

The Development of a Theory Book and Practice Manual for Solution Focused Brief Therapy (SFBT) Counseling

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This development research adapted the Borg and Gall's model (1983) with the primary objective to develop and test the effectiveness of the product. Products that were developed on this study, including (1) SFBT counselling theory books; (2) SFBT counselling practise manuals; and (3) SFBT counselling competency measurement instruments. The rationale for developing this product is based on several reasons including (1) empirically SFBT is effective in overcoming psychological problems; (2) SFBT can be used as an alternative method of counselling to overcome students' psychological problems; (3) School counsellors need to master SFBT counselling competencies adequately; and (4) the limited sources of theoretical reference books and SFBT counselling practice manuals that can be used as learning materials for increasing SFBT counselling competence. This study was done in three stages, which included pre-development, development, and post-development. The first year of research focused on pre-development and development. The post-development stage in the form of product effectiveness testing is carried out in the second year. The preliminary stage has been carried out in a preliminary study, in the form of a theory book content framework, a framework for the contents of the SFBT counselling practice manual, and the SFBT counselling competency instrument. At the development stage, the product has been developed and product validation by experts and users. Based on expert validation and user validation, it was concluded that the development research products which included SFBT theory books. SFBT practice manuals and evaluation instruments of SFBT training results met the acceptability criteria based on aspects of usefulness, accuracy, appropriateness, and appropriateness.

Keywords: *Development, Theory Book, SFBT Counseling Practice*

Introduction

At school, there are currently a variety of psychological problems among students. School counsellors, as professional officers, have an important role in helping solve students' problems (Mrvar & Mazgon, 2017; Yavuz, Dahir & Gumuseli, 2017). Counsellors can provide counselling services by choosing approaches, methods, and techniques that are appropriate to the problem and characteristics of the counselee (Handarini, 2000; Sutanto, 2005). Because each problem is unique and different, the counsellor is required to have the ability to carry out counselling with specific approaches (Hansen, 2016; Sakiz & Saricali, 2019; Tan & Chou, 2018). Each approach has a theoretical basis and unique implementation procedures (Capuzzi & Stauffer, 2016; Sommers-Flanagan & Sommers-Flanagan, 2018). Currently, there are various counselling approaches and hundreds of counselling methods or techniques. To conduct counselling, the counsellor must seek and choose an effective and efficient approach (Charlesworth & Jackson, 2004 in Reeves, 2012, p. 2).

Solution Focus Behavior Therapy (SFBT) as a counselling approach, is a response to demands for assistance that prioritises practicality, effectiveness, and efficiency, especially in terms of time and intervention focusing on counselee solutions (Corey, 2013; Lutz, 2013; Macdonald, 2011; Reeves, 2012). As a postmodern counselling approach, the adoption of SFBT lasts only between 4-5 sessions (Franklin, Zhang, Froerer, & Johnson, 2017; Rhodes, 2014; Uterman, 2006). The SFBT was initiated by Steve de Shazer (2007) along with other collaborators such as Insoo Kim Berg, Vone Dolan, and Bill O'Hanlan. As a constructivist therapy, SFBT focuses on client strengths and helps to overcome problems in the shortest amount of time. SFBT has a positive outlook on the counselee's future in finding solutions to counselee problems (Ates, 2016; Franklin, Moore, & Hopson, 2018).

The results of metadata on 20 articles of SFBT implementation in the last five years show that this therapy is effective in alleviating student problems in schools including (1) increasing student self-esteem; (2) reducing internet addiction; (3) increasing student social competence; (4) increase self-confidence, self-concept; (5) career adaptation, psychological coherence; (6) adolescent social identity, self-confidence, adaptation to the environment; (7) student social adjustment, self-regulation; and (8) reduce academic stress and negative student thoughts (Kelly, Kim & Franklin, 2008).

To date, there have been 77 empirical studies on the effectiveness of SFBT, with more than 2800 cases handled with the SFBT approach (Kim, Kelly & Franklin, 2008; Stams et al., 2006). Measures of success range in the low to moderate range, equivalent to previous therapeutic approaches such as CBT and IPT. The success rate of SFBT in handling cases overall averaged 60% with a total of 3-5 sessions of therapy meeting (Mrvar & Mazgon, 2017). The conclusion from two meta-analyses about SFBT that this therapy is effective for solving psychological problems is equivalent to the CBT, and IPT approaches, however,

SFBT requires fewer meeting sessions and uses an educative approach style (Andriopoulou & Parry, 2018; Zhang, Franklin, & Currin-McCulloch, 2018). That is, SFBT is collaborative and more comfortable without involving confrontation or interpretation, nor does it require acceptance of the underlying principles, as do most other psychotherapy models (Gingerich et al., 2012; Trepper & Franklin, 2012). Given its good effectiveness with a shorter duration of therapy and a more pleasing approach, SFBT is considered a suitable therapeutic choice for counsellors or other therapists (Mulawarman, Munawaroh & Nugraheni, 2016; Saadatzade & Khalili, 2012; Sarvi & Ghazi, 2016).

A preliminary study of the problematic professionalism of school counsellors in 50 counsellors in several schools, among them, found that after completing bachelor counselling, they were less updated on theory and less trained on the skills of current counselling approaches. In conducting counselling, they use counselling methods that are free from the theory that traces it, to the notion that the existing counselling theory is difficult to apply. Regarding the understanding of theory and mastery of SFBT counselling practice, around 84% of counsellors stated that they lacked the theory and had the skills to apply it. The reading of books on Indonesian language SFBT is also still very limited.

Referring to the problems that have been described previously, it is necessary to develop a theory book and SFBT counselling application manual, which was compiled through development research. The development of this product is of strategic value to meet the needs of the acquisition of SFBT counselling competencies, including (1) effective psychological problem-solving services for students in schools; (2) strengthening the existence of guidance and counselling through counsellor performance in providing therapy; (3) development of studies -theoretical studies and practices of SFBT through scientific meetings of professional members; and (4) the use of SFBT in schools widely and responsibly.

This development research aims to produce a theory book and SFBT practice manual. This tool serves as a means of learning, training, and practising SFBT skills for counsellors and prospective counsellor students. The means to be developed include (1) SFBT theory books; (2) SFBT practise manuals; and (3) evaluation instruments for mastering SFBT practices.

Methods

This study applied the development research model by Borg and Gall (1983), with two main objectives, namely, developing products and testing the effectiveness of the product. Development procedures were grouped into three main activities, including: (1) the pre-development stage; (2) the development stage; and (3) the post-development stage. The first year targeted the pre-development and development stages, whereas the second year was a continuation of the first year, which was to carry out post-mining. The steps in the development procedure are described as follows.

Pre-development Phase

At the pre-development stage, a needs assessment was carried out. This step was intended to produce a set of detailed knowledge about issues of the theory and practice of SFBT counselling and its development. The results of the need assessments were analysed combined with theoretical studies to develop a product framework. Need assessment was carried out by distributing questionnaires to several students, school counsellors, and lecturers who support counselling theory lectures. Then the results of data collection were analysed and concluded. The conclusions were descriptive information, the conceptual framework of product development theory books and SFBT counselling practice manuals.

Development Phase

During the pre-development stage, prototypes of development products were developed, which included theories: (1) SFBT theory books, (2) SFBT practice manuals, (3) evaluation instruments for SFBT training results. The results of the development were followed by the test/validation of experts and users to obtain the degree of product acceptability/feasibility. After the expert and user tests, revisions were made based on the analysis of expert and user tests based on the criteria of accuracy, eligibility, usefulness, and compatibility.

Result and Discussion

In this section, the results of the development of the theory book and SFBT counselling practice manual. Three stages of product development will be discussed, including: (1) results of need assessments; (2) general description of product development and (3) acceptability test results include expert test results and user tests. The description of those stages is described as follows.

Need Assessment Results

Before the product is developed, it began with a need assessment which was conducted to obtain an overview of the urgency and framework of the product and the scope of the content of the theory books and SFBT practice manuals. Need assessment was carried out by distributing questionnaires to 20 Guidance and Counseling teachers and 30 Guidance and Counseling undergraduate students. To complete the questionnaire data, interviews and discussions were also conducted with five Guidance and Counselling teachers and five students. The data showed that 75.6% of respondents rated SFBT as a counselling approach that could be implemented in junior high school, high school and vocational school students. As many as 78.5% of respondents considered, it was important to have mastery of skills in implementing SFBT counselling. Some 87.6% of respondents believe SFBT can help students solve psychological problems. 85.2% expect practical reading material about SFBT

theory and practice. Several 77.5 stated reading material that supports SFBT counselling competence was still lacking.

Interviews with several Guidance and Counseling teachers and Guidance and Counseling undergraduate students obtained data: (1) The theory and practice of conventional counselling in schools need to be refreshed with a new approach to counselling, one of them is SFBT; (2) SFBT is a new approach, so some Guidance and Counseling teachers who have taught in schools do not have these skills while still in college; (3) it is essential to produce a book of theory and practice of SFBT counselling that is used as reading material or packaged in counselling training for counselling teachers; (4) it is essential to prepare a theory book, and SFBT counselling practice by practical; and (5) counselling teachers need a refreshing insight into counselling and practice counselling practices with the latest counselling approaches.

The results of the literature study on SFBT counselling reading materials found that: (1) SFBT counselling reading materials in Indonesian are still limited; (2) no lecture material specifically examines SFBT counselling; (3) General studies on SFBT counselling theory include history biography of SFBT development, basic concepts, therapeutic goals, differences in SFBT compared to other counselling, counselling procedures, therapist relationships, SFBT therapy techniques; (4) The module of practice and independent learning does not yet exist; and (5) it is recommended that SFBT theory and practice books be prepared, which guide the implementation of each counsellor step accompanied by examples of counselling interviews.

Product Development Results

These development research products include (1) SFBT theory books, (2) SFBT practice manuals, (3) SFBT counselling mastery instruments

1. SFBT theory books.

The book contains chapters on the basic concepts of SFBT which include: (1) background for developing theories, (2) main concepts of SFBT theory, (3) SFBT objectives, (4) SFBT procedures, (5) functions and roles of counsellors in SFBT theory, (6) counselee experience in the counselling process using the theory, (7) the relationship between counsellor and counselee created according to the theory's point of view, (8) SFBT technique, and (9) application of the theory in various clinical problems.

2. SFBT practice manual

The practice manual is a guidebook for the application of SFBT procedures and techniques which includes (1) a description of the stages, (2) the objectives of the stages, (3) sample interviews, and (4) evaluation of competency achievement. The SFBT stages to be trained

include (1) fostering relationships, (2) focusing on goals, (3) focusing on problems, (4) focusing on solutions, (5) focusing on exceptions, (6) making a category between conscious choices and spontaneity, and (7) move from small changes to larger changes.

3. An instrument for evaluating SFBT training results

The evaluation instrument is a tool to measure the competency of counsellors in SFBT which includes: (1) Instrument for measuring conceptual knowledge, and (2) Observation instrument for mastering skills in implementing SFBT counselling based on its stages.

Expert Test and User Test Results (Acceptance Test)

Expert and User Assessment Results

The expert subject is Dr AipBadrujaman, M.Pd, as an expert I and Dr Ali Rahman, M.Pd is a counselling guidance expert as expert II. User subjects were IkromilahYetty, S.Psi, and Totok Purwanto, S.Pd., M.Pd. The results of expert and user assessments are manifested in quantitative and qualitative data, which are explained as follows:

a. Expert and user validation of the SFBT Counseling Theory Book

1) Quantitative Data

Quantitative data is an expert evaluation based on the questionnaire instrument filling in the rating scale. The rating scale measures product acceptability with four assessment indicators which include aspects of utility, feasibility, accuracy and appropriateness.

a) Aspects of Use

Overall, the total score for the useful aspects of the 5 question items is 17 for expert I, and 17 for expert II. With an average expert test score of 17.5, it was concluded that the SFBT theory book developed was included in the very useful category. Referring to the results of user ratings, the total usability aspect score is 17 for expert I, and 17 for expert II. Thus, the average score is 17 in a very useful category.

b) The aspect of Feasibility (feasibility)

Both experts have given a score between 3 and 4 for each item of the indicator of eligibility questions. The total number of scores is, 22 for expert I and 21 for expert II so that an average of 21.5 is obtained. The results of user ratings, the total score is, 23 for users I and 23 for users II, so that an average of 23. The rating category is very feasible so that it can be developed further.

c) The aspect of Accuracy (accuracy)

The assessment of accuracy indicators is based on the accuracy of the object and the accuracy content and language used. It can be seen that the total number of expert and I judgments for the accuracy aspect reaches 19 and 18 so that an average of 18.5 is included in the right category so that it can be further developed. The number of user ratings I and II for the aspect of accuracy reached 21 and 21 so that an average of 21 was included in the very appropriate category so that it could be further developed.

d) The aspect of Compliance (accuracy)

The assessment of accuracy indicators is based on the accuracy of the object and the accuracy content and language used. The total number of expert judgments I and II for the aspects of accuracy reached 19 and 18 so that an average of 18.5 was included in the very appropriate category so that it could be further developed. User test results refer, it is known that the total number of user ratings I and II are 18 and 18 so that an average of 18 is obtained, including the very appropriate category.

2) Suggestion and criticism of data

Data obtained through the open questionnaire. The results obtained from the two ahis as follows.

a) Expert I and Expert II

Expert one appreciated the SFBT Theory Book as a support for strengthening counselling competencies. In general, what needs to be reviewed is the format of teaching materials adjusted to the provisions, the language is arranged more carefully, and improvements to writing references.

b) User I and User II

Suggestions and input put forward by users include the following: (a) the language used is simplified, (b) gives a real example, (c) writing errors on pages: 8,13, 15. 20, 35, 42, 48.

b. Expert and user validation of SFBT counselling practice manuals

1) Quantitative Data

a) Aspects of Use

In general, both experts give high marks on aspects of usability. Overall the total score for the aspects of the use of 5 question items is 18 for expert I, and 19 for expert II. Thus the average score is 18.5. Referring to the results of user ratings

known total scores of 19 and 18 on each user. Thus the average score is 18.5 very useful category.

b) The aspect of Feasibility (feasibility)

The assessment of eligibility indicators includes two sub-indicators, namely practicality and effectiveness. Both experts have given a score between 3 and 4 for each item of the indicator of eligibility questions. The total score was 26 for expert I and 25 for expert II so that an average of 25.5 was obtained. By comparing with the eligibility aspects criteria, including the very feasible category so that it can be developed further. User test results show the total score is, 25 for user I and 24 for user II so that an average of 24.5 is obtained, including the very feasible category so that it can be further developed.

c) The aspect of Accuracy (accuracy)

The assessment of accuracy indicators is based on the accuracy object and the accuracy of the content and language used. The total number of expert assessments I and II for the aspect of accuracy reached 20 and 21 so that an average of 20.5 was obtained, including the very precise category so that it could be further developed. The user assessment results obtained a total number of ratings 19 and 19 for each appraiser. An average score of 19 is included in the very appropriate category so that it can be developed further.

d) The aspect of Compliance (accuracy)

The assessment of accuracy indicators is based on the accuracy object and the accuracy of the content and language used. The total number of expert assessments I and II reached 19 and 18 so that an average of 18.5 was included in the very appropriate category so that it could be further developed.

2) Suggestion and criticism of data

Data obtained through the open questionnaire. The results obtained from the two ahis as follows.

a) Expert I and Expert II

Expert one appreciated the product of this practicum manual. In general, what needs to be reviewed is consistency; language is arranged more carefully; the appearance of concept maps.

b) User I and User II

Suggestions and input put forward by users include the following: (a) the language used is simplified, (b) examples of counselling interviews, (c) writing errors on pages on meeting slides 3, 6, 8,9, and 11 in a double-check.

c. Expert and user validation of the SFBT counselling competency instrument

1) Quantitative Data

a) Aspects of Use

Both experts give high marks on usability aspects. Overall the total score for the aspects of the use of 5 question items is 18 for expert I, and 19 for expert II. Thus the average score is 18.5. It can be concluded that the learning media developed are included in the useful category. The results of user assessment known total scores for aspects of usability of 16 for user I, and 15 for user II. Thus the average score is 15.5. It can be concluded that the learning media developed are included in the useful category.

b) The aspect of Feasibility (feasibility)

The assessment of eligibility indicators includes two sub-indicators, namely practicality and effectiveness. Both experts have given a score between 3 and 4 for each item of the indicator of eligibility questions. The total number of scores was 26 for expert I and 24 for expert II so that an average of 25 was obtained. By comparing the number of expert test scores with the eligibility aspect criteria, it was concluded that the peer mediation program was a very feasible category so that it could be further developed. Referring to user ratings, it is known that the total score is, 25 for users I and 23 for users II so that an average of 24 is obtained, including the very feasible category, so that it can be further developed.

c) The aspect of Accuracy (accuracy)

The assessment of accuracy indicators is based on the accuracy object and the accuracy of the content and language used. The total number of expert assessments I and II for the aspects of accuracy reached 35 and 34 so that an average of 34.5 was obtained, including in the right category so that it could be further developed. The results of user ratings are known to the total number of user ratings I and II for the aspects of accuracy reaching 33 and 35 so that an average of 34 is obtained, including in the right category so that it can be further developed.

d) The aspect of Compliance (accuracy)

The assessment of accuracy indicators is based on the accuracy object and the accuracy of the content and language used. The total number of expert I and II assessments for the aspects of compatibility reached 17 and 16 so that an average of 16.5 was included in the very appropriate category so that it could be further developed. Referring to user ratings can be known the total number of

assessments of each assessor is 16 and 16 so that an average of 16 is included in the category of very appropriate so that it can be further developed.

2) Suggestion and criticism of data

Data obtained through the open questionnaire. The results obtained from the two ahis as follows.

a) Expert I and Expert II

Expert one appreciates teaching material products as supporting excellent lectures. In general, what needs to be reviewed is the description of lectures examined by referring the contents of lecture material, description of S-1 competencies looking at the KKNi provisions, RPS format, steps of activities 4, 5, 8 rearranged, languages are arranged more carefully.

b) User I and User II

Suggestions and input put forward by users include the following: the weighting is re-examined, indicators are concrete.

Conclusions

Based on the objectives and results of research that have been carried out, it can be concluded. This development research produced: 1) SFBT theory books, (2) SFBT practice manuals, (3) evaluation instruments for SFBT training results. The result of expert and product user assessment states that in general, this development research product has acceptability, based on four indicators as follows: a. Usability aspects, product development (1) SFBT theory books are considered useful by experts and users; (2) SFBT practice manuals are considered useful by experts and users; and (3) evaluation instruments for SFBT training results are considered to be very useful by experts and users. b. The aspect of eligibility, according to expert judgment and product development users (1) SFBT theory books are considered worthy of experts and users; (2) SFBT practice manuals are considered experts and users are very very feasible; and (3) evaluation instruments of SFBT training results are considered experts and users are very feasible. c. Aspects of accuracy, according to experts and users of product development (1) SFBT theory books are considered appropriate experts and users; (2) SFBT practice manuals are considered appropriate; (3) instruments for evaluating SFBT training results are considered very appropriate. d. Aspects of dignity, according to experts and users of product development (1) SFBT theory books are considered to be very worthy of experts and users; (2) SFBT practice manuals are considered very appropriate; and (3) evaluation instruments of SFBT training results are considered very appropriate. Overall, it can be concluded that the development research products, which include SFBT theory books, SFBT practice manuals, and evaluation instruments for SFBT training results, meet the acceptability criteria.



SFBT theory books, SFBT practice manuals, evaluation instruments for SFBT training results as a result of this research need to be tested for implementation through classroom action research. Users can take advantage of product development, it is recommended after going through the implementation test—required policy support to try out the results of this development.

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