

Benchmark Case Conceptualization & School Counseling Services Plan Template

Internship Student Name Linnea Puckett

Internship Site: West Limestone High School Elementary School Middle School X High School X

K-12 Student Pseudonym Jane Session 3 of N/A

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 ____/10
Component #1: Case Conceptualization and Appraisal ● Explain procedures for addressing confidentiality and the limits to confidentiality. I clearly explained the limits of confidentiality to Jane, read her nonverbal cues, and answered any questions she had about confidentiality and its limitations. ● Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not? Yes. The parent was given a permission slip to sign and was also called by the site supervisor to ensure the parent was aware that their student was receiving services. ● Based on the student/client's observable behaviors, what achievement, attendance, or discipline concerns might you have as a school counselor?: After talking to Jane, we both discovered that her biggest concerns in school are self-motivation, informed decision-making, self-discipline, self-control, and perseverance, and/or delayed gratification of rewards for long/short-term goals. ● Please indicate the stakeholders you consulted with regarding this student/client: Site supervisor Mr. Watson, the High school counselor, and Ms. Reed, the Special Education Teacher. ● After consultation (teachers, administration, parent/guardian, student records, counselors, etc.), what additional information (a more holistic view) will you include with your concerns?: Since the student is over 18, I speak to her about any concerns she has or wants to address. I also gather all other information about the student's home life and ensure I include it in my concerns for this student. ● What school counseling services (academic, career, social-emotional) will you provide to the student/client that are within the scope of school counseling practices? : With Jane, I will be working on academic and social-emotional services. We are covering struggles in self-motivation to do work, informed decision-making, self-discipline, and self-control, also, in perseverance on a task or delayed gratification for a long-term goal. ● 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? No, Jane already receives outside	

care with a therapist and a psychiatrist. Since she already has these supports, I don't believe she needs any more. • What school counseling SMART goals might you identify? Be sure to identify achievement, attendance, or discipline goal(s). For our self-motivation SMART goal; Student will explain how motivation affects effort, work completion, class participation, time studying, and school engagement in two to three weeks. We will build more SMART goals as we go along, tackling one problem at a time. • How will you involve the student/client in establishing SMART goals? I had Jane pick the things she wanted to work on, then we went through a list of objectives offered in the ASCA national model, Implementation guide, and went with one that worked with what she thought she needed help with.	
Component #2: Developmental, Ethical, and Multicultural Considerations • Identify the student/client's culture/ethnicity. Jane is a white female who was in foster care for most of her childhood until she was adopted at eight years old by her southern parents, along with her sister, who was with her. • Identify multi-social/cultural considerations in this case. Support your response with a peer-reviewed journal. • Identify family, school, community, and/or other institutional/environmental barriers that may be interfering with this student/client's academic, career, and/or social/emotional development. Jane comes from foster care with her younger sister and is adopted by her new parents, having had substantial harm done during her childhood years. Jane is academically and developmentally behind her peers. This affects her ability to be in the general education classroom, and she often has to do work through special education classroom assistance. • Identify and discuss at least one peer-reviewed research study that supports the barriers you identified in impacting the student/client's (academic, career, social, and emotional) development. According to Crenshaw-Williams (2023), "Many of these children face academic challenges even before their admission into foster care; however, entering the system increases their risk of academic delay... Children in foster care are also more likely to have behavioral problems... Due to academic challenges faced by children in foster care, including delayed enrollments, early unenrollment, and incomplete academic records, there is a higher chance of retention." Such is the case with Jane, who has been held back from graduating for a year due to her academic delays. • Specifically indicate the 2022 ASCA ethical standards that apply in this case. Include, but do not limit yourself to, the scope of practice, referral, and supervision. • 1.A.4. Academic, Career, and Social-Emotional Planning: A.4.d. Provide opportunities for all students to develop a positive attitude toward learning, effective learning strategies, self-management and social skills, and an understanding that lifelong learning is part of long-term career success. (ASCA, 2022) • 2. A.3. Comprehensive School Counseling Program: 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 related to gender, race, ethnicity, socioeconomic status, disability, and/or other relevant classifications. (ASCA,2022) • 3. A.2. Confidentiality: 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)	
Component #3: Counseling Theory & Techniques • What theoretical orientation(s)/technique(s) will you use to counsel this student? Support your choice regarding culture, developmental age/level, and presenting issues with a peer-reviewed journal. I will use CBT with Jane, since CBT would be more effective in helping Jane conquer misconceptions that she has about her ability to do things. According to Nailusyarifa et al. (2024), “Cognitive Behavior Therapy can significantly improve the self-esteem of foster children, where subjects feel they have better self-confidence and self-efficacy, are able to view themselves with more positive appreciation and acceptance, and are able to plan their future lives by showing increased motivation to learn.” Although Jane is no longer a foster child, she has been in foster care and struggles with the things mentioned in the quote above, making CBT a practical tool to use with her. • What academic and career techniques would you consider counseling this student? Support your choice regarding culture, developmental age/level, and presenting issues with a peer-reviewed journal. Since most of the work we will be covering together will affect Jane’s academic success along with her emotional success, using CBT for her self-motivation in school is one practical tool that will help her have more success academically. Since we are not covering career needs, I am using mainly MTSS student packet tool to teach the subjects. MTSS is as stated in this quote. “Regular data collection and analysis, coupled with the delivery of laser-focused, research-based, strategic interventions tailored to meet the academic needs of each student, resulted in learning growth” (Perez, 2021, p. 6). Because my packets and tools are aligned with MTSS and I am also pormoing progress monitoring, I am encouraging Jane’s academic growth “Ongoing progress monitoring enabled the timely detection and correction of misconceptions and mistakes, allowing students to demonstrate academic growth” (Renaissance, 2019, para. 6). • What specific 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 peer-reviewed journal. I blieve I already answered that question with my responses to the two questions above this one, through the use of CBT and MTSS tool supports, which are both positive interventions that are specific to my student and meet her present issues, helps her build resilience, identifies her strengths and develops a plan of wellness for her. The only other specific positive intervention I can think of that	___/15

I will use outside of the current ones written here, is when I do an emotional check in with Jane before we start working on her goals. This is more about immediacy and rapport building. As stated by several authors “Developing a high level of rapport can lead to a stronger therapeutic alliance (Joe et al., 2001; Watson et al., 2017), more effective treatment outcomes (Joe et al., 2001), increased openness and honesty (Sharp et al., 2015; Vallano & Compo, 2011), and more positively received interventions (Vissek et al., 2009).” (This is a direct quote from the article Swary, (2025) and all citations can be found in the article itself). • Would group sessions also be appropriate for this student/client? Why or why not? I would say that Jane may be able to be part of a group session, but I do not believe at this time that she should. Jane still needs to learn what is appropriate to share with strangers (she often overshares and tends to dump traumatizing stories into conversation) which in her case is not only socially unacceptable, but could be a confidential mess since I would not be able to guarantee that what she shared in a group setting will not be shared outside of the group. Therefore until we can cover socially appropriate conversations to have in a group setting, I would not recommend Jane for a group session. • Identify possible family/home/community/school supports that would be useful to help this student/client succeed in their identified SMART goal(s). I plan on roping in the special Education teacher that has Jane for much of the day on the progress monitoring and check ins so that I am not the only one providing those services. I also want to encourage her to include her parents in on the progress she is making in individual sessions and welcome her to see her work through the packet we are doing together. Also I will continue to ask for guidance from my site supervisor to ensure my smart goals that I am working on are up to standard and meet requirements and expectations of the school.	
Component #4: Individual Appraisal and Outcomes Assessment • How will you assess the student/client’s progress in using their strengths to build resilience? Identify how your approach is culturally sensitive and takes into account background, ability, and language. Progress monitoring and check ins. Progress monitoring monitors her success according to observations made by myself, (eventually also Special Education teacher) and herself. I also included a part of her student package she can use to monitor her own progress, and it takes into account her developmental delay as well as her visual impairment by being printed in large print and with simple language. The same goes for the check in. I adjust language to developmentally younger to ensure understanding and gives her the power to draw on her strengths. • How will you measure student/client progress toward meeting the identified school counseling SMART goal(s)? As already mentioned several times now, the goal is under MTSS progress monitoring and check-ins both will measure her success in meeting the goal we set. • What outcome data will you use to measure achievement, attendance, or discipline? Any growth in the progress monitoring will be seen as outcome data that measures her achievement in accomplishing the goal, attendance to the goal,	___/10

and any discipline that will need to be changed to encourage her to continue pursuing the goal. After success of each goal, I wil monitor changes in grades and behaviors by monitoring grades and conducting observation reports with the teacher’s that work with Jane. I will use the data from the observations, the data from completed assignemnt rate, and any data that shows her grade point average climbing (even if only a small difference) as outcome data for the success of the individual sessions.	
Component #5: Professional/Scholarly Writing Correct grammar, punctuation, sentence structure, spelling, and APA citations. The student includes a references section with proper APA formatting. Reference American School Counselor Association. (2022). <i>Legal & Ethical Responsibilities - American School Counselor Association (ASCA)</i>. Www.schoolcounselor.org. https://www.schoolcounselor.org/About-School-Counseling/Ethical-Legal-Responsibilities Crenshaw-Williams, Notashia P. (2023). Aiding Teachers in Understanding and Reducing Trauma for Children in Foster Care in an Educational Setting. <i>SRATE Journal</i>, 32(1). https://eric.ed.gov/?id=EJ1391148 Mott, K. (2025). <i>Bridging Learning Gaps: Enhancing Student Success Through Bridging Learning Gaps: Enhancing Student Success Through Multi-Tiered Systems of Support Multi-Tiered Systems of Support</i>. https://digitalcommons.lindenwood.edu/cgi/viewcontent.cgi?article=1792&context=dissertations	___/5

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Renaissance. (2019, September 13). A deep dive into MTSS tiers and MTSS interventions.

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TOTAL	___/50