BOOK STUDY QUESTIONS & ACTIVITY GUIDE

Deep-dive this textbook with your professional learning community, book club, friend, or on your own!
Use the discussion questions and activities below to guide your study. Happy reading! :)

Need to order the book? Find it at:
bit.ly/Tier23ElementarySC

Introduction

1. Reflect on the attitudes, knowledge, and skills that this book will help develop for readers (page 4). In which areas do you feel strong and in which areas do you want to grow?

2. What are you most excited to learn from this book?

Chapter 1: Multi-Tiered, Multi-Domain System of Supports: A Framework for Tier 2

1. What are reasons to design your school counseling program within the framework of a Multi-Tiered, Multi-Domain System of Supports (MTMDSS)?

2. What are some components of your comprehensive school counseling program that may already align with the MTMDSS model? What are some components of your program that would be beneficial to focus on as next steps for improving your program?

3. Activity 1.3 (pages 21-22) will help you assess the school counseling services available through the counseling program as they pertain to the MTMDSS model. After completing the activity, what did you notice? Are there any gaps in or concentrations of service within particular domains or tiers?
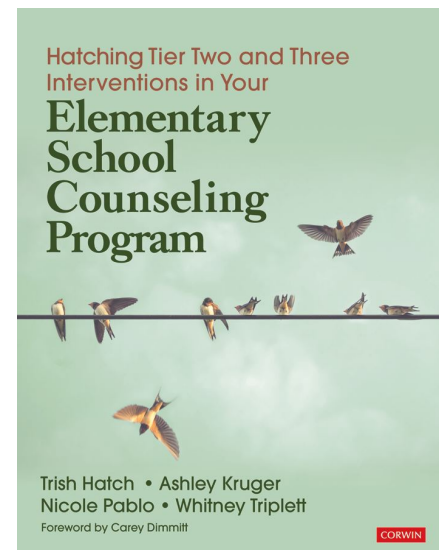
Chapter 2: Using Data to Drive Tier 2 Interventions

1. Does your use of data more closely align to previous practice or current practice, as defined in Figure 2.1 (page 23)? What steps can you take this week to more closely align to "current practice"? Are there any barriers that make this practice challenging? How might you mitigate those challenges or advocate for appropriate systems change?

2. Figure 2.8 (page 36) provides an example of targeted data indicators and specific data elements that can be used to determine how students will "qualify" for a Tier 2 intention intervention. Does your current school counseling program have agreed upon data indicators and elements as well as time frames for when this data will be queried? If not, what steps might you take to move in this direction? How does this help support your practice as a school counselor in ensuring equity and access for all students?

3. Page 44 provides an example of "norming data" to ensure that it is meaningful and accurate. Has your school counseling program met with stakeholders to "norm" report card and/or discipline data? How might you advocate for a system by which all stakeholders have a clear understanding of what criteria is needed to be given a certain behavior mark or referral?

Chapter 3: Determining the Appropriate Tier 2 Interventions

1. What current Tier 2 direct and indirect interventions does your school counseling program provide to students? What Tier 2 interventions are provided to students *outside* of your school counseling program (i.e. delivered by teachers or other staff)?

2. Tables 3.1 and 3.2 outline several types of direct and indirect Tier 2 interventions that school counselors provide. Which of these interventions does your school counseling program currently offer? Which others might you consider implementing?

3. Pages 69-74 discuss Tier 2 services based on demographic indicators. Are there any demographic indicators that your school counseling program is already addressing? What demographic indicators might you begin focusing on to better support equity and access for students?

Chapter 4: Franchising Tier 2 Interventions

1. Share with a colleague your 'ahas' or reflections about the concept of 'franchising' Tier 2 interventions. Why might it be important to have consistency in the types of interventions that are offered from student to student and school to school?

2. Table 4.1 provides examples of pre-identified data elements/indicators that can be used to determine if a student qualifies for a Tier 2 intervention, as well as possible interventions. Does your school counseling program have any pre-identified data indicators that are agreed upon within your school and/or district that allow for franchised interventions? If so, have these data indicators been shared with stakeholders? If not, how might you advocate for this practice to be implemented?

3. Do you often receive referral forms from teachers to meet with the students? How might you be able to improve your current referral form/system to create a more systematic and data-driven approach to serving students?

4. How is discipline currently being handled at your school site and within your school districts? Is there a clear and written outline of the procedures for discipline? Is the school counselor's appropriate role in discipline clearly defined and are all stakeholders aware?

5. Are the different responsibilities for each student support service provider in your building (school counselor, school social worker, school psychologist, etc.) clearly outlined and shared with stakeholders? If not, how might you convene a meeting with the appropriate stakeholders to discuss this and create a shareable document? Visit the online appendix for a template.

Chapter 5: Planning for Small Groups

1. What types of small groups does your school counseling program implement? Are there any groups that may be considered "inappropriate" for a school counselor to run (i.e. self harm, suicidal ideation, trauma)? How might you educate administration and other key stakeholders about the school counselor's appropriate role in small groups?

2. Does the report card used in your school district include Learner Responsibilities, Work Habits/Social Skills and/or Citizenship marks? If so, is the criteria descriptive enough to allow the school counselor to develop group topics based off of the information (see page 107 for an example)? If not, how might you advocate to include this type of criteria on the report card?

3. How might you utilize the Non-Cognitive Needs Assessment survey to gather meaningful data?

4. Does your current school counseling program deliver a pre-intervention survey prior to assigning a student to a Tier 2 intervention? Why might this be helpful? How might you modify the sample on page 112?

5. Does your school counseling program currently run gender-specific groups? What do you see as the benefits and challenges of this approach? What reactions do you have to the authors' recommendation to only run gender-specific groups if the data indicates a need for this type of group?

6. Action plans are an effective tool for planning a small group. An example of a small group action plan is provided on page 126. In what ways can an action plan be utilized to help plan or advocate for small groups?

Chapter 6: Selecting and Developing Small Group Curriculum

1. What are some different options when it comes to selecting a small group curriculum? Creating your own small group curriculum? How might you ensure the school counseling program's small group curriculum aligns with students' data-driven needs?

2. What curriculum resources might you like to implement in your district? Why?

3. Do you currently have high-quality lesson plans developed for each of your small group sessions, including measurable objectives, student engagement strategies, and a plan for gathering pre/post-test data (see the example on pages 162-164)? If not, how might you begin working with other school counselors in your district to develop these lesson plans?

Chapter 7: Facilitating Small Groups: What Works and What Doesn't

1. What are some of your biggest strengths and challenges when it comes to your school counselor toolbox of facilitating small groups?

2. What are some new facilitation strategies that you learned about in Chapter 7 that you would like to try?

3. How effective are your current small group student engagement strategies? Which new strategies might you like to try?

Chapter 8: Assessments and Progress Monitoring

1. How might you use the "Conceptual Diagram" on page 205 to describe the impact of Tier 2/3 interventions?

2. Many school counselors find it difficult to create a "skill" question. Why might this be? What strategies might you try to create meaningful and effective skill-based questions?

3. What methods do you currently use to administer pre/post assessments? What new methods might you try?

4. Do you currently utilize progress monitoring methods before, during, and after an intervention? If so, do you find them helpful and why? If not, how might you begin to incorporate progress monitoring into your practice as a school counselor?

Chapter 9: Tier 3 Intensive Interventions

1. What are some ways you might advocate to ensure your use of time is spent appropriately aligned with ASCA's Use of Time suggestions (pages 243-244)? What data might you collect and analyze to help advocate for a more proactive than reactive use of time?

2. What is your current role in suicide and threat assessments? To what degree are your district's suicide and threat assessment policies and procedures aligned to best practices (see pages 251-258)? How might you advocate for closer alignment?

3. Does your school have a 'student study team'? If so, what is your role? Is it aligned to best practice? If not, how might you advocate for closer alignment?

4. How do you support students with IEPs or 504s? Is your role aligned to best practice (see pages 260-265)? If not, how might you advocate for closer alignment?

Chapter 10: Other Tier 2 and 3 Evaluations and Sharing Results

1. How will sharing your school counseling program results benefit your students? What excites you about sharing your program results? Are there any potential challenges? Who or what might support your efforts in overcoming these challenges?

2. Chapter 10 discusses a variety of ways to share intervention results. Which might you try this school year? Take a moment to plan out the steps you'll need to take and a timeline for completion.

3. This text outlines the process of using data to effectively identify, facilitate, evaluate, and share the results of Tier 2 and Tier 3 school counseling interventions. How would you summarize this process to a colleague in a 30-second 'elevator speech'?

Notes, Questions, and Ideas :)

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