### 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 they really don’t know
- Maybe they need the problem broken down into its component parts
- Maybe they need time to think

**WHAT ARE YOU 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**
- 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

### DEFINE ADULT CONCERNS STEP | INGREDIENT/GOAL
Enter the concern of the second party (often the adult) into consideration.

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

**WHAT ARE YOU 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

### INVITATION STEP | INGREDIENT/GOAL
Generate solutions that are 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...”

**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
- This step always ends with agreement to return to Plan B if the first solution doesn’t stand the test of time

**WHAT ARE YOU 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 solutions that both parties can’t actually perform
- Sign off on solutions that don’t truly address the concerns of both parties