



Solutions Focused Approach Center

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ALL AROUND SF...

Since we believe we work in sf way (and are very keen on), it's very required for us to be very critical toward sfa, and give our attention to question sfa principles, assumptions and tools. It's very old rule – watch your sword since that's what you use!

SFA is not about questions and answers, it's about meanings which are associated with content of thoughts which are often expressed by words during the conversation.

For sf therapist is very important to develop abilities in effective utilizing clients words, claims, statements, answers. It's much more important than abilities in asking sf questions.

Before you go forward with client, you should be sure that client copes with present reality in sufficient way.

There's no sfa without past. On that basis you can build preferred future.

It may be a case that the only reasonable way to create solutions goes through problem stories.

Relying on and utilizing clients resources beyond resources of "the world" may leads to disempowering of clients possibilities.

Client's perceptions might be equally important as perceptions of others in the process of building solutions. SF art lays in effective connecting and utilizing its potentials.

Client is the owner of his live! Not all knowing expert who possessed all required ideas and answers.

It may be a case that clients greatest resource is being able to incorporate external resources.

It may be possible that you or others see things in much more appropriate and useful way than client. Anyway it's clients perceptions and perspectives you're building on and connecting to.

You as a professional are responsible in sfa for much more things than asking questions. It may stick to your role in your organization – sfa have different performances when you work as social work or therapist.

PROBLEM SCALING TOWARD SOLUTIONS

_____ 1 _____ 10 _____

1. On a scale from 1 to 10, when 1 stands for "it is a quite small problem / a minor difficulty for me"... and 10 stands for "it is the biggest problem/ the biggest difficulty I've ever faced", where is the problem / difficulty on the scale?

"It's X"

_____ 1 _____ **X** _____ 10 _____

2. What number would you give on the scale to the biggest problem/ biggest difficulty you can imagine?" Please describe what it means for you to be at "A"!

"It's A"

_____ 1 _____ X _____ 10 _____ **A** _____

3. What makes it NOT MORE than "X"? (What is and what is not?)(explore and summarise)

4. When it was little higher than "X"? What number was it?

"It was Y"

_____ 1 _____ X _____ **Y** _____ 10 _____ (A) _____

5. What was happening when it was "Y"? What helped you to cope with that situation in any possible ways? (explore)

6. What was the first sign that it had begun to be little less than "Y"? What helped to make it so?
(explore and summarise points 5-6)

7. When it was (little) lower than "X"? What number was it?

"It was Z"



8. What was happening when it was "Z"? What helped to make it so? What helped you to cope with that situation in any possible ways? (explore)

9. What was the first sign that told you the number was beginning to go below "X"? What helped to make it so? (explore and summarise points 7-8)

NIGHT TIME MIRACLE QUESTION

Suppose tomorrow goes by as usual and outside your conscious thought, something like miracle happens, and the problems which appear during the night are solved.

Of course you don't know the problems are solved, because it happened outside your conscious thought.

What will be different from the time you begin preparing to go to sleep, through falling asleep, and being asleep, to waking up and opening your eyes the next morning

that will tell you that this miracle has happened and the problems which previously appeared during the nights have been solved?

THE FIRST STAGE <i>Preparing to sleep</i>	<p>Conversation is focusing on client's „doing”, his activities, thoughts, visions, convictions, contacts and relationships with other people, which were present in that situation. Conversation is less focusing on feelings.</p>	<p>What will you do, to prepare to sleep in a good way? How/In what way will you make your bed?</p> <p>How will you take care about your good mood?</p> <p>What is good for you to eat, drink before go to sleep? How will you take care about good atmosphere in your room – about the air, the best temperature?</p> <p>What thoughts will be in your mind?</p> <p>What will you think about going to sleep, and sleeping time?</p> <p>What will you think about coming night?</p> <p>On what, will you focus your thoughts?</p> <p>What will make you sure, that you are safe?</p> <p>What will happen between you and other people?</p> <p>What will these people see, when they will look on you, and your preparing to sleeping time?</p> <p>In what mood you will be? What will you feel?</p>
THE SECOND STAGE <i>Falling asleep</i>	<p>On the beginning of this stage, conversation is focusing on client's „doing”, and after that we are going to talk about client's thoughts, visions and convictions. Next the strongest attention in conversation is focusing on feelings, which are coming from the body. Also it is conversation about seeing and reclaiming outside signals with a little bit talking about thoughts which are going with.</p>	<p>Where will you lie down?</p> <p>What will you do, when you will be lying?</p> <p>About what will you think during lying?</p> <p>In what way will you be thinking about it?</p> <p>With what, falling asleep will associate for you?</p> <p>How will you feel? What will you feel?</p> <p>In what way will you be breathing?</p> <p>How your heart will be beating?</p> <p>How will you feel your body, muscles?</p> <p>What your eyes, eyelids will feel?</p> <p>What sounds will be coming to you?</p> <p>What will you see a few seconds before fall asleep?</p> <p>What thoughts will be in your mind a few seconds before fall asleep?</p>

<p style="text-align: center;">THE THIRD STAGE Sleeping</p>	<p><i>Conversation is going around dreams, these what is inside them. Also is going around how room looks like and around atmosphere in it. We can talk about how sleeping person looks like. Also about person's feelings which are going with sleeping and these which are going beside consciousness of sleeping person.</i></p>	<p><i>Will you be dreaming? About what will you dream? What kind of dreams these will be? What will you feel when you will be dreaming about this? About what these dreams will tell you? When during dreaming appear something difficult, how will you cope with it? How your room will look like, when you will be sleeping? How will look like your furniture, and other staffs? How much lights will be in that room? What will you see over the window? What kind of shadows will appear? What will you hear? What kind of cent you can smell? How your body will look like? What you can see on your face? How your hands will look like? What will you see, when you will wake up for a few seconds? What will you feel, and think in that situation? What do you think, what will you feel during sleeping time? What will your body feel?</i></p>
<p style="text-align: center;">THE FOURTH STAGE Awakening</p>	<p><i>On the beginning conversation is focusing on talking about feelings which go with awakening. It is conversation about first pictures, sounds, and thoughts after awakening. After that conversation is going wider, and compares also talking about client's action.</i></p>	<p><i>What will you feel in awakening moment? What will you see, when you will open your eyes? What thoughts will appear after when you open your eyes? What kind of feelings will flow to you, when you will awake? How will you be breathing? What will you do after awakening, when you will be still lying in the bed? What will you do, just a moment after going out from the bed? What will you see on your face, when you will look on the mirror? Who first will see, that you had a good night? What will somebody see?</i></p>

PERSPECTIVES AIKIDO

Clients mostly have at least a few descriptions of the same situation or facts. During conversation they express that one, which is strongest at the moment. Using Perspectives aikido technique it's becoming quite easy to help clients find out and express other of their perspectives about the same situation or facts. Finding out at least two or more alternative perspectives may be useful for client to choose that one which might be more useful.

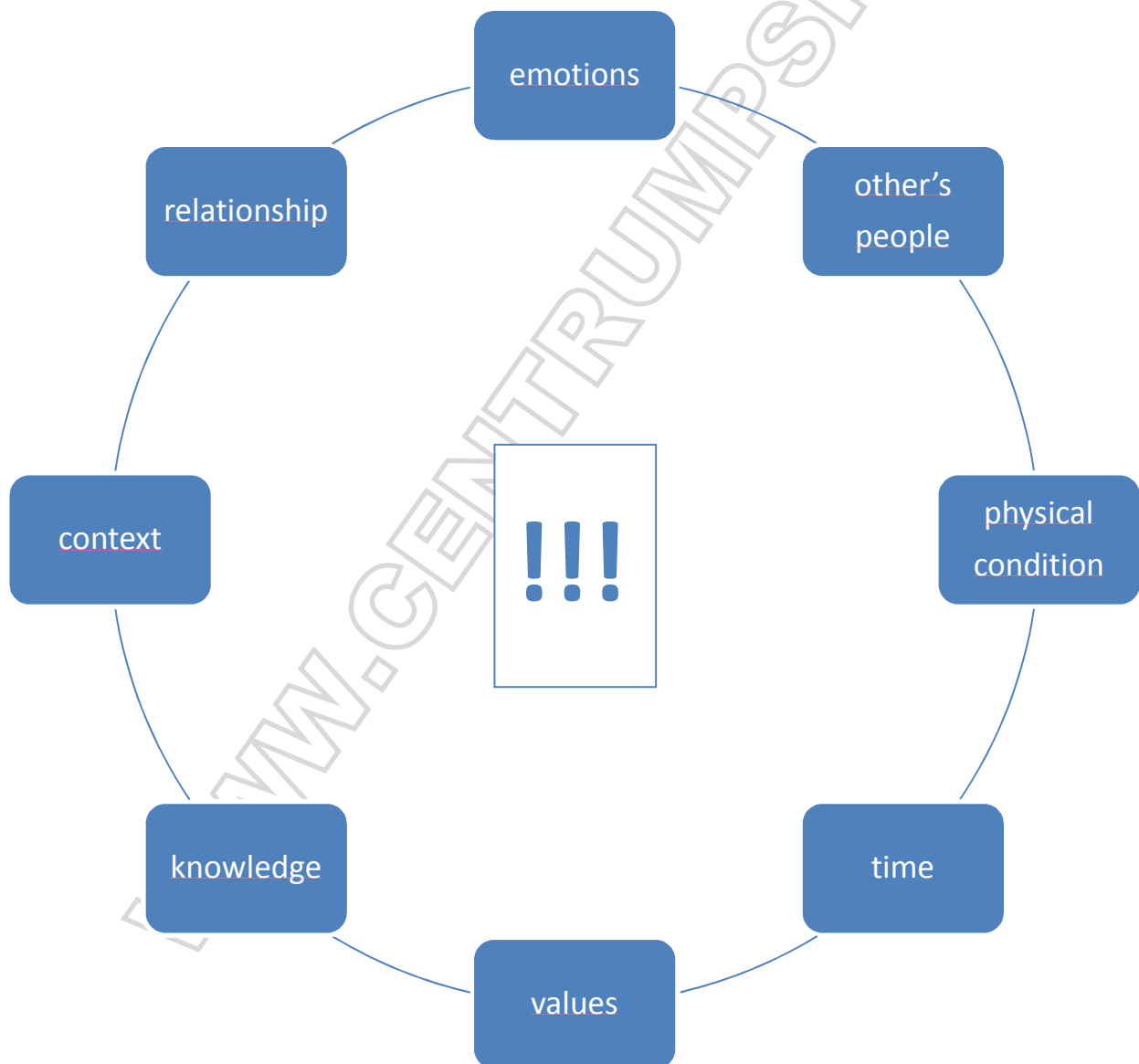
You do that by asking questions which includes different "filters".

For example when you use emotions filters you ask:

How do you see it when you are tired?

How do you understand that when you are relaxed?

How do you perceive it when you are nervous?





SOME EXAMPLES AROUND SF GAMES

My work as a group therapist and trainer brought me many questions about creating useful contexts during cooperation with group, questions which required to be answered. Therapy is very talkative job to do, and during workgroup (especially longer one) with clients or trainees it was easy to observe some signs of being tired by sitting, listening and talking. I was thinking about different ways how to respond and manage such situations as a trainer. Of course, we can still ask people what and how they want to act. Anyway sometimes it was more useful to have some propositions about connecting conversation with other activities. Concept of creating sf games came through such experience.

SF games are propositions of connecting sf assumptions, sf conversations with some other activities, so we achieve new contexts where people start to play and have fun. Conversation which is an ongoing process during such a play is very often more spontaneous, full of live and energy and much more easy to perform for large number of our trainees and clients.

We connect sfa with very different ideas of traditional and new games. In this paper I present you two games – one based on the concept of dominos game, and second based on the concept on common movement.

SF DOMINOS GAME

The goal of this game is to support people in small 3-4 persons groups to have nice time with useful conversation. So they play standard domino game and follow some additional rules which create opportunity to talk about them, share stories and experiences, and on that basis notice their strengths.

INTRODUCTION

SF Dominos requires some preparations in order to use it in practise! First of all you ought to buy a few sets of dominos. Each piece of domino should be numbered from 1 to 28. Each number on the particular piece of domino refers to specific question on the list. One of such lists you can find below. Type of the questions on the list should be addressed to specific needs of the participants or you can create general questions which may be useful for most of participants. You should also print questions in order to give them to the groups of the participants of the game.

Divide participants into groups of four or three. Give one set of dominos per group and at least one set of printed questions. Then introduce rules which you can find below.

BASIC RULES:

1. Each person have to choose four dominos.
2. The numbers at the back of dominos refer to the numbers of questions on your lists.
3. Now follow the standard domino rules.
4. When you put down dominos you have to complete the task which is given on the list.
5. If you don't want to answer, you miss your turn and you exchange the piece of domino for the new one.
6. If you don't have the right number of spots to put down your domino, you take additional one from the pile.
7. When one person is answering the rest of the team can ask additional questions.
8. During the conversation you can give (and write) compliments on the base of the answer on particular question.

QUESTIONS TO SF DOMINO

Questions – general exceptions!

Conversation about the past!

1. Tell us/your partner about how you showed your strong will.
2. Tell us/your partner how you controlled yourself in a difficult situation.
3. Tell us/your partner how you kept your word.
4. Tell us/your partner how you handled (dealt with) your weakness well.
5. Tell us/your partner how you were able to conquer your fear/worries.
6. Tell us/your partner how you took care of something good for yourself.
7. Tell us/your partner how you took care of something good for somebody else.
8. Tell us/your partner how you had a good time/enjoyed yourself.
9. Tell us/your partner how you were happy with yourself.
10. Tell us/your partner how you enthused about something small.
11. Tell us/your partner how you were happy with somebody else/shared your happiness with somebody else.
12. Tell us/your partner how much you strove for something/tried to do/get something.
13. Tell us/your partner how you found at least a little meaning in life.
14. Tell us/your partner how you were able to take a risk.
15. Tell us/your partner how you managed to resist temptation.
16. Tell us/your partner how you chose something good.
17. Tell us/your partner how you chose to be honest with yourself in a difficult situation.
18. Tell us/your partner how you chose to be honest towards others.
19. Tell us/your partner how you helped somebody else.
20. Tell us/your partner how you “got up”/recovered after an accident.
21. Tell us/your partner how you were able to fight for something.
22. Tell us/your partner how you did something unexpected.
23. Tell us/your partner what and how you were able to change.
24. Tell us/your partner how you were somebody’s friend.
25. Tell us/your partner how you went back to something important.
26. Tell us/your partner how you managed to do something important.
27. Tell us/your partner how you showed your humbleness/humility.
28. Tell us/your partner how you managed to get involved in something important.

SF IN- OR OUT- DOOR GAME

In that game we support people to act together as a team, get in save physical contact with team members, and on that basis follow two directions of conversation – first one connected with specific, future oriented question and second focused on analyzing present experience. That kind of sf game may be one of tools during group building process. People in small groups follow instructions they receive in envelope.

INTRODUCTION

That game should be played in groups of four (option is three).

Please prepare – balloons, one big envelope, four small or medium envelopes, memory cards (like post it or other small colour papers), printed general instruction, printed instructions for „all four colours” (see below).

You put instructions for blue, orange... persons into four small or medium envelopes which you marked with proper colour (blue, orange...). Into big envelope you put general instruction, four coloured envelopes with instruction for blue, orange..., memory cards.

Balloons simply should be available for participants.

After dividing people into groups of four you give them big envelope with its content and ask people to follow instructions. That's all! Have a good time while observing participants.

Below you can find general instruction as well as instruction for particular participants.

WWW.CENTRUMSREU

GENERAL INSTRUCTIONS

Here are the instructions for your team. We ask you to follow them now!

Your instruction set includes:

1. One page of general instructions.
2. Four envelopes with tasks for each of you.
3. Memory cards which you can use to write down complements for each other during the game.

Step 1.

Get into groups of four (three if four is not possible). As a group, please pick one of the balloons which are around you in the room. You need just one balloon per group. You may take a second one just in case.

Step 2.

Within your group, please decide together who will be which one of the following colours: **blue**, **green**, **red** and **orange**. Please attribute one colour to one person. If you're a team of 3, use just three colours.

Step 3.

Now please walk together 20 meters in a direction chosen by your team. On your way all four (three) of you need to hold the balloon with your **heads** only. Hands, arms and other parts of your body may be used for many purposes apart from touching and holding the balloon. Try to enjoy the experience, going gently and softly as a team

Step 4.

So how was your twenty-meter walk?? Was it fun ...?? You can congratulate each other on your cooperation. What worked well? What and how can you improve? Exchange your impressions...

Now it's time to open the envelope addressed to the person who is **blue**. Please follow the included instructions.

Step 5.

Now please go together 10 meters in a direction chosen by your team. Your task is to go and hold the balloon with your **necks** only. Hands, arms, heads and other parts of your body may be used for many purposes except touching and holding the balloon. **Try to go, as a team, gently, softly and having fun...**

Step 6.

So how was the trip?? Were you flexible enough...?? You can thank each other for the experience... What worked well? What and how can you improve? Exchange your impressions...

Now it's time to open the envelope addressed to the person who is **green**. Please follow the included instructions.

Step 7

Now please jump together 10 meters a direction chosen by your team. Your task is to jump and hold the balloon with your **arms** only. Hands, heads and other parts of your body may be used for many purposes except touching and holding the balloon. **Try to jump, as a team, gently, softly and having fun...**

Step 8

So how about the jumping?? Was it more like rabbit style or kangaroo style?? You can thank each other for the experience... What worked well? What and how can you improve? Exchange your impressions...

Now it's time to open the envelope addressed to the person who is **red**. Please follow the included instructions.

Step 9.

Now please run together 10 meters in a direction chosen by your team. Your task is to run and hold the balloon with your **bellies** only. Hands, heads and other parts of your body may be used for many purposes except touching and holding the balloon. **Try to run, as a team, gently, softly and with fun...**

Step 10

Were you still able to breathe after the run?? Is your breath deep and fast enough?? You can thank each other for that experience... What worked well? What and how can you improve? Exchange your impressions...

Now it's time to open the envelope addressed to the person who is **orange**. Please follow the included instructions.

Step 11

Find a way to round off this short "game" as a team. Then do it and come back to our room!

Instructions for the blue envelope!!!

Task for the person who is **blue**!

Please think about the topic written below and talk about it with your team.

You are invited to have a conversation, but you can also try to show or perform it in any way you want!!!

If you had as much determination as Rocky Balboa did, what would you do in differently in any “life fights” in the nearest future?

Task for the other team members

Listen carefully and ask and/or summarize when needed. Try to co-create and be part of the conversation around the story told by the person with **blue**.

At the end of the conversation you can write down on memory cards some compliments for the storyteller and give them to her/him.

Instructions for the green envelope!!!

Task for the person who is **green**!

Please think about the topic written below and talk about it with your team.

You are invited to have a conversation, but you can also try to show or perform it in any way you want!!!

If you had as much “resource-sensibility” and “crime-sensibility” as Colombo did, what would you do in a different way in any “life investigations” in the nearest future?

Task for the other team members

Listen carefully and ask and/or summarize when needed. Try to co-create and be part of the conversation around the story told by the person with **green**.

At the end of the conversation you can write down on memory cards some compliments for the storyteller and give them to her/him.

Instructions for the red envelope!!!

Task for the person who is red!

Please think about the topic written below and talk about it with your team.

You are invited to have a conversation, but you can also try to show or perform it in any way you want!!!

If you had as much trust in others as hobbit Frodo did, what would you do differently in any “life choices” in the nearest future?

Task for the other team members

Listen carefully and ask and/or summarize when needed. Try to co-create and be part of the conversation around the story told by the person with **red**.

At the end of the conversation you can write down on memory cards some compliments for the storyteller and give them to her/him.

Instructions for the orange envelope!!!

Task for the person who is orange!

Please think about the topic written below and talk about it with your team.

You are invited to have a conversation, but you can also try to show or perform it in any way you want!!!

If you had as much passion about something as Winnie to Pooh did about honey, what would you do in a different way in any “life cooking” situations in the nearest future?

Task for the other team members

Listen carefully and ask and/or summarize when needed. Try to co-create and be part of the conversation around the story told by the person with **orange**.

At the end of the conversation you can write down on memory cards some compliments for the storyteller and give them to her/him.



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Instructions for the red envelope!!!

1. Task for the person who is **red**!

Please think about the topic written below and talk about it with your team.

You are invited to have a conversation, but you can also try to show or perform it in any way you want!!!

If you show as much courage as Tintin did during his adventures, what would you do differently in any “life choices” in the nearest future?



2. Task for the other team members

Listen carefully and ask and/or summarize when needed. Try to co-create and be part of the conversation around the story told by the person with **red**.

At the end of the conversation you can write down on memory cards some compliments for the storyteller and give them to her/him.



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Instructions for the blue envelope!!!

1. Task for the person who is **blue**!

Please think about the topic written below and talk about it with your team.

You are invited to have a conversation, but you can also try to show or perform it in any way you want!!!

If you show as much determination as Kim Clijsters did during that season trainings and games at the US Open, what would you do differently in any “life challenges” in the nearest future?



2. Task for the other team members

Listen carefully and ask and/or summarize when needed. Try to co-create and be part of the conversation around the story told by the person with **blue**.

At the end of the conversation you can write down on memory cards some compliments for the storyteller and give them to her/him.



Solutions
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Instructions for the green envelope!!!

1. Task for the person who is **green!**

Please think about the topic written below and talk about it with your team.

You are invited to have a conversation, but you can also try to show or perform it in any way you want!!!

If you show as much skills as Brueghel's Family did in paintings, what would you do in a different way in any "life creations" in the nearest future?



2. Task for the other team members

Listen carefully and ask and/or summarize when needed. Try to co-create and be part of the conversation around the story told by the person with **green**.

At the end of the conversation you can write down on memory cards some compliments for the storyteller and give them to her/him.



Solutions
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Instructions for the orange envelope!!!

1. Task for the person who is **orange**!

Please think about the topic written below and talk about it with your team.

You are invited to have a conversation, but you can also try to show or perform it in any way you want!!!

If you show as much passion about something as Jacque Brell did about music, what would you do in a different way in any “life activity” situations in the nearest future?



2. Task for the other team members

Listen carefully and ask and/or summarize when needed. Try to co-create and be part of the conversation around the story told by the person with **orange**.

At the end of the conversation you can write down on memory cards some compliments for the storyteller and give them to her/him.

ENJOY OUR WORKSHOPS !!! SFAC's TEAM!!

TROEVEN IN DE HAND

INLEIDING

Beste collega-beroepskracht in de hulpverlening

Bij deze presenteer ik je een procedure om met cliënten te werken die, naar mijn vaste overtuiging, een efficiënt hulpmiddel bij je werk kan zijn. Deze procedure is gebaseerd op de ervaringen van vele therapeuten wiens werk mij geïnspireerd heeft. Ze is georiënteerd op de uitgangspunten van de Korte Oplossingsgerichte Therapie zoals ontwikkeld in het *Brief Therapy Family Center* in Milwaukee (V.S.). Omdat ons werk als oplossingsgerichte therapeuten onmiskenbaar nut heeft voor onze cliënten, heb ik besloten om de hele opzet van deze procedure met je te delen, in de hoop dat het een stimulans voor je kan zijn om mensen vanuit een speciale oriëntatie op hun capaciteiten, behoeften, en hulpbronnen, te helpen.

Ik ben er heilig van overtuigd dat deze procedure gebruikt kan worden bij mensen met heel verschillende soorten problemen. Ze is gericht op datgene wat de cliënt via de therapie wil bereiken, en op datgene waarvan hij of zij wil dat dat beter gaat. Het houdt de aandacht gericht op het scheppen en uitvoeren van mogelijke oplossingen, in plaats van de aandacht te richten op de aard van het probleem – voor Oplossingsgerichte Therapeuten een fundamentele gedachte.

De keuze voor de onderwerpen van de thematische delen van TROEVEN IN DE HAND (de delen 1 tot en met 12) is gebaseerd op mijn ervaring in het werken met mensen. Ik heb gelet op wat voor hen belangrijk was, in welke mate, waar ze behoefte aan hadden, en wat voor hen een hoge subjectieve waarde had. De lijst is natuurlijk niet volledig. Daarom is er een 13^e deel dat niet ingevuld is, en aangepast kan worden aan de specifieke behoeften van je cliënt.

Het geheel is onderverdeeld in twee fasen.

DE EERSTE FASE

Allereerst kies je, samen met je cliënt, één van de formulieren uit de delen 1 tot en met 13, uitgaande van zijn of haar behoeften en voorkeuren. Vervolgens beantwoordt de cliënt de vragen die in het gekozen formulier staan. De cliënt kan dit alléén doen, of samen met iemand die hem daarbij helpt. De vragen helpen de cliënt om bepaalde aspecten van zijn leven en van zijn functioneren op het gekozen levensgebied zelf te analyseren. **De bedoeling is dat je cliënt zo zijn verbeeldingskracht gebruikt met betrekking tot (1) goede en gewenste manieren van functioneren op het specifieke levensgebied, (2) wanneer en hoe hij in staat was om zich op die manier te gedragen, (3) wat zijn hulpbronnen in hemzelf en buiten hemzelf zijn, en (4) welke andere factoren hem helpen om op die manier te functioneren.**

Na beantwoording van de vragen kan je cliënt besluiten of hij vervolgens wil gaan werken aan het ten uitvoer brengen van enkele oplossingen in het specifieke levensgebied. Wanneer het antwoord ja is, dan kun je samen overstappen naar de tweede fase. Zoniet, dan kun je, wanneer de cliënt aangeeft dat hij of zij nog wat met je wil doen, in de eerste fase blijven en daaruit nog een formulier kiezen.

Het is de bedoeling van de eerste fase om de cliënt te helpen zien dat hij, behalve over tekortkomingen en gebreken, ook nog over enkele hulpbronnen beschikt. Deze hulpbronnen kunnen zichtbaar gemaakt worden door op een positieve manier een analyse te maken van de persoonlijke ervaringen uit het leven van de cliënt. Zo wordt het voor de cliënt gemakkelijker om hulpbronnen te zien en die te gaan koesteren, om er zodoende in de toekomst zoals hij die voor ogen heeft, een effectiever gebruik van te maken. Het belichten, vergroten, en versterken van hulpbronnen van de cliënt is een erg effectieve strategie bij het verlenen van hulp op psychisch gebied.

TROEVEN IN DE HAND

- | | |
|--|--|
| <ul style="list-style-type: none">• Deel 1 ~ ik als ouder• Deel 2 ~ ik als echtgenoot of partner• Deel 3 ~ ik als werknemer• Deel 4 ~ ik, en mijn geloof in God• Deel 5 ~ ik, en het constructief doorbrengen van mijn vrije tijd• Deel 6 ~ ik, en mijn doen en laten in overeenstemming met mijn eigen waarden• Deel 7 ~ ik, en mijn manier van omgaan met de problemen van het leven | <ul style="list-style-type: none">• Deel 8 ~ ik, en het behalen van successen• Deel 9 ~ ik als vrouw / als man• Deel 10 ~ ik, en het tonen van wilskracht bij het weerstaan van verleidingen• Deel 11 ~ ik, en mijn aandacht voor mijn gezondheid en mijn lichaam• Deel 12 ~ ik, en de controle over mijn gedragingen en opwellingen• Deel 13 ~ NIET INGEVULD, om te gebruiken al naar de behoeften van de cliënt |
|--|--|

DE TWEEDE FASE

De delen FORMULIER VOOR VERANDERING ~ 1, en FORMULIER VOOR VERANDERING ~ 2 zijn bedoeld als vervolg op het formulier dat gekozen is uit de thematische onderdelen 1 tot en met 13.

In deze fase is de cliënt bereid om enkele veranderingen in zijn of haar leven door te voeren, en om na te gaan op welke manier deze veranderingen voor hem of haar geschikt zijn. Wat werkt? Wat is goed om te blijven doen en voort te zetten? Welke manieren van doen dienen veranderd te worden? Deze twee formulieren zijn ervoor bedoeld dat ze (1) de cliënt helpen om, uitgaande van zijn of haar persoonlijke ervaringen en capaciteiten, te bepalen in welke richting, en op welke manier, veranderingen doorgevoerd worden, en dat (2) de cliënt merkt hoe deze nieuwe manieren van doen effect hebben op het leven van dit moment.

Wanneer je de vragen leest, dan zal je opvallen dat ze verwijzen naar die vroegere en huidige ervaringen van de cliënt die positief en constructief zijn. Deze ervaringen worden gebruikt als basis om op voort te bouwen, en om verdere stappen te zetten in de richting van het creëren van oplossingen.

Wanneer je deze formulieren met je cliënt gaat gebruiken, dan is het raadzaam dat je zoveel mogelijk details uit zijn leven naar boven probeert te krijgen, zowel over zijn innerlijke leven als over zaken om hem heen, en wel op de momenten dat hij of zij beter functioneerde. Je dient ook te vermijden dat je verzeild raakt in een analyse van de “ware aard” en “oorzaken” van de problemen van de cliënt. (Dat zou een heel ander spel opleveren, misschien TROEVEN UIT DE HAND!) Concentreer je liever op datgene wat in het verleden werkte, wat nu goed werkt, en op dat wat in de toekomst goed kan uitwerken.

De gepresenteerde procedure dient heel flexibel gehanteerd te worden, zodat ze past bij de behoeften en doelen van elke individuele cliënt. Het is goed te beseffen dat het, telkens wanneer je deze procedure voorlegt aan een cliënt, slechts om een voorstel gaat. Door je cliënt zelf het besluit te laten nemen over het eventuele gebruik van deze procedure laat je de verantwoordelijkheid voor verandering daar waar die hoort te liggen. Tot slot wil ik opmerken dat deze procedure zowel individueel als in groepsverband gehanteerd kan worden.

Al dit materiaal mag vrij opgehaald worden via mijn website www.centrumpr.eu. Het mag tevens gekopieerd en gebruikt (niet gedrukt) worden door alle beroepskrachten op het terrein van de hulpverlening. Ik verzoek je om mij, en dan graag in het Engels, je gedachten over het gebruik van deze procedure te laten weten!

Ik wens je een goed werk toe!

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