

**Collier County Teen Court
Collier County Courthouse
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BUILDING RESPECTFUL FAMILY RELATIONSHIPS WORKBOOK

Read and follow Instructions



GUIDELINES FOR AVOIDING VIOLENCE

This form shall be signed by both Youth and Parent/Guardian

- Do not start a discussion when one party is in a bad mood or stressed.
- Do not start a conversation when the other party is in a rush.
- If, during a conversation one party is getting angry, end the discussion.
- If you are having a discussion and the other party says something that upsets you, share your feelings were hurt, but do not attack the party for what he/she said.
- If there is a discussion going on and one party begins to yell, completely stop the discussion until tempers have cooled.
- If you wish to have a conversation with a family member on a topic that tends to lead to conflict, have another family member present who can set limits for each party.
- If discussing an issue that tends to lead to a conflict, try having each individual write down their ideas and exchange them.
- The act of writing tends to make a person think more about what they are saying; therefore clarifying ideas; and it takes time so the writer can calm down and possibly present the ideas in a less angry or emotional manner.
- When tempers get hot, separate from each other physically- even if that means one party leaving the house, either to take a long walk, or if necessary, arrange to spend a night at a relative/friend/neighbor's home. (Youth must let parent/guardian know where IF staying away for the night.)
- Identify a regularly scheduled time of day/specific day of the week for the family to discuss issues so they can be addressed before they blow up into a crisis situation. This should be at a time when family members are relaxed or at least not stressed-out from the day's events; and there is plenty of time to have a long conversation.

Youth

Parent

Taking Responsibility for Your Abuse Behavior

If you have been physically abusive to a family member, made serious threats of physical abuse, or destroyed property, you will be asked to answer the following questions:

1. Who was harmed by your behavior?

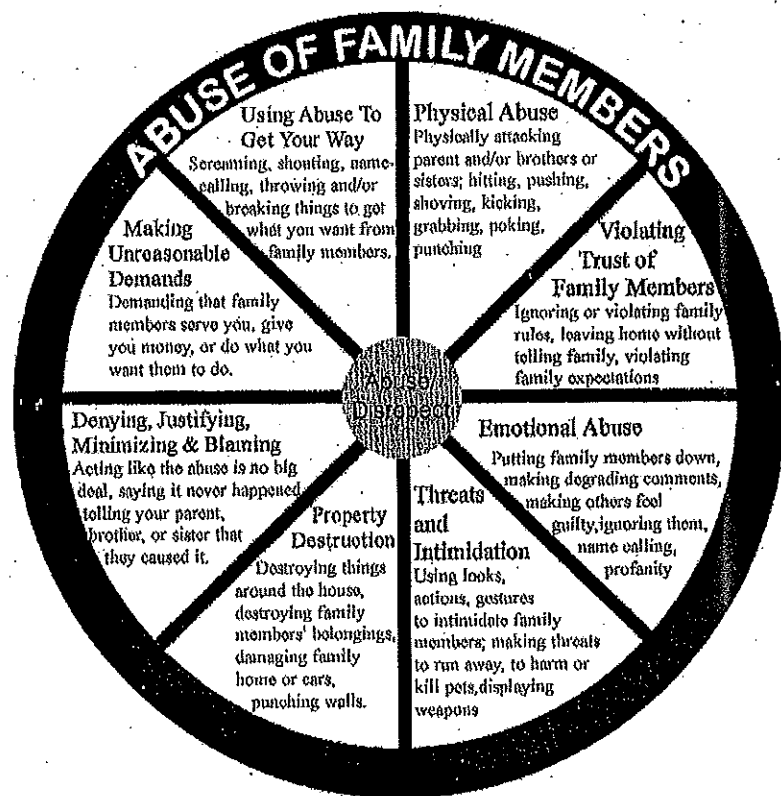
2. What was the harm, damage, or loss that was done (to yourself, others, and your relationship?)

3. What could you have done differently?

4. How did your behavior affect you?

5. What have you done, or what do you need to do, to repair that harm, damage or loss to "make it right"?

Abuse Wheel



Respect Wheel



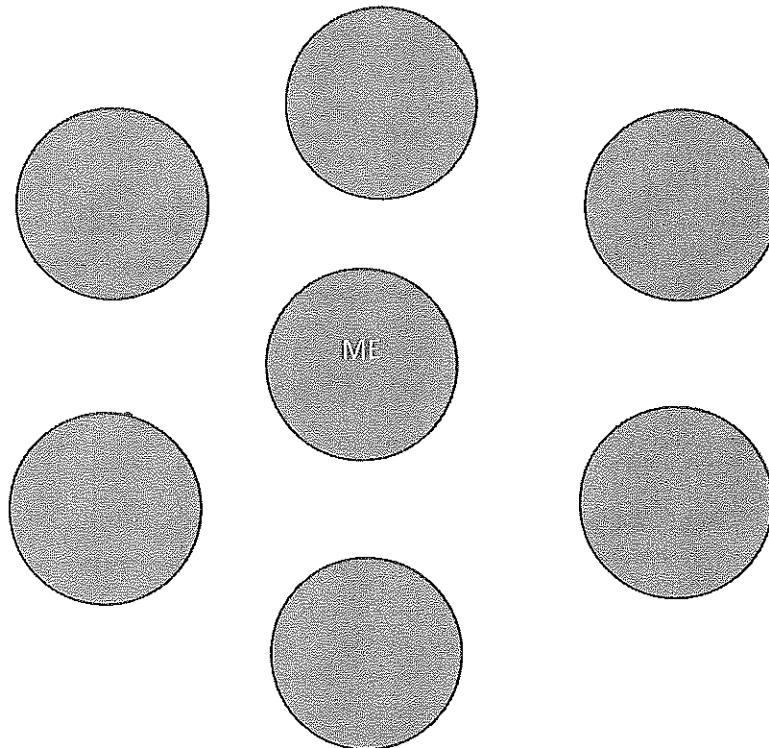
Think of three of your personal strengths that will help you make positive changes.

My Personal Strengths:

Worksheets

My Family Relationships

Write the names of each of your immediate family members in the circles. Write your name in the circle in the middle. You can include any other family members you are close to and see regularly. Add circles if there are not enough.



Now, draw a circle around the family member you feel closest to.
What does this person do that helps you feel close to him or her?

Draw a square around the family member you have the most conflict with.
What is the conflict usually about?

Draw a triangle around the family member you admire the most.
What does this person do that you admire?

Draw a diamond around the family member you respect the most.
What does this person do that earns you respect?

Think of one thing that you can change about your behavior that will help
you have a better relationship with people in your family.

Worksheets

Goal Planning

Pick one behavior from the **ABUSE WHEEL** you want to work on during the following week. (Be specific; for example- stop name calling, take a time-out when I get angry, talk to my mom without yelling)

The behavior I will work on is:

Steps for Changing My Behavior

Have a plan for a new behavior to replace the old behavior. My new behavior is:

Recognize when you are about to use the behavior you want to change. When do I usually use this behavior I want to change?

Say something to yourself that will help you change your behavior. (Examples: "I'm not going to let this get to me." "I can talk")

I will say to myself:

Do the new behavior.

[illegible]

[illegible]

Discussion Question

1. What are violent and abusive behaviors?

2. Where/how do people learn to use violence and abuse?

3. How do violence and abuse affect:

- Relationships

- The abusive person

- The victim

Time-Out/Safety Plan

I agree to the following plan to prevent abuse or violence:

1. I will take a time-out when:

- I start to feel angry or upset and might become hurtful.
- I start to use any hurtful behaviors including the following:
 - Screaming/yelling
 - Name-calling/profanity
 - Threats/intimidating behavior
 - Unwanted physical behavior
 - Property damage

2. I will let the other person know I am separating by say:

3. I will separate from the other person and go to one of the following places:

4. While I am separated I will do something to calm myself down, such as:

—

5. I will stay away from others for _____ minutes, or until I can be respectful to everyone in the house.
6. I agree to follow the rules of the time-out:
- I will not use this plan as an excuse to leave the house, get out of chores or things I'm supposed to do.
 - I will use this plan as a time to be alone, calm down, and think about how to deal with the problem.
 - If the other person separates from me, I will respect their time alone and not bother them.
 - After my separation time I will return and make a plan with the other person about what to do next: finish the discussion, plan a time later to talk about it, or let it go.

Youth Agreement:

I agree to be non-violent at home.

Youth's Signature _____

Date: _____

Parent Agreement:

I also agree to be non-violent and to respect his/her time alone while in time-out.

Parent Signature _____

Date: _____

My Red Flags

Describe a situation in the recent past when you were upset, and write down what your red flags were:

Situation:

What Were Your Red Flags?

Negative thoughts:

Difficult Feelings:

Body Signs:

Actions:

Self-Calming Thoughts

Self-calming thoughts are things you think about or say to yourself to help you calm down.

You should use self-calming thought when:

- You feel yourself starting to get upset or angry.
- You start to use abusive behavior (yelling, name calling, put-downs, or anything physical).
- You are talking a time-out

Self-Calming thoughts help you not to get abusive.

Here are some examples of Self-Calming Thoughts:

- I am not going to let this get to me.
- I can stay calm.
- Stop. Let it go.
- I'm going to take a time-out now.
- If I stay calm, things will work out much better.
- I can take charge of how I act.
- I don't have to get mad.
- Step away. Stay calm.
- I'm going to go chill out. We can talk later.
- It's ok. I can deal with this.
- I'm not going to yell.
- I'm not a little kid. I don't have to throw a temper tantrum.
- This is no big deal.
- I can handle this.
- I can talk without yelling.
- I can talk about how I feel without being abusive.
- I will take three deep breaths and sit down quietly.

You can also think about positive things that make you feel better (something you are looking forward to, something relaxing, a place you enjoy, any image that calms you and feels positive.

My Self Calming Thoughts:

In the space below, write down some things you can think about or say to yourself that will calm you down.

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____

The next time you start feeling upset or angry, think one of these things.

Discussion Questions

1. What is power?

2. What are some different ways that people have power?

3. What are some things people do to have power?

4. What are some destructive ways to show power?

5. What are some respectful ways to have power?

Think of someone you know who has a lot of power. In which of the above ways does he or she have power? How does the person use his or her power?

WORKSHEETS

Personal Strengths and Skills

One source of personal power comes from your personal strengths and skills. All of us have personal strengths that give us the power to make changes in our lives. These strengths also allow us to build close personal relationships with others and achieve our personal goals.

Personal Strengths:

(Match each personal strength with the definition of strength)

Courage_____

1. To have sympathy and feelings for people with problems.

Open-Mindedness_____

2. Being able to wait; taking your time to do things.

Endurance_____

3. To face danger or difficulties in spite of fear.

Dedication_____

4. Being Accountable; following through; acknowledging when you are wrong.

Patience_____

5. To have the ability to work well with others; taking others into consideration.

Reliable_____

6. To push yourself to meet a goal.

Cooperative_____

7. To stand behind friends and family no matter what happens.

Accountability_____

8. Ability or strength to continue on even though you are tired, stressed, or have a long way to go.

Loyalty_____

9. Being dependable and consistent.

Compassion_____

10. Being interested in the opinions and ideas of others; being willing to consider new ideas.

Personal Skills:

Another source of power comes from personal skills that allow you to assertively communicate your point of view in a respectful way. These skills will get you what you need for yourself and build stronger relationships with your family.

Personal Skills:

(Match each personal skill with the definition of skill)

1. Listening_____

1. The ability to understand and share the feelings of another.

2. Compromise/
Negotiation _____

2. To take action to deal with feelings calmly.

3. Respectful
Communication_____

3. Paying attention to what someone is saying.

4. Empathy_____

4. To express your thoughts and feeling using language that acknowledges other people's dignity.

5. Coping with difficult
Emotions _____

5. To come to an agreement with someone you are having a conflict with.

Ways We Have Personal Power:

The following scenarios provide examples of personal power. What personal strengths and personal skill could the people in these scenarios use?

1. Neko is failing her math class and her mother is upset. Neko is grounded until she brings her grade up. She agreed to stay after school to get some extra help and she made a list of special assignments that she can do to improve her grades. Neko know it will take time before her grade gets better and doesn't think she should be grounded. What should Neko do? What skills and strengths will she use to resolve this issue?

2. Jason is baby-sitting his little brother, who is watching a show on TV. Jason wants to watch a baseball game on a different channel. What can Jason do? What skills and strengths will he use with his brother?

3. Linda has a 10:00 p.m. curfew. She has had problems with keeping her curfew and forgetting to call when she will be late. She wants a later curfew because most of her friends can stay out until 11:00 p.m. What can Linda do? What skills and strengths will she use?

4. Lisa's parents have been checking on her a lot lately because she was going places she wasn't supposed to go. Her mom wants to know the phone number where Lisa is all the time and she calls to check on her. Lisa is getting really annoyed by this. She wishes her mom would trust her. What could she do?

What Personal Power Do You Have?

Strengths:

Skills:

WORKSHEETS

What is Accountability?

1. What does it mean to be accountable? What do people do to be accountable about something they did?

2. Think of a time when you saw someone be accountable when that person did something wrong. The person could be a friend, a teacher, or anyone you know. What did you feel about this person?

3. What are some of the ways our society hold people accountable?

4. What is the difference between being accountable for yourself and having accountability imposed on you?

5. Who are you accountable to?

6. What makes it hard to be accountable when you've done something wrong?

7. What feelings do you have when you've decided you've done something wrong?

8. How does being accountable help someone change his or her abusive/violent behavior?

What People Do Instead of Being Accountable:

- Denying
- Justifying
- Minimizing
- Blaming

Accountability Scenarios

Read the following scenarios and answer the questions after each one:

Jeff is 14 years old. He has tryouts for the basketball team at 8:00 a.m. on Saturday morning. He asks his mom, Rita, to wake him up at 6:30 a.m. so he can get ready. Rita say, "I will try to wake you up but I have to leave for work at 6:45, so you better set your alarm. Jeff say, "OK." He stays up until 11:00 p.m. surfing the web and forgets to set his alarm. Rita wakes him up at 6:30 a.m. She leaves for work. Jeff goes back to sleep and wakes up at 9:00 am. Then he callas Rita at work and says, "You didn't wake me up. You made me miss tryouts. You're so selfish. You care about your job more than you care about me."

1. Is this abusive/violent person denying, justifying, minimizing, or blaming? How?

2. What could the abusive/violent person in this situation do to be accountable?

Pete likes to play computer games on the Internet. His mother gets upset sometimes because Pete ties up the telephone line. One time after his mother told him to get off the Internet, Pete grabbed a hockey stick he had in his room and said that if she didn't leave him alone he was going to hit her with it. He waved the stick at her like he was going to hit her. She ran out of the room. Later, Pete said what he did wasn't so bad because he didn't actually hit her like he had done one other time.

1. Is this abusive/violent person denying, justifying, minimizing, or blaming? How?

2. What could the abusive/violent person in this situation do to be accountable?

Randy hates to vacuum the living room floor. His mother said he has to do certain chores each week since he's a member of the household. Randy spends a lot of time in his room and doesn't think he should have to clean the living room. After

his mother asked him to do housework, Randy told her to "shut up". His mother got upset and started to cry. Then Randy said she was always whining and had no backbone. Randy said he was just expressing his anger and didn't see why his mother always acted so "whimpy".

1. Is the abusive/violent person denying, justifying, minimizing, or blaming? How?

2. What could the abusive/violent person in this situation do to be accountable?

Jeremy asks to borrow his friend Tim's mountain bike. Tim says, "OK, but be sure to lock it. Here's the lock." Jeremy rides to his girlfriend's house and leaves the bike leaning against the porch. He spends two hours with her and when he comes out, the bike is gone. He tells Tim, "Hey some jerk stole the bike. The house is in a bad neighborhood." Tim is upset. HE asked Jeremy, "What are you going to do about the bike?" Jeremy says, "Oh come on, it's just a bike. My brother's friend Ted had his Harley stolen!".

1. Is the abusive/violent person denying, justifying, minimizing, or blaming? How?

-
-
2. What could the abusive/violent person in this situation do to be accountable?
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-
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-
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Amy has been on the phone with her friend for an hour. Her mom has to make a call and tells Amy to get off the phone. Amy ignores her. After asking Amy five different times, Amy's mom disconnects the phone. Amy and her mom start to argue. Amy pushes her mom and he mom falls onto the coffee table, cutting her head. Her head is bleeding. Amy's mom says, "You really hurt me this time! This has to stop." Amy says, "Why are you making such a big fuss? You should be careful not to trip over things."

1. Is the abusive/violent person denying, justifying, minimizing, or blaming? How?
-
-
-
-
-

2. What could the abusive/violent person in this situation do to be accountable?
-
-
-
-
-

Mr. Franklin is a high school science teacher who doesn't like teaching. He thinks the kids are stupid and badly behaved. Every morning he writes the whole lesson on the board, and spends the entire class reading it out loud. One day, all the kids in the class started laughing and talking and throwing things. Mr. Franklin say, "You are all a bunch of idiots! I'm going to fail everyone in this class."

1. Is the abusive/violent person denying, justifying, minimizing, or blaming? How?

2. What could the abusive/violent person in this situation do to be accountable?

Randy thinks of himself as a "good guy". He never gets into fights and is generally good-natured. Randy and his friends are walking by the school and they see Jim, who everyone says is gay. Jim is walking by himself. Bob (one of Randy's friends) says, "Hey, let's get the faggot!" They surround Jim and taunt him for a while. Randy joins in. They someone pushes Jim, and Randy and all of his friends stand over him and threaten him. Someone spits on him. Bob kicks him in the stomach. When they walk away, Randy says, "The little queer. He deserved it."

1. Is the abusive/violent person denying, justifying, minimizing, or blaming? How?

2. What could the abusive/violent person in this situation do to be accountable?

Dennis has a two-year old son, Jeff. One night, Dennis's wife goes out with her friends and leave Dennis alone to take care of Jeff. Jeff is cranky and he keeps whining. When Jeff refused to eat his dinner, Dennis smacks him hard across the face. When Dennis's wife gets home, she notices that Jeff has a red handprint on his face. She asks Dennis what happened. Dennis says, "He wouldn't eat his dinner. I had to make him behave."

1. Is the abusive/violent person denying, justifying, minimizing, or blaming? How?

2. What could the abusive/violent person in this situation do to be accountable?

Josh and his mom are arguing about the fact that Josh comes home late every night. Josh punches his mom. She call the police and when the police come, Josh says, "I never punched her. She bumped into a wall and hurt herself.

1. Is the abusive/violent person denying, justifying, minimizing, or blaming? How?

2. What could the abusive/violent person in this situation do to be accountable?

Stephanie and Rob have been seeing each other for a year. Then Robs starts seeing Tonya too. One night Stephanie drives past Rob's house and she sees Rob and Tonya out on the porch, kissing. The next day, Stephanie finds Rob's car in the

parking lot at school and slashes his tires. Rob asks her why she did it. "You asked for it," Stephanie says.

1. Is the abusive/violent person denying, justifying, minimizing, or blaming?
How?

2. What could the abusive/violent person in this situation do to be accountable?

Accountability for My Behavior

Without denying, justifying, minimizing, or blaming, describe an abusive/violent behavior you used with someone in your family.

Worksheet

Changes I Have Made:

1. How has your relationship with your parents changed since you started this program?

2. Rate your relationship on a scale from 1 to 10. 1 being the worst and 10 being the best:

Beginning of the Program _____

Now _____

3. What have you changed in you behavior to contribute to the improvement in your relationship? (Look at the abuse and respect wheels as you think about behaviors you have changed.)

4. What did you do to change your behavior?

5. If you hadn't made these changes what would your relationship with your family members be like today?

6. What behavior do you need to continue working on?

7. What do you need to do to work on changing that behavior?

8. What skills have you learned in Step-Up that will help you in relationships in the future?

9. What have you learned about yourself since you have been in the program (your strengths, ability to change, etc.)?

10. How do you feel about yourself now?
