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Case Studies in School Counseling

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School Counseling
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Bad as He Wanted to Be
I believe it was important to show the family that, in order to improve the academic and emotional development of their student, they need to be involved. The parents can assist in homework, help with reading, and provide a stable environment for learning.

However, the teacher's role is critical in supporting the student's growth and development. The teacher should be approachable, encouraging, and understanding. The teacher should set clear expectations and provide positive feedback. Additionally, the teacher should be aware of the student's individual needs and provide extra support when necessary.

The school environment plays a crucial role in the student's success. A positive and supportive environment can encourage students to be more engaged and motivated in their learning. The school should provide opportunities for students to explore their interests and develop their strengths.


class's choice: choice theories that people see in order to satisfy their basic needs—survival,

Goals and Strategies

The school needs to be accessible and welcoming to all families. The school should provide a safe and supportive learning environment. The school should also provide resources to support the families, such as culturally responsive curriculum, tutoring services, and family engagement opportunities.

Student Need

Located within the residential community, the school serves a large, diverse, and culturally rich population. The majority of students reside in a housing project, and many come from families who have experienced poverty. The school needs to be aware of the cultural and economic diversity among its students and provide resources to support their unique needs.

The school

The school's mission is to provide a quality education for all students. The school values diversity and strives to create an inclusive learning environment. The school offers a range of programs and services to support the academic, social, and emotional needs of its students.
In time, I came to believe that Jamal was disrespectful of my authority. He would often be late to class, and when I caught him, he would always have an excuse. This was a challenge for me as a teacher, especially when it came to maintaining discipline in the classroom.

Here are my strategies, from a practical point of view:

1. Begin weekly counseling sessions with Jamal.
2. Establish rapport by providing a comfortable and mutually respectful atmosphere wherein Jamal could speak his mind without repercussion of a discipline referral.
3. Empathize with Jamal by validating his point of view regardless of how negative it may appear to sound.
4. Collaborate with administration, the teacher, and Jamal's family and our school social worker.
5. Help Jamal to understand his responsibility for his behavior as well as to learn how to verbally express his views in a more appropriate manner, without compromising his values.

Session 1: I had known Jamal for quite some time. When he came to my office, I was very pleasant and willing to talk to him. I used a checklist derived from Dr. J. W. K. B. J. B. and L. C. B. (1988). This checklist is to help identify areas of concern for Jamal.

Counselor: So you've been having trouble with Jamal.
 Jamal: Yeah, I've been having trouble with him.
 Counselor: He's not doing his homework.
 Jamal: Yeah, I know.
 Counselor: He's not following the rules in the classroom.
 Jamal: Yeah, I know.
 Counselor: What's been going on with him?
 Jamal: He's not listening to me.
 Counselor: What do you think about that?
 Jamal: I don't know.
 Counselor: Have you tried talking to him?
 Jamal: Yeah, I've tried talking to him.
 Counselor: What did you say?
 Jamal: I told him to listen to me.
 Counselor: And what did he say?
 Jamal: He just ignored me.
 Counselor: Have you tried anything else?
 Jamal: Yeah, I've tried everything.
 Counselor: What else have you tried?
 Jamal: I've tried to make him understand why the rules are important.
 Counselor: And what did he say?
 Jamal: He just ignored me again.
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 Counselor: What else have you tried?
 Jamal: I've tried to make him understand why the rules are important.
 Counselor: And what did he say?
Jamal: Yes, I'm really happy with my progress.

Counselor: That's great to hear! You've been working really hard on your assignments.

Jamal: Thank you. I really want to improve my grades.

Counselor: I understand. It can be challenging, but with dedication and effort, you can achieve your goals.

Jamal: I know, it's just that I really want to do well. I want to get into a good college.

Counselor: That's a great goal. College can be a great opportunity for you. What subjects are you planning to study?

Jamal: I'm thinking about engineering. I really enjoy math and science.

Counselor: That's a great choice. Engineering can be a rewarding field. Do you have any questions about college applications or the college application process?

Jamal: Yes, I'm a bit nervous. I've never applied to college before.

Counselor: Don't worry, it's a normal feeling. I can help you with the process. Do you have any specific colleges in mind?

Jamal: Yes, I'm looking at a few in the area. I want to stay close to home.

Counselor: That's a good idea. It's important to choose a college that feels right for you. Do you have any concerns about your schoolwork?

Jamal: No, I'm doing pretty well in all my classes. I just want to make sure I'm not missing any assignments.

Counselor: That's great. Keep up the good work. If you need help with anything, don't hesitate to let me know.

Jamal: Thanks, I really appreciate it.

Counselor: Anytime. Remember, you're doing great. Keep it up!
The time (Cerebral Palsy) can you control his behaviour?

Would you stop doing mess with me

I would probably still be in class right now but that doesn't mean he

By claiming in your seat and not leaving back

What do you believe would have happened today if you ignored him

Then, therefore

He should not have called you, well

(sorry) he says a bunch of stuff but I didn't ever believe

He called you up

I didn't know how to handle him

Then I didn't have to hear him

So you do know how to handle him

I just got up and watched our class when he was talking back.

How did you embarrass him

I embarrassed him.

I didn't get him to class and

You did your duty the day you sent him back to class and

But how do you do that if people are constantly disrespecting your

Education is a way of defining yourself

And you do have a right to defend yourself but Malcolm x said that

They wear both good and Malcolm x makes more sense.

Which one makes sense to your

You said you should just walk away and not come back

Well, Malcolm x definitely you should defend yourself Martin Luther

Neil. How did they figure

Those are great examples tell me the difference between this

Like Malcolm x and Martin Luther King. If

He does

You know there are a lot of great leaders that sacrificed their lives

You're supposed to difference is I'm not going to call him our parent

When I get around he says a lot of things in class he's not

Where the deaf

I see the things we don't know he's produced. But I know the

I can understand why you would say

So you did not let your teacher compare you to his daughter

Then he told me to get out

He did. Why don't you bring him to school and let her teach us then.

He did not respect me all the time although you know his daughter can
Parent Conference: Jamal returned to ISS for the next two days. The teacher requested a conference with the parent administration, and the counselor, which was scheduled for the following day. The conference was facilitated by our assistant principal and included the teacher, the school social worker, Jamal’s mother, Mr. Davis, Jamal’s mother’s boyfriend, Mr. Keith Tate, and me, the school counselor.

Ms. Davis: We appreciate your meeting with us. We’re really concerned about Jamal’s behavior here in school. (I’m concerned too, you see, Jamal tells me everything that goes on in this school with these teachers! This is the second teacher he has had this year, so I know that all got something against my son.) I appreciate your concern. That’s why I called this conference. Jamal is a bright young man and could have an excellent future. But, I will not tolerate his blatan disregard of class rules and lack of respect.

Mr. Tate: Well, Ms. Davis, within the past week, Jamal has spent more time out of the classroom than in due to his disrespectful behavior towards his teacher and his bullying of his classmates. She knows that I look. He does this mess at home. He’s a problem, and he’s manipulative, especially with the other kids.

Ms. Davis: Yes, and I have since apologized to Jamal for everything! And my son is NOT evil.

Assistant Principal: It’s not about him, it’s about how he acts. Then she wants to cry about how she can’t control him. See, I don’t take that mess off of him. He knows he can’t get over on me!

Assistant Principal: Have you thought about how you would give him a chance?

Mr. Tate: I mean, how do you want me to act in class and still tell the teacher works to improve his behavior? But see, Karen, that’s your problem. You give him too many chances!
But it's hard for Black boys out here. Police harass them all the time. It's like saying, "Don't be Black. Don't be Black." It's hard to say the word Black in this town.

As for Jamal, I understand much of what you've said about him. My boss, Mr. Davis, has been helpful in the past. However, without someone like you to help Jamal understand his behavior, regardless of how others treat him, his situation may worsen.

If Jamal is expelled, you will be responsible for finding him an alternative education experience. Also, you could be required to attend counseling sessions. If he is caught in the system, he could end up in the same situation he's currently in. Your help is appreciated.

I tried to tell him that.

I know it's just hard for me to be mean to him. He's had enough, but I know how it is to become angry with your children. I understand. But that's all I can say.

I continued to see Jamal to monitor progress in school, and the school social worker helped him maintain appropriate behavior.

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As a result of participating in a controlled environment with fire prevention to encourage an atmosphere
where theחלוקת is more evident, the teacher could have used the opportunity to explain his side to
explain any disciplinary action or issues with any student member may have to be noted our
especially if disciplinary action in a child as a member of the community. Our principal chose to deal with the teachers directly.
Regarding the curriculum; Our principal choose to deal with the teachers directly.
One of the things I might have done differently was to consult with the teacher
that I was a good example for.
school counseling. You can reach Sheila at whiorsche@mcclung.edcu

The University of North Carolina. Her research interests are black male issues in
education, with a focus on leadership and social justice. She is currently a Ph.D. candidate in counselor education and
administration at the University of North Carolina. She has worked with youth in various counseling capacities, such
as at professional community health centers, and has been involved in policy development.

Sheila Whisner has been an elementary school counselor for over

Biographical Statement

Clinical experiences in counseling at the University of North Carolina, NC
State University, and Wake Technical Community College.

References

American Images

Suggested Readings

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