

Friday

Time	Joseph-Haydn-Saal	Batiken Saal	Clara Wieck-Schumann-Saal	Kodak-Kino	Fanny Hensel-Mendelsohn-Saal	D EG 63	D 02 63	A 02 01
09:00	Opening Ceremony							
09:45	Silent Music, Menippean Dialogue and Other Perplexities in Solution Focused Work – a Tribute to Steve de Shazer Arild Aambø							
10:45	Coffee Break							
11:15	EBTA-Award for Excellence in Solution Focused Practice							
11:30	Watching de Shazer Work Harvey Ratner							
12:30	Lunch Break							
13:30	Putting Difference to Work Chris Iveson, Evan George, Harvey Ratner	Preferred future-experienced with all senses Ursula Bühlmann-Stähli	Session observation and adjusting the task to your client. How do we do it “Lodz style” Jacek und Mariola Lelonkiewicz	Wittgenstein for dummies – or how to make sense out of nonsense Patrik Norling	Debriefing Solution Focused Hélène-Dellucci	Hypnotic scaling: an Ericksonian Solution Focused self-hypnotic technique that allows your clients to choose freely where to move on their solution scale. Paul Koeck	“Observe – and knit” Anne-Marie Wulf, Katleen Anckaert	Solution Focused Approach in a Vocational Training School Jos Kienhuis, Joyce Bos, Tamara van Raaphorst
14:15					Keine Tricks! – Buchpräsentation, incl. Einladung, miteinander (über “Lösungsorientierte s”) ins Gespräch zu kommen Jürgen Hargens, Ferdinand Wolf			

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15:00	Coffee Break							
15:30	Enseigner, c'est apprendre deux fois	Die Potenzial-fokussierte Schule: SchülerInnen ans Lenkrad des Lernens setzen	A glance over the garden fence – Blick über den Gartenzaun – STEP – Systemic social work Throughout EuroPe – a life- long learning programme funded by the Leonardo-da-Vinci– Partnership project of the European Commission 2010 – 2014	Five Essential Principles of the Solution-Focused Approach	The stories we tell	Oasis: A self-help guide for coping with severe life conditions	Should I stay or should I go? How to approach decision problems.	Exposing the myth of common factors: A solution-focused re-formulation
16:15	Guy Shennan	Andreas Wurzrainer, Günter Lueger	Katharina Vögtli	Arnoud Huibers	Brigitte Lavoie	Thomas Hirschmann	Jan Müller	Stephen Langer
17:00	Break							
17:15			MAM - Members Annual Meeting (location tbd)					
19:00	Roland and Yuko Batik Piano Concert							

Saturday

Time	Joseph-Haydn-Saal	Batiken Saal	Clara Wieck-Schumann-Saal	Kodak-Kino	Fanny Hensel-Mendelsohn-Saal	D EG 63	D 02 63	A 02 01
08:45	Opening Second Day							
09:00	Thoughts provoked by 'Don't Think: Observe'! Alasdair Macdonald							
10:00	EBTA-Award for Distinguished Contributions to Solution Focused Thinking							
10:15	From 'does it work' to 'how does it work' Mark McKergow							
10:45	Coffee Break							
11:15	Opening Open Space Mark McKergow							
12:15	Open Space							
13:15	Lunch Break							
14:15	Open Space							
15:15	Coffee Break							

Time	Joseph-Haydn-Saal	Batiken Saal	Clara Wieck-Schumann-Saal	Kodak-Kino	Fanny Hensel-Mendelsohn-Saal	D EG 63	D 02 63	A 02 01
15:30	A Pilot Study of Brief Therapy for Reducing Overgeneralization of Fear Through Solution-Focused Discrimination Training Miriam Lommen, Simon Dymond	Compliments and Not-knowing: Being Vague Can Be A Good Thing Frank Thomas	“Change Is A Verb” – SF Change Management Essentials Susanne Burgstaller	Hopework Victor Bogomolov	Does problem talk really create problems? - Wie “problem talk” und “Jammern” utlilisiert werden kann als chancenreicher Lösungsbeitrag Gunther Schmidt	Best solutions are the 2nd best Netti Kutsche-Roch	HELP – Lösungsräume bewegen und begehen Heinrich Dreesen, Herbert E. Förster, Ines Kehlbeck, Manfred Vogt	Naturalistic interventions in daily youth & family counseling (the voice of Erickson in the Bruges Model) Sébastien Vernieuwe
16:25	Don’t Think, but Observe: Steve de Shazer and Ludwig Wittgenstein’s Legacy for Therapy Roles Plamen Panayotov		The infinite possibilities of scaling questions John Wheeler	Solution-focused brief therapy and men who use violence: An evaluation report from the field Blaine Moore, Peter Lehmann	SFE and Classroom coaching Kerstin Måhlberg, Maud Sjöblom	The SFBT in the treatment of cocaine addiction: The transformational re-enactment technique. Sonia Scavelli		
17:15	Guided Tour							
19:00	Conference Dinner							

Sunday

Time	Joseph-Haydn-Saal	Batiken Saal
09:00	Opening of the day	
09:15	Conversations with Steve de Shazer and the Difference they Made Peter De Jong	
10:15	EBTA-Award for EBTA yearly research grant	
10:30	Coffee Break	
11:00	Observing the thinking Mark Beyebach	
12:00	Presentation of EBTA2016	
12:20	Closing Ceremony	
12:50	End of EBTA2015 Conference	

Friday, September 11th

09:00 – 09:45

Opening Ceremony EBTA 2015

Ferdinand Wolf

09:45 – 10:45

Silent Music, Menippean Dialogue and other Perplexities in Solution Focused Work – a Tribute to Steve de Shazer

Arild Aambø (Norway)

Keynote

Summary

Steve drew inspiration for his work from many sources. Insoo's intuitive and highly sensitive approach to assist families preserving their values and coping with changing circumstances was, as we all know, of great importance. Nevertheless, Steve, himself a former jazz musician, was a persistent reader of Sherlock Holmes (he even contemplated to write a detective story himself), an excellent cook, and he very often listened to music, classical as well as jazz. From time to time, I suspect that he juxtaposed such influences with his therapeutic work, although he, to my knowledge, has not written anything about it. In these extra-therapeutic influences much can be found that explain why Steve's therapeutic approach is to such extent both immediate and organized, perplexingly simple, but also

advanced. In this presentation, we will take a closer look at Steve's inspirations, as I learnt to know them, and reflect over their relevancy for enhancing therapeutic encounters.

Presenter

Arild Aambø started his professional career as a general practitioner, with a keen interest in systemic family therapy, Ericksonian hypnosis and NLP. In the early 90s, after meeting Insoo Kim Berg and Steve de Shazer, and learning about SFBT, he founded and directed the Workshop of Primary Health Care, a center developing health-promoting activities among immigrant women in Oslo, and for several years, he provided training in SFBT in Norway and abroad, from time to time together with Insoo and Steve. When the Norwegian Centre for Minority Health Research was established in 2003, he started to work there, and after a period as acting director, he now holds a position as senior advisor at this center.



Arild Aambø has written/edited several books and articles, and is a sought after presenter in Norway and abroad on immigrant health as well as solution focused work.

11:30 – 12:30

Watching de Shazer Work

Harvey Ratner (United Kingdom)

Keynote

Summary

Steve de Shazer stated that he was unwilling to comment on the work of another therapist without having seen a session of theirs on video. He knew that a gap exists between what a person says they do in therapy and what they actually do, and in line with this attitude, he usually accompanied his own presentations with recordings of his work.

We were extremely fortunate that Steve agreed to see clients 'live' at BRIEF in London over several years. After he died Insoo Kim Berg told me that the recordings we possessed were "invaluable, like having tapes of Milton Erickson". In this presentation I will show segments from three sessions, revealing different aspects of Steve's unique ways of engaging with clients and using Solution Focused questions, even though to do justice to his work would involve showing all 17 tapes!

Presenter

Harvey is a founder member of BRIEF, a therapy, coaching and training centre in London which since 1989 has been devoted to Solution Focused Practice. BRIEF have published 4 books of which the most recent is Brief Coaching with Children and Young People, by Harvey Ratner & Denise Yusuf (Routledge, 2015). BRIEF received the annual EBTA award for Distinguished Contributions to Solution Focused Thinking in 2012.



Friday early afternoon (13:30 – 15:00)

Preferred future- experienced with all senses

Ursula Bühlmann-Stähli (Switzerland)

Workshop

Summary

In the everyday work with the SF approach, we are talking with our clients (independent in which field we are working) about their "preferred future" (or: "best hopes", "wonders", "wishes", "if tomorrow it is going a little better", "just suppose..."). The task of the SF worker is to ask questions which invite the client to describe this future in a positive, concrete and detailed way. That's how new possibilities begin to arise. The fact that human beings remember smells the best, followed by tactile-kinesthetic inputs, visual impressions,

metaphors and words can bring us to offer more than words to our clients, and doing and experience the preferred future in different ways. In the workshop attendees will do different exercises to experience preferred future: with words, with mental visualizing, with clay, with drawing, moving and with others. Welcome to future trances!

Learning outcomes:

- Repetition of the idea of the preferred future: how to interview a client so that he is getting a detailed vision of his preferred future
- Learning how new pathways and networks arise in brain
- Learning and selfexperiencing the concept of “preferred future” also with visualizing, drawing, working with clay, moving, and others

Presenter

Ursula Bühlmann-Stähli, specialist in children's and adolescent psychiatry and psychotherapy in Bern, Switzerland. Qualifications in traditional Chinese medicine, solution focused brief therapy, creative children's therapy and hypnotherapy. Supervisor and trainer. Member of the EBTA board.



Session observation and adjusting the task to your client. How do we do it “Lodz style”

Jacek Lelonkiewicz, Mariola Lelonkiewicz (Poland)

Workshop

Summary

It is debatable whether we should offer tasks to our clients, and if so what kind of tasks should it be. Some SFBT practitioners resent from using tasks, others use tasks that are obviously strategic or prefer the traditional BSFT first session task. What kind of task to give to a specific client? How to choose a task for my client? – these are the questions we hear any time we train our students in SFBT.

Yes, we do offer tasks in Lodz. We consider tasks to be important and useful accelerators for clients to build their own solutions. Over the 25 years of our practice, we have developed a simple and pragmatic approach to giving tasks to our clients. It is based on traditional BFTC work and requires the therapist to observe the session carefully. We would be happy to introduce you to our style of how to choose a possibly best adjusted task for your client. We hope that you will learn a tool that will prove useful in your work.

Learning outcomes:

We hope to present you with an easy way of delivering a task to your client. We hope it will prove useful in your professional work.

Presenter

Jacek Lelonkiewicz. SF psychotherapist, supervisor of psychotherapy, clinical psychologist, ECP, private practitioner. Certified in Psychological Training, Dependency Treatment, Violence Prevention, and SFBT. Originally trained in analytic approaches and Gestalt, later he introduced SFBT to Poland. His professional experience includes individual, group and family therapy with a wide range of clients, as well as managerial work in NGO domestic violence prevention



programs. He is a founder of Brief Therapy Center in Poland. Author of several articles for Polish professional psychological magazines on SFBT and domestic violence problems. Presenter at numerous Polish and international psychotherapy conferences. A member of European Brief Therapy Association (Board Member, Vice President), Polish Association of Solution Focused Psychotherapy, European Association of Psychotherapy and Polish Federation of Psychotherapy (Board member).

Mariola Lelonkiewicz. SF psychotherapist, supervisor of psychotherapy, clinical psychologist, private practitioner. ECP, Certified in Psychological Training, Dependency Treatment, Violence Prevention, SFBT and other approaches. She has been practicing with individuals, groups and families as well as trained, supervised and coached groups of workers of health departments. She is a founder of Brief Therapy Center in



Poland. Author of several articles for Polish professional psychological magazines on therapy of alcohol addiction, therapy of dependency related problems and Solution Focused Psychology, and editor of editions of SFBT books by Y. Dolan, I. K. Berg, M. Darmody, B. Furman, S. de Shazer in Polish. Presenter at numerous Polish and international psychotherapy conferences. Member of European Brief Therapy Association, Polish Association of Solution Focused Psychotherapy, European Association of Psychotherapy and Polish Federation of Psychotherapy.

Hypnotic Scaling: an Ericksonian Solution Focused self-hypnotic technique that allows your clients to choose freely where to move on their solution scale.

Paul Koeck (Belgium)

Workshop

Summary

Hypnotic Scaling is a simple Ericksonian & Solution Focused self hypnotic technique, developed by Paul Koeck, MD to help your client self control and resolve Anxiety and Depression or symptoms of PTSD. You will be able to teach your client to freely choose where (s)he wants to be at a scale from 0 to 10 at any moment or in any context using (Self) Hypnotic Scaling.

This workshop consists of theoretical insights & a live demonstration so that you can see the technique at work, followed by practical exercise.

After this workshop you will:

1. Know how hypnotic scaling can help your clients discover multiple unconscious resources
2. Know how to do the hypnotic scaling and teach the client self- hypnotic scaling
3. Be amazed how patients can move themselves on their scales rapidly

After mastering this technique, your patient will:

1. Gain (rational AND emotional) insight in the micro dynamics of his problem pattern AND solution pattern
2. Be able to choose freely how much (s)he wants to move up or down on the solution scale
3. Be able to condition himself/herself on specific moments (depressive moods, anxiety, panic, stress, job interview, business meetings, press interviews, dating a (wo)man, ...)
4. Have experienced hypnotically that he/she can change feelings, thoughts and behaviors within less than 30 minutes => the ability of change becomes undeniable after this first session, because it has happened => you co-constructed together a new exception!!!
5. Feel more in charge of his/her life, emotions, thoughts, behaviors or habits: the locus of control is in his hands now

Presenter

Paul Koeck, MD is director of the Milton H. Erickson Institute of Antwerp, Belgium in Europe (www.Erickson.be). He studied medicines, philosophy and sports medicines at the Catholic University of Leuven in Belgium. He obtained his Master of Business Administration (MBA) at the Vlerick Business School in Belgium. Dr. Paul Koeck became a certified Solution Focused Therapist and also a Master in Ericksonian Hypnotherapy at the Korzibsky Institute in Belgium. Paul is founding partner of the Centre for Stress Management and managing partner and CEO of Coachteam.com where he coaches business leaders all over the globe. (www.coachteam.com).



Dr. Paul Koeck is the author and CEO of the Solution Focused Ericksonian Self-Help Program www.15Minutes4Me.com and authored several books in Dutch language. He taught and trained people all over the globe in over 20 countries on 4 continents in 5 languages: English, Dutch, French, Spanish, German. More downloads and video's about Hypnotic Scaling will be published at www.15Minutes4Me.com/HypnoticScaling . A full training in Hypnotic Scaling by Paul Koeck, MD can be organized in your institute.

Solution Focused Approach in a Vocational Training School

Jos Kienhuis, Joyce Bos & Tamara van Raaphorst (The Netherlands)

Workshop

Summary

“And the only way to do great work is to love what you do”.

Steve Jobs, entrepreneur and CEO of Apple Inc.

You are kindly invited to join this workshop with school personnel and youngsters of a Dutch school for vocational training in Hengelo, to exchange mutual experiences, expertise and insights about the effect of solution focused interviewing and enabling students to have a voice in constructing the curriculum.

Three topics will be addressed during the workshop towards a fruitful exchange of insights of the entwinement of solution-focused communication in our daily work in schools with students. Our focus is to organize a fruitful participation by means of the following learning outcomes:

1. How to organize a ‘meet and greet’ platform being an essential goal of the team to enable students a ‘voice’ in building a solution focused school concerning (curriculum) activities;
2. Learnings about the positive and challenging effects of having critical friends and executing peer mediation in a supportive solution focused school and job environment;
3. Group work and discussion about solution focused teaching with an inquiring and collaborative attitude towards students; how teaching on the job and job coaching can be best carried out, creating a supportive school culture, independent students, a good work atmosphere, a pedagogic school climate in collaboration with the input, insights and evaluations of students on the platform.

Presenters

Jos Kienhuis has experience in the educational field being a teacher, educational psychologist, teacher trainer and researcher at Fontys University of Applied Sciences and Youth Care settings (Pactum) in the Netherlands. He published several articles and book chapters around his main focus; to enable students to have 'a voice' in their school environment. He lived and worked with his family in the Caribbean (St. Maarten, Aruba) for many years and works as a trainer-coordinator of 'train the trainer' projects with local professionals and organizations in Aruba, Poland and Belarus in collaboration with the Ministry of Foreign Affairs. He is a solution-focused therapist and finished the four-year training course in Solution Focused Cognitive and Systemic Therapy at the Korzybski International Institute in Bruges, under the leadership of Dr. Luc Isebaert.



He is a member of the Foundation "Resources United" that organized the EBTA2014 Conference in Leeuwarden and a member of the Board of the Dutch Vocational Assembly for Solution Focused Therapists. He now works as a teacher-trainer and researcher at Windesheim University of Applied Sciences Master SEN in Zwolle and Enschede.

Joyce Bos (on the right hand side of the picture) and **Tamara van Raaphorst** both work as teachers and student coaches at the Vocational Training School 't Genseler in Hengelo, The Netherlands. It is a school for secondary education for youngsters between twelve and eighteen years old. The school staff works with the students following the solution-focused approach.



Joyce Bos works at this school for over eighteen years now. After she got her bachelor degree in teaching, she also got her Master degree on Special Educational Needs. Nowadays she teaches students the general theoretical subjects and the vocational training to become a store employee.

Tamara van Raaphorst started her career as a probation officer and social skills trainer at The Salvation Army. She got her bachelor Social Work and a teaching bachelor degree and after seven years of social work, she started to teach at a regular high school and she got

her bachelor degree in Dutch language. Since five years she teaches general theoretical subject and practical textile work at the Vocational Training School 't Genseler.

Four years ago Joyce and Tamara were asked to start peer mediation at their school. In this course students work together in order to use their skills how to mediate between peers when they have a conflict. In this way they manage to feel responsible for each other and the pedagogical climate of their school.

Wittgenstein for dummies – or how to make sense out of nonsense

Patrik Norling (Sweden)

Talk

Summary

Ludwig Wittgenstein is one of the most famous philosophers in modern time, or perhaps of all times. And why? Does anyone really understand what he meant, said and wrote? In this workshop you will learn more about the person Wittgenstein and the exciting story of how he came to influence a whole world. The workshop connects

Wittgenstein with today's work in SF in a winding way. The mystery of language, the secrets of silence and to observe and live philosophy rather than thinking it was the core of his life.



Presenters

Patrik Norling, Master of Laws, Attorney, Marketing specialist, SF coach and trainer since 2002, CEO of Jopiso AB in Göteborg, Sweden.

“Observe – and knit”

Anne-Marie Wulf (Denmark), Katleen Anckaert (Belgium)

Workshop

Summary

After the terrorist attack 9/11 2001 in New York there was a group of relatives, directly and indirectly affected by the attack, which didn't show up in the ordinary trauma treatment. It was middle age women, who turned out to have healed themselves by knitting. Based on it and different people (mostly women) personal experience with the benefits of knitting, people began to talk about the concept of knitting therapy.

In this workshop you will have the opportunities of experience the benefits of knitting by observing – and by doing it your self. And if you're a 'knitter' you'll already know, what we're talking about. And by using the solution-focused approach and the principles behind it becomes possible experimenting a completely new side of SF, the knitting side, which provide thoughts towards meditation. By focusing on “doing what works” we all together will create a diversity of knitting products to be further observed. Finally we'll have a common reflection and talk about the way of adopting knitting therapy in the field of SFBT. Which, if any will be the common factors? And, how is it possible to knit in a solution-focused way?

Learning outcomes:

New ideas will have arisen in order to establish more activity and creativity in daily live. An outcome will hopefully be a time with joy and laughter, which anybody benefits of.

Presenter

Anne-Marie Wulf is an independent social worker and family therapist, – in Denmark a well-known and experienced supervisor and trainer in SFBT. She's based in Copenhagen and offers a diversity of activities, mostly in the social field. The basis of the activities are more like “a special way of thinking, than a special way of working”, and it's all based in



the thoughts of the solution focused approach. Anne-Marie established in 2009 SolutionsByWulf, today based at the “SF-House” north of Copenhagen. She’s the co-founder of a Danish SF-blog www.loesningsfokus.info and the first Dane to be board member of EBTA.

Katleen Anckaert is a psychologist and followed at Korzybsky (Bruges, Belgium) the Solution Focused Therapy (2006-2010). Since 2001 the main part of her job is at a ward for elderly in a psychiatric hospital (P.Z. Asster, Sint-Truiden). Since 2011 she is also connected with 3 nursery homes (VZW Sint-Elisabethsdal) for coaching these teams in good practices in the daily care for the elderly.



Putting Difference to Work

Chris Iveson, Evan George, Harvey Ratner (United Kingdom)

Workshop

Summary

Evan, Chris and Harvey have together been doing, teaching, writing about and researching Solution Focused Brief Therapy for over 25 years. They are particularly known for their minimalism, the continuing application of Ockham’s Razor to any possibly extraneous aspects of practice, resulting in a much simpler (but not necessarily easier) version of the approach. Despite this close collaboration there are differences between the three which have rarely been explored outside BRIEF.

In this workshop they will adapt their best workshop exercise One Question at a Time to explore with participants the differences in their thinking and practice. Working with a volunteer from the group the presenters and participants will explore the differences in their questions in order to bring additional light as well as new possibilities to the simplest of all therapeutic approaches.

Learning outcomes:

The learning in this exercise takes place on multiple levels:

- Individual – each person has to commit to a question.
- Small group discussion – about the differences.
- Large group discussion – more differences.
- Observation – of the session itself.

Two important areas of learning:

1. The in the moment processs of constructing questions.
2. The multiplicity off possible questions within the SF framework.

Presenter

A very long time ago Chris Iveson, Evan George and Harvey Ratner were social workers and family therapists but for most of their working lives they have done nothing but Solution Focused Practice in its various forms. They did not expect their early passion to last but it did and still grows (Harvey can't stop writing books!). They have taught tens of thousands of professionals around the world and their training income has supported the free therapy service, which is at the heart of BRIEF.



Debriefing Solution Focused (until 14:15)

Hélène Dellucci (France)

Talk, Workshop

Summary

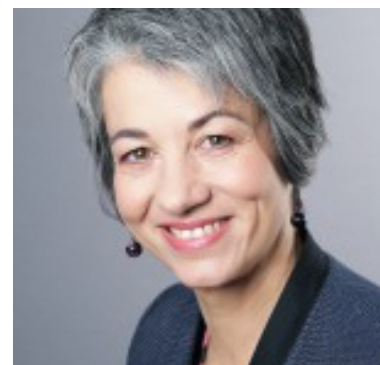
Meta-Analysen haben erwiesen, dass weitgehend durchgeführtes Debriefing nach schlimmen Ereignissen nicht effizient ist, weder in der Vorbeugung einer Posttraumatischen Belastungsstörung, noch in der Reduzierung von sonstigen psychologischen Symptomen. Trotzdem wird psychologisches Debriefing weiterhin benutzt. Wir möchten, aufgrund neuester Forschung und nach den Angaben eines Expertenpanels ein einfache, lösungsfokussierte “psychologische erste Hilfe” vorschlagen, die für Berufstätige im Kontakt mit Menschen nützlich sein könnte. Diese lösungsfokussierte “Debriefing-Praxis” hat zum Ziel 1. die Stabilisierung, 2. die gefühlte Verletzlichkeit verringern, und 3. die Aufmerksamkeit auf alltägliche Anhaltspunkte zurückzubringen.

Learning outcomes:

- Wissen was im Körper geschieht während der Verletzlichkeitsphase nach einem schlimmen Geschehen.
- Lernen was man tun kann um sich selbst zu stabilisieren, sowie auch andere.
- Nützliche Fragestellungen kennenlernen, die es ermöglichen, die Menschen mit ihren Ressourcen wieder in Verbindung zu bringen.
- In der Lage sein, effizient ein betroffenes Teammitglied unterstützen zu können.

Presenter

Helene Dellucci ist Diplompsychologin, Familientherapeutin, Supervisor und Trainer. Sie arbeitet hauptsächlich im Feld der Psychotraumatologie mit Erwachsenen und deren Familie. Sie lehrt lösungsfokussierte Psychotraumatologie in Europa.



Keine Tricks! – Buchpräsentation, verbunden mit der Einladung, miteinander (über “Lösungsorientiertes”) ins Gespräch zu kommen (14:15)

Jürgen Hargens (Germany), Ferdinand Wolf (Austria)

Practitioner Report, Talk

Summary

Jürgen Hargens. *Keine Tricks! Erfahrungen lösungsorientierter Therapie. Ein persönlicher Rückblick.* Lenzburg (wilob), 2015.

Dieses Buch – mein letztes Fachbuch – ist meine Art, mich zu verabschieden – in der Hoffnung, ein paar anregende Ideen zu vermitteln und ins Gespräch zu kommen.

Presenter

Jürgen Hargens. Systemischer Coach der ersten Stunde, Gründer und Herausgeber der “Zeitschrift für systemische Therapie” und der Buchreihe “Systemische Studien”. Begleitung der systemischen Theorieentwicklung im deutschsprachigen Raum durch zahlreiche Veröffentlichungen. Leiter in nationalen und internationalen Ausbildungsprogrammen für TherapeutInnen und BeraterInnen.



Ferdinand Wolf. Clinical Psychologist, Psychotherapist, Licensed Teacher, Trainer and Supervisor for Systemic Family Therapy, Coach, Mediator, Vienna



Friday late afternoon (15:30 – 17:00)

OASIS: A self-help guide for coping with severe life conditions

Thomas Hirschmann (Austria)

Workshop

Summary

This workshop wants to introduce a solution focused self-help guide for dealing with long lasting or permanent burdens like chronic illness, unemployment or the care for high-maintenance family members. A possible application for this manual could be to use it as a handout in institutions or hospitals especially for people who do not have the time or the opportunity to visit a counsellor on a regular basis.

The OASIS-model is suggesting a framework, which the user of the manual can use to find his or her unique and self-dependent way of coping with tough life situations.

In this context the term OASIS is used on the one hand as a metaphor for a location where you can feel comfortable and secure in spite of surroundings, which may appear threatening and hostile. On the other hand it represents an acronym for a 5 step programme composed of the following keywords:

- O rientation
- A spired future
- S trengths and resources
- I ntegration to everyday life
- S elf-reliance and signs

The steps of the OASIS model will be clarified and illuminated in detail during the workshop and the participants will be able to make their own experiences from the perspective of an affected person by means of several exercises. Those interested will get an outline of the manual which they can pass on to their clients or apply to their own

situation as an opportunity to explore new ways of handling their life challenges (e.g. difficult working conditions).

As the construction of this self-help guideline is work in progress a vivid discussion by the attendees and an exchange of ideas will be highly appreciated!

Learning outcomes:

The attendees will have the opportunity to experience the benefits of applying a solution focused self-help guide to their own life challenges and to find possibilities to handle unchangeable situations in a way that will make a noticeable and desired difference for them.

Presenter

Thomas Hirschmann. Psychologist and psychotherapist (Systemic Family Therapy), working in a rehabilitation clinic in Bayerisch Gmain (Germany) and as a solution focused practitioner in private practice in Salzburg (Austria). Regular participant at the BRIEF summer school in London, member of the Austrian Solution Circle (ASC).



Five Essential Principles of the Solution-Focused Approach

Arnoud Huibers (The Netherlands)

Talk, Workshop

Summary

In this workshop Arnoud will invite the participants to join the development of a new conceptual framework for organizing the basic assumptions and interventions of the solution-focused approach. A visual representation of the framework will be given and reflected upon for discussion and exchange of ideas.

The objective of the development of this new conceptual framework is to provide a comprehensive understanding of the solution-focused approach and to distinguish the approach from other therapeutic approaches. The framework can be used as a guideline and organizing device for solution-focused practice in a variety of professional settings ranging from psychiatrist and patient, school counsellor and student, child psychologist and family, therapist and group to manager and team. It can also be used for teaching the solution- focused approach, supervision and research.

Participants will be invited to take a closer look at each of the five interrelated essential principles that are part of the framework, their different aspects and set of interventions. The participants will be actively involved through small exercises and experiments. Each of the five principles will be demonstrated through video-excerpts by Insoo Kim Berg talking with clients, video-excerpts that have not been shown before.

Learning outcomes:

At the end of the presentation participants will have a deeper understanding of the basic assumptions and interventions of the solution-focused approach and can distinguish better from other approaches. They will be able to use these solution-focused principles in a more creative way in their work with individual clients, students, employees, groups, families, teams and organisations.

Presenter

Arnoud Huibers, M.A. is director of Solutions Centre, co-founded with Insoo Kim Berg in 2004. He is a licensed psychologist, systemic psychotherapist and trainer of the Solution Focused approach in the Netherlands, Europe and the Caribbean. As a psychotherapist, he works in private practice, in Soesterberg, the Netherlands. He is member of the Dutch Society of: Psychologists (NIP), Psychotherapists (NVVP), Family Therapist (NVRG) and Child- en Youth Therapists (VKJP). He was trained at the University of Utrecht and completed his post-graduate degree at the Academic Medical Centre of Utrecht, the Netherlands.



A glance over the garden fence – Blick über den Gartenzaun – STEP – Systemic social work Throughout EuroPe – a Lifelong Learning Programme funded by the Leonardo-da-Vinci–Partnership Project of the European Commission 2010 – 2014

Katharina Vögtli (Switzerland)

Practitioner Report, Talk

Summary

For an English summary, please see below.

Unser Workshop kann sowohl in Deutsch als auch in Englisch gehalten werden – Deutsch etwas “eleganter”, aber Englisch geht. Das haben wir im Projekt STEP geübt! Wir schreiben hier das Abstract in beiden Sprachen.

Das EU-Projekt STEP – Systemic social work Throughout EuroPe – startete 2011, initiiert durch Walter Milowiz, Begründer von ASYS – „Arbeitskreis für Systemische Sozialarbeit, Beratung und Supervision“ in Wien. Ziel war es, in verschiedenen Ländern Europas einen Austausch, ein gemeinsames Lernen zu initiieren zum Thema der systemischen-lösungsfokussierten Sozialen Arbeit. Beteiligt waren Praktiker/innen und Lehrende der Sozialen Arbeit aus Österreich, Deutschland, England, Schottland, Finnland und der Schweiz. 2013 wurde das Projekt abgeschlossen und alle Unterlagen und ein Handbuch kostenlos erhältlich unter <http://www.asys.ac.at/step/>

Den Workshop stellen wir uns als Dialog vor: wir werden unterschiedliche Eindrücke und zentrale Lernerfahrungen präsentieren. Die Teilnehmenden sollen etwas darüber erfahren, was uns besonders beeindruckt hat, was unseren Horizont entscheidend erweitert hat. Im Mittelpunkt werden die engen Verbindungen zwischen systemischen und lösungsfokussierten Ansätzen und v.a. deren Umsetzung in der Praxis sein. Wir haben sehr beeindruckende Modelle gesehen, die seit Jahren in der Praxis konsequent und erfolgreich angewendet werden (z.B. Kinderschutz im Borough of Hackney, London / „Getting it right for

every child, Aberdeen oder das Gällivare-Modell für erfolgreiche Überweisungen in Helsinki usw.).

Wir möchten diesen Dialog aber insbesondere auch nutzen, damit die Teilnehmenden untereinander erfolgreiche Modelle aus ihrer Sozialarbeitspraxis, aus ihren Ländern kurz vorstellen können und so – das wäre wunderbar – der durch STEP initiierte Austausch auf neuen Wegen weiterläuft.

Between 2011 and 2013 a group of Social Worker and Professors in Social Work realized a EU-Leonardo-da-Vinci- Project to exchange and enhance theories and tools for training and to get to know systemic and solution- focused practice in different institutions in the different involved countries: Austria (Vienna), Germany (Merseburg), UK (London and Aberdeen), Finland (Helsinki) and Switzerland (Lucerne). We met in each country, met colleagues from different institutions of social work, organized conferences and interchanged our thoughts and experiences. The meetings, pictures and a handbook are since available under <http://www.asys.ac.at/step/>.

In this workshop we would like to do two things: share some highlights of this fascination project, forms of solution-focused and systemic Social Work we saw in the practice of different countries and to hear from participants in the workshop highlights and special tools they know and use in their country.

Presenters

Katharina Vögtli, Prof. FH, Hochschule Luzern – Soziale Arbeit (bis 2011), Sozialarbeiterin FH – Systemische Familientherapeutin – Ausbildung in System Consulting / Supervision / Organisationsentwicklung – Weiterbildungen bei Steve de Shazer und Insoo Kim Berg, 1985 – 2011
Dozentin und Projektleiterin an der Hochschule Luzern – Soziale Arbeit. Ab 2000 Aufbau und Leitung des Masterstudienganges MAS Lösungs- und Kompetenzorientierung. Seit 1992 eigene Praxis für Beratung, coaching, Supervision, Organisationsentwicklung.



The stories we tell

Brigitte Lavoie (Canada)

Workshop

Summary

Stories are woven in cultures and used to share traditions and to disseminate knowledge, beliefs and core values for specific groups. When we go to a conference, we hear stories about Insoo Kim Berg and Steve De Shazer that inspire us long after their passing. We hear stories that happened in different parts of the world. The meaning of these stories lingers long after we have forgotten some of the content. Stories stick in a different way. Stories are used to get our messages across. SFBT works, but it is sometimes hard to explain when we have little time. Stories and images can help our community to continue disseminate our message. They continue to inspire us when we are back to our countries.

The intent of this workshop is to make an explicit effort to share our favourite stories and images, the ones we use when we need to explain SFBT to a client, a trainee, a colleague or a decision maker. The participants are invited to bring their favourite metaphors, stories, songs, poetry and images used to explain a basic tenant (e.g. not-knowing stance) or a specific technique (e.g. miracle question) or even a story that explains how SFBT works. The facilitator will share a few of her favourite stories, the ones she has been using as a trainer and supervisor over the last 10 years.

Participants will leave the room with new images and stories that they will be able to use in their practice. They will be invited to create new stories for target groups that are more difficult to convince. The shared stories will be part of our community.

Learning outcomes:

It can be difficult to explain some SFBT key concepts and sometimes difficult to reach some people. The attendees will be inspired to share old stories and create new ones so SFBT is better understood and disseminated even further.

Presenter

Brigitte Lavoie, M. Ps., has been a psychologist for more than 25 years. She started her career as a school psychologist and became a consultant for the Department of Education in the province of New Brunswick in Canada. She has held positions as psychologist and clinical supervisor for employee assistant programs and she was the executive director of Suicide Action Montreal and president of the Quebec Association for Suicide Prevention. Lavoie played a key role in implementing SFBT in the Quebec health and social services system and she is the co-author of several tools that have improved services for people at risk for suicide and other vulnerable populations. Lavoie is an experienced trainer in crisis intervention and brief therapy and she has participated in SFBTA trainer training for the last 3 years. She loves stories and hopes to be able to use them to further spread SFBT tenants and techniques.



Enseigner, c'est apprendre deux fois

Guy Shennan (United Kingdom)

Workshop

Summary

“The more I explained it, the more streamlined my explanations became and the more my understanding of the approach grew” (Shennan, 2014, p186). If you are interested a) in

being able to think, talk about and present the solution- focused approach more simply and effectively, and b) in your own understanding of the approach growing, then I hope you will find this workshop of interest. While focusing on ideas for using in solution-focused training, it is a workshop that is aimed at all solution- focused practitioners, because all practitioners can benefit from being teachers or trainers too. In fact, if you have ever tried to explain the approach, even to just one person, then you are already a solution-focused teacher.'

The quote at the start of the above paragraph is from 'Becoming a Solution- Focused Practitioner', the final chapter of my book, Solution-Focused Practice, which consists of a series of ideas, suggestions and tips aimed at helping people to get started and then to keep going with using the solution-focused approach. This might sound as if it is aimed at beginners, but really I am talking to anyone and everyone, as I believe that we are all forever 'becoming' solution- focused practitioners – it is a journey without an end.

One of my tips is to 'teach' the approach the others, even if this simply means explaining the approach to anyone who is interested. By teaching the approach, we learn twice, in terms of using the approach. So this is a workshop for all solution-focused practitioners, including those who never intend to teach the approach in any formal sense.

I will be inviting participants to participate in a number of exercises, drawn from the ways in which I currently teach solution-focused practice. By this means I will be able to share my ongoing journey towards simplification as both a solution-focused trainer and practitioner, as well as the excitement I find in solution-focused training and practice.

Attendees will:

- have enjoyed working with lots of other people
- have a clearer understanding of the solution-focused approach
- be more confident in explaining the approach
- have considered their progress as teachers of the approach (even if they hadn't realised they were teachers previously)
- have more ideas to use in their solution-focused training, or practice, or both

Presenter

Guy Shennan is an independent solution-focused practitioner, consultant and trainer, based in London, England. Guy has presented widely on the solution-



focused approach throughout the UK and around the world. Guy has an MA in Solution Focused Brief Therapy and is the current chair of the British Association of Social Workers, a founder member of the UK Association of Solution Focused Practice and a member of UK's Association of Family Therapy. Guy is interested in the philosophical approaches associated with solution-focused brief therapy and recently gained a Master's degree in philosophy. His book, *Solution-Focused Practice*, was published by Palgrave Macmillan in September 2014.

Exposing the myth of common factors: A solution-focused re-formulation

Stephen Langer (USA)

Workshop

Summary

We challenge both the research and the assumptions behind current thinking about common factors. The common-factors model assumes that all therapies are equally effective and for the same reasons (i.e., reasons that have nothing to do with a specific therapeutic approach). We question both of these assumptions. We propose that the evidence does not support that all therapies work equally well by the same criteria. We also reject the inference of a single cause for the efficacy of different therapy, namely, common factors. Although many are nominated, there is no empirically established or even agreed upon set of common factors.

Although the common-factors model seems to focus on therapeutic process, it is fundamentally tied to the results of outcome studies (RCT's). That is, the criteria for the existence of common factors are measures (usually self-reports) after therapy is concluded—not in-session change. What happens within a session is abstracted and labelled after the fact.

We propose taking a new direction consistent with the SF emphasis on what happens in a therapy session. That is, we should start by focusing on in-session change and not on measures at the end of therapy. What happens in therapy must be responsible for how it turns out. Moreover, these details are directly observable rather than inferred and abstracted at the end.

There are ways of communicating in a therapeutic dialogue that are common to all therapies. For example, virtually all therapists contribute to the co- construction of the session by introducing topics, asking questions, and paraphrasing or acknowledging what clients say. We propose that tools such as these are the common factors of therapeutic process. However, on close analysis, the way therapists use these and other communicative tools will differ across therapies. If so, it is essential to look equally closely at the how the client responds and how the therapist responds to the client's response.

The current common-factors model has been proceeding backwards, from outcome to process. However, the outcome of therapy must be an accumulation of small movements toward a goal. If so, the search for common factors should proceed in that direction, from what happens in a session to its outcome. Is it possible that different therapies have similar effects for different reasons?

Attendees should expect to hear serious questioning of an established and popular "received wisdom." We also expect them to challenge us at every step about the validity of our argument. Finally, where do we go from here? What are the implications of this new view of common factors?

Learning outcomes:

- To encourage therapists to question and evaluate common-factors claims.
- To consider alternatives, especially to integrate co-construction into thinking about therapeutic outcomes.
- To liberate therapists from the tyranny of common factors and into the freedom of valuing what they do, including paying attention to how their specific practices lead to positive outcomes.

We will try to organize that Janet Bavelas can join the session via Video Conference.

Presenter

Stephen Langer, Ph.D. is a clinical psychologist in private practice and Director, Northwest Brief Therapy Training Center in Olympia, Washington, USA. He has used solution-focused approaches since the mid-1980's, and he supervises, consults and teaches using a solution-focused



model. He is on the SFBTA research committee, currently serves as the President of SFBTA ,and is an elected city council member in his home town.

Should I stay or should I go?

How to approach decision problems

Jan Müller (Germany)

Workshop

Summary

Solution-focused techniques rely on client expertise and thorough exploration of possible futures. Frequently, when clients seek professional help, they do not imagine themselves as experts for their own lives – still, SF sessions always start out from what the client believes and wants, finding out goals and next steps along the way.

Decision problems, though, present a challenging scenario: Exploring the world of „suppose“ can mean exploring two possible futures, which often leads to two very well-described options between which clients are still unable to decide.

Practitioners can easily be pulled into the difficulty of the decision (after all, we believe our clients know their own lives best, so they are surely right that the choice is tough), scratching the same sore spots that clients have scratched for the last weeks, only with different tools.

The way out is leaving the close embrace of the presenting choice, talking instead about (1) how to successfully assist the decision in coming about and (2) the state in which a decision is possible. In short: When faced with a decision problem, DON'T talk about the decision, talk about the way to it and the time right before it.

Using certain metaphors of decisions can help in exploring this state. A decisions can ripe, it can be met (German idiom), you can reach or arrive at one, but – for the sake of talking about it helpfully – you cannot actually make one, as in: creating it out of thin air.

Also, this idea of a state of decisiveness lends itself more easily to a discussion about past exceptions („How did you feel when you made that other big decision? When did you know

what to do? How did you know?“), goal clarification („How will other people know that you have made up your mind, even before you tell them what you chose?“) and scaling („How come your ‘power of deciding this’ is at a 4?“ or „You say the decision is 50% ripe. How do you know?“).

The outlook of this workshop is solution-focused at its core, drawing on the ideas by Eve Lipchik regarding the inclusion of emotions in solution-focused sessions, keeping in mind social-constructionist concepts about how language shape our realities, while being also inspired by narrative ideas in how different metaphors can open up very different conversations.

The workshop will include a presentation regarding decision making, an exercise about how deciding feels like and exercises to try different metaphors and exploration options, preferably with a real tough decision.

Learning outcomes:

I take the liberty to quote a feedback I got after I presented this workshop at the World Conference in Amsterdam. I was quite moved by it and it has bolstered my decision to give the workshop again:

“Today I spoke with a patient (I work in a hospital) about her problem in deciding what to do: Let the cancer she suffers from end her life in the next 6- 18 months, or undergo severe treatment with a 40% chance of having more years with good quality, or not...

What I found most helpful from your workshop is: not falling into the trap of talking about the options, but instead exploring the route towards choosing an option. So we explored her feelings and her values and her previous experiences with difficult decisions.

The patient told me at the end of our conversation that she had worried about “having to go & speak to the psychologist”, because she was afraid we would start weighing A vs. B and then she might have felt “forced” to make a reasonable decision. Now, she was feeling on another level what was important for her.

In the end she said she did not want to tell me yet what her view on the decision was now, but what she did want to say is that she felt much better about being in this decision making process and that she thought she would know what to do soon.

She was extremely tense when she came in, and she looked much more relaxed at the end of our conversation (35 minutes!) and gave me a big smile when saying goodbye.“

Presenter

Jan Müller, born 1980, has been working as a solution-focused therapist and counsellor since 2006. For the last 4 years, he's employed as a family counsellor, working with families and their children. Decision problems have been showing up to him in very diverse settings, e.g. concerning school changes, leaving a partner or giving a child into professional care.



In addition to this practical work, Jan Müller also co-founded the Institut für ressourcenorientierte Gesprächsführung Hamburg, a German training institute for resource-oriented techniques with a strong emphasis on solution-focus.

Die Potenzialfokussierte Schule: SchülerInnen ans Lenkrad des Lernens setzen

Andreas Wurzrainer, Günter Lueger (Austria)

Practitioner Report, Talk

Summary

Schulen wollen die Entwicklung der Potenziale der SchülerInnen möglichst optimal fördern. Im Schulalltag stehen jedoch häufig Fehler, Defizite und Fehlendes im Mittelpunkt und dominieren die Kommunikation und Lernprozesse.

Die Potenzialfokussierte Schule stellt hingegen das Gelingen radikal in den Vordergrund, denn nur über den Fokus auf das Gelingende ist Wachstum, Freude am Lernen und Potenzialentwicklung möglich. Der Fokus des Gelingens bezieht sich nicht nur auf die SchülerInnen sondern genauso auf alle anderen Akteure in einer Schule.

In diesem Vortrag lernen Sie die Prinzipien der Potenzialfokussierten Schule kennen und erfahren mehr über theoretischen Hintergründe des Konzepts der Potenzialfokussierten Pädagogik.

Dabei lernen Sie vor allem jene Vorgehensweisen kennen, die SchülerInnen ans Lenkrad ihrer eigenen Potenzialentwicklung setzen. Im Potenzialfokussierten Unterricht entwickeln SchülerInnen individuell und selbständig ihre Schul- und Hausübungen und beurteilen diese auch selber anhand der Potenzialfokussierten Bewertung.

Anhand einer empirischen Befragung werden die Wirkungen des Potenzialfokussierten Unterrichtens im Vergleich zu klassischem Unterricht aufgezeigt.

Abschließend werden auch noch Möglichkeiten einer potenzialfördernden Zusammenarbeit mit Eltern und im Lehrkörper vorgestellt.

Die TeilnehmerInnen können nach der Veranstaltung:

- Die "potenzialfokussierte Brille" beschreiben und verwenden
- Als Lehrer oder Eltern den Fokus mehr auf das Gelingende richten
- Potenzialfokussierte Bewertungsformen einsetzen
- Mehr Optimismus für die Veränderbarkeit des Schulwesens mitnehmen
-

Presenter

Andreas Wurzrainer. Schulleiter der Volksschule Itter, Mitarbeiter an der PH Tirol am Institut für Schulentwicklung und -innovation, Lehrauftrag an der PH Stams und PH Klagenfurt. Mitentwickler der Potenzialfokussierten Pädagogik. Vortragstätigkeit in Österreich und der Schweiz.



Günter Lueger. Leiter des Instituts für Potenzialfokussierte Pädagogik und des Solution Management Centers. Entwickler des Konzepts des Potenzialfokus und dessen Umsetzung in Pädagogik, Unternehmen sowie Coaching und Beratung. Internationale Vortrags- und Publikationstätigkeit.



19:00 – Piano Concert (Roland & Yuko Batik)

Saturday, September 12th

08:45 – 09:00 – Opening Second Day

Ferdinand Wolf

09:00 – 10:45

Thoughts provoked by ‘Don’t Think: Observe’!

Alasdair Macdonald (United Kingdom)

Keynote

Summary

I am a psychiatrist and a family therapist. I have been using solution-focused brief therapy (SFBT) since 1988. The title of the conference has made me think about observation in relation to my practice and experience. After a relevant warm-up exercise I will share some of my reflections about observation in history and in the present developments in SFBT. We will consider observational aspects of SFBT and Steve de Shazer’s particular contribution to that process. We will conclude with some interactive exercises about SFBT and its current place in practice.

Learning outcomes: a historical perspective on the development of SFBT as experienced by the more elderly practitioner. I hope that knowledge of how the science has developed will make their future lives better, more effective and more enjoyable as a result of attending.

Presenter

Alasdair Macdonald, Consultant psychiatrist and brief therapist for 30 years, family therapist and supervisor. Experience in work with offenders; Two textbooks and many publications about psychotherapy outcome and other interests; Former Research Coordinator and President, European Brief Therapy Association; Previously a Medical Director; now a freelance trainer and management consultant. For further information see www.solutionsdoc.co.uk



10:00 – 10:15 – EBTA Award

Mark Beyebach

10:15 – 10:45

From ‘does it work’ to ‘how does it work’

Mark McKergow (United Kingdom)

Keynote

Summary

We all know that solution-focused practitioners actively avoid looking for explanations of our clients' situations and problems. Does this mean that we must also eschew explanations – or at least some kind of story – about our own practice?

Our practice has developed since the 1980s, and a large amount of outcome research supports its broad effectiveness. Perhaps it is now time to readdress the question about what we are doing and how this apparently naïve way of working can have significant effects even on people with ‘severe diagnoses’. Recent enactive (post-Wittgenstein)

developments in philosophy of mind offer even more relevant parallels and connections which indicate that our curious everyday-looking conversations can directly impact the world of our clients in a fundamental way. These show that the old adage of ‘finding what works’ may no longer be the most useful way to describe what we do.

In this session Mark McKergow will present and discuss these new connections, and the ways they offer for putting SF work in a new and firmer place on the academic landscape, and set them in the context of developments in SF practice over the years. He will also share the latest news about the HESIAN project at the University of Hertfordshire, a joint venture between the department of philosophy and the school of nursing and social work, which is already working on these connections.

Attendees will be able to:

- Distinguish between explanations for clients and explanations/stories of how practice is effective
- Review the developments in SF work over several decades (and see where their version of SF sits)
- Learn about new post-Wittgensteinian developments in philosophy of mind which appear to support the rationale for SF work
- Discover Mark’s new definition of mental ‘illness’ in an enactive context
- Get a new view on their own work and how they might consider talking about it to other professionals, commissioners and funders.

Presenter

Dr **Mark McKergow** is an international speaker, consultant and author. He helped found both the SOLWorld network (www.solworld.org) and the SFCT professional body for solution-focused trainers, consultants and coaches, and edits the SFCT peer-reviewed journal *InterAction*.



Mark is director of HESIAN (Hertfordshire Enactive Solution-Focused Interactional and Narrative, <http://herts.ac.uk/hesian>), a research hub at the University of Hertfordshire, UK, where he is also a visiting research fellow in the department of Philosophy.

Mark is co-author of four books including The Solutions Focus and many articles on solution-focused practice. His latest book is Host: Six new roles of engagement for teams, organisations communities and movements (Solutions Books, 2014). (see also: www.hostleadership.com)

11:15 Opening of the Open Space

Mark McKergow (United Kingdom)

What is Open Space?

Often the most valuable thing about conferences is not the formal programme but rather it is the tea breaks, lunch-breaks and the after hours get-togethers. This informal, open time, is a space where issues that individuals really feel strongly about can be raised and dealt with amongst similarly interested though not necessarily like-minded people, who naturally gather together and who want to be there and listen and contribute.

Open Space operates on the principle that to gain maximum contribution and commitment, people must be given the free space and time to deal with issues that they feel passionate about and with people who wish to be there with them.

12:15 – 15:15 Open Space

incl. Lunch

Saturday full afternoon (15:30 – 17:00)

Naturalistic interventions in daily youth & family counseling (The voice of Erickson in the Bruges Model)

Sébastien Vernieuwe (Belgium)

Workshop

Summary

The Bruges Model developed at the Korzybski Institute has always put great focus and emphasis on the mandates obtained within the therapeutic relationship. The pathway to forge this relationship and the belief in the treasures our clients bring to it, is strongly influenced by the work of Milton Erickson. Especially in the daily grind of youth and family counselling fieldwork, artificially developed protocols stand no chance. Whatever you get use it. Observation, inspiration and a whole lot of transpiration are reality.

In this workshop participants will get the opportunity to use and train their observational skills as to discover the gifts their clients come bearing.

Adding to that f.e. confusion techniques, metaphors and introducing mind-sets to help our clients discover their own richness.

Learning outcomes:

The participants will have experienced looking at their professional surroundings and clients lives and stories with a renewed focus.

Seeing and finding possibilities where none seem obvious and maybe even harvesting the fruits of their observations.

Presenter

Sebastien Vernieuwe is an Educationalist youth-counselor and Solution Focused Psychotherapist. He works in a center with groups, youngsters and families referred by juvenile court and runs his own private practice and non-profit organization offering psychotherapy to financially challenged children and families. Sebastien is a member of the training staff at the Korzybski Institute in Bruges, where he feels privileged to work closely with a team of experienced Solution Focussed trainers, including pioneers Luc Isenbaert, Erwin De Bisscop and Myriam Lefevere de Ten Hove.



Compliments and Not-Knowing: Being Vague Can Be A Good Thing

Frank Thomas (USA)

Workshop

Summary

The greatest compliment that was ever paid me was when one asked me what I thought, and attended to my answer. (Henry David Thoreau)

If you can't say anything nice, at least have the decency to be vague. (Susan Andersen, "Baby, Don't Go")

Compliments have been a staple of solution-focused (SF) approaches for years. Identifying successes, including exceptions to problems and incidents of current experiences of preferred futures, are and should be integral to our work. But recent conversations among SF practitioners reveal important disconnects between the philosophical stance of not-knowing (a major SF tenet) and "giving" compliments. Compliments are usually stated in imperative or factual forms. "You did great!" does not invite differences of opinion or experience; it is imposed by the speaker as a conclusion about what came before. Clients often find it difficult to disagree with therapists' conclusions however they are presented, and it may feel disingenuous to reject a therapist's compliment.

Rather than toss the practice of complimenting out the window to sustain a not-knowing stance, we will turn to a master of complimenting for guidance: Insoo Kim Berg. Drawing from clinical, training, and supervisory examples, we will explore the art of complimenting that privileges the client's experience by introducing vagueness and/or curiosity. In addition to direct complimenting, Insoo's repertoire included hedging, indirect compliments, extending curiosity, and self-compliments. All of these compliment forms decrease therapist imposition and the declarative nature of direct compliments, and all are drawn from our rich SF history.

We will briefly explore these compliment forms and spend a good portion of the workshop time practicing together. Small-group practice is key to learning new skills and raise important questions about form and application. The last minutes together will encourage sharing collective wisdom on indirect compliments from all involved.

Since compliments are almost always offered and experienced as pleasant, come for no other reason than to feel good about yourself and your work as we learn to compliment without imposition!

ATTENDEES WILL:

1. Be able to identify four forms of indirect complimenting;
2. Practice all four forms of indirect complimenting in groups and in pairs;
3. Be able to identify forms of indirect complimenting that fit best with their individual style of SF interaction and understanding of the SF approach.

I believe attendees will be more effective as a result of attending and participating in this workshop because "doing is knowing." As Steve said, "Don't think – observe." This practice approach allows people to observe as "complimentarians," "clients," and "consultants," providing several rich perspectives for observation. Also, I know people enjoy this, since we had a lot of laughter AND learning that took place at SFBTA last November!

Presenter

Dr. **Frank Thomas** is Professor of Counseling and Counselor Education at Texas Christian University in Fort Worth. He is also the SFBTA Archivist, preserving the Brief Family Therapy Center of Milwaukee. Frank currently teaches doctoral and master's courses at TCU and



maintains a private counseling and consultation practice. He has written or edited five books plus over 90 articles and book chapters and is amazed there are enough word combinations to do it. Frank has presented over 230 workshops in 15 different countries, and his work has been translated into nine languages. People have called Frank “one who seeks clarity, not certainty,” “a teacher who goes about making ideas clearer” for learners (and himself), and “a frustrated stand-up comic.” He has achieved the rank of nidan (second-degree black belt) in aikido, the “loving” martial art, and is an internationally published amateur photographer.

HELP – Lösungsräume bewegen und begehen

Heinrich Dreesen, Herbert E. Förster, (Germany)

Workshop

Summary

HELP steht für:

- Hoffnungen
- Erläuterungen
- Lösungsversuche
- Perspektiven für nachhaltige Lösungen

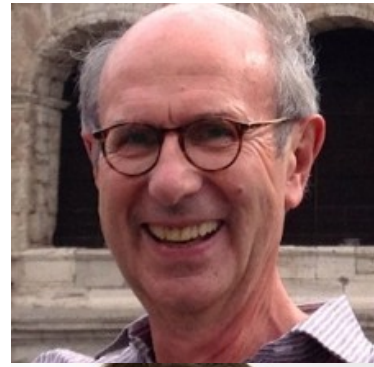
Im Mittelpunkt des Workshops stehen das spielerische und erlebnisreiche Erfinden und Erproben neuer Wahlmöglichkeiten. Vorgestellt werden, wie Dialoge mit Kommunikationskarten eröffnet werden, das Externalisieren von inneren Zuständen und Ressourcen mithilfe von Micro-Tieren und lösungsfokussierte Aufstellungen als kreative Interventionen.

Learning outcomes:

- Arbeiten mit therapeutischen Bildmaterialien
- Externalisieren und Aufstellen innerer Bilder

Presenter

Heinrich Dreesen. Psychologischer Psychotherapeut (VT) und Ritualberater in eigener Praxis. Gründungsmitglied, Trainer und Supervisor des Norddeutschen Instituts für Kurzzeittherapie, NIK (Bremen). Systemischer Lehrtherapeut (SG/DGSF) Lehrender Supervisor (SG/DGSF), Lehrender Kinder- und Jugendlichentherapeut (DGSF), Lehrender Coach (SG).



Herbert E. Förster. Dipl.-Psychologe, Dipl.-Sozialpädagoge, Lehrender Supervisor (SG), Systemischer Therapeut und Berater (SG), Trainer, Supervisor und Coach in freier Praxis sowie am Norddeutschen Institut für Kurzzeittherapie, NIK (Bremen). Fachberater für Kindertageseinrichtungen.



Ines Kehlbeck. Dr. med., lösungsfokussierte und ganzheitlich arbeitende Ärztin. Systemische Beraterin, Trainerin, Supervisorin und Coach in freier Praxis sowie am Norddeutschen Institut für Kurzzeittherapie, NIK (Bremen).



Manfred Vogt. Dr. phil., Dipl.-Psychologe, Psychologischer Psychotherapeut, Kinder- und Jugendlichenpsychotherapeut in freier Praxis in Bremen seit 1984. Systemischer Lehrtherapeut (SG/DGSF) Lehrender Supervisor (SG/DGSF), Lehrender Kinder- und Jugendlichentherapeut (DGSF), Lehrender Coach (SG). Gründungsmitglied, Trainer und Supervisor des Norddeutschen Instituts für Kurzzeittherapie, NIK (Bremen). Gründungsmitglied der European Brief Therapy Association, EBTA (Paris) und der International Alliance of Solution-focused Teaching Institutes, IASTI (Oostende). Internationaler Trainer und Herausgeber von Publikationen und therapeutischen Spielmaterialien.



Saturday early afternoon (15:30 – 16:15)

Hopework

Victor Bogomolov (Russia)

Talk

Summary

In hypnosis some “Trancework” is used to help people change. Brief therapy and particularly solution-focused brief therapy can be seen as a form of “Hopework”. Participants will explore the concept of hope and its application in therapy.

Hope, on the one hand, is a “common factor” across all models and schools of therapy, explaining a large part of outcome variance in therapy. On the other hand, hope is directly embedded in solution-focused practice. Many of the solution-focused techniques or questions are linked directly or implicitly to hope and positive expectations.

We will look back at the evolution of application of the concept of hope in brief therapy from Milton Erickson to MRI and solution-focused practice.

There will be information presented about psychological theory of hope and how it can be useful in our day-to-day work with clients.

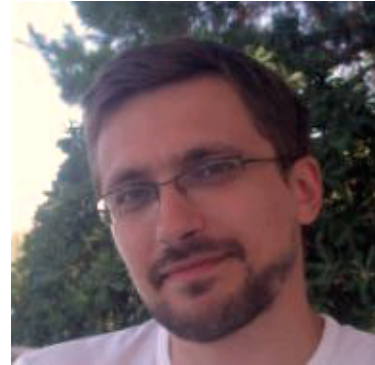
In the end we will think about less obvious and subtler ways of restoring hope in our clients who seem hopeless or full of despair.

Learning outcomes:

Participants will get a clear understanding of ways to promote hope with clients during sessions and when giving feedback or assignments/suggestions. Participants will learn about psychological theory of hope. Participants will be able to “do something different” when clients seem to be very hopeless.

Presenter

Victor Bogomolov, family therapist in private practice from Moscow, Russia. After receiving a degree in Clinical Psychology he worked for several years in mental health settings, finally finding interest in working with families. Before starting a private practice Victor worked for two years in University counselling centre for adolescents and their families. His way to brief therapies came through training in Gestalt, Systemic and Narrative approaches.



“Change Is A Verb” – SF Change Management Essentials

Susanne Burgstaller (Austria)

Practitioner Report, Workshop

Summary

Gregory Bateson’s famous statement “Change happens all the time” has never been more strongly noticed in organisations than today. People within organisations are asking themselves: “How can we adapt to external pressures?”. The SF approach to change and organisational development (OD) provides a simple, elegant and effective way of noticing useful change and amplifying it. Sounds simple, but is it really that easy?

In this workshop we will therefore explore the “doing” of change – creating, noticing or amplifying small differences through conversations. True to the SF tradition of examining good practice to arrive at more good practice we will look at the practical side of OD work and evaluate what has worked well so far.

We will also, however, look at how the philosophy of the original Brief Therapy model as it has been practiced in one-on-one or family group settings can be translated to the discipline of organizational development (OD).

SF OD is often accused of the fact that it espouses no organizational theory, and SF practitioners have been known to fall back on the option of “borrowing” from systemic organizational theory. In this workshop we pursue the ideas that

- (Systemic) organizational theory is not needed to do effective change or OD work.
- Should someone feel a violent need for “organizational theory” they should get an aspirin (will be provided ☺!).
- The SF conversation-based model has worked well so far in OD settings.

Should this still not work, participants will get

- some pointers to alternative organizational theories that are more compatible with the SF approach.
- Lots of tips and tricks and lessons from and for organisational change facilitation drawn from cases.

As an outcome of the WS participants should

- Have a better insight into how SF OD works
- Understand the main assumptions of SF approaches to change and organizational development better
- Look closely at what benefits customers are reaping from “doing things the SF way” as opposed to more traditional approaches
- Evaluate own experiences about how to facilitate and foster change in organisations
- Have had fun in the workshop
- Have met like-minded professionals and exchanged their experiences with them

Presenter

Susanne Burgstaller is an SF organisational consultant, team developer, facilitator and coach, having worked in the areas of OD, HRD, strategy and leadership as manager, trainer and consultant for the last 25 years. She is the founder and owner of usolvit consultants GmbH, based in Vienna and working internationally. She facilitates change, OD and HRD projects, and has recently benefited greatly from attending the BRIEF Diploma course in London. She has just brought out a new book “Solution Focus in Organisations. Consulting



and Leading from the Future” (Carl-Auer Verlag, 2015). As a trained linguist she loves language, stories and – of course – SF.

Best solutions are the 2nd best

Netti Kutsche-Roch (Germany)

Workshop

Summary

Even solution focus practice in therapy, training or coaching might end up in two ways – practitioners consider a delivered session or training as useful – or not. What can practitioners do when a session or training leaves them with a stressful feeling like “I could have done better” or “Oh dear, (sigh)...”. Inspired by experiences from stress management trainings and coaching sessions as well as the ubiquitous demand for excellence, this workshop aims to inspire participants in

- gaining relief from stressful reflections
- supporting Practitioners professional development and wellbeing

The workshop aims to collect tools for prevention of stressful perceptions and provides inspiring broader perspectives to inspire practitioners and sometimes appreciate the excellence of 2nd best solutions.

This workshop will create awareness and insights for

- improving the quality of practitioners reflective processes
- gaining understanding and relief from pressure and stress
- contributing to the participants personal and professional development and well-being.
- striving for excellence comes with a price – and everyone is to decide whether to pay this or not.

My wildest dreams are – that at the end, participants are inspired by the intriguing idea of 2nd solutions are best

Presenter

Netti Kutsche-Roch is a Psychologist, Master Solution Focused Practitioner (IASTI), certified Solution Focused Brief Therapist (CCPC) and educated SF Coach. She is working internationally in the fields of coaching, therapy and training. In her company, Triple C, she works successfully with leaders, managers, skilled workers and private clients on creating futures. Her work priorities are providing coaching training, health care and stress management, resource utilization and preparing people to work globally (special expertise: Malaysia, Singapore). She is known for her colourful graphics she uses in any of those contexts to inspire thoughts and processes.



She has translated Jacksons & Waldmans book “positively speaking” to the German version “Positive Gespräche”.

A Pilot Study of Brief Therapy for Reducing Overgeneralization of Fear Through Solution-Focused Discrimination Training

Miriam Lommen, Simon Dymond (United Kingdom)

Talk

Summary

Anxiety disorders affect 1 in 5 people. Although every anxiety disorder has its specific object of fear, they have one thing in common: fear and avoidance tend to be unrestricted. That is, they spread or generalize, which means that unpleasant experiences with one situation or event can lead people to infer that classes of related situations and events are fearful, dangerous and need to be avoided. Avoidance is a maladaptive response to clinical anxiety and the impairment associated with the disorder will become increasingly problematic with the generalization of the fear.

In this talk, we will give an overview of how experimental psychopathology research on fear learning and generalization can inform us about treatment of anxiety disorders. Moreover,

we will present data on the effects of an intervention in which people are taught to discriminate danger from safety cues on the generalization of fear. We will report on a novel intervention that promotes active, solution-focused thinking aloud and discrimination learning, and its potential to reduce maladaptive generalization of fear and avoidance.

Problem statements:

- How are fears learned, and how can they be unlearned?
- How does fear generalize from one situation to the other?
- When does fear generalization become maladaptive, and can it be reduced?
- What might be the advantages of a synthesis between experimental psychopathology and a solution-focused approach?

Learning outcomes:

We hope to inspire attendees by giving some insight in how experimental research in psychopathology can be translated to and can be of benefit to clinical practice. We hope that attendees will learn more about fear generalization, and how fear learning and solution-focused approaches can be used to design new interventions for this clinical phenomenon.

Presenter

Dr. **Miriam J.J. Lommen** currently holds a postdoctoral researcher position at the department of Experimental Psychology at the University of Oxford. She is also a cognitive behavioural therapist and working as a chartered psychologist at Oxford Cognitive Behavioural Therapy. Her research focuses on anxiety disorders and posttraumatic stress disorder (PTSD). With her research she tries to understand why some people develop PTSD after a traumatic event, while others recover naturally from such an experience. In her current work, she aims to gain insight in the factors that influence the onset, maintenance, and treatment of PTSD and anxiety disorders to ultimately develop more effective interventions for those suffering from anxiety and related disorders.



Dr. **Simon Dymond** is Reader in Psychology at Swansea University, where he has been for 10 years. He received his undergraduate and PhD degrees from University College Cork,



Ireland in 1993 and 1996, respectively, and has held positions at Bangor University and Anglia Ruskin University. His research explores the maladaptive behavioural consequences of fear and avoidance generalization and he is particularly interested in developing laboratory analogues of the therapeutic experience and how it might be used to overcome common fears and anxieties.

Does problem talk really create problems? - Wie “problem talk” und “Jammern” utilized werden kann als chancenreicher Lösungsbeitrag

Gunther Schmidt (Germany)

Talk

Summary

Im Rahmen Lösungsfokussierender Konzepte werden oft Zitate genutzt, die Steve de Shazer zugeschrieben werden wie z.B. „problem talk creates problems, solution talk creates solutions“ und damit die Annahme verbunden, dass man Problem-fokussierende Gesprächsprozesse so gut und so oft es geht, vermeiden sollte und dafür umso mehr intensiv auf „Lösungsförderliche“ Prozesse fokussieren sollte. Gezeigt wird, dass aus hypnosystemischer Sicht diese Position und die dahinter stehenden Annahmen Ausdruck von verdinglichenden, inhaltlich orientierten Missverständnissen sind, die sehr ungünstige Wirkung auf viele Beratungsprozesse haben können und Kooperationsabläufe sehr behindern können. Die Neigung und das immer wieder auftauchende Bedürfnis von Klienten, intensiv (und sogar oft lange Zeit bevorzugt) über ihr Problemerleben zu reden, wird damit als Defizit, tendenzielle Inkompetenz und als „Problem“ definiert. Dies führt oft zu krassem Mangel an Pacing, viele Klienten erleben das als Abwertung ihrer Position.

Mit hypnosystemischen Modellen wird gezeigt, dass „problem talk“ sehr gut nutzbar (utilisierbar) ist als Teil einer gerade ganzheitlich-Lösungsförderlichen Kooperation in Beratungsprozessen und damit zu hilfreicher Kompetenz gemacht werden kann. Dafür können z.B. optimale Erlebnis-Positionen aufgebaut werden, aus denen heraus selbst sehr lange Phasen von „problem talk“ zur Ressourcenaktivierung und zur Transformation von

Problem-in Lösungsprozesse genutzt werden können. Demonstriert wird weiter, dass auch „Jammern“, sich oft wiederholendes „Ja, aber...“ und ähnliche Beiträge von Klienten, die von vielen Therapeuten und Beratern als „störende“ Prozesse behandelt werden, als wertvolle und sehr gut nutzbare Kompetenz-Beiträge utlisiert werden können, die für maßgeschneiderte Lösungsinterventionen genutzt werden können, die der Einzigartigkeit der Wertsysteme, Loyalitäten und anderer wichtiger Positionen der Klienten gerecht werden.

Presenter

Dr. med. Dipl.-Volkswirt **Gunther Schmidt**, Facharzt für psychosomatische Medizin und Psychotherapie, Ärztlicher Direktor der SysTelios- Privatklinik für psychosomatische Gesundheitsentwicklung in 69483 Waldmichelbach-Siedelsbrunn, www.systemios.de Leiter des Milton-Erickson-Institut Heidelberg. www.meihei.de



Träger des Life Achievement Awards 2011 der deutschen Weiterbildungsbranche und des MEG-Preises 2014.

Begründer des hypnosystemischen Ansatzes für Kompetenz- Aktivierung und Lösungsentwicklung in Therapie/Beratung/Coaching/Team- und Organisationsentwicklung, Lehrtherapeut des Helm Stierlin Instituts für systemische Therapie/ Beratung, Ausbilder u. langjähriger 2. Vorsitzender der Milton-Erickson-Gesellschaft (MEG), Mitbegründer und Senior Coach des Deutschen Bundesverbands Coaching (DBVC). Internationale Lehr- und Beratungs- Tätigkeit. Autor zahlreicher Fachpublikationen (Bücher, Fachartikel, Audio- und Video- Publikationen).

Saturday late afternoon (16:25 – 17:10)

Solution-focused brief therapy and men who use violence: An evaluation report from the field

Blaine Moore, Peter Lehmann (USA)

Talk

Summary

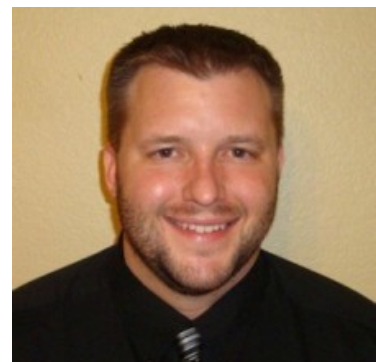
The effectiveness of batterer intervention programs for men who have used violence against their partners has been mixed and controversial because of the findings of high re-arrests as well as the notion that education and confrontation are not the most helpful routes towards accountability. In the last decade, solution-focused brief therapy (SFBT) has provided an alternative direction for practice with this population. The purpose of this session will be to summarize an on-going evaluation of an SFBT batterer intervention program in North Texas.

Participants who attend this session will:

1. have access to practice tools that may be useful in their work;
2. learn the importance at articulating self-determined goals in establishing preferred futures with men who use violence;
3. be provided with a report of quantitative and qualitative findings along with practice applications.

Presenters

Blaine Moore, LCSW-S is a co-founder of the Fort Worth Brief Therapy Center, PLLC in Fort Worth, Texas. He provides counselling services to individual, couples, and families supervision using Solution-Focused and Narrative



practices. He specializes in helping clients move past the consequences of trauma and abuse, relationship issues, and toxic anger. He also provides clinical supervision for social workers working towards their clinical license.

Additionally, since 2007 Blaine has been facilitating a group for men that have been convicted of family violence assault cases in the county jail for MHMR-TC and Judge Cummings with County Criminal Court 5. He is also actively involved with the Tarrant County Council on Family Violence where he has served as chairman the last two years.

In 2009, Blaine and Dr. Peter Lehmann with the University of Texas at Arlington began conducting a pilot study on using Solution-Focused Therapy in an 8-week program for men that had perpetrated intimate partner violence in Tarrant County, Texas.

Peter Lehmann, Ph.D., LCSW is with the School of Social Work, The University of Texas at Arlington, Arlington, TX. His area of interest includes the practice and evaluation of solution-focused brief therapy with domestic violence offenders. He is also a licensed Signs of Safety Trainer, currently implementing the practice model in Texas.



Don't Think, but Observe: Steve de Shazer and Ludwig Wittgenstein's Legacy for Therapy Roles

Plamen Panayotov (Bulgaria)

Workshop

Summary

Don't Think, but Observe! is a guiding principle in SF-work. How do we do we actually do it, however?

Coming to this workshop, you will have to address in public many questions concerning your everyday work, like: What is the most descriptive definition of 'therapy' you can come

up with? How is this definition useful for you? What kinds of knowledge do your clients and you have? What do you catch yourself thinking about while talking to clients? How do you do the non- thinking? What do you watch for while observing? What do you try to hear while listening? How do you use your observations? Can your clients think instead of, and better than, you? What should they think about? How are you going to get them thinking? How far can you go in empowering your clients and in engaging them in the therapeutic process?

Having your own questions, however, is the best way to attend this ...!

Some less known parts of de Shazer's and Wittgenstein's legacy will be presented to guide us to possible future developments of the roles clients and professionals play in the language game of therapy.

Strictly forbidden for attendees too serious not to laugh at almost everything

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Learning outcomes:

Attendees will be encouraged to include clients in therapeutic conversation more than what is usual in traditional SF-practice, using simple new tools based on Steve de Shazer's ideas and clinical observations. Empowering of clients will help therapists feel more confident and

at ease in their efforts to time their interventions according to clients' own timelines. Hopefully this may raise the effectiveness of everyday SF-work.

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Presenter

Plamen Panayotov is a psychiatrist, working as Chief Physician at the Day Clinic of Rousse Mental Health Centre, Bulgaria. He is Chairman of the Board of Solutions Brief Therapy and Counseling Centre Rousse, a non-governmental non-for-profit organization, running a number of social services for people with mental problems and addictions – protected home, day center, social rehabilitation and integration center, and social firm. Plamen teaches Solution-Focused Brief Therapy in the ergo-therapists master program, and as post-graduate program for helping professionals, at Angel Kanchev Rousse University, and Simple Therapy in private courses. As a student of Steve de Shazer and Insoo Kim Berg, he is a fan of doing more with less. Lately, however, he tries to go Zen – doing everything with nothing.



SFE and Classroom coaching

Kerstin Måhlberg, Maud Sjöblom (Sweden)

Workshop

Summary

Classroom Coaching and feedback connect people

In Sweden, we have been using and teaching about Solution-Focused Education to nurture both intellectual and emotional intelligence for the last twenty-five years. We believe it

provides School leaders, teachers, school counsellors and staff with a proactive way of working and thinking to reinforce positive behaviour in the classroom and in organization based on respect and collaboration that connects people with different qualification.

Many educational professionals across the world have been inspired anew by Insoo Kim Berg, Lee and Maggie Shilts' innovations in "classroom coaching" – a powerful way to help a whole class improve their behaviour and indeed their whole learning experience.

When we attended the SFBTA conference in Los Angeles 2003, we met Michelle Liscio who told us about an exciting project she had started together with some of her colleagues in Florida.

Two years later, we were invited to visit the school where we also met Lee and Maggie Shilts who started the project with Insoo Kim Berg. They had read and were very inspired by our book about Solution-Focused Education.

Since many schools in Sweden already make good use of elements of Lip, such as positive feedback, setting goals and scaling, we were inspired to take a further step and initiate the Lip-Focus project. We decided to make a video to record the effect of the project.

In this workshop we will describe how we have successfully adjusted and extended this approach for our own schools, into what we call in Sweden "Lip-Focus". (SFE)

SFE, stands for Solution Focus Education and Focus stands for, Feedback and Coaching to develop the School.

We will outline the main principles, using video clips from inside the classroom of a mainstream primary school, so you can watch an SFE-coach in action. You will see how pupils are encouraged towards success by establishing goals and scaling themselves to identify progress.

We will also share how we have worked in Sweden with SF in schools and all about our certification of 60 classroom-coaches.

SFE-Focus is a Solution-Focused programme that:

- Highlights and reinforce the pupils' recourses and qualifications
- Helps teachers and the pupils' negotiating and setting common class goals
- Encouraging a positive working atmosphere in class

We would like to welcome everybody with connections to the school settings, everybody who likes to get feedback, everybody interested in negotiating goals, everybody enjoying seeing a Swedish classroom-coach in action.

Presenter

Kerstin Måhlberg, former head teacher, special educationalist, trainer and coach. Since 1994, I have combined my work as a head teacher with presenting training in SFE. I have just quit my work as a head teacher.



My prime inspiration and ambition is to spread the word about solution- focused thinking in the educational field and to apply solution-focused practice to promote better leadership in organizations. My particular interest at the moment is in integrating the findings of recent brain research with Solution-focused Education work. A member of the SOL International Steering Group. Participated during five years in Steve de Shazer's supervision group.

Maud Sjöblom, special educationalist and trainer. She has worked as a teacher for 35 years, mainly with pupils with special needs. Today, she works as a consultant and trainer in SFE. She has been supervising school staff since 1993 and training teachers since 1999.



Kerstin Måhlberg and Maud have together written two books „Solution-focused Education“, translated into English, Bulgarian, Dutch, Chinese and very soon Polish. And the second book is „Lip-focus, a handbook about classroom coaching“. Both have been hosting workshop continuously at EBTA, SFBTA and SOL.

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Kerstin Måhlberg and Maud Sjöblom are both certified by IASTI: Master Solution-Focused Practitioner, specialization in Special Education

The SFBT in the treatment of cocaine addiction: the transformational re-enactment technique.

Sonja Scavelli (Italy)

Workshop

Summary

The SFBT can be used in the treatment of addiction to substances, including cocaine. In this context, we introduce the transformational re-enactment technique, as part of the clinical protocol that we use for the treatment of cocaine addiction. This technique works on one of the components of the problem of addiction: the memory of the substance use.

Using the transformational re-enactment technique, the therapist achieves three different objectives:

- to avoid automatisms. This technique allows the patient to review, at sensory and perceptual level, three fundamental aspects of cocaine consumption: what happens before, during and after use. It has, also, the prescription of the symptom function (a type of paradoxical prescription. The patient has to perform voluntarily actions that were previously involuntary and uncontrollable, and that he had always tried to avoid. The voluntary prescription of the symptom eliminates it, as it is no longer spontaneous and uncontrollable), because it forces the patient to re-think in detail something that until now escaped control: the dependence;
- to insert in the patient's memory of cocaine use minimal elements with an aversive content against the substance. Thus, the patient lives painful and unpleasant sensations at perceptual level, every time he thinks about the substance;
- the modification of the patient's mental patterns into more adaptive ones, so that he can imagine himself doing affirmative actions for his mental and physical health.

Through this technique we can help the persons to re-elaborate their own memory in the light of their present (problematic), to orient them towards the future and the resolution of their problem.

The transformational re-enactment technique works regardless of the level of awareness about the problem. In fact, some patients do not consider the use of cocaine as their main problem, while others have already figured out not to control the use of cocaine, but it is the substance that controls their actions. In the first case, the patient does not feel himself dependent and, therefore, he does not make any effort to try to change. In the second case, the patient knows he has the problem but he does not yet know how to achieve the desired changes.

The transformational re-enactment technique can promote both awareness about the problem and the possibility of change, both the orientation toward abstinence (drug free), reconsidering the past experiences and changing the future behavior.

Learning outcomes:

The purpose of the theoretical part and of the practical exercise is to learn to use a tool like the transformational re-enactment technique. This technique can be helpful to professionals working in the field of addictions to encourage the change of a condition, cocaine addiction, which is often seen as unsolvable by the patient.

Presenter

Sonia Scavelli. Psychologist and psychotherapist, she works as freelance and as consultant for research and clinical area at Fondazione Franceschi Onlus. In her research, she was involved in the field of psychophysiology of sleep, health psychology and drug addiction. In particular, she dealt with the relation between REMA (Rapid Eye Movement Activity) and spontaneous awakening in elderly subjects, the subjective importance of the value of peace, the time perception, the narrative construction of reality, the solution-focused approach, the treatment of drug addiction and the emphatic communication. She has published some scientific articles on Italian and international journals. She is member of EBTA (European Brief Therapy Association).



The infinite possibilities of scaling questions

John Wheeler (United Kingdom)

Workshop

Summary

When Insoo Kim Berg presented a workshop in Gateshead in 2006, she showed an example of scaling, paused and then said “I’m still amazed that something so simple can be so useful.” We will never run out of creative uses of scaling questions. Come to this interactive workshop and be surprised by the scaling questions we create and expand your understanding of how scaling can reveal un-noticed knowledge and expand options for change. The workshop will give you the choice of working on an issue as yourself or as a client, working in small groups to generate scaling questions or sitting in an outer circle and watching.

Learning outcomes: Greater understanding of what scaling questions can contribute to practice. Greater ability to expand on current use of scaling questions in practice.

Presenter

John Wheeler is an independent practitioner, supervisor and trainer, registered with UKCP as a Systemic Psychotherapist and Supervisor, Accredited by UKASFP as a Solution Focused Practitioner and a full member of SFCT. He has used SFBT since 1991 with children, young people, families and adults facing a wide range of issues. He has published over thirty papers and chapters.



17:15 Guided Tour

19:00 Conference Dinner

Sunday, September 13th

09:00 – 09:15 - Opening Third Day

09:15 – 10:15

Conversations with Steve de Shazer and the Difference they Made

Peter De Jong (USA)

Keynote

Summary

Peter shares several “ah ha” moments he experienced in informal conversations with Steve across sixteen years of regular visits to the Brief Family Therapy Center in Milwaukee. While working mainly on different projects with Insoo Kim Berg, Peter had many hours of informal contact with Steve during which he asked Steve his most pressing questions about SFBT. Peter also reflects on the difference Steve’s answers made for his own work.

In this session, participants will be given an opportunity to talk about how they first heard about Steve and his ideas and the difference that made.

Attendees will learn:

1. How key themes of SFBT were manifested by Steve in informal conversations with Peter De Jong
2. Three key themes driving SFBT practice and thinking
3. How Steve influenced several areas of Peter’s professional work
4. How Steve influenced their own and other attendees’ professional work

Presenter

Peter De Jong, Ph.D., LMSW is an emeritus professor of sociology & social work (Calvin College, Michigan, USA) and a former SFBT practitioner in mental health. He co-authored many publications with Insoo Kim Berg, has conducted workshops for many years, and currently mentors, trains, and consults with those interested in learning SFBT. He also conducts microanalysis research on therapy conversations with colleagues Janet Bavelas, Harry Korman, and Sara Smock Jordan.



10:15 – 10:30 – EBTA Award

Mark Beyebach

11:00 – 12:00

Observing the thinking

Mark Beyebach (Spain)

Keynote

Summary

Although the traditional emphasis in SFT is on the observable dialogues between practitioners and users, maybe the beliefs and thoughts that both parties entertain are more important than we think? Maybe we should not only observe verbal interaction and overt behavior, but also how practitioners and users think about them? In this presentation, I will share some recent research my team and I have done on a wide array of solution-focused therapy practices, from lab studies on on-line SF therapy to field studies in child protection work. They will hopefully lead you to think differently about observing & thinking.

Presenter

Mark Beyebach, Ph.D., is a clinical psychologist and licensed family therapist and family therapy supervisor in Spain. He was a lecturer in Family Therapy at the Psychology Department of the Universidad Pontificia de Salamanca, Spain, from 1992 to 2013. From 1993 to 2011 he was the director of the postgraduate program in solution-focused Brief Systemic Therapy at the same university. He is currently assistant professor at the Universidad Publica de Navarra.



Mark also serves as a clinical research consultant and trainer for Partners for Collaborative Solutions in Evanston, Illinois, USA. He is currently the president of the European Brief Therapy Association, and has been on the executive board of the Spanish Federation of Family Therapy Associations

Mark is the author of 24 Ideas para una Psicoterapia Breve [24 Ideas for Brief Psychotherapy], and co-author of Terapia Familiar: Lecturas [Readings in Family Therapy], Avances en Terapia Familiar Sistémica [Advances in Systemic Family Therapy, with José Navarro], 200 Tareas en Terapia Breve [200 Homework Tasks in Brief Therapy, with Marga Herrero], and Changing self-destructive habits. Pathways to solutions with couples and families (with Matthew Selekman). He has written over 60 articles and book chapters on solution-focused therapy, and has presented and consulted extensively in Europe, South America, North America, and Asia.

His main interests are research on the therapeutic process in solution-focused therapy, and the application of solution-focused principles in non-clinical settings.

12:00 – Presentation of EBTA2016

12:20 – Closing Ceremony

12:50 – End of EBTA2015

Pre-Conference - September 10th, 2015

Peter De Jong -

Interviewing for Solutions: How to Listen, Select, and Build Solutions with Clients

In this workshop you will learn how SFBT skills were developed at the Brief Family Therapy Center through Steve and Insoo's innovative work and the unique way of thinking about clients and the therapeutic relationship that these new skills inspired.

We will focus on how to conduct exception, miracle, and scaling conversations with clients using the conversational process of SF listening, selecting, and building from client answers.



Expect interesting activities, video and live demonstrations, and lots stimulating interaction among participants. Plan to leave the workshop eager to get back to work on Monday morning and use your enhanced SF skills with clients and co-workers!

The workshop will be held in English!

When: September 10th, 2015, 9am - 5pm

Where: at the conference venue - University for Music and Performing Arts, Anton-von-Webern-Platz 1, 1030 Vienna

Cost: € 280.- plus VAT (Early Bird until 31.05.2015, afterwards: € 330.- plus VAT)

Participants of the EBTA- Conference and NGO's: € 180,- plus VAT

Pre-Conference - September 10th, 2015

Veronika Kotrba - Der lösungsfokussierte Ansatz: die Basis

In diesem Workshop lernen Sie die wichtigsten Haltungen, Prinzipien und Werkzeuge erfolgreicher lösungsfokussierter Arbeit im Sinne Steve de Shazers und Insoo Kim Bergs kennen. Neben der inter-aktiven Erarbeitung der theoretischen Basiskenntnisse haben Sie Gelegenheit, deren Wirksamkeit anhand Ihrer eigenen mitgebrachten Fälle praktisch zu erfahren.



Inhalte:

- zentrale Haltungen und Prinzipien des lösungs-fokussierten Vorgehens
- lösungsfokussierte Fragetechniken inkl. Skalen-Arbeit, Wunderfrage, Frage nach Ausnahmen und nach Unterschieden
- der lösungsfokussierte Gesprächsablauf am Modell der Lösungspyramide
- Berücksichtigung unterschiedlicher Bedürfnisse von GesprächspartnerInnen
- praktische Übungen und Anwendungsbeispiele

Mit diesem Tag sind Sie bestens für die EBTA2015 Konferenz gerüstet – egal, ob Sie sich erstmals für das lösungsfokussierte Vorgehen interessieren, oder ob Sie Ihr Wissen darüber auffrischen möchten.

Wann: 14. September 2015, 9:00 - 17:00 Uhr

Wo: am Konferenzort - Universität für Musik und Darstellende Kunst, Anton-von-Webern-Platz 1, 1030 Wien

Early Bird: 220€ exkl. MwSt., buchbar bis 29. Mai 2015, danach: 250€ exkl. MwSt. Für Teilnehmende der EBTA-Konferenz und NGO's: € 150,- zzgl. Mwst.

Post-Conference - September 13th, 2015

Ben Furmann -

"Ich schaffs" - Anleitung zum Gelingen für SchülerInnen und LehrerInnen

"Ich schaff's" ist eine einfache lösungsfokussierte Methode für die Unterstützung von Kindern und Jugendlichen bei der Lösung ihrer Schwierigkeiten und Probleme. Es basiert auf der radikalen Idee, dass Kinder - so wie sie es wahrnehmen - eigentlich keine Probleme haben, sondern Träume, Hoffnungen und den Wunsch nach persönlichem Wachstum. Auf Basis dieser Annahme können Kinder und Jugendliche mit einer kooperativen und unterstützenden Haltung begleitet werden. Dabei muss man ihnen nicht sagen, was falsch läuft, was nicht mit ihnen stimmt oder wie sie sich anders verhalten sollten. Indem man die Denkweise und Weltsicht der Kinder und Jugendlichen mit den passenden Methoden integriert, ist eine einfühlsame und gleichzeitig wirksamere Begleitung möglich. Wie diese Vorgehensweise funktioniert erfahren Sie in diesem Workshop.

Das Seminar ist in deutscher Sprache mit finnischem Akzent. Ben Furman schafft es mit seiner humorvollen und erfrischenden Art das Thema nicht nur spannend zu vermitteln, sondern auch die Teilnehmenden auf der Basis seiner Modelle zu motivieren.

Wann: September 13th, 2015, 14:00 - 18:00 Uhr

Wo: am Konferenzort - Universität für Musik und Darstellende Kunst, Anton-von-Webern-Platz 1, 1030 Wien

Kosten: Early Bird: 108,- € inkl. MwSt., buchbar bis 29. Mai 2015, danach: 132,- € inkl. MwSt.

Conference Partners

The Austrian Solution Circle is a country-wide network community of Solution-focused practitioners who work in different fields. Amongst the approx. 40 members you can find managers, teachers, therapists, coaches, trainers, politicians,



social workers, IT-specialists and more. There are four local peer-groups in different parts of Austria, who meet four to six times a year. Each year on the first October weekend, the members meet in the middle of the country for their annual conference. Together with their guests they discuss and develop ideas, give workshops for one another and sow seeds for the next year's work on Solution-focus in Austria. Learn more about the Austrian Solution Circle, it's members and how to become part of it at: www.austriansolutioncircle.at

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