

# Plan B Cheat Sheet

## EMPATHY STEP

Ingredient/Goal:	Words: Initial Inquiry (neutral observation):	Drilling for Information:	More Help:	What You're Thinking:	Don't... skip the EMPATHY step
Gather information about and achieve a clear understanding of the kid's concern or perspective on the unsolved problem you're discussing.	"I've noticed that (insert highly specific unsolved problem)... what's up?"	usually focuses on the who, what, where, and when of the unsolved problem, and why the problem occurs under some conditions and not others.	<p>-- If you're not sure what to say next, want more info, or are confused by something the kid has said, say:</p> <ul style="list-style-type: none"> <li>- "How so?"</li> <li>- "I'm confused."</li> <li>- "I don't quite understand."</li> <li>- "Can you tell me more about that?"</li> <li>- "Let me think about that for a second."                             <ul style="list-style-type: none"> <li>- If the kid doesn't talk or says "I don't know", try to figure out why:</li> </ul> </li> <li>- Maybe your observation wasn't very neutral</li> <li>- Maybe your unsolved problem was too vague</li> <li>- Maybe you're using Emergency Plan B</li> </ul> <p>instead of Proactive Plan B</p> <ul style="list-style-type: none"> <li>- Maybe you're using Plan A</li> <li>- Maybe he really doesn't know</li> <li>- he might need time to think</li> <li>- he might need problem broken down into its component parts</li> </ul>	"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?"	assume you already know what the kid's concern is and treat the Empathy step as if it is a formality rush through the Empathy step leave the Empathy step before you completely understand the kid's concern or perspective talk about solutions yet

## DEFINE THE PROBLEM STEP

Ingredient/Goal:	Words:	More Help:	What You're Thinking:	Don't...
Enter the concern of the second party (often the adult) into consideration	<p>"The thing is (insert adult concern) or..</p> <p>"My concern is (insert adult concern)</p>	<p>Most adult concerns fall into one of two categories:</p> <ul style="list-style-type: none"> <li>– How the problem is affecting the kid</li> <li>– How the problem is affecting others</li> </ul>	<p>"Have I been clear about my concern?</p> <p>Does the child understand what I have said?"</p>	<ul style="list-style-type: none"> <li>- start talking about solutions yet</li> <li>- sermonize, judge, lecture use sarcasm</li> </ul>

## INVITATION STEP

Ingredient/Goal:	Words:	More Help:	What You're Thinking:	Don't...
Brainstorm 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)	Restate the concerns that were identified in the first two steps, usually beginning with "I wonder if there is a way..."	<ul style="list-style-type: none"> <li>-Stick as closely to the concerns that were identified in the first two steps</li> <li>-While it's a good idea to give the kid the first opportunity to propose a solution, generating solutions is a team effort</li> <li>-It's a good idea to consider the odds of a given solution actually working ...if you think the odds are below 60-70 percent, consider what it is that's making you skeptical and talk about it.</li> <li>-This step always ends with agreement to return to Plan B if the first solution doesn't stand the test of time</li> </ul>	<p>Have I summarized both concerns accurately?</p> <p>Have we truly considered whether both parties can do what they've agreed to?</p> <p>Does the solution truly address the concerns of both parties?</p> <p>What's my estimate of the odds of this solution working?"</p>	<ul style="list-style-type: none"> <li>-Rush through this step either</li> <li>-Enter this step with preordained, "ingenious" solutions</li> <li>-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.</li> </ul>