

SCHOOL COUNSELING CASE CONCEPTUALIZATION

Student Pseudonym _____ Date _____

Emerging School Counselor Name _____

Instructor _____

1. Student's Identification:

Age and current grade; race and ethnicity; gender; academic standing/GPA; personal or familial religious affiliation, if any; family SES; ability status; relationship status; other related demographic characteristics

2. Student's Presenting Concern

Your observation and assessment of the student's concern – earlier diagnosis, if applicable; when it surfaced, how it is currently influencing the student; any signification emotional, cognitive, and/or behavioral symptoms; any other related problems and circumstances.

3. Cultural Information

- a. What cultural biases might you have towards your student(s)? (*Hint: there is always some idea to note here, so think deeply. Writing "none" is an inadequate response*).
- b. What cultural biases might your student(s) have towards you? (*Hint: there is always some idea to note here, so think deeply. Writing "none" is an inadequate response*).
- c. What cultural values might enhance or impede your relationship with this student(s)?

4. Developmental History

Provide a developmental history of the student(s): any significant event in the student(s)' personal development; academic history; family history (e.g., parents' divorce; re-construction of the family); any known disability/exceptionality.

5. Current Life Circumstances

Describe the student's current life setting and circumstances: who the student resides with; support system(s), significant relationships, peer relations, parental or caregiver involvement, career and/or school involvement, interests, etc. How might the school climate be influencing the student's presenting concern(s)?

6. Counseling and Programmatic Goals

Describe primary goals that you hope to achieve with the student: provide an explicit statement of the counseling goals, as aligned with the [Mindsets & Behaviors for Student Success](#) (ASCA, 2021). For individual counseling, estimate the number of sessions/meetings that you expect with the student. Outline other programmatic efforts (e.g., small group counseling, classroom curriculum units, academic advising) that may benefit the student's academic, career, and/or social-emotional development. include other stakeholders if pertinent to the listed goals (e.g., parents, teacher, administrator, peers).

7. Theoretical Framework

For individual counseling, provide the theory (or theories), which guided your work with the student and to accomplish individual counseling goals. How did you incorporate the theory in the recorded counseling segment; in other words, what are your intentions for your chosen counseling interventions and/or relevant activities?

8. Review of Course of Individual Counseling

Provide a review of individual counseling that the student has been involved in: sessions completed with you; previous school/clinical mental health counseling, if applicable; student's behaviors in counseling; your impressions and affective reactions toward the student and the sessions; any difficulties encountered (e.g., self-protection, guarded).

9. Things Learned from This Case

What have you learned? – About school counseling; about your counseling skills; about your strengths and growing areas as a school counselor; supervision from your site supervisor etc.

10. Leadership & Advocacy

What are some potential multisystemic levels of advocacy that may be beneficial to support this student (e.g., programs, services, school activities)?

11. Recommendations

What would you recommend if you continue to work with the student; or what suggestions would you offer to your peers who potentially encounter a similar case?

12. Requested Feedback

What specific points or areas of feedback are you seeking from the instructor and your peers during group supervision?