

Preface

This book uses data-based decision-making strategies described in Carey Dimmitt, John C. Carey, and Trish Hatch's (2007) foundational work *Evidence-Based School Counseling: Making a Difference With Data-Driven Practices*. It is intended to be a step-by-step guide for professional school counselors to apply and to evolve to intentional, data-driven comprehensive school counseling and to use evidence-based interventions when possible. The need for this manual has been made clear not only from our own work as school counselors but also from the consultation and training we have provided to school counselor practitioners across the country and internationally. From our experience, school counselors are seeking concrete strategies to help them shift from a crisis-oriented, reactive approach to issues they face in their schools to a proactive, preventative approach. The willingness to evolve is present, but the concrete skills necessary to accomplish this shift are lacking. Our hope is that this book will provide a simple, straightforward process for successfully transitioning to an effective, intentional, and data-driven comprehensive school counseling model.

We perceive this manual as the third in a set of useful books provided by Corwin. Additional resources from other publishers do exist. However, in our opinion, Dimmitt, Carey, and Hatch's (2007) previously mentioned work, *Evidence-Based School Counseling: Making a Difference With Data-Driven Practices*, is the foundation upon which all other books and resources build as they relate to evidence-based, data-driven practices in school counseling. A more recent publication, *The Use of Data in School Counseling: Hatching Results for Students, Programs, and the Profession* by Hatch (2014), provides a thorough, comprehensive application of those tenets. This manual serves as an in-between tool. If one is interested in foundational tenets, please refer to Dimmitt, Carey, and Hatch's (2007) work, whereas if one is interested in an in-depth, comprehensive, global perspective that

establishes the attitudes, knowledge, and skills needed to implement this approach, see Hatch's (2014) work. Of course, highlighting these previous two texts results in leaving many other important works unmentioned, which is not our intent.

Incredibly valuable works have also been written by others that have significantly contributed to what we now know about data-driven, evidence-based school counseling, such as Stone and Dahir's (2010) excellent *School Counselor Accountability: A MEASURE of Student Success*, which provides easy-to-understand steps for implementing an evaluation plan. In addition, Holcomb-McCoy's 2007 book, *School Counseling to Close the Achievement Gap: A Social Justice Framework for Success*, also contains many data-driven tenets. The American School Counselor Association (ASCA) is also setting its own standards for data-driven comprehensive school counseling tenets, illustrated in both their Recognized ASCA (American School Counselor Association) Model Program (RAMP; <http://www.ascanationalmodel.org/learn-about-ramp>) and the notable text from Kaffenberger and Young (2013), *Making Data Work* (3rd ed.). Finally, we wish to acknowledge the multitude of valuable research studies and conceptual articles that have been published in peer-reviewed, professional journals related to and supporting evidence-based, data-driven comprehensive school counseling. All of these sources have provided us with much knowledge and insight and have lent to the ideas incorporated into this book.