

Welcome to

Parenting with Love and Limits[®]

FAMILY THERAPY CERTIFICATION



**Savannah
Family
Institute**

www.difficult.net

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AGENDA: DAY 1

Casual attire entire day

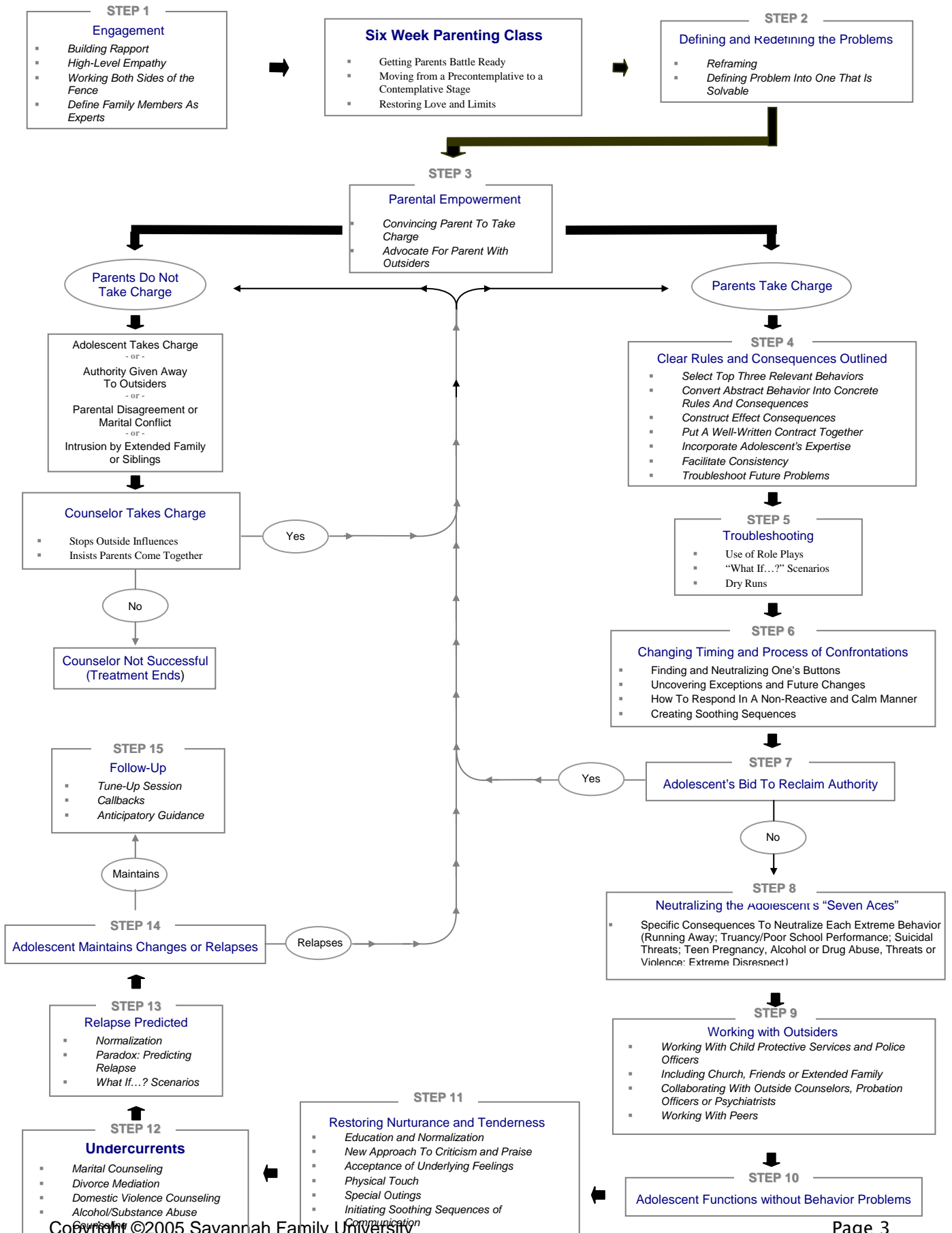
- 8:30 AM – 9:30 AM An Overview of the 15-Step Model (Step 1)
Process vs. Content: The Key To Turning the Tide
- ◆ How To Define and Then Redefine the Presenting Problem
 - ◆ How To Break the Stranglehold of Parental Defiance through Motivation
 - ◆ How To Enlist the Adolescent's Cooperation
- Role-play: How to Gauge the Client's Readiness/Increase Motivation
- 9:30 AM – 9:45 AM **BREAK**
- 9:45 AM – 11:00 AM Engaging the Resistant Parent and Teen: Knowing the Stages of Readiness
- ◆ Precontemplation ◆ Contemplation ◆ Preparation ◆ Action ◆ Maintenance and Termination
- 📺 Video Demonstration: When You Fail To Start Where the Client Is
- 📺 Video Demonstration: The Boy Who Heard Voices at School
- Role-play: Moving the Client From One Stage to the Other
- 11:00 AM – 12:00 PM Button-Pushing: Changing the Process and Timing of Confrontations Between Parent and Teenager (Step 2)
- 8 Button Buster Pushing Strategies
- Role-play: How to prepare parents not to take the bait
- 12:00 PM – 1:30 PM ***Lunch on Own-See the Sites and Relax***
- 1:30 PM – 2:30 PM Setting Clear Rules and Conseq./Troubleshooting (Step 3 & 4)
- Role Play: Creating Custom Fit Consequences and Troubleshooting
- Role Play: Engaging a Tough Adolescent
- 2:30 PM – 2:45 PM **BREAK**
- 2:45 PM – 4:30 PM Neutralizing the Adolescent's 7 Aces: A Menu of Consequences That Work (Step 5)
- Ace #1: Disrespect
 - Ace #2: Truancy/Poor School Performance
 - Ace #3: Running Away
 - Ace #4: Teen Pregnancy or Sexual Promiscuity
 - Ace #5: Alcohol or Drug Abuse
 - Ace #6: Threats or Acts of Violence
 - Ace #7: Threats of Suicide
- 4:30 PM – 5:00 PM Review of case: Creating Custom Fit Consequences
- Boxed dinners provided*
- 5:00 PM – 7:00 PM Live family counseling session
- Please review for Saturday's session:
Steps 6 & 7*

AGENDA DAY #2

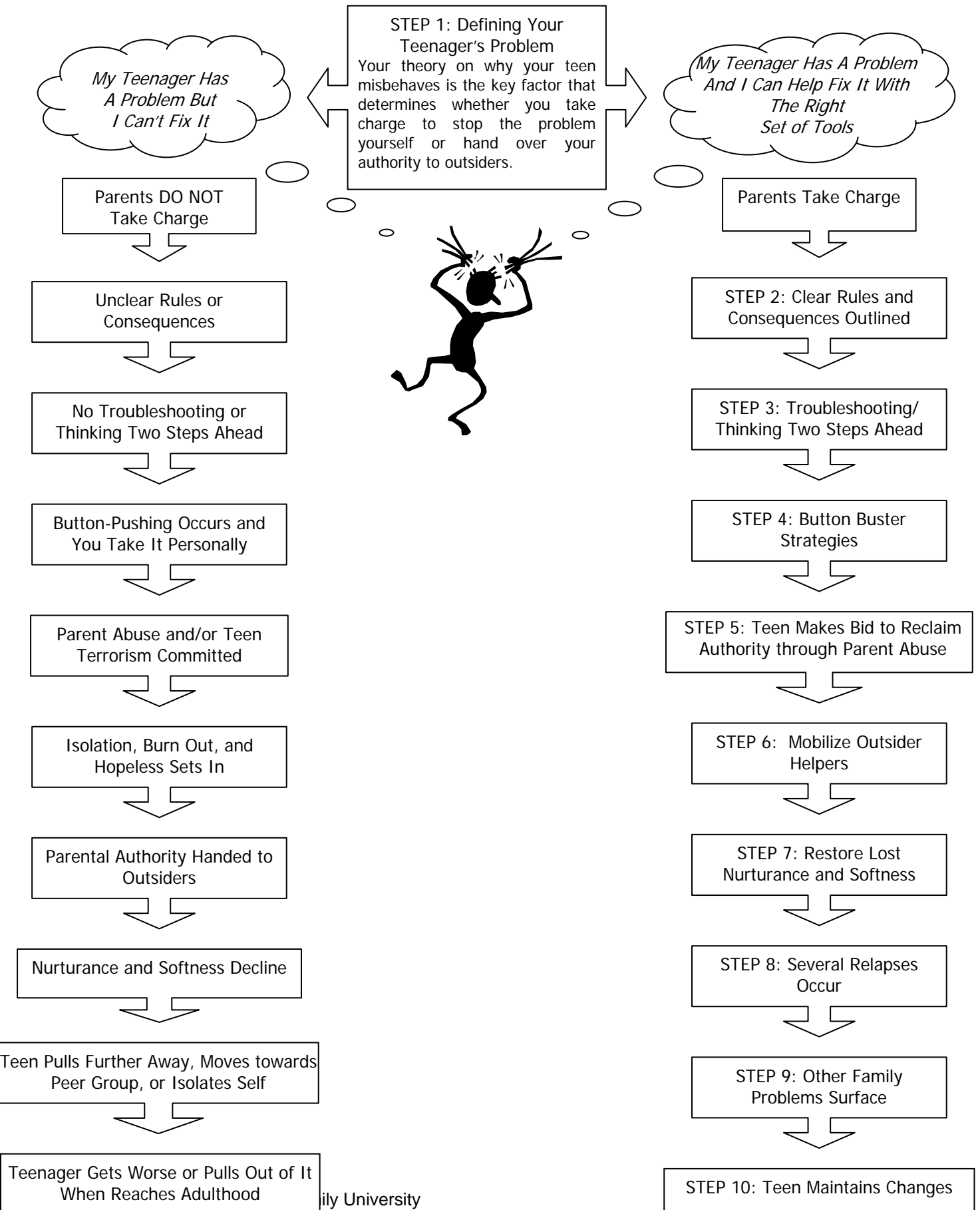
Casual attire entire day

- 8:30 AM – 9:45 AM In-Depth Discussion of Live Family Sessions
Review of Key Videotaped Segments
- 9:45 AM – 10:00 AM **BREAK**
- 10:00 AM – 11:00 AM Role Play: Custom Fit Aces
PM
- 11:00 AM – 12:00 PM Mobilizing Outside Helpers Like Friends Neighbors and Police Officers
PM (Step 6)
- 12:00 PM – 1:30 PM ***Lunch on Your Own-Relax and See the Sites***
- 1:30 PM – 2:30 PM Role Play: Working With Outsiders
 Video Demonstration: Probation Officers and Empowerment
- 2:30 PM – 2:45 PM **BREAK**
- 2:30 PM – 3:30 PM Restoring Nurturance and Tenderness (Step 7)
Video Demonstrations: Going Through the Father to Reach the Son;
Ray: A Failure in Establishing Nurturance
- 3:30 PM – 4:30 PM Role Play: Demonstrating Soft Talk—Wrap-Up

The PLL Model of Practice



A Roadmap of Your Teen's Misbehavior and the Keys to Success





MAJOR BELIEFS OF THIS MODEL:

People Don't Mind Being Led if Led Well

In school, counselors are taught that you must remain neutral and do not take an active role. However, if your parents knew how to change on their own they would have done so by the time they reached your office. Instead, they are stuck and need concrete step-by-step answers.

People Don't Change Easily

Many beginning counselors only throw jabs in the session, and the client doesn't change. The truth is that a counselor needs a strategy that includes jabs, punches, knock out punches, and the determination not to back off when the parent or teen is "on the ropes." You must work hard and go the distance with your client.

Counseling Should Be Clear, Concrete, and Directive

Counseling is more productive when it is clear and concrete rather than meandering from topic to topic. The use of written contracts or agreements helps the parents and teens stay focused.

The Counselor is Primarily Responsible

We realize that the parent and teen is ultimately responsible for change but you are responsible for making the session productive. In addition, if the parent or teen fails to do what you ask or is resistant, it is often the best way they know how to tell you that what you are doing is not working.

Counseling Should Never Be Boring

If the session is interesting, it is because you are using different strategies and creative techniques to focus the client and take them into a deeper understanding of the problem and possible solutions. People tend to learn more and remember more when what they are doing is interesting to them.

Clients Are Not As Frail As You May Think

Human beings bounce back and are extremely hearty if given the chance, and if your clients like you, they will give you second chances. This means that you must not be afraid to take risks with your clients. People sue or bring litigation if there is a spoiled relationship, and not when they know you have their best interests at heart.

Process vs. Content is the Key

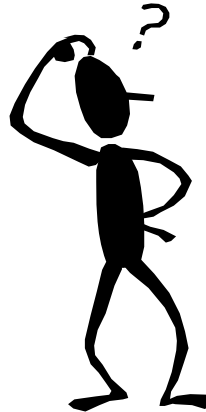
Most counselors are taught to focus on feelings, insight, and content. There is also an emphasis on drumming up the past. Experienced counselors realize that changing patterns or the dysfunctional dances between people is often a much more productive tactic especially with oppositional adolescents.

Content Therapy vs. Process Therapy

Content Therapy	Process Therapy
<ul style="list-style-type: none"> ➤ Freudian ➤ Change = Insight ➤ Focus = Past ➤ Style = Non-directive ➤ Symptom Change Individual Insight Biological ➤ <u>Therapy Models</u> Biomedical, Cognitive, Object Relations 	<ul style="list-style-type: none"> ➤ System Theory ➤ Change = New Dance ➤ Focus = Here & Now ➤ Style = Directive ➤ Symptom Change- Interaction Change Environment Structural Change ➤ <u>Therapy Models</u> Solution-Focused, Strategic, Structural

Undercurrents or Tap Roots

- A theme that underlies the dynamics of the family, and like a linchpin, when addressed, everything falls into place. If not addressed, it is an undertow that pulls a family apart.
 - **Loss/Betrayal/Abandonment**
 - **Violence**
 - **Fear**
 - **Intimacy vs. Closeness**
 - **Pursuer/ Distancer**
 - **Death and Suicide**
 - **Drugs or Alcohol**
 - **Family Secrets**
 - **Sexual Abuse**
 - **Depression**
 - **Role Confusion**
- Organizing tenant of family behavior. Concepts that the family is most often worried about addressing.
- Major themes that people wrap dysfunctional interactions around. Right below the surface. Everyone knows about, but no one talks about. It drives family interactions.



PARENTING WITH LOVE AND LIMITS® FAMILY THERAPY
Supervision Tracking Form
(To be filled out every week with one case you select)

Area #1 Current Step or Steps that the family is functioning within the 15-Step Model

Circle the corresponding step or steps: 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15

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 15 step Model? Yes No

Area #3: Diagram the PUSH Model on the back of this page for your family. See Appendix C of your tracking form handbook for further guidance on completing the PUSH Model.

Area #4: How were your adolescent's symptoms (aces) - (i.e., disrespect, violence, truancy, etc) primarily (60% or higher) created and maintained (circle one):

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

Does the Created Symptom You Circled Currently Match Up With Step in the SFI Model You Circled in Area #1? Yes No (if no, why)

Area #5 Check the Top Two Dysfunctional Undercurrents in this Family Overall?

- | | |
|--|--|
| <input type="checkbox"/> Role Confusion - Role Clarity/Correct Hierarchy
(Child is the parent or one parent acts like the child) | <input type="checkbox"/> Depression--- Happiness, Joy, Peace, Not Lonely |
| <input type="checkbox"/> Unresolved grief and loss - Resolution/Grief Education | <input type="checkbox"/> Violence or Threats of Violence – Peace, Playfulness |
| <input type="checkbox"/> Betrayal or abandonment - Security/Unconditional Love | <input type="checkbox"/> Family Secrets---- Openness/Reveal Secrets |
| <input type="checkbox"/> Drugs or alcohol abuse - Sobriety & Fill in What's Missing | <input type="checkbox"/> Lack of Forgiveness and Bitterness---- Forgiveness |
| <input type="checkbox"/> Sexual Abuse or Rape --- Healing, Support, Forgiveness | <input type="checkbox"/> Drawn out Medical Illness/Brain Injury- Support |
| <input type="checkbox"/> Preoccupation with Death/Suicide- Love, Security, Spirituality | <input type="checkbox"/> Someone Seen as a Patient/Mental Case- Normality |
| <input type="checkbox"/> Lack of Intimacy- Creation of Intimacy, Closeness, Security | <input type="checkbox"/> Anxiety ---- Security & Safety |

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

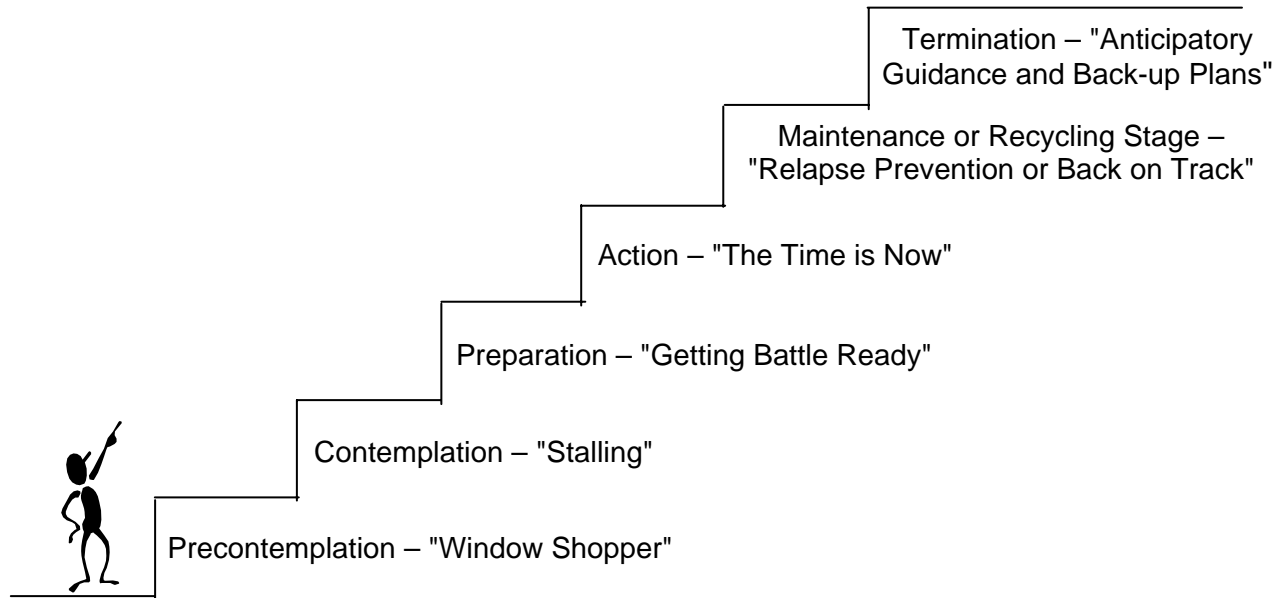
Are you currently injecting this new healthy undercurrent into your family Yes No? if no-Why?

Area #6: Current Stage of Readiness - See Appendix D 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 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) |

THE 6 STAGES OF READINESS FOR CHANGE



Precontemplation



- ▶ Do not see that they are part of problem/solution
- ▶ Feel situation is hopeless
- ▶ No intention of changing
- ▶ Want others to change
- ▶ Others see problem they cannot
- ▶ Minimize or rationalize

Action



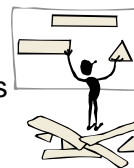
- ▶ Person or family tries to change or stop problem
- ▶ Person or family tries to change environment
- ▶ Overlooks possible relapses
- ▶ If relapse or change fails recycles back to one of three earlier stages
- ▶ Others see problem they cannot

Contemplation



- ▶ Acknowledge problem and their part in it
- ▶ Not ready for change yet
- ▶ Stalling – "analysis paralysis"
- ▶ Wait for magic sign
- ▶ Focus only on problem not solutions

Maintenance



- ▶ Consolidate gains
- ▶ Relapse prevention-troubleshooting
- ▶ Potential to recycle is initially high
- ▶ Communicate that relapse is normal
- ▶ Goal: Spread moments of relapse further apart

Preparation



- ▶ Contracting and troubleshooting
- ▶ Ambivalent-need final reassurances
- ▶ Dry Run Role Plays
- ▶ Make final adjustments

Termination

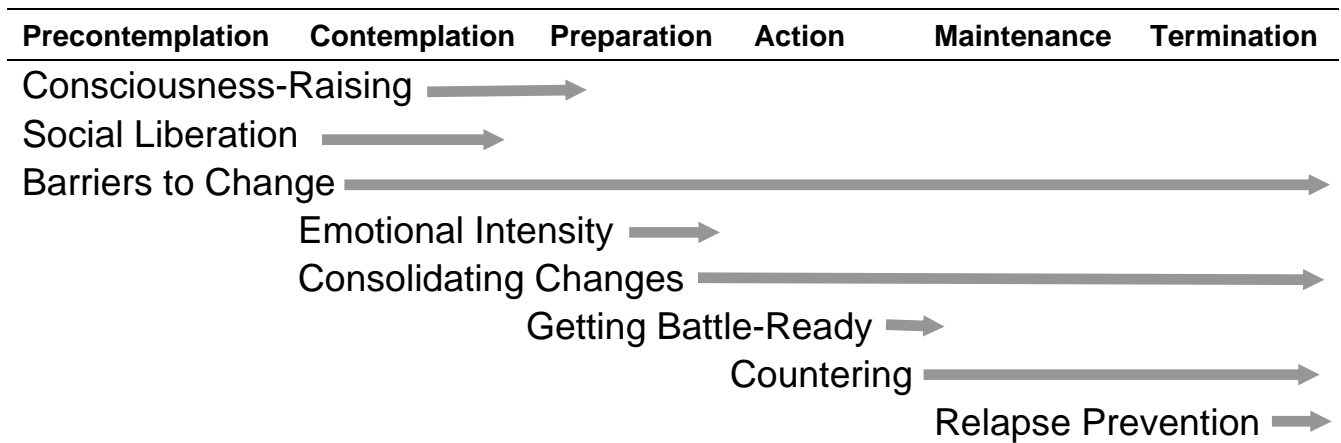


- ▶ Anticipatory guidance
- ▶ Letting go of "old self"
- ▶ Back-up plan
- ▶ When to use tune-ups
- ▶ Line up support systems and secure a co-therapist

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

Changing for Good. New York: Avon Books.

STARTING WHERE THE CLIENT IS: Interventions that "Best Fit" the Particular Stage of Readiness



Consciousness Raising

- ▶ Clients lack the information needed to perceive the problem clearly
- ▶ Therefore, if you push for action at this point will be defeated
- ▶ Goal: To help the client become aware that there is a problem through solid rationale and back-up evidence from their problem-saturated story

Possible actions that can speed up the process:

- ✓ Handouts (including handout of stages of readiness)
- ✓ Education and Normalization
- ✓ Movie Clips (Great Santini, Clean and Sober)
- ✓ Video Supplements
- ✓ Story telling
- ✓ Metaphors
- ✓ Scaling

Social Liberation

- ▶ Goal: To help the client create more alternatives and choices.
- ▶ 3 possible choices to solve a problem optimum
- ▶ Provide more information about problem behavior (research, news articles, etc)
- ▶ Increasing support network for people considering change

Possible actions that can speed up the process:

- ✓ List out on paper the pros and cons of doing nothing in the situation.
- ✓ Below this list all the possible ways you could change the current situation.
- ✓ List all the things, people, or agencies in your life that could help you change your current situation. Use an eco-map. From this list, who is supportive? Who is not supportive?

Barriers to Change

- ▶ Identify with the client all the things that might prevent change.
- ▶ This includes perceptions, theories, or people.
- ▶ Ask the person: "What would be happening differently if these barriers [list them] were removed?"
- ▶ Ask the person: "If I were to work with someone with the same barriers as you what would I need to say or do to help that person remove these road blocks?"
- ▶ What sign can you give me to tell me that I am moving too fast?
- ▶ What am I saying or doing that makes you think or feel that I am moving a little too quickly?

Creating Emotional Intensity

- ▶ Bring the issue right into the room (put a Budweiser bottle in a chair to represent an alcoholic family member, a picture of the children in a chair during divorce mediation, pretending to have the symptom during role plays, etc.).
- ▶ Use relevant movie clips
- ▶ Make your own propaganda-videos that show before and after
- ▶ Miracle questions to look into the future

Self-Evaluation or Consolidating Changes

- ▶ List out all the things the client has done or said in the past or present that has contributed to positive change?
- ▶ Ask the client: How do they account for these changes or how come the problem is not worse?

Every third session, ask the client these 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?

For more information on this strategy please see:

Sells, S. P., Smith, T.E., & Moon, S. (1996) An ethnographic study of client and therapist perceptions of therapy effectiveness in a university-based training clinic. Journal of Marital and Family Therapy, 22(3), 321-343

Getting Battle Ready

- ▶ Before taking any act, the therapist must get the client prepared and go through and practice each step before implementation of the plan is initiated.

Steps in this process:

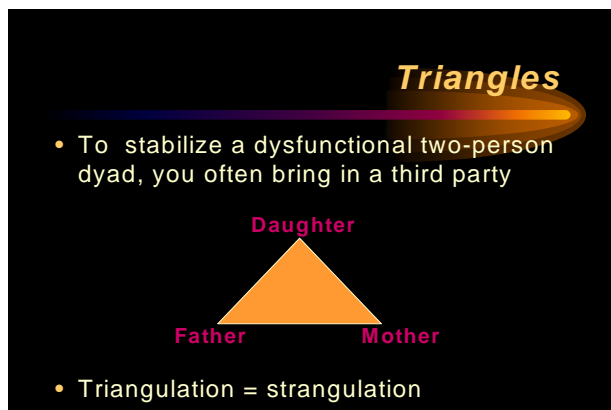
- ✓ Prioritize and attack only one to two problems at a time. Other than safety issues (threats or acts violence, threats of suicide, running away, etc) choose the problem you have the best shot in solving.
- ✓ Write these problems down on a written contract and operationalize them.
- ✓ Write down the consequences for not attempting to solve each problem and the positive rewards for attempting to solve it.

PUSH MODEL

P- Protection or Function of the Symptom –In which of the following areas was your client’s symptom conceived or birthed- The symptom is birthed to protect some painful wound and medicate the pain, the result of “stuckness” in a developmental stage, a creative way to solve a problem, or incongruent hierarchy (power and control).

- A Drunk With Power = 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

U- Unit- Diagram Out Two Triangles –Draw out the triangle around the symptomatic adolescent and the triangle that involves you the therapist



S- Sequences of Dysfunctional Communication Patterns–Draw out the two or three key dysfunctional feedback loops that show how the central figures (parents, teachers, friends, etc) around the symptomatic teenager help him or her act out and misbehave. These are the feedback loops that you must eventually alter and change the teenagers symptoms

H- Hierarchy- Draw out incongruous hierarchy. Whoever controls the mood of the household is the one in charge! Draw out boundaries, coalitions, and alliances and then what the hierarchy will look like after you restructure this family by changing the dysfunctional communication patterns



POINT OF ENTRY WHY OUR KIDS MISBEHAVE?

Button-Pushing Skills

Teenagers are sometimes more skillful than parents during arguments. They know how to push parents' buttons through words or actions so that the parents become angry and lose control. By controlling the general mood or direction of the argument, the adolescent is able to maintain a status quo position of authority.

Unclear Rules

Teenagers are extremely literal and will continue to get into arguments about the interpretation of rules or consequences. Therefore, rules and consequences must be clearly written down beforehand in a contract format.

Misuse of Outside Forces

Parents often turn to outside forces (judges, police, counselors, medication, hospitals) to stop their teenager's problem behavior, but in the process they inadvertently undermine their own authority and effectiveness.

Teenager in Charge and Drunk with Power

A mixed-up hierarchy exists in which the teen is in charge and more powerful than the parents. Whenever the parents try to restore their authority, the difficult teen will use extreme behaviors such as running away, becoming truant, or threatening suicide to intimidate the parents into giving their authority back to the teenager.

The Pleasure Principle

The teenager operates on the basis of the pleasure principle, or whatever feels good at the moment. The teenager would rather suffer the consequence than give up immediate gratification the misbehavior brings.

Thinking Two Steps Ahead

Teenagers often possess what is called "advanced social perception." This is the ability to think two steps ahead. They foresee the sequential steps necessary to unravel any rule or consequence.

Peer Power

Today's peer groups have a tremendous hold on the teen's heart, mind, and soul. If it is a positive peer group with good morals and values, the teen can thrive. However, if the same group of friends has a negative influence with poor values, the teen is likely to get more and more out-of-control.



Top 10 Teenager Button-Pushing Tactics

- 1) **"You never let me do anything."** This statement invites the parents to point out specific times when they have let the teenager do what he or she wanted. This forces the parent away from the real issue at that moment and gives the adolescent the upper hand in the discussion.
- 2) **"You don't love me."** This statement is intended to induce guilt and make the parents question their own self-worth. Unfortunately, many parents take this bait instead of recognizing that asking the adolescent to do something they do not like has nothing to do with love. Parents often have to administer medicine that may taste bad, but is necessary for growth/healing.
- 3) **"I hate you" or "You're a liar/a**hole/bad parent."** These statements are meant to get the parents to lose their tempers through personal character attacks. This clouds the parents' thought process and limits their ability to effectively enforce consequences.
- 4) **"You're not my real mother/father. I don't have to listen to you."** This statement really unnerves stepparents, but rarely is about the parent not being a biological one. It is merely another tactic designed to get the parent flustered and angry so that the real issue is not addressed.
- 5) **A disgusted look, improper gesture or whiny voice.** Body language, gestures and tone of voice are some of the most powerful tools an adolescent may use to play with someone's emotions. Unfortunately, if the parents respond to these barbs by losing control of their emotions, it gives the adolescent a great deal of power as he/she now knows how to get under his parents' skin.
- 6) **Finding your most vulnerable area and preying on it.** Adolescents have an uncanny ability to find the areas that bug each parent the most and apply pressure to that area. For example, some adolescents will intentionally keep their rooms messy because of their mother's emphasis on cleanliness. Again, this behavior is not a personal attack, but just a clever way of throwing the parent off balance.
- 7) **"I'm gonna kill/hurt you/myself/others."** These statements are meant to scare the parents so that they will back off and remove pressure from the adolescent. Teenagers usually use threats of violence as a last resort when nothing else has worked.
- 8) **"I'm gonna lie, lie, lie."** Lying is a pet peeve of most parents and one the teenager knows will get the parents to emotionally lose control so that the teen can win, win, win. Parents do not like lying and will often lose control of their emotions quickly when they catch the teenager in a lie.
- 9) **"I hate school."** Most parents value education, so this statement invites a lecture on how the teenager is throwing away his future. Teenagers normally cannot see past tomorrow, so they do not see failing in school as a problem in the immediate future. However, they do know that education is important to the parent and how to use this to their advantage.
- 10) **"I'm going to leave/run away."** This statement gets parents to back off from exerting their authority because they fear what might happen if the adolescent runs away and is living on the streets. Adolescents know this and use this statement as an effective tool to paralyze their parents from taking action or enforcing a rule or consequence.

Top 8 Parental Button-Pushing Tactics



- 1) **Preaching or Using Clichés.** As soon as adolescents hear lectures coming with clichés like "when I was your age," they instantly go deaf. Adolescents do not want to hear how bad they are or how good another family member is by comparison. They will usually get angry, walk away or ignore the parent. In turn, the parents get angry and the argument escalates.
- 2) **Talking in Chapters.** Adolescents may ask a short question but not receive as short an answer from the parents. For example, instead of simply saying, "Take out the garbage," parents often talk in chapters and state: "I have told you for weeks and weeks to take the garbage out. How many times do we have to go through this? I am sick and tired...."
- 3) **Labeling.** Adolescents hate when parents say they are "always" this way or that way. This can be especially dangerous, because adolescents will eventually live up to these labels as they become a permanent self-fulfilling prophecy.
- 4) **Futurizing.** This happens when parents talk about their teenager's future within a negative framework. These are statements like: "You'll never get into college," "No one will hire you," or "You'll never get a date for prom with that attitude."
- 5) **Instant Problem-Solving.** Adolescents do not want instant understanding and problem-solving when they come to their parents with a problem. When troubled by conflicts, teenagers feel that they are different from everyone else and that their emotions are new, personal and unique. Parents mean well by saying they understand just how the teenager feels and offering instant solutions, but the teenager just needs to feel that he or she was listened to.
- 6) **Questioning the Teenager's Restlessness and Discontent.** Developmentally, this is a time of uncertainty, self-consciousness, moodiness, and suffering. These feelings usually pass over time. However, until they do pass, parents only aggravate the situation when they ask questions such as "What is the matter with you?" and "What has suddenly gotten into you?" These are unanswerable questions for a restless and discontented teenager. Even if the teenager did know what the problem was, she could not say, "Look, Mom or Dad, I am torn by conflicting emotions, engulfed by irrational urges and confused by raging hormones."
- 7) **Not Tolerating Experimental Behavior.** Parents can be shown how to tolerate certain behaviors without accepting them. Changes in clothing and hairstyles are symbolic of a teenager trying to find an identity. If the parents constantly focus on these changes rather than simply expressing their disapproval once and letting it work itself out, the teenager might rebel further causing a power struggle between parent and teenager to ensue.
- 8) **Collecting Criticisms.** Insults and criticisms cut deeper when they come from parents. They damage the inner spirit of the teenager and, unlike physical bruises, often take years to heal. When parents push this type of button by focusing on unpleasant facts about the adolescent's behavior again and again, or by pointing out defects, no one benefits. Parents also often keep a mental scorecard handy for rehashing past behavior problems during current arguments.



5 BUTTON BUSTER STRATEGIES

EXIT AND WAIT

Sometimes it is possible to act more calmly and in control if you are angry or frustrated, but this is the exception, not the rule. For this reason, the two most important four-letter words to remember are: "Exit and wait." The best thing about this strategy is that by saying nothing, you never have to take back harsh words or criticisms said in anger. As the adult, you are older and wiser than your teen. Therefore, you are the designated role model. *Exiting* a heated confrontation before you lose your cool and *waiting* until you are calmer to enforce the consequence shows great wisdom on your part.

USE SECRET SIGNS

Together, you can develop a set of secret signs or "Morse Codes" to quietly signal one another that your teen is skillfully pushing your buttons or that it is time to exit and wait. For example, one parent held up the word "Stop" on a sign, while another used a cutting motion across the throat as a sign to exit and wait.

SEPARATE MISBEHAVIOR FROM PERSONAL ATTACKS

Button pushing is not personal. As a teen, you probably pushed buttons on your parents. How many of you would pout to push your mother or father's guilt buttons? Your parents understood that it was a game and a form of manipulation to get your way. They did not take it personally and neither can we. The real intent is to get you to let him go to a party, back down on a punishment, or leave him alone.

SHORT AND TO THE POINT

Lecturing or offering long explanations only gives your teenager the upper hand to push your buttons and achieve victory. You will also run the risk of pushing your teen's buttons and throwing more gasoline on the fire. Think of it this way, the longer you spend arguing or trying to justify your actions, the greater the chance you will regress to your teen's emotional age.

USING DEFLECTORS

You can use "deflectors" to help ensure success with "exit and wait" and "short and to the point." "Deflectors" are words or phrases like "nevertheless," "regardless," "that is the rule," or "no exceptions." These words are called deflectors because they help you deflect or direct the conversation back to the issue at hand.

A LOOPHOLE FREE CONTRACT: DO YOU CURRENTLY HAVE A CONTRACT THAT LOOKS LIKE THIS ONE?

Rule #1: Obeying Curfew

Regina's curfew time will be 5 pm on school nights (Sunday through Thursday) and 10 pm on weekends (Friday & Saturday). If Regina returns home even one minute past the curfew hour, she will be considered late. These times will not be changed or altered until I [your dad] decide otherwise. Trying to change them on your own breaks this rule.

Consequence A (positive)	Consequence B (negative)
<p>If Regina comes home on time, she will receive one hour added to her curfew time the next night. If it is on a school night, the temporary curfew the next night will be 6 pm and, if it is on a weekend, it will be 11 pm Regina keeps these hours as long as she comes home on time. If not, she receives Consequence B and loses this extra hour until she finishes her punishment. She can then start all over again to get her extra hour, if she comes home on time for an entire week without being late.</p>	<p>For every night Regina is late, she is grounded the next weekend night. If she is late again that same week, the same thing happens. If she runs out of weekend nights, it will be tacked onto the following weekend.</p>

SEVEN TEENAGER ACES THAT CAN CAUSE PARENT ABUSE



Ace #1 — Disrespect

Swearing, a disrespectful attitude, or refusing to comply definitely pushes parents' buttons and makes them lose control of their emotions.

Ace#2 — Truancy/School Performance

When a teen ditches or fails school, it can send the parent into a state of anxiety or panic. Parents then back down out of a fear. If they push too hard, the teen will ditch more or drop out of school.

Ace #3 — Running Away

This ace scares the parents tremendously, because out on the streets, the teen could die or come to harm. This fear often paralyzes parents from taking any action.

Ace #4 — Threats or Acts of Violence

When a teen threatens to hurt someone or commits an actual act of violence, parents and society react with fear or retaliate with more violence. This behavior is one of the scariest and one of the most difficult to stop. It works almost every time to get the parent to back off and give up.

Ace #5 — Threats of Suicide

This is the teen's biggest weapon. They learn that if they say the words "I am going to hurt myself," everyone will back down and get scared.

Ace #6 — Teen Pregnancy

This ace is not just about teens having sex. This behavior can be a very destructive force in the parent-child relationship.

Ace #7 — Drug or Alcohol Abuse

A major reason for this problem is that teens do not think they have an alcohol or drug problem. How many teens that use drugs or alcohol think they have a problem? My guess is the answer is zero. The major difference between teens and adults is that adults have usually experienced the ill effects of drug or alcohol abuse, while teens have not.



POINT OF ENTRY WHY OUR KIDS MISBEHAVE?

Little Known But Important Facts

- Americans spend 40% less time with children than in the 1960's - dads spend an average of 8 minutes a day with teens - moms 10 minutes a day.
- Average working parent spends twice as long dealing with e-mail than with their children.
- Newsweek poll of 10,000 teenagers in 2000 - 73% of these teenagers reported that their parents spend too little time with them.
- Average family meal lasts 11 minutes - little more than re-fuelling pit stops.
- Benjamin Franklin predicted that with the onset of technology, we would work no more than two hours a day
- Heart attacks double if you work 60 hours per week and triple if you sleep less than 5 hours a night twice a week.

*Source: In Praise of Slowness: How a Worldwide Movement is Challenging the Cult of Speed
by Carl Honore*

The principles used to be the same for every generation until the 1960's. In the 1960's parents stopped listening to Grandma and went to doctors instead. People with new ideas constructed a new vision of childhood which related to the child's psychological development rather than focusing on the child's character. There was more emphasis on "feeling good" than developing character. It was all about self-esteem rather than consistent discipline, humility, and honesty.

"We are often befuddled when the same children cooperate for Grandma." That's because the grandparent is . . . saying, 'Your place at the table is right there,' while the parent [suggests], 'How would you like to sit over there? Is that all right?' The child knows that everything in the final analysis is negotiable with the parent, but that nothing is negotiable with the grandparent."

THE BATTLE FOR STRUCTURE

THE GLASS IS HALF EMPTY

Rodney's father viewed Rodney's temper tantrums as being caused by a chemical imbalance in his brain (although there was no medical evidence to support this). As a result, the father did not hold Rodney responsible for beating up his younger brother or throwing food against the wall. Instead of punishing Rodney, the father said, "It's OK, Son. Just let your anger out. We all know that you are doing the best you can."

Without any accountability, Rodney only got angrier and more violent as he grew older, bigger, and stronger. Unknowingly, the father had hurt, not helped Rodney by defining Rodney's problem as a chemical imbalance. The father communicated to Rodney through inaction that Rodney was not responsible for the angry outbursts. There was no reason for Rodney to change. He always had a "Get Out of Jail Free" card.

"My Teenager Has a Problem, *But* I Can't Fix It"

- ▶ My teenager is sick and has mental problems.
- ▶ My teenager is frail and if I push too hard he will only get worse.
- ▶ If I get tough, I will lose my teen's friendship
- ▶ My teenager has a chemical imbalance and only needs medication to solve the problem.
- ▶ My teenager has had a tough life and I feel guilty if I am tough.
- ▶ My teenager will grow out of it / hormone imbalance.
- ▶ My teenager is on drugs. If I push too hard she will use more drugs.
- ▶ My teenager wants to be left alone and I need to respect that.

THE GLASS IS HALF FULL

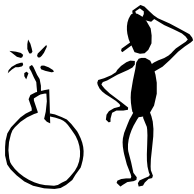
Rodney's mother disagreed with her husband. She had a completely different viewpoint. She saw Rodney's temper tantrums as a clear sign that he was spoiled and manipulative. Whenever Rodney became angry, everyone in the house got scared and backed down. If Rodney had chores to do and threw a temper tantrum, he did not have to do them. If Rodney threw his plate against the wall because he did not like the food, he got pizza for dinner. Rodney's mother begged her husband to see the problem from her eyes – Rodney was a spoiled teen who needed limits and had to be held accountable.

The father would not hear of it. Instead, the family consulted an outside expert who tried to solve Rodney's problems with one medication after another. Nothing worked.

One day the father woke up to find a small note on the bathroom mirror. It read, "I can't take it anymore. I'm leaving you and taking Rodney with me. Maybe now he and I will have a fighting chance."

"My Teenager Has A Problem, And I Can Help Fix It with the Right Set of Tools"

- ▶ My Teenager is Stubborn.
- ▶ My Teenager is Stuck in a Rut.
- ▶ My Teenager Needs Parental Guidance to Show Them the Way, Even If They Act As If They Want to Be Left Alone.
- ▶ My Teenager Shows Signs of Depression or Attention Deficit Disorder (ADD). It May Require Some Medication But They Are Still Accountable for Any Misbehavior.
- ▶ My Teenager is Not Frail. They Need Consistent Structure to Get Stronger.
- ▶ My Teenager Has Too Much Power For Their Developmental Britches.
- ▶ My Teen Will Not Grow Out of It On Their Own. It Has Been Over a Year.
- ▶ They Need My Guidance to Get Unstuck.



Locate Potential Stumbling Blocks

Rules & Consequences Not Clearly Outlined

Teenagers are extremely literal and will continue to get into arguments about the interpretation of rules or consequences. Therefore, rules and consequences must be clearly written down beforehand in a contract format.

Rules Clear and Mandatory

A mandatory rule is one that the teenager must obey. If the rule is not clearly stated, it becomes optional and ineffective.

Too Many Rules At One Time

Rather than focusing their time and energy on the most important issues, parents often want to correct every negative thing the teenager does at one time.

Consequence Not Effective

Consequence or punishment is not severe enough. Therefore, the teenager has no reason to give up the extreme behavior.

Parents Not Consistent

Parents don't follow through on a consistent basis or function "off the cuff" and change rules & consequence as they go along.

Rules Not Predetermined

Rules and consequences not predetermined in a contract format. As a result, both parents and adolescent get confused as to what was said and how the rule was to be enforced.

List Top Three Problem Behaviors

Mother's List	Father's List
<ul style="list-style-type: none"> • Son will not go to school #2 • Son is disrespectful by swearing and by not doing what I ask him to do the first time #4 • Son will not come home on time for curfew #3 • Stealing #1 	<ul style="list-style-type: none"> • Son sulks, always in a bad mood #4 • Will not listen to me #2 • Does not appreciate us as parents #3 • Lying #1
Combined Relevant Behavior List (rank order of priority)	
#1 Son will not go to school #2 Stealing #3 Son will not come home on time for curfew	

Questions to Keep in Mind When Developing Problem Behavior Lists...

- Is this behavior really important?
- Can I let this behavior go?
- What would happen if I just waited?
- Is this problem a safety issue?

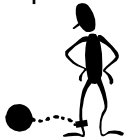
Remember...Safety First!



If the teenager is currently engaging in the following behaviors, they must be included at the top of your list:

- 1 Threats or acts of suicide
- 2 Running away or leaving the house without permission
- 3 Threats or acts of violence to other people or animals
- 4 Setting fires
- 5 Drug or alcohol abuse that goes beyond simple experimentation

The reason has to do with safety issues. Any one of these problems could cause death or serious harm to the teenager or others. For example, if the teenager is running the streets for days or weeks at a time, he risks getting hurt or killed. If he is using alcohol, he could be killed drinking and driving. For these reasons, other problems (not cleaning one's room, ditching school, disrespect, etc.) have to take a back seat until these dangerous issues are under control. Otherwise, the teenager might not be alive long enough to address less serious problems.



Find the Loopholes in This Contract

Sample Rule Contract

Problem: Daughter will not obey curfew. Regina's curfew time will be 5 pm on school nights (Sunday through Thursday) and 10 pm on weekends (Friday & Saturday). If Regina returns home past her curfew hour, she will be considered late.

Loophole #1: How Late is Late?

The statement, "If Regina returns home past the curfew hour, she will be late," is way too open for interpretation. "Late" could be considered 5 minutes or 5 hours. The teen can easily say to their parent, "You never told me an exact time, so I am not technically late." A good lawyer would tell you that the teenager would be right because the term "lateness" was not literally defined. The contract should read:

"Regina will be considered late if she is one minute past 5 pm on weekdays (Sunday through Thursday) or 10 pm on weekends (Friday and Saturday)."

Loophole #2: By Who's Watch?

The literal and savvy teenager can argue that her watch only reads 5 pm while the parent's watch (and accurate time) reads 7 pm. The contract should read:

"Regina will be considered late if she is one minute past 5 pm on weekdays (Sunday through Thursday) or 10 pm on weekends (Friday and Saturday) according to our kitchen clock."

Top 10 Consequences Teens Care About

1) Money

Giving money or taking it away is a powerful incentive.

2) Telephone

Friends are extremely important to teenagers. Therefore, restrictions from talking to friends can get their attention quickly.

3) Freedom

A loss of any kind of freedom (grounding, not being allowed to go to a party, see friends, watch television, go on the Internet, etc.) can quickly get a teenager on the right track if done correctly.

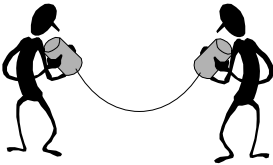


4) Clothing

Clothing makes a statement and represents identity. (Prep or designer clothes for the popular kids, and dark clothing and body piercing for a Gothic look.) Taking away certain clothes or making your teen wear “nerdy clothes” can be a great motivator.

5) Cars

This one has not changed since cars were invented. At 15 and 16, the ability to drive becomes critical to your teen. Parental transportation, if one cannot drive, also becomes important. Taking the car away or forcing the teenager to take public transportation can be a powerful consequence.



6) Loosened Restrictions

When a parent modifies past rules like extending curfew or bedtime, this communicates trust to the teenager and that they can be treated like an adult. This is a tremendous motivator.

7) Trust

Earning and keeping your trust is very important to your teen. Finding ways for teens to slowly earn back trust can make all the difference in the world.



8) Appearance

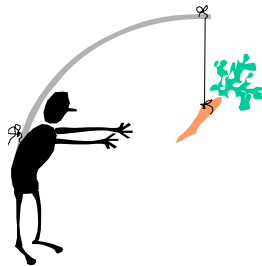
Looking good in front of peers is very important and goes beyond the type of clothes you wear. It becomes a matter of how you talk, who you are with, and looking cool.

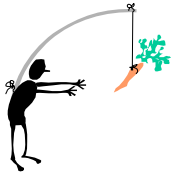
9) Material Objects

More and more, material things (CD's, Pagers, Cellular Phones, Jewelry, etc.) are becoming important to the teenager. Removing these items can be a great motivator.

10) Spending Time

Many teenagers will not admit it, but reconnecting and spending quality time with a parent, mentor, or caregiver is extremely important.





A MENU OF CONSEQUENCES TO STOP THE 7 ACES

DISRESPECT

What most parents want is what Aretha Franklin sings...a little R-e-s-p-e-c-t. It is the number #1 complaint that we hear from parents every day. Our top favorite consequences are:

- Two Can Play At That Game:
- Doing the Unexpected:
- Pawn Broker
- Clearly Define Disrespect
- Lavish Praise and Appreciation
- Choose Battles Wisely

TRUANCY

You can stop ditching school and failing grades, but to do so, you must work in close collaboration with school personnel. Traditionally, the problem has been that the teachers, guidance counselors, or principals blame you or you blame them:

- Parent Teacher Contract
- Grounding and Pawn Broker
- Involving Friends
- Attending School as a Nerd
- Positive Incident Report Certificates

RUNNING AWAY

The ace of running away is a powerful weapon. Your teen realizes that even the threat to run will often make you back down out of fear. Fear that if you push too hard, your teen will run and possibly come to harm on the streets.

- The Wanted Poster
- The Gandhi Consequence
- Bullhorn and Shadowing
- Is the Household Toxic?
- Poison Safe Houses
- Teen as Expert

TEEN PREGNANCY

We naively thought that sexual promiscuity was not a problem for extreme teens. I knew that teens had sex. We just had no idea how destructive the act of teen pregnancy could have on the relationship.

- Build Self-Esteem Through Volunteer Work
- Real Teens Real Stories.
- Get Parents to Talk Openly About Sex
- Contractual Contraception
- Monitor Internet Use and Abuse

ALCOHOL AND DRUG ABUSE

A major reason for this problem is that teens do not think they have an alcohol or drug problem. How many teens who use drugs or alcohol think they have a problem? Our guess is that the answer is “zero.” The major difference between teens and adults is that adults have usually experienced the ill effects of drug or alcohol abuse; while teens have not.

- Monitor Usage Objectively Through Home Drug Kits
- Underage Posters and Shadowing
- The Prime Suspect
- Fines and Misdemeanors
- Change the Teens Routine
- Relapse Is Normal, Prepare For It
- Spiritual Anchors and Nurturance
- It Takes A Village to Raise a Drug Addict

THREATS OR ACTS OF VIOLENCE

Your extreme teenager may use this ace often because of its power to scare and intimidate others. In turn, this intimidation gets you to back down quickly.

- The 5 Levels of Violence
- Co-Written Non-Violence Contract.
- Old McDonald Consequences
- Non-Violent Town Meeting
- Nurturance: The Anti-Venom of Violence

THREATS OF SUICIDE

Suicide is the most serious and deadly of all the aces. If your teen successfully implements this ace, he or she dies. If your teen is violent, he may hurt someone, but live to face another day. With this ace, there are no second chances. The scary part is that, even if the suicide attempt is manipulative, your teen may still kill himself by accident.

- The 24-Hour Watch
- Stomach Pumping
- No Harm Contract
- Detention or the Hospital

Key Points

- ✓ Motivate the family to follow tasks – find some benefit for each member
- ✓ Use litmus-test tasks
- ✓ Use matter-of-fact basis
- ✓ Motivate by talking about how desperate the situation is
- ✓ Project into the future about what could happen if task is not done now
- ✓ Be precise and clear and observe nonverbal signals
- ✓ Involve everyone (someone to help, plan, supervise, check up on, etc)
- ✓ Review the task and practice delivery in the session

A Collaborative Parent-Teacher Plan of Action



Kevin M. Smith
55 Main Street, Las Vegas, NV 89222
(702) 555-5555 work (702) 444-4444 home

January 9, 1997

Ms. Watkins, Ms. Bixler, Ms. Gordon
Vegas High School

Dear Teachers,

John, John's mother, Dr. Scott Sells and I have had considerable discussions over break about what John needs to do to turn around his behavior and performance in school. **The purpose of today's meeting is to coordinate our actions and to set up guidelines for John.** During this trimester, John's mother has been kind enough to allow John to live with me so I can concentrate my full attention on helping him improve at school.

I will not tolerate John being disruptive in any of your classes, nor will I tolerate him not turning in assignments like he did last trimester. I am therefore requesting your help as follows:

- 1) I am giving each of you two stamped postcards addressed to me. If you have any problems with John, or if he misses any assignments, please write a description of the problem on one of these cards and drop it in the mail, and I will respond immediately.
- 2) Place any comments about John's behavior, lack of attentiveness, or missed assignments in his daily planner. I will review this planner with him on a daily basis. This method will serve as a way for you and me to more easily communicate with one another.
- 3) Call me at any of the numbers listed above when necessary and I will immediately come to school. I work about 5 to 10 minutes away from the school. I will sit with John in class to ensure that he pays attention and does not disrupt your teaching.

John knows ahead of time that there will be consequences at home for receiving any negative comments in his planner or on the postcards. I have asked John to continue to have each teacher initial his planner every day to assure that he writes down the assignments correctly and to allow you to make any comments to him or me about his behavior and performance in the classroom.

I thank you for your extra efforts. John knows that this will be an exceptionally important trimester for him and that he is beginning it with a fresh start. I want to work collaboratively with you to make this John's most productive trimester. I would like to meet again in a month to discuss his progress and to review how this plan is working for us all.

Very truly yours,
Kevin M. Smith



Pawn Ticket for Truancy

PAWN TICKET for Charlie
Teen's Name

Good for: One (1) CD Player
Name personal item(s) pawned.

*I/We have secured this item(s) in a safe place outside the home.
There is no need to look for it since it is not here.*

You may have this item(s) back if you do not ditch school and
you are not tardy for 5 straight school days,
starting Mon. 9/12 and ending Mon. 9/19.

If I learn from the attendance officer that you were tardy or ditched
school before the 5 days is up, the item(s) will immediately be
pawned/sold and not replaced.



Is The Household Toxic?

Worksheet 1: Is Our Household Toxic?

1. List all the reasons why your teenager might want to run away.
2. List anything in your household that makes things stressful or uneasy (disagreements in parenting, inconsistent discipline, drug or alcohol problems, sudden death, etc.).
3. What are all the things that would need to change to make your teenager want to stay at home on a permanent basis?

Positive Teen Report (PTR)


<p>Excelled in Academics</p> <ul style="list-style-type: none"> ➤ An A or B on a tough test ➤ Completed homework on own ➤ Remained focused on homework 	<p>Excelled in Artistic Expression</p> <ul style="list-style-type: none"> ➤ Wrote a poem or story ➤ Drew an expressive picture ➤ Performed in a play
<p>Excelled in Job Performance</p> <ul style="list-style-type: none"> ➤ Completes extra chore ➤ Doing chores without being told ➤ Going to work outside the home 	<p>Excelled in Concern for Others</p> <ul style="list-style-type: none"> ➤ Listen to another's problems ➤ Helping brother or sister ➤ Visited a nursing home
<p>Excelled in Sports</p> <ul style="list-style-type: none"> ➤ Loses but is a good sport ➤ Tries a new sport ➤ Scores a touchdown, home run 	<p>Performed Well Under Stress</p> <ul style="list-style-type: none"> ➤ Gets rejected but talks about it ➤ Comforts another in pain ➤ Does not lose cool if stressed
<p>Performed Beyond the Call of Duty</p> <ul style="list-style-type: none"> ➤ Helps cook ➤ Does something unexpected ➤ Makes a positive leap 	<p>Used Self Control</p> <ul style="list-style-type: none"> ➤ Avoids a fight ➤ Takes a time out on own ➤ Talks through anger

Positive Incident Report

For: _____

You Did It! ___ Academics ___ Athletics ___ Creativity
 ___ Concern For Others ___ Performed Well Under Stress
 ___ Performed Well Under Tough Circumstances
 ___ Did Chores Without Being Asked ___ Avoided An Argument
 ___ Job Performance ___ Respectful ___ Other

You earned this PIR because: _____



I Saw It!

*You are being recognized for going beyond the call of duty!
Keep moving forward!
You're fantastic!*

Parent Signature

Date



Underage Posters and Shadowing

WANTED: UNDERAGE DRINKER



Answers to "Nikki" or "Nic"
Height 5'3" / Weight 109
Birthmark on chin
Sleeps with her teddy bear.

**This is My Daughter Nicole.
She is Only 16-Years-Old!**

**If You See Her Drinking or Using Drugs,
Call Her Father @ 444-1111 for Reward.**

You May Save a Life.

Fines and Misdemeanors

Lee's No Pot Contract
<p>Rule #1: You will be required to submit at least three random urine drug tests per month. I (your father) will administer these tests. If we (your parents) or your probation officer suspect pot use, we can immediately require a urine drug test in addition to your three random ones. I will go into the bathroom with you and watch you to ensure that the test is accurate. You will not know when you will be asked to submit. If you refuse to submit, test dirty, or get caught trying to skew the test, Consequence A will occur. If you test clean on your drug test, Consequence B will occur.</p>
<p>Consequence A: You will immediately be subjected to a \$50.00 fine if you either refuse to take the drug test, test dirty, or are caught trying to skew the test. You will have two weeks to pay back the fine through your own personal savings, selling your personal items at a pawn shop, or through extra chores at \$5.00 per hour. A chore list will be posted on the refrigerator. You will hand over the \$50.00 fine as a charitable contribution to the Bishop of our church for missionary work. You will also have to use your personal money to purchase the next drug testing kit. If the total amount is not paid by 5 pm on the 14th day, we will immediately notify your probation officer and you will be placed in detention. Each time you test dirty, the same process will repeat itself.</p>
<p>Consequence B: You will receive the following reward that you picked out to celebrate a clean test. One day off from having to go to church each week as long as you remain drug free. You will also receive what is called a "sobriety chip" each time you test clean. Each chip is worth \$10.00 or up to a possible \$30.00 a month. This money is yours to keep.</p>



A Non Violent Town Meeting

Agenda

I. Introductions

Have everyone go around the room and introduce themselves. Have everyone describe their relationship with your son or daughter

II. The Problems

Recount in explicit detail each of the threats or acts of violence and how it affected you and the rest of the family.

III. Brainstorm Solutions

Go around the room and ask everyone for at least one suggestion to solve future threats and/or acts of violence. Tell everyone that no idea is a bad one. Write down all suggestions on a big poster board taped to the wall for all to see.

IV. Prioritize Solutions

Ask everyone to vote on the top three and rank them in order of importance..

V. Contract and Clarify Roles

Write down the rules and consequences in the form of an ironclad contract. Clarify everyone's role as to who is going to do what, when, and how.

VI. Dress Rehearsal:

Have everyone practice what they will do and say before your son or daughter is asked to come in. Work through any kinks and answer everyone's questions.

VIII. The Delivery

Ask your teenager to come in. Deliver the plan of action. Everyone will explain to your teen why any form of violence is wrong.



Troubleshooting: “What Will I Do If” Scenarios for the 7 Aces Disrespect

- ❖ **What will I do if** my teen continues to swear even after I tell him that he will lose his phone, will be grounded, fined etc?
- ❖ **What will I do if** my teen continues to follow me around the house and yell at me when I try to exit from the situation before losing my cool?

Ditching School or Failing Grades

- ❖ **What will I do if** the teacher or school principal refuses to back me up?
- ❖ **What will I do if** he or she refuses to do any homework?

Running Away

- ❖ **What will I do if** I try to ground or stop my teen and he simply leaves the house?
- ❖ **What will I do if** my teen finds parents that will not require that they leave?

Alcohol or Drug Abuse

- ❖ **What will I do if** I suspect that my teen is using drugs or alcohol?
- ❖ **What will I do if** I know that my teen is using drugs or alcohol on a regular basis and he or she refuses to acknowledge it as a problem?

Teen Pregnancy or Sexual Promiscuity

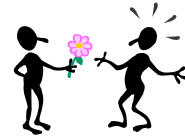
- ❖ **What will I do if** my teen refuses to use birth control?
- ❖ **What will I do if** my teen gets pregnant?

Threats or Acts of Violence

- ❖ **What will I do if** my teen threatens to push, shove, or hit someone?
- ❖ **What will I do if** my teen actually commits an act of violence?

Threats of Suicide

- ❖ **What will I do if** I place my teen on 24-hour watch with my counselor and he still verbally threatens to hurt himself?
- ❖ **What will I do if** I cannot take the time off to place my teen on a 24-hour watch?



When to Introduce the Topic of Nurturance

Option #1: The Soft Side Before The Hard Side	Option #2: The Hard and Soft Sides Simultaneously	Option #3: Addressing The Hard Side First
<p>The behavior problems are so minimal that the soft side of nurturance is the only area that needs to be addressed. However, with difficult adolescents this is an exception, not the rule.</p>	<p>This is possible when behavior problems are less extreme or when problems first emerge. In both instances, family members are not burned out and the negative interactions have not had a chance to seriously impact the family's closeness.</p>	<p>Years of conflict have taken their toll on the parent-child relationship. The parents feel out of control and helpless. Consequently, nurturance cannot be addressed until the bleeding has stopped by neutralizing the teenager's aces and maintaining the parents' position of authority.</p>



Timeline of Stages Leading to Emotional Deprivation

Stage 1 Behavior Problems	Stage 2 Negative Interaction	Stage 3 Conditional Love	Stage 4 Emotional Deprivation
<p>A preadolescent or early adolescent becomes rebellious and has behavior problems.</p>	<p>The child fails to comply with parental requests and lecturing & negative interaction jumps to 90% to 100% of the time.</p>	<p>Special outings or signs of affection then become contingent on how good the behavior was each week.</p>	<p>Emotional deprivation sets in when the parents and teen stop physical affection and special outings. Both parents and teen feel "burned" so many times that they stop trying.</p>
Stage 5 Second Family Takes Over	Stage 6 Parent and Teen Get Stuck In a Vicious Cycle	Stage 7 Teen Becomes Hardened & Lacks Remorse/Empathy	
<p>If teenager does not receive nurturance in the family, he or she will look to an adopted "second family" of peers, gangs, or drugs.</p>	<p>As parents see the teenager pull away, they will lecture or impose more rules, which in turn will push the teenager further away until both parties get stuck in a rut and are unable to make the first move to break down the walls of emotional deprivation.</p>	<p>As this rut continues, the teenager becomes more and more hardened. Over time the teenager develops an inability to show remorse or empathy and may even develop an antisocial personality disorder. As adults, they pass these problems on to their children, where it begins all over again.</p>	