

Institution:	Liberty University
Student:	Alden May
Supervisor:	Rebecca Rockey
Site:	Seneca Valley Senior High School
Date:	Spring 2025 (01/13/25 - 05/09/25)
Type:	COSC 694 Internship II (A04)
Final Completed:	04/28/25 08:32 AM

Final School Counseling AIA Rubric

General overview

The Pre-Advanced Internship Assessment (Pre-AIA) is completed twice by the practicum site supervisor during the 100-hour internship in school counseling. Candidates must be given the opportunity to be observed on each standard/competency noted in the Pre-AIA.

Instructions: Referring to the rating descriptions below, click on the rating level that best describes the practicum student's performance on each standard. In order to complete the program successfully, School Counseling students must have met every standard at the "MET: Proficient" level. For a "Proficient" rating, all criteria connected by "AND" must be met; if one or more of the individual items connected by "AND" are not met, the site supervisor should select a "Not Met" rating of "Developing" or "No Evidence." Provide a comment below for any rating of "Not Met". Practicum students who receive "Not Met" ratings on the final evaluation will receive remediation before moving forward to the internship courses. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence. It is expected that practicum students may receive a rating of "Not Met" of some standards at the mid-term portion of the practicum experience.

Final AIA

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
FOUNDATIONS	Intern cultivates ethical behavior(s) in others. AND/OR Advocates for ethical and legal decision making/policy changes. AND/OR Advocates for appropriate school counselor identity and program. (B.1) Demonstrates the	(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.	No Evidence 0 points	

	<p>ability to apply and adhere to ethical and legal standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. LOOK-FORS / EXAMPLES: Intern considers ethical and legal implications in decision-making. Intern looks to the ASCA National Model as a guidance document. Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</p>	<p>school counselor identity and program. LOOK-FORS / EXAMPLES: Intern considers ethical and legal implications in decision-making. Intern looks to the ASCA National Model as a guidance document. Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</p>		
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Question Comments :

Utilized the ASCA model when create group lessons and individual student meetings.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
COUNSELING PREVENTION AND INTERVENTION	<p>Intern independently applies self-evaluation and reflection to improve counseling skills. AND/OR Evaluates and suggests programming changes that improve service delivery.</p> <p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and</p>	<p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. AND (D.3) Designs and implements prevention and intervention plans</p>	<p>Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral.</p>	<p>No Evidence 0 points</p>

MET: Advanced

	<p>classroom guidance to promote the academic, career, and personal/social development of students.</p> <p>AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p>LOOK-FORS / EXAMPLES: Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.</p>	<p>related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.</p> <p>LOOK-FORS / EXAMPLES: Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.</p>		
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Question Comments :

Reflects upon his practice, receives constructive criticism, and puts into practice the feedback given. Utilized Solution Focused Brief therapy with a student addressing the students health, wellness, family dynamics, and her future goals and needs. Alden took part in CRISIS referrals and school and local resources used within it.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
DIVERSITY AND ADVOCACY	<p>Intern cultivates cultural sensitivity in others. AND/OR Evaluates and suggests changes to policies, programs, and/or services that improve equity and opportunity for diverse student academic, career and personal/social development. AND/OR Actively seeks out and develops opportunities to engage stakeholders in student development.</p> <p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND</p> <p>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND</p> <p>(F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND</p> <p>(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social</p>	<p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND</p> <p>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND</p> <p>(F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND</p> <p>(F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students.</p> <p>LOOK-FORS/EXAMPLES: Intern gives consideration to cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs</p>	<p>Insufficient evidence of multicultural competence in student learning and development and the ability to advocate for such services and engage stakeholders in student academic, career, and personal/social development.</p>	<p>No Evidence</p> <p>0 points</p>	

	development of students.	of students and families.		
	<p>LOOK-FORS/EXAMPLES:</p> <p>Intern gives consideration to cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families.</p>			

Question Comments :

Alden took part in and advocated for students through several school initiatives that promoted cultural, economic, career and academic opportunities for student learning and development. For example, Butler County Youth Leadership seminars, student career, technical, and college field trips, and student led groups such as LEAD and Social Skills Tutoring (life skills student population).

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
ASSESSMENT	<p>Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or personal/social development/program ming. AND/OR Identifies new referral resources.</p> <p>(H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and</p>	<p>(H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. AND (H.3) Analyzes assessment</p>	<p>Insufficient evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and /or personal/social development and programming.</p>	<p>No Evidence</p> <p>0 points</p>

MET: Advanced

	<p>personal/social development. AND (H.3) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. AND (H.4) Makes appropriate referrals to school and/or community resources. AND (H.5) Assesses barriers that impede students' academic, career, and personal/social development. LOOK-FORS / EXAMPLES Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development. Intern looks to the ASCA National Model for assessment guidance.</p>	<p>information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. AND (H.4) Makes appropriate referrals to school and/or community resources. AND (H.5) Assesses barriers that impede students' academic, career, and personal/social development. LOOK-FORS / EXAMPLES Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development. Intern looks to the ASCA National Model for assessment guidance.</p>		
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Question Comments :

Alden utilized the ASCA Model SMART goals to help students evaluate their own needs and set goals to meet those needs. He helped students to reflect upon what their needs are, barriers they may face when trying to make progress to their goals and strategies to overcome them.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
RESEARCH AND EVALUATION	Intern suggests new technologies, research, and/or data sources for analysis to improve school counseling	(J.1) Applies relevant research findings to inform the practice of school counseling.	Insufficient evidence of ability to apply research, engage in data	No Evidence 0 points

MET: Advanced

	practices/services that result in positive learning outcomes. (J.1) Applies relevant research findings to inform the practice of school counseling. AND (J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (and relevant technology) to enhance school counseling programs. LOOK-FORS / EXAMPLES: Intern discusses research findings related to program outcomes. Intern shares technology relevant to school counseling programming and student learning.	AND (J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (and relevant technology) to enhance school counseling programs. LOOK-FORS / EXAMPLES: Intern discusses research findings related to program outcomes. Intern shares technology relevant to school counseling programming and student learning.	analysis, and/or make use of technology for positive measurable programming outcomes.	
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Question Comments :

Alden's knowledge of technology is definitely a plus when analyzing and using data. He was able to offer other members of the staff help with new technology and ways to access it and utilize it. Alden also helped with our student data for career, academic, and social needs.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
ACADEMIC DEVELOPMENT	Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options. (L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND	(L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated	Insufficient evidence of ability to make use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of postsecondary options/opportunities.	No Evidence 0 points

MET: Advanced

	<p>(L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: Intern initiates discussions about cross-walking strategies that enhance academic achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.</p>	<p>instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: Intern initiates discussions about cross-walking strategies that enhance academic achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.</p>		
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Question Comments :

Through his small group and one on one counseling Alden was able to implement differentiated strategies that drew upon pedagogical knowledge and skills.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence
CONSULTATION AND COLLABORATION	Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to	(N.1) Works with parents, guardians, and families to act on behalf of	Insufficient evidence of ability to effectively collaborate	No Evidence 0 points

MET: Advanced

	<p>improve policy/practices that promote student success and holistic development. AND/OR Intern creates/implements peer helping program aimed at improving student development/well-being. AND/OR Intern is aware of and adheres to ethical standards regarding parent/guardian rights and confidentiality. AND/OR Intern is aware of and adheres to ethical standards when collaborating, consulting, and making referrals. (N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. AND (N.4) Uses peer helping strategies in the school counseling program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. LOOK-FORS / EXAMPLES: Intern intentionally includes others within and outside of the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.</p>	<p>their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. AND (N.4) Uses peer helping strategies in the school counseling program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. LOOK-FORS / EXAMPLES: Intern intentionally includes others within and outside of the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks</p>	<p>and/or consult on behalf of students and families and/or make use of referral procedures and peer helping strategies.</p>	
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		about accessing existing peer programming.		
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Question Comments :

Alden interacted professionally with all staff and offered to assist in any way possible. He attended functions outside of the school day to support our students and their families. Alden volunteered to supervise student lunches and assisted with peer interactions, groups, and meetings. He attended meetings to address changes in the district's 339 Plan and reviewed current practices of our counseling program.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
LEADERSHIP	<p>Intern works with others within and outside of the school community to influence policy, enhance services, and promote a developmentally appropriate, comprehensive school counseling program. (P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. AND (P.2) Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). LOOK-FORS / EXAMPLES: Intern considers and inquires about Recognized ASCA</p>	<p>(P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. AND (P.2) Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). LOOK-FORS / EXAMPLES: Intern considers and inquires about Recognized ASCA Model Program (RAMP). Intern explores avenues for presenting educational program to teachers/parents. Intern inquires about needs assessments for parent/teacher education.</p>	<p>Insufficient evidence of ability to provide leadership for the planning, implementation, and evaluation of a comprehensive developmental school counseling program and/or plan and present parent/teacher educational programs.</p>	<p>No Evidence 0 points</p>	

	Model Program (RAMP). Intern explores avenues for presenting educational program to teachers/parents. Intern inquires about needs assessments for parent/teacher education.			
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Question Comments :

Alden took part in the district's meetings for various initiatives and counseling program. He interacted with the teachers, paraprofessionals, administration, administrative assistance, and students in a plethora of ways. See above for various examples.

Evaluation Score Summary

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

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name Alden May

Internship Site: Elementary School Middle School x High School

K-12 Student Pseudonym June Session 1 of 5

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>The student was told about confidentiality and that the only time I will need to break it is if she presents a danger to herself, others, property, or a court ordered disclosure.</p> <p>(American School Counselor Association, 2022)</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>My site supervisor and I called the students mom, and the permission form was signed by the student's mom.</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>As a school counselor the 2 concerns that I have for this student is her attendance and achievement. This student has missed a significant number of days of school and that in turn has affected her achievement in her classes. For example, if a student misses more than 20 days of a class, they can face credit loss for that class. This can be detrimental to a student overall GPA and can affect their chances of graduating on time.</p>	<p><u> </u>/10</p>

- Please indicate the stakeholders you consulted with regarding this student/client.

The stakeholders that were consulted regarding this student were the dean of students, school counselor, and the students' parents.

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

In order to have a more holistic view of this students' issues and needs I would include a few more concerns. I would like to know more about the student's social life in school. Also, I have a basic level of understanding of her family and home life, but I would like to learn more about the relationship that she has with her mom, dad, and brother. I also learned that her brother has autism spectrum disorder. I would be interested to see if her brother having special needs has anything to do with her missing a lot of school. The student has shared with me that she is white, but I would like to learn more about if her family has any unique cultural background that would be beneficial for me to know about.

- 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 provide academic services for this student in the form of helping her plan out her schedule for next school year. Also, helping her plan for her to avoid failing any classes and avoiding any credit loss because of missing to many classes. I will also help her with planning for her future career. She has already told me she has an interest in joining the AirForce after high school. I will help her find recruiter information and information on materials and resources that she can use to help her study for the asvab test. I will provide one on one counseling for this student to help her with her social-emotional well being as

<p>well as seeing if she would be a good candidate for a psychoeducational small group that takes place at our school.</p> <ul style="list-style-type: none"> 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>She used to go to outside therapy and used to see a psychologist. However, she shared with me that this consisted of seeing multiple therapists over 4 months and she did not feel like she connected with any of the therapist. As of now I do not think she needs to see an outside therapist, but I will revisit the idea of a therapist referral after I have more sessions her.</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). <p>The smart goal that the student and I discussed is "From now until the 5th session of our meetings, the student will attend school at least 90% of the school days, and if the student has to miss because of being sick, she will get a doctor's note."</p> <ul style="list-style-type: none"> How will you involve the student/client in establishing SMART goals? <p>We made the SMART goal together by discussing the priorities that the student had for the remaining days in the school year. The student shared that she does not want to fail any classes or receive credit loss for any of her classes. The smart goal is designed to reflect these goals by helping highlight how important it is for the student to make it to school.</p>	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> Identify the student/client's culture/ethnicity. <p>The student is White. She also said that both of her parents are also White.</p>	<p>___/10</p>

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

A cultural consideration in the case of this student is to make sure that I do not have any cultural biases as the school counselor. So far it seems that the student and I come from a similar culture. It also seems that this student might have some trauma from having a brother with special needs and the verbal fighting with her mother. In the article by researchers Wilson-Ching and Berger "Relationship Building Strategies within Trauma-Informed Frameworks in Educational Settings" (2024) the authors talk about the importance of consistency for the student. (Wilson-Ching & Berger, 2024) I can be a consistent adult that this student can talk to on a weekly basis. The authors also discuss the benefits of using active listening and making the students feel like they are heard and cared about. (Wilson-Ching & Berger, 2024)

- 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.

The social economic status of the student is lower middle class. Her mother is a school cafeteria worker, and her father works for the county public works department. Her twin brother has autism spectrum disorder. Also, the student made me aware that county children and youth have been called to her house as well as the police. For example, she said her mom through her cell phone into the toilet during an argument that they had. A barrier that she has is that she does not have a cell phone that she can use. This could begin to affect her relationships with peers because other students her age keep in contact

with cell phones. She gets sick a lot but does not get a doctors note for an excused absence.

- 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 the research article by Kearney et al. "School attendance problems and absenteeism as early warning signals: review and implications for health-based protocols and school-based practices" (2023) the authors talk about how it is important to identify issues students are having with their home life, health issues, and mental health issues. (Kearney et al., 2023) The author discusses how if as student is absent from school consistently, that can cause the students learning and grades to suffer. (Kearney et al., 2023) The research also shows that students that are consistently absent from school can contribute to the student developing anxiety and depression. (Kearney et al., 2023) All of these factors can be barriers to the student I am working with.

- 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.1.a.: Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals. (American School Counselor Association, 2022, Section A.1.a)

A.1.b.: Foster and affirm all students and their identity and psychosocial development. (American School Counselor Association, 2022, Section A.1.b.)

<p>A.2.e.: Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; classroom lessons; verbal notification to individual students; and school counseling department websites, brochures and social media accounts. (American School Counselor Association, 2022, Section A.2.e.)</p> <p>A.6.a.: Collaborate with all relevant stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified. (American School Counselor Association, 2022, Section A.6.a.)</p> <p>A.6.b.: Provide a list of outside agencies and resources in their community, or the closest available, to students and parents/guardians when students need or request additional support. School counselors provide multiple referral options or the district-vetted list of referrals options and are careful not to indicate an endorsement or preference for one individual or practice. School counselors encourage parents/guardians to research outside professionals' skills/experience to inform their personal decision regarding the best source of assistance for their student. (American School Counselor Association, 2022, Section A.6.b.)</p> <p>A.6.c.: Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate (American School Counselor Association, 2022, Section A.6.c.)</p>	
<p>Component #3: <i>Counseling Theory & Techniques</i></p>	<p>___/15</p>

- 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 *peer-reviewed journal*.

A theoretical orientation that I think would be beneficial for this student is solution focused brief therapy. I will use SFBT to help the student work toward creating the future that she wants and to build on her strengths as a student. In the research study by researchers Zak and Pakala "Effectiveness of solution-focused brief therapy: An umbrella review of systematic reviews and meta-analyses" (2024) they found that this type of therapy has been shown to be effective for all ages. (Zak & Pakala, 2024) More specifically SFBT has been shown to help people regardless of age and culture (Zak & Pakala, 2024, p. 12) The researchers discussed in their results that SFBT was shown to help with social-emotional issues. (Zak & Pakala, 2024, p. 12) This student performs well academically; however, her multiple absences and family issues are impacting her school performance.

- 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*.

For this student I would consider using goal setting during our counseling sessions. This will help the student understand what her goals are, and we can use these goals as a reminder for her to come to school on a more consistent basis. The student is in 11th grade and starting the process of goal setting before her senior year of high school will hopefully help her have a positive mindset going into her senior year. Goal setting can help students develop more motivation to achieve their goals and improve the belief that they have in their ability to succeed. (Surr, 2018)

- 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*.

A positive intervention that can be used to assist this student would be to be a part of a psycho-educational small group. In the research article by Steen et al "A Systematic Literature Review of School-Counselor-Led Group Counselling Interventions Targeting Academic Achievement: Implications for Research and Practice" (2021) the researchers talk about how a counselor led group can help students with academic achievement. (Steen et al., 2021, p. 14) Also, the SMART goal that the student and I set for her could help her build resilience by showing her that she can achieve goals that she sets for herself.

- Would group sessions also be appropriate for this student/client? Why or why not?

Group counseling sessions would be beneficial for this student. It could be beneficial to do a small group with other students that are having attendance issues at school. Another small group that could be beneficial for this student would be other students that have siblings with special needs.

- Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s).

My meetings with this student weekly will help her succeed in meeting her SMART goal. Also, I could help this student find transportation options to get to school if that is one of the reasons that she is missing school. She mentioned to me that she rides to school with one of her friends. This could be an issue if she is counting on her friend for

<p>transportation to get to school and her friend does not pick her up. I could also call her parents and see if they could benefit from any community resources.</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>Something that I will do to keep assess the students' progress is trying to observe her in various social and academic settings in the school. I can observe her in the school cafeteria to see how she is interacting with others. I can ask one of her teachers to observe her in her classroom. Also, the student and I can look at her attendance every time that we meet to make sure she is on track to achieve the smart goal that we set for her together.</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 way the students' progress towards meeting her smart goal will be monitored is by tracking the student's attendance data. This will be done by consulting with the school attendance secretary that keeps track of all the students' attendance.</p>	<p>___/10</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>

References

Kearney, C. A., Smith, S. R., & Chapman, G. L. (2023). School attendance problems and absenteeism as early warning signals: Review and implications for health-based protocols and school-based practices. *Journal of School Psychology, 63*(2), 123-145. <https://doi.org/10.1016/j.jsp.2024.12.003>

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Zak, A. M., & Pekala, K. (2024). Effectiveness of solution-focused brief therapy: An umbrella review of systematic reviews and meta-analyses. *Psychotherapy Research*. <https://doi.org/10.1080/10503307.2024.2406540>

Steen, S., Shi, Q., & Melfie, J. (2021). A systematic literature review of school-counselor-led group counselling interventions targeting academic achievement: Implications for research and practice. *Journal of School-Based Counseling Policy and Evaluation, 3*(1), 6-18. <https://doi.org/10.25774/sgvv-ta47>

<p style="text-align: center;">❶</p> <p>Wilson-Ching, M., & Berger, E. (2024). Relationship building strategies within trauma informed frameworks in educational settings: A systematic literature review. <i>Current Psychology</i>, 43, 3464–3485. https://doi.org/10.1007/s12144-023-04590-5</p> <p>Surr, W. (2018). Student goal-setting: An evidence-based practice. American Institutes for Research. Retrieved from https://www.academia.edu/40712691/Student_Goal_Setting_An_Evidence_Based_Practice</p> <p>American School Counselor Association. (2022). The school counselor and confidentiality. Retrieved from https://www.schoolcounselor.org/Standards-Positions/Position-Statements/ASCA-Position-Statements/The-School-Counselor-and-Confidentiality</p>	
TOTAL	___/50

