

Institution: Liberty University
Student: Amy Sparkman
Supervisor: Stacey Smith
Site: Somerset Academy Canyons (secondary)
Date: Spring 2024 (01/15/24 - 05/10/24)
Type: COSC 693 Internship I
Final Completed: 05/06/24 12:30 PM

Final School Counseling AIA Rubric

General overview

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.

Final AIA

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
FOUNDATIONS	Intern cultivates ethical behavior(s) in others. AND/OR Advocates for ethical and legal decision making/policy changes. AND/OR Advocates for appropriate school counselor identity and program.	(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.	No Evidence 0 points	

	<p>(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p>AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p>LOOK-FORS / EXAMPLES: Intern considers ethical and legal implications in decision-making. Intern looks to the ASCA National Model as a guidance document. Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</p>	<p>school counselor identity and program.</p> <p>LOOK-FORS / EXAMPLES: Intern considers ethical and legal implications in decision-making. Intern looks to the ASCA National Model as a guidance document. Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</p>		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
COUNSELING PREVENTION AND INTERVENTION	<p>Intern independently applies self-evaluation and reflection to improve counseling skills. AND/OR Evaluates and suggests programming changes that improve service delivery.</p> <p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND</p>	<p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. AND (D.3) Designs and</p>	<p>Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral.</p>	<p>No Evidence 0 points</p>

MET: Advanced

	<p>(D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.</p> <p>AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b)</p> <p>health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p>LOOK-FORS / EXAMPLES: Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.</p>	<p>implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and</p> <p>managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p>LOOK-FORS / EXAMPLES: Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.</p>		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
DIVERSITY AND ADVOCACY	<p>Intern cultivates cultural sensitivity in others. AND/OR Evaluates and suggests changes to policies, programs, and/or services that improve equity and opportunity for diverse student academic, career and personal/social development. AND/OR Actively seeks out and develops opportunities to engage stakeholders in student development.</p> <p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND</p> <p>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND</p> <p>(F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND</p> <p>(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. AND</p> <p>(F.5) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND</p> <p>(F.6) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. AND</p>	<p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND</p> <p>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND</p> <p>(F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND</p> <p>(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. AND</p> <p>LOOK-FORS/EXAMPLES: Intern gives consideration to cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs</p>	<p>Insufficient evidence of multicultural competence in student learning and development and the ability to advocate for such services and engage stakeholders in student academic, career, and personal/social development.</p>	<p>No Evidence</p> <p>0 points</p>

MET: Advanced

	<p>personal/social development of students.</p> <p>LOOK-FORS/EXAMPLES: Intern gives consideration to cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families.</p>	of students and families.		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
ASSESSMENT	<p>Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or personal/social development/program ming. AND/OR Identifies new referral resources. (H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. AND (H.3)</p>	<p>(H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. AND (H.3) Analyzes assessment information in a manner that</p>	<p>Insufficient evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and /or personal/social development and programming.</p>	<p>No Evidence 0 points</p>	

	<p>Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. AND (H.4) Makes appropriate referrals to school and/or community resources. AND (H.5) Assesses barriers that impede students' academic, career, and personal/social development. LOOK-FORS / EXAMPLES Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development. Intern looks to the ASCA National Model for assessment guidance.</p>	<p>produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. AND (H.4) Makes appropriate referrals to school and/or community resources. AND (H.5) Assesses barriers that impede students' academic, career, and personal/social development. LOOK-FORS / EXAMPLES Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development. Intern looks to the ASCA National Model for assessment guidance.</p>		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
RESEARCH AND EVALUATION	<p>Intern suggests new technologies, research, and/or data sources for analysis to improve school counseling practices/services that result in positive learning outcomes. (J.1) Applies</p>	<p>(J.1) Applies relevant research findings to inform the practice of school counseling. AND (J.2) Develops measurable outcomes for school</p>	<p>Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for</p>	<p>No Evidence 0 points</p>

MET: Proficient

	relevant research findings to inform the practice of school counseling. AND (J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (and relevant technology) to enhance school counseling programs. LOOK-FORS / EXAMPLES: Intern discusses research findings related to program outcomes. Intern shares technology relevant to school counseling programming and student learning.	counseling programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (and relevant technology) to enhance school counseling programs. LOOK-FORS / EXAMPLES: Intern discusses research findings related to program outcomes. Intern shares technology relevant to school counseling programming and student learning.	positive measurable programming outcomes.	
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
ACADEMIC DEVELOPMENT	Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options. (L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject	(L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject matter	Insufficient evidence of ability to make use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of postsecondary options/opportunities.	No Evidence 0 points	

	<p>matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: Intern initiates discussions about cross-walking strategies that enhance academic achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.</p>	<p>and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: Intern initiates discussions about cross-walking strategies that enhance academic achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.</p>		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
CONSULTATION AND COLLABORATION	<p>Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to improve policy/practices that promote student success and holistic development. AND/OR</p>	<p>(N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student</p>	<p>Insufficient evidence of ability to effectively collaborate and/or consult on behalf of students</p>	<p>No Evidence 0 points</p>

MET: Proficient

	<p>Intern creates/implements peer helping program aimed at improving student development/well-being. AND/OR Intern is aware of and adheres to ethical standards regarding parent/guardian rights and confidentiality. AND/OR Intern is aware of and adheres to ethical standards when collaborating, consulting, and making referrals. (N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. AND (N.4) Uses peer helping strategies in the school counseling program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. LOOK-FORS / EXAMPLES: Intern intentionally includes others within and outside of the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.</p>	<p>success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. AND (N.4) Uses peer helping strategies in the school counseling program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. LOOK-FORS / EXAMPLES: Intern intentionally includes others within and outside of the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.</p>	<p>and families and/or make use of referral procedures and peer helping strategies.</p>	
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
LEADERSHIP	<p>Intern works with others within and outside of the school community to influence policy, enhance services, and promote a developmentally appropriate, comprehensive school counseling program. (P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. AND (P.2) Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). LOOK-FORS / EXAMPLES: Intern considers and inquires about Recognized ASCA Model Program (RAMP). Intern explores avenues for presenting educational program to teachers/parents.</p>	<p>(P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. AND (P.2) Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). LOOK-FORS / EXAMPLES: Intern considers and inquires about Recognized ASCA Model Program (RAMP). Intern explores avenues for presenting educational program to teachers/parents. Intern inquires about needs assessments for parent/teacher education.</p>	<p>Insufficient evidence of ability to provide leadership for the planning, implementation, and evaluation of a comprehensive developmental school counseling program and/or plan and present parent/teacher educational programs.</p>	<p>No Evidence 0 points</p>	

	Intern inquires about needs assessments for parent/teacher education.			
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Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	20.00	100.00%	20.00	<i>Finalized</i>
			20.00	

Youth Mental Health and Well-Being

Amy Sparkman





HEALTH
& WELLBEING

CRE⁸TIVE CURRICULUM

NAME:

-Click and Type Here-

Teacher:

Class:

MENTAL HEALTH & WELLBEING



MENTAL HEALTH

Word cloud containing terms related to mental health and disorders, including: Schizophrenia, stress, anxiety, depression, OCD, bipolar, PTSD, delusion, dementia, agoraphobia, arachnophobia, narcissistic, manic, psychosis, hallucination, anorexia, antisocial, panic, ADHD, autism, and many others.

(Cre8tive Resources, n.d.)

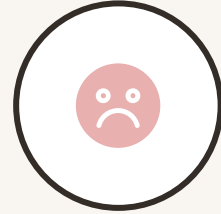
Existing Data Sources



Students'
Individual SIS
(student
information
system) file



Individual
F.A.S.T. test
results



School Discipline
Referral Log

Needs Assessment

There were 11 high school students (11th and 12th grade) in the participating class. The teachers who have been teaching the students in the class for the last year were asked to complete a survey to find out if they had any concerns about any of the participating students. From this survey, I was able to get some insightful details on the students.

This was an Intensive Reading class and these students have all had struggles with reading and comprehension in school. The teacher described them as “good” kids, but not very motivated. He recommended this class, in particular, because several of them have struggled academically and have a relatively low self-image. He mentioned that several of them have struggled with self-esteem and anxiety.



Project Description

01 Screen Time Safety

To explore how technology and social media can negatively impact your mental health, to understand the impact screen addiction is having on society, and to evaluate how technology and smartphones can both be rewarding and damaging in our lives.



02 Mental Health & Well-Being



To describe what mental health and mental illness is, to explore different types of mental illnesses, and to understand what you can do to help someone with their mental health.

03 Self Harm & Well - Being

To understand that self-harm is a behaviour and not an illness, to understand that some people who self-harm are trying to communicate that they are distressed, to evaluate what support networks are available to help those that are self-harming.



04 Promoting Emotional Well-Being

To understand what well-being might look like in someone's life, to understand the meaning of mental health and emotional well-being, to learn strategies to improve yours and others' emotional well-being.



AIA Specialty Standards and Rationale



Counseling Prevention & Intervention (D.2)

Provides individual and group counseling and classroom guidance to promote the academic, career, and social/emotional development of students.



Assessment (H.3)

Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of education programs.



Research & Evaluation (J.3)

Analyzes and uses data (and relevant technology) to enhance school counseling programs.



Collaboration & Consultation (N.3)

Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.

(Liberty University, n.d.)



ASCA Mindsets & Behaviors and Rationale



B-SMS 6

Ability to identify and overcome barriers.



B-SMS 7

Effective coping skills



B-SS 5

Ethical decision-making and social responsibility

(American School Counselor Association, 2019)

Florida State Academic Standard (Applications of Psychological Science Domain: Health)



SS.912.P.19.1

Define stress as a psychophysiological reaction.



SS.912.P.19.2

Identify and explain potential sources of stress.



SS.912.P.19.7

Distinguish between effective and ineffective means of dealing with stressors and other health issues.

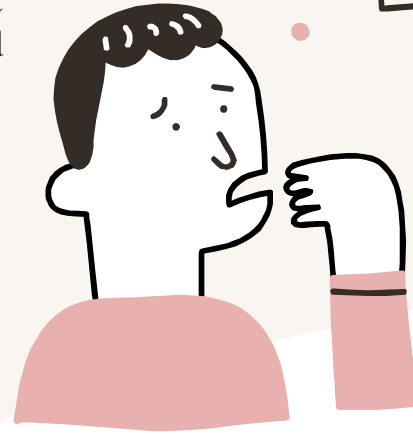
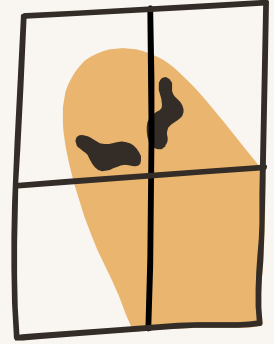
(Florida Department of Education, 2023)



Cultural Sensitivity+

The class was made up of 6 Afro-Americans and 5 Hispanics. Every group meeting began with a discussion of the group norms and regulations to remind them to respect each other's. It was critical that every student in the class always feels free to express their emotions and experiences without worrying about facing prejudice. It was imperative that I take into consideration the unique family culture of each student.

Several recommendations for inclusive thinking are provided by McGoldrick et al., which is required for evaluating family issues and typical adaption in a cultural setting. Among these recommendations are understanding that a family's cultural, social class, religious, and political background shapes how its members interpret their issues and that having a strong bond with one's family of origin enhances one's feeling of mental health and well-being (2005).



Lesson 1: Smartphone & Screen Addiction

CREATIVE CURRICULUM

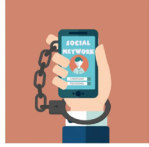
Lesson 1: Smartphones & Screen Addiction



Are you addicted to your smart phone?

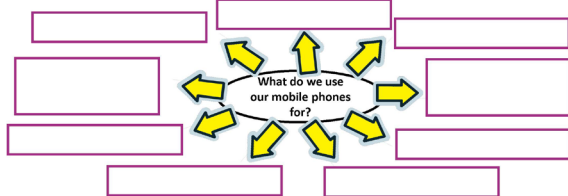
How long can you go without checking your phone?

How many hours a day do you spend on your phone?



App 1	App 2	App 3
Why?	Why?	Why?

What do we use our mobile phones for?



Did you know?

Scientist don't know yet the long term negative impact of over exposure to blue light but it is thought that it can lead to disturbed sleep patterns and tiredness.

Review Questions

01. How has the way humans use a mobile phone changed over the past 20 years?

02. What is smart phone addiction?

03. How can this addiction impact the victim and their mental health?

04. What is blue light? What emits it?

05. What do young people enjoy spending so much time online?

Define 'Filter Bubble' and 'Echo Chamber'

Lesson 2: Common Types of Mental Health

(Cre8tive Resources, n.d.)



CREATIVE CURRICULUM

Lesson 2: Common types of mental ill health

"The state in which your mind is from a psychological wellbeing perspective"

Mental Health vs Mental Illness

Mental Health is a person's condition with regard to their psychological and emotional well-being

Mental Illness is a clinically diagnosable illness affecting how a person thinks and feels, behaves and interacts with other people

HEALTH & WELLBEING

Good mental health indicates a balanced, stable mind where there aren't any prolonged negative states, no long-term emotional imbalances or dysfunction, you can appropriately express how you feel or manage your emotions or seek the appropriate help where needed.

Poor mental health indicates a feeling of not being in control with your emotions, long term negative emotions, difficulty expressing yourself emotionally, feeling alone or isolated, extremes of emotional states such as rage, suicidal thoughts, feeling disconnected. Mental health can affect your physical health.

"Everybody can be affected by mental health imbalances. The brain and the body have a lot of information they are processing and sometimes it can be a little too much and we need a little outside help or advice. It's **nothing to worry about or be ashamed**. This is part of the human experience. It allows us to connect with others, learn, grow and help someone else in the future when they are in a similar situation."

Choosing what is correct for you to feel good and maintain overall good health, is just as important as your physical health. The body and the brain are one and both play equal roles in keeping us alive, healthy and well. One cannot do the job without the other. The body and the brain talk to each other via the nervous system and endocrine system (hormones), they are both always receiving information from the other (like a computer and a server) and that information is always trying to keep you, safe, happy and healthy

Regions of the Human Brain

Front Back

BRAIN

BODY

Mental health is something that can **affect anyone**, our environment and bodies are changing constantly and **sometimes it can be stressful**. It's important to **find a trusted adult** you can confide in during the difficult times

HEALTH

Lesson 3: Self Harm & Well-Being

(Cre8tive Resources, n.d.)



CREATIVE CURRICULUM

Lesson 3: Self harm and Well-Being

My definition of self harm

NICE GUIDELINES 2005 DEFINITION

Numbers Round

Mental Health

A	
B	
C	
D	

Did you know?

Taking unnecessary risks is a form of self harm – some risk taking can be beneficial to build confidence and meet goals. Taking unnecessary risk to hurt/punish yourself however can be a form of self harm. Examples include underage sex, drugs, excess alcohol and inappropriate/abusive relationships



Video Reflection – What do you learn from the video clip? (information, statistics, advice, risks)

SUPPORT IDEAS FOR A FRIEND

I would say to them *

I might suggest they talk to and visit www

I will suggest that they can

to distract their mind

I will keep them and myself safe by....

Seek professional help

Download an app like the "Calmharm" app

Lesson 4: Promoting Emotional Wellbeing

(Cre8tive Resources, n.d.)



CREATIVE CURRICULUM

Lesson 4: Promoting Emotional Wellbeing



Watch the movie trailer to the Disney Film Inside Out

Why is this film an interesting way of explaining how our minds (emotions and mental wellbeing) help us cope with life?

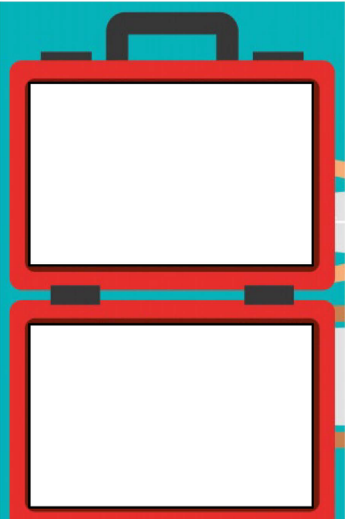
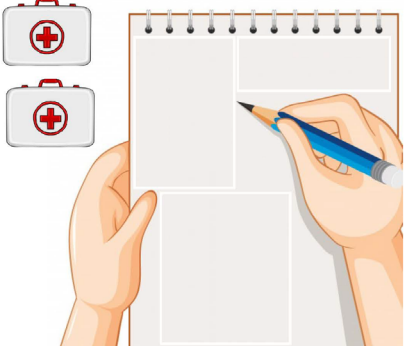
Define 'Emotional Wellbeing'

Video Reflection – What do you learn from the video clip? (information, statistics, advice, risks)



How can people improve their emotional wellbeing?





Evaluation




CORE
THEME 5
HEALTH
WELLBEING

UNIT TITLE
MENTAL
HEALTH
WELLBEING

CREATIVE
CURRICULUM

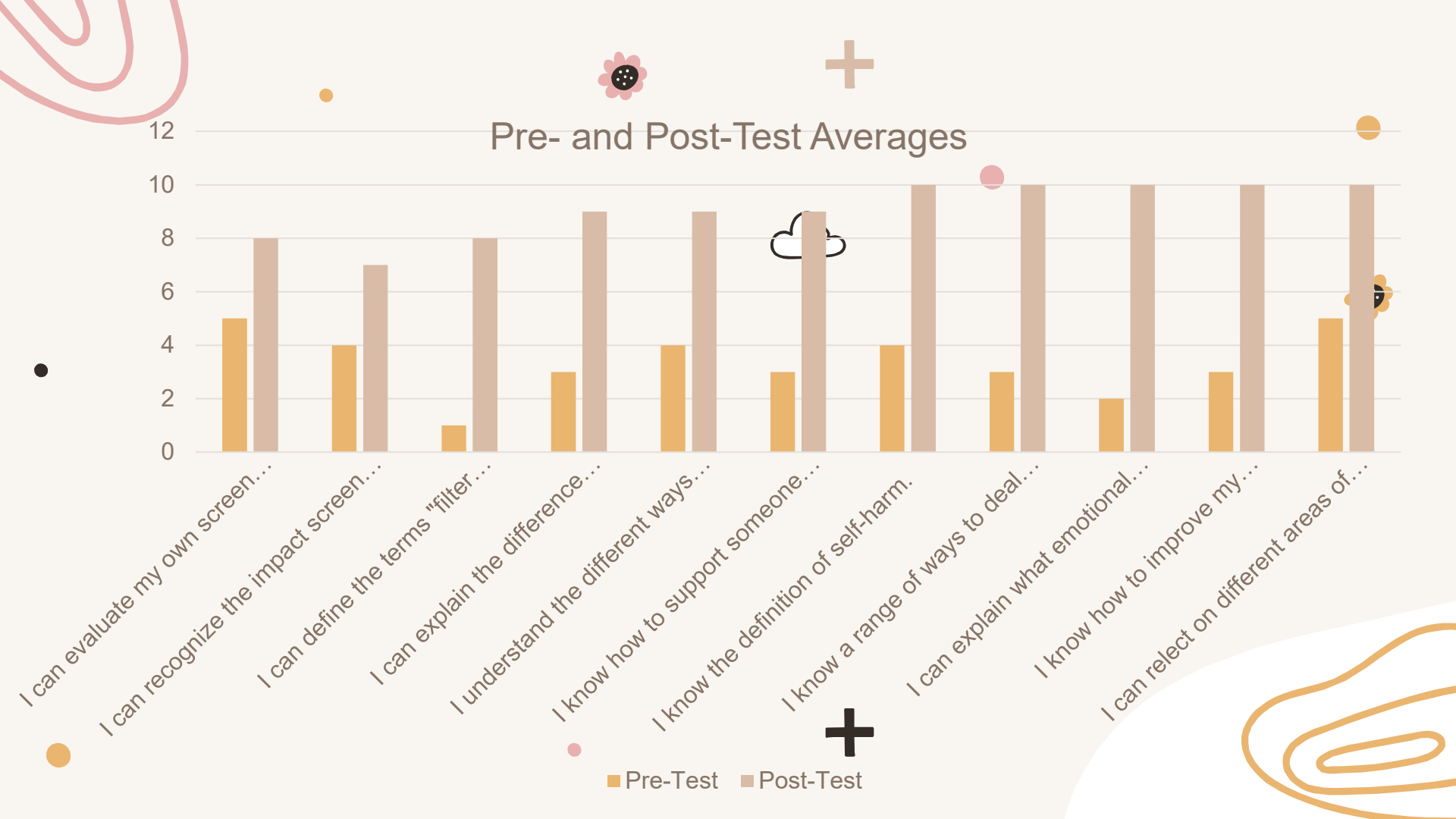
ASSESSMENT FOR LEARNING **BASELINE** CONFIDENCE CHECKER

BEFORE LEARNING THE UNIT	1	2	3	4	5	6	7	8	9	10
	NOT CONFIDENT			CONFIDENT				VERY CONFIDENT		
	✓	✓	✓	✓	✓	✓				
I can evaluate my own screen addiction.						✓		X		
To recognize the impact screen addiction is having on society and the individual					✓			X		
I can define the terms filter bubble and echo chambers				✓			X			
I can explain the difference between mental health and mental illness				✓		X				
I understand the different ways mental illnesses can be categorized					✓		X			
I know how to support someone with their mental health			✓				X			
I know the definition of self harm			✓	✓	✓			X		
I can explain some of the triggers for self harm				✓			X			
I know a range of ways to deal with stress, anger and trauma					✓			X		
I can explain what emotional wellbeing looks like				✓				X		
I know how to improve my emotional wellbeing				✓				X		
I can reflect on different areas of my life and how I feel about them					✓			X		



(Cre8tive Resources, n.d.)

Pre- and Post-Test Averages



Resources

ASCA. (2019). *ASCA National Model: A Framework for School Counseling Programs* (4th ed.). American School Counselor Association.

Cre8tive Resources. (n.d.). *Mental Health & Wellbeing: Sel bundle of lessons*. TPT.
<https://www.teacherspayteachers.com/Product/Mental-Health-Wellbeing-SEL-Bundle-of-Lessons-5494738>

Florida Department of Education. (2023). *Florida Department of Education*. Florida's State Academic Standards, Health Education, 2023. <https://www.fldoe.org/core/fileparse.php/20653/urlt/6-4.pdf>

Liberty University. (n.d.). *PRE-ADVANCED INTERNSHIP ASSESSMENT (PRE-AIA): COSC 698*. School of Behavioral Sciences & Liberty University.
<https://catalog.liberty.edu/graduate/colleges-schools/behavioral-sciences/>

McGoldrick, M., Giordano, J., & Garcia-Preto, N. (2005). *Ethnicity and family therapy* (3rd ed.). Guilford Press.