

Violence reduction in schools workshop



Session 2:

The Facilitator Reference Guide: Training methodology – first part:

- the five stage learning process
- learning styles
- applying solution focused approaches

Nonviolence means avoiding not only external physical violence but also internal violence of spirit. You not only refuse to shoot a man, but you refuse to hate him”

Martin Luther King Jr.

Warm up activity



Remember your first lecture / seminar as a student?

Please close your eyes for a moment and remember something about it. It can be the place, the people, the smell, something said or done – anything.



I taught my dog to say “Sausages”

I didn't hear your dog say “Sausages”

I said I taught him. I didn't say he learned to say “Sausages”

Learning and not just teaching



- The *output* of the programme is teaching.
- The *outcome* of the programme is learning.
- We want outcomes to reduce violence so our focus must be on Learning.



Research evidence on the effectiveness of training – Fullan



- One-off workshops are widespread but ineffective.
- Follow-up support and evaluation is rare.
- Training does not address the individual needs of participants.
- The participants do not have the opportunity to select the topics.
- Little account is taken of the differences in workplaces.
- There is rarely any conceptual basis for planning and implementation of training.

The 5-stage learning process

- **Presentation**
- **Modelling**
- **Practice**
- **Feedback**
- **Application**

All these stages are equally important.

Research evidence on the effectiveness of teacher training



- Approximately 5% of lecture teaching is learned and has impact.
- When training trainers it will be 5% of 5% = 1%
- Just telling someone does not work!
- The 5 stage training process improves that to 75%

All 5 stages **MUST** be covered

Programme training process

Stage 1



Presentation

Knowledge from theory and good practice, e.g.

- facilitating the understanding of background material in the handbook at the start of a training session;
- or introducing a discussion on bullying during a lesson.

Programme training process

Stage 2



Modeling

Demonstration and illustration of skills and concepts:

- using a video of a parent meeting for training to illustrate how to gain the support of parents;
- using role play in a lesson to illustrate empathy.

Programme training Process

Stage 3



Practice

Practicing what has been learned in simulated or real settings:

- facilitating Violence Reduction in Schools training for a group of school principals;
- using a violence reduction technique to resolve a conflict in the playground.

Programme training Process

Stage 4



Feedback

Review, praise and advice from a critical friend:

- discussion in a group after a training session activity;
- evaluation discussion with a teacher after a lesson on friendship.

Programme training Process

Stage 5



Application

Through further practice in the workplace

- Improving the outcome of training each time a session is facilitated.
- Successfully introducing peer mediation in a school.

Effective learning

- Please read Section 2 of the Facilitator Reference guide; the Kolb learning cycle

Note how it relates to the 5-stage learning process in our programme

- Next consider section 2.2. We are going to carry out a short activity to find out your own preferred learning style:

A. Visual

B. Auditory

C. Kinaesthetic

Solution focused brief therapy



This part of Session 2 is based on PowerPoint slides This will model an example of how a facilitator can use PowerPoint for activities as well as presentations

Note: You will want to refer to Section 3 in the Facilitators Reference Guide

Solution focused brief therapy



- It developed from the work of Steve de Shazer at his Brief Therapy Centre in Milwaukee.
- Attempting to understand the cause of a problem is not a necessary or particularly useful step towards resolution. Indeed, discussing the problem can often be actively unhelpful to people.

Foundations of solution focused brief therapy



- Talking about their future
- Describing what they want present in their lives
- Discovering what worked for them.
- Focusing on what is changeable.
- Concentrating on Non Problem Behaviour, Competences, Personal Strengths
- People act competently when they are treated as competent.
- The principle of minimum intervention, reducing the dependency of people on the counsellor.

Solution focused thinking and talking



- a move from problem-dominated talking, thinking and describing, to solution-dominated talk, thought and description
- not to talk about the problem directly
- ...but explore what the change will be, when things are better and to help achieve this.

Moving on



- From problem to person
- From deficit to resource
- From what's wrong to what's right
- From complaint to preferred future
- From being stuck to movement
- From victim to survivor

FROM DESPAIR TO THE EXPECTATION OF CHANGE

Solution and problem focused questions



Problem-Focused

- *How can I help you?*
- *Could you tell me about the problem?*
- *Can you tell me more about the problem?*
- *How are we to understand the problem in the light of the past?*
- *What are the barriers to improvement?*

Solution Focused

- *How will you know that things have improved?*
- *What would you like to change?*
- *Have we clarified the issue for you to concentrate on?*
- *Can we discover exceptions to the problem?*
- *What will the future look like without the problem?*

Activity - The miracle question



Activity:

What is the biggest problem for introducing improved training in violence reduction in schools?

Please talk about this with a partner. Each of you make a short note about the problem the other person has.

Activity - The miracle question



“After you have gone to bed tonight, a miracle happens and something which is a problem changes for the better, but you are asleep, so you will not know that the miracle has happened.

When you wake up tomorrow morning, what will be different that will tell you that the miracle has happened? What will you see yourself going differently, what will you see others doing differently.”

Activity - Miracle solutions

Spend 4 to 5 minutes each taking a turn to be a counsellor to help your partner think about the problem in a solution focussed way:

The 'counsellor' should ask questions about the details - what you notice has changed as a result of the 'miracle'.

For example:

- *What will be different?*
- *How will you know?*
- *What will be the first thing you notice?*
- *Who else will notice?*
- *How will you know that they have noticed?*
- *Who will notice first?*
- *What might happen?*
- *What small signs have you already noticed?*

The next miracle question



Now you know what needs changing - how are you going to start?

What will you do to make a small improvement?

Try this!

If you went to sleep tonight and there was a miracle, and ALL your problems disappeared

.....

Scaling



Think again about the problem you discussed. On a scale of 0-10, where would you put it?

0 1 2 3 4 5 6 7 8 9 10

With your partner, take a total of 8 – 10 minutes to ask each other the following questions in turn:

- *What would you notice was different if, the next time you looked at it, the score had moved up one or two points?*
- *How you have managed to avoid giving a score of 0?*
- *Why is your score not one less?*
- *What will be different when the score moves towards 10?*
- *Who will notice the difference?*
- *What would need to happen to move up one or two points?*

Other solution focused approaches

- **Goal setting** - *What do you want to do?*
- **A good day** - *How do you know if you're having a good day?*
- **Exception finding** - *Tell me about the times when it doesn't happen?*
- **Building on strengths** - *When you faced this sort of problem in the past, how did you resolve it?*
- **Commitment** - *What would be good enough?*
- **Other perceptions** - *Where would your friend say you are today?*
- **Managing** - *What are you doing to stop things getting worse?*

Activity – A case study

Applying solution focused approaches in a real situation

You are a facilitator running Session 9 for a group of staff in a school. Some of them are under-confident and the group have not settled in very well.

You start Activity 9.1 - *Skills, knowledge and understanding for conflict resolution* and two of the group say that it is not the responsibility of subject teachers to teach pupils how to behave, that is the job of parents. Others agree and the group start discussing the activity negatively.

You decide to change the activity and use some solution focused approaches to help the group approach the activity more positively.

- Using section 2.3 of the Facilitator Reference Guide discuss which solution focussed approaches could be most effective and how you could use them to get the group thinking more positively.
- Share your ideas with another table group to see if you agree or if there are equally good alternatives.

Solution focused approaches



“We can't solve problems by using the same kind of thinking we used when we created them.”

Albert Einstein