

Self-reflection Exercise

Handout available for download on the [YRRP website](http://www.yellowribbon.mil/yrrp/handouts.html) at:
www.yellowribbon.mil/yrrp/handouts.html

These statements were taken from a larger questionnaire and are designed to help you think about how comfortable you are communicating in different situations. Please read each statement and think about how skilled you are and how comfortable you feel in handling each of the given situations.

1. Asking or suggesting to someone new that you get together and do something (e.g., go out together).
2. Introducing yourself to someone you might like to get to know (or date).
3. Saying “no” when a date/acquaintance asks you to do something you don’t want to do.
4. Telling a companion (e.g., friend or romantic partner) that he or she has done something to hurt your feelings.
5. Letting a new companion (e.g., friend or romantic partner) get to know the *real you*.
6. Telling a close companion (e.g., friend or romantic partner) how much you appreciate and care for him or her.
7. Helping a close companion (e.g., friend or romantic partner) work through his or her thoughts and feelings about a major life decision (e.g., a career choice).
8. Being able to patiently and sensitively listen to a companion (e.g., friend or romantic partner) *let off steam* about outside problems he or she is having.
9. Being able to work through a specific problem with a companion (e.g., friend or romantic partner) without resorting to global accusations (e.g., “You always do that”).
10. When angry with a companion (e.g., friend or romantic partner), being able to accept that he or she has a valid point of view even if you don’t agree with that view.

This handout was adapted from the questionnaire in “Five Domains of Interpersonal Competence in Peer Relationships” (Buhrmester, Furman, Wittenberg, & Reis, 1988).

LAFF Don't CRY Exercise

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This handout contains two scenarios of a parent-teacher conference with a child's homeroom teacher using the LAFF don't CRY method. The first scenario is of a teacher employing LAFF behaviors. The second scenario is of a teacher demonstrating CRY behaviors.

A Teacher Employs LAFF During a Conference With a Parent

| LAFF Steps | Parent-Teacher Conference |
|--|---|
| <p>L Listen, empathize, and communicate respect</p> | <p>Parent: My son, Ethan, is having trouble in his math class. He's gotten a D or an F on the last three quizzes.</p> <p>Teacher: That must be frustrating. I appreciate you coming in to talk with me.</p> |
| <p>A Ask questions and ask permission to take notes</p> | <p>Parent: He really struggles with his homework each night.</p> <p>Teacher: May I take notes so I can be sure to remember all of your concerns?</p> <p>Parent: Sure, that's fine.</p> <p>Teacher: What does Ethan say?</p> <p>Parent: Ethan says he can't keep up with the teacher in class, so he doesn't understand what he is supposed to do without help.</p> <p>Teacher: Let's talk more about the homework; what do you see when Ethan is working at home?</p> <p>Parent: Sure, that's fine. He gets some of his homework done in resource room, but, by the time he gets home, he's confused again. He works through the example problems, but he can't figure out where he's making his mistakes.</p> |
| <p>F Focus on the issues</p> | <p>Teacher: I want to make sure I have got all this, so I'd like to check my notes with you. You are saying that he has struggled on the last three tests; he can do his homework at school where he has help, but he really struggles at home. Have I got it? Is there anything you would like to add?</p> <p>Parent: Yes. Our nights are getting pretty frustrating. We try to help him, but that's not working very well.</p> |

| LAFF Steps | Parent-Teacher Conference |
|---------------------------------------|--|
| <p>F Find a first step</p> | <p>Teacher: As a first step, I'd like to meet with his math teacher. I want to find out what he is seeing. I will call you by Friday, and we will make a plan for next steps.</p> <p>Parent: Thanks for listening. I wasn't sure quite what to do, but I'm glad I came in.</p> |

A Teacher Demonstrates CRY Behaviors During a Conference With a Parent

| Don't CRY | Parent-Teacher Conference |
|---|---|
| <p>C Criticize people who aren't present</p> | <p>Parent: My son, Ethan, is having trouble in his math class. He's gotten a D or an F on the last three quizzes.</p> <p>Teacher: Ethan has Mr. McDonald, a first-year teacher. He may not be familiar with Ethan's accommodations.</p> |
| <p>R React hastily and promise something you can't deliver</p> | <p>Parent: Ethan had a first-year teacher last year! Why should he have to suffer because there is so much turnover?</p> <p>Teacher: That's really frustrating. You know, there are other algebra sections, other teachers. Maybe I can switch Ethan to a more experienced teacher.</p> |
| <p>Y Yakety-yak-yak</p> | <p>Parent: What is going to happen about the low quiz grades he's already gotten? Why should Ethan get bad grades because things are so disorganized?</p> <p>Teacher: I understand how important grades can be. My daughter is applying for colleges and she is under so much pressure...</p> <p>Parent: But what are you going to do for Ethan? Perhaps I should talk to the principal about our problem.</p> |

These scenarios were taken from "Using Active Listening to Improve Collaboration with Parents: The LAFF Don't CRY Strategy" (McNaughton & Vostal, 2010).