

## Taking up one's worry – Anticipation form

*This form is intended to be used in situations where:*

- *you are worried about a child/adolescent,*
- *you have for one reason or another not taken the worry up with the parents, and*
- *you wish to develop a method of taking up your worry as part of your tool box in working with children and adolescents.*

The form comprises three sections:

*Section A:* Complete the first section when you are *about to select the situation*, where you can practice taking up your worry.

*Section B:* Complete the second section when you are *preparing for the meeting* with the parent(s)/guardian(s). This form can also be used when meeting with other adults in the child's life.

*Section C:* Complete the third section soon *after the meeting is over*.

**A. Complete this section when you are about to select a situation (Questions 1–3).**

1a. Basic information about the child/adolescent, family (excl. personal details)

1b. Basic information about yourself: service point, occupation

2. Which of the family members are you going to meet and what do you intend to do with them?

3a. What are you worried about in the child's/adolescent's situation?

3b. What will happen if you do not take up the issue?

3 c. Which zone best corresponds your level of worry? (check appropriate zone)

☐ Small worry

☐ Grey zone

☐ Great worry

**B. Complete this section prior to the meeting (Questions 4–8)**

4. In your opinion, what are the areas where the parent(s) of the child/adolescent feel they receive support from you? Do areas exist where they might find you threatening?

Support:

Threat:

5a. What are the resources you have been able to identify in the child/adolescent and his/her situation, and how could you communicate these to the parent(s)?

5b. What could you and the parent(s) do together and/or separately to improve the child's/adolescent's situation?

6. How do you intend to take up your worries and express your wish to co-operate? How will you phrase it? Consider alternative ways of expressing your worry, and how to explain resources and offer co-operation.

7a. Anticipate what will happen during the discussion. Who will react, and how?

7b. Anticipate possible results of the discussion in the near future.

*If you anticipate that taking up your worry will diminish the possibilities open to you of improving the child's/adolescent's situation, start the process over and consider a) where you genuinely need the parent(s) help and (b) how to get that help; i.e. rephrase your offer of co-operation.*

8. What would be a suitable setting and a suitable time to meet the parent(s) and discuss the difficult issues?

**C. Complete this section soon after the meeting (Questions 9–11)**

9. How did you take up the issue?

10. How did you feel

a) before voicing your concern?

b) during the meeting?

c) after the meeting?

11a. Review the anticipations you had (Question 7). Was it as you had anticipated, or was it completely different? Were you surprised?

11b. How do you view the actions to help the child/adolescent now? Are there grounds for optimism? Are there things that still worry you?