

**Benchmark Case Conceptualization & School Counseling Services  
Treatment Plan Template**

**Practicum Student Name** Hailie Gerhardt

**Practicum Site:** \_\_\_\_ Elementary School \_\_\_\_ Middle School \_\_\_\_ High School

\_\_\_\_ Clinical

**Student/Client Pseudonym** CJ

**Session** 2 of 12

Please note:

The student/client'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 student/client.

| <b>Case Conceptualization &amp; School Counseling Services Treatment Plan</b><br>Individual counseling is a direct, responsive service that involves one-to-one counseling with a student.<br>(Be sure to address the questions/comments for each component)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Points</b>                 |
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| <p><b>Component #1: Case Conceptualization and Appraisal</b></p> <ul style="list-style-type: none"> <li>• Explain procedures for addressing confidentiality and the limits to confidentiality. Confidentiality was addressed in every session with student and was explained to parent about the limits of confidentiality.</li> <li>• Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? Yes. Permission to record, personal phone call home to parent, and met with mom at 504 meeting.</li> <li>• Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor? Student has outbursts of negative behavior, previous/continuing bats of physical and verbal aggression to teachers and peers, is disorganized, easily distractible, and attention seeking. Attention seeking behaviors include, beating on his desk, hitting his head on the walls, making monkey noises, and spinning around in circles until is his dizzy. He is often in ISS and has previously received OSS for physical altercations with other students. CJ often has difficulty cooperating with his male teachers and male staff members. He has a difficult time grasping reality and often acts out immaturely.</li> <li>• Please indicate the stakeholders you consulted with regarding this student/client. School counselors, school psychologist, mother, administrators, and teachers.</li> <li>• After consultation (teachers, administration, parent/guardian, student records, counselors, etc.) what additional information (a more holistic view) will you include with your concerns? CJ's father is no longer in his life. Dad left his mom and little brother when CJ was in the 3<sup>rd</sup> grade. After consultation with teachers, mom, and counselors I learned that CJ often fantasizes life with his father. After meeting with CJ, the first time, I found this to be true. CJ believes that dad will be "coming back." CJ is highly intelligent, but very lazy. He is often behind in his schoolwork, mostly because he refuses to work in class. He does not carry a bookbag and believes that keeping everything in his coat will help keep him organized.</li> </ul> | <p align="center">____/40</p> |

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| <ul style="list-style-type: none"> <li>• What school counseling services will you provide to the student/client that are within the scope of school counseling practices? I meet with him twice a week to discuss progress his goals. We implemented a behavior chart to track his recognizable behaviors in classes. I have collaborated with teachers and administration on the rewards that he can earn. I have implemented weekly check-in/check-out (CICO) with he and I.</li> <li>• 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? The student is currently seeing outside behavioral therapist at Horizon Behavioral Health. He has been referred by teacher to a local wrestling organization to assist with regulating the ADHD behaviors. Student is not receiving outside counseling, however, when I spoke with CJ's mom, she is not opposed to the idea of counseling. It would be my recommendation that he sees and outside counselor, especially over the summer to continue to process these feelings and work on his disorganization patterns.</li> <li>• What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s).<br/>S- Control anger outbursts and learn coping skills. We will work on organizational skills to improve his academic performance.<br/>M- Student will work with counselor and teachers on a positive behavior chart. The chart will include the areas that the student struggles with, emotional outbursts, time management, organizational skills, etc.<br/>A- We will attain this goal within the next marking period. This allows us six weeks to improve student behavior and learn skills to better his school experience.<br/>R- We will have continuous check-ins and reward system that will align with our goals and long-term outcomes.<br/>T- We will work within our 6-week time, meeting twice a week, unless more time is needed.</li> <li>• How will you involve the student/client in establishing SMART goals? Counselor and student established goals in the first session. Goals included raising his hand, staying in his seat, no behavioral outburst, and more. Student agreed to the goals and worked diligently for the first two weeks. However, student seemed to digress as time passed. He is immature and often acts younger than his age.</li> </ul> |               |
| <p><b>Component #2: Developmental, Ethical, and Multicultural Considerations</b></p> <ul style="list-style-type: none"> <li>• Identify the student/client's culture/ethnicity. Student is a Caucasian male. Student lives with mom, who is single, and little brother. Dad left CJ and his mom, dad has also recently remarried and there are 5 little sisters. Student has an uncle who is like a father figure, however, he is in the military and is deployed often for long periods of time. Dad no longer in the picture, however CJ believes that dad will be coming back and has a</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <p>___/30</p> |

difficult time adjusting. CJ has expressed interest in becoming a tractor trailer driver, like his dad, in the future and says that motivates him to do better in school.

- Identify multi-social/cultural considerations in this case. Support your response with a *peer-reviewed journal*. Studies have shown that kids who experience divorce of parents at a young age suffer physically and emotionally. Emotional damage is often seen soon after separation. This study supports those kids often do not show signs of physical effects until later in their lives, “the effects of parents parental separation on children’s physical health may not be immediately observable but could emerge with a time lag.” (Goisis, et. al., 2020). I can see this change over the years. Our records contain pictures of him from elementary school and during the time of the divorce, there is noticeable weight gain and other physical feature changes.
- 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. No positive male role model in the student’s life, he struggles with respecting male authority. He has issues with his medications causing weight gain. CJ is afraid of loss, related to his father abandoning his mother, him, and his brother. CJ often speaks of how his dad “let him” and says that his relationship with dad is better, but he cannot help being remorseful sometimes. He has no “core” friends to talk to about how he is feeling.
- 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. A major factor in this student’s behavior management and social struggles are his diagnoses of Autism and ADHD. Studies have shown the correlation of childhood traumas and the long-term effects of social disorders and how their parents react to negative behaviors. CJ is experiencing abandonment from his father and his mother is the one raising him, which is a factor in his emotional outbursts, “implications of parent reactions to children’s negative emotions were examined in a sample that included youth with and without ADHD and examined childhood risk factors dimensionally.” (McQuade, et. al., 2021).
- Specifically indicate 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision.

“A.1. a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals.” (ASCA, 2022).

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| <p>“A.1.d Provide culturally responsive instruction and appraisal and advisement to students.” (ASCA, 2022).</p> <p>“A.1.g Acknowledge the vital role and rights of parents/guardians, families, and tribal communities.” (ASCA, 2022).</p> <p>“A.2.b Inform students of the purposes, goals, techniques, rules, and procedures under which they may receive counseling. Disclosure includes informed consent and clarification of the limits of confidentiality.” (ASCA, 2022).</p> <p>“A.2.e Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; classroom lessons; verbal notification to individual students; and school counseling department websites, brochures, and social media accounts.” (ASCA, 2022).</p> <p>“A.2.j Protect the confidentiality of students’ records and release of personal data in accordance with prescribed federal and state laws and district and school policies.” (ASCA, 2022).</p> <p>“A.3.b Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals.” (ASCA, 2022).</p> <p>“A.3.c Use data-collection tools adhering to standards of confidentiality as expressed in A.2.” (ASCA, 2022).</p> <p>“A.3.d Review and use school and student data to assess and address needs, including but not limited to data on strengths and disparities that may exist related to gender, race, ethnicity, socioeconomic status, disability and/or other relevant classifications.” (ASCA, 2022).</p> <p>“A.5.b Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students and stakeholders, joining community enhancement organizations).” (ASCA, 2022).</p> <p>“A.5.h Refrain from the use of personal social media, text and email accounts to interact with students unless sanctioned by the school district. Adhere to legal, ethical, district and school policies and guidelines when using technology with students and stakeholders.” (ASCA, 2022).</p> <p>“A.6.a Collaborate with all relevant stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified.” (ASCA, 2022).</p> <p>“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.” (ASCA, 2022).</p> <p>“A.9.a Inform parents/guardians and school administration when a student poses a serious and foreseeable risk of harm to self or others. This notification is to be done after careful deliberation and consultation with appropriate professionals, such as other school counselors, the school nurse, school psychologist, school social worker, school resource officer or child protective services. Even if the danger appears relatively remote, parents/guardians must be notified. The consequence of the risk of not giving parents/guardians a chance to intervene on behalf of their child is too great.” (ASCA, 2022).</p> <p>“A.9.c Collaborate with school administration to ensure a student has proper supervision and support. If parents/guardians will not provide proper support, the school counselor</p> |  |
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| <p>takes necessary steps to underscore to parents/guardians the necessity to seek help and, at times, may include a report to child protective services.” (ASCA, 2022).</p> <p>“A.9.d Provide culturally responsive mental health resources to parents/guardians.” (ASCA, 2022).</p> <p>“A.10.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.” (ASCA, 2022).</p> <p>“A.10.b Actively work to establish a safe, equitable, affirming school environment in which all members of the school community demonstrate respect, inclusion and acceptance.” (ASCA, 2022).</p> <p>“A.11.a Recognize that bullying, discrimination, bias and hate incidents rooted in race, gender, sexual orientation and ethnicity are violations of federal law and many state and local laws and district policies.” (ASCA, 2022).</p> <p>“A.11.b Advocate for schoolwide policies, protocols and training for response to bullying, harassment and bias incidents centered in safety, belonging and justice.” (ASCA, 2022).</p> <p>“A.13.a Abide by the Family Educational Rights and Privacy Act (FERPA), which defines who has access to students’ educational records and allows parents/guardians the right to review the records and challenge perceived inaccuracies in their child’s records.” (ASCA, 2022).</p>                                                                                                                                                                                                                    |                |
| <p><b>Component #3: Counseling Theory &amp; Techniques</b></p> <ul style="list-style-type: none"> <li>• What theoretical orientation(s)/technique(s) will you use to counsel this student/client? Support your choice with regard to culture, developmental age/level, and presenting issues with a <i>peer-reviewed journal</i>. I focused on using solution focused brief therapy in these sessions. SFBT is goal driven and works for time we have to work together. According to research, SFBT has been proven beneficial for clients with anxiety, depression, ADHD, Autism, and other developmental/developmental disorders. (Jung, 2020).</li> <li>• 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>. I started using a behavior chart with CJ, it proved to be effective in some areas. Since the behavior chart did not work the way, I expected it to, I relied heavily on information from his teacher and strong administrative support. CJ digressed as the marking period continued. I also tried to use mediation therapies such as breathing and stretching techniques. Studies have shown the effectiveness of students with ADHD and other behavioral issues how mediative therapies can be helpful. (Zhang, 2018).</li> <li>• Would group sessions also be appropriate for this student/client? Why or why not? Group sessions would not be appropriate at this time. CJ is struggling with emotional outbursts and has difficulty making friends with his peers. I believe that a group could be beneficial in the future,</li> </ul> | <p>____/40</p> |

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| <p>however, he must work through the issues he is currently presenting to be better suited for a group setting.</p> <ul style="list-style-type: none"> <li>Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). It could be beneficial for CJ to see an outside counselor, as well as the school counselor. He is currently seeing an outside behavioral therapist, but I do not think it would harm him to see an additional counselor for his socio-emotional needs. Seeing a community counselor could help him have consistency throughout the year, especially in the summer. It could also be beneficial for him to have a medication review, to potentially relieve some negative side effects of his current medicines.</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               |
| <p><b>Component #4: Individual Appraisal and Outcomes Assessment</b></p> <ul style="list-style-type: none"> <li>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. The positive behavior chart has been useful in assessing the student's progress. We were able to discuss the things that are going well in his goal progress and see the things that we need to reevaluate in our goals. All cultural aspects were considered in assessing progress.</li> <li>How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)? We measured the student's progress on his behavior charts as well as his behavioral record. Collaborate with his teachers and other faculty members if they see a noticeable change in behavior and academics.</li> <li>What outcome data will you use to measure achievement, attendance, or discipline? We reviewed the students disciplinary and attendance record pre, during, and post interventions to see if there are any changes. There were changes. CJ seems to fluctuate between, knowing how to behave and perform well and school and not doing what he needs to do. His behavior chart was helpful in his final 504 meeting I attended because we had a scale of his behavioral outbursts and notes of an incidents. As far as his attendance, CJ is typically at school except for doctors or other reasonable absences.</li> </ul> | <p>___/20</p> |
| <p><b>Component #5: Professional/Scholarly Writing</b><br/>Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.</p> <p>ASCA, 2022., ASCA Ethical Standards for School Counselors,<br/>"A.1. a. Have a primary obligation to the students, who are to be treated with dignity and respect as unique individuals." Alexandria, VA</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>___/20</p> |

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| <p>ASCA, 2022., ASCA Ethical Standards for School Counselors, “A.1.d Provide culturally responsive instruction and appraisal and advisement to students.” Alexandria, VA</p> <p>ASCA, 2022., ASCA Ethical Standards for School Counselors, “A.1.g Acknowledge the vital role and rights of parents/guardians, families, and tribal communities.” Alexandria, VA</p> <p>ASCA, 2022., ASCA Ethical Standards for School Counselors, “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.” Alexandria, VA</p> <p>ASCA, 2022., ASCA Ethical Standards for School Counselors, “A.2.e Explain the limits of confidentiality in developmentally appropriate terms through multiple methods, such as student handbooks; classroom lessons; verbal notification to individual students; and school counseling department websites, brochures, and social media accounts.” Alexandria, VA</p> <p>ASCA, 2022., ASCA Ethical Standards for School Counselors, “A.2.j Protect the confidentiality of students’ records and release of personal data in accordance with prescribed federal and state laws and district and school policies.” Alexandria, VA</p> <p>ASCA, 2022., ASCA Ethical Standards for School Counselors, “A.3.b Collaborate with administration, teachers, staff and stakeholders for equitable school improvement goals.” Alexandria, VA</p> <p>ASCA, 2022., ASCA Ethical Standards for School Counselors, “A.5.b Recognize that establishing credibility, rapport and an effective working alliance with some students and stakeholders may be facilitated by developing relationships that extend beyond the school day and building (e.g., attending community events, advocating for community improvement for and with students and stakeholders, joining community enhancement organizations).” Alexandria, VA</p> <p>ASCA, 2022., ASCA Ethical Standards for School Counselors, “A.5.h Refrain from the use of personal social media, text and email accounts to interact with students unless sanctioned by the school district. Adhere to legal, ethical, district and school policies and guidelines when using technology with students and stakeholders.” Alexandria, VA</p> <p>ASCA, 2022., ASCA Ethical Standards for School Counselors, “A.6.a Collaborate with all relevant stakeholders, including students, school faculty/staff and parents/guardians, when students need assistance, including when early warning signs of student distress are identified.” Alexandria, VA</p> |  |
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| <p>Goisis, A., Özcan, B., &amp; Philippe, V. K. (2019). Do Children Carry the Weight of Divorce? <i>Demography</i>, 56(3), 785-811. <a href="https://doi.org/10.1007/s13524-019-00784-4">https://doi.org/10.1007/s13524-019-00784-4</a></p> <p>Jung Jin Choi (2020) A Case Study of Solution-Focused Brief Family Therapy, <i>The American Journal of Family Therapy</i>, 48:2, 195-210, <a href="https://doi.org/10.1080/01926187.2019.1691083">https://doi.org/10.1080/01926187.2019.1691083</a></p> <p>McQuade, J. D., Rosanna, B., Mordy, A. E., &amp; Daria, T. (2021). Childhood ADHD Symptoms, Parent Emotion Socialization, and Adolescent Peer Problems: Indirect Effects Through Emotion Dysregulation. <i>Journal of Youth and Adolescence</i>, 50(12), 2519-2532. <a href="https://doi.org/10.1007/s10964-021-01510-3">https://doi.org/10.1007/s10964-021-01510-3</a></p> <p>Zhang, J., Díaz-Román, A., &amp; Cortese, S. (2018). Meditation-based therapies for attention-deficit/hyperactivity disorder in children, adolescents and adults: a systematic review and meta-analysis. <i>Evidence - Based Mental Health</i>, 21(3), 87. <a href="https://doi.org/10.1136/ebmental-2018-300015">https://doi.org/10.1136/ebmental-2018-300015</a></p> |             |
| <b>TOTAL</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>/150</b> |

Intern Name: Hailey Gerhardt

Internship: COSC 698-A04 (School Counseling)

Submitted: May 12, 2023

Course/Term: COSC698 - A04 : School Counseling Practicum ( Spring 2023 )

Assessor: Priscilla Reynolds (Mentor)

Comments:

Supervisor(s): Brittany Dennis

Mentor(s): Priscilla Reynolds

Site: Gretna Middle School, 201 Coffey Street, Gretna VA 24557

Subject(s): School Counseling

Grade(s): N/A

**Final Preliminary Advanced Internship Assessment (AIA) Directions**

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 Pre-AIA**

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| <b>Foundations</b><br>1/8 (12%)<br>CACREP-SC-2009.B.1,<br>CACREP-SC-2009.B.2,<br>NASDTEC-MCEE-2015.3.A,<br>NASDTEC-MCEE-2015.4.E,<br>ISTE-2017.2.a,<br>ISTE-2017.1.b,<br>CAEP-2016 (rev).A.1.1.d,<br>CAEP-2016 (rev).A.1.1.i,<br>NASDTEC-MCEE-2015.1.A,<br>NASDTEC-MCEE-2015.1.B,<br>NASDTEC-MCEE-2015.3.B,<br>NASDTEC-MCEE-2015.3.C,<br>NASDTEC-MCEE-2015.4.A,<br>NASDTEC-MCEE-2015.4.B,<br>NASDTEC-MCEE-2015.4.C,<br>NASDTEC-MCEE-2015.4.D,<br>NASDTEC-MCEE-2015.5.A,<br>NASDTEC-MCEE-2015.5.C,<br>ASCA-2019.B-PF.2,<br>ASCA-2019.B-PF.3,<br>ASCA-2019.B-PF.8,<br>ASCA-2019.B-PF.9 | <b>(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.</b><br><b>LOOK-FORS / EXAMPLES:</b> • Practicum student considers ethical and legal implications in decision-making. • Practicum student looks to the ASCA National Model as a guidance document. • Practicum student promotes contemporary "school counselor" title over that of "guidance" counselor. | Seeks guidance and instruction of the application and adherence of ethical and legal standards in school counseling. OR Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program. | Seeks guidance and instruction of the application and adherence of ethical and legal standards in school counseling. OR Is developing the ability to articulate, model, and advocate for an appropriate school counselor identity and program. |            |
| <b>Comments:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                |            |

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| <p>Counseling Prevention &amp; Intervention 1/8 (12%)</p> <p>CACREP-SC-2009.D.1,<br/>CACREP-SC-2009.D.2,<br/>CACREP-SC-2009.D.3,<br/>CACREP-SC-2009.D.4,<br/>CACREP-SC-2009.D.5,<br/>ISTE-2017.6.a,<br/>CAEP-2016 (rev).A.1.1.d,<br/>CAEP-2016 (rev).A.1.1.f,<br/>ISTE-2017.1.c,<br/>ISTE-2017.4.d,<br/>ISTE-2017.3.a,<br/>NASDTEC-MCEE-2015.1.C,<br/>NASDTEC-MCEE-2015.2.A,<br/>NASDTEC-MCEE-2015.2.B,<br/>NASDTEC-MCEE-2015.2.C,<br/>ASCA-2019.B-PF.6,<br/>ASCA-2019.B-SS.1,<br/>ASCA-2019.B-SS.2,<br/>ASCA-2019.B-SS.3,<br/>ASCA-2019.M.1,<br/>ASCA-2019.M.2,<br/>ASCA-2019.M.4,<br/>ASCA-2019.M.7</p>    | <p>(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 social/emotional 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: • Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources.</p> | <p>(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 social/emotional 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: • Practicum student suggests/applies specific counseling theories and techniques. • Practicum student initiates conversation and location of school's crisis management plan and referral resources.</p> | <p>No evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations.</p>                                                                               |
| <p>Comments:</p> <p>Diversity &amp; Advocacy 1/8 (12%)</p> <p>CACREP-SC-2009.F.1,<br/>CACREP-SC-2009.F.2,<br/>CACREP-SC-2009.F.3,<br/>CACREP-SC-2009.F.4,<br/>NASDTEC-MCEE-2015.3.A,<br/>NASDTEC-MCEE-2015.4.E,<br/>ISTE-2017.6.d,<br/>CAEP-2016 (rev).A.1.1.d,<br/>CAEP-2016 (rev).A.1.1.f,<br/>ISTE-2017.2.b,<br/>ISTE-2017.4.d,<br/>NASDTEC-MCEE-2015.3.B,<br/>NASDTEC-MCEE-2015.4.A,<br/>NASDTEC-MCEE-2015.4.B,<br/>NASDTEC-MCEE-2015.4.C,<br/>NASDTEC-MCEE-2015.4.D,<br/>ISTE-2017.3.a,<br/>NASDTEC-MCEE-2015.2.C,<br/>ASCA-2019.B-PF.9,<br/>ASCA-2019.B-PF.6,<br/>ASCA-2019.M.1,<br/>ASCA-2019.M.2</p> | <p>(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 social/emotional 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 social/emotional development of students. LOOK-FORS / EXAMPLES: • Practicum student gives consideration to cultural, economic, and political issues during service delivery/program planning. • Practicum student is intentional in examining the congruence of policies, programs, and practices in relation to the needs of students and families</p>                                                                                                                                                        | <p>Seeks instruction and professional dialogue to develop multicultural competencies in relation to diversity, equity, and opportunity in student learning and development. OR Observes collaborative efforts to engage parents, guardians, and families to promote the academic, career, and social/emotional development of students.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <p>No 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 social/emotional development.</p> |
| <p>Comments:</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                         |

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| <p>Assessment<br/>1/8 (12%)<br/>CACREP-SC-<br/>2009.H.4,<br/>CACREP-SC-<br/>2009.H.1,<br/>CACREP-SC-<br/>2009.H.2,<br/>CACREP-SC-<br/>2009.H.3,<br/>CACREP-SC-<br/>2009.H.5,<br/>NASDTEC-MCEE-<br/>2015.3.A,<br/>ISTE-2017.7.c,<br/>ISTE-2017.7.a,<br/>ISTE-2017.7.b,<br/>CAEP-2016<br/>(rev).A.1.1.a,<br/>CAEP-2016<br/>(rev).A.1.1.c,<br/>CAEP-2016<br/>(rev).A.1.1.d,<br/>CAEP-2016<br/>(rev).A.1.1.e,<br/>CAEP-2016<br/>(rev).A.1.1.b,<br/>CAEP-2016<br/>(rev).A.1.1.f,<br/>NASDTEC-MCEE-<br/>2015.3.B,<br/>ASCA-2019.B-PA.1,<br/>ASCA-2019.B-PA.2,<br/>ASCA-2019.B-PA.3,<br/>ASCA-2019.B-PA.4,<br/>ASCA-2019.B-PA.5,<br/>ASCA-2019.B-PA.6,<br/>ASCA-2019.B-PA.7,<br/>ASCA-2019.B-PA.8,<br/>ASCA-2019.B-PA.9</p> | <p>(H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional 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 social/emotional development. LOOK-FORS / EXAMPLES • Practicum student initiates discussions for access to data for identifying programming and student needs. • Practicum student is intentional in identifying potential barriers to student development. • Practicum student looks to the ASCA National Model for assessment guidance.</p> | <p>Assists with the assessment and/or interpretation of students' strengths and needs and is currently developing their recognition of uniqueness in cultures, languages, values, backgrounds, and abilities. OR Assists with the selection of appropriate assessment strategies that can be used to evaluate a student's academic, career, and social/emotional development. OR Engages in professional dialogue to increase awareness of barriers that impede students' academic, career, and social/emotional development.</p> | <p>No evidence that demonstrates the ability to make appropriate referrals and/or make use of assessments to effectively appraise students' academic, career, and/or social/emotional development and programming.</p> |
| <p>Comments:</p> <p>Research &amp; Evaluation<br/>1/8 (12%)<br/>CACREP-SC-<br/>2009.J.1,<br/>CACREP-SC-<br/>2009.J.2,<br/>CACREP-SC-<br/>2009.J.3,<br/>ISTE-2017.7.c,<br/>ISTE-2017.7.a,<br/>ISTE-2017.7.b,<br/>CAEP-2016<br/>(rev).A.1.1.a,<br/>CAEP-2016<br/>(rev).A.1.1.c,<br/>CAEP-2016<br/>(rev).A.1.1.e,<br/>CAEP-2016<br/>(rev).A.1.1.b,<br/>NASDTEC-MCEE-<br/>2015.5.A,<br/>NASDTEC-MCEE-<br/>2015.5.C,<br/>NASDTEC-MCEE-<br/>2015.5.B,<br/>NASDTEC-MCEE-<br/>2015.5.D,<br/>ASCA-2019.B-SS.1,<br/>ASCA-2019.M.7,<br/>ASCA-2019.B-PA.3,<br/>ASCA-2019.B-PA.4,<br/>ASCA-2019.B-PA.5</p>                                                                                                                        | <p>(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: • Practicum student discusses research findings related to program outcomes. • Practicum student shares technology relevant to school counseling programming and student learning.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <p>Seeks relevant research findings to inform the practice of school counseling. OR Researches data sources to enhance school counseling programs.</p>                                                                                                                                                                                                                                                                                                                                                                            | <p>No evidence of ability to apply research, engage in data analysis, and/or make use of technology for positive measurable programming outcomes.</p>                                                                  |

Comments:

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| <p>Academic Development<br/>1/8 (12%)<br/>CACREP-SC-2009.L.1,<br/>CACREP-SC-2009.L.2,<br/>CACREP-SC-2009.L.3,<br/>ISTE-2017.5.a,<br/>ISTE-2017.5.c,<br/>ISTE-2017.5.b,<br/>CAEP-2016 (rev).A.1.1.d,<br/>CAEP-2016 (rev).A.1.1.e,<br/>CAEP-2016 (rev).A.1.1.f,<br/>ISTE-2017.1.c,<br/>ISTE-2017.3.a,<br/>NASDTEC-MCEE-2015.2.B,<br/>NASDTEC-MCEE-2015.2.C,<br/>ISTE-2017.3.b,<br/>ASCA-2019.M.1,<br/>ASCA-2019.M.2,<br/>ASCA-2019.M.4,<br/>ASCA-2019.M.7,<br/>ASCA-2019.B-PA.3,<br/>ASCA-2019.B-PA.4,<br/>ASCA-2019.M.3</p>                                                                          | <p>(L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement, (e.g., making use of supportive technologies). LOOK-FORS / EXAMPLES: • Practicum student initiates discussions about cross-walking strategies that enhance academic achievement. • Practicum student is intentional in identifying achievement gaps and populations. • Practicum student considers differentiated instructional strategies during program planning.</p>                                                                                                                                                                                                                                    | <p>Is planning programs designed to enhance student academic development. OR Is researching strategies and activities to prepare students for a full range of postsecondary options and opportunities. OR Is observing differentiated instructional strategies that draw on subject matter and pedagogical content knowledge and skills to promote student achievement.</p>                                                                                                                                          | <p>No evidence of ability to make use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of postsecondary options/opportunities.</p> |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                              |
| <p>Collaboration &amp; Consultation<br/>1/8 (12%)<br/>CACREP-SC-2009.N.1,<br/>CACREP-SC-2009.N.2,<br/>CACREP-SC-2009.N.3,<br/>CACREP-SC-2009.N.4,<br/>ISTE-2017.2.c,<br/>ISTE-2017.4.a,<br/>ISTE-2017.4.b,<br/>CAEP-2016 (rev).A.1.1.d,<br/>CAEP-2016 (rev).A.1.1.f,<br/>ISTE-2017.4.d,<br/>NASDTEC-MCEE-2015.4.A,<br/>NASDTEC-MCEE-2015.4.B,<br/>NASDTEC-MCEE-2015.4.C,<br/>NASDTEC-MCEE-2015.4.D,<br/>ISTE-2017.4.c,<br/>ASCA-2019.B-PA.1,<br/>ASCA-2019.B-PA.5,<br/>ASCA-2019.B-PA.8,<br/>ASCA-2019.B-SS.4,<br/>ASCA-2019.B-SS.5,<br/>ASCA-2019.B-SS.6,<br/>ASCA-2019.M.5,<br/>ASCA-2019.M.6</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 social/emotional 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: • Practicum student intentionally includes others within and outside of the school community for program planning and implementation. • Practicum student seeks out supervision and consultation. • Practicum student asks about accessing existing peer programming.</p> | <p>Observes the site supervisor to collaborate with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school (observation only.) OR Observes the site supervisor consult with teachers, staff, and community-based organizations to promote student academic, career, and social/emotional development (observation only.) OR Observes the site supervisor use referral procedures with helping agents in the community (observation only.)</p> | <p>No 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>                                                               |
| Comments:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                              |

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| Leadership<br>1/8 (12%)<br>CACREP-SC-<br>2009.P.1,<br>CACREP-SC-<br>2009.P.2,<br>NASDTEC-MCEE-<br>2015.4.E,<br>ISTE-2017.2.a,<br>ISTE-2017.2.c,<br>CAEP-2016<br>(rev).A.1.1.a,<br>CAEP-2016<br>(rev).A.1.1.c,<br>CAEP-2016<br>(rev).A.1.1.d,<br>CAEP-2016<br>(rev).A.1.1.e,<br>CAEP-2016<br>(rev).A.1.1.b,<br>CAEP-2016<br>(rev).A.1.1.i,<br>ISTE-2017.2.b,<br>NASDTEC-MCEE-<br>2015.4.A,<br>NASDTEC-MCEE-<br>2015.4.B,<br>NASDTEC-MCEE-<br>2015.4.C,<br>NASDTEC-MCEE-<br>2015.4.D,<br>NASDTEC-MCEE-<br>2015.1.C,<br>ASCA-2019.B-PF.2,<br>ASCA-2019.B-SS.6,<br>ASCA-2019.M.5,<br>ASCA-2019.M.6,<br>ASCA-2019.B-PF.7 | (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: • Practicum student considers and inquires about Recognized ASCA Model Program (RAMP). • Practicum student explores avenues for presenting educational program to teachers/parents. • Practicum student inquires about needs assessments for parent/teacher education. | Seeks information regarding the school site's specific program design, implementation, management, and evaluation components of a comprehensive developmental school counseling program. OR Plans 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). Practicum student has not presented at this time. | No 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. |
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Comments: It was a joy having Hallie this semester. She is a true advocate of the student and wants to help them find ways to be successful. She is outgoing and made a point to get to know both the students and faculty while here during her hours. I have no doubts that she will make a terrific counselor upon completing her degree requirements.

16.000 pts | 100 %