COGNITIVE AND BEHAVIORAL STRATEGIES FOR CHILDREN AND ADOLESCENTS

TCA CONFERENCE

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Why teach cognitive and behavioral strategies?

Imagine that you are working with someone who is experiencing a lot of stress. You might choose to be a good listener and provide them a temporary outlet for their stress. The emphasis here is on temporary. That individual will leave your office feeling relieved but will be returning to their stressful life and environment.

You might also choose to teach that individual a variety of stress management techniques. Most of us have probably done this. These techniques can be quite helpful. Remember how you felt the last time you did a relaxation exercise? However, have you noticed how the same situations seem to elicit a strong stress reaction in others or yourself? Perhaps you know how to effectively manage your stress, but the same things seem to stress you out over and over again.

Now let’s suppose that the situation causing you stress is having to present in front of others, and your job requires you to make regular presentations to parents and staff members. Since this is part of your job you can count on being confronted with this stressful situation quite often. Since you choose to remain in this job you find yourself using stress management techniques regularly. However, let us suppose that you have an overriding belief that you must be perfect when you present, that if you make a mistake it somehow diminishes your worth as a person, and the thought of making a mistake and having diminished worth is so awful that you can’t stand it.

Imagine that you were able to change your beliefs regarding presenting to others and making a mistake to something more healthy and reasonable. For example, you might now tell yourself, “I want to make the best presentations that I possibly can. However, I know that I don’t have to be perfect, since that is impossible. Since I am a human being I will make mistakes, even when doing something important like a presentation. While this may be unpleasant it certainly does not constitute a tragedy. I have made mistakes before and I have survived every one. I will also survive the mistakes I make in the future. Making a mistake does not diminish my worth as a person any more than making a presentation without a mistake increases my worth as a person. I have the same worth as a person whether I make mistakes during a presentation or not.”

If you were able to make this belief change your stress level would diminish regarding presentations. The need to use stress management techniques for this situation would be greatly reduced or eliminated all together. Which approach would have the most positive impact on a person’s mental health? However, which approach would require the most work?

We teach cognitive and behavioral strategies because people can change their behavior much more quickly than they can change their belief systems. Teaching effective behavioral techniques can be very helpful while clients are working on changing their thinking. However, if our clients want to make more permanent changes then they have to change their belief systems. What we have choice or control over and what we don’t have choice or control over can be easily illustrated by the concept of:
This is not a new texting code. It stands for **D**oing, **T**hinking, and **F**eeling. We have control and choice over our thinking, our feelings, and what we do. This is also true of children. However, their choice over what they do is much more limited than ours. For this reason the Pumsy program looks at areas where students have lots of control or lots of choice. This allows a lot of flexibility on the doing component. (As an REBT person I don’t accept a lot of flexibility on the thinking or feeling components.)

Many individuals often cause problems for themselves about things that they control. For example, let’s suppose Joe allows Rob to talk him into doing something that gets Joe in trouble. Joe has given away his choice and control over what he does and feels. Typically Joe will attribute the consequences of his misbehavior to the student who talked him into getting into trouble. Joe will also usually attribute his upset feelings to Rob.

By helping students realize who is responsible for their behavior we can help them make better choices. In other words, if Joe, who got in trouble in the above scenario, realizes that Rob can’t be blamed for Joe’s behavior, that Joe is responsible for his behavior, then he is likely to make a better choice. However, even if Joe chooses behavior that gets him into trouble, it is still his choice how he feels about getting into trouble.

The idea of what we control and choose also causes problems for people when they become very upset over things that they don’t control and never will control - what other people **D**o, **T**hink, and **F**eel. Do you ever have students, parents, or staff members who want to control things that they cannot control? This doesn’t mean that we have to like it when people do things that we don’t like, it just means that we can’t make others be the way we want to be. Nobody has to be the way we want him/her to be.

**People only have to do three things:**
1. Be born  
2. Die  
3. Make choices.
A classroom lesson to teach about worry

Session I

A. Start by eliciting responses to the question “What is worry?” or “What does it mean to worry?”

1. Their definition should be something like, “Being afraid of something bad that might happen.”

   a. Emphasize the words bad and might.
      1.) People don’t worry about good things.
      2.) Just because something bad might happen doesn’t mean that it will happen.

   a.) Ask if they have ever worried about something bad that might happen and it never happened.
      What good did their worry do them?

B. Ask what they worry about. Write answers on the board.

C. Read the story “Duso and the worrywart”. (This is found in the original DUSO kit and may require some searching.)

1. The major concept in this story is that there are two things to do when you are worried. 1. If the problem is something you can do something about you should do your best to fix it. 2. If you can’t do anything about the problem give your worry to the worrywart (Let go of your worry).

D. Go back to their responses on the board and see which one’s they can do something about and which things they cannot change.

Session II

You will need the following materials for this session:

   Enough craft glue for a class to use
   A small clean rock for every student
   5 or 6 mm eyes used for crafts - two for every student
   Cotton filler
   An index card for every student
   A laminated poster of the worrywart
   1 or 2 dry erasable overhead markers
A. Review the previous class lesson about worry.
   1. Discuss the two things that Duso said could be done about worry; Do something, or let the worry go.

B. Tell the class that they are going to make their own worrywarts today.
   1. Get students to help pass out the index cards, rocks, eyes, cotton filler, and glue.

C. Have printed copies of the following poem for all students:

   Worry, worry, worry
   It makes your thinking blurry!
   When you can’t change a worry of any sort
   Just give that worry to the worrywart!

D. Give directions on making their own worrywart
   1. Glue the poem on the index card.
   2. Put glue on the index card where they want to place the rock.
   3. Glue the rock to the index card.
   4. Glue the eyes to the rock.
   5. Glue the cotton to the rock to look like hair. (Drawing a mouth and coloring the hair are optional.)

E. Give directions on using the laminated poster of the worrywart to the class while they are working. (Since you probably won’t have enough craft glue for every student to have a bottle this gives the other students something to do while they are waiting to use the glue.)
   1. Have the poster and the markers on a table in their classroom.
   2. Tell students that they can go over to the poster at any time and anonymously write down something that they are worried about but they cannot change (In other words they are giving their worries to the worrywart like Duso suggested).

F. Share the responses on the poster with the classroom teacher.
DON’T GIVE ‘EM A BUCK

F. Robin Kelly, Jr., Ph.D.

Ignoring is a skill that most kids will claim that they use. In reality, however, most kids really don’t know how to do it. I have had children say that ignoring did not work when somebody was teasing them. Upon further exploration I discovered that their approach to ignoring went something like this:

“Bobby called me a name and I didn’t do or say anything. Then he called me another name and I didn’t do or say anything. Then he called me another and I slugged him. Ignoring doesn’t work.”

Most children really don’t know why they should ignore the teasing and inappropriate name calling behavior of other children. At best they think that it’s so they won’t get in any trouble by calling names back or hitting. This makes partial sense, but it is very difficult for a child to think in these terms when (s)he is being called names and the child wants to “get even”. Kids are very motivated by their sense of justice and fairness. “Getting even” is part of their sense of justice.

Kids are much more clear on the reasons why kids tease each other. They are aware that a big reason for teasing is to see someone else lose his/her cool. They understand that kids think it’s fun when they make someone else lose his/her cool. When I explore their responses to teasing (yelling, name calling, hitting, crying, etc.) I will ask if these behaviors stop people from teasing them. This is to help them realize that their typical reactions don’t work.

Once I get children to realize that their usual reactions don’t work I then ask them to think about a name or a way somebody can tease them that will really get them to lose their cool. (I don’t ask them to share their responses because unfortunately some of their peers will use this information against them.) After they have thought about this I ask them to imagine somebody saying these things to them and then finishing and asking them for a dollar. I then ask the children, “How many of you would give this person a dollar after (s)he has said all of these rude things to you?” They typically look at me as if I am crazy and none of them raise their hands. I follow by asking, “Why not?” Their responses usually indicate that they don’t want to give a person a dollar who has called them names and teased them. It doesn’t make sense to give a person what (s)he wants after the person has just finished treating you badly. (I sometimes have to elicit this last response by asking, “In other words you don’t want to give this person what (s)he wants after treating you like this?” The children will typically respond in the affirmative.)

I then point out that when they lose their cool when somebody teases them it is just the same as giving that person a dollar. If the person who is teasing them wants them to lose their cool and they do, they have given the person what (s)he wants. It doesn’t make any difference if what that person wants is to see them lose their cool or for them to give that
person a dollar. As long as they keep giving that person what (s)he wants by losing their cool, the person will continue to tease or call names.

Next I ask them what would happen if they no longer lost their cool when they are teased. They typically can see that the teasing would eventually stop. However, I point out that it would take time and that it would get worse before it got better. If the person who is teasing them wants to see them lose their cool because it’s fun, that person is not going to give up easily. They will probably increase their teasing. That wouldn’t be easy to handle, but if they can be strong and stick with it, ignoring will invariably work, even if it takes weeks. I emphasize that the end result is worth the effort. The person who has been teasing them will either stop or reduce their frequency of teasing. Also the person who has been teased will have handled this situation on his/her own.

Finally I give students strategies for ignoring. The main purpose for ignoring is to show the person who is teasing that his/her comments are not getting to you and not making you lose your cool. This can be accomplished in more ways than walking away or doing and saying nothing.

**HUMOR** A child can joke back when (s)he is teased to show that the teasing doesn’t effect him/her. However, it is important that the humor is non combative or doesn’t put down the teaser, otherwise the situation could escalate.

**THANKING** Some children have had success in thanking the person after (s)he has finished his/her teasing. “Thank you for sharing that with me.” The teaser can think that the person wouldn’t be thanking him/her if the teasing had made his/her victim lose his/her cool.

**BEING PREOCCUPIED** (This is a favorite of my students.) A child does this by telling the person who has just finished teasing him/her, “I’m sorry were you talking to me?” Now the teaser has to go to the time and trouble of repeating his/her insults. When the teaser finishes this time the child should look at the teaser and say, “I’m sorry what did you say? I wasn’t paying attention.” The child can repeat this as many time as it takes, but there is a reasonably good chance that the teaser will quit and maybe become frustrated as well. My students like the possibility of the teaser becoming angry and frustrated. They enjoy the thought of turning the tables and giving the teaser a taste of his/her own medicine without their having to do anything against the rules.

Try this type of discussion. It could give you good results. I have seen many students gain a new understanding of teasing and their responses to teasing through this discussion. Some of my students have even tried the approaches to ignoring and have reported successful results.
“That’s not fair!” - Using REBT to address the issue of fairness in classroom guidance

Several years ago the counselors of the Pasco County School District were trained in rational-emotive therapy by Dr. Robert Moore, of the Institute for Rational Living in Clearwater and Tampa. Under Dr. Moore there were two days of intensive training with student services workers (counselors, social workers, and school psychologists) during the 1990-1991 school year. Part of the rationale for the training was our district’s move toward a more skills based guidance program. This approach has been supported in the literature (Strein, 1988; Morse, Bockoven, & Bettesworth, 1988).

Due to a special grant all elementary schools were given copies of Thinking, Changing, Rearranging (Anderson, 1981), PUMSY in Pursuit of Excellence (1987), and Thinking, Feeling, Behaving (Vernon, 1989) following the training with Dr. Moore. These are all excellent resources that can be used for classroom guidance and small groups. They are widely used throughout the elementary schools in Pasco County.

At my school (Woodland Elementary School) we are fortunate enough to have two counselors. I work with the intermediate grade students, and Thinking, Changing, Rearranging (Anderson, 1981) has been part of my classroom guidance lessons and small groups for ten years. Since I have gone through primary certification training in rational-emotive therapy I also use REBT when working with students individually. However, I have found that there are some ideas that my students have strongly resisted.

WHY IS THE ISSUE OF FAIRNESS IMPORTANT?

A statement that frequently arises when working with children is, “That’s not fair!” Some standard disputative responses from an REBT perspective are, “Where is it written that life is fair?”; or “Is there any law that says that things should be fair?”; or “The world isn’t a fair place.” Even with some mild disputing I have found that these responses are not extremely effective with children. Why? Because developmentally children of the ages that I work with (8 - 12) are very concerned with fairness. Justice is extremely important to them. They believe that the world should be fair. This is an irrational belief to which they tenaciously cling. They are not going to easily let it go because we have made some typical responses and disputes about fairness. Besides they have heard innumerable times from adults that the world isn’t a fair place, but they want it to be. On this issue they require further convincing than even adults.

ADDRESSING THE ISSUE

In classroom guidance lessons the question of fairness usually arises early in the Thinking, Changing, Rearranging program. It almost always is mentioned when I use worksheet #6 with a class. This worksheet is entitled “Negative self-talk”. This worksheet depicts four situations where individuals may be experiencing some negative self-talk. The first picture provides some examples of negative self-talk. In the remaining three pictures the students are supposed to generate examples of negative-self
talk for each situation pictured. When the students are finished writing we discuss their statements, and why some of their statements don’t make sense.

One picture shows a Christmas scene. There are three people in the picture. Two of the people have several large gifts and are appearing quite happy. One person has one very small package and appears upset. There are always some children who write, “That’s not fair” as an example of negative self-talk for the person who is upset about receiving one small package. This provides me with the opportunity to discuss the issue of fairness. First I tell the students that saying something isn’t fair can indeed be a factual statement. We then get a definition of what fairness means. (Their definitions usually entail equal treatment and no favoritism.) I ask them if there are things in the world that are not fair. My students have always responded in the affirmative. I also ask some questions such as; “Is it fair that people are born handicapped?”; “Is it fair that there are people without homes in our country?”; “Is it fair that there are people hungry in the world?”; “Is it fair that people are killed by drunk drivers?”; “Is it fair that children are abused?” The students will typically answer, “No” to these questions. I then ask for them to provide examples of things that are not fair.

Next I pose a question to which most of them can typically relate by asking, “How many of you have ever been punished for something that you didn’t do?” Most of their hands will go up in response to this question. I say, “That isn’t fair, is it?” Again most students will typically respond,”No”. I follow that question with, “Let’s look at the opposite of that question. How many of you have ever broken a rule and didn’t get punished?” Most students will also raise their hands in response to this question. The few students who don’t raise their hands are typically confronted by their peers (e.g. “Bobby, you talk all the time.”). I share the observation that this isn’t fair either. If it isn’t fair when they get punished for something that they didn’t do, it also isn’t fair when they are not punished for a rule that they did break. Fairness means that if you break rules you get punished and if you don’t break rules you aren’t punished.

In continuing this discussion I ask the students which of the following happens more often; getting punished unjustly or not being punished when they are responsible for a rule infraction. The students will usually respond that it is more typical for them to break a rule and not get caught. If there seems to be some confusion about this, I will point out some people who were responsible for minor rule infractions during our lesson thus far. (If you have had no rule infractions at this point during your lesson, please send me a copy of your discipline plan.) These will be students whose behavior I probably ignored at the time. I will confirm that they broke a rule and that they weren’t punished for this infraction. I remind them that the rules state that there is supposed to be a consequence when a rule is broken. If a rule was broken and there was not a consequence, then something has happened that isn’t fair, just as it isn’t fair when there is a punishment, or a negative consequence, for a rule that wasn’t broken.

I emphasize that it isn’t always bad when things are unfair. With this example and discussion they can see evidence of this. I also mention that some people want things to be fair when it works to their advantage, but if it doesn’t work to their advantage then
they aren’t concerned about fairness. However, this would be a person who was not truly concerned with fairness because this would be a situation that does not fit our definition of fairness. This would be a person who always wants his or her way and did not want to be inconvenienced in any way. From an REBT perspective we know how irrational those thoughts are.

CONCLUSION

People have several choices on the fairness issue. They can demand that life always be fair. However, a person making this demand will be miserable because we have ample evidence that the world is an unfair place and sometimes people have unfair things happen to them. People can also demand that fairness work to their advantage. It was discussed in the previous paragraph where those thoughts can lead; a person would be demanding that (s)he always gets his/her way. This will also lead to emotional misery because there is no universal law that states that a human being is always going to get what (s)he wants. (This of course does not apply to those people who come from a different planet because I am not aware of any evidence to support or refute this contention for that particular population.) Finally a person can accept the fact that the world is an unfair place. It may be unpleasant when unfair things occur, but it can also be unpleasant when fairness occurs. However, nobody is immune from unfairness. We also have some evidence that unfairness can sometimes be to our advantage.

This discussion helps the students see that there are two sides to the fairness issue. If we give a typical REBT disputative response to the issue of fairness (e.g. “Where is it written that life should always be fair?”) we do not help our students develop a more reasonable and rational view on this issue. The belief that life should always be fair is an irrational belief that is firmly entrenched in most of our children. A discussion that uses relevant examples for the children can be very beneficial. Most children have been punished for something for something that they didn’t do just as most children have broken rules and not received any punishment. The key is that the discussion and the examples are relevant and understandable. This helps children see that sometimes things aren’t fair, and sometimes when things aren’t fair it can be to their advantage. They still might become frustrated when they are personally affected by unfairness, but with continued work they can begin to let go of the demand that life should always be fair. By using an example that is personally relevant and understandable to most of the children it can help the students see the issue of fairness differently, and hopefully more rationally.

REFERENCES

Sometimes a child’s parent gets involved with another person before their marriage has ended. It is very common for children to blame this other person for their parent’s divorce (especially if the other parent and family members are blaming this other person for the divorce). A logical discussion can help children gain a new perspective of this topic. Ask children the following questions:

1. How many of you have a best friend? (If some of the students don’t have a best friend, ask them if they have ever had a best friend.)

2. Why is (was) this person your best friend? or How do you feel about this person?

   Summarize the group’s observations by stating that their best friends are people who are very important to them and who they care about very much.

3. Suppose a new kid came into your class tomorrow. This kid is nice, friendly, and pretty cool. This kid also wants a best friend. Are you going to dump your best friend to become best friends with this new kid? (No.)

4. Why not?

   Summarize the group’s observations by stating that they’re not going to dump their best friend because of the feelings they have for their best friend and their loyalty to their best friend.

5. Suppose you and your best friend were fighting a lot. Also, you and your best friend started to do different things, develop different (In likelihood most students will answer, “Yes”.)

   Compare these best friend scenarios to their parent getting involved with another person. Make the point that happily married people don’t get involved with people outside of the marriage. In other words, happily married don’t date other people, just like they wouldn’t dump their best friend if everything was going well between them. However, when there is a problem in the relationship, it is easier for grown-ups to get involved with another person, just like most of them said that they could switch best friends if there were problems in their relationship with their best friend. When this happens with parents the timing is certainly bad, but it is not the other person’s fault. There already
was a problem in the relationship otherwise your parent couldn’t have gotten involved with another person.

DEALING WITH FIGHTING AND BLAME

Children sometimes think that they are responsible for their parent’s problems and fighting. Logical discussions can often help students gain a new perspective. Start this discussion by asking the group members the following questions:

1. How many of you have ever had a fight or disagreement with a friend?
2. Who was that disagreement between?
   (My friend and I.)
3. Could anybody else make you have this disagreement?
   (No.)
4. How many of you made up after your disagreement?
5. Who decided that you would make up?
   (My friend and I.)
6. Have any of you ever had a bad enough disagreement that you decided not to be friends anymore?
7. Who made that decision?
   (My friend and I.)
8. Did anybody else make that decision?
   (No.)

At this point compare the disagreements that children have to the disagreements that parents have. The comparison should be made that when they have problems with friends it is their responsibility and their responsibility alone, just as when parents have problems it is their responsibility alone. Nobody except the parents can make them have problems. IN OTHER WORDS, nobody (including children) can make parents get divorced except the two parents. It is only the parents’ decision.

It is not uncommon to have a child say that his/her parents argued about him/her. The child’s logic is that if mom and dad argued about him/her then they made their parents get divorced. It is important to emphasize that it is the parent’s responsibility to agree on how to handle their children. If parents happen to disagree about their children it is the parent’s responsibility to disagree privately. These disagreements are not the children’s fault. It is the parent’s responsibility to agree about the discipline about their children.

STAY TOGETHER FOR THE CHILDREN? (I want my parents to stay together)

Often children desperately want their parents to stay together, especially if only one parent wants to get a divorce. Since children are very egocentric, they tend to see things only from their own perspective. Because children love both their mother and father, they think their parents should stay together so that the children won’t have to feel upset anymore. Children typically don’t consider their parents feelings on the matter. To help
students gain a different perspective it is sometimes helpful to present students with the following scenario and questions:

Suppose your (choose mother or father) was unhappy in their marriage. She did everything she could to try and work things out, but your mother finally realized that she was not going to ever be happy in this marriage. However, because your mother doesn’t want to hurt you she decides to stay in the marriage. Do you think your mother is going to be able to act like everything is fine and like she still love your other parent? (No.)

(If the children have trouble answering this question ask them if they could act like they were best friends with somebody they didn’t like for the whole school year. Children typically realize that they couldn’t do this and wouldn’t want to.)

If your mother is not able to act like she loves your father and that everything is fine, how will your mother feel living with somebody that she doesn’t want to be married to and she doesn’t love?

(Usually the kids will come up with something indicates that their mother would feel miserable.)

If your mother is miserable living with your father and doesn’t want to be married to your father, how will he feel?

(Again the children will state that that their father would feel miserable too.)

If you are a child living in a home with two parents who feel miserable and a mother who doesn’t want to be married to your father, how will you feel?

(The students will also understand that this situation would leave them feeling miserable too.)

When you want your parents to stay together you’re thinking of a family life where there are few problems and things are fine. It is wonderful living with two parents who love each other and their children. However, since your parents are divorced or separated there are obviously some problems. As you have just seen from our discussion, it can make people feel miserable living in a home where at least one parent wants to get a divorce. No matter how much you might want your parents to stay together it is not a choice that children make. Also, if children could “make” their parents stay together, when they didn’t want to be together, it would result in everyone in the house eventually feeling miserable.
It is important for children to understand that their desire to see their parents together is from the perspective of living with two parents who love each other and have relatively few problems. Living in a home with even one parent who wants a divorce can result in the entire household feeling miserable. The previous discussion and scenario can help children look beyond their egocentric perspective and see that divorce can be better than being together and miserable. When parents divorce it can be very sad, but after a while both can make choices that allow them to be happy again. Hopefully, we can help children see that living with one parent who is working on becoming happy is better than living with both of your parents while they are miserable.
DIVORCE COPING CARD GAME

F. Robin Kelly, Ph.D.

DIRECTIONS:

(Non-competitive play)
1. One student takes a card from the pile and reads it aloud.
2. The student suggests an appropriate coping strategy for the situation presented on the card.
3. Allow the other students to suggest coping strategies for the situation presented on the card.
4. Repeat this process to enable every student to draw an equal number of cards.

(Competitive play)
1. Repeat steps 1 - 4 above.
2. Whenever a student suggests an appropriate coping strategy give the student a chip.
3. At the end of the group give the student with the most chips a certificate declaring that student “Master Problem Solver Deluxe”
4. Give this certificate to all students who have the most chips.
5. Give the other students a certificate declaring that student “Master Problem Solver”.

1. Parent has to cancel plans to see you.
2. Parent is a “no show” when they are supposed to see you.
3. Parent can’t afford to take you to the movies.
4. Parent is going out on a date with someone you don’t know.
5. Parent now isn’t home when you get home from school.
6. Parent needs more help with housework.

7. My friends find out about my parents getting a divorce before I tell them.

8. One parent “bad mouths” the other parent.

9. One parent asks you questions about your visit with the other parent.

10. You have to talk to a lawyer about your parents divorce.

11. It’s harder to pay attention to my schoolwork.

12. It’s harder to follow rules at school.

13. It’s harder to follow rules at home.

14. I don’t feel like I can talk to anybody about what’s going on at home.

15. Sometimes I just feel like crying.

16. Sometimes I feel really mad.

17. I have to quit a favorite activity because my parents are working and can’t take me anymore.

18. I keep daydreaming about my mom and dad getting back together.

19. I sometimes think that it’s my job to get mom and dad back together.

20. My job is to take care of myself.

21. Sometimes my parent is too tired to do things that we used to do.

22. My parent doesn’t spend enough time with me anymore.
23. I feel uncomfortable showing love for one parent in front of the other.

24. I feel uncomfortable telling one parent that I want to spend time with my other parent.

25. It’s hard for me to tell one parent that I don’t want to spend time with him/her.

26. Visiting my parent can be boring.

27. My parent is seeing someone who has kids.

28. I worry that both of my parents will leave me.

29. I now have to live with another relative.

30. I have to change schools.

31. I have to move to a new neighborhood.

32. One of my parents moves far away.

33. It’s hard for me to trust others.

34. My parent doesn’t see me or talk to me anymore.

35. My parent keeps promising me things but never comes through.

36. I think I made my parents get divorced.

37. My parent wants me to be the man/woman of the house.

38. I feel like I have to be the man/woman of the house.

39. My parent is going to live with somebody else.
40. I’m being asked who I want to live with.

41. I have to visit my parent during vacation and I don’t want to go.

42. I think my parent doesn’t love me.

43. I sometimes feel alone.

44. I have to raise my little brother/sister.

45. I don’t like my parent’s boy/girlfriend.

46. I don’t like my parent’s new husband/wife.

47. I want to be friends with my parent’s new boy/girlfriend but I don’t think my other parent wants me to be.

48. My other parent sometimes comes over to the house drunk.

49. My mom/dad sometimes mistreats my other parent.

50. I believe that I can’t show my feelings.
Self Acceptance Graph