

Comprehensive Child and Adolescent Counseling

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▼ Comprehensive Child and Adolescent Counseling

This paper will be focused on different aspects of counseling for children and adolescents. There will be a focus on different case studies throughout the paper. Also reviewing aspects of development throughout childhood will be discussed as well. Some focus will be on explaining counseling in a manner to assist children in understanding the purpose of counseling. There will also be an explanation of ways to end counseling services that will not cause harm to the client. I will discuss my theoretical approaches and the key components of those theories. There are other important pieces of information that are mentioned, like cultural aspects, and at-risk youth as well. ▼

Developmental Considerations in Counseling

▼ [The first two heading levels get their own paragraph, as shown here. Headings 3, 4, and 5 are run-in headings used at the beginning of the paragraph.]

Case Study about Larissa

This study is very interesting ▼ and there are so many factors that must be considered in this case. The first thing is the culture itself, then her age, and her overall relationship with her parents. As it appears from the writing, she is not wanting to be disrespectful to her parents, which is something that speaks volumes about their relationship. When viewing just that statement, it seems as though she is close with them. One of the things in this culture is youth can at times, go through acculturation. ~~What is acculturation?~~ ▼ The concept is that individuals adapt to a group or a culture according to, Marriam Webster 2022. There are 3 different things to consider when looking at this process. Santisteban, D.A., et al (2012), discussed looking at the overall picture, “is the adolescent’s level of acculturation or the parent’s that may be most predictive of adolescent problems (Santisteban, D.A., et al 2012).” ▼ The next component

pointed to, “is the acquisition of host culture behaviors and values the loss of the culture of origin behaviors and values that are most associated with symptom development (Santisteban, D.A., et al 2012).” So this is one of the important parts of the story about Larissa. She seems to be in the early stages of the acculturation process to some degree. It could be related to being away from her country of origin, it could be just simply being a teenager. The final thing to consider when looking at this case is, that the “unresolved question revolves around the identification of mechanisms by which acculturation processes may have their impact on the development of behavior problems, (Santisteban, D.A., et al 2012).” So even though she has not begun to have behavior problems at this time, it could be something that happens throughout this shift in her culture.

When beginning the process of counseling this client, we must first think of the culture and age. It is often difficult for individuals to trust others who may not understand the things that their culture is dealing with. So, it would be vital to ensure to do some cultural education or have the client share those things. Having her share those things could help build the necessary rapport. One of the main important parts of the process as well is just providing a space for her to try and process her own thoughts, without any stipulations or rules attached. It would also be important to discuss bringing the parents into the conversation at some point, but when she is ready to take that step. Due to their small amount of English, this could be something that causes a bit of a challenge as well.

Three Major Changes in Each Stage of Development

During these stages of development, there are so many different things that are shifting and changing. Their environments determine if they can meet those milestones that they are in the process of. If they are not receiving the proper parental care it can change all sorts of aspects

of their development. I have witnessed this personally, with my own development struggles growing up.

Early Childhood

The early development of a child is when there are a lot of different things happening. They are in the process of developing an emotional attachment to a parent or a guardian depending on the situation. During this phase, there are also a lot of things that they are learning such as running, jumping, learning, and understanding, social and emotional aspects of things as well. This is something I can relate to and recognize that impacted my overall development. When experiencing the lack of parental bond, and not really getting the attention needed as a young child, made things very interesting. It led to a lot of behaviors and detachment at times.

Middle Childhood

This stage is the age that was vital in my own life, being able to recognize things I was unable to recognize when I was younger. It is evident that this is “a critical stage in providing the physical, cognitive, and social-emotional foundation for lifelong mental and physical health and well-being (Wong et al., 2021 p.147).” Since this stage is when children are retaining more information, they are in more social situations as well. This helps them to grow in all the areas stated above. If this is hindered at all it can lead to challenges as well. This is another stage of development that had some challenges, but some positives. Since the working memory is more developed at this age, we will remember more of those moments. One of the things I noticed, is that my memories from those ages are very negative, and traumatic. However, the positives, are significant in some way for them to be able to stand out.

Early Adolescence

This age is so interesting. There are so many factors that are significant in this stage. Puberty is one of the biggest. Then hormones come into play as well. Each of these impacts emotions and cause overly emotional reactions to things. “These years are an exciting time of many varied and rapid changes (Wong et al., 2021 p.175).” This statement I thought was so important to discuss. In this phase of life, entering the teen years, and beginning adulthood there are constant changes.

Mid-Adolescence

This phase of life is when adulthood has begun, and different aspects of life have significantly changed. Choosing to go to college, be in the military, go into the workforce, create a business, possibly get married or at the beginning of a relationship. Trying to figure out who you are as a person is pretty much the best explanation for this stage of development. “The process of becoming an adult is more gradual and varied today than in the (Wong et al., 2021 p.199).” There are still a lot of changes in this part of life, but they are happening less rapidly than in Early adolescence.

Three Resiliency Traits

Being resilient is a part of survival in life. I feel as though we begin to learn through this in early development. I became resilient in early stages of life, as I had to learn to adapt to many different challenges. One of the things I learned was to simply never give up, never stop fighting. When I would have things that were difficult for me I wanted at times to give up, but over time I recognized that sometimes it just takes putting in more time or effort. Another resilient trait I think is important is being aware of what we need. We must understand our needs so that we are able to get through some of those things in life that may be challenging or difficult. Understanding that we have a purpose. This was one of the things that kept me

fighting in some of the hardest moments in my life. “¹¹ For I know the plans I have for you,” declares the LORD, “plans to prosper you and not to harm you, plans to give you hope and a future (*Bible gateway passage: Jeremiah 29:11- new international version*).” This is all vital to overall development. Incorporating social and emotional learning through this process will only add to the things students are learning. It helps them to make good decisions, the way they interact with others, awareness of social aspects, awareness of themselves, and management of themselves as well. ▼

Individual Counseling Process

Individual counseling is working with the individuals themselves. Creating a treatment plan to address the things they feel are necessary to work through. Some of those goals may be mental health-related, and some may be more personal, or in the school counseling situation, it would be focused on academics as well. ▼

Stages of Individual Counseling with Nancy

Children in foster care are going through constant changes, and it is a huge adjustment. It would be important to build a positive rapport with her as there have been so many drastic changes. Nancy is in a new home with new people whom she is unfamiliar with, and that is not family. It would be important to look at doing possibly individual, group counseling, and something like big brother/big sister programs. This will help her with learning to adapt and work through those emotions she is experiencing. It also may be important to involve her in some extracurricular activities, to assist her in having a healthy outlet for the things she is going through. ▼

Explaining Counseling

The counseling process according to Vernon and Schimmel (2018) can begin with a referral from another agency/person, or a self-referral (p.48). Once getting the referral you begin with getting confidentiality forms gone over and signed to ensure that any other individual that needs to be communicated with has consent signed. Building rapport with the client is another step mentioned in this chapter as well. Young children can be very hesitant to want to talk to someone new, and it can take some time to build that therapeutic relationship. Using things like play therapy tools, a game, and fidgets can be super helpful in helping to build rapport in my experience. One of the final parts of the counseling process is creating a treatment plan from the assessments. The treatment plan is necessary, and it is important to have the child's input as well. One of the things I noticed when looking of the ASCA confidentiality is that it is different in some aspects to mental health counseling. There was a statement about the parents not signing the consent after attempts were made. It is up to school counselors to make “counseling decisions on students’ behalf that promote students’ welfare (ASCA Ethical Standards for School Counselors, ASCA, 2016).”

Six Strategies Relevant to Terminating Counseling

Terminating counseling is a huge step, so ensuring that we are approaching this in a manner that is not going to do more harm than good, is so important. Progress made through the sessions is important for adolescence to know. Help and explain to them the things that they have done in making those positive shifts and progress. It is important that they understand that just because the services are ending, it does not mean they cannot return if there is a need for services in the future. “The counselor should help clients process feelings associated with ending and should reassure them that they will remain in the counselor’s thoughts (Vernon & Schimel, 2018).” It could be important to discuss the process of termination with the

client, especially if they have had to deal with a lot of “individuals leaving them.” This is the case with many I serve in the counseling field, and ending counseling is discussed, and I typically encourage them to let me know when they feel they are ready, and if they do not feel ready. It also very important to be aware of the impact it may have on the counselor when services end. I have had a difficult time, especially if services end abruptly, due to the lack of support a child may be experiencing in their life. This is important to process with a supervisor.

Ethical Considerations and Theoretical Approach

There are so many different theoretical approaches that can be used. It is important to choose something that aligns with our own life and standards. We have to look at those aspects like our own living standards, the code of ethics, what the theoretical orientations are, and how they will co-inside with not only our preferences/needs but those we are working with as well.

Theoretical Orientation

As I have begun to dive further into the different theories and how they are helpful to different sets of children within the schools. I have come to realize the significance of choosing a theoretical orientation. With that being said, I recognize the importance as well, of using techniques from other Theories to better serve my students. I have chosen to use a Person-Centered Counselor with some Cognitive Behavioral Therapy (CBT) techniques.

Person-Centered

One of the main things Carl Rogers focuses in with Person-Centered Therapy is unconditional positive regard. This is a concept I really struggled with for some time but now have done better with. Rather than having a set of expectations for students, from myself, on who they are or what they need, it is best to try to meet them where they are.

Dialectical Behavioral Therapy

With Dialectical behavioral therapy, the focus is on changes necessary for overall growth. This pairs well with Person-Centered Techniques. Each of these are very focused on the individual becoming better using in essence their own strengths. DBT focuses on helping them learn things like mindfulness and emotional regulation. Those are 2 things I feel are very similar in nature and important to the process of becoming better as a whole. It is important to help them find ways to be mindful each and every moment, but also a concept that is difficult for most to grasp. I feel as though emotional regulation is something that comes easier with being more mindful.  

Legal and Ethical Consideration When Working with a Seven-Year-Old Student

When working with the seven-year-old client, we would only have to breach confidentiality, if necessary, measurements are met.  “Explain the limits of confidentiality in developmentally appropriate terms through multiple methods such as student handbooks, school counselor department websites, school counseling brochures, classroom lessons and/or verbal notification to individual students (ASCA Ethical Standards for School Counselors, ASCA, 2016).”   It is only vital to include parents in things if there has been serious harm to the student.  If a referral to an outside source is necessary we have to discuss it with parents as well and ensure they are able to understand and be at peace with the referral.

Creative Approach

Art therapy is a technique that I use in my day-to-day job. I have been utilizing it lately to work on helping children identify some of the things that they deal with internally. So, for instance, I have an adolescent that has bad anxiety. I asked her to create an image of what her

anxiety looks like when she is in those moments internally. It was simply astounding. She was able to recognize so many different aspects of anxiety that she had never noticed before. ▼

Multicultural Counseling and Transition Programming

As I think about how my life was growing up, I recognize the areas that I have always avidly worked at improving for my family. My values as a child for my family (most of them) did not involve God or church. I feel as though because of my great-grandmother, I began to realize the importance of a relationship with God at a very young age. With that said, this has become one of the keys in my life ▼ and I hope that this will continue throughout our family, as my children grow. It is important to understand that spirituality cannot be something that we can utilize with each person we serve. I will discuss their beliefs with them, and only bring up things from my perspective if requested by them, but I still tread lightly on how I relay those things due to the Code of ethics. ▼ It is important for clinicians to identify their own spiritual/religious beliefs, and understand that those we work with, “must include attention to and respect for lack of religious or spiritual involvement, (Vieten, C., et al 2013).”

Another important value is my education and education in general. It was always instilled in me by my grandfather (paternal), the importance of education. He and my grandmother were the only people in my family with a college education. I never imagined myself ever graduating college, and now I am working on my second master's degree. My journey will college started right after high school, and I was very unsuccessful. I had no one to teach me, or guide me to success, so I gave up. ▼ It was not until later, after 2 children at age 22, did I return. I work hard to teach my children the importance of education in their lives, even though they are not fond of me lecturing them.

The final value I am going to discuss involves people. Something I tell my kids on a weekly basis is, “treat people how you want to be treated.” My children are diverse of different ages, but we have had these conversations through the years. Often, they come home with stories of things that happened with other children. Typically, these stories involve a child saying or doing something disrespectful or just mean, to another kid, or my own children. So, I think it is important to remind them, “no matter what someone does to you, you always treat them how you want to be treated.” Then there is the opposition when they have done something they shouldn't have done. “Would you want someone to do/say _____ to you? Then why would you do/say that to them?”

Multicultural Competencies

I do feel like I have had plenty of cultural experiences in my life that make me very well-rounded culturally. However, I have a desire to continue to grow and change in my understanding of those around me. Growing up in a very culturally diverse family I believe helped with this, but I have had so many different experiences that it has completely changed my outlook. I would love to travel to an Indian reservation to explore more of my heritage and to understand the culture in general. I would also love to take a trip to New York and do some ministry in the inner city. There are many other things I have thought about doing, but I am not sure about the travel portion. Visit Hawaii and Alaska to explore their culture and understand how they live. I'm certain as I continue in my life, I will experience things I never thought I would, and meet people who are so different from what I may be prejudged them to be.

Culturally Appropriate Counseling Interventions

At the beginning of this paper, I discussed the topic of acculturation. This is something that different cultures are going to deal with. What is acculturation? “Acculturation refers to how

individuals blend their cultural beliefs and practices with the dominant beliefs and practices of a society (Vernon & Schimmel, 2018).” One of the modules discussed is the identity model. Which is simply helping them to become more in-tune with their ethics and cultural background. It is vital to understand and recognize each of the cultures that you are working with and obtain knowledge of those cultures. Each of the different cultures is going to require different interventions. The same interventions will not work with each of them.

Transition Programming

It would be important to create programs for students going from elementary to middle school, and from high school to college, workforce, military, etc. When leaving elementary school to begin junior high, it is so different for adolescents. They are going from being around little kids most of the day, and not really dealing with things like puberty, bullying, and so on. This is a change that will require some sort of program to assist in helping them transition. Something like this would be beneficial through the summer months to not interfere with the school day. The other thing I was thinking of, is when graduating high school. When preparing for this huge step in life, there are so many factors. Decided “what to do with the rest of your life.” Feeling as though you have to have it all figured out. So creating a class for seniors to take, that will assist in the process of the transition.

Counseling At-Risk Children/Adolescence

At-risk children/adolescence have so many factors that have to be considered when working with them. There is likely some sort of trauma involved that lead to the current at-risk behavior. According to Vernon & Schimmel 2018, the overall household is dysfunctional and could be at risk for things like domestic violence, substance abuse, a mentally ill family member, a household member in prison. When reading through this, my immediate thought was, that I

would have been considered an “at-risk” child/adolescence when I was growing up due to all these components listed being a part of my life.

Framework for Working with At-Risk Children/Adolescence

Beginning to work with youth who are at-risk, I would go back to using all of the theories and components from those that I discussed at the beginning of the paper. However, CBT would be my focus as there is trauma likely going to be involved in each of the situations. This will help them learn ways to cope and work through those tough moments. ▀

Substance Abuse/Addiction

Often in these cases there has been exposure to drugs and alcohol in some way. If they are battling addiction themselves or witness a family member, it would be important to implement a solution to assist them in becoming more educated. When working in the addiction field years ago, one of the most astonishing things that I noticed was those in active addiction, to multiple substances typically were exposed or used by the age of six to nine. I was so shocked when I would do intakes and found those pieces of information out. ▀

Anxiety Disorders

Anxiety is something that more people deal with than most know. ▀ Often times there is a dual diagnosis of Post-Traumatic Stress Disorder and Generalized Anxiety Disorder. It would be vital to use CBT therapy on these aspects of things as well. ▀ “Specifically, CBT provides psychoeducation about anxiety, teaches youths skills for managing fears (e.g., relaxation, coping thoughts, problem-solving, externalization), and provides a context for youths to gradually encounter their fears and minimize avoidance (e.g., exposure) Kendall, P. C., & Peterman, J. S. (2015).” ▀

Crisis Planning and Management

In my current job, we utilize things like a safety plan and risk management. Recently we added intensive family services as well. These components all assist the families we serve in the moments of crisis situations. In a school setting it, there would need to be a plan put in place by the school counselor and implemented by other school staff members. There has to be a safety plan created for the school environment that will co-inside with the one at home. Creating a list of numbers and resources available for the family to utilize during those times of crisis is vital.

Counseling Techniques

There are different counseling techniques that could be utilized when working with those in a crisis. Once completing the risk assessment, it will determine the avenue to take as far as techniques go. However, I would go back to CBT as it is very fitting. However, there are times when other resources have to be used due to the severity. It could involve the police due to issues with following recommendations, or the Emergency room for other aspects.

Suicide Prevention Programs

It is so important for schools to use suicide prevention programs. Collaborative Assessment and Management of Suicidality (CAMS) is one that I have done a lot of continuing education on and wanted to include in this. The other is signs of suicide, as I have seen many schools use this approach and I have gotten to be a part of it as well.

Signs of suicide

This program has become so ingrained into our schools, that kids are a little more understanding and open to reaching out for help. The main message of signs of suicide is ACT, Acknowledge, Care, Tell. Using ACT to guide the choice of if it is necessary to talk or recognize that there is a major concern. Then finally tell someone that is trusted that can assist with this issue.

CAMS

Is a series of three components total but has other entities that have to be followed to assist in its effectiveness. The first part of it is completing the assessment with the student. During this part, there are another four steps that must be followed. Below is the outline of those four steps from the CAMS (2022) website.

- Page 1 – Patient completes Section A which includes rating their pain and reasons for living and dying
- Page 2 – The clinician asks questions of the patient and completes the Treatment Plan (Sections B & C)
- Page 3 – The CAMS Stabilization Plan includes restricting access to lethal means, ways to cope differently in a suicidal crisis, emergency contacts, and removing barriers to attending treatment
- Page 4 – Clinician Post-session Evaluation – Part of the medical record, this is where the clinician documents the patient's mental status, diagnosis and adds case notes (Section D)

Once each of these steps has been completed, it will then become like a maintenance thing. Meet with the person again, update the Treatment plan and assess the risk level again. The final stage is when it has been decided by both the counselor and student, and determined that all goals have been met, and there is no current risk of suicide.

Conclusion

There are many different aspects of this paper. Overall, It has to do with the best ways to do our job as mental health or school counselors. Reviewed the theories that I will use when working with students and currently in the mental health field. Discussed different aspects of things that I had gone through in life, that lead to using those techniques. The last part of the

paper was focused on cultures and those at-risk adolescents. Each of these things taught me something new, and opened my eyes to some new things in the field.

 Appendix A

School Counseling Informed Consent Form

Introduction of services

ISW (International School of Wuxi) is committed to providing quality education to its students. To achieve this goal, school staff or parents/guardians may refer students for counseling, or students may request counseling. The school counseling services aim to help students have more effective education and socialization within the school community. Possible counseling topics are coping with changes, transition, self-esteem, friendship and relationship issues, study skills, stress management, fears or worries, academic progress, conflict resolution, social skills, adjustment to school or culture, etc. These services are available at no cost. However, these services are not intended as a substitute for medication, psychological counseling, or diagnosis, which are not the responsibility of the school.

Confidentiality

Because counseling is based on a trusting relationship between counselor and counselee, the school counselors will keep information confidential with some possible exceptions. We understand that the school counselors may share information with parents/guardians, the child's teacher, and/or administrators who work with the child on a need-to-know basis, so that we may better help the child as a team.

Under the following circumstances, the school counselors are required by law to share information with others.

1. Presenting information about hurting himself/herself or another person.
2. Evidence or disclosure of abuse (physically, emotionally, and sexually) or neglect
3. Threats to school security
4. If counseling records are court-ordered

Contact

If you have further questions about the information on this form, the counseling relationship, the counseling techniques used by the counselors, and the length of counseling, please contact the school counselors at (86-0510) 8101 9012.

Mr. Chris Nolin Miss Lianne Ong Mrs. Amy Kim

Student Name: _____ Grade: _____

I, _____, am the legal parent/guardian of _____
_____ I have read, understand, and agree to the terms of the School
Counseling Informed Consent.

I give permission for my child, _____, to receive
counseling services while attending at ISW. I understand that I may withdraw this consent at any
time by signing and dating a written notice requesting termination of counseling services.

Date _____ Parent/Guardian (Print Name)

(Signature) Parent/ Guardian

Cell Phone _____

Email _____

Appendix B

Powerpoint would not attach to this file, so I will be adding it to the documents on Live Text. 🛑

References

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