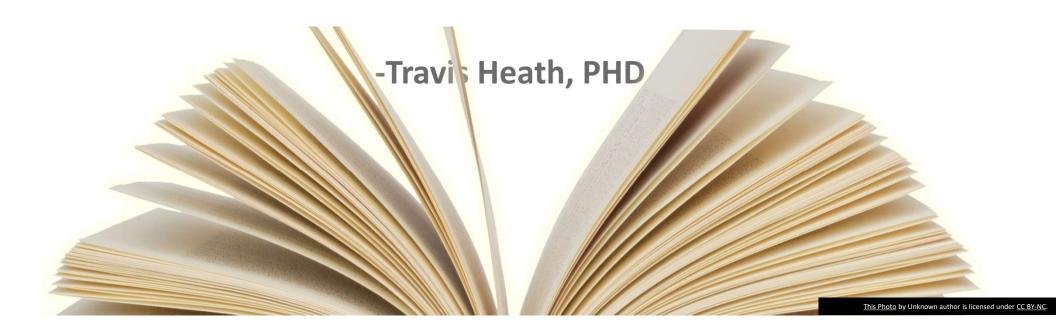
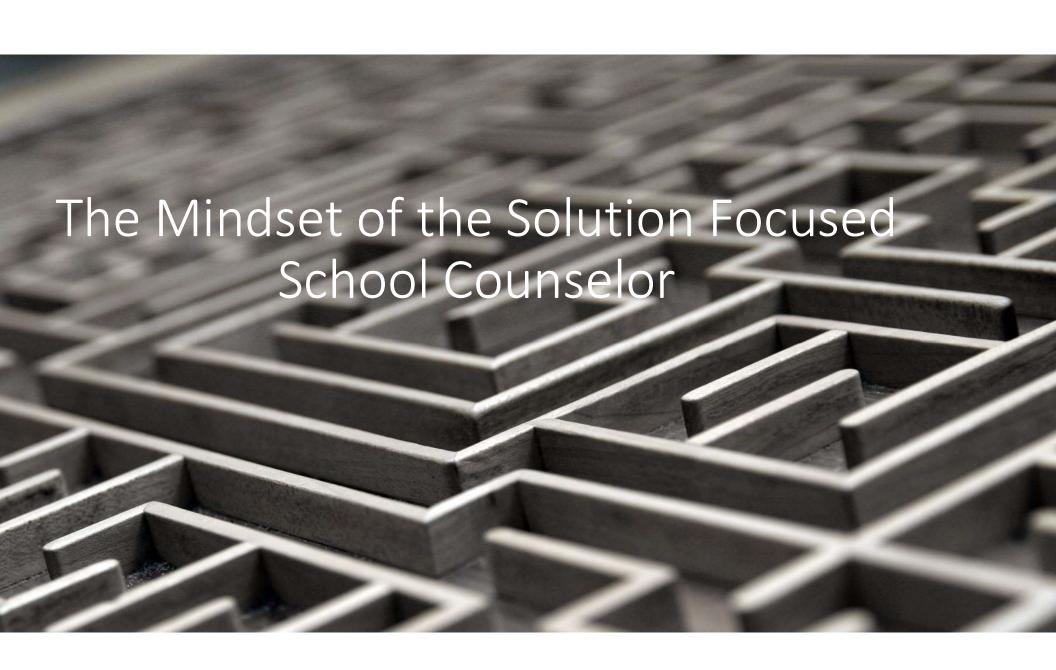


Be careful about the stories that you tell yourself or,

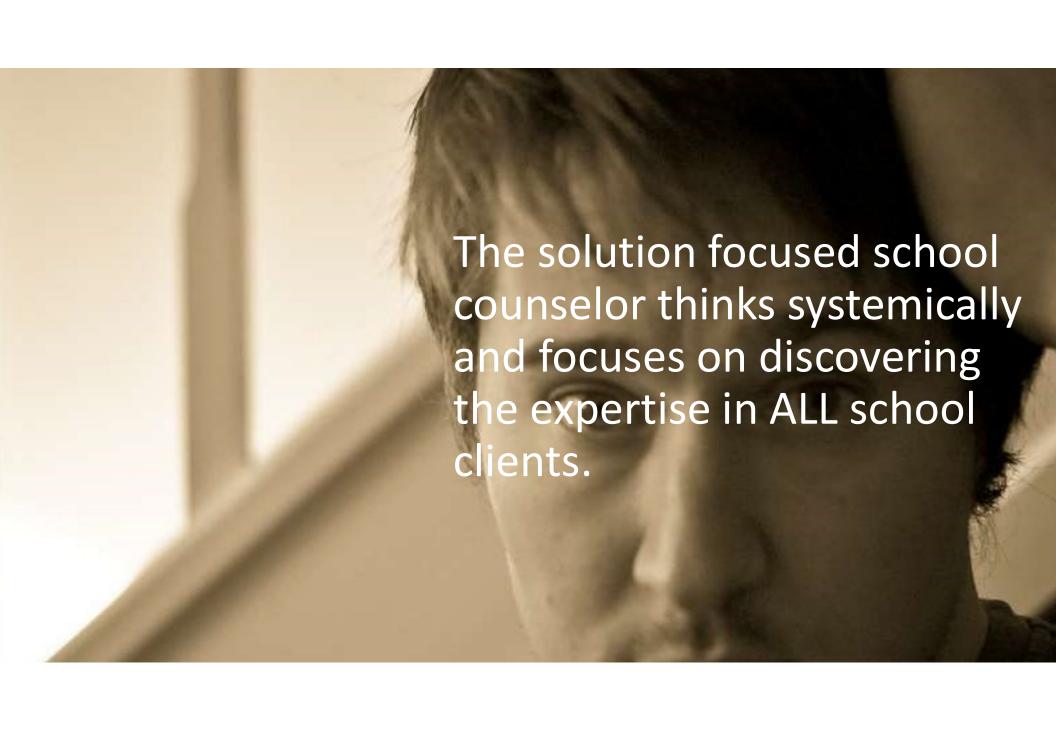
that others tell about you...

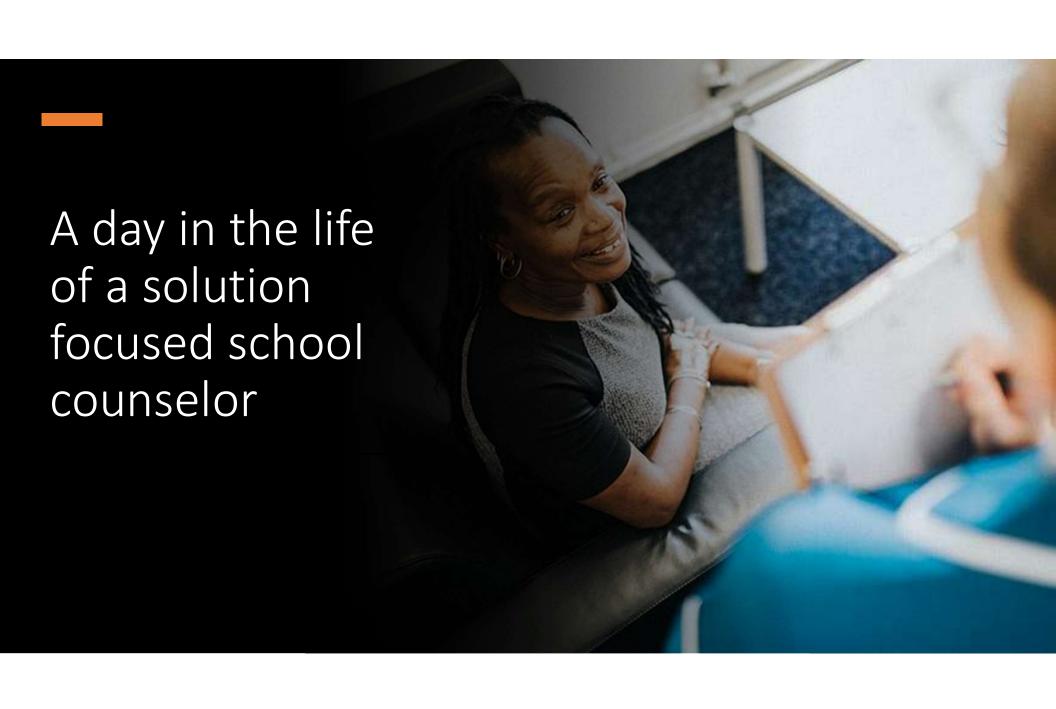
Those stories may begin to *live* you...

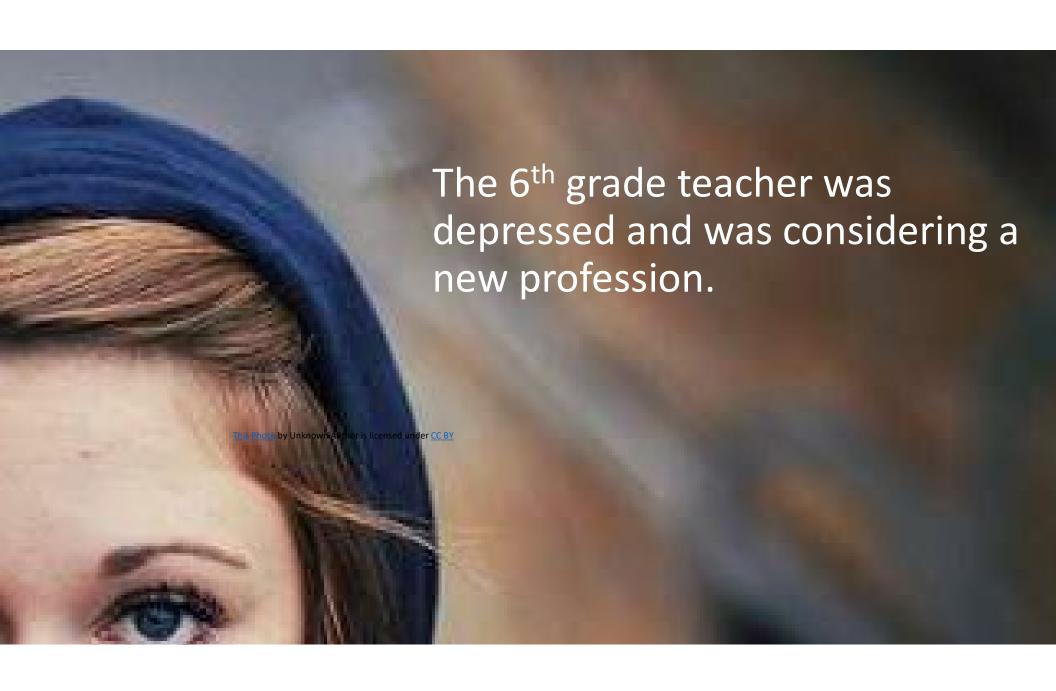


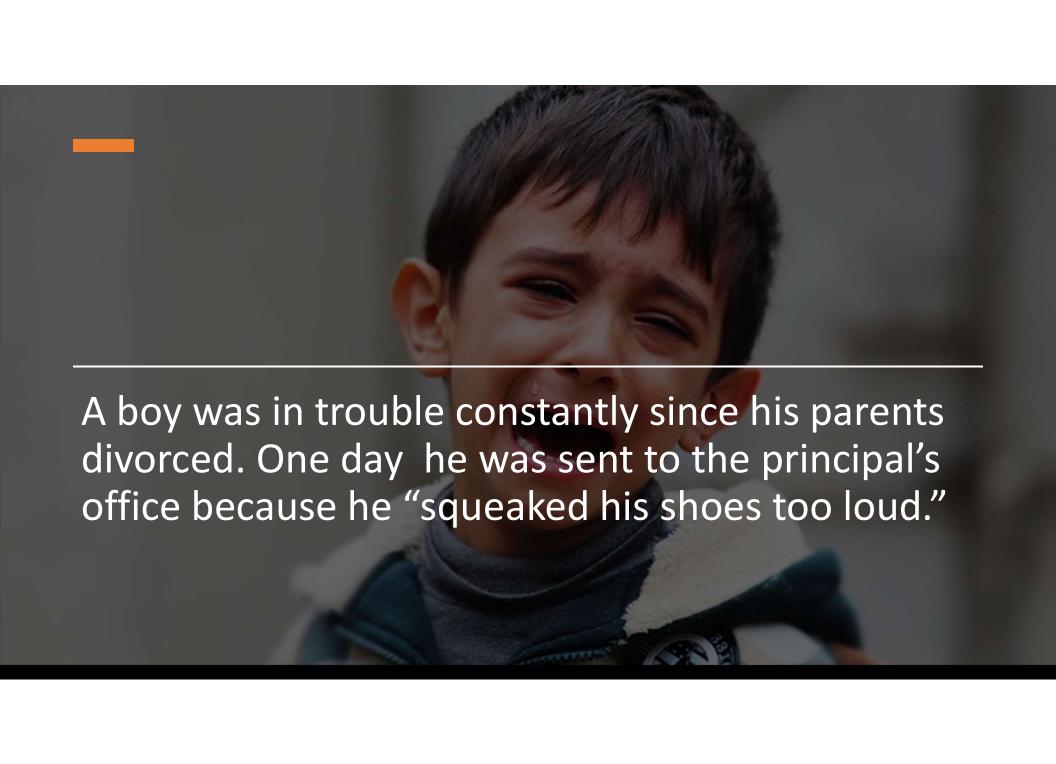












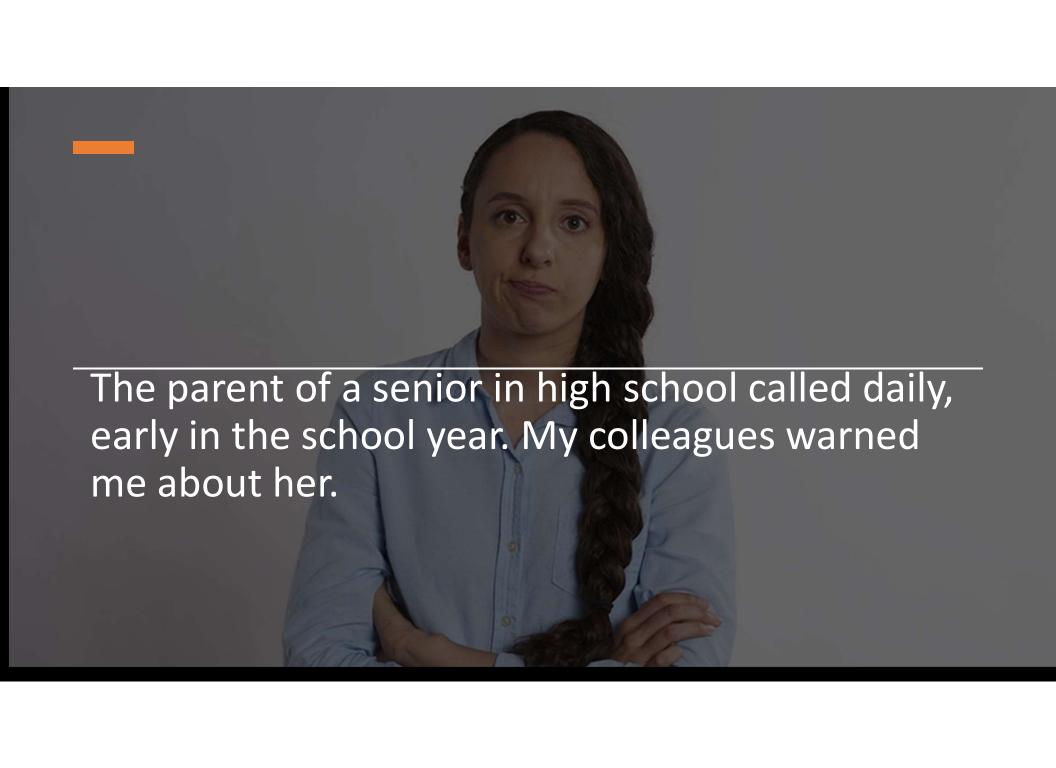
When students returned from being suspended, they only lasted a short while before they misbehaved again and were sent back...

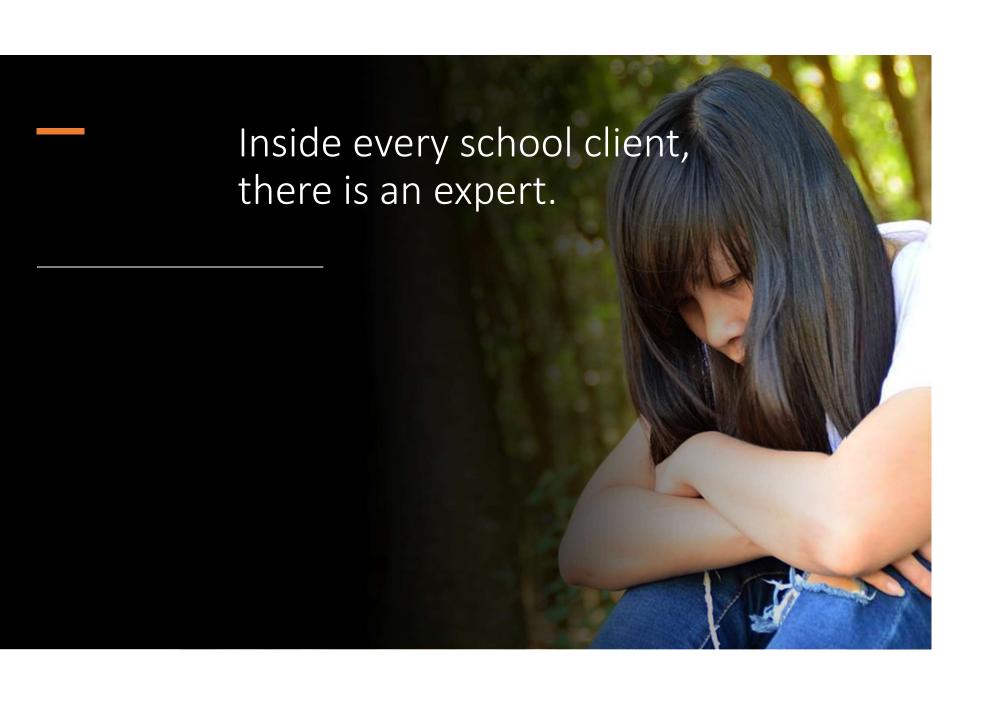


A high school teacher began the school year with hope but he quickly became depressed and irritable. He said he wondered how he would ever get through this year, as last year was difficult.

-Matt C







The Solution Focused Conversation





Step 1- Best Hopes

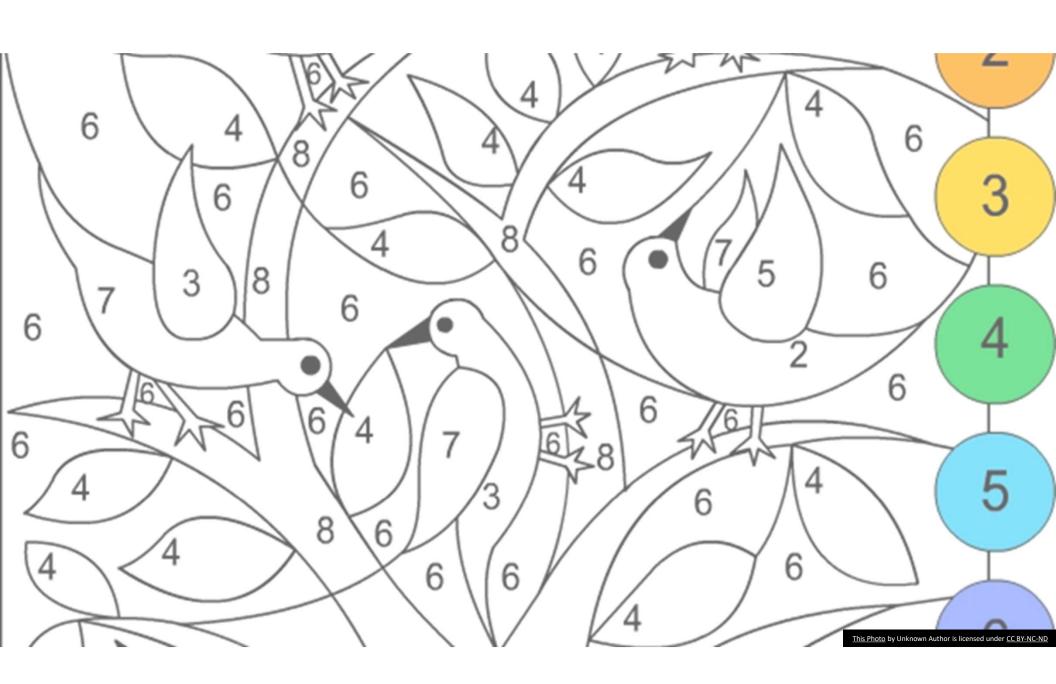
"What are your best hopes for our time?"



Step 2- Preferred Future - The Miracle Question

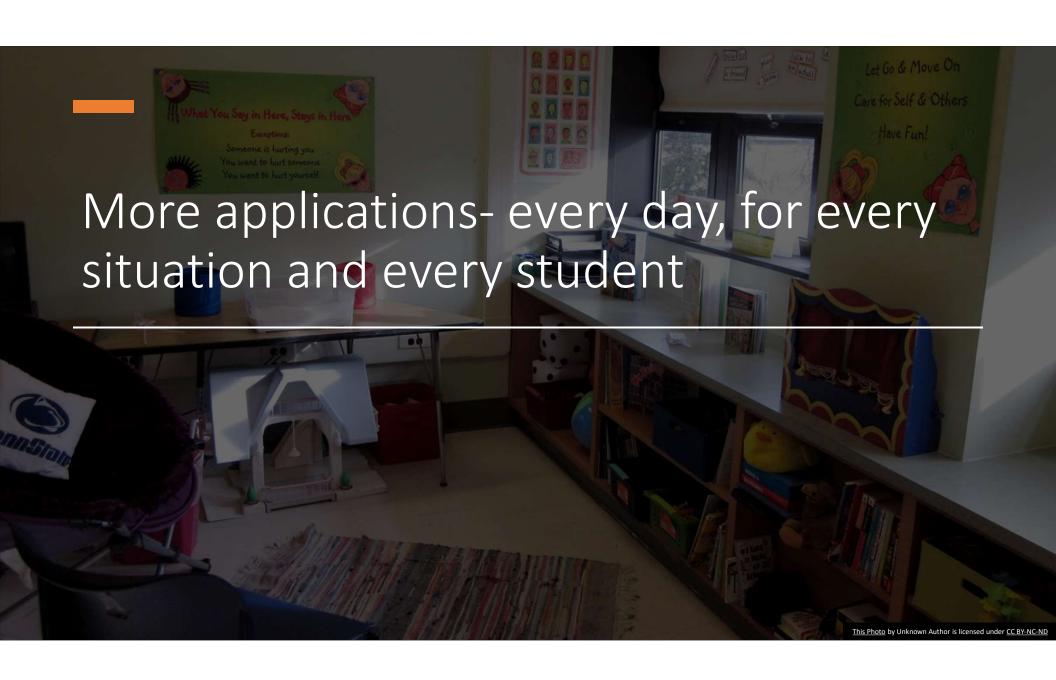
"Suppose this afternoon, when you return to class, your best hopes come true on a small scale.

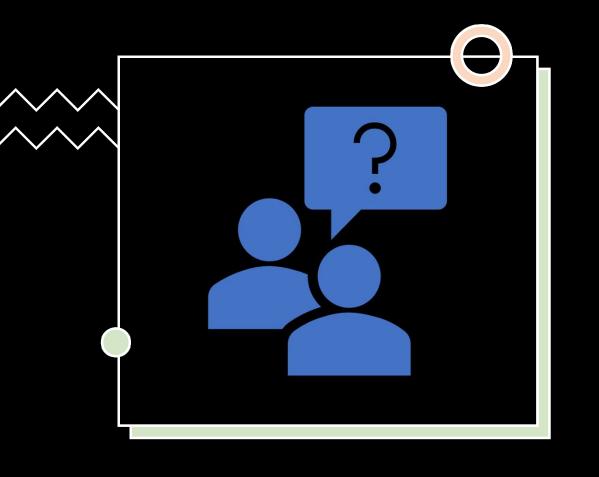
How would you know?"





"Tell me a time when a little bit of that miracle happened, even in other situations."





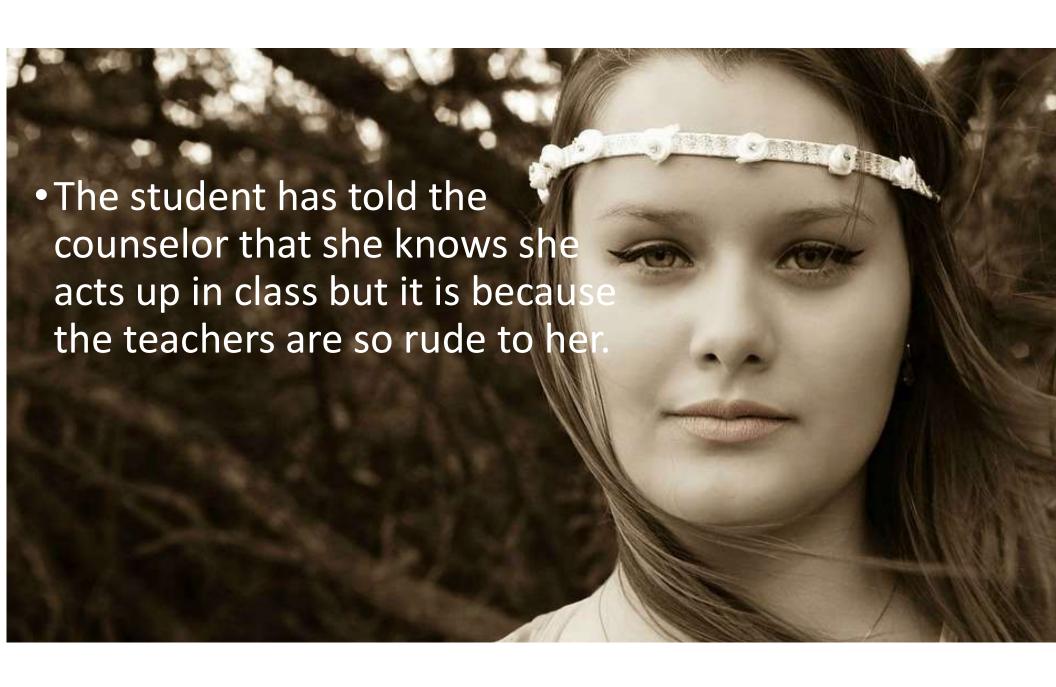
Example of the miracle question for a child overwhelmed by a "monster in her head."



The solution focused conversation with a teacher.







Teacher Observations of Success

Dear Staff,

Next week, on _____, we will meet to talk about helping Jill. As you go through this week, please watch for times when things go slightly better for Jill. Watch closely for any times when she is more compliant, on-task, etc. Please bring those notes with you to our meeting. List them below for reference:

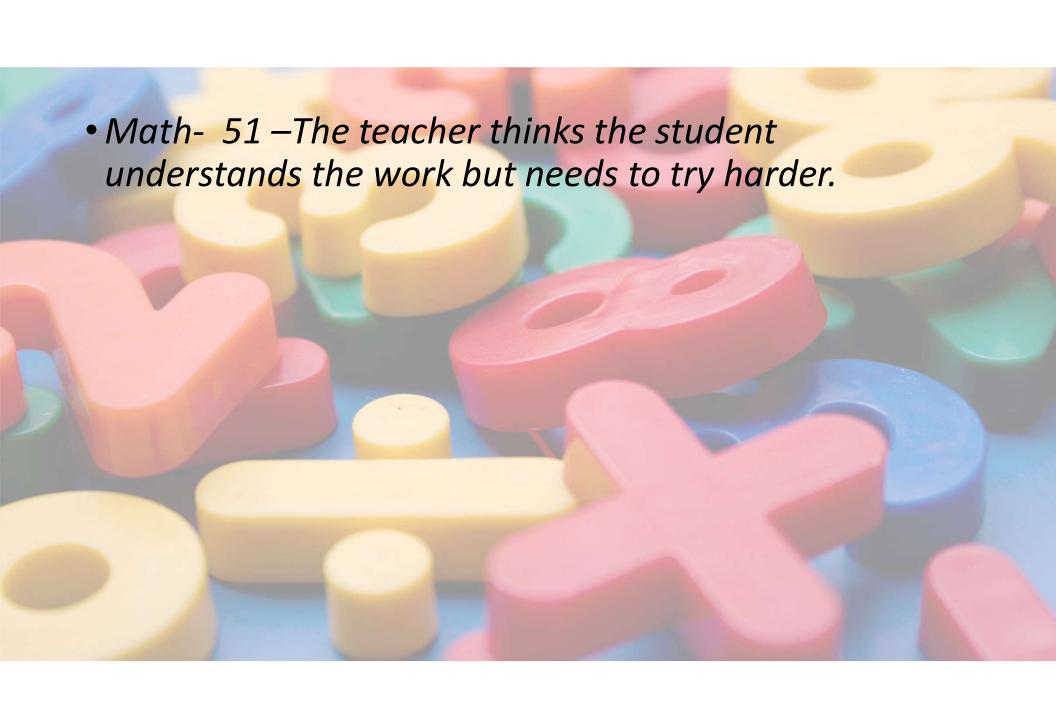
- 1.
- 2.
- 3

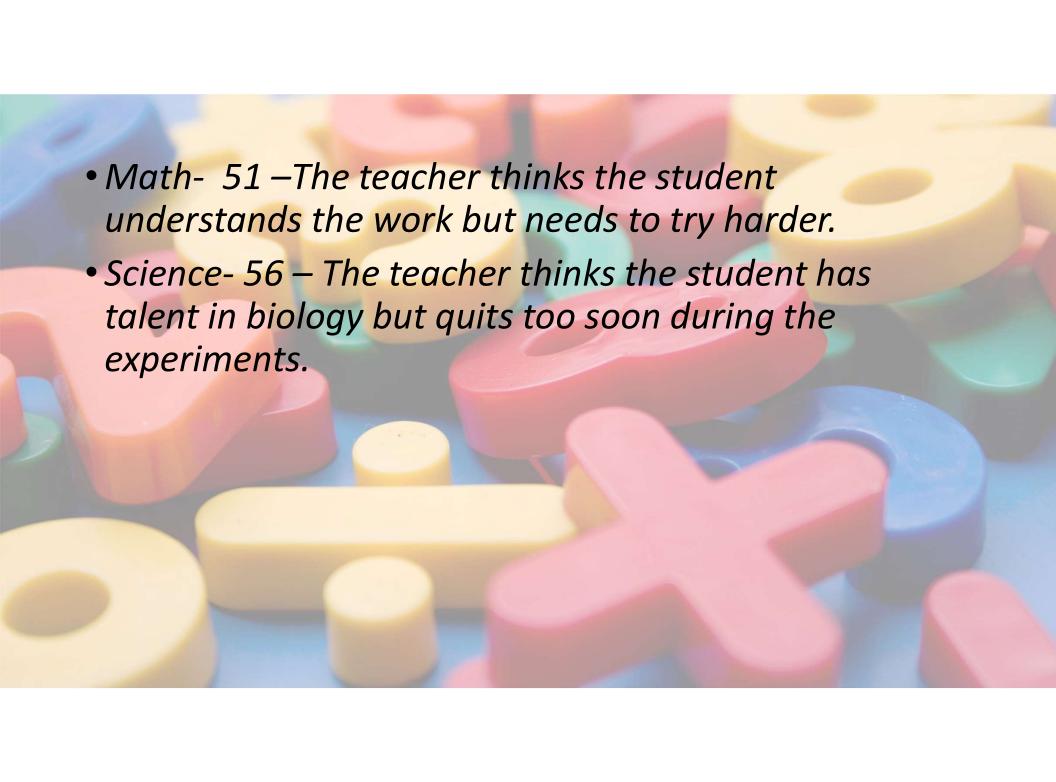
FIRST: Listen to the concerns everyone present- without the student present.

- 1. Best hopes
- 2. Preferred Future
- 3. Exceptions









- Math- 51 –The teacher thinks the student understands the work but needs to try harder.
- Science- 56 The teacher thinks the student has talent in biology but quits too soon during the experiments.
- Forest Ecology- 95- Great student- respectful, helpful.

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- Science- 56 The teacher thinks the student has talent in biology but quits too soon during the experiments.
- Forest Ecology- 95- Great student
- PE- 100- Good kid
- Language Arts- 81 —Struggles but is improving every day. Likes poetry.

TEAM CONVERSATION:

1. Ask everyone for their best hopes:

"I would like to start off by asking everyone what your best hopes are for Jill."

• Scale it- 1-10



• Imagine a day when Jill comes to class and things are better. What will be happening?

3. Identify exceptions:

Ask these teachers to share what they see in the student and what they seem to think works.

Forest Ecology- 95- Great student

PE- 100- Good kid

Language Arts- 81 –Struggles but is improving every day.

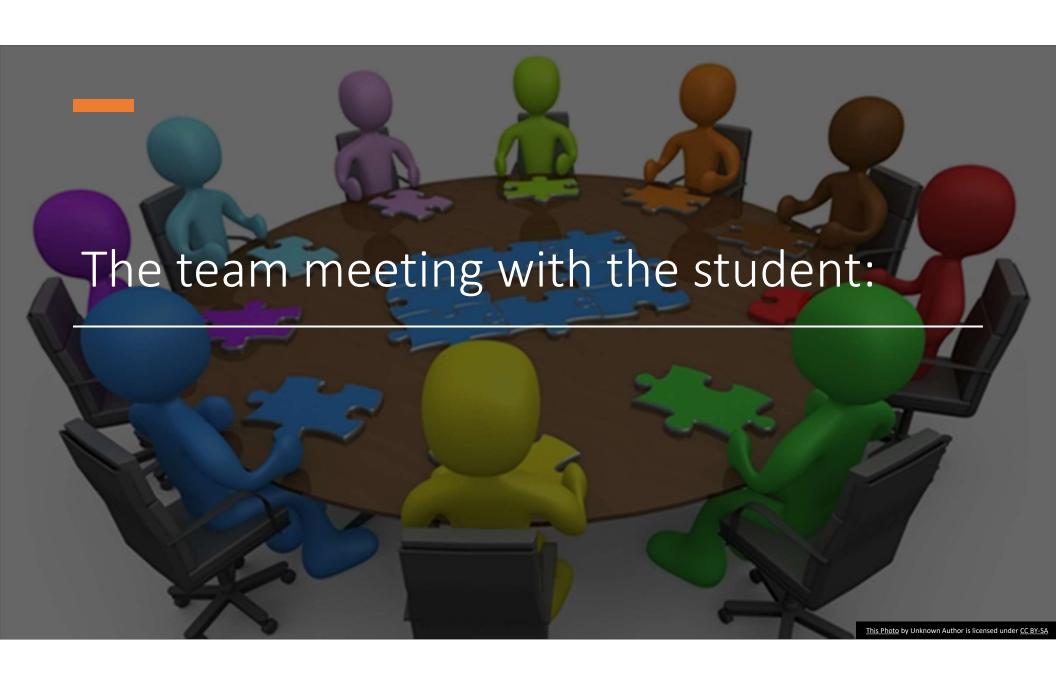
Computer Tech- 60- A little behind on skills but getting there.

• 4. Identify short term tasks to try:

"Based on what you have each just told me, and heard others talk about, what would you all suggest doing just for the next week, until our next meeting?

Now invite the student into the meeting.





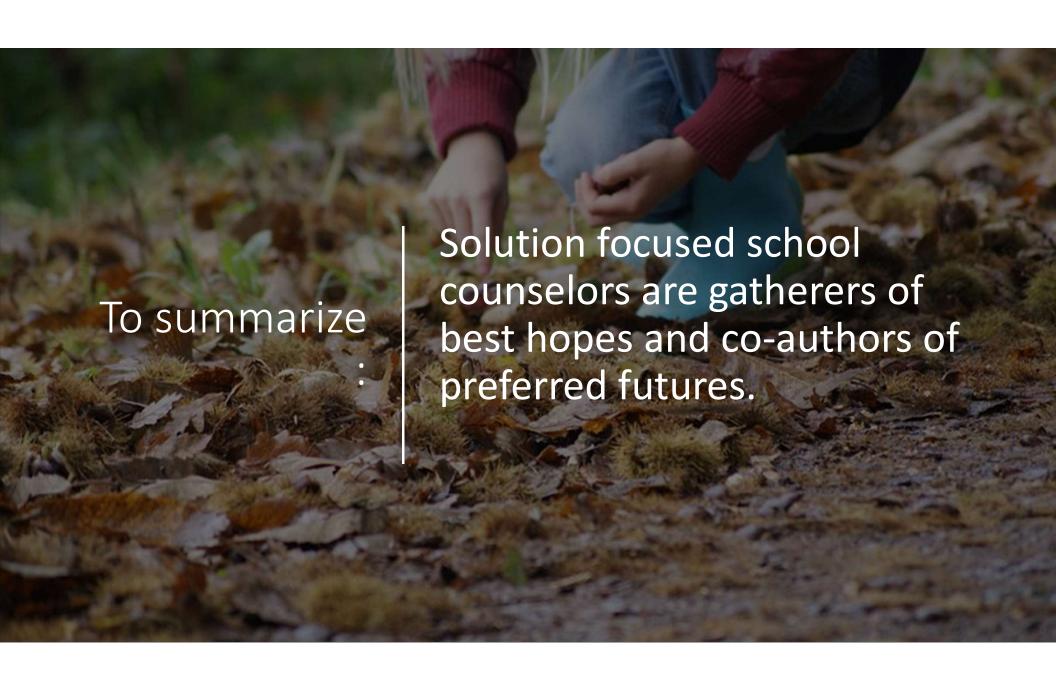
Jill, your teachers have told me what their best hopes are for you. I am going to read them to you. I am also going to mention times when they said things went better for you.

And finally, here are some plans they want to take.

What do you think about these plans?

What might you try doing, as they try out these ideas, just for a week?





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