

# Relationships Come F.I.R.S.T.

(Formula for Improving Relationship Success Tools)



## The 3 Keys to Creating Harmonious Relationships

Created/Presented by  
Jody Johnston Pawel, LSW, CFLE



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# PART I: ABOVE the Surface - Tools for Preventing & Responding to Relationship Issues



## Module 1: What's Driving Your Relationship?

- ❖ Beliefs & Subconscious Programming
- ❖ Choose a Conscious Mindset,
- ❖ 6 Anger/Stress Management Plans,
- ❖ Rewrite Beliefs to Reprogram Trigger Buttons



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# PART I: ABOVE the Surface - Tools for Preventing & Responding to Relationship Issues



## Module 2: Universal Blueprint® Part I

- ❖ Beliefs + Personality = The foundation of your relationships
- ❖ What Path will you take?
- ❖ The Universal Blueprint® for Adult Relationships Part 1: The 4 Questions to Ask/Answer



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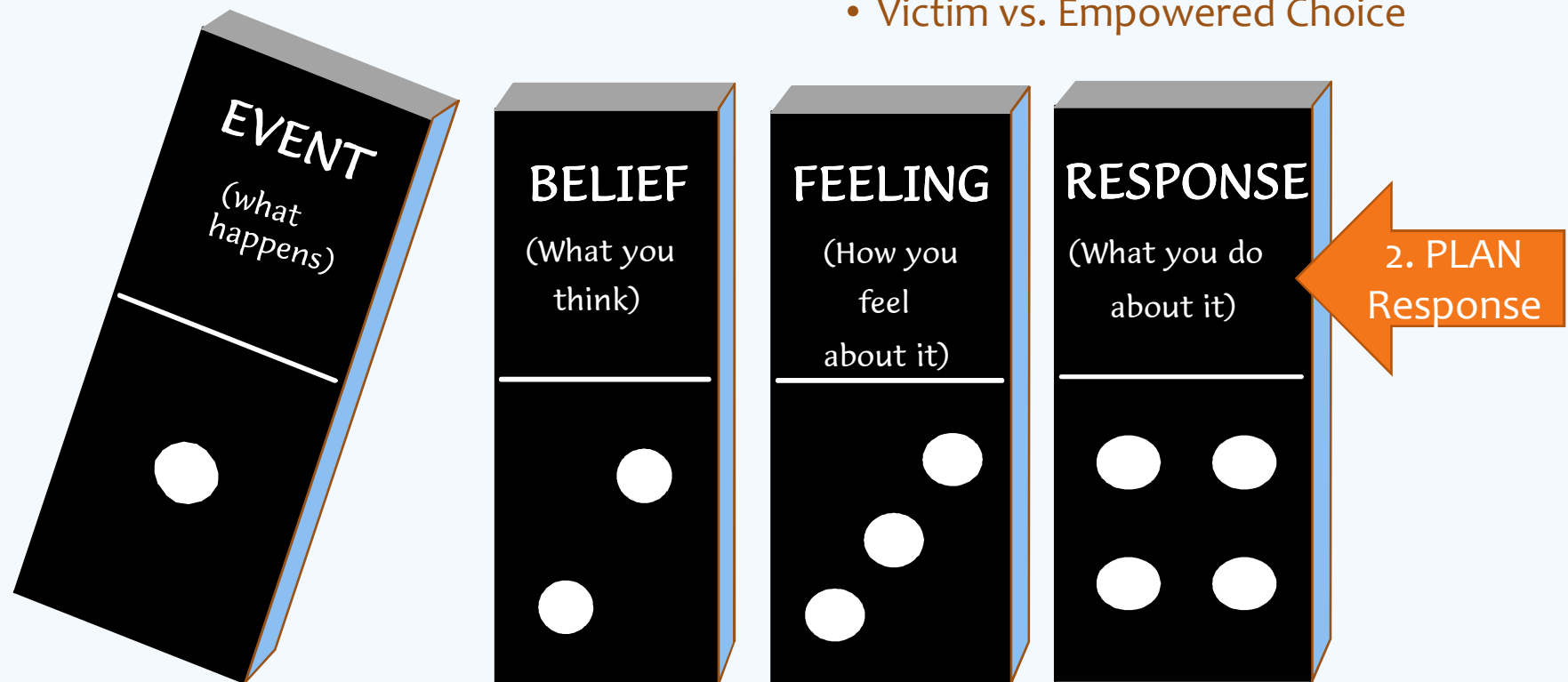
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# Domino Sequence 1: Albert Ellis' Cognitive Behavioral Therapy



## SESSION 1: REACTING vs. RESPONDING TO EVENTS

- Victim vs. Empowered Choice



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# Key 1: Choose Your Beliefs Are The Foundation Of Your Relationships What Is Your Relationship/Personality Style?



**Controlling**  
*Power Patrol*

**Superior**  
*Perfectionistic Supervisor*

**Balanced**

**Pleasing**  
*Over-Indulger*

**Comfort**  
*Avoider*



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# Summary:

## Questions 1-3: Identify the Type of Problem



1. Is this the **other person's** problem or **My** problem?

Peers

Emotions

Work

Sibs/Family



Safety

Health

Appropriateness

Rights

Property



2. IF there's **P**roblem behavior, is it **U**nintentional or **O**n purpose?

Is the person unaware  
Age, Personality, Med,  
Accident, Lacks skill



or aware?  
Deliberate



3. If the **P**roblem behavior is "**O**n purpose," what's the purpose?



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# Q3: IF the Problem behavior is On purpose, What's the Purpose?



## ATTENTION

- YOU FEEL irritated, personal space violated
- YOU FEEL LIKE nagging, "Go away!"



## POWER

- YOU FEEL disrespected. Challenged.
- YOU FEEL LIKE arguing or giving in



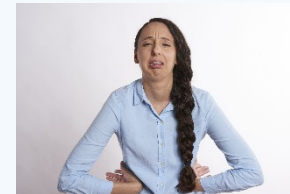
## REVENGE

- YOU FEEL hurt.
- YOU FEEL LIKE retaliating or showing hurt.



## GIVING UP

- YOU FEEL frustrated, helpless, hopeless.
- YOU FEEL LIKE agreeing child can't do it, rescuing, pushing.



Avoid reacting, it will escalate or give a payoff. Use PASRR/PASRS instead.

From Rudolf Dreikurs, student of Alfred Adler,  
Author of *Children: The Challenge*



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## Module 2: Assignments/Practice

1. Describe one problematic scenario that could happen in at least 2 of the following groups of relationships. (2 from each group)

### Peer-to-Peer

Couples

Friends

Extended Family

Neighbors

Colleagues

### Leader

Parent/Child

Teacher/Student

Therapist/Client

Professional/Client

Business Leader/Staff

2. Identify the *type of problem* for each of your scenarios & why.
3. Identify one game you play. Why? What purpose does it serve for YOU? What might be a more empowered way to achieve that goal?
4. Identify a game someone is/has playing/played with you. What is the goal?



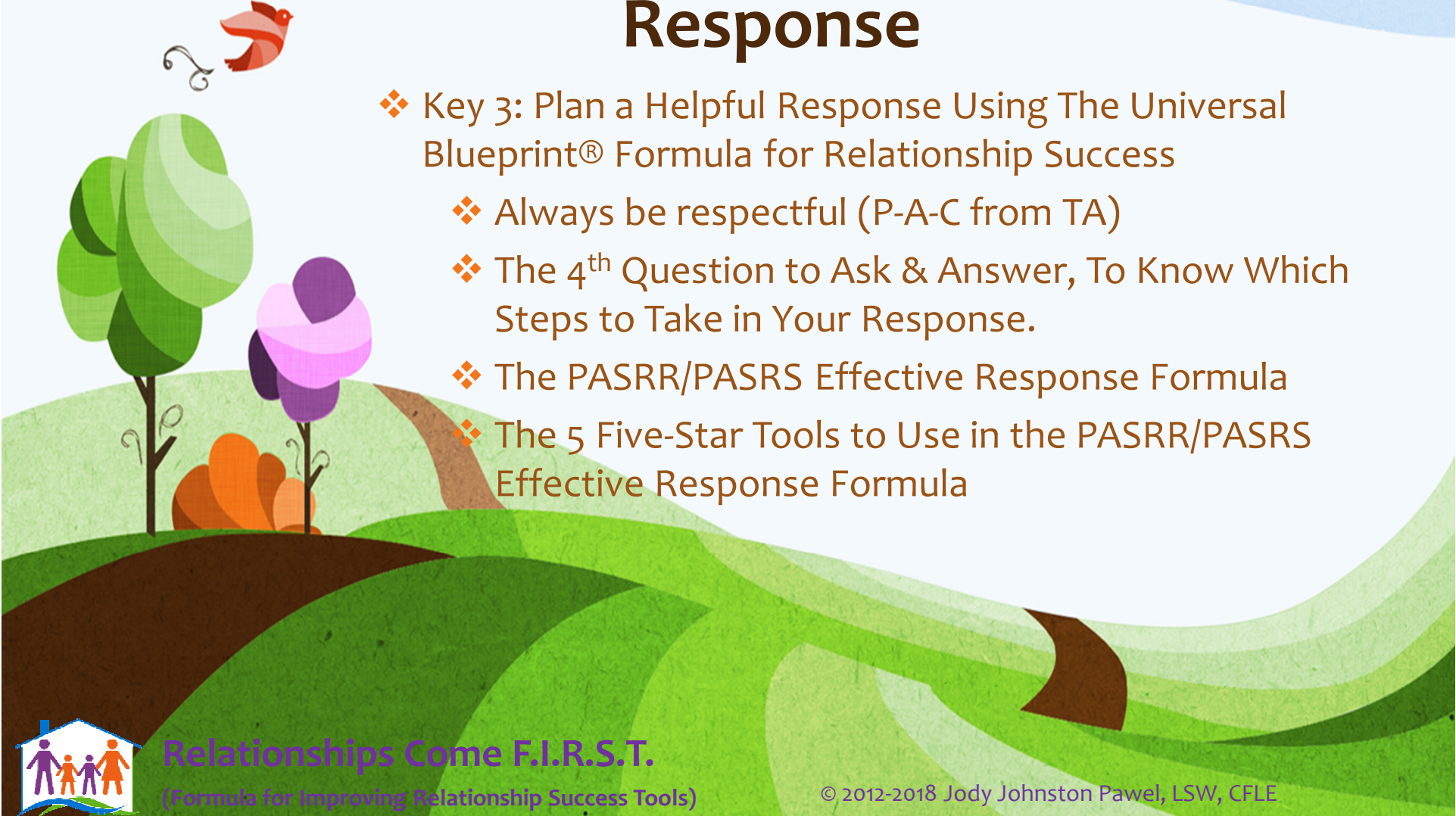
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# Module 3: Universal Blueprint® Part II - The 5 Steps to Take in an Effective Response

- 
- ❖ Key 3: Plan a Helpful Response Using The Universal Blueprint® Formula for Relationship Success
    - ❖ Always be respectful (P-A-C from TA)
    - ❖ The 4<sup>th</sup> Question to Ask & Answer, To Know Which Steps to Take in Your Response.
    - ❖ The PASRR/PASRS Effective Response Formula
    - ❖ The 5 Five-Star Tools to Use in the PASRR/PASRS Effective Response Formula



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## UB<sup>®</sup> Q4: Before You Respond, Ask: What *Type of Relationship* is This?

### Is it Peer (Adult-to-Adult)

OR

### A Leader Relationship?

- Couples
  - Friends
  - Extended Family
  - Neighbors
  - Colleagues
- Parent/Child
  - Teacher/Student
  - Therapist/Client
  - Professional/Client
  - Business Leader/Staff



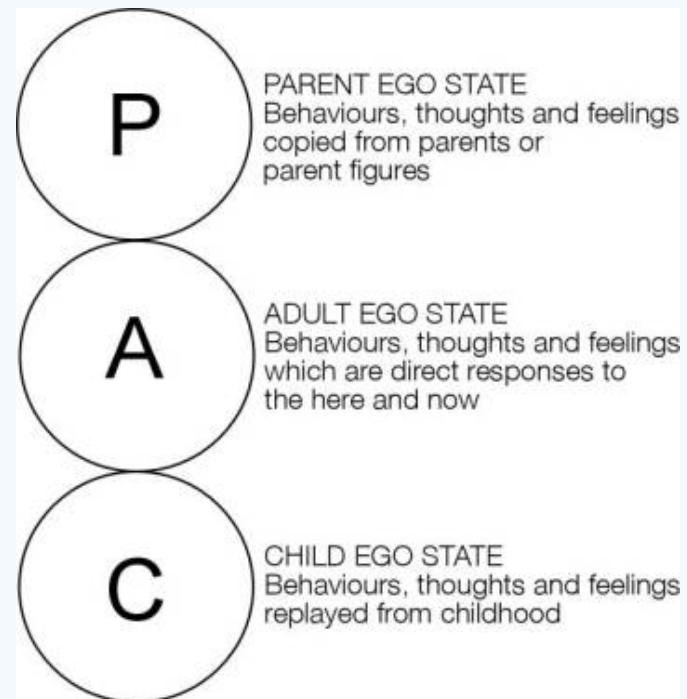
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# Regardless of the Type of Relationship, Always Strive for Adult-to-Adult Communication

Use definitions for P & C from Transactional Analysis,  
not Universal Blueprint®,  
to understand this concept.



Transactional Analysis was developed by Eric Berne. See *The Games People Play* book



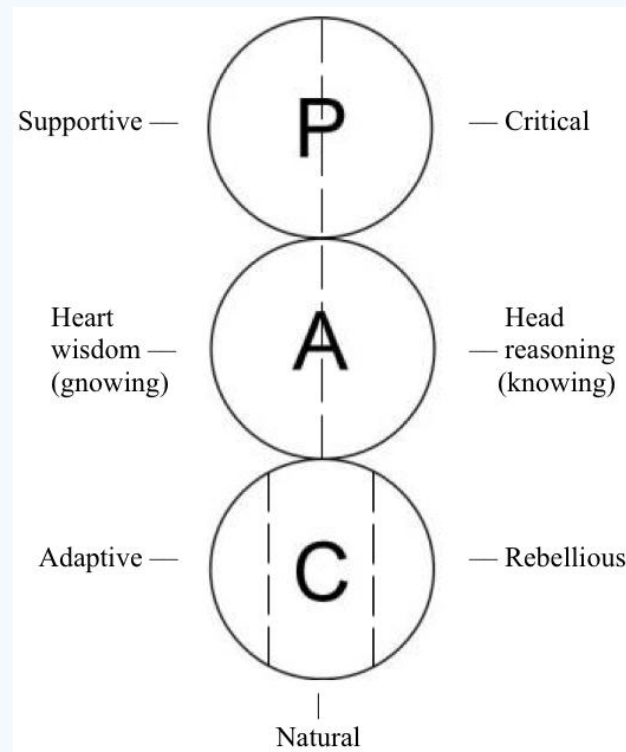
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# Regardless of the Type of Relationship, Always Communicate Adult-to-Adult

- Each has a positive and negative side



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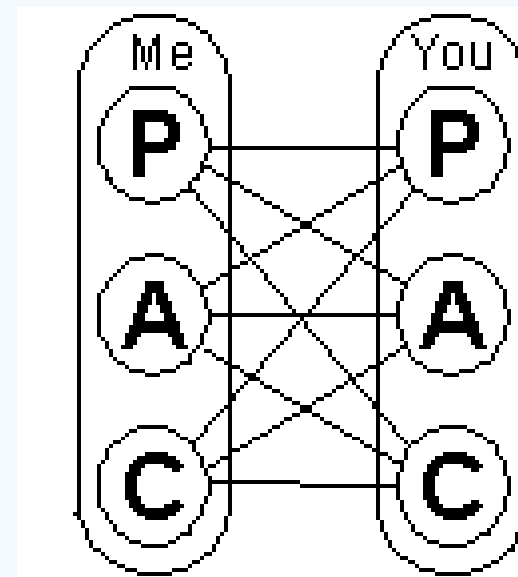
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## Regardless of the Type of Relationship, Always Communicate Adult-to-Adult

P → P = I want my way  
P → A = My way is better than your way  
P → C = I'm OK, You're Not OK

A → P = Yes, Sir  
A → A = I'm OK, You're OK  
A → C = It's okay, I'll guide you

C → P = You can't make me!  
C → A = I'm Not OK, You're OK  
C → C = Let's play!



Transactional Analysis was developed by Eric Berne. See *The Games People Play* book



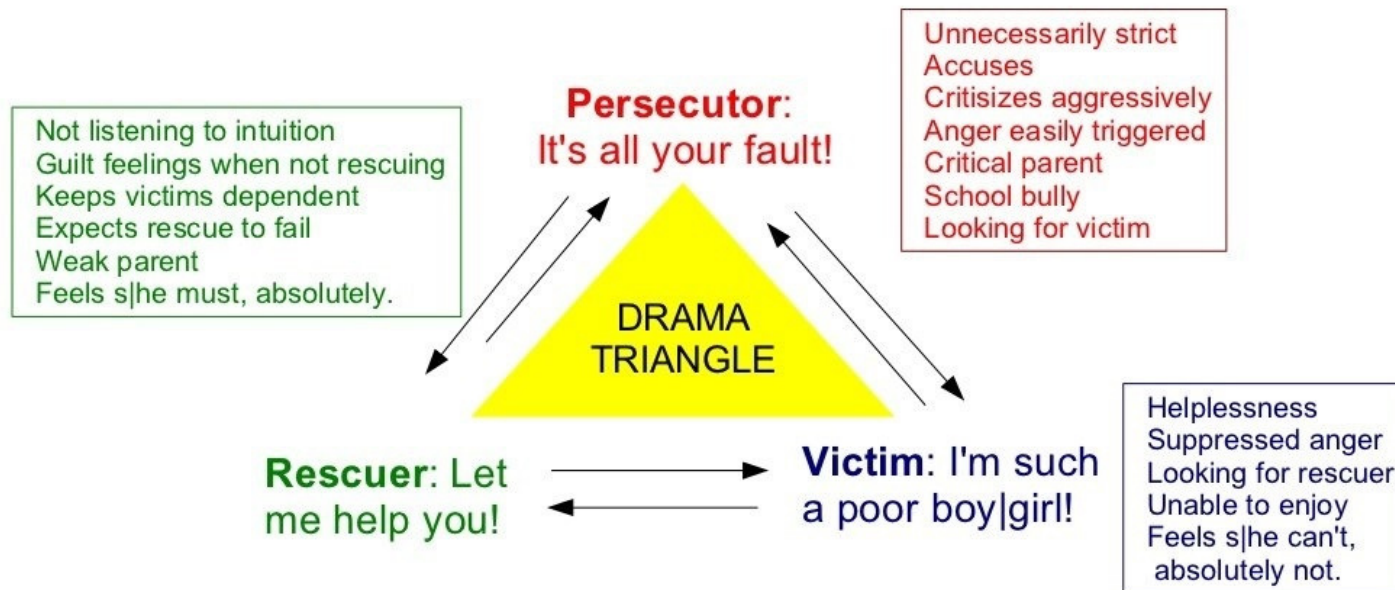
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# Games People Play

## Model: Drama Triangle



Modified from Berne, 1964.



# Don't Weaponize the Triangle; Flip it! Transform Victims into Victors through Empowerment



- To get out of this triangle:
  1. **Recognize you are in the triangle.** This awareness is critical. Many of us learned to play these roles early in our family of origin and this conditioning is hard to see, because it comes so naturally.
  2. **Then choose to step out of the triangle,** which will break this old conditioned pattern and habit and start or reinforce a new neural pathway of communicating in healthy, mature ways.
  3. **Change to an Adult perception** , which is mature, responsible, and secure enough to own your own flaws and mistakes. You don't need to blame others or yourself. IN fact, you don't blame, you only focus on solutions. This helps you flip your mindset to see more empowering options.

## Additional strategies include:

- **JUST GET OUT OF THE GAME AND MOVE ON! Most people just want to get out of the game and not know the *whys* involved.**

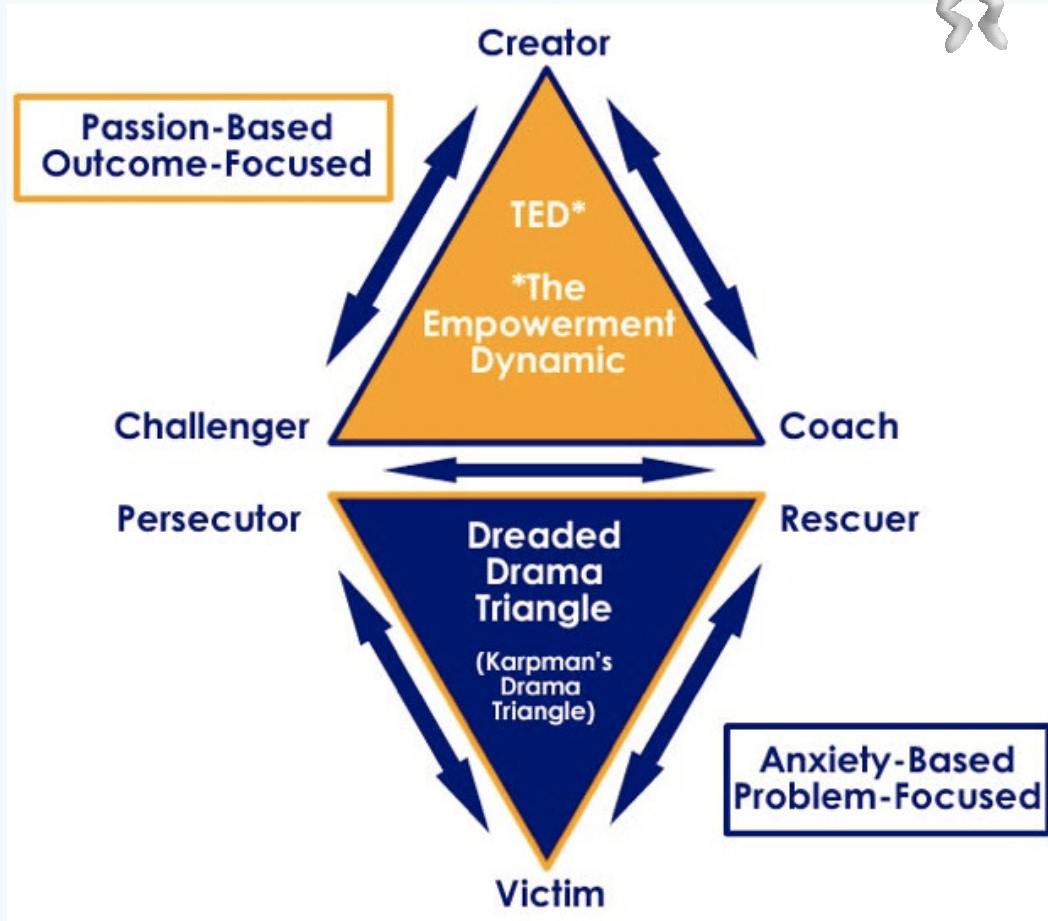
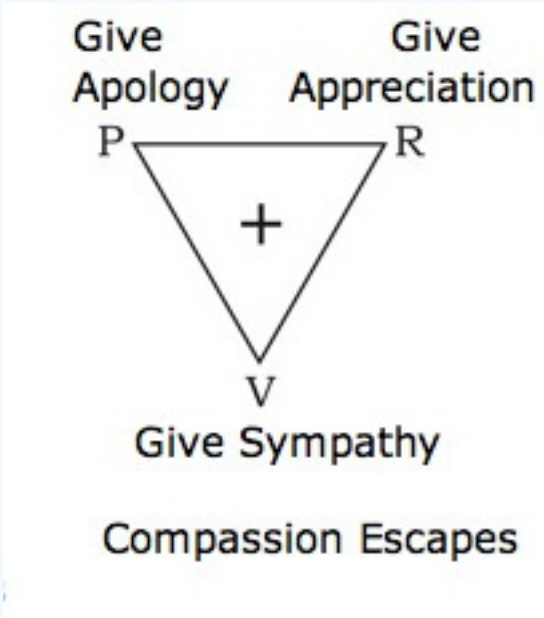


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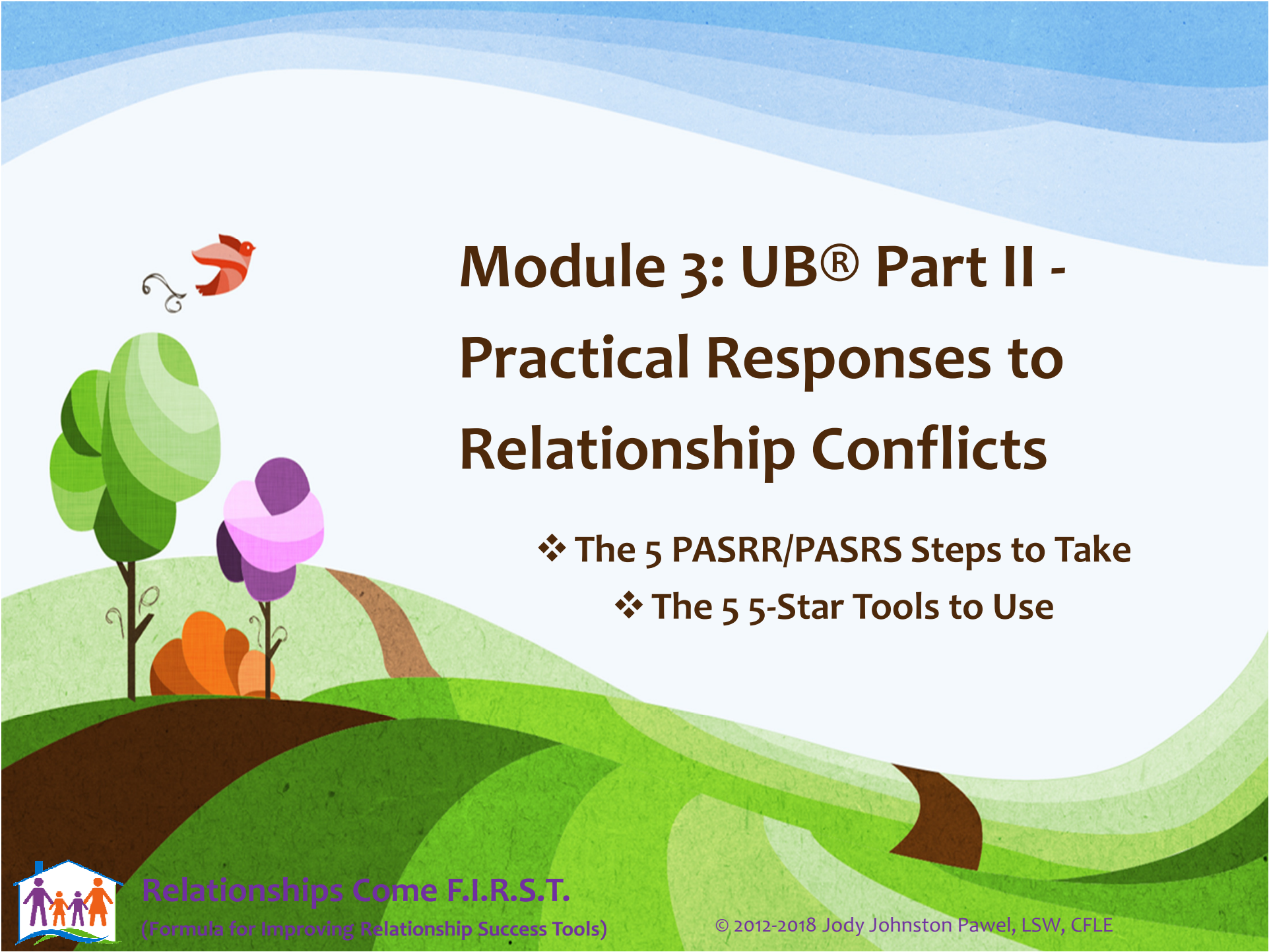
TED\* (\*The Empowerment Dynamic)<sup>™</sup>  
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# Don't Weaponize the Triangle; Flip it! Transform Victims into Victors through Empowerment







# Module 3: UB<sup>®</sup> Part II - Practical Responses to Relationship Conflicts

- ❖ The 5 PASRR/PASRS Steps to Take
- ❖ The 5 5-Star Tools to Use



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# Plan a Helpful Response: Follow The 5 PASRR/PASRS Steps

## Is it Peer (Adult-to-Adult)

- Prevent the problem from starting or worsening
- Acknowledge the other person's feelings first
- Set limits/boundaries or express concerns
- Redirect misbehavior
- Solve the problem, jointly or alone

OR

## A Leadership Relationship?

- Prevent the problem from starting or worsening
- Acknowledge the other person's feelings first
- Set limits/boundaries or express concerns
- Redirect misbehavior
- Reveal Discipline



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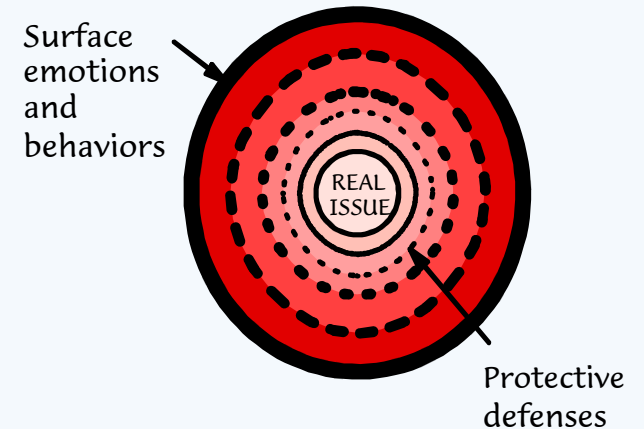
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# PASRR/PASRS Formula Eliminates Onions

Use the entire PASRR/PASRS Formula and it usually *eliminates* the problem *permanently!*

- **Acknowledging Feelings\***: identifies the core issue inside and de-escalates the surface emotions
- **Setting limits or expressing concerns**: addresses only the surface behavior
- **Redirecting Misbehavior\***: stops the surface behavior by *resolving* the core issue
- **Revealing Discipline**: may stop the surface behavior *if* effective and not punishment
- **Most people skip the 2 \* steps and only get a temporary solution, because the core issue still exists.**



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# The 5 Five-Star Tools to Use in Your PASRR/PASRS Response:

1. Make positive requests
2. Teach skills or raise awareness
3. Acknowledge when they do
4. Be flexible within limits
5. Problem-solve to find win/win Solutions



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# PASRS/PASRR Effective Response Formula: Which Steps to Take When?

**NO = Prevent the problem from starting/worsening**



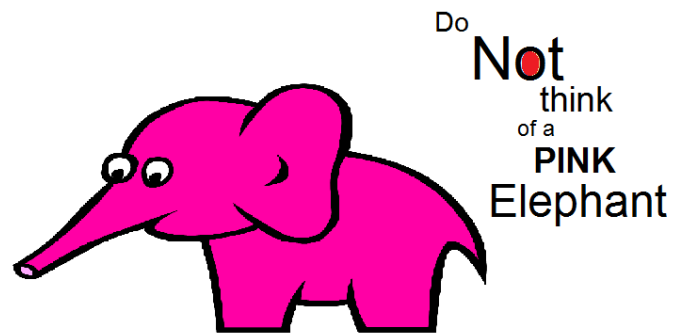
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# 1. Make Requests with Positive Words

## Say what you DO want

- The mind processes language in pictures.
- Whatever the mind sees, it is more likely to do.
- The mind doesn't know the difference between a real and imagined event.
- The mind doesn't understand negative commands.
- **Describe** the behavior you want TO see without the negative command. BE CLEAR WHAT YOU DO WANT.



## 2. Teach skills or raise awareness

2a. Maybe they aren't aware of their behavior or its effect

- Are you aware that sometimes people think that (behavior) is/means (how it comes off).



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## 2b. Teach Them HOW to do it

- Teach skills, rather than taking over.
- Openly model behavior (make internal skills observable)
- Do it together.
- Give a quick tip.
- Let them try to do it their own way, within limits.
- Notice the difficulty.
- Ask their opinion.
- Wait before answering questions.
- Nudge, don't push.



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### 3. Acknowledge When They Do It Build Self-Esteem



#### Descriptive Encouragement:

Describes: effort, improvement,  
the receiver's feelings

Focuses on Internal qualities

Notices what is right & Positive

Give a D.I.P. a day!



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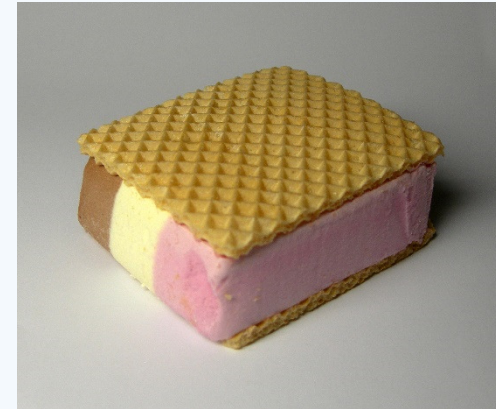
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# BONUS TOOL: Instead of “Constructive Criticism”

Use mistakes for learning...

Give a D.I.P. “Sandwich”

1. **Give a D.I.P.** (descriptive encouragement)
  2. **PAUSE**
  3. **Address the imperfection:**
    - Ask person a question so person sees on own
    - Give a tip, “Sometimes it’s helpful if...”
    - Share your way, “What I do is...”
- Do not criticize, do it for them, get into a power struggle



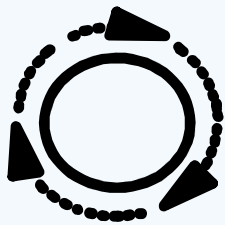
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# 4. Be Flexible Within Limits

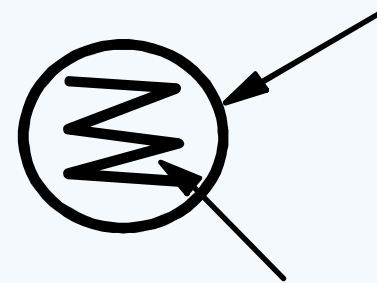
**POWER  
STRUGGLES**



Arguing about limits

**TO PREVENT  
OR DIFFUSE**

1. State your bottom line



2. Offer choices within limits



# PASRS/PASRR Effective Response Formula: Which Steps to Take When?

**NO = Prevent the problem from starting/worsening**

**C (The other person has a problem)**

**Use F-A-X (STOP if not a combo problem)**

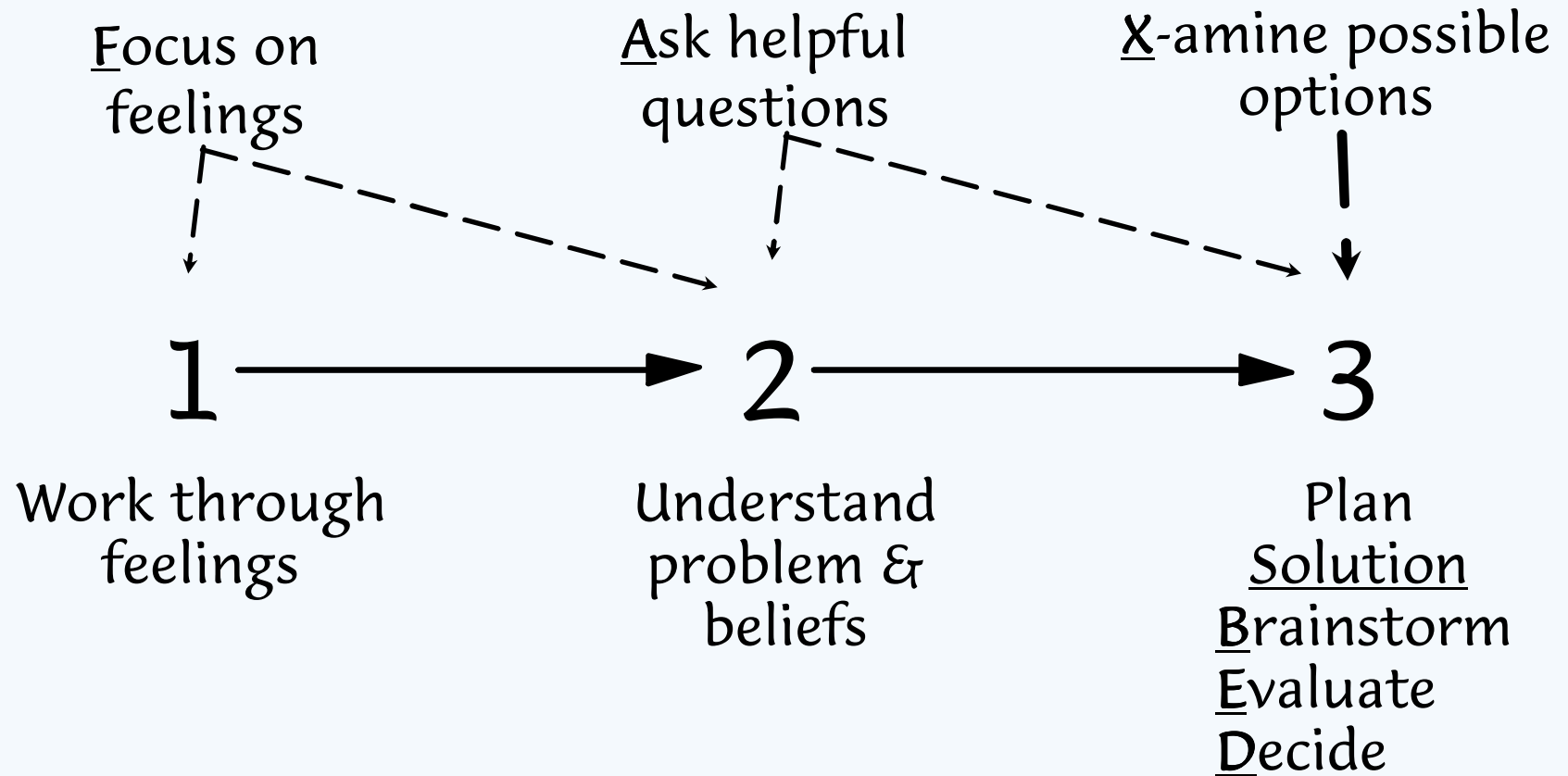


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## 5. Use F-A-X Listening to Find Win/Win Solutions



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## The 5 Five-Star Tools: #5 is F-A-X Listening

- Keep the “ball” in the other person’s court
- Acknowledge feelings (F)
- Clarify facts (A)
  - Use “open-ended” questions instead of “yes-no” questions.
  - Avoid “why” questions that put others on the defensive.
- Does the person want a solution? Ask... (X)
  - What are the person’s options? (B)
  - What would happen if they tried it? (E)
  - What will you do? (D)



# PASRS/PASRR Effective Response Formula: Which Steps to Take When?

**NO = Prevent the problem from starting/worsening**

**C (The other person has a problem)**

**Use F-A-X (STOP if not a combo problem)**

**P (You have a problem)**

**Acknowledge feelings & Set Limits or express  
concerns. (STOP if no problem behavior)**



# Toothpaste Activity



Draw a picture  
using ALL your  
toothpaste





## The Moral



## When Problems Arise for YOU (P problems) Use Clear Communication Toolset

- Definitions:
  - **Be assertive**, not aggressive, Passive or Passive/Aggressive
- Tools
  - Avoid blaming words like “you.” Say “I” instead.
  - *Describe* what you see, feel or want.
  - State what you are or aren’t willing to do.
  - Get an agreement.
  - Give a quick reminder. (one word, note, non-verbal)



# PASRS/PASRR Effective Response Formula: Which Steps to Take When?

**NO = Prevent the problem from starting/worsening**

**C (The other person has a problem)**

**Use F-A-X (STOP if not a combo problem)**

**P (You have a problem)**

**Acknowledge feelings & Set Limits or express  
concerns. (STOP if no problem behavior)**

**PU or PO: If there's Misbehavior**

**Use entire PASRR/PASRS Formula**

***\*You can pick up where left off in previous attempts***



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# Redirect Problem Behavior: Show how to meet Goal with Positive Behavior

## ATTENTION

- Say ONCE what you want them TO do
- Then Ignore the behavior, not the person



## POWER

- Seek Win/Win Agreements
- Allow choices within bottom line limits



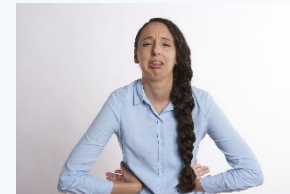
## REVENGE

- Acknowledge THEIR hurt FIRST
- Then address HOW they expressed their hurt. (Do they know better?)



## GIVING UP

- Give a D.I.P. of encouragement, not praise
- Teach skills if necessary



Avoid reacting, it will escalate or give a payoff. Use PASRR/PASRS instead.

From Rudolf Dreikurs, student of Alfred Adler,  
Author of *Children: The Challenge*



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## When There's Problem Behavior --- What to DO? Redirect Problem Behavior

<u>Tools</u>	<u>Misbehavior</u>
1. Say what you DO want	PU
2. Teach skills or Raise awareness	PO-Attention
3. Acknowledge when they do it using D.I.P.	PO-Power
4. Be flexible w/in Limits	PO-Revenge
5. F-A-X Listening	PO-Giving up



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# Plan a Helpful Response: Follow The 5 PASRR/PASRS Steps

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- Redirect misbehavior
- **Solve the problem, jointly or alone**

OR

## An Leadership Relationship?

- Prevent the problem from starting or worsening
- Acknowledge the other person's feelings first
- Set limits/boundaries or express concerns
- Redirect misbehavior
- **Reveal Discipline**



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# When There's Problem Behavior --- What to DO? Discipline In *Leadership* Relationships

**Discipline must meet these 4 R's:**

logically Related (to what they did, makes sense)

Respectful (to child & how presented)

Reasonable (in time and extent)

Revealed (ahead of time, whenever possible)

From Jane Nelsen, *Positive Discipline*



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# When There's Problem Behavior --- What to DO? Discipline In *Leadership* Relationships

## Best 4-Star Tools:

- Make **amends**
- Alter **choices** as issues shift
- Take **action**
- **Natural** consequences
- Problem-solving (BED)

## Most Misused Tools

- Restrictions: must meet 4 R's
- Logical Consequences
  - There isn't always one.



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# Plan a Helpful Response: Follow The 5 PASRR/PASRS Steps

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# When There's Problem Behavior – What to DO? Solve The Problem In *Peer* Relationships

## ***Solve it Jointly***

***using the “BED” method***

- **Brainstorm ideas**
- **Evaluate the ideas**
- **Decide/agree on a solution**

## ***Solve it Yourself***

***using the “CAR” method***

- **Change it**
- **Accept it**
- **Remove yourself from it**

***"If you don't like something, change it.  
If you can't change it, change your attitude."***

***-- Maya Angelou***



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# APPLICATION

Responding to Difficult People

Responding the Goals of Games People Play

(Responses & Communication Tools NEXT session)



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## 4 Control Dramas (Dr. Jody Janati)

- **Intimidator – quick to argue/yell, arrogant/superior, controlling**
  - Don't put yourself in a position where you have to rely on an intimidator
  - Ask directly about their need to repeat their point after you've expressed yours.\*
  - Avoid defending yourself. Be silent. Possibly repeat back what they said. \*
  - Limit topics, especially personal disclosures; they will use against you
- **Poor Me – Mentions their unfortunate circumstances but refuse help**
  - Ask about their reluctance to accept help
  - Tell them you are willing to help them solve their problems vs rehash them
  - Tell them you hold positive thoughts for them and change the subject



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## 4 Control Dramas (Dr. Jody Janati)

- **Interrogator – must do it “their way,” know-it-all, teaches/preaches, critical**
  - Ask about their reason for questioning you
  - Respond to questions with questions (what do you mean?)
  - Make certain topics off limits
  - Request they delegate tasks to others
- **Aloof = passive verbal and nonverbal, detached, walks away, needs space, won’t make commitments, indecisive, distant, focuses on self**
  - Ask about their reluctance to respond
  - Avoid defensiveness; it fuels their anxiety and fear and they’ll withdraw more
  - Name their game by describing their behavior. They’ll admit it or withdraw.



# 7 Types of Difficult People How to Respond?



## 1. Hostile/Aggressive Trio:

- **Sherman Tank** - in-your-face
  - interrupt. Stop, look in the eye. Address the Tank by name.
  - Make your point, don't apologize.
  - Suggest a resolution to take care of the problem
- **Snipers** - use sarcasm, jokes and gossip
  - Don't laugh at their jokes or ignore them.
  - Stop, look them in the eye, and say. . .
  - "I know you said that as a joke, but I thought I detected a dig. Did you mean it that way?" They either have to back down and stop, or admit it.
- **Exploders** - blame others then fight
  - Interrupt and say "I am interested in what you have to say, but not in this way." Show respect for them. Suggest a private discussion



Reference: "Coping With Difficult People" by Robert M. Bramson, Ph.D. (Dell, 1988)

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# 7 Types of Difficult People How to Respond?



## 2. Indecisives

- **Analytical** - lose themselves in details
  - a. Give a deadline. Reveal the consequence of missing the deadline and follow through.
- **Be Nice** – listen, nod, don't follow thru, make excuses
  - Ask what is really bothering him/her and other non-defensive questions. Do problem-solving.
  - Tell them they made the right decision—they need to hear it or they'll analyze the decision.
  - Tell them what you plan to do if you haven't heard from them.

## 3. Complainers - feel powerless or expect perfection

- Listen and paraphrase what they said — you don't have to apologize or agree. Ask helpful questions to get more information and ask them what *they* can do. Empower them through problem-solving.



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# 7 Types of Difficult People How to Respond?



## 4. **Negativists** – only see the negative

- Make optimistic, realistic statements, or share examples of how it could work.
- Don't argue or offer quick fixes.
- Set up a worst-case scenario—what would happen?

## 5. **Clams** - To avoid uncomfortableness or are passive-aggressive (silent treatment)

- Get them to talk. Start the conversation. If they talk, don't interrupt.
- Ask open-ended questions they can't answer yes/no.
- If still silent, ask "What's going on?"
- If they are *still* silent, reveal what you plan to do if they don't talk.

Reference: "Coping With Difficult People" by Robert M. Bramson, Ph.D. (Dell, 1988)



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# 7 Types of Difficult People How to Respond?



## 6. Know-it-alls

- **Bulldozers** - arrogant and hostile
  - Show respect for their knowledge.
  - Restate the facts as you see them.
  - Use questions to Inform them or re-examine the facts.
- **Balloons** - full of hot air
  - Tell them privately that you know the facts.
  - State the correct facts or *your* perception and move on.

## 7. Super-Agreeables - super nice & super unreliable

- Get to the real issues behind their delaying.
- Clearly tell them you value their opinion and they won't offend you.
- Ask how you can improve.
- Offer a win/win solution.

Reference: "Coping With Difficult People" by Robert M. Bramson, Ph.D. (Dell, 1988)

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## Practice/Application

**Take the examples of common problems in each of the following relationships (last module):**

Couples	Parent/Child
Friends	Teacher/Student
Extended Family	Therapist/Client
Neighbors	Professional/Client
Colleagues	Business Leader/Staff

**For each, plan a helpful PASRR/PASRS response.**



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# Bonus Handout in Online Course (24 pages)

TOOLS	5 STEPS	DIP	DON'T	W/W CHOICES
<b>PARENTING</b>	PASRR	Wow, you did ... You have good reason to be proud of yourself	"Point the squirt gun away from people."	"Time to clean your room. Which do you want to clean up first? Your CDs or clothes?"
<b>TEACHING</b>	PASRR	You obviously worked really hard to get your grade you should be proud of yourself.	Use quiet voices and work in twos.	I want to hear both your stories so you decide who will go first and second.
<b>PROFESSIONAL/THERAPIST, CONSULTANT</b>	PASRS	notice improvement, give credit	Tell the client what to do	Set the appointment protocols with regards to lateness, cancellations, rescheduling, and infrequent emergencies in writing and discuss with client. Have them co-sign agreement.



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## Module 3: Assignments/Practice

1. Take the 4 problematic scenarios you identified in the Module 2 Assignment.
2. For each, plan an effective response.
  1. Follow PASRR for Leadership relationships
  2. Follow PASRS for Peer (Adult-to-Adult) relationships
- Get the T.I.P.S. Bonus handout: [Universal Blueprint for Adults](#).
- Suggested (Optional) Resources:
- Learn more about Transactional Analysis:
  - [The Games People Play, by Eric Berne](#)
  - [I'm Okay, You're Okay, by Thomas Harris](#)
  - [Summary of Transactional Analysis on Wikipedia](#)
  - Modern Usage: <http://www.businessballs.com/transactionalanalysis.htm>



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# Sessions 4-6 - PART II:

## Tools for Creating /Healing Relationships

### ❖ Module 4: A Deeper Look at Beliefs

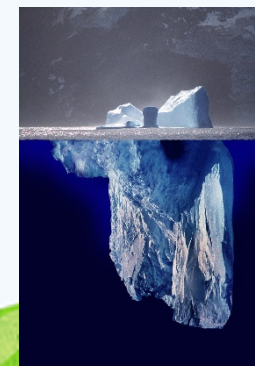
- ❖ What if... the second type of domino effect
- ❖ What is your vision?
- ❖ Choosing & Clearing Beliefs

### ❖ Module 5: A Deeper Look at Emotions

- ❖ Biology of emotions
- ❖ What is your emotional frequency?
- ❖ Are you addicted to your drama?
- ❖ What is your Story?
- ❖ What are your emotions creating in your life?

### ❖ Module 6: Tools for *Healing* Relationships

- ❖ Where are your energy centers?
- ❖ Grounding & Centering
- ❖ Clearing limitations
- ❖ Healing Visualizations
- ❖ EFT: Emotional Freedom Technique
- ❖ Applying the tools to ALL areas of your Life to Create the Life of your Dreams!
  - ❖ Financial Freedom
  - ❖ Perfect Health
  - ❖ ...and more!



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