

Benchmark Case Conceptualization & School Counseling Services Treatment Plan Template

Practicum Student Name: Lucia Kollat

Practicum Site: ____ Elementary School ____ Middle School X High School ____ Clinical

Student/Client Pseudonym: Joe Smith **Session:** 2 of 5

Please note:

The student/client's actual name **will not** be used in this assignment for confidentiality purposes. A pseudonym only is to be used to protect the identity of the student/client.

Case Conceptualization & School Counseling Services Treatment 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 • Explain procedures for addressing confidentiality and the limits to confidentiality. There are a variety of steps and procedures taken in order to explain the procedures for confidentiality as well as the limits to confidentiality. The student being serviced in this case conceptualization is Joe Smith, who is 12 years of age, is in the 7th grade, and according to his state test scores from 6th grade, he is on grade level within his mathematics and reading as defined by the State of Virginia Standards of Learning. The counselor has a large sign in the office that has a statement of confidentiality which is explained in a developmentally appropriate way to all students who receive counseling. For Joe Smith, the counselor asked him to read the statement to himself and then the statement was discussed. The statement is: What you say in here stays in here <i>unless</i> you want to hurt yourself, you want to hurt someone else, someone is hurting you, or you give permission to share with another trusted adult. The counselor asked the student to explain the poster and confidentiality statement in their own words, and also asked questions like; If we were speaking about social skills, and you shared that another student had been hitting you, pushing you, and tripping you in the hallways, would that information be	____/40

kept confidential, or would I have to share it? If we were speaking about your academics, and you shared with me that you enjoy your English class, but you are having a really hard time getting your work done because you sit in the back of the classroom and it's hard to pay attention, would that information be kept confidential, or would I have to share it? In asking these questions, the counselor ensures that the client understands the procedures for confidentiality as well as the limits to confidentiality.

- Was the parent/guardian contacted to obtain parental permission for school counseling services? Why or why not?

In the case of Joe Smith, the parents were contacted after the first session. The parents were contacted to inform them that the student had come to counseling by self-referral and that they have been struggling with friendships and maintaining friendships. The counselor wanted to discuss the possibility of using the student for the recorded counseling session, and wanted to speak to the parents about their comfort level with this. At my particular school, parental permission for school counseling services is not required, therefore the counselor does not have to get permission to speak with a student. However, depending on the intensity of the issue and the number of counseling visits by the student, it may be necessary to inform the parents of the counseling services being provided as well as a discussion about outside referrals if necessary.

- Based on the student/client's observable behaviors, what concerns might you have as a school counselor?

Joe Smith had a few observable behaviors throughout the session. The student immediately chose to begin using a sensory tool upon sitting down in the counselor's office. The student chose play dough, and was moving it around in his hands, and looking down at it for the majority of the session. The student made little eye contact with the

counselor, however, intermittently would make eye contact throughout the session. The student was moving around in the chair and fidgeting very often. The student also began touching items on the bookshelf nearby, without asking for permission. I had to redirect the student and remind them to ask permission before touching anything in the office. The student complied with the reminder. The student also spoke in a hurried and rushed manner, and seemed somewhat nervous and hesitant, however, was able to communicate their needs in a sufficient way. From these behaviors the counselor identified that the student may struggle with impulse control, remaining still and seated, paying attention, confidence in self, and also some lack of social skills. The student's comfort level increased throughout the session, and he seemed more relaxed towards the end due to his body language and behaviors. The student did refer himself to counseling, therefore he does have some self-awareness of the struggles he is experiencing and is motivated to find strategies to help.

- How will you go about obtaining additional information (a more holistic view) to address your concerns?

Joe Smith is a student who is enrolled in the BSP (Behavior Support Program) at Post Oak Middle School. His case manager is also his BSP teacher, and he has a BSP resource class every other day throughout the week. I will consult with the BSP teacher to gain a more holistic view of the student. I will also consult with his general education teachers from last school year, as well as from this school year. Lastly, I will consult with the inclusion Paraprofessional that is in three of the student's core classes to gain further information and insight. I also know that the student was on the wrestling team last school year, therefore I will consult and speak with his wrestling coach as well. Lastly, I

will review the student's file in order to review all pertinent educational and family history of the student.

- What counseling services will you provide to the student/client that are within the scope of school counseling practices?

In providing counseling services for Joe Smith, a variety of practices will be utilized. The counselor will use a collaborative, goal-based process that involves non-judgment and support (Jueajinda et al., 2021). The counselor will work with the student to set viable goals and to help develop social strategies in regard to friendships and maintaining friendships (Jueajinda et al., 2021). The counselor will utilize expressive arts therapy techniques to aid the student in building on their unique and special strengths and self-esteem (Siu & Chan, 2020). For example, once the student has created their own definition of what makes a good friend, the counselor may provide them with a comic strip and encourage the student to create a comic that expresses the definition of what makes a good friend. Or, the counselor may utilize a friendship recipe, aiding the student in creating a recipe for what makes a good friend and using that recipe to create a definition for friendship. The student displayed behaviors that revealed a struggle with impulse control. Therefore the counselor can also provide various mindfulness interventions to aid the student in their ability to regulate their emotions and behaviors. The counselor can give the student choice and use mindfulness throughout the session, during the warmup, or during the closing. Some interventions could be yoga pose task cards that aid the student in relaxing and focusing on their body and movements (Barrett, 2016). Breathing techniques could also be utilized, the counselor can provide the student with a deep breathing "cootie catcher" and the counselor and student can take turns practicing different breathing techniques while discussing how it feels before, during, and

after using mindfulness-based questioning and discussion prompts (Barrett, 2016). Lastly, the counselor can aid the student in meeting new friends by providing practical ways to start a conversation, role-playing exercises, and friendship “homework” assignments to encourage and support the student in making positive gains towards their goals.

- Are there services you might consider outside the scope of school counseling (referral) that you believe would be beneficial to the student/client?

The student could benefit from services and experiences that are outside of the scope of school counseling. The student would benefit from increased participation in extracurricular activities. The student participated in wrestling last school year and had a positive experience, therefore encouraging him to try another sport, such as track and field may benefit him. Also, the school provides various different after-school clubs including a strategy games club, illustration club, and debate team. Encouraging the student to explore a club that fits his interests may benefit him in his social skills and friendship skills. At this time, I do not believe the student needs a referral to a licensed professional counselor, however, as the sessions progress the need for this may present itself. The student did display some impulse control issues, however at this time his academic standing is proficient and his grades are all passing. Should this become an issue that has a negative effect on his ability to succeed academically and socially, an outside referral may be necessary as well.

- Based on the student/client’s observable behaviors, what counseling goals might you identify?

In regard to Joe Smith, there are a few counseling goals that can be identified by the counselor and client. In regard to the client’s social and friendship concerns, a counseling goal may be for the student to begin a conversation with a peer that he does not know

well. The student could utilize conversation starters that are collaboratively created with the assistance of the counselor. Another goal for the client would be to initiate a conversation and begin a back-and-forth exchange (such as using a greeting and asking about a common interest, like a video game or sport for example). Lastly, another goal to address the client's concerns would be to create a definition of what makes a good friend and then to identify the traits that he already possesses that make him a good friend. The student could then identify the aspects of a good friend that are challenging for him, and to think about ways that those challenges can be faced. In regard to impulse control and self-regulation, there are also a few counseling goals that could be beneficial. One example of a self-regulation goal for the client could be that he will increase the number of appropriate behavior choices during class by utilizing the “space and time” area that each classroom within our building has. This area acts as a reset spot for all students. Students are to utilize self-awareness to identify when they may need to use the area and what strategies they need to use to continue in the learning environment appropriately. Another example goal for the student could be to utilize self-awareness in identifying when he needs to use a calm down strategy. The counselor could help the student brainstorm and practice calm-down strategies such as mindful deep breathing, utilizing a sensory tool, visualization techniques, utilizing a centering object, or using muscle relaxation techniques. It is important to note that the counselor will explicitly teach each of these strategies to the student in order to aid the students in managing their thoughts, behaviors, and emotions.

- How will you involve the student/client in establishing additional counseling goals?

There are many strategies the counselor can use in involving and establishing counseling goals with the client. Some examples include making goals visual and concrete. For example, the counselor and student may create a goal board, or the student may use a counseling notebook where they can write down their SMART goals and track progress towards meeting them. Another way to include the client in goal setting is by chunking large goals into smaller, short-term goals so that the client can celebrate the small steps they are taking towards reaching their goals. The client and counselor can brainstorm different ways to celebrate small successes, and also collaboratively work through any setbacks or struggles. Lastly, it is important to allow the client to have a voice in regard to their counseling goals. Although the student's teacher or counselor may have identified struggles that they feel the student has and should work on, allowing the student to identify what they struggle with and what is important to them allows them to engage in the goal-setting process and also allows for additional student buy-in.	
Component #2: <i>Developmental, Ethical, and Multicultural Considerations</i> - Identify the student/client's culture/ethnicity. The student, Joe Smith is a 12-year-old, male student who is in the 7th grade. He is caucasian and is not identified as disadvantaged in our student management system. Both of his parents are veterans. He has two older siblings that are both females. He does not have any brothers. Joe Smith lives on a farm and helps his family take care of the farm before and after school as well as on the weekends. The student is enrolled in the BSP (behavior support program), there are currently four 7th-grade students enrolled in the program including Joe Smith. - What factors appear to be influencing the student/client's (academic, career, social, emotional) development?	___/30

Some factors influencing the student's academic development are in regard to the student's challenges with self-regulation and impulse control. Although the student is passing all their academic courses, it is important to explicitly teach and reinforce effective self-regulation to aid the student in managing their emotions and behaviors. The student also has parents who are supportive of his academics, and showcase and model that academic success is important. When speaking with the parents, they shared that if Joe has missing assignments or is not succeeding in one of his classes, they have consequences at home and also aid him in getting his grade up to passing. Some factors that are influencing his social development are his home environment, his interaction with his peers, media and technology, his social skills, and his ability to manage his emotions and responses. The student, as observed in counseling sessions struggles at times with remaining still, keeping his hands to himself (in regard to touching materials in the counselor's office without asking permission), making eye contact, and maintaining a conversational exchange with those he does not know well. The student has also struggled with honesty in the past. For example, Joe shared that last school year he got in trouble a few times, and was not honest about his actions or words. This in turn led to conflicts with his parents, some of his teachers, and also some of his friends/peers. He shared that he lost a friend last year due to his dishonesty. Lastly, the student shared that he does have a cellphone, a laptop computer, and a gaming system at home that he uses frequently. The student utilizes social media such as Snapchat and TikTok. The use of technology, specifically social media access may be impacting overall social development of Joe.

- Identify at least one piece of research from a *peer-reviewed journal* to support the factors you identified with regard to impacting the student/client's (academic, career, social, emotional) development.

One factor that may be impacting Joe's social development is his access and use of social media outlets such as Snapchat and TikTok. Social media is one of the central means for adolescent interaction, which in turn increases the amount of psychosocial development that is taking place online (Senekal et al., 2022). There are concerns and also potential benefits in regard to adolescent social media use. Some concerns are cyberbullying, exposure to content that may be inappropriate, lack of sleep, internet addiction, and social isolation (Senekal et al., 2022). Some potential benefits are self-expression, self-exploration, information access, and also communication technology skill development (Senekal et al., 2022). Another factor that may have the potential to impact Joe's academic development is his self-regulation skills and impulse control struggles. The development of self-regulatory tools which aid in an individual's ability to adjust and manage their cognition, emotion, and behavior is an essential developmental construct throughout the lifespan and is especially relevant in regard to academic achievement (Edossa et al., 2017). Self-regulation is associated with academic achievement due to a variety of factors. Some factors include improving focus, aiding the individual in self-monitoring, increased ability to follow classroom instructions, and increased ability to solve academic problems (Edossa et al., 2017). Additionally, the ability to regulate one's emotions has a positive association with academic achievement because it promotes the maintenance of an optimal emotional arousal level that is necessary for learning (Edossa et al., 2017).

- Identify family, school, community, and/or other institutional/environmental barriers that may be interfering with the academic, career, and/or social/emotional development of this student/client.

There is a variety of family, school, community, and environmental barriers that may be interfering with the development of the client. In regard to the client's family, he has two sisters. The client also lives on a farm that is in a rural area. It may be difficult for Joe to socialize with his peers due to the location of where he lives, and also the work that he is required to do on the farm. He may not have as much free time as other students his age due to his family environment. Joe may also predominately socialize with his sisters at home and may be craving the ability to socialize with a peer that he has more in common with. He may struggle with the fact that he is the only male sibling in his home environment. Joe's parents are also both veterans, and their experience serving our country may be affecting some aspects and areas of his development. Joe attends Post Oak Middle School which serves the most rural population in Spotsylvania County Public Schools. Many of the students who attend Post Oak Middle school live 30-50 miles from the school, and some have bus rides that are longer than 60 minutes. The rural community may be affecting his ability to socialize with his peers outside of school due to distance and outside responsibilities. Many families that attend Post Oak are considered to be within the low-socioeconomic/disadvantaged range. Joe, however, is not within that category. He may feel a sense of isolation or a sense of being different than the majority of the students that attend Post Oak. This could be affecting his social and academic development as well.

- Identify multi-social/cultural considerations in this case. Support your response with a *peer-reviewed journal*.

One cultural consideration in the case of Joe Smith is in regard to the community in which he lives. Joe is a caucasian male student who is 12 years old. As stated previously,

he lives in a rural community and his family lives on a farm. One consideration to keep in mind when servicing rural communities is the lack of access and opportunities (Brigandi et al., 2020). For example, due to the rural area that many students who attend Post Oak live in, they do not have internet access outside of school. Each student has a school-provided Chromebook, and each teacher uses Canvas as their learning management system. If a student misses school due to an illness or personal reason and has to complete makeup work, the ability to do so decreases due to lack of internet access. Although Joe does have internet access at his home, as stated previously, many students within the school do not. Many teachers do not give our students outside homework assignments due to the population that our school serves. However, it is important to note that although the majority of students do not have internet access, some do. Could Joe be challenged more academically if he attended a school with a different student population? Does Joe feel isolated because he is somewhat different than the majority population at Post Oak? Another multi-social and cultural factor present for Joe is regarding his parents both being veterans. Military families present unique challenges and needs that are imperative to consider (Ridings et al., 2019). Due to some of the unique challenges and dynamics within military families, children may have an increased risk for anxiety and mood problems, social adjustment difficulties, and disruptions in attachment relationships (Ridings et al., 2019). Another consideration is in regard to the high levels of mental health struggles that commonly manifest in veterans (Ridings et al., 2019). Some negative factors include disengagement from parenting, emotional numbing, avoidance, negative cognitions, mood changes, and isolation which consequently can cause a lack of child supervision, IPV in the presence of children, and harsh discipline

strategies (Ridings et al., 2019). These aspects of Joe Smith and his multi-social and cultural background are important to consider in providing school counseling services to him and his family.

- Specifically indicate ASCA ethical standards that apply in this case. Include, but do not limit yourself to scope of practice, referral, and supervision.

There are a variety of applicable ASCA ethical standards in the case of Joe Smith. In speaking with the client's family, it is clear that they are partners in the student's education and life. Therefore, ethical code B.1. Responsibilities to Parents/Guardians is relevant in this case (American School Counseling Association, 2022). For example section b within the ethical codes states the importance of establishing a collaborative relationship with families in order to facilitate and advocate for the student's maximum growth and development (American School Counseling Association, 2022). Another relevant ethical code is in regard to ethical codes A.14. Evaluation, Assessment, and Interpretation. Section a states the importance of utilizing reliable research-based tests and assessments that are culturally sensitive and developmentally appropriate (American School Counseling Association, 2022). It is important to assess and evaluate individual counseling for effectiveness, and this remains true in the case of Joe Smith. In assessing and tracking Joe's progress towards his goals, the counselor can ensure that his needs are being met. Lastly, in the case of Joe Smith, group work and small group counseling may be beneficial in meeting his needs. Therefore ethical codes A.7 Group Work are relevant to the case. Section a states that it is the role of the school counselor to provide small group counseling services based on individual, school, and community needs (American School Counseling Association, 2022). Joe could benefit from a social skills small group or a self-regulation small group. The counselor must ensure that they are using data to inform

group topics and to establish well-defined expectations and measures for small group work (American School Counseling Association, 2022). In doing so, the counselor can ensure they are maintaining an ethically sound and legal practice.	
Component #3: <i>Counseling Theory & Techniques</i> • What theoretical orientation(s)/technique(s) will you use to counsel this student/client? Support your choice with regard to culture, developmental age/level, and presenting issues with a <i>peer-reviewed journal</i>. The primary theoretical orientation that will be utilized to counsel Joe Smith is the child-centered approach of Carl Rogers (<i>Models and Approaches of School Counseling</i>, n.d.). Some supports for utilizing this orientation and approach can be found through Roger’s proposed requirements for a counseling relationship. For example, this orientation supports the idea that the counselor and client both recognize that they are together in a therapeutic relationship, the counselor provides the client with unconditional positive regard, the counselor must utilize the key tool of empathy, and the counselor must employ open-ended questions in order to aid the client in entering into a dialogue (<i>Models and Approaches of School Counseling</i>, n.d.). In the case of Joe Smith, due to his developmental level and background, it is imperative for him to feel comfortable, supported, and safe within the counseling relationship. In doing so, the counselor can begin to encourage the client to express their own narrative, therefore beginning a therapeutic dialogue (<i>Models and Approaches of School Counseling</i>, n.d.). Within this dialogue, there is active listening and reflection of feelings and understanding to aid the client in identifying what is causing them confusion or conflict (<i>Models and Approaches of School Counseling</i>, n.d.). Another reason that this orientation could be beneficial in counseling Joe is due to the co-creation of a counseling environment that cultivates and	___/40

explore the individual's pre-existing capacity to heal themselves (Holt, 2022). This type of orientation meshes well with mindfulness interventions according to research. As mentioned earlier, mindfulness interventions could be beneficial in supporting the needs that Joe has in regard to his social struggles and self-regulation challenges. The connection between mindfulness and child/person-centered models is in regard to present moment awareness, the act of existing in the moment with awareness, kindness, and self-acceptance (Holt, 2022). Mindfulness interventions can also aid in the application of Rogerian conditions such as empathy, unconditional positive regard, and congruence (Holt, 2022).

- What specific 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*.

The predominant intervention that will be utilized to assist the student in mediating issues, such as resolving social conflicts, will be mindfulness interventions.

Mindfulness-based interventions are effective in assisting students in resolving social conflicts because they lead to the enhancement of collaborative behaviors and an increase in one's ability to recognize and control their emotions (Ceballos et al., 2021). For example, Joe could use mindfulness to address a social conflict through mindfully pausing and paying attention to his breathing, feeling and recognizing his emotions in the moment, staying open-minded and calm within his thoughts instead of making assumptions, and suggesting resolutions and recognizing the pros and cons of different types of resolution strategies. Mindfulness is also effective in supporting and building resilience. For example, mindfulness-based interventions strengthen and increase the internal capacity to maximize resilience in the face of adversity (Ceballos et al., 2021).

Mindfulness-based interventions build upon emotional resilience through the strengthening of logical and emotional centers within the brain (Ceballos et al., 2021). One intervention could be mindful breathing and deep breathing exercises, body scan activities, and daily gratitude exercises. Mindfulness-based interventions also provide students the ability to grow and help identify their unique and individual strengths. For example, in regularly practicing mindfulness-based interventions such as deep breathing, or present moment awareness the ability to cultivate and practice self-compassion, kindness, sympathy, and joy grows and expands (Baer, 2015). Through gaining an understanding of individual emotions, strengths, and weaknesses the client can begin to develop self-insight about mental habits that may be unhelpful and that may block development (Baer, 2015). This also ties in with building a personal wellness plan. In gaining more awareness and understanding about the self, the client can begin to recognize what practices, routines, and habits aid in personal well-being, and also block or damage personal wellbeing. Mindful journaling may be one intervention to help build awareness and understanding of thoughts and emotions and how those tie into behaviors, words, actions, and thoughts (Baer, 2015). Through utilizing mindfulness-based interventions, a wide range of the student's individual needs can be addressed and supported.

- Would group sessions also be appropriate for this student/client? Why or why not?

In the case of Joe Smith, I do believe that group sessions would be appropriate. The primary reason I believe group sessions would be appropriate are due to his presenting concerns. The primary concern and the reason the student referred himself to counseling was for social issues and friendship concerns. Having the client participate in group

counseling could give him the opportunity to interact with new peers, practice different conversation strategies, and further develop his social skills. A group on friendship or social skills would be beneficial for Joe. Joe could also benefit from a self-regulation small group. In practicing various self-regulation strategies in a group setting, Joe could again further his social skills with a smaller group of his peers while also developing appropriate self-regulation strategies and gaining knowledge on impulse control and self-regulation.

- Identify possible family/home/community/school supports that would be useful to help this student/client.

Joe is already enrolled in the BSP program at Post Oak. Therefore, I believe he would benefit from continuing in this program, and possibly getting involved in the after-school BSP support. During the after-school support, students practice various social-emotional skills such as self-awareness, self-management, social awareness, relationship skills, and responsible decision-making. Although the student does have a BSP resource class every other day, having him participate in the after-school program could further support his skill development. The student also could benefit from participating in additional athletic activities. He was on the wrestling team last school year and is planning on participating again this school year. The student shared that it helped keep him on track and motivated to follow the school expectations as well as keep his academics up. I believe the student could benefit from participating in a Fall sport such as soccer, football, or cross country. In participating in a sport, the client gains an opportunity to practice his social skills, meet new peers, participate in a team environment, and utilize self-control and self-discipline. Lastly, the family of Joe Smith could benefit from utilizing our parent resource center which is available to all students and families within Spotsylvania County Public

Schools. Some services that they provide are informational sessions and workshops to include homework help, organizational skills, behavioral expectations, internet safety, mental health, and bullying. They also provide consultation services and have a free lending library.	
Component #4: <i>Individual Appraisal and Outcomes Assessment</i> • How will you formally or informally assess student functioning (identify a specific approach/instrument)? In assessing student functioning for the client Joe Smith, I believe utilizing an informal self-assessment would be beneficial. The skills self-assessment that I would utilize includes a scale where the student rates themselves from zero to four. Zero represents never, one represents rarely, two represents sometimes, three represents often, and four represents always. The skills addressed within this self-assessment are dealing with feelings and emotional regulation, people skills and social skills, executive functioning, speaking and understanding, expressive and receptive language, being flexible and cognitive flexibility, problem-solving, and acting responsibly. The student would use the self-assessment at the beginning stages of our counseling sessions to help identify areas and skills that they struggle with, and then again at the conclusion of the counseling sessions to track skill improvement. The counselor would use this data to track overall student progress towards goals and also to create new counseling goals as needed. • Identify how your approach/instrument is culturally sensitive and takes into account background, ability, and language. The skills self-assessment tool that I utilize with students is culturally sensitive and can be translated to various other languages as needed. For example, many students and families at Post Oak are Spanish speaking, therefore I have gotten the skills assessment	___/20

translated into Spanish so that students who speak Spanish at home are able to understand and utilize the self-assessment, and so that the results and data can be shared with families if needed. The skills-self assessment is easy to understand, is straightforward, and can be used in elementary school in grades 3 and above due to the language that is used within the assessment. Joe Smith is on grade level and is in 7th grade, therefore this skills self-assessment would meet his ability and language needs. There are 30 questions total, however, the skills-self assessment is editable and questions can be removed in order to simplify if needed. In the case of Joe, he was able to fully complete the 30-question self-assessment within about five minutes. In certain cases, it may be necessary for the counselor to read the questions aloud to the client so that they can successfully complete them. The counselor can also use the self-assessment to assess the student, and compare their results to the student's results to combine the concerns and ideas from the counselor and also the student's individual concerns.

- How will you assess student/client's strengths and seek to build resilience?

The self-assessment can be utilized in order to assess student and client strengths and also to build resilience. The self-assessment addresses many skills as stated above. Therefore, in having the client complete the assessment, struggles are identified but strengths are also identified. A student may realize that they struggle with social skills but they excel at acting responsibly and cognitive flexibility. Another activity that could be used to assess student and client strengths is strength-based activities and interventions. One activity that I use frequently is an animal strengths card activity/game. For example, at the beginning of a session as a warm-up, the counselor could have the student draw 5-6 animal strength cards that have various animal/character strengths on them. The

counselor could then direct the client to choose three cards that they believe are personal strengths. The counselor could also complete this activity with the student. Once the cards have been chosen, the client can explain why they chose each card and give an example of a time they showcased that trait/strength. This could lead to a counseling discussion of personal strengths and resiliency skills such as self-confidence, flexibility, self-awareness, problem-solving, and patience. • How will you measure student/client progress toward counseling goals? There are many ways to measure client progress towards counseling goals. In the case of Joe Smith, measuring his attitudes, skills, and knowledge through entry tickets, exit tickets, and self-assessment would be beneficial. Attitudes are what the student believes, skills are what the student can do, and knowledge is what the student knows. The entry and exit tickets are short and targeted to specific attitudes, skills, and knowledge as identified in the self-assessment. Having the client complete an entry ticket and exit ticket during each session, the counselor can gain insight and also track progress through a running record of entry/exit ticket data to help track progress towards counseling goals. Using entry and exit tickets helps to break large counseling goals into smaller more attainable goals. For example, Joe Smith has had struggles with making and maintaining friendships. Some smaller goals that can help lead Joe to attain the large goal could be using I-messages to communicate, using conversations starters to begin a conversation with someone new, finding common interests with a new peer, identifying traits that make a good friend, and identifying personal traits that make Joe a good friend.	
Component #5: Professional/Scholarly Writing Correct grammar, punctuation, sentence structure, spelling, and APA citations. Student includes a references section with proper APA formatting.	____/20

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