



Focus

*Quality of learning:
Co-creation of students' stories
in a solution-focused way*

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Program

- Positioning, getting acquainted
- Focus instrument: why, when, what, how?
- Glimpse of questionnaires
- Co-creation of students' stories: case
- Conclusion so far
- Positioning theory
- Co-creating a story: dynamics
- Final conclusion & information



Positioning: English language



Who are we in this group?

- ABC: first name
- Stamp your feet



Why the Focus instrument?

- How to connect genuinely?
Counselling tool developed out of frustration with shallow conversations of teachers with students (as noted in Master SEN)
- Supporting co-creation of student's stories
Utilize perspectives of teachers, students and parents; experience being supported



When to use the Focus instrument?

- To get acquainted in various ways
(school performance, interests and skills)
- To coordinate on students' supervision
(make use of acquaintance with each other)
- In case of problems/getting stuck
(set new goals, define first steps in the desired direction)



What is the Focus instrument?

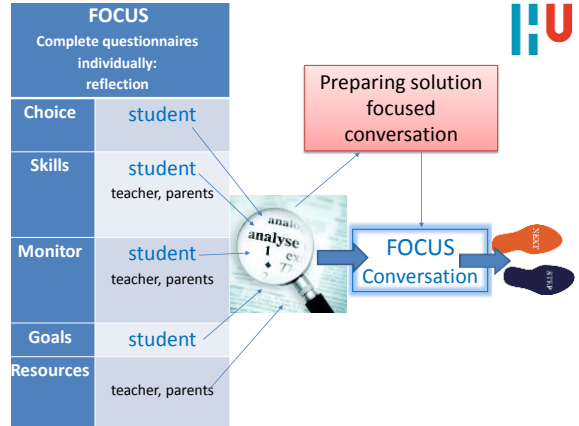


Questionnaires

- Choice: interests questionnaire
- Skills: questionnaire executive functioning
- Monitor: scales on learning and behavior

Conversations

- Student – teacher – parents/caretaker – counsellor



Choice: Interests



- 5 interests:
E.g.: computers, police, painting, drawing, soccer
- 5 book genres:
E.g.: adventure, animal stories, DIY books, picture books, sports magazines
- When a book to be written was meant especially for me, the story is about:
E.g.: soccer, a super hero, a princess
- 5 leisure activities: play outside, playing computer games, play with Lego, play with a friend, play sports
- 2 school subjects you like:
maths, physical education (PE)

Scales 1 _____ 10

My reading pleasure? 6

My pleasure in writing? 8

My pleasure in math? 10



Skills



Executive Functioning and self-regulation

How does a student pick up the teaching?
How competent is he in planning and getting organized?
How does he perform a task?

3 Skills EF questionnaires: student, teacher, parents

Skills 5-pointscale:
1 not at all - 2 a little - 3 more or less - 4 amply sufficient - 5 completely

11. I manage to have a mind to my schoolwork or other tasks from start to finish. 2 a little

14. When working in class, I manage to finish off three to four tasks. 2 a little

15. I manage to execute my tasks on the agreed time, without someone to remind me. 3 more or less



Monitor



Students' progress? Overall functioning?

Student _____ 10

Teacher (plus recourses) _____

Parents (plus recourses) _____

Core skills (native language learning, math, English)

Creative subjects

Planning and organising school-/homework

Practice/work-placement

Social and emotional functioning

Worries?

Self-support

Take pleasure in school

Overall progress

Explanation:



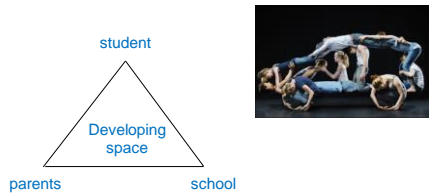
Student goals age 6-12



1. What is it you want to work on during the coming period?
2. What is your goal? What is it you want to achieve?
3. What skill do you want to improve? Choose one or two.
 - reading
 - writing
 - spelling
 - to tell (stories)
 - maths
 - English
 - typing
 - Search information on the internet
 - other, namely:
4. Which item from the Skills questionnaire you want to improve? Choose one or two.
5. What will be your own contribution or action in making the next step?



Co-creation of students' stories



Attitude of 'not knowing in advance'

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Case: John-Alan-Linda 1

- Invitation:
 1. Choose three partners to form a subgroup;
 2. Cast the parts student, father, counsellor, observer;
 3. Read the case presented, from the perspective of the assigned role;
 4. Please write down: What is the most important message you want to bring to the attention of the others in this conversation coming from the perspective of this role;
 5. Hand this writing over to the observer, without a word to anyone.

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Case: John-Alan-Linda 2

The counsellor starts the conversation, on the basis of the information from the Focus instrument of John, Alan and herself.

Observers: follow instructions provided in the case description

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Case: John-Alan-Linda 3

Discuss the experiences you had during the conversation

The observer shares the observed position of each participant on the scale:

Observer _____ Participant

Do you recognize the positioning presented by the observer? Why (not)?

Conclusions?

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Discuss in plenary

- Experiences?
- How is this useful to you?
- Conclusions so far?

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Positioning

Positioning Theory: how do you relate to others?

How do you position yourself?
How do you position the other?

How are you positioned by the other?

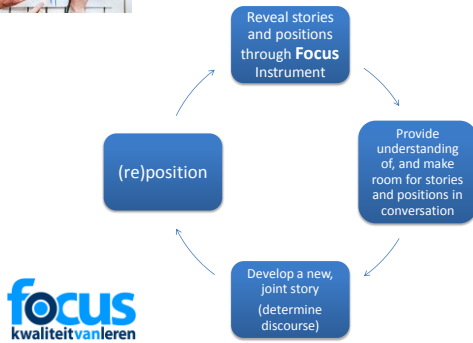
How does the other position him/herself?



Dynamics!



Co-creating a story: dynamics



Conclusion



Positioning: everyone involved is participant and actor instead of observer.

Observer — Participant Discourse

Questions?



Information Dutch participants



- Spreij, L. (2016). Hoe pak je executieve functies en zelfregulatie bij leerproblemen oplossingsgericht aan? *Tijdschrift voor Remedial teaching* 24 (2), 8-11. [Artikel EF](#)
- In september 2016 zal het FOCUS digitale begeleidingsinstrument gereed zijn voor po, vo, mbo en ho, met vragenlijsten, waaronder Skills, een vragenlijst voor executieve functies. Aanmelding voor informatie over Focus: <https://nl.surveymonkey.com/r/InfoFocus>
- Vul dit aanmeldingsformulier in, dan ontvang je t.z.t. informatie over Focus of over het Focus onderzoek, of over Focus studiedagen.

