

Benchmark Case Conceptualization & School Counseling Services Plan Template

Practicum Student Name Tracey Allen-McMasters

Practicum Site: Elementary School Middle School X High School

K-12 Student Pseudonym John Session 1 of 7

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.

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> <p>John is 17-year-old male who is on the 2021-2022 cohort which means he should be a senior, however he has 2 credits and is classified as a freshman. Students must have 22 correct credits to graduate. John lives in a single parent home and his mother works second shift. John has 2 brothers and 1 sister. John's father is incarcerated, and he has not had any communication with him for several years. John was shot in the leg in 2021 and has been in and out of juvenile detention due to various crimes. John struggles with attendance and completing assignments. This is John's second year at Smith High School, and he would like to graduate with his class, however John feels obligated in helping mother pay bills and taking care of his younger siblings.</p> <ul style="list-style-type: none"> Explain procedures for addressing confidentiality and the limits to confidentiality. <p>Before each session, I inform students about confidentiality limits and when I am obligated to break confidentiality. During the first session I obtained consent from the student signing a consent form and each session after the first I will get verbal consent to make sure the student understands confidentiality. I also express to the student each sessions is a safe place to communicate and talk about things that are keeping student from growing in academics, socially and emotionally, and in career goals.</p> <ul style="list-style-type: none"> Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? <p>Since I am training for school counseling, I spoke with mother who is the guardian of the student and sent home a consent paper to be signed. The purpose of the consent was to give me permission to meet and engage with students in individual counseling while being supervised by Mr. Rubenstein who is my practicum supervisor.</p> <ul style="list-style-type: none"> Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? 	<p><u> </u>/10</p>

Throughout most of the session, the student appeared to be relaxed except for when we discussed his father or home life. The concerns that I have for the student are the full magnitude of the family history, past traumas, and engagement in criminal activities. The student has been observed vaping in the bathroom which has resulted in student having 2 disciplinary referrals this year. The student could possibly have a substance abuse which is a concern. Prior to our meeting, there were complaints from the teachers about students' attendance and academic performance, which is another concern. If the student is not attending class, academic performance is going to be low and in return it impacts the chance for the student to graduate on time.

- Please indicate the stakeholders you consulted with regarding this student/client. Stakeholders that I consulted were students' teachers to get feedback on attendance, behavior, and grades. I worked with our registrar to get past records (ex. Report cards, behavior incidents, and attendance records from all school attended). I also consulted with the student's mother to engage her in helping the student to stay on track for graduation.

- After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns?

After consulting with stakeholders, the student is skipping mostly 2nd period after lunch. It was also brought to my attention that the student has another brother who is supposed to be in the 10th grade but is currently locked up in juvenile detention. The brother will be released in November and returning to Smith High School. This is a concern with administration because brother was involved in gang activity that was bought in the school which resulted in several fights the prior school year. This is a concern for me because my student feels that he is the man of the home and must protect his younger siblings. What I have noticed is student has been doing better since he is separated from younger brother. Students' grades still need to be better, but student is attending school more which attendance shows.

- What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices?

I will be providing individual counseling focusing on Solution Focused Brief Therapy. The reason for using Solution Focused Brief Therapy is because I am only with the student for a short period of time. My goal is to help student find goals or solutions to their problem instead of analyzing the cause of the problem. Solution Focused Brief Therapy has been proven to work with at risk students in behavior and academics. I will work with student in helping to identify SMART goals that are specific, measurable, achievable, relevant, and time bound. I will also be working on a check-in system for myself, teachers, and students.

- 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?

<p>I will monitor student closely to see if additional counseling services and/ or community resources would be necessary. I would like to continue building a trusting relationship to discuss the student's homelife and his father being absent. I think student would benefit from outside counseling but might be hesitant to go so it is important for me to build that trusting relationship so I can encourage him to see a therapist to talk about some of those things that have been hard for him.</p> <ul style="list-style-type: none"> What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). Specific, Measurable, Attainable, Relevant, Time-Based <p>1. Pass all classes first semester</p> <p>S- The classes that will be specifically targeted are classes needed for graduation (Math, English, Science, Social Studies)</p> <p>M-Measurement for success if student gets a D or above in each class</p> <p>A- Goal is attainable if student attends class. Student can pass classes with effort and commitment.</p> <p>R- The goal of passing classes will help student achieve goal of graduation.</p> <p>T- Student has 4 weeks until grades are due and finalized.</p> <p>2. Start school on time</p> <p>S- Student will come up with a time to get ready for school and a time he will leave to get to school.</p> <p>M- Measurement will be the time student gets to school.</p> <p>A- Goal is attainable if student goes to bed at a decent time and wake up on time to get to school on time.</p> <p>R- Showing up to class on time will help student not to miss instructional time and help improve grades to reach the goal of graduation.</p> <p>T- Will last to the end of 1st semester.</p> <ul style="list-style-type: none"> How will you involve the student/client in establishing SMART goals? <p>I will allow student to come up with ways these goals can be met and how we will check progress with each SMART goal. It is important to involve student in establishing goals so that everyone is on the same page. Student will have the opportunity to advocate for themselves and feel involved. We can also discuss any concerns the student may have.</p>	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> Identify the student/client's culture/ethnicity. 	<p>___/10</p>

The student is a male African American.

Identify multi-social/cultural considerations in this case. Support your response with a *peer-reviewed journal*.

- 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.

Student comes from a low-income single parent home. Student lives with mother and three other siblings. The student's father is in prison. Student has not seen or spoken to father in several years. The family has had CPS history and student has been involved in various crimes which resulted in charges in 2021. The charges landed student in juvenile detention and student was later released but put on probation. Student works at a fast-food restaurant. There are rumors that he does other things to help his mother support the household. Student struggles with getting to school and therefore misses instructional time which impacts his academic performance. Student currently has 2 credits but need 22 of the correct credits to graduate school.

- Identify and discuss at least one piece of research from a *peer-reviewed journal* to support the barriers you identified with regard to impacting the student/client's (academic, career, social, emotional) development.

In this article "Single Parenting: Impacts on Child Development" various studies show that children that grow up in single parent homes with low socioeconomic status may have a reduction in academic performance, behavioral problems, difficulty socialization, motivation, low self-esteem, likelier to drop out, and poorer grades (Chavada et al, 2023). Children in single parent homes usually don't have the same resources as a two-parent home. This article also states that children living with single mothers are much more likely to live in poverty than children who are living with both parents (Chavada et al, 2023). Another interesting find was that children who live in a single parent's home may lose their support system on the non-custodial parent's side (Chavada et al, 2023). As a school counselor or mental health worker we need to start reaching out to this population of students to ensure and monitor their mental and emotional well-being and help parents find resources for effective parenting techniques (Chavada et al, 2023).

Chavda K, Nisarga V. (2023). Single Parenting: Impact on child's development. *Journal of Indian Association for Child and Adolescent Mental Health*, 19 (1), 14-20. doi:10.1177/09731342231179017

- Specifically indicate 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision.

A.3.a: Provide student with a culturally responsive school counseling program that promotes academics, careers, social/ emotional development and equal opportunities for all students to achieve.

<p>A.4: Provide opportunities for all students to develop a positive attitude toward learning, effective learning strategies, self-management and social skills and an understanding that lifelong learners is part of long-term career success.</p> <p>A.6.a: Work with all stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified.</p> <p>A.10.a: Advocate with and on behalf of students to ensure they remain safe at home, in their communities and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.</p> <p>A.10.c: Identify and advocate for resources needed to optimize and support academic, career and social/emotional development opportunities.</p> <p>American School Counselor Association (2019). <i>ASCA National Model: A Framework for School Counseling Programs</i> (4th ed).</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? Support your choice regarding culture, developmental age/level, and presenting issues with a <i>peer-reviewed journal</i>. <p>I plan to use Solution Focused Brief Therapy. The student is 18 years old. At times he is reluctant to discuss his present or past issues. I think at this time it would be best to focus on what we can change or work on right now. I would like to focus on students' strengths and resources to find ways to create positive changes while focusing on the present and future not the past. The goal is to eliminate any barriers that impact the student from obtaining a diploma.</p> <p>Solution Focused Brief Therapy has been proven to be a useful approach in school settings when working with children who are at risk in behavioral and emotional issues, problems in academics, and attendance/ dropout prevention (Franklin et al, 2022). Students who are risk often struggle with living arrangements that are unstable, cultural and socioeconomic stress, challenges in behavioral health, and potential school dropout (Franklin et al, 2022). Solution Focused Brief Therapy focuses on a student's strengths and resources to solve present problems (Franklin et al, 2022). Solution Focused Brief Therapy is helpful for achieving short term goals such as better attendance. Solution Focused Brief Therapy also encourages a positive outlook and quick wins, which can be encouraging and motivating to student (Franklin et al, 2022). Solution Focused Brief Therapy has been used in</p>	<p>___/15</p>

schools since the 1990's and it is an intervention that can be successfully implemented in schools by school counselors, school social workers, teachers, and other school based mental health professionals (Franklin et al, 2022).

Franklin, C., Guz, S., Zhang, A. Kim, J., Zheng, H., Cho, Y., & Shen, L. (2022). Solution - Focused Brief Therapy for Students in Schools: A comparative meta-analysis of the US And Chinese literature. The University of Chicago Press Journals, 13(2), 354-364. doi:10.1177/10497315231170865

- What academic and career techniques would you consider counseling this student? Support your choice regarding culture, developmental age/level, and presenting issues with a *peer-reviewed journal*.

Helping student to learn how to set realistic, attainable goals can empower him to take back control of his responsibilities in academics. Helping student to learn time management skills can help with balancing personal challenges and schoolwork for student to reach their goal of graduation. Both goal setting and management of time are very important for students who may have outside issues of school that affect their academic performance. Research suggests that growth goal setting is related to significant gains in a student's academic performance (Martin et al, 2022). Mastering time management is very important because it impacts all aspects of living (Ghafer, 2024). Ghafer (2024) suggests that it is essential that we learn time management skills and prioritization methods so that we are not overworked or overburdened with responsibilities.

Ghafer, Zanyar (2024). The Relevance of Time Management in Academic Achievement: A critical review of the literature. International Journal of Applied and Scientific Research, 1(4), 347-358. doi:10.59890/ijasr.v1i4.1008

Martin, A. J., Burns, E. C., Collie, R. J., Bostwick, K. C. P., Flesken, A., & McCarthy, I. (2022). Growth goal setting in high school: A large-scale study of perceived instructional support, personal background attributes, and engagement outcomes. Journal of Educational Psychology, 114(4), 752–771. <https://doi.org/10.1037/edu0000682>

- What specific 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 *peer-reviewed journal*.

The positive interventions that I plan to use for this student is motivational strategies, encouragement, and mindful practices.

Studies show that two very important factors in determining the achievement of students learning are motivation and learning positive behaviors (Motevalli, 2020). The reason to do something often comes from motivation itself (Motevalli, 2020). Students are motivated when they have goals whether they are learning goals or goals for the purpose of self-improvement and learning (Motevalli, 2020).

<p>Studies have shown that encouragement in academics may increase confidence through cognitive pathways because encouragement delivers a message of affirmation that can increase one's motivation and bring them hope (Gong et al, 2022).</p> <p>Studies have shown that mindfulness has a positive influence on academic success by strengthening emotional and cognitive processes (Alomari, 2023). Mindfulness is linked with improvements in concentration and attention, memory enhancement, and mind wandering reduction. Cognitive enhancements play an important role in learning and information processing that is effective which brings better results in academic outcomes (Alomari, 2023).</p> <p>Alomari, Hassan (2023). Mindfulness and its Relationship to Academic Achievement Among Students. <i>Frontiers in Education</i>, 8(11), 1-9. doi.org/10.3389/feduc.2023.1179584</p> <p>Gong Z, Jiao X, Xia X, Yu H, & Lv C. (2022). The Relationship Between Academic Encouragement and Academic Self-Efficacy: A moderated mediation model <i>Frontiers in Psychology</i>, 13(1), 1-7. doi:10.3389/fpsyg.2022.644243.</p> <p>Montevalli, S., Tresa, M., & Perveen, A. (2020). Motivating Students to Learn: An overview of literature in educational psychology. <i>International Journal of Academic Research in Progressive Education and Development</i>, 9(3), 63-74. doi:10.6007/IJARPED/v9-i3/7779</p> <ul style="list-style-type: none"> • Would group sessions also be appropriate for this student/client? Why or why not? <p>Group sessions may be appropriate later down the road. Currently the student does not like all eyes on him. At times, the student is reluctant to talk about his home life and upbringing.</p> <ul style="list-style-type: none"> • Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). <p>To support student in achieving the SMART goals that were identified, I would encourage mother to set goals for helping student achieve his goals. Mother may need resources or referrals to give her additional support for her home. Student could benefit from utilizing tutoring services such as the Learning Hub that is offered for free at Smith High School to help with academics.</p>	
<p>Component #4: Individual Appraisal and Outcomes Assessment</p>	<p>___/10</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>To start with I will establish a baseline of student's current state, which will include recognized strengths, resilience level, and coping techniques. I will schedule individual one on one sessions and observe student in the school setting to discuss experiences, specifically focusing on how student is meeting their SMART goals. When a challenge arrives in meeting those goals, what techniques is student applying and are there any changes in student's resilience. These approaches take into consideration culture sensitivity and consider background, ability, and language.</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>I will measure student progress toward meeting SMART goals by pulling attendance and academic records. I will gather feedback from teachers, student, and students' mother. I will also review goals regularly with student, while assessing progress towards goals while adjusting them if needed.</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>___/5</p>
<p>TOTAL</p>	<p>___/50</p>