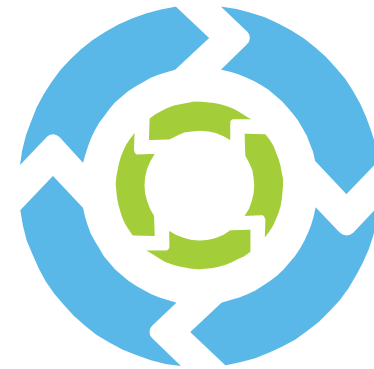


Solution Oriented Approaches



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Solution Oriented Approaches – Background

Over the past three decades or so, a new approach to helping people has been steadily emerging within education, social work, health and organisations. This approach is known as *solution oriented approaches* has its origins in therapeutic approaches known as Solution Focused Brief Therapy and Solution Oriented Brief Therapy.

A wide body of work from a range of people and organisations has contributed to solution oriented approaches that are used today. We would like to acknowledge the significant contributions made by the following:

- Solution Focused Brief Therapy is an approach to individual and family therapy developed by Steve De Shazer and Insoo Kim Berg and their team at the Brief Family Therapy Centre in Milwaukee.
- Solution Oriented Brief Therapy is an approach developed by Bill O'Hanlon, who went on to develop Possibility Therapy.
- Ioan Rees, as Managing Director of Sycol, developed the therapeutic solution oriented approaches developed by Bill O'Hanlon for use in schools and organisations. Sycol, in partnership with Moray Council, also developed the Solution Oriented Schools Programme; a structured intervention approach to supporting schools, in 2005 and 2006.

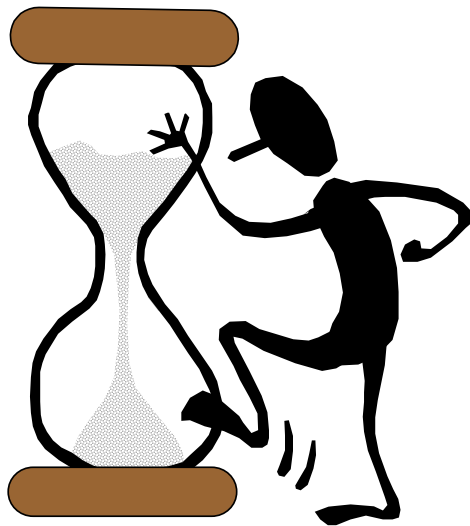
These more recent developments built, in turn, on the work of a number of other innovators, among them Milton Erickson, and colleagues at the Mental Research Institute at Palo Alto; Gregory Bateson, Don Jackson, Paul Watzlawick, John Weakland, Virginia Satir, Jay Haley and others.

The Timekeeper

- Keep track of the time during the meeting.
- Warn participants when the given time for an agenda item is almost up and prompt the facilitator to decide if more time needs to be given to this item.
- Signal when the time is up for an item.

General Guidelines

- Keep the facilitator quietly informed if time running short.
- Give time warning confidently ensuring everyone hears.



Ten Principles of Solution Oriented Meetings

1. Listen to the person; listen for possibilities.
2. People have the necessary resources to make changes.
3. Everyone has their own ways of solving problems.
4. No sign-up, no change. Collaboration enhances change.
5. Language shapes and moulds how we make sense of the world.
6. A focus on future possibilities and solutions enhance change.
7. There are always exceptions to the problem.
8. Small changes can lead to bigger changes.
9. If it works do more of it; if it doesn't, do something different.
10. The problem is the problem, not the person.

Individual Session Prompts

Active Empathic Listening Prompt Card

Active Empathic Listening

Remember

- Accept and acknowledge the person and where they are at
- Listen for the core message – feelings and behaviour
- Be aware of TONE, VOLUME, CADENCE
- Listen, acknowledge and validate
- Reframe

Helpful Questions

	Normally start with 'What', 'How' and 'When'.
Open	<i>Opening question 'Can you tell me a bit about what happened from your point of view?'</i>
Exploratory	Could you say a bit more about . . . ?
Specific	When you say John upset you, what did he do?
Feelings	How do you feel about that?

The Scribe

- Have 4 sheets of flipchart paper on the wall with headings. e.g. Risks, Protective factors, Goals, Child's Plan.
- Write up time allocated to each section.
- Write key ideas, points and comments on flipchart during the meeting.
- Make sure you represent everyone's views.

General Guidelines

- Write large and legibly.
- Write what is said – do not re-phrase.
- Ask and check if unsure about what has been said or where to write it.
- You should finalise and distribute the minute after the meeting.

Solutions Oriented Meetings – Role Descriptions

The Facilitator

- Explain the structure and purpose of a solution oriented meeting.
- Agree the other roles if not already done.
i.e. timekeeper, notetaker and scribe
- Co-ordinate with timekeeper, notetaker and scribe.
- Introduce the SO Meeting and each item.
- Maintain pace and focus in the discussions.
- Ensure equal involvement.
- Make sure decisions are agreed and action points have named person with timescale attached.
- Close the meeting with a summary and thanks.

General Guidelines

- Keep the 10 principles in mind – when stuck return to these.
- Acknowledge all the contributions whether you agree or not.
- Ask obvious questions to ensure understanding.
e.g. ‘So, you are saying that . . .’.
- Help others to reflect and remain open to possibilities.
- Look for connections and associations which will help you to move to actions.
- Remain neutral, objective and open.

Competency Profiling Prompt Card

Competency Profiling

Key Questions

- I’d like to find out a little bit about you and what you like doing outside of school.
- What hobbies do you have?
- What do you need to be able to do to be a . . .
footballer, friend etc.
- Who in your life sees you when you are doing things well?
- Tell me something about you that people don’t always see in you?

Looking for resources and skills

Goaling Prompt Card

Goaling

Key Question

“If things were to get a bit better over the next few days/weeks (at home, in school, in class) what do you (name) think you might be doing differently maybe/perhaps?”

Remember

Positively worded, ‘doing’, observable and measurable

- If the goal is negative ask “what instead?” – “If you are not shouting out, what will you be doing instead?”.
- What will it look like when you are . . . doing your work, behaving etc.? (Video/fly on the wall).
- How will I know when you have achieved that goal?

Noticed by?

- Who will notice when you . . .?
- How will you know he/she has noticed?
- What will it look like?
- What difference will that make . . . to you/your relationship, in class, at home?

Sign up

- That’s a lot and if you do all of these that would great . . . AND . . . even if you were to do a little bit of that even once it would be a real change, wouldn’t it?
- I wonder which one you might be thinking you are going to try first? Maybe you’ve already decided . . . maybe you want me to know now or later . . .?

Remember to collapse QUANTITY, DURATION and FREQUENCY.

Scaling Questions

1

10

- On a scale of 1-10, with 1 being the worst things could ever be in relation to . . ., and 10 being how you want things to be, where are you today?
- What makes you a 4 and not a 3, 2 or 1?
- How will you know when you move 1 point up the scale? Who will notice? What will they notice?
- What will you be doing when you are at a 5?
- Where will you be happy to be?
- What do you need to do to keep being an 8?
- In relation to the GOAL, how confident/motivated are you that you will achieve your goal?

Reflection Questions

- What did you do well . . . the reason you did well was . . .
- What strategies did you use which helped you succeed . . .
- Who else noticed that you succeeded . . .
- Resources you used to help . . .
- Something you would do differently next time would be . . .
- Your challenge to yourself is . . .
- The skill/strategy you want to develop further is . . . you will do this by . . .



Prochaskas Model of Behavioural Change

Maintenance



Action



Preparation



Contemplation



Pre-Contemplation

Feedback

Useful Questions/Phrases

Before preparing feedback

- I'm going to leave for a few minutes to have a think about what we've talked about. While I am gone I want you to keep thinking also, and to think about one thing you could do differently over the next few days.

Structure for giving feedback

- *"Thank you for sharing with me. You thought about the questions well . . ."*
- Recap key points from pain story including core message:
 - *"I was struck by how difficult this has been for you..."*
- Recap goals, including collapsed goals:
 - *"I can see that what would help you would be if . . . goal . . . happened"*
- Share skills and virtues, trying to link these where possible to the current situation:
 - *"It has been good/interesting getting to know more about you. I was really impressed by . . ."*
 - *"I found out that you are a really . . . person and I think that is really going to help you because . . ."*
 - *"The fact that you can . . . will help with . . ."*
- Suggest what the pupil might do between now and when you next meet
 - *"I'd like you to notice when French works for you this week"*

Engagement with Learning – Solution Oriented Prompts

Preparation Questions

Use to encourage engagement with learning and in planning, learning and teaching assessment cycle.

- What is your goal/target for this piece of work . . .
- To achieve this goal you need to . . .
- What skills will help you achieve this . . .
- What skills do you need to develop . . .
- What help do you need to do this . . .
- How will you know you have reached your goal . . .
- Who will notice if you reach your goal . . .
- What resources will you use if you get stuck . . .
- Which parts of this challenge do you think you'll do first . . .
- Which skills have you used before which might help you with this challenge . . .