



How to use “Powerful questions of REAP” in coaching children to set and achieve goals?



Children with Attention Deficit/Hyperactivity Disorder tend to find it more difficult to persist in pursuing their goals. How can parents help them?

Parents may apply the steps of REAP to coach their children in carrying out their plan to achieve the goals:



Review

Evaluate

Anticipate

Plan



TIPS FOR USING REAP IN SETTING GOALS TOGETHER WITH YOUR CHILDREN

1. Set clear goals:

Guide your children to understand their own strengths, weaknesses and needs. Set clear and concrete goals together. For example: clear the desk every day.

2. Use external cues:

Help your children to think and organize systematically, and get things done efficiently. For example: use color-coding for sorting, use checklists to list out the steps for packing textbooks, etc.

3. Active listening:

Parents should listen to your children’s ideas and expectations patiently and in an accepting manner, and encourage them to express their opinions and feelings. For example: “I saw that you tried hard to organize your books, what made you unable to finish it?”



How to use “Powerful questions of REAP” in coaching children to set and achieve goals?

Let us take a look at the following examples and learn how to apply REAP together!



Example 1:

Want your child to develop the good habit of exercising? Try to use REAP with him/her to make a plan of “Exercising Daily” together.



Review the previous target set by your child

“Do you remember you set a goal on exercising last month? What was the goal exactly?”

“Yes, I said that I would do an hour of exercise every day to get stronger.”

Evaluate the success/ failure of previous plan, including difficulties and methods tried

“How well do you think you have accomplished the goal?”

“I had no idea what exercise I would like to do, so I kept bouncing the ball but it was too boring.”

“Yes, bouncing the ball sounds monotonous and boring. Have you ever thought of other ways of exercising? What were they and which one was the best?”

“Once I followed a video to play with the ball. It was more interesting as if someone was exercising with me.”



Talk about what your child plans to accomplish in the coming time period, anticipate possible difficulties and ways to overcome

“How about setting a new goal of exercising for this month?”

“I want to swim half an hour every day.”

“What difficulties you think you may meet?”

“First, sometimes I may want to just play with water. Second, I may get bored with swimming after a few days. Then it may sometimes rains.”

“How are you going to overcome these?”

“I will set a target of swimming 5 laps in the first week, then add one lap each week. Counting the number of laps makes me feel that I have accomplished something. To avoid getting bored, I will play with the water slide after each lap. That will be a reward for me.”

“How about if it rains?”

“On rainy days, I will play table tennis with you instead of going swimming.”

“Your plan sounds very practical and fun.”



Help your child set up concrete goals, and plan how s/he completes each task

“What are you going to do first?”

“I will try on my swimming suit to see if that still fits, and check the opening time of the pool. Then I will prepare the necessary materials in the afternoon so I can go swimming in the evening.”

“What else you need to do before going swimming?”

“I need to eat something two hours before swimming so that I will not get hungry. I also need to drink plenty of water.”

“Who will go with you?”

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Example 2: Develop the habit of tidying up

Review the previous targets set by your child



“What were the goals we set before?”



“I remembered. They were ‘Tidying up the desk every day’, and ‘Tidying up the bookshelf every Monday’.”



Evaluate the success/ failure of previous plan, including difficulties and methods tried

“How is the progress of your plan? Were there difficulties and did you have any method to solve them?”

“Great. As you suggested, I tried to use color memo papers to categorize the books. I also used a checklist to tidy up the bookshelf. Does it look neat?”

“It not only looks neat, but it is also clear where different books are. I really appreciate your efforts! Can you think of any other useful methods/ tools that can be used?”

“Yes. I found that there are catalog cards in the library which are convenient for book searching. I am going to make color catalog cards to categorize the textbooks, assignments and notes by subject. It should be better!”





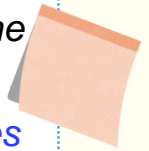
Talk about what your child plans to accomplish in the coming time period, anticipate possible difficulties and ways to overcome

“We had a great plan before. What new goal you would like to set?”

“Maybe besides keeping my desk tidy every day, I can organize the bookshelf a little bit, then it will be easier to tidy up the bookshelf on Mondays.”

“It sounds good. You plan to ‘tidy up the desk’ every day and also ‘organize the bookshelf’. What would keep you from achieving the goals? Any solutions?”

“It must be my forgetfulness, so I have already set alarm messages to remind myself every day. In addition, I have also posted a note next to my computer. These methods should work!”



Help your child set up concrete goals, and plan how s/he completes each task

“How long do you expect that it will take to do what you have planned every day ?”

“I would spend 15 minutes to tidy up my desk, then take a 10-minute break and spend another 15 minutes to organize the bookshelf.”

“You really take into the plan and have allocated appropriate time. When will your plan start?”

“Today is Monday, and I have already tidied up the bookshelf. So I will start the new plan tomorrow. Hope it will be successful!”



Finally, let’s recall what is REAP:

Review

Evaluate

Anticipate

Plan

