LIBERTY UNIVERSITY | SCHOOL of BEHAVIORAL SCIENCES

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name: Nancy Langberg

Internship Site: __x__ Elementary School _____ Middle School _____ High School

K-12 Student Pseudonym: Ava **Session __3__ of ___4__**

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**
Component #1: *Case Conceptualization and Appraisal* • Explain procedures for addressing confidentiality and the limits to confidentiality. Confidentiality is addressed first before we start the session. Sign visible for the student and I will read. "What you say in here, stays in here unless 1. Someone is hurting you 2. You want to hurt someone else. 3. You want to hurt yourself. 4. You give me permission to share with a trusted adult if necessary to keep you safe" • Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? Yes, the parent gave permission via the permission form signed and confirmation over the phone. • Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? Ava's achievement is very high and she has no attendance issues. However, behavior and discipline are a concern. Based on our observations and the behaviors shared by mom and her teacher, Ava struggles when things don't go her way and will get very upset when teacher tries to give her consequences, so much so that she self-harms in the classroom. (scratches her face, her legs). • Please indicate the stakeholders you consulted with regarding this student/client. Mom, teacher, counselor • After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns? The biggest concern is that Ava will self-harm when she gets very upset in the classroom when her emotions are out of control. She expresses that she holds grudges against her friends when she doesn't get her way. The teacher also shared that when she gets a yellow sticker (warning sticker) she gets emotional and angry. She has expressed in previous sessions that she gets frustrated with herself when she gets in trouble. She's afraid mom and dad won't love her. Her teacher noticed that is when she starts self-harming. Ava is an only child with a very unique personality. She has 4 dolls at home that she treats like her siblings. They all have their own personalities and stories.	___/10

What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices? Ava is seen right now on an as needed basis. We meet with Ava when she has an episode and needs to take a break to calm down. For my session, I will provide Ava with social-emotional counseling. • 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? Yes, Ava would benefit from seeking services from a child psychologist to address self-harming. A child psychologist can provide a comprehensive assessment and create a treatment plan that addresses self-harming behavior. Family Therapy to address Ava's anxiety about upsetting her parents when she makes mistakes. Adaptive ways they can manage her behavior in constructive ways so Ava doesn't feel like such a disappointment would be greatly beneficial. Because Ava thrives off of connection with others (very social) she would benefit from joining cooperative teams or clubs. She currently takes swimming lessons once a week. A team sport, or girl guides would be really good for her social needs. • What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). Behavior/discipline goal. A SMART behavior goal could help Ava develop healthier coping mechanisms and improve her emotional well-being. A goal I will work with her to create is: **Specific:** "When feeling angry or upset, Ava will use a designated calming strategy (that she thinks will work best – deep breathing, calm corner, count to 10 etc) instead of self-harming" **Measurable:** "Ava will successfully use the calming strategy in 4 out of 5 instances when feeling angry or upset" **Achievable:** "Ava will practice these calming strategies with the counselor and at home to ensure she feels confident using them" **Relevant:** "This goal is relevant because it addresses the student's need to manage her emotions in a healthy, adaptive way, reducing self-harming behaviors." **Time-Bound:** "Ava will achieve this goal within 8 weeks, with weekly check-ins with the counselor as well as check-ins with the teacher to monitor progress." • How will you involve the student/client in establishing SMART goals? We will create this goal together as part of our session together.	
Component #2: *Developmental, Ethical, and Multicultural Considerations* • Identify the student/client's culture/ethnicity.	___/10

Ava is Hispanic but speaks English fluently and in the home.

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

  Family Values – in many Hispanic cultures family support and involvement are highly valued. It will engage Ava's parents in discussions about her emotional regulation strategies and ensure they are reinforcing these at home. To be culturally responsive I will want to understand how discipline and emotional expression are handled within her family context.

  Imaginary Sisters and Coping - Ava's imaginary sister dolls may serve as a coping strategy or a means of emotional expression. In some Hispanic traditions, strong spiritual and imaginative storytelling elements are common and serve to build family bonds (Reese, 2012), so rather than dismissing this as problematic, it may be useful to explore how these figures help her feel safe, in control or like she has sisters/family.

  Cultural Views and Self-Harm - Some Hispanic families may not openly discuss mental health concerns due to stigma. Parents might interpret Ava's self-harming behaviors differently or believe that external discipline is the best approach. Older parents, such as Ava's, were associated with higher levels of stigma (Brewer et al., 2022). Collaborating with the family in a culturally sensitive way, emphasizing Ava's emotional well-being can be crucial in gaining their support.

- 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. Ava is an only child. Her parents are very aware of this and try to stick to strict rules but with these strict parental rules it can sometimes feel like Ava can't meet these unrealistic expectations (Vennhoven et al., 1998). Multiple studies show that parents' stressors can be placed onto their only child because the role of the parent is magnified. In a two-parent family, such as Ava's, any interaction she has with her family involves an adult component (Lavin, 2001).
- Ava has 4 dolls at home that she considers her sisters. She dresses them each day and each of them has their own personality. Parents usually let her enjoy her imaginary play as this allows Ava to express herself and feel like she has siblings. But when it hinders her daily executive functions then her parents don't allow her to engage in this activity. She will get upset, dysregulated and can sometimes bring that anger to school.

  Ava has a really hard time accepting no from her teachers, she also can't stand losing in a game and will hold grudges to show her frustration. She did this last year but it was mainly crying and stomping her feet. This year in 1st she has started self-harming when she gets really upset. The counselor believes she harms herself when she gets upset with herself for having a tantrum. She is afraid her parents won't love her, gets really upset with herself and hurts herself.

  Mom has started noticing this behavior at home too. She usually talks it through and lets her calm down. Has not taken it any further than this.
- 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.

  The Brigham Young University journal of psychology article about single-child families discusses how parents' stress can significantly impact their only-child, as the child often has to cope with an adult perspective on the world. In two-parent

families, interactions and observations are primarily adult-centric, which can lead to stress for the only child. Unlike children with siblings, only-children rely heavily on their parents for support and may struggle to express strong emotions, often repressing their feelings to maintain harmony with their parents (2011).

- 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. Responsibilities to Students

A.1.a. Supporting Student Development: School counselors promote the academic, career, and social/emotional development of all students. In this case, supporting Ava's emotional regulation and resilience aligns with this standard.

A.1.b. Confidentiality: Balancing the need for confidentiality with the need to disclose information to protect the student. Ensuring Ava's privacy while addressing her self-harm concerns is crucial.

B.1. Responsibilities to Parents/Guardians

B.1.a. Collaboration: School counselors collaborate with parents/guardians to support the student's development. Involving Ava's parents in her wellness plan and progress tracking is important.

B.1.b. Respecting Cultural Values: School counselors respect the cultural values and diversity of families. Being sensitive to Ava's Hispanic background and incorporating culturally relevant practices is important (ASCA, 2019),

Component #3: *Counseling Theory & Techniques* ___/15

- 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.*

I will use Cognitive Behavior Therapy (CBT) as it can be effective for young children to help them understand the connection between their thoughts, feelings, and behaviors. By teaching Ava to recognize her emotions and providing practical strategies to manage them, CBT can empower her to handle challenging situations more effectively (Halder & Mohato, 2019). I will also work with her to reframe her faulty thinking that her parents won't love her when she makes mistakes.

I will use Solutions-Focused counseling to help Ava create a SMART goal. We will focus on her strengths and what she feels she's good at in terms of emotion regulation and work collaboratively to create a goal that is attainable and meaningful. This shared responsibility ensures Ava's commitment and ownership.

- 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.*

I will be including social skills development through role playing social situations to help her practice stressful situations and her calming strategy.

I will also encourage participation in joining a small group to help her build teamwork and cooperation skills. Peer-to-peer learning is effective and improves collaboration and social skills (Tullis & Goldstone, 2020).

• 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 *peer-reviewed journal.* The positive interventions I plan to use with Ava include: **Emotion Regulation –** mindfulness exercises such as focusing on her breath or paying attention to her senses which can help her stay calm and present. **Emotion Identification –** use the "little spot of feelings" squishes to help her identify her emotions. **Role-Playing –** practice problem-solving through her emotions by role-playing difference scenarios she might encounter. Growth Mindset – I think she would benefit from positive self-talk and affirmations such as "mistakes help me grow" "I am enough even when I make mistakes" **Coping Strategies –** We can create a "coping toolbox" filled with items and activities that help her feel better: favorite book, stress ball, picture of her mom and dad, drawing materials (might do this in our next session) and add to her calming spot in the classroom (Compas et al., 2014). • Would group sessions also be appropriate for this student/client? Why or why not? Social skills small group where Ava can learn cooperative learning and team building would highly benefit her. A coping skills group where she could learn to identify and manage big emotions as they arise would also greatly benefit Ava. Ava also thrives off of social connection. Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). I will gain support from home by sharing our session with mom and dad. I will share what Ava's smart goal is so they can work to implement the same calming strategy at home. They can ask Ava to share what she is practicing working on with the counselor at school. We will discuss the role role playing has on her ability to learn and master a calming strategy and that Ava will need to continue to practice her calm down strategy at home as well. Parents can reiterate same goals at home and use same language as counselors and teachers at school for consistency.	
Component #4: *Individual Appraisal and Outcomes Assessment* • 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. I will use a **strengths-based** assessment with Ava, focusing on her strengths and achievements, rather than just areas of improvement. I will recognize her high intelligence and academic abilities. I will provide **positive feedback** and constructive feedback that acknowledges her efforts, progress, and areas to grow. I will seek parent input and perspective on her progress and any cultural or familial factors that may impact her achieving her goal. I will respect and incorporate any **cultural practices** and values that are important to her family in the assessment process. • How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)?	___/10

What outcome data will you use to measure achievement, attendance, or discipline? I will ask Ava to keep track of her behavior, noting instances when she experiences big emotions and if she used a calming strategy. She will have a simple sticky note on her desk that she will then show me at the end of the day at the end of the week at check-in. I will do a check-in at the end of each week and record her feedback and her response on sticky note. I will then be able to keep a frequency count of her using a calming strategy. I will ask for teacher feedback. They can use a simple checklist or rating scale to report on her behavior. I will also seek parental input on her behavior at home. I will send an email at the end of each week and ask for the frequency count of when she used a calming strategy so I can add this to my overall assessment. **Outcome Data –** Weekly check-in data and calm down strategy success rate. Behavioral Feedback from all teachers, parents, and Ava herself about her progress and any noticeable change in her behavioral data in 3rd quarter report card.	
Component #5: Professional/Scholarly Writing Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.	___/5
TOTAL	___/50

References

American School Counselor Association. (2019). ASCA national model: A framework for school counseling programs (4th ed.). American School Counselor Association.

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Compas, B. E., Jaser, S. S., Dunbar, J. P., Watson, K. H., Bettis, A. H., Gruhn, M. A., & Williams, E. K. (2014). Coping and emotion regulation from childhood to early adulthood: Points of convergence and divergence. *Australian Journal of Psychology*, *66*(2), 71–81. https://doi.org/10.1111/ajpy.12043

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Lavin, M. (2001). The golden child phenomenon. *Dissertation Abstracts International*, *62*(1), 77.

Reese L. (2012). Storytelling in Mexican Homes: Connections Between Oral and Literacy Practices. *Bilingual research journal*, *35*(3), 277–293. https://doi.org/10.1080/15235882.2012.734006

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Veenhoven, R., & Verkuyten, M. (1998). The well-being of only children. *Adolescence*, *24*, 155-166.

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Institution:	Liberty University
Student:	Nancy Langberg
Supervisor:	Morgan Huey
Site:	Fredrick Douglass Elementary School
Date:	Spring 2025 (01/13/25 - 05/09/25)
Type:	COSC 694 Internship II (A09)
Final Completed:	04/23/25 09:08 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 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	(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 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	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.	No Evidence 0 points	

counselor" title over that of "guidance" counselor.	contemporary "school counselor" title over that of "guidance" counselor.			

Question Comments :

MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced

COUNSELING PREVENTION AND INTERVENTION	Intern independently applies self-evaluation and reflection to improve counseling skills. AND/OR Evaluates and suggests programming changes that improve service delivery. (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 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. 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.	(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 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. 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.	Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral.	No Evidence 0 points

Question Comments :

MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced

DIVERSITY AND ADVOCACY	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. (F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND (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 (F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. 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 of students and families.	(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND (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 (F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. 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 of students and families.	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.	No Evidence 0 points

Question Comments :

MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced

ASSESSMENT	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. (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 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.	(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 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.	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.	No Evidence 0 points	

Question Comments :

	MET: Advanced	**MET: Proficient**	**NOT MET: Developing**	**NOT MET: No Evidence**	**MET: Advanced**
RESEARCH AND EVALUATION	Intern suggests new technologies, research, and/or data sources for analysis to improve school counseling 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.	(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.	Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.	No Evidence 0 points	

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
ACADEMIC DEVELOPMENT	Intern evaluates existing programs/services/strat egies 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.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.	(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: 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.	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	

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
CONSULTATION AND COLLABORATION	Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to 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	(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	Insufficient evidence of ability to effectively collaborate and/or consult on behalf of students and families and/or	No Evidence 0 points	

	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.	(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.	make use of referral procedures and peer helping strategies.		

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
LEADERSHIP	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 Model Program (RAMP). Intern explores avenues for	(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	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.	No Evidence 0 points	

presenting educational program to teachers/parents. Intern inquires about needs assessments for parent/teacher education.	about needs assessments for parent/teacher education.

Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	100.00	100.00%	100.00 **100.00**	*Finalized*

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