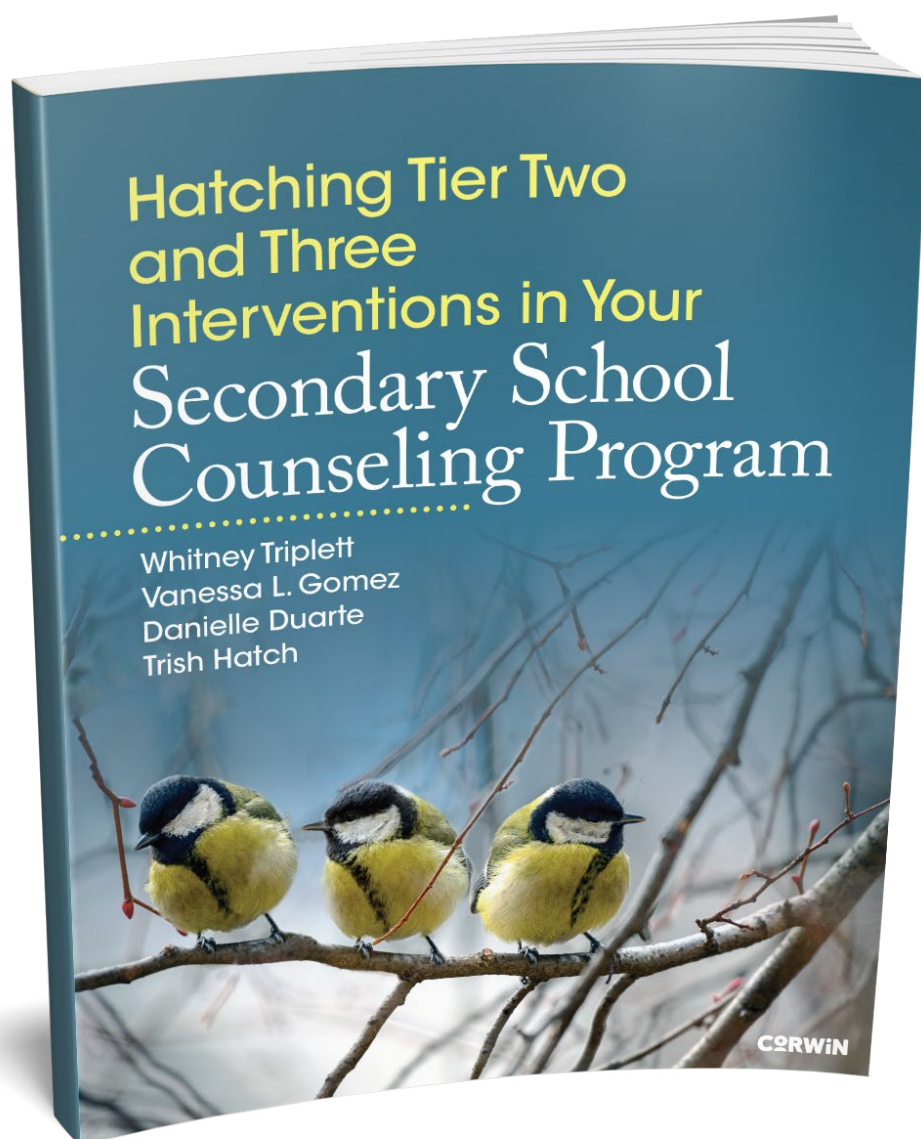


**Complimentary
excerpt**



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Learning Targets

The text will prepare readers in the following areas:

CHAPTER 1: MULTI-TIERED, MULTI-DOMAIN SYSTEM OF SUPPORTS

ATTITUDES

- Believe that comprehensive school counseling programs are integral to Multi-Tiered Systems of Supports (MTSS).
- Value prevention and early intervention as equity strategies.
- Believe that supports, not students, are in tiers.
- Recognize collaboration across roles as essential for systemwide change.
- Embrace continuous improvement and data-driven decision-making.

KNOWLEDGE

- Understand MTSS origins—Response to Intervention (RTI) + Positive Behavioral Interventions and Supports (PBIS)—and how MTMDSS extends to three school counseling domains.
- Know the characteristics of supports at Tiers 1–3 and their approximate percentages of students served.
- Identify how MTMDSS aligns with the American School Counselor Association (ASCA) National Model®, the ASCA Ethical Standards, and the ASCA Professional Standards and Competencies.
- Understand the school counselor’s leadership role in equity and systemic change.
- Recognize person-first language and its implications for inclusivity.

SKILLS

- Explain MTMDSS to colleagues, administrators, and families.
- Map existing school counseling services across the three domains and tiers.
- Identify opportunities to strengthen Tier 1 foundations before expanding Tier 2 and 3 work.
- Use person-first and equity-centered language when discussing student needs and tiered supports.
- Facilitate conversations linking MTMDSS to district and site goals.

CHAPTER 2: NEW APPROACHES TO TIER 2: SHIFTING PARADIGMS AND PDSA

ATTITUDES

- Hold high expectations that all students can access rigorous opportunities with the right supports.
- Believe that improvement is iterative—progress comes through cycles of learning.
- Value reflection and team learning as essential to effective school counseling practice.
- Recognize that relying primarily on referrals can reinforce bias and inequitable access to services.
- Embrace the mindset that intentionality and planning, not urgency and reaction, should guide school counseling practice.
- Recognize that small tests of change can lead to significant, large-scale improvements.

KNOWLEDGE

- Understand each PDSA (Plan-Do-Study-Act) phase and the 10 steps used in this book.
- Recognize how continuous improvement strengthens Tier 2 and 3 systems.
- Explain the risks of referral-driven identification (bias, inconsistency, inequity) and the benefits of data-driven approaches to identifying students for Tier 2 interventions.
- Recognize the components of an effective, equitable referral system and how it complements data-driven identification.
- Recognize roles and scopes of student service providers and where they overlap.
- Distinguish “guidance counselor” versus “school counselor” roles and why the shift matters.

SKILLS

- Construct a simple PDSA pilot plan for a school counseling intervention and reflect on what worked and what didn’t.
- Advocate for and model systems that balance responsiveness (through referrals) with intentional, proactive intervention planning (through data).
- Collaborate with administrators and other service providers to design and implement a unified referral system and train teachers and staff on its use.
- Use data dashboards or Student Information Systems to track patterns in referrals, disaggregate by student group, and identify inequities.
- Facilitate data reviews that honor both outcomes and process learning.
- Assess current practices and systems through a PDSA lens to identify strengths and areas for improvement.

CHAPTER 3: USING DATA AND WRITING GOALS

ATTITUDES

- Believe that data use is essential for designing equitable, effective, and intentional school counseling programs.
- Recognize that inclusive, equity-focused goals help ensure all students benefit from school counseling programs.

- Value transparency in how goals are created and measured.
- Appreciate that alignment with school and district priorities increases the legitimacy and impact of school counseling work.
- Approach data discrepancies as opportunities for system improvement.

KNOWLEDGE

- Identify types of school counseling data: process, perception, and outcome (achievement and achievement-related).
- Know how the Hatching Results Conceptual Diagram links attitudes, knowledge, and skills to behavior and achievement outcomes.
- Identify the three “buckets” for identifying Tier 2 needs—demonstrated needs, missed opportunities, and student groups.
- Know the structure of SMARTIE (specific, measurable, attainable, relevant, time-bound, inclusive, and equitable) goals.
- Recognize common pitfalls in goal writing (vague outcomes, unmeasurable indicators).
- Understand how to align school counseling goals with school improvement and district strategic plans.

SKILLS

- Disaggregate data by student group to identify equity gaps and disproportionality.
- Use a fishnet approach to systematically identify students who qualify for Tier 2 interventions by setting cut points and querying data at regular intervals.
- Write equity-minded SMARTIE goals, in alignment with school and district priorities, to strengthen collaboration and advocacy.
- Analyze and interpret school data to identify student needs and gaps aligned with Tier 2 priorities.

CHAPTER 4: DETERMINING ROOT CAUSES AND SELECTING INTERVENTIONS

ATTITUDES

- Recognize that students’ academic performance, behavior, and attendance are shaped by systems, environments, and access—not just effort or ability.
- Value curiosity, compassion, multiple perspectives, and cultural humility when exploring why students struggle.
- View trauma-informed, equity-centered practice as essential to effective Tier 2 and Tier 3 support.
- Recognize that the “right” intervention depends on the right diagnosis through root cause analysis.
- Commit to using evidence and context, not convenience, to choose strategies.
- Believe that interventions must be fluid and adaptable as new information emerges.

KNOWLEDGE

- Define and distinguish among acquisition needs, performance concerns, and systems issues as categories of root causes.

- Describe the influence of adverse childhood experiences (ACEs) and social determinants of health (SDOH) on student learning and behavior.
- Explain the purpose and process of root cause analysis within the PDSA cycle.
- Identify tools for uncovering root causes (e.g., 5 Whys, empathy interviews, minute meetings, pre-intervention surveys).
- Understand the importance of student, family, and teacher voice in determining root causes and selecting interventions.
- Recognize legal and ethical requirements for informed consent and survey administration (e.g., Hatch Amendment).

SKILLS

- Conduct root cause analyses using tools such as the 5 Whys, empathy interviews, minute meetings, and pre-intervention surveys.
- Differentiate between student-level and system-level barriers and identify where influence and advocacy are needed.
- Match interventions to the identified root cause category to ensure they are targeted, equitable, and feasible.
- Collaborate with educators, families, and administrators to design or adapt interventions that dissolve—not just treat—the root cause.
- Apply trauma-informed, culturally responsive practices when designing interventions and communicating with students and families.
- Advocate for policy or structural changes when systems themselves are contributing to inequity.

CHAPTER 5: TYPES OF TIER 2 INTERVENTIONS

ATTITUDES

- Believe that Tier 2 interventions are essential, equitable extensions of a strong Tier 1 program—not replacements for it.
- Value intentional, data-driven selection of interventions that align to clearly identified root causes.
- Recognize that effective Tier 2 work requires both direct and indirect support from school counselors in collaboration with educators, families, and community partners.
- Embrace innovation and flexibility in designing Tier 2 supports that reflect student voice, identity, and culture.
- View Tier 2 as an opportunity to remove barriers and close opportunity gaps, not simply to manage student behavior or deficits.

KNOWLEDGE

- Distinguish between direct and indirect Tier 2 interventions and explain when each is appropriate.
- Identify commonly used direct interventions—such as small groups, workshops, individual counseling, restorative meetings, and Check-In/Check-Out (CICO)—and understand their purposes, structures, and evidence base.
- Describe indirect Tier 2 interventions including consultation, collaboration, teacher education, family support, and referrals.

- Understand how Tier 2 interventions connect to root cause categories (acquisition, performance, systems) and the broader MTMDSS framework.
- Explain how “closing the gap” interventions and equity-driven data analysis inform Tier 2 priorities and systems change efforts.

SKILLS

- Select interventions that directly address the identified root cause and align with students’ cultural and developmental needs.
- Facilitate interventions that build attitudes, knowledge, and skills designed to dissolve root causes and meet student needs.
- Consult and collaborate with teachers, families, administrators, and community partners to coordinate and strengthen supports for students.
- Design and deliver professional learning for staff that improves equity, climate, and student engagement.

CHAPTER 6: PLANNING FOR INTERVENTIONS

ATTITUDES

- Value the *Plan* phase of the PDSA cycle as the foundation of effective, data-driven Tier 2 intervention design.
- Recognize that thoughtful planning increases both equity and efficiency, ensuring students receive the right support at the right time.
- Embrace the importance of measuring what students *learn* (attitudes, knowledge, and skills), not just what school counselors *do*.
- Appreciate the balance between the *art* and *science* of Tier 2 work—combining creativity in facilitation with the use of evidence-based practices and data.

KNOWLEDGE

- Understand the *Plan* steps of the PDSA cycle and how they connect to the broader process of continuous improvement.
- Know the purpose, structure, and components of Tier 2 action plans, including how they align with SMARTIE goals and program outcomes.
- Explain how to select and align standards (e.g., ASCA Mindsets and Behaviors, Learning for Justice Social Justice Standards, CASEL Social/Emotional Learning [SEL] Competencies) with measurable objectives.
- Understand effective lesson/session design (objectives, materials, procedures, evaluation).
- Explain how pre- and post-assessments and outcome data are used to evaluate the effectiveness of school counseling interventions.

SKILLS

- Develop Tier 2 action plans that clearly articulate target groups, SMARTIE goals, intervention content, and desired outcomes.
- Select appropriate standards and write measurable, attitudes-, knowledge-, and skills-aligned objectives that directly link to student outcomes.

- Create valid and scorable pre- and post-assessments that measure growth in attitudes, knowledge, and skills.
- Design accessible, culturally relevant learning experiences that align lesson plans and engagement strategies with identified student needs, data outcomes, and standards.
- Apply cultural relevance, evidence-based practice principles, and engagement strategies into the design and delivery of Tier 2 interventions.

CHAPTER 7: PLANNING FOR SMALL GROUPS

ATTITUDES

- Value small-group counseling as an essential, equitable Tier 2 intervention that expands access, efficiency, and belonging for secondary students.
- Believe that careful planning and purposeful facilitation—not curriculum alone—determine a group's success.
- Recognize that flexibility, reflection, and continuous improvement are vital to effective group leadership.
- Appreciate the school counselor's role as both facilitator and teacher, blending relational warmth with structured skill-building.

KNOWLEDGE

- Understand the logistical components of small-group counseling, including scheduling, consent, communication, and space considerations.
- Know the four phases of small-group counseling (Formation, Implementation, Evaluation, and Follow-Up) and how they align to the PDSA cycle.
- Identify key facilitation tools—basic counseling skills, engagement strategies, and management techniques—that enhance group cohesion and learning.
- Recognize the importance of cultural responsiveness, ethical practice, and family engagement in planning and implementing groups.
- Understand logistical elements: scheduling, family/caregiver communication, space, and documentation.

SKILLS

- Plan and organize small-group logistics to ensure equitable access, efficiency, and confidentiality.
- Facilitate small-group sessions using structure, routines, and engagement strategies that promote connection, participation, and learning.
- Apply core counseling skills (active listening, linking, paraphrasing, reflection) to build trust and cohesion within groups.
- Manage group dynamics with proactive strategies, positive language, and cultural sensitivity to maintain focus and safety.
- Reflect on and refine facilitation practices for future groups.

CHAPTER 8: TIER 3 INTENSIFIED SUPPORT

ATTITUDES

- Believe that Tier 3 work is an essential—but intentionally limited—component of a comprehensive, data-driven school counseling program.
- Value the school counselor's role as both a first responder to crises and a systems leader who prevents future crises through stronger Tier 1 and Tier 2 foundations.
- Recognize that collaboration, communication, and boundaries protect both students and school counselors in high-stakes situations.
- Embrace Tier 3 as an opportunity to demonstrate compassion with structure—responding to individual needs while advancing systemic equity.

KNOWLEDGE

- Understand the purpose and scope of Tier 3 interventions within MTMDSS.
- Identify the data indicators and decision rules that determine when a student requires intensified support.
- Distinguish between direct and indirect Tier 3 services and describe when each is appropriate based on the ASCA Ethical Standards and role guidelines.
- Know the key protocols and procedures for Tier 3 response, including Child Protective Services (CPS) reporting, suicide prevention, threat assessment, and crisis team activation.
- Explain how the PDSA cycle applies to Tier 3 interventions, emphasizing rapid, data-informed adjustments.
- Recognize the role of collaboration—with families, staff, local educational agencies (LEAs), and community partners—in delivering coordinated, equitable support.

SKILLS

- Use data to identify students who need intensified Tier 3 support and determine the appropriate level and type of intervention.
- Apply crisis response protocols with professionalism, empathy, and adherence to ethical and legal standards.
- Provide short-term, solution-focused individual counseling and reentry support while maintaining appropriate boundaries and scope.
- Coordinate indirect services such as case management, consultation, and referrals to external providers to ensure continuity of care.
- Facilitate multidisciplinary collaboration through structured meetings, clear communication, and shared accountability.
- Reflect on time-use data and adjust systems to prevent an overemphasis on reactive Tier 3 work, sustaining balance across all tiers.

CHAPTER 9: PROGRESS MONITORING AND INTERVENTION EVALUATION

ATTITUDES

- Value progress monitoring and intervention evaluation as essential—not optional—components of equitable, data-driven school counseling practice.
- Believe that every minute of intervention time should be purposeful, evidence-based, and responsive to student needs.
- Recognize that measuring both impact and fidelity safeguards equity and improves outcomes for all students.
- Embrace reflection on results, whether positive or negative, as a hallmark of professional growth, leadership, and school counseling excellence.
- Believe students deserve interventions that verifiably work.
- Commit to adjusting practice based on evidence.

KNOWLEDGE

- Understand how Steps 8 (progress monitoring) and 9 (intervention evaluation) of the PDSA cycle connect to continuous improvement in Tier 2 and 3 work.
- Distinguish between impact monitoring (student outcomes) and fidelity monitoring (adult implementation) and why both matter.
- Identify the three key data types (process, perception, and outcome) and how to use each to evaluate effectiveness.
- Know how to establish meaningful baseline data, set progress checkpoints, and use disaggregated data to check for equity gaps.
- Explain how to make data-informed decisions to *adopt*, *adapt*, or *abandon* interventions based on evidence.

SKILLS

- Design and implement progress monitoring systems that collect and analyze data at appropriate intervals for Tier 2 and Tier 3 interventions.
- Use progress monitoring and fidelity monitoring data to make timely adjustments during interventions while maintaining intentionality and equity.
- Use pre- and post-assessment surveys, spreadsheets, rating scales, and logs effectively.
- Evaluate intervention effectiveness using the Tool for Evaluating Intervention Effectiveness or similar frameworks.
- Disaggregate results to identify patterns across student groups and advocate for systemic improvements.

CHAPTER 10: SHARING RESULTS

ATTITUDES

- Believe that sharing results is a critical act of transparency, advocacy, and leadership.
- Value communicating data through clear, compelling stories that demonstrate why school counseling matters for students and systems.

- Believe that sharing both successes and setbacks strengthens trust, credibility, continuous improvement, and systems of support for students.
- Recognize that visuals make data accessible to all audiences.
- Appreciate that how results are shared can inspire investment and systemic change.

KNOWLEDGE

- Understand the final phase of the PDSA cycle (*Act*) and how sharing results connects to accountability, equity, and advocacy.
- Know ASCA's ethical and professional expectations for communicating outcomes.
- Identify key components of effective results sharing.
- Recognize the principles of ethical storytelling, avoiding overclaims while highlighting collaboration, systems change, and student impact.
- Describe a range of formats for communicating results, including reports, one-pagers, flashlight presentations, and visual data displays.
- Understand how results communication can influence policy, funding, and systemic support for comprehensive school counseling programs.

SKILLS

- Transform data into concise, student-centered stories that illustrate program impact on student growth.
- Create and use visual tools (e.g., graphs, infographics, dashboards) to make data accessible and engaging.
- Develop flashlight presentations and one-pagers that clearly communicate outcomes, equity implications, and next steps.
- Share results in ways that are adapted to different audiences within the school community (e.g., students, staff, administrators, families, and school boards).
- Use results sharing to strengthen partnerships, invite feedback, advocate for program sustainability, elevate the school counselor's role, and lead system-level change.