



Parenting with Love and Limits®

[www.gopll.com](http://www.gopll.com)

# **COACHING “CLIFF NOTES”**

## **OUTLINE OF FOUR CORE COACHING PHASES**

© 2010-2011 Savannah Family Institute, Inc. All rights reserved.

With the exceptions noted below, no part of these handouts may be reproduced or transmitted in any form without written permission from Savannah Family Institute, Inc.

### LIMITED PHOTOCOPY LICENSE

Savannah Family Institute grants to PLL's certified mental health professionals non-assignable permission to reproduce pages of these handouts for personal use in clinical practice and not for resale or redistribution. These materials are intended for use only by qualified mental health professionals. This license is limited to the individual participant and does not extend to others. The license does not grant the right to reproduce these materials for other purposes (including but not limited to books, pamphlets, articles, video or audio tapes, handouts or slides for lectures or workshops.) Permission to reproduce these materials for these and any other purposes must be obtained in writing from Savannah Family Institute, Inc.

## Coaching #1

**Participants:** Entire family is vital to “expand the lens” on the problem

**Supplies needed:** Giant Flip Chart, Survival Kit, Seed Definition Worksheets

### Social & Strength Stage

- *Step 1: Gather information on hobbies/ interests (ask parent first, then teen)*
- *Step 2: Gather information on what they are most proud of in each other (ask parent first, then teen)*

#### **Key Point to Remember:**

1. Mirror family – if they want to “get right down to business”, move into next stage

### Stress Scale Stage

- *Step 1: Get everyone’s overall stress on pre-drawn stress scale 0% to 100% (ask teen first to avoid “shutdown”, then parent)*
- *Step 2: Get everyone’s top three things that make up their overall stress (ask teen first, then parent) and write on flip chart*
- *Step 3: Using Miracle Question, write on flip chart the % reduction for each specific stressor if miraculously fixed – starting over again from their overall stress percentage for each specific stressor (ask teen first, then parent)*
- *Step 4: Using the Survival Guide, ask when was the last time each of the safety stressors occurred (ask parent and teen together)*
  - *If a safety stressor occurred within the recent few months, add to parent’s list of top three stressors*
  - *Use miracle question again to inquire how much would their overall stress be reduced if that stressor was fixed.*

#### **Key Points to Remember:**

1. When someone doesn’t speak, direct another to be their voice
2. Convert complaints to categories in “real time”
3. Write percentage reductions right next to each category
4. Don’t forget safety stressors – use open-ended questioning

### **Seed/Tree Stage**

- *Step 1: Draw tree with apples and four seeds and make two important points:*
  - *Explain that bruised apples represent their stressors*
  - *Explain that stressors/bruised apples are caused by one or more of the four toxic seeds*
- *Step 2: Define each of the four seeds using the Seed Definition Worksheet and “storytelling”, the Survival Kit, and video clips.*

#### **Key Points to Remember:**

1. Opening statement – “Apple tree” is to find CAUSE of stressors/symptoms
2. STORYTELL each of the four seeds (don’t read the script!)
3. When showing video clips – give persons a task to look for (i.e. what buttons do you see being pushed; who is controlling mood of household, etc.)
4. Use Survival Kit to expand misuse of power – show causes of misuse of power (i.e. inconsistency, button pushing, empty threats, unclear rules, loopholes)

### **Family Seed Picks**

- *Step 1: Go around the room and ask for each family member’s top two seed picks and reason for each pick (ask teen first)*
- *Step 2: Write their seed picks right on the flip chart*

### **Family vote on easiest/most important symptom to fix**

- *Step 1: Re-write a combined list of everyone’s stressors – written as “CATEGORIES”*
- *Step 2: Ask each to tell their vote for easiest and most important category to fix (ask teen first, then parent)*
- *Step 3: Write their name beside their votes on flipchart*

### **Battle for Structure**

- *Step 1: Give your seed pick with rationale*
- *Step 2: Give your symptom pick with rationale*
- *Step 3: Obtain agreement with your seed and symptom picks*
- *Step 4: Win battle for recommended bus picks and get permission to call them*

**Key Points to Remember:**

1. Go with misuse of power seed unless 90% or more of misbehavior caused by a traumatic wound
2. If deep wounds listed, ask “did misbehavior begin after the wound occurred or did it exist before?”
3. Connect misuse of power to wounds
4. Use laser pointer to highlight “exhibits” to support seed/symptom picks – connect the dots
5. Push bus picks because leverage will never be higher

**Assign Homework and Consolidate Gains**

- *Step 1: Assign homework – read pages 13-40 in Survival Kit and pages 29-66 of PYOCT book*
- *Step 2: Ask family what was most helpful for them from this session*

## Coaching #2

**Participants:** Parents and any other villagers or Probation Officer who will play a role on the contract; teen can be present for the feedback loops presentation and then dismissed.

**Supplies needed:** Giant Flip Chart with pre-drawn Feedback Loops; Sample Contracts, Survival Kit

### **Key Points to Remember:**

1. How do you know when you are working with a very damaged family?
  - Family has all the undercurrents in misuse of power
  - Most of the family identify stress level as 80% or higher and they have been functioning at that level for a year or more
  - Everyone agrees on existence of huge wounds (huge event-based wounds that are unhealed – usually around abuse, death, or abandonment)
2. Implications –
  - Will need more coaching around phase three (dress rehearsals)
    - Don't bring teen to phase 3 meetings – will likely need 2 or 3 phase 3 meetings to get parents battle ready
  - Will need wound work after misuse of power is under control in order to reach 2<sup>nd</sup> order change
    - Begin to plant seeds to do more wound sessions after coaching phase #1

### **Feedback Loops**

- *Step 1: Present the pre-drawn “before” feedback loop and connect it directly to the seed and symptom picks from Coaching Session #1. Determine what undercurrents are feeding the seed and driving the symptom.*
- *Step 2: Present the pre-drawn “after” reward feedback loop and connect it directly to your healthy undercurrent picks and the new techniques recommended to solve the problem*
- *Step 3: Present the pre-drawn “after” consequence feedback loop and connect it directly to your healthy undercurrent picks and the new techniques recommended to solve the problem*

### **Key Point to Remember:**

1. Use cheat sheets for feedback loops and draw in “real time”

### **Put together a Concrete Contract**

- *Step 1: Review example of a concrete rule in Survival Kit p.23*
- *Step 2: Convert symptom pick to concrete rule on template pre-written on flip chart (refer to a sample contract on same symptom pick)*
- *Step 3: Review top 10 areas for rewards/consequences in Survival Kit p. 27 and help parent identify their top three areas*
- *Step 4: Reinforce concept of “privileges” and not “rights” to help parents expand their choices for effective rewards and consequences (if parent is still resistant, review pp. 30-31 of Survival Kit)*
- *Step 5: Using template on flip chart and sample contract, help parents identify daily reward and bonus rewards – writing on flip chart*
- *Step 6: Using template on flip chart and sample contract, help parents identify hierarchy of consequences*

#### **Key Points to Remember:**

1. Make sure you get teen rewards from co-facilitator if available
2. Use their “top three” list to generate rewards and consequences
3. Use Multiple-Choice to get “right to the point” for rewards/consequences (DO NOT BRAINSTORM)
4. No troubleshooting – defer to next phase if brought up
5. When discussing top three areas – explain “privilege versus rights”
6. Don’t forget to add “time to give rewards” and Calendar to track bonus days
7. Before next session, **add Parent/Village Roles** to contract and type up

### **Assign Homework and Review Next Steps**

- *Step 1: Assign reading pp. 41-56 of Survival Kit*
- *Step 2: Tell parents you will have contract typed up for next session*
- *Step 3: Remind parents not to tell teen anything about the contract*
- *Step 4: Tell parents that most of the next session will be spent getting battle ready to implement the contract and that if all goes well, the teen will come in toward the end of the session to receive the contract.*

## Coaching #3

**Participants:** Parents and any other villagers or Probation Officer who are playing a role on the contract; if parents get battle ready in this session, teen will receive contract at the end of this session.

**Supplies needed:** Typed Contract; Giant Flip Chart with pre-drawn Classic Derailing Moves Cheat Sheet template; Handout of Classic Derailing Moves Cheat Sheet; first reward to be handed to teen (i.e. token, ticket, \$, etc.)

### Review Typed Contract

- *Step 1: Review the following key elements of the contract:*
  - *Have any key behaviors been overlooked in the rule?*
  - *Is the time for delivery of the reward written on the contract?*
  - *If a warning is to be given, is it written on the contract?*
  - *Is there a clear method for monitoring consecutive days of good behavior for bonus rewards?*
  - *Are the parental and village roles clearly written on the contract?*
  - *Are there clear “dance steps” in writing to avoid caustic communication?*

### Storyboarding and Dress Rehearsals with parents

- *Step 1: Get parents battle ready for delivery of the rule*
  - *Hand out the Classic Derailing Moves Cheat Sheet with the same Classic Derailing Moves Cheat Sheet copied on the giant flip chart*
  - **Storyboard** –
    - *Help parents identify effective countermoves for each classic move they believe their teen might use when the parent presents the rule to their teenager.*
    - *Direct parents to pages 74-75 of their Survival Kit to locate Button Busters.*
    - *Parents copy on their Classic Derailing Moves Cheat Sheet as the therapist writes selected countermoves on the flip chart.*
  - **Role Plays** – *(Before you do the role plays, do a verbal “walk through” of each step).*
    - *Play the part of the teen and role play each of the classic moves identified so that the parent can practice their countermoves.*
    - *If parent is unsuccessful, switch roles and demonstrate the effective use of the countermove, then have parent try their countermove again.*
  - **Rate** *the parents success in using their countermoves on a scale of 1 to 5 (1 = parent needs more practice and 5 = parent is battle ready) (ask parent first, then ask remaining participants, then give your rating and reason for your rating)*
- *Step 2: Get parents battle ready to give the teen the rewards when he obeys the rule*
  - **Storyboard** - *Help parents identify the time of day they will deliver the reward, the method they will use to remember, and what praise words they will use. (Write on giant flip chart as parents copy on their personal Classic Derailing Moves Cheat Sheet)*
  - *Help parents identify effective countermoves for any classic moves they believe their teen might use when the parent gives the teen the reward for obeying the rule. Direct parents to pages 74-75 of their Survival Kit to locate Button Busters. Parents copy on their Classic Derailing Moves Cheat Sheet as the therapist writes selected countermoves on the flip chart.*
  - *Play the part of the teen and role play each of the classic moves identified as parent practices their countermoves. If parent is unsuccessful, switch roles and demonstrate the effective use of the countermove, then have parent try their countermove again.*

- Rate the parents success in using their countermoves on a scale of 1 to 5 (1 = parent needs more practice and 5 = parent is battle ready) (ask parent first, then ask remaining participants, then give your rating and reason for your rating)
- Step 3: Get parents battle ready to give the teen the consequence when he disobeys the rule
  - Help parents identify their tone of voice to use when delivering the consequence
  - Demonstrate for the parent what “piling on” looks like
  - Demonstrate for the parent how to use exit and wait to avoid “piling on”
  - Play part of the teen and bait the parent so they can practice not “piling on” by using exit and wait
  - Help parents identify effective countermoves for any of the classic moves they believe their teen might use when the parent gives the teen the consequence for disobeying the rule. Direct parents to pages 74-75 of their Survival Kit to locate Button Busters. Parents copy on their Classic Derailing Moves Cheat Sheet as the therapist writes selected countermoves on the flip chart.
  - Play the part of the teen and role play each of the classic moves identified as parent practices their countermoves. If parent is unsuccessful, switch roles and demonstrate the effective use of the countermove, then have parent try their countermove again.
  - Rate the parents success in using their countermoves on a scale of 1 to 5 (1 = parent needs more practice and 5 = parent is battle ready) (ask parent first, then ask remaining participants, then give your rating and reason for your rating)
- Step 4: Decide whether to bring in teen to present contract
  - A battle ready parent should have overall scores of 4 or 5 in their role plays of delivery of the rule, rewards and consequences.
  - If parent is not battle ready – schedule another coaching session #3 as soon as possible
  - If parent is battle ready, have parent pre-select one classic move and countermove for each of the three parts (delivery of rule, reward & consequence) to practice with teen when teen enters room

**Key Points to Remember:**

1. If family is very damaged, expect minimum of 2 Phase 3 sessions with parent/caregiver only
2. If possible, conduct Phase 3 in home to reinforce NLP
3. Bring strategic villagers along
4. Do verbal walk-through’s for all mini role plays
5. DO NOT bring in teen unless parent is rated a 4 or 5 in battle-readiness

### **Dress Rehearsals with parent and teen**

- *Step 1: Have parent read rule to teen with teen listening appropriately*
  - *Role Play #1: Have parent re-read rule to teen and ask teen to pretend to use the pre-selected classic move with parent demonstrating their countermove*
- *Step 2: Have parent read rewards*
  - *Role Play #2: Have parent actually give teen their first reward in “good faith”, using pre-selected praise words*
  - *Role Play #3: Have parent pretend to give reward again with teen using the pre-selected classic move and parent demonstrating their countermove*
- *Step 3: Have parent read over the consequences*
  - *Role Play #4: Have parent pretend to give a consequence with teen trying to bait them and parent practicing exit and wait button buster*
  - *Role Play #5: Have parent pretend to give a consequence again with teen using a pre-selected classic move and parent demonstrating their countermove*

#### **Key Points to Remember:**

1. Do verbal walk-through's for when doing role plays with teenager
2. When presenting contract to teen, start with rewards first, then read rule and practice countermoves
3. Unless teen is agitated, practice all countermoves with parent and teen

### **Obtain signatures on Contract and Dismiss all from session**

## **Coaching #4**

**Participants:** Entire family and any other villagers or Probation Officer who played a role on the contract

**Supplies needed:** Giant Flip Chart with pre-drawn scale to assess contract's effectiveness; Pre-drawn Decision Tree; Copy of Contract; Rough Draft of Relapse Prevention Checklist

### **Assess Contract's Effectiveness**

- *Step 1: On the flip chart, write everyone's assessment of the effectiveness of the contract on a scale of 0% meaning the contract is not working and 100% meaning it is working all the time. (Option - ask teen first then the parents)*
- *Step 2: Ask how come the # is not lower...ask for at least three things that each person is doing right to help the contract work as well as they say it is working and write in form of a laundry list*
  - *If they can't answer, go to another person to answer for them or start throwing out suggestions*
- *Step 3: Use mini scales of 1-5 (1 meaning the worst it could be and 5 meaning the best it could be) to help each person identify where they were before PLL and then after PLL on each of the three things they say they are now doing right to help the contract work as well as they say it is working. Write these ratings on the flip chart next to each of the things they are now doing right.*
- *Step 4: Go back to each person and ask what they need to do to raise their overall rating of the contract's effectiveness on the scale of 0% to 100%. Write down each idea.*

### **Decision Tree**

- *Step 1: Discuss with family decision tree and decide collaboratively where to go from here – what next option is appropriate:*
  - *Option A: Contract is assessed by parents as working around 80% of the time and they don't want to do wound work or create a second contract for a misuse of power symptom. If this is the case, move into graduation procedures by doing the following –*
    - *Create relapse prevention checklist*
    - *Play "Skills Seek" Game to review skills learned (consolidate gains)*
    - *Schedule 30 day callback*
  - *Option B: Tweak existing contract if contract is not working around 80% and schedule a couple more sessions to get them up to around 80%*
  - *Option C: Negotiate for several more coaching sessions to help parents draft a second contract around a second misuse of power symptom*
  - *Option D: Negotiate for several more coaching sessions to do wound work*

#### **Key Points to Remember:**

1. Initiate Graduation procedures if parents rate contract success at 70% or higher and teen is in home, in school, and out of trouble AND family does not want to do wound work or a second contract for a misuse of power symptom
2. If graduation procedures are initiated, do not forget Skills Seek game, Red Flags Checklist, and schedule of Call Backs
3. If wound work initiated, give Surgeon General Warnings and show sample playbooks and negotiate for 3 to 4 more sessions