



Week 11

1. Practice compromising with your child.
2. If either of you gets upset when you are talking, say, "Let's try talking about this later."
3. Keep praising your child for the behaviors on the chart.

Next, please write down any behaviors you would like to work on during the next few sessions.

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

SESSION 11 **Chart I**

Steps and Rules for Compromising

Step 1: Open the session and review the rules.

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.

Step 2: Gather information.

Step 3: Focus on common interests.

Step 4: Create solutions.

Step 5: Evaluate options and choose a solution.

Step 6: Write the agreement.

SESSION 11 **Chart II**

Compromising on a Hypothetical Problem

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

Step 1: Open the Session

Parent: I know that we both feel differently about your curfew. I would like to talk about this with you, 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 briefly review the rules that are part of Step 1, opening the discussion.

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.

Step 2: Gather Information

Parent: Now we need to get some information so we can both know the other person’s position. Let’s see. We disagree because I said that you had to be in by 9 P.M. Tell me about what you honestly want in terms of a change in your curfew.

Child: Well, all my friends get to stay out till at least 10 P.M., and all I’m asking for is 9:30 P.M. because I know I have to come home at some point.

Parent: You are right; maybe I don’t understand. Tell me more.

Child: Since everyone lives a little closer to my friend Jane, they can pretty much make sure they are safe later at night, but we live far away, which means I also have to leave earlier to get home. Of course, I don’t want to be in danger.

Parent: Let me see if I understand your point. You think you should be able to stay out later because you have to leave earlier to get home on time. You really want to stay out and be with your friends. What I worry about is you being out and alone so late. That’s why I have you come home at 9 P.M., because I’ll be sure you’re walking home by 8:30 P.M. at the latest. Now you get to summarize what I just said.

Child: I guess you feel that it might be unsafe for me to walk home any later than 8:30 P.M. and that’s why you want me home by 9 P.M.

(continued)

SESSION 11 **Chart II**

Compromising on a Hypothetical Problem

(continued)

Step 3: Focus on Common Interests

Parent: Well, I guess we both agree that you should be able to have fun and hang out with your friends.

Child: And I think we both want me to be safe.

Parent: What will happen if we do not try to resolve this?

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

Step 4: Create Options

Parent: 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 could come home whenever you want.
2. You could never see your friends.

Child:

3. You could let me try to get a ride so I'll be safe.
4. You could let my friends come over.

Parent:

5. I could pick you up later.

Step 5: Evaluate Options and Choose a Solution

Parent: Let's evaluate these ideas. Numbers 3 (getting a ride), 4 (having your friends come over), and 5 (picking you up later) would be OK with me, but 1 and 2 would not work. Which ones do you like?

Child: Number 3 (getting a ride) or number 5 (getting picked up later) would be OK, I guess.

Parent: So let's review our options:

3. Getting a ride
4. Having your friends come over
5. Picking you up later

[To child] Which one do you like best?

Child: Number 3, getting a ride home so I'm safe.

Parent: That's good. So if you get a ride, you can come home at 10 P.M. And until then your curfew is still 9 P.M. and that's OK?

Child: Sure, I'll ask someone for a ride tomorrow at school.

(continued)

SESSION 11 **Chart II**

Compromising on a Hypothetical Problem

(continued)

Step 6: Write the Agreement

Parent: Now we need to write down what we both agreed on. Let's see, I said that you could come home at 10 P.M. I also said that your curfew will be 9 P.M. if you don't get a ride.

Child: And I said you could let me get a ride home and be home by 10 P.M. And also that I will be home by 9:00 P.M. if I don't have a ride.

SESSION 11 **Chart III**

Compromising on a Real-Life Problem

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

Step 1: Open the Session

Parent: I know that we both feel differently about [(write in topic selected): _____].

I would like to talk about this with you, 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 briefly review the rules that are part of Step 1, opening the session. [Present and explain the 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.

Step 2: Gather Information

Parent: Step 2 is when we each get to say our viewpoints. Let’s see. We disagree because _____
_____. Tell me about what you honestly want.

Child: You don’t understand, I _____.

Parent: OK, let me summarize what you just said. _____.

What I worry about is _____. Now, you summarize what I said.

Child: Your opinion is that _____
_____.

Step 3: Focus on Common Interests

Parent: Step 3, what do we both agree on? It looks like we both feel _____
_____.

Child: I guess also that we both care about _____
_____.

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

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

(continued)

SESSION 11 **Chart III**

Compromising on a Real-Life Problem

(continued)

Step 4: Create Options

Parent: Step 4 is when we create options. 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. _____.
2. _____.

Child:

3. _____.
4. _____.

Parent:

5. _____.

Step 5: Evaluate Options and Choose a Solution

Parent: Now that we both came up with some choices, let's evaluate these ideas. I like # _____, # _____, and (if applicable) # _____ would be OK with me, but # _____ and (if applicable) # _____ would not work. Which ones do you like?

Child: I think # _____ and # _____, and (if applicable) # _____ would work.

Parent: If you could choose one of those options, which one do you like the best?

Child: I think that I would choose # _____.

Parent: So let's try # _____.

Child: OK, that sounds good.

Step 6: Write the Agreement

Parent: Step 6, now we need to write down what we both agreed on. Let's see, I said that you could _____ . Now what do I get to do?

Child: I said that you could _____ .

SESSION 11 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 11 **School Program**

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

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

SESSION 11 **Card 1**

Example of index card problem: (Parent)

1. Clean room
2. Take out trash
3. Less phone use

SESSION 11 **Card 2**

Example of index card problem: (Child)

1. Pet
2. Stay out later
3. Allowance