

***Successfully Engaging Adolescents In Treatment by Scott M. Aycock, MS, LMFT***

<b>Consultant</b>	<b>Helicopter</b>	<b>Drill Sergeant</b>
This parent provides guidance and consultant services for children.	This parent hovers over children and rescues them from the hostile world in which they live.	This parent commands and directs the lives of children.
1. provides messages of personal worth and strength	1. provides messages of weakness and low personal worth	1. provides messages of low personal worth and resistance
2. very seldom mentions responsibilities	2. makes excuses for the child, but complains about mis-handled responsibilities	2. lots of demands and expectations about responsibility
3. demonstrates how to take care of self and be responsible	3. "takes on" the responsibility of the child	3. tells the child how lie should handle responsibility
4. shares personal feelings about own performance and responsibilities	4. protects the child from any possible negative feelings	4. tells the child how tie. should feel
5. provides and helps child , explore alternatives and. then allows child to make his own decision	5. makes decisions for the child	5. provides absolutes, "This is the decision you should make!"
6. provides "time frames" in which child may complete responsibilities	6. provides no structure, but • complains, "After all I've done for you ..."	6. demands that jobs or responsibilities be done <u>now</u>
7. models doing a good job, finishing, cleaning up, feeling good about it	7. whines and uses guilt, "When are you ever going to learn. I always have to <u>clean up after you.</u> "	7. issues orders and threats, "You get that room cleaned up or else ..."
8. often asks self, "Who owns the problem?" helps the child explore solutions to his problem	8. whines and complains about having an irresponsible child who causes "me" so much work & responsibility	8. takes over ownership of -." the problem using threats and orders to solve the problem
9. uses lots of actions, but very few words	9. uses lots of words and <sup>1</sup> actions which rescue or indicate that the child is not capable or responsible	9. uses lots of harsh words, very few actions
10. allows child to experience life's natural consequences and allows them to serve as the teacher	10. protects child from natural consequences, uses guilt as the teacher	10. uses punishment; pain and humiliation can serve as the teacher

# **TURN YOUR WORD INTO GOLD**

## **The Art of Enforceable Statements For The Home**

### **By Jim Fay**

UNENFORCEABLE: Please sit down. We're going to eat now.

ENFORCEABLE: We will eat as soon as you are seated.

UNENFORCEABLE: Please be quiet. I can't listen to your brother when you are both talking at the same time. ENFORCEABLE: I'll be glad to listen to you as soon as your brother has finished talking to me.

UNENFORCEABLE: Clean your room so we can go shopping.

ENFORCEABLE: I'll be happy to take you shopping as soon as your room is clean.

UNENFORCEABLE: I'm not going to play ball with you until all of you are quiet.

ENFORCEABLE: I'll be happy to play ball with you as soon as it is quiet

UNENFORCEABLE: Don't talk while I'm reading to you.

ENFORCEABLE: I will start reading to you again as soon as you have finished talking.

UNENFORCEABLE: You can't go play until you have finished your homework.

ENFORCEABLE: Feel free to go play as soon as you have finished your homework.

UNENFORCEABLE: Don't shout at me.

ENFORCEABLE: I listen to people who do not yell at me.

UNENFORCEABLE: Pay attention.

ENFORCEABLE: I'll start again as soon as I know you are with me.

UNENFORCEABLE: Don't be bothering your sisters.

ENFORCEABLE: You are welcome to stay with us as long as you are not bothering your sister.

UNENFORCEABLE: Keep your hands to yourself.

ENFORCEABLE: Feel free to stay with us when you keep your hands to yourself.

UNENFORCEABLE: Do your chores on time or you'll be grounded. ENFORCEABLE: I'll be happy to let you go with your friends as soon as your chores are finished.

UNENFORCEABLE: Don't talk to me in that tone of voice!

ENFORCEABLE: I'll listen as soon as your voice is as calm as mine.

UNENFORCEABLE: You show some respect

ENFORCEABLE: I'll be glad to discuss this when respect is shown.

UNENFORCEABLE: Don't be late coming home from school

ENFORCEABLE: I drive those to practice who arrive home on time.

UNENFORCEABLE: I'm not picking up your dirty clothes.

ENFORCEABLE: I'll be glad to wash the clothes that are put in the laundry room.

UNENFORCEABLE: Keep your room neat.

ENFORCEABLE: All owners of neat rooms are welcome to join us for ice cream.

UNENFORCEABLE: I'm not loaning you any more money.

ENFORCEABLE: I loan money to those who have collateral.

UNENFORCEABLE: If you can't remember your money, you're just going to have to do without  
ENFORCEABLE: Feel free to borrow from anyone but me.

UNENFORCEABLE: You're not going out without your coat.  
ENFORCEABLE: You may go out as soon as you have your coat.

UNENFORCEABLE: You're not going to watch T.V. with us if you're going to act like that.  
ENFORCEABLE: You may stay with us if you can give up on that behavior.

UNENFORCEABLE: Don't you come back to this room until you can show some respect!  
ENFORCEABLE: Feel free to come back to the room as soon as you are calm.

UNENFORCEABLE: Quit breaking the rules of the game.  
ENFORCEABLE: Those who can follow the rules are welcome to play the game.

UNENFORCEABLE: Get this room cleaned up right now, and I mean it! ENFORCEABLE:  
You are welcome to join us for \_\_\_\_\_ as soon as your room  
is clean. .

UNENFORCEABLE: Stop arguing with me!  
ENFORCEABLE: I'll be glad to discuss this with you as soon as the arguing stops.

UNENFORCEABLE: If you can't treat the other children right, you'll just have to sit out this  
game. ENFORCEABLE: All of those who treat each other right are  
welcome to join us in the game.

UNENFORCEABLE: If you forget your lunch, you'll just have to go hungry. ENFORCEABLE:  
I'm sorry you forgot your lunch. I'll bet you'll be ready for dinner tonight.

# SETTING LIMITS

Jim Fay

**Fighting** words include:

1. What the child will not do.
2. What the adult won't do.
3. What the child is going to have to do.

**Thinking** words can either include:

1. Telling a child when he/she can do something.
2. Describing the conditions under which the adult will do something.
3. Describing the limits under which you will allow something.
4. Describing the choices the child has.

Change the following statements which include ***fighting words*** to statements which will include ***thinking words***:

1. "You're not going to use the family car until you've paid your insurance and have a job to pay for the gas.
2. I'm not letting you go out to play until you have your homework finished.
3. You're not going to join the team until you can buy your own equipment.
4. I'm not giving you any more allowance. You used yours up already.
5. I'm not going to drive another inch until you guys shut up.
6. I'm not starting dinner until you get this mess cleaned up.
7. You're not going to interrupt this group. Get to the time out area.
8. You're not going to lunch until you get this work done.
9. I'm not going to loan you any money until you give me some collateral.
10. I'm not going to listen to you when you shout like that.
11. You can't come to class until you get a pass from the principal.

CAUSES OF EMOTIONAL TRAUMA IN ADOLESCENT MALES (as found in Michael Gurian's book A Fine Young Man)

1. Lack of an emotionally nurturing father, and or lack of male mentors who compensate emotionally for the lost father.
2. Lack of emotionally nurturing male mentors and role models with whom the adolescent boy is bonded and who augment the emotionally nurturing father.
3. Lack of adequate female nurturing in one or more of these areas:
  - i. Lack of emotional nurturance from the mother during adolescence and/or insecure attachment early in the boy's life, ii. Immersion in female subcultures that denigrate the male styles of emotionality, iii. Immersion in relationships with females that abuse, physically or mentally, male emotional development, iv. Immersion in relationships with females who simply don't understand males well enough to care for them fully and adequately, especially in adolescence, when the males become physically bigger than and often very different from their caregivers.
4. Lack of spiritual development and intimate connection with nature and God (please substitute your spiritual language), which has been, until recent times, the heart and soul of emotional life to adolescent males.
5. Immersion in cultural systems that limit the emotional life of masculinity to mechanical models of self (e.g. immersion in video games and other media that teach very limited stereotypes of masculinity, usually types or models that require the boy to become unemotional).

SIGNS OF EMOTIONAL TRAUMA OR NEGLECT

1. Significantly weakened school performance, accompanied sometimes by significantly weakened athletic performance.
2. Withdrawal from the close friends.
3. Significant drop in communication with parents, teachers, *and/or* mentors.
4. Avoidance of activities that develop the self (family activities, hobbies, clubs, extracurricular)
5. Significant increase in immoral behavior (behavior the boy knows to be wrong)

WHAT AN ADOLESCENT NEEDS TO LEARN FROM YEARS NINE TO TWENTY-ONE:

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1. Social codes of commitment, for instance to his family.
2. Emotional intelligence necessary for adult life
3. Personal independence
4. Exploration and adventure
5. A spiritual role
6. Vocations and avocations
7. Personal attractiveness
8. Moral character
9. Toughness and tenacity
10. Adaptability and flexibility

## MALE FRIENDSHIP

### 1. More fragile.

#### A. Reasons:

- a. Not talk dependent, but activity and proximity dependent b. Mobile culture, c. Fewer intergenerational mentors
- d. Bonding with media figures they don't meet and with peer groups in which individual friendships don't get established.

#### B. What to do:

- a. Peer group involvement under the tutelage of a teacher or mentor that is centered around a single important task increases the potential for friendship, b. Increase and encourage connection with extended family when possible.
- c. In pre-pubescence and early puberty, especially, monitor what your children are viewing, listening to and video games they are playing.

## A Comparison of A Medical Model Approach With A Competency Based Approach for In-Patient or Day Treatment

### ***Medical Model Approach:***

*Patient is assessed as needing help or entering treatment for a problem.*

*Patient is diagnosed as having a disorder.*

*Patient needs help from staff in order to function... he/she is not competent to attempt or solve the problem on his/her own.*

*Patient is given consequences when inappropriate behavior exists and is told how to change.*

*Treatment Team discusses deficits and plans strategies for the patient to solve his/her problems. Patient may/may not be involved in this process.*

*Treatment focuses on problems that the physician, staff and nurse see as necessary for helping the patient recover.*

*Groups and activities are chosen for the patient by the staff, based on the issues that the staff decides are important*

*Goals and activities of treatment are developed and instigated to solve the problem, based on what has helped other patients before with a similar disorder.*

*Discharge plans occur after progress is seen.*

### ***Competency Bayed Model Approach:***

*Patient is viewed as needing a break from the problem.*

*Patient is viewed as having his/her life interrupted by the problem temporarily and needs assistance to get back on track.*

*Patient can function on his own but has overlooked his/her abilities/competencies. Staff is to assist him/her in recognizing competencies through verbal affirmation.*

*Patient is asked about previous, appropriate behavior which worked when negative behavior was intruding.*

*Treatment Team and staff discuss the exceptions they notice about the patient and strategize among themselves how to create a context in which the patient will notice the competency and solve his/her own problems.*

*Staff, physician and nurse listen to each other's observations and to the goal of the patient In treatment Strategies develop to assist the patient In reaching his/her goal, not the staff's goal.*

*Groups and activities are directly correlated with the goal of the patient so he/she is in charge of treatment*

*The goal is stated by the patient and his/her solutions are Instigated into daily treatment Treatment is individualized.*

*Discharge planning occurs in the admission interview and is the goal of treatment.*

## SOLVING MY PROBLEMS

1) List problems resulting in treatment:

1 -

2 -

3 -

4 -

5 --

2) Describe how you would like things to change/to be:

3) How will you know you are headed in the right direction?

4) What goes on when the problem is not happening?

5) What will be different when the problem is gone?

6) How will you know when the problem is no longer a problem?

7) What will your friends and family notice that is different about you when the problem is solved?

\*If, upon wakening, the problems had mysteriously and suddenly disappeared, how would others know?