

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name: Davina Schoulten

Internship Site: ____ Elementary School X Middle School ____ High School

K-12 Student Pseudonym: Alex Smith **Session** 3 of 6

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 - At the start of session one, I will ensure that I inform the student that what we discuss in our sessions remains between us unless there is reason to believe he or others are in danger or at risk of harm, or if I am legally required to disclose information. - The parent, in this case his mother, was contacted to obtain parental permission for individual counseling services. This is legally required since the student I am counseling is a minor. This also creates a level of trust and communication between his parent and me. - He is currently in fifth grade, and there are no attendance concerns this school year or last year. He was considered a "chronic" absence in third grade (16 absences). He has no discipline records. Achievement and behavior is a concern. He receives resource support for math and classroom accommodations (minimize distractions, poster for clarity, written/concise instructions, manipulatives, etc.). He also receives speech services and has been diagnosed with autism. Based on teacher referrals of current behavior (resource and general education teacher), he could use social skills. He also has a self-stimming behavior that may be seen as unexpected to his peers (hard/loud pounding on chest). - I have consulted with his previous teacher, current teacher, resource teacher, speech pathologist, school psychologist, and his mother. - Additional information includes additional information regarding his childhood development. I will consult with his mother regarding his early development, when signs of autism began, and specifically when he began self-stimming and if the behavior varies depending on age, situation, anxiety levels, etc. I will also consult the with the teacher and develop a plan to give the student a subtle cue when he is stimming. - Within the scope of school counseling, I will provide social skills support through various psychoeducational counseling and coping strategies to potentially replace his current stimming behavior. - Additional services that I might provide this student are autistic support groups and therapy referrals within the community.	____/10

- Specifically, I would like to help minimize the occurrence of this student's self-stimming behavior. By November 30, 2023, his stimming will be reduced by 20% [I don't have exact numbers yet since I still need to acquire baseline data]. - The student and I will discuss the stimming behavior. Involving him may also help him become aware of when he is exhibiting the behavior. He can help keep track of when he notices the behavior and when his teacher gives him a subtle cue that it is happening.	
Component #2: Developmental, Ethical, and Multicultural Considerations - The student is Caucasian. - Multi-social/cultural considerations could be spirituality/religion and potential low-socio economic status. It is my understanding that this family is a member of the Church of Jesus Christ of Latter-Day Saints (LDS/Mormon religion). I do not anticipate that this will present a barrier to counseling, but understanding this specific worldview can prove beneficial to counseling. Studies show that failure to address religion and spirituality in counseling is, in turn, failing to address an essential component of the client's life (Osborn & Jones, 2020). - Based on school documentation, both parents work and live in an apartment with three other siblings. They may fall into a lower socio/economic class. I cannot confirm this, but I will remain sensitive to the possibility. This may prove to be prohibitive academically, over time. Will he seek postsecondary opportunities? Will it seem unattainable? Research indicates that adolescents from working class families have lower expectations of pursuing a bachelor's degree than upper middle-class families (Keung & Ho, 2020). - According to Baker & Blacher (2022), youth with autism spectrum disorder, with or without an intellectual disability, had significantly higher behavior problems and lower social skills than their TD peers. In addition, there are negative effects of ASD well into adulthood which impacts social interactions and occupational development (Roy & Slate, 2023). - Specific 2022 ASCA Ethical Standards that are more relevant to this case: - A.1 Supporting Student Development. Specifically, A.1.c.: do not diagnose but remain acutely aware of how a student's diagnosis can potentially affect the student's academic success. A.1.e.: concern for student's social/emotional needs and encourage student's maximum development. A.1.f.: respect student's values, beliefs, and cultural background and avoid imposing personal beliefs or values rooted in one's religion... - A.2. Confidentiality. A.2.d. explain the limits of confidentiality in developmentally appropriate terms. - A.3. Comprehensive Data-Informed Program. A.3.d. use data to determine needed interventions. A.3.f. use data collection tools adhering to confidentiality standards. - A.6. Appropriate Referrals and Advocacy. A.6.a. collaborate with stakeholders. - A.10. Underserved and At-Risk Populations. A.10.g. recognize the strengths of students with disabilities as well as their challenges and	___/10

provide best practices and current research in supporting their academic, career and social/emotional needs. ○ A.12. Student Records. A.12.a. Abide by FERPA. ○ A.13. Evaluation, Assessment, and Interpretation. A.13.a. use only valid and reliable tests and assessments with concern for bias and cultural sensitivity. A.13.d. consider the student's developmental age, language skills and level of competence when determining the appropriateness of an assessment. ○ B.1. Responsibilities to Parents/Guardians. B.1.a. recognize that providing services to minors in a school counseling setting requires school counselors to collaborate with students' parents as appropriate. ○ D. School Counseling Intern Site Supervisors. Use a collaborative model of supervision that is on-going and includes promoting professional growth, supporting best practices, consulting on specific cases and assisting in the development of a course of action.	
Component #3: <i>Counseling Theory & Techniques</i> • Stimming may be seen as a negative behavior socially, but it is also thought to be a helpful coping skill for individuals with ASD. Charlton et al. (2020) state that stimming is a form of self-regulation to promote positive and negative emotional expression and cognitive distraction. They continue to argue that social pressure is reported as the reason for suppressing stimming, but suppressing stimming negatively impacts emotion and cognition of individuals with ASD. This is one reason why I hope to replace the loud/hard pounding of the chest with a less distracting stimulation while incorporating social skills in our counseling sessions. • Receiving counseling on social skills is one step towards career success since it is considered a soft skill in most careers. It should also be noted that individuals with ASD have unique strength like the ability to systemize, good attention to detail, and intrinsic motivation to pursue interests (Platos et al., 2022). We can identify and leverage these strengths for academic and career planning purposes. • This student is approaching early adolescence (11 years old). Peer relationships can be strained when ASD individuals have difficulties recognizing and applying non-explicit social norms which may lead to exclusion, bullying, and contribute to high rates of depression, social anxiety, and low self-esteem (Platos et al., 2022). Platos et al. continue to promote social skills training to help ASD individuals. Specifically, social skills training involves structured teaching of knowledge and skills related to social relationships, and skills needed to initiate and maintain peer relationships, such as conversational skills, electronic communication, and resolving conflict. • Group sessions would be appropriate for this student. The previously mentioned PEERS program is tailored for group therapy. Currently, I do not have other students his age, gender, or with his specific disability available to counsel. I do not think engaging in group therapy with students much younger than him would be ethical or successful. • Engaging his teacher and parent would be helpful to support his SMART goal. His teacher can help keep track of the utilization of social skills with his peers and frequency of stimming behaviors. She can also give him a silent cue to help	___/15

him recognize when he is stimming. His parents can help reinforce the social skills at home through role playing. I will ensure clear communication with his teacher and his parents to keep them apprised of the skills taught in our sessions.	
Component #4: Individual Appraisal and Outcomes Assessment - Platos et al. (2022) found the PEERS program helpful to teach the skills adapted to autistic students' learning styles that encompass visual thinking, good memory, and systemizing. The curriculum is structured, and each skill is presented in concrete, explicit steps. Although I do not have this program at my site, I will endeavor to tailor the teaching of these skills to his learning style. - To measure student/client progress toward meeting the identified school counseling SMART goal I will gather baseline data by observing him in fifteen-minute increments throughout one school day (Monday morning, afternoon, and before dismissal). I will tally the number of times he exhibits the stimming behavior. After our counseling sessions I will observe him again, on a Monday, in fifteen-minute increments throughout the day (morning, afternoon, before dismissal) and tally the number of times he exhibits the stimming behavior. The goal is to minimize the frequency by 20% by November 30, 2023. - I will use the tally marks as stimming outcome data. For social skills data, I will consult with his teacher to determine if he is utilizing the skills taught in our sessions. Currently, he exhibits some reoccurring behaviors where he needs to play with the same two people every day. He constantly writes them notes and is not picking up on the social cues that they would like to play with other students, too. I will ask the teacher if the other students continue to show their concerns about this behavior and I can observe him at recess to determine if he plays with other students (without a behavioral outburst) too.	___/10
Component #5: Professional/Scholarly Writing References: American School Counselor Association. (2022). <i>ASCA ethical standards for school counselors</i>. https://www.schoolcounselor.org/getmedia/f041cbd0-7004-47a5-ba01-3a5d657c6743/Ethical-Standards.pdf Baker, B. L., & Blacher, J. (2020). Brief report: Behavior disorders and social skills in adolescents with autism spectrum disorder: Does IQ matter? <i>Journal of Autism and Developmental Disorders</i>, 50(6), 2226-2233. https://doi.org/10.1007/s10803-019-03954-w Charlton, R. A., Entecott, T., Belova, E., & Nwaordu, G. (2021). "It feels like holding back something you need to say": Autistic and non-autistic adults accounts of sensory experiences and stimming. <i>Research in Autism Spectrum Disorders</i>, 89, 101864. https://doi.org/10.1016/j.rasd.2021.101864 Keung Chrysa, P. C., & Ho Esther, S. C. (2020). Structure and agency in adolescents' expectations of pursuing post-secondary education. <i>Research in Higher Education</i>, 61(2), 270-295. https://doi.org/10.1007/s11162-019-09574-8	___/5

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TOTAL	___/50

Relationship Skills



Davina Schoulten
West Bountiful Elementary
COSC 693: School Counseling Internship I



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DATA SOURCES

Encore: School database system listing behavioral interventions

Note:

█████ elbowed another student for teasing during class. The other student █████ and I talked about using kind words, more appropriate ways to handle teasing, and options if it happens again. Both boys apologized to each other, and both felt good about the result of our discussion.

COUNSELOR / PSYCHOLOGIST NOTE

Intervention Date

9/8/2023

Entered By

█████

Entry Date

9/8/2023

Tier

1

Intervention Type

Other

Edit Intervention



Note:

I spoke to █████ this morning. Although the family situation is still weighing on her, she feels she'll be okay today. She is still concerned about a friendship issue, but also understands the situation (hard to share friends when all friends don't get along).

DATA SOURCES

PARENT EMAILS

Note:

Parent contacted me...

From [REDACTED] mom...

[REDACTED] is really struggling with some kids being pretty mean to her and making friends. Today my sister and nieces are going to come cheer her up and have lunch with her. I hope that is OK. Is there anything that I need to do? I told them to be there at 11:55. Thank you so much.

COUNSELOR / PSYCHOLOGIST NOTE

Intervention Date

4/12/2023

Entered By

[REDACTED]

Entry Date

4/12/2023

Intervention Type

Other

Note:

I met with [REDACTED] today to discuss friendship issues.

DATA SOURCES

SELF-REFERRALS

LET'S TALK!

Name: _____

Teacher's Name: _____

Day/Date: _____

Circle the size of your problem.



Rain



Storm



Tornado

What do you need help with?

- ☐ Family
- ☐ Friend Stuff
- ☐ Other Kids
- ☐ My Feelings
- ☐ Schoolwork
- ☐ My Choices
- ☐ Other: _____

DATA SOURCES

TEACHER EMAILS

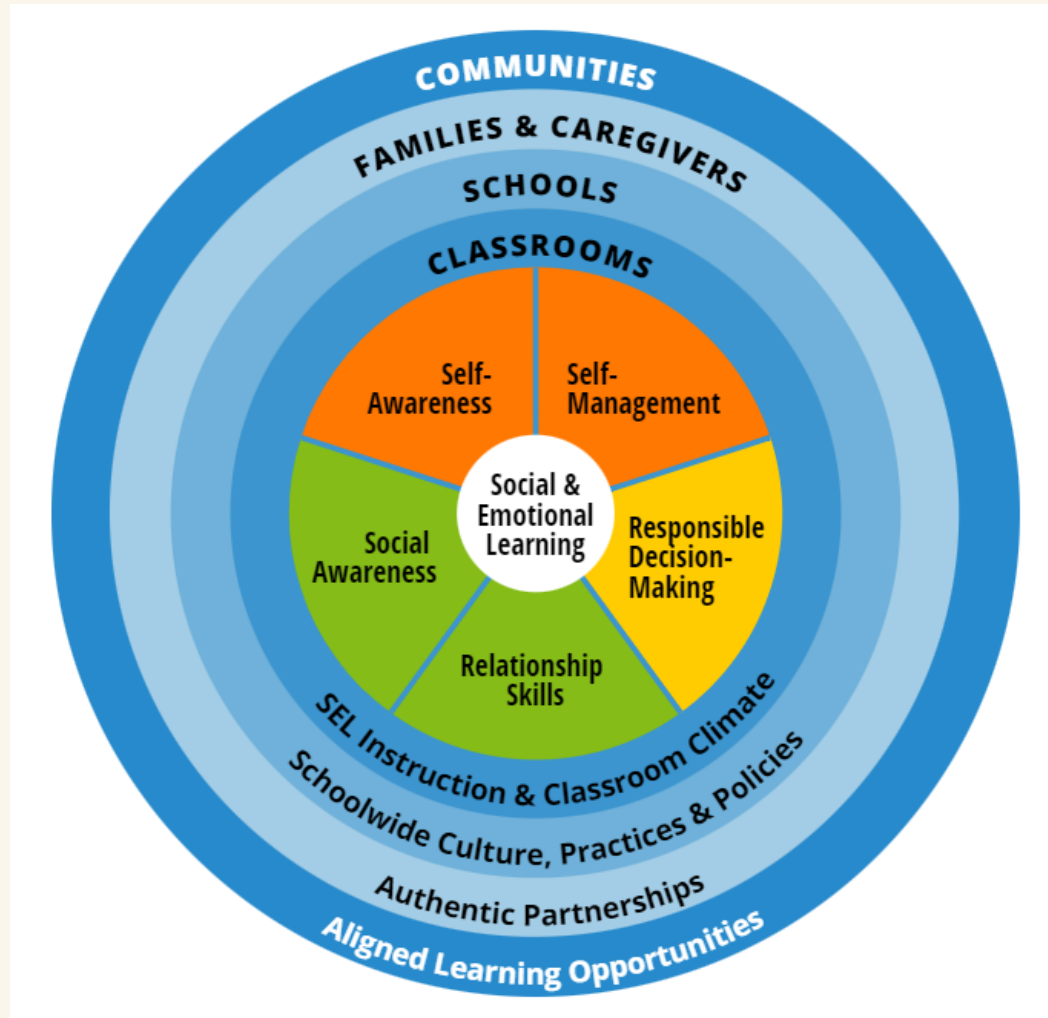
If you are putting together friend or social skills groups, I have [REDACTED] who would greatly benefit from the opportunity. [REDACTED] needs some friendship skills like giving people space and reading social cues. I've talked with [REDACTED] about it and she agrees. Thanks!

[REDACTED]
SPED Teacher

[REDACTED] asked me to pass around a paper, asking people if they wanted to be her best friend. She wants every student in the class to have the opportunity to sign up, and then she will give an invitation to whomever she chooses. I know she desperately wants friends, but this seems like a bad idea to me. Students might feel bad if she doesn't choose them and she might feel bad if no one signs the paper. How would you approach this? TIA!

NEEDS ASSESSMENT

TEACHER SURVEY: BASED ON CASEL FRAMEWORK



CASEL Skills

Self-Awareness

- Identifying Emotions
- Expressing Emotions
- Mindfulness
- Self-Esteem
- Self-Confidence

Self-Management

- Managing Emotions
- Resilience
- Managing Stress
- Self-Motivation
- Controlling Impulses

Social Awareness

- Being Empathetic
- Appreciating Diversity
- Respecting Others
- Civic Engagement
- Appreciating Differences

Relationship Skills

- Resolving Conflicts
- Listening Actively
- Cooperating Teamwork
- Communicating Effectively

Responsible Decision Making

- Identifying Problems
- Solving Problems
- Thinking Critically
- Setting Goals
- Leadership Skills

NEEDS ASSESSMENT

TEACHER SURVEY RESULTS



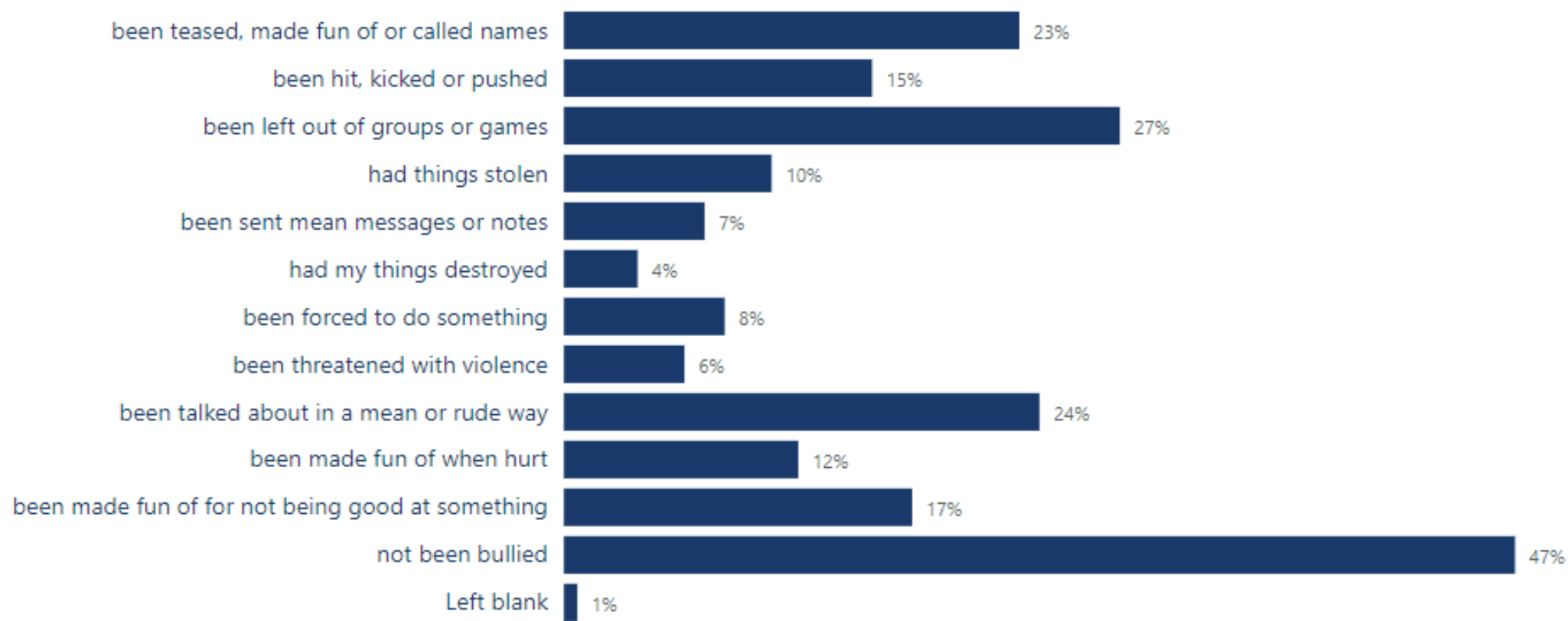
NEEDS ASSESSMENT

SCHOOL CLIMATE SURVEY

Question	yes	no	not sure
1 - I think the school rules and expectations are fair.	86%	4%	8%
2 - I am treated fairly when I get in trouble.	55%	5%	11%
3 - While at school an adult has told me I have good behavior.	73%	6%	21%
4 - An adult in my school has told me I am a good student.	78%	7%	15%
5 - There is an adult in the building that I trust and would go to with a problem.	83%	7%	11%
10 - Overall, people at my school are positive.	75%	4%	21%
11 - Teachers and students are nice to each other.	81%	2%	16%
12 - At my school I feel included and feel like I belong.	76%	8%	15%
13 - My feelings affect my behavior.	54%	25%	21%
14 - When I am upset, I can control my feelings.	74%	8%	17%
17 - I make good choices.	87%	2%	11%

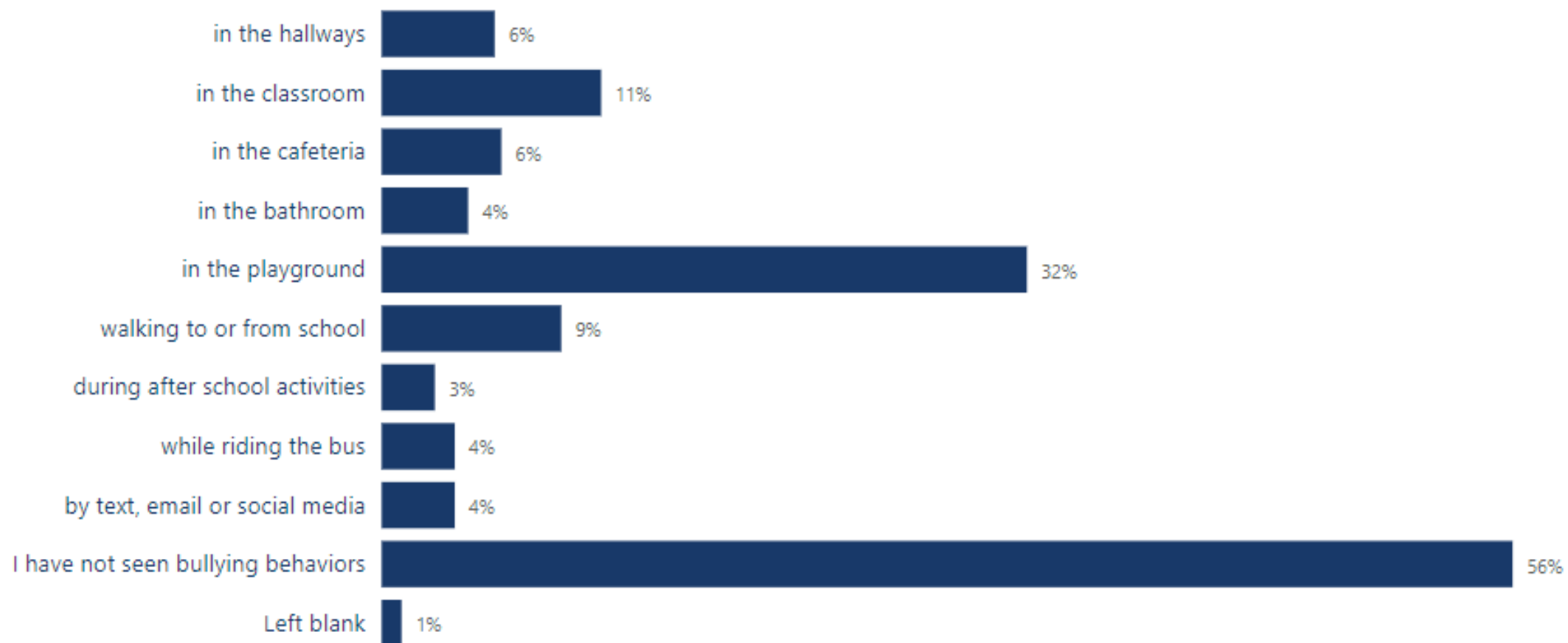
NEEDS ASSESSMENT

7 - The following behaviors relate to bullying. This school year, students at my school have _____ (Mark all that apply.)



NEEDS ASSESSMENT

8 - This school year I have seen bullying behaviors_____ (Mark all that apply.)



PROJECT DESCRIPTION



Grade Level of Classroom Guidance Unit: Third

Briefly Describe Goal of Classroom Guidance Unit: The students will learn skills to establish and maintain supportive relationships while successfully navigating diverse settings.

Topic/Title of your Classroom Guidance Lesson Unit: Relationship Skills

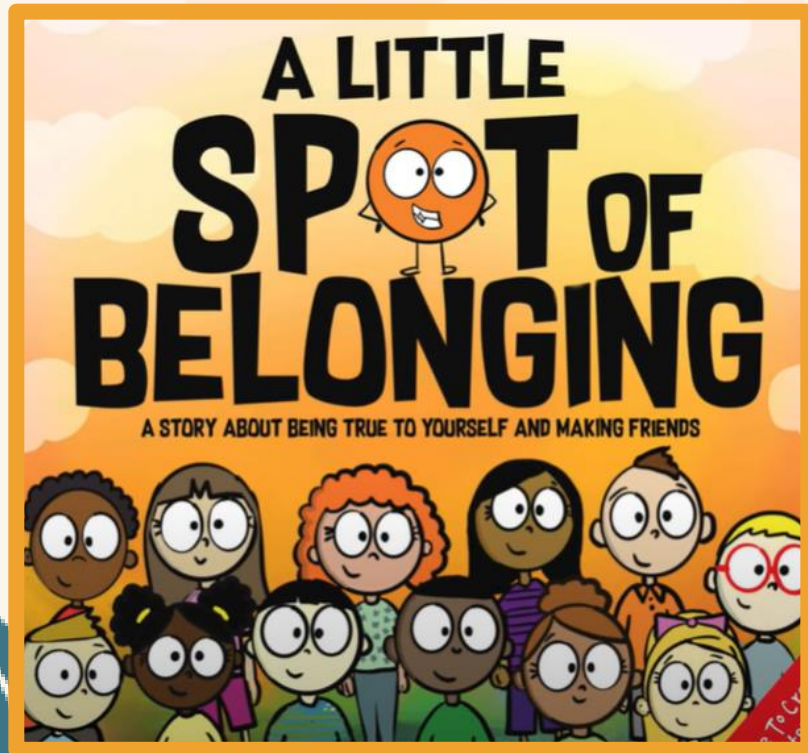
Classroom guidance lesson 1: Belonging and Inclusion

Classroom guidance lesson 2: Friendship Skills

Classroom guidance lesson 3: Respecting People, Places, and Things

Classroom guidance lesson 4: Service to Others

PROJECT DESCRIPTION



I'm here to help everyone feel like they BELONG!

Because when you FEEL like you
DON'T BELONG, you can FEEL

**LONELY,
SCARED, and
ANGRY.**



When you BELONG, you FEEL
**VALUED, SAFE,
CALM, and
ACCEPTED.**

Those are amazing FEELINGS!

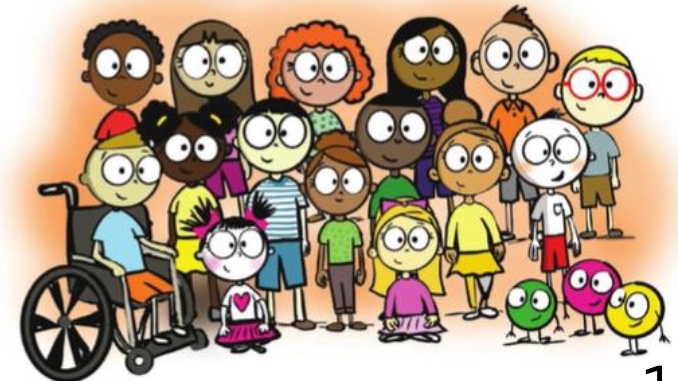


NOT BELONGING is when you FEEL left out or
excluded. It's the FEELING you get when you think
that kids don't like you.

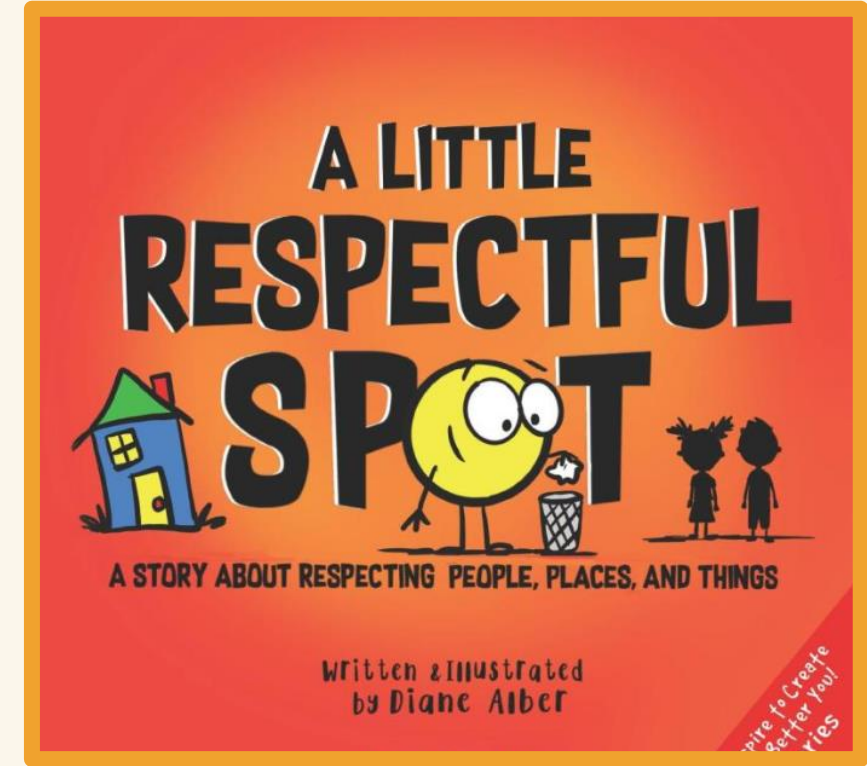
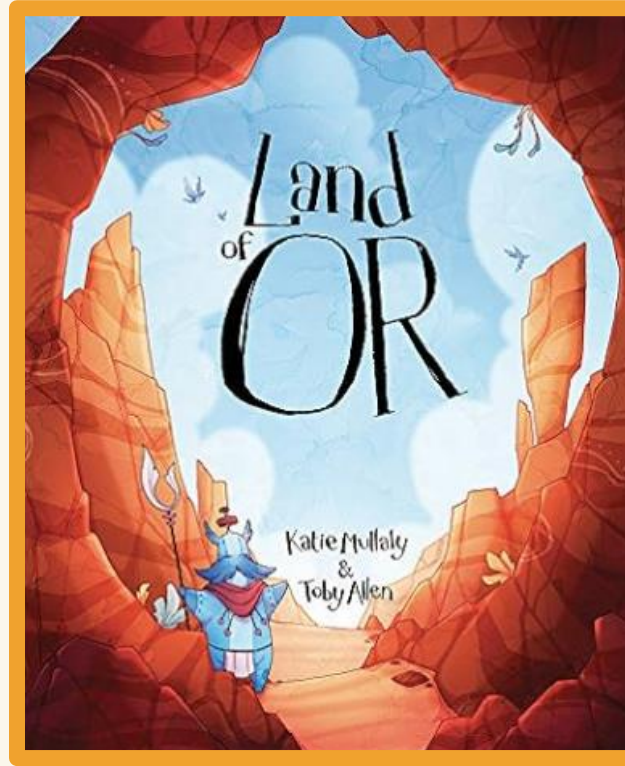
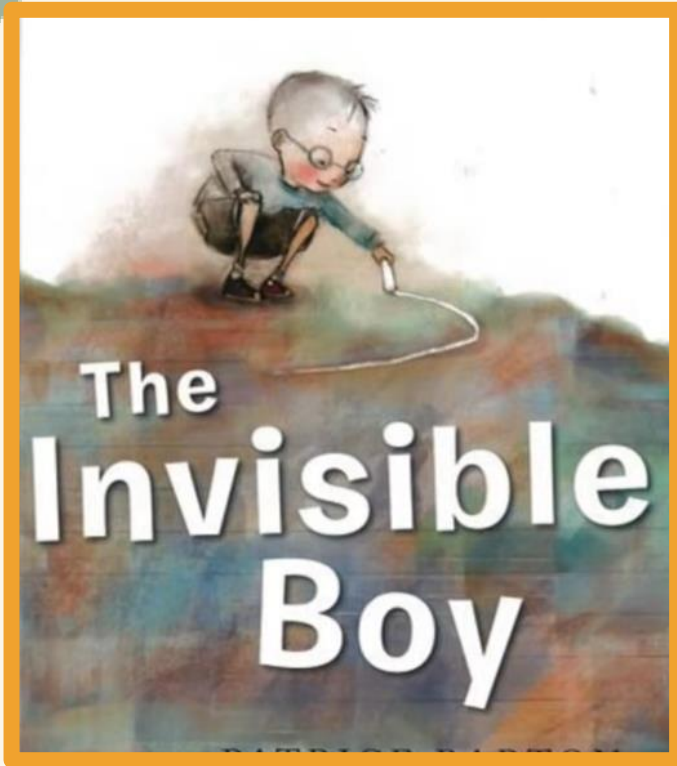


Did you know you can help others FEEL like
they BELONG, too?

You can do this by showing KINDNESS!



PROJECT DESCRIPTION



PROJECT DESCRIPTION



PROJECT DESCRIPTION



Friendship

Name: _____

With **RED**, circle unexpected friendship behaviors.
With **GREEN**, circle expected friendship behaviors.

respectful

caring

takes without
asking

helpful

unkind

says mean
things

SHARES

**doesn't tell
the truth**

listens

honest

understanding

hurtful

kind

controlling

**doesn't let you
play with others**



Acrostic Poem

Name: _____

Think of expected friendship behaviors that begin with the letter below.

F _____

R _____

I _____

E _____

N _____

D _____



AIA SPECIALTY STANDARDS



Foundations

This classroom guidance unit will adhere to all legal and ethical standards as well as cultivating ethical behavior in others.

Counseling Prevention & Intervention

I will reflect on the lessons to determine opportunities of improvement. I will demonstrate sensitivity to others while relating to diverse students to promote their academic, career, and social/emotional development.

Diversity & Advocacy

This guidance unit focuses on belonging and inclusion of all students. The objective is to cultivate cultural sensitivity in others.

Research & Evaluation

Multiple data sources were used to determine the need for this guidance unit and to inform and enhance practices of this school counseling program.

Academic Development

Relationship skills (i.e. communication, leadership, teamwork) are one of the top "soft skills" noted by employers (Mwita et al., 2023). Therefore, this guidance unit helps prepare students for postsecondary opportunities.

Collaboration & Consultation

This guidance unit necessitates consultation among administration, teachers, and students. Administration provided the means to collect the data and students/teachers provide survey responses.

ASCA MINDSETS & BEHAVIORS

Mindsets	Standard Rationale
M.2	Sense of acceptance, respect, support and inclusion for self and others in the school environment. The guidance unit is focused on belonging and inclusion of all students. Skills are taught directly related to this end.
M.4	Self-confidence and the ability to succeed. Part of belonging and including others entails self-confidence (as noted in lesson one).
M.6	Understanding that postsecondary education and lifelong learning are necessary for long-term success. This guidance unit incorporates relationship skills, a highly sought-after soft skill in career development.

ASCA MINDSETS & BEHAVIORS

Behaviors	Standard Rationale
B-LS.10	Participation in enrichment and extracurricular activities. Part of belonging includes participation in sports, clubs, music, arts, etc.
B-SMS.1	Responsibility for self and actions. Students will understand that they have a role and responsibility to help all individuals feel included.
B-SS.1	Effective oral and written communication skills and listening skills. Students will understand that part of a relationship includes active listening and effective communication.
B-SS.2	Positive, respectful, and supportive relationships with students who are similar to and different from them. This unit focuses on belonging and inclusion of all individuals.
B-SS.5	Ethical decision-making and social responsibility. It is everyone's social responsibility to include all individuals.
B-SS.8	Advocacy skills for self and others and ability to assert self, when necessary. Lesson one refers to "being true to yourself" and not succumbing to peer pressure as it relates to bullying and excluding others.
B-SS.10	Cultural awareness, sensitivity, and responsiveness. This directly relates to the core of the guidance unit to ensure everyone feels included.



ACADEMIC STATE STANDARDS



Literature Standards



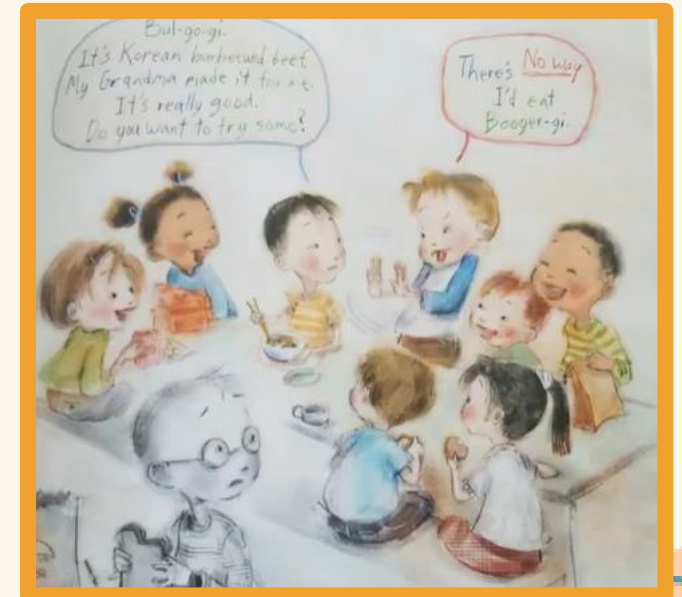
- Literature Standard 1: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. Lessons begin with a read aloud, and the story is displayed as well for visual access. This leads to a discussion of events as it relates to our topic. Studies indicate the use of bibliotherapy in primary-aged children benefits prosocial behavior (Chitra & Noor, 2019), (Akgün & Belli, 2019).
- Literature Standard 6: Distinguish their own point of view from that of the narrator or those of the characters. After and during the read aloud, students discuss the actions and/or feelings of the characters. We discuss how would/should they react in a similar situation.
- Literature Standard 7: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story. Throughout the story we discuss characters' body language, facial expressions, or setting. This is conveyed through illustrations.

CULTURAL SENSITIVITY

- Fosters relationship skills while equitably reaching all students
- Content considers various backgrounds and ethnicities
- Visual representations are culturally inclusive
- Norms are reiterated to provide a safe learning environment

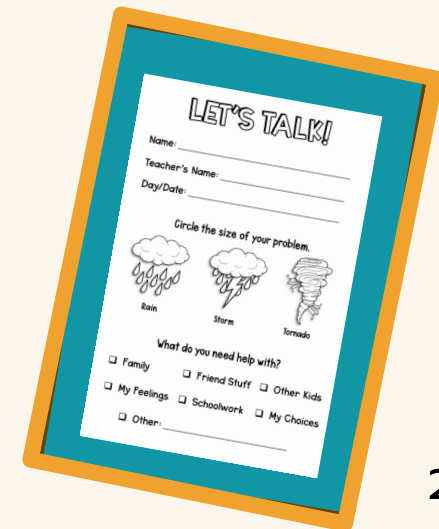
ACTIVITIES

Activities are accessible to various levels of proficiencies, abilities, attention spans (ADHD), and students with other learning disabilities.



EVALUATION

- Are referrals decreasing?
- Are teachers experiencing less student conflict during unstructured times?
- Did the results of school climate survey improve?
- Are self-referrals decreasing?



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Intern Name: Davina Schoultens

Internship: COSC 693-A18 (School Counseling)

Submitted: Nov 17, 2023

Supervisor(s): Edgar Barker

Course/Term: COSC693 - A18 : School Counseling Internship I (Fall 2023)

Mentor(s): Christi Blankman

Assessor: Christi Blankman (Mentor)

Site: West Bountiful Elementary School (West Bountiful, UT), 500 N 800 W, West Bountiful UT 84087

Comments:

Subject(s): School Counseling

Grade(s): K, 1st, 2nd, 3rd, 4th, 5th

Directions

Instructions: Referring to the rating descriptions below, click on the rating level that best describes the intern's performance on each standard. In order to complete the program successfully, interns must have met every standard at the "Proficiency" level or higher. 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 mentor should select a "Not Met" rating of "Developing" or "No Evidence." Provide a comment below for any rating at a "Not Met" or "Advanced" level. It is expected that few ratings of "Advanced" will be assigned. Interns who receive any "Not Met" ratings will receive remediation before successful completion of the licensure program. Remediation may involve targeted mentoring on specific standards and extended time to provide additional evidence.

School Counseling AIA Rubric

	MET: Advanced (3.000 pts)	MET: Proficient (2.000 pts)	NOT MET: Developing (1.000 pts)	NOT MET: No Evidence	N/A
FOUNDATIONS 1/8 (12%) NASDTEC-MCEE-2015.3.A, NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.n, ISTE-2017.2.a, ISTE-2017.1.b, CACREP-SC-2016.5.G.2.f, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, NASDTEC-MCEE-2015.1.A, NASDTEC-MCEE-2015.1.B, NASDTEC-MCEE-2015.3.B, NASDTEC-MCEE-2015.3.C, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, NASDTEC-MCEE-2015.5.A, NASDTEC-MCEE-2015.5.C, VA-TS.8.VAC.20-21-610.A.9.A, VA-TS.8.VAC.20-21-610.A.9.B, VA-TS.8.VAC.20-21-610.A.9.C, ASCA-2019.B-PF.2, ASCA-2019.B-PF.3, ASCA-2019.B-PF.8, ASCA-2019.B-PF.9, VA-LIBEDU-PLO.1-350, VA-LIBEDU-PLO.6-355, CACREP-SC-2016.5.G.1.a, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.2.m	Intern cultivates ethical behavior(s) in others. AND/OR Advocates for ethical and legal decision making/policy changes. AND/OR Advocates for appropriate school counselor identity and program. (B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. LOOK-FORS / EXAMPLES: Intern considers ethical and legal implications in decision-making. Intern looks to the ASCA National Model as a guidance document. Intern promotes contemporary "school counselor" title over that of "guidance" counselor.	(B.1) Demonstrates the ability to apply and adhere to ethical and legal standards in school counseling. AND (B.2) Demonstrates the ability to articulate, model, and advocate for an appropriate school counselor identity and program. LOOK-FORS / EXAMPLES: Intern considers ethical and legal implications in decision-making. Intern looks to the ASCA National Model as a guidance document. Intern promotes contemporary "school counselor" title over that of "guidance" counselor.	Insufficient evidence of ability to apply ethical and legal standards, and/or articulate, advocate, or model professional identity/programming.	No Evidence 0 points	
Comments:					

COUNSELING PREVENTION AND INTERVENTION 1/8 (12%) CACREP-SC-2016.5.G.3.f, CACREP-SC-2016.5.G.1.e, CACREP-SC-2016.5.G.2.e, CACREP-SC-2016.5.G.2.k, CACREP-SC-2016.5.G.3.m, CACREP-SC-2016.5.G.3.c, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.d, CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.l, ISTE-2017.6.a, CACREP-SC-2016.5.G.1.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.1.c, ISTE-2017.4.d, ISTE-2017.3.a, NASDTEC-MCEE-2015.1.C, NASDTEC-MCEE-2015.2.A, NASDTEC-MCEE-2015.2.B, NASDTEC-MCEE-2015.2.C, VA-TS.8.VAC.20-21-610.A.2, VA-TS.8.VAC.20-21-610.A.3, VA-TS.8.VAC.20-21-610.A.4, VA-TS.8.VAC.20-21-610.A.5.A, VA-TS.8.VAC.20-21-610.A.5.B, VA-TS.8.VAC.20-21-610.A.5.C, VA-TS.8.VAC.20-21-610.A.6.A, VA-TS.8.VAC.20-21-610.A.6.B, VA-TS.8.VAC.20-21-610.A.6.C, VA-TS.8.VAC.20-21-610.A.7.A, VA-TS.8.VAC.20-21-610.A.7.B, VA-TS.8.VAC.20-21-610.A.7.C, VA-TS.8.VAC.20-21-610.A.7.D, ASCA-2019.B-PF.6, ASCA-2019.B-SS.1, ASCA-2019.B-SS.2, ASCA-2019.B-SS.3, ASCA-2019.M.1, ASCA-2019.M.2, ASCA-2019.M.4, ASCA-2019.M.7, VA-LIBEDU-PLO.2-351, VA-LIBEDU-PLO.3-352, CACREP-SC-2016.5.G.2.g, CACREP-SC-2016.5.G.3.g, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.3.k	Intern independently applies self-evaluation and reflection to improve counseling skills. AND/OR Evaluates and suggests programming changes that improve service delivery. (D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. LOOK-FORS / EXAMPLES: Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.	(D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND (D.2) Provides individual and group counseling and classroom guidance to promote the academic, career, and personal/social development of students. AND (D.3) Designs and implements prevention and intervention plans related to the effects of (a) atypical growth and development, (b) health and wellness, (c) language, (d) ability level, (e) multicultural issues, and (f) factors of resiliency on student learning and development. AND (D.4) Demonstrates the ability to use procedures for assessing and managing suicide risk. AND (D.5) Demonstrates the ability to recognize his or her limitations as a school counselor and to seek supervision or refer clients when appropriate. LOOK-FORS / EXAMPLES: Intern suggests/applies specific counseling theories and techniques. Intern initiates conversation and location of school's crisis management plan and referral resources.	Insufficient evidence of ability to provide effective developmentally appropriate school counseling services to diverse student populations, recognizing limitations that necessitate supervision and/or referral.	No Evidence 0 points	
Comments:					

DIVERSITY AND ADVOCACY 1/8 (12%) NASDTEC-MCEE-2015.3.A, NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.b, CACREP-SC-2016.5.G.3.f, CACREP-SC-2016.5.G.3.d, ISTE-2017.6.d, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.2.b, ISTE-2017.4.d, NASDTEC-MCEE-2015.3.B, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, ISTE-2017.3.a, NASDTEC-MCEE-2015.2.C, VA-TS.8.VAC.20-21-610.A.3, VA-TS.8.VAC.20-21-610.A.5.A, VA-TS.8.VAC.20-21-610.A.5.B, VA-TS.8.VAC.20-21-610.A.5.C, VA-TS.8.VAC.20-21-610.A.6.A, VA-TS.8.VAC.20-21-610.A.6.B, VA-TS.8.VAC.20-21-610.A.6.C, VA-TS.8.VAC.20-21-610.A.1, ASCA-2019.B-PF.9, ASCA-2019.B-PF.6, ASCA-2019.M.1, ASCA-2019.M.2, VA-LIBEDU-PLO.2-351, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.3.k, CACREP-SC-2016.5.G.1.d, CACREP-SC-2016.5.G.2.d, CACREP-SC-2016.5.G.2.j	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 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.	(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 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.	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	
Comments:					

ASSESSMENT 1/8 (12%) NASDTEC-MCEE-2015.3.A, CACREP-SC-2016.5.G.1.e, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.o, ISTE-2017.7.c, ISTE-2017.7.a, ISTE-2017.7.b, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, CAEP-2016 (rev).A.1.1.f, NASDTEC-MCEE-2015.3.B, VA-TS.8.VAC.20-21-610.A.9.C, VA-TS.8.VAC.20-21-610.A.2, VA-TS.8.VAC.20-21-610.A.3, VA-TS.8.VAC.20-21-610.A.6.A, VA-TS.8.VAC.20-21-610.A.6.B, VA-TS.8.VAC.20-21-610.A.6.C, VA-TS.8.VAC.20-21-610.A.7.D, VA-TS.8.VAC.20-21-610.A.7, VA-TS.8.VAC.20-21-610.A.8.A, VA-TS.8.VAC.20-21-610.A.8.B, ASCA-2019.B-PA.1, ASCA-2019.B-PA.2, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.B-PA.5, ASCA-2019.B-PA.6, ASCA-2019.B-PA.7, ASCA-2019.B-PA.8, ASCA-2019.B-PA.9, VA-LIBEDU-PLO.4-353, CACREP-SC-2016.5.G.3.k, CACREP-SC-2016.5.G.2.j	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 barriers to student development. Intern looks to the ASCA National Model for assessment guidance.	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	
Comments:					

RESEARCH AND EVALUATION 1/8 (12%) CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.o, ISTE-2017.7.c, ISTE-2017.7.a, ISTE-2017.7.b, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, NASDTEC-MCEE-2015.5.A, NASDTEC-MCEE-2015.5.C, VA-TS.8.VAC.20-21-610.A.9.C, VA-TS.8.VAC.20-21-610.A.8.A, VA-TS.8.VAC.20-21-610.A.8.B, NASDTEC-MCEE-2015.5.B, NASDTEC-MCEE-2015.5.D, ASCA-2019.B-SS.1, ASCA-2019.M.7, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.B-PA.5, VA-LIBEDU-PLO.5-354, CACREP-SC-2016.5.G.3.a, CACREP-SC-2016.5.G.3.n	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	
Comments:					

ACADEMIC DEVELOPMENT 1/8 (12%) CACREP-SC-2016.5.G.3.c, CACREP-SC-2016.5.G.3.e, CACREP-SC-2016.5.G.3.d, CACREP-SC-2016.5.G.3.b, ISTE-2017.5.a, ISTE-2017.5.c, ISTE-2017.5.b, ISTE-2017.6.d, CACREP-SC-2016.5.G.1.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.f, ISTE-2017.1.c, ISTE-2017.3.a, NASDTEC-MCEE-2015.2.B, NASDTEC-MCEE-2015.2.C, VA-TS.8.VAC.20-21-610.A.5.A, VA-TS.8.VAC.20-21-610.A.5.B, VA-TS.8.VAC.20-21-610.A.5.C, VA-TS.8.VAC.20-21-610.A.6.A, VA-TS.8.VAC.20-21-610.A.6.B, VA-TS.8.VAC.20-21-610.A.6.C, VA-TS.8.VAC.20-21-610.A.7.A, VA-TS.8.VAC.20-21-610.A.7.B, VA-TS.8.VAC.20-21-610.A.7.C, VA-TS.8.VAC.20-21-610.A.7.D, VA-TS.8.VAC.20-21-610.A.8.A, VA-TS.8.VAC.20-21-610.A.8.B, ISTE-2017.3.b, ASCA-2019.M.1, ASCA-2019.M.2, ASCA-2019.M.7, ASCA-2019.B-PA.3, ASCA-2019.B-PA.4, ASCA-2019.M.3, VA-LIBEDU-PLO.7-356, VA-TS.8.VAC.20-21-610.A.11, CACREP-SC-2016.5.G.3.g, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.3.k, CACREP-SC-2016.5.G.1.c, CACREP-SC-2016.5.G.2.c	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 achievement. Intern is intentional in identifying achievement gaps and populations. Intern considers differentiated instructional strategies during program planning.	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	
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Comments:

COLLABORATION AND CONSULTATION 1/8 (12%) NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.b, CACREP-SC-2016.5.G.2.k, CACREP-SC-2016.5.G.3.m, CACREP-SC-2016.5.G.3.l, CACREP-SC-2016.5.G.2.n, ISTE-2017.2.c, ISTE-2017.4.a, ISTE-2017.4.b, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.f, ISTE-2017.4.d, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, VA-TS.8.VAC.20-21-610.A.7.B, VA-TS.8.VAC.20-21-610.A.7.C, VA-TS.8.VAC.20-21-610.A.1, ISTE-2017.4.c, VA-LIBEDU-PLO.1-350, VA-LIBEDU-PLO.3-352, ASCA-2019.B-PA.1, ASCA-2019.B-PA.5, ASCA-2019.B-PA.8, ASCA-2019.B-SS.4, ASCA-2019.B-SS.5, ASCA-2019.B-SS.6, ASCA-2019.M.5, ASCA-2019.M.6, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.3.i, CACREP-SC-2016.5.G.3.j, CACREP-SC-2016.5.G.1.d, CACREP-SC-2016.5.G.2.d	Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to improve policy/practices that promote student success and holistic development. AND/OR Intern creates/implements peer helping program aimed at improving student development/well-being. AND/OR Intern is aware of and adheres to ethical standards regarding parent/guardian rights and confidentiality. AND/OR Intern is aware of and adheres to ethical standards when collaborating, consulting, and making referrals. (N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. AND (N.4) Uses peer helping strategies in the school counseling program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. LOOK-FORS / EXAMPLES: Intern intentionally includes others within and outside of the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.	(N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student success in school. AND (N.2) Locates resources in the community that can be used in the school to improve student achievement and success. AND (N.3) Consults with teachers, staff, and community-based organizations to promote student academic, career, and personal/social development. AND (N.4) Uses peer helping strategies in the school counseling program. AND (N.5) Uses referral procedures with helping agents in the community (e.g., mental health centers, businesses, service groups) to secure assistance for students and their families. LOOK-FORS / EXAMPLES: Intern intentionally includes others within and outside of the school community for program planning and implementation. Intern seeks out supervision and consultation. Interns asks about accessing existing peer programming.	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	
Comments:					

LEADERSHIP 1/8 (12%) NASDTEC-MCEE-2015.4.E, CACREP-SC-2016.5.G.2.b, CACREP-SC-2016.5.G.3.b, CACREP-SC-2016.5.G.3.i, ISTE-2017.2.a, ISTE-2017.2.c, CACREP-SC-2016.5.G.1.b, CACREP-SC-2016.5.G.2.f, CAEP-2016 (rev).A.1.1.a, CAEP-2016 (rev).A.1.1.c, CAEP-2016 (rev).A.1.1.d, CAEP-2016 (rev).A.1.1.e, CAEP-2016 (rev).A.1.1.b, CAEP-2016 (rev).A.1.1.f, ISTE-2017.2.b, NASDTEC-MCEE-2015.4.A, NASDTEC-MCEE-2015.4.B, NASDTEC-MCEE-2015.4.C, NASDTEC-MCEE-2015.4.D, VA-TS.8.VAC.20-21-610.A.9.A, VA-TS.8.VAC.20-21-610.A.9.B, VA-TS.8.VAC.20-21-610.A.9.C, NASDTEC-MCEE-2015.1.C, VA-TS.8.VAC.20-21-610.A.7.A, VA-TS.8.VAC.20-21-610.A.7.B, VA-TS.8.VAC.20-21-610.A.7.C, VA-TS.8.VAC.20-21-610.A.7.D, VA-TS.8.VAC.20-21-610.A.1, ASCA-2019.B-PF.2, VA-LIBEDU-PLO.5-354, VA-LIBEDU-PLO.7-356, ASCA-2019.B-SS.6, ASCA-2019.M.5, ASCA-2019.M.6, ASCA-2019.B-PF.7, CACREP-SC-2016.5.G.2.a, CACREP-SC-2016.5.G.3.h, CACREP-SC-2016.5.G.1.d, CACREP-SC-2016.5.G.2.d, CACREP-SC-2016.5.G.2.j, CACREP-SC-2016.5.G.3.a	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	
Comments:					
	24.000 pts 100 %				