



ASCA WEBINAR SERIES



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SCHOOL
COUNSELOR
ASSOCIATION

**Get Published in the
*Professional School
Counseling Journal***
How to conduct and write about
practitioner research

Webinar Presenter: Carol J. Kaffenberger, Ph.D.
Webinar Date: May 9, 2017



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Learning outcomes:

Upon completion of this webinar, attendees should be able to:

- Explain how to conduct practitioner research
- Begin drafting or revise a manuscript for the *Professional School Counseling* journal
- Share your practitioner research with journal readers



Goals for the Session

- Highlight the practitioner research section of the *Professional School Counseling* journal
- Define practitioner research
- Share examples of practitioner research
- Describe practitioner research
- Review the PSC writing and submission process
- Answer questions



Professional School Counseling Journal

Professional School Counseling is the flagship journal of the school counseling profession.

Three types of submissions:

- Featured Research
- Conceptual
- Practitioner Research



ASCA's Goal is to encourage more Practitioner Research



PSC's audience is school
counselors*and yet...*

The majority of articles in PSC are
written by counselor educators



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Call from the profession in ASCA and ACA journals for more practitioner-focused research



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2015 Delphi Study
Elizabeth Villares & Carey Dimmitt

Highest Rated Research Priorities:

1. What are the best practices related to the use of evidence- based interventions and practices?
2. What are the impacts of using the ASCA National Model, or not using ASCA National Model (program level factors on student outcomes)?



Top Eight Delphi Priorities...

3. What are the best practices related to SC interventions that improve social justice, equity, advocacy and close student achievement gaps?
4. What are the impacts of using evidence-based interventions and practices (program level factors on student outcomes)?



Highest Rated Priorities...

5. What are the best practices related to college and career readiness, college counseling?
6. What are the best practices related to program evaluation?



Highest Rated Priorities...

7. What are the best practices related to the use of data to improve practice?
8. What are the impacts of evidence-based interventions (specific interventions on student outcomes)?



ASCA grant funding school counselor research (2017)

- ASCA National Model program outcomes compared with non-ASCA National Model program outcomes
- Optimal student-to-school-counselor ratio(s)

Grant winners will be announced in early June.



So, What is Practitioner Research?

“Action research is a disciplined inquiry conducted by and for those taking action” (Sagor).

“It typically is designed and conducted by practitioners who analyze the data to improve their own practice” (Rigsby).



Purpose of School Counselor Research:

To evaluate the impact of interventions designed for a particular group of students, class, school or district.



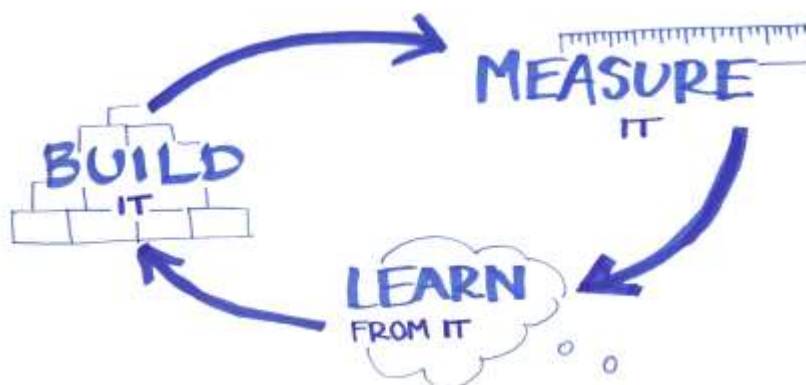


Goals

- Show how the intervention impacts student success
- Consider how to improve the intervention and increase impact



Practitioner Research is an Iterative Process





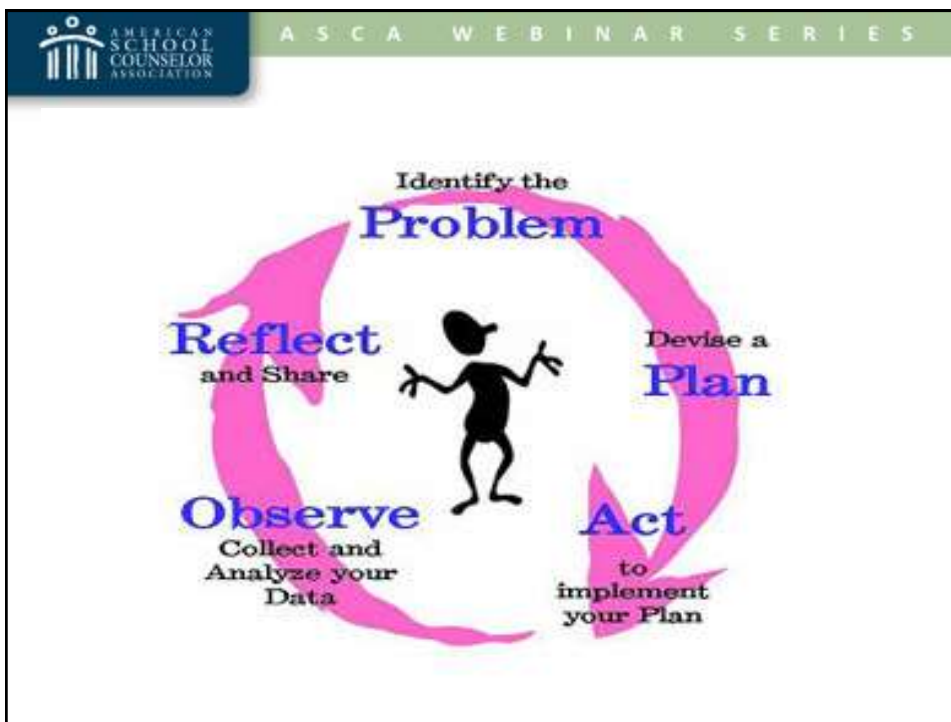
Practitioner Research is...

NOT by design experimental, empirical,
or hypothesis based



Practitioner researchers...

- Have a dual role as *researcher* and *provider* of the intervention
- May collaborate with other counselors, teachers, counselor educators and/or district supervisors



The top-left corner of the slide features the American School Counselor Association logo and the text "AMERICAN SCHOOL COUNSELOR ASSOCIATION". The top-right corner features the text "ASCA WEBINAR SERIES".

Examples of Practitioner Research from PSC

- Small group counseling to improve academic success for ESL students
- Evaluating the impact of high school intervention designed to increase AP enrollment for African American students.



Shi, Q., & Steen, S. (2013). Using the Achieving Success Everyday (ASE) Model to promote self-esteem and academic achievement for ESL students. *Professional School Counseling, 16*, 63-70.



Shi, Q., & Steen, S. (2013). Using the Achieving Success Everyday (ASE) Model to promote self-esteem and academic achievement for ESL students. *Professional School Counseling, 16*, 63-70.

Researcher/authors:

Counselor educator, counseling education doctoral student and school counselor

Research Question:

Will small group counseling, the ASE Model, improve self-esteem and academic success for ESL students?



Shi, & Steen (2013)

Participants & Procedures:

Sixteen middle school students in two groups met for 1-hr sessions for five weeks

Coopersmith Self-Esteem Inventory was administered before and after the intervention.

GPA before and after the intervention were compared



Shi, & Steen (2013)

Literature Review:

- Percent of students age 5-12 speaking another language has doubled since 1980.
- Huge achievement gap exists between ESL and non-ESL students
- Need for research to understand the impact of self-esteem and academic achievement for ESL students



Shi, & Steen (2013)

Intervention:

ASE group activities were aimed at building relationships, improve self esteem and academic performance through a variety of group activities



Shi, & Steen (2013)

Results:


75% of students (n=12) increased GPA for an overall increase of 10.5% after the intervention

Significant improvement in three areas of self-esteem

- General self-esteem
- Social self-esteem with peers
- Improved interactions at home

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Davis, P., Davis, M., & Mobley, J. (2014). The School counselor's role in addressing the advanced placement equity and excellence gap for African American students. *Professional School Counseling, 17*, 32-39.



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Davis, Davis & Mobley, 2014

Researchers/authors:
School counselor intern, AP teacher, counselor educator

Issue:
Only 12%, less than half of the population of AA students at the research site (26%) were enrolled in AP courses

Research Question:
Will participation in a school counselor-driven AP support program increase African American success on the AP exam?



Davis, Davis & Mobley, 2014

Literature Review:

- AA students comprise about 15% of the national student population but only 9% of AP population
- Of all students taking AP exam in 2011 only 4.1% of AA students earned a passing grade
- Best practice recommendations based on research



Davis, Davis & Mobley, 2014

Participants:

Thirteen students participated in the year long group counseling support and AP course

- 35 African American students were recruited
- 10 students took the AP course but did not participate in the support group (served as a control group)



Davis, Davis & Mobley, 2014

Intervention:

- Step 1: Collaboration & identification of African American students
- Step 2: Recruitment
- Step 3: Building a scaffolding for success



Davis, Davis & Mobley, 2014

Results:

The group receiving additional support outperformed the control group, and national statistics for African American students; and performed as well as white students at this school.

Students in the cohort built a community of support for one another

Change in attitude toward scholar identify observed



Who are Practitioner ResearchErs?

- Practicing school counselors
- School counseling coordinators or district supervisors
- Principals and teachers
- Counselor educators
- School counseling interns

Ideally a practicing school counselor is part of the research team

Research is conducted concerning a specific group, grade, school, school district



Types of practitioner research

- Individual
- Collaborative
- School wide



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Getting Started: Conducting Practitioner Research

- Identify a problem or issue
 - Review data
 - Review school's annual improvement plan
 - What are you worried about at your school?
 - Identify a research question or set a goal (what do you want to achieve?)



Make a plan & Act

- How will you remediate the gap?
- Contribute to the knowledge about the intervention?
- Identify goals
- Develop an action plan



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- Collect/track baseline –
 - Process data - how many students? Sessions?
 - Perception/ data – pre- an/d post-intervention surveys; observations, interviews
 - Out/come data – achievement, behavior, attendance data
- Collect end-point data (post-intervention or end of school year)
- Analyze – compare pre and post data

What do the data mean?



Reflect

- What do the findings mean?
- How will you use the findings?
- How will the findings be used to improve, validate, enhance the intervention(s)?



Writing about your research: Getting Started....

- Consider collaborating with others to conduct and write about your research
- Invite a counselor educator to work with you on your research
- Unsure how to conduct or write about your work?
 - Submit a proposal to PSC
 - Contact Carol Kaffenberger (ckaffenb@gmu.edu)



Preparing the Manuscript

Abstract

Introduction

Literature Review



Reporting the Study

Method

Design, setting, participants, data,
instruments, procedures, data

analysis

Results

Discussion



Reporting the Study

Implications for School Counselors

Conclusion

References

Appendices, Tables, Figures

For Writing and Formatting Manuscript Use: American Psychological Association (2010). *Publication manual of the American Psychological Association* (6th ed.) Washington DC: Author.



Helpful Resources

Action Research and Writing Resources:

- See **Practitioner Action Research Special Edition, *Professional School Counseling***, August 2009, for examples of practitioner written manuscripts
- See PSC Practitioner Research section for examples published in the last five years



Helpful Resources

For data collection and reporting help:

- Dimmitt, C., Carey, J. C. & Hatch, T. (2007). *Evidence-based school counseling: Making a difference with data-driven practices*. Thousand Oaks, CA: Corwin Press
- Kaffenberger, C. & Young, A. (2013) *Making Data Work*, 3rd ed. Alexandria, VA: American School Counselor Association.
- Stone, C. & Dahir, C. (2011). *School counselor accountability: A measure of student success* (3rd ed.). Boston: Pearson.



Questions





Carol J. Kaffenberger

Please contact me with questions:

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