

One-page family plan

Chapters 1 and 4; Appendix A

Choose one ordinary difficulty. Write together where useful. Keep observations separate from labels, and include the adult's work. A plan is a proposal to review, not a test of the child's worth.

1. The small practical change we want

2. What we know is getting in the way

3. The reasonable boundary and its purpose

4. What the adult will explain, provide or change

5. What the child can reasonably practice; help available

6. The way back after a missed attempt

7. When we will review; what would make us revise or stop

Facts, questions and the next decision

Chapter 9

Use a recent event, not an indefinite record of mistakes. Keep the sheet private. If serious harm is involved, seek appropriate help rather than using this as an interview script.

1. The event I am trying to understand

2. What I directly observed

3. What the child says happened

4. My interpretation; what else might explain it

5. The information still needed for this decision

6. What needs protection or action now

7. Who will follow up, when; when this record is no longer needed

A transition that people can use

Chapter 7

Include the old activity, the journey and arrival. Use a reminder the child can understand. Choose a realistic fallback and adults who will actually be available.

1. Where we are going and what arrival requires

2. What needs finishing or setting aside before we leave

3. What must be ready; who prepares it

4. The agreed reminder and what it means

5. Departure and return arrangements

6. If the plan changes: next safe action and available adult

7. What we will simplify on arrival or returning home

An honest independence trial

Chapters 8 and 13

Agree on the terms before the attempt. A responsibly reported outside delay is different from a broken agreement. Review the stated conditions rather than adding new ones afterward.

1. The activity and decisions the young person can make

2. The information the adult needs, and why

3. Responsibilities that remain with the adult

4. What requires contact before a change

5. If the first contact is unavailable: workable backup

6. What responsible handling will look like

7. Review time; support or freedom that can change afterward

Repair and a way forward

Chapter 12

Keep the person harmed in view. Repair can include practical restoration and correction with the original audience. It does not require immediate forgiveness, affection or reassurance.

1. The specific action; no character label

2. Who or what was affected

3. What the affected person needs or has asked for

4. What can be restored or corrected; who does it

5. A boundary around contact or further sharing

6. What will be practiced or changed next time

7. The work still owed; when our own responsibilities are complete

A clear handoff between caregivers

Chapters 5 and 11

Adults exchange necessary care information directly where appropriate and safe. Keep adult disputes out of the child's role. Do not record sensitive information that the receiving person does not need.

1. Who is responsible, and during which times

2. Essential arrangements the receiving adult needs

3. What has already been promised to the child

4. Decisions the receiving adult can make

5. Changes that need direct adult communication

6. Available contact and backup for a practical problem

7. Next handoff or update; information still missing

Keep, change or stop

Appendix A: four weeks of deliberate practice

The four-week sequence is an organizing suggestion, not a deadline for change. Use a different pace when needed. Keep ordinary warmth and family life larger than the exercise.

1. Understand: one pattern and the child's account

2. Prepare: the skill, materials or adult action to change

3. Try: the arrangement and how help is requested

4. Observe: what helped and what it cost each person

5. The child's feedback; an exception we should notice

6. Review: what to keep, change or stop

7. Further support needed; our next realistic step
