

GROUP FIDELITY CHECKLIST GROUP #1 PAGE 2

- | | | |
|--|-----|----|
| • Asked for parent’s and teen’s theory on why teens misbehave: | Yes | No |
| • Introduced paperback book with dramatic emphasis: | Yes | No |
| • Reviewed all “Six Reasons Teens Misbehave“: | Yes | No |
| • Kept good time for Hour 1: | Yes | No |

Hour 2 (Parent Breakout)

On a scale of 1 to 5, circle the number indicating how well you followed the manual in Hour 2:

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

Circle Response

- | | | |
|---|-----|----|
| • Asked each parent to describe their worst nightmare: | Yes | No |
| • Asked each parent both solution questions: | Yes | No |
| • Established factual linkages: | Yes | No |
| • Established emotional linkages: | Yes | No |
| • Complimented each parent on strengths: | Yes | No |
| • Used “Rubber Band” exercise with animal analogy: | Yes | No |
| • Reviewed home reading assignment and read title on pg. 85: | Yes | No |
| • Read story of “The Glass is Half Empty or Half Full“: | Yes | No |
| • Completed worksheet on p. 8 of parent workbook: | Yes | No |
| • Used 1-10 scaling and drew everyone’s numbers on <u>flip chart</u> : | Yes | No |
| • Asked parents what was most helpful about group today?: | Yes | No |
| • Showed all the video clips for this group: | Yes | No |
| • Used Flip Chart in Hours 1 and 2 of the Parent Breakout: | Yes | No |
| • Used PowerPoint in Hours 1 and 2 of the Parent Breakout: | Yes | No |
| • Used the blue parent workbooks in Hours 1 and 2 of the Parent Breakout: | Yes | No |
| • Kept good time for Hour 2 of the Parent Breakout: | Yes | No |

Areas of strengths and weaknesses in Hours 1 and 2 of the Parent Breakout:

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Hour 2 (Teen Breakout)

On a scale of 1 to 5, circle the number indicating how well you followed the manual:

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

Circle Response

- Asked "What gets on nerves?" question and conducted role play: Yes No
- Reviewed questions #1, #2, #3, & #4 (page 5 and 6 of the workbook): Yes No
- Wrote teen answers to questions #3 and #4 on flip chart: Yes No
- Used "Rubber Band" exercise with analogy of thumbs getting closer: Yes No
- Complimented each teen about one of his strengths: Yes No
- Asked teens what they liked best about group today: Yes No
- Used the red teen workbooks: Yes No
- Used Flip Chart: Yes No
- Kept good time for the Teen Breakout: Yes No

Areas of strengths and weaknesses in the Teen Breakout:



GROUP FIDELITY CHECKLIST GROUP #2

Both group facilitators will fill out this protocol checklist after the group 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)

On a scale of 1 to 5, circle the number indicating how well you followed the manual in Hour 1:

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

Circle Response

- | | | |
|--|-----|----|
| • Reviewed home reading assignment: | Yes | No |
| • Reviewed cartoons in workbooks to introduce Button Pushing: | Yes | No |
| • Identified Top 3 Parent Hot Buttons: | Yes | No |
| • Playfully compared Buttons to see which family had the most matches: | Yes | No |
| • Identified Top 3 Teen Hot Buttons: | Yes | No |
| • Playfully compared Buttons to see which family had the most matches: | Yes | No |

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- | | | | |
|---|------|--------|-----|
| • Used a family in the group to role play button pushing: | Yes | No | |
| • Wrote buttons for the role play on flip chart: | Yes | No | |
| • Used “Age Dropping Flashcards”: | Yes | No | |
| • Used high energy playing part of teenager: | High | Medium | Low |
| • Kept good time for role play (about 1 min.): | Yes | No | |
| • Reviewed “It Takes Two to Tango”: | Yes | No | |
| • Kept good time for Hour 1: | Yes | No | |

Hour 2 (Parent Breakout)

On a scale of 1 to 5, circle the number indicating how well you followed the manual in Hour 2:

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

Circle Response

- | | | | |
|---|-----|----|--|
| • Reviewed the “Five Button Busters”: | Yes | No | |
| • Showed the videos of corresponding Button Busters: | Yes | No | |
| • Explained the purpose of the Unpredictable: | Yes | No | |
| • Emphasized to do the Unpredictable when the teen is in a good mood: | Yes | No | |
| • Role played the “Unpredictable”: | Yes | No | |
| • Used real props for the parents to “check out” like a library card: | 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 | |
| • Showed all the video clips for this group: | Yes | No | |
| • Used Flip Chart in Hours 1 and 2 of the Parent Breakout: | Yes | No | |
| • Used PowerPoint in Hours 1 and 2 of the Parent Breakout: | Yes | No | |
| • Used the blue parent workbooks in Hours 1 and 2 of the Parent Breakout: | Yes | No | |
| • Kept good time for Hour 2 of the Parent Breakout: | Yes | No | |

Areas of strengths and weaknesses in Hours 1 and 2 of the Parent Breakout:

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Hour 2 (Teen Breakout)

On a scale of 1 to 5, circle the number indicating how well you followed the manual:

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

Circle Response

- | | | |
|---|-----|----|
| • Briefly reviewed parent motives behind button pushing: | Yes | No |
| • Reviewed the five Button Filters: | Yes | No |
| • Conducted role plays on two Button Filters: | Yes | No |
| • Explained the reasons for being unpredictable: | Yes | No |
| • Had the teens pick an "Unpredictable Behavior" assignment: | Yes | No |
| • Mapped out the "Unpredictable" on flip chart -"who, when, where, how" | Yes | No |
| • Used scaling to get teens' commitment:: | Yes | No |
| • Asked teens what they liked best about group today: | Yes | No |
| • Used the Flip Chart: | Yes | No |
| • Used the red teen workbooks: | Yes | No |
| • Kept good time for the Teen Breakout: | Yes | No |

Areas of strengths and weaknesses in the Teen Breakout:




GROUP FIDELITY CHECKLIST GROUP #3

Both group facilitators will fill out this protocol checklist after the group 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, circle the number indicating how well you followed the manual in Hour 1:

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

Circle Response

- | | | |
|---|-----|----|
| • Reviewed home reading assignment: | Yes | No |
| • Reviewed "Unpredictable" home assignment: | Yes | No |
| • Review Reason #1 Your Teen has Literal Disease with Regina's Contract": | Yes | No |
| • Reviewed Reason # 2: Rules Optional, not Mandatory: | Yes | No |
| • Reviewed Reason # 3: Too Many Rules at One Time: | Yes | No |
| • Reviewed Reason # 4: Rules and Consequences not Predetermined: | Yes | No |

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- Reviewed Reason # 5: A Lack of Troubleshooting: Yes No
- Kept good time for Hour 1: Yes No

Hour 2 (Parent Breakout)

On a scale of 1 to 5, circle the number indicating how well you followed the manual in Hour 2:

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

Circle Response

- Listed and ranked "Top Problems for each parent": Yes No
- Converted each parent's top problems into concrete categories: Yes No
- Drafted ironclad rule with Inner Circle parent: Yes No
- Reviewed How to Mobilize Outside Helpers: Yes No
- Polled group members to "step up" and be other members' village: Yes No
- Reviewed Know Your Playing Field: Yes No
- Reviewed Tips to Recruit Outside Helpers: Yes No
- Conducted role plays on Recruiting Outside Helpers: 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
- Showed all the video clips for this group: Yes No
- Used Flip Chart in Hours 1 and 2 of the Parent Breakout: Yes No
- Used PowerPoint in Hours 1 and 2 of the Parent Breakout: Yes No
- Used the blue parent workbooks in Hours 1 and 2 of the Parent Breakout: Yes No
- Kept good time for Hour 2 of the Parent Breakout: Yes No

Areas of strengths and weaknesses in Hours 1 and 2 of the Parent Breakout:

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Hour 2 (Teen Breakout)

On a scale of 1 to 5, circle the number indicating how well you followed the manual:

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

Circle Response

- | | | |
|---|-----|----|
| • Reviewed the Unpredictable and Covert Assignment: | Yes | No |
| • Created list of 2 more of Teens' Most Important Problems: | Yes | No |
| • Created List of 2 more of Teens' Parent's Problems: | Yes | No |
| • Created List of top 3 rewards: | Yes | No |
| • Taught the Art of Negotiating with role plays: | Yes | No |
| • Asked teens what they liked best about group today: | Yes | No |
| • Used the Flip Chart: | Yes | No |
| • Used the red teen workbooks: | Yes | No |
| • Kept good time for the Teen Breakout: | Yes | No |

Areas of strengths and weaknesses in the Teen Breakout:

GROUP FIDELITY CHECKLIST GROUP #4 PAGE 2

- | | | |
|---|-----|----|
| • Revealed to Inner Circle parent what rewards their teenager came up with in group #3: | Yes | No |
| • Emphasized the importance of privileges versus rights: | Yes | No |
| • Drafted Daily Reward for the inner circle parent's contract: | Yes | No |
| • Used sample contracts to generate ideas: | Yes | No |
| • Drafted Bonus Rewards for the inner circle parent's contract: | Yes | No |
| • Explained the Hierarchy of Consequences: | Yes | No |
| • Drafted Consequences for the inner circle parent's contract: | Yes | No |
| • Used PowerPoint presentation in hour 1 Parent Breakout: | Yes | No |
| • Kept good time for Hour 1: | Yes | No |

Hour 2 (Parent Breakout)

Circle Response

- | | | |
|--|-----|----|
| • Reviewed "What If" scenarios on page 52 in Parent Workbook: | Yes | No |
| • Drafted 1 "What Will You do if" Plan B for the inner circle parent's contract: | Yes | No |
| • Developed parent countermoves for the inner circle parent teen's classic moves around the rule on their contract: | Yes | No |
| • Conducted dress rehearsals for each countermove around the rule with the inner circle parent, following the five rules of thumb: | Yes | No |
| • Rated the inner circle parent's readiness to enforce the rule: | Yes | No |
| • Provided handouts of the countermoves sheet to all the parents: | Yes | No |
| • Gave reading assignment: | Yes | No |
| • Asked parents what was most helpful about group today: | Yes | No |
| • Delivered Positive Parent Reports to each parent: | Yes | No |
| • Used Flip Chart in Hours 1 and 2 of the Parent Breakout: | Yes | No |
| • Used the blue parent workbooks in Hours 1 and 2 of the Parent Breakout: | Yes | No |
| • Kept good time for Hour 2 of the Parent Breakout: | Yes | No |

Areas of strengths and weaknesses in Hours 1 and 2 of the Parent Breakout:

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Hours 1 and 2 (Teen Breakout)

On a scale of 1 to 5, circle the number indicating how well you followed the manual:

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

Circle Response

- Introduced the Positive Parent Report with phrase "Catch Your Parent Doing Something Right: Yes No
- Helped each teen to complete a Positive Parent Report: Yes No
- Reviewed the 3 things to watch out for when giving the PPR's: Yes No
- Used scaling to get teen commitment to give PPR's at home: Yes No
- Reviewed Question #4- "What do your parents have to do differently to make you want to act better": Yes No
- Helped teens identify their top 3 consequences: Yes No
- Collected teens' Positive Parent Report's prior to joining parents: Yes No
- Asked teens what they liked best about group today: Yes No
- Used the Flip Chart: Yes No
- Used the red teen workbooks: Yes No
- Kept good time for the Teen Breakout: Yes No

Areas of strengths and weaknesses in Hours 1 and 2 of the Teen Breakout:



GROUP FIDELITY CHECKLIST GROUP #5

Both group facilitators will fill out this protocol checklist after the group 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. (Teen Breakout)

Teens Watch Movie with Co-facilitator

- Prepared ahead of time therapeutic questions for the movie: Yes No
- Movie watched _____

GROUP FIDELITY CHECKLIST GROUP #5 PAGE 2

Hour 1 (Parent Breakout)

On a scale of 1 to 5, circle the number indicating how well you followed the manual in Hour 1:

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

Circle Response

- | | | |
|---|-----|----|
| • Reviewed the need for the “PPR Teen Challenge”: | Yes | No |
| • Reviewed home reading assignment: | Yes | No |
| • Reviewed the warnings around the 7 Aces Consequences: | Yes | No |
| • Reviewed some of the 7 Aces Consequences on page 57 of blue parent workbook | Yes | No |
| • Reviewed what a Positive Teen Report is: | Yes | No |
| • Reviewed “Things to Watch Out For” when giving a PTR: | Yes | No |
| • Reviewed how often to use the PTR: | Yes | No |
| • Helped each parent create their first PTR in group: | Yes | No |
| • Conducted a role play with one of the parents on PTR delivery? | Yes | No |
| • Kept good time for Hour 1: | Yes | No |

Hour 2 (Parent Breakout)

On a scale of 1 to 5, circle the number indicating how well you followed the manual in Hour 2:

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

Circle Response

- | | | |
|---|-----|----|
| • Gave each parent a typed copy of the Inner Circle parent’s contract (from the last group): | Yes | No |
| • Provided handouts of the countermoves sheet to all the parents: | Yes | No |
| • Developed parent countermoves for the inner circle parent teen’s classic moves around the rewards on their contract: | Yes | No |
| • Conducted dress rehearsals for each countermove around the rewards with the inner circle parent, following the five rules of thumb: | Yes | No |
| • Rated the inner circle parent’s readiness to enforce the rewards: | Yes | No |

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- Developed parent countermoves for the inner circle parent teen's classic moves around the consequences on their contract: Yes No
- Conducted role plays around Piling On – first demonstrated piling on and then how to not pile on before helping parent practice not piling on Yes No
- Conducted remaining dress rehearsals for each countermove around the consequences with the inner circle parent, following the five rules of thumb: Yes No
- Rated the inner circle parent's readiness to enforce the consequences: 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
- Delivered Positive Teen Reports to each teen: Yes No
- Used Flip Chart in Hours 1 and 2 of the Parent Breakout: Yes No
- Used the blue parent workbooks in Hours 1 and 2 of the Parent Breakout: Yes No
- Kept good time for Hour 2 of the Parent Breakout: Yes No

Areas of strengths and weaknesses in Hours 1 and 2 of the Parent Breakout:

Both group facilitators will fill out this protocol checklist after the group 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:

Hour 1 (Parents and Teens together for entire group)

On a scale of 1 to 5, circle the number indicating how well you followed the manual in Hour 1:

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

Circle Response

- | | | |
|---|-----|----|
| • Reviewed home reading assignment: | Yes | No |
| • Gave a grand prize to the parent who had the most stickers: | Yes | No |
| • Showed the movie clip from The Great Santini: | Yes | No |
| • Asked the intentional questions following the movie clip: | Yes | No |

GROUP FIDELITY CHECKLIST GROUP #6 PAGE 2

Circle Response

- | | | |
|---|-----|----|
| • Reviewed each stage of the Big Chill Timeline: | Yes | No |
| • Shared Bruce's story <u>without</u> reading straight from the PYOCT book: | Yes | No |
| • Asked each parent/teen to identify their current stage on timeline: | Yes | No |
| • Reviewed the principles of timing for when to introduce nurturance: | Yes | No |
| • Explained the purpose for the Healing Phases: | Yes | No |
| • Helped each parent/teen dyad recite the Healing Phrases to each other: | Yes | No |
| • Explained the purpose of the plant with intentional questions: | Yes | No |
| • Gave one plant to each family: | Yes | No |
| • Kept good time for Hour 1: | Yes | No |

Hour 2

On a scale of 1 to 5, circle the number indicating how well you followed the manual in Hour 2:

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

Circle Response

- | | | |
|--|-----|----|
| • Reviewed the 5 Toxins that poison relationships between parents and their teenagers: | Yes | No |
| • Showed the video "The 5 Deadly Toxins": | Yes | No |
| • Asked parents and teens who has specific toxins in their household: | Yes | No |
| • Challenged families to accept the "Nurturing your Plant back to Health" challenge: | Yes | No |
| • Reviewed the 7 strategies to reclaim love: | Yes | No |
| • Gave compliments to each group member: | Yes | No |
| • Asked what was most helpful out of all 6 groups: | Yes | No |
| • Used PowerPoint presentation in Hours 1 and 2: | Yes | No |
| • Used parent and teen workbooks in Hours 1 and 2: | Yes | No |
| • Kept good time for Hour 2: | Yes | No |

Areas of strengths and weaknesses in Hours 1 and 2:
