
Solution based brief coaching

Susanna Esposito – ELA training

Solution Focused Brief Coaching

(Steve de Shazer, Kim Berg – 1977)

Change-oriented approach

- Focus on client's strengths, skills, resources he/she already has
- Focus on what the client is already doing
- Help the clients to define for themselves what goal they want to achieve through the change

3 steps

1. Miracle question
2. Success in the past
3. Rate the progress

1. Miracle question

Picture a future where the problem is solved

«What would be different in your future if the problem is solved?»

Empowering -> switch approach from problem solving to solution development

2. Success in the past

Ask the client what he/she doesn't want to change

Encouraging -> underlines client's repertoire of skills and resources

3. Rate the progress

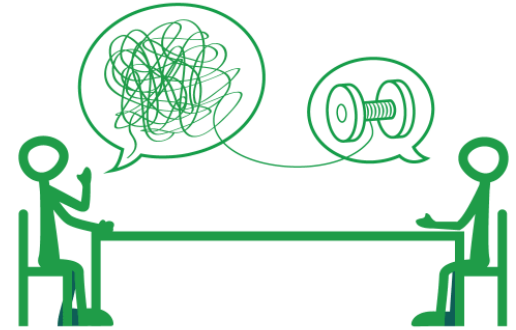
Ask the client to measure his/her progress

It fosters a discussion on the steps that the client is making towards the goal
-> focus on the solution, not on the problem

Hopes question

«What brings you here?» (focus on problem)

«What are your hopes for coming here?»
(focus on solution)



Tomorrow question

«Imagine you achieve your best hopes overnight, what would you do tomorrow?»

Move the focus from now to tomorrow, encourage the clients to develop their way of living

Identity question

«*What did it take you to do that?*»

Tasks: look out for signs of improvement and steps towards the goal



Follow-up on the progress

- Highlight the changes, because they can be part of the solution
- Upside-down approach:
 - What's been better?
 - What are your hopes for coming here?
 - (if issues occurred meanwhile) how did you cope with the issues?

Elicit description

A. The clients tends to give information about the current problem

A. The clients come back to describe the problem and what they didn't do

B. Emphasis on the description: how things will look like when the problem is solved

B. Focus on what they will be doing instead, perspective on the future

Questions to elicit description

How will you feel when the problem is solved?

How will the others relate to you when the problem is solved?

What will you be doing instead?

What will others see you doing instead?

Elicit description

Let's try it!

I'm terribly at math - I'm a failure, I'll never pass the final exam

I had a fight with John again - John is such and idiot, I'll always fight with him



Questions to elicit description

How will your parents relate to you when you'll improve your math results?

How will you feel when you'll pass the final math test?

What will you be doing to improve your next exam results?

What will you be doing instead next time that John will insult you?

How will the others relate to you when you'll get along with John?

What will others see you doing next time that John will provoke you?



Interactional component (other person perspective - questions)

Mention the change that **close people around the coachee** may notice

Effective especially for young people (adolescents): thinking of the impact of their change on **family and friends**

-> improvements in their relationships

Constructive approach

- Focus on **language**: new way to speak about a problem
- Don't deny client's **feelings**, but don't stuck on bad ones
- Not being just positive, but constructive:
 - Acknowledge the pain/problem
 - Go beyond, ask questions about the better possibility

SF in practice - Which techniques of SF coaching you recognize?

The coach is passing by a classroom and sees a student outside, who had been thrown out of class for talking.

The coach steps by and ask the student if he would like to go back to the class

Coach: So when the teacher comes out, what's he going to see when he starts to talk to you about going back in the classroom?

Student: That I want to go back in.

Coach: OK. What else?

Student: I don't know.

Coach: Well, how will you be talking to him about going back?

Student: I'll be serious.

Coach: How will he know that?

Student: I'll tell him that I won't mess around anymore.

Coach: And how will you look when you tell him that?

Student: What do you mean?

Coach: Well, what will be the look on your face?

Student: I won't smile.

Coach: What will you look like instead?

Student: I'll have a serious look, and look him in the eyes.

Coach: Sounds good to me. Good luck!



A good coach should...

- draw out the student's hidden resources
- bring them out in front of the students, so that they can find a way forward
- avoid bumping too deep into their personal issues
- focus on students' success rather than on their difficulties

AIM: INCREASING STUDENTS' CONFIDENCE

Classroom coaching

WOWW: Working On What Works

The coach observes and takes notes of what goes well, then reports to the class




- After doing it in several classes, the staff meets and discusses about **progress** and **difficulties**
- Teachers may meet with the coach after class to discuss

www.youtube.com/watch?v=zdOUyWTpUTc

Staff coaching

- Helps teachers to reflect on their strengths
- Provides a positive and constructive approach
- Encourage teachers to improve their methods and reach their professional goals
- Inspire teachers to use these SF coaching techniques with other staff members

Decision-Making Tree

PROBLEM		
		
SOLUTION 1	SOLUTION 2	SOLUTION 3
		
POSITIVE CONSEQUENCES	POSITIVE CONSEQUENCES	POSITIVE CONSEQUENCES
NEGATIVE CONSEQUENCES	NEGATIVE CONSEQUENCES	NEGATIVE CONSEQUENCES
		
SOLUTION CHOSEN		

Building Resiliency: A Non-Thematic Small-Group Approach
 © 2011 Mar-vo Products, Inc. 1-800-448-2197

	<p style="color: red; margin: 0;">I am aiming to....</p>
	<p style="color: blue; margin: 0;">These people can help me..</p>
	<p style="color: purple; margin: 0;">What I need to do is....</p>
	<p style="color: green; margin: 0;">I will know I am done when...</p>
	<p style="color: orange; margin: 0;">This is about how long it will take me..</p>

Coaching Role Play

- Divide in couples
- Choose who will be the student and who will be the teacher
- Who interprets the student can choose to identify with one of the following scenarios:

Scenario 1: You are a shy student and you are very talented in art. There is an art contest in the school in which your teacher wants you to participate. You have many doubts about your capacities and you are not convinced. The teacher shall discover your belief and help you change it in a better one!

Scenario 2 : You have the strong belief that you will never succeed in the final exam. You have some experiences in the past in which you were failing and you are now convinced that you are not able to do it. Your teacher will help you believe in your abilities.

- The person who interprets the teacher will try to **ask solution focused questions** to the student. Let's see what happens!

Bibliography

- Brief coaching with children and young people: a solution focused approach (2015 – H. Rather, C.Yusuf)
- Brief coaching: a solution-based approach (2012 - C. Iveson, E. George, H. Ratner)

