

## **CRITERIA: Area of Evaluation**

### **A: Introduction**

Interview: asked important and relevant questions; reasonable time spent

Cover page: Confirmed ID; discussion of "self-discovery"

Table of Contents (ToC): When to use this report (to encourage future use)

### **B: Personality**

Explanation of Scales and Scores as appropriate within the context of discussing personality, including explanation of mid-range

Personality: Main trait, description, sought student confirmation

Personality: Sub-traits used to explain nuances of main trait; sought student confirmation

Personality: Personality Implications (Student ID of the most important ones; any not apply)

Strengths/Potential Struggles: clear explanation, markings, summary, "homework"

Synthesis of Personality: Connected personality traits and subtraits, noting themes and balancers and giving the student a sense of their overall personality design

### **C: Interests**

Explanation of YES! Interest Pathways

Holland graph: discussion of student perception of their focus area(s) (things, ideas, people, data)

Pie graph: good explanations of how the student's interests are distributed; good questions

Work through Interests appropriately and tied it back to personality.

**D: Skills**

Skills: confirm highest scoring skills, tie skills to personality and interests, and note any red flags with the lowest skills

**E: Priorities**

Surroundings, Results, and Life Purpose: Asked for further explanation of how the student defines them when needed/helpful

Surroundings, Results, and Life Purpose: Any others need to be added (top 5?) Anything low in Priorities that should be noted/pointed out/asked about? Accurately/appropriately tied priorities back to personality, interests, and skills.

**F: Interactive Action Plan: Your Exploring Self Target**

Synthesis Process: Explain the YES! Target and demonstrate using a client-aligned Occupation choice

**G: ICF Core Competency Standards**

Cultivates trust & safety for the student

Maintains presence

Listens actively to student

Evokes awareness - ask questions

Facilitates student's growth

**Total**

**Overall Feedback for Consultant:**

**Possible Points    Points Earned**

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1.00                      5

0.75                      5

0.75                      5

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0.75                      3

1.00                      5

1.50                      5

0.75                      5

0.75                      4

6.00                      5

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0.75                      5

0.75                      5

1.25                      5

1.00	5
0.50	5
0.50	5
0.50	4
0.50	4
0.50	4

0.20 5  
0.20 5  
0.20 5  
0.20 5  
0.20 5  
**20.00**

# YES! Consultation Rubric

## Comments

The facilitator could have provided clarification on the T-scale scoring, as it may easily be mistal

The facilitated involved the mother successfully.

The mother appeared interested in contributing, but the facilitator did not extend an invitation

The facilitator did not introduce the final priority section, which caused brief confusion.

The facilitator could have clarified that the focus was on exploring identity, rather than future c

## Trainer Comments

ken for other visually similar scales.

for her to participate at this point.

areers, which would have been especially helpful given that the student is a younger teen.

Area	Points possible	Points Assigned
<b>Personality</b>	<b>3</b>	
<b>Interest</b>	<b>2</b>	
<b>Skills/Abilities</b>	<b>1.5</b>	
<b>Priorities</b>	<b>1.5</b>	
<b>Recommendation</b>	<b>2</b>	

Comments