



Problem-Solving/Decision-Making Processes

**For Working with Transition-Aged
Youth & Young Adults:**

The SODAS Framework

Behavior Rehearsal

Manual

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Draft

Your feedback will be valued:

In order for us to continue to improve the usefulness and effectiveness of the Personnel Training Module Series, we would value your feedback and suggestions.

Thank you, Hewitt B. "Rusty" Clark, Ph.D. clark@fmhi.usf.edu

Some relevant websites:

Transition to Independence Process (TIP) system – U. of South Florida

<http://tip.fmhi.usf.edu>

National Center on Youth Transition – U. of South Florida

<http://ncyt.fmhi.usf.edu>

Transition Center – U. of Florida

www.thetransitioncenter.org

Florida Department of Education

www.fldoe.org

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Robin Wagner was a Research Assistant at FMHI/USF and Karen Blase and Hewitt B. "Rusty" Clark are faculty at FMHI/USF.

For more information regarding the Transition to Independence Process (TIP) System and other transition issues, please visit our websites: <http://tip.fmhi.usf.edu> <http://ncyt.fmhi.usf.edu> or contact Hewitt B. "Rusty" Clark, Ph.D., Nicole Deschenes, M.Ed., Jordan Knab, Ed.S., or Mason Haber, Ph.D., Department of Child and Family Studies, Florida Mental Health Institute, University of South Florida, Tampa FL 33612.

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General Instructions for All Participants: SODAS

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.

Have fun with these practice sessions. Practice makes

Practice Session 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.

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 Component Checklist*” **slides on the PPT HANDOUT** to follow along with the practice session and privately note the components demonstrated by the Transition Facilitator who is practicing.
 - For future use, copies of the “*SODAS Component Checklist*” form are also enclosed in this manual starting on page 23.

Problem-Solving/Decision-Making: The SODAS Framework

Youth Instructions

Practice Session 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.

Problem-Solving/Decision-Making: The SODAS Framework

Transition Facilitator Instructions Practice Session 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 student'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..."

Problem-Solving/Decision-Making: The SODAS Framework

Behavior Rehearsal Leader Instructions

Practice Session 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:
 - a. 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).
 - b. 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.
 - c. Feel comfortable asking the Transition Facilitator to re-practice and offer praise and support for the Transition Facilitator's receptivity to feedback.

General Instructions for All Participants: SODAS

Practice Session 2

Situation

The youth and Transition Facilitator are meeting today. In this meeting as the Transition Facilitator is asking him/her how things have been going, he/she tells the Transition Facilitator that he/she thinks he/she wants to quit his/her current job. He/she 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 Component Checklist*” **slides on the PPT HANDOUT** to follow along with the practice session and privately note the components demonstrated by the Transition Facilitator who is practicing.
 - For future use, copies of the “*SODAS Component Checklist*” form are also enclosed in this manual starting on page 23.

Problem-Solving/Decision-Making: The SODAS Framework

Youth Instructions Practice Session 2

Situation

You are meeting with your Transition Facilitator for your weekly meeting. In this meeting, as the Transition Facilitator is asking you how things have been going, you tell him/her you that you want to quit your current job. You tell him/her that you no longer feel like working there.

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, 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.

Problem-Solving/Decision-Making: The SODAS Framework:

Transition Facilitator Instructions **Practice Session 2**

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.

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..."
-

Problem-Solving/Decision-Making: The SODAS Framework

Behavior Rehearsal Leader Instructions **Practice Session 2**

Situation

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

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:

- a. 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).
- b. 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.
- c. Feel comfortable asking the Transition Facilitator to re-practice and offer praise and support for the Transition Facilitator's receptivity to feedback.

Appendix

SODAS Forms

This appendix contains a Practice Demonstration and several forms that will be used during the SODAS behavior rehearsals. These forms will also prove useful as you continue to practice these methods and begin applying them with young people, their families, and other key players.

The Practice Demonstration is “Introducing SODAS in Context”

- This is borrowed from the SODAS Personnel Training Module.

Diagram of the SODAS Method

In addition to a PPT HANDOUT on SODAS, this Behavior Rehearsal Manual contains several forms that should prove to be useful during training and booster sessions, as well as in your implementation of SODAS in your work with young people.

- **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.
- **SODAS Worksheet** – 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’.
- **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.

Practice Demonstration: Introducing SODAS in Context

Participants' Practice Demo

TF = Transition Facilitator

Y = Youth

Narrator reads *italic* to support the demo = Read *statements in italics*

Scribe = summarizes on the SODAS Worksheet for use by TFs.

SAMPLE SODAS DEMO

TF: Well, sometimes when you are making a big decision it helps to take a step back and think about it. Other kids 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!

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 and understanding. So let's see if we can get a clear picture of the **situation**. That means you can tell me about why you are making the decision to quit and I will just ask you some questions so I can understand what you are thinking about and why you are going to quit your job. Okay?

Y: 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.

Y: 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]*

Y: 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?

Y: Naw, it's this other guy, Frank, who keeps raggin' on me.

TF: What's his problem?

Y: 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: So, like what kinds of things does he say? *[Do: 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]*

Y: [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?
- Y:** 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?
- Y:** 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?
- Y:** 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”. *[Again, 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?
- Y:** 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?
- Y:** 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?
- Y:** 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. Well, it doesn’t sound like you are 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 Transition Facilitator 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 advantages and disadvantages].*

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** or choices 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 **disadvantages and advantages** 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].*

Y: 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? *[Do: 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.]*

Y: Yeah, and I wouldn't be so pissed off!

TF: Any other positives to quitting?

Y: 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. *[Summarize as you go.]* Anything else good about it?

Y: That's all I can think of now.

TF: What about the downside of quitting...anything you might not like about quitting?

Y: Well, I wouldn't have any money to spend.

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

Y: 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.

Y: 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?

Y: 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?
- Y:** 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].*
- Y:** Maybe not but what if I told him I was quitting in a week?
- TF:** That would 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].*
- Y:** 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 had more than one option to think about and you came up with pretty real 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 attendant disadvantages and advantages can be helpful and educational.]*
- Y:** 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?

- Y:** Can you help me find a new job?
- TF:** Sure, you can use all the skills you learned in getting the job you have now and I can help with leads, reviewing your applications and transportation to interviews. How does that sound?
- Y:** Good.
- TF:** When it comes time to give notice do you want to practice what to say to your boss so he will be more likely to feel okay about it and how to ask for a reference for the future?
- Y:** I can handle it by myself.
- TF:** I'm sure you can, but if you change your mind about a run through let me know and we can talk it over. Let's set a specific time to get back together and go over some job-hunting steps for your next job. Do you still get a newspaper at home?.....

Follow-up

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

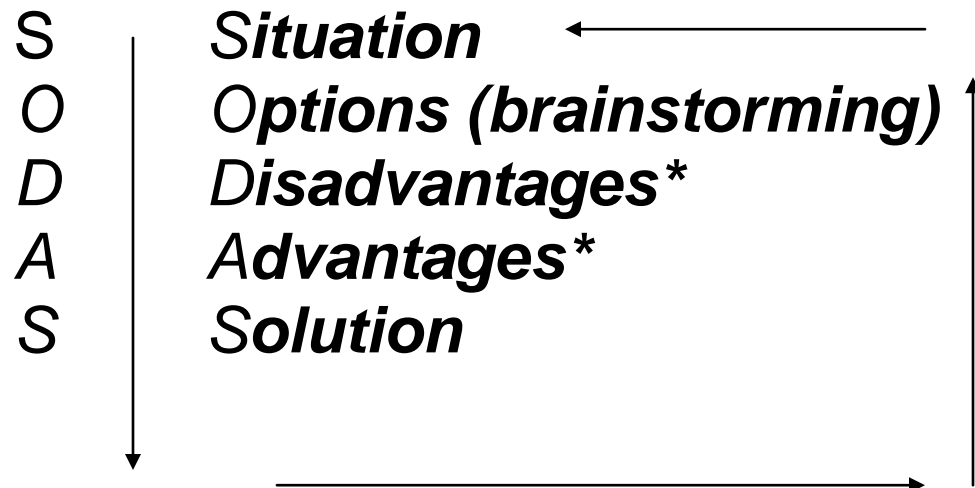
- TF:** So, how did it go when you told your boss you would have to quit?
- Y:** Pretty good. He said he was glad I gave some notice. And I when I asked him for a reference he said he could do that.
- TF:** Good for you for following through with the plan and making that problem solving you did pay off. Do you want to get together to start on the job search?
- Or it might not have gone well and might sound like this:
- TF:** So, how did it go when you told your boss you were going to quit?
- Y:** Man, that sucker told me I could just leave right after my shift. That really ticked me off.
- TF:** Wow! That's too bad. But good for you for doing the right thing and giving notice. You can be proud of the problem solving you did even if it didn't quite play out the way we hoped it would. Did he seem upset with you? *[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 a new part of the plan.]*

NOTE:

This Practice Demonstration was duplicated from the Personnel Training Module on Rationales.

Problem-Solving/Decision-Making Processes: The SODAS Framework

SODAS Problem-Solving Method



* Likely advantages and disadvantages associated with each option.

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 specific follow-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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- Set limits and expectations, as necessary.
- Use positive descriptive praise.

SODAS Worksheet

Young Person's Name _____ Date _____

Person conducting SODAS with young person _____

Situation: _____

Options: 1. _____

2. _____

3. _____

4. _____

Advantages of :

1. _____

2. _____

3. _____

4. _____

Disadvantages of :

1. _____

2. _____

3. _____

4. _____

Solution: _____

Follow-up: _____

SODAS Worksheet

Young Person's Name _____ Date _____

Person conducting SODAS with young person _____

Situation: _____

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Advantages of :

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2. _____
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Solution: _____

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Young Person's Name _____ Date _____

Person conducting SODAS with young person _____

Situation: _____

- Options:** 1. _____

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Advantages of :

1. _____
2. _____
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Disadvantages of :

1. _____
2. _____
3. _____
4. _____

Solution: _____

Follow-up: _____

SODAS Behavior Rehearsal Feedback Sheet

Participant: _____

Date: _____

Behavior Rehearsal Leader: _____

Preparation

<u>Strengths</u>	<u>Improvements Needed</u>
<p>___ Explains how using problem-solving and decision-making can benefit the young person, using rationales</p> <p>___ Uses rationales that fit youth's strengths and future goals</p>	

Situation

<u>Strengths</u>	<u>Improvements Needed</u>
<p>___ Asks specific questions about the information youth shares to get a clear picture of the situation and feelings</p> <p>___ Offers praise and support for sharing this information</p> <p>___ Summarizes situation</p>	

Options

<u>Strengths</u>	<u>Improvements Needed</u>
<p>___ Solicits options from youth</p> <p>___ Accepts all options/is non-judgmental</p> <p>___ Delays discussing merits of options</p> <p>___ Helps generate new options</p> <p>___ Has youth summarize options or</p> <p>___ Summarizes options for youth</p>	

Advantages/Disadvantages

<u>Strengths</u>	<u>Improvements Needed</u>
<p>___ Asks youth to list advantages and disadvantages for each option</p> <p>___ Gives a non-judgmental reaction</p> <p>___ Provides additional advantages and disadvantages if necessary</p>	

Solution and Follow-up

<u>Strengths</u>	<u>Improvements Needed</u>
<p>___ Reviews advantages and disadvantages</p> <p>___ Helps youth arrive at a solution acceptable to the youth.</p> <p>___ Sufficient detail for the youth to implement the solution (when, how, etc.)</p> <p>___ Encourages/supports youth to implement the plan, using a rationale which states the benefit of implementing the solution</p> <p>___ Offers role-playing if appropriate, to help prepare the youth to try to implement the solution</p> <p>___ Sets time for follow-up</p>	

Quality Components

<u>Strengths</u>	<u>Improvements Needed</u>
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SODAS Behavior Rehearsal Feedback Sheet

Participant: _____

Date: _____

Behavior Rehearsal Leader: _____

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Situation

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