

① EMPATHY STEP | INGREDIENT/GOAL

Gather information about and achieve a clear understanding of what's making it hard for a kid to meet a given expectation.

WORDS | Initial Inquiry (neutral observation)

"I've noticed that...(insert unsolved problem)... what's up?"

DRILLING FOR INFORMATION

Involves using a variety of drilling strategies -- as shown on the drilling cheat sheet -- to gather information from the child about what's making it hard for them to meet a given expectation.

MORE HELP

If the kid doesn't talk or says "I don't know," try to figure out why:

- Maybe the unsolved problem wasn't free of concerning behavior, wasn't specific, wasn't free of adult theories, or was "clumped" (instead of split).
- Maybe you're using Emergency Plan B (instead of Proactive Plan B.)
- Maybe you're using Plan A.
- Maybe they really don't know.
- Maybe they need the problem broken down into its component parts.
- Maybe they need time to think.

WHAT YOU'RE THINKING

"What don't I yet understand about the kid's concern or perspective? What doesn't make sense to me yet? What do I need to ask to understand it better?"

DON'T

- Skip the Empathy step
- Assume you already know what the kid's concern is and treat the Empathy step as if it is a formality
- Don't rush through the Empathy step
- Leave the Empathy step before you completely understand the kid's concern or perception
- Talk about solutions yet
- Forget to ask the child to prioritize their concerns

② DEFINE ADULT CONCERNS STEP | INGREDIENT/GOAL

Enter the concern of the second party (often the adult) into consideration about why it's important that the expectation be met in the first Place .

WORDS | Initial Inquiry (neutral observation)

"The thing is (insert adult concern)...." or "My concern is (insert adult concern)..."

MORE HELP

Most adult concerns fall into one of two categories (typically health, safety, and learning):

- How the unsolved problem is affecting the kid
- How the unsolved problem is affecting others

WHAT YOU'RE THINKING

"Have I been clear about my concern? Does the child have any questions?"

DON'T

- Start talking about solutions yet.
- Sermonize, judge, lecture, use sarcasm.
- Forget to prioritize your main concerns.
- Refer to the child's behavior.
- Refer to the adult's behavior/reaction after the expectation is not met.

③ INVITATION STEP | INGREDIENT/GOAL

Generate a solution that is realistic (meaning both parties can do what they are agreeing to) and mutually satisfactory (meaning the solution truly addresses the concerns of both parties).

WORDS | Initial Inquiry (neutral observation)

Restate the concerns that were identified in the first two steps, usually beginning with "I wonder if there is a way for us to do something about (one's party's concern) and also do something about the (other party's concern)." Do not refer back to the original unsolved problem.

MORE HELP

- Have the child and caregiver prioritize concerns before starting the invitation.
- Stick as closely to the concerns that were identified in the first two steps.
- A good solution is one that addresses the concerns of both parties. The solution may or may not meet the original expectation.
- This step always ends with agreement to return to Plan B if the first solution doesn't stand the test of time.

WHAT YOU'RE THINKING

"Have I summarized both concerns accurately? Have we truly considered whether both parties can do what they've agreed to? Does the solution truly address the concerns of both parties?"

DON'T

- Rush through this step either.
- Enter this step with preordained solutions.
- Sign off on a solution that both parties can't actually perform.
- Sign off on a solution that doesn't truly address the concerns of both parties.