




PROTOCOL CHECKLIST CLASS #1

Both group facilitators will fill out this protocol checklist after the class is completed.

Date of Group Session: _____

Name of Parent Breakout Facilitator: _____

Name of Teen Breakout Facilitator: _____

Overall Artistic Scale Rating For Group #1  (self-rating)

- Overall flow and smoothness in delivery of material: 1 2 3 4 5
- Comfort level with script: 1 2 3 4 5
- Good voice inflection: 1 2 3 4 5
- Use of self: 1 2 3 4 5
- Joining/engagement/rapport: 1 2 3 4 5
- Taking the one down position: 1 2 3 4 5
- Choreographic integration with props & technology: 1 2 3 4 5

Any areas of concern to elaborate on:

Hour #1 - Venting and Why Teens Misbehave

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5
Not at all Sometimes All the time

Introduction and Ice Breaker Game:

- Explained the rules of the game: Yes No
- Energy level: High Medium Low
- Kept good time for game (about 20 min.): Yes No
- Use of the "Dr. Sells Intro" video (Overview of classes): Yes No
- Use of the "Giant Grid" to review class/coaching schedule: Yes No

PROTOCOL CHECKLIST CLASS #1 PAGE 2

What's My Theory and Why Teens Misbehave?

- | | | |
|--|-----|----|
| • Briefly asked for parent's and teen's theory - stick & move: | Yes | No |
| • Dramatic acting to introduce paperback book with stickers: | Yes | No |
| • Reviewed "Six Reasons Teens Misbehave": | Yes | No |
| • Showed video clips of all 6 reasons teens misbehave: | Yes | No |
| • PowerPoint® presentation used: | Yes | No |
| • Blue parent workbooks used: | Yes | No |

Total time allowed is about 37 min: Time kept: _____ Time exceeded by: _____

Write down any areas of strengths and weaknesses in the first hour:

Hour 2 (Parents) - Venting

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____	2 _____	3 _____	4 _____	5 _____
Followed the Manual Not at all	Followed the Manual Sometimes	Followed the Manual All of the Time		

- | | | |
|---|-----|----|
| • Parent Venting: Kept good time (30 min.): | Yes | No |
| • Used both problem (worst nightmare) and solution questions: | Yes | No |
| • Demonstrated empathic listening: | Yes | No |
| • Used the one down position: | Yes | No |
| • Established linkages: Emotionally based: __ Factually based: __ | | |
| • Parallel Dismount: Complimented each parent on strengths: | Yes | No |
| • "Rubber Band" exercise done and animal analogy presented: | Yes | No |

Homework and Ending Group

- | | | |
|--|-----|----|
| • Home reading assignment given and had them read title on pg. 85: | Yes | No |
| • Read story of "The Glass is Half Empty or Half Full": | Yes | No |
| • Completed glass worksheet on p. 5 of parent workbook: | Yes | No |
| • 1-10 scaling used and drawn on flip chart with everyone's numbers: | Yes | No |
| • Asked parents what was most helpful about group today?: | Yes | No |

PROTOCOL CHECKLIST CLASS #1 PAGE 3

Write down strengths and any areas of weakness in these sections (Hour #2 - Parent Breakout):

Hour 2 (Teens)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5
Followed the Manual Followed the Manual Followed the Manual
Not at all Sometimes All of the Time

Venting

- Asked "What gets on nerves?" question and role play done: Yes No
- Kept good time (35 min.): Yes No

Solution talk

- Asked questions #1, #2, #3, & #4 (page 2 and 3 of the workbook): Yes No
- Did you poll the audience on questions #1 & #2? Yes No
- Did you write teen answers on board to questions #3 and #4? Yes No
- "Rubber Band" exercise done and analogy presented: Yes No
- Complimented each teen about one of his strengths: Yes No
- Kept good time (25 min.): Yes No
- Asked teens what was most helpful about group today: Yes No
- Did you tell co-facilitator of teen answers to questions after group? Yes No

Areas of strengths and weaknesses in this section (Hour #2 - Teen Breakout):



PROTOCOL CHECKLIST CLASS #2

Both group facilitators will fill out this protocol checklist after the class is completed.

Date of Group Session: _____

Name of Parent Breakout Facilitator: _____

Name of Teen Breakout Facilitator: _____

Overall Artistic Scale Rating For Group #2  (self-rating)

- Overall flow and smoothness in delivery of material: 1 2 3 4 5
- Comfort level with script: 1 2 3 4 5
- Good voice inflection: 1 2 3 4 5
- Use of self: 1 2 3 4 5
- Joining/engagement/rapport: 1 2 3 4 5
- Taking the one down position: 1 2 3 4 5
- Choreographic integration with props & technology: 1 2 3 4 5

Any areas of concern to elaborate on:

Hour 1 (Parents and teens) (circle one)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5
Not at all Sometimes All the time

Homework Assignment and Overview of Button Pushing

- Did you ask if they completed homework with sticker rewards? Yes No
- Introduction to Button Pushing: Briefly define teen buttons: Yes No
- Use of the video, "It Takes Two to Tango": Yes No
- PowerPoint® presentation used: Yes No
- Time kept (10 min.): Yes No

PROTOCOL CHECKLIST CLASS #2 PAGE 2

Identify Top Three Parent/Teen Buttons

- | | | |
|--|-----|----|
| • “Identify Top 3 Parent Button” exercise done: | Yes | No |
| • Have parents/teens put buttons on body: | Yes | No |
| • Record on the board the winners of each round of guessing buttons: | Yes | No |
| • “Identify Top 3 Teen Button” exercise done: | Yes | No |
| • Have parents/teens put buttons on body: | Yes | No |
| • Record on the board the winners of each round of guessing buttons: | Yes | No |

Role Play to Demonstrate Button Pushing

- | | | | |
|---|------|--------|-----|
| • Setting up the role play with the family (game): | Yes | No | |
| • Did a good job explaining the rules of the button pushing game: | Yes | No | |
| • Voted on who would win with applause: | Yes | No | |
| • Used “Age Dropping Flashcards”: | Yes | No | |
| • Energy level playing part of teenager: | High | Medium | Low |
| • Kept good time for game and yelled “Freeze (at about 1 min.):”: | Yes | No | |
| • Asked who won the game and what could have been done differently: | Yes | No | |
| • PowerPoint® and/or flip chart used: | Yes | No | |
| • Overall time kept (50 min.): | Yes | No | |

Areas of strengths and weaknesses in this section (Hour #1):

Hour 2 (Parents Only)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____	2 _____	3 _____	4 _____	5 _____
Followed the Manual Not at all		Followed the Manual Sometimes		Followed the Manual All of the Time

PROTOCOL CHECKLIST CLASS #2 PAGE 3

Identify Button Busters or Anti-Button Pushing Strategies

Button Busters:

- | | | |
|--|-----|----|
| • Used the videos: | Yes | No |
| • Reviewed the “Five Button Busters”: | Yes | No |
| • Stated “BC-Before Coaching and AC-After Coaching” – Button Buster #2: | Yes | No |
| • Told parents after each button buster “Do not use until after coaching”: | Yes | No |
| • PowerPoint® presentation used: | Yes | No |
| • Time kept (Approximately 40 min.): | Yes | No |

Being Unpredictable

- | | | |
|---|-----|----|
| • Explained the reasons: | Yes | No |
| • Before video shown, told parents not to focus on swearing of mom: | Yes | No |
| • Told parents to do “Unpredictable” this week when there is no conflict: | Yes | No |
| • Role played the “Unpredictable”: | Yes | No |
| • Used real props: | Yes | No |
| • Used scaling to get parents’ commitment: | Yes | No |
| • Used “Buddy System” to pair parents up to check on the “Unpredictable”: | Yes | No |
| • Gave reading assignment and had a parent read titles aloud: | Yes | No |
| • Asked parents what was most helpful about group today: | Yes | No |
| • Time kept (Approximately 20 min.): | Yes | No |

Areas of strengths and weaknesses in this section (Hour #2 – Parent Breakout):

Hour 2 (Teens)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1	2	3	4	5
Followed the Manual Not at all		Followed the Manual Sometimes		Followed the Manual All of the Time

PROTOCOL CHECKLIST CLASS #2 PAGE 4

Filter Shield

Button buster filter shield:

- | | | |
|---|-----|----|
| • Kept explanation on the parent's motive behind button pushing "snappy": | Yes | No |
| • Used "American Idol" judges to make the "Filter Exercise" playful: | Yes | No |
| • Voted on "Filter" and asked teen to represent whole group: | Yes | No |
| • Conducted role plays: | Yes | No |
| • Used the teen workbook: | Yes | No |

Being Unpredictable

- | | | |
|--|-----|----|
| • Explained the reasons for being unpredictable: | Yes | No |
| • Had the teens pick an "Unpredictable Behavior" assignment: | Yes | No |
| • Role played the "Unpredictable": | Yes | No |
| • Used scaling to get teens' commitment:: | Yes | No |
| • Teen workbooks used: | Yes | No |

Areas of strengths and weaknesses in this section (Hour #2 – Teen Breakout):



PROTOCOL CHECKLIST CLASS #3

Both group facilitators will fill out this protocol checklist after the class is completed.

Date of Group Session: _____

Name of Parent Breakout Facilitator: _____

Name of Teen Breakout Facilitator: _____

Overall Artistic Scale Rating For Group #3  (self-rating)

• Overall flow and smoothness in delivery of material:	1	2	3	4	5
• Comfort level with script:	1	2	3	4	5
• Good voice inflection:	1	2	3	4	5
• Use of self:	1	2	3	4	5
• Joining/engagement/rapport:	1	2	3	4	5
• Taking the one down position:	1	2	3	4	5
• Choreographic integration with props & technology:	1	2	3	4	5

Any areas of concern to elaborate on:

Hour 1 (Parents and teens)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5 _____

Not at all Sometimes All the time

Homework Assignment and Overview of Contracting

• Review of home reading assignment:	Yes	No
• Review of the "Unpredictable" home assignment:	Yes	No
• Time kept (10 min.):	Yes	No
• Review of "Why Your Current Contracts Fail":	Yes	No

PROTOCOL CHECKLIST CLASS #3 PAGE 2

- | | | |
|--|-----|----|
| • Reason # 1: Your Teen has Literal Disease: | Yes | No |
| • Did you do the game "Find the Loophole"? | Yes | No |
| • Did you use "Comparison of Regina's Contract" to highlight being ironclad? | Yes | No |
| • Reason # 2: Rules Optional, not Mandatory: | Yes | No |
| • Use of the video, "It's My Choice": | Yes | No |
| • Reason # 3: Too Many Rules at One Time: | Yes | No |
| • Use of the video, "I Only Have One Gallon of Gas/Too Many Battles": | Yes | No |
| • Reason # 4: Rules and Consequences not Predetermined: | Yes | No |
| • Reason # 5: A Lack of Troubleshooting: | Yes | No |
| • Use of the video, "I Think Two Steps Ahead": | Yes | No |
| • Workbooks used: | Yes | No |
| • PowerPoint® and/or giant flip chart used: | Yes | No |
| • Time kept (33 min.): | Yes | No |

Areas of strengths and weaknesses in this section (Hour #1):

Hour 2 (Parents)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5
 Followed the Manual Followed the Manual Followed the Manual
 Not at all Sometimes All of the Time

Create Ironclad Rules

- | | | |
|--|-----|----|
| • Creating ironclad rules (3 min.): | Yes | No |
| • List and rank "Top 3 Problems" (10 min.): | Yes | No |
| • Write everyone's top problems on flip chart grid with concrete categories: | Yes | No |
| • Convert problems into concrete behaviors with Inner Circle parent (20 min.): | Yes | No |
| • Used flip chart to show Inner Circle parent's top problem made concrete: | Yes | No |

PROTOCOL CHECKLIST CLASS #3 PAGE 3

Mobilize Outside Helpers

- | | | |
|--|-----|----|
| • How to Mobilize Outside Helpers (5 min.): | Yes | No |
| • Use of the video, "It Takes a Village to Raise a Child": | Yes | No |
| • Polled group members to "step up" and be other members' village: | Yes | No |
| • Know Your Playing Field (5 min.): | Yes | No |
| • Make Your Own List of Helpers (10 min.): | Yes | No |
| • Tips to Recruit Outside Helpers (3 min.): | Yes | No |
| • Parent workbooks used: | Yes | No |
| • Inner/Outer circle role plays (15 min.): | Yes | No |
| • Parent Home Assignment with titles read (3 min.): | Yes | No |
| • Asked parents what was most helpful about group today: | Yes | No |
| • Time kept for entire section (73 min.): | Yes | No |

Areas of strengths and weaknesses in this section (Hour #2 – Parent Breakout):

Hour 2 (Teens)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5
 Followed the Manual Followed the Manual Followed the Manual
 Not at all Sometimes All of the Time

- | | | |
|--|-----|----|
| • Creating Ironclad Rules (10 min.): | Yes | No |
| • Use of the video, "They Heard My Voice and Listened": | Yes | No |
| • Create a List of Your Most Important Problems (5 min.): | Yes | No |
| • Create a List of Your Parent's Problems (5 min.): | Yes | No |
| • Creating Rewards: List of rewards (15 min.): | Yes | No |
| • Art of Negotiating – Inner/Outer circle role play (30 min.): | Yes | No |
| • Played Hangman game: | Yes | No |
| • Time kept for entire section (73 min.): | Yes | No |
| • Workbooks used: | Yes | No |

Areas of strengths and weaknesses in this section (Hour #2 – Teen Breakout):



PROTOCOL CHECKLIST CLASS #4

Both group facilitators will fill out this protocol checklist after the class is completed.

Date of Group Session: _____

Name of Parent Breakout Facilitator: _____

Name of Teen Breakout Facilitator: _____

Overall Artistic Scale Rating For Group #4  (self-rating)

• Overall flow and smoothness in delivery of material:	1	2	3	4	5
• Comfort level with script:	1	2	3	4	5
• Good voice inflection:	1	2	3	4	5
• Use of self:	1	2	3	4	5
• Joining/engagement/rapport:	1	2	3	4	5
• Taking the one down position:	1	2	3	4	5
• Choreographic integration with props & technology:	1	2	3	4	5

Any areas of concern to elaborate on:

Hours #1 and #2 (Parents)

On a scale of 1 to 5, how closely did you follow the outline in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5
 Not at all Sometimes All the time

Hour #1- Building Rewards and Consequences

Review Homework Assignment from Week Before – 2 min.

- Did you ask parent/caregiver if read Chapters 2 and 3? Yes No
- Did you ask them what insights did they get from these chapters? Yes No
- Did you give parents who read anything applause and stickers? Yes No

PROTOCOL CHECKLIST CLASS #4 PAGE 2

Show Video of Ideal Contract – 4 min.

- Did you show quick 4 minute video on elements of an Ideal Contract? Yes No
- Did you pause the video briefly after certain sections to highlight a key point? Yes No

Introduce Inner/Outer Circle

- Did you ask parent you used in Class #3 to come into the Inner Circle? Yes No
- Did you have the rule you completed from Class 3 up and ready to go? Yes No
- Did you point to Outer Circle parents and clarify their roles? Yes No
- Did you point to the rule and highlight why it is loophole proof? Yes No

Put Together Daily and Bonus Rewards - about 15-20 min.

- Do you tell Inner Circle parent that the “first step is to come up with rewards? Yes No
- Did Inner Circle parent go to Page 40 of workbook to rank top three areas for rewards and consequences? Yes No
- Did you write top three answers on the flip chart right next to rule? Yes No
- Did you show Inner Circle parent what rewards their teenager came up with? Yes No
- Did you show a sample completed contract with the same problem behavior? Yes No
- Did you take parent or teen’s rewards and write it as “daily” and “bonus rewards”? Yes No
- Did you go to outer circle parents for opinions but - **Stick & Move?** Yes No
- Time Kept: Did you finish writing out the reward piece within 20 minutes? Yes No

Put Together 1st, 2nd and 3rd Offense Consequences - 15-20 min.

- Did you tell the Inner Circle parent that the “second step is to come up with consequences?” Yes No
- Did you go back to sample contract and highlight consequence piece? Yes No
- Did you highlight the idea that consequences can get progressively worse? Yes No
- Did you have each offense start with “No Daily Reward” + something else? Yes No
- Did you go to Outer Circle parents for opinions, but **Stick & Move?** Yes No
- Did you write both positive & negative underneath rule all on one flip chart sheet? Yes No
- Time Kept: Did you finish writing out the consequence piece within 20 minutes? Yes No

PROTOCOL CHECKLIST CLASS #4 PAGE 3

Hour #2 - Troubleshooting, Dress Rehearsals and Positive Parent Reports (PPR)

Troubleshooting and Back-up Plans - 15-20 min.

- Did you poll parents about need to troubleshoot for loopholes in contract? Yes No
- Did you tell parents to turn to Pages 48 and 49 to locate "What if" scenarios? Yes No
- Did you hang a blank flip chart page beside the contract to locate one or two loopholes? Yes No
- Time Kept: Did you not get bogged down in this section and end at 20 minutes? Yes No

Role Play: Dress Rehearsal of Delivering the Contract Rules - 15-20 min.

- Did you tell Inner Circle parent, "It is not what you say but how you say it!" & discuss the meaning? Yes No
- Did you play the part of the teenager while the Inner Circle parent played himself? Yes No
- Did you do three mini role plays with the Inner Circle parent to practice delivery of rule/reward/consequences as you push his buttons? Yes No
- Did you let the parent go for about a minute before trying to defeat him? Yes No
- Did you yell "freeze" if parent got stuck and turn to Outer Circle for input? Yes No
- Did you stick and move with Outer Circle parents and do role reversals if the parent got stuck? Yes No
- Did you turn to Outer Circle parents to vote whether parent is battle ready? Yes No
- Did you tell Outer Circle parents that these role plays will be done in their next coaching session? Yes No
- Did you tell the Inner Circle parent not to implement contract until after the next coaching session? Yes No
- Did you remind parents to read the "7 Aces" chapter for homework? Yes No
- Did you ask parents what they liked about group? Yes No

Delivery of Positive Parent Report

- Did the teen breakout facilitator select the most cooperative teen to go first? Yes No
- Did each teen come into the Inner Circle one by one to deliver the PPR? Yes No
- Did you remind everyone to attend their next coaching session? Yes No

Areas of strengths and weaknesses in this section (Hours #1 and #2 – Parent Breakout):

PROTOCOL CHECKLIST CLASS #4 PAGE 4

Hours #1 and #2 (Teens)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5
Followed the Manual Followed the Manual Followed the Manual
Not at all Sometimes All of the Time

Play Game – 30 min.

- Did you play a game to loosen teens up (i.e. Pictionary)? Yes No
- Did you give a prize to the winning team? Yes No

Understanding the Positive Parent Report - 5 min.

- Did you use good salesperson skills to introduce the PPR? Yes No

Creating the Positive Parent Report - 25 min.

- Did you use a high powered magnifying glass? Yes No
- Did you fill out and Dry Run the Positive Parent Report? Yes No
- Did you provide packets of 7 PPR's per teen? Yes No
- Did you review the warnings when giving the PPR's? Yes No

Teen Home Assignment: Giving PPR's at home - 5 min.

- Did you use scaling to get teen commitment? Yes No

Top 3 Consequences - 15 min.

- Did you ask, "What do your parents have to do differently to make you want to act better"? Yes No
- Did you ask, "If your parents changed, what would you do differently? Yes No
- Did you refer teens back to workbook questions #3 & #4 (page 3)? Yes No
- Did you pass the information gained on to your co-facilitator? Yes No
- Did you collect teens' PPR's prior to joining parents? Yes No
- Time kept for the entire section (97 min.): Yes No
- Workbooks used: Yes No

PROTOCOL CHECKLIST CLASS #4 PAGE 5

Areas of strengths and weaknesses in this section (Hours #1 and #2 – Teen Breakout):




PROTOCOL CHECKLIST CLASS #5

Both group facilitators will fill out this protocol checklist after the class is completed.

Date of Group Session: _____

Name of Parent Breakout Facilitator: _____

Name of Teen Breakout Facilitator: _____

Overall Artistic Scale Rating For Group #5  (self-rating)

- Overall flow and smoothness in delivery of material: 1 2 3 4 5
- Comfort level with script: 1 2 3 4 5
- Good voice inflection: 1 2 3 4 5
- Use of self: 1 2 3 4 5
- Joining/engagement/rapport: 1 2 3 4 5
- Taking the one down position: 1 2 3 4 5
- Choreographic integration with props & technology: 1 2 3 4 5

Any areas of concern to elaborate on:

Hours 1 and 2, except for last 15-20 min. (Teens)

Teens Watch Movie with Co-facilitator

- Did you pre-prepare and ask therapeutic questions at end of movie: Yes No
- Movie watched _____

PROTOCOL CHECKLIST CLASS #5 PAGE 2

Hour 1 (Parents)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5
 Not at all Sometimes All the time

Review of Home Assignment - 5 min.

- | | | |
|---|-----|----|
| • Did you ask for parent volunteers to take the “PPR Teen Challenge”? | Yes | No |
| • Did you ask parents what insights they got from the “7 Aces” chapter? | Yes | No |

Overview of 7 aces - 15 min.

- | | | |
|--|-----|----|
| • Use of the video, “Overview of the 7 Aces” (5 min.) | Yes | No |
| • Did you review the “Surgeon General Warnings” with workbook (p. 53)? | Yes | No |

Overview of the Positive Teen Report

- | | | |
|--|-----|----|
| • Use of the video, “Catch Your Teen Doing Something Right” (2 min.) | Yes | No |
| • Did you review the “Things to Watch Out For”? | Yes | No |
| • Did you review how often to use the PTR? | Yes | No |
| • Did you give each parent a packet of 7 PTR’s and get their commitment? | Yes | No |
| • Did each parent create his first PTR in group? | Yes | No |
| • Did you do a role play with one of the parents on PTR delivery? | Yes | No |
| • Time kept (approximately 50 min.): | Yes | No |

Areas of strengths and weaknesses in this section (Hour #1 – Parent Breakout):

PROTOCOL CHECKLIST CLASS #5 PAGE 3

Hour 2 (Parents)

On a scale of 1 to 5, how closely did you follow the outline below in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5
 Followed the Outline Followed the Outline Followed the Outline
 Not at all Sometimes All of the Time

Delivery of Rewards - 25 min.

- Did you give everyone a typed copy of the Inner Circle parent's contract (from the last class)? Yes No
- Did you conduct a dry run storyboard to troubleshoot with the Inner Circle parent what his teen might do when parent gives the teen the reward? Yes No
- Did you help the Inner Circle parent identify specific button busters he will use? Yes No
- Did you play the part of the teenager while the Inner Circle parent played himself? Yes No
- When he delivered rewards, did you throw loopholes (i.e., demanding more rewards)? Yes No
- Did you yell "freeze" when the parent got stuck and turn to the Outer Circle for input? Yes No
- Did you stick and move with the Outer Circle and do role reversals if the parent was stuck? Yes No
- Did you ask the Inner Circle parent to deliver the **reward** with praise and appreciation? Yes No
- Did you randomly ask the Outer Circle parents to rate the Inner Circle parent's delivery of the reward on a scale of 1 to 5? Yes No

Delivery of Consequences – 15 min.

- Did you conduct a dry run storyboard to troubleshoot with the Inner Circle parent what his teen might do when parent gives teen the consequence? Yes No
- Did you help the parent identify specific button busters he will use? Yes No
- Did you emphasize with the Inner Circle parent how to avoid "piling on"? Yes No
- Did you play the part of the teen while the Inner Circle parent played himself? Yes No
- Did you throw loopholes (arguing, refusal, etc.) when the parent delivered the consequence? Yes No

PROTOCOL CHECKLIST CLASS #5 PAGE 4

- Did you yell “freeze” when the parent got stuck and turn to the Outer Circle for input? Yes No
- Did you stick and move with the Outer Circle and do role reversals when the parent got stuck? Yes No
- Did you ask the Inner Circle parent to deliver consequences in a calm voice? Yes No
- Did you randomly ask the Outer circle parents to rate the Inner Circle parent’s delivery of consequences? Yes No
- Did you remind the parents of the importance of coaching to “pull it all together” and to gain more practice BEFORE delivering the contract? Yes No

Home Assignment – 5 min.

- Did you remind parents to read the nurturing chapter for next week? Yes No
- Did you have a parent read the title on p. 285 and the quote from Stephen? Yes No

Delivery of Positive Teen Report (PTR) – 15 min.

- Did each parent come into the Inner Circle one by one to deliver the PTR? Yes No

Areas of strengths and weaknesses in this section (Hour #2 – Parent Breakout):



PROTOCOL CHECKLIST CLASS #6

Both group facilitators will fill out this protocol checklist after the class is completed.

Date of Group Session: _____

Name of Parent Breakout Facilitator: _____

Name of Teen Breakout Facilitator: _____



Overall Artistic Scale Rating For Group #6 (self-rating)

- Overall flow and smoothness in delivery of material: 1 2 3 4 5
• Comfort level with script: 1 2 3 4 5
• Good voice inflection: 1 2 3 4 5
• Use of self: 1 2 3 4 5
• Joining/engagement/rapport: 1 2 3 4 5
• Taking the one down position: 1 2 3 4 5
• Choreographic integration with props & technology: 1 2 3 4 5

Any areas of concern to elaborate on:

Three horizontal lines for writing.

Hour 1 (Parents and teens together)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 Not at all 2 3 Sometimes 4 5 All the time

Reviewed Parent Home Assignment - 5 min.

- Did you ask who read the nurturing chapter? Yes No
• Did you ask one or two parents what insights they got from the reading? Yes No
• Did you give a grand prize to the parent who had the most stickers? Yes No

Watched Movie, "The Great Santini" - 10 min.

- Did you ask the important movie follow up questions? Yes No

PROTOCOL CHECKLIST CLASS #6 PAGE 2

The Big Chill Timeline - 15 min.

- Did you summarize Bruce's story in chapter 7 of the PYOTC book? Yes No
- Did you ask each parent/teen to identify his current stage on timeline? Yes No
- Did you review the principles of timing for when to introduce nurturance? Yes No

The Magic Wand Intervention - 10 min.

- Did you give each parent & teen a card with healing phrases written on it? Yes No
- Did you have each parent/teen combination recite phrases to each other? Yes No

Nurturing Your Plant - 10 min.

- Did you ask the important questions regarding nurturance to move the family to contemplation? Yes No
- Did you give one plant for each family? Yes No

Hour 2 (Parents and teens together)

On a scale of 1 to 5, how closely did you follow the manual transcript in this section?

1 _____ 2 _____ 3 _____ 4 _____ 5
Followed the Manual Followed the Manual Followed the Manual
Not at all Sometimes All of the Time

5 Toxins that Poison Your Relationship - 15 min.

- Used the video, "The 5 Deadly Toxins"? Yes No
- Did you ask who has specific toxins in their household? Yes No
- Did you get commitment to take the "Nurturing your Plant back to Health" challenge? Yes No

7 Strategies to Reclaim Love - 15 min.

- Reviewed with the PowerPoint® presentation the 7 strategies to reclaim love? Yes No

Graduation steps

- Did you normalize relapse and discuss need for tune ups? Yes No
- Did you give each group member (parent & teen) compliments? Yes No
- Did you give graduation diplomas if PLL coaching is completed? Yes No
- Did you obtain focus group question responses? Yes No
- Did you send the focus group responses to the PLL Supervisor? Yes No

PROTOCOL CHECKLIST CLASS #6 PAGE 3

- Time kept for the entire class (2 hr.):

Yes No

Areas of strengths and weaknesses in this section (Hours #1 and #2):
