

SOLUTION NEWS

ISSN 1753-4388

Winter 2011

United Kingdom Association for
UKASFP
Solution Focused Practice

Volume 5 Issue 4

United Kingdom Association for Solution Focused Practice

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From the Editor

Ho Ho Holy Cow it's Christmas already! And this is our fourth and final edition for 2011. The year has gone by with shocking speed – or is that just me feeling my age?

As usual, Neil our artist-in-residence has done a cracking job with this festive edition. Sadly due to unforeseen circumstances, we have no Solution News or Celebrity Interview this edition, and we hope readers will look forward to reading these in our Spring 2012 newsletter.

Also, the astute reader will notice there are no Solution Views in this edition, which is the section that gives readers a chance to respond to their Solution News publication! In the Autumn edition I asked the question:



QUESTION FOR THINKING — WHAT DIFFERENCE DID READING THIS EDITION OF SOLUTION NEWS MAKE TO YOUR DAY, WEEK, MONTH?

I have received no replies, which is interesting to me. It means that my editor's email solutionNews@ukasfp.co.uk isn't working OR it means no one in the entire association replied! I can only think it's the former because this fine association would not abandon their Solution News Editor, and would certainly not be without an opinion on ANYTHING! Let's try it again, and for February 28th, let me know what difference it makes to you to read Solution News. This time, answers to vicky@btss.org.uk and I'll double check the solutionnews@ukasfo.co.uk address just to make sure.

In this edition, We have a wonderful, wonderful feature article written by Becky Simm and Jo Leese. Jo and Becky worked together towards a preferred future that Jo didn't know would be possible. If their co-construction in therapy was anything like their co-construction for this article, then they've made magic together twice! It's an inspiring story.

We have another terrific article by Bev Light who takes us through a group she did with children with complex

Editing of articles

Editing of articles in this issue - Vicky Bliss.

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Layout by [Neil Boyd](#)

Please tell others about us!

QUESTION FOR THINKING

What difference did reading this edition of Solution News make to your day, week, month?

Answers in an email please to: solutionNews@ukasfp.co.uk

needs. I loved particularly the part about doing a play with the children using their cartoon character helpers to help them move toward their future. It's another inspiring story.

Those are our two main features which, along with the other little bits and pieces will make for enjoyable Christmas time reading.

From Neil and from myself, wishing you a warm and happy and restful and quiet (or noisy as you wish) Holiday Season and a joyful start to 2012.



Mary Christmas with her favourite reindeer

EVan
Neil



UKASFP Lanyards

In the Spirit of the Season (that or *someone's* been drinking again), the Lanyards will be **free to collect at the conference**. It was found that with the cost of postage and packing, the majority of monies sent disappeared into the Royal Mail coffers.

All of you (singular ;)) that have already paid are most graciously thanked for the generosity and the support given to the UKASFP.

Those of you who want to join in this **Festive Season of Giving** are more than welcome to send a cheque **donation** made payable to **UKASFP** to Vicky Bliss, Clarks Cottage, Union Lane, Pilling, Lancs PR3 6SS. Note: People who make a donation will still be collecting their lanyard at the conference. Yes, postage is that vicious.

“If you're going through hell, keep going”

Therapist and patient reflections of a patient-centred journey following brain injury and acquired stammer

Jo Leese and Becky Simm

BECKY: Jo was referred to me via her Speech and Language Therapist to “determine whether there is an underlying psychogenic cause contributing to speech changes”. Jo had accidentally hit her head in the shower. Scans then revealed she also had a brain tumour requiring neurosurgery, and her recovery was much more lengthy and complicated than anticipated. She experienced periods of muteness, her walking “had deteriorated to that of a toddler’s”, she had very little energy, was experiencing chronic head pain and felt very low. Jo was concerned she would no longer be employable, something which was very important to her (...aha, the hint of a “best hope”!). Her confidence “had plummeted” and her sense of self worth was rock bottom. Jo had seen various therapists who had all found that problem-focused approaches didn’t seem to help - and indeed seemed to make the difficulties more salient, with Jo feeling more distressed.

“Help!” I thought! “I’m a clinical psychologist... get me out of here!” I didn’t have any experience of “treating” psychogenic stammers, and I remember

feeling helpless just hearing all the problems...how must Jo feel as the one who is actually living this?! But then I remembered I am a solution focused clinical psychologist, and gently reminded myself that I didn’t yet know anything about Jo’s expertise... or indeed what she wanted more of in her life. When we met, I introduced that rather than being an expert who can “cure” difficulties, I see my role as a psychologist in physical health settings being to help people to explore what “living well” despite health problems might look like.

Jo: Becky enquired as to whether I’d be up for a conversation about what “living well” might look like for me, despite the difficulties I was facing. I’d hate to sound dramatic, but honestly it felt to me that by accepting my speech as it is now meant that I was abandoning who I really was. I needed people to know that the stammer wasn’t who I was; I didn’t



Becky Simm

Dr Becky Simm is a solution focused Clinical Psychologist working in a Clinical Health Psychology service (Southport & Ormskirk NHS Hospital Trust). She works predominantly in clinical practice, and also facilitates training events nationally and locally. She is General Secretary for the UKASFP, loves travel and adventure and currently is living and working on a never-ending house renovation.



Jo Leese

Jo lives in Southport and works on an editorial team for evidence-based healthcare researchers, The Cochrane Collaboration.

She enjoys ballet and knitting, having learnt both from scratch since her accident. Despite finding these activities rewarding, they have also improved her balance, coordination and concentration, assisting her transition back into the workplace.

want anybody to define me by it because I believe I am so much more than that. I am not my disability, but at the time, I was refusing to accept it was even a part of me. It was removed from me, just something that had accidentally happened, and I desperately needed to believe that I wouldn't always have this speech problem.

BECKY: I remember feeling curious about what was important to Jo, and hearing that she very much did not want to be defined by the stammer – and we explored this: how did she want to be defined instead? I was also struck by how she was really focused on the removal of the speech problem... and that of course, in solution focused thinking this is fertile ground to explore what difference this would make, to gain more information about her preferred future. It was also a reminder to me to go at Jo's pace, and to balance acknowledgement and possibility (O'Hanlon & Beadle, 1999)... and not force the concept of "living well" — perhaps this wasn't a useful focus for Jo?

Jo: To begin with, I felt that by going down the path of "living well despite..." meant that I was cheating myself out of what I considered being "well" again, and I must admit that I didn't fully commit myself to the therapy during the first session as I tried to assert who I had been (and now, who I realise I still am) and the things that I had done and was proud of before I acquired the stammer.

BECKY: The nice thing about being solution focused is that you don't have to challenge people to change, or indeed accept something that they don't necessarily want to accept. Instead, I remained curious about what kind of identity Jo wanted to have, and what she wanted to show people about herself, and we spent quite a lot of important time exploring this. I also explored with her a "twin track" or "meantime" position, developed by my colleague Dr Dominic Bray (Consultant Clinical Psychologist), also described as a "dual approach to coping" by one of his patients (Bold, 2011): "just suppose you continue to pursue a cure for the stammer... and in the meantime notice yourself living well... how will you know?"

Jo: After the session, I had reluctantly agreed to return to see Becky as although I felt I was giving up on myself to accept my new speech, I also felt that I was cheating myself out of a chance to "treat" the stammer if it turned out to be psychosomatic.

BECKY: It seemed important with Jo to continue to acknowledge her hope for a cure, and work alongside it, asking what would be different if the stammer wasn't so much

“Becky “invited me” (I loved this phraseology — it felt friendly, undictatorial and encouraging)”

of a problem — without of course promising that I would be the one to “fix” it — particularly as I didn’t know where our work would take us.

Jo: A week on I received a letter through the post from Becky, and honestly I cried. After all the reams of NHS appointments and letters bearing worrying news, a letter arrived that noticed how brave I had been, that it had been recognised that I was more of a person than I appeared superficially at the time, that there was still hope and that someone wasn’t giving up on me. I felt valued after feeling like nothing more than a “patient number” for months, and I had faith that I might be able to change my life again for the better. Not that someone was going to do this for me, but that I could be empowered to do this for myself. I was enthusiastic for the first time in over 18 months. That probably doesn’t sound like a big deal; but for someone who had been hiding themselves away in their room because they not only didn’t have the physical energy to deal with anything but also felt deeply ashamed of the way they now walked and talked so didn’t want to do anything in public, it was.

The letters helped me retain focus and reassess how far I had come, and meant that when I was feeling low I had something to refer to and remind myself that I had value as a person. A simple thing really, just a letter, but to the recipient it’s so much more.

BECKY: In our service, we invest therapist time and admin hours in sending solution focused summaries to all our patients who want them following their appointments as we consistently get positive feedback with regards their therapeutic impact (and it serves the dual purpose of forming a record for the patient’s file!) I wrote about being struck by Jo’s eloquence, despite the stammer, and noticed her determination to work at the things in her life she could change.

Jo: At the end of the second session, Becky “invited me” (I loved this phraseology — it felt friendly, undictatorial and encouraging) to look for volunteering opportunities relating to my previous work experience, as it might help build my confidence and stamina again. As a result, I started working with a charity, was able to demonstrate my skills and eventually secured paid employment.

BECKY: The suggested task was rooted in what Jo wanted more of i.e. an opportunity to use her skills again in a more structured way and gain a stepping stone towards re-employment. In subsequent sessions, I learnt more about Jo’s interests, passions and strengths. I was intrigued to uncover significant expertise and successes. This conversation around existing strengths and how she had faced and managed

“Becky made me feel as though I was an equal in the process; that she and I were working as a team rather than under her direction as a healthcare professional.”

previous challenges seemed to help remind Jo of her skills and resilience, and perhaps helped her face the current adversities (e.g. Reed & Aspinwall, 98).

Jo: I had about 4 hour-long sessions in total with Becky which doesn't sound like much to be honest, and nor did they feel particularly intensive at the time; but what they did do was plant seeds of ways to move forward... it really was in my hands to make the changes I needed to move on with my life.

BECKY: For me this is a fantastic example of how a solution focused approach really can empower patients, allowing them to be in the driving seat of their lives, and particularly importantly for the NHS, achieve this often in a low intensity, cost-efficient and patient-centred way, in line with Department of Health recommendations (Darzi, 2008; DoH, 2001).

Jo: People have mentioned that my stammer is easier for them to understand now and that there are fewer repetitions in my speech - I've stopped fighting the stammer. I have now accepted that I can't change how I speak so I shouldn't stress myself out by constantly trying to do so. I know that it doesn't sound like rocket science; but I just got to the point where it was exhausting trying to control my speech and I realised that it was far more important that what I wanted to say was heard, rather than the way I was saying it. What truly helped was the informal, chatty and reflective nature of the sessions. I started to actively tackle problems that I'd previously felt were outside of my control. It made me think and act differently. Becky made me feel as though I was an equal in the process; that she and I were working as a team rather than under her direction as a healthcare professional.

I no longer see Becky or my speech therapist as I've come to the "end of the road" with them. This time it's different though; previously I had stopped seeing various therapists because they had run out of ideas how to treat me and I felt abandoned. Now, it's a mutual and natural conclusion to therapy; both Becky and my speech therapist feel satisfied that they've done all they can for me, but I also feel enabled to manage living with my speech as it is now.

And I truly am "living well"; for all the heartache and difficulty that I've faced recently, I am in a better place now than before my accident. I live in a lovely apartment on the sea front, I have a job which I love that challenges me intellectually, and I'm happy - genuinely happy (even with my silly stammered speech) - which I hadn't been for a long time. There's a quote from Winston Churchill that I came across the other day that I thought put my experience very succinctly: "If you're going through hell, keep going."

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A Little Noticing of What Worked...

I was working with a couple last week, their third session, with little apparent progress.

In my end of session feedback I suggested slowing down, as I thought that they seemed to be trying really hard (perhaps too hard) to fix things.

I also wanted to acknowledge how hard I thought they were working, so said so.

The male said 'I don't think I've been working hard'

His partner looked at him with what I perceived as a new respect.

When they returned this week, things were so much better.

It turned out that it had been the woman who had been trying really hard and had stopped doing so between the two sessions, with a corresponding relaxation all round and perceived improvement in their relationship.

Our meeting was full of laughter and hope, which had been missing before.

You really never know what will be the most helpful intervention!!

Bryan

Bryan Thornton MA

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Solution Focused Coaching In Education Works

Evidence based results in the effectiveness of using the Solution Focused Model with very young children (aged 5–7) in a Cornish Infants School who may have been at risk of future exclusion if support was not provided early enough. The first pilot programme was run between October and December 2008.

Bev Light (Solution Focused Coach and Trainer)

The Referral

Six children aged between five and seven years old were referred to me by the head teacher and teaching staff of the Infants School. These children were all displaying 'challenging and disruptive' behaviours in the classroom and were at risk of future problems if intervention did not happen at this early stage. Five boys completed the programme as one boy moved schools two weeks after starting. The boys were referred based upon the scores on the Strengths and Difficulties Questionnaire (cf. SDQ 2011). These forms were filled in by referrers such as teachers or social workers that knew the child well. As a team we felt this was an effective way of highlighting areas such as 'conduct disorder, hyperactivity and poor pro social skills. The other areas of difficulties were peer and emotional which were not as significant for this type of project but would be for other projects. In addition, a basic information form was provided to collate the child and families details. An external questionnaire was devised for the referrer to scale the child's educational attainment, attendance, behaviour and other areas such as parental attachment, parental supervision and any history of crime/domestic violence. The SDQ gives a total score that ranges from low need (0–16) some need (17–19) and high need (20–40). It was children in this high need group that we targeted for inclusion in the group. High scores in Hyperactivity and Conduct indicate more problems whilst reverse scoring is used for Pro Social scores indicating that the higher the score, the more adaptive the child's social skills.

Table 1: Pre-Intervention Scores (page 10) shows the initial 'scoring' which was formulated by the boys class teachers and Table 2: Post-Intervention Scores (page 10) shows the scoring at the end of the programme as scored by the same teachers. I have highlighted the three areas that were prioritised for our group.



Bev Light

Bev has over 19 years experience in working with children, young people and families in London, Plymouth and Cornwall. She initially trained in the Solution Focused approach in London in the 1990s and was part of the development of an initial pilot Project called Chance UK which was a Solution Focused Mentoring Scheme designed to work with primary aged children that were at risk of future exclusion.

Bev has gone on to set up similar projects and for the past three years has been delivering individual and group programmes for children in schools and facilitating solution focused communication training for staff particularly within primary school settings.

Table 1: Pre-Intervention Scores

Name-Child	Hyperactivity	Conduct	Peer	Emotional	Total Scores	Pro Social
Paul ¹	9	6	3	7	25	3
Stephen	9	4	1	4	18	7
Joseph	6	6	3	5	20	5
Oliver	10	5	2	3	20	0
Martin	10	8	3	5	26	2

Table 2: Post-Intervention Scores

Name-Child	Hyperactivity	Conduct	Peer	Emotional	Total Scores	Pro Social
Paul	5	0	0	1	6	8
Stephen	3	2	2	2	9	6
Joseph	4	2	1	3	10	6
Oliver	6	4	1	0	11	5
Martin	8	4	0	2	14	8

Whilst the total scores are not given in the table, we know that at the beginning of the programme four out of the five boys 'scored' within the HIGH NEED and one boy was at the 'upper' end of SOME NEED. By the end of the twelve week programme all the boys' scores had come down within the LOW NEED which was a significant difference in a relatively short time.

The Programme

The 12 week programme consisted of a one hour 'Group' session each week and regular weekly individual sessions. This programme also included meeting with the parents on a regular basis to give them updates and to make sure they were fully involved in their child's progress.

The first session was about forming an identity within the group and devising a list of 'Our Promises' that the children make to each other. This was to replace 'rules' that often have 'don't' in them into more positive statements such as respect for each other, listening to each other etc.

¹ These are not the children's real names

During my sessions I used the solution building cartoons (Berg & Steiner, 2003) as a central theme running through the project. Each boy chose their favourite 'cartoon character' and this would help them create a solution to their problem that they had in school.

For example, Joseph aged 5 who was referred because he was often excluded from the classroom because of his 'disruptive' behaviour and often got into trouble for fighting chose 'Bart Simpson' as his hero. By creating his own cartoon he was able to form his own solution by asking Bart what he could do to help him. Joseph said Bart would 'tell me to be quiet and imagine he was there putting his arm around me to reassure me' to avoid getting into trouble. The class teacher noted a real difference in the classroom when Joseph started practicing this.

Part way through the programme we decided to do a 'Solution Focused Play' with a theme the boys chose: 'Star Wars meets Dr Who'. We incorporated 'Our Promises' and the 'Stop Think Motto' we had as a traffic light visual symbol. The boys were able to take responsibility and make choices of what they wanted to happen. Once again an emphasis was on the boys creating their own solutions to problems.

Through the 'characters' problems they were able to transfer and relate it to what was going on in their own lives.

During the Programme 'The Miracle Question' was used but modified to the age and development of the children. I used the 'Magic Wand' that 'zapped' people and made changes (Selekman, 1997). This was also effective as they used the 'Light Sabres' as wands.

At the end of the programme it was decided by the Head of the School and me that we would have a 'special assembly' presenting the boys work to the whole school and the teaching staff. I also thought it was very important to invite all the parents of the boys who by then had built up positive working relationships with me. This was particularly significant as a couple of the parents had already pointed out that before the programme they were used to being 'phoned up or called into school because of something their son had done wrong!'

I ran a PowerPoint show highlighting all the boys' work and had all the things they had made on display. Each boy had their own certificate with their 'special helper/cartoon character' on it and the goals they had achieved. The Head of the school presented it to them and afterwards said it was so worthwhile when looking on all the faces of the boys and parents.



“ I used the 'Magic Wand' that 'zapped' people and made changes”

Follow-up

I knew from previous experience that no matter how much of a difference a programme has made, if the approach is not continued then the progress of the children will be more limited, so I felt this had to carry on. Due to a new school being built that would bring the infants and juniors together I knew I would be doing ongoing work with staff and pupils so I felt it was an ideal opportunity to follow up the work I had started. The working relationships with the teaching staff were very good so I was able to still see the boys and make sure things continued 'on track'.

One of the things that proved useful was to give each class the children were in a large laminated STOP THINK ACT 'traffic light system' that had been used all the way through the programme. Feedback from the children and staff was very positive and seemed to make an ongoing difference with behaviour in the classroom and during breaks.

I have been able to see the boys I first started with in 2008 aged 5–7 who are now in year 5 aged 9–10. I did an individual piece of work with one of these boys last year in 2010 as he was having initial problems in the transition from infants to junior. The work was successful as we already had established a good relationship on the programme and I had also worked with his family. I did six individual sessions using the solution focused approach which seemed to trigger his memory of the earlier programme. Since this time there have been no other significant concerns from this particular child or any of the others that completed the project.

Three years later I am still working for the same Head teacher in their new community school and have now started a new piece of work based on Mahlberg and Sjobloms (2004) classroom coaching in Year 4 classes.

In conclusion

I believe this work shows how this kind of structured programme which involves collaborative working with teaching staff, children and parents can be very effective. The solution focused approach appears to be a 'natural fit' with children and young children in particular are more motivated if they can have some 'level of control' on what they want their goals to be in terms of encouraging change.

I feel this particular programme worked so well because the Head of the school, teaching staff and parents were very committed to encouraging the children within the programme and afterwards. This can make a real difference in the results that are trying to be achieved.



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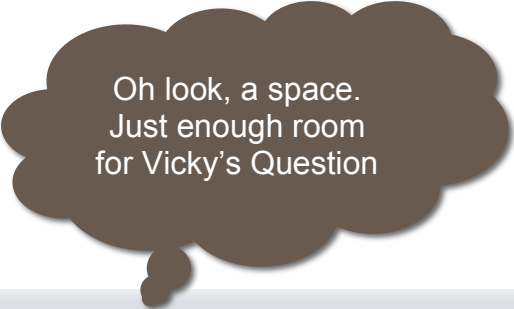
Bev is very interested to have discussions with people interested in the above article, and can be contacted at

Bev Light

Solution Focused Coach

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Oh look, a space.
Just enough room
for Vicky's Question

QUESTION FOR THINKING

What difference did reading this edition of Solution News make to your day, week, month?

Answers in an email please to:
solutionNews@ukasfp.co.uk

Dates for the Diary

West Midlands Regional Group
for practitioners of the Solution Focused Approach

change

Established 1991

Venue: Craven Arms, Birmingham B1 1 QU
Organiser: Change Birmingham Brief Therapy
Contact: paul.avard@tiscali.co.uk

Join our London SF Group

Hi All

Just wanted to say that if anyone is in London on the first Tuesday/Wednesday (alternates) of each month do join our London SF Group. We meet between 6.00 – 8.00 in the evening – free and open access to all (we were 14 people last time). Just contact me and I can give you the details.

Discussions develop around topics that people bring with them. To give you a taster of some of the language that came up last meeting:

'Using SFA is like throwing an anchor into the future and pulling towards that.' (thanks to Denny)

'How will I know when you're listening?' (thanks to Trish, speech and language therapist who works with children)

I so wish I'd thought of this second question when working with some of my clients with communication difficulties! I think Steve would have liked it — not that he would be telling people what to do or saying much, but it's that thing of CHECKING and remembering to ask people how they do things/not assuming we know beforehand so that the conversation can be most helpful to them.

Best wishes

Kidge Burns

Kidge.Burns@chelwest.nhs.uk

UKASFP Annual AGM and Conference EDINBURGH

14–15 June 2012

The SOLWorld conference 2012

OXFORD

6–8 September 2012

I am not closely involved in the organisation of this, I suggest you email Paul Z Jackson at paul@thesolutionsfocus.co.uk ...but please do mention it anyway! Get it in people's diaries. It's a great opportunity for UK people to join in more easily.

BRIEF THERAPY NORTH EAST NEWCASTLE UPON TYNE

Annual Study Day 4th May 2012

Five workshops already in place. Still spaces for other people in the region to share their experiences of using SF.

Solution Clues

A light-hearted Puzzle section for those idle moments.

Solution Clues Search

Words from this Issue

Y	A	U	S	W	I	Y	C	P	N	R	Z	D	U	D	D	Q	U	P	R	K	W	N	I	H
I	O	L	D	Q	V	U	U	M	L	P	Q	J	O	E	K	J	P	J	J	A	Z	S	C	E
D	Z	X	T	T	E	H	I	X	F	G	C	B	M	M	E	M	B	E	R	S	H	I	P	A
K	A	Z	W	I	N	M	G	P	N	U	O	U	B	F	P	C	Z	O	M	G	R	T	H	L
V	C	M	O	U	D	Q	A	I	P	K	Z	K	S	F	U	A	S	Y	C	D	I	P	J	T
I	L	V	Q	Y	Q	Q	H	E	S	W	V	B	R	H	X	A	Y	C	L	U	Z	H	E	H
N	I	R	D	Y	S	C	X	W	B	H	W	A	P	A	S	S	O	C	I	A	T	I	O	N
T	N	T	K	T	A	L	S	F	J	K	T	Z	P	R	A	C	T	I	C	E	U	J	N	V
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Z	C	M	C	C	S	Y	V	J	N	N	M	C	K	O	M	F	O	C	U	S	E	D	N	B
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Q	L	L	W	O	B	M	V	H	I	F	B	S	L	I	G	H	T	D	J	V	I	C	K	Y
S	O	L	U	T	I	O	N	S	S	V	S	T	W	Q	G	B	I	K	W	H	C	G	K	I
S	H	A	Z	A	M	W	S	L	S	Y	I	F	R	S	I	E	X	F	N	R	K	G	V	D

Vicky
Kingdom
Coaching

Bliss
Association
Shazam

Solution
Membership
Psychologist

News
Free
Clinical

Focused
Leese
NHS

Practice
Simm
Health

United
Light

Tip from Neil:

For those of you with an iPad there are various apps for annotating PDF documents. Two free examples that can be used to mark the above word search (purely for practice purposes only, of course) are:



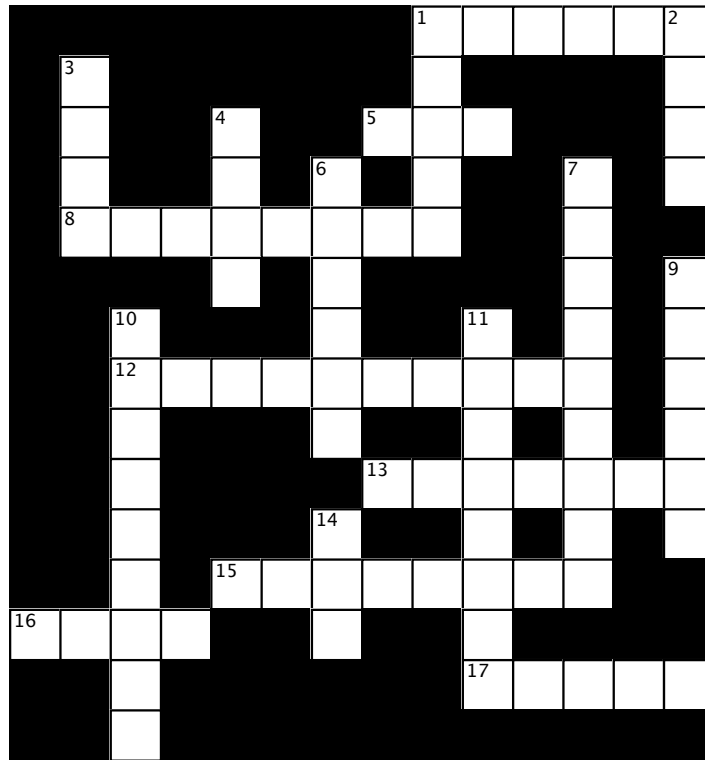
PaperPort Notes by Nuance Communications — very easy to use



neu. Annotate PDF by neu.Pen LLC — more fiddly but more annotation options

Solution Clues Crossword

To avoid getting one of these again just answers Vicky's question instead.



Across

1. Dr Who's spaceship
5. Traffic Light System - Green
8. Part of the name of the Hospital Trust Dr Simm works for?
12. Reading this edition of Solution News made what ...
13. How much do the Lanyards cost?
15. Question for ... - What did Vicky ask?
16. First name of Joseph's hero
17. Type of session

Down

1. Traffic Light System - Amber
2. Traffic Light System - Red
3. Number of replies to Vicky's question
4. Regional Group in the ... Midlands
6. The season of this edition
7. "How will I know when you're... ?
9. Director of Star Wars - first name
10. Where will the Annual AGM and Conference be held?
11. The sedentary new pleasure Jo Leese enjoys
14. How many boys started Bev's programme?



What difference did reading this edition of Solution News make to your day, week, month?

Answers in an email please to:
solutionNews@ukasfp.co.uk

Writing for Solution News

Everyone has something to contribute to Solution News! Here are some examples you might want to consider submitting for publication:

- A small 'sound bite' of learning from one of your clients
- A short description of a piece of work you have done; even 2 – 3 pages is long enough for readers to get the gist of the good stuff you are doing!
 - A longer piece – maybe 5 pages or even 7 – that describes clinical work, work with colleagues, teaching, or any intervention you have in your repertoire of solution focused life.
- You could submit questions and I'll find / publish some answers
 - You could review a book or article or some training you've attended
 - You could write some relevant poetry or drawing or lyrics to inspire or amuse readers
 - You could do an interview of someone who has been on the receiving end of solution focused work
 - You could summarise a discussion on the listserv

The SKY is the limit! We'll review what you submit, perhaps co-construct some changes with you and then —

You're a published author!

Send what you've written (or even what you are thinking of writing) to:

vicky@btss.org.uk
(Solution News Editor)

