

USING THE RED TEEN WORKBOOK (WITH RE ENTRY YOUTH)

All Page Numbers are from the Red Teen Workbook

Options for Delivery: Face-to-Face or via WebEx (If you have more than one youth in a facility whose parent is participating in the PLL Parent Only Groups, you can bring all the youth together for these three meetings; Each Meeting is approximately 1 hour)

First Meeting: (Complete before Parent Group 2)

Materials needed: Red Teen Workbook, Rubber Band

A. VENTING/TALKING ABOUT THINGS THAT CAUSE STRESS

1. Before opening the Teen Workbook, ask the youth what their parents or teachers do that gets on their nerves (this is designed to get the youth to start to open up and provide you with insight into how the communication typically goes between parent and youth). Once you get a good idea of what buttons the teen's parent pushes on them to get on their nerves (i.e. lecturing, nagging, labeling, etc.), then do a fun demonstration where you pretend to be their parent and act out a typical scenario where you are trying to "get on their nerves".
2. Open the Teen Workbook and ask all 4 questions on pages 5 and 6 and write down the youth's responses to each question in their red workbook.
3. Stretch a rubber band to symbolize how stressed it has gotten between the youth and parent in the past during a bad fight and when their parent is "getting on their nerves". Once the youth has pulled on one end of the rubber band to show how stressed (stretched) it has gotten in the past, then say to the youth that when both youth and parent learn new tools in this PLL program to change how they communicate with one another, the stress will decrease and parent and youth will become closer. As you are saying this, move your thumbs closer together as you hold one end of the rubber band with each hand to illustrate the parent and teen growing closer.

B. BUTTON PUSHING

1. Direct the youth to the Top 10 Parent Hot Buttons on page 8 and have the youth identify the top three buttons they push on their parents and write down their responses in the box on page 9.
2. Define each of the Top 8 Teen Hot Buttons by referring to the descriptions/definitions found on page 12. Then, have the youth identify the Top 3 Teen Hot Buttons their parents push on them and write down their responses in the box on page 10.
3. Continue on page 12 and review the underlying motives specific to the specific three Teen Hot Buttons the youth just identified. If the youth shows interest, you can also go ahead and explain the rest of the underlying motives for the teen buttons, personalizing each explanation directly to the teen.
4. Review each of the five Button Buster filters on page 13 and 14. Then, have youth select which ones they prefer. Role-play each button filter with youth so that they can see how these filters could work.
5. Review possible “Unpredictable” acts the youth can do for their parents on page 15. Share that the purpose of the Unpredictable act is to “do something nice for the parent that they will not expect. Some of the Unpredictable acts cannot be done unless the youth is home or home on a visit. Therefore, be creative and help the youth identify something the youth can do while at the facility such as a spontaneous phone call to say, “I love you”, draw a picture, make a card, etc. Challenge the youth to do the unpredictable before your next meeting if possible.

Before Parent Group 2, share with the PLL Therapist the responses of the youth to all the content reviewed in this meeting.

Second Meeting: (Complete before Parent Group 3)

Materials needed: Red Teen Workbook

A. DETERMINE YOUR OWN REWARDS AND TOP BEHAVIOR PROBLEMS

1. Quick check in with youth if they were able to do their Unpredictable. Renew the challenge if they did not do their Unpredictable.
2. Poll the youth to see if they have ever had input into their rules, rewards or punishments.
3. Review page 17 and 18 and help the youth to create a list of the three most important problems their parents want them to stop. Remind them of their answer to Question #3 (on page 6) in your last meeting and help the youth re-write that answer as #1 in the box on page 18. Then, have the youth add two more answers to the top box on page 18.
4. Ask the youth to create a list of the three most important problems they want their parents to stop. Remind the youth of their answer to Question #4 (page 6) in your last meeting and help the youth re-write that answer as #1 in the box on the bottom of page 18. Then, have the youth add two more answers to the bottom box on page 18.
5. Ask the youth this question: How many of you agree with this statement that you always get punished if you break a rule, but rarely get rewarded if you follow your parents' rules?
6. Help the youth to create a list of the top three rewards that they would like to receive if they stopped one of the problems on their list on page 18.
IMPORTANT: To help youth identify effective and appropriate rewards, review the examples of possible rewards on page 19. Before asking each youth to select their top 3 rewards, remind them of the following two critical things: (1) they should only pick rewards that are reasonable and that their parent will go for; (2) they should imagine that they are no longer getting the rewards on the list that they have gotten in the past even when they were breaking the rules and to then select the top three things they would want to get first.

B. LEARN THE ART OF NEGOTIATION

1. Ask the youth what this statement means - It's not what you say but how you say it".

2. Use the discussion to demonstrate for the youth how to ask for a “reward” on their list.
 - a. For the first demonstration, have the youth play their parent and you play the youth and “demand” the reward in a disrespectful manner. Try to demonstrate disrespect by showing a wrong attitude, a loud tone, and swearing or impolite words.
 - b. Ask the youth to identify what you are doing wrong and what you should do to be a “better negotiator” to increase the chances that you will get your reward.
 - c. Complete a second demonstration where you now do it the “right way” (make sure you now demonstrate a respectful tone, respectful language and overall effective negotiation skills).
 - d. Complete a third demonstration where you now have the youth demonstrate good negotiation skills by asking for his reward in a respectful manner
 - e. Remind the youth that by behaving in a respectful manner, they will increase the chances that they will receive “good things” in life and with their parents

Before Parent Group 3, share with the PLL Therapist the responses of the youth to all the content reviewed in this meeting.

Third Meeting: (Complete before Parent Group 4)

Materials needed: Red Teen Workbook, Positive Parent Reports

A. CREATE YOUR OWN PUNISHMENTS

1. Quickly review once more the youth's responses to Question #4 from page 6. Remind the youth that their parents are putting a contract together at this time and you want to be sure that you know what the parents should start doing differently also.
2. Review pages 21 and 22 and say to the youth: "I do not want your parents making up some crazy set of consequences that won't work, so what consequence would you give yourself that would work?"
3. Complete page 22 with the youth – read aloud the examples from other teens. Remember to help the youth remember that this is their opportunity to have a voice in their consequences.

B. CREATE POSITIVE PARENT REPORTS

1. Read page 24 to discuss the "catch your parent doing something right" concept as you explain what a "Positive Parent Report" is (example found on page 25).
2. Tell the youth that the Positive Parent Report (PPR) is designed to rewire their parents' brains and soften them up.
3. Assist the youth to complete one PPR right now and tell them that this will be given to the parents at group 4. Follow the PPR Cheat Sheet guide below to help the youth write a meaningful Positive Parent Report. Also, remember to read aloud the youth's completed PPR before you leave to insure that everything the youth writes is appropriate and fulfills the purpose of the PPR.

PPR Cheat Sheet

1. Tell your parent what he/she did
2. Tell your parent how it made you feel (loved, cared for, surprised, protected, etc.)
3. Tell your parent what it says about him/her as a person (they are a loving person, a kind person, etc.)
4. Tell your parent whatever else is in your heart about him/her as your parent.

4. Review page 26 - Things to Watch Out for when they give more PPR's to their parents. If possible, you can provide the youth with more copies of blank PPR's with self-addressed envelopes so that they can send PPR's to their parents while the youth is in the facility. If this is not possible, you will want to provide the youth with more blank copies of PPR's as soon as the youth returns home so that the youth can begin to give their parent PPR's.
- C. RESTORING LOVE NURTURANCE AND TENDERNESS *(If you are able and decide to bring the teens to Group 6, do not do this part as the teens will share this experience with their parents in Group 6)*
1. Review The Big Chill Timeline on page 29.
 2. Ask the youth to identify where they were on the Timeline with their parent at the time in which they came to the facility.
 3. Turn to pages 30 and 31 and review each of the 5 Toxic Behaviors that poison their relationship with their parent.
 4. Challenge the youth to identify which toxins occur most frequently and to agree to try the recommendations
 5. End the meeting by sharing on page 32 some of the new strategies that their parents are learning in the Parent Groups and encourage the youth that "It Takes Two to Tango" and that they are now being asked to do their part in helping to restore their relationship with their parent.

Before Parent Group 4, share with the PLL Therapist the responses of the youth to all the content

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