

Liberty University

Practicum/Internship Site Video Transcription

Student Name _____ **Alden May** _____

Practicum Site: _____ **Elementary** _____ **Middle School** **_X_** **High School** _____ **Other**

Directions:

Step 1: Select 20-minutes of your recorded counseling session and upload it to your Kaltura account at watch.liberty.edu. Save the video as your First and Last name_Counseling Session. Ensure the video is set to private and then publish it to your course and section under My Channels. Videos must be deleted after the assignment has been graded. **Note: All videos must be deleted on or before the last day of your course.**

Step 2: Watch the video segment and type a verbatim transcript with timestamp of the video (recall verbatim means word-for-word and includes “umm,” “err” and other filler words).

Step 3: For every school counselor statement/response, *identify the counseling skill and rationale* for why you used it, *provide a rework* of the skill if needed, and/or *include comments regarding school counselor self-awareness* of counseling skills/interpersonal skills/case conceptualization/professional growth, etc.

General Student/ Information

Student/Client Initials	Student/Client Age	Student/Client Gender	Student/Client Grade/Developmental Level
T.P.	18	Female	12 th grade

1. Type of session (academic, career, social, emotional, emergency): Academic
2. Presenting problem/concern: attendance and grades
3. Parent/guardian contacted? Yes
4. Questions or comments from the session: We are working on improving her attendance and grades for graduation.

Indicate Who is Speaking: <i>Examples below:</i> SC: School Counselor ST: K-12 Student CL: Client Indicate timestamp under the speaker.	Transcribed Text of Session	Counseling Skill(s) Demonstrated	Counselor Comments: Identify the school counselor's reasoning this skill was used <u>or</u> provide a rework of the skill for improvement.
SC 0:00	Alright, so, before we get started, we are going to go over confidentiality. So, that means, whatever you say will stay between us, unless you present a harm of hurting yourself, someone else is hurting you, you are planning to hurt someone else, or you give me permission to tell your parent or another adult in the school. Does that sound good?	Rapport Building	I went over confidentiality with the student so she was aware that our conversation would be private unless the exceptions in confidentiality came up.
ST 0:28	Yep.		
SC 0:29	Ok	Active listening	I was letting her know that I heard her agreement to the confidentiality.
SC 0:30	Let's get started here. On a scale of 1-10, how would you rate your attendance over the past week? Since we met last time, it was last Monday, I think.	Closed Question	I asked this question to use scaling from SFBT. I wanted to have an idea of how she viewed her attendance.
ST 0:47	Umm, 7 because I missed a few days because I had pneumonia.		
SC 0:50	Seven, well that's great, seven is good. So, what would you have to do to increase that to an 8?	Reflection of feeling	In SFBT, it can be beneficial to ask the student what they think it

			would take to improve on the scale.
ST 0:59	Umm, just start feeling better and then I should be here every day.		
SC 1:04	Nice, ya. How has everything been going with that class that you didn't like?	Open question	I asked this because we have talked in the past about her not liking her history class/teacher. I was trying to get an idea of her feelings towards that class.
ST 1:08	I keep to myself.		
SC 1:10	Ok. So you are not skipping that class or anything?	Confrontation	I confronted her on this because we have been talking about her attendance. She has also skipped and avoided this class in the past.
ST 1:13	No		
SC 1:15	Ok. That's good. We are going to go over the SMART goal that we made last time. So here is the paper that you filled out last time when you created your SMART goal. Read what your initial goal was and then we will go down the list and move onto the next thing.	SMART goal setting	In the session before this one we worked together to help her create her SMART goal.
ST 1:37	No more skipping and keeping up with attendance.		
SC 1:40	Ok, so no more skipping and keeping up with attendance. Good, and how is this goal specific?	Summarizing and open Question	I wanted her to hear me summarize the goal and we are also going over her SMART goal from last time.
ST 1:51	Keeping my credits and graduating and guidance and Mr. McFeely can help me achieve this goal and I want to do this every day so I can graduate and not take summer school.		
SC 2:04	Ok, so you are going to keep up with your credits and graduating. You are going to do that by checking in with guidance and Mr. McFeely everyday so you can graduate. Nice. How is this a measurable goal for you?	Summarizing and open question	We are still summarizing her smart goal from last session.

ST 2:20	I can check in with guidance and keep my grades above a “C” can help me track where I am.		
SC 2:26	Nice. So you are going to check in with guidance and keeping your grades above a “C”.	Clarifying	We are going over the SMART goal from last session.
ST 2:30	Ya		
SC 2:34	Good. How is this goal achievable?	Summarizing and open question	I am asking her to explain how her goal is achievable based on the smart goal that she came up with last session.
ST 2:36	Umm, just having perseverance and my motivation is graduation and my future of being successful.		
SC 2:44	Ok. So, you are going to be persistent, persevere, and your motivation is you want to graduate.	Summarizing and goal setting	We are going over her SMART goal from last session.
ST 2:45	Ya.		
SC 2:54	Nice, and how is this relevant for yourself?	Goal setting and open question	She was answering this by looking at the SMART goal that she came up with last session.
ST 2:58	Succeeding in school will be better for my future and help me feel more confident in my abilities.		
SC 3:02	Nice, so you are succeeding in your schooling, and this will help you feel more confident in your abilities and when do you want to achieve this goal by?	Summarizing and goal setting	This was used because we are going over her SMART goal from last session.
ST 3:11	The end of the school year.		
SC 3:12	The end of the school year. Nice. When you put it all together what is your final SMART goal there.	Goal setting	I used this because I want her to put all the parts of the SMART goal together.
ST 3:20	Having successful grades and behaviors for graduation by meeting with guidance weekly, seeking help from the Dean if needed and trying to get better grades. I will achieve this by graduation and achieving this will help me to have a better outlook for my future.		
SC 3:33	Awesome! So, now this next part could be little awkward. You are going to close your eyes. You are	Rapport building and open question	I used rapport building to complement the goal that she made. The open

	going to visualize if you were sleeping, and you woke up tomorrow and your attendance at school improved dramatically and you no longer had any problems with that teacher in that class, what would it look like when you woke up? You can open your eyes.		question is being used to ask her a miracle question. I am using SFBT and this technique is used to help the student think about what they can achieve if they follow the SMART goal that they created.
ST 4:03	I would probably be a lot happier and stress free and ready to go to school. A lot of time I wake up with not enough sleep because I'm stressed out and want to go back to sleep or I will. I will just go to school miserable. If I had none of those issues, I would just have consistent good days.		
SC 4:24	Ok. So, if you woke up and your day was perfect you would feel happy?	clarifying	I wish I would have done more confronting here and asked her how often she feels happy at school and at home. I could have said "I hear that you are saying that in this miracle scenario you would feel happier and stress free. How often do you feel that way at school now?"
ST 4:31	Ya.		
SC 4:32	Umm, would you have a different morning routine than you have now?	Open question	I am asking this to understand what her morning routine is like.
ST 4:38	Not really, probably just waking up earlier.		
SC 4:42	What is your morning routine right now?	Open question	I want her to explain to me what her mornings are like. I thought this was important because I wanted to see if there is some way to explore fixing her routine to get her to school more.
ST 4:45	Umm, I wake up but it depends on the day sometimes I wake up at 5:30 if I need to shower.		

SC 4:48	Ok.	Active listening	I am letting her know that I am hearing what she is saying.
ST 4:49	6:30 usually and then I make breakfast, pick clothes and do my makeup.		
SC 4:56	Ya.	Active listening	I am letting her know that I am listening to her.
ST 4:58	I brush my teeth, and I am out the door and sometimes it is rushed.		
SC 5:00	Ok, nice. What would your parents or friends notice about your new life at school if your miracle happened?	clarifying	I asked this because in SFBT asking a student to think about what other people might notice about them if the miracle happened can help her understand the purpose of the SMART goal that she set.
ST 5:13	I would probably come home in a better mood. Usually when I go home, I am irritable, or I'm just really fatigued, and I just sleep the day away. So, if I didn't, then I would probably be up and going outside and hanging out with my family. Instead of bonding with them I feel like I take my frustration out on them sometimes.		
SC 5:34	Ok. So, right now you feel kind of irritable when you go home?	Clarifying	I asked this because I want to make sure I was understanding what she was saying. I would rework this and ask her more about why she doesn't come home in a better mood now and ask her if she thinks making herself go outside more and if hanging out with her family might make her less irritable.
ST 5:36	Ya.		
SC 5:38	So, what does that look like when you are irritable?	Clarifying	I am asking her this because I want to understand what it is like

			for her when she feels irritable.
ST 5:40	Mostly just isolation because I don't like to be rude or explode but sometimes like snarky comments or I will just lock myself in my room and then I won't eat because I'm not hungry but because I just don't want to do anything.		
SC 5:54	Ok, so if this new miracle happened you would be less irritable?	Closed question	I asked this to get a definite answer of if the miracle happened, if that would help her to be happier and be so irritable.
ST 5:58	Ya.		
SC 5:59	Ok, umm, what would you do maybe during school if this miracle happened? Would your school day be different?	Open question	I am asking this to help her think about what her school days could be like if she didn't feel irritable.
ST 6:08	I would probably use my study halls to do work, and I feel like I am on task in class but if we had homework and I had time at the end of class right now, I would probably just go on my phone.		
SC 6:25	Ok, so you just hang out and are on your phone sometimes during study hall but if this miracle happened you would maybe work on your homework more and stuff?	Reflection of feeling	I used this to validate what she was saying. However, I would rework this to confront her more on why she is not using her study hall more to get her work done. I could ask her if doing her homework in study hall instead of being on her phone may make her feel better and be beneficial for achieving her goal.
ST 6:30	Ya, I feel like I would be more motivated.		
SC 6:35	Ok, nice. As we move on, we are going to do this activity to help you visualize your SMART goal that you created last time. So, we are going to start out in the middle here and you can either write it or we can talk	Goal setting	I am asking her to do this because it is going to help her work through how she can succeed in achieving her SMART goal.

	about it. What goal would you like to achieve? So what is the SMART goal again that you would like to achieve? You can say it out loud if you don't want to write it.		
ST 7:01	No more skipping and keeping up with attendance.		
SC 7:05	Ok. So, then the first step of this plan is you are going to describe what is your plan to achieve this goal?	Open question	I asked this question to get her to think about how she will execute her plan to achieve the SMART goal that she set for herself.
ST 7:21	Is it ok if I repeat some of that?		
SC 7:27	Ya, whatever you want to do. So, what is your plan to achieve getting better attendance in order to achieve graduation?	Reframing	I was repeating the question for her so she could understand what I was asking.
ST 7:32	Umm, I probably need to start going to therapy. That's a big one because my moods overtake me and then I won't do work. So that and checking, umm I kind of said it before but checking in with my family too because my mom doesn't check my grades but if my mom was holding me accountable then like you guys do.		
SC 7:53	Hmm hmm.	Active listening	I am letting her know that I am listening.
ST 7:56	I would probably be more likely to do something because I don't want to get in trouble.		
SC 8:01	Ok, so this first part of your plan would be maybe checking in with a therapist.	paraphrasing	I am repeating back to her what I think she was saying.
ST 8:07	Ya just so they can help in all departments there.		
SC 8:09	Ok and I forget what you said. Have you ever had a therapist?	Clarifying	I asked this because I wanted to know if she has been to therapy before.
ST 8:12	Hmm hmm.		
SC 8:16	Ok and what, do you not go to therapy anymore, what happened? If you want to talk about it.	Confronting	I am asking this because I want to understand why she is not seeing a therapist now.
ST 8:21	I would. I've had multiple, multiple therapists.		

SC 8:24	Ok.	Active listening	I am letting her know that I am hearing what she is saying.
ST 8:27	My most resent one, I just didn't like her, so we stopped going and I haven't gone since because I feel like therapy is more stressful than helpful most times and I had a good therapist, but she was more of a friend than a therapist and that's why we don't see her anymore.		
SC 8:44	Ok.	Active listening	I am making sure that she knows that I am listening to her.
ST 8:45	That's why she wasn't a good therapist, but I personally liked her. So, after that we just kind of gave up because I couldn't find someone that I like, and it was making my days more dreadful. I would think I have to go to therapy after school and I didn't want to do it.		
SC 9:00	Ok. So going to therapy kind of made you more stressed and wasn't helping.	paraphrasing	I wanted to paraphrase what she said to make sure I understood was she was saying. However, I would rework this to explore deeper the different experiences that she had and I would ask her what she liked about therapy and what she did not like about therapy.
ST 9:05	Ya.		
SC 9:06	So, what are your action steps to achieve your plan? What steps could you take to maybe open up to a better therapist or checking in with people at home? What do you think?	Confronting/ open question	I am challenging her to explore how she will complete her goal in the end. I am trying to get an understanding of if she knows these ideas will help her, why she is not pursuing them.
ST 9:21	Umm, I have to hold myself accountable because I don't.		
SC 9:24	Ok. What are some things you could do to help hold yourself accountable?	Confronting	I am challenging her to think of ways that she can

			hold herself accountable. I have heard other people in the past holding her accountable, but I want her to think of ways to hold herself accountable.
ST 9:31	Talking to my parents and telling them to like to keep me in check. I could get a planner or something and plan for work because I don't do anything really, like I like to forget in the morning, and I do it in my first study hall.		
SC 9:49	Ya.	Active listening	I am letting her know that I am listening to her.
ST 9:50	But things like that could help like putting daily reminders in my phone.		
SC 9:52	Hmm hmm and do you know how to find a good therapist?	Closed question	I wanted to know if she needed help finding a therapist that will work for her.
ST 9:59	No, I just kind of try whoever my mom gives me.		
SC 10:02	Ok. So maybe you could do some research on finding a good therapist or talking to Dr. Rockey about if she knows any good therapist or anything like that. Ok, anything else or other steps you could take?	suggesting	I am giving her an idea of what she can do to pursue finding a therapist.
ST 10:19	I don't think so.		
SC 10:20	What about with avoiding that class with Mr. Luco? Have you taken steps to help yourself get through that class?	confronting	In the past she has expressed having issues with this teacher. Her feelings towards him have contributed to her wanting to skip this class. I wanted to get an understanding of steps she has taken to make herself go to his class.
ST 10:29	No, I just have to suck it up but I can honestly talk to him myself because I kind of make everyone else do it for me because I get to scared. If I honestly just respectfully told him how I felt in a more serious manner		

	because usually I'm just like ha. I could make a change.		
SC 10:51	Ya, but that's awesome you are not avoiding that class anymore it seems.	Rapport building	I am trying to let her know that it is a good thing that she is making herself go to that class even though she does not like the teacher.
ST 10:58	Ehhh. I have to graduate so.		
SC 11:00	Ya, ok. What are some more ideas that you have to have better attendance for graduation?	Open question	I want her to explore and think about different ways she can achieve her goal of graduating.
ST 11:16	I have to think for a minute.		
SC 11:18	Take your time.	Silence	I am giving her time to think
ST 11:25	I'm not really good at this.		
SC 11:32	You can think about what you want to do after graduation that is going to motivate you to come to school. Do you have any big plans for after graduation?	suggesting	I am trying to give her some ideas of what she can think about to motivate herself to come to school.
ST 11:41	Well besides from school first off, if I don't graduate, I'm not going on all of my trips.		
SC 11:47	Ya.	Active Listening	I am letting her know that I am listening to her
ST 11:49	Which I really do want to do.		
SC 11:50	Nice.	Active listening	I am letting her know that I am listening to her.
ST 11:53	So that is something to look forward to. I mentioned it before that I really want to have a career in aerospace engineering.		
SC 11:55	Wow.	Active listening	I am making it known that her goal of being an aerospace engineer is cool.
ST 11:56	If I didn't get that I would feel really disappointed in myself in like 20 years so.		
SC 12:00	Ya.	Active Listening	I am letting her know that I am listening.
ST 12:02	That's another big motivator.		
SC 12:07	Ok. Do you have a place in your room or at home that you could put a goal of being an aerospace engineer.	Closed question	I am asking this to see if she has thought about making a vision board at home.

ST 12:12	Ya I do have a wall.		
SC 12:14	Ok cool is it like a vision board wall.	Clarifying	I am seeing if she knows that it is a vision board.
ST 12:16	Ya I make collages so same thing kind of.		
SC 12:18	Nice. You are going to go to IUP?	Closed Question	I want to know if she is still planning on going to the college that we have talked about before.
ST 12:20	Ya		
SC 12:22	So that could be something to motivate you to graduate then that you won't be able to start at IUP	Suggesting	I am giving her an idea of using her college plans as a motivator for graduating.
ST 12:29	Ya.		
SC 12:30	Ok. Nice. Any other ideas or do you think that is good?	Closed question	I wanted to know if she had anything else to say before I asked her to think about the next question.
ST 12:34	I feel like that's it.		
SC 12:35	Ok. So then we are going to talk about what is something that you can do. Actually, going back in order to help your attendance another idea, does it ever, I remember you talked with Dr. Rockey about your friend takes you to school but sometimes if she doesn't go to school then she can't pick you up.	Clarifying	I was about to move on, but I remembered that I wanted to clarify something that we talked about in another session. She rides to school with a friend, and I wanted to see if this is a reason that she does not come to school sometimes.
ST 12:53	Hmm hmm.		
SC 12:55	What are some things you could do to help prevent that from happening?	Open Question	I want to hear her explore ideas of how she can make it to school on time and not have to rely on her friend to bring her every day.
ST 13:02	I just got to ride the bus I guess.		
SC 13:04	Ok.	Active listening	I am listening to her response.
ST 13:05	Usually, I have a ride, but it would be periods later which isn't really acceptable right now.		
SC 13:10	Ya.	Active listening	I am still listening to her response.

ST 13:07	So maybe just waking up earlier and calling her and asking are you coming today. That way I am ready.		
SC 13:18	So, you could text her or call her to see if she is coming.	paraphrase	I am paraphrasing what she said so I can understand what she is saying.
ST 13:23	Ya because usually I find out to late.		
SC 13:25	Ya and then the bus comes and what time does the bus come?	Closed question	I wanted to know what time the bus picks her up.
ST 13:27	Usually, 7:10.		
SC 13:29	What time does your friend normally pick you up?	Closed question	I am trying to find out what time her friend picks her up.
ST 13:32	Same ish time.		
SC 13:33	So, if your friend doesn't come, sometimes the bus is already gone.	Clarifying	I am making sure I understand that her friend picks her up around the same time as the bus and if her friend doesn't show up, that can be a barrier to her making it to school on time.
ST	Ya.		
SC 13:37	Ok. Alright that makes sense. So, what is something that you can do today to contribute to your goal?	Open question	I want her to explore ways that she can work towards her goal starting today.
ST 13:45	Get caught up and I can use the weekend to get caught up on ingenuity and my homework.		
SC 13:51	Ok.	Active listening	I am listening to her response.
ST 13:52	That would be a great start for the grade portion.		
SC 13:53	Ya. What is ingenuity?	Clarifying	I was not sure what ingenuity is.
ST 13:56	Umm, its like cyber classes. I'm doing personal finance and its an extra, I have to get an extra math credit so I don't have time for it in my day so that's why I have this study hall. Its just like online lessons.		
SC 14:13	Ok. So, you are in some cyber and some regular.	Clarifying	I wanted to understand that she is also taking cyber classes.
ST 14:17	Ya.		

SC 14:18	Ok. Have you been able to catch up on any assignments?	Closed question	I want to see if she has already been trying to work towards catching up on late schoolwork.
ST 14:28	Usually, I am pretty on top of ingenuity and I will get so ahead that I think oh good and I forget about it until the next assignment that I have to do.		
SC 14:30	Ya.	Active listening	I am letting her know I am hearing her.
ST 14:34	But usually, I am pretty on top of it but I am kind of a week behind right now which is like three lessons.		
SC 14:36	Ya, how are your grades right now?	Closed question	I want to know if she is aware of the grades that she currently has.
ST 14:42	The classes that are most important to me, I am doing good like trig I am doing really good.		
SC 14:48	Nice, nice.	Active listening	I am letting her know that it is good that her grades are good in those classes.
ST 14:49	English and history are a little iffy because I have things to make up.		
SC 14:56	So, if you make those up then your grades will kind of come back up.	Closed question/clarifying	I want to know if she is able to turn in late assignments to improve her grade.
ST 15:00	In English definitely yes, but history is AP they take off ten percent every day. So, I might be a little out of luck there.		
SC 15:09	Ok. Could you talk to your teacher and say anything. Will they still let you turn it in or is it past the day.	clarifying	I am continuing to understand the policies of her different teachers.
ST 15:16	Mr. Lesner always will.		
SC 15:18	Ok.	Active listening	I am letting her know that I heard her.
ST 15:20	Mr. Luco, ehh, it depends. If you don't email him, say hey, I am not going to be here for the test or assignment it depends, but even though we don't get along he is verry lenient with me, so it is ok.		

SC 15:33	Ok, nice. Umm, so what other things can you do to contribute to your goal of coming to school and not skipping or you're not really avoiding but to continue coming to that class.	Open question	I am trying to get her to think about other ideas of how she can improve her attendance at school.
ST 15:50	If I have a problem just go to the mindfulness room or tell somebody.		
SC 15:56	Ya, and what is the mindfulness room?	clarifying	I am curious what the school mindfulness room is.
ST 15:58	Its when you walk in the library, it's the room on the right.		
SC 16:03	Ya.	Active listening	I am letting her know that I heard her.
ST 16:05	It has the fountain in it.		
SC 16:06	Oh ya, we talked about that before.	Rapport building	We laughed because I remember she told me a story about a kid putting milk in the fountain that is in that room.
ST 16:08	Just to calm down like ten minutes in there.		
SC 16:10	Ok. What obstacles will you face as the year goes on? We only have like two more months until graduation. So what obstacles might you come into contact with that might prevent you from achieving your goal of umm, attendance to graduate?	confronting	I am wanting her to think about possible barriers she is going to face in achieving her goal of better attendance and grades for graduation.
ST 16:33	Aside from Luco, if we got into it again, I would say stress of graduation projects or stress of quarterlies which is like the midterms.		
SC 16:45	Ok	Active listening	I am letting her know I heard her.
ST 16:47	But otherwise, I don't, I am having a pretty good month.		
SC 16:50	Nice, and when are your quarterlies slash midterms?	Closed question	I am seeing if she is aware of when her test are so she will have time to study for them.
ST 16:56	Next week.		
SC 16:58	Oh, next week. How do you feel about those?	Closed question	I am wondering if she feels prepared for her upcoming test.

ST 17:01	Some of them, some of our teachers aren't even doing them		
SC 17:05	Hmm hmm	Active listening	I am letting her know I heard her.
ST 17:07	Like I took a test in trig today and whatever grade we get on that, like if it is higher than our actual grade, which I have a 96 in trig.		
SC 17:15	Ya.	Active listening	I am letting her know I heard her.
ST 17:16	If its higher than that then he will put that test in as my quarterly grade so I wouldn't have to take it. If you do worse than your grade you have to take the quarterly.		
SC 17:25	Ok.	Active listening	I am letting her know I am hearing her.
ST 17:27	And then history quarterly is going to be rough, that's like 200 points.		
SC 17:31	Wow.	Active listening	I am letting her know I am hearing her.
ST 17:32	And then English we aren't doing them. It is verry mixed in all of the classes. It just kind of I don't know what I need to be preparing for, especially in history		
SC 17:40	Ya.	Active listening	I am letting her know I am hearing her.
ST 17:42	You teach yourself every single day basically and he doesn't tell you what's on it and he doesn't make the test either. Which makes it harder because we go over the test and we like wright about what this question was he goes that wasn't supposed to be in there and I stress for no reason.		
SC 17:56	Ok, so maybe and obstacle might be passing that 200 point quarterly?	suggesting	I am suggesting to her that it is important for her grade to do good on her 200-point assignment.
ST 18:01	Ya, I need to, I really need to.		
SC 18:03	Do you have any study things that you use to help you.	Closed question	I asked her this question because I wanted to her to explain to me how she studies.
ST 18:10	I just have to read and keep reading.		

SC 18:13	Read.	Active listening	I am letting her know that I am hearing her.
ST 18:16	I take notes on it and if I can I do Quizlet's but there is no way of knowing what specifically the question is going to be		
SC 18:22	Ya.	Active listening	I am letting her know that I am hearing her.
ST 18:23	Because its based off the AP text book so it could be anything.		
SC 18:24	Wow.	Active listening	I am letter her know that I am hearing her.
ST 18:26	From any chapter up to 27 and I think so.		
SC 18:30	Wow, ok, well it sounds like you have a plan in place to study.	summarizing	I am telling her that it seems like she does have an idea of how she should be studying for her test.
ST 18:33	Ya it hasn't helped me any at all though and I study like this for every test.		
SC 18:39	Well this time could be different and you could do great.	Rapport building	I would rework this to ask more questions about why she thinks that her study habits have not worked in the past for these tests. I could ask her to explain to me why she thinks that is.
ST 18:40	Thank you, I hope so.		
SC 18:41	So, then what are some possible solutions? That kind of goes along with some of the other things we talked about. What would you think would help your attendance and grades in order to graduate?	Open question	I want her to tell me and explain what she thinks would be her solutions to the issues she has been having with her attendance.
ST 18:57	Keeping positive relationships with my peers and teachers.		
SC 19:01	Ok, and how would you do that?	Open question	I want her to elaborate more.
ST 19:05	Usually if I feel upset or something I am not going to tell them so I have to voice my concerns and needs more often because I don't and I will just sit back until it like kills me and I avoid it instead of talking about it		

SC 19:28	So, your solution would be instead of bottling up your emotions you can talk to your friends or teachers about it, or Dr. Rockey.	Paraphrasing/re framing	I am understanding what she is saying and rewording it back to her and asking if when she bottles up her emotions, if it would be better for her to talk to her friends or school counselor.
ST 19:33	Ya		
SC 19:34	Ok, well that sounds good, so I think that's it. It seems like you have a good plan to achieve all your goals that you set and obviously we can check back in again and make sure that everything is good. So, when are your quarterlies again?	terminating	I am ending the session, and I am letting her know that she can talk to us if she needs anything.
ST 19:50	Next week.		
SC 19:51	Next week. Ok, so you are going to study this weekend.	Rapport building	I am just seeing what her plans are for the weekend
ST 19:54	Ya.		
SC 19:56	Nice. Ok, we can check in again and thanks for coming in.	Terminating	The session is over.
ST 20:01	Ok.		
SC 20:06	Lets see here.		

***Add lines for your 20 minute transcription (necessary).**

Skills Examples:

- Open Question
- Closed Question
- Clarifying
- Paraphrasing
- Reflection of Feeling
- Attending Behaviors
- Active Listening
- Minimal Encouragers
- Nonverbal Communication of Client/Student (*mentioned or used*)
- Rapport Building
- Linking

- Confronting
- Silence
- Suggesting
- Information/Psychoeducation
- Interpreting
- Reframing
- Facilitating
- Modeling
- Goal Setting/SMART Goal(s)
- Summarizing
- Terminating