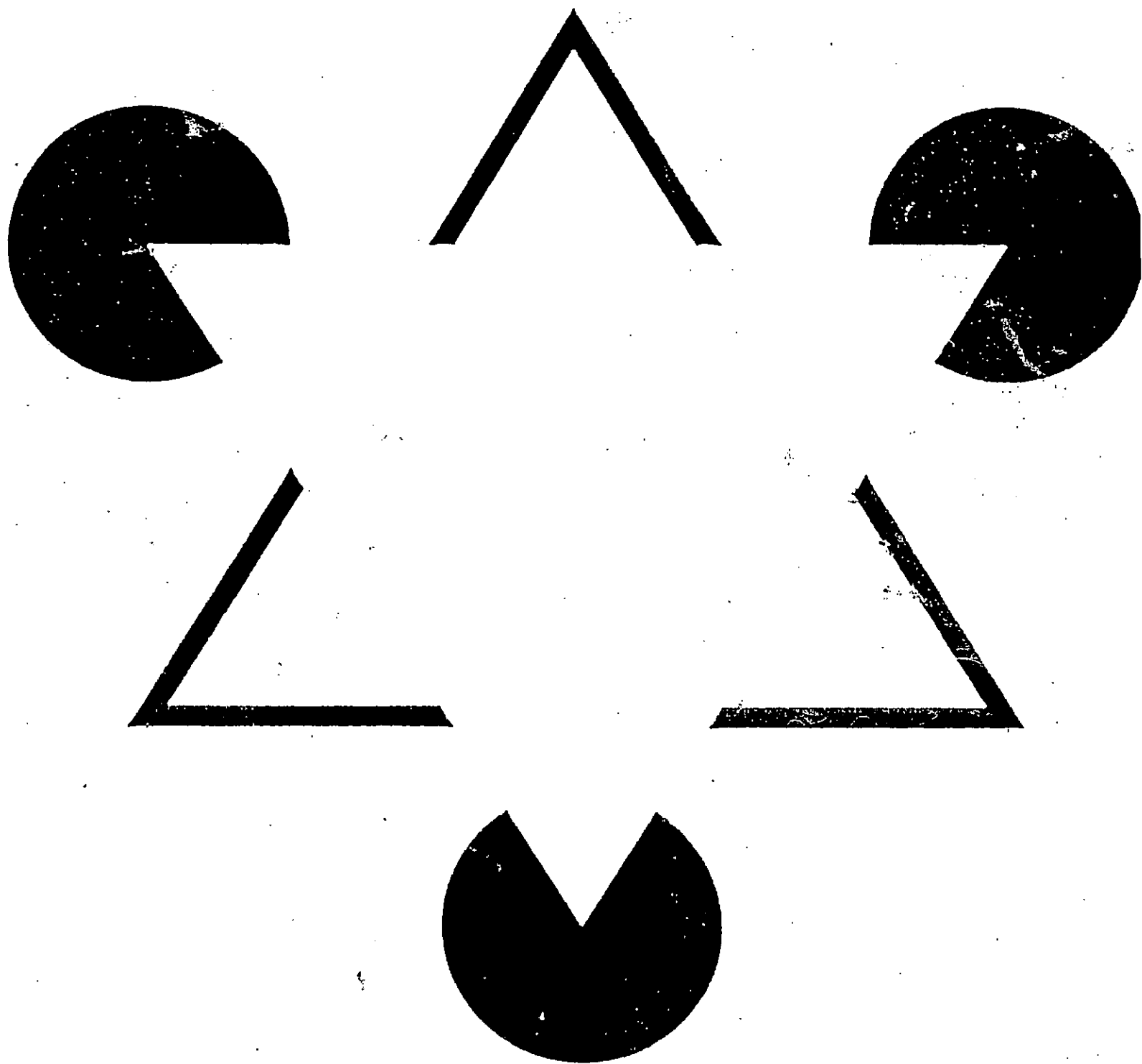


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FIGURE 2



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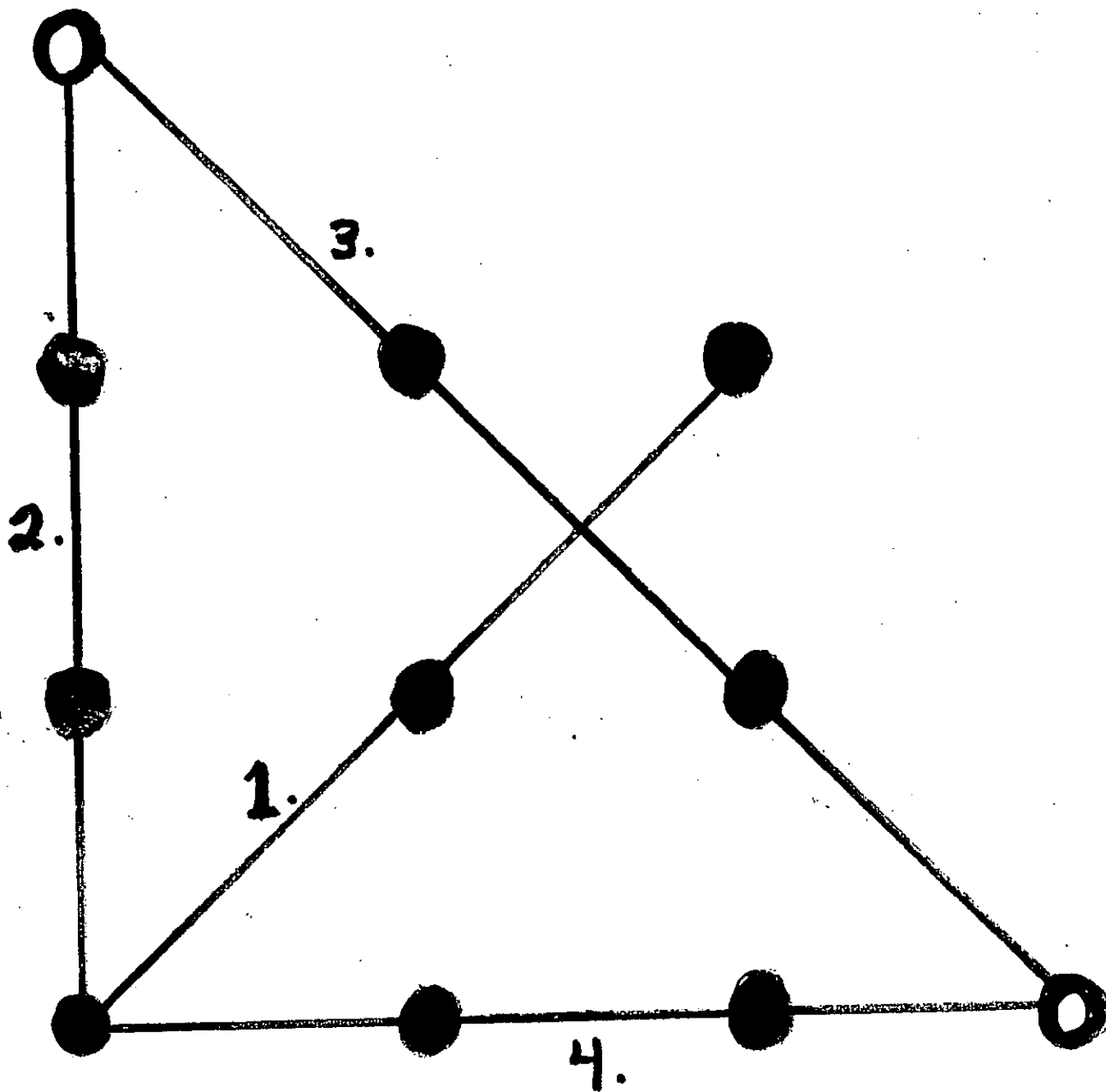


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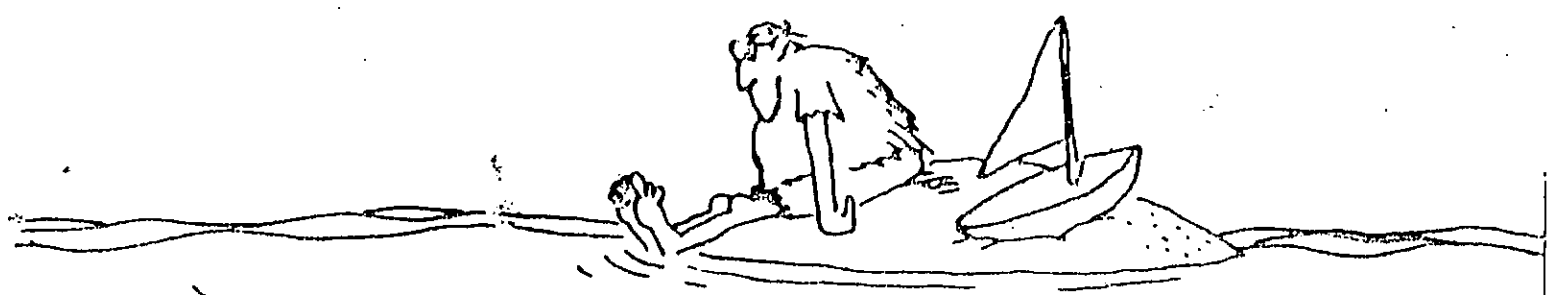
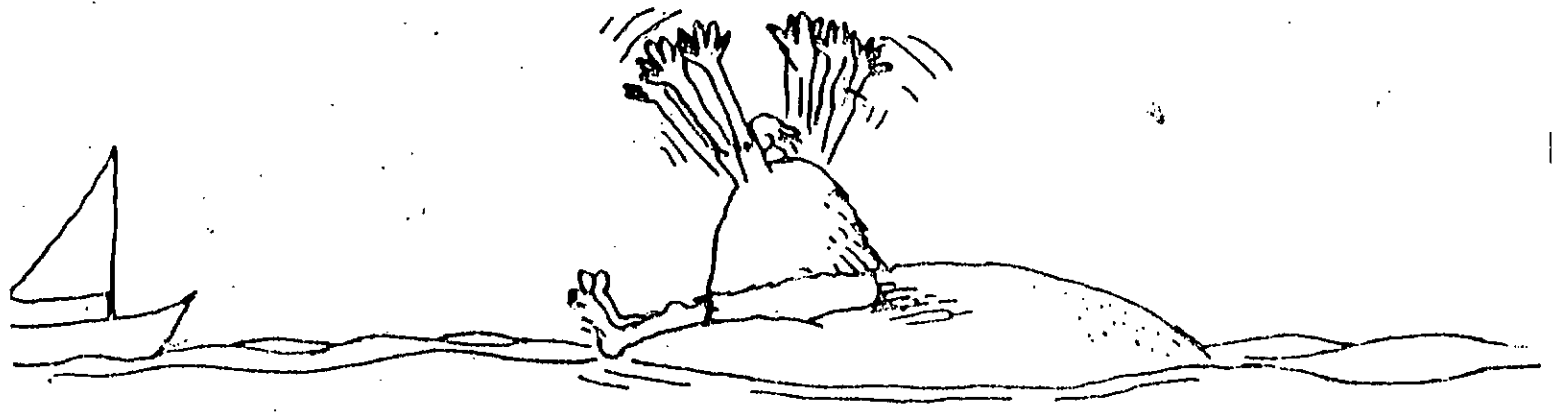
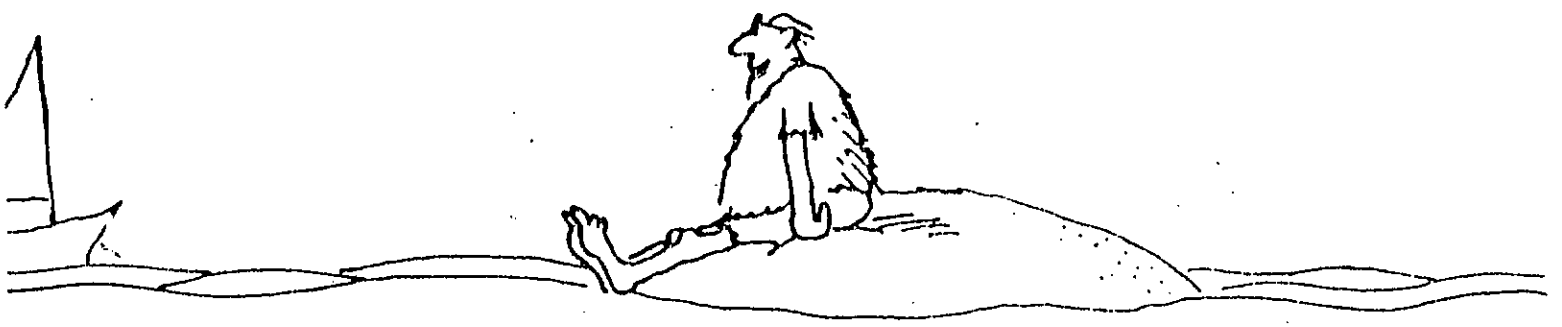
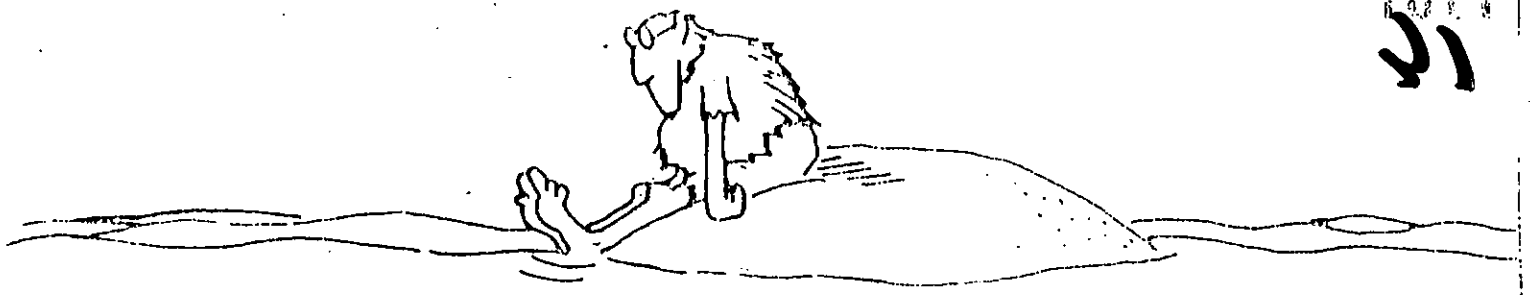


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BLUNDO



Jarvis

1. *Peace Corps member* *Opera Lover*
Graduate Student
2. *Cancer patient* *Depression*
Lost both parents
3. *Entrepreneur* *Clothing Designer*
Export-Importer
4. *Zen-Buddhism* *Yoga*
Vegetarian
5. *No Job* *Combat War Vet*
Divorced
6. *Photographer* *Long Distance Swimmer*
Back Packing in Mountains of Wyoming
7. *Grounds crew at small college*
Small apartment in garage of a House
Uses a bike to get to work

People—using words and symbols—invent meanings, generate goals, contemplate trajectories, and appraise outcomes.

If thrown out of a windows, people will fall in accordance with the usual laws of gravity, aerodynamics, and the like. However, unlike rocks, they also ask themselves, “Why me?” and do some pretty noisy complaining on the way down.

Once a person begins to operate with language, words and symbols become such ubiquitous and integral parts of a person's experience that it becomes virtually impossible for him or her to determine how the world would look without the glasses that those functions provide.

We come to believe deeply in the validity of our individual and collective acts of self-observation

Having the problem is not the problem.
The real test comes from figuring out
constructive ways to meet, use, or
transcend the problem.

Goal of the Strengths Perspective is to
mobilize personal, family, and community
resources in order to move beyond the
problem

Helping people talk about the vision of
life without the problem taps into their
aspirations, hopes, and dreams. Instead of
worrying about how they came to have
the problem, they can use the positive
energy of their aspirations to pare the
problem down to size and begin to
envision a life beyond the problem.

Ann Weick and Ronna Chamberlain,
1997.

Strengths Perspective

- Parts of our lives are OK
- We are successful in some things most of the time.
- We often do a good job even if we do dumb things some times.
- We are often doing the best we can at the time.

- Even when we feel overwhelmed by the job, responsibilities at home, helping friends, taking out the dog, doing the lawn, taking out the garbage, getting gas in the car, figuring out what to eat when we are running late and so on and so on and so on! Some how we make it through!!! With different degrees of success.

Principles of the strengths perspective:

- Every individual, group, family, and community has strengths.
- Trauma and abuse, illness and struggle may be injurious but they may also be sources of challenge and opportunity.

What do you do to
help make things just
a little bit better for
your self??

- What helps us get through those days when everything seems to go wrong?

What do others do that makes it just a little bit better?

A friend help?

A co-worker help?

A supervisor help?

A member of your family help?

- Assume that you do not know the upper limits of the capacity to grow and change and take individual, group, and community aspirations seriously.
- We best serve clients by collaborating with them
- Every environment is full of resources.

The Power of a Teacher:

- Can you identify a special teacher or mentor in your life?
- What impact did that person have on your life?
- What was it about that person that influenced you?

Among the most frequently encountered positive role models in the lives of children...outside of the family circle, was a favorite teacher. For the resilient youngster, a special teacher was not just an instructor for academic skills but also a confidant and positive model for personal identification.

[Warner and Smith 1989]

People are generally better persuaded by the reasons which they have themselves discovered than by those which have come into the minds of others.

--Blaise Pascal

Major Tenets of the Solution-focused Approach:

- **If it isn't broken, don't fix it.** Do not change what is currently working well.
- **If something worked once, do more of it.** Think back to anytime when you were able to achieve with the student a desired direction [note not necessarily the desired outcome or product] and find a way to do it again.
- **If it does not work, do something different.** Stop and take a breath, think out of the box or about a small exception and try something different.

- **Change is constant and inevitable.** Change comes in small steps, sometimes just for a moment. We must pay close attention and look for those small signs. Children are constantly changing and growing, look for this and support what seems to be working for the student.
- **Carry a magnifying glass with you all the time.** Look for those small, even momentary, changes that can be supported. You will start to recognize these as well as we usually see the “problem” behaviors.

- **Children are not doomed to live damaged lives.** The future is always being constructed. Children are not without pain and issues but they have somehow managed to make it this far. It is in spite of this that we work to build the futures of children as we work with resiliency.
- **Very small solutions can lead to larger changes.** We often become discouraged as we think about how serious and complex problems look to us. Our notion is to think about a first small step toward a change in a direction that is helpful and to recognize it might take time.

- **The solution is often not related directly to the problem.** Our “problem-solving” models are always taking us back to trying to “understand” the “problem” as if understanding will provide an answer. In fact, it is often thinking outside the problem that leads to solutions. Considering goals and what would be different leads to solutions.

- **There are no problems that happen every second of every day. We want to learn how to “catch children doing good.” It is this behavior that we want to work with and help the child repeat. Recognizing that these exceptions to the problems shrink the power of problems that intimidate us.**

- **Learn to validate through our conversations.** “When you find that algebra class is going well, what are you doing that makes it go well?” Focusing on competency creates an environment that is both validating and challenging. “When an educator does not solve the problem for the student and instead, suggests that he/she continue to do what he/she has done before, he/she lessens resistance, failure, and dependence, and also validates he student’s strategies.” Students who have gone an hour without disruption have been competent, students who passed the exam with a 70 are competent, the student who got a 50 got half the answers right. The student who can read the video game screen can read.

- **Build on success however small and incremental.**
- **Use scaling to help the conversation as well as to help the student focus and stay aware of how they are being successful by moving up, maintaining or keeping from going farther down the scale.**

Goals:

**If you do not know where
you are going, you will
probably end up
somewhere else.**

--Anonymous

Goals:

- **Goals** are the *beginning* of the solution, not the end of change.
- **Goals** let you know *where* you are headed. When we know where we want to go, it is easier to know what actions we might take to get there.
- **Goals** are thought of in *positive terms* or the presence of something: Instead of “reducing absenteeism or truancy” it becomes “coming to work or school every day.”

- ***Goals*** need to be broken down into *first steps* that are very *specific, concrete, and behavioral*.
- ***Goals*** provide a yardstick by which we can see if we are moving in the desired direction.
- ***Goals*** come from understanding what will be different when they are met.

Scaling:

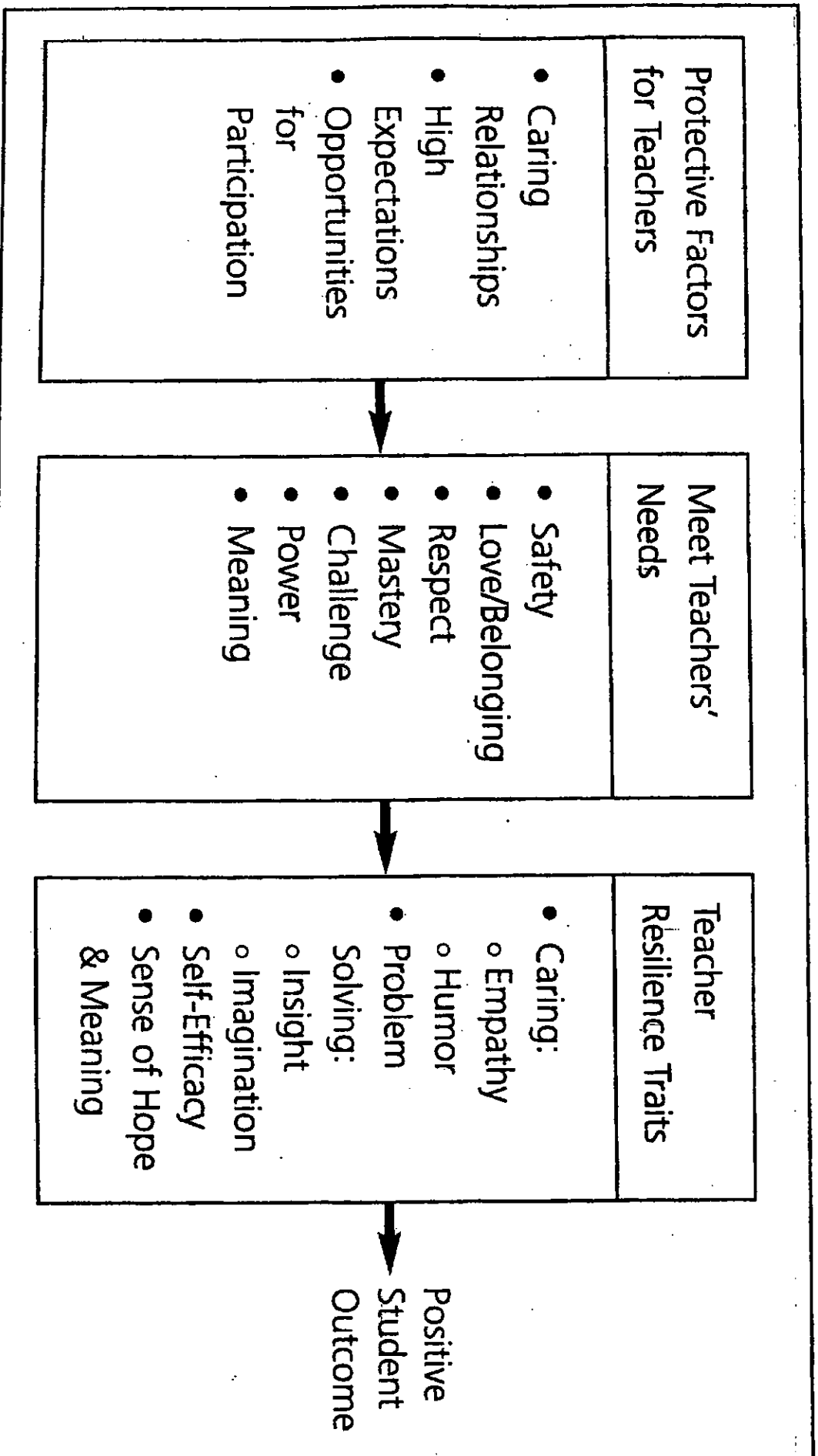
- ***Scales*** are student generated and reflect each individual student's vision of his or her self.

- ***Scales*** can be used to monitor motivation, effort, accomplishment of goals or small steps.
- ***Scales*** provide a mechanism to generate discussion between the teacher and the student. For example, you made 30 points on the test. “On a scale of one to ten with ten being that you will have no problem at all to increase your points and one being there is no way you can ever increase your points on the test. Where would you place yourself on this scale now?” “What will it take for you to move up a half a point?”

- Similarly other conversations around the scale can take place:
“How did you maintain two passing grades?” What did you do to make that happen?” “How were you able to do that?” “What would it take to increase that another 10 points?” “How likely are you to make that happen?” “What would help?”

FIGURE 6.4

Teacher Resilience in Action



Second and Subsequent Session Road Map

What's Different or Better?

Nothing or Worse

Some Things

Acknowledge, Listen,
Listen for Better

Elicit, Amplify, Reinforce,
Start Over
(What else is
different or better?)

Ask: Were things bad all the
time? No. What happened
to make it better?

Scaling:
Where are you between 1 &
10 in reaching your goal?

Additional Sessions Assessment
How many more
meetings do we need?
(Spread sessions &
plan to end sessions)

Message

Sklare, G. B. (1997). Brief Counseling That Works:
A Solution-Focused Approach for School Counselors.
Thousand Oaks, CA: Corwin Press.

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Figure 5.1. Subsequent Session Road Map
(This may be enlarged on a copier for easier use)

How Do You Find Solutions/Strengths?

Strengths:

1. Survival Questions:

How have you managed to [survive, make it, get through] so far?

2. Support Questions:

What [people, organizations, groups] have given you special understanding and support?

3. Exception Questions:

When things are going [or have gone] well in your life, even for a very short time, what is [was] different?

4. Possibility Questions:

What do you want out of life? What are your hopes?

5. Esteem Questions:

When people say good things about you, what are they likely to say?

6. Future Oriented Solution/Goal Questions:

How will you know when things are going well [even a little bit] in your life—what will you be doing, thinking, feeling? How will others recognize something is going well or is different?

7. Scaling Questions:

On a scale of 1-10 [1 being the best you have ever experienced....10 being the worst that you have ever experienced]

8. Miracle Question:

Now, I want to ask you a strange question. Suppose that while you are sleeping tonight and the entire house is quiet, a miracle happens. The miracle is that the problem which brought you here is solved.

However, because you are sleeping, you don't know that the miracle has happened. So, when you wake up tomorrow morning, what will be different that will tell that a miracle has happened and the problem which brought you here is solved?

(de Shazer, 1988, p.5)

9. Coping Questions :

Attempt to draw the client's attention away from fear, loneliness, and misery of life's ugly and horrific events and refocus it on what the clients are doing to survive their pain and circumstances. A form of solution talk similar to that of exploring exceptions that has been tailored so as to make sense to clients who are feeling overwhelmed (Berg, 1994).

Somehow the client has managed to survive, despite past traumas and present pain.

Important to help to start thinking about how they are surviving.

Used in such moments when client are caught up in their suffering and are feeling doomed.

"What have you found helpful, in any way, so far?"

"How did you manage to get out of bed this morning?"

"What do you think has prevented you from killing yourself?"

"How were you able to make it here to see me today?"

"How were you able to make this call to talk with me?"

"How have you managed to cope for so long?"

"How come things aren't worse?"