

**Benchmark Case Conceptualization & School Counseling Services Treatment Plan
Template**

Practicum Student Name ___Amy___

Sparkman _____

Practicum Site: ___Elementary School___ X **Middle School** ___High School___
___Clinical___

Student/Client Pseudonym ___Brandon___ **Session** 2 **of** 6

Please note:

The student/client'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 student/client.

<p align="center">Case Conceptualization & School Counseling Services Treatment 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)</p>	<p align="center">Poi nts</p>
<p>Component #1: Case Conceptualization and Appraisal</p> <p>Brandon is a 10-year-old male student that is going into 5th grade in the fall. His mother is the school security guard at our school. He is relatively new to the school, just moving here in the spring. His mother came to me with concerns about Brandon because he was raised as an only child and has just recently found out who his father is. His father has no desire to have any contact with Brandon and she is concerned about how he is handling this. His mother then signed an informed consent form and a form giving permission to record him during a session for evaluation, as mandated by ASCA (2019, p. 16).</p> <p>During our first meeting, I informed Brandon that this is a safe place where he should feel comfortable sharing whatever is on his mind, as well as how he is feeling while he is meeting with me. I explained the ASCA rules for confidentiality, as stated in the ASCA National Model, "inform students of the purposes, goals, techniques, and rules procedure under which they may receive counseling," (2019, p. 16). I also explained that what he says in our meetings stays in our meetings, unless someone is hurting him, he wants to hurt someone else or himself, or he gives me permission to</p>	<p align="center">/40</p>

share with another trusting adult. I then had him complete a simple pre-assessment, or needs assessment to evaluate his perceived needs and/or issues.

No observable concerns were observed concerning Brandon's behavior, achievement, attendance, or discipline prior to our meeting. He seems to be a "normal" boy, although he is large for his age, so people seem to expect him to be more "grown up" or mature than a normal 10-year-old boy. He is a little socially awkward and has few friends at school. As a school counselor, I need to keep in mind that he is still growing and maturing. I need to understand that he may need time to process everything that is going on in his life and I shouldn't push him.

I consulted with his teacher from 4th grade and the assistant principal about his grades and any referrals that he may have received since coming to the school. After speaking with these people and his mother, I found out that he has average grades and has not had any disciplinary referrals. He seems to get along with other students well, although he tends to keep to himself much of the time. His mother informed me that he is the youngest of 3 children and his older siblings are in their 20's, so he spends most of his time with people that are much older than himself.

During our time together, I will meet with Brandon for a minimum of six 30-minute sessions. We will meet in my office, one-on-one. I intend on using basic Person-Centered therapy to help him gain some insights on how he feels about what he is going through and how he can work through it in a healthy manner. I will also recommend that his mother consider having him meet with a professional child therapist if he shows signs of stress in the future.

My SMART goal for our sessions is to have Brandon identify five specific personal abilities, skills, interests, and motivation to help him succeed in school and deal with his frustrations on a daily basis by the end of our time together. We will discuss these five items during each session, and I will have him write them down, coming up with one item each week. Each time we meet, he will come up with one

<p>item to put on his list and we will talk about how he can use them during the next week and how he has used them during the previous week.</p>	
<p>Component #2: <i>Developmental, Ethical, and Multicultural Considerations</i></p> <p>Brandon is a white, middle-class boy that has been raised by his mother. He has lived in the same house, in Florida, since birth. One concern that I have is that the school that he attends consists of predominantly black or Hispanic students. There have been issues in the past with bullying, with some of the black students picking on the white students. It would be a good idea for Brandon’s teachers, as well as the school counselor, to be aware of his emotional condition and watch for any bullying issues that may arise. Studies show that, “psychological maladjustments bullying cause... may include elevated levels of depression, helplessness, and feelings of isolation, and risks to academic achievement and overall declines in school participation,” (Swank et al., 2019, p.1).</p> <p>I don’t see any barriers to Brandon’s academic or career development, but I can see how his family situation, especially the situation with his father, could cause social/emotional problems as he matures. His mother is doing a good job of communicating with him and being honest with him about his situation, but he is beginning to ask questions about his father and some of the answers that he receives could cause some potential emotional distress. Richter & Lemola share that often, “the absence of a father is associated with an increase in antisocial behaviors in boys, including violence, criminality, and substance abuse, and a decrease in social adjustment in general,” (2018, p. 2). Brandon doesn’t currently show signs of social maladjustment, but he does tend to spend more time with his mother and tends to shy away from other children his age. He has shared with me that he only has one friend that he likes to spend time with.</p> <p>In ASCA’s Ethical Standards for School Counselors, it mandates that we “acknowledge the vital role of the parent/guardian and families” when working with students, (2019, p. 16). Additionally, ASCA requires that we, “provide effective, responsive interventions to address student needs,” (2019, p. 16). It is essential that I</p>	<p>/30</p>

keep Brandon's mother and his extended family in mind and respect their privacy and needs.	
<p>Component #3: <i>Counseling Theory & Techniques</i></p> <p>In working with Brandon, I intend on employing a person-centered approach. Simply giving him a safe place to be able to talk freely without worry can be extremely helpful. Jones stated that, "person-centered counselling assist(s) participants by offering them a place to speak," (Jones, 2020, p. 663). I will also be cognizant of his mother and involve her, as much as possible, in helping him work through his issues with his father. Studies show that, "parent engagement and empowerment in child services have been shown to have positive impacts on child and parent outcomes," (Fung & Chan, 2023, p.2).</p> <p>One intervention that I will employ will be to encourage Brandon with open-ended questions, geared toward helping him identify his strengths. I will also help him work on labeling his feelings. Sutton suggests that while, "Students may feel uncomfortable or ill equipped to label their emotions, they may be helped by learning to name their feelings, accepting the negative emotions, and being encouraged to focus and savor the positive ones," (2022). I will encourage him to create his own SMART goals and follow up with him periodically to see how he is doing with them.</p> <p>I believe it would be beneficial for Brandon to participate in small group counseling with other boys his own age during the upcoming school year. Building a group of friends that he can relate to could help him work through any social issues that may arise.</p>	/40
<p>Component #4: <i>Individual Appraisal and Outcomes Assessment</i></p> <p>Although my time at this school is limited, I will follow up with Brandon's progress and share my notes with the new school counselor, so that he/she can continue working with him during the next school year. I will make a copy of the five skills and techniques that Brandon has come up with, as per my SMART goals, and share these with the school counselor, as well, to help him with accountability. It is important, with his mother working at the school, that I am continually sensitive to any</p>	/20

issues of confidentiality that may arise. I will also have Brandon complete a post-assessment to evaluate the effectiveness of our time together and I will get copies of Brandon's cumulative grade, attendance, and discipline records.	
<p>Component #5: Professional/Scholarly Writing</p> <p>References:</p> <p>ASCA. (2019). <i>ASCA National Model: A Framework for School Counseling Programs</i> (4th ed.). American School Counselor Association.</p> <p>Fung, S. C., & Chan, R. C. (2023). Evaluation of a person-centred Psychotherapy Programme for children with developmental disabilities and parents in disadvantaged families. <i>Counselling and Psychotherapy Research</i>, 1–11. https://doi.org/10.1002/capr.12638</p> <p>Jones, C. (2020). Is person-centred counselling effective when assisting young people who have experienced bullying in schools? <i>Counselling and Psychotherapy Research</i>, 20(4), 657–665. https://doi.org/10.1002/capr.12312</p> <p>Richter, D., & Lemola, S. (2018). Growing up with a single mother and life satisfaction in adulthood: A test of mediating and moderating factors. <i>PLOS ONE</i>, 12(6), 1–15. https://doi.org/10.1371/journal.pone.0179639</p> <p>Sutton, J. (2022, June 12). <i>School Counselor Resources: Best Techniques & Questions</i>. PositivePsychology.com. https://positivepsychology.com/school-counselor-resources/#:~:text=Among%20others%2C%20helpful%20counseling%20techniques%20for%20use%20with,8%20Active%20and%20reflective%20listening%20...%20More%20items</p> <p>Swank, J. M., Smith-Adcock, S., & Weaver, J. L. (2019). School counselors' roles and responsibilities in Bullying prevention: A national survey. <i>Professional School Counseling</i>, 22(1), 1–11. https://doi.org/10.1177/2156759x19851465</p>	/20
TOTAL	/15 0

Final Preliminary Advanced Internship Assessment (Pre-AIA) Directions

The Pre-Advanced Internship Assessment (Pre-AIA) is completed twice by the practicum site supervisor during the 100-hour internship in school counseling. Candidates must be given the opportunity to be observed on each standard/competency noted in the Pre-AIA.

Instructions: Referring to the rating descriptions below, click on the rating level that best describes the practicum student's performance on each standard. In order to complete the program successfully, School Counseling students must have met every standard at the "MET: Proficient" level. For a "Proficient" rating, all criteria connected by "AND" must be met; if one or more of the individual items connected by "AND" are not met, the site supervisor should select a "Not Met" rating of "Developing" or "No Evidence." Provide a comment below for any rating of "Not Met". Practicum students who receive "Not Met" ratings on the *final* evaluation will receive remediation before moving forward to the internship courses. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence. It is expected that practicum students may receive a rating of "Not Met" of some standards at the mid-term portion of the practicum experience.

[illegible]

[illegible]

[illegible]