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REVISED AND UPDATED. This book provides a solution-focused approach to working alongside students, parents, and teachers that decreases misbehaviors, encourages mental health and growth mindset in students, and provides social emotional learning opportunities. Complete with specific dialogues for students of all ages, and case studies, this text provides school counselors with a road map to looking beyond problems and seeking solutions with students, creating grit and resilience. [CLICK HERE TO BUY A COPY](#). SF Connection is an interactive, bi-weekly, one hour webinar that provides support and suggestions for using the solution focused approach in classrooms and school counseling programs. Each webinar consists of instruction and practice tips that address common school related issues using a solution focused approach. There will be a specific topic set for each session, and all live attendees can earn 1 CEU by answering a short feedback form. All sessions are recorded and are made available on our website for those who cannot attend live. The button to register for the next session is on the home page. However, if you sign up to our mailing list below you'll be reminded of all upcoming sessions. [Facebook](#) [Reddit](#) [LinkedIn](#) [Tumblr](#) [Email](#) As Principal of a High School, Deborah is often confronted with negative and hopeless talk from teenagers who, though in mainstream education, have varying barriers to learning. Her students present as exceptionally anxious, negative and depressed. 'Doing differently' is their school slogan-finding strengths, scaling etc. In their register class each morning, they have implemented the idea of metaphors to goal and scale as individuals and in each grade. They have, in 2021, classes of superheroes, Gamers, The Lorax and the Spiderman multiverse of Miles Morales. This has resulted in a school where strengths are highlighted and dreams encouraged. Hence planting the seeds of hope. It is this success, that they would like to share. Linda Metcalf PhD is a former middle school teacher, all-level school counselor, licensed professional counselor supervisor, and licensed marriage and family therapist in the State of Texas. She is a Professor at Texas Wesleyan University and Chair of the Graduate Counseling Programs. Linda is a national and international presenter and author of ten books on solution-focused therapy, and Marriage and Family Therapy. A Practice Oriented Approach. She is also the author of the new book, Solution-Focused Narrative Therapy. She is Past-President of both the American Association for Marriage and Family Therapy (AAMFT) and TAMFT and again, the current President of the Texas Association for Marriage and Family Therapy (TAMFT). She has presented often for the American School Counselor Association, the American Counseling Association, Texas Counseling Association, the American Association for Marriage and Family Therapy, and the Texas Association for Marriage and Family Therapy. Additionally, she has presented around the world in China, Australia, Japan, Norway, Germany, United Kingdom, Netherlands, Singapore, Canada, Thailand, and extensively throughout the United States. She has been awarded the Faculty Excellence in Scholarship Award by the Texas Wesleyan University Board of Trustees, and the GEM award for work on the new PhD in MFT program. Personal Linda was born in Waco, Texas and graduated from Reicher High School. She attended Baylor University, and graduated with a double major in earth science and art. Linda was a member of the Chi Omega fraternity at Baylor. Linda met Roger Metcalf while they were students at Baylor, and they were married in Waco in 1974. They moved to Arlington, Texas, where Linda taught in the Arlington I.S.D., while Roger attended Baylor College of Dentistry in Dallas. Linda next attended T.C.U. in Fort Worth, and received her M.Ed. in 1986, and then she went on to receive her Ph.D. from Texas Woman's University in Denton in 1993. Linda is a Professor and Director of Graduate Counseling Programs at Texas Wesleyan University in Fort Worth. Linda is still married to Roger after more than 45 years! Roger is the director of the Tarrant County Medical Examiner District's Human Identification Laboratory and Chief Forensic Odontologist. Together, they are the proud parents of grown, awesome, children, Roger Jr., Kelli and Ryan. Linda and Roger have three wonderful children, Roger Jr., a Baylor and Harvard graduate, Kelli, a T.C.U. graduate, and Ryan, a Baylor and S.M.U. graduate. Two Golden Retrievers, Ringo and Ranger (a rescue), keeps Roger and Linda company at home in Fort Worth. Both pups are training to be therapy dogs. The solution focused approach is a mindset. In problem-focused approaches, the mindset is to figure out why a student is not successful or misbehaving, instead of looking in a variety of contexts for times when things are working. As a result, teachers and school counselors often become discouraged when the strategies that they develop don't work. The solution focused mindset assists teachers and school counselors to notice times when things are slightly better. This major change of mindset not only offers solutions, but changes the relationship between teacher and student, which amplifies the possibilities for lasting change. The solution focused approach brings teachers and students together in the first conversation, to identify their combined best hopes and imagine a preferred future. This inclusive approach with students empowers and motivates them, since the best hopes are theirs. As a result, the student is more likely to follow through and the new relationship between teacher and student results in new interactions. For example, using the solution focused approach, a twelve year old with repetitive behavior problems would be asked: "tell me about times when you don't let the behavior take you over...what is different then? What do you do, where are you, what are you thinking about, what are your parents or teachers doing?" At first, the twelve year old may be taken back. After all, who asks the student when he/she is successful? But as the school counselor perseveres and stays patient, solutions emerge. "When I am in science class, I like that class because we are in pairs and it's not boring." "When I am in Ms. Tatum's class, she likes me and when I raise my hand, she calls on me." "At football practice- I always do what the coach says because I don't want to run laps." These "exceptions" to times when the negative behavior happens become clues for change. The school counselor can then see what Ms. Tatum and the science teacher and the coach do that encourages success. And, the student is empowered because he has discovered for himself that things are not always as bad as he thought. This contributes to his social emotional learning and develops self-efficacy. When the school counselor meets with his team (recommended) and shares these exceptions with the student present, the system changes, now looking through a new lens at the student, and, themselves. The workshops described, are constantly updated to accommodate new developments and initiatives in schools, such as social emotional learning, growth mindset and grit, virtual learning and all new initiatives, which can be integrated with the solution focused approach. Through the integration, administrators, teachers and school counselors acquire a new mindset...one that touts the student and parent as the expert. This mindset increases motivation as engagement and relationships evolve between staff and students. Include a solution focused school climate program for your professional development this year. These workshops are applicable to your needs, too, wherever you are, as Dr. Metcalf will visit with you prior to the workshop and tailor make the workshop to insure success on your campus. This award-winning text translates the theoretical foundations of solution-focused counseling into a brief, culturally responsive approach for school counselors, psychologists, social workers, and graduate students. As an experienced practitioner and international presenter on this topic, Dr. Murphy has organized the fourth edition to reflect content offered in a comprehensive workshop on solution-focused counseling to further enhance its usefulness and presents a straightforward process for building practical solutions to some of the most challenging cases experienced in school settings. Text features include a variety of real-life examples and dialogues with preschool-12 students, experiential activities and practice exercises, and appendices with tools and templates for putting solution-focused counseling into immediate action. Chapters new to this edition cover developmental considerations and creative adaptations for working with children and adolescents, methods to explore progress in solution-focused work, and frequently asked questions. A complimentary test manual and PowerPoint slides for instructors are available by request. Tags: Children & Adolescents, Counseling Specialties & Workplace Settings, Professional Counseling Solution-Focused Brief Therapy (SFBT) has made tremendous progress in the past ten years and is a practice that is based on evidence. SFBT has been applied in the community across schools, mental health clinics, and health care settings with a diverse population and age group (Kim et al., 2019). A meta-analysis of randomized controlled trials on SFBT for adolescent and adult clients that received services in outpatient, community-based settings showed that it was effective on depression, family functioning, behavioral health functioning, and psychosocial adjustment (Franklin et al., 2023). Garza High School in Austin, Texas, was the first school in the United States to implement a school-wide solution-focused approach for at-risk students demonstrating the feasibility and effectiveness of SFBT with at-risk youth in public schools (Franklin et al., 2018). SFBT has been shown to be effective in reducing classroom-related behavioral problems and improving reports of externalizing behaviors and internalizing behaviors (Franklin et al., 2008). SFBT can support clients in addressing substance abuse and trauma among parents involved in the child welfare system (Kim et al., 2021). SFBT has shown effectiveness for child behavior problems among children and adolescents which are common in schools (Hsu et al., 2021). A large literature on SFBT in schools has been done across disciplines and worldwide (Kim et al., 2017). SFBT is a promising and effective school-based intervention across K12 and post-secondary schools, including college settings and student counseling services in the English and Chinese literature for social workers and other mental health professionals. Reviews have shown that SFBT in schools favors internalizing, academic, social, and relationship outcomes and psychological well-being. The strongest treatment effect size was observed for group-based SFBT interventions (Franklin et al., 2020). Solution-focused group therapy (SFGT) has been shown to have significant immediate and follow-up effects in ethnic Chinese School settings, 1.03 and 1.09, respectively (Gong & Hsu 2017). The meta-analysis on SFGT found a significantly large overall effect size for internalizing behavior problems such as depression, low self-esteem, and low self-efficacy. Family and relationship problems also achieved a large overall effect size. SFGT was effective for each school-level group. These effect sizes are considered large and indicated how group intervention therapeutic factors significantly affect group support, group learning, group optimism, opportunities to help others, and group empowerment (Gong & Hsu, 2017). Working on What Works (WOWW) is a manualized 10-week classroom intervention based on solution-focused brief therapy. A randomized experimental, posttest-only design of 30 fourth and fifth-grade classrooms studying WOWW showed that students in the WOWW group has significantly fewer days absent from school and that teachers' ratings on WOWW classrooms' performance improved significantly more than teachers' ratings on the control classrooms (Hai and Franklin 2020). A meta-analysis of randomized controlled trials on SFBT for adolescents and adult clients that received outpatient and community-based services supported the effectiveness of SFBT (Franklin et al., 2023). The results of this study showed medium effects for depression, behavioral health functioning, family functioning, and psychosocial functioning. This study was unique in showing that SFBT is most effective when four to nine SFBT techniques are used across three categories of SFBT techniques (cooperative language, therapeutic relationship questions, client strengths and resources, and future-focused questions and techniques). Using three or fewer SFBT techniques or only two categories of techniques did not achieve a statistically significant treatment effect in the study. (Franklin et al., 2023). A review of SFBT in schools showed that SFBT may be applied to a range of academic and behavioral problems across ages and indicated that four to eight sessions were delivered to achieve favorable outcomes (Franklin & Kim, 2009). A review of global outcomes of SFBT showed that SFBT demonstrates a positive effect with relatively brief interventions with an average number of sessions under six (Neipp & Beyebach, 2022). The study also showed that SFBT yielded significantly higher results in school than in psychotherapy settings and supports the claims of using SFBT in schools. The study also showed that SFBT can be integrated with other techniques and approaches without weakening its impact (Neipp & Beyebach, 2022). A quasi-experimental design aimed to evaluate the impact of a solution-focused approach to child protection by comparing the performance of a group of workers who received training in SFBT with that of child protection workers who employed treatment, as usual, showed that child protection workers who received training and supervision changed their self-reported practices in a solution-focused direction (Medina et al., 2022). This study demonstrated the feasibility of disseminating solution-focused principles and techniques in a child protection system. The cases in the solution-focused group achieved superior outcomes, including higher goal achievement rates from both caseworkers and parents. Importantly, children removals had dropped to one-fourth of the initial figure in the experimental group and that child protection teams in the solution-focused group became more able to help families without removing children from their homes. This is the first time a positive effect on this variable is documented for an SFBT intervention. The superior outcomes of the experimental group were achieved with significantly fewer sessions than those of the control group providing initial support for the cost-efficiency of a solution-focused child protection practice. The experimental group allocated fewer additional social services resources to the families, which may be related to the holistic, family-centered perspective of the solution-focused approach (Medina et al., 2022). Results of a randomized controlled trial of solution-focused brief therapy in a college setting improved wellness and decreased stress among college students. Also, they showed that the solution-focused brief therapy intervention was more effective than treatment as usual. The intervention demonstrated how SFBT could be used multiple times per semester across multiple populations and contexts in improving wellness and decreasing stress (James D. Beauchemin 2018). The great majority of outcome studies on SFBT have so far supported its effectiveness demonstrating effectiveness transculturally for various practices (psychotherapy, coaching, school counseling) in different formats - individual, group, family, and couples therapy and across the developmental age spectrum. Beauchemin, J. D. (2018). Solution-focused wellness: A randomized controlled trial of college students. *Health & social work, 43*(2), 94-100. Beauchemin, J. D., Facemire, S. D., Pietramontio, K. R., Yates, H. T., & Krueger, D. (2021). Solution-focused wellness coaching: a mixed-methods, longitudinal study with college students. *Social Work in Mental Health, 19*(11), 41-59. Eads, R., & Lee, M. Y. (2019). Solution Focused Therapy for trauma survivors: A review of the outcome literature. *Journal of Solution-Focused Practices, 3*(1), 9. Franklin, C. (Ed.). (2012). *Solution-focused brief therapy: A handbook of evidence-based practice*. Oxford University Press. 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How to Say It to Get Into the College of Your Choice offers students-as well as their parents and school counselors - a variety of essential resources and information, including: Worksheets for writing personal statements and resumes- Winning words and phrases for filling out a sample Common Application used by more than 200 of the top colleges- Finding the right words for the admissions essay-using advice from admissions directors at top schools- Pointers for the essay portion of the New SAT- plus a practice test. The fundamentals of obtaining winning recommendations- Statements to make interviews successful. [CLICK HERE TO BUY A COPY](#) The Miracle Question: Answer It and Change Your Life! The Miracle Question" is a step-by-step approach for people who feel "stuck" and overwhelmed. It offers methods for tapping into sources and resources we already have - called "exceptions". "Exceptions" are the "good" we've learned from past experiences but have perhaps forgotten about, or situations that went well for us in the past, but over time got pushed aside. By understanding that our problems have eroded our confidence, we can discover that our abilities have simply been in limbo, ready to use as solutions. [CLICK HERE TO BUY A COPY](#) Solution Focused Narrative Therapy This groundbreaking book is the first to provide a comprehensive model for effectively blending the two main postmodern brief therapy approaches: solution focused and narrative therapies. It harnesses the power of both models—the strengths-based, problem-solving approach of SFT and the value-honoring and re-descriptive approach of narrative therapy—to offer brief, effective help to clients that builds on their strengths and abilities to envision and craft preferred outcomes. [CLICK HERE TO BUY A COPY](#) Marriage and Family Therapy: A Practice-Oriented Approach This best selling MFT manual is now in its second edition. Check it out on amazon.com. There are many different models of marriage and family therapy; the challenge for students and beginning practitioners is deciding which one best suits their individual purposes. This highly practical volume elucidates the defining characteristics of 14 contemporary models, including their history, views of family and the role of the therapist; and methods of assessing family dynamics, goal setting; facilitating change; and knowing when to terminate. [CLICK HERE TO BUY A COPY](#) Linda provides both in-person and virtual professional development workshops to school counselors, teachers and administrators. The workshops are interactive, and are focused on skill building, integrating actual case studies and videos that illustrate the solution focused approach. In addition, Linda will plan a unique workshop for your group by talking to you about your best hopes for your school. From there, she will create a presentation to fulfill your needs. For more information on Linda's availability and to schedule, email her at [email protected] for a quote