SOLUTION-FOCUSED MEETING GUIDE

1. DESCRIBE STUDENT

*Do **not** start with a review of the problem or the diagnosis*

Activities and interests are good sources of information

First meeting: 3 qualities or strengths
Subsequent meetings: progress since the last meeting

2. SET GOAL

What we want the student to do, not what we want them to stop doing

Don't worry too much about how realistic the goal is- this will be covered in step 3

Signs are concrete and observable: if we wanted to film this behaviour, what would we ask the student to do?

What change would you like to see from this student? (Agree on 1 thing.)
What **signs or actions** will tell you that this change has happened?

3. BUILD ON WHAT'S STRONG

On a scale of 1 to 10 for this goal, where is the student now?

1 2 3 4 5 6 7 8 9 10

What would ____ (now + 1) look like?

Realistic goal: today +1, today +2

Signs are concrete and observable: if we wanted to film this behaviour, what would we ask the student to do?

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What is the highest this student has been on this scale? What were they doing then that worked? What was the staff doing?

Consider partial solutions. What works some of the time?

Who might have more information about this?

What information can you get from parents or guardians about successes outside of school?

What external conditions contribute to success?

Even if circumstances have changed, what can you learn from this?

What can be adapted, imported, recycled?

4. PLAN

Identify something to repeat before adding something new

Must involve hard work

Must be realistic, within their control and capabilities

Consider how you might involve the parents or guardians

1 or 2 things to repeat or continue:

1 thing the student can amplify or learn that is built on what they can already do:

Who will help? What will each person do?

Who?	What?	When?

How will we recognize, celebrate, and communicate progress?

Who will communicate with parents/guardians?

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