



Parenting with Love and Limits[®] - PLL

COACHING SUPERVISION HANDBOOK

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Parenting with Love and Limits[®]

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Phase I-Setting the Terms of Therapy (first coaching session or possibly first two)

- Rough Draft of Stress Chart Created On a Flip Chart
- Rough Draft of Seed Tree Diagram
- Seed and Symptom Selections by Clients
- Selection by Family of Easiest Symptom to Pick and Most Important
- Each Family Member Selects Their Top Seed and Symptom Picks
- PLL Coach Selects Their Top Picks
- Family and PLL Coach Decide On Who In the Village Should Be Included

Pre-Session Preparation Between Phases I and II-Undercurrents, Strategic Directives, and Feedback Loops (involves only the PLL Coach and occurs in-between sessions)

- Determine the Top 3 Unhealthy Undercurrents
- Construct a Feedback Loop Cheat Sheet
- Choose Strategic Interventions to Inject Healthy Undercurrents
- Powerpoint Stress Chart –laminare to give to the family
- Seed Tree Diagram- laminate to give to family
- Ideal Contract Template of Problem Symptom- Label "Top Secret"
- Personally contact and invite missing villagers (extended family, friends, etc.)

Phase II-Feedback Loops and Drafting the First Contract (usually coaching session #2 but can extended into 2 sessions if needed)

- Review Central Concepts From Phase I- (stress chart, seed tree, and the seed and picks agreed upon)
- Powerpoint or Draw Out Feedback Loops Around the Symptom Selected
- Clearly Identify Symptoms Connected to Which Seed And Why it Was Decided to Address One Over the Other First and Then Second
- Send teen out of room and develop rough draft of contract following the ideal template usually with just the adults present unless teen is *extremely cooperative*.

Pre-Session Preparation Between Phases II and III

- Type out Rough Draft of Contract
- Powerpoint or Laminate (if possible) the Feedback Loops to Give to Family at Beginning of Next Session
- As PLL Coach Types Out the Contract, Identify and Highlight Key Troubleshooting Areas Or Loopholes

Phase III- Troubleshooting and Dress Rehearsals (usually takes two sessions to do well – often coaching #3 and coaching #4)

Parents Only

- Pass Out Typed Contract
- Pass Out Troubleshooting Worksheet and Tweak Contract
- Complete Rough Draft of Entire Countermoves Checklist on Rules, Rewards, or Consequences
- Dress Rehearse Each Section and Rate Performance on Scale from 1-5
- If Parent Ready, Bring Teen in and Role Play with Them. If Not, Extend to Another Phase III Coaching Session

Optional:- PLL Coach Tell Parent Ahead of Time That They Will Have a Separate Phase III Session With Only the Teenager and Possibly the Siblings to Develop Their Own Countermove Checklist and Role Play With Them Individually.

Teens and Parents Together

- When the Teen Enters Room, Conduct Dress Rehearsals With the Contract or Playbook Beginning With Rewards First
- If Successful Give The Family One to Two Weeks off to Practice Contract If Not Ready Schedule Another Phase III Coaching Session to Continue Dress Rehearsals Until Ready

Pre-session Preparation Between Phases III and IV

- Integrate Top Countermove Checklist Into the Body of the Parent's Version Final Contract
- Type Out Final Teen Version Without Parent Countermove or Just With The Teen's Countermove
- Laminate Both Contracts
- Bind Everything Together (feedback loops, stress chart, contracts) Into A 3 Ring Notebook to Present to Them (optional)

Phase IV- Evaluate Progress, Relapse Prevention, and Next Action Steps (can be as early as coaching sessions #4 but more likely coaching #6 or #7)

Parents and Teens Together

- Pass Out Laminated Contracts or Binder as a Gift for Hard Work and Go Over it
- Scaling 0% to 100% Overall Contract or Playbook Effectiveness
- Use Mini-Scales to Consolidate Change
- Decide on These Options:
 - Option A- Graduate and Relapse Prevention (met criteria of in home, in school, and out of trouble with law)
 - Option B- Repeat Phases II, III, and IV with New Symptom
 - Option C- Extend and Tweak Existing Contract Because Have Not Met Graduation Criteria
 - Option D- Graduate AMA- (Against Medical Advice)
 - Option E- Move into Wound Work and Repeat Phases II, III, and IV and Negotiate Estimated Number of Sessions
- If Option A is Selected Move Into Creating Red Flags Checklist and then into "Skills Seek" Game
- May Decide to Have Benchmark Meeting at this Session or at Another Meeting

Parenting with Love and Limits®
Family Therapy

PLL Supervisor: _____ Date faxed: _____
Supervisor Fax: _____

PLL Counselor: _____ PLL Program Site: _____

Client Name/Number: _____ Date form completed: _____
Date of Admission: _____ Number of coaching sessions completed: _____

Please fill out the following supervision form completely concerning your current assessment of the client and family.

Topics I Request Attention for in Supervision
(Please indicate in this box your questions, areas of concern or where you want the supervision focus regarding this case)

PRE-SESSION PREPARATION CORE COACHING PHASE ONE

Fidelity Checks	Yes	No
Did you make the pre-session Motivational Phone Call?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you conduct the Face-to-Face Motivational Intake before the 1 st Group?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you show the Grid and obtain signatures on the Graduation & Participation Agreement and put dates right on grid and hand to family?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you schedule the first family coaching session during the Motivational Intake?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you personally call each important villager member to invite to the first session?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you include any key stakeholders in the Face-to-Face Motivational Intake (i.e. Probation Officer, Referral Agent)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

THE VILLAGE

- **Indicate below which important village members attended the first coaching session?**
 - Ex-spouse
 - Extended Family
 - Friends
 - Neighbors
 - Co-workers
 - Teen's Friends
 - Referral Agent (PO, etc.)
 - Others

CORE COACHING PHASE ONE

1. Stress Chart

Reproduce your stress chart below (You have the option of submitting stress chart with power point)

0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

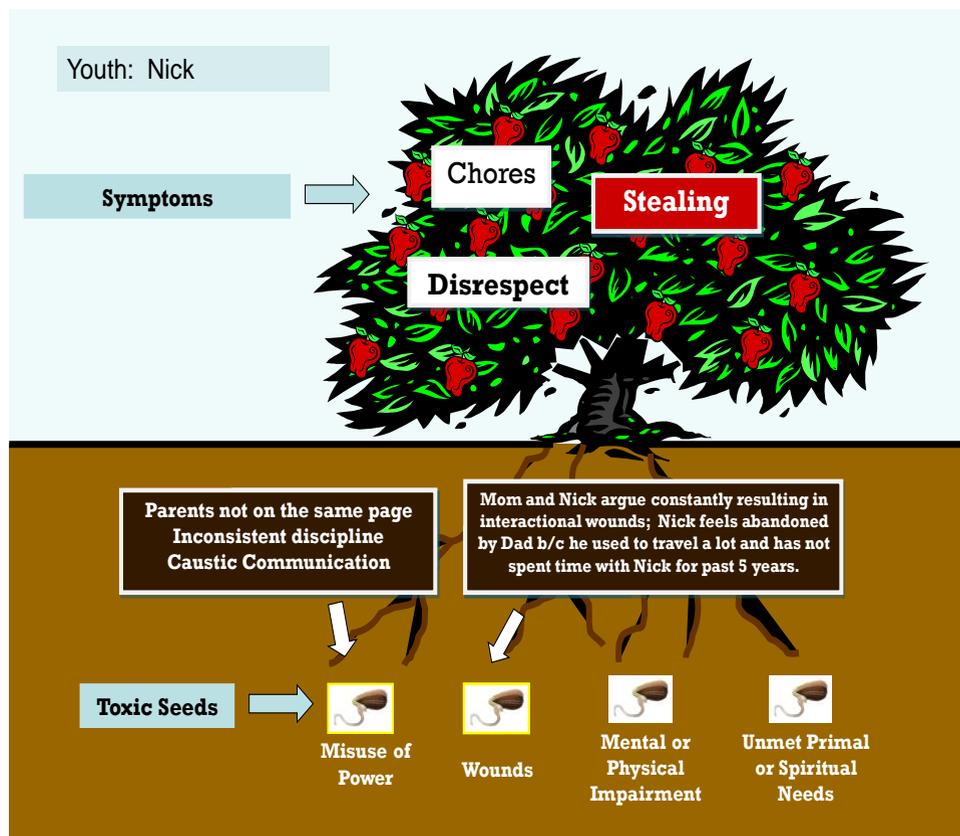
<p>.....'s Top 3 Stressors That Causes % Stress</p> <p>#1</p> <p>#2</p> <p>#3</p>	<p>.....'s Top 3 Stressors That Causes % Stress</p> <p>#1</p> <p>#2</p> <p>#3</p>
<p>.....'s Top 3 Stressors That Causes % Stress</p> <p>#1</p> <p>#2</p> <p>#3</p>	<p>.....'s Top 3 Stressors That Causes % Stress</p> <p>#1</p> <p>#2</p> <p>#3</p>

Safety Stressors: _____

Fidelity Checks	Yes	No
Did you get everyone's overall stress percentage?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you get everyone's top three contributors to their overall stress with stress reductions for each stressor?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you convert stressors to major categories when applicable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you review possible safety stressors with the Survival Kit (p. 22), adding to the stress chart and getting percentage stress reductions for each safety stressor?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

2. Tree and Seed Diagram

Fidelity Checks	Yes	No
Did you use a transition statement to explain the purpose for the tree diagram?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you draw the tree with four seeds and stressors like the example below?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you clearly explain the connection between the apples and their stressors?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you explain all four seeds with the Seed Definition Worksheet?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use the Survival Kit to expand the seed of Misuse of Power?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use film clips to illustrate any of the four seeds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No



3. What Seeds Cause the Stressors or Symptoms?

Fidelity Checks	Yes	No
Did you list everyone's seed pick on the flip chart along with their reasons for their seed picks? (Please enter in the seed boxes below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you write their specific wounds on the flip chart if this was a seed pick? (Please enter the specific wounds in the seed box below if applicable)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you prevent them from going too deep if they identified unhealed wounds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Indicate the family's seed picks with their reasons for each seed pick

Misuse of Power	Unhealed Wounds	Mental or Physical Impairment	Unmet Primal or Spiritual Needs

4. Negotiate Terms for Coaching

Fidelity Checks	Yes	No
Did you re-write all the major categories as a "Laundry List" of symptoms for the family to vote on the easiest/most important symptom to remove?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you have the family members vote on easiest/most important symptom to remove?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you list their vote next to the symptom in the "Laundry List"? (please indicate their symptom picks in the box below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Indicate the family's picks for the easiest and most important symptoms to remove

Family's Easiest Symptom to Remove	Family's Most Important Symptom to Remove

5. Setting the Terms for Therapy

Fidelity Checks	Yes	No
Did you list on the flip chart your seed picks with convincing rationale? (please indicate your seed picks in the box below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you connect the seed of Misuse of Power to how it heals Unhealed Wounds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Indicate the therapist's top two seed picks with reasons

Therapist's #1 Seed Pick	Therapist's #2 Seed Pick

Fidelity Checks	Yes	No
Did you use exhibits and family's own words from the flip chart to give convincing rationale for your symptom pick? (please indicate your symptom picks in the box below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the family agree with your seed and symptom picks?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Indicate the therapist's top two symptom picks with reasons

Therapist's #1 Symptom Pick	Therapist's #2 Symptom Pick

Fidelity Checks	Yes	No
Did you write on the flip chart all possible bus picks? (Please include names of all bus picks in the box below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you convince the family to allow you to personally call any bus picks?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you assign homework from the Survival Kit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you consolidate gains by asking what was most helpful from the session?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Indicate your "Bus Picks" in conjunction with the stressor and seed package

Bus Picks:

PRE-SESSION PREPARATION BEFORE CORE COACHING PHASE TWO

Phase I. **Decide which undercurrent you will address first**

Check the undercurrents that relate specifically to the symptom pick **you negotiated with the family to work on first at the end of the first coaching session**. These two or three undercurrents (unhealthy and corresponding healthy) will then be reflected on the feedback loops as well as the contract.

Fidelity Checks	Yes	No
Did you narrow the unhealthy undercurrents down to the top two or three unhealthy undercurrents directly causing your seed and symptom pick? (Check below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Only select undercurrents that are directly connected to the particular seed & symptom in question

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?"

Next, from the List Below, Circle the Unhealthy Undercurrents 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 or 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 or Higher Power**
- Mind, Body and Spirit Unbalanced – **Restoring Balance**

Phase II Choose Your Strategic Interventions

Based on the **top two or three** unhealthy undercurrents you selected, indicate which of the following strategic interventions below you will use to inject the anti-venom or healthy undercurrent in your family? – *Please note: These interventions must be illustrated on your feedback loops and be a part of your behavioral contract. Also, make sure you are not overloading the family with too many recommendations at once.*

Fidelity Checks	Yes	No
Did you identify the new techniques needed to inject the healthy undercurrents into the family system? (Circle needed techniques below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you read the PYOCT pages on the techniques recommended?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Recommended Techniques to Heal “Drunk with Power” Seeds	
Healthy Undercurrents (in Bold)	Recommended Techniques to Inject New Undercurrent
(Empty Threats/Lack of Consistent Discipline) • No Empty Threats/Consistency	<input type="checkbox"/> Episodes from <i>Super Nanny</i> <input type="checkbox"/> Behavioral Contracting – PYOCT, pp.29-79
(Caustic Communication) • Supportive Communication	<input type="checkbox"/> Behavioral Contracting – PYOCT, pp.29-79 <input type="checkbox"/> Positive Teen (PTR) or Parent Report (PPR) – PYOCT, p.60 <input type="checkbox"/> Being Playful and Unpredictable – PYOCT, pp.232-233 <input type="checkbox"/> Exit and Wait – PYOCT, pp.99-107 <input type="checkbox"/> Short and to the Point & Reflectors – PYOCT, pp.107-110 <input type="checkbox"/> Creating Soft Talk – PYOCT, pp.324-327
(Role Confusion/Boundary Violations/Unclear Hierarchy) • Role Clarity/Clear Boundaries/Correct Hierarchy-	<input type="checkbox"/> Contracting: Parents Roles Clarified - See Sample Contracts <input type="checkbox"/> Sculpting
(Lack of Consistent Nurturance) • Restoration of Consistent Nurturance	<input type="checkbox"/> Special Outings – PYOCT, pp.301-306 <input type="checkbox"/> Positive Teen (PTR) or Parent Report (PPR) – PYOCT, p.60 <input type="checkbox"/> Use of Hugs – PYOCT, pp.313-317 <input type="checkbox"/> Restore Good Feelings – PYOCT, pp.318-319 <input type="checkbox"/> A Trust Bank Account for the Teen – PYOCT, pp.319-324 <input type="checkbox"/> Dramatic Movie Clips
(Dance of Violence) • Peace/Playfulness and Firm Boundaries	<input type="checkbox"/> Education: 5 Levels of Teen Aggression – PYOCT, pp.221-228 <input type="checkbox"/> Call a Nonviolent Town Meeting – PYOCT, pp.228-232 <input type="checkbox"/> Co-Written Anti-Violence Contract w/ Teen–PYOCT, pp.234-236 <input type="checkbox"/> Exit and Wait – PYOCT, pp.99-107 <input type="checkbox"/> Non-Aggression Contracts – See Sample Contracts <input type="checkbox"/> Being Playful and Unpredictable – PYOCT, pp.232-233 <input type="checkbox"/> Video or Audio Tape Playback
(Boundary Violations) • Creation of Clear Boundaries	<input type="checkbox"/> Clarity of Parental and Village Roles – See Sample Contracts
(Different Parent Philosophies) • Get the Adults on the Same Page	<input type="checkbox"/> Glass is Half Empty or Half Full – PYOCT, pp.20-28 <input type="checkbox"/> Point out Differences in Feedback Loops
(Lack of a Support Village) • Mobilize the Village with Clear Roles	<input type="checkbox"/> Modify Non-Violent Town Meeting – PYOCT, pp.228-232 <input type="checkbox"/> Contracting: Village Role Clarified – Survival Kit, pp.110-120

Recommended Techniques to Heal “Mental or Physical Impairment” Seeds

Healthy Undercurrents (in Bold)	Recommended Techniques to Inject Healthy Undercurrent
(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"/> Is the Glass Half Empty or Half Full?- 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"/> The Apology <input type="checkbox"/> Sculpting <input type="checkbox"/> Empty Chair <input type="checkbox"/> Random Acts of Kindness <input type="checkbox"/> Prayer & God <input type="checkbox"/> Non-Violence Pledge <input type="checkbox"/> The Heart Transplant
(Lack of Consistent Nurturance) • Restoration of Consistent Nurturance	<input type="checkbox"/> Special Outings – PYOCT, pp.301-306 <input type="checkbox"/> Positive Teen (PTR) or Parent Report (PPR) – PYOCT, p.60 <input type="checkbox"/> Use of Hugs – PYOCT, pp.313-317 <input type="checkbox"/> Restore Good Feelings – PYOCT, pp.318-319 <input type="checkbox"/> A Trust Bank Account for the Teen – PYOCT, pp.319-324 <input type="checkbox"/> The Movies: Antwone Fischer or The Horse Whisperer

Phase III Draw the Feedback Loops Around the Seed & Symptom Selected in First Session

(You have the option of submitting your feedback loops for supervision via power point if preferred)

Fidelity Checks	Yes	No
Did you clearly label your unhealthy/healthy undercurrents on the feedback loops?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you clearly identify the needed new techniques on the feedback loops?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you include all the key players in the feedback loops?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Before: What is Happening Now that is Causing _____ (list symptom or stressor)
And the Toxic Seed of _____ to keep Growing and Remain Unchanged**

Youth
Parent, etc.

Write the Unhealthy Undercurrents (selected on the previous page):

<p>After: What will happen in Future with Rewards Symptom _____</p> <div style="text-align: center; margin-top: 100px;"> Youth Parent, etc. </div> <p style="margin-top: 100px;">Healthy Undercurrents: —> New Techniques needed:</p>	<p>After: What will happen in Future with Consequences Symptom _____</p> <div style="text-align: center; margin-top: 100px;"> Youth Parent, etc. </div> <p style="margin-top: 100px;">Healthy Undercurrents: —> New Techniques needed:</p>
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PRE-SESSION PREPARATION BEFORE CORE COACHING PHASE TWO

Phase IV Write a Rough Draft of a Contract for the Misuse of Power or Mental or Physical Impairment Seed

Based on (a) the symptom selected in the first coaching session; (b) the healthy undercurrent feedback loops; and (c) the healthy undercurrent techniques selected above, type out a rough draft of the contract. *Please note: Use these [Sample Contracts](#) as contract templates - Be Sure to Re-create the template below on a Flip Chart to show in Coaching Phase #2 after feedback loops are presented:*

Fidelity Checks	Yes	No
Did you draw out the contract template below on the flip chart before the session began?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you review the sample contract templates to cut and paste ideas from? (replicate your ideas below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you clearly match up the undercurrent techniques needed from the feedback loops to the contract?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you get the teen's top three list of rewards from the group co-facilitator to add to the contract rough draft below to present to the parents in Phase II? (Please list below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Fill in the template to replicate the flip chart template prepared prior to Phase 2 session

<p>List Symptom or Stressor Here: _____</p> <p>Rule #1: Write out introductory statement here (see sample contracts- ex. (Delvon will break our "no ditching" school rule if he does one or more of the following):</p> <p>Undercurrents injected:</p> <p>List Concrete Behaviors Below:</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	<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 to inject the undercurrents of: _____

<p>Undercurrents injected:</p> <p>Daily Reward: _____</p> <p>Bonus Reward:</p> <ul style="list-style-type: none"> • 5 straight days _____ • 7 straight days _____ • 10 straight days _____

Negative Consequences to inject the undercurrents of: _____

<p>Undercurrents injected:</p> <p>1st offense = no daily reward (_____) + _____</p> <p>2nd offense = no daily reward (_____) + _____</p> <p>3rd offense = no daily reward (_____) + _____</p>

CORE COACHING PHASE TWO

Fidelity Checks	Yes	No
Did you briefly summarize the main points from the previous session (seed, symptom, and bus picks) from your flip charts previously used or with Power Point?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you present the Before and After Feedback Loops either on a flip chart or with Power Point?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you copy the rough draft of the contract from your pre-session preparation on the flip chart BEFORE the session began?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use the Survival Kit to reinforce how to convert the complaint/symptom into a concrete rule (p. 23)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use the Survival Kit to explore the top three areas for rewards and consequences (p. 27)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you bring a copy of the rewards the teen came up with in Group #3?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

[Send in to PLL Supervisor a copy of typed contract](#)

PRE-SESSION PREPARATION BEFORE CORE COACHING PHASE THREE

Fidelity Checks	Yes	No
Did you add parent and village roles and protective factors to the contract to discuss with parents in coaching phase three? (see example below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you type up the contract to present to the family in coaching phase three?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you prepare the Countermoves Cheat Sheet for the Contract and, if applicable, for Nurturance and Protective Factors, and write the outline(s) on the flip chart BEFORE coaching phase three begins?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Sample Parent Roles and Village and other Protective Factors to add to contract

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

INCORPORATION OF VILLAGE & OTHER PROTECTIVE FACTORS

Parents often need strength & support to maintain consistency and calm in their households...

- ♥ Parents will have "date night" every other Saturday, with paternal grandmother coming over to watch the teen during this time.

We are also fighting against teen boredom & the influence of negative peers in the community...

- ♥ Coach will meet with James individually to set up training schedule until football season starts.
- ♥ Parents will get James signed up for membership at local YMCA. Twice a week, paternal grandmother will bring teen to & from YMCA.
- ♥ Uncle will talk with James about his career goals, link him up to professional men in field of interest, and bring him to local college campus for tour.

CORE COACHING PHASE THREE

Fidelity Checks	Yes	No
Did you present the typed contract to the parents at the beginning of the session?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you Storyboard the Rule/Rewards/Consequences, and if applicable, nurturance steps and protective factors and help parents identify their button busters to use?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use the Survival Kit to help parents identify their button busters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you do dress rehearsals of all the countermoves with the parents?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you demonstrate "Piling On" for the parents and then demonstrate how to "Not Pile On"?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you warn the parents that once the contract is in place, it will get worse before it gets better?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the parents practice all their countermoves by doing role plays with the teen, or negotiate for another session to get the parents battle ready?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the family leave the session with the contract implemented and effective immediately or did you schedule another session to do so?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Send in to PLL Supervisor a copy of typed contract with Parent Roles and Protective Factors added

**Send in to PLL Supervisor copy of Countermoves Cheat Sheet(s) with Button Busters
(templates on next page)**

Fill in Countermoves for Delivery and Implementation of the Contract

Classic Moves When Delivering the Rule	Button Buster Countermoves or Other Actions or Statements
Part 1: Delivery of the Rule <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 	<ul style="list-style-type: none"> • No Action Item • • •
Classic Moves When Delivering the Reward	Button Buster Countermoves or Other Actions or Statements
Part 2: Delivery of the Reward <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
Part 3: Delivery of the Consequence <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”? • • • •

If applicable, fill in Countermoves for Delivery and Implementation of the Nurturance Steps and Protective Factors

Classic Moves Around Delivery of the Positive Teen Report	Button Buster Countermoves 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 Countermoves 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 Countermoves 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"> • • • •

PRE-SESSION PREPARATION BEFORE CORE COACHING PHASE FOUR

Fidelity Checks	Yes	No
Did you prepare a rough draft of a Red Flags Checklist and reproduce on the flip chart BEFORE the session begins?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you include elements from 3 key areas on the Red Flags Checklist (i.e. rule, safety stressors, and unhealthy undercurrents)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you reproduce the Decision Tree on the flip chart BEFORE session phase 4 begins? (sample below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Decision Tree

Step 1: Discuss with family decision tree and decide collaboratively where to go from here – what next option is appropriate:

Option A- Graduate and Relapse Prevention (met criteria of in home, in school, and out of trouble with law & contract working 80% or higher)

Option B- Repeat Phases II, III, and IV with New Symptom

Option C- Extend and Tweak Existing Contract Because Have Not Met Graduation Criteria

Option D- Graduate AMA- (Against Medical Advice)

Option E- Move into Wound Work and Repeat Phases II, III, and IV and Negotiate Estimated Number of Sessions

CORE COACHING PHASE FOUR

Relapse Prevention and Fallout of Change

Fidelity Checks	Yes	No
Did you review how the contract has been going by asking the parents and teen to rate on a scale of 1% to 100%?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you list all the things the family is doing right to help the contract work at their identified percentage?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use mini scales to celebrate successes (pre-PLL versus post – PLL)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you review the Decision Tree on the flip chart to negotiate “Where to go from here”?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you do one of the following - Relapse Prevention and send the family home with a concrete Red Flags Checklist & scheduled 30-day callback, or negotiate for more sessions to work on tweaked contract or draft a new one, or negotiate to move into wound work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you play the “Skills Seek” game to help parents generalize their skills to future problems?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

1. Indicate how the contract went on the scale below:



2. Indicate in the box below what is making the contract work (i.e. consistency with rewards, reading contract every morning, using button busters, etc.):

3. If applicable, indicate in the box below how you tweaked the contract: (what it will take to go to the next highest number)

4. Send in to PLL Supervisor the relapse prevention plan that you wrote out on flip chart in session (Like the sample below, your relapse prevention plan should include the 3 areas in the box and steps to take)

“Red Flags” to Watch Out For That Can Lead to Relapse

- Area #1 - Daily Violations of Contract over a set period of time with specific red flags to watch out for
- Area #2 - Safety Behaviors (Violence, drug usage worse, etc.)
- Area #3 - Resurface of unhealthy undercurrents (identify the specific unhealthy undercurrents)

***Step to take: If any of these issues occur, please call me for support over the phone and if needed we can conduct a tune-up for one or two meetings to get back on track.*

WOUND WORK

SESSION #1 – PRE-WOUND WORK

Fidelity Checks	Yes	No
Did you ask the family to rate their percentage of healing as a result of work done to shrink the seed of Misuse of Power?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you review the Surgeon General Warnings for Wound Work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you negotiate for several more sessions to create a Wound or Primal Need Playbook?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

1. Indicate how much healing has occurred on a scale of 0% to 100%



SESSION #2 – WOUND WORK

Fidelity Checks	Yes	No
Did you help the family identify the origin of their Wounds? (Indicate the family's specific wounds in the box below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you clearly connect the youth's symptoms to the Wounds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use the Process Undercurrent Worksheet to help the family identify the undercurrents feeding their unhealed wound or unmet primal need?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you show video clips or use props to illustrate the target wounds or undercurrents?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you negotiate the terms for therapy and reach consensus on the undercurrent to focus on?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

1. Clearly Identify the Sources of the Wound

Indicate the key things that have produced the wounds in the family

Key Wounds:

2. Identify Process Undercurrents that are Poisoning the Family System

Indicate the process undercurrent(s) the family identified for Unhealed Wound Seed

Process Undercurrent Worksheet for “Unhealed Wounds” Seed	
<i>Unhealthy Undercurrents</i>	<i>Opposite Healthy Undercurrents-(In Bold)</i>
<input type="checkbox"/> <u>Unresolved Grief or Loss</u> - (This occurs when the adult or child has failed to (a) have closure or say good-bye; (b) embrace support and instead isolate or withdrawal; (c) talk about the grief or go through the stages of death and dying)	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)
<input type="checkbox"/> <u>Betrayal or Abandonment</u> - (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)	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)
<input type="checkbox"/> <u>Family Secrets</u> - (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.	Reveal Secrets/Safety - (Secrets are talked about and revealed and the person feels safe to do so).
<input type="checkbox"/> <u>Physical or Mental Abuse</u> - (Adult or child experiences days, months, or years of physical or mental abuse. It can be a one time event such as rape or sexual abuse or last months or years such as domestic violence or mental abuse)	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)
<input type="checkbox"/> <u>Lack of Forgiveness/Bitterness</u> - (Adult or child experiences an traumatic event such as a divorce or an emotional hurt or betrayal by another person that they cannot forgive)	Forgiveness - (Person is able to forgive the person or the event whether they are currently living or dead)
<input type="checkbox"/> <u>Lack of Consistent Nurturance</u> - (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)	Unconditional Love, Consistent Nurturance - (Unconditional acts of nurturance regardless of how person treats you unless severe abuse or neglect. Consistency in areas of good physical touch, special outings, or restoring good feelings after a fight)
<input type="checkbox"/> <u>High Anxiety</u> - (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)	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)
<input type="checkbox"/> <u>High Stress</u> - (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)	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)

If applicable, indicate the process undercurrent(s) the family identified for Primal Need Seed

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, safety, and social belonging go unmet)</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>

3. Negotiate Terms for Therapy

Indicate what undercurrent everyone agreed to focus on first

Selected Undercurrent:

PRE-SESSION PREPARATION FOR SESSION #3 – WOUND WORK

1. Choose Your Strategic Technique/Intervention

Fidelity Checks	Yes	No
Did you prepare a list of Strategic Interventions to heal the identified Undercurrent around the Wound or Primal Need? (Indicate interventions selected below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Based on the Unmet Wound or Primal Need undercurrent(s) selected in the previous session, which of the following strategic interventions below would you pick to develop a wound playbook to inject the anti-venom or healthy undercurrent in your family?

Indicate which strategic interventions you will bring in to next session as recommendations to heal the identified undercurrent

Recommended Undercurrent Techniques to Heal “Wound” Seed	
Healthy Undercurrents-(bold)	Recommended Techniques to Inject New Undercurrent
(Unresolved Grief and Loss) • Grief Education/Resolution	<input type="checkbox"/> Externalizing the Grief (Memorial, etc.) <input type="checkbox"/> Balloon Letters of Good-Bye <input type="checkbox"/> Moving Forward Into the Future and Reclaiming the Past <input type="checkbox"/> Before and After Grief Movie Filmmaking <input type="checkbox"/> Other
(Betrayal or Abandonment) • Security/Unconditional Love	<input type="checkbox"/> Cups and Self-Worth <input type="checkbox"/> Redemptive Conversation <input type="checkbox"/> Helping Others <input type="checkbox"/> Positive Teen Report and The Hug Prescription <input type="checkbox"/> Other
(Unresolved Deep Traumatic Events) • Closure or Support	<input type="checkbox"/> Arrows to the Heart <input type="checkbox"/> Forgiveness Chair <input type="checkbox"/> Eco-Maps and Town Meetings <input type="checkbox"/> The Cassette of Childhood <input type="checkbox"/> Lion King Movie <input type="checkbox"/> Other
(Family Secrets) • Openness/Reveal Secrets	<input type="checkbox"/> Prince of Tides <input type="checkbox"/> Safe Conversations <input type="checkbox"/> Family Safety Plan <input type="checkbox"/> Externalizing the Secret – The Garbage Bag <input type="checkbox"/> Other
(Lack of Forgiveness/Bitterness) • Forgiveness/Reconciliation	<input type="checkbox"/> The Apology <input type="checkbox"/> Sculpting (to illustrate the impact of the wound in family) <input type="checkbox"/> Empty Chair <input type="checkbox"/> Random Acts of Kindness <input type="checkbox"/> Prayer and God <input type="checkbox"/> Non-Violence Pledge <input type="checkbox"/> The Heart Transplant <input type="checkbox"/> Other
(Lack of Consistent Nurturance) • Restoration of Consistent Nurturance	<input type="checkbox"/> Special Outings – PYOCT, pp.301-306 <input type="checkbox"/> Positive Teen (PTR) or Parent Report (PPR) – PYOCT, p.60 <input type="checkbox"/> Use of Hugs – PYOCT, pp.313-317 <input type="checkbox"/> Restore Good Feelings – PYOCT, pp.318-319 <input type="checkbox"/> Dramatic Movie Clips

3. Prepare a Rough Draft of Wound Workbook

Fidelity Checks	Yes	No
Did you prepare a sample template of a Playbook around the Wound/Primal Need and Undercurrent selected?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Based on the wound or primal need seed and undercurrent(s) selected and demonstrated in your feedback loops, draft a wound or primal need playbook to bring to the next session.

Sample Wound Playbook

<p>Determine the Who, What, When, Where, and How for the Wound Workbook –</p> <ul style="list-style-type: none"> • Who = Identify the key players to be involved in the wound work. • What = Identify the key strategies to fix the process undercurrents • When = Determine when interventions will be done • Where = Determine where interventions will be done • How = Determine if dress rehearsals are needed or live enactments 	<p><i><u>Example- Undercurrent Technique to Heal Unresolved Grief:</u></i></p> <ul style="list-style-type: none"> • Who 12-year-old Sally and Her Mom • What Use Balloon Letters to say goodbye since Sally has not been able to say good-bye or grieve the loss of her father who died suddenly in a car accident. • When Sally and mom have agreed to visit the grave site together next Saturday between 9am and 12pm and use the balloon letter technique to say good-bye. • Where The grave site at the Shady Pines Cemetery • How Using the Balloon Step-by-Step Strategies We Came Up With Below: <ul style="list-style-type: none"> • The therapist will meet with the family at the cemetery and ask Sally and her mom to read their letter aloud • Sally and her mom will then tie the cards to a helium-filled balloon and the balloon is released to go up to heaven • As the balloon floats away to “heaven” the therapist’s prompts discussion of “where to go from here”
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SESSION #3 – WOUND WORK

Fidelity Checks	Yes	No
Did you present the Before and After Feedback Loops illustrating the Positive Cause and Effect of the Strategic Intervention Selected?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you list on the flip chart some possible strategic interventions to heal the Wound or Primal Need and the Undercurrent selected?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you negotiate with the family for 1 or 2 strategic interventions that will “give them the most bang for the buck” to heal the wound or primal need?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you help the family create a wound playbook on the flip chart?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

[**Send in to PLL Supervisor a copy of Wound Playbook**](#)

PRE-SESSION PREPARATION FOR SESSION #4 – WOUND WORK

Fidelity Checks	Yes	No
Did you type out the Wound Playbook to bring to next session?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you pre-determine the most likely “what will you do if” scenarios and prepare on a countermoves checklist template/handout to reproduce on the flip chart in session? (see sample below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Sample of Unhealed Wounds: What will you do if? Derailing Moves Cheat Sheet

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 grief wound • Youth backs out of planned ritual • Something else 	<ul style="list-style-type: none"> • Say “I’m sorry for trying to talk too soon, let’s instead go to grandpa’s favorite restaurant in his honor. You can pick anything you want from the menu. • Don’t take it personally – remember “his emotions are getting stirred up so that he can heal, I just need to be strong and continue with the disrespect contract. • Say, “That’s OK, we’ll go next week” • ???

SESSION #4 – WOUND WORK

Fidelity Checks	Yes	No
Did you meet with the adults first without the youth present to co-create their “What will you do if” Countermoves Checklist?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you dress rehearse with the family each of their “What will you do if” Countermoves?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
If time, did you meet with the youth to review and further troubleshoot the “What will you do if” Countermoves?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

[Send in to PLL Supervisor a typed copy of Unhealed Wounds: What will you do if? Derailing Moves Cheat Sheet](#)

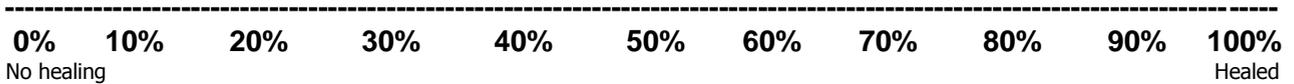
SESSION #5 – WOUND WORK

Fidelity Checks	Yes	No
Did you present to the family the typed Countermoves Checklist (recommend laminating)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you have all the recommended villagers present for the enactment of the Wound or Primal Need Playbook?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

SESSION #6 – WOUND WORK

Fidelity Checks	Yes	No
Did you review the family's assessment of the degree of healing that has occurred as a result of the wound work on a scale of 0% to 100%?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you list all the things the family is doing right to help the Wound or Primal Need heal?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use mini scales to celebrate successes (pre-PLL Wound work versus post-PLL Wound work)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you help the family identify what else they need to do to increase their overall rate of healing?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you help the family develop a Red Flags Checklist to insure that their new behaviors contributing to their healing continue?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you schedule call backs and graduate this family or did you draft a second wound handbook?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

1. Indicate how much healing has occurred on a scale of 0% to 100%



2. Indicate in the box the things the family is doing right to heal the wound or unmet primal need (should list at least 3 things)

1. ...

2. ...

3. ...

3. Submit your Red Flags Checklist for Unhealed Wounds/Unmet Primal Needs (see sample below)

Red Flags Checklist for Wound of Grief and Loss

Red flags to watch out for:

- Recurrence of Behavior Symptoms (not following rules for curfew & respect)
- No longer doing the three things listed below that we identified as helping to heal our wounds
 1. Eating dinner together each night
 2. Using our button busters to avoid arguments
 3. Verbally apologizing when we have pushed each other's buttons