

VÄSTERÅS

2012

**MICROANALYSIS AND
SOLUTION FOCUS**

One of my favourite quotes

"Influence is inherent in all human interaction. We are bound to influence our clients, and they are bound to influence us.

The only choice is between doing so without reflection, or even with attempted denial, and doing so deliberately and responsibly."

John Weakland

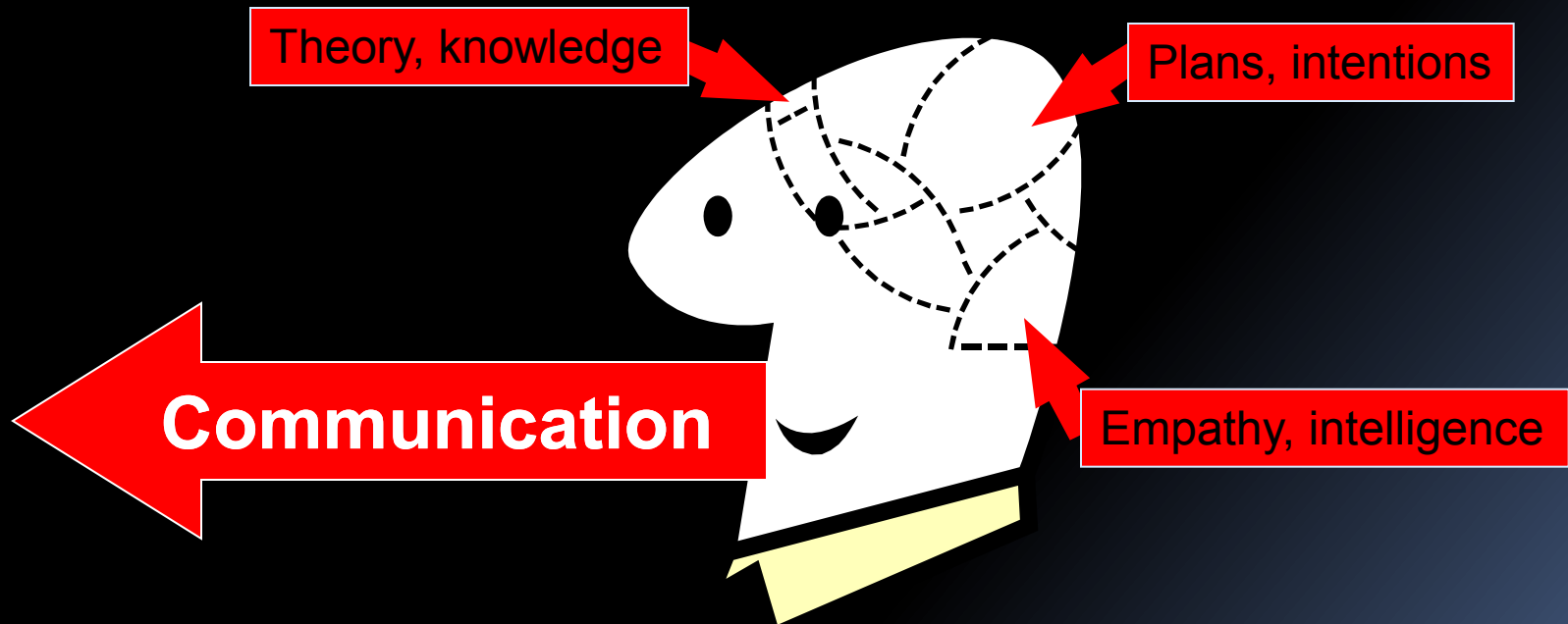
Trying to make Co-construction visible

- Janet Beavin Bavelas, (Victoria, Canada)
- Harry Korman (Malmö, Sweden)
- Peter De Jong, (Grand Rapids, Michigan)

and since 2010

- Sara Smock, Texas

Why study therapists' communication?



The tool of the psychotherapist is communication

Researching Co-construction

- Lots of talking about and very little systematic investigation of how co-construction happens in therapeutic conversations
- Potential contributions of doing this research
 - Improved treatment manuals
 - Improved training via specific principles & examples
 - Improved supervision

PLAN

Intro

Language

Common ground and grounding

Questions

Formulations

Grounding cycles

Connecting SFBT to Research on Language

“One of the first things that is obvious to an observer of any therapy session is that clients and therapist are having a conversation; they are using language. And yet the fact that *doing* therapy involves using language has been, in effect, hidden away like Poe’s *Purloined Letter*. The fact that *doing* therapy involves using language was always already right on the surface of things but somehow overlooked.”

de Shazer & Berg, 1992, p. 71

Cognitive Constructivism & Social Constructionism

- **Share**
 - Objective reality is not knowable
 - Peoples' meanings & understandings are constructed
- **Differ**
 - **Cognitive Constructivism**
 - Psychological
 - Emphasizes the role of cognitive ordering processes & structures (schemas about self), neural feedback & feedforward mechanisms, & human development ... in the construction of people's meanings
 - **Social Constructionism**
 - Social ; interactional
 - Emphasizes the role of language, narrative, and cultural context ... in the construction of peoples' meanings

Clark's Collaborative Model (e.g., 1996)

Contrasts two views of dialogue

Individual Process

- i. The speaker delivers his or her information
- ii. The listener just attends and decodes
- iii. They take turns: dialogue is alternating monologues
- iv. Communication is a one-way process:



Mutual Process

- i. Speaker and listener produce the information together
- ii. Speaker and listener collaborate, moment-by-moment, to ensure mutual understanding.
- iii. Dialogue is uniquely different
- iv. Communication is a reciprocal process



Two views of communication in psychotherapy

CBT, MI (and others)

- Communication is transmission of information.
- The therapist uses communication to assess the client's problems and initiate change.
- The therapist's influence is direct and global.

Solution Focused

- Communication is inevitably collaborative and co-constructive.
- Problems, goals, solutions and change are collaboratively constructed in language
- The therapist's influence is in the micro-process.

Said differently

CBT, MI (and others)

- The problem is in the client's head.
- The solution is in the therapist's head.
- Therapy is transferring the solution from the therapist's head to the client's head

Solution Focused

- Problems, goals, solutions and change are collaboratively constructed in language
- The therapist's influence is in the micro-process.

Communication is a micro-process

Example: Steve de Shazer excerpt

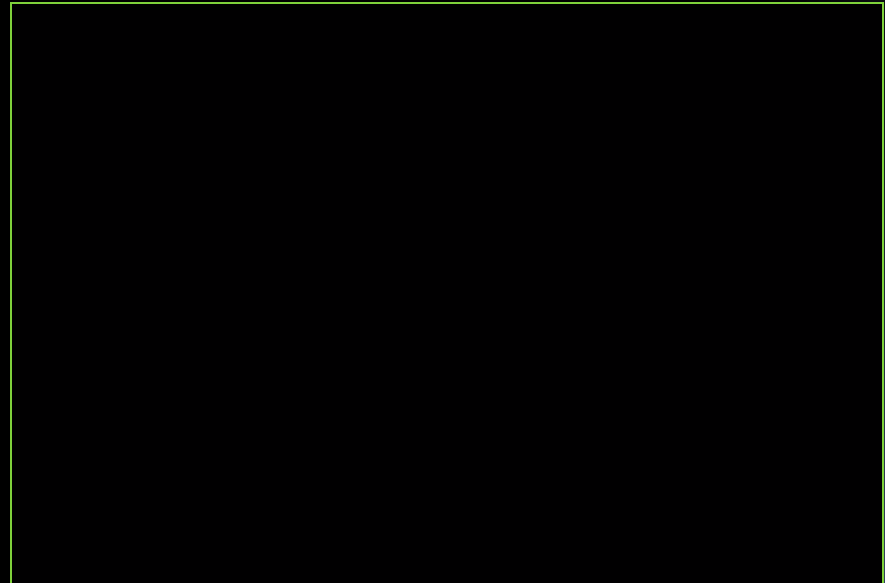
Steve: So, OK, what-what brings you in?

Client: Well, right now I'm dealing with a drinkin' problem.

Steve: : Mhm. [Yeah] OK. And, uh--

Client: Sometimes I drink--

Steve: : You say "right now."



Communication is a micro-process

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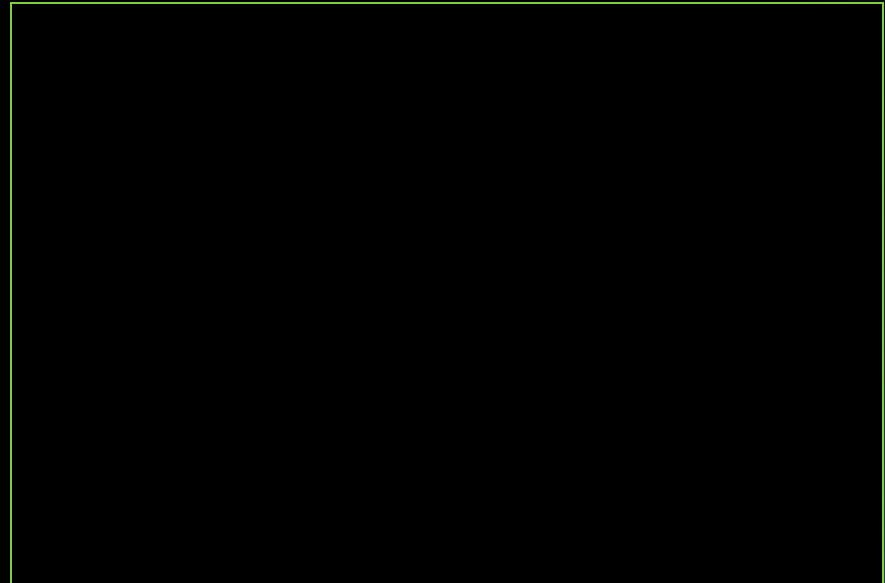
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Communication is a micro-process

Example: Steve de Shazer excerpt

Steve: So, OK, what-what brings you in?

Client: Well, right now I'm dealing with a drinkin' problem.

Steve: : Mhm. [Yeah] OK. And, uh--

Client: Sometimes I drink--

Steve: : You say "right now."

Client: Well, I been dealin' with it, but right now, I just feel that, it's the time of my life to really get into it, do somethin' about it. Because I have been in treatment in the past.

Steve: OK



SFT and co-construction

Thinking about “co-construction” fits with SFT:

- The therapeutic reality (a version of the client’s life) is created during the session
- Both therapist and client contribute to this
- Language is the key process

However,

- We lack details of this process
- The language processes are not sufficiently well defined for research

Basic research in communication has contributed

- Details of communication
- Methods of analysis

Co-construction

- The key concept of social constructionism
 - “... clients’ descriptions of themselves & their problems are tentative & changing from moment to moment.”
 - “Working with language and the reconstruction of meanings is the main way of generating change in clients.” (C. Franklin, 1998)
- Co-construction is the conversational process of creating new and altered client meanings between therapist & client(s)
 - Meanings as deconstructed ... constructed ... negotiated ... built ... co-constructed

Said differently and perhaps simpler

- The version of the client's life that is created in the therapy room may or may not have something to do with the client's life.
- We can't know anything about the client's life. We can only know the created version
- Basic assumptions/hopes for all kinds of therapy
 - The version created in the therapy room is in some ways influenced by what is going on in the client's life and
 - The client's life outside the therapy room is influenced by the version created in the therapy room
- We are behaving as if the version is the client's life

MY PLAN



Introduction
Language
Common ground
Questions
Formulations
Grounding cycles

AN INTERACTIONAL MODEL OF QUESTIONS AS THERAPEUTIC INTERVENTIONS

McGee, Dan; Vento, Agustin Del; Bavelas, Janet Beavin
1 October 2005
Journal of Marital & Family Therapy 371
Volume 31; Issue 4; ISSN: 0194472X

Naming and generalization

- Specific approaches have classified questions with names like
 - “open”, closed”, “circular,” “triadic,” “externalizing,” “future-hypothetical,” “ranking,” “interventive,” “experience of experience questions,” “miracle questions“, “exception-questions” etc
- Very little attention paid to how they work.
- How does phrasing, the choice of words, the implications of these questions, etc. contribute to the transformation of personal difficulties?

Two views on Questions

Seeking or creating information

- Questions simply seek information (language as a conduit for information)
- Questions are interventions (they are one part in the collaboratively created information)
 - Watzlawick, Weakland, & Fisch, 1974
 - Haley, 1976
 - Selvini-Palazzoli, Boscolo, Cecchin, & Praia, 1980
 - de Shazer et al., 1986
 - Epston & White, 1992

Functional analysis of questions can be made by looking at

- The process initiated by a therapeutic question
- How questions affect the answerer and subsequent discourse
- By using an interactional view of questions and
- By seeing questions as both information seeking and as introducing new information

Important principles to understand how questions work

- Adjacency pairs (Goffman, 1981; Schegloff & Sacks, 1973),
- Presuppositions (Dillon, 1990; Clark & Schober, 1992),
- Bridging inferences (Clark & Schober, 1992), and
- Common ground

Adjacency pairs

- When a question is asked - one responds
What's your name?
Harry
- When the question is answered the "turn" returns to the questioner
What kind of work do you do?
- Can be used to interrupt
- Can be and are generally used to direct the conversation in a particular direction (deliberately or not)

Adjacency - When a question is asked one responds

Th: ... *which part do you think should we start with - we pick out one thing and start developing from there?*

Cl: Uumh. Probably, the part of people taking me more seriously.



Principles to understand questions

- Adjacency pairs (Goffman, 1981; Schegloff & Sacks, 1973),
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Presuppositions

- A question **constrains** the recipient to answer within a framework of presuppositions set by the question.
- In doing so, the answerer **contributes** to the perspective imposed by the question and accepts the presupposition as a shared perspective / common ground.
 - If the question presupposes problems and difficulties, the client will provide evidence for this view/version of his or her life.
 - If the question asks about the abilities and solutions, the client will provide evidence of this version.

People tend to accept presuppositions

- If the answerer were to evaluate each idea or concept presupposed to exist as common ground, conversation would slow to a crawl.
- It is impractical and uncooperative to comment explicitly on embedded presuppositions.
- The embedded presupposition is simply accepted
 - “How come you were able to figure out what to do to make things better in your life?”
 - “Because I am smart”

Example: Luigi Boscolo

Client: I used to be promiscuous but I'm not any more.

Th: What made you decide to change, from being promiscuous to not being promiscuous?

The presuppositions ?

- The client decided to change
- Something made the client decide to make the change

Other questions/possibilities ?

- Boscolo's choice of language (e.g., "decide") presupposed the client as the agent of change in his life
- Invited the client to join in this construction by providing answers that would document his agency

A presupposition by Szabo

Th: Ok, well I imagine, being the considerate person you seem to be, you must have given it some sor.... uhm.. maybe you've tried some things already

Cl: Uhum

Th: Out of the things that you have tried for this to happen, which has been working best so far?*

Cl: I think persistence has been working best, that when I, when I've seen something that I wanted for myself and my business and my company I have just been dogged about going after



* **“this”** is a deictic reference to “being taken more seriously” that the client said in his previous utterance

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The question constrains and orients

- The topic of the answer is often fixed by the presuppositions in the question and sometimes by the *formulation*
- Many questions orient to a particular aspect of the answerer's life

P: Ok, ..., you mentioned you are **working with two colleagues**,...

Cl: Uhum.

P: ... *how would they notice, if this being more persistent*, this being, you know others taking you more seriously, *how would they notice?*

J: I probably wouldn't call them once a month and tell them that I was quitting

Th: Oh

J: I would probably end that practice.

P: Ah ok, so you would end that practice *and what would you be doing instead with them?*

J: Uhum, I'd be planning for the future and planning for the next, rather than the next day, the next year, two, three, four, five years to come



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What are the
presuppositions?

Presuppositions can be “wrong”

People sometimes do not accept the presuppositions



About 20 minutes into the session. Signposts of the miracle happening

Presuppositions are malleable and can be corrected

P: the plan for the plays and hiring someone. Which one would you like to start with to look at a little closer?

J: Ahm, I think hiring someone

P: Hiring someone, ok, so my question is, **how did you manage to do that?**

J: Oh I haven't yet, but I know that within the next 6 months I will hire



About 20 minutes into the session.
Signposts of the miracle happening

Presuppositions are malleable and can be corrected

P: ...how did you manage to do that?

J: Oh I haven't yet, but I know that within the next 6 months I will hire

P: Ok, and you have taken the decision right, that's what you've said is a signpost.

J: Right

P: How did you manage to make this difference?



About 20 minutes into the session.
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J: Right

P: How did you manage to make this difference?



About 20 minutes into the session.
Signposts of the miracle happening

The answers are owned by the client

- The client must provide information that the therapist does not have (answer the question)
 - So - the client “discovers” and presents the facts that fit with the embedded presuppositions.
- So - whether the client presents abilities and positive qualities or disabilities and pathology,
 - The client provided the facts that made the presupposition true
 - The client has been intimately involved in the construction of this version of their life.

P: If I were to ask your landlord what he noticed about you that made it very clear and obvious to him that **this is a guy to be taken seriously**. What could he possibly have noticed?

J: Ahm..that I was always waiting for information and when I was told that it was given to me I was right at his door - that I was persistent in what I wanted to accomplish...and didn't let anything fly....that I didn't give an inch until it was time to give an inch.... Etc. etc.



P: If I were to ask your landlord what he noticed about you that made it very clear and obvious to him that **this is a guy to be taken seriously**. What could he possibly have noticed?

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- Common ground

- The answerer needs to make sense of the question whether it is:
 - Suppose a miracle happens...
 - What brings you in....
 - How can I be helpful ...
 - Tell me what things I can help you with here today ?
 - What needs to be different as a result of talking with me for you to be able to say that it was useful seeing me?

Making sense - a therapy example

In an interview with a woman who described her husband as having a "temper problem" and of being "controlling" and "critical all the time." (therapist Dan McGee)

Therapist: Why do you think things are not worse?

Client: What?

Therapist: Why do you think things haven't gotten even worse, say to the point of violence?

Client: I don't know. They're pretty bad you know.

Therapist: Um hum. But what do you think has prevented a total breakdown.

Client: Well, I think down deep we really do care about each other.

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Common ground

- **Common ground is “agreed-upon knowledge, agreed-upon beliefs, and agreed-upon assumptions”**
- **Some pre-existent**
 - Dialogue would be impossible if there was none
- **Some jointly created/checked in dialogue**

Clark, Herbert H.; Brennan, Susan E. (1991), "Grounding in communication"
in Resnick, L. B.; Levine, J. M.; Teasley, J. S. D.
Perspectives on socially shared cognition
American Psychological Association

Presuppositions build

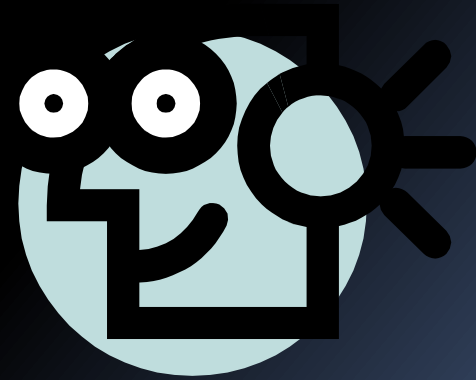
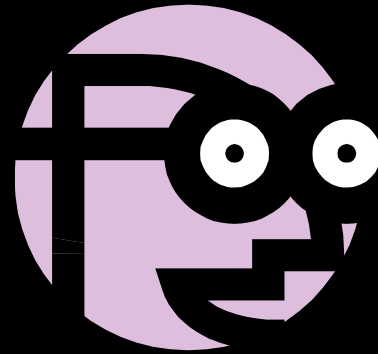
- Presuppositions presuppose common ground
 - What is your name?
- When an embedded presupposition is "proved" (the "facts" come from the client) it has become more "common ground" - shared and agreed knowledge between the partners in the dialogue

Presuppositions build

- As a conversation moves rapidly ahead, it becomes increasingly difficult to return to earlier embedded presuppositions that has become common ground

- End questions

MY PLAN



Intro
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Formulations

- What are formulations?
- Examples of formulations in SFT, CBT, MI, Narrative and their effect
 - Identifying formulations
 - What formulations do
- Our research
 - Quantitative data
 - Qualitative data

An everyday conversational practice: **Formulation**

In everyday ordinary dialogue, one person often talks about or comments on what the other person just said or said earlier

- Specifically, the person might “describe, explain, characterize, summarize, paraphrase,” etc., what the other person says.

(adapted from Garfinkel & Sacks, 1970)

- Can have the grammatical form of a question but do not ask for other information than confirmation of understanding
- Is not a “not-knowing question”
- Words that often mark what follows as a formulation
 - Are you saying that ...
 - So ...
 - In other words ...
 - Rulebook 30 pages

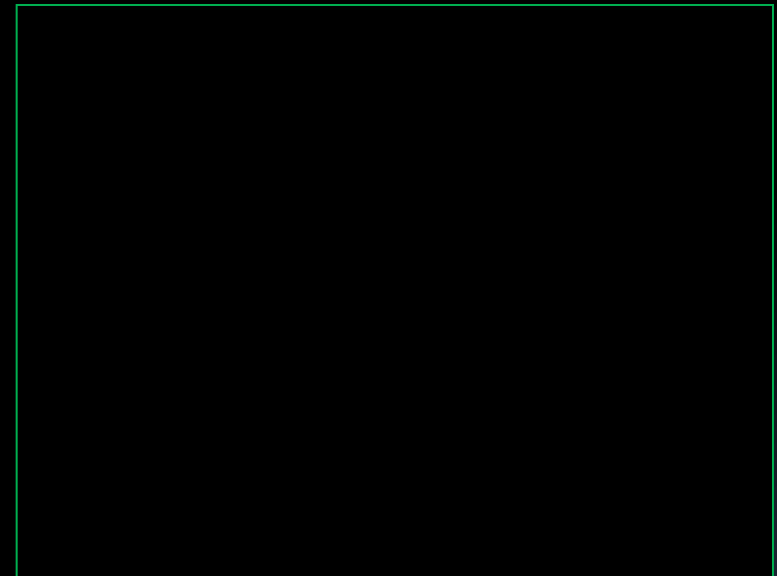
In therapeutic dialogues ...

- Formulations are called *echoing, summarizing, paraphrasing, reflecting, mirroring*
- Generally seen as passive, neutral, non-directive
 - Except when they are used as therapeutic tools
 - then called *reframing, relabeling, normalizing.....*
- We propose that formulations are **always active and co-constructive**
 - Reflects the therapist's theoretical model
 - By making them explicit we hope that therapist's will use them more deliberately and precisely

Example:

de Shazer,

“Coming through the ceiling”



C: Well essentially I haven't been sleeping, (T: Um huh) and um, and the reason for that is that there is a young man who lives upstairs from me who has some sort of a, like, electric machine? or a laser machine? or I'm not sure, but he is able to beam some sort of shock waves or something like that down from his apartment to my apartment (T: Um hum) so he prevents me from... from getting a good night's sleep. (T: Um hum) So, I'm here, I mean, the other, you know when I was in the hospital they tried to give me sleeping pills, I did actually get some sleep then, but the trouble is I can't sleep when I'm at home, so I'm (T: Um hmm) getting kind of desperate to get some help (T: Um hmm) and just the kinds of things I've been doing with my therapist haven't really helped, I haven't really felt them help. So I am hoping that you will have some ideas.

Th: Um hmm. Okay, so you say you're not sleeping, or not sleeping very well...?

The formulation



C: Well essentially I haven't been sleeping, (T: Um huh) and um, and the reason for that is that there is a young man who lives upstairs from me who has some sort of a, like, electric machine? or a laser machine? or I'm not sure, but he is able to beam some sort of shock waves or something like that down from his apartment to my apartment (T: Um hum) so he prevents me from... from getting a good night's sleep. (T: Um hum) So, I'm here, I mean, the other, you know when I was in the hospital they tried to give me sleeping pills, I did actually get some sleep then, but the trouble is I can't sleep when I'm at home, so I'm (T: Um hmm) getting kind of desperate to get some help (T: Um hmm) and just the kinds of things I've been doing with my therapist haven't really helped, I haven't really felt them help. So I am hoping that you will have some ideas.

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How does a formulation transform what the client said?

- It often **preserves** some of the client's words. **exactly** or **deictically** (e.g., as "it" or "that" or "then" etc)
- It usually omits some of the words.
- It may preserve what the client said **in altered form**
rephrasing; synonym
- It may **add** to what the client said
usually interpretation

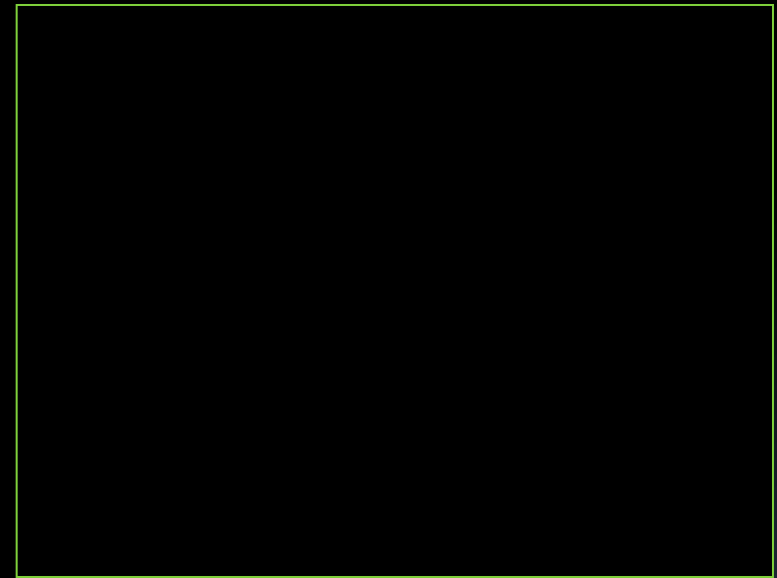
Preserved exactly?



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Which exact words were omitted?



C: Well essentially **I haven't been sleeping**, (T: Um huh) and um, and the reason for that is that there is a young man who lives upstairs from me who has some sort of a, like, electric machine? or a laser machine? or I'm not sure, but he is able to beam some sort of shock waves or something like that down from his apartment to my apartment (T: Um hum) so he prevents me from... from getting a good night's sleep. (T: Um hum) So, I'm here, I mean, the other, you know when I was in the hospital they tried to give me sleeping pills, I did actually get some sleep then, but the trouble is I can't sleep when I'm at home, so I'm (T: Um hmm) getting kind of desperate to get some help (T: Um hmm) and just the kinds of things I've been doing with my therapist haven't really helped, I haven't really felt them help. So I am hoping that you will have some ideas.

Th: Um hmm. Okay, so you say **you're not sleeping**, or not sleeping very well...?

Exact words omitted



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Words preserved in altered form?



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What was added? (nothing)



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Preserved exactly

P: Ahm, I hope this coaching session will somehow turn out to be useful for you. In a minute I'm going to ask you how it could turn out useful, but beforehand to give me an idea what you do, what kind of work you do and how you spend your day might be helpful, just a tiny bit.

J: I'm the manager of a theatre company,
[Th: Uhm] a small theatre company

P: Oh, okay, yeah

J: I'm the one person on our staff, so I have a lot of responsibilities keeping them up and I've founded the theatre company myself with two other people ten years ago

P: Oh really, ok.

J: So I put on live plays

P: And being the founder and manager of a theatre company, how do you spend your day?



The words in the formulation?

J: I'm the manager of a theatre company, [Th: Uhm] a small theatre company

P: Oh, okay, yeah

J: I'm the one person on our staff, so I have a lot of responsibilities keeping them up and I've founded the theatre company myself with two other people ten years ago

P: Oh really, ok.

J: So I put on live plays

P: And being the founder and manager of a theatre company, how do you spend your days?



The words in the formulation

J: I'm the manager of a theatre company, [Th: Uhm] a small theatre company

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P: Oh really, ok.

J: So I put on live plays

P: And being the founder and manager of a theatre company,
how do you spend your day?



Preserved exactly?

J: I'm the manager of a theatre company, [Th: Uhm] a small theatre company

P: Oh, okay, yeah

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J: So I put on live plays

P: And being the founder and manager of a theatre company,
how do you spend your day?



Omitted?

J: I'm the manager of a theatre company, [Th: Uhm] a small theatre company

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Omitted

J: I'm the manager of a theatre company, [Th: Uhm] a small theatre company

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P: And being the founder and manager of a theatre company,
how do you spend your day?



Preserved in altered form?

J: I'm the manager of a theatre company, [Th: Uhm] a small theatre company

P: Oh, okay, yeah

J: I'm the one person on our staff, so I have a lot of responsibilities keeping them up and I've founded the theatre company myself with two other people ten years ago

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how do you spend your day?



Preserved in altered form

J: I'm the manager of a theatre company, [Th: Uhm] a small theatre company

P: Oh, okay, yeah

J: I'm the one person on our staff, so I have a lot of responsibilities keeping them up and I've founded the theatre company myself with two other people ten years ago

P: Oh really, ok.

J: So I put on live plays

P: And being the founder and manager of a theatre company,
how do you spend your day?



Was anything added in the formulation?

J: I'm the manager of a theatre company, [Th: Uhm] a small theatre company

P: Oh, okay, yeah

J: I'm the one person on our staff, so I have a lot of responsibilities keeping them up and I've founded the theatre company myself with two other people ten years ago

P: Oh really, ok.

J: So I put on live plays

P: And being the founder and manager of a theatre company,
how do you spend your day?



The next formulation

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

P: Right, so it's not always easy, right?



What are the words in the formulation?

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

P: Right, so it's not always easy, right?



The words in the formulation?

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

P: Right, so it's not always easy, right?



Are there any words Preserved exactly?

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

P: Right, so it's not always easy, right?



Nothing preserved exactly?

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

P: Right, so it's not always easy, right?



Are there any words preserved deictically?

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

P: Right, so it's not always easy, right?



Deictically preserved

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

P: Right, so it's not always easy, right?



What exact words were omitted?

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

P: Right, so it's not always easy, right?



All client's exact words omitted

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

P: Right, so it's not always easy, right?



Preserved in altered form?

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

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Preserved in altered form

P: ... how do you spend your day?

J: Uuhmm, I'd like to spend my day, picking plays and producing plays, but I spend a lot of my time raising money and doing a lot of administrative tasks that go along with running a business

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Next formulation?

P: Right, so **it's not always easy**, right?

J: No, it's rarely easy

P: Rarely easy..., and still you have this smile on your face as if you enjoy what you are doing



Next formulation

P: Right, so **it's not always easy**, right?

J: No, it's rarely easy

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Any words exactly preserved?

P: Right, so **it's not always easy**, right?

J: No, it's rarely easy

P: Rarely easy..., and still you have this smile on your face as if you enjoy what you are doing



Exactly preserved

P: Right, so **it's not always easy**, right?

J: No, it's **rarely easy**

P: Rarely easy..., and still you have this smile on your face as if you enjoy what you are doing



Are there any deictics?

P: Right, so **it's not always easy**, right?

J: No, it's **rarely easy**

P: Rarely easy..., and still you have this smile on your face as if you enjoy what you are doing



Which of the rest of the words are **preserved in altered** form and which are **added**?

P: Right, so **it's not always easy**, right?

J: No, it's **rarely easy**

P: Rarely easy..., and still you have this smile on your face as if you enjoy what you are doing



In my view they are all **added**?

P: Right, so **it's not always easy**, right?

J: No, it's **rarely easy**

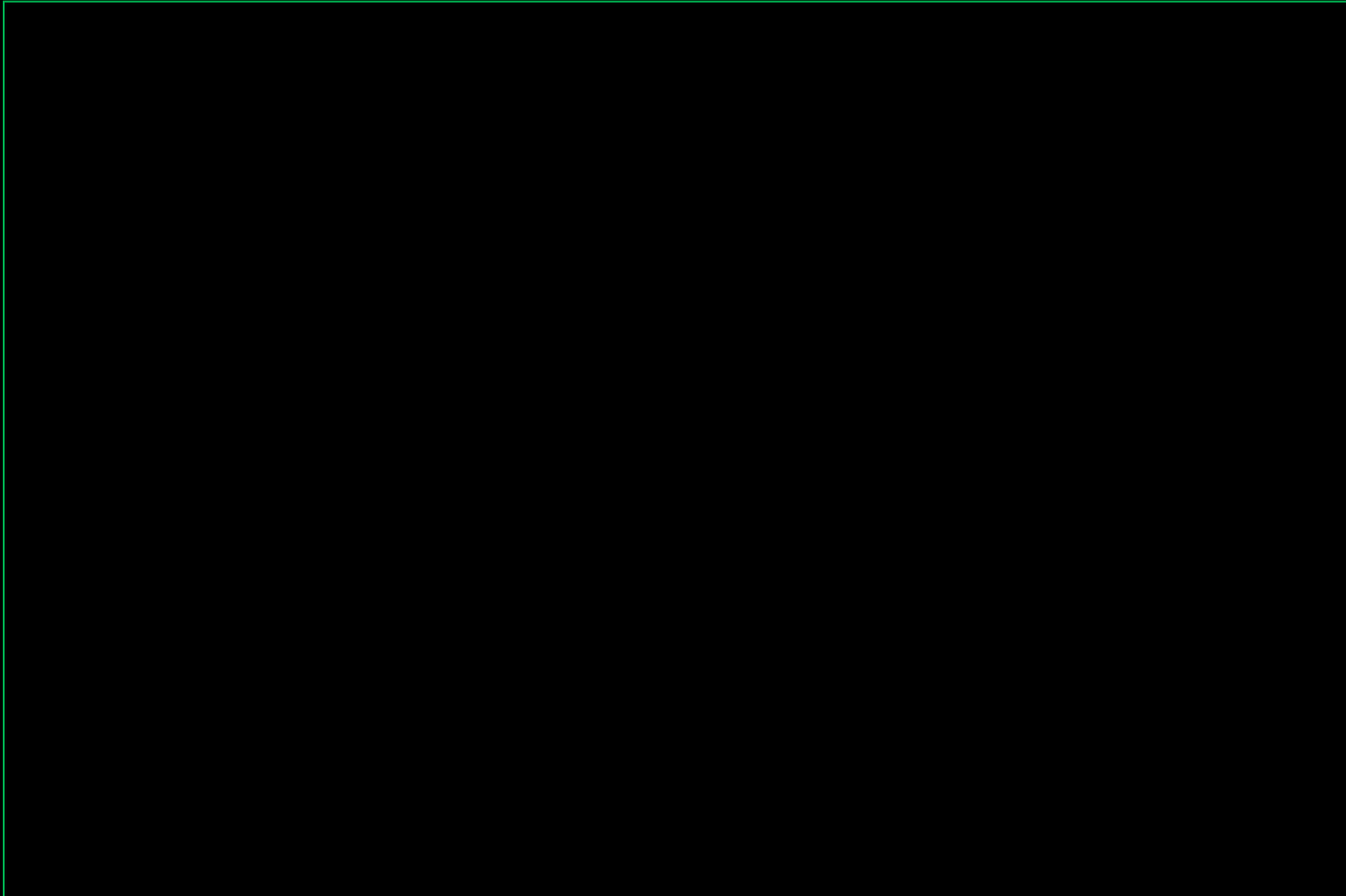
P: Rarely easy..., and still you have this smile on your face as if you enjoy what you are doing



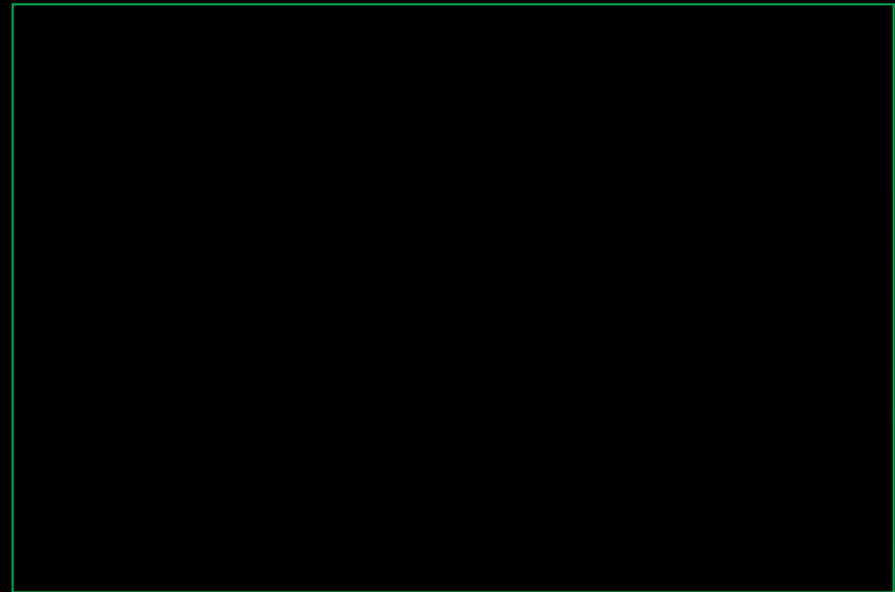
Insoo - "Glad to be alive"

First 1 minute, 12 seconds

Client had attempted suicide the night before.



SFT formulations



T: Carl, um, what, um, what is your best subject in school?

C: My best subject so far, right now is, has to be math or algebra 2.

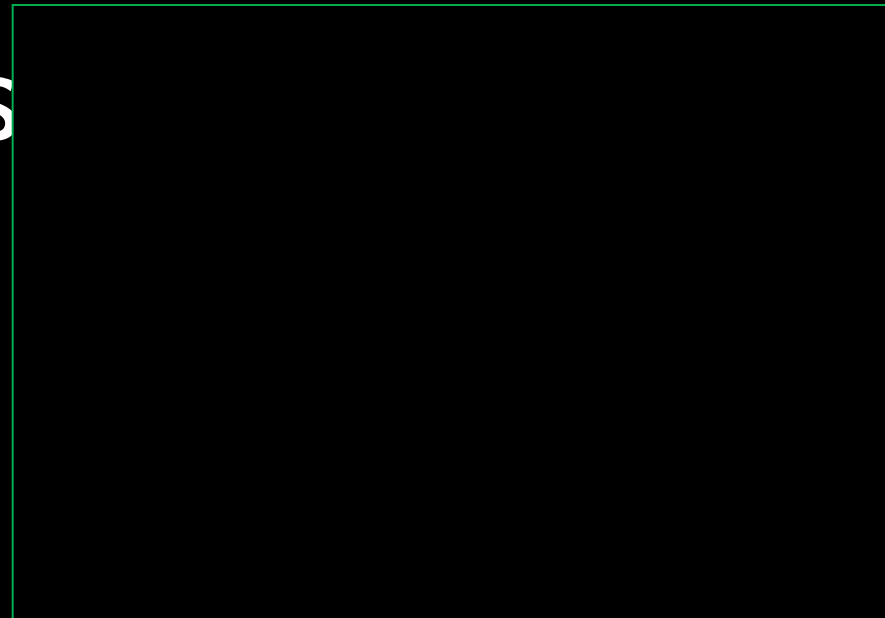
T: Math and algebra

C: Or just Algebra 2 period.

T: Algebra 2. (C: Yeah.) Oh, what's Algebra 2? It's been a long time since I took math or algebra.

SFT formulations

Preserved exactly



T: Carl, um, what, um, what is your best subject in school?

C: My best subject so far, right now is, has to be **math** or **algebra 2**.

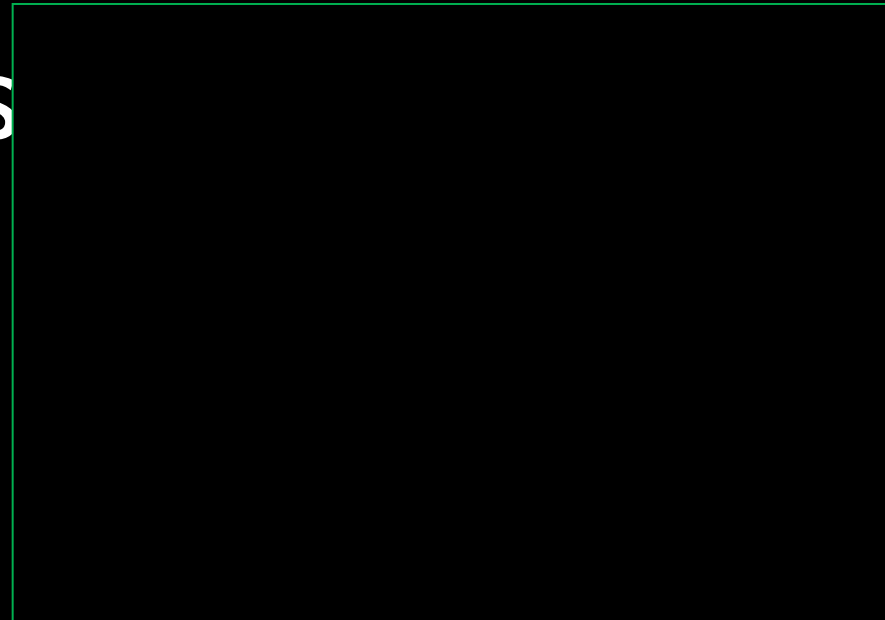
T: Math and algebra

C: Or just **Algebra 2** period.

T: Algebra 2. (C: Yeah.) Oh, what's Algebra 2? It's been a long time since I took math or algebra.

SFT formulations

Omitted



T: Carl, um, what, um, what is your best subject in school?

C: My best subject so far, right now is, has to be **math** or **algebra 2**.

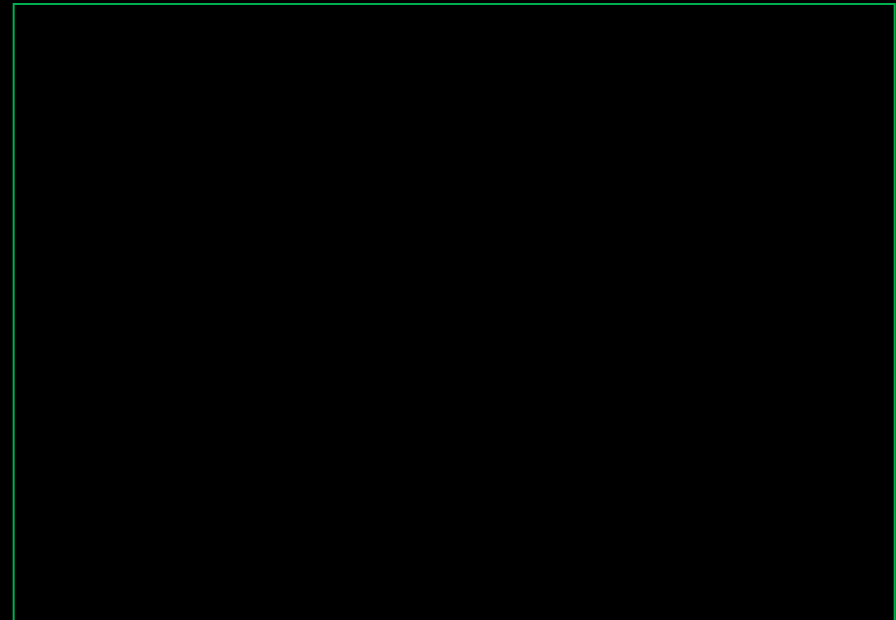
T: Math and algebra

C: Or just **Algebra 2** period.

T: Algebra 2. (C: Yeah.) Oh, what's Algebra 2? It's been a long time since I took math or algebra.

SFT formulations

Preserved in altered form



T: Carl, um, what, um, what is your best subject in school?

C: My best subject so far, right now is, has to be **math or algebra 2**.

T: Math and algebra

C: Or just **Algebra 2** period.

T: Algebra 2. (C: Yeah.) Oh, what's Algebra 2? It's been a long time since I took math or algebra.

SFT

formulations

C: Well um, it's like, kind of like a process.

When you're in junior high you take pre-algebra, it's like written math, kind of like you use factoring, solving, and grouping. It's basically like a process of elimination, and all that, and then you move up. Like when you get to high school (T: Yeah) you'll take algebra 1, the actual algebra. Then you take geometry, which I don't like. And then you take algebra 2.

T: Oh, so that's what you're taking now. (C: Yeah, I like it) And that's what you're best at? [C: Yeah] That's what you're best at.

C: I'm making all A's in it.

T: You're making all A's on that?

C: Yeah.

T: So, you must be a very smart young man.

SFT

formulations

C: Well um, it's like, kind of like a process.

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T: You're making all A's on that?

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SFT formulations

Preserved exactly

C: Well um, it's like, kind of like a process.

When you're in junior high **you take** pre-**algebra**, it's like written **math**, kind of like you use factoring, solving, and grouping. It's basically like a process of elimination, and all that, and then you move up. Like when you get to high **school** (T: Yeah) **you'll take algebra 1**, the actual algebra. Then **you take** geometry, which I don't like. And then **you take algebra 2**.

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SFT formulations

Omitted

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SFT formulations

Preserved deictically

C: Well um, it's like, kind of like a process.

When you're in junior high **you take** pre-**algebra**, it's like written **math**, kind of like you use factoring, solving, and grouping. It's basically like a process of elimination, and all that, and then you move up. Like when you get to high **school** (T: Yeah) **you'll take algebra 1**, the actual algebra. Then **you take** geometry, which I don't like. And then **you take algebra 2**.

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SFT formulations

Preserved in altered form

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C: Yeah.

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SFT formulations

Added

C: Well um, it's like, kind of like a process.

When you're in junior high **you take pre-algebra**, it's like written **math**, kind of like you use factoring, solving, and grouping. It's basically like a process of elimination, and all that, and then you move up. Like when you get to high **school** (T: Yeah) **you'll take algebra 1**, the actual algebra. Then **you take geometry**, which I don't like. And then **you take algebra 2**.

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C: I'm making all A's in it.

T: You're making all A's on that?

C: Yeah.

T: So, you must be a very smart young man.

Madigan - first question

Th : Kim and David. Why is it that you... Can I ask you why it is that you have come to see someone like me at this particular time?

Mom: Do you want to answer that or do you want me to?

D: Can you?

Mom: Ok.. I thought this would be a great

Th: Do you mind if I take some notes?

Mom: No problem

Th: Ok

Mom:



The formulation - which words?

- Mom: Uhm, I thought that this would be a great opportunity for the both of us. Uhm. I know that sometimes David can be pretty hard on himself , where he is an excellent student - very bright, but sometimes gets very frustrated if he doesn't do everything just perfect, [Th: Uhum] and, uhm, and that can also carry through to other things he does, [Th: Ok] and so I thought that this could be helpful for him. Unfortunately it can be kind of a family trait [Th: I see] to wanna excel [Th: Yeah] So uuhm, Th: [And] So maybe we can bring home some stuff for the rest of the family
- Th : Ok. But first off David, would you agree with your mom that sometimes you get a little frustrated with yourself?
- D: Yeah
- Th : a bit hard on yourself. What, what would you call that, when, when that sneaks up on you?
- D: Uhm,
- Th: I don't know if you have a name or your mom does or the family does?



Preserved exactly?

Mom: Uhm, I thought that this would be a great opportunity for the both of us. Uhm. I know that sometimes David can be pretty hard on himself , where he is an excellent student - very bright, but sometimes gets very frustrated if he doesn't do everything just perfect, [Th: Uhm] and, uhm, and that can also carry through to other things he does, [Th: Ok] and so I thought that this could be helpful for him. Unfortunately it can be kind of a family trait [Th: I see] to wanna excel [Th: Yeah] So uuhm, Th: [And] So maybe we can bring home some stuff for the rest of the family

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Th : *a bit hard on yourself. What, what would you call that, when, when that sneaks up on you?*

D: Uhm,

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Deictics?

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Preserved altered?

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Preserved altered

Mom: Uhm, I thought that this would be a great opportunity for the both of us. Uhm. I know that sometimes David can be pretty **hard on himself**, where he is an excellent student - very bright, but **sometimes gets** very frustrated if he doesn't do everything just perfect, [Th: Uhm] and, uhm, and that can also carry through to other things he does, [Th: Ok] and so I thought that this could be helpful for him. Unfortunately it can be kind of a family trait [Th: I see] to wanna excel [Th: Yeah] So uuhm, Th: [And] So maybe we can bring home some stuff for the rest of the family

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What was added?

Mom: Uhm, I thought that this would be a great opportunity for the both of us. Uhm. I know that sometimes David can be pretty **hard on himself**, where he is an excellent student - very bright, but **sometimes gets** very frustrated if he doesn't do everything just perfect, [Th: Uhm] and, uhm, and that can also carry through to other things he does, [Th: Ok] and so I thought that this could be helpful for him. Unfortunately it can be kind of a family trait [Th: I see] to wanna excel [Th: Yeah] So uuhm, Th: [And] So maybe we can bring home some stuff for the rest of the family

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D: Uhm,

Th: *I don't know if you have a name or your mom does or the family does?*



What is different
from SF?

Perhaps thinking
about what was
omitted by
Madigan that Insoo
would have
jumped on....



What was added?

Mom: Uhm, I thought that this would be a great opportunity for the both of us. Uhm. I know that sometimes David can be pretty **hard on himself** , where he is an excellent student - very bright, but **sometimes gets** very **frustrated** if he doesn't do everything just perfect, [Th: Uhum] and, uhm, and that can also carry through to other things he does, [Th: Ok] and so I thought that this could be helpful for him. Unfortunately it can be kind of a family trait [Th: I see] to wanna excel [Th: Yeah] So uuhm, Th: [And] So maybe we can bring home some stuff for the rest of the family

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Our Research Project

Analysed first 6 ½ to 10 minutes
of five expert sessions

Solution Focused Brief Therapy

Korman, “Bonding”

Berg, “Glad to be alive”

Cognitive Behavioral Therapy

Lichtenberg, “Depression with older adults”

Meichenbaum, “Cognitive behavioral therapy”

Motivational Interviewing

Miller, “Motivational interviewing”

Predicted differences for formulations

The formulations in SFT, compared to CBT and MI:

- Will keep more of client's exact language.
- Will add less of therapist's language.
- The formulations in all approaches will contribute in an important way to the therapeutic reality created in the session.

Steps of analysis

1. Which utterances by therapists contained a formulation? (F or not)
2. Which words in these utterances were the formulation?
3. Which words in the formulation preserved the client's words
 - exactly?
 - deictically?
4. Which words in the formulation
 - preserved the client's word in altered form?
 - were added by the therapist?

Inter-analyst reliability

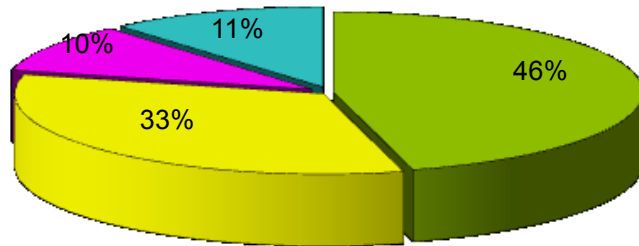
(Korman & De Jong)

	Utterances Containing a formulation	Words in each formulation	Words preserved exactly or deictically	Words altered or added
Berg (6 m, 30 s)	20/22 (91%)	234/240 (98%)	141/159 (89%)	61/69 (88%)
Meichenbaum (10 m)	15/17 (88%)	131/142 (92%)	99/108 (92%)	57/64 (89%)

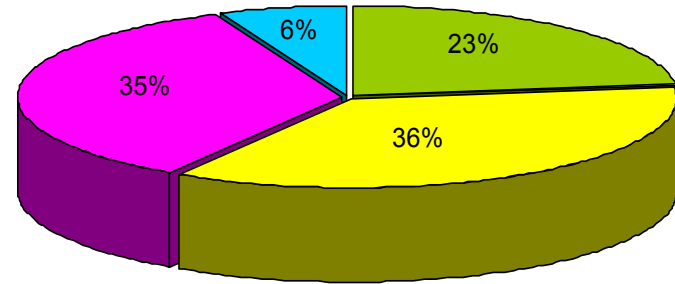
Average agreement = 91%

Quantitative Results: Differences between SFT and the other therapists

Berg and Korman



Meichenbaum, Lichtenberg, and Miller



Are the differences significantly different?

words preserved **exactly**:

words preserved deictically:

words preserved **in altered form**:

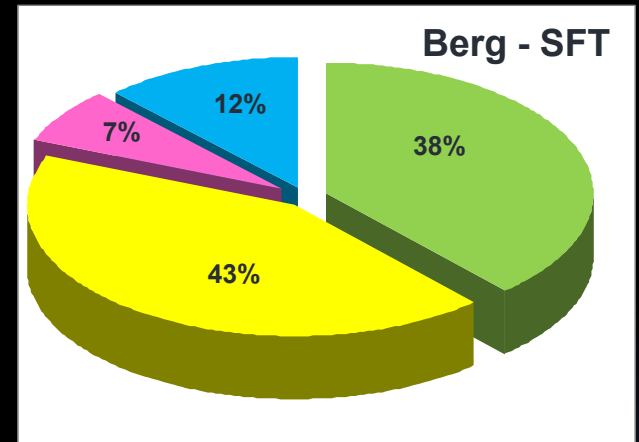
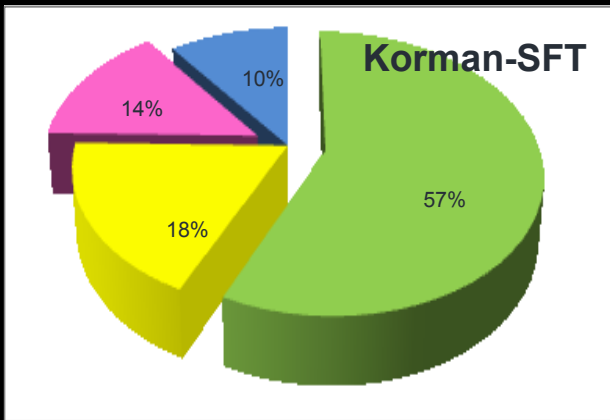
words **added**:

SFT > CBT/MI ($p < .001$)

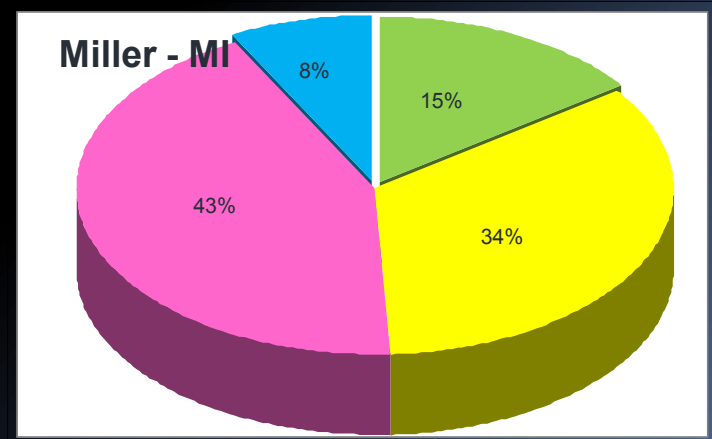
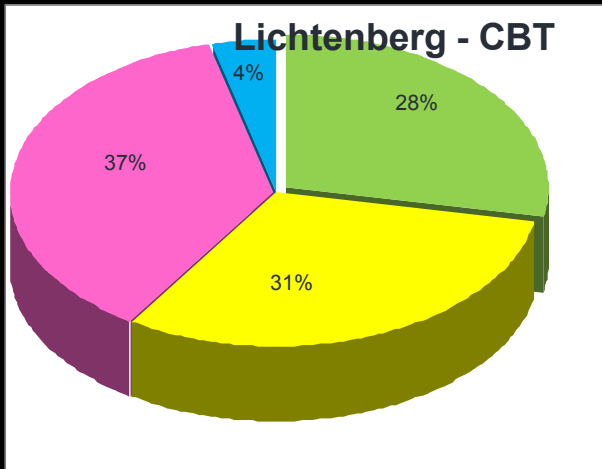
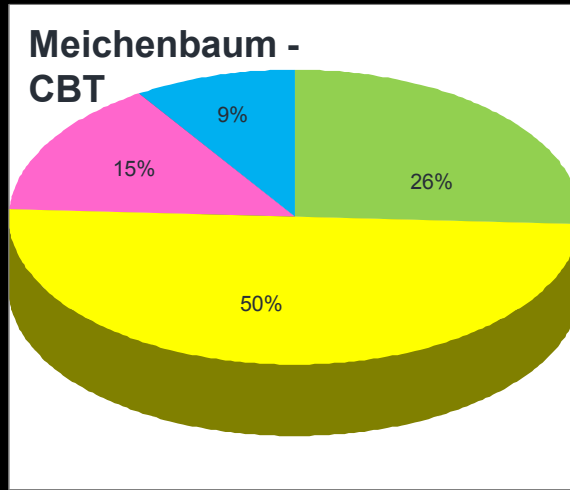
SFT > CBT/MI ($p < .05$)

CBT/MI > SFT ($p = ns$)

CBT/MI > SFT ($p < .001$)

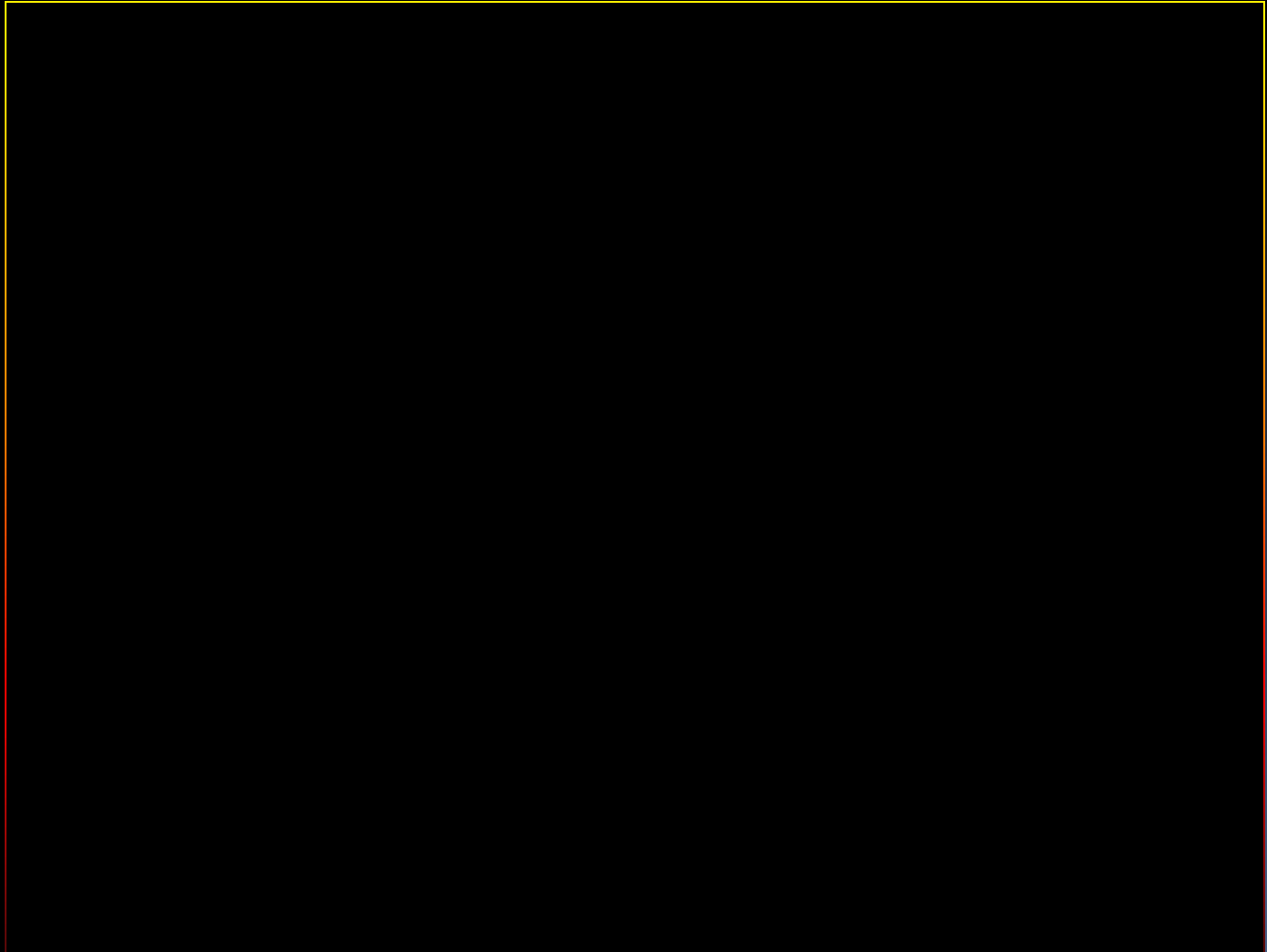


Preserved exactly
Preserved deictically
Preserved – altered
Added



- The 3 models have different positions on whether the client's own words are important.

Lichtenberg, “Depression in older adults” (CBT) First 2 minutes, 40 seconds



Lichtenberg preserved exactly?

T: Eileen, tell me what things
I can help you with today.

C: Kind of like helping me
control my temper.

T: Your temper?

C: What, my temper, so that I don't get this big
temper from him. Like last year when things
were really, the year that I had a hernia disk, it,
he was really uptight and I was uptight, but I
don't know what I was doing. And then I fussed
back at him, and he said "you really are crazy."
And I had a butcher knife in my hand, (T: um
hmm) and I thought, "Which one of us is crazy?"

T: Okay, so things got pretty heated?

C: They get, yeah, they get pretty heated.

Lichtenberg preserved exactly

T: Eileen, tell me what things I can help you with today.

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Lichtenberg

Preserved altered
and omitted

T: Eileen, tell me what things
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T: Okay, so **things got pretty heated**?

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Lichtenberg

Perhaps picked up here

T: Eileen, tell me what things I can help you with today.

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T: Okay, so things got pretty heated?

C: They get, yeah, they get pretty heated.

Lichtenberg

C: They get, yeah, they get pretty heated.

T: Let's go through a little bit about that incident.
You're talking about your husband, right?
(C: um hmm) And you've been married how many years?

C: It will be 58 years next Monday.

T: 58 years next month... and ..eh... he is how old?

C: He's 80. (T: Okay) Well he will be 80 in July.

T: And he's been retired since?

C: He officially retired from his first big important job, uh, in the 80's, and then his steamship line that he worked with sold it, and he was ready to retire anyway, but they took him on, so he retired from two places. (T: Okay). And then when he officially felt like he wanted to retire he was invited to be a consultant, (T: Okay) with the ports authority in South Carolina, in Charleston.

T: And then retired finally in ...?

C: Finally, about 10 years ago I guess.

T: Okay, so about 10 years ago and is [Cl: Hm, 8, 9, or 10] that when some of the tension started to increase?

Lichtenberg

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Lichtenberg

- C: Um hmm. (T: Okay, so...) He began taking over like, you know I'd always done my own grocery shopping, (T: um hmm) cause he wasn't home very much, he traveled a lot. (T: Okay.) And basically I took care of the kids five days a week, (T: um hmm) and made the rules and made sure they got their homework done, and these things and ...
- T: So in some ways a very traditional partnership where you were the homemaker
- C: I was the homemaker...
- T: And actually were the only adult home (C: yes) as your kids were growing up [C: Uhum], most of the week, and he was traveling, and the bread-winner, and coming home on the weekends.

Lichtenberg

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Lichtenberg

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- C: I was the homemaker...
- T: And actually were the only adult home (C: yes) as **your kids were growing up** [C: Uhum] most of **the week**, and **he was traveling**, and the bread-winner, and coming home on the weekends.

Lichtenberg

Preserved altered

C: Um hmm. (T: Okay, so...) He began taking over like, you know I'd always done my own grocery shopping, (T: um hmm) cause he wasn't home very much, **he traveled a lot**. (T: Okay.) And basically I took care of **the kids** five days a **week**, (T: um hmm) and made the rules and made sure they got their homework done, and these things and ...

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Lichtenberg

Preserved altered

Added

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Lichtenberg

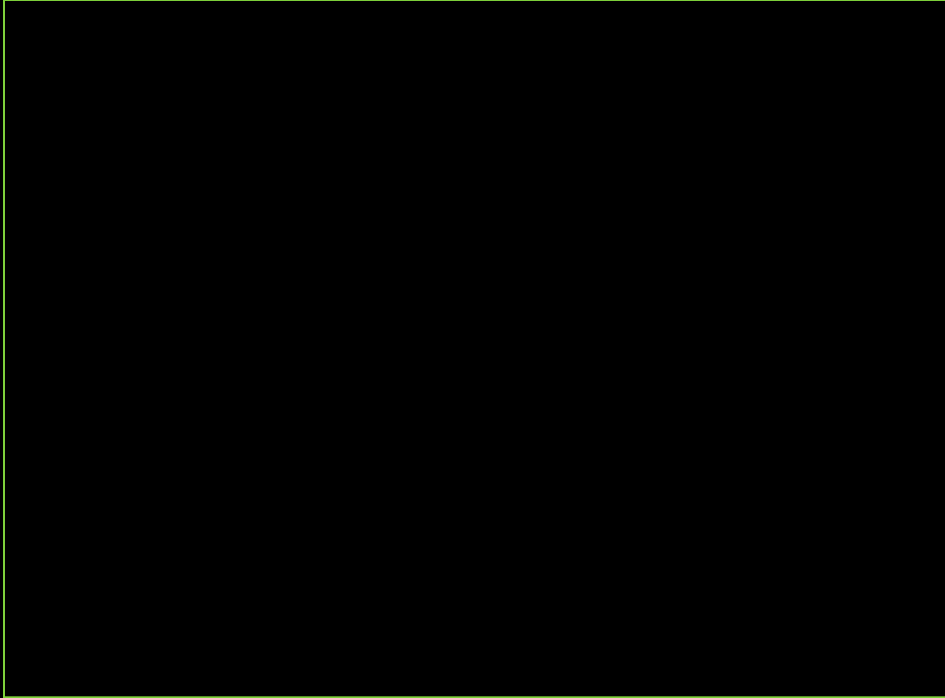
Altered and added -
picked up where?

- C: Um hmm. (T: Okay, so...) He began taking over like, you know I'd always done my own grocery shopping, (T: um hmm) cause he wasn't home very much, **he traveled a lot**. (T: Okay.) And basically I took care of **the kids** five days a **week**, (T: um hmm) and made the rules and made sure they got their homework done, and these things and ...
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First 2,24 minutes of an MI interview (Miller, “Addictions”)



MI: 1st formulation



T: So, fill me in a little bit. What is it that brings you here today?

C: Well, actually I'm doing a favor for a friend of mine.

T: Uh huh

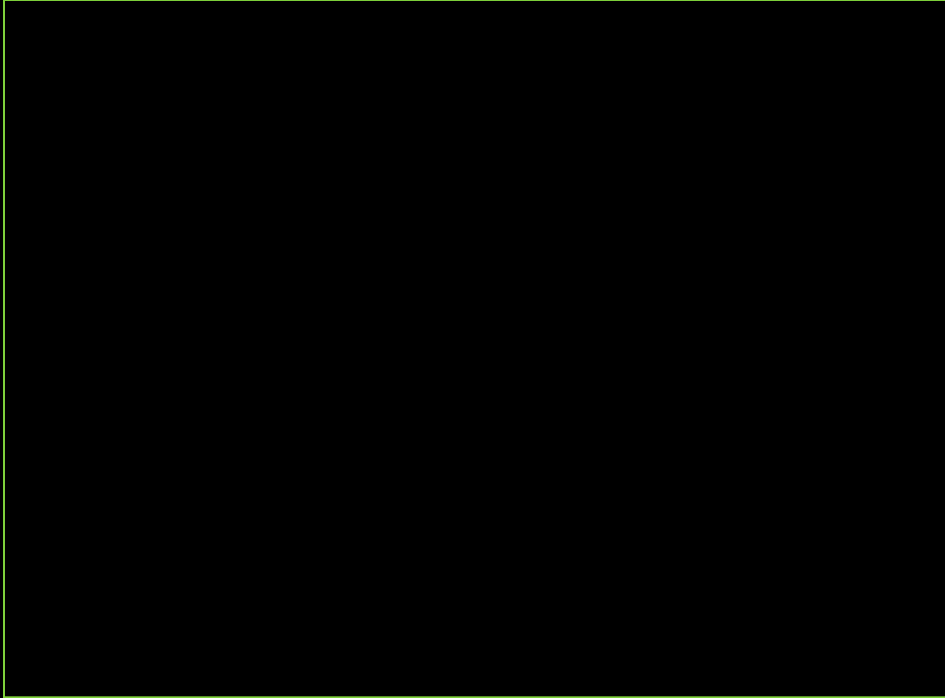
C: And he told me about a study you guys were doing, and so I figured I'd participate in it, and they told me you were basically an addiction counselor, and he thought I might be an interesting subject.

T: Uh huh

C: Okay?

T: Okay. Well, tell me about where you are now with the addictions that you've been...

MI: 1st formulation



T: So, fill me in a little bit. What is it that brings you here today?

C: Well, actually I'm doing a favor for a friend of mine.

T: Uh huh

C: And he told me about a study you guys were doing, and so I figured I'd participate in it, and they told me you were basically an addiction counselor, and he thought I might be an interesting subject.

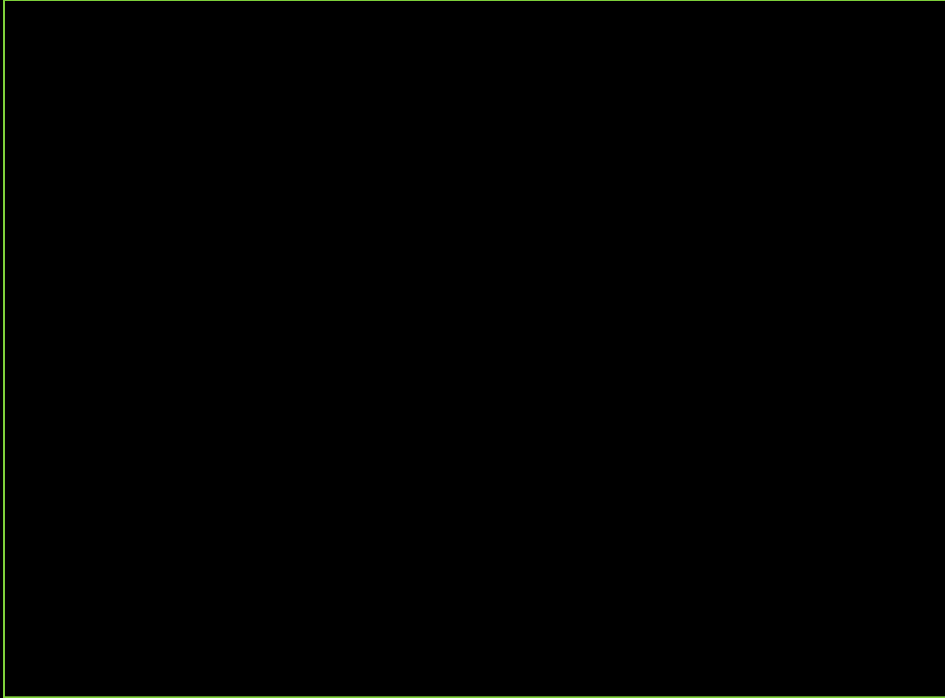
T: Uh huh

C: Okay?

T: Okay. Well, tell me about where you are now with the addictions that you've been...

Words formulated

MI 1st formulation



T: So, fill me in a little bit. What is it that brings you here today?

C: Well, actually I'm doing a favor for a friend of mine.

T: Uh huh

C: And he told me about a study you guys were doing, and so I figured I'd participate in it, and they told me you were basically an **addiction** counselor, and he thought I might be an interesting subject.

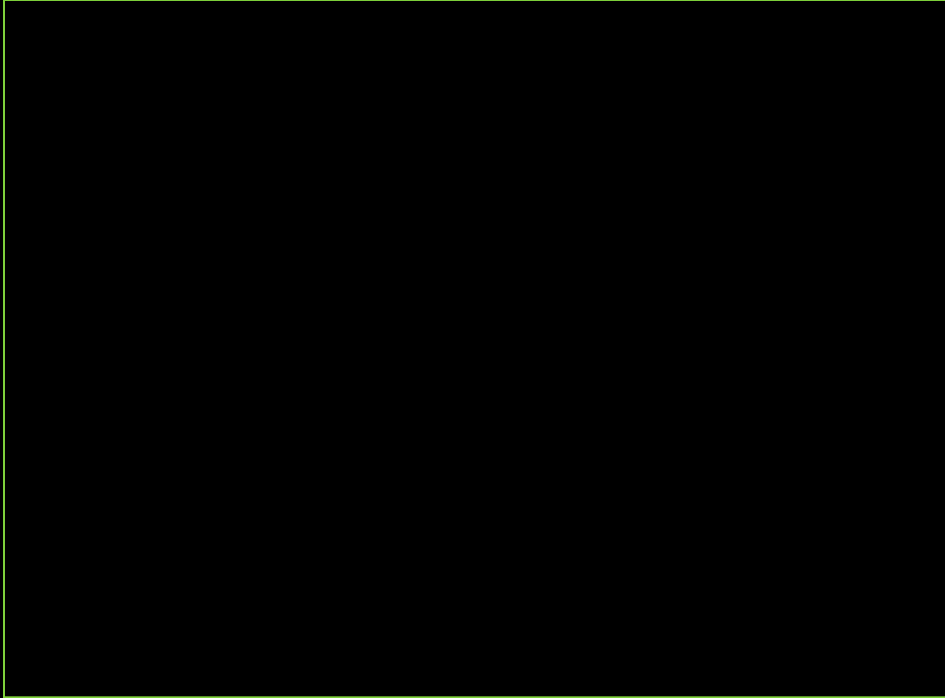
T: Uh huh

C: Okay?

T: Okay. Well, tell me about where you are now with the **addictions** that you've been...

exact words preserved
exact words omitted

MI 1st formulation



T: So, fill me in a little bit. What is it that brings you here today?

C: Well, actually I'm doing a favor for a friend of mine.

T: Uh huh

C: And he told me about a study you guys were doing, and so I figured I'd participate in it, and they told me you were basically an **addiction** counselor, and he thought I might be an interesting subject.

T: Uh huh

C: Okay?

T: Okay. Well, tell me about where you are now with the **addictions** that you've been...

Words added by therapist

MI 2nd formulation



T: Okay. Well, tell me about where **you are now with the addictions that you've been...**

C: Uhh, well, what do you want to know in in particular?

T: Well, are you in recovery now, or...

C: No, I'm not.

T: Okay. Alright. So what are the drugs or what is it you're struggling with?



MI 2nd formulation



T: Okay. Well, tell me about where you are now with the addictions that you've been...

C: Uhh, well, what do you want to know in in particular?

T: Well, are you in recovery now, or...

C: No, I'm not.

T: Okay. Alright. So what are the drugs or what is it you're struggling with?



MI 3rd formulation

T: Okay. Alright. So what are the drugs or what is it you're struggling with?

C: Well, honestly cigarettes

T: Okay.

C: That's the biggest.

T: Okay.

C: Alcohol to a degree, but I think I've had more of a problem with that two or three years ago, you know, it seems to have gone **down** to a degree and probably simply because of the environment.

T: So that's kind of settled down.

exact words preserved?

exact words omitted?

preserved in different words?

MI 3rd formulation

T: Okay. Alright. So what are the drugs or what is it you're struggling with?

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T: Okay.

C: That's the biggest.

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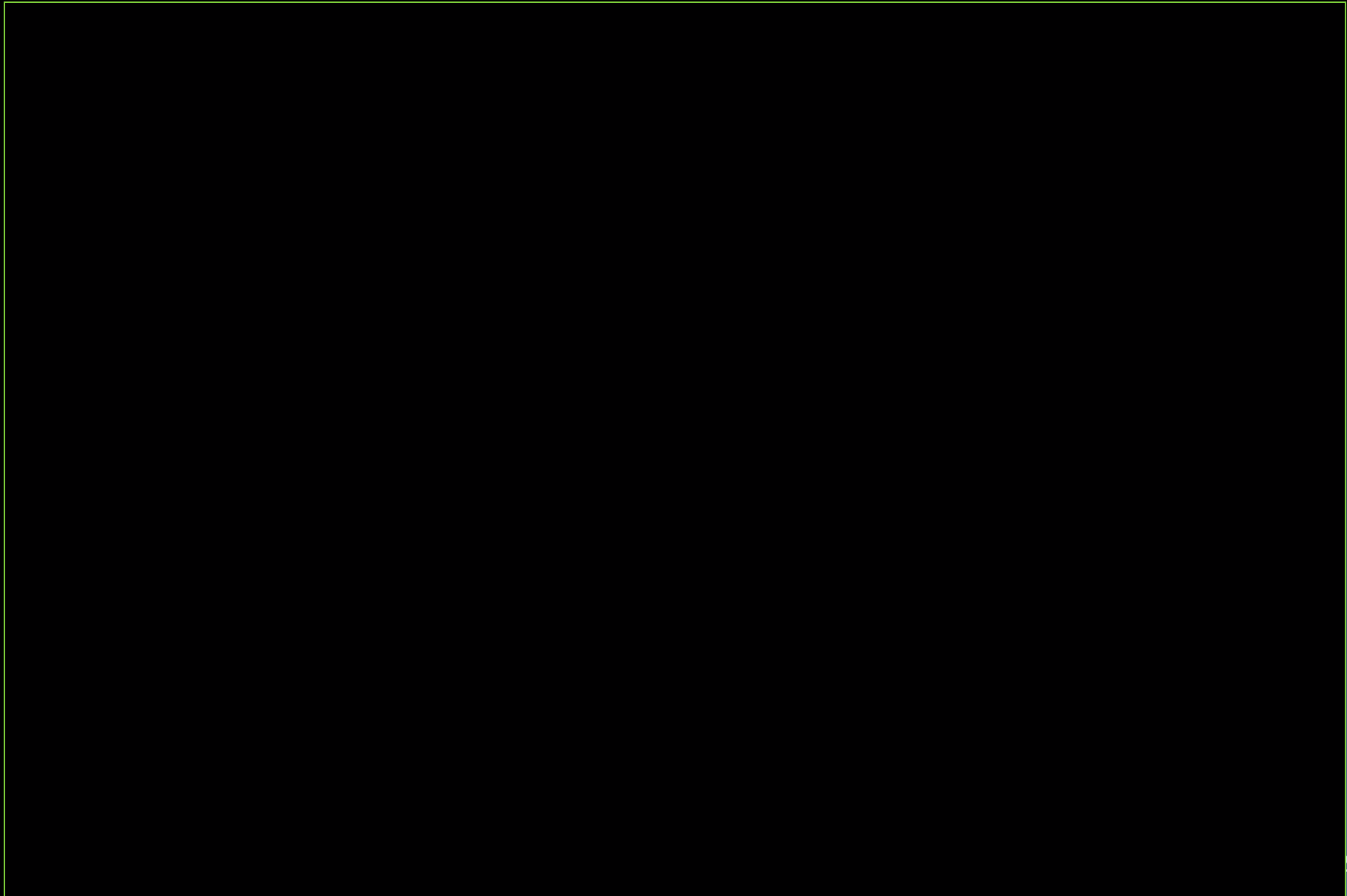
T: So that's kind of settled down.

exact words preserved

exact words omitted

preserved in different words

Meichenbaum CBT

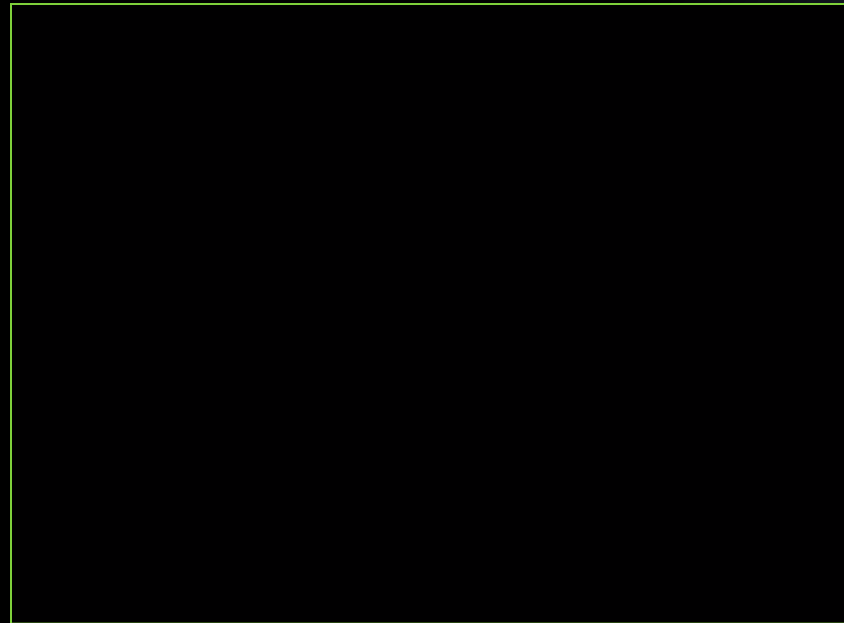


Meichenbaum - formulation 1

T: *Yeah. I wonder if we can begin by having you tell me a bit about what brings you to our meeting?*

C: Um. I've just been through a lot of things in my life. Um, you know, um, well to start off, you know, at a young age, I was 8, and, um, I saw my grandma get murdered and - shot and murdered by my grandfather and then he killed himself.

T: At, at that time?



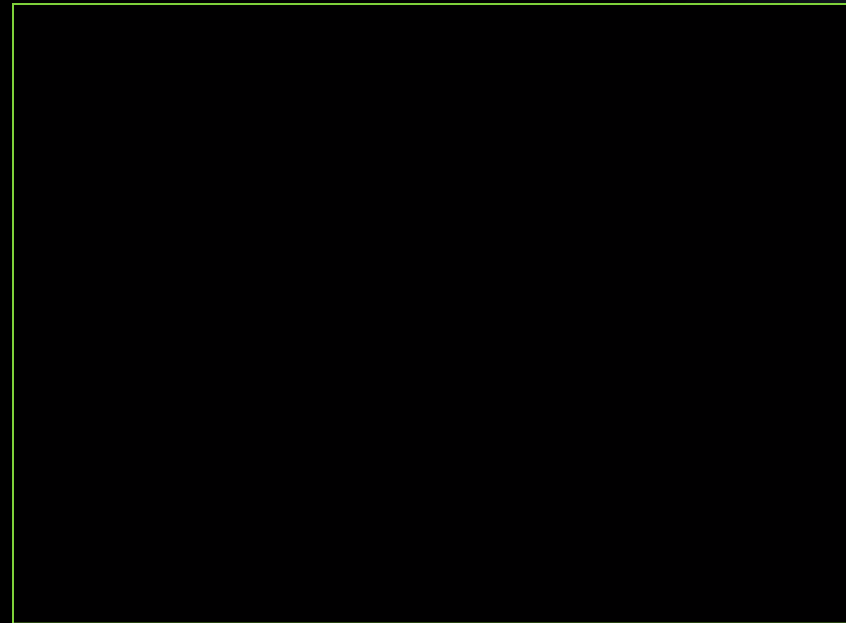
Preserved exactly?

Nothing!

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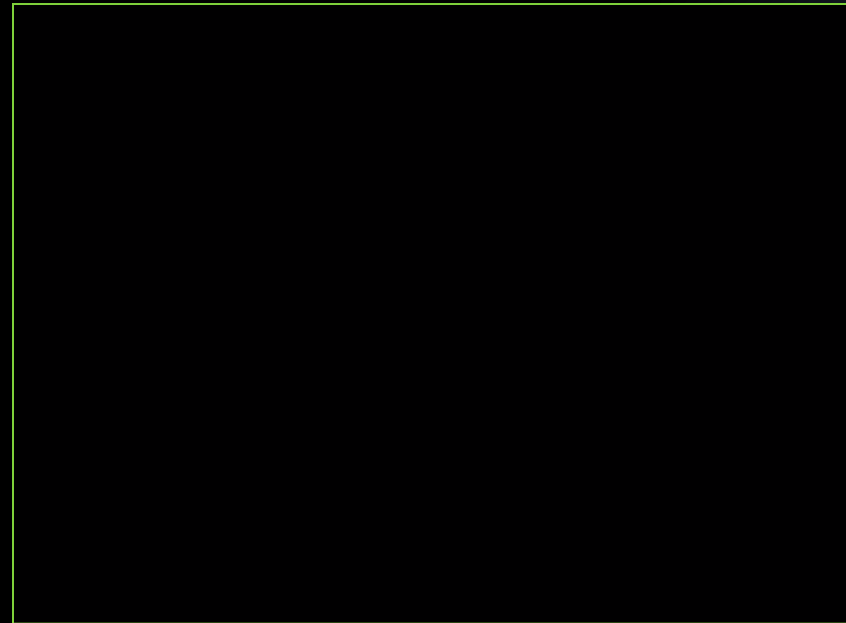


Preserved deictically

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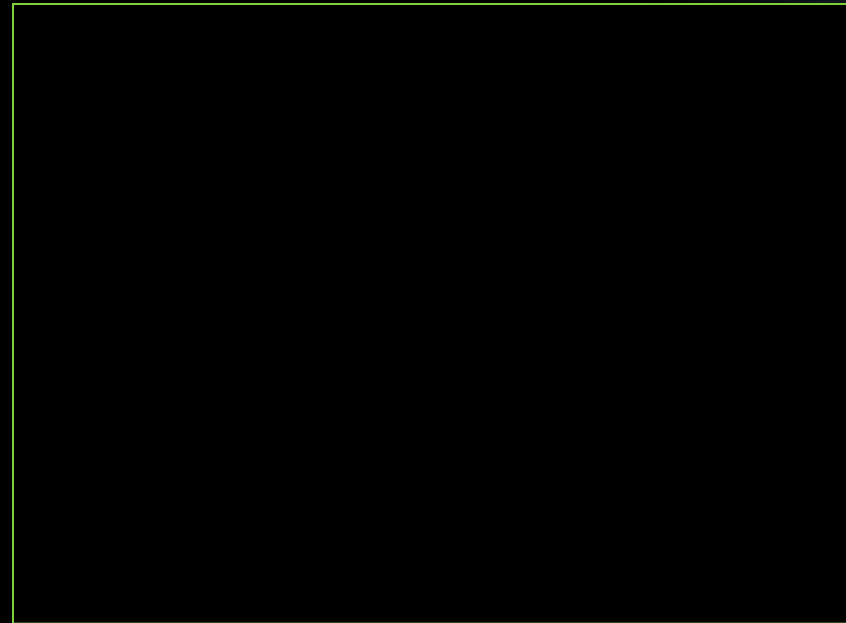


Preserved in altered form

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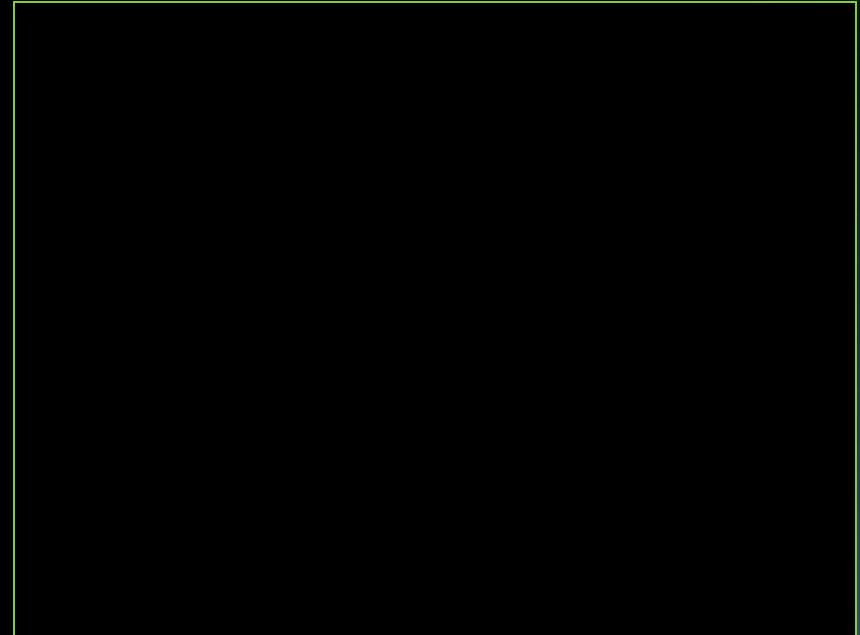


Preserved exactly

T: At, at that time?

C: Yeah, yeah. When I was in the house, **my mom** was in the house, and, um, my grandma was leaving him and, uh, he was acting weird and he slept on the floor that night and we had the door locked with all of us in the room. And then that morning, um, I just heard screaming. And I ran out there and he was trying to shoot **my mom**. And then he, um, you know, then he finally shot my grandma and shot himself, you know, and uh...

T: And you witnessed all this?

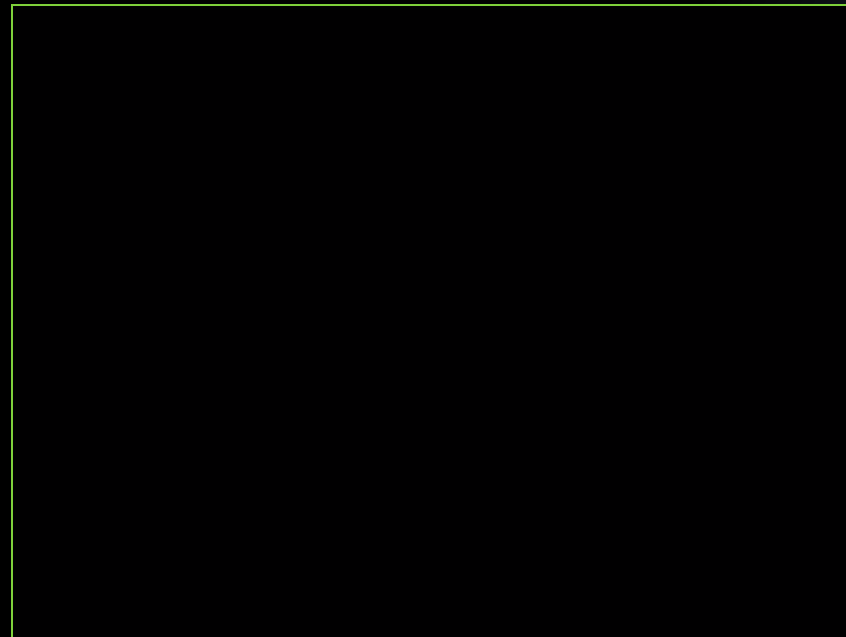


Omitted

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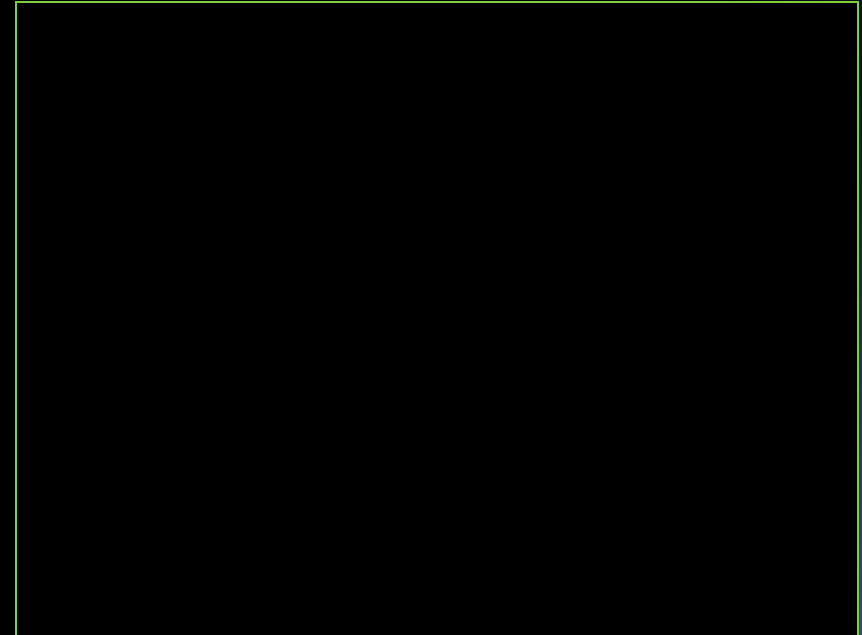


Deictic

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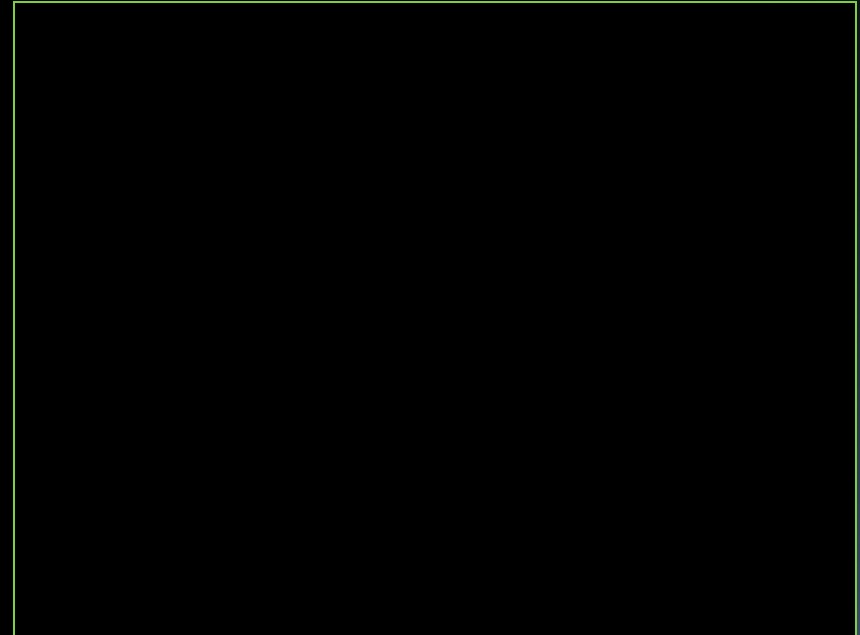


Preserved in altered form

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T: And you witnessed all this?



Formulation 3

T: And you witnessed all this?

C: Yeah, yeah. It, it's pretty much screwed up the rest of my life at that point. You know, 'cause a year later my brother died, and he was 25, but he was like my protector, you know what I mean? And so, you know, when he was gone, you know, everybody's heart was broken, you know what I mean? 'Cause everybody loved him and so after grandma and then him, I mean I was kind of lost for a while, you know?

T: *And how did he die?*

Preserved exactly

T: And you witnessed all this?

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Omitted

T: And you witnessed all this?

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T: *And how did he die?*

Preserved exactly?

T: *And how did he die?*

C: He got hit by a train. He was, um - they always had a designated driver, and one night they wouldn't give him a ride home so he walked, and he walked on the railroad tracks, and I don't know if he fell asleep or, or what happened exactly. But, um, you know, he got hit by the train and, um, they had to pull the plug and he left his little 5-year-old son behind, and you know, he was about to get married and all this other stuff - it was just horrible.

T: So you had those three events all occur within 2 years?



Omitted

T: *And how did **he die**?*

C: He got hit by a train. He was, um - they always had a designated driver, and one night they wouldn't give him a ride home so he walked, and he walked on the railroad tracks, and I don't know if he fell asleep or, or what happened exactly. But, um, you know, he got hit by the train and, um, they had to pull the plug and he left his little 5-year-old son behind, and you know, he was about to get married and all this other stuff - it was just horrible.

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Preserved deictically

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T: So you had **those** three events all occur within 2 years?



Preserved in altered form

T: *And how did **he die**?*

C: He got hit by a train. He was, um - they always had a designated driver, and one night they wouldn't give him a ride home so he walked, and he walked on the railroad tracks, and I don't know if he fell asleep or, or what happened exactly. But, um, you know, he got hit by the train and, um, they had to pull the plug and he left his little 5-year-old son behind, and you know, he was about to get married and all this other stuff - it was just horrible.

T: So you had those three events all occur within 2 years?



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