

Reducing Office Discipline Referrals

Using Solution Focused Brief Therapy

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District Profile



Rockford Public School District:

Urban

5,925 Middle School Students ; 29,086 total students

All students receive free lunch

School Profile

Flinn Middle School

Urban

975 Middle School Students

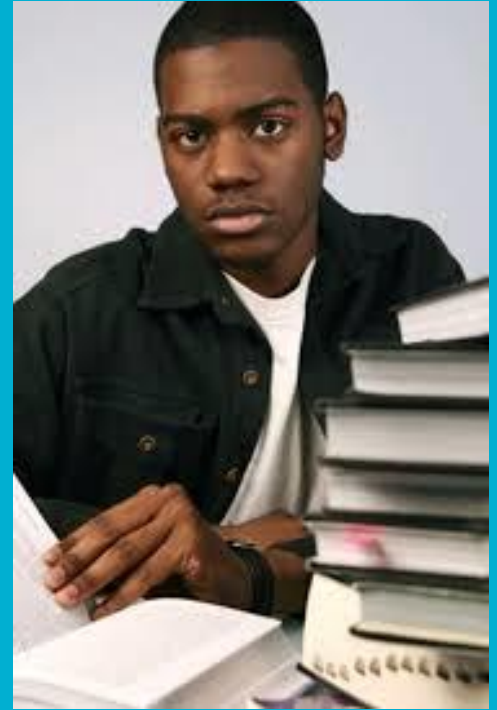
All students receive free lunch

Rock Stat Data for zone continues to become more violent.



Closing the Gap

By the end of the 2015-2016 school year, a sub-group of African-American/Black males will have a reduction in office discipline Referrals by 5% from the year before.



Students Identified

Office Discipline
Referrals

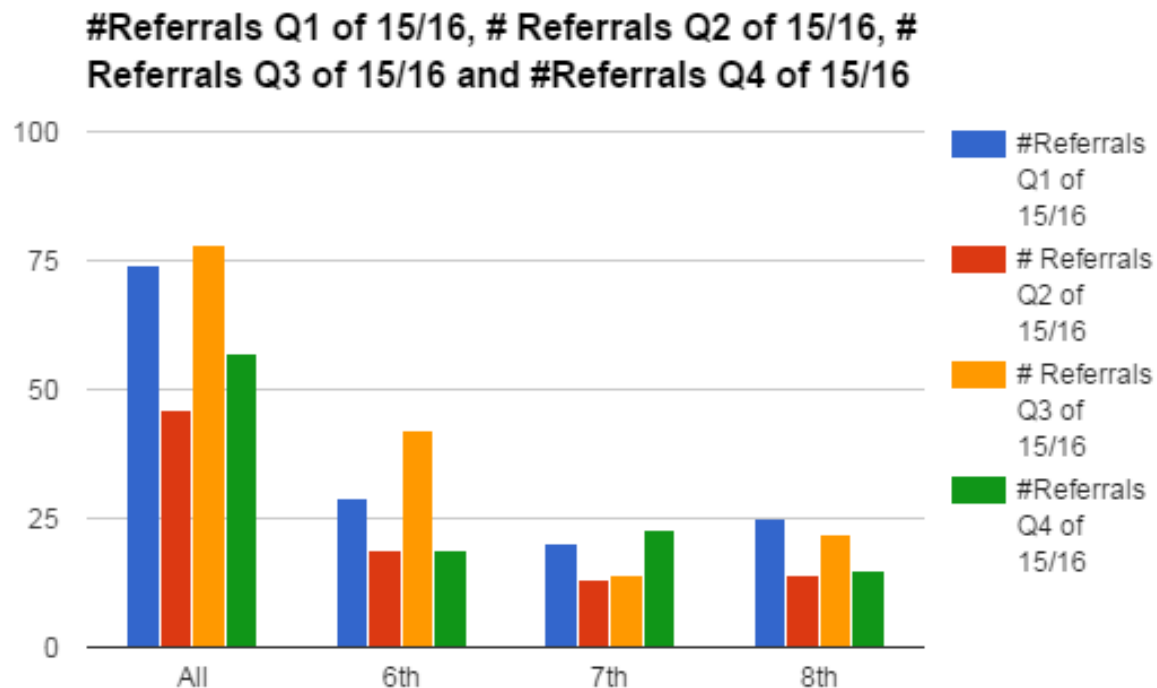
Response to
Intervention Team



Big Picture



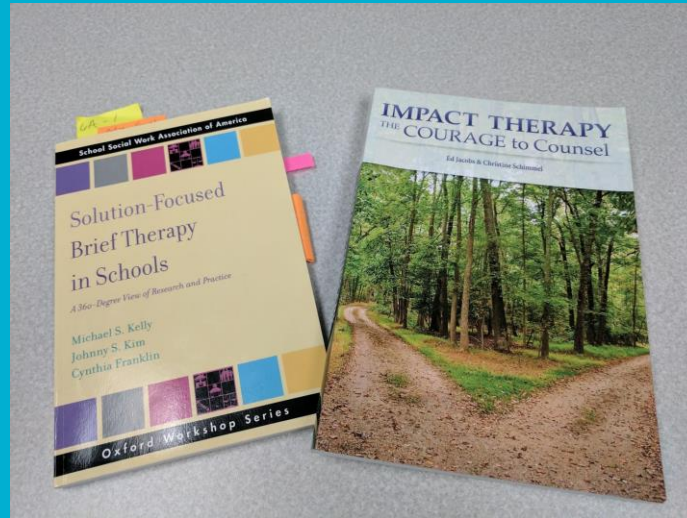
Results



Solution-Focused Brief Therapy

SFBT is an approach that posits that people have strengths; strengths that are active, right now, and will help students manage their situations.

- ★ Solution driven
- ★ Asset based
- ★ Focus shift
- ★ Experimental action



Why do we believe it worked for our students

Goal focused

We listened

Students created solutions

Celebrated positive steps

We noticed positives

Used strengths to build success



SFBT at Flinn Middle

Identified students were notified and parent permission was obtained.

Students had a minimum of 9 sessions with a Flinn Counselor

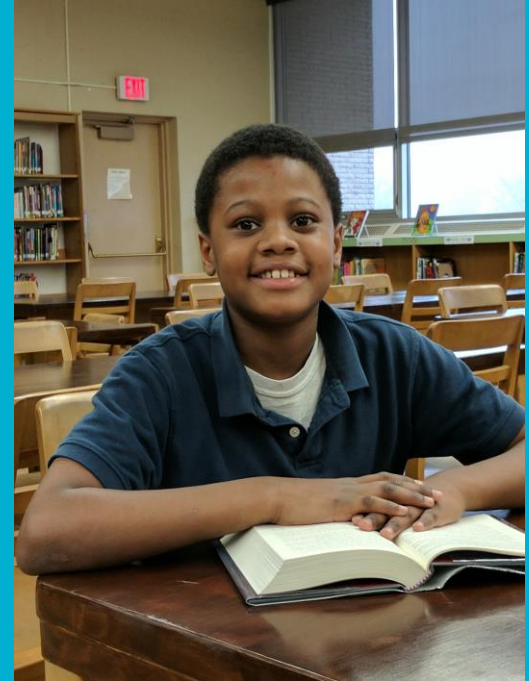
Student referrals were tracked for the entire school year



How to use SFBT in your school

Can be used for

- Academic issues such as: Test taking, time management, staying on task.
- Behavioral Concerns
- Personal Concerns



Questions significant to SFBT

COPING QUESTIONS-

Focus on what they have done so far to survive the difficult situation. “What have you found helpful so far?”

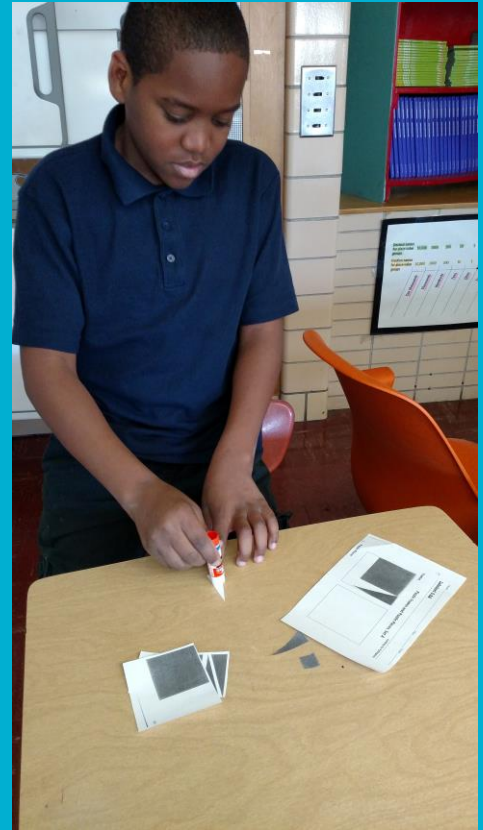
EXCEPTIONS - “Have there been times when the problem did not happen or was less severe?” If so focus on the “who.what, when and where” of exceptions rather than the problem.



Questions continued

MIRACLE QUESTION - focuses on possibilities

“Consider the possibility that while you are sleeping tonight, the problem you presented today is solved during your sleep. When you awake, how will you know that a miracle has occurred and that your problem is solved?”



Questions continued

SCALING QUESTIONS-

Ask students to select a number of where they are on a scale of 1 to 10, where at 1 the problem controls the student and at 10, the student controls the problem. You can follow it up for example with, “What would it take for you to move from a 3 to a 5?”



Question continued

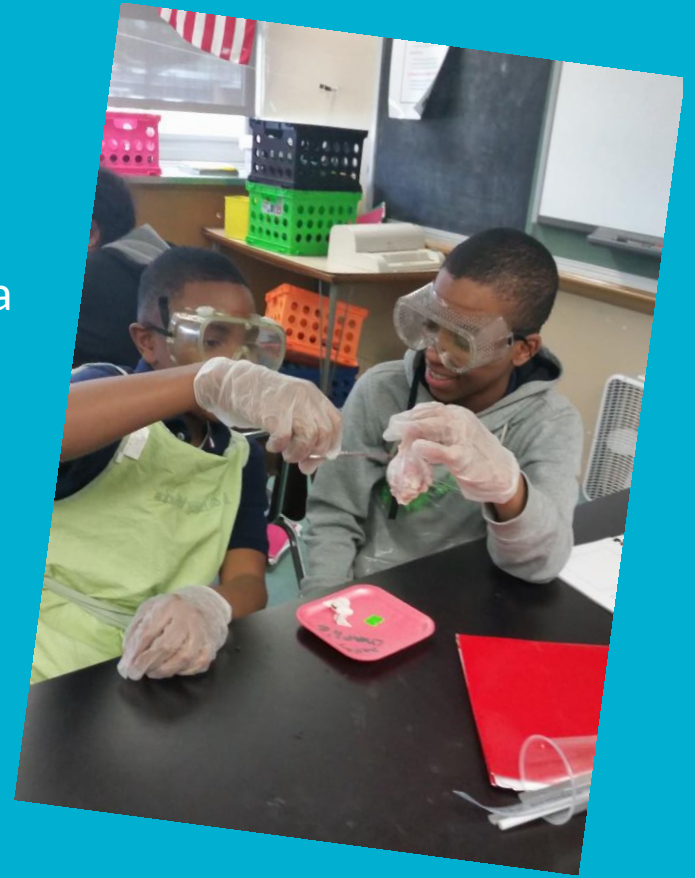
TASK DEVELOPMENT QUESTIONS- aids students in setting small, specific goals that can be achieved and will allow them to see that new behaviors will help them solve future problems.

-This is especially useful when students notice exceptions to their problems. A counselor can assign them the task of doing more of what has been working.

-Can also assign the task of noticing when things are better or to pretend their miracle is happening one day.

Compliments

- Regardless of how a session goes it should end with a compliment.
- Compliments should refer to specific behaviors exhibited by the student.



REMEMBER TO GO SLOWLY & FOCUS ON TASKS

-“Cautioning students to go slowly prevents slow success from being perceived as failing or not happening fast enough.”

(Metcalf, 1995, p.25)

“Change takes time. The best changes occur over time. Take small steps.”

(Metcalf, 1995, p. 86)



Other Skills to Use

- Use student's exact words, then weave it into your next question.
- Accept what the student wants as valid and reasonable: "You must have a very good reason for (e.g., skipping school). Tell me more about it."
- "How is this problem for you?"
- "When things are different, what would you do then that you are not doing now?"

