



Parenting with Love and Limits®

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FAMILY THERAPY COACHING MANUAL

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- Flip Chart
- Seed Definition Worksheet w/ Pencils
- Survival Kit
- Poster Board of Participation & Graduation Agreement
- Poster Board of Disrespect Contract (or sample contracts)
- Extra ROI's

Script for Core 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)
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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?**

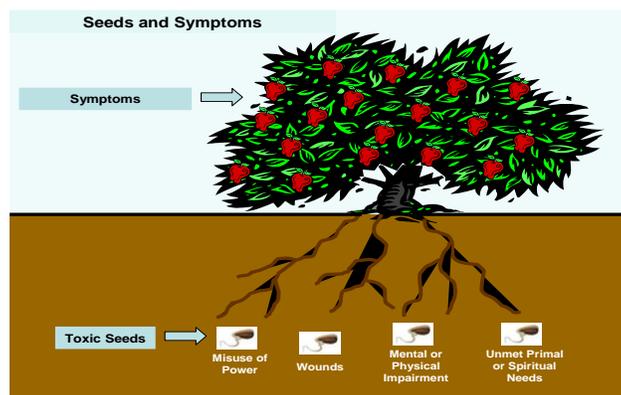
LIST ANY OF THESE STRESSORS ON THE FLIP CHART

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.

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.

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.

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

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. (See Appendix A for Seed Definition Worksheet Handout)**

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 being pushed by the child in the video such as raising the voice, rolling the eyes, or temper tantrums (Suggest you ask the youth this question)

No Empty Threat or Inconsistency- Ask another person to pick out what the parents were doing 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. (Suggest you ask the parent this question)

Did She Try to Control the Mood of the Household- Ask another person how the little girl 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? If so, mark Yes 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? If so, mark Yes 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? If so, mark Yes 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 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? If so, mark Yes 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: (Combine all their stressors on one list) **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(a): Battle for Structure: 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** (pp. 29-66).

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.

*To Prepare for Phase II, see **Appendix B – Pre-Session Preparation for Phase II***

Props Needed:

- Flip Chart with pre-drawn outline for feedback loops and contract draft
- Cheat sheet for the three feedback loops
- Contract Templates & Poster Board of Disrespect Contract
- Survival Kit
- Previous Phase 1 flip charts of Stress Chart and Seed/Tree Diagram

Script for Core 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.**

Read 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 (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 seed and symptom pick 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 symptom pick] and the toxic seed of [state the seed pick]

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 pick - 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 [state symptom pick] to continue happening and feeding your teen’s ability to be [name seed pick - 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 the unhealthy undercurrents]**

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 23 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 contract templates to jump start their thinking. (*Contract Templates are located in Appendix D*)

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 take 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 (p. 41).

Sample Template for Contract 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><u>Parent’s Top 3 List</u></p> <ol style="list-style-type: none"> 1. 2. 3.
	<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><u>Teen’s Top 3 List</u></p> <ol style="list-style-type: none"> 1. 2. 3.
<p># of Straight days are negotiated with the parents</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>Whether or not you add something else to the first offense is negotiated with the parents</p>
	<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> 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> 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>	

Props Needed:

- Typed copies of the Contract
- Pre-drawn Countermoves outline on flip chart
- Countermoves handout
- Survival Kit
- Bonus Calendar
- Optional – Button Buster Flashcards

Script for Core 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 in Appendix E 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).

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 Phase #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)

Remember, many families will need for you to develop Countermoves for the Parent Roles & Protective Factors and Countermoves for the Teen's Button Filters. *(See Appendix F for Templates of these Countermoves)*

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.

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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.

Props Needed:

- Flip Chart
- Contract(s)
- Pre-drawn outline of Red Flags Checklist on flip chart
- Survival Kit
- Skills Seek Power Point Game
- Graduation Packet

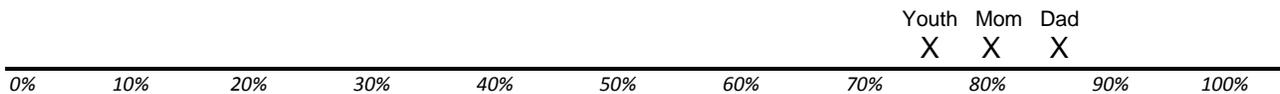
Script for Core Coaching Phase IV

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 –



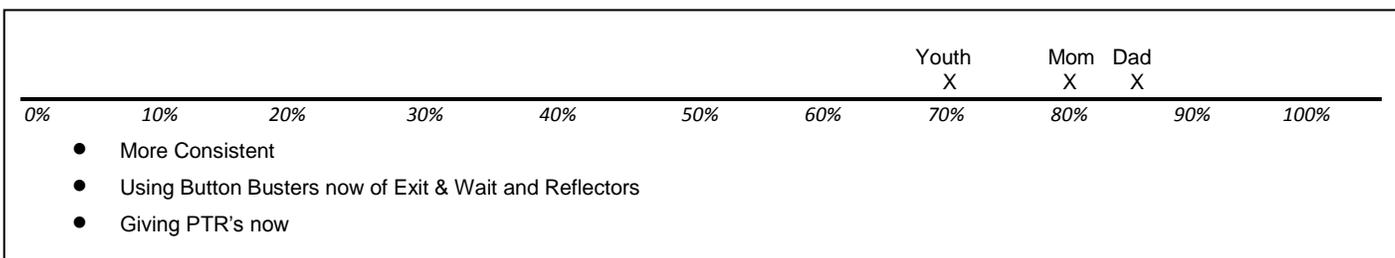
Step 2: Use Mini Scales to Consolidate Gains and Celebrate Success

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

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- 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
Steps to take:
<ul style="list-style-type: none">▪ Parents will review their roles on the contract to insure consistency▪ Parents will sit down with Jason to ask him what he or they need to do differently to get back on track▪ If Jason does not begin to follow the contract within 2 days, they will call the PLL Coach
<ul style="list-style-type: none">• 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
Steps to take:
<ul style="list-style-type: none">▪ Parents will call the PLL Coach immediately
<ul style="list-style-type: none">• 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">▪ Parents will remind each other of what is missing in private and if corrections are not made within 1 week, will call the PLL Coach
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.

Props Needed:

- Original Seed/Tree Diagram
- Flip Chart
- Sample Playbook
- Wound Undercurrent Worksheet Handout

Wound Therapy Coaching Outline

Step by Step Process to do Wound Work

Pre-Wound Work Session (this session may only take 30 - 45 minutes or may be done at the end of Core Coaching Phase #4 if there is enough time remaining)

Step 1: Assess for Healing that has already occurred

- Ask the key question to each person – “How much have your wounds healed as a result of the work you did to shrink the seed of Misuse of Power?” Use Percentage Scaling – “What % has the work on Misuse of Power healed the wound?” Follow up with questions – i.e. “Tell me more about that?” “How is that helping the wound?” - Then summarize the essence of what each person says has helped to heal the wound. (Option – put their percentages on flip chart with reasons why)
 - Ask these questions after completing the Core Coaching Phase #4 components (Assess contract, use mini scales to consolidate gains).
 - When you ask these questions, you will see the family look at each other and usually say that their wounds are better.

Step 2: Review With Family the Surgeon General Warnings for Wound Work. Ask family what they see as risks and troubleshoot how to overcome the risks

(Have a prop to illustrate the effects of getting rid of the poison from the wound – i.e. water bottle filled with poison, warning label on cigarette pack)

- Seed of drunk with power will likely re-erupt (problem/symptoms may recur and also undercurrents may recur)
- The wound work will be painful
- There will be no change in the problem symptom until they start using the new antibiotic or tools they will learn on a regular basis. This is normal.
- The research shows that on average it takes 30 days to change an old behavior. Therefore, while they may see some positive change immediately, the most noticeable changes will occur after 30 days.

Step 3: Negotiate 4 to 5 or More Sessions to Create the Wound or Primal Need Playbook

- **This Playbook will be similar to their previous contract except there are no rewards or consequences. (*show sample playbook – See Appendix H*)**
- **Instead, there will be step-by-step typed out instructions or a “play book” to show them how to heal the wound in the here and now. In other words, it will tell them how to dance differently around the wound**

Wound Work Phase #1: Clearly Identify the Sources of the Wound

Step 1: Identify the Origin of Client’s Wound

- **Identify key things that have produced the wound to the heart**
 - **Label arrows to the heart**
 - **Each arrow is labeled with the particular source of the wound in the heart (i.e. past abuse, neglect, trauma, a death, etc.)**
 - **Get specific details on how each person was impacted by the wound (i.e. how did it change your lifestyle? Are there any secrets preventing the arrows from healing? Etc.)**
- **Connect Youth’s Symptoms to the Wound or Primal Seed. (*Bring back seed/tree diagram from very first session*)**

Step 2: Identify Process Undercurrents that are Poisoning the System

- **Present each person with a copy of the Process Undercurrent Worksheet for Unhealed Wounds or Unmet Primal Needs (*Appendix C for Handout*)**
- **Go through each Undercurrent to help the family identify which undercurrents exist**
 - **Don’t go too fast – give them time to tell you (Unlike other seeds, the clients must pick out their top two undercurrents to focus on.)**
- **Ask each family member to circle the unhealthy undercurrents that exist in their family**
 - **Reasons to go public with the unhealthy undercurrents:**
 - **Eliminates secrecy**
 - **Allows for immediate homework assignment**

- **Safe way for catharsis**
- **Externalizes the problem with a name**
- **Optional – show video clips to emphasize the process undercurrents as result of the wound**
 - **The Horse Whisperer – to illustrate the destructive power of trauma**
 - **The Prince of Tides – to illustrate the destructive power of Family Secrets**
 - **Ordinary People or Antwone Fisher – to illustrate unforgiveness or Grief**
 - **Etc.**
- **Circle the Healthy Undercurrents – using analogy of a blood transfusion**

Step 3: Negotiate Terms for Therapy

- **Tell family you can't tackle all the undercurrents at once – ask them where they want to focus first.**
- **Remind them that lack of forgiveness is a key poison to all the other undercurrents**
- **Tell the family that research shows it is better if the family comes up with the anti-venom themselves. (e.g. to be successful in healing wounds – the wounded family/person has to do much of the work)**
 - **Optional - Use metaphor of King Arthur and the Sword and the Stone – only the owner of the sword could pull it out. (only they can pull the poisonous arrows out of their heart)**
- **Tell family which undercurrent you think we should work on first and ask for their agreement**
- **Send clients away with homework assignment to research on the internet steps to healing the selected process undercurrent. (e.g. steps to forgiveness, grief work, etc.) Troubleshoot for any obstacles that might prevent them from doing their homework assignment**
 - **Optional – have a pre-prepared list of possible websites and/or books to get them started along with sample playbooks.**

Pre-session Preparation for Wound Work Phase #2:

1. Therapist also looks up on Internet for interventions for process undercurrents
2. Draw out before and after feedback loops AROUND THE WOUND UNDERCURRENT SELECTED to utilize in Session Two. (After Feedback loops illustrate the positive cause and effect of the strategic intervention selected)
3. Produce a Mock Template of a Playbook around the wound, primal need, and undercurrent(s) selected. Bring it with you to the session.

Playbook for Grief: Honoring Grandmother's Memory

Who:

Culley, Mom, Dad, Haley, and Keenan

What:

- Culley and Dad will research what kind of memorial ideas for Grandmother- Can get jump started with this website- <http://www.articlesnatch.com/Article/Non-traditional-Ways-To-Honor-A-Lost-Loved-One/628798>
- Culley and Dad will present these to family
- Culley is in charge with mom of organizing project

When:

??

Where:

At home and with Dr. Sells

How:

To yet to be determined

Props Needed:

- Flip Chart
- Cheat Sheet of Feedback Loops
- Pre-drawn list on flip chart of possible interventions for Playbooks

Wound Work Phase #2: Create the Raw Material for the Playbook

Step 1: Present the Feedback Loops illustrating the Positive Cause and Effect of the Strategic Intervention Selected

- Review with client how injecting the healthy undercurrent (as seen on the after feedback loop) brings healing to the seed of the unhealed wound
 - For example, when the healthy undercurrent of “revealing secrets” is introduced by the therapist to counteract the unhealthy undercurrent of “family secrets”, the “unhealed wound” seed is healed and so are the surface problem symptoms (suicide ideation, depression, etc.).
 - In turn, this change in undercurrents leads to “root work”. Long after treatment ends there is no relapse of symptoms because the unhealthy undercurrents governing the problem behavior have been permanently altered



Step 2: List All the Possible Strategies or Techniques

- Review all strategic interventions brought into the session by the client/family and therapist (in a book report format)

- Commend each person who did their homework and brought in their list of strategic interventions and/or information on the pre-selected undercurrents
- Negotiate with the client/family for the 1 or 2 interventions that are going to “give them the best bang for their buck”

Step 3: Create Your First Wound or Primal Seed Playbook

- Help the family determine the Who, What, When, Where, and How** as they relate to the selected interventions in step two (Write the following components on a large flip chart so that the client/family can visually see their progress) *Show a sample Playbook to jump start the family*

**** CAN ALSO JUST CLARIFY ROLES**

- **Who = Identify the key players to be involved in the wound work (intervention)**
- **What = Identify the key interventions/strategies selected to fix the process undercurrents**
- **When = Determine when the interventions will be done**
- **Where = Determine where the interventions will be done**
- **How = Determine how it will be done and clarify roles**

Pre-session Preparation for Wound Work Phase #3:

1. Type out playbook and laminate it
2. Pre-determine most likely “what will you do if scenarios” and place them on a countermeasures checklist template- Bring with you to session and reproduce on flip chart (*See Appendix G for templates*)

Suggestions for: What will you do if? Countermoves around Unhealed Wound Seed Undercurrents

Classic Moves What will you do if? around Unresolved Grief	Countermoves Actions or Statements
<ul style="list-style-type: none"> ▪ You want to talk about the person who died and your child says “No!” ▪ Behavior problems get worse as result of discussing the grief wound ▪ Youth backs out of planned ritual ▪ Something Else... 	<ul style="list-style-type: none"> <input type="checkbox"/> (a) Apologize to child for trying to talk too soon and instead suggest, “Let’s do something to honor the person”- activity that you do to dedicate to the person or make a collage or scrap book, (b) Funniest or best memory –leave for whole week and then read it over his favorite meal; (c) Find out if you can “why” youth doesn’t want to talk (d) Make An Appointment to Talk Later; (e) A note of what you want to say with questions that can be answered <input type="checkbox"/> (a) Normalize and don’t take it personal; (b) Proactively prepare for it; (c) Bring in Designated Grief Coach; (d) (paradox) Work out time each day or on weekends for youth to act out and misbehave to get hurt out of system; (e) Sublimation-Take hurt and help others less fortunate (Homeless Shelter, Habitat for Humanity, Nursing Home, etc.; (f) Hold accountable & weather the storm <input type="checkbox"/> (a) Do it anyway and leave a note for youth to fill in to tell loved one you apologize for not making it; (b) Do it later; (c) Just come, don’t have to say anything <input type="checkbox"/>
Classic Moves What will you do if? around Forgiveness	Countermoves Actions or Statements
<ul style="list-style-type: none"> ▪ You apologize and youth refuses to accept it or says they don’t believe you ▪ Youth Accepts Apology But Does Not Change Misbehavior 	<ul style="list-style-type: none"> <input type="checkbox"/> (a) Cannot Take it Personally b/c Youth is Not Ready to Trust Yet, (b) Get with Coach and Make a Multiple Choice Checklist of “Actions Speak Louder than Words” And Slide Under Door For Youth to Check Off; (c) Document Forgiveness Actions With Coach and Then Apologize Again <input type="checkbox"/> (a) Maintain Unconditional Love While Being Consistent With the Rules to Demonstrate the Separation of Youth From Misbehavior Concept

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<ul style="list-style-type: none"> ▪ Something Else.... 	<p>to Build Trust; (b) Normalize and Prepare for It; (c) Reframe- Youth Accepted Apology but Still Has Poison And Needs An Increase of Nurturance So They Can Trust that You Will Not Abandon Them- Get With Coach to Determine Nurturance Steps; (D) Begin a “Dare to Love” Campaign Framework for the Next 30 days</p> <ul style="list-style-type: none"> <input type="checkbox"/>
<p style="text-align: center;">Classic Moves What will you do if? around Revealing Secrets</p>	<p style="text-align: center;">Countermeasures Actions or Statements</p>
<ul style="list-style-type: none"> ▪ Youth Retaliates or Runs Away ▪ Youth Refuses to Talk About “Secret” Traumatic Event 	<ul style="list-style-type: none"> <input type="checkbox"/> (a) Normalize and Prepare for It; (b) Assure His/Her Safety And Convey Message Not Your Fault; (c) Show Good Will Hunting “Not Your Fault” scene with Coach present; (d) Put Safety Accountability Plan in Place With Coach With “Pledge to Protect” <input type="checkbox"/> (a) Adult pledges to youth that event will only be discussed for a specific time and at a specific safe place; (b) Write it or Draw it Out and Then Burn It And if Needed Write it until you get it out
<p style="text-align: center;">Classic Moves What will you do if? around Nurturance</p>	<p style="text-align: center;">Countermeasures Actions or Statements</p>
<ul style="list-style-type: none"> ▪ Plan Special Outings and Then Youth Refuses ▪ Youth Refuses to Accept Hug ▪ Refuses Positive Teen Report ▪ Something Else... 	<ul style="list-style-type: none"> <input type="checkbox"/> (a) Don’t Take No For an Answer; (b) Offer a Bribe Because Needs to Experience Success; (c) Reschedule and Keep Going Next Week <input type="checkbox"/> (a) Side Hug or Pat But Do Not Quit; (b) Do an “I Hug You” Note Hug With Praise for a Couple of Days and Try Again; (c) Toss a Ball in the Back Yard; (d) Special Outing substitute and try again (e) Reframe Hug Muscles Are Sore and Out of Practice. <input type="checkbox"/> See Page 62 of Survival Kit <input type="checkbox"/>

Props Needed:

- Typed Playbook
- Flip Chart
- Pre-drawn Countermoves sheet on flip chart
- Handout of Countermoves sheet

Wound Work Phase #3: Countermoves and Dress Rehearsals

Step 1: Meet with adults without youth present to co-create “What will you do if?” Countermoves Checklist – See template example above

Step 2: Dress Rehearsal with Each “What will you do if?” scenario

- Rate Performance On a scale of 1 to 5

Step 3: If more than 45 minutes left in session see youth alone and go over the “what will I do if?” scenarios and get their suggestions and tweak it or do some dress rehearsals if applicable

- If applicable come up with youth’s “what if?” scenarios

IF NOT 45 MINUTES LEFT END SESSION AND PICK THIS UP AT THE BEGINNING OF THE NEXT SESSION!

Step 4: Make sure to emphasize Key Members Must be Present for next session

Pre-session Preparation for Next Session to conduct an Enactment or to give to the family before they implement the Playbook:

1. Type out Countermoves Checklist and laminate it along with the playbook
2. Make sure key villagers will be present for the enactment or implementation of the Playbook

Session or Home Ritual:
Implementation of Wound or Primal Need Playbook

Step 1a- Enactment with PLL Coach Present

- **IF RAN OUT OF TIME LAST SESSION BEGIN WITH YOUTH ALONE TO DEVELOP COUNTERMOVES OR FINISH UP WHAT WAS BEGUN LAST SESSION**
- **If direct coaching needed, have all parties present and perform enactments right in the session (talking about grief, revealing secrets, practicing hugs, an apology, etc)**

Step 1b- Home Ritual with or without PLL Coach Present

- **If home ritual prescribed (special outings, going to gravesite, etc.) either go to the home or call to monitor the success/outcome of the ritual**

Props Needed:

- Flip Chart
- Red Flags Checklist (likely already prepared)
- Skills Seek Power Point Game

Wound Work Phase #4: Consolidate Gains, Red Flags, and Callbacks

Step 1: On the flip chart, write everyone's assessment of the effectiveness of the Playbook on a scale of 0% meaning it has brought no healing and 100% meaning that healing has occurred.

Step 2: Ask how come the # is not lower...ask for at least three things that each person is doing right to help the wound or unmet primal need heal as well as they say it is healing 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 are now doing right to bring healing to their wound or unmet primal need.

- Write these ratings on the flip chart next to each thing 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 their healing on the scale of 0% to 100%. Write down each idea.

Step 5: Revisit the Red Flags Checklist created after the Core Four Phases and add any new red flags from the wound work that are needed

Step 6: Make sure that a second Playbook is not needed

Step 7: Plan the Skills Seek Game to generalize their skills (if not already done)

Step 8: Schedule their first 30-day callback and close case

Appendix A – Seed Definition Worksheet

<p><input type="checkbox"/> Misuse of Power</p>	<p>Misuse of Power and Control occurs when</p> <ul style="list-style-type: none"> • Children are “drunk with power” when 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. • In wolf packs they would be the alpha male or female or the pack leader on top while you, the parent, would be down underneath them. And it is the parents or adults that should be the pack leaders • Finally, adults misuse power by becoming emotionally or physically abusive to another person in an effort to control them. <p>So ask yourself this question?</p> <p>Are any of the problems or stressors that you listed on your chart caused by misuse of power issues? If the answer is “yes”, check the box.</p>
<p><input type="checkbox"/> Unhealed Wounds/ Painful and Unhealed Life Experience</p>	<p>Unhealed Wounds Typically Happen in One of Two Ways</p> <ul style="list-style-type: none"> • #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. • #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. Family secrets or unforgiveness only make the wound worse. <p>So ask yourself this question?</p> <p>Are any of the problems or stressors that you listed on your chart caused by unhealed wounds? If the answer is “yes”, check the box.</p>

<p><input type="checkbox"/> Mental or Physical Impairment</p>	<p>Mental Impairment or a chemical imbalance in the brain can happen when.</p> <ul style="list-style-type: none"> • <u>Chemical Imbalance or Mental Impairment-</u>. Occurs when there is evidence that the symptoms (depression, ADHD, violence, hyperactivity, substance abuse, etc.) are mainly caused by a chemical imbalance in the brain that can be helped by medications (Prozac, Ritalin, Zoloft, Paxil, Celexa, 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. • <u>Physical Impairment-</u> This happens 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. <p>So ask yourself this question?</p> <p>Are any of the problems or stressors that you listed on your chart caused by a Chemical imbalance or physical impairment? If the answer is “yes” check the box.</p>
<p><input type="checkbox"/> Unmet Primal or Spiritual Needs</p>	<p>Unmet Primal Needs can occur one of two ways.</p> <ul style="list-style-type: none"> • #1- Our basic needs are not met – Food, clothing, shelter, feeling safe in our home or neighborhood, etc. If these needs are not met stress skyrockets. • #2- Every human being needs an emotional attachment, love, hugs. For example, foster children often have problems with emotional attachments and often react with symptoms or stressors of out of control behavior, depression, or cutting on their arms. <p>Unmet Spiritual Needs occur when:</p> <ul style="list-style-type: none"> • 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, inability to sleep, or medicating the pain with prescription drugs or alcohol. <p>So ask yourself this question?</p> <p>Are any of the problems or stressors that you listed on your chart caused by unmet primal or spiritual needs? If the answer is “yes” check the box.</p>

Appendix B – Pre Session Preparation for Phase II

Pre-session Preparation for Phase II

Directions for Pre-session Preparation Prior to Phase II

Step 1: Pick the Top Two or Three Undercurrents Directly Connected to the Particular Symptom and Seed Selected

- *Goal #1: Based on the seed and symptom/stressor picks with your family from Phase I, select the particular unhealthy and healthy undercurrent counterparts for that particular seed and symptom combination.*
- *Goal #2: Limit your undercurrents to the top two or three that are directly helping your seed and symptom pick to thrive and continue to exist.*



Fill In Seed and Symptom Picks from Phase I

Seed= _____

Symptom= _____

Answer the question: “What are the top two or three unhealthy undercurrents within the seed category of _____ listed above that are directly responsible for causing the symptom of _____ listed above for this particular family?”

See Appendix C for Process Undercurrent Worksheets



From the List Below, Circle the Unhealthy Undercurrents and Healthy Counterparts that correspond with your seed and symptom picks:

Misuse of Power

- Empty threats – **No empty threats**
- Caustic Communication – **Soft Talk, Calm Voice, Praise/Appreciation**
- Lack of Consistent Discipline – **Consistent Discipline**
- Role Confusion – **Role Clarity**
- Lack of Consistent Nurturance – **Unconditional Love, Consistent**

Nurturance

- Dance of Violence – **De-escalation Tactics, Playfulness, Safety**
- Boundary Violations - **Creation of Boundaries**
- Different Parent or Marital Philosophies – **Same Philosophies or Work Together**
- Lack of a Support Village – **Mobilize or Create a Village**

Unhealed Wounds

- Unresolved Grief Loss – **Grief Education and Resolution**
- Betrayal or Abandonment - **Security, Forgiveness, Unconditional Love**
- Family Secrets - **Reveal Secrets/Safety**
- Physical or Mental Abuse – **Support, Courage to Leave, Forgive**
- Lack of Forgiveness/Bitterness – **Forgiveness**
- Lack of Consistent Nurturance – **Unconditional Love, Consistent Nurturance**
- High Anxiety – **Safety or Security**
- High Stress – **Relaxation or Diversionary Tactics**

Physical or Mental Impairment

- Drawn Out Medical Illness – **Education, Support, Stress Management**
- Someone Seen As Patient/Mental Case – **Normality and Accountability**
- Chemical Imbalance – **Psychotropic Medications**
- Brain or Mental Impairment – **Consistent Structure, Education, Support**
- Lack of Forgiveness/Resentment - **Forgiveness**
- Lack of Consistent Nurturance – **Unconditional Love, Consistent Nurturance**

Unmet Primal Needs

- Maslow's Unmet Hierarchy of Needs – **Fill in "Missing" Maslow Need**
- Lack of Attachment or Bonding – **Attachment Bonds**
- Lack of Forgiveness/resentment – **Forgiveness, Prayer**
- Lack of Connection to God or Higher Power – **Connecting to God/Higher Power**
- Mind, Body and Spirit Unbalanced – **Restoring Balance**

STEP 2: Based on your top two or three unhealthy undercurrent picks from Step #1, select from the menu of strategic interventions listed under each undercurrent to inject the missing healthy undercurrent in your particular family?

Please note: Each intervention selected must be illustrated in your behavioral contract or wound playbook. For example, if you select the button buster technique of "exit and wait" to curtail or stop the unhealthy undercurrent of caustic communication, then this strategy must be clearly written into both your feedback loops and behavioral contract or wound playbook.

- *Goal #1: Select the strategic directive or technique that will fill in the missing healthy undercurrent selected in Step 1 and best fits the needs of the particular family you are working with.*
- *Goal #2: Make sure you are not overloading your family with too many techniques. Two or Three is all one needs to begin with.*
- *Goal #3: Make sure any technique selected is represented in the "after" feedback loops that are drawn in Step 4 below*

☐ If the seed of “drunk with power” was selected, please check off the strategic interventions you will use.

Recommended Techniques to Heal “Drunk with Power” Seeds	
<i>Healthy Undercurrents (in Bold)</i>	<i>Recommended Techniques to Inject Healthy Undercurrent</i>
<p>(Empty Threats/Lack of Consistent Discipline)</p> <ul style="list-style-type: none"> • No Empty Threats/Consistency 	<ul style="list-style-type: none"> ☐ Episodes from Super Nanny ☐ Behavioral Contracting- PYOCT-pp.29-79
<p>(Caustic Communication)</p> <ul style="list-style-type: none"> • Supportive Communication 	<ul style="list-style-type: none"> ☐ Behavioral Contracting- PYOCT-pp.29-79 ☐ Positive Teen (PTR) or Parent Report (PPR)- PYOCT-p.60 ☐ Being Playful and Unpredictable- PYOCT- pp.232-233 ☐ Exit and Wait- PYOCT-pp.99-107 ☐ Short and to the Point & Reflectors- PYOCT-pp.107-110 ☐ Creating Soft Talk- PYOCT-pp.324-327
<p>(Role Confusion/Boundary Violations/Unclear Hierarchy)</p> <ul style="list-style-type: none"> • Role Clarity/Clear Boundaries/Correct Hierarchy- 	<ul style="list-style-type: none"> ☐ Contracting: Parents Roles Clarified- See Sample Contracts ☐ Sculpting- See Sample Contracts
<p>(Lack of Consistent Nurturance)</p> <ul style="list-style-type: none"> • Restoration of Consistent Nurturance 	<ul style="list-style-type: none"> ☐ Special Outings- PYOCT-pp.301-306 ☐ Positive Teen (PTR) or Parent Report (PPR)- PYOCT-p.60 ☐ Use of Hugs- PYOCT-pp.313-317 ☐ Restore Good Feelings- PYOCT-pp.318-319 ☐ A Trust Bank Account for the Teen- PYOCT-pp.319-324 ☐ The Movies: Antwone Fischer or The Horse Whisperer
<p>(Dance of Violence)</p> <ul style="list-style-type: none"> • Peace/Playfulness and Firm Boundaries 	<ul style="list-style-type: none"> ☐ Education: 5 Levels of Teen Aggression- PYOCT-pp.221-228 ☐ Call a Nonviolent Town Meeting- PYOCT-pp.228-232 ☐ Co-Written Anti-Violence Contract with Teen- PYOCT-234-236 ☐ Exit and Wait- PYOCT-pp.99-107 ☐ Non-Aggression Contracts- See Sample Contracts ☐ Being Playful and Unpredictable- PYOCT- pp.232-233 ☐ Video or Audio Tape Playback- See Sample Contracts
<p>(Boundary Violations)</p> <ul style="list-style-type: none"> • Creation of Clear Boundaries 	<ul style="list-style-type: none"> ☐ Clarity of Parental and Village Roles- See Sample Contracts
<p>(Different Parent Philosophies))</p> <ul style="list-style-type: none"> • Get the Adults on the Same Page 	<ul style="list-style-type: none"> ☐ Glass is Half Empty or Half Full- PYOCT- pp-20-28 ☐ Point out Differences in Feedback Loops
<p>(Lack of a Support Village)</p> <ul style="list-style-type: none"> • Mobilize the Village with Clear Roles 	<ul style="list-style-type: none"> ☐ Modify Non-Violent Town Meeting- PYOCT- pp-228-232 ☐ Contracting: Village Role Clarified- Survival Kit- pp-110-120

☐ If the seed of “Mental or Physical Impairment” was selected, please check off the strategic interventions you will use.

Recommended Techniques to Heal “Mental or Physical Impairment” Seed	
<i>Healthy Undercurrents (in Bold)</i>	<i>Recommended Techniques to Inject Healthy Undercurrents</i>
(Drawn Out Medical Illness) • Education/Support/Stress Management	<input type="checkbox"/> Direct Family to Key Informational Internet Links or Resources <input type="checkbox"/> Clarify Roles of Supporters- See Sample Contract <input type="checkbox"/> Co-Create Stress Mgt Contract- See Sample Contract
(Someone Seen As a Patient/Mental Case) • Normality and Accountability	<input type="checkbox"/> <i>Is the Glass Half Empty or Half Full?-</i> See Sample Contract <input type="checkbox"/> Accountability Contracts- See Sample Contract <input type="checkbox"/> Indirect Directives- See Sample Contract
(Chemical Imbalance) • Psychotropic Medications	<input type="checkbox"/> Psychiatrist and PLL Collaboration- See Sample Contracts <input type="checkbox"/> Accountability Contracts- See Sample Contracts
(Brain or Physical Impairment) • Consistent Structure, Education, Support	<input type="checkbox"/> Normalization- See Sample Contracts <input type="checkbox"/> Clarify Roles of Supporters- See Sample Contract <input type="checkbox"/> Specialized Contracts- See Sample Contract
(Lack of Forgiveness/Resentment) • Forgiveness	<input type="checkbox"/> <i>The Apology Enactment</i> <input type="checkbox"/> <i>Sculpting</i> <input type="checkbox"/> <i>Empty Chair Enactment</i> <input type="checkbox"/> <i>Random Acts of Kindness Playbook</i> <input type="checkbox"/> <i>Prayer & God</i> <input type="checkbox"/> <i>Non-Violence Pledge Playbook</i> <input type="checkbox"/> <i>The Heart Transplant Playbook</i>
(Lack of Consistent Nurturance) • Restoration of Consistent Nurturance	<input type="checkbox"/> <i>Special Outings- PYOCT-pp.301-306</i> <input type="checkbox"/> <i>Positive Teen (PTR) or Parent Report (PPR)- PYOCT-p.60</i> <input type="checkbox"/> <i>Use of Hugs- PYOCT-pp.313-317</i> <input type="checkbox"/> <i>Restore Good Feelings- PYOCT-pp.318-319</i> <input type="checkbox"/> <i>A Trust Bank Account for the Teen- PYOCT-pp.319-324</i> <input type="checkbox"/> <i>The Movies: Antwone Fischer or The Horse Whisperer</i>

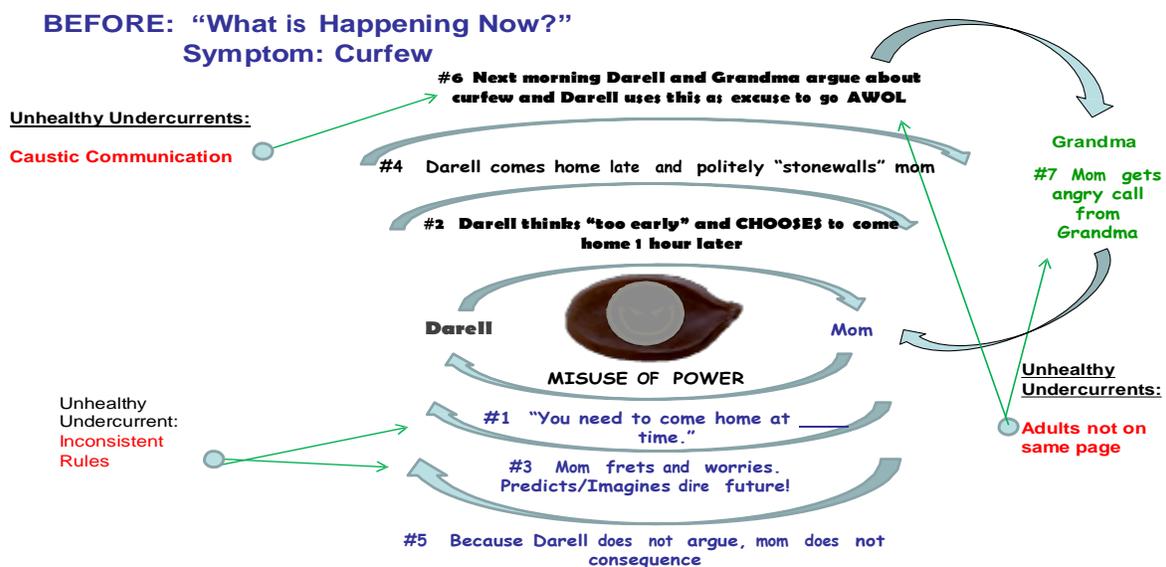
STEP 3: Draw out the “Before” Feedback Loops to illustrate the unhealthy undercurrents associated with the seed and symptom picks.

Please note: The “before” feedback loops are a visual representation of what is currently happening now in your client’s family. These are the current dysfunctional interactional patterns between the adolescent and their parent or other siblings around the seed and symptom selected. The “before” or current feedback loop should answer the question: **“What unhealthy undercurrents does the parent currently use to help their teenager misbehave around the particular symptom selected?”**

- Goal #1: Visually pre-draw the unhealthy undercurrents selected in Step #1 around the particular symptom selected.
- Goal #2: Use the Powerpoint templates to draw the before and after feedback loops or draw them by hand on a “cheat sheet”.
- Goal #3: You will bring your “cheat sheet” of the before feedback loops with you to the next coaching session to show the family.

Directions to Complete the “Before” Feedback Loops

- ❑ Use the Coaching Supervision Handbook template worksheet on page 13 of your handbook to fill in the before feedback loop or use the PowerPoint template.
- ❑ Write in the Symptom/Stressor and the Seed you listed in Step 1 on worksheet or PowerPoint Slide
- ❑ Write in the Youth’s first name and parent and caregiver’s name (be sure to include all the Key players in the feedback loops).
- ❑ Draw out the unhealthy undercurrents that are occurring in the before feedback loop and draw arrows that point out exactly when they are occurring (These undercurrents should match the top two or three unhealthy undercurrents selected in Step 1)- [In the clinical example below these are “caustic communication”, “adults not on same page”, and “inconsistent rules.”



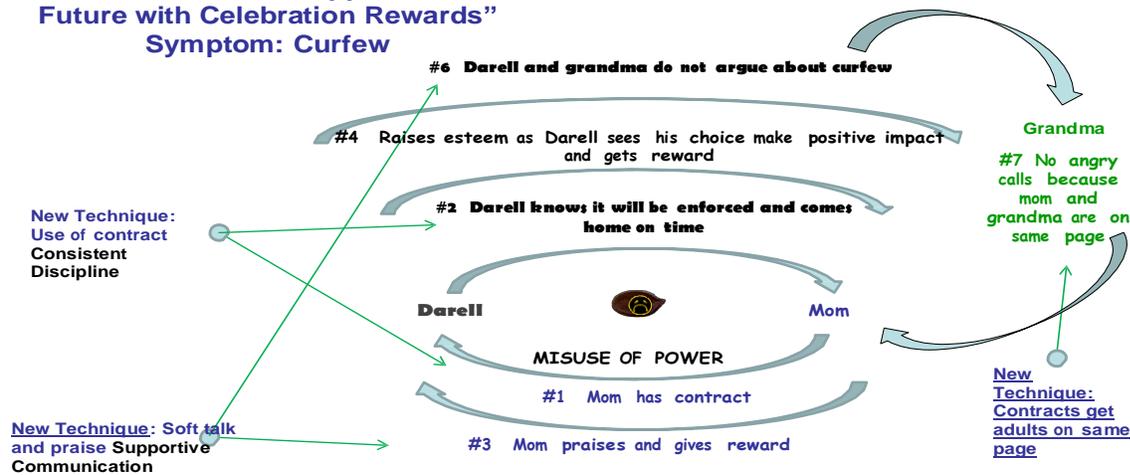
Step 4- Draw Out the “After” Reward and Consequence Feedback Loops to Illustrate Your Missing Healthy Undercurrent Picks and needed strategic techniques

Please note: These two diagrams are used to visually illustrate what the healthy undercurrent dance between parent and teenager will look like in the future once a loophole free behavioral contract is developed in Phase II and pre-determined rewards and consequences are implemented. The “after” or future feedback loops should answer the question: **“What healthy undercurrents and strategic techniques does the parent need to implement in the future to help their teenager behave and eliminate the toxic seed & symptom?”**

Directions to Complete “After” Reward Feedback Loops

- Use the Coaching Supervision Handbook template worksheet on page 13 of your handbook to fill in the before feedback loop or use the PowerPoint template.
- Again, write in the Youth’s first name and parent and caregiver’s name
- Draw out future healthy undercurrents and the corresponding techniques that would occur in the after reward feedback loop and draw arrows that point to exactly when the techniques are occurring (These undercurrents should match the top two or three healthy undercurrents selected in Step 1 and the techniques in Step 2)- [In the clinical example below these are “supportive communication” and the strategic technique is the use of praise, and “consistent rules” using the technique of contracting which also gets the adults on the same page.]
- Highlight how the application of these new techniques and healthy undercurrents around the use of rewards will help shrink the misuse of power or the physical or mental impairment seeds.
- The “After” Feedback Loops should be the “flip” of the before feedback loops.

After: “What will Happen in the Future with Celebration Rewards”
Symptom: Curfew

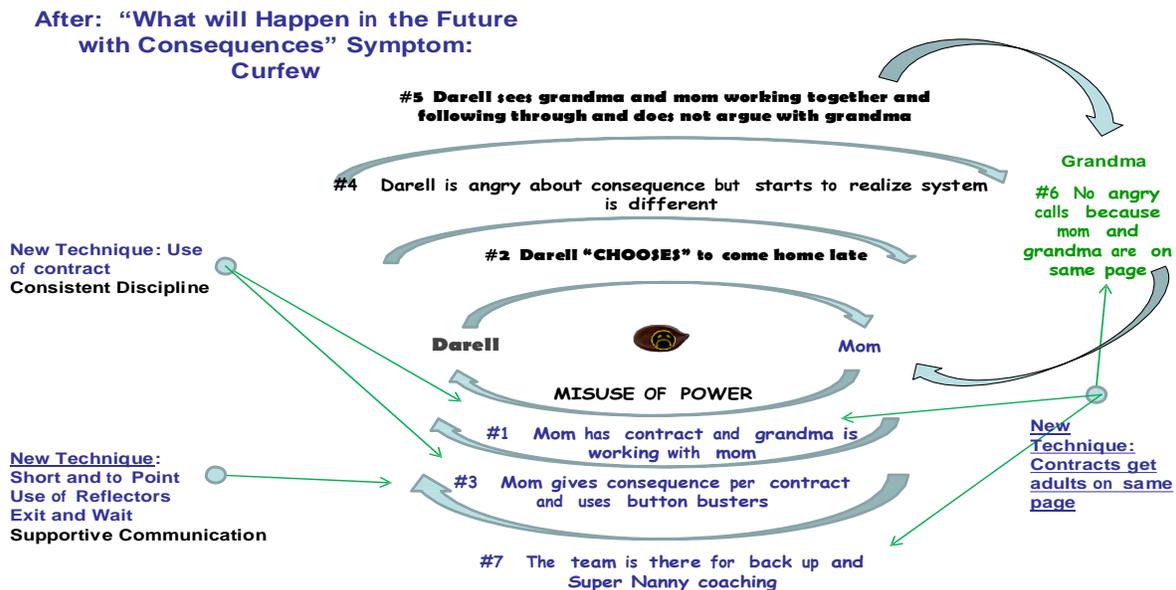


Directions to Complete “After” Consequence Feedback Loops

- Use the Coaching Supervision Handbook template worksheet on page 12 of your handbook to fill in the after feedback loop or use the PowerPoint template.
- Again, write in the Youth’s first name and parent and caregiver’s name
- Draw out the future healthy undercurrents and the corresponding techniques that would occur in the after consequence feedback loop and draw arrows that point out exactly when the techniques are occurring (These undercurrents should match the top two or three healthy undercurrents selected in Step 1 and the techniques in Step 2)- [In the clinical example these are “supportive communication” and the strategic technique is the use exit and wait, short and to the point, and use of reflectors, and “Consistent rules” with the technique of contracting which also gets the adults on the same page.]

Note: The technique of contracting will be the same but with the use of consequences there will be possible additional techniques that you would not use in the administration of rewards such as button busters like exit and wait, short and to the point, being unpredictable, etc.

- Highlight how the application of these new techniques and healthy undercurrents around the use of consistent consequences will help shrink the misuse of power or the physical or mental impairment seeds.



Step 5- Prepare Materials for Phase II/Next Coaching Session

After all of your feedback loops are drawn, complete the following checklist before your next coaching session begins.

- Pre-draw out each of the feedback loop templates like the example below (before, reward, and consequences) onto flip chart paper that you can hang up side by side to show the family like pictures on a wall and bring with you to the next coaching session along with your completed cheat sheets (pre-drawn loops). The only exception is if your choice is to use Powerpoint Templates ahead of time and you are planning to show them to the family through your LCD projector or laptop.

What is happening now that is causing _____ (symptom) and the Toxic seed of _____ to keep growing and remain unchanged

Youth



Parent

- ❏ Select the sample contract template that corresponds with the particular symptom you are addressing. You will use this template to help you custom create your family’s contract during the next coaching session.
- ❏ After selecting the contract template that corresponds with the particular symptom selected, create a contract template like the example listed below on a giant flip chart to “jump start” the family when you begin the next coaching session in Phase II. Fill in as much as possible and leave the rest blank to be filled in by you and the parent or caregiver.
- ❏ Bring the draft contract with you and reproduce your customized template onto a flip chart or project it up on the screen using an LCD projector.
- ❏ **Make sure that your healthy undercurrents and techniques in your “after” feedback loops match-up with your contract draft- *The healthy undercurrents should be written into the contract using parenthesis.***

Here is an Example Template to Re-Create on Flip Chart or Project Using an LCD projector

<p>List Symptom or Stressor Here: <u> <i>Disrespect</i> </u></p> <p>Rule #1: Write out introductory statement here - Joe’s behavior will be considered an act of disrespect if he does one or more of the following:</p> <p>List Concrete Behaviors Below: (Helps with stopping empty threats and caustic communication or arguments)</p> <ul style="list-style-type: none"> • Not doing what he is asked the first time (examples: getting started on homework, picking up after himself) • Swearing • Rolling his eyes in disgust • ??? • ??? 	<p style="text-align: center;">Leave Room Below to Hand Write Parent’s and Teen’s Top Three List From Top 10 Consequences</p> <p><u>List Parent’s Top Three List</u></p> <p>#1-</p> <p>#2-</p> <p>#3-</p> <p><u>List Teen’s Top Three List</u></p> <p>#1-</p> <p>#2-</p> <p>#3-</p>
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Rewards—(Helps with praise and appreciation to create soft talk and being consistent)

It's not about the reward; it's about the parents actively complimenting the teen.

Daily or Celebration Reward:

Bonus Reward:

1st week = 5 straight days:

2nd week = 7 straight days:

Negative Consequences- (Helps with no empty threats)

1st offence = no daily reward (.....) +

2nd offence = no daily reward (.....) +

3rd offence = no daily reward (.....) +

You are now ready to proceed to Phase II.

Appendix C – Process Undercurrent Worksheets

Process Undercurrent Worksheet for “Misuse of Power” Seed	
Unhealthy Undercurrents	Opposite Healthy Undercurrents-(In Bold)
<p><input type="checkbox"/> Empty Threats- (Parent frequently or constantly tells the child or adolescent that if they continue to misbehave that “x” punishment will occur but it is never implemented or enforced)</p>	<p>No Empty Threats - (Parent frequently or constantly tells the child or adolescent what will happen if they misbehave and they <i>do exactly</i> what they said they will do)</p>
<p><input type="checkbox"/> Caustic Communication- (Adult, parent, or child yells at, screams at, or criticizes one another 51% or more of the time when they communicate)</p>	<p>Soft Talk, Calm Voice, Praise/Appreciation- (Communication is now done with a soft or calm voice and frequent praise and appreciation is in place of criticism)</p>
<p><input type="checkbox"/> Lack of Consistent Discipline- (Parent may not use empty threats and have consistent follow through but their follow through or discipline is different depending on the day in the week. Kids describe this as the “line in the sand” that is constantly moving.</p>	<p>Consistent Discipline- (Parent or caregiver writes out a pre-determined clear rule and consequence on a written contract and follows though no matter what.</p>
<p><input type="checkbox"/> Role Confusion- (Adult or Child controls mood of household with threats of violence or other extreme behaviors and acts as the parent if a child or lords over the other as an adult. Hierarchy is mixed up. Child is in charge, not the parent or in adults relationship not egalitarian, one dominate over the other)</p>	<p>Role Clarity- (Parent or caregiver controls the mood of household and acts as the parent/caregiver through consistent rules and discipline. Hierarchy is not mixed up-Parent is clearly seen as the person in charge and the child or teen follow their leadership. With adults, the person no longer controls the mood of the household or dominates another through threats or intimidation and roles become more egalitarian)</p>
<p><input type="checkbox"/> *Lack of Consistent Nurturance- (Severe lack of good physical touch, special outings, or restoring good feelings after a fight over time begins to cause bitterness or resentment which can lead to retaliation, violence, or acting out behavior)</p>	<p>Unconditional Love, Consistent Nurturance- (Unconditional acts of nurturance regardless of how a person treats you unless severe abuse or neglect. Consistency in areas of good physical touch, special outings, or restoring good feelings after a fight)</p>
<p><input type="checkbox"/> *Dance of Violence- (Arguments or conflicts between child and their siblings, relatives, parents, or between adults that frequently escalate into threats or physical acts of violence. In adults this “dance” is sometimes referred to as the “battered wife syndrome”)</p>	<p>De-escalation Tactics, Playfulness, Safety - (Clients employ de-escalation tools such as “exit and wait”, safety plan in place with severe consequences to those who violate plan, humor and playfulness brought back into relationship)</p>
<p><input type="checkbox"/> Boundary Violations- (Relationships between parent and child or between adults are either too enmeshed or too disengaged)</p>	<p>Creation of Boundaries- (If the relationship is too enmeshed there is a need to create greater distance or privacy between people. If relationships are too disengaged, there is a need to establish greater closeness, communication, and bonding)</p>
<p><input type="checkbox"/> Different Parent or Marital Philosophies- (Two or more key caregivers in the child’s life disagree on the best approach of discipline or nurturance. In adults, there is great disagreement on roles, responsibilities, or how to interact with one another)</p>	<p>Same Philosophies or Work Together (Learn how “divide and conquer” tactics work between children and parent, learn how to “get on the same page” or learn how to compromise so that differences do not tear the relationship apart).</p>
<p><input type="checkbox"/> Lack of a Support Village- A child or adult can become “drunk with power” and dominate when the parent or spouse is alone and isolated from extended family members or friends because of physical distance or a lack of time or effort. There is safety in numbers and also empowerment.</p>	<p>Mobilize or Create a Village (Parents or adults who are being dominated or controlled by a child or another adult can suddenly be empowered and regain lost authority when a village of friends, neighbors, or extended family are mobilized).</p>

Process Undercurrent Worksheet for “Unhealed Wounds” Seed

Unhealthy Undercurrents	Opposite Healthy Undercurrents-(In Bold)
<p><input type="checkbox"/> Unresolved Grief or Loss- (This occurs when the adult or child has failed to (a) have closure or say good-bye; (b) embrace support and instead isolates or withdraws; (c) talk about the grief or go through the stages of death and dying)</p>	<p>Grief Education and Resolution- (Most people do not have a handbook on how to grieve in a healthy manner. Therefore, grief education is a must as well as specific ways to gain closure and support)</p>
<p><input type="checkbox"/> Betrayal or Abandonment- (Adult or child experiences a sudden and often times unexpected betrayal from a loved one or sudden abandonment such as a divorce or blown foster care placement)</p>	<p>Security, Forgiveness, Unconditional Love (Person who was betrayed or abandoned is able to forgive that person. The abandoned child or adult finds security and/or experiences unconditional love)</p>
<p><input type="checkbox"/> Family Secrets- (Following a traumatic event the individual, couple, or family is told or coerced into keeping the event a secret such as sexual or physical abuse.</p>	<p>Reveal Secrets/Safety- (Secrets are talked about and revealed and the person feels safe to do so).</p>
<p><input type="checkbox"/> Physical or Mental Abuse- (Adult or child experiences days, months, or years of physical or mental abuse. It can be a onetime event such as rape or sexual abuse or last months or years such as domestic violence or mental abuse)</p>	<p>Support, Courage to Leave, Forgive- (Person who is abused now receives the necessary support or is no longer isolated. They may also need to find the courage and necessary resources to leave and also be able to forgive themselves or others)</p>
<p><input type="checkbox"/> Lack of Forgiveness/Bitterness- (Adult or child experiences a traumatic event such as a divorce or an emotional hurt or betrayal by another person that they cannot forgive)</p>	<p>Forgiveness- (Person is able to forgive the person or the event whether they are currently living or dead)</p>
<p><input type="checkbox"/> *Lack of Consistent Nurturance- (Severe lack of good physical touch, special outings, or restoring good feelings after a fight over time begins to cause bitterness or resentment which can lead to retaliation and deep wounds)</p>	<p>Unconditional Love, Consistent Nurturance- (Unconditional acts of nurturance regardless of how a person treats you unless severe abuse or neglect. Consistency in areas of good physical touch, special outings, or restoring good feelings after a fight)</p>
<p><input type="checkbox"/> High Anxiety- (Unlike the previous six undercurrents high anxiety or even panic attacks do not typically cause unhealed wounds but are a by-product of it. The adult or child with such high anxiety typically cannot rest their minds, sleep, or function day to day)</p>	<p>Safety or Security- (The adult or child are made to feel safe or secure through support or consistent structure. The village is often mobilized to help fill in this missing safety or security. If the person self-mutilates or is suicidal a safety plan is initiated)</p>
<p><input type="checkbox"/> High Stress- (As with anxiety, high stress does not typically cause unhealed wounds but is a by-product of it. The adult or child with high stress also cannot rest their minds, sleep, or function day to day. In addition, the person has difficulty concentrating and is highly impulsive)</p>	<p>Relaxation or Diversionary Tactics- (The adult or child are taught stress reduction and relaxation techniques such as exercise or deep breathing. Diversionary tactics (sports, vacation, hobbies, etc) are implemented to divert the mind from the stress instead on ruminating on it)</p>

Process Undercurrent Worksheet for “Physical or Mental Impairment” Seed

Unhealthy Undercurrents	Opposite Healthy Undercurrents-(In Bold)
<p><input type="checkbox"/> <u>Drawn Out Medical Illness</u> - (Physical impairment occurs when the adult or child suffers from a debilitating illness such as a brain injury, cancer, cerebral palsy, spinal cord injury, obesity, Alzheimer’s, Down Syndrome, etc. The spouse or entire family has to change a normal lifestyle to accommodate to the person with the illness.)</p>	<p>Education, Support, Stress Management- (Most people do not have a handbook on how to emotionally handle the stress of a debilitated family member. Therefore, education is a must as well as the mobilization of support and stress management)</p>
<p><input type="checkbox"/> <u>Someone Seen As Patient/Mental Case</u>- (Mental Impairment occurs when the individual is treated as if they were frail and incapable when they are not, or not accountable for their misbehavior when they should be, such as a child with ADHD who refuses to do homework or accept consequences because they have ADHD)</p>	<p>Normality and Accountability (Depending on the case, the person make be misdiagnosed or using the label as an excuse to not be accountable. The therapist must convince the person or system that the person is not frail but normal or stuck in a rut who needs accountability)</p>
<p><input type="checkbox"/> <u>Chemical Imbalance</u>-(Mental Impairment occurs when there is evidence that the symptoms (hearing voices, violence, hyperactivity, substance abuse, depression, etc.) are predominately caused by a chemical imbalance in the brain.</p>	<p>Psychotropic Medications- (Chemical imbalances in the brain can be positively affected by medications (Prozac, Ritalin, Zoloft, Paxil, Celexa, etc.)</p>
<p><input type="checkbox"/> <u>Brain or Mental Impairment</u> - (Mental or physical impairment occurs when there is a markedly abnormal or impaired development in social interaction or communication such as Autism, Aspergers, Tourettes, or impaired intellectual functioning through a brain injury or mental retardation)</p>	<p>Consistent Structure, Education, Support- (Adult or child requires a consistent structure and routine to decrease stress and improve functioning. Caretakers need education on latest advances and plenty of emotional support)</p>
<p><input type="checkbox"/> * <u>Lack of Forgiveness/Resentment</u>- (Caretakers of an individual with a severe physical or mental impairment run a high risk of resentment or unforgiveness because of the time, effort, and sacrifice it takes)</p>	<p>Forgiveness- (Person is able to forgive the person with these disabilities and understand that what has happened is not their fault)</p>
<p><input type="checkbox"/> * <u>Lack of Consistent Nurturance</u>- (Because the person with the disability takes so much effort and is often so hard to manage, there is a high risk for lack of nurturance)</p>	<p>Unconditional Love, Consistent Nurturance- (Unconditional acts of nurturance regardless of how person treats you unless severe abuse or neglect.)</p>

Process Undercurrent Worksheet for “Unmet Primal or Spiritual” Seed

Unhealthy Undercurrents	Opposite Healthy Undercurrents-(In Bold)
<p><input type="checkbox"/> <u>Maslow’s Unmet Hierarchy of Needs</u> - (Abraham Maslow’s (1970) “Hierarchy of Needs” research states that human beings have five basic primal needs which are like rungs on a ladder {physiological, safety, love and sense of belonging, self-esteem, self-actualize). The first rung of the ladder (basic physiological needs of hunger and thirst) must be attained before the individual can move up to the next rung of the ladder (the need for safety) and so on. While very few individuals will attain self-actualization, the last rung on the ladder, (less than 5% of the population), the risk for mental illness escalates if the top three basic needs of physiological,</p>	<p>Fill in “Missing” Maslow Need- (If one of the top three most basic primal needs is missing, the therapist will need to help the client system attain it. For example, a mother or father with an out of control teenager cannot begin to think about behavioral contracting if they still cannot get food on the table first)</p>
<p><input type="checkbox"/> <u>Lack of Attachment or Bonding-</u> (Attachment theory developed by John Bowlby (Bowlby, 1969; Bowlby, 1973; Bowlby, 1980), postulates a primal universal human need to form close affectionate bonds. At its core is the reciprocity of early relationships, which is a precondition of normal development probably in all mammals, including humans (Hofer, 1995)</p>	<p>Attachment Bonds (The therapist must “fill in what is missing” by giving the primary caregiver specific tools and strategies to form attachment bonds. The older the person, the more challenging this will become)</p>
<p><input type="checkbox"/> * <u>Lack of Forgiveness/Resentment-</u> (A lack of forgiveness or resentment often creates what is called “spiritual pain” or a “pain in the heart”. Most major religions recognize and talk about this connection and the need for forgiveness)</p>	<p>Forgiveness, Prayer- (Person is able to forgive another person. If a person believes in the spiritual, connection to forgiveness, prayer or acts of kindness are suggested)</p>
<p><input type="checkbox"/> <u>Lack of Connection to God or Higher Power-</u> (For many people a sense of high anxiety, lack of inner peace, mental illness, and balance can be traced back to a lack of connection to God or a Higher Power)</p>	<p>Connecting to God or Higher Power- (The individual, couple, or family find concrete ways to establish this connection through things such as prayer, a place of worship, a 12-Step Program, etc)</p>
<p><input type="checkbox"/> <u>Mind, Body, and Spirit Unbalanced-</u> (People are unbalanced in one or all of this areas. The mind is never quiet, the body has no exercise and is overweight, or there is no connection to God or a Higher Power)</p>	<p>Restoring Balance- (The individual, couple, or family find concrete ways to establish balance in the area or areas that they are unbalanced such as exercise to counteract obesity in the body, one day of rest and no work to rest the mind, etc)</p>

Appendix D – Contract Templates

DISRESPECT CONTRACT

RULE: Doga’s behavior will be considered **disrespectful** if he does one or more of the following:
(Healthy Undercurrent: Consistency)

- Does not comply with adult requests the first time he is asked to do something
- Argues, nags
- Uses inappropriate language (profanity & phrases such as “shut up,” “stupid”)
- Mumbles under breath
- Rolls eyes, sucks teeth, mimics parent
- Balls up fists, play fights

REWARDS: (Healthy undercurrents: Consistency and Nurturance)

If Doga goes all day and follows the Rule for Disrespect, he will receive his reward at 9pm each night

Daily Reward = 1 ticket	What tickets can get you: 1 = extra 30 minutes of TV <u>or</u> computer 3 = 1 hour late bedtime 10 = medium pizza 20 = new video or CD 40 = hip hop shirt 100 = \$20
Bonus Rewards: 7 straight days = 2 extra tickets 14 straight days = 5 extra tickets 30 straight days = 10 extra tickets + \$5 Next 30 straight days = 20 extra tickets	

Tickets can only be redeemed on days Doga is in good standing with no offenses.

CONSEQUENCES: (Healthy undercurrents: Consistency)

- 1st Offense = no ticket + no TV (in any room) for 24 hours
- 2nd Offense = no ticket + no TV (in any room) & no computer for 48 hours
- 3rd Offense = no ticket + no TV (in any room), computer, & phone for 72 hours

Backup Plans: With TV, dad disconnects cable; with computer, mom disables password; with phone, mom suspends service, with Doga paying reactivation fee to reconnect.

MOTHER’S ROLE: (Healthy undercurrents: Consistency and Supportive Communication)

- One verbal warning per day (if needed)
- Consequences will be administered with short & to the point language, with calm voice.
- If Doga gets angry or argues, mother will exit & wait. Doga following mother = Walmart shoes for 24 hours.

VILLAGE ROLE: (Healthy undercurrents: Supportive Communication & Nurturance)

Maternal aunts, maternal grandmother, & family friend Hawa will help mother smother Doga with love (hugs, kind words, homemade meals).

Chore List for James

Rule #1: The following chores must be completed by 7pm for mom's inspection, Monday – Friday:
(Healthy Undercurrent: Consistency)

- Clean Room (fold up bed, pick up dirty clothes, all stuff off floor, and book bag ready for next day and beside front door)
- Take Trash Out –Bedroom, Bathroom, Kitchen
- Wipe down dining room table and sweep floor
- Tuesdays and Thursdays wash, dry and put away dinner dishes

Rewards: (Healthy undercurrents: Consistency and Nurturance)

Daily Reward = \$1 Bill + a checkmark on the Bonus calendar

Bonus Rewards

- 5 days = Spend one night at friend's house (parent approval) or friend stays over (Fri or Sat night)
- 14 straight days = Eat out at Red Lobster on the upcoming weekend
- 21 straight days = \$25 for shopping trip to mall on the upcoming Saturday (mom will provide transportation and you may take two friends)

Consequences: (Healthy undercurrents: Consistency)

* First Offense: No daily reward + level 1 grounding for 24 hours (level 1 grounding means you must remain in the house and have no contact with friends via phone and no computer usage)

* Second Offense: No daily reward + level 2 grounding for 24 hours (level 2 grounding means you must remain in the house with no contact with friends via phone and no computer usage + no TV or video gaming)

* Third Offense: No daily reward + level 2 grounding for 48 hours

Consequences start over each Monday

Parent's Role: (Healthy undercurrents: Consistency, Supportive Communication, and Nurturance)

- Mom and Dad will give James One Positive Teen Report a Day for the Next 30 Days
- Mom and Dad will go on one special outing with James 1x per week on Thursday for the next month (4 times in the month)
- Mom and Dad will hug James daily at bedtime

Additional Dance Cards to decrease Caustic Communication and Tension:

- Mom or Dad will use the Anti-Button Pushing Strategy of Exit and Wait if James is (a) Not doing what he is told or (b) Talking back or Yelling; (c) with these statements:

Not Following Directions

“James we love you but what you are saying is disrespectful. I am going to leave and cool down for 3 minutes. If I come back and you are not doing what I asked the contract that we signed together will be enforced. I know you want to make the right decision because I looking forward to giving you a reward tonight”

Yelling or Talking Back

“James we love you but what you are saying is disrespectful. I am going to leave and cool down for 3 minutes. If I come back and you are still talking back or yelling the contract that we signed together will be enforced. I know you want to make the right decision because I looking forward to giving you a reward tonight”

Mom and Dad

Date

James

Date

CURFEW

Jeffrey will be considered late if he is one minute past **9:00 pm** according to his parents' watch. He must be physically inside the house & must check in with his parents upon return home. If he needs assistance with a ride home, he must ask his parents by 7:00 pm.

REWARDS: (Healthy Undercurrents of Consistency and Nurturance)

Rewards will be given each night at 9pm.

Daily Reward = 1 hour computer time to be used the evening the reward is given.

Bonus Rewards:

- 6 straight days = pizza with Louis, David, & Melvin
- 14 straight days = 2 movie tickets; call from Uncle John
- 30 straight days = cell phone with ____ pre-paid minutes

CONSEQUENCES: (Healthy Undercurrents of Consistency and No Empty Threats)

1st Offense = No daily or bonus rewards + no video games for 24 hours

2nd Offense = No daily or bonus rewards + no video games for 72 hours+ police called

3rd Offense = No daily or bonus rewards + police called + game system & games sold (items of comparable value can also be used)

The first day of each month, Jeffrey starts over at 1st offense.

FAMILY ROLE: (Healthy Undercurrents of Role Clarity, Consistency, and Supportive Communication)

- Marie & Yves will work as a team & will help each be consistent with Jeffrey.
- Consequences will be administered with short & to the point language.
- If Jeffrey escalates, parents will exit & wait.
- Family will participate in game night or outing together once a week.

Leaving without Permission Contract

Christian will be breaking the contract if one or more of the following happen:

(Healthy Undercurrents: Safety + Consistency)

- Leaving the house after Mom/Step-Dad has instructed him to stay home
- Walking out of the house and down the street when he gets angry
- Getting into the car with someone without permission from parents
- Not coming home at night when parents have given permission to go out for a set period of time
- Leaving the house during the night

CELEBRATION DAYS: (Healthy Undercurrents: Consistency, Safety & Nurturance)

Fourteen Straight Days = If Christian follows the contract for 14 straight days, he will be treated to a movie night with one friend. Mom and Step-Dad will buy movie tickets.

Thirty Straight Days = If Christian follows the contract for 30 days, he will receive a shopping day with \$50.00 to spend how he chooses.

CONSEQUENCES: (Healthy Undercurrents: Consistency and Safety)

1st offense = Christian will lose entire wardrobe, including shoes for 1 week. Mom will provide Christian with the only clothing he is allowed to wear + he will be dropped off and picked up at school by Mom, Step-Dad, or Papa for 1 week.

2nd offense = Loss of wardrobe + 24 hour watch (Mom or Step-Dad will be with Christian 24 hours a day, including school and sleeping hours. This will be put into place because Christian cannot be trusted to make safe decisions and follow the rules of the house.

3rd offense = Loss of wardrobe + Wanted Poster will be posted at school and in neighborhood (Wanted poster will offer cash reward to any person that calls Mom with Christian's whereabouts after midnight on any given night of the week).

**If at any time Mom learns of Christian's whereabouts, she will call the police and have them pick him up and bring him home.*

Mom's Role: (Healthy Undercurrents: Safety, Consistency & Supportive Communication)

Mom will call police if Christian leaves without permission

Administer consequences in calm voice with short and to the point language

Create Wanted Poster and check with school/neighborhood association about posting items

Check in with Christian on daily basis

Step-Dad's Role: (Healthy Undercurrents: Safety, Consistency & Supportive Communication)

Administer consequences in calm voice with short and to the point language

Speak with neighbor about writing down any license plate# that picks Christian up

Check in with Christian on daily basis

Papa's Role: (Healthy Undercurrents: Safety and Consistency)

Support family by picking up Christian at school when necessary and helping Mom when she is working and needs someone to check on Christian.

Signatures

Date

No Ditching School- Truancy

Rule #1: Johnny will break our “no ditching” school rule if he does one or more of the following: (Healthy Undercurrent: Consistency)

- Not get up for school on his own and be on the bus at 8am.
- Remain in school and attend all classes.
- Be in each class on time – no tardiness!

The parent will confirm with the attendance officer each day at 3pm (via email) that Johnny was in school on time with full attendance of all class with no tardiness.

If Johnny is sick and cannot attend or remain in school, it must be confirmed by mom, a medical doctor, or the school nurse.

REWARDS: (Healthy Undercurrents: Consistency and Nurturance)

Daily Reward = privilege of use of cell phone the rest of that day and next day (until mom checks for rule compliance at 3pm)

Bonus Rewards:

5 Straight days = One free Ringtone download

10 Straight days = Privilege of having two friends over for sleep-over the next weekend (either Friday or Saturday night)

15 Straight days = Two movie tickets + one large popcorn and small drink

30 Straight days = Purchase of 2 music CD's or one video game (game must be less than \$25)

NEGATIVE CONSEQUENCE: (Healthy Undercurrent: Consistency)

For each day you fail to get up for school on your own, miss the bus, or fail to attend all classes with no tardiness the following will take place:

1st Offense = No Daily Reward for rest of that day and next day until mom checks for rule compliance at 3pm next day + no computer privilege the rest of that day

2nd Offense = No Daily Reward for rest of that day and next day until mom checks for rule compliance at 3pm next day + no computer privilege the rest of that day and entire next day

3rd Offense = No Daily Reward for rest of that day and next day until mom checks for rule compliance at 3pm next day + no computer privilege the rest of that day + one of your favorite video games will be sold or given away to charity

Mom's Role: (Healthy Undercurrents: Consistency and Supportive Communication)

- Mom will not nag Johnny in the morning – it will entirely be up to him if he follows the rule
- Mom will use short and to the point language when administering the consequence
- Mom will express praise and encouragement when she administer the rewards
- Mom will deactivate Johnny's cell phone if he argues about the consequence and Johnny will have to pay the re-activation fee once he has earned the phone back (chores may be done to earn the value of the re-activation cost. Mom will determine the chores to be completed

Helping Organizations Restore Families®

Aftercare Plan for Darel

As a family, we will establish the following aftercare plan based on the top stressors we listed on our stress chart at home and any safety or community issues that led to residential commitment. We are doing this to get our family "battle ready" to prevent any future risk of relapse when Darel returns home.

House Rules	Safety Issues	Community
<ul style="list-style-type: none"> ➤ Violating Curfew/AWOL- Eliminate 70% stress ➤ Family Chores- Eliminate 90% stress ➤ Unhealed Wounds- Eliminate 90% stress ➤ Disrespect- Eliminate 40% stress 	<ul style="list-style-type: none"> ➤ Drug and Alcohol Use- Eliminates 80% stress 	<ul style="list-style-type: none"> ➤ Poor Grades- Eliminates 60% stress ➤ Getting suspended at School -Eliminate 60% stress ➤ Community/Volunteer Activity

House Rules	Safety Issues	Community
<p>CURFEW AND LEAVING HOME WITHOUT PERMISSION (See Contract)</p> <p>Darel will be considered late if he is one minute past 8:30 pm according to his parents' watch. He must be physically inside the house & must check in with his parents upon return home. If he needs assistance with a ride home, he must ask his parents by 7:00 pm. (Healthy Undercurrents: Safety + Consistency)</p> <p>Darel will be breaking the contract if one or more of the following happen: (Healthy Undercurrents: Safety + Consistency)</p> <ul style="list-style-type: none"> • Leaving the house after Mom has instructed him to stay home • Walking out of the house and down the street when he gets angry • Getting into the car with someone without permission from parents • Not coming home at night when parents have given permission to go out for a set period of time • Leaving the house during the night <p>Chore List for Darel (See Contract)</p> <p>Rule #1: The following chores must be completed by 7pm for mom's inspection, Monday – Friday: (Healthy Undercurrent: Consistency)</p> <ul style="list-style-type: none"> • Clean Room (fold up bed, pick up dirty clothes, all stuff off floor, and book bag ready for next day and beside front door) • Take Trash Out –Bedroom, Bathroom, Kitchen • Wipe down kitchen surface and sweep floor • Tuesdays and Thursdays wash, dry and put away dinner dishes <p>DISRESPECT (Disrespect is not a currently active symptom. This contract will be implemented if disrespect begins to occur with frequency in the home)</p> <p>RULE: Darel's behavior will be considered disrespectful if he does one or more of the following: (Healthy Undercurrent: Consistency)</p> <ul style="list-style-type: none"> • Does not comply with adult requests the first time he is asked to do something • Arguing past Mom saying conversation is over • Nagging, pushing verbally, or badgering Mom to change her mind • Uses inappropriate language (profanity & phrases such as "shut up" "stupid") • Mumbles under breath • Rolls eyes, sucks teeth, mimics parent • Hitting walls and throwing objects • Balls up fists, glaring, heaving loud sigh 	<p>Drug and Alcohol Use- (Contract yet to fully completed (positive and negative consequences) but will be addressed in the following manner)</p> <ul style="list-style-type: none"> • Test dirty on a randomly assigned UA or refuses to take the UA when asked by Mom. • Test on any alcohol level on a Breathalyzer or refuses to take the Breathalyzer when asked by either Mom. • Mom will test randomly at least 2 x per month or when needed • Possessing drug paraphernalia • Possessing drugs or alcohol in home, out of home. • At a "drug house" as defined by the Mom(known peers who use drugs or sell drugs) 	<p>Education</p> <p>Plan is to attend HOYA until Darel can re-apply to public schools when expulsion sentence ends. School will be from 9:00 am to 12:00 pm Monday to Thursday</p> <ul style="list-style-type: none"> • Mom will enroll Darel at HOYA on Monday 24th at 9:30 am. • Mom and Ms. Cortson will work with designated school to enroll when expulsion sentence is finished • Darel will need to attend credit recovery in the summer to move towards graduation with his age. <p>Community Service</p> <p>Darel will go to the Volunteer Center for placement every weekday from 12:30 pm to 3:00 pm. This will serve as community service as well as a pro-social activity.</p> <ul style="list-style-type: none"> • Mom and Ms. Cortson will contact Volunteer Center by Feb. 2nd 2011. • Ms. Cortson will have Darel fill out enrollment materials and fax • Darel will complete a minimum of 120 hrs <p>School Furlough</p> <p>Must have perfect attendance for School Furlough for three weeks to move into Aftercare. Perfect attendance is defined as going to school, going to Volunteer Center, and maintaining curfew at home. All call in times must be met. Call in times are at 1:30 pm, 4:30 pm, and 8:30 pm</p> <ul style="list-style-type: none"> • Mom, Grandmother, Ms. Cortson, and Dr. Wells will meet to review playbook and transition to Aftercare. <p>Employment or Vocational</p> <ul style="list-style-type: none"> • Fills out applications with Mother present. Mother will assist and instruct in application filling. • Fill out five applications one week. Will follow up on five applications the next week. Goal will be total 30 applications. • Work will occur in evening and/or weekend. School and community service have priority. • Mom and Darel can utilize jobs database at Michigan Works.

Appendix E – Countermoves for the Rule, Rewards, & Consequences

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

Classic Moves When Delivering the Rule	Button Buster Countermoves or Other Actions or Statements
<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 • • • •
Classic Moves When Delivering the Reward	Button Buster Countermoves or Other Actions or Statements
<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? • .. • • •
Classic Moves When Delivering the Consequence	Button Buster Countermoves or Other Actions or Statements
<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”? • • • •

Appendix F – Countermeasures for Parent Roles & Protective Factors and Teen Button Filter Moves

“Classic Derailing Moves” Cheat Sheet for Parent/Village Roles & Protective Factors

Classic Moves Around Delivery of the Positive Teen Report	Button Buster Countermeasures or Other Actions or Statements
Part 1: Delivery of the Positive Teen Report <ul style="list-style-type: none"> • Works Great – No Problem • Tears up the PTR in front of you • Youth’s misbehaviors do not change • Something else 	<ul style="list-style-type: none"> • What praise words will you use? • • •
Classic Moves Around Going on Special Outings	Button Buster Countermeasures or Other Actions or Statements
Part 2: Going on a Special Outing <ul style="list-style-type: none"> • Plan Special Outing and youth refuses to go • Youth wants bribe in order to go on special outing • Youth says outing is stupid and mocks it • Something else 	<ul style="list-style-type: none"> • • • •
Classic Moves When Implementing Protective Factors	Button Buster Countermeasures or Other Actions or Statements
Part 3: Implementing Protective Factors <ul style="list-style-type: none"> • Youth refuses to engage in extra-curricular activity • Youth says he is too old for a mentor • Youth procrastinates on submitting job applications • Something else 	<ul style="list-style-type: none"> • • • •

Button Filter Moves for Teens
“What will I do if...”

Classic Buttons Pushed Around Delivery of the Rule	Button Filter Responses “What I will do...”
Part 1: Delivery of the Rule <ul style="list-style-type: none"> • Parent nags and nags • Parent brings up the past • Parent calls you names • Adding to the rule 	<ul style="list-style-type: none"> • • • •
Classic Buttons Pushed Around Delivery of the Reward	Button Filter Responses “What I will do...”
Part 2: Delivery of the Reward <ul style="list-style-type: none"> • Parent forgets to give me my reward • Parent uses a “compliment sandwich” • Something else 	<ul style="list-style-type: none"> • • •
Classic Buttons Pushed Around Delivery of the Consequence	Button Filter Responses “What I will do...”
Part 3: Delivery of the Consequence <ul style="list-style-type: none"> • Parent uses labels and loses their temper • Parent “Piles on” • Something else 	<ul style="list-style-type: none"> • • •
Classic Buttons Pushed Around Softness and Nurturance	Button Filter Responses “What I will do...”
Part 4: Showing love and nurturance <ul style="list-style-type: none"> • Parent forgets to give the PTR • Parent gets mad about something and backs out of the special outing • Something else 	<ul style="list-style-type: none"> • • •

Appendix G – Unhealed Wound Seed Countermoves Templates

Unhealed Wounds: What will you do if? Derailing Moves Cheat Sheet (Countermoves around Forgiveness)

Classic Moves What will you do if? around Unresolved Forgiveness	Countermoves Actions or Statements
<ul style="list-style-type: none"> You apologize and youth refuses to accept it or says they don't believe you 	<ul style="list-style-type: none"> Don't take personally – mental script “He isn't ready to trust yet” Actions speak louder than words Checklist - Give youth list of your action steps of promises he can check off as you keep your word Document action steps of your promises and monitor with PLL Coach or another family member– at end, apologize again to youth Something else
<ul style="list-style-type: none"> Youth accepts apology but does not change misbehavior 	<ul style="list-style-type: none"> Maintain unconditional love while being consistent with rules Remind self to separate youth from misbehavior concept Normalize and prepare for this Remind self of key reframe “it takes time for the poison of the wound to drain away and consistency of love and limits is what is needed” Begin a “Dare to Love” Campaign for 30 days and document on calendar Work through the Lie Monster Handout to refute wrong beliefs or thoughts
<ul style="list-style-type: none"> Something else 	<ul style="list-style-type: none">

**Unhealed Wounds: What will you do if? Derailing Moves Cheat Sheet
(Countermove around Nurturance)**

<p>Classic Moves What will you do if? around Nurturance</p>	<p>Countermove Actions or Statements</p>
<ul style="list-style-type: none"> Plan Special Outings and Then Youth Refuses 	<ul style="list-style-type: none"> Don't take no for an answer Offer a bribe because the youth needs to experience it no matter what Reschedule and go the next week Something else
<ul style="list-style-type: none"> Youth Refuses to Accept Hug 	<ul style="list-style-type: none"> Give a side hug or a pat but don't quit Give an "I hug you" note with praise for a couple of days and then try to hug again Do a substitute like - Toss a ball back and forth (like Field of Dreams movie) Do a Special Outing instead to warm the youth up Remind self that the youth's hug muscles are sore and out of practice
<ul style="list-style-type: none"> Youth Refuses Positive Teen Report 	<ul style="list-style-type: none"> Normalize and expect a negative reaction from youth Remind self "He is afraid and that is why he is acting in anger" Remind self "this is good for the youth even though he may not realize it until years from now"
<ul style="list-style-type: none"> Something else 	<ul style="list-style-type: none">

**Unhealed Wounds: What will you do if? Derailing Moves Cheat Sheet
(Countermoves around Revealing Secrets)**

<p>Classic Moves What will you do if? around Revealing Secrets</p>	<p>Countermoves Actions or Statements</p>
<ul style="list-style-type: none"> Youth Retaliates or Runs Away 	<ul style="list-style-type: none"> Normalize and proactively prepare for this Assure the youth is safe and if possible, let youth cool down in safe place and convey message to him that it is not his fault Watch Good Will Hunting movie together with PLL coach and discuss scene “It’s not your fault” Put Safety Accountability Plan in place with PLL coach Draft “Pledge to Protect” as commitment to youth
<ul style="list-style-type: none"> Youth Refuses to Talk About “Secret” Traumatic Event 	<ul style="list-style-type: none"> Pledge to youth that you will only talk about trauma for a specific length of time and at a specific safe place Allow youth to write or draw about the trauma Burn writings or drawings in ceremonial ritual
<ul style="list-style-type: none"> Something else 	<ul style="list-style-type: none">

Unhealed Wounds: What will you do if? Derailing Moves Cheat Sheet
(Countermeasures for Unresolved Grief)

<p>Classic Moves What will you do if? around Unresolved Grief</p>	<p>Countermeasures Actions or Statements</p>
<ul style="list-style-type: none"> You want to talk about the person who died and your child says “No”! 	<ul style="list-style-type: none"> Apologize to child for trying to talk too soon and instead suggest, “Let’s do something to honor the person” (activity, scrapbook, memory candle, etc.) Put funniest or best memories on notes in jar all week and read aloud over the person’s favorite meal Find out “why” youth doesn’t want to talk Make appointment to talk in certain place for certain time limit Write a note with questions about the person the child can respond to in writing Text or email to talk about the person Something else
<ul style="list-style-type: none"> Behavior problems get worse as result of discussing grief wound 	<ul style="list-style-type: none"> Don’t take it personally, mental script “this is normal and I expected this” Remind self “I need to remain strong with the hard side of hierarchy” Bring in designated family or friend as “grief coach” to talk with youth Assign time for youth to vent his pain with no consequences Sublimation – take youth to homeless shelter or someplace he can help others less fortunate
<ul style="list-style-type: none"> Youth backs out of planned ritual 	<ul style="list-style-type: none"> Do it anyway Tell youth you will speak to loved one on his behalf and have youth write note with message Do it later Tell youth he won’t have to say or do anything...just be there
<ul style="list-style-type: none"> Something else 	<ul style="list-style-type: none">

Appendix H – Sample Playbooks

Playbook for Grief: “Running the Race” in Grandpa’s Memory

Who:

- Darel with mom and grandma as his “cheering section”

What:

- Darel will run in a 5-K Cancer Race in honor of his grandpa

When:

- Race TBD
- Training will begin next week
- Sponsors will be obtained two weeks prior to the race

Where:

- At Racing location
- Training will occur at local YMCA

How:

- Darel will research for 5-K Races he can run in honor of Grandpa
 - www.RunWalkJog.com
Michigan Running Calendar
- Darrel and mom will get special racing T-Shirt made with Grandpa’s picture on the front
- Mom will assist Darrel in going into the community to get sponsors – all proceeds will go to the Cancer Society
- Darel will work with Chris to come up with a training workout to prepare for race

Playbook to Heal Unforgiveness
Memory Board of Appreciation to Maintain Forgiveness



Who:

- Mom and Karen
- Dad and Grandma are the "Accountability" Monitors

What:

- Mom and Karen will shop together for materials needed for The Memory Board of Appreciation.
- Grandma will provide the money needed.
- The Memory Board of Appreciation is created over time and shared with Accountability Monitors
- Items that can go on the Memory Board include; special pictures documenting something you appreciate about the other person, a note of a funny or special memory about the other person, a poem written to the other person, etc.

When:

- Every Saturday morning at 11:00 am, Mom and Karen, together, will add a minimum of 2 items, a piece, to the Memory Board.
- At weekly Sunday dinners, Mom and Karen will present the updated Memory Board to Dad and Grandma.
- Memory Board will be created/maintained for the next four weeks and when completed, will be proudly hung in the living room as a special picture.

Where:

- The Memory Board will be proudly displayed in the living room next to the TV during the next four weeks as it is being created.
- The weekly Saturday morning updates will occur in the kitchen at the kitchen table.

How:

- Mom and Dad will make sure to maintain adequate supplies for the Board (tape, paper, magazines for cutouts that can be selected to represent positive qualities of the other person, writing supplies, coloring supplies, stickers, etc.)
- Initial supplies will be purchased next Saturday. Dad will drive Mom and Karen to the Hobby Lobby Store and treat them to lunch at the Olive Garden afterwards.

Playbook to Heal from Lack of Nurturance: Random Acts of Kindness



Who:

- Mom and Baylee

What:

- Mom and Baylee will do 12 "random act of kindness" in the next 30 days for a stranger

When:

- Three acts of kindness a week – specific day determined by Mom

Where:

- In the neighborhood

How:

- Mom and Baylee will work together to list all the possible "random acts of kindness" that they could do in the neighborhood
- Mom will provide all the supplies or tools needed to do the "random acts of kindness"
- After each "random act of kindness" is completed, Mom and Baylee will go out for ice-cream to talk about what they did and how they think the person will feel when they discover the act
- Once all 15 acts are completed, Mom and Baylee will type up their acts of kindness and date the document and frame it to remember this time in their lives
- ...
- ...