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**SODAS**

**Problem-Solving & Decision-Making Method**

**Nicole Deschenes, M.Ed., Hewitt B. “Rusty” Clark, Ph.D.**

**National Network on Youth Transition for Behavioral Health (NNYT)**

**Contents for this Practice**

Outline of Essential Features of this Practice

* SODAS Framework for social problem solving
* Demonstration: Presented to entire audience

Opportunity to Practice the Practice: SODAS

* Organize the Small Group Behavioral Rehearsal Process
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  + SODAS Practice Scenario 2: Young Adult Version
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* Small Groups report to full audience

Continuation of Presenation Outline:

Some of the Challenges Associated with Conducting SODAS

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* Challenge 3: Validating all Advantages
* Challenge 4: Validating all Disadvantages
* Challenge 5: YP Selects Harmful Solution
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Making Your Use of SODAS Effective for a YP

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* Appendix 3: SODAS Component Checklist
* Appendix 4: SODAS Worksheet
* Appendix 5: SODAS Behavior Rehearsal Feedback Sheet

**Outline of Essential Features of the SODAS Practice**

**Social Problem & Issues**

* Integral in every person’s daily life

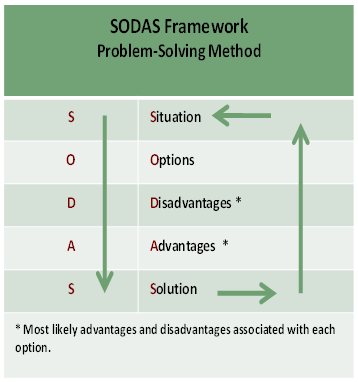
**Successful Transition to Adulthood Requires:**

* Good Communication
* Cooperation w/ others
* Expressing opinions & beliefs
* Appreciating perspectives of others
* Reasoned disagreement, negotiation & compromise

Youth & young adults can find all of these difficult, particularly those with EBD

**Teaching Youth w/ EBD to make better decisions & resolve problems helps them to…**

* get along with others better
* ↑ ability to develop and maintain close relationships
* ↑ control over outcomes of situations
* *feel* more control over situations
* improve their quality of life



**Preparation of Youth for SODAS**

* TF introduces the YP to the SODAS process
* Explain benefits of problem-solving
* Uses *clear, specific, relevant* rationales

**S = Situation**

Get a clear, behaviorally specific picture of the situation

* Who, what, where, when, & how.
* As clear and behaviorally specific as possible.

What are the feelings involved with the situation

* Young person’s feelings?
* What do family members feel when the problem occurs?
* How do others feel, e.g., friends, employer, teacher?

Sample questions

* What happens after you…?

Helps YP recognize aspects of situations they didn’t think about before

**O = Options**

* Assist youth in generating possible options
* Accept all of the options – evaluate later
* Reinforce youth for ideas and options – no matter what you think of them
* Questions that can assist in generating options…
  + What can be done to solve the problem?
  + How can you achieve your goal?
  + What do you want to do?
  + What else could you do? What about…?
  + We have \_\_\_\_\_ on the list, how about considering \_\_\_\_\_?

**D = Disadvantages   
A = Advantages**

* Help the youth explore the realistic A & D of each option
* For *each Option*, review *Advantages first* then the Disadvantages
* May involve revising or combining aspects of options
  + What are the possible benefits? Why are those things important to you?
  + What are the negatives or costs? What potential danger or harm could come of this option? Why are those things important to you?
  + How might family members and others who support you feel or be affected? What might happen for you as a result of their feelings or the impact on them? How about other people (e.g., employers, friends, teachers)?
  + What might happen right away? How about a week or a month from now? What if you changed the option a little?

**S = Solution**

* Guide the youth in selecting an option that is safe
* Choice must be **owned** by the youth
  + Ask the YP to remember the situation identified in the beginning. Will the selected option help resolve the situation?
  + How feasible is the option? Can the young person and his/her support system “pull it off”?
  + How to do it? Get at the specifics of who, what, when, where, etc. Again, options and strategies may be refined as you go.
* Practice? Options involving human interaction may need to be role-played. What if the person does or says X or Y? Help YP practice, reinforce appropriate behavior, and plan ahead for possible outcomes.

**Follow-Up**

**Opportunity of Practice the Practice: SODAS**

**Form Small Groups for this Activity**

* **Need players:**
  + Transition Facilitator
  + Youth or Young Adult
  + Scribe (assist the TF in keeping track of process on the SODAS Worksheet)
  + Observer(s)
  + Moderator (Behavior Rehearsal Instructor) to manage the process
* **Read Scenarios 1, 2, or 3**
* **Players use particular forms for this small group process:**
  + **Transition Facilitator** 
    - SODAS Worksheet and SODAS Component Checklist
  + Youth or Young Adult
    - SODAS Worksheet
  + Scribe
    - Assist the TF and YP in keeping track of process by writing on a SODAS Worksheet.
  + Observer(s)
    - Behavior Rehearsal Feedback Sheet
  + Moderator (Behavior Rehearsal Leader) to manage the process
    - Behavior Rehearsal Feedback Sheet
* **To Write or Not to Write?**
  + SODAS is a process where we encourage the Transition Facilitator (TF) and the Young Person (YP) to consider writing throughout the process.
  + Thus, a TF may want to carry the SODAS Worksheets with him/her for use with YP, or write things on a placemat at Burger King.
  + During this Small Group Behavioral Rehearsal process, it can be very helpful to have a Scribe who sits near the TF and helps the TF by keeping notes of the process. The Scribe would write on the SODAS Worksheet to help the TF and YP should they need to refer to this document.
  + The Scribe’s notes also help when different small group participants switch off to play the TF role**.**
* **SODAS Problem-Solving Method**

**S Situation**

**O Options (Brainstorming)**

**D Disadvantages\***

**A Advantages\***

**S Solution**

**Follow-up**

**Some of the Challenges Associated with Conducting SODAS**

**Challenge 1: Participation**

Getting the youth to participate in generating options

* Goal is to get youth contributing to the brainstorming
* May need to remind youth that all options can be listed
* Praise any attempts to participate
* Foster interest though rationales or direct questions

If youth is still not on board

* May need to elicit options by modeling some
* Make sure these are person-centered and strength-based

**Challenge 2: TF Stays Non-judgmental**

* TF stay open, objective, and non-judgmental
  + Youth may list options that are dangerous, silly, extreme, or impossible to implement
  + Avoid saying: “That’s a good one, but I don’t know about this? Do you really think this is a good idea?
  + The Option component is to generate as many options as possible
  + The Advantages and Disadvantages component is more evaluative

**Challenge 3: Validating *all* Advantages**

* Advantages shared by YP to explain “negative” behavior should be validated. For example:
  + Youth lists “getting high” helps me relax.
  + Invalidating responses:
    - “Well it may, but drugs are really bad for you.” OR
    - “Well, yes I suppose that is an advantage.”
  + Better: TF “Okay, that could be an advantage.”

**Challenge 4: Validating *all* Disadvantages**

* Don’t ignore disadvantages of your “favored” option.
  + Option favored by TF: Don’t hang out with friends after school as a way to avoid shoplifting.
  + Youth sees disadvantage of not having time with friends.
  + TF glosses over youth’s concerns and emphasizes advantages of option.
* Youth will not implement TF favored options if:
* They do not feel ownership of them.
  + If they hold no reinforcers for the youth.

**Challenge 5: YP Selects Harmful Solution**

* Discuss potential consequences – don’t ignore advantages
* Use Rationales & care statements
* Remind YP that TF may have to report DTS/DTO
* Refer to “Prevention Plan”
* Follow-up with supervisor, parents, & authorities as required

**The Righting Reflex**

We helpers have a powerful desire to set things right, to heal, to prevent harm, and to promote well-being. This is the “Righting Reflex.”

* When we voice the arguments for change, a young person naturally respond by defending the other side
* The more a young person verbalizes the disadvantages of change, the more committed he/she becomes to avoiding change
* Our role is to assist a young person to see and voice a need for change
* We want to tell people what to do which is paradoxical because when we talk about all the reasons they should change, all we’re succeeding in doing (usually), is getting them more dug in to their own position / not wanting to change.
* Theory of psychological reactance – when a person perceives threat to their freedom, only more likely to continue the behavior

Resist the Righting Reflex

* Develop tolerance for hearing about risky behaviors
* Develop discrepancies
* Use validation
* Convey a partner-like relationship
* Elicit wisdom rather than impart it

Responsibility for change is with the young person; the only place it can be.

**Making Your Use of SODAS Effective for a YP**

**Follow-up: Asking & Discovering**

* Was the plan implemented? What happened when it was tried?
* If it was not implemented, maybe the problem was not so critical after all, OR maybe the young person just wanted time to talk, OR still not comfortable with option selected OR implementation plan.
* Whether or not plan was implemented, follow-up includes praising youth for participating in the process and for any insight about what happened
* If the plan was implemented, praise the YP for following through!
* Did the solution help resolve the situation?
* If it did not, then:
  + Use this opportunity to teach the young person how to persist and to normalize the experience of trying multiple options before an actual solution is found
  + Try to help young person see this experience as a learning opportunity, instead of a failure
  + Remind YP that some problems need multiple tries to solve
  + Obtain new information for further problem-solving/decision-making, as well as give descriptive praise for effort made and persistence toward reaching the goal.
* Checking in with the youth as he or she enacts solutions is critical in order to:
  + Provide support
  + Help the youth deal with unanticipated consequences or actions of others
  + Practice skills needed to implement the solution
  + Encourage the youth to actually follow-through with the solution.

*Whether or not* plan was implemented, *praise* YP for participating & for any insight gained

**Benefits to TF-Youth Relationship**

* TF learns what youth finds reinforcing
* TF can use this “functional assessment” information to help shape behavior of YP
* e.g., The TF thought drug use was because of peer pressure, but now finds out that the youth uses to relax or escape problems.
* Similarly, more effective solutions to YPs problems will result if TF listens to youth’s perspective on A and D of options.
* e.g., option: To avoid shoplifting, stay away from friends after school – BUT, youth sees this as a disadvantage because he/she likes to be with friends.
* TFs awareness of these things helps YP to feel understood

**Using SODAS with YP**

* TF uses SODAS w/ YP to address “real life” problems
* TF teaches the process to YP
* YP learns to apply SODAS on his/her own

**Teaching SODAS**

* Teach SODAS in absence of a serious problem.
  + Explain it procedurally
  + Use a situation where it was used with youth as example.
  + Helpful to use diagram of SODAS Framework
  + Model writing down can help keep issues clear and allow for quick review and summary.
* Provide rationales for youth learning SODAS.
  + Using SODAS improves decision-making and personal outcomes.
  + This is especially the case in the midst of pressures, like:
    - Employer raising his voice at him/her.
    - Parent telling him/her “no” to a request.
    - Friends pressuring him/her to do something illegal.
* To Write or Not to Write?
  + SODAS is a process where we encourage the Transition Facilitator (TF) and the Young Person (YP) to consider writing throughout the process.
  + Thus, a TF may want to carry the SODAS Worksheets with him/her for use with YP, or write things on a placemat at Burger King.
  + Having the TF or the YP writing down the key information during a SODAS process can be a very helpful teaching feature for assisting the YP in learning this process.

**Help YP Use SODAS on Their Own**

* Remind YP of a situation where SODAS could be useful
* Ask YP to practice – commit to reviewing at next meeting
* Review rationales for learning & using SODAS
* Provide encouragement & positive descriptive praise
* Remind YP – we all need help at times thinking through tough problems
* Keep building the YP’s self-sufficiency and confidence in managing his/her situations



**Problem-Solving/Decision-Making Processes**

**For Working with Transition-Aged**

**Youth & Young Adults:**

**The SODAS Framework**

**Behavior Rehearsal Manual**

January 25, 2010 Version

***Karen Blase, Robin Wagner, and Hewitt B. “Rusty” Clark***

***National Network on Youth Transition for Behavioral Health (NNYT*)**

**SODAS Practice Scenario 1: Youth Version**

This behavior rehearsal session is designed to give the Transition Facilitator experience in using SODAS. It is helpful if participants have studied the SODAS Personnel Training Module prior to this behavioral rehearsal session. We trust your professionalism will prevail and that you’re up for accepting and providing constructive positive and corrective feedback! We’re all here to learn and have fun with these practice scenarios!

**General Instructions for All Participants**

**Situation**

The youth and Transition Facilitator are meeting today. In this meeting, as the Transition Facilitator asks the youth how things have been going, the youth tells the Transition Facilitator that two of her/his friends were arrested last week for shoplifting. The youth says that she/he is glad that she/he was not with them. The youth then shares that she/he hopes that she/he does not get caught in the future when the youth is with her/his friends and they are shoplifting.

**Roles**

***- Transition Facilitator***

* The *TF* practices using SODAS in his or her role as a Transition Facilitator and may elect to use the attached *“SODAS Worksheet”* to prepare for the practice session or with the “youth” during the practice session.
* See Transition Facilitator Instruction Sheet for more information regarding your role.

***- Youth***

* The youth generally will be cooperative and will follow instructions and participate in the discussion. The youth’s Strength Discovery Process indicated that:
  + youth’s friends are important to him/her
  + he/she likes having nice things
  + he/she wants to start working
  + likes working with children
  + wants to be an elementary teacher one day
  + has a close relationship with his/her grandmother.
* See Youth Instruction Sheet for more information regarding your role.

***- Behavior Rehearsal Leader (BRL)***

* The Behavior Rehearsal Leader will provide feedback based on the attached *“SODAS Behavior Rehearsal Feedback Sheet”.* Following the practice by the Transition Facilitator, the Behavior Rehearsal Leader will provide strength-based feedback and feedback for improvement. The *BRL* may request that the *TF* participant re-practice or try a new situation. The *TF* also may ask to re-practice in order to improve comfort and competency with the skill
* See Behavior Rehearsal Leader Instruction Sheet for more information regarding your role.

***- Observers***

* Any participants who are not involved in a particular practice exercise should use the *“SODAS Behavior Rehearsal Feedback Sheet”* to follow along with the practice session and making notes on what the Transition Facilitator is doing well and what might be done differently. .

**Youth Instructions for Practice Scenario 1**

**Situation**

You are meeting with your Transition Facilitator for your weekly meeting. You are discussing how things in your life are going and you share with him/her that two of your friends got arrested last week because they got caught shoplifting. You express relief that you were not with them. You tell the Transition Facilitator that you hope you don’t get caught in the future when you are with your friends and they are shoplifting.

**Instructions**

* Be cooperative with the Transition Facilitator and open to him/her teaching you something new, unless otherwise stated in these instructions.
* Remember your input from the Strength Discovery Process
  + Your friends are important to you
  + You like having nice things
  + You want to start working
  + You like working with children
  + You want to be an elementary teacher one day
  + You have a close relationship with your grandmother.
* If the Transition Facilitator does not explain how problem solving and decision-making can benefit you, you should behave as if you are not interested in what he/she is teaching you and you can say, “Well, I don’t see how this is going to help me”.
* Do follow any suggestions or directions the Transition Facilitator gives you but you may ask one question or make a comment to clarify each of the steps, e.g., “What’s an option?”
* Be conversational with the Transition Facilitator, remembering your strengths from the Strength Discovery process and help brainstorm options, disadvantages, advantages, and solutions.
* Be willing to compromise to arrive at a solution that meets some of your needs as well as being something that would realistically work for you.

**Transition Facilitator Instructions for Practice Scenario 1**

**Situation**

You are meeting with one of your young people today. In this meeting as you are asking him/her how things have been going, he/she tells you that two of his/her friends were arrested last week for shoplifting. The youth says that he/she is glad he/she was not with them. The youth then shares that he/she hopes that he/she does not get caught in the future when he/she is with his/her friends and they are shoplifting in the future.

**Instructions**

* Remember the youth’s input from the Strength Discovery Process
* youth’s friends are important to him/her
* likes having nice things
* wants to start working
* likes working with children
* wants to be an elementary teacher one day
* has a close relationship with his/her grandmother).
* You are concerned about the youth’s future and him/her staying out of trouble and you see this situation as an opportunity to use the SODAS framework, hopefully to come to a solution that will have better outcomes for the youth.
* You also want to help him/her to start to think of other ways of dealing with situations so that the youth can realize that his/her behavior has consequences and that he/she can change his/her behavior to help lead to better outcomes for himself/herself.
* Use the SODAS format and worksheet for decision-making and problem-solving to help the youth.
* Summarize at the end of each component, e.g. “so it sounds like the situation is…” or “okay, the options that are listed so far are…”

**Behavior Rehearsal Leader Instructions for Practice Scenario 1**

**Situation**

The youth and Transition Facilitator are meeting today. In this meeting, as the Transition Facilitator asks the youth how things have been going, the youth tells the Transition Facilitator that two of her/his friends were arrested last week for shoplifting. The youth says that she/he is glad that she/he was not with them. The youth then shares that she/he hopes that she/he does not get caught in the future when the youth is with her/his friends and they are shoplifting.

**Instructions**

* Before the training session, read the Instructions for the Transition Facilitator and the Youth to get a picture of how the scene fits together.
* Provide the General Instructions to all the participants.
* Ask for volunteers or assign participants to play the roles of the Transition Facilitator and the Youth.
* Provide the Transition Facilitator with the “Transition Facilitator Instructions” and the SODAS Component Checklist to use as a reference as well as the SODAS Worksheet to record the information that the TF and Youth come up with during the practice session.
* Provide the Youth with the “Youth Instructions”.
* Provide any Observers with the SODAS Component Checklist and ask them to follow along with the process.
* Ask the Transition Facilitator to let you know during the session if he or she wants ideas or help.
* Ask the Transition Facilitator to begin by asking the youth how things have been going (the youth will then share the news about his/her friends and lead into his/her statement about hoping he/she does not get caught in the future).
* You will record the Transition Facilitator’s behavior on the SODAS Behavior Rehearsal Feedback Sheet. You may elect to periodically stop the scene, give feedback and then tee the scene up to continue or you may elect to let the participant complete the scene before giving feedback.
* When giving feedback be sure to:
  1. Take a strength-based approach and describe all the ways that the Transition Facilitator used the SODAS components appropriately as well as the appropriate use of quality components (e.g. voice tone, praise).
  2. When offering corrective feedback, describe the behavior to be changed and offer words that the Transition Facilitator might use instead of the approach taken by the Transition Facilitator. However, the TF need not use your exact words in any re-practice that occurs.
  3. Feel comfortable asking the Transition Facilitator to re-practice and offer praise and support for the Transition Facilitator’s receptivity to feedback.

**SODAS Practice Scenario 2: Young Adult[[1]](#footnote-1)**

This behavior rehearsal scenario is designed to give the Transition Facilitator experience in using SODAS with a young adult related topic. We trust your professionalism will prevail and that you’re up for accepting and providing constructive positive and corrective feedback! We’re all here to learn and have fun with these practice scenarios!

**General Instructions for All Participants**

**Situation**

The young adult and transition facilitator are meeting today. In this meeting, the Transition Facilitator asks the young adult how things have been going. The young adult tells the Transition Facilitator that things have been very good. He tells the Transition Facilitator that, in fact, he’s planning on going off his psychotropic medication.

The young adult explains that he is fed-up with taking his medications three times a day. Since one dosage has to be taken during the day, he often is around his friends or co-workers. He tries to disguise his taking medications, but is embarrassed when people ask him about what he’s up to.

Some background is that about 16 months ago, the young adult stopped taking all medications. About 5 weeks later his girlfriend broke up with him and he was hospitalized for about a week. During this stay, he re-stabilized through behavior therapy and prescription medications.

**Roles**

***- Transition Facilitator***

* The *TF* practices using SODAS in his or her role as a Transition Facilitator and may elect to use the attached *“SODAS Worksheet”* to prepare for the practice session or with the “young adult” during the practice session.
* See Transition Facilitator Instruction Sheet for more information regarding your role.

***- Young adult***

* The young adult generally will be cooperative and will follow instructions and participate in the discussion. The young adult’s Strength Discovery Process indicated that he:
* Has strong opinions
* Is capable of making quick decisions
* Has a close relationship with his grandmother
* Is working toward maintaining a job he has kept for 4 months
* Wants to be in social work some day
* Has stayed out of the psychiatric hospital for 7 months, the longest stretch in recent years
* See Young adult Instruction Sheet for more information regarding your role.

***- Behavior Rehearsal Leader (BRL)***

* The Behavior Rehearsal Leader will provide feedback based on the attached *“SODAS Behavior Rehearsal Feedback Sheet”.* Following the practice by the Transition Facilitator, the Behavior Rehearsal Leader will provide strength-based feedback and feedback for improvement. The *BRL* may request that the *TF* participant re-practice or try a new situation. The *TF* also may ask to re-practice in order to improve comfort and competency with the skill
* See Behavior Rehearsal Leader Instruction Sheet for more information regarding your role.

***- Observers***

* Any participants who are not involved in a particular practice exercise should use the *“SODAS Behavior Rehearsal Feedback Sheet”* to follow along with the practice session and making notes on what the Transition Facilitator is doing well and what might be done differently.

**Young Adult Instructions for Practice Scenario 2**

**Situation**

Please refer to the Situation description that is providing under the “General Instructions for Scenario 2.

**Instructions**

* Be cooperative with the Transition Facilitator and open to him/her teaching you something new, unless otherwise stated in these instructions.
* Remember your input from the Strength Discovery Process
* You have strong opinions
* Are capable of making quick decisions
* Have a close relationship with his grandmother
* Are working toward maintaining a job you have kept for 4 months
* Want to be in social work some day
* Have stayed out of the psychiatric hospital for 7 months, the longest stretch in recent years
* If the Transition Facilitator does not explain how problem-solving and decision-making can benefit you, you should behave as if you are not interested in what he/she is teaching and you can say, “Well, I don’t see how this is going to help me”.
* Do follow any suggestions or directions the Transition Facilitator gives you but you may ask one question or make a comment to clarify each of the steps, e.g., “What’s an option?”
* Be conversational with the Transition Facilitator, remembering your strengths from the Strength Discovery process and help brainstorm options, disadvantages, advantages, and solutions.
* Be willing to compromise to arrive at a solution that meets some of your needs as well as being something that would realistically work for you.

**Transition Facilitator Instructions for Practice Scenario 2**

**Situation**

The young adult and transition facilitator are meeting today. In this meeting, the Transition Facilitator asks the young adult how things have been going. The young adult tells the Transition Facilitator that things have been very good. He tells the Transition Facilitator that, in fact, he’s planning on going off his psychotropic medication.

The young adult explains that he is fed-up with taking his medications three times a day. Since one dosage has to be taken during the day, he often is around his friends or co-workers. He tries to disguise his taking medications, but is embarrassed when people ask him about what he’s up to.

Some background is that about 16 months ago, the young adult stopped taking all medications. About 5 weeks later his girlfriend broke up with him and he was hospitalized for about a week. During this stay, he re-stabilized through behavior therapy and prescription medications.

**Instructions**

* Remember the student’s input from the Strength Discovery Process
* He has strong opinions
* Is capable of making quick decisions
* Has a close relationship with his grandmother
* Is working toward maintaining a job he has kept for 4 months
* Wants to be in social work some day
* Has stayed out of the psychiatric hospital for 7 months, the longest stretch in recent years
* You are concerned about the young person’s mental health and him building upon his progress, and you see this situation as an opportunity to use the SODAS framework, hopefully to come to a solution that will have better outcomes for the young adult.
* You also want to help him to start considering other points of view, and identifying how his style of decision-making tends to affect his long term progress.
* Use the SODAS format and worksheet for decision-making and problem-solving to help the young adult.
* Summarize at the end of each component, e.g. “so it sounds like the situation is…” or “okay, the options that are listed so far are…”

**Behavior Rehearsal Leader Instructions for Practice Scenario 2**

**Situation**

Please refer to the Situation description that is providing under the “General Instructions for Scenario 2.

**Instructions**

* Before the training scenario, read the Instructions for the Transition Facilitator and the Young adult to get a picture of how the scene fits together.
* Provide the General Instructions to all the participants.
* Ask for volunteers or assign participants to play the roles of the Transition Facilitator and the Young adult.
* Provide the Transition Facilitator with the “Transition Facilitator Instructions” and the SODAS Component Checklist to use as a reference as well as the SODAS Worksheet to record the information that the TF and Young adult come up with during the practice session.
* Provide the Young adult with the “Young adult Instructions”.
* Provide any Observers with the SODAS Component Checklist and ask them to follow along with the process.
* Ask the Transition Facilitator to let you know during the session if he or she wants ideas or help.
* Ask the Transition Facilitator to begin by asking the young adult how things have been going (the young adult will then share the news about his/her friends and lead into his/her statement about hoping he/she does not get caught in the future).
* You will record the Transition Facilitator’s behavior on the SODAS Behavior Rehearsal Feedback Sheet. You may elect to periodically stop the scene, give feedback and then tee the scene up to continue or you may elect to let the participant complete the scene before giving feedback.
* When giving feedback be sure to:
  1. Take a strength-based approach and describe all the ways that the Transition Facilitator used the SODAS components appropriately as well as the appropriate use of quality components (e.g. voice tone, praise).
  2. When offering corrective feedback, describe the behavior to be changed and offer words that the Transition Facilitator might use instead of the approach taken by the Transition Facilitator. However, the TF need not use your exact words in any re-practice that occurs.
  3. Feel comfortable asking the Transition Facilitator to re-practice and offer praise and support for the Transition Facilitator’s receptivity to feedback.

**SODAS Practice Scenario 3: Youth Version**

This behavior rehearsal scenario is designed to give the Transition Facilitator experience in using SODAS with a youth related topic. We trust your professionalism will prevail and that you’re up for accepting and providing constructive positive and corrective feedback! We’re all here to learn and have fun with these practice scenarios!!

**General Instructions for All Participants**

**Situation**

The youth and Transition Facilitator are meeting today. In this meeting as the Transition Facilitator is asking the youth how things have been going, he/she tells the Transition Facilitator that he/she thinks he/she wants to quit his/her current job. The youth says that he/she no longer feels like working there.

**Roles**

***- Transition Facilitator***

* The *TF* practices using SODAS in his or her role as a Transition Facilitator and may elect to use the attached *“SODAS Worksheet”* to prepare for the practice session or with the “youth” during the practice session.
* See Transition Facilitator Instruction Sheet for more information regarding your role.

***- Youth***

* The youth generally will be cooperative and will follow instructions and participate in the discussion. The 17-year-old youth’s Strength Discovery Process indicated that:
  + friends are important to him/her
  + likes to have money to spend with friends
  + is persistent
  + eventually wants to live on his/her own
  + wants to own his/her own small business someday
  + has a close relationship with his/her uncle who used to own a business
* See Youth Instruction Sheet for more information regarding your role.

***- Behavior Rehearsal Leader (BRL)***

* The Behavior Rehearsal Leader will provide feedback based on the attached *“SODAS Behavior Rehearsal Feedback Sheet”.* Following the practice by the Transition Facilitator, the Behavior Rehearsal Leader will provide strength-based feedback and feedback for improvement. The *BRL* may request that the *TF* participant re-practice or try a new situation. The *TF* also may ask to re-practice in order to improve comfort and competency with the skill
* See Behavior Rehearsal Leader Instruction Sheet for more information regarding your role.

***- Observers***

* Any participants who are not involved in a particular practice exercise should use the *“SODAS Behavior Rehearsal Feedback Sheet”* to follow along with the practice session and making notes on what the Transition Facilitator is doing well and what might be done differently.

**Youth Instructions for Practice Scenario 3**

**Situation**

Please refer to the Situation description that is provided under the “General Instructions for Scenario 3.

**Instructions**

* Be cooperative with the Transition Facilitator and open to him/her teaching you something new, unless otherwise stated in these instructions.
* Remember your input from the Strength Discovery Process
  + Friends are important to you.
  + You like to have money to spend with friends.
  + You are persistent.
  + Eventually you want to live on your own.
  + You want to own your own small business someday.
  + You have a close relationship with your uncle who used to own a business.
* As you explore the situation, let the TF know that you want to quit because the work is too hard. Then let it emerge that you can’t really read well enough to read the on the job training material and you are embarrassed to ask for help.
* If the Transition Facilitator does not explain how problem solving and decision-making can benefit you, you should behave as if you are not interested in what he/she is teaching you and you can say, “Well, I don’t see how this is going to help me”.
* Do follow any suggestions or directions the Transition Facilitator gives you but you may ask one question or make a comment to clarify each of the steps, e.g., “What’s an option?”
* Be conversational with the Transition Facilitator, remembering your strengths from the Strength Discovery process and help brainstorm options, advantages, disadvantages, and solutions.
* Be willing to compromise to arrive at a solution that meets some of your needs as well as being something that would realistically work for you.

**Transition Facilitator Instructions for Practice Scenario 3**

**Situation**

You are meeting with one of your young people today. In this meeting as you are asking the young person how things have been going, the youth tells you that he/she thinks he/she wants to quit his/her current job. The youth says that he/she no longer feels like working there. (Refer to the “General Instructions” for more details regarding the current situation and background).

**Instructions**

* Remember the following from the Strength Discovery process:
  + friends are important to him/her
  + likes to have money to spend with friends
  + is persistent
  + eventually wants to live on his/her own
  + wants to own his/her own small business someday
  + has a close relationship with his/her uncle who used to own a business
* You are concerned about this young person’s future and him/her staying employed. You see this situation as an opportunity to use the SODAS framework, hopefully, to come to a solution that will have better outcomes for this young person.
* You also want to help the youth to start to think of other ways of dealing with situations instead of just reacting to his/her initial feelings so that the youth can realize that his/her behavior has consequences and that he/she can change his/her behavior to help lead to better outcomes for him/herself.
* Use the SODAS format and worksheet for decision-making and problem-solving to help this young person.
* Summarize at the end of each component, e.g. “so it sounds like the situation is…” or “okay, the options that are listed so far are…”

**Behavior Rehearsal Leader Instructions for Practice Scenario 3**

**Situation**

The youth and Transition Facilitator are meeting today. In this meeting as the Transition Facilitator is asking the youth how things have been going, he/she tells the Transition Facilitator that he/she thinks he/she wants to quit his/her current job. The youth says that he/she no longer feels like working there. (Refer to the “General Instructions” for more details regarding the current situation and background).

**Instructions**

* Before the training session, read the Instructions for the Transition Facilitator and the Youth to get a picture of how the scene fits together.
* Provide the General Instructions to all the participants.
* Ask for volunteers or assign participants to play the roles of the Transition Facilitator and the Youth.
* Provide the Transition Facilitator with the “Transition Facilitator Instructions” and the SODAS Component Checklist to use as a reference as well as the SODAS Worksheet to record the information that the TF and Youth come up with during the practice session.
* Provide the Youth with the “Youth Instructions”.
* Provide any Observers with the SODAS Component Checklist and ask them to follow along with the process.
* Ask the Transition Facilitator to let you know during the session if he or she wants ideas or help.
* Ask the Transition Facilitator to begin by asking the youth how things have been going (the youth will then share the news about his/her friends and lead into his/her statement about hoping he/she does not get caught in the future).
* You will record the Transition Facilitator’s behavior on the SODAS Behavior Rehearsal Feedback Sheet. You may elect to periodically stop the scene, give feedback and then tee the scene up to continue or you may elect to let the participant complete the scene before giving feedback.
* When giving feedback be sure to:

1. Take a strength-based approach and describe all the ways that the Transition Facilitator used the SODAS components appropriately as well as the appropriate use of quality components (e.g. voice tone, praise).
2. When offering corrective feedback, describe the behavior to be changed and offer words that the Transition Facilitator might use instead of the approach taken by the Transition Facilitator. However, the TF need not use your exact words in any re-practice that occurs.
3. Feel comfortable asking the Transition Facilitator to re-practice and offer praise and support for the Transition Facilitator’s receptivity to feedback.

Appendices

*Appendices contain two Sample Demonstrations and several forms that will be used during the SODAS behavior rehearsals. Appendix 3, 4, and* ***5*** *contain forms to use during training and booster sessions, as well as when implementing SODAS in your work. The forms will prove useful as you continue to practice these methods and begin applying them with young people, their families, and other key players.*

**Appendix 1: SODAS Sample Demonstration: Young Adult Scenario**

**Appendix 2: SODAS Sample Demonstration: Youth Scenario**

**Appendix 3: SODAS Component Checklist**

To be given to all participants to guide them as they follow along throughout the behavior rehearsal to ensure components are being included.

**Appendix 4: SODAS Worksheet**

SODAS is a process where we encourage the Transition Facilitator (TF) and the Young Person (YP) to consider writing through the process. Thus, a TF may want to carry the SODAS Worksheets with him/her for use with YP, or write things on a placemat at Burger King.

To be given to the Transition Facilitator and the Youth to use in guiding their interaction, particularly in setting the Situation and Options initially. (Transition Facilitator or youth can record the information on it). The youth may not want to record the information, and that is okay, but the Transition Facilitator should be careful to put the sheet in the middle of him/herself and the youth so that the youth feels a sense of ownership of the process and does not feel the TF is ‘in charge’.

During a Small Group Behavioral Rehearsal process, it can be very helpful to have a Scribe who sits near the Transition Facilitator and helps the TF by keeping notes of the process. The Scribe would write on the SODAS Worksheet to help the TF if he/she needs to refer to this document.

**Appendix 5: SODAS Behavior Rehearsal Feedback Sheet**

To be given to the Behavior Rehearsal leader to use as a guide and recording sheet to track feedback on the Transition Facilitator’s behavior during the behavior rehearsal.

**Appendix 1**

**SODAS Sample Demonstration 1: Young Adult Scenario**

**Practice Demo Participants**

**TF** = Transition Facilitator

**YA** = Young Adult

**Narrator** = Narrator reads all of the statements in italic to support the demo.

Observers = All the rest of the workshop participants should be making notes on the SODAS Behavioral Rehearsal Feedback Sheet...

**How to Use this Demonstration**

To illustrate the components of the SODAS social problem-solving process, this demonstration is written with the young adult’s role being done in a cooperative fashion – it doesn’t always go so smoothly. This demonstration is also a bit lengthy in that we’re trying to illustrate many facets and idiosyncrasies of the SODAS process.

When using a demonstration, one should periodically pause and have a discussion as to how well the TF’s role is working to facilitate the SODAS problem-solving process. That is, in the demo, what is being done well and what might be done differently to strengthen the process?

**Summary of Young Adult Situation**

The Young Adult (YA) and Transition Facilitator (TF) are meeting today. In this meeting, the TF is asking the YA how things have been going. The YA tells the TF that he has been having urges to use steroids to increase his body size. The YA informs the TF that he likes the way his friends are meeting girls and believes that their body size has something to do with it.

**Introduce SODAS in Context**

TF: Well, sometimes when you are making a big decision it helps to take a step back and think about it. Other YA’s tell us that learning the SODAS problem solving has helped them make good decisions about their futures. Is it okay if we spend a little while talking about some of the decisions you face right now?

YA: Yeah, I guess that’s okay.

2 Adam Sanchez and his TAY Team from Starlite in San Jose California provided this young adult scenario. The Starlite agency is a member of the Stars Behavioral Health Group which is part of the National Network on Youth Transition for Behavioral Health.

**Appendix 1: Sample Demo Cont.**

**S= Situation**

**TF:** One of the first steps in problem solving is to take a look at your situation and what is happening for you right now. Let’s explore your situation and maybe you can help me have a clearer understanding of your problem.

**YA:** Yeah, that sounds good.

**TF:** So you are really thinking about using steroids? What made you think about that? Last week you were talking about how positive you felt about your physical appearance.

**YA:** Yeah but you know what, all the chicks are digging my buddies and I’m getting no action.

**TF:** That sounds like it’s been bothering you. Establishing female relationships can be difficult at times and it seems as though you are having a real challenge in that some girls aren’t showing as much interest in you as you would like. I can understand how frustrating that might be.

*Offer empathy and prompts and be curious. Don’t lecture or argue about the use of steroids.*

**YA:** You know it bothers me when my friends start making fun of me because of my physical appearance.

**TF:** Who’s giving you a hard time?

**YA:** It’s one of my friends Fred, he’s always boasting about his appearance and how many girlfriends he has and how steroids can help me too.

**TF:** So, what is he telling you about steroids?

**YA:** He tells me how I can help my appearance and help me get all the girls I want.

**TF:** Does he get on anyone else’s case?

**YA:** Yeah, he teases my best friend, Juan, as well.

**TF:** So, like what kinds of other things does he say?

*Gently ask questions to get all the information, much like a “reporter” discovering who, what, when, where, and how often. Try to get at the specifics by using words like “what did he say?” “What did you do?” Words such as “do” and “say” are more likely to elicit behavioral descriptions. Such behavioral descriptions help you see what is happening to the YA. You and the YA need a very clear picture of what is happening in order to generate options and evaluate them.*

**YA:** I really feel like I should just start using steroids to get Fred off my back. It might help me in meeting girls too.

**TF:** How does Juan feel about this situation?

**YA:** He feels under a lot of pressure from Fred and Fred’s two buddies, just like me.

**TF:** How close are you and Juan to Fred and his buddies?

**YA:** Fred and his buddies are the best players on the intramural sports team at the community college. So we real like hanging out with them after a game. We usually go over to the bar hangout across from the campus and there are lots of co-eds over there after a game.

**TF:** Does Fred ride you during the game as well?

**YA:** Some times. He has his favorite players and friends.

**TF:** I know when I came to your game about three weeks ago, you scored really well. The coach seems to use you and Juan in the game a lot.

**YA:** Yeah, we both play throughout most games.

**TF:** Let me see if I can summarize what we’ve talked about into a clear situation. If it’s okay, I’ll write it down so you and I can be sure that it a correct picture of the situation. Okay?

* You and Juan are good players and contribute to the team’s winning.
* You two like to hang around Fred and his buddies, particularly after a game.
* Fred rides you and Juan during the game some times, but it is really after a game that he is on your case to use steroids and how that would help you get lots of girls.
* You and Juan feel under a lot of pressure to use steroids and think this might help you to meet more girls.

**TF:** Is this an accurate description of the situation as you see it?

**YA:** Yeah.

**Appendix 1: Sample Demo Cont.**

**O = Options**

**TF:** Okay, so I think we’ve got a clear picture of your situation. The next step in problem solving is getting a bunch of different ideas on the table about what you can do about the situation. People call these options because what you are doing is thinking about the different choices you could make before you do something. Sometimes our first ideas are great, but sometimes we can come up with ones that are more beneficial to you when we take time to think. Let’s see what we can do together to come up with more options for you to consider. I’ll keep track of them on paper for us *[or let the YA do this].*

**TF:** So one option is that you can use steroids to enhance your physical appearance and maybe this would help you meet more girls who would want to go on a date with you.

*It’s a challenge for many adults to just accept an option that the adult does not feel is a good one. But remember that at the end of the day the YA WILL make his or her own decision. By letting options stand for examination you show you respect the YA’s opinion, you keep the dialogue going, and you create the opportunity for the YA to learn to solve problems more systematically and carefully. But it does not mean that the YA will choose the same path you would choose!*

So using steroids is your one of your options*.*

**TF:**What else could you do?

**YA:** I don’t know.

**TF:** Do you mind if I suggest an option?

**YA:** Let me hear it.

**TF:** Would you consider telling the coach that Fred is pushing you to use steroids?

**YA:** No way would I do that. I like the coach, but I would really be in trouble with Fred and his crew if I ratted on them.

**TF:** Okay, we won’t put that on the list of options.

**TF:** Any other ideas you might have for addressing your situation?

**YA:** I can tell Fred that I don’t want to use steroids to enhance my appearance and I just want to use regular physical exercise.

**TF:** So another option is to tell Fred that you don’t want to jeopardize your future in sports by using steroids and prefer to use physical exercise to build your muscles up?

**YA:** Yeah. Using steroids could mean an end to any more sports for me.

**TF:** That’s some good thinking. I know you love playing basketball and soccer – and that you’re a really good soccer player. You’ve said you want to coach soccer someday. So it is really great that you’re thinking this through so you don’t jeopardize your reputation and your ability to play and coach sports.

*Always bring in a YP’s strengths that you’ve learned about though your Strength Discovery and Needs Assessment process. Notice that you can also teach concepts, such as “reputation” by bringing it into the SODAS process as well.*

**TF:** Any other ideas as options to address your situation?

**YA:** I’m not sure.

**TF:** Could I suggest an additional to your second option?

**YA:** Well only if it is better than your last one?

*Both laugh!*

**TF:** Would you be more confident in dealing with Fred if you and Juan were to talk to him and his buddies?

**YA:** I think if Juan were game, that would work well for both of us. I would like to check with him on this. He’s my best friend so I think he will help me.

**TF:** The TF goes on to summarize the situation and the two options -- and encourage Mario to think about any other options to make this situation benefit him.

**YA:** Now that you remind me of the situation about meeting girls, I know that I’m really shy around them – I’m afraid to say stuff. Maybe I need to be able to talk with them better.

**Appendix 1: Sample Demo Cont.**

**TF:** That is some very good insight on your part. It is difficult for any of us to identify and to reveal any of our own difficulties. I’m very proud of you for identifying and sharing this with me.

**YA:** I feel I can tell you most stuff.

**TF:** I’m glad you’re so comfortable with me! Let see if we can turn your insight into an option that might help you address the current situation. Okay?

**YA:** I’m not sure how to do that.

**TF:** Well let see. Remember when you wanted to get a job? What did we do?

**YA:** We went around and got applications that you help me fill out. Oh yeah, we practiced interviewing for jobs too.

**TF:** Exactly!!

**YA:** So do you think you could help me in being more comfortable in talking with girls? I really want to do some dating.

**TF:** Mario, you should be very proud of yourself in coming up with a third option. Let me see if I can state this correctly. You and I could do some practice on things to talk with girls about and how to feel more comfortable with a girl. Does that sound like what you’re thinking?

**YA:** Maybe Juan would like to learn this too. He is even worse than me around girls. Then maybe we could go double dating! Is that what it’s called?

**TF:** Yes. You’ve done some really good thinking in generation some options for you to consider in addressing this situation. *Remember to praise the YA for engaging in the process!*

**TF:** Here are the three options I’ve written down:

1. Taking the steroids.
2. You (or you and Juan) can tell Fred that you don’t want to jeopardize your future in sports by taking steroids. You’re going to continue to do regular physical exercise.
3. You (and maybe Juan) would like some help with ideas about things to talk to girls about and to get more comfortable in approaching them and talking with them so you can do some dating.

**TF:** Is that a good summary of the options you’ve come up with?

**YA:** Yep, I think that’s it.

**D = Disadvantages and A = Advantages**

**TF:** The next step is to take a look at the advantages and disadvantages of each option so you can choose the one that is best for you. Okay, so let’s look at this “Taking the steroids” option. What are the advantages of taking steroids?

*Or, What good things might happen if you take steroids? Or, What are the possible benefits to you in taking the steroids? Use language that fits for the YA.*

**YA:** Well, I will look good and meet more women.

**TF:** So one advantage might be that steroids would improve your physique and that might lead to meeting and dating woman

**YA:**Yeah, that would be nice!

**TF:**Any other positives to taking the steroids?

**YA:**Well, I wouldn’t have to work out as hard to enhance my physical appearance.

**TF:** Sounds like it would be an easier way and it would help you get quicker results. *.* Anything else good about it?

*Summarize as you go*

**YA:** That’s all I can think of now.

**TF:** What about the disadvantages of taking the steroids ….anything you might not like about steroids use?

**YA:** Well, I have been told of the side effects and am worried about what could physically happen to my health.

**TF:** So what have you heard about the steroids use?

**YA:** Well steroids use can cause acne, aggression, infertility and paranoia.

**TF:** Hmm. So, you seem to be very aware of the possible complications from steroid use.

**Appendix 1: Sample Demo Cont.**

**YA:**Yeah, but maybe I could use steroids for a short period of time and see if I experience any side effects.

**TF:** That’s some good thinking. You might try steroids out for a brief period and see if you can detect any side effects. We might want to see if side effects show up pretty quickly or if they are long-term consequences.

*Sometimes it is important to teach a YA to go to other reliable sources for information from a third party. For example, how to find empirically-based information from the World Wide Web or from a public health nurse.*

**TF:** You mentioned another disadvantage earlier. You indicated that you could lose your place on the team and jeopardize your future in sports. Is it okay if I list this as a disadvantage for using steroids?

*The TF show the listing to the Mario and has him summarize the option and its advantages and disadvantages.*

You’ve really done well as examine possible advantages and disadvantage related to this option. Anything else you want to add regarding this option?

**YA:** Nope.

**TF:** Well let’s look at possible advantages and disadvantages for your second option. As we go you might see where you want to combine parts of the options to make an even better one for yourself.

*The TF and the YA work through the second option and then begin looking at the advantages and disadvantages for the third option.*

**TF:** I realize this is taking some time to think through your options. However, are you starting to see how this process might help you in choosing the best option for you and your future?

**YA:** As I look at the listing of the options and all that goes with each, it should help me make a good decision.

**TF:** It’s great that you’re starting to get the hang of this. Are you ready to take on your third option?

**YA:** Maybe we could get a diet coke and then finish this up? I’m a bit tired.

**TF:** I can fully understand. I’m really pleased you have an idea for how to refresh yourself a bit so you can stay focused to come up with the best option to solve this problem.

*After a bit of a break and some humor and laughter to lighten things up a bit, the two of them resume. The TF summarizes the situation, options, and advantages and disadvantage briefly.*

**TF:** The third option was that you (and maybe Juan) would like some help with ideas about things to talk to girls about and to get more comfortable in approaching them and talking with them so you can do some dating. So what would be an advantage to this option?

**YA:** I would be able to date girls and feel more comfortable around them?

**TF:** Good thinking. Let’s list that one. Any other possible advantages?

**YA:** If Juan would join me – we could really have fun double dating. I think I would be lots more comfortable if four of us did things together. Also, Juan can borrow his mother’s car sometimes.

**TF:** Wow! I’m glad you suggested a break, because you’re back on a roll now. Any other advantages?

**YA:** I can’t think of any others right now.

**TF:** I guess this option could be done in combination with Option 1 or Option 2. What do you think? *TF shows the YA the listing again.*

**YA:** Oh, I see. So maybe if I learn how to meet women, I wouldn’t need to use steroids. I could just continue my regular workouts and sports.

**TF:** Do you want to list that as another advantage for this option?

**YA:** That’s pretty neat how these options can be combined.

**TF:** Yes. I see you’re getting into the swing of this process. But let’s make sure that we don’t see any real disadvantages to this option before we put all our eggs in this basket. Do you see any disadvantages?

**YA:** Only that it might take me and Juan a few weeks to learn about talking with girls.

**TF:** Okay, let’s put that one down as a disadvantage for Option 3.

Let’s look together at this list and remind ourselves of the situation, the three options you’ve listed, and the advantages and disadvantages of each.

*They review the options and the associated advantages and disadvantages.*

**Appendix 1: Sample Demo Cont.**

**S = Solution**

**TF:** You have done a great job of thinking things through and coming up with three options and you’ve listed several advantages and disadvantages for each one! Now it’s time for you to choose your option or combine them to get the best advantages for yourself and to minimize the disadvantages in addressing the situation.

*YA don’t always realize that while they can choose any option, they may not be in control of the consequences of their choice. So reminding them that they are choosing an option and the attendant possible advantages and disadvantages can be helpful and educative.*

**YA:** I think I want to combine option 2 and 3.

**TF:** It sounds like you’re selecting the options that will best address your situation so you can have a better chance to do some dating, stay on the team, and maybe get Fred off your back.

**YA:** I’ll talk to Juan.

**TF:** That sounds like an excellent next step. I understand that you would like Juan to join you with this. What if he doesn’t want to do these things with you?

**YA:** I guess I’d want to go ahead and try doing these things on my own, but it would be better with Juan.

**TF:** You don’t have soccer practice with Fred for two more days, so do you think you’re okay finalizing all of this after you’ve talked with Juan?

**YA:** I can talk to Juan tomorrow at class. If he and I want to meet with you, can we get together tomorrow after my 3 o’clock class at Starbucks across from campus?

**TF:** Shall I plan on you and me meeting and if Juan is game, he’ll join us as well?

**YA:** Yeah, that should work. I hope Juan will join me.

**TF:** I know you and Juan are very close friends. However, friends don’t always want to do what their friends want to do -- Even when they're best friends. So let’s see what he says. It sounds like you’re committed to combining Options 2 and 3, with or without Juan. Is this correct?

**YA:** Yeah, I see how doing these could help me.

**TF:** So I’ll see you, and maybe Juan, tomorrow afternoon about 4:15 at Starbucks. Is that what you’d like? *Notice how the TF is trying to help Mario understand that he may be faced with addressing this problem with or without Juan’s help.*

**YA:** It would help if we could get started right away so I can do these things. I’m feeling really pressured by Fred and I don’t want to jeopardize my being in sports.

**TF:** You should be very proud of the way that you’ve used this SODAS Problem Solving Process. You’ve come up with some options as a solution that should keep you doing what you love to do in playing basketball and soccer – and not jeopardizing a future coaching opportunity. You’re also going to get moving on learning more about meeting women and dating.

**YA:** Thanks for all the help. I’ll see you tomorrow.

**Appendix 1: Sample Demo Cont.**

**Follow-up: Number 1**

*This first follow-up occurs the next day at Starbucks with Mario and Juan.*

**TF:** Juan, I’m so glad you could join Mario and me.

*The TF makes sure that Juan is willing to join Mario in addressing this problem. The TF reviews the plan that Mario came up with and confirms that Mario and Juan are both game to proceed.*

**YA:** Juan and I want to talk with Fred before soccer practice on Thursday. Could you help us in getting some ideas about how to talk about that?

**TF:** I really like how you stated it yesterday when we were doing the SODAS process. You said some think like, “I can tell Fred that I don’t want to use steroids to enhance my appearance and I just want to use regular physical exercise. Using steroids could mean an end to any more sports for me.” Does that sound like the approach you two would want to take?

**YA:** Both Mario and Juan agree.

**TF:** If you two want to role play how this might play out, we could walk by my office at the Peer Center and do this after we finish our coffee.

**YA:** Sounds good to me. Juan is you game?

**YA:** When can you help us in meeting girls?

**TF:** We can set up a schedule for the three of us meeting periodically to work on communication skills with women and skills related to dating. Mario, I think you have met Juliann, one of the Peer Associates at the Peer Center. If you would like, I could see if she would help in this process since she does a lot of dating and knows what’s cool and not in today’s young adult scene.

**YA:** Juliann do seem really with it. She might really be able to help us practice how to be cool when dating. She might even know some places we could go to meet girls.

**TF:** Yes, I think she could be very helpful to both of you. One thing I know she talks about is doing activities that you like and meeting women with similar interests. For example, you remember Bill met Saraveen when he joined a biking club.

**YA:** Oh yeah, they both really have fun together biking and dating.

**Follow-up: Number 2**

*The Transition Facilitator makes a phone call to the YA at home the day after*

*Mario was to talk with Fred. It may have gone well, and if so, it might sound like this:*

**TF:** So, how did it go when you and Juan talked with Fred about sticking to your regular physical routine and not wanting steroids so as not to jeopardize your involvement in sports?

**YA:** It went pretty well. He seemed to understand the jeopardy part because I mentioned the Yankee baseball player who just lost his contract due to steroid use.

**TF:** Awesome, I’m glad to see that you were able to follow through and make the appropriate decision to help improve your situation with positive results.

*Or it might not have gone as well as hoped -- and might sound like this:*

**TF:** So, how did it go when you and Juan talked with Fred?

**YA:** Fred got the part about jeopardizing one’s future in sports, but he still rode our tails about losing out on making it with women.

**TF:** I’m sorry to hear that it didn’t work out fully as planned. It sounds like you may have made some progress in that you and Juan made it clear as to why you’re choosing not to use steroids. That was clever of you to illustrate this by talking about the Yankee ball player.

**YA:** I guess so.

*Some times when the outcome is not what was hoped for or expected we have a new situation that we need to*

*revisit with SODAS. However, in this case the TF doesn’t think this is necessary at this time.*

**TF:** Although it doesn’t appear that Fred is totally off your back, it does appear that you have made some progress with him. Would it seem okay to let the Fred issue ride and see how he interacts with you and Juan in the future?

**YA:** Yeah. I would like to get going on learning about dating and other cool stuff like this.

**Appendix 2**

**SODAS Sample Demonstration 2: Youth Scenario**

**Practice Demo Participants**

**TF** = Transition Facilitator.

**YP** = Young Person (youth or young adult).

**Narrator** = Narrator reads all of the *statements in italic* to support the demo.

**Observers** = All the rest of the workshop participants should be making notes on the SODAS Behavioral Rehearsal Feedback Sheet...

**How to Use this Demonstration**.

To illustrate the components of the SODAS social problem-solving process, this demonstration is written with the youth’s role being done in a cooperative fashion – it doesn’t always go so smoothly.

When using a demonstration, one should periodically pause and have a discussion as to how well the TF’s role is working to facilitate the SODAS problem-solving process. That is, in the demo, what is being done well and what might be done differently to strengthen the process?

**Summary of Youth Situation**.

The Young Person (YP) and Transition Facilitator (TF) are meeting today. Previously, the TF had assisted the YP in getting a part-time job at a fast-food franchise.

The YP has been reporting that the job is okay and that the paycheck is really cool. In today’s meeting, the TF is asking the YP how things have been going. The YP announces that he/she is going to quit the job.

**TF:** Well, sometimes when you are making a big decision it helps to take a step back and think about it. Other young people tell us that learning problem solving has helped them make good decisions about their futures. Is it okay if we spend a few minutes talking about work and problem solving? Great!

*When youth suddenly change their plans and activities, it can be a signal to the TF that a problem may have arisen and that SODAS might be a useful tool.*

**S = Situation**

**TF:** One of the first steps is really understanding what’s happening for you right now. And if you are bouncing ideas off of someone else, being really clear helps the other person be more supportive, understanding, and helpful. So let’s see if we can get a clear picture of the **situation.** If it’s okay, I’ll ask you some questions so I can understand what has happened to bring you to wanting to quit your job.

**YP:** I guess.

**TF:** So you are really thinking about quitting your job? What’s up with that? Last week you were pretty happy with that paycheck.

**YP:** Yeah, but I can get another job.

**TF:** Is something bothering you about your job? Starting a new job can be a real challenge sometimes. Lots to learn, new people.

*Do offer empathy and prompts and be curious. Don’t lecture or argue about how hard it is to get a new job.*

**YP:** Yeah, well some people think they can just push you around and I don’t have to take that crap.

**TF:** Sounds tough. Who’s pushing you around? Your boss?

**YP:** Naw, it’s this other guy, Frank, who keeps raggin’ on me.

**TF:** What’s his problem?

**YP:** He’s always telling me what to do when I know what I’m supposed to be doing. Anyway he is not the boss.

**TF:** Is Frank a shift supervisor?

**YP:** No, he just works like me on the same shift.

**TF:** Let me see if I’m starting to understand the situation? Frank is not a supervisor, but he gets on your case a lot. So, like what kinds of things does he say?

*Gently ask questions to get all the information, much like a “reporter” discovering who, what, when, where and how often. Try to get at the specifics by using words like “what did he say” “what did you do”. Words such as “do” and “say” are more likely to elicit behavioral descriptions. Such behavioral descriptions help you see what is happening for the youth. You and the youth need a very clear picture of what’s happening in order to generate options and evaluate them.*

**N:** *The youth goes on to describe being called stupid and told to hurry up.*

**TF:** So, Frank is on your case a lot about moving faster and is calling you “stupid” but your boss says you are doing okay. And this is happening a bunch of times every time you have to work with Frank?

**YP:** Yeah, and I don’t have to take it so I am leaving that job.

**O = Options**

**TF:** Okay, so I think I’ve got a clear picture of your **situation**. The next step in problem solving is getting a bunch of different ideas on the table about what you can do about the situation. People call these **options** because what you are doing is thinking about the different choices you could make before you do something. Sometimes our first ideas are great, but sometimes we can come up with better ones when we take time to think. Let’s see what we can do together to come up with more ideas. I’ll keep track of them on paper for us *[or let the youth do this].*

**TF:** So one choice you could make is that you definitely can quit. So “quit my job” is the first idea.

*It’s a challenge for many adults to just accept an option that the adult does not feel is a good one. But remember that at the end of the day the youth WILL make his or her own decision. By letting options stand for examination you show you respect the youth’s opinion, you keep the dialogue going and you create the opportunity for the youth to learn to solve problems more systematically and carefully. But it does not mean that the youth will choose the same path you would choose!*

**TF:**What else could you do?

**YP:** I could meet him in the parking lot and tell him to back off or he’s gonna hear from me!

**TF:** Okay, so another option is to confront him in the parking lot and it sounds like you think threatening him would be an option?

**YP:** Yeah, but I wouldn’t really do nothin’.

**TF:** Well, let’s write that one down too, “meet him in the parking lot and tell him to back off or he’s gonna hear from you”.

*Avoid lecturing. Notice that the Transition Facilitator labeled the behavior as confrontational and threatening, but went back to a behavioral description in the youth’s words of the option. Sometimes you can help the youth build on an option that at first seems problematic.*

**TF:**Any other ideas?

**YP:** Nope.

*Some youth can be frustrated by the process or feel ‘put on the spot’ to come up with other options. Offering ideas and empathy is appropriate.*

**TF:**I know it can be frustrating to think through this stuff and that right now you just want to quit. But hang in with me for minute and let’s see what we can come up with. Okay?

**YP:** I guess.

**TF:** So you can quit or you can meet him in the parking lot and talk to him. Do you think talking to your boss about it is an option?

**YP:** No way am I gonna rat him out. That would so not be cool.

**TF:** A. Okay, let’s take that off the table for now then.

**or**

B. it doesn’t sound like you’re too excited about that idea, but how about if we leave it on the list for now?

*Use your own judgment, given the youth’s reaction, about whether or not*

*to pursue an option in the next phase.*

**TF:** What else could you do?

*The conversation continues until the youth and TF feel they have a few good ideas to explore. More options can arise as the disadvantages and advantages are pursued. It is best to generate a few options before beginning to examine advantages and disadvantages of each so that the youth can contrast and compare the options.*

**D = Disadvantages and A = Advantages**

**TF:** You’ve done a great job of coming up with options!

*Remember to praise the youth for engaging in the process!]* Well at this point, you’ve got three **options** listed for yourself:

1. Quit your job.
2. Talk to Frank in the parking lot and tell him to back off.
3. Ignore Frank and just go on with your work.

The next step is to take a look at each of these and see what the positives and negatives or the upside and downside is for each of them. By looking at the **advantages and disadvantages** you can choose the consequences you want to deal with and pick a solution that makes the most sense to you. Every idea has its good points and bad points.

**TF:** Okay, so let’s look at this “quitting the job” idea you mentioned first.

What are the advantages of that idea? *Or, What good things might happen if you choose that idea? Or, What are the benefits of quitting?*

*Use language that fits for the youth.*

**YP:** Well, I won’t have to take that crap anymore.

**TF:** So are you saying you would feel relieved and less frustrated because you wouldn’t have to put up with Frank’s comments on the job?

*Explore the emotional side of the choices. This can be a great opportunity to broaden a youth’s emotional vocabulary as well as giving the youth an opportunity to confirm what you are saying or correct you.*

**YP:**Yeah, and I wouldn’t be so pissed off!

**TF:**Any other positives to quitting?

**YP:**Well, I would have more time to spend with my friends instead of working.

**TF:** And that could be a lot of fun couldn’t it? So, you would be free from Frank’s bugging you and you could spend more time with your friends if you quit your job. Anything else good about it?

*Summarize as you go.*

**YP:** That’s all I can think of now.

**TF:** Might there be some disadvantages related to quitting your job? --- anything you might not like about quitting?

**YP:** Well, I wouldn’t have any money to spend.

**TF:** What do you like to spend your money on?

**YP:** Food, movies and my girlfriend.

**TF:** So, while you might have more time to spend with your friends you might not have as much money to spend. So less food, fewer movies and less money to spend on your girlfriend are part of the picture if you quit your job.

**YP:** But I can get another job, a better one.

**TF:** Okay, let’s put that back up with the advantages of quitting, you might get a better job. Any disadvantages of having to look for work?

**YP:** I might not find work right away.

**TF:** That’s true. So it might take a while to get back to having spending money. Are you thinking of quitting right away?

**YP:** Yeah, tomorrow.

**TF:** Hmm. I wonder if your boss will give you a good recommendation if you quit all of a sudden. What do you think he says about employees who up and quit without any notice? Why is that hard on him?

*Part of teaching youth to think about consequences involves helping them learn to consider the point of view of other people and the likely outcomes that result from the impact of their behavior on others.*

**YP:**Maybe not but what if I told him I was quitting in a week?

**TF** That might help him out because then instead of thinking, “Man this kid is trouble and not very responsible, I hope he doesn’t screw the next boss.” He might think, “Well, at least he didn’t just quit and not show up for work and leave me hanging…that was pretty responsible of him. I think I can give him a good recommendation.”

*Some Transition Facilitators find it effective to ‘role play’ what others might say or think to make the youth’s impact on others more real to the youth.*

**TF:** So maybe you’ve changed that first idea a little by saying you are going to quit but you will give your boss at least a week’s notice? Good thinking.

*Options frequently get modified and improved as the advantages and disadvantages are explored.*

**YP:** Yeah, that sounds good. Maybe I won’t even quit until I get me a new job!

**TF:** Wow! There’s an idea. Why does that sound good to you?

*The Transition Facilitator and the Youth continue to review each option, the advantages and disadvantages and make revisions as they go. At the end of this section the youth or the Transition Facilitator can summarize each option and the advantages and disadvantages in order for the youth to choose a* ***solution.*** *Sometimes the youth clearly gets very committed to an option along the way. There is no rigid rule that says you must go through every option if in fact the youth has settled on a safe option along the way.*

**S = Solution**

**TF:** You have done a terrific job of thinking things through. You have several options and you came up with advantages and disadvantages for each one! Now it’s time for you to choose your option and the advantages and disadvantages that go with it.

*Youths don’t always realize that while they can choose any option, they may not be in control of the consequences of their choice. So reminding them that they are choosing an option and the associated advantages and disadvantages can be helpful and educational. Also, sometimes the best option comes from combining or re-working the options to maximize the advantages for the youth.*

**YP:** I think I better get me a new job first and then quit!

**TF:** Okay, so let’s review the advantages and disadvantages of that choice:

The good news is that you would continue to have spending money and, if you give notice, you stand a better chance of getting a good recommendation from your employer. The bad news is that you are going to have even less free time because you are going to be working AND looking for a new job. Anything else to think about?

**YP:** Can you help me find a new job?

**TF:** Sure. When do you want to start?

**Follow-up**

*The Transition Facilitator makes a phone call to the youth at home the next day. It may have gone well, and if so, might sound like this:*

**TF:** Do you want to get together to start on the job search?

**YP:** Yeah, I could use some help getting started.

**TF:** How are things going at work?

**YP:** Funny thing. Since I decided to find another job, Frank doesn’t bother me so much. I guess I can put up with him for a little while.

*Or it might like this:*

**TF:** Do you want to get together to start on the job search?

**YP:** I’m doing it myself. I already called a few people. One of my friends says that there are jobs where he works. They’re going to get back to me. But now I’m thinking that I don’t really want to leave this job because it turns out the pay is pretty darn good. I just gotta find a way to deal with Frank.

**TF:** Good for you for getting started on your job search, even if you decide to stay where you are.You can be proud of the problem solving you did even if it didn’t quite play out the way we thought. Would you like to get together and bounce around some ideas for dealing with Frank?

*When the outcome is not what was hoped for or expected, the Transition Facilitator is, in some ways, back into SODAS and is beginning to redefine the current Situation and perhaps embark on a new plan, or deal with a part of the plan.*

**Appendix 3**

**SODAS Component Checklist**

**Preparation**

\_\_\_\_\_\_ Introduces SODAS and explains the process and benefits.

**SODAS Components**

\_\_\_\_\_\_ Defines situation/summary (asks questions, encourages youth to talk, expresses empathy, reflective statements, summarizes periodically)

\_\_\_\_\_\_ Options (asks youth first, provides additional alternatives, waits to explore advantages and disadvantages)

\_\_\_\_\_\_ Disadvantages (asks youth, non-judgmental reaction, provides additional disadvantages if needed)

\_\_\_\_\_\_ Advantages (asks youth, non-judgmental reaction, provides additional advantages if needed)

\_\_\_\_\_\_ Solution (youth makes final decision, Transition Facilitator offers role-playing, verbal support and reassurance)

\_\_\_\_\_\_ Follow-up (expression of interest and encouragement, arranges specificfollow-up, inquires about the implementation of solution)

**Was the quality of the interaction appropriate for the situation?**

\_\_\_\_ Solicit youth’s input throughout interactions

\_\_\_\_ Acknowledge youth’s input (active listening)

\_\_\_\_ Remain non-judgmental

\_\_\_\_ Pleasant & steady voice tone (avoid lecturing).

\_\_\_\_ Express enthusiasm where appropriate

\_\_\_\_ Facial expressions/Eye contact/Body language to match

\_\_\_\_ Express empathy, concern, care, &/or encouragement

\_\_\_\_ Offer assistance, as appropriate

\_\_\_\_ Set limits and expectations, as necessary

\_\_\_\_ Use positive descriptive praise

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**Appendix 4**

**SODAS Worksheet**

Young Person’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person conducting SODAS with Young Person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Situation**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Options**: 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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Likely Advantages / Disadvantage of Each Option:

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**Option 2. Adv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Option 3. Adv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Option 4. Adv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Solution:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Follow-up:** \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**SODAS Worksheet**

Young Person’s Name \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Person conducting SODAS with Young Person \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Situation**:\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Options**: 1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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3. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Likely Advantages / Disadvantage of Each Option:**

**Option 1. Adv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Disadv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Option 2. Adv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Disadv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Option 3. Adv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Disadv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Option 4. Adv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Disadv: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

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**Solution:**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Follow-up:\_**\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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**Appendix 5**

**SODAS Behavior Rehearsal Feedback Sheet**

Participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Behavior Rehearsal Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Preparation** | |
| **Strengths**  \_\_\_ Explains how using problem-solving and decision-making can benefit the young person, using rationales  \_\_\_ Uses rationales that fit youth’s strengths and future goals | **Improvements Needed** |
| **Situation** | |
| **Strengths**  \_\_\_ Asks specific questions about the information youth shares to get a clear picture of the situation and feelings  \_\_\_ Offers praise and support for sharing this information  \_\_\_ Summarizes situation | **Improvements Needed** |
| **Options** | |
| **Strengths**  \_\_\_ Solicits options from youth  \_\_\_ Accepts all options/is non-judgmental  \_\_\_ Delays discussing merits of options  \_\_\_ Helps generate new options  \_\_\_ Has youth summarize options **or**  \_\_\_ Summarizes options for youth | **Improvements Needed** |

|  |  |  |
| --- | --- | --- |
| **Advantages/Disadvantages** | | |
| **Strengths**  \_\_\_ Asks youth to list advantages and disadvantages for each option  \_\_\_ Gives a non-judgmental reaction  \_\_\_ Provides additional advantages and disadvantages if necessary | **Improvements Needed** | |
| **Solution and Follow-Up** | | |
| **Strengths**  \_\_\_ Reviews advantages and disadvantages  \_\_\_ Helps youth arrive at a solution acceptable to the youth  \_\_\_ Sufficient detail for the youth to implement the solution (when, how, etc.)  \_\_\_ Encourages/supports youth to implement the plan, using a rationale which states the benefit of implementing the solution  \_\_\_ Offers role-playing if appropriate, to help prepare the youth to try to implement the solution  \_\_\_ Sets time for follow-up | **Improvements Needed** | |
| **Quality Components** | | |
| **Strengths**   * Solicit youth’s input throughout interactions. * Acknowledge youth’s input (active listening). * Remain non-judgmental * Pleasant & steady voice tone (avoid lecturing). * Express enthusiasm where appropriate. * Facial expressions/Eye contact/Body language to match. * Express empathy, concern, care, &/or encouragement. * Offer assistance, as appropriate. * Set limits and expectations, as necessary. * Use positive descriptive praise. | | **Improvements Needed** |

**Appendix 5**

**SODAS Behavior Rehearsal Feedback Sheet**

Participant: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Date: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

Behavior Rehearsal Leader: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

|  |  |
| --- | --- |
| **Preparation** | |
| **Strengths**  \_\_\_ Explains how using problem-solving and decision-making can benefit the young person, using rationales  \_\_\_ Uses rationales that fit youth’s strengths and future goals | **Improvements Needed** |
| **Situation** | |
| **Strengths**  \_\_\_ Asks specific questions about the information youth shares to get a clear picture of the situation and feelings  \_\_\_ Offers praise and support for sharing this information  \_\_\_ Summarizes situation | **Improvements Needed** |
| **Options** | |
| **Strengths**  \_\_\_ Solicits options from youth  \_\_\_ Accepts all options/is non-judgmental  \_\_\_ Delays discussing merits of options  \_\_\_ Helps generate new options  \_\_\_ Has youth summarize options **or**  \_\_\_ Summarizes options for youth | **Improvements Needed** |

|  |  |  |
| --- | --- | --- |
| **Advantages/Disadvantages** | | |
| **Strengths**  \_\_\_ Asks youth to list advantages and disadvantages for each option  \_\_\_ Gives a non-judgmental reaction  \_\_\_ Provides additional advantages and disadvantages if necessary | **Improvements Needed** | |
| **Solution and Follow-Up** | | |
| **Strengths**  \_\_\_ Reviews advantages and disadvantages  \_\_\_ Helps youth arrive at a solution acceptable to the youth  \_\_\_ Sufficient detail for the youth to implement the solution (when, how, etc.)  \_\_\_ Encourages/supports youth to implement the plan, using a rationale which states the benefit of implementing the solution  \_\_\_ Offers role-playing if appropriate, to help prepare the youth to try to implement the solution  \_\_\_ Sets time for follow-up | **Improvements Needed** | |
| **Quality Components** | | |
| **Strengths**   * Solicit youth’s input throughout interactions. * Acknowledge youth’s input (active listening). * Remain non-judgmental * Pleasant & steady voice tone (avoid lecturing). * Express enthusiasm where appropriate. * Facial expressions/Eye contact/Body language to match. * Express empathy, concern, care, &/or encouragement. * Offer assistance, as appropriate. * Set limits and expectations, as necessary. * Use positive descriptive praise. | | **Improvements Needed** |

1. Marc Fagan, Allison Elias, and Art Krzyzanowski at the Thresholds Young Adult Program in Chicago provided this Young Adult Practice Scenario. [↑](#footnote-ref-1)