

# FROM DySFUNCTIONAL to FUNCTIONAL FAMILY LiFe

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# **SOME CONDITIONS THAT MAY SET A FAMILY UP TO BE DYSFUNCTIONAL**

- **Alcohol or drug addicted**
- **Sexual addiction or abuse**
- **Mental Illness in a family member**
- **Emotional or Physical abuse**
- **Unhealthy Parenting Style**
- **Communication Issues/Triangulization**



# SOME CONSEQUENCES OF LIVING IN a DYSFUNCTIONAL FAMILY

- Low Self-Esteem
- Trust Issues
- Avoidance Issues
- Accommodation Issues
- Control Issues and selfishness
- Shame
- Irrational Thoughts and Beliefs
- Insecurity problems
- Intimacy Issues
- Poor Conflict Resolution/Management



# SOME Negative Outcomes FROM LIVING IN a DYSFUNCTIONAL FAMILY

- Low Self-Esteem
- Trust Issues
- Avoidance Issues
- Accommodation Issues
- Control Issues and selfishness
- Shame
- Irrational Thoughts and Beliefs
- Inability to have fun
- Difficulty with Conflict Resolution
- Irresponsibility or over-responsibility
- Fear of Rejection
- Insecurity problems
- Intimacy Issues
- Entitlement
- And more!!!!



# *Some things that Make a Family Functional*

- **Established family values or beliefs**
  - **Why? For Children Self-Judgment is founded on a Learned Value System.**
- **Healthy Parenting Style that is for the most part consistent**
  - **Why? Children's coping mechanisms and overall response to life is determined to a great degree by parenting style.**
- **Build Healthy Positive Relationships within the family**
  - **Why? The way parents treat each other is how their children learn to treat others now and later in life.**
- **Learn to have fun, but be responsible.**
  - **Why? Fun bonds us while responsibility keeps us grounded.**



# *Making a Family Healthy*

- Lets look at some strategies that were promoted about 20 years ago.
- H Stephen Glenn, Ph.D. Developed a program called Developing Capable People or DPC.
- He also was co-writer of a book entitled, *Raising Self-Reliant Children in a Self-Indulgent World*.
- His works addressed Personal Growth, Family Health, Parenting, Drug and Alcohol problems and more.
- H. Stephen Glenn was a brilliant, charismatic person who was dedicated to Developing Capable Young People by helping adults become more capable in their skills for working with children.



# *The Significant Seven*

- **Developing Strong Perceptions of Personal Capabilities**
- **Fostering Perceptions of Personal Significance**
- **Fostering Perceptions of Personal Influence over One's Life**
- **Fostering Strong Intrapersonal Skills**
- **Fostering Strong Interpersonal Skills**
- **Fostering Strong Systemic Skills**
- **Fostering Strong Judgmental Skills**







# *Research on DCP*

- ➔ **Dr. Bruce Colston a friend and advocate of Dr. Glenn's work collected much research regarding Glenn's principles for promoting health in individuals and families. Below is a brief summary of the research and applications of the concepts advocated in his book and DCP materials.**



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- Research has indicated that those who learn and utilize the Significant Seven have positive behavioral outcomes and have a better chance of recovery from drug/alcohol issues.
  - The Three Perceptions and four skills identified in the book strongly influence character, resiliency, behavioral health, maturity and self-sufficiency.
  - In 1977, these Significant Seven were officially adopted as criteria for prevention, intervention, treatment and research programs by the U.S. Department of Health, Education and Welfare.

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- **As people acquire strength in each of these seven areas, they become increasingly less at risk to a wide range of problems, including substance abuse, adolescent pregnancy and parenthood, academic dropout rates, underachievement and gang involvement (Glenn, 1977, 1978).**
  - **Several researchers have specifically identified several or all of the seven elements on which Raising Self-Reliant Children and DCP are based as major contributors to successful prevention outcomes in multiple areas.**



# *Three Pillars of Healthy Self-Esteem*



**1. Perceptions of Personal Capabilities**

➤ I am capable, can face problems and challenges and can gain strength and wisdom through experience.



**2. Perceptions of Personal Significance**

➤ My Life has meaning. I have value.



**3. Perceptions of Personal Influence**

➤ I am accountable for my actions and choices and have the power to influence life.

# *Twin Pillars*

## *Emotional Intelligence, Self-Discipline and Effective Relationships*

### ➤ 4. Intrapersonal Skills

- Capacity for self-assessment, self-control and self-discipline in responding to and dealing with feelings.

### ➤ 5. Interpersonal Skills

- Capacities to communicate, cooperate, negotiate, share, empathize, resolve conflicts, and listen effectively when dealing with people.



# *Social and Personal Responsibility*



## **6. Systemic Skills**

- **Sufficient capacities in responsibility, adaptability, and flexibility to function effectively within life systems, (social, legal, family, school, environment, etc.)**



# *Decision Making & Moral and Ethical Development*



## **7. Judgment Skills**

- Resources and capacities for planning, identifying choices and making decisions based on wisdom and moral and ethical principles such as honesty, respect, etc.—developing ‘mature judgment’.





# *First Item of the Significant Seven Perceptions of Personal Capabilities*

## **Five Builders that Encourage Personal Capabilities**

- **Checking**
- **Exploring**
- **Encouraging/Inviting**
- **Celebrating**
- **Respect**





# *#1: Teach Families to Check Instead of Assuming in Ways that Limit*

## ➤ Don't

- “Why can't you ever...?” (You can't figure this out)
- “You always think.....!” (Put in a mental box)

## ➤ Do

- “How do you think you should handle...?”
- “What do you think you will need when...?”



## *#2: Teach Families to Explore Instead of Rescuing or Explaining*

### ➤ Don't

- Be a rescuer or enabler. It reduces the individual's belief of capability.
- Step in too quickly and prevent people from having necessary experiences.

### ➤ Do

- "What might have caused that to happen?"
- "What was your understanding of what is happening?"

# #3: *Teach Families to Encourage or Invite Instead of Directing*

## ➤ Don't

- Tell him what to do, how to do it
- If he doesn't do it in time do it for him.
- Say, "Do this...move this...don't forget to pickup..."

## ➤ Do

- "Could we take some time to sit down and figure out what needs to be done?"
- "This is the problem. I would appreciate it if everyone (or you) thought about how we could handle this."



# *Dr. William Glasser*

*“People have a tremendous ability to live down to the lowest expectation in any environment.*

*Define them as capable and treat them that way, and they will generally behave accordingly.*

*Define them as inadequate or unacceptable and treat them accordingly, and they will justify your worst expectations.”*



## #4: *Teach Families to Celebrate Instead of Expecting*

- ▶ Don't

- ▶ When you expect too much too soon (boy making bed).

- ▶ Do

- ▶ Incremental learning

- ▶ Recognize progress....no buts! Celebrate Successes!

- ▶ “I appreciate how you ....., but you didn't take the trash out.”



## *#5: Teach Families to Respect Versus Using Adultisms (requires others to be able to read your mind)*

### ➤ Don't

- "You knew what I wanted you to do."
- "If you really cared, I wouldn't have to tell you."
- "Why can't you ever...."

### ➤ Do

- "What was your understanding of...?"
- "Let me be sure I understand."



# *Second Item of the Significant Seven*

## *Perceptions of Personal Significance*

- Alfred Adler found that when human beings feel no sense of belonging or importance, they behave in ways that provide them with a false sense of significance, e.g., demanding undue attention, using power unproductively, or going after revenge.
- Keep in mind that when the helpless becomes helpers they gain the sense of dignity and self-respect.
- When families devote regular time in a structured ritual, tradition or activity their children experience much less serious difficulties.
- Meaningful involvement...helping dad, friend, spouse (Dad fixing car).





## *Third Item of the Significant Seven* *Perceptions of Personal Influence*

- **“It’s Your Choice!”**
- **Set reasonable limits (Boundaries) in advance so that they can decide whether or not to take the consequence (\$300 rule).**
- **Exploring consequences (EIAG)**



# *EIAG*

- **Experience:** What happened? What was the experience?
- **Identification:** What was significant in that experience?
- **Analysis:** Based on your reasons, of why is it significant.
- **Generalization:** From your perception what future value does this experience have for you?



## *Forth Item of the Significant Seven Intrapersonal Skills*

- ▶ Ability to recognize, interpret and acknowledge personal feelings.
- ▶ Ability to select from a number of possible behaviors an appropriate response to a feeling.
  - ▶ Actions are a result of the choices the mind makes, not because of feelings.



## *Fifth Item of the Significant Seven Interpersonal Skills*

- ▶ **Teach skills:**
  - ▶ **Listening,**
  - ▶ **communicating,**
  - ▶ **negotiating,**
  - ▶ **empathizing,**
  - ▶ **etc.**



## *Sixth Item of the Significant Seven Systemic Skills*

- ▶ **Structure Consequences: Teach in advance what the consequence will be.**
- ▶ **Be firm (follow through each time)**



## *Seventh Item of the Significant Seven Judgment Skills*

- Provide opportunities for others to experience the consequences of their choices.
- Encourage the reflection on the What, Why, and How of things.

# THAT'S ALL FOLKS!!!



## Family Therapy Manual

Promoting Healthy Family Life, Parenting  
and Responsibility Development

F. Russell Crites, Jr.

Can be purchased at the conference bookstore or at  
[amazon.com/author/russcrites](https://www.amazon.com/author/russcrites)





# *Primary Resources*

- ▶ **Family Therapy Manual by F. Russell Crites**  
**[amazon.com/author/russcrites](https://www.amazon.com/author/russcrites)**
- ▶ **Raising Self-Reliant Children in a Self-Indulgent World**  
**Revised Edition by H. Stephen Glenn**