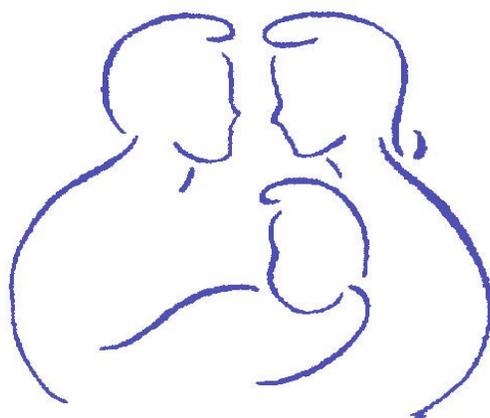


Parenting with Love and Limits®

Fidelity Policy and Procedures Manual



www.gopll.com

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Introduction

What Methods Are Used to Maintain Adherence in PLL?

In order to maintain PLL adherence, it is recommended that treatment fidelity be monitored and maintained through multiple methods. (Bellg, et al. 2004). PLL uses three methods to maintain model adherence. The first method is the use of standardized training. The same trainers are used to certify PLL clinicians along with the use of standardized materials. These materials include standardized manuals for both the Group and Family Therapy components of the PLL model. PLL also conducts 4 hours a month of supervision involving both didactic discussion of cases and review of standardized fidelity measures and video analysis of sessions to help monitor and maintain adherence in PLL. Finally, PLL attempts to minimize “Drift” by providing periodic “fidelity refresher” sessions either through webinars or live encounters.

What Measures Are Used to Monitor Adherence in PLL?

Treatment fidelity is defined as the extent to which delivery of an intervention adheres to the protocol or program model originally developed (Mowbray, Holter, Teague & Bybee, 2003).

The treatment fidelity protocol is based upon triangulating multiple data sources. The use of triangulation provides investigators with assurance that clinicians are using the treatment model as written. According to Moncher and Prinz (1991), triangulation is rarely used but absolutely necessary if treatment fidelity is to be addressed.

To address the issue of treatment fidelity and triangulation the measures included in this manual are used for both PLL Group Therapy and PLL Family Therapy components.

The three primary measures include: Group Fidelity Checklists; Family Therapy Coaching Supervision Handbook; and Interpersonal Recall Rating Measures for both Group and Family Therapy.

Part I – Group Protocol Guidelines, Procedures, and Checklists to measure Therapist Adherence

Group Protocol Guidelines:

Brief Description: The Group Fidelity Protocol Checklist is a therapist self-report document that measures adherence to the PLL Group Manual. Each Group Fidelity Protocol Checklist is composed of Yes/No items of key concepts that Group Facilitators respond to in order to indicate whether those key concepts were covered or not covered. In addition, the Group Fidelity Checklist has a Likert scale of “1 to 5” for the Group Facilitator to identify how closely he or she followed the Group Manual. (See Appendix A for Group Fidelity Checklists)

- **Length:** 20 or more items depending on group
- **Time Required:** 15 minutes to complete
- **Completed by:** PLL Facilitators conducting the Group
- **Supervised by:** PLL Supervisor
- **When:** Completed after each PLL Group by Group Facilitators
- **How Often:** Group Fidelity Checklists are submitted to PLL Supervisor until 90% Group Adherence is achieved in each group and in Video IPR Analysis of each group.

Steps for the PLL Group Facilitator to Complete the Group Fidelity Protocol Checklist:

- Step One: Immediately after the PLL group, the Group Facilitators sit together to complete the Group Fidelity Protocol Checklist.
- Step Two: On the same Group Fidelity Protocol Checklist, the two Group Facilitators enter their self-ratings by responding to each Yes/No item or Likert Scale according to their adherence to the PLL Group Therapy Manual for the sections they each delivered during the group.
- Step Three: The Group Facilitators store the Group Fidelity Protocol Checklist in the client file to be faxed to the PLL Supervisor for review 24 hours prior to their next supervision meeting.
- Step Four: The Group Facilitator continues to complete and fax the Group Fidelity Checklists to the PLL supervisor until Advanced Group Adherence is achieved. (See below for procedures for attaining Advanced Group Adherence)

Procedures for evaluating PLL Group Adherence:

Brief Description: PLL Group Adherence is assessed by reviewing the Group Fidelity Protocol Checklist and video clips of each group. Beginner, Intermediate or Advanced Group Adherence is attained according to the mean score of the Group Fidelity Protocol Checklist and Video IPR Analysis of the six groups combined. (Video IPR Analysis Procedures are on p. 12 of this document)

• Procedures for Scoring Group Fidelity Checklists:

- A mean score is assigned based on the Group Facilitator's self-reporting on the Likert scales and Yes/No checklists to major tenets identified on the Group Fidelity Protocol Checklist
 - Each "Yes" response is valued as a "5" and each "No" response is valued as a "1"
 - Each Likert scale ranges from "1 – 5" with "5" being the highest score possible
 - Each "High" response is valued as a "5", each "Medium" response is valued as "3" and each "Low" response is valued as "1"

• Procedures for Correcting Lack of Group Adherence:

- Step One: PLL Supervision discussion with role plays around particular areas of weaknesses and implementation of a plan for correction for a specific group
- Step Two: Re-assessment of group adherence for that specific group on the Group Fidelity Protocol Checklist and Video IPR Analysis
- Step Three: Mandatory attendance to specific Fidelity Refresher Webinars
- Step Four: If needed, onsite encounters

• Procedures for Attaining PLL Group Adherence:

- Group Adherence Levels are assigned based on the mean scores from two measures, the Group Fidelity Checklist and the Video IPR Analysis
 - Beginner Group Adherence = mean score below 80% in one or both measures in one or more of the 6 PLL groups
 - Intermediate Group Adherence = 80% adherence is achieved in both measures in all 6 PLL groups
 - Advanced Group Adherence = 90% adherence is achieved in both measures in all 6 PLL groups

• Procedures for Monitoring PLL Group Adherence:

- Each Group Adherence Level requires specific fidelity monitoring
 - Beginner & Intermediate Group Adherence requirements –
 - PLL Group Facilitator submits video and group fidelity checklists of each group until 90% adherence is achieved in each of the six groups
 - Advanced Group Adherence requirements –

- PLL Group Facilitator is no longer required to submit group fidelity checklists for each group but continues to submit videos for IPR supervision
- **Procedures for Preventing “Provider Drift”:**
 - Once the PLL Group Facilitator has achieved PLL Advanced Group Adherence, he or she moves into the Group Adherence Maintenance Stage and no longer submits the Group Fidelity Checklists.
 - Without clear procedures in place to maintain group adherence, provider “drift” will occur.
 - Procedures to minimize “drift” are:
 - Ongoing video IPR Reviews of each group
 - Regular PLL supervision on a weekly or bi-weekly basis
 - Quarterly “fidelity refresher” webinar sessions

Group Protocol Flow Chart

Step One: PLL Group Facilitator completes Group Fidelity Checklist immediately after each group

Step Two: Placed in client's chart as a progress note

Step Three: 24 hours prior to PLL Supervision – Completed Group Fidelity Checklists faxed to PLL Supervisor

Step Four: PLL Supervisor assesses mean rating of Group Fidelity Checklist from Yes/No Checklists and Likert Scales

Step Five: If lack of adherence exists, PLL Supervisor addresses reasons for lack of fidelity adherence in all affected areas with Group Facilitator and initiates steps to attain Group Adherence (re-assessment via fidelity checklist, video IPR analysis, fidelity refresher webinars, live encounters)

Step Six: PLL Intermediate Group Adherence is attained when 80% adherence is achieved in both the Group Fidelity Checklists and IPR Video Analysis for all six groups

Step Seven: Advanced Group Adherence is attained when 90% adherence is achieved in both the Fidelity Checklists and IPR Video Analysis for all 6 groups

Step Eight: Group Adherence is maintained by ongoing video supervision, regular PLL supervision, and attendance at fidelity refresher webinars

Part II – Family Therapy Protocol Guidelines, Procedures, and Checklist to Measure Therapist Adherence

Family Therapy Coaching Protocol Guidelines:

Brief Description: The Family Therapy Coaching Supervision Handbook is a therapist self-report checklist of adherence to the PLL Family Therapy Manual. This Supervision Handbook also serves to assist the PLL Therapist in completing the pre-session preparation materials for the next phase of coaching. After each family therapy session, the PLL Therapist will fill out specific areas that assess competency of the major tenets of the PLL Family Therapy Model. (See Appendix B for the Family Therapy Coaching Supervision Handbook)

- **Length:** All the pages in the Supervision Handbook that cover that particular Family Therapy Coaching Phase including Pre-Session Preparation pages and material for the next coaching phase
- **Time Required to Complete:** 30 minutes to 1 hour to complete
- **Completed by:** PLL Therapist conducting the Family Therapy
- **Supervised by:** PLL Supervisor
- **When:** Family Coaching Supervision Handbook is completed after each PLL Family Coaching Session
- **How Often:** PLL Therapist selects one Coaching Supervision Handbook to begin tracking, faxing applicable handbook pages and ancillary materials for that case to the PLL Supervisor for review 24 hours prior to each supervision. This process continues until 90% adherence is achieved in the Core Four Phases of the Coaching Supervision Handbook and in the Video IPR Analysis for each Core Four Phase

Steps for the PLL Coaching Therapist to Complete the Coaching Supervision Handbook:

- **Step One:** Immediately after the coaching session, the PLL Therapist takes all the flip charts used in the coaching session to his or her office to complete the Coaching Supervision Handbook and prepare the pre-session ancillary materials for the next coaching phase
- **Step Two:** The PLL Therapist completes the self-report Yes/No Checklists in the Coaching Supervision Handbook according to their adherence to the PLL Coaching Manual.
- **Step Three:** The PLL Therapist prepares the pre-session ancillary materials needed for the next coaching phase as indicated in the Coaching Supervision Handbook (i.e.

feedback loops, contract rough draft, countermoves checklist, etc.). These materials are reproduced in the Coaching Supervision Handbook or prepared as power point addendums to the handbook.

- Step Four: The PLL Therapist stores the Coaching Supervision Handbook with all ancillary materials in the client file.
- The PLL Therapist repeats Steps One, Two and Three as each Coaching Phase is completed.
- Step Five: 24 hours prior to each supervision session, the PLL Therapist selects a Coaching Supervision Handbook with its ancillary materials to fax to the PLL Supervisor for review. This process continues until the Coaching Supervision Handbook is complete
- Step Six: The PLL Therapist continues the above process, faxing additional Coaching Supervision Handbooks, until Advanced Coaching Adherence is achieved. (See below for procedures for attaining Advanced Coaching Adherence)

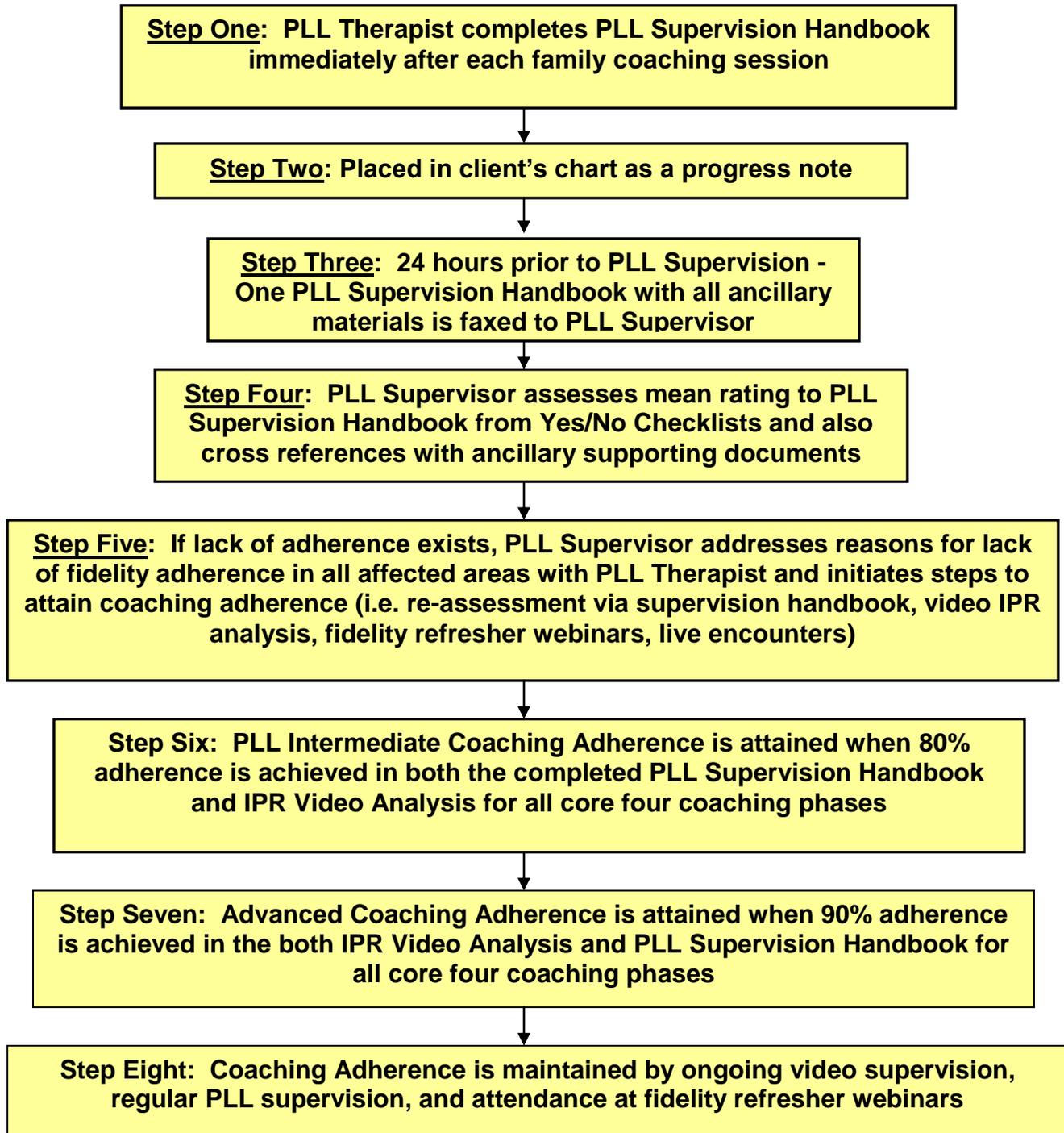
Procedures for evaluating PLL Coaching Adherence:

Brief Description: PLL Coaching Adherence is assessed by reviewing the PLL Supervision Handbook and video clips of each coaching phase. Beginner, Intermediate or Advanced Coaching Adherence is attained according to the mean score of the completed PLL Supervision Handbook and Video IPR Analysis of the completed series of the coaching sessions. (Video IPR Analysis Procedures are on p. 12 of this document)

- **Procedures for Scoring Family Coaching Supervision Handbook:**
 - A mean score is obtained based on the Yes/No Adherence Checklists in the PLL Supervision Handbook
 - Each “Yes” response is valued as a “5” and each “No” response is valued as a “1”
- **Procedures for Correcting Lack of PLL Coaching Adherence:**
 - Step One: PLL Supervision discussion with role plays around particular areas of weaknesses and implementation of a plan for correction
 - Step Two: Re-assessment of coaching adherence on a new PLL Supervision Handbook and Video IPR Analysis
 - Step Three: Mandatory attendance to specific Fidelity Refresher Webinars
 - Step Four: If needed, onsite encounters
- **Procedures for Attaining PLL Coaching Adherence:**
 - Coaching Adherence Levels are assigned based on the mean scores from two measures, the completed PLL Supervision Handbook and the Video IPR Analysis of all four core coaching phases
 - Beginner Coaching Adherence = mean score below 80% in one or both measures

- Intermediate Coaching Adherence = 80% adherence is achieved in both measures
- Advanced Coaching Adherence = 90% adherence is achieved in both measures
- **Procedures for Monitoring PLL Coaching Adherence:**
 - Each Coaching Adherence Level requires specific fidelity monitoring
 - Beginner & Intermediate Coaching Adherence requirements –
 - PLL Coaching Therapist submits video and Coaching Supervision Handbook until 90% adherence is achieved in each of the core phases
 - Advanced Coaching Adherence requirements –
 - PLL Coaching Therapist is no longer required to submit the Coaching Supervision Handbook, but continues to submit the coaching ancillary materials along with videos for IPR supervision. (Ancillary materials include – Stress Chart, Feedback Loops, Seed/Tree Diagram, Contracts or Playbooks, Countermoves Sheets, Red Flags Checklist)
- **Procedures for Preventing “Provider Drift”:**
 - Once the PLL Therapist has achieved PLL Advanced Coaching Adherence, he or she moves into the Coaching Adherence Maintenance Stage and no longer submits the Coaching Supervision Handbook.
 - Procedures to minimize “drift” are:
 - Ongoing video IPR Reviews of Coaching Sessions
 - Regular PLL supervision on a weekly or bi-weekly basis
 - Quarterly “fidelity refresher” webinar sessions

Family Therapy Protocol Procedures



Part III - IPR- Interpersonal Recall Rating Scale Guidelines

Interpersonal Recall Rating Protocol Guidelines:

Brief Description: The Interpersonal Recall Rating Scale (IPR) is a Likert scale to evaluate the PLL Therapist's adherence to the PLL Model for both group and family therapy using the analysis of the PLL Supervisor. PLL Therapists send DVD videotapes of both Group and Coaching Phases. The PLL Supervisor reviews the videotapes and rates the therapist's compliance on key PLL theoretical constructs (see Appendix C for Video IPR Measures).

- **Length:** 7-17 items
- **Time Required:** 30 minutes per videotape
- **Administered by:** PLL Therapist
- **Supervised by:** PLL Supervisor
- **When:** During Supervision
- **How Often:** Videos of both the 6 PLL Groups and the 4 Core Coaching Phases are regularly submitted either to achieve 90% model adherence or to prevent "provider drift"

Steps for IPR Review during the PLL Supervision:

- Step One: Prior to PLL Supervision, the PLL Supervisor reviews the videotape of the Group or Coaching Phase and rates the therapist's compliance on key PLL theoretical constructs (see Appendix C for Video IPR Measures).
- Step Two: The PLL Supervisor gets the tape edited down to 3-4 scenes that demonstrate both strengths and areas for improvement
- Step Three: During PLL Supervision, the video clips are shown in Webex
- Step Four: The PLL Supervisor leads discussion with the supervision group to identify strengths and areas for improvement as seen in the video clips
- Step Five: These strengths and areas for improvement are added to the IPR Analysis by the PLL Supervisor
- Step Six: Overall fidelity rating is assigned by the PLL Supervisor
- Step Seven: The Video IPR Analysis is sent to the PLL Therapist and supervision group

Procedures for evaluating Group or Coaching Adherence:

Brief Description: The IPR Video Analysis is used for three purposes: (1) used to indicate adherence for Group and Coaching; (2) used to prevent "provider drift"; and (3) used to assist

the PLL Therapist in processing stuck cases or cases with numerous high risk factors or develop enhanced skill sets.

- **Procedures for Collecting Videos for IPR Analysis:**
 - Each PLL Therapist submits tapes of the 6 PLL groups and the 4 Core Coaching Phases until 90% adherence is achieved for that particular Group or Coaching Phase
 - Once 90% adherence is achieved, groups or coaching sessions are collaboratively selected by the therapist and PLL supervisor for ongoing video IPR analysis

- **Procedures for Scoring Videos:**
 - As the video is viewed by the PLL Supervisor, each key theoretical construct is rated on a Likert scale from 1 (Never) to 5 (Almost Always) or with a 1 (No) or 5 (Yes) Response. A score of 5 represents the highest level of adherence. Each IPR has a mean threshold score based upon the # of key theoretical constructs requiring adherence for each Group or Coaching Phase.
 - Strengths and Areas for Improvement are added to the IPR Video Analysis as a result of the input from the PLL Therapist and his or her colleagues during the PLL Supervision review of the video clips

- **Procedures for Correcting Lack of Group or Coaching Adherence:**
 - Step One: Live viewing of the video clip during PLL Supervision allows the PLL Supervisor to point out areas where the PLL Therapist is not attaining group or coaching adherence
 - Step Two: The completed IPR Video Analysis is provided to the PLL Therapist so he or she can see the precise areas in need of correction
 - Step Three: Ongoing re-assessments of that Group or Coaching Phase with a new video
 - Step Four: Mandatory attendance to specific Fidelity Refresher Webinars
 - Step Five: If needed, onsite encounters

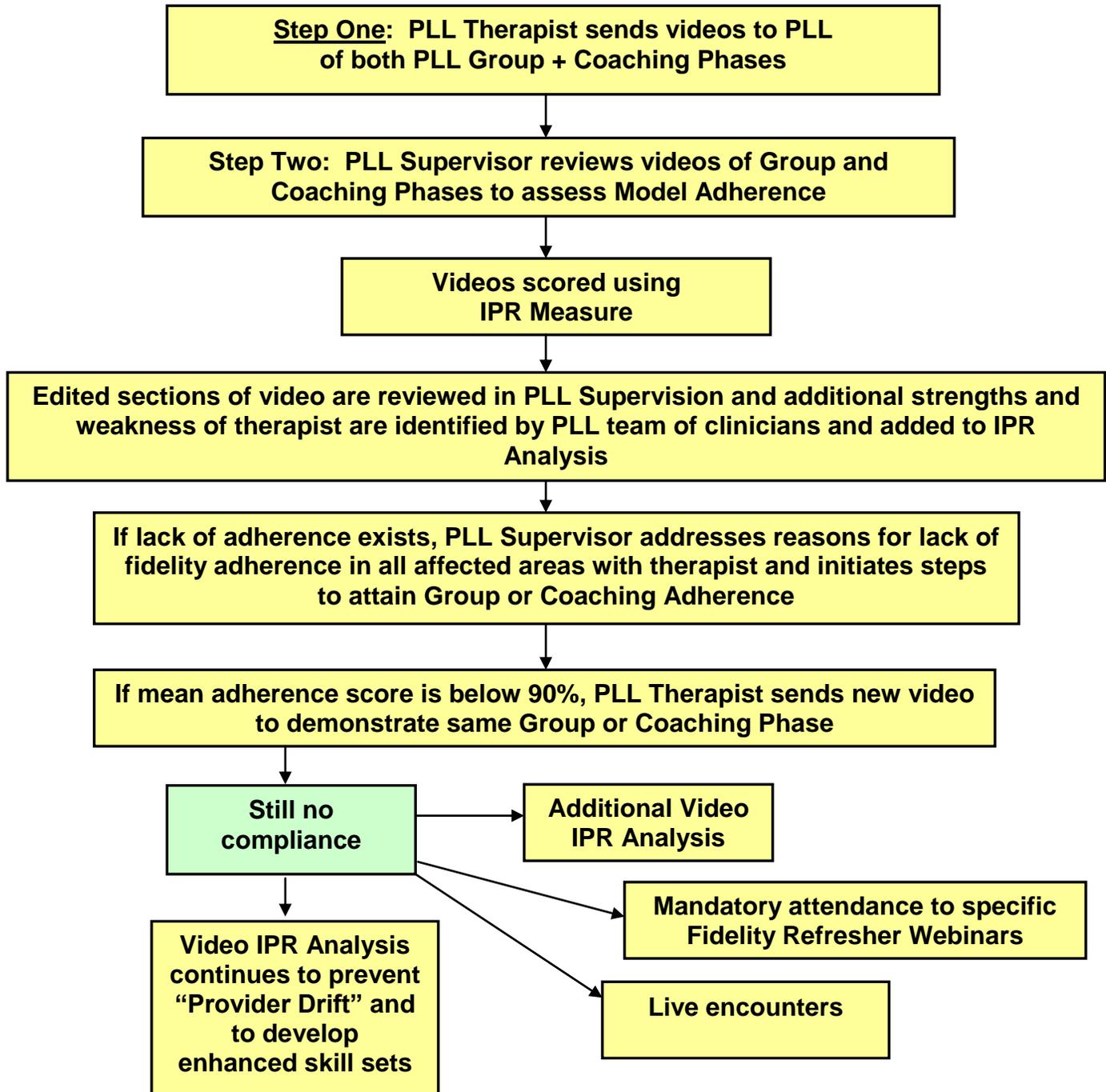
- **Procedures for Attaining Group or Coaching Adherence:**
 - Adherence Levels are assigned for Group or Coaching based on mean scores from two measures, the paper and pen Group Fidelity Checklists or PLL Supervision Handbook and the Video IPR Analysis for the Group or Coaching Phases
 - Beginner Group or Coaching Adherence = mean score below .80 in one or both measures (Group Fidelity Checklists or PLL Supervision Handbook and IPR Video Analysis)
 - Intermediate Group or Coaching Adherence = 80% adherence is achieved in both measures (all 6 Group Fidelity Checklists and Video IPR Analysis of all 6 groups or completed PLL Supervision Handbook and Video IPR Analysis of all 4 Core Coaching Phases)
 - Advanced Group or Coaching Adherence = 90% adherence is achieved in both measures (all 6 Group Fidelity Checklists and Video IPR Analysis of

all 6 groups or completed PLL Supervision Handbook and Video IPR Analysis of all 4 Core Coaching Phases)

- **Procedures for Monitoring Group or Coaching Adherence:**
 - Each Group or Coaching Adherence Level requires specific fidelity monitoring
 - Beginner & Intermediate Group or Coaching Adherence requirements –
 - PLL Therapist submits video of each group and core phase until 90% adherence is achieved
 - Advanced Group or Coaching Adherence requirements –
 - PLL Therapist and Supervisor collaboratively determine which videos to send in for ongoing IPR supervision to prevent “provider drift” and/or develop enhanced skill sets

- **Procedures for Preventing “Provider Drift”:**
 - Once the PLL Therapist has achieved PLL Advanced Group and/or Coaching Adherence, he or she continues to submit videos for IPR review in to minimize “drift”. Without clear procedures in place to maintain coaching adherence, provider “drift” will occur.
 - Procedures to minimize “drift” are:
 - Ongoing video IPR reviews of groups and coaching sessions collaboratively determined by the PLL therapist and PLL supervisor
 - Regular PLL supervision on a weekly or bi-weekly basis
 - Quarterly “fidelity refresher” webinar sessions

IPR Evaluation Procedures



Awards for Model Adherence

Procedures for awarding PLL Group Adherence:

Brief Description: PLL Group Adherence can be attained by the individual PLL Group

- PLL Advanced Group Adherence Award
 - Certificate is presented to the Group Facilitator for achieving Advanced Group Adherence in all 6 groups

Procedures for awarding PLL Coaching Adherence:

Brief Description: PLL Coaching Adherence can be attained by the individual PLL Therapist.

- PLL Advanced Coaching Adherence Award
 - Certificate is presented to the PLL Therapist for achieving Advanced Coaching Adherence in all 4 core coaching phases

Procedures for awarding PLL Model Adherence:

Brief Description: The Highest Award, the PLL Model Adherence can be attained by the individual PLL Therapist.

- PLL Model Adherence Award
 - Certificate is presented to the PLL Therapist for achieving Advanced Group Adherence in all 6 groups AND Advanced Coaching Adherence in all 4 core coaching phases

Appendix A

Group Fidelity Checklist (Classes 1 – 6)



GROUP FIDELITY 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

Followed the Manual Followed the Manual Followed the Manual

Not at all Sometimes All of 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

GROUP FIDELITY 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: _____

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

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 Followed the Manual Followed the Manual Not at all Sometimes 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 p. 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 |

GROUP FIDELITY CHECKLIST CLASS #1 PAGE 3

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

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 or her strengths: Yes No
- Kept good time (25 min.): Yes No
- Optional - 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):

Fidelity Rating: ____/220=____%



GROUP FIDELITY 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

Followed the Manual Followed the Manual Followed the Manual

Not at all Sometimes All of 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 defined 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

GROUP FIDELITY CHECKLIST CLASS #2 PAGE 2

Identify Top Three Parent/Teen Buttons

- | | | | |
|--|-----|----|--|
| • “Identify Top 3 Parent Button” exercise done: | Yes | No | |
| • Have parents/teens show each other their buttons: | 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 show each other their buttons: | 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 | |
| • 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

GROUP FIDELITY 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 Followed the Manual Followed the Manual
Not at all Sometimes All of the Time

GROUP FIDELITY CHECKLIST CLASS #2 PAGE 4

Filter Shield

Button buster filter shield:

- | | | |
|---|-----|----|
| • Kept explanation on the parent's motive behind button pushing "snappy": | Yes | No |
| • Made "Filter Exercise" playful by using "American Idol" judges or something else: | 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 |
| • Mapped out the "Unpredictable" with "who, what, when, where": | 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):

Fidelity Rating: ____/275= ____%



GROUP FIDELITY 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

Followed the Manual Followed the Manual Followed the Manual

Not at all Sometimes All of 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

GROUP FIDELITY 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 Not at all		Followed the Manual Sometimes		Followed the Manual 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 |

GROUP FIDELITY 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 Not at all		Followed the Manual Sometimes		Followed the Manual All of the Time

- | | | |
|---|-----|----|
| • Creating Ironclad Rules (10 min.): | 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" or another fun group 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):

Fidelity Rating: ____/255= ____ %



GROUP FIDELITY 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

Followed the Manual Followed the Manual Followed the Manual

Not at all Sometimes All of 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

GROUP FIDELITY 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 emphasize importance of privileges versus rights concept? 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 in class #3? 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

GROUP FIDELITY 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 mini role plays with the Inner Circle parent to practice delivery of rule 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 hand out the "Classic Derailing Moves Cheat Sheet" to all parents? 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):

GROUP FIDELITY 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 Not at all	Followed the Manual Sometimes	Followed the Manual 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 question #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 |

GROUP FIDELITY CHECKLIST CLASS #4 PAGE 5

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

Fidelity Rating: ____/330=____%



GROUP FIDELITY 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 prepare ahead of time and ask therapeutic questions at end of movie: Yes No
- Movie watched _____

GROUP FIDELITY 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		
Followed the Manual Not at all	Followed the Manual Sometimes	Followed the Manual All of 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):

GROUP FIDELITY 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.

- | | | |
|---|-----|----|
| <ul style="list-style-type: none"> • Did you give everyone a typed copy of the Inner Circle parent’s contract (from the last class)? | Yes | No |
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Did you help the Inner Circle parent identify specific button busters he will use? | Yes | No |
| <ul style="list-style-type: none"> • Did you play the part of the teenager while the Inner Circle parent played himself? | Yes | No |
| <ul style="list-style-type: none"> • When he delivered rewards, did you throw loopholes (i.e., demanding more rewards)? | Yes | No |
| <ul style="list-style-type: none"> • Did you yell “freeze” when the parent got stuck and turn to the Outer Circle for input? | Yes | No |
| <ul style="list-style-type: none"> • Did you stick and move with the Outer Circle and do role reversals if the parent was stuck? | Yes | No |
| <ul style="list-style-type: none"> • Did you ask the Inner Circle parent to deliver the reward with praise and appreciation? | Yes | No |
| <ul style="list-style-type: none"> • 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.

- | | | |
|--|-----|----|
| <ul style="list-style-type: none"> • 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 |
| <ul style="list-style-type: none"> • Did you help the parent identify specific button busters he will use? | Yes | No |
| <ul style="list-style-type: none"> • Did you emphasize with the Inner Circle parent how to avoid “piling on”? | Yes | No |
| <ul style="list-style-type: none"> • Did you play the part of the teen while the Inner Circle parent played himself? | Yes | No |
| <ul style="list-style-type: none"> • Did you throw loopholes (arguing, refusal, etc.) when the parent delivered the consequence? | Yes | No |

GROUP FIDELITY 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):

Fidelity Rating: ____/215=____%

GROUP FIDELITY 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 give each group member (parent & teen) compliments? Yes No
- Time kept for the entire class (2 hr.): Yes No

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

Fidelity Rating: ____/130= ____%

Appendix B

Family Therapy Fidelity Checklist



Parenting with Love and Limits[®]
www.gopll.com

PLL COACHING SUPERVISION HANDBOOK (FOR EXTENDED CARE THERAPISTS)

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COACHING PLL

Coaching Supervision Handbook
for Extended Care therapists

family:

Based on:
"Undercurrent Therapy"
Scott P. Sells, PH.D
Editing Ellen Souder, MA, LPCC-S

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 –laminated to give to the family
- Seed Tree Diagram- laminated 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 be 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 Laminated (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 Countermoves 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 Countermoves Checklist Into the Body of the Parent's Version Final Contract
- Type Out Final Teen Version Without Parent Countermoves or Just With The Teen's Countermoves
- 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

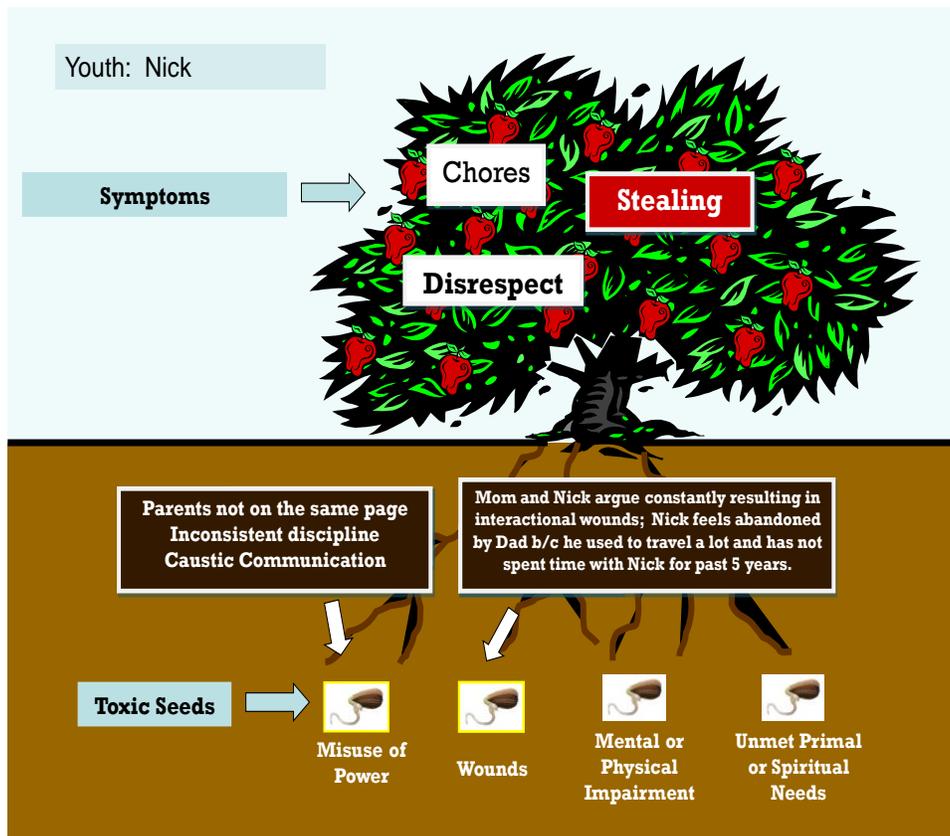
Reproduce your stress chart below (You have the option of submitting stress chart with power point)

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	
.....'s Top 3 Stressors That Causes % Stress				's Top 3 Stressors That Causes % Stress						
#1					#1						
#2					#2						
#3					#3						
.....'s Top 3 Stressors That Causes % Stress				's Top 3 Stressors That Causes % Stress						
#1					#1						
#2					#2						
#3					#3						
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

<i>Healthy Undercurrents (in Bold)</i>	<i>Recommended Techniques to Inject New Undercurrent</i>
(Empty Threats/Lack of Consistent Discipline) • No Empty Threats/Consistency	<input type="checkbox"/> Episodes from Super Nanny <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 – PYOTC, 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 – PYOTC, 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” Seed

Healthy Undercurrents (in Bold)	Recommended Techniques to Inject Healthy Undercurrents
<p>(Draw Out Medical Illness)</p> <ul style="list-style-type: none"> • Education/Support/Stress Management 	<ul style="list-style-type: none"> <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
<p>(Someone Seen As a Patient/Mental Case)</p> <ul style="list-style-type: none"> • Normality and Accountability 	<ul style="list-style-type: none"> <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
<p>(Chemical Imbalance)</p> <ul style="list-style-type: none"> • Psychotropic Medications 	<ul style="list-style-type: none"> <input type="checkbox"/> Psychiatrist and PLL Collaboration- See Sample Contracts <input type="checkbox"/> Accountability Contracts- See Sample Contracts
<p>(Brain or Physical Impairment)</p> <ul style="list-style-type: none"> • Consistent Structure, Education, Support 	<ul style="list-style-type: none"> <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
<p>(Lack of Forgiveness/Resentment)</p> <ul style="list-style-type: none"> • Forgiveness 	<ul style="list-style-type: none"> <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 with Teen- PYOCT-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- PYOTC- pp.232-233 <input type="checkbox"/> Video or Audio Tape Playback- See Sample Contracts
<p>(Lack of Consistent Nurturance)</p> <ul style="list-style-type: none"> • Restoration of Consistent Nurturance 	<ul style="list-style-type: none"> <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):

**After: What will happen in Future with Rewards
 Symptom _____**

Youth Parent, etc.

Healthy Undercurrents: —> New Techniques needed:

**After: What will happen in Future with Consequences
 Symptom _____**

Youth Parent, etc.

Healthy Undercurrents: —> New Techniques needed:

PRE-SESSION PREPARATION BEFORE CORE COACHING PHASE TWO

Phase IV Write a Rough Draft of a Contract for the Misuse of Power 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>
---	---

Rewards to inject the undercurrents of: _____

Undercurrents injected: _____

Daily Reward: _____

Bonus Reward:

- 5 straight days _____
- 7 straight days _____
- 10 straight days _____

Negative Consequences to inject the undercurrents of: _____

Undercurrents injected: _____

1st offense = no daily reward (_____) + _____

2nd offense = no daily reward (_____) + _____

3rd offense = no daily reward (_____) + _____

CORE COACHING PHASE TWO

Fidelity Checks	Yes	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 Countermeasures for Delivery and Implementation of the Nurture Steps and Protective Factors

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

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

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

Unhealthy Undercurrents	Opposite Healthy Undercurrents-(In Bold)
<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)	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)
<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)	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)
<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)	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)
<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)	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)
<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)	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)
<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)	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)

3. Negotiate Terms for Therapy

Indicate which 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 recommend in next session 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

2. Prepare your Wound Feedback Loops

Fidelity Checks	Yes	No
Did you prepare the Before and After Feedback Loops around the Wound or Primal Need & Undercurrent Selected and draw on flip chart for next session? (You may choose to prepare on power point)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Draw the Feedback Loops to illustrate the Positive Cause & Effect of Selected Intervention

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

Before Loop – Current Dance around symptom of _____ Unhealthy Undercurrent:	After Loop – New Dance around symptom of _____ Healthy Undercurrent: Playbook or Enactment:
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Sample Wound Feedback Loops

<p style="text-align: center;">Current Dance- Around Symptom of Running Away from the Grief by Leaving Home and finding Solace in the Streets <u>How it Doesn't Work and Feeds the Grief Monster</u></p> <p style="text-align: center;">Undercurrent: Unresolved Grief Undercurrent: No Resolution grief</p>	<p style="text-align: center;">New Dance- Around Symptom of Running Away from the Grief by Leaving Home and finding Solace in the Streets <u>How the new dance is starving the Grief Monster and stamping out the symptom</u></p> <p style="text-align: center;">Open communication is an Antibiotic to unresolved grief Activity brings healing to grief and shrinks grief monster</p>
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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 style="text-align: center;">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 style="text-align: center;"><i>Example- Undercurrent Technique to Heal Unresolved Grief:</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	Countermove 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” Countermove Checklist?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you dress rehearse with the family each of their “What will you do if” Countermove?	<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” Countermove?	<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)

<p>1. ...</p> <p>2. ...</p> <p>3. ...</p>

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

<p style="text-align: center;">Red Flags Checklist for Wound of Grief and Loss</p> <ul style="list-style-type: none"> • 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 <ol style="list-style-type: none"> 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

Appendix C

IPR Video Supervision Scoring Measures

IPR Video Supervision PLL MI Call/Intake IPR Measure

Therapist's Name: _____

Date of MI Call/Intake: _____

Number of Video IPR Measure Checks for this MI Call/Intake: _____

1. How closely did the therapist follow the Motivational Interview Phone Call Script or Orientation/Intake Script as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
2. How well did the therapist use transition statements to move to the next question as illustrated in the video clip?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
3. How well did the therapist demonstrate joining/engagement/rapport with teens and/or parents as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
4. How well did the therapist use reflection and summary statements to clarify and maintain appropriate timing as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
5. How well did the therapist use tracking questions as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
6. How well did the therapist utilize props/materials to engage the client/family during the orientation/intake?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
7. How well did the therapist demonstrate enthusiasm and energy in "selling" the PLL program?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

Rating: _____/35 = _____%

IPR Video Supervision

PLL Group IPR Measure

Therapist's Name:

PLL Group Session #:

Date of Session:

Number of Video IPR Measure Checks for this PLL Group Session:

1. How closely did the therapist follow the Group Therapy manual script in this section of the class as demonstrated by the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
2. How closely did the group leader demonstrate the central concept or technique in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
3. How well did the group leader demonstrate a smoothness or flow of delivery within the section of the class in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
4. How well did the group leader demonstrate Joining/engagement/rapport with teens and/or parents as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
5. How well did the group leader demonstrate choreographic integration with props and technology as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
6. How well did the group leader integrate usage of self into presentation (i.e., personal examples, stories, humor, etc.) as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
7. How well did the group leader integrate voice inflection (i.e., dramatic, low, high) into presentation as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

Rating: _____/35 = _____%

IPR Video Supervision

PLL Coaching #1 IPR Measure

Therapist:

Date of Session:

Number of Video Fidelity Checks for Coaching #1:

Fidelity Check Components	Rating				
1. How well did the therapist engage the family by gathering information on hobbies and interests and inquiring about their strengths/ what they are proud of in each other? (Was the pace appropriate? Did the therapist mirror the family? Did the therapist use good follow-up questions? Etc.)	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
2. Did the therapist use the giant flip chart to provide the visual component to the coaching session?	No 1			Yes 5	
3. How well did the therapist use smooth transition statements to segue into each segment of the session?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
4. How well did the therapist obtain each family member's overall stress on the scale of 0% - 100%?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
5. How well did the therapist obtain each family member's top three contributors to their overall stress?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
6. How well did the therapist categorize their stressors?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
7. Did the therapist obtain the % reductions for each stressor?	No 1			Yes 5	
8. How well did the therapist pursue the existence of any safety stressors, using the Survival Kit?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
9. How well did the therapist clearly explain the connection between the apples on the tree and their identified stressors/symptoms? (i.e. the roots are the undercurrents carrying the poison from the toxic seeds into the tree resulting in bruised apples/symptoms)	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
10. How well did the therapist explain the four toxic seeds?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
11. Did the therapist use the Seed Definition Worksheet?	No 1			Yes 5	
12. Did the therapist expand the seed of Misuse of Power with the Survival Kit and write the family's evidence of this seed on the flip chart?	No 1			Yes 5	
13. How well did the therapist get each family's seed picks (have each family member vote on their top two toxic seeds, tell reasons for their choices and	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

write their choices on the flip chart)?					
14. Did the therapist re-write the symptoms in the form of a laundry list on the flip chart?	No 1		Yes 5		
15. Did the therapist have each member vote on the easiest/most important symptom to remove first and write their picks on the flip chart?	No 1		Yes 5		
16. How well did the therapist sell the family on his seed and symptom pick?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
17. How well did the therapist pursue the need for anyone else to attend the next coaching session?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
18. Did the therapist assign the reading homework assignment?	No 1		Yes 5		
19. How well did the therapist consolidate gains by asking the family what was most helpful about the session and getting their commitment to come back?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
20. How evident was the therapist's x-factor (Joining, engagement, rapport, use of self, enthusiasm, ability to work both sides of the fence, etc.)	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

Rating: _____/100= _____ %

IPR Video Supervision

PLL Coaching #2 IPR Measure

Therapist:

Date of Session:

Number of Video Fidelity Checks for Coaching #2:

Fidelity Check Components	Rating				
1. Did the therapist present the feedback loops either on the giant flip chart or with power point?	No 1		Yes 5		
2. Did the therapist present three feedback loops – one before feedback loop, one after feedback loop demonstrating the teen getting a reward, and one after feedback loop demonstrating the teen getting the consequence?	No 1		Yes 5		
3. How well did the therapist present the feedback loops? (I.e. clearly illustrate the unhealthy and healthy undercurrents and new techniques on the feedback loops)	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
4. Did the therapist copy the outline of the contract around the symptom pick on the flip chart before the session began?	No 1		Yes 5		
5. How well did the therapist utilize a sample contract in the contracting process in order to avoid getting stuck?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
6. How well did the therapist use the Survival Kit in the session (i.e. to help convert their #1 complaint/symptom pick into a concrete rule; to explore the top 3 areas for rewards and consequences)	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
7. How well did the therapist help the family create an ironclad rule around the symptom pick?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
8. Did the therapist emphasize the concept of privileges versus rights when beginning the process of identifying meaningful rewards?	No 1		Yes 5		
9. Did the therapist bring a copy of the rewards the teen came up with in class #3?	No 1		Yes 5		
10. How well did the therapist help the family identify meaningful rewards and write them on the flip chart? (Daily and Bonus Reward)	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
11. How well did the therapist help the family identify meaningful consequences and write them on the flip chart?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

12. Did the therapist assign the reading homework assignment?	No 1	Yes 5			
13. Did the therapist ask the family what was most helpful about the session?	No 1	Yes 5			
14. How evident was the therapist's x-factor (Joining, engagement, rapport, use of self, enthusiasm, ability to work both sides of the fence, etc.)	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

Rating: _____/70 = _____%

IPR Video Supervision PLL Coaching #3 IPR Measure

Therapist:

Date of Session:

Number of Video Fidelity Checks for Coaching #3:

Fidelity Check Components	Rating				
1. Did the therapist present the typed out contract to the parents?	No 1			Yes 5	
2. How well did the therapist review the contract, making sure nothing has been overlooked?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
3. Did the therapist have the Classic Derailing Moves Cheat Sheet pre-written on the flip chart in order to develop parent countermoves?	No 1			Yes 5	
4. How well did the therapist use the Story Board process to help the family develop backup plans around the delivery of the Rule?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
5. How well did the therapist do dress rehearsals with the parents to get them battle ready to present the rule – Part 1 (i.e. practice countermoves to the teen's curveballs)?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
6. How well did the therapist use the Story Board process to help the family develop backup plans around the delivery of the Reward?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
7. How well did the therapist do dress rehearsals with the parents to get them battle ready to present the Reward – Part 2 (i.e. practice countermoves to the teen's curveballs)?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
8. How well did the therapist use the Story Board process to help the family develop backup plans around the delivery of the Consequences?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
9. How well did the therapist do dress rehearsals with the parents to get them battle ready to present the Consequences – Part 3 (i.e. practice countermoves to the teen's curveballs, practice NOT PILING ON)?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
10. With the teen present, how well did the therapist assist the parent in presenting the rule to the teen?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
11. How well did the therapist have the parent actually role play with the teen delivering the reward and consequence with verbal praise and appreciation and	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

use of button busters?					
12. How well did the therapist troubleshoot for any additional barriers to successful implementation of the contract(s)?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
13. Did the therapist ask the family what was most helpful about the session?	No 1			Yes 5	
14. How evident was the therapist's x-factor (Joining, engagement, rapport, use of self, enthusiasm, ability to work both sides of the fence, etc.)	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

Rating: ____/70 = ____%

IPR Video Supervision

PLL Coaching #4 IPR Measure

Therapist: _____

Date of Session: _____

Number of Video Fidelity Checks for Coaching #4:

Fidelity Check Components	Rating				
1. Did the therapist review how the contract is working by asking the teen and parents, using a scale of 0% to 100%?	No 1				Yes 5
2. Did the therapist illustrate their overall % rating on the giant flip chart with the scale drawn out?	No 1				Yes 5
3. How well did the therapist use mini scales to consolidate changes and celebrate success?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
4. How well did the therapist help the family identify concrete steps needed to raise the overall success percentage?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
5. How well did the therapist explain the Decision Tree to help the family decide "where to go from here"? (Re-negotiate for more coaching sessions to make changes and work further on the existing contract, develop a new contract, move into wound work, or begin graduation procedures?)	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
6. How well did the therapist do relapse prevention, using the giant flip chart to write the concrete "red flags" that would likely trigger a relapse along with action steps to take?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
7. Did the therapist write these "red flags" and action steps on a card to send home with the family?	No 1				Yes 5
8. Did the therapist play the "Skills Seek" Game with the family to help ensure that they can generalize their skills to any future problems that may develop?	No 1				Yes 5
9. Did the therapist use the Survival Kit when playing the "Skills Seek" Game to reinforce their familiarity with this workbook?	No 1				Yes 5
10. Did the therapist schedule a 30-day call back with the family?	No 1				Yes 5
11. Did the therapist ask the family what was most helpful about the session?	No 1				Yes 5
12. How evident was the therapist's x-factor (Joining, engagement, rapport, use of self, enthusiasm, ability to work both sides of the fence, etc.)	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

Rating: ____/60 = ____%