

Collaborative and Proactive Solutions

PARENT TIP SHEET/ GUIDELINES

Step one

Choose an unsolved problem from the ALSUP list (No problematic behavior/adult theories)

MOM OR DAD have noticed that _____ What's up?

Or I have noticed _____ (what's up)

Begin the EMPATHY STEP *** SEE EMPATHY DRILLING SHEET (for additional questions)

GATHERING INFORMATION- BE CURIOUS- SUSPEND JUDGEMENT- LEARN SOMETHING NEW

REFLECTIVE LISTENING- REFLECTING, CLARIFYING, SUMMARIZING - MIRROR what the child has to say.

ASK: How so --- Can you say more about that? ---- I don't quite understand- What do you mean? -----
I'm confused

LEARN MORE: ASK WHO, WHAT, WHERE, WHEN of the UNSOLVED PROBLEM

WHO WAS (IE: MAKING FUN) OF YOU? What is ___ doing that is difficult for you? ----- What is he/she doing?-- Where is this happening? ----- When is this happening?

BREAK INTO PARTS

Break down the problem into its component parts by asking

(When ___ happens, is that part hard) how about when ___ did ___ was that part hard?)

ie: So when ___ said _____ to you, was that part hard?

ie: So when you are making dinner, is opening the package hard? Is putting the water on to boil, is that part hard?

WHAT ARE YOU THINKING?

What was happening for you then? What are you thinking in that moment? ---- When ___ is doing _____ what are you thinking?

DISCREPANT OBSERVATION

I noticed that you seemed to (INSERT exception of when things were actually going better or differently) ie: I noticed last week you seemed to be playing well with your brother _____ when you were (ie; playing lego together) – what do you think was going on then?

TABLING

List the concerns child has noted as problems, So if ___ was not doing ___ or ___ is there anything else that would make it difficult to "INSERT UNSOLVED PROBLEM HERE)"

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SUMMARIZE- Restate child's concerns using their language

Before moving on.... Is there anything else that I need to know about what makes it difficult to...

TIPS if the child does not TALK OR you can ask them how hard something is for them...

(HOLD FINGERS UP AS YOU DO THIS SO THEY HAVE A VISUAL)

Rating 1- not at all true/ OR not hard at all 2- not very true/ OR a little hard 3- sort of true/ OR somewhat hard 4 -pretty true/ OR kind of hard 5 - very true / very hard

Step two

STATE ADULT CONCERN (KEEP IT BRIEF)

THE THING IS... OR MY CONCERN IS

Step three

INVITATION- I wonder if there is a way to:

STATE/REPEAT CHILDS CONCERN (using their language/ what they said makes the problem difficult for them- note one or two of the things that they said using their words) And ALSO STATE MOM or DAD'S CONCERN

IE: I wonder if there is a way to make it to easier to come up with things to put in your lunch and also ensure that there is no fighting with your mom while making lunches

FINDING A SOLUTION PROBLEM SOLVING

- ✓ CHILD STARTS- So JOHNNY... what ideas do you have?
- ✓ Write solutions down as you go
- ✓ Well let's see- does that meet your concern MOM/DAD... does that meet your concern _____ (CHILD'S NAME)? Decide whether to write down or not.
- ✓ Parent adds suggestions after child has come up with their ideas and they have been written down