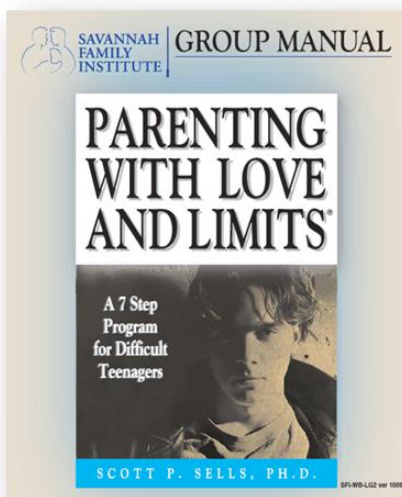


PLL Program Materials

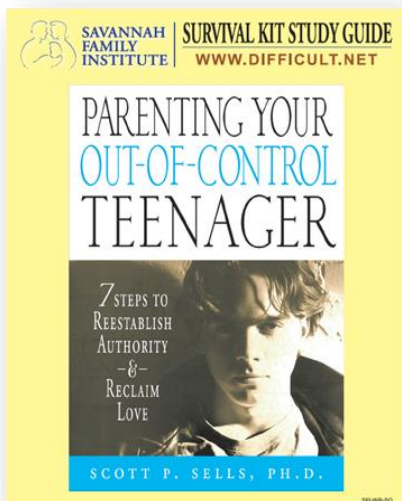
Below is a sampling of the materials that PLL Clinicians use with each family while practicing the PLL program. Included with this listing is a sample of the content for each item. Additionally, each family and PLL Clinician use these materials in conjunction with Dr. Sells' book Parenting Your out of Control Teenager (St Martin's Press, 2001).

PLL Group Manual



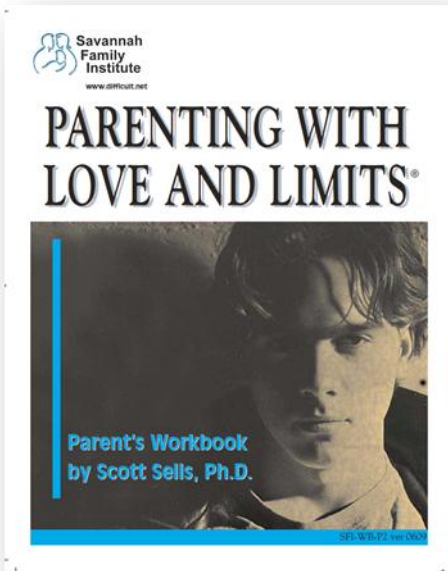
PLL Clinicians receive a 138 page Group Leader's Guide which includes manualized step-by-step instructions to lead all group sessions. PLL Clinicians are trained in how to use the Leader's Guide during a 5-day Intensive Training. The Leader's Guide shows the clinician everything from how much time to allot for each section, what to say, when to play the videos, and everything in between. (See provided sample of Group Manual)

Survival Kit Study Guide



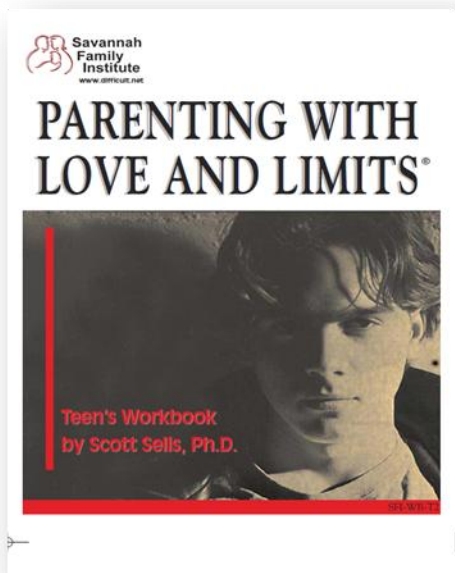
Parent/caregivers receive an interactive 135 page Parent Survival Kit which accompanies the paperback book entitled: Parenting Your out of Control Teenager (St Martin's Press, 2001). The book and Survival Kit were written specifically for the parent. It is written on a 6th grade reading level for ease of understanding and comprehension. The Survival Kit is used by the parents to master key concepts. (See provided sample of Survival Kit)

Parent Workbook



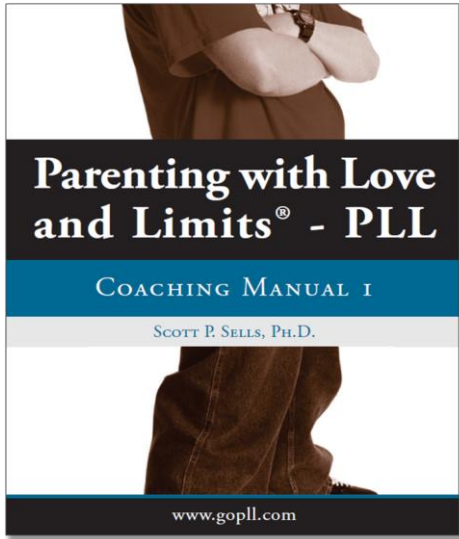
Parent/caregivers who attend the 6-week parenting group receive their own 69 page interactive workbook. The workbook contains such things as homework assignments, step-by-step instructions to write and implement ironclad behavioral contracts, and creative consequences to stop the extreme behaviors of disrespect, violence, alcohol and substance abuse, threats of suicide/self-mutilation, alcohol and substance abuse, threats of suicide/self-mutilation, alcohol or drug use, and sexual promiscuity. (See provided sample of Parent Workbook)

Teen Workbook

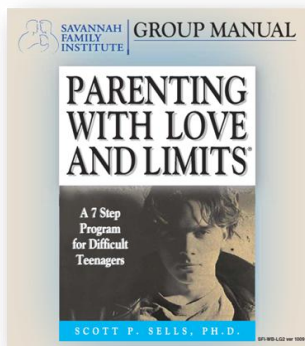


Adolescents who attend the 6-week parenting group receive their own 32 page interactive workbook. The workbook contains such things as creative ideas to decrease family button pushing, how to engage in soft interactions with their parents, and how to work with their parents to create effective rewards and consequences for their own behavioral contracts. (See provided sample of Teen Workbook)

PLL Coaching Manual



PLL Clinicians receive a Coaching Manual which includes manualized step-by-step instructions to lead coaching phases 1-4. PLL Clinicians are trained in how to use the Coaching Manual during a 5-day Intensive Training. The Coaching Manual shows the clinician everything from how much time to plan for part of coaching, what to say, when to play the videos, and everything in between. (See provided sample of Coaching Manual.)



The following pages are a sample of the content and material included in the Parenting with Love and Limits® Group Manual.



Parenting with Love and Limits®

Group Manual Multi-Family Group Psychotherapy

Scott P. Sells, Ph.D.

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PARENTING WITH LOVE AND LIMITS®

A 7 Step
Program
for Difficult
Teenagers

SCOTT P. SELLS, PH.D.

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How to Use the Group Manual

1. The text in bold is what you say aloud to your group members. The type that is not in bold is meant for you as the group leader and should not be spoken aloud to the rest of the group.
2. Each topic will have an estimated time of completion with a clock icon. This is to help you stay on task and move to the next step in a timely manner. However, these times are merely guidelines. You may run over time in some of the sections, or get done before the time you had allotted. This is perfectly alright. Use your best judgment and try to stick to the recommended times when possible, because there is a lot to cover.
3. Please take note of these important points. The educational videos that will be used to illustrate a particular concept are designed only to supplement your teaching. These videos are not designed to stand alone or to carry the program in and of themselves. Parents in pain do not care about seeing other people's problems on a video. They only care about their teen and solving their problems. Therefore, some of your parents and teens will complain that some of the techniques demonstrated, like "exit and wait" or "short and to the point" are unrealistic, or would never work with their family. If this happens, rejoice. Your parents and teens are now thinking, talking, reacting, and arguing. You need this kind of wonderful energy to turn the discussion back over to the group as a whole to come up with their own techniques, or to tweak the existing ones illustrated on the video. The videos have now done their job. They have illustrated the dance steps sufficiently to allow your parents or teens to take these same steps and make them their own. After all, your goal is for parents and teens to take ownership of this parenting program. Remember these critical points when you show each video.

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The following symbols are used to quickly identify certain activities needed for a particular step, video, or activity.



Inner/Outer Circle:

Indicates that you should ask for volunteer parents and/or teens to sit in the middle of the circle and conduct a role play demonstrating a particular concept. The Outer Circle of teens and parents is asked to provide feedback and support to the parent in the Inner Circle.



Question Mark:

Indicates that you should ask the group the question shown in bold type.



Chalkboard:

Indicates that you should put up certain statements or lists on a chalkboard, transparency, flip chart or dry erase board.



Overhead Icon:

Indicates when you should use an overhead transparency or PowerPoint™ presentation.



Video Segment:

Indicates when you should show the next video segment to the group.



(pgs. 00-00)

Teen Workbook:

Indicates when you should direct the teens to a specific page in the workbook.



(pgs. 00-00)

Parent Workbook:

Indicates when you should direct the parents to a specific page in the workbook.

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(pgs. 00-00)



Clock:

Indicates the estimated time it will take you to cover the material in each section.



O Icon:

Indicates an optional idea or role play that you can use if you wish.



(pgs. 00-00)

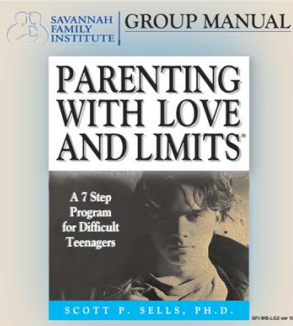
Appendix:

Indicates supplemental materials needed to better understand the underlying principles of this program.




Warning:

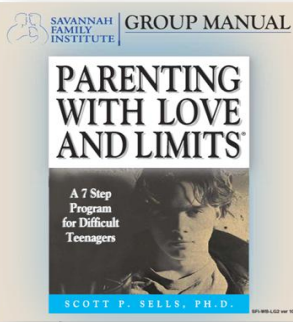
Indicates when you need to be aware of a very important point in this program.




Class 1

Set-Up	Time Allowed	Topic or Activity	Page	Videos
		Preparation for Class One	5	
Hour 1 Parents and Teens Together	 3 min	I. Introductions and Icebreaker	7	
	20 min	A. "Top Answer" Icebreaker Game	7	
	5 min	B. Overview of All Six Classes	10	<i>Dr. Sells' Welcome Video Segment</i>
	5 min	II. What's Your Theory?	10	
	2 min	III. Our Theories on Why Teens Misbehave	12	
	5 min	A. Button-Pushing	14	<i>Part I: The Art of the Game</i>
	5 min	B. Thinking Two Steps Ahead	15	<i>Part II: Best Lawyer Money Can Buy</i>
	5 min	C. Misuse of Outside Forces	16	<i>Part III: It Takes a Village</i>
	5 min	D. Teenagers are Drunk with Power	18	<i>Part IV: I Will Not Go Quietly</i>
	5 min	E. The Pleasure Principle	19	<i>Part V: I Live for the Moment</i>
	5 min	F. Peers – Your Teen's Second Family	22	<i>Part VI: My Friends are My Family</i>
Break	5 min			

CLASS 1 • VENTING AND WHY YOUR TEEN MISBEHAVES



Set-Up	Time Allowed	Topic or Activity	Page	Videos
Hour 2 Parents Only Breakout	 30 min	IV. Venting	23	
	10 min	V. Solution-Talk	24	
	5 min	VI. Compliments	25	
	5 min	VII. Rubber Band	25	
	5 min	VIII. Home Assignments	26	
Hour 2 Teens Only Breakout	35 min	IX. Venting	29	
	15 min	X. Solution-Talk	30	
	5 min	XI. Rubber Band	32	
	5 min	XII. Compliments	32	

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Objectives for Class 1

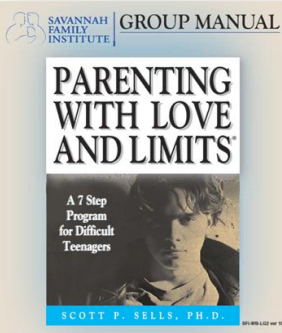
- Use a game called "Top Answer" to warm up the group through a competitive game among the group members.
- Use Dr. Sells' welcome video segment to give an overview of the course.
- Educate parents and teenagers on the six causes of out-of-control behavior.
- Allow both parents and teens to vent frustrations, anxieties, or anger.
- Move parents and teens from problem-talk to solution-talk.
- Compliment parents and teens and communicate strengths.

Time Required **2 Hours**



Materials Required

- ▶ PLL Class Video (on DVD)
- ▶ PLL Parent Workbook
- ▶ PLL Teen Workbook
- ▶ Parenting Your Out-of-Control Teenager book
- ▶ "Top Answer" Game Materials
- ▶ Rubber Band
- ▶ Laser Pointer for Pointing to Information on PowerPoint® Slides
- ▶ Refreshments (optional)



Preparation for Class One



(pg. 191)

Before you begin your first group, you might want to review some important group process guidelines in Appendix A. These are provided to help you understand group development and key concepts like forming linkages. This information will be invaluable when doing these groups.



(pgs. 192-205)

It is also recommended that you review the motivational intake procedures in Appendix B before starting your first group. These are the procedures you will use to motivate your parents or caregivers and their teenagers to attend the first PLL parenting class. The research shows that if you can get parents/caregivers to attend the first class, they will graduate from the entire PLL program 75% of the time or more.



(pgs. 211-232)

Finally, please review the Group Fidelity Checklists in Appendix E. We will go over these in detail during our on-site training.

Use a Greeting/Registration Table

As parents and teens come in to group, have a registration table set up in front of the room with a registration list and nametags. Do not give out the books and workbooks yet, but have one copy of each lying on the table. The registration table, with sample workbooks, sign-up sheet and nametags, will give the air of professionalism and attention to detail. Going the extra mile will really help make your group special and make a great first impression!



(pg. 208)

Before Class One, review the list of recommended props for PLL Group Therapy, located in Appendix D and be sure to have the items on hand.

Set Up the "Top Answer" Game



(pgs. 206-207)

Before Class One, write three questions on the left side of a flip chart page and the answers to those questions on the right side of the page. Then cover the questions and the answers with Post-It® notes. Appendix C contains a list of possible questions and answers for the "Top Answer" game.

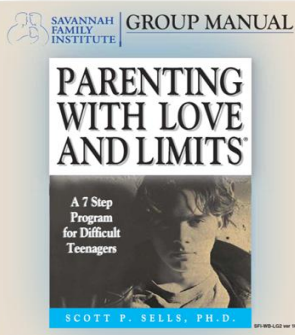
**PARENTING
WITH LOVE
AND LIMITS**A 7 Step
Program
for Difficult
TeenagersSCOTT P. SELLS, PH.D. © 2002

- The Round 1 Question Should Be: "The Top 5 Chores Teens Love to Hate."
- The Round 2 Question Should Be: "The Top 5 Things Parents Like to Make Rules About."
- You can choose the (Optional) Round 3 Question from among those listed in Appendix C, or you can make up your own question and answer.



Be sure to place the two bells up front for the "Top Answer" contestants. Also, have a "grab bag" handy, containing small prizes from the Dollar Store or candy to give to the winning team for each round.

In all the pilot groups we researched, one glaring factor stood out above all others. If the instructor was excited and enthusiastic, the group was excited and enthusiastic too. You are the role model for your group. As the role model, you set the tone and mood of the group. The parents and teens are often scared, apprehensive, and possess a low energy level. They need your energy to jump-start the process. It is important, therefore, that the two co-facilitators decide ahead of time which of them has the highest energy level and the most playfulness. That person should lead the "Top Answer" game. As you begin the Icebreaker, try to put on your game show host hat and energize the room with your presence.



Hour #1 - Parents and Teens Together



3 MINUTES

I. Introductions and Ice Breaker

Co-Facilitators' Introduction:

Hello everyone. My name is _____. Welcome to our Parenting with Love and Limits® group. Thank you for coming to class tonight. I'd like to tell you a little bit about myself.

- I'm a _____ (example: Licensed Clinical Social Worker).
- I've been working with teens & families for almost _____ years.
- I'm excited to be part of this program. It's like nothing I've seen before. I think you are really going to enjoy it!

Group Introductions:

Let's take a moment to go around the room and introduce ourselves. For now, just share your name. We will take more time later to get to know each other better.

After everyone has given their name...



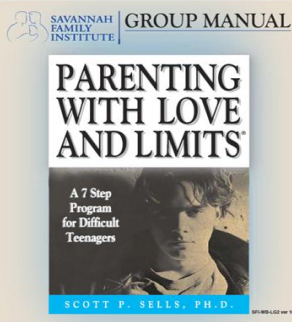
20 MINUTES

A. "Top Answer" Icebreaker Game

I'd like to ease into things by starting with a fun game called "Top Answer." Here are the rules:

I am going to divide the group down the middle into Team A (the right side of the room, starting with you) and Team B (the left side of the room, starting with you).

I am now going to call one person from each team to come up to the center table to answer the first question. So I want you (say person's first name) to come up from Team A and you (say person's first name) from Team B.



Please note for the first round it is recommended that you pick one adult parent from each team, and not a teenager, in order to ensure success.

Have your co-facilitator stand at the flip chart to remove Post-It® notes as needed from each question and answer.

I want you to shake hands and face each other. This is a friendly game. Place one hand behind your back. The first person to ring the bell will be allowed to answer first. OK. Let's Play.

What are the Top 5 Chores Teens Love to Hate?

Choose the person who rang the bell first. If his answer is on the board, have the co-facilitator uncover it. If the answer is not on the board, give the other contestant the opportunity to answer. If that contestant also answers incorrectly, the next person on the other team answers. Continue back and forth until someone gives an answer that is on the board. When a correct answer is given, applaud and cheer. Then go on with script below:

Great answer! Now please return to your seats.

(To the Player who gave the Correct Answer) **"You got the answer right, so you are team captain for this round. You have a choice to make. There are 4 more answers left on the board. You can either choose to play and try to get the rest of the answers, or pass and let the other team try.**

If you play, you must get all of the remaining four answers before you get "3 strikes." When you get 3 strikes, the other team can then steal the point by providing one correct answer. However, if they give a single incorrect answer at that point, then your team wins the point.

What do you want to do, team captain - play or pass?

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5 MINUTES

B. Overview of All Six Classes

We'll be meeting together once a week for six weeks, always on _____ evening at (insert time here). Please get here a little early to get settled, because we will begin right on time.

Each family will also meet with me one-on-one for coaching, along with your child and village, so that we can practice the tools we learn together in group. After tonight's class, if you have not signed up I'll have a schedule posted and you can sign up. Individual coaching times will be on a first-come, first-serve basis.

Introduce the VIDEO.

In this brief video, Dr. Scott Sells, the author of Parenting Your Out of Control Teenager, will welcome everyone, introduce the program, and give a brief overview of what you and your teenagers will receive in each of the six group classes. Let's go to the video...



DR. SELLS' WELCOME VIDEO SEGMENT (3 MIN)



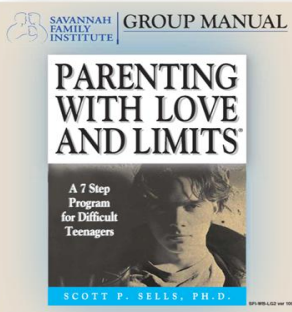
5 MINUTES



II. "What's Your Theory?"

What's your theory as to why teens misbehave? We will write each of your answers on the board.

Go around the group circle and call on a parent first and then that parent's teenager. Don't wait for people to answer. Just start calling on people. Ask each to list just ONE reason and move quickly to the next person ("stick and move"). We recommend alternating, asking one parent and then one teen and then a parent, and so on. If anyone doesn't want to answer, ask him to guess, or simply tell him that it is all right to pass. This is done so

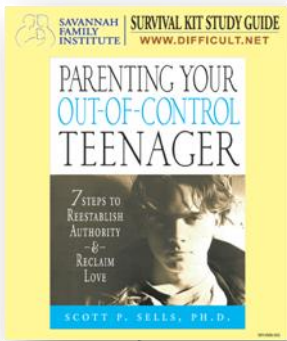


as not to embarrass anyone or force him to answer. Do this to create an atmosphere of safety, especially in the first class. Remember to **STICK AND MOVE!**



As each person gives an answer, your co-facilitator should write it on a giant flip chart. You should have two columns, with one column labeled as “Teen’s Top Reasons” and the other labeled as “Parent’s Top Reasons”

After the last theory has been stated, move right into the Six Reasons Why Teens Misbehave.



The following pages are a sample of the content and material included in the Parenting with Love and Limits® Survival Kit Study Guide.



presents...

PARENTING YOUR OUT-OF-CONTROL TEENAGER

SURVIVAL KIT STUDY GUIDE

by Scott Sells, Ph.D.

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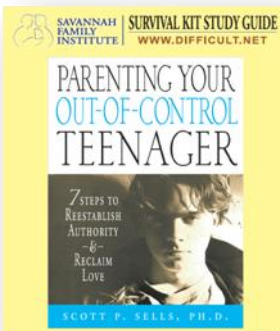
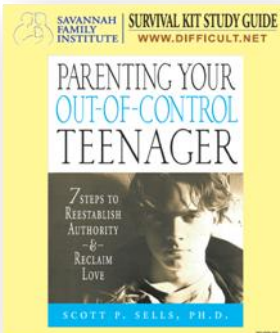
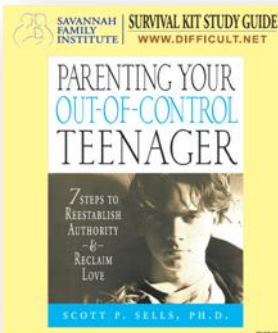


Table of Contents

Introduction	i
How to Best Use the Survival Kit and Study Guide	ii
Overview of Video Series	iv
Step One: Understanding Why Your Teen is Out-of-Control	1
Top Seven Reasons Why Tough Teens Misbehave	2
Reason #1: Unclear Rules	2
Reason #2: Not Keeping Up With Your Teen's Thinking	3
Reason #3: Button Pushing	4
Reason #4: Teenagers Are Drunk With Power	5
Reason #5: The Pleasure Principle	6
Reason #6: Peer Power	7
Reason #7: Misuse of Outside Helpers	7
Is Your Class Half Empty or Half Full?	9
Study Guide Exercise-The Glass is Half Empty	9
Study Guide Exercise-Restoring Parent Power	11
Step Two: Writing An Ironclad Contract of Clear Rules and Consequences	13
Top 3 Reasons Why Your Current Contracts Fail	15
Reason #1: Your Teen Has "Literal Disease"	15
Study Guide Exercise-Find the Loophole in this Rule	15
Reason #2: Rules Optional Not Mandatory	17
Reason #3: Too Many Rules At One Time	18
How to Write a Contract that Works	19
Strategy #1: Tackle Only One or Two Problems At A Time	20
Study Guide Exercise-List Your Top Two Problem Behaviors	20
Strategy #2: Convert Problems Into Concrete Behaviors	23
Study Guide Exercise-Create Your Own Concrete Rules	24
Strategy #3: Create a Well Written Consequence	25
Study Guide Exercise-Rank Your Teen's Top 3 Consequences	25
Strategy #4: Create a Positive and Negative Consequence	28
Study Guide Exercise-Choose Your Negative Consequence First	28
Study Guide Exercise-Choose Your Positive Consequence Second	29
Why Positive Rewards are Necessary	30
Study Guide Exercise-Examples of Positive Rewards	31
Study Guide Exercise-Create A Positive Consequence	32
Strategy #5: Put the Written Contract Together	33
Study Guide Exercise-Write Out Your Contract	33
Strategy #6: Include Your Teen's Input and Expertise	36
Strategy #7: Be Consistent in Following Through	38
Strategy #8: Catch Your Teen Doing Something Right	40



Step Three: Troubleshooting: How to Think Two Steps Ahead of Your Teenager.....	41
Strategy #1: Coming Up With Plan B When Plan A Fails.....	43
<i>Study Guide Exercise-What Will I Do If Scenarios.....</i>	44
<i>Study Guide Exercise-Write Out Your Finalized Back Up Plan.....</i>	56
Strategy #2: Troubleshoot Underlying Family Problems	58
Overview of the Positive Teen Report (PTR)	62
Things to Watch Out For When You Deliver the PTR.....	65
Step Four: Button Pushing: Why Your Teen Wins Arguments.....	67
Strategy #1: Find Your Parental Buttons	68
<i>Study Guide Exercise-Name Your Top Three Buttons.....</i>	68
Strategy #2: Find Your Teenager's Buttons.....	70
<i>Study Guide Exercise-Name Your Teen's Top Three Buttons</i>	71
<i>Study Guide Exercise-It Takes Two to Tango.....</i>	72
Strategy #3: Button-Buster Techniques	74
<i>Study Guide Exercise-Create Your Own Exit and Wait Strategy.....</i>	79
<i>Study Guide Exercise-Create Your Own Short and to the Point</i>	82
<i>Study Guide Exercise-Create Your Own Reflector Strategy</i>	84
<i>Study Guide Exercise-Create Your Own Secret Signals</i>	87
<i>Study Guide Exercise-Your Top Parent Unpredictables.....</i>	89
Step Five: A Menu of Consequences to Stop the "7 Aces".....	91
7 Teen Aces that Cause "Parent Abuse"	92
<i>Study Guide Exercise-A Hierarchy of Aces</i>	93
Surgeon General's Warning	96
Secret Strategies to Stop the 7 Aces Revealed.....	99
Step Six: How to Mobilize Outside Helpers	103
Strategy #1: Know Your Playing Field	105
<i>Study Guide Exercise-Understanding Your Playing Field</i>	105
Strategy #2: Create Your Laundry List of Helpers.....	107
<i>Study Guide Exercise-Locate Your Helpers and Non-Helpers</i>	107
Strategy #3: How to Mobilize Your Helpers	110
<i>Study Guide Exercise-How to Conduct a Town Meeting</i>	110
<i>Study Guide Exercise-Your Outside Helper Contract</i>	114
Strategy #4: Tips to Recruit Outside Helpers	117
Step Seven: Restoring Lost Nurturance and Tenderness.....	121
The Fine Line Between Love and Hate	122
<i>Study Guide Exercise-The Big Chill Timeline.....</i>	122
Timing is Everything	124
<i>Study Guide Exercise-When to Introduce the Topic of Nurturance</i>	124
Five Toxic Behaviors that Poison Your Relationship With Your Teen.....	126
<i>Study Guide Exercise-Locate All Five Toxic Behaviors</i>	127
Emotional Warm-Ups	132
Six Strategies to Restore Nurturance	133
<i>Study Guide Exercise-Identify All Six Strategies</i>	133



Use the following symbols as a key throughout this study guide to quickly identify the activity you need to complete:



Parenting Your Out-of-Control Teenager Book Written by Dr. Scott P. Sells:

Indicates when you should read specific parts of the book and what page or pages it is on.



Study Guide Exercise:

Indicates when you should complete the exercise in your study guide.



Watch Video Segment:

Indicates when you should watch a particular segment of the video.



Question Mark:

Indicates when you should pause to ask yourself a key question after reading about a particular concept or completing a study guide exercise.



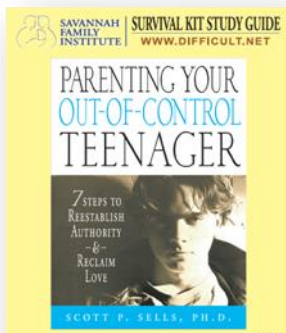
See a Counselor For Direction:

Indicates when it is necessary to seek an outside counselor for guidance, advice, or help in implementing the strategy or consequence recommended. Some of the principles recommended will require nerves of steel and require a competent counselor to help guide you through the process and provide the support you will need. Please follow my recommendations. See Appendix A in the *Parenting Your Out-of-Control Teenager* book for recommendations on finding the right counselor for you.



Important Point:

Indicates an important point to consider or read about before going on to the next strategy. Please make sure that you give this point careful consideration and your utmost attention.



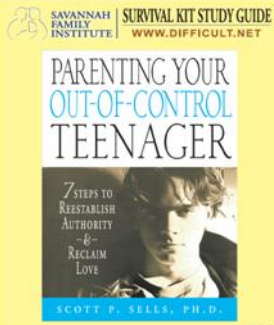
Overview of Video Series

Each video segment is designed to illustrate a key concept in the *Parenting Your Out-of-Control Teenager* book in very concrete terms. According to a recent study by the Xerox Corporation, 70% of our learning takes place visually while only 30% of our learning is verbal or what we hear. Therefore, I placed all 7 steps from my book on video so you can better understand how they are applied.

Each of these video segments are between 2 and 4 minutes in length. I made them intentionally short and to the point to make them relevant rather than long-winded and dry. No one wants to sit through long video clips.

As you watch each video segment, please remember this – they are designed only to show you the dance moves. Therefore, even if the situation on video is not how you would personally do it, try not to disregard what you see as fake, phony, or unrealistic. The video segment is a training tape designed to show you the right dance moves so that you, in turn, can make them your own. Years ago, I wanted to learn how to dance, so I bought a training video. Even though the dancers on the video were corny and unrealistic, I was still able to pick up the step-by-step mechanics on how to properly complete each move. I could then customize the dance moves to fit my own style.

Some of the videos refer to an innovative new Parenting Program that was specially developed for out-of-control teenagers. If you are interested in starting one in your community, please e-mail us @ www.difficult.net



Step 1

STEP ONE

UNDERSTANDING WHY YOUR TEEN IS OUT-OF-CONTROL



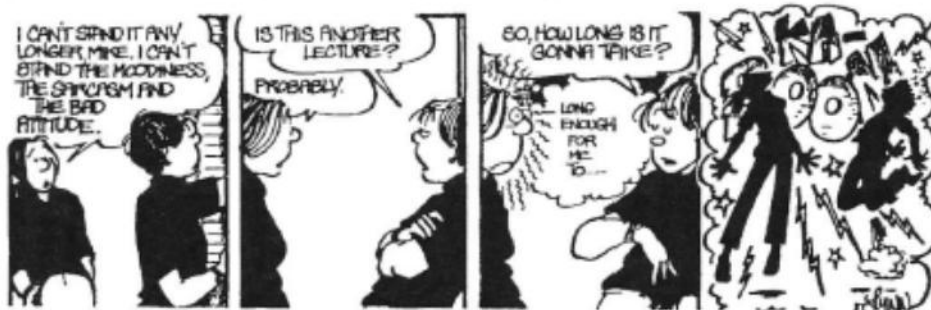
Objectives for Step One:

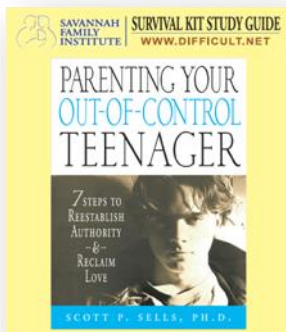
- ❖ Learn the Top Seven Reasons Why Tough Teens Misbehave
- ❖ Find Out What Is Your Theory On Why Your Teen Misbehaves

"Why does your teenager act up and misbehave?" This is the first question both you and professional counselors or teachers want to know. Read about the top 7 reasons in *Parenting Your Out-of-Control Teenager* and watch the accompanying video tape examples in Step One of your survival kit. After you read about each reason, ask yourself one question:

"Do these reasons make sense to me and speak to my heart?"

If they do, try the suggestions presented throughout my book and study guide. Trust your instincts – they are usually right. We hope the top 7 reasons why teens have problems will become eye-openers for you and let you see your teen in a new light.





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TOP SEVEN REASONS WHY TOUGH TEENS MISBEHAVE



Reason #1: Unclear Rules (Please Read Pages 11-13 of Book)

One of the biggest reasons why your teen misbehaves is that you don't have a clear, written contract. Without a contract, your rules are open to interpretation and your teen can "drive a Mack truck" through the loopholes. If you don't have a written contract, you are not alone. Up to 90% of the parents I work with simply make up the rules and consequences as they go along without anything written down. When you do this your teen smells blood in the water and, like a shark, goes into a feeding frenzy.

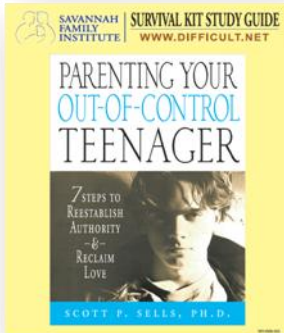


The Best Lawyer Money Can Buy (2 minutes)

After you read **pages 12-13** of *Parenting Your Out-of-Control Teenager*, watch this 2-minute video segment and stop the tape before the next video clip comes on.

In this video, you will see and hear the thoughts inside this teenager's head as he receives a verbal contract from his parents on the rule of "no ditching school." Watch how the teenager skillfully finds loopholes in the contract like a master chess player, easily defeating his parents. This is a special skill known as "literal disease." In other words, if the rule or the consequence for breaking that rule is not written down and concretely defined, your teen will find the loophole and defeat you.

However, your teen is in for a big surprise after you read **pages 29-66** in *Parenting Your Out-of-Control Teenager*. It will give you the playbook you need to understand the game and play it better than your teen.



?

Study Question: (After you watch the video)
Does This Teenager Remind You of Your Teen? If So, in What Way?

?

Study Question 2:
Can You Begin to See How And Why Your Teen Plays the Chess Game of Contracting Better than You Do and Why You Need an "Ironclad" Contract?



Reason #2: Not Keeping Up With Your Teen's Thinking
(Please Read Pages 13-14 of Book)

Difficult teenagers often possess what is called "advanced social perception." This is the ability to think two steps ahead. Your teen sees in his head the steps necessary to unravel your best-laid rule or consequence.

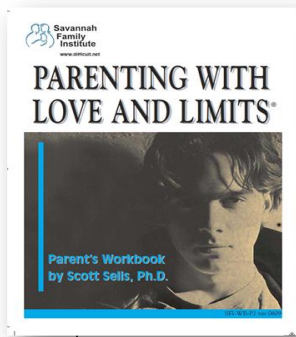


I Think Two Steps Ahead (2 minutes)

After you read **pages 13-14** of *Parenting Your Out-of-Control Teenager*, watch this 2-minute video segment and then stop the tape.

In this video, you will see a parent trying to deliver a contract of "no drug use" to a teenaged son. Watch how the teen turns to the camera and masterfully thinks two steps ahead by telling us how he will easily find the loopholes to defeat his father's contract. Believe it or not, this is exactly how your teen thinks whenever you try to place rules or restrictions on his behavior. This is a main reason why your old contracts have failed in the past.

To prevent this type of situation, Step Three: Troubleshooting: How to Think Two Steps Ahead of Your Teenager (**pages 67-84**) will show you how to "troubleshoot" by developing custom fit back-up plans for every "what if" situation that you may encounter with your teenager.



The following pages are a sample of the content and material included in the Parenting with Love and Limits® Parent Workbook.



presents...

PARENTING WITH LOVE AND LIMITS®

Level 2

Parent's Workbook
by Scott Sells, Ph.D.
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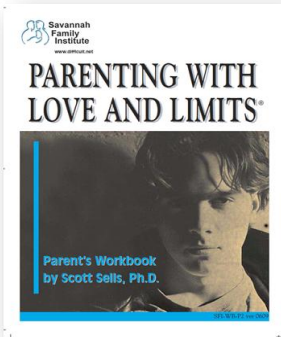
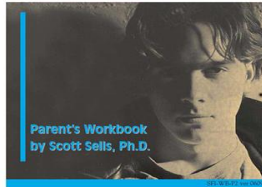


Table of Contents

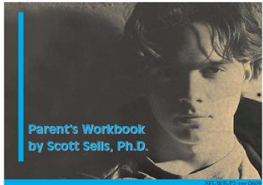
Class 1: Step 1 - Venting and Why Your Teen Misbehaves	.1
Top Six Reasons Why Tough Teens Misbehave	.2
Glass is Half Empty or Half Full	.3
Restoring Parent Power	.5
"Things to Do" List Before Next Class	.6
Class 2: Step 2 - Button Pushing - How Teens Defeat You	.7
Top 10 Parent Hot Buttons	.8
Top 8 Teen Hot Buttons	.8
Locating Your Parent and Teen Buttons	.9
It Takes Two to Tango	.11
5 Button Busters	.12
Top 10 Teenager Button-Pushing Tactics, and Underlying Motives	.13
Top 8 Parental Button-Pushing Tactics, and Underlying Motives	.14
Strategies for Button Busters (Exit and Wait, Short and to the Point, Reflector Strategy, Secret Signals)	.15
"Unpredictable" Assignment Examples	.19
"Things to Do" List Before Next Class	.20
Class 3: Step 3 - Why Your Current Contracts Fail	.21
What a Well-Written Contract Looks Like	.22
Reasons Why Your Current Contracts Fail	.23
Find the Loopholes in this Contract	.24
List Top 3 Problems and Rank Them	.25
Remember...Safety First	.26
Convert Problems Into Concrete Behaviors	.27
Create Your Own Concrete Rules	.28
Other Examples of Well Written Contracts	.29

PARENTING WITH LOVE AND LIMITS®



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by Scott Sells, Ph.D.

Class 3: Step 4 - How to Mobilize Outside Helpers	.31
Understanding the Playing Field	.32
Create Your Laundry List of Helpers and Non-Helpers	.33
Tips to Recruit Outside Helpers	.34
Dad, Probation Officer, and Covey's Helper Contract	.36
Your Outside Helper Contract	.37
"Things to Do" List Before Next Class	.38
Class 4: Step 3 - Contracting: Pulling It All Together	.39
Top 10 Areas for Rewards and Consequences that Your Teen Does Care About	.40
Create a List of Possible Punishments	.41
Rank Your Top 3 Areas for Rewards and Consequences	.42
Why Positive Rewards are Necessary	.43
Create a List of Possible Rewards	.44
Write Out Your Contract	.45
Class 4: Step 5 - Troubleshooting	.46
Generate a List of "What If" Scenarios	.47
"What Will I Do If" Scenarios to Prevent Derailing the Contract	.48
Develop a Comprehensive Backup Plan	.49
Backup Plan Worksheet	.49
"Things to Do" List Before Next Class	.50
Class 5: Step 6 - consequences to stop the "7 Aces"	.51
Overview of the 7 Aces that Can Cause Parent Abuse	.52
Surgeon General's Warning	.53
A Menu of Consequences to Stop the 7 Aces	.54
Overview of the Positive Teen Report (PTR)	.56
Positive Teen Report	.57
Things to Watch Out for When You Deliver the PTR	.59
"Things to Do" List Before Next Class	.60
Class 6: Step 7 - Restoring Lost Nurturance and Tenderness	.61
The Big Chill Timeline	.62
Timing is Everything	.63
5 Toxic Behaviors that Poison Your Relationship with Your Teen	.64
7 Strategies to Restore Nurturance	.66
Roadmap of Your Teen's Misbehavior and the Keys to Success	.67
Restoring Parent Power	.68



Class 1

STEP 1

VENTING AND WHY YOUR TEEN MISBEHAVES

Objectives for Class 1:

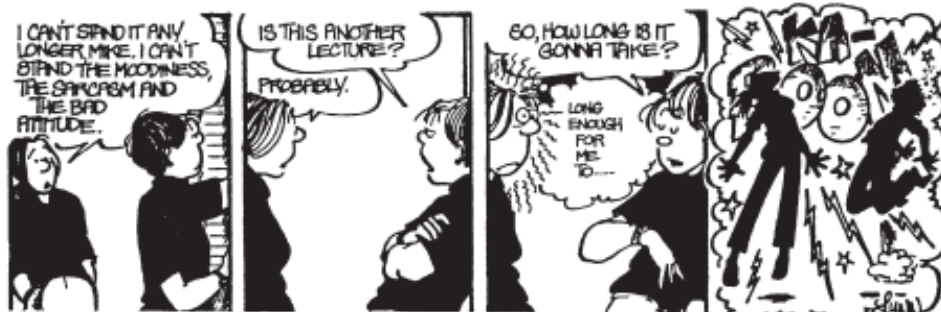
- * Warm up with Top Answer game.
- * Overview of 6 classes from Dr Sells' welcome video.
- * "What's your theory or reasons why your teen in general misbehaves?"
- * Venting your stress, frustrations, anxieties or anger over the conflict.
- * How to move communication from problem talk to solution talk.
- * Why Teens Misbehave: Top six reasons why tough teens misbehave.

What's Your Theory or Reasons Why Your Teen Misbehaves?

This is a good question. Read and listen to the top 6 reasons teenagers have problems, and then ask yourself one question:

"Do these reasons make sense to me and speak to my heart?"

If they do, try the suggestions presented throughout the course. Trust your instincts as a parent. They are usually right. The top 6 reasons why teens have problems will become eye-openers for you and let you see your teen in a new light.





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TOP SIX REASONS WHY TOUGH TEENS MISBEHAVE

Reason #1: Button-Pushing

Teenagers are more skillful than their parents during confrontations. They know how to push their parents' buttons through words or actions so that the parents become angry and lose control. By determining the general mood or direction of any argument with you, your teen is able to control you by making you angry, upset, or frustrated.

Reason #2: Thinking Two Steps Ahead of the Parent

Difficult teenagers often possess what is called "advanced social perception." This is the ability to think two steps ahead. Your teen sees in his head the steps necessary to unravel your best-laid rule or consequence.

Reason #3: Misuse of Outside Forces

Parents often turn to outside forces (judges, police, counselors, medication, hospitals) to stop their teens' problem behavior, but in the process, inadvertently undermine their own authority and effectiveness. The reason for this is that outsiders, like counselors and probation officers, are doing all the work to stop the teen's problem instead of the parent. The teen knows this and will go right back to his old behaviors as soon as the outsiders are no longer around.

Reason #4: Teenagers Are Drunk With Power

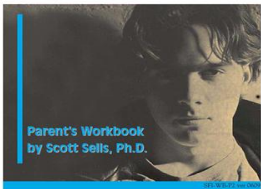
A mixed-up situation exists when a teen is in charge and more powerful than the parents. Whenever you try to restore your authority as parents, your difficult teen will use extreme behaviors such as running away, becoming truant or threatening suicide to commit acts of parent abuse. She will also use teen terrorism to intimidate, frustrate, or scare you into giving the authority back to the teenager. Your teen then becomes drunk with power and does not want to give it up without a fight.

Reason #5: The Pleasure Principle

Your teenager operates on the basis of the pleasure principle, or whatever feels good at the moment. As a result, your teenager would rather suffer your consequences, like grounding or no phone use, than give up the immediate gratification his misbehaviors, like ditching school or running away, brings him.

Reason #6: Peers: Your Teen's Second Family

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



IS THE GLASS HALF EMPTY OR HALF FULL?



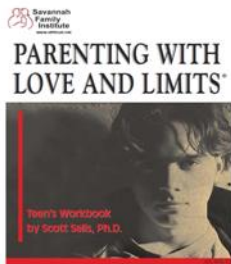
The Glass Is Half Empty

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 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 following pages are a sample of the content and material included in the Parenting with Love and Limits® Teen Workbook.



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Level 2

**Teen's Workbook
by Scott Sells, Ph.D.
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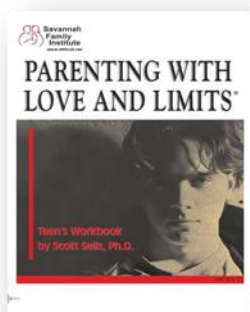


Table of Contents

Class 1: Venting About Things That Cause Stress	1
Class 2: Button Pushing: How Parents Push Buttons	4
Top 10 Parent Hot Buttons	5
Top 8 Teen Hot Buttons	5
Locating Your Parent and Teen Buttons	6
Locating Your Own Hot Buttons	7
It Takes Two to Tango	8
Top 8 Buttons Your Parents Push on You and Why	9
Possible Button Buster Filter Shield Comebacks	10
Your Top Unpredictables	12
"Things to Do" List Before the Next Class	13
Class 3: Determine Your Own Rewards and Problems	14
Create Your Own Problem Lists	15
Examples of Possible Rewards to Choose From	16
List Your Top 3 Rewards and Rank Order Them	16
"Things to Do" List Before the Next Class	17
Class 4: Create Your Own Punishments and PPR Reports	18
Examples of Possible Punishments to Choose From	19
List Your Top 3 Punishments and Rank Order Them	19
What a Good Contract Should Look Like	20
Overview of the Positive Parent Report	21
Things to Watch Out For When You Deliver the Positive Parent Report	23
"Things to Do" List Before Next Class	24
Class 6- Restoring Lost Nurturance and Tenderness	25
The Big Chill Timeline	26
Timing is Everything	27
5 Toxic Behaviors that Poison Your Relationship with Your Parent	28
7 Strategies to Restore Nurturance With Your Parent	30



Class 1

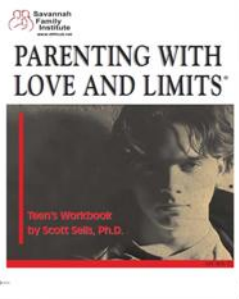
STEP 1

VENTING ABOUT THINGS THAT CAUSE STRESS

Objectives for Class 1:

- * Warm up with Top Answer game.
- * Overview of 6 classes from Dr Sells' welcome video.
- * Venting your stress, frustrations, anxieties or anger over the conflict.
- How to move communication from problem talk to solution talk.





QUESTION #1:

What do your parents or teachers do or say that gets on your nerves?

Here is what other teenagers have said...

- Like the previous cartoon shows, some teens tell us they hate lectures.
- Bringing up your past mistakes and never letting the past go.
- Taking away all trust.
- Yelling and nagging all the time.
- Nothing is ever good enough.
- Putting you on medication and treating you like a mental case.
- Playing favorites. You are the bad seed compared to your other brothers or sisters.
- Calling you names. "You are no good, worthless, or lazy!"
- Never giving you any freedoms. On you all the time.

QUESTION #2:

How have other teens asked us to go to bat for them with their parents?

Here is what other teenagers have said...

- Please help our parents understand that they do not have to ground us for life. A weekend works just as well. They get this power trip 24/7 and try to make their punishments last forever. This does not work with us.
- Tell our parents that if they want to discipline us, they also need to discipline our brothers and sisters. It has to be fair for everyone for things to get better.
- Help us to build trust back with our parents. If they don't trust us, we have no reason to try.
- Help them to praise us more and tell us when we are doing a good job instead of only telling us when we are doing something wrong.
- Help mom and dad stop fighting all the time. It is stressing everyone out.
- Help us get some of our freedoms back like going out at night or using the telephone.



QUESTION #3:

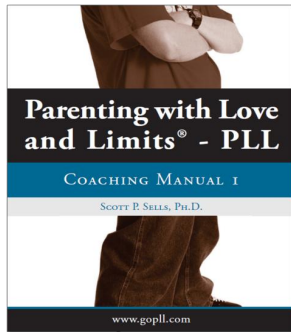
What would you have to do differently starting tomorrow to increase the odds that your parents will start to get off your case?

- Come home on time.
- Clean my room.
- Go to school.
- Stop swearing at them.
- Do what I am asked to do the first time.
- Do my homework once in a while.
- Stop beating up my brothers or sisters.
- Stop smoking pot or using drugs.
- Be more respectful.
- Do other chores.
- Do not leave the home without permission.
- Spend more time at home.

QUESTION #4:

What would your parents have to do differently starting tomorrow to increase the odds that you would want to act better?

- Stop the criticizing and tell us what we are doing right once in a while.
- Stop all the lectures.
- Get help with their own problems.
- Give us rewards when we follow the rules.
- Stop fighting all the time.
- Be consistent with the rules.
- Be more playful. Sometimes, they are way too serious.



The following pages are a sample of the content and material included in the Parenting with Love and Limits® Coaching Manual.

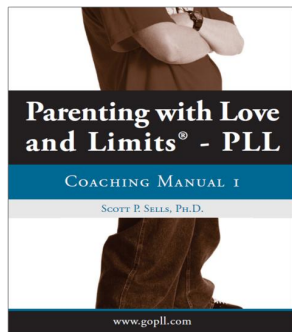
PLL UNDERCURRENT FAMILY THERAPY: COACHING MANUAL #1

Healing Misuse of Power or Mental & Physical Impairment Seeds
by Scott P. Sells, Ph.D.

TABLE OF CONTENTS

INTRODUCTION	3
Model Template	
Inclusionary Criteria	
Why Two Different PLL Coaching Manuals?	
Major Theoretical Assumptions Underlying PLL Coaching	
How to Best Use Both PLL Coaching Manuals?	
CHAPTER 1	X
Overview: The PLL Coaching or Undercurrent Model	
CHAPTER 2	X
Motivational Interviewing: Getting the Family Ready for Change	
• Involving the Right Systems Before Intake	
• Motivational Phone Interview	
• Motivational Intake Interview	
CHAPTER 3	X
Phase I: Setting the Terms of Therapy	
• Social and Strength Stage	
• Complete Stress/Symptom Chart	
• Tree and Seed Discussion using Survival Kit	
• Seed and Symptom Picks	
• PLL Coach Makes Seed and Symptom Picks	
• Negotiate Necessary Bus Picks	
• Battle for Structure Won or Lost	
• Homework Given – Read Step 2 of Survival Kit	
CHAPTER 4	X
Pre-Session Preparation for Phase II	
• Pick Top 3 Undercurrents that Match Seed Pick	
• Determine Strategic Directives for Undercurrents	
• Draw Out a "Before" Feedback Loop	
• Draw Out "After" Feedback Loops	
• Prepare Rough Draft of Contract	
• Retrieve Teen's Rewards from Group #2	





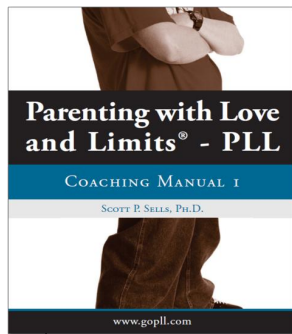
PLL UNDERCURRENT FAMILY THERAPY: COACHING MANUAL #1

Healing Misuse of Power or Mental & Physical Impairment Seeds
by Scott P. Sells, Ph.D.

TABLE OF CONTENTS (continued)

CHAPTER 5	X
Phase II: Drafting the First Contract	
• Present "Before" and "After" Feedback Loops	
• Put Together Concrete Rule First	
• Select Rewards & Consequences From Top 10 List	
• Create Rewards and Consequences	
• Homework and Next Action Steps	
CHAPTER 6	X
Pre-Session Preparation for Phase III	
• Type Out Rough Draft of Contract	
• Type Out Any Nurturance Factors, Protective Factors, and Clarity of Parent and Villager Roles	
• Identify Key Troubleshooting Areas and Loopholes	
• Laminate (if possible) Feedback Loops and Stress Chart to Give to Family at Beginning of Next Session	
CHAPTER 7	X
Phase III: Troubleshooting and Dress Rehearsals	
• Present Typewritten Contract to Parents Only	
• Present Nurturance, Villager, Protective Factors, or Other Possible Loopholes	
• Storyboard Out Common Curve Calls	
• Dress Rehearsal Delivery of Contract	
• If Parent "Battle Ready" Bring in Youth and Deliver	
• Optional: Countermoves Checklist With Just Teenager	
CHAPTER 8	X
Pre-Session Preparation for Phase IV	
• Integrate Countermoves Checklist Into Final Contract	
• Laminate Contract	
• Bind Everything Together (feedback loops, stress chart, tree contracts) Into a 3-Ring Notebook to Present to Them As a Gift (optional)	
CHAPTER 9	X
Phase IV: Evaluate Progress, Relapse Prevention, and Callbacks	
• Scaling to Review How Contract is Working	
• Mini Scales to Consolidate Changes	
• Review Decision Tree for Next Steps	
• Relapse Prevention Checklist and 30-day Callbacks	
• Play "Skills Seek" to Generalize Skill Sets	





INTRODUCTION

How to Best Use the PLL Coaching Manual

A Step-by-Step Manualized Script that Interlinks With the Supervision Handbook

Each PLL Coaching Manual will include the core coaching sessions within a step-by-step script format. For example after providing a big picture overview of the PLL undercurrent model in Chapter 1, Chapters 2 thru 9 will provide a script for the PLL Coach to use for each of the following four core phases plus motivational interviewing:

Motivational Interviewing: Getting the Family Ready for Change

Phase I: Setting the Terms of Therapy

Phase II: Drafting the First Contract

Phase III: Troubleshooting and Dress Rehearsals

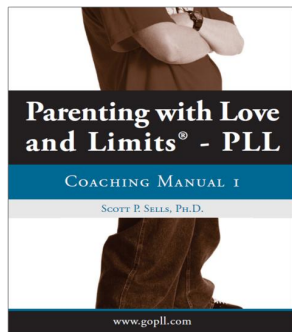
Phase IV: Evaluate Progress, Relapse Prevention, and Callbacks

Each of the micro steps within each core phase will be provided in a script format. A script format is provided for two reasons. First, it will promote high treatment fidelity which is defined as whether the treatment was delivered as intended and whether the therapist followed the treatment plan as intended (Moncher & Prinz, 1991). In other words, with a step-by-step script, the odds greatly increase that a PLL Coach using this model in Holland will deliver the content in the same fashion as a PLL Coach in Florida. Stylistic differences in delivery are encouraged, but standardized content and sequencing of steps are critical to measure accurate statistical outcomes and fidelity to the model.

Second, these are tough families. It is therefore helpful to have a good set of training wheels to learn how to ride the bike successfully. As you get more competent and comfortable with the PLL family therapy model, the training wheels can be removed and more and more of the words will become your own, just like an actor reading a script over and over again.

In fact, after mastery is achieved, a "cliff notes" version will be presented at the end of each chapter for the motivational interview and four phases of PLL Coaching that will leave out the script content and just present a bullet point outline. This can then be used in place of the script as one achieves greater mastery of the PLL Model.





INTRODUCTION: HOW BEST TO USE BOTH MANUALS

Example of Cliff Notes Outline for Each Phase

Stress Scale Stage

- ♦ Step 1: Get everyone's overall stress on pre-drawn stress scale 0% to 100% (ask teen first to avoid "shutdown", then parent)
- ♦ Step 2: Get everyone's top three things that make up their overall stress (ask teen first, then parent) and write on flip chart
- ♦ Step 3: Using Miracle Question, write on flip chart the % reduction for each specific stressor if miraculously fixed – starting over again from their overall stress percentage for each specific stressor (ask teen first, then parent)
- ♦ Step 4: Using the Survival Guide, ask when was the last time each of the safety stressors occurred (ask parent and teen together)

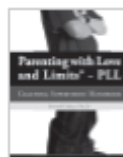
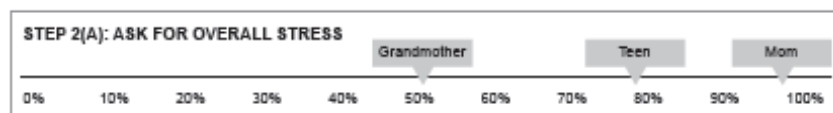
If a safety stressor occurred within the recent few months, add to parent's list of top three stressors

Use miracle question again to inquire how much would their overall stress be reduced if that stressor was fixed.

KEY POINTS TO REMEMBER:

1. When someone doesn't speak, direct another to be their voice
2. Convert complaints to categories in "real time"
3. Write percentage reductions right next to each category
4. Don't forget safety stressors – use open-ended questioning

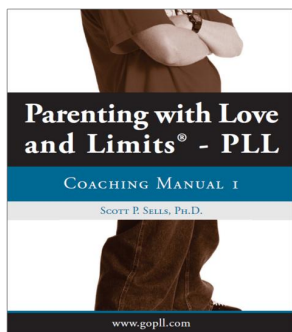
The layout will also intersect the PLL Supervision Handbook that will be completed by the PLL Coach prior to each supervision meeting on a stuck case. For example, whenever the script intersects with the Supervision Handbook, an icon from the particular page in the Handbook will appear in the left hand margin of the manual as a reminder to the Coach. See the example below:



Coach: (Turn to teenager first and point to scale on flip chart) – *“On a bad week, how much overall stress do you experience at home (not at school or at work) on a scale of 0 to 100% with 0% meaning no stress and 100% total stress?”*

(Turn to parent or extended family member second) – *“On a bad week, how much overall stress do you experience at home with your teenager (not at work) on a scale of 0 to 100% with 0% meaning no stress and 100% total stress?”*





INTRODUCTION: HOW BEST TO USE BOTH MANUALS

Recommended Strategy: As the PLL Coach reads the manual, they should have the PLL Supervision Handbook opened up to that section to cross reference one with the other.

IMPORTANT NOTE:

Unlike the Group Manual for PLL Group which is more psycho-educational in focus and more didactic, this coaching manual emphasizes a greater "use of self". This means that the steps in coaching are still followed in a sequential order, but after the training wheels are mastered, the content will come more from the PLL Coach's own words and less manualized.

In a nutshell, this is the difference in script delivery between group therapy and family therapy coaching. Group is a teaching psycho educational format with a script. Family therapy, however, is a fluid ebb and flow process between client and therapist within a "think on your feet" framework. When one teaches a skill (i.e., the five button busters in Class #2), it is more common to follow the script pretty much verbatim. But when one is custom fitting a skill to a family in coaching, one size or script cannot fit all.

For example, when each individual family member is asked the question, "What are the top three things or problems that make up your overall stress (i.e., 50%, 65%, 90%, etc)?" there are an infinite number of possible answers depending on the family. If the author then tried to include all the possible scripted responses that the PLL Coach could make to the client's answer to this question, it would fill two books.

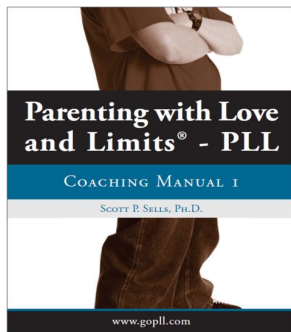
As stated earlier, after you achieve high treatment fidelity to the PLL Coaching Model based on the fidelity checks in your PLL Supervision Handbook and/or the IPR videotape analysis, you are encouraged to remove the training wheels and ride the bike on your own by using your own words while still following the sequential steps of the model.

Video Icons and Clips From Actual PLL Coaching Sessions

This coaching manual is presented in two formats: (1) A Spiral Notebook; and (2) An E-Book Format. The spiral notebook format will be used by the PLL Coach during the actual session as a script. The E-book will be the exact same content but include video icon links to each key concept or micro-step.

For example, when the script calls for the PLL Coach to put the family at ease through the micro step of "the Social Stage" within Phase I, a video icon link will appear in the left hand margin within the





INTRODUCTION: HOW BEST TO USE BOTH MANUALS

E-book that the reader can point and click with their mouse and view Dr. Sells demonstrating that particular micro-step. Please see the example below:

After family is seated in the first session, state the following to cover

Step 1(a): Gather information on hobbies and interests - (Estimated time 3-8 minutes)

Coach: (Turn to parent or caregiver first) – *“Before we get started can I ask you to tell me about what your hobbies or interests are?”* [If hesitant start guessing]-

[If parent has passion in their voice, ask for further clarification. If not, move on]

After parents asked, move on to teenager- If they talk about artwork, music, etc. ask them to bring in some of these items to the next session.

video icon
here



Combining the e-book format with the spiral notebook version provides the PLL Coach with the best of both worlds and facilitates the learning process and Dr. Sells conducting each micro step with actual families.

