

TEST MANUAL

Fourth Edition

SOLUTION-FOCUSED

COUNSELING

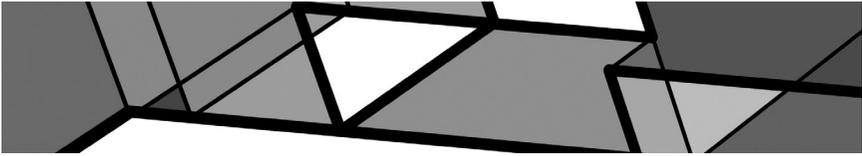
in Schools

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American
Counseling
Association

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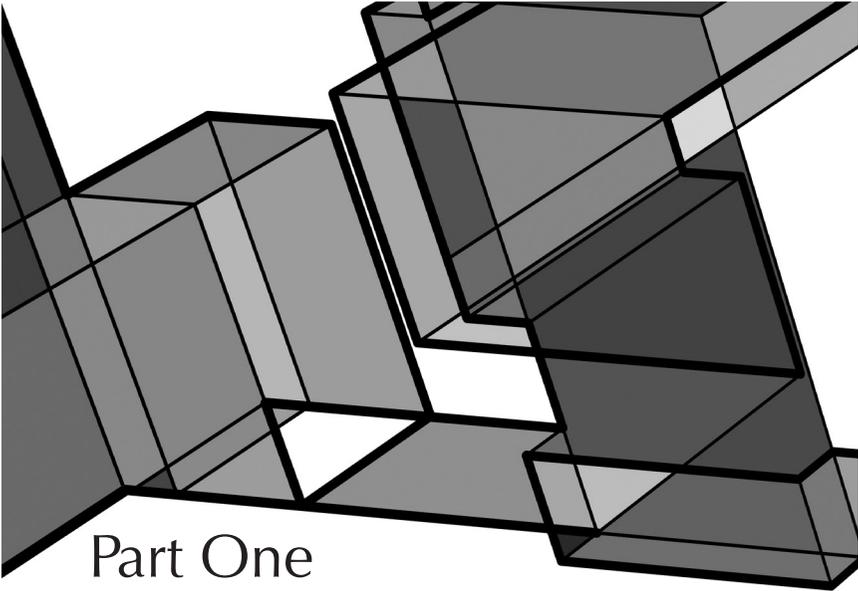
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Part One

The Basics

Chapter

1

Introduction and Illustration

Multiple Choice

1. The solution-focused technique that asks clients to describe what their life will be like and look like without their problem is called the _____.
 - a. Miracle question
 - b. "What if" question
 - c. Skeleton key question
 - d. Utopia question
2. The most important initial task (Task 1) of solution-focused counseling in schools is _____.
 - a. Assessing the problem
 - b. Completing a strengths inventory
 - c. Completing a social history interview
 - d. Setting a direction
3. One of the major aims of solution-focused counseling in schools is to _____.
 - a. Teach students to think more rationally than emotionally
 - b. Help students to discover and implement more of what is right and working in their lives
 - c. Help students understand why they behave as they do and thereby pave the way for solutions
 - d. Give students the opportunity to express unresolved conflicts in a safe therapeutic relationship

4. One of the reasons that solution-focused practice has become increasingly popular among school practitioners throughout the world is because it is _____.
 - a. Culturally respectful
 - b. Evidence based
 - c. Efficient
 - d. All of the above

5. The term for the generally stated outcome that the client hopes to achieve from counseling is called the _____.
 - a. Preferred future
 - b. Desired outcome
 - c. Miracle description
 - d. None of the above

6. The _____ is the thorough, detailed, future-focused description of how the client's everyday life would be different if counseling turns out to be useful to them.
 - a. Preferred future
 - b. Desired outcome
 - c. Miracle question
 - d. None of the above

7. Which of the following is a key guiding question for solution-focused counselors?
 - a. What is the client's main problem?
 - b. Who referred the client to counseling?
 - c. What does the client want from counseling?
 - d. What is the first step in the assessment process for this client?

8. The three main tasks of solution-focused counseling are _____, _____, and _____.
 - a. Diagnosis; assessment; goal setting
 - b. Intake; assessment; diagnosis
 - c. Building on strengths; building on exceptions; building on resources
 - d. Setting a direction; building on exceptions and other resources; exploring progress

9. The three main techniques of solution-focused counseling are _____, _____, and _____.
 - a. Asking; listening; amplifying
 - b. Assessing; diagnosing; treating
 - c. Assessing the problem; gathering a social history; treating
 - d. Assessing strengths; assessing weaknesses; developing a treatment plan

10. Which of the following questions was used to invite Tyra to describe a better future at school?
 - a. Values question
 - b. Vision question
 - c. Miracle question
 - d. Magic wand question

11. One of the benefits of using solution-focused practice in schools is that it _____.
 - a. Can be done in 1- or 2-minute conversations
 - b. Focuses on what is “right” with students instead of focusing on what is wrong with them
 - c. Provides an efficient assessment of the school problem, which allows practitioners to start working on solutions sooner
 - d. Both a and b

12. Which of the following solution-focused questions demonstrates “setting a direction”?
 - a. “How did you move up a full point on the 0–10 scale?”
 - b. “How would you know our meeting was useful?”
 - c. “What else might help you move toward your best hopes?”
 - d. “When doesn’t the problem happen?”

13. Which of these is *not* an assumption of solution-focused counseling work?
 - a. There is no such thing as a “good” or “bad” client perspective—all perspectives are valid
 - b. Students and caregivers are doing the best they can under the circumstances
 - c. Students forced into counseling need the most help
 - d. All clients act in a way that makes sense to them

14. Why might a solution-focused practitioner take a few minutes in the opening interactions to “meet the student versus meeting the problem”?
 - a. To convey appreciation of the student as a person apart from their problems
 - b. To help students relax and ease into the conversation
 - c. To reveal student resources
 - d. All of the above

15. How do solution-focused practitioners typically begin second and later sessions?
 - a. By asking clients “What’s better?”
 - b. By using a formal or informal 0–10 progress scale
 - c. By asking for feedback from the first session
 - d. Either a and b

16. Which of these would *not* be included in an end-of-session summary?
 - a. The client's words and perspectives
 - b. The Session Rating Scale
 - c. The Outcome Rating Scale
 - d. Between-session suggestions

17. How should a solution-focused practitioner handle clients' complaints and struggles?
 - a. Ignore them
 - b. Quickly redirect the conversation back to the preferred future
 - c. Explain why talking about them will not be helpful
 - d. Listen to and acknowledge them

18. What is the difference between the desired outcome and the preferred future?
 - a. The desired outcome is more detailed than the preferred future
 - b. The preferred future is more detailed than the desired outcome
 - c. The preferred future is less realistic than the desired outcome
 - d. They are the same and can be used interchangeably

19. When would a client or practitioner want to revisit the desired outcome?
 - a. When the client's circumstance has changed
 - b. When clients have not shown any progress for several consecutive sessions
 - c. Never
 - d. Both a and b

20. How might a solution-focused practitioner respond when a client says things have stayed the same or become worse since their last session?
 - a. "How have you managed to hang in there and keep going?"
 - b. "What might help turn things around?"
 - c. "How have you kept things from getting even worse?"
 - d. All of the above

True/False

- T F 1. In solution-focused counseling, the counselor acts more as a collaborative facilitator than an authoritarian expert.
- T F 2. Solution-focused counseling assumes that determining the primary cause of a problem is the most efficient path to a solution.

- T F 3. Once established, a desired outcome should guide subsequent questions and conversations in solution-focused counseling moving forward.
- T F 4. In the counseling illustration involving Tyra, one of the main reasons that counseling was successful was because the counselor accepted Tyra's perspective instead of trying to talk her out of it.
- T F 5. Solution-focused counseling is both future oriented and outcome focused.
- T F 6. When implementing solution-focused counseling in schools, counselors should talk to the student first before talking to a teacher, parent, or others.
- T F 7. Solution-focused practitioners typically spend the first 30 minutes of the first session getting to know the student by asking about interest, hobbies, and special talents.
- T F 8. Two of the reasons why solution-focused counseling is a good fit for the realities of schools and school practitioners are that it is culturally responsive and client directed.
- T F 9. Solution-focused practitioners favor why questions over what and how questions.
- T F 10. When asking the miracle question, counselors may refer to any aspect of life—thoughts, feelings, actions, social interactions, and anything else clients can describe.

Chapter

2

The Big Picture

Multiple Choice

1. Which of these is an important discovery of the Milwaukee group?
 - a. Nothing happens constantly
 - b. Clients are inherently flawed
 - c. Clients are more likely to respond to a therapist of their same race
 - d. Most clients enter therapy as “resistant clients”
2. Students who work to achieve personally meaningful counseling outcomes/goals are _____.
 - a. Easily distracted by obstacles to their outcomes/goals
 - b. Ineffective because the outcomes/goals are overly emotional and too close to home
 - c. More motivated than students who work on outcomes/goals offered by adults
 - d. More likely to give up easily when faced with obstacles because they become overwhelmed and anxious
3. Milton Erickson’s therapy is focused primarily on _____.
 - a. Addressing the root cause of problems to prevent future recurrences
 - b. Observable behaviors and actions
 - c. Client resources that might help to resolve the problem
 - d. None of the above

4. Which of the following best describes Erickson's crystal ball technique?
 - a. Having clients imagine a future without the problem, along with how they solved the problem
 - b. Asking clients to write out specific goals and place them in an imaginary crystal ball for future reference
 - c. Having clients imagine a future where the problem remains unchanged yet did not bother them as much
 - d. Discussing with a client that no one has a crystal ball that helps them see into the future and that there is a certain amount of risk and chaos in everyone's life

5. When it comes to client resources, Erickson recommended that therapists _____.
 - a. Encourage clients to recruit other people in their lives to help the clients resolve the problem
 - b. Help clients to discover and apply their resources toward solutions to their problems
 - c. Involve authority figures (e.g., parents, supervisors) in the therapeutic process to the extent possible
 - d. Refrain from offering specific suggestions or directives because clients have everything they need to resolve their problems

6. Which of the following is the key emphasis of the problem process as described by the Mental Research Institute?
 - a. An ordinary life difficulty becomes a problem when clients rely on themselves instead of requesting the help of other people
 - b. Approximately 1 out of 3 attempted solutions is successful, so clients are encouraged to apply as many different solutions as possible to their problem
 - c. Solution attempts are unsuccessful, the concern escalates, and "more of the same" solutions are applied
 - d. Students who experience school problems are almost always blamed for the problems so that caregivers can absolve themselves from developing and implementing problem-solving strategies

7. What is the *primary* communication tool in solution-focused counseling?
 - a. Complimenting
 - b. Asking questions
 - c. Summarizing
 - d. Validating

8. Where do the biggest differences between solution-focused and problem-focused counseling lie?
 - a. *After* acknowledging clients' problematic situations and feelings
 - b. *Before* acknowledging clients' problematic situations and feelings
 - c. Both a and b
 - d. Neither a nor b

9. The Milwaukee group of solution-focused therapists observed that some interventions, which they called _____, were effective regardless of the client's specific problem.
 - a. Model interventions
 - b. Circular interventions
 - c. Modular solutions
 - d. Skeleton keys

10. Solution-focused therapy treats exceptions as _____.
 - a. A core foundation of solution building
 - b. Important diagnostic signs
 - c. Situations or examples that indicate that a particular intervention is ineffective
 - d. Relationship-building therapeutic techniques

11. *Solution talk* most closely refers to _____.
 - a. Words and phrases that validate the client's experience of the problem
 - b. Words and phrases that focus on the client's strengths and resources
 - c. Words and phrases that invite the client to question their explanation of the problem
 - d. Words and phrases that explain or interpret the client's emotions

12. Building on client resources involves _____.
 - a. Ignoring the problem and paying attention to clients' successes and strengths
 - b. Acknowledging the problem while also identifying and applying to clients' strengths and resources
 - c. Thoroughly assessing the problem while also attending to clients' strengths and resources
 - d. Teaching clients specific skills that are lacking in their cognitive and/or behavioral repertoires

13. Which of the following is/are considered the primary way(s) of implementing the solution-focused guideline "If it works, do more of it"?
 - a. Building on exceptions
 - b. Paradoxical interventions
 - c. Agree and exaggerate interventions
 - d. All of the above

14. Which of the following promote(s) effective therapeutic alliances with students and caregivers?
 - a. Validating their struggles and perceptions
 - b. Encouraging their involvement and collaboration
 - c. Conveying hope in their ability to change
 - d. All of the above

15. Which of the following is *not* an important aspect of solution-focused counseling?
 - a. Focus on the future
 - b. Focus on solutions rather than problems
 - c. Focus on understanding the origin of a client's problem
 - d. Focus on identifying small changes

16. Which one of the following statements about students would a solution-focused counselor disagree with the most?
 - a. Students need a clear understanding of their problems in order to develop effective solutions
 - b. Students are resourceful and competent
 - c. Students do not have to be victims of their past
 - d. Students should collaborate with counselors to develop their counseling goals

17. Which of the following is a mistaken assumption according to the philosophy of solution-focused counseling in schools?
 - a. Students have all the resources they need to change
 - b. Students want to be treated with respect
 - c. If counselors offer suggestions, the suggestion should fit with students' position on the problem and solution
 - d. Teachers typically know how the problem influences students better than the students themselves

18. Solution-focused counselors believe that _____.
- a. The counselor's main function is to diagnose problems and prescribe corrective interventions
 - b. Change and exceptions are inevitable and are happening all the time
 - c. Comprehensive assessment of the school problem is the foundation for effective intervention
 - d. Both a and c
19. From a systems perspective, small changes in any aspect of the school problem pattern _____.
- a. Need to be repeated to gain the fullest effect
 - b. Often delude people into thinking that things are improving
 - c. Can ripple into large and more meaningful solutions
 - d. Should be noted by counselors but not shared with clients until they become larger changes
20. One of the most important features of solution-focused counseling that distinguishes it from other counseling and intervention approaches is the fact that it _____.
- a. Is a brief therapy approach
 - b. Focuses on what is right with clients and not just what is wrong with them
 - c. Is supported by empirical research
 - d. Is based on a well-researched treatment manual

True/False

- T F 1. Identifying and building on students' strengths and resources is a key feature of solution-focused counseling.
- T F 2. Solution-focused counselors believe that client-counselor conversations are much less effective in promoting change than having clients enact their problems and solutions during counseling sessions.
- T F 3. Milton Erickson's crystal ball technique invites clients to imagine a problem-free future and to describe how they resolved their problems.
- T F 4. Of all the therapeutic influences on solution-focused therapy covered in Chapter 2, the strategy of replacing "more of the same" solutions with something different is most closely associated with the brief therapy model of the Mental Research Institute.
- T F 5. In solution-focused counseling, struggling students are seen as stuck versus sick, and their problems are seen as solvable roadblocks rather than pathological symptoms.

- T F 6. One thing that distinguishes solution-focused counseling from most other approaches is that solution-focused counselors believe that effective solutions can be developed without a thorough assessment of the problem.
- T F 7. "If it works, do more of it" is a practical guideline that is most closely associated with the brief therapy model of the Mental Research Institute.
- T F 8. In the medical model, clients are seen as sick and symptomatic, whereas in the strengths model, they are seen as stuck but resourceful.
- T F 9. From a systems perspective, small changes in any aspect of the problem pattern can ripple into larger and more meaningful solutions.
- T F 10. Solution-focused counseling is descriptive, whereas problem-focused counseling is interpretive.

Chapter

3

Counselor Role and Techniques

Multiple Choice

1. Which of the following terms most closely reflects the way that solution-focused counselors present suggestions to clients?
 - a. Persuading
 - b. Inviting
 - c. Convincing
 - d. Inducing
2. Of all the techniques covered in Chapter 3, _____ is probably the most important and underrated technique.
 - a. Listening
 - b. Summarizing
 - c. Complimenting
 - d. Questioning
3. One important aspect of the counselor's role in solution-focused counseling is _____.
 - a. A wise sage
 - b. A nurturing parent
 - c. Not knowing
 - d. Firm guidance

4. When listening to students, teachers, and parents, counselors should do so from a _____ position.
 - a. Curious and tentative
 - b. Absolute and certain
 - c. Structured and targeted
 - d. Legalistic and cautious

5. One of the most effective ways to validate clients is to _____.
 - a. Reframe their concerns
 - b. Normalize their perceptions and feelings
 - c. Openly share one's advice, suggestions, and opinions with clients
 - d. Refrain from offering specific suggestions

6. Validation frees up clients to focus on building solutions rather than _____.
 - a. Defending or justifying their feelings and actions
 - b. Correcting their faulty thinking
 - c. Redefining or reframing the problem
 - d. Overfocusing on themselves

7. Normalizing is a form of validation that involves _____.
 - a. Encouraging students to behave in ways that are more like those of their peers
 - b. Responding to students' feelings and perceptions as understandable responses to their experiences
 - c. Encouraging students to apply intervention strategies in their normal, everyday lives
 - d. Being careful not to respond to students' feelings and perceptions so as not to convey any judgment

8. Which of the following is the best example of a presuppositional question?
 - a. "Why do you think you behave this way?"
 - b. "How will your teachers treat you differently when things start improving at school?"
 - c. "What is different about the times when you get along better with your teachers?"
 - d. "How have you managed to keep trying instead of giving up?"

9. Counselors who respect and accommodate a student's opinions about school problems and solutions are better able to _____.
 - a. Tailor counseling conversations and services to the student
 - b. Identify irrational aspects of the student's position
 - c. Redefine the problem so that it is no longer a problem
 - d. Resolve the problem with minimal input from the student

10. The Outcome Rating Scale and Session Rating Scale are examples of _____.
 - a. Diagnostic measures
 - b. Treatment acceptability measures
 - c. Client performance measures that assess the clients' behavior within and outside of counseling sessions
 - d. Client feedback measures

11. The usefulness of the Outcome Rating Scale and Session Rating Scale depends almost entirely on _____.
 - a. The brevity with which they are administered
 - b. The normative sample on which they are based
 - c. The quality of discussion that accompanies them
 - d. Both a and b

12. *Scaling* refers to _____.
 - a. Gradually increasing the frequency or intensity of an intervention
 - b. Gradually increasing the complexity of an intervention
 - c. Gradually decreasing the presence or salience of an intervention
 - d. None of the above

13. To be most effective, solution-focused counseling techniques must be _____.
 - a. Flexibly applied and tailored to each client and situation
 - b. Rigorously vetted for their empirical integrity
 - c. Applied exactly as they are designed based on the *Solution-Focused Treatment Manual*
 - d. Something very different from what the student has experienced in the past

14. "What's different now to make it a 3 instead of a 1?" is an example of a _____ question.
 - a. Relationship
 - b. Difference
 - c. Identity
 - d. Instead

15. What does the "brief" aspect of solution-focused counseling result from?
 - a. Sessions are limited to 30 minutes
 - b. The number of sessions is limited to 5
 - c. Determining what people want at the outset of services and encouraging them to apply what is already working
 - d. Ensuring clients don't spend too long talking about their problems

16. Which of these is an open-ended question?
 - a. "Do you care about your grades?"
 - b. "Are you going to continue making these changes now that things are better at school?"
 - c. "What are your views on grades?"
 - d. "On a scale of 1 to 10, how much better do you feel?"

17. Which type of question explores personal attributes and actions that help clients persevere through struggles and setbacks?
 - a. Coping questions
 - b. Strategy and identity questions
 - c. Relationship questions
 - d. Instead questions

18. Which of these is *not* an example of a minimal encourager?
 - a. Nodding your head
 - b. Positive facial expressions
 - c. "Uh-huh"
 - d. Writing a letter to a student congratulating them on their hard work

19. How are paraphrasing and summarizing different?
 - a. Summarizing is shorter
 - b. Paraphrasing is shorter
 - c. Most counselors use summarizing more and paraphrasing less
 - d. Both b and c

20. Which of these is a benefit of "slowing down and staying with"?
 - a. It helps clients amplify and elaborate on their preferred futures, related exceptions and resources, and progress toward desired outcomes
 - b. It is supported by the linguistic notion that the more time we spend discussing something, the more salient and noticeable it becomes in our future thinking and lives
 - c. It can speed up solutions
 - d. All of the above

True/False

- T F 1. Solution-focused counselors ask very few questions because questions are generally perceived by students as intrusive and confrontational.
- T F 2. Compliments are very rarely used in solution-focused counseling in schools because troubled students often resent compliments from adults.

- T F 3. Solution-focused counselors generally ask more open-ended questions than closed questions.
- T F 4. Solution-focused questions can be future oriented, present oriented, and progress oriented, but they should never be past oriented.
- T F 5. To show appreciation for clients' autonomy and input, we can ask permission to take notes, explore delicate topics, ask certain questions, and obtain their feedback.
- T F 6. Solution-focused scales are objective and assessment focused.
- T F 7. Asking questions is the most common form of amplifying in solution-focused counseling.
- T F 8. Respectful curiosity underlies everything done as solution-focused practitioners.
- T F 9. For most practitioners, paraphrasing is used more often than summarizing in counseling sessions because it is shorter and covers a smaller portion of the conversation.
- T F 10. "Slowing down and staying with" can actually speed up solutions.

Chapter

4

Developmental Considerations and Adaptations

Multiple Choice

1. One useful way that school practitioners can tailor counseling services to the student is to _____.
 - a. Adapt counseling methods to the student's developmental abilities
 - b. Explain how counseling works to the student
 - c. Ask short questions
 - d. Both b and c
2. Which of these is an effective way to keep a 6-year-old child engaged in a session?
 - a. Have conversations at recess on the playground
 - b. Have walking conversations ("walk talks")
 - c. Do sessions before lunch
 - d. Do sessions first thing in the morning
3. Young children's cognitive development is characterized by _____ and _____ thinking.
 - a. Abstract; action-oriented
 - b. Concrete; analytically oriented
 - c. Abstract; analytically oriented
 - d. Concrete; action-oriented

4. The most important psychological aspect of adolescence is _____.
 - a. The pursuit of personal identity and independence
 - b. Fitting in with peers
 - c. Going through puberty
 - d. Learning to be an adult

5. Which of these is an appropriate response to “I don’t know” answers?
 - a. Pause
 - b. Accept the answer
 - c. Invite a guess
 - d. All of the above

6. Which of these strategies promote a collaborative atmosphere that conveys respect for students and enhances participation?
 - a. Maintaining a clear line of vision between the clinician and the student
 - b. Counselors positioning themselves at the student’s eye level
 - c. Conducting the conversations while taking a walk
 - d. All of the above

7. Which of these is true about teenagers?
 - a. They are moody, rebellious risk-takers
 - b. They do not like talking to their parents about their problems
 - c. They experience intense emotions yet frequently regulate their moods
 - d. They typically do not maintain good relationships with their parents

8. According to the text, adolescence is generally a _____ experience for most adolescents and their caregivers.
 - a. Very chaotic
 - b. Very negative
 - c. Very painful
 - d. Positive overall

9. What makes it hard for secondary students to get enough sleep, wake up refreshed, and stay alert throughout the school day?
 - a. They tend to stay up late to socialize with peers
 - b. Their brain does not produce as much melatonin as it did when they were younger
 - c. Their circadian rhythm shifts forward during adolescence
 - d. They have more adrenaline at night

10. Solution-focused counseling accommodates children's natural way of thinking by using _____ versus _____ language.
 - a. Imaginary; concrete
 - b. Positive; negative
 - c. Professional; child-like
 - d. Appropriate; inappropriate
11. Which of these is a significant psychological change preschool and elementary-age students experience?
 - a. The need to fit in with peers
 - b. Development of muscle and motor skills
 - c. Development of a personal identity
 - d. All of the above
12. What is the *main* purpose of any playful technique or developmental adaptation that counselors use?
 - a. To build rapport with the child
 - b. To make the session more fun
 - c. To engage the child's participation in the conversation
 - d. To get on the child's level
13. Many counselors view _____ as one of the most challenging client populations to work with.
 - a. Children
 - b. Adolescents
 - c. Adults
 - d. Older adults
14. Which of the following age ranges are most susceptible to peer pressure?
 - a. 3–5
 - b. 6–10
 - c. 11–15
 - d. 18–20
15. _____ is one of the most effective ways of gaining young people's trust and cooperation in solution-focused counseling.
 - a. Offering quick suggestions
 - b. Asking several questions
 - c. Listening
 - d. Asking about their views of the problem

16. What is the most important aspect of adolescence to keep in mind when counseling secondary students?
 - a. Their fears and anxieties
 - b. Their pursuit of personal identity and independence
 - c. Their tendency to strike out at others without provocation
 - d. Their interpretations of their problems

17. The developmental domains of childhood and adolescence are _____.
 - a. Usually independent
 - b. Interdependent
 - c. Independent in children but interdependent in adolescence
 - d. Independent in adolescents but interdependent in children

18. What might clinicians do to facilitate communication with young children?
 - a. Use clear and simple language
 - b. Add physical gestures and materials to the conversation
 - c. Be as concrete as possible
 - d. All of the above

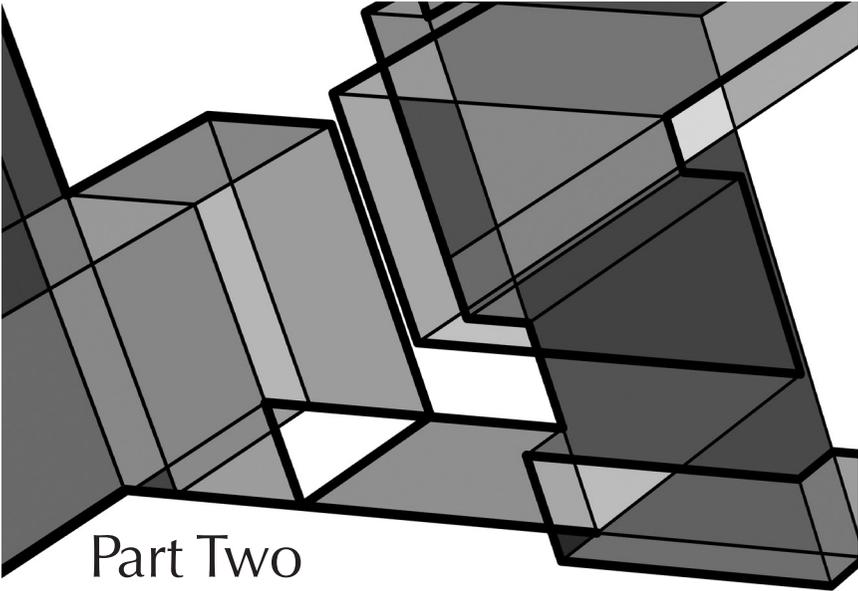
19. Of all the psychological aspects of adolescence, _____ is probably the most important one to keep in mind when counseling secondary students.
 - a. The pursuit of personal identity and independence
 - b. Peer pressure
 - c. Puberty
 - d. Parent-adolescent conflict

20. "It's *my* life, not yours" and "I know what's best for me" are reflective of adolescents _____.
 - a. Being uncooperative
 - b. Being stubborn
 - c. Establishing and defending their independence and freedom
 - d. Establishing boundaries between themselves and their younger siblings

True/False

- T F 1. Of all the developmental stages, adolescence is the stage that is most characterized by rapid physical development of muscle and motor skills.
- T F 2. Because walking conversations might be distracting for children, they should be avoided at all costs.
- T F 3. Children's cognitive development is characterized by concrete and action-oriented thinking.

- T F 4. One effective way to facilitate communication with young children is to include physical gestures and hands-on materials in the conversation.
- T F 5. Positive language focuses on specific descriptions of what children don't want.
- T F 6. Adolescence is generally a positive time for most young people and their caregivers.
- T F 7. Peer pressure is wholly negative and cannot be used in positive ways to encourage students.
- T F 8. Developmental knowledge can be helpful when working with caregivers as well as students.
- T F 9. Most teenagers would rather talk to their parents than their friends about school-related challenges and career issues.
- T F 10. Pausing and doing nothing for a few seconds is often the most useful initial response to "don't know" answers from students.



Part Two

The Process

Chapter

5

Setting a Direction

Multiple Choice

1. What are the three key features of effective preferred futures in solution-focused counseling?
 - a. Client directed, cost-effective, and character based
 - b. Efficient, effortful, and energizing
 - c. Clear, concrete, and concise
 - d. Specific, start based, and social
2. When working with students in solution-focused counseling, counselors should construct desired outcomes that _____.
 - a. Address students' preferences rather than caregivers' preferences
 - b. Are focused on highly specific, short-term actions
 - c. Are worded in elaborate and detailed language
 - d. Both a and b
3. When initially asked what they want from counseling, most clients tell counselors _____.
 - a. About past experiences with counseling
 - b. What they don't want
 - c. What others want from them
 - d. Fabrications of their true desires

4. A start-based goal is one that is stated as _____.
 - a. The start or presence of new actions
 - b. The start of a long-term process of change
 - c. The start of a self-assessment process for students or other clients
 - d. None of the above

5. To be most effective, counselors should ensure that the counseling process begins with a _____.
 - a. Detailed assessment of the problem
 - b. Joint meeting involving everyone connected to the school problem
 - c. Client-selected outcome
 - d. Developmental history of the student

6. When a student does not initially respond to the miracle question or indicates a preference for something different, counselors should _____.
 - a. Persist because the miracle question is a proven, evidence-based strategy
 - b. Reword the question or try a similar question
 - c. Move on to the next task
 - d. Have an explicit yet calm discussion about the student's resistance to the question

7. The _____ suggests that first impressions, whether positive or negative, predispose students to continue perceiving counselors in ways that fit their initial impressions.
 - a. First impression effect
 - b. Primacy effect
 - c. Significance effect
 - d. Hawthorne effect

8. Which of these may help cultivate positive first impressions and student-practitioner relationships?
 - a. Requesting the student's assistance on a brief task
 - b. Asking if the student would prefer to stand, walk, or sit on the floor
 - c. Asking the student what chair they prefer to sit in
 - d. All of the above

9. When does the process of setting a direction usually begin?
 - a. The second session
 - b. Late in the first session
 - c. Early in the first session
 - d. The middle of the first session

10. Desired outcomes should be _____.
 - a. Broad
 - b. Detailed
 - c. Specific
 - d. Both b and c

11. Which of these are useful in discovering a client's desired outcome?
 - a. Asking "What are your best hopes from today's meeting?"
 - b. The Outcome Rating Scale
 - c. The Session Rating Scale
 - d. Both a and b

12. Which of the following is *not* a useful option when the student answers a question by saying "I don't know"?
 - a. Pause
 - b. Rephrase the question
 - c. Provide a couple of possible answers and ask students which one is closer
 - d. Invite them to take a guess

13. Which of these should you emphasize when asking and following up on the miracle question?
 - a. The strange, unusual, and different nature of the question
 - b. The miracle's occurrence while the client was sleeping
 - c. The connection between the miracle description and the problem that brought the client to counseling
 - d. All of the above

14. How many "What else?" questions is typical when eliciting a detailed preferred future?
 - a. Two
 - b. Three
 - c. Four
 - d. Five or more

15. Which of these questions is most useful in eliciting and amplifying important social aspects of the student's preferred future?
 - a. "How would that affect your relationship with your best friend?"
 - b. "What would you rather be doing instead of being stressed out?"
 - c. "How will you know this problem is solved?"
 - d. "What helped you do that?"

16. Which of these is *not* a benefit of obtaining detailed descriptions of the client's preferred future?
- Helps clients and practitioners create small, specific goals
 - Allows for discovery of exceptions
 - Promotes a narrower client story
 - Provides an opportunity for the client to virtually experience and rehearse postmiracle life
17. Solution-focused practitioners ask _____-oriented questions.
- Past
 - Present
 - Future
 - All of the above
18. What is the difference between *problems* and *life situations*?
- Problems* is not solution-focused language, but *life situations* is.
 - Life situations* are solvable, *problems* are not.
 - Problems* are solvable, *life situations* are not.
 - Problems* are addressed in solution-focused counseling, but *life situations* are not.
19. Which of these is an example of a student referring to *processes* rather than *outcomes*?
- "I'm hoping to get some ideas on where to go from here"
 - "It will help to get things off my chest instead of holding everything inside"
 - "I just think it will help to talk to a professional"
 - All of the above
20. What does the text suggest counselors do when clients describe their preferred future in the negative, problem-focused language of what they don't want?
- Listen and continue using the language your client prefers to use
 - Ask instead questions
 - Spin the negatives into positives for the client
 - None of the above

True/False

- T F 1. Solution-focused practitioners begin counseling with a thorough diagnostic assessment, which typically takes a full session to complete.
- T F 2. The student's first impression of the counselor and counseling process can significantly impact subsequent conversations and outcomes.

- T F 3. Setting a direction is arguably the most important task of solution-focused counseling.
- T F 4. The preferred future should be start based, specific, and social.
- T F 5. A common challenge of eliciting a desired outcome is that students may say others need to change.
- T F 6. *Life situations* refer to small, specific problems.
- T F 7. The miracle question is the most widely researched way solution-focused practitioners elicit the client's preferred future.
- T F 8. The preferred future should serve as a frequent reference point in subsequent solution-focused conversations.
- T F 9. In solution-focused counseling, the preferred future is a broad, generally stated outcome that is important to the client.
- T F 10. It is harder for most clients and practitioners to notice small behavioral changes and improvements compared with small shifts and developments in internal states.

Chapter

6

Building on Exceptions

Multiple Choice

1. An *exception* refers to _____.
 - a. An event or situation when the normal rules of counseling do not apply
 - b. An event or situation when the problem does not occur or occurs less frequently
 - c. An event or situation that constitutes an emergency and requires an immediate response
 - d. An event or situation in which the student or caregiver acts in an unusually unproductive or inappropriate manner
2. The idea of building on exceptions is based most closely on the principle of _____.
 - a. If it works, do more of it
 - b. If it doesn't work, do something different
 - c. If it's not broken, don't fix it
 - d. If you can't define it, it doesn't exist.
3. Most problems generally _____.
 - a. Tend to remain stable
 - b. Eventually decrease in intensity
 - c. Fluctuate in intensity and frequency
 - d. Become progressively worse over time

4. When given the choice by counselors, most clients prefer to work _____.
 - a. On the root of their problems
 - b. Toward what they want more of in the future
 - c. On the most serious aspects of their problems, including making reparations to the people they have offended
 - d. Both a and c

5. The first step in building on exceptions is to _____.
 - a. Encourage the exceptions in at least one additional setting
 - b. Discuss the presenting problem in adequate detail in order to discover exceptions
 - c. Analyze conditions surrounding the exceptions
 - d. Find or elicit the exceptions

6. Which of the following statements does *not* provide a hint of an exception?
 - a. "Barbara is failing all but two of her classes"
 - b. "Most of my teachers are really mean"
 - c. "I always get low grades in math"
 - d. "Brian is almost always late for school"

7. Which of the following is helpful in discovering exceptions at school?
 - a. Looking
 - b. Listening
 - c. Asking
 - d. All of the above

8. Most rating scales that are used in schools focus on _____.
 - a. Deficits and problems
 - b. Observable behaviors
 - c. Internalizing problems
 - d. Abstract issues

9. Once an exception is elicited or discovered at school, the next step in the 3-E process is to _____.
 - a. Expand the exception by encouraging students to enact the exception in other places at school
 - b. Explore the exception by clarifying the conditions and circumstances associated with its occurrence
 - c. Empower the exception by having students serve as advisers to other students who are struggling with similar problems
 - d. Exemplify students' new behaviors by having them describe their new future at school

10. Which of the following questions attempts to explore an exception?
 - a. What did you do differently to make it happen?
 - b. How was that different from what you've done before?
 - c. Who was around? What did they do?
 - d. All of the above

11. When expanding on an exception, students are encouraged to _____.
 - a. Expand their definition of what qualifies as an exception
 - b. Expand the intensity of the exception when it occurs at school
 - c. Expand the exception to other situations and to a greater frequency
 - d. Expand or brainstorm on possible reasons why the exception occurred

12. In the case of "All I See Is What They're Doing Wrong," the teacher (Laura) changed her attitude toward her students when _____.
 - a. She discovered that her class had fewer discipline reports than most other classes in the school
 - b. She was asked to describe the times when things were going a little better in class
 - c. She realized that what she viewed as inappropriate behavior was developmentally appropriate for students with difficult family histories
 - d. She reframed her students' behavior from oppositional to communicative

13. In the case of "The Monday Morning Exception," Sam's behavior improved when _____.
 - a. An exception was discovered on Monday morning and Sam was encouraged to do more of his Monday morning behavior at school
 - b. Sam and his teachers discovered that his behavior was better on Mondays after he spent more time with his father during the weekend
 - c. He forgot to take his medication on Monday and realized that he was capable of behaving appropriately without the medicine
 - d. Sam's teachers changed the class schedule on Mondays

14. In the case of "At Least I Wasn't Doing Everything Wrong," which of the following was *not* something that the students said at the end of the group?
 - a. "I realized that I had good ideas, even if I wasn't using them all the time"
 - b. "It was cool when we rattled off all those ideas, and I used some of them"
 - c. "It was good to get ideas from other students for a change, instead of a teacher"
 - d. "I finally realized what I was doing wrong when studying for tests"

15. Where can practitioners *look* for exceptions?
 - a. Attendance records
 - b. Counseling sessions
 - c. Discipline records
 - d. All of the above

16. The tendency to focus on what is wrong versus right with ourselves and our lives is called _____.
 - a. Negativity
 - b. The negativity bias
 - c. Problem-focused language
 - d. Processing

17. When do pre-session changes occur?
 - a. Before the very first session
 - b. Before clients decide to seek counseling
 - c. Before the last session
 - d. Both a and b

18. Which step is considered the heart of the 3-E process?
 - a. Eliciting
 - b. Exploring
 - c. Expanding
 - d. None of the above

19. What is the most important reason why building on exceptions is a central and first-line method for helping clients achieve desired outcomes in solution-focused counseling?
 - a. It is easier for students and counselors to discuss than other interventions
 - b. It is the most direct and efficient route to improvement
 - c. It is positive
 - d. It is empirically supported

20. When a client is initially unable to identify exceptions, practitioners should _____.
- Be gently persistent
 - Review additional details of the problem
 - Move on to the next phase of solution-focused counseling
 - None of the above

True/False

- T F 1. *Exceptions* are defined as times in which the problem is absent or less noticeable.
- T F 2. The first step of the 3-E method is to expand exceptions to a greater frequency or to other situations at school.
- T F 3. Solution-focused counseling provides students with insight into their school problems because insight itself is often all that students need to develop their own solutions.
- T F 4. Formal and informal scaling questions can be used to evaluate progress in solution-focused counseling.
- T F 5. The solution-focused strategy of building on exceptions is based on the practical guideline "If it doesn't work, do something different."
- T F 6. You can build on exceptions in 1- or 2-minute chats in the lunchroom, on the playground, in the hallway, in the parking lot—anywhere.
- T F 7. Even rating scales that focus on student deficits may reveal hints of exceptions.
- T F 8. Pre-session changes are positive changes in the problem situation that occur before the client's second session.
- T F 9. It can be useful to find out if the client views an exception as deliberate or random.
- T F 10. There is a possibility of finding and increasing exceptions for any problem.

Chapter

7

Building on Other Resources

Multiple Choice

1. Discussing prior solution attempts can be helpful because they may remind students and caregivers of _____.
 - a. Previous strategies that might be helpful with the current problem
 - b. Previous strategies that have failed and should be avoided with the current problem
 - c. Both a and b
 - d. Neither a nor b
2. Which of the following is *not* a question that is helpful in exploring previous solution attempts?
 - a. "What were things like before the problem?"
 - b. "What have you tried so far?"
 - c. "Of all the things that have been done so far, what has worked the best?"
 - d. "What have you thought about trying but haven't tried?"
3. Which of the following are potential solution-building resources in solution-focused counseling?
 - a. Students' special interests and talents
 - b. Students' previous solution attempts
 - c. Students' theories and ideas
 - d. All of the above

4. Which of the following items best captures the concept of resilience?
 - a. Ability to cope with life's challenges
 - b. Ability to perform undesired tasks
 - c. Ability to accept and tolerate differences between oneself and others
 - d. Ability to reframe school problems

5. Resource-driven change strategies _____.
 - a. Have been shown to be effective with most students yet not with those who have experienced physical or sexual abuse
 - b. Have generally been shown to be effective but not as effective as exception-based interventions
 - c. Are formulated from a combination of counselor and client resources
 - d. Are supported by a growing body of research on the benefits of incorporating as much of the client as possible in the change process

6. Conversations about resources often engage a student's attention because _____.
 - a. They focus on tangible objects and events
 - b. They focus on what is right and working in the lives of the student
 - c. They focus on hidden aspects of the problem that were unknown to the student
 - d. They focus on small, achievable gains in school performance

7. Counselors can almost always discover student resources by _____.
 - a. Looking, listening, and asking for them
 - b. Reviewing school attendance and discipline records
 - c. Reviewing classroom work samples
 - d. Reviewing prior grade reports

8. Looking for student resources primarily involves _____.
 - a. Observing students at school
 - b. Recording students' behavior when they are unaware they are being observed
 - c. Reviewing school records, reports, and other documents
 - d. Observing students and caregivers during unproblematic times at school

9. Listening for resources primarily involves _____.
 - a. Listening to students for any signs of strength, interest, or excitement on their part
 - b. Listening to students as they describe their views on the problem and potential solutions
 - c. Listening to actual recordings of students in their classes and other school settings
 - d. None of the above

10. Once counselors identify and explore student resources, they can partner with students to discuss _____.
 - a. How the resources connect together
 - b. The organizing theme of all the resources
 - c. How students interpret these resources
 - d. How one or more of the resources might be applied to school problems and solutions

11. Most counselors and students find the process of building on resources to be _____.
 - a. Initially stressful but eventually worth the effort
 - b. Enjoyable and effective
 - c. Full of starts and stops but typically ending on a positive note
 - d. Overwhelming yet productive

12. The example of “Anthony and Mrs. T” primarily illustrates the power of _____.
 - a. Externalizing the problem from the student
 - b. Influential people in the student’s life
 - c. Natural and logical consequences
 - d. The Do Something Different Task

13. The example of Molly and “The Pillow Brigade” illustrates the effectiveness of _____.
 - a. Asking for clients’ ideas and opinions
 - b. Interventions that encourage clients to invite what they have been avoiding
 - c. Combining counseling with social skills training
 - d. Reframing the student’s problem

14. In the case of “Consulting Camus” involving the high school student named Dwayne, the primary focus of conversation involved _____.
 - a. Reframing problem behavior as the student’s attempt to make friends
 - b. Aggression replacement
 - c. Exceptions to the problem
 - d. Building on the student’s respect for his personal hero

15. The Success Stories program focused primarily on students’ _____.
 - a. Resilience and resources
 - b. Caring and connections
 - c. Academic challenges
 - d. Behavioral challenges

16. Building on exceptions and resources is a sensible way to approach school problems based on the practical solution-focused guideline of _____.
 - a. “If it doesn’t work, do something different”
 - b. “If it works, do more of it”
 - c. “Every problem reveals the nature of its own solution”
 - d. “Every cloud carries a silver lining”

17. Which of these student resources would you be most likely to discover by reviewing school documents?
 - a. Positive attitude
 - b. Inconsistent attendance patterns
 - c. Extracurricular activities
 - d. You wouldn’t find resources in school documents

18. Which of these is a way that practitioners help clients expand on resources?
 - a. Inviting a friend or family member to session
 - b. Looking for resources in school documents and pointing them out to students
 - c. Asking about their hobbies
 - d. All of the above

19. When do solution-focused practitioners discover and explore client resources?
 - a. During the early stages of counseling
 - b. During the middle stages of counseling
 - c. During the late stages of counseling
 - d. All of the above

20. The *Success Stories* documentary was primarily created to _____.
- a. Recognize and empower successful teachers
 - b. Recognize and empower parents who had overcome significant learning difficulties to become successful citizens and members of the community
 - c. Recognize and empower students' improvements and successes
 - d. Both b and c

True/False

- T F 1. Asking students and caregivers about previous solution attempts helps to clarify what hasn't helped in prior efforts to address the problem but provides no information about what has helped.
- T F 2. Most students are quick to volunteer information about their strengths and resources even when counselors do not directly ask about them.
- T F 3. Conversations about resources engage the attention of students because they focus on natural and positive aspects of their lives.
- T F 4. Student resources can be discovered by looking, listening, and asking for them.
- T F 5. The category of heroes and influential heroes was used in Chapter 7 to refer to real or imaginary people in students' lives other than members of their immediate family.
- T F 6. Counselors can pick up on potentially useful resources by listening closely for any signs of strength, interest, or excitement on the part of the student.
- T F 7. Examples of client resources include personal attributes, resilience, coping skills, creativity, and hobbies.
- T F 8. Client resources are generally more useful than exceptions when building solutions with students.
- T F 9. The process of building on resources involves the same type of 3-E method as the process of building on exceptions.
- T F 10. We can identify resources during counseling by looking for them, listening for them, and asking for them.

Chapter



Exploring Progress

Multiple Choice

1. When any sign of success or improvement occurs in regard to the school problem, it is important that credit _____.
 - a. Is withheld until the improvement becomes more of a routine habit rather than a sporadic event
 - b. Is solely focused on the student rather than caregivers so as not to deflect recognition from the primary client
 - c. Is given to the student and caregivers involved so that they take ownership for the change
 - d. None of the above
2. Identity questions that explore old you/new you and before/after distinctions with students who have improved their school performance are useful in clarifying and reinforcing _____.
 - a. How students made important changes in their lives
 - b. The impact of improvements on students' perceptions of themselves and their circumstances
 - c. The treatment integrity of solution-focused interventions
 - d. The treatment acceptability of solution-focused interventions
3. One important use of letters and documents in solution-focused counseling is to _____.
 - a. Obtain unbiased information regarding a student's past successes
 - b. Communicate details to everyone involved in counseling
 - c. Reinforce and maintain desired changes in school problems
 - d. Hold students and caregivers accountable for their responsibilities in the intervention process

4. When students view positive changes at school as resulting from their choices and efforts, they are more likely to _____.
 - a. Examine specific factors involved in making the changes
 - b. Take personal responsibility for the positive changes and maintain the changes after formal counseling has ended
 - c. Ignore or downplay future recommendations from counselors and other adults
 - d. None of the above
5. Which of the following strategies is useful when responding to a student's report of improvements?
 - a. Exploring the personal and social consequences of improvements
 - b. Requesting the student's advice for others
 - c. Exploring the student's contributions to the improvements
 - d. All of the above
6. Termination of formal counseling services should be considered when _____.
 - a. The school year ends
 - b. The client reaches 10 on the 0–10 scale
 - c. The client reaches a "good enough" number on the 0–10 progress scale
 - d. The practitioner decides that all goals have been met
7. Which of the following questions should be addressed by the client and counselor at the start of counseling services?
 - a. "How will we know when counseling is no longer needed?"
 - b. "When doesn't the problem happen?"
 - c. "What is your theory about the cause of this problem?"
 - d. Both a and b
8. Which of the following counselor actions is *not* a useful way to broach the topic of ending counseling with students who have reached a "good enough" outcome yet do not want it to end?
 - a. Explaining that you are required to help other students with problems
 - b. Complimenting students and validating their desire to continue
 - c. Convincing the students that they do not have a problem anymore and no longer need your help
 - d. Offering an open door for future contact
9. In solution-focused counseling, clients are invited to collaborate on decisions related to _____.
 - a. When to end counseling
 - b. When to try something different
 - c. What to address in counseling services
 - d. All of the above

10. _____ help clients and counselors make good decisions about when to end counseling.
 - a. Miracle questions
 - b. Measurable indicators of progress
 - c. Formula interventions
 - d. None of the above

11. Which of the following is *not* an important question that counselors can ask themselves when counseling is not working?
 - a. Is there a stated goal or hoped-for outcome?
 - b. Has the client's goal changed?
 - c. Is my approach part of the problem?
 - d. Is the client's diagnosis accurate?

12. Why should practitioners use caution when asking clients about possible next steps they might take toward further progress/improvement?
 - a. Clients might perceive it as insensitive
 - b. It could come across as pushy
 - c. It might be perceived as too slow or small for some clients
 - d. Clients typically want a more detailed action plan for between-session homework

13. In solution-focused counseling, in what session does the counselor first begin to explore client progress?
 - a. The first
 - b. The second
 - c. The last or "send-off" session
 - d. Only after the client makes a progress-related comment in second or later sessions

14. What is the major purpose of a *strategy* question?
 - a. To invite the client to link recent improvements to personal actions or strategies that helped bring them about
 - b. To assess the skills needed for the client to take the next steps toward additional progress
 - c. To encourage the client to create their own plan or strategy for improvement
 - d. To enhance the client's motivation to change

15. Crediting progress to clients' efforts and identity can enhance their _____.
 - a. Problem-solving skills
 - b. Solutions
 - c. Critical thinking
 - d. Self-efficacy

16. Which of the following questions is an example of exploring the social features and consequences of school improvements?
 - a. "How have you made the medicine work for you?"
 - b. "How did you know to ask your older sister for help?"
 - c. "How do your teachers treat you differently now that you have made these changes?"
 - d. "What have these changes taught you about yourself?"

17. Which of the following are useful options for solution-focused practitioners to consider when the student's or caregiver's initial response appears unrealistic or beyond the scope of counseling?
 - a. "What could you work on *now* that might help you move in that direction?"
 - b. "What is your next best hope from talking with me?"
 - c. "How about coming up with something that's actually doable and realistic?"
 - d. Both a and b

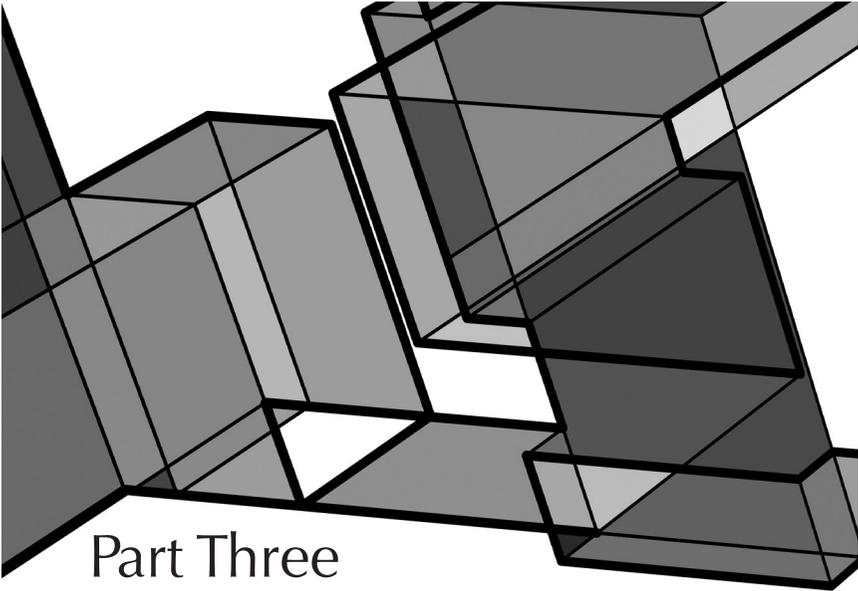
18. If counseling is not working, it may be useful for the practitioner to examine the desired outcome for _____ and _____.
 - a. Achievability; importance
 - b. Specificity; measurability
 - c. Start based; action oriented
 - d. Resources; exceptions

19. What advantage does solution-focused practice have when it comes to ending counseling services?
 - a. Solution-focused practitioners begin with the end in mind
 - b. Counselors are viewed as peripheral rather than central persons in the client's life, making it less likely that clients will become overly dependent on the counselor
 - c. Both a and b
 - d. Neither a nor b

20. What is one strategy that clinicians can use when a client is hesitant to end counseling?
 - a. Offer booster sessions
 - b. Increase time in between sessions
 - c. Clarify their exit criteria
 - d. All of the above

True/False

- T F 1. Specific preferred futures (or goals) are very helpful when it comes to deciding when to end counseling.
- T F 2. Formal counseling services should continue until the school problem has been totally and completely solved.
- T F 3. The main purpose of solution-focused counseling is to enhance students' self-esteem.
- T F 4. Paradoxically, solution-focused counseling focuses more time and attention on small details of the problem.
- T F 5. In solution-focused counseling, clients are invited to collaborate on all major aspects and decisions in the change process, including decisions about ending counseling.
- T F 6. Client feedback is more beneficial when counseling is working than it is when counseling is not working.
- T F 7. If counseling is not working, the only option to consider is to change the counseling approach.
- T F 8. When a client reports that things have gotten worse, solution-focused practitioners should gather more information to hone in on antecedents and consequences of the problem.
- T F 9. Letters and documents should be used only with younger students because older students view them as phony.
- T F 10. Identity questions invite students to reflect on and describe personal attributes, strengths, and abilities that contributed to their recent progress and success.



Part Three

The Rest

Chapter



Other Applications

Multiple Choice

1. Researchers have linked positive academic and behavioral outcomes of children and adolescents to teaching approaches that _____.
 - a. Respect the integrity and individuality of young people
 - b. Demonstrate confidence in students' ability to act responsibly and productively
 - c. Involve students in classroom decisions
 - d. All of the above
2. A solution-focused approach to classroom management and teaching rests largely on _____.
 - a. Student-teacher relationships that encourage students' involvement in learning and decision-making
 - b. Student-teacher relationships that focus on students' self-esteem
 - c. Student-teacher relationships that encourage self-disclosure on the part of students and teachers
 - d. Student-teacher relationships that focus on learning and mastery of basic academic skills
3. The most important thing that effective teachers do to encourage student involvement is to _____.
 - a. Use intuition to guide their instructions
 - b. Provide opportunities for students to experience success and share their opinions
 - c. Discuss students' likes and dislikes early in the school year
 - d. Incorporate humor and play into classroom instruction

4. The _____ program is a solution-focused approach to teaching and classroom management for K–12 classrooms.
 - a. Resilience and Resource Builder
 - b. Strength and Resource Builder
 - c. Working on What Works
 - d. Developmental Assets
5. Solution-focused parent-school conferences acknowledge _____.
 - a. The importance of pinpointing the causal elements of school problems
 - b. Parents' status as authority figures
 - c. Parents' experience and knowledge with the student
 - d. The importance of clarifying family factors that influence the student's problem
6. One of the most encouraging findings from research on peer-based interventions is that _____.
 - a. They have a near perfect rate of success
 - b. Peers who offer the interventions tend to improve their skills
 - c. They are less expensive than other forms of intervention
 - d. Students report higher levels of involvement in their therapy
7. _____ is *not* an important feature of successful system-level change.
 - a. Clarity of purpose and goals
 - b. Respectful acknowledgment of the goals and concerns of those expected to implement the change or new program
 - c. An analysis of organizational strengths, resources, and barriers that may impact goal attainment
 - d. A clear definition of the organizational chart and hierarchy
8. One of the major advantages of student groups in schools is _____.
 - a. Satisfying response-to-intervention requirements
 - b. Creating smaller student-practitioner ratios
 - c. Serving several students at one time
 - d. Gaining insight into students' struggles
9. Teacher and parent consultation is most effective when practitioners _____.
 - a. Work on goals that are important to parents and teachers
 - b. Collaborate with parents and teachers in developing interventions instead of forcing ideas on them
 - c. Providing ongoing opportunities for teachers and parents to contribute their ideas
 - d. All of the above

10. When viewed from a solution-focused framework, video self-modeling can be seen as _____.
 - a. Video talk replay
 - b. Video exceptions
 - c. Positive practice overcorrection
 - d. Restitutive overcorrection

11. Which of the following is *not* a part of video self-modeling interventions?
 - a. Videotaping the student in various situations at school
 - b. Editing out all problem behavior to create a 2-to-3-minute self-modeling video of positive school behaviors
 - c. Videotaping a model student demonstrating positive behavior and having the target student watch the tape and imitate the other student
 - d. Having the student watch the tape five or six separate occasions over a 2-week period of time at school

12. The range of possible behaviors that can be addressed through video self-modeling interventions is virtually endless based on the simple fact that _____.
 - a. You can always find someone in a school setting who has experienced similar problems
 - b. Videos can be accessed online to address any number of problematic behaviors
 - c. These interventions are used by thousands of therapists across the world
 - d. If a behavior can be seen, then it can be self-modeled

13. The first step in conducting solution-focused school-based meetings is _____.
 - a. Establishing a purpose
 - b. Exploring prior solution attempts and their effectiveness
 - c. Describing possible signs or next steps toward progress
 - d. Creating a strategy or action plan for the student

14. What is the most widely used and widely researched peer-mediated intervention in schools?
 - a. Peer mentoring
 - b. Peer tutoring
 - c. Peer mediation
 - d. Peer advising

15. _____ is a peer tutoring arrangement in which students within 1 or 2 years of age are paired together to review specific core concepts and skills.
 - a. Cross-class peer tutoring
 - b. Cross-age peer tutoring
 - c. Cross-ability peer tutoring
 - d. Cross-referenced peer tutoring

16. How might solution-focused practice be integrated into educational programs and sessions for parents and teachers?
 - a. Have participants make a list of problems and solutions before the program begins
 - b. Teach participants how to do practical functional assessments and interventions of students' school problems
 - c. Invite participants to share ideas and preferences related to the content and structuring of the program
 - d. Schedule at least two mandatory booster sessions within a year after the formal program ends

17. Most traditional school groups are considered _____.
 - a. Psychoeducational
 - b. Process oriented
 - c. Goal oriented
 - d. Solution focused

18. Which of the following components are typically included in the first group meeting in a solution-focused group?
 - a. Introducing one another
 - b. Finding resources
 - c. Establishing a group name and ground rules
 - d. All of the above

19. Which of the following group names would be appropriate for a solution-focused group?
 - a. Trouble No More
 - b. Calm Seekers
 - c. Anger Management
 - d. Anxiety Be Gone

20. The main reason(s) for including solution-focused questions on referral forms is because _____?
- It makes people feel more confident while they are completing the referral
 - It empowers the caregiver who is filling it out
 - It provides material that can prompt future questions and conversations
 - Both a and b

True/False

- T F 1. The Working on What Works program encourages K–12 teachers to build on students’ strengths.
- T F 2. Although solution-focused approaches to teaching offer promise, no empirical studies to date support the effectiveness of such programs.
- T F 3. The importance of parent-school relationships is supported by a large body of research linking students’ school success to parent involvement.
- T F 4. Solution-focused approaches to parent-school relationships emphasize the importance of keeping parents in the loop by alerting them to the first small sign of classroom problems from their children.
- T F 5. Peer helping programs make use of the school’s most valuable resource—the students themselves.
- T F 6. Contrary to popular opinion, research on peer-based interventions indicates that these interventions consistently benefit the students who provide them (e.g., tutors or mentors) yet rarely help those who receive them (e.g., those who are being tutored or mentored).
- T F 7. There are several important and substantive differences between the questions asked in solution-focused counseling and the questions asked in solution-focused consultation.
- T F 8. Although peer support programs like peer mediation and peer tutoring are effective in boosting students’ self-esteem and sense of belonging, these programs have not been shown to improve students’ academic or social functioning.
- T F 9. Solution-focused “1-minute chats” are planned interactions that typically take place in the counselor’s office when counselors are seeing one student after another in succession.
- T F 10. The success of system-level changes and programs depends largely on the input and ownership of school staff who are expected to implement the programs.

Chapter

10

Empirical, Conceptual, and Professional Support

Multiple Choice

1. What role does hope play in building solutions?
 - a. Hope is the source—it is where solutions come from
 - b. Hope is the vindicating factor—it is how a client knows the solution is right
 - c. Hope is the leveling factor—it evens out emotions and allows the client to calmly implement intervention strategies
 - d. Hope is the fuel—it provides clients with the motivation and energy to take action and build solutions
2. Solution-focused counseling boosts people's hope mostly by _____.
 - a. Breaking problems into their component parts
 - b. Collecting client feedback
 - c. Focusing on future solutions
 - d. Asking specific questions
3. Counseling outcomes _____ when the counselor tailors counseling services to the student instead of expecting the student to conform to the counselor.
 - a. Improve
 - b. Decline
 - c. Remain unchanged
 - d. Either b or c

4. Counseling works for _____.
 - a. About 5% of those who receive it
 - b. About 20% of those who receive it
 - c. About 25% of those who receive it
 - d. The majority of people who receive it

5. According to meta-analyses of counseling and psychotherapy outcome research, which of the following is *not* a core ingredient or “common factor” or effective counseling?
 - a. Client factors
 - b. Alliance factors
 - c. Diagnostic factors
 - d. Hope factors

6. According to meta-analyses of counseling and psychotherapy outcome research, _____ represent the most powerful common factor of effective counseling outcomes.
 - a. Client factors
 - b. Alliance factors
 - c. Diagnostic factors
 - d. Hope factors

7. Which of the following would qualify as a client factor?
 - a. Cultural heritage
 - b. Life experience
 - c. Social support
 - d. All of the above

8. Because of the importance of client factors in the change process, counselors should _____.
 - a. Take only those clients who would work with the counselor’s particular model
 - b. Treat clients as partners in the change process
 - c. Abandon the use of models because they are insignificant to the change process
 - d. None of the above

9. Which of the following factors has the biggest impact on counseling outcomes?
 - a. The client’s involvement in the counseling process
 - b. The client’s intake diagnosis
 - c. The history and etiology of the client’s problem
 - d. The counselor’s theoretical model and techniques

10. Which of the following terms is most closely related to the placebo effect?
 - a. Resources
 - b. Relationship
 - c. Hope
 - d. Model

11. We can strengthen our hope and that of our clients by _____.
 - a. Viewing the clients as competent and resourceful
 - b. Acknowledging the client's problems and possibilities
 - c. Trusting in the inevitability of change and the potential of counseling process
 - d. All of the above

12. What key purpose do models and techniques serve in the counseling process?
 - a. They have a stronger influence on counseling outcomes than any other common factor of change
 - b. They have virtually no effect on the change process
 - c. They add structure and coherence to the counseling process
 - d. They enhance collaboration between counselors and students

13. The therapy/counseling model or approach that has been demonstrated to be the most effective overall with children is _____.
 - a. Person-centered therapy
 - b. Cognitive behavioral therapy
 - c. Solution-focused therapy
 - d. All bona fide approaches, such as those above, have been found to be similarly effective

14. Which one of the following ideas is most closely associated with the philosophy of social constructionism?
 - a. People's sense of what is real about themselves and their lives is a uniquely intrapsychic and individual matter
 - b. People's sense of what is real about themselves and their lives results largely from interaction and dialogue with others
 - c. People's sense of what is real about themselves and their lives results primarily from their cultural and ethnic heritage
 - d. People's sense of what is real about themselves and their lives results primarily from a biopsychological process.

15. Positive psychology _____.
 - a. Focuses on the use of positive reinforcement to motivate behavior
 - b. Focuses on cultivating an optimistic attitude in clients before attempting to change their behavior
 - c. Focuses on what is right and working with clients instead of what is wrong with them
 - d. Focuses on the idea that there is no such thing as negative behavior, simply behaviors that are less efficient in certain cultures or circumstances

16. According to sociologists who study the sociology of childhood, children in many Western societies _____.
 - a. Are not as highly respected as adults
 - b. Are not given an ample voice in their own decisions and care
 - c. Both a and b
 - d. Neither a nor b

17. In order to accommodate a client's culture, it is best to _____.
 - a. Have a series of culture-specific responses prepared ahead of time
 - b. Use a highly individualized, collaborative approach to conducting counseling conversations
 - c. Ask highly specific questions to clarify the client's outlook on the problem and solution
 - d. Focus on aspects of the client and situation that are not culturally determined

18. Clients from underrepresented cultural groups _____.
 - a. Often feel a sense of powerlessness and inferiority when entering counseling
 - b. Have more experience with hardships and are more resilient than other clients
 - c. Prefer to downplay certain aspects of their identity in counseling
 - d. Respond more positively to nonminority counselors, according to the research

19. Solution-focused counseling is generally _____.
 - a. Culture neutral—it does not consider a person's culture and is thus equally beneficial across cultures
 - b. Culture flexible—it adapts its goals and methods to the client's preferences
 - c. Culture negative—it works only when the client and therapist share similar cultures
 - d. Culture positive—it frames the client's problems in positive ways regardless of the client's culture

20. Solution-focused counseling embraces the idea that those who are closest to the school problem _____.
 - a. Are closest to the solution
 - b. Are most invested in resolving it
 - c. Have the most accurate interpretation of it
 - d. Are unable to accurately describe it because it's "too close to home"
21. The strength and quality of the client-counselor relationship as perceived by the client is a reliable predictor of _____.
 - a. The duration of counseling
 - b. The severity of the problem
 - c. Counseling outcomes
 - d. Both a and b
22. Some studies suggest that collaboration, although vital for all clients, is particularly important with _____.
 - a. Young people
 - b. Oppositional clients
 - c. Clients with previous counseling experiences
 - d. Anxious clients
23. Research confirms that clients who view themselves as inferior to their counselors are more likely to _____.
 - a. Cooperate with the counselor's interventions
 - b. Hold back their input and engagement and be less hopeful than other clients
 - c. Challenge the existing power dynamic in an attempt to elevate their status
 - d. Resist the counselor's advice and interventions
24. Effective school-based counseling outcomes rest largely on the extent to which students are _____.
 - a. Aware of environmental factors that influence their school problems
 - b. Involved in the counseling process
 - c. Respectful of key caregivers in their lives
 - d. Receiving other special services to supplement counseling
25. All the following characteristics of solution-focused counseling make it appropriate for working with diverse client populations *except* _____.
 - a. The emphasis on the client's preferences and perceptions rather than the counselor's preferences and perceptions
 - b. The focus on strengths and resources versus weaknesses and deficiencies
 - c. The not-knowing position of solution-focused counseling
 - d. The directive, authoritarian nature of the counseling process

True/False

- T F 1. Among the four major common factors of change in counseling, hope factors account for the largest proportion (30%) of change in successful counseling.
- T F 2. One of the main emphases of positive psychology is that a positive description of a school problem—that is, stating what the problem is versus what it isn't—is much more effective at promoting solutions than a negative description of the problem.
- T F 3. One reason that solution-focused counseling is effective with a culturally diverse range of clients is because each client is treated as representing a “culture of one.”
- T F 4. Next to client factors, model/technique factors represent the most important ingredient of effective counseling.
- T F 5. Respect and collaboration, two important elements of solution-focused counseling, are effective with people of all cultures and circumstances.
- T F 6. The impact of model/techniques factors on counseling outcomes is about the same as the impact of alliance factors.
- T F 7. Positive psychology is the scientific and applied approach to uncovering people’s strengths and promoting their positive functioning.
- T F 8. Children and adolescents in many countries are considered a social minority group because they are seen as inferior to adults.
- T F 9. “Cultural competency” is preferred over “cultural humility” because it is more consistent with a client-centered multicultural orientation.
- T F 10. The school practitioner’s agreement with a student’s beliefs and worldview significantly enhances the practitioner’s effectiveness in working with the student.

Chapter

11

Frequently Asked Questions

Multiple Choice

1. According to the text, most solution-focused questions serve to _____.
 - a. Gather assessment information
 - b. Teach the client
 - c. Elicit the client's input
 - d. Encourage clients to act on their problems
2. In solution-focused counseling, the client is _____.
 - a. Whoever we are talking to at the time
 - b. The parent
 - c. The student
 - d. The teacher
3. _____, rather than dictating, with students improves the likelihood of successful outcomes.
 - a. Teaching
 - b. Suggesting
 - c. Urging
 - d. Collaborating
4. What do solution-focused counselors typically do first when students or caregivers discuss their problems?
 - a. Redirect the conversation to solution talk
 - b. Acknowledge the client's struggle and problem
 - c. Encourage the client to come up with solutions
 - d. Ask for more information

5. Which of these questions is a solution-focused school practitioner most likely to ask?
 - a. "How did you feel about that?"
 - b. "What will you be doing differently when you are happier?"
 - c. "How long have you felt sad and anxious?"
 - d. "Why do you feel that way?"

6. Which of the following types of student groups has solution-focused counseling been successfully applied to?
 - a. Social skills
 - b. Parental divorce
 - c. Sexual abuse
 - d. All of the above

7. Solution-focused practitioners address cultural diversity by _____?
 - a. Maintaining a stance of not knowing
 - b. Centralizing the client in the counseling relationship
 - c. Both a and b
 - d. Neither a nor b

8. Research shows that solution-focused counseling is generally _____ as other counseling approaches in helping students and other clients who struggle with trauma.
 - a. As effective
 - b. More effective
 - c. Less effective
 - d. Much more effective

9. Which of the following is a method for integrating solution-focused practice into structured, educational groups?
 - a. Asking group participants to share their "small victories" from the previous week
 - b. Ending meetings by requesting group participants' feedback on the Group Session Rating Scale
 - c. Regularly inviting group participants to list inner and outer resources
 - d. All of the above

10. What do solution-focused counselors do *after* acknowledging the client's problem?
 - a. Explore the problem's duration and history
 - b. Ask about what the client wants instead of the problem
 - c. Ask the client how the problem impedes their lives
 - d. Gather specific details about the problem

True/False

- T F 1. In solution-focused counseling, the student is considered the one and only client.
- T F 2. Solution-focused counseling has been shown to be effective for many different types of student groups.
- T F 3. Trauma-focused counseling and therapy approaches have not been shown to be more effective with clients who have experienced trauma than solution-focused counseling.
- T F 4. Solution-focused counselors regularly acknowledge clients' feelings during the counseling process.
- T F 5. Solution-focused counseling is good for most "surface-level" problems but lacks the depth necessary to effectively address serious, deep-seated client problems.

Chapter

12

Putting It Into Action

Multiple Choice

1. One useful step that school practitioners can take to put solution-focused practice into everyday action is to _____.
 - a. Read materials on solution-focused practice for at least 3 months, then try one technique per week for the next 2 months
 - b. Implement a different solution-focused technique every day for 1 month
 - c. Think about what they are already doing that is “solution focused” in their existing practice and build on that
 - d. None of the above
2. Among the four elements below, which one has a more powerful impact on counseling outcomes compared to the others?
 - a. Length of treatment (number of sessions)
 - b. Counseling model
 - c. Therapeutic alliance
 - d. Severity of the problem
3. Solution-focused practitioners construct questions based on two main considerations: _____ and _____.
 - a. The task at hand; the client’s previous answer
 - b. The client’s problem; the client’s previous solution attempts
 - c. The client’s thoughts; the client’s feelings
 - d. None of the above

4. "Next questions" are constructed primarily from _____.
 - a. A crib sheet
 - b. The client's previous answers
 - c. The client's goals
 - d. The client's exceptions
5. Which of the following is a benefit of pausing for a few seconds after the client's answer and before asking the next question?
 - a. It provides clients with the opportunity to elaborate on their previous answer
 - b. It allows the practitioner time to think about their next question
 - c. It shows clients that the practitioner is doing their best to ask useful questions
 - d. All of the above
6. From a solution-focused perspective, the best question in most cases is the _____ question.
 - a. Most thought-provoking
 - b. Easiest
 - c. Simplest
 - d. Multicomponent
7. Which of these is an important part of listening?
 - a. Repeating the client's answers as often as possible
 - b. Giving the client ample space and time to fully answer a question before moving on
 - c. Figuring out the next question before the client is done answering the previous question
 - d. Interpreting the meanings "beneath" the client's actual words
8. What should a solution-focused counselor do when they realize they are not asking an effective question while they're in the middle of asking it?
 - a. Stop midquestion and try again
 - b. Finish the question to promote a positive alliance
 - c. Finish the question but ask a better question afterward
 - d. None of the above
9. What should a solution-focused practitioner do first when a question does not work for the client?
 - a. Reword the question
 - b. Ask a new question about an entirely different topic
 - c. Explore the client's difficulty in answering the question
 - d. Explore links between the question and the client's primary problem

10. Which of these is the most effective way for a solution-focused counselor to use a crib sheet?
- a. Refer to the crib sheet after each response from the client
 - b. Look at the crib sheet before, but never during, the counseling session
 - c. Look at the crib sheet before the session, and occasionally glance at it as needed during the session
 - d. Use the crib sheet for “next questions”

True/False

- T F 1. It is generally more effective, from a solution-focused perspective, to try out as many solution-focused counseling skills as you can immediately after learning about them in books or workshops.
- T F 2. Learning new counseling skills usually involves some discomfort and awkwardness.
- T F 3. The simple and practical premise of solution-focused counseling—find what works and do more of it—makes it relatively easier to master than other counseling approaches.
- T F 4. It is generally better for a counselor to finish asking a question they have started to ask even if they think of a better way to word it while they are asking it.
- T F 5. “Next questions” cannot be planned in advance because they are almost always based on the client’s previous answer.



Answer Key

Chapter 1

Multiple Choice

1. a
2. d
3. b
4. d
5. b
6. a
7. c
8. d
9. a
10. c
11. d
12. b
13. c
14. d
15. d
16. c
17. d
18. b
19. d
20. d

True/False

1. True
2. False
3. True
4. True
5. True
6. False
7. False
8. True
9. False
10. True

Chapter 2

Multiple Choice

1. a
2. c
3. c
4. a
5. b
6. c
7. b
8. a
9. d
10. a
11. b
12. b
13. a
14. d
15. c
16. a
17. d
18. b
19. c
20. b

True/False

1. True
2. False
3. True
4. True
5. True
6. True
7. False
8. True
9. True
10. True

Chapter 3

Multiple Choice

1. b
2. a
3. c
4. a
5. b
6. a
7. b
8. b
9. a
10. d
11. c
12. d
13. a
14. b
15. c
16. c
17. b
18. d
19. b
20. d

True/False

1. False
2. False
3. True
4. False
5. True
6. False
7. True
8. True
9. True
10. True

Chapter 4

Multiple Choice

1. a
2. b
3. d
4. a
5. d
6. d
7. c
8. d
9. c
10. b
11. c
12. c
13. b
14. c
15. c
16. b
17. b
18. d
19. a
20. c

True/False

1. False
2. False
3. True
4. True
5. False
6. True
7. False
8. True
9. True
10. True

Chapter 5

Multiple Choice

1. d
2. a
3. b
4. a
5. c
6. b
7. b
8. d
9. c
10. a
11. d
12. c
13. d
14. d
15. a
16. c
17. d
18. c
19. d
20. b

True/False

1. False
2. True
3. True
4. True
5. True
6. False
7. True
8. True
9. False
10. False

Chapter 6

Multiple Choice

1. b
2. a
3. c
4. b
5. d
6. c
7. d
8. a
9. b
10. d
11. c
12. b
13. a
14. d
15. d
16. b
17. a
18. c
19. b
20. a

True/False

1. True
2. False
3. False
4. True
5. False
6. True
7. True
8. False
9. True
10. True

Chapter 7

Multiple Choice

1. a
2. a
3. d
4. a
5. d
6. b
7. a
8. c
9. a
10. d
11. b
12. b
13. a
14. d
15. a
16. b
17. c
18. d
19. d
20. c

True/False

1. False
2. False
3. True
4. True
5. False
6. True
7. True
8. False
9. True
10. True

Chapter 8

Multiple Choice

1. c
2. b
3. c
4. b
5. d
6. c
7. a
8. c
9. d
10. b
11. d
12. b
13. a
14. a
15. d
16. c
17. d
18. a
19. c
20. d

True/False

1. True
2. False
3. False
4. False
5. True
6. False
7. False
8. False
9. False
10. True

Chapter 9

Multiple Choice

1. d
2. a
3. b
4. c
5. c
6. b
7. d
8. c
9. d
10. b
11. c
12. d
13. a
14. b
15. b
16. c
17. a
18. d
19. b
20. c

True/False

1. True
2. False
3. True
4. False
5. True
6. False
7. False
8. False
9. False
10. True

Chapter 10

Multiple Choice

1. d
2. c
3. a
4. d
5. c
6. a
7. d
8. b
9. a
10. c
11. d
12. c
13. d
14. b
15. c
16. c
17. b
18. a
19. b
20. a
21. c
22. a
23. b
24. b
25. d

True/False

1. False
2. False
3. True
4. False
5. True
6. False
7. True
8. True
9. False
10. False

Chapter 11

Multiple Choice

1. c
2. a
3. d
4. b
5. b
6. d
7. c
8. a
9. d
10. b

True/False

1. False
2. True
3. True
4. True
5. False

Chapter 12

Multiple Choice

1. c
2. c
3. a
4. b
5. d
6. c
7. b
8. a
9. a
10. c

True/False

1. False
2. True
3. False
4. False
5. True