



## A PLL Therapist “Quick Glance” at Supervision and Startup Responsibilities

### Start Up Checklist

PLL Group	Coaching
<ul style="list-style-type: none"><li>● Have the “Participation and Graduation Agreement” and the “Disrespect” Contract blown up and mounted on poster board.</li></ul>	<ul style="list-style-type: none"><li>● Laptop with DVD and Microsoft® PowerPoint® capability</li></ul>
<ul style="list-style-type: none"><li>● TV &amp; DVD Player or LCD Projector and Laptop</li></ul>	<ul style="list-style-type: none"><li>● Survival Kit Study Guide (One for therapist and one each to give to each set of parents) <u>to be presented and used throughout Coaching</u></li></ul>
<ul style="list-style-type: none"><li>● <i>Parenting with Love and Limits</i> Parenting Class Videos (on DVD) + Parent and Teen Workbooks &amp; <u>Parenting Your Out-of-Control Teenager</u> Books</li></ul>	<ul style="list-style-type: none"><li>● Movie clips to illustrate seeds in first coaching session (Super Nanny and The Horse Whisperer - Order at <a href="http://www.Amazon.com">www.Amazon.com</a>)</li></ul>
<ul style="list-style-type: none"><li>● Name Tags, Post-It® notes, Stickers, Prizes</li></ul>	<ul style="list-style-type: none"><li>● “Skills Seek” Game - PowerPoint® Presentation</li></ul>
<ul style="list-style-type: none"><li>● Large Flip Chart with Markers and Post-It-Notes</li></ul>	<ul style="list-style-type: none"><li>● Large Flip Chart with Markers and Post-It® notes</li></ul>

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Recommended Props for PLL Group

Class #1	Class #2	Class #3	Class #4	Class #5	Class #6
<ul style="list-style-type: none"> <li>● Flip Chart with markers, Name Tags, Stickers, Small Prizes for “Top Answer” game</li> </ul>	<ul style="list-style-type: none"> <li>● Flip Chart with markers, Stickers to reward for Reading Assignment &amp; small prizes for Button Pushing Game</li> </ul>	<ul style="list-style-type: none"> <li>● Flip Chart with markers and Stickers to reward for Reading Assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Flip Chart with markers and Stickers to reward for Reading Assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Flip Chart with markers and Stickers to reward for Reading Assignment</li> </ul>	<ul style="list-style-type: none"> <li>● Flip chart with marker, Stickers to reward for Reading Assignment &amp; game for overall parent winner of Home Assignments (person with the most stickers)</li> </ul>
<ul style="list-style-type: none"> <li>● List of Survey Questions for “Top Answer” Game</li> </ul>	<ul style="list-style-type: none"> <li>● “Age” Regression Cards</li> </ul>		<ul style="list-style-type: none"> <li>● Magnifying Glass (Teen breakout)</li> </ul>	<ul style="list-style-type: none"> <li>● Movie and Popcorn for Teen Breakout</li> </ul>	<ul style="list-style-type: none"> <li>● “The Great Santini” movie</li> </ul>
<ul style="list-style-type: none"> <li>● Bell for “Top Answer” Game</li> </ul>	<ul style="list-style-type: none"> <li>● Air Conditioner Filter (Teen Breakout)</li> </ul>		<ul style="list-style-type: none"> <li>● Positive Parent Reports (Teen Breakout)- Stapled Packet of 7 to each teen</li> </ul>	<ul style="list-style-type: none"> <li>● Positive Teen Reports (Parent Breakout)- Stapled Packet of 7 to each parent</li> </ul>	<ul style="list-style-type: none"> <li>● Slightly wilted Plants (one for each family)</li> </ul>
<ul style="list-style-type: none"> <li>● Small table to set Bell on for game</li> </ul>	<ul style="list-style-type: none"> <li>● Hat with cards of “Unpredictables” (Parent and teen breakout)</li> </ul>		<ul style="list-style-type: none"> <li>● Pictionary Game, Prizes for Winning Team</li> </ul>		<ul style="list-style-type: none"> <li>● Magic Wand &amp; Healing Phrases Cards (one card for each parent and teen)</li> </ul>
<ul style="list-style-type: none"> <li>● Rubber Bands (Parent &amp; Teen Breakout)</li> </ul>	<ul style="list-style-type: none"> <li>● Assorted props for Unpredictables (i.e. teddy bear, squirt guns, wig, bubbles, etc)</li> </ul>		<ul style="list-style-type: none"> <li>● Classic Derailing Moves Cheat Sheet – one copy for each parent (Parent Breakout)</li> </ul>		<ul style="list-style-type: none"> <li>● Graduation Diplomas (only given if Coaching is completed)</li> </ul>



### Required Phone Supervision Documents

Documents to submit:	When to submit:	Where to submit:
COE Report (See Appendix A for assistance for Graduation Requirements)	72 hours before each supervision call with PLL Supervisor	Barry Lee at <a href="mailto:barry@gopll.com">barry@gopll.com</a>
One Coaching Fidelity Checklist for your most challenging case	48 hours before each supervision call with PLL Supervisor	Ellen Souder at <a href="mailto:ellen@gopll.com">ellen@gopll.com</a> , or you can fax the form to 866-811-8010
Group Fidelity Checklists for the classes that occurred since last supervision	48 hours before each supervision call with PLL Supervisor	Ellen Souder at <a href="mailto:ellen@gopll.com">ellen@gopll.com</a> , or you can fax the form to 866-811-8010
QTM Report	24 hours before each supervision call with PLL Supervisor	Ellen Souder at <a href="mailto:ellen@gopll.com">ellen@gopll.com</a> , or you can fax the form to 866-811-8010

### Process for Internal Outcome Measures Data Collection

Outcome Measures	When to administer:	Where to submit:	When to submit:	Where to Obtain:	Scoring:
Faces IV  Child Behavior Checklist (CBCL)	<p><u>Pre-Test</u> = During Intake - Clearly mark as pre-test, date it, and make sure identifier matches the identifier on the COE Report</p> <p><u>Post-Test</u> = at the end of the fourth, sixth or eighth Coaching session, depending upon Standard Graduation Requirements sheet (see Appendix A)</p> <p>Clearly mark as Post-test, date it, and make sure the identifier matches the identifier on the COE Report.</p> <p>For the Post test of the CBCL only, mark on page 3, "changes in your child the last 6 to 8 weeks" where it says "6 to 8 months"</p>	<p>Mail to Beth Scully at:</p> <p>Parenting with Love and Limits 87 Passaic Lane Richmond, GA 31324</p>	<p>Send both Pre- and Post tests at the end of each group cycle.</p> <p>Only send the instruments if you have been able to collect both the Pre and Post tests.</p>	<p>The Faces IV can be copied from the sample provided by PLL. The CBCL is to be ordered by the customer at <a href="http://www.ASEBA.org">www.ASEBA.org</a></p>	<p>PLL does all scoring of these instruments</p>



**IPR Video Supervision - See Appendix B to View Forms**

What to Record on Video	Where to Send Videos	Steps to Record on Video
<input type="checkbox"/> One Intake Motivational PLL Interview	Send to Ellen Souder at: Parenting with Love & Limits 235 Bartley Avenue Mansfield, Ohio 44903	
<input type="checkbox"/> One Coaching Series (a series is one family's coaching sessions from start to finish)		<input type="checkbox"/> Step One: Record one complete series (as indicated in the first column)
<input type="checkbox"/> PLL Group – Class #4		<input type="checkbox"/> Step Two: Record as directed by the PLL Supervisor (This may include other PLL classes not included in the series, or repeat recordings)
<input type="checkbox"/> PLL Group – Class #5		

## Appendix A

# Standard Graduation Requirements

### Diversion

***Minimum Graduation Requirements = 5 out of 6 group therapy sessions + 4 coaching sessions (1.5 hours each)***

- Youth, ages 10 – 18, in “diversion” programs, typically with status offenses, such as misdemeanors, parent files unruly or ungovernable, truancy, or curfew violations, or
- Who are first time probation offenders charged with misdemeanor offenses, such as disorderly conduct, theft under \$300, illegal consumption of alcohol by a minor, criminal damage to property, criminal trespass, etc.
- Risk level - low

### Probation/SED/Foster Care

***Minimum Graduation Requirements = 5 out of 6 group therapy sessions + 6 coaching sessions (1.5 hours each)***

- Youth, ages 10 – 18, who are charged with non-status offenses, such as felonies or high risk misdemeanors. Typical charges include aggravated battery or assault, burglary, robbery, domestic battery, running away, or drug or alcohol abuse, or
- Who are Probation violators or repeat offenders, or
- Victims of abuse or neglect, or
- In the foster care system, or designated as high risk for home removal, or
- Designated as SED (Severely Emotionally Disturbed) or who have been therapized (chronic offenders on a therapist’s caseload for 6 mo -1 yr)
- Risk level – moderate to high

### Residential

***Minimum Graduation Requirements = 5 out of 6 group therapy sessions + 8 coaching sessions (1.5 hours each)***

- Youth, ages 10 – 18, who are currently in residential treatment or returning back into community
- Risk Level - high

Appendix B  
**Video IPR Measures**  
**PLL Group IPR Measure**

<b>Therapist's Name:</b>					
<b>PLL Group Session #:</b>					
<b>Date of Session:</b>					
<b>Number of Video IPR Measure Checks for this PLL Group Session:</b>					
1. How closely did the therapist follow the PLL Group Therapy manual script in this section of the class as demonstrated by the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
2. How closely did the group leader demonstrate the central concept or technique in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
3. How well did the group leader demonstrate a smoothness or flow of delivery within the section of the class in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
4. How well did the group leader demonstrate Joining/engagement/rapport with teens and/or parents as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
5. How well did the group leader demonstrate choreographic integration with props and technology as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
6. How well did the group leader integrate usage of self into presentation (i.e., personal examples, stories, humor, etc.) as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
7. How well did the group leader integrate voice inflection (i.e., dramatic, low, high) into presentation as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

**Comments:**

**Rating:** \_\_\_\_/35 = \_\_\_\_%

Appendix B (continued)  
**PLL MI Call/Intake IPR Measure**

<b>Therapist's Name:</b>					
<b>Date of MI Call/Intake:</b>					
<b>Number of Video IPR Measure Checks for this MI Call/Intake:</b>					
1. How closely did the therapist follow the Motivational Interview Phone Call Script or Orientation/Intake Script as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
2. How well did the therapist use transition statements to move to the next question as illustrated in the video clip?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
3. How well did the therapist demonstrate joining/engagement/rapport with teens and/or parents as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
4. How well did the therapist use reflection and summary statements to clarify and maintain appropriate timing as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
5. How well did the therapist use tracking questions as illustrated in the video clip shown?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
6. How well did the therapist utilize props/materials to engage the client/family during the orientation/intake?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5
7. How well did the therapist demonstrate enthusiasm and energy in "selling" the PLL program?	Never 1	Rarely 2	Sometimes 3	Often 4	Almost Always 5

**Comments:**

**Rating: \_\_\_\_/35 = \_\_\_\_%**

Appendix B (continued)  
**PLL Coaching Session #1 IPR Measure**

**Therapist:**

**Date of Session:**

**Number of Video Fidelity Checks for Coaching #1:**

Fidelity Check Components	Rating				
	1	2	3	4	5
	Never	Rarely	Sometimes	Often	Almost Always
How well did the therapist engage the family by gathering information on hobbies and interests and inquiring about their strengths/ what they are proud of in each other?	1	2	3	4	5
How well did the therapist use the giant flip chart to provide the visual component to the coaching session?	1	2	3	4	5
How well did the therapist use smooth transition statements to segue into each segment of the session?	1	2	3	4	5
How well did the therapist obtain each family member's overall stress on the scale of 0% - 100%?	1	2	3	4	5
How well did the therapist obtain each family member's top three contributors to their overall stress and get the % reductions per stressor?	1	2	3	4	5
How well did the therapist categorize their stressors?	1	2	3	4	5
How well did the therapist pursue the existence of any safety stressors, using the Survival Kit?	1	2	3	4	5
How well did the therapist clearly explain the connection between the apples on the tree and their identified stressors/symptoms? (i.e. the roots are the undercurrents carrying the poison from the toxic seeds into the tree resulting in bruised apples/symptoms)	1	2	3	4	5
How well did the therapist explain the four toxic seeds with the use the Seed Definition Worksheet, Survival Kit and video clips?	1	2	3	4	5
Did the therapist have each family member vote on their top two toxic seeds, tell reasons for their choices and write their choices on the flip chart?	1	2	3	4	5
Did the therapist re-write the symptoms in the form of a laundry list?	1	2	3	4	5
Did the therapist have each member vote on the easiest/most important symptom to remove first and write their picks on the flip chart?	1	2	3	4	5
How well did the therapist sell the family on his seed and symptom pick?	1	2	3	4	5



How well did the therapist pursue the need for anyone else to attend the next coaching session?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist assign the reading homework assignment?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist ask the family what was most helpful about the session?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How evident was the therapist's x-factor (Joining, engagement, rapport, use of self, enthusiasm, ability to work both sides of the fence, etc.)	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always

**Comments:**

**RATING: \_\_\_\_\_/85= \_\_\_\_\_%**

Appendix B (continued)  
**PLL Coaching Session #2 IPR Measure**

**Therapist:**

**Date of Session:**

**Number of Video Fidelity Checks for Coaching #2:**

Fidelity Check Components	Rating				
	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist present the feedback loops already pre-drawn on the giant flip chart?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist present three feedback loops – one before feedback loop, one after feedback loop demonstrating the teen getting a reward, and one after feedback loop demonstrating the teen getting the consequence?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How well did the therapist clearly illustrate the unhealthy and healthy undercurrents on the feedback loops?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist copy a rough draft of the contract around the symptom pick on the flip chart before the session began?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How well did the therapist use the Survival Kit in the session (i.e. to help convert their #1 complaint/symptom pick into a concrete rule; to explore the top 3 areas for rewards/consequences)	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist bring a copy of the rewards the teen came up with in class #3?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How well did the therapist utilize a sample contract in the contracting process in order to avoid getting stuck?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How well was the therapist able to help the family identify meaningful rewards and consequences and write them on the flip chart?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist assign the reading homework assignment?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist ask the family what was most helpful about the session?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How evident was the therapist's x-factor (Joining, engagement, rapport, use of self, enthusiasm, ability to work both sides of the fence, etc.)	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always

**Comments:**

**RATING:** \_\_\_\_/55 = \_\_\_\_%

Appendix B (continued)  
**PLL Coaching Session #3 IPR Measure**

**Therapist:**

**Date of Session:**

**Number of Video Fidelity Checks for Coaching #3:**

Fidelity Check Components	Rating				
	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist present the typed out contract to the parents?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How well did the therapist use the Story Board process to help the family develop backup plans for the contract?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How well did the therapist do dress rehearsals with the parents to get them battle ready to present the contract (i.e. practice countermoves to the teen's curveballs, practice use of button busters to avoid piling on, etc)?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
With the teen present, how well did the therapist assist the parent in presenting the contract to the teen?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How well did the therapist have the parent actually role play with the teen delivering the reward and consequence with verbal praise and appreciation and use of button busters?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist assign the reading homework assignment?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist ask the family what was most helpful about the session?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How evident was the therapist's x-factor (Joining, engagement, rapport, use of self, enthusiasm, ability to work both sides of the fence, etc.)	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always

**Comments:**

**RATING: \_\_\_\_/40 = \_\_\_\_%**

Appendix B (continued)  
**PLL Coaching Session #4 IPR Measure**

**Therapist:**

**Date of Session:**

**Number of Video Fidelity Checks for Coaching #4:**

Fidelity Check Components	Rating				
Did the therapist review how the contract is working by asking the parents and teen, using a scale of 0% to 100%?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist illustrate their % rating on the giant flip chart with the scale drawn out?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How well did the therapist use mini scales to consolidate changes and to determine steps needed for progress?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
(If needed) Did the therapist tweak the contract, making any necessary changes, re-negotiate for more coaching sessions to work further on the existing contract, develop a new contract, or move into wound work?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist do relapse prevention, using the giant flip chart to write the concrete "red flags" that would likely trigger a relapse along with action steps to take?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist write these "red flags" and action steps on a card to send home with the family?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist play the "Skills Pursuit" Game with the family to help ensure that they are prepared to generalize their skills to any future problems that may develop?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist schedule a 30-day call back with the family?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
Did the therapist ask the family what was most helpful about the session?	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always
How evident was the therapist's x-factor (Joining, engagement, rapport, use of self, enthusiasm, ability to work both sides of the fence, etc.)	1 Never	2 Rarely	3 Sometimes	4 Often	5 Almost Always

**Comments:**

**RATING:** \_\_\_\_/50 = \_\_\_\_%