



Parenting with Love and Limits®
www.gopll.com

PLL COACHING SUPERVISION HANDBOOK (FOR FRONT END THERAPISTS)

© 2008-2011 Savannah Family Institute, Inc. All rights reserved.

With the exceptions noted below, no part of these documents may be reproduced or transmitted, in any form, without written permission from Savannah Family Institute, Inc.

LIMITED PHOTOCOPY LICENSE

Savannah Family Institute grants to PLL's certified mental health professionals non-assignable permission to reproduce pages of these handouts for personal use in clinical practice and not for resale or redistribution. These materials are intended for use only by qualified mental health professionals. This license is limited to the individual participant and does not extend to others. The license does not grant the right to reproduce these materials for other purposes (including but not limited to books, pamphlets, articles, video or audio tapes, handouts or slides for lectures or workshops.) Permission to reproduce these materials for these and any other purposes must be obtained in writing from Savannah Family Institute, Inc.

COACHING

PLL

Coaching Supervision Handbook
for Front End Therapists

family:

Based on:
"Undercurrent Therapy"
Scott P. Sells, PH.D
Editing Ellen Souder, MA, LPCC-S

Phase I-Setting the Terms of Therapy (first coaching session or possibly first two)

- Rough Draft of Stress Chart Created On a Flip Chart
- Rough Draft of Seed Tree Diagram
- Seed and Symptom Selections by Clients
- Selection by Family of Easiest Symptom to Pick and Most Important
- Each Family Member Selects Their Top Seed and Symptom Picks
- PLL Coach Selects Their Top Picks
- Family and PLL Coach Decide On Who In the Village Should Be Included

Pre-Session Preparation Between Phases I and II-Undercurrents, Strategic Directives, and Feedback Loops (involves only the PLL Coach and occurs in-between sessions)

- Determine the Top 3 Unhealthy Undercurrents
- Construct a Feedback Loop Cheat Sheet
- Choose Strategic Interventions to Inject Healthy Undercurrents
- Powerpoint Stress Chart –laminated to give to the family
- Seed Tree Diagram- laminated to give to family
- Ideal Contract Template of Problem Symptom- Label "Top Secret"
- Personally contact and invite missing villagers (extended family, friends, etc.)

Phase II-Feedback Loops and Drafting the First Contract (usually coaching session #2 but can be extended into 2 sessions if needed)

- Review Central Concepts From Phase I- (stress chart, seed tree, and the seed and picks agreed upon)
- Powerpoint or Draw Out Feedback Loops Around the Symptom Selected
- Clearly Identify Symptoms Connected to Which Seed And Why it Was Decided to Address One Over the Other First and Then Second
- Send teen out of room and develop rough draft of contract following the ideal template usually with just the adults present unless teen is *extremely cooperative*.

Pre-Session Preparation Between Phases II and III

- Type out Rough Draft of Contract
- Powerpoint or Laminated (if possible) the Feedback Loops to Give to Family at Beginning of Next Session
- As PLL Coach Types Out the Contract, Identify and Highlight Key Troubleshooting Areas Or Loopholes

Phase III- Troubleshooting and Dress Rehearsals (usually takes two sessions to do well – often coaching #3 and coaching #4)

Parents Only

- Pass Out Typed Contract
- Pass Out Troubleshooting Worksheet and Tweak Contract
- Complete Rough Draft of Entire Countermoves Checklist on Rules, Rewards, or Consequences
- Dress Rehearse Each Section and Rate Performance on Scale from 1-5
- If Parent Ready, Bring Teen in and Role Play with Them. If Not, Extend to Another Phase III Coaching Session

Optional:- PLL Coach Tell Parent Ahead of Time That They Will Have a Separate Phase III Session With Only the Teenager and Possibly the Siblings to Develop Their Own Countermoves Checklist and Role Play With Them Individually.

Teens and Parents Together

- When the Teen Enters Room, Conduct Dress Rehearsals With the Contract or Playbook Beginning With Rewards First
- If Successful Give The Family One to Two Weeks off to Practice Contract If Not Ready Schedule Another Phase III Coaching Session to Continue Dress Rehearsals Until Ready

Pre-session Preparation Between Phases III and IV

- Integrate Top Countermoves Checklist Into the Body of the Parent's Version Final Contract
- Type Out Final Teen Version Without Parent Countermoves or Just With The Teen's Countermoves
- Laminate Both Contracts
- Bind Everything Together (feedback loops, stress chart, contracts) Into A 3 Ring Notebook to Present to Them (optional)

Phase IV- Evaluate Progress, Relapse Prevention, and Next Action Steps (can be as early as coaching sessions #4 but more likely coaching #6 or #7)

Parents and Teens Together

- Pass Out Laminated Contracts or Binder as a Gift for Hard Work and Go Over it
- Scaling 0% to 100% Overall Contract or Playbook Effectiveness
- Use Mini-Scales to Consolidate Change
- Decide on These Options:
 - Option A- Graduate and Relapse Prevention (met criteria of in home, in school, and out of trouble with law)
 - Option B- Repeat Phases II, III, and IV with New Symptom
 - Option C- Extend and Tweak Existing Contract Because Have Not Met Graduation Criteria
 - Option D- Graduate AMA- (Against Medical Advice)
 - Option E- Move into Wound Work and Repeat Phases II, III, and IV and Negotiate Estimated Number of Sessions
- If Option A is Selected Move Into Creating Red Flags Checklist and then into "Skills Seek" Game
- May Decide to Have Benchmark Meeting at this Session or at Another Meeting

Parenting with Love and Limits®
Family Therapy

PLL Supervisor: _____

Date faxed: _____

Supervisor Fax: _____

PLL Counselor: _____

PLL Program Site: _____

Client Name/Number: _____

Date form completed: _____

Date of Admission: _____

Number of coaching sessions completed: _____

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

Topics I Request Attention for in Supervision

(Please indicate in this box your questions, areas of concern or where you want the supervision focus regarding this case)

PRE-SESSION PREPARATION CORE COACHING PHASE ONE

Fidelity Checks	Yes	No
Did you make the pre-session Motivational Phone Call?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you conduct the Face-to-Face Motivational Intake before the 1 st Group?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you show the Grid and obtain signatures on the Graduation & Participation Agreement and put dates right on grid and hand to family?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you schedule the first family coaching session during the Motivational Intake?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you personally call each important villager member to invite to the first session?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you include any key stakeholders in the Face-to-Face Motivational Intake (i.e. Probation Officer, Referral Agent)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

THE VILLAGE

- **Indicate below which important village members attended the first coaching session?**
 - Ex-spouse
 - Extended family
 - Friends
 - Neighbors
 - Co-workers
 - Teen's friends
 - Referral Agent (PO, etc.)
 - Others

CORE COACHING PHASE ONE

1. Stress Chart

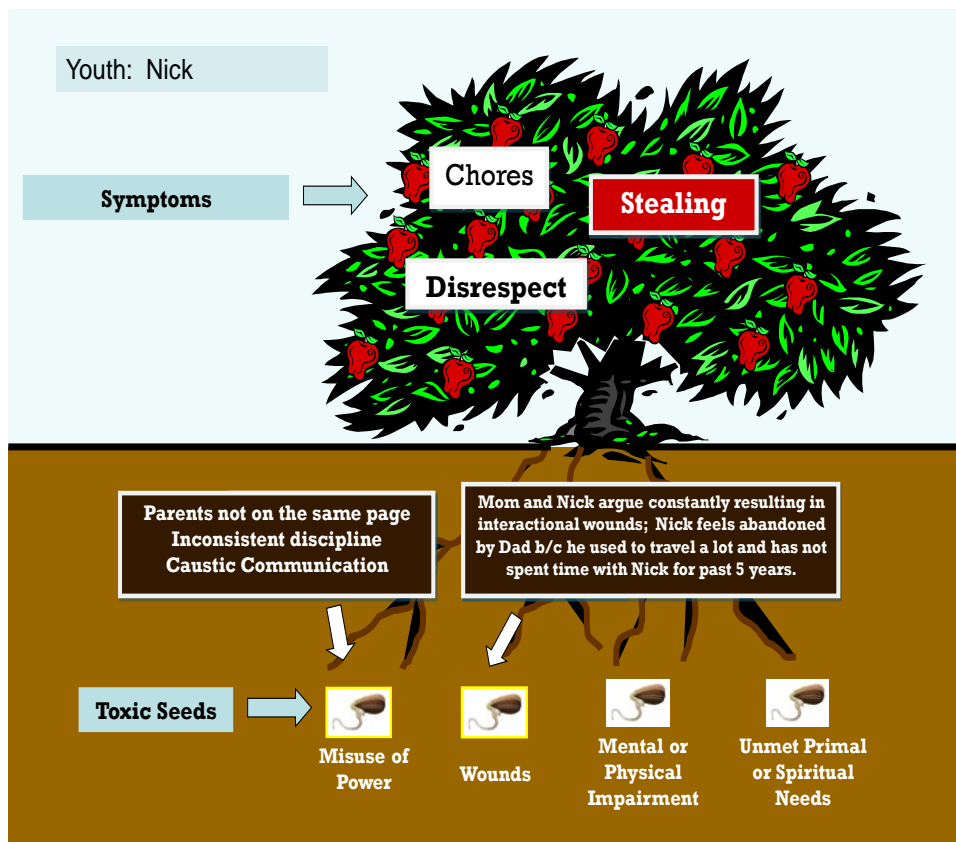
Reproduce your stress chart below (You have the option of submitting stress chart with power point)

0%	10%	20%	30%	40%	50%	60%	70%	80%	90%	100%	
.....'s Top 3 Stressors That Causes % Stress				's Top 3 Stressors That Causes % Stress						
#1					#1						
#2					#2						
#3					#3						
.....'s Top 3 Stressors That Causes % Stress				's Top 3 Stressors That Causes % Stress						
#1					#1						
#2					#2						
#3					#3						
Safety Stressors: _____											

Fidelity Checks	Yes	No
Did you get everyone's overall stress percentage?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you get everyone's top three contributors to their overall stress with stress reductions for each stressor?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you convert stressors to major categories when applicable?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you review possible safety stressors with the Survival Kit (p. 22), adding to the stress chart and getting percentage stress reductions for each safety stressor?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

2. Tree and Seed Diagram

Fidelity Checks	Yes	No
Did you use a transition statement to explain the purpose for the tree diagram?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you draw the tree with four seeds and stressors like the example below?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you clearly explain the connection between the apples and their stressors?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you explain all four seeds with the Seed Definition Worksheet?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use the Survival Kit to expand the seed of Misuse of Power?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use film clips to illustrate any of the four seeds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No



3. What Seeds Cause the Stressors or Symptoms?

Fidelity Checks	Yes	No
Did you list everyone's seed pick on the flip chart along with their reasons for their seed picks? (Please enter in the seed boxes below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you write their specific wounds on the flip chart if this was a seed pick? (Please enter the specific wounds in the seed box below if applicable)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you prevent them from going too deep if they identified unhealed wounds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Indicate the family's seed picks with their reasons for each seed pick

Misuse of Power	Unhealed Wounds	Mental or Physical Impairment	Unmet Primal or Spiritual Needs

4. Negotiate Terms for Coaching

Fidelity Checks	Yes	No
Did you re-write all the major categories as a "Laundry List" of symptoms for the family to vote on the easiest/most important symptom to remove?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you have the family members vote on easiest/most important symptom to remove?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you list their vote next to the symptom in the "Laundry List"? (please indicate their symptom picks in the box below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Indicate the family's picks for the easiest and most important symptoms to remove

Family's Easiest Symptom to Remove	Family's Most Important Symptom to Remove

5. Setting the Terms for Therapy

Fidelity Checks	Yes	No
Did you list on the flip chart your seed picks with convincing rationale? (please indicate your seed picks in the box below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you connect the seed of Misuse of Power to how it heals Unhealed Wounds?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Indicate the therapist's top two seed picks with reasons

Therapist's #1 Seed Pick	Therapist's #2 Seed Pick

Fidelity Checks	Yes	No
Did you use exhibits and family's own words from the flip chart to give convincing rationale for your symptom pick? (please indicate your symptom picks in the box below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the family agree with your seed and symptom picks?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Indicate the therapist's top two symptom picks with reasons

Therapist's #1 Symptom Pick	Therapist's #2 Symptom Pick

Fidelity Checks	Yes	No
Did you write on the flip chart all possible bus picks? (Please include names of all bus picks in the box below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you convince the family to allow you to personally call any bus picks?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you assign homework from the Survival Kit?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you consolidate gains by asking what was most helpful from the session?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Indicate your "Bus Picks" in conjunction with the stressor and seed package

Bus Picks:

PRE-SESSION PREPARATION BEFORE CORE COACHING PHASE TWO

Phase I. **Decide which undercurrent you will address first**

Check the undercurrents that relate specifically to the symptom pick **you negotiated with the family to work on first at the end of the first coaching session**. These two or three undercurrents (unhealthy and corresponding healthy) will then be reflected on the feedback loops as well as the contract.

Fidelity Checks	Yes	No
Did you narrow the unhealthy undercurrents down to the top two or three unhealthy undercurrents directly causing your seed and symptom pick? (Check below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Only select undercurrents that are directly connected to the particular seed & symptom in question

Fill In Seed and Symptom Picks from Phase I

Seed = _____

Symptom = _____

Answer the question: "What are the top two or three unhealthy undercurrents within the seed category of _____ listed above that are directly responsible for causing the symptom of _____ listed above for this particular family?"

Next, from the List Below, Circle the Unhealthy Undercurrents that correspond with your seed and symptom picks:

Misuse of Power

- Empty threats – **No empty threats**
- Caustic Communication – **Soft Talk, Calm Voice, Praise/Appreciation**
- Lack of Consistent Discipline – **Consistent Discipline**
- Role Confusion – **Role Clarity**
- Lack of Consistent Nurturance – **Unconditional Love, Consistent Nurturance**
- Dance of Violence – **De-escalation Tactics, Playfulness, Safety.**
- Boundary Violations - **Creation of Boundaries**
- Different Parent or Marital Philosophies – **Same Philosophies or Work Together**
- Lack of a Support Village – **Mobilize or Create a Village**

Unhealed Wounds

- Unresolved Grief or Loss – **Grief Education and Resolution**
- Betrayal or Abandonment – **Security, Forgiveness, Unconditional Love**
- Family Secrets – **Reveal Secrets/Safety**
- 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**

Physical or Mental Impairment

- 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 – **Consistent Structure, Education, Support**
- Lack of Forgiveness/Resentment - **Forgiveness**
- Lack of Consistent Nurturance – **Unconditional Love, Consistent Nurturance**

Unmet Primal Needs

- Maslow's Unmet Hierarchy of Needs – **Fill in "Missing" Maslow Need**
- Lack of Attachment or Bonding – **Attachment Bonds**
- Lack of Forgiveness/resentment – **Forgiveness, Prayer**
- Lack of Connection to God or Higher Power – **Connecting to God or Higher Power**
- Mind, Body and Spirit Unbalanced – **Restoring Balance**

Phase II Choose Your Strategic Interventions

Based on the **top two or three** unhealthy undercurrents you selected, indicate which of the following strategic interventions below you will use to inject the anti-venom or healthy undercurrent in your family? – *Please note: These interventions must be illustrated on your feedback loops and be a part of your behavioral contract. Also, make sure you are not overloading the family with too many recommendations at once.*

Fidelity Checks	Yes	No
Did you identify the new techniques needed to inject the healthy undercurrents into the family system? (Circle needed techniques below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you read the PYOCT pages on the techniques recommended?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Recommended Techniques to Heal “Drunk with Power” Seeds	
Healthy Undercurrents (in Bold)	Recommended Techniques to Inject New Undercurrent
(Empty Threats/Lack of Consistent Discipline) • No Empty Threats/Consistency	<input type="checkbox"/> Episodes from <i>Super Nanny</i> <input type="checkbox"/> Behavioral Contracting – PYOCT, pp.29-79
(Caustic Communication) • Supportive Communication	<input type="checkbox"/> Behavioral Contracting – PYOCT, pp.29-79 <input type="checkbox"/> Positive Teen (PTR) or Parent Report (PPR) – PYOCT, p.60 <input type="checkbox"/> Being Playful and Unpredictable – PYOCT, pp.232-233 <input type="checkbox"/> Exit and Wait – PYOCT, pp.99-107 <input type="checkbox"/> Short and to the Point & Reflectors – PYOCT, pp.107-110 <input type="checkbox"/> Creating Soft Talk – PYOCT, pp.324-327
(Role Confusion/Boundary Violations/Unclear Hierarchy) • Role Clarity/Clear Boundaries/Correct Hierarchy-	<input type="checkbox"/> Contracting: Parents Roles Clarified - See Sample Contracts <input type="checkbox"/> Sculpting
(Lack of Consistent Nurturance) • Restoration of Consistent Nurturance	<input type="checkbox"/> Special Outings – PYOCT, pp.301-306 <input type="checkbox"/> Positive Teen (PTR) or Parent Report (PPR) – PYOCT, p.60 <input type="checkbox"/> Use of Hugs – PYOCT, pp.313-317 <input type="checkbox"/> Restore Good Feelings – PYOCT, pp.318-319 <input type="checkbox"/> A Trust Bank Account for the Teen – PYOCT, pp.319-324 <input type="checkbox"/> Dramatic Movie Clips
(Dance of Violence) • Peace/Playfulness and Firm Boundaries	<input type="checkbox"/> Education: 5 Levels of Teen Aggression – PYOCT, pp.221-228 <input type="checkbox"/> Call a Nonviolent Town Meeting – PYOCT, pp.228-232 <input type="checkbox"/> Co-Written Anti-Violence Contract w/ Teen–PYOCT, pp.234-236 <input type="checkbox"/> Exit and Wait – PYOCT, pp.99-107 <input type="checkbox"/> Non-Aggression Contracts – See Sample Contracts <input type="checkbox"/> Being Playful and Unpredictable – PYOCT, pp.232-233 <input type="checkbox"/> Video or Audio Tape Playback
(Boundary Violations) • Creation of Clear Boundaries	<input type="checkbox"/> Clarity of Parental and Village Roles – See Sample Contracts
(Different Parent Philosophies) • Get the Adults on the Same Page	<input type="checkbox"/> Glass is Half Empty or Half Full – PYOCT, pp.20-28 <input type="checkbox"/> Point out Differences in Feedback Loops
(Lack of a Support Village) • Mobilize the Village with Clear Roles	<input type="checkbox"/> Modify Non-Violent Town Meeting – PYOCT, pp.228-232 <input type="checkbox"/> Contracting: Village Role Clarified – Survival Kit, pp.110-120

Phase III Draw the Feedback Loops Around the Seed & Symptom Selected in First Session

(You have the option of submitting your feedback loops for supervision via power point if preferred)

Fidelity Checks	Yes	No
Did you clearly label your unhealthy/healthy undercurrents on the feedback loops?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you clearly identify the needed new techniques on the feedback loops?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you include all the key players in the feedback loops?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

**Before: What is Happening Now that is Causing _____ (list symptom or stressor)
And the Toxic Seed of _____ to keep Growing and Remain Unchanged**

Youth
Parent, etc.

Write the Unhealthy Undercurrents (selected on the previous page):

<p>After: What will happen in Future with Rewards Symptom _____</p> <div style="display: flex; justify-content: space-around; margin-top: 100px;"> Youth Parent, etc. </div> <p>Healthy Undercurrents: → New Techniques needed:</p>	<p>After: What will happen in Future with Consequences Symptom _____</p> <div style="display: flex; justify-content: space-around; margin-top: 100px;"> Youth Parent, etc. </div> <p>Healthy Undercurrents: → New Techniques needed:</p>
---	--

PRE-SESSION PREPARATION BEFORE CORE COACHING PHASE TWO

Phase IV Write a Rough Draft of a Contract for the Misuse of Power Seed

Based on (a) the symptom selected in the first coaching session; (b) the healthy undercurrent feedback loops; and (c) the healthy undercurrent techniques selected above, type out a rough draft of the contract. *Please note: Use these [Sample Contracts](#) as contract templates - Be Sure to Re-create the template below on a Flip Chart to show in Coaching Phase #2 after feedback loops are presented:*

Fidelity Checks	Yes	No
Did you draw out the contract template below on the flip chart before the session began?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you review the sample contract templates to cut and paste ideas from? (replicate your ideas below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you clearly match up the undercurrent techniques needed from the feedback loops to the contract?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you get the teen's top three list of rewards from the group co-facilitator to add to the contract rough draft below to present to the parents in Phase II? (Please list below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Fill in the template to replicate the flip chart template prepared prior to Phase 2 session

<p>List Symptom or Stressor Here: _____</p> <p>Rule #1: Write out introductory statement here (see sample contracts- ex. (Delvon will break our "no ditching" school rule if he does one or more of the following):</p> <p>Undercurrents injected:</p> <p>List Concrete Behaviors Below:</p> <ul style="list-style-type: none"> • _____ • _____ • _____ • _____ 	<p style="text-align: center;">Leave Room Below to Hand Write Parent's and Teen's Top Three List From Top 10 Consequences</p> <p><u>List Parent's Top Three List</u></p> <p>#1- _____</p> <p>#2- _____</p> <p>#3- _____</p> <p><u>List Teen's Top Three List</u></p> <p>#1- _____</p> <p>#2- _____</p> <p>#3- _____</p>
---	---

Rewards to inject the undercurrents of: _____

<p>Undercurrents injected:</p> <p>Daily Reward: _____</p> <p>Bonus Reward:</p> <ul style="list-style-type: none"> • 5 straight days _____ • 7 straight days _____ • 10 straight days _____

Negative Consequences to inject the undercurrents of: _____

<p>Undercurrents injected:</p> <p>1st offense = no daily reward (_____) + _____</p> <p>2nd offense = no daily reward (_____) + _____</p> <p>3rd offense = no daily reward (_____) + _____</p>

CORE COACHING PHASE TWO

Fidelity Checks	Yes	No
Did you briefly summarize the main points from the previous session (seed, symptom, and bus picks) from your flip charts previously used or with Power Point?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you present the Before and After Feedback Loops either on a flip chart or with Power Point?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you copy the rough draft of the contract from your pre-session preparation on the flip chart BEFORE the session began?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use the Survival Kit to reinforce how to convert the complaint/symptom into a concrete rule (p. 23)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use the Survival Kit to explore the top three areas for rewards and consequences (p. 27)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you bring a copy of the rewards the teen came up with in Group #3?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

[Send in to PLL Supervisor a copy of typed contract](#)

PRE-SESSION PREPARATION BEFORE CORE COACHING PHASE THREE

Fidelity Checks	Yes	No
Did you add parent and village roles and protective factors to the contract to discuss with parents in coaching phase three? (see example below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you type up the contract to present to the family in coaching phase three?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you prepare the Countermoves Cheat Sheet for the Contract and, if applicable, for Nurturance and Protective Factors, and write the outline(s) on the flip chart BEFORE coaching phase three begins?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Sample Parent Roles and Village and other Protective Factors to add to contract

<p>Parent's Role: (Healthy undercurrents: Consistency, Supportive Communication, and Nurturance)</p> <ul style="list-style-type: none"> ♥ Mom and Dad will give James One Positive Teen Report a Day for the Next 30 Days ♥ Mom and Dad will go on one special outing with James 1x per week on Thursday for the next month (4 times in the month) ♥ Mom and Dad will hug James daily at bedtime <p><u>INCORPORATION OF VILLAGE & OTHER PROTECTIVE FACTORS</u></p> <p>Parents often need strength & support to maintain consistency and calm in their households...</p> <ul style="list-style-type: none"> ♥ Parents will have "date night" every other Saturday, with paternal grandmother coming over to watch the teen during this time. <p>We are also fighting against teen boredom & the influence of negative peers in the community...</p> <ul style="list-style-type: none"> ♥ Coach will meet with James individually to set up training schedule until football season starts. ♥ Parents will get James signed up for membership at local YMCA. Twice a week, paternal grandmother will bring teen to & from YMCA. ♥ Uncle will talk with James about his career goals, link him up to professional men in field of interest, and bring him to local college campus for tour.

CORE COACHING PHASE THREE

Fidelity Checks	Yes	No
Did you present the typed contract to the parents at the beginning of the session?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you Storyboard the Rule/Rewards/Consequences, and if applicable, nurturance steps and protective factors and help parents identify their button busters to use?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use the Survival Kit to help parents identify their button busters?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you do dress rehearsals of all the countermoves with the parents?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you demonstrate “Piling On” for the parents and then demonstrate how to “Not Pile On”?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you warn the parents that once the contract is in place, it will get worse before it gets better?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the parents practice all their countermoves by doing role plays with the teen, or negotiate for another session to get the parents battle ready?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did the family leave the session with the contract implemented and effective immediately or did you schedule another session to do so?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Send in to PLL Supervisor a copy of typed contract with Parent Roles and Protective Factors added

Send in to PLL Supervisor copy of Countermoves Cheat Sheet(s) with Button Busters
(templates on next page)

Fill in Countermoves for Delivery and Implementation of the Contract

Classic Moves When Delivering the Rule	Button Buster Countermoves or Other Actions or Statements
Part 1: Delivery of the Rule <ul style="list-style-type: none"> • Works Great – No Problem • Stubbornly refuses to follow the rule • Throws the parent off by saying the rule is stupid • Tries to re-negotiate a part of the rule 	<ul style="list-style-type: none"> • No Action Item • • •
Classic Moves When Delivering the Reward	Button Buster Countermoves or Other Actions or Statements
Part 2: Delivery of the Reward <ul style="list-style-type: none"> • Works Great – • Says “The Reward is not good enough” • Tries to re-negotiate for a better or different reward • Tells you something like “I don’t care” or that it is “stupid” or “babyish” • Something else 	<ul style="list-style-type: none"> • What time will you deliver Reward & what praise words will you use? Reminder? • • • •
Classic Moves When Delivering the Consequence	Button Buster Countermoves or Other Actions or Statements
Part 3: Delivery of the Consequence <ul style="list-style-type: none"> • Works Great – • Refuses to accept consequence or hand over item such as a cell phone • Argues or yells back or swears • Walks off and ignores you • Something else 	<ul style="list-style-type: none"> • How will you deliver (tone of voice) and How will you not use “Piling on”? • • • •

If applicable, fill in Countermoves for Delivery and Implementation of the Nurturance Steps and Protective Factors

Classic Moves Around Delivery of the Positive Teen Report	Button Buster Countermoves or Other Actions or Statements
Part 1: Delivery of the Positive Teen Report <ul style="list-style-type: none"> • Works Great – No Problem • Tears up the PTR in front of you • Youth’s misbehaviors do not change • Something else 	<ul style="list-style-type: none"> • What praise words will you use? • • •
Classic Moves Around Going on Special Outings	Button Buster Countermoves or Other Actions or Statements
Part 2: Going on a Special Outing <ul style="list-style-type: none"> • Plan Special Outing and youth refuses to go • Youth wants bribe in order to go on special outing • Youth says outing is stupid and mocks it • Something else 	<ul style="list-style-type: none"> • • • •
Classic Moves When Implementing Protective Factors	Button Buster Countermoves or Other Actions or Statements
Part 3: Implementing Protective Factors <ul style="list-style-type: none"> • Youth refuses to engage in extra-curricular activity • Youth says he is too old for a mentor • Youth procrastinates on submitting job applications • Something else 	<ul style="list-style-type: none"> • • • •

PRE-SESSION PREPARATION BEFORE CORE COACHING PHASE FOUR

Fidelity Checks	Yes	No
Did you prepare a rough draft of a Red Flags Checklist and reproduce on the flip chart BEFORE the session begins?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you include elements from 3 key areas on the Red Flags Checklist (i.e. rule, safety stressors, and unhealthy undercurrents)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you reproduce the Decision Tree on the flip chart BEFORE session phase 4 begins? (sample below)	<input type="checkbox"/> Yes	<input type="checkbox"/> No

Decision Tree

Step 1: Discuss with family decision tree and decide collaboratively where to go from here – what next option is appropriate:

Option A- Graduate and Relapse Prevention (met criteria of in home, in school, and out of trouble with law & contract working 80% or higher)

Option B- Repeat Phases II, III, and IV with New Symptom

Option C- Extend and Tweak Existing Contract Because Have Not Met Graduation Criteria

Option D- Graduate AMA- (Against Medical Advice)

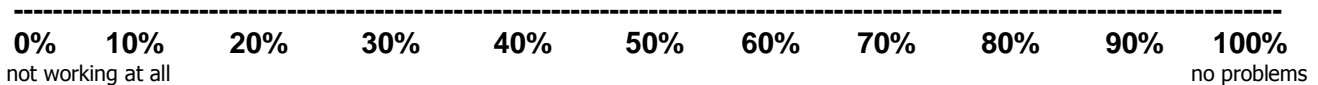
Option E- Move into Wound Work and Repeat Phases II, III, and IV and Negotiate Estimated Number of Sessions

CORE COACHING PHASE FOUR

Relapse Prevention and Fallout of Change

Fidelity Checks	Yes	No
Did you review how the contract has been going by asking the parents and teen to rate on a scale of 1% to 100%?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you list all the things the family is doing right to help the contract work at their identified percentage?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you use mini scales to celebrate successes (pre-PLL versus post – PLL)?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you review the Decision Tree on the flip chart to negotiate “Where to go from here”?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you do one of the following - Relapse Prevention and send the family home with a concrete Red Flags Checklist & scheduled 30-day callback, or negotiate for more sessions to work on tweaked contract or draft a new one, or negotiate to move into wound work?	<input type="checkbox"/> Yes	<input type="checkbox"/> No
Did you play the “Skills Seek” game to help parents generalize their skills to future problems?	<input type="checkbox"/> Yes	<input type="checkbox"/> No

1. Indicate how the contract went on the scale below:



2. Indicate in the box below what is making the contract work (i.e. consistency with rewards, reading contract every morning, using button busters, etc.):

3. If applicable, indicate in the box below how you tweaked the contract: (what it will take to go to the next highest number)

4. Send in to PLL Supervisor the relapse prevention plan that you wrote out on flip chart in session (Like the sample below, your relapse prevention plan should include the 3 areas in the box and steps to take)

“Red Flags” to Watch Out For That Can Lead to Relapse
<p>Area #1 - Daily Violations of Contract over a set period of time with specific red flags to watch out for</p> <p>Area #2 - Safety Behaviors (Violence, drug usage worse, etc.)</p> <p>Area #3 - Resurface of unhealthy undercurrents (identify the specific unhealthy undercurrents)</p> <p><i>**Step to take: If any of these issues occur, please call me for support over the phone and if needed we can conduct a tune-up for one or two meetings to get back on track.</i></p>