

Instructions

WELCOME TO DISCUSS!

These discussion cards support the Let's Talk about Children® (LTC) discussion. You can review these instructions together with the participants. More detailed information about LTC discussions, functional family routines, and favorable child development can be found in the Let's Talk about Children® logbooks.

These cards can be used in discussions with the child's parents or when the child/youth is present. The themed cards have two sides: one side with illustrations aimed at children and a simplified side for youth and adults. Participants can choose which side to use.

WHAT IS THE LET'S TALK ABOUT CHILDREN® (LTC) DISCUSSION?

The LTC discussions are guided by an LTC practitioner trained in the Let's Talk about Children® method. The first goal of this work is to create **an equal discussion**, ensuring that every participant is heard on every theme. All participants' knowledge and experience of the child's and family's daily life are valuable. Different perspectives help highlight a child's strengths and assist in facing potential vulnerabilities.

The second goal is to **plan functional daily routines** in a **collaborative action plan**, utilizing strengths. Actions that support everyday life are planned for all developmental contexts the child interacts with. Besides parents, other important adults in the child's life can also join the discussion.

HOW DOES THE PROCESS WORK?

EQUAL DISCUSSION:

Each card presents a discussion topic. Participants discuss it broadly, considering everyone's experience and all of the child's developmental contexts (e.g., home, school, leisure time). The aim is not to assess the child individually but to explore how people, developmental context, and circumstances affect the topic.

Additionally, participants reflect on whether the topic represents a strength or vulnerability in the given context. Everyone's perspectives should be heard.

According to Solantaus (2019) in the Let's Talk about Children® logbook, concepts are defined as follows:

Strength: Something that functions normally. By focusing on strengths, everyday life is supported across all developmental contexts. Strengths are not limited to exceptional talents or successes.

Vulnerability: A factor that is already a problem or could become one if not addressed. Acting in these situations helps prevent problems before they arise.

STRENGTH OR VULNERABILITY?

After discussing a topic, the card is placed on a table on a board in sections reserved for strengths and vulnerabilities. These sections separate the cards into two categories: strengths and vulnerabilities. For each card, participants choose which category it belongs to and place it in the corresponding section. Differences in opinion are valuable and should be expressed and discussed!

CREATING AN ACTION PLAN

At the end of the discussion, the strengths and vulnerabilities are reviewed. From both categories, specific small, concrete actions are planned to support everyday life. Agree on when these actions will take place and when they will be reassessed.

A printable action plan template can be found in the Let's talk about Children® logbooks.

HOW TO FIND THE RIGHT CARDS?

ICONS:

Some cards and themes are designed for specific developmental context, such as schools, early childhood education, or services. These contexts are coded with icons. Use the icons to collect the cards relevant to your environment into a separate deck.



**early childhood
education**



**elementary
school**



**secondary
school**



services

INTRODUCTORY- AND WRAP-UP CARDS:

Every discussion starts with an introductory card and ends with a conclusion card. If the LTC discussion takes place in two sessions, these cards are used in both meetings.

THEMES AND COLORS:

The discussion consists of themed sections, each marked by a different color. There are a total of six themes: emotions and mood, friends and important adults, daily routines, school, learning, and well-being, leisure time and parenting and home life.

Discussions follow these themes in order or as guided by the logbook. The logbook provides themes specific to each developmental context.

THEME CARDS:

Theme cards display the discussion structure visibly. This helps participants track the progress of the discussion and see how many themes remain. Using theme cards is optional.

Always remember to create an action plan!

Introductory Discussion

- How are you feeling as you come into this meeting? (All participants, including the facilitator)
- Would you like to share something about your family?
- Would you like to talk about your developmental context? (For example, your classroom or daycare?)
- Is there something positive you would like to share about the child/youth?
- What would the child/youth like to share?



Feeling discussion at the end

- Is there anything else (at school, daycare, home, or during leisure time) that might be important for the child's daily life or interactions? The topic could be a strength, a vulnerability, or something in between.
- Any questions?
- How do you feel after this discussion?



Would you like
to talk about
anything else?



FEELINGS AND MOOD



FEELINGS AND MOOD



The child's or youth's mood and sharing emotions



The child's or youth's mood and sharing emotions



Feelings and mood

Curiosity, creativity, and joy of learning



Curiosity, creativity, and joy of learning



Interaction, play, and sense of belonging



Interaction, play, and sense of belonging



Feelings and mood

Sharing experiences and emotions



Sharing experiences and emotions



Resolving conflicts



Resolving conflicts between children/youth or between children/youth and adults



Feelings and mood

Worries



Worries



Feelings and mood

Changes



Changes



FRIENDS AND IMPORTANT ADULTS



FRIENDS AND IMPORTANT ADULTS



Friends and
important adults

Adults to confide in



Friends and
important adults

Adults to confide in



Friends and
important adults

The child's/youth's friends



Friends and
important adults

The child's/youth's friends



Friends and
important adults

Group participation and sense of belonging



Friends and
important adults

Group participation and sense of belonging



Friends and
important adults

Important adults, friends, and hobbies; social support network



Important adults,
friends,
and hobbies;
social support
network



Friends and
important adults

School friends



Friends and
important adults

School friends



Friends and
important adults

Spending time with friends and relatives



Friends and
important adults

Spending time with friends and relatives



Friends and
important adults

The relationship between the child/ youth and their teacher



The relationship between the child/youth and their teacher



Friends and
important adults

Children's well-being



Friends and
important adults

Children's well-being



DAILY ROUTINES



DAILY ROUTINES



The child's/youth's household chores



The child's/ youth's household chores



Daily routines

Hygiene and restroom routines



Hygiene and restroom routines



Daily routines

Waking up and morning routines



Waking up and morning routines



Daily routines

Daily transitions to school/daycare and back home



Daily transitions to school/daycare and back home



Daily routines

Child's dressing and undressing routines



Child's dressing and undressing routines



Daily routines

Eating and meal routines



Eating and meal routines



Daily routines

Daily rhythm, sleep, recovery, and evening routines



Daily rhythm, sleep, recovery, and evening routines



Daily routines

Phone, games,
social media, TV, etc.



Phone, games,
social media,
TV, etc.



Daily routines

Exercise and outdoor activities



Exercise and outdoor activities



SCHOOL, EARLY CHILDHOOD EDUCATION, LEARNING, AND WELL-BEING



SCHOOL, EARLY CHILDHOOD EDUCATION, LEARNING, AND WELL-BEING



School, early childhood
education, learning,
and well-being

Participation in school or daycare



School, early childhood
education, learning,
and well-being

Participation in school or daycare



School, early childhood
education, learning,
and well-being

Learning, adequacy of support, and learning well-being



School, early childhood
education, learning,
and well-being

Learning,
adequacy of
support,
and learning
well-being



School, early childhood
education, learning,
and well-being

Comfort and enjoyment in school/daycare



School, early childhood
education, learning,
and well-being

Comfort and enjoyment in school/daycare



School, early childhood
education, learning,
and well-being

Collaboration between parents and school or early childhood education



School, early childhood
education, learning,
and well-being

Collaboration between parents and school or early childhood education



School, early childhood
education, learning,
and well-being

Progress of studies



School, early childhood
education, learning,
and well-being

Progress of studies



School, early childhood
education, learning,
and well-being

Consistency between home and school/early childhood education in educational views



School, early childhood
education, learning,
and well-being

Consistency between home and school/early childhood education in educational views



School, early childhood
education, learning,
and well-being

**Discuss the situation and the atmosphere
and emotions related to it**

Homework



School, early childhood
education, learning,
and well-being

**Discuss the situation and the atmosphere
and emotions related to it**

Homework



School, early childhood
education, learning,
and well-being

Discuss the situation and the atmosphere
and emotions related to it

Breaks and transitions



School, early childhood
education, learning,
and well-being

**Discuss the situation and the atmosphere
and emotions related to it**

Breaks and transitions



School, early childhood
education, learning,
and well-being

**Discuss the situation and the atmosphere
and emotions related to it**

Lessons



School, early childhood
education, learning,
and well-being

**Discuss the situation and the atmosphere
and emotions related to it**

Lessons



School, early childhood
education, learning,
and well-being

Discuss the situation and the atmosphere
and emotions related to it

Absences and tardiness



School, early childhood
education, learning,
and well-being

**Discuss the situation and the atmosphere
and emotions related to it**

Absences and tardiness



LEISURE TIME



LEISURE TIME



Leisure time

Meaningful leisure time



Leisure time

Meaningful leisure time



Leisure time

Communicating and
agreeing on leisure time
activities and outings
(e.g., curfew times)



Communicating
and agreeing
on leisure time
activities
and outings
(e.g., curfew times)



Leisure time

Exercise and outdoor activities



Leisure time

Exercise and outdoor activities



Leisure time

Support network



Leisure time

Support network



Leisure time

Family togetherness



Leisure time

Family togetherness



Leisure time

Spending time and playing with siblings



Leisure time

Spending time and playing with siblings



PARENTING AND HOME



PARENTING AND HOME



Parenting
and home

Parenting



Parenting
and home

Parenting



Parenting
and home

Cooperation in parenting



Parenting
and home

Cooperation in parenting



Feelings about being a parent to this child



Feelings about being a parent to this child



Interaction between parents and children



Interaction between parents and children



Parenting
and home

Home and childcare, division of household tasks



Home and childcare, division of household tasks



Parenting
and home

Finances, boundaries, and stress



Parenting
and home

Finances, boundaries, and stress



Parenting
and home

Relationship, joy, and enjoying togetherness



Relationship, joy, and enjoying togetherness



Support received from networks and services



Support received from networks and services



The other parent's well-being



The other parent's well-being



Practical help from friends or relatives



Parenting
and home

Practical help from friends or relatives



Parenting
and home

Mutual support between parents



Mutual support between parents



Parenting
and home

Parent's well-being, health, and rest



Parent's well-being, health, and rest



The child's/youth's relationship with other adults



The child's/youth's relationship with other adults



Worklife

Job search and employment



Worklife

Job search and employment



Worklife

The significance of work



The significance of work



Work routines



Worklife

Work routines



Worklife

School and work colleagues



School and work colleagues



Worklife

Future plans



Worklife

Future plans





Action Plan

Plan actions for both selected strengths and vulnerabilities. Record whether help is needed, from whom, and in what area. Guidance for further work can be found in the Let's Talk about Children® logbooks (Solantaus, Niemelä 2019).

