

BOOK STUDY GUIDE

Introduction

1. Is your school counseling program efficient and effective? Do you meet your goals? Do you use data? Do you measure results? Do you use data and results to improve your program?
2. Is your school counseling program considered socially and operationally legitimate in your school? Are you at the table for discussion? Do you have defined ratios? Do you have job descriptions and performance evaluations specific to the appropriate school counseling role?
3. What is the political value of your school counseling program? Is your value worth the resource? Are school counselors seen as integral or dispensable in your school and district?

Chapter 1: Implementing School Counseling Programs for ALL Students

1. What are the strengths of your Tier 1, 2 and 3 programs? How might you build on these strengths? Are any of the domains more robust than the others? If so, is the heaviness in one domain developmentally appropriate for this age group or do you feel that students are missing out on important learning?
2. What does **EVERY** student deserve to receive from the school counseling program? What is essential for students to know at each grade level? Are there requirements at certain grade levels to consider?
3. Are any of your Tier 1 supports “opt in” (i.e. students must take steps to participate)? How might an “opt in” approach for Tier 1 supports advantage certain students or student groups over others? Which students tend to access these services most? Are they the students who could benefit most from those supports? How do you know?
4. What resources (staffing and curricula) are available at each school site? What is a reasonable minimum number of lesson plans to begin with? What is the plan to develop this?

Chapter 2: Intentional School Counseling

1. How are responsive services different from intentional school counseling services?
2. What do the authors mean by “Spending 90% of the school counselor’s time with 10% of the students is not the philosophy of intentional school counseling? What is the philosophy of intentional school counseling?”
3. How do you currently determine which students need Tier 2 interventions in your school/district? What is one way you might strengthen your process of identifying students in need of Tier 2 supports?

Chapter 3: The Use of Data to Drive Interventions

1. How would you respond to the scenario on page 61?
2. Why is achievement data alone not enough to prove the linkage between a school counseling activity and results?
3. What is the importance of analyzing and collecting achievement-related data?
4. Why should school counselors measure standards- and competency-related data?

Chapter 4: Program Evaluation: Using Data to Evaluate Interventions

1. Why is the collection of process (participation) data by school counselors important, but not enough?
2. What three areas do perception (mindsets & behaviors) data measure? Why is it important to measure all



three of these areas when providing a school counseling activity?

3. Why do the authors believe it is important to differentiate between achievement and achievement-related data?
4. How is the Hatching Results conceptual diagram different for school counseling curriculum and intentional school counseling?

Chapter 5: Action Plans: A Two-Pronged Approach

1. Why is it important to collaborate with administration when developing action plans?
2. What are the two prongs of the two-pronged approach and how are these prongs similar/different?
3. How will the excerpt by Whitney Triplett on pages 115-116 impact your closing the gap projects?

Chapter 6: Determining Curriculum and Interventions

1. What is meant by the art and science of school counseling? How might understanding this concept impact your practice?
2. What is evidence-based school counseling practice and how can it guide your decision-making process regarding activities and interventions?
3. How is teaching different from presenting?
4. After exploring the family engagement examples on pages 142-143, how might you add a family program or activity to support your curriculum?
5. How will using the fishnet approach help students to receive more appropriate interventions equitably?
6. When is it appropriate to use a school counselor referral form?
7. Why is it important to determine root causes before providing interventions for students?

Chapter 7: Creating Pre-/Post-Tests

1. Why is it important for school counselors to assess the impact of their lessons?
2. How are each of the question types (attitude, knowledge, and skill) created?
3. What is the difference between a survey and a pre-/posttest?
4. What is the problem with asking a question such as, “Do you know how to resolve a conflict”?

Chapter 8: Intentional School Counseling for Systems Change

1. Who are the most vulnerable students in your school? What steps might you take to uncover vulnerable groups of students living in one of your “blind spots”?
2. What is meant by the following quote, “students will be advantaged or disadvantaged by the voices and actions of school counselors and other educators”?
3. How does unconscious bias and institutional racism impact student achievement?
4. What is the school counselor’s role in promoting dialogue about school data? How comfortable are you currently in leading these types of data conversations? What needs to happen for you to become more comfortable?
5. After reading *Activity: Who Falls Through The Cracks* on pages 240-245, what would you do as a school counselor if you heard your faculty making some of the oppressive statements made regarding marginalized groups like the faculty in the example?
6. What are your reactions to the story by Dr. Susan Ripple on pages 251-254? Have you encountered something similar? How might you uncover concerns such as this in your school?



7. How is an intentional school counseling action plan for systems change different from other action plans?

Chapter 9: Finding (Making) Time: Setting Priorities

1. Why is the message of “always available” counterproductive to the role of the school counselor?
2. What is the difference between a starter and a utility player? How does this relate to your role as a school counselor?
3. How might implementing the counselor of the day model be helpful to your school counseling program?
4. What is your current system for students and families to schedule appointments with the school counselor? How might the information in this chapter help you to improve this process?
5. How might the administrator check-in tool on pages 291-292 improve the administrator’s understanding of the school counselor’s role?
6. Can you identify with Nice Counselor Syndrome (NCS)? How might this be preventing you from implementing a comprehensive school counseling program? What steps can you take to overcome NCS?

Chapter 10: Reporting Results

1. What is the difference between program evaluation and research?
2. Why is measuring results important for school counselors? What is the value in creating and completing results reports?
3. What is the difference between improvement and increase when calculating percentages?
4. How can sharing program results lead to systemic change?

Chapter 11: Reporting Results via the Flashlight Approach

1. What is the purpose of a Flashlight slide deck? How might you use this in your school?
2. What might your faculty learn about your school counseling program from a Flashlight presentation?
3. What is the purpose of a Flashlight one pager? How might you use this in your school?

Chapter 12: Flashlight Packages: Putting It All Together

1. What are the components of a Flashlight Package?
2. What are the benefits of a Flashlight Package?
3. What did you learn from Felipe’s reflections on pages 397-398? What might you implement at your school as a result?

Chapter 13: Today’s Professional School Counselor Does Make a Difference

1. What is the difference in context and mechanism? How do these each impact outcomes and the ability to implement a comprehensive school counseling program?
2. Using the questions on pages 403 and 404, discuss the context, mechanism, and outcomes of your school counseling program.
3. Is school counseling a profession? What does it mean to be a professional?
4. Discuss the four levels of resistance shared on pages 408-409. Is there evidence of resistance in your school or district? How might you use the suggested strategies to eliminate resistance?
5. What must you do to avoid the Bermuda Triangle?