

Index

A

- Abuse, 85–87
- Action plans: for elementary schools, 30–31; overview of, 12; to reduce special education referrals, 69–70; for secondary schools, 31–32; for support groups, 94–95; and teamwork, 52
- Administrators: gaining support from, 7–9; in referral process, 63; role of, in change, 14; solution-focused strategies implementation by, 60–61; and training issues, 52
- Ajmal, Y., 117
- Alternative schools: gaining buy-in from, 31; successful examples of, 97–100
- ARD meetings, 112
- Art, 83
- Assessment. *See* Evaluation

B

- Behavior modification approaches, 101
- Behavior, positive. *See* Positive behaviors
- Blame, 105, 108
- Buy-in, of staff, 7–9, 69, 79
- Buy-In Questions worksheet, 7–9

C

- Cadell, J., 83–84
- Certificates, for teachers, 11, 41
- Change: administrator's role in, 14; and assumptions of solution-focused approach, 62; difficulties of, 11–12; and principles of solution-focused programs, 23–24; and referred students, 103–104; training tips for, 30
- Cleaver, E., ix
- Code of honor, 98–99
- Collaboration, 63
- Communities, 1
- Competencies, 44
- Conversations: case studies related to, 54; implementation of, 60–61; in referral process, 64–67; special education referral worksheets related to, 56–57
- Coping skills, 73

- Counseling Toward Solutions* (Metcalf), 61
- Counselors: in referral process, 63; role of, in group therapy, 76–78; role of, in solution-focused school, 9–10
- Curriculum, 88, 89

D

- Davenport Community Schools, 58, 61, 68
- De Shazer, S., 15–16, 78
- Depression, 13
- Drawing, 83

E

- Einstein, A., 1
- Elementary school teachers, 30–31
- Elizabeth II, 13
- Empathy, 49
- Epston, D., 82, 105–106
- Evaluation: of referred students, 103–105; of school, 2–6; and solution-focused process, 62, 63
- Exceptions, 68; and assumptions of solution-focused strategy, 62; and IEPs, 117; and parent conferences, 108–109; and support groups, 73, 74, 76, 77
- Expectations, of students, 68
- Externalization, of problems: in group therapy, 82–84; training exercise for, 27–28

F

- Families, school staff as, 13–14, 30. *See also* Parents
- 504 plan, 51
- Franklin, C., 98–100

G

- Garza Independence High School, 97–100
- Generic process groups, 84–85
- Gibran, K., 97
- Goal setting: and group therapy, 74–75, 77, 78; and principles of solution-focused programs, 22; process of, 15; and team cooperation, 49
- Group counseling. *See* Support groups
- Guide Sheet for Parent Conferences, 110–111

H

Healing groups, 85–87
Helpful Steps That Create a Solution-Focused Direction handout, 16, 18–19
Hooker, C., 43–45, 46

I

Individual Diary form, 78–80
Individualized Education Plan (IEP), 112–117
Individuals with Disabilities Education Act (IDEA), 68
Information gathering: from parents, 108; from students, 106–108
In-service meetings, 10–11

L

Labels, 22, 72, 81
Language: in group therapy, 92; during parent conferences, 108–109; and solution-focused assumptions, 62; and solution-focused process, 63, 68; training exercise about, 26
Least restrictive environment, 62, 68
Legislation, 68
Listening, 49

M

McNew, A., 88
Mean Girls (film), 73–74
Mentor Program Student Information Sheet, 32, 39
Mentor Program student letter, 38
Mentor Program Student Survey, 37
Mentors: gaining staff support for, 32; matching students to, 32; problems encountered when implementing, 12; in solution-focused versus problem-focused school, 1
Metcalf, L., x, 61, 77
Miracle questions, 90
Miracle Worker Referral Form, 33
Miracle Workers Conversation Script, 34–36
Mississippi Bend Area Education Agency, 58, 61–67
Monk, G. D., 10
Morale, 60
Motivation, 77

N

Narrative Counseling in Schools (Monk & Winslade), 10
Narrative Means to Therapeutic Ends (Epston), 105–106
Narrative therapy, ix
No Child Left Behind Act (NCLB), 68
Note writing: to encourage student-teacher relationships, 105–106; to share good news, 117; training exercise about, 28–29

P

Paradigm shift, 2
Parent conferences, 103, 108–111
Parent Consent for Group Counseling form, 93
Parental Consent form, 92
Parents: as experts on their children, 49–50; and federal legislation, 68; meeting needs of, 51; sharing good news with, 117; in solution-focused versus problem-focused school, 1; support groups for, 88–89
Parent-Teacher Association, 32
Past problems, 75
Patience, 51–52
Peers, 68
Peter, L. J., 53
Positive behaviors: and principles of solution-focused programs, 24; sharing good news about, 117; and teacher referral form, 103; team identification of, 46; and wraparound programs, 44
Principals. *See* Administrators
Problem solving, teachers', 12, 16
Problems, cause of, 22

Q

Questions: for administrator buy-in, 7–9; to discover school's purpose, 14–15; in group therapy, 81, 82–84, 85–87; in program implementation, 11, 12; and solution-focused assumptions, 62. *See also* Scaling questions

R

Rebellion, 103
Redescribing behavior, 26, 52
Rees, I., 117

- Referrals: action plan for, 69–70; case studies related to, 53–55; and elementary school training, 30–31; overview of, 58; and solution-focused assumptions, 62; and solution-focused implementation, 69; and solution-focused mindset, 59–60; and solution-focused model, 62–63; and solution-focused philosophy, 62; and solution-focused process, 63–67; for special education students versus challenged students, 58; and strategy implementation, 61; for student-teacher conflicts, 101–103; worksheets related to, 56–57
- Relationships, student-teacher, 99–100
- Resistance, to change, 103
- Rewards, for teachers, 11, 15, 41
- Ripple effect: and group therapy, 78; and principles of solution-focused programs, 22–23; in teams, 46
- S**
- Scaling questions: in group therapy, 75, 84; training exercise about, 26–27. *See also* Questions
- School: climate of, 13–14, 101; discovering purpose of, 14–15; evaluation of, 2–6; problem-focused versus solution-focused, 1
- School Strategies Survey, 2–6
- Secondary school teachers, 31–32
- Self-esteem, 100
- Shannon, N. L., 49–50
- showyourlogo.com, 32
- Simplicity, of solutions, 90
- Solution Focused Group Therapy* (Metcalf), 77
- Solution-Focused Ideas to Remember handouts, 21–25
- Solution-focused programs: benefits of, 7; description of, 62–63; history of, 15–16; implementation of, 10–12, 14, 60–61, 69; principles of, 21–25; versus problem-focused programs, 1–2, 15–19; process of, 63
- Special education referrals. *See* Referrals
- Special education students, 58
- Staff meetings, 1
- Streeter, C., 98–100
- Student Information Sheet, 106–107
- Student-teacher relationships, 99–100, 105–106
- Support groups: action plan for, 94–95; basic guidelines for, 88–92; beginning of, 94; challenges of, 94; counselor's role in, 76–78; externalizing problems in, 82–84; format for, 89; generic, 84–85; for healing, 85–87; implementation of, 90; meeting times for, 82; member tracking sheet for, 87; naming of, 81–82; overview of, 87; parental consent for, 93; for parents, 88–89; theme of, 78–80; topics of, 71–72
- Support services, for students, 63
- Surveys, 2–6, 37, 38
- Suspensions, 49
- T**
- Task assignments: and parent conferences, 109; and support groups, 77; for teams, 46
- Teacher Observation Sheet: Alternative School Success form, 32, 40
- Teacher Referral Form, 101–102, 112
- Teacher Suggestions for Group Counseling handout, 90–91
- Teachers: and expectations of solution-focused programs, 68; and federal legislation, 68; gaining support from, 20, 31–32; implementation concerns of, 69; in-service meetings with, 10–11; and mindset toward special education, 59–60; in referral process, 63; referrals from, for student-teacher conflicts, 101–103; rewards for, 11, 15, 41; in solution-focused versus problem-focused school, 1–2; students' relationships with, 98–99, 105–106; in successful alternative school, 98
- Team Summary of Exceptions worksheet, 46, 48
- Teams, of teachers: case studies related to, 44–45; cooperation among, 49; goal setting of, 49; growth of, 45–46; maintaining patience with, 52; meetings of, 46–48; negative statements from, 45; venting of, 49
- Teamwork, 14
- Theme, of group therapy, 78–80
- Thompson, M., 13

Time: and group therapy, 75, 82; and principles of solution-focused programs, 24, 25
Training, staff: at elementary schools, 30–31; exercises for, 15–29; overview of, 15; patience with, 51–52; pitfalls of, 30; at secondary schools, 31–32
Trauma, 85–87

U

U.S. Department of Education, 68

V

Violence, 51–52

Volunteers, 32

W

Walkup, T., 78, 81

White, M., 82

Winslade, J. M., 10

Wood, W. A., 43

Worldview, students', 23

Wraparound facilitators, 43–45