



Objectives:

- To increase the families' ability to share trauma stories.
- To co-construct a shared trauma narrative.
- To express and share trauma pain.



Threads:

- Module III is meant to use the skill sets that the family has learned and practiced to help them cope with and move beyond their trauma history.
- The cumulative impact of multiple traumas on the family is stressed.



Preparation:

- Send out reminders of group to families.
- Prepare all materials.
- Food and facilities planning and preparation.
- Decide on facilitators' roles.
- Update on the status of each family in the group.
- Anticipate any problems that might arise during the session.



Homework Due:

- Using Your Coping Resources



Session Overview:

Activity 1	Family Meal	30 Minutes
Activity 2	Jenga	15 Minutes
Activity 3	Family Narrative	55 Minutes
Activity 4	SIT Practice	10 Minutes
Activity 5	Closing	10 Minutes



Homework to be Assigned:

- Using Your Coping Resources

**Materials:**

Tables (1 for each family)
Centerpieces
Nameplates and session schedules (1 for each family)
Place settings/Napkins
Nutritious meal/Drinks
Phones for recording
Jenga (1 for each family)
Paper
Pens
Crayons/Markers
Toys
Chore charts and star stickers (1 pack for each family)

**Handouts:**

Conversation Prompts	M3.S14.Prompts
Using Your Coping Resources	M3.S12.Using.Coping.Resources
Phone Tree	M3.S14.Phone.Tree
Contact Sheets	M3.S14.Contact.Sheets
Family Rating Form	M3.S15.Feedback
Participant Log	M3.S15.Log
Clinician Rating Form	M3.S15.Clinic.Measures

**Posters:**

Rules Poster	Group.Rules.Poster
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**Books:**

Cool Cats, Calm Kids

Activity 1: Family Meal

30
Minutes**Goals:**

- To facilitate an intimate family interaction.
- To increase awareness of the importance of routine within each family.

**Materials:**

Tables (1 for each family)
Centerpieces
Nameplates and session schedules
(1 for each family)
Place settings/Napkins
Nutritious meal/Drinks

**Handouts:**

Conversation Prompts

**Posters:**

Rules Poster

**Instructions:**

Facilitators prepare room by setting tables (one for each family). A simple centerpiece for each table is a nice touch. A nameplate and schedule for the session's activities are also placed on each table. Hang poster with group rules listed in a prominent place where all the families can see it.

Food should be pre-cooked and ready to serve. Food can be served buffet or family style.

Parent(s) gather their children around a table and share a meal together.

Before serving the food:

Lead Facilitator: *We are so happy to have you back with us tonight. Let's begin.*

Co-Facilitator _____: *First let's thank name of cooks for fixing this wonderful meal. Please help yourselves to some food. Parents, why don't you serve your children first and then make a plate for yourself. Parent(s) should be encouraged to serve their children and then themselves.*

Co-Facilitator _____: *To help your family have a good time during dinner, you might want to ask each other these questions or talk about the ideas on these cards. Hand out conversation prompts.*

After the Meal:

Co-Facilitator _____: Refer to the rules poster and review.

Ask each family the following question: *So, is there anything going on right now that might get in the way of your family taking part in today's group?*

This session focuses on continuing with your plan for talking together. So, let's get started.

Note 1: Facilitators encourage and model appropriate conversation, sharing, and supervision of children. Facilitators try several methods to stimulate conversation including joining the family and modeling or use of conversation prompts. A facilitator might stop at the table of a family and offer encouragement, praise, and suggestions for managing different situations (behavior management, cueing, discipline). Work with families on interactions/behaviors occurring "in the moment". Remember to be sensitive to and empowering of the parent(s).

Note 2: One facilitator should take on the role of process monitor making sure that the session runs smoothly and proceeds in a timely fashion. The process facilitator should encourage families to start finishing their dinner and cleaning up their tables after about 20 minutes to make sure that this activity is finished within 30 minutes and the group is ready to begin the next activity on time.

Activity 2: Jenga



15
Minutes



Goals:

- To illustrate family systems theory.
- To educate about trauma and its effects.



Materials:

Jenga (1 for each family)



Instructions:

Lead Facilitator: *We hope you enjoyed your dinner. It is now time to begin our activities for tonight. If you will look at that schedule now, I will tell you a little bit about tonight's group.* Proceed with introducing each activity briefly.

Co-Facilitator _____: *Hand out Jenga. Tonight, we are going to talk more about trauma and how it affects you and your family. On your table is a game called Jenga. This is a game where you take turns removing pieces of wood from the puzzle. Go ahead and start. Just go around your family and give everyone a turn at taking out a piece. Give families time to play Jenga together.*

After about ten minutes start to process the activity. What happened when you kept

taking pieces away? How many families had the whole thing collapse? How can you compare Jenga to what happens in families who go through trauma? Use the responses families suggest to make a connection between Jenga and the effects of chronic trauma and what families need to keep from collapsing. *Taking one block out may not have made your tower collapse, just like one stressful thing or one trauma may not cause your family to fall apart, but that gets harder and harder the more bad stuff happens. Did anyone rebuild their tower after it collapsed? Do you think each block went back into the exact same place?* Help families make a connection between healing and rebuilding their towers like the connections made in the Gears activity the previous week.

Lead Facilitator: *It is now time to break into smaller groups. Remember, each facilitator will take a different group, only tonight each family is going to be a small group.*

Facilitators should join their assigned family at this time. Facilitators move one family at a time to their designated areas.

Note 1: Facilitators who are not talking should spread around the room, monitoring families' reactions and level of participation. A facilitator might stop at the table of a family and offer encouragement, praise, and suggestions for managing different situations (behavior management, cueing, discipline). Work with families on interactions/behaviors occurring "in the moment". Remember to be sensitive to and empowering of the parent(s).

Activity 3: Family Narrative



55
Minutes



Goals:

- To facilitate the family's narrative process as planned.



Materials:

Phones for recording
Paper Pen/markers/crayons
Toys



Handouts:



Instructions:

Family Facilitator: *Avoidance Check-in. Today we will continue with your narrative work. Remember all the things that you have learned about talking together as a family, about sharing feelings, and about dealing with scared and anxious feelings. You can use all these skills as you continue to tell your story today.*

Narrative breakout sessions continue according to the specific plan for each family. Facilitators should monitor the level of family members' stress and anxiety closely. Facilitators should cue family members to use SIT skills if needed during the narrative.

Young children in the family may want to draw as the family talks. Having some toys available for them to play quietly is also helpful.

After about 40 minutes the facilitator should assess where the family is in their narrative work. If the family is close to the end of their planned work, the facilitator should do nothing. If the family is nowhere near the end, the facilitator should help the family reach a stopping point and regain emotional balance before ending the session. Remember, it is not important that the family finish during this session. It is important that the session ends with the family able to rejoin the group, continue to participate in the closing activities, and to leave the group to go home in a healthy manner.

Note 1: Facilitators should not become part of the family conversation but might want to gently encourage families to elaborate, to get everyone's point of view, to talk about how they felt at the time, etc.

Note 2: Each family will process their narrative at different rates. Some families may need only 3 sessions while others may need more. Be sensitive to the pace of the family more so than the structure of the group.

Activity 4: SIT Practice



10
Minutes



Goals:

- To shift the energy from the narrative work to closing group.
- To practice letting go and returning to safe spaces in the family.



Materials:

As needed



Handouts:

As needed



Instructions:

Co-Facilitator _____: Lead a brief activity (calming or mindfulness or fun circle game) to transition from the narrative work to the close of group. You can do whatever activity that fits the families and shifts the energy while acknowledging that everyone just did hard work.

Activity 5: Closing

10
Minutes**Goals:**

- To increase the sense of group cohesion.
- To practice planning and implementation of rituals and routine.
- To assure continuity from one session to the next.

**Materials:**

Chore charts and star stickers (1 pack for each family)

**Handouts:**

Using Your Coping Resources
Phone Tree/Contact Sheets
Family Rating Form
Participant Log
Clinician Rating Form

**Instructions:**

Lead Facilitator: *We want to thank everyone for taking part in tonight's group. It is now time to finish this session and at the end of every group, we do a few things to end the group and to get ready for the next group.*

Co-Facilitator _____: *Is there anything that we still need to do to finish tonight's activities?*

Talking together about stress or trauma is very difficult. Many times, when families start to share about bad things that have happened or about difficult issues, stress goes up. When stress levels go up, both children and adults can feel angry, irritable, sad, or can feel bad physically. We have worked a lot on things that you can do when this happens. Here is a sheet to help remind you of all the skills you have learned. You know that you can also always reach out to your therapist or one of group leaders if you are having trouble during the week.

I want to let each family know what a good job they did. Tell each family, or a family member, one thing that they did especially well.

Co-Facilitator _____: *Introduce and review the topic for next week. Next week we will continue with your narrative plan.*

Lead Facilitator: *We want to make sure that we stay in touch during the week, so let's continue to try the Buddy System or Phone Tree. Now, let's end by closing rituals. Cue families to acknowledge the end of group to other family members as well. Please complete your family rating form now and hand it in. Thanks.*

Facilitators complete participant log and clinician rating form.



Homework to be Assigned:

- Using Your Coping Resources