

KJ

Dr. Albert Valencia

COUN 249

November 30th, 2020

CASE STUDY

Date of Report: 10/28/2020

1. Student Data:

Student Name: B.M.

Chronological Age: 18 y.o.

School Site: Hoover High School Grade Level: 12th

2. Family Data:

Mother: G.R. Occupation: Unknown

Father: Unknown Occupation: Unknown

Legal Guardian(s): G.R.

Siblings and ages: 5 siblings with a baby sister on the way

3. Student Family Background:

BM currently resides with her mother and four younger siblings. Her mother is employed and cares for BM and her siblings as a single parent. BM's father was recently deported back to his hometown in Mexico about 8 months ago. BM describes the recent transitions in the home as a struggle, because she misses her father dearly. BM says that things have been different in the home since her father has left. She says that she never knew how much her father meant to her until he was gone. She is devastated that he is gone and doesn't know when or if she will ever see him again.

BM comes from a lower/working class family, where her mother works day and night to provide for her family. BM is Hispanic, was born in Mexico, and speaks Spanish as her primary language. BM describes how when she came to the United States she was bullied by her cousins because she didn't speak English. She mentions that often times she feels "overwhelmed and depressed" because she doesn't speak English well. BM is the second oldest of her siblings, therefore placing her in positions where she has to take on responsibilities in the household, such as cooking, cleaning and caring for her siblings. BM expressed that she doesn't mind caring for her siblings, it is a part of her everyday life and culture. BM reported that she cares for her siblings while her mother is away working.

BM expresses that she has a good relationship with her mother, but she doesn't want her to find out about her failing in school and that she feels depressed. BM mentions that her mother is currently expecting another child, which she feels would add more stress and worries to her mother if she found out about her grades. BM expresses that she knows she is capable of obtaining good grades in school, but often finds it hard to stay focus due to her having to care for her siblings and making sure they are logged on for school. BM is eager to be the first one in her family to graduate from high school and has hopes of attending college. She is concerned that she won't pass her classes this semester due to her already existing responsibilities with her siblings, her father's recent deportation and a new baby on the way. BM currently has 5 F's and one D.

4. Assessment: Assess and summarize identified problems (1-2 pages).

My initial contact with BM was to help her begin the college going process by first creating an FSA ID account, applying for Federal Student Aid (FAFSA) and submitting an application to Fresno City College. Prior to contacting a student, I like to check the student's current grades, review the transcript and review the student's portfolio for any remarks. I came across BM's grades and saw her current subject areas of concern. BM is currently struggling in all of her classes. Her current grades don't reflect what I had seen on her transcript. There isn't a significant difference, however in the previous semesters she wasn't failing multiple classes. Her attendance is good, she is present in all of her classes. BM's specific problem is that she is failing multiple classes.

Throughout our scheduled meeting, it became clearer why BM is struggling in her classes. Throughout the school week BM is caring for her siblings in place of her mother who is out working to support her family. On top of that BM is trying to cope with the fact that her father no longer is in the home due to being deported back in March. In addition, there are a series of emotions that are affecting BM within her learning, academic achievement and school behaviors, such as BM feeling depressed due to her struggles with speaking English.

BM reported that she doesn't have any thoughts of harming herself or others, nor has she done so in the past. She advised that on a scale of 1 to 10, 10 being I can't take this anymore, I feel like giving up and 1 being that life has its ups and downs, right now I am down, but I will soon get back up, she was a 7. She said a 7 meant that she wants to "go to sleep, to sleep her problems away". She said that she noticed signs of depression when her grandfather died when she was in the 7th grade and when she moved to the United States. When asked if she had received counseling or was open to receiving it, she said no, because of her past experience with a counselor who tried to get CPS involved, because of a bruise she acquired while skateboarding. By the end of our conversation BM, was assessed again for depression and reported being at a 3. She said her number changed to a 3 because she "knows she will get through it". She also mentions that her joy for cooking, her dog and her responsibilities to care for her siblings, which includes her brother with autism are what helps her through her day". She mentions that she has an older sibling who is currently in the foster care system, experiencing depression.

BM admitted to not wanting to attend school due the factors listed above, including the recent school closure due to COVID-19. BM mentions that she doesn't feel like school is mandatory and lacks the motivation to attend class and to complete her assigned work. In addition, she reports that she doesn't participant nor turn on her camera during class instruction. BM is interested in improving her grades in school and wants to be able to graduate from high school so that she can make her mother proud of her accomplishment. BM's strengths are that she is determined to graduate high school and is a

talented baker in the kitchen. Some of the things that motivate her are being the first to graduate from high school, wanting to attend college and help her family, and wanting to make her mother proud of her. BM mentions that she knows she is capable of graduating and says she will graduate.

5. Create an annual student outcome goal plan (adapted from ASCA):

Based on #1-4 information above, create a goal plan using this form.

Identify outcome data (achievement, attendance or discipline) that serves as basis for goal:

The goal for this student is to increase academic achievement, by completing any missing assignments and passing all classes with a D or better by the end of the semester.

By 12/11/2020

End Date

, BM

Targeted Student

will increase her grades in her various failing classes

(increase/decrease something related to achievement, attendance or discipline)

by completing any missing assignments

Measure of change

from 0

Baseline data

To full credit.

Target data

Supplemental Data:

Check with stakeholders (parents, teachers, students, administrators, etc.), to identify possible factors contributing to this problem/issue.

Student reports mom is unaware of current grades. Attempts have been made by myself and other faculty regarding her grades, but there was no answer. The student advises that she doesn't participate in class, her camera is off during instruction, she doesn't consult with her teachers during their office hours and she doesn't utilize online tutoring options.

Mindsets & Behavior Data:

Identify one–two ASCA Mindsets & Behaviors most relevant for this targeted student and goal:

<https://www.schoolcounselor.org/asca/media/asca/home/MindsetsBehaviors.pdf>

M&B# Mindsets & Behaviors Statement

M 1	Belief in development of whole self, including a healthy balance of mental, social/emotional and physical well-being
M 6	Positive attitude toward work and learning.
B-LS 4	Apply self-motivation and self-direction to learning
B-SMS 10	Demonstrate ability to manage transitions and ability to adapt to changing situations and responsibilities

Based on the selected ASCA Mindsets & Behaviors, write one–two learning objectives/competencies student need to learn.

Student will put herself first and seek mental health services from a professional relating to her depression.

Student will attend school regularly, participate in class at least twice, consult with her teachers during their office hours regarding any questions or concerns and use tutor.com as a helpful resource in completing missing assignments. `

Student will motivate herself to do well in school and continuously remind herself of her goal in being the first in her family to graduate from high school.

Student will overcome her responsibilities in caring for her siblings and with her father no longer being in the household.

Possible Activities/Strategies/Interventions by School Counselor (you)

The counselor will do weekly check-ins to track attendance and class involvement, and implement strategies as seen fit. (Individual Meetings, Classroom Observations, etc.)

The counselor will refer the student to the school social worker for mental health services.

The counselor will have the student show her ATLAS portal to review any missing assignments, as a way to hold the student accountable.

The counselor will walk the student through tutor.com as a way to show the student its features and resources.

The counselor will reiterate and discuss the student's goals of graduating from high school, attending college and providing for her family.

The counselor will educate the student on college and career options based on career objectives.

--

Pre-/Post-Assessment:

Convert the learning objectives/competencies to a Likert-scale measure and/or brief answer assessment that you will use with student to assess progress.

1	2	3	4
<i>Rarely</i>	<i>Sometimes</i>	<i>Most of the time</i>	<i>Almost All the time</i>

Statement	Scale
I attend class regularly.	1 2 3 4
I participate during class instruction at least twice per period.	1 2 3 4
I reach out to my teachers for support with my assignments during their office hours.	1 2 3 4
I feel motivated to do well in school.	1 2 3 4
I turn in my assignments on time.	1 2 3 4
I use tutor.com.	1 2 3 4
I believe I can achieve anything I set my mind on.	1 2 3 4
I believe I can overcome obstacles.	1 2 3 4
I feel depressed.	1 2 3 4
Brief answer question:	

What are your goals for this academic year?

Brief answer question:

What are your college and career interests?

6. Outcome(s):

Due to the change in my caseload, I haven't had much contact with BM. I was able to check in with her once, and she advised that she has been unmotivated to do her work in her classes. I noticed that her attendance had decreased slightly, and her grades had slightly increased percentage wise, but they still remain at an F in majority of her classes. I asked if she had utilized some of the resources I had given her to complete some of her missing assignments, and she said she was able to reach out to one of her teachers for support but hadn't explored using tutor.com.

Hypothetically, if I were able to consistently work with BM. I would imagine the check-ins being effective. I think BM would feel more motivated to complete her missing assignments and to pass all of her classes and graduate. I would address BM's change in attendance and remind her of the importance in attending school regularly in order to learn and grow developmentally as well as retain information.

Presently, BM has shown a slight improvement within her grades, but her lack of motivation is impeding her progress. Majority of her struggles are with completing homework. She has completed most of her classwork assignments but has failed to complete her missing assignments. A presenting problem is that students are now obligated to attend school virtually from home. In addition, often times students don't answer their Teams call, nor do they respond to their Teams messages. With that being said, students like BM aren't seeing the importance or need in attending school and therefore, disregard their assignments and eventually, check out on school.

Given that BM and I had an initial lengthy conversation and were able to build rapport, I was hoping that she would explore reaching out to all of her teachers for support with her missing assignments, meet with them during their office hours, and use tutor.com. The goal was for her to utilize these resources and improve her grades in the various classes she was failing in. BM didn't fully meet the expected outcome with increasing her assignment completion. She is still failing most of her classes, except one. I was able to walk BM through tutor.com and had shown her the language option for assistance in Spanish. I had also helped her construct an email to send to all of her teachers regarding her situation and as a way to seek support in receiving extra credit opportunities and to complete the missing assignments. I can only hope she utilizes tutor.com; given the mass number of assignments she

needs to complete. I reminded BM of her goals and she said she too reminds herself and it helps motivate her to attend school and get some of her work done. Overall, I believe the check-ins would have been successful and had a positive effect on BM school behavior and attitude towards learning and completing her missing assignments.

7. Counselor Recommendations:

The counselor recommends that teachers reach out to the student for support and encourage the student to participate during class instruction, as a way for the student to receive help with assignments, complete missing assignments and increase participation. If the teachers notice any change in attendance and grades, they should immediately notify the students mother for support and guidance. I would also recommend that the teachers check in with the student for clarification and comprehension, given that English is the students second language. I recommend that the students mother becomes more involved in the student's education and makes efforts to relieve the student from any factors impacting the student within her education, such as her responsibilities in caring for her siblings. I also, recommend that the family receive family counseling given the recent transitions within the household. Lastly, I recommend that the student receive mental health counseling services offered on campus by the school social worker or seek outside mental health services for support with depression.

8. Counselor Comments:

To prepare myself in working with BM, I had to become familiar with analyzing BM's transcripts. We had discussed options, if BM doesn't pass all of the necessary classes she needs in order to graduate. Therefore, I had to also become familiar with the alternative education resources available for students to earn credits faster. During this process, I learned to be patient with BM. It was disappointing to see that BM was still failing in her classes. You can tell that she is eager to graduate but needs a little push. After working with BM, I learned to respect her pace and progress. I am beginning to see more as time goes by in the semester that there are many students who may need a little more support than others, but to never give up and do my best!