

Intern Name: Sarah DeVoe

Internship: COSC 698-A13 (School Counseling)

Submitted: May 7, 2023

Supervisor(s): Kimbry Jordan

Course/Term: COSC698 - A13 : School Counseling Practicum (Spring 2023)

Mentor(s): Elizabeth Atkins

Assessor: Elizabeth Atkins (Mentor)

Site: Thomas Boushall Middle School (Richmond, VA), 3400 Hopkins Rd, Richmond VA 23234

Comments:

Subject(s): School Counseling

Grade(s): 6th, 7th, 8th

Final Preliminary Advanced Internship Assessment (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.

Final Pre-AIA

	MET: Proficient (2.000 pts)	NOT MET: Developing (1.000 pts)	NOT MET: No Evidence	N/A
Foundations 1/8 (12%) NASDTEC-MCEE-2015.3.A, NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.n, ISTE-2017.2.a, ISTE-2017.1.b, CACREP-SC-2016.5.G.2.f, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, NASDTEC-MCEE-2015.1.A, NASDTEC-MCEE-2015.1.B, NASDTEC-MCEE-2015.3.B, NASDTEC-MCEE-2015.3.C, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, NASDTEC-MCEE-2015.5.A, NASDTEC-MCEE-2015.5.C, ASCA-2019.B-PF.2, ASCA-2019.B-PF.3, ASCA-2019.B-PF.8, ASCA-2019.B-PF.9, CACREP-SC-2016.5.G.1.a, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.2.m	(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 school counselor identity and program. LOOK-FORS / EXAMPLES: • Practicum student considers ethical and legal implications in decision-making. • Practicum student looks to the ASCA National Model as a guidance document. • Practicum student promotes contemporary “school counselor” title over that of “guidance” counselor.	Seeks guidance and instruction of the application and adherence of ethical and legal standards in school counseling. OR Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	Seeks guidance and instruction of the application and adherence of ethical and legal standards in school counseling. OR Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	
Comments:				

<p>Counseling Prevention & Intervention 1/8 (12%)</p> <p>CACREP-SC-2016.5.G.3.f, CACREP-SC-2016.5.G.2.e, CACREP-SC-2016.5.G.2.k, CACREP-SC-2016.5.G.3.m, CACREP-SC-2016.5.G.3.c, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.d, CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.l, ISTE-2017.6.a, CACREP-SC-2016.5.G.1.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.1.c, ISTE-2017.4.d, ISTE-2017.3.a, NASDTEC-MCEE-2015.1.C, NASDTEC-MCEE-2015.2.A, NASDTEC-MCEE-2015.2.B, NASDTEC-MCEE-2015.2.C, ASCA-2019.B-PF.6, ASCA-2019.B-SS.1, ASCA-2019.B-SS.2, ASCA-2019.B-SS.3, ASCA-2019.M.1, ASCA-2019.M.2, ASCA-2019.M.4, ASCA-2019.M.7, CACREP-SC-2016.5.G.2.g, CACREP-SC-2016.5.G.3.g, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.3.k, CACREP-SC-2016.5.G.1.c</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 social/emotional development of students. AND (D.3) Designs and 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 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. LOOK-FORS / EXAMPLES: • Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources.</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 social/emotional development of students. AND (D.3) Designs and 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 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. LOOK-FORS / EXAMPLES: • Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources.</p>	<p>No evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations.</p>	
<p>Comments:</p>				

<p>Diversity & Advocacy 1/8 (12%) NASDTEC-MCEE-2015.3.A, NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.b, CACREP-SC-2016.5.G.3.f, CACREP-SC-2016.5.G.3.d, ISTE-2017.6.d, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.2.b, ISTE-2017.4.d, NASDTEC-MCEE-2015.3.B, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, ISTE-2017.3.a, NASDTEC-MCEE-2015.2.C, ASCA-2019.B-PF.9, ASCA-2019.B-PF.6, ASCA-2019.M.1, ASCA-2019.M.2, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.3.k, CACREP-SC-2016.5.G.1.d, CACREP-SC-2016.5.G.2.d, CACREP-SC-2016.5.G.2.j</p>	<p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students. AND (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 (F.4) Engages parents, guardians, and families to promote the academic, career, and social/emotional development of students. LOOK-FORS / EXAMPLES: • Practicum student gives consideration to cultural, economic, and political issues during service delivery/program planning. • Practicum student is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families</p>	<p>Seeks instruction and professional dialogue to develop multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. OR Observes collaborative efforts to engage parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p>	<p>No 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 social/emotional development.</p>	
Comments:				
<p>Assessment 1/8 (12%) NASDTEC-MCEE-2015.3.A, CACREP-SC-2016.5.G.1.e, CACREP-SC-2016.5.G.2.k, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.o, ISTE-2017.7.c, ISTE-2017.7.a, ISTE-2017.7.b, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, CAEP-2016 (rev).A.1.1.f, NASDTEC-MCEE-2015.3.B, ASCA-2019.B-PA.1, ASCA-2019.B-PA.2, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.B-PA.5, ASCA-2019.B-PA.6, ASCA-2019.B-PA.7, ASCA-2019.B-PA.8, ASCA-2019.B-PA.9, CACREP-SC-2016.5.G.2.j, CACREP-SC-2016.5.G.3.n</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 social/emotional development. AND (H.3) 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 social/emotional development. LOOK-FORS / EXAMPLES • Practicum student initiates discussions for access to data for identifying programming and student needs. • Practicum student is intentional in identifying potential barriers to student development. • Practicum student looks to the ASCA National Model for assessment guidance.</p>	<p>Assists with the assessment and/or interpretation of students' strengths and needs and is currently developing their recognition of uniqueness in cultures, languages, values, backgrounds, and abilities. OR Assists with the selection of appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development. OR Engages in professional dialogue to increase awareness of barriers that impede students' academic, career, and social/emotional development.</p>	<p>No evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and/or social/emotional development and programming.</p>	

Comments:				
Research & Evaluation 1/8 (12%) CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.o, ISTE-2017.7.c, ISTE-2017.7.a, ISTE-2017.7.b, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, NASDTEC-MCEE-2015.5.A, NASDTEC-MCEE-2015.5.C, NASDTEC-MCEE-2015.5.B, NASDTEC-MCEE-2015.5.D, ASCA-2019.B-SS.1, ASCA-2019.M.7, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.B-PA.5, CACREP-SC-2016.5.G.3.a, CACREP-SC-2016.5.G.3.n	(J.1) Applies 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: • Practicum student discusses research findings related to program outcomes. • Practicum student shares technology relevant to school counseling programming and student learning.	Seeks relevant research findings to inform the practice of school counseling. OR Researches data sources to enhance school counseling programs.	No evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.	
Comments:				
Academic Development 1/8 (12%) CACREP-SC-2016.5.G.3.c, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.d, CACREP-SC-2016.5.G.3.b, ISTE-2017.5.a, ISTE-2017.5.c, ISTE-2017.5.b, CACREP-SC-2016.5.G.1.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.f, ISTE-2017.1.c, ISTE-2017.3.a, NASDTEC-MCEE-2015.2.B, NASDTEC-MCEE-2015.2.C, ISTE-2017.3.b, ASCA-2019.M.1, ASCA-2019.M.2, ASCA-2019.M.4, ASCA-2019.M.7, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.M.3, CACREP-SC-2016.5.G.3.g, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.3.k, CACREP-SC-2016.5.G.1.c, CACREP-SC-2016.5.G.2.c	(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 and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: • Practicum student initiates discussions about cross-walking strategies that enhance academic achievement. • Practicum student is intentional in identifying achievement gaps and populations. • Practicum student considers differentiated instructional strategies during program planning.	Is planning programs designed to enhance student academic development. OR Is researching strategies and activities to prepare students for a full range of postsecondary options and opportunities. OR Is observing differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.	No 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.	
Comments:				

<p>Collaboration & Consultation 1/8 (12%)</p> <p>CACREP-SC-2016.5.G.2.b, CACREP-SC-2016.5.G.2.k, CACREP-SC-2016.5.G.3.m, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.2.n, ISTE-2017.2.c, ISTE-2017.4.a, ISTE-2017.4.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.4.d, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, ISTE-2017.4.c, ASCA-2019.B-PA.1, ASCA-2019.B-PA.5, ASCA-2019.B-PA.8, ASCA-2019.B-SS.4, ASCA-2019.B-SS.5, ASCA-2019.B-SS.6, ASCA-2019.M.5, ASCA-2019.M.6, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.1.d, CACREP-SC-2016.5.G.2.d</p>	<p>(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 social/emotional 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: • Practicum student intentionally includes others within and outside of the school community for program planning and implementation. • Practicum student seeks out supervision and consultation. • Practicum student asks about accessing existing peer programming.</p>	<p>Observes the site supervisor to collaborate with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (observation only.) OR Observes the site supervisor consult with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development (observation only.) OR Observes the site supervisor use referral procedures with helping agents in the community (observation only.)</p>	<p>No evidence of ability to effectively collaborate and/or consult on behalf of students and families and/or make use of referral procedures and peer helping strategies.</p>	
Comments:				

<p>Leadership 1/8 (12%) NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.b, CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.l, ISTE-2017.2.a, ISTE-2017.2.c, CACREP-SC-2016.5.G.1.b, CACREP-SC-2016.5.G.2.f, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, CAEP-2016 (rev).A.1.1.f, ISTE-2017.2.b, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, NASDTEC-MCEE-2015.1.C, ASCA-2019.B-PF.2, ASCA-2019.B-SS.6, ASCA-2019.M.5, ASCA-2019.M.6, ASCA-2019.B-PF.7, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.1.d, CACREP-SC-2016.5.G.2.d, CACREP-SC-2016.5.G.2.j, CACREP-SC-2016.5.G.3.a</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: • Practicum student considers and inquires about Recognized ASCA Model Program (RAMP). • Practicum student explores avenues for presenting educational program to teachers/parents. • Practicum student inquires about needs assessments for parent/teacher education.</p>	<p>Seeks information regarding the school site's specific program design, implementation, management, and evaluation components of a comprehensive developmental school counseling program. OR Plans 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). Practicum student has not presented at this time.</p>	<p>No 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>	
Comments:				
	16.000 pts 100 %			

Benchmark Case Conceptualization & School Counseling Services Treatment Plan Template

Practicum Student Name Sarah DeVoe

Practicum Site: Elementary School X Middle School High School Clinical

Student/Client Pseudonym: Anthony **Session** 1 of ?

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.

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)	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. • Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? • Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? • Please indicate the stakeholders you consulted with regarding this student/client. • After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns? • What school counseling services will you provide to the student/client that are within the scope of school counseling practices? • 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? • What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). • How will you involve the student/client in establishing SMART goals? <p>In this initial session with Anthony, confidentiality was one of the first things to be discussed. As per the American School Counseling Association's ethical standards section A2., the student was informed of the limits of confidentiality in a manner that is appropriate for a middle school student (American School Counseling Association, 2022). Confidentiality is especially important in this case as the situation involves multiple students. My supervising school counselor and I let Anthony know that all information discussed with school counselors is kept confidential and that we do not share what is discussed with anyone unless it involves serious or foreseeable harm to anyone, including himself. We wanted him to know that although we would be meeting with all students involved in the situation, we would not break confidentiality by sharing anyone's statements. He did give us permission to include his teacher in further discussions on his progress as the teacher was included as part of his SMART goal. In this case, parents and guardians were not contacted as Anthony and his fellow students were referred to be seen the same day by a teacher. At Boushall Middle School, parents</p>	<p><u> </u>/40</p>

are informed of school counseling services at the beginning of each semester and are allowed to fill out forms declining services for their student if they wish. My supervisor informed me that if the situation were to progress and the student needed further sessions or disciplinary actions, she would reach out to his parents via phone.

Anthony and three of his fellow students were referred to the school counselor by a teacher who had observed them calling each other racial slurs in class. The teacher had previously asked these students not to use hate speech in class and referred them to the school counselor when he realized that some of the students saw the situation as a joke while others did not. This was confirmed in our session with Anthony as he was initially defensive of his friends and told us that he was in on the joke, but eventually admitted to us that it did bother him when they called him a particular slur referring to his racial heritage. The school counselor, the teacher, and I consulted with one another as well as with the records of these students to ascertain their academic attendance and performance. The teacher had a discussion with us about their past behavior and performance in class. Anthony has a good attendance record but has been receiving low grades in all classes, especially in the class where the problem behavior is occurring. The teacher informed us that Anthony had not previously been disruptive in class but had become more so in recent weeks. It was all of our concern that the hate speech and racial slurs were affecting his academic and behavioral performance in this class.

The main service that we discussed providing for Anthony and his peers was solution-focused individual counseling to resolve the problem. If the problem was not able to be resolved, we also discussed changing the student's schedules so that they are not in class together. However, this solution was a last resort as it was all of our hope that we could get these students to cooperate respectfully in class. I suggested that guidance lessons on the topic of hate speech and racial equality could be helpful, but it was agreed that this was an isolated problem and not a generally occurring problem within the school. Pledge to End Racism is a great community resource available in the region where Boushall Middle School is located. The school could use this resource to invite speakers to the school, provide the students and community with anti-racism resources and materials, and have students participate in signing the pledge to end racism (Richmond Pledge to End Racism, 2022).

Our end goal with Anthony and his peers is to see a cessation of all racial-slur calling and hate speech in this class. We want Anthony to be able to share with his peers that these words bother him. Alongside this, we hope to see fewer disruptions in class and improved academic performance from these students. To set a SMART goal with Anthony, we asked for his input on what he thought could be the first steps towards these end goals. We all agreed that Anthony would start by attempting to go one class period (of this particular class) without calling these peers any racial slurs. The school counselor would meet with Anthony and his teacher again once that class period occurred the next day to see if he was able to meet this goal. In this way, we set a specific, time-based goal that was reasonably achievable with measurable behavioral results. We focused on this goal alone for this first session with Anthony and the school counselor and I discussed how class disruptions and academic performances could be addressed in a later session. Because this behavior was not limited to Anthony, we also discussed what he could say to his fellow classmates when they called him names or racial slurs that bothered him. We practiced having these conversations and roleplayed with Anthony, having him say what he would say to a classmate to ask them to stop. It should also be noted that all students in this situation set goals to end their negative behaviors as well, not just

Anthony.	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> • Identify the student/client's culture/ethnicity. • Identify multi-social/cultural considerations in this case. Support your response with a <i>peer-reviewed journal</i>. • 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. • 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. • Specifically indicate 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision. <p>Anthony is of Hispanic heritage, while the three other students referred in this case are Black. I approached this case with careful thought and understanding as it involves members of two different marginalized groups using slurs and hate speech to refer to one another, while I myself am not part of any marginalized group. Racial slurs and hate speech have historically been used to reinforce racial hierarchy and further oppress marginalized groups (O'Dea & Saucier, 2020). However, some racial minorities have reclaimed and reappropriated racial slurs as a way of building resilience towards prejudice. In this way, it is understandable that the intragroup use of slurs between students may be a way for them to promote a shared identity. However, it should be recognized that there are some words and types of speech that is not appropriate for school, including racial slurs. This is especially the case in this situation as it was not only the intragroup use of slurs but the intergroup use- between Hispanic and Black Americans.</p> <p>At Boushall Middle School (BMS), Black and Hispanic students are the two biggest majorities (Virginia Department of Education, 2022). These students experience many socioeconomic barriers to quality education and social-emotional learning. Seventy-five percent of students come from economically disadvantaged backgrounds, and there are a high number of provisionally licensed teachers from high-poverty backgrounds. BMS has large achievement gaps with students receiving testing scores significantly lower than state and division averages in all subjects. Living in a large city, these students also experience environmental stressors such as pollution, inadequate housing, and heightened exposure to crime (Miller, Votruba-Drzal & Coley, 2019). The environmental risks and increased parental stressors produced by living in a high-poverty urban area can impede students' academic achievement. While BMS has a good school-counselor-to-student ratio of 204:1, many of the school counseling duties in this district are limited to administrative and academic duties (Virginia Department of Education, 2022). A lack of consistent access to individual and group counseling acts as a barrier to the social-emotional development of the students.</p> <p>The American School Counselor Association's Ethical code gives specific direction on hate speech with code A.11.f (American School Counseling Association, 2022). This code states that school counselors are to respond to hate or bias incidents by collaborating with school staff to ensure the safety and support of the targeted student. In this case, the student was physically safe as he was in the same friend group with his peers that were</p>	___/30

<p>calling one another slurs, and no physical threats had been made. However, his mental and emotional safety was at risk from the verbal abuse that his peers were subjecting one another to. We collaborated with these students' teacher to put an end to the hate speech, and with the school counseling department to ensure the continuing social-emotional safety of these students.</p>	
<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/client? Support your choice with regard to culture, developmental age/level, and presenting issues with a <i>peer-reviewed journal</i>. • 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>. • Would group sessions also be appropriate for this student/client? Why or why not? • Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). <p>Solution focused brief therapy (SFBT) is a collaborative therapy suited for use in schools that helps students find solutions to their problems by examining successful behaviors of the past, current strengths, and future goals (Franklin et al., 2022). This therapy is especially appropriate for school-aged children as its brief nature is suited to their needs and abilities. Some techniques of SFBT must be adapted to fit the culture and values of the student, such as not using the term "miracle question" with students for whom the term does not align with their spiritual values (Kayrouz & Hansen, 2019). SFBT was used with Anthony to identify his goal of getting himself and his friend group to stop using racial slurs. To help him reach this goal, we identified that he had not been disruptive in class in the past, and explored how he could get back to behaving more positively in the future.</p> <p>We used role-playing and a SMART goal as positive interventions to help Anthony learn to put an end to the use of racial slurs in his friend group. Role-playing has been identified as an effective intervention against bullying by teaching students how they can respond to bullying (Oyekoya et al., 2021). Group counseling on the topic of bullying prevention would be a great resource for Anthony and his peers, however, BMS is not currently running any groups on this topic.</p> <p>Having the support of family and school staff would greatly help Anthony reach and maintain his SMART goal. By checking in with the school counselor and his teacher, Anthony is able to keep track of his progress toward his goal and set new ones. If Anthony has succeeded in reaching his first SMART goal at his check-in with the school counselor, he can set higher, more long-term goals toward success. If Anthony's parents were to be included in the conversation, they would be able to encourage him in his SMART goal and provide further accountability by checking in with the school counselor as well.</p>	<p>____/40</p>
<p>Component #4: <i>Individual Appraisal and Outcomes Assessment</i></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. 	<p>____/20</p>

<ul style="list-style-type: none"> • How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)? • What outcome data will you use to measure achievement, attendance, or discipline? <p>Anthony can be assessed for progress through his own account, academic data, and collaboration with his teacher. If Anthony, his peers, and his teacher can confirm that the use of racial slurs has declined or stopped, this is observable progress toward his SMART goal. We would also like to hear that Anthony has used his practice role-playing to stand up against the further use of racial slurs. A decline in classroom disruption and improved academic performance would also be indicators of progress. The SMART goal and assessments are culturally sensitive as they take place in a setting of understanding of the students background and abilities. Anthony is not an English learner and does not have any documented disabilities. Outcome data used to measure Anthony's achievement will be progress notes, academic reports, and disciplinary action taken against him.</p>	
<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 style="text-align: center;">References:</p> <p>American School Counselor Association. (2022). <i>ASCA ethical standards for school counselors</i>. https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf</p> <p>Franklin, C., Guz, S., Zhang, A., Kim, J., Zheng, H., Hai, A. H., Cho, Y. J., & Shen, L. (2022). Solution-Focused Brief Therapy for Students in Schools: A Comparative Meta-Analysis of the U.S. and Chinese Literature. <i>Journal of the Society for Social Work and Research</i>, 13(2), 381–407. https://doi.org/10.1086/712169</p> <p>Kayrouz, R., & Hansen, S. (2019). I don't believe in miracles: Using the ecological validity model to adapt the miracle question to match the client's cultural preferences and characteristics. <i>Professional Psychology: Research and Practice</i>, 51. https://doi.org/10.1037/pro0000283</p> <p>Miller, P., Votruba-Drzal, E., & Coley, R. L. (2019). Poverty and academic achievement</p>	<p>____/20</p>

<p>across the urban to rural landscape: Associations with community resources and stressors. <i>RSF: The Russell Sage Foundation Journal of the Social Sciences</i>, 5(2), 106–122. https://doi.org/10.7758/RSF.2019.5.2.06</p> <p>O’Dea, C. J., & Saucier, D. A. (2020). Perceptions of Racial Slurs Used by Black Individuals Toward White Individuals: Derogation or Affiliation? <i>Journal of Language and Social Psychology</i>, 39(5–6), 678–700. https://doi.org/10.1177/0261927X20904983</p> <p>Oyekoya, O., Urbanski, J., Shynkar, Y., Baksh, A., & Etsaghara, M. (2021). Exploring first-person perspectives in designing a role-playing VR simulation for bullying prevention: A focus group study. <i>Frontiers in Virtual Reality</i>, 2. https://www.frontiersin.org/articles/10.3389/frvir.2021.672003</p> <p>Richmond Pledge to End Racism. (2022). <i>Community partner guide</i>. https://richmondpledge.org/community-partners/</p> <p>Virginia Department of Education. (2022). <i>Thomas C. Boushall Middle Quality Profile</i>.</p>	
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