

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name **Annalise Shaffer**

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

K-12 Student Pseudonym **Matthew** Session **5** of **indefinite/as needed**

Please note:

The K-12 student's actual name **will not** be used in this assignment for confidentiality purposes. A pseudonym only is to be used to protect the identity of the K-12 student.

Case Conceptualization & School Counseling Services Plan Individual counseling is a direct, responsive service that involves one-to-one counseling with a student. (Be sure to address the questions/comments for each component)	Points
<p>Component #1: Case Conceptualization and Appraisal</p> <ul style="list-style-type: none"> Explain procedures for addressing confidentiality and the limits to confidentiality. <p>The case of Matthew is unique, as we have taken an “all hands-on deck” approach to help him. Matthew is 5 years old and is a student in kindergarten. Me, my supervisor, administration, and various other school support staff have met with Matthew and his parents on multiple occasions. In terms of school counseling specifically, we have obtained parental consent to work with Matthew. Matthew has been on our caseload since the beginning of the school year, so it has been an on-going process to help him with his areas of difficulty. We explained to both the parents and Matthew himself that we uphold confidentiality practices unless someone is harming Matthew, he is harming himself, or he is thinking of harming others. Written consent for counseling services was also obtained (see below).</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>We sent home a written consent form to receive counseling in school, which his parents signed and returned. Matthew's parents are familiar with the school staff, so it wasn't a challenge to have Matthew added to our caseload. Parental permission was obtained as soon as we saw Matthew may need additional support in controlling his emotions and behaviors. Having this consent allowed for us to intervene in times of challenge and/or crisis. Matthew also has an IEP and a personalized crisis intervention plan, which were created after getting consent for counseling.</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>For Matthew, behavior and social-/emotional concerns are our biggest challenges. At the beginning of the school year, Matthew started exhibiting behaviors that were unsafe, disruptive, and impulsive. The most concerning behavior is elopement. He has tried to elope from his classroom, school property, and into the car line. Our main concern is safety. Matthew had escaped his classroom multiple times and tried to run from all school personnel who went after him. To avoid this from occurring and Matthew being put into a potentially dangerous situations, locks have been placed on his classroom door. Other concerning behaviors exhibited by Matthew include physical aggression (putting hands on other classmates), inability to stay inside an assigned area, and frequent disruptions (yelling, throwing objects, etc.). Whenever Matthew is upset, it is often elevated to school</p>	<p>____/10</p>

staff having to move him to a separate room to keep other classmates on task and safe. Matthew yells, screams, kicks, and attempts to elope when he is told no or is directed to do an unwanted task. Most recently, he headbutted his teacher because he did not like where he was sitting during a school assembly. This is reflected in the school discipline data as well. The AP/principal has had to call his parents to come pick him up in extreme cases- which has happened a few times. It can take up to an hour to calm Matthew down, depending on how intense his emotions are. Often times, this looks like screaming in the principal's office so loud that the rest of the office staff can hear. Because of these behaviors, he has a hard time connecting with his peers and making friends.

A general ability screen was given to the child (with parental consent) back in September, in which his IQ was reported to be in the average range. Because of this, we are not concerned with academics. He attends school on a regular basis, so attendance is not an issue that needs intervention or support.

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

As I previously noted, this student is a unique case. We have a variety of stakeholders working together to support Matthew. I have consulted with my supervisor, the principal, the assistant principal, the school social worker, the school psychologist, Matthew's homeroom teacher, our ESE specialist, and kindergarten paraprofessionals. As mentioned, the parents have been actively involved in planning and creating a support plan at school, too.

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

After consulting with all relevant stakeholders, other additional information that I concluded with my concerns are (1) Matthew has a formal diagnosis of ADHD and an IEP, (2) the regularity to which he is taking his prescribed medication for ADHD, (3) the degree to which his behavior is impacting the learning environment of others, and (4) growing contentions between Matthew's parents and his previous home room teacher. Aside from what I can see within the school data system, these are very important factors to consider when coming up with a plan to help Matthew.

Matthew was just switched to a different homeroom because of these contentions previously mentioned. While the previous homeroom teacher was trying her best to manage her classroom, Matthew's parents did not feel it was the right environment for him. Despite the moving of classes, his behavior remains the same. Matthew's parents state his behavior is due to lack of sleep, being hungry, etc.

Matthew's IEP addresses morning transition time, school day and restroom procedures, lunchroom procedures, transitions between classes, afternoon transitions, as well as an elopement plan. Staff responses to behavior include physical prompting, removal from environment, and calming techniques.

After consultation and getting parental consent, our exceptional student education (ESE) specialist, or the special education teaching position in Florida, conducted a functional behavior assessment (FBA) over multiple weeks to help identify the antecedent-behavior-consequence. This assessment helps identify possible triggers and functions of behavior, which can help guide my counseling discussions and lessons with Matthew. Possible

antecedents that were identified are (1) given a direction or redirection, (2) to wait or be told no, (3) transition time/change in routine, (4) denied or delayed access to a preferred item/activity or having the item/activity removed, (5) negative peer interaction, and (6) given a consequence for his behavior. Possible functions of behavior that were identified are (1) attention (from adults and peers), (2) gained access to a different/preferred activity/sensation, (3) task escape/avoidance, and (4) avoidance/escape of a particular person, setting, or sensation.

By including this information, I am creating a more holistic view of the student that goes beyond the number of attempted elopements or in-class disruptions. This information does not excuse behavior, but it definitely gives us more insight into the context.

- What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices?

With Matthew, I chose to implement 1:1 (individual) counseling services. Because his disruptions can be so extreme and he has a hard time relating to peers, group counseling would not be a good fit for him at the moment. I also would like to note that I often request that my supervisor be present for these sessions, just to keep myself and Matthew safe. Very rarely is one staff member left alone with Matthew.

In our individual sessions, I focus on social-emotional topics such as coping skills, what it means to be a good friend, identifying feelings, and appropriate vs. inappropriate behavior in school. These sessions make the greatest impact when Matthew is calm. If my supervisor and I are called in to deescalate Matthew, we tend to focus on coping techniques that help stabilize his heightened emotional state in the current moment (deep breaths, etc.). There have been times where our ESE specialist and AP have had to step in with us as well.

In collaboration with the ESE teacher, we have also come up with behavioral interventions that Matthew can do when he's feeling angry. These include balling his hands into fists and squeezing really hard as well as trying to take deep breaths.

- 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?

Another referral that could be made is to HEADS, a contracted mental health partner with Hillsborough County Public Schools. Because HEADS is partnered with the school district, it can be provided at no cost to the family. Matthew's parents have described that he exhibits some of the same behaviors at home, causing frustration for them too.

Because school counselors cannot diagnose or come up with a treatment plan for clinical disorders, this may be a helpful added layer of support when it comes to addressing Matthew's ADHD or additional diagnoses. Concerns regarding his medication could also be brought up to this mental health professional, and he/she could refer them in the correct direction. It is suspected that Matthew's parents are inconsistently administering his medication, as his behavior will be significantly worse on random days. We tread the line very cautiously on this subject, and I think this would be more appropriate to be dealt with in a clinical setting.

- What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s).

<p>Some SMART goals for Matthew are:</p> <ul style="list-style-type: none"> ○ By the end of the school year (May 2025), Matthew is able to verbalize how is feeling by using the statement “I am feeling _____ because...” when he is currently upset. ○ By the end of the school year, Matthew is able to complete undesirable tasks (i.e. classwork) in a classroom environment when given directions to do so 75% of the time. ○ By the end of this school year, Matthew can recall 3 friends he has made and why. ○ By the end of the school year, the number of elopement occurrences (and attempts) have decreased. ○ By the end of the school year, Matthew can identify 5 coping strategies that work for him. ● How will you involve the student/client in establishing SMART goals? <p>While Matthew has difficulty controlling his emotions, he is good at identifying them and explaining why he feels that way. Often times, his reasoning will be “_____ isn’t nice to me” or “No one wants to be my friend.” When Matthew is calm and happy, we may be able to sit down and talk about what goals are and allow him to brainstorm goals for himself regarding his behavior. I can ask for his likes and dislikes to integrate them into our goals. For example, if he states that he likes to drink water when he’s feeling angry, we can create a goal like “Matthew will ask the teacher to get a drink of water when he is feeling angry in the classroom.” This way, Matthew feels like he is a part of the process and his opinions are of value.</p>	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> ● Identify the student/client’s culture/ethnicity. <p>In his school records, Matthew is identified as multiracial. His dad is African American, and his mom is Indian. Matthew is from a family of blended culture.</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>There are multiple noteworthy multi-social/cultural considerations with this case. First, it is important to reflect on my personal values, beliefs, and world views. On top of assessing these aspects personally, I must also assess them through the lens of intersectionality in regard to Matthew and his family. Using the Multicultural and Social Justice Counseling Competencies (MSJCC), which is made up of four dynamic quadrants, can help promote equity when working with minority or multiracial students (Dowden et al., 2021). Each domain relates to counselor and student attitudes, knowledge, skills, and action (AKSA) and merges mechanisms of multicultural and social justice counseling (Dowden et al., 2021). Based on race and ethnicity, I am a privileged (White/Caucasian) counselor working with a marginalized client. This case would fall in quadrant 1 of the MSJCC framework. Because of this, it is of the upmost importance that I am aware of/understand how and why my worldview has been shaped and influenced by my education, professional status, socioeconomic states, and personal experiences. To build a healthy rapport with Matthew and his family, I must recognize that my values may differ from theirs, and I must ensure that my personal bias/views do not negatively influence how I interact with Matthew.</p>	<p>___/10</p>

Another consideration is Matthew's multiracial identity itself. Csizmadia & Atkin (2022) found that children who are multiracial experience unique social and psychological challenges that differ both from their peers and their parents (Csizmadia & Atkin, 2022). These experiences can have a negative effect on the child's development in various realms of their life (Csizmadia & Atkin, 2022). Even though Matthew is still young, these cultural complexities may still be at play in his life. As I continue to help Matthew, it is important for me to recognize the different cultural complexities at play, how these may affect his coping skills, reactions, likes, dislikes, etc. It is my duty as a professional to foster a positive environment and encourage open communication between relevant parties. To communicate support to Matthew and his parents, discussion of behaviors that Matthew finds supportive (or unsupportive) around race-related issues are helpful (Csizmadia & Atkin, 2022).

- 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.

A number of barriers exist that may be interfering with Matthew's academic, career, and social/emotional development. At the family level, the existing barrier is that Matthew's family is also struggling with similar behaviors at home. Because Matthew's parents have difficulty at times too, it is hard to come up with a plan that can yield consistency over settings (school, home, etc.). This can impact social and emotional development of Matthew, as he is in the process of creating meaningful bonds and experiences.

At the school level we are experiencing some barriers that in the fact that teachers do not feel as though they can handle Matthew's intensity of behaviors in a classroom setting. This case becomes increasingly complex, as Matthew's parents often fault the teachers for his behavior. He has already been switched to a different classroom once this year. These teachers are highly experienced and tenured, but the intensity of behavior impacts the learning of other students too. It has been hard for teachers to find that balance of handling Matthew 1:1 and staying attentive to the rest of the class.

This impacts Matthew's academic and career development, as he often is missing valuable classroom lessons. When he misses classroom lessons, there is a greater chance he falls behind academically. Matthew's classmates have verbalized that they are scared when he has intense emotional outbursts, so that will definitely impact his development of healthy friendships and meaningful relationships with peers at school.

At a community level, Matthew's race and ethnicity are barriers within themselves. Because Matthew is considered a minority, there are certain stigmas and stereotypes that exist. While Matthew may not understand that these are and will continue to be at play in his life, it would be naïve to ignore them as a professional who has been extensively educated on cultural competency. This impacts academics, social, and career development because the world will tell Matthew who he can and cannot become. Matthew is smart and has a lot of potential when his behaviors are mitigated, and I don't want the world to determine Matthew's future because of the color of his skin.

- 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.

To help support Matthew's barrier of challenging behaviors, I (as the counselor) could collaborate with the classroom teacher and other relevant parties (i.e. school administration) to help identify interventions that prevent or reduce disruptive behavior in the classroom. After conducting an extensive literature review, Marshall et al. (2024) found that the following classroom-wide interventions have evidence to support moderate to high levels of effectiveness of reducing disruptive behaviors: Good Behavior Game, Incredible Years, Coping Power Program, PATHS, Class-Wide Function-Related Intervention Teams, and First Step to Success. While it would be on the teacher to implement these strategies, they integrate behavioral management, emotional-cognitive processes, and skills acquisition components (Marshall et al., 2024). It would be my role to help support the teachers in the implementation of these interventions, as well as support Matthew in a one-on-one environment in conjunction.

To address the systemic barriers of race and ethnicity for Matthew, I can ensure that I am working towards anti-racist school counseling practices. There are eight evidence-based behaviors that promote equity in schools and anti-racist school counseling: (1) using data, (2) confronting and challenging occurrences of racism, (3) meaningful interpersonal interactions and collaboration, (4) the use and implementation of theory and counseling skills, (5) school counseling delivery, (6) advocacy, (7) leadership, and (8) amplifying the experiences of students and families of color (Stickl Haugen et al., 2022). Especially because the family is struggling with Matthew's behaviors AND understanding the experiences of school staff, the eighth behavior is especially important. By showcasing our abilities and training in active listening, creating a safe space for students and parents to voice their opinions, and ensuring decision-making a collaborative process, the voices of minority families are elevated (Stickl Haugen et al., 2022).

By implementing these different levels of supports, the barriers that are impacting Matthew's academic, social/emotional, and career development can be mitigated. By having classroom-level interventions, all of these aspects are improved. Matthew's academic and career exploration will improve as instruction will not be disrupted. If the disruptive behaviors improve, Matthew's social and emotional experiences should improve as well. Also working with Matthew and his family personally will help build trust between all the relevant stakeholders and create a safe, trusting, and collaborative environment.

- 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.c. Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development (ASCA, 2022).

A.1.e. Provide culturally responsive counseling to students in a brief context and support students and families/guardians in obtaining outside services if students need long-term clinical/ mental health counseling (ASCA, 2022).

These two ethical codes relate to cultural sensitivity, systemic barriers, and referral. As school counselors, we are expected to work within our scope of practice in a meaningful, culturally competent way. For Matthew, outside referrals may be needed to address some issues of medication dosage and behavioral concerns. Matthew is having a hard time controlling his impulses and regulating his anger/frustration, so an outside referral may be

<p>needed in the future to determine other behavioral health concerns. This is outside of my scope of practice, so it is worth discussing with the school social worker to find resources that align with his family values. These also take into account what is culturally appropriate, which is of the utmost importance in this case as well.</p> <p><i>A.4.d. Provide opportunities for all students to develop a positive attitude toward learning, effective learning strategies, self-management and social skills and an understanding that lifelong learning is part of long-term career success (ASCA, 2022).</i></p> <p>This is one of the overarching goals of school counseling, and I feel as though it is important to include this specific ASCA ethics code. Matthew is struggling with self-management and social skills, and this highlights it is my responsibility to help him grow in these areas.</p> <p><i>A.5.a Engage in professional roles and relationships with students and stakeholders that foster wellness and student success (ASCA, 2022).</i></p> <p><i>A.6. k. Practice within their competence level and develop professional competence through training and supervision (ASCA, 2022).</i></p> <p>These two codes relate heavily to one another. As I have learned through my academic courses as well as my field experiences thus far, it is never just a school counselor's job to support a student. As seen with this case, each student has their own set of challenges. These challenges can easily become complex, highlighting the importance of seeking supervision and working alongside other professionals.</p> <p><i>B.1.a. Recognize, honor and respect the importance of parents/guardians when providing services to students in a school setting and collaborate with students' parents/guardians as appropriate (ASCA, 2022).</i></p> <p>In this case, the parents are heavily involved in working with school staff to come up with a plan to support Matthew. As this code states, it is incredibly important to make sure parents are consenting to interventions and included in discussions.</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 Matthew, I think it would be beneficial to use cognitive-behavioral therapy (CBT). Matthew is frequently experiencing feelings of anger, which leads to aggressive behavior. In general, manifestations of anger have negative impacts on students academic, social, and emotional function (Clark, 2020). CBT can be used in a school setting to improve a student's coping skills, emotional regulation, and neurological functioning (Clark, 2020). Because CBT focuses on connections thoughts, feelings, and behaviors, I think it would help Matthew identify replacement behaviors that serve the same function. For example, instead of trying to run out of the room because he's feeling angry, he can learn to ask for a break.</p>	<p>___/15</p>

On top of CBT being used to create meaningful behavior change for Matthew, it has also been found to be culturally sensitive and adaptable (Huey et al., 2023). CBT is effective when working with minority populations (Huey et al., 2023). This is important as Matthew is still young, so the use of clinical lexis would not be beneficial. CBT has been effective for clients of all ages and developmental levels (Huey et al., 2023).

It is also important to note that solution-focused brief therapy (SFBT) could also be beneficial for Matthew. SFBT focuses on the future, assumes optimism, is positively oriented, emphasizes the importance of the process rather than the outcome, is collaborative and empowering for the student, aimed to increase student consciousness, and can help build resilience (Hendriani & Mulawarman, 2020). Often times, problematic behavior is the focus for students like Matthew. It may be beneficial to take an approach that focuses on solutions rather than the problem. Student may internalize all the negativity and reprimand surrounding the bad behavior, so this may be a way to ensure we are still seeking to find positives.

SFBT is adaptable to different cultures and developmental levels, making it an appropriate approach for students of all ages (Holland, 2022). For example, if focusing on a student's strengths is congruent with their culture, indirect compliments may be used instead (Holland, 2022). With the discretion of the parents and how they speak to Matthew, we could find a balance of complimenting and addressing the issue at hand.

- 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*.

When counseling Matthew, there are a few techniques that I would be open to considering supporting his academic and career development. One technique that may provide a new perspective for Matthew would be the miracle question. The miracle question is rooted in Solution-Focused Brief Therapy (SFBT). Metcalf (202) details how to use the miracle question in several different scenarios including wanting a new teacher, wanting to go home, and school refusal- all of which are applicable in this case. The miracle question can easily be adapted to fit the culture and age of a student, which is beneficial in this case. For example, Metcalf (2021) proposed these miracle questions to aid in the understanding of elementary aged students- "If I sprinkled fairy dust over your school while you slept tonight, and you went to school tomorrow what would you notice?" and "If you had a wish that you wanted to come true at school tomorrow, what would that wish be?" Utilizing these questions with Matthew may reveal where his areas of greatest discomfort. By recognizing these areas, I can help identify where the shift needs to happen. By addressing "what's wrong," I can help Matthew set goals for the classroom and his sessions with me. We can relate his goals to what he wants to be when he grows up, and how his academic performance impacts his pathways. Intellectually, Matthew does not struggle. For him, the importance thing is finding a way to explain how his emotions impact academics and his future (i.e., career).

To promote the academic knowledge, skills, and behaviors needed for successful higher education (i.e., college and career readiness), Metcalf (2021) suggests taking note of when the student is competent with class materials, engaging in conversation about how and why they are successful, inquiring with the student if they seem to be stuck or misunderstanding, and discussing what has been done previously for success rather than

<p>focusing on what the next step is. Through collaboration with the classroom teacher, Matthew and I can discuss these topics. This gives me a basis to discuss academic strategies, goal setting, organization, problem-solving, etc. This can also be tied into the CBT perspective how our thoughts and feelings influence our behaviors.</p> <ul style="list-style-type: none"> 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>. <p>To assist Matthew in mediating issues, building resilience, identifying strengths, and developing a plan for wellness, I will utilize the decision for a future self technique and the diversifying sources of reward technique (Alnuaimi, 2020). These interventions are rooted in CBT and have been found to modify the decision-making process (Alnuaimi, 2020).</p> <p>For Matthew, the decision for a future self technique would look like having a conversation about coping skills, goals, and immediate reaction to present feelings. When Matthew is calm, we could discuss two outcomes of a situation at two different times. For example, we could discuss how Matthew tries to elope from a classroom when he's upset. I would ask him which is better- running out of the classroom or asking for a break? After several minutes, I would ask Matthew again. By allowing Matthew the time to think through his choices and the results/consequences of each, it is my hope that he would learn to make the more positive choice. This trains the brain to avoid immediate reactions to emotional processes (Alnuaimi, 2020).</p> <p>Diversifying sources of rewards allows students to become less rigid in their thinking and reactions (Alnuaimi, 2020). By offering multiple incentives, Matthew may be more inclined to want to make the behavior change. This could also include feedback from his parents and Matthew about his motivators and likes.</p> <ul style="list-style-type: none"> Would group sessions also be appropriate for this student/client? Why or why not? Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). <p>No, group therapy sessions would not be appropriate for Matthew at the moment. Currently, Matthew struggles with anger management, appropriate coping skills, and emotional reactivity. Given the nature of his behavior, it would not be ethical to put students in a group with Matthew. The last thing we would want is a physical altercation between students to occur in group. Especially because there are times where seemingly insignificant details (e.g., his physical placement in line) upset him a great deal, group settings are not appropriate. The behavior of other students can never be fully predicted.</p> <p>Possible family/home/community/school supports that would be useful to help this student succeed in the identified SMART goals are behavior charts at school and at home, meaningful reinforcements, and parental support. We could also provide the parents resources regarding how to handle challenging behavior within the home setting.</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>___/10</p>

I will assess Matthew's progress in using his strengths to build resilience by accounting for how much he participates and is able to appropriately complete his work. Matthew's strengths are definitely academic, as he is in the average to above average percentiles in both reading and math. Despite his high intelligibility, he struggles with actually getting things done.

For example, he was unable to complete the Florida Assessment of Student Thinking (FAST) Star (the state test for literacy and math) at the beginning of the year. He was able to complete the assessment in the middle of year by having him test in an individualized, secure environment and having a discussion prior to the assessment of expectations.

Having discussions with Matthew about his strengths (academics) could help create some internal motivation for him. This may reinforce some behaviors associated with resilience (maintaining a positive attitude, facing challenges, accepting change, etc.).

This approach is culturally sensitive because I (as well as other staff members) recognize that the challenges to complete his work are most likely due to personal and environmental factors rather than the academic content itself. By framing discussions around his strengths, I can frame it in a way that aligns with the wishes of his parents regarding culture and positive attitude.

As mentioned, it is not academics that necessarily need support. Rather, his overall executive functioning that require some assistance. This takes his ability in various realms of student-life into account. To help support Matthew, we can provide individualized accommodations like a quiet testing environment and structured check-ins to help him manage his workload (similar to how we were able to complete the STAR test).

Matthew's language is not a concern, but given his age, we should ensure that the language remains relatively simple and easy to understand.

- How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)? What outcome data will you use to measure achievement, attendance, or discipline?
 - *By the end of the school year (May 2025), Matthew is able to verbalize how is feeling by using the statement "I am feeling _____ because..." **when he is currently upset***

To assess this SMART goal, we can use anecdotal data as well as discipline data. If he is upset and is able to tell his teacher what is going on, we will collect that data from her. If he was able to calm himself down by talking it through, we will make note of that. However, there may be times where his behavior escalates and will need to be brought to the office. We can look to see if these numbers are decreasing and why. Is he able to verbalize his feelings with the principal or myself in those moments? How many times per month is he escorted out of the classroom?

- *By the end of the school year, Matthew is able to complete undesirable tasks (i.e. classwork) in a classroom environment when given directions to do so 75% of the time.*

<p>For this goal, we could look at academic achievement data. What classwork has he completed? What worksheets can we examine/review? We can assess the amount of work that is completed by Matthew compared to what the classroom expectation is.</p> <ul style="list-style-type: none"> • <i>By the end of the school year, the number of elopement occurrences (and attempts) have decreased.</i> <p>To measure Matthew's progress towards meeting the identified SMART goals, we will assess discipline data. First and foremost, we can look at the number of recorded times Matthew has attempted (whether successful or unsuccessful) to elope out of the classroom. We can also look at the number of times Matthew has been escorted to the principal's office. <i>By the end of the school year, Matthew can identify 5 coping strategies that work for him.</i></p> <ul style="list-style-type: none"> • <i>By the end of this school year, Matthew can recall 3 friends he has made and why.</i> <p>Measuring these SMART goals can be done a few different ways. I think it is important to have conversations with Matthew about these topics throughout the rest of the school year. During one of our final sessions, I would ask him to name five coping strategies and three friends. If he didn't want to talk, I could ask him to write them down or draw them out.</p>	
<p>Component #5: Professional/Scholarly Writing</p> <p>Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.</p>	<p>___/5</p>
<p>TOTAL</p>	<p>___/50</p>

References

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Institution:	Liberty University
Student:	Annalise Shaffer
Supervisor:	Akshita Kaplay
Site:	Turner Bartels K-8 School (Elementary)
Date:	Spring 2025 (01/13/25 - 05/09/25)
Type:	COSC 693 Internship I (A11)
Final Completed:	04/24/25 11:25 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	<p>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.</p> <p>(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 counselor" title over that of "guidance" counselor.</p>	<p>(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.</p> <p>LOOK-FORS / EXAMPLES: Intern considers ethical and legal implications in decision-making. Intern looks to the ASCA National Model as a guidance document. Intern promotes contemporary "school counselor" title over that of "guidance" counselor.</p>	<p>Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.</p>	<p>No Evidence</p> <p>0 points</p>	

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
COUNSELING PREVENTION AND INTERVENTION	<p>Intern independently applies self-evaluation and reflection to improve counseling skills.</p>		<p>Insufficient evidence of ability to provide effective developmentally</p>	<p>No Evidence</p>	

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.	appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral.	0 points
(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.		

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.

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	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	
	(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.

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.

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
ASSESSMENT	<p>Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or personal/social development/program ming. AND/OR Identifies new referral resources. (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.</p>	<p>(H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. AND (H.3) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. AND (H.4) Makes appropriate referrals to school and/or community resources. AND (H.5) Assesses barriers that impede students' academic, career, and personal/social development. LOOK-FORS / EXAMPLES Intern initiates discussions for access to data for identifying programming and student needs. Intern is intentional in identifying potential barriers to student development. Intern looks to the ASCA National Model for assessment guidance.</p>	<p>Insufficient evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and /or personal/social development and programming.</p>	<p>No Evidence 0 points</p>	

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Proficient
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
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ACADEMIC DEVELOPMENT	<p>Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options. (L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: Intern initiates discussions about cross-walking strategies that enhance academic achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.</p>	<p>(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.</p>	<p>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.</p>	<p>Evidence</p> <p>No Evidence</p> <p>0 points</p>
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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 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	(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.	Insufficient 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.	No Evidence 0 points	

the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.

Interns asks about accessing existing peer programming.

Question Comments :

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

(RAMP). Intern explores avenues for 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	95.83	100.00%	95.83	<i>Finalized</i>
			95.83	

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