

See discussions, stats, and author profiles for this publication at: <https://www.researchgate.net/publication/254361402>

The Use of Sandtray in Solution-Focused Supervision

Article in *The Clinical Supervisor* · July 2011

DOI: 10.1080/07325223.2011.621869

CITATIONS

13

READS

350

3 authors:



Marcella D. Stark

Texas Christian University

23 PUBLICATIONS 76 CITATIONS

SEE PROFILE



Rebecca K. Frels

Lamar University

33 PUBLICATIONS 253 CITATIONS

SEE PROFILE



Yvonne Garza

Sam Houston State University

25 PUBLICATIONS 233 CITATIONS

SEE PROFILE

Some of the authors of this publication are also working on these related projects:



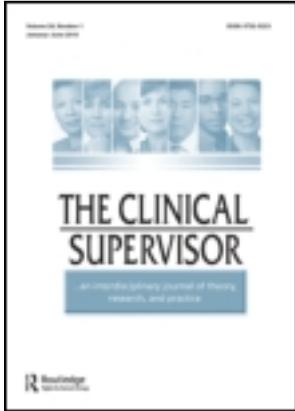
Immediacy [View project](#)

This article was downloaded by: [Sam Houston State University]

On: 07 December 2011, At: 06:36

Publisher: Routledge

Informa Ltd Registered in England and Wales Registered Number: 1072954 Registered office: Mortimer House, 37-41 Mortimer Street, London W1T 3JH, UK



The Clinical Supervisor

Publication details, including instructions for authors and subscription information:

<http://www.tandfonline.com/loi/wcsu20>

The Use of Sandtray in Solution-Focused Supervision

Marcella D. Stark ^a, Rebecca K. Frels ^b & Yvonne Garza ^a

^a Sam Houston State University, Huntsville, Texas, United States

^b Lamar University, Beaumont, Texas, United States

Available online: 29 Nov 2011

To cite this article: Marcella D. Stark, Rebecca K. Frels & Yvonne Garza (2011): The Use of Sandtray in Solution-Focused Supervision, *The Clinical Supervisor*, 30:2, 277-290

To link to this article: <http://dx.doi.org/10.1080/07325223.2011.621869>

PLEASE SCROLL DOWN FOR ARTICLE

Full terms and conditions of use: <http://www.tandfonline.com/page/terms-and-conditions>

This article may be used for research, teaching, and private study purposes. Any substantial or systematic reproduction, redistribution, reselling, loan, sub-licensing, systematic supply, or distribution in any form to anyone is expressly forbidden.

The publisher does not give any warranty express or implied or make any representation that the contents will be complete or accurate or up to date. The accuracy of any instructions, formulae, and drug doses should be independently verified with primary sources. The publisher shall not be liable for any loss, actions, claims, proceedings, demand, or costs or damages whatsoever or howsoever caused arising directly or indirectly in connection with or arising out of the use of this material.

The Use of Sandtray in Solution-Focused Supervision

MARCELLA D. STARK

Sam Houston State University, Huntsville, Texas, United States

REBECCA K. FRELS

Lamar University, Beaumont, Texas, United States

YVONNE GARZA

Sam Houston State University, Huntsville, Texas, United States

Counselors-in-training are in a unique position to begin bridging theory with practice. Supervision and strong supervisory relationships allow supervisees to verbalize and explore goals, case conceptualizations, and client relationships. Solution-focused supervision, like solution-focused counseling, maintains that supervisees build upon times of success for insight and goal setting. Likewise, the modality of sandtray in supervision allows for supervisees to freely express and explore personal and professional growth as counselors. In this article, we advocate the interface of solution-focused techniques and the use of sandtray to facilitate and enhance counselor supervision.

KEYWORDS *sandtray, solution-focused supervision*

THE USE OF SANDTRAY IN SOLUTION-FOCUSED SUPERVISION

Solution-focused supervision (SFS) adapts the model of de Shazer's (1991) solution focused brief therapy (SFBT) to the clinical supervision of counselors-in-training/supervisees (Juhnke, 1996). In SFS, supervisors work with supervisees to bring to the forefront what has worked in times of success rather than focusing on problems. That is, supervisees' strengths are

Address correspondence to Marcella D. Stark, Department of Educational Leadership and Counseling, Sam Houston State University, Box 2119, Huntsville, TX 77341. E-mail: marcella_stark@yahoo.com

amplified, and they are encouraged to build on clinical successes when they might otherwise feel stagnant regarding ways to grow as a counselor. We propose that using sandtray in supervision may facilitate the process of SFS in unique ways.

The expressive arts, including sandtray, have long been viewed as a means of catharsis (Gladding, 2005). In fact, Bradley, Whiting, Hendricks, Parr, and Jones (2008) noted the use of sandtray increasing in popularity and significance in the area of healing and teaching. The modality of sandtray, known for its ability to facilitate clients through a deeper reflective process, may cultivate the same benefits for supervisees as it does for counseling clients (Bainum, Schneider, & Stone, 2006). Indeed, the use of creativity (e.g., sandtray) results in a production or a tangible product and facilitates insight through an experience (Gladding, 2005). Specifically, the spontaneous and playful nature of sandtray evokes risk taking and generates an outlook of self that is authentically based rather than based on external perceptions and expectations (Luke, 2008). According to Garza and Watts (2009), supervisees, early in their training, tend to work from a place of dependence on their supervisors for feedback and evaluation. Sandtray aids supervisees in shifting to a place of self-reference, looking inside themselves to discover what they think, feel, and need. The use of sandtray encourages supervisees to embrace thoughts and feelings of the innermost self, taking ownership of personal strengths and resources (Garza & Watts, 2009). It is our belief that the modality of sandtray can be particularly advantageous in enhancing supervisees' growth processes in SFS. To that end, the goal of this paper is to (1) discuss the rationale for the interface of sandtray and SFS, (2) share several sandtray techniques that are appropriate to supervision, and (3) demonstrate the use of sandtray in supervision with specific solution-focused techniques.

SANDTRAY OVERVIEW

Sandtray counseling utilizes a tray filled with sand and particularly selected miniatures to assist clients to reveal and process both intrapersonal and interpersonal issues; the sandtray can be used to implement various techniques from a variety of theoretical orientations (Homeyer & Sweeney, 1998; Kottman, 2003). Sandtray originated from Margaret Lowenfeld's (1979) World Technique, which involved asking children to select small objects or miniatures and to create their world as they perceive it. Dora Kalff (1980) expanded the Lowenfeld World Technique, distinguishing a Jungian approach and coining the term *Sandplay*, to a directive process whereby a person would choose and arrange figures in the sand for a dimensional production to represent his or her psychic or internal situation. Bradway and McCoard (1997) recognized the idea that in sandtray, the use of a metaphor, created as a scene in the sand, might function as a mirror for a client to see

his or her authentic self. Therapeutic distance (e.g., a safe and protected environment) occurs through the use of symbolism. Consequently, unconscious conflicts and emotionally laden issues that may be difficult to tolerate via the spoken language are able to be played out in the sand via symbolic metaphor, making them visible and concrete.

SANDTRAY USE IN SUPERVISION

Sandtray is used in supervision to facilitate particular metaphors that help supervisees achieve greater insight with regard to conceptualizing clients and addressing potential struggles that might negatively influence therapeutic work (Lahad, 2000; Markos & Hyatt, 1999). The use of images, such as sandtray miniatures, empowers individuals “to cope with difficulties by strengthening introspection and the visualization of concepts and problems” (Lahad, 2000, p. 15). Unique attributes of sandtray are that supervisees are able to (1) conceptualize their clients, (2) set therapeutic and supervisory goals, and (3) enhance both the counseling and supervisory relationships in a way that is both visual and tangible. This process helps supervisees to draw upon their creative resources (Lahad, 2000) and see new solutions to problems (Markos & Hyatt, 1999). An additional benefit of sandtray in supervision is the parallel process through which supervisees learn to use sandtray themselves. For example, after a supervisee creates a scene in the sand with respect to his or her counseling experience, the supervisee experiences the very technique to be later used with a client. In their research on sandtray supervision, Markos and Hyatt (1999) noted that the majority of the participants began implementing this modality with their own clients.

Supervisor–Supervisee Relationship

Supervision has been recognized as an essential and required component for counselors in training (American Counseling Association, 2005). It is often the case, in order to facilitate skill development and professional growth, that supervisees confront personal issues that interfere with their ability to help clients. Many times, supervisees are encouraged to move beyond their comfort levels regarding self-awareness and confront both intrapersonal as well as interpersonal issues via supervision. In addition, supervisees might be highly cognizant of the fact that they are being evaluated. Hence, in order to promote an atmosphere for self-exploration (as suggested by Kalff, 1980), supervisors should provide a safe atmosphere for supervisees to fully engage in this emotional process. Gard and Lewis (2008) concluded that it is imperative for the supervisor-supervisee alliance to be strong because it serves as a model for the supervisee-client alliance; they particularly stressed a compassionate supervisory bond that is one of care, respect, and trust.

There is safety in the supervisor–supervisee relationship in utilizing symbols and metaphors (as with sandtray) for supervisees to express strong beliefs and emotions; thus, it is not necessary to rely solely on the spoken word for interpersonal communication (Morrison & Homeyer, 2008). Utilizing metaphor creates therapeutic distance, allowing for supervisees to go deeper. However, the nature of sandtray might be anxiety provoking because it is unfamiliar to supervisees. Therefore, it is critical that supervisors set a tone of curiosity, respect, and excitement with regard to the initial use of sandtray in supervision. As such, sandtray processing (e.g., discussing a scene in the sand) is a cooperative venture between the creator and the witness; the role of the witness (supervisor) is one of gentle inquiry rather than an interrogative or critical nature (Garza & Watts, 2009).

Sandtray Supervision Techniques

Sandtray can be used in a variety of ways within the context of supervision. Often, sandtray is used to help supervisees conceptualize their clients as well as to set therapeutic goals. The following is an example of a sandtray technique used in supervision as noted by Markos, Coker, and Jones (2008): “Students each created a sandtray to reflect their perceptions of their client’s current situation, and what they hoped would be the outcome at the conclusion of counseling. Students were then asked to articulate the specific steps they planned to take with their client based on their changed scene” (p. 9). With consideration to processing a tray, the example by Markos and colleagues (2008) highlights an action plan or steps supervisees would take with a client. This client conceptualization activity might help identify specific goals or objectives for treatment planning. In creating a scene, the supervisee is asked to create two separate trays, and the supervisor processes them independently. Another possibility is that the supervisee might be asked to create one tray, making changes spontaneously as it relates to the discussion of the client’s needs. Similarly, sandtray might be used to assist supervisees in developing goals regarding their own development as counselors. Garza and Watts (2009) described a maze technique in which the supervisee selects an object to symbolize a goal in his or her skill development and other objects to represent obstacles or fears perceived to be barriers.

In addition, supervisors can use sandtray to facilitate discussion of therapeutic and supervisory relationships. In creating a scene, supervisees will sometimes leave themselves out of a story. An astute supervisor might inquire into the relationship between the supervisee and the client, especially from the perception of the client (e.g., where the counselor fits into the client’s world), and this question might lead to a discussion of how the supervisee sees his or her role as a counselor in addition to a discussion of the

supervisee-client alliance. With this in mind, Garza and Watts (2009) advocated creating a tray of the supervisory relationship on occasion when the supervisor senses a distance or barrier in the supervisor-supervisee relationship—"I'll pick one symbol representing our current relationship, and you pick one. In addition, pick a symbol that shows how you wish the relationship would be."

Furthermore, sandtray might be used to address countertransference issues, and allow supervisees "to express their reactions to particular cases" (Markos et al., 2008, p. 12). The supervisor asks the supervisee to create a world in which miniatures portray thoughts and feelings about a particular client (Gill & Rubin, 2005). Even though Lahad (2000) was not referring specifically to the modality of sandtray, she described the following supervision strategy:

Sometimes I use the small objects in order to help my supervisees learn about their likes and dislikes and attractions and rejections in relation to their clients. . . . Ask them to choose one that they like and one that they dislike (that repelled or maybe were just indifferent to). . . . Sit with the two objects for a while and write down all the things that came to mind as [they] looked at them. (p. 90)

Introducing and Processing a Sandtray

Supervisees might vary in their receptiveness to sandtray. Some supervisees enthusiastically embrace experiential modalities, whereas others might need more encouragement. A more hesitant supervisee might require an explanation of the benefits as well as normalizing statements acknowledging his or her discomfort. For example, a supervisor might state:

I understand that this is a little different from what you're used to, and it may feel strange at first. I ask that you humor me and treat it as an experiment. Even if you don't find it beneficial, you will have learned about a new therapeutic tool.

Regardless of motivation level, supervisees should be primed for the sandtray supervision experience, so they can mentally focus on the task at hand. Garza and Watts (2009) advised giving supervisees time to transition from class, work, traffic, and other concerns that plagued them before walking through the door. Case in point, a supervisor might request "Take a few moments, close your eyes, and breathe deeply. Feel the sand, noting how it feels on your skin, as you reflect on this client and your supervisory needs."

After a brief time of reflecting on his or her client, the supervisee peruses a selection of miniatures representing people, animals, structures, and other objects and selects items that represent the client (or the problem

or the relationship) in some way. Next, the supervisee arranges the miniatures to create a scene in the sandbox. Taking a curious position, the supervisor asks questions about the created scene. Although the supervisor might point to or touch different miniatures through this process, it is important to note that the space of the sandtray should be protected for the supervisee; the supervisor should refrain from moving anything without the supervisee's permission. Moreover, supervisees should make decisions regarding the sandtray and manipulate the miniatures in the sandtray independently. Supervisory questions and statements might include the following:

1. Tell me about the items you selected.
2. As you look at the scene you have created, what stands out to you?
3. If you could give this scene a title, what would it be?
4. Is there anyone or anything missing that should be added?
5. What does this scene say about your relationship with your client?
6. What is this person thinking?
7. What might be changed or moved to facilitate change?

In addition, Garza and Watts (2009) proposed that supervisors use the language of supervisees' identified counseling theories when processing trays in order to model theoretical application.

SOLUTION-FOCUSED SUPERVISION (SFS)

Similar to SFBT, SFS emphasizes solutions rather than problems. Techniques for both SFBT and SFS include complimenting, finding exceptions, and goal setting through the use of specific questions. Although SFS is particularly appropriate for supervising counselors using SFBT, it may be used as a framework for supervising counselors from other theoretical orientations as well. In addition, supervisors who adopt a solution-focused style of supervision facilitate the development of higher perceived self-efficacy in supervisees (Koob, 2002). Solution-focused supervisors maintain a positive approach to supervision and focus on helping supervisees capitalize on what is already working in their counseling. Koob (2002) observed that SFS consists of assumptions that are opposite from traditional deficit-focused clinical supervision in that (1) supervisors give more attention to the successes of supervisees rather than to their mistakes; (2) supervision focuses on supervisees' development rather than the clients' growth; and (3) there is more than one right way to conduct therapy. Supervisors meet supervisees at their respective developmental levels and encourage supervisees to build upon therapeutic successes (Marek, Sandifer, Beach, Coward, & Protinsky, 1994). As a result, supervisors foster supervisee growth through

a process of identifying and accentuating strengths as well as reflecting on solutions and successes.

USE OF SANDTRAY IN SOLUTION-FOCUSED SUPERVISION (SFS)

Sandtray is a complementary modality for SFBT because, when using them together, supervisors “stress resiliencies, strengths, and possibilities without limitations” (Taylor, 2009, p. 58). Likewise, sandtray might be used in SFS to assist the supervisee in recognizing and augmenting strengths. The modality of sandtray can also facilitate the development of supervisees by helping them to identify with clients (Markos et al., 2008) and to gain a new perspective on a problem situation (Markos & Hyatt, 1999). Taylor and Clement (2009) suggested that many solution-focused techniques may be implemented through sandtray. Thus, the use of sandtray in SFS comprises the following components: (1) beginning in the initial supervisory session; (2) enhancing the structure (example) of SFS; and (3) integrating specific SFBT techniques (e.g., complimenting, describing the problem, finding exceptions, goal setting, miracle question, fast-forwarding question, relationship questions, and scaling questions).

Initial Supervisory Session

The first supervision session is a time for the supervisor and supervisee to become acquainted and to discuss and agree upon the logistics of supervision such as when and where the meetings will take place, any supervisory fees, and the responsibilities of the supervisor and the supervisee, and to review and sign a supervisory contract. It is also a time to clarify expectations and set goals for the supervisee’s development (i.e., professional skills, and knowledge). Juhnke (1996) recommended the following agenda for an initial supervisory session:

1. clarify, elaborate, and expand goals for supervision;
2. encourage the supervisee to identify strengths;
3. discuss how skills and attributes can be used to provide effective treatment; and
4. address any unrealistic expectations.

We offer for consideration ways that sandtray might be utilized in an initial supervisory session to identify both goals and strengths. After introducing the concept of sandtray and preparing the supervisee for the experience, the supervisor might say, “Select a few objects that represent your goals for this internship (or practicum) Tell me about the items you selected and what they mean to you.” The supervisor might also ask the

supervisee to select a miniature that represents himself or herself as a counselor and to add that object to the scene. Follow-up questions should be asked regarding how the supervisee sees himself or herself in relation to the goals identified.

SFS emphasizes building upon strengths, and the supervisor should work toward this goal from the first meeting. As such, a supervisor might request supervisees to select three objects that represent strengths and resources that they perceive as important to working with clients. This exercise might reduce a supervisee's anxiety and reassure the supervisee that the aforementioned strengths contribute to skills that are beneficial to clients. The supervisor might subsequently augment these strengths with additional inquiries such as "Tell me how you will use these skills in your first counseling session." Another might be "Describe how you see yourself using your skills and attributes in a successful session." As the supervisees visualize themselves being successful with specific details, they become more likely to duplicate that success in reality.

Complimenting

Solution-focused supervisors take care to note positive events and processes in their supervisees' counseling. For example, the supervisor would amplify even the smallest successes to promote supervisee development (Juhnke, 1996; Knight, 2004; Marek et al., 1994; Presbury, Echterling, & McKee, 1999). When a supervisor illuminates what supervisees have done well, the supervisees are more likely to consider these happenings outside of supervision and begin to see themselves as competent counseling professionals (Presbury et al., 1999). In contrast, when the focus of supervision is on supervisees' failures, supervisees might become so focused on avoiding mistakes that they might not fully attend to their clients. In our experience, supervisees have less difficulty identifying areas for growth than discovering the many successful components that occurred in a session.

Taylor (2009) suggested that solution-focused counselors using sandtray consider asking clients to "make a scene of what is better" (p. 66). Similarly, supervisors might ask supervisees to specifically create a scene of what has improved in their counseling skills, encouraging supervisees to highlight times of success. This process is an indirect way of both complimenting supervisees on their progress and having supervisees take ownership of their strengths. Subsequently, supervisors may provide more direct compliments. Nims (2007) described a technique coined "wows and hows" to acknowledge a client's accomplishments (p. 57). Supervisors might employ this same technique to compliment supervisees. For example, the supervisor might comment, "Wow, you were able to manage the silence for a full twenty

seconds! I know that has made you extremely uncomfortable in the past. How were you able to stop yourself from breaking the silence?" As the supervisees describe how they were able to be successful, the likelihood of their repeated success is increased.

Describing the Problem

Although the focus of SFBT and SFS is on solutions, problems are to be expected throughout counseling and counselor supervision. In SFBT, the first stage of counseling involves describing the problem (De Jong & Berg, 2008). Sometimes, the simple act of describing the problem using sandtray can result in progress. Just as solution-focused counselors believe that the client has already made progress with the first phone call (scheduling the initial appointment), solution-focused supervisors believe that problem resolution has begun through the creation of the first sandtray (Garza & Watts, 2009).

In the context of SFS, supervisors might request that supervisees create a scene representing their struggles with a client. Once the sandtray scene is visually present before them, supervisees may be better able to see (1) how the problem has affected the client, (2) what is most important to work on initially, and (3) what alternative solutions address the problems. In fact, additional trays might be created to represent interventions that the supervisee has already tried in previous counseling sessions. As a result, the supervisor might process the tray in a supervision session by asking, "Which parts of your session were helpful, even just a little?"

Finding Exceptions

The exception question helps supervisees find exceptions to a problem—times when the struggle was not as much of a struggle (de Shazer, 1991). When supervisees are able to find exceptions, they can begin to work on making the exceptions more of a standard practice in their counseling sessions. With respect to the technique of finding exceptions, Presbury and colleagues (1999) advocated the use of presuppositional language ("Tell me about a time that your intervention was helpful to your client") rather than subjunctive language ("Can you think of an intervention you used that was helpful?"). This slight difference in wording presents an assumption of success and facilitates supervisees to discover exceptions.

Also, when a supervisee creates a sandtray replicating the use of an effective intervention with a client, the sandtray serves as a visual validation of his or her success. The supervisee notes and is encouraged to verbalize his or her achievements. Furthermore, the "details allow her [or him] to rehearse the successful sequence of events and begin to note how this might be repeated" (Nims, 2007, p. 61). The use of sandtray allows for the exploration of such details.

Goal Setting

Goal setting is an integral part of both SFBT and SFS, and solution-focused supervisors ask specific types of questions to help supervisees create solutions to their struggles. These questions include

1. the miracle question (de Shazer, 1991),
2. the fast-forwarding question (O'Hanlon & Weiner-Davis, 2003),
3. relationship questions (Berg, 2005), and
4. scaling questions (Berg & Miller, 1992).

MIRACLE QUESTION

In SFS, the miracle question (de Shazer, 1991) prompts supervisees to consider a scenario wherein their struggles do not exist. The question might be worded in the following manner:

Suppose that tonight, after our supervision, you go home and fall asleep, and while you are sleeping a miracle happens. The miracle is that the struggles you have encountered are solved, but you don't know that the miracle has happened because you were asleep. When you wake up in the morning and if you were to work with this client, what will be some of the first things you will notice *about yourself* in your sessions that will tell you this miracle has happened? What will you be doing differently?

Follow-up questions asked by the supervisor assist supervisees to expand on their miracle and provide specific details about behavior changes. As supervisees consider how they will be different, supervision goals are collaborated upon accordingly. Berg and Steiner (2003) suggested for supervisees that a "focus on making their visual images more vivid, . . . so that they can be reminded of their own dreams and hopes for themselves" (p. 74) is a strong foundation for goal setting. The use of sandtray helps supervisees in creating such vivid images. For example, the supervisor may ask a supervisee to create two scenes—one scene illustrating the difficulty with a client and another scene portraying what would be different about the supervisee if a miracle occurred (Sori, 2006).

FAST-FORWARDING QUESTION

A variation of the miracle question is the fast-forwarding question (O'Hanlon & Weiner-Davis, 2003). When a supervisor and supervisee experience difficulty with finding exceptions to a problem, they might consider finding exceptions for the future through a videotape analogy (i.e., suggesting the

image of a videotape to facilitate an objective insight to a counseling session). Juhnke (1996) worded the question as follows:

If we were to make a videotape of the counseling you do today and fast-forward 16 weeks into the future and videotape a counseling session you will be doing, how will these videotapes be different? What will you be doing in the second videotape that you weren't doing in the first? ("Techniques for Identifying Goals," para. 2)

Similar to the miracle question, supervisees might be asked to create a scene in the sand depicting a session that would take place three weeks in the future. The specific behaviors exhibited in the future session become goals in supervision. According to Taylor (2009), the use of sandtray "can provide a sense of control, a chance to rehearse the behaviors needed to make change occur, and the opportunity to notice the interpersonal impact that the change might have" (p. 63).

RELATIONSHIP QUESTIONS

After a supervisee creates a sandtray of the miracle or future ideal, a supervisor asks relationship questions to point out the potential interpersonal impact on others (Berg, 2005)—most often the supervisee's clients. Relationship questions might include the following:

1. "After this miracle (or future) occurred, what would be the first thing your client would notice that is different?"
2. "How would she say that this changed your relationship?"
3. "In what way(s) would he say that this affected him or her?"
4. "How might your client respond differently to you?"
5. "If your colleagues (or classmates) were to watch you working with this client, what would they notice about you?"

Seeing the ideal scene created in the sand facilitates supervisees' responses to these questions. Taylor (2009) suggested, "Sandtray provides a vivid action picture of what happens in relationships when change occurs The figures might talk to one another, asking questions about the strengths the [supervisee] exhibited in reaching her goal or provide ideas about ways the goal might be reached" (p. 60). Relationship questions foster motivation for the supervisee to set and work toward goals in order to achieve the desired impact with clients.

SCALING QUESTIONS

Scaling questions require individuals to rate themselves or their behaviors on a 10-point scale. Supervision goals are established by asking supervisees to

rate themselves on a specific aspect of their counseling. The supervisor then asks the supervisee to describe what the next higher rating might look like, and therapeutic goals come from behavioral descriptions of the subsequent rating (Berg & Miller, 1992). Accordingly, Juhnke (1996) identified three approaches regarding scaling questions in supervision: (1) A supervisee self-rates a demonstrated intervention behavior. (2) A supervisee rates the overall treatment or an individual treatment session. (3) A supervisee determines "progression toward preidentified time-specific goals" ("Scaling Questions, para. 3). Examples of scaling questions are (1) "On a scale from 1 to 10, with 1 indicating not very successful and 10 indicating highly successful, what score would you give yourself during this last session for slowing your rate of speech as a result of looking at your watch?"; (2) "If you gave a score related to the effectiveness of this session with this client on a scale of 1 to 10, what would that score be?"; and (3) "When we began supervision, you indicated a goal of being able to effectively use metaphors in sessions. On a scale of 1 to 10, with 1 indicating little progress toward this goal and 10 indicating completion of this goal, what score would you give yourself?"

Juhnke's (1996) approaches for scaling questions are conducive to the modality of sandtray whereby supervisees would use the miniatures to create two or more scenes in the sand of times they have used a given therapeutic intervention and to rank each occurrence. Next, a supervisor asks for ways that one intervention might allow for more success over another. Miniatures are also appropriate as a tool to represent each number on the scale (Nims, 2007; Taylor, 2009). For example, a supervisee selects symbols to represent varying levels of success in a session. Together with the supervisor, supervisees explore why they assigned a particular rating to each miniature and what would be different when attaining that rating in counseling. Sori (2006) recommended the use taking photos of the tray illustrating the supervisee's depiction of a miracle or ideal future session to compare with sandtrays created in later sessions to measure progress toward supervisory goals.

CONCLUSION

The modality of sandtray is compatible with SFS because both approaches augment strengths and develop new perspectives for supervisees to solve problems. Interestingly, the blend of sandtray and supervision is well documented in the literature (Garza & Watts, 2009; Markos & Hyatt, 1999; Markos et al., 2008; McCurdy & Owen, 2008) as is the incorporation of solution-focused techniques and sandtray (Berg & Steiner, 2003; Nims, 2007; Sori, 2006; Taylor, 2009). Hence, combining sandtray and solution-focused supervision should allow supervisors and supervisees a creative and goal-oriented relationship. This article represents an initial exploration of how the modality of sandtray might be incorporated into SFS. Examples of solution-focused

sandtray techniques demonstrate how this theory's focused principles and techniques might be successfully incorporated into clinical supervision. Our examples also demonstrate how a solution-focused perspective facilitates a more creative and strength-based supervisory experience in lieu of the traditional deficit or problem-focused supervision. It is our belief that the modality of sandtray and SFS are two compatible approaches that underscore supervisee confidence and insight into his or her abilities, goals, and relationships. With respect to our ideas, outcome studies are needed to determine the effectiveness of the integration of these two approaches. Nevertheless, we hope that our ideas are useful for supervisors who are trained in the modality of sandtray.

REFERENCES

- American Counseling Association. (2005). *ACA American Counseling Association*. Alexandria, VA: American Counseling Association.
- Bainum, C. R., Schneider, M. F., & Stone, M. H. (2006). An Adlerian model of sandtray therapy. *Journal of Individual Psychology, 62*, 36–46.
- Berg, I. K. (2005). The state of miracles in relationships. *Journal of Family Psychotherapy, 16*, 115–118. doi: 10.1300/J085v16n01_30
- Berg, I. K., & Miller, S. D. (1992). *Working with the problem drinker: A solution-focused approach*. New York: Norton.
- Berg, I. K., & Steiner, T. (2003). *Children's solution work*. New York: Norton.
- Bradley, L. J., Whiting, P., Hendricks, B., Parr, G., & Jones, E. G. (2008). The use of expressive techniques in counseling. *Journal of Creativity in Mental Health, 3*, 44–59. doi: 10.1080/15401380802023605
- Bradway, K., & McCoard, B. (1997). *Sandplay-silent workshop of the psyche* (2nd ed.). New York: Routledge.
- De Jong, P., & Berg, I. K. (2008). *Interviewing for solutions* (3rd ed.). Belmont, CA: Thomson Brooks/Cole.
- de Shazer, S. (1991). *Putting difference to work*. New York: Norton.
- Gard, D. E., & Lewis, J. M. (2008). Building the supervisory alliance with beginning therapists. *The Clinical Supervisor, 27*, 39–60. doi: 10.1080/07325220802221470
- Garza, Y., & Watts, R. E. (2009, November). *Sandtray: Whispers from the soul, crafted in the sand*. Preconference workshop presented at the meeting of the Texas Counseling Association, Dallas, TX.
- Gill, E., & Rubin, L. (2005). Countertransference play: Informing and enhancing therapist self-awareness through play. *International Journal of Play Therapy, 14*, 87–102. doi: 10.1037/h0088904
- Gladding, S. T. (2005). *Counseling as an art: The creative arts in counseling* (3rd ed.). Alexandria, VA: American Counseling Association.
- Homeyer, L. E., & Sweeney, D. S. (1998). *Sandtray: A practical manual*. Canyon Lake, TX: Lindan Press.
- Juhnke, G. A. (1996). Solution-focused supervision: Promoting supervisee skills and confidence through successful solutions. *Counselor Education & Supervision, 36*, 48–58.

- Kalff, D. M. (1980). *Sandplay, a psychotherapeutic approach to the psyche*. Santa Monica, CA: Sigo Press.
- Knight, C. (2004). Integrating solution-focused principles and techniques into clinical practice and supervision. *The Clinical Supervisor, 23*, 153–173. doi: 10.1300/J001v23n02_10
- Koob, J. J. (2002). The effects of solution-focused supervision on the perceived self-efficacy of therapists in training. *The Clinical Supervisor, 21*, 161–183. doi: 10.1300/J001v21n02_11
- Kottman, T. (2003). *Partners in play: An Adlerian approach to play therapy* (2nd ed.). Alexandria, VA: American Counseling Association.
- Lahad, M. (2000). *Creative supervision: The use of expressive arts methods in supervision and self-supervision*. Philadelphia, PA: Jessica Kingsley Publishers.
- Lowenfeld, M. (1979). *The world technique*. London, England: George Allen & Unwin.
- Luke, M. (2008). Supervision: Models, principles, and process issues. In A. A. Drewes, & J. A. Mullen (Eds.), *Supervision can be playful: Techniques for child and play therapist supervisors* (pp. 7–25). New York: Jason Aronson.
- Marek, L. I., Sandifer, D. M., Beach, A., Coward, R. L., & Protinsky, H. O. (1994). Supervision without the problem: A model of solution-focused supervision. *Journal of Family Psychotherapy, 5*(2), 57–64. doi: 10.1300/j085v05n02_04
- Markos, P., Coker, J. K., & Jones, W. P. (2008). Play in supervision: Exploring the sandtray with beginning practicum students. *Journal of Creativity in Mental Health, 2*(3), 3–15. doi: 10.1300/J456v02n03_02
- Markos, P., & Hyatt, C. (1999). Play or supervision? Using sandtray with beginning practicum students. *Guidance & Counseling, 14*(3).
- McCurdy, K. G., & Owen, J. J. (2008). Using sandtray in Adlerian-based clinical supervision: An initial empirical analysis. *The Journal of Individual Psychology, 64*, 96–112.
- Morrison, M., & Homeyer, L. E. (2008). Supervision in the sand. In A. A. Drewes, & J. A. Mullen (Eds.), *Supervision can be playful: Techniques for child and play therapist supervisors* (pp. 233–248). New York: Jason Aronson.
- Nims, D. R. (2007). Integrating play therapy techniques into solution-focused brief therapy. *International Journal of Play Therapy, 16*, 54–68. doi: 10.1037/1555-6824.16.1.54
- O'Hanlon, W. H., & Weiner-Davis, M. (2003). *In search of solutions: A new direction in psychotherapy*. New York: Norton.
- Presbury, J., Echterling, L., & McKee, J. (1999, December). Supervision for inner vision: Solution-focused strategies. *Counselor Education & Supervision, 39*, 146–156.
- Sori, C. F. (2006). A playful postmodern approach to counseling children and families. In C. F. Sori (Ed.), *Engaging children in family therapy* (pp. 117–136). New York: Routledge.
- Taylor, E. R. (2009). Sandtray and solution-focused therapy. *International Journal of Play Therapy, 18*, 56–68. doi: 10.1037/a0014441
- Taylor, E. R., & Clement, M. (2009, November). *Creative and tangible approaches to using solution-focused therapy with children*. Session presented at the meeting of the Texas Counseling Association, Dallas, TX.