

Internship in School Counseling

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

Tape Review Feedback

Amanda Edson

Date of Review: September 26, 2007

Activity: individual counseling - supervision via skype

[5:22:09 PM] Russell A. Sabella says: pleasant feedback, good :)

[5:22:43 PM] Russell A. Sabella says: ask that last question as an open versus closed question .. What do you do to make sure that you have time for your homework?

[5:23:01 PM] Amanda says: ok

[5:23:01 PM] Russell A. Sabella says: nice pace, tone

[5:23:16 PM] Russell A. Sabella says: good open question

[5:25:57 PM] Amanda says: I wanted to forward a little, w/o skipping to the end

[5:26:11 PM] Amanda says: don't know how

[5:26:21 PM] Russell A. Sabella says: figure it out later, we'll just keep going ..

[5:27:46 PM] Russell A. Sabella says: again, more open questions -- and one at a time would be better.

[5:27:56 PM] Amanda says: this is the kid that is doing no hw. He left his science test blank Monday and wrote a big "F-" on it

[5:28:50 PM] Russell A. Sabella says: effective summarizing responses

[5:29:08 PM] Amanda says: this isn't the one I thought. You can probably find a lot of faults here. It was my first session since last year

[5:29:22 PM] Russell A. Sabella says: keep listening ...

[5:29:38 PM] Russell A. Sabella says: finding mistakes to learn from is a good thing ..

[5:32:26 PM] Amanda says: way off track!!!

[5:32:43 PM] Russell A. Sabella says: maybe ...

[5:32:49 PM] Kimberly Fecko says: he's engaged, though

[5:33:08 PM] Russell A. Sabella says: (talk)

[5:35:38 PM] Russell A. Sabella says: planning is good ..

[5:37:39 PM] Russell A. Sabella says: he's opening up ..

[5:37:57 PM] Russell A. Sabella says: be careful of the "why" question, ask "what"

[5:38:25 PM] Russell A. Sabella says: good open question

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Tape Review Feedback

Date of Review: October 5, 2007

Activity: individual counseling/planning (completing homework)

1. Strengths of This Sample:

- a. *Starting with compliment ("Glad to see that you are writing your homework ..")*
- b. *Effective tone, pace.*
- c. *Facilitative: open questions, summarizing, a bit of feeling focused.*
- d. *Goal setting(paying attention, looking at the teacher, doing homework)*
 - i. *Breaking into smaller goals (detailing), nice job.*
 - ii. *Focusing on the presence of action (keeping mind on class), excellent.*
- e. *Confronting about eye contact as a way to stay focused (although might be better to have this kid come up with that solution to be better invested).*
- f. *Some mine fielding (what if Zeus comes knocking ...). excellent.*
- g. *Some encouragement about the effects of being on track (relief, pride, etc.)*
- h. *Leaving student with expectation that you will follow up and that he needs to report progress..*

2. Areas for Development:

- a. *More feeling focused and feedback responses (even simple cheerleading).*
- b. *Give student a chance to figure out better ways to manage time before making a suggestion – let him work harder.*
- c. *Be careful of the "why" questions. Also a few more open versus closed questions would be good.*
- d. *You had a chance to do some good REBT at about 23:20 which would have been a great complement to goal setting.*

3. Comments or Questions to Think About

- a. *Its time to pick a model/theory/approach and follow it more from a to z. if I had to guess your approach on this tape, I might guess Choice Theory although I wouldn't be very sure b/c there were some elements of choice theory although not enough to be definitive. For example, when client talks about low motivation, your theory will help you determine focus, appropriate questions, assumptions, etc. this is important. By the end of this internship, your approach should be more clear. Pick one and review, then practice, practice, practice.*
- b. *Amplify the goal more (when he does it more, who will notice and what difference will it make).*

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Tape Review Feedback

Date of Review: October 5, 2007

Activity: preparing child for court (testifying)

1. Strengths of This Sample:

- a. *Checking in with how student is ready.*
- b. *Facilitative: Feeling focused (Are you nervous about the trial ..?), lots of summarizing.*
- c. *Some cheerleading.*
- d. *Offering the student to talk more as the trial gets closer .. Very good.*
- e. *More strength inventorying on this tape, excellent.*
- f. *Some solution focused questions.*
- g. *Assigning task for next week (look for the positives), excellent.*

2. Areas for Development:

- a. *Please, more open versus closed questions.*

3. Comments or Questions to Think About

- a. *You might explore how the student is ready for the trial. That is, instead of just focusing on solving problems, help student explore how they are doing well (e.g., coping, staying calm in the face of stressful situation like a trial, etc.). another way to say this is do a strength inventory.*
- b. *How about some REBT with this kid which would probably be beneficial.*

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Tape Review Feedback

Date of Review: November 3, 2007

Activity: small group

1. Strengths of This Sample:

- a. *Acknowledging someone missing from the group. Related, sounds like you have a new person who you had the other members catch up. Nice work.*
- b. *Checking about progress with each member using a go-around.*
- c. *Helping them take turns speaking and reminding them of the rules. Being firm with those that break rules. You may also want to stop and process. Have the kids confront each other or re-affirm their agreement to the rules.*
- d. *Mind mapping (How are you bringing your grades up).*
- e. *Reframing into the action of a behavior (What will you be doing instead ..?).*
- f.

2. Areas for Development:

- a. *Get them to detail more what they are doing to get grades up. What behaviors, thought, etc. Would explain higher grades. Also, stick with them and probe more for how they did it instead of relying on the explanation of luck.*
- b. *Stick with discussion longer to get the most out of their progress before going to worksheet.*
- c. *Some kids don't seem to take the group rules seriously, I might stop activities and address this more strictly. And, have members chime in to be more responsible.*

3. Comments or Questions to Think About

- a. *There were times such as about 17 minutes in when it started to sound like you were working with each kid individually in turn while the others completed another task (i.e., you were floating in the group)?*

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Tape Review Feedback

Date of Review: November 3, 2007

Activity: class guidance - resolving conflicts/bullying

1. Strengths of This Sample:

- a. *Reinforcing participation/answers from students.*
- b. *Defining harassing and bullying behaviors, this is important.*
- c. *Confronting myths (e.g., snapping a bra snap as intimate).*
- d. *Scenario activity with role playing – excellent.*
 - i. Processing the activity, nice work.
 - ii. Providing options for handling situations.

2. Areas for Development:

- a. *Be careful about running out of time.*

3. Comments or Questions to Think About

- a. *Wow 74 minute lesson, wonderful.*
- b. *What about using signals for quieting down (finger over mouth, two fingers in the air, stop and wait until they refocus, something.)*

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Tape Review Feedback

Date of Review: November 3, 2007

Activity: co-leading large group

1. **Strengths of This Sample:**

a.

2. **Areas for Development:**

a.

3. **Comments or Questions to Think About**

- a. *Wow, another 75 minute group. That is quite a luxury these days.*
- b. *This one was a bit more difficult for me to evaluate b/c first you co-lead and second I did not hear much of you, seems to me more of everyone else. Please submit another tape instead of this one.*

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Tape Review Feedback

Date of Review: November 14, 2007

Activity: small group

1. Strengths of This Sample:

- a. *Checking in with progress on goals for the week. Focusing on what is better.*
 - i. Mind mapped it (how did you do that?)
- b. *Paying attention test activity ☺ this is fun.*
- c. *Steps for test taking activity.*
- d. *Having the read around the room to stay engaged.*
- e. *Effective group member management (much better than the last one I heard, glad you are back on track with this).*
- f. *Exploring what "success" means to each member.*

2. Areas for Development:

- a. *Make better use of group member roles. For example, assign a person to be each of these:*
 - i. Summarizer
 - ii. Facility manager (sets up chairs, etc)
 - iii. Time keeper
 - iv. Observer and reporter (group process)
- b. *More open versus closed questions.*
- c. *More processing of activity (students will get more out of it)*

3. Comments or Questions to Think About

- a. *Eventually, you will do more of the SF model by detailing, mind mapping, amplifying, cheerleading, and mine fielding more.*

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Tape Review Feedback

Date of Review: November 14, 2007

Activity: individual counseling (13 minutes total)

1. Strengths of This Sample:

- a. *Facilitative.*
- b. *Offering to do conflict resolution.*
- c. *Identifying feelings.*
- d. *6:25 good question Qualities look for in a friend.*
- e. *7:49, great question, "What would you say to the girls if they were listening ..?"*
- f. *A bit of Choice theory ("What do you want for this relationship?")*
- g. *A bit of scaling. (See <http://www.guidancechannel.com/default.aspx?M=a&index=1326&cat=15>)*

2. Areas for Development:

- a. *One question at a time ☺, make them open, and make them count.*
- b. *As we talked about earlier tonight .. I'm still not hearing a consistent counseling model. For next semester, you have to pick one and really stick with it.*

3. Comments or Questions to Think About

- a. *Overall pretty good.*

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Tape Review Feedback

Date of Review: November 14, 2007

Activity: Indiv Student Planning

1. **Strengths of This Sample:**

- a. *Some focus on what is working (do this more).*

2. **Areas for Development:**

- a.

3. **Comments or Questions to Think About**

- a. *Not much feedback here as this was mostly a planning/advisement meeting.*