The Teens' Solutions Workbook

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INTRODUCTION

Over the last five years, Solution-Oriented Therapy has become an increasingly popular approach to dealing with a wide variety of problems. Solution-oriented thinking is very different from problem-oriented thinking. It looks at the positive, rather than the negative. It looks at the present and the future, rather than the past. It looks at the ways that you can make your life better, rather than the things that have made it bad.

Simplicity is one of the basic tenets of this approach. Solution-oriented thinking avoids jargon and "psychobabble." It relies on common sense. Solution-oriented thinking assumes that you are smart, not dumb, even though you may be bewildered and stuck regarding a particular problem you are having. It assumes that you have already solved many problems in your life, and in fact you probably have a warehouse full of solutions that have already worked for you. The idea behind this workbook is to help you use solutions that you have already found, and to use them on the problems that presently bother you.

This workbook consists of activities based on the principles of Solution-Oriented Therapy. There is no wrong way to do any of these activities. You can start at the beginning and go through the book, or start anywhere else that you like. Maybe one activity will be enough. Maybe you will want to do them all. The important thing to remember is to stop dwelling on your problems and look for new ways to enjoy and enrich your life.

EXERCISE 1
BEGIN BY ADOPTING A
SOLUTION-ORIENTED ATTITUDE

If you are like most teens, you probably feel like you have many problems...and you're probably right. A problem could be something that frustrates you, something that makes you feel upset, something that causes difficulty for others, or simply two incompatible ideas. Life is full of problems for all of us, but teens do seem to have more problems than either children or adults, because they are caught between these two different worlds with very different expectations.

But that doesn't mean that you can't learn to solve your problems, or at least to cope with them better. When you learn to cope with a problem, you are aware of it, but you don't let it affect other areas of your life. For example, imagine two people, each of whom has hurt his/her knee in an accident.

Person A:

- Stays in bed for a week until he can walk without pain.
- Stops talking to his friends until he feels better because they get on his nerves.
- Sneaks a drink when his parents are away because it helps with the pain.
- Doesn't bother doing any schoolwork because his knee bothers him too much to concentrate.

Person B:

- Gets crutches so that she can continue her life as normally as possible.
- Takes aspirin for the pain.
- Finds a gym with a whirlpool because the doctor said it might heal the muscle quicker.
- Keeps up with her friends and her schoolwork because it takes her mind off her physical problem.

As you can see, the problem is the same for Persons A and B, but each copes with it differently. Person A probably creates even more problems for himself. Person B minimizes the effect of the problem. These same principles apply to psychological problems and interpersonal problems as well. The way you choose to cope with them is entirely up to you.

B. Go back and choose the top 10 problems and write them below.

Top 10 Problems

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

C. Now go back and choose the 10 least important problems and write them below.

10 Least Important Problems

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

A. List 10 problems that you currently have. Then rank them from 1 to 10, with 1 being the hardest to solve and 10 being the easiest.

NAME: _____   DATE: _____

Problems   Rank

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

_____   _____

B. Now pick the easiest of your top 10 problems to solve. Write about it below in as much detail as possible.

WHEN YOU'RE STUCK ON A PROBLEM, BRAINSTORM SOLUTIONS

In developing a solution-oriented style of thinking, it is important to stop thinking about why solutions won't work and to concentrate on why they will.

One of the main differences between people who are overwhelmed by their problems and those who are not is that the solution-oriented people have trained themselves to see solutions in places where others don't even bother to look.

Finding solutions to your problems requires that you change your style of thinking. It's not that hard; it just requires a little practice. Unless, of course, you are so much in love with your problems that you'd just as soon hang on to them...

A. This exercise is designed to "lubricate" your solution-oriented thinking. In learning to brainstorm new solutions, you must come up with as many ideas as possible, without worrying about whether they are good or bad, practical or impractical, smart or dumb. Just come up with new ideas.

To get you started practicing brainstorming, I want you to think of new ways to use a trash can. Imagine an ordinary, metal, medium-sized trash can like you might find in an office or a classroom. Now think of all the things you can use the trash can for other than for depositing trash. Don't worry about whether they are good ideas or not; just write!

NAME: _____ **DATE:** _____

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____

B. In exercise A, did you come up with 10 ideas or more? If you didn't, you might consider getting a friend or two to help you brainstorm. Some people seem to be better at generating ideas than others, but nearly everyone gets more ideas when someone else is helping. Try a similar practice exercise with a friend. This time, take a book, a nickel and a ruler. Think of as many ways as you can to use at least two of these objects together, and you get bonus points if you can use all three at the same time.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____
11. _____
12. _____
13. _____
14. _____
15. _____
16. _____
17. _____
18. _____
19. _____
20. _____

C. Having fun yet? If not, your next exercise is to think of how generating ideas can be more fun.

This is very basic psychology: People will practice what they enjoy doing and will avoid what is difficult. So if you do not enjoy brainstorming, you probably won't do it, and you're going to have more difficulty in finding solutions than many other people.

One way to make a difficult task more enjoyable is to pair it with something you already enjoy. That's why people listen to music while they work or munch on popcorn while they study.

If you had to solve a problem right now, how could you make generating solutions to that problem more enjoyable? Write as many things as you can think of below.

I can make generating solutions to my problems more enjoyable by:

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

EXERCISE 4
USE SOLUTION-ORIENTED LANGUAGE

One of the most important ways to start changing problems into solutions is to start talking about new possibilities and directions. Some of the worst things you can do are to put labels on people or look for and dwell on negative things. When you communicate in solution-oriented language, you will be more likely to see solutions to the problems.

A. For the first exercise in using solution-oriented language, see if you can stop labeling or stereotyping other people. Here are common "labels" that you may use when you are angry or frustrated:

stupid
idiot
retard
dictator
creep

Actually, you probably use much more colorful language than this, but I don't want to put those words in print.

The point is that while labeling someone who is part of a problem you are having feels good for the moment because it releases your anger, it doesn't help you solve the problem. In fact, it makes things worse. Labeling of any type keeps you from seeing possible solutions.

Try thinking of people in terms of behaviors that you don't like, rather than just labeling them. For example, if your father grounded you for a month because you were one hour late for a curfew, rather than thinking of him as a "dictator," you could think "I don't like the way he punishes me without even a discussion." A possible solution to this problem then becomes clearer: Find a way to agree on specific and reasonable punishments when specific rules are broken.

Try this exercise in changing negative labels that you might use in talking about people who cause you problems. Instead of using a label, describe the behavior that you don't like.

D. Now it's time to take the next step in evaluating ideas. Go back to exercise A and select only the ideas that are feasible and realistic. Write them below.

These ideas are realistic and feasible:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Avoiding Labels

Label/Stereotype	Describe Behavior

B. Another problem people often have in solving problems is thinking and talking in absolute terms. Words like "always," "never," and "everyone" are considered to be absolutes because they don't allow for the possibility of even one exception. Absolutes shut the door on finding new ways to approach a problem.

On the next page, write some statements that you currently use which are absolutes. Then try and think of better ways to say them which are more specific. Finally, think of whether the new way to describe a problem opens up a possibility of a solution and write about it.

Example:

Absolute Statement

My mom is always nagging me about how I look.

More Specific Statement

My mom gives me a disapproving look when I wear my torn-up jeans to school.

Possible Solutions

Don't wear the jeans to school.
Tell Mom that her look irritates me and ask her not to do it.
Have a conversation about my rights as a teenager with Mom.

Step 1: Absolute Statement

Step 2: More Specific Statement

Step 3: Possible Solutions

_____

Step 1: Absolute Statement

Step 2: More Specific Statement

Step 3: Possible Solutions

_____

Step 1: Absolute Statement

Step 2: More Specific Statement

Step 3: Possible Solutions

_____

Step 1: Absolute Statement

Step 2: More Specific Statement

Step 3: Possible Solutions

C. When you begin to stop thinking in terms of absolute statements, you will probably notice how much other people use them. To find new solutions to your problems, you may have to teach other people to stop talking in absolutes as well. Listen for when other people talk in absolutes. Write them down before you mention them to the other person. Try to understand for yourself the specific thing they are trying to say.

Absolute Statement (made by_____)

More Specific Statement

_____

_____

_____

_____

_____

_____

_____

Absolute Statement (made by_____)

More Specific Statement

_____

_____

_____

_____

_____

_____

_____

_____

Absolute Statement (made by_____)

More Specific Statement

_____

_____

_____

_____

_____

_____

_____

_____

Absolute Statement (made by_____)

More Specific Statement

_____

_____

_____

_____

_____

_____

D. Correcting the way other people think can be a tricky issue. When someone makes a statement as an absolute, it becomes untrue, and yet calling someone a liar will surely not contribute to finding a solution to a problem. Usually the other person is using an absolute statement to express a feeling, and that feeling distorts the reality of the statement.

Try restating another person's absolute statement as a more specific one and state the feeling behind the absolute statement as well. For example, suppose you are late coming home for dinner and your mother says:

"You are always late. Can't you ever be on time?"

You could say:

"I know you are angry that I am late for dinner tonight. I'm sorry."

This will not solve the problem. Your mother might still be angry and might punish you. But it might help open up a solution-oriented conversation.

Try to think of some absolute statements that people make to you and write a restatement of what they are saying, noting the feeling and the specifics behind their statements.

Absolute Statement (made by_____) Restatement (include feeling, specifics)

_____ _____
_____ _____
_____ _____
_____ _____

Absolute Statement (made by_____) Restatement (include feeling, specifics)

_____ _____
_____ _____
_____ _____
_____ _____

Absolute Statement (made by_____) Restatement (include feeling, specifics)

_____ _____
_____ _____
_____ _____
_____ _____

Absolute Statement (made by_____) Restatement (include feeling, specifics)

_____ _____
_____ _____
_____ _____
_____ _____

E. Diplomats, negotiators, and other "peacemakers" have learned the art of using language to solve problems. It isn't easy to change the way you think and talk, but it can make a tremendous difference in your life, particularly in the nature of your problems.

Try this exercise in seeing another person's point of view by looking at that person's negative or critical statement as his or her "need." Remember that seeing another person's point of view doesn't mean that you have to agree with it, but rather that you recognize it.

Let's look at the example from the previous exercise. Your mother says:

"You are always late. Can't you ever be on time?"

Now write down what she needs and why she needs it.

She needs to have everyone at the table on time so she doesn't have to worry about reheating the dinner.
She needs to have her family together.
She needs order and predictability in her life to make it less stressful.

Remember, you don't have to agree with any of this. This exercise is just about seeing something from another person's point of view.

Now write some critical statements that people have made to you recently, and try to figure out what they need and what they were trying to express.

Negative Statement (made by_____)   What needs were behind the statement?

_____   _____

_____   _____

_____   _____

_____

Negative Statement (made by_____)   What needs were behind the statement?

_____   _____

_____   _____

_____   _____

_____   _____

Negative Statement (made by_____)   What needs were behind the statement?

_____   _____

_____   _____

_____   _____

_____   _____

Negative Statement (made by_____)   What needs were behind the statement?

_____   _____

_____   _____

_____   _____

EXERCISE 5
USE A SOLUTION TO SOLVE
MORE THAN ONE PROBLEM AT A TIME

Once you start thinking in terms of solutions rather than problems, you will start to see how one solution can relate to more than one problem. For example, suppose your parents are criticizing you about your grades, your study habits, and how much time you talk on the phone. Each of these problems is related to time and how you spend it. Now suppose you can negotiate a contract with your parents stating that you will spend a designated amount of time in required activities such as homework and chores, and if you accomplish this, they will be more lenient about your phone time. One solution solves three problems.

A. List five problems you are having. Then look for one thing they have in common. Can you think of one change you could make or negotiate which could influence two or more problems at the same time?

NAME: _____   DATE: _____

Problems

1. _____

2. _____

3. _____

4. _____

5. _____

Write down what they have in common:

_____

_____

_____

_____

Write down a possible common solution:

_____

_____

_____

_____

B. A central idea behind solution-oriented thinking is that problems are related, and solving one small problem will effect other positive changes. It is like throwing a pebble in a pond-there is a ripple effect which spreads out from the center in all directions.

Imagine that when you take the first step to solving a problem it spreads out and affects many other people and situations. Write the first change that you will make in the center circle, and then write in the people or situations that might be affected (even in a small way) by your change in the next circle.
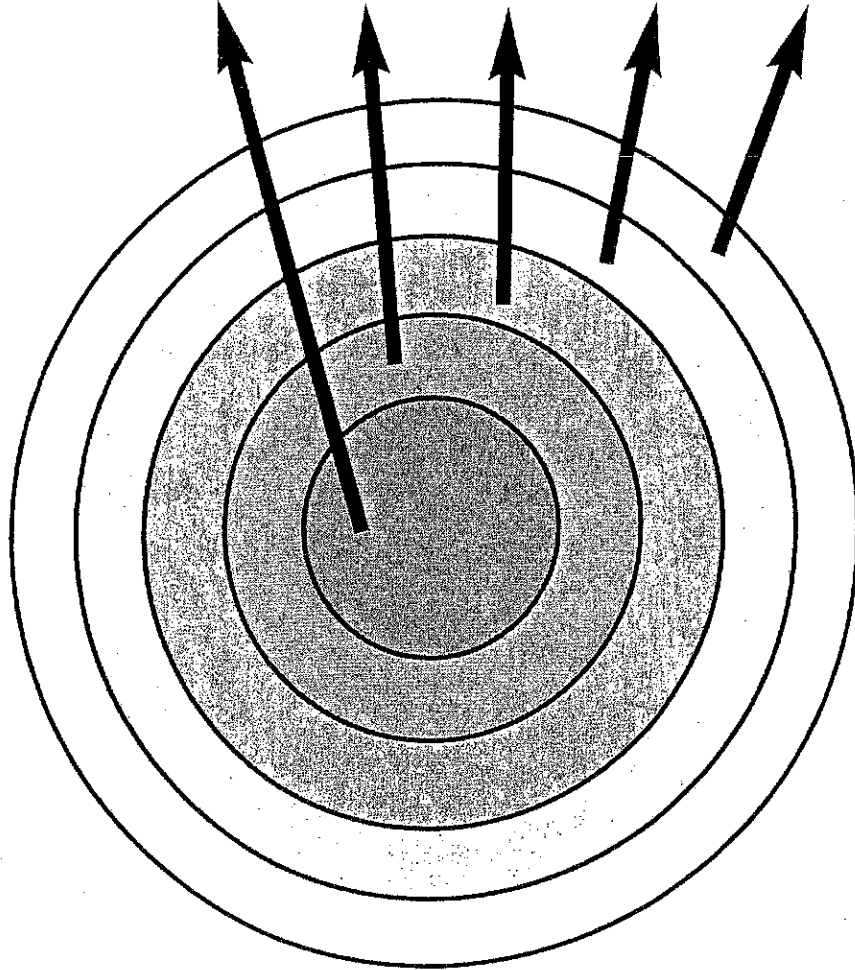
Step 1: _____

People/Situations Affected

Step 2: _____

People/Situations Affected

Step 3: _____

People/Situations Affected

Step 4: _____

People/Situations Affected

Step 5: _____

People/Situations Affected

C. Problems tend to isolate people. It seems to be in our human nature (or at least in our culture) to think that we must bear a problem alone or that no one else has had this problem before. Obviously, neither of these thoughts is true.

Think of three people you know who have found solutions for problems similar to the ones you have now. Write their names below and the problem as you understand it. Then call them on the phone and ask them what they did. e open and candid. Write anything that might help you with your current concern.

Be a little unconventional when looking for solutions. They may not be obvious. Remember that people find solutions to very serious problems every day. You can, too!

1. Person: _____

His/Her Problem: _____

_____

What You Learned: _____

_____

2. Person: _____

His/Her Problem: _____

_____

What You Learned: _____

_____

3. Person: _____

His/Her Problem: _____

_____

What You Learned: _____

_____

D. As mentioned in the previous exercise, people tend to isolate themselves with their problems, and this tends to make the problem worse. Learn to rely on other people to help you with a problem you are having. Remember, you are not in this alone.

Write the names of four people who can help, even in a very small way. Don't be shy about asking for help. Wouldn't you do the same for someone else?

1. Person: _____

The Way He/She Can Help: _____

_____

_____

When He/She Can Help: _____

_____

_____

2. Person: _____

The Way He/She Can Help: _____

_____

_____

When He/She Can Help: _____

_____

_____

3. Person: _____

The Way He/She Can Help: _____

_____

_____

When He/She Can Help: _____

_____

_____

4. Person: _____

The Way He/She Can Help: _____

_____

_____

When He/She Can Help: _____

_____

_____

E. Many cultures stress the role of family and community in solving problems. But for many reasons, this seems to be the exception rather than the rule for most Americans. However, you can create a network to help you with a problem. A network could include friends, family, a self-help group, people whom you have met on-line, and so on.

On the next page, list ten people whom you could consider as your network. These are the people who would always be there for you if you needed them. Also list each person's most obvious strength in supporting you or helping you with a problem. For example, some people are good listeners, and others are very action-oriented. One person might be very good at helping you solve concrete problems (like finding a part-time job), and someone else might be good at helping you with more abstract problems (like how to survive a teacher you can't stand). Write down the strength of each person in your network at helping you find solutions to your problems.

Person

His/Her Strength in Solving Problems

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

EXERCISE 7
ANTICIPATE SUCCESS

Psychologists have long recognized the ability people have to unconsciously create their future. Without thinking about it, they put themselves in situations or make decisions based on needs or conflicts of which they are not really aware. Some people define "neurotic behavior" as behavior that unintentionally makes things worse for themselves or for others. But our minds can also unconsciously work to make our lives better.

Recognizing the importance of our unconscious wishes and needs, Solution-Oriented Therapy asks people to concentrate on how things will be in a future where their problems have less influence or may be absent altogether. Concentrating on the positive aspects of our lives, rather than on the problems, directs our unconscious to make decisions that will be more productive and beneficial. The concept of a "self-fulfilling prophecy" is a very real psychological phenomenon. You can make your future better or worse-why not make it better?

A. Imagine that the problem that now confounds you is gone in six months or a year. Write about how your life has changed for the better. Be very specific. Be positive, but also be realistic.

NAME: DATE:

THINK ABOUT YOUR PROBLEMS WITH REALISTIC OPTIMISM

Having a positive attitude really does make a difference. Studies have shown optimistic people are less likely to be depressed, perform better at work, and are even physically healthier. Being optimistic is more than just an attitude-it is a way of explaining the world. Optimists see the world realistically. They see bad events as single occurrences, rather than bad luck or fate. They believe that over time, problems work themselves out. They also take responsibility for their actions, knowing when to hold themselves accountable for decisions and when other people are in control of events.

Pessimists distort the way they think. They overgeneralize (e.g., "I always have the worst luck"), they personalize events (e.g., "Everyone is against me"), and they exaggerate negative occurrences (e.g., "This is the worst day of my life!").

Many studies have demonstrated that people can learn to change their pessimistic thinking into more optimistic thinking.

A. Write about a pessimistic way of looking at the worst day you had this month.

NAME: _____   **DATE:** _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

B. Now write about the same event from the viewpoint of an optimist. Don't be unrealistic. Just be positive in seeing bad things as single events which can change and good things as events which can be perpetuated.

LEARN FROM FAILURE

Most people avoid failure at any cost. They think that if people perceive them as a failure, they will think there is something very wrong with them.
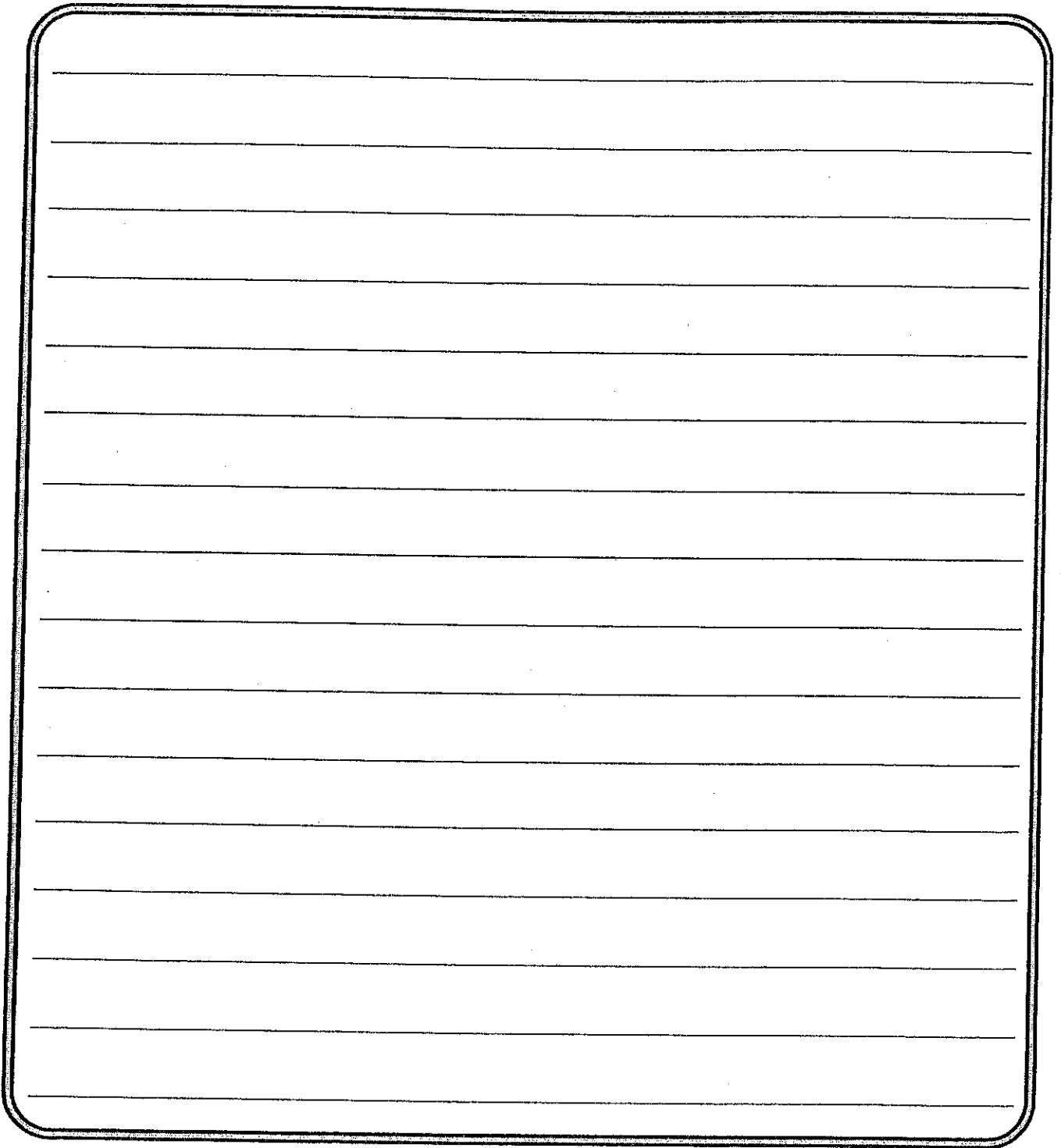
These people don't understand that there are two types of failure: one that results from not trying and one that comes from trying but not getting the right answer. There is no excuse if you fail by not trying. That might be your choice, but it is rarely a good one. Failure as a process of trying is another matter altogether. Persistent effort in the face of failure is a mark of character and frequently leads to successes that you might never have imagined.

Consider how many great discoveries were the result of failures. Thomas Edison failed hundreds of times before he was able to discover the components for the electric lightbulb. Paul Ehrlich, who discovered a drug that would cure syphilis in the early part of this century, also failed hundreds of times before he discovered the correct formula. In fact, the name for his final formula was 606, since the prior 605 experiments were failures!

A. Can you think of a time when you didn't succeed, but you learned something anyway? If it didn't happen to you, maybe it happened to someone you know.

NAME: _____ **DATE:** _____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

_____

43

B. Can you think of something you did where you couldn't imagine being stopped by failure? Maybe it was learning to play the guitar or learning to drive a car.

Write what happened the first time you failed at this and what you did immediately afterwards.

SHAPE SOLUTIONS BY POSITIVELY REINFORCING PEOPLE'S BEHAVIOR

Behavioral shaping is a type of behavior modification to which we are all susceptible. And it really works!

If people keep telling us we look good when wearing clothes of a certain color, we will start to wear more of that color, without even really being aware that our habits are changing.

The same principle holds true for the people in your life. If you praise someone for doing something you like, he or she will tend to do it again. Other types of positive reinforcement are conveyed through body language and just showing an interest in what someone is saying. You can't get someone to do something that he really doesn't want to do using this technique, but you can shape his behavior in a direction in which he might go anyway.

A. How might you shape the behavior of someone who can help you find a solution to a problem you are currently having?

NAME: _____ **DATE:** _____

First, define the problem you are having:

_____

_____

Now, write the person's name and what you would like that person to do more. (Note: He or she must do the behavior at least occasionally in order for you to reinforce it.)

Person's Name: _____

I want him/her to: _____

_____

Now write how you might reinforce that behavior and when:

Type of Behavior to Be Reinforced	Type of Reinforcement to Shape Behavior
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____
_____	_____

B. Try shaping a person's behavior for one week. Write down each time the behavior occurs and see if it becomes more frequent.

Person's Name:_____

Person's Behavior_____

Date	Time	How You Reinforced It
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____
_____	_____	_____

It would be naive to think that your problems will change unless you change as well. People get stuck in the way that they look at their problems, and you must find ways to get "unstuck." This does not necessarily mean that you will have to make radical changes. An important assumption of solution-oriented thinking is that even small changes can make a big difference.

Check the things you could do differently in order to take a different approach to a problem.

NAME: _____   **DATE:** _____

____ Talk to an adult and get advice.

____ Take a deep breath and relax instead of getting stressed or losing your cool.

____ Take a more positive attitude.

____ Get help from a friend.

____ Find a new behavior which can act as a substitute for the problem.

____ Read a book about the problem.

____ Find someone who has had a similar problem and talk about it.

____ Stick up for your rights.

____ Other _____

TAKE CONTROL OF YOUR PROBLEMS

Some people let problems control their lives. Every decision they make and everything they do is related to the problem.

But this doesn't have to be the case. Many people have very serious problems, yet they manage to put them into a small corner of their lives. They just decide that they will control the problem, rather than the problem controlling them.

B. Many people get stuck on problems and don't bother trying to find solutions. This often has to do with the way they think about their problems. Changing a problem into a goal is a much more positive way to think and will show you a direction in which you can change.

For example, Ned was always getting picked on at school because he was short. Just a few kids started it, but then it seemed like everyone who saw him had something insulting to say. He set a simple goal for himself: "I'm going to find one person who is intelligent enough to like me as I am and considerate enough not to tease me." He found that one person in his computer class and spent more time with him, ignoring the teasing of the other kids.

Can you change your problem into a goal? Maybe answering these questions will help.

What is something you can work towards that will make you happy?

_____

_____

What is the opposite of your problem?

_____

_____

What is an activity that will help you forget your problem?

_____

_____

What is something that you can do every day that will help you with your problem?

_____

_____

What is a goal that you could work towards that would make your problem go away, or at least seem less important?

_____

_____

CONCENTRATE ON THE PRESENT AND THE FUTURE
RATHER THAN ON THE PAST

Some people say that every day is like a new page in the book of your life. You can write whatever you like! If you want, you can write today's page as a continuation of your problems, or you can start fresh! Suppose that today your story didn't have the same problems as you had yesterday or the day before. Suppose that today you began writing your problem out of your life!

How would you begin to write your problem out of your life? What will today (or tomorrow) look like if your problem does not play such an important part?

Try writing about just one day in your life that is a fresh start. Write about a day that doesn't have your problem in it, or at least not very much. Can you make it happen?

NAME: **DATE:**

A Day In My Life

FOCUS ON THE POSSIBLE AND CHANGEABLE

Sometimes change is easy, and at other times it is difficult. For example, smoking is a difficult habit to change because cigarettes have a drug in them (nicotine) which is addictive. That's why adults are always telling kids not to start smoking, because it is so hard to stop. Other things are easy to change. Wanda's parents were concerned that everyone in the family watched too much TV. So they just put their TV in the closet and only took it out for one hour a night.

When you think about changing a problem that you have, you will see that there are many things that you could do and many places to start. But some ways to start are easier, and some are harder.

Write five things that you could change right away to help solve a problem you are having. Circle the one that is really easy. Then do it!

NAME: _____   **DATE:** _____

Define the Problem: _____

Things I Can Change Right Away to Help Solve My Problem

1. _____

2. _____

3. _____

4. _____

5. _____

UNDERSTAND THAT CHANGE IS CONSTANT

Everything changes all of the time. Whatever problem you have today will be different tomorow, even though it might be different in just a small way.

Think about how things will change for the problem that you are concerned about. Will change make things easier? If not, why not, and what can you do about it?

NAME: _____   **DATE:** _____

How will your problem change one month from now?

_____

_____

Six months from now?

_____

_____

One year from now?

_____

_____

Two years from now?

_____

_____

Five years from now?

_____

_____

CHANGE THE THINGS THAT KEEP
SOLUTIONS FROM OCCURRING

Have you ever tried to solve a problem but felt that everything was working against you? Maybe you were right. Maybe there were so many forces keeping the problem going that you just couldn't change it. Kate, for example, had a serious weight problem. She tried to diet, but her parents served fattening foods at every meal. For dinner, they might have fried chicken and mashed potatoes and gravy, all of which Kate loved. Even when Kate used all her willpower and asked for something less fattening to eat, her mom just got mad and said, "This is what I cooked for dinner. Eat this or go hungry." So Kate ate what the rest of her family ate so that her mother wouldn't be mad.

What about the problem you are having? Is there anyone who is keeping the problem from getting better even though he or she doesn't intend to? Be careful before you blame other people for your problems. You must take responsibility for change. But you can also ask for help and point out to others that their behavior affects your problems.

Make a list of the people you know well and write one thing that each person could do to make a problem easier for you to solve. Then ask them if they will do it. If they won't, don't be upset-you simply need to find other people who can help you.

name: **DATE:**

Who Else Can Change To Help You Find A Solution?

Person	How He/She Can Change	Check if He/She Agrees to Change