

Welcome to

**TREATING THE UNMOTIVATED AND
RESISTENT PARENT AND JUVENILE:
A 7-STEP EVIDENCE-BASED APPROACH**

with

Scott P. Sells, Ph.D.



Parenting with Love and Limits[®]

www.gopll.com

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E-mail diana@gopll.com**



PARTICIPATION AND GRADUATION AGREEMENT

To participate and graduate the Parenting with Love and Limits (PLL) program I understand and agree to follow these requirements:

Participation and Graduation Requirements

- Attend 5 out of 6 group meetings with the exception of the 1st group.
If I miss more than 1 group, I understand that I will have to start the PLL program over from the beginning.
- 4 individual (family) coaching sessions over next six weeks
*I am allowed one missed appointment with 24 hours advanced cancellation notice.
More than one missed appointment = No graduation from PLL and not permitted to continue in group.*
- Not arrive to group or coaching meetings late. (Doors will close after 10 minutes)
- Instead of 3 to 6 months, we want to fix the problem in 6 to 7 weeks.

Week	PLL Group	PLL Individual Coaching
Week #1	Group 1 – Venting	No coaching 1st week
Week #2	Group 2 – Button Pushing + →	Coaching #1 – Deciding on the Problem to Fix Fast
Week #3	Group 3 – Contracting + →	Coaching #2 – Writing a Loophole Free Contract
Week #4	Group 4- Putting the Contract Together As a Group + →	Coaching #3 – Present Typed Contract to Teenager
Week #5	Group 5 – Creative Consequences + → <i>(to stop disrespect, school problems, drug use, violence, not doing chores, running away etc.)</i>	Coaching #4- See if contract worked or tweak contract so it will work better.
Week #6	Group 6- How to Start Liking Each Other Again-Restore Closeness	(if needed) Coaching #5- To address other problems- Build new contract
Week #7	No Group	(if needed) Coaching #6- Present new typed contract to teenager

Parent/Guardian’s Signature

Date

Youth’s Signature

Date

Therapist’s Signature

Date

Main Differences Between PLL and Other Evidence-Based Models

PLL (Parenting with Love and Limits)	Other Evidence-Based Models
<p style="text-align: center;">PLL Group + PLL Family Therapy</p> <p>To lower parental resistance, reduce isolation, create a sense of community, and fill in missing core parenting skills deficits as a hybrid with family therapy.</p>	Family Therapy Only
<p>Both PLL Group and PLL Family Therapy Have Step-by-Step Manuals and DVD Clips to Illustrate Steps</p> <p><i>Visual and Experiential short DVD clips custom-designed to lower resistance.</i></p> <p style="text-align: center;">Absolutely Critical to Move a System From Pre-Contemplation to Contemplation</p>	<p style="text-align: center;">Lack of Step-by-Step Manuals or DVD Clips</p> <p><i>Therapists complain that there is a lack micro-steps to go from point A to point B.</i></p>
Micro-Steps to Restore Both Structure <u>and</u> Nurturance	Focus on Behavioral Contracting

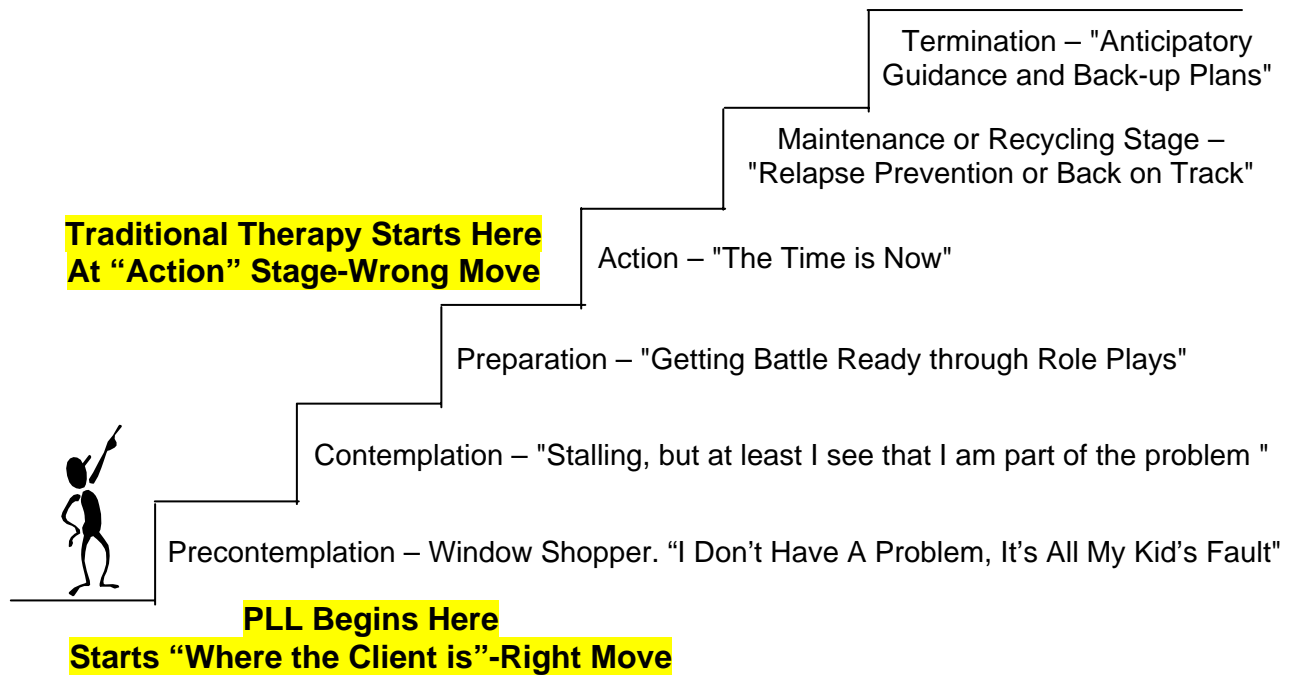
Some of Our Current PLL Sites

<ul style="list-style-type: none"> • Tampa, Florida (3 sites) • Shawnee County (Topeka), Kansas • Franklin County, Kansas • Miami County, Kansas • Brown County, Kansas • Berrien County, Michigan • Berrien County, Georgia • Turner County, Georgia 	<ul style="list-style-type: none"> • South Bend, Indiana (3 sites) • Amsterdam, The Netherlands • den Haag, The Netherlands • Leiden, The Netherlands • Utrecht, The Netherlands • Bannock, County, Idaho • Tarrant County (Ft. Worth), Texas
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Treatment Fidelity Measures-Interpersonal Process Recall- IPR

1. How closely did the therapist follow the group leader's guide or family therapy yellow survival kit as illustrated in the video clip?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
2. How closely did the therapist demonstrate the central concept or technique as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
4. How well did the therapist demonstrate Joining/engagement/rapport with teens and/or parents as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
5. How well did the group leader target sequences of interaction between family members and/or individuals in the extended family, school, the neighborhood, peers, etc. as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
6. How well did therapist convince the family or teenager to accept the directive or technique to fill in the missing healthy undercurrent as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
7. How well did the therapist "start where the client is" in terms of their overall stage of readiness (precontemplative, contemplative, preparation, action, maintenance, or termination) as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

THE 6 STAGES OF READINESS FOR CHANGE



<p>Pre-contemplation</p> <ul style="list-style-type: none"> ▶ 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 	<p>Contemplation</p> <ul style="list-style-type: none"> ▶ Acknowledge problem and their part in it ▶ Not ready for change yet ▶ Stalling – "analysis paralysis" ▶ Wait for magic sign 	<p>Preparation</p> <ul style="list-style-type: none"> ▶ Contracting and troubleshooting ▶ Need final reassurances ▶ <u>Dry Run Role Plays</u> ▶ Make final adjustments
<p>Action</p> <ul style="list-style-type: none"> ▶ 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 	<p>Maintenance</p> <ul style="list-style-type: none"> ▶ Consolidate gains ▶ Relapse prevention-troubleshooting ▶ Potential to recycle is initially high ▶ Communicate that relapse is normal ▶ Goal: Spread moments of relapse further apart 	<p>Termination</p> <ul style="list-style-type: none"> ▶ Anticipatory guidance ▶ Letting go of "old self" ▶ Backup 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.

Week #1: Understanding Why Your Child Misbehaves/Joining



Study Question: (After you watch the video)

Are You Beginning to See How Your Teenager Thinks and Why You Must Troubleshoot By Thinking Two Steps Ahead to Win the Game?



Reason #3: Button Pushing (Please Read Pages 14-15 of Book)

Teenagers are more skillful than their parents during confrontations. They know how to push their parent's buttons through words ("I hate you," "You suck as a parent") or actions (rolling of the eyes, mumbling) so that the parents become angry and lose control. By determining the general mood or direction of any argument, your teen is able to control you by making you angry, upset, or frustrated.



The Art of the Game (2 minutes)

After you read **pages 14-15** of *Parenting Your Out-of-Control Teenager* watch this 2-minute video segment and then stop the tape.

Watch how the son gets out of his chore of dish duty by skillfully pushing his dad's hot buttons of "swearing" to make him lose control of his emotions, cloud his judgment, and win the game. The boy gets out of doing dishes by controlling his dad's mood through button pushing.

To stop button pushing, Step Four: Button Pushing (**pages 85-114**) will show you six different button buster strategies to stop your teen from pushing your buttons.



Study Question: (After you watch the video)

Can You Begin to Identify the Top Three Buttons Your Teenager Pushes on You to Make You Mad or Frustrated?



Or you may ask: **What was one of the worst nightmares you have ever had to go through with your teenager?**

Allow each parent time to vent and answer this question. Then move on to another parent. Do not allow any one parent to monopolize the conversation. Other parents will start to get irritated. **VALIDATE AND EMPATHIZE WITH YOUR PARENTS' FEELINGS SO THAT THEY KNOW YOU HEAR THEIR PAIN.**

Whenever possible, link one parent's responses to another. For example, if one parent states that her worst nightmare was a time when her teen ran away, ask other parents if they have had similar experiences. This is done so parents begin to feel "We are all in this together. Thank God, I am not alone!"



10 MINUTES

V. Solution-Talk: Parent Breakout

Once you have allowed parents to vent, it is time to move them towards something called "solution-talk." The questions you ask below will evoke parents to talk about solutions, strengths, and what they may already be doing right. This will change the mood in the room from despair to one that contains elements of hope.

Depending on your time constraints, you may ask one or all three of the following questions. We suggest that you ask at least two out of the three if possible. These are general questions to ask everyone in the group, or you may call on a specific parent.



With everything you have gone through, what keeps you from throwing in the towel?

When I get to know you better, what qualities and strengths will I come to admire about you as a person and as a parent?

How do you account for the fact that things are not worse with your teenager?

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5 MINUTES

A. Compliments

After each answer to the questions above, follow up with compliments and praise. Everyone craves appreciation and praise. Dale Carnegie, in his classic book, *How to Win Friends and Influence People*, states that the best way to gain cooperation is to compliment and praise people. Your parents already feel judged, burned out and blamed. You must reverse this trend through compliments.

Here is a list of compliments you may use, or come up with some of your own.

- **I admire the fact that you came to this first parent meeting. I am sure, just like everyone else here, that a part of you didn't want to come or had better things to do. But you cared about your teen enough that you came despite your reservations. You know deep down inside that you are his last hope. I admire you as both a parent and a person.**
- **You must be tired and burned out with everything you have gone through. Yet, I am amazed that you care about your teen enough not to give up. The system may have failed you and your teen, but your courage has not failed your teen. You are fighting for your teen's life and I really admire that about you. Your teen is very lucky to have a parent like you.**
- **You could have checked out a long time ago, but you didn't. Even though you may not feel like coming to the next class, you will summon the strength to come, because you are such a good parent and care about your teen that much.**
- **Even though your teen makes it extremely hard to like him, like a good mother bear, you will never abandon your cubs. You seem to have amazing patience and your teen is truly lucky to have you!**

Week #2: Button Pushing + Individual Coaching

Top 10 Teenager Button-Pushing Tactics

- 1) **"You never let me do anything."** This statement invites the parents to point out specific times that they have let the teenager do what he or she wanted. This forces the parent off 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 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.
- 3) **"I hate you" or "You're a liar/asshole/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 a 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' skins.
- 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 mothers' 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 them to emotionally lose control so that he 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 school as a problem in the immediate future. However, they do know that education is important to the parent and how to use it 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.



15 MINUTES

A. Inner/Outer Circle: Button Role Play



Ask your inner circle parent to wear the top 3 buttons that her teen pushes on her, and ask the teen to wear the top 3 buttons he thinks his parent pushes on him. Make sure the thermonuclear buttons are stuck to each forehead. Parents and teens will love this exercise, because it visually represents what happens during the game of button-pushing. It also visually demonstrates how it takes two to tango, or how both parties are involved in the button-pushing dance.

1. In this role play, I will demonstrate how your teen pushes your buttons and how you push his buttons. My volunteer parent will play herself and I, your group leader, will play the part of the teenager. I will ask you, the parent, to wear the top 3 buttons that your teen pushes on you, and I will ask your teen to wear the top 3 buttons he thinks you, the parent, pushes on him. We do it this way so that, as I am playing the part of the teen, I can accurately push your buttons as you push mine.

Ask the parent to briefly tell you about the last argument. If you can, get the background of this argument at the time you asked them to volunteer before class starts. It saves time.



Tell your parent and teen in the inner circle that each time one pushes the other's buttons, they must physically get up out of their chair and push the appropriate Post-It note button. If the parent or teen is a female, make sure that she sticks the buttons on her shoulders or arms.

2. _____ [state the teen's name] will sit next to me and be my coach. He will whisper in my ear all the possible buttons that I may use to make his parent lose control of her emotions by getting mad, angry, or frustrated.
3. _____ [state the teen's name] may also move over to his parent and whisper in her ear possible buttons that she may push on me, such as lecturing me or talking in chapters.



Create Your Own Exit and Wait Strategy

List Your Acceptable Behaviors

- ❖ bedroom, porch, den, friend's house, etc.
- ❖
- ❖

Write Down the Exit and Wait Statement You Will Use

"What you are saying...(name the statement) and/or doing...(name the behavior) is disrespectful. I am going to leave right now and talk to you later."

List Your Cooling Off Spot(s)

- ❖ bedroom, porch, den, friend's house, etc.
- ❖
- ❖

List Your Punishments or Rewards

- ❖ What is my preplanned *punishment* if my teen follows me into my cooling off spot after I exit?
- ❖ What is my preplanned *punishment* if my teen continues the unacceptable behavior after I exit from the conflict?
- ❖ What is my preplanned *reward* if my teen shows restraint and immediately stops the misbehavior after one warning?

Who are my Back-Up Supporters?

- ❖ spouse, friends, neighbors, minister, etc.
- ❖
- ❖

Top 3 REASONS Why YOUR CURRENT CONTRACTS Fail



Reason #1: Your Teen Has "Literal Disease" (Please Read Pages 29-31 of Book)

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 in a contract format beforehand.



To understand clearly how your teens think and how literal they are when it comes to rules, please try to find the loopholes in Regina's curfew rule below.

Find the Loophole in This Rule

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.

At first glance, Regina's curfew rule looks extremely well written. However, to a teenager this rule is riddled with loopholes. Please cover up the answers below to see if you can find the loopholes without any help.

If you can find the loopholes on your own, you are beginning to think like a teenager. This is a good sign you will be more skillful than other parents in creating ironclad rules. If you did not find the loopholes, don't despair. This study guide is designed to make you a master contract writer and loophole finder.

COVER UP THESE ANSWERS WITH A PIECE OF PAPER

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 her parent, "You never told me an exact time, so I am not technically late." A good lawyer will 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 5pm while the parent's watch (and accurate time) reads 7pm. 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."

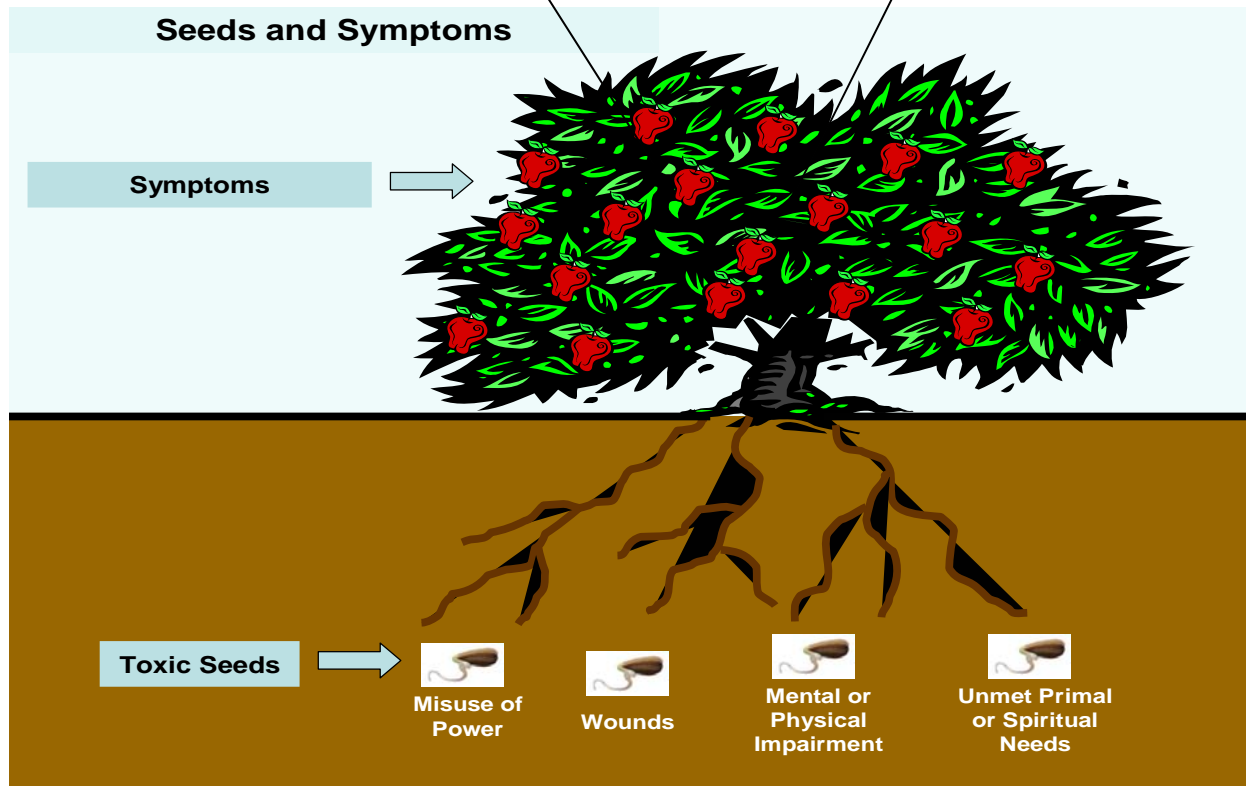
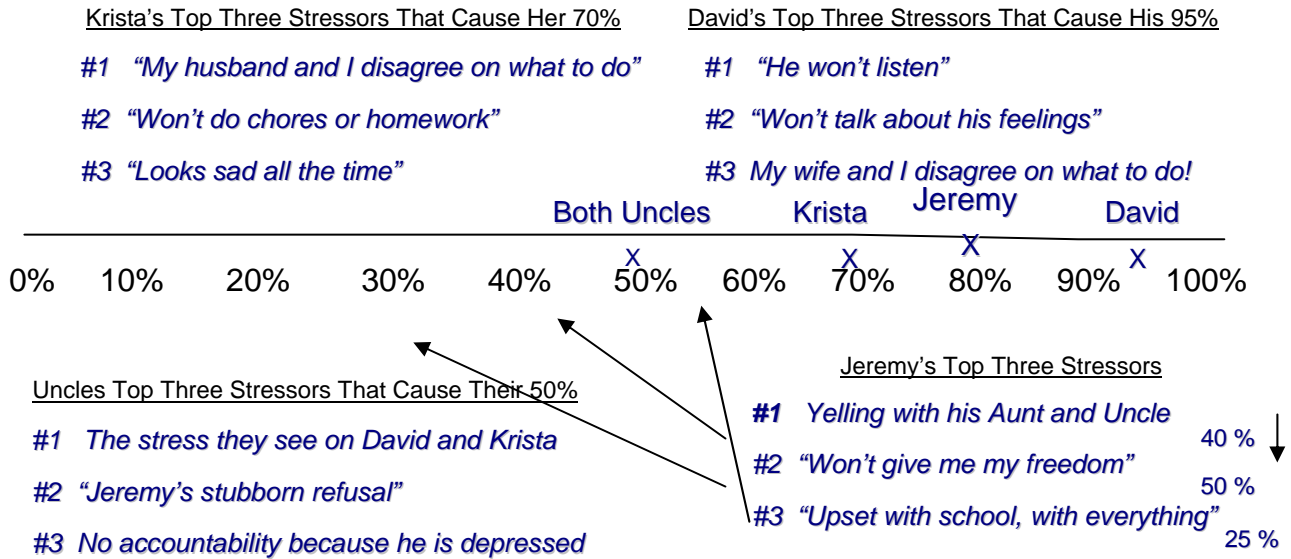
Loophole #3: I Am On The Property!

The literal teen who is 3 or more hours late can tell her parents that she was talking outside on the front lawn of the property. The front lawn is technically part of the house. Therefore, she is not late. The teen can also say she was in the house the whole time. She just wanted to go to her room quietly and not disturb anyone. The new and literal contract should read:

"Regina will be considered late if she is one minute past 5 pm on weekdays (Sunday thru Thursday) or 10 pm on weekends (Friday and Saturday) according to our kitchen clock and not physically inside the house to notify us (the parents) that she is home."

How Family Therapy Coaching Works:

Stress Chart



Seed Definition Worksheet

Seed #1	Definition
<ul style="list-style-type: none"> • Misuse of Power and Control <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<p>Misuse of Power and Control occurs when.</p> <ul style="list-style-type: none"> • Children are “drunk with power” when they control the mood of the household through behaviors such as disrespect, violence, or running away to bully or scare their parents into handing over their authority to the child. • Adults misuse power by becoming emotionally or physically abusive to another person in an effort to control them. <p>So ask yourself this question?</p> <p>Are any of the problems caused by a power and control issues? If the answer is “yes” check the box. If “no” check the box “no”.</p>

Seed #2	Definition
<ul style="list-style-type: none"> • Unhealed Wounds/Painful and Unhealed Life Experiences <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<ul style="list-style-type: none"> • Unhealed wounds occur when you or someone else in your family experiences a traumatic or painful life event that simply does not heal over time or on its own.. <p>So ask yourself this question?</p> <p>Are any of the problems caused by a traumatic life experience that was never healed? If the answer is “yes” check the box. If “no” check the box”.</p>

Seed #3	Definition
<ul style="list-style-type: none"> • Mental or Physical Impairment <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<ul style="list-style-type: none"> • Mental Impairment occurs when there is evidence that the symptoms (hearing voices, violence, hyperactivity, substance abuse, depression, etc.) are predominately caused by a chemical imbalance in the brain that can be positively affected by medications (Prozac, Ritalin, Zoloft, Paxil, Celexa, etc. • Physical Impairment occurs when the person suffers from a debilitating illness such as a brain injury, cerebral palsy, spinal core injury, obesity, Alzheimer’s, Down Syndrome, etc. <p>So ask yourself this question? Are any of the problems caused by either mental or physical impairment. If the answer is “yes” check the box. If “no” check the box.</p>

Seed #4	Definition
<ul style="list-style-type: none"> • Unmet Primal or Spiritual Needs <p><input type="checkbox"/> Yes</p> <p><input type="checkbox"/> No</p>	<ul style="list-style-type: none"> • Unmet Primal Needs occur when we fail to get our basic primal needs met (i.e., positive attention, unconditional love, food, clothing, shelter, physical touch, and attachment) through normal means. • Unmet Spiritual Needs. You have probably heard the saying of a balance of mind, body, and spirit or soul. For many a lack of without prayer or a lack of connection to God or a higher power lead people to a feeling of disconnection, a lack deep peace, or great difficulty in letting go of past resentments and forgiving others.. <p>So ask yourself this question?</p> <p>Are any of the problems caused in a large part by unmet primal or spiritual needs? If the answer is “yes” check the box. If “no” check “no”.</p>

Process Undercurrent Worksheet for “Misuse of Power” Seed

Unhealthy Undercurrents	Opposite Healthy Undercurrents-(In Bold)
<input type="checkbox"/> Empty Threats-	No Empty Threats -
<input type="checkbox"/> Caustic Communication	Soft Talk, Calm Voice, Praise/Appreciation-
<input type="checkbox"/> Lack of Consistent Discipline	Consistent Discipline-
<input type="checkbox"/> Role Confusion	Role Clarity-
<input type="checkbox"/> *Lack of Consistent Nurturance-	Unconditional Love, Consistent Nurturance-
<input type="checkbox"/> *Dance of Violence-	De-escalation Tactics, Accountability, Playfulness, Safety
<input type="checkbox"/> Boundary Violations-	Creation of Boundaries-
<input type="checkbox"/> Different Parent or Marital Philosophies-	Same Philosophies or Work Together
<input type="checkbox"/> Lack of a Support Village-	Mobilize or Create a Village

Process Undercurrent Worksheet for “Unhealed Wounds” Seed

Unhealthy Undercurrents

Opposite Healthy Undercurrents-(In Bold)

Unresolved Grief or Loss

Grief Education and Resolution

Betrayal or Abandonment

Security, Forgiveness, Unconditional Love

Family Secrets

Reveal Secrets/Creating a Safe Environment

Physical or Mental Abuse

Support, Courage to Leave, Forgive

Lack of Forgiveness/Bitterness

Forgiveness

Lack of Consistent Nurturance

Unconditional Love, Consistent Nurturance-

High Anxiety

Safety or Security

High Stress

Relaxation or Diversionary Tactics

Process Undercurrent Worksheet for “Physical or Mental Impairment” Seed

Unhealthy Undercurrents

Opposite Healthy Undercurrents-(In Bold)

Drawn Out Medical Illness

Education, Support, Stress Management

Someone Seen As Patient/Mental Case-

Normality and Accountability

Chemical Imbalance

Psychotropic Medications

Brain or Mental Impairment (IQ functioning, brain injury from car accident, etc.)

Consistent Structure, Education, Support-

Lack of Forgiveness/Resentment

Forgiveness

Lack of Consistent Nurturance

Unconditional Love, Consistent Nurturance

DISRESPECT

Doga's behavior will be considered disrespectful if he does one or more of the following:

- ☒ Does not comply with adult requests the first time he is asked to do something
- ☒ Argues, nags
- ☒ Uses inappropriate language (profanity & phrases such as "shut up," "stupid," "gay")
- ☒ Mumbles under breath
- ☒ Rolls eyes, sucks teeth, mimics parent
- ☒ Balls up fists, play fights
- ☒ & any other behaviors mother identifies as disrespectful

[Fills in Missing Healthy Undercurrent of Consistency and no empty threats]

REWARDS: - [Healthy Undercurrent of Nurturance]

Daily Reward = 1 ticket	What tickets can get you: 1 = extra 30 minutes of tv <u>or</u> computer 3 = 1 hour late bedtime 10 = medium pizza 20 = new video or cd 40 = hip hop shirt 100 = \$20
Bonus Rewards: 7 straight days = 2 extra tickets 14 straight days = 5 extra tickets 30 straight days = 10 extra tickets + \$5 Next 30 straight days = 20 extra tickets	

Tickets can only be redeemed on days Doga is in good standing with no offenses.

CONSEQUENCES – [Healthy Undercurrent of Accountability-Consistency]

- 1st Offense = no ticket + no TV (in any room) for 24 hours
- 2nd Offense = no ticket + no TV (in any room) & no computer for 48 hours
- 3rd Offense = no ticket + no TV (in any room), computer, & phone for 72 hours

Problems: With TV, dad disconnects cable; with computer, mom disables password; with phone, mom suspends service, with Doga paying reactivation fee to reconnect.

Mother's role: - [Healthy Undercurrent-De-Escalation Tactics and Nurturance]

One verbal warning per day (if needed)

Consequences will be administered with short & to the point language, with calm voice.

If Doga gets angry or argues, mother will exit & wait. Doga following mother = Walmart shoes for 24 hours.

Village role:

Maternal aunts, maternal grandmother, & family friend Hawa will help mother smother Doga with love (hugs, kind words, homemade meals).

Expert PLL Family Therapy IPR Measure

Current Supervisor:	Scott Sells				
Therapist's Name:	Linda Hill				
Type of IPR Analysis:	PLL Family Therapy				
Date Form is Completed (mm-dd-yy)	01-23-08- 4 TH Coaching Session				
(circle only one answer)					
1. How closely did the therapist follow the family therapy coaching outline or yellow survival kit as illustrated in the video clip?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
2. How closely did the therapist demonstrate the central concept or technique as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
3. How well did the therapist inject healthy undercurrents (process or cognitive) within the section of the session as demonstrated in the video clip?	Never 1	Rarely 2	Sometimes 3	Often 3.5	Almost Always 5
4. How well did the therapist demonstrate Joining/engagement/rapport with teens and/or parents as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 3.5	Almost Always 5
5. How well did the group leader target sequences of interaction between family members and/or individuals in the extended family, school, the neighborhood, peers, etc. as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
6. How well did therapist convince the family or teenager to accept the directive or technique to fill in the missing healthy undercurrent as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
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