

Internship in School Counseling

Russell A. Sabella, Ph.D. - Florida Gulf Coast University

Tape Review Feedback

Rebecca Curran

Date of Review: February 11, 2008

Activity: Tyler (individual)

1. Strengths of This Sample:

- a. *Establishing focus right from the beginning (coping others who might laugh at her).*
- b. *Positive use of silence (approp pauses).*
- c. *SFBC*
 - i. Exploring hypothetical (what would you be doing when people are kind to you?).
 - ii. Detailed goals (what would mouth, feet, etc. Doing?)
 - iii. What would be better for you hear at school?
 - iv. Reframing: If you are not moving around, then you are sitting still?
 - v. At 5 minutes in, did a lot of cheerleading, especially when student responds to questions. Excellent, fun to listen to ..
 - vi. Intro to scaling
 - vii. Homework (looking for what is better).

2. Areas for Development:

- a. *When student gives you a 10 on scaling, go with it instead of asking, Why do you need help if you are at a 10? Have kid explain what he is doing to get to a 10 (detail, mind map, cheerlead). Then, explore an 11.*
- b. *More amplifying (did a bit at 11:52, do more).*

3. Comments or Questions to Think About

- a. *Good experience, esp. Trying to get a kindergartner to focus ... this may be a good opportunity to also try out play.*
- b. *Overall, the flow and level of detail as you follow the SFBC method is much better. And with a kindergartner, this is not at all easy ... excellent work. You sound like a pro .. I think this is your model :)*
- c. *Overall excellent. Make sure to work with his teachers and parents also doing solution focused as described in class.*

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Date of Review: February 11, 2008

Activity: Zachary

1. Strengths of This Sample:

- a. *Review of previous meeting.*
- b. *SFBC*
 - i. Goaling: if I asked your daddy, how would you want me to help you ...? great.
 - ii. Homework (b/w now and next Friday ...). good.

2. Areas for Development:

- a.

3. Comments or Questions to Think About

- a. *Checking in with personal/social domain after student presents with academic needs (writing my numbers). Although, also make sure he is covered academically. For instance, does he need tutoring?*

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Date of Review: February 11, 2008

Activity: girl, who is in the 3rd grade

1. Strengths of This Sample:

- a. *Goaling*
 - i. Focusing on when parents are NOT yelling and what CHILD is doing ... nice job.
 - ii. Focus on what doing with siblings when things are okay. That is, detailing “getting along.”
- b. *Scaling (9)*
 - i. Explaining/detailing the scale
 - ii. Some cheerleading :)
 - iii. Mind mapping (asking student and those who observer her).
- c. *Homework .. Paying attention to what student is doing when getting along with siblings.*

2. Areas for Development:

- a.

3. Comments or Questions to Think About

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Tape Review Feedback

Date of Review: February 17, 2008

Activity: Z. meeting 1

1. Strengths of This Sample:

- a. *Excellent tone, pace, and use of silence.*
- b. *Reframing "trying to be quiet" to "...wishing can be quieter in class."*
- c. *Exceptioning*
 - i. Getting work done in class sometimes. Paying attention:
 - (1) Looking at board more (nice job).
 - (2) Listening to teacher (detail this more, i.e., ears, eyes, hands, feet, etc.)
 - (3) Holding pencil.
 - (4) You said, "if I were to go to you classroom and watch you ...?" great.
 - (5) Asking what she was doing in Kindergarten when things were better. Nice job.
- d. *Homework .. Watching for more exceptions for paying attention.*

2. Areas for Development:

- a. *When student says something is hard, we can assume they do it and you can ask, "how do you do it even when its hard." In other words, its an invitation for mine fielding.*

3. Comments or Questions to Think About

- a. *Overall excellent. You accomplished quite a bit in the short time you had and identified several goals. She was tough, I can tell she has learned to be distracted very easily.*

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Tape Review Feedback

Date of Review: February 17, 2008

Activity: Z. #2.

1. Strengths of This Sample:

- a. *Positive use of note taking.*
- b. *Summarizing previous meeting.*
- c. *Seizing the opportunity of client saying, "I'm doing very good today."*
 - i. Kept quiet when she could have spoke out.
- d. *Scaling "I'm doing very good today."*
 - i. Nice job presenting scale.
 - ii. Helping client explain being at a 9.
- e. *Some mind mapping.*
- f. *Some amplifying.*
- g. *Message (excellent job) .. You got all 3 parts.*

2. Areas for Development:

- a. *Detail "listening" more (same as session 1 feedback).*
- b. *Detail "following directions" more.*
- c. *Client says she is doing better because she talked to father the night before. Although this helps somewhat, have her explain what she does in addition. This is instead of having her explain how talking to dad helps. Talking to dad is out of her control. Go beyond. After talking to dad, how is she better (e.g., thinking about dad). Then, help her figure out how she does this for herself even when she can't talk to dad. This part is definitely tricky and takes some practice.*

3. Comments or Questions to Think About

- a. *Overall, you are hitting all the major parts of the model (breadth). To get better, now just go into more depth (more detailing, more amplifying, more exceptions, and hypotheticals.). This takes time and you are making great progress.*