Figure 4.1  Session 1 Road Map to Solutions

Explain Note Taking and Message

**Goal Setting**

"What is your goal in coming here?"

- Negative Goal
  - Absence of something
  - "I don't want to..."
  - "So what would you do instead?"

- Positive Goal
  - Presence of something
  - "I want others to stop..."
  - "What difference does this make?"
  - "How can I help you with this?"
  - "How is this a problem for you?"
  - "What will the change in the other person do for you?"
  - "What will you do if they don't change?"

**Miracle Question**

"If a miracle happened tonight and you woke up tomorrow and your problem was solved, what would be the first sign that this has occurred?"

- "What would you be doing differently?"
- "Who would be the first to notice this difference in you?"
- "What would they notice?"
- "How would they respond to you when they observe this difference?"
- "How would you respond to them in return?"

What else would be different/happening after this miracle? (ask 3 or 4 times)

**Relationship Questions**

- "What would your (spouse, teacher, friend, parent, boss, sibling, etc.) say will be different after the miracle?"
- "How would they act when they see you being different?"
- "And when you observe them being different with you, what will you do differently in response to them?"

**Instances/Exceptions**

"Tell me when some of this miracle is happening or has already happened even just a little bit?"

(Cheerlead)

**Scaling**

"On a scale of 0–10, where 0 is when things were the worst they could be and where 10 is the day after the miracle, where are you right now?" (Cheerlead)

- "When you're 10% higher, what will you be doing differently?"
- (Flag the minefield) "What will you do if...?"

**Anything Else I Need to Ask/Know?**

**Message**

- Compliments (At Least 3) – Bridge – Task
SFBC Note Sheet for Session 1

Name: ____________________________  
Date: ____________________________  
Next session: ________________________

<table>
<thead>
<tr>
<th>CLIENT’S GOAL:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• State in positive terms.</td>
<td></td>
</tr>
<tr>
<td>• Define by behavioral actions.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MIRACLE QUESTION:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>If a miracle happened tonight, and you woke up tomorrow and your problem was solved, what would be the first sign that this has occurred?</td>
<td></td>
</tr>
<tr>
<td>• What would you be doing differently?</td>
<td></td>
</tr>
<tr>
<td>• What else would be different after the miracle?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Relationship Questions:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RIPPLE EFFECT</td>
<td></td>
</tr>
<tr>
<td>• Who would notice the change in you?</td>
<td></td>
</tr>
<tr>
<td>• What would they notice?</td>
<td></td>
</tr>
<tr>
<td>• How would they respond to you?</td>
<td></td>
</tr>
<tr>
<td>• How would you then respond to them?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Repeat sequence of relationship questions 3 or 4 times</th>
<th></th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>INSTANCES/EXCEPTIONS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• When has this miracle already happened, even just a little bit?</td>
<td></td>
</tr>
<tr>
<td>• How were you able to make this happen? (Help student take ownership and then cheerlead.)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SCALING:</th>
<th>0 1 2 3 4 5 6 7 8 9 10</th>
</tr>
</thead>
<tbody>
<tr>
<td>• On a scale of 0-10, with 0 being the worst and 10 being the best, where would you rate yourself today?</td>
<td></td>
</tr>
<tr>
<td>• How did you get to a _____ today?</td>
<td></td>
</tr>
<tr>
<td>• When you move one number higher, what will you see yourself doing?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Flag the minefield:</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>What will you do if...?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>UNFINISHED BUSINESS:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Is there anything else I need to know?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MESSAGE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compliments (3): about current successes.</td>
<td></td>
</tr>
<tr>
<td>• Bridge: to connect the goal and the task.</td>
<td></td>
</tr>
<tr>
<td>• Task: general actions or observations client is to carry out.</td>
<td></td>
</tr>
</tbody>
</table>
Figure 5.1  Second and Subsequent Session Road Map

What's Different or Better?

Nothing or Worse

Nothing or Worse

Acknowledge, Listen, Listen for Better

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

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

Scaling:
Where are you between 0 and 10 in reaching your goal?

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

Message
SFBC Note Sheet for Session 2

Name: 

Date: 
Next session: 

<table>
<thead>
<tr>
<th>CLIENT’S GOAL:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Identify the goal stated at the last session.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ELICIT:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• What is different or better since the last time we met?</td>
<td></td>
</tr>
<tr>
<td>• Identify unrecognized successes.</td>
<td></td>
</tr>
<tr>
<td>• How were you able to make this happen?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>AMPLIFY:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Who noticed the change in you?</td>
<td></td>
</tr>
<tr>
<td>• What did they notice?</td>
<td></td>
</tr>
<tr>
<td>• How did they respond to you?</td>
<td></td>
</tr>
<tr>
<td>• How did you then respond to them?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>REINFORCE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• How did you make this change happen?</td>
<td></td>
</tr>
<tr>
<td>• Cheerlead.</td>
<td></td>
</tr>
</tbody>
</table>

Repeat entire sequence 3 or 4 times:
What else was better?

<table>
<thead>
<tr>
<th>SCALING:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Where are you between 0 and 10 in reaching your goal?</td>
<td></td>
</tr>
<tr>
<td>• How did you get to a ____ today?</td>
<td></td>
</tr>
<tr>
<td>• When you move one number higher, what will you see yourself doing?</td>
<td></td>
</tr>
<tr>
<td>0 1 2 3 4 5 6 7 8 9 10</td>
<td></td>
</tr>
</tbody>
</table>

**Flag the minefield:**
What will you do if...?

<table>
<thead>
<tr>
<th>ADDITIONAL SESSIONS?</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Are you satisfied with our sessions?</td>
<td></td>
</tr>
<tr>
<td>• How will you know when we no longer need to meet?</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>MESSAGE:</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>• Compliments (3): about current successes.</td>
<td></td>
</tr>
<tr>
<td>• Bridge: to connect the goal and the task.</td>
<td></td>
</tr>
<tr>
<td>• Task: general actions or observations client is to carry out.</td>
<td></td>
</tr>
</tbody>
</table>
Solution Focused Counseling Resources and Bibliography


Web sites of interest:

www.billohanlon.com Bill O’Hanlon’s page (psychotherapist, developer of Solution-Oriented Therapy), free newsletter, handouts, bibliography.

www.thesolutionsfocus.com Resource for anyone interested in applying a solutions focus to an organization, business, etc.

www.sfhta.org Solution-Focused Brief Therapy Association

www.schoolcounselor.org American School Counselor Association
Helpful Solution Focused Questions

Moving from Complaints or Wishes About Others to Control ...

1. How can I help you?
2. How will things be different for you when (complaint or wish about other)?
3. How will you be back on track even if (other) does not change?
4. How is this a problem for you?

Goaling

1. As a result of us working together, what will you be doing better or different?
2. How will I know when you will be (unfit goal)?
3. If I were to tape you (unfit goal), how will I know to start recording?
4. How will you know when you are back on track?
5. What will others (I) see you doing that lets them know you are back on track?

Hypothetical

1. What does the crystal ball show me that you are doing differently at the end of the program that is better/different than how you are doing now?
2. After you go to sleep tonight, a miracle happens. That miracle is that your problems are solved. You don’t know this miracle happened because you were sleeping. What is the first sign you notice that tells you that things are better (at school, at home, etc.)?

Exceptions

1. How are you on track even just a little sometimes?
2. How do you explain that you are sometimes on track?
3. What are you doing differently during the times that things are better.
4. With all the terrible things that are going on with you, how do you even get yourself to _____?

Amplifying

1. Who will notice when your are doing better? What is he/she doing that lets you know that they noticed?
2. What difference does it make to them?
3. What difference will it make to you when others notice you are doing better?
Detailing or Mind Mapping

1. How did you make that (described progress behaviors) happen for yourself (mind mapping)?
2. What will you be doing differently or better that lets us know that you are ready to graduate this program?
3. What will you be doing to make that change happen more often?
4. How did you make that happen for yourself even when it was difficult (mine fielding)?

Scaling

1. On a scale of 1 to 10, what number would you give yourself that tells me how you are doing?
2. How have you got yourself to a (number on the scale)? What exactly did you do (mind mapping)?
3. How have you moved to this number even when things were difficult (mine fielding)?
4. Who noticed? What difference did it make to them? How do you know? What difference did it make to you (amplifying)?
The Message

- 2-3 Compliments
- Bridge
- Tasks such as
  - Observe for positives;
  - Do more of the positives or exceptions
  - Find out how the spontaneous exceptions are happening.
  - Do some small piece of the hypothetical solution.

Example:

Bobby,

I am proud of you for wanting to get better and working hard. I am excited that you discovered what you need to do more. You have shown me that you are dedicated to being succeeding.

Because you want to get along better with others, I want you to smile more, keep your shoulders back, invite other kids to play, and tell others what you need.

Dr. Sabella
Useful Questions for Working with Involuntary Clients

Insoo Kim Berg
from [http://www.brief-therapy.org/insoo_handouts.htm](http://www.brief-therapy.org/insoo_handouts.htm)

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
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</thead>
</table>
| **1** | • Whose idea was it that you need to come here?  
      | • What is your understanding why you are here? |
| **2** | • What makes ____ (pressuring person) think that you need to come here?  
      | • What does ____ think you need to do differently?  
      | • What does ____ think is the reason you have this problem he thinks you have? |
| **3** | • What would ____ say that, at a minimum, you have to do differently?  
      | • What do you have to do to convince ____ that you don't need to come here? |
| **4** | • When was the last time that you did this (what the client said ____ said needs to be different)?  
      | • What was different in your life then?  
      | • How did you manage to do this?  
      | • What would ____ say s/he noticed different about you then? |
| **5** | • Suppose you were to decide to do that again, what would be the first small step you would take make it happen again?  
      | • How confident are you that you could do that again? (Scales)  
      | • What would ____ say the chances are that you will do this again? |
| **6** | • Suppose you were to decide to do this, what would be different between you and your ____ (important person)?  
      | • What would your ____ (important person) say how that will be helpful to him/her? |
| **7** | • Suppose you were to decide to do this, what other differences would it make in your life?  
      | • What would be going on in your life then that is not going on now? |
| **8** | • How will you know when you have done enough? |

(Copyright: Insoo Kim Berg, 1999)
Daily or Weekly Solution Focused Activity Log

Student Name: __________________________ Date: __________________________

I. Circle the rating you would give this student for today.

<table>
<thead>
<tr>
<th>Extremely Poor</th>
<th>Very Poor</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>Extremely Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

1. Completing schoolwork. 1 2 3 4 5 6 7
2. Interacting with other students. 1 2 3 4 5 6 7
3. Following directions in class. 1 2 3 4 5 6 7
4. Following school rules. 1 2 3 4 5 6 7
5. Working to potential. 1 2 3 4 5 6 7
6. Coming to school (attendance). 1 2 3 4 5 6 7
7. Attitude towards school. 1 2 3 4 5 6 7

II. Now rate the student for how he/she is doing overall. Also, jot down any comments to support your observation.

<table>
<thead>
<tr>
<th>Extremely Poor</th>
<th>Very Poor</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>Extremely Good</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

Comments:
________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

III. If better than previous ratings ... What did the student do that was better?

IV. If worse than previous ratings ... What was the student doing better before that was better?
V. What will the student be \textit{doing} better when he gets a higher number on the scale? That is, frame his behaviors in the presence of something positive:


VI. What might be one or more things that you do that contributes to the times when at least part of this student's goal is achieved?


VII. Other comments:


Page 25 of 27
Teacher Referral Form

Student's Name __________________________________________ Grade ___________________

Date: _______ Teacher's Name _______________________________ Room # _______

1. What, in your opinion, will this student be doing differently (goal) when the problem(s) for which he or she was referred is solved?

2. What would be evidence of a solid first step toward meeting this goal?

3. Indicate times when parts of the goal are achieved:

4. How might you explain these times?

5. On a scale of 1-10 (0 lowest to 10 highest),
   a. How would you rate the present behavior of the student?
   b. What is the highest rating this student has reached, in your observation?
   c. Rate your level of optimism about the possibility of change for this student.

Thank You!!
I look forward to working with you!
**Brief Counseling Outcome TEACHER Survey**
© 2006, Gerald Sklare, Ed.D. and Russell Sabella, Ph.D.

Teacher Name ___________________________________________ Today’s Date __________

Student’s Name ___________________________________________ Grade ________

**DIRECTIONS:**

✓ Where it says **BEFORE**, think back to the beginning of the semester (January) and rate the student according to how you think he/she was doing at that time.

✓ Where it says **NOW**, rate the student according to how you think he/she is doing right now. Sometimes these two responses will be the same and sometimes they will be different.

✓ Circle a number from one (1) to seven (7) for each of the items. A rating of one means that he/she is doing extremely poor and seven means that he/she is doing extremely good. The higher the number, the better the student is doing.

<table>
<thead>
<tr>
<th>Extremely Poor</th>
<th>Very Poor</th>
<th>Poor</th>
<th>Average</th>
<th>Good</th>
<th>Very Good</th>
<th>Extremely Good</th>
</tr>
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<tbody>
<tr>
<td>1</td>
<td>2</td>
<td>3</td>
<td>4</td>
<td>5</td>
<td>6</td>
<td>7</td>
</tr>
</tbody>
</table>

✓ Completing schoolwork.

BEFORE 1---2---3---4---5---6---7

NOW 1---2---3---4---5---6---7

✓ Interacting with other students.

BEFORE 1---2---3---4---5---6---7

NOW 1---2---3---4---5---6---7

✓ Following directions in class.

BEFORE 1---2---3---4---5---6---7

NOW 1---2---3---4---5---6---7

✓ Following school rules.

BEFORE 1---2---3---4---5---6---7

NOW 1---2---3---4---5---6---7

✓ Working to potential.

BEFORE 1---2---3---4---5---6---7

NOW 1---2---3---4---5---6---7

✓ Coming to school (attendance).

BEFORE 1---2---3---4---5---6---7

NOW 1---2---3---4---5---6---7

✓ Attitude towards school.

BEFORE 1---2---3---4---5---6---7

NOW 1---2---3---4---5---6---7

Other notes or observations concerning the student’s progress this semester: __________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

__________________________________________________________________________

RETURN THIS FORM TO THE STUDENT’S SCHOOL COUNSELOR. CALL ___________ FOR ANY QUESTIONS.
20 MINUTE INTERVIEW
Insoo Kim Berg
from http://www.brief-therapy.org/insoo_handouts.htm

1. Referred client
   • Whose idea was it that you come to see me?
   • What will convince _____ that you don’t need to see me?
   • On a scale of 1 to 10 (1 being the worse, 10 the best) where would you rate yourself at this time? Where _____ would rate you on the same scale?
   • Where _____ would like you to be at?
   • How important is it for you to make these changes (scale of 1 to 10)?
   • How willing are you to work at it?

2. Self-Referred Client
   • What has to be different as a result of your coming and talking to me today?
   • (Turning complaint into a goal). “All my friends are turning against me” into “So you would like to have more friends who are on your side?”
   • When was the last time you did this, even a little bit (or a short time)?
   • How did you do this? (What would your best friend say you did this?)
   • What would it take you to do this again?
   • What needs to happen to move up a single point on the scale?
   • What would other say you need to do to move up on the scale?

3. Miracle Question
   • Suppose a miracle happened while you were sleeping and the problem that brought you here is solved. What would you be doing differently?
   • Who would be the first to notice you are doing things differently? What would he/she notice different about you then?
   • When was the last time it happened, even a little bit?
   • How did you do that?
   • What would it take you to do it again?
   • If you were to pretend, even a little while, that a small portion of the miracle had occurred, what one or two things would you be doing differently?

4. Questions for the Referring Person
   • Support and agree with the teacher, acknowledge his/her hard work with the child, frustrations and the effort that already has gone into making progress (if true).
   • What special qualities do you see in this child that tells you that he can do it?
   • How would you rate the potential for this child for change for the better?
What is the minimum change this child has to make?
Tell me about the last time when the child was even a little more like he should be.
How do you suppose that happened?
On a scale of 1 to 10:

Where would you rate the present behavior of the child?
Where is the highest rating the child has achieved?
Where would you rate this child’s potential for change?
What is the first small thing I can do to be of help to you?

5. Steps to Homework and Closure of the Session

- Agree with and use client’s words and world view
- Compliment whenever possible
- Suggestions toward solutions that can begins with since you believe (think, feel) that . . .
  - Because (it is not your fault . . .)
  - I agree (I can see it seem like others are picking on you . . .)

To the referring person:

"I appreciate your (concern, frustration, worries . . .) regarding Jimmy, therefore, it would be helpful in my work with Jimmy if you can (think about, watch for signs of, keep track of) and tell me what difference it makes for Jimmy. I will (talk with Jimmy, his parents, assess his motivation, check into resources, depending on their idea/view of what I can do to be of assistance to them.)

(Computed: Insoo Kim Berg, 2000)