
Integrating Brief Counselling and Adolescents' Needs

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Abstract

Brief counselling is a powerful tool for working with adolescents. In the past, brief counselling has focused on strategies for problem-solving and goal-setting, while minimizing its connections to the broader developmental frameworks of human needs (i.e., survival, belonging/love, power, freedom, & fun). Consideration of these basic needs assists in counselling adolescents when working in a brief counselling approach that acknowledges the limited time actually available for counsellor/client interactions. Five counselling cases are examined from the integrated perspectives of a brief counselling approach and William Glasser's theory of human needs.

Résumé

La thérapie brève est un outil puissant pour travailler avec les adolescents. Autrefois, la thérapie brève se concentrait sur les stratégies de résolution de problèmes et d'établissement d'objectifs, tout en minimisant les cadres plus larges du développement humain en ce qui concerne les besoins (par ex., la survie, l'appartenance/ l'amour, le pouvoir, la liberté et le plaisir). Il est utile de tenir compte de ces besoins essentiels dans le counseling des adolescents, lorsqu'on utilise la méthode de thérapie brève, qui reconnaît le temps limité dont on dispose en réalité pour les interactions entre les conseillers et les clients. L'article examine cinq dossiers de counseling sous l'optique de la méthode de thérapie brève ainsi que la théorie des besoins élaborée par William Glasser.

Many forms of counselling have been devised to assist adolescents meet their needs in responsible ways. During the 1960s, the psychiatrist William Glasser (1965), founder of Reality Therapy, began writing about human needs, especially the needs of adolescents. Based on his own research and his experience in the Ventura School for Girls, he wrote with compassion and understanding about how adolescents were often desperate in their search to satisfy the physiological need to survive and the four psychological needs to belong and love, to gain power, to be free, and to have fun. Glasser theorized about why adolescents were sometimes seriously misdirected in their attempts to satisfy their needs. Since his initial conceptualizations of human needs and his elaboration on the practical applications of Reality Therapy, Glasser's (1981, 1986, 1990, 1995) work has survived the test of time and continues to be a

viable counselling approach, especially with school-aged children and adolescents.

A more recent form of counselling to assist adolescents in the fastest possible way is brief counselling. It has emerged since the 1980s as a viable alternative to psychodynamic and behavioural approaches to counselling. A problem-focused, brief counselling approach was first proposed in *Change* (Watzlawick, Weakland, & Fisch, 1974), and later elaborated in *The Tactics of Change* (Fisch, Weakland, & Segal, 1982). This counselling approach, known also as the Mental Research Institute (MRI) approach, involves four steps:

1. define the problem,
2. determine what had been tried so far,
3. set a specific goal, and
4. and implement interventions (Watzlawick, Weakland, & Fisch, 1974).

The MRI approach was a radical departure from the psychodynamic and behavioural approaches. It tended to divorce clients' internal dynamics and clients' cultural contexts from the abstract problem-solving process. In doing so, clients' problems and solutions were treated as independent of broader conceptualizations. Each problem was perceived as unique to that particular client. Idiosyncratic solutions, tailored to each client, were needed to reach a state where the client no longer experienced a problem. In adopting this parsimonious conceptualization of problems/solutions, those developing the MRI approach parted company with one of its seminal influences, Milton H. Erickson, who considered, as Haley (1973) described in *Uncommon Therapy*, his patients' physiological and psychological needs even as he searched for unique solutions to their problems.

The MRI problem-focused approach influenced Steve de Shazer and Insoo Kim Berg (associated with the Brief Family Therapy Center in Milwaukee) to develop solution-focused brief counselling (Berg & Miller, 1992; de Shazer, 1985, 1988; Furman & Ahola, 1992; O'Hanlon & Weiner-Davis, 1989; Walter & Peller, 1992). Solution-oriented counselling places major emphasis on finding exceptions to clients' self-defeating behaviours by asking questions such as: "When is this situation not a problem?" and "What is a time when you find that the problem isn't quite as big as it used to be?" Solution-oriented counsellors prescribe tasks that build on exceptions by having clients do more of what works. The counsellor might direct the client by saying, "During this next week, be aware of those times when you are getting along with your friends and notice what you are doing that makes that happen." Finally, solution-oriented counsellors have clients do something different if the present behaviours are not working. The counsellor might tell the client: "Do something different. It doesn't matter what it is, just that it be something really different."

Several authors have taken either the MRI problem-focused approach and/or the more recent solution-oriented brief counselling approach and applied them to work with school-aged children and adolescents. Golden (1983) provided early applications of brief counselling in a school setting. Amatea (1989) and Molnar and Lindquist (1989) have provided excellent examples of the MRI approach in schools. Selekmán (1993) illustrated how solution-focused brief counselling can be used in working with difficult adolescents. Littrell, Malia, and Vanderwood (1995) and Littrell et al. (1992) demonstrated how both problem-focused and solution-focused approaches could assist high school students in single-session counselling.

Despite the increased popularity of brief counselling as an approach that realistically confronts the limited time often available for working with adolescents, brief counselling has remained open to criticism that it deals only with narrowly defined topics and thus overlooks broader themes. The authors believe that this criticism of brief counselling would be successfully answered if brief counselling were to establish connections with a developmental framework that encompasses broadly-defined human needs. Our intent in this article is to show how brief counsellors can integrate the theorizing and practice of brief counselling with attention to human needs. We hope to demonstrate that this integration provides increased options for how counsellors can help their clients solve their specific problems, while simultaneously meeting their psychological needs. Analyses of five brief counselling cases illustrate how understanding and utilizing students' needs opens up the range of brief counselling. Each case primarily addresses one need. The cases draw on the work of three counsellors and their attempts to help high school students. Confidentiality has been maintained by changing names and other identifying information.

MEETING HUMAN NEEDS WITH BRIEF COUNSELLING

The Need to Survive

Adolescents search for ways to satisfy their needs for survival and belonging/love in many different ways. A common fantasy of troubled adolescents who contemplate suicide is that they will be able to watch as others attending their funerals express regret and anguish that they had not been nicer to those who had killed themselves. In our first case, Diane Nesselhuf, a high school counsellor in Sioux City, Iowa, dealt with a young adult who was seriously thinking of suicide and felt disconnected from a sense of community. Diane and the student met for only three sessions, but in that time she worked with him to address the need for survival by helping him feel more connected to others and thus have more sense of belonging. The case is presented in Diane's own words.

Reaching Out to Survive

In working with ninth through twelfth graders, there are certain human needs and developmental themes that seem to appear most frequently. The need that is most prominent is belonging, having a sense of community with others. Teenagers, like all human beings, need to feel a part of something. In high school this need is particularly evident with teams, clubs, gangs, etc. Two developmental themes that are evident at this age are the meaning of life and being bored.

It's a natural link for me to use brief counselling to help students see that some of their goals can be reached through volunteering. An example of this linkage is a case involving a young man named Brian. Brian is a ninth grader who is larger than most teens his age. He came to see me after a teacher referred him for being picked on and for writing suicide notes. I phoned his Mother who confirmed what the teacher and I suspected. Brian was very sensitive and felt he did not fit in; he saw his life as not having much worth.

When Brian and I met, he began to tell me about his suicidal thoughts. We talked about what Brian had tried to do to fit in (i.e., his attempted solutions), but he asserted that none of them had worked. We also focused on Brian's strengths and competencies and he said he really enjoyed writing and being on the newspaper staff. We discussed different goals that Brian could have and how he could make desired changes in his life. Brian said he liked helping people and he would be willing to do more of that. I explained Action Volunteers to Brian and told him they really needed someone to go to a few of their activities, interview some of the participating students, and write it up for the school newspaper. Brian thought this was a wonderful idea. He went home and talked to his mother about it. She called me the following day and said Brian was the most excited he had been since starting high school. Brian has since volunteered for several activities, interviewed students, and written some articles. Brian and I only met formally three times. He would check in with me to let me know how things were going.

Students can be stuck in many ways. Feeling left out or unwanted by a group or community can result in not having the need to belong/love be met. This in turn can diminish the motivation to survive. Diane recognized that a powerful tool to meet Brian's need to belong would be to have him connect with others. As in all good counselling, Diane first listened and tried to understand Brian's world. However, she did not dwell on what was not working and his accompanying feelings. Instead, she moved rather quickly to helping Brian focus on what he wanted, not what he did not want. What were Brian's interests? He talked about writing and liking to help people. Brief counsellors believe there are many ways to reach goals. In this case, Diane thought that through volunteering Brian could satisfy his need to belong/love which in turn would strengthen his motivation for survival. She presented volunteering as one method for helping Brian reach his goals of helping others.

The Need to Belong/Love

In the next case, "*Thank You*," Kirk Zinck, a high school counsellor in Fairbanks, Alaska, used brief counselling within a group to help a student satisfy her need to belong. Kirk found that this brief counselling intervention, in the group context, provided support and encouragement to his

client and allowed her to take new chances and learn new skills. This is his account:

"Thank You"

Counselling groups offer an excellent context for brief interventions. As the group develops and bonds, students requesting assistance can usually count on a little help from their friends within the group. The following example of brief counselling was used to address an individual's need to belong, within the context of a counselling group.

Jennifer, a painfully shy student, found it difficult to accept compliments. She felt insecure. A case of adolescent acne served to reinforce her self-image as unappealing. Jennifer was unsure of how to respond to people who complimented her, other than to apologize for some other deficiency she perceived in herself, to withdraw, or to simply ignore the compliment. Others' compliments were not seen as real because they did not match her self-image and so in Jennifer's world, the person giving the compliment could only be inaccurate or untruthful.

Jennifer's shyness problem was normalized as a common experience that many people encounter due to variations in what people find appealing in others. I reframed Jennifer's concern by telling her that accepting compliments is a social skill acquired through learning and sustained practice. Included in the reframe was the statement that people who give compliments want to be acknowledged, validated, and valued, and that therefore, to discount a compliment amounts to a subtle put-down. On the other hand, to accept a compliment is a social grace that may open up new relationships and provide a new view of one's positive qualities.

Previously attempted and contemplated solutions were explored in our group (Watzlawick et al, 1974). Group members proved helpful to Jennifer by asking questions, offering encouragement, and providing feedback. Jennifer's previously attempted solutions were numerous and included: discounting or disputing the compliment, apologizing, moving away from a person giving the compliment, not responding to the compliment, and affiliating with a group of students with low self-esteem with whom she was comfortable and unthreatened. She could not recall a time when she felt comfortable receiving a compliment, so no exceptions to the problem were generated (de Shazer, 1988). The student's stated goal was to gracefully accept compliments and reduce her discomfort.

Working together, Jennifer and I designed a two-part intervention task. First, Jennifer said she would respond to compliments by simply saying, "Thank you." I cautioned that nothing else was to be said in her response. Jennifer was encouraged to make eye contact and smile "as if" she enjoyed receiving the compliment. In the second part of the intervention, a formula task was assigned (de Shazer & Molnar 1984). As Jennifer accepted compliments, she was instructed to observe those things that happened that she would like to have continue. The purpose of the task was to convey an expectation that something worthwhile would happen and continue to happen. Jennifer agreed to report her observations at the next group session.

In order to practice accepting compliments and to receive feedback on her efforts, a go-around was done in the group. Each member commented on what they perceived as an attribute Jennifer possessed and she was helped to say "thank you" without qualifying the response.

At the next meeting, Jennifer reported that while performing the agreed upon task, she experienced increased confidence in the compliments given and in her ability to accept them. Some group members observed that as Jennifer discussed her assignment, she spoke with her head up and her hair out of her face. This was a significant change in nonverbal behaviour.

During a later group meeting, Jennifer again reported increasing self-confidence. Further, she was experimenting with moving beyond the students she usually associated with. She reported mixing with other student groups. Though the new behaviour presented definite challenges, Jennifer was increasingly able to risk broadening her relationships.

Jennifer's occasional check-ins with me confirmed that she had continued responding to compliments with a "thank you" and a smile throughout the balance of the school year. Eventually, she was observed mixing with a variety of people and less exclusively with her original group of acquaintances. Apparently, Jennifer continued to develop her self confidence because she tried out for cheerleading the following year; she made the squad!

In this case, a student was assisted using brief counselling within a counselling group, which resulted in some rapid and dramatic changes. MRI's four-step brief counselling process was used: the problem was assessed, attempted solutions were reviewed, a limited goal was set, and a task was assigned to facilitate change (Fisch et al., 1982). In addition, Kirk drew on elements from solution-focused brief counselling when he searched for exceptions and gave the formula task. As Jennifer continued working within the group, this brief intervention dovetailed into her ongoing work. Her further experiences during the term of the group appear to have been complimentary, allowing her to expand upon the changes made in relation to the initial brief intervention.

The Need for Power

Dealing with authority constantly confronts adolescents. Authority is most often parents, teachers, and police. Finding ways to interact with people in authority besides getting mad and getting even is a challenge, especially when differences in power are played upon, rather than minimized. In the next case, Kirk Zinck worked with a verbally abused young woman who initially perceived she had little power in the relationship.

Creating a Level Playing Field

Brenda approached me with the complaint that long-distance phone conversations with her stepmother inevitably became verbally abusive. Conversations which started as a friendly exchange of information would soon become critical, with the stepmother calling Brenda names, criticizing her biological mother, and labeling Brenda's defensive response as disrespectful. In frustration and anger, Brenda would soon say things that intensified the conflict. Eventually Brenda's father would get on the phone and reprimand her for being disrespectful to her stepmother. All the parental criticism was done under the guise of "concern and love." Conversations inevitably ended with Brenda in tears, feeling thoroughly discounted, and receiving advice from her biological mother amounting to the admonition, "Just don't talk to them." Brenda felt that contact with the father and stepmother was important, and naturally sought the approval and validation that most adolescents desire from parental figures.

In exploring the problem, Brenda decided her goal was to continue the phone conversations, but on a friendly, informative, and respectful basis. The initial task was to reframe her concept of "respect," from one-sided to mutual, helping her to understand that she also merited respect in family interactions. Next, Brenda

would learn to initiate a change in the usual pattern of conversation, to teach the parents to speak to her respectfully and without the usual criticisms, shouting, and name-calling.

Brenda's prior attempted solutions were explored. She indicated that she had attempted to defend herself, used sarcasm, and reduced contact. Because she had recently joined her mother's household, against the wishes of the father and stepmother, there were no exceptions to this conversational pattern that we could draw on in constructing an intervention task. Her attempted solutions had not been successful, and the biological mother was unable to provide protection or viable assistance.

Further collaboration allowed us to develop a simple intervention task for Brenda to carry out. When a phone conversation became unfriendly or critical, Brenda was to say, "This conversation is going nowhere and we are not solving anything. Let's talk again when we can be reasonable. I am going to hang up now. Goodbye." She was to hang up immediately and unplug the phone for the next hour or two. This avoided becoming hooked into angry, retaliatory phone calls.

Brenda and I reviewed feeling cues and verbal indicators so as to determine very quickly when the conversation was becoming unfriendly. We determined that criticism from the parent, followed by a name or label, would be the cue to initiate the task. At all times Brenda agreed to keep her end of the conversation respectful, and to refrain from swearing or name-calling in retaliation. This was framed as teaching the parents how to treat her, through modeling respect and asserting herself. The message used was developed largely by Brenda, after presentation of a basic model by the counsellor and a bit of mutual brainstorming. Brenda agreed to carry out the task of being assertive whenever a phone conversation became abusive. She agreed to report on her efforts at our next meeting.

While seeking to network support for the student's attempts to change phone behaviour, it was determined that her mother would notice and comment on any change in the student's handling of phone conversations. Though not discussed with the mother, this gave her a supportive role, through a natural tendency to validate her daughter's experience.

Brenda utilized the technique in the next weekly phone call. At our follow-up session, Brenda reported a sense of empowerment; she had attempted the task and had not ended the conversation in tears of anger and frustration. Her evaluation was that she had not performed the task quite as planned, having endured some abuse before making the statement, yet she was confident about repeating the task the next time it was necessary. Together we appraised and complimented her performance, reviewed the task again, and closed the session. At the next follow-up session Brenda reported repeating the telephone technique. She reported making a well-timed response and felt increased confidence in the task and results. At our third follow-up session Brenda reported that the conversation with her stepmother was cordial. During the conversation her father came to the phone to say a friendly "hello." The biological mother commented on her daughter's changed demeanour, which served to affirm the results of the task performance.

It must be acknowledged that it is difficult for a young person to assert themselves with a parent. Simple rehearsal in the initial session helped the student become comfortable with the statement agreed upon. The statement was also written out so that the student could have it by the phone, if necessary. In framing the situation, "mutual respect" was heavily emphasized so that this intervention would not further divide the conflicting parties, and so that the girl could become comfortable with the concept of expecting and receiving, as well as giving, respect.

Eventually, Brenda's performance of the task led to her assumption of control, in a situation where she originally felt quite helpless.

This brief counselling intervention consisted of an initial one-hour session followed up by three 20-30 minute follow-up sessions. The goal was simple, short term, and specific: Brenda would use the statement in phone conversations that became abusive. Results were behavioural, easily described, and quickly evident.

I was able to follow up on this intervention recently, as I prepared this write up. Three years later, Brenda reports still using the technique successfully whenever phone conversations turn ugly. The use of the technique allows her to reestablish a respectful tone as needed, within the space of a single phone call. Further, Brenda has been able to generalize the technique to other verbal conflicts with friends or boyfriends. Continued use and generalization of this phone technique allows Brenda to establish control and mutual respect in given situations. Brenda is meeting her need for power by being able to obtain respect.

In a memorable aspect of this intervention, about two years after Brenda and I worked together, she joined a counselling group I was facilitating. During one session a group member expressed concern regarding abusive phone conversations. Brenda shared her experience and together Brenda and I taught the phone technique to the group. Within a short time, positive results were reported by the concerned group member, who applied the technique. A useful tool was passed on to others and the Brenda's use of this phone technique was reaffirmed.

Kirk's client learned how she could gain greater control of her environment by influencing the behaviours of others. By reframing the adults talking to the client as a "privilege," Brenda was introduced to a new perspective that opened up ways of expressing her need for power—the right to be treated with respect and dignity.

The Need for Freedom

While many young adults find support and encouragement from friends, too many students find that adults restrict their freedom in arbitrary ways. Kirk's final case involves a student trying to balance her needs for freedom and belonging/love. Leaving home is a difficult transition, even when a family has adequately prepared a child for the change. Occasionally a young person is not quite ready to make the transition from high school student to young adult, with all of the implications of this move. Kirk Zinck's following case description illustrates the use of a brief counselling intervention to ease this transition.

Opening Up Alternatives

Opening the middle of the school year, a parent contacted me with concerns about Missy, her daughter who was a high school senior. Missy, an average scholar for whom failure was unusual, was in danger of failing required courses. A further concern expressed by Missy's mother was her daughter's association with very young friends, including a boyfriend who was three years younger.

Though Missy did not acknowledge that fear of leaving high school was behind her non-performance, I hypothesized that the student might be assuming that failure was necessary in order to remain in high school beyond her senior year. Her intense association with much younger students served to reinforce my impression of Missy's reluctance to move on in a more typical developmental manner.

A check with Missy confirmed my hypothesis. Although she did not consider her failure intentional, she expressed apprehension about leaving school and home after graduation. She stated that she wished she could remain in high school a little longer.

Collaboration between Missy, her mother, and I established a focus on Missy's failure to do class work and the risk of failing courses required for graduation. Threats by both parents, the promise of a car contingent upon grades, conferences with teachers, and restriction had done little to change Missy's school performance.

During counselling, Missy's fears were normalized and reframed as reasonable and common responses to new opportunities, choices, and responsibilities. She was offered an option of remaining in high school beyond her senior year, if she so desired. In past years, it was explained, an occasional student had remained in high school, to pick up additional course work, though they had completed graduation requirements. Their diploma was simply held for a semester or year, until they accomplished their goals.

Missy's response was an expression of relief. The option of staying in high school was discussed further and the possibility of half-day attendance was explored. After additional discussion, Missy set a goal to do the required work to pass her classes. We agreed that, at the end of the school year, she could choose between staying in high school or receiving her diploma. One brief follow-up session was conducted, at which time the goal and options were reviewed.

In the intervening months, Missy went on to pass her classes. She became caught up in the enthusiasm of her classmates, began to plan for her future, and decided to graduate at the end of the year. Four months after graduation I saw Missy in the community. She stated that she was working part time, attending college, and had arranged to live at home and pay rent for a while. She also introduced me to her new boyfriend, a university student of her own age.

Kirk's student was assisted in making a developmental transition through the use of brief counselling that incorporated assessing and normalizing the problem, evaluating attempted solutions, developing alternatives to the attempted solutions, and setting a goal. Once a small change was made (i.e., the presentation of an alternative to either failure or graduation), Missy, under decreased pressure, was able to incorporate other changes in making the transition at a pace, and with conditions, suited to her unique needs. As was intended, a simple perceptual shift led to other growth enhancing changes. Brief counsellors stress the opening up of real choices; more choices satisfies the need for freedom.

The ability to satisfy one need is not independent of the satisfying of others. Helping a client meet one need may also help the client meet other needs. Counsellors can assist students in obtaining more power in their lives by helping students see that life is not set in concrete. Rules and policies are for people, not the reverse. When Kirk helped the student see that she was not forced to graduate and that she had choices, the student had more power to decide on options; she also had more freedom. As power and freedom needs were met, Kirk's student could also act in a more mature way to get her belonging/love needs met. She began to interact more with her peers and chose to graduate with them.

Further proof that the changes were not temporary occurred when she introduced Kirk to a boyfriend her own age.

The Need for Fun

Experimenting with alcohol and drugs are ways many adolescents choose to meet their needs for fun, belonging/love, freedom, and power. Adolescents find that drugs are a way to have fun and not be bored. The experiment's serious downside is the potential to endanger survival needs and eventually the four other needs. Counsellors face the task of helping adolescents find fun in ways that are life enhancing. The challenge is daunting. Charles Yorke, a counsellor in Baddeck, Nova Scotia, tells about helping Adam, a 17-year-old student, find alternatives to alcohol and drugs as a way of having fun.

Wrestling with Fun Options

To the casual observer, Adam would have seemed to be at the top of his game. However, he was horrified by the results of his recent mid-term report and he requested a consultation with guidance services. Rather quickly Adam revealed that his attention to drinking and drug was his way to have fun, but that there was a down side. This type of "fun" was diverting his attention from effectively dealing with a series of disappointing events. The signals sent by his falling grades, the eroding relationships at home, and his poor athletic competition results were proving too dangerous to avoid any longer.

Rather than dwell on what wasn't working in Adam's life, I used some powerful solution-focused brief counselling questions to find out what was working in his life, such as, "What sort of activities do you do when you are not drinking?" "How do you feel when you are doing these activities?" and "What can you do to spend more time doing these things?" Adam and I built on his answers as we formulated mutually-agreed upon goals, such as (a) increasing Adam's involvement in events and activities where drinking and drug use are not encouraged, and (b) improving Adam's academic standing. To help achieve these goals, we devised a plan that involved (a) volunteerism, (b) leadership opportunities, (c) contributions in the school, and (d) increased physical fitness to improve competition readiness. We thoroughly discussed these methods for achieving his goals and he contracted to begin doing them.

Adam entered a peer drug education program so as to become more aware of and more knowledgeable about the effects of drugs. Subsequently, Adam shared his new awareness and knowledge by making presentations to elementary students and a community drug awareness group. Increased involvement in school groups and leadership positions enhanced Adam's focus. Abstaining from alcohol and drugs, Adam began feeling more physically fit. He returned to his previous form where he soon was competing in a wrestling championship. From time to time Adam and I met informally to assess how things were going and to provide encouragement.

Following high school graduation, Adam entered college. Within the next year I was informed of Adam's placement on the Dean's List and that he had made the varsity wrestling team.

Charles believes that students like Adam can have fun in many life-enhancing ways. The focus of brief counselling on students' solutions,

rather than just problems, makes the attainment of goals more enjoyable; the process helps students meet their need for fun.

DISCUSSION

Both problem-focused and solution-focused brief counselling are sometimes seen as quick fixes and manipulative because they appear to focus narrowly on concrete and specific changes (Littrell, 1997). Unfortunately, too much of the brief counselling literature has treated clients' problems as though they were problems separated from the whole person. Just as lately there has been a correction to ensure that the relationship aspects of brief counselling are not minimized and that clients' feelings are validated (Duncan, Solovey, & Rusk, 1992), so also must human needs be recognized and incorporated into the practice of brief counselling.

When counsellors attend to clients' needs, they open up new options for how their clients may reach their goals. When Diane helped Brian to volunteer, she not only helped him problem solve (i.e., find solutions that worked for him), she was also helping him to meet his need for belonging/love. By tying Brian's solution to a framework that acknowledged clients' needs, Diane expanded Brian's world, not only in the more limited sense of problem solving, but also in the broader sense of addressing and acknowledging human needs. In all five cases we have presented, problem-solving and solution-generating were linked to needs. This linking provided the counsellors and clients new options from which to choose.

If brief counsellors begin to conceptualize students' needs in an overarching developmental framework that contains the brief counselling approaches, strategies, and techniques, then brief counselling can no longer be accused of not addressing the whole person or of not taking into account the larger picture. The cases presented here demonstrate that counsellors can and do pay attention to adolescents' needs even as they are using a brief counselling approach. The themes expressed in young adults' lives are a reminder that human needs continue to be expressed in many different ways. Considering the restraint of time most school counsellors experience, brief counselling is quite compatible with a developmental framework that consider the needs adolescents are seeking and struggling to meet.

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Diane Nesselhuf works as a high school counsellor at East High School in Sioux City, Iowa. Diane loves the challenge of working with adolescents. In the summers, Diane and her own family and friends can be found helping other families in rural villages of Guatemala.

Charles Yorke is currently a guidance counsellor at Baddeck Rural High in Nova Scotia. He finds brief counselling an effective tool that he incorporates with his specialization in career awareness counselling.

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