

Creating a Company-wide Solution-Focused Culture: *A SYSTEMS APPROACH*

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SFiO Webinar
16 January 2024

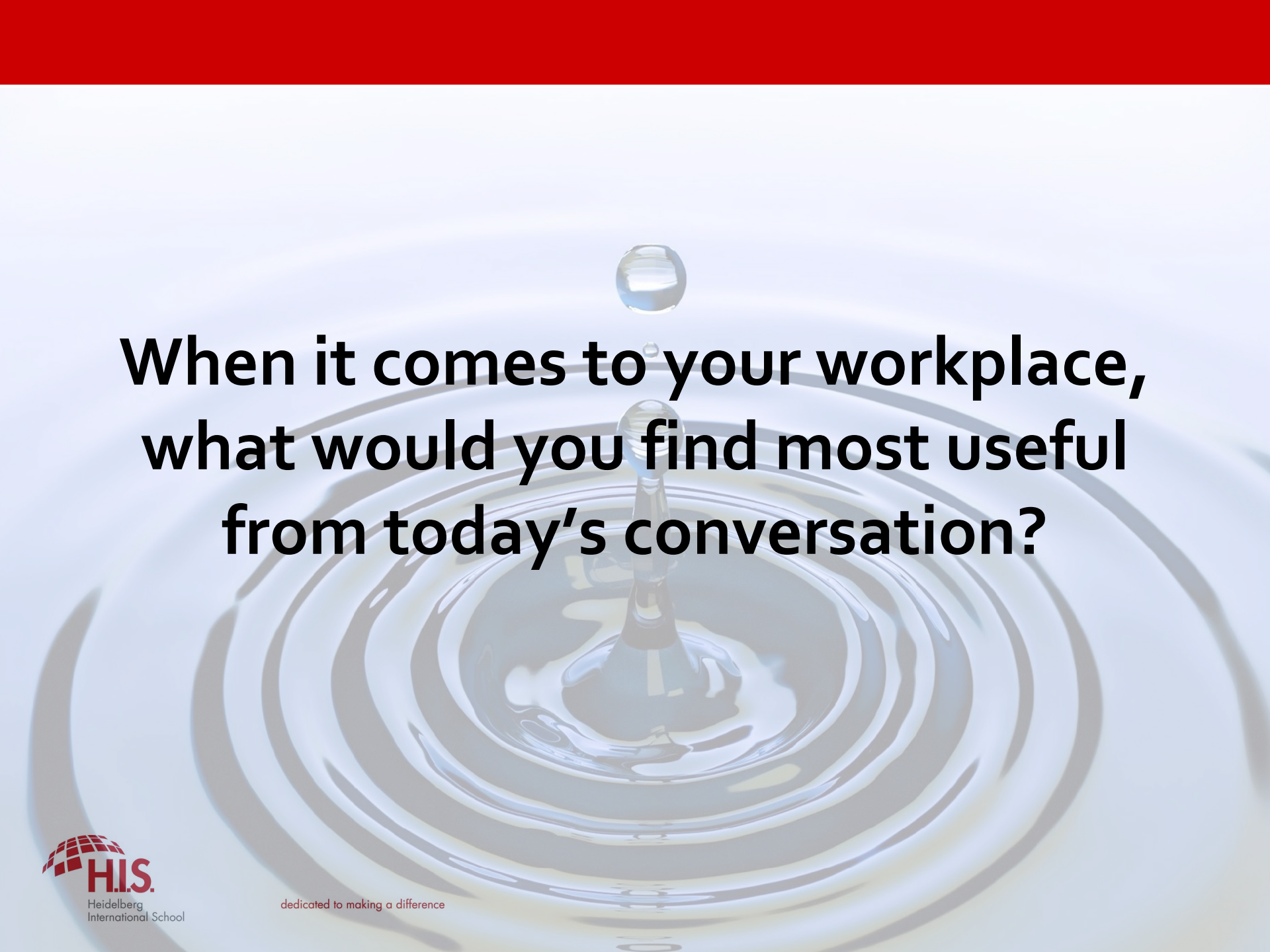
A high-speed photograph of a single water droplet falling into a pool of water. The droplet is captured mid-fall, just above the point of impact, creating a series of concentric ripples that spread outwards. The background is a soft, out-of-focus light blue and white, emphasizing the clarity and movement of the water.

Reflect on the possibility of instilling a more solution-focused approach within your organizational culture.


A high-speed photograph of a water droplet falling into a pool of water, creating a series of concentric ripples. The droplet is captured mid-fall, just above the surface, with a smaller droplet just below it. The water is clear and the background is a soft, out-of-focus light blue.

Let's start in smaller breakout groups.

Appoint a spokesperson to synthesize your answers to this question:



**When it comes to your workplace,
what would you find most useful
from today's conversation?**



Finding a capacity for change

Creating a Company-wide Solution-Focused Culture: *A SYSTEMS APPROACH*

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Innovative Inspiration

- ❑ Ben Furman – *Helsinki Brief Therapy Institute, Kids' Skills*
- ❑ Denise Yusuf – *Coaching 4 You, The SF Approach with Children and Young People*
- ❑ Linda Metcalf – *Solution Focused Schools Unlimited*
- ❑ Evan George, Chris Iveson and Harvey Ratner –
BRIEF Centre for Solution Focused Practice, London

Pathway to useful meetings

- ❑ Taking Action
- ❑ Mirroring our clients
- ❑ The mindset of skill-building
- ❑ Training for key roles
- ❑ Clients celebrating skill successes

Case study

- ❑ A teacher comes to you and is very concerned about a **ten-year old student** in their class. The parents are both busy executives.
- ❑ Observations:
 - ❑ often spaces out in class
 - ❑ daydreaming
 - ❑ cannot stay on task late in the day
 - ❑ energy drinks between classes - negatively affecting mood, academic performance, attendance and overall engagement
- ❑ Exceptional moments:
 - ❑ Loves scientific research and presenting to class



Case study

- ❑ **Six-year old student** joined the school mid-year.
- ❑ Observations:
 - ❑ struggles to communicate with classmates
 - ❑ trouble making friends
 - ❑ needs to be removed from the classroom, has lashed out by shouting and hitting classmates - removal identified as only way to diffuse situation
- ❑ Exceptional moments:
 - ❑ Child is relaxed when able to explore books, pictures, and information about outer space



The road to partnership

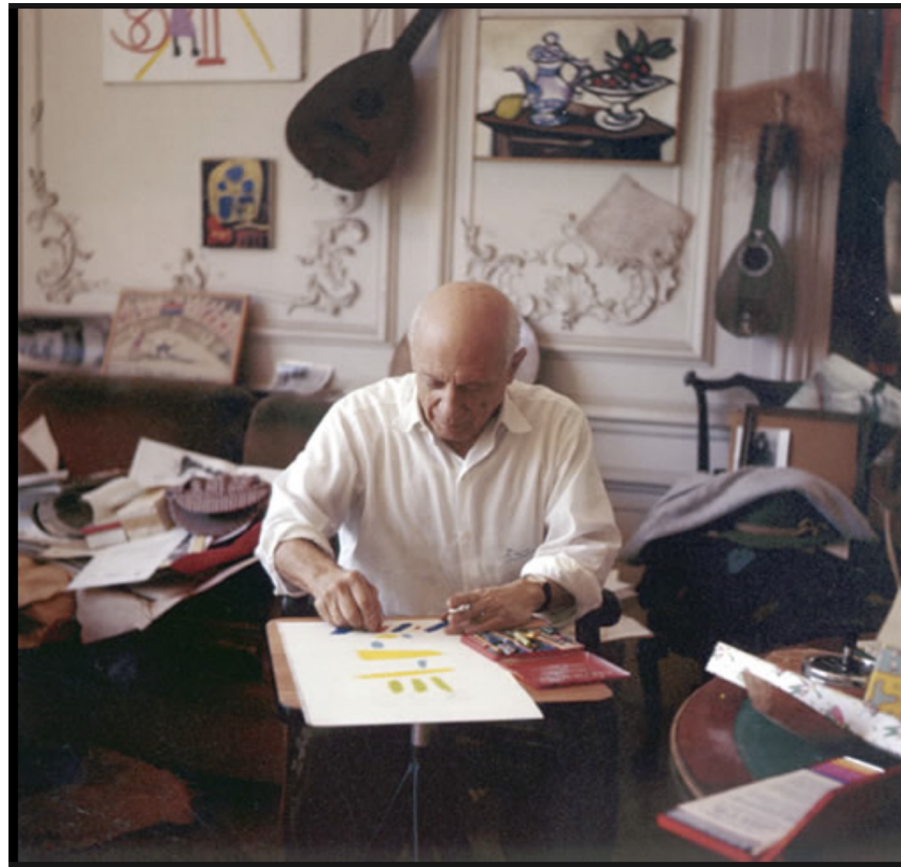
- ❑ The teachers feel they need to **call in the parents** to address the observed behaviours and their concerns.
- ❑ **Key consideration:** *what are the risks of a conversation where the teacher calls a meeting focused solely on the problems in the classroom?*
- ❑ Both **teachers come to you first** and you respond by asking questions that lead to exercising a different approach.
- ❑ Today, we will dive deeper into the important work **before** entering into meetings responding to a problem and calling in key parties to address it.

The road to partnership

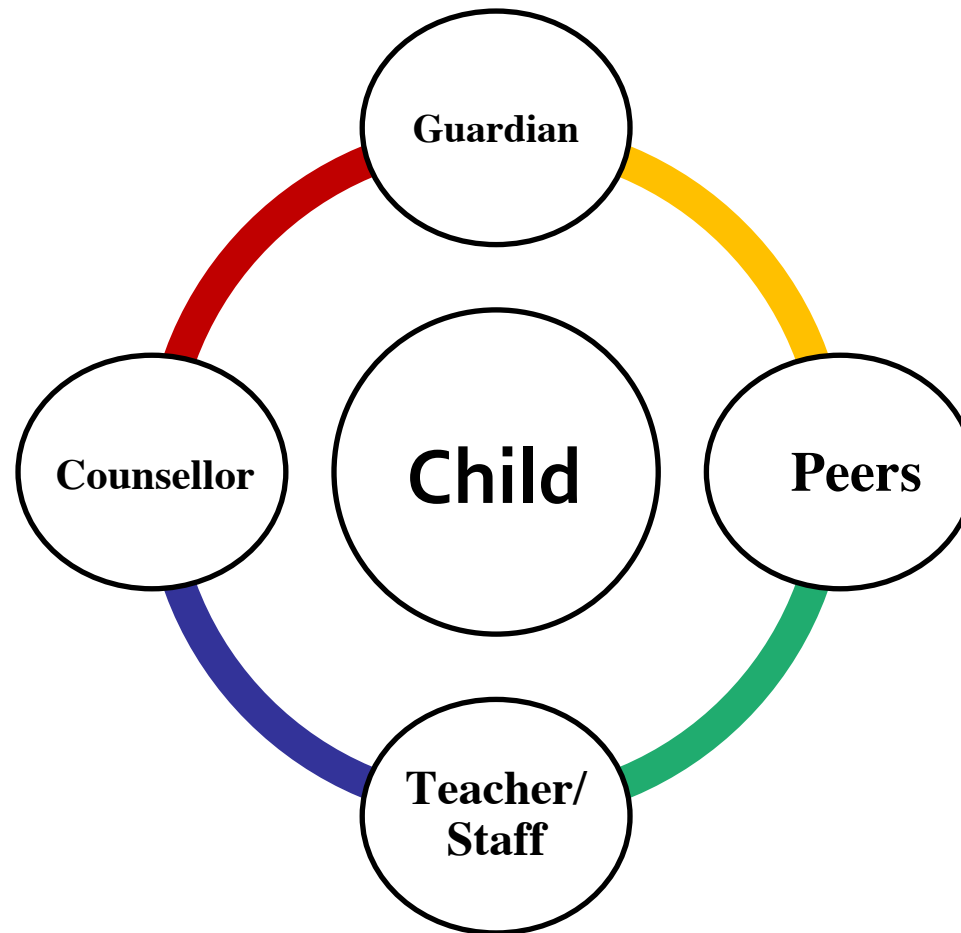


- ❑ When it comes to meetings in your setting, who would you imagine having to call in?
- ❑ What are your key considerations of risk stemming from a problem focused meeting with that (those) person(s)?
- ❑ You have key staff coming to you needing guidance – what questions would you feel would exercise a different approach?

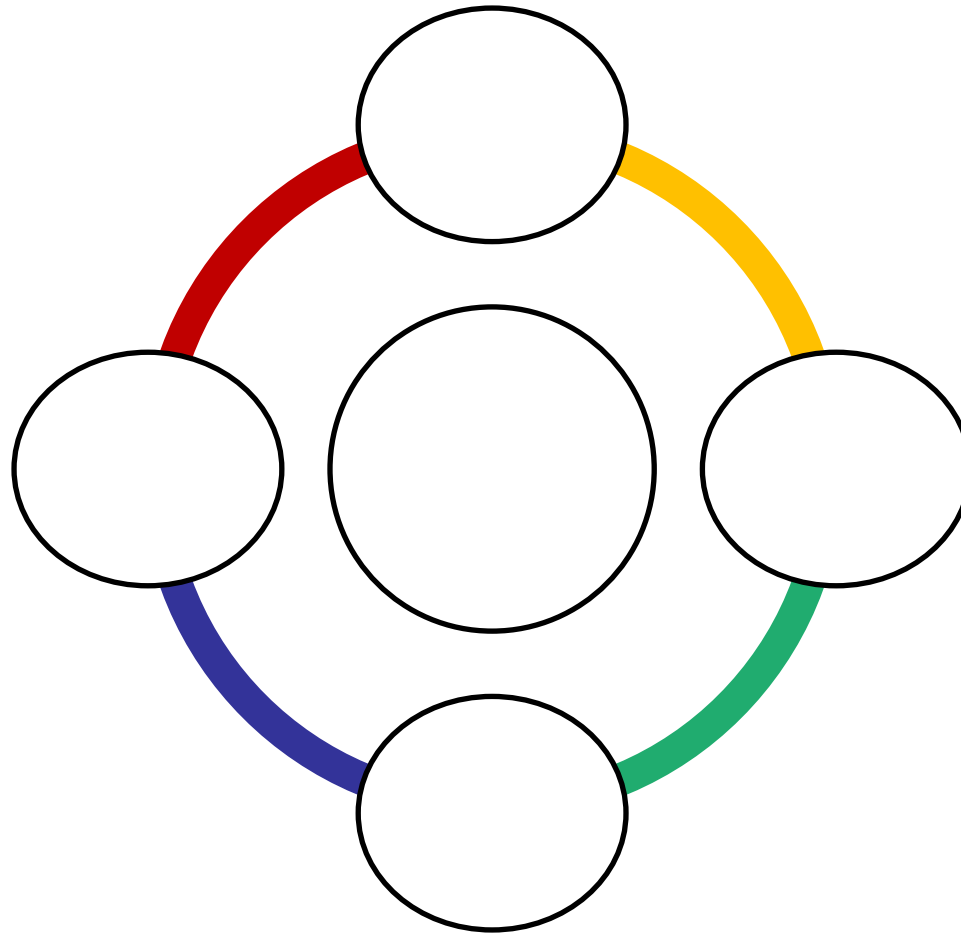
The means to paint



Conversation around key roles



Conversation around key roles

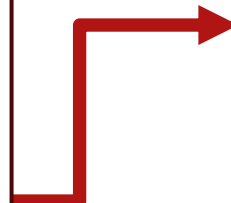


Making the shift

Alleviating Symptoms

Behavioural Intervention

- Functional Hypothesis
- Accommodations
- Interaction Strategies
- Response Strategies



Reactive/ Problem-Driven

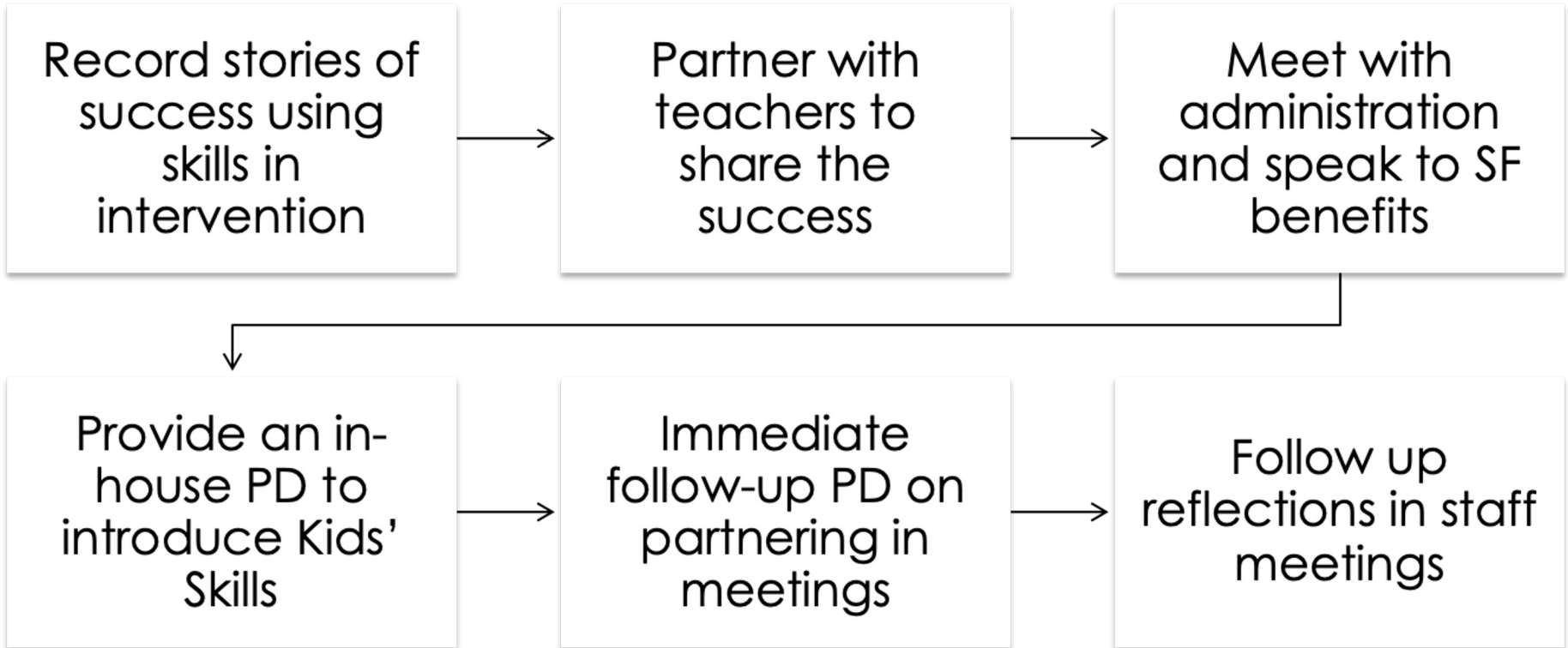
Skill Development

Desired Skill

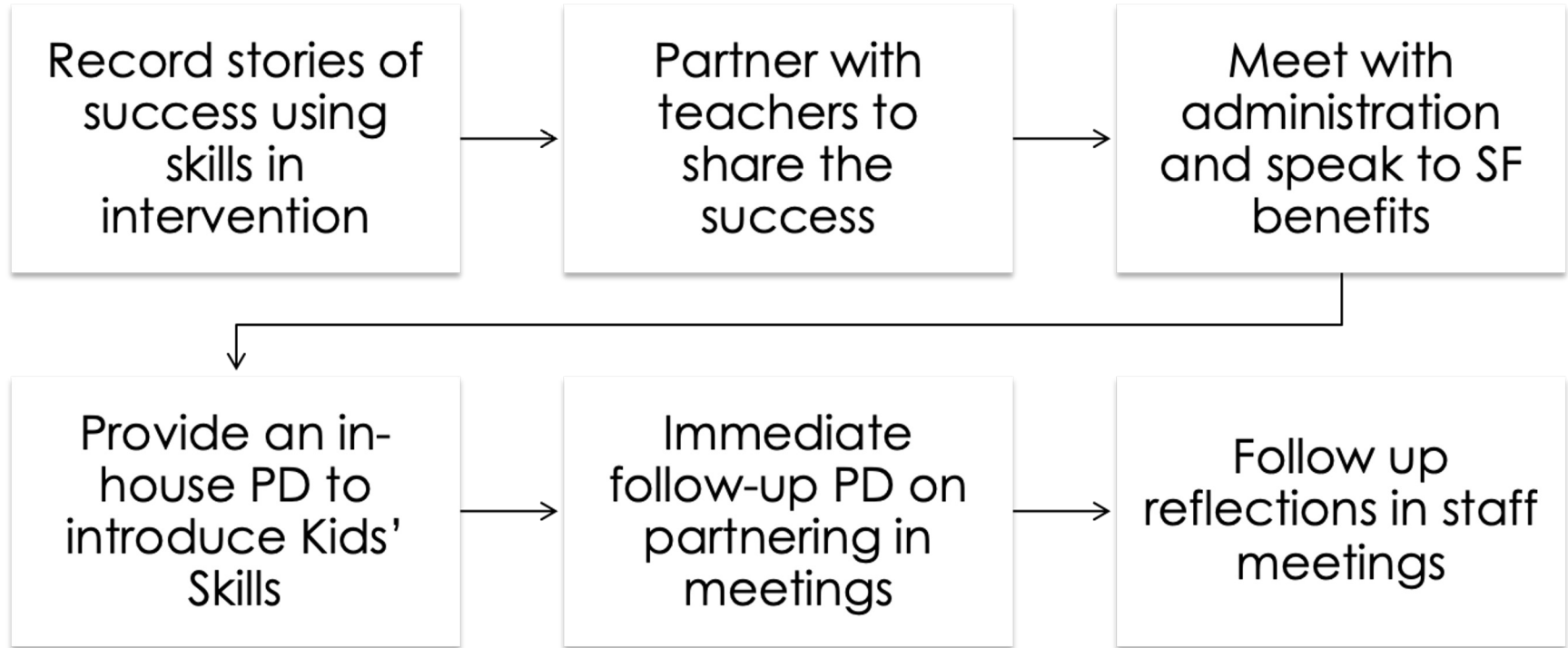
- Benefits – self/ others
- Built-in reminders
- Supporting self-regulation
- Celebrating success
- Enabling further growth

Proactive/ Solution-Focussed

Finding a way that works



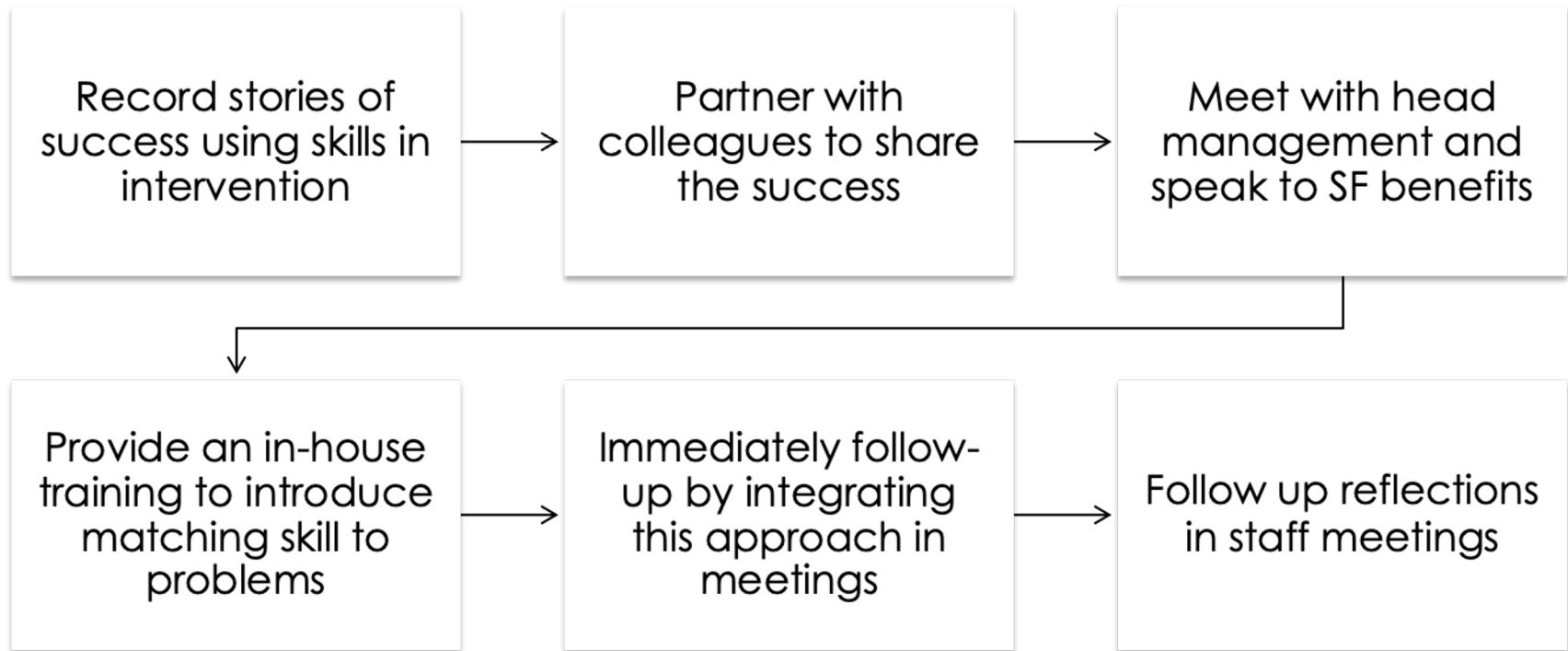
Finding a way that works



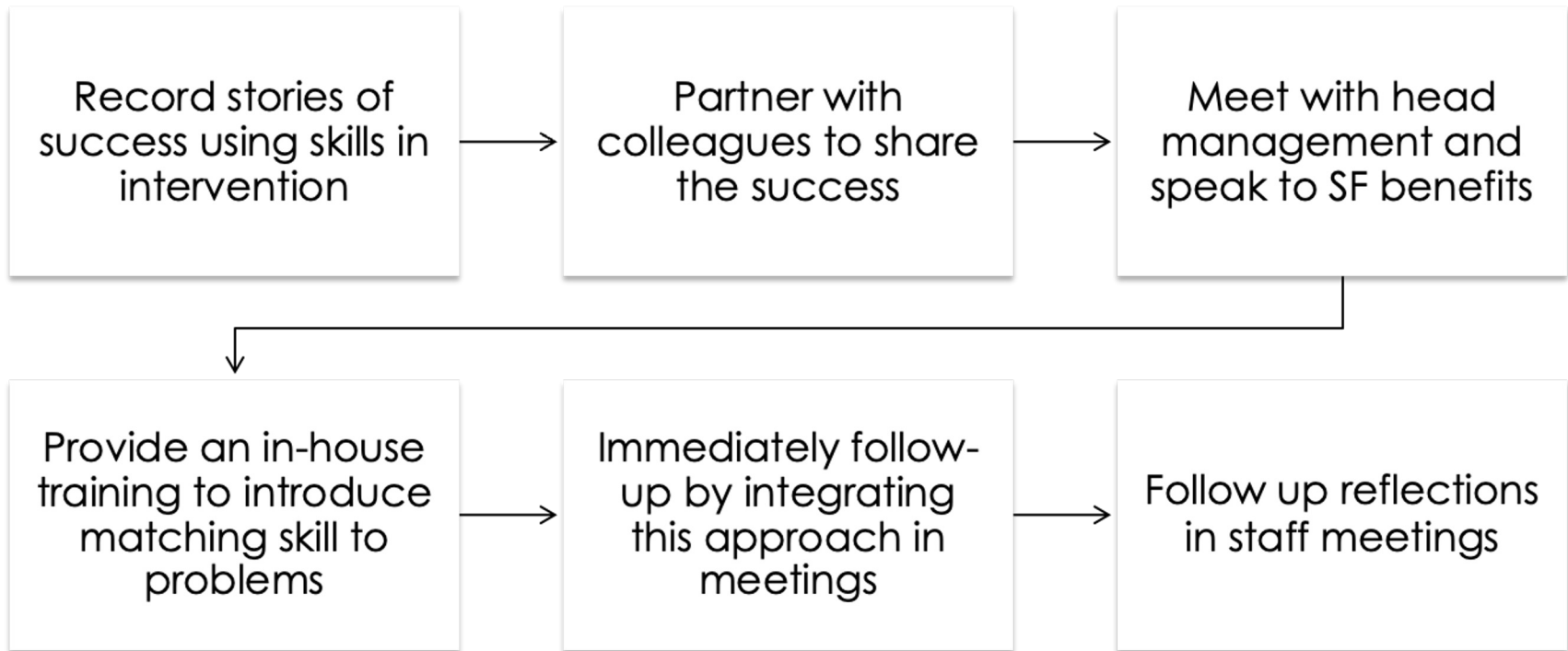
Benefits:

- Empowered Teachers
- More connection
- Happier children
- Fewer disciplinary demands

Finding a way that works



Finding a way that it may work elsewhere



Benefits:

Empowered managers
More connection
Happier staff and clients
Potential for growth

Training first responders



*Building skills and confidence
in one's own abilities*

**SOLUTION-FOCUSED
PRACTICE**
PYP Discussion #1

Let's Continue the Conversation



Caring for the caregivers

- ❑ **Creating a environment of trust**
 - ❑ Acknowledge the difficulties
 - ❑ Inspiration and support around what works
 - ❑ Partners in child/ client development

Join us for our next workshop on
Renewing our Resilience

Tuesday, February 8
10:30 am
with Special Guest
Dr. Preeti Purohit

Psychological Counselling Centre for children,
youth and parents
Caritas Heidelberg
www.psychologischeberatung-hd-caritas.de

Join us on Zoom!
(See Zoom link in the
newsletter and email the
day prior).

All Parents are welcome!



A special parent workshop for you...

STRESSING WELL



FINDING WHAT WORKS TO COMPLETE OUR STRESS CYCLE AND MANAGE OUR STRESS

Holiday activities and hopes often raises our level of stress. In this workshop, we will discuss our natural response to stress and our ability to cope.

We look forward to exploring this important topic with you.

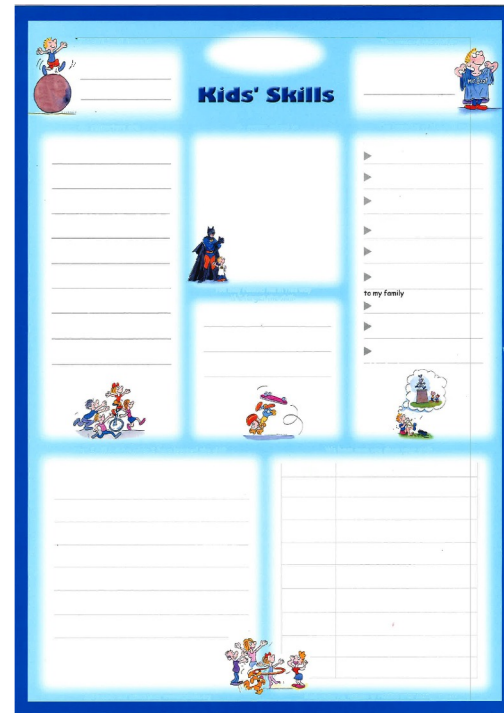
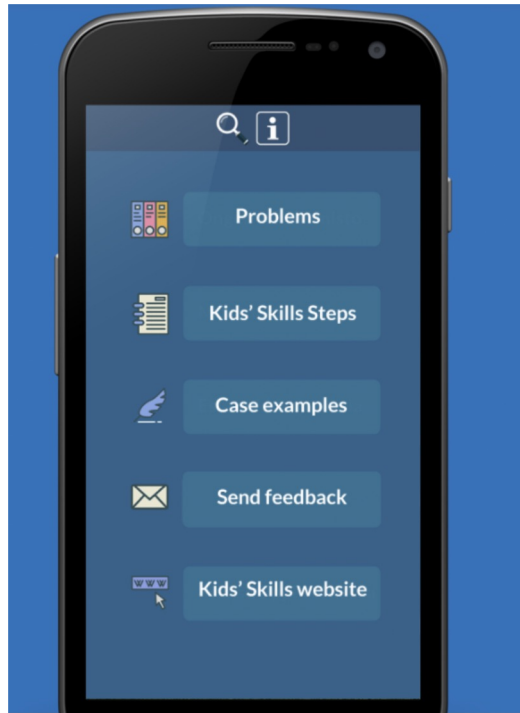
When: Wednesday, 2nd December at 8:45 am

Where: Ground Floor – Multi-Purpose Room

Facilitated by: Lance Fortner, Whole School Counsellor



Ben Furman's Kids' Skills



How skill-building promotes growth

- ❑ *Kids' Skills App* – provides guidance and ideas
- ❑ Name *supporters* across roles and partner on solutions
- ❑ Agreed to *reminders with permission* rather than control
- ❑ Celebrate mastering a skill/ growth in confidence
- ❑ Possible outcome for in-house cross-training after skill is obtained

Where are they now?

- Our **ten-year old** energy drinker?
- Our **six-year old** student lashing out?
- Our friend **Troy**?

Discussion

- ❑ What are a few aspects from today's talk that you would be pleased to notice more in your setting?
- ❑ Can you think of colleagues and staff for whom these approaches would make a difference in their work?
- ❑ What is the first thing you hope to change for the better when you return to your own work?

Sources

- ❑ *Children Developing Self-Regulation Skills in a Kids ...*,
www.tandfonline.com/doi/full/10.1080/03004430.2021.1918125.
- ❑ *Kids' skills in Action: A Solution-Focused Method for Coaching Children ...*,
www.amazon.com/KidsSkills-Action-Solution-focused-coaching-difficulties-ebook/dp/Bo1LYJl2Y6.
- ❑ Metcalf, Linda, and Ryan Metcalf. *Counseling toward Solutions: A Practical, Solution-Focused Program for Working with Students, Teachers, and Parents*. Routledge/Taylor & Francis Group, 2021.
- ❑ Perband, Anke, et al. „„ich Schaffs!“ Nach Ben Furman – Beschreibung Des Programms Und Forschungsübersicht.“ *Praxis Der Kinderpsychologie Und Kinderpsychiatrie*, vol. 65, no. 3, 2016, pp. 200–215, <https://doi.org/10.13109/prkk.2016.65.3.200>.
- ❑ Ratner, Harvey, and Denise Yusuf. *Brief Coaching with Children and Young People: A Solution Focused Approach*. Routledge, 2015.
- ❑ Yusuf, Denise. *The Solution Focused Approach with Children and Young People: Current Thinking and Practice*. Routledge, 2021.
- ❑ “'kids' skills' - Implementation and Evaluation of the Systemic Solution-Focused Program.” *osnaDocs*, osnadocs.ub.uni-osnabrueck.de/handle/urn:nbn:de:gbv:700-201911042123.