

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 criticizing: 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 (cont).

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 general 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.