

Institution:	Liberty University
Student:	Lydia Caines
Supervisor:	Kimberly Docimo
Site:	Jeffersontown Elementary School
Date:	Fall 2024 (08/19/24 - 12/13/24)
Type:	COSC 694 Internship II (A03)
Final Completed:	11/21/24 12:42 PM

Final School Counseling AIA Rubric

General overview

The Pre-Advanced Internship Assessment (Pre-AIA) is completed twice by the practicum site supervisor during the 100-hour internship in school counseling. Candidates must be given the opportunity to be observed on each standard/competency noted in the Pre-AIA.

Instructions: Referring to the rating descriptions below, click on the rating level that best describes the practicum student's performance on each standard. In order to complete the program successfully, School Counseling students must have met every standard at the "MET: Proficient" level. For a "Proficient" rating, all criteria connected by "AND" must be met; if one or more of the individual items connected by "AND" are not met, the site supervisor should select a "Not Met" rating of "Developing" or "No Evidence." Provide a comment below for any rating of "Not Met". Practicum students who receive "Not Met" ratings on the final evaluation will receive remediation before moving forward to the internship courses. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence. It is expected that practicum students may receive a rating of "Not Met" of some standards at the mid-term portion of the practicum experience.

Final AIA

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
FOUNDATIONS					
	Intern cultivates ethical behavior(s) in others. AND/OR Advocates for ethical and legal decision	(B.1) Demonstrates the ability to apply and adhere to ethical and legal	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model	No Evidence 0 points	

making/policy changes. AND/OR Advocates for appropriate school counselor identity and program.	standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program.	professional identity/programming.
(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 /	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.	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.	

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
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	Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing	No Evidence 0 points	

(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students.	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	limitations that necessitate supervision and/or referral.
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.	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:		
(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.	Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.	

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

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
DIVERSITY AND ADVOCACY	Intern cultivates cultural sensitivity in others. AND/OR Evaluates and suggests changes to policies, programs, and/or services that improve equity and opportunity for diverse student academic, career and personal/social development. AND/OR Actively seeks out and develops opportunities to engage stakeholders in student development. (F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in	(F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND (F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are	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	

student learning and development. AND (F.2) Advocates for the learning and academic experiences necessary to promote the academic, career, and personal/social development of students. AND (F.3) Advocates for school policies, programs, and services that enhance a positive school climate and are equitable and responsive to multicultural student populations. AND (F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. LOOK-FORS/EXAMPLES: Intern gives consideration to cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families.	equitable and responsive to multicultural student populations. AND (F.4) Engages parents, guardians, and families to promote the academic, career, and personal/social development of students. LOOK-FORS/EXAMPLES: Intern gives consideration to cultural, economic, and political issues during service delivery/program planning. Intern is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families.
--	---

Question Comments :

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

barriers to student development. Intern looks to the ASCA National Model for assessment guidance.

Question Comments :

Lydia far exceeded my expectations with her use of collecting data!

	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 programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (and relevant technology) to enhance school counseling programs. LOOK-FORS / EXAMPLES: Intern discusses research findings related to program outcomes. Intern shares technology relevant to school counseling programming and student learning.	(J.1) Applies relevant research findings to inform the practice of school counseling. AND (J.2) Develops measurable outcomes for school counseling programs, activities, interventions, and experiences. AND (J.3) Analyzes and uses data (and relevant technology) to enhance school counseling programs. LOOK-FORS / EXAMPLES: Intern discusses research findings related to program outcomes. Intern shares technology relevant to school counseling programming and student learning.	Insufficient evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.	No Evidence 0 points	

Question Comments :

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

achievement.
Intern is
intentional in
identifying
achievement gaps
and populations.
Intern considers
differentiated
instructional
strategies during
program planning.

Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
CONSULTATION AND COLLABORATION	Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to improve policy/practices that promote student success and holistic development. AND/OR Intern creates/implements peer helping program aimed at improving student development/well-being. AND/OR Intern is aware of and adheres to ethical standards regarding parent/guardian rights and confidentiality. AND/OR Intern is aware of and adheres to ethical standards when collaborating, consulting, and making referrals. (N.1) Works	(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	Insufficient evidence of ability to effectively collaborate and/or consult on behalf of students and families and/or make use of referral procedures and peer helping strategies.	No Evidence 0 points	

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.	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.	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.

Question Comments :

Great collaborator! Lydia was well liked among our staff. Teachers often would consult Lydia on student concerns. She worked collaborating with the Student Support Team (school counselors and Mental Health Practitioners).

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
LEADERSHIP	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.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.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.	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.	No Evidence 0 points	

Question Comments :

Evaluation Score Summary

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

Back to Top

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name Lydia Caines

Internship Site: X Elementary School Middle School High School

K-12 Student Pseudonym Session 3 of ?

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
Component #1: Case Conceptualization and Appraisal - Explain procedures for addressing confidentiality and the limits to confidentiality. It was explained to student that what they said would remain confidential unless there were reports of someone hurting them, they were hurting someone, or they were going to hurt themselves then we would have to get other people involved to help. - Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? The guardian has been contacted and we are working in collaboration with the mom as the trauma that the student has is pretty severe. - Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? Attendance and achievement are two issues that may be at play here. The student is absent frequently, sometimes for reasons outside of their control (such as being in court) or for physical symptoms, such as not being able to eat because of puking/stomachache. When here, the student is allowed to come to the school counselor's office for a break during the school day, and the student will remain as long as possible. My supervisor and I have been trying to limit breaks because the student will come to the office multiple times a day when present at school and will stay as long as possible. Because the student is absent so frequently, achievement is an issue and her teacher is working in collaboration with the school counselor and home to ensure that the student is staying on top of what is being taught. - Please indicate the stakeholders you consulted with regarding this student/client. I have consulted primarily with my supervisor, as she was familiar with the family's circumstance and introduced me to the student. Additionally, I spoke to the teacher about pulling the student a couple times a week during times provided by the teacher to solidify a regular relationship and provide some counseling services.	<u> </u>/10

- After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns?
This student has been sexually abused which has affected the student's social-emotional well-being. Although the student conducts herself without severe emotional triggers/outbursts, the student displays lack of attachment boundaries that are typical for her age group. For example, she seems to struggle with making friends in her class but wants to come to the counseling office to play games and just hang out constantly. She has also given small gifts (one of her stuffed animal keychains, and a bracelet) to the counselor and I. She has also complained of a stomachache and inability to keep food down, which may be more indicative of emotional struggles.
- What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices?
At this point we are primarily providing social-emotional services, as we are providing an area for her to take a break when overwhelmed in class, as well as checking in on her well-being when she is present. Both she and her teacher know that she is allowed to come to the counseling office when she wants/needs, and her teacher is willing to let her use that resource.
- 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?
My supervisor has been in contact with her mom, and the mom has mentioned that she is in the process of setting up counseling services for her daughter. Additionally, CareSolace, a counseling service that is outside of the school but can be referred by anyone in the school system has been mentioned to the student and mom as well.
- What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s).

A school counseling SMART goal that may be attainable and applicable may be to have fewer trips to the counseling office so that she can continue to learn in her classroom and not miss critical class time. There was one day where she spent most of the day in the counseling office, and afterwards she has tried to come by at least once, if not multiple times a day. I have started a preventative intervention by talking to her teacher and figuring out times that are not critical learning times and establishing that I will come get her and we will have 15 minutes together instead of her seeking out the counseling office several times a day. A SMART goal would be that she would initiate going to the counseling office *just to chat* two times a week or less by the end of November. This would be prevented by intentional times together initiated by me. Additionally, another SMART goal may be that she only misses 2 days or less by the end of November for non-appointment or sick reasons. This may be prevented by involving her in peer programs, such as lunch bunch, to get her engaged with classmates so as to make school more fun

for her. Additionally, a reward such as getting to play a game with me or my supervisor at the end of the week may be an incentive to continue to come to school. • How will you involve the student/client in establishing SMART goals? I consulted the student on my plan of initiating intentional time with the student, and then can also propose the plan to Leah and get her input on what might be helpful for establishing peer relationships and what may be motivating to come to school.	
Component #2: Developmental, Ethical, and Multicultural Considerations • Identify the student/client's culture/ethnicity. The student is of Hispanic/Latino heritage, as seen on her school profile. Additionally, the student stated that her mom speaks Spanish. • Identify multi-social/cultural considerations in this case. Support your response with a <i>peer-reviewed journal</i>. According to one study, young Hispanic girls are more likely to be sexually abused by family members as opposed to other racial minorities (Shaw, et al., 2001). In addition, these girls are more likely to experience somatic complaints, as well as externalizing and internalizing behaviors (Shaw, et al., 2001). Additionally, it sounds as if she is in a one-parent family, which can be difficult financially and socially. • 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. I would say that the various court dates, hospital visits, and other things were impacting her academic readiness. I know that she has been complaining of somatic symptoms, such as stomachaches, nausea, and other symptoms, and mom may be keeping her home because of it. Additionally, after talking to the teacher, it sounds like she uses anything to try to go home and would rather be at home. • Identify and discuss at least one piece of research from a <i>peer-reviewed journal</i> to support the barriers you identified with regard to impacting the student/client's (academic, career, social, emotional) development. Research states that 54% of female students who have experienced childhood sexual abuse struggle with adapting to school academically, behaviorally, relationally, and resiliency (Daignault & Hebert, 2009). Additionally, childhood sexual abuse victims are more likely to experience abuse again, especially if the abuse happened within the family (Widom, et al., 2008). Thus, early intervention is crucial for childhood abuse survivors (Widom, et al., 2008). • 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.6.c. Connect students with services provided through the local school district and community agencies and remain aware of state laws and local district policies related to students with special needs, including limits to confidentiality and notification to authorities as appropriate.	___/10

This is applicable as the student's mom has been informed of services within with school if she wants to use them, but she stated that she has an outside service ready (which does not seem to be in use yet). A.2.a Promote awareness of school counselors' ethical standards and legal mandates regarding confidentiality and the appropriate rationale and procedures for disclosure of student data and information to school staff. This is applicable as to keep this student's information confidential. I have collaborated with the teacher and my supervisor, but only in person. Additionally, when the student spend close to a whole day in the supervisor's office, and people would ask questions, my supervisor would merely state that she is going through a hard time. A.12.e Connect students who have experienced abuse and neglect with services provided through the local school district and community agencies. This is applicable as we have connected or offered to connect student to counseling services through a program connected to the school	
Component #3: Counseling Theory & Techniques - 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>. Trauma-informed cognitive behavioral therapy can be effective for children who are survivors of sexual abuse and can help them manage emotions that come up as they process the trauma, as well as helping cope as they may experience interpersonal struggles (Cowan, et al., 2020). - 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>. When talking to both Leah and her teacher, it seems as though Leah is doing well academically, the only concern is that she is missing quite a few days of school and thus missing instructional time. Her teacher is working with her to provide her with missed work and giving her opportunities to catch up. As a part of a multi-tiered system of supports (MTSS) in place, Leah is mostly likely a tier 2 student who needs additional help through small groups (think lunch bunch) and interventions to increase attendance (Alvarez, et al., 2022). MTSS is a culturally sensitive approach that is adaptable for each student (Alvarez, et al., 2022). Part of that is that there are positive interventions such as drawing prizes for students who have perfect or near perfect attendance at school. Additionally, assessment of her work skills and collaboration with her teacher may reveal where she needs additional support in terms of study and work skills.	___/15

- 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>. First off, I have begun to get to know Leah and have tried to model healthy relationships as well as healthy relational boundaries. I have also tried implementing a feelings chart to help her identify her feelings and then provide space for discussion. Mindfulness interventions could be helpful, such as breathing exercises or grounding interventions could be helpful for when she may be experiencing anxiety (Bluth & Eisenlohr-Moul, 2017). These anxiety-management techniques are key for building resiliency. Additionally, psychoeducation on how anxiety feels in the body as well as on healthy relational boundaries may be helpful to build on her strengths. - Would group sessions also be appropriate for this student/client? Why or why not? Group sessions would be appropriate for this student as it would be helpful for her to understand how to create and maintain healthy friendships. She does have friends from other classes but has stated that she has had trouble creating friendships in her own class. This may be due to her absences. - Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). Her teacher will be a great asset to her reaching her SMART goal. Additionally, her mom may be a useful supporter as well, as her mom clearly cares about her and is willing to make sacrifices to ensure she is taken care of. Finally, as she gets to know other students in her class, she will most likely not want to go home as often.	
Component #4: Individual Appraisal and Outcomes Assessment - 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. Progress on taught interventions can be tracked by following-up with Leah to see if any psychoeducational information/material as well as coping skills were useful and effective to her. These are listed with interventions. Mindfulness interventions as well as breathing techniques are appropriate for her age, development, and ability, and can be modified to accommodate cultural backgrounds. - 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? I will assess student's progress by tracking SMART goals on missed days alongside the accompanying interventions. This can be done by checking in with Leah several times a week and tracking that progress. Additionally, SMART	___/10

goal progress will naturally be tracked by potential “reward” time at the end of the week with me or my supervisor.	
Component #5: Professional/Scholarly Writing Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting. Alvarez, J. M., Saunders, R., Neubauer, E., & Brown, C. H. (2022). School Counselors Implementing a Trauma-Informed Approach through Evidence-Based Practices. <i>Professional School Counseling</i>, 26(1a), 2156759X2210867. https://doi.org/10.1177/2156759x221086742 Cowan, A., Ashai, A., & Gentile, J. P. (2020, January 1). <i>Psychotherapy with Survivors of Sexual Abuse and Assault</i>. PubMed Central (PMC). https://www.ncbi.nlm.nih.gov/pmc/articles/PMC7239557/ Daignault, I. V., & Hébert, M. (2009). Profiles of school adaptation: Social, behavioral and academic functioning in sexually abused girls. <i>Child Abuse & Neglect</i>, 33(2), 102–115. https://doi.org/10.1016/j.chiabu.2008.06.001 Shaw, J. A., Lewis, J. E., Loeb, A., Rosado, J., & Rodriguez, R. A. (2001). A comparison of Hispanic and African-American sexually abused girls and their families. <i>Child Abuse & Neglect</i>, 25(10), 1363–1379. https://doi.org/10.1016/s0145-2134(01)00272-1 Widom, C. S., Czaja, S. J., & Dutton, M. A. (2008). Childhood victimization and lifetime revictimization. <i>Child Abuse & Neglect</i>, 32(8), 785–796. https://doi.org/10.1016/j.chiabu.2007.12.006	___/5
TOTAL	___/50