



Parenting with Love and Limits®

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FAMILY THERAPY CORE COACHING MANUAL

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Script for Coaching Phase I

Step 1(a): Gather Information on Hobbies and Interests

Coach: (Turn to parent or caregiver first) – **Before we get started can I ask you to tell me about what your hobbies or interests are?**

[If parent has passion in their voice, ask for further clarification. If not, move on]

After parents are asked, move on to teenager- If they talk about artwork, music, etc. ask them to bring in some of these items to the next session.

Step 1(b): Gather Information on What They Are Most Proud Of?

Coach: (Turn to parent or caregiver first) – **We don't know each other yet, but if I got to know your teenager better what qualities or strengths would I come to admire about him or her?** [If hesitant start guessing]- When they answer, ask them to expand on answer. For example, "they are smart"- Your response- "What are some examples of them being smart"

[If the teen seems open to accepting parent's praise (look at body language) then go to teen and ask them the question below to comment on their parent's strengths.

However, if parent cannot think of anything or if the teen seems extremely angry and defiant move on to Step #2]

Coach: (Turn to teen) –**I don't know much about your parent, but if I got to know your mom or dad better what qualities or strengths would I come to admire about him or her?** [If hesitant start guessing]- When they answer ask them to expand on answer.

Bonus Question: If you have a couple, you can ask each one this question: **If I got to know your partner better what qualities would I come to admire about them?**

Important Transition Statement:

Coach: Would you guys agree that everybody has stress?

Step 2(a): Ask for Overall Stress

Coach: (Turn to teenager first and point to scale on flip chart) – **On a bad week, how much overall stress do you experience at home (not at school or at work) on a scale of 0 to 100% with 0% meaning no stress and 100% total stress?**

(Turn to parent or extended family member second) – **On a bad week, how much overall stress do you experience at home with your teenager (not at work) on a scale of 0 to 100% with 0% meaning no stress and 100% total stress?**

Step 2(b): Break down Stress into Top 3 & Convert to Behavioral Category

Transition Statement:

Coach: Now that I know your overall stress, let's break it down into the top 3 things that make up your overall stress?

Coach: (Turn to teenager first and then to parent) [point to scale on flip chart] – **“You said x%, what are the top 3 things that make up your x%?”**

[As teen/parent lists stress which will be in the form of a complaint- Convert it into a major category- look at the category list below for guidance]- *For example, if the teen says “yelling with my mom” state something like “Can we say that this is a form of disrespect going back and forth between the both of you?”*]

Make sure you convert stressor into one of the following 14 major categories:

| | |
|--|---|
| <ul style="list-style-type: none">• Disrespect• Breaking Curfew• Threats or Acts of Aggression• Ditching School or Truancy• Drug or Alcohol Abuse• Stealing• Lying | <ul style="list-style-type: none">• Chores• Leaving Home Without Permission• Sibling Fighting• Failing Grades• Inappropriate Sexual Behavior• Suicidal Threats or Self-Mutilation• Chemical Imbalance (Depression, ADD) |
|--|---|

Step 2(c): How Much Would Each Stressor, if Fixed, Reduce Overall Stress?

Transition Statement:

Coach: **Now that I know the top 3 things that make up your overall stress, let me ask this question starting with the teen first and going to the adults second.**

Coach: (Turn to teenager first and point to scale on flip chart) – **If a miracle happened and I could eliminate only the first stressor you listed [name it out loud] how much would that one alone reduce your overall stress of x%?”**- [go through each stressor one at a time]

Coach: (Turn to parent or other adults in the village second and ask the same question and point to scale on flip chart) – **If a miracle happened and I could eliminate only the first stressor you listed [name it out loud] how much would that one alone reduce your overall stress of x%?”**[Go through each stressor one at a time]

Step 2(d): Safety Stressors

Transition Statement:

Coach: **Now that I know which stressors will reduce the most stress, let me make sure that we didn't miss what I call “safety stressors” or those things that cause serious harm to yourself or others like violence or drugs or alcohol.**

Coach: [HAND OUT SURVIVAL KIT] - **Go to page 22 and look at the top 5-Safety Stressors. Do you have any of these safety stressors in your family?**

- **When was the last time your child was aggressive or caused property damage? How often?**
- **When was the last time your child used drugs or alcohol?**
- **When was the last time your child threatened or tried to hurt himself/herself?**
- **When was the last time your child left home without permission? How often?**
- **Any fire setting?**

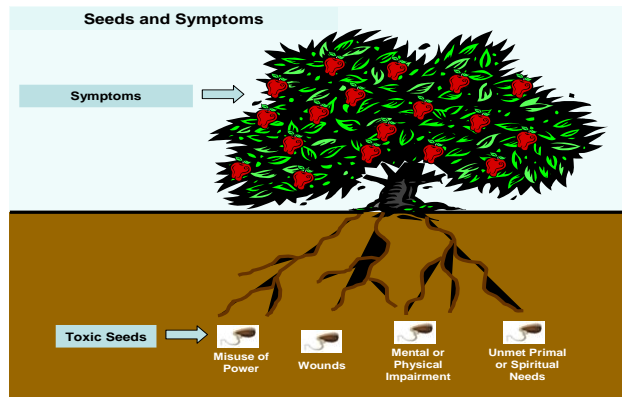
LIST ANY OF THESE STRESSORS ON THE FLIP CHART

Coach: **What % would your overall stress be reduced if safety stressor is eliminated** (go through each one)

Transition Statement:

Coach: **Now that we know the stressors, let's find out what is causing your stress. To do this, I will draw out an apple tree and together we will find out why these stressors [list them from flip chart] are happening.**

Draw out the apple tree like the example below immediately below the stress chart on the same flip chart page.



Step 3(a): Apple Tree metaphor to determine “Cause” of their symptoms

Part 1: Explain that the bruised apples are like their symptoms, evidence of a stressed out tree/family (write their symptoms right on the apples)

Coach: **If you were a plant doctor and you saw this tree with apples that were full of worms and bruised, do you think that the tree would be stressed out and unhealthy or healthy? (Wait for answer)**

This is a sample of what you can say to the family when doing Part 1

In the same way, these apples [point to them] represent the stressors in your family. These are also called symptoms [draw label “symptoms” and arrow from word to apples] Like the tree’s apples I can see your stressors or symptoms with my naked eye.

If I came over to your house, I could see [name their stressors- disrespect, school problems, etc]. Your stressors are the symptoms like a runny nose is a symptom of a cold virus.

Write the family’s stressors right on the apples themselves (Example: Label One Apple- Disrespect; Label another Apple-Aggression-etc)

Part 2: Explain that the symptoms are caused by toxins in one or more seeds and the toxins or poison is then carried up into the tree through the root system or “undercurrents” which will be discussed later.

This is a sample of what you can say to the family when doing Part 2

These stressors or symptoms are caused by toxins or poisonous seeds deep beneath the soil that are unseen by the naked eye [POINT TO SEEDS ON DIAGRAM].

These toxic seeds produce the poison that is causing the stressors or symptoms that you listed on the board. The roots connected to the seeds [POINT TO BOARD] carry the poison, like veins in your arm carry the blood from your heart. These are called undercurrents and we will talk about these later.

Part 3: Explain that now we want to find out which seed or seeds are filled with poisons that are causing the symptoms so that we can solve their problems quickly.

This is a sample of what you can say to the family when doing Part 3

Right now, our job is to be detectives and find out which of these four seeds is causing your stress. It may be one seed or all four.

After I define or tell you about each seed, each of you will be asked to pick your top two toxic seeds. You will be asked to pick your seeds privately and then I will go around the room and ask each of you to tell us which seeds you picked and why?

The reason this is so important is that if we find the root cause, we can solve the problem quickly. Any questions?

Step 3(b): Define the Seeds via Storytelling, Survival Kit, and Movies

Transition Statement:

Coach: Now that we see the big picture let me hand out the seed definition handout. After I define each seed, you will privately check the box if you think this is one of the toxic seeds in your family.

Coach: The first seed is the Misuse of Power and Control.

Looking at your handout, Misuse of Power can occur when:

- **Children are “drunk with power” and they control the mood of the household through behaviors such as disrespect, violence, or running away to bully or scare their parents into handing over their authority to the child.**
- **Also ask yourself who is in charge of the mood of your household? If your answer is your kids, they are the pack leaders or in charge and you are underneath them. It needs to be the other way around.**

The next question is what causes a child to be drunk with power? Let’s look at some of the common causes and see if any of these are going on in your household:

Let’s flip to Page 2 of the Survival Guide and See the First Cause- Labeled “Unclear Rules”

If I went to your house would I see a typed out contract like this one (Hand out to everyone a sample completed “disrespect” contract)
OR would your rule be verbal and off the cuff? (Wait for the answer)

So if your child is a great attorney and a master at finding loopholes, not having a loophole free and typed up contract will give them more power. Does this make sense? (Wait for the answer)

There are three other main causes besides unclear rules that cause this misuse of power seed to grow. They are:

- **Button Pushing- Like we saw in group last week- Kids are better than their parents are pushing buttons**
- **Inconsistency or Empty Threats- If the parent backs down or fails to follow through, this toxic seed of misuse of power grows and grows**
- **Lack of Consistent Nurturance – When a parent and child are fighting all the time, the nurturance and softness gets literally sucked out of the relationship. In turn, both parents and kids get bitter towards each other and kids misbehave that much more.**

Coach: To see this misuse of power seed up close and personal as well as the causes –the button pushing, lack of consistency, no contract, etc., let’s view a video clip from a television show called Super Nanny. Even though these are much younger kids, the dance is almost exactly the same for teenagers but just in an older body.

You will see two parents at their wits end trying to get their daughters to stay in bed at night. You will see that the one daughter is really drunk with power and I will ask each of you to be like detectives and look for specific things in the video that cause this misuse of power seed to grow bigger and get worse. I will assign each of you to look for one thing.

Pick out and assign one task to each person. Every person in the room should be assigned a task unless they are a young child. If there are not many family members present, give them a couple of tasks.

Buttons Pushed by Kid on Parent- Ask one person to identify buttons such as raising the voice, rolling the eyes, or temper tantrums

No Empty Threat or Inconsistency- Ask another person to pick out when the parent was consistent and how it helped the daughters return to normal. Also ask what would have happened if Super Nanny was not present to coach them and they were inconsistent.

Did She Try to Control the Mood of the Household?- Ask another person to see if the daughter tried to control the mood of her household and be in charge over her parents. Ask if she was a skillful little girl and how she got so powerful?

Option B- Show the PRIMETIME VIDEO

If you are working with high risk probation youth or those returning home from residential, the PRIMETIME VIDEO is more real life and should be used. The downside is that it will definitely stir up emotions in the family and they may become defensive, whereas the Super Nanny clip is playful and nonthreatening.

If you choose to show this clip, here are the roles to give people:

Buttons Pushed by Mom on Kid - Ask one person to identify key buttons such as preaching, nagging, and criticizing

Buttons Pushed by Kid on Parent- Ask another or same person to identify buttons such as raising the voice or destruction of property.

Inconsistency and Unclear Rule- Ask another person to identify where in the video they see the mother being unclear and inconsistent with her rules around doing the dishes.

Lack of Nurturance- Ask another person to identify where in the video there was a lack of softness and nurturance by the mom and how this might have contributed to the youth going out of control with a knife to his throat.

AFTER VIDEO IS SHOWN ASK THIS QUESTION

Coach: **So before I move on to the next seed could you** (pick one person) **tell me in your own words, what are the main causes that create a misuse of power seed?**

Transition Statement:

Coach: **So ask yourself this question: Are any of the problems you listed on your stress chart or apples on your family tree** (point to chart and apple tree) **such as _____** (list them off) **directly caused by the poisons coming from a misuse of power seed? Mark Yes or No on your handout. I will ask you in just a little while for your answers. Keep it to yourself for now.**

Coach: **The second seed is Unhealed Wounds.**

Looking at your handout, Unhealed Wounds can occur in two ways:

#1- Unhealed wounds occur when you or someone else in your family experiences a traumatic or painful life event that simply does not heal over time or on its own. Common examples include a bitter divorce, being emotionally or physically abandoned by someone you trusted like a parent or friend, the death of someone you really loved and you still are not over it, etc.

Use Parallel Storytelling if Appropriate to This Particular Family- You tell a story of a family you once worked with that parallels the same wound you see in this particular family. If one does not exist go to the next definition below.

Optional - If you know that there is event based trauma, instead of storytelling, you can also use a movie clip. Clips from the Movie Antwone Fisher are especially effective if your client is a foster care youth.

Coach: **#2- Unhealed wounds occur over time when there is a lot of tension, disrespect, or arguing between parents and kids. Over time this sucks out feelings of closeness or nurturance in the home and is replaced by bitterness or unforgiveness. Bitterness or unforgiveness then makes the wound worse.**

Use Parallel Storytelling Again and/or refer back to the PRIMETIME VIDEO as a prime example.

Coach: **So before I move on to the next seed could you** (pick one person) **tell me in your own words what are the two main causes that create an unhealed wound seed?**

Transition Statement:

Coach: **So ask yourself this question: Are any of the problems you listed on your stress chart or apples on your family tree** (point to chart and apple tree) **such as _____** (list them off) **directly caused by the poisons coming from an unhealed wound seed? Mark Yes or No on your handout. I will ask you in just a little while for your answers. Keep it to yourself for now.**

Coach: **The third seed is mental and physical impairments.**

Looking at your handout, Mental Impairment or a Chemical Imbalance in the brain can occur when:

- **There is evidence that the teen’s symptoms (depression, ADHD, violence, hyperactivity, substance abuse, etc.) are mainly caused by a chemical imbalance in the brain that can be helped by medications such as Prozac, Ritalin, Zoloft, Paxil, etc.**
- **However according to the research for a child or teen to have a chemical imbalance, they cannot turn on or off the problem at will. For example, they look depressed or have ADHD but when they really want something they “magically” snap out of it with or without medication.**

Optional - Use Parallel Storytelling if this Seed Definition Seems to Apply to This Particular Family

Coach: **Looking at your handout, Physical Impairment can occur when:**

- **A family is going along fine and all of a sudden someone gets a brain injury in a car accident, cancer, Alzheimer’s, Down Syndrome, etc. and the family has to stop their**

normal routine and lifestyle to help this person. The stress goes through the roof. Look at what happened to Christopher Reeve who played Superman. One day he was fine, the next day he falls off a horse, severs his spinal cord and is in a wheelchair for life. From that point on his son lost his childhood and started acting out.

Optional - Use Parallel Storytelling if this Seed Definition Seems to Apply to This Particular Family

Coach: **So before I move on to the next seed could you** (pick one person) **tell me in your own words, what are the two main causes that create a mental or physical impairment seed?**

Transition Statement:

Coach: **So ask yourself this question: Are any of the problems you listed on your stress chart or apples on your family tree** (point to chart and apple tree) **such as _____** (list them off) **directly caused by the poisons coming from a mental or physical impairment seed? Mark Yes or No on your handout. I will ask you in just a little while for your answers. Keep it to yourself for now.**

Coach: **The fourth seed is Unmet Primal or Spiritual Needs.**

Looking at your handout, Unmet Primal Needs can occur when:

#1- Our basic needs are not met – Food, clothing, shelter, feeling safe in our home or neighborhood, etc. If these needs are not met, children act out and have problems as their stress skyrockets.

#2- Every human being needs emotional attachment, love, and hugs. For example, foster children often have problems with emotional attachments and react with symptoms or stressors of out of control behavior, depression, or cutting on their arms.

Optional- Use Parallel Storytelling if this Seed Definition Seems to Apply to This Particular Family

Coach: **Looking at your handout, Unmet Spiritual Needs can occur when:**

You have probably heard the saying of a balance of mind, body, and spirit or soul. For many, a lack of prayer or a lack of connection to God or a higher power lead people to a feeling of disconnection, a lack of deep peace, or great difficulty in letting go of past resentments and forgiving others. Other common symptoms include being a workaholic, being unable to sleep, or medicating the pain with prescription drugs or alcohol.

Optional- Use Parallel Storytelling if this Seed Definition Seems to Apply to This Particular Family

Coach: **So before I move on to the next seed could you (pick one person) tell me in your own words, what are the main causes that create a seed of unmet primal or spiritual needs?**

Transition Statement:

Coach: **So ask yourself this question: Are any of the problems you listed on your stress chart or apples on your family tree (point to chart and apple tree) such as _____ (list them off) directly caused by the poisons coming from unmet primal or spiritual needs? Mark Yes or No on your handout. I will ask you in just a little while for your answers. Keep it to yourself for now.**

Transition Statement:

Coach: **Now that I have defined all the seeds, I will go around the room starting with the teen first and ask you for your top two seed picks. I will write your answers on the flip chart and ask you to briefly give me the reason for each seed pick.**

Step 4(a): Teen Names Top Two Seeds and Then Adults with Rationale

Coach: (Name of teen) **what were the top two toxic seeds that you voted on? [Write answer on flip chart] Tell me why you picked these seeds?**

Coach: (Name of parent) **what were the top two toxic seeds that you voted on?** [Write answer on flip chart] **Tell me why you picked these seeds?**

[If Teen or Parent starts to go into a long story or blame the other, QUICKLY engage to cut it off or redirect- You just want a brief explanation for now]

Special Circumstances: If Teen or Parent lists unhealed wounds as one of their seeds make this statement on the next page:

For now just label what the unhealed wounds are but do not go into detail. There will be plenty of time for that later. I will just list them on the flip chart.

Also answer this question. Did the misbehaviors or problems you listed on your stress chart (list them) only begin after the wound occurred or did they exist before? Just take a guess.

Out of 0 to 100% what percentage of the problems or misbehaviors are directly caused by unhealed wounds (0% nothing; 100% everything) and what percentage is caused by misuse of power or one of the other seeds?

Transition Statement:

Coach: **Now that you have told me what each of you think are your top two toxic seeds, I am about to give you my top two picks as your coach with my reasons.**

But before I do that, I want you to do one last thing. I want you all to vote on your top stressor picks.

In other words, out of all the stressors you listed, [name some of the major category examples from their list] like your seed picks, which stressor do you think we should tackle first and then second? I will ask each of you to vote.

STEP 5: Each Family Member Votes on Their Top Two Stressor/Symptom Picks

Coach: (after you combine list together) **Now that you can see the combined list tell me (teen's name), which one of these stressors listed in your expert opinion do you think will be the easiest to fix in the least amount of time and effort from everyone in this family, not just you?** (Wait for answer)

Tell me why? (List their name next to their answer)

OK, now which one of these listed do you think is the most important to fix, and why? (List their name next to their answer)

Once teen finishes his or her answer, go to adults for their answer

Transition Statement:

Coach: **Now, we have come to the end of our session today and it is time to tell you the seed and the top stressor that I think that we should tackle first. I hope you will agree with my picks so we can move forward. However, if we do have a disagreement between your picks and mine, I will tell you what we need to do next.**

STEP 6: Battle for Structure: The Goals for Therapy or Coaching Are Set

Step 6(a): Coach/Therapist Reveals Seed Picks First with Rationale

Coach: **I picked this seed first** (write it on a separate flip chart page and list the seed) **and here is why...**

Coach: **I picked this seed second** [list the seed] **and here is why...**

[If you list both misuse of power and unhealed wounds or primal needs, use the statement below to help the family see the connection or rationale for dealing with drunk with power first and wounds or primal needs second with this statement]

“I picked drunk with power first because I believe in the need for stability to stop the bleeding first and then deep tissue work second. In other words, if things are more at peace, the research clearly shows that it positively impacts wounds. Surgeons will tell you that they need the operating room to be peaceful and without drama or chaos to operate on the deep wounds. This is why I chose these seeds in the order that I did”

Step 6(b): Coach/Therapist Reveals Stressor Picks with Rationale

Coach: **I picked this symptom(s) or stressor** [list the stressor underneath the seed pick] **and here is why...**

[Don't forget to tell the family how the stressor is connected to the seed and use your laser pointer to connect their answers to your answers]

Coach: Will you agree with my seed and symptom picks...

If "yes", go directly to Step 6(c). If "no", (a) use more persuasion tactics or (b) get them to agree to a three to four week experiment.

Step 6(c): Coach/Therapist Reveals Bus Picks with Rationale

Coach: Based on today and your stress chart, who do we need to come to the next meeting who was not here today in order to be successful and remove your stressors? This is called getting the right people on the bus. (Write them down on the flip chart.)

To jumpstart the family, begin to write down some categories and then fill in their names (i.e. Grandparents, Aunts, Uncles, etc.) Tell the family that it does not matter if the particular person is within driving distance or not because a speakerphone is always available.

Coach: Will you allow me to personally call them? (Have a signed release ready to go)

STEP 7: Homework Assigned

Coach: I want you to know before you leave today that things might get worse before they get better. This is normal because these problems have been with you a long time. The good news is that now that we have zeroed in on the toxic seeds or the sources of the problem, the odds skyrocket in your favor that we can fix the stressors you identified today (list them) quickly?

Coach: However, I need you all to listen carefully to what I am about to say (dramatic pause here). Until we put a contract or playbook like this one in place (hold up a sample contract) in our next few meetings and practice its delivery, don't expect your child to change yet. Things will stay the same a little while longer. It is because we don't have a written playbook or contract yet. We are like a football team coming to training camp. Changes to the team do not happen until the players memorize the playbook and practice the new plays on the field in pre-season.

I say this because people have dropped out prematurely because they go home from today's session thinking that immediately things will change before the playbook is written. They get disappointed and don't come back, when they are so close to victory, because they don't see immediate change.

(Ask the parent) **In your own words, what are you hearing me say so that you understand the big picture?**

Homework: For Parents-

Hand out one Survival Kit per family. Actually have them open it up to page 13 and flip through several pages with them. Ask them to read pages **13-40 in the Survival Kit** and corresponding pages in **Step 2 of the paperback book**.

STEP 8: Consolidating Gains

Coach: During our time together today, what was most helpful to you?"

If the family is hesitant, you can jump start them by throwing out guesses like "was it helpful that we identified the specific stressors in your family?", "that we were able to explore and identify the seeds causing your stress?" etc.

Script for Coaching Phase II: Drafting the First Contract

Step 1: Review Core Concepts from Phase I

Coach: **Before we get started, as a quick review, I want to briefly review your stress chart answers from the last session** (Point to the Flip Chart or PowerPoint Slide)

[Summarize the responses or pick a representative from the family to summarize everyone's answer]

If there is a new village member joining you for the first time, you will have to briefly explain what a stress chart is and its purpose.

Coach: (Point to the Flip Chart or PowerPoint Slide) **As you recall from the stress chart I then drew a tree to help us pinpoint the top two most toxic seeds that are causing stressed out apples on your family tree such as _____** (name the stressors on the apples)

Coach: (Point to the Flip Chart or PowerPoint Slide) **Looking at the possible toxic seed choices of misuse of power, unhealed wounds, mental or physical impairment, or unmet primal needs some of you had the same seed picks and some of yours were different.**

List off everyone's seed choices. DO NOT get into debates here or let other members argue. If there is a new village member joining you for the first time, briefly explain why a particular seed was picked. If appropriate, list the associated unhealthy undercurrents.

Coach: (Point to the Flip Chart or PowerPoint Slide) **As you recall from our last meeting together, after you picked your seeds we listed off which stressors or symptoms you wanted to tackle first and then, as your coach, I gave everyone my own seed and symptom picks which were _____** (list them)

And we ultimately decided to tackle this seed (list it) **and symptom or stressor first** (list it)

Highlight if your picks agreed with theirs and whether or not there was any disagreement and if there was disagreement, what you agreed to do (experiment, wait, etc.)

TRANSITION STATEMENT

Coach: **“So today, our primary goals are:**

#1- Let me show you through what I call feedback loops how you dance with each other to feed your toxic seed of (list it) and cause your stressors or symptoms of (list them) through what we call unhealthy or problem undercurrents that are the root systems of your tree that literally carry all the poisons in your family.

#2- We will then gaze into the future and I will show you what can happen if we come together to get rid of these nasty undercurrents.

#3- After this we will draft our first contract or playbook together that will be your paint by number kit to show you exactly how to get rid of your problem stressors.

Step 2: Before and After Feedback Loops Presented

Step 2 (a): “Before” or “What is Happening Now” Feedback Loops Presented

Hang the stress chart flip chart page if you can side by side to your feedback loops so you can connect the stressor selected directly to the feedback loops you draw (i.e., disrespect stressor to disrespect feedback loops, etc.)

(Turn to everyone and point directly to the flip chart with the “Before” Feedback loop or PowerPoint slide of feedback loop)

Coach: **“Before we get started, I wanted to explain these diagrams hanging on the wall like pictures in an art gallery. I spent a lot of time planning for our meeting today trying to figure out the best and most efficient ways to help you fix the seed and problem stressor that we agreed on last week which was... [state them here]**

Coach: **OK together let’s draw the visual picture or the dance between all the adults and the child that is going on right now as we speak that is causing your problem of [state the problem stressor/symptom] and the toxic seed of [state the seed]**

If you are using your flip chart, slowly draw each loop one at a time in real time using your cheat sheet from your pre-session preparation for guidance. If PowerPoint, push page down on your laptop to bring up each pre-drawn loop one at

a time so that the family can correct you as you go if needed and you can type in any new statements in the particular loop in question.

Coach: **Let me warn you all ahead of time. I may not have gotten your dance down perfectly or even accurately described the right words or sentences you say to one another. It is just meant to be a snapshot picture of how your dance around [state symptom here- disrespect, aggression, drugs, etc] happens. So if I got it wrong I apologize. You can help me fill in the gaps if my words are off base.**

- Draw each loop one at a time from your cheat sheet on your flip chart or hit page down on your keyboard if using PowerPoint slides (pause after each loop and ask them what they think).
- After the loops are presented, draw arrows to and clearly label the unhealthy undercurrents being displayed for that particular seed and symptom.

After showing and explaining the “before” feedback loops, it is important to end with something like:

Coach: **Does what I just drew make sense to everyone? Parent or Teen in your own words what are you hearing me say is a possible cause or contributor for [blank fill in symptom/stressor here] happening and feeding your teen’s ability to be [name the toxic seed -drunk with power or mentally or physically impaired].**

[point to seed] **And look at the seed smiling and growing big and fat at an alarming rate as it keeps getting fed a steady diet of these unhealthy undercurrents [restate them]**

Transition Statement:

Coach: **Now that we see the big picture of what may be causing the problems and toxic seed to grow fat and happy, let’s gaze into the future and see what it might look like if we changed things up a bit with the creative use of rewards and consequences. To do this, let’s look at my “after” feedback loops or future dance steps that can happen between you and your teenager.**

Step 2 (b): “After” or “What will Happen in the Future” Reward or Celebration Feedback Loop Presented

Coach: (Point directly to flip chart with the “After” feedback loop Reward or power point slide) **“Let’s look at the reward feedback loop first, or what**

could happen in the future. Think of it like an antibiotic to fight a virus or chemotherapy to fight cancer or in this case to fight the unhealthy undercurrents we just listed.

- As you did with the “before” loop, draw the reward loop one at a time from your cheat sheet on your flip chart or hit page down on your keyboard if using PowerPoint slides (pause after each loop and ask them what they think).
- After the loop is presented, draw arrows to and clearly label the opposite healthy undercurrents and new techniques being displayed (call them antibiotics for that particular seed and symptom).

After showing and explaining the “after” reward feedback loop, it is important to end with something like:

Coach: Does what I just drew make sense to everyone? Look at this sample contract from another family and how they used rewards as an antibiotic to help increase healthy undercurrents of things like consistency, praise, appreciation, and increased nurturance.

Don’t get caught up in the reward part of this sample contract as we may use totally different rewards. Just see it for what it is, a simple example.

All of these rewards will shrink your toxic seed and make it very unhappy [point to seed] which is what we want.

The contract is our playbook like the NFL or Soccer Teams use to call their plays ahead of time.

Have your sample contract ready to go and pass out. Circle or highlight the reward section.

If any family member begins to argue or say things like “this is babyish” “it will not work” “these rewards are bogus” etc. Simply state that it is just an example and move on. DO NOT DEBATE OR ARGUE HERE.

Step 2 (c): “After” or “What will Happen in the Future” Consequence Feedback Loop Presented

Coach: (Point directly to flip chart with the “After” feedback loop Consequence or PowerPoint slide) **“Finally, let’s look at the consequence feedback loop or what can happen if your teen decides to break the rule. The future might look like this...”**

- As you did with the “before” loop, draw each consequence loop one at a time from your cheat sheet on your flip chart or hit page down on your keyboard if using PowerPoint slides (pause after each loop and ask them what they think).
- After the loop is presented, draw arrows to and clearly label the opposite healthy undercurrents and new techniques being displayed (call them antibiotics for that particular seed and symptom).

After showing and explaining the “after” consequence feedback loop, it is important to end with something like:

Coach: Does what I just drew make sense to everyone? Let’s again look at this sample contract from another family and how they used consequences as an antibiotic to help increase healthy undercurrents of things like consistency, accountability, and an end to empty threats.

As with the rewards, please don’t get caught up in the consequences we used for this particular child. Just see it for what it is, a simple example.

Like the rewards, consistent consequences will also shrink your toxic seed and make it very unhappy [point to seed] which is what we want.

As with the rewards, do not debate or argue over the consequences. Simply move on.

Transition Statement:

Coach: Now that you have seen the movie trailers of upcoming attractions or where we want to go to heal the root causes of the problems, let’s all roll up our sleeves and get to work.

Here are the next action steps. I will meet with you, the parents and adults alone to create a first draft of the contract. Teens, you are excused from the rest of this session.

I already have your ideas for rewards that you created with my partner in the last group. So I will be giving your parents your ideas. And if possible we will be using some or all of them.

(If the groups are Parent only groups or the teen was not at the previous group, you will get the teen’s ideas for

rewards from the PLL Case Manager or can instruct the teen to create a list to give to you at a later date)

After we put a draft together with your parents, we will be meeting together again to go over it. Okay, let's break.

As stated earlier, if the teen is extremely cooperative in the first session, you may elect to keep them present for the entire time and only excuse them later during the meeting if they become disruptive. But most of time, you will want to excuse them. Also do not get into a debate if they say they don't want to be excused. Just do it.

Step 3: Put Together the Concrete Rule First (Re-entry Sites will present to the family the draft of the Aftercare Plan to serve as their "big picture" guide going forward before beginning to draft the first contract)

Coach: Let's all turn to pg. 23 in our Survival Kit. Like the example shows, let's take your stressor or symptom of _____ and convert it into a concrete rule by answering the following question:

- **WHAT ARE ALL THE THINGS MY TEEN DOES THAT CLEARLY INDICATE THAT HE IS _____?**
- **Look at the template on my flip chart. I already took the liberty of "jump starting" the process.**
- **Looking at the template contract, which concrete behaviors do you want to keep and which new ones do you wish to add.**

Point to your template (sample template on page 25 of this Coaching Manual) that you created during your pre-session preparation- FILL IN THE BLANKS WITH THE PARENTS/CAREGIVER.

Also give them a copy of the template contract that you custom prepared for this family during pre-session preparation as it is identical to the template on the flip chart.

Transition Statement:

Coach: Now that we have the concrete rule developed, let's figure out what your particular teenager might care about that we can use to create our rewards and consequences?

Every teen is somewhat different in what they care about. Let's go to page 26 and 27 of your Survival Kit for help.

STEP 4: Find Out the Top 3 Things the Teenager Cares About

Coach: Looking at page 27, please rank order the top things your teen cares about. Remember consequences can mean both a possible reward and punishment. For example, the consequence of money could be given as a reward or taken away.

Also before you begin, never forget this concept. The things you give or take away from your child today (TV, special clothing, computer, money, cell phone, etc) should be considered A PRIVILEGE NOT A RIGHT.

Your child may think that the things listed on page 27 are somehow their rights. That they can be as disrespectful as they want to be, for example, but you still owe them a cell phone or the right to watch TV or the right to eat junk food.

However, beginning today all these things are to be called “privileges” that your teen is not owed or entitled to but must be earned by your teenager for good behavior.

Therefore, as you look through this Top 10 list, re-think and consider everything on it a potential privilege or a reward that must be earned through proper behavior. This mirrors the real world. There are no free lunches and one of our main jobs is to get your teen ready for the real world!

Parents write in the answers in their book and then ask them to repeat them as you write them on your flipchart template:

AFTER PARENTS OR CAREGIVER HAVE FILLED IN THEIR TOP 3 ANSWERS STATE:

[If you have the teen’s rewards from PLL Group #3, state the following:]

Coach: Thanks for your list. Now, let me tell you what your teen told my co-facilitator during the last group. Here is their list. I will write it on the flip chart underneath yours. [write on the flip chart]

[If you DO NOT have the teen’s rewards state the following:]

Coach: Thanks for your list. Since we do not have your teen’s list yet let’s take a guess. If they were sitting right here, what do you think they would list. Would they be the same as

your list or different? I will write it on the flip chart underneath yours. [write on the flip chart]

Transition Statement:

Coach: Now that we have the top 3 things your teen cares about let's look at the contract template to write up the reward or PRIVILEGE your teen will receive if they follow the rule each day and what can happen if they string together an entire week or more of good behavior?

STEP 5: Create Daily, Bonus, or Celebration Rewards Where Appropriate

Coach: Looking at the contract template example again, as we did with the rule, do you want to stick with the same type of rewards these parents came up with or modify it based on your top 3 list (point to template on the flip chart)

If parent is resistant to the idea of rewards review Survival Kit pages 30-31 and emphasize that this is merely a 30-day jump start that will be reviewed again after 30 days.

Write in daily and bonus or celebration rewards on the flip chart template and ask the parents to copy them in their Survival Kit template: (p. 32)

Transition Statement:

Coach: Now that we have the rewards nailed down, let's look at yours and your teen's top #3 list again and come up with possible negative consequences or punishments if they break the rule.

STEP 6: Create Hierarchy of Consequences

Coach: Looking at the contract template example again, as we did with the rewards, look at how the consequences get tougher from the 1st offense to the 2nd and 3rd offenses. This is called a hierarchy of consequences which means that they get tougher each time to send your child a message.

Let's begin by simply flipping the reward (point to flip chart). **So if your reward was cell phone the consequence is no cell phone from the moment the rule is broken until the next 24 hours or beyond depending on what will work. For your**

youth, the reward was (fill in blank) so let's rewrite it as a first offense on the flip chart.

The only question you have to ask is will it be enough of a jolt to your teen to lose just this privilege from the moment your rule is broken and for the next day as a 1st Offense or do we need to add something. Will it send a strong enough message?

Now, let's finish up with the 2nd and 3rd Offenses. If your child goes beyond a third offense in the same week call me immediately and we will re-group and find out what is going on. But please remember it takes 30 days on average to change a behavior so it is normal for your teen to get worse before they get better. So in the beginning they might easily go through 3 offenses in one week until they get used to the new contract.

AFTER THE CONSEQUENCES ARE ALL WRITTEN PROCEED WITH NEXT STATEMENT

Coach: Now that your consequences are written, One of the most important points is to not “pile on” (explain what this means) and to exit and wait. In our next session, we will troubleshoot what to do if you exit and your teen follows you or refuses to accept the consequence.

Transition Statement:

Coach: I will type up our notes and put into a contract format and the next time we meet we will troubleshoot and do dress rehearsals to practice the delivery. This will include practice on not piling on

Before we meet again, I will add parent and village roles, as well as any Protective Factors to the contract. I'll have some suggestions, but please think about them also and bring them to our next session.

Also, before our next session, please read the troubleshooting chapter in the Survival Kit.

Sample Template for Contract that is to be pre-written on flip chart prior to Phase II session.

| | | |
|--|--|---|
| <p>Jump start the family by pre-writing 2 or 3 behaviors on the template</p> | <p>Rule: _____'s behavior will be considered breaking the rule for _____ if he/she does one or more of the following:</p> <ul style="list-style-type: none"> • ... • ... • ... | <p>Parent's Top 3 List</p> <ol style="list-style-type: none"> 1. 2. 3. |
| <p># of Straight days are negotiated with the parents</p> | <p>Daily Reward: At ___pm, if the above rule is not broken, _____ will keep the privilege of (cell phone, current weekend curfew time, internet, television usage, video game, etc.) with our praise and appreciation or receive the reward of (money, special meal, poker chip to be traded in for prizes, etc.)</p> <p>Bonus Reward: If (child's name) follows the rule for the following consecutive days, he/she will receive the following bonus rewards:</p> <ul style="list-style-type: none"> • 5 straight days = • 10 straight days = • 15 straight days = | <p>Teen's Top 3 List</p> <ol style="list-style-type: none"> 1. 2. 3. |
| | <p>1st Offense = no daily reward (removed the moment the rule is broken for the rest of that day and the next day) + <u>(add something else if needed)</u></p> <p>2nd Offense = no daily reward (removed the moment the rule is broken for the rest of that day and the next day) + <u>(add something else)</u></p> <p>3rd Offense = no daily reward (removed the moment the rule is broken for the rest of that day and the next day) + <u>(add something else)</u></p> <p>**Start Fresh Each Monday with 1st Offense (exception of aggression, drug/alcohol use, running away, stealing or lying)</p> | <p>Whether or not you add something else to the first offense is negotiated with the parents</p> |

Script for Coaching Phase III

Storyboarding, Dress Rehearsals, & Contract Delivery

Step 1: Present TYPED OUT Working Draft of Contract to Parent Alone

Tweak or fine tune typed contract

- ❑ Hand each parent and other adult stakeholders (extended family, teacher, friend, significant other. etc.) a copy of the contract.
- ❑ If at all possible project the contract using an LCD projector onto the screen or have it on your laptop.
- ❑ Go through the contract, beginning with the rule, line by line with everyone to make sure you are not missing anything in terms of clarity. If needed, make changes to contract in real time. Below are some common mistakes

- Missing a key behavior under the rule (i.e., rolling eyes, have acts but no threats of aggression, missing a chore, etc)
- Under daily rewards no clear time written when reward will be given
- No clarity as to whether or not one verbal warning will be used
- No clear method to monitor consecutive days of good behavior toward bonus rewards such as a wall calendar
- No clear parent or villager roles written in contract
- No Protective Factors (if needed)

Step 2: Part 1: Storyboard Rule & Role Play Delivery (like Class #4)

Transitional Statement:

Coach: Now that we have tweaked the entire contract let's get down to business. Before we invite your teenager into the room let's do some dress rehearsals or practice role plays to get you battle ready.

Coach: Just like you observed the model parent in group classes #4 & #5, we will also practice your delivery in three parts. Part 1- Delivery of the Rule; Part 2: Delivery of the Reward,

and Part 3: Delivery of the Consequences or punishments if they break your rule in the future.

After we practice each part, if you, I, or anyone else in this room feels like we are running out of time today and we need additional practice to get battle ready, we will not invite your teen in today and deliver this contract half baked. We will meet again and keep practicing until you feel comfortable that you have the delivery down cold.

This is because if the delivery piece is off base or the timing is off, the research shows that your teen will easily defeat you in battle. We get one shot at this and we cannot do this halfway. Is everyone clear on this important piece? And is everyone OK with the importance of repeating this coaching session if necessary until we have the delivery piece nailed down cold?

Before a Broadway show has its opening night they have several dress rehearsals to get the actors delivery of their lines down cold so why should we expect anything less with our teens.

Storyboard the Rule(s)

Coach: Let's look at the storyboard handout you received in group class #4. (Have a blank one just in case they forgot or lost their handout)

Before we practice your delivery of the rule, let's fill in the storyboard handout on the flip chart and on your handout

Point to your flip chart template (sample template on page 36 of this Coaching Manual) that you created during your pre-session preparation- **FILL IN THE BLANKS WITH THE PARENTS/CAREGIVER.**

Coach: OK let's get started. Looking at our storyboard for just the Rule piece which of these most common curveballs or classic derailing moves will your teenager most likely try?

- **Stubbornly refuse to follow the rule**
- **Throw the parent off by saying the rule is stupid**
- **Try to re-negotiate a part of the rule**
- **Something else**

If you don't think they will do one or more of these curveballs let's not waste our time coming up with a countermove that will not be needed.

When the parent or caregiver says one of these curveballs or derailing moves is likely, help them come up with a button buster countermove or action or statement. Have them turn to pages 74 and 75 of the Survival Kit to choose from the list of available button busters. If the parent or caregiver says the teen will not do any of these suggested curveballs, go ahead and develop countermoves for a couple just to insure success.

DO NOT BRAINSTORM. START THROWING OUT SUGGESTIONS.

After you have finished identifying each needed countermove for the rule, practice the delivery of the rule and each countermove with you (the therapist) playing the part of the teenager and the parents playing themselves.

Dress Rehearsal or Role Play Delivering the Rule(s)

1. Divide up the rehearsal into these mini role plays for dress rehearsing rules:

- **Mini Role Play #1- Works Great No Problem**
- **Mini Role Play #2- (If applicable) Stubbornly Refuses to Follow the Rule**
- **Mini Role Play #3- (If applicable) Throws the parent off by saying the Rule is stupid or swearing, etc.**
- **Mini Role Play #4- (If applicable) Tries to renegotiate rule**
- **Mini Role Play #5- (If applicable) Something else**

Five Rules of Thumb:

1. As the therapist, you play the part of the teen.
2. Don't try to defeat the parent with a curveball or button right out of the gate. Always role play success first!
3. Make sure you rehearse each countermove. If you have two rules to deal with, you will storyboard and practice all the countermoves for both rules.
4. Always yell "freeze" or "time out" when you want to stop the role play and don't let them go on and on.
5. Remind the parent when they are off track. If he cannot get it, quickly switch chairs with him and show him how it is done by playing the part of the parent. Then switch chairs again and have the parent try it.

IMPORTANT – Make sure the parent promises to tape the contract and their derailing worksheet side by side on their bathroom mirror to review each morning when they brush their teeth like a general reviewing their battle plans before going into battle that day. THIS IS CRITICAL THAT YOU DO THIS!

AFTER ALL ROLE PLAYS ARE DONE MAKE THE TRANSITIONAL STATEMENT-

Transitional statement:

Coach: Before we are ready to move into storyboarding and practicing the delivery of rewards let's pause and evaluate. On a scale of 1 to 5 with 1 meaning that you do not feel confident and need more practice and 5 meaning you have total confidence and you are ready to deliver the rule to your teenager today where would you rate yourself. Let me go around the room and ask everyone else's rating as well.

You will rate the parent(s) last. Even if the consensus is a rating of "1" or "2" or "3" you must still move onto rewards and then consequences to get the overall picture. Once you get the overall picture you can make the call of whether or not another Coaching Session #3 is needed.

Step 3: Part 2: Storyboard Reward & Role Play Delivery (like Class #5)

Storyboard the Rewards

Coach: Now that we have practiced delivering the rule, let's go ahead and storyboard and then practice delivering the rewards. Looking at our storyboard first, what will you do if:

Your teen "Accepts the Reward and it Works Great"- In other words: What time will you deliver it? How will you remind yourself (a bonus rewards calendar) each day? and "What praise words will you use?"

Let's write down the answer to each question on the flip chart and then let's try it out for size in a quick "It Works Great" mini role play.

It is important that you show success right away and even bring the reward props with you to the session (poker chips, money, cell phone, coupons, etc) so the parent can practice with them. If the parent has trouble with the praise part pause the role play and offer suggestions and then re-do it.

Dress Rehearse or Role Play the First Mini Role Play with Success Delivering the Reward.

Coach: **Now looking at the rest of the storyboard on rewards, which curveball is realistically likely to happen with your particular teen. We don't want to waste our time and energy on curveballs that your teen will not likely throw at you.**

Go through the list. If the parent says "yes" pause and ask the parents to again review the button buster list on pages 74-75 of their Survival Kit. As with storyboarding the Rule, do not spend time brainstorming but throw out suggestions and start writing them down on the flip chart. After you complete the list, conduct a mini role play on each curveball picked.

Coach: **OK, we are ready for the reward delivery dress rehearsal. I will play your teen and you play yourself. Let's practice and remember what we went over when I throw the curve balls of** (name them- demand more, refuse to accept it, etc).

As with the Rules Piece Conduct a Mini Role Play with Each Button Buster Countermove - Use the same rules of thumb outlined for the rules.

Five Rules of Thumb:

1. As the therapist, you play the part of the teen.
2. Don't try to defeat the parent with a curveball or button right out of the gate. Always role play success first!
3. Make sure you rehearse each countermove. If you have two rules to deal with, you will storyboard and practice all the countermoves for both rules.
4. Always yell "freeze" or "time out" when you want to stop the role play and don't let them go on and on.
5. Remind the parent when they are off track. If he cannot get it, quickly switch chairs with him and show him how it is done by playing the part of the parent. Then switch chairs again and have the parent try it.

AFTER ALL THE MINI ROLE PLAYS ARE DONE MAKE THIS TRANSITIONAL STATEMENT

Transitional statement:

Coach: **Before we are ready to move into storyboarding and practicing the delivery of the consequences let's pause and evaluate. On a scale of 1 to 5 with 1 meaning that you do not feel confident and need more practice and 5 meaning you have total confidence and you are ready to deliver the rewards to your teenager today where would you rate**

yourself. Let me go around the room and ask everyone else's rating as well.

Step 4: Part 3: Storyboard Consequences & Role Play (like Class #5)

Coach: Just like we did with the rewards, let's map out and troubleshoot what you are going to do and say ahead of time when you have to give your teen negative consequences. What do you think your teen might do to throw you off track when you give him consequences?

Storyboard the Consequences

Coach: OK let's get started. Looking at our storyboard what will you do if:

- Your teen accepts the consequence. How will you deliver it (tone of voice; short and to the point, etc)? And how do you do it without piling on?**
- Let's write down the answer to each question on the flip chart and then let's try it out for size in a quick "It Works Great and No Piling On" mini role play.**

You have to show in the role play how to exit and wait after delivering the consequence to avoid piling on. An example of piling on would be to quickly give a 2nd offense and then a 3rd offense 10 seconds after giving the first offense. You will have to demonstrate what "Piling on" looks like in a quick role play, then demonstrate using Exit and Wait to avoid Piling on in a second quick role play, then have the parent practice "Exit and Wait" to avoid Piling on in a third role play.

Dress Rehearse or Role Play Delivering Consequences

Coach: In our first role play let's switch roles and I will play you as the parent and you play your teenager. Pretend you broke the rule (name it) and I will pretend to give you the 1st offense consequence. After I give it, I want you to mumble under your breath or say something disrespectful to bait me. Then I will pretend to take the bait and pile on one consequence after another. I will then yell "freeze" and ask the outer circle how I did?

Piling on is so common that you have to first show them what not to do. Overdo it in the role play to exaggerate it and make everyone laugh.

CONDUCT 1st ROLE PLAY OF "WHAT NOT TO DO IN PILING ON"

Transitional statement:

Coach: How did I do? By a show of hands who can relate and who has piled on in the past?

OK let's do a take two. This time I will not pile on but instead exit and wait quickly. I have won the battle but I don't want to lose the war so I will give the consequence and exit quickly in victory.

OK pretend to break the rule again and let's see what happens.

CONDUCT 2ND ROLE PLAY OF "HOW NOT TO PILE ON"

Transitional statement:

Coach: How did I do this time? What was different this time?

OK (name of parent) let's switch and you play the parent (yourself) and I will play your teen.

I will pretend to break the rule and you pretend to not pile on and exit and wait even after I mouth off a little bit. Practice being calm, cool, and collected.

OK action!

CONDUCT 3RD ROLE PLAY OF "HOW NOT TO PILE ON"

Coach: Now looking at the rest of the storyboard on consequences which curveball is realistically likely to happen with your teen. As with the rewards, we don't want to waste our time and energy on curveballs that your teen will not likely throw at you.

Go through the list. If the parent says "yes" pause and ask the parents to again review the button buster list on pages 74-75 of their Survival Kit. As with storyboarding the Reward, do not spend time brainstorming but throw out suggestions and start writing them down on the flip chart. After you complete the list, conduct a mini role play on each curveball picked.

Coach: OK, we are ready for the consequence delivery dress rehearsal. I will play your teen and you play yourself. Let's practice and remember what we went over when I throw the curve balls of (name them- demand more, refuse to accept it, etc).

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As with the Rewards Piece, Conduct a Mini Role Play with Each Button Buster Countermove - Use the same rules of thumb outlined for the Rules & Rewards.

Five Rules of Thumb:

1. As the therapist, you play the part of the teen.
2. Don't try to defeat the parent with a curveball or button right out of the gate. Always role play success first!
3. Make sure you rehearse each countermove. If you have two rules to deal with, you will storyboard and practice all the countermoves for both rules.
4. Always yell "freeze" or "time out" when you want to stop the role play and don't let them go on and on.
5. Remind the parent when they are off track. If he cannot get it, quickly switch chairs with him and show him how it is done by playing the part of the parent. Then switch chairs again and have the parent try it.

AFTER MINI ROLE PLAYS ARE DONE MAKE THIS TRANSITIONAL STATEMENT

Transitional statement:

Coach: Before we are ready to bring your teen in to deliver the contract, let's pause and evaluate. On a scale of 1 to 5 with 1 meaning that you do not feel confident and need more practice and 5 meaning you have total confidence and you are ready to deliver the consequences to your teenager today where would you rate yourself. Let me go around the room and ask everyone else's rating as well.

Step 5: Decide to Bring Teen In to Deliver Contract or Repeat Coaching #3

Coach: Now, the moment of truth. Based on the overall scores of your delivery of all three pieces do you feel totally confident and ready to bring your teenager in now and deliver the contract or should we meet again for more practice to get more battle ready?

If the decision is to do more dress rehearsals, schedule the next meeting. Then bring the teen into the session and explain why.

Ask for their opinion but you have to be the ultimate judge. If there is a disagreement (they feel ready and you have strong reservations) you are back to the battle for structure and you must win. If they insist you must predict failure and AMA- (Against Medical Advice)

Step 6: If the Decision is to Bring Teenager In

Coach: When your teen comes in here is how we will do it.

- **Your teen will have a copy of this contract and you will as well. First, you will read over the rule and for fun I will ask your teen to pretend to throw you one of the curveballs on our rules storyboard- Which one do you want him or her to do** (point to storyboard flipchart)
- **Next, we will have you read over the reward piece and we will practice you giving him or her the reward and your teen accepting it with no problem.**
- **Then we will have your teen pretend to throw you a curveball off of the reward storyboard so you can practice your button buster countermove. Which one do you want to try?**
- **Finally, you will read over the consequence piece and we will practice you giving him or her the consequence after they pretend to break the rule and they will accept it with no problem.**
- **Then we will have your teen pretend to throw you a curveball off of the consequence storyboard so you can practice your button buster countermove. Which one do you want to try?**

Coach: So repeat back to me what is your understanding of what we are going to do when your teenager walks through that door? (Wait for response)

Coach: Also just know that if your teenager refuses to cooperate, we will still go forward as planned. They can choose to sign the contract or not. If they don't sign it, you are to tell them that it is still valid and you are going forward.

Coach: AGAIN, YOU HAVE TO KNOW THAT WE ARE PUTTING LIMITS ON A TEEN WHO IS DRUNK WITH POWER SO THEY WILL NOT WANT TO GIVE THAT POWER UP WITHOUT A FIGHT. THIS IS NORMAL AND TO BE EXPECTED. THEY ARE NOT MEAN SPIRITED. IT IS JUST

A BAD HABIT THAT WILL TAKE AT LEAST 30 STRAIGHT DAYS TO BREAK.

Are you ready? Any questions? OK go get your teenager.

Follow the steps as outlined below..

- Parent reads over rule**
- Teen is then asked to pretend to throw out a specific rule loophole that was picked out by the parent(s) from the storyboard- **Role play #1**

- Parent reads over the reward part of the contract**
- Teen pretends to follow rule and parent pretends to give reward (with actual prop) with praise and appreciation – **Role play #2**

- Teen pretends to follow the rule but throws a curveball pre-selected by the parent from the reward storyboard- **Role play #3**

- Parent reads over the consequence**
- Teen pretends to break the rule and parent pretends to give consequence without piling on-even through teen tries to egg them on – **Role play #4**
- Teen pretends to break the rule but throws a curveball pre-selected by the parent from the consequence storyboard- **Role play #5**

After signatures are obtained on the contract, session ends.

**“Classic Derailing Moves” Cheat Sheet
For Rule/Reward/Consequences**

| <p align="center">Classic Moves When Delivering the Rule</p> | <p align="center">Button Buster Countermoves or Other Actions or Statements</p> |
|--|--|
| <p>Part 1: Delivery of the Rule</p> <ul style="list-style-type: none"> • Works Great – No Problem • Stubbornly refuses to follow the rule • Throws the parent off by saying the rule is stupid • Tries to re-negotiate a part of the rule • Something else | <ul style="list-style-type: none"> • No Action Item • • • • |
| <p align="center">Classic Moves When Delivering the Reward</p> | <p align="center">Button Buster Countermoves or Other Actions or Statements</p> |
| <p>Part 2: Delivery of the Reward</p> <ul style="list-style-type: none"> • Works Great – • Says “The Reward is not good enough” • Tries to re-negotiate for a better or different reward • Tells you something like “I don’t care” or that it is “stupid” or “babyish” • Something else | <ul style="list-style-type: none"> • What time will you deliver Reward & what praise words will you use? Reminder? • .. • • • |
| <p align="center">Classic Moves When Delivering the Consequence</p> | <p align="center">Button Buster Countermoves or Other Actions or Statements</p> |
| <p>Part 3: Delivery of the Consequence</p> <ul style="list-style-type: none"> • Works Great – • Refuses to accept consequence or hand over item such as a cell phone • Argues or yells back or swears • Walks off and ignores you • Something else | <ul style="list-style-type: none"> • How will you deliver (tone of voice) and How will you not use “Piling on”? • • • • |

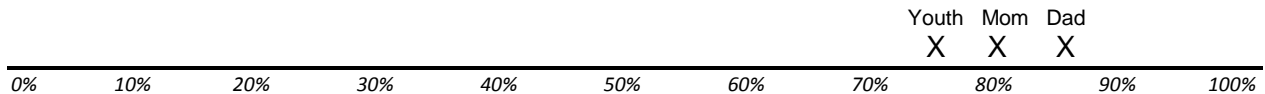
Script for Coaching Phase IV

Assess Contract, Mini Scales of Gains, Decision Tree

Step 1: Assess Overall Contract's Effectiveness

Coach: Now that you have had some time to use the contract, let's find out how it has been working for you all. I would like to ask each of you to rate the success of the contract on the scale of 0% to 100% that I have drawn on our flip chart. 0% not working at all and 100% working all the time. (Put their name next to the number they give and start with the adolescent first.)

As with the stress chart, mark an "x" on the percentage that each person states along with their name like the example below –



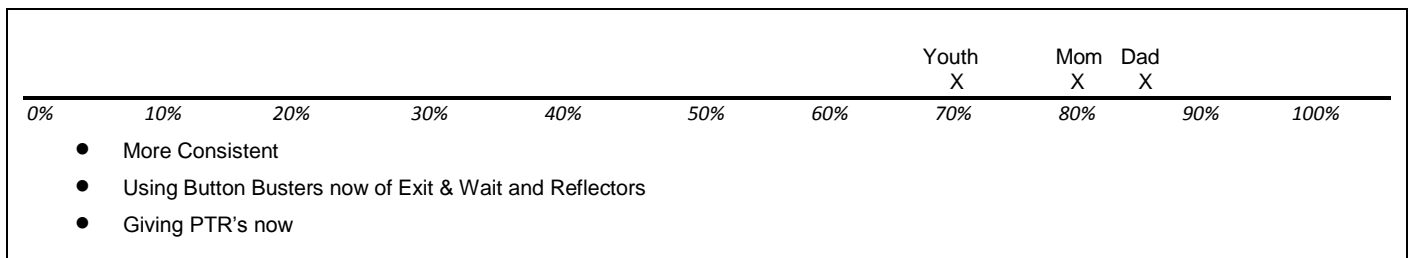
Step 2: Use Mini Scales to Consolidate Gains and Celebrate Success

Transitional Statement:

Coach: Now that I know your overall percentage, let's step back and look at how far you have come before we talk about what improvements we need to make into the future to make the contract work better.

Let me start with the parent first. You listed ____ percent? How come that percentage is not lower (name off percentage) What are all the things that you and/or your child are doing right? Let me list them all like a laundry list. (Start guessing the healthy undercurrents- more consistent, less empty threats, less button pushing, etc)

List all the strengths as a laundry list underneath the 0% to 100% scale like the example in the box below -



Mini Scales

Transitional Statement:

Coach: **Now that I know what is going right let's see how far you have come using what I call mini scales?**

Start with the parents, and then invite others to respond.

Coach: **You said** (more consistent, no empty threats, more nurturance etc). **Let's take the first one. One a scale of 1 to 5 (1 meaning the worst it could be and 5 the best it could be) where were you on this undercurrent of** (consistency, empty threats, nurturance etc) **before PLL started?** [mark number] **And where are you now?** [mark number]

Example: 1-> 5 before PLL – And why? 1->5 now after PLL and why

Have high energy as you get input from everyone and celebrate their successes

Step 3: What Concrete Steps Are Needed to Raise the Contract %

Transition Statement:

Coach: **Now that we know where you are currently, what will need to concretely happen (what healthy undercurrents need to happen or do more of) to move to the next highest percentage?** (List all future steps that need to happen on the flip chart (i.e. need to be consistent in giving rewards, need to give the actual reward instead of an I.O.U., etc.)

Step 4: Decision Tree of Where Do We Go From Here?

- After the mini scales to celebrate success and the future concrete steps needed to raise the percentages are completed, it is time for the PLL Coach and family to decide “where to go from here.”
- Before the session, pre-write the following options on the flip chart so that each family member can participate in the collaboration.
 - A. **Tweak the current contract** and negotiate for a few more sessions (The parents assessment of the contract(s) is problematic or they need more rehearsal)
 - B. **Pick a new symptom and build another contract** with the family (negotiate for more sessions)

- C. **Work on a new seed (i.e. Unhealed Wounds)** (negotiate for more sessions).
- D. **Family has met Program Completion Criteria** and is ready to finalize the Relapse Prevention and schedule their first 30-day callback
(*Program Completion Criteria: Received full dosage of 5 of 6 groups and minimum # of family coaching sessions that included the core four coaching phases*)

Transition Statement:

Coach: Now that we have celebrated all the successes you have had, let's look at the options on the flip chart and decide where to go from here.

- In order to reach the best decision, PLL Coaching Therapist must balance collaboration with good sales techniques in order to direct the family toward the decision that will promote second order change.
- The PLL Coaching Therapist will direct the family toward the proper option on the Decision Tree based upon the previous assessment of the contract's effectiveness.
- If the family has met Program Completion Criteria, follow the steps below to develop concrete signs of a possible relapse or "Red Flags" along with the steps to take.

Step 5: Relapse Prevention if Graduating From PLL

- Write Out on the Flip Chart Concrete Signs of Possible Relapse and Need for Tune up Meeting
- If you anticipate that you will be doing Relapse Prevention in this session, it is recommended that you already have pre-written on the flip chart a good working draft of the family's Relapse Prevention checklist based on your knowledge of their contract.
- The Relapse Prevention Checklist must include the following information and should be divided into these three sections:
 - Daily Violations of the Contract for a pre-determined period of time
 - Safety Behaviors Show Up (violence, drug usage worse, etc.)
 - Resurface of unhealthy undercurrents

- Follow the example below of Jason’s Relapse Prevention Checklist:

| “Red Flags” to Watch Out For That Can Lead to Relapse |
|--|
| Signs of Trouble: |
| <ul style="list-style-type: none"> • Jason is not following the contract for ____ (set period of time determined by family and PLL Coach) or more as seen by the following: <ul style="list-style-type: none"> ○ Arguments around the contract agreement for Jason to spend the pre-arranged 1 hour a school night at the kitchen table doing his school work ○ Negative or incomplete weekly reports ○ Calls or emails from school personnel regarding academic or disciplinary issues ○ Saying “I don’t care anymore” regarding school work or performance • Behaviors in any of the following safety areas occur: <ul style="list-style-type: none"> ○ Verbal threats of aggression toward self or others ○ Punching walls or kicking the door or throwing school books ○ Use of drugs or alcohol ○ Breaking curfew or leaving the house without permission ○ Setting things on fire • Occurrence of any of the following unhealthy “dances” <ul style="list-style-type: none"> ○ Arguments around school work/performance between Jason and his parents ○ Arguments between Jason’s parents about Jason’s school performance and discipline issues ○ Parents forgetting to use their button busters of Exit and Wait, Calm Voice, and PTR’s to highlight Jason’s positive behaviors ○ Parents not being consistent with the rewards and consequences as written on the contract |
| Steps to take: |
| <ul style="list-style-type: none"> • Family will call their PLL Coach for a tune-up session |
| Date of Callback = |

- Write or type the completed “Red Flags” Checklist on a 3x5 note card or piece of paper for the parents to take home.
- Ask the family to hang this Relapse Prevention Checklist on their bathroom mirror side by side next to the contract for the next 30 to 60 days and review each day.

Step 6: Skills Generalization if Graduating From PLL

- Use the “Skills Seek” Game PowerPoint to help the parents to generalize their skills to a future problem- Go to download menu at www.gopll.com to access this PowerPoint.
- As you ask the questions in the “Skills Seek” Game, be sure that the parents are using their Survival Kit in order to find the answers to the questions.
- This game can also be used to help parents to begin the process of developing a new contract for another child.
- Have Post-it notes handy to help parents to mark pages in their Survival Kit.

Step 7: Schedule the first 30/60/90 Day Call Back if Graduating From PLL

- Before the end of the session, the PLL Coach and family will set a concrete date and time for a callback 30 days later and write it down on their calendars. (Option to go ahead and also schedule the 60 and 90 day callbacks)
- These dates and times should also be clearly written on the Relapse Prevention Checklist.
- If moving into wound work or continuing work with the seed of Misuse of Power, schedule their next session.