

Solution-Focused Parent Conference

Date: _____ Student: _____

Attendees: _____

1. Identify hopes: The teacher opens by expressing appreciation to those attending the meeting, then starts the conversation: *“What are your best hopes for our meeting today?”*

(It is common for attendees to answer by saying what they do *not* want. Help those who respond in this way to develop a more workable goal by asking, “What do you want to happen instead?”)

Parent: _____

Student: _____

Teacher: _____

“On a scale of 1 to 10, with ‘1’ being not successful and ‘10’ being completely successful, where is the student in regard to what we want to achieve?”

Parent: _____ Student: _____ Teacher: _____

2. Set goals: The teacher thanks the parent and student for their responses and asks, *“What will _____ be doing in the classroom over the next three weeks so that the score increases and our concern decreases?”*

Parent: _____

Student: _____

Teacher: _____

3. Identify exceptions: The teacher asks about times when behavior or performance as described in the goal occurs or has occurred in school or at home: *“When is this happening or when has it happened slightly already, in other classrooms, grades, or situations at school or even outside of school?”*

Parent: _____

Student: _____

Teacher: _____

4. Develop strategies: The teacher, parent, and student then decide which exceptions can be used and adapted in the classroom and at home for the next few weeks.

Classroom strategies: (for teacher and student)

Curriculum addition based on exceptions:

Home strategies:

5. Set targets: The teacher restates the rating scores from the beginning of the conversation and asks the parent and student what rating they hope the student will achieve by the end of the next week.

Parent: _____ Student: _____ Teacher: _____

Summary: The teacher asks the parent and student, *“What was helpful for you today in this conversation?”*

Parent: _____

Student: _____

Next meeting date: _____

Time: _____

Exception Findings: The Parent Conference

Date: _____

Student: _____ Grade: _____

The documentation on this page is *only* for exceptions—times, situations, or activities when the student begins to be more successful in the classroom.

Week 1 Exceptions: List activities, situations, or assignments:

1. _____
2. _____
3. _____
4. _____
5. _____

Weekly score: Student: _____ Teacher: _____

Week 2 Exceptions: List activities, situations, or assignments:

1. _____
2. _____
3. _____
4. _____
5. _____

Weekly score: Student: _____ Teacher: _____

Week 3 Exceptions: List activities, situations, or assignments:

1. _____
2. _____
3. _____
4. _____
5. _____

Weekly score: Student: _____ Teacher: _____