

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name Tracey Allen-McMasters

Internship Site: Elementary School Middle School X High School

K-12 Student Pseudonym John Session 2 of 8

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.

Case Conceptualization & School Counseling Services 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. <p>During the first session, I informed John about confidentiality and when I was obligated to break it. At the first session, I had John sign a confidentiality statement. Each session afterwards, I will have John to verbally consent about confidentiality to make sure there is an understanding each time we meet. I expressed to John that each session is a safe place to communicate and work on things, keeping him from doing his best in academics, socially and emotionally, and career planning. I also told him when things come up about harming himself or harming others, I must break that confidentiality to make sure everyone is safe We discussed since John is 17 years old if his parent/ guardian comes in and wants to know what we have discussed, I am obligated to give them that information. John understands that information will not be volunteered without him being present. During each session before we move on, John will be given time to ask any questions about confidentiality.</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>John's mom referred him to individual counseling and during that time I obtained parental permission for school counseling. When I meet with a student more than once and/ or will be talking to students about sensitive information, then I like to get consent from a parent/ guardian.</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>Based on observation and information gathered from stakeholders, the concern I have for John is the lack of commitment to his education as well as behavior issues. John has a hard time attending class which affects academic performance because he is missing instruction time. John grades are the following: Math 1: 12, Earth/ Environmental: 53, Business Essentials: 76, and PE: 73. He has missed 22 school days for first semester. In, Edu climber, which is our discipline tracker, he skips various classes and has been involved in 2 fights which got him out of school</p>	<p><u> </u>/10</p>

suspension for 10 days. According to John's mother he started hanging with a group of kids in middle school and started getting into serious trouble.

- Please indicate the stakeholders you consulted with regarding this student/client. **Stakeholders that I have consulted with about John are his mother, teachers, BI's, and administration. I wanted to include his mother so she can be part of helping John to reach his goals. One part she plays is making sure he is doing his homework and studying at home. Kantoya (2024) suggests that between the ages of 7 and 16, parental involvement is more influential than parental education, family background, or family size in reference to secondary school achievement. A lack of parental involvement and/or interest worsens a child's educational failure (Kantoya, 2024). I also worked with the data manager to get pertinent records (former records in grades, attendance, and behaviors) that reflected the reason John was referral to me.**

- 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, John is mostly walking around the school and being late for classes and at times will skip the entire class. The class he skips the most is 2nd period, which is his math class. During 2nd period, John was seen at both lunches several times with his friends. John is also hanging around students that call themselves a gang. This is a concern with administration because John's older brother has gone to jail several times and considered himself as part of a gang. John's brother may have influence on him.

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

John's greatest need is redirection. I will be focusing on Solution Focused Brief Therapy and Cognitive Behavior Therapy through individual counseling with John. Right now, John can go to class on time, and he can work on completing his assignments.

John and I will work together to come up with SMART goals that are specific, measurable, achievable, relevant, and time bound. I will also be using Cognitive Behavior Therapy to work on John's behavior. I want to help John improve on how he thinks, behaves, and feels.

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?

John and I have discussed whether he feels the need to see our school therapist. Currently, we feel he does not need to see our school therapist. I will continue to monitor John to see if he will need this service in the future.

<ul style="list-style-type: none"> What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). <p>John struggles with getting to school on time and attending all classes once at school. John is easily influenced by his peers. SMART goals that we will be working on are passing all core classes in the first semester and attending class at least 90% of the time.</p> <ol style="list-style-type: none"> Goal: Pass all core classes in semester 1. <ul style="list-style-type: none"> S- Targeted classes are English, Math, Social Studies, and Science M- Measurement for success is if John gets a 60 or above in each class A- Goal is attainable if John comes on time and attends class. John can pass classes with commitment, determination, and effort. R- Goal is relevant because classes are required for John to graduate. T- John has 3 weeks until grades are due and finalized. Goal: Attend all classes for the next 3 weeks and aim to achieve at least 85% attendance each week. <ul style="list-style-type: none"> S- Attend all classes. M- 85% attendance and measured by school's attendance log. A- Focuses on 3 weeks R- Addresses the issue of John not attending class and skipping. T- Attendance will be reviewed each week. <p>Research has shown that strategies in SMART goals lead to:</p> <ol style="list-style-type: none"> There is evidence for some parts of the fundamental aspect of the approach. There are case studies that are documented showing the effectiveness of the SMART goal approach. <p>It increases goal accomplishments, suggesting that it is practical to carry out similarly high-level goal setting and developing cognitive skill, which can be associated with many life domains (ex. relationships, employment, health) and therefore have a notable impact on one's well-being (Bahrami et al, 2021).</p> <ul style="list-style-type: none"> How will you involve the student/client in establishing SMART goals? <p>John and I came up with the SMART goals together. I wanted John to be involved so he would have the opportunity to advocate for himself, set realist goals, and feel involved.</p>	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> Identify the student/client's culture/ethnicity. <p>John is an African American male.</p> <ul style="list-style-type: none"> Identify multi-social/cultural considerations in this case. Support your response with a <i>peer-reviewed journal</i>. <p>John lives in a single parent home, with low socioeconomic status. John's mother works two jobs. More than 60% of black children are being raised by an unmarried</p>	<p>___/10</p>

single-parent mother and these families have extreme high poverty rates which is associated with stress in the parenting role (Ray et al, 2021). Studies have shown that children who are in homes reported having high parenting levels stress, experiences four or more adverse childhood experiences such as abuse, neglect, or household dysfunction (Ray et al, 2021). John's father is currently incarcerated. Studies show that when a child has a parent incarcerated, they feel like their childhood has been taken, they feel different from their friends, and deprived of support and opportunities that other children may have with two parents (Zhang & Flynn (2025). The family moves around often and there has been CPS involvement. John has male influence at home with his older brothers. However, both brothers have been in juvenile detention and have a criminal history.

- 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.

John lives in low-income housing, and the family does not have connection or access to other resources besides the school and social services. Academically, John is not doing well in school, and one big factor is attendance. John has several friends that he hangs with inside and outside of the school. Some of these friends are those who he gets in trouble with.

- 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.

Looking at the life of John, he was barriers that would hinder him from being successful, especially on his educational journey. It has been suggested by researchers that the factors that influence youth behavior and development are supportive adults that are present, educational desires, and sports participation (Shamrova et al, 2025). John does not have a strong, positive male role model that he is connected to. Currently, John does have strong educational goals. What is on his mind is hanging with his friends. John also does not participate in any extracurricular activities at school or in the community. In the article, "The Perspective of Black Youth on Risk and Protective Factors for Peer Involvement in the Juvenile Legal System", a study was done with 13 youth, ranging from the age 9 to 18 years old. The youth come from backgrounds of single mothers, low-income residents, high crime rate, and all involved in the juvenile legal system. One of the biggest discussion themes in this article with the youth was adult mentorship. Caring adults was a big influence on 8 of the 13 youth that participated in the study. The youth stated they needed at least one person who cares and teaches them to better, push them to pursue their dreams, and show them guidance (Shamrova et al, 2025).

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

Taking into consideration the ASCA ethical standards, there are multiple that would apply to John. Standards that stood out are the confidentiality and comprehensive school program pieces. John benefits from A.2a., A.2.b., A.2.g in knowing his rights and the counselor's obligations in the counseling sessions. It is

<p>very important to provide students with a comprehensive school counseling program, A.3.a. that focuses on academics, social/ emotional development, and career planning (A.4b, A.4c, A.4d). John would also benefit from appropriate collaboration in the community, staff, and family (A.6a). Finally, advocating for marginalized populations such as John. Although John has had to deal with various issues and has found himself in situations that were not the best, he still deserves a chance for redemption (A.10c, A.10e, A.10f).</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>. <p>To help John make better decisions with attendance and behavior, I will be using Solution Focused Therapy and Cognitive Behavioral Therapy. Research evidence shows that Solution-Focused Brief Therapy focuses on student's goals, previous successes, and strengths that will help with academic issues, behaviors, emotional stressors, attendance, and dropout prevention (Franklin et al, 2021). At the adolescent age, some students have learned inadequate coping skills when dealing with aggressive behaviors and feelings of anger. This can lead to negative consequences academically, emotionally, and socially. Research has shown that mindfulness Cognitive Behavior Therapy can improve a person's coping skills, emotional balancing, and neurological functioning because it effectively selects part of the brain that is responsible for decisions making, impulse control, planning, while decreasing behaviors that are reactive and impulsive (Clark, 2020).</p> <ul style="list-style-type: none"> 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>. <p>Showing John, the importance of changing unwanted behaviors will help John to appreciate the small wins of getting to school on time, attending class 85% of the time, and passing classes will help him to achieve the big win of graduating. We will align John's SMART goals to help him be successful at school. John and I will continue to use the strategy of problem solving that is used in Cognitive Behavior Therapy to reach academic goals. Problem solving will help John to manage his behaviors and emotions. Problem solving is a useful tool that helps students to recognize problems rationally and logically, examine various solutions, and eventually make the best decision (Kazemi & Hoyseni, 2025).</p> <ul style="list-style-type: none"> 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>. <p>Positive interventions that I will be doing with John are motivational techniques and check in/ check outs. Both of these methods will encourage John to do the right thing through motivation and hold him accountable through check in/ check outs. Research has shown that motivational interviewing, which is a person-center approached, is used to strengthen an individual's integral motivation and dedication to growth (Gersib et al, 2024). Check in and check outs are also another positive intervention tool. A study was conducted at a high-needed public low-income school</p>	<p>___/15</p>

<p>in Florida. When check-in and checks out were implanted, it showed an immediate increase in academic engagement and a decrease in problem behaviors (Sottolare et al, 2023).</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 beneficial for John in the future. John does not like talking to strangers and is very reluctant about sharing things about himself or home life. However, I think John would benefit from a college/ career readiness group. This type of group will show John opportunities that he can take advantage of.</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 help John reach his SMART goals, I would encourage mom as well as staff he has a close relationship in to do check-in/ check outs to make sure John is on track. I think it is important that his supporters celebrate his small wins and keep encouraging and motivating John. John has shown interest in playing basketball and there are several AAU teams that he can participate in. This will give John access to positive adult male figures which can check in on him about his grades and behaviors.</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. <p>I will be meeting with John for individual counseling as well as random check-in/ check outs to see how things are going. During that time we will look at Johns's grades, attendance, and behaviors. If John has been improving, we will celebrate those accomplishments. If John is reverting back to same behaviors, then we would discuss what was the cause and look at other interventions. I will continue to support, encourage, and motivate John. These strategies consider John's age and background.</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>The SMART goals that were identified for John will be measured by his grades, attendance, and behaviors. Data will be pulled by teacher grades, school attendance records, and EduClimber for discipline records. If John improves in all 3 of these areas, he will meet his SMART goals.</p>	<p>___/10</p>
<p>Component #5: Professional/ Scholarly Writing</p> <p>Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a reference section with proper APA formatting.</p>	<p>___/5</p>
<p>TOTAL</p>	<p>___/50</p>

References

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