Solution-Focused Therapy with Children and Adolescents

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Why do we need alternative approaches to standard verbal approaches?
Integration of Solution-Focused Therapy and Play Therapy

1. The therapist uses many of the same techniques of other play therapy approaches, that is, tracking, restating content, reflecting feelings, and returning responsibility to the child.

2. Children communicate through toys, puppets, miniatures, and expressive arts materials which are carefully selected according to personal strengths and abilities, interests, and developmental levels, with consideration for and inclusion of different learning differences, cultures, and socioeconomic strata.

3. The therapist realizes children and adolescents live within systems, and systems as often as possible should be included.

4. Children possess strengths and resources necessary to solve their problems, resources that may be encouraged through developmentally appropriate expressive materials, including, but not limited to, specifically selected toys, sandtray, puppets, games, creative arts, clay, collage, and writing.

5. Affirming the clients' struggles but also highlighting their strengths validates experiences and provides feedback regarding personal strengths and interpersonal resources that may be useful to them in coping and finding solutions.
What should the therapist consider when working with children and adolescents?
What should be considered when creating SF interventions?
3 Principles for successful inclusion
Dr. Amanda Allison, Art Education, TCU

• Social Role models—large database of individuals with disabilities
• Get inside the person with disability
• View person who wants to express self. What modifications are needed?
  • Adaptive art equipment—www.dickblick.com

Those with disabilities that often feel thwarted their attempts to be successful in the academic arena but find that expressive arts allow them to demonstrate skills that others may overlook. “We cannot afford to ignore such naturalistic activities that involve so many basic phenomenon—attention, engagement, motivation, emotion regulation, understanding of others and so on” (Goldstein, Lerner, & Winner, 2017, p. 1505).
Beginning
Treasure seeking
Goal setting
Ending
EARS
Group
Beginning

• Opening the Session
• Client’s Perspective
• Who and What are Important
Information about Process

talk
create
Funny questions
solutions
Client’s Perspective

“My Life”
Client’s Perspective

Genogram and Creative Options
Genogram Symbols

from Taylor, Clement, & Ledet, 2013
Who and What are Important

Moon Exercise
Moon Exercise
Scaling personal relationships
Hunting for Treasure

• Exceptions
• Relationship Questions
• Scaling Questions
• Use as many as you need
• Pre-now-when goal is met
• Motivation, effort, progress
1. I want you to color in the gingerbread man enough to show me where you were when you first decided you might need some help.

2. Next, color in where you are now.

3. Finally, color in where you will be next time I see you.

Scale—motivation, confidence, effort


The 4 Cs—connected, capable, count, courage (Adler)
Circles of Support
Setting Goals

- Miracle Question
- Other Approaches
I can live for two months on a good compliment.

- Mark Twain

C-B-S

Notecards with one word/picture as a reminder

Power shot (painting, photo, dress up)

Role play
Kehinde Wiley
EARS

- Elicit Exception
- Amplify
- Reinforce
- Start Over
- Scale
- C-B-S
Figure 7.7 Facebook Activity
Adapted from Taylor, Clement, & Ledet, 2013

**MY FACEBOOK**

What's on my mind....

**What's better?**

Facts About Me

Relatives & Friends
Mandala

Group Approaches
Group Approaches

Strengths we find out in our group
Collective (beginning) or
what other see in us (end)
References


