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Assignment 3

Case Study: Pete Apaina is a thirteen year old, Latino, seventh grader in your school. He moved to the school in late November. Mr. Apaina, Pete's father is a construction worker. The family frequently moves due to his work. Pete has two older brothers, a seventeen year old brother who is a junior attending the local high school and an eighteen year old brother who has dropped out of school and is on probation. Pete's mother died in a car accident when he was six years old. He is small for his age and seems very withdrawn. You have heard most of his teachers complaining about his lack of effort and other annoying behaviors.

Main Issues

1. Lack of 'Familismo.' According to, Thorn & Contreras, Latinos and Hispanics heavily rely on family and traditional values. Latino and Hispanic families are usually tight-knit and are guides for children as they mature into adulthood (2005). It appears that Pete does not have a very tight knit family since they are always on the move for his father's job and since his mother passed away. There may also be a strain between Pete's family and his older brother who is on probation and dropped out of school. There is also a large age gap between him and his older brothers. Since the eldest brother has dropped out, it may negatively impact Pete's decision to stay in school as he grows older.
2. The constant moving around may be an issue for Pete to develop relationships in school. He may feel detached from the people around him. There may not be a motivation for him to succeed in his education because he may feel that there is not a reason to try due to the potential of him moving again. This may also cause language barriers for Pete because he is constantly moving around which may not give him the proper support he needs when learning the English language and overcoming language barriers (Smith-Adcock, Daniels, Lee, Villalba, & Indelicate, 2006).

Strategies for Developing Rapport

- a) Ask Pete simple questions on a daily/weekly basis. Questions about how he is doing, what his hobbies are, and what his interests are.
 - 1. The main goal I have when building rapport with Pete is to help him feel that he is connected to someone at school. Building a strong relationship with Pete by checking in on him and talking to him about his interests can help him begin to feel supported in an environment that he may feel disconnect from. I want Pete to feel that he can trust me and other school counselors to listen to him and to advocate for what he needs.
- b) After building small relationship with Pete, I may periodically invite him to my office. If it is needed, find ways for Pete to communicate comfortably during sessions. If it appears that there is a language barrier, finding Pete a translator or working with a counselor/teacher who is fluent in Spanish can help Pete communicate his needs more effectively. If this is the case, it would also be beneficial to help Pete find resources and services that can help him feel supported and understood (Smith-Adcock, Daniels, Lee, Villalba, & Indelicate, 2006).
- c) The use of proximal association will also be used to build rapport with Pete.

When building rapport with Pete, I would first want to gauge how fluent he is when speaking in English. If I suspect there is a barrier in his English speaking skills, it may be best to invite a translator to our sessions to help break down this barrier. This can help Pete feel more comfortable talking during the sessions and feel like someone is advocating for his needs and supporting him. This can also make Pete more open to discussion and finding help for his issues by utilizing school counseling and establish trust between Pete and myself (Smith-Adcock, Daniels, Lee, Villalba, & Indelicate, 2006).

If Pete is fluent in English and does not need assistance when communicating, we will go ahead and begin building rapport by carrying conversations with Pete about what his interests are in school and in his social life. We will also discuss what his goals may be for his future. The importance of building rapport with Pete is helping him feel connected to the counselor. This can help him feel like he can trust and rely on the counselor. This will also give the counselor insight to Pete's life and what his strengths and weaknesses are. If Pete is not fluent in English, we will work through these rapport building discussions with the help of a translator previously mentioned.

When working with Pete, the use of proximal association skills will be used when building rapport. Examples of proximal association would be for the counselor to have a similar posture positions to Pete as he is talking about his life and goals. If Pete is talking about something he struggles with and is slouching, the counselor should have a similar slouched posture. If Pete is talking about something inspiring in his life or a goal that excited him that causes him to sit up straight, the counselor should also have a similar posture. This will help Pete feel that the counselor is more similar to him than different and is someone he can confide in and relate to (Helm, 1991).

My Goals for Pete

- Help Pete feel that he is a part of the school's community by building a social network.
- Teacher feedback about Pete begins to reflect that he is behaving better in class, appears to be more motivated, and is contributing more in class discussions.
- See improvements in Pete's grades for the academic year.

The goals that I have set for Pete will help him feel more connected to the school, will help him have a more positive relationship with his teachers, and will help improve his mindset on education. This will also help Pete build relationships with his peers. Even if Pete were to move, the skills he would learn to reach these goals could be utilized by him at any school he may go to in the future. These goals can even be used to help Pete find ways to cope with issues in his family since there is a lack of familismo.

Finding ways for Pete to feel more connected at school can help Pete learn how to cope with his feelings pertaining to not having a tight-knit family. Since tight-knit families are so important in Latino culture (Thorn, & Contreras, 2005), it appears that some of his behaviors could be caused by this. Making it a goal to help Pete feel more connected to fellow students and teachers can help Pete find support outside of his family. Building this relationship with other students and teachers at school can help Pete have a more positive relationship with education over time. Creating this positive relationship with Pete and his education can help Pete put more effort in his classwork and prevent annoying behaviors that teachers have been complaining about. Which can help strengthen the relationship that Pete has with his teachers.

If Pete is not fluent in English, this positive relationship that Pete will build with teachers will help him learn how to advocate for himself in the future to ensure that his needs are being met (Smith-Adcock, Daniels, Lee, Villalba, & Indelicate, 2006). It is important to mention, that if Pete is not fluent in English, the counselor needs to communicate this to his teachers. It may be beneficial to hold a meeting with his teachers to find teaching techniques and resources that Pete can use to help him do well in his academics.

Techniques and Counseling Theoretical Models

Techniques that I will be using with Pete will primarily be focused around Adlerian Theory and Solution Focused Brief Counseling. Techniques that will be used from Adlerian Therapy are Family Constellation and Early Recollections by the use of a Lifestyle Questionnaire and encouragement (Studer, 2015, p. 194). Adlerian Therapy will be used for counseling Pete in order to help better understand Pete's foundation for his lifestyle and the mistaken goals created that may lead problems. This will give the counselor information needed to find ways to help him change these goals and improve his lifestyle foundation. When working with Pete using Solution Focused Brief Counseling, the techniques that will be used are setting goals, coping questions, and scaling questions (Studer, 2015, p. 203). Solution-Focused Brief Counseling will be used to work with Pete to help him find solutions to focus on rather than his problems. This can also help Pete discover what he wants to get out of counseling.

The use of these techniques will hopefully help Pete reach the goals that have been set for him during the counseling process. These techniques have been chosen to help Pete cope with his family issues and to help him improve his performance at school. It will also help Pete learn how to cope with the possibility of moving again and give him the skills needed to help him be successful in his next school. The skills that Pete will hopefully build during counseling sessions will be to learn how to build social networks, plan for his goals, and to advocate for himself.

Specific Techniques for Pete:

1. Conducting a lifestyle questionnaire to help me know more about the family structure at home (Studer, 2015, p. 194);
2. Counsel Pete through the use of Motivational Interviewing to help figure out what Pete is struggling with and what he want to change (Studer, 2015, p. 190);
3. Assist Pete in finding a social network (Smith-Adcock, Daniels, Lee, Villalba, & Indelicate, 2006). This can help Pete feel that he is not alone and that he has support at school. It can also help Pete find a Latino community to become involved in at school;
4. Scaling questions will be used to find out strong Pete feels about various topics, such as school, grades, friends, family, moving, etc. The answers provided by Pete will help us determine what Pete can do to have more positive feelings about the various topics that may be troubling him (Studer, 2015, 194).
5. Coping questions will be used to ask Pete questions to find out how he copes during troubling times and to discover how Pete acts when the problems in his life are not happening (Studer, 2015, 194). Once Pete answers these questions, we will discuss skills he uses to manage various problems.
6. Setting Goals will be used to help Pete discover objectives he wants to work toward during the academic year and with his family and friends.

Once trust is established, I would ask Pete to participate in a questionnaire about his family, or to draw a picture about his family and how life is at home. Once this is completed, we would discuss what he drew or what his answers were to the questionnaire. By looking at his family dynamics, it can help the counselor get a better perspective about Pete's world and his lifestyle (Studer, 2015, p. 194). This can also help open discussions with Pete about memories from his childhood to help access information about his personal beliefs, strengths, assets, and mistaken beliefs.

Motivational Interviewing will be conducted with Pete to help determine how Pete feels about making changes in his life and to determine his confidence in completing goals (Studer, 2015, p. 190). This will help The counselor understand if Pete is ready to make changes based on his physical gestures and whether he positively or negatively talks about making changes in his life. Goals can be discussed and created during motivational interviewing based on Pete's confidence levels (Studer, 2015, p. 190). The counselor can start Pete off with goals he is comfortable completing and the building to more advanced goals over time as Pete begins to build more confidence in himself.

Counseling Pete about how to develop social networks and ways he can build positive relationships with others at school can help him connect with others outside of his family. This can help Pete find people who support him, which can help him cope with his lack of a tight-knit family. This can ultimately help Pete improve his performance at school and help him find ways to become involved in his community outside of school. This is a skills that Pete can take will him to use if he were to move in the future.

The use of scaling and coping questions will be used to help find ways that Pete can improve behaviors to reach certain goals that are set throughout counseling sessions. Creating goals with Pete will also help him work on skills to improve in his feelings about family, friends, and his academics.

Overall, the techniques used will help Pete improve his behavior in school and help him find motivation to do well in his classes. These goals will help Pete cope with his family issues and help him create social networks to find support outside of his family. Even if Pete were to move again in the future, these techniques used should give him the resources he needs to be able to cope and find success in a new setting.

Sources:

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