



SAVANNAH FAMILY INSTITUTE

**PARENTING WITH  
LOVE AND LIMITS<sup>®</sup>**

**GROUP THERAPY  
SUPERVISION MANUAL**

PROMOTING TREATMENT FIDELITY  
AND QUALITY ASSURANCE  
AT THE CLINICAL LEVEL



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# Table of Contents

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Introduction

Chapter 1: The Structure and Process of the Three-Day Booster Training .....	1
Key Components of the Three-Day Training .....	3
Use of Training Manual.....	4
Format of Training .....	6
Step One: Trainee and Supervisor Reviews Overall Goals.....	6
Step Two: Role Plays of Key Concepts.....	8
Step Three: Conduct Live Training with Families .....	42
Step Four: Feedback with Parents and Supervisors .....	44
Chapter 2: Supervision Procedures, Protocol Checklists, and Interpersonal Process Recall .....	45
Components and Guidelines of SFI Supervision .....	45
Group Phone Supervision Format.....	46
Protocol Checklists .....	47-58
Video Supervision and the Use of Interpersonal Process Recall .....	59
<i>Parenting with Love and Limits</i> <sup>®</sup> (PLL) Rating Scale.....	59
Role Plays .....	60
Treatment Fidelity Process Loop.....	61
References .....	62

# Introduction

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This manual is designed to facilitate both treatment fidelity and quality assurance using the six week *Parenting with Love and Limits*® (PLL) Multi-family Group Therapy program. Treatment fidelity is defined as whether the treatment was delivered as intended and whether the therapists followed the treatment plan as intended (Moncher & Prinz, 1991). Fidelity manuals consist of four activities: Description of the training, treatment implementation, supervision, and treatment adherence protocol. The training, supervision, and adherence protocols are described in this manual. The accompanying Leaders' Guide serves as the treatment implementation manual.

- ✓ **Initial Training** - Before the group facilitators begin their first parenting group, each will receive an intensive three day training session that will culminate on the third day with on-site trial runs with actual families. SFI supervisors will directly supervise each facilitator using a standardized protocol feedback form (see pages 47-58) as they run their groups. This introductory training session is designed to maximize treatment adherence before the first parenting group begins.
- ✓ **Supervision** - Supervision will be conducted by a SFI supervisor. The frequency of the supervision sessions will be determined based upon the number of families being served, and will be set in advance by the SFI supervisor. Supervision may consist of video supervision using what is called Interpersonal Process Recall, observing facilitators as they conduct an actual parenting class, and following the protocol adherence checklist. Facilitators will also meet in a group supervision format and role play difficult scenarios or places where they get “stuck” in the delivery of the program. This is done to overcome barriers to treatment adherence.
- ✓ **Protocol Adherence Checklist** - Facilitators will be given a performance checklist (see pages 47-58) which they will fill out prior to supervision to zero in on treatment adherence problems and increase quality assurance.

The treatment fidelity protocol is based upon triangulating multiple data sources. The use of triangulation provides investigators with assurance that clinicians are using the treatment model as written. For example, if ratings from the supervisor and protocol checklist coincide, trustworthiness in treatment fidelity increases. If, however, there is a disconnect between these two sources of data, the supervisor will be alerted to correct the problem and to reestablish treatment fidelity. According to Moncher and Prinz (1991), triangulation is rarely used but absolutely necessary if treatment fidelity is to be addressed.

The first chapter describes the training methods that are used to equip clinicians with an in-depth understanding of the PLL Group Therapy model. It includes proper use of the Leader's Guide (i.e., treatment implementation manual). The second chapter describes the supervision procedures and protocol adherence checklist.

Please note: The terms of “trainee” or “co-facilitator” are interchangeable and refer to the same person. An individual counselor who is “trainee” learning how to run a PLL Group Therapy class through the initial training or as a co-facilitator conducting an actual parenting group after the initial training is concluded.

# CHAPTER 1

## **The Structure and Process of the Three-Day Booster Training**

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SFI supervision takes place within a step-by-step process that outlines clear goals and objectives for each of the six *Parenting with Love and Limits*® (PLL) Group Therapy classes. Classes One through Three are taught in Day One of the training and Classes Four through Six are taught during Day Two of the training. Day Three will be a trial run with actual families under the direct and live supervision of the SFI supervisor. The overall goals are to:

- (1) Adequately assess each group facilitator's strengths and weaknesses before they begin their first group. For example, if they are strong in the contracting step but weak in their ability to facilitate parent "venting" then the supervisor will meet with them one on one to help strengthen this weakness. The training guards against drift by locating problem spots before the actual classes begin.
- (2) Assess the facilitator's interaction with actual families through a trial run on the third day of training. This also allows the supervisor to assess the facilitator's ability to put theory into practice and locate trouble spots before they occur to increase treatment adherence.
- (3) Assess the facilitator's ability to follow the treatment manual and determine if they follow it as written and not deviate from the content.
- (4) Mastery of the following key constructs in each parenting group therapy class:

❖ **Class #1- Venting / Why Teens Use Substances and Extreme Behaviors**

Trainees will be taught how to illustrate to both parents and teens the top seven reasons why teens misbehave and use drugs or alcohol. You will then be shown how to show both parents and teens in their respective breakout groups how to "vent" their frustrations and to discover that they are not alone in their problems. This is done for group cohesion and joining purposes.

❖ **Class #2- Button Pushing and Button Busters**

Trainees will be shown how to teach the concept of "button pushing". Buttons are words (swearing, "I hate you") or actions (rolling the eyes, tone of voice) that make parents lose control of their emotions and subsequently cloud their judgment. In turn, this leads to tension and poor parent-adolescent communication that adds to stress and contributes to substance use. You will teach both parents and their teens to playfully learn how they both push each other's buttons and the six button busters needed to stop it.

❖ **Class #3- Ironclad Contracts of Clear Rules and Consequences and Mobilizing Outside Helpers**

Trainees will be shown how to train both parents and teens to understand the top six reasons why their current contracts have failed in the past (e.g., rules and consequences not written, consequences ineffective, literal disease). Trainees will then learn how to engage resistant teens during breakout groups to construct their very own rewards and consequences. In addition, instead of turning to a “natural” support system of extended family, friends, neighbors, or ministers, parents are relying on an “artificial” support system of schools, police, judges, lawyers, hospitals, boot camps, medications, or probation officers. This can lead to disastrous results. Trainees will be shown how to teach parents how to enlist the support of natural support systems to give them the backup and support they need to stop their teen once and for all.

❖ **Class #4- Contracting and Troubleshooting**

Trainees will be shown how the substance abusing teen has a special ability called “enhanced social perception” to think two steps ahead of them to derail even the best-laid contract. You will then be shown how to help your parents use troubleshooting or “what if” scenarios to think two steps ahead of their teenagers to finally make their rules and consequences work. One parent will then be selected to demonstrate how to put an ironclad contract in place in front of the rest of the class. You will be shown how to facilitate this process through an essential concept known as the inner/outer circle.

❖ **Class #5- Stopping the Substance Abusing Teenager’s 7 Aces**

The best poker players always seem to have a hidden ace up their sleeves to defeat their opponents at the precise moment they appear to be winning. In the same way, substance abusing teens use their 7 aces (disrespect, truancy, running away, violence, sexual promiscuity, threats of suicide, or alcohol or drug use) to defeat the parent and make them back down every time. Trainees will be taught how to give the parents a menu of creative consequences to stop these 7 aces and will be shown the 5 warning labels they must follow before administering this strong medicine. A special emphasis is placed on how to address and stop adolescent substance abuse.

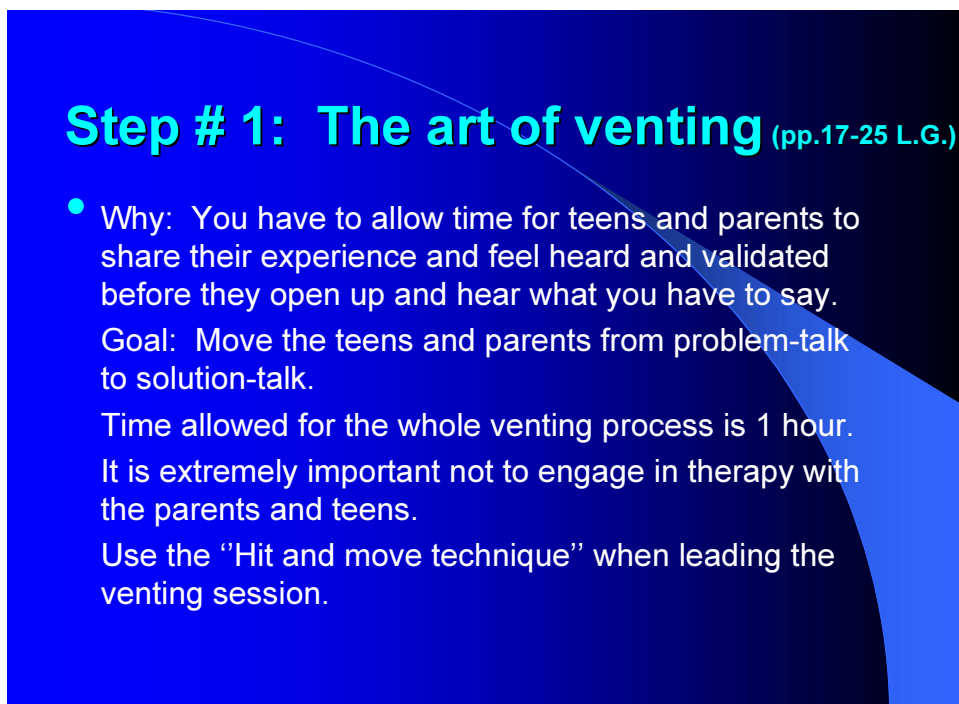
❖ **Class #6- Restoring Lost Nurturance and Tenderness**

Parents of substance abusing teens report that they still love their teens but they no longer like them. Years of arguing and conflict have literally “sucked the life out of softness” in these families. Yet, without the softness, parents can use all the tough love they want and their teen will still rebel. Trainees will be shown how to educate both parents and teens on how to balance both a “hard” and “soft” approach. You will then show parents and teens the top 4 toxic behaviors that they do to damage, bruise, or destroy nurturance with their teens and the key six strategies needed to reclaim this lost love.

## Key Components of the Three-Day Training

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Each SFI trainer will use the PLL Powerpoint slides and standard written SFI guidelines to illustrate how to master key concepts in each of the six classes in a uniform manner:



**Step # 1: The art of venting** (pp.17-25 L.G.)

- **Why:** You have to allow time for teens and parents to share their experience and feel heard and validated before they open up and hear what you have to say.  
**Goal:** Move the teens and parents from problem-talk to solution-talk.  
**Time allowed for the whole venting process is 1 hour.**  
**It is extremely important not to engage in therapy with the parents and teens.**  
**Use the “Hit and move technique” when leading the venting session.**

For example, in the Powerpoint slide on “venting,” the key concept in “Class #1”, the trainee is shown where in the Leader’s Guide the concept of “venting is located, the rationale of why it is done, the goals, the time allowed (1 hour), and techniques to master such as the “hit and move technique”. In this way, the training is kept uniform and facilitates an ease of understanding and framework for the trainees.



## Use of Training Manual

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As the SFI trainer shows and discusses the PLL Powerpoint slides, the trainees follow along in their Leader's Guide training manuals (see the *Parenting with Love and Limits*® Leader's Guide). The SFI trainer will take each trainee page by page through the Leader's Guide. Role plays will then be conducted to determine if the skills in each class have been mastered by each trainee. Skill mastery is determined through the Protocol Checklist for Class 1 (see Figure 1) that is checked off by the SFI trainer:

### How to use the leader's guide

(p.XIV-XV L.G.)

	<b>Clock:</b> Indicates the estimated time it will take you to cover the material in each section.
	<b>O Icon:</b> Indicates an optional idea or role-play that you can use or choose not to.

## Figure #1: *Parenting with Love and Limits*® Group Therapy - Class #1

### Protocol Checklist #1

**Date of Training:** \_\_\_\_\_

**Name of participant:** \_\_\_\_\_ **Class # 1**

#### Hour 1 (Parents and teens)

- ⇒ Introduction and ice breaker game:
  - Energy level: High  Medium  Low
  - Explained the rules of the game: Yes  No
  - ⇒ Use of the video (Overview of classes): Yes  No
  - ⇒ Theories: Total time allowed is 37 minutes: Time kept  Time exceeded by: \_\_\_\_\_
  - Briefly asked for parent's and teen's theory, kept it short: Yes  No

#### Hour 2 (Parents)

- ⇒ Venting: Kept good time (30 minutes): Yes  No 
  - Demonstrated empathic listening: Yes  No
  - Used the one down position: Yes  No
  - Established linkages: Emotionally based:  Factually based:
  - Kept good time (30 minutes): Yes  No
- ⇒ Solution talk: Kept good time (10 minutes): Yes  No 
  - Used the questions in the leader's guide: Yes  No
- ⇒ Compliments: Kept good time (5 minutes): Yes  No 
  - Complimented parents about one of their strengths: Yes  No
- ⇒ Rubber band: Kept good time (5 minutes): Yes  No 
  - Exercise done and analogy presented: Yes  No
- ⇒ Home assignment given: Yes  No

#### Hour 2 (Teens)

- ⇒ Venting: Question 1 asked and role play done: Yes  No 
  - Kept good time (35 minutes): Yes  No
- ⇒ Solution talk:
  - Asked questions on page 2 and 3 of the workbook: Yes  No
  - Kept good time (15 minutes): Yes  No
- ⇒ Rubber band exercise done and analogy presented: Yes  No 
  - Kept good time (5 minutes): Yes  No

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



## Format of Training

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The following is a step-by-step example of the training process. Please note how the manual is interchanged with the role plays and Protocol Checklists. This same process will be mirrored and duplicated for all six classes. Classes One through Three will be taught on Day #1 of the training, followed by Classes Four through Six during Day #2, and on-site training with actual families on Day #3.

# STEP ONE: TRAINEE AND SUPERVISOR REVIEWS OVERALL GOALS AND OBJECTIVES FOR CLASS

The Powerpoint slide is displayed with the overall goals and objectives for that particular class. In this example, the following goals and objectives for Class Two: Button Pushing will be outlined

**Step # 2 Button Pushing** (pp. 31-34 L.G.)

**Overview of button pushing:**

- Lead with the rubber band analogy.
- Label button pushing as a game teens play better than their parents.
- Introduce the concept of: "It takes 2 to tango" with the video.

**Identify top 3 parent and teen buttons:**

- Follow the script and the exercises.
- You will need post-it notes and pens or pencils.

Once the goals and objectives for each class are outlined, the trainer will go over each page of the Leader's Guide. Every statement in bold is what the group facilitator will read and follow in their parenting groups (see below). Everything not in bold is not to be read to the group, but instead are directions to the group facilitators on how to run the group. Icons on the left hand margin like the clock or chalk board are there to remind the facilitators of how long they have for each section or when to write on the dry erase board. Trainees are taught throughout the training that they must follow verbatim the script in the Leader's Guide.





5 MINUTES

## **D. #4: Teenagers Are Drunk with Power**



EXCERPT

Some of your teens are drunk with power. Power can be like a drug. It initially feels good to control the mood of your entire household and have power over adults.

However, to keep this power, your teen has to use more and more extreme behaviors, like running away or threats of violence, to make you back down.

Therefore, traditional consequences like grounding often don't work. Your teen will not give up her power without a fight. Your consequence has to be both creative and severe enough to make your teen want to give up her power.

In our fifth class, we will give you a menu of creative consequences to stop this power cold and to "sober up" your teen. Let's go to the video and watch how a teenager views power in "I Will Not Go Quietly."



*PART IV: I WILL NOT GO QUIETLY (2 MIN)*



May I see a show of hands from the parents who agree with what these teenagers said? Why or why not? (Discuss their reasons briefly.)



5 MINUTES

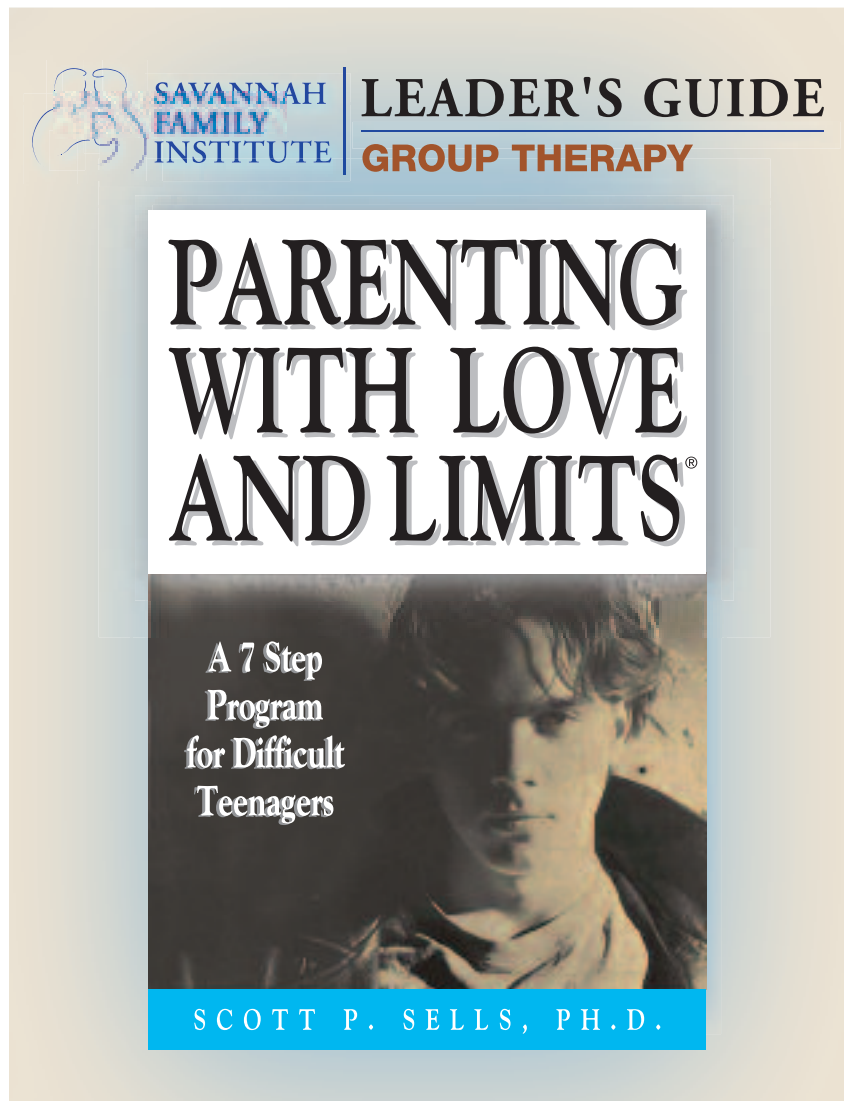
## **E. #5: The Pleasure Principle**



How many of you smoke, or gobble up pizzas and junk food? May I see a show of hands?

## STEP TWO: ROLE PLAYS OF KEY CONCEPTS

After an overview of each class is given through The Leader's Guide, the trainer will role play the key concepts in each of the six parenting classes. After the SFI trainer models how each concept is conducted, the trainees break into small groups of four and role play the concept. Each person will receive feedback on their role played performance from the rest of the group and the SFI trainer. The key concepts and principles being taught come directly from the Leader's Guide and are listed within this supervisory manual after the listed goals under the parenting class being taught by the SFI trainer.



# TRAINING DAY

## #1



## CLASS #1

### **Goals:**

- To teach each trainee how to properly engage in venting with both the parent and teen breakout groups.
- To teach each trainee how to move from problem talk to solution talk.

## ***Goal #1 To teach each trainee how to properly engage in venting with both the parent and teen breakout groups.***

### **Hour #2 - Parents Only**



30 MINUTES



EXCERPT

### **IV. Venting: Parent Breakout Group**

#### **Why Venting Is Needed?**

Outcome results from past groups reveal an important piece of information. This piece is called “venting.” Let’s face it; out-of-control teens and their parents are often burned out, angry, frustrated and bitter. Therefore, both parents and teens must vent and feel that you, the group leader, will listen and validate their feelings. This must happen before parents or teens will open up or hear what you have to say.

Parents have to vent their 10,000 defeats and teens have to tell you how bad they have it. Once parents and teens vent, they can hear you.

Ironically, other parenting programs skip this venting step. These programs immediately move into giving parents or teens educational lectures or tools to solve the problem. This is a mistake.

During this hour, we will show you how to get parents and teens to vent without losing control of your group. If you only allow time for venting or complaining, you gain nothing. After the parent or teen vents, you must subtly move them from problem-talk to solution-talk. We will show you how to strike this delicate balance.

## **Goal #2** *To teach each trainee how to move from problem talk to solution talk.*



10 MINUTES

### **V. Solution-Talk: Parent Breakout**



EXCERPT

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

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



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

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

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

### **Goal #3** *To teach each trainee how to compliment both the parents and children.*



5 MINUTES

#### **A. Compliments**



EXCERPT

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

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

- ⇒ **I admire the fact that you came to this first parent meeting. I am sure, just like everyone else here, that a part of you didn't want to come or had better things to do. But you cared about your teen enough that you came despite your reservations. You know deep down inside that you are his last hope. I admire you as both a parent and a person.**
  
- ⇒ **You must be tired and burned out with everything you have gone through. Yet, I am amazed that you care about your teen enough not to give up. The system may have failed you and your teen, but your courage has not failed your teen. You are fighting for your teen's life and I really admire that about you. Your teen is very lucky to have a parent like you.**
  
- ⇒ **You could have checked out a long time ago, but you didn't. Even though you may not feel like coming to the next class, you will summon the strength to come, because you are such a good parent and care about your teen that much.**

# TRAINING DAY

#1



## CLASS #2

### **Goals:**

- To teach each trainee how to properly use the “inner/outer circle” technique.
  
- To teach each trainee how to deliver the unpredictable button buster to both parents and teens.



## **Goal #1: To teach each trainee how to properly use the “inner/outer circle” technique.**



15 MINUTES



### **A. Inner/Outer Circle: Button Role Play**



EXCERPT

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

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

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



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

- 2. \_\_\_\_\_ [state the teen's name] will sit next to me and be my coach. He will whisper in my ear all the possible buttons that I may use to make his parent lose control of her emotions by getting mad, angry, or frustrated.**



EXCERPT

3. \_\_\_\_\_ [state the teen's name] may also move over to his parent and whisper in her ear possible buttons that she may push on me, such as lecturing me or talking in chapters.



You may also have the teenager play the part of him or herself while you play the part of coach. It depends on your comfort and skill level. The rationale for having you (the group leader) play the teenager is to help insure that the first role play runs smoothly. You will have better control of the outcome.

4. As I push \_\_\_\_\_ [state parent's name] buttons, will one of the parents in the outer circle volunteer to hold up these flash cards if you see this parent's chronological age dropping as they get their buttons pushed. Please hold up one of these flash cards that state "You Are Now Dropping to the Age of 35;" "You Are Now Dropping to the Age of 25;" "You Are Now the Same Age As Your Teenager;" "You Are Now Younger Than Your Teenager."

Both teens and parents love this part of the role play. It is playful, but gets right to the heart of the issue. You may either make up your own flash cards and buttons or use the ones in our Leader's Kit.

## **Goal #2 To teach each trainee how to deliver the unpredictable button buster to both parents and teens.**



20 MINUTES

### **IV. Parent Home Assignment: Being Unpredictable**



EXCERPT

Ironically, we have found that the teens are following through on this “unpredictable” assignment much more readily than their parents. We are finding that parents need much more coaxing and positive reinforcement than the teens.

After you give out this assignment, please use reverse psychology by telling your parents that you are skeptical about their ability to complete this task. Tell them that parents from previous groups promised they would do it, but never followed through. Ask your parents, what would you need to say to convince them to try this assignment, so that history will not repeat itself. Parents like to be challenged.



**May I see a show of hands? How many of you this week would like the opportunity to blow your teen’s mind and leave him scratching his head wondering who took over your body? It is the ultimate button buster.**



**It is called "being unpredictable." Write this word on the chalk board.**

**The “being unpredictable” button buster will completely put your teen off guard. Watch how this works in the next video.**



#### **PART VII: HOW TO BE UNPREDICTABLE (2 MIN)**

**In a moment, I will pass around a hat with unpredictable things written on a piece of paper. These are crazy things you will be asked to do this week. It may seem a little wacky, but remember, you only have to experiment with it for a couple of weeks, so it is no big deal.**



EXCERPT

**After you pick one out of the hat and read it aloud, we will role play a couple of them for practice.**

**This assignment will blow your teen's mind, because up until now, you have been too predictable in your teen's eyes. Each time your teen pushes your buttons, he knows exactly how you will respond. Your teen thinks he has you all figured out. We need to catch him off guard by being totally unpredictable to blow his mind.**

# TRAINING DAY

#1



## CLASS #3

### **Goals:**

- To teach each trainee how to help both parents and teens to find loopholes in their present day contracts and what to do to plug up the holes.
- To teach each trainee how to use the inner outer circle to show parents in their breakout groups how to go from abstract rules to concrete rules.
- To teach each trainee how to help the teens in their breakout groups to come up with rewards for their contracts and to understand the art of negotiation.

**Goal #1** *To teach each trainee how to help both parents and teens to find loopholes in their present day contracts and what to do to plug up the holes.*



3 MINUTES



EXCERPT

## II. Why Your Current Contracts Fail



The professionals at one of our pilot sites felt more comfortable having the teens out of the room when they went over the 5 reasons why contracts fail. After the review of the “unpredictable” home assignment, teens were asked to immediately go into their breakout group. The rationale was that the teens are already smarter than their parents. Therefore, why give them more ammunition to play with? This pilot site then proceeded to take the additional time for teens from hour #1 and divide it equally between Hour #1: Teen Breakout and Hour #2: Teen Breakout. If you agree with this point of view, you have the option of doing the same thing. Determine your own comfort level and assess each group on a case by case basis.

We have actually found just the opposite to be true. For the most part, teens already know why their contracts fail. You are simply making the covert overt. With the video tapes added, both teens and parents have a lot of fun with this exercise, especially the part about finding the contract loopholes. It can even have a paradoxical effect. Once the teen’s secrets are out in the open, the teen often stops playing the game. The parents now understand how the game is played. For these reasons, we recommend leaving both parents and teens together.



(pg. 22)



(pg. 20)

**May I see a show of hands? How many of you currently have a bona fide written contract that you actively use like the one on page 22 of your Parent Workbook and page 20 of your Teen Workbook?**



Most parents and teens do not know what a well-written contract looks like, so show them on the overhead what a completed contract looks like as they turn to their workbooks.



EXCERPT



**May I see a show of hands? How many of you make up rules or punishments for your teen as you go along, after they misbehave, rather than beforehand?**

**Would you be surprised if I told you that you are not alone? Most families do not have written contracts, with rules and consequences put together beforehand. We will now show the 5 reasons why your teen easily defeats you when you don't have:**



(write down) **AN "IRONCLAD CONTRACT."**

**As I read off each reason, I will ask your teens if they agree. Watch what they say and let's see if they try to deny it.**



10 MINUTES

### **A. Reason #1: Your Teen Has "Literal Disease"**



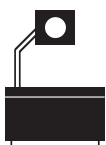
(pg. 23)

**Please turn to page 23 of your Parent Workbook to locate Reason #1: "Your Teen Has Literal Disease." This means that if your rules or consequences are not literally written down on paper, your teen, like a great lawyer, will find the loophole and defeat you.**



(pg. 24)

**Teens and parents, help me out. As I put this overhead up, see if you can find the loophole in this parent's rule on curfew. The rule and loopholes are located on page 24 of your Parent Workbook. Please cover up the answers with a blank piece of paper.**



**Put up Regina's "curfew rule" on the overhead screen. Tell the teens and parents to find the loophole in this rule. Read aloud the curfew rule.**

**Goal #2** *To teach each trainee how to use the inner/outer circle to show parents in their breakout groups how to go from abstract rules to concrete rules.*



20 MINUTES

## **B. Convert Problems into Concrete Behaviors**



EXCERPT

To stop your teens' literal disease you must take the #1 ranked problems off your list and convert them into concrete and observable behaviors. Otherwise, you will be arguing all day, for example, on what a clean room looks like.



(pg. 27)

Look at the example in your workbook on page 27. See how this single parent mom took Mark's problem of "violence" and "Sam's refusal to clean his room" from her problem list and converted it into the following literal and concrete rules. Read these aloud to your parents.

Everyone's definition of "violence" or a "clean room" will be different, depending on your household. Therefore, this mother had to convert these problems into clearly defined rules with no loopholes. Sam and Mark could no longer bargain, demand an explanation, or point out mom's inconsistencies. Sam and Mark were now crystal clear as to what constituted an act or threat of violence, and what a clean room was supposed to look like.

This simple example is an eye-opening experience for many parents. You should now move on and get the parents to convert their #1 ranked problems into concrete behaviors right there in class. Go around the room and be available if they need help. Tell them that they can convert the other two problems at home. Your goal is to get the parents jump-started and see for themselves how the process works. In addition, you are there as the group leader to answer any questions.





EXCERPT



(pg. 27)

Please use the worksheet on page 28 to convert your top ranked problem from your list (ditching school, disrespect, not obeying curfew, etc.) into a concrete rule by answering this question:



What are all the things my teenager says or does that clearly indicate that he or she is (disrespectful, ditching school, violent, etc.)?

You may convert the other problems you listed at home. I will go around the room to assist and answer any questions you might have. Remember, just pick one. Let's take about 5 minutes to try this. For additional help, look at what some ideal contracts look like on pages 29 and 30 of your workbook.

\_\_\_\_\_ (Your Son or Daughter's Name) **Top Rule**

**Rule #1 (List the Problem Behavior Here:)**

Your behavior will be considered (disrespectful, a run away, past curfew, on drugs or alcohol, violent, etc.) if you do or say one of the following things.

- ▶
- ▶
- ▶

**Goal #3** *To teach each trainee how to help the teens in their breakout groups to come up with rewards for their contracts and to understand the art of negotiation.*

## VII. Creating Rewards: Teen Breakout



EXCERPT

Our pilot research has shown that teens do not really distinguish between problems and rules. For example, they may tell you that one problem is that they skip school or swear at their mom.

They have little or no interest in converting their problem behaviors into rules. To teens, the problem is the same as the rule. Therefore, once the teens give you the problems, it is time to move on to the consequences.

Focus only on the reward piece of contracting during this class. Save the negative consequence piece for Class #4. The rationale is that it is better to start with the positive, especially if the teen is already overexposed to punishment. Out-of-control teens are traditionally overexposed to the negative.



10 MINUTES

### A. Create a List of Your Most Important Rewards



How many of you agree with this statement?



**You always get punished if you break a rule, but rarely get rewarded if you follow your parents' rules.**

**Why do you think this is?** Call on a couple of teens. If no one answers, tell the teens your guess.

**My guess is that parents do not know how to give good rewards. They learned how to parent by watching your grandparents parent them.**



EXCERPT

Therefore, we have to help show them how rewards work.



(pg. 16)

Please turn to page 16 of your workbook to answer this simple question:

If you started following the rules of the house, what rewards would you give yourself, within reason, that your parents might go for?



(pg. 16)

Please read the examples other teens have used to get you started: Read over each possible reward in the workbook with your teens.

Write out the problem you came up with earlier, and underneath it list two to three rewards that you would like to get if you followed the rule and stopped the problem. Use the rewards on page 16 for ideas.

**Write Down the Top Problem You Listed** \_\_\_\_\_

**Your Top 3 Rewards, In Order Of Preference, If You Stopped the Problem You Listed**

- 1)
- 2)
- 3)

Please remember one thing: Pick a reward that you think is reasonable and that your parent will go for, given how bad things are right now. You know your parents better than I do.

You know what they will accept and what they will not. Remember, I have to go into the next class with something to work with.



25 MINUTES



EXCERPT

## VIII. The Art of Negotiation- Inner/Outer Circle: Teen Breakout

It is now a great opportunity to teach your teens the art of negotiation with their parents. Teens just do not know how to dance with their parents. They must be taught some new dance moves.

Ask one of your stronger teens to join you in the inner circle to play the part of his or her parent. The teen may choose which parent to role play. You will then pretend to be the teenager and role model how to correctly ask for a reward. In the first role play, you should first do it all wrong. For example, get defensive with the parent, demand that the parent give you a reward, use a rough tone of voice, etc. Ask your teen in the inner circle and those in the outer circle why you did so badly.

After this role play(s) is finished, brainstorm with your group ways to rewind the video tape and do it better this time. List their ideas on a chalkboard. If your teens are clueless, you may get them into this way of thinking by generating your own ideas to jump-start the process.

After you have generated some ideas, role play with the teen again to show your group the art of negotiation, or some new dance moves. After you do this, quickly switch seats and let the teen try out the new dance moves as themselves, while you play the part of the parent. Keep freezing the role play when a good point is demonstrated. Go back and forth between the inner and outer circle for feedback.



**Can someone tell me what this statement means?**

**“It is not what you say, but how you say it.”**



EXCERPT



**Do I have your permission to show you what this means and how it might help you get your parents off your case?** Ask everyone for permission. Adolescents love to be treated like adults. If you do this, teens will warm up to new ideas more quickly.



\_\_\_\_\_ (teen's name), **will you join me in the inner circle so we may help show everyone how to better negotiate with parents? It is called the art of negotiation.** Remember to pick a strong teen who will do a good job in the role play. **Would you please play the part of your parent while I play the part of you?**

# TRAINING DAY

## #2



## CLASS #4

### **Goals:**

- To teach each trainee how to properly engage in properly using the inner/outer circle technique to show parents during their breakout group how to put together a well written contract from start to finish.
  
- To teach each trainee how to help the teens to put together a Positive Parent Report to catch their parent doing something right during their breakout group.

**Goal #1** *To teach each trainee how to properly engage in properly using the inner/outer circle technique to show parents during their breakout group how to put together a well written contract from start to finish.*



EXCERPT

## **II. Creating Ironclad Consequences - Inner/Outer Circle: Parent Breakout**

Coming up with punishments is not very difficult for most parents. The hard part comes when parents try to customize their consequences and deliver it by combining both positive and negative consequences. Parents get stuck here, and the teens know it. The consequences are either too harsh, too easy, or fail to contain positive rewards. There is seldom a balance between the negative and positive consequences.

To compensate for this problem, you must show the parents how it's done through the inner/outer circle. Take one parent into the inner circle and have him or her put together an entire first draft contract with you. Parents must see the dance of how a parent melds all the elements of a good contract together. In the next class, your outer circle parents will have the opportunity to put together their own customized contract together.

The downside of this process is that some parents will get left behind. Some will be unable to integrate what they see in the inner circle to their own personal situation. These are the more challenging parents. At the end of the group, they will need individualized attention from a one-on-one counselor and/or the Out-of-Control Teen Alumni Support Groups.

**Goal #2** *To teach each trainee how to help the teens to put together a Positive Parent Report to catch their parent doing something right during their breakout group.*

## Hour #2 - Teens Only



10 MINUTES



EXCERPT

### **VI. Understanding the Positive Parent Report: Teen Breakout**

Use dramatic pauses throughout this next series of statements, because you must now become the best used car salesperson in the world. Asking a teen to praise his parent after so many years of conflict is like trying to move a huge boulder. Initially, it takes a lot of energy, but once it gets going down a hill, it will build momentum. Getting the boulder started moving is always the hardest part.

**Before we finish our breakout group, I want to give you my number 1 secret weapon to make your parents softer and less of a nag. In fact, if you do this next assignment consistently for the next 3 weeks with the other tools you have learned, you will definitely see dramatic changes in your parents. Here it is:**



Write this sentence in big letters on your chalkboard.

### **CATCH YOUR PARENT DOING SOMETHING RIGHT**

**To do this successfully, I am now going to show you how to use a simple technique called a “Positive Parent Report” or PPR to rewire your parents’ brains and soften them up.**



(pg. 21-22)

**Please turn to page 21 and 22 of your workbook to see the steps necessary to put together and use a Positive Parent Report. Let's watch this 3-**





EXCERPT

minute video to see how another teen used the PPR and the effect it had on both her and her parent.



## ***PART II: CATCHING MY PARENT DOING SOMETHING RIGHT***

# TRAINING DAY

## #2



## CLASS #5

### **Goals:**

- To teach each trainee how to properly engage the parents in creating creative consequences to stop their teens substance abuse or oppositional or conduct disordered behaviors such as violence, truancy, disrespect, running away, suicidal threats.
  
- To teach each trainee how to help the parents to put together a Positive Teen Report to catch their teen doing something right during their breakout group.

**Goal #1:** *To teach each trainee how to properly engage the parents in creating creative consequences to stop their teens substance abuse or oppositional or conduct disordered behaviors such as violence, truancy, disrespect, running away, suicidal threats.*



15 MINUTES

## II. Overview of the 7 Aces



EXCERPT

The consequences in the 7 Aces chapter are extremely important, but like anything else, they may be misused in the wrong hands. These consequences are strong enough medicine to stop an out-of-control teen cold in his tracks. However, like any medicine, you must handle it with care and heed the warning labels on the bottle before the proper dosage is administered.

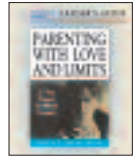
The videotape for this overview is designed to address these warning labels issues through a series of recommendations from Dr. Sells. We highly recommend showing this video. If you show the video, make the following introduction statement:

**This video will show you the strengths and possible dangers of administering the 7 Aces consequences. These consequences are strong enough medicine to stop an out-of-control teen cold in his tracks, but like any medicine, you must handle it with care and read the warning labels on the bottle before giving your teen this medicine.**

**Unfortunately, your teen's behavior is so extreme and has gone on for so long, that you have to sometimes use strong medicine to get his attention. As the saying goes, "Desperate times often call for desperate measures." This is what these consequences are designed for. Let's watch the tape and see how this medicine works.**



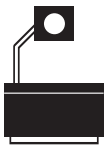
### **SEG 1: OVERVIEW OF THE 7 ACES (5 MIN)**



EXCERPT



**What were your impressions or thoughts about the video you just watched? What points did you agree or disagree with?**



**To stop these "7 Aces" you must:**

**Come up with a consequence that is so bitter tasting to your teenager that she would rather give up the payoff of the Ace (total freedom, special attention, controlling your household) than continue to suffer the punishment.**

**Goal #2:** *To teach each trainee how to help the parents to put together a Positive Teen Report to catch their teen doing something right during their breakout groups.*



5 MINUTES

### III. Overview of the Positive Teen Report



EXCERPT



(pg. 58)

Please fast forward to page 58 of your workbook to see what a Positive Teen Report looks like. Let's watch this 2-minute video to see how the parent uses the PTR and the effect it had on both the teenager and parent.



#### ***PART II: CATCH YOUR TEEN DOING SOMETHING RIGHT (2 MINUTES )***



(pg. 56)

As you can see in the video and on page 56 of your workbook, praise motivates, but criticism crushes the human spirit. Dale Carnegie in his classic book, How to Win Friends and Influence People, said it best:

“Criticism is futile because it puts a person on the defensive, wounds a person’s precious pride, hurts their sense of importance and arouses resentment... Instead, the deepest desire in human beings is the craving to be praised and appreciated. It is an unfaltering human hunger.”



May I see a show of hands? How many of us remember the days when we were kids and our parents lectured or criticized us? Did it ever sting our hearts? In the long term, did criticism really help? Did it bring you emotionally closer with your parent or further apart? This is probably the same way your teen feels.



5 MINUTES

#### **A. Things to Watch Out For**



(pg. 59)

Before you present the PTR to your teen, I want to warn you about some things to watch out for (page 59 of your workbook). Let's read about them together.



EXCERPT

**#1. This Will Feel Mechanical or Forced At First**

There has been so much tension between you and your teen, that at first it will feel phony, forced, or mechanical when you give your teen a PTR. This is normal and to be expected. At first, you will have to “fake it until you make it.” Over time, with practice it will begin to feel more real and authentic.

**#2. The PTR Will Also Feel Strange to Your Teenager**

At first, your teen will not know how to react when you give him a PTR. He may think you have an angle or want something from him. He will not trust your good will at first and it will scare him. Because he is scared, he may act in anger by ripping the PTR up, refusing to accept it, or by saying "I don't care" and throwing it away. Again, this is normal. Try not to take it personally. He is just scared and wondering if you are for real. It is a big risk to let your guard down and trust again. Please try to understand. If you are consistent and give your teen PTR's no matter what, it will break down your teen's walls of anger.

**#3. No Appreciation**

This PTR stuff will be so weird to your teen that she may be unable to say "thank you" or appreciate your kindness. This is normal and to be expected. She will thank you months, or even years later when she is old enough to see the big picture. Right now, she cannot, so please try to be understanding and patient. The PTR is good medicine for your teen, even if she doesn't know it yet.



Do these points make sense to you? Do you have any questions or comments?

If there are no comments move on. If there are questions, keep it brief.

# TRAINING DAY

## #2



## CLASS #6

### Goals:

- To teach each trainee how to help both parents and teens make the connection between a teen's drug abuse and extreme behavior and a lack of nurturance in the parent-teen relationship, using a clip from the movie, *The Great Santini*.
- To teach each trainee how to use the "Nurturing Your Plant" experiential exercise to help parents and teens to begin the process of rebuilding lost nurturance.

**Goal #1** *To teach each trainee how to help both parents and teens make the connection between a teen's drug abuse and extreme behavior and a lack of nurturance in the parent-teen relationship, using a clip from the movie, *The Great Santini*.*



10 MINUTES

## **I. Watch a Movie - Parents And Teens Together**



EXCERPT

Parents and teens are together for this entire class. There are no breakout groups.

We live in a TV culture. More and more, our parents and teens learn about life from what they see on the big screen and TV. Therefore, one way to make a lasting impression is through movies. The powerful topic of nurturance needs a lasting impression.

A great movie to make this kind of impression is *The Great Santini*. Please rent this movie at your local video store.

Before class starts, fast forward to the scene in the middle of the movie where the father and son are playing basketball. *If you have a timer on your VCR, the time is 44 min and 50 secs into the movie.*

In this scene, you will see how the son beats his father, played by Robert Duvall, in a game of basketball. This is unheard of, because dad wins at everything. This should be an opportunity for nurturance and for the father to tell his son how proud he is. Instead, the father berates his son by calling him a "little girl" or "momma's boy" and begins to bounce a basketball off of his head.

This is a great video to show because it clearly demonstrates how parents mistakenly believe that all their teens need is firm structure, discipline, and a roof over their heads to thrive. They do not understand the teens' need for a balance of both love and limits.

Show the video segment and stop or pause the video immediately after the boy slams his bedroom door in his father's face. After you show this scene, ask the following questions.



**Goal #2** *To teach each trainee how to use the “Nurturing Your Plant” experiential exercise to help parents and teens to begin the process of rebuilding lost nurturance.*

#### **IV. Nurturing Your Plant**



EXCERPT

Since most people are visual learners, parents and teens will remember this experiential exercise for years to come. Parents and teens have told us that, out of all the other exercises, this one had one of the greatest impacts and was the most thought-provoking.

Before class starts, purchase a variety of small plants at your local nursery, Kmart, or Wal-Mart (one for each family.) These plants are very inexpensive and well worth the price.

It is critical that you purchase a variety of different plants. These include cactus, daisies, pansies, ferns, etc. Try to get plants that are a little wilted, but will survive and thrive with some care. You will see why later.

These plants will be used to demonstrate your central theme of nurturance: that a plant, like the parent relationship with a child, will only survive and thrive with the right care. Like a plant, the teenager needs sunlight, good soil, and lots of unconditional love. We are certain that your parents and teens will get this connection and smile.

You will also make the connection that, just like no two of these plants look alike and all need different types of care (a cactus does not need much water but a fern needs to be watered everyday), so do teenagers. Like caring for the plant, parents just have to read the instructions and find out just the right balance of sun, water, love, and soil.

# STEP THREE:

## CONDUCT LIVE TRAINING WITH FAMILIES

On Day #3 we assess the trainee's interaction with real families through a trial run. This also allows the supervisor to assess the facilitator's ability to put theory into practice and to locate trouble spots before they occur, increasing treatment adherence.

Each trainee will be randomly paired up with another trainee. Trainees will conduct a trial run by conducting two out of the six classes. The times and classes are listed below:

10am to 12pm	Team A - Class #1
	Team B - Class #1
	Team C - Class #1
	Team D - Class #1
	Team E - Class #1
	Team F - Class #1

12pm to 1pm	Lunch
-------------	-------

1pm to 3pm	Team A - Class #2
	Team B - Class #3
	Team C - Class #4
	Team D - Class #5
	Team E - Class #6
	Team F - Class #7

Supervisors will be in each classroom to conduct live supervision with each team and give feedback using a protocol rating sheet (see Figure 2).

## Figure #2: *Parenting with Love and Limits*® Group Therapy

### Protocol Checklist #2

Date of Training: \_\_\_\_\_

Name of participant: \_\_\_\_\_

Class # 2

#### Hour 1 (Parents and teens)

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| ⇨ Overview of button pushing; use of the video and “It take two to tango” | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Time kept (10 minutes):   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ⇨ Identify top 3 parent button exercise done:                             | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Time kept (10 minutes):   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ⇨ Identify top 3 teen button exercise done:                               | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Time kept (10 minutes):   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ⇨ Demonstrating button pushing  |                              |                             |
| • Setting up the inner/outer circle:                                      | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Setting up the role play with the family (game):                        | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Played the role of the teen:  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Physically pushed parent’s buttons:                                     | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Prompted parent to phys. push teens buttons:                            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Used the parents and teens in the outer circle:                         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Role play discussion (It takes 2 to tango):                             | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Time kept (26 minutes):   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

#### Hour 2 (Parents)

- |                                       |                              |                             |
|---------------------------------------|------------------------------|-----------------------------|
| ⇨ Button busters:                     |                              |                             |
| • Time kept (42 minutes):             | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Used the videos:                    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Gave concrete examples when needed: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| ⇨ Being unpredictable:                |                              |                             |
| • Explained the reasons:              | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Role played:                        | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Home assignment:                    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

#### Hour 2 (Teens)

- |                                |                              |                             |
|--------------------------------|------------------------------|-----------------------------|
| ⇨ Button buster filter shield: |                              |                             |
| • Conducted all 3 role plays:  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Used the teen workbook:      | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| Being unpredictable:                                       |                              |                             |
| • Explained the reasons for being unpredictable:           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Conducted role plays:                                    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Had the teens pick an unpredictable behavior assignment: | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

## STEP FOUR:

# FEEDBACK WITH PARENTS AND SUPERVISORS

After each class is conducted, the supervisor will go over the feedback forms with each trainee. If there is a problem area, subsequent training sessions will be conducted with role plays until both supervisor and trainee have mastered the problem construct.

In addition, both parents and teens in a focus group will give direct feedback to the trainees based on the following questions:

- Question #1    What are all the things I did or said as a group leader that were most helpful?
- Question #2    What are all the things I did or said as a group leader that were least helpful? Please be as honest as you can because you will not hurt my feelings.
- Question #3    What are all the things in this class that were most helpful? Please be as concrete and specific as you can.
- Question #4    What are all the things in this class that were least helpful? Please be as concrete and specific as you can.

This direct feedback from the parents and teens has been an invaluable part of the initial training process. The positive feedback gives the trainees confidence to conduct future classes, as well as highlighting their strengths. Confidence in one's ability is critical for successful implementation of the program. When the trainees are confident they will deliver the program much better than if they are not. Trial runs, therefore, are critical to the overall success of the program.

If the trainees receive negative feedback from the families it is something that the supervisor can key on and later address in any training sessions as needed.

## CHAPTER 2

### **Supervision Procedures Protocol Adherence Checklists Interpersonal Process Recall (IPR)**

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After the initial three day training, treatment adherence standards will be maintained through a combination of individual, small group, phone supervision, and video tape supervision. Each supervisor will be required to fill out with their trainee both a Protocol Adherence Checklist (see pages 47-58) and a process measure called Interpersonal Process Recall (Elliott, 1986).

Interpersonal Process Recall is the technique of playing back videotape recordings to assist clients and therapists in describing their experiences during particular moments in the therapy session. This method, referred to by such names as stimulated recall, playback, videotape inquiry, and the retrospection method has been independently developed by a number of different researchers. Kagen (1980) was one of the first to apply IPR to the field of psychotherapy. He used IPR to train and supervise therapists. Following Kagen's pioneering work, others utilized IPR as a research method for studying the psychotherapy process.

Initially, IPR research developed within the events paradigm model that focuses on specific events occurring in the therapeutic or supervision process (Elliott, 1984; Mahrer & Nadler, 1986; Rice & Greenberg, 1984; Wiseman, 1992). Early in his research, Elliott (1986, 1989) had the client listen to the entire tape of his or her therapy and both rate and describe experiences that occurred at particular moments. These moments were labeled significant events. This early approach followed a hypothesis-testing model. However, after a number of studies, this method evolved into a Comprehensive Process Analysis (CPA) method that is a qualitative, discovery-oriented model (Elliott, 1989; Elliott & Shapiro, 1988, 1992). In this approach, the client selects meaningful events from therapy following the session, but without reviewing the entire tape of the session.

We adapted IPR procedures to supervise co-facilitators' adherence to the SFI Leader's Guide procedures and to improve their skill level. In doing so, we followed Elliott and Shapiro (1992) observation that IPR is an effective supervision tool. IPR can be used both with the supervisor and clinician, or used by the clinician for his or her own self-supervision. The method and procedures will be described later in this manual.

### **Components and Guidelines of SFI Supervision**

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In this section, the components and guidelines of group phone supervision are outlined. The primary supervision modalities will be group phone supervision and not individual supervision. The rationale is that group supervision offers the advantages of being able to practice group process and key concepts through role plays. Trainees can learn from each other's successes or difficulties and collaboratively work together to increase their skills.

## Group Phone Supervision Format

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The frequency of phone supervision will be established in advance by the SFI Supervisor, according to the number of families being served. Phone supervision sessions will last for one hour. The group of facilitators will call the SFI Supervisor at the appointed time and place, gathering around a speakerphone or using a conference calling service. The SFI Supervisor will join the conference call to go through the facilitators' Adherence Protocol Checklists (see Figure 3). It is the same checklist that is used in the live observations of the teams during the third day of the training session (Figures 1 & 2).

The supervisor fills out the protocol sheet with each team while the other teams in the group observe the process.

Group Therapy Team #1	Co-facilitator #1 _____
	Co-facilitator #2 _____
Group Therapy Team #2	Co-facilitator #1 _____
	Co-facilitator #2 _____
Group Therapy Team #3	Co-facilitator #1 _____
	Co-facilitator #2 _____

This format of group supervision is a collaborative process. For example, the SFI supervisor might ask if both facilitators followed the task for venting and met the goals of solution-talk and giving compliments. As they describe their success or weakness in each area, the other teams observe and listen to the process. In this way, each team can learn from one another.









## PROTOCOL CHECKLIST CLASS #2 PAGE 2

### Hour 2 (Parents)

On a scale of One to Five how closely did you follow the manual transcript in this section?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

Followed the Manual Not at all	Followed the Manual Sometimes	Followed the Manual All of the Time
-----------------------------------	----------------------------------	--

⇒ Button busters:

- Time kept (42 minutes): Yes  No
- Used the videos: Yes  No
- Gave concrete examples when needed: Yes  No

⇒ Being unpredictable:

- Explained the reasons: Yes  No
- Role played: Yes  No
- Home assignment: Yes  No

### Hour 2 (Teens)

On a scale of One to Five how closely did you follow the manual transcript in this section?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5

Followed the Manual Not at all	Followed the Manual Sometimes	Followed the Manual All of the Time
-----------------------------------	----------------------------------	--

⇒ Button buster filter shield:

- Conducted all 3 role plays: Yes  No
- Used the teen workbook: Yes  No

⇒ Being unpredictable:

- Explained the reasons for being unpredictable: Yes  No
- Conducted role plays: Yes  No
- Had the teens pick an unpredictable behavior assignment: Yes  No

Comments: \_\_\_\_\_

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## PROTOCOL CHECKLIST CLASS #3 PAGE 2

### Hour 2 (Parents)

On a scale of One to Five how closely did you follow the manual transcript in this section?

1 ————— 2 ————— 3 ————— 4 ————— 5

Followed the Manual                      Followed the Manual                      Followed the Manual  
Not at all                                      Sometimes                                      All of the Time

#### III. Creating ironclad rules (3minutes):

Yes  No

- List and rank top 3 problems (5 minutes):

Yes  No

- Convert problems into concrete behaviors (15 minutes):

Yes  No

#### IV. How to mobilize outside helpers (5 minutes):

Yes  No

- Use of the video: It takes a villager to raise a child
- Know your playing field (5 minutes):
- Make your own list of helpers (10 minutes):
- Your teen and the law (10 minutes):
- Use of the video: The law is on my side
- Tips to recruit outside helpers (10 minutes):
- Inner/Outer circle role play (8 minutes):
- Time kept for entire section (74 minutes)
- Workbooks used

Yes  No

Yes  No

Yes  No

Yes  No

Yes  No

Yes  No

Yes  No

Yes  No

Yes  No

### Hour 2 (Teens)

On a scale of One to Five how closely did you follow the manual transcript in this section?

1 ————— 2 ————— 3 ————— 4 ————— 5

Followed the Manual                      Followed the Manual                      Followed the Manual  
Not at all                                      Sometimes                                      All of the Time

#### VI. Creating ironclad rules (5 minutes):

Yes  No

- Use of the video: They heard my voice and listened
- Create a list of your most important problems (15 minutes)
- Create a list of your parent's problems (5minutes):

Yes  No

Yes  No

Yes  No

#### VII. Creating rewards: List of rewards (15 minutes)

Yes  No

#### VIII. Art of negotiating – Inner/Outer circle role play (25 minutes)

Yes  No

- Time kept for entire section (70 minutes)
- Workbooks used

Yes  No

Yes  No

Comments: \_\_\_\_\_



# PARENTING WITH LOVE AND LIMITS®

## PROTOCOL CHECKLIST CLASS #4

You and your supervisor will fill out the following protocol checklist after each group you completed during group supervision.

Date of Group Session: \_\_\_\_\_

Name of facilitator: \_\_\_\_\_ Name of supervisor: \_\_\_\_\_

Name of facilitator: \_\_\_\_\_ Group Team: #1 #2 #3 (circle one)

Class Taught: #1 #2 #3 #4 #5 #6 (circle one)

### Hour 1.5 (Parents breakout)

⇒ On a scale of 1 to 5 how closely did you follow the manual transcript in this section?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
 Not at all Sometimes All the time

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| I. Review of Home Assignment (5 minutes)                  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| II. Creating ironclad consequences (5 minutes)            | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Use of the video: The ideal contract                    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Inner/Outer circle role play:                           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Locate your teen's negative consequences (15 minutes)   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Rank your top 3 punishments (15 minutes)                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Locating your teen's positive consequences (15 minutes) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Break (5 minutes)                                       | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Trouble shooting and backup plan (15 minutes)           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| III. Contracting and dress rehearsal (1 minutes):         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Inner/Outer circle role play (continued)                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Getting battle ready through dry runs (15 minutes)      | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Time kept for the entire section (86 minutes)           | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Workbooks used  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

### Hour 1.5 (Teens breakout)

On a scale of One to Five how closely did you follow the manual transcript in this section?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
 Followed the Manual Sometimes Followed the Manual All of the Time  
 Not at all

## PROTOCOL CHECKLIST CLASS #4 PAGE 2

- |  |                              |                             |
|--|------------------------------|-----------------------------|
| <b>III.</b> Creating ironclad rules (3minutes):                  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • List and rank top 3 problems (5 minutes):                      | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Convert problems into concrete behaviors (15 minutes):         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <b>IV.</b> Review of Home Assignment (2 minutes):                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Process unpredictable outcome (5 minutes)                      | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Role play the unpredictable (20 minutes)                       | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <b>V.</b> Top 3 punishments (20 minutes)                         | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <b>Break</b> (5minutes)  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Understanding the positive parent report (10 minutes)          | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Use of the video: Catching my parent doing something right.    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <b>VII.</b> Creating a positive parent report                    |                              |                             |
| • Use a high powered magnifying glass (5 minutes)                | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Fill out / role play delivery PPR through dry run (20 minutes) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Time kept for the entire section (72 minutes)                  | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Workbooks used   | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

### Hour 2 (Parents and Teens together)

On a scale of One to Five how closely did you follow the manual transcript in this section?

1	2	3	4	5
Followed the Manual Not at all		Followed the Manual Sometimes		Followed the Manual All of the Time

- |   |                              |                             |
|---|------------------------------|-----------------------------|
| <b>VIII.</b> Delivery of the Positive Parent Report (10 minutes)    | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <b>X.</b> Introducing "Parent's Only" night (2 minutes)             | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| • Option 1: Pre-arranged child care (1 minutes)                     |                              |                             |
| • Option 2: No pre-arranged child care (1 minutes)                  |                              |                             |
| <b>XI.</b> Parent Home Assignment: Aces and contracting (3 minutes) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |
| <b>XII.</b> Teen Home Assignment : Giving PPR's at home (2 minutes) | Yes <input type="checkbox"/> | No <input type="checkbox"/> |

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



# PARENTING WITH LOVE AND LIMITS®

## PROTOCOL CHECKLIST CLASS #5

You and your supervisor will fill out the following protocol checklist after each group you completed during group supervision.

Date of Group Session: \_\_\_\_\_  
 Name of facilitator: \_\_\_\_\_ Name of supervisor: \_\_\_\_\_  
 Name of facilitator: \_\_\_\_\_ Group Team: #1 #2 #3 (circle one)

Class Taught: # 1 #2 #3 #4 #5 #6 (circle one)

### Hour 1 (Parents only night, 30 minutes)

⇒ On a scale of 1 to 5 how closely did you follow the manual transcript in this section?  
 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
 Not at all Sometimes All the time

- I. Review of Home Assignment (5 minutes) Yes  No
- II. Overview of 7 aces (15 minutes) Yes  No 
  - Use of the video: Overview of 7 aces Yes  No
- III. Overview of the positive teen report (5 minutes) Yes  No 
  - Use of the video: Catch your teen doing something right Yes  No
  - Things to watch out for (5minutes) Yes  No
  - How often to use the PTR (5 minutes) Yes  No
  - Create your own PTR (5minutes) Yes  No

### Hour 2 (Parents only, 90 minutes)

On a scale of One to Five how closely did you follow the manual transcript in this section?  
 1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
 Followed the Manual Followed the Manual Followed the Manual  
 Not at all Sometimes All of the Time

- IV. Building your own contract (2 minutes): Yes  No 
  - Inner/Outer circle role play (1 role play of 30 min per parent) Yes  No
  - Locate your teen's negative consequences (10 minutes) Yes  No
  - Locate your teen's positive consequences (5 minutes) Yes  No
  - Troubleshooting and dress rehearsal (15 minutes) Yes  No







# PARENTING WITH LOVE AND LIMITS®

## PROTOCOL CHECKLIST CLASS #6

You and your supervisor will fill out the following protocol checklist after each group you completed during group supervision.

Date of Group Session: \_\_\_\_\_

Name of facilitator: \_\_\_\_\_ Name of supervisor: \_\_\_\_\_

Name of facilitator: \_\_\_\_\_ Group Team: #1 #2 #3 (circle one)

Class Taught: # 1 #2 #3 #4 #5 #6 (circle one)

### Hour 1 (Parents and teens together)

⇒ On a scale of 1 to 5 how closely did you follow the manual transcript in this section?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
 Not at all Sometimes All the time

- I. Watch a movie: The Great Santini (10 minutes) Yes  No 
  - Video question: A military boot camp without love (5 minutes) Yes  No
  - Important follow-up questions (5minutes) Yes  No
- II. The Big Chill Timeline (15 minutes) Yes  No
- III. The Magic Wand Intervention (5 minutes) Yes  No
- IV. Nurturing Your Plant
  - Love your plant unconditionally (25minutes) Yes  No
  - Gave one plant for family Yes  No

### Hour 2 (Parents and teens together)

On a scale of One to Five how closely did you follow the manual transcript in this section?

1 \_\_\_\_\_ 2 \_\_\_\_\_ 3 \_\_\_\_\_ 4 \_\_\_\_\_ 5  
 Followed the Manual Not at all Followed the Manual Sometimes Followed the Manual All of the Time



## **Video Supervision and the Use of Interpersonal Process Recall**

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After the Protocol Checklist is completed, each group therapy team will show a video clip (edited down to 5 minutes) of their parenting class that they conducted with both the parents and teens.

As one group therapy team shows their video clips from that class, the other facilitators and the supervisor will be using Interpersonal Process Recall and the PLL rating scale (see below) to rate their adherence to the model and treatment protocol manual (i.e., Leader's Guide). NOTE: Facilitators may be asked at times to mail their video tapes in advance to the SFI Supervisor. Alternatively, the Supervisor may remotely facilitate the discussion, while only the local facilitator group is viewing the video.

For example, Group Therapy Team #1 would show video clips from Class #1 and the other co-facilitators from the other teams and the supervisor will use the PLL rating sheet and mark their scores on the sheet independently from one another to these questions:

### ***Parenting with Love and Limits*® (PLL) Rating Scale**

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#1 On a scale of 1 to 5 how closely did you follow the manual transcript in this section of the class as demonstrated by the video clip shown?

1	2	3	4	5
Followed the Manual Not at all		Followed the Manual Sometimes		Followed the Manual All of the Time

*Please note: The raters will have the treatment protocol manual (i.e., Leader's Guide) in front of them and open to the page that matches the corresponding video clip being shown.*

#2 On a scale of 1 to 5 how closely did the co-facilitator demonstrate the central concept or technique as illustrated in the video clip shown?

1	2	3	4	5
None of the Time	Demonstrated the Concept	Demonstrated the Concept Some of the Time	Demonstrated the Concept	Demonstrated the Concept All of the Time

*Please note: The raters will have the treatment protocol manual (i.e., Leader's Guide) in front of them and open to the page that matches the corresponding concept or technique with the video clip being shown.*

This same rating scale will be used for all six parenting classes. It is important to note that not every technique or concept from every part of each class will be shown to the group. Instead, co-facilitators from each team will be asked to edit the two-hour parenting class down to approximately 5 minutes of what they consider to be an "anomaly" or trouble spot: the part of the parenting class that did not go smoothly or where they had difficulty in implementing a particular technique or difficulty in following the treatment protocol manual.

The rationale for picking out trouble spots is to improve skill level and performance. Showing “the best of” video clips will not improve one’s skill level, improve treatment adherence, or help the other co-facilitators in group supervision to become more competent. A “learning from another” collaborative format is emphasized.

## **Role Plays**

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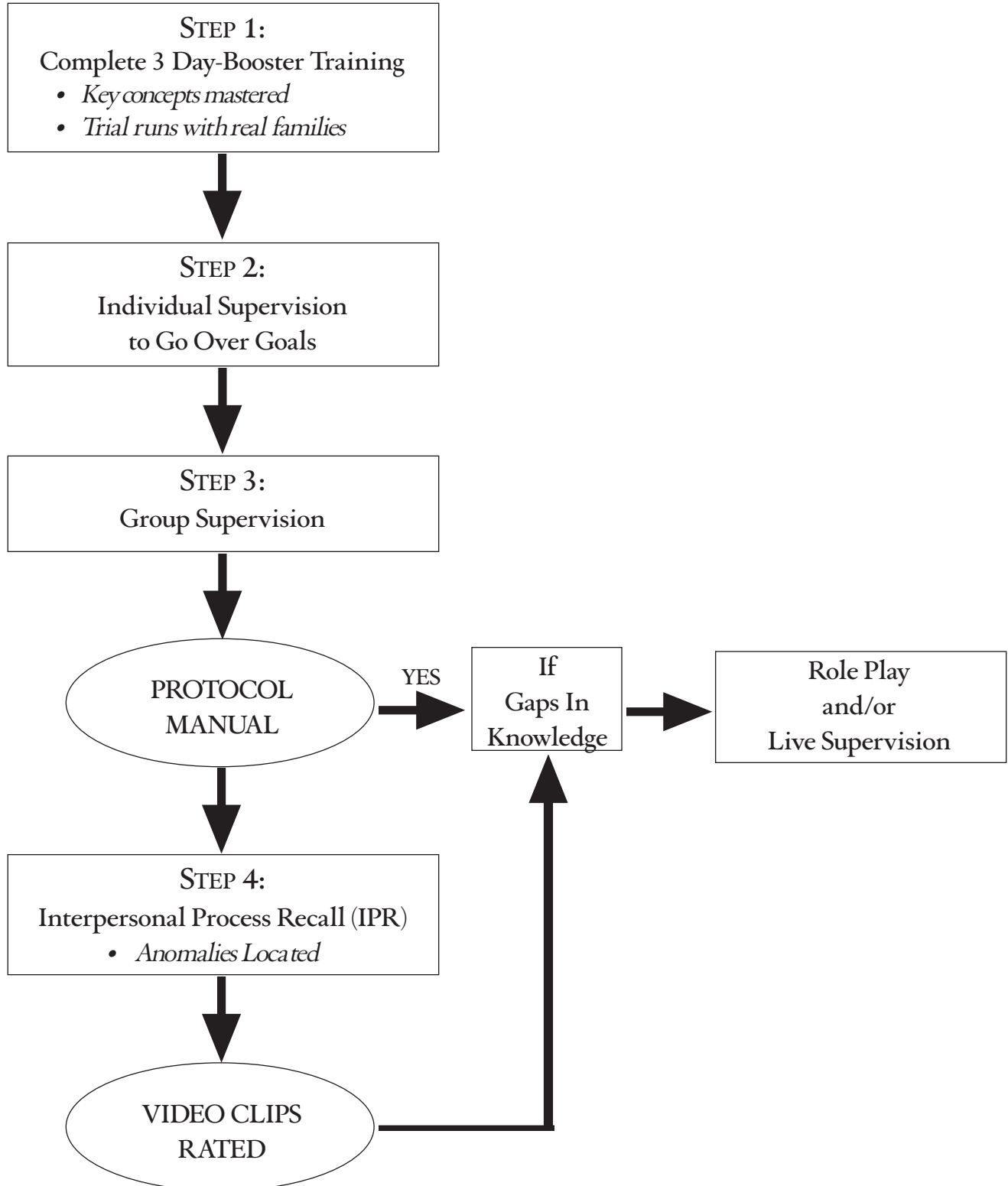
If the IPR ratings are low, if co-facilitators self-report problems, or if the supervisor observes difficulty using the Protocol Checklists, role plays will be conducted. For example, if the co-facilitator is having problems with engaging the teenagers during their “venting” breakout groups, the supervisor will ask the group to role play disengaged teenagers. The supervisor will then play the part of the co-facilitator and role model the correct way to engage a disengaged and sullen teenager. The rest of the co-facilitators in the group will offer feedback to the supervisor and the co-facilitator learning the skill.

After the supervisor role models the proper technique, the co-facilitator in question will then play himself and conduct the role play. The supervisor will then provide feedback, as will the other group members. Several role plays may be needed until the supervisor thinks that the co-facilitator has mastered the particular concept.

This manual has detailed the SFI supervision and training protocol to ensure treatment fidelity. The entire treatment fidelity protocol includes the Leader’s Guide, Supervision Guide, and Protocol Adherence instructions. This manual has extended the work of other leading intervention models, such as Multisystemic Therapy and Multidimensional Family Therapy, which utilized conceptual approaches, but did not include the level of operational guidelines outlined here.

This manual is innovative in using triangulation of data sources, including group phone supervision, IPR, Protocol Checklists, and role plays, to determine whether the treatment was delivered as intended and whether the therapists followed the treatment plan as intended. If all four data sources yield identical results, then the likelihood of treatment fidelity has increased significantly.

**Figure #3: SFI Treatment Fidelity Process Loop**



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