

Institution:	Liberty University
Student:	Sarah Devoe
Supervisor:	Lauren Watts
Site:	Providence Elementary School
Date:	Spring 2024 (01/15/24 - 05/10/24)
Type:	COSC 694 Internship II
Final Completed:	05/03/24 02:31 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: Proficient
FOUNDATIONS					
Intern cultivates ethical behavior(s) in others.	(B.1) Demonstrates the ability to apply and adhere to ethical and legal	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model	No Evidence		
AND/OR Advocates for ethical and legal decision				0 points	

making/policy changes. AND/OR Advocates for appropriate school counselor identity and program.	standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	professional identity/programming.
(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 /	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.	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.	

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
COUNSELING PREVENTION AND INTERVENTION	Intern independently applies self-evaluation and reflection to improve counseling skills. AND/OR Evaluates and suggests programming changes that improve service delivery.	(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	Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing	No Evidence 0 points	

(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 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:
Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.

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: Intern
 suggests/applies
 specific counseling
 theories and
 techniques. Intern
 initiates conversation
 and location of
 school's crisis
 management plan and
 referral resources.

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
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 (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND (F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in</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 personal/social development of students. AND (F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are</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 0 points</p>	

student learning and development. AND	equitable and responsive to multicultural student populations. AND
(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND	(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.
(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	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.
(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.	

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.

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/programming. 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) 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>(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 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</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>	

barriers to student development. Intern looks to the ASCA National Model for assessment guidance.

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
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 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.</p>	<p>(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: Intern discusses research findings related to program outcomes. Intern shares technology relevant to school counseling programming and student learning.</p>	<p>Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.</p>	<p>No Evidence 0 points</p>	

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
ACADEMIC DEVELOPMENT	<p>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 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>(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: Intern initiates discussions about cross-walking strategies that enhance academic achievement.</p>	<p>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.</p>	<p>No Evidence 0 points</p>	

Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
CONSULTATION AND COLLABORATION	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 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	(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	Insufficient 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.	No Evidence 0 points	

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.

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.

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> <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>(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</p> <p>0 points</p>	

Question Comments :

Evaluation Score Summary

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

Back to Top

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name: ____ Sarah DeVoe ____

Internship Site: __X__ Elementary School ____ Middle School ____ High School

K-12 Student Pseudonym ____ John ____ **Session** _1_ of __?__

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.

<p align="center">Case Conceptualization & School Counseling Services Plan</p> <p align="center">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">Points</p>
<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 (academic, career, social-emotional) 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>“John” is a fifth-grade student at Providence Elementary. The limits of confidentiality were explained to him in our first session, and he will be reminded in a manner appropriate for his developmental age before each session (American School Counseling Association, 2022). John’s mother was contacted to obtain parental permission as I planned to meet with him on multiple occasions. In my first meeting with John, he told me that he often feels frustrated because he has a lot of thoughts going through his mind but has difficulty expressing those thoughts. He also said that he struggles with paying attention because he has a lot of feelings that his body wants to express. After reviewing his academic records, I noted that he is receiving mostly C and D grades, and his grades have gone down from last semester.</p> <p>The stakeholders that were consulted in this case are John's school counselor, his homeroom and math teachers, and the assistant principal. From these consultations, I</p>	<p align="center">____/10</p>

<p>learned that John has been diagnosed with ADHD, has a 504 plan, and is on a behavior chart. He has been receiving low scores on his SOL's. According to his teachers, he struggles with paying attention in class and is resistant to redirection. In line with his academic record, his teachers noted that his academic performance has significantly changed since last semester. I will be providing academic and social-emotional services to John to work with him on finding strategies to help him improve his grades and express himself in healthy ways. These goals are in line with the school improvement plan to provide individual instruction to increase science scores on the SOL's.</p> <p>As John has been diagnosed with ADHD, his family may consider having him see a therapist as well in order to work outside of school on some long-term skill and resiliency building. I will work with John to establish SMART goals having to do with academic achievement, participation, and behavior. Having John set his own academic goals, such as improving his math grade from a D to a C, will help him buy into the process. These goals can be incorporated with his established behavior plan, where he receives rewards for participating in class.</p>	
<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>John is a black male student in a school that has 39.8% white, 30.3% Black, and 19.4% Hispanic students (Virginia Department of Education, 2023). In my first meeting with John, he expressed that he felt discriminated against by one of his teachers who unfairly targets him for discipline. Historically, Black boys have faced higher rates of expulsion and disciplinary action that are disproportionate to the population (Owens & McLanahan, 2020). Compared to white students, Black students are 3.2 times more likely to be suspended or expelled. This is also evident at Providence Elementary, where despite having a smaller population of Black students than white students, Black students received 52% of all short-term suspensions while white students received 30% (Virginia Department of Education, 2023).</p> <p>According to a 2022 review article, the many inequalities that Black boys face in the education system have a lasting impact (Wint et al., 2022). Racism and gendered stereotypes have caused Black boys to be perceived as older, less innocent, and having more challenging behaviors than their peers. The internalization of these perceptions can negatively influence academic outcomes and further reinforce the view that Black boys are indifferent towards education. Black students are also less likely to be referred for gifted and talented programs, which can impact their educational opportunities later in life. Culturally specific protective factors for Black boys identified in the study include</p>	<p>___/10</p>

<p>having strong social supports, culturally proficient educators, awareness of black history and culture, and involvement in organizations.</p> <p>School counselors are a significant source of support in overcoming barriers and gaps in education (Jemison-Ewing, 2020). School counselors are part of a network of social supports that can help black students be successful and plan for a future with opportunities (Wint et al., 2022). In this regard, my goal is to use tier three supports to create a positive social relationship with John and help him connect better with other school staff. By giving him extra academic and social-emotional support, I hope to bridge gaps in opportunity that may have been created by racial misconceptions.</p> <p>In this case, many of ASCA's ethical standards apply including standard A.1.c., in which school counselors support all students and their development by actively working to eliminate systemic barriers or bias impeding student development. I can meet this standard by supporting John's academic and social-emotional development to help him thrive in school, and working alongside his teachers to create better student-teacher relationships. Additionally, standard A.3.a. applies, in which school counselors 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. I am meeting this standard by meeting with John one-on-one while being mindful of his cultural background and specific needs. Last is standard A.10.e., in which school counselors understand and advocate for all students' right to be treated in a manner that honors and respects their identity and expression, including but not limited to race, gender identity, gender expression, sexual orientation, language and ability status, and to be free from any form of discipline, harassment or discrimination based on their identity or expression. This is a standard that I am currently struggling with as a school counseling intern. The struggles that John faces with teachers potentially targeting him for discipline because of his race is not something I can fix alone. I have already encouraged current school employees to have a discussion with the teachers involved and confirmed that school employees attend cultural awareness training at the district level. Aside from this, I plan to try to work with John and his teachers to create a better understanding between them.</p>	
<p>Component #3: Counseling Theory & Techniques</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, and presenting issues with a <i>peer-reviewed journal</i>. • 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>. • 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>___/15</p>

<p>I will be using a strengths-based approach with John. A strengths-based approach to ADHD can help children learn that dimensions of ADHD can be seen as strengths instead impairments (Charabin, et al., 2023). For example, some strengths of a child with ADHD may include increased verbal abilities, logical thinking, persistence, emotional intelligence, and intense focus on interests. A strengths-based approach can also improve self-perceptions, which contribute to resilient functioning in children with ADHD. This is a culturally and developmentally appropriate approach to use as it may help Black adolescents to combat internalized misconceptions (Wint et al., 2022).</p> <p>The academic technique that I will use with John is working to build executive functioning skills. Executive functioning skills are strongly linked to academic performance, and targeting specific skills for change can improve academic performance (Creelman, 2021). For example, John identified that he struggles with paying attention, so we may use a technique like a visual timer to take breaks between work. The goal with building up John's executive functioning skills is to improve his academic outcomes by giving him techniques to help him pay attention and keep his schoolwork organized.</p> <p>The positive intervention that I will use to help John build up resilience is an informal strengths assessment. John has had formal assessments done in order to receive services at school, and many of these assessments are deficit-focused and can be discouraging to students and parents. By identifying John's strengths, he can build a more positive self-image and use these strengths to solve problems and build resilience (Shoshani & Shwartz, 2018). Children are able to reliably self-report their strengths, and gaining knowledge of those strengths can better their mental health and development.</p> <p>I believe that group sessions would be appropriate for John to continue building academic and social-emotional skills. However, tier three interventions may be more suitable for him as he does struggle with paying attention and participating. I would like to utilize school staff to help John succeed with his SMART goals. John identified a teacher that he feels close with, and this teacher could be used to reward John with breaks or check-ins when he meets his goals. I could also have John share his identified strengths with this teacher to help encourage him to use these strengths at school.</p>	
<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. • 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>I can assess progress in using strengths to build resilience with John by assessing his academic record, behavior chart, and consulting with stakeholders. The goal is for John to improve his academic record, earn more points on his behavior chart, and see improvement in paying attention and participating in class. Any improvements will be celebrated with rewards and positive reports home. This approach is culturally sensitive and takes his background into account as it is not a deficit-focused approach. Progress will be measured by seeing improvements in John's academic record and behavior chart.</p>	<p>___/10</p>
<p>Component #5: Professional/Scholarly Writing</p>	<p>___/5</p>

Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.	
TOTAL	___/50

References

- American School Counselor Association. (2022). *ASCA ethical standards for school counselors*.
<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>
- Charabin, E., Climie, E. A., Miller, C., Jelinkova, K., & Wilkins, J. (2023). "I'm Doing Okay": Strengths and Resilience of Children With and Without ADHD. *Journal of Attention Disorders*, 27(9), 1009–1019. <https://doi.org/10.1177/10870547231167512>
- Creelman, K. (2021). A Literature Review of Understanding and Supporting Students with Attention Deficit Hyperactivity Disorder in the Classroom. *Northwest Journal of Teacher Education*, 16(1). <https://doi.org/10.15760/nwjte.2021.16.1.3>
- Jemison-Ewing, Infini P. (2020). "Discovering the Key to Academic Success for Black Students: The Process by which Black Students are Academically Successful" (2020). Education Capstone Projects - Ed.D.. 2. https://opus.govst.edu/capstones_educ/2
- Owens, J., & McLanahan, S. S. (2020). Unpacking the drivers of racial disparities in school suspension and expulsion. *Social Forces; a Scientific Medium of Social Study and Interpretation*, 98(4), 1548–1577. <https://doi.org/10.1093/sf/soz095>
- Shoshani, A., & Shwartz, L. (2018). From Character Strengths to Children's Well-Being: Development and Validation of the Character Strengths Inventory for Elementary School Children. *Frontiers in Psychology*, 9.
<https://www.frontiersin.org/journals/psychology/articles/10.3389/fpsyg.2018.02123>

Virginia Department of Education. (2023). *Providence Elementary school quality profile*.

Wint, K. M., Opara, I., Gordon, R., & Brooms, D. R. (2022). Countering educational disparities among black boys and black adolescent boys from Pre-K to High School: A life course-intersectional perspective. *The Urban Review*, 54(2), 183–206.

<https://doi.org/10.1007/s11256-021-00616-z>