

1b6

Goal Orientated Counselling

Do

Help the person identify the positive attributes they bring to others; set goals make plans for achieving them, and deal with difficulties along the way.

Story

At a local college a member of staff provides educational guidance before the students register. This involves discussing what their interest are and what they want to do but also involved looking at what being a student means and what would enable the individual to feel more comfortable in that setting.

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Hints & Hazards

It may be necessary to tackle someone's state of depression, lack of self-esteem, learned helplessness or tendency to assume that oneself is always the cause of failure in social situations. (*Firth & Rapley 1987, p21*). Analyse activities and focus on each of the stages in turn. This can help the person tackle some of their internal barriers to inclusion rather than just the external ones posed by the social setting and physical obstacles.

Check back with the person to see that it really is what they want.

Goals should be SMART – specific, measurable, attainable, realistic and time-defined. Small steps are good progress and need to be recognised and celebrated. See <http://brief.org.uk> to learn more about solution-focused therapy.

Some people find it difficult to identify the attributes that they offer others. Person centred planning (see section 1a) shows that one way to help is to invite those who know and care about the person to say why they like spending time with them.