

Benchmark Case Conceptualization & School Counseling Services Plan Template

Practicum Student Name: Nancy Langberg

Practicum Site: Middle School

K-12 Student Pseudonym: Johnny **Session** ____ **of** ____

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.

<p align="center">Case Conceptualization & School Counseling Services Plan</p> <p align="center">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)</p>	<p align="center">Points</p>
<p>Component #1: Case Conceptualization and Appraisal</p> <ul style="list-style-type: none"> Explain procedures for addressing confidentiality and the limits to confidentiality. This is the first thing discussed in the first session. Sign facing student on the couch so every session the sign is in front of student. Sign says: What you say in here stays in here unless 1. Someone is hurting you 2. You want to hurt someone 3. You want to hurt yourself 4. You give permission to share with another trusted adult Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? Yes, the parent was contacted for permission because he is a reoccurring student that seeks counseling. Ongoing Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? The counselor's concerns are that Johnny is anxious, overthinks scenarios, exhibits avoidance of work when those thoughts become intrusive. No issue with attendance. Please indicate the stakeholders you consulted with regarding this student/client. Talked to mom, other 7th grade counselor, therapist After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns? How home life is impacting school life. What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices? Weekly 30 minute social/emotional sessions. Come on needed basis. 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? If he wasn't already seeing a 	<p align="center">____/10</p>

<p>therapist she would refer Johnny to therapist. But counselor knows therapist well and he is very helpful.</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>Behavior Goal – help manage Johnny’s emotions. By the end of the next academic quarter, Johnny will demonstrate improved emotional regulation skills by seeking help from the counselor or designated support staff before escalating to anger in at least 80% of observed situations, as measured by counselor observations and self-assessment.</p> <p>S - The goal specifies the behavior to be addressed - seeking help before getting angry.</p> <p>M – The goal is measurable by the percentage of observed situations in which the student successfully seeks help. (regular check-ins, regular assessments, and discussions with Johnny to monitor progress and make any necessary adjustments to the plan).</p> <p>A – Given proper support and strategies, it is achievable for the student to seek help before reaching the point of anger in the majority of situations. (counselor is teaching coping mechanisms and collaborating with teachers to create a supportive and sensitive environment).</p> <p>R – This goal is directly relevant to the student's need for anger management and emotional regulation.</p> <p>T – The goal has a specific time frame (end of the next academic quarter), providing a clear deadline for assessment and progress. (make any necessary adjustments along the way).</p> <ul style="list-style-type: none"> • How will you involve the student/client in establishing SMART goals? It’s been talked about and agreed upon with Johnny. One strategy he’s learned and is mostly succeeding in, is he knows to put a card down on the table in class when he needs to take a break without having to say anything. **Problem – avoidance with work. Counselor in discussions with him now about when this is appropriate to use and when it is not. 	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> • Identify the student/client’s culture/ethnicity. White • Identify multi-social/cultural considerations in this case. Support your response with a <i>peer-reviewed journal</i>. Has Behavioral IEP – He feels things very deeply, emotionally it’s very hard for him. Counselor feels for him in these situations. Johnny thinks things aren’t fair. Monitoring - Counseling team is following up the IEP meetings to ensure that strategies outlined in IEP are consistently implemented. They are monitoring peer relationships for any impact on Johnny’s emotional well- 	<p>___/10</p>

<p>being. Staying aware of any bullying or peer pressure issues that might be contributing to or exacerbating his emotional struggles.</p> <p>Flexibility – They recognize that they must be flexible in adapting strategies to meet Johnny’s changing needs and the evolving dynamics he’s experiencing with the two households.</p> <p>Support – collaborating with teachers and parents to provide a more holistic understanding of Johnny’s behavior. Teachers can share insights about his behavior in classroom settings. Parents can provide insights into the home setting.</p> <p>Wraparound Care – consider wraparound services for Johnny. This process would help Johnny’s family learn how to use their support systems to handle their challenges and struggles. A collaboration with all stakeholders with the goal of promoting behavior regulation and positive social behavior. (Fallon and Mueller, 2017). Enlist a wraparound team to assist in this case. If the family accepts, develop a family plan together.</p> <ul style="list-style-type: none"> • 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. <p>Johnny is living in two separate houses with two very different sets of rules. It’s hard to be in one place and rules completely switched to the other in the other place. Relationship with dad’s girlfriend is not healthy.</p> <ul style="list-style-type: none"> • Identify and discuss at least one piece of research from a <i>peer-reviewed journal</i> to support the barriers you identified with regard to impacting the student/client’s (academic, career, social, emotional) development. <p>Raley and Sweeney (2020) share that research has shown that frequent changes in family structure can have a negative impact on a child's well-being, leading to issues such as problem behavior. The counselors, teachers, and therapist all seem to be sensitive to this dynamic and are doing what is within their scope to help Johnny work through his emotions.</p> <p>Specifically indicate 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision.</p> <p>A.1.c. – Responsibility to Student. Support Johnny by actively working to eliminate systemic barriers or bias impeding his development.</p> <p>A.1.e - Responsibility to Student. Provide culturally responsive counseling to Johnny and support him and his family in obtaining outside services (therapist, wraparound).</p> <p>A.6.a – Appropriate Collaboration, Advocacy, and Referrals for Counseling. Collaborate with all relevant stakeholders, including students, school faculty/staff and parents when Johnny needs assistance, including when early warning signs of student distress are identified.</p>	
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<p>A.6.b. – provide a list of outside agencies and resources in their community when Johnny needs or requests additional support.</p> <p>A.10.a – Advocate with and on behalf of Johnny to ensure he remains safe at home and at school. A high standard of care includes determining what information is shared with parents and when information could create an unsafe environment for him.</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>. Person-centered and Solutions-focused. With person-centered therapy a student can arrive at an optimum point of self-acceptance because they have experienced nonjudgmental acceptance and positive regard. They are able to accept and love themselves. It's through this technique that conditions are then right to further encourage the student toward change. At this point the student can begin to reorganize their personality in such a way as to copy better with life. The solutions-focused technique of setting small attainable goals along with person-centered allow for further self-discovery and growth (Watson, 2006). 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>. Does not apply to this situation. He continues to get good grades. 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>. Counselor asked Johnny to become aware for himself the feelings he's having. Johnny listed out what his positive strengths were then he listed teachers that enjoy him. On the other side he listed the people that think otherwise of him. He was able to visually see for himself that his feelings were too focused on the negative. After identifying this he was then able to find new ways of feeling considering this information (Watson, 2006). Have Johnny list positive mentors and positive friends (home and at school). If it gets too bad at school counselor will refer him to therapist. Developing a plan to talk to dad. Write him a letter. Benefits of writing a letter. Understanding the anger is a result of another emotion (sadness to be losing dad), helping him to see that. Would group sessions also be appropriate for this student/client? Why or why not? Benefit from being around other kids who have similar issues. Divorce group, but he really likes one-on-one so he might take over if in a group. 	<p>___/15</p>

<p>Counselor is sensitive to the fact that he likes one-on-one so accommodating this.</p> <p>Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). School social worker, 7th grade counselor as well as current counselor, therapist, mom, dad</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. Periodic check-ins with teacher he's having problem with. Weekly sessions and check-ins as needed with Johnny. Parents to see how it's going at home. A release of information to speak with therapist outside of school. Mom approved. This way everyone is on the same page. How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)? Track how often he comes and those have dwindled down. That really is the goal – you want them to see you less. That he's learned the skills taught. Tracking his visits. Noting his growth in self-reliance, using strategies taught. What outcome data will you use to measure achievement, attendance, or discipline? Tracking behavior. Tracking how often he sees counselor. Teacher behavior input, parent behavior input, therapist behavior input. 	___/10
<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>	___/5
TOTAL	___/50

References

American School Counselor Association. *Ethical Standards for School Counselors*. American School Counselor Association (2022). Retrieved from, [https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-\(1\)](https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities/ASCA-Ethical-Standards-for-School-Counselors-(1))

- Fallon, L. M., & Mueller, M. R. (2017). Culturally Responsive Wraparound Supports: Collaborating with Families to Promote Students' Behavior Regulation Across Settings. *Contemporary School Psychology*, 21(3), 201-210.
<https://doi.org/10.1007/s40688-016-0116-8>
- Raley, R. K., & Sweeney, M. M. (2020). Divorce, Repartnering, and Stepfamilies: A Decade in Review. *Journal of Marriage and Family*, 82(1), 81-99.
<https://doi.org/10.1111/jomf.12651>
- Watson, J. C. (2006). A reflection on the blending of person-centered therapy and solution-focused therapy. *Psychotherapy*, 43(1), 13–15. <https://doi.org/10.1037/0033-3204.43.1.13>

Final Pre-AIA Practicum -

<https://acrobat.adobe.com/id/urn:aaid:sc:va6c2:6ef44a0d-cca9-4855-9fd9-55335944f315>

Institution:	Liberty University
Student:	Nancy Langberg
Supervisor:	Ann Neri
Site:	Farmwell Station Middle School
Date:	Spring 2024 (01/15/24 - 05/10/24)
Type:	COSC 692 Practicum
Final Completed:	04/09/24 02:14 PM

Final School Counseling Pre-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 Pre-AIA

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Foundations	(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. AND	Seeks guidance and instruction of the application and adherence of ethical and legal standards in school	Seeks guidance and instruction of the application and adherence of ethical and legal standards in school	

	<p>(B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • Practicum student considers ethical and legal implications in decision-making. • Practicum student looks to the ASCA National Model as a guidance document. • Practicum student promotes contemporary "school counselor" title over that of "guidance" counselor. 	<p>counseling.</p> <p>OR</p> <p>Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p>	<p>counseling.</p> <p>OR</p> <p>Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p>
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Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Counseling Prevention & Intervention	<p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>AND</p> <p>(D.2) Provides individual and group counseling and classroom guidance</p>	<p>(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms.</p> <p>AND</p> <p>(D.2) Provides individual and group counseling and classroom guidance</p>	<p>No evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations.</p>	

<p>to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>(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.</p> <p>AND</p> <p>(D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk.</p> <p>AND</p> <p>(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>to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>(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.</p> <p>AND</p> <p>(D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk.</p> <p>AND</p> <p>(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>
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	<p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources. 	<p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources. 	
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Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Diversity & Advocacy	<p>(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</p> <p>AND</p> <p>(F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and social/emotional development of students.</p> <p>AND</p> <p>(F.3) Advocates for school policies, programs, and services that enhance a</p>	<p>Seeks instruction and professional dialogue to develop multicultural competencies in relation to diversity, equity, and opportunity in student learning and development.</p> <p>OR</p> <p>Observes collaborative efforts to engage parents, guardians, and families to promote the academic, career, and social/emotional</p>	<p>No 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 social/emotional development.</p>	

	<p>positive school climate and are equitable and responsive to multicultural student populations.</p> <p>AND</p> <p>(F.4) Engages parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • Practicum student gives consideration to cultural, economic, and political issues during service delivery/program planning. • Practicum student is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families 	development of students.	
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Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Assessment	<p>(H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values,</p>	<p>Assists with the assessment and/or interpretation of students' strengths and needs and is currently developing their recognition of uniqueness in cultures, languages,</p>	<p>No evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic,</p>	

<p>backgrounds, and abilities.</p> <p>AND</p> <p>(H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development.</p> <p>AND</p> <p>(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.</p> <p>AND</p> <p>(H.4) Makes appropriate referrals to school and/or community resources.</p> <p>AND</p> <p>(H.5) Assesses barriers that impede students' academic, career, and social/emotional development.</p> <p>LOOK-FORS / EXAMPLES</p> <ul style="list-style-type: none"> • Practicum student initiates discussions for access to data for identifying programming and student needs. 	<p>values, backgrounds, and abilities.</p> <p>OR</p> <p>Assists with the selection of appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development.</p> <p>OR</p> <p>Engages in professional dialogue to increase awareness of barriers that impede students' academic, career, and social/emotional development.</p> <ul style="list-style-type: none"> • Practicum student initiates conversation and location of school's crisis management plan and referral resources. 	<p>career, and/or social/emotional development and programming.</p>
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	<ul style="list-style-type: none"> • Practicum student is intentional in identifying potential barriers to student development. • Practicum student looks to the ASCA National Model for assessment guidance. 		
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Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Research & Evaluation	<p>(J.1) Applies relevant research findings to inform the practice of school counseling.</p> <p>AND</p> <p>(J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.</p> <p>AND</p> <p>(J.3) Analyzes and uses data (and relevant technology) to enhance school counseling</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • Practicum student discusses research findings related to program outcomes. • Practicum student shares technology relevant to school 	<p>Seeks relevant research findings to inform the practice of school counseling.</p> <p>OR</p> <p>Researches data sources to enhance school counseling programs.</p>	<p>No evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.</p>	

	counseling programming and student learning.		
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Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Academic Development	<p>(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 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:</p>	<p>Is planning programs designed to enhance student academic development. OR Is researching strategies and activities to prepare students for a full range of postsecondary options and opportunities. OR Is observing differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</p>	<p>No 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.</p>	

	<ul style="list-style-type: none"> • Practicum student initiates discussions about cross-walking strategies that enhance academic achievement. • Practicum student is intentional in identifying achievement gaps and populations. • Practicum student considers differentiated instructional strategies during program planning. 		
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Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Collaboration & Consultation	(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	Observes the site supervisor to collaborate with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school	No evidence of ability to effectively collaborate and/or consult on behalf of students and families and/or make use of referral procedures and peer helping strategies.	

resources in the community that can be used in the school to improve student achievement and success.	(observation only.)
AND	OR
(N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.	Observes the site supervisor consult with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development (observation only.)
AND	OR
(N.4) Uses peer helping strategies in the school counseling program.	Observes the site supervisor use referral procedures with helping agents in the community (observation only.)
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:	
• Practicum student intentionally includes others within and outside of the school community for program	

	<p>planning and implementation.</p> <ul style="list-style-type: none"> • Practicum student seeks out supervision and consultation. • Practicum student asks about accessing existing peer programming. 		
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Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Leadership	<p>(P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program.</p> <p>AND</p> <p>(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).</p> <p>LOOK-FORS / EXAMPLES:</p> <ul style="list-style-type: none"> • Practicum student considers and inquires about Recognized 	<p>Seeks information regarding the school site's specific program design, implementation, management, and evaluation components of a comprehensive developmental school counseling program.</p> <p>OR</p> <p>Plans 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). Practicum student</p>	<p>No 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>	

	ASCA Model Program (RAMP). <ul style="list-style-type: none"> • Practicum student explores avenues for presenting educational program to teachers/parents. • Practicum student inquires about needs assessments for parent/teacher education. 	has not presented at this time.	
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Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	0.00	0.00%	0.00 0.00	<i>Finalized</i>

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