

## Plan B Prep Sheet

### GENERAL PLANNING

**WHAT** is the focus of the conversation (*the problem to be solved not the challenging behavior!*)?

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**WHO** is going to have the conversation? \_\_\_\_\_

**WHEN, WHERE** and **WHILE DOING WHAT** are you going to have the conversation?

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### INGREDIENT # 1: EMPATHIZE

HOW ARE YOU GOING TO START THE CONVERSATION AND FRAME THE PROBLEM? Be specific about the problem but don't focus on the behavior, assume or blame.

- o Stick to the facts or externalize the problem.
- o Examples: "I've noticed that..." "...waking up has been tough lately,"  
"...something's been up with the homework,"  
"...something about group hasn't been working for you lately,"  
"...something about the food we have in the house seems to be bothering you," "...something about seated work has been tough,"
- o Finish by asking, "Can you fill me in?" or "What's going on?"

Write down opening statement here and on *Plan B Cheat-Sheet*:

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(NOTE: Complete next section **ONLY** if you anticipate the youth having difficulty expressing his/her concerns)

DO YOU HAVE ANY IDEA WHAT THE CHILD'S CONCERNS MIGHT BE? *What types of clarifying questions might you ask / educated guesses might you make if needed?*

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### INGREDIENT #2: SHARE ADULT CONCERN

WHY ARE YOU BRINGING THE PROBLEM UP?

- Clarify your concerns ahead of time. Be specific and concise! **Health, safety, learning, impact on others?** Write down how exactly you will communicate them to the youth here and on Plan B Cheat Sheet:
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## Plan B “Cheat-Sheet”

### INGREDIENT #1: EMPATHIZE

Opening statement: “I’ve noticed that …” (neutral, don’t blame or assume, stick to the facts!)

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- **Focus on the problem, not the challenging behavior!**
  - **Gather information:** Ask questions, take guesses, reflect what you hear, provide reassurance.
  - **Don’t rush!** Move on only when you know the kid’s concern or perspective and they are calm.

Record child’s concern(s):

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### INGREDIENT #2: SHARE ADULT CONCERN

- **What are your concerns?** Health, safety, learning, impact on others? Be specific and write them down below!
- “**AND** the thing is …” or “**AND** I’m worried that …”

Share the adult’s concern(s):

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### INGREDIENT #3: BRAINSTORM!

- **Frame the problem:** “I wonder if there’s a way we can address...(insert child’s concerns) \_\_\_\_\_  
**AND** (insert your concerns) \_\_\_\_\_
- **Give kid a first-crack at it:** (“Do you have any ideas?”) but, provide help if needed.
- Any idea is a good idea! **Litmus test: Does it address [restate the child’s concern(s)]? Does it address [restate the adult concern(s)]?**
- Try the solution and make a plan to come back to talk about how it worked and revisit if the problem is still not solved.

Potential Solution(s):