PARIS BE HEARD.

COMMUNICATION SKILLS WORKBOOK

PREPARATION | AUDIENCE AWARENESS | RESPONSE AND REBUTTAL | IMPROVISATION | SOLIDARITY

CLINICIAN COPY

IMPLEMENT · COACH · EMPOWER

APPROXIMATELY 20 MINUTES PER ACTIVITY



MAX BAILIE, MS

PARIS: BE HEARD.

Communication Skills Workbook

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Purpose and scope. PARIS is a communication-skills framework intended for educational and skills-development use. It is not a diagnostic instrument, a psychotherapy protocol, or a substitute for individualized assessment, treatment, crisis intervention, or professional judgment.

Safety. Communication skills should be adapted to developmental level, context, and safety needs. A young person should not be encouraged to continue a conversation that is threatening, abusive, coercive, or otherwise unsafe.

PARIS = Preparation · Audience Awareness · Response and Rebuttal · Improvisation · Solidarity

Clinician Introduction

PARIS is a five-part communication-skills framework for helping adolescents and young people prepare what they want to say, consider the person they are speaking with, respond to disagreement, adapt when conversations change, and preserve appropriate connection and dignity.

20-minute design

Each activity day is intentionally designed to take approximately 20 minutes. PARIS can be delivered as two brief activity days per week, one activity at a time within a longer session, or adapted to the pace and setting of the learner. Avoid turning a skill activity into a lecture.

Facilitator stance

- ☐ Elicit before teaching: ask the learner what they think first.
- ☐ Use real, manageable situations whenever possible.
- ☐ Model the skill, then let the learner try it.
- ☐ Coach toward clarity rather than compliance.
- ☐ Do not define success as getting the other person to agree.
- ☐ Adapt language and complexity to developmental level and context.

Clinical boundary

PARIS is a skills framework, not a psychotherapy protocol or crisis tool. When safety, abuse, coercion, acute risk, or severe dysregulation is present, use appropriate clinical judgment and established safety procedures rather than prioritizing completion of a communication exercise.

Five-Week Map

Week	Skill	Activity Day 1 (~20 min)	Activity Day 2 (~20 min)
1	Preparation	Separate the Pieces	Know Your Ground
2	Audience Awareness	Read the Audience	Change the Delivery
3	Response and Rebuttal	Hear It Before You Answer It	Rebuttal Without the Fight
4	Improvisation	When Things Change	Choose Your Next Move
5	Solidarity	Find Shared Ground	Put PARIS Together

WEEK 1: P - Preparation

Know your goal and main message before the conversation.

Week objectives

- ☐ Separate observable facts, feelings, assumptions, and desired outcomes.
- ☐ Develop a concise central message.

ACTIVITY DAY 1 - Separate the Pieces

Start with a real upcoming conversation. Ask the learner to identify the situation, what is known, what they feel, and what outcome they want. Keep the distinction between facts and interpretations explicit.

Approximate 20-minute flow

- ☐ 2 min - introduce the skill
- ☐ 5 min - learner names the conversation
- ☐ 8 min - complete Worksheet A
- ☐ 3 min - learner states desired outcome
- ☐ 2 min - choose one practice target

Coaching prompts

- ☐ What do you want them to understand?
- ☐ Which parts are facts and which are guesses?
- ☐ What outcome would count as progress?
- ☐ If you had 20 seconds, what would you say?

Use with Learner Copy

Complete the corresponding Week 1 learner activity. Let the learner generate content whenever possible; use prompts to clarify rather than supplying a preferred answer.

ACTIVITY DAY 2 - Know Your Ground

Review the learner's chosen conversation. Separate what they know from what they assume, identify unanswered questions, and shape a one- or two-sentence main message.

Approximate 20-minute flow

- ☐ 3 min - review Activity Day 1
- ☐ 5 min - facts vs assumptions
- ☐ 7 min - complete Worksheet B
- ☐ 3 min - rehearse main message
- ☐ 2 min - assign real-world practice

Coaching prompts

- ☐ What do you want them to understand?
- ☐ Which parts are facts and which are guesses?
- ☐ What outcome would count as progress?
- ☐ If you had 20 seconds, what would you say?

Use with Learner Copy

Complete the corresponding Week 1 learner activity. Let the learner generate content whenever possible; use prompts to clarify rather than supplying a preferred answer.

Week 1 Clinician Notes

Strengths observed:

Skill requiring more practice:

Real-world practice selected:

Follow-up for next contact:

WEEK 2: A - Audience Awareness

Understand who is listening and how your message may land.

Week objectives

- ☐ Identify likely audience concerns, priorities, and perspective.
- ☐ Adjust delivery without surrendering the learner's position.

ACTIVITY DAY 1 - Read the Audience

Ask the learner to choose the person involved and consider that person's role, likely priorities, concerns, knowledge, and emotional state. Reinforce that perspective-taking is information gathering, not agreement.

Approximate 20-minute flow

- ☐ 2 min - introduce perspective-taking
- ☐ 5 min - identify audience and role
- ☐ 8 min - complete Worksheet A
- ☐ 3 min - discuss timing/context
- ☐ 2 min - summarize one useful insight

Coaching prompts

- ☐ What might matter most to this person?
- ☐ What could they be worried about?
- ☐ What would make your message easier to hear?
- ☐ How can you understand their view without giving up yours?

Use with Learner Copy

Complete the corresponding Week 2 learner activity. Let the learner generate content whenever possible; use prompts to clarify rather than supplying a preferred answer.

ACTIVITY DAY 2 - Change the Delivery, Not the Message

Use one request and have the learner communicate it to three different audiences. Discuss changes in timing, wording, detail, and tone while preserving the same underlying message.

Approximate 20-minute flow

- ☐ 3 min - review audience insight
- ☐ 4 min - choose one request
- ☐ 8 min - complete Worksheet B
- ☐ 3 min - compare versions
- ☐ 2 min - choose real-world practice

Coaching prompts

- ☐ What might matter most to this person?
- ☐ What could they be worried about?
- ☐ What would make your message easier to hear?
- ☐ How can you understand their view without giving up yours?

Use with Learner Copy

Complete the corresponding Week 2 learner activity. Let the learner generate content whenever possible; use prompts to clarify rather than supplying a preferred answer.

Week 2 Clinician Notes

Strengths observed:

Skill requiring more practice:

Real-world practice selected:

Follow-up for next contact:

WEEK 3: R - Response and Rebuttal

Listen, answer, disagree, and advocate without attacking.

Week objectives

- ☐ Accurately reflect another person's point before responding.
- ☐ Practice respectful disagreement supported by reasons, examples, or questions.

ACTIVITY DAY 1 - Hear It Before You Answer It

Role-play one likely statement from the other person. Require the learner to summarize the statement fairly before giving a response. Coach accuracy first, persuasion second.

Approximate 20-minute flow

- ☐ 2 min - explain hear/show/answer/support
- ☐ 5 min - predict one likely statement
- ☐ 8 min - complete Worksheet A
- ☐ 3 min - brief role-play
- ☐ 2 min - identify one phrase to reuse

Coaching prompts

- ☐ What did you actually hear them say?
- ☐ Can you state their point in a way they would call fair?
- ☐ Where exactly do you disagree?
- ☐ What supports your response?

Use with Learner Copy

Complete the corresponding Week 3 learner activity. Let the learner generate content whenever possible; use prompts to clarify rather than supplying a preferred answer.

ACTIVITY DAY 2 - Rebuttal Without the Fight

Use the reaction-to-response worksheet, then role-play mild disagreement. Coach the learner to replace global attacks, shutdown, or sarcasm with a clear response.

Approximate 20-minute flow

- ☐ 3 min - review last role-play
- ☐ 7 min - rewrite reactions
- ☐ 6 min - role-play one disagreement twice
- ☐ 2 min - identify defensive cue
- ☐ 2 min - assign practice

Coaching prompts

- ☐ What did you actually hear them say?
- ☐ Can you state their point in a way they would call fair?
- ☐ Where exactly do you disagree?
- ☐ What supports your response?

Use with Learner Copy

Complete the corresponding Week 3 learner activity. Let the learner generate content whenever possible; use prompts to clarify rather than supplying a preferred answer.

Week 3 Clinician Notes

Strengths observed:

Skill requiring more practice:

Real-world practice selected:

Follow-up for next contact:

WEEK 4: I - Improvisation

Adjust when the conversation changes without losing your direction.

Week objectives

- ☐ Recognize when the interaction has changed.
- ☐ Generate more than one possible response before choosing the next move.

ACTIVITY DAY 1 - When Things Change

Teach RESET: Recognize, Exhale, Select, Explore, Try. Use a planned scenario, then introduce one realistic change and coach the learner to slow down and select a next move.

Approximate 20-minute flow

- ☐ 3 min - teach RESET
- ☐ 5 min - identify likely unexpected event
- ☐ 7 min - complete Worksheet A
- ☐ 3 min - micro role-play
- ☐ 2 min - choose a pause phrase

Coaching prompts

- ☐ What just changed?
- ☐ Do you need to answer immediately?
- ☐ What is your goal now?
- ☐ What are two other possible moves?

Use with Learner Copy

Complete the corresponding Week 4 learner activity. Let the learner generate content whenever possible; use prompts to clarify rather than supplying a preferred answer.

ACTIVITY DAY 2 - Choose Your Next Move

Present a firm but safe 'no' or unexpected response. Ask the learner to generate three possible moves before choosing one. Reinforce that pausing or returning later can be skilled improvisation.

Approximate 20-minute flow

- ☐ 3 min - review RESET
- ☐ 7 min - generate three options
- ☐ 6 min - rehearse best option
- ☐ 2 min - identify when to pause
- ☐ 2 min - assign practice

Coaching prompts

- ☐ What just changed?
- ☐ Do you need to answer immediately?
- ☐ What is your goal now?
- ☐ What are two other possible moves?

Use with Learner Copy

Complete the corresponding Week 4 learner activity. Let the learner generate content whenever possible; use prompts to clarify rather than supplying a preferred answer.

Week 4 Clinician Notes

Strengths observed:

Skill requiring more practice:

Real-world practice selected:

Follow-up for next contact:

WEEK 5: S - Solidarity

Protect dignity and connection while still speaking honestly.

Week objectives

- ☐ Identify shared interests, values, or relationship goals.
- ☐ Integrate all five PARIS skills while maintaining appropriate boundaries.

ACTIVITY DAY 1 - Find Shared Ground

Use a real disagreement and ask what the learner wants, what the other person may want, and what they may both care about. Include boundaries explicitly so solidarity is not confused with compliance.

Approximate 20-minute flow

- ☐ 2 min - define solidarity
- ☐ 5 min - identify both positions
- ☐ 8 min - complete Worksheet A
- ☐ 3 min - identify shared ground/boundary
- ☐ 2 min - create one solidarity statement

Coaching prompts

- ☐ What do you both care about?
- ☐ What boundary needs to stay intact?
- ☐ What can you acknowledge without pretending to agree?
- ☐ How can you stay clear without making the other person the enemy?

Use with Learner Copy

Complete the corresponding Week 5 learner activity. Let the learner generate content whenever possible; use prompts to clarify rather than supplying a preferred answer.

ACTIVITY DAY 2 - Put PARIS Together

Use the integrated worksheet for one real conversation. After planning, conduct a full role-play and introduce one unexpected response so the learner must improvise.

Approximate 20-minute flow

- ☐ 3 min - select conversation
- ☐ 7 min - complete integrated plan
- ☐ 7 min - full role-play
- ☐ 2 min - learner self-rates
- ☐ 1 min - identify next practice target

Coaching prompts

- ☐ What do you both care about?
- ☐ What boundary needs to stay intact?
- ☐ What can you acknowledge without pretending to agree?
- ☐ How can you stay clear without making the other person the enemy?

Use with Learner Copy

Complete the corresponding Week 5 learner activity. Let the learner generate content whenever possible; use prompts to clarify rather than supplying a preferred answer.

Week 5 Clinician Notes

Strengths observed:

Skill requiring more practice:

Real-world practice selected:

Follow-up for next contact:

Final Integration

After Week 5, select one real conversation and ask the learner to move through all five PARIS steps before role-playing it. Introduce one realistic unexpected response so the learner has to improvise.

- ☐ P - Can the learner state a clear goal and message?
- ☐ A - Can the learner identify relevant audience perspective or concerns?
- ☐ R - Can the learner reflect the other person's point and respond without immediate attack or shutdown?
- ☐ I - Can the learner generate another approach when challenged?
- ☐ S - Can the learner identify shared ground while maintaining appropriate values and boundaries?

Measure the skill, not the outcome

A successful PARIS conversation does not require the learner to receive the answer they wanted. Success may mean communicating clearly, listening accurately, adapting appropriately, maintaining a boundary, asking a useful question, or remaining engaged in a difficult but safe conversation.

Overall strengths:

Continued practice target:

Observed change in communication/self-advocacy: