBM instrument will

provide a descriptive interpretation for enhancing graduate programs in counseling and school districts/campuses' effective school counseling for school services. Furthermore, the study findings will promote equal opportunities for students from military families identified with disruptive behaviors.

Significance of the Study

The study of EBPs and theoretical approaches in counseling establishes a regard for equal opportunity for students from military families exhibiting disruptive behaviors. School counselors using EBPs in Texas school systems become crucial for reducing disruptive behaviors, bridging research gaps, and raising awareness of equality in education. It will offer valuable information about EBPs. Additionally, it will emphasize equal opportunities.

Educational leadership as a valuable source will benefit in evaluating and monitoring graduate counseling programs, planning professional development, and promoting resources for counseling programs. The results will determine possible planning of funds for school counselors to attend evidence-based conferences and gain innovative ideas on EBPs for school counseling practices. This will ensure the necessary opportunities to reduce disruptive behaviors in school settings.

The study will also provide valuable insights and solutions for military leaders on mental health issues relating to students from military families with disruptive behaviors in school. The solutions become resources contributing to the welfare of the students (Blaisure et al., 2016; Quintana & Cole, 2021). Therefore, students from military families can receive social justice through school services, counseling programs, and administration services. Highlighted by Dameron et al. (2020) and Rodriguez et al., (2021) showed the need for social justice and multiculturalism to promote equality for students with disabilities in school services. Novakovic

et al. (2020) recommended that counselors advocate for promoting equality. Military communities and American education must focus on disruptive behaviors in school settings. Research questions and hypotheses are presented as objectives.

Research Questions

The researcher will utilize three research questions from Mullen et al. (2019), but with necessary modifications, to ensure a thorough content analysis during data collection. Specifically, the researcher has added the phrase "for military-connected students with disruptive behaviors receiving Response to Interventions and Section 504 services" to each question. This alteration is critical in establishing changes to the questions and hypotheses and achieving effective research study results. By modifying the research questions, the researcher can confidently and successfully approach the study's objectives:

Research Question 1

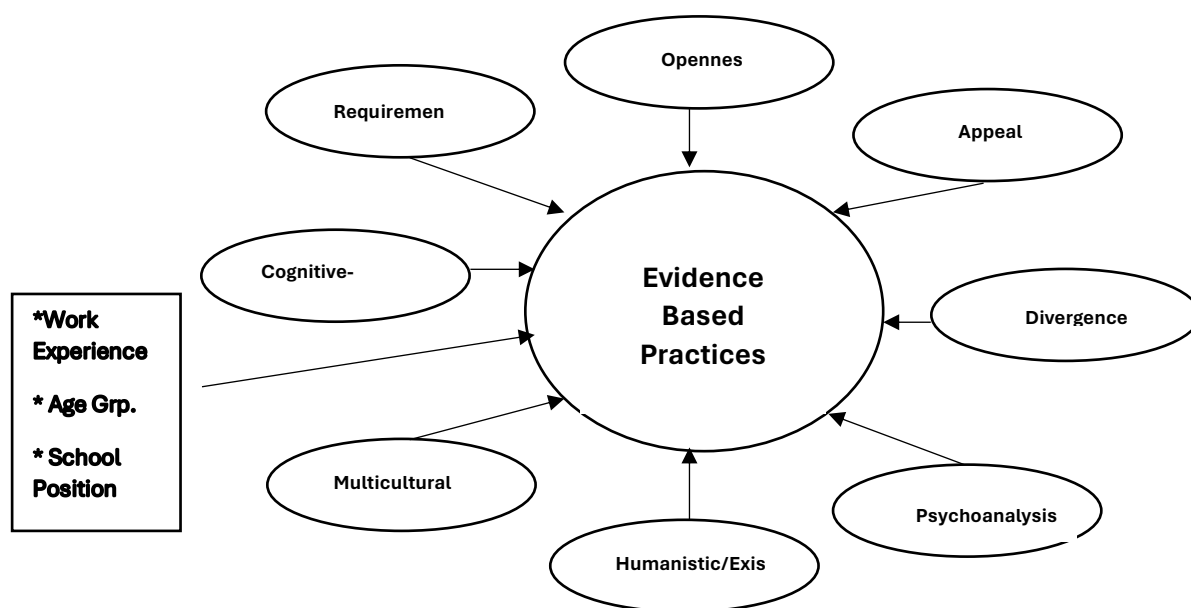
Do school counseling services support research-based practices for disruptive behaviors through school services?

Research Question 2

Do school counseling experience and research-based practices support disruptive behaviors through school services?

Research Question 3

Does a school counseling theoretical approach, position, age, and experience support research-based practices for disruptive behaviors through school services?

Figure 1**School Counselors Perspective to Evidence-Based Practices****Hypotheses**

H1: There is a significant variance for school counseling services supporting research-based practices for disruptive behaviors.

Ho1: There is no significant variance for school counseling services supporting research-based practices for disruptive behaviors.

H2: There is a significant variance for school counseling services supporting experience and research-based practices for disruptive behaviors.

Ho2: No significant variance exists for school counseling services supporting experience and research-based practices for disruptive behaviors.

H3: There is a significant variance in school counseling services, supporting experience, age, school position, age, and a theoretical approach for research-based practices for disruptive behaviors.

Ho3: There is no significant variance in school counseling services regarding experience, age, school position, age, and a theoretical approach for research-based practices for disruptive behaviors.

Definitions

The following terms and definitions provide clarification for the reader in the study.

1. *Certified School Counselor:* A certified counselor possesses a degree and becomes a catalyst for counseling services. These counselors design school counseling programs based on evidence of academic achievement, social-emotional learning, and college/career readiness (Goodman-Scott et al., 2020).
2. *Counselor Perspective:* counseling perspectives reflect viewpoints on research-based interventions (Santesson et al., 2020). The appeal of counseling reflects how often EBPs are used in school counseling interventions, and the requirement covers the tasks requested by a supervisor. Openness suggests using manuals in counseling interventions, and divergence refers to avoidance of services (Aarons et al., 2012; Santesson et al., 2020).
3. *Theoretical Approach:* The counselor's choice of using a theory for counseling interventions from main approaches (Worthington & Dillon, 2003; Mullen et al., 2019).
4. *Evidence-Based Practices (EBPs):* School counselors use research-based intervention methods when considering client characteristics and cultural factors (Burgess et al., 2017; Mullen et al., 2019). Evidence-based practices focus on four main perspectives about the practice of research-based applications. Do participants, like school counselors, hold a positive or negative attitude toward implementing evidence-based interventions for effective interventions or treatments (Burgess et al., 2017)?

5. *Other Health Impaired Services*: Under the Rehabilitation Act (1973) Section 504, students with disabilities must have equal opportunities (Texas Education Agency, 2020).
6. *System of Responses and Interventions*: An approach providing intensive interventions for disruptive behaviors in school. This method aims to prevent or address learning disabilities that may impact the student's performance in school. (Hendricks & Fuchs, 2020).
7. *Student of Military family*: A military family member attending a public school immersed in a military culture (Huebner, 2019).
8. *Disruptive behaviors*: Disruptive behaviors display a child or adolescent's inability to control emotions, leading to behaviors against social norms and authority. These behaviors include aggression, damaging property, and disregard for others (Felver et al., 2022).
9. *Disorder of Attention and Hyperactivity*: A diagnosis of a child showing impulsivity and inattention through a neurological disorder (Landis et al., 2021; Rodriguez, 2016).

Summary

In 1973, HMOs required research-based practices. Mental and medical practitioners adapted their programs to meet these requirements. However, implementation requires counselors to have a credible attitude. However, there is a need to study effective counseling interventions relating to disruptive behaviors for students from military families receiving Response to Intervention and Section 504 services. A theory and model are in the literature review. A SurveyMonkey survey and SPSS are used to collect and analyze the data for a descriptive interpretation.

Lastly, the researcher selected assessment tools for readers to understand the purpose of the study. Additionally, nine terms help aid the reader in understanding the context. The emphasis is

EBPs for military family members attending public schools and receiving school counseling services due to disruption in school.

Chapter Two: Literature Review

Overview

The literature review covers counseling and school services supporting the reduction of disruptive behaviors. Bandura's (1971) Social Learning Theory (SLT) covers essential topics related to school counselors' daily duties and responsibilities, such as role modeling, observational learning, and self-efficacy. Dimmitt's (2007) model focuses on counseling services with EBPs. This model highlights the importance of data collection and team decision-making for services.

The review also delves into EBP history, school counseling, education, and the military. Specifically, it focuses on the critical aspects of duties and responsibilities of counseling for effective school counseling programs. Additionally, it examines the obstacles military family members face who struggle to learn from disruptive behaviors. The review also covers two essential school services: Response to Intervention (RtI) and Section 504. By exploring these themes within the literature, the study clarifies current research.

Conceptual or Theoretical Framework

The literature review explores Bandura's (1971) Social Learning Theory (SLT) and Dimmitt et al. (2007) Evidence-Based School Counseling Practice Model. Social Learning Theory consists of essential concepts relating to counselors. Dimmitt et al.'s (2007) model provides helpful resources for graduates, trainees, and professionals from districts and campuses. This model emphasizes DBDM and research-based applications for committees in schools. The following is the theory and model to guide the reader.

Social Learning Theory (SLT)

Bandura (1971) incorporated behaviorism by explaining how individuals and animals respond to preconditions and positive social reinforcement. Skinner reinforced behaviorism using operant conditioning with pigeons, highlighting how humans interact with each other positively or negatively in their social environment (Sakagami & Lattal, 2016). Bandura (1971) also stressed the significance of putting effort into learning. He integrated the concept of phlogiston into his SLT, where phlogiston became the biological element responsible for driving physical responses to social situations. Humans use energy to meet social demands and satisfy their physical needs. As a result, humans produce energy to aid physical movement and enhance cognitive processes.

Bandura's theory emphasizes cognitive processes in resolving social issues. Marciszko et al. (2019) support Bandura's theory by demonstrating that infants develop mental abilities through frequent social interaction with their mothers. As children grow, their cognitive skills improve, allowing them to anticipate and interpret social interactions, influencing their learning. Cognitive skills foster learning to manage social interactions.

Marcizko stated that social interactions between a mother and child through cognitive, physical, and emotional interactions play a crucial role. Bandura (1971) identified three critical concepts that support the learning process for humans. These are elaborated below.

Observational Learning

Through observation, humans can mentally rehearse what they see and hear. Bandura (1971) noted that senses play a vital role in taking in information and participating in physical activities such as sports and juggling. Additionally, Carcea and Froemke (2019) identified sensory, executive control, recall formation, and movement control of the brain with

observational learning. Corrado et al. (2020) reported that participants aged 8 to 13 in athletic skills showed higher motor skills from observation learning than non-athletic participants through mental imagery. The results showed that using observation and mental imagery enhances motor skills in children.

Bandura (1971) also suggested that verbal coding and observation effectively store information in long-term memory. Recently, Krigolson et al. (2020) compared groups with instructions for stacking cups. The distribution learning group had less frequent instruction and more time, while another group had more frequent instruction but less time. The less frequent instruction group with more time showed more retention over the more frequent and less time group. In addition, the distribution group received observational learning as a treatment, further improving retention. This study suggests that combining mental images and verbal forms with more time, less frequency, and observational learning can enhance the retention and mastery of skills.

Role Modeling

Bandura (1971) defines role modeling as adopting specific characteristics of a social role through attention, recall, actions, and choices based on circumstances and intentions. Bourgeois et al. (2020) discovered the pulvinar-cortical processes of the human brain to attention and memory. Human attention allows for encoding specific sensory information and images into memory for recall. Recall helps individuals use the stored data and images to achieve expectations and desired goals. For example, aspiring school counselor trainees can help implement the counseling role by meeting the expectations of counselor educators and professional counselors through attention, recall, and actions in graduate counseling courses.

Tamariz (2019) reported that human memory and mastery of traits preserve the cultural role for future generations. Bandura (1971, 1977) recognized that retaining knowledge and replicating learned behaviors occurred to fulfill the requirements of a role model. Additionally, counselor educators teach the cultural values and beliefs of the role model in becoming a counselor (Zyromski, 2018). Individuals must embrace a given social position's characteristics, attributes, cultural values, and ideas to carry out their duties effectively (Tamariz, 2019).

In reproducing actions, people create patterns of behavior that meet social standards, which improve from feedback (Bandura, 1971). School counselor educators provide feedback to trainees to ensure the practice and mastery (Zyromski et al., 2018). Zyromski et al. stressed that educators should monitor and evaluate trainees to ensure they meet graduate course requirements. However, obtaining a school counseling certificate only confirms knowledge and understanding. The application and encouragement of the knowledge basis become significant in school settings. Bandura (1971) and Schunk and DiBenedetto (2020) recommended support in executing the competency of the role model.

According to Bandura's (1971) research, reinforcement and motivation can assist individuals in making intelligent decisions for actions. The Texas Education Agency (TEA) (2020) supports this idea. It mandates that school counselors complete all counseling courses at the graduate level and pass a Texas state exam. These prerequisites establish effective programs that adhere to state requirements while counselors develop self-efficacy and confidently fulfill duties within the school setting.

Self-Worthiness

Using cognitive and physical skills develop a sense of worthiness in task completion (Brigman et al., 2018). Bandura (1971) identified four components of self-efficacy: active

attainment, imaginative experiences, persuasive conversation, and physical condition for task completion. Active attainment involves attaining a goal (Burger et al., 2020). As Lebron Ocasio de Benitez (2021) explained, imaginative experiences involve observing and monitoring others to reinforce the successful completion of a task. Graduate counseling programs that follow education requirements and counselor educators' instructions help school counselor trainees develop the ability to create decisions in school counseling scenarios while considering evaluation and feedback for mastery. The evaluation and feedback provide the trainee with persuasive communication by the school counselor educator for necessary adjustments for successful results.

Persuasive communication becomes an evaluation by observers as either positive or negative based on how well a person completes a task. Zyromski et al. (2018) explained that counselor trainees receive feedback in the form of verbal and written evaluations from their educators on meeting graduate course requirements. However, a person's attitude towards completing a task may produce a positive or negative response. For instance, counselors may exclude practices based on their preference for a specific theoretical approach. Bandura (1971) explained that a person's discretion and judgment can interfere with their ability to act out the role model. To combat negative attitudes towards fulfilling role model requirements, Bandura suggested using observational learning and incentives to encourage positive attitudes. Additionally, Bandura (1999) emphasized the importance of positive attitudes, such as control beliefs (contingency and competency beliefs), in completing tasks.

Observation and modeling become essential factors for professional growth. These elements fulfill the duties of establishing an effective school counseling program with consideration of EBPs.

School Counseling Program with EBPs

The utilization of EBPs in counseling has become a valuable resource. According to Dimmitt et al. (2007), three components are essential and function independently and collectively for effective counseling. Hence, school counselors must have adequate training and knowledge in all three areas to provide effective counseling services.

Problem Description

Gathering data on student attendance, tardiness, and disciplinary and academic performance from stakeholders becomes a challenge for analyzing and developing a descriptive problem (Dimmitt et al., 2007). Action must be taken to reduce disciplinary referrals in school (Hines et al., 2019). Collecting information from various resources helps address behavior problems in school (Lambie et al., 2019).

Additionally, Dimmitt et al. (2007) highlighted the benefits of decision-making from DBDM teams. DBDM teams generate information for decision-making. DBDM teams help school counselors evaluate students' disruptive behaviors and choose the best research-based practices. Schildkamp et al. (2019) stressed that administrators could establish an effective group team by following a five-step process: (a) creating goals, principles, and a visualization statement, (b) identifying with team members, (c) creating a dependent/independent knowledge base, (d) holding everyone responsible for data sharing, and (e) filtering data through school subsystems for results. The five-step process helps school counselors and committee members as a DBDM team to tackle issues such as disruptive behaviors.

Reinhardt et al. (2019) reported that non-military peers faced fewer behavior issues than military-connected peers. Reinhardt recommended that training in the military family lifestyle helps counselors reduce violence with behavior interventions. For example, Hamilton and

Astramovich (2016) implemented research-based behavior interventions for an elementary student with attention deficit hyperactive disorder (ADHD) having above-average intelligence but struggled with time management, attention to detail, strategic planning, and self-control. The research-based intervention reduced behavior problems in the classroom. Research-based interventions improved students' behaviors for learning using data collection and effective decision-making (Hines et al., 2019).

Outcome Research Utilization

Research outcomes utilization has shown that evidence-based interventions (EBIs) are a factor for research-based groups. Zyromski et al. (2018) underlined that a counselor's attendance at professional development sessions, new interventions, and effective evaluation strategies provides the school counselor with the latest EBI updates for effective school counseling. The daily application of EBIs for students with behavioral problems helps increase school counselors' self-efficacy. Outcome research utilization focuses on professional development, data decision-making, and research-based teams to yield the most effective results for evaluation.

Intervention Evaluation

School counselors are essential for the evaluation. An eight-step model helps school counselors identify research-based interventions, determine effective behavior interventions, evaluate their implementation, and monitor results (Zyromski & Mariani, 2016). This model helps school counselors focus on areas of academic growth, identify gaps for intervention, establish goals based on data, identify student needs, develop interventions, implement assessments, and evaluate effectiveness. Additionally, Dimmitt and Zyromski (2020) highlighted that school counselors must attend annual conferences on evidence-based school programs, receive professional development, and purchase the latest materials. Dimmitt and Zyromski also

stressed the importance of evidence-based decision-making teams for efficient results. School counselors can implement effective interventions using the eight-step model, self-assessment, and professional development.

EBPs for Disruptive Behaviors

Counseling and school services become critical in providing EBPs for disruptive behaviors. Counselors are essential to ensure the effective delivery of these services. The literature review covers the history, counseling programs, counselor's role, social justice, multiculturalism, Christian support, military culture, military families, and school services for EBPs. These components link EBPs to the reduction of disruptive behaviors in schools. However, it is unclear if certified counselors support EBPs in reducing disruptive behaviors in school settings. The genesis of EBPs begins with the history.

History

HMO-mandated organizations using EBPs in Medicaid and Medicare coverage for American patients in the 1970s. Sezer and Bauer (2017) and Yates (2013, 1973) (Pub. L. 93-222) brought significant changes in the medical and mental healthcare communities. MHO requires medical practitioners to apply new Medicaid and Medicare standards and effective research-based therapies for MHO recipients.

The American Psychological Association (APA) (2020) made necessary changes to ensure psychotherapists comply with the new MHO requirements. However, psychotherapists had mixed reactions toward EBPs in psychotherapy (Beidas et al., 2015; Yates, 2013). EBPs were emphasized in school counseling services for education (American School Counseling Association [ASCA], 2019). Medical, mental health, and school counseling communities underwent the necessary changes to implement EBPs.

Medical Changes

Medical healthcare recognizes EBPs as a common language in medical procedures. The word ‘evidence-based’ was first pioneered by Sackett as a moral judgment in applying EBPs in medical treatment (Cook et al., 2017). Eventually, moral judgment became policy.

The APA followed suit and adopted Sackett's definition, emphasizing mental health care (Cook et al., 2017). Psychotherapists now rely on research, mental health, and culture for clients. However, the use of EBPs in psychotherapy presents both advantages and obstacles. The following paragraphs are the main advantages and obstacles of EBPs.

Advantages. EBPs offer numerous benefits. Psychotherapists use EBPs in mental health treatment, providing their clients with the best cost-effective, evidence-based mental health treatment available. Studies by Levers (2012) and Sansen et al. (2020) confirmed that trauma psychotherapists adhere to APA ethical requirements for trauma treatment plans by utilizing EBIs. Psychotherapists hold themselves accountable to ethical standards while considering the cost of an effective treatment plan.

Regarding cost-effectiveness, TheraNest (2020) reported that top cost-effective therapies support research studies and maximize the effectiveness of mental health treatment while reducing costs. Yates (2013) and Gerger et al. (2020) indicated that ethical treatment plans, research studies, and cost-effective strategies provide patients with the most effective EBIs. These components align with Mental Health Organization (MHO) standards to produce the best patient treatment at the lowest cost (Cook et al., 2017). Consequently, psychotherapists must focus on ethical interventions for the best mental health treatments.

Psychotherapists use ethical interventions as treatment for mental health (Gerger, 2020; Yates, 2013). Ethical interventions involve EBPs tailored to the subject's experiences and

intuition. Stolt et al. (2018) conducted an international study on ethical interventions. Four moral values were identified for consideration: (a) general ethical principles, (b) research on interventions, (c) clarification of problems, and (d) execution of ethical counseling. By following these moral values, psychotherapists provide an efficient healing process to mental health clients at the lowest costs and best results. However, some psychotherapists feel that relying solely on EBPs can limit the ability to use other practical psychotherapeutic approaches.

Obstacles. Some psychotherapists believe that EBPs limit the scope of psychotherapeutic practices (Myer et al., 2020; Yates, 2013). EBPs necessitate treatment manuals, empirically supported treatments (ESTs), and strict time management. Some psychotherapists argued that following a procedural manual, like a medical guide, restricts the practitioners to a step-by-step treatment procedure, thus inhibiting the use of other therapeutic approaches, such as spiritual or humanistic strategies. Another issue is the scarcity of valid and reliable research studies, which raises concerns among psychotherapists about the need for more research-based EST studies. Collecting resources is critical when handling caseloads and treatments. Educational services also confront challenges with evidence-based applications.

Educational Services

2015 EBPs became a mandate in TEA schools. EBPs became a bridge to closing the educational gap. ESSA requires administrators, staff, and school counselors to monitor practices and performance. ESSA also requires incorporating evidence-based practices for federal funding programs Comprehensive or Targeted Support Improved in Tiers I, II, or III support.

Such expectations required school counselors to address inappropriate behaviors using Tier I and II interventions. Sowell et al. (2020) presented a baseline chart for monitoring

progress in changing behaviors with EBIs. School counselors could consider the eight-step SCD-IOI with the Multitiered Support System (MTSS) when applying EBIs.

The MTSS is a three-level intervention pyramid providing school counselors with a multi-level support system. School counselors can effectively support the reduction of disruptive behaviors by aligning tier levels of MTSS and EBIs through school services. For federal funding, Title I and Title II schools must meet requirements established by ESSA and Elementary and Secondary Education Act guidelines for EBPs. Educational institutions necessitate state-certified principals to monitor school counseling programs. Texas school principals are accountable for evaluating school counseling programs for applying EBPs.

A Comprehensive Program

Rodriguez et al. (2018) reported on the history of school counseling, indicating the focus was on vocational skills, called ‘vocational counseling.’ Brigman et al. (2018) emphasized that the 1980s was on independence, integration, and development by administrators for educational equity. Today, ASCA (2019) highlights an evidence-based counseling program for Pre-K to 12 grade education. TEA (2018) uses a counseling program to support the state education system. Additionally, Christian families with Christian children receive referrals for community services (American Association of Christian Counseling [AACCC], Section C.5, 2014).

ASCA/Texas School Counseling Models

Public schools can access the ASCA School Counseling, Risk, and Authorization Management Program (RAMP). This program is designed to support performance and learning. In Texas, a similar program is available to both military-connected/nonmilitary students. Both programs aim to increase performance and learning in education. However, the ASCA model has four main components, while the TEA model has four different components. The ASCA school

counseling framework will be used to compare the two. The RAMP program is also addressed as a monitoring system for the ASCA model.

Define

Three standards apply for defining the profession. These standards are as follows: (a) Student: ASCA mindsets and behaviors for primary and secondary levels for lifelong learning; (b) professional practice of standards; and (c) professionalism and expert skills. ASCA delivers lifelong learning standards within the postsecondary environment. Counselors integrate the standards into the cultural guidance curriculum and other school counseling activities. McCormac and Snyder (2019) shared the results of a multi-year effort by a school district to integrate ASCA standards and EBIs. They found that five competency skills support Tier 1 interventions. However, they indicated that students' success depended on the commitment of all educators.

Moreover, Brigman et al. (2018) reported that a social-emotional learning (SEL) program provides teaching and learning for students' success. This program includes student mindsets and behavior standards. Brigman et al. concluded that ethical standards, mindset standards, behavioral standards, and the SEL program create successful results. However, Brigman also emphasized that counselors and educators must commit to implementing the SEL program.

This commitment can be applied to the Texas model, which provides student competency for educational growth. Student competency is a standard for student success relating to mental health readiness for education and future employment. The competency of intrapersonal communication relates to a student's inner self concerning school issues, including their thinking, beliefs, values, emotions, and self-evaluations. On the other hand, the competency of interpersonal effectiveness focuses on a student's social skills when interacting with others in

school settings. This includes developing healthy boundaries and communication skills to foster positive relationships that respect diversity, human rights, and privacy. To prepare for the labor market, postsecondary planning and career readiness are essential for students to develop awareness and motivation for career exploration, planning, personal endeavors, community support, and life experiences. Emotional health and safety provide resilience and coping skills for self-assertiveness as protective measures to daily life events.

ASCA (2022) defines professional practices as ethical standards with the highest integrity, leadership, and professionalism for establishing programs according to requirements and showing successful results for future learning. Moreover, ASCA requires a focus on supporting the student's family values, beliefs, religion, culture, and ethnicity.

The Texas Education Agency (2018) requires school counselors to follow the Texas Administrative Code (TAC) §247.2, ACA, and the ASCA. The TAC sets standards for professionalism, ethics, and performance when dealing with colleagues and students. The ACA (2014) provides ethical guidelines for school counselors, including independence, immorality, and benevolence. The ASCA (2022) focuses on integrity, leadership, and professionalism in ethical behaviors by counselors for effective school counseling programs.

In the profession, ASCA emphasizes self-responsibility for accountability (ASCA B 3 a-m, 2022). This means that a master/doctorate institution, a member of a professional organization, holds state credentials, follows ethical standards, and advocacy becomes the expectation for making ethical decisions, practicing self-care, maintaining the profession's integrity, and respecting other's property. The state's comprehensive requirement is to request a state board certification from a graduate school counseling program, obtain state examination

certification, have two years of classroom experience, and participate in consistent professional growth through in-service training.

Manage

ASCA (2022) provides guidelines for mission and vision statements for managing school districts and campuses. This is done through effective management practices, which involve understanding students' diverse experiences and providing resources that support the program's statements. The program should have a vision statement expressing all students' success, a future-oriented worldview, and alignment. The program's mission statement should incorporate a vision, purpose, equal opportunity, and lifelong learning for all students.

According to Martin and Carey (2014), the ASCA concept of management integrates school counseling and administrative leadership to achieve three management goals: (a) annual meetings with leadership, (b) goal alignment, and (c) commitment of resources. The management process leads the counseling program to improvements in producing outcomes such as closing the gap of student achievement, changes for advancement in school operations, and increasing program resources. Martin and Carey suggested the management of statements to reduce student academic gaps, improve school operations, and obtain necessary resources.

ASCA (2022) considers using organizational tools such as program forms, program planning, annual data review, conferences, calendars, and advisory councils to develop the alignment for effective collaboration and improvement. TEA's (2018) program model presents some similarities. For example, TEA and ASCA hold the same beliefs in promoting school counselors as professional leaders of ethnicity. Both agencies consider planning for collecting data, setting goals, developing lessons, and obtaining administrative support.

Michel et al. (2018) and Hanyun and Harvey (2022) emphasized the administration and school counselor leadership using assessments and tools effectively and efficiently. Michel et al. suggested a leadership framework such as SEL: listening, evaluating, advocating, and disseminating (LEAD) for preparing counselor trainees to manage the comprehensive counseling program.

The Texas model requires five components: (a) the mission statement aligns with the school, (b) counseling program and school district must have mutual mission statement alignment, (c) describes to whom the program will serve, (d) will help all students, and (e) will use concise and clear communication for alignment for an effective mission statement. The Texas model aligns with ASCA in balancing content areas, collecting and analyzing school data, managing resources, collaborating for school services, and evaluating the school counseling program. Watkinson (2013) recommended in a case study that school counseling programs need a vision conceptual framework: (a) identify a statement of vision, (b) establish a statement of vision, and (c) school counselors must be marketable. The marketability establishes direction for teachers' administration and counselors through assessments for effectiveness.

Assessments support counseling and administration in establishing a mutual alignment of the vision and mission statements according to campus and district goals (Hanyun & Harvey, 2022). They emphasized that 20% of management is focused on school support activities and program planning. The commonality between the ASCA and TEA models is the time management for the districts' and campuses' requirements. Such a management concept supports counselors by providing 20% while focusing on delivering direct and indirect services.

Delivery

The delivery utilizes evidence-based research methods, strategies, and techniques in counseling services. As counseling models outline, these services include direct, indirect, and consultation. These services are explained in more detail.

Direct Service. The American School Counseling Association (2023) emphasizes three primary services: instruction, appraisal, and advisement for direct services. These services provide students with face-to-face sessions to improve knowledge, attitudes, and social skills. Collaboration between support staff and leadership provides essential support. Riechel et al. (2020) emphasized direct services for gathering and analyzing data for effective student interventions.

TEA (2018) offers response services for immediate interventions to address disruptive behaviors and social-emotional concerns. The TEA model provides prevention, remediation, or crisis interventions to address student concerns such as family neglect, cultural issues, or death within a family. However, some interventions require indirect services.

Indirect Services. In the ASCA model, indirect services focus on the best prevention and interventions through community services. The services incorporate administration, staff, and faculty to ensure effective implementation. ASCA requires school counselors to refer students to community services to help them with problems beyond school services. This requirement welcomes leadership, equality, partnership, and referring students to community services when necessary.

Consultation Services. Texas school counselors make ethical decisions after consulting with school personnel to create individual plans for school services. Administrators, teachers, and parents work with representatives, so students receive mental or physical health treatment.

Texas school counselors establish consultation with administration, teachers, and parents to address concerns related to education, personal issues, social skills, and other needs. In some cases, students require services for crisis interventions such as suicide.

Conclusion

Distinct approaches exist in counseling students for academic success. Instruction, positive feedback, guidance, counseling, consultation, collaboration, and referrals are common. Nevertheless, the Texas model uses different terminology and structures, such as response services for remedial, prevention, and crisis interventions for individual plans in the multi-tier support system (MTSS). Despite some differences, both models have similarities. The Texas model includes consultation, collaboration, and referrals, similar to the ASCA model. The models aim to provide counseling services, collaborate with students, and refer them to community services for mental and physical health. However, assessments are needed for feedback and necessary changes.

Assessment

The collection and analysis of evidence-based data are critical for counseling programs. Evaluation services help identify areas of success or improvement (ASCA, 2019). The ASCA uses assessment tools such as mindsets and behavior reports, closing-the-gap reports, data and analysis of instruction, appraisals, advisement, and counseling. These tools support in identifying student participation, current mindsets and behaviors, and achievement levels. McGill et al. (2016) evaluated the effectiveness of a data evaluation tool. They concluded that collecting evidence-based data using the Reliable Change Index determined a program's effectiveness for failing high school students.

Assessments are essential for stakeholders to view data for readiness at the districts and campuses. A study by Rose (2019) found that administrators implementing a RAMP program showed greater engagement in school counseling activities with students than those with a non-RAMP program. Nevertheless, counselors and administrators supported student readiness. Administrators and counselors must assess direct and non-direct service management and implement professional standards to ensure readiness.

Counseling in Texas schools outlines five components: organization, planning, designing, implementation, and evaluation for assessing a counseling program. The organization requires administration and school counselor leadership to make essential changes through an advisory council committee (TEA, 2018). The district advisory council committee plans and commits to a philosophical foundation, student competency, mission statement, purpose, goals, delivery system, progress, resources, and evaluation for a successful design.

The design becomes the collection of leadership, finance, and resources for the district and campus improvement plan. This assessment involves data collection, change of perception, and using qualitative/quantitative methods following TEA's guidelines. Assessments provide a collection of artifacts, information on consistency, necessary changes, program design, implementation, and professional development. While TEA does not provide a RAMP program like the ASCA National Model, comprehensive guidelines are presentable for evaluation and improvement.

RAMP

The RAMP system evaluates over 1,200 schools' management, delivery, and assessment. The system consists of an evaluation checklist that addresses specific areas, covering management, vision/mission statements, data collection, students' goals/results, administrative

conferences, and more. The assessment program checks direct and indirect services for large groups, small groups, and individual assistance. The RAMP evaluation system also ensures accountability in meeting requirements by assessing mindsets and behavior standards, closing-gap reports, professional standards of school counselors, school counseling program assessments, appraisal by the administration, and stakeholders' input. Randick et al.'s (2019) quantitative study showed that RAMP-designated schools have a higher level of wellness. They indicated that the ASCA National Model (data is used more often for decision-making, shares data with stakeholders, and provides school counseling services to close gaps in student achievement). RAMP is a valuable tool for assessing counseling programs.

Conclusion

Both counseling models share similarities and differences. The difference is the structure of the models. TEA considers the student population's needs by focusing on four main components. TEA expects the application of the four components of the counseling model since the focus is on the student's academic performance. In contrast, ASCA aims to standardize school counseling programs across 50 states using the components of management, definition, delivery, and assessment. The TEA model does not include the RAMP for monitoring. The RAMP system focuses on assessing the effectiveness of the school counseling program.

Despite these differences, the two models have similarities. Both models provide ethical leadership, vision and mission statements, prevention and intervention services, data collection, and assessment. These factors establish standard school counseling practices between the ASCA and the Texas models. Both models are committed to providing effective school counseling to students and ensuring that school counselors meet the highest professional standards.

Texas Comprehensive Counseling in Schools

TEA presents the school counseling program as an emerging system supporting all students in Texas. The school counseling model provides four support components for students in Texas. The following explains each delivery of the TEA school counseling model in more detail.

Guidance Curriculum

The guidance curriculum is an instructional program using 25% of the day to teach academic skills to students in class-sized groups. TEA (2018) focuses on prevention and offers activities for character development, bullying prevention, and team building. These activities support emotional management and good decision-making habits (TEA, Chapter 120, b (2), 2020).

Nelson and Tarabochia (2020) conducted a review study and found that the guidance curriculum has a structured framework that includes domains, standards, and competencies. They emphasized that each domain, such as respect, empathy, or integrity, has a specific definition and related themes for students' growth. Additionally, the standards within each character trait represent the guidelines and behaviors for personal academic and career achievement. Students executing the character trait develop competencies for lifelong learning.

In addition, the mindset and behavior standards make the guidance curriculum program more applicable and practical for students. These standards reinforce students' beliefs about learning. Mindset and behavior standards add to quality instruction. Texas school counselors can structure the guidance curriculum with mindsets, behaviors, and character traits to support student performance while identifying problems for responsive services (Reschly, 2014).

Responsive Services

The Texas school counseling program dedicates 15% of its budget to responsive services for students facing challenging situations in school (TEA, 2018). These responsive services help students resolve conflicts with peers, parents, teachers, or administration. However, some problems are complex and need additional support. Shure et al. (2019) suggested multiculturalism in responsive services. Shure emphasized that counselor educators from graduate counseling programs provide multicultural training to school counseling trainees for more effective responsive services. Similarly, Goodman-Scott and Grothaus (2017) also recommend multicultural competency training to support counseling requirements.

The combination of responsive services and multicultural training can help school counselors resolve conflicts for students from diverse backgrounds while addressing the students' problems with ethical interventions (Goodman-Scott & Grothaus, 2017). Therefore, Texas programs incorporate the three essential components to support students from diverse backgrounds in Texas.

Prevention. The counseling program aims to secure student success in education by using preventive services. The program implements preventive strategies such as the guidance curriculum program to develop student competencies in problem-solving, emotional management, and making sound choices. This is particularly important in addressing recurring issues, such as suicide. Gallo (2017) reported that suicide prevention is crucial in the United States and other countries. Suicide occurs every 40 seconds within the 14-24 age group, both at home and worldwide. Gallo also noted that the transgender group reports a 25% rate from the LGBT student population. Gallo recommended that school leadership, staff, facility, and students undergo annual suicide prevention training. Texas districts and campuses train annually as a

preventative measure against suicide and other student issues. Additionally, the program provides remedial services to address everyday problems in students' everyday life experiences in school.

Remedial Services. Students face interpersonal and intrapersonal conflicts with peers or school personnel. Remedial services assist students in making decisions and finding reasonable solutions for social skills development. Dimmitt and Zyromski (2020) reported that remedial services using EBIs improve student performance and attendance while decreasing suspension and truancy rates. However, Dimmitt and Zyromski recommended restructuring and reconnecting remedial services. Restructuring and reconnecting help improve students' academic performance and attendance while promoting higher graduation rates. Nonetheless, some students might require crisis services beyond what remedial services can provide.

Crisis Services. Texas school counseling programs offer crisis services to students who struggle with severe problems in school (TEA, 2018). This includes prevention, intervention, and postvention for students who are experiencing crises like suicide, as per TEA's guidelines (TEA, 2022). TEA uses a crisis training program as a prevention at districts and campuses. Sokol et al. (2021) found that school crisis team roles needed effective evaluations on crisis prevention and interventions for everyday school activities. Sokol et al. recommended crisis prevention and intervention programs like the PREPaRE model (**P**-prevent and prepare for psychological trauma, **R**-reaffirm physical health and perceptions of security and safety, **E**-evaluate psychological trauma risk), **P a R**-provide interventions and respond to psychological needs, and **E**-examine the). Sokol et al. recommended three goals for school crisis interventions: (a) reducing the sense of trauma harm, (b) advocating positive strategies, and (c) preventing long-

term impairment to reduce and recover from traumatic events. Exposure to traumatic events affects a school's ability to function in school.

Traumatic events impact attendance and academic performance. Kataoka et al. (2012, (2018) suggested that crisis services should include school-based clinicians and crisis s

Goodman-Scott and Ziomek-Daigle's (2021) phenomenological study focused on aligning counseling leadership styles to individual plans and groups. Counselors showed transformation and servant leadership styles in planning for individuals' or groups' RtI processes. Goodman-Scott and Ziomek-Daigle presented the program in support of advocating for EBIs for mental health in shaping the RtI committee's perspective for social justice and multiculturalism. Programs represent social justice and multiculturalism through transformational and servant leadership for individual or group plans in the RtI process. Lastly, Goodman-Scott and Ziomek-Daigle emphasized that some states' school districts lacked professional development for school counseling programs to support IEPs. Positive and supportive leadership styles are essential for positive counseling and school service relationships.

System Support

A support system provides 20% management for counseling prevention and intervention services. Response to Interventions (RtI), Admission, Review, Dismissal (ARD), and Section 504 services relating to levels 1, 2, and 3 support interventions for addressing student behavior, performance, and issues (Goodman-Scott & Boulden, 2020). They proposed the alignment of school counseling and school services to support education.

Conclusion

In the model, there **are** four essential services for students. The services offer guidance, prevention, and interventions to address problems from daily personal to traumatic school issues

in a public-school setting. School counseling interventions render responsive services and school services to remedy the situation. The school counseling services range from an individual plan, small group, or large group. Lastly, school counselors may refer students for community services as a resolution. Such actions require knowing the duties and responsibilities of counseling.

Counseling Role

CACREP, ASCA, TEA, and ACCS emphasize the values of supporting a foundation of secular practices, while ACCS adds Christian counseling services. A person considering an accredited graduate program supported by CACREP, ASCA, and ACCS can learn and certify as a professional school counselor while considering secular and Christian students for school counseling services.

CACREP Standards

Council for Accreditation of Counseling & Related Education Programs (CACREP) (2024) provides six standards that all colleges and universities must meet for effective counseling programs: (a) atmosphere of learning, (b) eminence of scholastic learning, (c) curriculum of counseling, (d) specific areas of practice, (e) professional applications, and (f) standards of doctoral practice for certification (p 2.). However, problems relating to self-efficacy may exist due to a lack of training to meet CACREP standards, where leadership lacks assessments and evaluations to determine the effectiveness of CACREP standards for EBPs in school counseling programs. Garza (2015) conducted an online survey on leadership perspectives on school counselors' role in using EBPs. Graduating courses under CACREP accreditation were likelier to use EBIs in counseling. However, counselor educators' attitudes in graduate programs surfaced as a problem for evidence-based practices.

Training was recommended for counselor educators to keep up with updated ASCA and CACREP changes (Patel et al., 2013; Zyromski et al., 2018). Counselor educators showed value in using other therapeutic approaches over EBPs. Patel et al. concluded that there is a need to integrate ASCA and CACREP changes at the graduate level to develop effective counseling services. The lack of training may reflect the choices of inexperienced and experienced counselors in integrating EBPs into counseling services.

In a quantitative study of inexperienced and experienced counselors, Mullen et al. (2019) indicated that cognitive-behavior interventions were the primary approach in school counseling. Heppner et al. (2016) indicated that cognitive-behavior methods and descriptive treatment manuals supported effective counseling interventions. Comprehending the ASCA counselor's role becomes essential for executing EBPs and cognitive-behavior interventions.

ASCA Counselor Role

ASCA (2019) established an effective accountability system for counselors who follow ASCA standards and integrate EBPs into preventions and interventions. ASCA standards focus on developing, maintaining, and improving successful plans reflecting the management and assessment for vocation or college readiness. An ASCA school counselor becomes an advocate, leader, collaborator, and consultant in aligning school counseling programs according to mission and vision statements. Counselors focus on increasing student attendance while reducing tardiness and discipline issues. Counselors also integrate preventions, interventions, and mindset and behavior standards to support MTSS in guidance for small group and individual interventions. Cognitive-behavior therapy and behavior interventions become essential for integration into EBIs.

School counselors are held accountable for integrating EBPs into counseling services. However, accountability is questionable when leadership lacks engagement. Graham et al. (2011) emphasized that principals needed more involvement in accountability. Watkinson and Gallo-Fox et al. (2015) reported that leadership relationships need reliability on school counselors for data collection of student academic achievements. Leadership and counselors' relationships become essential in collecting data and developing EBIs for students' social-emotional success in school (Watkinson & Gallo-Fox, 2015).

Additionally, implementing EBIs becomes essential. After eight weeks of training on behavior issues in school, a counselor identified 12 struggling students with anger and behavior problems. Results showed a 67% improvement in behavior, creating equal opportunity for students with disruptive behaviors to excel in learning (Novkavic et al., 2020).

Lastly, collecting data for effective intervention is questionable. McGill et al. (2016) reported a 20% data collection on disruptive behaviors. Mullen et al. (2019) reported barriers in EBP resources since different attitudes existed on theoretical orientation for school counseling interventions. However, there was a moderate level of EBPs in counseling. Mullen et al. recommended further research for implementing EBPs. The Texas role model is essential for integrating EBPs in interventions.

Role

School counselors support nonmilitary and military-connected students (MCS) with or without disabilities. TEA (2020) provides instruction for learning for all grade levels. However, instruction becomes a problem when students struggle with mental health issues. Mental health care for children of military families increased from the Afghanistan and Iraq wars (Hisle-Gorman et al., 2019). The children received mental health treatment, showing 1,093,351 visits

due to military deployments to Afghanistan and Iraq. Prevention and interventions become essential in addressing MCS with mental health problems.

Texas school counselors use the TEA counseling model for responsive services to support students with disabilities. As committee members, counselors collect evidence-based data to support decisions for EBIs for students with disabilities (TEA, 2018). Harrison et al. (2019) showed a sole case for Texas school counselors using Council for Exceptional Children (CEC) classroom standards for disruptive behaviors. The CEC standards establish a reduction of disruptive behaviors in the classroom setting. Texas-certified school counselors can use CEC standards for disruptive behaviors and academic growth. School counselors can also refer Christian nonmilitary and MCS with disruptive behaviors to local or military Christian community services (ACA, C5, 2014).

AACC

Counselors from the AACC keep Christian counseling codes of ethics supporting Christian students with mental health issues (AACC, 2014). Christian counselors practice using respect, beliefs, and diversity values by avoiding personal bias, deals, and ideas (ACSA, Standard h, 2022). Referring Christian/non-Christian military families to military chaplains and family readiness services becomes valuable (Conforte et al., 2017), and requesting Military OneSource resources such as a Military Family Life Counselor (MFLC) as a welcoming benefit.

Military Chaplain

Currently, there are 1,500 military chaplains delivering services regardless of denomination. Military chaplains provide spiritual well-being through family prayer, crisis intervention, and counseling for conflicts due to military deployments to foreign countries or military operations in the United States. The military chaplain's goal is to restore stability within

the military family (Cooper et al., 2022; Johnson, 2023). Military chaplains also support military families and children who struggle with emotional and behavioral problems relating to deployments, resilience, need for pediatric care, or console injury/death (Siegel & Davis, 2013; Johnson, 2023). Military chaplains have the Family Readiness Services available for stressful military situations (Cooper et al., 2022).

Additionally, military chaplains provide spiritual and religious experiences for military families (Johnson, 2023). In support of spiritual healing, Christian counselors can apply the Spiritual Competency Training in Mental Health (SCT-MH) program with consideration of multiculturalism by offering an integration of religious interventions to enrich physical/spiritual healing. Military chaplains and SCT-MH are resources to advocate for Christians. Military OneSource becomes a valuable resource for resolving disruptive behaviors.

Military OneSource

Military One Source (2024) is another valuable program with sources for Christian military families. The program provides resources for relationship counseling, non-medical counseling, financial counseling, spouse education scholarships, childcare, transitions, and deployments for non-Christian and Christian members. One source is a counselor (MFLC) offering prevention and resources from the military or school community.

Counselor

The counselor provides non-medical counseling to current situations with military families confronting military deployment and operations challenges (Military One Source, 2024). Children from military families show problem behaviors that affect academic performance due to military obligations (Moeller et al., 2015). Moeller et al. recommended direct counseling from the Military Family Life Counselor (MFLC) to reduce behavior problems in military installations

and schools. Moeller et al. indicated that counseling addresses the stressful deployment of military families and children.

MFLC's primary goal is the well-being and adjustment of the military family to new army installations or school environments for successful results. Trail et al. (2018) reported that MFLCs could use solution-focused briefs as non-medical counseling for counseling military families. The MFLC can focus on short and long-term problems relating to stress and anxiety from work, school, and daily military experiences. The MFLC connects Military OneSource to local communities or military installations. The MFLC also provides referrals for Christian resources.

Christian Therapy

Christian therapy is evidence-based for counseling services. However, Riley (2021) reported that conservative Christians believe God provides healing power over EBIs and scientific practices. Nevertheless, Riley indicated that the ACA holds all licensed Christian and secular psychotherapists accountable to EBPs. Riley also reported that counselors should integrate interventions such as prayer, scripture, and spiritual healing into counseling.

Conclusion

In conclusion, school counselors are responsible for referring students to Christian or secular services within the military or Christian community. School counselors aim to help students make necessary adjustments to transitions, deployments, separation, and school problems—such actions support in advocating for students of military families for school counseling. Counselors advocate for equal opportunities for college and vocational readiness.

Diversity and Advocacy in Counseling

Equal Opportunity

School counselors support administrators, teachers, and parents with individuals, groups, and institutions for equality in education (Wilder, 2019). Feldwisch and Whiston (2015) reported that Title 1 schools strongly advocate for ASCA counseling programs (RAMP). The program incorporates multicultural competencies within the learning milieu (ASCA, 2022). RAMP provides equal opportunity for all students.

Diversity

Dameron et al. (2020) recommend counselors using the ASCA model to receive training to integrate diversity into EBPs. Integrating cultural competencies into EBIs for minority groups from diverse backgrounds was also suggested by Their et al. (2020) as a means for equal opportunity in education. ASCA (2022) holds the same position for cultural competencies. ASCA requires counseling programs to close the gap in disruptive behaviors by integrating cultural competencies. Such a position holds multicultural school counselors to advocate for diversity in counseling.

Advocacy

Counselors advocate for students from diverse cultures in education (Leibowitz-Nelson et al., 2020). Coe (2014) emphasized understanding military culture and family beliefs and values. These beliefs and values represent military culture and support military families (Hall, 2016). Coe et al. suggested multicultural perspectives by counselors to support military families with community resources. Counselors' willingness to master competencies helps reduce disruptive behaviors in school. In a quantitative study by Gonzalez-Voller et al. (2020), 78 graduate programs reported support in creating awareness of diversity in school settings.

Lastly, semi-structured interviews with therapists on diversity in counseling services showed a need for diversity training (Ramos et al.2021). Training would provide the competencies needed to support clients in counseling. Counselors can assist the military community with disruptive behaviors.

Military Lifestyle

Lifestyle

Culture comes in many forms. Hall (2016) indicated that the military culture has a military chain of command in which soldiers are recognized for service while military families struggle with deployments, transitions, and separations. Hall indicated enlisted soldiers and officers assigned to combat and support units fall under command functions on the C³ of command, control, and communication by policies and discipline as a regimental framework. The command uses top-down orders to complete tasks for mission accomplishment. Control focused on executing tasks and requirements within a given timeframe for combat readiness. Communication streamlines directives and responses from top to bottom and bottom to top for execution. This means deployments, transitions, and separation occur at a moment's notice, causing struggles and behavior problems for some military family members.

Military families struggle with separation from family members due to military assignments to local or other countries. Hall (2016) explained that family members struggle due to a lack of personal connections and develop problems in identifying with local and overseas communities. Huebner et al. (2019) also reported that deployments related to military family struggles and behavior problems in meeting requirements. Children struggle to adjust to the new school climate, which affects academic performance. While family members struggled with

adjustments, the soldier's career in military ceremonies, etiquette praise, and loss of comrades became the primary focus.

Upon mission completion, soldiers are recognized by ceremony and honors for heroic actions (Hall, 2016). Soldiers and wives attend dinners of etiquette with honors of positions. Soldiers are recognized for heroic actions to the call of duty. The soldier's career evolves around commitment and defending global security.

Military missions secure global security. Military missions require all soldiers' commitment, integrity, loyalty, and collaboration among comrades to a unit holding a history of national and foreign war campaigns, supporting state and national interests, or international war campaigns (Hall, 2016). Consequently, the soldier with cohesive values identifies with a unit of distinguished military history. Nevertheless, military families confront deployments, transitions, and separations.

Military Family

Family members experience stressful situations when military (soldiers) deploy on numerous assignments. Families struggle with stability and experience instability due to numerous deployments. Telephone and website surveys and collected Department of Defense archive data determine how military deployments impacted students' learning (Lester et al., 2016). Parents spend time protecting children from deployments. Lester concluded that the pace of deployments related to increased psychological symptoms in family members.

On the contrary, Williamson et al. (2018) indicated that deployments showed no difference in the welfare of children. The exception was that military children confronted more risk factors relating to social conformity. Risk factors also relate to family transitions from one location to another (Peck & Parcell, 2021). Risk factors (moderators) relating to school

conditions, such as MCS with disruptive behaviors or underlying disabilities, needed consideration for study as additional stressors to school requirements and deployments.

Military-connected Students with Disruptive Behaviors

Three areas cover disruptive behaviors: (a) family stability, (b) school relationships, and (c) disruptive behaviors. Disruptive behaviors interfere with meeting requirements in school. The cycle of adjustments interferes with students' abilities in school settings (Mahvar et al., 2018; McQuillin & McDaniel, 2021). The frequency of the deployment cycle becomes a problem for many family members.

Deployment Cycle

Mogil et al. (2022) described that deployment cycles create overwhelming sadness, anxiety, and behavioral problems for family members. Moeller et al. (2015), on self-reports from military families, stated that families experience the absence of a military parent, student academic struggles, and school record issues. Military parents (14%) reported concern about their children's issues with deployment, decrease in grades, lack of study, and conflicts with schoolteachers. Students reported lower grades with higher drop-out rates. School records revealed a decrease in standardized test scores relating to deployment time. However, grades returned to normalcy when the deployed member returned from the mission.

In a cross-sectional study, Aranda et al., 2011 and Joas, 2022 reported similar results on deployments with military parents and children using self-reports. However, Aranda et al. and Joas focused on the psychosocial screening process in which psychosocial morbidity was shown. Students reported emotional difficulties and behavioral problems from school issues. Lester and Flake (2013) and Donoho et al. (2018) also reported that extended deployments or a higher frequency of deployments correlated to military spouses and children experiencing more

psychological, physical health, and behavioral problems. Such deployments impacted students' relationships in school (Moeller et al., 2015).

School Relationship

Disruptive behaviors impact school relationships. School relationships become difficult when aligning resources for students with disruptive behaviors (Kranke, 2019). However, school leadership and teachers strive to help students experiencing behavior problems due to deployments, transitions, and family separations. MCS with behavior problems come with diverse needs, causing school administrators and teachers challenges finding school resources (Thomas et al., 2022). Nonetheless, Thomas reported that school services help students with disabilities and school challenges while considering the transitions, deployments, and separations of military family members.

Lastly, all school educators need professional development in military culture and programs such as Military Child Education Coalition that support students' needs (Coe, 2014). They program provides professional development and offers an annual summit with the latest publications. Teachers can establish a positive school relationship for open communication with military families and track school systems for individual, group, or specialized services relating to disruptive behaviors from transitions, deployments, and separation of military family members (Thomas et al., 2022).

Behavior Concerns

Young children or adolescents who infringe on the morality of others, social authority, and social norms display aggressive behaviors and destruction of personal property, causing behavior problems for others (APA, 2013; Milone & Sesso, 2022). Young children and adolescents who are MCS with disruptive behaviors become a focus for management strategies,

school-based monitoring, and parental reinforcement in academic performance and social-emotional learning (Bucher, 2015).

Management strategies help teachers reduce disruptive behaviors that violate the teacher's rights, learning, and norms in school (Bucher, 2015). Thirty-one research-based studies confirm disruptive behaviors in classrooms and the need for management for teachers (Mahvar et al., 2018). Mahvar et al. identified three classroom management strategies for managing disruptive behaviors. Cooperation and problem-solving strategies provide a mutual agreement between the student and teacher to resolve school situations. Avoidance strategies such as effective communication, emotional intelligence, empathy, and positive rewards by teachers, administrators, and school counselors reduce the frequency of disruptive behaviors. Punishment strategies become the accountability of classroom management principles by teachers, administrators, and school counselors as a reinforcement for student compliance. Stakeholders need to consider ethical issues relating to effective communication, mutual agreements, and school interactions with students of disruptive behaviors.

In school-based monitoring, McQuillin and McDaniel (2021) emphasized the value of a mentoring program within the school environment. They trained mentors with a 10-session pilot program using pre/post-intervention with 67 cases. The pre/post-intervention showed improved math skills with reduced office referrals. Mentors using the pilot program and teachers, administrators, and school counselors can decrease office referrals and increase academic performance for students with disruptive behaviors. Parental reinforcement becomes an essential component of change.

Parental reinforcement becomes a valuable component for the reduction of behavior problems. Piehler et al. (2018) reported a pre-and post-intervention study of 336 military parents

showing a lack of Locus of Control (LOC) with children of disruptive behaviors due to the high frequency of deployments. Piehler et al. reported that military families experienced problems of control due to anxiety, depression, suicide, substance use, or expressed behavior symptoms due to the high frequency of pre-deployment, deployments, and reintegration. Piehler et al. applied a modified version of ADAPT to military parents' LOC after receiving 12 months of training and six-month assessments of military children with disruptive behaviors. The results showed reduced psychological stress, increased social interaction with friends, and military parents gaining the empowerment of control over stressful deployments for a stable family system.

Additionally, Rossiter et al. (2020) reported similar results with military children from military families from the 9/11 Iraq and Afghanistan war: (a) from five years old with symptoms of aggression, sadness to attachment issues, separation anxiety, and sleep disturbances, (b) 6-12 years old decline in academics, withdraw of social activities and displayed violent anger behaviors, and (c) 11 to 19 years old increased in substance use, impulsive sexual activity, and suicidal ideation due to prolonged exposure of rapid deployments, service member death, and maltreatment/neglect. Rossiter et al. made several recommendations for supporting military families with consideration of EBPs in mental health care for military families.

Conclusion

Conformity to a regimental structure of discipline and authority causes isolation and separation for some military family members due to frequent deployments, transitions, and separations. Military families struggle with isolation, alienation, instability, and locus of control issues with children due to stressful military conditions. Military-connected children and adolescents struggle with disruptive behaviors at home and school, needing evidence-based programs to support recovery. Evidence-based and school-based monitoring programs support

reducing disruptive behaviors. Management strategies show the reduction of disruptive behaviors within a classroom setting.

Additionally, the locus of control of children by military parents determines the symptoms of disruptive behaviors. Administrators and school counselors can provide school services such as Section 504, Response to Interventions, or refer military families to community programs to develop the skills. Such actions support the management of mental health problems during the deployment cycle. School counselors and administrators also have school services for implementing preventions/interventions to reduce disruptive behaviors for nonmilitary and military-connected students, creating equal education opportunities.

School Services Engaging Disruptive Behaviors

School members of the Response to Intervention (RtI) and Section 504 teams address disruptive behaviors. Researchers like Ryan et al. (2011), Wilcox et al. (2013), and Newman et al. (2014) indicated that RtI provides prevention and interventions for struggling students. Students with other health impairments (OHI) and temporary or permanent disability receive support from RtI or Section 504 services (Oberman & Graham, 2016). School counselors and service committees must consider school services as a means for helping students with disruptive behaviors.

Responses for Interventions

State directors of the National Association of Special Education defined RtI as a support method by a professional team of educators modifying instruction for struggling students (Reschly, 2014). Reschly indicated RtI as a process consisting of four principles that establish a scientific-based system of multitiered interventions by a professional team for designing and

delivering services to identified needs. The principles support the purpose of the school system in reducing disruptive behaviors.

Scientific-base

Scientific-based research means the RtI team applies and aligns EBIs to students' needs. Newman et al. (2014) indicated that EBIs relate multi-tier levels to students' performance and progress. Kranzler et al. (2020) concluded from a quantitative study between the RtI process and specific learning disabilities (SLD) of K-12 grade students from the North Central Florida area that RtI supports the identification of students with SLD when the RtI team uses the criteria of performance discrepancy and a rate of process in the RtI process. Kranzler et al. stated that performance discrepancy means the student's academic performance differs from the normalcy of the student's chronological age or grade learning level. Kranzler et al. also explained that the process rate occurs through selecting well-delivered scientific-based interventions. Reschty (2014) reported that the RtI team must implement EBIs with fidelity to obtain the expected gains in academic performance or change in behavior(s). Fidelity encompasses the commitment of all team members to monitor the process of military-connected and nonmilitary-connected students.

Progress Monitoring

Kearney and Graczyk (2014) researched RtI and school absenteeism due to students' underlying academic, language, social, and work-related issues. Kearney and Graczyk indicated that progress monitoring occurs at the Tier II level due to the RtI team's decision to intensify and measure the student's progress for improvement. They recommended that researchers, educators, mental health professionals, and parents increase attendance and decrease absenteeism by (a) establishing key terms to empirical research related to academic, social, behavioral, mental health, and vocational results, (b) clarifying the meaning of attendance and absenteeism at each

Tier level, (c) identifying underlying motivations for absenteeism for appropriate interventions, and (d) developing prevention strategies of absenteeism at the Tier 1 level for reduction of referrals to Tier 2. Such recommendations support the RtI team in assembling data-based collections for EBIs through a decision-making process for students' academic success.

Data-based

Reschty (2014) emphasized the value of academic and behavioral evaluation by the RtI team. Reschty emphasized that the RtI team needed to align decisions to students' needs and toward benchmark goals. Teams reinforce school services through school counseling. A three-step, data-based model helps school counselors and DBDM teams improve and develop effective interventions (Zyromski et al., 2018). Counselors and administrators receive professional training on action-based research to provide effective decision-making (Young & Kaffenberger, 2013; Geesa et al., 2022).

Saad (2018) used a quasi-experimental design study using a 10-week evidence-based behavior skills training for teachers for the RtI process to address 61 preschoolers. Results showed the value of fidelity for evidence-based behavior skills (instructions, modeling, role play, and feedback) with classroom behavior interventions, small group activities, and targeted instruction interventions with consequences showing a reduction of disruptive behaviors by 74% among Sanibel students at Basil Schools. Aligning EBIs to MTSS becomes a valuable source for changing students' disruptive behaviors.

Multitiered System of Support (MTSS)

The MTSS consists of preventions, interventions, and assessments recommended by the RtI team at one or more Tier levels. Reschly (2014) described three Tier levels: (a) Tier 1 focuses on the general student population providing excellent academic instruction and positive

behavioral programs as preventive measures to academic and behavioral problems; (b) Tier 2 attends to 10% -15% of the general student population identified with academic or behavioral problems needing timely individual/small group, intensive academic and behavior interventions, and; (c) Tier 3 reserves for 10% - 12% with more intensive academic or behavioral interventions within the school year with consideration for special education. Aligning the MTSS and school counseling EBIs becomes essential to the RtI process.

ASCA (2019) recommends the alignment of the MTSS for assessing and incorporating EBIs into the MTSS three-tier levels of the RtI process. The MTSS contains three levels relating to prevention or interventions for closing gaps in learning (Arrimada et al., 2021). The first level, called Tier I, is a monitoring approach in which all students receive instruction, such as guidance from teachers or school counselors. The teachers or counselors may notice a student lacking or struggling behind others in learning. The student is recommended to level two, called Tier II, for more intensive and specific instruction or to be given a behavior intervention plan for implementation in learning. Lastly, if the student does not respond to closing the learning gap, level three, called Tier III, provides more individual one-on-one, more intensive instruction, or behavior intervention for resolving the learning and/or behavior problem.

According to the MTSS design, the preventions and interventions are supported by the DBDM team's decision-making process. However, the value of fidelity by all RtI team members in students' academic performance and behavioral problems needs consideration for change (Reschly, 2014). Fidelity becomes a practice of the RtI team's integrity and accountability to students' disabilities.

Response Intervention Team

The RtI team's fidelity is a significant component. Lesh et al. (2021) conducted a study to examine fidelity in implementing the MTSS. Lesh reported the beliefs and values of participants towards MTSS/RtI. The results showed that principals perceived MTSS as more proficient than other support systems, such as counseling and psychologist approaches. Lesh et al. recommended that principals conduct professional development in the classrooms so teachers could integrate unique education methods instead of 'sit and get' training or train the trainer model. Lesh et al. also recommended that principals receive professional development on teachers relating to the MTSS/RtI.

In addition, Wilcox et al. (2013) and Barrio and Combes (2014) used a mixed-method design of teachers' perspectives on using prevention and interventions for students in Response to Intervention. Wilcox et al. and Barro and Combes reported that teachers or pre-teachers held a mindset of being less accountable to students who were less likely to succeed academically. Wilcox et al. and Barro and Combes suggested the development of teachers' attitudes to reflect the identification of struggling students for prevention and interventions through the RtI process. The professional development of teachers' attitudes becomes the basis for being knowledgeable in identifying struggling students for the RtI process. Wilcox et al. and Barrio and Combes recommended future professional development and further research on intervention programs for teacher instruction. Fidelity by administrators, educators, and school counselors means integrity and accountability in identifying, processing, and implementing preventions and interventions through the MTSS of the RtI process. This requirement places school counselors as critical members of DBDM teams accountable for implementing EBPs in the RtI process for nonmilitary and MCS with disruptive behaviors.

RtI interventions support the reduction of disruptive behaviors for learning. In a case study, Kamrath and Brooker (2017-2018) recommended an academic advisement intervention, a six-session small group study, to increase attendance, decrease tardiness, and decrease absentees in elementary school. Implementing a six-session small group academic advisement intervention (evidence-based) reduced tardiness and absenteeism, increased grades, and changed students' and parents' attitudes about the school culture and climate. Kamrath and Brooker indicated that school counselors gained three significant inferences through the process: (a) school counselors align to improve academic scores, (b) advisement programs reduce tardiness/absenteeism/discipline referrals, and (c) parents and students' attitudes change to welcoming the school culture/climate. School counselors can lead in advocating for attendance and absenteeism through the RtI for students.

Administrators and teachers identified students in case studies, and the Response to Intervention Committee provided support. A chess group reduces tardiness and increases attendance through interactive chess playing. Facilitation of praise, attention, and reward interventions throughout the chess instruction keeps the students focused on the chess playing (Ryan et al., 2011). RtI teams must support by organizing, collaborating, implementing, and evaluating early interventions at Tier 1. Stakeholders must advocate for success in the MTSS and RtI process.

Lastly, Ockerman et al. (2015) focused on a quantitative study of the beliefs, confidence, responsibilities, time, and attitudes of the Illinois School Counselors Association members regarding RtI. Administrators and counselors supported RtI for struggling or marginal students. However, school counselors felt a need for more confidence in parental support, collaborative practices with school members, data analysis for decision-making, monitoring of data for

counseling interventions, and processing data for effective EBIs. Ockerman et al. recommended preparation for college courses for readiness to implement effective EBIs at Tier 1, 2, and 3 levels of the RtI. Research and training set the stage for readiness for RtI and Section 504 services that support nonmilitary and military-connected disruptive behaviors.

Other Health Impaired Services (OHIS)

Students who receive OHI services create equal opportunities in education. Guerin (2020) reported that 40,000 students received OHIS identification for school services. According to a Section of the Rehabilitation Act, the Texas Education Agency provides OHIS in Texas (TEA, 2020). TEA (2022), as a government agency, provides public services according to Title II to terminate any discrimination within the federal, state, or local public agencies providing services or programs relating to public schools.

Briggs et al. (2020) suggested school services for disruptive behaviors. They explored military children's diagnoses of ADHD and military families' adjustments to deployments, status, and military life stressors using the Strengths and Difficulties Questionnaire. Military members returning from combat with injuries showed lower parental support, contributing to problematic behaviors among family members. Military families showed increased behavioral and emotional issues with military children diagnosed with ADHD due to a history of deployments-related stressors. The results revealed the experience of balancing requirements between the demands of deployments and behavior problems related to military children diagnosed with ADHD. Briggs et al. suggested open communication and problem-solving for military families as resolutions. School counselors, as committee members, should focus on open communication and problem-solving for students diagnosed with ADHD or OHI for EBIs.

However, counselors need training to collect data. Wood (2020) showed in a quantitative study that counselors need knowledge, preparation, and self-efficacy. Geiger and Oehrtman (2020) suggested that leadership teams must aggregate data to identify student needs for research-based, research-informed interventions. Dimmitt and Zyromski (2020) also recommended training. However, the focus was on placing the counselor to establish EBIs for students needing OHI services. The Section 504 service team counselor creates a more robust connection for establishing services for students with ADHD or OHI while developing a system for effective EBIs (Dimmitt & Zyromski, 2020).

Summarization

Individuals become professional school counselors through their commitment to learning. The role supports counselors in being a member of the DBDM team (RtI and Section 504 committees) for EBPs. EBP emerged from MHO requirements for low-cost medical treatment, which extended into school counseling services in education. School counseling services align with school services as an advocacy for marginal and disabled students. This process holds counselors to the ASCA model (RAMP) and the Texas model. This includes Christian military families and children for military services such as the chaplain, OneSource, and counselor for mental, emotional, physical, and spiritual benefits.

School counselor trainees and professional counselors follow the ASCA's ethical counseling standards. Ethical standards establish the moral guidance for developing and maintaining an effective school counseling program (ASCA, 2022). School counselors hold ethical practices and ethical interventions (EBIs) in school counseling. Nevertheless, research is needed to determine counselors' support of EBPs for school services and disruptive behaviors.

This study considers the design, questions, and instruments with a reasonable sample and support from past studies.

Chapter 3: The Approach

Outline

This chapter covers the approach to determine the significant variance of certified school counseling for EBPs for disruptive behaviors through school services. The researcher will use a quantitative method, cross-sectional design, comparative means analysis, Pearson's r / Bonferroni $p = .01$, multivariate analysis of variance (MANOVA), and single multiple linear regression (SMLR) or linear ANOVA to answer research questions. SurveyMonkey survey and analysis SPSS 29 version provided the methods of analysis for a descriptive interpretation of EBPs in counseling school services.

Design of Research

The researcher used a SurveyMonkey questionnaire to establish a significant variance between counseling services for disruptive behaviors and school services. The study focused on generalizability and sample. Generalizability is finding samples producing similar results. The sample shows strength between subgroups (Gall et al., 2007; Heppner, 2016). The researcher referenced Appendix A, B, and G to consolidate questions in one SurveyMonkey questionnaire.

Furthermore, the quantitative method (descriptive quantitative cross-section) uses random sampling as a one-time check. The technique helps answer research questions for determining significant variance. The method supports comparative means analysis, Pearson's r /Bonferroni p -value $.01$, MANOVA, ANOVA, and t -test. Comparing means analysis will help counselors determine a moderate rating for EBPs and disruptive behaviors. Pearson's r /Bonferroni p -value $.01$ will establish a positive or negative relationship among dependent variables. MANOVA supports question two as a statistical tool for multiple variables (groups), considering MANOVA's three assumptions of independence, normal distribution, and equality (Appolus &

Okoli, 2022; Finch, 2016). MANOVA and ANOVA will support the third research question of predicting experience, age, school position, and theoretical approach for EBPs for school services relating to disruptive behaviors (Govaerts et al., 2020).

Lastly, the researcher provided a descriptive interpretation of the data using tables for visualizations, histograms, and box plots of groups expressed in percentages or statistical means of a univariate or multivariate analysis without drawing inferences (Kaliyahan & Kulkarni, 2019). A descriptive summary was developed within a reasonable timeframe for the 2024-2025 school year. However, the timeframe was subject to change due to approval by the IRB for each school district's process of approval and Facebook administrator approval for school counselor groups.

Questions of Research

The study helped clarify students' disruptive behaviors receiving Response to Intervention and Section 504 services. This proposed study also explained whether support through counseling services addresses disruptive behaviors. Three questions were proposed:

Research Question 1

Do school counseling services support research-based practices for disruptive behaviors through school services?

Research Question 2

Does school counseling experience and research-based practices support disruptive behaviors through school services?

Research Question 3

Does a school counseling theoretical approach, school position, age, and experience support research-based practices for disruptive behaviors through school services?

Hypotheses

H1: There is a significant variance for school counseling services supporting research-based practices for disruptive behaviors.

Ho1: There is no significant variance for school counseling services supporting research-based practices for disruptive behaviors.

H2: There is a significant variance for school counseling services supporting experience and research-based practices for disruptive behaviors.

Ho2: There is no significant variance for school counseling services supporting experience and research-based practices for disruptive behaviors.

H3: There is a significant variance in school counseling services, supporting experience, age, school position, age, and a theoretical approach for research-based practices for disruptive behaviors.

Ho3: There is no significant variance in school counseling services regarding experience, age, school position, age, and a theoretical approach for research-based practices for disruptive behaviors.

Participants and Setting

The researcher considered Texas school districts and school groups on Facebook, a social media source for Texas school counselors' groups. School districts and Facebook social media provided equal chances for volunteers (Taherdoost, 2016). Furthermore, responses were confidentially maintained. Ethical guidelines of nonmaleficence, beneficence, autonomy, fidelity, and justice for the research were maintained throughout the study (Hearne, 2013).

Participants

School districts and Facebook school counseling groups were a resource for working experience. The researcher selected Texas state-certified school counselors for a random sample. Counselors holding a school counseling position to advocate, attend, or develop evidence-based practices in a primary or secondary position serving military-connected students were considered for the study. The random process was a nonspecific participant selection, with equal opportunity for participants from the Texas-certified school counselors' population. The researcher did not use control measures within a quasi-environment (Taherdoost, 2016). The sample from school districts in Texas and the Facebook school counselor groups provided data to a SurveyMonkey survey.

Recruitment

Recruitment of certified school counselors was obtained upon the Liberty IRB approval (Appendix H) from secured websites from Texas school districts and Facebook's administrators of school counselor groups. The researcher contacted a district representative or committee member requesting permission, using a permission approval letter for research with Facebook school counselors' administrators (Appendix C). If a district representative was appointed or could not be reached, the researcher directly contacted Texas school counselors for permission through school websites within the districts. The researcher intended to reach as many school counselors as possible for a reasonable sample size.

Once school district committees, designated personnel, or certified school counselors consented to the study, the researcher provided an initial recruitment letter (Appendix D) and a SurveyMonkey questionnaire to the school district website. Facebook administrators received a formatted statement and a link to the survey. Furthermore, the consent form (Appendix E)

explained the safeguards and procedures for completing the questionnaire on district(s) and Facebook websites for all certified school counselors. The recruiting process also contained safeguards in recruitment and data collection within a reasonable timeframe. However, an extension of time was considered for possible delays in recruiting size of the quantitative research.

Participant Criteria

Texas school counselors must have experience serving MCS annually with consideration of a possible three-year relation to RtI and Section 504 services within a school district. Inexperienced or uncertified school counselors who lacked working with school services were exempt from the study. Inexperienced or uncertified counselors need the experience to support the research. Eligibility/ non-eligibility was explained in the consent form of the research study. The participants had clarification on the requirements for participation.

Measures

The consent form provided a detailed description of participation. The form also clarified the eligibility and non-eligibility of participants. Consent was acknowledged by participants taking the SurveyMonkey questionnaire on a secure link through a school district or school secure email link or Facebook email link (SurveyMonkey, 2021).

Reason for Study

Appendix E explains the research study. The form provided general information on the goal, requirements, time, participation, new developments, benefits, and protection of the research study. Moreover, the protection and safeguarding of data collection on disruptive behaviors and school services were also explained. Safeguarding information was under double security. Furthermore, participants could have opted out of the study, as acknowledged by the

researcher, at any time. Upon request, the researcher provided contact information. The district's dissertation board members or representatives at the school district and administrators of Facebook group websites could request additional information from the researcher at any time during the research study.

Instrumentation

Instruments

Appendix A provides 15 questions on beliefs about counseling and school services for disruptive behaviors. The questionnaire was modified by adding “the military-connected student with disruptive behavior receiving RtI or Section 504 services” (Appendix A). Modifying the Evidence-Based Practice Attitude Scale survey supports certified school counselors in answering the questions within four attitudes relating to school services for disruptive behaviors.

Furthermore, Appendix F provides permission from Dr. G. Aarons to apply the instrument.

Appendix B is a newer version containing 18 items in the questionnaire. The word ‘client’ in survey questions has changed to ‘military-connected students’ for developing the content of questions (2, 5, 8, 11, 14., and 17) for the school counselors (Einola & Alvesson, 2021). The researcher received approval from Dr. Dillon for application in the study (Appendix F). The instrument contains variables used for analysis.

Variables

Independent Variables

Appendix G provides the demographic information as independent variables. Experience, age group, and school position were the variables. Counselors bring years of experience to EBPs for addressing disruptive behaviors. Grade level was a variable. The counselors provided counseling services at elementary, middle, or high schools. Age was a variable. Counselors

provided the age factor to the working environment for implementing EBPs. These variables interacted with the dependent variables.

Dependent Variables

Certified school counselors responded to EBPAS questions about four attitudes toward EBPs (Aarons, 2004). TOPS-R questions focus on four main theoretical approaches (Worthington & Dillon, 2003). The goal was to provide a descriptive interpretation of attitudes and a theoretical approach using matrixes that reflect EBPs for disruptive behaviors through school services. The following are statistical procedures for accomplishing the requirement.

Statistical Procedures

SurveyMonkey questionnaires were constructed from a combination of surveys and demographic information supported developing matrixes considering generalizability and a sample size through the SPSS 29 version (IBM, 2021). The correlation matrix shows the relationship of EBP beliefs for disruptive behaviors receiving school services. The degree of freedom was considered for the correlational coefficient. Prediction of school counselors' relationship between experiences and beliefs show a variance of experience from the EBPS instrument (Aarons, 2004) and theoretical approach (Worthington & Dillon, 2003). Regression analysis predicted the relationship between experience, grade level, age, and theory approach toward EBPs. These analytical approaches reflected the smaller size of the overall general population within the study (Ganesha & Aithal, 2022).

Validity

Internalization

The quantitative method used a school environment where experiences accounted for EBP application. The data collection procedure used a random approach since the design

collected data once from each participant (Heppner et al., 2016). Correlation applications were a consideration for possible relationships among the variables for validation (Ganesha & Aithal, 2022).

External Validity

Valuable information on school counselors' attitudes and theoretical orientation reflecting professional certifications from American school counseling institutions, state policies and regulations, school district hiring practices, and school campus interview procedures for school counseling qualifications supported of the study. This resulted in a confidence of 90%, a margin of error of .0572, and a population size of 321 for a sample size of 122 participants.

The researcher compared certified school counselors in experience and grade level from a sample of 122 to determine the coefficient of variance (Collyer et al., 2015). The researcher used a statistician to help guide and support the analysis, process and interpret the data (Califf, 2016). The statistician guided and supported the researcher in using quality by design principles for the success of the research, guiding the researcher on critical decision-making on the research and design method, which fostered the integrity of data sets for processing, curation, and reporting.

Chapter Four: Findings

Overview

The examination of relationships of EBPA's and theoretical approach provides understanding of support for disruptive behaviors and school services in counseling. The theme covers students of military families on disruptive behaviors receiving effective research-based intervention through school services for academic success and social skills. The literature review presents a gap in identifying counselors providing counseling services for EBPA's relating to disruptive behaviors and school services. This chapter covers process and analysis of data to answer questions and hypotheses.

Procedure

Data was collected by the researcher from 125 participants through a SurveyMonkey survey using school district websites and Facebook websites. The collection was organized and cleaned on excel before loaded up to SPSS for outliers, analysis, and descriptive interpretation. Participants remained anonymous throughout the collection process. Data was collected on secure websites and processed in SurveyMonkey secure website. The data was download and coded and secure in excel before being coded and loaded up into SPSS. No one could identify the participants responses, even the researcher. Calculator. Net provides a confidence 90%, margin of error .0572, and population size 321 for a sample size 125 participants. In total, the research study collected 4,514 responses from 122 participants.

Descriptive Statistics

Of one hundred twenty-five, three participants were removed due to meeting certification requirements. Therefore, 122 participants accounted for completing the survey. The following are demographic tables on the participants from the sample (n). Descriptive statistics calculated a

summary showing 40-49 years (n = 51, 41.80%) as the largest group and 18-39 (n = 24, 19.67%) as the smallest group.

Figure 2

Age of Participants

Age Group	Frequency	Percent
18-39	24	19.67
40-49	51	41.80
50 +	47	38.53

Descriptive statistics showed female (n = 108, 88.50%) and others (n = 1, .80%) as gender group.

Figure 3

Gender of Participants

Gender	Frequency	Percent
Female	108	88.50
Male	13	10.70
Other	01	.80

Descriptive statistic showed Hispanic as the largest (n = 51, 41.80%) and Pacific Islander (n = 1, .80%) as the smallest race group.

Figure 4

Race of Participants

Race	Frequency	Percent
Hispanic	51	41.80
White	36	29.50
Black or African American	21	17.20
Pacific Islander	01	.80
Other	13	10.70

Descriptive statistics were calculated to summarize the distribution of ethnic groups in the sample. As shown in Table 4, White are the largest (n = 49, 40.20%) and Pacific Islander (n = 1, .80%) as the smallest group.

Figure 5

Ethnicity of Participants

Ethnicity	Frequency	Percent
White	49	40.20
Hispanic	26	21.30
Black	18	14.30
American Indian	02	1.60
Pacific Islander	01	.80
Other	02	1.60
No Answer	24	19.70

Descriptive statistics was conducted on work experience ranging in five-year increments.

The range 1-5 years of experience presented largest group at 40.16%. The smallest group of working experience was the 31-35 range showed .82% of the sample (*n*).

Figure 6

Work Experience of Participants

Years	Frequency	Percent
1-5	49	40.16
6-10	30	24.59
11-15	20	16.40
16-20	16	13.12
21-25	05	4.09
26-30	01	.82
31-35	01	.82

Descriptive statistics was conducted on school positions. Elementary school counselors presented the highest (n = 66, 54.09%). The lowest was middle school (n = 26, 21.31%).

Figure 7

Current School Position

Position	N	Percent
Elementary School	66	54.09
Middle School	26	21.31
High School	30	24.60

Results

The researcher conducted a compare means analysis, Pearson r , MANOVA, ANOVA, and t-tests to answer research questions and hypotheses. The purpose was determining if significant variance exist between certified school counselors relating to EBPS, working experience, school position, age, and approaches for disruptive behaviors in school.

Research Question 1 /Hypothesis 1

Research question one, “do school counselor support research-based practices relating to disruptive behaviors and school services?” Compare Mean Analysis for EBPs (Table 6), TOPS-R (Table 7), and Pearson’s r were run to test the hypothesis that predict school counselors supporting EBPs for disruptive behaviors and school services. The following are the measurements from 1 to 1.99 means Not at All, 2 to 2.99 means Slight Extent, 3 to 3.99 means Moderate Extent, 4 to 4.99 means Great Extent, and 5 plus means Very Great. Results showed participants presenting a moderate 3.97 of not indulging in divergence from EBPs for disruptive behaviors and school services. In appeal, participants showed a moderate level for EBPs for disruptive behaviors and school services. For openness, participants also presented a moderate 3.09 for EBPs relating to disruptive behaviors and school services. Lastly, participants showed a slight 2.73 extent for meeting assigned or not assigned requirements for EBPs relating to disruptive behaviors and school services.

For TOPS-R, cognitive-behavioral approach showed the highest mean 6.76 for school services for disruptive behaviors. Multicultural approach shows a mean 6.22 for disruptive behaviors. Humanistic/existential approaches shows a mean 4.65 for disruptive behaviors. Psychoanalysis/dynamics showed a mean 3.61 for disruptive behaviors. Therefore, participants considered cognitive-behavior approach as the most preferred theoretical approach for EBPs for military-connected students with disruptive behaviors, (See Figure 6,7,8,9).

Four EBP attitudes were correlated for significant variance. Three of the four attitudes showed relationships of significant variance. Three attitudes presented positive moderate ratings according to Pearson's rating scale (Akoglu, 2018). Appeal and openness, $r(120) = .43$, and appeal and requirement, $r(120) = .53$, (See Figure 9 & 10). The alternative hypothesis was accepted over the null hypothesis.

EBPAS

Descriptive statistics calculated a means of distribution for EBPS. As shown in Table 7. Divergence ($M = 3.971$, $SD = .651$), Appeal ($M = 3.090$, $SD = .770$), Openness ($M = 3.584$, $SD = .7454$), and Requirement ($M = 2.732$, $SD = 1.149$) the lowest mean from sample (n). Histograms of the EBPAS are presented (See Figures 7, 8, 9, & 10).

Figure 8

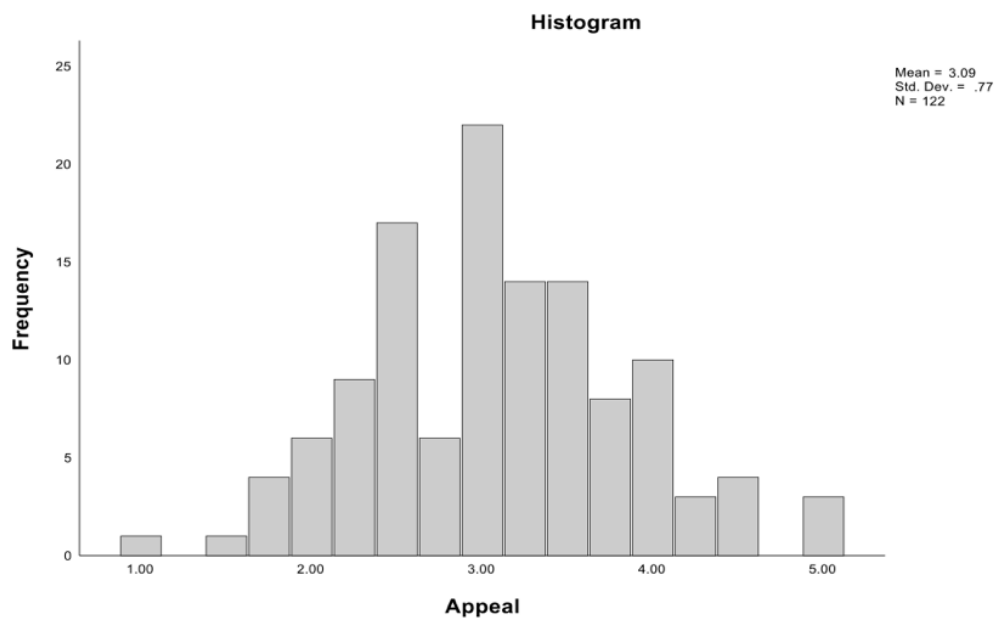
Means of EBPA's for school services for Disruptive Behaviors

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Appeal	122	1.00	5.00	3.090	.770
Openness	122	1.75	5.00	3.584	.745
Requirement	122	1.00	5.00	2.732	1.249
Divergence	122	1.00	5.00	3.971	.651

Note: The following are measurements, from 1 to 1.99 means Not at All, from 2 to 2.99 means Slight Extent, 3 to 3.99 means Moderate Extent, from 4 to 4.99 means Great Extent, and 5.0 plus means Very Great Extent rating.

Figure 9

Dependent Variable: Appeal

**Figure 10**

Dependent Variable: Openness

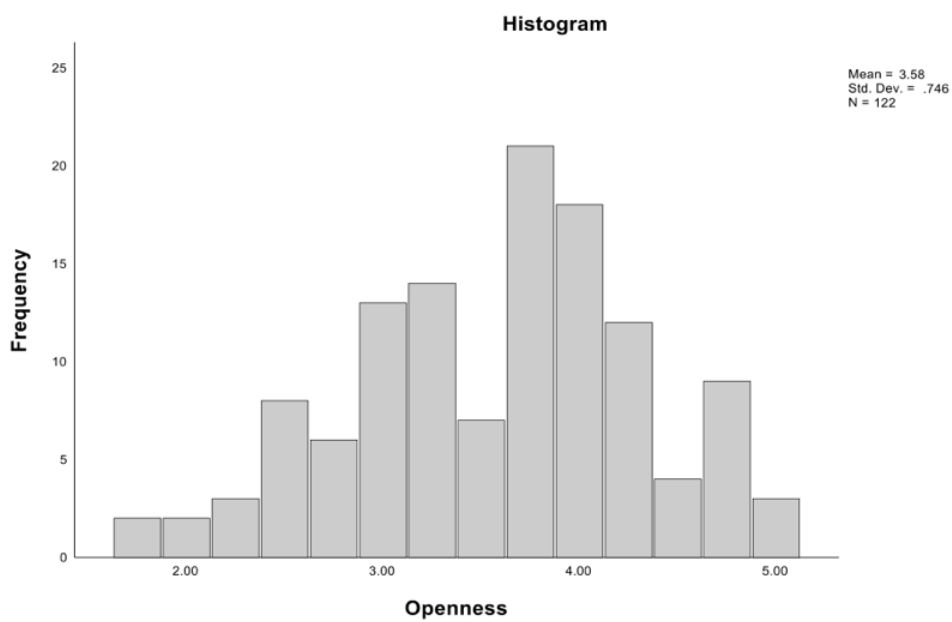
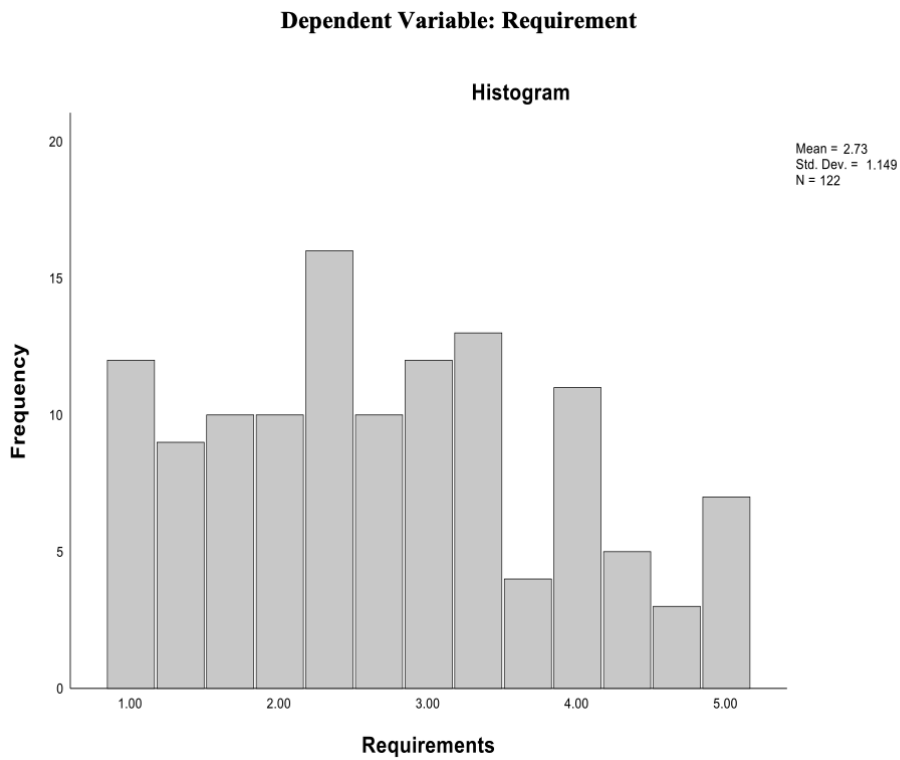
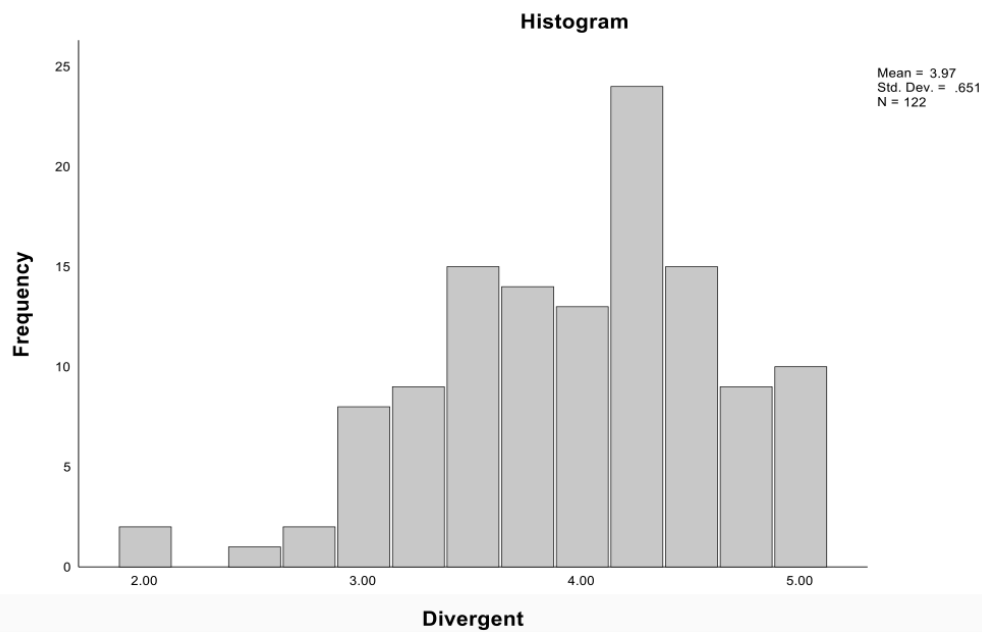


Figure 11

Dependent Variable: Requirement

**Figure 12**

Dependent Variable: Divergence



TOPS-R

Descriptive statistics were run to summarize a distribution of TOPS-R. As shown in Table 8, the cognitive behavioral ($M = 6.76$, $SD = 1.75$). Psychoanalyze/dynamic ($M = 3.61$, $SD = 2.22$) was the smallest group. Histograms are presented (Figures, 6,7,8, & 9).

Figure 13

Means of TOPS-R for School for Disruptive Behaviors

Variable	N	Minimum	Maximum	Mean	Standard Deviation
Cognitive/ Behaviors	122	1.67	10.00	6.76	1.75
Humanism/ Externalism	122	1.00	10.00	4.65	2.32
Psychoanalyze/ Dynamics	122	1.00	9.67	3.61	2.22
Multicultural	122	1.00	10.00	6.22	2.57

Note: TOPS-R = 10 Completely to 1 Not at All provides a ten-point Likert scale for supporting a theoretical approach.

Figure 14

Dependent Variable: Cognitive Behavior

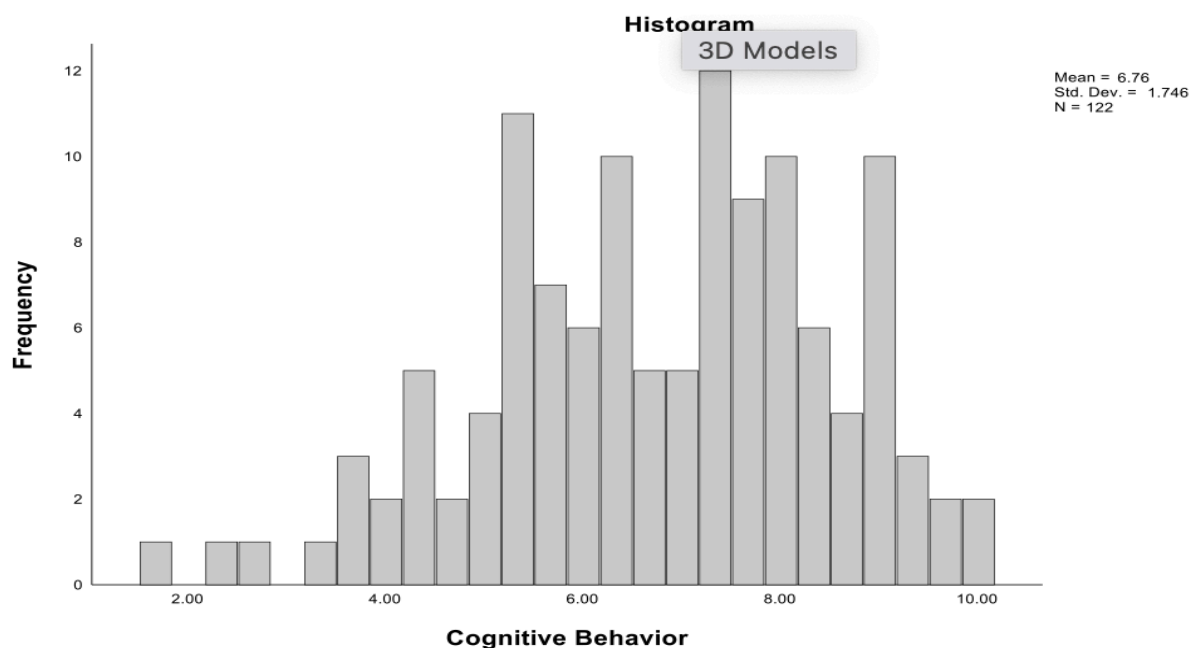
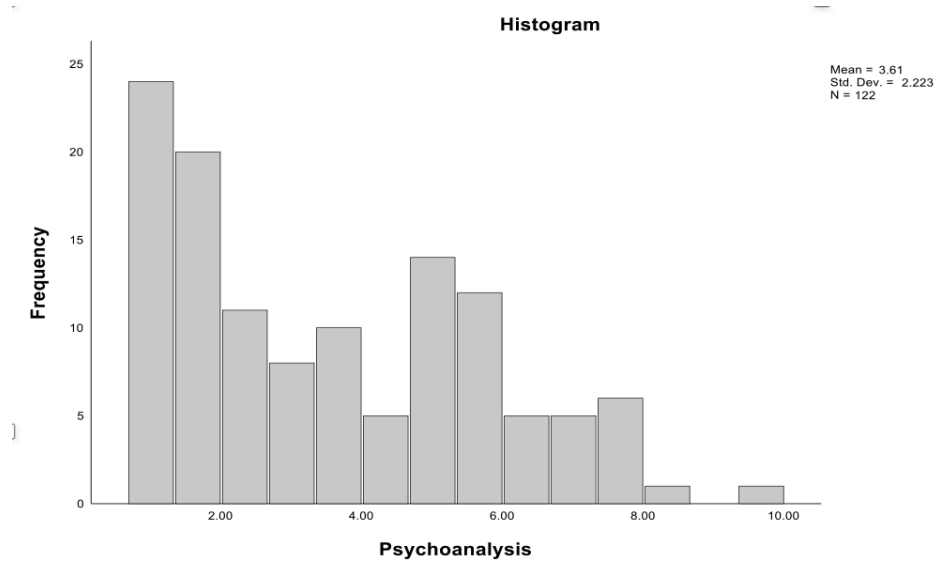


Figure 15

Dependent Variable: Psychoanalysis

**Figure 16**

Dependent Variable: Humanistic/Existentialism

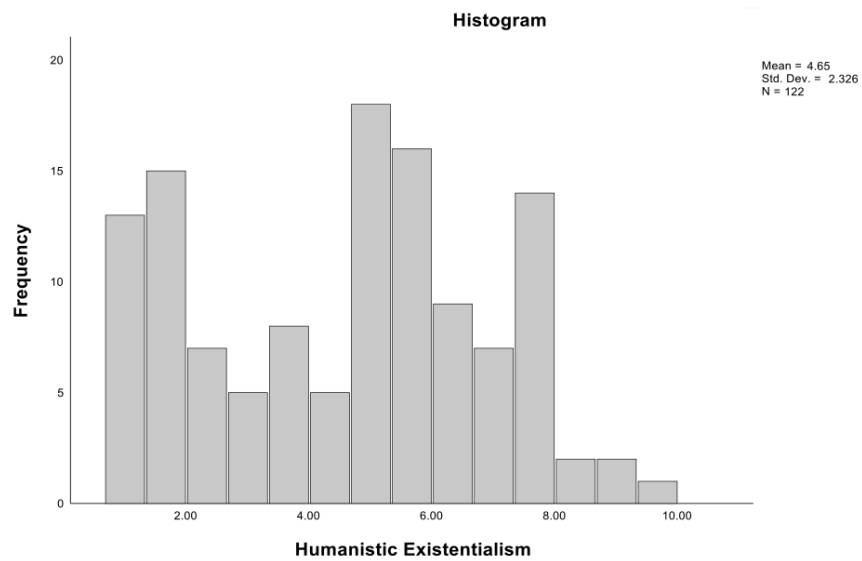
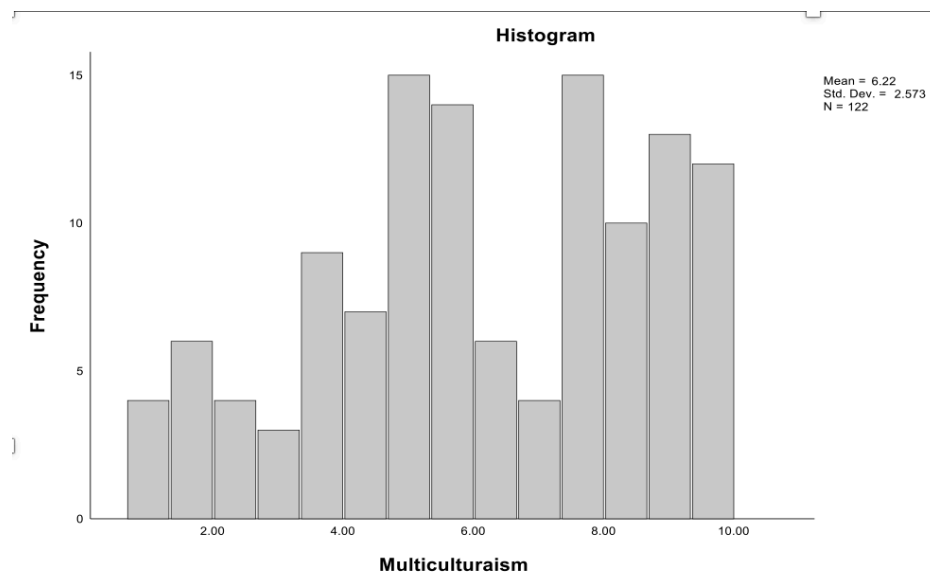


Figure 17

Dependent Variable: Multiculturalism



Pearson's r correlation was conducted to establish relationship between the four EBP attitudes using a significance $p = .001$ level (2-tailed). Significant variance was determined between three variables. The variables present a positive moderate relationship according to Pearson's rating scale (Akoglu, 2018). Appeal and openness showed a positive correlation, $r(120) = .43, p < .001$ and appeal and requirement showed a positive correlation, $r(120) = .53, p < .001$. (See Figure 9 & 10).

Correlation Plots

Figure 18

Correlation Plot: Appeal and Requirement

		Appeal	Requirements
Appeal	Pearson's r	1	.53**
	Sig. (2-tailed)		<.001
	N	120	120
Requirements	Pearson's r	.53*	1
	Sig. (2-tailed)	<.001	
	N	120	120

**Correlation is significance at the .001 level (2-tailed).

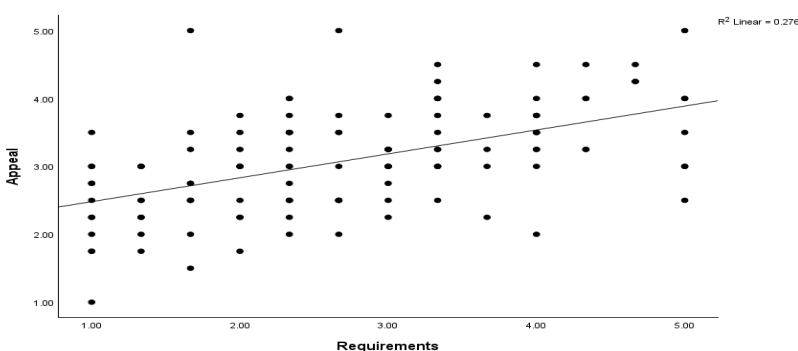
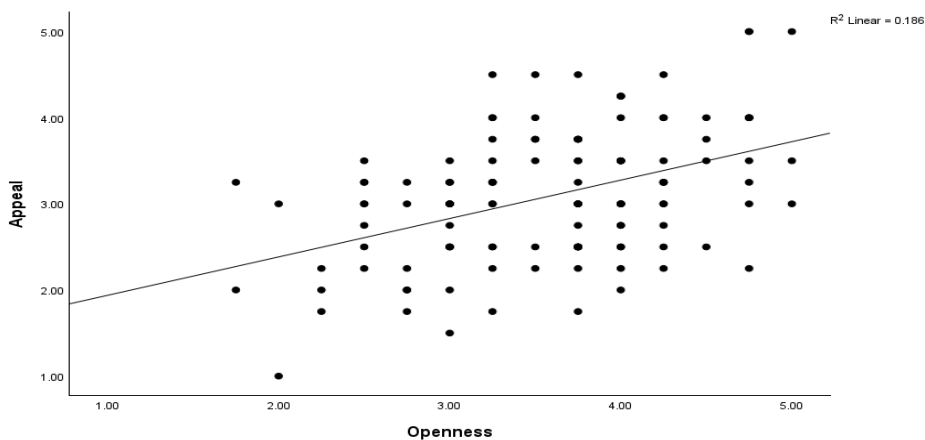


Figure 19

Correlation: Appeal and Openness

		Appeal	Openness
Appeal	Pearson's r	1	.43**
	Sig. (2-tailed)		<.001
	N	120	120
Openness	Pearson's r	.43**	1
	Sig. (2-tailed)	<.001	
	N	120	120

**Correlation is significance at the .001 level (2-tailed).



Participants showed a moderate support for openness 3.58, appeal 3.09, divergent 3.97, and requirements 2.73 showed slight support. Participants supported cognitive-behaviors approach as the primary theoretical approach for EBPs. Lastly, participants showed a moderate .53, positive linear relationship between appeal and requirements, and moderate .43 for appeal and openness for EBPs for military-connected students with disruptive behaviors receiving school services.

Research Question 2/Hypothesis

Research question two, “Does longer school counselor experience lead to more support for evidence-based practices relating to disruptive behaviors and school services?” MANOVA, ANOVA, and t-tests were run to establish if a longer work history leads to more support for EBPs. No significant relationship was shown between years of experience and EBPAS when using MANOVA (Table 9). However, a one-way ANOVA showed participants less than five years ($M = 3.74$, $SD = .790$) had a higher mean openness to EBPs than participants over 5 years or longer ($M = 3.48$, $SD = .700$) ($F(1,120) = 3.901$, $p = .05$, $\eta^2 = 0.031$) with outlier check (Table 11, Table 13, figure 13). T-test was conducted to establish significance variance between openness and inexperience and experienced school counselors. Inexperience and experienced school counselors show an openness for EBPs in school counseling for military-

connected students with disruptive behaviors and school services ($M = .268$, $SD = .136$), $t(121) = .051$, $p = .05$, (Table 12, 13). Therefore, the null hypothesis was rejected, and alternative hypothesis not rejected.

Figure 20

Multivariate Tests for Work Experience of School Counselors and EBPS

Effect		Value	F	Hypothesis Df	Error Df	Sig.	Partial Eta Square
Experience							
Counselors	Pillai's Trace	.046	1.404	4.000	117.000	.237	.046
	Wilks' Lambda	.954	1.404	4.000	117.000	.237	.046
	Hotelling's Trace	.048	1.404	4.000	117.000	.237	.046
	Roy's Largest Root	.048	1.404	4.000	117.000	.237	.046

ANOVA**Figure 21**

Descriptive statistics for Mean Evidence-Based Attitudes by Counseling Experience

Evidence-Based Attitude	School Counselor Experience	Mean	95% Confidence Interval for		SD	Minimum	Maximum
			Mean Lower Bound	Upper Bound			
Appeal	Less Than 5 Years	3.09	2.86	3.32	0.81	1.00	5.00
	5 years or more	3.09	2.91	3.26	0.75	1.50	5.00

Divergent	Less Than 5 Years	4.02	3.81	4.23	0.73	2.00	5.00
	5 years or more	3.94	3.80	4.08	0.60	2.00	5.00
Openness	Less Than 5 Years	3.74	3.52	3.97	0.79	2.00	5.00
	5 years or more	3.48	3.31	3.64	0.70	1.75	5.00
Requirements	Less Than 5 Years	2.64	2.31	2.97	1.16	1.00	5.00
	5 years or more	2.79	2.53	3.06	1.14	1.00	5.00

Figure 22

ANOVA Results for Mean Evidence-Based Attitudes by Counseling Experience

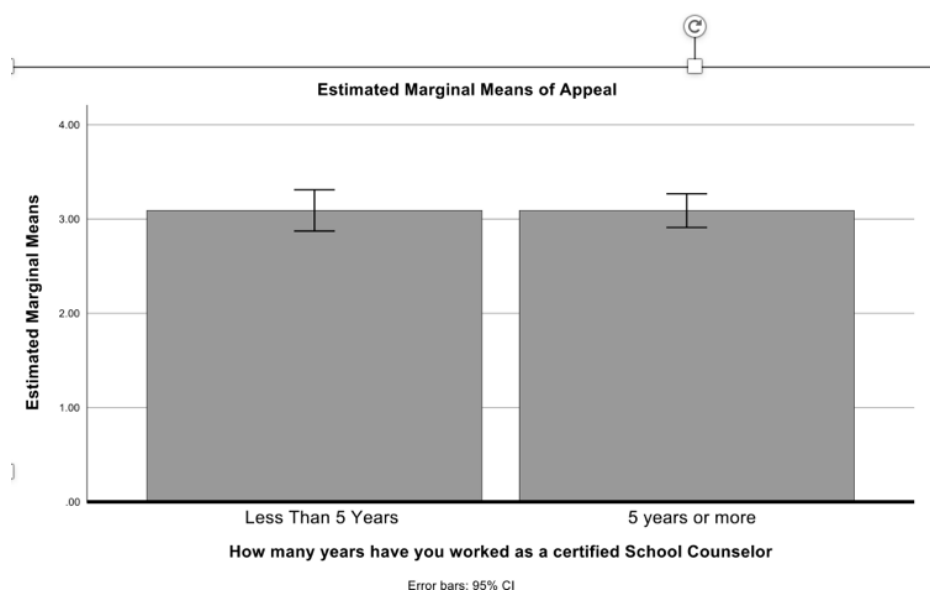
Source	Dependent Variable	df	F	Sig.	Partial Eta Squared
EXC	Appeal	1	0	0.984	0
	Divergent	1	0.464	0.497	0.004
	Openness	1	3.901	0.051	0.031
	Requirements	1	0.532	0.467	0.004
Error	Appeal	120	(0.598)		
	Divergent	120	(0.426)		
	Openness	120	(0.543)		
	Requirements	120	(1.325)		

Note: F tests are based on linearly independent of estimated marginal means (pairwise comparisons).

Profile Plots

Figure 23

Estimated Marginal Means for Appeal and Years of Experience for School Counselors

**Figure 24**

Estimated Marginal Means for Divergent and Years of Experience of School Counselors

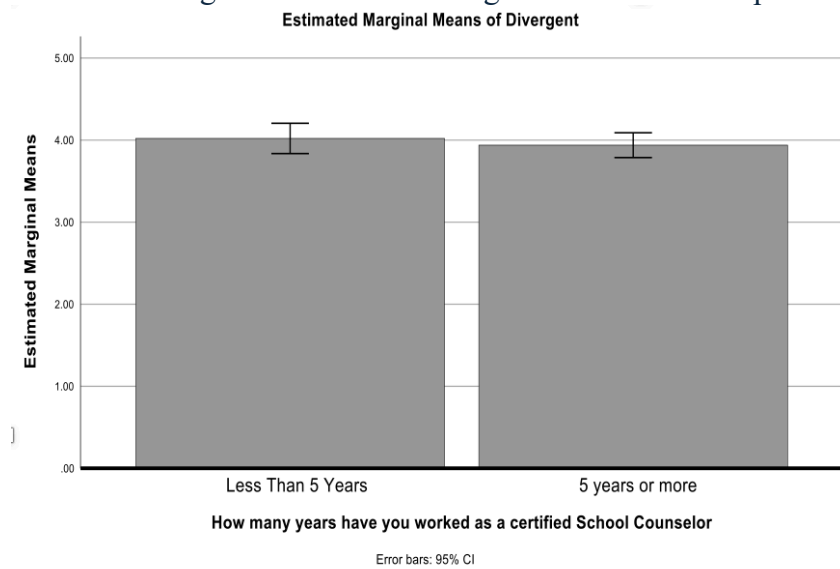


Figure 25

Estimated Marginal Means for Openness and Years of Experience of School Counselors

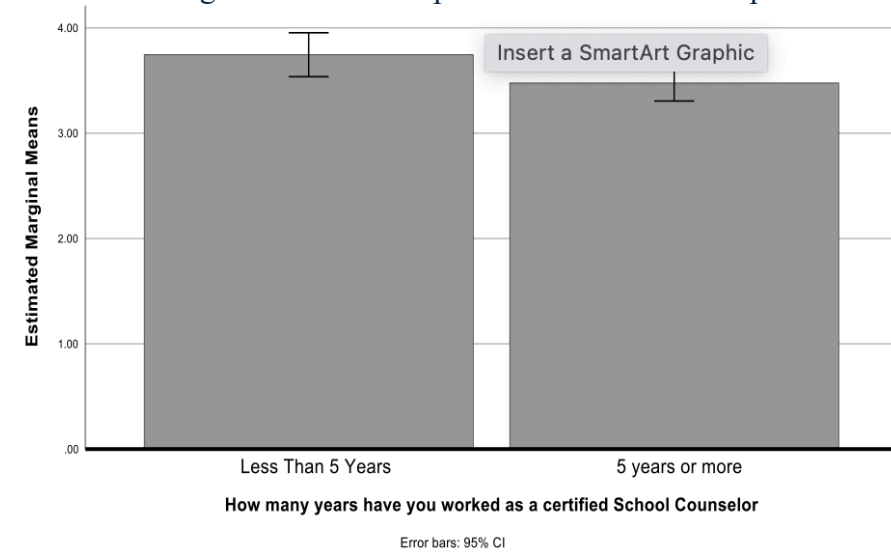
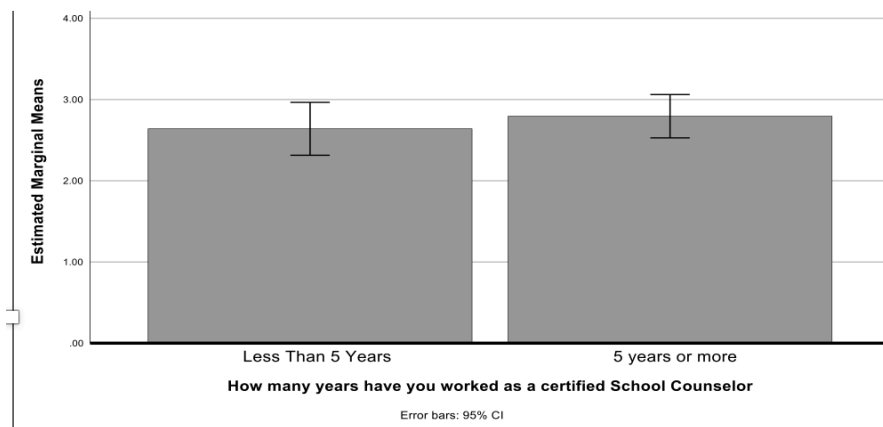


Figure 26

Estimated Marginal Means for Requirements and Years of Experience of School Counselors



T-Tests

Figure 27

Group Statistics

	Work Years	N	Mean	Std. Deviation.	Std Error Mean
Openness	Less than five Years	49	3.744	.789	.112
	More than five years	73	3.476	.699	.081

Figure 28

Independent Test established for Sample test: Levene's Test for Equality of Variance

		F	Sig.	df.	Significance 1-Side p	2-Side p	Mean Dif.	Std. Error Dif.	95%Confidence Lower Upper	
Openness	Equality of Variance Assumed	.358	.551	1.975	.025	.051	.268	.136	.00067	.53841
	Not Assumed			1.928	.028	.057	.268	.139	.00794	.54568

Note: Openness established as significance one and two sided.

Figure 29

Independent Samples Size Effects

		Standardizer	Point Estimate	95% Confidence Interval	
				Lower	Upper
Openness	Cohen's d	.73715	.365	-.001	.792
	Hedges Correlation	.74180	.362	-.001	.724
	Glass's delta	.69991	.384	.016	.750

Note: Cohen'd uses a pooled standard deviation providing a point estimate .365 for openness.

Research Question 3/Hypothesis 3

Research Question three, “does a school counseling theoretical approach, school position, age, and experience support research-based practices for disruptive behaviors and school services. MANOVA and ANOVA, and Pearson r (2 tailed) were conducted to establish predictions. MANOVA used for descriptive means of appeal, age groups, and school position (Table 15). A one-way ANOVA revealed that there was a statistically significant difference in appeal between at least two groups ($F(2,113) = 4.899$, $p = .009$). School counselors from elementary age group 18-39 show a higher appeal for EBPs than high school counselors in age group 18-39 (Figure 11). Furthermore, high school counselors present less appeal for EBPs over elementary and middle school counselors in the 18-39 age group (Figure 12) when using ANOVA. Pearson’s r correlation was conducted between EBPAS and TOPS-R. Appeal and Humanistic/Existentialism $r(120) = .26$, $p < .01$, Appeal and Psychoanalysis $r(120) = .26$, $p < .01$, Divergent and Cognitive-behavior $r(120) = -.18$, $p < .05$, Openness and Cognitive Behavior $r(120) = .29$, $p < .01$, Openness and humanistic/Existentialism $r(120) = .24$, $p < .01$, Openness and Multiculturalism $r(120) = .29$, $p = .01$, Requirement and Humanistic/Existentialism $r(120) = .20$, $p < .05$. All correlation present low significant difference according to three Pearson’s r rating (Akoglu, 2018), (Figure 18-24). Therefore, the null hypothesis is rejected, and alternative hypothesis is not rejected.

MANOVA

Figure 30

Descriptive for Mean Appeal by Age Groups and School Position.

	Effect	N	Mean	SD	Minimum	Maximum
Age						
	18 to 39	24	2.97	0.96	1.00	5.00
	40 to 49	51	3.07	0.76	1.50	4.50
	50+	47	3.17	0.68	1.75	5.00
Position						
	Elementary School	66	3.09	0.73	1.75	5.00
	Middle School	26	3.19	0.70	1.50	4.50
	High School	30	3.00	0.92	1.00	5.00
Age * Position						
	18 to 39/Elementary	15	3.267	0.923	2.00	5.00
	18 to 39/Middle School	5	2.900	0.518	2.00	3.25
	18 to 39/High School	4	1.938	0.944	1.00	3.25
	40 to 49/Elementary	28	3.018	0.713	1.75	4.50
	40 to 49/Middle School	9	3.222	0.861	1.50	4.50
	40 to 49/High School	14	3.089	0.818	2.00	4.50
	50 +/Elementary	23	3.065	0.613	2.00	4.00
	50 +/Middle School	12	3.292	0.656	2.00	4.25
	50 +/High School	12	3.250	0.833	1.75	5.00

Figure 31

Univariate Tests: Appeal and Age Groups

Age Groups		Squares	Df	Square	F	Sig.	Squared
18 to 39	Contrast	5.609	2	2.804	4.899	.009	.080
	Error	64.684	113	.572			
40 to 49	Contrast	.289	2	.145	.253	.777	.004
	Error	65.684	113	.572			
50+	Contrast	.507	2	.253	.443	.643	.008
	Error	64.684	113	.572			

Figure 32

Age Groups and Appeal

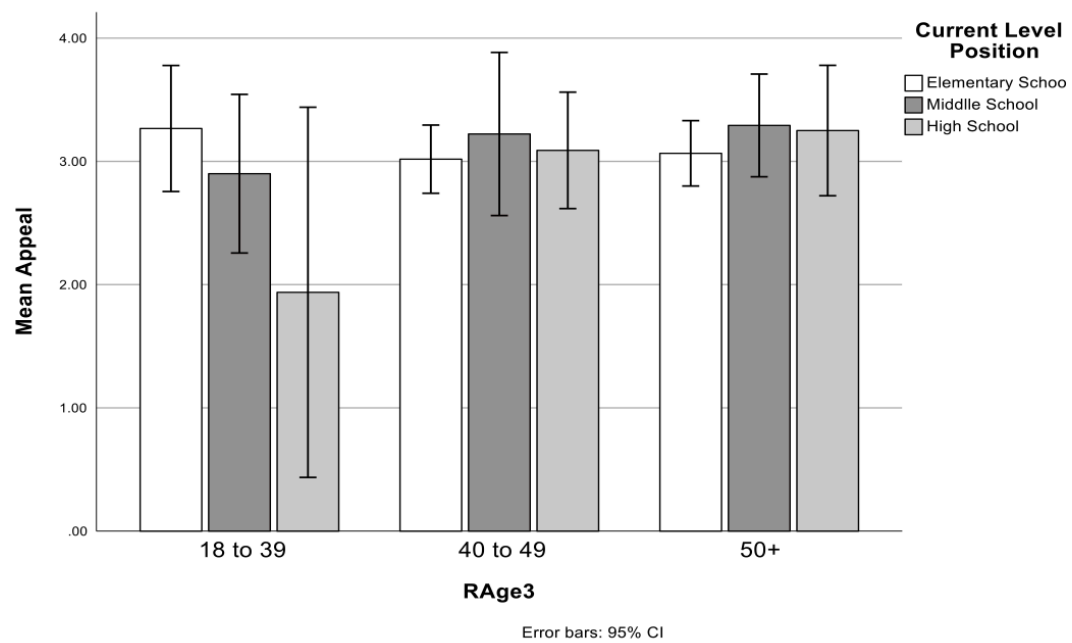


Figure 33

Correlation between TOPS and EBPAS

		Cognitive Behavior	Humanistic Existentialism	Multiculturalism	Psycho- Analysis
Appeal	Pearson's r	.122	.266**	.130	.261**
	Correlation				
	Sig. (2-tailed)	.182	.003	.154	.004
	N	122	122	122	122
Divergent	Pearson's r	-.182*	-.040	-.066	-.056
	Correlation				
	Sig. (2-tailed)	.044	.660	.473	.541
	N	122	122	122	122
Openness	Pearson's r	.298**	.244**	.291**	.174
	Correlation				
	Sig. (2-tailed)	<.001	.007	.001	.055
	N	122	122	122	122
Requirement	Pearson's r	.096	.207*	.126	.151
	Correlation				
	Sig. (2-tailed)	.294	.022	.166	.097
	N	122	122	122	122

Note** Correlation is significant at the 0.01(2-tailed) and * Correlation is significant at 0.05 (2-tailed).

Pearson's r (2-tailed) showed a positive relationship between appeal and humanistic/Existentialism $r(120) = .26, p < .01$., appeal and psychoanalysis $r(120) = .26, p < .01$. Participant showed a negative relationship between divergent and cognitive-behavioral approach $r(120) = -.18, p < .05$. A positive relationship between openness and cognitive-behavior $r(120) = .29, p < .01$., humanistic/Existentialism $r(120) = .24, p < .01$ and multiculturalism $r(120) = .29, p < .01$. A positive relationship between requirements and humanistic/Existentialism $r(120) = .20, p < .05$.

P-Plots

Figure 34

Appeal and Humanistic Existentialism

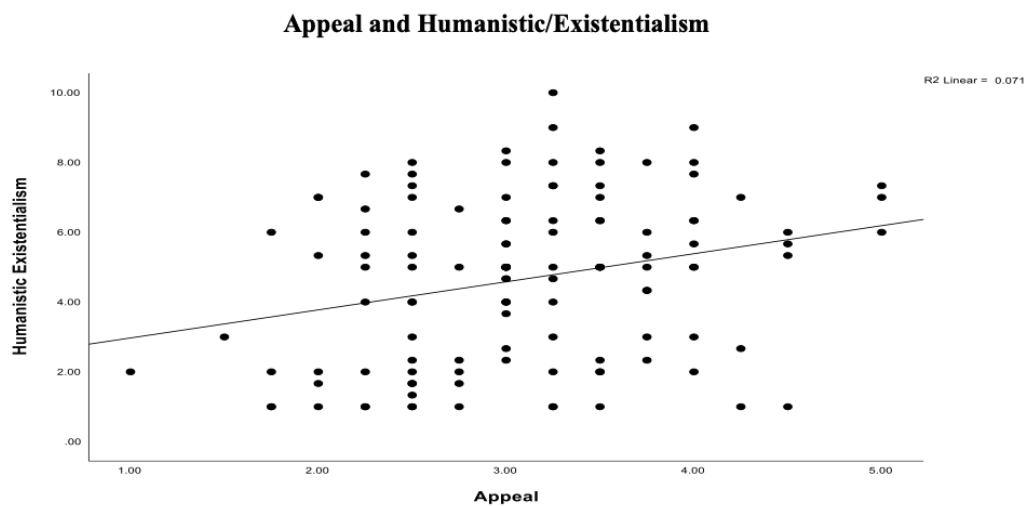


Figure 35

Appeal and Psychoanalysis

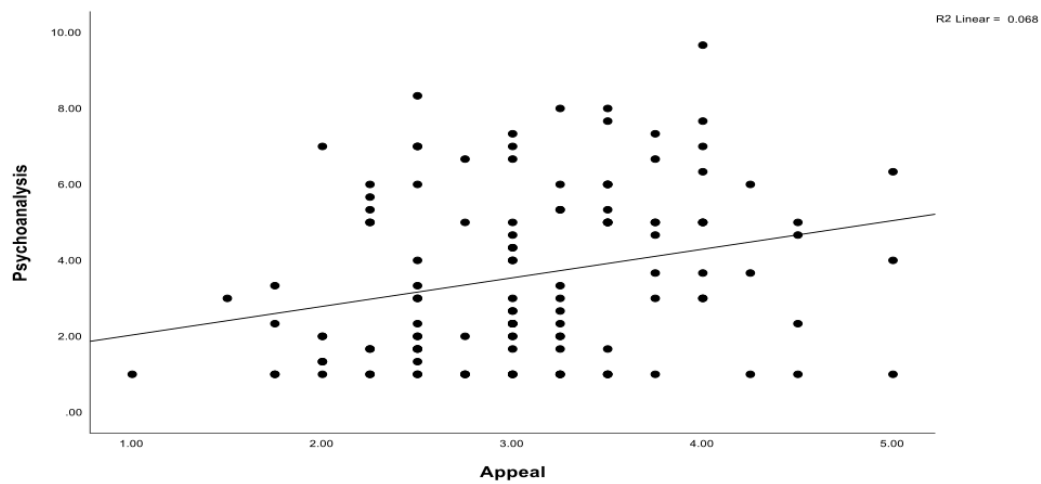


Figure 36

Divergent and Psychoanalysis

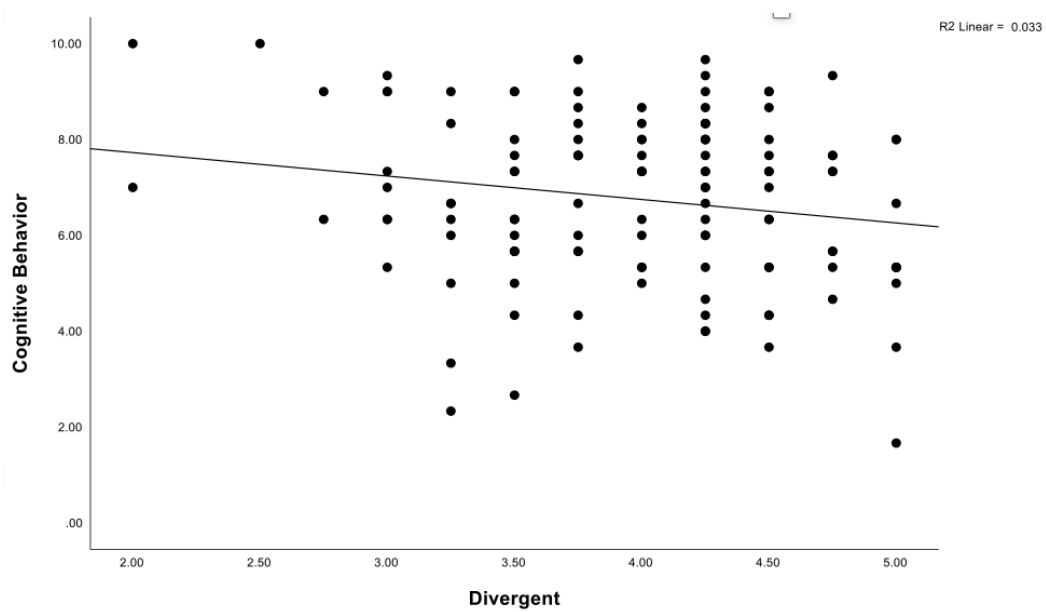


Figure 37

Openness and Humanistic/Existentialism

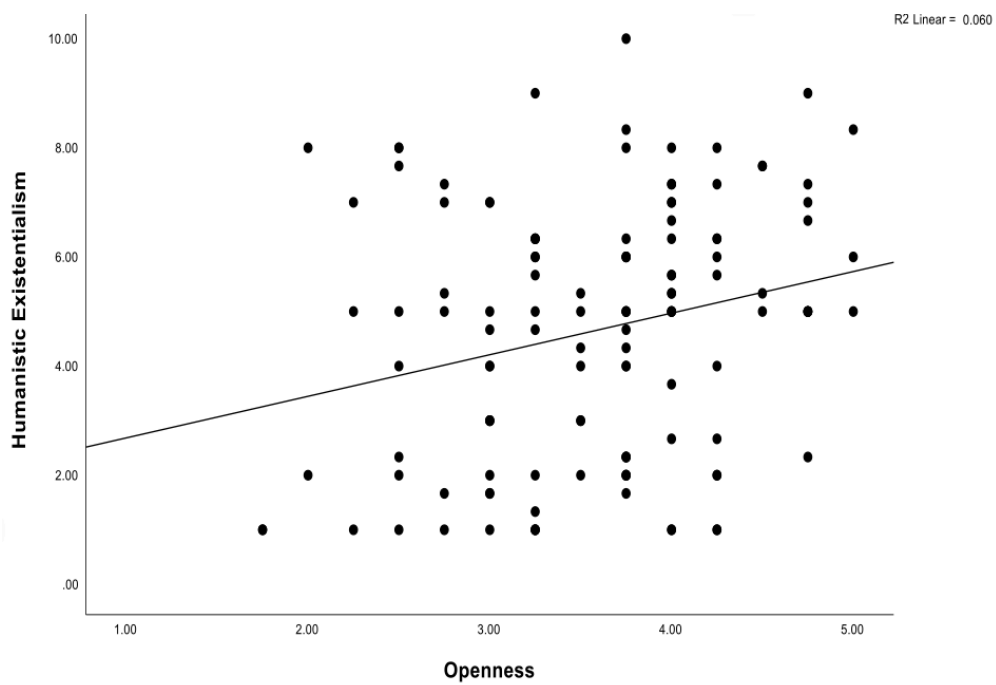
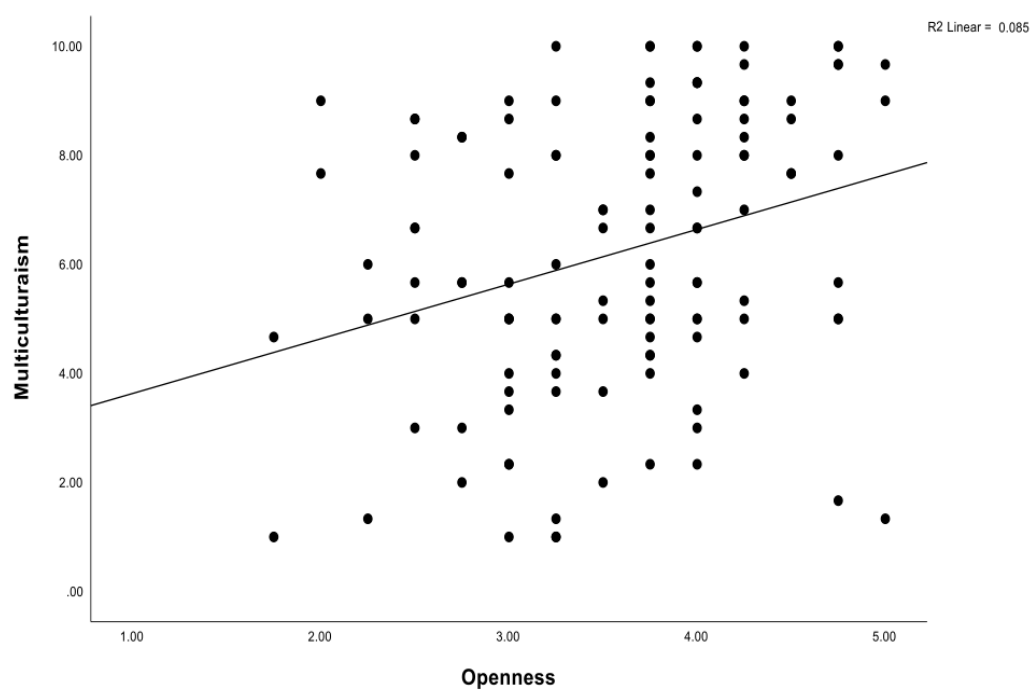


Figure 38

Openness and Multiculturalism



Chapter Five: Conclusions

Overview

This study investigated a relationship between school counseling services for EBPs for disruptive behaviors and school services. The theme in the literature review described the use of EBPs in counseling to reduce disruptive behaviors affecting MCS' academic performance and social skills in school due to military deployments, transitions, and separation of military family members. The researcher also considered SLT relating to the role of school counseling and the evidence-based research model linking EBPs to school counseling. A gap existed as to the questionability of counselors supporting EBPs for disruptive behaviors and school services. The researcher used a quantitative method to process data from SurveyMonkey of random participants from school districts and Facebook counseling websites from Texas. The researcher used comparative means analysis, Pearson's r , MANOVA, ANOVA, and t -tests to determine the results of the research questions.

Discussion

This segment explains the three research questions and hypotheses rejecting or not rejecting the null hypotheses of the research study. The presented analysis reflects the findings relating to the literature review.

Research Questions and Hypotheses

Research Question 1

Research question one, "Do school counselors support research-based practices for disruptive behaviors and school services?" School counselors supported research-based practices and a theoretical approach to disruptive behaviors and school services. A comparative means analysis showed that participants have a moderate perspective for evidence-based practices:

Appeal ($M = 3.09$), Divergence ($M = 3.97$), Openness ($M = 3.58$), and a slight perspective on Requirement ($M = 2.73$). The main choice for the theoretical approach for EBPs was cognitive behavioral ($M = 6.76$), followed by multicultural ($M = 6.22$) and humanism/existential ($M = 4.65$). The psychoanalyze/dynamic ($M = 3.61$) was the lowest of the choices (see Table 7).

Pearson's r correlation found that appeal and openness showed a moderate $r = .43$, and appeal and requirements showed a moderate $r = .54$ for disruptive behaviors. The null hypothesis was rejected for research question one, and the alternative hypothesis was accepted.

Furthermore, appeal and openness showed a moderate $r = .43$ rating from Dancy and Reidy (psychology) and a strong $r = .43$ rating from Quinnipiac University (politics). Appeal and requirement showed a moderate $r = .53$ from Dancy & Reidy and a strong $r = .53$ from Quinnipiac University (Akoglu, 2018). However, divergence shows no significant variance compared to the three beliefs of EBPA's.

It becomes imperative to comment on the findings of openness and appeal and cognitive-behavioral approach alignment according to Mullen et al.'s (2019) findings. They reported that counselors support EBPs at a moderate rate, showing support for school counseling. The support aligns with ASCA requirements for EBPs in school counseling (ASCA, 2022). Participants showed that the multicultural approach was a second choice for a theoretical approach to EBPs. This perspective reflects that participants advocate for equal opportunity for students from diverse backgrounds (Coe et al., 2014), considering MCS from a military cultural background. Whiston (2015) reported from a study that school counselors advocated moderately for students from diverse backgrounds. Research on school counseling and diversity continues to show momentum for addressing diversity and EBPs in counseling services (Felwishch & Whiston, 2015; Wilder, 2019).

Research Question 2

Research question two, “Do school counseling experience and research-based practice support disruptive behaviors and school services?” School counseling inexperience (1-5 years) or experience (5+ years) for research-based practices showed no relationship using MANOVA (see Table 11). However, inexperienced school counselors showed more openness to EBPs when compared to experienced counselors using ANOVA. Inexperience and experienced school counselors showed a significant variance of .051 for openness when comparing statistical means by a *t*-test.

It is important to note that inexperienced school counselors support openness more than experienced school counselors, validating Mullen et al. (2019) research on inexperienced counselors in that they are more likely to apply EBPs in school counseling. Openness validates Mullen et al.'s report that inexperienced and experienced school counselors are willing to use EBPs in school counseling. Openness reflects the ability to be receptive to research-based interventions for students from diverse backgrounds (Burgess et al., 2016). Mullen et al. (2019) align with school counselors openly applying EBPs according to ASCA recommendations (ASCA, 2019).

Research Question 3

Research question three: “Does a school counseling theoretical approach, school position, age groups, and experience support research-based practices for disruptive behaviors through school services?” In TOPS-R and EBPAS, positive correlations were found among school counselors. Counselors showed a positive relationship between appeal and humanistic/Existentialism $r = .26$ and psychoanalysis $r = .26$. Mullen et al. (2019) showed a correlation between appeal and humanistic/Existentialism $r = .07$ and psychoanalysis $r = .06$. A

positive relationship was also found between openness and cognitive-behavior $r = .29$ humanistic/Existentialism $r = .24$ and multiculturalism $r = .29$. Mullen et al.'s research showed a similar significance between openness and cognitive-behavior $r = .26$ and multiculturalism $r = .25$. However, Mullen et al. reported an openness and humanistic/Existentialism $r = .07$ which did not correlate to the study's significant difference between openness and humanistic/Existentialism $r = .24$. Counselors showed a positive relationship between requirements and humanistic/Existentialism $r = .20$. Mullen et al.'s report shows a correlation between requirements and humanistic/Existentialism $r = .07$. Lastly, counselors presented a negative correlation between divergence and cognitive-behavioral approach $r = -.18$. Mullen et al. showed a negative significant $r = -.5$ between divergence and cognitive-behavior approach. All correlations from the study showed significant variance according to three Pearson's r rating scales (Akoglu, 2018, Table 2, p. 92).

Brigman et al. (2018) also emphasized the value of a person's ability to complete a task. The notion of a school counselor's ability reflects the significance of appeal or openness to theoretical orientations for counseling students. Training on EBPs is emphasized in graduate institutions or school districts (Zyromski et al., 2018). It is reasonable to consider Bandura's (1971) concepts of observation, role modeling, and self-efficacy as the foundation for trained school counselors on evidence-based beliefs and the cognitive-behavioral approach for evidence-based practices in school counseling.

In age groups, school position, and experience, high school counselors ($M = 1.93$, $SD = .944$) in school position show less appeal for EBPs than elementary ($M = 3.267$, $.923$) and middle ($M = .193$, $SD = .518$) school counselors, in 18-39 age group. In opposition, elementary ($M = 3.267$, $.923$) school counselors in the 18-39 group show a $r = .009$ for a significant

difference with high ($M = 1.93$, $SD = .944$) school counselors and a higher appeal for EBPs in counseling. Mullen et al. (2019) reported that inexperienced school counselors showed more openness to EBPs than experienced school counselors. This study adds appeal for inexperienced counselors, showing more openness and appeal for EBPs than experienced school counselors (RQ2). Openness and appeal for age groups means turning to resources like professional development, annual conferences, and resources for applying EBPs in daily school counseling activities (Dimmit & Zyromsik, 2020; Zyromsik et al., 2018; Zyromski & Mariani, 2019).

School counselors are open and appeal for EBIs through training and experience to help students from military families with disruptive behaviors. Counselors have cognitive-behavioral interventions founded on research-based interventions that support school service committees for effective results. Mullen et al. (2019) stated further research is needed to generalize the sample effect size.

Implications

This research study delivers insightful information on school counselors' support of evidence-based practices and school counseling services for students of military families who struggle with disruptive behaviors that affect academic performance and struggle with social adjustment within the school environment due to military family transitions, deployments, and separations. How do the military community, school counseling, educational leaders, and Christian community offer mental health services and community resources to help students of military families transition more easily into the public-school systems by providing effective school counseling services?

The study highlighted a holistic perspective of the military community, public education, school counseling, and the Christian community. The study also established a national and

international framework for providing non-Christian and Christian military families with the necessary medical and mental health care for struggling students from military families. The school counseling services become the support system for advancing struggling students to college and vocational readiness.

Theoretical Implications

Social Learning Theory (Bandura, 1971) and the school counseling model (Dimmitt et al., 2007) on EBPs for school counseling set the foundation for the research study. Mullen et al.'s (2019) perspective on school counselors' support for EBPs sets the groundwork for investigating school counselors applying EBPs in school counseling services. Mullen et al. concluded that school counselors supported EBPs, and years of experience linked to counseling attitudes in counseling. However, they recommended further research in generalizability and sample effect size for validity and reliability.

Social Learning Theory by Bandura (1971) established observation, social role, and self-efficacy as concepts supporting the school counselor's duties and responsibilities for implementing an effective school counselor program. An EBP school counseling program model by Dimmitt et al. (2007) established the data collection and analysis foundation for developing an effective research-based intervention. Both theory and model establish a solid foundation for extending the research on school counselors' perspective for implementing EBPs in school counseling programs and linking the counseling services to school services, like RtI and 504 services.

Practical Application

The study provided some real-world purposes. School counselors, as committee members of RtI and Section 504 services, can participate in the collection of data and decision-making process for developing an effective research-based intervention for effective results. Military-Family Life Counselors in public schools can provide immediate mental health interventions and military resources for military families.

Education leadership at state, district, and campus levels can provide professional development on EBPs for experienced and inexperienced school counselors. The Christian community can offer Christian therapy and resources for Christian military families. Lastly, the combined communities have an operational support system for medical and mental health for military families who need help.

Future Implementation

There are some areas for research consideration. Relationships between openness, appeal, requirements, and divergence are needed for further study. Divergence lacks correlation with openness, appeal, and requirements. Relationships between inexperienced and experienced school counselors need to be considered concerning EBPs and TOPS. This includes age groups and school positions with larger sample sizes for effective results. Lastly, research on how school counseling and guidance directors support EBPs when planning professional development, application, evaluation, and assessment at the district and campus level will establish the level of continuation for effective training for school counselors and school counseling programs.

Limitations

The study provided strengths by using a cross-sectional quantitative method. The method provides a snapshot of counselors' perceptions of EBPs in school counseling. The design used

survey instruments that developed similar results for a specific population. Validation was strong, as it collected data through SurveyMonkey and processed the data to Excel for organization and cleaning, followed by uploading the data into SPSS for analysis and interpretation.

Limitations of the method included using only one snapshot of the present school counselors' perspectives on EBPs in school counseling. School counselors' perspectives can change within a reasonable amount of time. Data was collected from school districts, Facebook websites, and quasi-environments. Quasi-environments lacked the control conditions used in a restricted control environment. Another limitation was the method of recruiting participants for the study. A random sample was used for participants. Participants from the study volunteered from a larger population of certified school counselors from school districts or Facebook websites. No nonrandom conditions were set in place for the recruitment. Lastly, the sample size was 122 from 125 participants. The study reached out to 321 participants. Larger sample sizes would have benefited the study for a greater sample effect size.

Recommendations for Future Research

Future research should focus on the underlying causes of divergence. Divergence lacks support from current research and a previous study for implementing EBPs in school counseling. Areas like training, self-efficacy, theoretical approaches, administration leadership, and graduate training need consideration as to the impact of school counselors not carrying out EBPs in school counseling according to ASCA recommendations. Updated survey instruments also need consideration. Aarons (2004) and Worthington and Dillon (2003) were used in the research study. Updated versions need attention for more effective results on school counselors' perspectives on EBPs and theoretical approaches in school counseling. Future research on

generalizability and sample effect size needs to continue due to the small sample sizes from the current study and that of Mullen et al. (2019). Lastly, new theories also need consideration in the placement of Social Learning Theory (1971) in addressing the school counselor's role in school counseling. New theoretical foundations may provide new insightful perspectives to the school counseling role and link new measuring instruments assessing counselors' attitudes and theoretical orientation for EBPs in school counseling.

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Appendices

Appendix A

Evidence-Based Practices Attitudes Scale (EBPs)

Gregory Aarons, PH D.

Instructions: Fill in an x indicating the extent to which you agree with each item using the following scale:

0 1 2 3 4

Not at All, To a Slight Extent, To a Moderate Extent, To a Great Extent, To a Very Great Extent

Item

Question

1. I like to use new types of therapy/interventions to help military-connected students with disruptive behaviors receiving RtI or Section 504 services.
2. I am willing to try new types of therapy/interventions even if I must follow a treatment manual for military-connected students with disruptive behaviors receiving RtI or Section 504 services.
3. I know better than academic researchers how to care for my military-connected students with disruptive behaviors receiving RtI or Section 504 services.
4. I am willing to use new and different types of therapy/interventions developed by researchers for military-connected students with disruptive behaviors receiving RtI or Section 504 services.
5. Research based treatments/interventions are not clinically useful for military-connected students with disruptive behaviors receiving RtI or Section 504 services.
6. Clinical experience is more important than using manualized therapy/interventions with military-connected students with disruptive behaviors for RtI or Section 504 services.
7. I would not use manualized therapy/interventions for the military-connected students with disruptive behaviors receiving RtI or Section 504 services.
8. I would try a new therapy/intervention even if it were very different from what I am used to doing for military-connected students with disruptive behaviors receiving RtI or Section 504 services.

For questions 9 – 15: If you received training in a therapy or intervention that was new to you, how would likely to adopt it:

9. It was intuitively appealing for military-connected students with disruptive behaviors in receiving RtI or Section 504 services.
10. It “made sense” to you for military-connected students with disruptive behaviors for receiving RtI or Section 504 services.
11. It was required by your supervisor for military-connected students with disruptive behaviors receiving RtI or Section 504 services.
12. It was required by your agency for military-connected students with disruptive behaviors in receiving RtI or Section 504 services.
13. It was required by your state for military-connected students for disruptive behaviors receiving RtI or Section 504 services.
14. It was being used by colleagues who were happy for military-connected students with disruptive behaviors receiving RtI or Section 504 services.
15. You felt that you had enough training to use it to correct military-connected students with disruptive behaviors receiving RtI or Section 504 services.

Appendix B

Theoretical Orientation Profile Scale-Revised (TOPS-R) (Worthington & Dillon, 2003)

This instrument helps determine a school counselor's preference for a psychotherapeutic approach to psychotherapy. TOPs help counselors identify eight main psychotherapies using a Likert scale for answering 18 questions. The following eighteen have a ten-point range from never to completely. The following in bold were used for four main therapies in the study. Rate yourself by placing an X on the scale tick mark above the number:

1. I identify myself to others as Psychoanalytic or Psychodynamic in orientation.
2. I approach military-connected students' problems from a Psychoanalytic or Psychodynamic perspective.
3. I utilize Psychoanalytic or Psychodynamic therapy techniques.
4. I identify myself to others as Humanistic or Existential in orientation.
5. I approach military-connected students' problems from a Humanistic or Existential perspective.
6. I utilize Humanistic or Existential therapy techniques.
7. I identify myself to others as Cognitive or Behavioral in orientation.
8. I approach military-connected students' problems from a Cognitive or Behavioral perspective.
9. I utilize Cognitive or Behavioral therapy techniques.
10. I identify myself to others as Family Systems in orientation.
11. I approach military-connected students' problems from a Family Systems perspective.
12. I utilize Family Systems therapy techniques.
13. identify yourself to others as Feminist in orientation.

14. I approach military-connected students' problems from a Feminist perspective.

15. I utilize Feminist therapy techniques.

16. I identify myself to others as Multicultural in orientation.

17. I approach military-connected students' problems from a Multicultural perspective.

18. I utilize Multicultural therapy techniques.

Eight main theoretical approaches are in the questionnaire. However, four main theoretical approaches in bold were used for the study since the four approaches support school counseling.

Appendix C

Permission Request

Permission Approval Letter

March 24, 2023

Killeen Independent School District

[Redacted]

Dear Eddie Benitez:

After careful review of your research proposal entitled Evidence-Based Practices for Military-Connected Students with Disruptive Behaviors Receiving Response to Intervention and Section 504 Services: School Counselors' Attitudes and Theoretical Orientation, the committee has decided to grant you permission to reach out to school counselors in the Killeen Independent School District to participate in the study.

Check the following boxes, as applicable:

The Killeen Independent School District grants permission for Eddie Benitez to contact certified school counselors to invite them to participate in his research study.

The Killeen Independent School District requests a copy of the results upon study completion and/or publication.

If you have questions and would like to reach me, please do so at

[Redacted]

[Redacted]

Thank you for your time,

[Redacted]

Jan Peronto

[Redacted]



Ysleta Independent School District

THE DISTRICT

Assessment, Research, Evaluation,
and Accountability

September 20, 2023

Mr. Eddie Benitez
Liberty University



SENT VIA EMAIL: [REDACTED]

Dear Mr. Benitez:

This is to inform you that the Office of Assessment, Research, Evaluation, and Accountability (A.R.E.A.) in the Ysleta Independent School District has approved the project titled ***Evidence-Based Practices for Military-Connected Students with Disruptive Behavior Receiving Response to Intervention/Section 504 Service: School Counselors' Attitudes and Theoretical Orientation***. We have determined that this project conforms to the district's standards regarding informed consent and FERPA regulations. Your IRB number for 2023-2024 is **#727**.

Please **make this letter available upon your first communication with school principals and District staff** as it provides them assurance that the study meets the district's research policy. District approval does not ensure research participation from the faculty given that research subjects have the right not to participate and withdraw from the research study at any point. If you will require District data, please submit all data requests through the A.R.E.A. office.

Also, please keep the office apprised of your progress and when the project is complete provide our office with a copy of your final report. The District's name cannot be used when you publish your findings without previous consent in writing.

If you require additional assistance, you may contact me at [REDACTED] t.

Best regards,



Francisco D. Martinez
YISD Program Evaluator



Ysleta Independent School District

THE DISTRICT

Assessment, Research, Evaluation,
and Accountability

September 20, 2023

Mr. Eddie Benitez
Liberty University



SENT VIA EMAIL: [REDACTED]

Dear Mr. Benitez:

This is to inform you that the Office of Assessment, Research, Evaluation, and Accountability (A.R.E.A.) in the Ysleta Independent School District has approved the project titled ***Evidence-Based Practices for Military-Connected Students with Disruptive Behavior Receiving Response to Intervention/Section 504 Service: School Counselors' Attitudes and Theoretical Orientation***. We have determined that this project conforms to the district's standards regarding informed consent and FERPA regulations. Your IRB number for 2023-2024 is **#727**.

Please **make this letter available upon your first communication with school principals and District staff** as it provides them assurance that the study meets the district's research policy. District approval does not ensure research participation from the faculty given that research subjects have the right not to participate and withdraw from the research study at any point. If you will require District data, please submit all data requests through the A.R.E.A. office.

Also, please keep the office apprised of your progress and when the project is complete provide our office with a copy of your final report. The District's name cannot be used when you publish your findings without previous consent in writing.

If you require additional assistance, you may contact me at [REDACTED]



Best regards,



Francisco D. Martinez





Department of Research and Evaluation

DSC • 12440 Rojas Drive • El Paso, Texas 79928 • Phone 915-937-0330 • www.sisd.net

August 28, 2023

To Mr. Eddie Benitez,

This is to inform you that, upon reviewing the submitted documentation for your study titled “Evidence-Based Practices for Military-Connected Students with Disruptive Behaviors Receiving Response to Intervention and Section 504 Services: School Counselors Attitudes and Theoretical Orientation”, the Office of Research and Evaluation has determined that your project conforms to our District’s standards regarding informed consent, privacy issues, and FERPA regulations and has approved your research request proposal. Your research approval number is 239. Please provide a copy of this form to administrators when soliciting their participation.

If you will be interacting with or observing students, a background check is required. Please stop by the District Service Center located at [REDACTED] and pick up the background check form from the receptionist or contact Brenda Ramirez in Human Resources, her email is [REDACTED]. When you reach out to her, let her know your reason for needing the background check.

The school administrator has the right to decline campus participation at any point. Candidate participation in this research is entirely voluntary and can be withdrawn at any point. You will be responsible for procuring candidate contact information from our public district web page at [REDACTED].

We understand that you will not use our District’s name, or any other identifying information, when you publish your findings. We ask that you keep our department apprised of your progress through updates throughout your project’s duration and provide this office with a copy of your results upon completion.

If you require additional information, please feel free to call me at 915-937-0311 or E-mail me at [REDACTED].

Sincerely,

[REDACTED]

Kelly McBain

[REDACTED]

Stephanie Lerner:

Facebook Group: [REDACTED]
[REDACTED]

Date: June 19, 2023

Dear Eddie Benitez:

After careful review of your research proposal entitled Evidence-Based Practices for Military-Connected Students with Disruptive Behaviors Receiving Response to Intervention and Section 504 Services: School Counselors' Attitudes and Theoretical Orientation. I have decided to grant you permission to access the school counselors DL website to participate in the study.

Check the following boxes, as applicable:

I will provide our membership list to Eddie Benitez, and Eddie Benitez may use the list to contact our members to invite them to participate in his research study.

I/We] grant permission for Eddie Benitez to contact certified school counselors to invite them to participate in his research study.

I/We] will not provide potential participant information to Eddie Benitez, but we agree to send/provide] his study information to potential certified school counselors on his behalf.

If you are requesting archival data, retain the option listed below that is applicable to your study and remove the option that is not applicable.

The requested data WILL BE STRIPPED of all identifying information before it is provided to the researcher.

The requested data WILL NOT BE STRIPPED of identifying information before it is provided to the researcher.

Retain the below option if desired.]

I/We] are requesting a copy of the results upon study completion and/or publication.

Sincerely,

Stephanie Lerner
[REDACTED]

Facebook: [REDACTED]

Appendix D
Initial Recruitment Letter

Dear School Counselor,

As a doctoral student in Community Care and Marriage Counseling at Liberty University, I am researching school counselors' attitudes and theoretical orientation for evidence-based practices for military-connected students with disruptive behaviors receiving Responses to Interventions or Section 504 services. My study aims to establish the difference in school counselors' attitudes and theoretical orientation from primary and secondary grade levels on evidence-based practices for military-connected students with disruptive behaviors through school services. I encourage qualified participants to partake in the study.

Participants must have at least one year of experience as a certified school counselor in the Texas primary or secondary school system. School counselors in an internship program must be certified and have at least one year of school counseling. Participants, if willing, will be asked to read the initial recruitment letter and consent form and complete 17 minutes and 39 questions on a secure SurveyMonkey website that the researcher monitors. It will take 17 to 20 minutes to complete everything. The researcher will collect data while the participant contribution is anonymous. To participate, please read the consent form as an acknowledgment to participate and click on the SurveyMonkey invite to complete the research study questionnaire. For questions, you can research me at [REDACTED] or [REDACTED]

In-depth information about my research is provided in the consent form. After reading the consent form, please proceed to complete the SurveyMonkey questionnaire. Upon completing the reading of the consent form, please take the survey.

Sincerely,

Eddie Benitez

Doctoral Student
[REDACTED]

Follow Up Letter

Dear Recipient,

As a doctoral student in Community Care and Marriage Counseling at Liberty University, I am researching the nature of evidence-based practices for military-connected students with disruptive behaviors in Response to Intervention and Section 504 services. My study aims to establish the significant variance of school counselors' attitudes and theoretical orientation from primary and secondary grade levels on evidence-based practices for military-connected students receiving school services. Volunteers who qualify may participate. Participants must have at least one year of experience as certified school counselors in a primary and secondary school system. Participants will acknowledge the consent form and take a SurveyMonkey questionnaire if willing. It will take 17-20 minutes to fill out the survey. The researcher will keep volunteers' information anonymous. The participant will read the consent form and complete the survey to participate. [REDACTED] or email upon any questions:

[REDACTED] Additional information of the research study is provided in the consent document. After reading the consent form and taking the survey will indicate that the participant has read the consent information and consents to participate in the research study by completing the questionnaire.

Sincerely,

Eddie Benitez

Doctoral Student

[REDACTED]

Appendix E

Consent form

Title of the Project: Evidence-Based Practices for Military-Connected Students with Disruptive Behaviors Receiving Response to Intervention and Section 504 Services: School Counselors Attitudes and Theoretical Orientation

Principal Investigator: Eddie Benitez, Doctoral Student, Community Care & Counseling Liberty University

Invitation to be Part of a Research Study

Participants may volunteer to be part of the research study. To participate, you must be a certified school counselor working full-time or part-time employees in a school counselor position at a school district within the Texas area. School counselors must have one or more years of counseling experience serving military-connected students annually for evidence-based interventions relating to Response to Intervention and Section 504 services within a school district. Participants have a choice to volunteer in the research study. Review information on the research study, inquiry, and choose to participate.

What is the purpose of the study and why is needed?

The study aims to establish if school counselors' attitudes and theoretical orientation support evidence-based practices for military-connected students with disruptive behaviors receiving Response to Intervention and Section 504 services. The research will help clarify the difference between primary and secondary school counselors' attitudes and theoretical orientation for evidence-based practice in school counseling programs for student academic performance and social-emotional learning in education.

What actions are required in the study?

You will be asked by the researcher to complete the following:

- Participants will answer questions on school counseling attitudes relating to evidence-based practices, theoretical orientation, and demographics within seven days of receiving the questionnaire.
- Participants will complete a questionnaire on SurveyMonkey that will take twenty to thirty minutes.
- Participants will submit the questionnaire upon completion to the researcher.

How did participants receive positive results from this study?

Direct Benefits: • The direct benefits participants should expect from participating in this study are learning about their attitudes relating to evidence-based practices for school counseling services for military-connected students with disruptive behaviors receiving Response to Intervention and Section 504 services. The participants will also benefit from learning which theoretical orientation best applies to them for military-connected students with disruptive behaviors receiving Response to Intervention and Section 504 services.

Society Benefits:

- School services such as Section 504 and Response to Intervention will incorporate school counseling evidence-based interventions for resolving disruptive behaviors from military-connected students and support in resolving military family stability.

- The military community will obtain positive security that military-connected students with disruptive behaviors and military families receive the necessary school services for addressing disruptive behaviors for success in academic performance and social-emotional skills in education.
- American Society obtains success through social justice and multiculturalism. Military-connected students from a diversity of cultures, ethnicity, and religions receive school services for equal opportunity for college and career readiness in education.

What impairment may occur from this study?

Participation in the study has an equal risk relating to everyday life experiences. What proper steps taken to secure information? The researcher excludes any publications that identify a volunteer in the study. All research data is secured in safe and confined area.

How will the researcher secure information?

Information is secure in the following manner:

- Participants' responses will be anonymous.
- Data is double secure in a container in a locked room.
- Electronic records and hard copies undergo a process of termination after three years.

Does the Participant and study support each other?

Your relationship with liberty University is not affect by your choice. Basic on your decision, you can complete all questions or stop at any time before submitting the survey.

What actions should you take if you decide to be withdrawn?

Just exist the survey and close the browser. Responses will be tabulated for percentages. For questions, contact Eddie Benitez at [REDACTED]. The faculty sponsor, Dr. Penny Boone, can be contacted at [REDACTED].

Whom do you speak to about the rights as a participant?

You may address your questions or concerns to the researcher or someone from the [REDACTED]. Our phone number is [REDACTED].

Disclaimer: The Institutional Review Board (IRB) ensures that human subjects' research ethically conducted as defined and required by federal regulations. The topics covered, and viewpoints expressed or alluded to by student and faculty researchers are those of the researchers and do not necessarily reflect the official policies or positions of Liberty University.

Your Agreement

Please be sure you understand the study before participating in the research. A copy can be printed as needed. If you have questions about the survey later, you can contact Eddie Benitez using the above information.

Appendix F

Benitez, Eddie

Tue 3/8/2022 11:24 AM

To: [REDACTED]

I am a school counselor who is a doctoral student at Liberty University. I read your research on the validity and reliability of the EBPAS instrument. The instrument can be a valuable resource for my research study on EBPs for military-connected students with ADHD for Section 504 services. Can I use your EBPAS instrument for my research study? Thank you for your time and support!

Dear Eddie,

This email provides permission to use the EBPAS in your research. I have attached files with the EBPAS and scoring instructions. Best of luck with your research.

Sincerely,

Gregory A. Aarons, PhD | [REDACTED]

Co-Director: [REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

[REDACTED]

The University of California, San Diego was built upon the unceded territory of the Kumeyaay Nation. The Kumeyaay people continue to maintain their political sovereignty and cultural traditions as vital members of the San Diego community. We are honored to share this space with them, and we thank them for their stewardship of Mat Kulaaxuuy. [REDACTED]

Benitez, Eddie

Mon 3/7/2022 7:33 PM

To: [REDACTED]

Dr. Dillon, I am a school counselor who is a doctoral student at Liberty University. I am conducting a research study on school counselors' attitudes and theoretical orientation for evidence-based practices for military-connected students with ADHD receiving Section 504 services. I read your research on the validation of the Theoretical Orientation Profile instrument in 2001. I believe the instrument will be a valuable tool for validating school counselors' theoretical orientation for evidence-based practices. Can I use the instrument for my research study? I truly appreciate your time. Thank You.

Frank Dillon [REDACTED]

Mon 3/7/2022 11:36 PM

To: Eddie Benitez

Yes, of course. It is publicly available for use at no cost.

Good luck,

-Frank

Appendix G

Demographic Form

Certified School Counselor Information:

1. What is your age? Age _____

2. How many years have you worked as a Certified School Counselor?
Years of Experience _____

3. Please check the school level you are currently working at.

Primary _____ Middle _____ High School _____ Other _____

4. Please check grade levels you are currently working as a school Counselor.

Years _____ Pre-Kindergarten	Years _____ Kindergarten
Years _____ 1 st Grade	Years _____ 2 nd Grade
Years _____ 3 rd Grade	Years _____ 4 th Grade
Years _____ 5 th Grade	Years _____ 6 th Grade
Years _____ 7 th Grade	Years _____ 8 th Grade
Years _____ 9 th Grade	Years _____ 10 th Grade
Years _____ 11 th Grade	Years _____ 12 th Grade
Years _____ Other _____	

5. What is your estimated caseload or students' interventions daily?

Number of Caseload or student interventions _____ Day

6. How many students annually (estimate) have you provided interventions for military-connected students with disruptive behaviors for Response to Interventions (Tier 1,2, & 3) or Section 504 services? For example: 504 services (20) and RtI (30)?

7. What is your race? Place (X) mark.
Caucasian _____ African American _____ Asian _____ Hispanic _____
Other _____

8. What is your ethnicity?
_____.

9. What is your gender?
Male _____ Female _____ Other _____.

Appendix H

LIBERTY UNIVERSITY
INSTITUTIONAL REVIEW BOARD

May 2, 2023

Eddie Benitez
Penny Boone

Re: IRB Exemption - IRB-FY22-23-1296 Evidence-Based Practices for Military-Connected Students with Disruptive Behaviors Receiving Rtl and Section 504 Services: School Counselor's Attitudes and Theoretical Orientation

Dear Eddie Benitez, Penny Boone,

The Liberty University Institutional Review Board (IRB) has reviewed your application in accordance with the Office for Human Research Protections (OHRP) and Food and Drug Administration (FDA) regulations and finds your study to be exempt from further IRB review. This means you may begin your research with the data safeguarding methods mentioned in your approved application, and no further IRB oversight is required.

Your study falls under the following exemption category, which identifies specific situations in which human participants research is exempt from the policy set forth in 45 CFR 46:104(d):

Category 2.(i). Research that only includes interactions involving educational tests (cognitive, diagnostic, aptitude, achievement), survey procedures, interview procedures, or observation of public behavior (including visual or auditory recording).

The information obtained is recorded by the investigator in such a manner that the identity of the human subjects cannot readily be ascertained, directly or through identifiers linked to the subjects.

Your stamped consent form(s) and final versions of your study documents can be found under the Attachments tab within the Submission Details section of your study on Cayuse IRB. Your stamped consent form(s) should be copied and used to gain the consent of your research participants. If you plan to provide your consent information electronically, the contents of the attached consent document(s) should be made available without alteration.

Please note that this exemption only applies to your current research application, and any modifications to your protocol must be reported to the Liberty University IRB for verification of continued exemption status. You may report these changes by completing a modification submission through your Cayuse IRB account.

If you have any questions about this exemption or need assistance in determining whether possible modifications to your protocol would change your exemption status, please email us at [REDACTED]

Sincerely,
G. Michele Baker, PhD, CIP

[REDACTED]

LIBERTY UNIVERSITY
INSTITUTIONAL REVIEW BOARD

June 15, 2023

Eddie Benitez
Penny Boone

Re: Modification - IRB-FY22-23-1296 Evidence-Based Practices for Military-Connected Students with Disruptive Behaviors Receiving Rtl and Section 504 Services: School Counselor's Attitudes and Theoretical Orientation

Dear Eddie Benitez, Penny Boone,

The Liberty University Institutional Review Board (IRB) has rendered the decision below for IRB-FY22-23-1296 Evidence-Based Practices for Military-Connected Students with Disruptive Behaviors Receiving Rtl and Section 504 Services: School Counselor's Attitudes and Theoretical Orientation.

Decision: Exempt

Your request to recruit participants by posting your study information on social media groups for school counselors has been approved. Thank you for submitting your social media recruitment document for our review and documentation. The final version of your social media recruitment document can be found under the Attachments tab within the Submission Details section of your study in Cayuse IRB.

Thank you for complying with the IRB's requirements for making changes to your approved study. Please do not hesitate to contact us with any questions.

We wish you well as you continue with your research.

Sincerely,

G. Michele Baker, PhD, CIP

