

## CASE STUDY FORMAT

*(Confidential – Not For Professional Use. Use first and last name initials for student and family members)*

Date of Report: \_\_\_\_\_

### 1. Student Data:

Student Name: \_\_\_\_\_

Chronological Age: \_\_\_\_\_

School Site: \_\_\_\_\_ Grade Level: \_\_\_\_\_

### 2. Family Data:

Mother: \_\_\_\_\_ Occupation: \_\_\_\_\_

Father: \_\_\_\_\_ Occupation: \_\_\_\_\_

Legal Guardian(s): \_\_\_\_\_

Siblings and ages: \_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_,

\_\_\_\_\_, \_\_\_\_\_, \_\_\_\_\_

### 3. Student Family Background:

Within approximately 3 to 4 paragraphs offer a brief and concise summary of the family history and current situation. Family background should include the following areas:

- Ethnic, socio-economic, linguistic background
- Family dynamics
- Strengths and challenges

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

- Include what you have done to assess the problems, for example:
  - consultation with parents, teachers, other school personnel and/or administrators,
  - review of your student's school records and other assessment reports,
  - direct observation of your student in class or on campus,
  - attendance at IEP or SST meetings for your student.
- Identify the specific problems.
- Identify how these problems affect your student's learning, academic achievement, and school behaviors.

- Identify your student's interest and strengths and things that can motivate your student's learning.

**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:

By ,   
*End Date* *Targeted Student*

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

by  from  To   
*Measure of change* *Baseline data* *Target data*

**Supplemental Data:**

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

**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*


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

Student will
Student will

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

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**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
	1 2 3 4
	1 2 3 4
	1 2 3 4
	1 2 3 4

Brief answer question:
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Brief answer question:
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**6. Outcome(s):**

- Describe what happened that was directly or indirectly related to your intervention activities with this student.
- Compare the expected outcomes with what really happened.
- Identify what effect your intervention has on your student's learning, academic achievement, and school behaviors.

**7. Counselor Recommendations:**

- What specific recommendations can you make as an advocate for this student?
- What will you do to advocate for this student after you leave the site or after your work with the student?

**8. Counselor Comments:**

- What did you learn as you prepared to work with this student?
- What did you learn during your work with this student?
- What did you learn after working with this student?