

Practice Evaluation

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Abstract

This past semester I was given the opportunity to intern at August Martin high school. This so far has been an amazing experience because I get to interact with students and faculty. The primary goal of these interactions is to help the students become academically successful. I was given a caseload of about eight students; these students are all at risk for failure because they are chronically absent. In this case load I have students who don't speak English at all and who have a rough home situation. In the beginning this was challenging because I didn't know how to properly help them but as time goes on, I have learned what works for some won't work for others.

August Martin High

August Martin high school used to have a bad reputation. The reason was because it was a Community School that didn't receive a lot of support from the community in which they resided in and the government. In The past students used to bring weapons and hide it around the school, many students didn't attend school, and a lot of them were failing all of their classes. As time progressed, they went through many different principles who tried their best to change this reputation. Finally, they found one who genuinely cared about the well-being of the students. She implemented many different programs an opportunity for the students to Excel academically and socially. The Child Center of New York is a Counseling center for all students. They offer many different services and resources to help the students Excel. With The help of the principal and the child center of New York August Martin high school now has a better reputation and students are now attending school regularly, the graduation rate has written, and they are more motivated to learn. I have the opportunity to intern with them this school year and so far, it has been amazing. One of the most important roles that I have is being a success mentor , This means that I have a caseload of eight students who's attendance fell below 90%.As a success mentor I hold weekly meetings with my client , speak to their teachers regularly , an offer them as much support as they need . In order to do this successfully I must use the strategies and skills that I have learned from my school. Such as engagement strategies, assessment strategies, how to properly hold an intervention and evaluate my client. Jonathan is a client that was assigned to me, he is 17-year-old senior who attends the high school but has attendant issues.

Engagement

Jonathan is a+ student who has a problem with attending school on time. In order to be successful, I must first ensure my client is comfortable with me. Prior to my meeting with

Jonathan I looked at all his files in the data portal. in this data portal it shows me his grades, attendance history, contact information and even his class schedule. I wanted to make sure that I knew everything that there is to know about him before we met. This was also very important because it helped me to figure out different strategies and interventions that would help my client succeed. The first time I met him was outside of his leadership class. He was shy, which was understandable. I introduced myself to him and let him know I'm here to provide him as much support as I can. We set up a meeting for the following Monday. The first meeting was informal, and I wanted to make sure that the second meeting was more formal. To prepare for this meeting I secured a private meeting space. This meeting space was in a classroom that I usually teach in and I knew for a fact that it would be available for the time of this meeting. Jonathan is a very shy person and I knew that he wouldn't want to express himself fully in an environment that was surrounded by others. I also had written an agenda for the meeting and came up with what I wanted to accomplish. setting an agenda prior to the meeting helped me make sure that it flowed smoothly and that no time was wasted. At the start of the meeting I reintroduced myself to him. He expressed that he was very appreciative that the school was paying attention to his needs. The next engagement strategy I used was letting the client know that he is in the safe space. Meaning that he can talk about anything without fear of judgment. I also let him know that he can ask as much questions as he would like and whatever is said in this room will not leave this room. However I did explain that if he shares any information that could be detrimental to his well-being I will have to share it with my supervisor .The only reason for this would be to make sure that he is in a safe environment and no harm is coming to him inside or outside of the school. As My client and I begin to speak I made sure I was listening to him and paying close attention to everything he was saying. I was very empathetic to his needs and in everything I

shared I reassured him that he would be OK and that I am here for him. During this meeting I was taking down as much notes as I possibly could, and I explained to him why. At my field placement is very important for me to take down as much notice as possible because it helps the school keep track of what is going on in the meetings and it helps me to track progress. I was very successful implementing the different forms of the engagement strategies. I knew this because my client was very appreciative of everything that I had shared with him and was happy that I provided a safe space for him. I did find it challenging to take notes because I'm not good at taking notes. I found myself listening and every so often having the client repeat what was said because of this weakness. These strategies were very helpful because in the setting that I am at it is very important that the client feels like they have somebody they can confide in and that genuinely cares about their well-being. I think oftentimes in school settings students feel as if the teachers and the faculty only care about them passing which is understandable but that is not always the case.

Assessment

“An Assessment is the activity of drawing meaning, inferences and tentative conclusion from all of the data provided”. (Sheaf or). In Other words, an assessment is getting a better understanding of who the client is based off of previous notes and information that has been provided. This Helps the social worker determined who will benefit from the help given and who needs to change. In my case Jonathan is the one who needs to change and will ultimately benefit from my help. In our meeting Jonathan and I first spoke about his strengths and everything that he is good at. This is not limited to the school environment, we talked about well he's good at outside of school. I didn't want this meeting to start off negative and I didn't want him to feel like I was only concerned with his negative attributes. A Clients social functioning is also very

important. Knowing this I use this as a strategy to formulate how the conversation would go. Jonathan and I discussed his living situation, in which he shared that he's living with his parents in a home that is not only safe but secured. He has access to everything that he would need to survive such as food a safe environment and clothing. While Assessing his social functioning he expressed that he is not really close with his parents because oftentimes they are at work. He doesn't have a lot of friends because he is not comfortable with meeting new people and building relationships. What's interesting about Jonathan is he speaks to a lot of people in school, but he doesn't consider them his friends. while sharing this information he also let me know that if he needed any help from his parents, they would do their best to provide that for him. A Technique I used to get Jonathan to open up to me was asking him direct and verbal questions. This helped me keep the conversation going and it helped Jonathan to express himself. Another Technique I used to be speaking about his personal beliefs and values. All of these techniques I used were successful. I was able to have a full and informative meeting with my client and I got a better understanding of who he was as a person. These were helpful to me because it helped me get an idea of how to better assist my clients in a way that makes him feel comfortable. Even though I came to the meeting prepared with questions I found myself asking more than what I originally had planned to. for future reference I need to stick to what I have written because it can prolong the meeting. the client responded very well to these techniques that I used.

Intervention

During this meeting Jonathan and I discussed how we were going to get him to school on time and work on him submitting his assignments. At First, I asked him to set some personal goals of his own, he was having some difficulties, so I gave him some suggestions. I didn't want to take over the meeting I wanted him to be involved in setting realistic goals for himself. The

goals that he set were getting his attendance grade up, submitting his assignments on time and Organizing his day. The Goals that he set were based off of the information I shared with him in the meeting about his current academic standing. After we set some goals, we spoke about ways in which he could achieve them. This is where I messed up because when he was having difficulty coming up a way that he could reach these goals I ended up coming up with the reasons for him. Jonathan stated because he lives so close to the school, he always assumes that he has more time than he actually does. He has one alarm set which he says doesn't really help him. In order for him to get to school on time I suggested that he set four alarms. The first one would be used to help him start to wake up. The second and third one would help him keep track of time and ensure he is moving at a pace that was fast enough for him to get to school. The last alarm would be used as a warning, this warning would mean he would have to leave the house at that time in order to get to school. In order to help him complete his assignments on time we agreed to meet every Wednesday at 1:30 for one hour. Within this hour he will be completing his homework assignments and the last 15 minutes we would discuss his progress. We also decided that once a month we would hold a progress meeting. During this meeting we will discuss his current academic standing, anything that has been bothering him, and keep track of the goals that he set. Due to coronavirus at any moment the students could go remote. I told him that if this were to happen, we will just meet on zoom during our regularly scheduled meeting time. In Order to make sure that these goals had met Him and I both signed a written contract. This Contract was given to me by my supervisor. It stated the goals and objectives set in this meeting. It also stated my role and actions I will take to help him. Before I made him sign it, I made sure that he was comfortable with everything spoken about in this meeting. We also agreed that he must achieve these goals by the end of the school year. Not Only will I monitor him in our

meetings, but I will be monitoring his attendance and grades on the data portal. This will show me if he is actively trying to reach his goal. I have a bad habit of over sharing and giving advice that isn't asked for. Although it is healthy to give advice to the client, I found myself giving him advice on things that he seemed to have no interest in. For example, he is an introvert and I was giving him advice on how to be more social. While I was doing this, he seemed to have tuned out of the conversation which reminded me that I wasn't here to change his personality. I decided to incorporate positive and negative reinforcement strategies as well. I understand that no student wants to stay behind for an hour every day with an adult. he stated that he would like it to be once a week I told him that we can keep it this way but if he begins to slip up or mess up academically, we will meet three times a week. Plus, I also told him that if he begins to slip, I will have to call home consistently. When he does well not only will we continue to meet once a week, but I will allow him to leave early. This Is an evidence-based strategy and it has been proven to be effective. The client wasn't too happy about the negative reinforcement, but he did like the positive ones. As far as the advice given, he appreciated the ones that he asked for, but he didn't appreciate the extra information that I gave. I can honestly say these interventions were helpful.

Evaluation

The intervention with the client was successful. However due to the fact that the school year hasn't ended I am still tracking it, he was doing well with organizing his day and setting the alarms. Since we started meeting, he actually was submitting his assignments on time as well. For The first 3 weeks it seemed like he was achieving his goals. Even though we discussed what would happen if the school went remote, things took a turn for the worst. All The goals set in the

beginning seem to not be working. He did set the alarm but because he doesn't have to physically get up and go to school, he sleeps through them. When the school went remote, he started to ignore my calls and my emails which means that we were not having our meetings. I recently got him to start attending my meetings which seems to be working. Jonathan I also had to come up with new ways to help him achieve his goals. He asked if I can do wake up calls which I agreed to. These wake-up calls would ensure that he is attending school an all of his classes on time. My assessment of Jonathan needs to be updated and changed slightly. Simply because he doesn't work well at home and he is surrounded by distractions. I suggested that he find a quiet room to do his homework in. We didn't change or just any of the original goals set and the intervention strategies used were all successful.

In conclusion my client has a long way to go, but slowly he is making progress. As soon as he started to drift away from the original goals, we set I immediately helped him get back on track. As I am meeting with my client, I am learning things about myself and I am finding things I need to change. Such as over sharing information, giving advice when not asked for it and not allowing my client to come up with his own solutions. These are all things that I am constantly working on Ann I have spoken to my supervisor about this as well. My supervisor is always available to help me Ann she helps me improve on my social work skills. As a social worker I make sure that I am presenting myself in a professional way , by this I mean I am dressing appropriately Anne speaking to my clients in a way that is professional but is on their level as well .the lessons that I have been taught this semester from this class has helped me in numerous ways and it forced me identify the areas in which I am weak in .

TASK ACHIEVEMENT SCALE

Week 2

Achievement	Task 1: Set alarms	Task 2: attend meeting	Task 3: Set Schedule for the day
No Progress 0	Student did not set any alarms	student didn't attend any meetings	student didn't set schedule
Minimally Achieved 1	students set alarm but didn't follow them	student attended meeting but had to leave early or had to cancel	student didn't set schedule properly
Partially Achieved 2	student set alarm and woke up on time but didn't make it to school on time	Student came to the meeting but didn't want to talk or do any assignments	students such schedule that went against his goals
Substantially Achieved	student set alarm woke up on time and	student came to the meeting late	student set schedule that were in line with

3	was only late to school once out of the whole week		his goals but didn't follow it
Completely achieved 4	students set alarm, woke up on time and got to school on time	student came to the regularly scheduled meeting	students set schedule and it aligned with his goals and objectives
Change score	1	1	3
Possible change	4	4	4
Percent of possible change	25%	25%	75%
Percent of Change for all Three Tasks:	(3 change steps of possible 12) =41.6%		