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## Objectives for Success:

1. Consider developmental needs.
2. Establish a systemic approach.
3. Develop a collaborative approach.
4. Engage parental and mentor participation.

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## What changes for a teen?

1. Physical changes with their bodies - sexual growth.
2. Increased interest in opposite sex (sexual or non sexual).
3. Increased capacity for compassion and emotional intelligence.
4. Increased interest in bonding with peers.
5. Strong desire for independence.
6. Ability to grasp abstract thinking - moral constructs.
7. Desire to formulate their OWN opinions.
8. Self-Esteem and confidence development.
9. Exploration of spirituality, relationship with God, or existential thought.



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## Slide 4

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- 2** I added this  
Matt Wheeler, 2/28/2019
- 3** I also added this  
Matt Wheeler, 2/28/2019



## Treatment Planning Success

1. Develop Support Network
2. Shame Reduction
3. Recovery Education
4. Social Skills Development
5. Sobriety Skills Improvement
6. Self Esteem Development
7. Family Systems Cultivation
8. Emotional Awareness

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## Program Success

### Hire a skilled therapist

1. Must be capable of light banter, but life-experienced and mature enough to hold boundaries and be directive.
2. Must understand the dual-dynamics of counselor and mentor; to understand the transference.
3. Must be confident and comfortable speaking to parents and teaching recovery concepts; challenging them.
4. Must be capable of holding the confidences of the young man without falling under pressure from parents or clergy.
5. Must be capable of receiving feedback for growth and improvement.
6. Must know recovery concepts adequately to teach on the cuff when issues arise.

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## Program Success

1. Do not try to incorporate sexual offender teens into your program.
2. Communicate and engage parents, mentors and religious leaders.
3. Make sure the system is "cool".
4. Prepare the system.
5. Collaborate with other therapists.
6. Provide solid structure using written materials or workbooks.
7. Create a ranking system for progress
8. Require individual and family therapy.
9. Prepare the forms and have ready.
10. Implement occasional external motivators - competitions.

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## Group Format Success

1. Always create a safe-container when you bring new group members to the team.
2. Keep everything moving every 15-20 minutes.
3. Provide gathering activities and music to set the tone.
4. Provide snacks (after school and almost always teenage boys are hungry).
5. Keep check in short.
6. Always "warmup" the group.
7. Always provide a lesson/teaching piece.
8. Always allow for personal processing.
9. Make sure everyone is engaged during group.
10. Create a "progress chart" to help see growth.
11. Ensure the boys are connecting outside of group time.
12. Require weekly task progress.

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## Slide 8

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7 I changed this a little bit.

Matt Wheeler, 2/28/2019



## Teaching Parents and Mentors



- . Don't get defensive!
- . Learn their language.
- . Remember their friends.
- . Be capable of discussing their music.
- . Try out their hobbies.
- . Ask them to teach you something.
- . Ask their opinion about something without debating them.
- . Take time to play with them - have fun!
- . Ask them curiosity questions about their reality.

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## Teaching Parents: Morals are a limited motivation

Check yourself. Why are you concerned about your teen? Limiting your motivation to moral judgment is emotionally hazardous. Be capable of teaching the unhealthy aspects of what's going on.

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Parents and mentors must learn to be “safe” if they hope to effectively support their teen.

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## Safe Adults

- I need someone to listen to me without lecturing or criticizing.
- I need someone who can hear my embarrassing things without flipping out.
- I want safe adults to know that sometimes it freaks me out to tell anyone; I'm used to keeping things a secret. It's a big deal that I am sharing.
- I want safe adults to promise they won't tell my personal stuff with others; no gossip between adults or other youth.

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## Safe Adults

- I want to know that he/she isn't disappointed in me and that they'll support me.
- I want to know that he/she cares about me and will check up on me - take an interest in me.
- I want him/her to promise that he/she won't give up on me, even if I keep messing up or give up on myself.
- I need him/her to be encouraging and compassionate, because sometimes I get discouraged.

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## Safe Adults

- 8
- I need him/her to be patient with me.
- I need him/her to understand that sometimes I just want to make my own decision and have my own opinions.
- I need him/her to ask me specific questions without avoiding the embarrassing ones.
- I want him/her to learn about my problems so he/she knows how to talk about it with me and help me along.
- Other...

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8 Not sure why this is here ....

Matt Wheeler, 2/28/2019

## Teaching Parents and Mentors: Attunement



Attunement is different than empathy. It is your ability to engage another person and stay present for them. There are four basic communication tools that help attunement:

1. Listen without responding. Let them talk. Don't talk!
2. Always use "I" statements - talk about yourself.
3. Reflect back before responding.
4. Ask permission before responding.

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## Attunement

### **You must always watch your tone!**

- Are you attuning to them... or simply preparing your speech?
- Are you attuning to them... or thinking about solutions?
- Are you attuning to them... or moralizing the issue?

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**9** Added this.

Matt Wheeler, 2/28/2019

# Attunement

## Keep your own emotions in check!

- Are you attuning to them... or feeling intense anger, sadness, anxiety or fear inside yourself?
- Learn to bracket your own feelings and get support later.



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# Breaking the Fear Cycle

- 10 • Take a deep breathe.
- Recognize the fear.
- Reach out to spouse/support people.
- Think through your options.
- Respond to the teen with clarity - it's ok to say "I don't know. Let me get back to you on that."



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- 10 Changed this a bit.  
Matt Wheeler, 2/28/2019



## Consider the teen's internal response

1. Guilt
2. Shame
3. Hiding
4. Confusion
5. Excitement
6. Panic or Fear
7. Loneliness

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## Shame & Guilt



Toxic shame destroys self worth while guilt creates healthy boundaries.

- "It was bad" vs "I am bad."
- "It was a mistake" vs "I am a mistake."
- "It was wrong" vs "Something is wrong with me!"

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## Shame Breeds Isolation

- Toxic shame destroys self worth. It is emotionally painful and drives people toward isolation.
- Isolation can be literal or emotional.
- Hiding and secrecy are forms of isolation.
- Isolation is the lifeblood of addictions.



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## Make Sure it's Fun!



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