

Benchmark Case Conceptualization & School Counseling Services Plan Template

Practicum Student Name Katharine Sandvick

Practicum Site: Wagonwheel Elementary Elementary School x Middle School High School

K-12 Student Pseudonym Lila Smith Session 2

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">Poi nts</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 student will be informed of the limits surrounding confidentiality. She will be made aware that what is shared between us in our sessions remain confidential. She will understand that confidentiality will need to be broken if legally required or if there is serious or foreseeable harm to the student or to others.</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, mother was contacted to obtain consent for counseling services based on the ASCA Ethical Standards for School Counselors that explains the need to, "Recognize their primary ethical obligation for confidentiality is to the students but balance that obligation with an understanding of parents'/guardians' legal and inherent rights to be the guiding voice in their children's lives" A.2. Confidentiality section g.</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>The concerns standing out currently is that Lila is having a difficult time getting along with a particular classmate. Her and this student are constantly having issues with one another and coming to the school counselor to discuss their problems separately. Additionally, Lila has been missing school. There seems to be a lot going on emotionally and physically for Lila. She is also questioning her gender and identity which seems to be part of the issue with the other student who is picking on her. When she is at school, she does not look rested or well. Consequently, there are concerns for Lila's academic achievement. Her teacher has noticed that she is very disconnected during lessons and when she is supposed to be completing her work. The teacher is having a hard time getting her to complete any work.</p> <ul style="list-style-type: none"> Please indicate the stakeholders you consulted with regarding this student/client. <p>The stakeholders I consulted with were the school counselor, behavior specialist who referred her mom, and the student.</p>	

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

Lila is continually worried and anxious about her health. It appears something is always wrong with her body. She says she has been to the doctor, and they don't have many answers for her. Her teacher said she will notice that Lila will get panicky about her health during class time. Anytime I have talked to her, she mentions a new thing wrong with her health. It could be possible that Lila is hyper focused on her health as a way to gain sympathy or attention. I would like to get her to a place where she isn't worried about her health and can focus on other goals. Lila's outside counselor mentioned that she wants Lila to work on just being her and who she actually is. Lila seems to be searching for a place to fit in. Lila lost her dad when she was 7 years old. This is something that she understandably has a very hard time with. Along with that, her mom works two jobs and is going to school. Lila has mentioned that she would like to help her mom financially. There are many stressors in her home life that are occupying Lila's attention and concern.

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

The main focus for Lila is providing social-emotional counseling. Lila's basic needs must be met in order for her to succeed academically. Although academics is also something we will focus on later on. We will discuss managing healthy relationships with her peers as she is struggling to get along with a classmate. During our last session we discussed strategies that would improve their interactions. She decided that she would not engage with this student. Although, the other student is saying that Lila is provoking him. I hope to help Lila process her emotions surrounding the student and work to resolve the underlying issues that are triggering her response. We will also work on making positive decisions and self-care. Lila says she does not sleep at night, and she says she showers twice a week. The school counselor and I wonder if she is showering at all based on the looks of it.

- 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?

Lila already is seeing an outside counselor who comes once a week and meets with her at the school. I think the Boy's and Girl's club would be a good thing for Lila. Her mom works a lot and I think she is alone at home fending for herself. The club would give her a place to go and be surrounded by an uplifting community. Additionally, there are after-school programs that the school puts on like Girls on the Run. Girls on the Run meets weekly and runs a mile, discusses important life topics and encourages close friendships. I will encourage Lila to participate in these groups if possible.

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

SMART goals that I would like to implement are based on achievement and attendance. By the end of our sessions Lila's attendance at school will increase. Over the course of the semester Lila will improve her ability to pay attention in class. The teacher will not have to redirect her attention as often and Lila will turn in more of her assignments. The amount of times Lila has

<p>conflicts with her peers will decrease over the course of the semester. Lila can work on her academics by striving to improve on her Winter WYTOPP scores in math and reading. This is a big motivation at the school and there is classroom and school celebration when scores are improved. I could encourage Lila by working with her teacher to develop some sort of motivation or prize that will help with her motivation to improve on these tests.</p> <ul style="list-style-type: none"> How will you involve the student/client in establishing SMART goals? <p>I plan to engage Lila in creating SMART goals for herself that pertain to self-care. I will ask Lila about areas where she thinks she can improve in making better decisions in taking care of herself. For example, we may establish a SMART goal for Lila that states, "I will shower or bathe 3-4 times a week. I will go to sleep before 11 pm every school night." I think it would be good for Lila to find things that she enjoys doing for fun or relaxation because she has so many adult-like stressors that are not her responsibility. She can help determine a smart goal that focuses on engaging in a specific activity for herself outside of school. (Writing in her journal)</p>	
<p>Component #2: Developmental, Ethical, and Multicultural Considerations</p> <ul style="list-style-type: none"> Identify the student/client's culture/ethnicity. <p>Lila is Caucasian</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>A multi-social/cultural consideration related to the client/counselor relationship is the fact that we have differing beliefs pertaining to gender identity. My Christian upbringing and biblical beliefs conflict with that of my client who is identifying as a trans male. I need to be self-aware and not let my beliefs dictate the approach I take to help the student. Singh et al., writes, "...Counselors take action to increase self-awareness of clients' worldview, assumptions, attitudes, values, beliefs, biases, social identities, social group statuses, and experiences with power, privilege, and oppression" (Singh et al., 2020, p. 246). It is my responsibility to understand the student's overall worldview and beliefs. Viewing experiences from her point of view will improve the success of chosen interventions because they will be specifically catered to the student and not based on my own experiences.</p> <ul style="list-style-type: none"> 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. <p>Lila's home environment has contributed to the barriers impeding her academic and social emotional development. Trauma from her father passing at a young age has impacted her social/emotional development. Building resiliency and growth through this trauma would benefit Lila. She has had to go through lots of challenges in her youth. Ohio Department of Education outlines several impacts of trauma such as zoning out in class, hyper-alert, increased rates of depression and anxiety, withdrawing and struggling to connect with others (Ohio Department of Education, 2023).</p>	<p>— /10</p>

- 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.

Lila's family is financially disadvantaged, and this is a large stress for her. Lee & Zhang explain that students who experience persistent economic stress during their childhood are linked with diminished self-confidence and self-esteem and struggle with peer relations. The authors also determined that adolescents from a socioeconomically disadvantaged background were two to three times more likely to develop mental health issues later on in life (2022). These are all factors to consider in Lila's case as they are concerns already presenting themselves in her life. Diminished self-confidence and self-esteem could also be impacting Lila's academic performance. She seems to lack the purpose and motivation for excelling in school. Again, there are basic needs in Lila's life that need to be addressed and prioritized.

- 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. RESPONSIBILITY TO STUDENTS A.1 Supporting Student Development

h. Respect students' and families' values, beliefs and cultural background, as well as students' sexual orientation, gender identity and gender expression, and exercise great care to avoid imposing personal biases, beliefs

-This will be important because identity will be discussed, and I will respect her views.

f. Do not diagnose but recognize how a student's diagnosis and environment can potentially affect the student's access, participation and ability to achieve academic, postsecondary and social/emotional success.

-I will take her environment into consideration as I evaluate successes and setbacks.

A.2. Confidentiality

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.

A.3. Comprehensive School Counseling Program

e. Deliver research-based interventions to help close achievement, attainment, information, attendance, discipline, resource and opportunity gaps.

A.4. Academic, Career and Social/Emotional Planning

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.

-I want Lila to utilize learning strategies that work for her and help her succeed. I also want her to gain social skills that encourage healthy relationships and support systems

A.10. Marginalized Populations

a. Advocate with and on behalf of students to ensure they remain safe at home, in their communities and at school. A high standard of care includes determining what information is shared with parents/guardians and when information creates an unsafe environment for students.

<p>-From information already shared, I will continue to check in with Lila about her environment at home.</p> <p>A.11. Bullying, Harassment, Discrimination, Bias and Hate Incidents</p> <p>h. Actively respond to incidents of bias or hate, demonstrating a commitment to equity and promoting a safe, inclusive school community.</p> <p>-Lila has mentioned she feels targeted by the other student because of her sexual orientation.</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>I see Solution-Focused Brief Therapy and Motivational Interviewing to be beneficial for Lila to help her problem solve, set goals, improve relationships and discover who she truly is. Because Lila has a wide range of concerns and potential barriers, I would like to use Solution-Focused therapy to clearly understand goals that Lila has in order to improve scenarios in her life. I want to understand what Lila views as successful and exceeding in life. I want to meet her where she is at and guide her in making good decisions for herself. For Lila and I to get on the same page as we begin interventions, a good place to start would be discussing preferred future vision, the miracle question or time travel question. Then we would set concrete goals and brainstorm the skills that we need in order to get there (Zatloukal, Žákovský, & Tkadlčíková, 2020). Terry et al explains that studies have shown Motivation interviewing among middle school students can improve academics and psychosocial outcomes (Terry, Weist, Strait, & Miller, 2021). This would be an appropriate technique to use with Lila based on her development and age. She can be heavily involved in the goal setting process. Terry et al., write, "Fundamental to MI are the principles of evocation, collaboration, acceptance, and compassion shown by expressing empathy, managing sustained talk, developing discrepancies between the client's values and the status quo of current problematic behavior, and supporting self-efficacy for change" (Terry, Weist, Strait, & Miller, p. 801, 2021).</p> <ul style="list-style-type: none"> What academic and career techniques would you consider counseling this student? Support your choice regarding culture, developmental age/level, and presenting issues with a <i>peer-reviewed journal</i>. <p>One way the school counselor and I discussed engaging Lila in academics is doing a book study with her. We thought it could be helpful to use a book that Lila could relate to and one she would enjoy reading. Lila also really loves to write. I would like to incorporate her love of writing to encourage class participation and involvement. I could work with Lila's teacher to see if there would be an opportunity for Lila to "present" one of her class writing projects to the class if she would be interested in that. According to Kelley, Cunningham, & Branscome, "In the educational setting, reflective journaling allows students to tap into their thought processes and to engage in critical thinking linked to emotional functioning" (Kelley, Cunningham, & Branscome, 2015, p. 2). Her teacher and I could work out a situation where if Lila begins shutting down or zoning out, maybe she can have 5-10 minutes to journal and write out what she is focusing on with the understanding that once she writes it down, she needs to leave it there and come back to it later and not during class time.</p>	<p>/15</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>Lila should utilize her journal when she has relational issues with the other student. One of Lila's goals will be to decrease the number of times she has conflicts with this student. If she can be mindful and reflective in her journal about what the issue is and write it down, it may help curb the frustrations and constant fighting. Self-efficacy and self-care is a main focus for Lila. As I stated earlier, encouraging Lila to participate in groups like Girls on the Run would be really great for her to improve her overall well being and give her something to be proud of. I want to give Lila positive coping skills. She writes and draws all over her arms and legs. It seems to be some sort of outlet for her. We could replace her current coping skills with healthy, and beneficial ones. Lila loves designing clothes and is very artistic. I can help her focus on her strengths and foster her pursuit of them. Falco & Summers write, "In turn, self-efficacy can be influenced by the outcomes of behaviors (e.g., goal progress, achievement) and by input from the environment (e.g., feedback from teachers, social comparisons with peers)" (Falco & Summers, 2019, p. 64). I want Lila to see that she can succeed in things she is passionate about and puts her mind to.</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>Lila has come to a lunch group with the counselor and I. This is something that will be beneficial to her once every week or two. The groups are not necessarily working on a focused skill other than building social skills and other relationships with other students. I don't think Lila needs to be a part of a focused small group because she is already being pulled out of class time often for other counseling services. The lunch groups can be supplemental to other services. Her group of friends at the lunch group, the school counselor, teacher and I are great school support for her in helping her meet her SMART goals. Outside of school, her counselor is working on other goals with her. She seems to be on her own with things when she is home.</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 can have Lila show me how often she resorted to her journaling and processing her feelings in that way. I can ask Lila on a weekly basis what coping skills she is using when things are difficult with peers, home life, or school. I will be able to tell by looking at Lila whether or not she is taking steps and making an effort to choose self-care. My approach is sensitive to Lila's environment. I understand that Lila is doing what she can with the skills she possesses at the moment and all that she has been through. My hope is to improve her skills and also give her new skills that progress her forward through past and future difficulties.</p> <ul style="list-style-type: none"> 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? 	<p>/10</p>

<p>I will look at her attendance report at the end of the semester to assess progress. Likewise, I will review her interim and benchmark Fall WYTOPP scores in Math and Reading to determine growth. By meeting with her teacher I can assess whether Lila is turning in assignments or not. I can ask her teacher to try and keep track of all the times she redirects Lila to focus or pay attention to the lesson. (I don't want to add too much to the teacher's plate) Along with this, that is when Lila is supposed to journal quick about what's stealing her attention. The school counselor and myself keep a log of every time we meet with a student about an issue. Additionally, there is a google form that student's have access to where they type a problem they are having and we meet with them. Lila has already filled out the form several times about having issues with the student. I can look at the google form to see if we see a decrease in google form entries from Lila.</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>References</p> <p>Asca ethical standards for school counselors. (2022). https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf</p> <p>Falco, L. D., & Summers, J. J. (2019). Improving Career Decision Self-Efficacy and STEM Self-Efficacy in High School Girls: Evaluation of an Intervention. <i>Journal of Career Development</i>, 46(1), 62–76. https://doi.org/10.1177/0894845317721651</p> <p>Kelley, H. M., Cunningham, T., & Branscome, J. (2015). Reflective journaling with at-risk students. <i>Vistas Online</i>, 9, 2015.</p> <p>Lee, K., & Zhang, L. (2022). Cumulative Effects of Poverty on Children's Social-Emotional Development: Absolute Poverty and Relative Poverty. <i>Community Mental Health Journal</i>, 58(5), 930-943. https://doi.org/10.1007/s10597-021-00901-x</p> <p>Singh, A.A., Nassar, S.C., Arredondo, P. and Toporek, R. (2020), The Past Guides the Future: Implementing the Multicultural and Social Justice Counseling Competencies. <i>Journal of Counseling & Development</i>, 98: 238-252. https://doi.org/10.1002/jcad.12319</p> <p>Terry, J. D., Weist, M. D., Strait, G. G., & Miller, M. (2021). Motivational Interviewing to Promote the Effectiveness of Selective Prevention: an Integrated School-Based Approach. <i>Prevention Science</i>, 22(6), 799-810. https://doi.org/10.1007/s11121-020-01124-4</p> <p><i>The impact of trauma on students</i>. Ohio Department of Education. (n.d.). https://education.ohio.gov/Topics/Student-Supports/Ohio-PBIS/Trauma-Informed-Schools/The-Impact-of-Trauma-on-Students#:~:text=Potential%20impacts%20of%20trauma%20include%2C%20but%20ar</p>	<p>/5</p>

<p><u>e%20not%20limited%20to%3A&text=Zoning%20out%20in%20class%3B,Lower%20grade%20point%20average.</u></p> <p>Zatloukal, L., Žákovský, D., & Tkadlčíková, L. (2020). 'Kids' skills' and 'Mission possible' innovations: Solution-Focused brief therapy models for working with children and adolescents revised and expanded. <i>Australian and New Zealand Journal of Family Therapy</i>, 41(1), 29-41. https://doi.org/10.1002/anzf.1399</p>	
<p>TOTAL</p>	<p>— /50</p>