



Objectives:

- To complete a shared, coherent co-constructed family trauma narrative.
- To increase the family's ability to see some positive meaning to their experience.



Threads:

- Module III is meant to use the skill sets that the family has learned and practiced helping them cope with and move beyond their trauma history.



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	Lightening the Load	10 Minutes
Activity 3	Making Meaning	50 Minutes
Activity 4	Our Protective Shield	20 Minutes
Activity 5	Closing	10 Minutes



Homework to be Assigned:

- Things to Celebrate!



Materials:

Tables (1 for each family)
Centerpieces
Nameplates and session schedules (1 for each family)
Place settings/Napkins
Nutritious meal/Drinks
Phones for recording
Safety maps (created by families in Session 5)
Poster board (1 for each family)
Shield/crest cutouts (1 for each family)
Paper
Pens
Crayons/Markers
Toys
Chore charts and star stickers (1 pack for each family)



Handouts:

Conversation Prompts	M3.S13.Prompts
Things to Celebrate!	M3.S13.Things.Celebrate
Safety Mapping Labels	M3.S13.Safety.Map.Labels (print on Avery #5163)
Using Your Coping Resources	M3.13.Coping.Resources
Phone Tree	M3.S13.Phone.Tree
Contact Sheets	M3.S13.Contact.Sheets
Family Rating Form	M3.S13.Feedback
Participant Log	M3.S13.Log
Clinician Rating Form	M3.S13.Clinic.Measures



Posters:

Rules Poster	Group.Rules.Poster
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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 poster of rules 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 finding ways to move beyond the stressful and bad things that have happened to your family. 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: Lightening the Load



10
Minutes



Goals:

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



Materials:

Balls



Instructions:

Facilitator _____: Each family is given a large bag filled with balls.** Family members are invited to label each ball using masking tape or label stickers with one stressor or trauma they have experienced (just a word will do, no detail is needed for this activity). Instruct one family member to walk to the family's assigned facilitator to perform a simple task, i.e., opening a book, picking up a pencil or closing a door. Perform the simple task again carrying one ball. Continue adding balls until the task becomes impossible.

Process this activity with the families. *What did you notice? How easy or hard was it carrying one ball? 2-5 balls? 6 balls? What happens when you carry the weight of all these emotions or stressors or traumas around with you in your daily life? What can*

you do to manage these stressors? Possible metaphors to touch on include knowing when to put something down and when to pick it back up, getting others to help you carry the weight, and talking about it can change its shape and weight and make it easier to carry. Talk about weight of carrying balls and ways of letting the burden go.

**This activity can be performed using books or balloons or any other object that you can have lots of and are difficult to carry.

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.

Activity 3: Making Meaning



50
Minutes



Goals:

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



Materials:

Phones for recording
Paper Pen/markers/crayons
Toys
Safety maps



Handouts:

Safety Mapping Labels



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 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.

If appropriate to wind up the narrative work, have each family update their safety map. *“Since you drew this map, your family has spent a lot of time practicing safety routines, learning relaxation skills, and talking about the bad things that have happened. Let’s see whether you feel any differently about the places you go during your week?”*

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: Some families may not complete their narrative during sessions 10-13 and extending the narrative work during individually scheduled family sessions should be considered.

Activity 4: Our Protective Shield



20
Minutes



Goals:

- To reinforce all the protective coping resources the family has gained.
- To reinforce the protective function of the family.



Materials:

Poster board
Shield/crest cutouts
Markers



Handouts:

Using Your Coping Resources



Instructions:

Co-Facilitator _____: *We have spent lots of time talking about how your family dealt with bad or stressful things. We have also talked about how traditions connect families to the past no matter how many changes occur.*

Provide families with a poster board cutout of a shield/crest. Discuss how a crest is often a symbol to represent your family and engage the family in a discussion of the

function of a shield. Prompt families to think about how their family may have changed and learned ways to cope and find strength in each other and in their community. Note that these strengths and ways of coping can continue to protect their family in the face of stress moving forward and serve as a kind of shield for their family. Encourage families to identify words/images/symbols to represent their family's strengths and coping skills in the face of trauma and loss and use those to create their shield (Use Your Coping Resources as a reminder).

In a playful manner, encourage the family to hold the shield up to protect all family members and lightly toss a paper ball at the shield. Reflect on how we cannot always prevent or predict new stress that may come at us, but with the strengths and skills you identified on your shield, you will be ready to protect your family.

Activity 5: Closing



10
Minutes



Goals:

- To increase 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:

Things to Celebrate!
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? 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 well.*

Co-Facilitator _____: *Introduce and review the topic for next week. Next week we will talk about planning celebrations. To get ready for this session we would like your family to have a meeting during the week. At this*

meeting, talk about things that your family feels good about and to celebrate. Think about special times that are coming up. Think about things you have done either as a family or individually. Think about any big changes that might be happening in your family that you would like to mark. It doesn't have to be anything big; many small things are worth celebrating.

While you are talking, fill out this handout listing all the things, both big and small, that you can come up with.

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:

- Things to Celebrate!