

**PARENTING WITH LOVE AND LIMITS® FAMILY THERAPY**

**Supervision Tracking Form**

*(To be filled out every week with one case you select)*

Client Number: \_\_\_\_\_ SFI Program Site: \_\_\_\_\_  
Date of Admission: \_\_\_\_\_ SFI Supervisor: \_\_\_\_\_  
Date Form Completed: \_\_\_\_\_ Supervisor Fax: \_\_\_\_\_  
SFI Counselor: \_\_\_\_\_ Date Faxed: \_\_\_\_\_  
Number of Family Counseling Sessions Completed: \_\_\_\_\_

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

**Area #1: Current step or steps where the family is functioning within the 7-Step PLL Model**

*Circle the corresponding step or steps: 1 2 3 4 5 6 7*

**Type or Print Neatly:** *On the back of this page please provide concrete examples that clearly illustrate why you are currently in the step(s) you selected (see attached page 2)*

**Area #2: List the page numbers that you used in the Survival Kit this past week?**

Do the page numbers in the Survival Kit match up with the step(s) selected in the 7- step Model?   yes   no

**Area #3: Diagram out “Before” and “After” Feedback Loops in Step 4 of 7-Step Model (Appendix A).**

**Area #4: How were your adolescent’s symptoms (aces) - (i.e., disrespect, violence, truancy, etc) primarily (60% or higher) created and maintained (Rank Order top 2 or 3 and put percentages):**

- A- **Drunk with power from a lack of consistent structure and/or nurturance**
- B- **Unhealed traumas or wounds (rape, unresolved grief, loss, betrayal, etc.)**
- C- **Creative way to get an unmet need (get out of homework, get Dad home more)**
- D- **“Stuckness” at a particular developmental stage in the family life cycle**
- E- **Biological/chemical imbalance in the brain**

Does the created symptom you circled currently match up with the step in the PLL Model you circled in Area #1?  
  Yes   No (if no, why not?)

**Area #5: Check the top two dysfunctional undercurrents in this family overall?**

- |  |  |
|--|--|
| <input type="checkbox"/> Role Confusion – <b>Role Clarity/Correct Hierarchy</b><br>(Child is the parent or one parent acts like the child) | <input type="checkbox"/> Lack of Consistent Discipline/Empty Threats—<br><b>Consistency and No Empty Threats</b> |
| <input type="checkbox"/> Unresolved grief and loss – <b>Resolution/Grief Education</b>   | <input type="checkbox"/> Violence or Threats of Violence – <b>Peace, Playfulness</b>                             |
| <input type="checkbox"/> Betrayal or abandonment – <b>Security/Unconditional Love</b>  | <input type="checkbox"/> Family Secrets---- <b>Openness/Reveal Secrets</b>                                       |
| <input type="checkbox"/> Caustic Communication – <b>Soft Talk, Calm Voice</b>  | <input type="checkbox"/> Lack of Forgiveness and Bitterness---- <b>Forgiveness</b>                               |
| <input type="checkbox"/> Lack of Consistent Nurturance --- <b>Unconditional Love</b>   | <input type="checkbox"/> Drawn out Medical Illness/Brain Injury- <b>Support</b>                                  |
| <input type="checkbox"/> Preoccupation with Death/Suicide- <b>Love, Security, Spirituality</b>   | <input type="checkbox"/> Someone Seen as a Patient/Mental Case- <b>Normality</b>                                 |
| <input type="checkbox"/> Lack of Intimacy- <b>Creation of Intimacy, Closeness, Security</b>  | <input type="checkbox"/> High Anxiety ---- <b>Security &amp; Safety</b>  |
| <input type="checkbox"/> Conflict Avoidance- <b>Resolve Conflict and it Happens</b>  | <input type="checkbox"/> Lack of Boundaries- <b>Boundaries</b>   |

**Circle the Corresponding Opposite Healthy Undercurrents to Replace As Their Change Agent**

Are you currently injecting this new healthy undercurrent into your family   Yes   No? if no-why not?

**Area #6: Current Stage of Readiness - See Appendix B for a listing of the Stages of Readiness**

Please place a check for each individual’s current stage of readiness (circle appropriate person D=dad; M=mom; C=caregiver; T-Problem Teen; Th=Where You Are As the Therapist). Note Dad’s stage is often different than Mom’s and so is the problem teenager. **List the behavioral evidence to support the stage.**

- |   |   |
|---|---|
| <input type="checkbox"/> Pre-contemplation (D M T TH) | <input type="checkbox"/> Action (D M T TH)      |
| <input type="checkbox"/> Contemplation (D M T TH)     | <input type="checkbox"/> Maintenance (D M T TH) |
| <input type="checkbox"/> Preparation (D M T TH)       | <input type="checkbox"/> Termination (D M T TH) |

**Area #7: Based on the Healthy Undercurrents circled in Area 5 and the Current Stage of Readiness in Area #6, which strategic intervention and section(s) in the Survival Kit is the most appropriate to create new undercurrent interactions or in your family?**

Check the appropriate intervention(s) that you will be or are implementing

- |   |   |
|---|---|
| <input type="checkbox"/> Consciousness Raising (Feedback Loops) | <input type="checkbox"/> Contracting                                    |
| <input type="checkbox"/> Several Options to Solve the Problem   | <input type="checkbox"/> Reframing                                      |
| <input type="checkbox"/> Removing Barriers to Change            | <input type="checkbox"/> Getting Battle Ready-Preparation-Avoid Buttons |
| <input type="checkbox"/> Consequences to Stop 7 Aces            | <input type="checkbox"/> Restoring Nurturance                           |

**Please Note: Write below the techniques you will use under the intervention(s) you selected and the reasons you selected them (i.e., consciousness raising = using techniques within Step 1- Why Teens Misbehave using the Survival Kit video, handouts etc).- MAKE CERTAIN THAT THE TECHNIQUE YOU SELECTED MATCHES UP CORRECTLY WITH THE INITIATION OF RESTORING HEALTHY UNDERCURRENTS?**

**Technique #1** \_\_\_\_\_

**Reason for this choice** \_\_\_\_\_

**Technique #2** \_\_\_\_\_

**Reason for this choice** \_\_\_\_\_

**Area #8: Do You Have the Right People on the Bus? Fill out Appendix C**

Check all supportive people or institutions that are directly involved in helping the problem adolescent maintain his/her symptoms or causing the parent or parents undue stress?:

- |   |  |  |
|---|--|--|
| <input type="checkbox"/> Church           | <input type="checkbox"/> Friends             | <input type="checkbox"/> Extended family |
| <input type="checkbox"/> Peers            | <input type="checkbox"/> Children services   | <input type="checkbox"/> Police officers |
| <input type="checkbox"/> Other counselors | <input type="checkbox"/> Probations officers | <input type="checkbox"/> Psychiatrists   |
| <input type="checkbox"/> School           | <input type="checkbox"/> Co-workers          | <input type="checkbox"/> Bosses          |

**Do you have the right people on the bus coming to your sessions - Person or persons outside the immediate family who need to be embraced because they are supportive and helpful or neutralized because they are toxic?**

\_\_\_\_\_ Yes

\_\_\_\_\_ No (If no, what prevents you from bringing these people in or going to them?)

**Area #9 Is your client currently stuck or an impossible case? \_\_\_\_\_ Yes \_\_\_\_\_ No**

**If you answered “yes,” to each of these questions and you are still stuck please “schedule” a live supervision session.-**

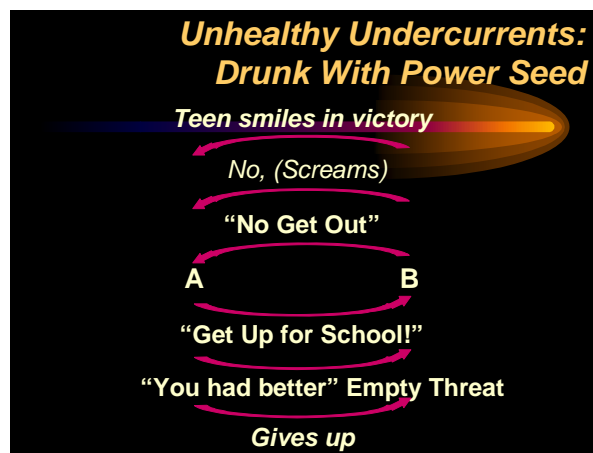
- Have you conducted focus group questions with the parents and teen every 2<sup>nd</sup> session (Appendix D)?
- Do you have the right people on the bus (Area #8) and coming to your sessions?
- Do you have a loop hole free and type written contract?
- Are you focusing on drunk with power when you should be on wounds or *vice versa*?
- Do you like your clients and can you name at least 5 heroic qualities in each family member?
- Are you on the right Stage of Readiness with your clients or one step ahead of them?
- Do you think your client is resistant or unmotivated OR that you are the one missing some thing?
- Are you doing role plays in the “here and now” to fill in the missing healthy undercurrents?

# Appendix A: Feedback Loops

## Steps to Draw Out Feedback Loops

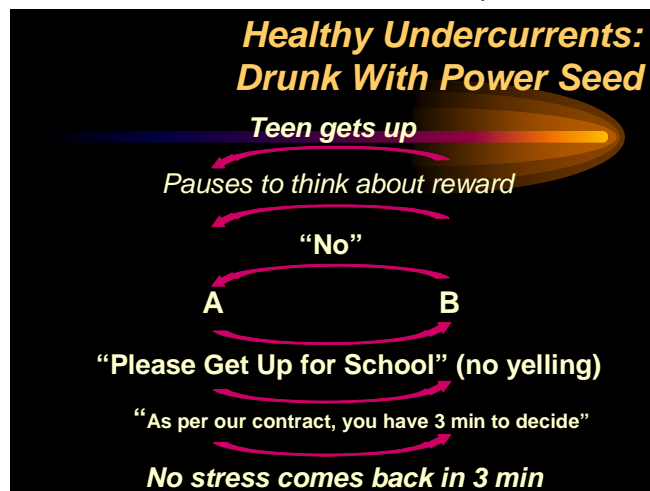
**Step 1:** Take one of the top stressors that your family listed on the flip chart and ask when the last time they are an argument over this stressor. For example, some failure to comply with a parental request or the last time they were disrespectful is a perfect example.

**Step 2:** Draw a blow-by-blow feedback loop and label it “drunk with power” and the unhealthy undercurrents where the parent “helped their teen or child misbehave” and where the child defeated the parent. Draw it the loop on the flip chart and list “Before” at the top. For example, the parent made empty threats, was inconsistent, did not exit from the argument, had no predetermined rules or consequence, etc. List whatever the undercurrents were above drawing. Then list all the things the kid did. For example, raised their voice, refused to listen, pushed button. You do this to show the parent

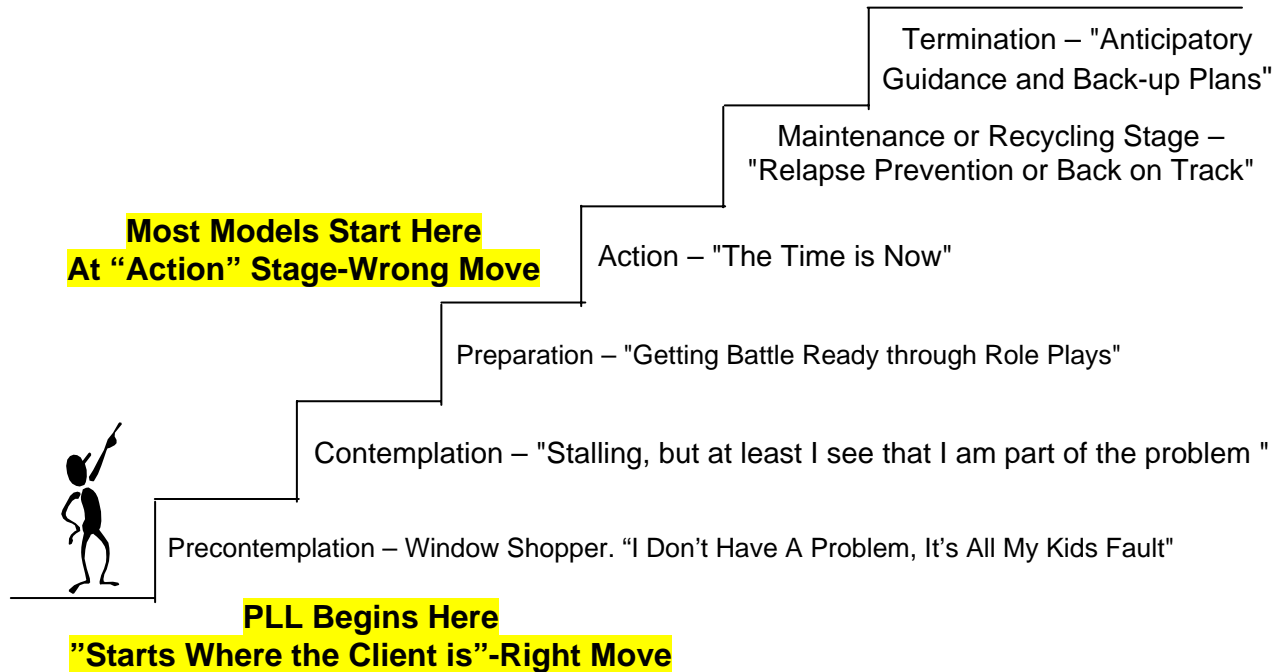


how it takes Two to Tango.

**Step 3:** Highlight for the parent and teen how a clearly written contract (Show an example of an ironclad contract) injected into this dance will help create an “After” of potential success. Draw out the after feedback with healthy undercurrents immediately underneath “the before” drawing so the parent and teen can immediately see the contrasting dances. For example, list things like rewards to motivate teen, consistent consequences, less yelling, etc.



# Appendix B: 6 STAGES OF READINESS FOR CHANGE



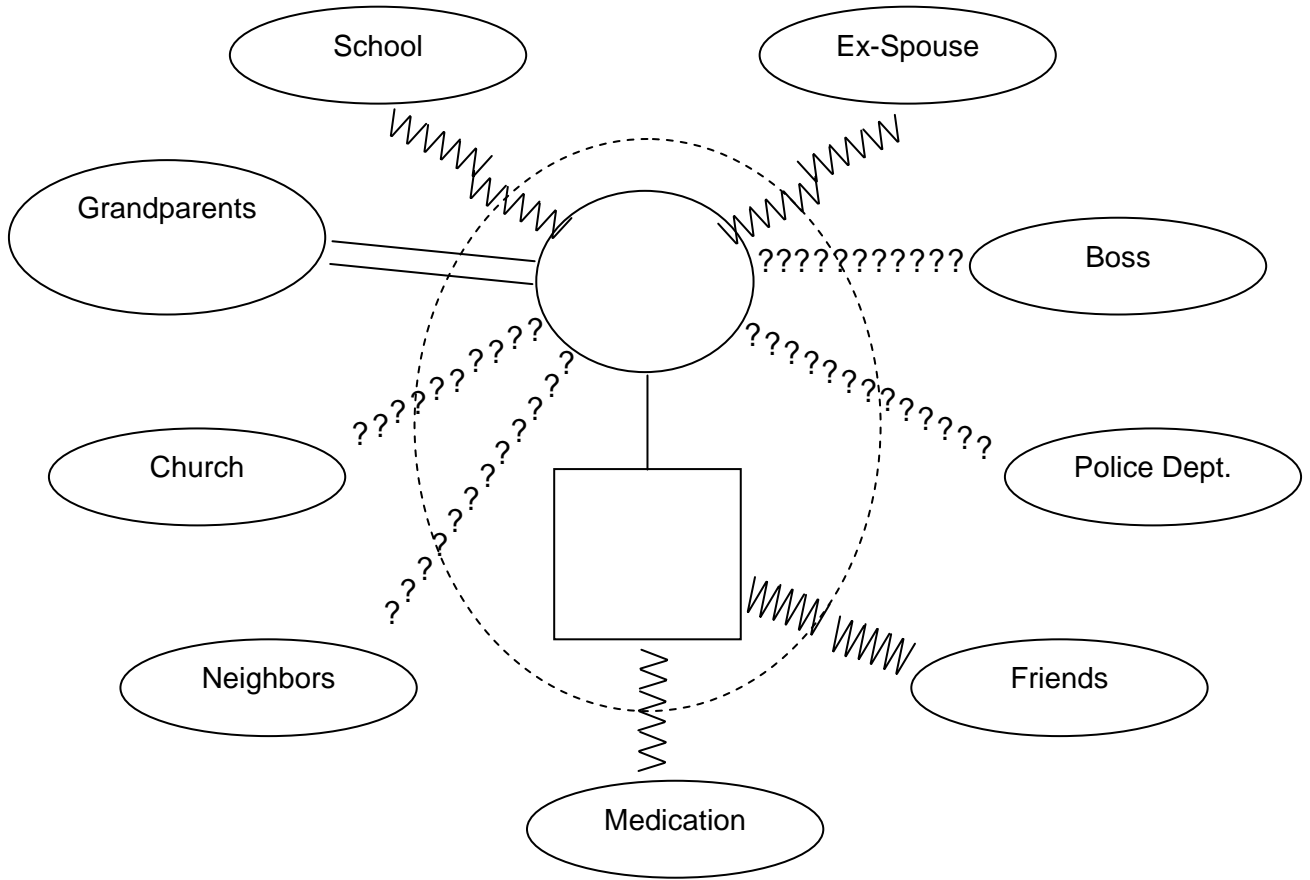
<p><b>Pre-contemplation</b></p> <ul style="list-style-type: none"> <li>▶ Do not see that they are part of problem/solution</li> <li>▶ Feel situation is hopeless</li> <li>▶ No intention of changing</li> <li>▶ Want others to change</li> <li>▶ Others see problem they cannot</li> <li>▶ Minimize or rationalize</li> </ul>	<p><b>Contemplation</b></p> <ul style="list-style-type: none"> <li>▶ Acknowledge problem and their part in it</li> <li>▶ Not ready for change yet</li> <li>▶ Stalling – "analysis paralysis"</li> <li>▶ Wait for magic sign</li> </ul>	<p><b>Preparation</b></p> <ul style="list-style-type: none"> <li>▶ Contracting and troubleshooting</li> <li>▶ Need final reassurances</li> <li>▶ <u>Dry Run Role Plays</u></li> <li>▶ Make final adjustments</li> </ul>
<p><b>Action</b></p> <ul style="list-style-type: none"> <li>▶ Person or family tries to change or stop problem</li> <li>▶ Person or family tries to change environment</li> <li>▶ Overlooks possible relapses</li> <li>▶ If relapse or change fails recycles back to one of three earlier stages</li> </ul>	<p><b>Maintenance</b></p> <ul style="list-style-type: none"> <li>▶ Consolidate gains</li> <li>▶ Relapse prevention-troubleshooting</li> <li>▶ Potential to recycle is initially high</li> <li>▶ Communicate that relapse is normal</li> <li>▶ Goal: Spread moments of relapse further apart</li> </ul>	<p><b>Termination</b></p> <ul style="list-style-type: none"> <li>▶ Anticipatory guidance</li> <li>▶ Letting go of "old self"</li> <li>▶ Backup plan</li> <li>▶ When to use tune-ups</li> <li>▶ Line up support systems and secure a co-therapist</li> </ul>

Prochaska, J.O., Norcross, J.C., & DiClemente, C.C. (1994).

Changing for Good. New York: Avon Books.

# Appendix C ECO-MAP

- ==== Supportive and Presently Helping;
- ?????? Potentially Supportive But Not Presently Helping; or
- ~~~~~ Unsupportive and Not Presently Helping

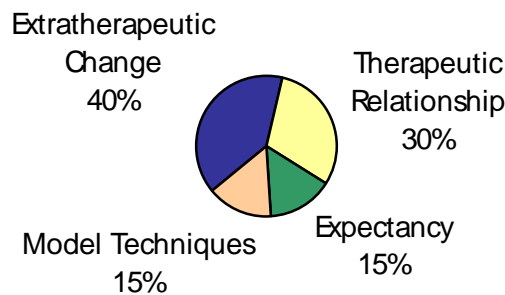


Supportive People or Institutions	Potentially Supportive People or Institutions	Non Supportive People or Institutions
1.	1.	1.
2.	2.	2.
3.	3.	3.

# Appendix D: BARRIERS TO CHANGE QUESTIONS

- ✓ What has been most helpful in our meetings together so far?
- ✓ What have I done or said as your counselor that has been most helpful?
- ✓ What has been least helpful in our meetings together so far?
- ✓ What have I done or said as your counselor that has been least helpful?
- ✓ What do we need to do in the future to make these meetings more helpful or productive?

## 4 Principle Factors that Account for Change



MEET THE CLIENT AT THEIR PARTICULAR STAGE AND MOVE THEM FROM ONE STAGE TO THE NEXT

