



# **Parent Workbook**

Second Edition

**Lily Anderson and Greg Routt**

Step-Up: Building Respectful Family Relationships

Parent Group Workbook

The Step-Up curriculum was developed and written by Greg Routt and Lily Anderson with the Step-Up Program, a group intervention program for adolescents who are violent toward family members.

Step-Up is a program of King County Superior Court.

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# Welcome to Step-Up!

We are pleased you are here, and look forward to having you and your family in Step-Up group.

This is your own personal Step-Up Workbook. Please put your name in it and bring it to group every week.

**Name** \_\_\_\_\_



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# Session 1: Orientation to Step Up

## Parent and Teen Session

### ***Background***

The purpose of this session is to introduce you to the program and to other group members. This session will inform you about the structure of the group, the components of the program, and the skills your teen will learn to prevent violence and restore respectful family relationships. In this session you will learn about the Wheels, the Check-In, Weekly Goal Planning and the Communication Agreement.

### ***Goals***

- To explain the purpose and goals of the program
- To meet other group members who have experiences similar to yours
- To explain Check-In, the Communication Agreement, Ground Rules for the group, and Goal Planning

### ***Important Messages***

- The purpose of this program is to help your teen stop hurtful behavior toward your family members and learn safe and respectful ways to communicate and handle problems.
- We all have a part in making this group a safe and respectful place for everyone.

- Your teen is capable of making changes.
- Parents and teens will be learning skills together.
- Even though things seem difficult between you and your teen right now, you can find positive parts of your relationship and build on



# Worksheets

## ***Introductions***

Parents will introduce themselves to the group by saying their names and what they would like to accomplish in the program.

## ***Warm-Up Exercise***

Take a few minutes to answer the following questions:

1. A time I couldn't have made it through something difficult without my teen was:

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2. A time when I appreciated my teen was:

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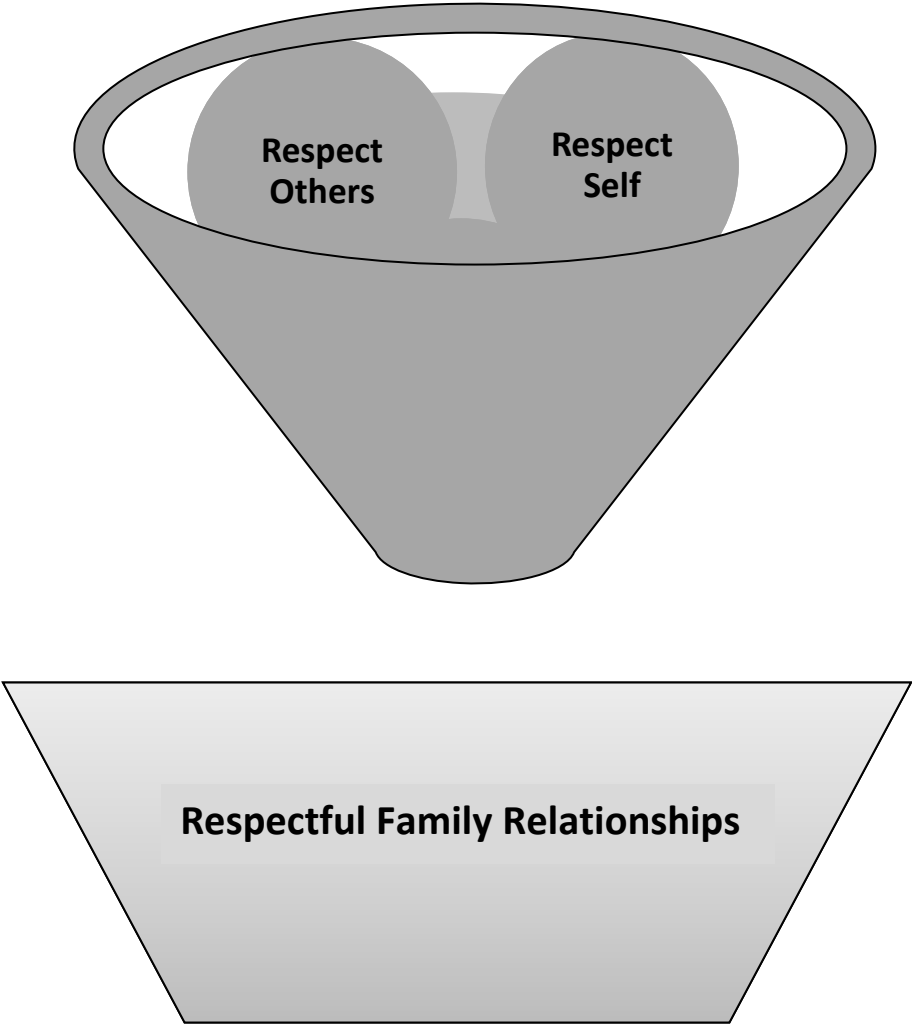
3. Something I like about my teen is:

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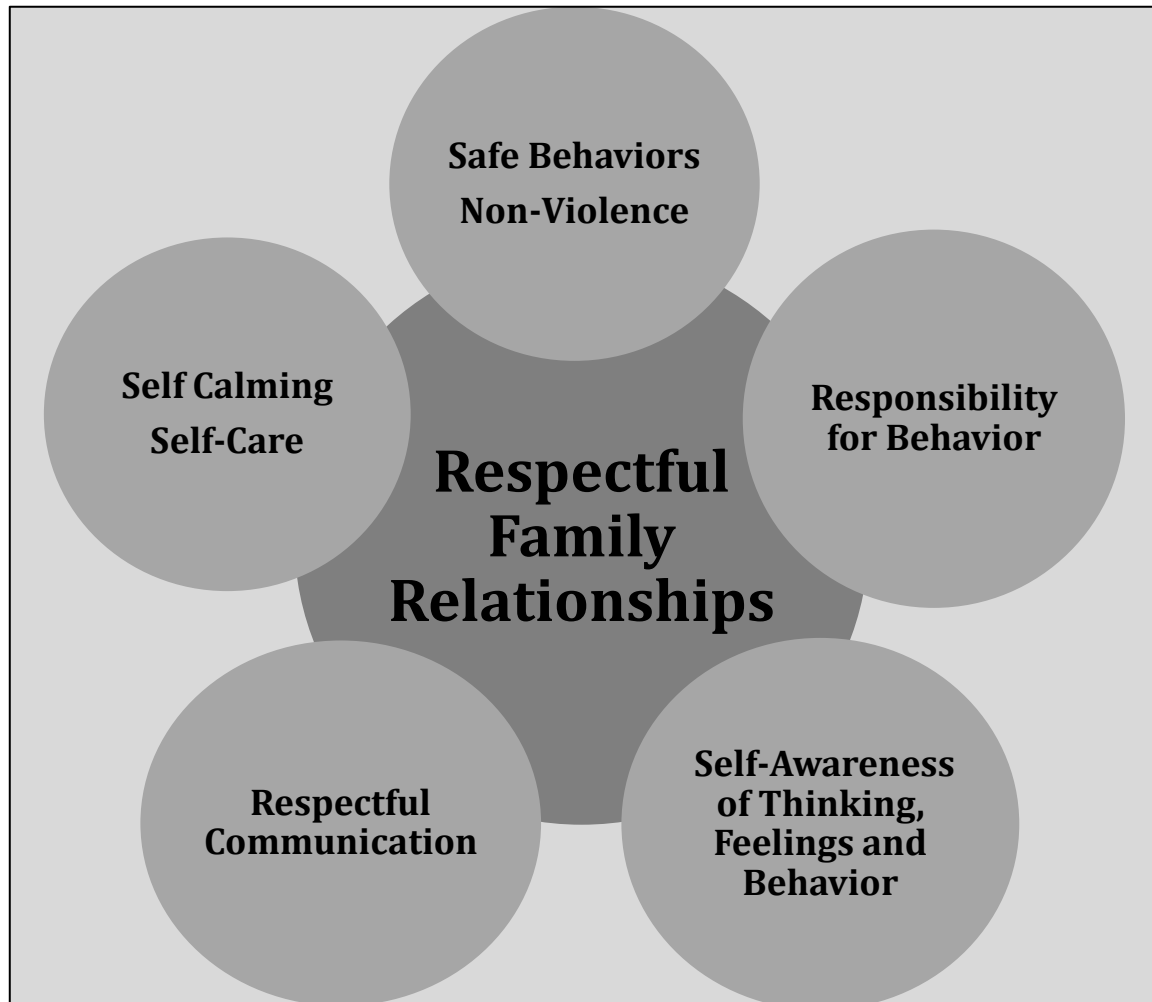
***Respect***

Respect is at the heart of everything you will learn. We will be talking about respect in many different ways. Respect is at the heart of everything you learn, and we will be talking about respect in many different ways.

**The Three R's**



## ***Teen Group Components***



### **Safe Behaviors**

Safety of family members is the first concern of the program. Stopping violence and abuse toward family members is your most important task. All of the skills that you learn in Step-Up help you stay non-violent. The first and most important skill you will learn in Step-Up is making a plan about what you will do when you are getting upset and angry and might become hurtful to family members. We call this a 'Safety Plan' because it keeps your behavior safe.

## **Respectful Communication**

You will learn many different ways to talk to others in a way that is respectful to them and respectful to yourself. You will learn how to stay respectful even when you are angry and upset. You will know how to express your feelings and needs in a way that is not attacking or hurtful. You will learn how to talk about problems, listen and work together to resolve conflict.

## **Self-awareness and understanding of your thoughts, beliefs and feelings**

You will learn about what is going on inside for you when you become violent or abusive. You will learn how you can change your thinking in perspective to help you respond in a different way. You will become aware of your negative 'self-talk' that gets you amped up and angry, and how to change it to more helpful self-talk that calms you down and helps you see things more realistically. You will learn about the feelings you have beneath your anger and how to feel those feelings instead of the anger, so you can express your feelings and needs in a safe and respectful way.

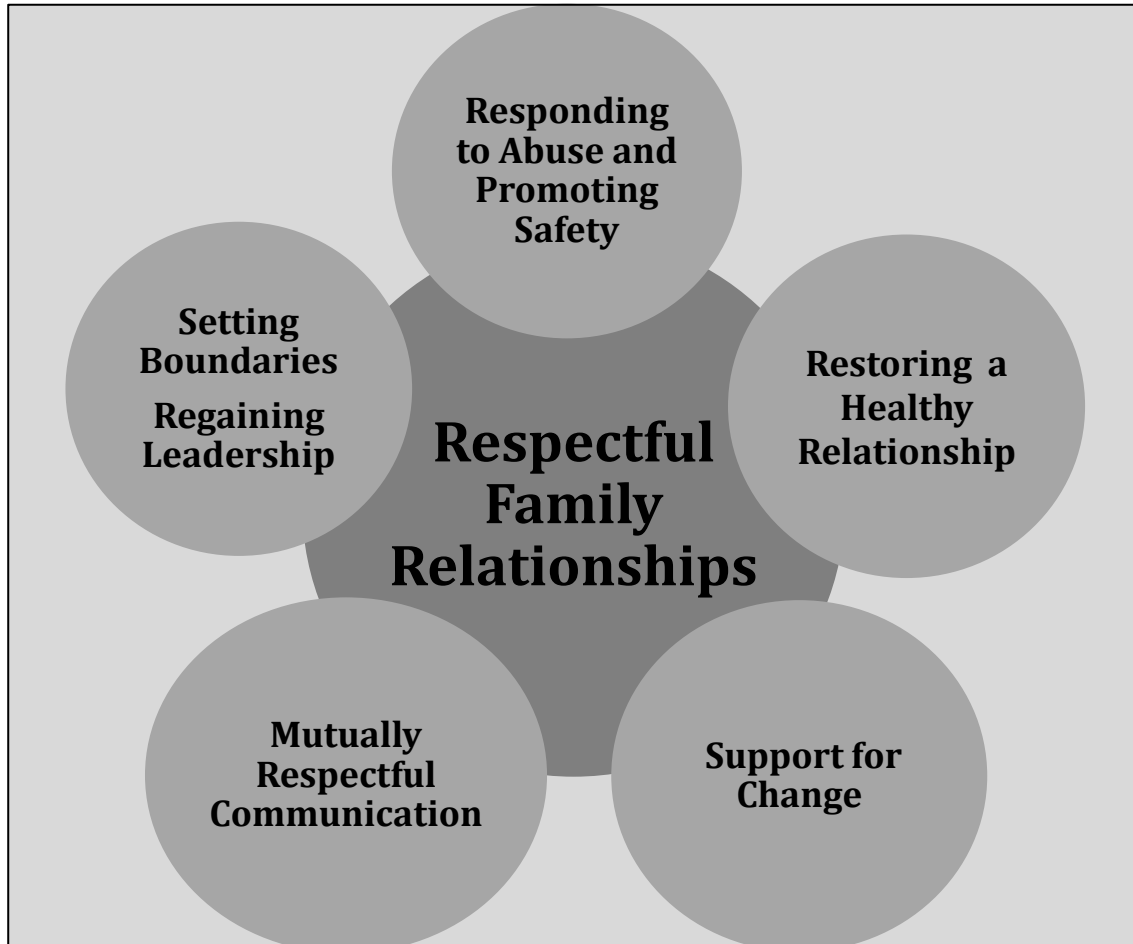
## **Self-Calming**

You will learn many ways that you can calm strong emotions and self soothe your nervous system when you are angry, tense or anxious. We will practice different relaxation techniques and meditations for balancing your mood over all, as well as what to do in the heat of the moment to prevent lashing out at others.

## **Responsibility for Behavior**

You will learn what it means to actively take responsibility for harmful behavior. We will guide you through a step-by-step process that helps you understand the impact of your behavior on others and how you can be accountable through making amends. This process is called 'Restorative' because it helps people restore relationships that have been damaged by hurtful behavior.

## ***Parent Group Components***



### **Support for Change**

Many parents come into the program feeling isolated and alone in their experiences with their teens. An important part of the parent group is for parents to get support from each other and know that they are not alone in their challenges with their teens. Parents feel relief to be able to share their experiences and learn from one another. Parents work together to find realistic and effective ways to handle the day to day power struggles of parenting teens who resist limit setting. Together, parents examine changes they want to make in their own behavior that strengthens their ability to hold boundaries while inviting less opposition and more cooperation from their teens.

## **Mutually Respectful Communication**

In sessions with the teens and parents together, they learn many different ways to listen and talk to each other respectfully. Parents and teens practice communication skills with feedback from the group. They learn how to make it through a conversation about a problem and come to a resolution without a blow-up. Teens in particular will learn how to express their feelings and needs in a way that is not attacking or hurtful even when they are angry. Parents learn how to model respectful communication and support their teens in using their new communication skills at home.

## **Responding to Abuse and Promoting Safety**

Safety of family members is the first concern of the program. The first and most important skill teens learn in Step-Up is making a Safety Plan about what they will do when they are getting upset and angry and might become hurtful to family members. Parents learn how to support their teens in identifying early warning signs and using their Safety Plan. Parents make their own plan about responding to hurtful behaviors and how to talk with their teens about it in a meaningful way.

## **Restoring a Healthy Relationship**

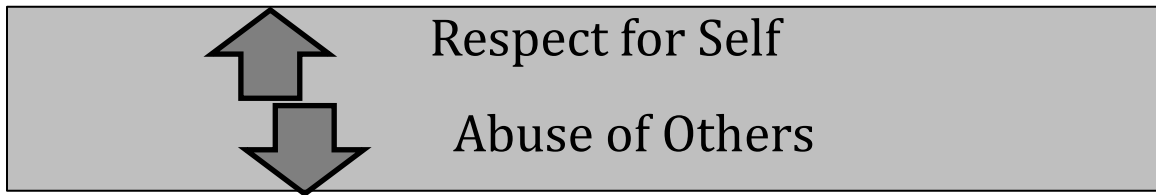
For many families coming into Step-Up, the parent - teen relationship has been eroded, and parents often feel hopeless about their relationship with their teen. Some parents describe a household atmosphere of negativity, tension and "walking on eggshells" to prevent outbursts by their adolescent. Parents can initiate a change in their relationship with their teen by the simple acts of listening even when they disagree, and acknowledging everyday behavior that supports a healthy relationship.

## **Setting Boundaries / Regaining Leadership**

When parents are fearful of their teen responding to limit setting with abuse or violence, it can interfere with their leadership in the family. Accepted parent-adolescent boundaries are ruptured and guidelines set by parents are disregarded. Often conventional consequences are either ignored or become the fuel for more abuse. Parents struggle with establishing and holding effective consequences for hurtful behavior toward family members. Parents learn how to use a 'restorative practice' model that is also used in the group, to address violence or abuse at home to help their teens take responsibility for their behavior in a meaningful way.



## ***Goals for the Teens***

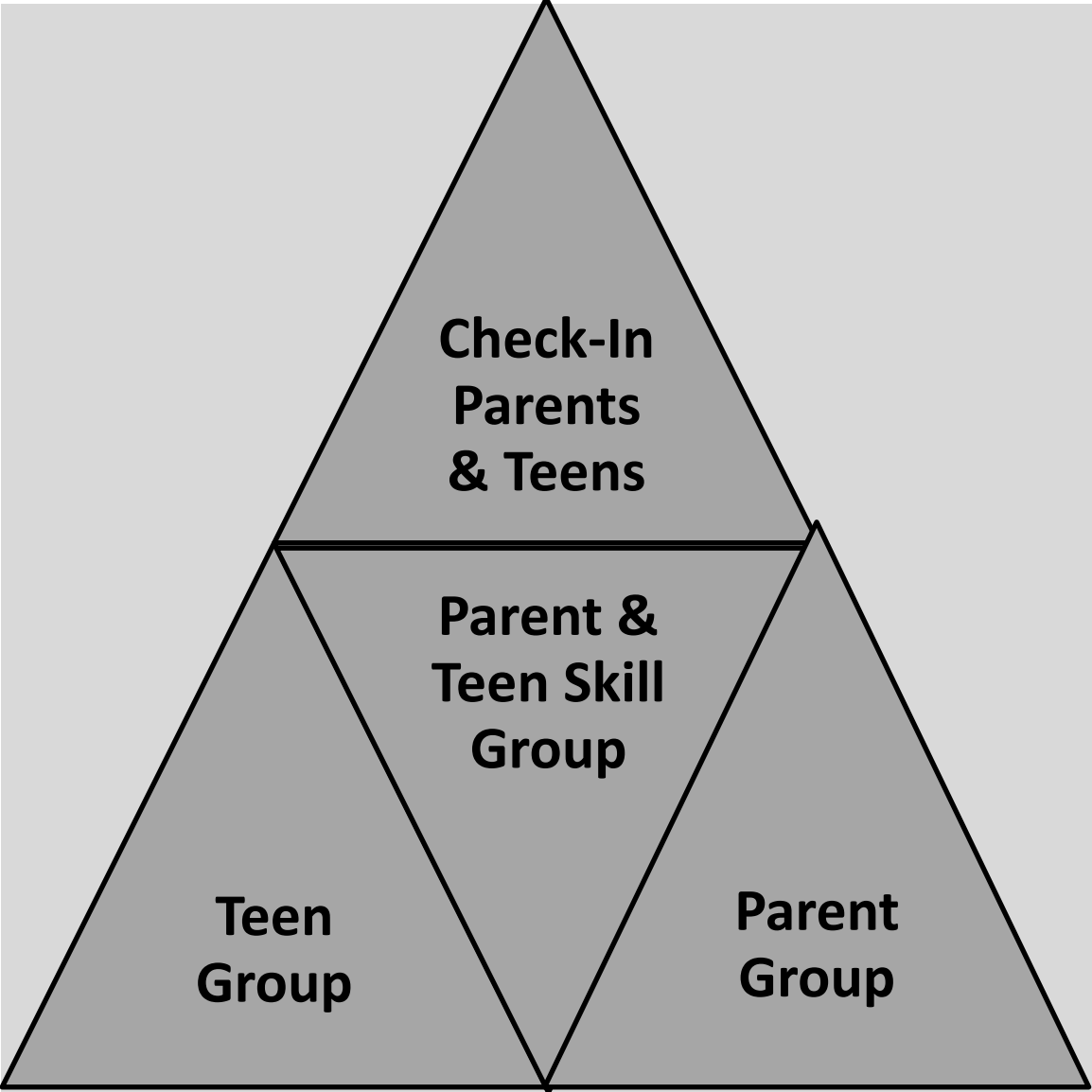


After you complete the program, you will be able to:

- Know how to keep your behavior safe and how to prevent yourself from hurting others by using a personal Safety-Plan
- Know how to talk respectfully even when you are upset or angry
- Learn how to change unhelpful thinking into thinking that supports you in staying safe and respectful.
- Have skills for managing difficult thoughts and emotions; you will know how to de-escalate yourself and calm down
- Understand your feelings and how to communicate them in respectful ways
- Know how to resolve conflict with family members in a respectful way
- Understand the meaning of accountability, and know how to use the 'Six Restorative Steps' to take responsibility for harmful behavior
- Realize you have choices about your behavior

***How the Sessions Work***

The program includes sessions with the parents and teens together, and separate teen and parent sessions. Every week when you come to the group, we will begin with parents and teens together for 'Check-In'. After Check-In, there is a skill building session, either with parents and teens all together, or in separate teen and parent groups.



# Communication

**R**espectful words, tone and manner

I will speak without blaming, criticizing or putdowns.

**E**xpress feelings and opinions in “I” statements

I will say, “*I feel ... when...*”

**S**top and take a break if I cannot stay respectful.

**P**ause to *THINK* before I *SPEAK*.

**E**ngage in the conversation with an *OPEN* mind

I will let go of what I think the other person means or wants.

**C**lear my thoughts so I can *LISTEN* completely when  
the other person is talking.

**T**ry to understand the other person’s feelings/opinions

*EVEN WHEN I DISAGREE.*

# STEP UP

**Stop**

**ALL THE ACTION**

Take a time-out &  
Calm yourself

**Think**

What am I feeling?  
Thinking?

**Evaluate**

What is the Problem?  
What are my choices?

**Plan**

How can I deal with this  
problem and stay on the  
Respect Wheel?

**Use skills**

“I” statements, listening,  
Assertive Communication...

**Patience**

... and lots of it, is what  
makes this work.

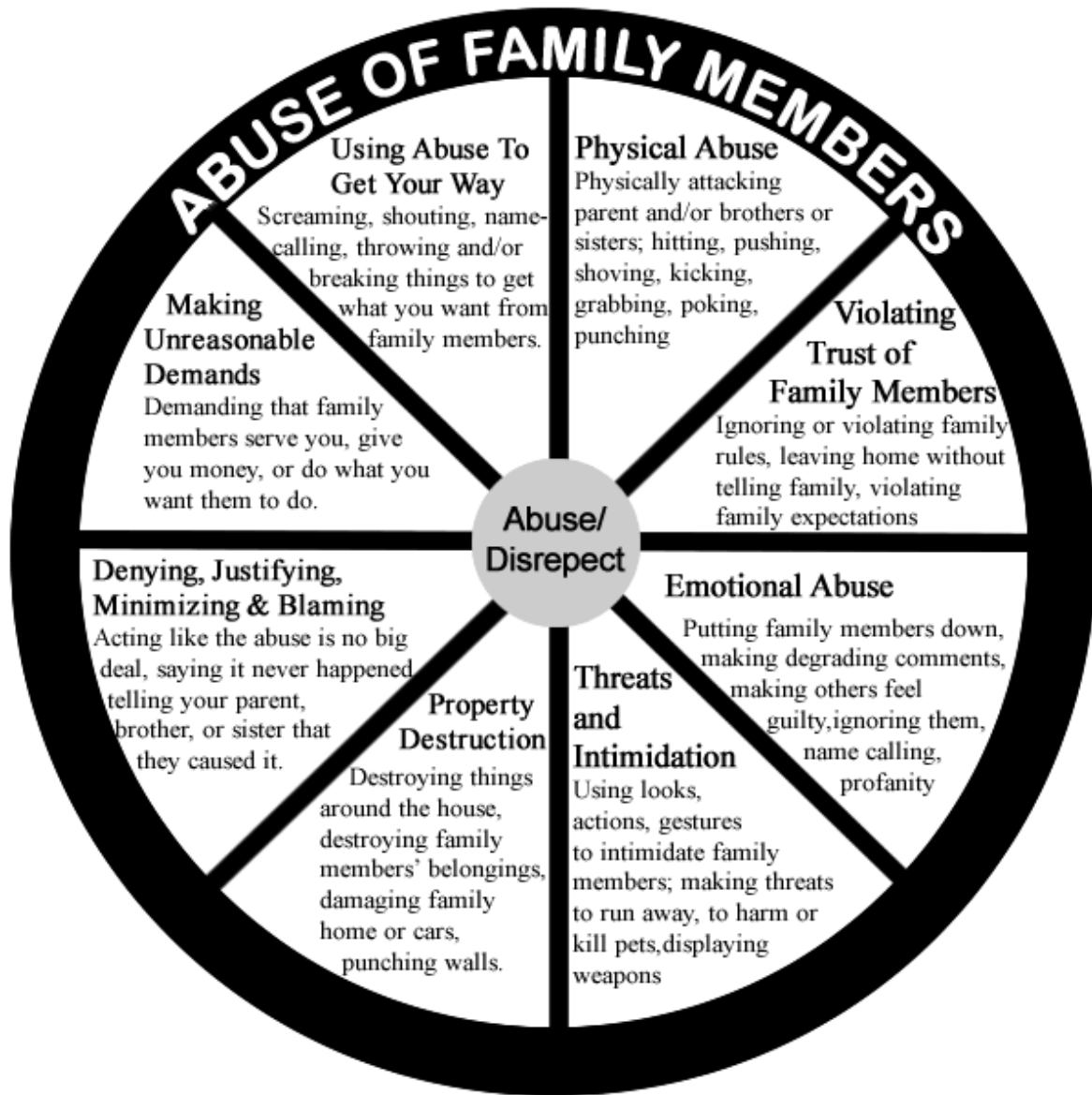
## ***The Wheels***

The purpose of Step-Up is to move from the *Abuse Wheel* to the *Mutual Respect Wheel* in your family relationships. All of the skills in the program help people stay on the *Respect Wheel* and off of the *Abuse/Disrespect Wheel*.

### **The Wheels help you by:**

- Raising your awareness of the behaviors you use in your family.
- The *Mutual Respect Wheel* shows a model of what a respectful family looks like.
- The Wheels are a tool to help you recognize your respectful behaviors and be accountable for disrespect, violence or abuse in your family.
- The Wheels give you a new way to think about your behavior. For example, when you think about a conflict at home, you can ask yourself, "which wheel was I on when I talked to my mom about that problem?" and "How can I talk to her about it and stay on the respect wheel?"
- Families can put a copy of the wheels up at home. When there is conflict, someone can say, "let's try to stay on the *Mutual Respect Wheel* while we talk about this."

## ***Abuse/Disrespect Wheel***



## ***Mutual Respect Wheel***



## ***Check In: How It Helps***

- Pay attention to your behavior. When you know you will be talking in the group about how your behavior during the week it helps you become more aware of it.
- Be accountable to the group about moving off the abuse/disrespect wheel and onto the respect wheel
- Recognize your respectful and positive behaviors.
- Think about what you could have done differently if you did something on the abuse / disrespect wheel.
- Make a plan every week about how you will use your skills at home to stay on the respect wheel.
- If you have been violent toward a family member in the previous week, you will use a restorative process with your parent to be accountable and make amends.
- Practice respectful communication during check-in discussions
- Learn from each other and give each other feedback and support.



## ***Check-In Worksheet***

Date \_\_\_\_\_

Look at the wheels and write down any behaviors you did in the last week.

Abuse/ Disrespect	Respect

If you did a behavior on the Abuse/Disrespect wheel, what could you have done differently so that you stayed on the Respect Wheel?

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Choose one of the behaviors you did on the Respect Wheel. What helped you stay respectful? What skill did you use?

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## ***Taking Responsibility for My Behavior Using Six Restorative Steps***

If you have been physically violent toward family members or property, or made threats to do so, please answer the following questions:

1. Who was harmed by my behavior?
2. What was the harm, damage, or loss resulting from my behavior?
  - How did my behavior affect each person?
  - How did it affect our relationship?
  - How did the behavior cause a problem?
3. How could I make amends?
  - What do I need to do to repair the harms or problems caused?
  - What do I need to do to restore the relationship?
4. How did my behavior affect me?
5. What could I have done differently?
6. What do I need to do to prevent doing the behavior again?

## ***Weekly Goal Planning***

Every week at *Check-In*, you will choose one behavior to work on at home during the week. As you learn skills in *Step-Up*, you will be able to use your new skills to help you succeed with your goal.

For example, your goal might be to stay non-violent when you get angry with your Mom. You could decide to use your *Safety Plan* so that you will separate and calm down to prevent getting violent.

Tips to Succeed with Your Goal:

- Be specific about the new behavior. Exactly what will you do?
- Keep it simple. Don't make huge, overall goals, such as "I will get along better with my mom" or "I will be respectful". Break it down by asking, "What exactly do I do when I am not respectful?" Such as, yell, swear, call names, etc. Then replace it with a specific behavior, such as, talk without putdowns or swearing, and if I'm too angry, take a break and use my safety plan.
- Think about what gets in the way? How can you deal with that?
- Visualize you are doing the new behavior.
- Write it down and put it in a place you will see every day.

## ***My Goal for the Week***

Name \_\_\_\_\_ Date \_\_\_\_\_

The behavior I will work on is: \_\_\_\_\_

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Steps:

1. When do you usually use (or not use) this behavior?
2. What is the new behavior you will use? (try to be specific)
3. What can you say to yourself that will help you do this?
4. My self-statement is \_\_\_\_\_
5. What can you do different to help you succeed with your goal?

### **How Did I Do?**

1. Rate yourself on a scale of 1 to 10 (1=worst, 10=best): \_\_\_\_\_
2. If you had some success, how did you do this? What did you do that was different? Or, what helped you?

## ***Ground Rules for the Group***

To make this group a safe and respectful place for everyone I agree to the following ground rules:

1. Follow the Communication Agreement when I talk.
2. Keep information shared in the group confidential. Everything that is discussed in the group stays in the group. Do not identify group members to anyone outside the group.
3. Come to each session sober, not under the influence of alcohol or drugs
4. Do not engage in side conversations while the group is in session.
5. Put away phones and other electronics.

Signed: \_\_\_\_\_

## ***Take Home Activity or Closing Activity***

Think of three of your personal strengths that will help you make positive changes.

My Personal Strengths:

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# Session 2: Making a Safety Plan

## Teen and Parent Session

### ***Background Information***

In this session you will make a plan for keeping your behavior safe when you are angry or upset and might become hurtful. It is called a *Safety Plan* because it helps you stay safe and non-violent.

The *Safety Plan* is a step-by-step plan you will make about how to separate from conflict and calm yourself so that you can deal with the problem in a better way.

### ***Goals***

- To develop a personal *Safety Plan* to prevent hurtful behavior toward family members.
- To use the *Safety Plan* at home as a strategy for disengaging from heated conflicts, de-escalating and calming down before interacting again.
- For parents to support their teens in using their Safety Plan at home.

### ***Important Messages***

- Using the *Safety Plan* is a step toward better family relationship

- The *Safety Plan* will help you stay safe with your family members.
- Using your *Safety Plan* means you care about the other person.
- The *Safety Plan* gives you a chance to calm down and think before you act.



# Worksheet

## *Discussion Questions*

1. Have you ever taken a break from heated conflict? What did you do?

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2. How was it helpful?

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3. What was difficult about it?

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4. What gets in the way of it working well?

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5. What makes it work?

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# Worksheet

## ***What is a Safety Plan?***

The *Safety Plan* is a step-by-step plan that you make for yourself about what you will do when you are upset and angry in a conversation to prevent harmful behavior and keep your behavior safe. You make a personal plan about where you will go and what you will do to help yourself calm down. Once you are calm you go back to the conversation after you have had time to think about it and you are in a calmer state of mind.

It's like a time-out in basketball or football. The game stops. The teams separate from each other to figure out a plan. The game restarts when the team members have a plan.

Taking a break from heated arguments is one of the best ways to prevent hurtful behavior. It is a lifelong skill people can use in many different situations to prevent saying or doing things they might regret.

Using your *Safety Plan* with your family will:

- Help you get along with your family
- Keep you from hurting others
- Help you have better relationships

# MY SAFETY PLAN

I agree to the following plan to prevent abuse or violence:

1. I will separate from my family members when
  - I start to feel angry or upset and might become hurtful, or
  - I start to use any hurtful behaviors including the following:
    - Yelling or shouting
    - Name-calling/profanity
    - Threats/intimidating behavior
    - Property damage
    - Any unwanted physical contact
2. I will let the other person know I am separating by saying:  

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3. I will separate from the other person and go to one of the following places:  

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4. While I am separated I will do something to calm myself down, such as:  

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5. I will stay away from others for \_\_\_\_ minutes, or until I can be respectful to everyone in the house.

**I agree to the following:**

- I will not use this plan as an excuse to leave the house or avoid things I am supposed to do.
- I will use this plan as a time to be alone, calm down, and think about how to deal with the problem.
- If the other person separates from me, I will respect their time alone and not bother them.
- After my separation time I will return and make a plan with the other person about what to do next: finish the discussion, plan a time later to talk about it or let it go.

I agree to follow this plan to help me stay non-violent and respectful to my family members

Youth Signature\_\_\_\_\_

Date \_\_\_\_\_

***Parent Agreement***

I also agree to be non-violent and to support my teen in following this plan.

Parent Signature\_\_\_\_\_

Date\_\_\_\_\_

# Worksheet

## What to Do After Your Time-Out

### ***Let it go***

After you have cooled down, and you talk to your parent again, you both might decide to drop it. It is your parent's decision whether it can be let go. You might have different opinions about this.

### ***Put it on Hold***

When you get back together it might not be a good time to talk about it. For example, you may be too upset, too tired, or too hungry to talk through the problem effectively. So, you can agree to put it on hold for a while until both people feel calm and ready to talk. Putting it on hold should not be a way to avoid the issue. It should be a way to make sure that the conversation can be respectful. If you decide to put the discussion on hold, make sure to set a specific time (for example, after dinner, or Saturday morning) when you are going to discuss it.

### ***Discuss it***

If you feel calm after the time-out, you may decide that you are ready to talk about the issue with the other person. You must be ready to listen to the other person, use problem-solving skills, and communicate respectfully. If the conversation becomes disrespectful, you can always take another time-out.

# Worksheet

## Safety Plan Rules

### ***Your Safety Plan is a Time to be Alone***

It is not okay to go to a friend's house, or take off and your parent doesn't know where you are. When you make your *Safety Plan* with your parent, discuss where it is okay to go and make a list on your Safety Plan so that your parent knows where you are.

### ***Your Safety Plan is a Time to Calm Down and Think "How can I deal with this problem without being abusive?"***

When you are separated, do something to calm down (by using your *Self-Calming Plan*, changing your thinking, taking deep breaths, walking, etc.). Once you have calmed down, think about how you can talk respectfully about the problem.

### ***You are Responsible for Your Own Safety Plan, Not Other Peoples'.***

Parents will make their own decisions about when they need to separate from you. Sometimes your parent may need to remind you to use your *Safety Plan* if you are being abusive and are not separating. Think of this as way your parent is trying to support you.

# Take Home Activity

## Safety Plan Log

During the following week, you can support your teen in using their Safety Plan whenever they are starting to feel upset or angry during a conflict. After the Safety Plan your teen will write down how it went in the log in their Teen Workbook .

Situation:

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When did you decide that you needed to separate? What were your warning signs?

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What did you do after your time--out-let it go, put it on hole, or discuss it?

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How was your Safety Plan helpful?

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How was it challenging or difficult to do?

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What can you do differently next time so that it works better?

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Make changes in your *Safety Plan*, if needed, to make it more successful.

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# Session 3: Understanding Warning Signs

## Teen and Parent Session

### ***Background Information***

In this session teens will identify times when they need to use their *Safety Plans* and how to use self-calming thoughts. Self-calming thoughts are used to help de-escalate one's emotions and separate from a potentially difficult situation.

Teens will identify their red flags—that is, the signs that a time-out is necessary or a situation may get out of control. Parents will think about red flags that they notice in their teens when an argument is starting to escalate. Sometimes parents notice cues that the teens are unaware of. Parents will share their observations with their teens and discuss how they can let their teens know when they see red flags.

Parents will also identify their own *Red Flags* that indicate they need to take a break to calm down and think about how they can communicate in a better way with their teens.

### ***Goals***

- To identify personal red flags
- To identify self-calming thoughts

## ***Important Messages***

- The sooner you take a time-out when you start to feel upset, the better. It is more difficult to take a time-out when you are angry or agitated.
- Identify the first red flag that indicates you may get abusive. The goal is to recognize that you need a time-out, and then to take it, before you become abusive.

# Worksheet

## *Red Flags*

If we pay close attention to our bodies, thoughts and feelings, we can find some warning signs that we are getting angry or upset and may become abusive to our family members.

Paying attention to these warning signs in ourselves helps us know when we need to use our *Safety Plan* and take a time-out.

Everyone has his or her own red flags. Here are some examples:

- **Negative thoughts:** "She treats me like an infant!" "She never lets me do anything!" "He's an idiot!"
- **Difficult feelings:** Angry, frustrated, hurt, jealous, anxious, impatient, unappreciated, neglected, abandoned.
- **Body signs:** Tight muscles in the neck, back or jaw; clenched teeth; upset stomach; flushed face; feeling short of breath.
- **Actions:** Raising of the voice, shouting, saying bad words.

When you recognize these red flags in yourself, it's time to use your *Safety Plan*.

## ***Identifying Red Flags in Your Teen***

Paying attention to warning signs that your teen is headed toward abusive behavior will help you know when to separate and avoid the escalation of his or her behavior.

The earlier you detect behaviors that indicate your teen is going in the direction of becoming abusive, the easier it is to separate from the situation (for you and your teen).

How do you know when your teen is headed toward becoming abusive (verbally abusive, physically violent, destroying property)?

Some examples are:

**Body signs:** facial expressions, moving closer to you, pacing, red face.

**Verbal signs:** raised voice; pressured voice; starting to put you down, criticize, swear, name call.

**Actions:** slamming doors, cupboards.

When you see warning signs in your teen, let him or her know that you are seeing 'red flags' and it is time for the Safety Plan. Give your teen the opportunity to separate, but if he or she refuses, say that you are going to use the Safety Plan and separate.

If you are experiencing your own red flags, and want to avoid yelling or saying unhelpful things to your teen, tell him or her that you are going to take your own time-out for yourself. Separate from your teen and let him or her know you are taking a break, where you will be and how long you will be separated. This helps teens who become anxious when the parent separates and they follow their parents or keep pestering them.

## ***Teen's Red Flags***

What are signs you notice in your teen that let you know he or she may become abusive?

### **Body signs:**

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### **Verbal signs:**

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### **Actions:**

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### **Other:**

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## ***Identifying Your Own Red Flags (Parent Exercise)***

**Body signs:** (Examples: feeling tense, stomach ache, headache, shoulder tension)

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**Feelings:** (Examples: anger, frustration, revenge)

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**Thoughts:** (Examples: "he's not going to get away with this," "she's a selfish brat")

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**Verbal signs:** (Examples: saying hurtful things, put-downs, criticism, threats)

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**Actions:** (Examples: pointing your finger, getting too close to the person, slamming your fist)

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## ***My Self-Calming Thoughts***

**Self-calming thoughts** are things you think about or say to yourself to help you calm down.

You should use self-calming thoughts when:

- You feel yourself starting to get upset or angry.
- You start to use abusive behavior (yelling, name calling, put-downs, or anything physical).
- You are using your Safety Plan and are trying to calm down.

Here are some examples:

### **Self-Calming Thoughts for Teens**

- I'm not going to let this get to me.
- I can stay calm.
- Stop. Let it go.
- I need a break.
- If I stay calm, things will work out better.
- I can take charge of how I act.
- I don't have to get mad, it will go better.
- Step away. Stay calm.
- I'm going to go chill out. I can talk about this later.
- It's okay. I can deal with this.

- I'm not going to yell.
- I can talk calmly about this.
- Go take a walk around the block.
- I don't have to throw a temper tantrum.
- I can handle this.
- I can talk without yelling.
- I can talk about how I feel without being abusive.
- I will take three deep breaths and sit down quietly

### **Self-Calming Thoughts for Parents**

- He is responsible for his behavior.
- Let it go for now. I can talk about it later when we are both calm.
- I am calm and in control.
- I will go in another room and take some deep breaths.
- I cannot control his behavior, but I can control my behavior.
- I don't have to deal with this right now; it will only make it worse.
- He is responsible for his feelings.
- She is upset and mad and she can deal with that on her own.
- I can't "make" him do anything. I can provide choices and consequences, and then it is his decision.

- I don't have to engage in this battle. I can take a time-out, calm down and think about how I want to communicate.
- I don't have to "win."
- The strongest influence I can have with my child is to model the behavior I want her to learn.
- I will disengage now and go do something relaxing.
- She can figure this out on her own. I will let her be.
- My behavior is not helping the situation. I will stop and be quiet for a while. Later I will talk about it calmly with her.

### ***My Self-Calming Thoughts***

In the space below, write down some things you can think about or say to yourself that will calm you down.

1.

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2.

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3.

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The next time you start feeling upset or angry, think one of these things.

## **Take-Home Activities**

During the following week, pay attention to your red flags and add them to the *Your Red Flags* worksheet. Try to notice your earliest signal that you are becoming angry or upset.

Use your *Self-Calming Thoughts* when you notice your red flags and see if it makes a difference.



# **Session 4: Introduction to the Parent Group: Strengths, Challenges, Changes**

## **Parent Session**

### ***Background Information***

An important part of the parent group is to get support from other parents and know that you are not alone in your struggles with your teen. Many parents come into the program feeling isolated and alone in their experiences with their abusive teenagers. Many believe that no one else has teens like theirs, and that they are to blame for their difficult situations. It can be helpful to learn that others are facing similar challenges. In the parent group you will give each other support and work together to find workable solutions to difficult problems.

During this session you will begin the process of getting to know each other and building supportive relationships. You will talk about your strengths, challenges you face with your teen, and changes you would like to make in your own behavior.

Teens are coming to Step-Up to change violent and abusive behavior. You are here to support your teen in making positive changes.

### ***Goals***

- To be introduced to the parent group and begin to get to know other parents
- To begin the process of building supportive relationships in the group

- To understand the goals and ground rules of the parent group
- To identify strengths and challenges as a parent

### ***Important Messages***

- You are not alone.
- You can talk about your challenges safely in this group.
- The group is here to listen and support you.
- The members of the group can help each other make positive changes.
- You have strengths as a parent.
- You are not to blame for your child's abusive behavior.
- You are not powerless; there are things you can do.

# Worksheets

## ***Goals for Parent Group***

- To learn skills for safety when your teen is violent.
- To learn how to support your teen in using skills learned in Step-Up.
- To learn how to respond when your teen is violent or abusive.
- To learn ways to build a more positive relationship with your teen.
- To understand the importance of modeling respectful behavior for your teen.
- To learn parenting skills that promote cooperation and responsible behavior in teens.
- To support each other as parents.

## ***Ground Rules for Parent Group***

**Maintain confidentiality:** Information that parents share about themselves and their families needs to stay in the group. Staff may need to make exceptions to this if there are risks to a person's physical safety, or if it is necessary to report an incident to a probation counselor (parents will be informed of this).

**Show respect for each other:** This includes: not interrupting or talking while someone else is talking, respecting each other's feelings and opinions, and acknowledging that our comments are our own opinions.

**Show respect for your child:** This includes: not labeling the child, putting him or her down, or calling him or her names. When discussing difficulties with your child, talk about the behavior, not the person.

**Stay on topic as much as possible:** If you take the discussion in another direction, make a connection with the topic at hand.

***Strengths, Challenges, and Changes***

1. One of my **strengths** as a parent is:

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2. The biggest **challenge** for me as a parent is:

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3. The one **change** I will make is:

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# Session 5 Understanding Self-Calming

## Teen and Parent Session

### ***Background Information***

This session gives you the tools for calming your nervous system when you feel strong emotions, anxiety or stress. When you learn how to calm strong emotions, you are also changing how your brain works. You will learn skills that help you calm down so that you can think more clearly, make better decisions, and respond to problems respectfully.

You will make a personal *Self Calming Plan* including a list of activities you will use when you are feeling stressed, anxious or angry. The *Self Calming Plan* gives you something to do when you use your *Safety Plan* and are taking a time-out from an escalated interaction with a family member. The end of the session includes a group mindfulness meditation. Each week thereafter, the group will begin with a relaxation technique or calming meditation.

### ***Goals***

- To gain some understanding about how the brain and nervous system function in relation to emotion, anxiety and stress.
- To realize that you have some ability to influence your brain and nervous system functioning.
- To learn specific strategies to calm the nervous system and improve mood.

- To recognize that when you are escalated and angry, you have options that really work to calm the high emotion and prevent abusive and violent behavior.
- To make your own Self Calming Plan that you will use when you begin to feel escalated, angry or anxious to keep your behavior safe.

### ***Important Messages***

- You can change your brain
- You are already changing your brain when you learn skills in Step-Up, plan your weekly goals and practice using your new skills
- You have the ability to alter the activity in your brain and your nervous system to help you calm down.
- You have many choices when you become upset and angry to help yourself settle down and take care of yourself so that you are not hurtful to others

# Group Activities

## *Discussion Questions:*

- How many people feel like they go from feeling upset to rage really fast?
- What does it feel like?
- Does anyone experience this more slowly, like a gradual build up?
- What does that feel like?

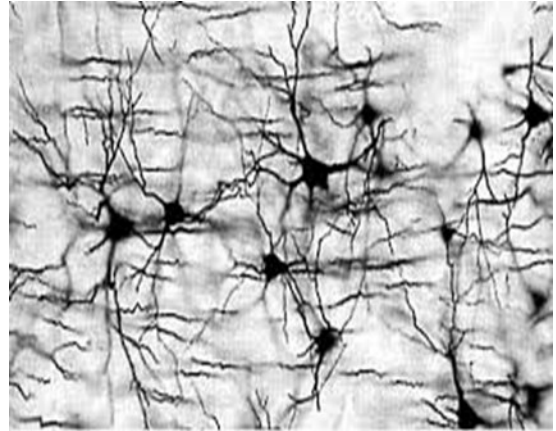
## ***You Can Change Your Brain.***

We have the ability to physically change our brains. In fact, we are doing it every day, and we don't even know it. Every time you have a new experience or learn a new skill, your brain grows new neural connections. It's called 'neuroplasticity'.

When you first start using a new skill or behavior, new nerve connections begin to grow, like branches on a tree. At first they are small and thin, and it may be hard to do the new behavior. But as you continue to practice it, the 'branches' become thicker and stronger, and the behavior becomes easier and easier.

## ***Neural Networks in the Brain***

Another way to think about it is to imagine making a line in the sand on the beach. The first time you run your finger or a stick through the sand, it is shallow and some sand falls back in, so it is less visible. The second time, it goes a little deeper and holds better. Every time you do it again, the groove becomes deeper and deeper, making the line more clear and distinct. It is the same with the neural pathways in your brain.



Remember when you learned to ride a bike? First, it was really hard and you fell a lot, but as you kept at it, it got easier and easier. Finally, you did not even have to think about it- you just hopped on your bike and rode, without thinking about the different parts of the skill.

Your brain developed a whole network of neural connections just for that behavior, that you will have forever- you will never have to re-learn it.

Likewise, you are creating new neural connections in your brain as you practice all of the skills you are learning here in Step-Up. The more you use them, the more you strengthen the neural networks.

When you do your goal planning each week you are changing your brain. As you plan a new behavior, and figure out exactly how and when you will do it, visualizing the situation and how it will go if you try out a new way of responding, new neural connections are forming.

The more you use the new behavior, the easier it becomes as your brain strengthens the neural networks for that behavior.

## ***Three Steps to Re-Wiring Your Brain to Change Your Behavior***

1. **LEARN** – gain information so that you understand how and why it works.  
Learn skills to actually do a new behavior
2. **PLAN** – figure out how and when you will use the  
new skill or behavior
3. **PRACTICE** – do the new behavior or skill over and  
over



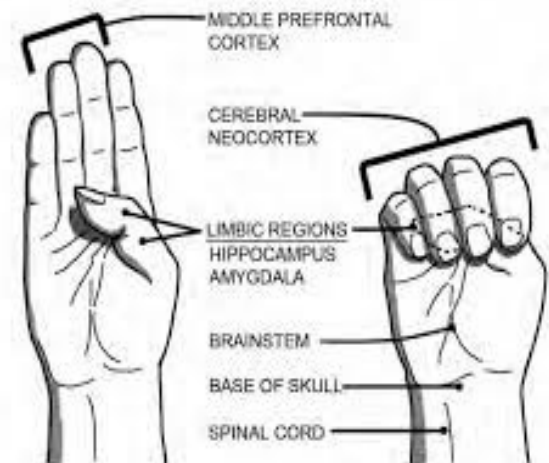
## ***Understanding Your Brain and Nervous System***

### **A Handy Model of Your Brain**

You can make a model of your brain with your fist. Put your thumb in the middle of your hand and close your fingers.

The face is in front of the knuckles and the wrist is the spinal cord connecting to the brain stem. If you lift up your fingers you'll see your thumb, representing the limbic area of your brain, and your palm is the inner brainstem. Now curl your fingers back down over your thumb, and they are your brain's cortex.

So, here you can see the three major regions of your brain- the brainstem, the limbic area, and the cortex. Each of these regions interacts with each other to help our bodies, minds and emotions function together to keep us alive, safe and healthy.



**Pre-frontal Cortex**-thinking, reasoning, calming

**Brainstem**-basic drives, food, sleep and safety

**Limbic System**- instinct, survival, and seat of our emotions

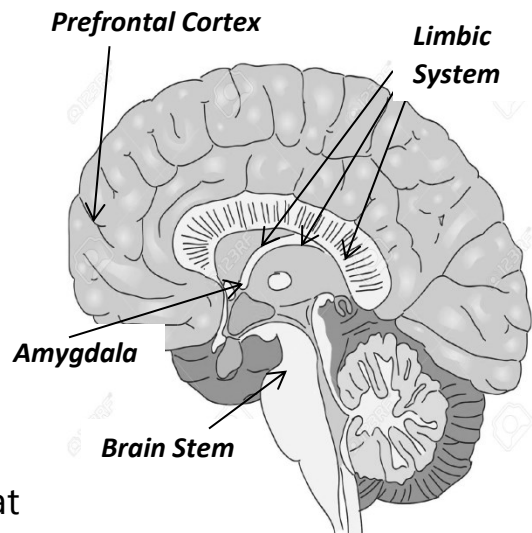
**Amygdala** - A small almond size part in the limbic system that takes in information and evaluates- "is this good, or bad?" It perceives danger and triggers the nervous system into 'fight or flight'.

The amygdala is a good thing, except it can be activated when we don't really need it. It can become over-activated for people who have had a lot of stress or fearful experiences.

This can result in over-reacting to things that are not worthy of such strong emotions or behaviors. This is because our bodies and the limbic system hold memories of events that can be unconsciously triggered by another event that produces a similar type of emotion.

When peoples' limbic systems are over activated, they might over-react to situations that cause feelings similar to a past distressful or fearful event in their lives.

Brian's story on the next page is an example of this.



## ***Brian's Story***

*Brian was bullied a lot when he was in fifth grade. He was a little overweight and kind of shy at school. He had moved to the school as a new student because his family had recently moved to Seattle.*

*Brian felt lonely and kind of depressed because he had to leave his friends. He wanted to make some friends at school, but was having a hard time connecting with anyone. There were a group of kids who taunted him and called him fat and other mean things. He tried to ignore them.*

*One day after school as he was walking home they jumped him and hit and kicked him, calling him fat and stupid. They took his backpack and ran off. He was scared and angry. He was afraid to fight them back, and just tried to get through the rest of the year, knowing he would be at another school the following year. He stayed away from areas he knew they would be.*

*After a while, Brian made a few friends and started feeling better, but was still anxious every day when he had to walk home from school, not knowing if those guys would jump him again.*

*At home his mother noticed he was more irritable and often in a bad mood. He seemed to over react to the smallest things. When she asked him about school he would get agitated and not want to talk or yell at her to leave him alone.*



*One day his 10-year-old brother called him fat, and he jumped up, threw his chair against the wall and tackled his little brother. His mother intervened, and got him to go outside.*

*Brian felt like he wanted to pummel anything and anyone. His heart rate was high and he was shaky. His mother told him to walk or run around the block. He didn't want to do this, but he didn't know what else to do, so he ran... and ran.*

*After about 5 minutes he started to feel some settling in his body. He then slowed to a walk. He felt calmer, and walked around the block a few more times and then slowly back home.*

*As he calmed down, he began thinking about what happened. When he came in the house he looked at his mom and brother and felt terrible about what he did.*

### ***What Was Happening to Brian?***

Brian had a past experience of fear for his safety when he was bullied. His limbic system activated when this happened and then he continued to experience stress and anxiety about whether it might happen again. His amygdala and limbic system probably stayed on high alert while he was at school or walking home.

This sensitized his system to any possible threat. While his 10-year-old brother was probably not a big threat, it still might have triggered his amygdala to send him into a fight or flight reaction because it brought up the same emotions he felt when the bullies called him 'fat'.

## ***Calming Strong Emotions***

### **What helped Brian calm down?**

The end of Brian's story tells us the good news about our ability to 'self-regulate' and calm strong emotions, even when it feels way out of control.

After he had been running for a while, he started to feel more settled and calm. He was able to think more clearly. He realized what he had done, and felt empathy for his mother and brother as he recognized what had happened.

### **Why Did this Happen?**

Brian's amygdala had calmed down and his pre-frontal cortex kicked in.

When your *pre-frontal cortex* is activated it helps you calm down, think through things and feel less reactive and emotional. It is our area of 'higher thinking'. We have more empathy and ability to understand others better when we are in our *pre-frontal cortex*.

Adolescence is a time when the pre-frontal cortex is not completely developed, but it is working hard on it. There are times when your cortex is beginning to function at a higher level, and you are really on top of it. Other times not so much.

The good news is that you have the ability activate your cortex.

# Worksheet

## ***How to Activate Your Pre-frontal Cortex and Calm your Nervous System***

### ***Move and Breathe***

Even though Brian didn't know it, when he was running he was doing two important things to help his brain and nervous system calm him down:

- Moving his body
- Breathing deeply

### ***Moving and deep breathing activates***

1. your pre-frontal cortex, and
2. your para-sympathetic nervous system – the part of your nervous system that calms and soothes you

We have two parts our autonomic nervous system that work with the different brain regions by secreting chemical or hormones that activate or calm us.

#### **1. The sympathetic nervous system**

This part of the system stimulates and activates you. When you have stress, fear, anger and other strong emotions, the sympathetic nervous system, along with the limbic system, kicks in to give you energy to respond and deal with it. And, as we talked about, it usually does not help unless you are in a situation where you need to fight or flee. It makes things worse, generally, because activating chemicals increase your anxiety, making it harder to think clear to deal with the situation.

## 2. The para-sympathetic nervous system

This part of the nervous system helps you calm down and shift to your pre-frontal cortex.

Body movement in any form, also activates the parasympathetic nervous system.

### ***Body Movement***

Moving your body in any way- walking, dancing, skateboarding, kicking a ball around, or anything that gets you moving, will kick in your parasympathetic nervous system and calm you.

What are some other types of body movement?

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_

### ***Deep Breathing***

Deep breathing is the fastest way to immediately trigger your para-sympathetic nervous system and settle anxiety and stress.

It can be difficult for some people to sit down and focus on breathing when they are in a highly activated state, so running or fast walking is a good way to get started.

Body movement gets you breathing, and helps to move the emotions through. As you settle down, you can begin to focus on slowing and deepening the breath.

It is the breath out that kicks in the para-sympathetic nervous system. So, doing something that helps you emphasize your breath out, is the best. For example:

Blowing up a balloon, or blowing bubbles.

Deep breathing usually happens automatically when you move your body. So if it is hard for you to sit and breath when you are in a highly activated state, just move!

## ***4x4x4 Breathing Exercise***

Breathing deep slow breathes, all the way down to your belly and filling up your whole torso with air, and then slowly breathing out, has an immediate calming effect. It kicks in your parasympathetic nervous system and turns down your sympathetic warning system (fight or flight), helping you feel calmer and less amped up.

Try this:

1. Take a deep breath in for a count of 4;
2. As you count, fill up your lungs, belly and whole torso with air;
3. Hold for a count of 4;
4. Then breathe out slowly for a count of 4;
5. Hold for a count of 4;
6. Then breathe in again for 4;
7. Do this 4 times.

A long, slow breath out is most important. When you breath out, it calms you down. See if you can breathe out very slowly, and when you feel like your breath out is complete, see if you can breathe out even more

# Worksheet

## *Ways to Calm Your Nervous System*

- Deep breathing
- Physical exercise
- Music
- Dancing
- Drawing / coloring
- Writing in a journal
- Relaxation exercises
- Meditate
- Rub your feet
- Put your attention on your core center of your body – 2" below naval, 1" inside- breathe into it slowly 12 times.
- Feel the inside of your heart or inside of your abdomen- breathe into it slowly 12 times.
- Squishy ball, play dough, a rock to keep in your pocket and rub
- Get outside and walk, run, kick a ball
- Touch grass with your bare feet
- Sit down near a tree

# Worksheet

## ***My Self-Calming Ideas***

What helps you calm down when you feel angry, upset or anxious?

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

## ***My Self-Calming Plan***

The next time I am feeling angry, anxious, or stressed, I will do the following to calm myself down:

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



# Worksheet

## ***Meditation***

Let's talk about meditation. Researchers are beginning to learn more and more about what happens to people's brains when they meditate. They have found, through new brain technology, that when people meditate their middle frontal area of the cortex becomes highly activated. The middle frontal cortex is important for emotional balance, cognitive flexibility, development of empathy, and regulation of fear.

Scientists looked at the brains of experienced meditators and found that the amygdala is far less active than in most people. Meditation rewires your brain. It increases and strengthens the fibers that calm strong emotional reactions, especially fear and anger.

There are many different types of meditation. Meditation does not have to be long and it does not necessarily mean sitting still and silent. The main idea is being present in the moment without putting attention on your thoughts.

A meditation called 'mindfulness' has been found to be especially helpful for people with stress, anxiety, and anger issues.

## **Mindfulness**

What is Mindfulness?

1. Mindfulness is a form of mental activity that trains the mind to become aware of awareness itself, and
2. To pay attention to one's own attention

Mindfulness is defined as paying attention to the present moment from a stance that is non-judgmental and non-reactive.

The benefits of mindfulness:

- Teaches self-observation
- Is a form of 'tuning in' to your self – called attunement, which helps you become more aware of yourself- including your thoughts, feelings and body
- Helps the parts of the brain that regulate mood to grow and strengthen, stabilizing the mind and enabling one to achieve emotional equilibrium and resilience.
- Stimulates the growth and strengthening of the neural connections that we talked about earlier in the pre-frontal cortex that send inhibitory fibers into the amygdala to calm and soothe us.
- Stimulates and strengthens the part of the brain (frontal cortex) that enables us to resonate with others and regulate ourselves.

## ***Mindfulness Meditation***

Mindfulness can be achieved by paying attention to the present moment. Being mindful is holding yourself fully in this moment in time. We all spend a lot of time thinking about the future and the past, our minds spinning with what we are going to do or what we should have done. What happens when we do this is that we are not present. Have you ever noticed you just walked in the door of your house and have no memory of the walk or ride home? That's because you were off in your mind the whole time- completely unaware of your body in the present as you walked home or sat in the car.

A way to become present in the moment is to pay attention to what you are doing right now – for example, feeling your feet walk down the sidewalk, looking at the cracks in the cement, the grass, the gardens you walk past.... using all of your senses to take in what is around you- smells in the air, the feeling of the wind on your face, the sounds around you- dogs barking, cars going by, and things you see.

Mindfulness is also observing without judging. It is being an observer of what is- such as a feeling or a thought, and just allowing it to be without deciding it is good or bad, or trying to change it.

So, as you practice being fully present, and feelings or thoughts come along (which they will), allow yourself to just observe without judging them or trying to do something about them. For example, when you realize you are not being present and you're thinking about school tomorrow or what you will do when you get home- instead of deciding "I'm am not doing this right or I have to stop thinking....", just notice it, accept it, and then come back to the present, putting your attention on your body, the chair you are in, the sounds you hear around you, etc.

Let's practice. Start by closing your eyes and put both feet flat on the floor.

- Feel your breath. Feel the sensation of it through your nostrils. Feel your chest and abdomen move out as it fills with air, and move in as the air goes out. Continue to just feel your breath. If thoughts come, just observe them but don't engage. Let them pass by and go back to feeling your breath.
- Feel your body in your chair. Feel the chair against your back. Feel the weight of your legs on the seat.
- Feel your feet. Feel the sensation of the bottom of your feet against the floor. Feel your toes. Feel the bones inside your feet.
- Feel your hands on the table or your lap, just feel these sensations of your fingers. And your arms.
- Feel your chest, and your breath making it rise and fall. Feel your heart. You might feel it pumping.
- Feel your stomach. Feel for sensations inside. Your dinner digesting, or emptiness and hunger.
- Feel your lower belly. Your lower back. Upper back.
- Feel the inside of your mouth. The inside of cheeks. Feel your tongue. And the roof of your mouth.
- Feel your skin.

- Listen to the sounds in the room. The air, sounds outside of the room, people's breath, your own breath. Feel your breath move in and out. Stay with your breath and just feel the air in your nostrils as you breath in, and breath out. Breathe in and breathe out.
- Now, without looking up, open your eyes. Look at the table, then look around the room, and then see each other.

What do you feel like now?

You can practice this when you are eating, walking, sitting in your room or in school. It helps calm your mind. It helps bring back focus when your mind is feeling scattered. You can do it during 'time-out' or anytime you feel anxious. When thoughts come as you do this, you just observe the thought and then let it go...

## **Take Home Activity**

1. This week practice three of your *Self-Calming Skills*.
2. This week take 10 minutes to practice '*mindfulness*'



# Session 6: Assertive Communication

## Teen and Parent Session

### ***Background Information***

The purpose of this session is to help you learn how to communicate your feelings and thoughts in a way that is respectful to yourself and to others. Most people have only three ways they communicate negative feelings and thoughts: They become aggressive and disrespectful when they try to get their point across, or they become passive and don't say anything at all in order to avoid conflict, or they become passive-aggressive. In any case, they do not feel anyone has heard them. Assertive communication is a way that you can communicate what you think and feel in a way you are more easily heard, and that is respectful.

Many people believe that the only alternative to aggressive communication is to be passive. Often, when someone responds passively to a situation in which he or she has strong feelings, he or she can stay passive only for so long and ends up getting passive-aggressive, or aggressive. Most teens have not learned how to communicate negative feelings or disagreements in an assertive way.

### ***Goals***

- To examine different styles of communication
- To learn skills for assertive communication

## ***Important Messages***

- Assertive communication is a way to express your feelings and thoughts respectfully.
- You can respond to a difficult situation without being aggressive or passive.
- Assertive communication helps others hear your point of view, but it is not necessarily going to get you what you want.



# Worksheets

## *Styles of Communication*

### *Aggressive Style*

- A person communicating in an aggressive style expresses his or her feelings in a way that violates the rights of another person. The aggressive person uses humiliation, criticism, sarcasm, insults or threats to get his or her point across.
- The goal of aggressive communication is to dominate the situation and win at the other person's expense.
- The aggressive person is giving the message: I'm right and you're wrong. Your feelings are not important. I don't need to listen to what you have to say. My view is the only one that matters.

### *Passive Style*

- A person communicating in a passive style does not say what he or she is feeling or thinking. The passive person gives in to other people's requests, demands or feelings and does not acknowledge his or her own feelings, concerns or wants. When the person does express his or her feelings, it is usually in an apologetic or timid way so that it's easy for other people to ignore him or her.

- The goal of passive communication is to play it safe, not rock the boat, put everyone else's needs first, and avoid conflict at all costs.
- The passive person is communicating the message: I don't count. What I need is not important. You don't have to take my feelings into account.

### ***Passive-Aggressive Style***

- A person communicating in a passive-aggressive style uses more hidden forms of aggression to express his or her feelings. The goal is to give the other person the message without having to say it directly.

### ***Assertive Style***

- A person communicating in an assertive style stands up for his or her personal rights and expresses thoughts, feelings and beliefs in direct, honest and appropriate ways. The person conveys his or her message without dominating, criticizing or degrading the other person.
- The goal of assertive communication is to honestly state your feelings, and show respect for the other person's position as well. The assertive person is communicating the message: The feelings and needs of both of us are important. I am telling you what I need, and I also want to know what you need so that we can both be satisfied.

## ***Styles of Communication Scenarios***

Read each scenario and identify which of the responses is passive, aggressive, passive-aggressive, and assertive. Write Pa, Ag, Pa-Ag, or As next to each response.

*1) Nancy's 15-year-old son, Jeff, is supposed to be home by 9:00 p.m. He shows up at 11:30. Nancy has been waiting up for him and she is upset and worried. She could:*

- a) Greet him and ask him how he's doing. \_\_\_
- b) Start shouting at him when he comes in and telling him he's irresponsible and worthless. \_\_\_
- c) Not say anything, but the next morning leave for work without giving him a ride to school as she usually does. \_\_\_
- d) Say, "I've been really worried about you. I need you to come home on time, and if you're not going to do that, I need you to call me and tell me what you're doing." \_\_\_

*2) Ron is getting ready to go out with his girlfriend. His dad comes in and tells him to mow the lawn. Ron could:*

- a) Say, "I already told you I'm going out with Denise. Why are you always trying to mess with my life?" \_\_\_
- b) Change into his work clothes and get the lawnmower. \_\_\_
- c) Say, "I guess you don't remember that you told me I could go out with Denise today. How about if I mow the lawn at 10 a.m. tomorrow?" \_\_\_
- d) Go out to mow the lawn and run the mower over a rock, ruining the blade. \_\_\_

3) *Rita is getting ready for work one morning. She picks out her favorite white silk blouse, which her daughter, Lucy, borrowed over the weekend. She notices a big brown stain on the front of the blouse. Rita could:*

- a) Put on something else, and send the blouse to the cleaner without saying anything about it. \_\_\_
- b) Wake Lucy up and say, "I can't trust you with anything! Get out of bed right now and take this to the cleaner!" \_\_\_
- c) Say, "When you borrow my clothes, I need you to return them clean." \_\_\_
- d) Not say anything and refuse to give Lucy five dollars that she promised to give her. \_\_\_

4) *Your friend has borrowed money for lunch from you three times without repaying it, and now he asks you for another loan. You could:*

- a) Say, "I don't want to lend you anything now because you haven't paid me back from the last three times." \_\_\_
- b) Just hand the money over without saying anything. \_\_\_
- c) Say, "I'll never help you out with anything again! I don't care if you starve!" \_\_\_
- d) Lend him the money, and then tell all your mutual friends what an idiot he is. \_\_\_

5) *Olivia and her friend are sitting and talking in the living room. Olivia's son, Jim, is playing a computer game. Jim shouts the "f" word very loudly. Olivia is embarrassed. She could:*

- a) Tell Jim, "Shut up!" \_\_\_
- b) Keep talking to her friend, like nothing happened. \_\_\_
- c) Say, "Jim, I need you to speak respectfully in our house." \_\_\_
- d) Walk over and unplug Jim's computer. \_\_\_

***Practicing Assertive Communication***

Read each situation below and think of an assertive statement that the person could make.

- 1. John’s son Dave, who is 17, borrowed John’s car. When Dave took the car, it was clean and had a full tank of gas. John gets in the car and finds hamburger wrappers and soda cups on the floor, and an empty gas tank. What assertive statement could John make?

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- 2. Lisa just got on the phone with her friend. She has been doing her laundry and her clothes are in the dryer. Her mom comes in and tells her to get off the phone and get her clothes out of the dryer right away. What assertive statement could Lisa make?

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3. Pat's son, Frank, left a big pile of dirty dishes in the sink. He is in his room, watching TV. What assertive statement could Pat make?

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4. Jay made plans with his friends to meet at the mall Friday night. Friday morning, Jay's mom asks him if he will help that night with preparing for a garage sale she was planning for Sunday. What assertive statement could Jay make?

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5. Loretta was planning on going to an early movie and dinner with a friend. Her 14-year-old son, Neil, asks her to give him a ride to a friend's house at about the same time the movie will start. There is no way she can make it to the movie on time if she takes Neil at the time he wants to be at his friend's house. What assertive statement could Loretta make?

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6. Greg has had a really rough day at school. Things didn't go well at his afternoon job, either. He is exhausted and feeling stressed. He comes home, looking forward to just relaxing in his room and listening to music. His mom tells him she wants him to help her clean the basement. What assertive statement could Greg make?

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7. Craig asked his mom if he could have some friends over for the evening on a night when she is planning to be out. The last time she let Craig have friends over when she was not there, they left a huge mess in the kitchen and living room. What assertive statement could Craig's mom make?

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***My Assertive Communication:***

Think of a situation when you responded aggressively, passively, or passive-aggressively. Think about how you could have responded assertively. Below, write an assertive statement.

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# Session 7: How to Respond When Your Teen Is Violent

## Parent Session

### *Background Information*

When a teen becomes violent in the home, whether it is hitting a parent, punching a hole in a wall, throwing things or making threats to harm someone, the parent can react in many different ways. Sometimes a parent will try to stop the behavior, physically or verbally. Other times a parent will try to calm the teen down. Another will leave or call the police.

It is important to let parents know that the most effective response depends upon many variables: the teen's reaction to different approaches, past incidents of violence, and the parent's view of the situation. The most important consideration is the safety of everyone in the home. The most important goal of this session is to have parents think about safety before anything else when they are deciding how to respond to their teens' violence.

Most teens in Step-Up will have already developed a Safety Plan for themselves with a plan for separating and calming down when they become escalated. The goal is for the teen to learn to follow his or her own plan and take a break instead of the parent separating. The first step for parents is to remind teens of their safety plan. If the teen refuses, parents should tell their teen that they are using the safety plan and separating from the teen.

We provide specific steps for parents to follow when their teens start to use violent behavior. These steps are based on what we consider to be the safest thing to do when someone is being violent. Separating from the violent person is usually the best way to prevent harm. Some parents will say that they have found other ways that are more effective; for example, some parents state that when their teens are escalating and becoming abusive, the worst thing to do is to leave the room because the teens escalate more. Some parents state that they are able to calm their teens down by talking with them. If parents have found effective and safe ways to respond to the violence, they may not need to change their responses.

Encouraging discussion in the group about the effects of different responses can be helpful. It is important to emphasize that one of the reasons we advocate separating from a violent teen, in addition to safety, is that it gives the teen the message that you will not engage with him or her when he or she is using violent or abusive behavior. Engaging with the teen in any way, even if it is to calm him or her down, may be a reward that strengthens the behavior for some teens. Parents should be aware of this when they plan their responses.

If the teen's behavior is escalating and he or she is physically hurting people or damaging property, calling the police is a way to get immediate help.

Calling the police is not easy, particularly when it is about your own child. We do not want to pressure you regarding this decision, or to indicate that you are doing something wrong by not calling the police. We want to support you in making your own choices about how to respond. The objective of the parent group is to provide information to help you make decisions and provide the opportunity

for you to think through and discuss the possible outcomes of the choices you make.

## ***Goals***

- To help parents think about their priorities when their teens are becoming violent
- To understand that safety is the first concern when anyone is using violent behavior
- To know how to stay safe and address the use of violent behavior
- To know what steps to take when there is violence in the home
- To learn how to disengage from power struggles with their teens as a way to prevent escalation that could lead to violence
- To make a safety plan for the home
- To know effective ways to address the violence after the incident

## ***Important Messages***

- Safety is the most important thing to think about when your teen starts to use violent behavior.
- There are steps you can take to stay safe during the violent episode.

- It is more effective, and safe, to address the problem of the violent behavior with your teen after he or she has calmed down.
- There are things you can do to make your home more safe, and to reduce the risk of serious harm.
- Writing down a safety plan will help you think through the details of risk and safety in your home and take action to reduce the risks and make your home a safer place.
- When you have a plan about how to address violence after the incident, it makes it easier to separate from your teen because you know it will be addressed later.
- Disengaging from power struggles with your teen may help prevent escalation and violence

# Worksheets

## ***How to Respond When Your Teen Becomes Violent***

When your teen starts to threaten you, to break things or to do anything physically violent, do not try to physically intervene. This can increase their violence. The most important thing is to keep yourself and your other children safe.

### ***Steps to take when your teen becomes violent:***

1. If your teen has a Safety Plan, remind him or her of the Safety Plan.
2. Do not continue the argument or discussion. Don't argue or yell.
3. If your teen refuses to follow their *Safety Plan*, tell him or her that you are going to follow the *Safety Plan*. Separate yourself and your other children from the teen. Go to another room, or if necessary, bring your other children with you and leave the house.
4. Call 911\*, if the violence is continuing and/or want immediate help.
5. Do what you can to help yourself stay calm (take a walk, call a friend).
6. Don't talk to your teen again until he or she is calm.
7. When you do talk to your teen again, and he or she is calm and you feel safe, give him/her the following messages:
  - When you are violent we need to use the safety plan and separate.
  - Your behavior is not safe and we need our home to be a safe place.

- Don't get pulled into arguing about why he or she was violent, or who is to blame. When the teen starts to deny his or her actions, justify or minimize his or her actions, or blame you, don't engage in the conversation. Stay with the message that violence is not acceptable, no matter what.
- Tell your teen that you will sit down together later to talk about what happened and how he or she is going to take responsibility by making a plan for preventing violence and staying on the 'respect wheel' and making amends (see What To Do After: Addressing Violent Behavior, later in this session).

### ***\*Calling 911***

Calling 911 is the fastest way to get immediate help. Officers respond in different ways, depending upon the situation, the officer, the domestic violence laws and the juvenile court policy in your community.

The officer might just talk to your teen and give a warning, or arrest your teen and take him or her to juvenile detention. The officer might not take your youth, but write a report and send it to the prosecutor's office and you may hear from the court later about the next steps. Officers sometimes take youth to a respite center instead of detention or transport him or her to the hospital when it is a mental health crisis.

It is important to find out how your local police and court system respond to youth violence in the home. You can call your local police station or juvenile court to get more information.



In Washington State, officers must follow Washington State Domestic Violence Law:

- Officers may arrest a juvenile of any age at their discretion, if there is probable cause to believe that a domestic violence crime has occurred.

**The following are domestic violence crimes:**

- Any physical assault, whether or not the injury is observable.
- Any physical action intended to cause another person to reasonably fear bodily injury or death.
- Knowingly and maliciously causing physical damage to the property of another.
- A person knowingly threatens to cause bodily injury, physical damage to property or subject the person to physical damage to property or subject the person to physical confinement or restraint.

King County's Alternative to Detention / Court Processing for Youth Family Violence Cases

In King County, when an officer brings a youth to detention, there is an option to have the youth go to a respite center that is designed for youth who have been violent in the home. It is called Family Intervention and Restorative Services or FIRS that is an alternative to going through the court process if the youth agrees to participate in needed services.

Some communities have crisis response teams for children with mental health issues. In King County, Washington, you can ask for the Children's Crisis Response Team by calling 211. They will talk to you to determine if your youth is eligible.

It is not easy to call the police on your child. You may feel guilty and worried about what will happen to him or her. You may be afraid of how he or she will respond. However, safety is the most important consideration when deciding to call 911.

## ***What To Do After: Addressing Violent Behavior***

When your teen has been violent or abusive to a family member, it is important to talk about what happened in a way that helps him or her learn and take active responsibility for harm that was caused.

- Use *Taking Responsibility for My Behavior Using Six Restorative Steps* (see Session 9) to guide a conversation with your teen about the effects of the violence on others and how he or she can take responsibility and make amends for harm done. You and your teen will be learning and practicing these questions in Session 9. We also use these questions during *Check-In* when a teen has been violent during the week. These questions are a valuable parenting tool for addressing violent or abusive behavior at home. As you and your teen become more familiar with them in the group, it will be easier to use them at home.
- Review your teen's *Safety Plan* and talk about what went wrong. Ask your teen: "What got in the way of using it?" Revise the *Safety Plan*, if needed. Step-Up Facilitators can help you with this at the next group, if needed.
- Put in place any other consequences that are part of your home plan for responding to violence. Some families have a rule of no going out with friends or no computer or phone if there was violence or abuse that day, or until the teen has completed the last 2 Restorative Steps (making amends and making a plan to prevent the violence from happening again).

# Worksheet

## *Planning for Safety for Our Home*

1. What precautions (if any) have you taken for safety in your home?

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2. What dangerous behavior are you most concerned about that your teen might use?

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3. Is there anything you can do to prevent this behavior?

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4. What is the safest response to this behavior?

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5. What else can you do for safety in your home?

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# Worksheet

## ***Action Plan for Safety for Our Home***

The following is a plan to increase safety in your home. When someone has been violent in the home, there are things you can do to plan ahead for safety. Think about what will work best for your youth and family to prevent harm to people or property in the event of another violent incident.

### ***Prevention***

I will do the following things to reduce the risk of harm if there is violence

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### ***Intervention***

I will do the following if my teen is violent, or begins to escalate and might become violent:

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## ***Tips to Disengage from a Power Struggle with Your Teen***

### **1. Learn to know when it is becoming a power struggle.**

It is becoming a power struggle when you are feeling controlled or the need to control; when there is arguing, blaming, demanding, or being disrespectful; when you feel the need to win.

### **2. Don't argue**

When your child starts to argue about the facts—when, why, where, etc.—don't get pulled in. Refuse to argue about details. Instead of arguing just listen, and say: "Oh, hmmm..., I see..". Agree to disagree. Let it go.

### **3. Diffuse the power struggle by listening for feelings**

Listen for your child's feelings instead of arguing against. Acknowledge their feelings by saying things that let them know you are listening and understand, such as, "Yeah, that sounds really frustrating, you feel left out..." etc.

### **4. Find out where you can agree in the conversation.**

Listen for what you agree on. "We both want to be able have a break from doing dishes, I wonder how we can both get what we want?" "I agree that you need time with your friends. It's important. Let's work together to see how we can make that happen."

### **5. Be clear and specific about what needs to happen and then stop talking. Use as few words as possible.**

Say exactly what needs to happen in a short and clear way; for example, "After your homework you can go out with your friends." Then stop talking. Go to another room or outside to prevent further arguments.

## **6. Don't take your child's resistance or anger personally.**

Remember, your child is usually just trying to change your mind so he or she can have/do what he or she wants. He or she is probably trying tactics that have worked in the past.

## **7. Ignore attempt to get engaged.**

Let your child know, "I am not going to talk about it anymore. I am going to ignore you if you continue to argue about it." Engage yourself in another activity.

## **8. Separate physically from your child.**

If your child continues to try to engage you in an argument, leave the room. Let your child know: "I am finished talking about it for now."

## **9. Talk about the problem later when you are both calm.**

Bring up the discussion again later when you have some relaxed time together. Use skills you have learned to talk about the problem, such as problem solving, listening and acknowledging feelings.

## **10. Ask yourself: "Is this something I am willing to negotiate about?"**

If the situation is something you are willing to negotiate about, then let your child know: "Let's talk about how we can meet halfway on this."

## **11. Most importantly, pay attention to your need to win the power struggle.**

The more we push, the more they push back. Take a break and calm yourself. Relax your defenses. Return to the conversation in a grounded, solid and calm manner.

## **Take-Home Activity**

Do your *Action Plan for Safety in Our Home*. We invite you to let us know how it is going, and to ask the group or Step-Up Facilitators for help or support, if needed.



# Session 8: When Your Teen Is Abusive: Effects on Parenting

## Parent Session

### *Background Information*

Raising a teenager can be a challenging task all by itself. When your teen responds to limit setting with abuse or violence it is even more difficult to do your job as a parent. Bringing up teens takes a great deal of patience, understanding, firmness and self-confidence. Each of these qualities is difficult to hold on to when your teen is putting you down, calling you names, threatening or hitting you.

In this session you will hear that other parents have similar feelings and experiences, and explore together how your parenting has been affected by your teen's behavior.

You will learn how your negative thoughts influence how you respond to your teen's behavior and how you can change your thinking to help you respond more effectively.

### *Goals*

- To recognize how your teen's behavior has impacted your parenting.
- To give and receive support regarding the difficulties of parenting a challenging teen.
- To understand how feelings and thoughts affect behaviors

- To learn how to change negative thinking into thinking that supports more effective responses to your teen's behavior
- To learn how to take responsibility for your behavior when you have hurt someone by doing something to repair the harm that was caused.

### ***Important Messages***

- Your teen is responsible for his or her behavior.
- Your thoughts and feelings can affect your parenting.
- Changing the way you think about a situation can help you respond in more effective ways.

# Worksheets

## Feelings, Thoughts and Responses to My Teen's Behavior

Think of some times when your teen was abusive to you. Describe how you felt, what you thought, and how you responded to your teen.

<b>My Teen's Behavior</b>	<b>What I Felt/Thought</b>	<b>How I Responded</b>

## ***Changing Your Own Thinking***

The way you think about a situation influences how you respond to it. You can change the way you respond to a situation by changing the way you think about it.

Negative thinking is often in one of the following categories:

- Negative thoughts about the other person (criticism, put-downs)
- Negative thoughts about yourself (self-blame, "shoulds," self-criticism)

Here are some examples:

<b>Negative Thinking</b>	<b>Realistic Thinking</b>
This is my fault. I am not a good parent.	My teen is responsible for her own behavior. I am doing everything I can.
There is nothing I can do. I've tried everything.	There are some things I can do. I can separate from him when he is abusive, and I can get help.
He's lazy and self-centered.	He's not motivated to do things he doesn't care about (like a lot of teens). An incentive or consequence might motivate him.
I have to make her change her behavior.	I can try to help her make good choices, but it is up to her to make the decision.
He's trying to manipulate me into doing what he wants.	He is using behaviors he knows to get his way. I can teach him other ways to communicate with me about what he wants.
I should be able to control her.	I can influence her decisions about her behavior with rules, incentives and consequences. She is in charge of her behavior.

## ***Changing My Thinking***

Below, write down negative thoughts you have when you are in conflict with your teen. Then change your negative thinking into more realistic thoughts that will help you handle the situation in a more effective way.

<b>Negative Thinking</b>	<b>Realistic Thinking</b>



# Session 9: Accountability through Restorative Practice

## Parent and Teen Session

### *Background Information*

In this session your teen will learn how to be accountable for their behavior when they have been hurtful to a family member. Together, you and your teen will learn and practice the *Six Restorative Steps* for taking responsibility for behavior. You are included in this session because parent participation is an important part of the restorative process.

Additionally, you will be learning a new way to address violence or abuse with your teen at home. The *Six Restorative Steps* are a valuable parenting tool to use with your teen when he or she is hurtful toward family members. Since you are learning it together, your teen will understand the process when you decide to use it at home.

The *Six Restorative Steps* are a series of questions used to guide youth through thinking about how their behavior has impacted others and themselves, recognize the problems resulting from the behavior, and make a plan to repair the damage or harm and make amends.

The parent role in the dialogue is important. Your input about how you experienced the incident helps your teen better understand the impact of their behavior. If it is communicated in a supportive and gentle manner, teens are more likely to hear it and engage in the accountability process. This can be difficult when you are feeling upset and angry about what happened. Let us know if it is not a good time, or you need a break during the dialogue. We want to support both of you so that the conversation is genuine and meaningful.

## ***Goals***

- To define accountability
- To recognize how we avoid accountability
- To learn the Six Restorative Steps for Taking Responsibility for Behavior.
- To understand how accountability for hurtful behavior is helpful to those harmed and oneself.
- To help youth be accountable and feel supported by the group

## ***Important Messages***

- The first part of accountability is to acknowledge the behavior and be willing to talk about it.
- You are responsible for your own abusive/violent behavior, regardless of what the other person said or did that upset you.
- Accountability is a sign of personal strength and maturity.
- Taking responsibility for hurtful behavior is respectful to others and to oneself



# Worksheets

## ***What is Accountability?***

1. What does it mean to be accountable? What do people do to be accountable about something they did

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2. Think of a time when you saw someone be accountable when that person did something wrong. The person could be a friend, a parent, a teacher, or anyone you know. What did you feel about this person?

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3. What are some of the ways our society holds people accountable?

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4. What is the difference between being accountable for yourself and having accountability imposed on you?

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5. Who are you accountable to?

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6. What makes it hard to be accountable when you've done something wrong?

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7. What feelings do you have when you've decided you've done something wrong?

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8. What do people sometimes do instead of being accountable?

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9. How does being accountable help someone change his or her abusive/violent behavior?

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# Worksheet

## ***What People Do Instead of Being Accountable:***

Why do you think people blame others, deny, justify or minimize their behavior when they have done something wrong?

It is human nature to want to try to explain our behavior because we don't want to feel like we are bad or mean or want to hurt others. It can be a natural reaction, however it is not helpful because it does not provide a pathway toward take responsibility and making amends, and it leaves the other person feeling more hurt and upset. Acknowledging your behavior in a direct and honest way opens the door to move forward and talk about it, and then take steps to repair the harm done and restore the relationship.

There are a lot of ways that people avoid accountability for their behavior by the way they talk about what happened and what they did.

- Denying: Saying the behavior never happened.
- Justifying: Giving reasons for the behavior, such as, "I had to hit my brother, he wouldn't be quiet", or "She made me really mad."
- Minimizing: Saying the behavior is no big deal. Making it sound less serious than it was, such as, "I barely touched you", or "I was just moving you out of my way."
- Blaming: Saying that the behavior was caused by another person or by something else besides you.

# Worksheet

## ***Avoiding Accountability Scenarios***

Read the scenarios and notice how the person is not being accountable by the way they talk about it:

Alex has tryouts for basketball at 8:00 a.m. on Saturday morning. He asks his Mom, Rita, to wake him up at 6:30 a.m. so he can get ready. Rita says, "I will wake you up once, but I have to leave for work at 6:45, so you better set your alarm." Alex says, "OK." He stays up until 1:00pm on his phone and forgets to set his alarm. Rita wakes him up at 6:30 a.m. and leaves for work. Alex goes back to sleep and wakes up at 9:00 a.m. Then he calls his mom at work and yells at her, "Hey, what's up! You didn't wake me up- I missed tryouts! What the... ? !! You wanted me to do basketball so bad. Forget it, I'm not doing it!"

1. How is Alex denying, justifying, minimizing, or blaming?

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2. What could Alex say about his behavior that shows accountability?

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Pete spends a lot of time playing computer games. He just got a new game and has been on the computer for three hours. His mom told him it was time to get off and do his chores. He ignored her. She kept coming into his room and telling him he needed to take a break and come do chores. He got really annoyed by the fourth time she came into the room and he jumped up and screamed at her to get out of his room. He grabbed a hockey stick and swung it toward her. She yelled, "Pete, stop! Put that down! I'm leaving the room- do your safety plan and calm down." She left the room. She gave him time to calm down. He came out about fifteen minutes later. His mom was really upset by his behavior. He said, "I didn't hit you with it. I was just trying to get you to leave my room. You always barge in on me. I was going to do my chores at the end of the game. You know I can't talk in the middle of a game. You need to just calm down, Mom. It's not that big of a deal. I wasn't going to hit you with it."

1. How is Pete denying, justifying, minimizing, or blaming?

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2. What could Pete say about his behavior that shows accountability?

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# Worksheet

## ***Taking Responsibility for Behavior Using Six Restorative Steps***

After your teen acknowledges their hurtful behavior in an accountable way, the next part is taking responsibility for the harm that resulted from what they did. There are six steps that include all of the important parts of being fully accountable to the person you were violent or abusive toward and your family. These steps are from Restorative Justice, and are used to guide a conversation that leads to making amends and preventing the behavior from happening again. When used in families, it helps to restore connection and trust with each other.

1. Who was harmed by your behavior?	This helps you understand the ripple effect of your behavior. Think of all of the people who were affected in any way by what happened, such as family members, friends, etc. It helps you understand the larger impact of your behavior?
<ul style="list-style-type: none"><li>• What was the harm done to them?</li></ul>	Think of physical and emotional harm.
<ul style="list-style-type: none"><li>• How did it affect them?</li></ul>	Think of how they might feel and how it impacted their life?
<ul style="list-style-type: none"><li>• What other harm or damage was caused?</li></ul>	Think of physical, emotional, and other ways it may have caused a problem for family members.

	<p>All of the above questions help you understand the impact of your behavior from other’s perspectives and help you feel empathy. The person harmed should take part in answering these questions. This information can help you figure out how you can make amends.</p>
<p>2. How did it affect my relationship with my family members?</p>	<p>This helps you think about your relationship and how the behavior impacts trust and feelings in your relationships.</p>
<p>3. How did my behavior affect me?</p>	<p>This helps you recognize that you are also impacted by your behavior. Think about how you feel and your sense of self-respect and competence. Think about the consequences you will experience. On the positive side, ask yourself “What did I learn from this? How will it help me in the future?”</p>
<p>4. What could I have done differently?</p>	<p>This helps you realize that you have a choice and that you have other options for responding to anger. Think about the skills you have learned in Step Up. What skills could you have used so that you stayed on the Respect Wheel?</p>



<p>5. What do I need to do to make amends?</p>	<p>How can I repair the harm damage done? Or fix the problems that were caused? What can I do to make things right?</p>
<p>6. What do I need to do so I don't repeat the behavior again?</p>	<p>What is my plan to prevent repeating the behavior? The most important part of making amends is to make a commitment to changing my hurtful behavior. Tell the person about your plan. Make it a weekly goal in Step Up. For example, using your safety plan.</p>

## ***Applying the Restorative Steps to a Story***

### **Jason's Story**

*Jason left school early because he was tired and didn't want to go to last period because he didn't do his math homework and was way behind in that class. He went over to a friend's house to hang out until he was supposed to be home at 4:00. He knew his mom was taking him to a counseling appointment that day, and didn't really want to go. He played X Box with his friend for a while. Some other friends came by and they went down to the store to get something to eat. He noticed it was getting dark, and realized it was almost 6 o'clock. He could practically hear his mom's voice in his head freaking out because he missed his counseling appointment.*

*He went home, and sure enough as he walked in the front door his Mom yelled, "Where have you been! It's past 6:00! You were supposed to be home by 4:00 and go to a counseling appointment at 4:30! You know I have to pay for those appointments! What are you thinking! And the school called and said that you left school early and skipped your last class. Isn't that math? The class you are failing? This is not working."*

*Jason looked at her and all he wanted to do was turn around and leave again, but instead he pushed past her to go to his room. As he pushed past her, he said- "Just shut- up!" This made his mom angrier and she followed him to his room, saying, "Jason, we need to talk about this". She started into his room after him, and he turned around and shoved her out the door. The shove was so hard that she fell back onto a table. The table fell over and a glass bowl fell and shattered, and mom fell onto the floor. Jason's little sister came running out of the room and started crying. She yelled at Jason to stop and he yelled at her to mind her own business and slammed the door.*

*Mom got up and decided she better just leave him alone, knowing nothing good was going to come of trying to talk right now. She had a friend coming over for dinner and called and cancelled it. She fixed the table and left the glass on the floor. She took his little sister for a walk to just get out of the house.*

Answer these questions as if you are Jason.

1. Who was harmed by my behavior?

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- What was the harm done to them?

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- How did it affect them?

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- What other harm or damage was caused?

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2. How did it affect my relationship with my family members?

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3. How did my behavior affect me?

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4. What could I have done differently?

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5. What do I need to do to make amends?

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6. What do I need to do so I don't repeat the behavior again?

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***Taking Responsibility for My Behavior using Six Restorative Steps***

Your teen will answer these questions about an incident when he or she was violent or abusive. It can be the situation that brought you and your teen to group, or something more recent.

Support your teen by sharing your perspective and experience about what happened. Do not engage in arguments about what happened or minor details. This is just practice. Ask a facilitator for help if needed.

1. Who was harmed by my behavior?

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- What was the harm done to them?

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- How did it affect them?

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- What other harm or damage was caused?

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2. How did it affect my relationship with my family members?

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3. How did my behavior affect me?

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4. What could I have done differently?

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5. What do I need to do to make amends?

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6. What do I need to do so I don't repeat the behavior again?

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# Session 10 Understanding Feelings

## Parent and Teen Session

### ***Background Information***

Anger is an emotion that everyone feels, and it often motivates people to make changes in their lives. We feel angry when we feel that we have been wronged or have been treated unjustly. Anger is also used as a justification for abusive or violent behavior. This session can help you make nonviolent and non-abusive choices in two ways. The first is by separating feelings of anger from the behavior you choose, and the second is by recognizing you have other feelings when you feel anger.

### ***Goals***

- To identify the relationship between power and anger
- To separate feelings of anger from the behavior a teen chooses
- To recognize feelings, in addition to anger, experienced by a teen
- To examine the relationship between anger and other feelings

### ***Important Messages***

- Anger itself is not a bad thing. Anger is a feeling that lets us know that things are not right for us. When we feel anger we know that we need to do something—to
- figure out a problem, make a change, talk to someone about our feelings

- or make a decision to try to let it go. Anger can be a motivator to take respectful action toward a positive change. Anger has been the force that changed many injustices in our country's history, and has brought communities together to create positive change.
- It is OK to feel angry; it is how we behave when we are angry that can be a problem. More specifically, anger should not be used to justify violence and abuse, or to intimidate or make other people feel powerless. There are ways to express anger without violence and abuse.
- Anytime you are angry, you also have other feelings.
- When you express feelings other than anger, people are more likely to listen to you and understand you.
- You have a choice about what to do with your anger, and you are responsible for the way you choose to respond.
- You are *not* responsible for someone else who chooses to respond to his or her anger with violence. If you are the victim of someone else's violence, *you are not to blame*.

***Discussion Questions***

1. How is anger used to justify violent or abusive behavior?

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2. How do people use anger to have power over others?

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3. Can you be angry and respectful at the same time? How?

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4. What can you do to help control your anger so you can stay respectful?

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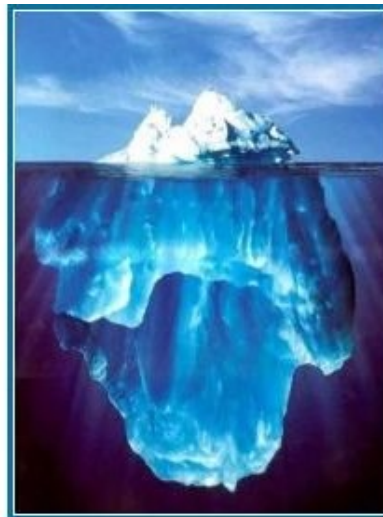
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## ***Iceberg of Feelings***

For a lot of people, anger is used to mask other feelings and the iceberg is a way of showing how this works. Anger is the tip of the iceberg. The part of the iceberg under the water is where all the other feelings are. People often show only anger to the people around them. But just as a captain must know what lies beneath the water in order for a ship to successfully navigate around an iceberg, people need to understand what lies beneath their anger and other people's anger in order to cope effectively with their feelings. Talking about the feelings, instead of showing the anger, makes it much easier to understand each other and resolve conflicts.

**Anger**  
**Submerged**  
**Feelings**



# Worksheets

## ***Identifying and Talking About Feelings***

Why does putting our feelings into words help?

In addition to anger, we have feelings that range in many different directions. When we communicate these other feelings to people, they understand us better and it's easier to work out problems with them. So talking about feelings can make our relationships stronger.

Talking about feelings can also help us stay calm. Brain researchers have found that simply identifying feelings of sadness and anger makes them less intense. Studies at UCLA in 2007\* showed that when people labeled a negative feeling, like sadness or anger, it activated a part of the brain responsible for processing emotions and impulse control. At the same time it calmed down activity in the part of the brain that triggers negative feelings like fear and panic. So, when you say what you are feeling, it calms you down. It also works this way when you identify a feeling in someone else. For example, if your brother looks at you in an angry way and you think to yourself, "he is angry", you will activate the part of your brain that calms down your own negative feelings and prevents your impulse to react to him.

The next time you are getting angry or upset about something, try thinking about what you are feeling and say it to yourself. You can say it out loud, think it or write it. This is a good thing to do during a time-out.

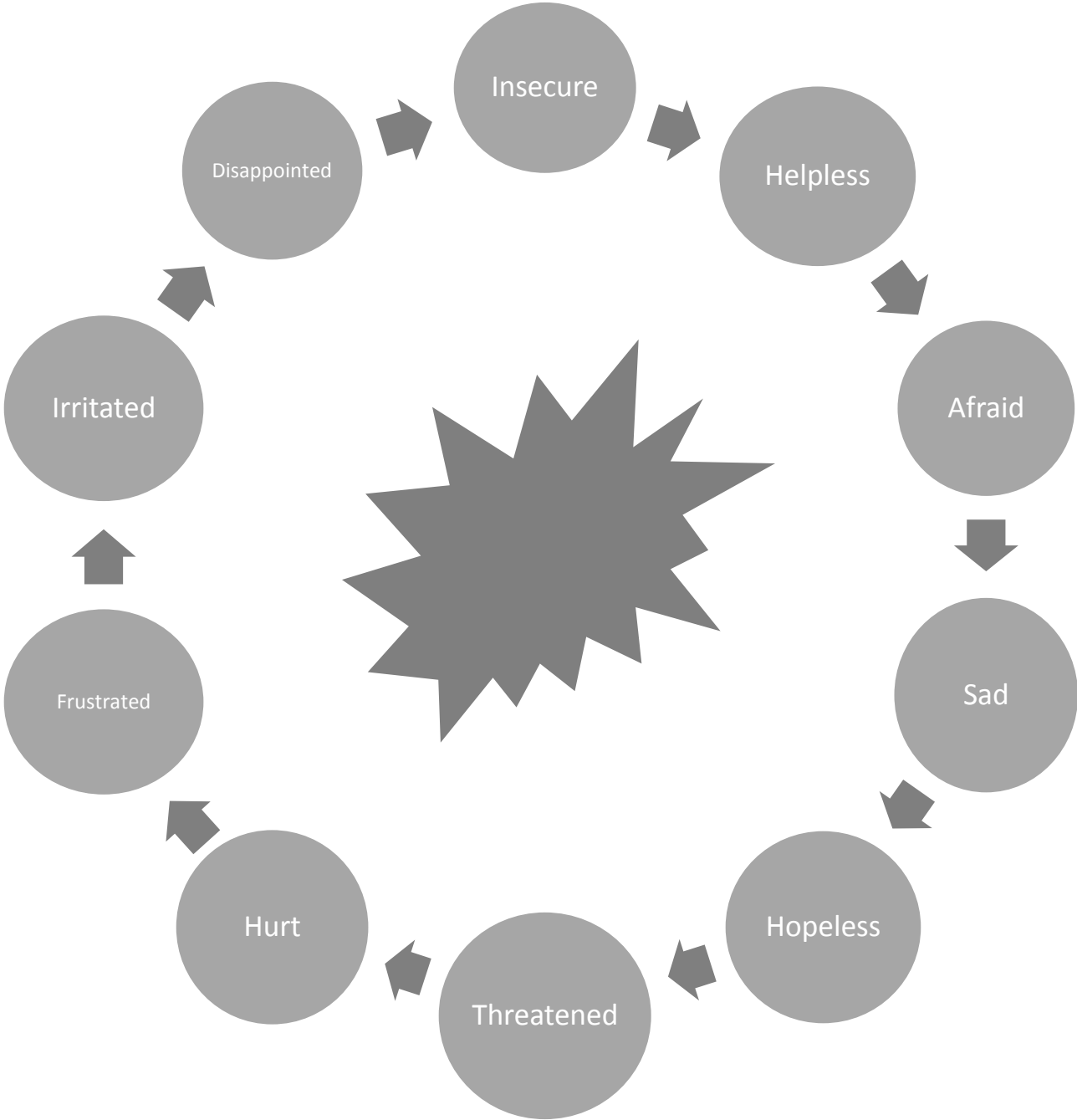
\* Lieberman, Matthew D. (2007) *Putting Feeling Into Words: Affect Labeling Disrupts Amygdala Activity in Response to Affective Stimuli*, *Psychological Science* 18 (5), 421-428.

## ***Different Kinds of Feelings***

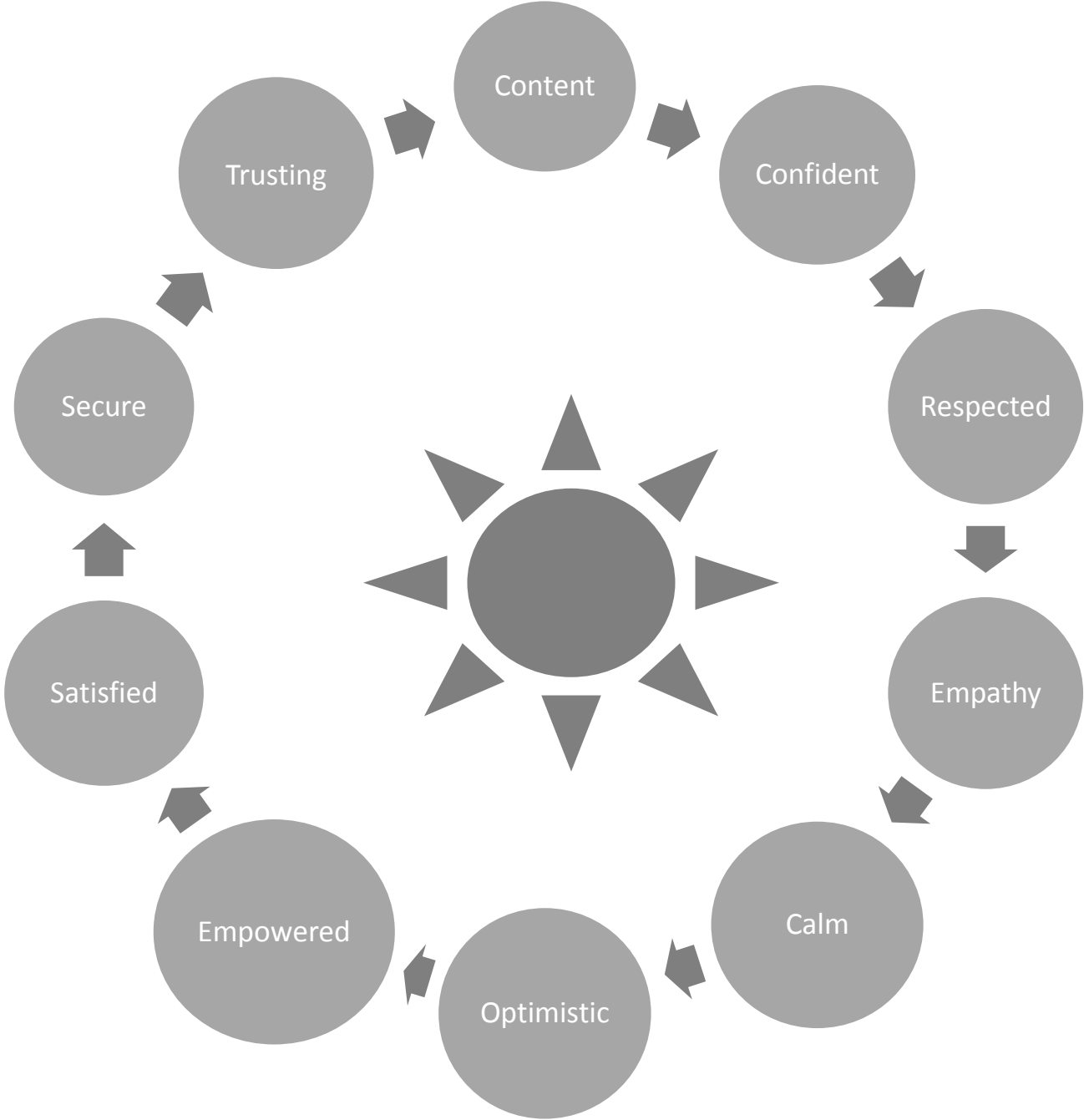
On the next two pages, you will see two wheels with feelings. One has difficult feelings that are common when people are having conflict with each other. The other has helpful feelings that describe how you feel when you are able to stay calm and solve problems.

For this exercise, you will look at the two wheels and think about a situation when you felt one of the feelings on the wheel. We will go around the group and share until we have talked about all of the feelings on each wheel.

**Difficult Feelings**



**Helpful Feelings**





## ***Identifying Feelings***

Read each scenario below and write down the feelings, besides anger, the person might be having.

1. Barb gets kicked out of math class for arguing with the teacher again. She is sent to the vice principal, who tells her that she'll be suspended for a week because this is the third time she's been kicked out of class. Barb knows that her basketball team has a major game that she's going to miss.

She says to the vice principal, "Well that's just great! THANKS!" She walks out and slams the door behind her.

Barb is angry. What else might she be feeling?

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2. Jake has been seeing Monica for five weeks. One afternoon he asks her if she wants to go get pizza after school. She says, "No, I don't want pizza, and I really don't want to hang out with you anymore." Jake yells at her, calls her a name and walks off.

Jake is angry. What else might he be feeling?

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3. Alex spent all the money he saved fixing up his car. He got a new CD player, a new muffler, new rims and a detail job. One morning he goes out to the car and finds his rims gone. He screams and goes into his house to call his friend and tell him about it. His sister is on the phone. He shouts at her to get off the phone. She ignores him. He grabs the phone out of her hand.

Alex is angry. What else might he be feeling?

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4. Katie just came back from a weekend visit with her dad. When she was at his house, he talked about how he thinks the divorce was all her mom's fault. When Katie gets home, her mom says, "Did you get your homework done this weekend?" Katie screams at her mom, "Why can't you just leave me alone?"

Katie is angry. What else might she be feeling?

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Think of a situation when you were really angry and got abusive to another person. Write down the situation and then write down the feelings you were having besides anger.

1. What happened?

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2. What did you say and do?

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3. Besides anger, what feelings did you have?

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## Take Home Activities

Ask group members to pay attention to other feelings they are having when they get angry during the following week. Ask them to try to communicate the other feelings instead of the anger. They will report back to the group about their experiences during check-in.



# Session 11: Understanding Self-Talk and Beliefs

## Teen and Parent Session

### *Background Information*

Self-talk is another word for thinking. In any situation, you always have thoughts about what is going on. Those thoughts affect how you feel about the situation, and how you respond to it. This is because your thoughts have to do with how you perceive what is happening. During this session you will become more aware of the things you say to yourself in difficult situations and how it impacts your feelings and behavior. You will learn how to change unhelpful thinking to 'self-talk' that helps you respond to stressful events in more respectful and non-violent ways.

You will also learn about the beliefs you have that effect your thinking, feelings and behavior. Beliefs are ideas you have developed in your life about how things should be, what is right and not right, and your capabilities. Beliefs have a strong influence over our thinking, feelings and behavior. You will learn how these all work together to determine the choices you make and your behavior. Once you figure out your unhelpful thoughts and beliefs, you can change them to ones that lead you away from abusive or violent responses to conflict and toward respectful ways to solve problems.

## ***Goals***

- To understand self-talk and beliefs
- To learn that people's thinking and beliefs are not always true
- To learn how to change unhelpful thinking and beliefs to ones that support respectful, non-violent relationships
- To learn how to use self-talk to change behavior
- To learn how to use self-talk to make better choices

## ***Important Messages***

- When I pay attention to the way I think, I can decide if it is helpful or harmful, and I have the ability to change it.
- When I can change my thinking, it changes my feelings and behavior.
- My beliefs influence how I think and act.
- Beliefs are often at work below the surface of our awareness, so we don't often think about them.
- When we learn about our beliefs, we can decide if they are true or untrue, helpful or unhelpful.
- I can change my thinking and beliefs to help me stay safe and non-violent.

# Worksheet

## ***What Is Self-Talk?***

We can decide how we are going to think about every situation. We may explain things to ourselves in a way that makes us more and more angry, or we may explain things to ourselves in a way that helps us stay calm and figure things out. Explaining things to ourselves is called self-talk. In addition to thinking and self-talk, we have feelings and beliefs going on at the same time. Thinking, feelings and beliefs all interact with each other when we respond to something that happens.

## ***What are Beliefs?***

Our thinking and self-talk is shaped by our beliefs. Beliefs are the notions we hold about the way things are, or should be. They have to do with the values and perspectives we learned from our family, community and culture.

Beliefs are below the surface of our awareness, but they have a strong impact on our life perspective. They are learned in childhood and throughout our lives, and may be true or untrue. Some of our beliefs are helpful to us, and others can get in the way of being our true selves and can damage our relationships. They are difficult to change, but it is possible to change them if we can learn what they are.

Some of our beliefs are about what we think is important and what we think is right or wrong. They are often 'shoulds', like 'you should never show weakness', 'children should never talk back to their parents', 'boys should never cry', 'it not okay to speak up when you disagree', or 'you should always stick up for your family.'

## ***Beliefs about Myself***

Some of our beliefs are about who we are as persons, our capabilities, self-worth and personality. These beliefs can impact our thoughts and self-talk, for example if I have a belief that I am powerless and incapable, then when faced with a challenge I might say to myself, "I can't do anything about it; it's hopeless, nothing will ever change."

Negative and positive beliefs people have about themselves:

### **Negative Core Beliefs**

I never do things right

I am not very smart

I am helpless

I am bad

### **Positive Core Beliefs**

I am a good person

I can succeed if I try

I am important

I am capable

- How do we develop these beliefs?
- How do you know if they are true?
- How can you challenge those that are not true and change them?

Think of one positive belief and one negative belief you have about yourself.

Positive Belief\_\_\_\_\_

Negative Belief\_\_\_\_\_



## ***How Self-talk, Feelings and Beliefs Work Together***

When something happens that causes distress, there are usually a series of thoughts, beliefs and feelings that occur as the person thinks it through. It happens really fast. The thoughts, beliefs and feelings impact each other

### ***Something Happens***

Derrick's mom told him she would take him to the store after school so he could buy the new X-Box game that just came out. He was really excited about it as he walked home from school. He couldn't wait to play it.

Derrick walks in the front door and sees his mother at the dining room table with his 10-year-old brother, Sam. Mom says, "Hi, Derrick. I'm sorry, but I can't take you to the store today. I need to help Sam out with a big project that's due tomorrow. I can take you on Thursday."

Let's think of all the possible unhelpful self-talk, beliefs and feelings Derrick might have that could make him more distressed and lead to hurtful behavior. We will start with the very first thing he might have said to himself when he learns that he can't play the new game today.

1. What thoughts / self-talk might Derrick have right after his mom told him she couldn't take him to the store?
2. What feelings might he have?
3. What beliefs support this self-talk?
4. How might he behave?

## ***Something Happens***

Derrick's mom can't take him to buy the new game today as they had planned because she has to help his younger brother with homework.

**Thought** "I want to play that game! I have to!"  
**Belief** "I can't wait. I don't have the patience. I can't stand it."  
**Feelings** Disappointed, frustrated, helpless, angry, victimized



**Thought** "She said she would take me. She lied."  
**Belief** "People should keep their word. She's doing it on purpose"  
**Feelings** Betrayed, unimportant, let down



**Thought** "She cares more about my brother. He gets all of the attention. She always does what he wants."  
**Belief** "I am not worthy of attention. I'm not good enough."  
**Feelings** Jealous, sad, hurt, angry



## ***Behavior***

Yells and swears at Mom, kicks the wall

**Thought** She can't do this to me  
**Belief** "If someone makes me feel bad, I have a right to make them feel bad too. They deserve it if they make you feel bad."  
**Feelings** Revenge, hopeless, shame

## ***Identifying and Changing Self-Talk and Beliefs***

We can see from Derrick's story, the way we talk to ourselves and the beliefs we hold, affect how we feel and how we act. When something difficult

happens, we can think about it in ways that get us more worked up and mad about it, or we can think about it in ways that help us calm down and figure out how to deal with it.

If you listen carefully to your self-talk when you are angry, you might notice that it is exaggerated, unrealistic and even completely untrue. Researchers who study anger have found that people with anger problems commonly have distorted thinking and perceptions that give rise to the anger. The good news is that you are capable of changing your thinking and self-talk if you pay attention to it.

Let's look at Derrick's thoughts, self-talk and beliefs that led to him swearing at his mom and kicking the wall.

- Which of his thoughts and beliefs are really true and realistic?
- Which ones are not true, or are blown out of proportion?

What could Derrick say to himself instead that would shift his view to be more realistic and less negative.

### ***Changing My Thinking/Self-Talk***

Jennifer's mom took her phone away because she had been staying on it late into the night and would not get up on time for school in the morning. Jennifer was angry and upset about it and begging her mom to give it back. Mom separated from her and Jennifer sat on the floor in her room not knowing what to do. She was so mad. She started throwing things around her room

## ***Steps to Change Thinking / Self-Talk***

### **LISTEN to myself:**

- What am I saying to myself?
- What might Jennifer have been saying to herself?

### **ASK myself**

- Is what I'm saying to myself really true? Is it realistic? Is it really this horrible awful and bad?
- Is my thinking helping me? Or making it worse?
- How was Jennifer's thinking affecting her feelings and behavior?
- Was Jennifer's thinking true or realistic?

### **CHANGE it**

- If what you are saying is not really true or realistic, or maybe exaggerated, look at the situation again and change it to something more realistic.
- What kinds of self-statements could Jennifer make that are more realistic?
- If you decide what you are saying to yourself is really true, or parts of it are true, while you don't have control over the problem, you do have control about how you think about it and what you do.

## ***Handling Something I Cannot Change***

Sometimes we realize our negative thoughts are really true. We are not exaggerating. It is what is happening and it is really challenging. What do you do then?

### **FIRST: Recognize that it is true.**

- Jennifer could say: "This really is just the way it is, I don't have control over this one- Mom took my phone and I don't have it. I can't change her mind."

### **SECOND: What can I do? What are my choices?**

- Keep thinking about how awful it is and ranting and raving and drive myself and everyone else nuts- and get in more trouble.
- Accept it. Saying: "It is what it is" can sometimes bring some relief because you realize there is nothing you can do to change the situation. Let it go. This alone can help you feel better because you stop fighting it.
- Switch from thinking about the problem to thinking about the solution. What do I need to do to get my phone back?
- Tell myself something to help me cope with the distress.

For example, use as your self-calming statements. "It's only a week, time goes fast, I will see my friends at school and tell them what's going on."

What else could Jennifer say to herself?

- Stop thinking

Do a mindfulness activity to bring yourself present (as we have learned about in class) by breathing, being in your body, focusing on your senses and what is happening right now in the room you are in. Go on a mindfulness walk, sit by a tree, or do any of the mindfulness exercises we have learned. When your thoughts come along, just observe and let them pass.

- Feel the feelings

Allow yourself to have your feelings. Cry, get mad, be sad- as long as your behavior is safe and respectful. Do something physical to move the emotions- walk, run, play catch with the dog.

- Talk about your feelings

Talk about how you feel respectfully, to someone who is able to listen. Or just say them to yourself or write them down.

Most of these (except the first one) help to calm strong emotions. Our thinking affects our feelings, and our feelings affect our thinking. If you can shift your emotions to more positive ones, it helps you have more positive thinking. If you shift your thinking to more positive thoughts, you have better feelings.

Next week we will practice these skills and then you will apply them to your own personal situations.

# Session 12: Guiding Change in Your Teen with Restorative Parenting

## Parent Session

### ***Background Information***

One of the most effective ways to help teens change their behavior is to give them ownership of problems caused by their misbehavior, guide them in recognizing the impact of their behavior on others and themselves, and learn how to repair harm and make amends.

While parents participate in this session, the teens are participating in the *Making Amends* session where they are learning about the impact of violence and abuse on others and how to actively make amends for harm caused by hurtful behavior.

In our next session, *Accountability Through Restorative Practice*, parents and teens will learn and practice together using a six-step restorative practice model for taking accountability for behavior. Step-up uses six guiding questions of Restorative Practice to address violence reported at Check-In. This process is also a valuable parenting tool to be used at home to address hurtful behaviors.

Parents will often say that they don't know how to address the violent and abusive behavior at home. They have tried all sorts of consequences and they don't work. Many parents have given up on consequences. This session re-frames consequences to view them as responsibilities resulting from the problems caused by the behavior.

Restorative parenting uses the principles and practices of restorative justice to guide children in a conversation where they talk about their behavior in a meaningful way and take responsibility for harm done and learn how to make amends and 'put things right'.

### ***Goals***

- To re-frame consequences as a way of taking responsibility for behavior
- To learn about Restorative Process and how it helps teens engage in taking responsibility for their behavior
- To learn about Restorative Parenting and role play using it with real situations with their teens

### ***Important Messages***

- The manner in which consequences are delivered can take away a teen's sense of responsibility
- Re-framing consequences to be viewed as taking responsibility for behavior is a more helpful perspective for both teens and parents
- Restorative Parenting offers a way to help teens learn how to take responsibility for their behavior in a meaningful way
- Restorative Parenting builds relationship connection, empathy, accountability and mutual understanding



# Worksheets

## ***Restorative Parenting***

Restorative parenting is based on restorative justice theory that wrong doing results in obligations to those who have been harmed or an obligation to fix problems that were caused by the behavior. The focus is on “harms and needs”, which means figuring out the harm that resulted, and what is needed to repair the harm. This is called ‘making amends’ or ‘putting things right’.

Restorative parenting uses the restorative process as a way to address wrongdoing in a family. It is a meaningful way to help children learn how to take responsibility for their behavior. It is helpful to parents because it offers a way to talk to young people about their behavior in a way that teaches accountability for behavior.

## ***Keys to Restorative Parenting***

- Focuses on the effects of the misbehavior – how it caused a problem, rather than the person or the misbehavior
- Focuses on the need to fix problems caused
- Teaches children the impact of their behavior on others, and helps them develop empathy for family members
- Helps children think about their behavior in a new way
- Making amends reduces shame and increases self-respect
- Is respectful to everyone

## ***Taking Responsibility for My Behavior using Six Restorative Steps***

1. Who was harmed by my behavior?
  - What was the harm done to them?
  - How did it affect them?
  - What other harm or damage was caused?
2. How did it affect my relationship with my family members?
3. How did my behavior affect me?
4. What could I have done differently?
5. What do I need to do to make amends?
  - How can you repair harm or damage done?
  - Or fix problems caused by your behavior?
  - What can you do to 'make it right'?
6. What do I need to do so the behavior does not happen again?

### ***Example of Restorative Parenting using Restorative Inquiry***

Tara had a daily chore of doing the dishes before her mom came home from work. Her mom needed a clean kitchen to make dinner. Tara had been slacking on this, and for several days in a row her mother came home from work to find a sink full of dishes and food left out and dirty dishes all over the house. Mom was fed up. She had already told Tara that she couldn't go out with her friends until she did all of the dishes. It didn't seem to be working.

Tara's Mom decided to try out using the restorative questions with Tara to see if it would help. She told Tara that instead of the consequence of not being able to go out with her friends, she wanted her to have a talk about the dishes and figure out a plan to solve the problem.

She asked Tara if she would sit down with her after dinner and talk about the dishes problem.

**Mom:** *"Tara, when you don't do the dishes, who do you think it effects?"*

**Tara:** *Thinks for a while. Then says, "Well, it makes you mad, I know that."*

**Mom:** *"How else do you think I feel?"*

**Tara:** *"Probably taken advantage of, because you make the dinner and all the dishes are in the way, so you have to either do them or pile them up for me to do later.... You must be pretty angry by now. I guess I would be pissed. Yeah, sorry mom."*

**Mom:** *"Who else is impacted by it?"*

**Tara:** *"Dad and Alisha, cuz they have to wait longer for dinner and it's a mess for them to come home to, too. Alisha tries to help you do them- she must be annoyed by me. I would be yelling at her if she did that to me."*

**Mom:** *"How does it affect you?"*

**Tara:** *"Well, I feel pretty lame right now. I guess I feel selfish. I've just been really distracted and busy lately. I think I'm going to do them and then I have to leave.." Sorry, Mom.*

**Mom:** *"I'm glad you recognize how hard it is on all of us. Are there any other problems caused by you not doing the dishes?"*

**Tara:** *"We run out of plates and cups. Everyone complains when they can't find clean stuff. It gets really crabby around here. Everyone starts pestering me and lately it feels like everyone is mad at me all the time."*

**Mom:** *"It doesn't sound very fun for you, either."*

**Tara:** *"No, it's not..."*

**Mom:** *"What do you think your responsibility is in this? What do you need to do?"*

**Tara:** *"I need to start doing the dishes. And talk to Dad and Alisha and tell them I'm sorry."*

**Mom:** *"That is good. Is there anything more you can do to make amends with me?"*

**Tara:** *"What do you want me to do to make amends?"*

**Mom:** *"It would feel really good if you would make dinner with me one night this week so we can enjoy each other again. It's been rough between us. I want to restore our relationship and feel good together again. Will you do that?"*

**Tara:** *Smiles at her Mom and says, "Sure, Mom. I would like that. Let's make spaghetti like we used to. And Chocolate Sundays."*

What helped engage and motivate Tara?

- Mom's attitude of respect and support for Tara
- Allowing Tara to have space to think and answer in ways that fit for her- Mom did not push it or try to control it. She adapted the questions to the way the conversation was going
- Mom's supportive attitude allowed Tara to not become defensive and to open up to feeling empathy and remorse, which motivated her to want to make amends.

## ***Restorative Parenting teaches teens:***

- That their behavior is their own responsibility, not their parents' responsibility.
- That wrong doing results in obligations to others
- That when their behavior creates a problem, it is their responsibility to fix it or make amends.
- About the real consequences of their behavior, and allows them to make decisions based on the knowledge of these consequences.

***Practice:*** Applying restorative parenting to your own situations

Divide into pairs and think of a real situation with your teen that you would like use to practice using Restorative Inquiry. Take turns role playing as a parent and teen and use the restorative questions as a guide to dialogue about a problem behavior.

## **Take Home Activity**

Talk to your teen about what he or she learned tonight in the *Making Amends* session. Share your learning with your teen. Invite your teen to practice using the restorative questions on a current problem behavior. You will have more learning and practice next week in group with your teen applying the restorative questions to violent or abusive behaviors your teen has used.



# Session 13 Safety Plan Review/Open Session





# Session 14: Using “I” Statements

## Teen and Parent Session

### ***Background Information***

Most teens and parents don't think about how they communicate when they are arguing with each other. Both teens and parents are often more interested in getting their point across to the other person and are not thinking about how they are doing it. Sometimes their frustration results in abusive language and behavior. Learning some basic communication skills can help teens and parents resolve conflict.

### ***Goals***

- To learn how to use an “I” statement
- To recognize how “I” statements help people understand each other

### ***Important Messages***

- “I” statements help you focus on your own experience of a situation.
- “I” statements help you avoid blaming and criticizing other people.
- Other people usually respond less defensively when they hear “I” statements.

# Worksheets

## ***What Is an "I" Statement?***

An "I" statement:

- Describes the behavior or situation that is a problem clearly and specifically, with as few words as possible.
- Describes how a person feels or how the situation affects him or her, through "I" sentences.
- Does not blame, accuse, criticize, or put down the other person in the conversation.

## ***What Is the Purpose of an "I" Statement?***

The purpose of an "I" statement is to give factual information about how an event or situation affects you. When you use "I" statements, people usually respond more positively because they are able to hear you and understand you better. When you use "you" statements that blame and accuse, people feel defensive and don't want to listen to you.

## ***How Do I Make an "I" Statement?***

**I feel** (feeling)

**when** (behavior or situation)

**because** (how it is a problem for you).

-or-

**When** (behavior or situation) **happens**, I (what you experience or how it is a problem).

## ***“You” Statements versus “I” Statements***

The following are examples of “you” statements and “I” statements. Consider how you would feel listening to each of these statements. How might you respond to both?

### **“You” statement:**

*“Why do you always lock the door before I get home? You know I’m not home yet. You make me have to knock and knock and you take forever to open it.”*

### **“I” statement:**

*“I feel frustrated when I come home and the door is locked. I don’t like knocking and knocking because I start to think no one is home and I won’t be able to get in.”*

1. “You always pick me up late from school. You’re never on time. Don’t you know I have to be at practice by 3:00? You always make me late.”

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*“I feel frustrated when I don’t get picked up by 2:30 because I worry about being late for practice.”*

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2. "You never listen to me. You are constantly interrupting and being rude. You really have no clue about how to have a conversation."

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"When you talk while I'm talking, I get really annoyed because I feel like you aren't hearing anything I'm saying. I'd like to take turns talking so you can listen to me and I can listen to you."

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## ***Changing "You" Statements into "I" Statements***

Change the following "you" statements into "I" statements:

"You are always late. You are so slow in the morning. I'm going to be late again, thanks to you."

**"I" statement:**

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"You pig. You ate all the chips."

**"I" statement:**

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"You always come barging into my room. Have you ever heard of the word 'privacy' before?"

**"I" statement:**

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## ***"I" Statement Practice***

Now, write an "I" statement to respond to each of the following situations:

1. Craig agreed to clean out the garage before going to the mall. Cynthia, his mom, comes home and finds the garage is still a mess. When Craig comes home, Cynthia says:

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2. Gregory is watching his two younger sisters while his mother is at a meeting after work. She said she would be home at 4:00 p.m. He made plans to go to a 4:30 p.m. movie with his friend. His mom comes in the door at 5:00 p.m. Gregory says:

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3. Bridgett comes home and asks her brother if there are any phone messages because she was expecting a call about when and where to meet a friend. Her brother says that her friend called and said something about where to meet but he can't remember where, and that she left a phone number but he forgot to write it down. Bridgett says to her brother:

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4. Lisa walks in the front door with an armful of groceries and starts to trip over a pile of stuff (shoes, a backpack, and a coat) that her son, Mike, had dropped on the floor. Lisa says to Mike:

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5. Think of something you would like to say to your teen using an "I" statement. Try to say something that you would normally say in a "You" statement. Take turns each saying something to each other in an "I" statement.

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## Take-Home Activities

During the following week use "I" statements with your teen when you want to express an opinion or feeling about something.





# Session 15: Empowering Teens to Be Responsible for Their Behavior

## Parent Session

### *Background Information*

During this session you will discuss your responsibilities as a parent and your teen's responsibilities, and how taking on too much responsibility for your teen affects the teen's ability to face challenges. Many parents take too much responsibility for their teens and become frustrated when their teens seem incapable of being responsible. The exercises in this session help you identify how you have been either "rescuing" or trying to control your teen in ways that take away the teen's ability to be responsible for his or her own behavior. When teens take responsibility for themselves, they begin to feel confident and capable.

### *Goals*

- To identify parent responsibilities and teen responsibilities
- To learn ways to help teens take responsibility for their behavior
- To identify ways that teens are affected when parents take responsibility for them
- To identify ways teens feel when they take responsibility for themselves

## ***Important Messages***

- Teens will take more responsibility for their behavior when they are given the opportunity to make some decisions and face consequences of their choices.
- Giving teens responsibility is a gradual process as they mature.
- It is not always easy to let go and let teens make their own decisions and face consequences.

# Worksheets

## ***Empowering Teens to Be Responsible for Their Behavior***

When we take responsibility for other people's behavior, we typically do one of two things:

### ***Try to control them—***

Try to make them do something by using threats, manipulation, force, or emotional coercion (guilt).

### ***Try to rescue them—***

Do things for them to save them from facing consequences of their behavior; fixing problems that are a result of their behavior.

It is common for parents to vacillate between trying to control and trying to rescue their children. Neither practice gives teens responsibility.

When we feel like we are responsible for another person's negative behavior, it is natural to want to try to do something about it (especially when you are a parent). And, as we discussed earlier, it is hard to change another person's behavior. So, we resort to trying to control the person so he or she won't behave that way, or cleaning up the mess that results from his or her behavior.

Instead of controlling or rescuing, it is more helpful to **empower** the person to be responsible for his or her own behavior.

## ***How Do You Empower Your Teen?***

Invite the person to think for himself or herself about how to solve a problem.

- Allow the person to take action to solve the problem.
- Allow the person to make the choice to not take action.
- Allow the person to experience the consequences of his or her choice.

The most important part is how you communicate to the person. If you talk with the person in a way that is both caring and firm, he or she will feel more accepting of the responsibility.

### ***Caring and firm means:***

#### **Caring**

- Letting the person know that you care about him or her and love him or her, regardless of the problem or the choice he or she makes.
- Talking in a way that is not demeaning, sarcastic, or critical.
- Telling the person you believe he or she is capable of solving the problem.
- Letting the person know that he or she can ask for help in making his or her plan to solve the problem.

## **Firm**

- Letting the person know that you are giving him or her the responsibility to take action to solve the problem. You will not do it for him or her.
- Letting the person know that he or she is in charge of the choice and the consequence.
- Allowing the person to face consequences without rescuing him or her.
- Being clear about your expectations. Holding to what you say.

Instead of being caring and firm, parents are often caring and rescuing, angry and firm, or angry and rescuing.

### ***Here are examples of each:***

Brian takes the bus to school every morning. He has been getting in the habit of oversleeping and missing the bus. The school is within biking or skateboarding distance and there is a city bus. This morning Brian woke up late again and had five minutes to get to school. He asked his mom to call school to tell them he would be late and then give him a ride to school. His mom said:

**Caring and rescuing:** "All right honey. Hurry up. I really need to start waking you up in the morning. You go right back to sleep after you turn off your alarm and before you know it you're late."

**Angry and firm:** “Forget it! I’ve had it with you, Brian! You are so lazy and irresponsible. It is not my problem if you get up too late. You’re on your own. You expect everyone else to save you from your stupid mistakes. Well I’m through. I’m not doing it anymore. Figure out your own way to school.”

**Angry and rescuing:** “You’re late again! This is the third time this week! Do you know what an alarm is for? You are unbelievable. You’re not going to make it past the ninth grade. Now get out to the car, and step on it, while I call the school, again!”

**Caring and firm:** “Brian, you’re going to need to solve this problem on your own. I know you have options for how to get to school on your own, and you can figure it out. You are also capable of calling the school to let them know you overslept. If you want help making a plan so this doesn’t keep happening, let me know. Have a good day at school. See you this afternoon.”

The second part to caring and firm is how the parent responds when Brian makes a choice about his behavior. If he acts on solving the problem himself—calls school and gets himself there—Mom can later say, “I like the way you took care of that yourself.” Or, if he goes back to bed, Mom can decide to not say or do anything and let him face the consequence of an unexcused absence from school.

# Take Home Activity

## *Giving My Teen Responsibility*

1. What is my teen able to do without my help?

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2. In what ways does my teen show responsibility?

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3. In what areas does my teen still need support and guidance?

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4. In what ways am I continuing to take on more responsibility for my teen than he/she needs?

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5. How does this affect my teen?

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6. How does this affect our relationship?

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7. What are some ways I can give my teen more responsibility?





# Session 16: What Kind of Message Am I Giving My Teen?

## Parent Session

### ***Background Information***

Parents usually don't think about how they are communicating with their children, especially when they are upset or irritated with them. Whenever parents talk to their children, they are giving underlying messages about their confidence in the children, along with the children's abilities and strengths.

This session gives you a chance to think about the messages you have been giving your teen when you talk to him or her. Through scenarios and practice, you will learn how to communicate in ways that give your teen the message that he or she is capable.

### ***Goals***

- To recognize how you give underlying messages whenever you talk to your teen
- To realize how these messages affect your teen's view of himself or herself
- To learn how to communicate in a way that helps your teen feel responsible and capable

### ***Important Messages***

- Whenever you talk to your teen, it is as if you are holding a mirror in front of him or her.

- Everything you say to your teen gives an underlying message about who she/he is and how capable she/he is.
- You can give your teen a positive view of herself/himself by the words you use.
- You can help your teen feel more responsible and capable through your communication.

# Worksheets

## *Messages We Give Our Teens*

Read each of the following responses. What message is the teen getting in the first response? What message is the teen getting in the second response?

1. a. "You put a dent in the car? Well, you can forget about driving for a long time. It's going to cost me my deductible to get it fixed, which I'll probably never get from you, considering you still owe me money from all the other damage you've done around here. I'm sure not going to trust you with my car again for a long time."

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- b. "You put a dent in the car? I'm sure you can make a plan to get it repaired and pay the deductible for insurance. Figure out a plan with a timeline and let me know. Then we can talk about when you can use the car again."

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2. a. "You said you would be home on time tonight. Its two hours past curfew! You are so irresponsible. I can't trust a thing you say. You're grounded for the weekend."

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b. "I expected you home at 10:00, because you said you would be. I know you are capable of coming home on time. You lost your privilege to go out this weekend in the evening. Next weekend you will have the chance to be responsible and come home on time."

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3. a. "You call this kitchen clean? It looks like you flew through here on a 2-minute commercial break from your TV. I give up. I can't get any help from you. A simple request to clean up a few dishes, and you can't even do that."

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b. "Jake, I'd like you to finish cleaning the kitchen now.

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4. a. "You punched a hole in the wall! You are out of control. You're going to totally destroy this house. You ruined my chair, now the wall."

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b. "You need to make a plan about how you are going to repair that hole in the wall. Let me know by bedtime tonight how and when you plan to fix it."

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5. a. "You can't even get to school on time. How do you figure you can hold down a job?"

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b. "I'm glad to hear you're going to take on the responsibility of a job. It sounds like a lot of work, but I think you'll be good at it. Plus, you'll get experience being punctual."

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## ***Giving Our Teens the Message That They Are Capable***

Read each response below, and then think of a different response for each that gives the teen a message that he or she is capable.

1. "How did you manage to get orange juice everywhere? You can't even make juice without getting the whole floor sticky." you'll get experience being punctual."

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2. "You lost your homework again? You'll never make it through this school year, let alone high school. You are so unorganized."

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3. "You have no tolerance with your little brother. All you do is criticize him. You don't know how to be a big brother."

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4. "I can't reason with you. All you do is blame and argue. You're impossible to talk to. I'm not even going to try."

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## **Take-Home Activity**

Pay attention to the messages you give your teen this week. Listen to the words you use and think about what kind of messages your teen is hearing.

1. Below, write down one thing you say to your teen this week that you would like to phrase differently.

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2. On the next line, rephrase your words in way that gives your teen the message he or she is capable.

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# Session 17: Guidelines for Respectful Communication

## Parent and Teen Session

### *Background Information*

The skills covered in this session are critical to successful problem solving. You and your teen will learn the first two steps of the 10-step problem-solving process: talking about the problem and listening. The purpose of this session is to learn the skill of talking about how a problem affects a person, and then listening and saying back to that person what he or she said.

### *Goals*

- To learn and practice talking about a problem by using the Guidelines for Respectful Communication
- To learn and practice how to listen and say back what you heard by using the Guidelines for Respectful Communication

### *Important Messages*

- To resolve conflicts successfully, you must use respectful communication skills. This involves:
- Talking about a problem without blaming or criticizing.
- Listening to the other person's feelings and view of a problem.

# Worksheets

## ***Guidelines for Respectful Communication When You Have a Conflict***

### **When you are speaking:**

1. Talk only about the specific behavior of the other person.
2. Talk about what the person said or did that upset you.
3. Describe how you feel.

### **Do not:**

1. Blame
2. Criticize
3. Put down
4. Bring up the past or other things that bother you (stick to one behavior or problem)
5. Talk about the other person's personality, attitude or motives

### **When you are listening:**

1. Don't talk.
2. Listen carefully.
3. Do not interrupt.
4. Listen for the feelings of the other person.
5. Don't think about how you are going to respond (this interferes with listening).

### **When you respond to the speaker:**

1. Describe what the other person said.
2. Describe what you think the other person was feeling.

### **Do not:**

1. Correct what the other person said
2. Argue about what happened
3. Deny the other person's feelings
4. Bring up the past or things that the other person does that bother you
5. Criticize
6. Put down
7. Justify your behavior

If you think there is genuine misunderstanding about the behavior or problem, ask if you can take time to explain it. Use the *Guidelines for Respectful Communication* to talk about your own behavior. If there is conflict that cannot be resolved, the next step is to move on to problem solving together.

## **Take Home Activity**

Try to use the Guidelines with your in during the next week. The more you practice them, the easier they will be to use.



# Session 18 and 19: Problem Solving Together

## Parent and Teen Session

### ***Background Information***

In this session you will practice the 10-step process of problem solving with your teen. Negotiation and compromise are the most important parts of the process. You will use the guidelines that you learned in the previous session to solve a problem.

### ***Goals***

- To apply respectful communication skills learned in the previous session to solve a problem
- To learn and practice a 10-step process of problem solving
- To understand how problem solving together can improve relationships

### ***Important Messages***

- Negotiating a resolution to a problem involves listening to the other person. You don't necessarily have to agree with the other person to listen to him or her.
- Problem solving is most successful when both people want to come up with a solution.

## ***Discussion Questions***

1. What are some things that people do that get in the way of problem solving?

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2. If two people were problem solving and one of them started to threaten, criticize or put down the other person, could they continue to work out a solution?

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3. If you were watching two people "working out a problem," what would they look like?

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4. How would they talk to each other?

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# Worksheets

## ***Important Tips for Problem Solving***

- Don't try to solve the problem when either person is angry or upset. Being calm is most important.
- If either person becomes angry or upset during problem solving, take a time out and try it again when you are both calm.
- Follow the *Guidelines for Respectful Communication* (see Session 18 for review).
- Both people must be willing to try to solve the problem and have a cooperative attitude. If either person is resistant, stop and try it again later.
- The problem you are working on must be negotiable. It needs to be something that both people are able to compromise on.

## ***Problem Solving (Teen Starts the Process)***

<b>Step</b>	<b>How to do it</b>	<b>Example</b>
1. Describe the problem.	Use "I" messages Don't accuse, blame or criticize	<b>Teen:</b> "I don't like it when you tell me I have to come home before midnight. When I leave early, I feel like I'm missing the best part of the party."
2. The other person listens and then reflects back what he or she heard.	Listen quietly without interrupting, and then summarize the other person's thoughts and feelings without advising, criticizing or judging.	<b>Parent:</b> "You don't like it when I tell you to be home by midnight. When you have to leave early, you feel like you are missing the best part of the party."
3. Ask the other person for his or her thoughts and feelings about the problem.	Listen quietly without interrupting, asking questions or commenting.	<b>Teen:</b> "What do you think about the problem?" <b>Parent:</b> "I get upset when you stay out after midnight because I worry that you won't get enough sleep or that something bad might happen."
4. Reflect back what you hear.	Summarize the other person's thoughts and feelings without advising, criticizing or judging.	<b>Teen:</b> "You get upset when I stay out after midnight because you worry that I won't get enough sleep or that something bad might happen."
5. Summarize the problem, including both people's needs and feelings.	Avoid judging, criticizing and blaming.	<b>Teen:</b> "Seems like the problem is that you want me to come home before midnight, and I don't like to leave parties before my friends leave."
6. Invite the other person to problem solve with you.	Each person comes up with several possible solutions. Some will be workable, some won't.	<b>Teen:</b> "Let's each try to come up with some ideas to work this out."
7. Take turns listing ideas.	Be respectful of each other's ideas, even if you don't agree with them.	<b>Teen:</b> "Well, just don't worry about me." <b>Parent:</b> "Come home before midnight."



		<p><b>Teen:</b> "How about if I call you if I'm going to be late?"</p> <p><b>Parent:</b> "On weeknights Comes home by 10:00. On weekends, you can come home by 1:00 if you call me and tell me exactly where you are, and come home on time,"</p>
8. Take turns commenting on each idea.	Avoid judging or criticizing.	<p><b>Parent:</b> "Until you're grown, I will keep worrying about you."</p> <p><b>Teen:</b> "Sometimes I want to hang with my friends and not be at home so early."</p> <p><b>Parent:</b> "I like it when you call me, but when you call to say you're staying out all night, it doesn't solve the problem."</p> <p><b>Teen:</b> "OK, I can try that But 10 seems kind of early."</p>
9. Make a plan for how the solution will work.	Include details and what each person needs to do.	<p><b>Parent:</b> "Let's try this for a week. You'll come home by 10 on weeknights and by 1 on the weekends. If it works well we can stay with it."</p> <p><b>Teen:</b> "So if I come home on time for a week, you won't ask me when I'm coming home every time I go out."</p>
10. Write the plan down and put it someplace where you both can see it every day.		<p><b>Parent:</b> "Let's write out our agreement and put it on the refrigerator so we both can see it."</p>

## ***Problem-Solving (Parent Starts the Process)***

<b>Step</b>	<b>How to do it</b>	<b>Example</b>
1. Describe the problem.	Use "I" messages. Don't accuse, blame or criticize.	<b>Parent:</b> "I feel frustrated when I ask you to do the dishes, and 20 minutes later they aren't done."
2. The other person listens and then reflects back what he or she heard.	Listen quietly without interrupting, and then summarize the other person's thoughts and feelings without advising, criticizing or judging.	<b>Teen:</b> "You feel frustrated when you ask me to do the dishes, and 20 minutes later I haven't done them."
3. Ask the other person for his or her thoughts and feelings about the problem.	Listen quietly without interrupting, asking questions or commenting.	<b>Parent:</b> "What do you think about the problem?" <b>Teen:</b> "It seems you always ask me to do the dishes when I'm in the middle of something, like a good TV show or a video game."
4. Reflect back what you hear.	Summarize the other person's thoughts and feelings without advising, criticizing or judging.	<b>Parent:</b> "You don't like being interrupted and you'd like to finish your TV show or video game before you do the dishes."
5. Summarize the problem, including both people's needs and feelings.	Avoid judging, criticizing and blaming.	<b>Parent:</b> "Seems like the problem is that I need you to do the dishes and you don't like being interrupted to do them."
6. Invite the other person to problem solve with you.	Each person comes up with several possible solutions. Some will be workable, some won't.	<b>Parent:</b> "Let's try to work this out."
7. Take turns listing ideas.	Be respectful of each other's ideas, even if you don't agree with them.	<b>Teen:</b> "I'll do the dishes when I'm done watching TV." <b>Parent:</b> "When I ask you to do the dishes, give me a time that you'll do them."

		<p><b>Teen:</b> "Let's eat off paper plates."  <b>Parent:</b> "Let's set up a time every day when you'll do the dishes."</p>
8. Take turns commenting on each idea.	Avoid judging or criticizing. Parent: "I need to know more specifically when the dishes will get done."	<p><b>Parent:</b> "I need to know more specifically when the dishes will get done."  <b>Parent:</b> "Paper plates are too expensive and I prefer real plates."  <b>Teen:</b> "It depends on when my favorite shows are on. Some nights I'll have them done by 6 o'clock and other nights by seven."  <b>Parent:</b> "I like your idea that you'll let me know each night what time the dishes will be done."  <b>Teen:</b> "All right, I can do that."</p>
9. Make a plan for how the solution will work.	Include details and what each person needs to do.	<p><b>Parent:</b> "I'd like you to make a schedule each week, because I don't want to have to ask you every night when you'll do the dishes."  <b>Teen:</b> "I'll get the TV guide and write down the time for each night."</p>
10. Write the plan down and put it someplace where you both can see it every day.		<p><b>Parent:</b> "Let's put your schedule up in the kitchen where we both can see it."</p>



## **Session 20: Extra Session**

## **Session 21 Moving Forward**

### **Parent and Teen Session**

#### ***Background Information***

Your teen has been working on learning new behaviors and improving his or her relationship with you. During this final session you and your teen will assess the progress he or she has made in the Step-Up program. You have the opportunity to acknowledge your teen's strengths and efforts and let him or her know that you will continue to work together to have a respectful and healthy relationship.

#### ***Goals***

- For teens to identify how they have changed their behavior
- For parents to identify how their teens have made positive changes and how their relationships have improved
- For teens to recognize how their behavioral changes have affected their relationships with their parents
- For teens and parents to identify how they can continue working on having positive and respectful relationships

## ***Important Messages***

- Changes in behavior can have a positive impact on other people.
- Learning how to change is empowering.
- Both teens and parents have worked hard to learn how to have mutually respectful relationships.
- You can continue to work together to have positive and healthy relationships with each other.

# Worksheet

## *Changes My Teen Has Made*

1. How has your relationship with your teen changed since you started the program?

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2. Rate your relationship on a scale from 1 to 10.

Beginning of Program	Worst									Best
	1	2	3	4	5	6	7	8	9	10
Now	Worst									Best
	1	2	3	4	5	6	7	8	9	10

3. What has your teen changed in his/her behavior to contribute to the improvement?

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4. How have you changed to contribute to the improvement in the relationship?

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5. If you and your teen hadn't made these changes, what would your relationship be like today?

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6. What behavior does your teen need to continue working on?

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7. What do you need to continue working on to support your teen's positive behavior?

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8. What strengths does your teen have that will help him or her have positive relationships with family members and others?

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# How We Change

## Parent and Teen Session

### ***Background Information***

We rarely make changes overnight. Often a long period of time passes between the time when we first decide to change and when the change is complete. Understanding what steps we take to make change can help motivate us to move to the next step in making real change in our life. This session will help you understand the stages of change and what you have to do to get to the next step.

### ***Goals***

- To identify the stages of change
- For each teen to know their current stage
- To understand how the stages of change apply to different personal issues

### ***Important Messages***

- Personal change takes place in stages or steps
- You do not have to change all at once to be successful
- Small steps are important to making important changes

## ***Discussion Questions***

If we look at positive changes we have made in our lives, we can divide them into two categories:

### Category 1

Someone tells us we have to change and if we don't, something bad is going to happen. Your parents say you have to come home by 10:00 PM or you'll be grounded for a week. Your teacher tells you have to complete your writing assignment by tomorrow or you will fail the class. A judge says you have to go to counseling or you will go to detention. In these cases, we change in order to avoid the bad thing that could happen if we don't change.

### Category 2

At other times, we change because we want to change. We make the decision to change. We decide to change on our own. No one tells us something bad is going to happen if we don't change. We weigh the pros and cons of changing or not changing in our minds and decide for ourselves what we will do.

1. What are the feelings connected with these two kinds of change?

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2. What is the difference between the two ways of changing?

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3. Which kind of change will last longer?

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4. Which kind of change is more difficult?

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5. Is it possible for one kind of change to crossover into the other?

For instance, maybe someone told you that you had to change and your first reaction was to resist any change. Then along the way you decided it was a good idea. The change you made started when someone told you to change and later you decided it was a good idea.

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6. Think of a change you made in your life. When did you first decide there was a problem that had to be fixed? Did you realize it gradually or did it happen all at once?

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7. Do you remember when you didn't think you had a problem? Do you remember if other people tried to tell you that you had a problem and you didn't believe them or you thought they were exaggerating the problem? Do you think you were even aware you had a problem? What feelings do you have to overcome to recognize a problem? How do they get in the way of really seeing a problem?

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People who have studied change created five stages of change that we all go through when we decide to make a positive change in our lives. These are the 5 stages:

**Denial:** not thinking about change; it doesn't apply to me; I have no control over the problem; other people or circumstances beyond my control are the cause of the problem; not facing serious consequences;

John was arrested for hitting his mother. After he was arrested, he said he doesn't think it was his fault and doesn't think he needs to do anything different. He said he wants his mom to stay off his back and quit nagging him.

**Thinking:** weighing the benefits and costs of change; deciding whether it is worth the effort to change;

When John was in detention, he felt bad about what he did. He doesn't want to get arrested again and he is tired of all the arguing between him and his mother.

**Preparation:** experimenting with small changes

John is going to try not to argue with his mother so much. After he got out of detention, John and his mother have had fewer arguments. For the most part, John has been able to stop arguing after he has made his point.

**Action:** taking a definitive action to change with small steps

John has not been abusive towards his mother in any way since his arrest. John agreed to go to counseling. John and his mother decided to eat dinner together at least 3 nights a week so they can spend more time together. John is using the skills he's learned in counseling to problem solve respectfully with his mother.

**Maintenance:** maintaining new behavior over time

John and his mother have continued to eat dinner together 3 nights a week for six months. They have also done some counseling sessions together. John and his mother make time each week to talk through any problems that come up.

**Relapse:** normal part of change; feels demoralizing to return to old behaviors

John yelled at his mother when she asked him to do something at home. John realized how hard he had to work to stop being abusive towards his mother. John tells his mother he was wrong for yelling at her and asks her what he should do to make things right between them.

# Worksheet

Read each scenario. Identify the stage for each person and what steps they need to do to get to the next stage.

Scenario 1:

Latisha smokes marijuana 3 or 4 times a week. Her grades are dropping, she and her mother are arguing more and Latisha's best friend doesn't want to hang out with Latisha anymore. Latisha thinks everyone is making a big deal out of nothing and doesn't want to quit.

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Scenario 2:

James has been thinking about his grades over the summer break. He wants to go to a four year college, but unless he gets better grades, he won't be able to attend one. He thinks if he stays after school to study during the coming year, he may get better grades. If he stays after school to study, he won't see his friends as often as he did last year. James hasn't decided for sure what he'll do.

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Scenario 3:

George's mother works full time and wants him to cook dinner one night a week. At first he gives her lots of reasons why he can't do it, and finally agrees to try it. He looked at cookbook for the first time today to see if there is something easy to make.

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Scenario 4:

Jennifer likes to tease her sister, but her mother gets upset when she hears it. Jennifer said she won't do it as much just to please her mother and has teased her less in the last couple of weeks. Her mother still thought it was too much. For Jennifer, teasing is like a bad habit and she realizes the teasing will be more difficult to stop than she first expected. She tells her mother she'll really try to stop doing it completely.



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Scenario 5:

A few nights a week, John is on the computer past midnight. When he is up late these nights, it's hard for him to get up the next morning for school and he is often late for his first class. John thinks his first class is boring so he really doesn't care if he's late. His mother is worried about his grades and wants him to go to college.

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Scenario 6:

Ryan often yells and swears at his mom when she wakes him up for school in the morning. When he finally gets up, his mom is upset with him and when he leaves for school there's a lot of tension between him and his mom. He decides he doesn't like starting his days this way. He decides he's going to try not to swear and yell when his mom wakes him up. The next morning when his mom wakes him up, he starts to swear at his mom and then stops himself.

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**Where Am I in the Stages of Change?**

Think about the five stages of change we have discussed. When you think about changing your abusive behavior to respectful behavior, what stage are you in now?

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**What do you need to do to move to the next stage?**

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# Listening to Your Teen

## Parent Session

### ***Background Information***

This session helps parents understand how listening can strengthen their relationships with their teens. Parents who have experienced abuse by their teens understandably have a difficult time listening to them. It is important to emphasize that the time for listening is not when their teens are being abusive. The facilitator should spend some time discussing appropriate times for listening, and times when it is best to disengage from conversations.

Parents sometimes feel that if they listen to their teens and acknowledge the teens' feelings, they are agreeing with what the teens are saying. We want to emphasize that you can listen and acknowledge another person's feelings and experience without necessarily agreeing with him or her. This is difficult for parents to do, but can be helpful to the relationship. When teens feel listened to and acknowledged, they tend to be more open and honest, and more willing to listen to other people's ideas. Parents often say that when they started really listening to their teens and acknowledging their feelings, the relationship improved.

### ***Goals***

- To understand what listening is and is not
- To learn how to listen and acknowledge feelings

- To understand how listening and acknowledging feelings strengthens relationships
- To practice the skills of listening for feelings and acknowledging them

### ***Important Messages***

- Listening to your teen doesn't mean you agree with what he or she is saying.
- Listening builds trust with your teen.
- Listening gives you important information about your teen's emotional life.
- When teens feel listened to, they feel less defensive and resistant.
- When teens feel listened to, they usually will share more with their parents.
- Listening and acknowledging feelings is not easy; it takes practice.

# Group Activities

## ***Discussion: What Is Not Listening***

Explain the following:

In this session we will learn about listening to our teens. Listening seems like a pretty simple and basic thing we do every day. However, most of us don't truly listen to others very often. We start to listen, and then launch into thinking about what we are going to say back to the person. To define what true listening is, we will start by talking about what is not listening.

Many of us have the tendency to do everything except listen, including telling our own experiences, offering advice, denying the other person's feelings, telling the person why he or she feels that way, etc. There is nothing wrong with any of these responses. But they aren't the same as listening.

Here are some examples of the ways we don't listen.

Read the following to the group:

You say to your friend, "My boss is really a jerk. Yesterday he gave me an assignment at 4:00 and expected me to have it done by 5:00, when he knows it takes a whole day to do it. I had to stay late to finish it, and I missed the last bus home. When I came in to work this morning he didn't even say anything to me."

Ask parents to pretend they are the person in the scenario, and tell them you are going to read several different responses from a friend. After you read each response, ask the parents how it felt to hear that response. Write the feelings on the board.

Your friend responds by saying:

**Telling our own experience**—“Yeah, my boss is a real pain too. I was on the phone with my wife yesterday because my son got in trouble in school. So my boss comes in and says that next time he sees me on the phone he’s going to take the time out of my paycheck.”

**Giving advice**—“Just try to forget it. It’s only a job; it’s not your whole life.”

**Denying the other person’s feelings**—“What are you complaining for anyway? You should be happy. At least you have a job. Do you know how many people are unemployed in this country right now?”

**Trying to psychoanalyze**—“You know, you really seem to have problems with authority figures. Maybe you should look at that.”

**Changing the subject**—“Really? So what do you want to have for dinner?”

**Asking questions**—“Why didn’t you just tell him it wouldn’t be enough time? How many hours’ worth of work was it anyway?”

**Defending the other person**—“He was probably under a time crunch, too, you know. And he probably didn’t think of saying anything to you this morning because he has so much work to do.”

**Pitying**—“Oh, you poor thing. That must have been terrible.”

**Listening**—“That sounds pretty frustrating.”

Tell the group:

Listening is hearing the person's experience or feeling and simply acknowledging it. There are times when we just want another person to listen to us and hear our feelings without telling us what to do or asking us questions.

As parents, it is very difficult to do this with our children. We want to tell them what to do, ask a lot of questions, or tell them why they feel that way. We want to change the way they feel, fix the problem for them, or help them learn a lesson from it. Sometimes these responses can be helpful and appropriate. Other times, these responses result in teens getting defensive or argumentative, and close the door to sharing more about the problem or figuring out how to deal with it.

We are going to learn how to listen and respond in ways that encourage your teens to continue talking about their feelings and move toward problem solving.

There are times to listen to your child and there are times when it is not helpful to listen. When your teen is being abusive or disrespectful, listening engages him or her further (see *How to Respond When Your Teen Becomes Violent* in Session 4).

When your teen is going on and on trying to convince you of something and attempting to keep you engaged to change your mind, listening encourages the behavior. You can listen and respond at the beginning of the conversation, but there is a point when you need to let your teen know you are finished listening (see *Tips to Help Disengage from a Power Struggle with Your Teen* in Session 7).

The listening and responding skills you will be learning in this session are to be used when your teen is talking with you in a respectful way.

### ***Discussion: How to Listen***

Refer parents to the *Listening* worksheet in the parent workbook and review.

### ***Discussion: Acknowledging Feelings***

Explain the following:

One way to let your child know you are really listening is to pay attention to the feeling he or she is expressing and let the child know you hear it. You can acknowledge feelings by saying things like: "you seem really disappointed," "you were really excited about that concert," "you really like that music," "you feel really let down." This lets the person know you are listening. It also lets the person know that you accept how he or she feels. You can accept someone's feelings without necessarily agreeing with him or her. You are just letting the person know you hear how he or she feels without giving any judgment or opinion about it.

When you acknowledge and accept your child's feelings about something, it does not mean you will change rules or consequences. You can stand your ground and remain firm and communicate that you understand how he or she feels. For example: "You must be really disappointed. But, our agreement was broken and this is the consequence we discussed. I know you were really looking forward to that concert."

Showing your child that you understand how he or she feels, and that it is okay to have those feelings, can help him or her feel less defensive and resistant. A lot of the struggle between parents and teens is about the teens trying to defend how they feel and what they want, while parents try to tell teens how they should feel and what they should want.



Acknowledging your teen's feelings isn't going to end all of the conflict, but when your teen feels you are listening and trying to understand, it can help him or her calm down and want to talk about it.

Refer parents to *Acknowledging Feelings Scenarios* in the parent workbook. Read the scenarios and ask parents to notice the difference in how the teen responds in each.

### ***Scenario # 1: Not Acknowledging Feelings***

**Teen:** "Mom, I can't take it anymore! Casey keeps barging into my room and taking my CDs. I'm going to barge into her room and steal her stuff!"

**Mom:** "Don't you dare! That won't solve anything. Why don't you just put your CDs away someplace. The way you leave everything lying around all over your room, you're asking for losing things. Are you sure she took it? It's probably under all the heaps of clothes on your floor."

**Teen:** "My room is a mess? Casey's is worse. I can't believe you're siding with her about this! She steals things from me and you try to say it's my fault? I can't believe this!" He storms off to his room and slams the door.

## ***Scenario #2: Acknowledging Feelings***

**Teen:** "Mom, I can't take it anymore! Casey keeps barging into my room and taking my CDs. I'm going to barge into her room and steal her stuff!"

**Mom:** "You must be mad about that. I wouldn't like it if someone came into my room and took things."

**Teen:** "Yeah, it pisses me off. She could at least ask. I would probably say yes. But she just takes them."

**Mom:** "Hmmm."

**Teen:** "I'm gonna hide them so she won't know where they are. Then she'll have to ask if she wants to use one."

**Mom:** "Good idea."

### ***Discuss the following:***

Notice in scenario # 2 how Mom just listened and didn't tell her son what to do. She acknowledged her son's frustration and then just said "Hmmm," letting him know she was listening. That gave him support and the ability to calm down and figure out what he needed to do.

### ***Exercise: Acknowledging Feelings Scenarios***

Do this exercise as a whole group or in pairs. Refer parents to *Acknowledging Feelings Scenarios* in the parent workbook. Ask them to read the scenarios and discuss the differences in the teens' responses to the parents. Come back together and have groups share their observations.

### ***Discussion: Tips for Acknowledging Feelings***

Refer parents to *Tips for Acknowledging Feelings* in the parent workbook. Go over steps and discuss as needed.

## **Take-Home Activity**

Ask parents to listen to their teens this week and acknowledge their teens' feelings. Ask parents to write down how their teens responded on the *Listening to My Teen* worksheet in the parent workbook.

# Worksheets

## Listening

### How to Listen

- Don't interrupt.
- Look at the person who is talking.
- Give him or her your full attention, if possible.
- Answer in a way that lets him or her know you are listening.
- Don't express an opinion or say that the other person is right or wrong.
- Let the person know you heard his or her point of view.
- Try to hear what the person is saying, even if you don't agree. Being a good listener takes effort and practice.

### How to Not Listen

- Don't look at the person speaking.
- Interrupt him or her.
- Give advice.
- Tell the person he or she is wrong.
- Tell the person not to feel what he or she is feeling.
- Change the subject.

## ***Acknowledging Feelings***

One way to let your child know you are really listening is to pay attention to the feeling he or she is expressing and let the child know you hear it. You can acknowledge feelings by saying things like: “you seem really disappointed,” “you were really excited about that concert,” “you really like that music,” “you feel really let down.” This lets the person know you are listening. It also lets the person know that you accept how he or she feels. You can accept someone’s feelings without necessarily agreeing with him or her. You are just letting the person know you hear how he or she feels without giving any judgment or opinion about it.

When you acknowledge and accept your child’s feelings about something, it does not mean you will change rules or consequences. You can stand your ground and remain firm and communicate that you understand how he or she feels. For example: “You must be really disappointed. But, our agreement was broken and this is the consequence we discussed. I know you were really looking forward to that concert.”

Showing your child that you understand how he or she feels, and that it is okay to have those feelings, can help him or her feel less defensive and resistant. A lot of the struggle between parents and teens is about the teens trying to defend how they feel and what they want, while parents try to tell teens how they should feel and what they should want.

Acknowledging your teen’s feelings isn’t going to end all of the conflict, but when your teen feels you are listening and trying to understand, it can help him or her calm down and want to talk about it.

## ***Acknowledging Feelings Scenarios***

### ***Scenario # 1: Not Acknowledging Feelings***

**Teen:** "Mom, I can't take it anymore! Casey keeps barging into my room and taking my CDs. I'm going to barge into her room and steal her stuff!"

**Mom:** "Don't you dare! That won't solve anything. Why don't you just put your CDs away someplace. The way you leave everything lying around all over your room, you're asking for losing things. Are you sure she took it? It's probably under all the heaps of clothes on your floor."

**Teen:** "My room is a mess? Casey's is worse. I can't believe you're siding with her about this! She steals things from me and you try to say it's my fault? I can't believe this!" He storms off to his room and slams the door.

### ***Scenario #2: Acknowledging Feelings***

**Teen:** "Mom, I can't take it anymore! Casey keeps barging into my room and taking my CDs. I'm going to barge into her room and steal her stuff!"

**Mom:** "You must be mad about that. I wouldn't like it if someone came into my room and took things."

**Teen:** "Yeah, it pisses me off. She could at least ask. I would probably say yes. But she just takes them."

**Mom:** "Hmmm."

**Teen:** "I'm gonna hide them so she won't know where they are. Then she'll have to ask if she wants to use one."

**Mom:** "Good idea."

## ***Scenario #1: Not Listening and Acknowledging Feelings***

**Teen:** "Mom, I really, really want that jacket."

**Mom:** "Anne, there is no way on heaven or earth that I am going to spend that kind of money on a jacket. When I was your age I was happy to have a jacket that was a quarter of that price."

**Teen:** "Mom, it's not that much money for a jacket. You should see what some jackets cost these days. This one's a pretty good deal."

**Mom:** "Eighty dollars is a good deal? I can't believe you're even saying that. Do you have any idea what eighty dollars would buy a family in need? Eighty dollars would buy a whole wardrobe for a family in some parts of the world. You kids have no concept about the value of money. You just want, want, want."

**Teen:** "All I'm asking for is one good jacket. It's expensive, but it's really well made and will last me a long time."

**Mom:** "Until you see the next one you want, and just have to have. It was the same story with your shoes, that you just had to have. I spent a fortune on them and the next thing I knew you wanted another pair. It just doesn't end."

**Teen:** "God, Mom, you are such a \_\_\_\_! Just forget it! I don't care about the stupid jacket! I'll wear the same piece-of-crap, worn-out thing I always wear!" Anne runs to the car, gets in and slams the door.

## ***Scenario #2: Listening and Acknowledging Feelings***

**Teen:** "Mom, I really, really want that jacket."

**Mom:** "You really like that jacket. It's a nice one."

**Teen:** "Yeah, I love it. It looks so great on me. Can I get it?"

**Mom:** "It looks really good on you. I can see why you want it. I can't spend that much money on a jacket, though. It's not in our budget."

**Teen:** "What do you mean 'it's not in our budget'? We have enough money for it."

**Mom:** "You really, really want that jacket. It's a nice jacket. But, I can't afford it. I am willing to pay for half of it if you can pay for the other half."

**Teen:** "I don't have that much money, Mom. You should just get it for me."

**Mom:** "I'm willing to pay for half."

**Teen:** "How about if you pay for it all today and I'll pay you back."

**Mom:** "Anne, I know it's hard to wait for something you really, really want. But, I'm only willing to pay for half if you can have the patience to save your half of the money and we'll buy it then."

**Teen:** "It'll take me forever to get that much money."

**Mom:** "I know it seems like a lot of money to come up with—it is a lot of money. But, if you really want that jacket, I bet you can figure out a way to do it. There is always baby-sitting and extra chores. I'm happy to help you make a plan for how to make the money in the next two weeks."

**Teen:** "All right."



## ***Scenario # 1: Not Listening and Acknowledging Feelings***

**Teen:** "Mom, Why can't I stay out until 3:00? All my friends do."

**Mom:** "3:00 a.m.? I can't believe their parents let them stay out that late."

**Teen:** "Everyone stays out that late—3:00 is not that late for a 15-year-old."

**Mom:** "3:00 is the middle of the night! You would only end up in trouble being out during those hours of the night. I'd end up having to bail you out of jail."

**Teen:** "Right Mom, all my friends who stay out till 3:00 end up in jail."

**Mom:** "Rick sure did."

**Teen:** "That had nothing to do with being out until 3:00 in the morning. God, Mom, you don't have a clue."

**Mom:** "I know that I'm not having you out in the middle of the night. And I know that the friends you have who are out during those hours are bad news. I'm not arguing about it anymore."

**Teen:** "I'm out of here." Walks out, slamming the door behind him.

## ***Scenario #2: Listening and Acknowledging Feelings***

**Teen:** "Mom, why can't I stay out until 3:00? All my friends do."

**Mom:** "I can imagine that it must be hard to have to come home earlier than your friends do."

**Teen:** "It's embarrassing. No one else has to get home by 1:00."

**Mom:** "I remember hating it when I had to be home earlier than the other kids when I was your age. It seemed like I always had to be home the earliest."

**Teen:** "Yeah, so why don't you let me stay out later since you know how it feels?"

**Mom:** "Stan, I know you would really like to be able to stay out until 3:00. And I know it's hard to have to come home earlier than everyone else. I am not comfortable with having you out past 1:00 a.m. for now. When you are 16 we'll consider a later curfew."

**Teen:** "1:00 is so early. A lot of concerts don't get out until 1:00. I'd have to leave the concert early to make it home by 1:00, and if I ride with people they have to leave early, too."

**Mom:** "Well, I can see how that would be a problem. It makes sense to let you stay out until the concert ends. I'm willing to let you stay out past 1:00 when it is an event that ends at a particular time and you come straight home. I just don't want you out past 1:00 when you're just hanging around with your friends. I can make exceptions for some events. Does that sound fair?"

**Teen:** "I think I should be able to stay out until 3:00 all the time."

**Mom:** "We've discussed what the rule is for now."

## ***Tips for Acknowledging Feelings***

- Listen for the feeling you hear.
- Let the person know you hear him or her. Say: "It seems like you feel \_\_\_\_\_."
- Don't say anything else. Allow some time for the person to respond.
- Don't tell the person what to do, how to feel better, or why the person feels the way he or she does.
- After the person has had time to respond, you can let him or her know you understand by saying things like:
  - That sounds frustrating (or hard, or whatever is appropriate to the feeling).
  - Sometimes I feel that way, too.
  - I understand.
  - I'm here for you if you want to talk about it now or later.

# Take-Home Activity

## Listening to My Teen

During the following week take time to listen to your teen and acknowledge his or her feelings. In the space below, write down what you said and how your teen responded.

### **I said:**

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### **How my teen responded:**

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# Making Changes

## Parent Session

### ***Background Information***

Most parents who have been dealing with difficult behaviors in their children for a period of time have tried many things to get their children to change. They have often been given all kinds of advice by friends and family. They usually feel like they have tried everything. During this session parents will look at how they have tried to make their teens change their behavior, how those methods have been working, and how it has affected their relationships with their teens. This exercise is not intended to be judgmental about parenting methods. Many parents have probably been using very appropriate strategies; those strategies just are not working. It is easy for parents to keep doing the same thing over and over because they don't know what else to do.

### ***Goals***

- To recognize that personal change is a choice for yourself and your teen
- To identify how your behavior can influence your child's behavior
- To identify behaviors you can change that will influence your teen's behavior

## ***Important Messages***

- You don't have control over another person's behavior.
- The most effective way to influence another person's behavior is by your own behavior.
- When you try to make another person change—especially a teen—it can have the opposite effect because the more you try, the more he or she resists.
- It can be helpful to look at how you have been trying to get your teen to change, and ask: Is it working?
- One way to try to help a person change a behavior is by changing how you respond to the behavior.
- Changing behavior is easier said than done. It takes planning and practice.

# Worksheets

## ***What Happens When We Try to Make Our Teens Change?***

1. What are two things you really like or appreciate about your teen?

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2. What are two things you would like to see him or her change?

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3. What are some ways that you've tried to make him or her change?

*(Example: I grounded him for a month.)*

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4. Do these ways work for you?

Yes       No       Sometimes

5. How do your efforts to make your teen change affect your relationship with him or her?

### ***Goal Planning***

**Think of some things you would like to do or change that might help your relationship with your child.** List some ideas below.

(**Examples:** take a time-out when a conflict starts to escalate; spend some positive, relaxing time with my son each week.)

**Pick one behavior from your list and write it below.** Be specific. State your goal in a positive, present-tense form. (Example: When my son starts to be verbally abusive with me, I will separate from him.)

**Break your goal into steps.** These steps should be specific. For example:

1. Tell her about my plan to separate from her when she is abusive.
2. When she starts to say something abusive to me, I will say: "I am going to separate from you. I will talk with you about it when you are calm and not putting me down."
3. I will go to another room and do something relaxing.
4. I will tell myself something that will help me feel calmer, such as, "It is her responsibility to change her behavior. I am only responsible for how I behave. I can stay calm."



***Steps for achieving my goal:***

1.

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2.

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3.

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# Encouraging Your Teen

## Parent Session

### ***Background Information***

An important part of helping teens change abusive behaviors is to provide encouragement and support when the teens are using non abusive and respectful behaviors. Check-in on the respect wheel is as important as check-in on the abuse wheel. Teens need to hear how they are behaving positively and that it is appreciated by family members. Teens also need encouragement for who they are as people, separate from their behavior. During this session parents will learn how to provide encouragement and positive messages that help teens have confidence and improved self-esteem.

When there has been ongoing abuse by a teen, it can be understandably difficult for the parent to feel like being encouraging or positive with the teen. Some parents feel like they are rewarding the negative behavior if they provide any kind of encouragement. The relationship can deteriorate into constant negative interactions and the parent can lose sight of positive qualities about the teen. Both parent and teen lose hope that the teen can change or the relationship can improve. If the parent can find things about the teen to support and encourage, it can improve their relationship and the teen's sense of confidence that he or she can behave cooperatively and respectfully.

### ***Goals***

- Understand how self-esteem is an important part of a teen's development

- Learn different ways to help a teen develop self-esteem and confidence
- Learn how to express encouragement
- Identify positive qualities and strengths in a teen

### ***Important Messages***

- The way you communicate with your teen influences self-esteem and confidence.
- You can help your teen make behavior changes by paying attention to his/her efforts and giving encouragement.
- All teens should be encouraged for who they are as people, regardless of behavior.
- It is important to separate encouragement for behavior and encouragement of the person.

# Group Activities

## ***Discussion: Self Esteem***

Ask the group:

4. Where do we get our sense of self-esteem?
5. How do we develop positive self-esteem? What gives us a positive view of ourselves?
6. Who contributed to your self-esteem when you were growing up? How?
7. What experiences contributed to your sense of self-esteem?
8. Who and what contributed to lowering your self-esteem when you were growing up?

## ***Discussion: Self-Esteem and Teens***

Explain the following:

Developmentally, adolescence can be time of feeling insecure. During the early teen years, beginning at about age 12 or 13, teens become more conscious of themselves than ever before. They become very critical of themselves, comparing themselves to others—especially peers—and have exaggerated ideas about what they perceive as shortcomings. They feel too short, too fat, too tall, too ugly, stupid, dumb, not cool. They get embarrassed very easily, and are sure the whole world is watching them.

Adolescents will often try to cover up these feelings by acting “really cool,” being overly critical of others (especially parents and siblings), and reacting with defense and anger to any words they perceive as critical. A comment that isn’t meant to be critical is often interpreted that way, because of their extreme sensitivity to criticism.

Adolescence is a time of changing into an adult and entering into the world as a person separate from the family. This changing from a child into an independent adult is uncertain, and naturally brings up feelings of insecurity and fear. Most teens aren't aware of these specific feelings. They experience them as other kinds of feelings, such as worry, panic, pressure, feeling unable to meet expectations, and sometimes wanting to just "give up."

They also have positive feelings about growing up and becoming independent. These feelings are excitement, energy, wanting to explore different things, wanting to take risks, and feeling that they are knowledgeable, with strong opinions and passions about what is right, wrong, fair, etc. They feel a strong desire to have freedom and independence, and believe they are ready for it.

All of these feelings, positive and negative, can be exaggerated and go back and forth, changing from one minute to the next. As parents wanting to build self-esteem in your teens, there are ways you can support the positive feelings and encourage a more realistic perspective.

## ***Exercise: Helping Your Teen Develop Positive Self-Esteem and Confidence***

Refer to the *Helping Your Teen Develop Positive Self-Esteem and Confidence* worksheet in the parent workbook. Tell parents that the title of this list could also be *Ways to Build a Positive Relationship with Your Teen*, because if they do the things on this list they will see an improvement in their overall relationships with their teens. Go over the list and discuss, as needed.

Acknowledge that it can be difficult to do the things on this list when a teen has been using abusive behaviors with a parent. Some of these things (for example, listening and problem solving) should not be done at the time the teen is being abusive. Instead, the parent should use the skills discussed in Session 4, *How to Respond When Your Teen Is Violent*. The parent should use the methods listed in *Helping Your Teen Develop Positive Self-Esteem and Confidence* when the teen is in a non-combative state of mind.

## ***Discussion: Encouraging Your Teen***

Tell the group:

Encouragement is number one on your list of ways to help your teens develop positive self-esteem. We are going to spend some time talking more specifically about encouragement because it is especially important for your teens at this time, while they are working on changing their behavior in the Step-Up program.

Use the following questions to begin a discussion about encouragement:

How many of you have struggled to change a behavior that you had been doing for a period of time, such as smoking, eating too much, taking alcohol or drugs, having anger outbursts, using negative language, behaving abusively? Do you remember what helped you change? Do you remember anyone in your life who encouraged you in a way that helped you change? How did he or she encourage you?

Explain the following about encouragement:

There are two kinds of encouragement:

- Encouragement for behavior
- Encouragement of the person

**Encouragement for behavior** *is giving your child positive feedback about behaviors you like to see.*

It is easy to get in the habit of only giving negative feedback about behaviors you don't like. Giving a positive response to the behaviors you appreciate is much more effective in helping your teen change.

Refer parents to *Encouraging Your Teen* in the parent workbook and tell them that these are some ways to encourage positive change in behavior. Read through each point and discuss as needed.

- **Notice your teen's effort.**

Pay attention to when your teen is trying to do better. Notice the small steps and talk about it. For example, if the teen stopped yelling and tried to calm down sooner than he or she usually does, tell him or her you noticed. Let your teen know when you see any small improvements in behavior.

- **Talk about the specific behavior you are encouraging in your teen.**

Avoid general expressions like "You were good today." Instead, say, "You haven't yelled or said any swear words all day" or "You didn't let your little brother get to you, you stayed calm and left the room when he was pestering you."



- **Help your teen recognize and express his or her own feelings of accomplishment.**

Acknowledge when your teen feels pleased or proud of something he/she did. For example, say, "It must feel good to have made it through the day without a single fight" or "You must feel proud of making it to school every day this week."

- **Recognize your teen's efforts and improvements during the group at check-in.**

Talk about any improvements in behavior, no matter how small. Try to find something on the respect wheel to talk about, or think of something positive to say about your teen every week.

Point out that the teens in Step-Up are working on changing behaviors they have been using for a while, and that it is hard work and takes time. Ask parents to remember the previous discussion about how encouragement helped them change a behavior in the past. When others acknowledge this kind of effort and notice small changes, it encourages a person to keep trying and work toward success.

**Encouragement of the person** is giving your child positive messages about who he or she is as a person, separate from his or her behavior. It is communicating love, appreciation, humor, and that you care about your child. It is a smile, a pat, a hug, or doing something you both enjoy together. It is letting your child know what you like about his or her personality.

It is not contingent on the teen's behavior or about his or her behavior. This encouragement can be a challenge when your teen has been abusive or difficult to be around. As we discussed in Session 4, you should not

give encouragement when your teen is being abusive because it only engages him or her, when it is best to separate. Later, when you are both calm, it can be helpful to communicate that you care about your teen, but the behavior is unacceptable.

It is important to find times when your teen is not being abusive or uncooperative to give encouragement of him or her as a person. Some parents withdraw this kind of communication as a punishment for their teens' behavior. This does not help your teen change, and can actually escalate his or her negative behavior. Receiving love and encouragement as people is a basic human need of all children. When encouragement is taken away, kids often act out more. They feel more justified in using negative behaviors when they feel no sense of encouragement as people.

Even if your teen is difficult to live with 90% of the time, find a moment in the other 10% when you can encourage him or her as a person.

Ask Parents:

What are some ways to encourage your teens as people?

List the ideas on the board.

## **Take-Home Activity**

Refer parents to the take-home activity in the parent workbook. Ask them to do one or both of the activities listed.

# Worksheets

## ***Helping Your Teen Develop Self Esteem and Confidence***

### **1. Encourage your teen.**

Notice your teen's positive qualities and let him/her know that you appreciate these. These qualities include behaviors you like, and things you enjoy about his/her personality.

### **2. Listen to your teen.**

Listen without giving your opinion, giving advice, or making judgments. Don't talk, other than acknowledging you hear him or her and are interested. Listen with a desire to understand your teen's world and perspective.

### **3. Be affectionate.**

Hug, pat, smile. If your teen doesn't like to be physical, you can show affection in many other ways. Use words to express love and affection. Humor sometimes works better than serious words with teenagers.

### **4. Spend time with your teen.**

A lot of parents stop trying to spend time with their teens because of the belief that teens don't want to be with their parents. While teens do want to spend more time with friends, they still enjoy time with parents (although they might not admit it) when it is relaxed, positive time *without* criticism, lectures, advice, questions, etc.

Find time to do things with your teen that he/she enjoys, invite him/her to join in on some of your activities, or just hang out and do nothing together (you don't even have to talk very much). Take ten minutes each

day to just be in the vicinity of your teen and chat about little things (the cat, his new shoes, movies; not homework or chores). The idea is to have a positive connection on a regular basis that has nothing to do with problems or behavior. This is a way to give your teen the message “I like you, you are important to me, I enjoy you.”

### **5. Show respect for your teen’s ideas and opinions.**

Even when you don’t agree with your teen, you can let him or her know that you have a different opinion *and* that you respect his or her opinion. This respect gives teens a sense of independence and that they can think on their own. When your teen expresses an opinion that is completely contrary to one he or she shared the day before, resist the temptation to point this out. A normal process of self-development for teens is to try on many different ways of thinking. Adolescents are like chameleons as they change opinions and ideas, sometimes many times in a day.

### **6. Involve your teen in establishing rules and consequences.**

An important task of adolescence is to become more independent and to develop skills in making decisions. This also means teens don’t like being told what to do. The most effective way to establish rules and consequences is to include teens in making them. This gives teens the message that they are mature enough to be involved with setting rules, and are responsible for making decisions about their behavior.

### **7. Problem solve with your teen.**

Take time to sit down and use the problem-solving steps (see Session 19) when there is a problem. Listen to your teen’s view of the problem and involve your teen in coming up with solutions.

## **8. Communicate respectfully.**

Share your feelings, expectations and needs with your teen in a way that is respectful. Take a time-out and separate from your teen when either of you becomes disrespectful. This gives a clear message that you will not be disrespectful and you will not be with your teen when he or she is disrespectful.

## **9. Allow your teen to solve some of his/her own problems.**

Avoid rescuing your teen from problems that he/she is capable of dealing with. It is surprising what a teen is capable of when the parent doesn't get involved. If you have the attitude "he can handle this" or "she can figure this out," your teen will know this and feel confident.

## **10. Encourage special interests**

Support your teen in developing interests and hobbies, such as sports, art, music, mountain climbing. Encourage his or her involvement in groups, clubs, community activities and other extracurricular activities.

## **11. Let your teen know he/she is capable.**

Tell your teen that you have confidence in him or her. Say: "You can figure that out," "You're really smart about things like that," or "That's a tough situation. I think you can handle it, but if you want some help, let me know."

## **12. Let your teen know he or she is worthy of love just for who he or she is, not related to his or her behavior.**

Give your teen spontaneous words of love, not related to his or her behavior. Tell your teen you love him/her, enjoy him/her, like him/her, missed him/her today, are glad to see him/her, enjoy laughing with him/her.

**13. When there is a problem-causing behavior, focus on the behavior, not the person.**

Talk about the specific behavior that is causing a problem. Focus on the facts of the situation, how it is a problem, and the behavior you would like to see. Use as few words as possible. Use the *Guidelines for Respectful Communication* in Session 18.

***Always Avoid***

- Criticism
- Put-downs
- Name calling
- Comparing
- Humiliating
- Making fun of them
- Negative forecasts (for example, "you'll never make it to college," "you'll never get a job," "you'll end up on the streets").

## ***Encouraging Your Teen***

There are two kinds of encouragement:

- Encouragement for behavior
- Encouragement of the person

**Encouragement for behavior** *is giving your child positive feedback about behaviors you like to see.* It is easy to get in the habit of only giving negative feedback about behaviors you don't like. Giving a positive response to the behaviors you appreciate is much more effective in helping your teen change.

### ***Here are some ways you can encourage positive change in your teen's behavior:***

- **Notice your teen's effort.**

Pay attention to when your teen is trying to do better. Notice the small steps and talk about it. For example, if the teen stopped yelling and tried to calm down sooner than he or she usually does, tell him or her you noticed. Let your teen know when you see any small improvements in behavior.

- **Talk about the specific behavior you are encouraging in your teen.**

Avoid general expressions like "You were good today." Instead, say, "You haven't yelled or said any swear words all day" or "You didn't let your little brother get to you, you stayed calm and left the room when he was pestering you."

- **Help your teen recognize and express his or her own feelings of accomplishment.**

Acknowledge when your teen feels pleased or proud of something he/she did. For example, say, "It must feel good to have made it through the day without a single fight" or "You must feel good about making it to school every day this week."

- **Recognize your teen's efforts and improvements during the group at check-in.**

Talk about any improvements in behavior, no matter how small. Try to find something on the respect wheel to talk about, or think of something positive to say about your teen every week.

### ***Encouragement of the person is:***

- Giving your child positive messages about who he or she is as a person, separate from his or her behavior.
- Communicating love, appreciation, humor, and that you care about your child. It is a smile, a pat, a hug, or doing something you both enjoy together.
- Letting your child know what you like about his or her personality.
- Not contingent on the teen's behavior or about his or her behavior.



Teens should be given encouragement as people on a regular basis, regardless of their behavior.

Find times when your teen is not being abusive or difficult to give encouragement of him or her as a person. Some parents withdraw this kind of communication as a punishment for their teens' behavior. This does not help teens change, and can actually escalate their negative behavior.

Receiving love and encouragement as people is a basic human need of all children. When encouragement is taken away, kids often act out more. They feel more justified in using negative behaviors when they feel no sense of encouragement as people.

# Take-Home Activity

## A. Encouraging My Teen

During the following week, pay attention to your teen and notice the following things:

1. One quality I like about my teen is:

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2. One of my teen's strengths is:

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3. A behavior I appreciate in my teen is:

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## **B. Helping My Teen Develop Self-Esteem and Confidence**

Choose one thing from the list from the *Helping Your Teen Develop Self-Esteem and Confidence* worksheet to do with your teen this week. Write it in the space below. During the group next week, you can describe how it went.

This week I will:

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# Supporting Positive Changes in Your Teen

## Parent Session

### ***Background Information***

In this final parent session, parents will take time to think about how their relationships with their teens have improved since the beginning of the program, and how they have contributed to positive changes.

Parents often don't realize how significant changes in the relationships are, until they look back at how things were when they began the program. It is encouraging for parents to recognize positive changes, no matter how small.

Parents will examine how they have contributed to the positive changes in their teens and in their relationships with their teens. The progress teens make in the Step-Up program is a combination of effort on the part of the teens and the parents. During this session, we hope parents will feel encouraged by the progress they and their teens have made, and realize their part in that progress.

Parents will also think about their challenges and identify what they need to continue working on in their relationships with their teens. In this process, they have the opportunity to review the skills they have learned over the course of the parent group. They will make a step-by-step plan for working on a challenging behavior, much like the goal planning exercise they did in Session 3. This gives parents a plan for continuing what they have learned in the program when they leave.

Finally, we want parents to leave with support and encouragement from the other parents in the group. They have been working together for 20 weeks, and have come to know and rely on each other for understanding and support.

Many parents do not have others in their lives who understand their situation or who can provide this kind of support. It is important for parents to have the opportunity in this session to communicate a final message of appreciation and acknowledgement of each other. The message exchange gives them a chance to do this.

Some parents may choose to exchange phone numbers so they can continue communication. The facilitator should support this, but it is important that parents do not feel pressured into exchanging phone numbers.

If possible, it is helpful for parents to leave with a list of community resources in their areas.

### ***Goals***

- To talk about positive changes in your relationship with your teen
- To recognize how you have contributed to positive changes in your relationship with your teen
- To talk about what you have learned in the program
- To identify what you need to continue working on in your relationship with your teen
- To say good-bye to other parents in the group by sharing positive messages

## ***Important Messages***

- You have worked hard to improve your relationships with your teens.
- You have helped each other with the challenges of parenting your teens.
- You can get support from others when you are struggling—you don't have to be alone.

# Group Activities

## ***Tell the group:***

This is the last parent session. Next week the teens and parents will all meet together for the final session and the teens will talk about what they have learned in the program, how they have changed their behavior and what they need to continue working on.

During this session you will have the opportunity to think and talk about positive changes in your relationship with your teen, what you have learned in the program and what you want to continue working on to support your teen's positive behavior.

## ***Exercise: Positive Changes***

Refer parents to the *Positive Changes* worksheet in the parent workbook and ask them to take some time to write down answers to the questions. When they finish, have each parent share his or her answers with the group.

## ***Exercise: Supporting Positive Changes in Your Teen***

Refer parents to the *Supporting Positive Changes in My Teen* worksheet in the parent workbook and explain that this exercise is similar to the *Goal Planning* exercise they did in Session 3. Ask the group to brainstorm together answers to the first question: *List ways you can support positive changes in your teen*. Have them think about ways to support and encourage their teens to use behaviors on the respect wheel. Write their answers on the board.

The following are some ideas to include. The words in bold are skills parents have learned in parent group.



- Give **encouragement** when they use respectful behaviors.
- Separate from them when they start to use abusive behaviors—use **time-outs**.
- Be consistent with **consequences** for abusive behaviors.
- Stay **calm and respectful** when communicating with your teens.
- Use the **problem-solving steps** to resolve problems together.
- Use **listening and acknowledging feelings** skills when appropriate.
- Have consistent expectations about **making amends** for abusive behavior.
- Use skills you learned in Session 11 to help your teen develop **positive self-esteem** and **confidence**.
- Be clear with the message that **violence is never okay**—use skills from *How to Respond When Your Teen Is Violent*.
- Give **encouragement for your teen as a person**, not just for behavior.
- Be **caring and firm**. Stay on the respect wheel yourself.

When you have finished listing on the board, ask parents to list the ideas that apply to them under the first question on the worksheet. Have them continue the worksheet. When everyone is finished, have parents share their answers with the group.

# Worksheets

## *Positive Changes*

1. How has your relationship with your teen changed since you started the program?

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2. What have you done that has contributed to the change?

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3. What changes has your teen made?

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4. What do you need to keep working on in your relationship with your teen?

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5. What have you learned in the program?

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6. What have you learned about yourself?

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## ***Supporting Positive Changes in My Teen***

1. List some ways you can support the positive changes your teen has made.

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2. Choose one behavior that is the most difficult for you to do and write it below. Be specific. State your behavior in a positive, present-tense form. (Example: *When my son is harassing me to try to get me to change my mind about something, I will stay calm and disengage from arguing.*)

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3. Break your behavior into steps. These steps should be specific.

For example:

- When Tim starts arguing after I have said "no," I will calmly tell him why and then stop talking about it.
- I will think self-calming thoughts, like, "I am calm. I don't need to argue."
- I will tell him I am finished talking about it and will separate from him.

- If he handles it well (without getting abusive), I will give him positive encouragement.

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