



SESSION 3: HOME CHALLENGE

Spend up to an hour this week with your teenager. Your teenager picks what to do and your role is just to be with them.

Fill in parent questionnaire

Read handout





LISTENING TIPS

1. USE AND NOT BUT

GIVE an example such as: **MUM:** "John, I want you to do the washing up" **JOHN:** "Oh Mum I can't, I've got so much homework" **MUM:** "I know you've got a lot of homework, BUT (*hold up arms and cross hands to symbolise the conflicts of interest*) I want you to do the washing up".

There is instantly a conflict of interests and inevitably an argument. Now try substituting 'and' "I know you've got a lot of homework, AND (*hold hands up parallel*) I want you to do the washing up".

This time the problem of resolving the two commitments remains with the teenager.

2. USE WHEN NOT IF

"IF you finish your homework, you can watch TV". GENERATE reactions.

ELICIT the fact that IF implies doubt that whatever is being requested or suggested may not be carried out.

However "WHEN you've finished your homework, you can watch TV", generates quite a different expectation. WHEN conveys the expectation/certainty that something will be done, whereas IF implies doubt.

3. USE I NOT YOU

"You've left your coat on the floor" can seem accusatory, while "I don't like it when you leave your coat on the floor" is a statement of how you feel, which no one can dispute.

ENCOURAGE the group to try some of these tips at home and report back at the workshop next week.

REMEMBER:

- WHEN not IF
- I not YOU
- AND not BUT





PARENT/TEEN COMMUNICATION QUESTIONNAIRE - PEER RELATIONS

PLEASE DESCRIBE YOUR TEEN'S FRIENDS:

Do you and your teen have any disagreements about his/her friends? Please describe:

1. DO YOU TALK ABOUT YOUR TEEN'S FRIENDS WITH HIM/HER?

Yes (1) No (2)

2. WHO USUALLY INITIATES CONVERSATION ABOUT FRIENDS?

Self (1) Partner (2) Teen (3)

3. HOW FREQUENTLY DO YOU DISCUSS FRIENDS?

Daily (1) Weekly (2) Less than Weekly (3) Monthly (4) Hardly ever (5)

4. HOW COMFORTABLE IS A CONVERSATION ABOUT FRIENDS?

Very comfortable Very uncomfortable

1 2 3 4 5 6 7

5. HOW MUCH DO YOU LIKE YOUR TEEN'S FRIENDS?

Like Dislike

1 2 3 4 5 6 7

WHEN TALKING ABOUT FRIENDS WHAT DO YOU USUALLY DISCUSS? TICK ALL THAT APPLY:

- Activities with friends
- Attitudes of friends
- Friends' behaviour
- Friends' families
- Friends' problems
- Problems with friends
- Amount of time spent with friends

You are in the process of helping your teen make the transition into adolescence. Many things that you are or may be dealing with have been part of a long process. We want to ask you some questions about several key areas of this stage of development.





TEENAGE TURN-OFFS

1. ORDERING, DIRECTING, COMMANDING

'Do it because I say so!' – *'I told you to ...'*

2. WARNING, THREATENING

'If you don't do as I say you won't go out on Saturday night'

3. PREACHING, MORALISING

'I was never allowed to do that when I was your age' –
'You don't know how lucky you are'

4. ADVISING

'If I were you ...' – *'Maybe it would be better if you ...'*

5. JUDGING, CRITICISING, BLAMING

'If you had listened to me, this would not have happened' –
'You really are hopeless at ...'

6. NAME CALLING, RIDICULING, SHAMING

'That's just plain stupid' – *'What do you think the teacher thinks about you now?'*

7. TEACHING, INSTRUCTING

'You must get down to your homework before tea and not leave it until the last minute'

8. RESCUING, INTERVENING

'Oh leave it here. I suppose I shall have to sort it out for you again' –
'Never mind. I'll ring up the school and tell them why you were late'

9. EXPECTING TOO MUCH

'That doesn't sound bad, but where did you come in the class? It would be nice if you could come top for a change'

10. DENYING HIS/HER FEELINGS

'Oh it can't be that bad. You will have forgotten all about it by the morning'

11. ALWAYS KNOWING HOW HE/SHE FEELS

'I used to be exactly the same'





MESSAGE GIVEN EFFECTIVE RESPONSES

“Mum, my test results were the lowest in the class.” – *Teenager feels...*

“I hate school and I don’t want to go back there.” – *Teenager feels...*

“I haven’t any friends I can ring up to go out with me.” – *Teenager feels...*

“I’ve had a really good time out with Bill.” – *Teenager feels...*

“I hate Dad he never cares about how I feel.” – *Teenager feels...*

“Since Grandmother came to live here nobody notices me anymore.” – *Teenager feels...*

Mum there is something really worrying me.” – *Teenager feels...*

“Mary won’t speak to me anymore and when I ask for a reason she walks away.”

– *Teenager feels...*

“I hate you and you never listen to what I say.” – *Teenager feels...*

“Dad, I can’t find the right way to put this together.” – *Teenager feels...*





SESSION 3: WEEKLY EVALUATION

1. I FOUND THIS SESSION TO BE (PLEASE TICK BOX):

- Not informative
- Neutral
- Quite informative
- Very informative

2. I FEEL THAT THE GROUP FACILITATORS WERE (PLEASE TICK BOX):

- Not supportive
- Neutral
- Quite supportive
- Very supportive

3. I WOULD HAVE LIKED MORE INFORMATION ON

4. WE WOULD WELCOME ANY FURTHER COMMENTS ON THIS SESSION

Thank you

5. IS THERE ANYTHING FROM THIS SESSION THAT YOU WOULD LIKE THE GROUP FACILITATORS TO DISCUSS WITH YOU BY PHONE IN MORE DETAIL (PLEASE TICK BOX):

- Yes, please phone me this week
- No, thank you

Name:

Best contact number:

