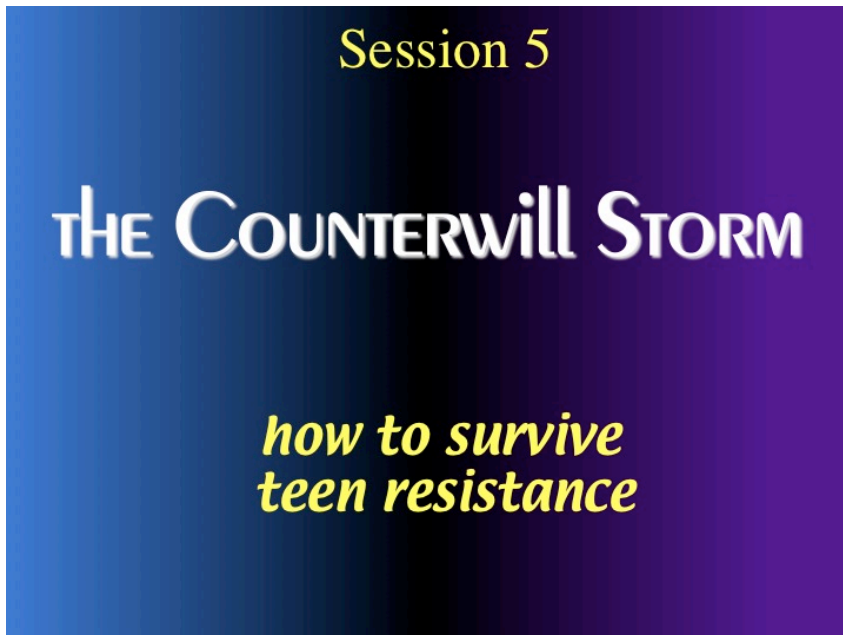


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Session 5

THE COUNTERWILL STORM

*how to survive
teen resistance*

Topics covered in Session Five

- what the dynamic is behind adolescent rebellion
- when resistance is healthy and when a sign of problems
- why it is more difficult to influence and manage an adolescent
- how to differentiate between healthy adolescent rebellion and the empty fortress syndrome
- how to defuse adolescent resistance
- how to satisfy the adolescent's quest for autonomy

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Change #3

Increased appetite for autonomy

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Increasing Appetite for Autonomy

... is meant to facilitate the
discovery of the
adolescent's own *WILL*
and thus prime separate
and independent functioning.

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By WILL is meant:

- intentions & initiative
- wants and wishes
- preferences & priorities
- judgements and opinions
- values and goals
- plans and decisions
- meanings and motives
- designs and purposes

Increasing Appetite for Autonomy

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Rite of passage	Teen temptation	Impact on parenting & teaching	Challenge for adults
COUNTER WILL			

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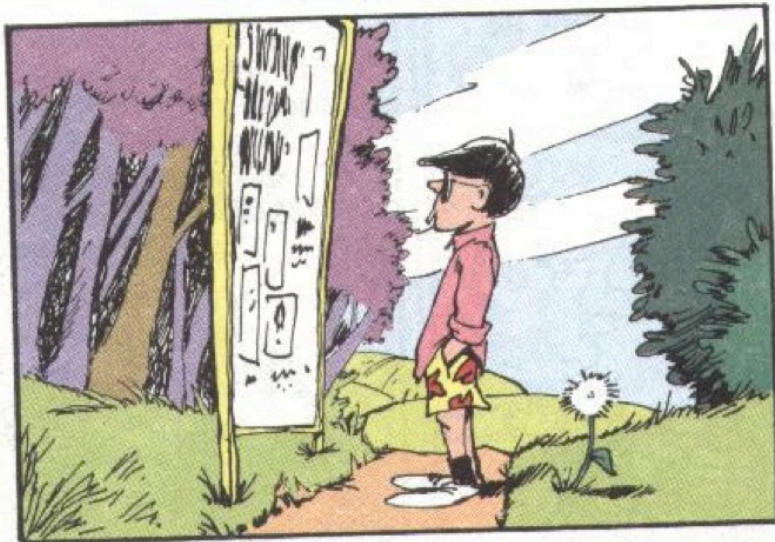
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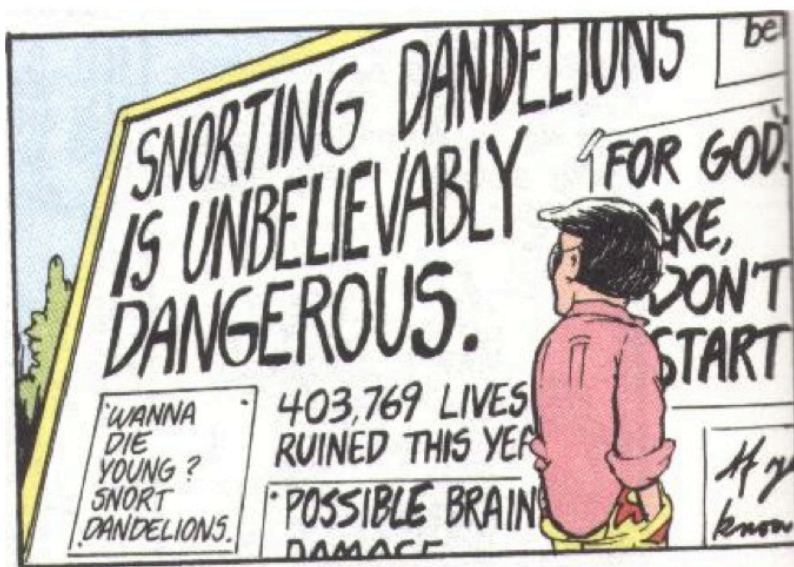
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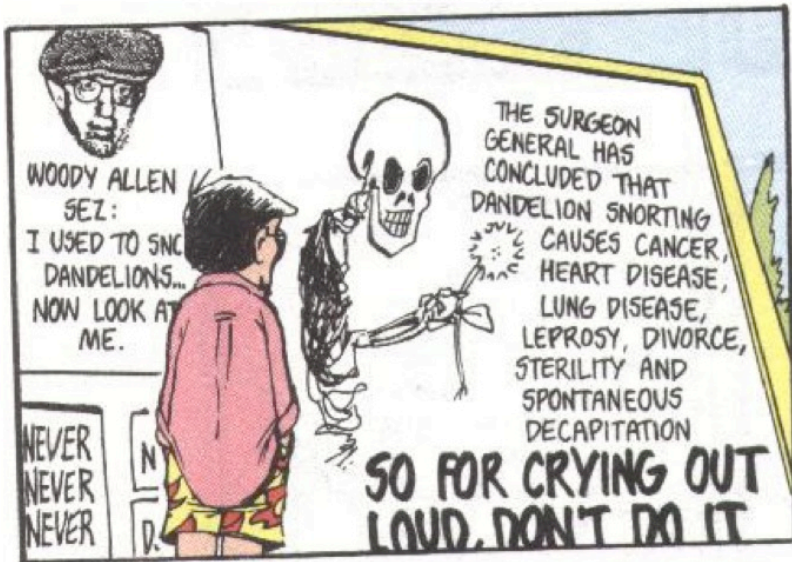
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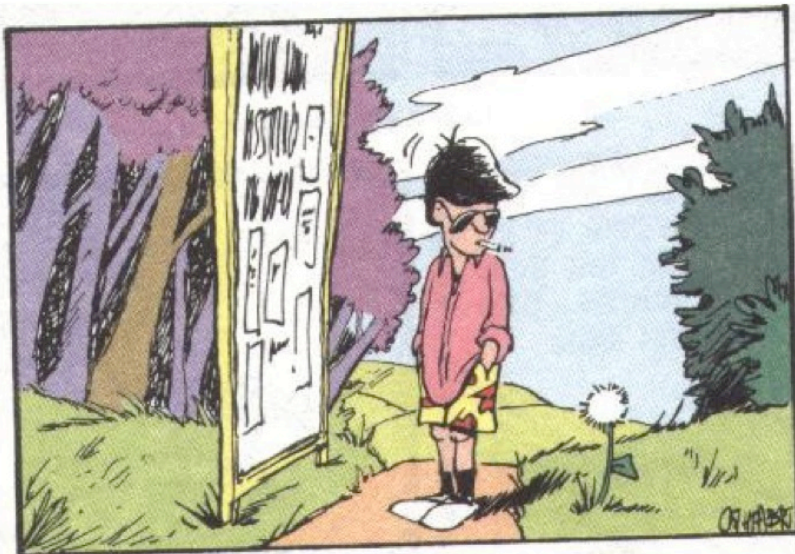
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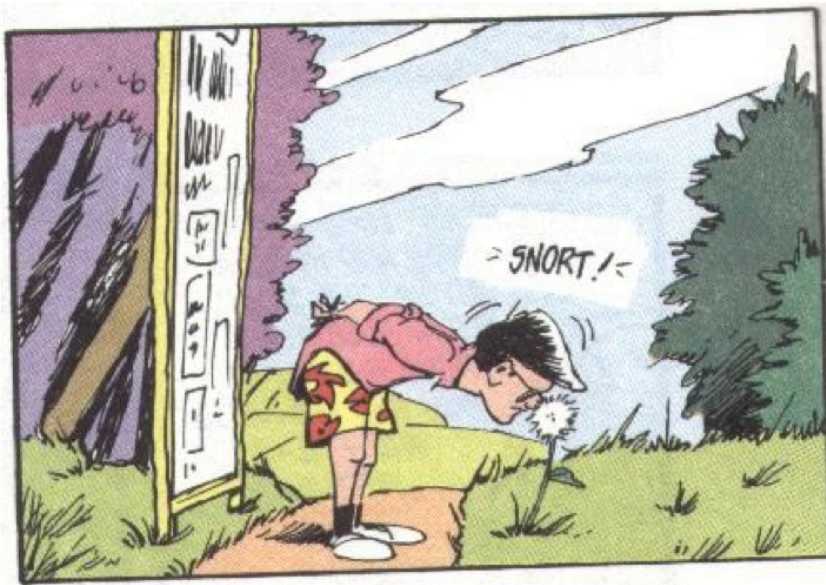
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COUNTERWILL happens when the experience of coercion is greater than the sense of one's own **WILL**

- | | | |
|-----------------------------|---|-------------------|
| expectations | > | initiative |
| pressure | > | purpose |
| demands | > | desires |
| have to's | > | want to's |
| directives | > | intentions |
| input | > | curiosity |
| incentives / rewards | > | interest |

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Rite of passage	Teen temptation	Impact on parenting & teaching	Challenge for adults
COUNTER WILL	resist taking responsibility		

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The **COUNTERWill** instinct

... when unable to deliver an autonomous being, serves a more primitive function of protecting against outside influence & direction

SPACE FOR NOTES

COUNTERWill happens when the pressure imposed is greater than the child's pursuit of proximity

- commands** > **impulse to comply**
- obligations** > **urge to make it work**
- expectations** > **desire to please**
- demands** > **inclination to defer**
- pressure** > **desire to measure up**
- forcefulness** > **desire to be good**

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PEER ORIENTATION
perverts the

*COUNTERWill instinct,
rendering the immature
adolescent highly resistant
to the adults in charge.*

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Increasing Appetite for Autonomy

Rite of passage	Teen temptation	Impact on parenting & teaching	Challenge for adults
COUNTER WILL	resist taking responsibility	direction and influence are resisted	

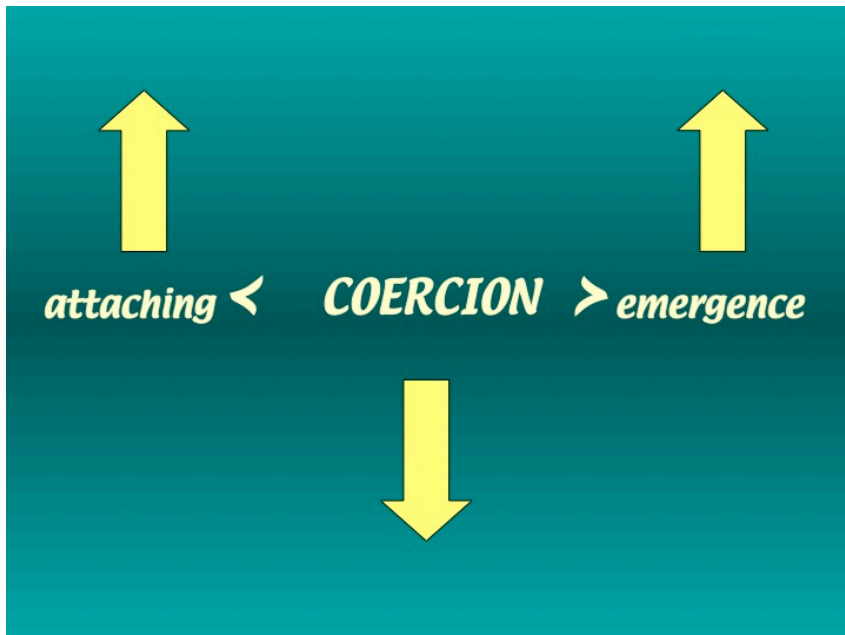
Increasing Appetite for Autonomy

Rite of passage	Teen temptation	Impact on parenting & teaching	Challenge for adults
COUNTER WILL	resist taking responsibility	direction and influence are resisted	<p>REDUCE overt pressure</p> <p>MAKE ROOM for separateness & self-direction</p> <p>Increase CONNECTION</p>

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ENHANCE ATTACHMENT

- **collect before directing**
- **strengthen the relationship**
- **deepen the attachment**

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SPACE FOR NOTES

REDUCE PRESSURE & COERCION

- **refrain from using a commanding or prescriptive manner**
- **make agendas & expectations less explicit**
- **refrain from focusing on the SHOULDs, the MUSTs & the HAVE TOs**
- **use as little force and leverage as possible**

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REDUCE PRESSURE & COERCION

- **back off until you get a better attachment hold. Don't up the ante.**
- **use structures and routines to orchestrate behaviour**
- **draw attention AWAY from the coercive elements of the situation**

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SPACE FOR NOTES

ENHANCE EMERGENCE

- **consult regarding ideas & opinions**
- **put the focus on the teen's *will: intentions, preferences, wants, etc***
- **make room for the adolescent's initiative and involvement**
- **solicit good intentions instead of imposing consequences**
- **place in charge where appropriate and possible**

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Place in charge whenever possible

Objective: *gradually retire to a consulting role*

- involves shifting accountability to the adolescent
- the challenge is to retire early enough to avoid mandatory retirement or territorial battles as well as to salvage the role of consultant
- may help to hand over the reins in a systematic and orderly fashion using rituals, ceremonies and rites of passage

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Insights

Questions to prime personal processing

HIGHLIGHTS OF THE APPROACH

Quotes & highlights from course material

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HOW THIS NEW KNOWLEDGE MIGHT CHANGE WHAT I DO

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INSIGHTS INTO MYSELF

Observations from own childhood & relationships

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INSIGHTS INTO CHILD/CHILDREN:

What do I see differently now?

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CHANGES OBSERVED IN CHILD/CHILDREN

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PRIMERS: Questions to prime review and integration

1. What task does counterwill have in the maturing process?

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2. When is counterwill a sign of healthy development, and when is it a sign of a flight from vulnerability?

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3. Why is it more difficult to influence and manage an adolescent?

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4. How does one differentiate between healthy adolescent resistance and the empty fortress syndrome?

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5. How does one defuse adolescent resistance?

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6. How does one satisfy the adolescent's quest for autonomy?

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7. Questions arising out of this session.

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GROUP DISCUSSION NOTES

1. General discussion – review of INSIGHTS and PRIMERS.

2. How does this perspective fit or conflict with your own experiences, understanding and values?

3. What are some changes you have made to your practice that you would be willing to share?

4. Additional questions and concerns arising out of the group discussion.