



Teen Workbook

Second Edition

Lily Anderson and Greg Routt

Step-Up: Building Respectful Family Relationships

Teen 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

Teen and Parent Session

Background Information

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 you 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

- Group sessions can be a positive experience.
- Group sessions are a safe place to discuss abuse and violence.
- Even though things seem difficult between you and your parent, you can build on positive parts of your relationship.

- All the teens in the group are facing similar difficulties.

Worksheet

Introductions

Introduce yourself to the group by answering the following questions:

- What is your name?
- What behavior brought you here?
- What would you like to learn to help you get along better with your family?
- Or, if you have been coming to the group, what have you learned that is helping you get along better with your family?

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 mom/dad/teen was:

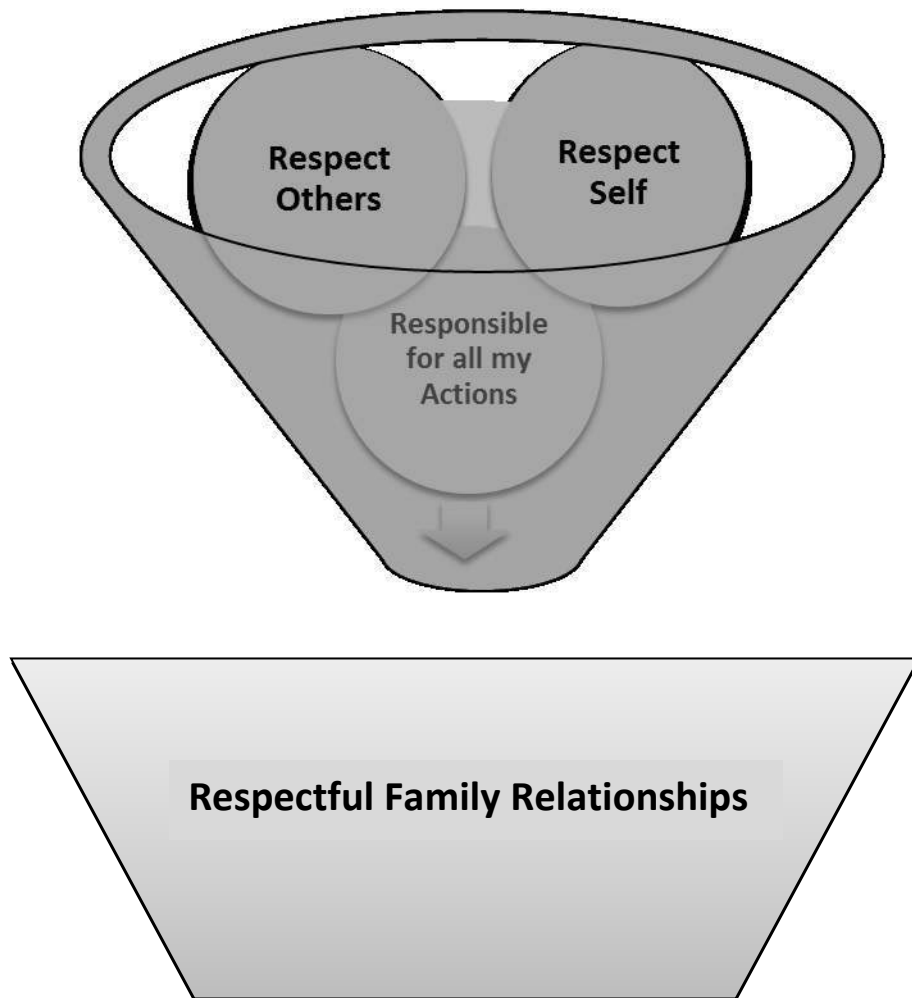
2. A time when I appreciated my mom/dad/teen was:

3. Something I like about my mom/dad/teen is:

Respect

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

The Three R's



Step Up 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. 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.

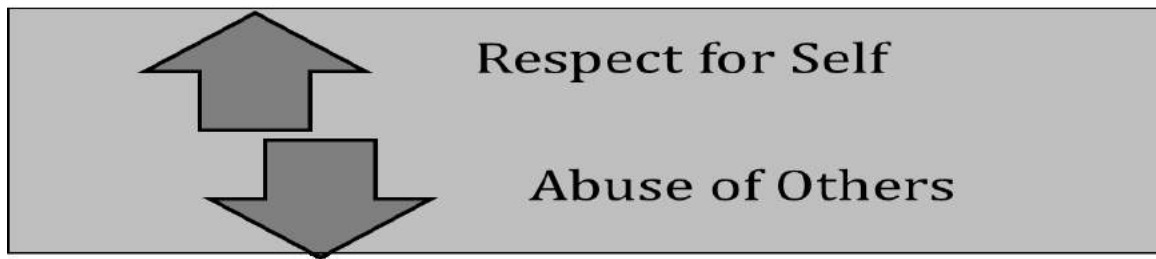
Self-Calming

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.

Goals for Teens

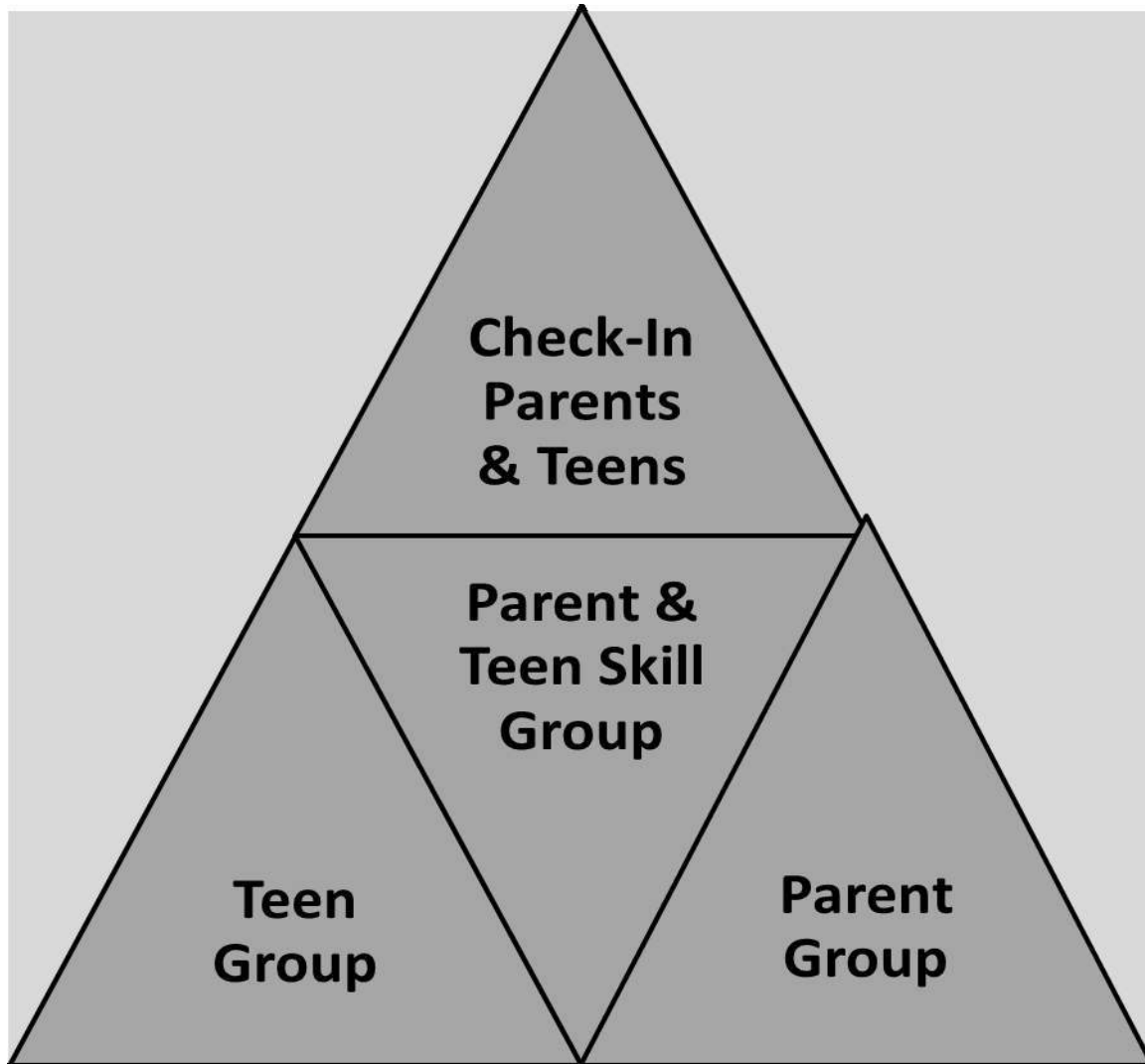


After you complete the program, you will be able to:

- 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 Agreement

Respectful words, tone and manner
I will speak without blaming, criticizing or putdowns.

Express feelings and opinions in “I” statements
I will say, “*I feel ... when...*”

Stop and take a break if I cannot stay respectful.

Pause to *THINK* before I *SPEAK*.

Engage in the conversation with an *OPEN* mind
I will let go of what I think the other person means or wants.

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

Try 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.

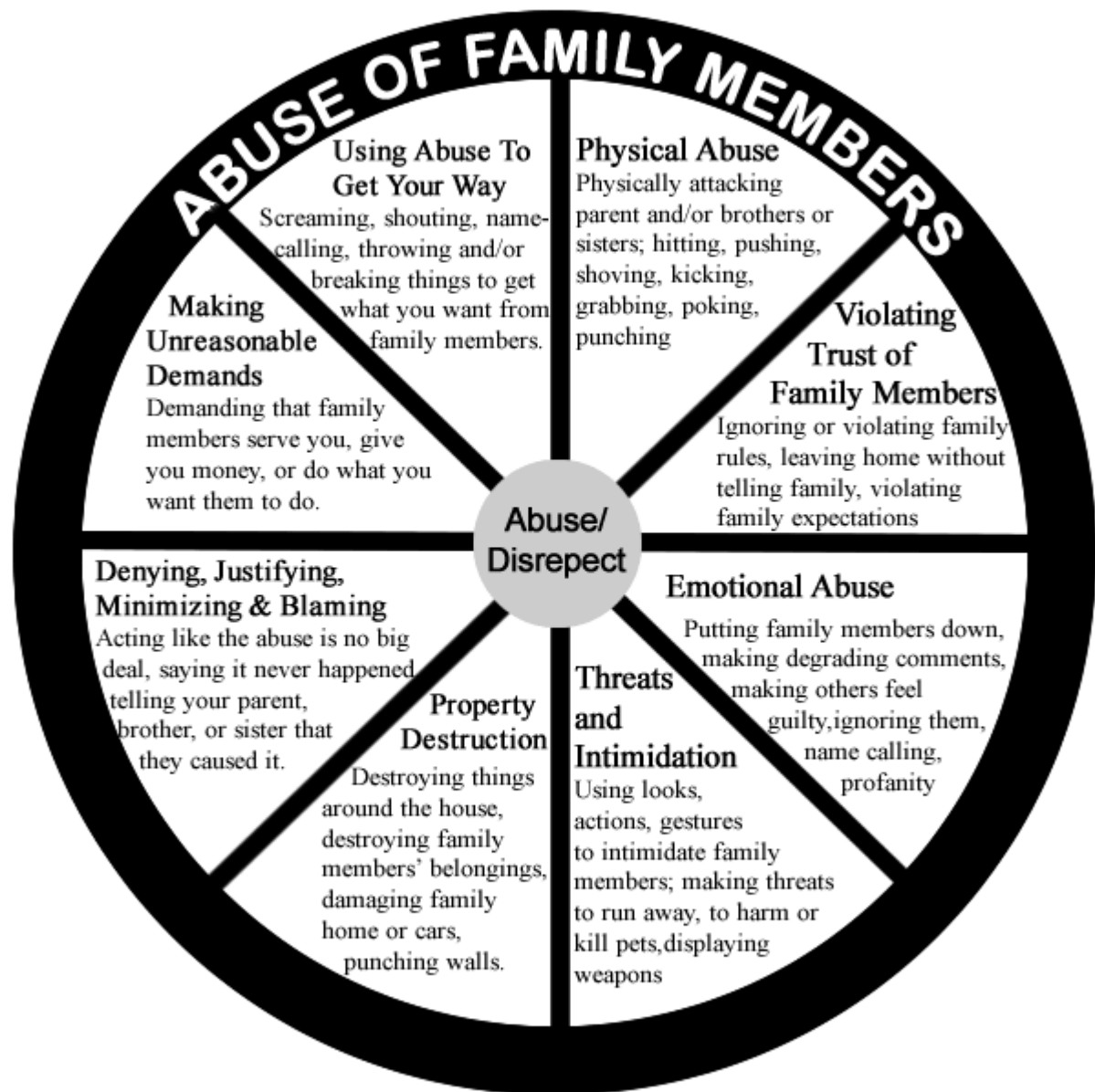
The Wheels

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 you learn 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?

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

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.

Goal for the Week

The behavior I will work on is: _____

Steps:

1. When do you usually use (or not use) this behavior?
2. What is the new behavior you will use?
3. What can you say to yourself that will help you do this?
4. My self-statement is: _____

Is there a skill you can use 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?
 - a) What did you do that was different?
 - b) What skill did you use?
3. If you were not successful, what got in the way?
4. What can you do this week so you are more successful?

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 Exercise

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

My Personal Strengths:

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 relationships.
- 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?

2. How was it helpful?

3. What was difficult about it?

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

5. What makes it work?

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:

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

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

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, use your *Safety Plan* whenever you are starting to feel upset or angry during a conflict. After your *Safety Plan* write down how it went in the log below.

Situation:

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

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

3. How was your Safety Plan helpful?

4. How was it challenging or difficult to do?

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

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

Session 3: Understanding Warning Signs

Teen and Parent Session

Background Information

In this session you will figure out how to know when you need to use your *Safety Plan* and take a time-out to prevent hurting people in your family. You will think about the earliest warning signs, or 'red flags' that happen for you when you start to get upset and angry.

You will also learn about *Self-Calming* thoughts that you can use to help you de-escalate your emotions. *Self-Calming* thoughts can help you decide to use your safety plan, and they can be used during your safety plan to help you settle down and feel less angry and anxious.

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 take a time-out.

My Red Flags

Describe a situation in the recent past when you were upset, and write down what your red flags were.

Situation:

What were your red flags?

Negative thoughts:

Difficult feelings:

Body signs:

Actions:

Worksheet

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 taking a time-out.
- Self-calming thoughts help you not get abusive.

Here are some examples of Self-Calming Thoughts:

- I'm not going to let this get to me.
- I can stay calm.
- Stop. Let it go.
- I'm going to take a time-out now.
- If I stay calm, things will work out better.

- I can take charge of how I act.
- I don't have to get mad.
- Step away. Stay calm.
- I'm going to go chill out. We can talk later.
- I'm not going to yell.
- I can talk calmly about this.
- Go take a walk around the block.
- I'm not a little kid. I don't have to throw a temper tantrum.
- This is no big deal.
- 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.

You can also think about positive things that make you feel better (something you are looking forward to, something relaxing, a place you enjoy, any image that calms you and feels positive).

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. _____

2. _____

3. _____

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: Understanding Violence

Teen Session

Background

The goal of the Step-Up program is for you to choose nonviolent and non-abusive behavior in family relationships. The purpose of this session is to define abuse and violence and to help you think about how your choice of violent and abusive behavior has affected your life. When you are violent and abusive you are usually acting without thinking about the outcomes and consequences of the behavior you use. An important step toward choosing nonviolent and non-abusive behavior is to recognize the consequences of violent and abusive behavior.

Some teens don't regard some of the emotionally abusive behaviors they use as "abusive." Many have come to view name calling, yelling, and put-downs as "normal" behavior when they are angry. In general, we consider emotional abuse to be any behaviors that verbally attack, put down, humiliate, or are intentionally hurtful to a person (this includes yelling and name calling). Violence is any behavior that physically harms, scares or threatens a person (this includes property destruction, getting in someone's face, and threats to hurt).

Goals

- To define violent and abusive behaviors
- To identify payoffs, outcomes, and consequences of violence and abuse

Important Messages

- Violent and abusive behavior hurts people even if they aren't physically hurt.
- Violent and abusive behavior has negative consequences for the abuser, as well as for the person who is the target of the behavior.
- Violent and abusive behavior is learned.
- People have choices about how they respond to a situation. Violent and abusive behavior is not a "reaction" over which an individual has no control.

Discussion Questions

1. Make a list of violent and abusive behaviors, identify ones that you have used, ones that were done to you, and ones that you have seen.

Behaviors	Behaviors You Have Used	Behaviors Done to You	Behaviors You Have Seen
1.			
2.			
3.			
4.			
5.			
6.			
7.			
8.			
9.			
10.			

2. Where/how do people learn to use violence and abuse?

3. How do violence and abuse affect:

- Relationships

- The abusive person

- The victim

Worksheet

Payoffs, Outcomes and Consequences

Payoffs: The immediate results of being violent or abusive. This is what you get out of being violent or abusive that makes you more likely to do it again.

Outcomes: How being violent or abusive affects a situation. You don't always get what you want.

Consequences: The long-term results of being violent or abusive. What will happen to you if you keep being violent or abusive? How violent or abusive behavior will affect your life.

Give some examples of payoffs, outcomes and consequences below.

Payoffs	Outcomes	Consequences

Now, use an incident from your life and write down the payoffs, outcomes and consequences.

Payoff	Outcome	Consequences

Discussion: Making Choices

How does thinking about payoffs, outcomes and consequences affect the choices you make?

Session 5 Learning 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 that 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.

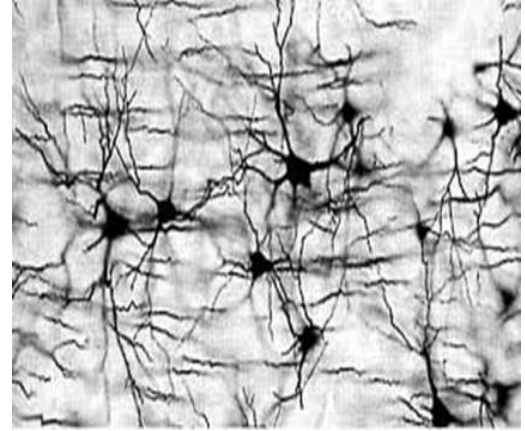
We have the ability to physically change our brains. In fact, we are doing it every day, and we don't even know it. Every time you have a new experience or learn a new skill, your brain grows new neural connections. It's called 'neuroplasticity'.

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.

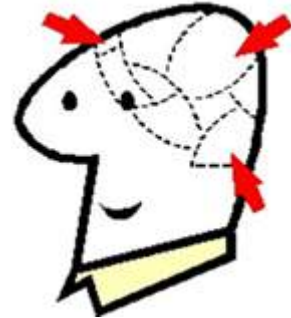
Likewise, you are creating new neural connections in your brain as you practice all of the skills you are learning here in Step-Up. The more you use them, the easier it becomes as your brain strengthens the neural networks for that skill. You are re-wiring your brain.

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

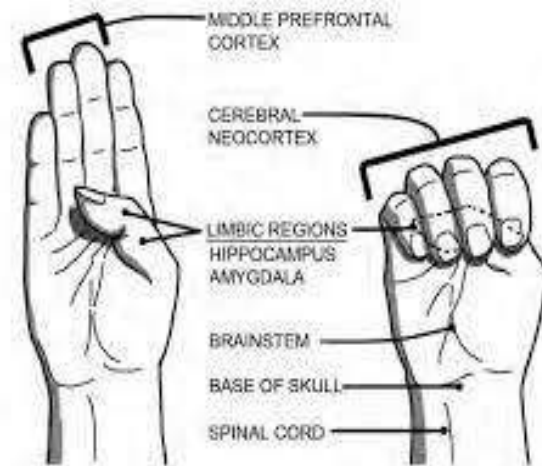


Understanding Your Brain and Nervous System

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

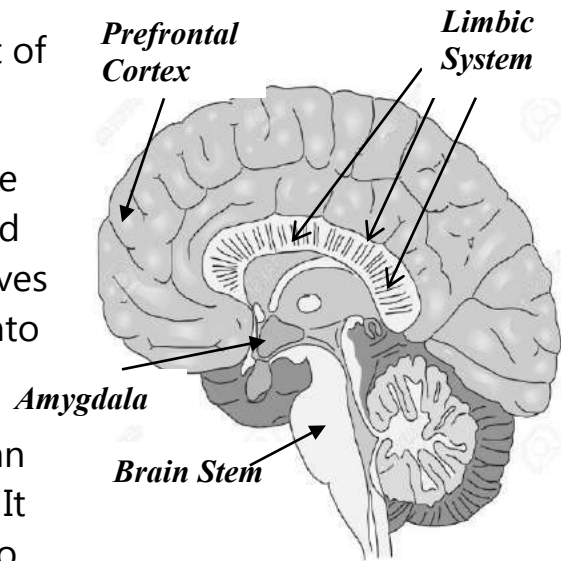
Amygdala- A small almond size part in the limbic system that takes in information and evaluates- "is this good, or bad?" It perceives danger and triggers the nervous system into 'fight or flight'.

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.

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

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

We have two parts of 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 one of the fastest ways to 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 breath out slowly for a count of 4;
5. Hold for a count of 4;
6. Then breath in again for 4;
7. Do this 4 times.

A long, slow breath out is most important. When you breathe 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
- Warm fluids- tea, warm milk

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?

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?

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?

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?

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?

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?

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?

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.

Session 7: Understanding Power

Teen Session

Background

Power in personal relationships is often defined negatively, such as getting other people to do things that you want them to do, and this kind of power means having power over people. Violent and abusive behavior is one way to achieve this negative kind of power.

But there are nonviolent and non-abusive ways to achieve a positive kind of power. One source of positive power is found in your personal strengths that allow you to achieve your goals. Another source of positive power is found in skills like negotiation and compromise that can strengthen your relationships. You can use your skills, knowledge and strengths to have positive personal power.

Goals

- To identify personal power
- To identify negative and positive uses of power
- To examine how teens can use their personal power in positive ways

Important Messages

- Power in itself is not a problem. It is how we use our power with others that can sometimes be a problem.

- Our personal strengths and skills can give us power in positive ways

Discussion Questions

1. What is power?

2. What are some different ways that people have power?

3. What are some things people do to have power?

4. What are some destructive ways to show power?

5. What are some respectful ways to have power?

6. Think of someone you know who has a lot of power. In which of the above ways does he or she have power? How does the person use his or her power?

Worksheets

Personal Strengths and Skills

All of us have personal strengths that give us the power to make changes in our lives. Match each personal skill with the definition of the skill.

<i>Courage</i> ____	1. To have sympathy and feelings for people with problems.
<i>Open Mindedness</i> ____	2. Being able to wait; taking your time to do things.
<i>Endurance</i> ____	3. To face danger or difficulties in spite of fear.
<i>Dedication</i> ____	4. To have the ability to work well with others
<i>Cooperative</i> ____	5. Following through; acknowledging when you are wrong
<i>Compassion</i> ____	6. To push yourself to meet a goal
<i>Loyalty</i> ____	<i>7. To stand behind friends and family no matter what happens</i>
<i>Accountability</i> ____	<i>8. Strength to continue on even though you are tired, stressed or have a long way to go.</i>
<i>Patience</i> ____	<i>9. Being dependable and consistent</i>
<i>Reliable</i> ____	<i>10. Being interested in the opinions and ideas of others; being willing to consider new ideas</i>

Personal Skills

Another source of power comes from personal skills that allow you to assertively communicate your point of view in a respectful way. These skills will get you what you need for yourself and build stronger relationships with your family. Match each personal skill with the definition of the skill.

1. Listening ____	1. To take action to deal with feelings calmly
2. Compromise/Negotiation ____	2. To figure out a solution to a conflict
3. Respectful Communication ____	3. To express your thoughts and feelings using language that acknowledges other people's dignity
4. Empathy ____	4. Paying attention to what someone is saying
5. Problem Solving ____	5. To put yourself in someone else's shoes
6. Coping with difficult emotions ____	6. Being willing to give something up to come to an agreement

Ways We Have Personal Power

The following scenarios provide examples of personal power. What personal strengths and personal skills could the people in these scenarios use?

1. Neko is failing her math class and her mother is upset. Neko is grounded until she brings her grade up. She agreed to stay after school to get some extra help and she made a list of special assignments that she can do to improve her grade. Neko knows it will take time before her grade gets better and doesn't think she should be grounded. What should Neko do? What skills and strengths will she use to resolve this issue?

2. Jason is baby-sitting his little brother, who is watching a show on TV. Jason wants to watch a baseball game on a different channel. What can Jason do? What skills and strengths will he use with his brother?

3. Linda has a 10:00 p.m. curfew. She has had problems with keeping to her curfew and forgetting to call when she will be late. She wants a later curfew because most of her friends can stay out until 11:00 p.m.

4. Larry just had an argument with his girlfriend, Lindsey, about their plans for the weekend. Larry wants them to go to a friend's party and Lindsey wants to see a band at a club. They keep arguing about it.
-

5. Lisa's parents have been checking on her a lot lately because she was going places she wasn't supposed to go. Her mom wants to know the phone numbers where Lisa is all the time and she calls to check on her. Lisa is getting really annoyed by this. She wishes her mom would trust her. What could she do?
-
-

What Personal Power Do You Have?

Strengths

Skills

Take-Home Activities

During the following week, think of ways you use your personal power and let us know about it next week during check-in.

Session 8: Making Amends

Teen Session

Background Information

The second part of being accountable for abusive or violent behavior is to repair the harm or damage caused by the behavior. In this session you will learn specific things you can do to make amends for your behavior when you have been abusive and violent.

Goals

- To learn how to take responsibility for your behavior when you have hurt someone by doing something to repair the harm that was caused.
- To identify specific things that can be done to make amends for abusive/violent behavior.
- To learn how to repair relationships harmed by abuse or violence

Important Messages

- Making amends is a way to take responsibility for your behavior by repairing damage or problems caused by your behavior.
- Making amends is different from saying "I'm sorry."
- An important part of making amends is to work on changing your behavior so you do not repeat the harmful behavior.

- Repairing damage in a relationship is a long-term process.

Worksheets

Discussion Questions

What are some of the kinds of damage or harm that can be caused by abuse and violence?

Physical: _____

Emotional: _____

Relationship: _____

Making Amends

When you hurt someone (physically or emotionally), or you do something that causes a problem for another person, you can take responsibility for your behavior by doing something to make amends.

There are a lot of different ways to make amends:

- Acknowledge that you were wrong.
- Help fix the problem that was created by your actions.
- Repair something that has been damaged or pay to have it fixed.
- Help the person in some way.
- Do something special for the person that shows you care about him or her.
- Ask the person what you can do to make amends.

What are other ways?

Here are some things to remember when you are making amends:

- Saying "I'm sorry" is not the same as making amends.
- When you do something to make amends for an abusive or violent incident, it doesn't mean everything will be just fine and go back to the way it was before the incident.
- It is not always clear what to do to make amends.
- You should ask the person affected by the abuse what you can do to make amends.

Making Amends Scenarios

How could the people in the following scenarios make amends?

1. Terry was hurrying through the grocery store and he accidentally rammed his grocery cart into a woman who was holding an armful of groceries. The groceries fell to the floor.

2. Alice spilled soda all over her brother's paper that he had just completed for homework.

3. Tom was supposed to be home at 4:00 to baby-sit so his mom could go to the doctor. He came home at 5:00 and his mom missed the appointment.

4. Shelley and her little brother were arguing because they each wanted to watch a different show on TV at the same time. Shelley got mad at her brother and pushed him down so hard he bumped his head on the table.

5. Larry's mom was upset with him because he had not been home very much over the last three days and had not done his chores or any homework. As Larry's mom was telling him what he needed to do, he started yelling at her, called her names and pushed her

6. Kate asked her mom for a ride to a friend's house. Her mom said she was too busy and couldn't do it. Kate said, "Fine, I'll just walk!" As she was getting her coat out of the closet she slammed the door really hard and then kicked it, leaving a dent in the door.

How Can I Make Amends Worksheet

Think of a time when you were abusive or violent to a family member. Write down three things you could do to make amends. (Remember that saying you are sorry is not making amends.)

1.

2.

3.

Session 9: Accountability through Restorative Practice

Parent and Teen Session

Background Information

In this session you will learn how to be accountable for your behavior when you have been hurtful to a family member. Together, you and your parent will learn and practice the *Six Restorative Steps* for taking responsibility for behavior.

Additionally, parents and teens will learn a new way to address violence or abuse at home. The 'Six Restorative Steps' are a valuable tool to use when there is hurtful behavior toward family members.

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.

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.

Important Messages

- The first steps in changing an abusive/violent behavior are to acknowledge that you are using the behavior and to recognize how it is a problem.
- 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?

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?

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

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

5. Who are you accountable to?

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

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

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

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

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 you 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?

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

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?

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

Worksheet

Taking Responsibility for Behavior Using Six Restorative Steps

After acknowledging your hurtful behavior in an accountable way, the next part is taking responsibility for the harm that resulted from what you 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.
• What was the harm done to them?	Think of physical and emotional harm.
• How did it affect them?	Think of how they might feel and how it impacted their life?

• What other harm or damage was caused?	Think of physical, emotional, and other ways it may have caused a problem for family members.
	All of the above questions help you understand the impact to 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.
2. How did it affect my relationship with my family members?	This helps you think about your relationship and how the behavior impacts trust and feelings in your relationships.
3. How did my behavior affect me?	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?"

4. What could I have done differently?	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.
5. What do I need to do to make amends?	How can I repair the harm damage done? Or fix the problems that were caused? What can I do to make things right?
6. What do I need to do so I don't repeat the behavior again?	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.

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?

- 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?

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

Worksheet

Taking Responsibility for My Behavior using Six Restorative Steps

Answer these questions about an incident when you were violent or abusive. It can be the situation that brought you to group, or something more recent.

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?

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

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?

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

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

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

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.



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.

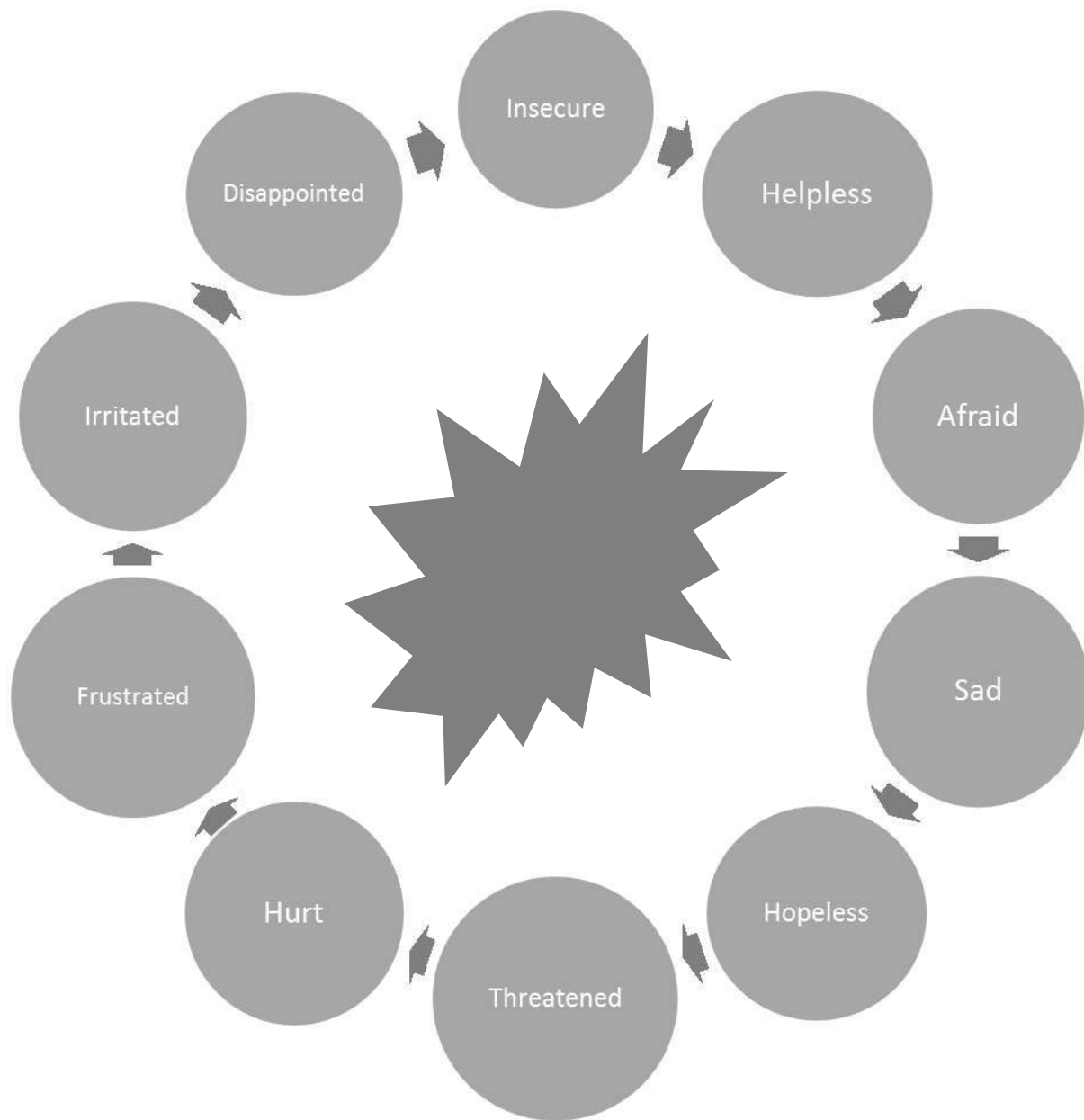
* Lieberman, Matthew D. (2007) *Putting Feeling into Words: Affect Labeling Disrupts Amygdala Activity in Response to Affective Stimuli*, Psychological Science 18 (5), 421-428.

Different Kinds of Feelings

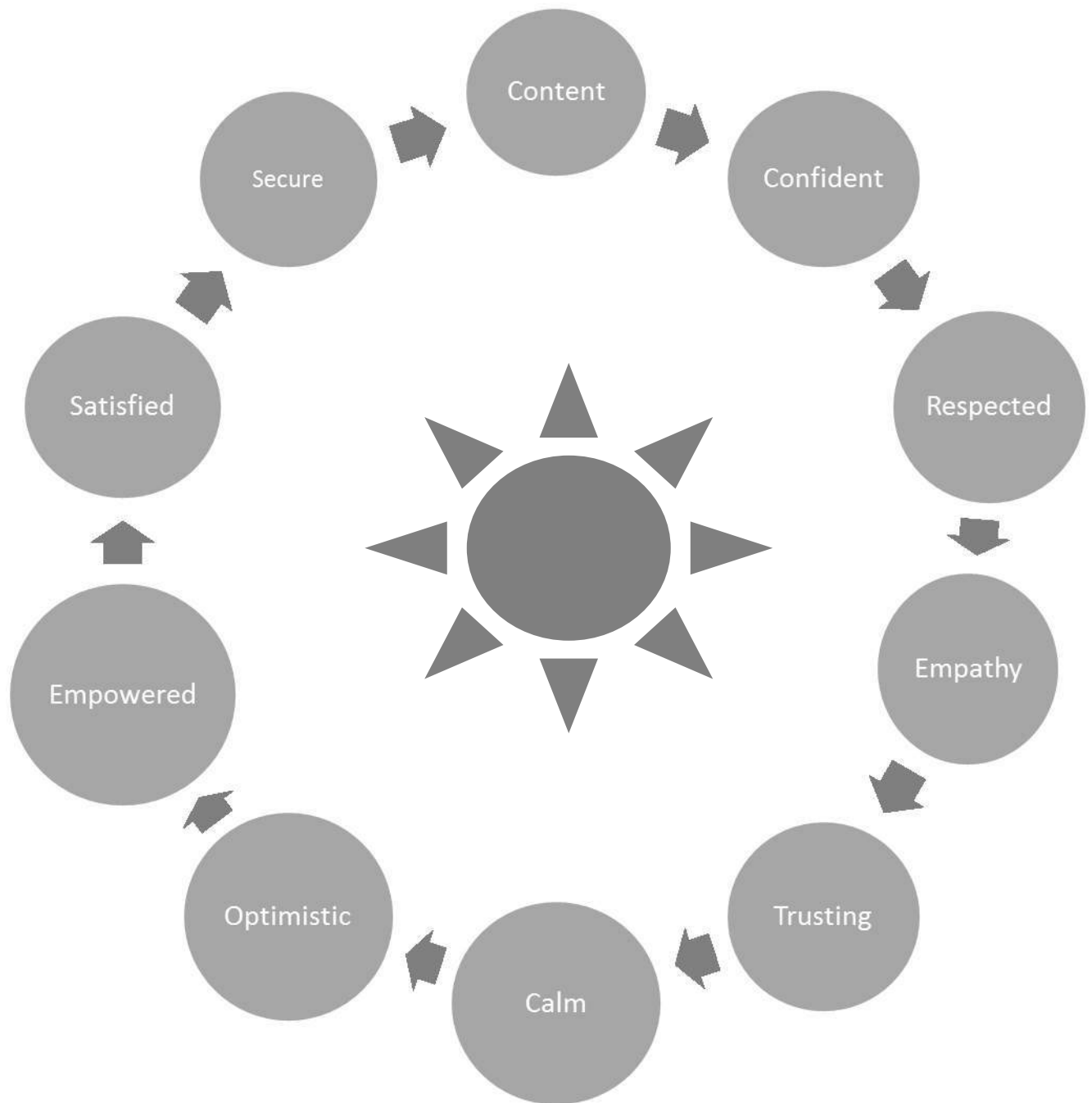
On the next two pages, you will see two wheels with feelings. One has difficult feelings that are common when people are having conflict with each other. The other has helpful feelings that describe how you feel when you are able to stay calm and solve problems.

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?

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?

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?

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?

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?

2. What did you say and do?

3. Besides anger, what feelings did you have?

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 affect 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.
- 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.

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



<i>Behavior</i>	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. Listening to your self-talk will help you. 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 to help him cope with the distress?

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."

- 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.

Closing

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

Session 12: Hurtful Moves/Helpful Moves

Teen Session

Background Information

An important part of changing behavior is to think about the choices we make. In earlier sessions we discussed feelings, self-talk and beliefs. In this session you will learn how these work together to impact how you choose to respond to an event. You will identify the feelings, self-talk and beliefs you have in a difficult situation and how to change them so you can make a better choice about your behavior.

Goals

- To learn to identify feelings, self-talk and beliefs experienced during difficult situations
- To learn how to change negative/unhelpful feelings, self-talk and beliefs to positive/helpful ones and make behavior changes

Important Messages

- Feelings, thinking and beliefs all influence how we choose to respond to a situation.
- When we change how we think about a situation, our feelings change.
- Changing our feelings can help us make different choices about our behavior.

- Our beliefs support our thinking, feelings and behavior.

Worksheets

Turning Hurtful Moves into Helpful Moves (Part A)

Scenario: Jason gets up one hour late and misses his bus. He asks his mom for a ride. She is going to work and doesn't have time.

<i>Hurtful Moves</i>	<i>Helpful Moves</i>
<i>I Think/Self-Talk</i> <i>You Should</i> "You should give me a ride." <i>Blamers/Put-Downs</i> If you got me up on time, I wouldn't have missed the bus."	<i>I Think/Self-Talk</i> <i>I Can</i> "I messed up but I can figure it out." <i>Tamers</i> "Mom isn't responsible for my being late; she needs to get to work on time."
<i>I Feel</i> Resentful, helpless, controlled	<i>I Feel</i> Frustrated, anxious, worried, motivated, competent,
<i>Behavior</i> Jason yells at her and calls her a name.	<i>Behavior</i> Jason takes the city bus to school.
<i>I Believe</i> Other people are responsible when things go wrong. I have the right to yell and call names when someone doesn't do what I want.	<i>I Believe</i> I am responsible for figuring out solutions to my own problems. I don't have the right to yell and call names when I don't get what I want. Other people's needs are important.

Turning Hurtful Moves into Helpful Moves (Part B)

Scenario: It's 11:30 p.m. and Terry is 30 minutes late for his curfew. He was at a party and didn't want to leave. Terry is mad at his mom because he thinks 11:00 p.m. is too early for a curfew.

Complete the following worksheet as if you were Terry.

<i>Hurtful Moves</i>	<i>Helpful Moves</i>
<i>I Think/Self-Talk</i> <i>You Should</i> <i>Blamers/Put-Downs</i>	<i>I Think/Self-Talk</i> <i>I Can</i> Tamers
<i>I Feel</i>	<i>I Feel</i>
<i>Behavior</i>	<i>Behavior</i>
<i>I Believe</i>	<i>I Believe</i>

Turning Your Own Hurtful Moves into Helpful Moves

Think of a difficult situation in your life and describe it below, then fill out the worksheet for your situation

<i>Hurtful Moves</i>	<i>Helpful Moves</i>
<i>I Think/Self-Talk</i> <i>You Should</i> <i>Blamers/Put-Downs</i>	<i>I Think/Self-Talk</i> <i>I Can</i> Tamers
<i>I Feel</i>	<i>I Feel</i>
<i>Behavior</i>	<i>Behavior</i>
<i>I Believe</i>	<i>I Believe</i>

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."

"You" Statement

"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."

"I Statement"

"I feel frustrated when I don't get picked up by 2:30 because I worry about being late for practice."

"You Statement"

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

"I Statement"

"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."

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:

"You pig. You ate all the chips."

"I" statement:

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

"I" statement:

"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:

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:

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:

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:

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 Activity

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

Session 15: Understanding Responsibility

Teen Session

Background Information

The goal of this session is for you to write a responsibility letter to the person who was a victim of your abuse or violence. The most important thing is for you to write the letter without denying, justifying, or minimizing the behavior, or blaming your behavior on the person you harmed.

Goals

- To write a responsibility letter to the victim of your abuse/violence, talking about the abusive/violent behavior without denying, justifying, minimizing or blaming
- To learn how to take responsibility for your behavior.

Important Messages

- Taking responsibility for abusive and violent behavior is a sign of personal strength.
- Taking responsibility for abusive and violent behavior is a first step toward changing behavior.
- Taking responsibility is a way to start repairing a relationship.

Worksheets

What Is a Responsibility Letter?

An important part of changing your abusive or violent behavior is looking at the choices you made during conflicts in the past. You are going to write a letter to a family member, describing an incident when you were abusive or violent toward him or her. This letter will not actually be sent to the person, but it will be written as if he or she were going to read it. In it, you will describe the behaviors you used without denying that you used these behaviors, minimizing the impact the behaviors had, or blaming the person for your choice of behaviors.

Here's how you do it:

1. You decide what incident you are going to write about and let your counselor know about it. You may do this during group session time when everyone will talk about what they are going to write about, or you may talk about it to your counselor apart from the group.
2. After your counselor approves the incident you will write about, use the blank letter in the worksheet and answer the questions. The responsibility letter is not meant to be a writing assignment. If you have any problems with spelling or grammar, don't worry.
3. Give your letter to your counselor. He or she will read it and may ask you to make changes to it.
4. After you make all the changes, you will read the letter to the group.

Sample Responsibility Letter

Dear Mom,

Describe what happened when you were arrested or had an abusive/violent incident. Be clear about what you did on the abuse wheel.

I'm writing to you about what I did on May 5. The argument was about me coming home late. I came home at 11:00 p.m. and went to my room. You came into my room a couple of minutes later. You asked me where I had been. I told you before I left that I'd be home at 10:00 p.m. I got loud and told you it was none of your business where I was. I told you to "get out of my room." You said you were sick of me talking to you that way and you wanted more respect. Tommy (my 7-year-old brother) came out of his room and told me not to call you names. I told him to shut up. Then he said, "I hate you." I kicked my foot toward him and said, "You better get out of here." He left crying. Then I started pushing you toward the door and I raised my hand like I was going to hit you. You screamed and I said, "Just shut up and get out." You were in the doorway and I pushed you down into the hallway. I slammed the door and locked it so you couldn't get back in. Then I turned on my stereo so loud that the windows were rattling. About ten minutes later the police came to my door.

What negative thoughts were you having that may have led to your abusive behavior?

I thought you were overreacting. I thought I could make you leave me alone by yelling at you and scaring you.

What were you feeling?

When you ask me where I've been or what I've been doing, I feel like a little kid. I get angry and I feel humiliated.

What did you want your family member to do or stop doing?

I wanted you to say it was okay that I was late. I wanted you to let me do whatever I wanted without having to answer to you. I wanted you to leave me alone.

How could you have expressed your feelings in a respectful way?

I could have told you that I feel like a little kid when you question me and worry about me when I'm late. I could have called you to say that I was OK and told you that I'd be home at 11:00 p.m. I could have asked you if we could take a time out and talk about it tomorrow.

How did your abusive/violent actions affect other people in your family?

I hurt your back when I pushed you down. I know I scared you when I yelled at you, called you names and threatened to hit you. I also think you must be sad that your own son would do these things to you. After Dad left, we were so close for a while, but in the last couple of years, we've had more and more arguments. I know you have a lot of hopes and dreams for me and you must feel disappointed that I'm acting this way.

I also know Tommy is scared of me sometimes. When we were playing together the other day, he flinched when I raised my hand. I was just reaching up to get something. I never realized he was so afraid of me until he did that. When you and I argue, I've seen him in his room crying. One time he said, "You're just like Dad." That really pissed me off, but I realized later he was right.

What were the consequences to you?

I got arrested. I spent 3 days in detention. I went to court. I have to go to this program and do community service. When I was in detention, I was really pissed off at you. I thought it was all your fault. Now I realize I did some stupid things and might end up living in some foster home somewhere if I don't watch out. I don't feel good about what I'm doing to you and Tommy. I don't want to end up like Dad. He's all alone now.

What could you have done differently?

Most of all, I need to think about what I'm going to say before I say it. When I'm upset, I say the first thing that comes to my head. That means I get loud, swear and start ordering people around. That's not right. You have to give people respect to get it. I'm trying to watch what I say and how I say it. I could have done all this on May 5.

I could have admitted to you that I was an hour late. I could have acknowledged that you had a right to worry about me and want me home on time. I didn't have to turn on the stereo so loud like I did. That was just to piss you off. Just not yelling can make a big difference.

How have you taken responsibility for your behavior and made amends?

I know you will want me to do certain things because of what I did. I should be a man and do what you ask. I'll probably be grounded for a while and have extra chores around the house. I have to show that you can trust me again.

I'd like to make a plan with you about how to handle this kind of situation in the future.

I should also tell my brother that what I did was wrong. I should do something with him or just spend time with him so he can respect me again. I don't want him to do the things I did to you.

Most of all, I need to show both of you that when we disagree, you don't have to be afraid that I'll yell or swear or break something. I don't want you to be afraid of me.

Two Versions of Describing What Happened

Version 1

I'm writing to you about what happened on May 5. I can't remember what we argued about except that when I came home you started nagging me about something. I didn't want to listen to it and just wanted to go to bed so I went into my room. I was really getting fed up with your complaining. I had to raise my voice so you would listen to me.

I went to my room and you followed me there. I asked you to leave my room and let me sleep. You just kept going on and on. Then Tommy got up and he started whining about something. I told him to go back to bed. He started crying like a baby for some reason. I don't know why. He finally went back to bed.

If you would have left, there wouldn't have been any problem. I shoved you a little to get you out so I could go to bed. I asked you to leave again. You didn't look where you were going and you fell in the hallway. Then you blamed it on me. I couldn't believe it. I turned on my radio to try to calm down and you called the police. You blew the whole thing out of proportion.

Version 2

I'm writing to you about what I did on May 5. The argument was about me coming home late. I came home at 11:00 p.m. and went to my room. You came into my room a couple of minutes later. You asked me where I had been. I told you before I left that I'd be home at 10:00 p.m. I got loud and told you it was none of your business where I was. I told you to "get out of my room." You said you were sick of me talking to you that way and you wanted more respect. Tommy (my 7-year-old brother)

came out of his room and told me not to call you names. I told him to shut up. Then he said, "I hate you." I kicked my foot toward him and said, "You better get out of here." He left crying. Then I started pushing you toward the door and I raised my hand like I was going to hit you. You screamed and I said, "Just shut up and get out." You were in the doorway and I pushed you down into the hallway. I slammed the door and locked it so you couldn't get back in. Then I turned on my stereo so loud that the windows were rattling. About ten minutes later the police came to my door.

Answer the following questions:

1. How are these two descriptions different?

2. In the first version, which statements in the first paragraph are denying, justifying, minimizing, and blaming? In the second paragraph? In the third paragraph?

3. How does the second version show accountability?

4. How would the parent respond to the two different versions?

5. How would the parent feel about each version?

6. Which version requires more thought?

7. Which version would be more difficult to write?

8. Which version shows more consideration for others?

My Responsibility Letter

Dear Mom,

Describe what happened when you were arrested or had an abusive/violent incident. Be clear about what you did on the abuse wheel.

What negative thoughts were you having that may have led to your abusive behavior?

What were you feeling?

What did you want your family member to do or stop doing?

How could you have expressed your feelings in a respectful way?

How did your abusive/violent actions affect other people in your family?

What were the consequences to you?

What could you have done differently?

How have you taken responsibility for your behavior and made amends?

Session 16: Understanding Empathy

Teen Session

Background Information

The goal of this session is for you to write an empathy letter to the person who was the victim of your abuse/violence. Understanding another person's thinking, feelings, and experience of a situation can be the most important part of responding to a conflict with respect, and without abuse and violence.

Goals

- To define empathy
- To discuss how empathy can have a positive impact on relationships
- To practice empathy through letter-writing

Important Messages

- When two people try to resolve a conflict, they will be much more successful if they try to understand each other's feelings and perspectives.
- When you try to think about how another person experiences a situation, you may feel less angry at him or her and you are less likely to use abuse/violence against him or her.
- Having empathy can help you be more respectful.

Discussion Questions

1. What is empathy?

2. How does empathy affect your relationship with another person?

3. What difference would understanding the feelings and experience of another person make when you are responding to something he or she did or said to you?

4. What situations make it hard to have empathy?

5. Can you have empathy for someone even when you don't agree with his or her point of view?

6. What situations make it easy to have empathy?

7. Think of a time when someone had empathy for you. When he or she tried to understand how you felt or how you experienced a situation, how did it make you feel?

8. What does empathy have to do with mutual respect?

9. If a person didn't have empathy, what would he or she be like?

Worksheets

Empathy Letter Plan

Think about what happened when you were abusive or violent to the person(s) in the incident that you have chosen to write about. Think the whole situation through, and try to look at it through the other person's eyes, and experience it as if you are the other person. Try to really imagine you are that person. Use what you already know about them to help you know / understand how they might be feeling and seeing the situation.

In your letter you can also add comments that other family members might have made as they watched or heard what happened.

1. Describe what happened as they might have experienced it and from their point of view as your parent, caretaker or other family member
2. What feelings might you be having if you were that person throughout the whole incident? There might be many different feelings, and they might change at different times.
3. What thoughts might you be having at different times during the whole situation?
4. How did the incident impact the person's life? Think about how it affected them in different ways, such as what they had to do as a result of your behavior (call the police, go to court, miss work, find childcare for siblings, fix a hole in the wall, or a broken phone, etc.)
5. What were the long term effects of what happened, especially in your relationship with them and your other family members?

Below is an example of an empathy letter.

Dear _____,

Describe what happened when you were arrested or had an abusive incident from the perspective of your parent or the person you harmed.

The argument began because you came home late. You said you were going to be home at 10:00 p.m. but you didn't get home until 11:00 p.m. When you got home and I asked you where you were, you started yelling at me and started swearing. You also called me names. When Tommy heard you yelling at me, he came into the room and you kicked your foot at him, swore at him, and told him to go back to his room. Then you came after me. You kept pushing me until I was near the door. You raised your hand at me, like you were going to hit me. Then you pushed me down on the floor in the hallway and slammed the door. Then I got up and called the police.

What was the person thinking and feeling during this incident?

When you didn't come home on time, I was worried because I didn't know where you were.

When you started calling me names that really upset me, because I just wanted to know that you were OK. I feel degraded when you call me names. I can't believe my own son would call me those names. I was also upset because Tommy heard what you said and I think he'll start using that language if he hears you use it. When you kicked your foot at Tommy, I was afraid for him.

The first time you pushed me, I was really surprised. You had never done that before. I wasn't sure what you were going to do next. I remember being so scared because you raised your hand at me like you were going to hit me. I thought for sure you were going to do it.

After you slammed the door, I didn't know what to do. I was in shock. I wasn't sure this was really happening to me. My own son. I sat there trying to imagine what I was going to say to somebody if they asked me what happened. I was sure they'd think it was my fault.

How were they affected by the incident?

I didn't want to call the police, but I didn't know what else to do to make you stop. I didn't want you arrested; I just wanted them to talk to you. I'm sorry this happened, but I can't live like this anymore.

What were the long term effects of what happened, especially your relationship with them and your other family members?

It's going to take me a while to trust you again. This isn't the first time this kind of thing has happened.

Tommy looks up to you and wants to be like you. I don't want him to think of you as someone who yells and hits people. I don't want him to start doing those things. Tommy and I shouldn't have to be afraid of you. If getting arrested means you will stop being violent with me, calling me names and threatening me, then I think it was worth it.

Love, Mom

My Empathy Letter

Dear _____

Describe what happened when you were arrested or had an abusive incident from the perspective of your parent or the person you harmed.

What was the person thinking and feeling during this incident?

How were they affected by the incident?

What were the long term effects of what happened, especially your relationship with them and your other family members?

What else might the person say to you about it? For example, how might they feel now that you are finishing Step Up and you have made changes in your behavior?

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 parents will learn the first two steps of the 10-step problem-solving process: talking about the problem and listening. Listening and repeating back what was said is hard for most people, particularly when they disagree with what was 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 are speaking:

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

Do not:

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

When you are listening:

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

When you respond to the speaker:

- Describe what the other person said.
- Describe what you think the other person was feeling.

Do not:

- Correct what the other person said
- Argue about what happened
- Deny the other person's feelings

- Bring up the past or things that the other person does that bother you
- Criticize
- Put down
- 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.

Sessions 18 and 19: Problem Solving Together

Teen and Parent Session

Background Information

In this session you will practice the 10-step process of problem solving with your parent. 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?

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? Why?

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

4. How would they talk to each other?

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)

Step	How to do it	Example
1. Describe the problem.	<i>Use "I" messages. Don't accuse, blame or criticize.</i>	Teen: "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. <i>The other person listens and then reflects back what he or she heard.</i>	<i>Listen quietly without interrupting, and then summarize the other person's thoughts and feelings without advising, criticizing or judging.</i>	Parent: "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.	<i>Listen quietly without interrupting, asking questions or commenting.</i>	Teen: "What do you think about the problem?" Parent: "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. <i>Reflect back what you hear.</i>	<i>Summarize the other person's thoughts and feelings without advising, criticizing or judging.</i>	Teen: "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.	<i>Avoid judging, criticizing and blaming.</i>	Teen: "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.	<i>Each person comes up with several possible solutions.</i>	Teen: "Let's each try to come up with some ideas to work this out."
7. Take turns listing ideas.	<i>Be respectful of each other's ideas, even if you don't agree with them.</i>	Teen: "Well, just don't worry about me." Parent: "Come home before midnight." Teen: "How about if I call you if I'm going to be late?" Parent: "On weeknights come 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."
8. Take turns commenting on each idea.	<i>Avoid judging or criticizing.</i>	Parent: "Until you're grown, I will keep worrying about you." Teen: "Sometimes I want to hang with my friends and not be at home so early." Parent: "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." Teen: "OK, I can try that. But 10 seems kind of early."

9. Make a plan for how the solution will work.	<i>Include details and what each person needs to do.</i>	Parent: "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." Teen: "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."
10. Write the plan down and put it someplace where you both can see it every day.		Parent: "Let's write out our agreement and put it on the refrigerator so we both can see it."

Problem Solving (Parent Starts the Process)

Step	How to do it	Example
1. Describe the problem.	<i>Use "I" messages. Don't accuse, blame or criticize.</i>	Parent: "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.	<i>Listen quietly without interrupting, and then summarize the other person's thoughts and feelings without advising, criticizing or judging.</i>	Teen: "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.	<i>Listen quietly without interrupting, asking questions or commenting.</i>	Parent: "What do you think about the problem?" Teen: "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.	<i>Summarize the other person's thoughts and feelings without advising, criticizing or judging.</i>	Parent: "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.	<i>Avoid judging, criticizing and blaming.</i>	Parent: "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.	<i>Each person comes up with several possible solutions. Some will be workable, some won't.</i>	Parent: "Let's try to work this out."

7. Take turns listing ideas.	<i>Be respectful of each other's ideas, even if you don't agree with them.</i>	Teen: "I'll do the dishes when I'm done watching TV." Parent: "When I ask you to do the dishes, give me a time that you'll do them." Teen: "Let's eat off paper plates." Parent: "Let's set up a time every day when you'll do the dishes."
8. Take turns commenting on each idea.	<i>Avoid judging or criticizing.</i>	Parent: "I need to know more specifically when the dishes will get done." Parent: "Paper plates are too expensive and I prefer real plates." Teen: "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." Parent: "I like your idea that you'll let me know each night what time the dishes will be done." Teen: "All right, I can do that."
9. Make a plan for how the solution will work.	<i>Include details and what each person needs to do.</i>	Parent: "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." Teen: "I'll get the TV guide and write down the time for each night."

10. Write the plan down and put it someplace where we both can see it.		Parent: "Let's put your schedule up in the kitchen where we both can see it."
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Session 20: Extra Session

Session 21 Moving Forward

Teen and Parent Session

Background Information

You have taken steps toward using respectful behavior. This last session is a way to assess the progress you have made in the group toward using more respectful behavior and to look at goals that you can continue to work on after you leave the group. This last session is also an opportunity for you to give feedback to each other and to make statements about how particular group members have impacted you.

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 behavior 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 I Have Made

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

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 have you changed in your behavior to contribute to the improvement in your relationship? (Look at the abuse and respect wheels as you think about behaviors you have changed.)

4. What did you do to change your behavior?

5. If you hadn't made these changes, what would your relationship with your family members be like today?

6. What behavior do you need to continue working on?

7. What do you need to do to work on changing that behavior?

8. What skills have you learned in Step-Up that will help you in relationships in the future?

9. What have you learned about yourself since you have been in the program (your strengths, ability to change, etc.)?

10. How do you feel about yourself now?

Extra Sessions

My Family Relationships

Teen Session

Background Information

During this session you will ask teens to think about their relationships with family members and to examine what they can do to improve their relationships. This is the first teen group session and many teen group members may still feel uncomfortable talking about themselves. This session is more about their families than themselves and can indirectly lead the teens to talk about themselves.

The *My Family Relationships* exercise gives the teens a chance to think about positive qualities and strengths of people in their families. It also provides an opportunity for group members to get to know each other and to learn about each other's families. It can be very beneficial for them to learn that other families also have conflict.

Goals

- To identify the strengths of each family
- To learn about the families of the other participants and see that all have conflict
- To identify behaviors that strengthen family relationships and behaviors that destroy family relationships

- To identify ways group participants can impact family relationships in a positive way
- To build relationships among the members of the group

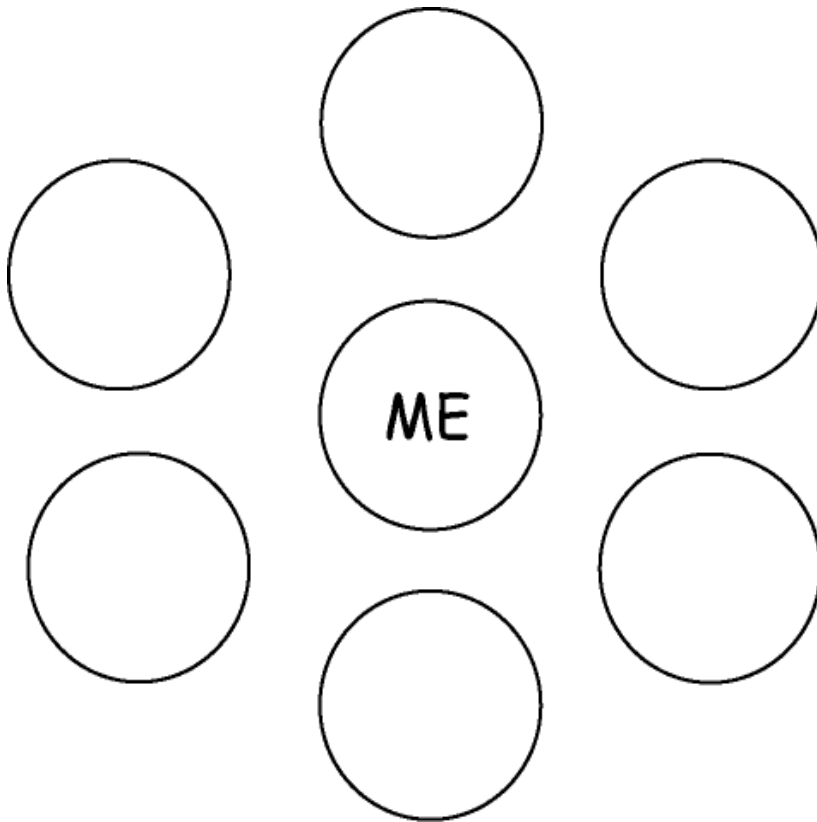
Important Messages

- Every family has strengths and every individual has positive qualities.
- Conflict is a normal part of family life and can strengthen family relationships.
- Violence and abuse destroy family relationships.

Worksheets

My Family Relationships

Write the names of each of your immediate family members in the circles. You can include any other family members you are close to and see regularly. Add circles if there are not enough.



- Draw a circle around the family member you feel closest to. What does this person do that helps you feel close to him or her?

- Draw a square around the family member you have the most conflict with. What is the conflict usually about?

- Draw a triangle around the family member you admire the most. What does this person do that you admire?

- Draw a diamond around the family member you respect the most. What does this person do that earns your respect?

Think of one thing that you can change about your behavior that will help you have a better relationship with people in your family.

Take-Home Activities

Ask teens to try making behavior changes (the changes they wrote about in the *My Family Relationships* exercise) during the following week. Ask teens to notice how the behavior changes affect their relationships. Let them know they will report back during check-in next week.

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?

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

3. Which kind of change will last longer?

4. Which kind of change is more difficult?

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

6. 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.

7. 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?

8. 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?

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.

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.

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.

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.

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.

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.

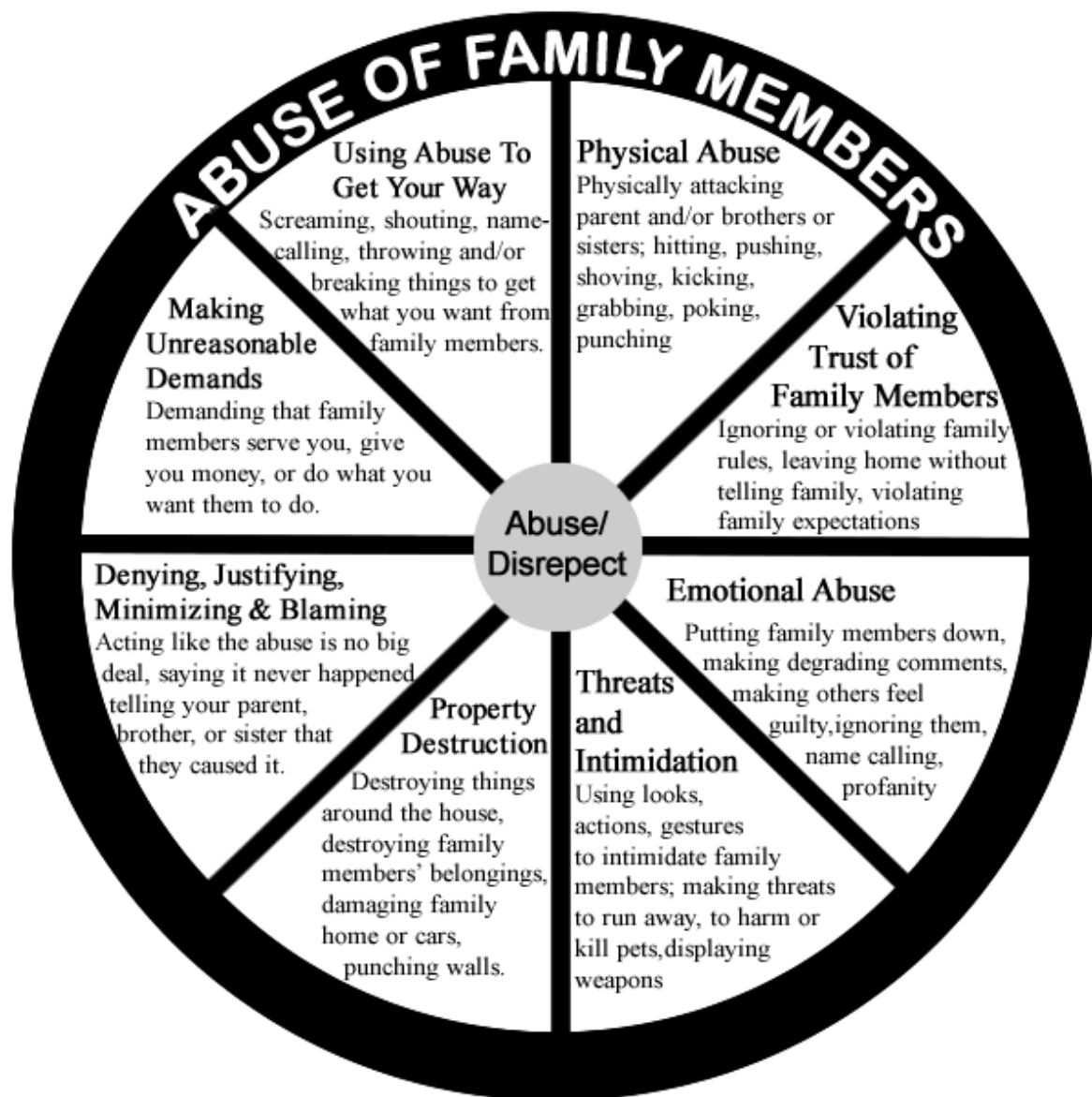
Where Am I in the Stages of Change?

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?

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

Weekly Check-In and Goals

The following pages are your weekly check-in and goal sheets. Each week you will fill out a check-in sheet that you will share with the group during the check-in group exercise. Then at check-in you will make a goal for the week and fill out a goal sheet. The following week at check-in you will fill out "How Did I Do?" and report it to the group.





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?

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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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How Did I Do?

1. Rate yourself on a scale of 1 to 10 (1=worst, 10=best):
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1. Rate yourself on a scale of 1 to 10 (1=worst, 10=best):
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Check-In

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?

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

Goal for the Week

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