GATEWAY/INVEST CBT PROTOCOL

COGNITIVE RESTRUCTURING (Time= 60 - 90 mins): TEEN AND PARENT SESSION

NOTE: If teen endorses self-harm related thoughts or behavior (suicidal, non-suicidal self-injury) plan for a 90 minute session and complete the FULL session.

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Objective: The goal of this session is to help the teen or parent become more aware of the link between his/her thoughts and feelings, and to identify common thinking mistakes that may contribute to negative emotions or poor parenting behaviors.

Assessment Time estimate: 5 minutes - Please refer to the manual introduction for additional instructions and examples.

1. **(Teen Only) Give ongoing assessment measures**
2. **(Teen Only) Review mood ratings.** Ask teen about most intense feelings (anger, sadness, etc.) since last session. A mood monitor worksheet can be used or teen can be asked for an average mood rating (0-10) or the high and low of the week.
3. **(Parent Only) Review teen mood/behavior problems.** Ask parent for an assessment of any teen mood or behavior problems since last session and how they were handled.
4. **(Both) Ask about teen’s suicidal ideation or self-harm behaviors during the past week.** If present, review safety precautions at home with parent.
5. **(Both) Assess the teen’s immediate suicide risk.** If there is no change in suicidality from the prior week, review the safety plan and precautions as needed. If an increase in suicidal thoughts or recent suicidal behavior is present, follow the procedures outlined in the suicidal ideation/attempter session with teen and parents. Implement any necessary safety precautions (e.g., hospitalization) based on the results of this assessment. Teen/parent therapists should notify and assist one another as needed.

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6. **(Both) Assess teen alcohol and drug use over the past week as needed.** With teen, identify any links between teen’s mood and substance use. Reinforce the teen for any absence or reduction in alcohol/drug use. With parent, ask how it was managed if present and review safety precautions at home.

7. **(Both) Check teen medication adherence as needed.**

**Develop Agenda:** Time estimate: 5 minutes
Place any safety issues at the top of the agenda. Think about how to relate agenda items to skills already introduced or to be introduced later in session. Develop the agenda with the understanding that topics will be talked about in the context of the skill section or later in session.

**Review At-Home Practice:** Time estimate: 5 minutes
Review any practice assigned in last session and provide praise for any practice completed. If the teen/parent has not practiced, address barriers and review how skill could have been used.

**Skill Introduction: Cognitive Restructuring**

**Note:** This session is divided into Parts 1 and 2. If teen has any self-harm related thoughts or behavior (suicidal, non-suicidal self-injury), complete both parts. Otherwise, therapists can use their discretion when deciding if these parts should be covered in one session or two.

**Part 1: (Noticing Thinking Mistakes)** Estimate: 30 minutes
(Adapted from Clarke, Lewinsohn & Hops, 1991)

**Core Principles:**
1. Recognize the link between thoughts and feelings.
2. Learn to identify common thinking mistakes.
3. Identify common beliefs in response to stressful situations or problems.

**1a. (Teen) Rationale for thought monitoring and cognitive restructuring**

Introduce cognitive restructuring as a skill to help the teen to think about stressful situations in a different way in order to feel better. Review the Three Parts of Personality and the fact that thoughts, feelings, and behaviors are inter-connected. Remind the teen that it is not a specific situation that makes a person feel a certain way, but rather the way the person thinks about the situation. Provide an example of how the same situation could make the teen feel different ways depending on how he/she thinks about it.
Optional: If a teen seems to have difficulty recognizing the relationship between thoughts and feelings, it might help to introduce concrete examples of positive and negative thoughts using the Negative and Positive Thoughts Checklist. Do not use these with parents.

Present: Negative and Positive Thoughts Checklists.

Have the teen identify how many negative and positive thoughts are relevant to him/her. Calculate the ratio of negative to positive thoughts, and share this with the teen. Inform the teen that an ideal ratio is at least 2 times as many positive thoughts as negative thoughts. Emphasize that frequent negative thoughts can lead to negative feelings.

1b. (Parent) Rationale for thought monitoring and cognitive restructuring

Empathize with parent about fact that parenting can be stressful. Talk about how negative thoughts about their teen and their parenting ability can develop over time which can have a negative effect on their relationship and parenting decisions. Review the Three Parts of Personality and how they are inter-connected. Remind the parent that it is not a specific situation that makes a person feel a certain way, but rather the way the person thinks about the situation. Note that in this session the parent will learn a strategy to challenge beliefs that get in the way of positive feelings about their child and parenting.
Present: Cycle of Thoughts, Feelings and Behaviors Related to Parenting worksheet

Provide parents with the Cycle of Thoughts, Feelings, and Behaviors Related to Parenting worksheet. Lead the parents through a discussion of the examples on this worksheet. Ask if he/she can identify with any of the cycles or can identify some similar examples.

2. Introduce the ABCDE method

Introduce A-B-C-D-E method as a sequence of steps that the teen/parent can use when experiencing negative feelings. Emphasize that the A-B-C-D-E skill is relevant for negative feelings associated with a range of problems and challenges, such as suicidality, depression, PTSD symptoms, substance use, anger, and disappointment.

Present: A-B-C-D-E Worksheet

Introduce the A-B-C-D-E Worksheet and define the first 3 steps of the thought-changing process. Note that it often feels as if it skips right from the 1st step (the Activating Event) directly to the 3rd step (Consequences or Feelings). Highlight that what occurs between the negative Activating Event and feelings (Step 2) is what truly cause us to feel bad. Identify this 2nd step as our thoughts or Beliefs.

Step 1: A = Activating Event. Any situation that triggers a negative feeling.
Step 2: B = Beliefs. How we think about the situation.

Step 3: C = Consequences or Feelings. Our negative feelings in response to the Activating Event.

Example: Step A is the “Activating Event,” or any event that triggers a negative emotion. Now let’s skip the 2nd step for a minute and go to the 3rd step. The 3rd step is to identify “Consequences or Feelings” related to the “Activating Event”. Many people believe that negative “Activating Events” cause us to feel badly. For example, as we discussed before, if my boss calls me, I might say that the phone call made me feel anxious or upset. However, this isn’t true! It is the 2nd Step that makes us feel badly. Step 2 is the B step, which stands for Beliefs, or the way we think about the event. Beliefs are typically negative and may occur so quickly that we don’t even know we have them. For this reason, these beliefs are sometimes called automatic thoughts. Many of our automatic thoughts or beliefs are “irrational or untrue.” This is because our thoughts often contain “thinking mistakes”.

Present: Thinking Mistakes Worksheet

Review thinking mistakes listed on the Thinking Mistakes handout with the teen/parent. Emphasize that thinking mistakes are common and happen to everyone. Ask teen/parent which thinking mistake he/she makes most often. Summarize that our negative beliefs, which are often untrue and affected by thinking mistakes, can cause negative emotions.

Return to the A-B-C-D-E Worksheet. Define the D and E step.

Step 4: D = Dispute or argue. Introduce the dispute step as the most important step of the thought changing process. Note that the goal is to argue against our negative beliefs and come up with a different way to look at the situation. One way to dispute negative beliefs is to think about what you would tell a good friend in the same situation.

Step 5: E = Effect. Define this final step as rating the effect or outcome of changing the negative beliefs in Step B. Note that the goal is not to erase negative feelings or feel completely happy about the negative situation, but simply to feel better.

3. Identify a recent situation and lead the teen/parent through steps A-B-C.

Present: A-B-C-D-E Worksheet

Step A: Ask the teen/parent to identify a recent situation that caused him/her to feel a negative emotion. For parents, select a situation related to parenting if possible. Write this situation down as the Activating Event.

Step B: Skip this step and tell the teen/parent you will return to it.

Step C: Ask the teen/parent to identify at least two negative feelings he/she had after the event.
Write these feelings down as **Consequences**.

Return to Step B and ask the teen/parent to identify some of the negative thoughts he/she had related to the event. Write down at least two negative thoughts as **Beliefs**.

<table>
<thead>
<tr>
<th>Example: Can you think of an Activating Event (related to parenting for parents) that you may have had over the past week that was related to a negative emotion? [Elicit example]</th>
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<tbody>
<tr>
<td>Now let’s skip the 2nd step for a minute and go to the 3rd. Do you remember the third step? (Prompt: what does “C” stand for?)</td>
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<tr>
<td>Right, the C in Step 3 stands for “Consequences” or feelings. What were the two strongest feelings you experienced after the (label Activating Event)?</td>
</tr>
<tr>
<td>Now let’s return to the 2nd step. Do you remember it? (Prompt: What does “B” stand for?)</td>
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<tr>
<td>That’s right- beliefs. Let’s identify some of the negative beliefs or thoughts that popped in your head after (label Activating Event) that led you to feel (label Feelings). One way to think about this is to envision yourself in a comic book – when you experienced (label Activating Event), what was in your thought bubble?</td>
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Work with the teen/parent to help him/her generate as many beliefs as he/she can. Educate the teen/parent that beliefs are like onions in the sense that there are often many layers, and just like an onion makes your eyes burn when you reach the center, there is usually a “hot thought” or core belief deep down that makes you cry. Note that “hot thoughts” are usually judgments about the self, the situation, or the future. Prompt the teen/parent to generate a minimum of one negative belief for every feeling listed.

**3. Identify thinking mistakes.**

Praise the teen/parent for identifying his/her negative beliefs. Validate the feelings that the teen/parent identified in Step C, and note that anyone who had these beliefs would feel the same way. Emphasize that even though our feelings are always valid, our thoughts often contain mistakes.

Ask the teen/parent to identify some of the specific thinking mistakes illustrated by the beliefs generated in Step B. Refer to the Thinking Mistakes Worksheet as necessary. Explore with the teen/parent if these thinking mistakes might recur across other stressful situations.

**4. Review the importance of monitoring thoughts and recognizing thinking mistakes.**

Ask the teen/parent how he/she would feel if he/she only came up with negative beliefs, and always accepted them as accurate. Highlight that having and believing negative thoughts can make the teen/parent feel more depressed, angry, hopeless, etc. and more likely to make poor
decisions (or for parents feel negatively toward their teen). Note that the first step in learning to change these negative thoughts is to notice them and how they might be inaccurate. Praise the teen/parent for learning the first step and provide encouragement that the teen/parent will learn specific ways to change these negative thoughts in the next section. State that the more practice the teen/parent gets recognizing thinking mistakes, the less likely the teen/parent will be to believe them and the better he/she will feel.

**Part 2: Cognitive Restructuring** Time Estimate: 30 minutes (Adapted from Clarke, Lewinsohn & Hops, 1991)

**Core Principles:**
1. Recognize the link between thoughts and feelings.
2. Review the teen/parent’s common beliefs in response to stressful situations or problems.
3. Learn a strategy to challenge beliefs in order to reduce negative emotions.

1. **If you are only doing Part 2 of the session today, review the rationale for thought monitoring and cognitive restructuring below. If you are completing Parts 1 and 2 in the same session, please skip to step 4.**

Remind the teen/parent how the **Three Parts of Personality** are inter-connected. Remind the teen/parent that it is not a specific situation that makes a person feel a certain way, but rather the way the person thinks about the situation. Clarify that in the last session the teen/parent began to learn ways to identify his/her negative beliefs and recognize some common thinking mistakes that might contribute to his/her negative beliefs. Note that in this session the teen/parent will learn a strategy to challenge these beliefs in order to reduce negative emotions.

Remind the teen/parent that in the last session he/she learned a skill to help identify beliefs that started with Steps A-B-C. Reference the Activating Event that the teen/parent identified (Step A) in the prior session and the way it made him/her feel (Step C). Explore with the teen/parent how his/her beliefs about the situation (Step B) contributed to his/her negative feelings. Also explore how the beliefs identified in the last session may have been affected by thinking mistakes. Ask the teen/parent if he/she noticed any of those thinking mistakes since the last session.
2. Identify a recent Activating Event and lead the teen/parent through steps A-B-C.

Present: A-B-C-D-E Worksheet

Help the teen/parent to complete the first 3 steps of the A-B-C-D-E Worksheet. He/she can use the same activating event from the previous session or use a new one. Write down (or just review responses on worksheet used in the previous session if working on same event) the teen/parent’s responses. Refer to Cognitive Restructuring Part 1 if specific guidance is needed.

3. Review Steps D and E.

Ask the teen/parent if he/she remembers the next step. Prompt the teen/parent that the step begins with the letter D.

Explain that D = Dispute or argue. Remind the teen/parent that the dispute step is the most important step of the thought changing process. Note that the goal is to argue against negative beliefs and come up with a different way to look at the situation. One way to dispute negative
beliefs is to think about what the teen/parent would tell a good friend in the same situation.

Ask the teen/parent if he/she remembers the final step. Prompt the teen/parent that the step begins with the letter E.

Explain that the final step E = Effect. Remind the teen/parent this step rates the effect or outcome of changing the negative beliefs in Step B. Note that the goal is not to erase negative feelings or feel completely happy about the negative situation, but simply to feel better.

4. Help the teen/parent dispute negative beliefs

Remind the teen/parent that the goal of the Dispute step is to argue against the negative beliefs. For each belief identified in Step B, ask how the teen/parent could argue against it. Provide validation that it can be difficult to challenge our beliefs or come up with beliefs that make us feel better.

Present: Help with Disputing Beliefs Worksheet

Use the questions on the Help with Disputing Beliefs Worksheet to support the teen/parent in generating alternate beliefs. Emphasize to the teen/parent that there are two key questions to consider: 1) Is the belief TRUE? and 2) Is the belief HELPFUL?

To help the teen/parent identify a more TRUE belief, encourage him/her to think about what advice he/she would give a friend in the same situation. Note that even when parts of our beliefs are true, the belief that makes us feel upset often contains mistakes (e.g., it may be accurate that a teen failed a test, but it is not accurate that the teen is a failure).

To help the teen/parent come up with a more HELPFUL belief, encourage him/her to think about how he/she would try to make a friend feel better. Note that the opposite of the belief is rarely helpful (e.g., if a friend thinks she is a failure, saying “You’re not a failure” often doesn’t help). Help the teen/parent generate more flexible and realistic beliefs.

Example: Let’s take the first negative belief you listed (STATE BELIEF FROM STEP B). How could you argue against this belief? Let’s use the questions on this worksheet to guide us. So, what might be a more “true” or “accurate” way to think about the situation? If a friend were in your situation, would you tell her that... (STATE BELIEF FROM STEP B)? That’s right, you’d probably try to help her look at the situation in a different way. What might you tell her? How could you change the belief to something more helpful? (Continue to dispute each automatic belief. Provide guidance and help as needed.)

5. Discuss the effect of the skill

Tell the teen/parent that the last step, Step E, is noticing the effect of the skill. Clarify that the goal of this skill is not to erase negative thoughts and feelings, but to try and help the teen/parent
to look at situations in a different way so that he/she feels better. Explore with the teen/parent how he/she feels after practicing this skill in session, and explore how he/she might feel if he/she were able to use this skill in stressful situations.

6. Review the importance of monitoring and challenging thoughts.

Praise the teen/parent for learning a new skill to challenge negative thoughts and provide encouragement that the A-B-C-D-E skill will get easier with practice. Ask the teen/parent how he/she would feel if he/she only came up with negative beliefs, and always accepted them as accurate. Highlight that having and believing negative thoughts can make the teen/parent feel more negative emotions (e.g., depressed, hopeless, angry, etc.) and more likely to make poor decisions. The more practice the teen/parent gets challenging beliefs, the better he/she will become at changing his/her thinking and the better he/she will feel about him/herself and others.

With parents only, present EXAMPLES OF UNREALISTIC PARENTING BELIEFS & DISPUTES handout. Share that these are common unhelpful parenting beliefs that can negatively affect parenting decisions, the ability to model good communication for their child, and how they feel about their child. Ask parent to read them over the next week, think about whether they are present in their family, and if so, the effect they may have in their family.

Work on Agenda Item(s): Time estimate: 10 minutes

Discuss remaining concerns related to the teen/parent’s agenda item or primary presenting problem (e.g., suicidality, depression, behavior problems, alcohol/drug use, PTSD, NSSI, interpersonal conflict, etc.). Help the teen/parent to apply CBT skills learned to date to devise more adaptive ways to think about or behave in the situation.

Parent Teen Check-In: Review teen skill with parent(s)

1a. (Teen) Introduce parent-teen check-in to teen

Example: Before you leave today, I would like to invite your parent(s) into session so that they will understand what you learned and can support you. Are you comfortable with this plan? (Address any concerns that they have about talking with their parent(s).

1b. (Parent) Introduce parent-teen check-in to parent

Example: Before you leave today, I would like to invite your teen into session to share what he/she learned today. You may be quite familiar with the skill because we teach parents and teens many of the same skills, though applied to different situations, so that parents can best help their teens use new skills at home. Please do your best to support your teen in the use of the skill he/she learned today.

Begin with a Round of Positive Comments
Have family members give each other a compliment or positive feedback. Examples may include recognizing positive behaviors, appreciating a change the other is trying to make, or talking about an activity they enjoyed doing together. The therapist can model this by praising each family member and then asking each person to do the same.

**Example:** To start on a positive note, I want each of you to make a positive comment about the other person. I can start by saying that I appreciate that you (parent/teen) are here today to work on these issues together. You are a pleasure to work with. Now I want each of you give it a try. (prompt as necessary)

Review A-B-C-D-E steps and Thinking Mistakes Handouts with parent(s). Emphasize to parents that the teen’s feelings are always valid, but their thoughts may not always be accurate. Note that it is not the parent’s job to challenge the teen’s thoughts, but that the parent can provide support when the teen uses his/her skills.

**Assign At-Home Practice** Time estimate: 5 minutes

- Ask teen/parent to practice this skill at least one time before next session.
- Teen/parent should monitor thoughts over the course of the week and/or try to dispute these. Parent should also review and think about the unrealistic parenting beliefs handout.
- A coping card can be made for the teen/parent (or entered in their phones) to practice using disputes between sessions.
- (Optional) Ask teen/parent to complete a Thought Changing Worksheet.
- Assess understanding of the assignment and address any questions.
- Problem-solve any potential barriers to practicing.

**END OF SESSION**
EXAMPLES OF NEGATIVE THOUGHTS

Check All that Apply

____ I’m confused.
____ There is no love in the world.
____ I am wasting my life.
____ I’m scared.
____ Nobody loves me.
____ I’ll end up living all alone.
____ People don’t consider friendship important anymore.
____ I don’t have any patience.
____ What’s the use?
____ That was a dumb thing for me to do (or say).
____ I’ll probably have to be placed in a mental institution some day.
____ Anybody who thinks I’m nice doesn’t know the real me.
____ Life has no meaning.
____ I’m ugly.
____ I can’t express my feelings.
____ I’ll never find what I really want.
____ I’m not capable of loving anyone.
____ I am worthless.
____ It’s all my fault.
____ Why do so many bad things happen to me?
____ I can’t think of anything that would be fun.
____ I don’t have what it takes to be successful.
____ I’ll never get over this depression.
____ Things are so messed up that doing anything about them is useless.
____ I don’t have enough willpower.
____ Why should I even bother getting up in the morning?

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EXAMPLES OF POSITIVE THOUGHTS

Check All that Apply

_____ Life is interesting.
_____ I really feel great.
_____ I’m having fun.
_____ I have great hopes for the future.
_____ I think I can do a good job at this.
_____ I have good self-control.
_____ I have enough time to accomplish the things I want to do in life.
_____ I like people.
_____ People like me.
_____ I have a good sense of humor.
_____ There are some things that I’m very good at.
_____ I’m pretty lucky.
_____ I deserve to have good things happen.
_____ I have some very good friends.
_____ I can learn new skills to gain control of my mood.
_____ I can find a solution to most of the problems that come up.
_____ Other people think that I’m fun to be with.
_____ I’m a good listener.
_____ I’m OK the way I am.
_____ Even if things don’t always go my way, I’ll live through it.
_____ I have some skills (sports, reading, art, etc.) that I’m good at.
_____ I’m doing all right.
_____ Even if it’s a rainy day, I can keep myself busy.
_____ I often receive compliments for doing something well.

________________________________________________________

________________________________________________________

________________________________________________________

________________________________________________________

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THOUGHT CHANGING WORKSHEET

1st Step: Activating Event

__________________________________________________________

2nd Step: Beliefs (skip 2nd step)

1. 
2. 
3. 
4. 

3rd Step: Consequences or Feelings (go back to 2nd step)

1. 
2. 

4th Step: Disputes

1. 
2. 
3. 
4. 

5th Step: Effect or Change
1. I feel better
2. I can make better decisions
Thinking Mistakes

**BLACK/WHITE THINKING:**
You view a situation or person as all good or all bad, without noticing any points in between.

**PREDICTING THE WORST:**
You predict the future negatively without considering other more likely outcomes.

**MISSING THE POSITIVE:**
You focus on the negatives and fail to recognize your positive experiences and qualities.

**FEELINGS AS FACTS:**
You think something must be true because you “feel” it so strongly, ignoring evidence to the contrary.

**JUMPING TO CONCLUSIONS:**
You decide that things are bad without any definite evidence.

**MINDREADING:**
You assume that you know what others are thinking without asking.

**FORTUNE TELLING:**
You predict things will turn out badly.

**ASSUMING CONTROL:**
You assume that you can control how others behave in situations where you really don’t have any control.

**EXPECTING PERFECTION:**
You believe that you (or others) should be perfect in the things that you(or others) say or do.
HELP WITH DISPUTING BELIEFS

1. Is it true?

Am I making a thinking mistake?

What evidence do I have that it is true/false?

What would my friend say if he/she heard this belief?

2. Is this belief helpful?

Does this belief help get me what I want?

Does this belief help me feel the way I want?

Does this belief help me avoid conflicts?

3. Is there another explanation?

(Adapted from Beck, 1995)
# Cycle of Thoughts, Feelings, and Behaviors Related to Parenting

## Downward Spirals:

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<tr>
<th>Thoughts</th>
<th>Feelings</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child is doing this on purpose to hurt me</td>
<td>Anger</td>
<td>Yelling at or slapping child</td>
</tr>
<tr>
<td>My child just does not care about me</td>
<td>Sadness</td>
<td>Give up trying to help child</td>
</tr>
<tr>
<td>My child is not going to change or get better and there is nothing I can do to change that</td>
<td>Hopeless</td>
<td>Give up and stop trying to help or parent</td>
</tr>
<tr>
<td>It’s my fault that my child acts or feels like this</td>
<td>Guilty and inadequate</td>
<td>Give into child’s negative behavior</td>
</tr>
</tbody>
</table>

## Upward Spirals:

<table>
<thead>
<tr>
<th>Thoughts</th>
<th>Feelings</th>
<th>Behavior</th>
</tr>
</thead>
<tbody>
<tr>
<td>My child loves me even though his/her behavior is sometimes bad</td>
<td>Happy; secure</td>
<td>Good follow-through with parenting skills that will help child</td>
</tr>
<tr>
<td>My child’s mood and behavior can improve with my help</td>
<td>Determined; understanding</td>
<td>Support child; Pay attention to positive behavior and reward it</td>
</tr>
<tr>
<td>I am a good parent</td>
<td>Competent</td>
<td>Loving and firm parenting</td>
</tr>
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EXAMPLES OF UNREALISTIC PARENTING BELIEFS & DISPUTES  
(Adapted from Robin & Foster, 1989)

PERFECTIONISM: You expect your child to behave in a flawless manner.

*Examples:* Teenagers should always respect their parents. Teenagers should always behave responsibly. My child is intelligent and thus should get all As.  
*Disputes:* Teens, like parents, make mistakes and have a right to learn from their mistakes. No one is perfect.

RUINATION: You believe that if your child engages in some specific behavior, catastrophic consequences will occur (ruin life, permanently damage the family).

*Examples:* If I allow my daughter to date before the age of 16, she will become promiscuous, get pregnant, and drop out of school.  
*Disputes:* Come on. Many teens are given additional freedom without bad reactions. Am I truly being realistic?

LOVE/APPROVAL: You believe that your child should always share his/her feelings with you and engage in behaviors of which you approve. Failure to confide and disapproval are signs of the absence of love.

*Examples:* My child should tell me what is bothering her, and if she doesn’t, it must mean that we don’t have a good relationship. If my child really loved me, he would do what I tell him and stay out of trouble.  
*Disputes:* No teen tells their parent everything. It does not mean that we have a bad relationship.

OBEEDIENCE: You believe that your child should always comply with your requests willingly and without question.

*Examples:* My child should always obey because I know what is best from my own experience. Children have no right to challenge their parents’ decisions.  
*Disputes:* Did I always listen to my parents? Have I turned out terrible?

SELF-BLAME: You think your child’s mistakes reflect you are an inadequate parent.

*Examples:* If my child fails in school, I am a bad parent. My child turned to drugs because I did not give him enough love.  
*Disputes:* We can only guide our children. We cannot ultimately be responsible for all of their behavior. Many other people have also influences my child.

MALICIOUS INTENT: You think your child misbehaves on purpose to hurt you.

*Examples:* My child is punishing me for not allowing her to do what she wants.  
*Disputes:* Teenagers don’t generally plan their behavior in advance. What are some other explanations for why it appears as if my teen is trying to hurt me.