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## [The Effects of the Ready for Success Classroom Program on Third-Grade Students' Social-Emotional Skills and Competence](#)

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**PURPOSE OF THE STUDY** This study aimed to investigate the impact the school counselor-led RFS classroom program (Brigman & Webb, 2012) had on participating grade three students' social-emotional skills and competence.

**HOW THE RESEARCH ADVANCES THE PROFESSION** The study outcome highlights the importance of preparing school counselors in training to use data-driven, empirically supported approaches in counseling practice effectively (ASCA, 2019; Bobek et al., 2021; Villares & Dimmitt, 2017). Additionally, the findings demonstrate the impactful role of school counselors in promoting SEL in schools, underscoring the importance of their education and training in SEL programming and interventions.

**GUIDANCE FOR PRACTICING SCHOOL COUNSELORS** School counselors can use these results to help prioritize and integrate SEL into their practice. School counselors may need to participate in ongoing training in SEL to stay current with the latest research and best practices, better support students' changing social and emotional needs, and maintain and improve their professional competence (Bobek, 2021). The ASCA National Model (2019) calls on school counselors to spend 80% of their time providing direct services. School counselors can implement brief SEL evidence-based interventions to meet these recommendations and increase their confidence in seeing similar results when programs are delivered with fidelity. Specifically, implementing the RFS program can help mitigate barriers associated with intensive, year-long program implementation (Corcoran et al., 2018; Durlak et al., 2011; Van Velsor, 2009).

**EQUITY DIMENSIONS** The study sample consisted of a diverse student population with over half of the sample consisting of students from a low socio-economic background.