

PARENTING WORKBOOK



Respect in the Home



A project of the Family Involvement Committee
of the Pennsylvania Council of Chief Juvenile Probation Officers
and the Juvenile Court Judges' Commission

Juvenile Justice System Enhancement Strategy

Family Name: _____

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INTRODUCTION

Respect is a core human value. It is especially important that it be present in our homes among family members. Home should be a safe place—physically, emotionally, and spiritually. It should be a place where harmony abounds and where family members know they are valued and supported.

Respect is shown through both words and actions. Respectful words are spoken in a caring tone, are non-blaming, and stir up feelings of warmth and love. Respectful actions are demonstrated when family members honor one another, respect one another's possessions, and help those in need—even at personal sacrifice.



To create a home environment where family members demonstrate and role model respect for each other and where they feel supported, heard, and affirmed.

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RESPECT IN THE HOME SURVEY (PRE-ASSESSMENT)

For each statement, circle the number that best describes your experience.

A. I/we demonstrate respect to my/our child in the home

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
------------	-------------	----------------	------------	-------------

B. I/we receive respect from my/our child in the home

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
------------	-------------	----------------	------------	-------------

C. I/we routinely serve as a role model by showing respect for others

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
------------	-------------	----------------	------------	-------------

D. I/we listen to my/our child in a way that makes my/our child feel heard

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
------------	-------------	----------------	------------	-------------

E. I/we are fully present—physically and emotionally—when spending time with my/our child

Never 1	Rarely 2	Sometimes 3	Often 4	Always 5
------------	-------------	----------------	------------	-------------

QUICK TIPS CARDS



Features of Respect

- Exhibit good manners, politeness, courtesy
- Show empathy by listening to feelings
- Make sure to spend time with each other
- Appreciate accomplishments
- Value each other's opinions
- Consult with family members impacted by a decision
- Give opportunities to make mistakes and learn from them
- Take an active interest in each other's activities and goals

Effective Communication Tips

- Take turns speaking and listening
- Use active listening skills
- Allow silence when appropriate
- Ask open-ended questions (questions that require more than a one- or two-word reply)
- Reflect back to the speaker what you thought you heard them say
- Clarify misunderstandings by asking further questions
- If you have feedback to share, first ask the person if they are open to hearing your thoughts
- Provide feedback objectively
- Listen without judgment
- Refrain from making assumptions
- Refrain from multi-tasking
- Respect autonomy
- Establish your boundaries in a firm but neutral way

5 Guidelines That Define Respectful Actions

1. Recognize that every life has equal value
2. Demonstrate sensitivity
3. Respect diversity
4. Allow choices
5. Be fully present

3 Steps to Restoring Respect

1. Assess the level of reduced respect and refer to counseling if needed
2. Apologize for times you have fallen short
3. Develop a plan to discuss with your child what respect looks like and how you are going to act going forward

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Part A: Why Does My Child Sometimes Act Disrespectfully?

At its root, mutual respect means honoring and treating each other with care, warmth, and courtesy. It means recognizing that every person—both inside and outside the home—is worthy of being treated with dignity. A lack of respect may have been a factor in your child's involvement in the juvenile justice system.

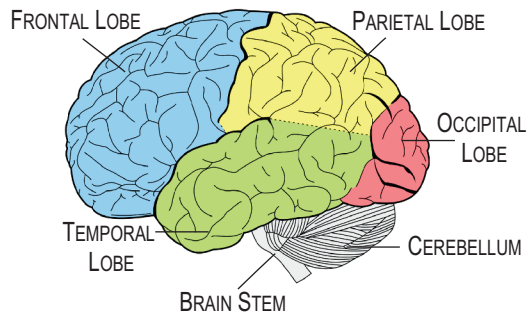
You may have been frustrated with your child's disrespectful behavior. Think about a time your child was disrespectful and circle up to 3 feelings you experienced.

Afraid	Confused	Mixed up
Anxious	Insecure	Nervous
Scared		Shy
Shocked		Stressed
Surprised		Unsure
Suspicious		Worried
		Uneasy

Ashamed	Depressed	Discouraged
Blue	Disappointed	Embarrassed
Guilty		Left out
Hopeless		Lonely
Miserable		Sorrowful
Remorseful		Unhappy
		Sad

Aggravated	Annoyed	Disapproving
Angry	Defiant	Disgusted
Fed up		Furious
Frustrated		Impatient
Jealous		Outraged
Mad		Rageful
		Offended

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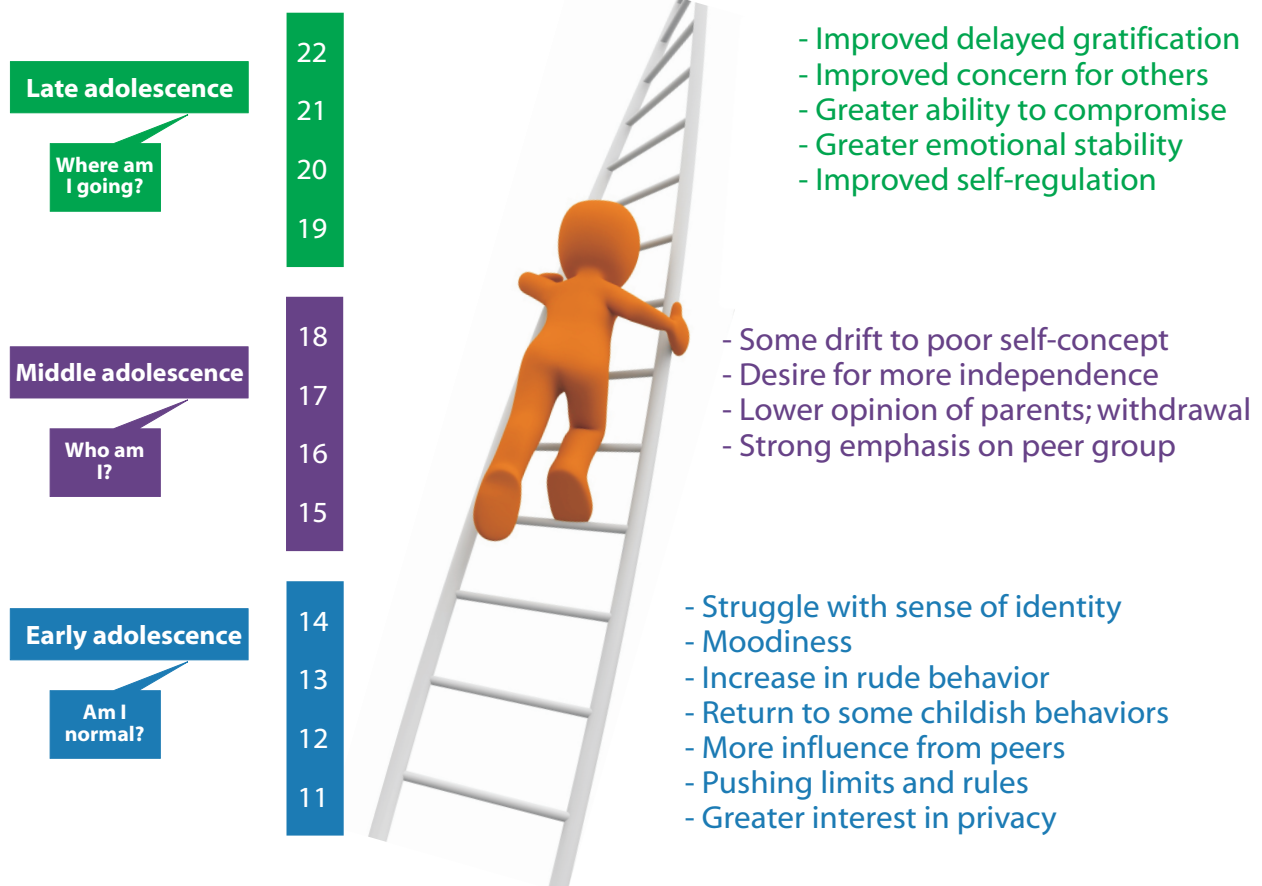


Brain Development. Adolescent behavior is influenced by physical changes in the body, including in the brain. These changes can influence how youth respond to conventional rules around respect. Caregivers may be left wondering how their child could act so rudely, especially when they were not raised that way.

Our growing knowledge of brain development teaches us that adolescents have limited capacity for self-regulation, making it more likely that they will say or act in disrespectful ways, especially when faced with an emotionally charged situation.

It is more difficult for them to think about consequences, or to examine the pros and cons of an action, before acting. Youth are also prone to misinterpreting social cues. The combined effect is an increase in impulsive and disrespectful acts. Furthermore, because they are preparing for independence, they tend to push back at the status quo, which results in what appears to be a disrespect for rules and authority.

Look at the illustration below. Answer the questions that follow based on your understanding of brain development.



Based on your child's age, what does brain science tell you about...

...how your child may view relationships? _____

...how your child may view rules? _____

...your child's inclination to act respectfully? _____

Some time ago, your child may have been given an assessment interview by someone in the justice system. This assessment collected information about your child, including factors that influence the likelihood of them getting caught up in the justice system again. A couple assessment factors related to respect are a lack of empathy toward others and a lack of respect for authority. These factors can lead to behavioral problems in school, at home, and in the community.

Fortunately, these factors can be changed. Not only does teaching respectful behavior help our loved ones stay out of legal trouble but it helps make everything run more smoothly and be more pleasant.

In the table on the next page are some features of respect and an example of what each feature looks like. Select the three features that are most important to you. Then, write about a time when you, your child, or another family member displayed those features.

Features of respect	Example	3 most important ✓	Describe a time you, your child, or another family member displayed this
Good manners, politeness, courtesy	A child helping carry the groceries into the house without being asked		
Showing empathy by listening to feelings	A parent listening to how angry their child is because of how their teacher treated them instead of trying to change how their child feels		
Taking time to spend with each other	A child choosing to spend time with their family instead of with their friends		
Appreciating accomplishments	A parent making a special meal when their child attends all classes for the entire semester		
Valuing each other's opinions	One spouse telling the other that they appreciate their view of something even though they have a different view		

Features of respect	Example	3 most important ✓	Describe a time you, your child, or another family member displayed this
Consulting with family members impacted by a decision	Parents talking with children about moving to a new apartment before deciding to move		
Giving opportunities to make mistakes and learn from them	A parent letting their child go to their first party at age 16 after going over the rules and expectations		
Taking an active interest in each other's activities and goals	Family members asking one another at dinner how their day was		
Other (fill in)			



By understanding childhood development, we can respond with less negative emotion when our child acts disrespectfully. We can be more sympathetic when we realize that their brain is still developing and that more mature behaviors, such as demonstrating patience, truly listening, showing pride in others' accomplishments, and exhibiting empathy, will occur more frequently as they grow older. It might help to reflect on your teenage years, when your brain was similarly developing.

List up to three ways that you acted disrespectfully when you were a teenager. (If you don't remember and your caregivers are available, ask them.)

1. _____

2. _____

3. _____

If neither you nor your caregivers can provide examples of your disrespectful behavior as a teenager, invite a couple of friends to share examples of what they did.

1. _____

2. _____

3. _____

Examples of disrespectful teenage behavior:

Being rude

Rolling eyes

Making fun of others

Running away from home

Calling names

Refusing to speak

Stealing

Slamming doors

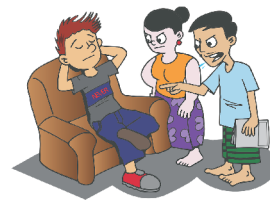
Throwing objects

Making insensitive comments

Criticizing others harshly

Swearing

Demanding





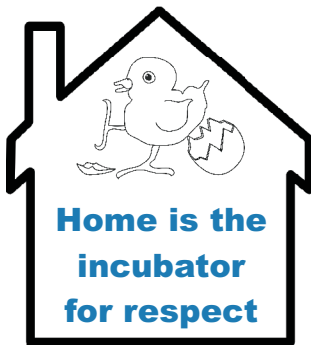
Assignment Review: Answer the following questions about your disrespectful behavior as a teenager (or the disrespectful behavior of those you interviewed):

How old were you (or those you interviewed) when the disrespectful behavior was at its worst?

At what age did your disrespectful behavior (or the disrespectful behavior of those you interviewed) begin to change for the better?

How was your disrespectful behavior as a teenager (or the disrespectful behavior of those you interviewed) the same as or different than that of your child?

What does this assignment make you think about regarding your child's disrespectful behavior?



Part B: What Respect Looks Like

You may have heard the phrase "Home is the incubator." What exactly does that mean? As we are using it here, it means that our values and behavior are learned by observing and imitating others, especially those we admire. Given the amount of time we spend with family and the importance of family relationships, it makes sense that we learn respect through our home life.

Parenting Workbook

Respect in the Home

There are many ways to teach our child respect. One way is to model respectful behavior. Another way is to reinforce our child's respectful behavior, for example, by showing gratitude when they help out. A third way is to respond appropriately to their negative behavior, for example, by giving them a time-out when they hit, scream, or interrupt.

Look over the list of statements (in green) and behaviors (in blue). Circle the ones that you feel are most **disrespectful**.

Definition of Family

A family consists of two or more individuals who share a sense of identity and provide each other with support through shared values and beliefs, shared traditions, activities done together, unconditional love, and holding one another accountable. The glue that holds these elements together is love and respect.

Not going to family events

Talking back to a teacher

"You are wrong"

"I brought you into this world and I can take you out"

Ignoring unpopular people

"You don't know anything; you're only 15"

Not telling the truth

"I give up; I can't handle this any longer"

Rolling your eyes when someone is talking

Tailgating someone when they are driving too slowly

"You are always late"

Leaving dirty dishes in the living room

Not giving someone your full attention

Making fun of a peer who has a mental health condition

"Talk like that again and you'll get your teeth knocked out"

Cutting in line at the movie theater

"He only cares about himself"

Wearing a family member's clothes without asking first

Think about the items you circled. What makes them disrespectful? List three themes (e.g., they do not consider other people's feelings, they do not respect personal privacy or property).

1. _____
2. _____
3. _____

In the same way, look over the list of statements (in green) and behaviors (in blue). Put a check mark next to the ones that you feel are most **respectful**.

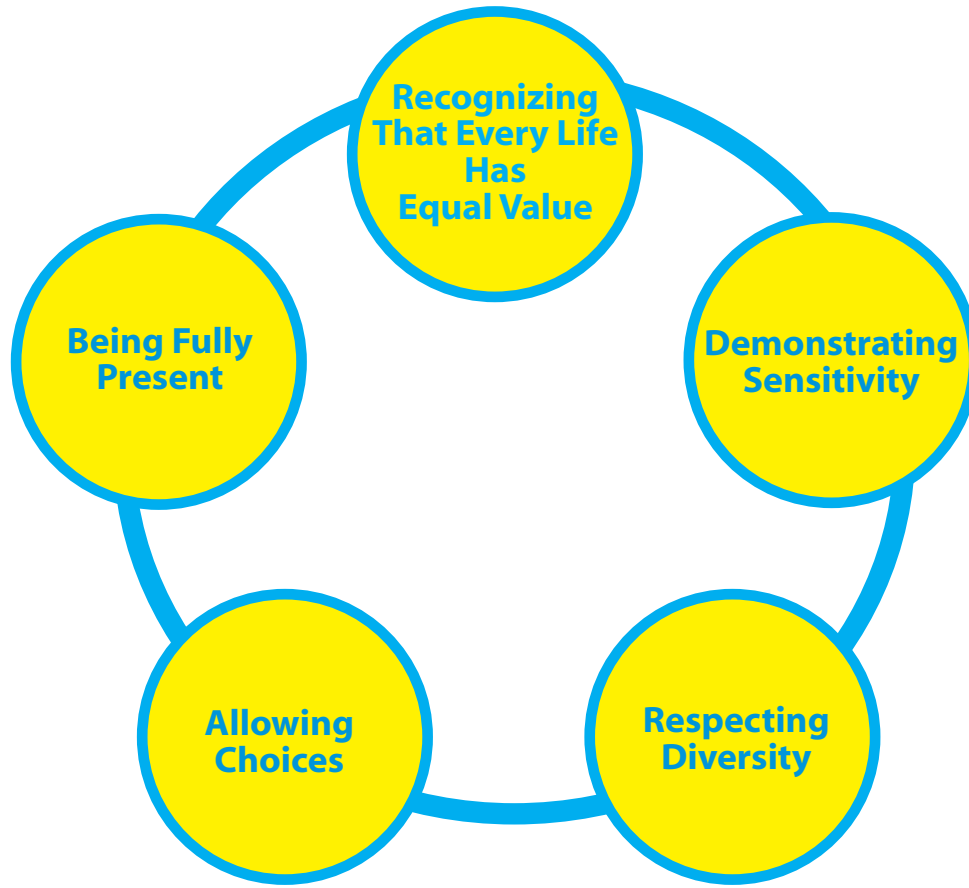
- "That is not the way I see it, but I can understand why you say that"
- Asking a family member if they need help with a chore
- Spending time with one's grandmother when she visits
- "Maybe I did not explain it very well"
- "Tell me more; I am not sure that I understand"
- Looking someone in the eye when talking
- "It hurts me when you talk that way"
- Taking care of the family pet
- Not talking back to people in authority
- "I'm sorry you are feeling so upset"
- Giving the elderly your seat on the bus
- Being on time
- Sharing what is yours
- "I'm sorry; I was wrong"

Think about the items you checked. What makes them respectful? List two themes (e.g., they use polite language; they show that you value others).

1. _____

2. _____

There are five principles that help us know if words or actions are respectful. Let's look at the principles one at a time and answer the question that follows each one.



1. Recognizing that every life has equal value. We show people that we consider them equals when we speak *with* them, not *at* them; recognize that their needs are as important as ours; and acknowledge that our timeline is not their timeline. Treating people as equals means not putting them down, not gossiping about them, and not pushing our way on them.

Example when this principle is violated: When Maria's sister mocks their neighbors, calling them "trailer trash."

How should Maria have responded if she believed in this principle?

- 2. Demonstrating sensitivity.** We demonstrate sensitivity when we have empathy for another person, recognize the importance of their wants and feelings, respect their private property and personal space, and avoid saying/doing things that are hurtful or that make them feel defensive.

Example when this principle is violated: When Brian wants something, he interrupts his mother when she is on the phone.

What should Brian have done if he believed in this principle?

- 3. Respecting diversity.** We respect diversity when we value other people's opinions even when we may not agree with them, accept that we may not always be right, seek to understand instead of to criticize, and choose not to judge other people's intentions or assume the worst.

Example when this principle is violated: When Jordan disagrees with his mother, she gets angry and tells him that he is too young to have an opinion.

What should Jordan's mother have done if she believed in this principle?

- 4. Allowing choices.** Allowing choices means valuing other people's independence and right to choose, accepting their ways of doing things rather than forcing them to act in a certain way, and acknowledging the importance of them making mistakes and learning from them.

Example when this principle is violated: When Aliyah tells Terrell about her plans to buy a car, Terrell rolls his eyes and walks away.

What should Terrell have done if he believed in this principle?

5. Being fully present. Being fully present means listening actively, using body language that shows engagement (such as nodding, smiling, or speaking in a supportive tone), ignoring distractions, and focusing on the person rather than on multiple other tasks.

Example when this principle is violated: Taylor watches TV all day. When his caregiver wants to talk, he keeps watching TV and does not look up.

What should Taylor have done if he believed in this principle?

Here are other behaviors that are not respectful. Which principle does each behavior violate? (Hint: There may be more than one correct answer.)

- Matt's father dominates family conversations, not giving anyone else a chance to talk.
-

- When Hailey's extended family gets together on holidays, Hailey spends most of the time talking on the phone with her friends.
-

- Tiana refuses to let her daughter pick out her school clothes and insists that she wear only what she puts out for her.
-

- Kayla treats Alika poorly because she "has weird customs" and wears "ethnic clothes."
-

- Nancy and her friend talk loudly in the movie theater.
-



We sometimes focus too much on the negative and we are not always aware of how often we actually *do* demonstrate respect for each other. Think back over recent months and identify three times you showed respect to your child and three times your child showed respect to you or others. Do the same with disrespectful behaviors.

Three times in the past few months when I showed **respect** to my child:

1. _____

2. _____

3. _____

Three times in the past few months when my child showed **respect** to me/others:

1. _____

2. _____

3. _____

Three times in the past few months when I showed **disrespect** to my child:

1.

2.

3.

Three times in the past few months when my child showed **disrespect** to me/others:

1.

2.

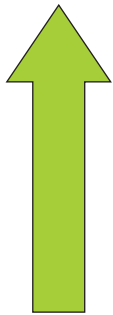
3.



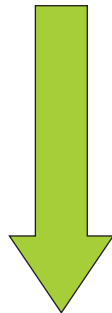
Assignment Review: Look over the list of times you demonstrated respect to your child and your child demonstrated respect to you or others.

1. What do you notice after reviewing the lists (e.g., you were more respectful to each other than you thought; you have a lot of work to do in a specific area)?
-
-

2. With which of the five respect principles do you and your child do well? Which principles do you and your child need to work on? Put the numbers on each line.



Do well _____



Need to work on _____

1. Recognizing that every life has equal value
2. Demonstrating sensitivity
3. Respecting diversity
4. Allowing choices
5. Being fully present



Part C: How Are We Doing?

As discussed in part B, we learn attitudes, values, and behaviors primarily by watching the people we admire, care about, and spend time with—in other words, our family. It is helpful to do a check-in once in a while to see how we are doing with this as a family.

The following is modified from an anonymous author. Put a checkmark (✓) next to the three statements that are most meaningful to you.

If a child experiences friendliness, they learn that the world is a nice place in which to live to love and be loved.	<input type="checkbox"/>
If a child experiences security, they learn to have faith in themselves and others.	<input type="checkbox"/>
If a child experiences fairness, they learn justice.	<input type="checkbox"/>
If a child experiences honesty, they learn what the truth is.	<input type="checkbox"/>
If a child experiences recognition, they learn it is good to have a goal.	<input type="checkbox"/>
If a child experiences acceptance, they learn to love.	<input type="checkbox"/>
If a child experiences encouragement, they learn to be confident.	<input type="checkbox"/>
If a child experiences tolerance, they learn to be patient.	<input type="checkbox"/>
If a child experiences shame, they learn to feel guilty.	<input type="checkbox"/>
If a child experiences fear, they learn to be apprehensive.	<input type="checkbox"/>
If a child experiences ridicule, they learn to be shy.	<input type="checkbox"/>
If a child experiences hostility, they learn to fight.	<input type="checkbox"/>
If a child experiences criticism, they learn to condemn.	<input type="checkbox"/>

Since role modeling is so important in creating a household environment where respect thrives, we need to make sure that we are doing all we can to be a positive role model, including respecting others' feelings, respecting authority, and respecting differences in appearance and opinions. Read the list of behaviors in the middle column of the chart on the next two pages. Put an X in the left column if *you* usually engage in the behavior. Put an X in the right column if *your child* usually engages in the behavior.

<i>This is usually true about me</i>	BEHAVIORS	<i>This is usually true about my child</i>
	Don't make fun of how people look or act	
	Tell the truth	
	Don't brag when do well	
	Do household chores	
	Don't cheat	
	Don't criticize people when disagree with them	
	Pick up after self	
	Listen patiently and politely; don't interrupt	
	Ask others if can help them	
	Don't get angry easily	
	Treat people well who are down on their luck	
	Don't cut people off in traffic or tailgate	
	Show good manners/say please & thank you, excuse me	
	Don't monopolize TV, music, gaming, computer, phone	
	Don't litter	
	Admit mistakes when made	
	Don't yell or scream	
	Don't get loud when in a quiet place	
	Don't try to convince people of own way of thinking	

<i>This is usually true about me</i>	BEHAVIORS	<i>This is usually true about my child</i>
	Don't try to get away with breaking a rule	
	Don't read personal messages not meant for self; don't eavesdrop on private conversations	
	Don't slam doors or throw things	
	Don't intimidate or manipulate to get own way	
	Treat unpopular people the same way as popular ones	
	Other: _____	

In what areas could you improve? _____

In what areas could your child improve? _____

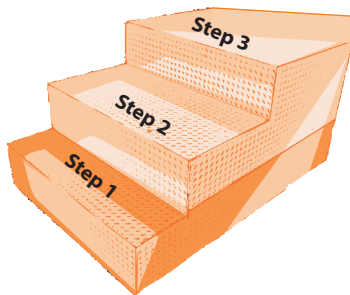
What similarities did you notice, if any, about the areas you and your child could improve?

Getting Respect Back



While most youth believe that they should respect their elders and caregivers, sometimes life events and trauma (e.g., child abuse, drug use, or a death in the family) cause a child to lose respect for these people. Respect can also slowly erode as a result of day-to-day stresses and strains, and we are not even aware of it until the person affected starts acting differently, such as withdrawing, expressing anger over minor events, acting indifferent, or using sarcasm.

Most of us can act respectfully when things are calm. But, being a positive role model can be challenging when our buttons are pushed or tensions are high. Under these kinds of stresses, it is easy to fall into certain behaviors, such as venting frustrations, becoming irritable, or shutting down. When we perceive that we are treated disrespectfully, we may respond in a similar manner. Without a means to discuss the situation, it can set off a vicious cycle between caregiver and youth that results in misunderstanding, hurt, frustration, and/or disrespectful behavior.



What do we do when we've hurt our child by disrespecting them? How do we get that respect back? Certainly, having a conversation with our child about wanting to improve respect in the home is a good start. In some cases, family counseling is the best course of action.

Here are three simple steps to restore respect that has been lost or diminished:

Step 1: Assess

Determine if your child has diminished respect for you and, if so, whether family counseling is needed. Your child's case worker can help you think about this. If you are already receiving family counseling that is addressing a lack of respect, skip steps 2 and 3 and follow the counseling process.

Step 2: Apologize

If you believe that your child feels that you acted disrespectfully toward them, consider doing the following. Modify these actions based on your circumstances.

- Admit where you fell short. Decide if you need a third party to sit in on this discussion.
- Apologize for the behavior in a heartfelt manner. Remember that you are a role model for your child, especially in the way you respond after you make mistakes. Make sure you don't minimize your mistakes by defending your actions ("I was under a lot of stress") or shifting blame ("I did that because you made me so angry").
- Ask your child if you could get a fresh start together.

Step 3: Plan

Come up with a set of understandings moving forward. Explain that you want to make sure you each know what to expect from each other. To do this, ask these kinds of questions:

- How would you describe respect between us and in the family? What does it look like?
- How do we currently show respect to each other in the home?
- How do we currently show disrespect to each other in the home?
- What have I tried to teach you about respecting others, whether that is a friend, a stranger, or people in authority? What have I said or modeled well or not well?

Develop an agreement on how you are going to treat each other going forward. Record your ideas on the Respect in the Home worksheet on the next page. Plan a time to check in periodically to see how things are going.

Respect in the Home Worksheet

I feel respected in the home when...

Example: You let me make my own decisions.

1. _____
2. _____
3. _____

I feel disrespected in the home when...

Example: You don't respect my privacy.

1. _____
2. _____
3. _____

I would like to ask you to do the following more often

Example: Stop yelling when you get upset.

1. _____
2. _____
3. _____

Tips on having a conversation about respect with your child

1.

Approach your child in a calm demeanor. Make sure they know that you want what is best for both of you. Avoid arguing. If things start to get heated, back off and have the conversation at a later time, when you are both calmer.

2.

Be patient. Take your time having the conversation. This is not the time to rush. Make sure there are no distractions that will interrupt the conversation.

3.

Use your active listening skills. Always try to understand your child before expressing your views. Summarize your child's feelings and thoughts so they know you are listening and that you heard them correctly.

4.

Do not force things. Go only as far as your child is ready to go. Give them choices when appropriate (e.g., ask "Do you want to think about this a while?" or "Would you like to have your brother here for this discussion?")

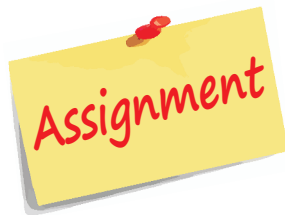
5.

Be a role model. Remember that you are demonstrating a skill that your child will use for the rest of their life. Make sure that showing respect is positive and constructive.

Practice. Read the practice scenario below or come up with a scenario that better reflects your experience with your child. Practice having this conversation with your child's case manager, or practice by yourself in front of a mirror. Then, talk with your child. If you do not need to have this conversation, skip this practice scenario and go to the assignment section below.

Practice Scenario

Your child has witnessed a lot of family stress and conflict over the years. During this time, many things were said that were hurtful. Each family member has coped the best they could (fighting back, withdrawing, avoiding family events, waiting for the others to take the first step, being standoffish, withholding affection, rebuffing others' efforts to reconnect, etc.). You are in a better place now and want to start fresh. Discuss your desire to change things going forward by following steps 2 and 3 above.



If you determined that having this conversation with your child is the best course of action, make that your assignment; you do not need to do the alternative assignment on the next page. However, if you determine that you do not need to have this conversation with your child, proceed to the alternative assignment.

Alternative Assignment. Sometimes we are not aware of the number of times we act respectfully or disrespectfully. Sometimes we make mistakes. But we want our respectful behaviors to far outnumber our disrespectful ones. For the next week or two, keep a log of these behaviors. Track the things you did that were respectful or disrespectful. Do the same for your child.

My respectful behavior

Monday	Saturday
Tuesday	Sunday
Wednesday	NOTES
Thursday	
Friday	

My behavior that could be more respectful

Monday	Saturday
Tuesday	Sunday
Wednesday	NOTES
Thursday	
Friday	

My child's respectful behavior

Monday	Saturday
Tuesday	Sunday
Wednesday	NOTES
Thursday	
Friday	

My child's behavior that could be more respectful

Monday	Saturday
Tuesday	Sunday
Wednesday	NOTES
Thursday	
Friday	

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Assignment Review: If you had the conversation with your child about getting respect back, discuss the results with your child's case manager. If you did the alternative assignment, follow these instructions:

Look back at your "respect log" and list two patterns that you notice. For example, sometimes we focus on our kids' misbehavior and disrespect so much that we don't notice when they act responsibly and respectfully. Sometimes we are unaware that we do things that are hurtful or disrespectful. Did the respectful behaviors far outnumber the disrespectful ones?

1. _____

2. _____










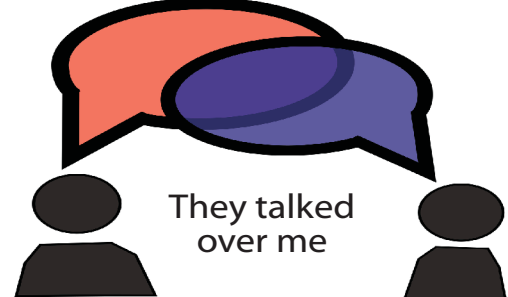
Part D: The Role of Listening in Respect

Few things feel more respectful than when we feel that someone is truly listening to us, especially when we are distraught or need someone to understand what we are experiencing. We can help others feel that we are truly listening to them by using a skill called active listening. Many people do not routinely use this skill. When we are having a discussion, we often fall into the trap of forming our thoughts quickly so we can be ready to jump in with our opinion. When we do this, we are not truly listening. Worse, we fall into the habit of lecturing, persuading, or otherwise trying to influence the other person instead of trying to understand where they are coming from. These are persuasion tactics and not active listening.

Look at the scenes below. When someone doesn't feel listened to, these are the kinds of things they may say about the person they were talking to. List two times when you experienced these feelings.

1. _____

2. _____

 <p>They kept interrupting me</p>	 <p>They made me feel judged or criticized</p>
 <p>They were distracted, disinterested</p>	 <p>They did almost all the talking</p>
 <p>They kept cutting me off</p>	 <p>They didn't seem to care what I was saying</p>
 <p>They gave me unwanted advice</p>	 <p>They talked over me</p>

Active listening respects the speaker's thoughts and concerns. In fact, an active listener *seeks to understand before talking* and then empowers the person to make their own decisions/choices.

Below are 40 questions or statements you might say to your child when **actively listening**. Imagine you are talking with your child about an issue they feel strongly about. Mark the box beside the questions or statements that you think would most help your child feel non-defensive, more free to talk, respected, heard, independent, and treated like an adult.

- Tell me more.
- What led up to...?
- This seems really important to you.
- What do you think would happen if you did (or didn't)...?
- How does this fit with your goals?
- What else?
- How important is this to you?
- What if that doesn't work?
- Can you give me an example of what you are talking about?
- How do you want it to be?
- How can I help you?
- What does it look/sound/feel like?
- It sounds like you are saying...
Do I have that right?
- I can see why you might think that.
- How does that make you feel?
- What other ideas do you have about that?
- How can you make that happen?
- On a scale of 1 to 10, how important is this?
- What are the chances that will work?
- What do you want?
- What worked for you in the past?
- If you wanted to change, how would you go about it?
- What are the possibilities?
- If you could do it all over again, what would you do differently?
- What have you tried so far?
- Where do you go from here?
- What will you do?
- What is stopping you?
- What concerns you the most about...?
- How do you fit in the picture?
- What will that get you?
- What is the game plan?
- What did you learn from this?
- How important will this be in 5 years?
- What can you do to improve the situation?
- If you do this, how will it affect...?
- Where are you right now?
- How would things be better if you did this?
- If it were you, what would you have done?
- What information do you need before you decide?

The active listener creates an atmosphere that is collaborative and that gives the other person credit for having the ability to make good choices if given the opportunity to talk it out. And, an active listener listens for facts *and* feelings.

The diagram below identifies ways to actively listen.



Below are 10 statements or questions that a youth might say. Select one of the 40 active listening questions or statements on the previous page that you think would be a helpful, collaborative response. To help you practice, your child's case manager can say the statement out loud and you can use your selected phrase.

1. I hate school and I am not going back. _____
2. It is not a big deal if I text while driving. I am careful. _____
3. I really messed up my relationship with Carrie. She wants nothing to do with me anymore. _____
4. I am not going to treatment. I don't need it. _____
5. I have tried a hundred times and it never works. I quit. _____

6. I don't think I want to keep working at this job. My boss is a jerk.
7. I don't feel like going. I am just going to lie and tell him I was sick.
8. All I want is to be left alone. Let me stay in my room. I am not hurting anybody.
9. Who cares if I get Cs and Ds? It's not like I'm going to go to college.
10. Smoking is not a big deal. All my friends do it.



In the next week or two, have a conversation with your child about a statement they've made that concerns you, such as one of the 10 statements above. Follow these four simple steps:

Step 1: Ask your child's case manager to demonstrate how they would have the conversation, and then practice with the case manager. **Make sure you use active listening.** As an alternative, practice in front of a mirror.

Step 2: Explain to your child that you'd like to have a conversation with them. Schedule a time to talk so that your child can emotionally prepare for the discussion. Pick a time that will work best for them. Avoid times that may interfere with their social, school, or work life, or when they might be tired or distracted.

Step 3: Have the conversation with your child. Stay focused on the topic, avoid distractions, and make sure that the conversation is not too long. Don't forget to use the active listening skills discussed earlier.

Step 4: Agree on how you are going to continue working on this together. Make sure that you follow up on anything you agreed to do.

RESPECT IN THE HOME SURVEY (POST-ASSESSMENT)

For each statement, circle the number that best describes your experience.

A. I/we demonstrate respect to my/our child in the home

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

B. I/we receive respect from my/our child in the home

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

C. I/we routinely serve as a role model by showing respect for others

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

D. I/we listen to my/our child in a way that makes my/our child feel heard

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

E. I/we are fully present—physically and emotionally—when spending time with my/our child

Never	Rarely	Sometimes	Often	Always
1	2	3	4	5

Comments:

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