



Parenting with Love and Limits®
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PLL COACHING CONTENT IPR'S

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IPR Video Supervision

PLL Coaching Phase #1 – CONTENT IPR MEASURE

Therapist's Name:										
Date of IPR Review:										
Number of Video IPR Measure Checks for this PLL Coaching Phase:										
KEY COMPONENTS										
Legend for Process Domains:	Extremely Poor: Gross neglect/deficit in domain	Poor: Deficit in domain	Average: Domain met with basic competency	Well: Domain met with above average competency	Extremely Well: Domain met with exceptional competency					
1. Did the therapist engage the family by gathering information on hobbies and interests?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
2. Did the therapist inquire about the family's strengths/what they are proud of in each other?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
3. Did the therapist obtain each family member's overall stress on the scale of 0% to 100%?"?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
<i>PROCESS: How well did the therapist transition into the stress chart section?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5					
4. Did the therapist obtain each family member's top three contributors to their overall stress?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
<i>PROCESS: How well did the therapist convert each complaint into a concrete category?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5					
5. Did the therapist obtain the percentage reductions for each stressor?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
6. Did the therapist pursue the existence of any safety stressors, using the Survival Kit?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
7. Did the therapist explain the seed/tree diagram (i.e. apples represent the stressors, toxic seeds are the cause, roots are undercurrents that carry toxins into the tree/family)?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							
8. Did the therapist use the Seed Definition Worksheet when defining the four toxic seeds?	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">0 No</td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">1 Yes</td> <td style="width: 20%;"></td> </tr> </table>						0 No		1 Yes	
	0 No		1 Yes							

9. Did the therapist clearly define the seed of Misuse of Power, using the Survival Kit to expand understanding by emphasizing the four key causes of this seed?	0 No	1 Yes			
PROCESS: How well did the therapist define the Misuse of Power Seed (use of self, use of flip chart, use of parallel storytelling, etc.)	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
10. Did the therapist show the Super Nanny clip (or the Prime Time clip) to help the family recognize Misuse of Power in action?	0 No	1 Yes			
11. Did the therapist clearly define the seed of Unhealed Wounds, clearly explaining the two types of wounds that can occur?	0 No	1 Yes			
12. Did the therapist clearly define the seed of Mental or Physical Impairment?	0 No	1 Yes			
13. Did the therapist clearly define the Seed of Unmet Primal or Spiritual Needs?	0 No	1 Yes			
14. Did the therapist get each family member's top two seed picks along with their reasons?	0 No	1 Yes			
15. Did the therapist have each family member vote on the easiest/most important symptom to fix first?	0 No	1 Yes			
16. Did the therapist present his/her seed and symptom pick?	0 No	1 Yes			
PROCESS: How well did the therapist win the battle for structure on his/her seed and symptom picks (i.e. use their words, evidence from the stress chart)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
17. Did the therapist pursue the need for anyone else to attend future coaching sessions?	0 No	1 Yes			
18. Did the therapist assign the reading homework assignment?	0 No	1 Yes			
19. Did the therapist consolidate gains by asking the family what was most helpful about the session and obtain their commitment to come back?	0 No	1 Yes			

Rating:

Content = 19 domains = 19 points (Content weighted as 70% of overall rating)

Process = 4 domains = 20 points (Process weighted as 30% of overall rating)

PLL Supervisor's Review of Entire Video:

Key Fidelity Issues –
Strengths:
Areas for Improvement:

IPR Clip Review: (Self, Peer, Supervisor Review)
Clip Link – www.vimeo.com/
Password –

<i>Scene (Clip)</i>	<i>Strengths</i>	<i>Areas for Improvement</i>

IPR Video Supervision

PLL Coaching Phase #2 – CONTENT IPR MEASURE

Therapist's Name:					
Date of IPR Review:					
Number of Video IPR Measure Checks for this PLL Coaching Phase:					
KEY COMPONENTS					
Legend for Process Domains:	Extremely Poor: Gross neglect/deficit in domain	Poor: Deficit in domain	Average: Domain met with basic competency	Well: Domain met with above average competency	Extremely Well: Domain met with exceptional competency
1. Did the therapist present the feedback loops either on the flip chart on with power point?			0 No	1 Yes	
2. Did the therapist present the "Before" Feedback Loop?			0 No	1 Yes	
<i>PROCESS: How well did the therapist connect the dots between the unhealthy undercurrents and the growth of the Seed and Symptom on the "Before" Feedback Loop?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
3. Did the therapist present the Reward "After" Feedback Loop?			0 No	1 Yes	
<i>PROCESS: How well did the therapist connect the dots between the healthy undercurrents and recommended new techniques and the shrinking of the Seed and Symptom on the "After" Feedback Loop?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
4. Did the therapist present the Consequence "After" Feedback Loop?			0 No	1 Yes	
<i>PROCESS: How well did the therapist connect the dots between the healthy undercurrents and recommended new techniques and the shrinking of the Seed and Symptom on the "After" Feedback Loop?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
5. Did the therapist copy the outline of the contract around the symptom pick on the flip chart before the session began?			0 No	1 Yes	
6. Did the therapist help the family create an ironclad rule around the symptom pick?			0 No	1 Yes	
<i>PROCESS: How well did the therapist help the parent create an ironclad rule (use of a sample contract, making suggestions, use of the Survival Kit)?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5

7. Did the therapist emphasize the concept of privileges versus rights?	0 No	1 Yes			
8. Did the therapist bring a copy of the reward the teen came up with in Group #3 (if rewards from the teen were unavailable, did the therapist help the parents hypothesize on what rewards the teen would like)?	0 No	1 Yes			
9. Did the therapist help the family identify daily and bonus rewards for the rule?	0 No	1 Yes			
PROCESS: How well did the therapist help the parent identify the rewards (i.e. use their Top 3 areas, use sample contracts, make suggestions)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
10. Did the therapist help the family identify consequences for the rule?	0 No	1 Yes			
PROCESS: How well did the therapist help the parent identify the consequences (i.e. explain the hierarchy of offenses, use their Top 3 areas, use sample contracts, make suggestions, emphasize consequences start over each week)?	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
11. Did the therapist assign the reading homework assignment?	0 No	1 Yes			
12. Did the therapist ask the family what was most helpful about the session?	0 No	1 Yes			

Rating:

Content = 12 domains = 12 points (Content weighted as 70% of overall rating)

Process = 6 domains = 30 points (Process weighted as 30% of overall rating)

PLL Supervisor’s Review of Entire Video:

Key Fidelity Issues –

Strengths:

Areas for Improvement:

IPR Clip Review: (Self, Peer, Supervisor Review)

Clip Link – www.vimeo.com/

Password –

Scene (Clip)	Strengths	Areas for Improvement

IPR Video Supervision

PLL Coaching Phase #3 – CONTENT IPR MEASURE

Therapist's Name:					
Date of IPR Review:					
Number of Video IPR Measure Checks for this PLL Coaching Phase:					
KEY COMPONENTS					
Legend for Process Domains:	Extremely Poor: Gross neglect/deficit in domain	Poor: Deficit in domain	Average: Domain met with basic competency	Well: Domain met with above average competency	Extremely Well: Domain met with exceptional competency
1. Did the therapist present the typed out contract to the parents and review to insure no key element was overlooked?			0 No	1 Yes	
<i>PROCESS: How well did the therapist review the rule (i.e. make sure no key components left off, stayed focused on task, etc.)</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
2. Did the therapist have the Countermoves Sheet pre-drawn on the flip chart along with handout copies for the parents?			0 No	1 Yes	
3. Did the therapist help the parent(s) storyboard the Rule (i.e. identify which classic moves the teen might make and what countermoves the parent will make)?			0 No	1 Yes	
<i>PROCESS: How well did the therapist storyboard the rule (i.e. stick and move by making suggestions, writing the parent's specific countermoves on the flip chart, using the Survival Kit pp. 74,75 for Button Busters, etc.)</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
4. Did the therapist role play with the parent(s) each classic move and countermove identified and written on the flip chart around the Rule?			0 No	1 Yes	
<i>PROCESS: How well did the therapist role play the countermoves for the Rule with the parent(s) (i.e. follow the 5 rules of thumb: success first, therapist plays the teen, rehearse each countermove, freeze quickly, switch places if needed; and rate parent(s) "battle readiness")?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
5. Did the therapist help the parent(s) storyboard the Rewards (i.e. identify which classic moves the teen might make and what countermoves the parent will make)?			0 No	1 Yes	
<i>PROCESS: How well did the therapist storyboard the rewards (i.e. stick and move by making suggestions, identify the time, reminder and praise words for giving the rewards, writing the parent's specific countermoves on the flip chart, using the Survival Kit pp. 74,75 for Button Busters, etc.)?</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
6. Did the group leader role play with the parent(s) each classic move and countermove identified and written on the flip chart around the Rewards?			0 No	1 Yes	

<p>PROCESS: How well did the therapist role play the countermoves for the rewards with the parent(s) (i.e. follow the 5 rules of thumb: success first, therapist plays the teen, rehearse each countermove, freeze quickly, switch places if needed; and rate the parent's "battle readiness")</p>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
<p>7. Did the therapist help the parent(s) storyboard the Consequences (i.e. identify which classic moves the teen might make and what countermoves the parent will make)?</p>	0 No		1 Yes		
<p>PROCESS: How well did the therapist storyboard the consequences (i.e. stick and move by making suggestions, identifying specific steps to take to avoid "Piling On", writing the parent's specific countermoves on the flip chart, using the Survival Kit pp. 74,75 for Button Busters, etc.)?</p>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
<p>8. Did the group leader role play with the parent(s) each classic move and countermove identified and written on the flip chart around the Consequences?</p>	0 No		1 Yes		
<p>PROCESS: How well did the therapist role play the countermoves for the consequences with the parent(s) (i.e. high energy when demonstrating "Piling On" and how "Not to Pile On", for the remaining countermoves, follow the 5 rules of thumb: success first, therapist plays the teen, rehearse each countermove, freeze quickly, switch places if needed; and rate the parent's "battle readiness")</p>	Extremely Poor 2	Poor 2	Average 3	Well 4	Extremely Well 5
<p>9. Did the therapist assist the parent(s) in presenting the contract to the teen?</p>	0 No		1 Yes		
<p>10. Did the therapist assist the parent(s) role playing the pre-selected countermoves with the teen?</p>	0 No		1 Yes		
<p>PROCESS: How well did the therapist assist the parent(s) in role playing the pre-selected countermoves with the teen (i.e. directive, use of actual prop for reward, energy, managing a resistant or irritable teen, etc.)</p>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
<p>11. Did the therapist ask the family what was most helpful about the session?</p>	0 No		1 Yes		

Rating:

Content = 11 domains = 11 points (Content weighted as 70% of overall rating)

Process = 8 domains = 40 points (Process weighted as 30% of overall rating)

PLL Supervisor's Review of Entire Video:

Key Fidelity Issues –

Strengths:

Areas for Improvement:

IPR Clip Review: (Self, Peer, Supervisor Review)

Clip Link – www.vimeo.com/

Password –

<i>Scene (Clip)</i>	<i>Strengths</i>	<i>Areas for Improvement</i>

IPR Video Supervision

PLL Coaching Phase #4 – CONTENT IPR MEASURE

Therapist's Name:					
Date of IPR Review:					
Number of Video IPR Measure Checks for this PLL Coaching Phase:					
KEY COMPONENTS					
Legend for Process Domains:	Extremely Poor: Gross neglect/deficit in domain	Poor: Deficit in domain	Average: Domain met with basic competency	Well: Domain met with above average competency	Extremely Well: Domain met with exceptional competency
1. Did the therapist review how the contract is working by asking the teen and parent(s), using a scale of 0% to 100%?			0 No	1 Yes	
<i>PROCESS: How well did the therapist review the effectiveness of the contract (i.e. use of flip chart, referring to actual contract, etc.)</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
2. Did the therapist use “mini scales” to consolidate gains and celebrate successes?			0 No	1 Yes	
<i>PROCESS: How well did the therapist help the family to consolidate their gains and celebrate their successes (i.e. refer to healthy undercurrents that have been the change instruments, use of the rating of “Before PLL” and “After PLL”, energy, warmth, etc.)</i>	Extremely Poor 2	Poor 2	Average 3	Well 4	Extremely Well 5
3. Did the therapist assist the family in identifying any needed steps to improve the contract’s effectiveness?			0 No	1 Yes	
4. Did the therapist explain the Decision Tree and win the battle for structure regarding “Next Steps”?			0 No	1 Yes	
<i>PROCESS: How well did the therapist explain the options on the Decision Tree?</i>	Extremely Poor 3	Poor 2	Average 3	Well 4	Extremely Well 5
7. Did the therapist do Relapse Prevention by assisting the family to create a concrete “Red Flags” checklist to prevent relapse?			0 No	1 Yes	
<i>PROCESS: How well did the therapist assist the family in creating the “Red Flags” checklist (i.e. use of flip chart, refer to contract, focus on the 3 key areas: Rule, Safety Issues, Undercurrents, include clear steps to take)</i>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
8. Did the therapist play the “Skills Seek” game with the family to remind of skills learned?			0 No	1 Yes	

<p>PROCESS: How well did the therapist play the "Skills Seek" game (i.e. high energy, playfulness, use of Survival Kit, etc.)</p>	Extremely Poor 1	Poor 2	Average 3	Well 4	Extremely Well 5
<p>9. Did the therapist do one of the following: Graduate family and schedule 30-day callback, schedule next session to either work on existing contract or work on a new symptom or seed?</p>	0 No		1 Yes		
<p>10. Did the therapist ask the family what was most helpful about the session?</p>	0 No		1 Yes		

Rating:

Content = 10 domains = 10 points (Content weighted as 70% of overall rating)

Process = 3 domains = 15 points (Process weighted as 30% of overall rating)

PLL Supervisor's Review of Entire Video:

Key Fidelity Issues –

Strengths:

Areas for Improvement:

IPR Clip Review: (Self, Peer, Supervisor Review)

Clip Link – www.vimeo.com/

Password –

Scene (Clip)	Strengths	Areas for Improvement