

解困之道—尋解面談治療法



尋解面談的背景及發展

- Steve de Shazer 及其妻子 Insoo Kim Berg 等人於七十年代後期創立“短期定庭治療中心”
- 八十年代末期引入香港
- 1992 年理工大學把這治療模式引進社會工作深造文憑和碩士課程中
- 廣泛應用於家庭服務、外展、學校社會工作、社區發展、青少年綜合服務及精神病患者康復服務等。

尋解面談的主要特色

Koss and Butcher (1986) , Bloom (1992 , 1997)

1. 有限的時間
2. 有限的、明確的、合理可行的輔導目標
3. 謹密的合作關係
4. 迅速的介入
5. 鼓勵案主表達感受
6. 維持清晰的面談焦點

尋解面談的基本假設及輔導模式

1. 相信案主有足夠能力和資源去解決自己的困難，而不把案主看成一個有問題和有缺憾的人 → 不斷發掘案主的潛能。
2. 不執着於問題的定性和成因，問題的診斷和評估。
3. 以現在及將來為焦點，與案主謀求一個可行的目標或方向。
4. 從案主的強處及成功經驗出發，增加案主應變及解決問題的能力。
5. 通過工作人員與案主的“談話過程”，對問題重新建構解決問題的方案。
6. 提供足夠空間，讓案主表達對(負面)行為及事件的理解和感受，並關心及引導他們期望的轉變。

三個基本立場

1. 非理論性 (atheoretical)
2. 非規範性 (non-normative)
3. 以案主為中心及主導 (client-determined)

三條黃金定律

1. 如無破損，且由得他 (If it ain't broken, don't fix it.)
 - 工作人員不應以自己的標準和意願，將問題強加於案主，要視乎案主的觀感，以有沒有案主的邀請為準，決定應否介入。
2. 如見成效，繼續嘗試 (If it works, do more of it.)
 - 留意案主成功的經驗，鼓勵他/她繼續嘗試，推動其積極及有效的行為，加強案主改變的決心。
3. 努力無效，另尋他法 (If it doesn't work, do something different.)
 - 當以往的方法無效時，要作出反省及檢討，改以其他方法解決問題。

五組問句

1. 詢問面談前的轉變 (Pre-session Change Question)
 - 研究指出，約三分二的案主回答說事情有某些改善時，工作人員可跟進及鼓勵案主作更詳細的描述，從中可找出不少解決問題的線索。
2. 詢問例外情境 (Exception-finding Question)
 - 例：「什麼時候你的兒子會主動做好功課？」
「有什麼情況，同學們取了你的文具，你也不會 他一頓。」
3. 奇蹟問句 (Miracle Question)
 - 以假設性問句，引領案主至將來問題已解決的時刻，描述當下的情境或自己的行為表現會是怎樣的 (VAK)。
 - 例：「假如有一個奇蹟，幫你解決了跟 老師 / 女兒 / 丈夫 關係上的問題，你想像你和 xx 的相處會怎樣的呢？」
4. 刻度問句 (Scaling Question)
 - 例：「你現時課堂的表現 / 夫妻關係 / 親子關係，可用甚麼數字來描述？」
(1- 10 分，以十分為最高)」
5. 應付問句 (Coping Question)
 - 當案主訴說前途一片灰黯，自己一事無成，感到極大挫折時，工作人員相信案主仍能努力堅持至今，總有辦法應付問題，或防止問題繼續惡化，這組問句其實也可激發案主跳出「專向負面向」的習慣，嘗試用正面的句子去帶動積極想法。

尋解面談之應用

例：我丈夫永遠不會幫忙做家务!

這段婚姻真失敗，都是我不懂得博取丈夫的歡心!

兒子太頑劣了，全是因為我教導無方!

過去我所做的一切都是白費的，我真是一無是處!

回應：

基本輔導技巧

- 聽你的描述，感覺到你丈夫及兒子的表現令你很不舒服，甚至可能有些沮喪，不知應怎樣面對..... (初層次同理心反應)
- 我看到你已付出最大的努力，但是事情的發展並不能完全由你控制，到目前為止，你還未看到你過往所作出種種努力的成果...(初層次同理心反應)
- 我相信你在婚姻及管教上，一定有些不愉快的經驗，可否說多一點？(鼓勵表達)
- 很多妻子或母親，遇到婚姻困難，兒子頑劣，都會懷疑自己是否一個好妻子、好媽媽。(外化、普遍化)
- 你好希望丈夫能分擔你一點家務，兒子「聽聽話話」.... (高層次同理心反應)

尋解面談輔導技巧

- 目前來說....你最想得到改善的是什麼？(目標導向)
- 如果你對目前的困難給一個分數，由一至十，一分最低，十分最高，你會給多少分？(刻度問句)
- 如果困難改善了，情況會是怎麼樣的？(奇蹟問句)
- 有沒有一些情況(在什麼情況下?)，丈夫及兒子的表現令你表現滿意？是什麼表現？(例外情境問句?)
- 你做了什麼他們會有這樣好的表現？(應付問句)

回應練習

1. 案主：我的兒子不能停下來，太活躍，無法控制自己，沒有方法令他安靜下來，我很擔心，懷疑他心理不正常！

工作人員：_____

(請試用基本輔導技巧回應)

2. 案主：我和妻子經常為小事吵架，並且一發不可收拾！

工作人員：_____

(請試用基本輔導技巧回應)

3. 案主：我希望改善和兒子的溝通。
工作員 (請試用基本輔導技巧回應)：

4. 案主：我希望丈夫待我好一點。
工作員 (請試用基本輔導技巧回應)：

5. 一位家長怒氣衝衝向你說：「我個仔小學初小時成績都不錯，升上了四年級後，成績日漸退步，每天都要做大量功課，做來做去都做不完，他說很多都不懂，我又不懂教他；近來更無心做作業、溫習。你們學校究竟為什麼要給學生這麼多功課，上堂怎樣教書的，為什麼他無心向學？」

請試以綜合技巧與這位家長進行一次簡短面談：

尋解面談法應用 – 一個例子

內容	分析
<p>背境</p> <p>不笨是四年級的學生，他的爸爸眼見兒子的學業成績差了，功課較以前艱深，每天做功課至深夜，自己又不懂怎樣教他，故此向老師投訴學校功課多，並使他孩子無心向學。</p>	<p>這是爸爸他本人的問題，他有責任去處理之，不能把責任假手於人。</p> <p>在處理其情緒上，老師可作一個積極的聆聽者。在解決問題上，老師可探索有沒有一些案主個人的內在資源及社區上的外在資源可運用，以協助其解決問題。</p>
<p>面談過程</p>	
<p>家長：(怒氣沖沖) 我個仔不笨讀初小時成績不錯，升上四年級後，成績日漸退步，每天都要做大量功課，做來做去做不完，他說很多都不識做，我又唔識教他；近來佢更無心做作業，溫習。你們學校究竟為什麼要給學生這麼多功課，你們上堂是怎樣教書的？弄得佢無心向學？</p>	<p>家長持有很多「非理性」的想法（自己未必盡過力幫助孩子，卻抱怨學校「教不好學生」。</p>
<p>教師：見到個仔成績差了，功課跟不上，你好憂心，不知所措，想找出問題在來幫助他，是嗎？</p>	<p>[高層次同理心] (教師的回應是處理案主的問題而非他的「非理性」想法。</p>
<p>家長：梗係啦，如果唔係都唔駛來找你啦！</p> <p>佢以前做功課都係 9:00 前做晒，而家無 12:00 都做唔晒，功課深咗，我又唔識教佢，晚晚搞到佢見到功課就喊，你教我點做！</p>	
<p>教師：聽你咁講，不笨以前都好乖，而家做功課情況沒以前咁理想，要 12 點後才做完。但係自升上四年級後佢係咪每次都要做成 12 點鐘，有沒有試過邊日唔駛做到咁夜？</p>	<p>[簡述語意]技巧</p> <p>[詢問例外情境]技巧</p>
<p>家長：唔...有一次咁多。</p>	
<p>教師：你做了什麼令佢有好的表現？</p>	<p>[應付問句]技巧</p>

家長：嗰次我用海馬公園‘大佢’，話如果佢唔係 10:00 前做晒功課，第二日就無得去海馬公園，佢咪做得晒囉！	
教師：照你咁講，不笨其實都有能力，也試過早做完功課，只要你給他有足夠的外在刺激，吸引佢。	對學生的能力及家長的方法作出肯定
家長：但係我唔可以餐餐帶佢去海馬公園呢！我又要搵食，自己又無讀過書。晚晚陪佢做功課做到深夜，沒街去，又無得睇波... 但仲係搞唔掂佢晚晚喊，我又忍唔住鬧佢，迫佢收聲，做功課，搞到我兩父子的關係越來越差，我都唔知點算，我真係唔識做老豆！	自貶句子，減低自己的不安。 負面地描述問題 表現無能句子 較正面的家長可能會以正面的想法和語言代替之，積極去尋找一些與他處境、能力相約，但能有效地處理孩子學習問題的家長之想法和做法。
教師：其實不少家長在孩子讀升上四年級時見到孩子做功課的時間長了、表現差了都會很擔心。 我見到你都好錫個仔，好關心佢，你已付出很大的努力，只係事情的發展並不能完全由你控制，也暫時看不到自己努力的成果。	[外化—普遍化] 技巧 [欣賞、鼓勵] 技巧
家長：唉.....	
老師：其實，情況未必如你所想的咁差，如果你就不笨的學業困難給予一個分數，一至十，一情況最差，十情況好，你會給他什麼分數？	【刻度問句】技巧
家長：唔...四分左右。	
老師：假如不笨的學業情況得到改善，情況會是怎樣的？	【奇蹟問句】
家長：佢能夠自己應付功課，不用每晚做到深夜；佢上堂會留心，不用回家後茫無頭緒，每事問。	

<p>老師：其實，老師都好想見到不笨的學業情況有這樣的改善。我也相信不笨有能力讀書，只是未能好好發揮。才先生，你有沒有想過為不笨定立一個獎勵計畫，刺激一下佢的上進心，好似你上次令佢在 10:00 前做完功課？</p>	<p>【從案主成功經驗出發，以現在及將來為焦點，與案主謀求一個可行的方案】</p>
<p>家長：即係點呀？</p>	
<p>老師：或者，你可以與不笨共同定立一個作適的時間表，要他每日在指定的時間 (如 10:30) 前完成功課。若佢可以做到，你便給他一個積點，集齊一定數量的積點，便可給他選擇進行一項他喜愛的活動。而老師在學校亦多留意他的表現，見到他積極學習，留心上課，便在他的手冊上記錄，你看到亦可給他一個積點，以示獎勵。我們可試行獎勵計畫兩星期，看看不笨的情況，再修訂。希望在家長與老師合作下，可以幫到不笨改善學習情況。才先生，你對這個獎勵計畫有什麼意見嗎？</p>	<p>【如家長同意，計畫也見成效，則繼續嘗試；如努力無效，另尋他法。】</p>

參考書目

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— 完 —

Solution-focused Therapy by Insoo Kim Berg

20 MINUTE INTERVIEW

1. Referred client

Whose idea was it that you come to see me?

What will convince _____ that you don't need to see me?

On a scale of 1 to 10 (1 being the worse, 10 the best) where would you rate yourself at this time? Where _____ would rate you on the same scale?

Where _____ would like you to be at?

How important is it for you to make these changes (scale of 1 to 10)?

How willing are you to work at it?

2. Self-Referred Client

What has to be different as a result of your coming and talking to me today? (Turning complaint into a goal). "All my friends are turning against me" into

"So you would like to have more friends who are on your side?"

When was the last time you did this, even a little bit (or a short time)?

How did you do this? (What would your best friend say you did this?)

What would it take you to do this again?

What needs to happen to move up a single point on the scale?

What would other say you need to do to move up on the scale?

3. Miracle Question

Suppose a miracle happened while you were sleeping and the problem that brought you here is solved. What would you be doing differently?

Who would be the first to notice you are doing things differently? What would he/she notice different about you then?

When was the last time it happened, even a little bit?

How did you do that?

What would it take you to do it again?

If you were to pretend, even a little while, that a small portion of the miracle had occurred, what one or two things would you be doing differently?

4. Questions for the Referring Person

Support and agree with the teacher, acknowledge his/her hard work with the child, frustrations and the effort that already has gone into making progress (if true).

What special qualities do you see in this child that tells you that he can do it?

How would you rate the potential for this child for change for the better?

What is the minimum change this child has to make?

Tell me a bout the last time when the child was even a little more like he should be.

How do you suppose that happened?

On a scale of 1 to 10:

Where would you rate the present behavior of the child?

Where is the highest rating the child has achieved?

Where would you rate this child's potential for change?

What is the first small thing I can do to be of help to you?

5. Steps to Homework and Closure of the Session

Agree with and use client's words and world view

Compliment whenever possible

Suggestions toward solutions that can begins with

since you believe (think, feel) that . . .

Because (it is not your fault . . .)

I agree (I can see it seem like others are picking on you . . .)

to the referring person:

"I appreciate your (concern, frustration, worries . . .) regarding Jimmy, therefore, it would be helpful in my work with Jimmy if you can (think about, watch for signs of, keep track of) and tell me what difference it makes for Jimmy. I will (talk with Jimmy, his parents, assess his motivation, check into resources, depending on their idea/view of what I can do to be of assistance to them.)

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Solution-Building Procedures

Insoo Kim Berg

1. What needs to be different with _____ (complaints)?
(Goal negotiation – miracle question)
2. What do you know about your _____ that tells you that this can happen? (Exception find questions)
3. When was the most recent time when this happened?
(Exceptions)
4. How close to your goals have you moved so far?
(Scaling questions)
5. What is the next small step you need to take toward your goal?
(Scaling questions)
6. How confident are you that you can maintain the level of success achieved so far? What significant others would scale your level? (Scaling questions)
7. Termination.

Useful Questions for Working with Involuntary Clients

1. Whose idea was it that you need to come here?
What is your understanding why you are here?
2. What makes ____ (pressuring person) think that you need to come here?
What does ____ think you need to do differently?
What does ____ think is the reason you have this problem he thinks you have?
3. What would ____ say that, at a minimum, you have to do differently?
What do you have to do to convince ____ that you don't need to come here?
4. When was the last time that you did this (what the client said ____ said needs to be different)?
What was different in your life then?
How did you manage to do this?
What would ____ say s/he noticed different about you then?
5. Suppose you were to decide to do that again, what would be the first small step you would take make it happen again?
How confident are you that you could do that again? (Scales)
What would ____ say the chances are that you will do this again?
6. Suppose you were to decide to do this, what would be different between you and your ____ (important person)?
What would your ____ (important person) say how that will be helpful to him/her?
7. Suppose you were to decide to do this, what other differences would it make in your life?
What would be going on in your life then that is not going on now?
8. How will know when you have done enough?

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List of Questions Lead-In

The most difficult part of mastering new concepts and skills used in SFBT is like learning a new language and learning to think differently. The following are some suggestions to make you feel comfortable using Solution-building conversations.

Wh Questions (What, Who, Where, When, Which, and How)

What does ____ expect to come out of your coming to this meeting?

What needs to come out of this meeting so that you can say this is helpful?

Which part do you agree with and which part do you disagree with?

What tells you that you are at 5?

Tell me about the times when you are more productive? What is different then?

What do you know about him/her that tells you that he/she can do this?

What difference is it going to make in your ____?

How would that be helpful to you?

What has been changed, even a little bit, since you made this appointment?

Tentative Language (Perhaps, it seems, suppose, it appears, it sounds like . . .

I am not sure about this, what do you suppose . . .

Do you suppose . . . ?

It sounds like what you really want is . . . to be more hopeful about yourself.

I'm not it will happen, but suppose, just suppose your son changed . . . How would that be helpful to you? What difference would it make to your relationship?

What will change in your ____ (depression, fighting, drug use, etc)?

Relationship Questions

What would your best friend (boss, mother) say you are like when you are calmer?

What would ____ notice different about you that will tell her that things are better?

What would your daughter say she likes best about your being sober? (Not What your daughter would say she hates about your being drunk?)

Personal Meaning and Language

You are clear about not doing drugs. What about it that is so important not to do drugs?

You must have a good reason to . . . ?

So, how would that be helpful for you to (not go to work, stay in bed, drink more . . .)?

What Else?

What else would it take for you to stop drinking and stay sober?

What ____ would say it would take for you to stay sober?

Building Solutions with Mandated Clients

Insoo Kim Berg

Self Check – Set aside your personal biases against the client, if any.
Set aside whatever you may heard or read about the client from others. Be open to hearing the client’s point of view.
Find a way to maintain “a not-knowing” postures.

I. Assess the Person, Not the Problem

A. Connect with the person by:

- find out what is important to the client
- find out the person’s aspirations and dreams
- find out who is important to this person

B. Find out how to face the problem together with the client by:

- putting your self “one-step behind” the client (or side by side).
- Find out what the client is able to do toward what he wants (exception finding questions)

II. Collaboratively Negotiate for Sustainable Solutions.

- A. Find out the details of what the client wants (not what he does not want)
- B. Past and recent successes in different social contexts (exceptions)
- C. What does the client need to do to repeat the exceptions? (Scaling)
 - Ask “How did you know to do that?” “How did you do it?”

Useful questions: open-ended, miracle questions, exception-finding, scales

II. Helping the Client to Assess His/Her Own Progress Toward Own Goals

- A. Ask many variations of scaling questions
- B. Ask what is the next small step to achieve the desirable small level
- C. Find out how significant others would rate the client’s progress
- D. Ask what it will take to get there (toward 10)
- E. Ask relationship questions (What would _____ say where you are at?)

Useful questions: Scaling, relationship questions, look out for exceptions.

Working Assumptions about Parents

Until Prove Otherwise we Believe all Parents Want to:

- **be proud of their child**
- **have a positive influence on their child**
- **hear good news about their child and what their child is good at**
- **give their child a good education and a good chance of success in life (however they define it)**
- **see their child's future is better than theirs**
- **have a good relationship with their child**
- **be hopeful about their child**
- **feel that are good parents**

Working Assumption about Children

Until Proven otherwise we believe that all children want to:

- **have their parents be proud of them**
- **please their parents and other adults**
- **be accepted as a part of a social group**
- **be active and involved in activities with others**
- **learn new things**
- **be surprise and surprise others**
- **voice their opinions and choices**
- **make choices when given an opportunity**

(Insoo Kim Berg, 2002)

Case Presentation/Consultation Outline

I. General Posture that Participants Bring:

- Curiosity and discovery of client and practitioner competence
- Solution-Focused language use during case discussions
- Bring in the client's perspective into discussion
- Referral information is another perspective – not written in stone

II. Case consultation/staffing outline:

- Brief description of what the client/referring agent wants from this contact?
- What would the client say you have done that's been helpful so far?
- What would the client say are the signs of successes?
- What are signs of success for the agency/program/therapist?
- What tells the client/program that s/he can accomplish these goals?
- What has been accomplished toward the goal so far?
- What is the next small step to move toward 10?
- How will client/practitioner know it is good enough to close the case?
- What did we learn from this case discussion?

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