

EDUC 705 Spring Internship in School Counseling
Solution-Focused Brief Consultation Rubric - Parent/guardian

Student's name: _____ Evaluator's name: _____

Date: _____

Background of Recording: See Counselor Self-Evaluation Form

Consultation Skill	Demonstrated	Not Demonstrated
Pre-session Questionnaire or Initial Structuring		
Helps Parent/guardian identify strengths/resources she brings to consultation		
Helps Parent/guardian identify an <u>initial</u> (i.e., beginning) goal (specific, positive behavior change) for student (class or group of students)		
Helps Parent/guardian identify <u>initial</u> (i.e., beginning) goal (specific, positive behavior change) for self in relation to student (class or group of students)		
Asks Parent/guardian to scale (0 - 10) where she is now in relation to goal for student (class or group of students)		
Asks Parent/guardian to scale (0 – 10) where she is now in relation to goal for self in relation to student (class or group of students)		
Establishes Goals and Examines Attempted Solutions and Exceptions		
Does minimal problem exploration before establishing consultation goals		
Helps Parent/guardian identify a goal (i.e., <i>presence</i> of a positive, observable measurable behavior) that the student (class or group of students) will be doing differently as a result of the change in the Parent/guardian's behavior.		
If resistance is encountered, ask "What's the minimal amount of change that you are willing to accept."		
Summarizes and cheerleads		
Helps Parent/guardian identify a goal (i.e., <i>presence</i> of a positive, observable measurable behavior) that she will implement in her behavior in relation to the student (class or group of students)		
If resistance is encountered, ask "What would you be willing to do to make your life easier in the classroom?"		
Summarizes and cheerleads		
Exploration of the past considers attempted solutions but focuses on exceptions, when the problem did not occur or occurred less frequently		
Exploration of the past focuses on when the Parent/guardian did something differently (positively) that was associated with the exception		
Summarizes and cheerleads		
If can't find exceptions, tries one of the following: (a) look for exceptions in the coming week (b) asks Parent/guardian to recall/imagine how a master teacher would handle the problem		

*Adapted from Kahn (2000)
Revised January 2014*

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(c) asks permission to observe in class and provide feedback about exceptions		
Helps Parent/guardian Decide on and Implement a Solution		
Stresses the importance of the solution coming from the Parent/guardian (e.g., based on exceptions)		
Moves emphasis of change from the student's behavior to the Parent/guardian's behavior. E.g., "When was the last time you found him doing what you want? How did you get him to do that?" What do you need to do to get him to do that again?"		
Summarizes Goals/Chosen Solutions and Complements		
So what is it that you are going to try to get the student (class or group of students) to do?		
So what are you going to do to enable that to happen?		
Asks Parent/guardian where she is (0 -10) on a scale with respect to implementing the change in her behavior to enable student change to happen.		
Cheerleads the Parent/guardian for what Parent/guardian did to foster past successes and for willingness to implement identified solution.		
For subsequent sessions only: "What's better?" then repeats basic steps with continual goal re-evaluations and examination of exceptions.		

Overall Recording (Please Circle One) Not Proficient Proficient Distinguished

Comments: