

What Happens in This Program?

In this program, families learn to better communicate and 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 way.
6. Changing thoughts that make things worse.
7. Learning different coping tools to solve problems.
8. Learning to negotiate.
9. Seeking support.

Commitment to Participate

We agree to attend 5 weeks of this family program beginning _____ (date).
Each session will last one-and-a-half hours.

The following family members will attend:

The first few sessions will be held in _____ (location)
at the following time: _____

It is possible that some of the sessions will be held at _____
_____ (location of family home).

During the program the family members will practice:

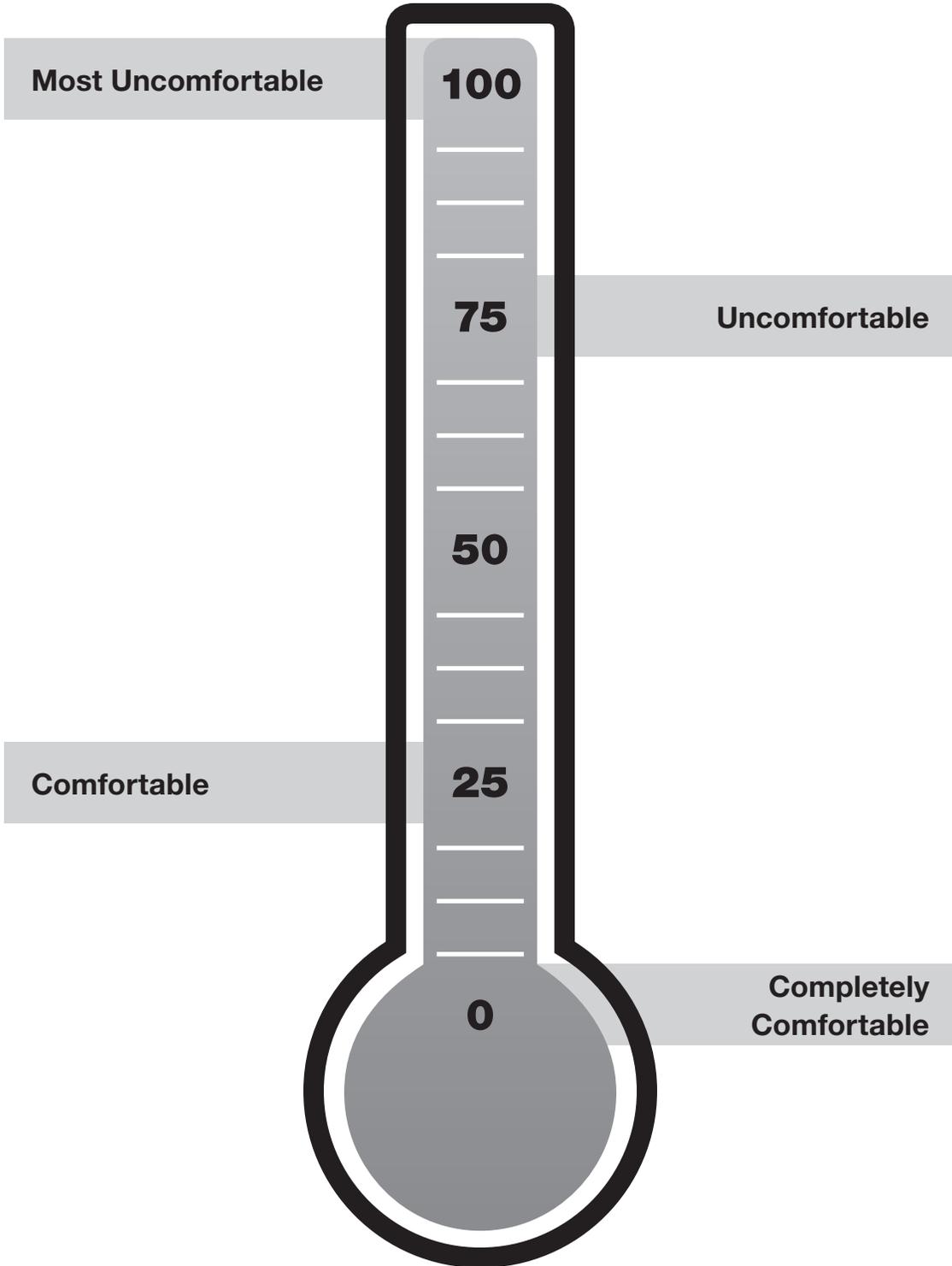
- Creating a positive atmosphere
- Solving family problems of their choice
- Communicating effectively
- Negotiating with each other
- Managing emotions

Family Signatures:

Feel-Think-Do Grid

Situation	Feeling Thermometer	Body Reaction	Thoughts	Actions

Feeling Thermometer



Contract for Returning Home: Commitment to Not Run Away

1. When _____ (teen's name) returns home, we will call the facilitator at _____ (phone number) to let him/her know that _____ (teen's name) has returned to living with the family.
2. We agree to use the skills we learn in this program to avoid situations that might lead to feelings of wanting to run away.
3. If _____ (teen's name) starts to have feelings of wanting to run away, we will call the facilitator or make an emergency page to _____ (phone number).
4. If the facilitator does not return our call right away, we will call _____ (family support person's name) until the facilitator calls back. If this person is unavailable, we will each call our individual support people.

Name of Family Contact for Support: _____

Family Member	Support Person
_____	_____
_____	_____
_____	_____

When _____ (teen's name) returns home, he/she promises not to run away.

Family Signatures

Facilitator's Signature *Date* _____

Family Phone Call and Token Contract

Week of: _____

Person who will make the calls: _____

Time of day calls will be made: _____

Day of the Week	Conversation Topic	Token Count <small>(Try to give at least 3 during each conversation)</small>
Monday		
Tuesday		
Wednesday		
Thursday		
Friday		
Saturday		
Sunday		

We agree to make and receive phone calls during the week, to discuss a chosen conversation topic each day, and to give “verbal tokens” during the conversations.

Family Signatures *Date* _____

continued →

continued → **Family Phone Call and Token Contract****Conversation Topics** (Choose one each day; Ask questions during the phone call)

- 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.
- Parent and child 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 him/her.
- Talk about a current event, or something that has been in the news. Get all the facts the two of you know about the event, and then give your opinions or thoughts about the event.
- Guess the following about the other person:
 - Favorite color
 - Favorite meal/food
 - Favorite subject in school
 - Favorite movie
 - Closest friend

Examples of Things to Give “Verbal Tokens” of Appreciation for During Calls:

- 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 the other person 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.

Beliefs, Expectations, Rules and Roles

List some of your family beliefs.

Identify a problem your family is facing.

1. What are some of the family beliefs that influence your comfort level or affect how you try to solve this problem?

2. What are some of the family expectations that might be affecting this problem?

3. What are some of the family rules that contribute to the problem?

continued →

continued → **Beliefs, Expectations, Rules and Roles**

4. What are some of the family roles that might make it harder to solve the problem?

5. What do you gain from keeping this problem?

6. How can you look at this problem from a different point of view?

Raymond and His Friend Script

RAYMOND: Oh, man. This is really bad.

FRIEND: What's the matter?

RAYMOND: My parents are going to throw me out of the house when I get home.

FRIEND: Why do you think that?

RAYMOND: I failed three classes again. No matter what I do, I just can't do the work. My teachers hate me.

FRIEND: Oh come on. I'm sure you can do better! Your parents will be OK.

RAYMOND: You don't understand. There's nothing I can say to make them understand. I've tried everything and there's nothing I can do. At this point, they're going to tell me I have to leave.

FRIEND: It can't be that bad.

RAYMOND: It is. Nothing else matters to them. There's nothing I can do.

THE END

Role Cards

Card 1 (back)

Possible Name:

THE MARTYR

Card 1 (front)

That's OK. I don't mind doing the dishes, the cooking, the cleaning, the shopping and paying the bills.

WHAT NAME WOULD YOU GIVE THIS ROLE?

Card 2 (back)

Possible Name:

THE PEACEMAKER

Card 2 (front)

Everything will be OK. Let's not argue with each other. Let's keep our voices down. Let's just smooth over this problem.

WHAT NAME WOULD YOU GIVE THIS ROLE?

Card 3 (back)

Possible Name:

THE VICTIM

Card 3 (front)

Everything always happens to me. There's nothing I can do about it. You just dump all over me.

WHAT NAME WOULD YOU GIVE THIS ROLE?

continued →

Card 4 (back)

Possible Name:

THE BOSS

Card 4 (front)

Just be quiet and I'll tell you what we are going to do.

WHAT NAME WOULD YOU GIVE THIS ROLE?

Card 5 (back)

Possible Name:

THE HELPER

Card 5 (front)

Let me give you a hand. Here, I'll show you how to do it.

WHAT NAME WOULD YOU GIVE THIS ROLE?

Card 6 (back)

Possible Name:

THE CRITIC

Card 6 (front)

The food here is terrible and the servings are too small. I don't know why you can't do anything right.

WHAT NAME WOULD YOU GIVE THIS ROLE?

Mother's Intent Script

MOTHER: Are you going out with Diz tonight?

DAUGHTER: Yes. So what?

THOUGHTS: Diz is 28 years old. That's much too old for her! And I don't trust him.

MOTHER: I just wondered.

DAUGHTER: What time do I have to be in?

MOTHER: Where are you going?

THOUGHTS: Please don't go someplace where the two of you will be alone.

DAUGHTER: To some party Diz knows about.

THOUGHTS: Oh, my God!

MOTHER: I want you in by 11:30—not a minute later.

THOUGHTS: I love my baby so much. I don't want to see her get hurt or pregnant or HIV.

DAUGHTER: Mom, that's crazy! The party will just be starting. I won't have any fun at all. Diz will never ask me out again if I have to be in by 11:30.

THOUGHTS: That would be fine by me. Then you'd be safe for a while.

MOTHER: Eleven-thirty! Don't argue with me.

DAUGHTER: You're so mean. Why do you hate me?

THE END

Analyze a Situation

Once you choose the situation your family wants to analyze, please complete the following questions.

Situation:

Feeling Thermometer rating: _____

1. What are some of the family beliefs that influence your comfort level or affect how you try to solve this problem?

2. What are some of the family expectations that might be affecting this problem?

3. What are some of the family rules that contribute to the problem?

4. What are some of the family roles that might make it harder to solve the problem?

continued →

continued → **Analyze a Situation**

5. What do you gain from keeping this problem?

6. How can you look at this problem from a different point of view?

Family Conflict Example

May is 15 and has been dating someone who graduated from high school last year. Her parents met him once and do not feel that he has enough direction or takes enough responsibility to be good for her. They said that they did not want May to date him. She has continued to see her boyfriend, but her parents do not know how often they have really been seeing each other. May recently found out she was pregnant with her boyfriend's baby. She is very scared and anxious. Her mother notices that she has been acting funny and comes right out and asks her if she is pregnant. May doesn't know what to do, and eventually admits that she is indeed pregnant.

May's mother tells her father and they are both furious. They say that May has disrespected them for continuing to see this boyfriend. They yell that she has ruined her life and their lives. They believe that she has sacrificed her purity, and that no one will want to marry her. Her parents also say that they will not help her raise the child. May yells back that she hates them and that they only care about themselves and their reputations. She says that it is not her fault, they used a condom, but it broke. She screams that they don't care how she feels. Doors slam and May thinks about running away.

Steps in Family Problem Solving

- STEP 1:** Establish a positive working environment.
- STEP 2:** Identify uncomfortable situation and Feeling Thermometer rating
- STEP 3:** How do my thoughts, beliefs, family roles and rules, expectations and perceptions impact this situation? How can we change the way we look at this situation?
- STEP 4:** Can we apply SMART problem-solving to this situation?
- STEP 5:** Can we negotiate about this situation?
- STEP 6:** Can we reach out to our support system or apply any other coping tools from our tool box to this situation?

Family Problems List

Problems /Uncomfortable Situations	Feeling Thermometer Level
1.	
2.	
3.	
4.	
5.	
6.	

Reasons for Leaving Home

- Thrown out/told to leave
- Financial problems at home
- Conflict with parents/stepparents/caregivers/guardians
- Parents separated/divorced
- Boyfriend/girlfriend difficulties
- Conflict with teachers
- Conflict with kids at school
- Problems at school
- Physical abuse
- Sexual abuse
- Violence at home between family members
- Personal alcohol and drug use
- Feelings of anxiety/depression
- Pregnancy (teen or teen's girlfriend)
- Personal mental health problems
- Sexuality/sexual identity
- Desire for adventure
- Pressure from friends
- Traumatic event in family (e.g., death, accident, rape, overdose, etc.)
- Traumatic event involving friend/acquaintance
- Desire for independence
- Diagnosed as HIV positive
- Trouble with police
- Breach of community-based order/parole
- Other _____

SMART Problem-Solving Guidelines

<p>Step 1</p> <p>S = State the problem.</p>	<ul style="list-style-type: none"> • Is the problem stated clearly? (Writing it down will help you define it clearly.) • What's your read on the Feeling Thermometer when you think about the problem?
<p>Step 2</p> <p>M = Make a goal.</p>	<ul style="list-style-type: none"> • 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.)
<p>Step 3</p> <p>A = Actions — List the actions you might take to achieve the goal and pros and cons.</p>	<ul style="list-style-type: none"> • Is each action stated clearly? (It's best to have at least three actions to choose from if possible.) • What are the pros and cons of each action that you have stated?
<p>Step 4</p> <p>R = Reach a decision about which actions you could take.</p>	<ul style="list-style-type: none"> • 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 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?
<p>Step 5</p> <p>T = Try it and review it.</p>	<ul style="list-style-type: none"> • 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?

Applying SMART Problem-Solving

Step 1: S = State the problem.

Step 2: M = Make a goal.

Step 3: A = Actions — List the actions you might take to achieve the goal and pros and cons.

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

Step 5: T = Try it and review it.

Rating 3 Situations

Situation	Feeling Thermometer Rating
1.	
2.	
3.	

Signs of a Successful Family Negotiation

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.

Tina and Her Mother Script

MOTHER: So we discussed it, and you agreed that you wouldn't see Doris and Louise anymore. They are a bad influence.

TINA: I agreed to get you off my back. They're my friends. Now, I won't have any friends.

MOTHER: You get into bad situations when you hang out with them.

TINA: I do not. You just imagine things.

MOTHER: You agreed not to see them, and you are going to keep your word.

TINA: Maybe.

THE END

Guidelines for Family Negotiating

1. State each want that you have in one short sentence.
2. State what you want to see or hear in a specific and concrete way.
3. State what you want to happen, not what you don't. Remember to keep it positive.
4. State what you think the other person wants.
5. Explain without blaming.
6. Listen without interrupting.
7. Go away if you can't control your emotions and promise to return.

Father and Facilitator Script

FACILITATOR: What is it you want from your daughter?

FATHER: She doesn't respect me.

FACILITATOR: What do you mean by that?

FATHER: You can just tell. She doesn't show me any respect.

FACILITATOR: What would she do or say if she showed you respect?

FATHER: She would act respectful.

FACILITATOR: Give me a concrete example of what she would say or do.

FATHER: OK. When I tell her to be home by 8 o'clock, I want her home.

FACILITATOR: So you want your daughter to be at home by 8 at night unless you tell her she can stay out later.

FATHER: That's right. That's showing respect.

THE END

Sandy and the Parents Script

MOTHER: Sandy, you are not acting responsibly.

FATHER: This has got to stop.

SANDY: I don't know what the matter is.

MOTHER: I've already told you over and over.

FATHER: You know what we are talking about.

SANDY: You're mad at me about something and think I know what it is?

MOTHER: You got it.

FATHER: Don't play dumb, Sandy.

SANDY: Please, give me a break. I am willing to talk about it and try to fix it, but what is it?

MOTHER: You are supposed to be home after school by 6 o'clock. You don't show up. You don't call. Nothing.

FATHER: We think something happened to you.

SANDY: That only happened once, and it was last week. I had to stay after school.

MOTHER: You should call if you are going to be late.

FATHER: You just aren't acting responsibly.

SANDY: My cell phone wasn't charged and they wouldn't let me use the phone. Stop picking on me.

MOTHER: Don't tell me last week was the first time you were late and didn't call. It happens three or four times a month.

FATHER: It has to stop or you're grounded. Period.

SANDY: Come on! Don't be mean. Just tell me what you want.

continued →

continued → **Sandy and the Parents Script**

MOTHER: Be home by 6 on school days unless you have permission beforehand. If there is a problem, call me before 5:45.

FATHER: I've got something to add to that. Always charge your cell phone, or carry enough change to make a phone call. I don't want to hear, "Daddy, my phone wasn't charged or I didn't have the money." Next, if you know where you are going to hang out after school, leave us a note.

SANDY: I have left notes before. You couldn't find them.

FATHER: I'll get a blackboard and put it up in the kitchen. We can all leave messages on it.

SANDY: OK, but can you please try not to jump all over me if I'm 5 minutes late. And please don't call all of my friends unless it is an emergency. It's embarrassing.

MOTHER: OK. It's a deal. We are not trying to be mean. We get scared with all that's going on in the streets.

SANDY: I'll try to make it work. Sometimes my friends and I are having a good time and I don't realize that it's past 6. I don't want to miss anything.

THE END

Support People

Family Member	Support Person

Support person for entire family: _____

Negotiating a Small Problem

Select a minor problem that is important but not the most difficult. Use your judgment to assess whether you think your family is ready to negotiate this problem.

— OR —

If you are not living together as a family, and would rather choose to negotiate one of the following situations, you may do so. Try to pick a situation that is likely to occur in your family:

1. Jimmy and his mother have been arguing about how messy he keeps his room. Pretend someone in the family is the mother and someone is Jimmy.
2. Maria Elena and her parents have been arguing about how often she is on the telephone at home.
3. Raul and his sisters and mother have been arguing about what they watch on TV.

Our family will:

_____ Negotiate a problem that comes up during the week.

_____ Negotiate problem # _____ above.

Follow the guidelines for negotiating and brainstorm possible solutions. Remember to state what you want, what you think the other person wants, and try to solve it so that everybody gets something that they want.

Selected Problem Worksheet

We will meet at _____ (day, time) to discuss our selected problem.

We selected the following problem:

Guidelines for Family Negotiating

1. State each want that you have in one short sentence.
2. State what you want to see or hear in a specific and concrete way.
3. State what you want to happen, not what you don't. Remember to keep it positive.
4. State what you think the other person wants.
5. Explain without blaming.
6. Listen without interrupting.
7. Go away if you can't control your emotions and promise to return.

Video Worksheet

Watch the video HIV/AIDS 101 at the following link:

<http://www.cdc.gov/cdctv/diseaseandconditions/hiv/hiv-aids-101.html>

List three things you learned from watching the video:

1. _____

2. _____

3. _____

10 Coping Strategies

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. Know when your Feeling Thermometer is rising.

2. Change your thoughts or perception 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 think through your options. Find a way to work out the situation. 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 dangerous situation. If a person, place or situation feels uncomfortable, physically leave.

9. Keep your distance.

Physically avoid the situation or the person that raises your Feeling Thermometer.

10. Distract.

Try to take your mind off the uncomfortable situation by doing something you enjoy.

Coping Cards

Card 1

The Smith family had a big fight over the person their teen was dating. At work, Mr. Smith told one of his friends that he just didn't know what to do.

Card 2

On Saturdays, both Mr. and Mrs. Washington work. They want their daughter, Belinda, to babysit her younger sister. Belinda thinks she deserves Saturday for herself after a hard week at school. After a lot of discussion, the whole family agreed that Belinda would get paid double to babysit on Saturdays.

Card 3

After a big fight with their son, Mrs. Parades said to her husband, "I can't deal with this now. Let's get out of here. Why don't we go to the zoo? I like the monkeys."

Card 4

In a talk with the parents, Jules said, "I'm sorry to have caused you so much grief by running away. I won't do it again. I'm still mad at you for not listening to me. But I plan to study more."

Card 5

D's parents are always coming down on D. This makes D very angry and tense. D started taking dance at school and feels much calmer now.

Help the Bradleys

Julie is kind of shy. She has finally made two really good friends - Roberta and Carla. These two girls can be wild at times and get in trouble. Occasionally they have stolen small stuff from stores. Julie does not go with them when they steal, and they let her know that is what's going to happen. Neither Roberta nor Carla are into drugs or sex.

Julie's mother, Anita Bradley, has heard rumors about Roberta and Carla. She has forbidden Julie to see them. Julie has said "No" loud and clear. Julie and her mother have been in some big, screaming fights over this matter. Before they moved to this new neighborhood, Anita and her daughter had been very close. Anita Bradley does not know what to do, but she will do anything to keep her daughter away from those two "tramps."

Horace Bradley, Julie's father, works two jobs and is very tired when he gets home. Peace and quiet is what he expects. He can't stand the screaming that now takes place in his house over Roberta and Carla. The Bradleys have been married 22 years, and never had any big family problems until now. Julie is the youngest of three girls and two boys. She is his baby. Horace finally told his wife and daughter, "You two better settle this fast. I don't want this screaming to continue. If I have to get involved, neither of you are going to like it."

What advice can you give them to work this situation out?

Remember to consider:

- What actions need to be changed?
- Why is the problem happening?
- What are the family members getting out of the problem?
- Beliefs
- Rules
- Roles
- Solutions and their consequences

Imminent Danger Assessment Form

Part 1: Assessment of Family Conflict and the Risk of a Runaway Attempt

Capabilities 1 and 2: Identifying Conflicts and Using the Feeling Thermometer

Thermometer Situations	Rating	Bodily Sensations	Better/Worse
------------------------	--------	-------------------	--------------

Family Member: _____

1.			
2.			
3.			

Family Member: _____

1.			
2.			
3.			

Family Member: _____

1.			
2.			
3.			

continued →

Capabilities 1 and 2: Identifying Conflicts and Using the Feeling Thermometer

Thermometer Situations	Rating	Bodily Sensations	Better/Worse
Family Member: _____			
1.			
2.			
3.			

Part 2: Assessment of Other Family Capabilities

Capability 3: Stating Positives

PARENTS: Tell me what you like about your teen.

ADOLESCENT: 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?

ALL: What are two qualities that all of you like about your family?

Capability 4: Plan for Coping

Make a plan with the family about how the youth will cope in each situation that elicits thoughts of running away. Use the adolescent's list of conflicts and have the family identify what they can each do to cope with those situations.

Situation	Plan

Capability 5: Identify Potential Consequences of Running Away

Have the adolescent identify five potential negative consequences of running away.

- 1.
- 2.
- 3.
- 4.
- 5.

Capability 5: Identify Potential Consequences of Running Away

Ask other family members to add three ways that the adolescent running away would negatively affect them personally.

Family Member: _____

1. _____

2. _____

3. _____

Family Member: _____

1. _____

2. _____

3. _____

Family Member: _____

1. _____

2. _____

3. _____

Family Member: _____

1. _____

2. _____

3. _____

Capability 6: Identify Support People

Have each family member identify one support person to help him/her when the family experiences a high-risk runaway situation. You might refer to the support people identified in Session 1 already.

Family Member: _____

Support Person: _____

Support Person for Entire Family: _____

Capability 7: Verbal Recommitment to Contracts

Review the contracts the family signed at the first session and have the family members verbally recommit to these agreements.