

RESPONDING TO **TRICKY** TEENS



Karyn Chalk

Helpful ways to respond when
your teenager
is finding life tough.

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Edited by: *Karyn Chalk*

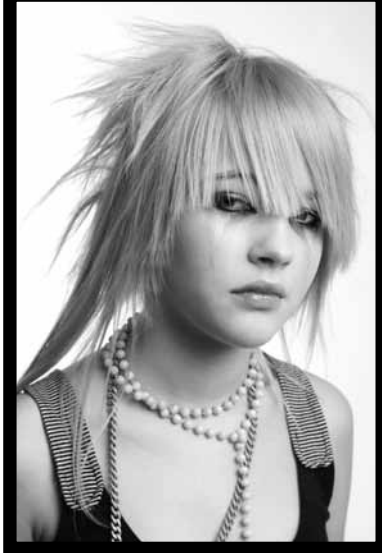
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RESPONDING TO TRICKY TEENS

Karyn Chalk



Helpful ways to respond when
your teenager
is finding life tough.

**Is your teenager
behaving in a way
that pushes your
buttons?**

**Are you at a loss as
to what to do or say
when challenges
arise?**

**Have you tried to
help and then been
accused of intruding?**

Let's face it, teenagers have the unique ability to challenge us in ways we never thought possible. Sometimes, despite our best intentions, the way we respond can actually make matters worse.

Many parents I work with come to the 'Responding to tricky teens' workshops I run because they want to find ways to 'stop' their teenagers from doing things such as: answering back; leaving the kitchen in a state of disrepair; living on the play station; refusing to come home; and engaging in high risk behaviours such as drug abuse. I hear you!!! I feel your frustrations, anxieties and worries!!! I have been there.

So let's get blunt. This book does NOT give '5 hot tips to stop your teenager doing all the things that pushes your buttons'. This book has been designed for parents who want to find useful, constructive and respectful ways to build a better relationship with their teenager. We can't stop teenagers engaging in high risk behaviours or pushing boundaries. What we can do is increase the chance of influencing them positively by keeping the doors of communication open at home.

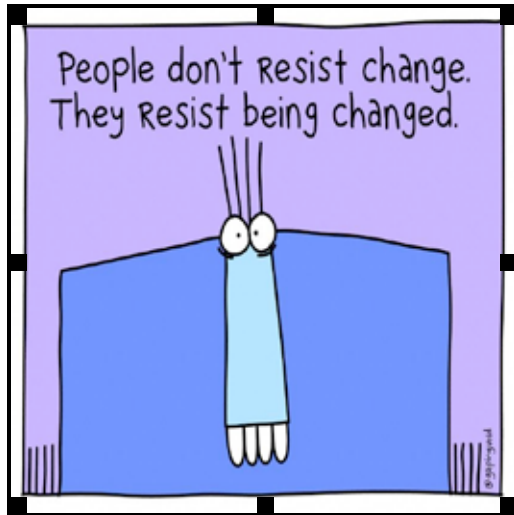
The simple truth is we can't stop teenagers engaging in high risk behaviours or pushing boundaries. What we can do is increase the chance of influencing them positively by keeping the doors of communication open at home.

The real life examples in this book give context to the Transforming Communication course which was designed by Dr Richard Bolstad.

By building a strong relationship with your teenager, you will naturally find there is less need for punishment and more opportunities to listen, laugh and learn together. It may not happen overnight, but by implementing the strategies in this book, it will happen. Having made these changes in my own life, my relationship with my teenager has transformed, and so can yours. The really good news is these tools are easy to use and can become a part of your everyday life.

Thanks to my inspiring daughter, for her patience and openness whilst I transformed my parenting style.

Thanks to my husband for being an amazing role model and awesome listener.



The storm of challenges arrived

In 2013 I had never felt so helpless and frustrated in my life as I watched my 13 year old daughter sink deeper and deeper into emotional pain, depression and self-destruction.

She had started her first year of high school (a big transition for her), and was struggling with friendship changes and had difficulties keeping up with academic requirements. These challenges become bigger and bigger, until they literally overwhelmed her.

It was a stressful time for everyone with my daughter going through a number of mental health issues, concerned phone calls from the school, sickness, depression and self-harm.

It got so bad that there were days I would go into my daughter's bedroom and I didn't know if she would be alive or not.

And, when the going got tough, I gave advice

Believe me when it came to offering advice about ways to solve problems I was well trained and well qualified, so naturally I wanted to help.

- I asked her ways she could solve these difficulties
- I gave her ideas on how she could take responsibility and make some changes
- I told her some strategies that can help when life gets overwhelming
- I reassured her that things will get better
- I offered to go to school with her and work it all through
- I even threatened to ground her if she carried on continuing to behave in this way.

Even though you may have the best intentions to help, sometimes the 'way' you are doing it, might actually make it worse.

Even though I was trying to support her through this difficult time, my way of responding was actually making things worse.

Dr Thomas Gordan, an award-winning psychologist, calls these responses communication "**roadblocks**". The person on the receiving end can feel put down, frustrated and not heard. Or, worse still, as if they did something to 'deserve' the situation that they are in.

This is exactly what happened to us. I was being an intrusive parent and my attempts to turn my daughter's emotional state and behaviour around only led to an increased sense of isolation, loneliness and powerlessness in her world.

It meant that life was difficult for her at school and then home life wasn't much better. She retreated to her room, while I spent hours talking to my husband about what I could possibly do to 'fix' the situation and 'rescue' my daughter. I felt anxious, stressed and scared about my daughter's health and the status of our relationship.

This situation also caused a real dilemma within my work arena. For me, it has always been important that I live what I teach. At that time I felt like a complete fraud, as what I taught in my professional world wasn't working at home. It was upsetting to know that my family life was falling apart and yet here I was educating, prescribing and advising others on how to communicate effectively in their own lives.

This was my "time of tears". I cried so much and felt an absolute sense of failure as both a parent and a professional. It was like everything I tried seemed to make things worse.

And then help arrived

As part of retraining as a Master Practitioner in Neuro-Linguistic Programming (NLP) in January 2014, I took part in the Transforming Communication course designed by Dr Richard Bolstad. This course was the best gift I could possibly ask for. In a gentle way, I learned how my style of communication impacted others. To put it bluntly, my natural response when others were upset was to either intrude reassure, fix or dictate solutions. I was dictating my daughter's behaviour, using power as a way of controlling her and swamping her ability to make her own decisions. Believe me, the 'Transforming communication' course was a very humbling and eye opening experience!!

The truth about depressed teenagers

Let me tell you about some research conducted by Dr Martin Seligman, an American psychologist that motivated me to make these changes I'm writing about. Research states that over the last 50 years depression has increased 10 times in teenagers. Dr Seligman discovered that parents have an increased tendency to want to 'over-protect' their children from the hurts of the world. In turn, this style of responding can install a sense of learned helplessness from a young age.

As parents we all want our children to grow up and be resilient. Resilience is defined as the 'bounce back' factor. It's about having the tools, attitudes and confidence to work through challenges that arrive in life.

When parents jump in quickly to minimise the hurt and pain children are experiencing, these important coping strategies are not learnt or integrated. As a result children can grow up thinking others need to solve their problems because they don't have the ability to do it themselves.

Reviewing this research made me realise that this was exactly what I was doing as a parent. I would jump in when my daughter was upset and attempt to 'fix' her hurts and challenges at the cost of letting her learn to do this herself.

When your teenager is upset the responses below are HIGH RISK!!!! You run the risk of your teenager withdrawing, yelling, slamming doors and not wanting to talk to you.

Reassuring them by saying they will be fine.

Praising them for their skills.

Analysing the problem and pulling it to pieces.

Changing the conversation to take their focus off it.

Jumping in to fix it for them.

Demanding how they are to behave.

Putting a stake in the ground

Immediately after this course, I put a stake in the ground and decided the only way to change my relationship was to change my parenting style. I accepted that her behaviours would not change overnight, but they could change gradually as a result of changing my own attitudes and actions.

This is how I saw it:

Step One: I wanted to provide a safe place at home where my daughter could be herself. To do this I needed to give up my need to control how she was living her life.

We all know you can't change other people.

If you want to improve your relationship with your child, put a stake in the ground and *change how you respond to those emotionally challenging situations.*

It will be life changing for you Guaranteed!!!!

Step Two: By providing a safe place at home, I knew more space would be made for her to solve her own difficulties.

Step Three: By giving her more opportunities to be trusted, her confidence could build, high risk behaviours could stop and everyone could be much happier. Phew!

I acknowledged I had deeply engrained habits that would take time to change and accepted that there would be times when things wouldn't go as planned.

Here's what I needed to change

- Dictating rules and behaviour
 - Wanting to fix things for her
 - Attempting to analyse 'why' she was finding life difficult
- Responding with anger when I had my own emotional response to upsetting situations
- I talked to her about these goals and asked her what I could do that would make things at home easier for her. And (surprise, surprise) here were her responses:
- When I am upset - give me space
 - When I want to talk things through - I will come to you
 - I can work things out for myself - trust me to do this

Get clear on the goal

One of the first things taught on the ‘Transforming communication’ course is the process of goal setting. At the time I thought this part of the course was trivial and relatively unimportant. Ah, wrong again.

Once I had clearly defined the kind of relationship I wanted with my daughter, the goal dictated every interaction I had with her.

Don't think about blue trees

If I say to you - whatever you do right now, don't think about a blue tree. Go on, don't do it. And of course you will. It's exactly how our brains work. What we focus on is what we look for.

So invest some time getting clear on how you want your relationship to be with your teenager in the future. Imagine playing this goal on a movie screen and focus on what you will see, hear and feel. By doing this your brain will unconsciously start to look for ways to make your goal happen.

My long term goal

The goal I set was:

To provide my daughter with love, support and opportunities that allowed her to grow into a resilient, confident and self-responsible adult.

By achieving this goal she could:

- Make her own decisions and solve her own problems
- Communicate confidently to others when upset
- Use these tools in other aspects of her own life

By achieving this goal I could:

- Build a loving and close relationship between us
- Teach her to do the same through role modelling
- Trust her to make decisions that support her success

Get clear on “how” you would like the relationship to be in the future.

What would you be seeing?

How will you be both be interacting with each other?

How will you feel?

What would you be saying to yourself?

Ask a great question in the middle of the storm

Having this clear and specific goal meant I started to change how I responded to interactions between us.

When she responded by pushing boundaries, arguing back, not speaking, yelling etc; I would ask myself this question:

How am I going to respond right now that will take me towards my goal?

This is what this question did for me:

1) It made me STOP

2) It allowed me to recognise if I was reacting emotionally to the situation

3) It gave me space to calm down and take some breaths

4) It redirected my brain back to my goal and long term outcomes

5) It dramatically improved my chances of responding in a loving, caring and supportive way

Before you respond to your teenager ask yourself this question:

“How am I going to respond right now that will take me closer towards my goal?”

To begin with, curbing the natural reaction to advise, accuse and fix the problem was very difficult. My gut instinct was to launch right into these entrenched habits. I was used to responding emotionally, a sense of protective anxiety that arose to “fix” her hurts.

The first step was simply to recognise these responses going on inside me. If I could recognise my gut reaction and not respond immediately, I was taking big steps towards my goals.

So I'd often be seen standing in the hallway like a gaping goldfish, preventing myself from responding to old patterns yet not completely sure what to do next. At these times I reverted to doing nothing. It's the best advice I could give any parent. If in doubt, do nothing. Say nothing. This way of responding is much easier than digging yourself out of a road block response.

And so by stopping, taking a few very deep breaths and responding by doing and saying nothing, our relationship started to change.

STOP!
If in doubt,
DO NOTHING!
SAY NOTHING!
It is much better than
digging yourself out
of a large hole of
conflict later on!

Building the bank balance

The first thing I began to notice was my daughter would come out of her room a bit more. At these times I would hang out on the couch with her, watch TV and not say much. This was an important part of the healing process.

I needed to build a bank balance of trust so she felt safe enough to hang out in the lounge without fear of being interrogated. Being clear on my goal meant I had no expectations for her to have a conversation or even talk to me.

So these times simply involved sitting on the couch next to her, sharing a blanket and watching TV. This may seem like a small activity, but it was huge in terms of relationship building.

When two people match their body language and their breathing is similar, brain waves connect and their pulse synchronises. On an unconscious level, this sends signals to the brain that the situation is safe and the person can relax.

To begin with, the task of being still and refraining from engaging in probing conversations took a conscious effort. But as with all things, it got easier the more I practised.

Learning from my husband

One thing I noticed about my husband was his ability to respond to my daughter that kept them in an amicable relationship throughout the storm of 2013. When she was upset I noticed he often responded with one word answers such as:

Using minimal words can help your teenager feel heard.
Crap
Bummer
Gross

- Crap
- Bummer
- Gross

By responding with these minimal encouragers he was able to maintain an easy going relationship with her.

I decided to start doing this too. This way of responding was easy, useful and my brain didn't have to fry on the inside thinking of what to say or do.

I started being filled with hope. The more I sat without an agenda and practised using minimal encouragers, the more time we were able to spend together. This was awesome and a big step towards my long term goal.

Responding during a storm of upset

So you may be asking: If I can't reassure, give advice, probe, control or help fix the situation, what can I do that will be helpful when my teenager is upset and struggling with life?

Here's some things you can do:

- 1) Stop what you are doing and pay attention. By this I mean having similar body language, being at the same height, having eye contact.
- 2) Respond using minimal words – crap, gross, bummer.
- 3) Use lots and lots of reflective listening. Doing this helps keep rapport, allows the person to feel heard and helps clarify the situation for them internally.
- 4) Ask some open questions that may help them to clarify goals, options and solutions.

The truth about listening

I thought I was pretty good at listening. After all, I have a history of business contracts all over the country designing and delivering communication skills workshops. Once again it was back to basics for

me. There is a difference in knowing listening skills and being able to do it really well.

I recognised that to improve my relationship with my teenager, family and work colleagues, I needed to master the skill of listening. To do this I had to practice listening to others over and over and over (and then about 10,000 times more). And so that's what I did non-stop for 6 months. Everywhere. On the bus, at the supermarket, at home, at work. Basically every conversation I had, my goal was to listen in a way that the person felt heard and acknowledged.

Believe me, I was clunky as at first. I would hear someone talking about a challenge they were facing and I felt like a gaping goldfish out of water. I was torn between wanting to fix, give advice and reassure; and knowing that these responses were intrusive and did not take me towards my goal.

So in these situations I would stop, take a couple of deep breaths and ask myself this question.

What's really going on for this person?

This question helped me to:

- 1) STOP. Breathe and think about my goal before responding
- 2) Step into the other persons shoes for a bit
- 3) Acknowledge when people react with strong emotions such as anger, hate and resentment, there is a more vulnerable emotion happening. Examples include fear, hurt, embarrassment, shame, sadness, worry and confusion.

**“The word ‘listen’
contains the same
letters as the word
‘silent’”**
Alfred Brendel

Using reflective listening

Below are examples of the responses I used when my daughter was upset.

I had them written on a whiteboard in the hallway and I reviewed them most days. The focus was on empathising with her rather than giving advice to her.

Here is a typical statement from a teenager:

“I can’t see the point of being told what stupid goals I need to set at school. If I want to set goals I will do them myself in my own way.”

Here’s some ways you can respond that will allow your teenager to feel heard and acknowledged:

- So for you...
 - So for you it’s hard to fit the new way into your own way.

 - You are feeling ...
 - You are feeling frustrated about having to set goals in a certain way

 - So what happened was...
 - So what happened was you were shown how to set goals and it doesn’t yet suit your style of doing it.

 - Your experience is...
 - Your experience of setting goals is different than what you are being shown

 - It seems to you...
 - It seems to you like your personal style is being a bit squashed.

 - Yes and ...
 - Yes and it’s important that your goals are motivating for you.

 - On one hand.... and on the other hand....
 - On one hand you want to do what is required and on the other hand you need to do your goals in a way that comes from you.
-

- Now it's like this ... and in the future you want ...
- Now it's like you are being told how to do certain things and in the future you want to find ways that work for you

Here are some examples of the four step process I use:

Daughter: I can't see the point in being alive anymore. I stuff up everything I do.

1) STOP, breathe and think about my goals before responding.

2) Ask What's really going on for her?

3) Step into her shoes for a bit .

Her relationship has just broken up. She tried hard to make it work. There are lots of difficult emotions going on inside her.

4) Identify some of the 'real' emotions going on.

Sadness, hurt,

3 ways I could respond.

You really tried hard at making it work and

Yeah and it's all looking pretty dim at the moment for you

You seem really sad and hurt about it ending

Daughter: School sucks. I have this stupid teacher for maths who doesn't even speak English.

1) STOP, breathe and think about my goals before responding.

2) Ask myself 'What's really going on for her?'

3) Step into her shoes for a bit.

She finds maths difficult anyway, wants to do well and is finding it hard to understand her teacher. She may be worried that if she can't understand him she won't pass maths this year.

4) Identify some of the 'real' emotions going on.

Worried, confused, stressed.

3 ways I could respond.

So it's difficult to understand his accent.

You are worried about passing this year.

So you go to maths and come out confused.

New skills take time

The reality was it took me 6 months to get really good at listening. Putting the stake in the ground to change my relationships, meant that I took this skill on as a personal development project. Of course, I got it wrong many times, and yes the doors were slammed, yelling took place and I felt stink as. But hey, that's part of learning a new skill. It reinforced to me that I was on the right track and mastering these skills would allow me to achieve my goal.

After lots of listening

So you have spent time listening to your teenagerand then listened a lot more. What next? Well what happens next has to do with your teenager. It's about finding out if they want to look at solving their problem or just want to have a moan about the situation.

Here's some great questions to test the water and see if they want to look at ways to solve their issue. Choose one question and see how they respond to it.

Good questions to ask to help clarify goals:

What would you like to have happen in this situation?

What would need to happen for you to feel the problem is solved?

If you didn't have what would you have instead?

Good questions to ask if the person isn't sure they want to change or not:

Why would you want to make this change?

If you decide to do it, how would you go about it?

What are the three best reasons for you to make this change?

On a scale of 0 – 10. How important is it for you to make this change? How confident are you that you can make this change

What do you think you will do?

Checking out the vacancy status

You can only help your teenager solve their own problems if they want your help. Lots of times they might just want to moan or talk about something; they don't actually want to do anything about it nor engage in a lengthy conversation with you about it..

And this is where we introduce the vacancy/no vacancy system of decision making (another guaranteed lifesaver).

No Vacancy – Your teenager just wants to talk about it. At this point attending

and listening is the only thing you can do. And then leave it. Resist the temptation to go back to analysing, reassuring and fixing. I noticed that

over time, if I left the problem alone and didn't interfere, she showed an increased ability to solve it herself anyway without my assistance. Being able to talk something through and feel heard is sometimes all your teenager needs to find the answer themselves.

Vacancy – There are two important criteria that need to be ticked for a vacancy sign to be floating over your teenagers head.

1) Your teenager has decided that 'yes' they want to solve the problem and are

motivated to look into it further. The decision has come from them, not you.

2) Your teenager has stated that they would like some help looking at options that will solve their problem.

Once again, if you have got to this point, congratulations and give yourself a BIG pat on the back. Your challenge now is to focus on supporting your teenager to come up with his/her own solutions. It's tricky, but hang in there. Remember your goal. We want resilient teenagers who can solve their own problems.

Helping your teenager solve problems

For me getting to this point with my daughter took about 6 months. I had to build a bank balance of safety, trust and respect. It was like being given a series of small tests to see how I would respond. As the relationship grew, I remember lots of car trips where she would dump her baggage (literally that is what it felt like) of problems, concerns and worries. I would acknowledge, listen and ask about her outcome, and because there was no desire to fix the issue, I would leave it at that.

And then one day it happened.... She said "well can you actually help me with this?"

Levels of willingness to solve their problem

No vacancy – they just want to talk about it.

Reflective listen and leave it at that.

Vacancy – Yes your teen wants to find an outcome and would like to discuss it further.

As you can imagine, I'd listened to all her problems for a while now. And I knew exactly how to fix most of them. To avoid old patterns I reminded myself of my goal which included giving her the confidence and skills to solve her own problems.

I used the tools below to encourage her as much as possible to find her own solutions. And it was very satisfying to see this happen and the confidence it installed.

Good questions when the person is ready to look at solving their problem:

Define the problem in terms of needs and goals:

What's the problem?

Come up with a range of solutions to the problem:

What ways have you considered?

View each option:

What are the pros and cons of each option?

Choose the best solution:

So overall, which solution will you use?

Plan to implement the solution:

How will you go about it? What is your first step? Then what?

Plan to evaluate the solution:

How will you know it worked?

It was exciting to see this transition happen and for her to begin making her own decisions. Once again, there were a few hiccups along the way and once again, it got easier with practice.

To have a resilient child, they need to learn to come up with answers to their own problems.

Let them decide on their goal. Help them to come up with a range of options.

Go through some pros and cons of each option.

Let them decide on the best option for them.

Trust me - results will happen.

After putting the stake in the ground and taking responsibility to change my parenting style, there was an immediate shift in our relationship. It wasn't perfect, but it was much better. Saying less helped more.

My daughter still experiences the normal teenage challenges to be expected. And yes she still pushes boundaries at times and we do have the occasional spat at each other. This is all a normal part of life.

What is different is the door of communication is kept open at home. We find ways to respect each other's needs. We openly communicate our worries and concerns. We give each other open and direct feedback in a loving way. We know how to listen to what is being said. My daughter knows she can come to me for non-judgemental support. I've also noticed her increased ability to use reflective listening and problem solving with others.

For me, the real changes happened when I became confident in my ability to listen and tune in to what was really going on. I noticed I was not getting involved in conflicts in my personal and professional life. And this was exciting. A year on my life is less stressful now because there is less drama. I have more time to pursue other interests.

**By changing how you respond,
you will notice changes.**

Guaranteed .

**You may be clunky at first, that's part
of changing old habits.**

To review

Get clear on what you want

Set a clear goal on how you want your relationship to be with your teenager. Get clear on what you will see, hear and feel when this goal is achieved. Before you respond to your teenager ask yourself: how am I going to respond right now that will take me closer to this goal? Let this question guide all of your responses.

When things are going well with your teenager

- You can get away with praising, reassuring, and giving advice if he/she is open to hearing some.
- This is the time to build the “trust bank balance”. Use this time to create positive experiences. Even just sitting on the couch you can have the same body language and breathe in time. This creates a sense of safety between both of you.

When your teenager is upset.

- Responding with praising, reassuring, and giving advice are high risk and often result in yelling, door slamming and communication coming to a halt.
- Paying attention is helpful. By this I mean having similar body language, being at the same height, having eye contact.
- Find a few one word responses. Examples include: Gross, crap, bummer. These can be especially helpful when you want to respond and are not quite sure yet how to use the reflective listening skills.
- If in doubt, do nothing or chuck in a listen. A definite favourite of mine. We want the person to feel heard and also help them come up with some solutions. Reflective listening can help achieve both of these goals.
- Asking some open questions can help your teenager get clear on what the issue is.

You can support your teenager to solve his/her problem when:

1) They are clear on what they want from the situation.

Remember the aim is to get your teenager to come up with his/her own goals. Teenagers build resilience from having confidence in their own ability to solve problems.

2) They have a vacancy sign above their head.

This means they have communicated to you that they want your help to brainstorm solutions. No vacancy, just reflective listening. That's all you can do.

Questions are really helpful

Finding a couple of questions to ask before you open your mouth can make a big difference. Asking questions directs your brain towards your goals and positive intentions.

Here are my favourite three questions.

- What do I want out of this interaction?
- What is really going on for this person?
- How can I support him/her to solve his/her problem?

Want to learn more?

'Responding to Tricky Teens' Workshops

This resource book is used as a supplement for the 'Responding to tricky teens' workshops I run. The workshops provide participants opportunities to learn and practice these tools. The workshop has been widely received by parents and people who work with youth.

Here's what Jan said about the 'Responding to tricky teens' workshop.

"I contacted Karyn because I was embarrassed and frustrated with my son's drug taking and constant trouble with the police. I was yelling at him

most days and he had moved out of home at 15. It was pretty eye opening for me see that to influence him positively I needed to rebuild a relationship with him. We had developed patterns of responding to each other that were hurtful and depressing. After reading this book and attending the workshop I put the stake in the ground also. I stopped yelling. When I was able to visit him I said nothing and listened when I could. By practising this, a year later he returned home. Thanks so much Karyn for your honest and caring ways of showing me another way in desperate times. “

Transforming Communication Courses

All the material taught in this resource book has been taken from the internationally recognised Transforming Communication course designed by Dr Richard Bolstad. As mentioned in this book, attending this course allowed me to transform all of my relationships, especially the one with my daughter. I would highly recommend attending this course as your next step in mastering ways to respond to your tricky teenager. This course is also run for teachers, health professionals, organisations – basically anyone who wants to develop better relationships with others.

The 24 hour Transforming Communication course will give you the tools and confidence to:

- Know how to respond in different situations
- Communicate to your teenager when their behaviour is not appropriate in a way that increases the chances of them changing their behaviour
- Get your own needs met
- Work through conflicts effectively
- Influence your teenagers attitudes, behaviours and beliefs

I am a qualified instructor in Transforming Communication and run this course regularly in the community and to organisations. Please check out my website for more details. www.changingways.co.nz

Here's what others have said about the Transforming Communication Course:

“I signed up for the Transforming Communication Course as I wanted to learn how to support my children more without creating resistance. In the past I've jumped into finding solutions for them which has caused resistance and many household disagreements. I'm aware of this now and focus on listening more and advising less. This has resulted in my son feeling heard and being more open. The outcome is a happier and more open household.” Amanda Dawson

“I was having a very hard time with my daughter when I started the Transforming Communication course. She was involved in high risk behaviours and I was worried about her future. I loved this course. It taught me how to listen to her, to communicate my worries in a useful way and find ways to establish boundaries that work for us both. What a relief!!! This course has changed my life and saved my daughters. Thanks Karyn for your ability to present this information in a warm, funny and practical way”. Bronwyn Harris



Buckle yourself into your chair and prepare for a dose of parenting reality!

“Wow! Karyn Chalk has written the book that every parent with teenagers was wishing for (including every parent who thought they knew all the right things to say and do). It pulls no punches, and it talks about the practical everyday details of living with an angry, upset, rejecting or confused teen. It explains why what you’ve been trying to do, with the best intentions, hasn’t worked. It shows you why, with your best efforts, you haven’t yet managed to create the respectful and supportive relationship you were wishing for. Best of all, it tells the true story, which I heard about as it happened, of how Karyn turned this situation around. Karyn has an eye for what’s truly important, and she know how to explain it in clear no-nonsense language. As you read about Karyn’s situation, you’ll realise “That’s me” and then, with relief as you read the solutions “... and that could be me too.” You won’t be able to put this down until you’ve read the whole thing and started transforming your own communication with your teenager/s. Brilliant.”

*Dr Richard Bolstad
Transformation International Consulting and Training*

