

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.

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>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>____/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 style="text-align: right;">___/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

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.

<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>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 align="center">____/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>

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