

ADJUSTMENT PHASE FOR YOUTHS AND CAREGIVERS/PARENTS
PROJECT TALC (TEENS AND PARENTS LEARNING TO COMMUNICATE)

Prepared by Sutherland Miller, Ph.D.

SESSION 14: (JOINT) HOW CAN WE RESOLVE CONFLICTS AT HOME? (Day 7, Afternoon, 2 Hours)

OBJECTIVES:

1. Youths and caregivers/parents will know the six step conflict resolution approach.
2. Youths and caregivers/parents will increase their skills in conflict resolution.
3. Youths and caregivers/parents will identify obstacles to using the six step conflict resolution procedure and brainstorm ways to remove them.
4. Youths and caregivers/parents will identify typical at-home conflicts.
5. Youths and caregivers/parents will set priorities on home conflicts and make a commitment to resolving one.
6. Youths and caregivers/parents improve problem solving problem skills.

RATIONALE:

Conflict within the family is normal and inevitable. Conflict between caregivers and adolescents is made even more likely because of the developmental challenge to adolescents. Adolescents are in the process of establishing their own identities and weakening their dependence on parents. While caregivers are concerned with protecting their teenagers and guiding them toward successful adulthood, youths are looking for ways to establish autonomy. Differences in values lead to conflict over rules and responsibilities. Caregivers may also be more sensitive to issues of being a responsible substitute parent and trying hard to do a good job.

Typical attempts to deal with conflict include using parental authority and power or allowing the teenager to use his or her power to win at the parents expense. The parental power approach often results in sullen and resentful teenagers and in frustrated and nagging parents. The second way results in wild, uncontrolled, impulsive, self-centered teenagers and in resentful parents.

The six step conflict resolution approach provides an alternative where both parents/caregivers and youths can "win." This approach teaches problem solving and solutions not only acceptable to both parents and youths but often better than those initially proposed. This session introduces the six step approach and provides safe opportunities to practice that approach.

SUMMARY OF EXERCISES:

1. Introduce the participants and the topic. Give out "Thanks." Review between session tasks. Do a lottery. (20 minutes)
2. Present the six step conflict resolution procedure. Model using it and invite reactions. (15 minutes)
3. Select volunteers to role play resolving a conflict on limit setting. Role play and receive feedback. (15 minutes)
4. Form youth caregiver/parents dyads. Practice resolving a conflict. (20 minutes)
5. Youths and caregivers/parents develop a list of potential home conflict areas and prioritize them. (10 minutes)
6. Families begin to trying to resolve a real problem of moderate difficulty. (20 minutes)
7. End with agreement to work on a conflict at home. Set **A**between-session@goal. Agree on the conflict, when and where to try resolving it. (20 minutes)

MATERIALS:

"Thanks"
 Lottery prize
 Newsprint and pens
 Six steps conflict resolution
 Role play instructions
 Conflict situations
 Lottery tickets
 Lottery prize (one general prize)
 Paper and pencils

NOTES TO THE FACILITATORS: Text in **bold** letters tells you what the purpose of each exercise is. Text in CAPITAL letters tells you what to do. Text in small letters tells you what to say. Once you become familiar with what to say, please put it in your own words. Do not read aloud the text in small letters - make it natural.

The times listed under the headings of each exercise are to help you keep on target and move the session along. Exercises may be lengthened or shortened at your discretion, as long as all the material is covered.

FACILITATOR'S NOTES - REMINDERS AND POINTS TO MAKE

Exercise 1: What Are We Working On Today?
(20 minutes)

[The purposes of this exercise are to increase self-esteem, to build group cohesion, to identify value differences between youths and caregivers, and to set the stage for working on conflict resolution. Introductions, value clarification, and a lottery are used.]

Welcome back.

I hope you had a pleasant lunch.

I appreciate your coming on time and hope you enjoy this afternoon's session.

Before we start the session I would like to do a lottery. This session we will have one prize.

Please write your name on the lottery tickets.

#PASS OUT LOTTERY TICKETS. HAVE EACH PERSON PUT HIS/HER NAME ON A TICKET. DROP TICKETS IN BOWL. MIX UP THE TICKETS, DRAW A WINNER AND GIVE OUT PRIZES.

Let's introduce ourselves again.

Please tell us your name and complete this sentence: "When faced with a conflict, I"

For example, you could say, "My name is Samantha, and when faced with a conflict, I try to make sure we both get what we want."

#HAVE EACH PERSON INTRODUCE HER/HIMSELF AND COMPLETE THE SENTENCE "WHEN FACED WITH A CONFLICT, I"

Thank you; that was great.

Here are your "Thanks" for this afternoon.

#GIVE OUT TWENTY THANKS TO EACH PERSON.

Remember to support each other by letting someone know you liked what they did or said.

Now let me check in with you about your goal from last time. Youths focused on understanding and coping with their fears. Caregivers talked about dealing with problem behavior.

Let's hear about the steps you took to reach your goals since we met last time.

#GO AROUND THE ROOM AND HAVE EVERYONE REPORT ON GOAL PROGRESS. SEE WHAT BARRIERS AROSE. HAVE THE GROUP HELP BRAINSTORM SOLUTIONS TO OVERCOMING THE BARRIERS.

Thank you for sharing your work on the goals you chose.

Each week we will end the session setting a goal to achieve between sessions.

Today we are going to work on resolving conflicts.

Sometimes there is an area of dispute between you and another person that does not go away.

That's where knowing how to settle the dispute comes in.

Sometimes the communication skills that you learned are not enough to settle a disagreement.

Therefore it is a good time to learn another approach to resolve the matter.

Also, teenagers are no longer little children; therefore an approach which involves both the caregiver/parent and teenager working on a solution together is the best to use.

The goal is to learn an approach to resolving conflicts where both people end up feeling good about the outcome.

No one "wins" or "loses" at the expense of the other person.

The two of you will search for a unique solution that may even be better than what each of you wanted in the first place.

That's what we are going to learn how to do today.

To start the process of learning how to resolve conflicts, it is important to recognize that teenagers and caregivers/parents are coming from different places.

These differences often put teenagers and their caregivers at odds.

Teenagers usually want to become independent, to have the freedom to make their own decisions, to prepare themselves for being on their own.

Caregivers and parents want to protect their teenagers from harm and do what they think is best for them.

There are some typical battle grounds for caregivers/parents and teenagers.

Sometimes the caregivers/parents think it is up to them to decide on what the teenager should do.

On the other hand the teenager may believe that it is none of the caregivers' or parent's business.

Not all caregivers/parents or all teenagers will agree on who is calling the shots in these situations.

Let's see how you would respond.

#PUT UP ON NEWSPRINT THE FOLLOWING LINE AND TEXT:

1 _____ 2 _____ 3 _____ 4 _____ 5 _____ 6 _____ 7 _____ 8 _____ 9 _____ 10

COMPLETELY

COMPLETELY

DECISION

CAREGIVER'S/PARENT'S
YOUNG PERSON'S
DECISION

PASS OUT PAPER AND PENCIL

If you think the situation is completely the caregiver's/parent's decision to make, give it a "1".

If you think it is completely the teenager's decision to make, give it a "10."

You can put your position any place on the line.

For example, if you thought that both caregiver and teenager were equally responsible for making a decision, you would give it a "5."

I'll read the area of disagreement and the situations.

You decide how much the caregiver and the teenager should be making each decision.

Here is a piece of paper to write your numbers on.

#PASS OUT PENCILS AND PAPER.

Here are the situations.

Dress: A 15 year old girl wears a very tight sweater revealing the shape of her breasts.

#PAUSE FOR THINKING AND RECORDING RATINGS.

Appearance: A 13 year old boy wants to have patterns shaved on his head.

#PAUSE FOR THINKING AND RECORDING RATINGS.

Religion: A 14 year old doesn't want to go to church.

#PAUSE FOR THINKING AND RECORDING RATINGS.

After school activities: A 16 year old girl wants to join the Theater Club which rehearses until 8 p. m. and has parties until 12 midnight.

#PAUSE FOR THINKING AND RECORDING RATINGS.

Bedtime: A 15 year old boy wants to go to bed at 11:45 p.m. on weekday nights.

#PAUSE FOR THINKING AND RECORDING RATINGS.

Friends: A 17 year old boy wants to hang out with friends who occasionally use crack.

#PAUSE FOR THINKING AND RECORDING RATINGS.

Sex: A 17 year old girl wants to take a weekend trip with her boy friend and stay unchaperoned in motels.

#PAUSE FOR THINKING AND RECORDING RATINGS.

Mealtime: A 15 year old boy who never eats with the family at dinner.

#PAUSE FOR THINKING AND RECORDING RATINGS.

Has everyone got their scores?

#WRITE ON NEWSPRINT THE AREAS AND COLUMNS WITH
"CAREGIVERS" AND "TEENAGERS."

CAREGIVERS

TEENAGERS

DRESS
APPEARANCE
RELIGION
AFTER SCHOOL
BEDTIME
FRIENDS
SEX
MEALTIME

Let's start with the caregivers/parents.

As I read the area, just call out your scores.

#BUILD A GROUP PROFILE FOR THE CAREGIVERS BY WRITING
THE SCORES ON NEWSPRINT IN THE APPROPRIATE COLUMN.
MAKE SURE YOU GET A SCORE FROM EVERYONE - OTHERWISE
THE TOTALS MIGHT LOOK LOPSIDED.

Now let's see how the teenagers rated these situations.

Please call out your scores as I read the areas.

#BUILD A GROUP PROFILE FOR THE TEENAGERS BY WRITING
THE SCORES IN THE APPROPRIATE COLUMN. MAKE SURE YOU
GET A SCORE FROM EVERYONE - OTHERWISE THE TOTALS
MIGHT LOOK LOPSIDED.

You can see there are differences between the caregivers and teenagers and among the caregivers and teenagers.

Did the ratings come out as you expected it to?

#ENCOURAGE SHARING OF REACTIONS.

Are there really important areas that you would like to add to those we just went over?

#ENCOURAGE ADDITIONS AND SEEK REACTIONS TO THEM.

How can these conflicts be settled?

Exercise 2: What Is the Best Way to Resolve Conflict?
(20 minutes)

[The purposes of this exercise are to present typical ways of resolving conflict, to introduce the six step method, and to contrast the typical method with the six step approach. Presentation and role playing are used.]

There are two ways caregivers/parents often use to resolve conflict.

The first is for the parent or caregiver to use his or her authority and power.

What effect does using this approach have on the teenager?

#ENCOURAGE IDEAS. IF THEY ARE NOT MENTIONED, ADD 1) SULLENNESS, RESENTMENT, LYING, RUNNING AWAY. 2) NO CHANCE TO PRACTICE MAKING DECISIONS - DOESN'T LEARN HOW TO MAKE THEM. 3) NO SENSE OF RESPONSIBILITY FOR DECISIONS.

What is the affect on the caregiver/parent?

#ENCOURAGE IDEAS. IF NOT MENTIONED, ADD FEELS PRESSURED, IRRITATED, AND STRESSED.

The second approach to resolving conflicts is for the caregiver/parent to give in and let the child have all the power.

What does this lead to in the caregiver/parent and teenager?

#ENCOURAGE IDEAS. IF NOT MENTIONED, ADD THE FOLLOWING: TEENAGER - WILD, UNCONTROLLED, IMPULSIVE, SELF-CENTERED. PARENT - RESENTFUL, FAILURES.

There is a third approach where both the parent and teenager win.

#HAND OUT THE SIX STEP CONFLICT RESOLUTION PROCEDURE AND GO OVER IT. A COPY IS FOUND AT THE END OF THE SESSION.

The Six Step approach gives you a way to work out a win-win resolution to a conflict.

It forces the two people involved to find solutions they both can accept.

The Six Step approach sets up critical rules to follow - like no threats, accusations, commands or put downs.

Now that we have gone over the Six Step approach, I want to illustrate the differences.

I will play the daughter and the co-facilitator will play the caregiver.

#ROLE PLAY THE SITUATION DESCRIBED BELOW, FIRST USING THE PARENTAL/CAREGIVER POWER APPROACH AND THEN REPEAT WITH THE SIX STEP PROCEDURE. MAKE SURE THE POWER APPROACH ENDS WITH NO ONE HAPPY AND THE SIX STEP APPROACH ENDS WITH EVERYONE SATISFIED.

#SCRIPTS ARE AVAILABLE TO GIVE YOU AN IDEA OF HOW THE DIALOGUE MIGHT FLOW. THE SCRIPTS ARE NOT TO BE READ ALOUD UNLESS THAT IS BEST FOR THE FACILITATORS.

#THE INSTRUCTIONS TO THE "CAREGIVER" AND "TEENAGE GIRL" ARE AS FOLLOWS:

Caregiver

Your fifteen year old teenager has been wearing very provocative blouses to school. You told her before that you wanted her to stop, that her blouses were too low cut. She kept right on wearing them.

You fear that she is sending the wrong messages to the boys in school. You don't want her to get a bad reputation or to encourage boys who will take advantage of her. You want her to have good taste and know when and where to wear the right clothes. Besides the way she dresses is pretty low class and your family has more pride than that. When you were a girl, wearing such racy clothes would

have been scandalous. She is setting a bad example for the other children in the family.

You have to admit that it makes you wonder if she is sexually active. It would break your heart to find out that she was having sex. So far she hasn't mentioned a boy friend or asked about birth control.

Teenage Girl

Your caregiver has been on your back about the way you dress. She thinks you are showing too much skin. She doesn't understand that is the way girls dress nowadays. No boy will look at you with a little "miss prissy" high necked blouse on. As it is, you are not as popular as you would like to be.

Your caregiver isn't living in the real world. She's back in the dark ages. If she took a look at any movie magazine, any fashion magazine, she would see how much women show. The girls at your school would think you were crazy to dress differently. You are not so happy with your figure anyway. You wish you had bigger breasts, but showing a little more of them makes them seem more attractive than they are.

There's no way you are going to dress as she wants you to. One of your teachers made some mention of a blouse you wore one day, and you told her to kiss off.

EXAMPLE OF POWER ROLE PLAY

CAREGIVER: Come in here, Chantall.

DAUGHTER: What do you want? I'm busy.

CAREGIVER: Come in here anyway. You can't keep wearing those blouses to school.

DAUGHTER: Not this again.

CAREGIVER: Do you want to look like a whore?

DAUGHTER: Don't talk to me.

CAREGIVER: With that blouse you can almost see down to your belly button.

DAUGHTER: No, you can't.

CAREGIVER: What are you doing - advertising something?

DAUGHTER: Leave me alone. Can I go now?

CAREGIVER: No, you can't. I'm telling you - no more low cut blouses to school. There's a

right time to wear something like that, and school isn't it.

DAUGHTER: You can't stop me.

CAREGIVER: You would be surprised. If you wear a blouse like that again, I will take all of them away.

DAUGHTER: I'll get more.

CAREGIVER: I'll talk to your teacher, and if she tells me you wear something like that behind my back, you won't be going out of your room. I don't want you getting a bad reputation or getting raped by someone who thinks you are easy to get in bed.

DAUGHTER: All you think of is your reputation. Don't you ever think of my being happy? You want me to lose all my friends? You should see the other girls.

CAREGIVER: I don't care about them. Let their mothers worry about them. You are my responsibility, and I'm not letting you ruin your life.

DAUGHTER: Don't be so dramatic. Maybe you're just jealous.

CAREGIVER: Chantall, I've warned you about getting smart with me. It is finished. You can go now, and remember - **No more low cut blouses.**

DAUGHTER: Just wait and see.

THE END

Now we will do it again.

See if you notice differences.

#ROLE PLAY THE SIX STEP APPROACH.

EXAMPLE OF SIX STEP ROLE PLAY

CAREGIVER: Chantall, are you busy?

DAUGHTER: No, what do you want?

CAREGIVER: I want to work on finding a solution to something that is bothering me - a solution that will be OK for both of us.

DAUGHTER: Sounds heavy.

CAREGIVER: I feel very nervous when I see you wearing those low cut blouses to school because..

DAUGHTER: Not this again.

CAREGIVER: Because I am afraid you will attract some boy with one thing on his mind and he will take advantage of you.

DAUGHTER: What's that?

CAREGIVER: What's what?

DAUGHTER: The one thing on his mind?

CAREGIVER: Sex.

DAUGHTER: Don't you think I can handle it?

CAREGIVER: What do you mean?

DAUGHTER: I mean keep from getting hurt.

CAREGIVER: I don't know if you can handle it. I think at fifteen you are too young to try, but let's not get sidetracked. It's the low cut blouses that bother me because I don't want you to get a bad reputation or to send messages that you are available sexually.

DAUGHTER: All the girls show something. That doesn't mean they want sex with every guy they see. It's just the way we dress.

CAREGIVER: I'm uncomfortable with it. How do you feel?

DAUGHTER: It would make me miserable if I changed my way of dressing and then all my friends made fun of me and no boy ever looked at me again.

CAREGIVER: To lose your friends and be unattractive isn't something I want for you. What are some possible solutions that you can think of?

DAUGHTER: The only thing I can think of is to do what you say, and I don't want to do that.

CAREGIVER: Let's get some ideas out before we look at their advantages and disadvantages. One is to stop wearing the blouses to school.

DAUGHTER: I could hang out with kids who don't care about how they look.

CAREGIVER: What else?

DAUGHTER: I could wear some of my blouses only a couple days a week.

CAREGIVER: How do you like what this girl's got on in the magazine?

DAUGHTER: Oooooo! I like that. It only cost \$200. You going to get it for me?

CAREGIVER: Not that one, but we could go shopping together.

DAUGHTER: So maybe getting some new clothes is a possible solution.

CAREGIVER: Clothes acceptable to both of us.

DAUGHTER: Sounds cool.

CAREGIVER: How do some of the other ideas sound?

DAUGHTER: Well, I don't want to find new friends. And cutting down on the number of times I wear a top isn't too terrible, if I had something else that was nice.

CAREGIVER: I don't want you to have to find a whole new group of friends. My preference is not to wear those blouses to school at all. I haven't got much money, but I'm willing to see what we can do buying some other tops you like.

DAUGHTER: And that you like.

CAREGIVER: I don't have to like them as long as they are not showing too much.

DAUGHTER: I have some money saved - maybe I could use a little of it on the clothes.

CAREGIVER: This makes me very happy.

DAUGHTER: We'll have to see what my friends think of my new style. Actually Karen doesn't wear stuff that is revealing.

CAREGIVER: Well, you're an attractive girl. We just have to find the clothes that suit you. So, we are going to try it. Right? We'll shop tomorrow, and you agree to wear something different on Monday.

DAUGHTER: Sounds worth trying.

THE END

What differences did you see in the two approaches?

#ENCOURAGE DISCUSSION, CONTRASTING THE POWER APPROACH AND THE SIX STEP PROCEDURE. USE THE GUIDELINES TO MAKE SURE THAT ALL THE POSSIBLE DIFFERENCES ARE COVERED.

How do you think the caregiver and teenager felt in the different versions?

#FOCUS ON FEELINGS AND THE DIFFERENCES THAT THEY MAKE IN THE TWO SCENES AND IN WHAT WILL HAPPEN IN THE FUTURE.

Now let's see somebody try using the six step approach.

Exercise 3: How Do I Use the Six Step Method?

(15 minutes)

[The purpose of this exercise is to build some primary skills in using the six step approach to conflict resolution. Role playing with coaching will be the method.]

We just showed you an example of doing the six step method.

And you could see the difference between that approach and using a parental power approach.

We are trying to find a way in a conflict where everybody wins and no body loses.

We want to resolve conflicts so that the two people still feel good about each other and would use conflict resolution again.

Now we want to begin learning how to do the six step procedure by using some role playing and coaching.

We will need some volunteers to role play in front of the group.

Remember, you are among friends, and the purpose is to try something new.

No one is going to get criticized.

In learning a new skill we all have to stumble a little in order to improve.

Who will volunteer to play the caregiver and who will be the teenager?

#SELECT VOLUNTEERS. IF A TEENAGER WANTS TO PLAY THE ROLE OF THE CAREGIVER, THAT IS FINE. GIVE THEM THE ROLE.

#GIVE THE PLAYERS BACKGROUND MATERIAL TO READ. THE CO-FACILITATOR QUIETLY HELPS THE CAREGIVER READ THE BACKGROUND MATERIAL IF SHE/HE NEEDS IT.

Caregiver

Your teenager is away from the apartment at dinner time at least five days of the week. This is very upsetting to you. You think the family should eat together.

It is unfair and inconsiderate. When your teenager is there during the dinner time, he/she takes the plate and eats alone in the other room watching TV.

You are worried that your teenager is drifting away from the family and no longer acts like the family has any meaning to her/him.

You also resent going to all the trouble to fix a nice meal and having it not eaten. You are worried that your teenager is not getting enough good food with the right nutrition.

You have decided that your teenager must eat dinner with the family five days a week.

Teenager

You are really upset with your caregiver. She has told you that you must eat dinner with the family at least five times each week.

It isn't fair. You often eat out with your friends at McDonalds and get into some good conversations. You don't want to come home. It is inconvenient and takes too much time.

When you are at home, you like to take your plate into the living room where you can be close to the phone, watch TV, listen to music and relax. It is boring sitting at the dinner table.

You don't feel that anyone talks about things that interest you, and you don't feel any monumental need to see anyone in the family. If you do, you will seek them out when you can talk to them privately.

While the parent and teenager are reading the background material, I want to let the rest of you know that the scene is about a caregiver who wants the teenager to eat with the family and a teenager who doesn't want to.

Also I want to assign each observer a task.

#DIVIDE THE OBSERVERS IN HALF. ONE HALF PAYS ATTENTION TO THE GUARDIAN/PARENT AND THE OTHER HALF PAYS ATTENTION TO THE TEENAGER. HAVE EACH OBSERVER WATCH FOR ONE SPECIAL THING. EXAMPLES OF WHAT TO WATCH FOLLOW:

You watch the

- facial expression
- eye contact
- gestures
- voice
- words used
- posture
- body tension

Now let's start the role play.

**#HAVE THE PLAYERS BEGIN. IF NEITHER ONE STARTS,
PROMPT THE CAREGIVER/PARENT TO OPEN THE DIALOGUE.**

Go ahead and begin talking to each other.

**#STOP THE ROLE PLAY AFTER A WHILE FOR COACHING AND
THEN CONTINUE IT.**

Let me stop you briefly for some coaching.

Observers, I would like you to offer some helpful comments to the players.

What did you see that you liked and what would you try differently?

**#AFTER A FEW COMMENTS, OFFER ANY SUGGESTIONS OF
YOUR OWN AND START THE ROLE PLAY UP AGAIN.**

**#LET THE ROLE PLAY GO FOR ABOUT FOUR MORE MINUTES. GIVE
OUT "THANKS." THEN OBTAIN FEEDBACK.**

That was great!

Now let's get some feedback.

I want to start with the "caregiver" and "teenager."

Tell us how you felt and tell us one thing you did that you liked and one thing that you would do differently.

#OBTAIN FEEDBACK.

Now let's hear from the volunteers.

Tell us one thing that you liked about the way the caregiver and teenager did the role plays and one thing you would do differently.

#OBTAIN FEEDBACK.

Thanks for your comments.

#IF THERE IS TIME, DO A SECOND ROLE PLAY. IF NOT, MOVE ON TO THE NEXT EXERCISE.

Let's try another role play.

This situation is harder, and no one knows whether you will be able to find a solution, but we want to try the six step approach.

I wonder if a teenager would be willing to play the caregiver and a caregiver willing to play the teenager.

Remember this is just practice.

#SELECT VOLUNTEERS. IF NO TEENAGER WANTS TO PLAY THE CAREGIVER/PARENT, GO WITH A CAREGIVER PLAYING THE ROLE.

Here is the background material.

Parent

Your 15 year old teenager wants to smoke pot in his/her room. Your teenager swears that no other drug will be used and that it won't be smoked any place but at home in his/her room.

While pot may be less dangerous than crack and doing it at home may be better than on the streets, the whole idea scares you. You feel it will lead to other drugs later, that it will cause physical damage, that it will lead to avoiding rather than facing problems, and that it will set a bad example for the other children in the family. You are also worried about where your teenager will get the money. You don't want your teenager to start stealing money at home or becoming a thief. Also you wouldn't want other caregivers and mothers in the neighborhood to hear that you allowed your kid to smoke pot at home.

You have used alcohol and been on drugs at different points in your life. You know what it can do to you. You struggled hard and succeeded in staying clean.

You have told your teenager "no" but your teenager keeps pestering you about it. You are not sure if you smelled pot in the room this week.

Teenager

You are really annoyed with your caregiver because she refuses to let you smoke pot in your room. You figured she would be pleased that you wanted to smoke pot rather than get into heavier drugs. Also you hoped she would like the idea of doing it at home rather than getting into drugs with friends on the street.

It isn't fair also. Pot is better than alcohol. You will bet that your caregiver/parent has drunk alcohol and used drugs in her life. Nothing terrible happened to her.

Pot makes you feel real relaxed. You are tense about school, about staying a part of your group of friends, and about your social life. You are not as popular as you would like. When you smoke pot, you can forget about some of these problems.

While the caregiver/parent and teenager are reading the background material, I want to assign each observer a task.

#DIVIDE THE OBSERVERS IN HALF. ONE HALF PAYS ATTENTION TO THE PARENT AND THE OTHER HALF PAYS ATTENTION TO THE TEENAGER. HAVE EACH OBSERVER WATCH FOR ONE SPECIAL THING. EXAMPLES OF WHAT TO WATCH FOLLOW:

You watch the facial expression

eye contact
gestures
voice
words used
posture
body tension

Now let's start the role play.

**#HAVE THE PLAYERS BEGIN. IF NEITHER ONE STARTS,
PROMPT THE CAREGIVER TO OPEN THE DIALOGUE.**

Go ahead and begin talking to each other.

**#STOP THE ROLE PLAY AFTER A WHILE FOR COACHING AND
THEN CONTINUE IT.**

Let me stop you briefly for some coaching.

Observers, I would like you to offer some helpful comments to the players.

What did you see that you liked and what would you try differently?

**#AFTER A FEW COMMENTS, OFFER ANY SUGGESTIONS OF
YOUR OWN AND START THE ROLE PLAY UP AGAIN.**

**#LET THE ROLE PLAY GO FOR ABOUT FOUR MORE MINUTES.
GIVE OUT STROKES. THEN OBTAIN FEEDBACK.**

That was great!

Now let's get some feedback.

I want to start with the "mother" and "teenager."

Tell us how you felt and tell us one thing you did that you liked and one thing that you would do differently.

#OBTAIN FEEDBACK.

Now let's hear from the volunteers.

Tell us one thing that you liked about the way the caregiver and teenager did the role plays and one thing you would do differently.

#OBTAIN FEEDBACK.

Thanks very much for your help.

Exercise 4: How Can I Improve My Approach?
(20 minutes)

[The purpose of this exercise is to increase conflict resolution skills. Role playing is the method used.]

Now we want to give everyone a chance to practice using their skills.

You will be in pairs - a caregiver and a teenager - not part of the same family.

If there are more teenagers than families, pair up with another teenager and one of you play the caregiver.

The teenager will decide what conflict to work on.

You can either make one up and tell the "caregiver" what the situation is or you can select one from a list of situations I will give you.

Here is the list.

#GIVE OUT THE LIST OF ROLE PLAY SITUATIONS. MAKE A BRIEF COMMENT ABOUT EACH SITUATION TO HELP TEENAGERS MAKE A SELECTION. FOR EXAMPLE, THE FACILITATOR COULD SAY "SITUATION 1 IS ABOUT A CAREGIVER NOT LIKING A TEENAGE GIRL'S BOYFRIEND.

CONFLICT SITUATIONS FOR ROLE PLAYING

Scene 1: The Boy Friend

Caregiver: You are very unhappy over your teenage girls's choice of boy friend - at least 10 years older, much too slick, doesn't work but has lots of money. A drug dealer? He gives your daughter expensive gifts. You think he is using her.

Teenager: You are dating an older man who seems to have everything: He's really cool, polite, takes you nice places and gives you expensive gifts. Your caregiver is against him. She thinks he's a drug dealer. He's been very good to you. It bothers you that your caregiver doesn't trust your judgment.

Scene 2: Household Jobs

Caregiver: You want your teenager to help out more around the house. You want the dishes done every night and the garbage put out. Your teenager says he (she) already has too much to do. The only job your teenager does now is to clean the apartment on Saturday. You are hurt. Isn't he (she) aware that you are tired and need help? Is he (she) that ungrateful?

Teenager: It annoys you that your caregiver keeps asking you to do more and more jobs. You already clean the whole apartment on Saturday. This is a big year for you. You have many school activities and hold down a part time job. You know she is elderly and tired, but there is a limit.

Scene 3: Sex

Caregiver: Your teenage girl started asking you questions about birth control. Pretty soon it became obvious that she is having sex with her boy friend. This really scares you. You don't want her to get pregnant or to get any diseases like HIV. The best thing for her is no sex at all. She is too young for sex.

Teenager: You asked your caregiver about birth control, thinking she would be pleased that you were taking care of yourself. She got all upset and started yelling at you about having sex. All your friends have sex. Your boy friend is very careful and uses a condom. You don't want to lose him. You know what you are doing.

Scene 4: Curfew

Caregiver: You think your 15 year old teenager should be in the apartment by 8 p.m. on week nights and by midnight on week ends. Your teenager doesn't agree. It irritates you he (she) won't do what you ask. Fifteen is too young to be out to all hours of the night. You are worried that something bad will happen.

Teenager: Your caregiver tells you that you have to be in by 8 p.m. on week nights and midnight on week ends. As far as you know, none of your friends have such restrictions. You can take care of yourself. All you are doing is hanging out with your friends. She is so strict.

Scene 5: Money

Caregiver: You give your teenager a little spending money, and your teenager has a part time job. All your teenager spends money on is tapes for the walkman. How can your teenager be so irresponsible? You think some of the money ought to go into savings for college, clothes, school supplies, lunch money.

Teenager: You got a part time job so that you could buy things you want. Now your caregiver is telling you how to spend your money. She should mind her own business. You spend your money on tapes for your walkman. It's your money.

Scene 6: Caregiver's Boy Friend

Caregiver: It upsets you that your teenager does not like your current boy friend (girl friend). This is nothing new because your teenager has not liked other boy friends (girl friends). This boy friend (girl friend) finds you very attractive. Your teenager may have heard the two of you argue and turned against him. You wish your teenager would butt out. You are a grown person - not a kid.

Teenager: You can't stand your caregiver's most recent boy friend (girl friend). They fight a lot. There is name calling and pushing around. You want your caregiver to get rid of him/her. When it comes to lovers, she/he doesn't practice what she/he preaches.

Scene 7: Younger Children

Caregiver: You get annoyed at your teenager telling you how to raise your three younger children. You know what you are doing. Your teenager doesn't think you are tough enough. You wish your teenager would mind his (her) business.

Teenager: You think your caregiver is ruining her three younger children. She lets them do anything they want to. They are becoming spoiled brats. If you discipline them, she tells you to leave them alone. You are really frustrated.

Scene 8: Grandmother

Caregiver: Your mother (grandmother) has been coming over to help out since the death. You really appreciate what she is doing. Your teenager keeps getting into arguments with her and won't do what your mother says. It hurts your mother's feelings. Your teenager has got to stop fighting with grandmother and disobeying her.

Teenager: It is very confusing. Your caregiver tells you one thing and grandmother tells you something else. Your grandmother has been coming over to help since your mother died. Your caregiver says take care of your little sister, and your grandmother says to stop that and clean up the kitchen.

Scene 9: School

Caregiver: You are upset about your teenager's grades and how much time is spent studying. You want your teenager to go to college. Recently your teenager's grades dropped to a B, two C's and one D. As far as you can see, your teenager only spends an hour each night studying.

Teenager: With all the stress of your mother's dying school has become hard for you. You used to get mostly B's and an occasional A. Now you got one B, 2 C's and a D. You keep worrying about what will happen to you. You can't study. You know you

should study more. The last thing you need is more pressure from your mother.

You want to pick a scene to practice on.

The first scene is about the choice of a boy friend.

The second scene is about doing jobs at home.

The third scene is about sex.

The fourth scene is about what time the teenager comes in.

The fifth scene is about money.

The sixth scene is about the mother's boy friend.

The seventh scene is about how the mother handles the younger kids.

The eighth scene is about grandmother interfering.

And the ninth one is about doing homework and getting good grades at school.

In a minute I will ask you to pick the scene you want to do or to make one up.

When you have finished role playing resolving a conflict, you will give each other feedback.

Now let's get into pairs- caregiver and teenager - not from the same family.

#DIVIDE THE GROUP INTO PAIRS - TEENAGER AND CAREGIVER, NOT FROM THE SAME FAMILY. IF THERE ARE TEENAGERS LEFT OVER, HAVE ONE OF THEM PLAY THE CAREGIVER WITH ANOTHER TEENAGER IN A PAIR.

FACILITATORS WANDER FROM PAIR TO PAIR TO COACH AND KEEP THE PROCEDURE GOING.

OK, read over the scenes on the list and see which one you want to do or if you'll create your own.

#WAIT A MINUTE FOR THE PAIRS TO SELECT A SCENE. REMEMBER THAT ALLOWING A CAREGIVER OR TEENAGER TO SELECT A SITUATION FROM THE LIST PERMITS THEM TO IDENTIFY AND EXPERIMENT WITH A CONFLICT THAT THEY MIGHT NOT ADMIT TO HAVING.

Have the teenagers made a decision?

They will set the stage.

#PUT TWO PAIRS TOGETHER. FIRST ONE PAIR DOES THE ROLE PLAY AND RECEIVES FEEDBACK FROM THE OTHER PAIR. THEN THE NEXT PAIR ROLE PLAYS AND GETS FEEDBACK.

When you are not role playing, you become the observer and give feedback.

Follow the same approach as we have been using: what one thing did you like and what one thing would you have done differently?

OK, go ahead and start the role play.

#ALLOW FIVE MINUTES PER ROLE PLAY AND TWO MINUTES FOR FEEDBACK. KEEP THE ROLE PLAYS MOVING ALONG SO THAT EVERY PAIR HAS A CHANCE. WHEN EVERYONE IS FINISHED, BRING THE PAIRS BACK TOGETHER AS A WHOLE GROUP.

First, I would like to know how you felt.

#HOLD UP A COPY OF A FEELING THERMOMETER.

Using the Feeling Thermometer, think about what made you most comfortable and when were you most uncomfortable.

What feeling reactions did you have?

#ENCOURAGE SHARING.

What would make you feel more comfortable?

#OBTAIN RESPONSES AND DISCUSS.

Exercise 5: Which Family Conflicts Should We Work On?
(15 minutes)

[The purpose of this exercise is to select a family conflict to practice on. Making a list and setting priorities is the process used.]

Now I would like you to get in family groups.

#HAVE THE FAMILIES GET TOGETHER.

First, I want you to work on making a list of conflicts in the family.

Do it separately - teenagers make one list and caregivers another.

#EACH PERSON SHOULD COME UP WITH AT LEAST THREE
AREAS OF CONFLICT.

#ALLOW THREE MINUTES FOR DEVELOPING THE LISTS OF
CONFLICTS OR POTENTIAL CONFLICTS.

First, I would like the caregivers and young people to share your lists with each other.

Then please rank the list from most important to low importance.

Put a "1" by the one that is most important and then a "2" by the next most important and keep going until you have 5 situations that could be worked on.

When you have done that, look at number 3, 4, and 5.

Which of those makes you feel the least uncomfortable?

I want you to come up with a conflict situation that is a low priority and low in discomfort.

If you get stuck or have a question, raise your hand and one of the facilitators will come help you.

#HAVE THE FAMILIES WORK ON PRIORITIZING THEIR CONFLICT SITUATIONS. WANDER FROM GROUP TO GROUP MAKING SURE THEY ARE ABLE TO DO THE TASK. IF THERE IS NO CAREGIVER PRESENT, YOUTHS WILL SHARE AND RANK CONFLICTS WITH A FACILITATOR.

It is a good idea to agree on which conflicts have highest priority.

When just starting to practice conflict resolution, don't begin with the hardest conflict to resolve.

Has everyone got a conflict priority list?

If we don't practice what we learn in here it will be a waste of time.

So, let's make use of your priorities.

Exercise 6: Can We Solve a Conflict Situation?
(20 minutes)

[The purpose of this exercise is to provide a moderately successful experience for families in resolving a family conflict. Working on a low level conflict is the process.]

Now I want you to use some of your new skills on a real conflict situation.

Because you are just learning to use the six step method, it is best to start on an easy situation.

Make sure the situation you chose is one of the easier ones to resolve.

So, go ahead and work on the situation in your family group.

If you get stuck or have a question, raise your hand and we will come help you.

Has everyone got the idea?

#ANSWER ANY QUESTIONS. THEN HAVE THE FAMILIES GET STARTED TRYING TO RESOLVE A FAMILY CONFLICT. FACILITATORS SHOULD WANDER FROM FAMILY TO FAMILY. OFFER ASSISTANCE AND COACH AS MUCH AS NEEDED TO MAKE SURE IT IS A POSITIVE EXPERIENCE. ALLOW FIFTEEN MINUTES TO WORK ON THE CONFLICT RESOLUTION. AFTER FIFTEEN MINUTES, BRING THE FAMILIES BACK TOGETHER IN ONE GROUP. YOUTHS WITHOUT FAMILIES PRESENT CAN EITHER ROLE PLAY WITH EACH OTHER OR CAN OBSERVE A FAMILY WORKING ON A PROBLEM.

What was that like?

#ENCOURAGE SHARING AND DISCUSSION. PROVIDE ADVICE AS NEEDED. REFER BACK TO THE SIX STEP CONFLICT RESOLUTION GUIDELINES WHENEVER POSSIBLE.

Exercise 7: What Is Next?
(15 minutes)

[The purposes of this exercise are to build group cohesion, and to apply learnings at home. Setting between session tasks and giving appreciation are used.]

We are at the end of this afternoon's session.

I would like you to accomplish a between-session goal.

You could select a task from this morning's session on safer sex, alcohol and drugs use, an preventing pregnancy.

We went over some of those tasks: showing someone how to use a condom, learning which methods are best to prevent pregnancy and to stop HIV, and reducing exposure to alcohol triggers.

For this afternoon one between session task would be that the caregivers and teenagers in a family, agree to meet once next week at an agreed upon time and place for twenty minutes?

During that time you try to resolve one small conflict - not the hardest one.

Do you have other suggestions about a between session task?

ENCOURAGE ADDITIONAL IDEAS.

Take some time to select what you are going to do.

#GO AROUND THE ROOM AND ASK WHAT FAMILIES HAVE SELECTED. IF A FAMILY IS RELUCTANT TO WORK ON A CONFLICT AND PRESENTS A REASON WHY IT CANNOT BE DONE, HAVE THE GROUP BRAINSTORM WAYS TO OVERCOME THE BARRIERS.

At the next session we will deal with the approaches for creating a positive atmosphere at home.

Next week is the last time we will meet.

In addition to our regular sessions, we will have a "graduation."

In between sessions, think a little bit about what coming here has been like for you, and what it will be like to stop coming.

It will be hard to say goodbye. However, we can all take something positive away with us and remember it always.

This group is very special and we have shared a lot.

Before we stop for the day, I would you to show appreciation to each other.

Remember you can show appreciation for what someone said and did, and you can also show appreciation for their simply being here, for their smile, for anything that you like.

**#ENCOURAGE GIVING APPRECIATION. MODEL SOCIAL
REINFORCEMENT MAKE SURE NO ONE IS EXCLUDED.**

I'll see you again at _____(time and place) on _____ (day and date).

END OF SESSION 14

THE SIX STEP CONFLICT RESOLUTION PROCEDURE

STEP 1: IDENTIFY AND DEFINE THE CONFLICT

- A. Select a time when the caregiver and youth are not busy.
- B. Be sure both people know that together you want to find a solution that is acceptable to the both of you.
- C. Tell the other person clearly and precisely that there is a specific problem that needs to be solved.
- D. Tell the other person what feelings you have and what needs of yours are not being met. (Don't blame the other person.)
- E. Ask the other person to express his or her feelings.
- F. Avoid giving messages that put down or criticize the other person.
- G. Stick to one specific conflict and don't bring up old criticisms that have nothing to do with this conflict.

STEP 2: COME UP WITH POSSIBLE ALTERNATIVE SOLUTIONS

- A. Try to get the other person's solutions first.
- B. **Don't** make fun of, evaluate or judge any of the solutions.
- C. Get all possible solutions before evaluating any of them.
- D. Try not to make comments that might indicate that any of the possible solutions is unacceptable to you.
- E. Keep pressing for possible solutions until it seems that no more will be offered.
- F. Make your own suggestions.

STEP 3: EVALUATE THE POSSIBLE SOLUTIONS

- A. Together the two of you should examine the advantages and disadvantages of each possible solution.
- B. Be honest about your feelings concerning the possible solutions.
- C. Avoid accusations, threats, commands, and critical remarks.
- D. Eliminate those suggested solutions that are unacceptable to either of you for whatever

reason.

- E. If you can't end up with one or two solutions that seem best, schedule another time to meet again.

STEP 4: DECIDE ON THE BEST ACCEPTABLE SOLUTION

- A. Keep testing out the remaining solutions against the other person's feelings. ("Do you think this one would solve the problem?")
- B. Write down solutions that involve a number of points.
- C. Make sure that it is understood that each person is making a commitment to carry out the decision.
- D. Don't think of a solution as final and impossible to change.

STEP 5: WORK OUT WAYS TO IMPLEMENT THE SOLUTION

- A. Raise questions about how to try out the solution. (When do we start? What days? What do we need to start? How will we know that the other person is doing what they said they would?)
- B. Discuss answers to the questions and make sure that both people understand how the solution will be implemented.

STEP 6: FOLLOW UP TO EVALUATE HOW IT WORKED

- A. Remember that sometimes solutions may need to be changed or modified.
- B. Keep the door open for more communication if this is the case.
- C. Evaluate the solution after a week, then two weeks, and so on.

SCENE 1

Caregiver

Your teenager is away from the apartment at dinner time at least five days of the week. This is very upsetting to you. You think the family should eat together.

It is unfair and inconsiderate. When your teenager is there during the dinner time, he/she takes the plate and eats alone in the other room watching TV.

You are worried that your teenager is drifting away from the family and no longer acts like the family has any meaning to her/him.

You also resent going to all the trouble to fix a nice meal and having it not eaten. You are worried that your teenager is not getting enough good food with the right nutrition.

You have decided that your teenager must eat dinner with the family five days a week.

SCENE 1

Teenager

You are really upset with your caregiver. She has told you that you must eat dinner with the family at least five times each week.

It isn't fair. You often eat out with your friends at McDonalds and get into some good conversations. You don't want to come home. It is inconvenient and takes too much time.

When you are at home, you like to take your plate into the living room where you can be close to the phone, watch TV, listen to music and relax. It is boring sitting at the dinner table.

You don't feel that anyone talks about things that interest you, and you don't feel any monumental need to see anyone in the family. If you do, you will seek them out when you can talk to them privately.

SCENE 2

Parent

Your 15 year old teenager wants to smoke pot in his/her room. Your teenager swears that no other drug will be used and that it won't be smoked any place but at home in his/her room.

While pot may be less dangerous than crack and doing it at home may be better than on the streets, the whole idea scares you. You feel it will lead to other drugs later, that it will cause physical damage, that it will lead to avoiding rather than facing problems, and that it will set a bad example for the other children in the family. You are also worried about where your teenager will get the money. You don't want your teenager to start stealing money at home or becoming a thief. Also you wouldn't want other caregivers and mothers in the neighborhood to hear that you allowed your kid to smoke pot at home.

You have used alcohol and been on drugs at different points in your life. You know what it can do to you. You struggled hard and succeeded in staying clean.

You have told your teenager "no" but your teenager keeps pestering you about it. You are not sure if you smelled pot in the room this week.

SCENE 2

Teenager

You are really annoyed with your caregiver because she refuses to let you smoke pot in your room. You figured she would be pleased that you wanted to smoke pot rather than get into heavier drugs. Also you hoped she would like the idea of doing it at home rather than getting into drugs with friends on the street.

It isn't fair also. Pot is better than alcohol. You will bet that your caregiver/parent has drunk alcohol and used drugs in her life. Nothing terrible happened to her.

Pot makes you feel real relaxed. You are tense about school, about staying a part of your group of friends, and about your social life. You are not as popular as you would like. When you smoke pot, you can forget about some of these problems.

CONFLICT SITUATIONS FOR ROLE PLAYING

Scene 1: The Boy Friend

Caregiver: You are very unhappy over your teenage girls's choice of boy friend - at least 10 years older, much too slick, doesn't work but has lots of money. A drug dealer? He gives your daughter expensive gifts. You think he is using her.

Teenager: You are dating an older man who seems to have everything: He is really cool, polite, takes you nice places and gives you expensive gifts. Your caregiver is against him. She thinks he's a drug dealer. He's been very good to you. It bothers you that your caregiver doesn't trust your judgment.

Scene 2: Household Jobs

Caregiver: You want your teenager to help out more around the house. You want the dishes done every night and the garbage put out. Your teenager says he (she) already has too much to do. The only job your teenager does now is to clean the apartment on Saturday. You are hurt. Isn't he (she) aware that you are tired and need help? Is he (she) that ungrateful?

Teenager: It annoys you that your caregiver keeps asking you to do more and more jobs. You already clean the whole apartment on Saturday. This is a big year for you. You have many school activities and hold down a part time job. You know she is elderly and tired, but there is a limit.

Scene 3: Sex

Caregiver: Your teenage girl started asking you questions about birth control. Pretty soon it became obvious that she is having sex with her boy friend. This really scares you. You don't want her to get pregnant or to get any diseases like HIV. The best thing for her is no sex at all. She is too young for sex.

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