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**Oral Administration of the Outcome Rating Scale (Revised)**

**Instructions on the ORS**: Looking back over the last week, including today, help us understand how you have been feeling by rating how well you have been doing in the following areas of your life, where marks to the left represent low levels and marks to the right indicate high levels. *If you are filling out this form for another person*, *please fill out according to how you think he or she is doing.*

**Oral instructions:** I’m going to ask some questions about four different areas of your life, including your individual, interpersonal, social, and overall functioning. Each of these questions is based on a 0 to 10 scale, with 10 being high (or very good) and 0 being low (or very bad). Feel free to use decimals (e.g., 7.2, etc.). Any questions? Okay, let’s get started.

Thinking back over the last week (or since our last conversation):

1. How you have been doing **personally**? (On the scale from 0 to 10)
	1. **If** the client asks for clarification, you should say “yourself,” “you as an individual,” “your personal functioning or well being.”
	2. **If** the client gives one number for one area of functioning and another number for another area of functioning on this domain, then ask the client if either one is the focus of the therapy and score his or her rating on that one. If the focus of counseling is on another issue on a different domain, then ask him or her to rate the current domain from an “overall” perspective (not average).
2. How have things been going in your **relationships**? (On the scale from 0 to 10)
	1. **If** the client asks for clarification, you should say “in your family,” “in your close personal relationships.”
	2. **If** the client gives one number for one area of functioning and another number for another area of functioning on this domain (e.g., my relationship with my partner is great but my relationship with our son is horrible), then ask the client if either one is the focus of the therapy and then score his or her rating on that one (e.g., if the focus of therapy is on your relationship with your son, please rate that on this scale). If the focus of counseling is on another issue on a different domain, then ask him or her to rate the current domain from an “overall” perspective (not average).
3. How have things been going for you **socially**? (on the scale from 0 to 10)
	1. **If** the client asks for clarification, you should say, “your life outside the home or in your community,” “work,” “school,” “church.”
	2. **If** the client gives one number for one area of functioning and another number for another area of functioning on this domain, then ask the client if either one is the focus of the therapy and then score his or her rating on that one. If the focus of counseling is on another issue on a different domain, then ask him or her to rate the current domain from an “overall” perspective (not average
4. So, given your answers on these specific areas of your life, how would you rate how things are in your life **overall**?

**If** the client gives one number for one area of functioning and another number for another area of functioning on this domain, then ask the client to rate this domain from an “overall” perspective (not average), to step back and take a big picture perspective of how things are going in general, overall, looking at their life in total.

Clients respond in idiosyncratic ways. If they give two answers or two numbers, or say that it varies, just talk it over and find out what the client means. Then negotiate an understanding that leads to a mark on the domain that makes sense to the client and that can be scored, especially regarding the reason(s) for service.

The client’s responses to the specific domains or scales should be used to transition into counseling. For example, the therapist could identify the lowest score given and then use that to inquire about that specific area of the client’s life (e.g., if the client rated the domains a 7.4, 7.1, 2.8, 5.4, the counselor could say, “From your responses, it appears that your having some problems in your relationships. Is that right?) After that, the counseling proceeds as usual, but continuing to connect the clients described experience to his or her marks on the ORS and the reasons for service.

|  |
| --- |
|  40 |
| 35 |  |  |  |  |  |  |  |  |  | **SRS Cutoff** |
| 30 |  |  |  |  |  |  |  |  |  | Discuss |
| 25 |  |  |  |  |  |  |  |  |  | ORS Cutoff |
| 20 |  |  |  |  |  |  |  |  |  |  |
| 15 |  |  |  |  |  |  |  |  |  |  |
| 10 |  |  |  |  |  |  |  |  |  |  |
|  5 |  |  |  |  |  |  |  |  |  |  |
|  0 |  |  |  |  |  |  |  |  |  |  |
| Session Number | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 |

**Oral Administration of Session Rating Scale (Revised)**

**Instructions on the SRS:** Please rate today’s session by placing a mark on the line nearest to the description that best fits your experience.

**Oral instructions:** I’m going to ask some questions about our session today, including how well you felt understood, the degree to which we focused on what you wanted, whether our work together was a good fit, and in general, how things went for you. Each of these questions is based on a 0 to 10 scale, with 10 being high (or very good) and 0 being low (or very bad). Feel free to use decimals in your responses (e.g., 7.2, etc.) Any questions? Okay, let’s get started.

Thinking back over our conversation today:

1. On a scale of 0-10, to what degree did you feel **heard, understood, and respected** today, 10 being completely and 0 being not at all?

**If** the client gives one number for one aspect (e.g., heard) and a different number for another (e.g., understood), then ask the client to consider overall how they would rate the session considering all three aspects.

1. On a scale of 0-10, to what degree did we **work on and talk about what you wanted to work on and talk about** today, 10 being completely and 0 being not at all?
	1. **If** the client asks for clarification, you should ask, “Did we talk about what you wanted to talk about and did we address what you would like to accomplish? How well on a scale from 0 – 10?”
	2. **If** the client gives one number for one aspect (e.g., work on) and a different number for another (e.g., talk about), then ask the client to consider overall how they would rate the session considering both aspects.
2. On a scale of 0-10, how well did my approach, **the way I worked, make sense and fit for you**?

**If** the client gives one number for make sense and then offers another number for fit, then ask the client to consider both aspects together or give an overall rating.

1. So, given your answers on these specific areas, how would you rate how things were in today’s session **overall,** with 10 meaning that the session was right for you and 0 meaning that something was missing from the visit?

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**Oral Administration of the Child Outcome Rating Scale (Revised)**

**Instructions for the CORS:** How are you doing? How are things going in your life? Please make a mark on the scale to let us know. The closer to the smiley face, the better things are. The closer to the frowny face, things are not so good. *If you are another person filling out this form*, *please fill out according to how you think the child is doing*. See below for parent/guardian instructions.

**Oral Instructions**: I am going to ask you some questions about different parts of your life. Each of these questions is based on 0 to 10 scale with 10 being very good, a big smily face (☺) and 0 being very bad, a big frowny face (☹). Please use decimals if you want, like 7.2 or 5.6. Decimals are the places between the numbers. Any questions? Okay, let’s get started!

Thinking back over the last week (or since our last conversation):

1. How are **you** doing? (on a scale of 0 to 10)

**If** the child asks for clarification, you should say “your self,” “how are doing personally?”

1. How are things in your **family**? (on a scale of 0 to 10)

**If** the child asks for clarification, you should say “in your house,” “with your your mom and dad, and brothers/sisters, etc.

1. How are you doing at **school**? (on a scale of 0 to 10)

**If** the child is not in school at this time you should say “with your friends, or in your activities,” “sports,” “clubs,” “camp.”

1. How is **everything** going? (on a scale of 0 to 10)

**If** you think of your whole life together, you, your family, and school, how would rate yourself?

**Oral Administration of the Child Session Rating Scale (Revised)**

**Instructions for CSRS**: How was our time together today? Please put a mark on the lines below to let us know how you feel.

**Oral Instructions**: I am going to ask you some questions about how our time together went for you. Each of these questions is based on 0 to 10 scale with 10 being very good, a big smily face (☺) and 0 being very bad, a big frowny face (☹). Please use decimals if you want, like 7.2 or 5.6. Decimals are the places between the numbers. Any questions? Okay, let’s get started

1. How did a listen today? Did I always listen to you? 0 would be if I never listened and 10 would be if I listened all the time.
2. How important was today? Did we talk about and do important stuff? (on a scale of 0 to 10). 0 would be that we didn’t really talk about any important and 10 would be that we did.
3. What about what we did? Did you like what we did? 0 would be if you didn’t like what we did and 10 would be that you liked what we did.
4. And overall, thinking of our whole talk, how was it? Do you want to do the same kind of thing next time? 0 would be that you want to do something different next time and 10 would be that you want to do the same things next time.

**Oral Adminstraion of the Child Outcome Rating Scale (Revised) with Parent/Guardian**

I’m going to ask some questions about your child, child’s name, in four different areas of his/her life, including his/her **personal**, **family**, **school, and overall** functioning. Each of these questions is based on a 0 to 10 scale, with 10 being high (or very good) and 0 being low (or very bad). Feel free to use decimals (e.g., 7.2, etc.). Any questions? Okay, let’s get started.

Thinking back over the last week (or since our last conversation):

1. How has your child has been doing **personally**? (on a scale of 0 to 10)
	1. **If** the parent asks for clarification, you should say “your child’s self,” “your child as an individual,” “your child’s personal functioning or well-being.”
	2. **If** the parent gives one number for one area of functioning and another number for another area of functioning, then ask the parent if either one is the focus of the counseling and focus his or her rating on that one. If the focus of counseling is on another issue on a different domain, then ask the parent to rate this domain from an “overall” perspective (not average).
2. How have things been going in your child’s **family** functioning? (on a scale of 0 to 10)
	1. **If** the parent asks for clarification, you should say “in their house,” “with you and his/her brothers/sisters, etc., how things are going in the child’s closest relationships.”
	2. **If** the parent gives one number for one area of functioning and another number for another area of functioning, then ask the parent if either one is the focus of the counseling and focus his or her rating on that one. If the focus of counseling is on another issue from another domain, then ask the parent to rate this domain from an “overall” perspective (not average).
3. How have things been going for your child at **school**? (on a scale of 0 to 10)
	1. **If** the child is not in school at this time you should say “with their friends, or in their activities,” “sports,” “clubs,” “camp.”
	2. **If** the parent gives one number for one area of functioning and another number for another area of functioning (e.g., my child has lots of friends and doesn’t get into much trouble, but his grades are terrible), then ask the parent if any of those issues are the reason for the counseling and focus his or her rating on that one (e.g., if the focus is on the grades, please rate that on this scale). If the focus of counseling is on another issue on a different domain, then ask them to rate this domain from an “overall” perspective (not average).
4. How have things been going in your child’s life **overall**? (on a scale of 0 to 10)

**If** the parent gives one number for one area of functioning and another number for another area of functioning, then ask the parent to rate this domain from an “overall” perspective (not average), to step back and take a big picture perspective of how things are going in general, overall, looking at the child’s life in total, at all the domains of the child’s life considered together.

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