

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name Megan Arnold

Internship Site: Elementary School Middle School X High School

K-12 Student Pseudonym Jacey Session 2 of 6

Please note:

The K-12 student's actual name **will not** be used in this assignment for confidentiality purposes. A pseudonym only is to be used to protect the identity of the K-12 student.

Case Conceptualization & School Counseling Services Plan Individual counseling is a direct, responsive service that involves one-to-one counseling with a student. (Be sure to address the questions/comments for each component)	Points
<p>Component #1: Case Conceptualization and Appraisal</p> <ul style="list-style-type: none"> Explain procedures for addressing confidentiality and the limits to confidentiality. Before each session I will remind my student of our confidentiality procedures and agreement. I'll be reminding her that I'm a safe person and this is a safe place. She can share whatever she would like to with me and the only reason I would have to break that confidentiality is if she tells me she is hurting herself, someone is hurting her, or she wants to hurt somebody. If this comes to be I will assure her that I'll share on behalf of her safety. Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? The parent was notified by letter and permission was obtained. The student is trustworthy enough to relay information and get permission slip signed. Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? The student has a hard time staying in class or in the cafeteria. I would like to learn about what she is avoiding and learn how to help her set a goal to stay where she needs to be. I'd also like to do academic check ins with her and making sure she is staying the course in her classes. Please indicate the stakeholders you consulted with regarding this student/client. I spoke with this student's counselor to see if she would be a good fit to work with me one on one. The counselor expressed that she could certainly use some additional support. She is constantly coming to the counseling office seeking attention of some sort. After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns? I would really like to build rapport with her and figure out how to support her in the school setting. She is a bright girl 	<p><u> </u>/10</p>

<p>with a great personality and doesn't see that in herself. She often spends more time with adults than her own peers.</p> <ul style="list-style-type: none"> • What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices? I'd like to work with her on some academic counseling as well as social-emotional counseling. I'd like to encourage her to do well in her classes as well as make friends and enjoy school while she is here. I want to work with her on affirmations and help build her confidence in herself. • Are there additional counseling services/community resources you might consider outside the scope of school counseling (referral) that you believe would be beneficial to the student/client? At this time I don't think she needs to be referred for anything, however, if I don't see a positive change in her by the end of our sessions, I will recommend our school-based mental health therapist. I'm still trying to build rapport and get to know her. • What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). I will create a SMART goal with her and let her speak into what she thinks is achievable. Having her stay where she is supposed to be and cut down on her escaping from situations to see what she is avoiding. • How will you involve the student/client in establishing SMART goals? When having conversations with her I will help her identify some areas where we can definitely improve. I will ask her if she can stay in the cafeteria 4 times out of 5 and see if we can get her to be independent and make friends in the cafeteria. 	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> • Identify the student/client's culture/ethnicity. My student is a sixteen year old, female who is Puerto Rican. She currently resides with her Grandma, her sister, and her uncle. Her father lives down the road. Jacey expressed that she is very family-oriented. They typically go with the flow. The family gathers often to eat and bring food. Her family likes to listen to music, mostly Spanish music, play games such as uno, and family feud. Jacey said they also have movie nights and she looks forward to that time. Jacey expressed that her family is not religious but she believes in God. • Identify multi-social/cultural considerations in this case. Support your response with a peer-reviewed journal. It would be ideal for me to understand more about the Puerto Rican culture and be sure that I didn't assume anything out of context without asking. According to the article I researched based on puerto rican youth families it is critical for "healthy development" for them to identify with their cultural heritage (Villalobos Solís, 2021). 	<p>___/10</p>

<ul style="list-style-type: none"> ● Identify family, school, community, and/or other institutional/environmental barriers that may be interfering with the academic, career, and/or social/emotional development of this student/client. Jacey's mom is not involved in her life. Her dad is not in the same house and lives down the road. Grandma and Grandpa are divorced and Grandpa lives in Puerto Rico. Her aunt plays a huge role in her life as well but lives an hour away. Her uncle also lives in the house with them and claims to be muslim. Jacey also feels pressure from Grandma to be the best she can be and not to mess up. Grandma comes off as proper and wanting the best for her granddaughters. She makes sure they have the best of the best with jewelry, clothing, shoes, and bags. Jacey's grades are a bit below average at this time and college seems so distant. ● Identify and discuss at least one piece of research from a <i>peer-reviewed journal</i> to support the barriers you identified with regard to impacting the student/client's (academic, career, social, emotional) development. From the research I found that it is more common for students to be at risk for mental health issues if they are being raised by a grandparent (Martin et al., 2020). Absent parents can create hardships on their children and their parents. This creates several social and emotional issues that need attention to help cope. ● Specifically indicate 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision. <ul style="list-style-type: none"> ○ A. RESPONSIBILITY TO STUDENTS <ul style="list-style-type: none"> A.1 Supporting Student Development <ul style="list-style-type: none"> ■ c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development(ASCA ethical standards). A.2. Confidentiality <ul style="list-style-type: none"> ■ b. Inform students of the purposes, goals, techniques, rules and procedures under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality(ASCA ethical standards). A.3. Comprehensive School Counseling Program <ul style="list-style-type: none"> ■ a. Provide students with a culturally responsive school counseling program that promotes academic, career and social/emotional development and equitable opportunity and achievement outcomes for all students(ASCA ethical standards). 	
<p>Component #3: <i>Counseling Theory & Techniques</i></p> <ul style="list-style-type: none"> ● What theoretical orientation(s)/technique(s) will you use to counsel this student? Support your choice regarding culture, developmental age/level, 	<p>___/15</p>

<p>and presenting issues with a <i>peer-reviewed journal</i>. Cognitive Behavioral Therapy will be my approach to help my student see that the way she is thinking is why she is leaving class or the cafeteria. She thinks people don't like her or that they are weird. Through this approach I hope she will be able to find out solutions on her own and promote future growth with cognitive coping skills (Zinny, 2022). Other times I would like to use Solution Focused to help be brief and have her problem solve some of her own situations and get her back where she needs to be.</p> <ul style="list-style-type: none"> • What academic and career techniques would you consider counseling this student? Support your choice regarding culture, developmental age/level, and presenting issues with a <i>peer-reviewed journal</i>. We will use academic counseling to discuss how her classes are going and ensure she can pass them to move onto the next grade level. We can use career techniques to think about her future and promote post graduation thoughts and get her thinking about her future to enhance her current learning (Smith et al., 2023). • What <u>specific</u> positive interventions will you use to assist this student in mediating issues, building resilience, identifying strengths, and developing a plan for wellness? Support your choice with a <i>peer-reviewed journal</i>. As she talks I want to affirm her with things she is good at to help build her confidence and help her to find friends that are a good fit for her. I believe a bit of art intervention would be a nice way to allow her to express herself with out having instructions or boundaries (Kelemen et al., 2022). She can draw as she feels. I will also use scaling questions as we begin to gage where she is emotionally when we start and also close with a scaling questions as we end to see if her feelings have changed. Working through these interventions together should help build rapport and naturally point out her strengths to help build confidence and resilience. • Would group sessions also be appropriate for this student/client? Why or why not? Potentially group sessions could be appropriate for this student. I would think she could benefit from a friendship type of group. One that is geared around making good choices and building confidence. • Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). Support from family always helps in any situation. Maybe a weekly check in on my part with a scaling question could help Jacey figure out how she is feeling and encourage her that someone cares. 	
<p>Component #4: Individual Appraisal and Outcomes Assessment</p> <ul style="list-style-type: none"> • How will you assess student/client's progress in using their strengths to build resilience? Identify how your approach is culturally sensitive and takes into account background, ability, and language. When something goes wrong can she cope and deal with it and stick to her routine or does it derail her 	<p>___/10</p>

<p>completely? My approach is culturally sensitive based on the respect I will show her and listening to her and remembering her background, as well as not judging her. I have learned that her culture is very family oriented and the family dynamic may be a little different from my own but that will allow me to ask her questions and help me learn more about her and her family.</p> <ul style="list-style-type: none"> ● How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)? We can see now that she gets out of every class everyday. We can watch and see if she can make it through a few of her classes with minimal “escapes” each day and eventually cut back to one break a day. ● What outcome data will you use to measure achievement, attendance, or discipline? I can have conversation with her teachers and allow her so many passes each week to get out of class in hopes that it cuts down on disruptions from her routine. As well as I can observe how many times she comes to visit me during the day. 	
<p>Component #5: Professional/Scholarly Writing</p> <p>Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.</p> <p><i>ASCA ethical standards for school counselors.</i> ASCA Ethical Standards for School Counselors - American School Counselor Association (ASCA). (n.d.). https://www.schoolcounselor.org/About-School-Counseling/Ethical-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-(1)</p> <p>Kelemen, L. J., & Shamri-Zeevi, L. (2022). Art therapy open studio and Teen Identity Development: Helping Adolescents recover from mental health conditions. <i>Children</i>, 9(7), 1029. https://doi.org/10.3390/children9071029</p> <p>Martin, A., Albrechtsons, D., Aumeerally, N., & Wong, T. (2020). 112 becoming parents again: The challenges of raising grandchildren as main caregiver.</p>	<p>___/5</p>

<p><i>Paediatrics & Child Health</i>, 25(Supplement_2). https://doi.org/10.1093/pch/pxaa068.111</p> <p>Smith, Z. R., Flax, M., Becker, S. P., & Langberg, J. (2023). Academic motivation decreases across adolescence for youth with and without attention-deficit/hyperactivity disorder: Effects of motivation on academic success. <i>Journal of Child Psychology and Psychiatry</i>, 64(9), 1303–1313. https://doi.org/10.1111/jcpp.13815</p> <p>Villalobos Solís, M. (2021). Puerto Rican adolescents' visits to the island, familial ethnic socialization, and cultural orientation. <i>Journal of Social Issues</i>, 77(4), 1213–1233. https://doi.org/10.1111/josi.12490</p> <p>Zinny, A. (2022). 30.3 peer-assisted trauma-focused CBT for black and Hispanic teens with traumatic stress reactions to COVID-19–related deaths. <i>Journal of the American Academy of Child & Adolescent Psychiatry</i>, 61(10). https://doi.org/10.1016/j.jaac.2022.07.176</p>	
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