

Benchmark Case Conceptualization & School Counseling Services Plan

Internship Student Name: Davina Schoulten

Internship Site: ☒ Elementary School ☐ Middle School ☒ High School (split placement)

K-12 Student Pseudonym: Matthew **Session** 4 **of** 7

Case Conceptualization & School Counseling Services Plan	Points
Component #1: Case Conceptualization and Appraisal - Confidentiality and limits to confidentiality must be explained to students that receive counseling services. At the beginning of the first session, I will ensure the student understands that what is said between us stays 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. I also have this posted in the office. - The student's parent was informed of school counselor support. A permission to counsel was sent home indicating school support to help with emotion regulation and expected behaviors. His mother signed the document to counsel but did not sign the two-week waiver, therefore services could not begin until two full weeks passed. - Based on the student/client's observable behaviors, concerns I have as a school counselor include various unexpected behaviors that inhibit his own learning as well as the learning of others (throwing items/furniture, work refusal, trashing assignments, choking/punching/hitting other students, kicking items, and taking things that are not his). These unexpected behaviors may also affect him socially as other students tend to avoid engaging with him. - Stakeholders I have consulted with include the teacher, principal, assistant principal, parents, school psychologist, and other counselors through collaboration of ideas and utilization of a behavior tracker. - After consultation with these various stakeholders, additional concerns include the function of his behavior. He may be seeking attention, albeit negative, to compensate for the lack of perceived attention he may not receive at home. He is the second youngest of eight siblings, and the only male. Is there possible Oppositional Defiance that has gone undiagnosed? - School counseling services I will provide include psychoeducation to teach emotion regulation skills and calming strategies. He needs to understand that anger and frustration are completely acceptable and certain reactions are acceptable, too. We need to replace his unexpected behaviors/reactions with more expected behaviors (taking a time out, intentional breathing, reading, talking with a trusted adult/peer, etc.). We will also note his ability to be a flexible thinker. - An additional counseling services/community resources I might consider outside the scope of school counseling that may be beneficial to the student includes referring him to our military support team. Since his mother and stepfather are in the military, he has an opportunity to receive support from our military support team that specialize in this domain.	___/10

• SMART goal: by April 30, 2024, Matthew will increase his behavior tracker score as it relates to a decrease physical aggression on individuals by 50% from an average weekly score of 20 points to an average weekly score of 40 points. • I will involve the student in this SMART goal by discussing the meaning of physical aggression, ensuring he understands how often this has been occurring, and asking him what he feels would be a reasonable replacement for his physical aggression. He will understand that our goal is to decrease his physically aggressive behavior, not the presence of his emotions; emotions are acceptable, it's the reactions/behavior we need to regulate.	
Component #2: Developmental, Ethical, and Multicultural Considerations • The client is Caucasian, male, 7 years old, second grade, middle class. • Multi-social/cultural considerations in this case include divorced parents and military family. It is suggested that children, as early as preschool-aged exhibit higher aggression and less positive behaviors in the classroom (Moen, 2023). In addition, according to Conover (2020), the military lifestyle can negatively affect military children as young as six-years old, who may show physical violence. This student's parents are divorced, he has eight sisters who share different fathers/mothers than his own, and the parent/stepparent he resides with are both in the military. • Family, school, community, and/or other institutional/environmental barriers that may contribute to this student's unexpected behaviors may include his split home life. His parents are divorced, and he only sees his biological father on the weekends. Most of his siblings (8 sisters) are adults and out of the house. Note: it appears that many of his siblings may have different biological fathers/mothers. • As stated, this student is from a divorced family. He has many siblings that he rarely sees due to this situation. Many of his siblings are either older or do not share the same mother, so he rarely sees them, even when he visits his father. It is thought that having siblings can serve as a protective factor, and typically sibling bonds get stronger following a divorce (Lewandowska-Walter & Błazek, 2022). Unfortunately, being significantly younger than his siblings and having a nuclear family may affect his social-emotional development and is shown through maladaptive behaviors. • Specific 2022 ASCA Ethical Standards that are relevant to this case: ○ A.1 Supporting Student Development. A.1.a. Primary obligation to the student and treat with dignity and respect. A.1.b. Foster...psychosocial development. A.1.e. Brief culturally responsive counseling while supporting student/family in obtaining outside services if long-term is needed. A.1.g. Acknowledge the vital role/rights of the family. ○ A.2. Confidentiality. A.2.b. Inform students of purposes, goals, techniques, rules and procedures they may receive counseling. Informed consent. A.2.e. explain the limits of confidentiality in developmentally appropriate terms. A.2.f. Keep information confidential. A.2.g. Recognize primary confidentiality obligation to the student but balance it with parent rights as the guiding voice. A.2.k. Recognize vulnerability of confidentiality in electronic communications. ○ A.3. Comprehensive School Counseling Program. A.3.a. Provide student with a culturally responsive program promotes social/emotional	___/10

development. A.3.b. Collaborate with stakeholders. A.3.c. Use data collection tools adhering to confidentiality standards. A.3.d. use data to determine needed interventions. A.3.e. Deliver research-based interventions. A.3.f. Collect and analyze participation and outcome data. A.3.g. Share data outcomes with stakeholders. ○ A.4. Academic, Career and Social/Emotional Planning. A.4.d. Provide opportunities for student to develop a positive attitude toward learning, self-management, and social skills. ○ A.6. Appropriate Collaboration, Advocacy and Referrals for Counseling. A.6.a. collaborate with stakeholders. A.6.c. connect student with services provided through the local school district. ○ A.9. Serious and Foreseeable Harm to Self and Others. A.9.a. Inform parent and administration when a student poses a risk of harm to others. ○ A.13. Student Records. A.13.a. Abide by FERPA. ○ A.14. Evaluation, Assessment, and Interpretation. A.14.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. D.a. Are licensed school counselors. D.c. 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: Counseling Theory & Techniques • I will incorporate a meta-cognitive approach through cognitive behavioral and mindfulness techniques to support this student. The goal is to help the student generate an objective awareness and understanding of his cognitions (Pickerell et al., 2023). Through this study, it has been noted that mindfulness behavior interventions have shown an increase in positive emotions, and cognitive behavior interventions have improved children's negative expressive behaviors as reported by parents. Through a cognitive behavioral approach, the student will better understand his own cognitions to better control his unexpected behavior. In turn, he will be more mindful of his body response/s and implement intentional breathing or other calming strategies appropriate for the environment, his age, and presenting issues. we will discuss. • An academic psychoeducational technique I will implement when counseling with this student is understanding how our brain works in emotion processing. Using our fist as an example of the brain, I will explain how the prefrontal cortex is our thinking part of the brain and our amygdala is the feeling/action part of the brain. This hierarchy of brain function may help the student reason through and feel equipped to regulate his emotions before "flipping his lid". A study indicates this received positive feedback from participants, there was an increase in	___/15

understanding their emotion, and proved effective in elementary students with emotion regulation concerns (Lunanta et al., 2021). • One positive intervention that will be used with this student is a check-in/check-out (CICO) system as it relates to our school-wide positive behavior support system. CICO is one of the most studied secondary interventions to promote prosocial behavior and includes clear expectations, precorrections for meeting these expectations, regular positive feedback, data-based decision making, and daily home-school communication (Karhu et al., 2020). The student will check-in with me in the mornings, review expected behaviors, discuss positive options should frustrating events arise, and build on his strengths (knowledge of various coping skills). At the end of the day, I will check out with him to discuss what went well and encourage these behaviors. Should he exhibit aggression during the day, we will focus on positive opportunities and alternative reactions for the future. • Group sessions could be appropriate for this student. In a group setting he would understand that others also struggle with emotion regulation. Members of the group could participate in role play scenarios to practice expected reactions to challenging situations. • Possible family, home, and school supports include collaborating with the teacher, administration, and parents regarding replacement behaviors and coping strategies. He can utilize specific breathing strategies in these settings when challenging situations arise. Parents, teachers, and administration can remind him of alternative expected behaviors when he exhibits unexpected behaviors (physical aggression). In addition, a behavior tracker can be utilized by the teacher to help inform the child and the parents of his expectations, and they (parents, teachers, administration) can reward him when appropriate. Reminding him of these alternative behaviors may help him succeed in accomplishing his identified SMART goal.	
Component #4: Individual Appraisal and Outcomes Assessment • I will assess the student's progress by promoting his "good" days when expectations are met as shown by his behavior tracker. Together, we will note what went well throughout the day and celebrate his success. This tracker needs to be age appropriate and sensitive to his abilities. We will use positive terms ("he will" vs. "he will not") to remain uplifting and achievable. The tracker will also ask for a minimum of 80% compliance as 100% compliance is often seen as unachievable and leads to less resilience and buy-in by the student. • Per the behavior tracker, we will measure progress towards his goal by reviewing his score (1, 2, 3 ranking) on meeting expectations. I will compare his baseline weekly average to his final weekly average to see if his score increased 50%. • Outcome data will include the utilization of his behavior tracker as well as documented office referrals for physical aggression.	___/10
Component #5: Professional/Scholarly Writing	___/5
TOTAL	___/50

References:

- American School Counselor Association. (2022). *ASCA ethical standards for school counselors*.
<https://www.schoolcounselor.org/getmedia/44f30280-ffe8-4b41-9ad8-f15909c3d164/EthicalStandards.pdf>
- Conover, K. M. (2020). Tell me A story: Promoting resiliency in military children with a bibliotherapy intervention. *Nursing Forum (Hillsdale)*, 55(3), 439-446. <https://doi.org/10.1111/nuf.12449>
- Karhu, A., Paananen, M., Närhi, V., & Savolainen, H. (2021). Implementation of the inclusive CICO plus intervention for pupils at risk of severe behaviour problems in SWPBS schools. *European Journal of Special Needs Education*, 36(5), 758-772. <https://doi.org/10.1080/08856257.2020.1809801>
- Moen, B. (2023). The effects of parental divorce and separation on children. *Canadian Journal of Family and Youth*, 15(2), 139–145. <https://doi.org/10.29173/cjfy29926>
- Lewandowska-Walter, A., & Błazek, M. (2022). Sibling separation due to parental divorce: Diagnostic aspects. *International Journal of Environmental Research and Public Health*, 19(10), 6232. <https://doi.org/10.3390/ijerph19106232>
- Lunanta, L. P., Kristiani, R., & Ardani, A. (2021). Hand model of the brain training as emotion regulation method for elementary school students. *Abdimas (Online)*, 6(4), 552-564. <https://doi.org/10.26905/abdimas.v6i4.5602>
- Pickerell, L. E., Pennington, K., Cartledge, C., Miller, K. A., & Curtis, F. (2023). The effectiveness of school-based mindfulness and cognitive behavioural programmes to improve emotional regulation in 7–12-year-olds: A systematic review and meta-analysis. *Mindfulness*, 14(5), 1068-1087. <https://doi.org/10.1007/s12671-023-02131-6>

Institution:	Liberty University
Student:	Davina Schoulten
Supervisor:	Marni Willard
Site:	Viewmont High School
Date:	Spring 2024 (01/15/24 - 05/10/24)
Type:	COSC 694 Internship II
Final Completed:	04/22/24 09:32 AM

Final School Counseling AIA Rubric

General overview

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

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

Final AIA

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

	(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.	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.		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
COUNSELING PREVENTION AND INTERVENTION	Intern independently applies self-evaluation and reflection to improve counseling skills. AND/OR Evaluates and suggests programming changes that improve service delivery. (D.1) Demonstrates self-awareness, sensitivity to others, and the skills needed to relate to diverse individuals, groups, and classrooms. AND	(D.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	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	

(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.	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.		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
DIVERSITY AND ADVOCACY	Intern cultivates cultural sensitivity in others. AND/OR Evaluates and suggests changes to policies, programs, and/or services that improve equity and opportunity for diverse student academic, career and personal/social development. AND/OR Actively seeks out and develops opportunities to engage stakeholders in student development. (F.1) Demonstrates multicultural competencies in relation to diversity, equity, and opportunity in 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,	(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,	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	

	(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.	and practices in relation to the needs of students and families.		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
ASSESSMENT	Intern evaluates assessment techniques/strategies and suggests improved culturally sensitive assessments for academic, career, and/or personal/social development/program ming. AND/OR Identifies new referral resources. (H.1) Assesses and interprets students' strengths and needs, recognizing uniqueness in cultures, languages, values, backgrounds, and abilities. AND (H.2) Selects appropriate assessment strategies that can be used to evaluate a student's academic,	(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	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	

	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.	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.		
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Question Comments :

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

	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.	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.	and/or make use of technology for positive measurable programming outcomes.	
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
ACADEMIC DEVELOPMENT	Intern evaluates existing programs/services/strategies making suggestions that result in improved differential instruction, student achievement, and/or postsecondary opportunities/options. (L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements	(L.1) Conducts programs designed to enhance student academic development. AND (L.2) Implements strategies and activities to prepare students for a full range of postsecondary options and opportunities. AND (L.3) Implements differentiated instructional strategies that	Insufficient evidence of ability to make use of supportive technologies to deliver programming using differential instructional strategies that result in student achievement and/or a sufficient range of postsecondary options/opportunities.	No Evidence 0 points	

	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.	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.		
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
CONSULTATION AND COLLABORATION	Intern collaborates and consults in a professional manner with stakeholders within and outside of the school community to improve policy/practices that promote student	(N.1) Works with parents, guardians, and families to act on behalf of their children to address problems that affect student	Insufficient evidence of ability to effectively collaborate and/or consult on behalf of	No Evidence 0 points	

	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	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.	students and families and/or make use of referral procedures and peer helping strategies.	
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	accessing existing peer programming.			
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Question Comments :

	MET: Advanced	MET: Proficient	NOT MET: Developing	NOT MET: No Evidence	MET: Advanced
LEADERSHIP	Intern works with others within and outside of the school community to influence policy, enhance services, and promote a developmentally appropriate, comprehensive school counseling program. (P.1) Participates in the design, implementation, management, and evaluation of a comprehensive developmental school counseling program. AND (P.2) Plans and presents school-counseling-related educational programs for use with parents and teachers (e.g., parent education programs, materials used in classroom guidance and advisor/advisee programs for teachers). LOOK-FORS / EXAMPLES: Intern considers and inquires about Recognized ASCA Model Program (RAMP). Intern explores avenues for presenting educational program to teachers/parents.	(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	

	Intern inquires about needs assessments for parent/teacher education.			
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Question Comments :

Evaluation Score Summary

Title:	Score	Weight	Adj. Score
Primary Evaluation	24.00	100.00%	24.00 <i>Finalized</i>
			24.00