

TOOLS	5 STEPS	DIP	DON'T	W/W CHOICES
PARENTING	PASRR	Wow, you did ... You have good reason to be proud of yourself	"Point the squirt gun away from people."	"Time to clean your room. Which do you want to clean up first? Your CDs or clothes?"
TEACHING	PASRR	You obviously worked really hard to get your grade you should be proud of yourself.	Use quiet voices and work in twos.	I want to hear both your stories so you decide who will go first and second.
PROFESSIONAL/THERAPIST, CONSULTANT	PASRS	notice improvement, give credit	Tell the client what to do	Set the appointment protocols with regards to lateness, cancellations, rescheduling, and infrequent emergencies in writing and discuss with client. Have them co-sign agreement.

TOOLS	TEACH SKILLS	F-A-X	COMM
PARENTING	"To do laundry, you sort the lights and dark clothese first."	F: "I can understand why it hurt your feelings when that boy teasted you." A: "What to you think would causse someone to be mean to other people?" X: "So what do you think you can you say or do if it happens again?"	"I talk to you with respect so I expect to be treated with respect in return. I'm willing to listen to people who talk to me respectfully."
TEACHING	How can you both get to work on the counting frame without an argument?	You look really upset right now can you tell me what happened?	When I see that the desks are clear and you are quiet it will be time for recess
PROFESSIONAL/THERAPIST, CONSULTANT	Go through the protocol with the client. Give protocol in writing and read through with the client. Allow for questions	Acknowledge their feelings of anger and disappointment when they cannot be accommodated without an appointment and highlight the options that could minimize these feelings.	Have protocols in writing and have agreement signed by both you and client

TOOLS	PU	PO	DISC/BED/CAR
PARENTING	Interruptions: "I'm talking right now. I'm only willing to stop my conversation this one time. If you need something after this, you can write me a note (play quietly nearby for a young child) or wait until I'm done."	Whining: "I can tell you want something but I don't understand what you are saying. When I hear you say, 'May I please have...' and you tell me in words what you want ,I'll be more than happy to help you get it."	DISCIPLINE: Since you chose to play ball in the house and broke the vase, I know you've decided to earn the money to replace it."
TEACHING	Newstudent doesn't know the routines in the classroom yet	7 yr old Susie keeps calling for your attention while you are teaching the class.	If you choose to continue to talk instead of work I'll know you have decided to work through break time.
PROFESSIONAL/THERAPIST, CONSULTANT	Use F-A-X listening. Avoid judging the client, avoid solving their lateness problem for them	uncover and address the reason for the intentional misbehaviour	

TOOLS	ALL PASRR
PARENTING	<p>PARENTING Challenge: child rides bike in street.</p> <p>Type of problem: PU/PO (depending on whether the child understands and has mastered the skill of knowing how to ride circles elsewhere)</p> <p>Prevention: Keep your bike on the sidewalk. (Don't Say "Don't")</p> <p>Acknowledge feelings: I know it's fun to ride your bike in circles.</p> <p>Set limits/express concerns: If you do that in the street you could get hit by a car.</p> <p>Redirect misbehavior: you can ride circles on the driveway or at the parking lot down the street if there are no cars there. (if PU, this teaches skills. If PO for power, it offers choices within limits)</p> <p>Reveal discipline/Solve problem: If you choose to ride your bike in the street, I'll know you aren't ready to ride responsibly and want to give up your bike until tomorrow. (Restriction)</p>
TEACHING	<p>Teacher challenge: Children all calling out at same time to tell teacher the answer to a trivial pursuit game question.</p> <p>Type of problem: C/PU Children need to be taught or reminded the skill to raise hand and wait to be called on.</p> <p>Prevention: I know you all want to tell me the answer</p> <p>Acknowledge feelings: and are excited to do so.</p> <p>Set Limits/express concerns: but I can only hear one person at a time.</p> <p>Redirect misbehavior: Use your silent signal (raise their hand) so I know you have something to tell me.</p> <p>Reveal Discipline: If you choose to keep shouting out I'll know you have decided that we can't play the game anymore.</p>
PROFESSIONAL/THERAPIST, CONSULTANT	<p>Challenge is with client: Client frequently fails to keep appointment protocol. Does not value therapist's time.</p> <p>Type of Problem: C/PO(Power). Rules and values. Client does not call before to cancel or reschedule appointments; shows up without appointment expecting to see therapist right away. Client gets emotional when they cannot be accommodated without an appointment.</p> <p>Prevention: Win/win choices within limits. Set the appointment protocols with regards to lateness, cancellations, rescheduling, and infrequent emergencies in writing and discuss with client. Have them co-sign agreement.</p> <p>Acknowledge their feelings of anger and disappointment when they cannot be accommodated without an appointment and highlight the options that could minimize these feelings.</p> <p>Tell client how important they are to you and how much you look forward to seeing them at their appointed time.</p>

TOOLS	5 STEPS	DIP	DON'T	W/W CHOICES
BUS LDR	PASRR	project/report, deadline	"Remember to turn in the master enrollment by 12/16/11" instead of "don't forget to..."	" by turning in the master enrollment by 12/16/11 it allows for adjustment of caseloads in a timely manner"

TOOLS	TEACH SKILLS	F-A-X	COMM
BUS LDR	Someone doesn't turn in the master enrollment by the target date but has not consistently shown mastery of meeting dates. Teach the skill of calendar and due date organization.	The person is frustrated by all the management of paper. Acknowledge the feeling of frustration of managing hard copies of records. Ask how they see that it might work better. Examine ideas and see if they are feasible to implement(scanning documents, e-mailing)	"Would you be available on Thursday at 4:00 or Friday at 9:00 to discuss treatment activities for the client? " instead of "When can we meet to discuss the treatment activities for the client?"

TOOLS	PU	PO	DISC/BED/CAR
BUS LDR	The master enrollment is not in by the due date that was given to the employee. Ensure that the person is on the e-mail, received the notice, knows how to generate the list, knows where the list needs to be sent...etc.	The master enrollment is not in by the due date that was given to the employee. The employee has shown mastery of the skill of sending in the master enrollment in on time but wants to send it in once a quarter instead of twice a quarter. Let the employee know that it needs to be sent in twice a quarter and give them a chance of how it can be sent in or when but it needs to be twice a quarter.	DISC: Tell the person the value of turning in the master enrollment, reveal if they are choosing to not pull the master enrollment their caseload will be adjusted without their input and they will have another opportunity to turn it in the next month. BED: brainstorm ideas for how to turn in master enrollments, evaluate the ideas and decide. CAR: Change the way master enrollments are gathered, accept that certain people will not turn their enrollment in, remove self from looking at caseloads until there is a problem.

TOOLS	ALL PASRR
BUS LDR	<p>Make sure master enrollment schedule is given to all employees and discussed at a meeting with them. Acknowledge feelings that it is frustrating to have to interrupt therapy services to generate a list twice a month. Let them know it is required twice a month and that once it is generated regularly it will become less time consuming and the value of it is that it supports caseload management. Revealing discipline of if it is not received it impacts efficient management of student needs and if no list is received after being reminded they are choosing progressive discipline being considered and they will have another opportunity to send in the information in a timely manner.</p>

TOOLS	5 STEPS	DIP	DON'T	W/W CHOICES
BUS COWKR	PASRS	thanks	Please place items to be completed in my in box' instead of 'don't put things on my chair'	By placing items to be completed in my inbox I can identify priority items quickly'

TOOLS	TEACH SKILLS	F-A-X	COMM
BUS COWKR	"My inbox is located on the left hand corner of my desk and is labeled 'Inbox' on the front"	Person is frustrated that they have to walk across the office to get to the inbox-acknowledge the frustration of having to come into the office.Ask if they have another idea of what might be convenient for both of you to drop off and get the inbox items.Examine options(in box outside the office, move inbox to right hand corner of desk etc..)	"I will know that there is something you would like for me to look at when I see it in my inbox"

TOOLS	PU	PO	DISC/BED/CAR
BUS COWKR	Person has difficulty with remembering routines, ensure that they know what the routine is and can master it to an agreed upon accuracy.	Person has agreed to put items in the inbox and does for the first week and then decides they just want to put them in the chair instead. Disengage to cool off. Acknowledge the extra effort needed to put items in the inbox. Brainstorm alternatives for a new agreement.	DISC: Tell the person the value of putting items in the inbox, reveal if they are choosing to place items outside the inbox they will not be looked at and they will have another opportunity to have items looked at when they are in the inbox. BED: brainstorm ideas where to put the items ,evaluate and agree to a place ,decide that is where items will be placed for review. CAR: change your expectation of where items need to be placed,Accept that your co-worker is going to place items for review in your chair and not in the inbox,Remove your self from accepting anything directly from that co-worker for review.

TOOLS	ALL PASRR
BUS COWKR	<p>P: Let others know where they can drop off papers to you. A:acknowledge feelings if it becomes an issue having a person drop off papers.S: express concern for not knowing what needs to be addressed if items come to you in multiple locations.R:redirect based on PU or PO behavior.R:reveal value of request,let them know what they are choicing if request not followed and that they will have another opportunity to discuss.</p>

TOOLS	5 STEPS	DIP	DON'T	W/W CHOICES
EMPLOYEE (relationship with boss)	PASRS (BED or CAR)	Acknowledges strengths of others on the team	(to boss/team) Instead of “No, I’m not doing that. It’s not my job,” he/she says, “I’d consider doing that after I’ve met my own job responsibilities.”	(to boss) “I only have 40 hours to get these projects done. I’ve been asked to do about 60 hours of work this week. Which project is your top priority. I don’t want to assume.”

TOOLS	TEACH SKILLS	F-A-X	COMM
EMPLOYEE (relationship with boss)	(to boss/team) “ Sometimes I find it helpful to ...”	(to boss) “You sound pretty stressed about the upcoming inspection. Can you trust the team to be ready? Want to brainstorm ideas for how we can get everything done on time?”	“I’m not willing to come in during family time, but I’m willing to do whatever you need while I’m here.”

TOOLS	PU	PO	DISC/BED/CAR
EMPLOYEE (relationship with boss)	(when boss' behavior is PU) "I'm not sure if you are aware, but sometimes it I'm not sure if you are serious or joking."	(when boss' behavior is PO) "I know you were really disappointed that my contract fell through. Is that why you've seemed angry with me this week? What can we do to move through this?"	(when has a problem with the boss) BED or, if boss is unwilling to work on a solution, CAR.

TOOLS	ALL PASRR
EMPLOYEE (relationship with boss)	<p>Challenge: Boss has unrealistic expectations</p> <p>Type of problem: C/PU, because “my” problem is that I’m under pressure and unable to meet the expectations and PU because the boss might not realize the expectations are unrealistic.</p> <p>Prevention: When being given projects, ask to clarify the expectations and address anything that seems unreasonable then.</p> <p>Acknowledge feelings: “I know how important this is to you and that you want to be sure this project is done to the highest standards...</p> <p>Set limits/express concerns: “I want that too. I’m just concerned that given the budget and time constraints that we may be promising more than we can deliver”</p> <p>Redirect misbehavior: “Can we look at what we can guarantee or what is reasonable to expect as a bottom-line goal?”</p> <p>Solve the problem (BED/CAR): “Can we brainstorm ideas for which tasks are priority and which we can get to if we are able to later, to keep improving upon what we do?” If the boss is unwilling to engage I problem solving (BED), then employee will use CAR:</p> <p>C: change what he (the employee, himself/herself) considers to be realistic, strive to achieve higher standards, change attitude or beliefs about the unrealistic expectations by reframing them.</p> <p>A: if none of that works, he’ll accept that the standards probably are unrealistic and still do the very best job he/she can to meet them.</p> <p>R: If the stress becomes too much or his excellent performance is not valued, he/she will likely look for a new job or remove the pressure from himself/herself to perform at that level to maintain personal life balance.</p>

TOOLS	5 STEPS	DIP	DON'T	W/W CHOICES
PERS FAMILY	PASRS	"Thanks for listening. I really appreciate it when my feelings are heard."	Instead of "don't tease me about my weight" say "I feel better about my body and more motivated to treat it nicely when others say kind things about me."	"I'd like to see both sides of the family at the holidays without splitting the day. When could we get together?"
PERS FRIEND	PASRS	"Hey, way to go man! Your grillin' really makes our picnics fun."	Instead of "Can we not have drama for once!" Say, "Let's try to have a pleasant enjoyable evening."	"I'd love to go to dinner. As long as it's someplace where I can get something not spicy, you can pick."

TOOLS	TEACH SKILLS	F-A-X	COMM
PERS FAMILY	"I'm sure it's hard not to worry. Right now, in this very moment, is that happening yet?" (Wait, they probably will say "no.") "So if you could plan for the future, but live each moment in the now, do you think you might worry less?"	F: "I'm sure it's discouraging to have such chronic health problems. It must be hard to focus on anything else." When he/she goes on and on about it. A: "Do you feel happier when you think about your health or all the other good things in your life?" X: "What could you do to stay focused on the positive?"	"We always love seeing you. We'd appreciate knowing when you are coming so we can be prepared and able to focus just on our time together."
PERS FRIEND	When sitting in the front seat, lean back or turn around and involve others in the conversation saying, "Don't want you feeling left out of the conversation just because you're in the back seat!"	F: "Wow, I can tell you are <i>really</i> mad at Pat." A: "Do you think he realizes how his behavior affects you?" X: "Do you want to tell him?" ... "How could you tell him in a way he'd hear you?"	"You are one of my best friends and I want it to stay that way, so want to be honest with you. It hurt my feelings when that embarrassing story was told about me at dinner. I'd appreciate it if I could give permission for stuff like that to be shared next time."

TOOLS	PU	PO	DISC/BED/CAR
PERS FAMILY	To relative who is "set in his/her ways," say "Everyone has their preferences and it won't hurt if things are done a little differently sometimes. Let's try to appreciate the fact that she's willing to pitch in."	"I notice you haven't spoken to me in weeks. Are you mad at me about something? Our relationship is important to me, so if I did something that hurt you, tell me. I am willing to apologize for my part so we can work this out."	Toxic person: CAR
PERS FRIEND	To friend who is doesn't seem to realize how insensitivte he/she is, say "Were you aware that comments such as _____ might hurt someone's feelings?"	When one person hogs the conversation, ask other people in the group what they think about the topic.	BED or reveal consequence of hogging conversations. "We all really appreciate your contributions. In fact, everyone has something they'd like to share. If others never get a chance to talk they may get discouraged and not want to get together."

TOOLS	ALL PASRR
PERS FAMILY	<p>Challenge with Family member: Relative criticizes your career choice. "When are you going to get a real job?"</p> <p>Type of problem: PU, because it's a problem for you that involves problem behavior that could be motivated out of good intentions and not knowing how much the comments upset you (PU)</p> <p>Prevention: I really love what I'm doing and would really appreciate your support.(D.I.P.)</p> <p>Acknowledge feelings: I'm sure you are worried I won't be happy or can't make a good living doing this. I really appreciate your concern.</p> <p>Set limits/express concerns: It upsets me, though, when I feel criticized and end up feeling defensive.</p> <p>Refirect misbehavior: If you have concerns, I'd prefer being asked questions about how I plan to prevent or solve them. (offer acceptable alternative)</p> <p>Reveal discipline/Solve problem: If you choose to continue criticizing me, I will choose not to discuss my career at all anymore.(Take action, decide what you will do, not what you'll make others do.)</p>
PERS FRIEND	<p>Challenge with Friend: Comes to you with problems, but complains all the time and is negative.</p> <p>Type of problem: probably PU. Negative people don't usually realize how negative they are.</p> <p>Prevention: I've seen you come through some pretty hard times in the past. I have faith you'll rise above this, too. (D.I.P.)</p> <p>Acknowledge feelings: I can hear how frustrated you are. What do you think your options are? (F-A-X)</p> <p>If keeps complaining:</p> <p>Set limits/express concerns: I start feeling dragged down when all I hear is complaining and feel an unwillingness to solve the problem. I'm willing to support you when you are facing problems but am not willing to listen to complaining for too long.</p> <p>Refirect misbehavior: If you need to vent more, maybe you can journal for a bit, talk to someone else, or just spend some quiet time reflecting. (PU, offer acceptable alternative)</p> <p>Reveal discipline/Solve problem: Let me know when you are ready to do some problem solving and I'll be here to support you. (Take Action: decide what you will do, not what you'll make others do.)</p>

TOOLS	5 STEPS	DIP	DON'T	W/W CHOICES
PERS INTIMATE	PASRS	"Thanks for helping around house. That really relieves the stress and gives us more time to relax together."	Instead of "stop ignoring me." Say, "Please look at me and listen when I am talking." or instead of "don't leave the toilet seat up." Say, "Put the seat down when done."	"You don't like my TV shows and I don't like yours. How can we take turns and both get to see what we want between dinner and bed?"

TOOLS	TEACH SKILLS	F-A-X	COMM
PERS INTIMATE	Ask for help wrapping gifts and offer quick tips (not perfection)	"F: Sounds like you had a bad day at the office. A: What happened? X: So what do you think you might do tomorrow about that?"	I really need some down time after work. Can I have about 10 minutes to regroup before diving into all the things you need me for around the house? I'd be in a much happier, relaxed state the rest of the night.

TOOLS	PU	PO	DISC/BED/CAR
PERS INTIMATE	Yells when angry. Doesn't know anger management or good communication.	Spouse can't find a job and is so discouraged he/she has given up. Instead of accusing of being lazy, acknowledge his/her talents and skills, express faith in his/her ability to find a job, encourage to trust the right job is waiting and their job is to keep their spirits up and keep their radar up. Brainstorm ways to stay motivated and/or other options.	use BED: Brainstorm ways to learn not to yell when angry or CAR: Take Action (Decide what you will do, not what you will make others do.) and use PASR, then remove self from situation.

TOOLS	ALL PASRR
PERS INTIMATE	<p>Challenge with spouse/partner: Frequently blames you for whatever is happening and tries to start arguments.</p> <p>Type of Problem: C/PU or PO. They have an issue (C). If they are conditioned to blame others or have a personality trait of not accepting responsibility, it's PU. If they are angry and doing it on purpose, it's PO with a goal of revenge.</p> <p>Prevention: I know we can work this out. (D.I.P.)</p> <p>Acknowledge feelings: I can tell you are upset this happened.</p> <p>Set limits/express concerns: I'm willing to find a solution that works for both of us.</p> <p>Refirect misbehavior: (If the goal is Revenge, the root issue is hurt. Resolve that hurt first, then do F-A-X) If you feel I've blamed you in the past, I'm sorry. No one likes to be blamed, including me. Can we find a win/win solution here? (invite to do F-A-X)</p> <p>If refuse to work out or repeat the behavior again.</p> <p>Reveal discipline/Solve problem: I'm willing to work out problems but I'm not willing to argue. I'm going to the other room. When you've calmed down and want to work things out, I'm here.</p>