

Both group facilita	oth group facilitators will fill out this protocol checklist after the group is completed.							
Date of Group Ses	ssion:							
Name of Parent Br	reakout Faci	litator:						
Name of Teen Bre	akout Facilit	ator:		_				
Overall Artistic Scal	le Rating For	Group #1 (self-rating	g)					
<ul> <li>Overall flow a</li> </ul>	nd smoothne	ss in delivery of material:	1	2	3	4	5	
<ul> <li>Comfort level</li> </ul>	with script:		1	2	3	4	5	
<ul> <li>Good voice in</li> </ul>	flection:		1	2	3	4	5	
• Use of self:			1	2	3	4	5	
<ul><li>Joining/engag</li></ul>	jement/rappo	rt:	1	2	3	4	5	
<ul> <li>Taking the one</li> </ul>	e down positi	on:	1	2	3	4	5	
<ul> <li>Choreographi</li> </ul>	c integration	with props & technology:	1	2	3	4	5	
Any areas of conce	rn to elaborat	te on:						
Hour 1 (Parents	and Teens)							
On a scale of 1 to 5	i, circle the nu	umber indicating how well you	followed th	ne m	anual	in H	our 1:	
	<u> </u>	3	—— 4 —					
Not at all		Sometimes			All	the t	time	
Circle Response								
<ul> <li>Played the To</li> </ul>	p Answer Ga	me:			Υ	es	No	
<ul> <li>Played game</li> </ul>	with high ene	ergy level:	High	N	/lediur	n	Low	
Gave overviev	w of six group	os with Intro video:			Υ	es	No	
<ul><li>Used the "Par</li></ul>	ticipation & G	Graduation Agreement" poster	board:		Υ	es	No	

<ul> <li>Asked for parent's and teen's theory on why teens misbehave:</li> </ul>			No
<ul> <li>Introduced paperback book with dramatic emphasis:</li> </ul>		Yes	No
Reviewed all "Six Reaso	ns Teens Misbehave":	Yes	No
Kept good time for Hour	1:	Yes	No
Hour 2 (Parent Breakout)			
On a scale of 1 to 5, circle the	number indicating how well you followed the r	nanual in H	lour 2:
2	3 4		
Followed the Manual Not at all		ed the Mai II of the Tir	
Circle Response			
<ul> <li>Asked each parent to de</li> </ul>	scribe their worst nightmare:	Yes	No
<ul> <li>Asked each parent both</li> </ul>	solution questions:	Yes	No
Established factual linkage	ges:	Yes	No
• Established emotional lin	nkages:	Yes	No
<ul> <li>Complimented each pare</li> </ul>	ent on strengths:	Yes	No
• Used "Rubber Band" exe	ercise with animal analogy:	Yes	No
Reviewed home reading	assignment and read title on pg. 85:	Yes	No
• Read story of "The Glass	s is Half Empty or Half Full":	Yes	No
• Completed worksheet or	p. 8 of parent workbook:	Yes	No
Used 1-10 scaling and d	rew everyone's numbers on <u>flip chart</u> :	Yes	No
<ul> <li>Asked parents what was</li> </ul>	most helpful about group today?:	Yes	No
Showed all the video clip	s for this group:	Yes	No
• Used Flip Chart in Hours	1 and 2 of the Parent Breakout:	Yes	No
• Used PowerPoint in Hou	rs 1 and 2 of the Parent Breakout:	Yes	No
Used the blue parent wo	rkbooks in Hours 1 and 2 of the Parent Break	out: Yes	No
• Kept good time for Hour	2 of the Parent Breakout:	Yes	No
reas of strengths and weakn	esses in Hours 1 and 2 of the Parent Breakou	t:	

# Hour 2 (Teen Breakout)

On a scale of 1 to 5, circle the	number indicating how well you fo	llowed the ma	anual:	
1 2	3	<u>     4                               </u>		<b>—</b> 5
Followed the Manual Not at all	Followed the Manual Sometimes		the Ma of the T	
Circle Response				
<ul> <li>Asked "What gets on neighbors"</li> </ul>	rves?" question and conducted role	e play:	Yes	No
• Reviewed questions #1,	#2, #3, & #4 (page 5 and 6 of the	workbook):	Yes	No
<ul> <li>Wrote teen answers to q</li> </ul>	uestions #3 and #4 on flip chart:		Yes	No
<ul> <li>Used "Rubber Band" exercise with analogy of thumbs getting closer:</li> </ul>		Yes	No	
<ul> <li>Complimented each teer</li> </ul>	n about one of his strengths:		Yes	No
<ul> <li>Asked teens what they li</li> </ul>	ked best about group today:		Yes	No
<ul> <li>Used the red teen workb</li> </ul>	ooks:		Yes	No
<ul><li>Used Flip Chart:</li></ul>			Yes	No
<ul> <li>Kept good time for the Telegraph</li> </ul>	een Breakout:		Yes	No
Areas of strengths and weakn	esses in the Teen Breakout:			



Both group facilitators will fill out this pro	tocol checklist afte	r the (	group	is co	mple	eted.
Date of Group Session:						
Name of Parent Breakout Facilitator:						
Name of Teen Breakout Facilitator:						
Overall Artistic Scale Rating For Group #2	(self-rating)					
<ul> <li>Overall flow and smoothness in deliver</li> </ul>	y of material:	1	2	3	4	5
<ul> <li>Comfort level with script:</li> </ul>		1	2	3	4	5
Good voice inflection:		1	2	3	4	5
Use of self:		1	2	3	4	5
<ul><li>Joining/engagement/rapport:</li></ul>		1	2	3	4	5
<ul><li>Taking the one down position:</li></ul>		1	2	3	4	5
<ul> <li>Choreographic integration with props &amp;</li> </ul>	technology:	1	2	3	4	5
Any areas of concern to elaborate on:						
Hour 1 (Parents and Teens)						
On a scale of 1 to 5, circle the number indicate	•					
1 — 2 — Som	3 ————————————————————————————————————	<b>–</b> 4 <b>–</b>				– 5 e time
Circle Response						
<ul> <li>Reviewed home reading assignment:</li> </ul>				Y	'es	No
<ul> <li>Reviewed cartoons in workbooks to interest</li> </ul>	roduce Button Pushir	ng:		Υ	'es	No
<ul> <li>Identified Top 3 Parent Hot Buttons:</li> </ul>				Y	'es	No
<ul> <li>Playfully compared Buttons to see which</li> </ul>	ch family had the mos	st mate	ches:	Y	'es	No
<ul> <li>Identified Top 3 Teen Hot Buttons:</li> </ul>				Y	'es	No
<ul> <li>Playfully compared Buttons to see which</li> </ul>	ch family had the mos	st mate	ches:	Υ	'es	No

<ul> <li>Used a family in the group</li> </ul>	o to role play button pushing:		Yes	No
<ul> <li>Wrote buttons for the role</li> </ul>	play on flip chart:		Yes	No
<ul> <li>Used "Age Dropping Flas</li> </ul>	hcards":		Yes	No
<ul> <li>Used high energy playing</li> </ul>	part of teenager: Hig	jh M	ledium	Low
<ul> <li>Kept good time for role pl</li> </ul>	ay (about 1 min.):		Yes	No
<ul> <li>Reviewed "It Takes Two t</li> </ul>	o Tango":		Yes	No
<ul> <li>Kept good time for Hour 1</li> </ul>	:		Yes	No
Hour 2 (Parent Breakout)				
On a scale of 1 to 5, circle the i	number indicating how well you followed th	e mar	nual in H	lour 2:
1 ———— 2 ———	3 4			<b>—</b> 5
Followed the Manual Not at all	Followed the Manual Fo		ed the N	
Circle Response				
<ul> <li>Reviewed the "Five Butto</li> </ul>	n Busters":		Yes	No
<ul> <li>Showed the videos of cor</li> </ul>	responding Button Busters:		Yes	No
<ul> <li>Explained the purpose of</li> </ul>	the Unpredictable:		Yes	No
<ul> <li>Emphasized to do the Un</li> </ul>	predictable when the teen is in a good mod	od:	Yes	No
<ul> <li>Role played the "Unprediction</li> </ul>	ctable":		Yes	No
<ul> <li>Used real props for the page</li> </ul>	arents to "check out" like a library card:		Yes	No
<ul> <li>Used scaling to get paren</li> </ul>	ts' commitment:		Yes	No
<ul> <li>Used "Buddy System" to  </li> </ul>	pair parents up to check on the "Unpredicta	able":	Yes	No
<ul> <li>Gave reading assignment</li> </ul>	t and had a parent read titles aloud:		Yes	No
<ul> <li>Asked parents what was</li> </ul>	most helpful about group today:		Yes	No
<ul> <li>Showed all the video clips</li> </ul>	s for this group:		Yes	No
<ul> <li>Used Flip Chart in Hours</li> </ul>	1 and 2 of the Parent Breakout:		Yes	No
<ul> <li>Used PowerPoint in Hour</li> </ul>	s 1 and 2 of the Parent Breakout:		Yes	No
<ul> <li>Used the blue parent wor</li> </ul>	kbooks in Hours 1 and 2 of the Parent Brea	akout:	Yes	No
<ul> <li>Kept good time for Hour 2</li> </ul>	of the Parent Breakout:		Yes	No
Areas of strengths and weakne	esses in Hours 1 and 2 of the Parent Break	out:		

## Hour 2 (Teen Breakout)

On a scale of 1 to 5, circle the	number indicating how well you fo	ollowed the manual:	
1 2	3	4	<del></del> 5
Followed the Manual Not at all	Followed the Manual Sometimes		Manual the Time
Circle Response			
<ul> <li>Briefly reviewed parent m</li> </ul>	otives behind button pushing:	Yes	No
<ul> <li>Reviewed the five Button</li> </ul>	Filters:	Yes	No
<ul> <li>Conducted role plays on</li> </ul>	two Button Filters:	Yes	No
<ul> <li>Explained the reasons for</li> </ul>	being unpredictable:	Yes	No
<ul> <li>Had the teens pick an "Ui</li> </ul>	npredictable Behavior" assignmer	nt: Yes	No
<ul> <li>Mapped out the "Unprediction</li> </ul>	ctable" on flip chart -"who, when,	where, how" Yes	No
<ul> <li>Used scaling to get teens</li> </ul>	' commitment::	Yes	No
<ul> <li>Asked teens what they like</li> </ul>	ed best about group today:	Yes	No
<ul><li>Used the Flip Chart:</li></ul>		Yes	No
<ul> <li>Used the red teen workbo</li> </ul>	ooks:	Yes	No
<ul> <li>Kept good time for the Te</li> </ul>	en Breakout:	Yes	No
Areas of strengths and weakne	esses in the Teen Breakout:		



Both group facilitators will fill out the	his protocol checklist a	fter the (	group	is co	mple	eted.
Date of Group Session:						
Name of Parent Breakout Facilitato	r:					
Name of Teen Breakout Facilitator:						
Overall Artistic Scale Rating For Grou	p #3 (self-rating)					
<ul> <li>Overall flow and smoothness in</li> </ul>	delivery of material:	1	2	3	4	5
<ul> <li>Comfort level with script:</li> </ul>		1	2	3	4	5
<ul> <li>Good voice inflection:</li> </ul>		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 p	props & technology:	1	2	3	4	5
Any areas of concern to elaborate on:						
Hour 1 (Parents and Teens)						
On a scale of 1 to 5, circle the number	r indicating how well you	followed	the m	anual	in H	our 1:
1 ———— 2 ———	3	4 _				<b>-</b> 5
Not at all	Sometimes			Δ	ıll the	e time
Circle Response						
<ul> <li>Reviewed home reading assignr</li> </ul>	ment:			Υ	'es	No
<ul> <li>Reviewed "Unpredictable" home</li> </ul>	assignment:			Υ	'es	No
• Review Reason #1 Your Teen h	as Literal Disease with R	egina's C	Contra	ct": Y	'es	No
Reviewed Reason # 2: Rules Op	otional, not Mandatory:			Υ	'es	No
Reviewed Reason # 3: Too Man	y Rules at One Time:			Y	'es	No
• Reviewed Reason # 4: Rules an	d Consequences not Pre	determir	ned:	Υ	'es	No

<ul> <li>Reviewed Reason # 5: A</li> </ul>	Lack of Troubleshooting:	Yes	No
<ul> <li>Kept good time for Hour</li> </ul>	1:	Yes	No
Hour 2 (Parent Breakout)			
On a scale of 1 to 5, circle the	number indicating how well you followed the	manual in H	lour 2:
	34		_
Followed the Manual Not at all	Followed the Manual Follo Sometimes	wed the Ma All of the	
Circle Response			
<ul> <li>Listed and ranked "Top I</li> </ul>	Problems for each parent":	Yes	No
<ul> <li>Converted each parent's</li> </ul>	top problems into concrete categories:	Yes	No
<ul> <li>Drafted ironclad rule with</li> </ul>	Inner Circle parent:	Yes	No
<ul> <li>Reviewed How to Mobiliz</li> </ul>	ze Outside Helpers:	Yes	No
<ul> <li>Polled group members to</li> </ul>	o "step up" and be other members' village:	Yes	No
Reviewed Know Your Plant	aying Field:	Yes	No
<ul> <li>Reviewed Tips to Recrui</li> </ul>	t Outside Helpers:	Yes	No
<ul> <li>Conducted role plays on</li> </ul>	Recruiting Outside Helpers:	Yes	No
<ul> <li>Gave reading assignment</li> </ul>	nt and had a parent read titles aloud:	Yes	No
<ul> <li>Asked parents what was</li> </ul>	most helpful about group today:	Yes	No
<ul> <li>Showed all the video clip</li> </ul>	es for this group:	Yes	No
<ul> <li>Used Flip Chart in Hours</li> </ul>	1 and 2 of the Parent Breakout:	Yes	No
<ul> <li>Used PowerPoint in Hou</li> </ul>	rs 1 and 2 of the Parent Breakout:	Yes	No
<ul> <li>Used the blue parent wo</li> </ul>	rkbooks in Hours 1 and 2 of the Parent Break	out: Yes	No
Kept good time for Hour	2 of the Parent Breakout:	Yes	No
Areas of strengths and weakn	esses in Hours 1 and 2 of the Parent Breakou	t:	

# Hour 2 (Teen Breakout)

On a scale of 1 to 5, circle the	number indicating how well you fol	lowed the manua	al:	
12	3	<b>–</b> 4 <b>––––</b>		<b>—</b> 5
Followed the Manual Not at all	Followed the Manual Sometimes			anual Time
Circle Response				
<ul> <li>Reviewed the Unpredicta</li> </ul>	ble and Covert Assignment:	•	Yes	No
<ul> <li>Created list of 2 more of 3</li> </ul>	Teens' Most Important Problems:	•	Yes	No
<ul> <li>Created List of 2 more of</li> </ul>	Teens' Parent's Problems:	•	Yes	No
<ul> <li>Created List of top 3 rewa</li> </ul>	ards:	•	Yes	No
<ul> <li>Taught the Art of Negotia</li> </ul>	ting with role plays:	•	Yes	No
<ul> <li>Asked teens what they like</li> </ul>	ked best about group today:	•	Yes	No
<ul><li>Used the Flip Chart:</li></ul>		•	Yes	No
Used the red teen workbox	ooks:	•	Yes	No
<ul> <li>Kept good time for the Te</li> </ul>	een Breakout:	•	Yes	No
Areas of strengths and weakne	esses in the Teen Breakout:			



Both group facilitators will fill out this protocol checklist aft	er the	group	is co	mple	eted.
Date of Group Session:					
Name of Parent Breakout Facilitator:					
Name of Teen Breakout Facilitator:					
Overall Artistic Scale Rating For Group #4 (self-rating)					
<ul> <li>Overall flow and smoothness in delivery of material:</li> </ul>	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
<ul> <li>Joining/engagement/rapport:</li> </ul>	1	2	3	4	5
ame of Parent Breakout Facilitator:	3	4	5		
<ul> <li>Choreographic integration with props &amp; technology:</li> </ul>	1	2	3	4	5
Any areas of concern to elaborate on:					
Hour 1 (Parent Breakout)		415 0			
	— 4 –				— 5 the time
Circle Response					
<ul> <li>Reviewed home reading assignment:</li> </ul>			Υ	'es	No
<ul> <li>Reviewed the Ideal Contract with Video:</li> </ul>			Υ	'es	No
<ul> <li>Reviewed why rule drafted in group 3 was ironclad:</li> </ul>			Υ	'es	No
<ul> <li>Helped inner circle parent identify top 3 areas for rewards/o</li> </ul>	conseq	uence	s: Y	'es	No

<ul> <li>Revealed to Inner Circle parent what rewards their teenager came up with in group #3:</li> </ul>	Yes	No
		No
		No
·	Yes	No
·	Yes	No
Explained the Hierarchy of Consequences:	Yes	No
Drafted Consequences for the inner circle parent's contract:	Yes	No
Used PowerPoint presentation in hour 1 Parent Breakout:	Yes	No
Kept good time for Hour 1:	Yes	No
lour 2 (Parent Breakout)		
Circle Response		
Reviewed "What If" scenarios on page 52 in Parent Workbook:	Yes	No
• Drafted 1 "What Will You do if" Plan B for the inner circle parent's contract:	<b>Yes</b>	No
Developed parent countermoves for the inner circle parent teen's classic moves around the rule on their contract:	Yes	No
Conducted dress rehearsals for each countermove around the rule with the inner circle parent, following the five rules of thumb:	Yes	No
Rated the inner circle parent's readiness to enforce the rule:	Yes	No
Provided handouts of the countermoves sheet to all the parents:	Yes	No
Gave reading assignment:	Yes	No
Asked parents what was most helpful about group today:	Yes	No
Delivered Positive Parent Reports to each parent:	Yes	No
Used Flip Chart in Hours 1 and 2 of the Parent Breakout:	Yes	No
• Used the blue parent workbooks in Hours 1 and 2 of the Parent Breakout:	Yes	No
Kept good time for Hour 2 of the Parent Breakout:	Yes	No
areas of strengths and weaknesses in Hours 1 and 2 of the Parent Breakout:		

# Hours 1 and 2 (Teen Breakout)

On a scale of 1 to 5, circle the	number indicating how well you for	ollowed the man	ual:	
12	3	<u>      4                              </u>		<b>—</b> 5
Followed the Manual Not at all	Followed the Manual Sometimes		I the M I of the	
Circle Response				
<ul> <li>Introduced the Positive P Doing Something Right:</li> </ul>	arent Report with phrase "Catch \	Your Parent	Yes	No
<ul> <li>Helped each teen to com</li> </ul>	plete a Positive Parent Report:		Yes	No
<ul> <li>Reviewed the 3 things to</li> </ul>	watch out for when giving the PP	R's:	Yes	No
<ul> <li>Used scaling to get teen</li> </ul>	commitment to give PPR's at hom	ne:	Yes	No
<ul> <li>Reviewed Question #4- " make you want to act bet</li> </ul>	What do your parents have to do deter":	differently to	Yes	No
<ul> <li>Helped teens identify the</li> </ul>	ir top 3 consequences:		Yes	No
• Collected teens' Positive	Parent Report's prior to joining pa	arents:	Yes	No
<ul> <li>Asked teens what they like</li> </ul>	ked best about group today:		Yes	No
<ul><li>Used the Flip Chart:</li></ul>			Yes	No
Used the red teen workb	ooks:		Yes	No
<ul> <li>Kept good time for the Te</li> </ul>	een Breakout:		Yes	No
Areas of strengths and weakne	esses in Hours 1 and 2 of the Tee	n Breakout:		



Both group facilitators will fill out this protocol checklist after	er the	group	is co	omple	eted.
Date of Group Session:					
Name of Parent Breakout Facilitator:		-			
Name of Teen Breakout Facilitator:					
Overall Artistic Scale Rating For Group #5 (self-rating)					
<ul> <li>Overall flow and smoothness in delivery of material:</li> </ul>	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
<ul><li>Joining/engagement/rapport:</li></ul>	1	2	3	4	5
<ul> <li>Taking the one down position:</li> </ul>	1	2	3	4	5
Choreographic integration with props & technology:	1	2	3	4	5
Any areas of concern to elaborate on:					
Hours 1 and 2, except for last 15-20 min. (Teen Breakou	ıt)				
Teens Watch Movie with Co-facilitator					
<ul> <li>Prepared ahead of time therapeutic questions for the movie</li> <li>Movie watched</li></ul>			\	es	No

# Hour 1 (Parent Breakout)

	e the number indicating how well you followe		
1 ———— 2 - Not at all	Sometimes		— 5 the time
Circle Response			
• Reviewed the need	for the "PPR Teen Challenge":	Yes	No
Reviewed home rea	ading assignment:	Yes	No
Reviewed the warn	ngs around the 7 Aces Consequences:	Yes	No
<ul> <li>Reviewed some of of blue parent work</li> </ul>	the 7 Aces Consequences on page 57 book	Yes	No
<ul> <li>Reviewed what a P</li> </ul>	ositive Teen Report is:	Yes	No
Showed video "Cate	ch Your Teen Doing Something Right"	Yes	No
<ul> <li>Reviewed "Things t</li> </ul>	o Watch Out For" when giving a PTR:	Yes	No
Reviewed how often	n to use the PTR:	Yes	No
<ul> <li>Helped each parent</li> </ul>	create their first PTR in group:	Yes	No
<ul> <li>Conducted a role pl</li> </ul>	ay with one of the parents on PTR delivery?	Yes	No
Kept good time for lime	Hour 1:	Yes	No
Hour 2 (Parent Break	out)		
On a scale of 1 to 5, circl	e the number indicating how well you followe	d the manual in F	lour 2:
1 2 -	34 -		<b>—</b> 5
Followed the Outline Not at all	Followed the Outline Sometimes	Followed the C All of the	
Circle Response			
<ul> <li>Gave each parent a (from the last group</li> </ul>	typed copy of the Inner Circle parent's contr ):	ract Yes	No
<ul> <li>Provided handouts</li> </ul>	of the countermoves sheet to all the parents:	Yes	No
• •	ountermoves for the inner circle parent teen's nd the rewards on their contract:	s Yes	No
	hearsals for each countermove around the reparent, following the five rules of thumb:	ewards Yes	No
Rated the inner circ	le parent's readiness to enforce the rewards:	Yes	No

<ul> <li>Conducted remaining dress rehearsals for each countermove around the consequences with the inner circle parent, following the five rules of thumb:</li> <li>Rated the inner circle parent's readiness to enforce the consequences:</li> <li>Gave reading assignment and had a parent read titles aloud:</li> <li>Asked parents what was most helpful about group today:</li> <li>Delivered Positive Teen Reports to each teen:</li> <li>Used Flip Chart in Hours 1 and 2 of the Parent Breakout:</li> </ul>	Yes	No
<ul> <li>consequences with the inner circle parent, following the five rules of thumb:</li> <li>Rated the inner circle parent's readiness to enforce the consequences:</li> <li>Gave reading assignment and had a parent read titles aloud:</li> <li>Asked parents what was most helpful about group today:</li> <li>Delivered Positive Teen Reports to each teen:</li> <li>Used Flip Chart in Hours 1 and 2 of the Parent Breakout:</li> </ul>	Yes	No
<ul> <li>Gave reading assignment and had a parent read titles aloud:</li> <li>Asked parents what was most helpful about group today:</li> <li>Delivered Positive Teen Reports to each teen:</li> <li>Used Flip Chart in Hours 1 and 2 of the Parent Breakout:</li> </ul>	: Yes	No
<ul> <li>Asked parents what was most helpful about group today:</li> <li>Delivered Positive Teen Reports to each teen:</li> <li>Used Flip Chart in Hours 1 and 2 of the Parent Breakout:</li> </ul>	Yes	No
<ul> <li>Delivered Positive Teen Reports to each teen:</li> <li>Used Flip Chart in Hours 1 and 2 of the Parent Breakout:</li> </ul>	Yes	No
Used Flip Chart in Hours 1 and 2 of the Parent Breakout:	Yes	No
	Yes	No
• Used the blue parent workbooks in Hours 1 and 2 of the Parent Breakout:	Yes	No
	Yes	No
<ul> <li>Kept good time for Hour 2 of the Parent Breakout:</li> </ul>	Yes	No
Areas of strengths and weaknesses in Hours 1 and 2 of the Parent Breakout:		



Both group facilitators will fill out this protoco	ol checklist after the	group	is co	mplo	eted.
Date of Group Session:					
Name of Parent Breakout Facilitator:					
Name of Teen Breakout Facilitator:					
Overall Artistic Scale Rating For Group #6	(self-rating)				
Overall flow and smoothness in delivery of its content of the second secon	material: 1	2	3	4	5
<ul> <li>Comfort level with script:</li> </ul>	1	2	3	4	5
Good voice inflection:	1	2	3	4	5
Use of self:	1	2	3	4	5
<ul><li>Joining/engagement/rapport:</li></ul>	1	2	3	4	5
<ul> <li>Taking the one down position:</li> </ul>	1	2	3	4	5
• Choreographic integration with props & tech	nnology: 1	2	3	4	5
Any areas of concern to elaborate on:					
Hour 1 (Parents and Teens together for er	ntire group)				
On a scale of 1 to 5, circle the number indicating	<b>.</b> ,	the m	nanual	in H	our 1:
1 2 3					
Not at all Sometim	ies			All t	the time
Circle Response					
<ul> <li>Reviewed home reading assignment:</li> </ul>			Y	'es	No
<ul> <li>Gave a grand prize to the parent who had the</li> </ul>	ne most stickers:		Y	'es	No
<ul> <li>Showed the movie clip from The Great San</li> </ul>	tini:		Y	'es	No
<ul> <li>Asked the intentional questions following th</li> </ul>	e movie clip:		Υ	'es	No

Cirolo Bosponso			
Circle Response			
<ul> <li>Reviewed each stage</li> </ul>	of the Big Chill Timeline:	Yes	No
<ul> <li>Shared Bruce's story v</li> </ul>	<u>without</u> reading straight from the PYOCT book:	Yes	No
<ul> <li>Asked each parent/tee</li> </ul>	en to identify their current stage on timeline:	Yes	No
<ul> <li>Reviewed the principle</li> </ul>	es of timing for when to introduce nurturance:	Yes	No
<ul> <li>Explained the purpose</li> </ul>	for the Healing Phases:	Yes	No
<ul> <li>Helped each parent/te</li> </ul>	en dyad recite the Healing Phrases to each othe	er: Yes	No
<ul> <li>Explained the purpose</li> </ul>	of the plant with intentional questions:	Yes	No
<ul> <li>Gave one plant to eac</li> </ul>	h family:	Yes	No
<ul> <li>Kept good time for Ho</li> </ul>	ur 1:	Yes	No
Hour 2			
	ne number indicating how well you followed the r		
	Followed the Manual Followed		_
1 — 2 — 2 Followed the Manual Not at all	_	owed the N	Manual
Followed the Manual Not at all	Followed the Manual Follo	owed the N	Manual
Followed the Manual Not at all Circle Response	Followed the Manual Followed Sometimes	owed the N	Manual
Followed the Manual Not at all Circle Response	Followed the Manual Follo	owed the N	Manual
Followed the Manual Not at all  Circle Response  • Reviewed the 5 Toxins	Followed the Manual Followed Sometimes  s that poison relationships between parents	owed the I All of th	Manual ie Time
Followed the Manual Not at all  Circle Response  Reviewed the 5 Toxins and their teenagers:  Showed the video "The	Followed the Manual Followed Sometimes  s that poison relationships between parents	owed the N All of th Yes	Manual e Time No
Followed the Manual Not at all  Circle Response  Reviewed the 5 Toxins and their teenagers: Showed the video "The Asked parents and tee Challenged families to	Followed the Manual Followed Sometimes  s that poison relationships between parents e 5 Deadly Toxins":	owed the NAII of the Yes Yes Yes Yes	Manual ne Time No No No
Followed the Manual Not at all  Circle Response  Reviewed the 5 Toxins and their teenagers: Showed the video "The Asked parents and tee Challenged families to challenge:	Followed the Manual Followed Sometimes  sthat poison relationships between parents e 5 Deadly Toxins": ens who has specific toxins in their household: accept the "Nurturing your Plant back to Health"	Yes Yes Yes Yes Yes	Manual ne Time No No No
Followed the Manual Not at all  Circle Response  Reviewed the 5 Toxins and their teenagers: Showed the video "The Asked parents and tee Challenged families to	Followed the Manual Followed Sometimes  sthat poison relationships between parents e 5 Deadly Toxins": ens who has specific toxins in their household: accept the "Nurturing your Plant back to Health"	owed the NAII of the Yes Yes Yes Yes	Manual ne Time No No No
Followed the Manual Not at all  Circle Response  Reviewed the 5 Toxins and their teenagers: Showed the video "The Asked parents and tee Challenged families to challenge:	Followed the Manual Followed Sometimes  s that poison relationships between parents e 5 Deadly Toxins": ens who has specific toxins in their household: accept the "Nurturing your Plant back to Health" gies to reclaim love:	Yes Yes Yes Yes Yes	Manual ne Time No No No
Followed the Manual Not at all  Circle Response  Reviewed the 5 Toxins and their teenagers: Showed the video "The Asked parents and tee Challenged families to challenge: Reviewed the 7 strateges	Followed the Manual Followed Sometimes  s that poison relationships between parents e 5 Deadly Toxins": ens who has specific toxins in their household: accept the "Nurturing your Plant back to Health" gies to reclaim love:	Yes Yes Yes Yes Yes Yes Yes	Manual le Time No No No No
Followed the Manual Not at all  Circle Response  Reviewed the 5 Toxins and their teenagers: Showed the video "The Asked parents and tee Challenged families to challenge: Reviewed the 7 strateges Gave compliments to each	Followed the Manual Followed the Manual Sometimes  s that poison relationships between parents e 5 Deadly Toxins": ens who has specific toxins in their household: accept the "Nurturing your Plant back to Health" gies to reclaim love: each group member:	Yes Yes Yes Yes Yes Yes Yes Yes Yes	Manual ne Time No No No No No
Followed the Manual Not at all  Circle Response  Reviewed the 5 Toxins and their teenagers: Showed the video "The Asked parents and tee Challenged families to challenge: Reviewed the 7 strateges Gave compliments to ee Asked what was most Used PowerPoint pres	Followed the Manual Followsometimes  sthat poison relationships between parents e 5 Deadly Toxins": ens who has specific toxins in their household: accept the "Nurturing your Plant back to Health" gies to reclaim love: each group member: helpful out of all 6 groups:	Yes	No
Followed the Manual Not at all  Circle Response  Reviewed the 5 Toxins and their teenagers: Showed the video "The Asked parents and tee Challenged families to challenge: Reviewed the 7 strateges Gave compliments to each Asked what was most Used PowerPoint pres	Followed the Manual Sometimes  s that poison relationships between parents e 5 Deadly Toxins": ens who has specific toxins in their household: accept the "Nurturing your Plant back to Health" gies to reclaim love: each group member: helpful out of all 6 groups: eentation in Hours 1 and 2: workbooks in Hours 1 and 2:	Yes	No