

Benchmark Case Conceptualization & School Counseling Services Plan Template

Practicum Student Name Annalise Shaffer

Practicum Site: Turner/Bartels K-8 School **Elementary School** X **Middle School** _____ **High School** _____

K-12 Student Pseudonym Sam **Session 1 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.

<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. <p>When addressing confidentiality with Sam, it is important to use developmentally appropriate language. It is also important to address this at the beginning of your first session- that way he does not feel blindsided later on, as trust can be difficult for him. He is 7 years old (2nd grade), so the language that is used needs to be clear and concise. There is no documented learning disability or language delay, so confidentiality could be explained using three main points.</p> <p>I promise to keep what you say between just us, but I need to tell you that there are some things I have to tell other people to keep you safe.</p> <ul style="list-style-type: none"> I have to tell someone if you are hurting yourself. I have to tell someone if someone is hurting you. I have to tell someone if you are hurting someone else (another friend). <p>It is also important that Sam has the opportunity to ask any questions he may have and that he is comfortable doing so.</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>Yes, Sam's parent/guardian was contacted to obtain parental consent to counseling services. Sam's father has full custody of Sam, and he signed off the consent form. Sam has been seeing the school counselor (my supervisor) since kindergarten. We obtained consent because it is important for the parent to be involved, as well as be able to have an open line of communication. Because Sam's father is involved, we are able to include him in possible interventions and recommend outside resources as well.</p> <ul style="list-style-type: none"> Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? <p>Based on Sam's observable behaviors, I have concerns in regard to achievement, attendance, and discipline.</p> <p>In terms of achievement, Sam has difficulty interacting with others in a classroom environment, stamina when it comes to completing assignments/tasks, and experiences</p>	<p align="center">____/10</p>

test anxiety. I assessed his state testing scores from the previous years as well. The FAST assessment in FL has an achievement scale from 1 to 5, with 1 being the lowest and 5 being the highest. For both the math and reading assessments in May of 2023, he scored a 1. For math, he scored in the national average of 7%. For reading, he scored in the national average of 9%.

In terms of discipline, he has documented instances of mild physical aggression, unwanted contact, and refusing to enter/reenter the classroom. In May of 2024, he was given an out of school suspension due to disobedience/insubordination. There have also been multiple occasions where he has had to be picked up from school and signed out due to discipline action.

Last school year, Sam totaled 29 days absent. When Sam is not in school on a regular basis, it seems to make the transition more difficult.

Sam is becoming increasingly defiant in class. He is not meeting the standard for second grade math or reading. When observed in the classroom, Sam was seen not listening to teacher prompts, choosing his own seat (sitting in the teacher work desk instead of his chair), choosing his own learning material (doing math games instead of ELA lesson content), refusing to engage with learning materials (refusing to type on the keyboard), and expressing that he did not want to engage in the instructed work. To avoid total task avoidance and keep the classroom peace, his teacher has to physically prompt him to type on the keyboard, bribe him with special prizes to complete his work, and allow him to be off task. When his teacher tried to interfere and make get him on track with his work, he refused to do his work completely. His teacher noted that this type of behavior is not uncommon.

All of this data presents concern for me as a school counselor, and it is important to work with Sam to create positive change to improve some of this data.

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

In regard to Sam, I consulted with my counseling supervisor (who has served as his counselor years prior) and Sam's teachers. I wanted to get insight past what the data and my observations show. I wanted to learn more about what Sam's home life was like, his personality, his likes/dislikes, etc.

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

After consultation, I learned a lot more about Sam. More specifically, I learned about instances that data cannot reflect.

Most importantly, I learned about his home life. Dad has been Sam's main parenting figure for essentially his entire life. His mom has been in and out of his life, causing instability. It is known to school staff that mom was incarcerated. It is unknown if Sam knows his mother was previously incarcerated. His mother is currently out of jail and has visitation- but no legal custody. It is reported that Sam's behavior is significantly worse at school after spending time (the weekend) with his mother. Sam reports that his dad does

not like his mother. Sam's mom has 1 younger daughter and about to give birth. Both of these siblings live only with his mother, so Sam only visits them.

His dad previously had a long-time girlfriend who was reported to be "really good" with Sam. Sam refers to this woman as "my dad's ex." It took Sam a long time to learn to bond and trust this woman, but they developed a good relationship. Last year, this girlfriend ended up leaving Sam's dad, so she is no longer a figure in Sam's life. It is reported that dad may have a new girlfriend, but the details are unknown. When speaking to Sam, he stated that he has tried to call the ex on his iPad before, but his dad reportedly got mad and "didn't want to see him the rest of the day".

- 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 individual counseling as my main intervention. There can be different activities to address Sam's academic, career, and social-emotional well-being.

For me, the first topic I may want to address is social-emotional wellbeing. There are times when Sam interacts well with his peers, and then there are times when he does not. I also would love to learn more about how he feels about his parents, living situation, seeing his mom, etc. I would definitely tread lightly on the topic about his mom though, as school staff are unsure if he knows she has been incarcerated and don't want to be the ones to introduce that fact. For this session, it may be best to play a feelings game or something of that sort. He doesn't seem to enjoy reading/ELA, so trying to read a book together may not be the best avenue. The content of the game can cover different feelings, how we react to our feelings, healthy coping skills, etc.

I would cover the career domain in the next session. For this, I would utilize the miracle question. In a perfect world, what does he want to be when he grows up? We could talk about things he likes to do, why he likes them, etc.

In the next session, I would like to relate the SEL and career topics to academics. He seems to really be struggling in class, so I would bring up the career choice he chose as the answer to the miracle question. For example, if he says he wants to be a doctor, I will say something like "I know you don't like to read or write. But do you think doctors have to do those things?" Hopefully by introducing the topic in a new way, it sparks his interest, and he begins to understand the importance of academic achievement. I know he has experienced some test anxiety in the past, so we may practice some healthy ways to deal with that as well.

Throughout all of these sessions, there are fidgets/small toys available that he will have access to. This may help feelings of awkwardness and allow him to distract his mind some.

- 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, there are additional counseling services that I would consider referring Sam to, as diagnosis and treatment are outside of my scope of competence. HEADS, a contracted mental health partner with Hillsborough County Public Schools), would be an appropriate and beneficial outside referral. Because HEADS is partnered with the school district, the

<p>counseling is provided at no cost. Sam could benefit from long term counseling, as he has a lot of complex situations to work through. As a child, it can be hard to understand and deal with the absence of a maternal figure. On top of that, it has been expressed by school staff that it “wouldn’t be surprising” if he qualified as ODD. Clinical counseling would help address these issues and help Sam get the specific attention he needs.</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>School counseling SMART goals for this specific student include the following: Achievement- Sam will be able to solve first-grade level math problems by the end of the year. He will also be at a first grade reading level by the end of the year.</p> <p>Attendance- By the end of this quarter, Sam will have less than 10 unexcused absences.</p> <ul style="list-style-type: none"> It should be clear that I recognize student get sick, have miss days for appointments, family emergencies, etc. However, it should be a goal to be in school as much as possible. <p>Discipline- Sam will receive at least 30 ✓ or ✓+ at the end of each week on his behavior chart (reaching the specified amount results in a prize). ✓ or ✓+ are rewarded for good behavior, following directions, and staying on task.</p> <p>Academic- Sam participates in at least 50% or more of classroom activities in all of his classes by the end of the school year.</p> <p>SEL- Sam is able to recognize his own personal strengths and how he can utilize them in the classroom after 3 individual counseling sessions.</p> <ul style="list-style-type: none"> How will you involve the student/client in establishing SMART goals? <p>I will involve Sam in the establishment of SMART goals by asking what would reinforce good behavior, what he wants out of the school environment, and what/how he wants to learn.</p> <p>After talking with Sam, he said that extra drawing time, extra recess time, and access to the school store (prize store) would work as reinforcers. This directly aligns with the discipline goal above.</p>	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> Identify the student/client’s culture/ethnicity. <p>Sam is Hispanic, and his home language is English. Sam also qualifies for free meals at school, which may indicate a lower SES. Sam is physically capable of all developmental norms.</p> <ul style="list-style-type: none"> Identify multi-social/cultural considerations in this case. Support your response with a <i>peer-reviewed journal</i>. <p>In this case, the multi-social/cultural considerations are the combination of being a cultural/ethnic minority as well as falling into a lower SES. Because I cannot relate to Sam in either of those domains, it is important for me to remain culturally sensitive. In order to be culturally cognizant and create a healthy working environment, I must be educated on skills/topics such as social justice advocacy, cultural humility, cultural comfort (Placeres et al., 2022). He is young, and he may not understand how these</p>	<p>___/10</p>

aspects of his life interact. It is important to take into consideration his home life, family values, and personal values as well.

- 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.

Currently, Sam is facing a number of barriers. First, he is facing a lot of instability at home. While financial specifics are not our business and not known, we know he qualifies for free lunches.

While his dad is his “constant parent”, it is reported that he struggles with Sam and his presenting behaviors. Visitations with his mother seem to exacerbate these. Sam is also dealing with the “loss” of his dad’s previous girlfriend. In turn, this affects his behaviors at school. He is significantly behind academically.

Sam is behind academically, and this may be triggering some of his behavior as well. He might be acting out as a way to escape the assigned task because he is frustrated that he is not able to do the work his classmates can.

- 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.

When working with minority students, it has been found that guiding them through a reflection that highlights their unique knowledge, skills, and perspectives as a result of their life experiences results in student resilience (Hernandez et al., 2021). This method helps students recognize and endorse their strengths, as well as honor their identity- who they are as a person, what they’re good at, their culture, upbringing, life circumstances, etc. (Hernandez et al., 2021). This perspective helps address the deficit-based messages about various backgrounds that students often receive in a school-based setting (Hernandez et al., 2021).

Other techniques that I think may be helpful is bibliotherapy or other expressive strategies such as drawing or reading. Bibliotherapy and expressive art strategies can be particularly helpful for students with incarcerated parents, as they can help students process their feelings without exclusively having to sit and talk (Warren et al., 2019). While it is unknown if Sam knows his mother was incarcerated, it can still be helpful in helping Sam through feeling of loneliness, abandonment, or instability. In this particular case, Sam has expressed that he likes to complete activities rather than write, so that may be helpful to know for future implementation. This may even be helpful when discussing dad’s girlfriend leaving. In some respect, Sam is experiencing a motherly figure leave, and this can be detrimental for a small child. When sitting with Sam, he has expressed that he likes the draw, so I will definitely be using this as a tool. Drawing pictures of our families may help spark some discussion about what he feels.

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

The following ASCA Ethical Standards (2022) apply to this case:

A.1.c: Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development

<p>A.2.b: Inform students of the purposes, goals, techniques, rules and procedures under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality.</p> <p>A.4.e: Act to eliminate and/or reduce the potential for harm to students and stakeholders in any relationships or interactions by using safeguards, such as informed consent, consultation, supervision and documentation.</p> <p>A.5.k: Practice within their competence level and develop professional competence through training and supervision.</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.</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</p> <p>A.10.c: Identify and advocate for resources needed to optimize and support academic, career and social/emotional development opportunities.</p> <p>In short, all of these ethics codes and standards ensure I am acting in Sam's best interest. As a counseling practicum student, it is important that work towards student development within the ASCA domains, maintain confidentiality, obtain consent from both Sam and his legal guardian, seek supervision when I encounter an ethically grey area (which may be often), remain in my level of competence, connect Sam and his family to any outside resources that may be available and relevant, and advocate for his needs.</p> <p>This case can be complicated, as there are a lot of moving pieces (family issues, classroom behavior concerns, emotional/self-control capabilities,) so it is of the utmost importance to know what we are expected to uphold as counselors and professionals.</p>	
<p>Component #3: Counseling Theory & Techniques</p> <ul style="list-style-type: none"> What theoretical orientation(s)/technique(s) will you use to counsel this student? Support your choice regarding culture, developmental age/level, and presenting issues with a <i>peer-reviewed journal</i>. <p>To counsel Sam, I feel as though it would be useful to use a strengths-based approach. Focusing on Sam's strengths may help him feel more in control of himself and his life. There are a lot of events in his life that are out of his personal control, so this may mitigate some feelings of helplessness and promote student resilience. In this context, strength is a way to help someone cope and make life more rewarding (Akos et al., 2019). It is not based on personality or ability, but rather it is a process that both dynamic and rooted in a person's life and cultural identity (Akos et al., 2019).</p> <p>Using a strength-based approach supports the ASCA National Model through upholding the Mindsets and Behavior standards, by promoting the use of evidence-based practices (which upholds the expectations of ASCA), as well as integrating the importance of</p>	<p>___/15</p>

culture (Akos et al., 2019). As previously discussed, culture is an important part of the counseling process and should not be neglected in conversation. By having the student create his own goals, it will incorporate culture and his current development. Sam is old enough and cognitively able to recognize what strengths and goals are, as well as understand their premise. This makes this approach appropriate to use in that regard.

With Sam's presenting behavior and issues, I think a strength-based approach would be beneficial because it wouldn't feel like a hard reprimand. I think it would be effective as the focus remains on skill acquisition and the capabilities of the student (his strengths that he already possesses) rather than focusing on what the student cannot do or previous bad behavior.

- 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*.

Academic and career techniques that I would consider using are (1) exploring interests, strengths, values, hobbies, likes, and dislikes, (2) invite career speakers, role models to share their own career pathway, and (3) communication, collaboration, creativity, problem solving workshops (Yavuz, 2022). All three of these techniques can overlap between career and academic domains. When counseling this student, I feel as though these techniques in particular allow for flexibility when adapting to cultural considerations, Sam's age and development, and presenting issues. The public-school county that Sam attends does offer some classroom version of these techniques as well, such as the Great American Teach In. This is where professionals from all walks of life are welcomed into the classroom to discuss what their profession is, what is required, etc.

- 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 number of positive interventions could be based off of the Making Positive Changes Counseling (MPCC) Program. The MPCC program is grounded in the techniques and beliefs of motivational interviewing (MI). The program takes place over 6 sessions, and each session addresses a different question. The questions are (1) who am I? (2) what is important for me? (3) what am I good at? (4) how do I understand other people? (5) how can I change? and (6) what is my choice? (Ratanavivan & Ricard, 2019). Motivational interviewing is based on the premises that clients have autonomy and positive change is possible. It is important to note that MPCC was created for school-based mental health professionals, but I think I could draw inspiration from the questions and approaches while still staying within my scope of practice.

Another possibility could be Character Strengths Interventions, which are rooted in positive psychology framework (Lavy, 2020). Character strength interventions focus on celebrating the differences of individual students, rather than trying to mold students into fitting the desired or "prescribed" character attributes that are included in the majority of character education/SEL programs (Lavy, 2020). The four key elements of Character Strength Interventions are (1) providing conceptualization and knowledge of what personal strengths are, (2) encouragement of recognizing personal strengths, (3)

<p>encouraging putting personal strengths to use (action), and (4) encouraging reflection (Lavy, 2020).</p> <p>Using these approaches and interventions, even as a baseline, could help Sam feel in control, thus building resiliency. By recognizing his own strengths and how he can utilize them in school and at home, he can come up with a plan of action/wellness that could actually be implemented with positive intention.</p> <ul style="list-style-type: none"> • Would group sessions also be appropriate for this student/client? Why or why not? <p>Because of the complex home situation and sensitive information regarding Sam's mother, I don't think group sessions would be appropriate to deal with this particular issues. As we learned confidentiality cannot be promised in a group setting, and the situation with his mom may be a hard topic to explain to other children. I want to avoid it being a topic of teasing or ammunition for bullying. It's not that Sam always exhibits bad behavior in a group, but I would rather work 1:1 because his situation is so specific. It may be difficult to find students who can relate completely to what he has and will continue to experience.</p> <ul style="list-style-type: none"> • Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). <p>Possible supports outside of school that would be useful for Sam in his identified SMART goals could be clear communication with his dad, behavioral intervention/reward system continuation at home, and study/tutor resources. Open communication with dad about Sam's progress and anticipated absences can help counselors, teachers and other staff plan for the future. Sam's behavior chart and earned rewards being continued at home could help with continuity and stability, which is related to keeping open communication. Connecting Sam to tutor resources (hopefully at little to no cost) within the community could also help him achieve academic growth.</p>	
<p>Component #4: Individual Appraisal and Outcomes Assessment</p> <ul style="list-style-type: none"> • How will you assess student/client's progress in using their strengths to build resilience? Identify how your approach is culturally sensitive and takes into account background, ability, and language. <p>I will assess Sam's progress in using his strengths by having weekly check-ins, self-assessment tools/feedback, and strength-based feedback. Weekly check-ins can go over attendance, how he is feeling, persistence when facing difficulties, etc. Self-assessment tools and feedback can include things like surveys using emojis- because Sam is a visual learner. This considers his language and ability, as the emojis will cater to his ELA difficulties and frustration. Strengths-based feedback can be anecdotes about how he feels he is using his strengths in the classroom and at home.</p> <p>These strategies are more qualitative data, as the outcome data (specified below) is quantitative in nature. These approaches are culturally sensitive because they can address the strengths that are values in Sam's home/culture, as well as allowing time for open conversation about what is expected of him from a cultural standpoint. Sam's background</p>	<p>___/10</p>

<p>is also considered through conversations of topics such as culture, experiences, stories, etc.</p> <ul style="list-style-type: none"> How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)? <p>I will measure student progress toward meeting the identified school counseling SMART goals by regularly assessing Sam's behavior chart, consulting with his teachers, and looking at his academic performance (overall grades, individual assignments, degree of completion and accuracy). See outcome data below as well.</p> <ul style="list-style-type: none"> What outcome data will you use to measure achievement, attendance, or discipline? <p>I will use the number of days absent so far this school year, state test scores (Sam took the FAST in August/September of this year), and the number of behavior reports data to measure achievement, attendance, and discipline. While it may be difficult to compare this school year's data to last year (simply because we are only 2 months into this school year), I plan to address this by looking at the data per school quarter. This way, there can be a comparative point of reference.</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 style="text-align: center;">References</p> <p>Akos, P., Merlin-Knoblich, C., & Duquette, K. (2019). Strengths-based school counseling 2.0. In C. T. Dollarhide & M. E. Lemberger-Truelove (Eds.), <i>Theories of school counseling for the 21st century</i> (pp. 211–240). Oxford University Press.</p> <p>American School Counselor Association (ASCA). (2022). <i>Ethical standards for school counselors</i>. Alexandria, VA: Author.</p> <p>Hernandez, I. A., Silverman, D. M., & Destin, M. (2021). From deficit to benefit: Highlighting lower-SES students' background-specific strengths reinforces their academic persistence. <i>Journal of Experimental Social Psychology</i>, 92, 104080. https://doi.org/10.1016/j.jesp.2020.104080</p>	<p>___/5</p>

<p>Lavy, S. (2020). A review of character strengths interventions in twenty-first-century schools: Their importance and how they can be fostered. <i>Applied Research in Quality of Life</i>, 15(2), 573-596. https://doi.org/10.1007/s11482-018-9700-6</p> <p>Placeres, V., Davis, D. E., Williams, N., shodiya-zeumault, shola, Aiello, M., Petion, G., & Mason, E. (2022). School counselors and multicultural counseling competencies: Are we as competent as we think we are? <i>Professional School Counseling</i>, 26(1a). https://doi.org/10.1177/2156759X221086751</p> <p>Ratanavivan, W., & Ricard, R. J. (2019). Making positive changes counseling (MPCC) program: A creative adaptation of motivational interviewing for use with children in school settings. <i>Journal of Creativity in Mental Health</i>, 15(2), 162–175. https://doi.org/10.1080/15401383.2019.1641775</p> <p>Warren, J. M., Coker, G. L., & Collins, M. L. (2019). Children of incarcerated parents: Considerations for professional school counselors. <i>Professional Counselor</i>, 9(3), 185-199. https://doi.org/10.15241/jmw.9.3.185</p> <p>Yavuz, Olcay. (2022). The career development needs of elementary students. <i>International Journal on New Trends in Education and Their Implications (IJONTE)</i>, 12 (2), 47-57.</p>	
TOTAL	___/50

Institution:	Liberty University
Student:	Annalise Shaffer
Supervisor:	Akshita Sathe
Site:	Turner Bartels K-8 School
Date:	Fall 2024 (08/19/24 - 12/13/24)
Type:	COSC 692 Practicum (A01)
Final Completed:	11/08/24 04:03 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	<p>(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling.</p> <p>AND</p> <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>Seeks guidance and instruction of the application and adherence of ethical and legal standards in school 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>Seeks guidance and instruction of the application and adherence of ethical and legal standards in school counseling.</p> <p>OR</p> <p>Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program.</p>	

Question Comments :

MET: Proficient

NOT MET: Developing

NOT MET: No Evidence

MET: Proficient

Counseling Prevention & Intervention

(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 social/emotional 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

(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 social/emotional 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

No evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations.

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.

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:

- Practicum student
suggests/applies specific
counseling theories and
techniques.

- Practicum student
initiates
conversation and location
of
school's crisis

LOOK-FORS / EXAMPLES:

- Practicum student
suggests/applies specific
counseling theories and
techniques.

- Practicum student
initiates
conversation and location
of
school's crisis

management
plan and referral resources.

management
plan and referral resources.

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 positive school climate and are equitable and responsive to multicultural student populations.</p> <p>AND</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 development of students.</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>	

(F.4) Engages parents, guardians, and families to promote the academic, career, and social/emotional development of students.

LOOK-FORS / EXAMPLES:

- 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

Question Comments :

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

backgrounds, and abilities.

AND

(H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional 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 social/emotional development.

LOOK-FORS / EXAMPLES

- Practicum student initiates discussions for access to data for identifying programming and student needs.
- Practicum student is

backgrounds, and abilities.

OR

Assists with the selection of appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development.

OR

Engages in professional dialogue to increase awareness of barriers that impede students' academic, career, and social/emotional development.

- Practicum student initiates conversation and location of school's crisis management plan and referral resources.

career, and/or social/emotional development and programming.

intentional in identifying
potential barriers to student
development.

- Practicum student looks to the
ASCA National Model for
assessment guidance.

Question Comments :

	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
Research & Evaluation			No evidence of ability to apply	
	(J.1) Applies relevant research findings to inform the practice of school counseling.	Seeks relevant research findings to inform the practice of school counseling.	research, engage in data analysis, and/or make use of	
	AND	OR	technology for positive measurable	
	(J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences.	Researches data sources to enhance school counseling programs.	programming outcomes.	
	AND			
	(J.3) Analyzes and uses data (and relevant technology) to enhance school counseling LOOK-FORS /			
	EXAMPLES:			
	• Practicum student discusses research findings related to			

program outcomes.

- Practicum student shares technology relevant to school counseling programming and student learning.

Question Comments :

Academic Development	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
	(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	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	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.	

knowledge	knowledge
and skills to promote student achievement, (e.g., making use of supportive technologies).	and skills to promote student achievement.
LOOK-FORS / EXAMPLES:	
• 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.	

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.	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.
AND	(observation only.)	
(N.2) Locates resources in the community that can be used in the school to improve student achievement and success.	OR 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.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development.	Observes the site supervisor use referral procedures with helping agents in the community (observation only.)	
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:

- Practicum student intentionally includes others within and outside of the school community for program planning and implementation.
- Practicum student seeks out supervision and consultation.
- Practicum student asks about accessing existing peer programming.

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 ASCA Model Program (RAMP). • Practicum student explores avenues for presenting educational program to teachers/parents. • Practicum student inquires about needs assessments for parent/teacher education. 	<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 has not presented at this time.</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>	

Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation (Out of 100)	100.00	100.00%	100.00	<i>Finalized</i>
			100.00	

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