



Solution-focused Schools

Material for teachers and school staff

www.lavoiesolutions.com | sharon.casey@lavoiesolutions.com | (514) 696-1629

About SF Schools

The enclosed material was developed for elementary and high school teachers who received training in the solution-focused (SF) approach. SF is a strengths-based approach that is used in schools around the world to

- ✓ Create healthy classroom and school climates
- ✓ Prevent and address discipline problems in classrooms
- ✓ Help students who have challenging behaviours
- ✓ Create strengths-based IEPs and intervention plans
- ✓ Work with families and communities

Training is available for teachers, principals, complementary services staff, and mental health professionals. For more information:

Sharon Casey

sharon.casey@lavoiesolutions.com

About this material

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Indicators of a solution-focused school

- The number and quality of compliments is high (ratio of 3:1).
- We talk about the successes of students, parents, teachers, principles, other members of the staff team.
- Our observation checklists and scales are for good behaviour and they provide detailed information about the context.
- Our preferred futures are observable behaviours that are realistic and meaningful for the student, parents, teachers.
- We use scales to identify what success looks like and to make sure our goals are accessible.
- In meetings with parents, we work together to find and repeat what has worked.
- Notes in the agenda and report card describe moments where the student has succeeded in doing what we asked of them.
- We catch our students being good and we ask them how they did it.
- When students fail, we identify a more accessible target. We make sure it is precise and realistic.
- We do what works. When something doesn't work, we do something else.

Examples of how your school is already solution-focused:

What can we do to amplify what is already working?

Individual Learning Plan

Name: _____ Course: _____ Date: _____



Destination (academic goal, skill to work on):

I want to get to:

1 _____ 10

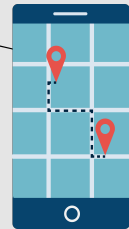
Right now I am at:

1 _____ 10

Personal qualities/skills/attitudes I already have that will help me get there:

Academic skills I already have that will help me get there:

Plan



Group Learning Plan

Name: _____

Course: _____

Date: _____



What are this group's strengths
(attitudes, behaviours)?

Skill to work on:

- What does it look like?
- If you were doing it, what would we see you doing?

Where do we want to be?

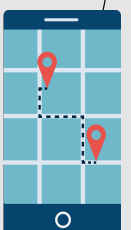
1 _____ 10

Where are we now?

1 _____ 10

Plan:

- What will the group do?
- What will the teacher do?



Student Transition Profile

(Please be sure to complete all sections)

NAME: _____

GRADE: _____

1. What are this student's **strengths, positive qualities**? (At least 3)

2. What are this student's **interests, activities** (in school and outside school)? What do these activities tell you about their **skills and abilities**?

5. What are the **strengths and positive qualities of the student's family**? What **strategies** are the parents/guardians using that are helpful?

6. What are some **goals** you would recommend for this student? What are this student's **needs**? What **skills** should they learn or improve?

Note: Write goals as positives rather than the absence of negatives (e.g. *"This student needs to work on expressing disagreement politely"*, and not *"This student needs to stop talking back to teachers"*.)

7. Are there safety concerns for this student or for others?

YES	NO
-----	----

If yes, briefly explain **how to keep this student or others safe** (e.g. triggers to avoid, contexts that require extra planning):

Completed by:

Date:

Solution-focused writing and discussion topics

Letter from the future

Imagine yourself at a point in the future where you feel like your life is exactly how you want it to be. A brilliant and slightly deranged scientist has invented a way to travel back through time and he wants you to test it. He says 2021 is a challenging year and the younger version of you needs some advice. Since you don't know if you can trust his machine, you decide to send a message instead of going back yourself. Write a letter or record a message to yourself with some good advice. Consider:

- Qualities you have that have helped you to cope in difficult times
- How you have solved problems and overcome difficulties (before and after 2021)
- Ways that challenges have made you stronger
- People who have helped you along the way
- Things that haven't happened yet that your 2021 self can look forward to

Back to school messages

Write a short welcome back message to each person in your class (1 sentence). Each message must be different. Here are some ideas:

- 1 thing you like about them
- 1 thing you missed about them
- 1 thing you have done together that was fun
- 1 thing you are looking forward to doing together
- 1 thing they did that you are grateful for
- 1 thing you see they are working hard on that you would like to congratulate them for
- 1 nice thing you would like to happen to them

Thank you letter

Think about someone who did something particularly helpful or kind for you and write them a thank-you letter. Explain what they did, why it was so helpful, and how it made you feel. You can decide to send this letter or not.

Gratitude lists

Make a list of the 25 things that you are most grateful for. These could be things about yourself that you appreciate, things that have happened to you, things that others have done for you, etc. If you include people you are grateful for, make a note of why you feel gratitude towards them.

Learning from failures

Think about a time when you learned a lot from struggling with something or failing at something. Write about what you have learned from this experience.

10 good things

Write about 10 good things that happened to you this week/this month.

Strengths inventory

Think about someone who is a hero to you- someone you admire. This can be a real person (someone you know, someone famous) or a character from a movie, book, video game, TV show etc.

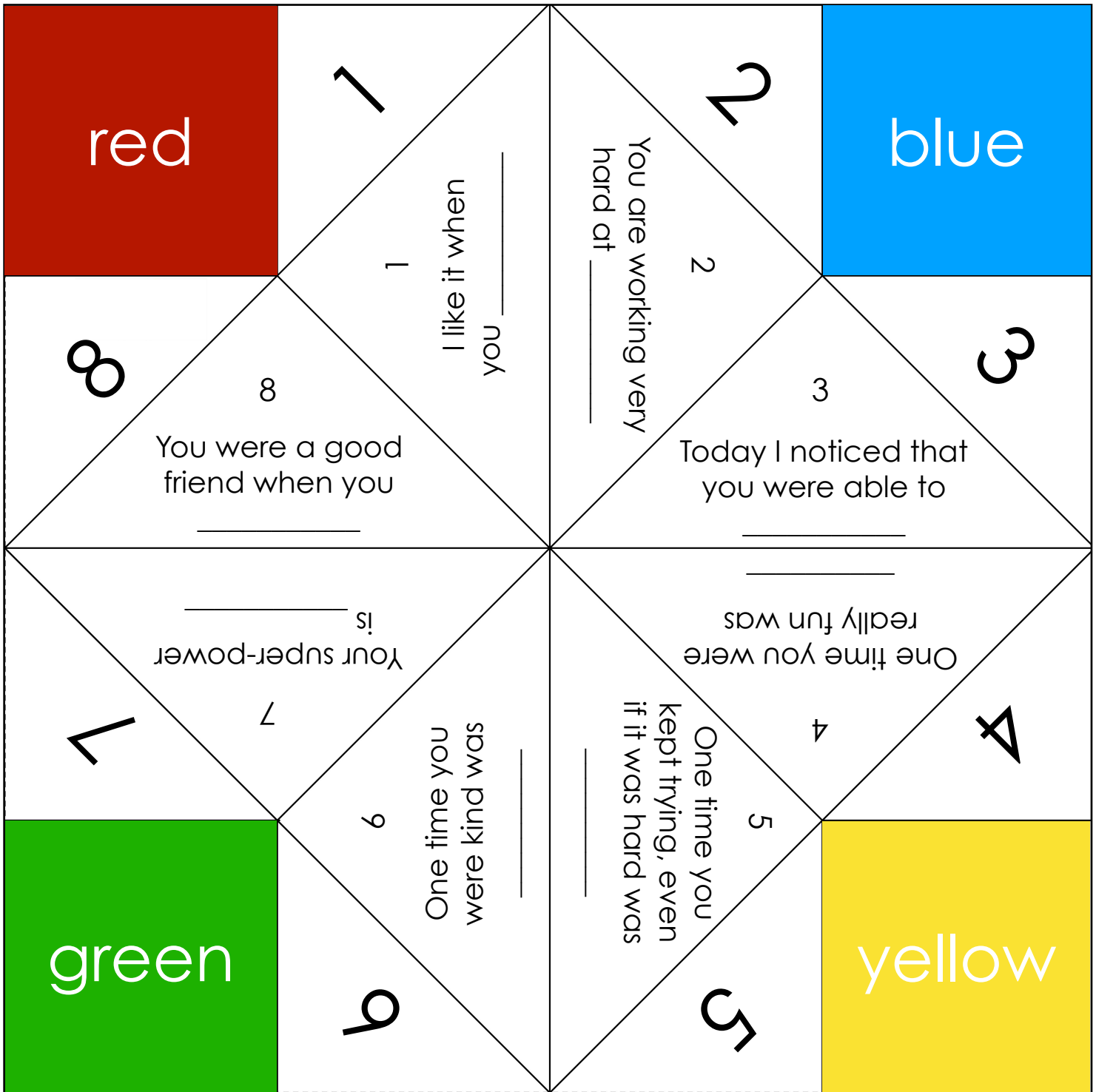
1. Write a profile of that person that describes what you admire about them.
2. From your profile, identify 5 words that describe that person's best qualities.
3. Choose 3 of the 5 words and write about a time when each of these three words applied to you as well.

At my best

Think about something that you have accomplished that you are proud of. Write about it. Here are some questions to guide your reflection:

- Why was it important to you to do this?
- What made it difficult or challenging?
- What kept you from giving up?
- How did you succeed?
- What did you do?
- What did you tell yourself as you were doing it?

COMPLIMENTS



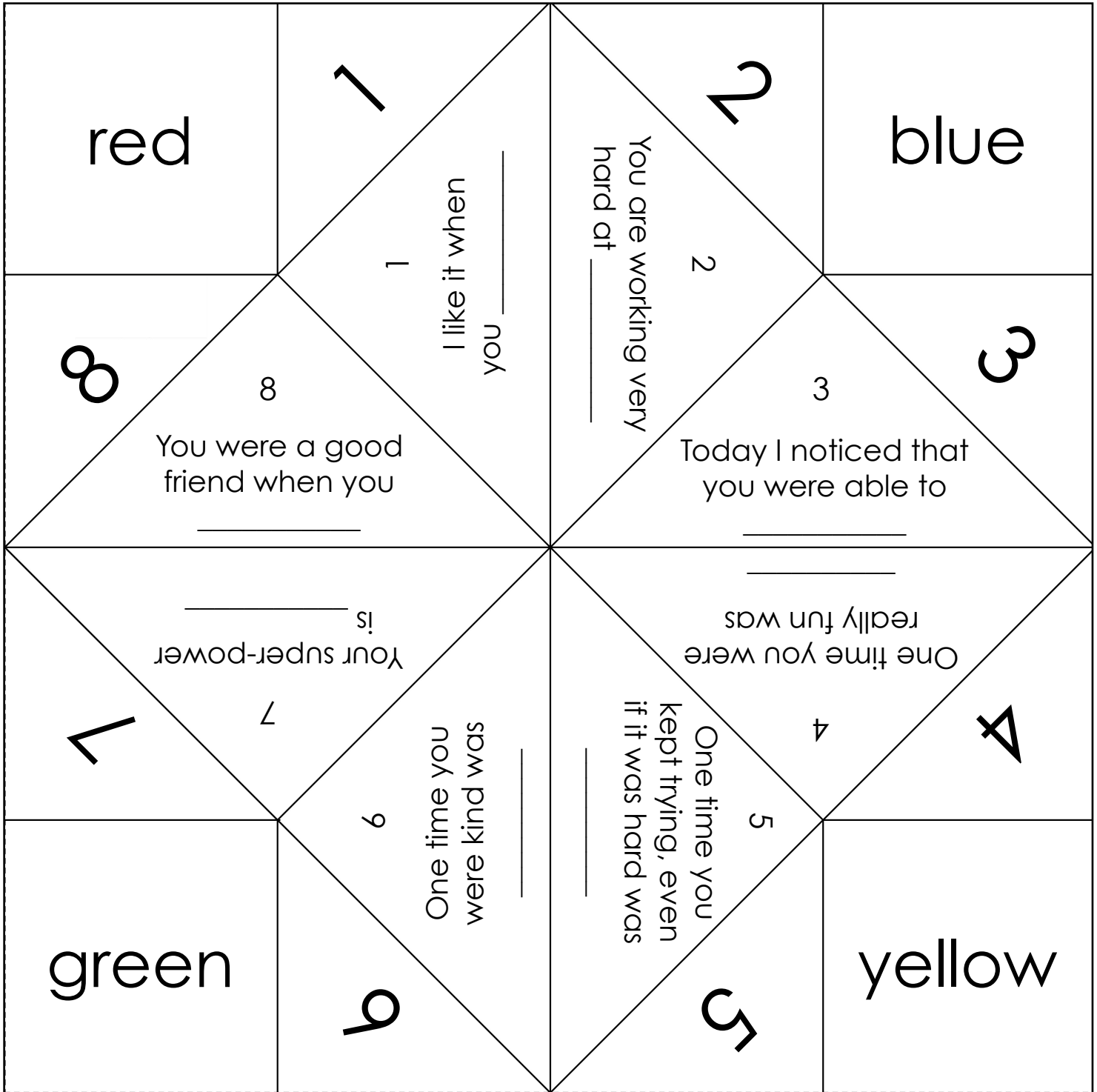
INSTRUCTIONS FOR GROWNUPS

NOTE: It is important to line up and fold carefully!

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2. Fold it in half diagonally on one side to make a triangle. Open it up and do the same thing for the other side. You now have the large square divided in 4 equal parts with fold lines for the next steps. Flip it over so the blank side is up.
3. Fold each corner toward the centre. This will give you a smaller square with the colours in the centre.
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5. Fold this square in half to make a rectangle with two of the colours visible. Open it up and fold it in half the other way.
6. Put your fingers and thumb through the colour flaps, and voila! You're ready to play.

If you have trouble, ask a kid to help you!

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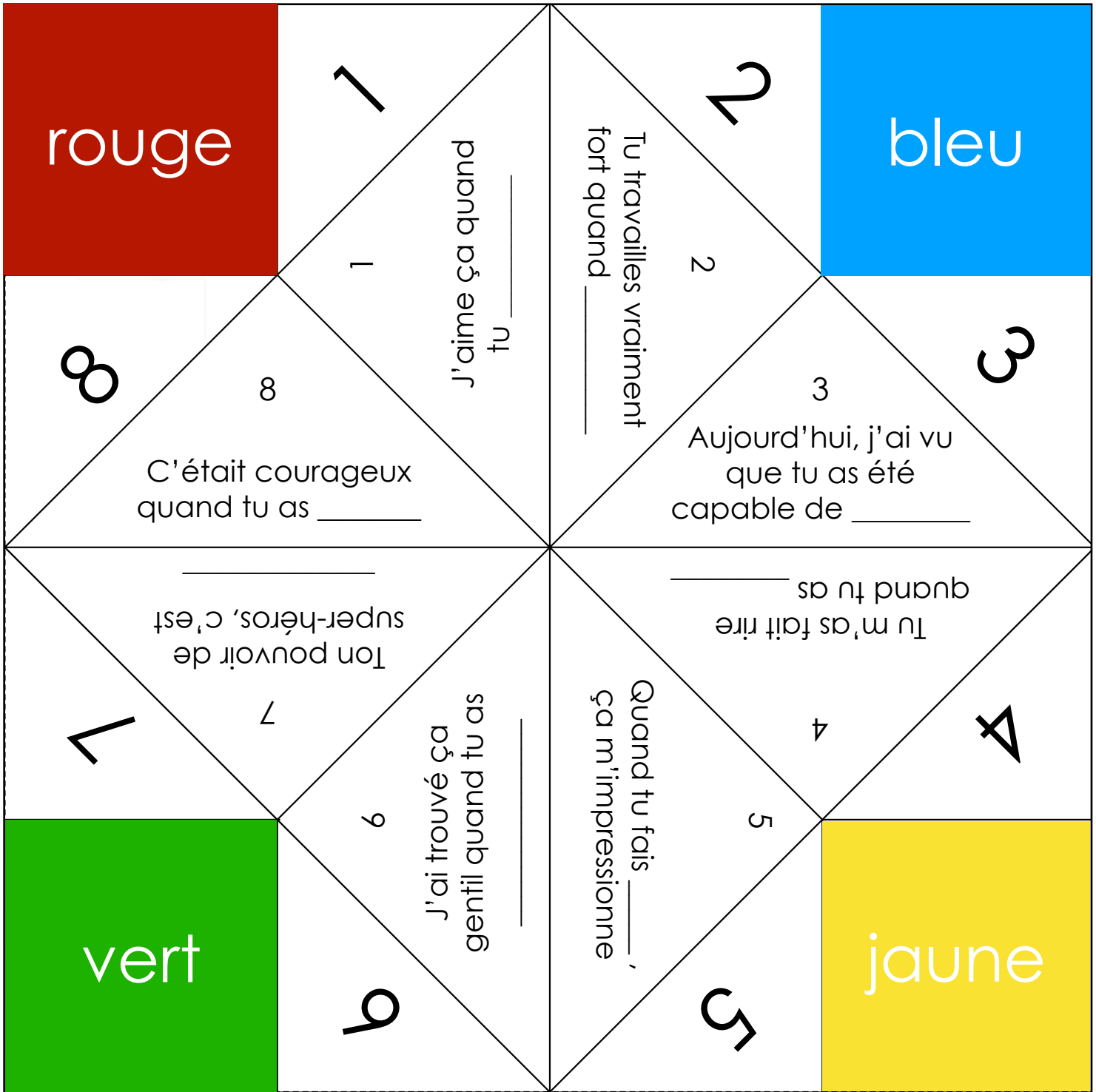
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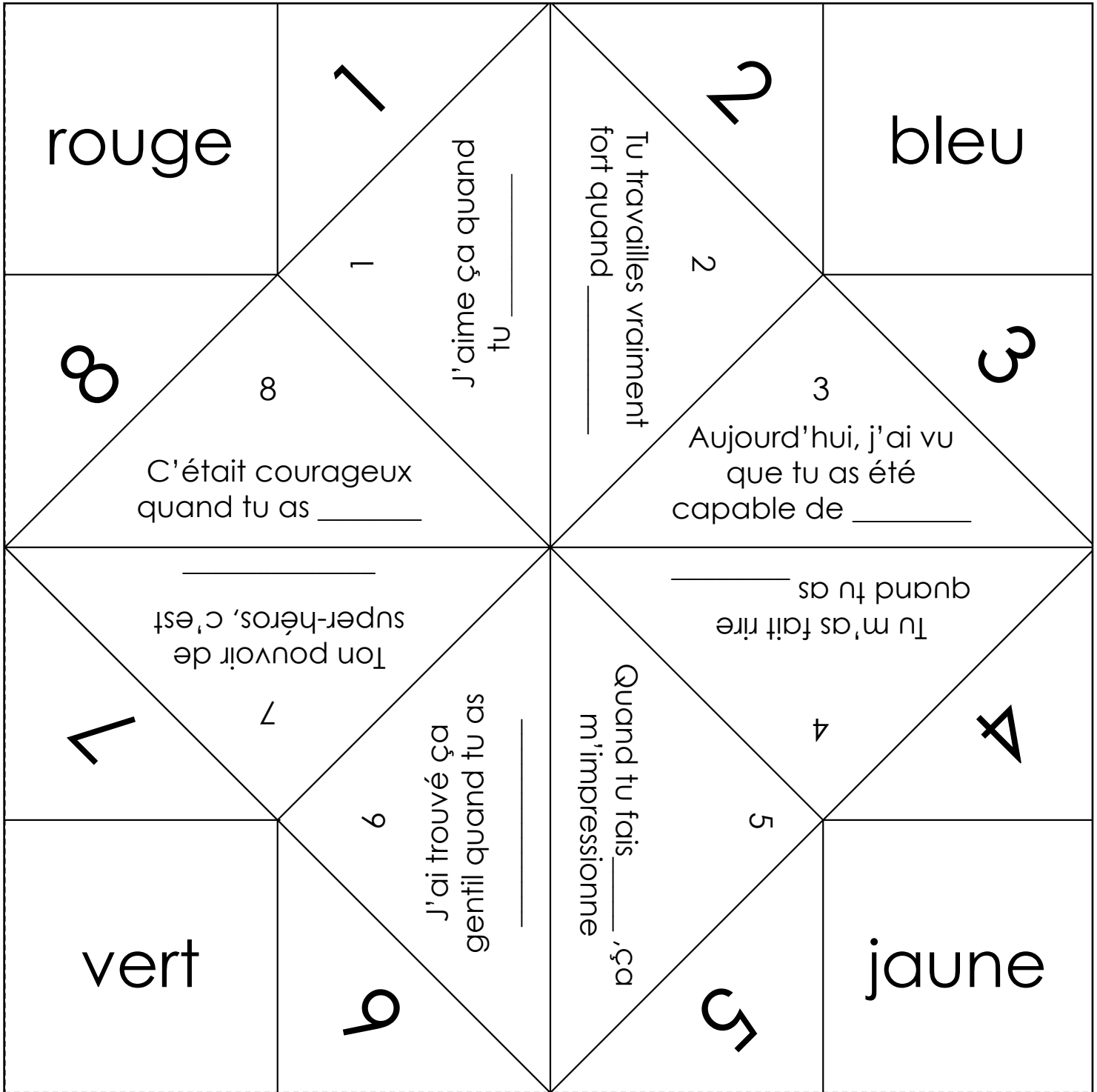


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6. Mettez votre index et votre pouce à travers les rabats de couleur, et le tour est joué! Vous êtes prêt à jouer.

En cas de difficulté, demandez de l'aide à un enfant!

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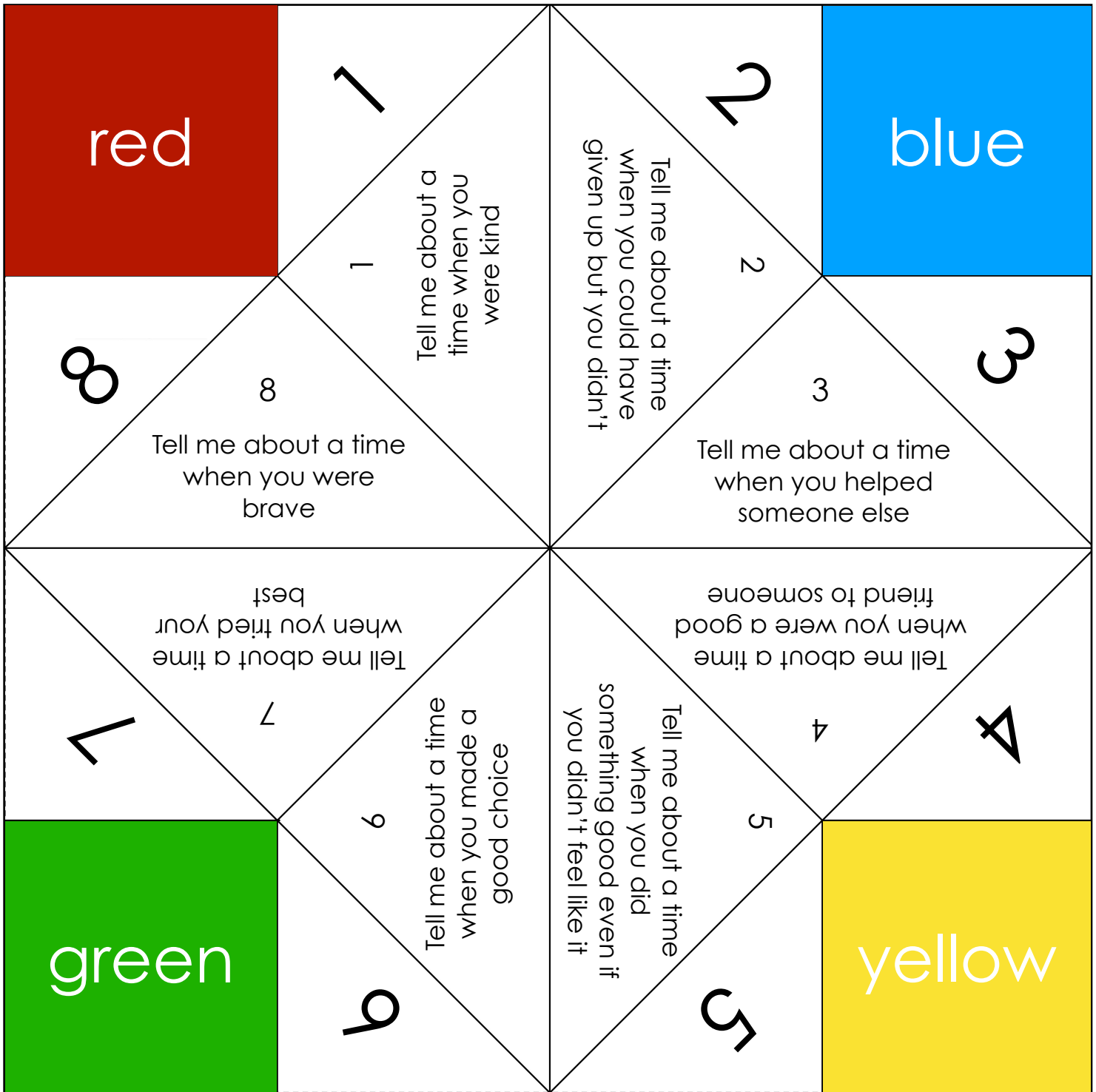


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EXCEPTIONS



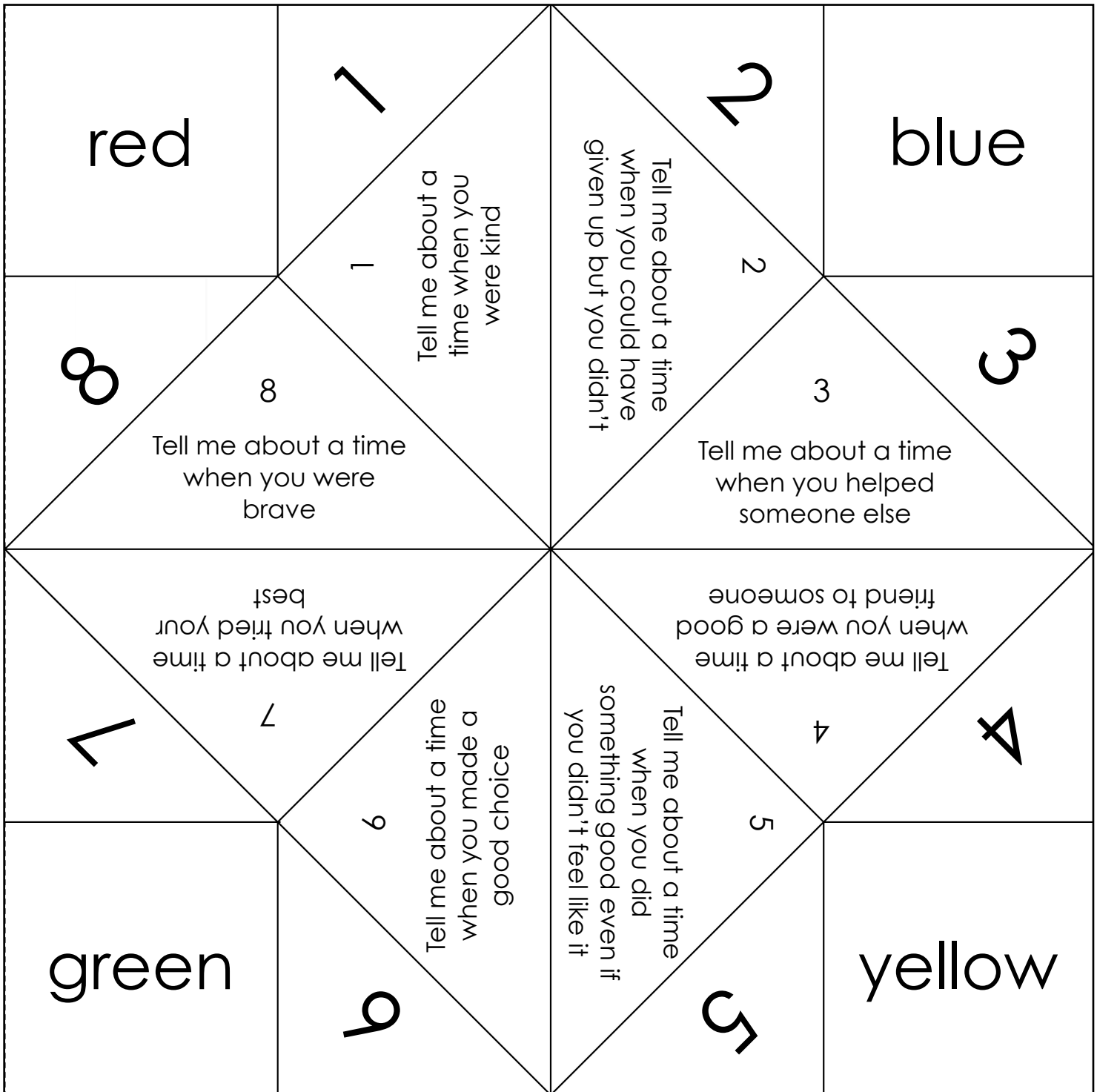
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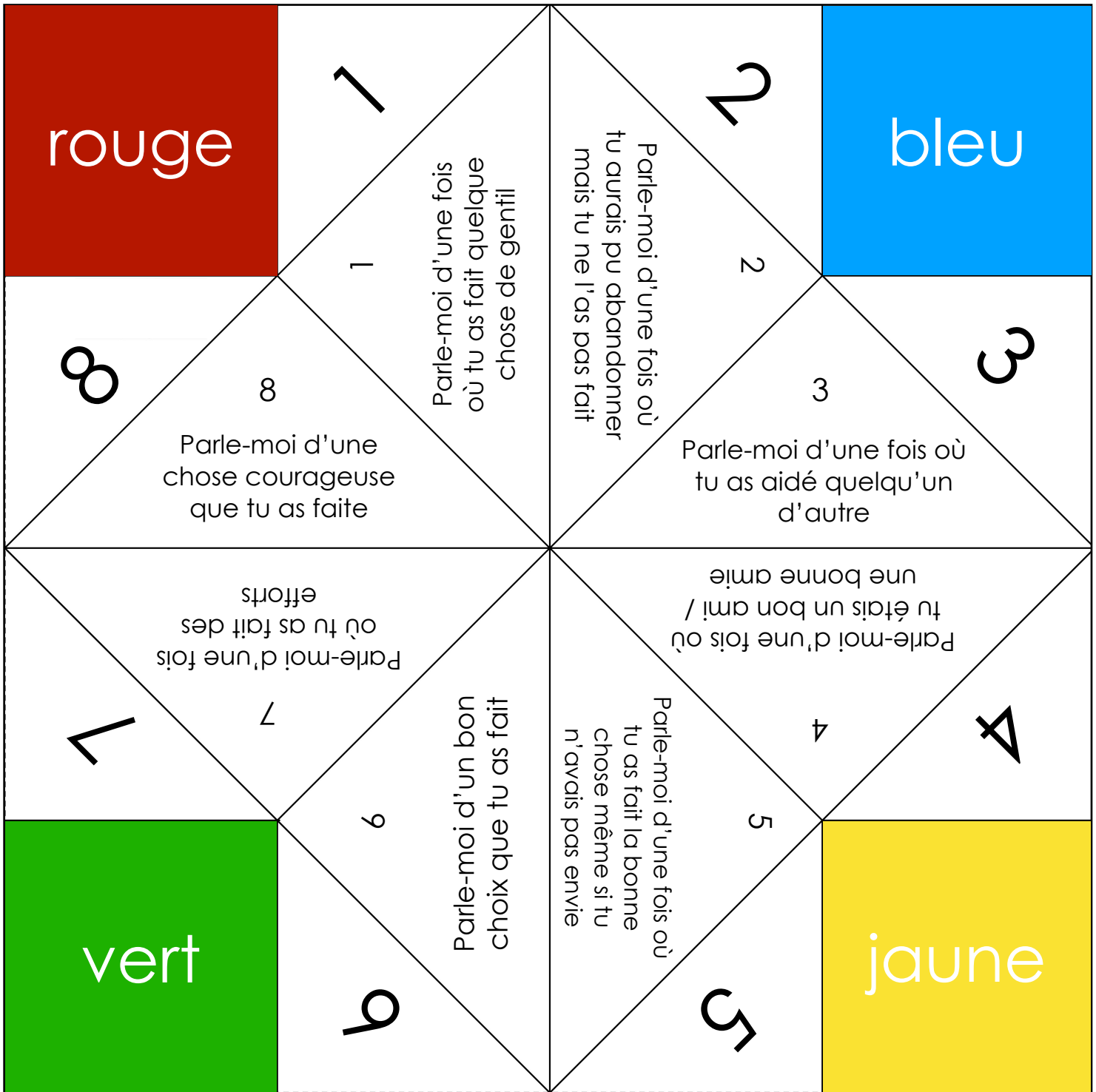
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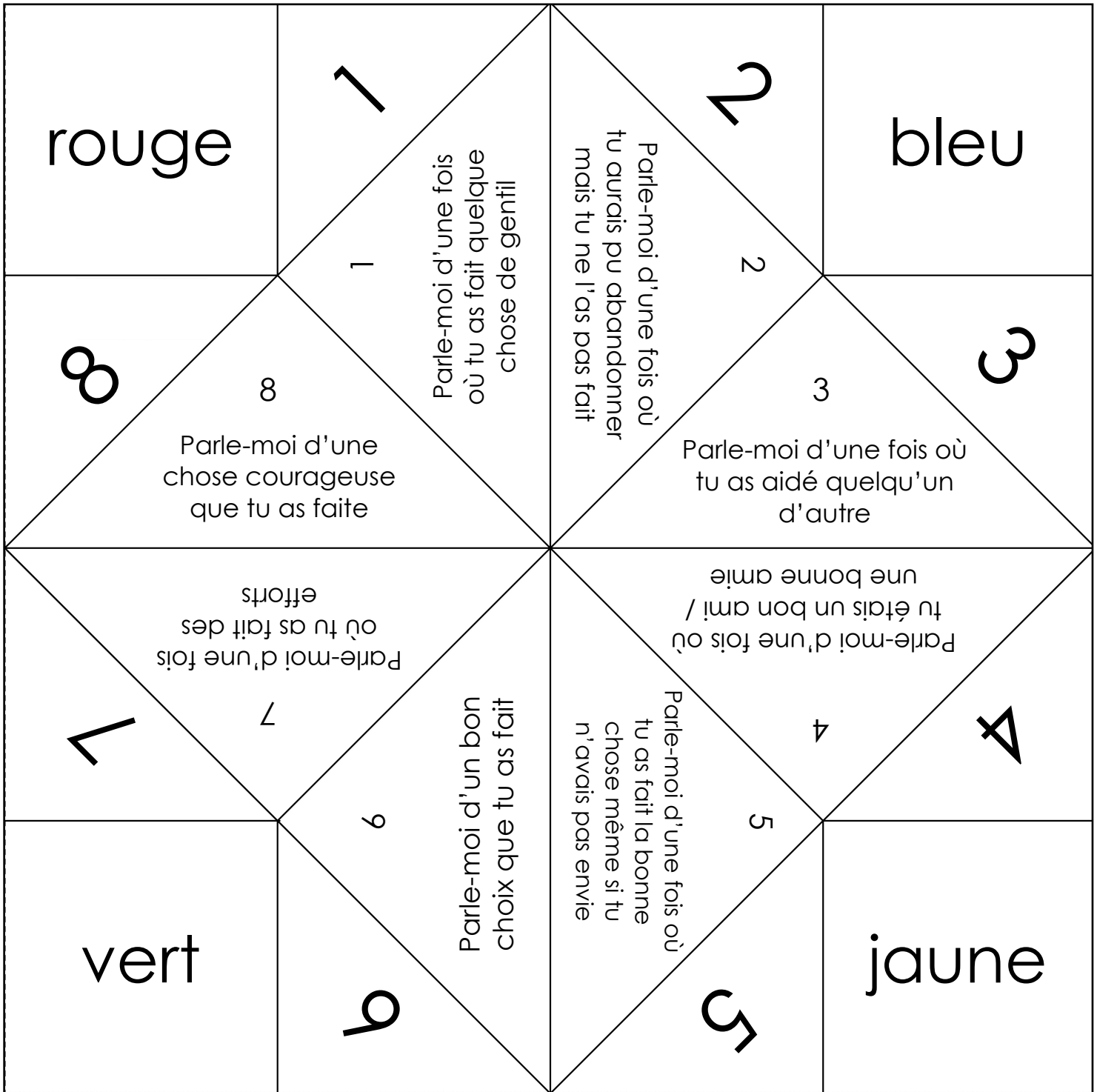


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AT MY BEST

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What's one thing you want to improve? Talk about a time when you were at your best with this.

Talk about one time when you overcame a really big challenge. How did you do that?

Where do you feel most relaxed and happy? Talk about that.

What is one of the nicest things you have ever done for someone else?

What was the hardest thing you ever learned? How did you learn it?

What do you tell yourself when you feel like giving up, but you keep on going?

What would your teacher say you are good at?

Think of someone you admire. How are you like them?

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What would your best friend say they like most about you?

What's one thing you are better at now than you were last year?

Talk about one time when you could have given up, but you kept trying.

What's one thing you have done that you are really proud of? How did you do this?

Talk about one time when you were able to help someone.

What three words describe your best qualities as a friend?

When you are having a bad day, what do you do to turn it around? What do you tell yourself?

What's one fear that you have overcome or learned to deal with?

FUTURE

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If you could have a superpower, what would it be?
How would it help you?

What's one thing you want to get better at?
What difference would it make to be better at this?

Who do you admire? In what ways would you like to be more like them?

Imagine you are at your best in your most difficult class. What would your teacher notice?

Imagine you wake up tomorrow and it's the best day ever. What's the first thing you do?

If things were going better, what would your teacher notice? What would your friends notice?

Imagine you are at your best at home. Who would notice? What would they see you doing?

What's one small thing you would like to accomplish today?

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5 people in your school
who have done something
nice for you (students or
staff)

The 3 things your friend
likes most about you

2 times you could have
really messed up, but you
didn't

5 times you were
surprised or pleased that
you succeeded in doing
something

The 6 best things that
have happened this week

10 things you like to do
on the weekend

4 times when you didn't
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20 things you like to do at
home and at school

5 things that you would
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12 happy memories from
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5 things that make you
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7 times you made a good
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MES FORCES

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Nomme une chose que tu veux améliorer. Parle d'un moment où tu étais à ton meilleur avec ça.

Parle d'une fois où tu as surmonté un défi important. Comment as-tu fait ça?

Où vis-tu le plus de bonheur, de détente?

Quelle est l'une des choses les plus gentilles que tu as faites pour quelqu'un d'autre?

Quelle a été la chose la plus difficile que tu as apprise? Comment l'as-tu appris?

Que te dis-tu quand tu as envie d'abandonner, mais que tu continues quand même?

En quoi ton enseignant ou enseignante dirait-il ou elle que tu es bon

Pensez à quelqu'un que tu admires. Comment es-tu comme eux?

MES FORCES

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Qu'est-ce que ton meilleur ami ou amie dirait qu'il ou elle aime le plus chez toi?

Nomme une chose que tu fais mieux maintenant que l'année dernière.

Parle d'une fois où tu aurais pu abandonner, mais où tu as continué à essayer.

Quelle est la chose que tu as faite et dont tu es vraiment fier? Comment as-tu fait cela?

Parle d'une fois où tu as pu aider quelqu'un.

Qu'elles sont les trois mots qui décrivent tes meilleures qualités en tant qu'ami ou amie?

Lorsque tu passes une mauvaise journée, que fais-tu pour aller mieux?
Que te dis-tu?

Quelle est une peur que tu as surmontée ou que tu as appris à gérer?

FUTURE

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Si tu pouvais avoir un super pouvoir, lequel serait-il? Comment cela t'aiderait-il?

Quelle est la chose dans laquelle tu veux t'améliorer? Quelle différence cela fera-t-il?

Qui admires-tu? En quoi aimerais-tu leur ressembler davantage?

Imagine que tu es mieux dans ta classe la plus difficile. Que remarquerait ton enseignant ou enseignante?

Imagine que tu te réveilles demain et que c'est le meilleur jour de tous les temps. Quelle est la première chose que tu fais?

Si les choses allaient mieux, que remarquerait ton enseignant ou enseignante? Que remarqueraient tes amis?

Imagine que tu fais de beaux efforts à la maison. Qui le remarquerait? Que te verraient-ils faire?

Quelle est la petite chose que tu aimerais accomplir aujourd'hui?

LISTES

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5 personnes de votre école qui ont fait quelque chose de bien pour toi (élèves ou personnel)

Les 3 choses que ton ami aime le plus chez toi

2 fois tu aurais pu vraiment tout gâcher, mais tu ne l'as pas fait

5 fois tu as été surpris ou heureux d'avoir réussi à faire quelque chose

Les 6 meilleures choses qui se sont produites cette semaine

10 choses que tu aimes faire les fins de semaine

4 fois où tu n'as pas abandonné, même si c'était difficile de continuer

5 fois dont tu as aidé quelqu'un d'autre

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20 choses que tu aimes
faire à la maison et à
l'école

5 choses que tu aimerais
apprendre à faire

12 souvenirs heureux de
la maison ou de l'école

5 choses qui font rire

7 fois tu as fait un bon
choix ou une bonne
décision

4 choses que tu arrives à
faire, même si tu n'aimes
pas les faire

3 choses qui font de toi
un bon ami

10 choses dans
lesquelles tu es meilleur
maintenant que quand tu
étais plus jeune



The solution-focused (SF) approach is an adaptation of Solution focused brief therapy, first developed in a family therapy clinic serving clients in the context of youth protection. The SF approach can be used in a variety of non-therapeutic settings, including education and management. SF is an evidence-based approach that builds on the strengths of youth and their families and promotes collaboration and buy-in. The model and its adaptations for contexts outside therapy have proven successful in schools, health and social service agencies, and the workplace.

This training is designed to equip school principals and vice-principals, teachers, and members of the student services team to apply the principles and techniques of the SF approach in their work with individual students, groups, and families. The SF approach also contributes to the development of a healthy school climate and can be integrated into mental health and violence prevention plans. Each training covers the basic philosophy and techniques of the SF approach, and schools can tailor the content by choosing from the following applications:

- Academic activities
- Classroom management
- Interventions with individual students
- Working with families
- Meetings and case conferences
- Staff team-building

The duration of the training varies based on the objectives of each school. For more information, contact Sharon Casey at sharon.casey@lavoiesolutions.com.

Sharon Casey has a background in teaching and adult education. She has taught students with personal and academic difficulties (e.g. new immigrants, youth and adults with learning disabilities and mental health problems) and adolescents and young adults in drug rehabilitation centres. Sharon has a particular interest in the adaptation of services to better reach men and boys, and in reaching populations in the context of social inequalities. Her interests and convictions have led her to develop an expertise in the solution-focused approach. Since 2018, she has been working with school districts across Quebec to implement this approach in educational settings. She is a trainer who is focused on creating the best conditions for learning and she is recognized for her ability to transmit serious and sensitive ideas with a touch of humour.



KIDS' SKILLS TRAINING

The Kids' Skills program was designed to help children ages four and up learn new skills and overcome social, behavioural, and emotional difficulties. The method is based on Solution Focused Brief Therapy (SFBT) and was developed at the Helsinki Institute for Brief Therapy by psychiatrist Ben Furman and his colleagues Tapani Ahola, Sirpa Birn, and Tuija Terävä.

This program works better than many other approaches because it focuses on learning skills rather than solving problems. Children don't like to focus on problems, but they have a natural inclination to learn skills.

Many types of problems can be overcome with the Kids' Skills method (e.g., opposition, aggression, low self-esteem, fears). This method creates collaboration between the child and the adult who is helping to create a learning plan for the new skill. Kids' Skills is a model that can be applied in individual work with one child as well as in groups. It can be used in schools, daycare services, health and social service centres, youth centres, community organizations and at home.

This training is intended for professionals who work with children (psychologists, social workers, psychoeducators, learning skills and behavioural consultants and technicians, etc.) and it can be adapted for principals, teachers, attendants, and technicians in elementary schools. The training is recognized by the Helsinki Brief Therapy Institute.

Objectives:

- Understand the basic principles of the Solution focused approach
- Create an agreement with the child on a skill to learn
- Motivate and guide the child in learning the skill by applying the steps of the program
- Apply the principles and steps of the program in work with groups.

Format:

- Workplace training: 2 days / 10 hours
- Groups of 6 to 20 participants
- Accreditation program available for those who want to continue their training

Sharon Casey, M.A., is a Kids' Skills trainer and coach accredited by the Helsinki Brief Therapy Institute. She is responsible for implementing the program in Canada. Sharon has a background in teaching and adult education. Since 2018, she has worked with schools to help administrators, teachers, and other members of school teams to implement solution-focused practices to improve school climate, promote mental health and wellbeing, and manage behaviour problems. Her experience includes 10 years of work in suicide prevention, as well as teaching adolescents and adults with learning and mental health difficulties, and adolescents in drug rehabilitation centres. She has a particular interest in adapting services to reach populations at risk in contexts of social inequalities. Her interests and convictions have led her to develop an expertise in the solution-focused approach. Sharon is a trainer who cares about creating the best learning conditions and does not hesitate to convey serious and sensitive ideas with a touch of humour.



Cette formation invite les direction d'écoles, le personnel enseignant et les membres de l'équipe des services complémentaires à explorer comment ils pourraient utiliser les principes et les techniques de l'approche orientée vers les solutions (AOS) pour améliorer leur capacité à travailler avec les familles en difficulté, pour gérer les comportements difficiles des élèves et pour travailler en équipe pour favoriser un climat d'école sain. La formatrice présentera des applications qui ont fait leurs preuves et proposera des stratégies pour commencer l'implantation.

L'approche orientée vers les solutions (AOS), d'abord développée en contexte de thérapie auprès des jeunes et des familles et en contexte de protection de l'enfance. Elle a été adaptée et appliquée dans divers milieux, entre autres par des professionnels de l'éducation et de la gestion. L'AOS est une approche basée sur des données probantes qui mise sur les forces des jeunes et de leurs familles et qui favorise la collaboration et l'adhésion. Cette approche a fait ses preuves en milieu scolaire, en santé et services sociaux, et en milieu de travail.

OBJECTIFS :

- Connaître les principes de base et le processus de l'AOS et le rationnel qui sous-tend son utilisation en milieu scolaire.
- Comprendre comment l'AOS est utilisée dans différents contextes (ex. : gestion de groupe, rencontres avec les élèves, les parents, et les professionnels, animation des plans d'intervention).
- Identifier des pistes pour appliquer les principales techniques auprès des élèves, des parents et du personnel scolaire.

Sharon Casey a une formation en enseignement et en éducation des adultes. Depuis 2018, elle accompagne des écoles partout au Québec dans l'implantation de l'approche orientée vers les solutions. Auparavant, elle a été formatrice-conseillère en prévention du suicide et elle a été enseignante auprès d'étudiants en difficulté (immigrants récents, jeunes et adultes éprouvant des difficultés d'apprentissage) et de jeunes toxicomanes en centres de réadaptation. Elle a un intérêt particulier pour l'adaptation des services pour rejoindre les populations à risque dans un contexte d'inégalités sociales. Sharon est une formatrice soucieuse de créer les meilleures conditions d'apprentissage et n'hésite pas à transmettre des idées sérieuses et sensibles avec une touche d'humour.



Formation du programme «Je suis capable»

Le programme «Je suis capable» a été conçu pour aider les enfants de quatre ans et plus à acquérir de nouvelles habiletés et à surmonter des difficultés sociales, comportementales, et émotionnelles. La méthode est basée sur la Thérapie brève orientée vers les solutions (TBOS) et a été développée à l'Institut de thérapie brève de Helsinki par le psychiatre Ben Furman et ses collègues Tapani Ahola, Sirpa Birn, et Tuija Terävä.

Ce programme fonctionne mieux que de nombreuses autres approches, car il se concentre sur l'apprentissage des compétences plutôt que sur la résolution de problèmes. Les enfants n'aiment pas se concentrer sur les problèmes, mais ils ont une tendance naturelle à acquérir des compétences.

Une foule de problèmes peuvent être surmontés grâce à la méthode «Je suis capable» (ex. : l'opposition, l'agressivité, la faible estime de soi, et les peurs). Cette méthode mise sur les forces de l'enfant et la collaboration entre l'enfant et l'adulte dans la conception d'un plan d'apprentissage. «Je suis capable» est un modèle qui s'applique en travail individuel avec un enfant et en groupes. Il peut être utilisé dans les écoles, les services de garde, les centres de santé et de services sociaux, les centres jeunesse, les organismes communautaires et à la maison.

Cette formation s'adresse aux intervenants et intervenantes qui travaillent auprès des enfants (psychologues, travailleuses et travailleurs sociaux, psychoéducatrices et psychoéducateurs, etc.) et elle peut être adaptée pour les membres des équipes d'enseignement et de direction des écoles primaires. La formation est reconnue par le Helsinki Brief Therapy Institute.

Objectifs :

- Comprendre les principes de base de l'Approche orientée vers les solutions
- Créer une entente avec l'enfant sur une habileté à apprendre
- Motiver et guider l'enfant dans son apprentissage en appliquant les étapes du programme
- Appliquer les principes et les étapes du programme en travail auprès des groupes.

Modalités

- Formation en milieu de travail de 2 jours (10 à 14 heures)
- Groupes de 6 à 25 participants
- Programme d'accréditation disponible pour ceux qui veulent poursuivre leur formation

Sharon Casey, M.A., est une formatrice et intervenante accréditée pour le programme «Je suis capable» par le Helsinki Brief Therapy Institute. Elle est responsable de la diffusion du programme au Canada. Sharon a une formation en enseignement et en éducation des adultes. Depuis 2018, elle travaille en milieu scolaire pour aider les équipes de direction et d'enseignement et les intervenants à mettre en œuvre des pratiques orientées sur les solutions. Auparavant, elle a travaillé pendant 10 ans en prévention du suicide et elle a été enseignante auprès d'étudiants en difficulté (immigrants récents, jeunes adultes éprouvant des difficultés d'apprentissage, TSA) et de jeunes toxicomanes en centres de réadaptation. Elle a un intérêt particulier pour l'adaptation des services pour rejoindre les populations à risque dans un contexte d'inégalités sociales. Ses intérêts et ses convictions l'ont amené à développer son expertise sur l'approche orientée vers les solutions. Elle souhaite mieux faire connaître ses applications en milieu scolaire. Elle est une formatrice soucieuse de créer les meilleures conditions d'apprentissage et n'hésite pas à transmettre des idées sérieuses et sensibles avec une touche d'humour.
