

Workshop Exercises (TASP Fall Conference, October 10, 2015) Solution-Focused Counseling, Consultation, and Intervention in Schools: A Toolbox of Practical Techniques

Supervisor Exercise (2 per group, 15 minutes)

Instructions: 1) Pair up with someone next to you; 2) Think of an *effective* and *ineffective* “supervisor” from anytime in your life—anyone in a position of authority or leadership—such as a teacher, parent, coach, boss, etc.); 3) Interview each other for about 5 minutes each about both types of supervisors using the questions below. You can jot down interview notes and results in each of the boxes.

Effective Supervisor	Ineffective Supervisor
What was it about this person that was effective for you?	What was it about this person that was ineffective for you?
How did this person influence your attitude, motivation, and performance?	How did this person influence your attitude, motivation, and performance?

Giving Compliments (2-3 per group, 5-10 minutes)

Instructions: Have person share a recent accomplishment (not too dramatic, just something you did and were pleased with), then others offer direct, indirect, or attribution-based compliments. Switch roles so that everyone has a chance to practice giving compliments.

Hope-Building Strategies (2-3 per group, 5-10 minutes)

Instructions: Go around the group and take turns sharing hope-building techniques that you have used or would like use in your work with others.

Forming Useful Goals (2 per group, 10 minutes)

Instructions: 1) One person takes the role of Consultee (teacher/parent/other) and briefly describes a problem along with a goal (the goal should include one or more of the following elements—unimportant, vague, unrealistic, negatively worded (stated as the end of, or less of, something you don’t want), and other-oriented (describing what others should do differently). The Consultant asks questions to create a more effective goal based on the 5-S guideline (significant, specific, small, start-based, and self-manageable (under the person’s control). Switch roles and repeat so that both people have a chance to serve in the role of Consultant.

Solution-Focused Counseling, Consultation, and Intervention in Schools: A Toolbox of Practical Techniques(Cont'd)

Building on Exceptions (3 per group, 15 minutes)

Instructions: 1) Each person selects a role—Observer, Consultant, or Consultee. Consultee (teacher, administrator, parent, student, etc.) can present a real-life or role-played problem; 2) Consultant interviews Consultee (10 minutes) by asking Consultee to describe the problem, then:

**Identify* an exception to the problem (“Tell me about a recent time—or any time you can remember—when the problem *didn’t happen* or was *less intense* or *noticeable* than usual.”)

**Explored* details by asking *what was different*. (“How was this different than usual?”; “How did you (or others) approach things differently?”; “What else was different?”).

**Expand* the exception (“What would it take for this to happen more often?”; “What small step could you take during the next few days to make it happen?”).

3) When interview ends, Observer asks Consultee what was helpful about the conversation, provides feedback to the Consultant, and shares other observations and thoughts about the interview. (5 minutes)

4) As a group, brainstorm practical ways to build on exceptions in your everyday work with teachers, administrators, parents, students, and others. (5 minutes)

Empowering Any Sign of Change (3 per group, 10 minutes)

Instructions: With one Consultee (teacher/parent/other) and two Consultants, the Consultee briefly describes a recent change and improvement, after which the Consultants use some of the strategies for empowering desired changes, such as giving credit (positive blame), exploring the personal and social impact of the change, requesting the Consultee’s advice for others, etc. If time permits, switch roles and repeat so that everyone has a chance to serve in the role of Consultant.