

# RUBRIC FOR FACILITATION COMPETENCIES

## 1. Attending Skills

<i>Criteria</i>	Comments
<input type="checkbox"/> Maintains a comfortable bodily posture of involvement <input type="checkbox"/> Responds to narrative with appropriate body motion <input type="checkbox"/> Makes eye contact with a soft focus and occasional shifting of gaze <input type="checkbox"/> Respects the speaker and exhibits genuine regard toward the other <input type="checkbox"/> Creates a non-distracting environment	

## 2. Following Skills

<i>Criteria</i>	Comments
<input type="checkbox"/> Provides a non-coercive invitation to talk (door openers) <input type="checkbox"/> Uses short, verbal and non-verbal encouragers <input type="checkbox"/> Asks infrequent questions as needed to achieve clarity of issue/situation <input type="checkbox"/> Holds an attentive silence, allowing speaker to develop thoughts & feelings <input type="checkbox"/> Is able to absorb cues from the whole person <input type="checkbox"/> Is aware of and attentive to own bodily reactions <input type="checkbox"/> Guards against projecting personal feelings/history into speaker's situation <input type="checkbox"/> Does not fake understanding of speaker's narrative and seeks clarification whenever thread is lost or obscured	

## 3. Giving Feedback

<i>Criteria</i>	Comments
<input type="checkbox"/> Reflects back the speaker's experience accurately with short descriptors <input type="checkbox"/> Offers support and expansion of understanding without proffering advice <input type="checkbox"/> Does not tell speaker he knows how he/she feels <input type="checkbox"/> Does not impose personal values or experience on the speaker <input type="checkbox"/> Uses clear language, feeds perceptions back to speaker with empathic skill <input type="checkbox"/> Helps speaker connect with personal strengths and other resources	

## 4. Reflecting Feelings, Content and Meaning

<i>Criteria</i>	Comments
<input type="checkbox"/> Paraphrases speaker's content, stating its essence in listener's own words <input type="checkbox"/> Listens and responds to feeling words, reflecting speaker's feelings accurately <input type="checkbox"/> When feelings are implicit in content, is able to determine what listener would feel in speaker's situation and name that reality appropriately <input type="checkbox"/> With facial and vocal tone, communicates empathic understanding <input type="checkbox"/> Notes discrepancies when words and feelings suggest divergent meanings	

## 5. Fostering Immediacy and Relevance

<i>Criteria</i>	Comments
<input type="checkbox"/> In order to facilitate speaker's ability to arrive at the best solution to a personal situation described, appropriately asks a few fact-finding questions <input type="checkbox"/> When information offered is vague, responds with concreteness and specificity to help speaker focus <input type="checkbox"/> Prevents speaker from rambling by interrupting with a brief reflection to help re-focus purposeful dialogue	

## 6. Use of Silence, Confrontation and Self-Disclosure

<i>Criteria</i>	Comments
<input type="checkbox"/> Is comfortable allowing silence as speaker processes some insights; doesn't rush to fill it as speaker struggles with meaning <input type="checkbox"/> Cautiously calls attention to discrepancies in speakers behavior <input type="checkbox"/> Knows whether self-disclosure may be pertinent and helpful to speaker; redirects content toward other with empathy	