

## 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.