

Institution:	Liberty University
Student:	Annalise Shaffer
Supervisor:	Franchesca Rivera
Site:	Wharton High School
Date:	Fall 2025 (08/18/25 - 12/12/25)
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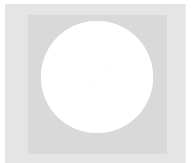
Final School Counseling AIA Rubric

General overview

The Pre-Advanced Internship Assessment (Pre-AIA) is completed twice by the practicum site supervisor during the 300-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 :

The intern excelled in building rapport with high school students, showing strong communication skills, empathy, and an ability to connect with diverse learners. Students responded positively to the intern's supportive, professional approach, which contributed to increased student engagement and trust in the counseling process.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
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**COUNSELING
PREVENTION
AND
INTERVENTION**

Intern independently applies self-evaluation and reflection to improve counseling skills. AND/OR Evaluates and suggests programming changes that improve service delivery.

(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.

AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b)

health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations

(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate.

LOOK-FORS / EXAMPLES: Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.

Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral.

No
Evidence

0 points

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.

Question Comments :

She excelled in working with high school students, consistently building trust, showing empathy, and meeting students where they were. Her calm, supportive approach made students feel understood and safe, and her professionalism contributed to strong student engagement throughout her internship.

	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	(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	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	

engage stakeholders in student development.

academic, career, and personal/social development of students. AND

(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. 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.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND

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

(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.

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 :

She worked exceptionally well with our students, showing genuine respect for their diverse backgrounds and creating an inclusive, welcoming environment where every student felt valued and supported.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
ASSESSMENT	Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or personal/social development/program ming. AND/OR Identifies new referral resources. (H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and personal/social development. AND (H.3) Analyzes assessment information in a manner that produces valid inferences when evaluating the needs of individual students and assessing the effectiveness of educational programs. AND (H.4) Makes appropriate referrals to school and/or community resources. AND (H.5) Assesses barriers that impede students'	(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	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	No Evidence 0 points	

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.	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.	and programming.
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Question Comments :

The intern excelled in assessing student needs through a culturally responsive and data-informed lens. She consistently recognized students' diverse strengths, backgrounds, and abilities while selecting appropriate assessment strategies to support their academic, career, and personal/social development. She demonstrated strong analytical skills when interpreting assessment data and used this information to make valid, meaningful recommendations for student support and program improvement. Additionally, she effectively identified barriers to student success and made appropriate referrals to both school-based and community resources, ensuring comprehensive support for each student's needs.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
RESEARCH AND EVALUATION	Intern suggests new technologies, research, and/or data sources for analysis to improve school counseling practices/services that result in positive learning outcomes. (J.1) Applies relevant research findings to inform the practice of school counseling. AND (J.2) Develops measurable outcomes for school counseling	(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	Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for	No Evidence 0 points	

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.	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.	positive measurable programming outcomes.
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Question Comments :

The intern demonstrated strong initiative in integrating technology to enhance our school counseling services. She effectively used Excel to organize, analyze, and present data in ways that supported informed decision-making and measurable program outcomes. Additionally, she utilized Canva to design clear, engaging visuals, flyers, and informational materials that strengthened communication with students and families. Her use of these tools greatly contributed to improved efficiency and the overall presentation of our counseling program.

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
ACADEMIC DEVELOPMENT	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	(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	Insufficient evidence of ability to make use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of postsecondary options/opportunities.	No Evidence 0 points	

postsecondary options and opportunities.	draw on subject matter and pedagogical content
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.	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.

Question Comments :

She worked exceptionally well with the entire guidance department, consistently collaborating with staff to evaluate programs, identify student needs, and suggest meaningful improvements. Her professionalism, teamwork, and willingness to contribute made her a valuable part of the department, and she demonstrated a strong ability to support differentiated strategies and promote student achievement across all populations.

MET: Advanced

MET: Proficient

**NOT MET:
Developing**

**NOT
MET: No
Evidence**

**MET:
Advanced**

CONSULTATION AND COLLABORATION	<p>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 the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.</p>	<p>(N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. AND (N.4) Uses peer helping strategies in the school counseling program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. LOOK-FORS / EXAMPLES: Intern intentionally includes others within and outside of the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.</p>	<p>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.</p>	<p>No Evidence 0 points</p>
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Question Comments :

She demonstrated excellent collaboration and consultation skills, working seamlessly with parents, teachers, community partners, and the guidance team to support student success. She communicated professionally, honored confidentiality, and consistently sought appropriate supervision and resources. Her ability to connect stakeholders and contribute to supportive programming made her an effective and reliable member of our school counseling community.

	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 (RAMP). Intern explores avenues for presenting educational program to</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 about needs assessments for parent/teacher education.</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</p> <p>0 points</p>	

teachers/parents. Intern inquires about needs assessments for parent/teacher education.

Question Comments :

She worked exceptionally well with everyone, contributing to the planning and implementation of a comprehensive school counseling program and collaborating seamlessly with staff, students, and families. She was proactive in exploring opportunities to support parent and teacher education, and her professionalism and teamwork strengthened the overall effectiveness of our counseling services.

Evaluation Score Summary

Title:	Score	Weight	Adj. Score	
Primary Evaluation	100.00	100.00%	100.00	<i>Finalized</i>
			100.00	

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to Kaplan Test Prep (n.d.), the average PSAT score is about 920. Katie is well below the threshold of academic success and struggles to stay organized and turn in her assignments. Per her IEP, her teachers report that she is pleasant to have in class, but she struggles to stay on task and is easily distracted.

- Please indicate the stakeholders you consulted with regarding this student/client. The school social worker meets with Katie often, so I thought she would be the best stakeholder to consult with. The school social worker raised several concerns- some of which led to her coming to counseling with me.

I also read the comments of what her teachers had to say about her in her IEP. I tried to meet with them in person, but the scheduling never aligned.

I also consulted with her assigned school counselor. He mentioned that he knows Katie and knows that she struggles with a number of issues.

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

First, I learned that Katie struggles with self-image issues. Whatever the underlying belief is beneath those negative thoughts regarding herself, it tends to bleed into other aspects of her life. This was even noted in her IEP, stating that “Katie is a good kid. She just needs to believe it.”

Related to Katie’s self-image issues, she always yearns for validation from others. She is constantly looking to be in romantic relationships. The school social worker noted that it can come off as anxiously attached to members of the opposite sex and can be overwhelming. She has difficulty navigating these types of situations, and it leads to her seeking attention from any available person or place.

Another concern for Katie is her relationship with her peers. The school social worker stated that she noticed that she does not have good relationships or many friends. It was described that she had previously been bullied by some of her grade-level peers. Some of this contention is rooted in who she seeks to be romantically involved with. Other times, it has been regarding Katie’s physical appearance. Last year, Katie wore a bonnet to school. She is Caucasian, so her peers thought this was strange. What the school staff learned was that Katie’s hair had become matted and unmanageable due to her not taking care of it. Eventually, she had to cut her hair really short to mitigate the damage. Her hair is longer now, but it is suspected that this is partly why she is mistrusting of her classroom peers.

- 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 to Katie. These sessions will incorporate social-emotional components (positive self-talk, confidence, importance of taking care of oneself) and academic success components (organization, study skills, staying focused, etc.). These sessions are not intended to “treat” any type of existing disorder, as that is

outside the scope of competence of school counseling practices. Rather, this is to help Katie identify and practice some skills that will positively impact her school experience and performance. I would also like to incorporate some sort of academic check-ins and advising during these sessions.

Katie has expressed that she potentially wants to be a teacher or a truck driver once she graduates. I plan to link these SEL and academic components to her future goals to highlight their importance. This could look like teachers setting both emotional and physical examples for their students. Another example is truck drivers requiring organizational skills to stay on track. They also need effective planning skills to keep their physical bodies healthy.

- 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?

While it may not be “needed” right now, I would like to forward some grief counseling resources to Katie and her mom. Even though Katie’s dad passed a few years ago, it is never a bad idea to forward this information. Whether Katie and/or her mom decide to use it or not, I want to provide the best and most relevant community resources. Grief is not linear, and it can be the root of a lot of issues. I am not certified in the diagnosis of mental health conditions or prolonged grief, so I think this could be a useful tool for them.

I am also planning on researching if there are any kind of support or social groups in the area for those who are deaf and hard of hearing. Katie’s hearing has been getting increasingly better over the years, but she does feel ashamed and uncomfortable at times when she needs clarification or doesn’t understand. It is my hope that helping her find a meaningful community would help combat and heal some of the previous wounds she has regarding her peer relationships. This would help her find a sense of belonging and sense of inclusivity since she can relate specifically to this community.

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

Because there’s not one specific area Katie is struggling in, I identified the following SMART goals to address academics as a whole.

- By the end of the semester, Katie will utilize at least 3 studying strategies (take-home notes, flashcards, Quizlet, review guides, etc.) in preparation for unit tests in her current classes. Her goal is to achieve a B or higher 70% of the time.
- By the end of the semester, Katie will fully utilize her digital or physical planner to record assignment due dates and turn in work by the assigned due date at least 75% of the time.
- By the end of the school year, Katie will improve 2 core subject grades (ELA and math) to a C, which will be measured by outcome (achievement) data.
- SEL/career: By the end of our 5 sessions, Katie will be able to verbally explain with supports (personal research/resources) as to why organizational skills support her desired career paths.

<ul style="list-style-type: none"> How will you involve the student/client in establishing SMART goals? <p>Because Katie is older, I can definitely ask her what she believes are some appropriate academic goals she can set for herself. Once she describes some goals, we can work together on “fleshing out” these goals and adding more detail to them so they align with SMART goal standards.</p> <p>-----</p> <p>After having a discussion with Katie, she expressed that she does want to do better in school and is open to guidance to help her do so. She identified that some goals she has are to stay focused in class and turn in her work. After exploring how she thinks she could do this, we came up with the following SMART goal together:</p> <ul style="list-style-type: none"> Katie will improve her focus in school by limiting her cell phone use during class. She will only use her phone during class for a maximum of 5 minutes, only after independent work is finished, at least 3/5 days a week for the next four weeks. She will track her progress in her planner each day. Katie will improve her levels of confidence by the end of the 5th counseling session by being able to identify and verbalize three aspects she likes about herself and use one positive self-talk strategy when discussing challenges (either peer or academics related) faced at school. 	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> Identify the student/client’s culture/ethnicity. <p>Katie is a white, Caucasian female. It did not seem that Katie was super in touch with her personal culture. She did not share that she practices any religion and does not engage with practices other than the “typical American white family... minus not having a dad.”</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>This case can be challenging in the sense that Katie is not considered to be a part of a “cultural minority.” Typically, studies approaching this topic are geared towards instances of racism, biases, and how to make minority students feel included. While this is necessary to improve equality and equity, it makes approaches for this particular student difficult to find.</p> <p>To support Katie’s identity of being a white female, I explored the implications of ethnic and racial identities in adolescence and youth. According to Moffitt & Rogers (2022), white youth typically downplay and minimize the importance of the role of their race. It was found that white adolescents suggest that their typical culture or their “whiteness” is not something that they actively engage with (Moffitt & Rogers, 2022). Rather, their culture and ethnicity were seen as a fact as opposed to a part of their identity. This is clearly seen in Katie’s life, as she is not someone who feels strongly identified with a particular group or culture. This could be adding to the feeling of discomfort, as there is a sense of cultural and social ambiguity. Based on our conversations, Katie just feels like she gets lost in the crowd.</p> <p>On the flip side, she also struggles with things that set her apart- like difficulty hearing. Being a part of the deaf or hard-of-hearing (DHH) community also makes this culture</p>	<p>___/10</p>

relevant to Katie. When working with the DHH population, it is imperative to consider innovative pedagogy, language and communication, and accessibility and technology (Rahim, 2024). It doesn't seem like Katie feels strongly connected to this community as a whole, as her hearing has improved over the years. However, she does have access to headphones and assistive technology.

- 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.

For Katie, I think there are several barriers that may be interfering with academic and social/emotional development. I'm not super concerned with Katie's career development right now because she has some goals and potential pathways in mind.

While Katie has been hesitant to open up about her life at home, I know coming from a single-parent household is a barrier to success. There are no concerns of abuse or neglect, and I know Katie's mom works hard to provide. Even still, associations have been found between single-parent households and levels of independence, confidence, and responsibility in children (Yanuarsari et al., 2020).

In school, her grades and relationships with her peers are the biggest barriers to success. While we are working to address these areas, they definitely play a role in her perceived feelings of success and personal development. Her specific learning disorder (SLD) also creates additional difficulties with classroom engagement and comprehension of materials. This also relates to institutional barriers, such as stigmas related to differences in appearance and the pressure to "fit in". The use of supports (such as trackers and hearing devices) can result in judgment, too.

In terms of community barriers, these include a lack of a sense of belonging and limited access to extracurricular activities that could help foster self-esteem and social skills.

- 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 support Katie in addressing these barriers, several interventions can be implemented within the scope of the school counseling practice. Although it seems simple, one of the most effective and ethical strategies is intentional conversation. Through the process of individual counseling, I can help Katie reframe her home life circumstances and shift her perspective. Research indicates that resilience, particularly in children from single-parent households, can be fostered through adaptive thinking and effective emotion regulation strategies (Rees et al., 2023). By introducing these findings to Katie, we can work together to reduce feelings of shame or embarrassment. Rather, we can work towards replacing them with a sense of strength and resilience. Additionally, because Katie already receives support from the school social worker, I can coordinate with her to learn what resources have already been provided to Katie's mother.

To address academic, social, and community-related barriers, incorporating adaptive strategies such as mindfulness and physical activity may be especially beneficial in alleviating perceived pressures (Kim, 2024). Mindfulness practices can equip Katie with

<p>techniques to manage stress when facing pressures related to academic performance, peer acceptance, and self-image. Furthermore, encouraging participation in sports or other extracurricular activities of interest can provide opportunities for Katie to explore her identity, build confidence, and develop a sense of belonging within a supportive environment. These strategies not only target her immediate academic and emotional needs but also promote long-term social and personal growth.</p> <ul style="list-style-type: none"> 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 ASCA Ethical Standards that apply to this case are pasted below. These codes relate to my role as a school counselor, my duty to support the student through the referral process and collaboration, informed consent, and bullying. <ul style="list-style-type: none"> A.1.b. "Foster and affirm all students and their identity and psychosocial development." (ASCA, 2022, p. 1) A.1.c. "Support all students and their development by actively working to eliminate systemic barriers or bias impeding student development" (ASCA, 2022, p. 1) A.1. k "Involve diverse networks of support, including but not limited to educational teams, community and tribal agencies and partners, wraparound services and vocational rehabilitation services as needed to best serve students." (ASCA, 2022, p. 2) 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." (ASCA, 2022, p. 2) 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, p. 3) 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. (ASCA, 2022, p. 3) A.11.b Advocate for schoolwide policies, protocols and training for response to bullying, harassment and bias incidents centered on safety, belonging, and justice. (ASCA, 2022, p. 5) 	
<p>Component #3: <i>Counseling Theory & Techniques</i></p> <ul style="list-style-type: none"> What theoretical orientation(s)/technique(s) will you use to counsel this student? Support your choice regarding culture, developmental age/level, and presenting issues with a <i>peer-reviewed journal</i>. <p>When working with Katie, I plan to use a solution-focused brief counseling (SFBC) orientation. Especially when working with high school students, it is easy to get lost in</p>	<p>___/15</p>

problem identification and stuck in a cycle of emotional catharsis with students. SFBC focuses on discovering solutions to alleviate the current issue at hand (Naraswari et al., 2021).

With Katie specifically, I feel like this would be a beneficial approach. SFBC in schools has been proven to be beneficial in dealing with issues such as procrastination, academic stress, and anxiety (Naraswari et al., 2021). SFBC always directs students to find solutions by utilizing their existing strengths and resources (Naraswari et al., 2021). Because this approach addresses relevant topics to Katie while focusing on finding solutions through personal attributes (which addresses her confidence issues), it lays the foundation for meaningful change. SFBC is suitable for school counselors because it fosters a perspective shift in students from dwelling on an unfavorable situation to student strengths and potential solutions. (Naraswari et al., 2021).

SFBC is appropriate in terms of Katie's age and developmental level as well. Katie is an active participant in sessions, and this orientation allows her to explore her strengths and how to utilize them in a meaningful way. Because Katie is able to articulate her thoughts, feelings, and goals, it is clear that this is developmentally appropriate. SFBC has also been found to effectively address challenges faced by students within the realm of cross-cultural counseling, making it appropriate for her cultural identity (or lack thereof, in this case) (Aprila & Dharsana, 2023). This approach is flexible and allows students room to include various aspects of their identity as a student and as a person.

- 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*.

One technique to address academic and career supports is interest inventories. While Katie has an idea of what she potentially wants to do in the future, this could uncover other potential areas of interest. These inventories often include very specific tasks, which could provide some clarity in which direction Katie chooses to pursue in the future. Hanna & Rounds (2020) conducted a comprehensive literature review and meta-analysis on career interest inventories, and it was concluded that there is a strong correspondence between measured interests and career choice outcomes for students. It is important to note that these inventories should not be used to foster "tunnel vision" for Katie. Rather, they are for self-exploration, career development, and planning. By uncovering existing and potential new interests, we can try to gear her elective classes to align in her coming academic years.

In terms of addressing academics, metacognitive strategies can be utilized. Metacognition is easily explained as thinking about your own thinking (Meher et al., 2021). In the academic context, this can be teaching Katie to think about her learning processes. She can learn to monitor her personal comprehension, ask herself questions about topics she doesn't understand, think about how to focus and regulate her attention, etc. Meher et al. (2021) found that metacognitive interventions, such as self-assessment and concept mapping, improve learning outcomes for students. These interventions can help empower Katie through building her metacognitive awareness, thus improving her academics.

<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>Specific positive interventions to assist Katie in mediating issues, building resilience, identifying strengths, and developing a plan for wellness are exception questions, miracle questions, and scaling questions. These specific techniques align with the SFBC approach and have been empirically validated to foster positive change in students within the educational setting (Naraswari et al., 2021). Exception questions could help Katie identify instances where she was not struggling and explore why. What resources were available? Miracle questions can help Katie set a goal and identify where she wants to be in the future and why. What's different? Scaling questions can help Katie measure change and identify where she's most (un)comfortable. Quantifying her progress can make it seem more manageable and concrete. Used in conjunction with each other, I think these specific techniques could really help Katie reframe her thinking and build towards positive change that she's motivated to upkeep.</p> <ul style="list-style-type: none"> • Would group sessions also be appropriate for this student/client? Why or why not? <p>Given Katie's past experiences and comfort level with her peers, I do not think group counseling is appropriate at this time.</p> <p>Group sessions could potentially be an option in the future if the members are vetted carefully and are emotionally safe. I don't want Katie to become a victim of bullying due to what is revealed in a group. Depending on how much Katie still feels the effects of her father passing away, including a grief group could also be an idea for the future.</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>Family and home supports that could help Katie achieve her identified SMART goals are consistent routines and academic check-ins at home. By having Katie's mom provide input and potentially agree to a set routine, academic support could be provided. This could look like finding a specific spot in the house to do homework and having Katie's mom check in daily on Katie's assignments and grades.</p> <p>Speaking on collaborating with Katie's mom, open communication could be fostered between home and school (within the limits of confidentiality) to help reinforce positive self-talk and self-confidence in Katie. By including Katie's mom in this process, Katie would be able to translate the meaningful change into multiple settings.</p> <p>In school, Katie can be encouraged to fully utilize her IEP accommodations and supports on top of regular check-ins with the school counselor or social worker. I could also collaborate with Katie's teachers and ask them if they're willing to continue to reinforce organized academic behaviors (like using the planner, etc.).</p>	
<p>Component #4: Individual Appraisal and Outcomes Assessment</p>	<p>___/10</p>

- How will you assess student/client's progress in using their strengths to build resilience? Identify how your approach is culturally sensitive and takes into account background, ability, and language.

I will assess Katie's progress in using her strengths to build resilience by asking her scaling questions like, "On a scale of 1-10, how would you rate your ability to use your strengths and remain resilient- even when you face challenges?" This gives me both qualitative and quantitative data to keep and analyze. This can help identify patterns and foster conversations about resiliency. As previously noted, this approach is evidence-based and can be adapted to fit multiple cultures. Katie is able to communicate clearly and effectively, so it is appropriate for her cognitive abilities and language skills.

If possible, I could even ask her teachers how she's doing when she faces challenges in class. Does she retreat away from the problem or try to solve it? What seems to be helping her come out of her shell and be involved in the classroom culture?

- How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)?

By the end of the semester, Katie will utilize at least 3 studying strategies (take-home notes, flashcards, Quizlet, review guides, etc.) in preparation for unit tests in her current classes. Her goal is to achieve a B or higher 70% of the time.

For this goal, we can assess if studying strategies were utilized by asking Katie to identify them. Which ones did she use? Which strategies did she like the most? Which did she feel helped best prepare her? On top of the qualitative data, we can review her test grades for each course to see if the threshold was met.

By the end of the semester, Katie will fully utilize her digital or physical planner to record assignment due dates and by turn in by the assigned due date at least 75% of the time.

We can physically look to see if the planner has been utilized, when, what did Katie write down, etc. We can also check the gradebook for clarity on due dates and turning in assignments.

By the end of the school year, Katie will improve 2 core subject grades (ELA and math) to a C, which will be measured by outcome (achievement) data.

Please see the last bullet. We can see which two courses were improved upon the most and have a discussion as to why.

By the end of our 5 sessions, Katie will be able to verbally explain with supports (personal research/resources) as to why organizational skills support her desired career paths.

I will measure progress here by asking Katie to identify why it's important to be organized and how this relates to future plans. We can discuss her answers as well as the provided supports and research.

Katie will improve her focus in school by limiting cell phone use during class. She will only use her phone during class for a maximum of 5 minutes, only after independent work is finished, at least 3/5 days a week for the next four weeks. She will track her progress in her planner each day.

<p>We will look at both the qualitative data and the quantitative data for this goal. Does Katie feel like she improved at all? Did she meet the 5-minute threshold? What was written in her planner?</p> <p>Katie will improve her levels of confidence by the end of the 5th counseling session by being able to identify and verbalize three aspects she likes about herself and use one positive self-talk strategy when discussing challenges (either peer or academics related) faced at school.</p> <p>This will be measured by Katie's thoughts and feelings regarding the subject of confidence. Did the positive self-talk strategy help? Why or why not? What can we do differently?</p> <ul style="list-style-type: none"> • What outcome data will you use to measure achievement, attendance, or discipline? <p>I will use Katie's gradebook and test scores to measure achievement. I can assess how many assignments are missing/were never turned in, the scores she received on her work that was completed and turned in, her final grades for each course, and her participation scores (if applicable). This would provide concrete data from each of the teachers to show how and where she is progressing and where more support may be needed.</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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