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## Defiant Behaviors

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### **Verbal**

- Yells
- Whines
- Complains
- Screams
- Insults
- Swears
- Lies
- Argues
- Humiliates/annoys
- Teases
- Cries
- Sasses or talks back

### **Physical**

- Defies
- Throws tantrums
- Disrupts others' activities
- Steals
- Runs away

### **Aggressive**

- Physically resists requests or instructions
- Throws objects
- Destroys property intentionally
- Physically fights with others
- Carries or uses weapons
- Breaks into other people's homes or businesses
- Is cruel to others
- Is cruel to animals
- Lacks guilt or remorse or seems to have no conscience

### **Passive Noncompliance**

- Ignores requests
- Fails to complete routine chores
- Fails to complete school homework
- Ignores self-care tasks

**Other:** \_\_\_\_\_

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## Conflict Behavior Questionnaire for Parents

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The following is another way to measure your teenager's defiance. If you wish, fill out this questionnaire and compare the results you get with those from the rating forms earlier in the chapter. Essentially consistent results should reinforce the decision you've made about what action to take.

This form is also an excellent way to see whether your teen's problematic behavior occurs more with you or another parent or caregiver (such as a grandparent who plays a parenting role). As you'll see later in this book, when the teen's behavior (or perceptions of the behavior) differs significantly between parents, or is perceived differently by the two, you may have to take extra measures to fend off a "divide-and-conquer" strategy and to stay on the same page when working through the program.

**If more than one adult plays a significant parenting role with the teen, all of these adults should complete this form.**

I am the child's \_\_\_ mother \_\_\_ father (check one).

Think back over the last 2 weeks at home. The statements below have to do with you and your teen. Read the statement and circle True or False for each statement. Answer for yourself, without talking it over with anyone.

- |      |       |  |
|------|-------|--|
| True | False | 1. My teen is easy to get along with.                        |
| True | False | 2. My teen is well behaved in our discussions.               |
| True | False | 3. My teen is receptive to criticism.                        |
| True | False | 4. For the most part, my teen likes to talk to me.           |
| True | False | 5. We almost never seem to agree.                            |
| True | False | 6. My teen usually listens to what I tell him/her.           |
| True | False | 7. At least three times a week, we get angry at each other.  |
| True | False | 8. My teen says I have no consideration of his/her feelings. |
| True | False | 9. My teen and I compromise during arguments.                |
| True | False | 10. My teen often doesn't do what I ask.                     |
| True | False | 11. The talks we have are frustrating.                       |
| True | False | 12. My teen often seems angry to me.                         |
| True | False | 13. My teen acts impatient when I talk.                      |
| True | False | 14. In general, I don't think we get along very well.        |

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## Conflict Behavior Questionnaire for Parents (continued)

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- True False 15. My teen almost never understands my side of an argument.
- True False 16. My teen and I have big arguments about little things.
- True False 17. My teen is defensive when I talk to him/her.
- True False 18. My teen thinks my opinions don't count.
- True False 19. We argue a lot about rules.
- True False 20. My teen tells me he/she thinks I am unfair.

### **Scoring and Interpreting Your Results**

1. Add one point for each of the following items answered TRUE: 5, 7, 8, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20.
2. Add one point for each of the following items answered FALSE: 1, 2, 3, 4, 6, 9.
3. Add all of the points together.

There are two ways to interpret the Conflict Behavior Questionnaire for Parents Summary Score:

1. Compare your score to the mean scores that we obtained in our research for families in conflict and families without conflict. See which mean your score is closer to:

*Mothers:* Mean score for families in conflict = 12.4 (standard deviation = 5.0)

Mean score for families without excessive conflict = 2.4 (standard deviation = 2.8)

*Fathers:* Mean score for families in conflict = 10.5 (standard deviation = 5.0)

Mean score for families without excessive conflict = 3.2 (standard deviation = 3.0)

2. Use the following cutoffs for high scores:

*Mothers:* Any score above 8 is definitely in the problem range (higher than in 98% of families without excessive conflict). Any score of 6-8 is probably in the problem range (higher than in 84–93% of those families).

*Fathers:* Any score above 10 is definitely in the problem range. Any score of 7–10 is probably in the problem range.

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## Impairment Rating Form

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In home life with the family	rarely	sometimes	often	very often
In social interactions with peers	rarely	sometimes	often	very often
In school	rarely	sometimes	often	very often
In community activities	rarely	sometimes	often	very often
In sports, clubs, or other activities	rarely	sometimes	often	very often
In learning to take care of him/herself	rarely	sometimes	often	very often
In play, leisure, or recreational activities	rarely	sometimes	often	very often
In handling daily chores or other responsibilities	rarely	sometimes	often	very often

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## Emotional Distress Rating Form

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- |   |      |             |          |       |           |
|---|------|-------------|----------|-------|-----------|
| 1. Emotional distress that I experience                 | none | very little | moderate | a lot | very much |
| 2. Emotional distress that my spouse experiences        | none | very little | moderate | a lot | very much |
| 3. Emotional distress that my other children experience | none | very little | moderate | a lot | very much |
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## Decision-Making Worksheet

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1. How many of the three behaviors on page 19 did you rate *often* or *very often*? \_\_\_\_\_
2. Did either parent score the Conflict Behavior Questionnaire in the problem range? \_\_\_\_\_ Yes \_\_\_\_\_ No
3. On the Impairment Rating Form (p. 22), did you circle *often* or *very often* for impairment in one or more settings? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Did you rate at least one of the three items on the Emotional Distress Rating Form (p. 23) as *moderate*, *a lot*, or *very much*?  
\_\_\_\_\_ Yes \_\_\_\_\_ No

*Here's how to interpret your answers to each question above:*

Were your answers like these?

1. 2–3    2. Yes (especially a Yes for both parents)    3. Yes    4. Yes

If so, consider using this self-help book and consulting a mental health professional to help you deal with your teen's defiant behavior.

Were your answers like these?

1. 1 or more    2. Yes    3. Yes    4. Yes

If so, this book *may* be enough to help you deal with your teen's oppositional behavior.

Were your answers like these?

1. 1 or more    2. Yes or No    3. No    4. No

If so, this book will probably be enough to help you with your teen's defiant behavior.

Were your answers like these?

1. 0–1    2, 3, and 4. No to any one of these

If so, you probably will find this book sufficient.

Were your answers like these?

1. 0    2, 3, and 4. No to any one or all of these

Your teen is probably within the normal range of defiant behavior. You may find the advice in this book helpful, but you probably don't need professional help.

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## Rights, Gifts, and Privileges

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What are your teen's rights?	What were given as gifts?	What are your teen's privileges (things to be earned)?

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## Routine Requests

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Just “free associate” and list everything you can think of on the following lines. Some parents find it easiest to compile this list if they mentally run through their day from getting up in the morning to going to bed at night.

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## Contract

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This contract between \_\_\_\_\_ (teenager) and \_\_\_\_\_ (parents) is hereby entered into this, the \_\_\_\_\_ day of \_\_\_\_\_, \_\_\_\_\_.

With regard to

\_\_\_\_\_,  
\_\_\_\_\_, (teenager) agrees to:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

In return, \_\_\_\_\_ (parents) agree to:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If \_\_\_\_\_ (teenager) does not honor the agreement, the following consequence is agreed upon by both parties: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

All parties have read and discussed this agreement. Any exceptions must be mutually agreed upon by all parties. If disputes arise, changes to the contract may be negotiated in the future.

\_\_\_\_\_  
(teenager) \_\_\_\_\_  
\_\_\_\_\_  
(parents)  
\_\_\_\_\_  
(Date) \_\_\_\_\_

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## Weekly Home-School Report

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Name: \_\_\_\_\_ Date: \_\_\_\_\_

Math:	Followed posted rules	Yes	No	N.A.
	Talked respectfully to others	Yes	No	N.A.
	Paid attention during lectures	Yes	No	N.A.
	Came to class with book, planner	Yes	No	N.A.

Comments:

Teacher signature: \_\_\_\_\_

English:	Followed posted rules	Yes	No	N.A.
	Talked respectfully to others	Yes	No	N.A.
	Paid attention during lectures	Yes	No	N.A.
	Came to class with book, planner	Yes	No	N.A.

Comments:

Teacher signature: \_\_\_\_\_

_____	Followed posted rules	Yes	No	N.A.
(Subject)	Talked respectfully to others	Yes	No	N.A.
	Paid attention during lectures	Yes	No	N.A.
	Came to class with book, planner	Yes	No	N.A.

Comments:

Teacher signature: \_\_\_\_\_

_____	Followed posted rules	Yes	No	N.A.
(Subject)	Talked respectfully to others	Yes	No	N.A.
	Paid attention during lectures	Yes	No	N.A.
	Came to class with book, planner	Yes	No	N.A.

Comments:

Teacher signature: \_\_\_\_\_

_____	Followed posted rules	Yes	No	N.A.
(Subject)	Talked respectfully to others	Yes	No	N.A.
	Paid attention during lectures	Yes	No	N.A.
	Came to class with book, planner	Yes	No	N.A.

Comments:

Teacher signature: \_\_\_\_\_

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## Problem-Solving Worksheet

Date: \_\_\_\_\_

Problem: \_\_\_\_\_

	Evaluations					
	Teen		Mother		Father	
	+	-	+	-	+	-
1. _____						
2. _____						
3. _____						
4. _____						
5. _____						
6. _____						
7. _____						
8. _____						
9. _____						
10. _____						

Agreement: \_\_\_\_\_

### **Implementation Plan**

A. Teen will do: \_\_\_\_\_

\_\_\_\_\_

by the following time: \_\_\_\_\_

B. Mom will do: \_\_\_\_\_

\_\_\_\_\_

by the following time: \_\_\_\_\_

C. Dad will do: \_\_\_\_\_

\_\_\_\_\_

by the following time: \_\_\_\_\_

D. Plan for monitoring whether this happens: \_\_\_\_\_

\_\_\_\_\_

E. Any reminders that will be given. By whom? When? \_\_\_\_\_

\_\_\_\_\_

F. Consequences for compliance and noncompliance: \_\_\_\_\_

\_\_\_\_\_

## Issues Checklist for Parents and Teens

<b>Go down this column for all pages first.</b>				<b>Then go down these columns for all pages.</b>				
<b>Topic</b>				<b>How hot are the discussions?</b>				
				<b>Calm</b>	<b>A little angry</b>			<b>Angry</b>
1.	Cellphone, texting	Yes	No	1	2	3	4	5
2.	Time for going to bed	Yes	No	1	2	3	4	5
3.	Cleaning up bedroom	Yes	No	1	2	3	4	5
4.	Doing homework	Yes	No	1	2	3	4	5
5.	Putting away clothes	Yes	No	1	2	3	4	5
6.	Using the TV, computer; choice of shows to watch	Yes	No	1	2	3	4	5
7.	Cleanliness (washing, showers, brushing teeth)	Yes	No	1	2	3	4	5
8.	Which clothes to wear	Yes	No	1	2	3	4	5
9.	How neat clothing looks	Yes	No	1	2	3	4	5
10.	Making too much noise at home	Yes	No	1	2	3	4	5
11.	Table manners	Yes	No	1	2	3	4	5
12.	Fighting with brothers or sisters	Yes	No	1	2	3	4	5
13.	Cursing	Yes	No	1	2	3	4	5
14.	How money is spent	Yes	No	1	2	3	4	5
15.	Picking books, downloading iPod songs, choosing video games	Yes	No	1	2	3	4	5
16.	Allowance	Yes	No	1	2	3	4	5
17.	Going places without parents (shopping, movies, etc.)	Yes	No	1	2	3	4	5
18.	Playing music too loudly	Yes	No	1	2	3	4	5
19.	Turning off lights in house	Yes	No	1	2	3	4	5

(cont.)

**Issues Checklist for Parents and Teens (cont.)**

20.	Using drugs	Yes	No	1	2	3	4	5
21.	Taking care of clothes, videos, iPod, computer, and other personal things	Yes	No	1	2	3	4	5
22.	Drinking beer or other liquor	Yes	No	1	2	3	4	5
23.	Buying cellphones, games	Yes	No	1	2	3	4	5
24.	Going on dates	Yes	No	1	2	3	4	5
25.	Who should be friends	Yes	No	1	2	3	4	5
26.	Selecting new clothing	Yes	No	1	2	3	4	5
27.	Being sexually active	Yes	No	1	2	3	4	5
28.	Coming home on time	Yes	No	1	2	3	4	5
29.	Getting to school on time	Yes	No	1	2	3	4	5
30.	Getting low grades in school	Yes	No	1	2	3	4	5
31.	Getting in trouble in school	Yes	No	1	2	3	4	5
32.	Lying	Yes	No	1	2	3	4	5
33.	Helping out around the house	Yes	No	1	2	3	4	5
34.	Talking back to parents	Yes	No	1	2	3	4	5
35.	Getting up in the morning	Yes	No	1	2	3	4	5
36.	Bothering parents when they want to be left alone	Yes	No	1	2	3	4	5
37.	Bothering teenager when he/she wants to be left alone	Yes	No	1	2	3	4	5
38.	Putting feet on furniture	Yes	No	1	2	3	4	5
39.	Messing up the house	Yes	No	1	2	3	4	5
40.	What time to have meals	Yes	No	1	2	3	4	5
41.	How to spend free time	Yes	No	1	2	3	4	5
42.	Smoking	Yes	No	1	2	3	4	5
43.	Earning money away from house	Yes	No	1	2	3	4	5
44.	What teenager eats	Yes	No	1	2	3	4	5

— Problem-Solving Exercise: Defining the Problem —

Name: \_\_\_\_\_ Date: \_\_\_\_\_

A good definition of the problem explains what it is that the other person is doing or saying that bothers you and why it bothers you. The definition is short, neutral, and does not blame the other person. Below are several definitions. Read each one, then say whether it is good or bad. If it is bad, write down a better definition.

A. **Mother:** My problem is that I don't like to see your room dirty; all the clothes are on the bed and the dust is 2 inches thick. I'm upset when my friends come to visit and see the room looking that way.

1. Is this a good definition of a room-cleaning problem?

\_\_\_\_ Yes    \_\_\_\_ No

2. If you said "No," write a better definition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

B. **Daughter:** I hate you, Mom. You just are a real pain. I'm missing out on all the fun because you make me come home by 9:00 P.M. on weekends.

1. Is this a good definition of a coming-home-on-time problem?

\_\_\_\_ Yes    \_\_\_\_ No

2. If you said "No," write a better definition: \_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

C. **Father:** Son, the real problem with you is that you don't respect your elders. Kids just don't know the meaning of respect today. When I was your age I would never talk to my father the way you talk to me.

1. Is this a good definition of a talking-back problem?

\_\_\_\_ Yes    \_\_\_\_ No

(cont.)

Problem-Solving Exercise: Defining the Problem (cont.)

2. If you said No, write a better definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

D. **Son:** I get angry when you bug me 10 times a day about taking out the trash and feeding the dogs. I'm old enough to do these things without being reminded.

1. Is this a good definition of a chores problem?  
\_\_\_\_ Yes \_\_\_\_ No
2. If you said No, write a better definition: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

E. Below, a mother and a daughter define their problem about playing the stereo too loud. Notice how each accuses and blames the other; this is a poor way to define the problem. Read their definitions, then write a better definition for each person.

**Mother:** You are ruining your ears with that loud stereo. You just don't have good taste in music. How can you stand all that loud noise? I can't, and what's more I *won't* stand for it.

**Daughter:** Don't talk to me about taste in music. You sit around all day listening to 1940 junk music. No one listens to that stuff anymore. And get off my back about the loud stereo. I'll play it as loud as I like so I can enjoy my music.

Better definitions:

**Mother:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

**Daughter:** \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



## Negative Communication Habits

Name: \_\_\_\_\_

	Day 1	Day 2	Day 3	Day 4
Insults				
Interrupts				
Criticizes				
Gets defensive				
Lectures				
Looks away				
Slouches				
Uses sarcasm				
Goes silent				
Denies				
Commands, orders				
Yells				
Swears				
Throws a tantrum				
Nags				
Dredges up the past				

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## Typical Unreasonable Beliefs and Expectations Held by Parents

Unreasonable beliefs	Reasonable beliefs
<p><input type="checkbox"/> <b>I. Perfectionism/obedience:</b> Teens with ADHD should behave perfectly and obey their parents all the time without question.</p>	<p>It's unrealistic to expect any teen to behave perfectly or to obey all the time; we strive for high standards but accept imperfections and remember the teen's need to strive for independence from parents.</p>
<p><input type="checkbox"/> <b>A. School</b></p>	
<p><input type="checkbox"/> 1. He should always complete homework on time.</p>	<p>1. I'll encourage him to complete homework all the time but recognize this won't always happen.</p>
<p><input type="checkbox"/> 2. She should study for 2 hours every night, even when she has no homework.</p>	<p>2. Many teens need a break from their numerous obligations today and can be encouraged to study but should not be expected to put in this much time every night.</p>
<p><input type="checkbox"/> 3. He should always get A's and B's.</p>	<p>3. If my teen has always been a good student, maybe this is reasonable to expect <i>most</i> of the time. But I need to make sure I know what the teen really is capable of.</p>
<p><input type="checkbox"/> 4. She should do papers for the love of learning.</p>	<p>4. Many teens still need salient external reinforcers to stick to the work they need to do in high school. They're maturing, but not yet adults.</p>
<p><input type="checkbox"/> <b>B. Driving</b></p>	
<p><input type="checkbox"/> 1. She should never get any speeding tickets.</p>	<p>1. Many teens get a speeding ticket. They should be responsible for paying it and accept any legal consequences (such as suspension of license).</p>

(cont.)

— Typical Unreasonable Beliefs and Expectations Held by Parents (cont.) —

- |   |  |
|---|--|
| <input type="checkbox"/> 2. Teens shouldn't adjust the radio, change CDs, or talk or text on their cellphone while driving. | 2. Teens should understand the risks of being distracted while driving, but most will indulge sometimes. I could make it my teen's responsibility to pay for hands-free equipment. |
| <input type="checkbox"/> 3. She will always stop completely for stop signs.   | 3. I should always stop completely at stop signs to model good behavior when my teen is in my car and only expect my teen to do as well as I do.                                   |

C. Conduct

- |  |  |
|--|--|
| <input type="checkbox"/> 1. He should never treat us disrespectfully.                                | 1. Teens can't become their own person without some rebellion. Some back talk is natural. He shouldn't curse or ridicule severely, and he might be expected to apologize occasionally. |
| <input type="checkbox"/> 2. She will impress all the relatives with her love for family gatherings.  | 2. I'll give her space. Teens just don't want to be with their families that much. This is normal. She should attend some family functions, but that is all I can reasonably expect.   |
| <input type="checkbox"/> 3. He should get out of a bad mood when we tell him to change his attitude. | 3. Teenagers are moody and can't always help it. He should let us know when he is in a bad mood and keep to himself. We should not make a lot of demands on him at such times.         |

D. Chores

- |  |   |
|--|---|
| <input type="checkbox"/> 1. She should put away the dishes the first time I ask. | 1. It won't always happen the first time, but after several reminders I should act, not yak (e.g., apply consequences). |
| <input type="checkbox"/> 2. He should always get his room spotless.              | 2. He should get it generally neat. "Spotless" isn't realistic.   |

(cont.)

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— **Typical Unreasonable Beliefs and Expectations Held by Parents (cont.)** —

- **II. Ruination:** If I give my teen too much freedom, he/she will mess up, make bad judgments, get in big trouble, and ruin his/her life.
    - A. Room incompletely cleaned: he will grow up to be a slovenly, unemployed, aimless welfare case.
    - B. Home late: She will have unprotected sex, get pregnant, dump the baby on us, take drugs, and drink alcohol.
    - C. Fighting with siblings: He will never learn to get along with others, have friends, have close relationships, or get married. He will end up a loser and be severely depressed or commit suicide.
  
  - **III. Malicious intent:** My adolescent misbehaves on purpose to annoy me, hurt me, or get even with me for restricting him/her.
    - A. Talking disrespectfully: She's mouthing off on purpose to get even with me for \_\_\_\_\_.
- He/she will sometimes mess up with too much freedom, but this is how teenagers learn responsibility—a bit of freedom and a bit of responsibility. If they backslide, no big deal. I just pull back on the freedom for a while, and then give my teen another chance.
- A. The state of his room has little to do with how he turns out when he grows up.
- B. I have no evidence that she would do all these things. She is just self-centered and focused on having fun. So she will be punished as we agreed for coming home late.
- C. There is no scientific evidence that sibling fighting predicts later satisfaction in relationships. Siblings always fight. They will probably be closer when they grow up.
- Most teens are driven more by self-centeredness and independence seeking.
- A. Impulsive teens just mouth off when frustrated. I'll try not to take it to heart.

(cont.)

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— **Typical Unreasonable Beliefs and Expectations Held by Parents (cont.)** —

- |  |  |
|--|--|
| <input type="checkbox"/> B. Doesn't follow directions: He doesn't finish mowing the lawn just to bug me.       | <input type="checkbox"/> B. Teens are often allergic to effort. They don't take the time to plan to upset you by not doing things; they just have an agenda more pressing to them.             |
| <input type="checkbox"/> C. Spending money impulsively: She bought \$100 worth of CDs just to waste our money. | <input type="checkbox"/> C. She probably just saw the CDs and had to have them. Teens often don't think ahead and therefore don't budget well. She won't get any extra money for lunch or gas. |

- |   |  |
|---|--|
| <input type="checkbox"/> <b>IV. Love/appreciation:</b> My teen should show love and appreciation for all the great sacrifices I make. If he/she really loved me, he/she would confide in me more. | Teens do sometimes take their parents for granted. C'est la vie. |
|---|--|

- |   |  |
|---|--|
| <input type="checkbox"/> A. Money: What do you mean you want more allowance? You should be grateful for all the money I spend on you now. Some kids are not so lucky! | <input type="checkbox"/> A. My teen will have to earn more allowance. I'd appreciate a thank you even though I understand the teen doesn't really think about what I do for him/her. |
| <input type="checkbox"/> B. Communication: She never tells me anything anymore; she must not love me.   | <input type="checkbox"/> B. It's natural as teens individuate to keep more to themselves. As long as I am available when she wants to talk, that's all I can expect.                 |
| <input type="checkbox"/> C. Spending time: If he really loved us, he wouldn't spend so much time alone in his room.   | <input type="checkbox"/> C. Spending time alone has nothing to do with love. It has to do with wanting privacy as he becomes more independent.                                       |
-

## Typical Unreasonable Beliefs and Expectations Held by Teens

Unreasonable beliefs	Reasonable beliefs
<p><input type="checkbox"/> <b>I. Unfairness/ruination:</b> My parents' rules are totally unfair. I'll never have a good time or any friends. My parents are ruining my life with their unfair rules. They just don't understand me.</p>	<p>Yes, I don't like my parents' rules and maybe they are sometimes unfair. But who said life is supposed to be fair? And how many other teenagers have gone through the same thing? They turned out OK. So will I. I'll just have to put up with it the best I can.</p>
<p><input type="checkbox"/> A. Curfew: Why should I have to come home earlier than my friends? They will think I'm a baby. I'll lose all my friends.</p>	<p>A. My friends are loyal. They will understand that my parents are creeps about curfew. I won't lose any friends.</p>
<p><input type="checkbox"/> B. Chores: Why do I get stuck doing all the work? Sam [brother] doesn't have to do anything. That's unfair!</p>	<p>B. Sam has some chores too. I'll count them up, and if I have more, I'll talk nicely to my parents about it.</p>
<p><input type="checkbox"/> C. School: My teacher is unfair. She picks on me all the time. I always get stuck doing extra homework. I'll never have time for fun. Life is one big homework assignment.</p>	<p>C. Maybe she does pick on me. There could be a reason. I never am with the class or know the answer when she calls on me. Maybe if I kept up with the work she wouldn't call on me so much.</p>
<p><input type="checkbox"/> <b>II. Autonomy:</b> I ought to have complete and total freedom. My parents shouldn't boss me around or tell me what to do. I'm old enough for freedom now.</p>	<p>No teen has complete freedom. No adult really does either. Sometimes I need my parents, like for money or, God forbid, even to talk to in times of trouble. I want a lot of freedom, but not total freedom.</p>
<p><input type="checkbox"/> A. Chores: I don't need any reminders. I can do it totally on my own.</p>	<p>A. I have not been getting them done on my own. I need to stop being a jerk and accept a little help.</p>

(cont.)

— Typical Unreasonable Beliefs and Expectations Held by Teens (cont.) —

- |   |  |
|---|--|
| <input type="checkbox"/> B. Smoking: It's my body. I can do whatever I want with it. You have no right to tell me not to smoke.   | <input type="checkbox"/> B. It is my body. But do I really want to mess it up? My friends have gotten hooked on smoking. It costs a lot. And it tastes terrible when you kiss someone.   |
| <input type="checkbox"/> III. <b>Appreciation and entitlement:</b><br>My parents should be very grateful for any little thing I do around the house. If they really loved me, they would get me all the stuff I want. | Parents are pleased when I do things, but within reason. In addition, material things don't tell you whether someone really cares about you. It's how you are inside that makes the difference.  |
| <input type="checkbox"/> A. Chores: My parents should be very overjoyed and happy that I cleaned the bathroom and should kiss my feet.  | <input type="checkbox"/> A. Chores: They should be happy I cleaned the bathroom, but within reason.  |
| <input type="checkbox"/> B. Concert: If my parents really loved me, they would let me go to the rock concert with my friends.   | <input type="checkbox"/> B. If they really love me and think it is dangerous to go to the concert, they would try to stop me. I won't use this to judge how they feel.   |
| <input type="checkbox"/> C. Clothes: If my parents really cared about me, they would buy me these designer clothes.   | <input type="checkbox"/> C. Clothes: I would like designer clothes, but that's not how I tell whether my parents love me. I can tell from how they act toward me and the affection they show.  |
| <input type="checkbox"/> D. Electronics: My friends all have the latest smartphones and laptops, and so do my parents. I deserve them too.  | <input type="checkbox"/> D. Electronics: Mom and Dad need up-to-date computers for work. I can wait for the next model as long as my current ones are working.   |
| <input type="checkbox"/> E. Personal space: I should be able to use the basement family room as my bedroom so I can have more privacy and more space to have friends over.  | <input type="checkbox"/> E. Personal space: I should be able to use the family room when friends come over as long as it's not imposing on anyone else. But it's fair for my parents to expect me to sleep in my bedroom so they know when my friends have gone home and I've gone to bed. |
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## Defiant Teen Intervention Outcome Checklist

Please review each of the interventions listed below. Circle Yes or No depending on whether you implemented each intervention. For those interventions that you implemented, rate the effectiveness of the outcome. “Effectiveness” means “Did it improve things for you and your teen?” Rate effectiveness on a 1–5 scale as follows:

**1 = not at all effective; 2 = a little effective; 3 = moderately effective; 4 = effective; 5 = very effective**

Intervention	Did you use it?		If Yes, how effective was it?				
	Yes	No	1	2	3	4	5
One-on-one time	Yes	No	1	2	3	4	5
Praise, etc.	Yes	No	1	2	3	4	5
Ignoring bids for attention	Yes	No	1	2	3	4	5
Effective commands	Yes	No	1	2	3	4	5
Point systems	Yes	No	1	2	3	4	5
Behavior contracts	Yes	No	1	2	3	4	5
Response cost	Yes	No	1	2	3	4	5
Grounding	Yes	No	1	2	3	4	5
Problem solving	Yes	No	1	2	3	4	5
Communication training	Yes	No	1	2	3	4	5
Replacing negative beliefs and unrealistic expectations	Yes	No	1	2	3	4	5

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