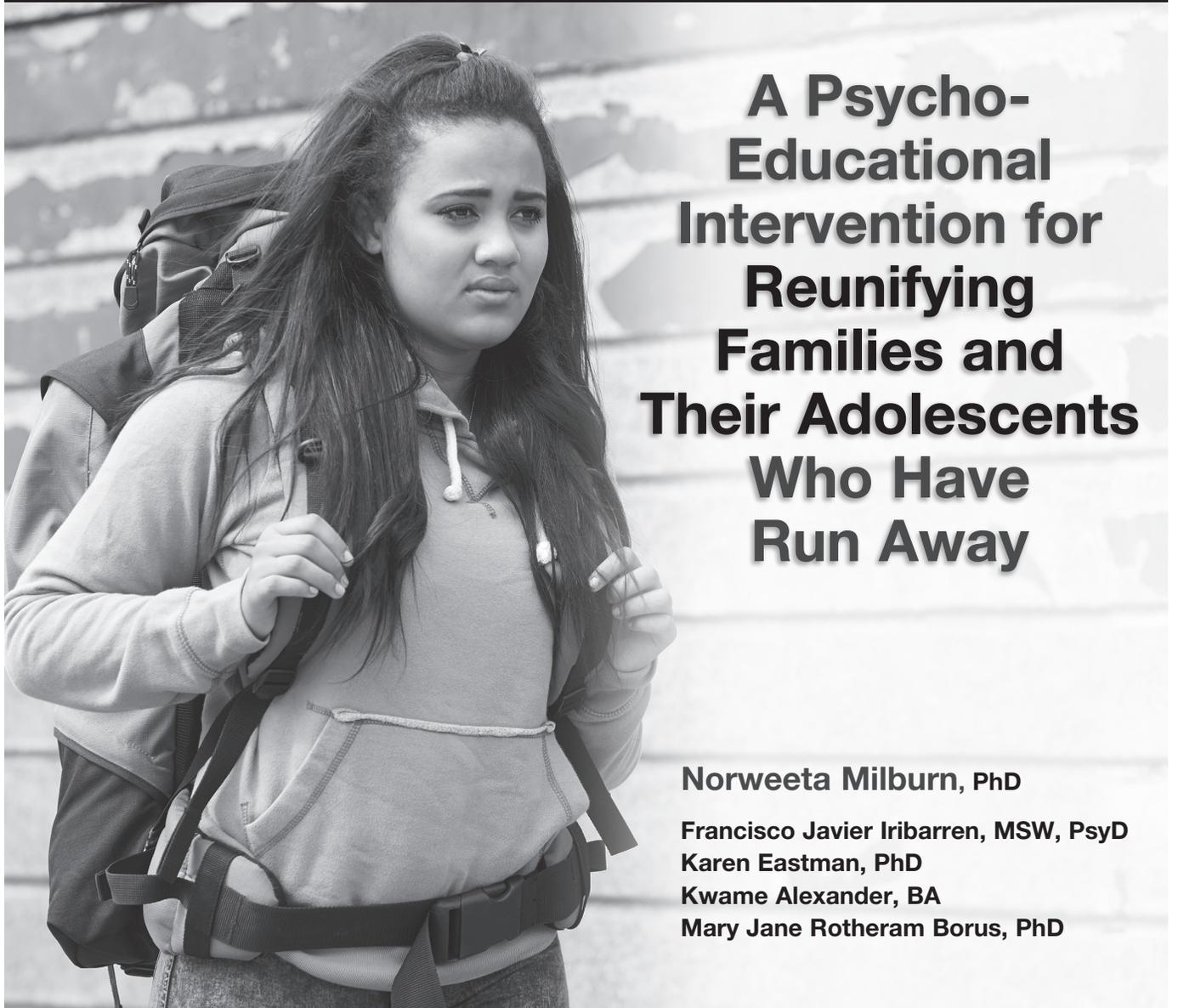


Project STRIVE

Support to Reunite, Involve and Value Each Other



**A Psycho-
Educational
Intervention for
Reunifying
Families and
Their Adolescents
Who Have
Run Away**

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Advancing Science
Reducing Risk
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Introduction

Overview of Project STRIVE

Background

Project STRIVE is a continuation of a previous project called *Project i*, which was also conducted at the Center for Community Health by Principal Investigator, Dr. Norweeta Milburn. *Project i* assessed the differences between chronically homeless youth and newly homeless youth, revealing important distinctions between the two that other research literature tends to overlook. One major characteristic among newly homeless youth is that they tend to return home within three months of leaving home and cycle in and out of homelessness. By targeting this population, Project STRIVE aims to intervene in the lives of newly homeless youth to prevent them from spiraling into chronic homelessness and risk for HIV, substance abuse and mental illness.

Results from *Project i* show that one of the major contributors to adolescents running away from the home is family conflict. Therefore, investigators at the UCLA Semel Institute, Center for Community Health, came up with a family intervention aimed at reducing family conflict based on principles that made another family intervention successful in dealing with adolescent suicide attempters.

Specific Aims

The STRIVE intervention consists of 5 sessions based on cognitive-behavioral and family systems. This intervention aims to successfully reunify newly homeless youth with their parents or guardians. The theoretical model underlying the intervention highlights the importance of improving family functioning by routinely resolving conflicts in a mutually beneficial manner, increasing positive affirmations, building problem-solving skills and providing role clarity.

Another goal of the intervention is to decrease HIV-related risks (sexual risk acts and substance use) and reduce chronic homelessness by promoting residential stability, decreasing runaway episodes, and increasing the quality of residential life.

In addition, the intervention developers hoped to decrease negative mental health symptoms and multiple problem behaviors, and increase school or employment performance.

The Specific Aims of Project STRIVE are to:

- Reunify runaway youth
- Improve family functioning
- Improve mental health

The intervention is delivered to newly homeless youth and either their parent(s)—most likely the mother—or guardian(s) by a trained, certified STRIVE facilitator. The first intervention

session takes place at an agency recruitment site and subsequent sessions either take place at the agency or at the participants' home or place of convenience.

Project STRIVE provides a short-term skills-building intervention that by no means replaces services such as support groups or psychotherapy. However, by intervening during a critical period of an adolescent cycling in and out of the home, it may be possible to help prevent chronic homelessness and reduce these adolescents' risk of HIV infection.

The Project STRIVE Research Study

Study Design

Recruitment for the original project took place in agencies serving newly homeless youth in Los Angeles County. Once a newly homeless adolescent had been screened as a potential candidate, that adolescent and his or her parent/guardian needed to give consent to participate in the study. A baseline interview was administered to both the adolescent and parent/guardian at individual times. After the baseline interview, participating families received either the agency standard of care or the five-session STRIVE intervention. In the case of the STRIVE intervention, the sessions ideally were administered once a week, until the fifth session was completed.

A 2-year follow-up assessment schedule was implemented starting from the completion of the last intervention session among those receiving the STRIVE intervention. For those participants receiving the agency standard-of-care, the 2-year follow-up schedule began 3 months after they had been baselined. Follow-up assessment interviews for the adolescents took place at 3, 6, 12, 18 and 24 months, while parents/guardians had a 3-month in-person interview and two phone interviews at the 12- and 24-month time points. Monetary incentives were provided at the baseline and follow-up interviews. However, in order to create a reality-based intervention with the understanding that many agencies could not afford monetary incentives, alternative incentives were provided for the intervention sessions.

Participants

For the study, newly homeless youth were defined as young people ages 12 to 17 who had left home for the first time without the consent of a parent/guardian or who had been kicked out by a parent/guardian for at least two consecutive nights, who were currently residing in a shelter, and who had left home or their permanent residence within the past 6 months.

During the 19-month recruitment period, approximately 320 newly homeless youth and their parents/guardians were recruited from various agency sites. Eligible participants were randomized into one of two groups – the intervention group or the control group.

Randomization of eligible participants was based on a group cross-over design at the agency level. This means that at half of the recruitment sites, eligible participants were recruited for the intervention group, while at the other half of the recruitment sites eligible participants were recruited for the control group. Each randomization period lasted for 4 months, followed by a 1-month “wash out” period before the next randomization period, in which

recruitment sites switched to randomize for the opposite group. The cross-over design of this study, ensured that referrals for both the intervention and control groups occurred in approximately equal numbers.

Project Activities

Newly homeless adolescents and their parents/guardians selected for the intervention group were lead through a 5-session family intervention by a trained STRIVE facilitator. The sessions were centered on resolving family conflict. Participants learned how to establish a positive family atmosphere, identify problem situations, analyze the obstacles preventing a resolution, negotiate through family problems, and evaluate the possible solutions in order to select the one that is best suited for a specific family problem. Participants selected for the control group received standard care from their service agency. All participating service agencies also took part in an educational workshop on standard of care.

Follow-up interviews were conducted to assess the efficacy of the intervention. These interviews were approximately 1.5 hours in length and were administered in person or via telephone.

Findings

Twelve months after the intervention:

- Adolescents participating in the intervention reported having significantly fewer sexual partners in the previous 3 months.
- The study found no statistically significant program impacts on measures of vaginal or anal sex, unprotected sex, or frequency of sex in the previous 3 months.

How to Use This Manual

This manual provides detailed instructions for facilitator's on how to deliver five structured psycho-educational sessions for adolescents and their parents. The basic approach combines family cognitive-behavioral methods with a family systems orientation. The primary assumption is that adolescent runaway episodes are the direct result of unsolved family conflicts that stem from family stress and, in some cases, intergenerational dysfunction.

The intervention focuses on identifying strengths in the family, problem-solving and preparing to cope with future adolescent runaway crises. The techniques in this manual are applicable to individuals of all gender identities, sexes, races, religions, etc. The manual consists of three sections:

- **Preparation for Facilitators:** The section that precedes the intervention sessions provides critical information for the intervention facilitator, including treatment philosophy, models for understanding how individuals and families behave, goals, methods, and special techniques for dealing with difficult psycho-educational situations.
- **Sessions:** Step-by step procedures for implementing the five intervention sessions follow the facilitator information. Each session begins with goals, corresponding objectives and the rationale for the session, followed by the steps for conducting the session activities, including materials needed.
- **Additional Module:** Following the intervention sessions, the appendix provides a module on assessing the imminent danger of running away that can be implemented if adolescents return home.

Preparation for Facilitators

Treatment Philosophy

Meet Families Where They Are

Some families seem always to be in a state of crisis. From a family systems perspective, families with ongoing crises use these emergencies to protect themselves from the pain of confronting basic dilemmas arising from multi-generational patterns in which issues of abandonment, rejection, family disintegration, trust and abuse have not been resolved.

Crises are a form of resistance, and resistance to change is seen as a commitment to support the family. Even for families with little chaos, a crisis such as an adolescent running away can be seen as an effort designed to stabilize the family in its current state, and prevent the family from moving toward an integration that will shift power, independence and responsibilities. For example, an adolescent runaway episode could be interpreted as the child sacrificing herself in order to keep the secret of the father's abuse of the mother from being discovered, which could increase the potential for family disintegration.

It is the philosophy of Project STRIVE that changing symptom clusters can reduce the risk of adolescent runaway episodes and alter long-standing family dynamics. The families of adolescent runaways are definitely in trouble, and there may be many underlying issues. However, providing a structured, short-term, cognitive-behavioral psycho-educational intervention may facilitate the expression of symptoms in a controlled setting where they can be reshaped and eliminated. Symptom relief can change the basic problem. As new behavior emerges, new feedback loops are established, reducing the need for continuing the protective actions that are also dysfunctional in the context of family growth and development.

A central strategy for working with these families is to meet the family where they are and to appreciate their efforts to prevent disintegration. Communicating respect for the family's integrity and clearly indicating that the family has no reason to trust the facilitator at the beginning of the intervention are also important steps. Intervention facilitators need to be sensitive to the family's desire for control, and therapeutic strategies should be employed to empower the family.

For example, reframing is frequently used, such as when problems are redefined as events that occur because people are under a great deal of stress. The family members' experiences must be constantly validated. Frequently solving practical issues related to family needs provides a basis for the trust that will allow the family to finally explore the dilemmas they have been avoiding. (See Kagan, R., and Schlosberg, S. 1989. *Families in Perpetual Crisis*. New York: W.W. Norton.)

While employing an intergenerational family systems perspective, it is critical to avoid blaming the victims and to recognize the socio-economic factors affecting the situation. It must be made explicit that many of these families are struggling with the devastation of poverty, lack of educational opportunities, illness, crime and discrimination.

Use a Social-Learning-Theory Framework

Cognitive-behavioral change strategies stem from a social-learning-theory framework. Within that orientation, for families in crisis to change successfully, a number of factors are required:

- First, the family will need the cognitive and social skills that result in successful performance of tasks such as sharing, emotional control, disclosure, assertive communication, negotiation and problem solving.
- Next, family members will have to change their belief systems so that they perceive themselves as worthy of making adjustments. This lift in self-esteem can help instill a belief in their own ability to make a difference and perform effectively.
- Learning experiences need to be carefully structured in order to develop competency and provide the opportunity to expose the fallacies in family members' misconceptions. These beliefs are reflected in the attitudes and incorrect information that create barriers to change.

Bringing about effective change in these families requires that there be incentives for putting new ways of thinking and acting into practice. These incentives may come from self-rewards, interpersonal reinforcement and social systems rewards. Aside from incentives, active social supports for personal and family change are essential. Many of these families are isolated and live without the support networks that are required to sustain family change. Creating a supportive environment is critical. (See Bandura, A. (1986). *Social Foundations of Thought and Action: A Social Cognitive Theory*. Englewood Cliff, NJ: Prentice-Hall.)

Through the problem-solving framework of the five treatment sessions and the structuring of a positive social atmosphere in which family members appreciate each other, the family systems and social learning theories come together. Families are respected. They are not pushed to expose themselves and trust prematurely. They are not rushed into confronting basic dilemmas. While the format is structured, families retain a considerable amount of control. They are considered worth the time and effort to assist them in learning a new set of skills—problem solving, negotiating and communicating—and they are considered able to master these skill areas. Mastering these problem-solving skills facilitates their empowerment. They can begin to predict when crisis situations might arise, prepare for and confront these situations successfully.

There may be some areas where the family systems and cognitive-behavioral theories do not mesh well. For example, behavior is often considered a metaphor for the systems theorist, while behavior is simply behavior for the cognitive therapist. The goals for the social-learning theorist are explicit with regard to attitude and behavioral change. In this intervention, reframing is employed to find what is positive in the intent behind actions, and, at the same time, the desired results are changes in thought and action patterns that will reduce the likelihood of future runaway episodes.

An Important Note

Project STRIVE does not encourage subjects to work on the main problem outside of the intervention sessions. However, if a family does so and is successful this action should not be discouraged. Conversely, if the family members report their efforts to be unsuccessful, the facilitator should advise them to hold off working on the problem on their own and remind them that the intervention is still in progress, since it is likely they are not ready to tackle the main problem on their own.

Facilitator Duties

Facilitators for Project STRIVE need to be familiar with the project's rationale, goals, and objectives and with the nature of the intervention. Facilitators should also participate in intervention training, which will prepare them to properly administer the sessions.

In addition, facilitators need to:

- **Maintain appropriate documentation and paperwork**, as required by their agencies or intervention sites.
- **Attend regular clinical supervision and team meetings**, as required by their agencies or intervention sites.
- **Be familiar with emergency procedures** for their agencies or intervention sites they may visit.
- **Know the target population targeted**. While it would be naïve to try to predict every single contingency, facilitators can inform themselves regarding the population by accessing pertinent literature and/or consulting with colleagues and experts.
- **Understand their role as intervention facilitator**. Project STRIVE facilitators are not psychotherapists and are not expected to provide psychological treatment. Rather, the facilitator serves as a type of “coach” who helps participants acquire certain useful and specific skills. The Project STRIVE intervention is not intended to substitute for other forms of help for participants, including different forms of psychotherapy, although facilitators can refer participants for psychotherapy.
- **Observe participant confidentiality**. Except in certain instances of abuse, neglect, homicidal intent or suicidality, facilitators are expected to keep participant confidentiality.
- **Maintain positive, respectful relationships** with participants and collaborating agencies.
- **Prepare materials**: Each session requires facilitators to prepare materials ahead of time. Facilitators should review and be comfortable with the materials and have them ready and available before starting each session.
- **Audiotape all intervention sessions**, as long as participants give permission. Audiotaping of the sessions can be used for quality assurance, and will also allow supervisors to provide constructive feedback.

- **Conduct appropriate critical event handling.** This can include completing critical event notes when any adverse event or crisis takes place. Critical event notes should document the steps that were taken to deal with the event, and be turned in to the appropriate person, such as the intervention coordinator, immediately following the event.

Key Models

Change can be difficult for individuals and families, especially if they have been behaving and thinking a certain way for a long time, so that these patterns are all they know. Understanding people's actions and underlying intentions allows facilitators to understand these dynamics and guide individuals and families in ways to intervene effectively. For example, facilitators who identify and address the factors involved in behaving effectively for individuals and families, are more likely to see positive change in the families they work with. Many families might have insight into the motivation of their actions; others may not. However, facilitators should keep the following key models in mind when working with families as these models are universal in nature and influence many human interactions, including the interaction of parents with their children.

A Model for Understanding People's Actions

People will continue to behave in a certain way because:

1. They expect something good to come out of it.
2. Something that they want does come out of it.
3. Something good comes out of it often.
4. Anything negative that comes out of it happens a long time after the good part.

People will behave effectively in their best interests when:

1. They know what is in their best interest.
2. They have the necessary skills.
3. They have opportunities to learn skills in many ways: observing, imitating and practicing.
4. They believe they can be effective and have effective tools.
5. They fit into the environment in which they live and the environment supports them.

A Model for Understanding a Family's Actions

Families will continue to behave in a certain way because:

1. Each person's behavior in a family is largely a function of the consequences provided for that behavior by other family members.
2. Each person's behavior in a family is, at the same time, being affected by and influencing other family members.

3. Family members influence each other's behaviors either through positive rewards or through punishing.
4. Family members are more aware of aversive actions from other family members than positive actions.
5. Family members "store up" how other family members have treated them.

Families will behave effectively when:

1. The community environment in which they live supports their economic, educational and social well-being.
2. The family lives in an environment of physical safety.
3. The society's social problem-solving strategies for families provide alternatives to violence and self-destruction.
4. Individual members are respected and understood by others in the family structure.
5. Opportunities for growth and the maintenance of self-esteem are provided for all individual members regardless of age or gender.
6. There is legitimate power sharing within the family.
7. The adults in the family take responsibility for the nurturance, education and safety of the children.
6. The responsibilities of the individual members within the family's functioning are clearly articulated.

Other Things to Remember About Families

1. Happy families are the result of the number of positive outcomes available for each person.
2. Happy families influence each other's behavior more through positive rewards than through punishing.
3. Family members who give positive rewards get positive rewards.
4. As children in families grow to adolescence, more of their satisfaction comes from outside the family. In later years, the family will emerge again as a source of sustenance.

Project STRIVE Goals

The overarching goal of this intervention is to reduce adolescent runaway incidents and prevent HIV risk behaviors (e.g., sexual and drug use risk acts). As mentioned above, running away is a poor solution to escape a chronic family problem. Project STRIVE aims to enable the family to resolve these conflicts and difficult situations and reduce the frequency of these runaway incidents.

The first goal is to increase the positive affective state of the family. Frequently these families come to therapy with a negative, angry attitude. Their interpersonal communications are highly critical in nature, and there is a sense of helplessness. Without a change, the family environment will not be conducive to learning and using effective coping and problem-solving techniques.

Becoming more skilled at resolving family conflicts, which often lead to adolescents running away or the angry feelings that lead to running away, is a second goal. Social problem-solving has been shown to be a most effective coping tool and one which can be taught. Without learning how to deal with the issues at home, there can be no expectation of a reduction in the number of runaway incidents.

The intervention aims at improving family relationships by:

- Increasing emotional regulation
- Enhancing communication skills
- Improving conflict resolution skills
- Increasing establishment of boundaries and consistency

The third goal is to provide participants with educational materials related to HIV risk behaviors, substance use and the perils of street life. These materials include information on the facts and myths about HIV/AIDS, and prevention strategies, including condom use and HIV testing.

Project STRIVE Methods

Every intervention session will include exercises that aim to create a positive family atmosphere and demonstrate the facilitator's credibility. It is essential that the intervention facilitator demonstrate effectiveness, understanding and reliability. Even with successes in resolving family conflicts and their increased skills, these families often move from crisis to crisis. Establishing the facilitator's credibility not only enhances family learning during the five intervention sessions, but also establishes the facilitator as a safe person to talk to.

As the sessions progress, the family members learn additional steps in solving problems. They practice solving their own problems, beginning by solving an easier problem and working up to their most important challenge. Wherever possible, non-technical terms are used—e.g., “program” instead of “psycho-educational intervention.”

The basic model for improving skills is “tell, show and do.” First, family members are told

what they will be learning, how to do it, and why it is important. Then they will be shown how to do it through modeling, vicarious learning and scripts. Finally, they will practice through roleplaying and other active methods.

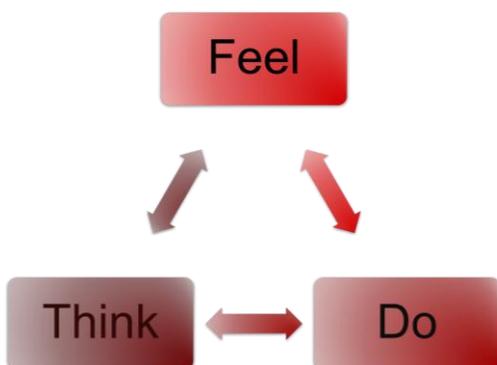
Intervention Core Elements or Basic Skills

A set of basic skills is taught in order to empower families to have a sense of control over their emotions and subsequent thoughts and actions. These are (1) emotional regulation through the use of Feel-Think-Do (FTD) and the Feeling Thermometer, and (2) the SMART (State the problem, Make a goal, Actions, Reach a decision, Try it) problem-solving method. These key skills are repeated and modeled in every session to provide participants with the opportunity to practice the skills in the session and ultimately generalize and apply them in everyday life situations.

The basic skills are intended to help families replace their habitual self-defeating reactions to situations with healthier, more self-enhancing patterns. Most people manage their day-to-day life based on a set of automatic patterns. Some may refer to it as their “comfort zone.” Others may say, “This is how I am” or “This is all I know.” In all of these cases, the individual has learned to feel, think and act in a certain automatic way. These patterns are often unhealthy and lead to self-defeating lifestyles.

The goal of Project STRIVE is to empower families to know that they have *choices* about how they feel, think and act in their everyday life. By becoming aware of their current habits, they can learn to “undo” their patterns and replace unhealthy patterns with more adaptive ones. The basic skills taught in the intervention are the tools for making this change happen. Families learn to identify and regulate their emotions through the use of the FTD concept and the Feeling Thermometer, and are encouraged to apply problem-solving techniques to regulate their thoughts and actions in response to areas of family conflict and stressful situations.

Emotional Regulation: Feel-Think-Do (FTD) and the Feeling Thermometer



The Feel-Think-Do (FTD) framework is used to help family members gain awareness and identification of their emotions, thoughts and actions. FTD is a simple, low-literacy means of introducing more complex cognitive-behavioral concepts (e.g., emotional regulation, reframing, positive self-talk, countering negative thoughts, problem solving, triggers, and assertive behavior and communication). It describes an interactive process.

The purpose of FTD is to teach participants to link their feelings, thoughts and actions to specific situations they encounter. FTD is used as the key concept in making positive and adaptive changes in various aspects of daily life. FTD is based on the idea that when we encounter a situation, we have a feeling about it (body reaction and Feeling Thermometer

rating) and a thought about it (what we say to ourselves), and then we do something about it (the actions we take as a result of our feelings and thoughts). All sessions are based on this concept.

Families are introduced to the FTD concept in Session 1 of the intervention and thereafter practice the model. FTD is typically a habit and, therefore, not something people tend to pay attention to. The process often happens so quickly and automatically, that people are not aware of the connection between the feelings, thoughts and subsequent actions. The goal is to help families become aware of the FTD connection, to practice looking at life events within this conceptual framework, and to get in the habit of having control over how they feel, think and react to life situations.

Each element of the model is discussed in more detail below.

Feelings

Feelings refer to the individual's *physical or body reactions* (e.g., sweaty palms, a flushed face, trembling knees, etc.) and a *Feeling Thermometer rating* in response to a situation.

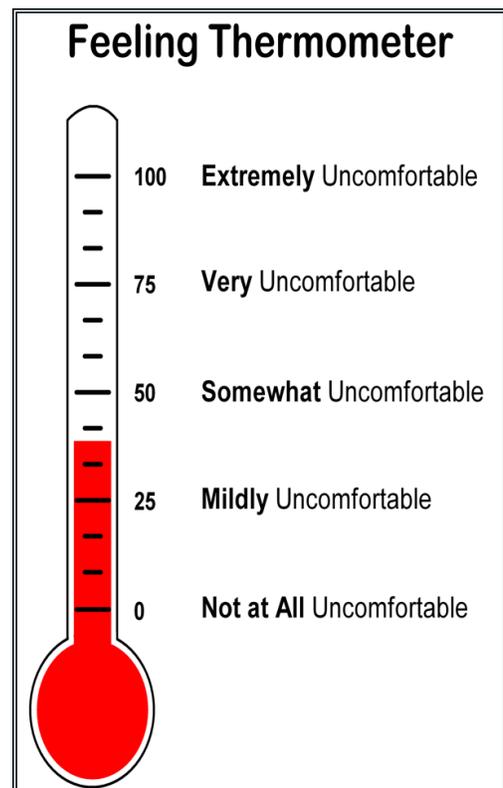
Body Reactions

STRIVE focuses on body reactions as a measure of feelings. For example, when a family member reports feeling “angry” in response to a situation (e.g., child came home after curfew), the next step would be to link the “anger” to a body reaction. The facilitator might ask, “How did you know that you were angry?” or “Where do you feel it in your body when you are angry?” Body reactions are cues which indicate a person's state of comfort in response to a situation. For example, when you feel angry, you may experience a flushed face, increased heartbeat, sweaty hands or a clenched jaw.

Feeling Thermometer

Facilitators will use a Feeling Thermometer to allow adolescents and their parents/guardians to better assess and discuss their feelings. The Feeling Thermometer ranges from zero to 100, with 100 representing the most discomfort. Zero represents a total lack of discomfort, which could be relaxation, joy, etc. The person at or near zero is better able to think and make decisions regardless of the particular emotion. This is because there is little of the stress or discomfort that often clouds judgment.

After reviewing the Feeling Thermometer with the family, the facilitator will ask them to identify ways to reduce their levels of emotion and regain control, and will encourage family members to practice these techniques in different exercises throughout the intervention sessions. Rather than focusing on labeling feelings (e.g., worried, sad, happy, angry, etc.), the



Feeling Thermometer focuses on a person's comfort level in response to various situations. For instance, one person may be comfortable (0) when feeling angry, while another may feel quite uncomfortable (100). Participants are asked to identify situations that would fall at various levels of the Feeling Thermometer, such as 0, 30, 50, 70, and 100, related to various topics.

The purpose of the Feeling Thermometer is to: (1) establish a hierarchy or profile of comfortable versus uncomfortable events; (2) enable family members to become more aware of escalating discomfort by linking comfort level (Feeling Thermometer ratings) to body reactions; (3) establish a rate of optimal performance; and (4) slow down the FTD process. Overall, the Feeling Thermometer allows families to identify situations that are uncomfortable or difficult to deal with, to become aware of how uncomfortable situations lead to distorted thoughts and maladaptive actions, and subsequently problem solve and implement SMART ways of thinking and acting in these stressful situations.

The Feeling Thermometer serves the following purposes:

- 1. It establishes a hierarchy or profile of events.** The Feeling Thermometer helps families establish a hierarchy of events ranging from those that are easy for them to deal with (comfortable) and those that are more difficult (uncomfortable).

Example: A mother may discover that she is above an 80 on the Feeling Thermometer when she deals with her son's school. However, she is below a 30 when she deals with her daughter's school.

We all have a different hierarchy of events or personal profiles. What is comfortable for one person to deal with may be very uncomfortable for another.

Example: In response to a mother setting a limit, one child may be at 100 while another may be at 40. Each individual has a unique hierarchy of situations that lead to comfort or discomfort.

Why establish a hierarchy of events? Because knowledge of their own hierarchy of comfortable versus uncomfortable events helps people better prepare to deal with these events.

Example: A mother who knows that hearing her daughter talking about her boyfriend increases her Feeling Thermometer to a 100 can engage in deep breathing or positive self-talk prior to a talk with her daughter to lower her Feeling Thermometer level to a more comfortable state.

- 2. It enables families to become aware of the escalating discomfort by linking comfort level (Feeling Thermometer ratings) to body reactions.**

Often people say they were at a 100 in response to an event (e.g., child did not clean his/her room). However, they missed the signs or cues when they were at 20, 40, 60, etc. These cues are the body's reactions, which can signal a person's comfort level. The Feeling Thermometer is a way of teaching families to identify physiological responses to

different Feeling Thermometer ratings. Thus, a relationship is created between body reactions and comfort level.

Why pay attention to body cues? Awareness of body reactions can help family members determine that they are reaching an uncomfortable state and, therefore, need to intervene and regulate their emotions before they reach the uncomfortable state.

3. It establishes a rate of optimal performance.

The Feeling Thermometer allows family members to learn when they are at optimal performance. Each has a unique profile. One person may be at her best when she is at 20 while another may be at her best when she is at 50.

Knowing the optimal level of performance helps family members be aware when they are being pushed out of their optimal range. Subsequently, they can use various techniques (e.g., relaxation exercises, positive self-talk) to bring themselves back to their optimal performance level.

4. It helps regulate emotions and slows down the FTD process.

The Feeling Thermometer helps with emotional containment by bringing people to a comfort level at which they are able to think more rationally and act in SMART ways. As mentioned earlier, the FTD is an automatic process. People often don't realize that being at a 100 on the Feeling Thermometer connects to distorted thoughts, which, in turn, connect with unhealthy behaviors. When emotions run high (Feeling Thermometer over 60 or 80), it's easy to overreact, exaggerate or not think as clearly as usual and is thus more difficult to make good decisions.

The person at or near zero on the Feeling Thermometer is better able to think clearly and act in SMART ways, regardless of the particular situation. In contrast, the person at or near 100 is experiencing intense emotions and therefore may be unable to problem solve and react effectively. It can be very helpful to reduce discomfort and manage emotions before making decisions or taking action. The Feeling Thermometer helps family members learn ways to reduce their thermometer reading prior to making decisions or reacting to situations.

Example: The mother who is often at an 80 on the Feeling Thermometer when dealing with her son's school gets a call from the school. She may immediately experience a flushed face and sweaty palms (F), may catastrophize and think the worst: "They want to expel my son!" (T), and thus can become defensive on the phone and attack the caller (D).

However, by becoming aware that dealing with her son's school places her above an 80, she can use various techniques (e.g., deep breathing, imagery, muscle relaxation) to lower her Feeling Thermometer to the range in which she is most effective. By lowering her Feeling Thermometer (F), she is likely to have more rational thoughts (e.g., "They may want to talk to me about how to better help my son improve his grades," (T) and, subsequently, she may be respectful and cooperative on the phone and calmly discuss alternatives for helping her son (D).

Thinking

Thinking refers to the individual's expectations, beliefs and thoughts about an event—what family members tell themselves about the event. The same event can happen to two people and they may have completely different reactions to the situation because of what they think or say to themselves about the situation.

Example: Mary is about to go on an interview and says to herself: "I know what to say, and I am going to do really well on this interview." Pam is also about to go on an interview and says to herself: "If I don't do well on this interview and don't get this job, I will never be able to get a job."

In this example, Mary's Feeling Thermometer is probably much lower than Pam's because of what she is saying to herself. People often engage in cognitive errors (e.g., generalizing, catastrophizing, personalizing, etc.). These thoughts, which are automatic and often distorted, increase the Feeling Thermometer rating.

Sometimes a person can't change the situation. However, the person can cope with the situation more effectively based on self-talk (what people say to themselves) about the situation. Positive self-talk can help people make the most of it.

Example: An adolescent may not be able to change the fact that he was arrested. However, he can cope with the situation by changing his thoughts about it (e.g., "This was a reminder that I need to make changes in my life").

The goal of the Project STRIVE intervention is to support participants to be positive in the way they think. The intervention teaches families to pay more attention to their automatic thoughts and helps them learn strategies to alter their cognitive distortions (e.g., having more positive thoughts, positive self-talk, positively reframing the situation, not taking things personally, or correcting cognitive distortions).

Doing

Doing refers to an individual's reaction to the event (e.g., self-reward, problem solving, relaxation, etc.). In response to a situation, family members have different options as to how they respond. Some options may be SMARTer than others.

Example: If an adolescent is uncomfortable because her partner is hesitant about using a condom, there may be actual steps she can take to cope with or change the situation—e.g., talk to him assertively about wanting to use a condom, think about whether she wants to continue being intimate with him, consider using a female condom for protection, etc.). These options are SMART ways to "problem solve" the situation. Potential actions also include being passive and not taking action or giving in to her partner's wishes.

Brainstorming different options and then choosing the best one leads to SMART Doing. However, a high Feeling Thermometer rating may make it difficult to act SMART in a situation. Therefore, once again the key is to recognize the body cues and maintain the Feeling Thermometer at a rate that allows the person to Think and then Act SMART in response to the situation.

Applying FTD in Sessions

The goal of FTD is to help families identify and manage feelings and thoughts so they can take effective and constructive action. Here are some examples of things the facilitator might say to apply FTD in the sessions:

- *If a teacher calls you about your kid doing something disruptive in the class, what do you feel? Where do you feel it in your body? What goes through your head? What do you think? Then what do you do?*
- *So, when you didn't get the job, you were at an 80, you told yourself that you're a failure and then ate a bag of potato chips, and you felt even worse afterward.*
- *Here's an example: When her son is late for his curfew and walks into the house, the mother's Feeling Thermometer is at 100 (**F**), her heart is beating fast and she feels hot (**F**), she is thinking "My son is selfish... I'll never let him out of the house gain... this is not a hotel, I'm going to kick him out" (**T**), and then she yells at him that he can never go out again and slams the door as she walks out the room (**D**).*

The Feeling Thermometer and FTD are used as a means of:

1. Addressing family dynamics in the present moment (e.g., a family member verbally attacks another family member)
2. Discussing significant events from the previous week
3. Discussing events related to weekly topics

Problem Solving: SMART

The goal of problem solving is to teach family members to examine the various options that they have in responding to a situation and to determine the best choice. SMART problem-solving focuses on *behavioral change*. People have choices about how they act or respond to different situations. Problem solving refers to SMART Doing and taking SMART actions.

Problem solving is introduced early in the sessions and practiced repeatedly thereafter across various session topics. Whenever possible, family members are encouraged to apply a specific problem-solving technique. The problem-solving technique may be applied when families encounter barriers to accomplishing weekly goals, are determining ways to manage stressors, or any other topics relevant to their particular family. Problem-solving is central to increasing a family's capacity to deal with routine problems and in preventing future runaway episodes.

The steps in problem solving have been simplified in the SMART model:¹

- **S**—State the problem.
- **M**—Make a goal. (Be sure it is realistic and specific.)

¹ Adapted from Margolin, G., and Fernandez, V. 1985. Marital dysfunction. In *Handbook of Clinical Behavior Therapy with Adults*, M. Hersen and A. S. Bellack, Eds. NY: Plenum.

- **A—Actions.** (Make a list of all the possible actions you can take and evaluate the pros and cons of each option.)
- **R—Reach** a decision about which action you want to try.
- **T—Try** it and review it.

While the steps of problem solving appear quite logical, the task is often unsuccessful because of a wide variety of human biases and limitations. Examples of biases include paying attention to things presented first or last rather than in the middle, getting pulled into competition, being trapped by superficial elements (e.g., being willing to pay more for the same product from a “high class” establishment), and taking greater risks depending on whether the person is trying to gain or protect against a loss. Limitations can include lack of information, time constraints, limited resources, imperfect perceptions, short-term memory problems, and levels of complication an individual can’t handle. Biases and limitations must be considered and guarded against while practicing problem solving.

In addition, people may narrow possible alternatives, become too uncomfortable to implement an action, embrace negative beliefs, make inaccurate estimates of consequences, or experience environmental barriers. Therefore, it is imperative that all alternatives have been evaluated and that the final option is realistic for the participant to follow through with. Facilitators should praise the family for their attempts to carry out an action plan. If participants are unable to carry out an action plan, it is usually because the goal was not realistic or specific enough from the beginning.

Some guidelines that can assist family members in defining the problem:

1. Say something positive about the other family members involved.
2. Do not criticize the other family members involved.
3. State what specific actions (words or behaviors) are troublesome.
4. Indicate where your Feeling Thermometer is in response to these behaviors.
5. Admit how you played a role in the problem.
6. Be brief.
7. Stay focused on the present instead of listing everything that happened in the past.

Some guidelines that can help family members decide what actions to take to solve the problem:

1. Brainstorm as many solutions as possible.
2. Look for mutual solutions that require several family members to change.
3. Offer to change something in your own behavior.
4. Accept, as a beginning, a change that is less than you want.
5. Discuss the advantages and disadvantages of each solution.

6. Write out an agreement that clearly states the behavior to be changed.
7. Be sure the agreement includes cues to remind each person of the changes he or she has agreed to make.

Some general tips for the family when using problem solving:

1. Develop an agenda for each problem-solving discussion.
2. Only work on one problem at a time.
3. Avoid getting side-tracked.
4. Don't guess about why a family member said or did something; instead talk about only what you can see, hear or touch.
5. Tell the other family members what you heard them say to ensure that you heard correctly before responding.

Key Intervention Strategies and Facilitator Techniques

The following are key strategies for the Project STRIVE intervention:

1. **Establishing a positive family climate.** At the beginning of each session, family members compliment each other and note positive events in the family. To help the family accomplish this goal, small tokens are exchanged among family members.
2. **Learning to negotiate.** Family members learn the basic principles of negotiation and what makes a negotiation successful. They practice negotiating, first in structured and then in unstructured situations.
3. **Completing “homework” activities.** Families will engage in homework activities between sessions to encourage contact and communication, reinforce positive interaction and appreciation for each other, and practice skills they are learning in the program. While adolescents are in a shelter, separated from family members, these activities include a schedule of phone conversations about chosen topics, and the exchange of “verbal tokens” (Sessions 1 and 2). In Session 3, families engage in a specific conversation to analyze and solve a family problem. They are also given educational materials on the perils of street life and the risk of HIV to take home and review.

Tokens

While behaviors that are noticed and encouraged by others increase in frequency, those that are not noticed or punished usually decrease. This process generally occurs without awareness, and encouragement can be as simple as a smile. Tokens are used to help facilitators make this process explicit in the family sessions.

We have all probably participated in group discussions or activities (with friends, family members, associates or formal groups) where we heard someone say or do something that we liked or agreed with. However, because we may not want to stop the person at that moment to

share that approval, those feelings go unexpressed until after the discussion is over, or may not be expressed at all.

Adolescents are just developing awareness of their own feelings, and are often less likely than adults to give affirming statements to each other. Instead, adolescents sometimes affirm themselves by communicating in a disrespectful or negative manner toward each other. They find it easier to give negative rather than positive feedback. To facilitate building on each person's strengths, facilitators use tokens in each of the sessions to encourage positive affirmations of the family members by each other and by the facilitator.

Tokens can be pieces of colored construction paper, 2 inches square, that anyone can make, or poker chips. The facilitator counts out an equal number of tokens for each participant at the beginning of the session. Family members sit in a close circle as a discussion or activity is underway. When another family member says or does anything that they like or agree with, find encouraging, causes them to think, etc., they hand that person a token. This strategy works best when the person explains why the token is being given. Tokens are not "turned in" at the end of the session for something of value. Simply receiving a large number of tokens from their family and making others feel good about themselves leaves most participants with positive feelings at the end of the session.

The key to everyone using the tokens rests with the facilitator's comfort with this technique. If the facilitator takes tokens seriously and uses them at every opportunity to offer positive encouragement, the family members will also respect their value and actively use them. Note that the use of tokens is recommended in every session, to encourage all participants to give positive feedback to each other.

NOTE: White tokens are not recommended. In the developers' experience with minority families, if the "white" color is associated with "good," the intervention facilitator loses credibility.

To promote positive feelings between sessions, families are encouraged to engage in daily phone conversations if their adolescents are at a shelter. Families pick daily conversation topics and are encouraged to say they are giving a token for something said in the conversation. These "verbal tokens" are marked on a worksheet given out during Session 1. Each week these conversations and the tokens given during the week are reviewed.

Roleplaying

Roleplaying allows participants to act out typical situations in an instructive and supportive environment. The Project STRIVE intervention contains several different types of roleplays. Detailed instructions for each roleplay are found within the sessions.

General Instructions for Roleplaying

1. After asking the family members to identify problematic situations, request that they choose one of the situations to act out.
2. Provide the description of a problem situation.

Example: Daughter wants to come home at 11:45 p.m. and parents want her home by 10.

3. Assign two people as the principal actors.
4. Assign other family members to monitor the interaction—one person to observe eye contact and a person to watch body language.
5. Check Feeling Thermometers of actors.
6. Check goals of actors.

The rest of the family should be asked to pay close attention because the facilitator will be asking for their suggestions about other ways to play the scene. Be sure that each person understands his or her role.

After the roleplay, there is a recommended sequence for delivering feedback:

1. Ask the principal actors to tell where their Feeling Thermometers are at this moment.
2. Ask the actors what aspect they liked about what they did.
3. Ask the actors what words or actions they would change.
4. Ask the family members who are observing eye contact and body language to report one positive aspect they observed and what these observations suggest the person was feeling.
5. Ask observers what they liked and what they would have done differently.

Facilitators should make every effort to avoid stereotyped roleplaying. Many of the activities involve roleplays between persons with specific characteristics such as sex, age and/or race. Reverse stereotype roles whenever possible. For example: “Let’s have the daughter want to come in early and the parents want her to go out and have fun.” Also have teens play parents and parents play teens.

Reframing

Reframing is used frequently in this family intervention. The goal of reframing is to be more positive. This technique can make problem solving easier by placing the problem in a new context where there is less blame. In reframing, problems belong to the family not to individuals. The emphasis is on situations that elicit behavior from the entire family, not on individual pathology. For the facilitator, this means always addressing the situation and fleshing it out rather than isolating a family member as the cause of the conflict.

In addition to stressing the situation, the facilitator helps family members uncover the intent of behavior. That way family members can see that while the action may have appeared negative (e.g., antagonistic), the intent was positive (e.g., an attempt to be caring and protective).

Facilitators can also turn “negative” characteristics into positive ones, often using paradoxical techniques. Over-controlling becomes caring, refusal to do something becomes patience, and rigidity becomes strength. A metaphor for this is the example of the crooked tree. As a sapling it had a choice: grow straight, hit the ledge above it and die; or grow crooked to avoid

the ledge and live. Symptoms are in fact the signs of a person's survival strategy to get through difficult times.

Another concept in reframing is to portray the family as a team working together to solve, counteract or defeat a situation that then becomes the opponent. This distancing enables the family to become an effective unit and can reduce personal attachments to, and identification with, the problem.

Tips for Facilitators	
<ul style="list-style-type: none">• Ignore negative behavior.• Redirect negative behavior.• Reward any observable positive behavior, using tokens, verbal and nonverbal encouragement, etc.• Be supportive.• Give compliments.• Be non-judgmental.• Promote group cohesion.• Model appropriate assertive behavior.• Be firm, but non-punishing.• Illustrate points through modeling and concrete language.	<ul style="list-style-type: none">• Keep language simple.• Encourage participants to share and participate.• Build on strengths.• Listen proactively.• Be flexible.• Keep trying. If one approach does not work, find an alternative one.• Be consistent.• Be empathic.• Trust your intuitions and your ability to read nonverbal language.

Adaptations for Family Constellations

The families participating in Project STRIVE may include biologically related parents and relatives, as well as foster families. Most commonly, the families participating in the program will be the families with whom the adolescent has been living, and with whom the adolescent will be reunifying. In these cases, they will know each other, and have had experiences and actual conflicts to draw upon during the program.

In some situations, however, the families participating in the program may be families with whom the adolescent has had little recent or previous contact. These families can include foster families whom the adolescent has only recently met, or biological families with whom the adolescent is reuniting (but with whom the adolescent has not been living). In these situations, there may not be recent conflict between the adolescent and the family, and the reasons for running away may not have been related to conflict with these participating families. In these cases, the facilitator will need to make adaptations.

In these situations, tokens may be given for current behaviors or observations (e.g., appearance or a displayed action rather than a known quality or characteristic). Examples of conflicts may need to be discussed hypothetically. The adolescent should be encouraged to raise the issues or discuss the problems that originally led to running away. The families can respond, discuss and problem solve all of these issues even if they did not engage in the initial conflicts around the issues.

Because family members participating in this intervention may vary, (e.g., families may include single parents, other caretakers or guardians, and perhaps combinations of these caretakers) facilitators must be flexible with the terminology throughout the program. In this manual, the terms “mother,” “father” or “other caretaker or guardian” are used as designations on worksheets or when giving examples of potential points of view or responses. When working with families, adapt these terms as necessary. For example, if a family does not have a participating father, but there is an example of a father’s point of view, state the example as, “A parent might also say....”

Confidentiality, Anonymity and Privacy

All data collected for Project STRIVE is very sensitive. It is of paramount importance that all team members respect the confidentiality of all data gathered during intakes, sessions or even during casual observations. All data collected should be kept strictly confidential. This means that the subject is never identified by name to any party outside of the intervention team.

In fact, team members should never discuss study participants by name or by other identifying characteristics with outside parties. For example, if a facilitator has forms at home with participants’ names on them, all efforts must be made to ensure that the data is secured and not visible to others.

Intervention participants must be assured that all information they provide will be strictly confidential and that no one except Project STRIVE team members will have access to it. The

only exceptions to this rule of confidentiality are situations involving suicidality, child or elder abuse, or threats of inflicting harm on someone else.

Procedures to help ensure confidentiality include:

- Use ID numbers for documentation purposes (subject files, audiotapes, locator forms, etc.) instead of participants' names to minimize the possibility of participant identification.
- Avoid discussing individuals and/or situations other than with supervisors or authorized intervention staff members.
- Have every team member sign a *Statement of Confidentiality* to reinforce the idea that patient confidentiality is something to be cherished and proactively protected.
- Conduct all interviews and family sessions in private, with only the intended parties being present. Privacy protects confidentiality, nourishes rapport and minimizes distraction.

Emergency and High-Risk Situations

Project STRIVE targets families under a great deal of stress. After all, running away from home is a sign of tremendous stress and unresolved conflict. Moreover, the information gathering and intervention sessions have the potential of triggering upsetting, depressive and anxiety-inducing emotional states. Remember that one of the intervention goals is to help families deal with conflict in a constructive manner. Part of the Project STRIVE facilitator's job is to administer the intervention in a sensitive and effective manner. To accomplish that, facilitators need to acknowledge and empathize with the participants' feelings.

In some cases, it may also be necessary or advisable to provide participants with referrals (e.g., individual, group or family psychotherapy; substance abuse counseling, career counseling, etc.). It is very important to remember that the Project STRIVE intervention is not intended as a substitute for psychotherapy. Facilitators must avoid taking on the role of therapist. Clinical experience and training are true assets that qualify individuals for their role, however the role of the facilitator is different from that of a therapist.

During the course of the intervention, crisis situations may emerge. Intervention facilitators have a unique role in maximizing participants' and their own safety. The following emergency guidelines can be referred back to as needed. The different kinds of emergencies that may emerge include the possibility of another runaway episode, reports of suicidal/homicidal ideation, or abuse and neglect.

Runaway Emergency Triage Plan

The appendix provides a module that can be used as an at-home session when there is clear indication of the possibility of the adolescent running away. It provides an imminent danger assessment to help the facilitator determine the urgency and likelihood that the teenager will run away. If the facilitator determines that this risk is high, the following steps should be taken:

1. The intervention facilitator will stay in the presence of the adolescent (or on the phone if the assessment was conducted over the phone).
2. The intervention facilitator will try to call the Project Director (or other designated intervention leader) first. (Put the family on hold or call back, if on the phone.) If this person is not reachable, the facilitator will try to reach the next person in charge.
3. The Project Director, in conjunction with other intervention leadership, will decide the next steps.

Suicidal or Homicidal Participants

When a participant mentions intent to harm self or others, it should be taken very seriously. Such a situation is indeed anxiety provoking and may lead to doubts as to how best handle it. Facilitators should always feel comfortable contacting a supervisor for consultation. Facilitators working at different project sites that have their own site-specific emergency procedures must be sure to familiarize themselves with those procedures.

Here are some general recommendations for when an emergency situation arises:

1. Remain calm and attentive.
2. Be comfortable saying the word “suicide.” (You will *not* provoke the behavior by saying the word. Avoiding the issue because of personal discomfort can lead to disastrous consequences.)
3. Avoid the role of psychotherapist. The facilitator’s role is to determine whether or not the participant should be evaluated in depth by a therapist. Do not take it upon yourself to counsel the participant. Referrals, when appropriate, are key.

How to Screen for Suicidality and Homicidality

- Be aware, acknowledge and validate the participant’s feelings.
- Assess the situation: **I Protect My Participants** is an easy-to-use guideline to remember key areas that need assessment. Remember, any one of the elements of the following list is a serious red flag. When in doubt, do not hesitate to contact a supervisor for consultation.
 - **Intent to kill self/other:** Has the participant stated intention to harm self or others, or does the participant claim to hear voices urging harm to self or others that he/she feels compelled to obey?
 - **Plan:** Does the participant have a plan to implement this intention?
 - **Means:** Does the participant have a viable way to implement this plan or intention? For example, there is a clear plan, and the method and means are available to the participant (e.g., I am going to kill myself using the handgun I keep at home).
 - **Past attempts:** Has the participant ever attempted suicide/homicide in the past?

Ideation with No Clear Intention, Plans or Means to Follow Through

There are several steps to follow if you determine that there is significant psychological distress related to suicidal ideation, but no immediate threat is evident:

- Aid the participant in identifying at least one trusted adult (preferably a professional), to whom the participant is able to confide his/her state of mind.
 - If the participant is under the care of a psychotherapist, devise a collaborative plan with the participant to be seen by the psychotherapist.
 - Problem solve with the participant to ensure accessibility to that designated trusted person.
 - Identify an alternative trusted adult.
- Provide participant with a card with suicide hotline phone numbers.
- Provide participant with a referral.
- Document in detail all actions taken and place them in participant's file.

Guidelines for Contacting a Supervisor

- **Explain the situation.** With a calm demeanor, express your concern about his/her safety to the participant. Then explain that such a situation warrants further consultation with your supervisor. Explain, if requested by the participant, that this is standard procedure for such emergency situations and that your supervisor is appropriately equipped to properly evaluate such a situation.

It is possible that a few participants may become distressed about a facilitator contacting the supervisor. Remain calm and in control of the situation. This should be done while displaying the utmost sensitivity to the participant's feelings and opinions. For example, if a participant expresses displeasure and distress at the facilitator 'breaking' confidentiality by contacting a supervisor, calmly and warmly remind the participant that this was agreed to in such a contingency during the informed consent process. You can also state that you understand the participant's anger and frustration, but that you want to ensure his/her safety.

Remember that often times, despite protestations, a participant offers emergency information as a cry for help and that it is incumbent on the facilitator to follow up. In some cases, it may be necessary to intervene on a participant's behalf even if the person does not want you to.

- **Stay with the participant at all times.** Keep the participant with you or within your site, unless you judge that you will be in danger yourself.
- **Contact the designated intervention emergency contact(s).** If you are not able to reach any of these individuals while at a site affiliated with the project, contact the staff person designated as the site's emergency contact. Remind all staff of the importance of preserving the participant's confidentiality. While you cannot ultimately control whether or not agency staff maintain participant confidentiality, you should tactfully state its

importance, as the participant deciding to continue to seek services there may depend on it.

If you decide you have to contact an agency staff person, you may have to do it using different means, such as a phone call, walking into another office while keeping watch on the participant, or convincing the participant to walk with you to talk with a security officer. Be creative and tactful.

- **As a last resort, call 911.** What should you do if an emergency situation emerges, you are not able to reach the designated emergency contacts and you are not at a site with staff and procedures in place? Then you have to call 911 and state that you need someone to perform a **5150 evaluation**. Speak with the operator, describe the situation, and provide the address and phone number of your location. It is essential that you wait with the participant until someone arrives to conduct the evaluation. If applicable, once 911 has been called and an officer is on the way, call and alert the agency staff that the police are coming.

Implications of Calling 911

When you call 911 because of a psychiatric emergency, this causes the police to contact the team designated to deal with such instances (e.g., the Systematic Mental Assessment Response Team and the Case Assessment Management Program). A team member will go with the police to the site where the emergency is occurring. It is this team of qualified professionals who will evaluate the situation, and, if called for, provide transportation to a psychiatric facility.

While it is true that facilitators would technically break confidentiality by calling 911, such a contingency should be contemplated in the informed consent signed by every participant. Remember that your duty as the facilitator is to protect the well-being of participants and that, sometimes, in case of an emergency, such an action is warranted. Be sure to explain to participants on a periodic basis when such a situation may occur. In that way, they will not be surprised if you feel compelled to take this action.

Ideation Expressed During the Family Intervention

The Project STRIVE intervention is not individually administered. It is a family intervention. The only times when participants are seen individually is the time of intake and at follow-ups. For that reason, it is highly likely that participants may express suicidal feelings in front of other participants. If that happens, make sure you are sympathetic and attentive to the participant's disclosure. State that you can feel his/her distress and that you would like to talk in private, once the session is over.

However, if the participant leaves the setting, your first priority is to ensure his/her safety. At that point, it is warranted to ask the other participants for a break or even to dismiss the session. In either case, when you talk with the participant who has expressed suicidal ideation, assess the situation following the guidelines described above.

Sexual or Physical Abuse and Neglect

It is imperative to clarify for participants what situations may warrant a report. Remember that you are dealing with minors and their families in this intervention, and that highly sensitive topics will inevitably be discussed.

It is your legal and ethical duty to consult with your supervisors and/or make a report if either of the following situations occur: (1) you suspect a minor is being sexually or physically abused and neglected, or (2) you are informed of previous such incidents, whether they have been reported or not.

Do not break participant confidentiality to site personnel. You are only allowed to talk about the situation with:

- The proper authorities (Department of Children and Family Services)
- Members of the intervention team

Procedures to Follow

- **Remind participants of the limits on confidentiality.** Such a contingency (i.e., breaking confidentiality) should be described in the informed consent signed by every participant. Remember that the facilitator's duty is to protect the well-being of participants and that sometimes, in case of abuse and neglect, such an action is warranted. Be sure to explain to participants on a periodic basis what procedures you must follow if such a situation might occur. In that way, they will not be surprised if you feel compelled to take action and make a report.
- **Explain the actions you must take.** Begin by calmly stating your concern for the safety of the alluded parties. Then inform the participant(s) that this situation may warrant your consulting with one of your supervisors. If requested by the participant, explain that you will be discussing with your supervisor the nature of the disclosure and whether or not it requires reporting to the proper authorities. As with participants verbalizing suicidal ideation, it can be argued that such a disclosure is a call for help. Nevertheless, you may be required to take action even if the participant does not want you to.
- **Contact the designated intervention contact(s) for this situation.** This person will help you determine if a report is warranted or if you need to call DCFS for a consult.
- **If you cannot reach the appropriate intervention staff, contact DCFS for a consult.** When you call DCFS for the consult, inform the representative about the situation without giving any identifying information. The DCFS representative will indicate to you whether or not a report should be filed. Remember to document the name of the person you talk to as well as the outcome of the phone call. If the DCFS representative indicates that a report is in order and you are in the presence of the participant, you can give the participant the option of speaking with the DCFS representative directly to make the report personally or staying while you do it over the phone.

Participants may have questions about the meaning of making a report. Explain that it has been deemed necessary to make a report and that, as a result, DCFS is going to be contacted.

Explain that a DCFS social worker may visit the alleged victim to ensure his/her safety. It is important to stress that you are taking such an action to ensure the safety of the involved parties.

Once the telephone report is over, and regardless of whom has officially done it (you or the participant), you need to:

1. Ask the DCFS representative for the report number. Be sure to write it down.
2. Ask the DCFS representative what is the next course of action.

Once the phone call is over, inform the participant of what is coming next according to the information given to you by the DCFS representative.

If a report is made over the phone, a written report must follow it within 36 hours. It is essential to be guided in this process by your supervisor(s). If you could not reach any of them directly, leave a message or send an e-mail (both without identifiers) explaining the situation. Your supervisor(s) will guide you in this process, and should have the appropriate forms available.

If You Have to Report a Parent/Guardian

This can be a very delicate situation. You have a double priority: to ensure the minor's safety, and maintain and nurture the participants' trust. Again, follow the guidelines discussed above and make all appropriate consultations with your supervisors.

Dependent and Elderly Abuse and Neglect

Suspected and reported abuse (i.e., physical/sexual) or neglect of a dependent adult or elder also requires that you make a report to the local Adult Protective Services. Your supervisor(s) should have the appropriate forms available.

Reporting Abuse/Neglect Disclosed During the Family Intervention

Again, the Project STRIVE intervention is a family intervention. For that reason, it is possible that participants may report instances of abuse or neglect in front of other participants. If that happens, make sure you are sympathetic and attentive to the participant's disclosure. State that you can see the importance of the disclosed information and that you would like to talk with him/her in private, once the session is over. It may be warranted to ask the other participants for a break or even to dismiss the session. In any event, assess the situation following the guidelines discussed above.

Non-Reportable Situations

While there are situations warranting reporting, there are other situations that do not. In fact, in the following situations you are not allowed to break confidentiality. However, be prepared to refer participants in an appropriate manner.

- Injuries caused by the use of reasonable force by a peace officer.
- Pregnancy of a minor in the absence of signs of abuse.

- Past abuse of a person who is currently age 18 or older when that person was a minor. However, if the alleged perpetrator is still in contact with children, then you must make a report.
- Recent suicidal feelings with no intent or plan.
- Any recent, but not current homicidal feelings, or serious threats against a person or group of people.
- Use and abuse of drugs and alcohol, even at high levels.
- Illegal activities.
- Behavioral and acting out problems.
- Current professional survival sex activities.

Again, facilitators must remember that their role is not that of a therapist. Facilitators will provide referrals so that other professionals can help subjects in these (and other) capacities.

Ensuring Facilitator Safety

- Safety is of paramount importance. Always be aware of your surroundings and who may be near you who could help in a dangerous situation.
- If any participants become violent and you are not able to calm them down, terminate the session. Let your supervisors know of the situation. Your safety is of paramount importance and you should never put yourself in jeopardy under any circumstances.
- Contact a supervisor or a co-worker if a particular situation or person is making you feel nervous. Use and trust your instincts. If a situation does not feel right, there may be a reason why. Sometimes it may be wiser to interrupt a session and finish it later.
- Maximize safety by the way you sit. Always sit close to the door, and find out the locations of the nearby fire and police stations.

Difficult Treatment Situations

When family behavior disrupts the sequence of intervention activities and creates barriers to achieving treatment goals, therapists label that behavior “resistance.” Within the Project STRIVE intervention framework, resistant behaviors typically serve to maintain and protect the family’s self-esteem and integrity. Consequently, useful strategies consist of respecting the family members’ attempts to protect the family and themselves, validating their experiences, recognizing the strengths in their actions, and empowering them through giving them choices and soliciting their advice. Some brief examples of situations which might present difficulties and ideas for dealing with them follow.

Situation	Rationale	Response
<u>Fails to Attend:</u> “Dad couldn’t make it today.”	Recognize that it is hard to deal with painful issues. Avoid power struggles and blaming.	Responses: “I’m sure your dad will come when he thinks the time is right.”
<u>Doesn’t Do Homework:</u> “I didn’t give anyone a token between sessions.”	Going against a request can be a way of demonstrating self-esteem.	“It’s good that you can do what you think is best for you.”
<u>Denies that a Situation Occurred:</u> “What my mother just described didn’t happen.”	Denial reflects protecting oneself and struggling to maintain self-esteem. Avoid challenging and blaming.	“When a family is under a lot of stress, individual family members often see things differently.”
<u>Claims Intervention Isn’t Working:</u> “This isn’t helping us.”	This statement may be another way of saying, “I can keep you from getting too close to us.” Respect family members not wanting to become dependent. Empower the family.	“I need your advice. Let’s say a family had this situation: (describe a problem situation). What would you recommend to them?”
<u>Tries to Change the Agenda:</u> “I want to tell you what happened in school.”	Recognize the need to assert oneself and enhance self-esteem. Also be alert to an important new problem area. Listen and validate before responding.	“This sounds like an important area for you. How does it fit into solving a family problem? We want you to make your own choices about which problems you work on.”

Situation	Rationale	Response
<p><u>Appears Helpless:</u> “There’s nothing I can do about this.”</p>	<p>It may be that the family member is demonstrating one of the agreed upon family roles. Validate and raise the role issue.</p>	<p>“When a family is under a lot of stress, it’s easy for someone to feel overwhelmed. Also I wonder if your role in the family is to be the one who says that nothing can change.”</p>
<p><u>Blames:</u> “It’s not my fault.”</p>	<p>Here there is a need to address both the person denying blame and the person being blamed. Avoid blaming.</p>	<p>“Look back at the Feeling Thermometer. How do family members feel when they are blamed?”</p> <p>To the person receiving blame: “Is it hard to sit here and get blamed? I wonder what would have to happen in the family for you not to be blamed.”</p>
<p><u>Has Trouble Trusting:</u> “I don’t know if I should tell you about it.”</p>	<p>There is no reason they should trust you at this point. Many of these families have been let down by the “system” time and time again. Make it clear that you do not expect trust from them. It isn’t completely necessary for them to improve their own ability to solve their problems.</p>	<p>“You would be crazy to trust me without getting to know me and seeing how this works.”</p>

Situation	Rationale	Response
<p><u>Child Criticizes Parent:</u> “She’s from the old country, she’s never going to change.”</p>	<p>Adolescent is angry at a parent and is coping with a parent who may have immigrated to the US, and maintains cultural views from that country; while the adolescent is having to grow up in a culture different from that of his or her parents. Need to acknowledge this gap.</p>	<p>“There must be many differences in this culture that you’re growing up in, and the culture of [your parent]. It may not be easy to change a parent, but you may be able to help each other learn about the differences. For example, you might learn what it was like back in [your parent’s] culture, and you may be able to teach your parents what it is like here. Sometimes new and different ways of doing things are scary.”</p>
<p><u>Parent Criticizes Child:</u> “I have never known a more disrespectful child.”</p>	<p>Help parent focus on his or her feelings and how child might feel.</p>	<p>“Let’s look at the Feeling Thermometer. Ask Parent: “How are you feeling right now when you say that? How do you think your child feels when you say that here? We need to focus on talking about ourselves and our own feelings in here.”</p>

Situation	Rationale	Response
<p><u>Parent Doesn't Trust Facilitator's Cultural Understanding:</u> "You don't understand what it's like back in Mexico."</p>	<p>Parent doesn't trust that facilitator respects or understands his or her cultural values.</p>	<p>"You're right, I have never lived in Mexico (COUNTRY) (if true), and I'm going to need you to tell me about it. But right now, I understand that you feel very strongly that your child should (WHAT PARENT WANTS) and that this is a value you don't think I understand. What I do know is that in all families, parents and kids disagree about things as they grow up. I think it is really important for you and your child to try to understand as best you can, what the other one is feeling. Part of problem-solving is that each person listens, and tries to make adjustments. Unfortunately, all parents, from every culture, must change the way they interact with their children as they grow up."</p>
<p><u>Doesn't Want to Participate:</u> "I have nothing good to say about _____."</p>	<p>In situations where a child has run away, he or she may be very angry and have trouble coming up with positive statements. Acknowledge the adolescent's feelings and help him or her to identify those feelings using the Feeling Thermometer.</p>	<p>"It seems like you are very upset and can't think of any positives right now. Using the Feelings Thermometer, what is your rating right now? What feelings are you having?" (Then move on.)</p>

Other Problem Behaviors and How to Handle Them in Session

Behavior	Possible Causes	Facilitator's Choices
Disruptive	<ul style="list-style-type: none"> • Negative attention: Causing trouble has resulted in the facilitator paying attention to the person. • Displaced anger: Participant is angry about something and doesn't know another way to express it. • Participant may be trying to hide feelings of insecurity. • Participant maybe looking for peer respect. • Participant may be in pain. 	<ul style="list-style-type: none"> • Ignore, redirect and reward positive behavior. • Give praise when the person is calm. • Ask the client to role play a part. • Engage the person in an assertiveness role play. • Praise other members' positive behavior. • Have the group brainstorm pros and cons regarding the points being made. • At a private moment try to find out if something is bothering the person.
Overly Talkative	<ul style="list-style-type: none"> • Participant is eager to share and earn praise. • Participant needs to show off and receive attention. • Participant may know a great deal and want to show it. • Participant typically talks a great deal. • Participant may feel nervous, anxious or insecure. • Participant may want others to learn from him/her. 	<ul style="list-style-type: none"> • Don't put the participant down. • Ask thoughtful questions to make the person pause. • Interrupt with, "That's an interesting point. What do other people in the group think about it?" • Take the person aside and explain that he/she needs help in letting other group members have the experience of coming up with answers. • Ask the person to help someone else in the group.

Behavior	Possible Causes	Facilitator's Choices
Won't Talk	<ul style="list-style-type: none"> • Participant feels frightened. • Participant feels insecure. • Participant feels bored. • Participant feels indifferent. • Participant feels superior. • Participant knows all the answers, or thinks he/she does. • Participant wants to be drawn out. • Participant is depressed. • Participant may feel that others may judge. 	<ul style="list-style-type: none"> • Give praise for any small response. • Obtain Feeling Thermometer readings and discuss. • Ask for help in reading a script or roleplaying. • Assign work in pairs. • Encourage the group to give the person affirmation for participation. • If the person is depressed, provide a referral for individual counseling. • Say, "Let's hear from someone we haven't heard from tonight." • Acknowledge difficulty in sharing in a group.
Complains Frequently	<ul style="list-style-type: none"> • Participant has a legitimate reason to complain. • Participant has a pet peeve. • Griping is the participant's personal style. • Participant uses a great many dysfunctional thoughts. • Need for attention. 	<ul style="list-style-type: none"> • See if appropriate changes can be made. • Point out what can be changed and what can't. • Use Feeling Thermometer and explore thoughts behind the feelings. • Involve the group in addressing the issues. • Create a roleplay where someone is unhappy and wants to bring about change, using "I" statements. • Discuss the complaints privately.

Behavior	Possible Causes	Facilitator's Choices
Rambles	<ul style="list-style-type: none"> • Participant is anxious. • Participant isn't clear about the topic. • Participant wants to contribute but doesn't know how. • Participant has trouble concentrating. • Participant is bothered by dysfunctional thoughts. • Participant is trying to impress but is unsure. 	<ul style="list-style-type: none"> • Orient to the topic. • Refocus the group. • Interrupt with a question about the topic at hand. • Ask the group to respond to the person's comments. • Give praise and affirmation for any comments that lead back on topic. • Say, "That's interesting, but I'm not clear about how that relates to ____." • Give a task to respond to, ask the person to think aloud and help the person stay focused. • Model staying on target.
Takes a Strong Stand and Refuses to Change	<ul style="list-style-type: none"> • Participant believes strongly in a particular point of view. • Participant connects position with self-esteem. • Participant is opinionated. • Participant hasn't understood other points of view. • Participant feels threatened. 	<ul style="list-style-type: none"> • Ask the person to argue against his or her own viewpoint. • Have the group respond to the point of view. • Ask the person to repeat back the other positions that have been stated. • Get Feeling Thermometer readings and explore where any discomfort is coming from. • Give affirmation for believing strongly and for expressing other positions.

Behavior	Possible Causes	Facilitator's Choices
Focuses on the Wrong Topic	<ul style="list-style-type: none"> • Participant doesn't understand the direction of the session and the group. • Participant has a personal agenda. • Participant needs to feel assertive. • Participant doesn't want to deal with the topic at hand. • Other topics may have more of a sense of urgency for the participant. 	<ul style="list-style-type: none"> • Take the blame. Say, "Something I said must have got you off the topic. We're talking about ____." • Try to find out if the topic the person is on has a personal significance. • Ask the person to think about the correct topic and then give a Feeling Thermometer reading. Explore where any discomfort is coming from. • Redirect.
Constantly Seeks to Know Facilitator's Point of View	<ul style="list-style-type: none"> • Participant wants attention and praise. • Participant is looking for advice. • Participant is trying to emulate the leader's behavior. 	<ul style="list-style-type: none"> • Give affirmation for participation and paying attention. • Throw questions back to the group. • Give direct answers if appropriate. • Don't take away the person's opportunity to solve his or her problem.
Makes Incorrect Statements	<ul style="list-style-type: none"> • Participant doesn't know the facts. • Participant believes myths about the topic. • Participant goes along with peer group distortions 	<ul style="list-style-type: none"> • Ask what the consequences of the statement would be. • Ask the group to react to the statement. • Accept that the person does believe it with, "I can see how you feel," or, "That's one way of looking at it." • Say, "I see your point, but how does it fit with ____?" • Have the group try to figure out how such a belief got started. • Make sure the person doesn't end up feeling stupid or embarrassed.

Behavior	Possible Causes	Facilitator's Choices
Speaks in Inarticulate Way	<ul style="list-style-type: none"> • Participant feels awkward speaking in a group. • Participant has ideas but is unsure how to express them appropriately. 	<ul style="list-style-type: none"> • Don't say, "What you mean is..." • Ask, "Do you mean...?" and then rephrase in more appropriate language what you think the participant may have been trying to say. • Have the person write out what he/she wants to say and then coach. • Pair the person with someone else who will model the desired language when they work together on a task. • Reinforce participant language that comes close to expressing the ideas appropriately. • Have the person make very small presentations and gradually increase.
Cannot Read Well	<ul style="list-style-type: none"> • Participant never had the opportunity to learn. • Participant is dyslexic. • Participant needs glasses. • Participant has an eye ailment. 	<ul style="list-style-type: none"> • Have another group member assist with prompting. • Have another group member be the person's shadow and take over only the reading part of the exercises. • Give affirmation for trying. • Arrange for outside assistance on the basic problem.
Disagrees or Expresses Dislike	<ul style="list-style-type: none"> • Participants don't like each other. • Participants may be members of opposing cliques. • Participants lack skills in social problem solving or assertiveness. 	<ul style="list-style-type: none"> • Emphasize points of agreement. • Point out objectives which cut across both positions. • Create roleplays for others to perform on resolving the conflict. • Have members find positive qualities in the opponents • Give out praise for positive behavior. • Emphasize that group members can be good and still present troublesome behaviors.

Project STRIVE Intervention Sessions

Each of the five sessions begins by stating the goals and objectives of the session. The rationale is given, the tasks for the session are outlined, and the materials needed are listed. Step-by-step procedures follow for conducting the session activities.

Scripts for the intervention facilitator are provided to give facilitators a concrete example of what to say and how to do the exercises that make up the intervention. Facilitators can feel free to use their own words, once they have thoroughly reviewed the session and become familiar with how to explain the process and tasks.

Instructions to the facilitator are italicized. Where the facilitator needs to insert a name or specific piece of information instructions appear in capital letters in brackets. The manual also attempts to provide facilitators with instructions on what to do if certain things happen during the intervention. However, regardless of how specific the manual's instructions are, the facilitator's skill, judgment, compassion and credibility will determine the outcome of the psycho-educational transaction.

The main goals of the five Project STRIVE sessions:

1. Establish a positive family atmosphere and the intervention facilitator's credibility and learn how feelings, thoughts and actions are connected.
2. Identify problem situations and rank them. Analyze a problem of medium difficulty and discover the obstacles that prevent the family from resolving it.
3. Learn a SMART problem solving model, evaluate solutions, and then solve an important family problem.
4. Learn how to effectively negotiate and find solutions that feel good to both youth and parent.
5. Decide how to cope with the problem and practice skills learned in the previous four sessions.

Session I

Goals and Objectives

Goal 1: To establish the intervention facilitator as credible and effective.

Objectives: Family members will be able to:

1. Understand the goals of the program and the steps that will be taken to reach those goals.
2. Observe the intervention facilitator modeling the use of the Feeling Thermometer and body cues as a way of regulating emotions.
3. Observe the intervention facilitator modeling how to show appreciation by use of tokens.
4. Receive something they want from other family members through the facilitator's intervention.

Goal 2: To create a psycho-educational intervention environment to which the family would want to return.

Objectives: Family members will be able to:

1. Participate together in the assessment of current runaway danger.

Goal 3: To encourage commitment to the program and to not running away in the future.

Objectives: Family Members will be able to:

1. Sign a commitment to participate in the program.
2. Sign a contract specifying a contingency plan that describes what they will do if a situation that might provoke running away occurs in the family upon returning home.

Goal 4: To enable family members to feel positively about each other and about belonging to their special family.

Objectives: Family members will be able to:

1. Express appreciation of each other.
2. Identify each other's strengths and the strengths of the family.
3. Obtain something they want from each other.
4. Complete a homework activity to have phone conversations about different topics (if family members are not living together) and give "verbal tokens" during these conversations during the week.

Goal 5: To teach family members how to regulate emotions by anticipating, identifying, and planning for situations that might provoke conflict and discomfort (e.g., running away).

Objectives: Family members will be able to:

1. Identify situations that might be highly uncomfortable and could precipitate conflict.
2. Connect their Feeling Thermometer's feelings, body reactions and thoughts to these uncomfortable situations.
3. Plan what to do if a high Feeling Thermometer situation occurs.

Rationale

The Project STRIVE intervention assumes that an adolescent runaway episode is an action that is trying to solve a problem. For families in perpetual crisis with multigenerational issues, these problems can reflect both psychopathology and deficits in effective family problem solving. Thus the goal of cognitive intervention is to improve family problem-solving through (1) increasing positive interactions; (2) identifying family strengths; (3) identifying problem areas; (4) connecting feelings and their intensity to provocative situations; (5) recognizing the links between feelings, thoughts and behaviors; (6) developing self-control mechanisms for feelings; and (7) learning cognitive-behavioral strategies for coping with stress.

As it is important that the therapeutic process model the problem-solving approach outlined above, Session 1 needs to begin immediately with interactive tasks that start the family along the desired path. Therefore, establishing a positive tone, sharing, appreciating each other, understanding the approach to solving problems, connecting feelings to situations and observing negotiating skills all establish key elements which will appear throughout this psycho-educational intervention.

Outline of Procedures (Tasks)

1. Make introductions and begin using tokens.
2. Explain what the psycho-educational intervention (Project STRIVE) entails and is trying to accomplish.
3. Have family members commit to the goals of the intervention.
4. Start the Family Album by taking a family photograph.
5. Discuss family rules for this program.
6. Have family members indicate what they like about themselves and each other. Practice using tokens.
7. Have family members identify the family's strengths.
8. Improve emotional regulation by learning and applying the FTD grid.
9. Prepare for future situations that might place the adolescent and family at high risk for a runaway episode through identifying situations and ranking them. Practice with one situation, assessing feelings, and developing a plan for coping with the situation.
10. Assess current runaway risk and have family members sign contract to not run away.
11. Assist family members in getting something they want from each other, using reframing techniques and modeling negotiations.
12. Assign homework.
13. Establish the phone contract and activity of having conversations and giving "verbal tokens" to each other, if the adolescent is not living at home.
14. Give appreciation and schedule next appointment.

Materials

- Digital recorder
- Tokens
- Feeling Thermometer
- Polaroid camera and film (or digital camera and printer)
- Binder-style notebook for the family album
- Newsprint and pens
- Paper and pencils
- Handouts:
 - **What Happens in This Program?** (Handout 1)
 - **Commitment to Participate** (Handout 2)
 - **Family Rules for This Program** (Handout 3)
 - **Feel-Think-Do Grid** (Handout 4)
 - **Feeling Thermometer** (Handout 5)
 - **Contract for Returning Home: Commitment to Not Run Away** (Handout 6)
 - **Family Phone Call and Token Contract** (Handout 7)

Step-by-Step Procedures for Session 1

Task 1: Introduction and Welcome

Introduce yourself and welcome the family to the intervention.

My name is _____. I'm really glad to see you here today.

It takes a strong family who loves each other to come and work on such a serious issue as running away. I appreciate your willingness to do this.

Times are difficult for families. They have to struggle with money, crime, drugs, keeping the family together, moving from one place to another, having good values, being optimistic, and loving each other. Sometimes parents have grown up in a different culture than the one here in the U.S.

Obviously you have gone through a lot together and survived. You are all here now. That is really positive.

I'm sure you can all remember tough times and how you came through them. Also, it is very clear that even though something very upsetting has happened, you care for each other enough to be here, and you want the best for each other. That is to your credit as well.

We are going to use your strength and love for each other to solve the problems that face you now.

Remind the family about confidentiality and exceptions to confidentiality.

Before I explain how this program works, do you have any questions?

Answer questions and keep emphasizing the positive aspects of this particular family.

Before we get started I want to mention that we record our sessions. We do this so that you can listen to how you work together and so that we can review the recordings to see what progress we make.

The recordings are confidential and will be erased when the intervention is over. Does anyone have a problem with that?

Deal with any issues around recording. If anyone has an objection to using the recorder, accept the person's response and proceed without recording.

Let me start by apologizing because it's going to be a lot of me talking at the beginning but I promise it gets more interactive as we continue to work together.

If we are going to be successful at making sure that everyone stays safe and there is no running away in the future, I really need the help of all of you.

One of the things that we do often in programs like this one is to show our appreciation for working together. We do that by giving out tokens of appreciation. So here is a token for each of you. It is for being here and for the strengths that you have.

We will be using these tokens throughout the sessions. Each of us will have a set at the beginning of each session. These tokens help us be in touch with what we like.

Please give a token to another family member when that person does or says something you like or appreciate. For example, "I appreciate that you came today," or "I appreciate that you didn't yell at me."

You can also give a compliment and a token: "That dress looks nice on you," or "I like the way your hair is styled."

Pass out a token to each family member. Initially, anytime that a family member uses the tokens, give them a token as a way of reinforcing their use of tokens.

Task 2: Understanding the Program

It is important that you understand what we are going to be doing together for these five sessions. I'm going to give each of you a page that explains the program.

*Distribute **What Happens in This Program?** (Handout 1) to each family member. Go over the information on the handout.*

Adolescents who run away are often trying to solve a problem.

But it is a hurtful solution.

In a program like this one, families learn to solve their problems successfully by:

1. Appreciating each other.
2. Knowing which situations make them uncomfortable.
3. Recognizing when they feel uncomfortable.

4. Managing their discomfort.
5. Learning to feel, think and act in more positive ways.
6. Changing thoughts that make things worse.
7. Learning different coping tools to solve problems.
8. Learning to negotiate.
9. Seeking support.

Families learn these skills by working on the real problems that led to running away.

These are our goals for our time together. You will learn these skills through roleplays of scenarios and by working on real challenges that you face every day. How does this sound?

Answer any questions participants may have about the program goals.

Task 3: Commitment to Participate

*Show the **Commitment to Participate**.*

On this piece of paper is a list of what you're committing to do in this program. I'll read the commitment out loud and then you can sign it to show your participation and commitment to trying to make your family life better for everyone.

Read the text of the commitment aloud. Answer any questions participants may have. Then have each family member sign the page.

Task 4: Introduce the Family Album

Because each family that comes here is different and special, we are going to make a family album. This will keep a record of the good things you do together.

After the five sessions are over, you can look back at the book and feel proud of the progress that you made during our time together.

To get started we need to make a cover for the book by taking your picture together.

So, if you can get close together, I'll take your picture and paste it to the front of the book.

Take a picture of the family to serve as the cover photo for the family album.

If any family members resist, acknowledge that it is all right to be camera shy, but encourage participation by saying that you think they will be pleased by the results and in the future will like having their photo on the front of the book. If someone is absent, indicate that you can take another picture when they appear.

Thank you very much. This will be a great cover for your family album.

*Give out tokens. Show the family the binder you will use for the family album. Explain that the album can hold a copy of the **What Happens in This Program** handout, the signed copy of the family **Commitment to Participate** and a signed copy of a contract to not run away which they will complete later.*

Put a copy of these two documents in the family album.

Task 5: Family Rules for this Program

It is important for you to feel safe in our sessions and to feel good about coming here. So what could be some rules or expectations that we can have of each other that will help you feel comfortable about being here?

Encourage the family members to generate “family rules” for the session. Either write down the rules mentioned or have one of the family members write down the rules.

*Give the family the **Family Rules for this Program** handout.*

If the family does not bring up the following rules, include them in the discussion.

FAMILY RULES FOR THIS PROGRAM

1. Angry words or talking about running away are all right, but no being physically aggressive toward oneself or others and no runaway behavior is allowed.
2. Tell the intervention facilitator if you, the teen, or you, the parents, think that there is a desire to run away or engage in any activity that could result in incarceration (*only if applicable to the family*).
3. Talk about feeling angry rather than acting on your feelings.
4. Try to use “I” statements, talking about your own experience, instead of blaming the other person.
5. Be open to talking about your feelings, and express them without hurting yourself or others.
6. Ask questions. The only dumb question is the one you don’t ask.
7. Be an active participant, but you can always pass.
8. Listen with an open mind to what other family members are saying so that you could tell them what you have heard.
9. Do not repeat what you have heard in here to anyone outside of the people in this room. Keep confidentiality.
10. If there is an emergency, call the intervention facilitator right away, or go to the emergency room.
11. Have fun!

Obtain agreement by all family members.

Can you agree to these rules?

Give out tokens for the agreement.

Remember, many of the family rules we just discussed also apply to the way you interact with each other outside of this room too, so please try to keep them in mind when you are home together.

Encourage placing the rules into the family album.

How about placing a copy of the rules into the family album?

Task 6: Feeling Good About Each Other

My job is to help you learn how to better manage your emotions and solve your problems.

The first step for a family in crisis is to remember that you care for each other.

I know that in your family, some of you may have felt like there was a really big, unsolvable problem. At times you may have felt angry with one another, which may make feeling good about each other difficult.

When there is a problem, it is easy to be critical of each other and forget what is good.

A few moments ago I mentioned giving tokens to each other to express our caring and appreciation. Here are some tokens for each of you.

Pass out tokens to each person.

Now I want each of you to tell me one thing you like about each of the other family members.

As you say what you like about each family member, please hand that person a token.

Encourage family members to say what they like about themselves and about the others present. If one of the family members gives out a token, indicate that you appreciate their giving a token and reward them with one in turn.

If family members have trouble thinking of something positive, help them out. Here are some suggestions:

- Which do you appreciate more, the way your daughter has fixed her hair today or her jewelry?
- I'll bet your daughter was a really cute little girl.
- What do you think about your teenager's smile?
- Which do you appreciate more, how hard your dad works or the fact that he cared enough to come today?
- Which do you appreciate more, your mother's cooking or how clean she keeps the apartment / how well she speaks Spanish (or other language, if applicable)?
- Can you think of a time when your mother took care of you when you were sick?
- What do you like better about yourself, the color of your eyes or the way you dress?
- What do you like better about yourself, how hard you work or how much you care about the family?

If any family members refuse to participate, find something positive to say about the refusal and give out tokens for positive actions. Examples:

- I can see you think things out carefully before jumping into them.
- I appreciate your honesty in saying that you want to wait before sharing the positive things that you can think of.

- It's good that you are not afraid to take a position and stick with it.
- Sharing your feelings about giving appreciation is really important. Knowing how we feel and then telling others is one of the skills we will work on in these sessions.

Praise the family for their participation.

You catch on fast about how to give compliments to the members of your family. That was really good. Thank you.

Gather self-positive statements.

You'd also be surprised at how often we put ourselves down; how many times we don't give ourselves credit. This is important because people who feel good about themselves are less likely to try to run away.

Now, I would like you to take a moment and think of two or three things that you like about yourselves.

Wait a minute and then go around asking family members for two or three things they like about themselves. Remember that being able to list self-positives is inconsistent with high runaway risk.

Please tell me some positive qualities that you have.

Try to elicit at least two positive self-compliments from each participant. Some prompts might be as follows:

- What are some things in your life that make you feel good?
- How about your boyfriend/girlfriend/partner/best friend? Do you feel good about that person?
- I like your blouse (t-shirt, shoes, etc.).

If anyone has trouble identifying at least two self-positive statements, compliment that family member and ask that person to choose between two positive features. For example:

I like your eyes. Which do you like better—your eyes or your hair?

Do not put words in anyone's mouth or help too much because you are trying to see if family members can each come up with three self-positive statements.

It really pleases me that you can think of good characteristics that you have. Being able to do that is a sign of your strengths.

Give out tokens for their strengths.

Task 7: Identifying Family Strengths

Life can be difficult.

Families often go through a lot together and have many strengths.

I am sure you can remember tough times that you went through successfully together.

Think of a few of them now.

Give family members a few moments to recollect.

What are your family's strengths?

Tell me and I will write them up here.

Write the strengths on newsprint so that everyone can see. If the family has trouble at first, indicate that one strength is the fact that they are here, facing their problems, and are willing to work on their problems. If needed, use prompts such as:

- What about work and working hard?
- What about characteristics such as caring for neighbors, being honest, being funny, and having good times together?

Sometimes, it can be difficult to think of positive things at certain times in the life of the family, but you have come up with a great list.

Encourage someone to record the list in the family's album.

Would someone please write "Family Strengths" in your Family Album and copy down this list?

Task 8: Introduce Feel, Think, Do (FTD) Framework and Feeling Thermometer

NOTE: *This adaptation includes parts of the revised adaptation of the imminent danger assessment to introduce families to some of the steps that they will see later. The imminent danger assessment is not done here because teenagers will be in the shelter for the first visit.*

Introduce the FTD Grid.

I would like to talk to you about a concept that is in this program. We call it "Feel, Think, Do" or the FTD. We will talk about this FTD throughout our session today. FTD means that there is a connection between the way we feel, the way we think and the things we do or the actions we take.

*Distribute the **Feel-Think-Do Grid** handout and review each step.*

Here is the FTD Grid. We will go through each column together. The feeling column in this program refers to the Feeling Thermometer. This is a tool that we are going to use throughout our sessions.

Introduce the Feeling Thermometer.

Now we want to look at some situations that can lead to running away.

Almost always there is an upsetting situation that occurs around a problem before a person feels like running away.

Remember what I said before: **running away is often an attempt to solve a problem.**

Often people run away because they feel there is no other alternative than to leave.

Most of the time everyone in the family has many different feelings about the situation that led to running away. Often we are not even aware of all of the feelings we have.

Knowing in advance that one of those situations is on the way can be very useful. In order to work with those situations, we need to start with our feelings.

Here is a Feeling Thermometer.

*Show the Feeling Thermometer and distribute a **Feeling Thermometer** handout to each person.*

NOTE: *The capacity to identify, through emotional and physical feelings, situations when a person is likely to make a runaway attempt, gives family members the capability of developing a more thoughtful response to those situations.*

Explain the Feeling Thermometer's purpose and what the numbers mean.

The Feeling Thermometer measures how comfortable or uncomfortable you feel in situations.

Zero means you are totally cool and chill, completely comfortable. One hundred means that you are big time boiling and are super uncomfortable.

“Uncomfortable” could be related to many different types of feelings. For example, “very uncomfortable” could mean very upset, anxious, dejected, frustrated, angry, confused, etc. “Completely comfortable” could mean very relaxed, content, happy, peaceful, satisfied, etc.

Some of the things we will talk about during these sessions can make us feel uncomfortable.

The Feeling Thermometer allows us to get a sense of just how uncomfortable we are in different situations. Where we are on the Feeling Thermometer at a given moment depends on who we are and the situation and it can go up and down throughout the day.

For instance, when I started talking with you at the beginning of this session, my Feeling Thermometer was higher than it is now. It started at around <STATE INITIAL LEVEL>, but now that I've been talking with you for a while, it's down to about <STATE CURRENT LEVEL>.

Practice using the Feeling Thermometer.

Let's practice a few examples using the Feeling Thermometer.

Can anyone think of a situation when you felt comfortable, say a 25 or less on the Feeling Thermometer?

What about a time when you felt medium comfortable, say around a 50?

Sometimes coming for a session like this for the first time can make a person feel anxious or uncomfortable.

Where were you on the Feeling Thermometer right before this session started?

Encourage responses and give out tokens.

Refer to the BODY SENSATIONS column on the FTD Grid

In this program, feelings also refer to body reactions or sensations you have to a situation. People usually have physical sensations or ways their bodies feel when they are in a situation.

For example, earlier in the session when I was at <STATE INITIAL RATING IDENTIFIED EARLIER>, I was feeling <STATE BODY SENSATIONS SUCH AS FEELING HOT>.

It's important to pay attention to our body sensations because they are cues about how comfortable or uncomfortable we are feeling in the situation.

When you were at <STATE FEELING THERMOMETER RATING PROVIDED BY THE FAMILY MEMBERS>, what was going on in your body? Was your body giving you any cues about your comfort level?

Look for responses such as relaxed, calm, not too cold or hot, breathing was easy, heart was beating calmly and not racing.

How are you feeling right now?

Encourage responses.

Great. Thank you for sharing.

Refer to the THOUGHTS column on the FTD Grid.

Now let's look at the next column on the FTD grid—thoughts.

Thoughts are things you say to yourself. For example, if you have to go on a job interview, you might say to yourself, "I am smart, I can do this," or you might say, "I am so nervous," or you might say, "This is going to be easy" or "This is going to be hard."

My level of discomfort was higher when we started this session and I was at <STATE INITIAL LEVEL> because I was telling myself <STATE UNHELPFUL OR DISTORTED THOUGHTS>. Clearly these thoughts were making me feel quite uncomfortable. As you can see, our thoughts affect our comfort level in different situations. Interestingly, our comfort level and thoughts also affect the way we behave. For example, as I began to feel more comfortable in our session, I was able to talk more freely and explain things more clearly.

What thoughts were going through your mind before you got here?

Encourage responses and link connection between Feeling Thermometer and thoughts. If family members struggle with generating thoughts, provide examples.

Give out tokens.

Refer to the BEHAVIORS column on the FTD Grid.

Now, the last column on the FTD Grid refers to what you actually do, to behaviors. For example, if you have an argument with your partner, you might yell, call a friend, slam doors, write in a journal, cry, leave or take time to calm down.

Let's practice a few examples.

*Direct the family members to the **Feel-Think-Do Grid** handout so that they can complete their own.*

Can anyone think of a situation when you felt comfortable, say a 30 or less on the feeling thermometer? The situation could have occurred anywhere and at any time. It could be related to work, school, friends, family, or something else.

Please write down the situation on your FTD Grid and next to it write your Feeling Thermometer rating, body sensations, thoughts and actions you took.

Wait for family members to complete this part.

Would you mind sharing what you came up with?

Give out tokens.

What about a time when you were around 40 to 60 on the feelings thermometer?

Please write down the situation and complete the rest of the Grid for it.

Wait for family members to complete this part.

Would you mind sharing what you came up with?

Give out tokens.

Keep this discussion brief. The goal is for the family members to begin using the Feeling Thermometer as a way of gauging their state of comfort and to link the situation to body sensations, thoughts and actions. Avoid going into great details about the situation. If the family members want to discuss details, let them know that you can return to these situations at a later time in the program.

Thank you so much for participating in this exercise. You all are doing great.

Check-in.

Where are you on the Feeling Thermometer right now?

Encourage responses.

If there is time, ask family members to think of a non-family-related situation that put them between 70 and 100 on the Feeling Thermometer and to complete the FTD Grid for that situation and share. If you are short on time, skip to the next discussion where the family members are asked to identify situations within the family that were uncomfortable. If you include this section and the family

members identify situations related to the family, then you don't need to ask this again in the next section.

What about a time when you felt around 70 to 100 on the feelings thermometer? Please write down the situation, your Feeling Thermometer rating, body sensations, thoughts and actions. We will share when you are done.

Examples			
Feeling Thermometer	Situation	Body Sensations	Thoughts
100	Thrown out of home for stealing	Couldn't breathe, hands sweaty	I don't need them anyway!
90	Girlfriend/boyfriend broke up with me	Angry, red face, yelling, shaking	Nobody will ever love me.
80	Got in a car accident at the store Had to work overtime	Scared, couldn't breathe, tight feeling in chest	It's not my fault!

Encourage sharing and reward those who do. If any family members don't want to share, ask if they have the situation well in mind. Give recognition for the vividness of their memory.

That is good that you could relate your feelings of discomfort to a specific situation and to your body sensations and thoughts. Now I would like you to think about situations within the family that put you above 50 on the Feeling Thermometer.

Allow participants a minute to think of uncomfortable family situations.

Can each of you please share one situation?

Ask family members to complete the FTD Grid and share ratings of their feelings using the thermometer, and to describe their bodily sensations, thoughts and subsequent actions in each situation.

Examples			
Feeling Thermometer	Situation	Body Sensations	Thoughts
100	Father hit daughter for coming in late	Tight, angry, hot	This is out of control.
70	Mother and father yelled at each other	Upset stomach, sweaty	They don't care about each other or me.

Encourage responses.

Thank you very much for sharing those situations.

Task 9: Prepare for Future High-Risk Situations and Develop a Coping Plan

Identify potentially difficult family situations.

We just finished determining that feeling like running away sometimes grows out of difficult situations.

Sometimes kids run away because of conflict with parents, problems at school, problems with the law, conflict with a boyfriend/girlfriend, drugs, pregnancy, etc.

These situations are made worse by not knowing how you feel, thinking in ways that exaggerate the difficulty, and lacking the skills to handle the situation.

Note: *In these examples, you are not trying to elicit the actual reason the child ran away.*

Let's try to think of upsetting events that may happen in the future that could make you feel like running away.

I want each of you to think of at least three family situations which could possibly occur that would be very uncomfortable and which could throw you into conflict.

If you want to write down more than three situations, that is fine. Here is a piece of paper and pencil to make your list.

Hand out paper and pencils to the family.

I am not going to ask you to turn your list in so feel free to write them any way you want to.

Allow 5 minutes for each person to make a list.

Now I will go around and ask each person to give me one situation.

I'll write it up here, and then we'll keep going until all the ideas that you thought of are written down.

Ask for situations from the family members and write them on newsprint until all the ideas are written. Obtain only one idea per person on each round. A family member may pass if he/she wishes. When the list is completed, stick it up on the wall where everyone can see it.

Will each of you please pick out the situation that you think is most likely to happen?

Obtain each person's choice. Write the family's list of most likely situations on newsprint. Note that some members may list the same situation. Give out tokens as appropriate.

Using the Feeling Thermometer, I want each person to tell me what their feeling level would be for each of these situations.

Obtain Feeling Thermometer readings from each family member for the different situations they have named as most likely. Write these readings on the newsprint sheet where the situations most likely to occur are listed.

It is really important to find the situations that trigger serious discomfort and which could lead to considering running away. So I'm really glad we uncovered some today.

Develop a coping plan for a specific situation.

Figure out which situation has relatively uncomfortable ratings for everyone but is not the most intense. Put the newsprint up on the wall. Indicate which situation you have chosen.

Let's think about this situation. If it happened, what could you do as a family that would make the situation less stressful for everyone?

Here's an example. Let's say that the situation was that a teen wanted to go to a party and the parent didn't want the teen to go.

Some solutions for reducing discomfort in this situation might be:

1. Find out why the parent didn't want the teen to go and try to problem solve.
2. The parent could talk to the person giving the party
3. An older relative might be able to go with the teen to a party
4. The teen could go to the party, but come back at a certain time.
5. The parent could talk to the parents of the teen's friends.
6. The teen could find out if there was anything he or she could do to be able to go to the party and do it.
7. The teen could negotiate to be able to go to the next party.

Now let's look at your situation. Give me as many ideas as possible. Don't screen your ideas out even if they sound far-fetched.

Also please state what you would like to see happen and not what you don't want another person to do.

Write the ideas on newsprint and give out tokens. If the family has trouble, give them some prompts such as the following:

- Are there other people who could be helpful?
- Is there a way you could avoid the situation?
- Is there a way to put the situation off?
- Is there a way you could look at the situation from a different angle?
- Is there a way a family member could change the way he or she acts without giving up self-respect and pride?

Acknowledge the difficulties of the situation.

Situations like this can be difficult because teens may not want to give up their growing independence and parents don't always want to give up their control.

Parents may have been brought up in a culture where children are expected to show their respect by obeying whatever the parent says. Parents may feel like they will be losing respect if they give up some of their authority.

Is there a way you could fix the situation?

Allow participants to share their ideas.

Those are very good options for handling the situation if it came up.

You can see there are a number of ways for dealing with a difficult situation.

Give tokens if appropriate.

Identify simple behavioral changes that could improve the situation.

Now, is there one thing each of you would be willing to change, in order to make the situation better?

Ask family members to identify one thing they would be willing to do to make the situation better.

The behavioral changes should be modest, easy to operationalize, and attainable. Help participants restate what they are willing to change if they make general, global statements. If a participant says, for example, “I will stop yelling so much.” Reinforce the family member’s commitment to change, and suggest a more specific alternative such as, “If my adolescent comes home late, I will respond without raising my voice.”

Other examples of specific behavioral changes might include a parent who is willing to let the teen stay out 30 minutes later or a teen who is willing to bring his or her friends to the house before going out so that the parent can meet them.

Make sure to secure one behavioral change from each family member.

That’s great. You all are really working together and making progress.

Task 10: Assess Current Runaway Risk and Sign Contract to Not Run Away

Assess current runaway risk.

In the last _____ [days, months, or since you have been living together], has there been any attempt to run away or feelings of wanting to run away?

If the family says that there was no episode, jump to the steps for reviewing commitment and signing the contract below.

If the family says there was a runaway episode, determine if there is a high risk of the adolescent running away today. You can ask:

Is the situation that triggered the episode still present?

Do you think that an episode might occur today?

If the situation still exists and if the answer is “yes, it might happen today” then follow the procedures outlined in the Appendix Module: Assessing Imminent Danger in Terms of Running Away.

If there is no high risk for today, ask what was the situation that triggered the attempt and how it was resolved. Encourage and give tokens for problem solving.

It is great that you avoided a runaway episode. You have really come a long way.

Review commitment and sign contract.

So far today we started the Family Album, understood what this program is trying to do, committed to participation, worked on feeling good about each other, identified family strengths, made a list of situations that might provoke running away, prepared for future situations that might make a person feel like running away, and identified one thing to change in yourselves.

Let's review the contract you signed earlier today, which was around committing to continue to come to the family sessions and to work as a family on your communication and problem-solving skills.

*Read through the **Commitment to Participate** contract that the family signed at the beginning of the session.*

Can you still agree to this commitment?

Elicit a verbal recommitment from all family members.

In the next few sessions, we hope that everyone in the family will continue to learn new skills and [TEEN'S NAME] will commit to not running away again.

OR (if the teen is not currently living at home):

In the next few sessions, we hope that everyone in the family will continue to learn new skills and you will feel like the family is ready for [TEEN'S NAME] to return home.

*Show the **Contract for Returning Home: Commitment to Not Run Away.***

We want to make sure everyone in the family is really committed to avoiding the situations that lead to feeling like running away.

This is a contract that describes a plan for when you feel like running away/when you return home. I'll read it out loud, we can fill it out together, and then you can sign to show you agree.

*Read the **Contract for Returning Home: Commitment to Not Run Away** aloud and fill in names and phone numbers as appropriate. Have each family member sign the sheet.*

Give out tokens.

Let's put your signed copy of this contract into your family album.

Place the contract into the family album.

If anyone in the family does not agree to sign the contract, acknowledge their feelings and proceed. Note that you may revisit this person's feelings about signing the contract (in case these change) at a later point or in a later session.

Task 11: Giving to Each Other

You worked very hard today in our session. You started to be open about your feelings which is good and will really help us head off upsetting situations.

You can see the family's strengths coming out.

Give out tokens.

There is one final task for this session, and then we're going to talk about what to do between now and the next time we see each other.

For now, I want each of you to think of one small thing you would like from one of the other family members who is here.

For example, Mom might say, "I want [TEEN'S NAME] to say goodbye when he leaves the house each day."

For now, if you wanted one thing from one other person here, what would it be?

Select someone to start. Consider choosing the person who could most clearly state what she/he wants. Work through getting what that person wants before going on to the next person.

What would you like and from whom?

Obtain a response. Model converting the response into a behavior. For example, "I want her to be nice to me," becomes, "I want her to keep her tone of voice nice when she talks to me on the telephone."

We took what you wanted and turned it into something the other person can either say or do.

It is much easier for people to change if they know exactly what to say or do. Now, if the other family member did not do what you wanted, what might be the reason(s)?

In order to get away from "They don't like me" or "She wants to hurt me," help the family member come up with many possible interpretations. Find ones that are innocuous, circuitous and counter-intuitive. For example, "She didn't do it because she hates me," becomes, "She didn't do it because she was tired."

You can see there are many reasons for why people behave as they do.

We need to avoid jumping to conclusions or making a mountain out of a molehill.

Shape what the first person wants into something reasonable and negotiate it for them.

Now that we know what you want let's see if we can get it for you.

Continue the process until each family member has shared and gets at least one thing that she/he wants.

That was very good of you to give to each other.

It shows how much you care for each other and that you want the best for each other.

Give out tokens.

Task 12: Homework Activity

For this week's first homework activity, I would like you to come up with three situations and complete the FTD Grid for them. These three situations could be situations that come up in the family between now and when we meet again or situations that have happened recently and are still bothering you.

You can include situations that have come up recently or any current ones. You'll rate a total of three situations.

Problem solve with the family quickly any potential barriers to completing the homework.

*Distribute additional copies of the **Feel-Think-Do Grid** and **Feeling Thermometer** handouts to each family member for the homework assignment:*

Also, during the upcoming week, before we meet next, I would like you to keep giving each other tokens of appreciation. When you hear something you like, give the other family member a token. When the person does something good, give them a token. Remember that you can give a token to your family members simply because they exist and you like them.

Task 13: Establish Phone Contract (if adolescent is not living with the family)

NOTE: Families may be separated and not have the opportunity to practice giving immediate positive feedback or sharing tokens between sessions. To encourage contact and basic communication, families commit to talking on the phone and discussing various topics between sessions. During these phone conversations, they keep track of the "verbal tokens" they give to family members to show their appreciation.

*Go through the following script and complete the **Family Phone Call and Token Contract**. When complete, make copies to give to each family member. If families are adamant about not completing the phone contract, see if they would be willing to talk once or twice a week only. If they are adamant about not talking at all, proceed to the end of the session, reinforcing them for being clear on what they feel. You can revisit whether they are ready to make phone calls at the next session.*

Now, I know you are not living together right now. So, I encourage you to try to speak with each other on the phone each day. For each phone conversation, I have a list of conversation topics for you to pick from.

These conversations will give you an opportunity to exchange "verbal tokens." For example, you might give a token:

- To thank the person for calling or for receiving the phone call.
- Because the person on the phone spoke in a nice tone of voice and didn't lose his or her temper.
- Because the other person asked questions or gave answers that were very open.

There also might be tasks such as finding a phone number, or calling someone at school, or bringing something from home to the shelter that [TEEN'S NAME] might ask a parent or sibling to do... and then give a token for doing it. Here is how it will work.

Set up the phone contract.

Show the **Family Phone Call and Token Contract** and explain the assignment.

First we need to set up a phone contract. In the first several weeks, a family member will make the call to the adolescent. It is easier for one person to make the calls for the week. The other person has to be available to receive the calls.

NOTE: If the shelter has only one phone or the phone there is often busy, it may work better for the adolescent to make the calls from a cell phone or at a designated time.

We also need to determine when you'll talk during the day. When is a good time during the day or evening to have these phone calls?

Assign who will make the call. Write it on the chart for both the family and the adolescent. Determine the time of day that the calls will be initiated.

Determine conversation topics.

Let's talk about conversation topics. It may not always be easy to know what you can say to each other during a short conversation. On the chart, you'll see a list of potential conversation topics.

Read through these conversation topics out loud.

Examples of Conversation Topics
<ul style="list-style-type: none">• Describe in detail, everything you did that day, from the time you woke up.• Talk about your favorite memory from childhood.• Talk about how things were different when parent was a child. Adolescent guesses three ways that life is different now from when parent was a child. Parent adds three more ways current teenage life is different from when parent was a teenager.• Talk about what is the same about being an adolescent today and being an adolescent when parent was younger.• Plan a trip you would both like to take.• Talk about your favorite musician or musical group and why you like them.• Talk about a current event, or something that has been in the news. Share all the facts you know about the event, and then give your opinions or thoughts about the event.• Guess the following about the other person:<ul style="list-style-type: none">— Favorite color— Favorite meal/food— Favorite subject in school— Favorite movie— Closest friend• Other agreed-on topics that would not cause a high Feeling Thermometer rating.

Each day you can choose one of these things to talk about. You can choose the same one as many times as you like, or you can make up your own.

These topics just help you have something to talk about. All family members give their responses. Remember to ask each other questions.

*Have family members pick the conversation topics for the first 2 or 3 phone conversations. Write the conversation topics in the schedule on the **Phone Call and Token Contract**.*

Explain how “verbal tokens” will work.

During these phone conversations, you’ll have the opportunity to give each other tokens. Since you won’t be physically together these will be “verbal tokens” where you say something like, “I’m giving you a token for saying _____.”

During the conversation, you each keep track of how many verbal tokens you give. Keep track by making little marks in the right hand column of your chart. Try to give at least three verbal tokens during each conversation.

Give an example of how family members can keep track of the tokens they give.

Examples of things you might give verbal tokens for are also listed on your contract.

Examples of Reasons to Give Verbal Tokens
<ul style="list-style-type: none">• For calling or for receiving the phone call• For speaking in a nice tone of voice• For not losing your temper• For asking questions that show an interest• For being open about thoughts and feelings during the conversation• For giving compliments or telling other people what you liked about what they said• For being creative or making an interesting comment during the call• For listening well• For tasks such as finding a phone number, calling someone at school, or bringing something from home to the shelter

Read the examples on the contract of things to give tokens for during the call. Ask the family members if they have any questions.

To summarize, [ASSIGNED CALLER’S NAME] will call [PERSON WHO WILL RECEIVE THE CALL] at [DESIGNATED TIME] each day (except the day we meet). During the phone conversation, you’ll talk about the topic you’ve chosen, or you’ll decide at the beginning of the conversation what to talk about. During the conversation, you’ll tell each other when you’re giving tokens and for what, and each of you will keep track by making a mark in the last column each time you give a token.

Each week at the beginning of the session, we'll review how these conversations went.

We'll sign the bottom of the contract to show that everyone agrees.

Have everyone sign the bottom and then make copies so each person can have one.

Task 14: Give Appreciation and Schedule Next Appointment.

Although it may not always be clear, I am convinced that every family member here has good intentions.

You all want the best for each other. We'll work on finding those good intentions.

I want to end up today's session with giving appreciation to family members.

Give a compliment to each person. Ideas include appreciation for being active, insightful, hardworking, open, analytic, supportive, friendly, warm and understanding.

Then encourage the family members to show appreciation and give strokes.

I really enjoy working with you. Thank you very much for all your effort, your strengths, and the way you care for each other. That is all for today.

Schedule next appointment.

I will see you next time on _____ (date) at _____ (time). Please remember to give me at least 24 hours' notice if you need to cancel our session.

Life is very busy and I know I can forget appointments sometimes so what do you need from me to help you remember our next session?

If they don't give an answer, ask them if they would like a text or a call the day of or the day before the session.

Thank you.

END OF SESSION 1

Session 2

Goals and Objectives

Goal 1: To continue enhancing the family’s positive perceptions of themselves and the intervention facilitator.

Objectives: Family members will be able to:

1. Experience appreciation for positive actions/statements made at home or during phone calls between sessions.
2. Demonstrate appreciation to each other for each person’s contributions during Session 1.
3. Experience competence through active involvement in exercises during the session.

Goal 2: To increase the ability to solve problems by analyzing the situation.

Objectives: Family members will be able to:

1. Identify family-held beliefs that might hinder problem solving.
2. Identify their expectations and attributions and apply their understanding to current problems.
3. Discover which family rules are obstacles to resolving the current problem.
4. Explore how the roles played by family members could impede problem solving.
5. Determine what benefit each person might receive from maintaining the status-quo.
6. Learn to reframe problems.

Rationale

This second session is based on the assumption that problem solving is enhanced by the ability to analyze a problem along family systems and interpersonal dimensions combined with a cognitive-behavioral approach. Consequently, the first task is to teach the family members how to transform wants and complaints into behavioral statements. For example, “being respected” is a difficult goal to achieve without knowing the words, actions and affective displays that communicate “respect” to any given family member.

With desired behaviors identified, current behaviors can be examined with regard to the intent behind them. By so doing, family members can experience less hurt and antagonism. They can appreciate what another person was trying to do and see the caring behind that person’s actions even though they may have disliked the behavior.

Two other useful concepts in problem analysis are assumptions and attributions. Assumptions refer to expectations and are a prelude to disappointment, hurt, joy and other affective states. More objective knowledge about family members’ expectations may enable them to recognize how their assumptions lead them to experience negative emotional states. Similarly, identifying attributions may result in more self-efficacious behavior and greater responsibility. Attributions are assumptions that define perceived causality for different life events. Causal attributions amount to the ways in

which people assign responsibility for their actions and the actions of others. These attributions have a powerful impact on the ability of people to view their interactions with others accurately and to determine their own options and responsibilities.

The problem analysis addresses the following issue: what do family members get out of the problem, or what are the benefits of maintaining the status quo? This session also focuses on beliefs, rules and roles that may impede problem solving. All families have belief systems and operating rules, and all family members play one or more roles. These factors can foster successful conflict resolution or prevent it. Frequently, inflexibility, arbitrariness, prejudice, insensitivity and the inability to be empathic are the factors that turn rules, roles and beliefs into obstacles.

This session is intended to cover a great deal of content, and, although it is not expected that a family can master all of these analytic concepts in a short period of time, it is hoped that the interactive exposure will create some cognitive dissonance which will sustain itself throughout the remaining sessions and beyond. If family members can have some small awareness of behavior, intent, assumptions, attributions, beliefs, rules and roles, they may question their own actions and sense more accurately what is transpiring within a situation.

Outline of Procedures (Tasks)

1. Review Feeling Thermometer, tokens, Session 1 and homework.
2. Examine core beliefs and discover beliefs that influence uncomfortable family situations.
3. Uncover family expectations caused by those beliefs.
4. Examine how rules the family lives by can prevent problem solving.
5. Examine family roles and explore how these can interfere with problem solving.
6. Explore advantages or the benefits of keeping a family problem alive.
7. Decipher the intent behind a family member's actions, using a script to illustrate the ideas, and discuss how this can help family members look at problems in a different way.
8. Select a current family problem and apply the concepts being learned to that problem.
9. Assign the homework activity which involves analyzing a family conflict situation using the concepts learned in the session, and continue the phone contract, if the adolescent is not living at home.
10. Give appreciation and schedule next appointment.

Materials

- Digital recorder
- Family Album
- Tokens
- Feeling Thermometer
- Newsprint and pens
- Blank index cards and pencils
- **Role Cards**
- Handouts:
 - **Feeling Thermometer** (Handout 5)
 - **Beliefs, Expectations, Rules and Roles** (Handout 8)
 - **Raymond and His Friend Script** (Handout 9)
 - **Mother's Intent Script** (Handout 10)
 - **Analyze a Situation** (Handout 11)
 - **Family Conflict Example**
 - **Family Phone Call and Token Contract** (Handout 7)

Step-by-Step Procedures for Session 2

Task 1: Review Feelings, Tokens, Events, Session 1 and Homework Activity

Welcome and check feelings.

Welcome back. I'm glad to see you here. Thank you for meeting with me today.

Give out tokens for returning.

I was really impressed with the effort you put in last time we met. Anyone could see that you really care for each other. Are you aware of that?

Encourage sharing of positive perceptions of caring.

Remember the Feeling Thermometer?

In our last session, we focused a lot on using the Feeling Thermometer to determine what situations make you uncomfortable. You all did a great job of using the Feeling Thermometer and paying attention to your body sensations and thoughts.

Pass out copies of the Feeling Thermometer.

Tell me on a scale of zero to 100, where zero is completely comfortable and 100 is very uncomfortable, how do you feel right now?

Obtain readings and give out tokens for the family members' willingness to respond. Remind the family about the purpose of tokens and encourage them to use tokens in today's session.

You will recall that last time we used tokens to express appreciation to each other for the good things we saw people saying and doing or just because we wanted to compliment another family member.

We will use tokens every session. Here is your stack for today.

Give out 20 tokens to each family member. Remember to reward them occasionally for giving a token to someone else.

Review homework activities.

One of your homework activities was to continue giving out tokens to each other during the week. How did that work out?

Check in on family phone calls, if applicable.

Your other task was to talk on the phone. How many times did you talk on the telephone or in person? What conversation topics did you talk about?

If the family had trouble completing the phone calls, see if you can figure out why and change something about the method of making these phone calls. If families are adamant about not participating in phone calls between sessions, then reinforce them for knowing what they feel, and proceed with the session.

Your other homework activity was to practice completing the FTD grid in response to three different situations. How did that go?

Problem solve with family if they did not do the homework and briefly discuss how to be more successful next week. Encourage responses and use tokens to shape behavior. Ignore negative behavior. Redirect toward desired behavior and reward any small movement toward the desired end.

As you see on the FTD grid that you completed, there was a connection between people's thoughts and the Feeling Thermometer. Often, the more negative or unhelpful our thoughts are, the higher our Feeling Thermometer rating is. So it's important to focus on what kind of thoughts we let into our minds.

Do you all remember where you said you'd like to be on the Feeling Thermometer to be at your best?

Elicit responses and give tokens when appropriate.

As we have our discussion today, try to keep in mind what kind of thoughts you need to have in order to keep your Feeling Thermometer at its optimal place.

Also, remember that in our last session we focused on the positives about yourself, each other and the strengths of your family. Staying positive requires ongoing attention and we will work at staying positive during each session.

Before we get into today's session topic, I would like each family member to tell me about a successful event that took place between our last session and today's meeting.

It could be a really good conversation you had on the telephone with a family member, or a token someone gave you that made you feel really good, or even the fact that you were able to give a token to someone else that made you feel good. It could also be something related to solving a problem with a family member, preventing a problem from getting started, something you did you are proud of, or something that makes life better for you.

Go around and have each person report on one event. Give out tokens as appropriate, and encourage others to show appreciation for positive things family members did.

NOTE: If someone does not come up with a success, use prompts around different areas—friends, work, achievements. If needed, use prompts that force reports—e.g., “Which are you more pleased with, the amount of effort you spend at work or how well you have been a good example to your children?” If you are still unsuccessful at obtaining a response, you can say, “I appreciate you being honest about how you see things at this time. Such honesty is often hard to find.”

You are all really to be congratulated for all your positive attempts this week.

Give out tokens.

Share Family Album

Here is your Family Album. Look inside where you listed your family strengths.

Hand them the family album and give them a moment to read the strengths they listed last time.

Before we get into today’s session I want to let you know that if you attempt to cope with an uncomfortable situation following this program’s guidance and you don’t succeed, it is not a failure. You are still trying and it shows that you care for each other. Eventually, you will succeed.

Today we will work on understanding your family difficulties that can turn into problems.

Task 2: Discover Beliefs that Influence Uncomfortable Situations

Examine family beliefs.

All people have a set of core beliefs that guide them, and sometimes these core beliefs affect the way we look at situations and the way we solve our problems.

For example, if the family believes that the father is the head of the family and must make all decisions on his own, the family will have a difficult time working together and solving their problems as a team.

I’ll read you a few statements that illustrate some possible family beliefs.

“Good girls aren’t interested in sex.”

“Parents are too old to understand a teenager today.”

“If I let my kids do what other kids in the U.S. do, they will grow up wild and disrespectful.”

“Keeping a teen in the home as much as possible will protect him or her.”

“A man must be macho and never reveal his feelings.”

“Parents who were raised in another country cannot understand what it is like in the United States.”

These beliefs guide the kind of thoughts we have. For example, if you believe, “Good girls are not interested in sex,” then your thought may be, “I’m a bad girl because I think about having sex.”

If family members have a hard time understanding how thoughts derive from beliefs, use further examples to illustrate the point.

*Distribute the **Beliefs, Expectations, Rules, and Roles Handout** and encourage family members to write down their beliefs in the first section. You can also write ideas on newsprint.*

Identify a family problem.

Let’s look at a specific uncomfortable situation or problem you are currently facing. Can you as a family identify a current problem that puts you between 50 and 70 on the Feeling Thermometer?

Write the identified problem on the newsprint and have family members write it on the handout.

Where does this problem put you on the Feeling Thermometer?

What beliefs does your family have that might influence your comfort level about this situation or get in the way of solving this problem you are facing? Please write them down under number 1.

Encourage a discussion and give out tokens for identifying beliefs.

Task 3: Uncovering Family Expectations and Causes

Now let’s move to the next part.

Another thing that is important to keep in mind is that the beliefs we have create certain expectations of other people and the world.

For example, Maria believes and says to herself, “Diego is so cute, but he could never be interested in me.” So she expects Diego to have no interest in her.

We also explain the world to ourselves according to what we think causes things. Maria might also think, “He would never be interested in me because I am so ugly.” From her point of view, the cause is her appearance.

Let’s read a short script that will help show this point. Who will read Raymond and who will read his friend?

*Select volunteers and give out the **Raymond and His Friend Script**.*

Have the volunteers read the script.

Thank you for the great reading!

Give out tokens.

What does Raymond expect?

Encourage answers such as, “His parents will be so angry that they will throw him out of the house.” Reward even slight movement in the right direction.

That’s a good answer.

What does Raymond believe causes his situation?

Encourage answers such as, “He’s not smart enough; his teachers hate him; his parents care more about his grades than anything else.”

If Raymond believes that his parents will throw him out of the house because of bad grades and feels that there is nothing he can do about his grades, how hard will he work to try to fix the situation?

Obtain answers.

Not much, right? As Raymond sees it, everything is beyond his control.

Now do you all think there is any other way that Raymond can look at this situation? Can he expect anything different from his parents? Can he have a different explanation for the cause of this problem?

Encourage sharing of alternative expectations and causes.

You did a great job coming up with the different alternatives. Now let’s look at the problem you identified earlier. What family expectations do you think may be affecting this problem? Please write these down under number 2.

*Encourage family members to write the list of their expectations on the **Beliefs, Expectations, Rules and Roles** handout.*

Give out tokens.

<p><i>NOTE: The goal is for the family to apply what they learned through the role play to their own identified problem.</i></p>
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Task 4: Looking at How Rules Affect the Problem

Now let’s look at what rules prevent your family from solving the problem.

Each family has rules it lives by. The rules are different for each family. Here are some examples of family rules:

“Girls cannot go out with boys unchaperoned until they are 18 years old.”

“Everyone goes to church on Sunday.”

“Husbands should not cheat on their wives.”

“Ten-year-old kids get 5 dollars each week for spending money.”

First, take a few minutes and think of some of your family rules. You don’t have to agree with

each other at this point. I just want you to practice identifying rules.

Are there rules about how people treat each other, daily activities, tasks around the house, how rules get made, and so on?

I'll write them up on newsprint.

Encourage identifying rules. Write the family members' examples on newsprint.

Can you see some rules in your family that may make solving your problem harder or that contribute to your problem? Please write these down under number 3.

Encourage discussion and give out tokens for identifying rules.

Write down some of your ideas under number 6 where it says, "What rules prevent the family from solving the problem?"

Task 5: Examining How Roles Influence the Problem

We have talked about rules that might get in the way of solving this specific problem. Now I want you to look at the roles family members play.

All family members have roles, and there is nothing wrong with playing a role. However, roles can become very fixed in a family. No matter what the situation is family members will often play the same roles. Sometimes when family members cannot break out of those roles, solving a problem together can be difficult.

I am going to pass out some cards with a role on it and what that person might say. Then we will go around and you read what your card says aloud. I want to know what name you would give to this role. One possible name is on the back of the card, but try to come up with your own name first.

*Show the **Role Cards** and have family members draw one or two cards from the stack. Then go around and have them read one card. Let the entire group come up with names. Go around a second time, reading the next card. Make sure all the cards are read. You may want to read one yourself.*

Do any of these roles sound familiar? At this point, saying who plays the role is not necessary.

Encourage sharing without naming individuals in a way that criticizes family members.

Can you think of some other roles that people play in your family? Again, at this point, saying who plays the role is not necessary.

Encourage exploration. Give out tokens for ideas.

Now, are there any family roles that come to mind that you think could make it hard to solve the problem we are working on?

For example, think of the last time you had a family fight. Were people playing roles that either started the fight or kept it going?

Help the family briefly analyze their last fight from the point of view of the roles played only.

Coming up with these roles can be tricky because we don't want it to sound like we are blaming other people for their roles.

To the "Helper" you might say, "I think you play the helper a lot. I appreciate your wanting to help me and often find it very useful, but this time I need to work it out on my own."

Or to the "Boss" you might say, "I think your role is one of the boss. It is good that you are firm and give us direction. We need a leader. But in this case we all need to explore the problem and reach a decision together."

Let's go ahead and try to figure out what roles, if any, may get in the way of successfully solving the problem you chose. You can write them down under number 4.

Encourage identifying roles and give out tokens for approximations. Help shape answers so that roles are clear.

Again you did a great job.

Task 6: Understanding the Benefits of Keeping the Problem

It may be hard to believe, but often families keep a problem going.

Don't misunderstand me—the family doesn't sit down and openly agree to keep from solving the problem. But, unpleasant as the problem may be, they think that it will be worse if they fix it.

Let me tell you a story.

Share one or both of the following stories:

There was a mother and a son living together in the home. They had always had a close relationship, but when the son entered middle school things changed. The son would not tell his mother his difficulties or problems anymore. At first the mother would ask, "What's wrong?" but that would only make the son more upset so eventually the mother stopped asking. As the days went by, they became more distant in their relationship. They didn't really have many arguments or fights, but when the mother was talking on the phone with her sister, she would complain about how her son was always arguing with her. When the son overheard this, it would make him upset and he would yell at his mom that it wasn't true. Then the mother would say to her sister on the phone, "See. Can you hear him? He is always arguing with me!"

OR

A father rarely saw his daughter because she was usually at school or out with friends in the evenings. The father had a difficult time setting firm boundaries or expressing his feelings. When the daughter was out late, the father would wait up for her in the living room. As soon as she walked in the door, he would "interrogate" her and start asking lots of questions. This would make the daughter mad and they would begin to argue. This would go on for about 30 minutes every night. Both would get tired of arguing, so they would go to bed, only to not see each other again till the next night, when the arguing would happen all over again.

That's as far as the story goes, but I want you to figure out if the parent(s) or teen(s) in the situation were getting any benefits from the problem.

Encourage answers, give tokens for trying, and help shape answers if necessary.

Possible examples:

- *The mother missed her close relationship to her son. She complained to her sister about him because it was easier for her to label him as “argumentative” rather than finding a real solution to the distance in their relationship.*
- *The father wished he could see his daughter more but didn't know how to express it. He stayed up and questioned his daughter when she came in because that was the only time he got to see or talk to her. If he didn't argue with her late at night, then he would not have any interactions with her.*

So, can you see how sometimes there are advantages to keeping a family problem alive?

Clear up any confusion.

Let's think about what all of you might get out of the problem you have presented. At this point you don't have to agree with each other.

*Encourage sharing of ideas and then have the family write them down under number 5 on the **Beliefs, Expectations, Rules and Roles** handout.*

Give out tokens.

Task 7: Looking at Problems from a Different Point of View

By “changing the problem” we are talking about changing the *meaning* of the problem—in other words, changing how each member of the family defines or sees the situation. This refers to the “T” in the FTD grid.

One way to change meaning is to separate what family members say and do from what their *intent* was. By intent, we mean their purpose or their point of view.

Another script will illustrate what I mean. In this script we need someone to play a mother and someone to play a daughter, and I will be the mother's thoughts.

Who will read the mother and who will read the daughter?

*Select volunteers. It doesn't need to be the actual mother and daughter. Give the volunteers the **Mother's Intent Script**.*

Set up two chairs facing each other. Put the person playing the mother in one chair and the person playing the daughter in the other, and have them read the script... You, the facilitator will stand behind the mother and read the mother's thoughts in a quiet, inner voice, such as a loud whisper.

That was terrific, thank you!

Give out tokens.

What is the mother's intent—her purpose—in setting 11:30 as the time the daughter needs to

come in? And what is the daughter's purpose in wanting to stay out longer?

Encourage discussion. Look for the understanding that the mother wants to protect the daughter because she cares so much, and that the daughter wants to be liked by an older man.

It looks like you've got the idea.

How could each of you see the problem in this roleplay differently?

Encourage discussion and write down some responses on newsprint.

You may notice how each of you can see the problem from a different point of view. You have a choice to look at a situation in a negative way which will raise your Feeling Thermometer, or in a more helpful way which will lower your Feeling Thermometer.

Many times we might not be able to change the situation but we can help ourselves feel better by changing the way we look at the situation.

Now let's look at the problem you identified. Where is your Feeling Thermometer in response to this situation? What are the thoughts that go through your mind about this situation?

Now, how can you change your point of view about this situation? What's a different way you can look at it? What helpful things can you say to yourself instead?

*Encourage sharing of ideas and then have the family write their ideas under number 6 on the **Beliefs, Expectations, Rules and Roles** handout.*

When you look at the problem with this new point of view, where is your Feeling Thermometer?

If the family members report a lower Feeling Thermometer, emphasize the FTD link by highlighting that changing one's thoughts changes one's Feeling Thermometer.

NOTE: The important message here is that one way of coping with uncomfortable situations is by changing our thoughts about the situation, which will subsequently bring down our Feeling Thermometer.

Give out tokens.

Task 8: Select Current Family Problem and Apply Today's Concepts to It

I'd like you now to think of a current uncomfortable situation or problem that's putting you between 60 and 80 on the Feeling Thermometer.

Give the family a few minutes to agree on a problem.

Can you tell me in a few sentences what the problem is? Where does this problem put you on the Feeling Thermometer?

*Write the identified problem on the newsprint. Distribute the **Analyze a Situation** handout.*

Now, just like we did earlier, I'd like you to complete a handout to analyze how your beliefs, expectations, roles and rules are affecting this problem and what are some alternative ways you can look at this problem.

NOTE: If you are out of time, the family can complete this handout as part of their homework.

Encourage response and give out tokens.

Where is your Feeling Thermometer about this problem now? What did you come up with?
How was it for you to apply what we have learned today to another problem?

Thank you for working together so well and being open to using the tools that we talk about in the session.

Task 9: Homework Activity

For homework to complete before our next session, you will continue to practice analyzing uncomfortable situations by looking at how beliefs, expectations, rules and roles influence your problems or affect your ability to solve problems.

Explain homework assignment.

*Distribute another copy of the **Analyze a Situation** handout and the **Family Conflict Example**.*

You will complete this form in response to an uncomfortable situation that you choose. Each of you will do it separately because each of you might perceive the problem differently.

Please **CHOOSE ONE** situation you and your family want to analyze from the following options:

1. Analyze an uncomfortable situation or problem that occurred in your family in the past 3 months. (It might be one of the uncomfortable situations discussed in Session 1.)
2. Analyze an uncomfortable situation or conflict that comes up in your family during the week. (It might be something that happens on the phone, or in person if adolescent is living at home.)
3. Use the Family Conflict Example provided with the handout.

Review the handout and help the family choose which situation they are going to use. If they choose a real situation, help them remember the conflict, what happened, etc.

Now that you have chosen the situation, you will each analyze it using the questions on the handout.

Any questions about the homework?

Answer any questions and clarify where needed. Help the family problem solve any potential barriers to completing the homework.

Give out tokens.

Assign phone conversations (if applicable).

Because you don't have daily contact with each other, I hope you will continue your phone / in person conversations between sessions like you did last week. That will be your second homework assignment.

Use one of your phone conversations during the week as a time when you can all talk together to analyze the problem you have chosen. This discussion should last no more than 20 minutes. In that time, do whatever analyzing you are able to. It's OK if you can't answer all of the questions. The important thing is to do what you can.

I hope you will continue your other phone conversations between sessions, and I encourage you to continue giving each other "verbal tokens"—but the most important conversation to have in the coming week is the one in which you work together to analyze this problem.

Help family decide what day they will have the discussion and who will fill out the form during the discussion.

Any questions?

Task 10: Give Appreciation and Schedule Next Appointment.

I want to end up today's session with giving appreciation to family members. I'll start...

Give a compliment to each person. Ideas include appreciation for being active, insightful, hardworking, open, analytic, supportive, friendly, warm and understanding. Make sure your compliments are genuine.

Then encourage the family members to show appreciation and give tokens.

You really worked hard today on looking at the beliefs, expectations, rules and roles that can influence how you see and respond to uncomfortable situations or family problems.

You are a great family, and I really enjoy working with you.

Thank you very much for all your effort, your strengths, and the way you care for each other.

We are really making some progress. That is all for today.

Schedule Next Appointment

I will see you next time on _____ (date) at _____ (time). Please remember to give me at least 24 hours' notice if you need to cancel our session. Thank you.

END OF SESSION 2

Session 3

Goals and Objectives

Goal 1: To continue enhancing the family's positive perceptions of themselves and the intervention facilitator.

Objectives: Family members will be able to:

1. Experience appreciation for positive actions/statements made at home or during phone calls between sessions.
2. Demonstrate appreciation to each other for each person's contributions during Session 3.
3. Experience competence through active involvement in exercises during the session.

Goal 2: To create an environment to which the family would want to return because coming to the intervention sessions reduced conflict and minimized blame.

Objectives: Family members will be able to:

1. Identify the problems they are confronting at this time.
2. Relate Feeling Thermometer levels to each problem.
3. Select a problem to solve.
4. Learn the SMART problem-solving steps.
5. Apply the SMART steps to the selected problem.

Rationale

While the first and second sessions established a positive atmosphere in which family problem solving can flourish, the third session begins the process of problem solving itself. First, a step-by-step model of problem solving is presented, and it is in some ways a repetition in different form of the first session outline of what happens in the program. This repetition is intentional, so that the family receives multiple exposures to the message about an orderly process that can be used to resolve difficulties.

The second part of the session is devoted to developing a problem list, connecting that list to feelings using the Feeling Thermometer, and establishing priorities. Here family dysfunctions are minimized through a structured, task-oriented system. The family also functions as a problem-solving team that actually produces a joint product and experiences a success. The process used to build the prioritized problem list encourages individual contributions, reduces conflict, and makes it difficult for the family to become bogged down in power issues.

Support for a positive environment is maintained through the use of tokens and making notes in the family album. The contract to talk on the phone between sessions and the token-giving during those conversations is reviewed. The feeling connection continues to be explored through the Feeling Thermometer. As these families may well experience future crises, the intent is to make this first intervention successful and self-confidence building in hopes that they will return when needed.

Outline of Procedures (Tasks)

1. Review successful positive events, feelings, the homework activity, the use of tokens and the content of Session 2. Nurture a positive family climate.
2. Help the family understand the steps in family problem solving.
3. Identify a list of uncomfortable situations or problems and link to Feeling Thermometer.
4. Relate problems to reasons for running away.
5. Introduce SMART problem-solving steps.
6. Use the Feeling Thermometer to assess each family member's optimal rating for effective problem solving.
7. Identify the first problem to address.
8. Assign homework activities which involve rating three situations using the Feeling Thermometer, and, if applicable, continuing the phone conversations and adding a rating of the level of discomfort after each phone conversation using the Feeling Thermometer.
9. Give appreciation and schedule next appointment.

Materials

- Digital recorder
- Tokens
- Feeling Thermometer
- Family Album
- Newsprint and pens
- Paper and pencils
- **Coping Cards**
- Handouts:
 - **Feeling Thermometer** (Handout 5)
 - **Steps in Family Problem Solving** (Handout 12)
 - **Family Problems List** (Handout 13)
 - **Reasons for Leaving Home** (Handout 14)
 - **SMART Problem Solving Guidelines** (Handout 15)
 - **Applying SMART Problem Solving** (Handout 16)
 - **Rating 3 Situations** (Handout 17)
 - **Family Phone Call and Token Contract** (Handout 7)

Step-by-Step Procedures for Session 3

Task 1: Review Feelings, Tokens, Events, Session 2 and Homework Activities

Welcome and check feelings.

Welcome back. I'm glad to see you here. Thank you for meeting with me again.

I was really impressed with how well you worked last time. Also, it was evident that you care for each other. Could you see that in the last session?

Encourage sharing of positive perceptions of caring.

Remember the Feeling Thermometer?

Distribute copies of the Feeling Thermometer.

Tell me on a scale of zero to 100, where zero is completely comfortable and 100 is very uncomfortable, how do you feel right now?

Obtain readings and give out tokens for the family members' willingness to respond.

You will recall also that we used tokens to express appreciation to each other for the good things we saw people saying and doing or just because we wanted to compliment another family member.

We will use tokens every session. Here is your stack for today.

Give out twenty tokens to each family member. Remember to reward them occasionally for giving a token to someone else.

Review homework activity.

Your homework activity was to continue using the Feeling Thermometer and tokens and to analyze a situation by looking at your beliefs, expectations, rules, roles and perceptions. How did that go?

Encourage responses and use tokens to shape behavior. Ignore negative behavior. Redirect toward desired behavior and reward any small movement toward the desired end. Reinforce any use of the tools discussed in the previous session.

If no problem analysis took place, search for accepting and rewarding things to say. For example, "Wanting to wait until you felt really good at analyzing can be helpful. That way you don't make a rash move without careful planning."

It sounds like you really wanted to do a good job at analyzing a problem situation. Let's hear what else happened at home and in your lives during the past week.

Discuss successful event from past week.

I would like each family member to tell me about a successful event that took place between our last session and today's meeting.

It could be something related to solving a problem at home, preventing a problem from getting

started, something you did you are proud of, or something that makes life better for you.

Go around and have each person report on one event. Give out tokens as appropriate and encourage others to show appreciation for positive things family members did or said.

If someone does not come up with a success, use prompts around different areas—friends, work, achievements. If needed, use prompts that force reports—e.g., “Which are you more pleased with, the amount of effort you spend at work or how well you have been a good example to your children?” If you are still unsuccessful at obtaining a response, you can say, “I appreciate you being honest about how you see things at this time. Such honesty is often hard to find.”

As you know, the purpose of these sessions is to help you live together in a positive and healthy way and to prevent running away.

We do that by showing you how to cope with uncomfortable situations. Last time we focused on analyzing your problem by looking at how beliefs, expectations, family roles and rules, and people’s perceptions influence or get in the way of solving problems. The focus was on changing your thoughts and perceptions in order to solve or cope with uncomfortable situations.

Today, we are going to focus on another tool that can help you in coping with uncomfortable situations.

Before we get into the session, here is your Family Album. Look inside where you listed your family strengths.

Hand them the family album and give them a moment to read the strengths.

Before we get into today’s session I want to let you know that if you attempt to solve a problem following this program’s guidance and you don’t succeed, it is not a failure. You are still trying and it shows that you care for each other. Eventually, you will succeed. It takes practice.

You did a great job last time, and this session should be a good one today.

Task 2: Understanding the Steps in Family Problem Solving

Begin to review problem-solving steps.

Do you remember some of the factors that keep a person from running away?

Obtain family members’ ideas and give out tokens for close approximations.

The factors are feeling good about oneself, being able to recognize your feelings in upsetting situations, having a plan to fix these situations, knowing people who can help you, and agreeing to control runaway actions.

I’d like to review the first three steps on this handout with you.

*Distribute **Steps in Family Problem Solving** (Handout 12).*

NOTE: Review only Steps 1 through 3 because those are steps that you have already worked on. If needed, remind the family of the list of family strengths.

These are some important steps to take when you are trying to cope with a problem or an uncomfortable situation. The first three steps are things that we have already done together.

Step 1 focuses on creating a positive working atmosphere. As you start thinking about your problems, it is important to maintain a positive atmosphere because this will allow you to work on problems in a calmer and smoother manner.

What are some ways that we can create and maintain a positive atmosphere today as we start talking about problems?

Encourage responses. Praise members for their suggestions by giving tokens.

Those were some great ideas. Thank you. I can see that you care about each other and want to maintain a positive environment as we talk about things that may be uncomfortable. Please try to keep these things in mind when you try to solve problems at home together as well.

Write responses on newsprint.

NOTE: If it's not brought up by family members, highlight the following: stay connected to family strengths and what the family members appreciate and like about each other; stay connected to optimal Feeling Thermometer ratings; give each other tokens for positive words or actions.

Step 2 asks that you identify a current uncomfortable situation and rate your feelings about it. We have been doing this all along. This is important because we want to be clear on what it is that's bringing up your Feeling Thermometer and where your Feeling thermometer is. We will do more of this today.

Step 3 is what we focused on last week. As we discussed, one way to cope with uncomfortable situations is to look at how thoughts, beliefs, family roles and rules, expectations and perceptions affect the situation. You want to consider if there is any way to change your thinking about the situation. Remember, when we have happy and helpful thoughts, the Feeling Thermometer goes down.

Today we are going to work on **Step 4**. I will be introducing you to a new skill called SMART and then we will apply it to a current problem in your life.

Task 3: Identify Uncomfortable Situations and Link to Feeling Thermometer

*Distribute the **Family Problems List** (Handout 13) and pencils.*

We have been talking about uncomfortable situations in your lives in the past two sessions. Let's make a new list right now so that we can pick from this list and work on solving one problem at a time.

What are some of the stressors or problems you are facing right now as a family? Please write down three to four family problems or situations that put you between 40 and 100 on the Feeling Thermometer. These can be the same or different as the things we've talked about in the last two sessions.

Please try to be clear and specific. For example, rather than simply saying, "We don't get

along,” say what it is you don’t you get along about. For example, “We disagree about [TEEN’S NAME] going out with [NAME OF GIRLFRIEND/BOYFRIEND].” Try to state the problem in one sentence.

Allow a few minutes for each family member to complete the list on their own.

Family Problem List Example	Rating
1. Mom yells at me to keep my room clean.	50
2. I am flunking math.	90
3. My father doesn’t like my friend Alex.	65
4. My mother is too nosy about my boyfriend.	80
5. My mother wants me to be in too early on the weekend.	80
6. I want some spending money each week. My parents say they can’t afford it.	70

Now let’s go around and each person give me one problem at a time. I’ll write them on newsprint. If someone has already given a problem on your list, go on to the next one.

Select a person to start. Go around obtaining one problem at a time. Do not duplicate. Number the problems as you write them on the newsprint. Try to use the family member’s words, but help clarify the problem before putting it up on newsprint. If you change the wording, ask the family member if this new way of phrasing the problem is OK. Keep going around until there are no more problems to list.

NOTE: *The family members may list the same basic problem but perceive it very differently. For example, suppose the problem is that the teen stays out past the time that has been set for a curfew. Dad sees the teen as irresponsible and immature. Mom believes the behavior is because the teen doesn’t love her. Older brother thinks his sister stays out too late because her boyfriend is a bad influence. The teen doesn’t consider her time of arrival as “late” because all her friends come in at that time. When problems are being discussed, the facilitator can reframe the problem definition so that the problem is stated in terms of behaviors—what people can observe—rather than forcing family members to agree with the interpretations of others. If too many problems are unclear and you are running short on time, move on to the next activity. You can work on clarifying the problem as you go.*

That’s a good list.

You can see the problems that your family has come up with and how much discomfort these problems cause for the different members of the family. Some problems are more uncomfortable than others.

Next we want to figure out which problem you would like to work on first. Perhaps we can start with one that put you between 40 and 60 on the Feeling Thermometer.

Before we do that, I want to know one thing: are these problems clear to you?

If anyone is confused about a problem, seek clarification from all the family members until a consensus arises.

Great work! We will come back to this list in just a little bit.

Task 4: Relate Problems to Reasons for Running Away.

Your family is not alone. Here is a list of common reasons teenagers run away from home.

*Distribute **Reasons for Leaving Home** (Handout 14) to family members. Review the reasons on the handout, allowing family members to identify things that are similar to the problems on their family list. If reviewing the list causes family members to name additional family problems, add these to the newsprint list and gather Feeling Thermometer Ratings on each one.*

Give out tokens to acknowledge the family's work in identifying problems.

Now we can see what the top issues are for your family. Before the end of our session today, we'll be choosing one of these things to work on first.

Clarify and discuss. Give out tokens.

*Refer back to the **Steps in Family Problem Solving** handout.*

We have worked so far on creating a positive atmosphere and coming up with a list of family problems to deal with. These are the first two steps in problem solving.

Ask a family member to record the top problems in the family album.

Will you please write in the family album what the top problems are?

This list will remind you how to go about finding the areas your family wants to work on.

Task 5: Introduce the SMART Problem-Solving Model.

*Distribute **SMART Problem Solving Guidelines** (Handout 15).*

I would like to introduce you now to what we call SMART problem solving. SMART problem solving refers to brainstorming different choices and selecting the best one.

Sometimes you can change a situation if you look at the different choices that you have for ways to handle it and then choose the best option. For instance, you may be stressed because you don't have a job. You want to be employed. There may be different steps that you can take to change the situation—for example, tell everyone you know you are looking for a job, look online, go to different stores and apply, etc.

To get us started, let's go over the steps on the **SMART Problem Solving Guidelines** to be sure we are clear on all of them. We are going to follow these steps in planning a solution to some of the problems you are facing.

Explain the five steps for SMART Problem-Solving.

NOTE: Step 3 in the SMART model is more elaborated in this text versus the handout provided to family members in order to provide more information for the facilitator to review with the family.

Step 1: S = State the problem.

- Is the problem stated clearly? (Writing it down will help you define it clearly.)
- What's your rating on the Feeling Thermometer when you think about the problem?

Step 2: M = Make a goal.

- Exactly what do you want to accomplish? What do you want to change from the way it is now?
- Is the goal stated clearly?
- Is it specific, so you can for sure tell when you have achieved it? (Again, writing it down will help.)

Step 3: A = Actions. List the actions you might take to achieve the goal and the pros and cons of each possible action.

- When you are trying to solve a problem, try to come up with a bunch of solutions. It's best to have at least three actions to choose from if possible.
- Then ask yourself if each action is stated clearly.
- Once you list the options, then you want to look at the pluses and minuses of each possibility.

Here is an example:

Louise thinks she might be pregnant, but she is afraid to tell her mother.

One solution she came up with was to get tested to see if she really is pregnant. A plus for getting tested is that she would know if she was, in fact, pregnant before she told anyone.

Minuses are that she doesn't know where to go to get tested, the doctor's visit might cost money she doesn't have, and the doctor might tell her mother.

Another option Louise came up with was telling her mother. A plus is that her mother would know what to do and could help her find out for sure. Louise believes her mother would want to protect her. But minuses are that her mother also would be furious with her; her mother would ground her and stop her from seeing her boyfriend; and her mother would make Louise work to pay for any bills that were involved.

Is this clear? Have you got the idea of how it works?

Answer any questions.

Let's go on with the steps.

Step 4: R = Reach a decision about which actions you could take.

- What is the best course of action, the one with the most pros and the fewest cons?
- What is going to be your plan for taking the action? What are the specific steps?
- What things can get in the way of taking this action and being successful with it? Is there anything you know about for sure that will make it difficult? Is there anything that might go wrong?
- What are your plans for dealing with these barriers, so they don't keep you from taking the action you want to?

Step 5: T = Try it and review it.

- Did the action work out as you expected? Completely? Partly?
- Would you do anything differently if you were starting again?
- Do you need to find a new action that will move you forward toward achieving your goal?

I know that was a lot of information. Please don't feel as if you have to remember it all. We will practice each of these steps together so it will be clear, and you will have a worksheet to help you.

Task 6: Assess Optimal Feeling Thermometer Ratings for Effective Problem-Solving.

I would like to ask you one more question before we move on to the next activity. You remember that in our first session I asked each of you where you need to be on the Feeling Thermometer to be at your best? Does everyone remember his or her number?

Ask family members to share. Give out tokens.

<p><i>NOTE: Family members can keep the same general optimal performance number given in the first session or change their rating.</i></p>
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Now, where do you need to be on the Feeling Thermometer for you to be able to apply these SMART problem-solving steps?

Facilitate a discussion about the impact a high level of discomfort has on SMART problem solving.

Typically, extreme discomfort, and sometimes extreme comfort, may cause us to “jump into” an action. So it is important to try to be at our “best rating” when we are trying to solve a stressor or problem.

Are each of you at your optimal point right now in order to problem solve? Where is your Feeling Thermometer right now?

If family members are within their ideal ratings, continue with the SMART activity. If not, spend some time helping family members come back to ideal level. This may include doing breathing exercises, taking a break or any other immediate coping skill they can use at that moment.

Task 7: Identify the First Problem to Address

OK, now let's choose from one of the problems on your list to practice SMART problem solving. We will follow the steps and apply them to this problem.

*Help the family identify a problem to solve. Distribute the **Applying SMART Problem Solving** handout (Handout 16).*

Now that you have learned what the SMART model means, let's apply it to the specific problem you identified as a family. It's important to remember that this is not a moment to see who is at fault, it is an activity to learn to be proactive about solutions.

Work through each of the steps, applying the questions to the specific problem identified by the family.

Be mindful of each family member's feeling thermometer level and guide them in every step. If family goes on a tangent, redirect them to the SMART model.

That was very good. I'm sure these ideas are going to help you in working on this problem. SMART Problem Solving is a skill you can use in many different situations.

NOTE: If there is time left, you can apply SMART to another problem from the family list.

Task 8: Assign the Homework Activities

Explain homework assignments.

*Assign the first homework activity, by distributing a second copy of the **Applying SMART Problem Solving** handout.*

This is the same form we just completed. For this week's homework, I would like you to continue applying SMART to a problem. The problem can be one we listed earlier today or something new.

Assign the second homework activity.

I would also like you to use the Feeling Thermometer to rate three situations. These three situations could be situations that come up in the family between now and when we meet again, or they could be situations that have happened recently that are still bothering you.

(If the teen is not living at home yet) Since you may not have as much contact with each other while [TEEN'S NAME] is in the shelter, you can include situations that came up recently, perhaps before [TEEN'S NAME] ran away or came to the shelter. You could also use situations that occur during phone conversations you have with each other during the week. You'll rate a total of three situations.

*Distribute **Rating 3 Situations** (Handout 17).*

When we come back together, I would like to know what Feeling Thermometer levels you experienced (or think you would experience) for each of these situations.

Distribute a Feeling Thermometer to each person and answer any questions about the homework.

Assign phone conversations (if applicable).

As part of keeping the positive feelings going, you're going to continue the phone conversations and giving "verbal tokens" during the week until we meet again.

Here is your new contract.

*Distribute copies of the **Family Phone Call and Token Contract**. If it worked for parents to call the adolescent last time, continue that strategy. Otherwise, make adjustments that address any problems the family had in completing the phone conversations the previous week.*

What are two conversations you'd like to have this coming week? Let's prepare ahead for at least two days.

We're going to add one more thing to do this week. After each conversation, write your rating on the Feeling Thermometer in the last column. How uncomfortable or comfortable was the conversation for you?

Remember, 100 is the most uncomfortable, and zero is no discomfort at all. "Uncomfortable" can refer to many different feelings, such as angry, nervous, scared, unsettled—and "comfortable" can refer to many positive feelings such as happy, relaxed, satisfied, etc.

Any questions?

Answer any questions family members may have.

Task 9: Give Appreciation and Schedule Next Appointment.

I want to end up today's session with giving appreciation to family members. I'll start...

Give a compliment to each person. Ideas include appreciation for being active, insightful, hardworking, open, analytic, supportive, friendly, warm and understanding. Make sure your compliments are genuine.

Then encourage the family members to show appreciation and give tokens.

You really worked hard today on selecting problems, finding out what feeling levels go with them, and working through the SMART problem-solving steps.

You are a great family. I really enjoy working with you.

Thank you very much for all your effort, your strengths, and the way you care for each other.

I will see you next time on _____ (date) at _____ (time). Please remember to give me at least 24 hours' notice if you need to cancel our session.

Thank you.

END OF SESSION 3

Session 4

Goals and Objectives

Goal 1: To continue enhancing the family's positive perceptions of themselves and the intervention facilitator.

Objectives: Family members will be able to:

1. Experience appreciation for positive actions taken during the time between sessions.
2. Demonstrate appreciation to each other for each person's contributions during Session 4.
3. Experience competence through active involvement in exercises dealing with negotiations and support systems.
4. Experience satisfaction and success through completing work on negotiating in a collaborative and positive manner.

Goal 2: To increase the family's ability to solve problems by analyzing situations.

Objectives: Family members will be able to:

1. Increase their skills in negotiating and bargaining.

Goal 3: To increase knowledge and awareness of HIV risk behaviors, substance use, and the perils of street life.

Objectives: Family members will be able to:

1. Review educational materials on the consequences of homelessness and HIV risk behaviors (e.g., facts and myths about HIV/AIDS, HIV prevention strategies).

Rationale

This session focuses on building negotiating skills. While the problem-solving sequence provides a rational set of steps, the way in which a family follows this path is dependent on their interactions with each other. It is assumed that learning how to negotiate improves those family interactions. Simple models of a successful negotiation and how to negotiate are articulated and then practiced.

Finally, with these negotiation skills sharpened, the family is asked to brainstorm a list of possible solutions to their real problem. The family is on their own in completing this task, having to decide who, if anyone, will lead the efforts, write down proposals, and keep the other members from premature screening of alternatives. This allows the facilitator to see how well the family is managing new found skills and strengths, and allows the facilitator to serve as a consultant to family, enhancing their success.

Finally, this session addresses the risks of acquiring HIV among homeless youth. Based on the rates of substance use, early unprotected sex with multiple partners, STDs, and teen parenthood, homeless youth are at a substantial risk for HIV. These HIV-related risk behaviors increase as youth are on the streets a longer period of time. Homeless youth are at disproportionate risk for HIV in comparison to their stably housed peers. The 2 to 11% estimated national rate of HIV

prevalence among homeless youth is at least 3 to 9 times that of youth in the general population.^{2,3,4} Given this critical link between HIV and homelessness, families will be provided with educational materials (a video link and handouts) that focus on increasing knowledge of HIV and risk factors, the perils of street life and prevention strategies. Copies of materials will be provided to both the adolescent and the family. Families will look at these materials before Session 5 and complete a short worksheet.

Outline of Procedures (Tasks)

1. Introduce the fourth session, review feelings, tokens, events, Session 3 and homework.
2. Learn about successful family negotiations.
3. Learn guidelines for negotiations.
4. Practice negotiations.
5. Establish support systems.
6. Prepare for the last session and show appreciation.
7. Assign homework activities to negotiate a small problem and select a problem for solving next week, and to review the HIV education materials.
8. Give appreciation and schedule final appointment.

Materials

- Digital recorder
- Tokens
- Feeling Thermometer
- Family Album
- Newsprint and pens
- Paper and pencils
- Handouts:
 - **Signs of a Successful Family Negotiation** (Handout 18)
 - **Tina and Her Mother Script** (Handout 19)
 - **Guidelines for Family Negotiating** (Handout 20)
 - **Father and Facilitator Script** (Handout 21)
 - **Sandy and the Parents Script** (Handout 22)
 - **Support People** (Handout 23)
 - **Negotiating a Small Problem** (Handout 24)
 - **Selected Problem Worksheet** (Handout 25)
 - **Video Worksheet** (Handout 26)

² Riley, E.D., et al. 2012. Social, structural and behavioral determinants of overall health status in a cohort of homeless and unstably housed HIV-infected men. *PLOS ONE* 7 (4): e35207.

³ Kidder, D.P., et al. 2007. Health status, health care use, medication use, and medication adherence among homeless and housed people living with HIV/AIDS. *American Journal of Public Health* 97(12): 2238-2245.

⁴ Young, S.D., and Rice, E. 2011. Online social networking technologies, HIV knowledge, and sexual risk and testing behaviors among homeless youth. *AIDS and Behavior* 15(2): 253-260.

Step-by-Step Procedures for Session 4

Task 1: Review Feelings, Tokens, Events, Session 3 and Homework Activities

Welcome! I'm glad to see you back here. Thank you for coming.

Give out tokens for returning.

I was really pleased with how well you worked last time. Anyone could see that you really cared for each other. Could you see that in our last session? In what ways?

Encourage sharing of positive perceptions of caring.

Remember the Feeling Thermometer? Tell me on a scale of zero to 100, where zero is completely comfortable and 100 is very uncomfortable, how you feel right now.

Obtain readings and give out tokens for the family members' willingness to respond.

You will recall also that we used tokens to express appreciation to each other for the good things we saw people saying and doing or just because we wanted to compliment another family member.

We will use tokens every session. Here is your stack for today.

Give out twenty tokens to each family member. Remember to reward them occasionally for giving a token to someone else.

Review homework activity

How did it go with your homework of applying SMART to a current problem? What went well? Were there any challenges to completing SMART?

Encourage responses and give tokens for efforts to complete the homework.

Also, how did it go with giving tokens and using the Feeling Thermometer?

Encourage responses and use tokens to shape behavior. Ignore negative behavior. Redirect toward desired behavior and reward any small movement toward the desired end.

Check in on family phone calls, if applicable.

Your other task was to continue your phone conversations. How did that go?

If no or few phone conversations occurred, try to problem solve to uncover reasons that do not involve negative feelings towards the family members. Reinforce any conversations that did occur that might demonstrate care and concern for one another.

Discuss successful event from past week.

Let's hear what else has happened during the past week. I would like each family member to tell me about a successful event that took place between our last session and today's meeting.

It could be something related to solving a problem at home, preventing a problem from getting started, using the Feeling Thermometer, catching your negative thoughts, something you did you

are proud of, or something that makes life better for you.

Go around and have each person report on one event. Give out tokens as appropriate and encourage others to show appreciation for positive things family members did or said.

If someone does not come up with a success, use prompts around different areas—friends, work, achievements. If needed, use prompts that force reports—e.g., “Which are you more pleased with, the amount of effort you spend at work or how well you have been a good example to your children?” If you are still unsuccessful at obtaining a response, you can say, “I appreciate you being honest about how you see things at this time. Such honesty is often hard to find.”

As you know, the purpose of this program is to help you live all together again in a happy and healthy way without feeling like running away. Last time we focused on problem solving.

Hand them the family album and give them a moment to read the strengths.

Here is your Family Album. Look inside where you listed your family’s strengths.

Remind the family that problem solving takes practice.

Before we get into today’s session I want to let you know that if you attempt to solve a problem following this program’s guidance and you don’t succeed it is not a failure. You are still trying and it shows that you care for each other. Eventually, you will succeed.

Today we will work on learning some additional tools to help you in coping with problems or uncomfortable situations. You did a great job last time, and this session should be a good one today.

At the end of today’s session, I’ll give you some information about HIV risks and how to protect yourself. This information is particularly important to know when young people and their families are not living together.

Task 2: Learning about Successful Family Negotiations

Another important skill that can help in improving family communication and relationships is negotiation. Negotiating is when people work together to solve a problem and each get what they want.

We are going to talk about how you negotiate with other family members. How do you talk to each other so that you can get what you want? How do you know if the negotiations were successful?

Remember, you are usually going to have to live with that other family member for a while, so the result can’t be a destructive one. If one family member loses heavily when negotiating a solution, it can generate a lot of resentment.

Here are some ideas about what makes a successful negotiation.

*Distribute **Signs of a Successful Family Negotiation** (Handout 18) and review it.*

A negotiation is successful when the family members involved:

1. Think it was a worthwhile process.
2. Got what they wanted.
3. Left with their self-respect unharmed.
4. Feel good about each other and learned from each other.
5. Would negotiate with the others again.
6. Will comply with the agreements.

Do you have any ideas to add to this list?

Encourage discussion and make changes if the entire family agrees.

Overall, in order for a negotiation to be successful, it is a win-win. All family members involved walk away feeling like they were heard.

Let's take a look at a sample situation and see if the negotiation meets our list of conditions.

Who will read Tina and who will read her mother?

*Select volunteers and give out the **Tina and Her Mother Script** (Handout 19).*

Have the volunteers read the script.

That was really good. Thank you.

Give out tokens.

If you look at the list of what makes for a successful negotiation, would you say that this was a successful negotiation?

Discuss and obtain "no" for the answer.

What conditions did Tina and her mother *not* meet?

Discuss. Look for (1) both people did not "win," (2) Tina may not keep the agreement, (3) Tina probably would not want to negotiate with her mother again, and (4) Tina did not leave with her self-esteem intact.

Those were some good observations.

Task 3: Learning How to Negotiate

Review guidelines for negotiation.

The way that your family members can meet all of the conditions for successful negotiations is to follow the guidelines for negotiating that I will give you. These are pretty simple guidelines, but they work.

*Distribute **Guidelines for Family Negotiating** (Handout 20) and review it. Explain and give examples of each guideline.*

Let's go over the guidelines.

Guideline 1: The first guideline means keep it short and clear. If you can do that, it will make it easier for the other family members to fulfill your wishes.

Guideline 2: The second guideline helps make what you want understandable and do-able. It says that when you ask for something, make it an action—say what you want to see and hear the other person do or say. For example, saying, “I want my mother to be nice to me,” is very fuzzy. “Nice” can mean different things to different people. You want to explain what you mean by “being nice” so everyone is on the same page.

What specific things should your mother do to be nice to you? Clearly state the actions or words you want. For example, “I want my mother to be home when I get there after school.” Or, “I want to have permission to stay out until midnight on Saturday nights.”

Compare those statements to these statements: “If you really loved me, you would give me more freedom.” “All I’m asking for is what other kids have.” “You make me come in so early. It’s not fair. I want you to loosen up and let me do what I think is best.”

Which statement do you like best and why?

Encourage discussion.

A little scene will show what I mean. I’ll read the role of the facilitator. Who will read the father?

*Select anyone who volunteers. It doesn’t need to be the father. Give the volunteer the **Father and Facilitator Script** (Handout 21). Then read the script together.*

Do you agree that it was easier to know what the father wanted when he gave a clear and specific example?

Obtain comments and check for questions. Then continue reviewing the guidelines.

Guideline 3: The next guideline is to state what you want—not what you don’t want—to happen. Doing it this way, you make positive statements. For example, saying, “When I come home from work, I would like you to ask me about my day,” sounds a lot better than “I want you to stop ignoring me when I come in the door. It’s like I’m a ghost.”

Do you agree?

Obtain comments and check for questions.

Guideline 4: This guideline has you state what you think the other person wants. It always helps to know what the other people want.

Ask why and encourage discussion.

First, stating what you think the other person wants allows you to see where you both may want the same thing. That makes negotiations easier.

Second, how can you help other people achieve their goals and get what they want if you don’t know what those things are? Remember, a successful negotiation is one where both parties are satisfied.

Third, stating your understanding of the other person's wants gives you an opportunity to clear up any confusion. You might be going in the wrong direction if you don't understand what the other family member felt was important.

Guideline 5: This guideline talks about explaining rather than blaming. Why is it important not to blame other people?

Encourage discussion.

First of all, blaming sets up an immediate fighting situation.

Second, how you react to what other people do or say is your issue. So it isn't really fair to blame them for your reactions. For example, a father might say, "I am angry because you got two C's in school." But that really isn't a true statement. He's angry because he has some expectation of the grades his child should make and has attached an importance to those grades which reflects on him.

Which of these statements is easier to hear? "I feel hurt when you criticize me," or, "You hurt my feelings because you criticized me."

Encourage a discussion of the difference between the two statements.

Blaming makes it hard to have a positive negotiation.

Guideline 6: The sixth guideline makes things go better as well. When you listen, you learn a great deal and you communicate that you care about the other person and what he or she has to say. When you interrupt, other people will interpret the interruption as showing a lack of interest and respect.

Guideline 7: Finally, the seventh guideline reminds us that there is nothing wrong with taking a time out if your Feeling Thermometer is rising. Remember, you've all established where you need to be on the feeling thermometer to be at your best. In order to have a successful negotiation, where do you each think you need to be on the feeling thermometer?

Review optimal ratings.

So, when you are negotiating, if your rating is any higher than your optimal rating, take a break. When you take the break, make it clear you will return to finish the negotiation and get to an agreement. There is no sense trying to negotiate when your Feeling Thermometer rating is high. You could say, "My feeling thermometer is around 70 right now. So I need to take a break." When your Feeling Thermometer has gone down, come back and complete the negotiation.

Check for questions and allow discussion of the last two guidelines, as needed. Encourage and praise responses.

Model and analyze a sample family negotiation.

We will go through another little scene to get a feel for a family negotiation in action.

After the scene is over, I will ask what you liked and didn't like about the way the family members handled it. Notice whether they follow the guidelines we just went over.

The three roles that we need to have read are Sandy, Sandy's mother and Sandy's father.

*Decide who will read which role. If there are only two family members present, the facilitator can read one of the parts. Distribute the **Sandy and the Parents Script** (Handout 22), and perform the roleplay.*

That was really wonderful! Thank you.

Give out tokens.

What did you like and what would you have done differently if you had been any of the characters in this little family drama?

Use your list of guidelines for negotiating to help give you ideas.

What are your reactions to the way the characters handled the negotiation? Do you think they followed all of the guidelines we just went over?

Encourage discussion. Give out tokens for responses that suggest reasonable pluses and minuses.

Pluses might be that Sandy tried to clarify what specific actions the parents were requesting, did not interrupt, and seemed to listen. After a certain amount of pushing, the parents finally indicated what they wanted. Negatives might be that Sandy's parents had trouble being specific and behavioral. They didn't communicate a clear understanding of what they wanted from Sandy. But Sandy also didn't indicate what was wanted until the very end. The parents put Sandy down a little bit and were blaming, although they did communicate that they cared for Sandy. No one did much to set up a positive atmosphere.

Task 4: Practicing Negotiations

I want you to have a chance to practice what we have been talking about. So we will do two short roleplays.

Everyone will have a chance to play a different role.

Based on your knowledge of the family, assign the roles in the way that would help this family most. At least once, have the parent play the child and vice-versa.

In this first roleplay I want you [PERSON SELECTED] to play the teen and you [OTHER PERSON SELECTED] to play the parent.

Teen, you are fourteen and want to go to a party at your friend's home. Here's what you know:

- Your friend's parents know the party is happening.
- Many of your friends, both boys and girls, will be there.
- Your friend doesn't live very far away.
- The party is from 7:00 until 11:00 p.m.
- You plan to walk over there by yourself.

So, what is your goal?

Make sure the family member playing the role knows that the teen's goal is to go to the party by himself/herself.

Parent, your 14 year old wants to go to a party alone. Here's what you know:

- There will be boys and girls at the party.
- You came to this country 5 years ago, and in your country your teen would only go to such a party with an older person present.
- You want your younger sister who is 22 to go along with your teen.

Parent, what is your goal?

Make sure the family member playing the parent knows that the goal is to have the teen attend the party only if the aunt attends too.

OK, now let's roleplay. Keep the guidelines for family negotiations in mind as you do. Teen, tell your mother you want to go to the party.

Allow the roleplaying to go for a few minutes. Do some coaching, if necessary, to move the dialogue to a solution. Give out tokens when the roleplay is finished.

Thanks. That was great roleplaying.

Teen, what did you do that you liked, and what would you change if you could do it again?

*Obtain a response. Check it out against the **Guidelines for Family Negotiations**.*

Parent, what did you do that you liked, and what would you do differently next time?

*Obtain a response. Check it out against the **Guidelines for Family Negotiations**.*

Teen, what would you have done differently if you had played the parent?

Obtain a response.

Parent, what would you have done differently if you had played the teen?

Obtain a response.

Using the guidelines we looked at earlier, was this a successful negotiation?

Discuss whether it was a successful negotiation. Give out tokens.

NOTE: If time permits, do a second roleplay. Based on your knowledge of the family, assign the roles in the way that would help this family most. At least once, have the parent play the child and vice-versa.

Here is a second roleplay.

I would like you [PERSON SELECTED] to play the parent, and you [PERSON SELECTED] to play the teen.

Teen, you are having trouble with your math course in school, even though you get B's in other courses. You think it is because your teacher, Mr. Roach, isn't helpful, won't answer questions, mumbles and goes too fast.

You have a test coming up, and you would like to put the test off a week so that you could have more time to study. You need to get a note from your parent, asking the teacher if you can make the test up.

Teen, what is your goal?

Make sure the teen is clear that the goal is to get dad to sign a note asking the test to be delayed by a week.

Parent, usually your teen does OK in school, but this year is having trouble in math. Your teen wants to put a math test off for a week.

You believe in facing problems head on, not avoiding them. You also want your teen to do well in this course. You think your teen should take the test when everyone else does and study hard for it, even stay up all night if needed.

Parent, what is your goal?

Make sure the parent is clear that his goal is to have his teen not avoid a difficult math test and to do well in the course.

OK, teen, speak to your parent about the math test.

Allow a few minutes for the negotiation to proceed. Coach, if necessary, to help find a resolution. Give out tokens at the end.

I appreciate the way you did that roleplay.

Teen, what did you do that you liked, and what would you change if you could do it again?

Obtain a response. Check it out against the Guidelines for Family Negotiations.

Parent, what did you do that you liked, and what would you do differently next time?

Obtain a response. Check it out against the Guidelines for Family Negotiations.

Teen, what would you have done differently if you had played the parent?

Obtain a response.

Parent, what would you have done differently if you had played the teen?

Obtain a response and discuss both responses.

Remember we talked earlier about what makes a negotiation successful? One quality was that both people win.

Was this a successful negotiation?

Discuss whether it was a successful negotiation. Give out tokens.

Task 5: Identifying Social Supports

Up to now, we have focused on things that you can do either individually or as a family to cope with uncomfortable situations.

Another helpful tool in coping with problems is to reach out to people who care about us and who we can trust. These are people who might provide support, or be able to listen and give advice.

Each of you may have a different person who you could count on most in times of trouble.

I'm going to ask each of you to identify at least one person you could contact if at some point in the future, a conflict was to occur in your family that was difficult to handle. If you can think of more than one person, please list any additional names as well.

I'm going to write these names down and you can keep them in the family album.

*Have each family member name their social support person. Write these names down on **Support People** (Handout 23). Encourage the family to put the handout in their Family Album.*

Now, is there one person that everyone in the family agrees might be a good person to call if the family has a conflict? Is there someone that everyone could trust to listen to the problem and help?

Give out tokens for the way family members engage in the discussion.

Task 6: Prepare for the Last Session and Show Appreciation

You really seem to be working effectively as a group. Next week will be our last session together.

I want to know how you feel about that, but before I do, what is your Feeling Thermometer level right now?

Obtain responses.

When you think about next week being the last meeting, where is your Feeling Thermometer? What thoughts go through your mind?

Validate feelings and empathize. Based on the thoughts family members report, reflect on the association between their thoughts and the Feeling Thermometer. Give out tokens.

Next week, you learn a few more coping tools and we will spend the majority of our time practicing everything that we have learned in these four sessions.

Task 7: Assign Homework Activities

Now, we'll talk about the homework activities.

For the first homework activity, I would like you to try negotiating a very small problem when it comes up between now and the next session.

*Distribute **Negotiating a Small Problem** (Handout 24). Read through the handout. Encourage*

the family to negotiate a situation that would be likely to occur in their home. Emphasize that this should be a minor problem that is important, but not the most difficult. Use your judgment to assess whether or not they are ready to address the problem they choose. Encourage the family to settle on small behavioral modifications. You want them to be successful in working out a solution before tackling more complicated problems.

If the family has not reunited, give them the option of choosing to negotiate one of the scenarios listed on the handout. They can practice their negotiating during a scheduled phone conversation. Help them arrange the time and place of the phone call.

Check for understanding, then describe the second homework activity.

Your second homework assignment will prepare you for next week, our last session together.

You may remember that in an earlier session you listed some uncomfortable situations or problems and your related Feeling Thermometer ratings.

Let's review that list to make sure we are still clear about the problems.

Review the list from the Family Album both in terms of the problems and their ratings.

Do the problems look the same to you now as they did that first week? Would your Feeling Thermometer ratings for them be the same?

Discuss how changes in the family's competence have influenced how they look at things.

Next time we are going to work on solving the most important problem. Is there a situation that you would like to add to the list?

Put any suggestions up on newsprint.

Does anyone have an objection to adding these new problems?

Reach an agreement on any additions.

Your assignment is to decide as a family which one of the problems to work on.

Should we take the one that was the highest when we made the list, or since that time has another problem become the most important?

When you come back next week, I want you to come with the problem that you plan to solve in Session 5. Select the problem within 15 minutes. Don't take any more time than that.

When are you going to meet for 15 minutes to select the problem?

You can write down the problem you select on the **Selected Problem Worksheet**.

*Distribute the **Selected Problem Worksheet** (Handout 25). Have the family agree on a time during the week when they will take 15 minutes to select the problem.*

If the teen is still living at the shelter, say:

I hope you all will continue to have other phone conversations during the week and give each other verbal tokens.

If family has reunited, give out tokens and say:

I want each of you to take five tokens home with you and give them out to each other in the coming week.

You are really doing things right the way you compliment each other, work hard and work cooperatively.

Assign the third homework activity.

The third homework activity is to learn about some of the health risks associated with homelessness. I have a link and a handout for you.

Give one copy of the **Video Worksheet** (Handout 26) which has the weblink address (<http://www.cdc.gov/cdctv/diseaseandconditions/hiv/hiv-aids-101.html>) to the adolescent and the other to the other family members.

The video you'll watch talks about what HIV/AIDS is, how people get it, and how to prevent it. It last about 7 minutes.

Please find some time to watch the video online this week and answer the questions on this worksheet. We'll talk about your reactions to the video next time we meet.

If the youth or family does not have access to a DVD player or the Internet, problem solve with how they can watch the video this week. Possible suggestions can include a friend's home or the library.

Every session you show your strengths and how much you care for each other. I will see you for our last session at [TIME] on [DAY AND DATE].

There are just two more things before we stop for the day. First, let's take some time and express our appreciation.

Encourage giving tokens and sharing appreciation among the family members. Make sure everyone gets some kind of affirmation.

Task 8: Give Appreciation and Schedule Final Appointment.

I want to end up today's session with giving appreciation to family members. I'll start...

Give a compliment to each person. Ideas include appreciation for being active, insightful, hardworking, open, analytic, supportive, friendly, warm and understanding. Make sure your compliments are genuine. Then encourage the family members to show appreciation and give tokens.

You really worked hard today on learning about negotiation. You are a great family. I really enjoy working with you.

Thank you very much for all your effort, your strengths, and the way you care for each other.

I will see you next time on _____(date) at _____(time). Please remember to give me at least 24 hours' notice if you need to cancel our session. Thank you.

END OF SESSION 4

Session 5

Goals and Objectives

Goal 1: To continue enhancing the family's positive perceptions of themselves and the intervention facilitator.

Objectives: Family members will be able to:

1. Experience appreciation for positive actions taken during the time between sessions.
2. Demonstrate appreciation to each other for each person's contributions during session four.
3. Experience competence through active involvement in exercises in learning about different ways of coping and applying program tools to an identified problem.
4. Experience satisfaction and success through completing work on negotiating in a collaborative and positive manner.
5. Make explicit what they have learned about themselves during the program.

Goal 2: To increase general coping skills.

Objectives: Family members will be able to:

1. Broaden their range of coping skill options.
2. Work collaboratively (as a team) to solve problems.

Goal 3: To practice all the skills learned in the program.

Objectives: Family members will be able to:

1. Evaluate the impact of thoughts on problems.
2. Resolve an important problem situation without the facilitator.
3. Review their strengths as problem solvers.
4. Increase their skills in negotiating.
5. Use SMART to continue to build their problem-solving abilities.
6. Complete an optional homework activity, using a description of another family's problem that they can help solve, thereby increasing their confidence when the program ends.

Rationale

This session focuses on coping skills. It is assumed that the broader the range of coping interventions available to a person, the more likely a coping response that fits the stressful situation will be found. Thus, family members are exposed to ten categories of coping actions (five of which were introduced in previous sessions), and when and where these actions are appropriate is discussed. The point is made that a particular coping strategy may work in one situation but not another. It should be recognized as well that a particular response may be subject to timing so that, for example, it may be useful to employ at the beginning of a coping sequence but not at the end.

Next, the family will try to solve one of their important problem situations. While this session may be seen as a test of the skills and resources the family has recently acquired, it is more appropriate to perceive this session as an opportunity for the family to use their strengths in a safe and supportive environment to solve one of their important problem situations.

While the family works as a team on their problem, the facilitator plays two roles. One is that of consultant, ready to assist if called by the family. The second is observer. The facilitator acts as a coach, letting the family demonstrate how much they have learned. The family will be instructed on how to call for time out during their negotiations and ask for help when they need it. This session is designed to solve a real family problem. After the family has finished, the facilitator will give feedback on the problem-solving performance. Also, without taking the initiative away from the family, the facilitator must subtly influence the quality of the family interactions, trying to continue the positive environment that has been established. When the session is over, the family members will be asked a few questions regarding their satisfaction with the program.

Outline of Procedures (Tasks)

1. Review feelings, tokens, events, Session 4, homework and what is to come in the session.
2. Review a variety of coping skills, including those practiced in previous sessions.
3. Apply Session 2 skills (beliefs, expectations, rules, roles and perceptions) to an identified problem.
4. Apply Session 3 skills (SMART problem solving) to the identified problem to continue to build participants' problem-solving abilities.
5. Family members and the facilitator provide feedback when the problem solving is finished.
6. Review support systems.
7. Provide an opportunity for the family to show what they have learned through giving advice to a family with a problem through an optional homework activity they can do as a family after the program ends.
8. Give appreciation and discuss termination reactions.

Materials

- Digital recorder
- Family Album
- Tokens
- Feeling Thermometer
- Newsprint and pens
- Blank index cards and pencils
- Polaroid camera and film (or digital camera and printer)
- **Clinical Example**
- Handouts:
 - **10 Coping Strategies** (Handout 27)
 - **Steps in Family Problem Solving** (Handout 12)
 - **SMART Problem Solving Guidelines** (Handout 15)
 - **Applying SMART Problem Solving** (Handout 16)
 - **Help the Bradleys** (Handout 28)

Step-by-Step Procedures for Session 5

Task 1: Review Feelings, Tokens, Events, Session 4 and Homework Activities

Hello! It is our last session, and I am really glad to see you again.

Today is the day that we are going to put all your strengths and skills together and use everything that we have learned to cope with a current family problem.

It is an exciting day, and I am happy you are here to demonstrate what you can do.

At the end of the session today, we'll ask you a few questions about how satisfied you were with the program.

Give out tokens for returning. Compliment family members on signs of readiness: bright eyes, high energy, sitting up straight, paying attention, confident manner.

I have been really pleased with how well you worked during all these sessions. Despite any trouble you have as a family, the love for each other always shines through. I am sure you can see that by now.

Encourage sharing of positive perceptions of caring.

On the Feeling Thermometer, tell me on a scale of 0 to 100, where 0 is completely comfortable and 100 is very uncomfortable, how do you feel right now?

Obtain readings and give out tokens for the family members' willingness to respond.

You will recall also that we used tokens to express appreciation to each other for the good things we saw people saying and doing or just because we wanted to compliment another family member. Even though today is the last session, we will keep using the tokens.

I hope you use something like tokens at home when these sessions are completed. Here is your stack to give out to each other today.

Give out 20 tokens to each family member. Remember to reward them occasionally for giving a token to someone else.

Review homework activities.

You had some homework activities. One was for the family to try negotiating a problem that came up. How did that work out?

Encourage responses and use tokens to shape behavior. Ignore negative behavior. Redirect toward desired behavior and reward any small movement toward the desired end.

If no negotiation took place, indicate that you are pleased they waited for the right moment to start negotiations. You know that when the time is ripe they will use what they have learned here to solve their problems. Shape the discussion and compliment family members for what you can.

I really appreciate how you tried to apply the negotiation skills we talked about. It sounds like you can use what you learned about negotiations if a real tough situation comes along. It's good that you are handling things before they become a crisis situation.

The second homework activity was for the family to come up with the problem that you plan to work on today. What problem did you choose? How did you go about selecting the problem to work on today?

Were your Feeling Thermometer ratings for these situations the same now as when you first considered them several weeks ago?

Encourage responses. If applicable, point out how perceptions change as the family begins to feel more secure in problem solving and in setting up a positive environment. Use tokens to shape behavior.

If the family has not selected a problem, indicate that waiting until coming here will allow the facilitator to observe how good a job they do. Shape the discussion and compliment family members for what you can.

Last week you also received a link to a video about life on the streets and information about HIV. Can you each tell me one thing you learned?

Get responses. Give tokens. If family members did not watch the video or read the material, try to find out if you can solve what made it difficult to get around to doing so. State that the materials are really interesting and helpful and encourage them to watch the video and read the materials the following week.

Discuss successful event from past week.

Let's hear what else happened at home in your lives during the past week. I would like each family member to tell me about a successful event that took place between our last session and today's meeting.

It could be something related to solving a problem at home, preventing a problem from getting started, using the Feeling Thermometer, catching your negative thoughts, negotiation, something you did you are proud of, or something that makes life better for you.

Go around and have each person report on one event. Give out tokens as appropriate and encourage others to show appreciation for positive things family members did.

If someone does not come up with a success, use prompts around different areas—friends, work, achievements. If needed, use prompts that force reports—e.g., “Which are you more pleased with, the amount of effort you spend at work or how well you have been a good example to your children?” If you are still unsuccessful at obtaining a response, you can say, “I appreciate you being honest about how you see things at this time. Such honesty is often hard to find.”

Have you learned things about yourself and your family that you want to share at this time?

Encourage sharing.

You have really come a long way. Can you tell us how you’re coping with any potential runaway thoughts or other thoughts and things that could lead to family conflict?

Encourage positive, competency oriented comments so that you can give out tokens and verbal rewards.

Have any changes in the family’s rules or roles made a difference as well?

Encourage sharing. Help the family see the value of the program and how they can make adjustments that benefit all of them.

As you know, the purpose of this program is to help you feel better about living together again and to stop running away from occurring again. We do that by showing you how to solve the problems that lead to thoughts about running away, actually running away or other behaviors that are risky and not healthy for you.

Last time we focused on how to negotiate successfully and seek support. This week we will focus on giving you some additional coping skills and then applying all the things you’ve learned to an identified problem.

Here is your Family Album. Look inside where you listed your family’s strengths.

Hand them the family album and give them a moment to read the strengths.

Are there new strengths that you want to add? If so, go ahead and write them in.

Today we will solve a difficult problem and show yourselves what you can do.

Task 2: Building a Broader Base for Coping

Introduce ways of coping.

There are a number of different ways to deal with uncomfortable situations and manage our emotions. But, if you only know one or two ways, you are handicapped. The more ways of coping that you know the better.

I'd like to give you a list of different ways of coping.

The first five are skills that you have already learned in our first four sessions but they are included on this list so that you can have all of them in one place. I also have five new skills to introduce you to.

*Distribute and review **10 Coping Strategies** (Handout 27). Review the different coping techniques and make sure that the participants understand each one.*

These are some different ways people cope with difficult situations.

1. **Use the Feeling Thermometer.** Use the Feeling Thermometer to remind you of where you want to be in order to be at your best. Recognize when your Feeling Thermometer is rising.
2. **Change your thoughts or perceptions of the problem.** Look at the situation differently. See the situation as bearable. See the situation as less important.
3. **Use SMART to solve the problem.** Don't act in haste. Take your time and work through your options. Define what is wrong and what you want, and try various solutions.
4. **Negotiate.** State what you want. Hear and respect what the other person wants. Then find a win-win solution.
5. **Seek support.** Get support from friends, family, religious or spiritual leaders, as well as professionals.
6. **Breathe.** Relax. Take deep breaths. This will help lower your Feeling Thermometer.
7. **Correct yourself.** Review what you did, and try not to repeat the same mistake next time you are faced with a difficult situation.
8. **Leave the scene.** Walk away from a dangerous situation. If a person, place or situation feels uncomfortable, physically leave.
9. **Keep your distance.** Physically avoid the situation or person that raises your Feeling Thermometer.
10. **Distract.** Try to take your mind off the uncomfortable situation by doing something you enjoy.

I want to say a few things about these skills.

1. The best coping strategies are said to be controlling your feelings, problem solving, getting support and changing your thoughts or perceptions of the problem. They take time to learn.
2. Not every skill can be used in every situation. For example, if I were sitting under a tree in a park and someone came running at me with a butcher's knife, is it the time for relaxing or problem solving? No. The best skill for that situation is to leave the scene, right?

Keep all these coping skills in your tool box and you can take a different one out each time, depending on what you think will be best for the given situation. If one coping tool doesn't work, don't get discouraged. Just move on to the next tool in your tool box.

Practice identifying coping strategies.

So let's practice identifying different coping skills.

*Pass out the **Coping Cards** one at a time and ask the family to identify the skill being used. Explain each skill before moving on to the next card... Try to coach the family if needed, so that they have as many successes as possible. Use the following key as a guide:*

- CARD 1 Seek support
- CARD 2 Negotiate
- CARD 3 Leave the scene
- CARD 4 Correct yourself
- CARD 5 Distract

Suggest coping strategies for the chosen family problem.

Which of these coping strategies do you think you use most often? Are there other coping strategies that work for you that are not listed on the handout?

Discuss family members' preferred ways of coping.

Which of these coping skills do you use or could you use to deal with the family problem you selected to work on?

Discuss how ways of coping relate to the family problem.

Task 3: Apply Session 2 Skills to an Identified Problem.

Now we're going to work through a high-priority problem, so that you can see all of the skills you've learned and how you can really work as a family to cope with uncomfortable situations.

Look over the clinical example at the end of the session to get an understanding of how the problem-solving task may work in a family.

Tell me again what problem you selected to work on today.

Review the problem the family selected as one of the homework 4 activities.

If the family did not preselect a problem, do not spend a lot of time choosing one now. Take a problem from the list made in Session 3 and ask if there are objections to working on that one.

OK, we will work on that problem.

We don't want solving a problem to take forever. When you are sitting around the kitchen table working on a problem, we want you to finish in an hour, if you can.

*Distribute new copies of the **Steps in Family Problem Solving** handout (Handout 12) if needed, and review the first two steps.*

Let's review your **Steps in Family Problem Solving** handout and follow those steps.

We did the first step earlier today when we discussed your family strengths. We also did step two when we identified the problem you'd like to focus on today.

Now tell me where is your Feeling Thermometer in response to this problem? How is your body reacting to it?

The third step refers to what we learned in Session 2, which is how to analyze our problems. Who remembers the questions to ask when analyzing a problem?

Encourage responses.

That was great. We analyze uncomfortable situations by looking at how our beliefs, expectations, family roles, rules and perceptions influence the situation.

*Distribute the **Analyze a Situation** handout (Handout 11).*

NOTE: This activity should be done by the family together and then shared with the facilitator.

I'd like you to complete this sheet together on how your beliefs, expectations, roles, rules and perceptions are affecting this problem and what are some alternative ways that you can look at this problem.

Encourage response and give tokens.

Where is your Feeling Thermometer? What did you come up with? How was it for you to apply what we have learned today to this problem?

Thank you for working together so well and being open to using the tools we've talked about.

There is one rule I want to throw in. If any one of you wants help, you can say, "Time out" and I will try to give you a hand. Or if all of you seem to be stuck, you can all say, "Time out" and invite me to assist you.

Remember that you have a lot of strengths and skills and all of us want you to be successful at solving the problem.

So go ahead and see what you can do.

Give out tokens and compliments as the family works together. Wait until invited in to help.

If you are invited in, there are four principles to follow:

- 1. Reframe so that the emphasis is on situations which elicit behavior rather than on individual characteristics or pathology.*
- 2. Focus on behavior rather than qualities of family members.*
- 3. Bring out the positive intent behind actions.*
- 4. Help family members state what the situation would look like if the problem were fixed.*

When the family has finished praise their efforts.

The way you worked together was wonderful! I am really pleased.

Give out tokens and be specific in telling family members some of the things they did that you liked.

Let's show our appreciation for the contributions that everyone made during the discussion you just had.

Encourage family members to give praise and tokens to each other.

Task 4: Apply Session 3 Skill of SMART Problem Solving to the Identified Problem

One important thing you just did was to focus on how you could bring your Feeling Thermometer down about the situation at hand by changing your perceptions of it.

Now, we are going to take the same problem and apply SMART problem solving that focuses on what actions you could take to improve the situation.

NOTE: If the family seems pretty resolved with the problem by having completed the situation analysis form, then you can have the family choose another problem to which they can apply the SMART steps. The goal is to create an opportunity for the family to practice all learned tools with real life problems.

Review SMART steps.

Remember the SMART steps? For a quick review I am going to pass out new copies of the guidelines, as well as a blank worksheet for you to complete the steps on.

*Distribute new copies of the **SMART Problem Solving Guidelines** and the **Applying SMART Problem Solving** handouts.*

I will give you about 30 minutes to complete the worksheet. If you need me to consult with you, say, “Time out” and I will see what I can do to help you. It is good sense to get help when you need it.

When you have successfully solved the problem within the given time, I will ask each of you what you liked about the problem solving and what you would do differently.

Then I will give you feedback on what I observed during your working together. Is that clear?

Remember the big ideas are (1) to decide what behavior change is wanted, and (2) to figure out how you can go about getting what you want. When you are thinking of different options, remember the additional coping strategies we talked about. Some of those coping strategies may be helpful in solving your problem.

I want to emphasize two things very strongly. The most important point is that you are a team—like a basketball or a soccer team. Your opponent is the problem situation. This means you are working together to defeat the problem.

The second point is that these steps are suggested ways to help you solve the problem, but be flexible. Use your judgment, and don’t get hung up in being too rigid about the steps. The main goal is to solve the problem in a way that gives something to everybody, and that keeps a positive atmosphere going.

Before you start, are there any questions?

Check for questions.

Why don’t you get yourselves placed as if you were sitting around the kitchen table at home?

Help the family arrange themselves so that they are facing each other and ready for business.

OK, then, go ahead and get your team working on the problem.

Consult with the family if they ask for it. Referring back to the “STEPS” or to handouts which tell them how to do it. Reframe when appropriate.

Observe as the family works on the problem together. Consult with the family if they ask for it, referring back to the handouts which tell them how to problem solve. Reframe when appropriate.

While you observe, keep a list of positive actions taken by each family member. Look for supporting each other, fighting fairly, positive negotiations, and trying to follow a problem-solving approach. Catching them doing “something good” is as important as how well they solve the problem.

If the problem is almost solved after 30 minutes, allow a few more minutes. If the problem ends up being solved, give praise for their success before starting on the feedback. If the problem has not been solved at the end of 30 minutes, give praise for how much progress was made and recognize that this was a very difficult problem.

Your team really worked well together. That was terrific.

Give out tokens.

Task 5: Feedback on Problem Solving

Now I want each of you to indicate what you liked about the way the team worked and what you liked about what you did.

Encourage sharing of what was liked. Support giving out tokens by family members.

Those were great comments—very wise remarks.

What about things that you would do differently, if you had a second chance?

Encourage family members to share what they might have wanted to see happen differently.

Those were good suggestions. I was the observer during your problem solving session. Let me tell you what I noticed.

Give positive feedback to the family members and pass out tokens as appropriate.

I am going to write out a summary of my observations for you to place in your family album.

Write a few sentences about the family’s strengths and skills and give it to them for the album.

Make sure you write your agreement on the problem in the album as well.

Allow time for the family to put their agreement into the album. Help them put it into words and transcribe it as needed.

How is everyone feeling now on the Feeling Thermometer?

Obtain responses.

Task 6: Support System

We also talked about utilizing your support system in managing uncomfortable situations. Do you think it would be helpful if you reached out to your support system when it comes to coping with this problem?

Encourage responses. Explore how support system could be helpful or why the family may be hesitant to reach out to their support system.

Task 7: Introduce Optional Homework Activity

NOTE: This optional homework activity is given as a worksheet for families to complete after the program. The exercise can bolster the family's confidence and help them polish the skills they have learned in the program, once they are on their own.

I realize that we are nearing the end of our last session, and that we will not be meeting again. But I wanted to leave you with one more homework activity that your family could do together after the program has ended.

Here is a chance for you to show how you would help another family who has not gone through the training you have and who is not as experienced in problem solving. This story is about the Bradleys.

Perhaps in the next week, or when you are living together again as a family (*modify as appropriate*), you could sit down with the handout and read it together. Then you could go through the questions at the bottom, talking about how your family would help the Bradleys.

You have learned so much, I think that your family would have many wonderful ideas for how to help this family.

*Distribute **Help the Bradleys** (Handout 28) and review it briefly.*

Are there any questions about this activity?

We won't have a chance to go over it, but I think you'll find that you have really gained some skills and can even help others. Use any of your handouts or notes. Analyze the problem and then write what you would say to the Bradleys to help them solve the problem.

Task 8: Terminating the Program

Our last session of this program is almost over. You have done a terrific job. I want to give each of you a token for the improvements you have made.

Let's take a few minutes to allow you to give tokens to each other for today's problem-solving session.

Give tokens and encourage giving appreciation to each other.

What are your thoughts and feelings about the fact that these sessions are just about over?

Encourage sharing. Accept any thoughts and feelings, reframing negative ones to positive characteristics. Again keep situation focused rather than individual focused.

Those are good comments.

There is a lot of useful material in your Family Album. It shows the progress you made and gives you ideas on how to solve problems. But one thing is missing.

What is missing is a picture at the end of the album to show a family who has learned a lot and is much more able to solve their own problem situations. I would like to take a last picture and have you put it in the end of the album.

Take a picture of the family to serve as the final photo for the family album.

I have really enjoyed working with you. The STRIVE team and I wish you the best of luck in your future endeavors and hope that these five sessions were helpful for you and your family.

Say goodbye to the family and remind them that an assessor will contact them soon for their follow-up assessments.

END OF SESSION 5

Appendix Module

Assessing Imminent Danger in Terms of Running Away⁵

When to Use This Module

During sessions at home, after reunification.

Why Use This Module

During the Project STRIVE intervention, some adolescents may return home between sessions, and some may not return home at all during the intervention. However, a risk of running away again remains for those who do return home at some point. If family reunification occurs, the facilitator needs to assess whether there is a chance of the adolescent running away again. This module can be conducted when a session occurs in the home of the adolescent following reunification if there is clear indication of the possibility of running away. Such threat will be determined by the facilitator on an individual basis.

Generally speaking, the threat for running away will be indicated by any of the participants stating that such a risk may exist. The facilitator will ask the family the following question during the session: “In the last months and since you all have been living together, has there been any attempt to run away or feelings of wanting to run away?” If the answer is no, this module will not be used. If the answer is yes, the facilitator will proceed with its administration.

Assessing Conflict and Capabilities

This module includes an assessment of the level of perceived conflict in the family, and covers seven capabilities that, if present in both the adolescent and the family members, mitigate against another runaway episode. The parts of this module and the assessed capabilities are as follows:

Part 1: Assess Family Conflict and the Risk of a Runaway Attempt

Capability 1: Can identify current conflicts.

Capability 2: Can identify uncomfortable feelings using a Feeling Thermometer in the uncomfortable situation.

Part 2: Assess the Other Capabilities of Family Members

Capability 3: Can say positive things about oneself and one’s family members.

Capability 4: Can identify problem-solving strategies for dealing with the conflict and engage in problem solving.

Capability 5: Can identify potential negative consequences of running away.

Capability 6: Can identify sources of social support.

Capability 7: Can make a verbal recommitment to the signed contract to not run away.

Instructions are written to assess all family members together. A rationale is given for each

⁵ Partial adaptation from *Evaluation of Imminent Danger for Suicide Among Youth* (Rotheram-Borus, 1987) and *Triage Model for Suicidal Runaways* (Bradley & Rotheram-Borus, 1991).

step in the assessment and for determining if the family has all of the aforementioned capabilities. There is one **Imminent Danger Assessment Form** for the facilitator to complete during the assessment. Questions are completed with all family members present.

Part 1: Assessment of Family Conflict and the Risk of a Runaway Attempt

Rationale

Running away is considered an ineffective attempt to problem solve as a response to family conflict. Running away may also be in response to a situation in which the teenager feels the need to avoid potential family conflict. Knowing the family's current conflicts, how upsetting the feelings related to the conflict are, and whether the feelings of conflict have increased or decreased help to determine the likelihood of another runaway incident. This section starts with a direct assessment of whether there has been a runaway attempt since the last session (or since family reunification), or if there is currently a high risk of running away.

If it is determined that there is a risk of running away, the process for this module includes assessing family members' capabilities to: (1) identify their current conflicts (issues or stressful situations) that may lead to a runaway attempt, and (2) articulate their uncomfortable feelings using the Feelings Thermometer. Family members will have used the Feeling Thermometer in previous sessions, so they should be familiar with its use.

The capacity to identify the conflict situations that could lead to runaway attempts and the capacity to identify their emotional and physical feelings give family members the capability of developing more thoughtful responses to those situations. Family members also indicate whether they feel better about this conflict than they did at the first family session. The facilitator should comment on or reward the family for any conflict that has improved (even though it may remain a conflict).

Procedure

Assess Runaway Risk

In the last months and since you all have been living together, has there been any attempt to run away or feelings of wanting to run away?

Obtain an answer. If the family says there was a runaway episode, determine if there is a high risk of running away today. You can ask:

Is the situation that triggered the episode still present?

Do you think that an episode might occur today?

If the situation still exists and if the answer is "yes, it might happen today" then follow the procedures below starting with Capabilities 1 and 2.

If there is no high risk for today, ask what the situation was that triggered the attempt and how it was resolved. Encourage and give tokens for problem solving.

If the family says that there was no episode, conclude the assessment and do not proceed with the module.

It is great that you avoided a runaway episode. You have really come a long way.

Capabilities 1 and 2: Identifying Conflicts and Using the Feeling Thermometer

If there has been a runaway attempt or there is risk of an attempt, continue with the module.

I'd like each of you to list the three issues about which you and your family are currently having the most conflict. Some of you may identify the same conflict, even though you may have very different perspectives on the issue.

*Using the **Imminent Danger Assessment Form**, write down each family member's list of conflicts/situations before moving on to the next steps in the assessment. If family members can't come up with three conflicts, that's OK.*

Try to rephrase the conflict so that it is not accusatory. For example, "My mom won't let me do anything" becomes, "Disagreeing about what you're allowed to do."

Now let's look at your Feeling Thermometer ratings for each of these issues.

Go back through the list and have family members use the Feeling Thermometer to rate how distressed the conflict makes them and identify the bodily sensations associated with this conflict. Do this for the top two conflicts each person mentioned. Record responses. Ensure that the family members listen to each other.

Finally, have family members state whether they think this conflict has gotten better or worse. If the conflict is new, note "new" on the form under this column.

Summarize and make a transition.

Now we've talked about how much conflict there is in the family at this time.

Comment if the conflict has decreased.

Several of you are feeling angry [OR OTHER IDENTIFIED FEELINGS] and, as we've talked about, these are the types of feelings that may make a person feel like the only alternative is to run away. We're going to talk more about this, but first, let's consider some other feelings in your family.

Part 2: Assessment of Other Family Capabilities

Rationale

Adolescents who are in immediate danger may feel hopeless and angry, and have difficulty perceiving positive things about themselves, their environment or other family members. Other family members may also have these difficulties. Identifying positives about self, the environment and other family members is inconsistent with the feelings that lead to running away. In addition, the process of identifying these qualities with the facilitator present contributes to bonding between the family and the facilitator.

Adolescents and family members who have been able to identify runaway-provoking situations and identify their own feelings can generally begin to develop strategies for coping with these situations. This process is not, however, naturally adopted by every family. Youth may behave impulsively and have difficulty developing alternatives in highly stressful situations. In many instances, this inability results in running away. When the facilitator makes a plan with the family about how the youth will cope in each situation that elicits thoughts of running away, and has the entire family unit “join” the teen in identifying plans of action (to discourage runaway events), modeling opportunities are increased and support is created. Eventually, the family members will create coping plans in collaboration with the adolescent.

Many adolescents feel as if there is no alternative to their situation other than running away from home. Identifying the potential adverse consequences of running away may help a teenager assess the risks and “costs” of the action. This should encourage greater consideration of alternatives and reduce the likelihood that the teenager will run away. It may also be helpful for the youth to hear other family members express how running away affects them.

When adolescents are in situations in which they feel they have to run away, they often feel that there is no alternative and that no one can help them. They feel socially isolated and cannot identify someone to call for help and/or support. It is important to help adolescents and family members think of whom they might talk to if they begin to feel like running away. The need for support is true for both the adolescent and the other members of the family. Each family member should identify one person whom he or she can contact to provide support in a situation that may provoke a runaway episode. These are individual choices for each family member, and the family also identifies one person that all of them agree could help the entire family in this situation.

It is hoped that family members will be able to deliver self-positives, identify feelings, (especially those which may lead to a runaway episode) and develop alternatives to running away. In Session 1, family members sign a contract to participate and a contract to not run away. These contracts can be revisited during this module.

Procedure

Capability 3: Stating Positives

Let's focus for a little bit on what is good about ourselves and still good about the family.

Try to elicit at least two positive self-compliments from each member of the family.

Compliments can include statements about physical appearance, peers, family, personality characteristics, school, relationships with the interviewer or others in the youth's life.

What do you like best about yourself? What happened to you today that made you feel good?

If a family member has difficulty identifying with this exercise, compliment the family member for his/her effort. You may state that a positive is simply showing up to work on their family conflict, or ask the family member to choose between two positive features. For example, "I like your eyes. Which do you like better: your eyes or your hair?"

Now I know it may be hard right now, because you feel angry and upset, but what is one thing you like about each other? I would like to hear two qualities that you [PARENT(S)' NAME] like about your daughter/son and two qualities that you [TEEN'S NAME] like about your parents.

Elicit two responses from the parents about what they like about their teen.

I would like for you to tell me what you like about your teen.

*Record responses on the **Imminent Danger Assessment Form**.*

Then elicit two responses from the youth about what he/she likes about the parent(s).

What is something you like, in general, about your parents? What did you miss when you were away from them? What is something they did or said this past week that you liked?

*Record responses on the **Imminent Danger Assessment Form**.*

Finally, elicit two qualities from all members about what they like about the family.

What two qualities do all of you like about your family.

Record responses.

Capability 4: Planning to Cope with Conflict that Could Provoke a Runaway Situation

There are many different ways to cope with the situations that lead to conflict. Let's think about which ones might work for your family.

Give an example of coping strategies.

One girl felt like running away when she wanted to go to a party with her boyfriend and her parents said she couldn't go. She found great relief from carrying an instruction sheet with her that outlined five steps she could follow if this situation arose:

1. Call her friend Maria for support.
2. Ask her parents to discuss any possible compromise(s) that can be made.
3. Suggest compromises such as going with a chaperone, coming home at a certain time, or doing something for the family in exchange.
4. Plan something else to do instead.
5. Arrange for a time when she can see her boyfriend.

Use the adolescent's list of conflicts and ask the family:

What can you each do to cope with this situation?

*Record their ideas on the **Imminent Danger Assessment Form**. Make sure the alternatives are realistic, accessible, and as safe and supportive as possible.*

Encourage all family members to brainstorm ideas and assist them to determine if the alternatives meet the above criteria. Keep the plans simple and short.

Capability 5: Identification of Potential Consequences of Running Away

Ask the adolescent to identify 5 possible negative consequences of running away from home at the current time. Record the youth's responses.

Next, ask the family members to identify three ways in which the teenager's running away negatively affects them. Ask that responses be phrased in terms of how the adolescent's running away would affect them personally.

Make sure these statements are reframed to indicate only the impact the teen's action has on the individual family member. For example, if a parent says, "I have to do all these extra things, like call the police and friends" reframe as, "So you're so worried you have so many things to do to see if you can help your child."

Help family members make I-statements that focus on their own feelings and not on judgments of the adolescent's behavior.

Capability 6: Social Supports

You may remember that we've talked about how other people may be helpful during stressful situations. These are people who might provide support, or be able to listen and give advice. Each of you may have a different person whom you could count on most in times of trouble.

Who is someone you could contact for help in the current situation, or if a runaway-provoking situation was taking place?

*Record each family member's support person on the **Imminent Danger Assessment Form**.*

Now together, come up with one person whom everyone agrees could help the family in a situation that might lead to [TEEN'S NAME] feeling like running away."

Have the family identify one person whom they all agree can help them manage a situation that might provoke a runaway episode, and record the name on the form.

Capability 7: Signed Contract to Not Run Away

As part of this program, you completed some contracts. Let's review the contracts you signed earlier.

The first contract was committing to continue to come to the family sessions and to work as a family on your communication and problem-solving skills.

*Read through the **Commitment to Participate** contract that the family signed in Session 1.*

Can you still agree to this commitment?

Elicit a verbal recommitment from all family members.

We hope that everyone in the family will continue to learn new skills and that [TEEN'S NAME] will commit to not running away.

OR

We hope soon you will feel like the family is ready for [TEEN'S NAME] to return home. We don't know exactly when that might happen, but when [TEEN'S NAME] does return home, we want to make sure everyone in the family is really committed to avoiding the situations that lead to feeling like running away.

I have a contract that describes a plan for when you feel like running away/when you return home. I'll read it out loud, we can fill it out together and then you can sign to show you agree.

*Show the **Contract for Returning Home: Commitment to Not Run Away**. Read it aloud and fill in names and phone numbers as appropriate. Have each family member sign the sheet.*

Give out tokens.

Why don't we put your signed copy of this contract for returning home into your family album?

Place the contract into the family album.

Have the family members make a verbal agreement to each part of this contract. The quid pro quo is that the intervention facilitator and shelter facilities will be available to them at any time.

If anyone in the family does not agree to sign the contract, acknowledge their feelings and proceed. Note that you may revisit this person's feelings about signing the contract (in case they change) at a later point or in a later session.

