

**Just One Thing at a Time:
Taking on Overwhelming Tasks
&
Perceived Helplessness**

- All of this is grounded in **Grace**...giving children what they need, not necessarily what they deserve (and giving it to them whether they want it or not)
- Important that we consider these three **Goals for Life**
 - I can be mad (or have any overwhelming feeling) and still be okay.
 - I can be okay even when others are not okay.
 - I can do something even when I don't want to, or when it's hard.
- **Addressing resistance to responsibilities**
 - *Do children clearly know what tasks they are responsible for in the home?*
 - Have I/we been clear about our expectations in this area?
 - Do children know how they are supposed to meet those expectations?
 - Is there a timeframe in which these expectations should be met?
 - Does it feel too big?
 - What you might be tempted to do as the adult is just go ahead and “clean up the mess”
 - This is probably okay at times, but if we consistently do this, we rob children of the opportunity to grow
 - **“I do, we do, you do”** can be a nice way to “chunk” things up when students are resistive to larger tasks

- BIST consistently stresses that accountability means “you clean it up where you mess it up”
 - When we use “I do, we do, you do,” it allows us to hold children accountable while simultaneously enhancing our relationship.
 - *“I know this is hard. Can you do it anyway?”*
 - An example of the language BIST promotes that not only promotes accountability, but also validates and de-escalates in the moment.
 - Is it a lack of skill?
 - Is it perceived helplessness?
 - Children possess the skill, but lack confidence in their ability.
 - *“I do, you do”*
- **First _____ then _____ approach**
 - Do you find yourself hurrying to other activities & accountability slips away?
 - Do you find yourself becoming the clean up person to avoid conflict?
 - Do you realize you are addressing from emotion rather than expectations?
 - Ultimatums in the heat of the moment....
- **Preventative Planning**
 - Time is of the essence
 - Schedule
 - Routine
 - Procedure that begins at a specific time
 - There is a method to every madness
 - Expectations of what the finished job should look like
- **Pre-Coaching**

- A scripted way of asking questions as a reminder
- Coach around schedule changes/transitions
- **Specific Praise**
 - Being intentional and thoughtful about the praise that we offer
 - Children need to know specifically what they have done to earn the reward if you decide to use rewards
- **Q & A**