

Research on a CBA Overview

The CBA is firmly grounded in research, as evidenced in our discussions about the research that supports the CBA’s four foundational constructs and associated sub-constructs. This research demonstrates that motivation, self-direction, self-knowledge and relationships are strongly related to students’ academic achievement and well-being. Based on these findings, and since these four constructs are within the purview of school counseling programs, we are proposing that these constructs should be the primary filters for designing, delivering and evaluating PreK-12 school counseling programs.

Research also has another role to perform, which is to use rigorous methodologies to determine the validity and reliability of the CBA in terms of its impact on students and the ability of school counselors to embrace and fulfill their role and job responsibilities. This function is performed through research studies conducted on the CBA. This section will summarize the studies as they are conducted and the results published.

Factor Analysis of the PFI

The first is a Factor Analysis of the Protective Factors Index (PFI) which was used to collect data on elementary students’ social-emotional development and report the results on students’ academic report cards. A discussion of a published research article about a factor analysis of the PFI in a three-year elementary school pilot program can be accessed via the hyperlink under the “Research Conducted on a CBA” title near the bottom of the Sidebar to your left.