

Need CE credit for this session?

Please don't forget to scan in to have your attendance tracked.



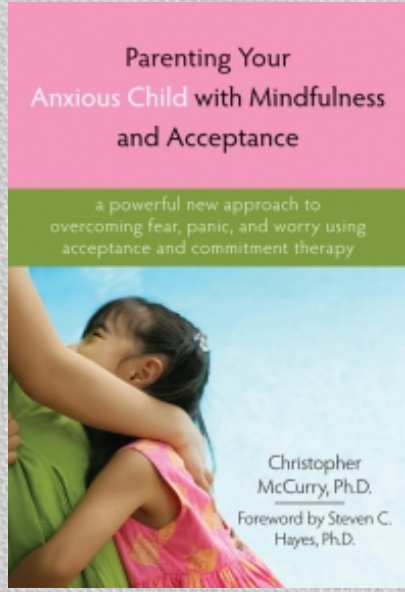
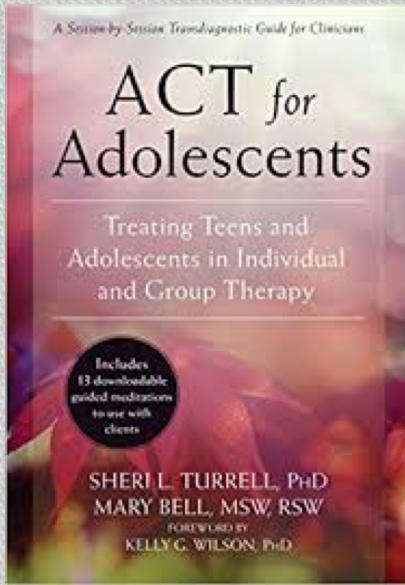
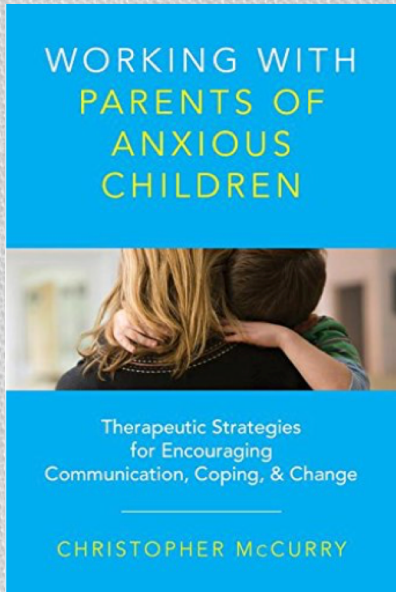
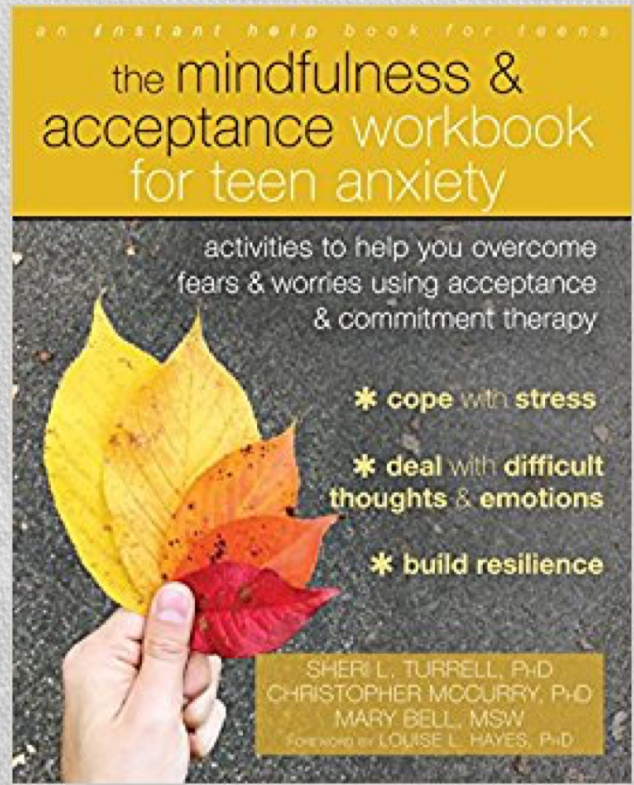
SWIPE RIGHT:USING THE MATRIX TO ENHANCE TEEN & FAMILY WORK

Sheri Turrell, Ph.D.
Chris McCurry, Ph.D.
Mary Bell, MSW
Erin Lipsitt, MSW



Disclosure

The presenters have a pitifully small financial interest in **four** books



Introductions & Audience Poll

- Knowledge of matrix
- Experience with teens
- Experience with families



Swipe Right Agenda – The Matrix in Many Contexts

Section 1

Young adults – Group Based

Section 2

Adolescent - Individual Therapy

Section 3

Parents – Group Based

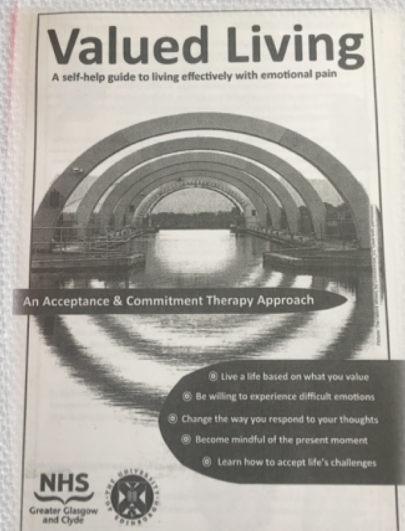
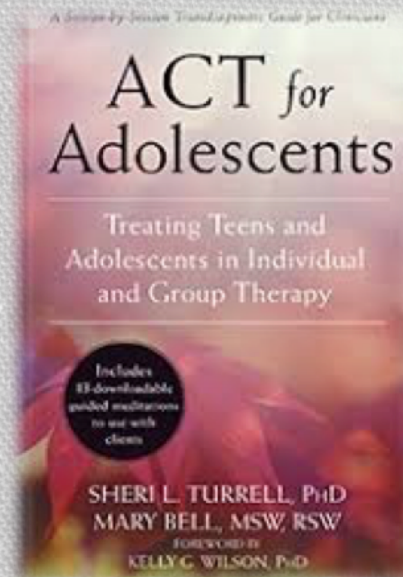
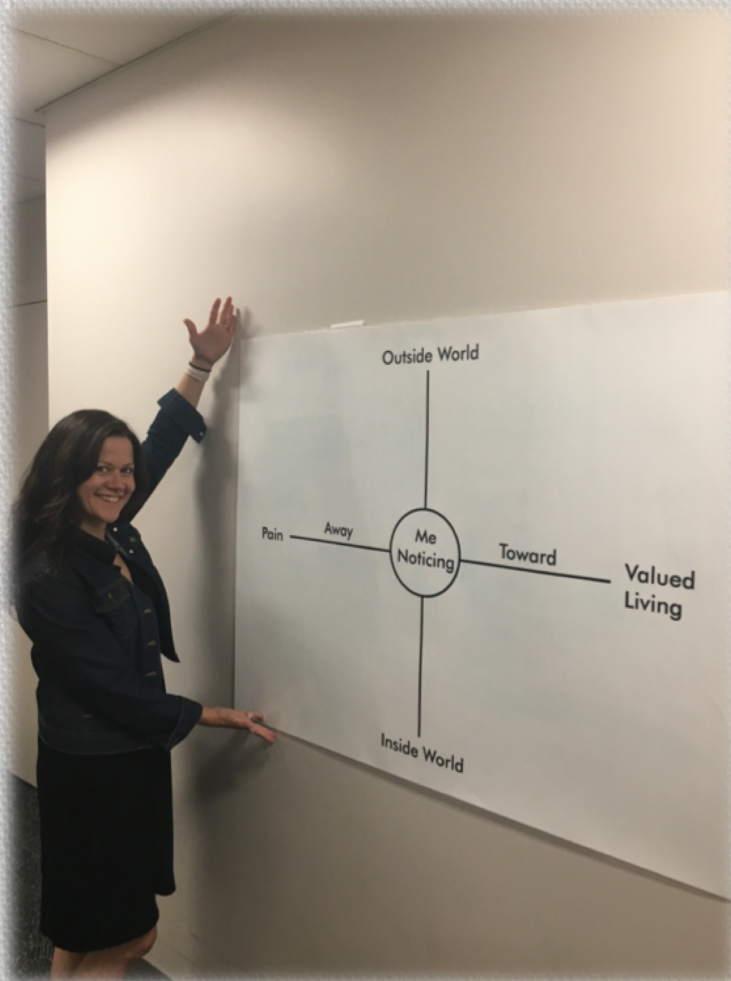
Family Matrix - Video



Section 1 - Erin



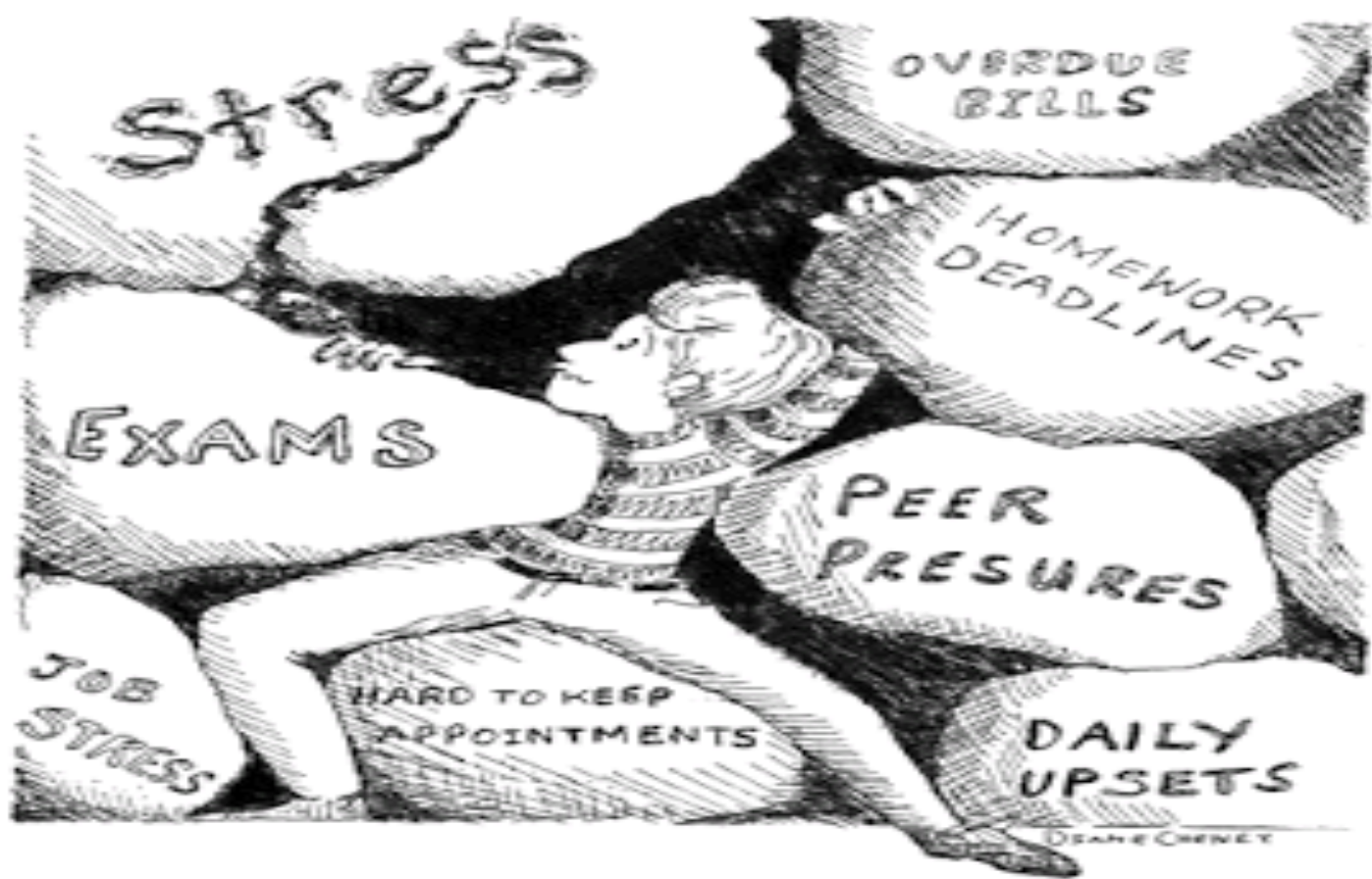
UNIVERSITY of GUELPH



“Leaving home in a sense involves a kind of second birth in which we give birth to ourselves”

~ Robert Neelly Bellah





Experiences Impacting Self-As-Content



Experiential

Experiences Impacting Self-As-Content



- Good Student vs. Bad Student
- Capable vs. Incapable
- Popular vs. Loner
- Proud vs. Disappoint Parents
- Autonomous vs. Conformity
- Problem-Solver
- Listener
- Saviour
- Caring one
- “Too much”

• **Eyes Closed**

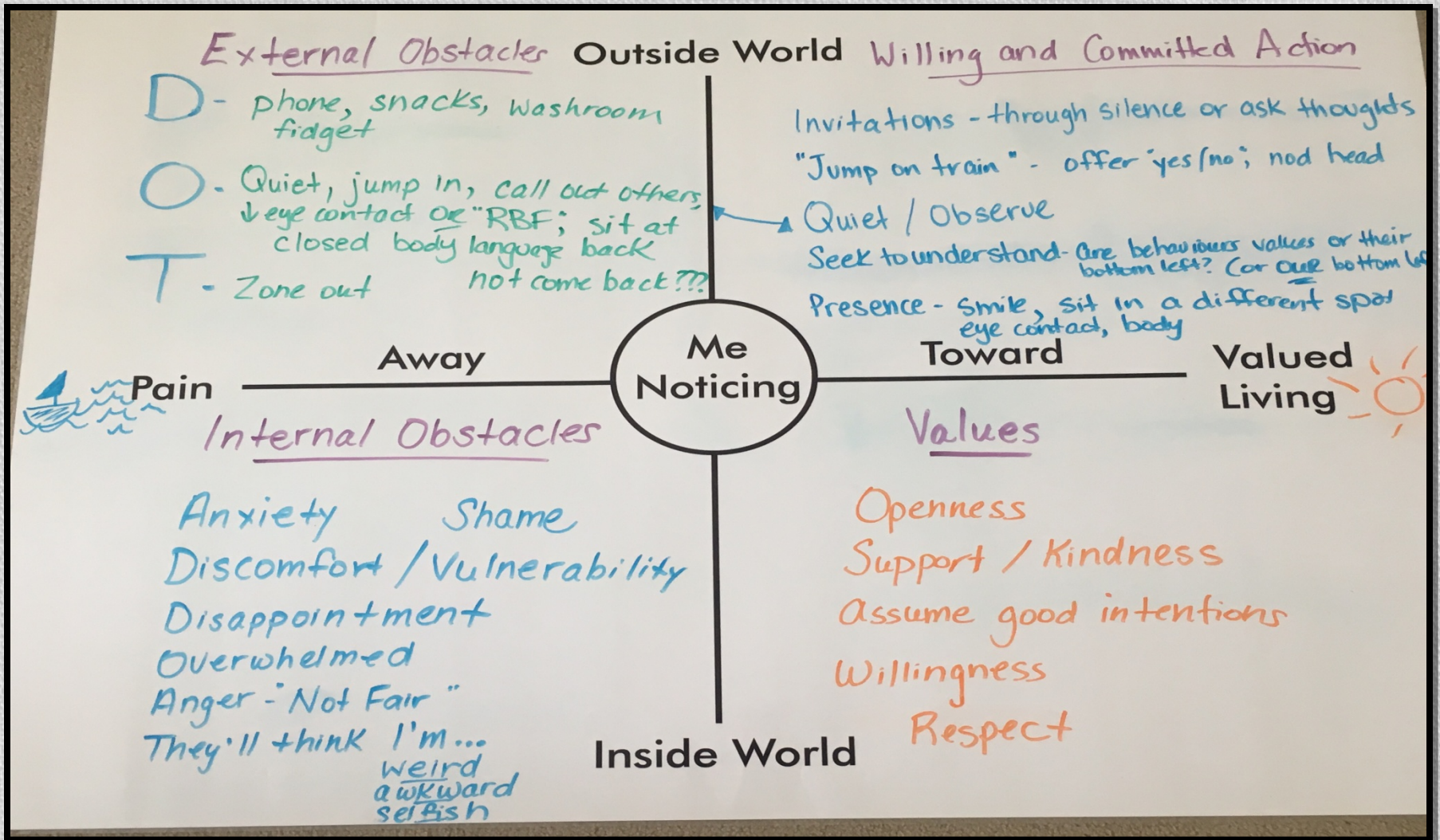
Bringing the Pieces Together: Group Dynamics



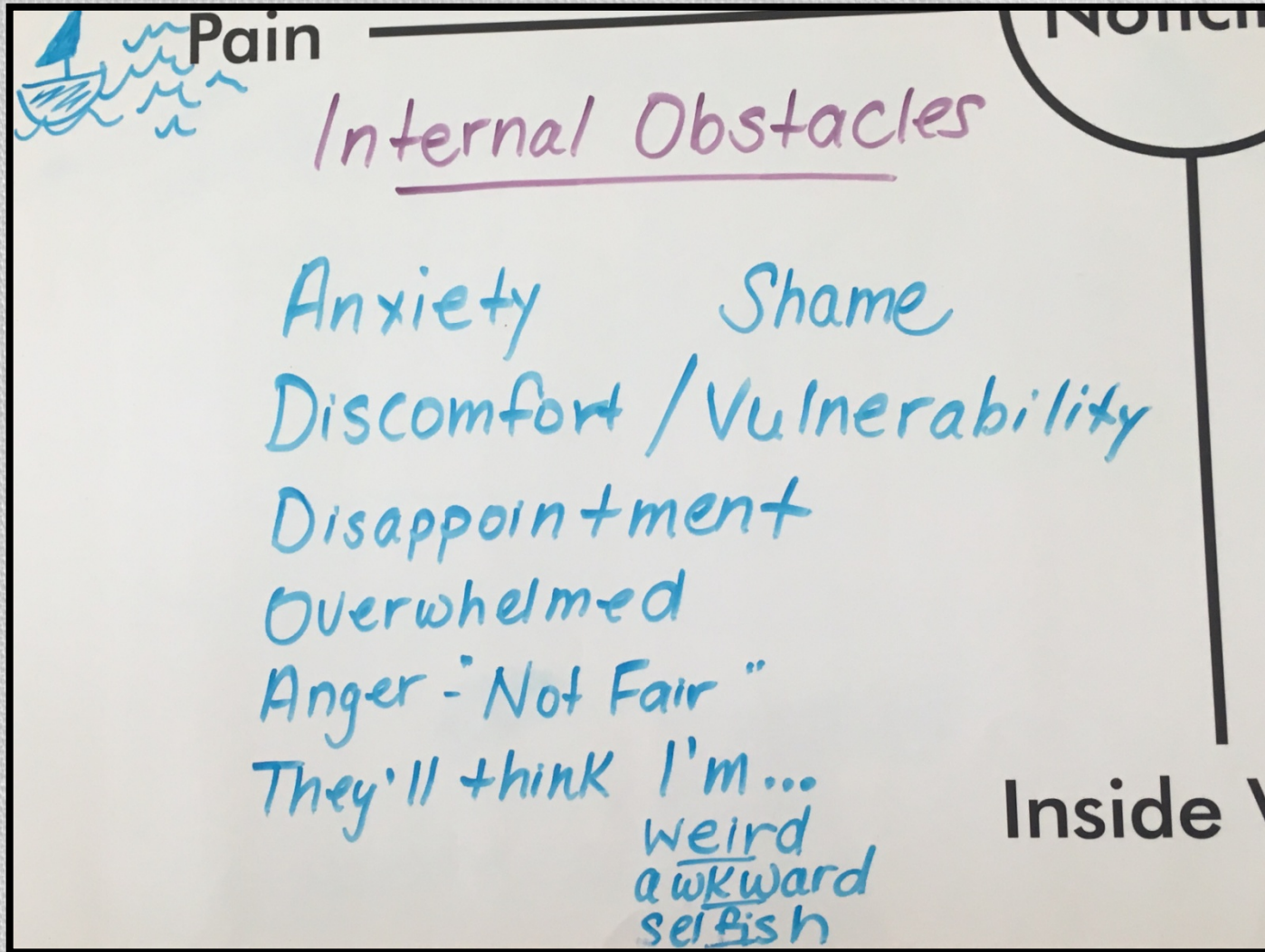
Safety in Sameness....



Using the Matrix as a Tool to Support Autonomy and Group Learning



Acknowledging What is in the Room



The diagram shows a rectangular room with a thick black border. In the top-left corner, there is a small blue drawing of a sailboat on wavy lines representing water. To the right of the boat, the word "Pain" is written in black. In the top-right corner, there is a semi-circular window with a thick black frame. The word "Notice" is written in black above the window. The word "Inside" is written in black at the bottom right of the room. The central area of the room contains handwritten text in blue ink.

Pain

Internal Obstacles

Anxiety Shame

Discomfort / Vulnerability

Disappointment

Overwhelmed

Anger - "Not Fair"

They'll think I'm...

weird
awkward
selfish

Notice

Inside

External Obstacles Outside Wo

D - phone, snacks, washroom
fidget

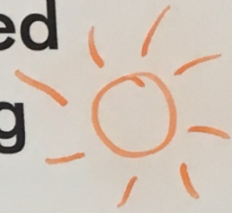
O - Quiet, jump in, call out others,
↓ eye contact or "RBF"; sit at
closed body language back

T - Zone out not come back???

the
noticing

toward

Valued
Living



Values

Openness

Support / Kindness

Assume good intentions

Willingness

Respect

e World

e World Willing and Committed Action

Invitations - through silence or ask thoughts

"Jump on train" - offer 'yes/no'; nod head

→ Quiet / Observe

Seek to understand - Are behaviours values or their
bottom left? (or over bottom left?)

Presence - smile, sit in a different spot
eye contact, body

Toward

Valued

Living 

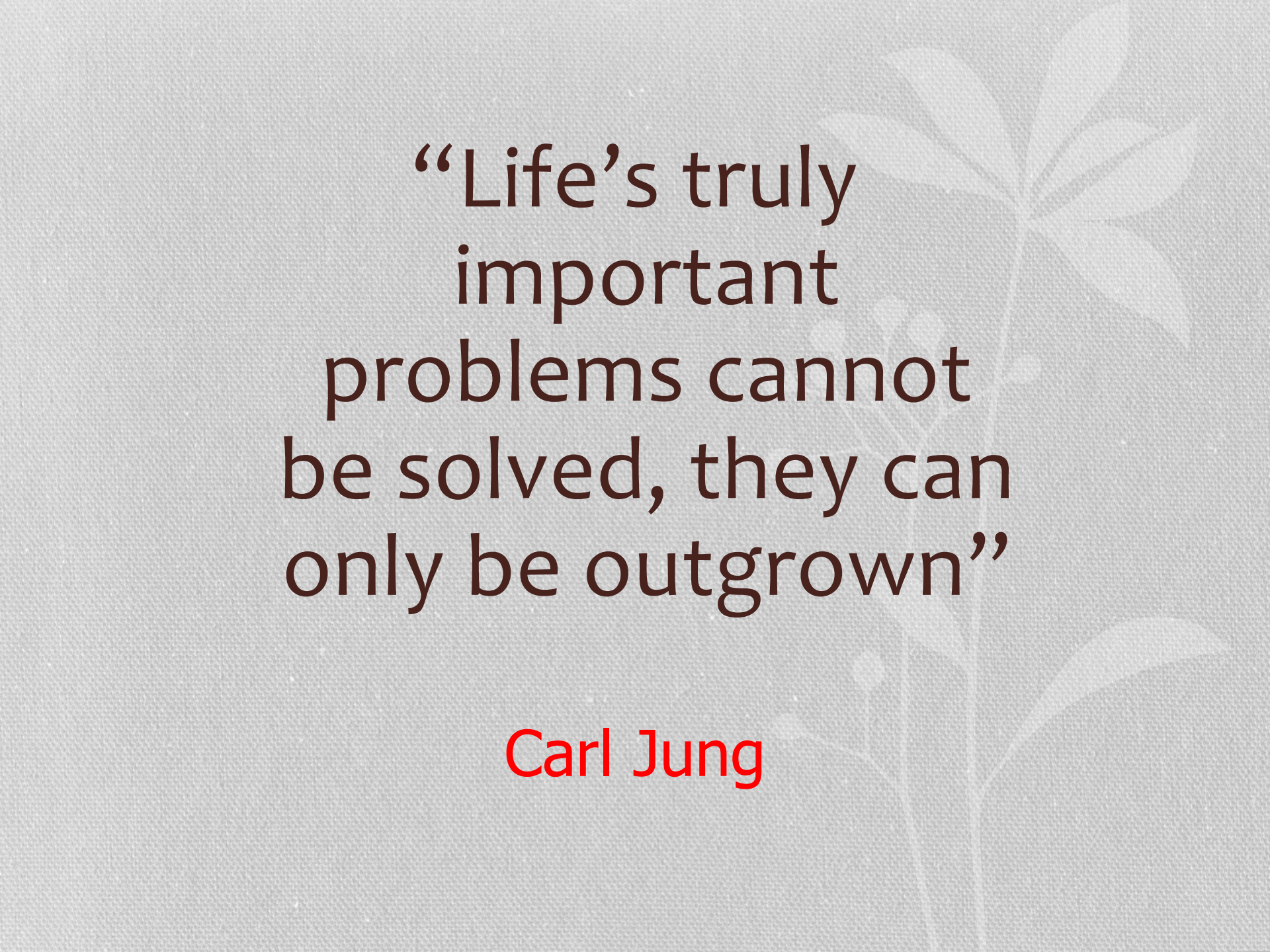
ng

Section 2 -Chris



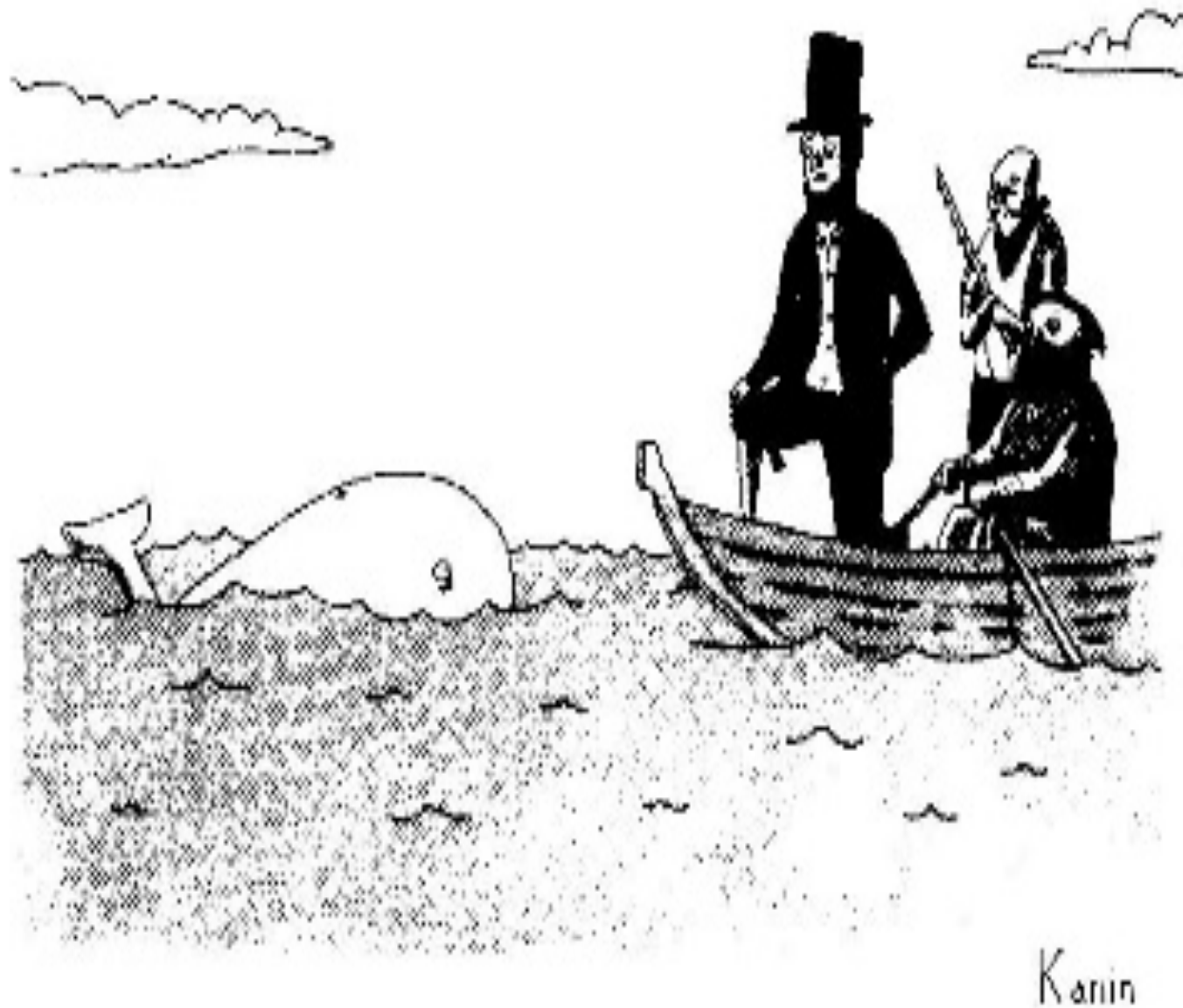
The Teen/Family Dialectic

Encouraging
autonomy and
independence whilst
operating holistically
as a family to get
stuff accomplished



“Life’s truly
important
problems cannot
be solved, they can
only be outgrown”

Carl Jung



“Huh. In my memory he was a lot bigger.”





Problems & Conditions



Choices
&
Decisions



“Kid, you’re gonna have to make a choice.”

“Wanting-ness”

vs

Willingness

The Matrix

- Distractions
- Avoiding tasks
- Not adjusting

- Decisions
- Tasks and Adjustments



- Willing to Have
- Conditions

- Wanting
- Choices
(may contain problems)

Max's Matrix

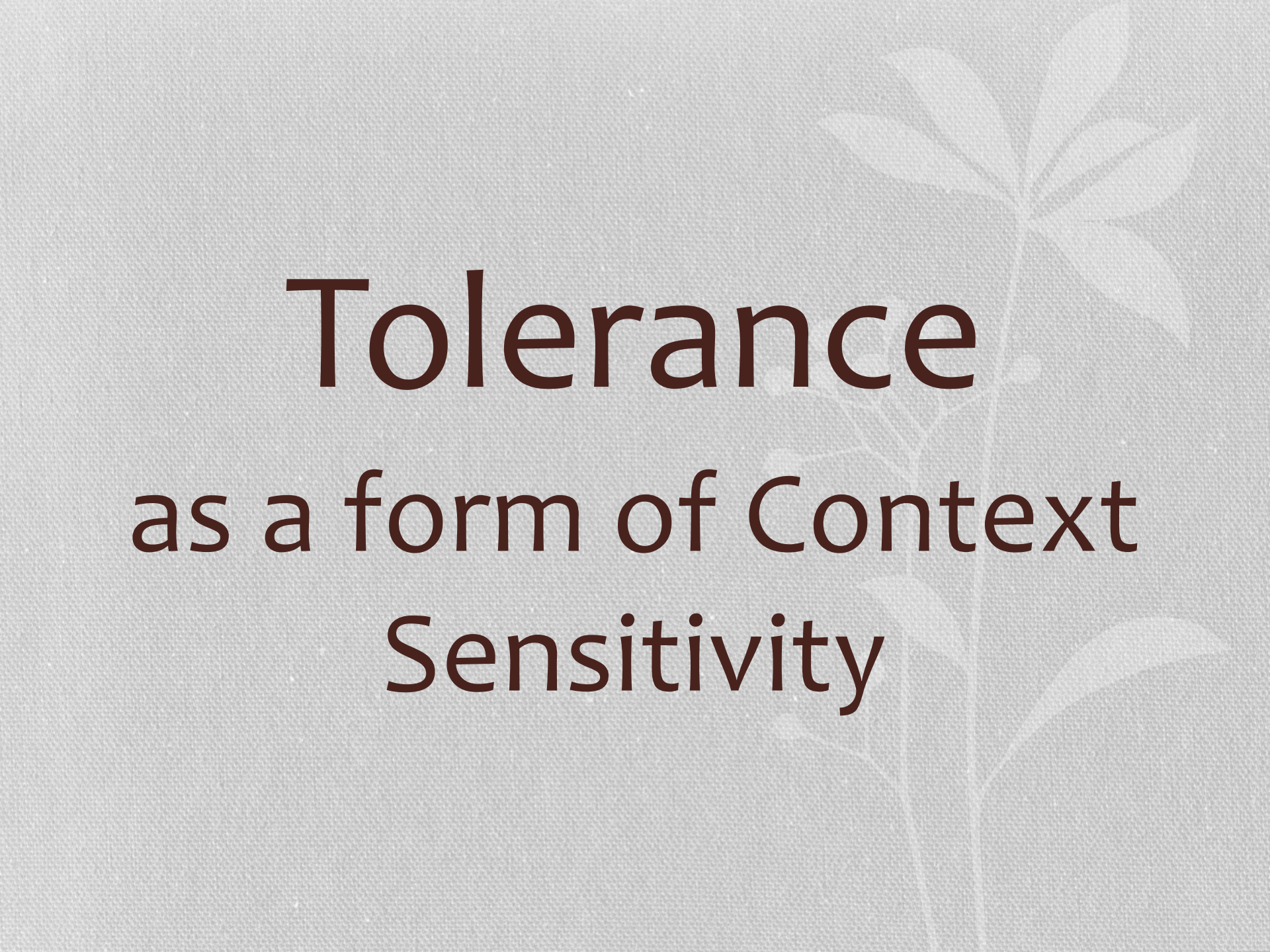
- Avoiding school work; e.g., not using planner, playing video games
- Avoiding friends
- Punishing parents for nagging him

- Stay focused and intentional with school work
- Maintain contact with friends and do stuff with them
- Solve problems
- Chill (operationally defined)



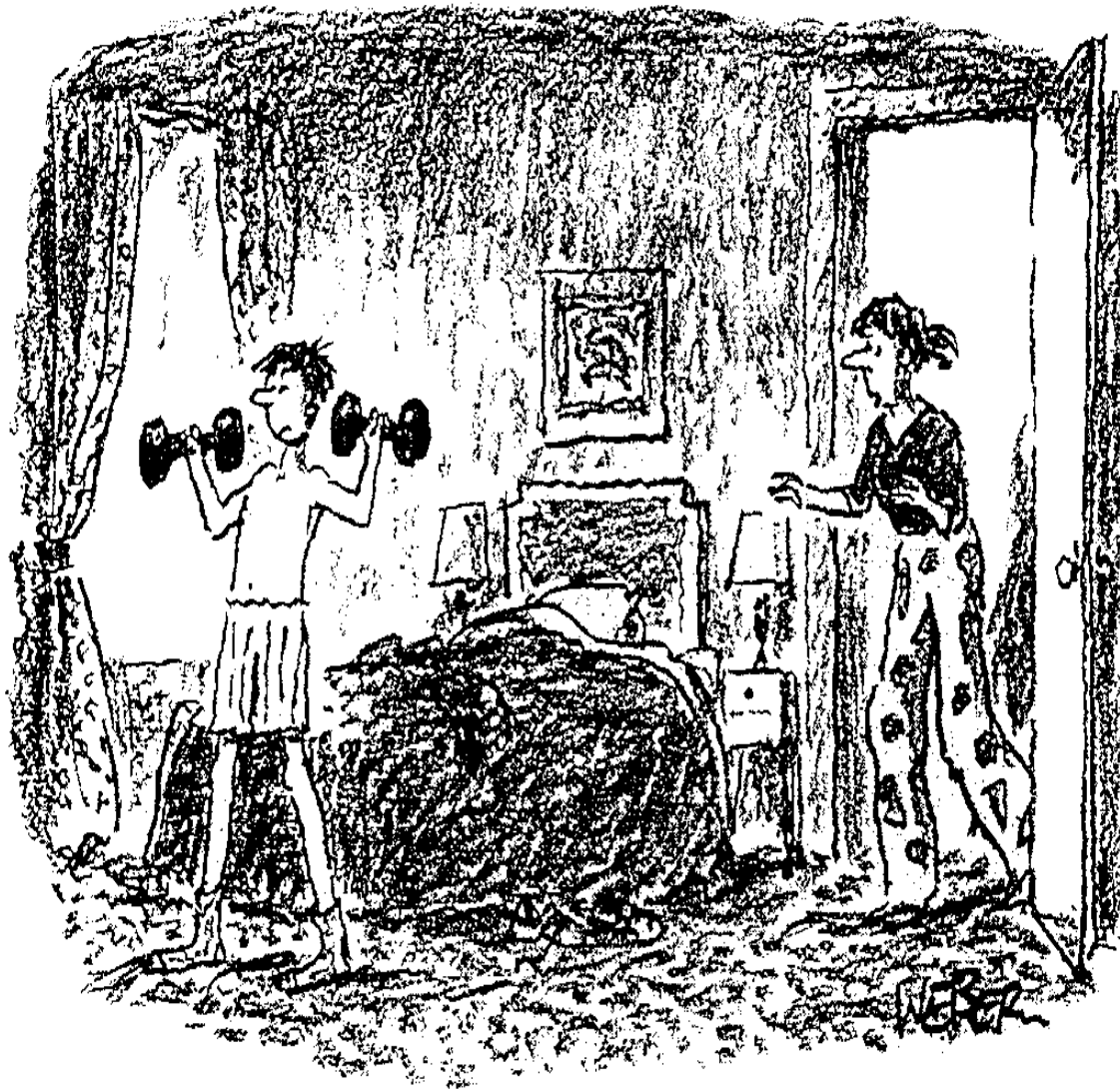
- "If the work is hard then I must be stupid"
- "I can't do work for teachers who don't 'get' me"
- The *condition* of teachers who don't get you
- Embarrassment
- Resentment
- Anxiety

- To be a good student (vs "to be smart")
- To be a good friend



Tolerance

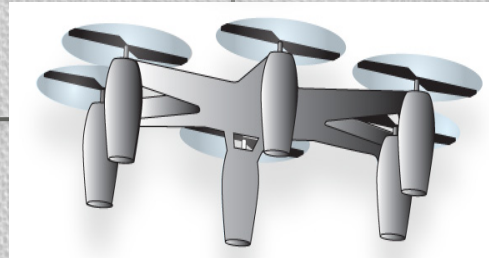
as a form of Context
Sensitivity



“Let me help you, Dear”

What I do to 'get rid of' what's inside


What I do when I ACT to be the parent I want to be



Thoughts,
Emotions,
Physical feelings,
Urges

My "job" as a
parent, here and
now

Section 3 – Mary & Sheri

A faint, light-colored floral graphic is visible in the background on the right side of the slide. It features a central stem with several leaves and a cluster of small, round buds or flowers at the top.

Parent Group

WebDonuts.com



Video of "Double Matrix"



Family Matrix

Video



Last Questions, Comments, & Appreciations

