

CONTRACTING

Conditions:

1. Identify the problem area: the maladaptive behavior that you would like to see changed.
2. Identify conditions which seem to elicit that behavior (antecedents)
3. Identify conditions which maintain the behavior (consequences)
4. Identify important other people in the environment
5. Collect through monitoring how often this occurs and when it occurs (Baseline Data)
6. Identify the desired behavior
7. Identify the conditions which might be reinforcing for the desired behavior. This is very important. This can be found out by observing the students and/or asking the students (i.e., finding alternative ways for him to get attention).
8. Commitment to the contract by all parties. Some suggested guidelines and rules.
 - a. Contract should be stated in terms of and rewards small proximations, like the cartoon saying that everything is not going to change over night.
 - b. The contract should reward a specific performance, not obedience in general
 - c. The contract should be fair
 - d. The contract should be clear
 - e. The contract should be honest
 - f. The contract should be positive
 - g. There must be consistency in the contract.

FAMILY COMMUNICATION GROUP:

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Session One

--Expectations:

Theirs

Ours: 1.1 Communication Skills, feelings, awareness

1.2 Joint project within each family to work on
(or within individual members)

--Cohesion:

Trust, shared concerns; Lazarus's inner circle

Labeling of self with three positive adjectives on tag. Pick partner

2.1 Share why picked those adjectives

2.2 Partner then paraphrases back to larger group

--Rules/Authority: Molding Exercise (with member of own family)

--Guided dream: Field, mountain; wise man on mountain; ask him a question

--Break into family: pick a leader, and pick one goal that would like
to work on cooperatively as a family.

3.1 Role play the situation for group first: Freedom and responsibility

--Homework:

"Global awareness of the problem area; post sheet listing problem area on
ice box, or some place visible."

Also note the positive interactions.

Session Two:

--Discussion: How did monitoring go?

Areas: family togetherness; sibling complaints about not being happy;
"too much fighting among siblings"

--Shared projections: My family is like an (Name of animal); discussion of
of qualities of the animal: free association.

--Feelings: 1. Art: draw feelings now (today); describe (share picture and
affect with the group.
2. Break into dyads with member of another family.
2.1 Discuss method of criticising: sandwich technique
2.2 Discuss paraphrasing
2.3 Share with your partner one positive thing about your
family; one criticism; and one positive thing
2.4 Partner paraphrases it back.

Session Two (con't).

Discussion: What did it feel like to talk to an outsider about family.

Bring group back together, and discuss concerns.

Break down into family groups, and gain pick an area of change. This time more specific. Hand out monitoring forms.

Session Three:

Discussion: Areas of monitoring.

Decision making process in the family.

Guidelines for contracting: Slide presentation and hand out

Work on specific areas of self-change. Daily question: What are you feeling; a silence and free association to feelings.

Session Four:

Continue discussion of self-change project and feedback.

I-statements reviewed as method of expressing feelings.

Suggestions for continued problem solving skills offered.

Not included:

Trust experience

List: one good thing about being a child; a parent

List: one thing important to you: e.g., privacy, time for self; to wear what you want without being criticized, etc.

Questions:

Age range of youth; youngest workable age?

Personal problems of member within group vs. family concerns:
where is the central focus; how to deal with the personal problems in group setting.

Data Enclosed:

1. Monitoring Areas

1.1 Fear of father's anger

1.2 When each member of family shows caring for another.

1.3 Nice things that happen

1.4 Family togetherness--specific behaviors

2. Art Work

3. "The girls are opening up and talking to each other about festering things from years back ...Mother

"The group has helped put things in perspective; ...has brought the family closer together....Father

"I understand everyone else better...although I'm still not sure I understand all my own feelings....Younger daughter

"My sister and I are fighting less; my dad is angry less at us...things are going pretty well.....Older sister.

BETWEEN PARENT AND
CHILD :

A FAMILY COMMUNICATION
WORKSHOP

Johanna and Deane Shapiro

COURSE OBJECTIVES

The first part of the course involves certain experiences, games, activities that will give the participants a greater understanding of themselves and their relationship to their loved ones.

We believe this increased consciousness and self-awareness is a necessary pre-requisite to finding out in which ways we want to continue to grow.

However, we believe that often insight alone is not enough; and that it is necessary to find ways of making changes in our life styles, to make us more the people we'd like to be. Therefore, the second part of the course will deal with specific techniques for making changes in our lives.

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1.

Section One

EXPERIENCES: Each experience will be followed by two things:
a) instructions ~~XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX~~
b) a section for you to write how you felt about the experience

1. Ear Meditation:

a) in seated position that is comfortable, close your eyes and listen to the sounds around you: silence, your breathing, the breathing of a neighbor (one minute)

b) Comments: How did it feel to "just sit"; what did you hear? Please comment below.

2. Introductory Dyads:

a) In groups of two: partner a tells partner b some things about himself that he feels are positive attributes; then the roles are reversed: partner b tells a what b thinks is good about b; when return to the larger group: a tells the group what is positive about b; b tells the group what is positive about a.

b) comments: how did it feel to have someone else describe you to a group; how did it feel to tell someone else about your good qualities:

3. Trust experience

a) Group forms a circle; one person in the center; eyes shut; legs straight; falls back into the group; group catches him. each person becomes the one in the center.

b) COMMENTS: how did it feel falling; how did it feel to have the responsibility to catch someone else?...

EXPERIENCES (con't)

4. Molding experience:

Part one--verbal

a) Break into groups of two. One of the pair is to be the leader and order the other one around. Then switch roles.

Part two--non-verbal

a) in the same dyads--one of the pair is to be completely passive and the other is to mold his body into different positions. Then reverse roles.

b) COMMENTS: how did it feel to control another person; how did it feel to have another control you...discuss your feelings:

5. Animal game:

a) each person writes down the name of an ~~animal~~ animal that he identifies with or would like to be like; names are thrown into the center and drawn out one at a time; the group tries to guess who ~~picked~~ was the one who picked the animal

b) COMMENTS: what did you find out about how others view you from this experience...

6. Chanting

a) OM. As open mouth let the air of heaven come in; as close it, keep the devil out.

b) how did it feel to chant with a group? to listen to the OM sound reverberating in your head?...

EXPERIENCES (con't):

7. Expression of Self through art:

a) Take whatever colored crayons you like: on one side of the page draw your feelings right now; on the other side of the page (with different colors if you like) draw where you would most like to be). (use the back of pages in this manual)

a) After you have done that, break down into groups of two; explain your pictures to your partner; then let him explain his pictures to you; then repeat back to the group

b) COMMENTS: how did it feel to express yourself in crayons; do you see possibilities for expression of self non-verbally through art? How was it cathartic?...

COMMENTS a): Did you find you had difficulty in listening to others during the exercise? If so, why? Did you find you had difficulty in formulating your thoughts and listening at the same time: 1) forgetting what you were going to say 2) not listening 3) rehearsing your responses When your partner paraphrased your remarks, did he do it in a shorter, more concise way? Did you find you were not getting across what you wanted to say? Was the manner of presentation by another affecting your listening ability? (Answer on back)

8. Aggressive exercise:

a) two people form dyad; partners push against each other

b) comments: who initiated the action; were you pushing with your hands or your total body; how did you feel while pushing and being pushed...

9. RESPONSIBILITY sentence:

a) Pick someone in your life (father, spouse, etc.) and complete the following sentences:

I take responsibility for.....

You take responsibility for.....

b) Compare notes with that person and COMMENT; did you each expect the other to take certain responsibilities; how are your expectations of others different from their expectations of you and viceversa... (comment on back if need more room)

EXERCISES (con't)

10. Communication Dyads

- a₁) back to back, communicating verbally
- a₂) face to face, communicating only with eyes
- a₃) face to face, eyes closed, communicating through touch
- a₄) face to face, eyes open, communicating with hands
- a₅) finger talk: using only your hands, meet the other person, say hello, go for a walk, dance, have a fight, make up, say good-bye.

b) COMMENT: What was your reaction to each part of the exercise? During which part did you feel most comfortable? During which part did you feel you were communicating the best with your partner? Which parts made you feel most awkward? Which part was most frustrating in terms of communication?

11. Self-Sabotage Game

a) anticipate what you will say to yourself to preserve your status quo, to keep yourself from growing or changing

b) COMMENTS: Be aware of the techniques you use to trick yourself. List some of the excuses you made to yourself and then question their validity.

12. Hate/ Love/ Self: Animals

a) think of a person you hate, a person you love or admire, and yourself; turn all these people into animals; fantasize different combinations of encounters between the animals in a wood.

b) COMMENTS: Compare and contrast the different encounters. Was it difficult to change yourself into an animal? What feelings of involvement did you have during the various encounters in the wood?

EXERCISES (con't)

13. Map-Making

a) What are the maps that you have 1) for yourself 2) for your marriage and/or your family: Draw a map of personal goals. Next draw a "we map" showing what your goals and expectations are for your partnership and/or your family. Be explicit!

b) COMMENTS: Draw the two maps below. Do you notice a lot of uncharted territory? How do you feel about yourself in the role of explorer? Do you feel your partner (or your family) and you can make a good exploring team? Compare maps with your partner (or other members of your family) and see how closely your appraisals of the terrain ahead match.

(see also p. 17 in appendix)

EXERCISES (con't)

14. The Mind Wardrobe

a) List the things that make you feel good about yourself. List the things that make you feel bad about yourself. Now list those things which you think your spouse (parents, child) values in you. Also list those qualities you appreciate in them. List the things you have to be happy about. List the things you have to be unhappy about.

b) COMMENTS: Do you have a basically positive or a basically negative attitude toward yourself? Was it difficult or easy to specify exactly what it is you value in your loved one(s)? How did your list of good qualities compare with the list your partner made about you? How accurately did you predict which aspects of you he valued most? How did you feel when you were listing all the things you have to be happy about? How did you feel when you listed all the things that are oppressing you?

What You Like About Yourself What You Dislike About Yourself

What You Think Your Partner Values In You

What You Value in Your Partner

What You Have To Be Happy About What You Have To Be Sad About

EXERCISES (con't)

15. Resentment, Demands, Appreciation

a) Select a member of your family against whom you have resentments. Voice the resentments, make any demands on the person that you wish, then say what you appreciate about him.

b) COMMENTS: How did you react to this sort of confrontation? Did you feel embarrassed to put your resentments, your demands, or your appreciation into words? Was this a cathartic experience?

16. Blind Trust Walk

a) One partner is blindfolded, the other guides. The guide should provide an interesting variety of sensory experiences for his partner. After a short time interval, return to the group and discuss your experience.

b) COMMENTS: What differences did you notice in your feelings between leading and being led? Could you trust your partner initially? Was your walk a pleasant or an unpleasant experience? What was your reaction to being deprived of sight? In what sort of ways did you compensate?

REASONS FOR THE EXERCISES (and their correlation with areas of concern.)

Ear Meditation: to begin to relax; to open our ears to the sounds around us; to hear our own breathing

Introductory Dyads: to get people to say positive things about themselves; to practice the art of listening; to introduce ourselves to the group

Trust Experience: to work on creating a feeling of group cohesiveness; also to explore non-verbal communication--many different hands catching your body

Molding Experience: to explore "balance" in the relationship: dominance/passivity;

Animal Game: to see how other people in the group view you

Chanting: to explore the feelings a) of singing with a group
b) of developing a rhythm within one's mind which removes thoughts.

Expression of Self through Art: Seeking to be emotionally honest with ourselves; in the second part of the exercise, to practice the art of listening

Aggressive Exercise: expressing your emotions honestly

Responsibility sentence: to see what you expect from others; what you expect from yourself; and what others expect from you

Communication Dyads: to explore both verbal and non-verbal communication with a partner

Self-sabotage game: to explore how we defeat ourselves by our feelings of low-self esteem, feelings of failure. (This awareness of how we defeat ourselves is the first step to stopping the self-defeating process)

Hate/love/self: Animals: to increase the awareness of many different sides of ourselves

Map making: exploration of goals for self, and goals for the family; noticing if there are any areas in which goals conflict; in which there are differences of expectation.

Mind Wardrobe: to see how we feel about ourselves; how we think others feel about us; it is interesting to note that often people when they list things to be sad about become very gloomy; and then when they think about the things to be happy about, become very happy; this suggests that if we can begin to control our minds and thoughts, we can strongly influence our emotions and feelings.

REASONS FOR THE EXERCISES (con't):

Resentment, demands, appreciation: gives each person a chance to express their feelings about the relationship and make suggestions for ways they would like to see it changed; gives the partner a chance to hear these feelings.

Blind Trust Walk (family communication workshop only): give children a chance to guide their parents around; establish parental trust in the children; show parents what it is like to be constantly led around

The following exercises are in the Young Couples workshop only:

Sex: Free association: to begin to explore our feelings about sex; the sextacks scale is a means to show the partner how he/she wants to be touched and carressed before and during intercourse; increasing communication.

Sentence Completion: an exploration of emotional honesty; how open are you with your partner; how much of yourself do you in fact keep concealed

Mirror: non-verbal communication; increasing awareness of self and others.

Personal space: most partners have ^{different} ~~an~~ optimal physical distances; ^{from each other;} this is important to recognize when talking with your partner; George Bach suggests that there is also an optimal psychological distance: how ~~far~~ close a partner can come without making the intimate feel engulfed; and how far he can move away with out making the partner feel rejected.

SUGGESTED AREAS OF CONCERN

1. COMMUNICATION

- * the art of listening
- * verbal/ nonverbal
- * fighting fair
- * living in the moment

2. EMOTIONAL HONESTY - to self and others

- * expression of anger
- * expression of frustration
- * praise and criticism
- * expression of confusion, ambivalence
- * jealousy
- * possessive feelings a) towards objects b) towards others

3. HANDLING ANXIETIES

- * low self-esteem
- * fear of failure
- * fear of abandonment
- * guilt
- * expectations
- * external pressures: work etc.

4. BALANCE

- * commitment and freedom
- * responsibility and sharing
- * passivity and dominance
- * feelings of self/ union with other(s)

5. DISCIPLINE

- * limits and enforcement
- * permissiveness/ overpermissiveness

Below, describe two areas of concern you would like to work on during this workshop with other members of your family. You may select an area from the above list, or you may wish to work on an area of your own designing which would be more relevant to your personal concerns.

1.

2.

SECTION THREE

TECHNIQUES: (These techniques will be explained in further detail as the course proceeds and as the need arises in individual cases.)

*Self-monitoring: methods of defining and recording behavior that you want to work on changing or improving (see appendix for sheets on which to record behavior data; also in appendix are sheets from George Bach's The Intimate Enemy on which fights and arguments can be recorded and evaluated) see pp. 15-16

*Meditation

Ear meditation

Silence

flute, bell, drum, (record)

Eye Meditation

one object

non-focused (like a mirror)

inner visual imagery

Breathing

Tactile Meditation

with external objects: e.g., an orange

internally: e.g. tensing and relaxing of different muscles

From outside source: being massaged (try to make body into a mirror so you can feel the hands massaging the inner surface of your skin.)

*Chants

*Kwat (thought-stopping)

*Tea Ceremony (see also Patterson's Time Out in appendix)

*Contingency Contracts: learning to work out and solve problems in the family in ways that are mutually satisfying to all members of the family

*Covenant Control: method of using our thoughts to help us feel better about ourselves and others around us

(nags, scolds, lectures)

HOMEWORK: This week count and record the number of critical comments/you deliver to one member of your family this week. Record this on the data sheet in the appendix. Note how consistent you are: do you become angry and scold directly after the behavior that bothers you or do you tend to wait? (p. 13)

(other members of the family can help you remember to record this data; however, it is important to remember that to help another person monitor his behavior IS NOT TO SPY. That defeats the whole program. There must be a working together of all people concerned)

Homework #2. Note and record how many times you say nice things—a smile, a word of approval, praise, a hug—to your spouse or your child or your parent. Record these on the data sheet in the appendix. In this way you can begin to get a feel for the nature of the familial interaction—verbal and non-verbal—in your home.

Bibliography - Further Reading

1. Bach, George and Weyden, Peter The Intimate Enemy
Avon Books, New York, 1968

2. Brown, George Isaac Human Teaching for Human Learning
Viking Press New York 1971

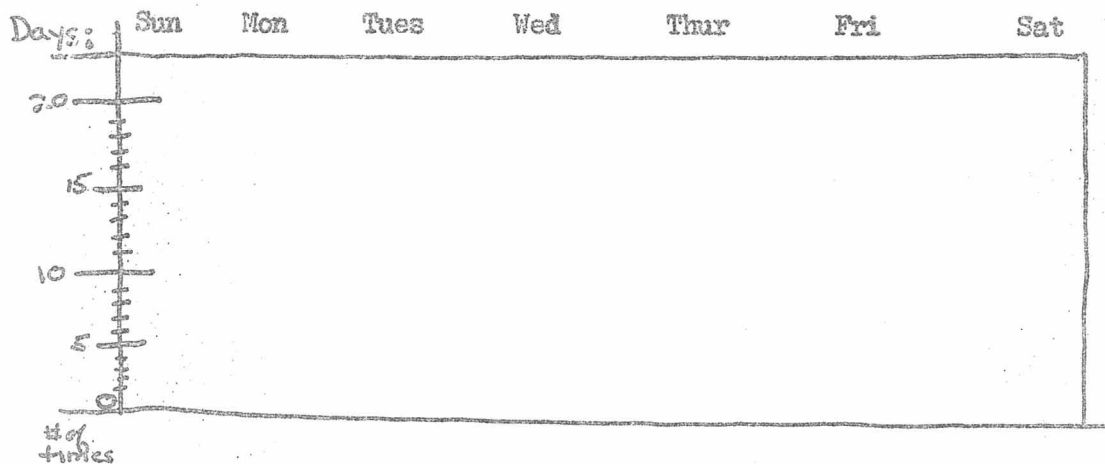
3. Fromm, Erik The Art of Loving

4. Ginott, Dr. Haim Between Parent and Child
Macmillan Co. New York 1965

5. Patterson, G.R. Families
Research Press 1971

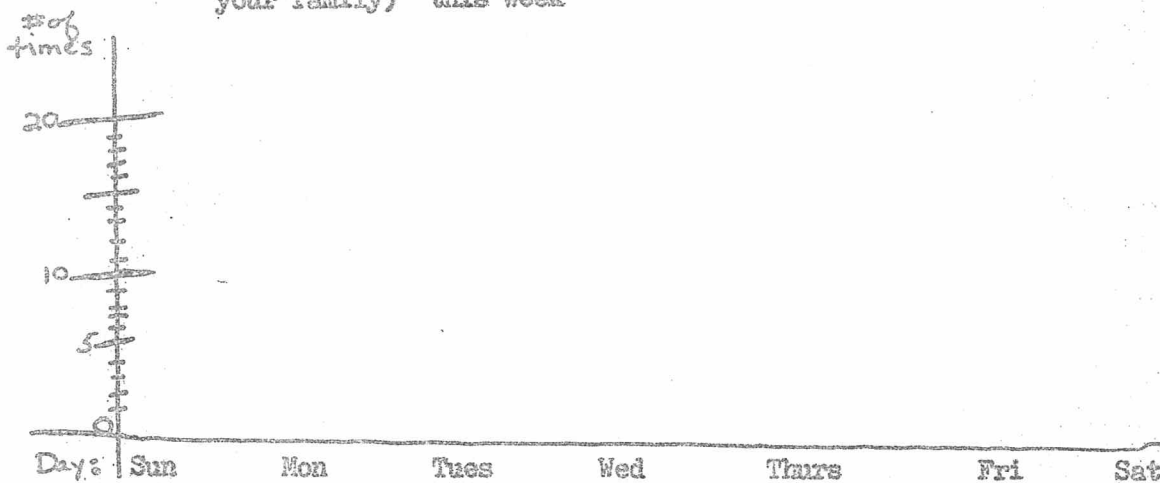
Your name _____ Date _____

Behavior to be recorded _____
 (e.g., number of nice things I say and do towards (a member of your family) this week.



Name _____ Date _____

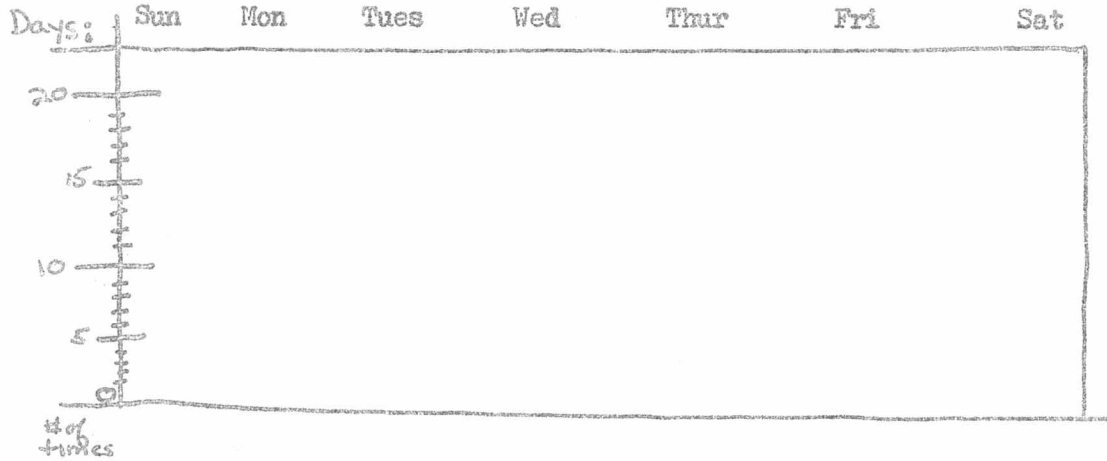
Behavior to be recorded _____
 (e.g., number of critical things I say and do towards (a member of your family) this week



NOTE: a wrist counter or little golf counter is an easy and inconspicuous way to record this data and saves the problem of having to remember or having to have a piece of paper lying around.

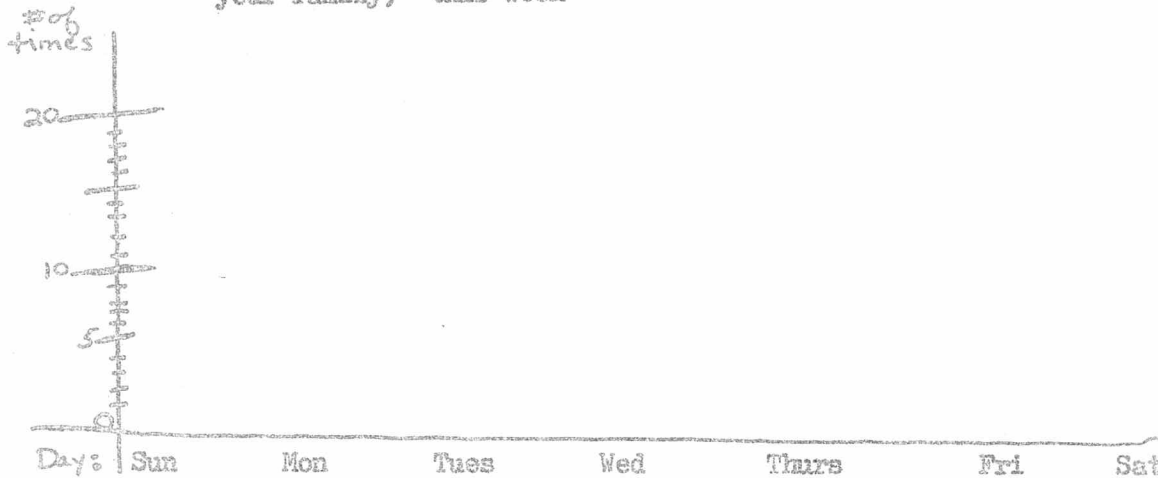
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Name _____ Date _____

Behavior to be recorded _____
(e.g., number of critical things I say and do towards (a member of your family) this week.



NOTE: a wrist counter or little golf counter is an easy and inconspicuous way to record this data and saves the problem of having to remember or having to have a piece of paper lying around.

NAME _____ DATE _____

BEHAVIOR TO BE RECORDED

Before where? who was present? Doing what?	After How did situation change as a result?	time	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL:
		7-9								
		9-11								
		11-1								
		1-3								
		3-5								
		5-7								
		7-9								
		9-11								
		11-7								
		Totals:								

NAME _____

DATE _____

BEHAVIOR TO BE RECORDED

Before Where? Who was present? Doing what?	After How did situation change as a result?	Time	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL:
		7-9								
		9-11								
		11-1								
		1-3								
		3-5								
		5-7								
		7-9								
		9-11								
		11-7								
		Totals:								

From G. Bach, The Intimate Enemy

Ways of Scoring a Fight: (suggested criteria):

Reality of the issue: how authentic are the reasons for the fight; is the fight issue the real reason for the fight, or are there ~~xxx~~ other, unspoken reasons

Injury: how fair was the fight; were there any below the belt punches

Involvement: were both fighters involved

Responsibility: does the partner take responsibility for his feelings, or does he hide his feelings with lines like (Dr. Bach says I...or Your mother says....)

Humor: is the laughter tension-releasing; or is it sarcastic ridicule

Expression: is the partner open and leveling; or is he hidden and camouflaged in his expressions and feelings during the fight

Communication: are both partners communicating; are they asking each other for feedback and clarification

Directness: to what degree is the aggression focused on the here and now opponent and his current actions--with no references to older or irrelevant situations

Specificity: do comments refer to specific actions, feelings, or attitudes of the partner, to directly observable behavior; or are comments labels, generalizations, "analyzing" the partner as belonging to a large category or pattern

THE FIGHT ELEMENTS PROFILE:

Reality	Injury	Involvement	Responsibility	Humor	Expression	Comm.	Dir.	Spec.
authentic, realistic	fair above belt	active/ reciprocal	owning up	laugh w/ relief	open	clear/ feedback	direct focus	specific
imaginary	dirty, below belt	passive/ one way	anonymous/ group	ridicule/ laugh at	hidden	no feedback	displaced focus	general analysis

- + positions represent good or bonding styles of aggression
- represent poor or alienating styles of aggression
- 0 indicate styles rated as neutral, irrelevant, or unobservable

Fight Elements Profile, (con't)

- Partners may
- 1) independently assign ratings to each other and themselves
 - 2) collaborate in determining the ratings
 - 3) ask a reasonably objective observer to rate them
 - 4) both work together with an objective outsider

The fight elements records the PROCESS of the fight: bonding v. alienating.
 Below is an suggested FIGHT EFFECTS PROFILE:

Hurt:	+	○	-
	hurt decreased		hurt increased
information	new		old (redundant)
Positional movement (is the fight issue closer to being solved)	ground gained		ground lost
fear (do you feel more or less afraid of your partner)	decreased		increased
trust (do you trust your partner more or less)	increased		decreased
revenge	forgiven		stimulated
reparation (offerings of forgiveness, apologies, etc.)	active		none
centricity (does your partner know hold you more or less central central to his heart and private world)	more central		less central
self-esteem (how do you feel about yourself after the fight)	more self-value		less self-value
catharsis	released		inhibited
cohesion-affection (do you feel more closer or more distant as result of fight)	closer		more distant

Roles CHILDREN are sometimes thrust into during marital fights (pp. 279-280)

1. targets: parents shift the brunt of their adult battles from spouse to child (scapegoating)
2. mediators: e.g. tell mommy to be nice to daddy (father speaking)
3. spies: e.g. go and find out what mood daddy is in (mother speaking)
4. messengers
5. ~~translators~~ translators: e.g. child says: daddy didn't mean that, what he meant was...
6. monitors: the child says: mommy didn't say that, what she said was...
7. referees: the child says why don't you let mommy explain a little more; let her talk
8. cupids: husband uses the child as a way to the wife's heart
9. audiences at adult fights

role number nine, Bach says is the most important and desirable of all (280)
 roles one to five are almost invariably destructive roles.
 Bach says that parents should be candid with their youngsters who are three and one half years old or older. At the age of six "we do not hesitate to have a youngster attend a conference with his parents so we can talk with the child, not about him." (283)

Guidelines for parents regarding children

1. Parents tend to censor part of themselves and display only what's "best" to their children. This facade keeping tactic may bolster their parental self-esteem but youngsters almost always see through the censorship (285)
2. Youngsters do not like to be teased. Usually they accept it only if they are starved for parental affection. as a general rule "Let's not laugh about experiences that aren't funny to the person experiencing them." (288)
3. Parents should not "tell children that the parents know what the child is thinking and feeling and then interpreting the child's behavior accordingly. This does not allow the child to be a real person with his own thoughts and feelings; rather he becomes a projection of how the parents think he feels.
4. Is what your asking the child to do "truly for the child's own good"
5. Teen-agers are no longer an economic asset to most families of this generation and therefore have no valued place in society; the confirmation of their own identity is crucially dependent on the kind of treatment they receive at home. (299)
6. Avoid giving excessive orders
7. Show your child exactly what you expect and make sure he understands not only what he's to do but how he can do it. Supervise and give follow-through help so a child can fulfill his commitment to do what he was told.

CHILD REARING IS A LEARNED SKILL, NOT AN INSTINCTIVE ONE (323)

A NEW CODE OF COMMUNICATION - Dr. Haim Ginott

* a new code of communication is necessary:

a) messages must preserve child's as well as parent's sense of self-respect b) statements of understanding must precede statements of advice or instruction

* when a child is feeling a strong emotion, he cannot listen to anyone; he wants to be understood, without having to fully disclose what he is experiencing

* a child's feeling must be taken seriously, although the situation itself isn't serious: "I can help her best by showing I understand what pains her."

* principles of conversation:

1) when a child tells about an event, it is best to reply not to the event but to the relationship implied:

"Johnny got more presents." "You wonder if I love you as much as I love him."

2) when a child tells about an event, respond to the feelings of the child, not to the event itself:

"A boy pushed me." ("Why did he push you?" conveys only curiosity.)
"You must have been frightened, angry etc." conveys understanding

3) when a child expresses a negative view of himself, don't try to immediately contradict his self-image; this rarely will convince the child: "Dad, I may be stupid, but I'm not so stupid that I'll take your word for it that I'm smart." Instead, show you understand how this conviction of low self-worth must make him feel generally

* importance of true communication of emotion: teach children to be truthful, not polite, about their feelings

Gerald Patterson, Families, Applications of Social Learning to Family Life, 1971.
Research Press

Brief Overview: Written in Programmed instruction format so reader is required to take an active part in interacting with the book. The book is clearly written with a minimum of jargon, for it is directed to ~~the~~ parents ~~and~~ and families. Patterson repeatedly emphasizes that families themselves are capable of controlling their own social environment, and that this book is an explication of procedures by which they can begin to change themselves. At the back of the book are a series of graphs and charts (blank) which may be ripped out by the family and used to record and observe specific behaviors. Throughout the text are specific homework assignments. By means of these assignments the parents will begin to understand the basic principles of recording and observing; also they will begin to get some important data about the nature of their familial interaction.

* * * *

Patterson begins the book by stating that "Pro-social and problem behaviors are learned" (11). The purpose of the book is to provide ways to increase the amount of pro-social behavior and to unlearn the problem behavior.

Setting up a behavior management program:

- *Choose the specific behavior that you want to be changed
- *Observe and record the frequency of that behavior for several days
THIS DATA COLLECTION IS ABSOLUTELY CRUCIAL
- * Once you have collected the data, there are several ways of approaching intervention strategies:

*Three ways of weakening existing behavior:
non-reinforcement (~~xxxxxxxx~~ ignoring it)

punishment

reinforcing a pro-social behavior to take its place!!!
(very important)

*Reinforcement: must be precision. If the child behaves properly, then reinforce him IMMEDIATELY, and be CONSISTENT in your application of reinforcements. (Patterson discusses the sphinx parent who never reinforces, and the gusher parent who indiscriminately reinforces) #32.

Begin where the child's skills are. Shape his behavior by reinforcing him for small steps along the way toward a larger behavior change. Do not punish him for behavior that is not perfect. Punishment weakens the response that it follows.

IF THE BEHAVIOR DOES NOT CHANGE, IT IS A BAD PROGRAM, NOT A BAD CHILD!!!

*If the planned program does not work:
the steps may be too large
the reinforcers may be too weak
the parent might be mixing in a good deal of nagging, punishment, and criticism at the same time he is trying to reinforce (e.g., Good, Johnny, you worked twenty minutes straight on your homework. But it sure is sloppy, and I can see at least five problems right off that are wrong...)

What are reinforcers?

*One type of reinforcement is called social reinforcement. This includes a smile, a hug, a word of praise, thanks.

*Another type of reinforcer is what is called natural consequences. For example, a husband comes home from the office every day and, upon entering the house, picks up the newspaper and begins reading it. His wife wants him to talk to her when he gets home from work. It is possible for them to work out a contract so that first the husband talks to his wife, then he can read the paper. The husband is reinforced for talking to his wife by a natural consequence (something which he would normally do anyway -- i.e., read the newspaper.)

Why do problem behavior patterns arise?

*The children are NOT born bad. In the case of an aggressive (high-hitter) child, he has been trained to be a high hitter by members of his own family. Often this is done by ACCIDENTAL REINFORCING.

For example, hitting, temper tantrums, and other aggressive behavior are reinforced by the victim. If a child screams when the parent asks him to do something, and the parent, to avoid a confrontation, does not make the child do it, the child is reinforced for screaming. When parents nag, scold, punish their child, there is a short-term effect because the nagging and scolding reduce the noise and other painful stimuli. Therefore, the parents are reinforced for nagging and scolding behavior.

Hitting is used because it works to remove the aversive stimuli. Temper tantrums are effective in training parents to stop asking the child to do things he doesn't want to do.

*The younger brother or sister is the member of the family most likely to trigger aggressive behavior. Therefore, in setting up a behavior management ~~xxx~~ program, the aggressive child's brothers and sisters should be included in the program. Further, because "the family is a social system in that what one person does influences what other members do," both parents should participate in the program.

TO PARENTS: YOU ARE IN CONTROL OF YOUR SOCIAL ENVIRONMENT. IF YOU DON'T LIKE IT, YOU CAN CHANGE IT.

What are Time-Outs?

*Time outs are a means of removing the child (or yourself, the adult) from an environment which is reinforcing problem behavior. The time out place should be a very dull place where there are few, if any reinforcers (no people, no TV, no books). For example, the bathroom. Time outs can be introduced early when the children are just beginning to get wound up and the teasing and fighting have not yet begun. The time outs should be short, not more than three to five minutes. "This arrangement has proven to be a most effective means of producing rapid decreases in the occurrence of problem behaviors."

Some tips:

*Communication is crucial. Parents should carefully explain to the children what specific behaviors are bothering them. They should emphasize the "game-like" qualities of the contract that they are attempting to

negotiate WITH the children. For example, "Eric, you have not been keeping your room clean. We are going to try to help you keep it clean, and this should even be sort of fun. Every time you make your bed, put your toys away, pick up your clothes and hang them neatly in the closet, you will get three points. One point for each thing per day. That means you can earn twenty-one points per week. What would you like to do if you could earn that many points?" Offer suggestions such as spending the afternoon with your father at the park, visit a friend overnight, etc.

- *The important thing is that the child be told clearly and specifically what is expected of him.
- *The contract should be put in writing so that there are no doubts as to the terms.
- *It is important to try to involve the whole family (as reinforcers, not as spies)
- *Be consistent with what you have agreed upon. If Eric doesn't keep his room clean and earn enough points, it is important not to give him the agreed-upon back-up reinforcer. Otherwise, you are reinforcing him for the problem behavior.
- *Once the contract has been agreed upon, try to reinforce the pro-social behavior whenever it occurs. Try to ignore the problem behavior.
- *Do not argue or debate, lecture or nag if the problem behavior persists. Merely continue to record it (until you feel it an appropriate time to negotiate another intervention strategy)
- *If you feel you must punish the child (and this is not recommended because "an attack increases the likelihood that at some time in the future the victim will retaliate") do so calmly.

CONFLICT

- *Exchanges between the marriage partners: how married people can meet to talk out their grievances with each other.
- *Conflict occurs when one person demands immediate changes in the other's behavior and the other doesn't comply.
- *When this occurs:
 - *set a time and a quiet place to discuss ONE problem
 - *keep the first discussions short
 - *during these discussions notate in a logbook when you feel the other person is nagging, scolding, punishing you. Try to avoid using combative, aversive statements. Rather, try to pinpoint the specific behavior changes you would like to see in your partner.
 - *stay in the present
 - *exchange pinpointed items that each would like to see changed in the other
 - *make a contract with each other and stipulate the consequences for noncompliance
 - *record all lists and exchanges

listening skills paraphrase - clarify
reflect emotions - making clear emotional statements
discrepancy between verbal & nonverbal
real & roleplay

22

COMMUNICATION THEORY - Virginia Satir

- * a functional receiver does not immediately agree or disagree but asks sender to clarify and qualify
 - * mutual clarification and qualification enable one person to check out his reality against another person's reality; it cuts down on the tendency to project one's own wishes, perceptions etc. onto others; and it cuts down on the efforts of one person to speak for another
 - * a dysfunctional person overgeneralizes; he sends incomplete messages; he operates from the assumption that in fact he can communicate perfectly well
 - * metacommunication - communication on a nonverbal level
metacommunication conveys the sender's attitude toward the message, toward himself, and toward the receiver
 - * whenever a person communicates, he is not only making a statement, he is making a request: this is the "command aspect" of the message; all messages contain the request "validate me;" a functional receiver must be cognizant of and respond to this message
 - * congruent communication - where two or more messages are sent via different levels, but aren't contradictory
 - * incongruent communication - different level messages which seriously contradict each other; such messages catch the receiver in a double bind, because he can't obey one level without disobeying on another level
 - * importance of clear communication: check out the meaning given with the meaning received
 - * good clarifying questions:
1) what did you say? 2) what did you hear me say? 3) what did you see or hear that led you to make that conclusion? 4) what message did you intend to get across? 5) you look calm, but how do you feel?
 - * importance of accurately expressing emotions
 - * importance of making covert questions, expectations etc. explicit
- 3 positive char. - paraphrase why does*
exercising - tell what did today (statements)
and working - making feeling statements toward others
tell what felt today (emotions)
draw feelings
discussion: what are good ways of clarifying
verbal & nonverbal dyads
use of I statements

○ Circle One:

Family Communication
Workshop

Young Couples
Workshop

Please check below those times you would
NOT be able to meet. Then list your first
three time preferences.

Monday Evening 7-9 p.m.

Wednesday Evening 5-7 p.m. ; 7-9 p.m.

Thursday Evening 7-9 p.m.

Friday Evening 5-7 p.m. ; 7-9 p.m.

Saturday Morning 9-11 a.m. ; 11-1 p.m.

Saturday Afternoon 1-3 p.m. ; 3-5 p.m.

Sunday Afternoon 1-3 p.m. ; 3-5 p.m.

Time Preferences

1.

2.

3.

Name _____

Address _____

Phone _____

YOUNG COUPLES

WORKSHOP

Johanna and Deane Shapiro

Joie
1172

COURSE OBJECTIVES

The first part of the course involves certain experiences, games, activities that will give the participants a greater understanding of themselves and their relationship to their loved ones.

We believe this increased consciousness and self-awareness is a necessary pre-requisite to finding out in which ways we want to continue to grow.

However, we believe that often insight alone is not enough; and that it is necessary to find ways of making changes in our life styles, to make us more the people we'd like to be. Therefore, the second part of the course will deal with specific techniques for making changes in our lives.

TABLE OF CONTENTS

I. Experiences to increase awareness of self and others.....	pp. 1-9
II. Suggested areas of concern.....	p. 10
III, Techniques which may be useful in working on the areas of concern.....	pp. 11
IV. Bibliography.....	p. 12
V. Appendix (Data charts; Fair Fighting Profiles; pertinent readings).....	pp. 13-21

~~17-20~~

EXPERIENCES (con't)

4. Molding experience:

Part one--verbal

a) Break into groups of two. One of the pair is to be the leader and order the other one around. Then switch roles.

Part two--non-verbal

a) in the same dyads--one of the pair is to be completely passive and the other is to mold his body into different positions. Then reverse roles.

b) COMMENTS: how did it feel to control another person; how did it feel to have another control you...discuss your feelings:

5. Animal game:

a) each person writes down the name of an ~~animal~~ animal that he identifies with or would like to be like; names are thrown into the center and drawn out one at a time; the group tries to guess who ~~was~~ was the one who picked the animal

b) COMMENTS: what did you find out about how others view you from this experience... To others, I appeared as variously - motherly; independent; reserved; graceful
To myself, I was intelligent, playful, immature (monkey)
It was interesting what different animals suggested to different people?

6. Chanting

a) OM. As open mouth let the air of heaven come in; as close it, keep the devil out.

b) how did it feel to chant with a group? to listen to the OM sound reverberating in your head?...

EXPERIENCES (con't):

7. Expression of Self through art:

a) Take whatever colored crayons you like: on one side of the page draw your feelings right now; on the other side of the page (with different colors if you like) draw where you would most like to be). (use the back of pages in this manual)

a) After you have done that, break down into groups of two; explain your pictures to your partner; then let him explain his pictures to you; then report back to the group

b) COMMENTS: how did it feel to express yourself in crayons; do you see possibilities for expression of self non-verbally through art? ~~max~~ was it cathartic?...

COMMENTS a): Did you find you had difficulty in listening to others during the exercise? If so, why? Did you find you had difficulty in formulating your thoughts and listening at the same time: 1) forgetting what you were going to say 2) not listening 3) rehearsing your responses
When your partner paraphrased your remarks, did he do it in a shorter, more concise way? Did you find you were not getting across what you wanted to say? Was the manner of presentation by another affecting your listening ability? (Answer on back)

8. Aggressive exercise:

a) two people form dyad; partners push against each other

b) comments: who initiated the action; were you pushing with your hands or your total body; how did you feel while pushing and being pushed...

9. RESPONSIBILITY sentence:

a) Pick someone in your life (father, spouse, etc.) and complete the following sentences:

I take responsibility for.....

You take responsibility for.....

b) Compare notes with that person and COMMENT; did you each expect the other to take certain responsibilities; how are your expectations of others different from their expectations of you and viceversa... (comment on back if need more room!)

EXERCISES (con't)

10. Communication Dyads

- a₁) back to back, communicating verbally
- a₂) face to face, communicating only with eyes
- a₃) face to face, eyes closed, communicating through touch
- a₄) face to face, eyes open, communicating with hands
- a₅) finger talk: using only your hands, meet the other person, say hello, go for a walk, dance, have a fight, make up, say good-bye.

b) COMMENT: What was your reaction to each part of the exercise? During which part did you feel most comfortable? During which part did you feel you were communicating the best with your partner? Which parts made you feel most awkward? Which part was most frustrating in terms of communication?

11. Self-Sabotage Game

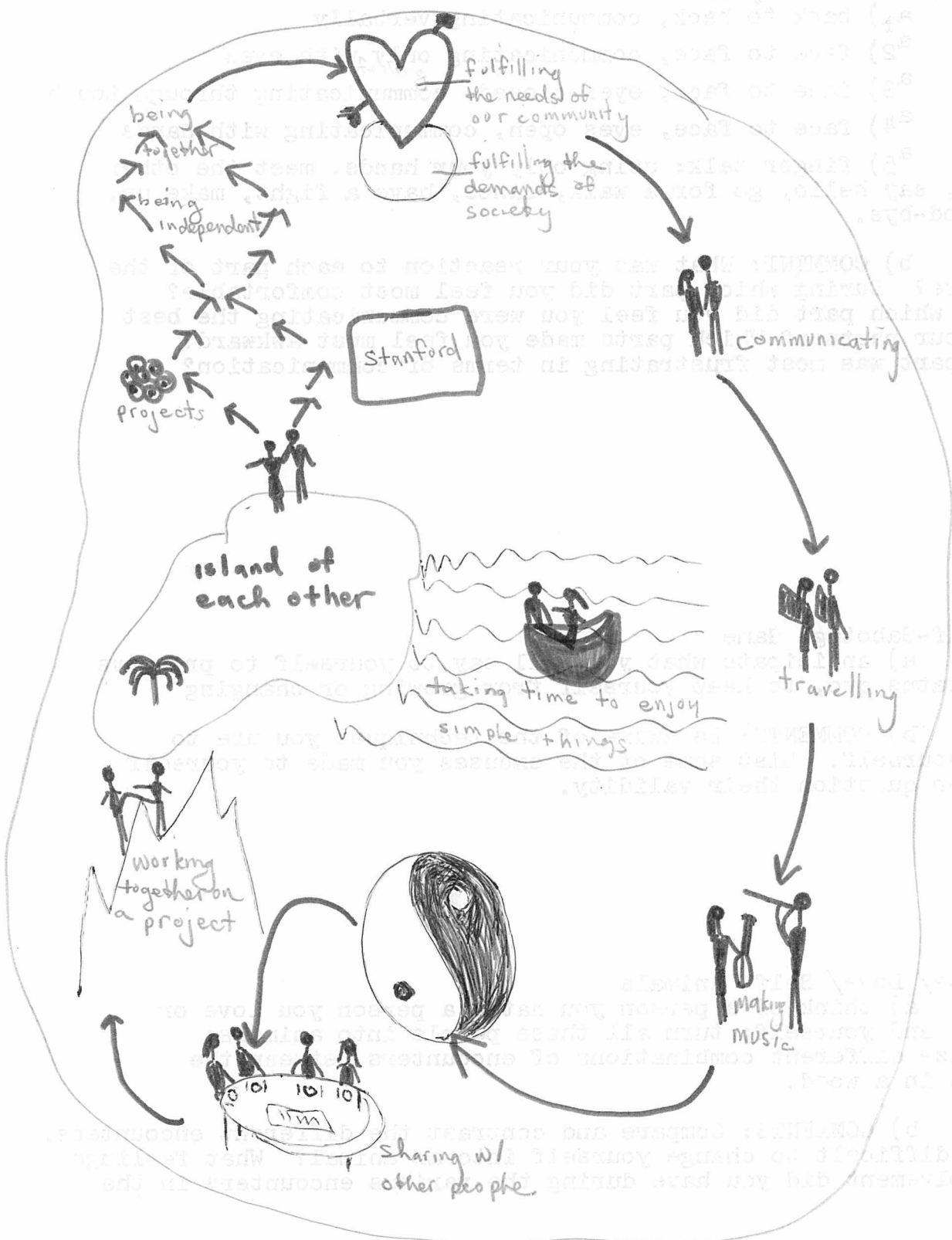
a) anticipate what you will say to yourself to preserve your status quo, to keep yourself from growing or changing

b) COMMENTS: Be aware of the techniques you use to trick yourself. List some of the excuses you made to yourself and then question their validity.

12. Hate/ Love/ Self: Animals

a) think of a person you hate, a person you love or admire, and yourself; turn all these people into animals; fantasize different combinations of encounters between the animals in a wood.

b) COMMENTS: Compare and contrast the different encounters. Was it difficult to change yourself into an animal? What feelings of involvement did you have during the various encounters in the wood?



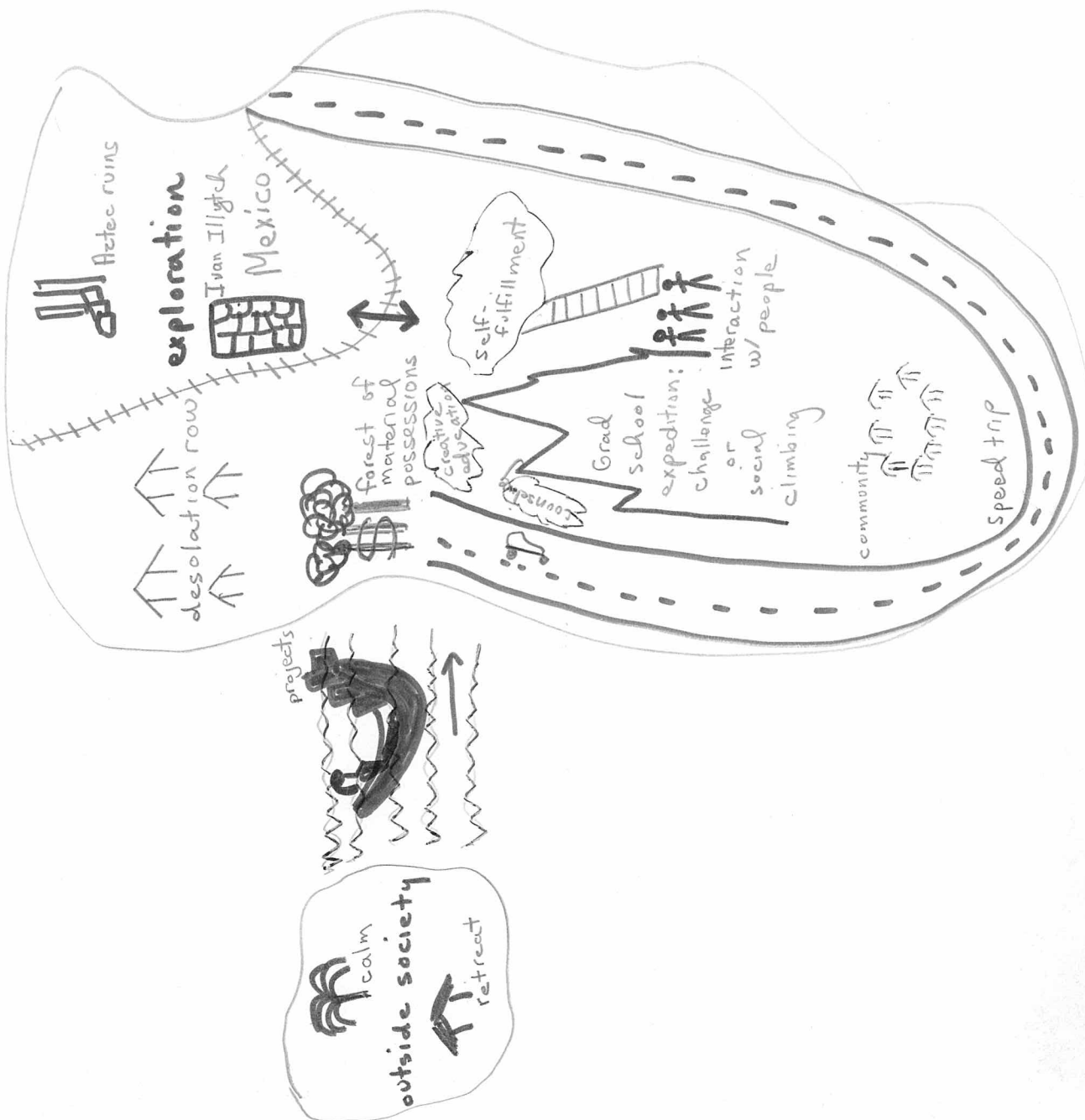
EXERCISES (con't)

13. Map-Making

a) What are the maps that you have 1) for yourself 2) for your marriage and/or your family: Draw a map of personal goals. Next draw a "we map" showing what your goals and expectations are for your partnership and/or your family. Be explicit!

b) COMMENTS: Draw the two maps below. Do you notice a lot of uncharted territory? How do you feel about yourself in the role of explorer? Do you feel your partner (or your family) and you can make a good exploring team? Compare maps with your partner (or other members of your family) and see how closely your appraisals of the terrain ahead match.

(see also p. 17 in appendix)



EXERCISES (con't)

14. The Mind Wardrobe

a) List the things that make you feel good about yourself. List the things that make you feel bad about yourself. Now list those things which you think your spouse (parents, child) values in you. Also list those qualities you appreciate in them. List the things you have to be happy about. List the things you have to be unhappy about.

b) COMMENTS: Do you have a basically positive or a basically negative attitude toward yourself? Was it difficult or easy to specify exactly what it is you value in your loved one(s)? How did your list of good qualities compare with the list your partner made about you? How accurately did you predict which aspects of you he valued most? How did you feel when you were listing all the things you have to be happy about? How did you feel when you listed all the things that are oppressing you?

What You Like About Yourself

ability to listen
openness of emotions
my perception
my honesty
my value system

What You Dislike About Yourself

compulsive habits
excessive guilt feelings
Slothfulness / mushiness

What You Think Your Partner Values In You

my ability to listen and understand / independence
my playfulness
my value system

What You Value in Your Partner

his insight
his moral honesty & integrity
his kindness
a feeling of oneness w/ him

What You Have To Be Happy About

good relationship w/ Deane
good relationship w/ family
taking control of my own life -
Goddard, clothes
having enough to eat
having a place to live
being able to see nature
no external pressures
playing w/ David
spending time w/ Deane

What You Have To Be Sad About

my weight
my disorganization
confusion about this house
unable to form a community

EXERCISES (con't)

15. Sex: Free Association

a) List all the images, words, actions which come into your head when you hear the word "sex." Break down into dyads and compare list with your partner.

^a1) Sex Tracks. See Bach in Appendix, p.

b) COMMENTS: How would you categorize your images for the first part of the ~~xxxx~~ exercise: artistic, earthy etc. How accurately could you predict your partner's sexual desires?

16. Resentment/ Demand/ Appreciation

a) In fantasy, place your spouse before you. Voice any resentments you have against him (her). Then make any demands of him that you wish. Finally say what you appreciate about him.

b) Comments: How did you react to this sort of fantasy confrontation? Were you embarrassed to put your resentments, demands, or appreciations into verbal form? Was it a cathartic experience?

17. Sentence Completion

a) Facing your partner, complete these sentences:
1. I want you to... 2. I keep myself from getting involved with you by... 3. I could make contact with you by...

b) COMMENTS: Did you feel constrained by using a prescribed format? Did you feel you were able to verbalize some real emotions? How did your partner react to what you were saying? Did you feel close to your partner or alienated from him when you were finished?

EXERCISES (con't)

18. The Mirror

a) Break down into dyads. While one person speaks, the other reflects his actions, but says nothing.

b) COMMENTS: Did you find this to be a frustrating or an enjoyable experience? Did you feel you were communicating well or poorly? Did your mirror make you feel uncomfortable? Did you play with your mirror? What sort of things did you learn when you were the mirror? What sort of things did you learn when you looked into your mirror? Did you have any feelings toward your mirror - resentment, like etc.? How is the mirror experience different from true dialogue?

19. Personal Space

a) Have partners face each other about fifteen feet apart and converse. As they continue to talk, partner A walks up to partner B until they make physical contact. Then partner A slowly backs away until he reaches the right distance to make conversation comfortable for himself. At that point ~~S~~ A stops and the partners measure the distance between each other with a tape measure. The experiment is repeated with Partner B doing the walking. Repeat the experiment without eye contact. Then, standing no closer than is comfortable, explore each other with sense of touch.

Distance
from partner:

b) COMMENTS: What differences did you discover between your personal space and your partner's? K What impact did eye contact have on personal space? Did you stand nearer to your partner for touching than for talking?

REASONS FOR THE EXERCISES (and their correlation with areas of concern.)

Ear Meditation: to begin to relax; to open our ears to the sounds around us; to hear our own breathing

Introductory Dyads: to get people to say positive things about themselves; to practice the art of listening; to introduce ourselves to the group

Trust Experience: to work on creating a feeling of group cohesiveness; also to explore non-verbal communication--many different hands catching your body

Molding Experience: to explore "balance" in the relationship: dominance/passivity;

Animal Game: to see how other people in the group view you

Chanting: to explore the feelings a) of singing with a group
b) of developing a rhythm within one's mind which removes thoughts.

Expression of Self through Art: Seeking to be emotionally honest with ourselves; in the second part of the exercise, to practice the art of listening

Aggressive Exercise: expressing your emotions honestly

Responsibility sentence: to see what you expect from others; what you expect from yourself; and what others expect from you

Communication Dyads: to explore both verbal and non-verbal communication with a partner

Self-sabotage game: to explore how we defeat ourselves by our feelings of low-self esteem, feelings of failure. (This awareness of how we defeat ourselves is the first step to stopping the self-defeating process)

Hate/love/self: Animals: to increase the awareness of many different sides of ourselves

Map making: exploration of goals for self, and goals for the family; noticing if there are any areas in which goals conflict; in which there are differences of expectation.

Mind Wardrobe: to see how we feel about ourselves; how we think others feel about us; it is interesting to note that often people when they list things to be sad about become very gloomy; and then when they think about the things to be happy about, become very happy; this suggests that if we can begin to control our minds and thoughts, we can strongly influence our emotions and feelings.

REASONS FOR THE EXERCISES (con't):

Resentment, demands, appreciation: gives each person a chance to express their feelings about the relationship and make suggestions for ways they would like to see it changed; gives the partner a chance to hear these feelings.

Blind Trust Walk (family communication workshop only): give children a chance to guide their parents around; establish parental trust in the children; show parents what it is like to be constantly led around

The following exercises are in the Young Couples workshop only:

Sex: Free association: to begin to explore our feelings about sex; the sextacks scale is a means to show the partner how he/she wants to be touched and carressed before and during intercourse; increasing communication.

Sentence Completion: an exploration of emotional honesty; how open are you with your partner; how much of yourself do you in fact keep concealed

Mirror: non-verbal communication; increasing awareness of self and others.

Personal space: most partners have ^{different} optimal physical distances ^{from each other;} this is important to recognize when talking with your partner; George Bach suggests that there is also an optimal psychological distance: how ~~fa~~ close a partner can come without making the intimate feel engulfed; and how far he can move away without making the partner feel rejected.

SUGGESTED AREAS OF CONCERN

1. COMMUNICATION

- * the art of listening
- * verbal/ nonverbal
- * fighting fair
- * living in the moment

2. EMOTIONAL HONESTY - to self and others

- * expression of anger
- * expression of frustration
- * praise and criticism
- * expression of confusion, ambivalence
- * jealousy
- * possessive feelings a) towards objects b) towards others

3. HANDLING ANXIETIES

- * low self-esteem
- * fear of failure
- * fear of abandonment
- * guilt
- * expectations
- * external pressures: work etc.

4. BALANCE

- * commitment and freedom
- * responsibility and sharing
- * passivity and dominance
- * feelings of self/ union with other(s) -

Below, describe two areas of concern you would like to work on during this workshop with your loved one. You may select an area from the above list, or you may wish to work on an area of your own designing which would be more relevant to your personal concerns.

1.

2.

SECTION THREE

TECHNIQUES: (These techniques will be explained in further detail as the course proceeds and as the need arises in individual cases.)

*Self-monitoring: methods of defining and recording behavior that you want to work on changing or improving (see appendix for sheets on which to record behavior data; also in appendix are sheets from George Bach's The Intimate Enemy on which fights and arguments can be recorded and evaluated) see pp. 15-16

*Meditation

Ear meditation

Silence

flute, bell, drum, (record)

Eye Meditation

one object

non-focused (like a mirror)

inner visual imagery

Breathing

Tactile Meditation

with external objects: e.g., an orange

internally: e.g. tensing and relaxing of different muscles

From outside source: being massaged (try to make body into a mirror so you can feel the hands massaging the inner surface of your skin.)

*Chants

*Kwat (thought-stopping)

*Tea Ceremony (see also Patterson's Time Out in appendix)

*Contingency Contracts: learning to work out and solve problems in the family in ways that are mutually satisfying to all members of the family

*Covenant Control: method of using our thoughts to help us feel better about ourselves and others around us

(nags, scolds, lectures)

HOMEWORK: This week count and record the number of critical comments/you deliver to one member of your family this week. Record this on the data sheet in the appendix. Note how consistent you are: do you become angry and scold directly after the behavior that bothers you or do you tend to wait? (p. 13)

(other members of the family can help you remember to record this data; however, it is important to remember that to help another person monitor his behavior IS NOT TO SPY. That defeats the whole program. There must be a working together of all people concerned

Homework #2. Note and record how many times you say nice things--a smile, a word of approval,, praise, a hug--to your spouse or your child or your parent. Record these on the data sheet in the appendix. In this way you can begin to get a feel for the nature of the familial interaction--verbal and non-verbal--in your home.

12
C

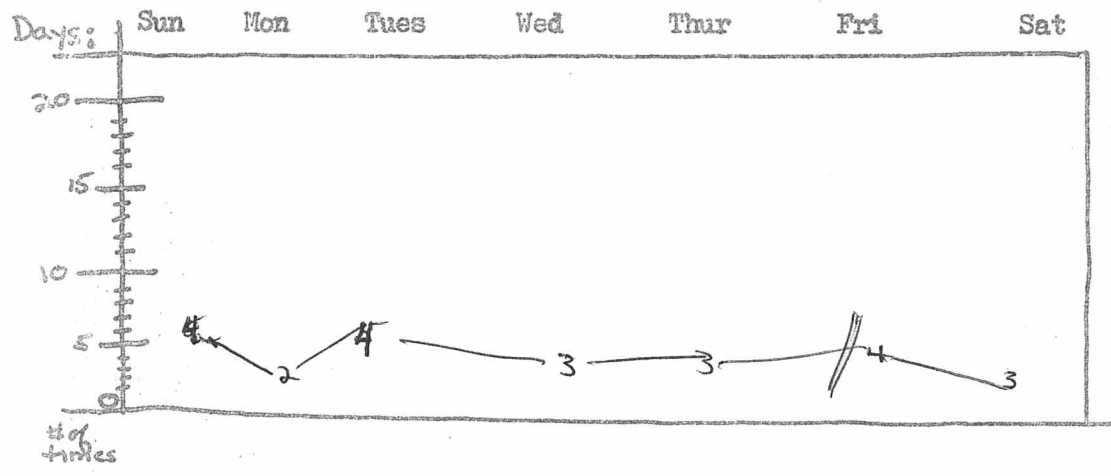
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2. Bach, George and Weyden, Peter The Intimate Enemy
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3. Brown, George Isaac Human Teaching for Human Learning
Viking Press New York 1971
4. Fromm, Erik The Art of Loving
5. Patterson, G.R. Families
Research Press 1971

Your name _____ Date _____

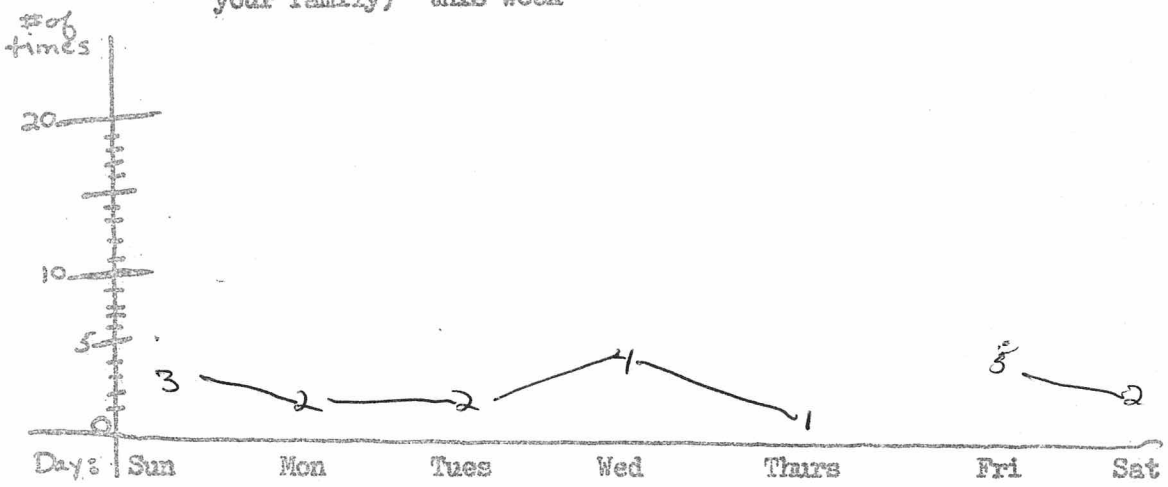
Behavior to be recorded to Deane to Joey
(e.g., number of nice things I say and do towards (a member of your family) this week.)

~~compliments~~
for daily



Name _____ Date _____

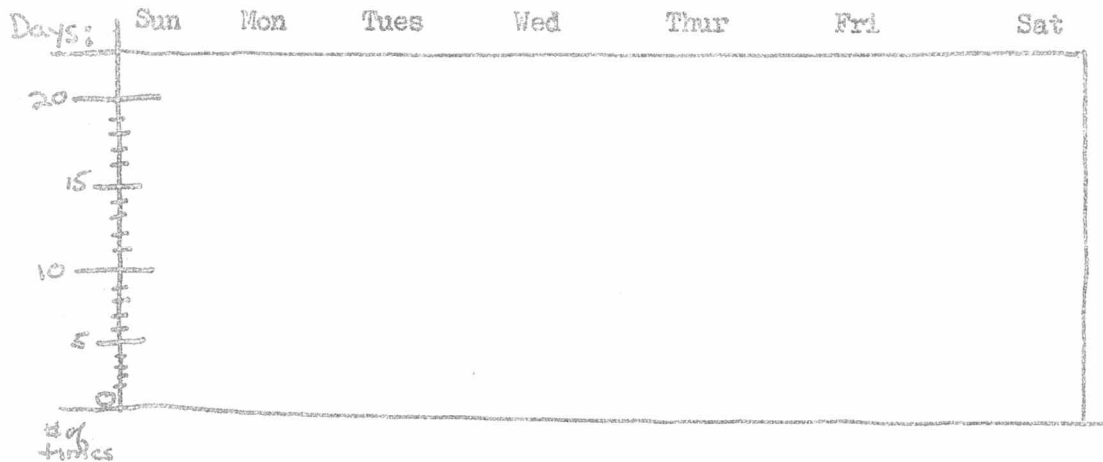
Behavior to be recorded D to S
(e.g., number of critical things I say and do towards (a member of your family) this week)



NOTE: a wrist counter or little golf counter is an easy and inconspicuous way to record this data and saves the problem of having to remember or having to have a piece of paper lying around.

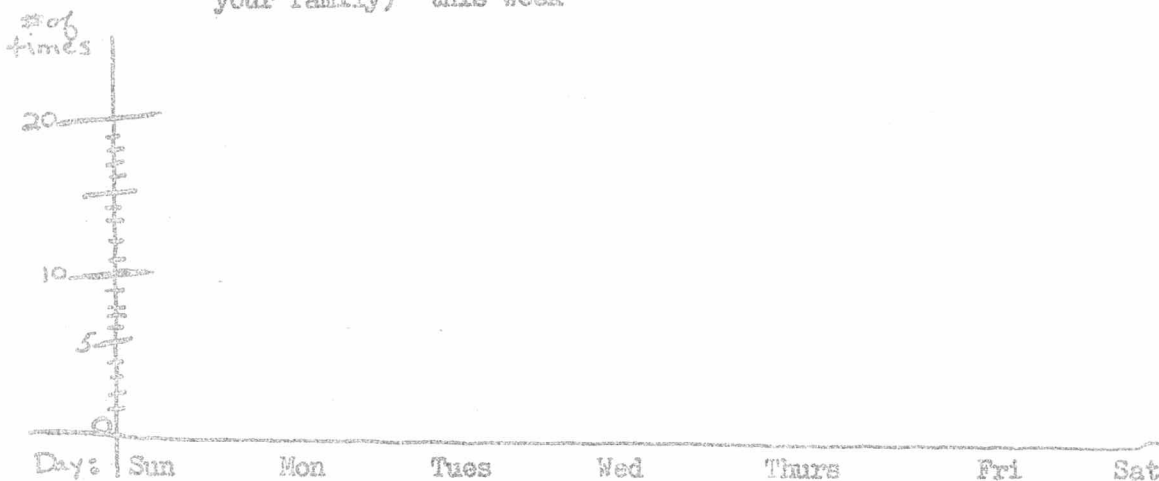
Your name _____ Date _____

Behavior to be recorded _____
(e.g., number of nice things I say and do towards (a member of your family) this week)



Name _____ Date _____

Behavior to be recorded _____
(e.g., number of critical things I say and do towards (a member of your family) this week)



NOTE: a wrist counter or little golf counter is an easy and inconspicuous way to record this data and saves the problem of having to remember or having to have a piece of paper lying around.

NAME _____ DATE _____

BEHAVIOR TO BE RECORDED

Before Where? Who was present? Doing what?	After How did situation change as a result?	time	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL:
		7-9								
		9-11								
		11-1								
		1-3								
		3-5								
		5-7								
		7-9								
		9-11								
		11-7								
		Totals:								

NAME _____

DATE _____

BEHAVIOR TO BE RECORDED

Before Where? Who was present? Doing what?	After How did situation change as a result?	Time	SUN	MON	TUES	WED	THURS	FRI	SAT	TOTAL:
		7-9								
		9-11								
		11-1								
		1-3								
		3-5								
		5-7								
		7-9								
		9-11								
		11-7								
		Totals:								

From G. Bach, The Intimate Enemy

Ways of Scoring a Fight: (suggested criteria):

Reality of the issue: how authentic are the reasons for the fight; is the fight issue the real reason for the fight, or are there ~~are~~ other, unspoken reasons

Injury: how fair was the fight; were there any below the belt punches

Involvement: were both fighters involved

Responsibility: does the partner take responsibility for his feelings, or does he hide his feelings with lines like (Dr. Bach says I...or Your mother says....)

Humor: is the laughter tension-releasing; or is it sarcastic ridicule

Expression: is the partner open and leveling; or is he hidden and camouflaged in his expressions and feelings during the fight

Communication: are both partners communicating; are they asking each other for feedback and clarification

Directness: to what degree is the aggression focused on the here and now opponent and his current actions--with no references to older or irrelevant situations

Specificity: do comments refer to specific actions, feelings, or attitudes of the partner, to directly observable behavior; or are comments labels, generalizations, "analyzing" the partner as belonging to a large category or pattern

THE FIGHT ELEMENTS PROFILE:

Reality	Injury	Involvement	Responsibility	Humor	Expression	Comm.	Dir.	Spec.
authentic, realistic	fair above belt	active/ reciprocal	owning up	laugh w/ relief	open	clear/ feedback	direct focus	specific
imaginary	dirty, below belt	passive/ one way	anonymous/ group	ridicule/ laugh at	hidden	no feedback	displaced focus	general analysis

+ positions represent good or bonding styles of aggression
 - represent poor or alienating styles of aggression
 0 indicate styles rated as neutral, irrelevant, or unobservable

Fight Elements Profile, (con't)

- Partners may
- 1) independently assign ratings to each other and themselves
 - 2) collaborate in determining the ratings
 - 3) ask a reasonably objective observer to rate them
 - 4) both work together with an objective outsider

The fight elements records the PROCESS of the fight: bonding v. alienating.

Below is a suggested FIGHT EFFECTS PROFILE:

Hurt:	+ hurt decreased	○	- hurt increased
information	new		old (redundant)
Positional movement (is the fight issue closer to being solved)	ground gained		ground lost
fear (do you feel more or less afraid of your partner)	decreased		increased
trust (do you trust your partner more or less)	increased		decreased
revenge	forgiven		stimulated
reparation (offerings of forgiveness, apologies, etc.)	active		none
centricity (does your partner have hold you more or less central central to his heart and private world)	more central		less central
self-esteem (how do you feel about yourself after the fight)	more self-value		less self-value
catharsis	released		inhibited
cohesion-affection (do you feel more closer or more distant as result of fight)	closer		more distant

The Family:

Like a drama with many different character actors. In addition to feelings about one's self and one's own ~~own~~ life and about each individual in the family, each member of the cast also has reactions to the group as a whole.

some questions:

how does your family make decisions;/ how are you affected by these decisions/
do you participate in these decisions/ how much do you do things together/
how do you handle family conflicts/ when was your last family quarrel and what was it like/

how do you think of the family situation: as a source of fun; a fight arena; a place to eat and sleep/ a prison/ a department store where you get goodies/
how does your family life differ from your school life, your club life/ your work?

COMMENT BELOW:

~~_____~~

Bach's assumptions:

- *hostile feelings are inevitable between mature intimates (p. 21, 26)
- *the talent for airing aggression counts most in shaping a bond ~~to~~ with an intimate (28)
- *aggression management not only can be learned; it can be used to change a partnership constructively (23)
- *stress is valuable for keeping the nervous system toned up in the ~~psychological~~ ^{psychological} sense (26)
- *partners fear fights because they fear rejection, they fear the fight might escalate out of control, etc; Bach believes "a fight a day keeps the doctor's away (26)". He cites:

Harry Harlow at University of Wisconsin who reared several generations of monkeys and showed that an exchange of hostilities is necessary between mates before there can be an exchange of love. "Harlow's calm, mechanical, totally accepting mothers raised off-spring who grew up normal except that they couldn't and wouldn't make love" p. 27 (Harlow, "Affectional Responses in Infant Monkeys" Science 130, 1959)

Konrad Lorenz: "bonding (loving) behavior: Among birds the most aggressive representatives of any group are ~~the~~ also the staunchest friends. To the best of our knowledge, bond behavior does not exist except in aggressive organisms."

*partners can drop their masks (for nature of masks, see Games People Play by Eric Berne) and become authentic persons capable of intimacy (32)

*intimacy needs to be taught: it is not a birthright or a talent, like a musical ear. It is "probably the most civilized relationship within the capability of mankind" (35)

*It is advantageous for a therapist to work in GROUPS rather than with individuals and couples for the following reasons: (50)

- group work is less expensive, faster, and more effective
- couples quickly become less dependent upon the therapist
- the group milieu stimulates growth in a natural way
- trainees live out, for everyone to see, the patterns and postures that would only be talked about in individual sessions;
- the group provides a sounding board and feedback device, pointing out faking, blamesmanship, digging into psychiatric museums
- here other's troubles which may offer a better perspective on one's own

*the notion of "unconditional acceptance" of the partner as the basis for true love should be tossed on the junk heap of unworkable, romantic stereotypes (171)

*Insights into the past do not help much (223). People can improve their lot in life when they stop worrying why they have various troubles and start focusing on practicing new ways of being in this world--learning how to live together rather than speculating why one can't

*people who master the fine art of verbal fighting and conflict resolution will be disinclined to commit physical violence

To married couples, to intimates: some ~~many~~ do's, some don'ts, some suggestions, some terms (taken from G. Bach, the Intimate Enemy)

Don't:

Gunny-sack: this involves keeping your grievances bottled up. "when marital complaints are toted along quietly in a gunny sack for anylength of time they make a dreadful mess when the sack finally bursts" (p. 19)

Reach into the "Psychiatric museum": during fights with each other, don't focus on past irrelevancies; don't try to lay blame by psychoanalyzing ~~xxxxxxx~~ each other's past.

Do:

Try to keep all arguments up to date "so that the books on marriage can be balanced daily"; each day try to sit down with each other and make sure you are caught up with yourselves and each other. In this way you will be able to...

...Keep all fights in the here and now

Allow for REFUELING. When a partner puts up a sign (either figuratively or literally) that says: Do not Disturb--Refueling! nobody needs to feel guilty or angry. "In realistic intimacy, refueling is necessary and desirable as long as it is not misused as a cover-up for habitual withdrawal" (38)

Don't:

get into name calling, attaching lables: e.g. sadist, game player, con man, mother-fixated, narcissist. "These stereotypes can only lead to insult exchanges or worse because no healthy person can tolerate being an impersonal category." (107)

If this happens, or in other ways you feel you are being attacked below the belt, unfairly, etc.....

....Do: Yell STATIC!! FOUL!!. Try to keep name-calling, and psychiatric museum irrelevancies out of the fight. They only cause hurt feelings and do absolutely nothing in moving towards a conflict resolution

Don't:

attribute opinions and traits to partner. Instead, encourage him to level how he really feels.

Some guidelines that may be useful in intimate fighting (adapted from Bach's 17 exercises, pp. 93-101, The Intimate Enemy)

- 1) the partner holds an inner dialogue with himself:
 am I really annoyed with my partner; am I sure I have identified the true issue and am not about to fight a battle about a trivial matter that camouflages another deeper grievance; am I ready to follow up my anger with a specific demand for a change in the status quo; how afraid am I of this fight; how afraid am I of being rejected by my partner; am I ready to be honest as well as tactful

- 2) Announcement to partner of intention to fight: FIGHT BY APPOINTMENT ONLY.
 do not hit the partner in ambush or with a hit and run attack

- 3) Level with the partner: state where you stand and where you want to go

- 4) both partners should pause frequently for feedbacks by asking such questions as "What are you trying to tell me; what do you mean by that; let me tell you how I heard it;" Both partners should make sure the other one has finished speaking before they proceed. This can be done by asking "Is everything off your chest/ may I respond now; or by allowing a few seconds of silence before beginning to speak

- 5) Allow for a quiet time (a refueling from the heat of battle)

- 6) articulate (preferably in writing) what changes the fight has brought about and what each partner has agreed to do to implement the changes

Communication and Message Theory (126-127)

- 1. What is the intent of the message. What is the sender trying to say
- 2. What did he in fact say---"the framing of the message"
- 3. How was the message received; how did the partner interpret what was said

Intimates should be aware of these three different aspects of communication and message sending and make frequent checks on each of them (e.g. here's how I heard what you said/ here's what I meant, but I can see how it sounded to you, etc.)

Sex.

Myth: sex and love must always go together (235)

loveless but lustful sex can initiate subsequent intimacy

sex should never be used for black mail.* Do not contaminate the bedroom sheets with other problems. A good line is "Let's let the sheets air out, let's go in the living room and talk." 246

myth: variety is always the spice of one's sex life (236)

myth: both partners should always be equally ready for sex 238

myth: simultaneous orgasm is a major requirement for good sexual adjustment (239)

myth: men and women have specific rigid roles to play in sex

myth: sexual adjustment is a natural process that happens more or less by itself

SEXTACKS SELF-RATING SCALE: (to be filled out by female), a guideline for her ~~husband's~~ mate during and before intercourse:

1. gentle throughout: I never like to be handled aggressively
2. primarily gentle: I like things to become occasionally, but very briefly aggressive
3. aggressive gentle: I like things mixed, as momentary mood dictates, but never anything as in six and seven below
4. Genitally aggressive: I like to be firmly handled in sex, but without extra aggression
5. aggressive: I like to be very firmly and very aggressively handled in sex, but not hurt or threatened
6. Threatened violent aggression: I like to be threatened with physical attacks
7. Violent aggression: I like to be physically hurt in sex; bitten or pinched, or pinned down or hurtfully slapped, squeezed, etc. This turns me on and makes me more passionate

The male should INDEPENDENTLY CHECK the rating scale trying to guess which of the seven levels he thinks his partner would check: "In making love to your ~~wifing~~ mate how aggressively do you think she prefers to be handled by you to maximize her pleasure?"

* Example of a woman who used sex as a means of making her husband a captive audience:
He: with me inside you I feel alive, like a man.
She: So why did you have dinner at your mother's last night?

COMMUNICATION THEORY - Virginia Satir

* a functional receiver does not immediately agree or disagree but asks sender to clarify and qualify

* mutual clarification and qualification enable one person to check out his reality against another person's reality; it cuts down on the tendency to project one's own wishes, perceptions etc. onto others; and it cuts down on the efforts of one person to speak for another

* a dysfunctional person overgeneralizes; he sends incomplete messages; he operates from the assumption that in fact he can communicate perfectly well

* metacommunication - communication on a nonverbal level
metacommunication conveys the sender's attitude toward the message, toward himself, and toward the receiver

* whenever a person communicates, he is not only making a statement, he is making a request: this is the "command aspect" of the message; all messages contain the request "validate me;" a functional receiver must be cognizant of and respond to this message

* congruent communication - where two or more messages are sent via different levels, but aren't contradictory

* incongruent communication - different level messages which seriously contradict each other; such messages catch the receiver in a double bind, because he can't obey one level without disobeying on another level

* importance of clear communication: check out the meaning given with the meaning received

* good clarifying questions:

- 1) what did you say?
- 2) what did you hear me say?
- 3) what did you see or hear that led you to make that conclusion?
- 4) what message did you intend to get across?
- 5) you look calm, but how do you feel?

* importance of accurately expressing emotions

* importance of making covert questions, expectations etc. explicit

GROUP IDEAS

self-change project for each family

intro; work on ways of improving communication between members of a family

what are your expectations?

① introductory exercise; break into dyads, tell name, one good thing, one bad thing

avoid staying in family

back together as large group

milling, choose partners, write ~~five~~ descriptive adjectives about self
cautionary note; Lazarus' Circle *listening exercise*

molding exercise; first, with parents as leaders, and children as followers; then reverse
discussion about power

Responsibility sentence; I take responsibility for (w/ relation to another family member)

then spend a few minutes discussing within family

then share with larger group differences in expectations

areas of concern

* communication

* negotiation

~~* discipline rules~~

② valuing exercise

GROUP SESSION #2

4

Some Communication Skills

- a. Paraphrasing; listening to the other person
Exercise; break into dyads (out of family); talk about some concerns you're having about your own family; other person paraphrases; then switch
now choose a member of your own family and repeat the exercise; was it easier or more difficult the second time?

b. Feeling Statements

- ① Let's get in touch with our feelings
Exercise; Where You Are Right Now (model); practice in making feeling statements ; also Color How I Feel
- ② Exercise; Making Feeling Statements to Others
negative and positive feeling statements
sandwiching (how to criticise without starting a war)
practice sandwiching
I like this about you.....
I have this gripe against you.....
I like this about you.....
how to respond to a feeling statement; urge to a) defend ourselves
b) do something to change the situation
first, important just to reflect the feeling
MODEL

3

Some Ground Rules for Negotiating Rules in a Family

1. Set aside specific time for talking things over
2. Don'ts; gunnysack (keep grievances bottled up); psychiatric museum; name-calling, attaching labels; hidden agenda; *take too long*
3. Do's; Make I statements; keep arguments in here and now; express feelings *
4. Fighting can be healthy if abide by groundrules
* clarify (what do you hear me saying? how are you feeling? what are you saying?)
write down specific issues beforehand (don-t try to deal with everything at once)
5. roles of children during parental fights
6. guidelines for parents interacting with children

1

Thinking Some More about the Family

Exercise; Write a sentence; My family is like a *animal* -----.
Complete blank. Discuss.

Some Questions; How does your family make decisions? How much do you do things together? How do you handle family conflicts?
When was your last family quarrel and what was it like?

2

Behavior Change

Data Collection and Monitoring (pass out monitoring sheets)
(have one person monitor conversation in room?)

Behavioral Contracting; choose specific behavior; list positive consequences stipulate consequences for noncompliance; put everything in writing specify how much for how long; *should be positive*
have one family model