



## Week 10

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1. Explain the six steps of compromising.
2. Review the rules of compromising included in Step 1:
  - Be calm.
  - Be objective. Listen to the other person's point of view.
  - Be a good listener. Don't interrupt.
  - Be respectful. Don't name call.
  - Stay on the subject.
  - Offer suggestions when you disagree. Don't just say no.
  - Focus on the present, and don't bring up the past
3. Practice using the steps and rules of compromising with a friend. That way you will be ready to face the challenge of compromising with your child the next time you come to the clinic.
4. Write down three things you and your child consistently argue about:
  - A. \_\_\_\_\_
  - B. \_\_\_\_\_
  - C. \_\_\_\_\_

## SESSION 10 **Chart I**

### **List of Negotiable and Nonnegotiable Issues**

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Please mark items with a *Y* for negotiable and *N* for nonnegotiable. *Y* means that it can be discussed, not necessarily allowed.

*For ages 7 and 8*

Having friends sleep over

Having a pet

Dress style

Bedtime

Snack time

What to have for snack

Chores

Having friends over

Going to a friend's house

When to do homework

Crossing the street alone

Riding bicycle farther away

Walking to school alone

Time to watch TV

What to watch

Having certain toys

Taking the bus alone

Allowance

*For ages 9–13+*

Having friends sleep over

R-rated movies

Having a pet

Hair color, permanents

Curfew

Going to concerts

Wearing makeup

Choice in music

Learning to drive

Piercing ears and other body parts

Being sexually active

Chores

Time on the phone

Friends

When to do homework

Dating

Hairstyle

Overnights with friends

Parties

Dances

Tattoos

Allowance

Spending habits

Privacy

## SESSION 10 **Chart II**

### **Steps and Rules for Compromising (First Session)**

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In Step 1, open the session and review the rules of compromising.

- Be calm. This is critical! However, you are human, too, and this is not always possible, so maybe leave the room or make a phone call, something that allows you time to get at least a little calm.
- Be as objective as you can. Go into all discussions with an open mind, and don't make any decisions until you hear all of the information from your child.
- Be a good listener. Good communication skills are essential to compromise and influence each step of the process. Often the problem is clouded by issues in the relationship or the situation, and sometimes these things can make it very hard to be a good listener. For example, you may be angry at your child for having broken a rule or feel you cannot compromise because the child will not follow the new rules either. When you are communicating effectively, you should acknowledge emotions and ask questions to make sure you understand the other's view of things.
- Be respectful. Both you and your child should treat each other with respect and understanding.
- Stay on the subject. Do not get sidetracked to other issues. Try to resolve one conflict at a time.
- Offer suggestions when you disagree. Don't just say no to a request. Try to offer an alternative, even if it is just a small step toward the child's goal.
- Focus on the present and what you would like to happen. Don't bring up the past.

Step 2 is gathering information. You want to calmly clarify each person's point of view about the situation. You should begin by gathering the information from your child and then summarize to be sure you have accurately heard the information. Then you should state your child's view of the issues and have the child summarize your point of view.

Step 3 is focusing on common interests. Some families focus on areas they disagree on, but there are also aspects of the issue that you and your child do agree on. It is important to focus on these issues. An example might be: "We both feel that you should be able to stay out later." One question that should be addressed is "What will happen if we do not try to resolve this?" The answer to this question is always "I guess we will continue to argue, and I will end up getting mad and so will you."

Step 4 is creating options.

- Say any ideas that come to mind.
- Do not judge or discuss the ideas.
- Come up with as many ideas as possible.

When we do Step 4, the most important thing to do is think of as many options as you can, even if they are only in your wildest dreams. The other thing to remember is that suggesting something or hearing a suggestion doesn't mean that suggestion will be the one that is chosen when the final agreement is written.

*(continued)*

## SESSION 10 **Chart II**

### **Steps and Rules for Compromising (First Session)**

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*(continued)*

Step 5 is evaluating options and choosing a solution. Now you decide together which options you can really try in real life. Both of you will probably have some pretty clear ideas about the options you disagree with, so you both should decide which options on the list neither of you could live with and then eliminate each of those immediately. After that, you two can discuss which options would work in real life and then choose one together.

Step 6 is to write the actual agreement. You write down the solution you chose together and agree to work with it for 1 week. After 1 week, the agreement can be open to amendment if it is not working for either you or your child.

## SESSION 10 **Chart III**

### **Example of a Mediation Session**

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Note: Parent reads all “child” lines and therapist reads all “parent” lines.

#### *Step 1: Open the discussion (with the therapist acting as the parent).*

**Parent:** I know that we both feel differently about the clothes that you are wearing. I would like to talk with you about this, and I think that if we both follow some rules, then we can discuss this without either one of us getting really angry. Let’s review some steps and the rules. Step 1 is to open the discussion and re-view the rules of negotiating. Here we go.

Present and explain resolution rules sheet.

1. We need to be calm. We can take a break if we become upset.
2. We want to be objective and listen to the other person’s point of view.
3. Let’s be good listeners. We can’t interrupt.
4. We want to be respectful. We can’t call each other names.
5. We need to stay on the subject.
6. We have to offer suggestions when we disagree. We can’t just say no.
7. We need to focus on the present. Let’s not bring up the past.

**\*\*\*\*\*Therapist**

#### *Step 2: Gather Information*

**Parent:** Step 2 is when we gather information. That’s when I get to say what I think and you get to say what you think. Let’s see. We disagree because I told you that I wanted you to change before you went out of the house. Tell me why you honestly want to wear that out this evening.

**Child:** All of the kids dress this way. You just don’t understand.

**Parent:** You are right. Maybe I don’t understand. What are the kids wearing?

**\*\*\*\*\*Therapist:**

**Child:** You always complain about my pants being too baggy or too tight. Nothing is ever good enough for you. Also, you always say that I look sloppy because my shirt is not tucked in. I never comment on how you look. I would like to be able to wear what I want some of the time without having to worry about what you think or what you are going to say. You know I always try to wear something a little more conservative out to dinner with the family.

**Parent:** I’ll summarize what you just said. It seems like you are saying that I very often don’t compliment you on how you look and complain about what you are wearing. In particular, you feel that I say your pants don’t fit or you look sloppy. What I worry about is what other people think of you. If you wear clothes that are sloppy, then people might not think you care about the way you look. I also think you should be able to choose what you want to wear some of the time without having to worry about any comments from me. However, it is important at certain times to be taken seriously. Now you get to summarize what I just said.

*(continued)*

## SESSION 10 **Chart III**

### **Example of a Mediation Session**

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*(continued)*

**Child:** Well, you want people to take me seriously, and sometimes the way I dress may make people think I'm sloppy with everything, not just my clothing.

**Parent:** That was nice. You are so calm, and you're really paying attention.

**\*\*\*\*\*Therapist:**

#### *Step 3: Focus on Common Interests*

**Parent:** Step 3 is when we get to look at the things we agree on. So what do we both agree on? It looks like we both feel that at times you should be able to wear what you want.

**Child:** I guess also we both care about what others think. I care about my friends, and you care about my teachers and other adults.

**Parent:** What will happen if we don't try to resolve this?

**Child:** I guess we will continue to argue. I'll end up getting mad, and so will you.

#### *Step 4: Create Options*

**Parent:** Step 4 is when we think of any options (solutions) to the problem. Let's come up with some ways that this can work. Let's put out all the ideas, and we'll evaluate them later. I'll start.

1. You wear what you want all the time.
2. I tell you what to wear all the time.

**Child:**

3. I wear what I want 50% of the time, and you tell me what to wear 50% of the time.
4. I wear what I want with my friends, and you tell me what to wear when we're with grown-ups.

**Parent:** Those are good ideas.

5. You can wear what you want to school as long as it goes by school rules, and we can discuss what you wear with grown-ups.

#### *Step 5: Evaluate Options and Choose a Solution*

**Parent:** Now that we both came up with some choices, let's evaluate these ideas. Number 3 (wearing what I want half the time), number 4 (wear what you want with your friends and wear what I want with grown ups), and number 5 (wearing what you want to school and talking about what to wear with grown-ups) would be OK with me, but number 1 and number 2 would not work.

**Child:** Yeah, and I think number 4 (wear what I want with my friends, and wear what you want with grown ups) is OK, too.

*(continued)*

## SESSION 10 **Chart III**

### **Example of a Mediation Session**

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*(continued)*

**Parent:** Let's review the options we chose:

3. I wear what I want 50% of the time, and you tell me what to wear 50% of the time.
4. I wear what I want with my friends, and you tell me what to wear when we're with grown-ups.
5. You can wear what you want to school as long as it goes by school rules, and we can discuss what you wear with grown-ups.

[To child] Which do you like the best?

**Child:** "I like number 4 (wearing what I want with friends, wearing what you want with grown-ups). What about you, Mom?"

**Parent:** I'll try that for a week as long as we can talk about this again in 1 week.

**Child:** OK.

**\*\*\*\*\*Therapist:**

#### ***Step 6: Write the Agreement***

**Parent:** Now we are on the sixth step, writing the agreement. Now we need to write down what we both agreed on. Let's see, I said that you could wear what you want with your friends. What do I get to do?

**Child:** I said that you could pick my clothes out when we are with grown-ups.

**Parent:** The important point here is that we discussed this situation together so that in the end it was a calm discussion we were both participating in, instead of just two people yelling at each other. That was excellent.

**\*\*\*\*\*Therapist**

# SESSION 10 Point Chart

Behavior/Task	Description	Pts																	
Earned																			
Previous Balance																			
Total Spent																			
Current Balance																			

**Rewards:**

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_

**Time Out**

Behavior	Description																	

**Praise**

Behavior	Description																	

**Attending**

Behavior	Description																	



## SESSION 10 **School Program**

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Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Day: \_\_\_\_\_

Teacher Instructions: Please rate the child's degree of compliance with the following behavior in the classes listed here. Place your initials in one of the three spaces that *best* describes the child's behavior, and send the sheets home to the parents daily. Thank you.

Behavior: \_\_\_\_\_

Definition: \_\_\_\_\_

Class: \_\_\_\_\_

Teacher's Initials:

(     ) Most of the time

(     ) Some of the time

(     ) Very little of the time

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Child's Name: \_\_\_\_\_ Date: \_\_\_\_\_ Day: \_\_\_\_\_

Teacher Instructions: Please rate the child's degree of compliance with the following behavior in the classes listed here. Place your initials in one of the three spaces that *best* describes the child's behavior, and send the sheets home to the parents daily. Thank you.

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