



Acknowledgements

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Training Agenda

Introductions/Team Formation
 Review of Theory
 Overview of SFCR
 Overview of Module I
 Module I – Sessions 1-3
 Overview of Module II
 Module II – Sessions 4 – 9
 Overview of Module III
 Module II – Sessions 10 - 15

If you're not
 laughing, you're
 not doing it right.

(Barbara Bonner, 2008)



Training Activities

- **Safety Mapping** – Module II, Session 5: Feeling Safe
- **Sociograms** – Module II, Session 6: People Resources
- **Family Sculpture** – Module II, Session 6: People Resources
- **Family Timeline** – Module II, Session 7: Life Choices
- **Spirituality Word Flower** – Module II, Session 8: Spirituality and Values
- **Carrying Out Activities** - Module II, Session 9: Things Get in the Way
- **Psychoeducation and Narrative Introduction** – Module III, Session 10: Telling About What Happened

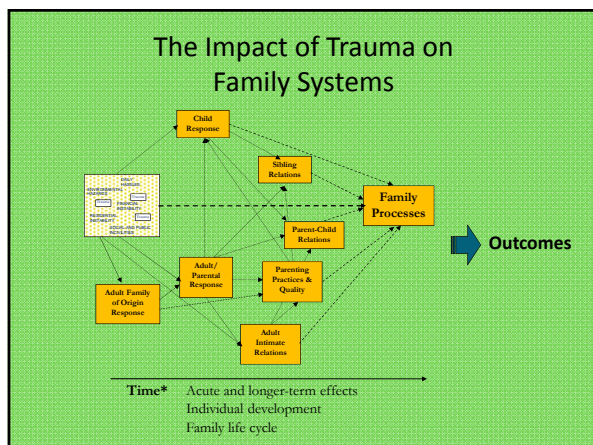
THEORETICAL BACKGROUND

Traumas' Impact on Families

Optimal family functioning can be negatively impacted when families experience chronic exposure to trauma(s) and environmental stressors.

Theory and research demonstrate that all levels of the family system are impacted by trauma.

Favorable outcomes are highly dependent upon the availability of and access to assessment and treatment practices that are trauma-informed, family-centered, and target all levels of the system that are impacted.



Families with Complex Adaptations to Trauma

- Too many families are exposed to accumulated traumatic circumstances.
- Complex adaptations to trauma in families are defined by the intensity, duration, chronicity, predictability, or toxicity of the accumulated trauma, and by the nature of the family's response.
- Those families whose strengths have been overwhelmed by their accumulated traumatic stressors exhibit distress and disrupted family functioning.

Accumulated Traumatic Circumstances

- exposure to multiple and on-going stressors
- repeated cataclysmic events (or traumas)
- along with associated secondary stressors including continued threats

Family Life Cycle, Adverse Life Events, and Trauma

- Normative familial stressors
- Predictable transitions
- Unpredictable transitions
- Contextual stressors
- Trauma

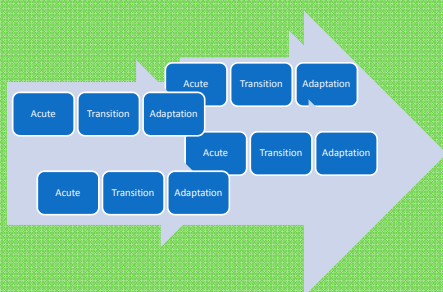
The Context of Urban Poverty



Adaptation

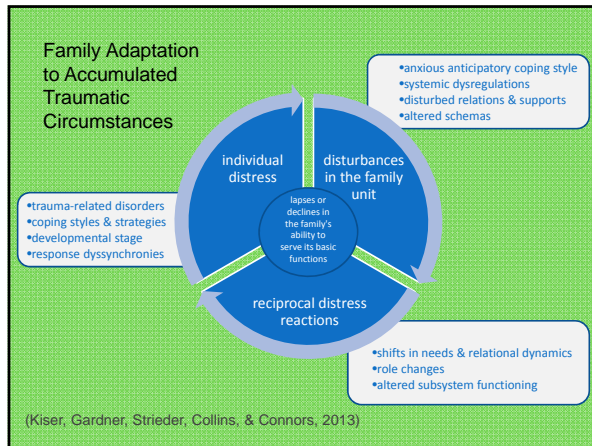
- adjustment or modification in a system to respond to a change in the environment or context

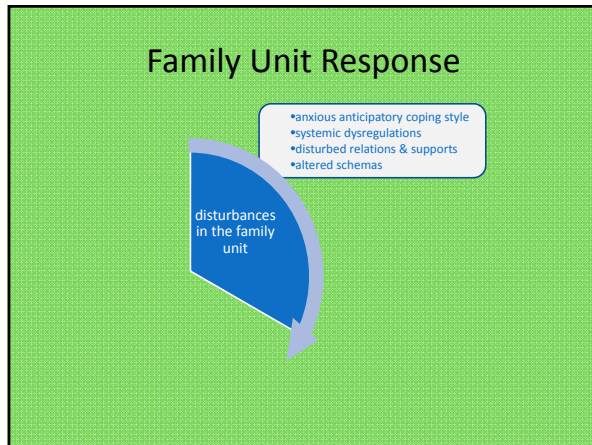
Family Adaptation to Accumulated Traumatic Circumstances

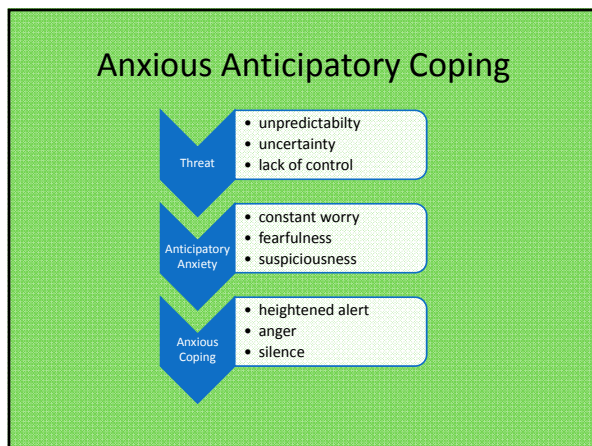


Families with Complex Adaptations to Trauma

- Exposure to multiple traumas within a traumatic context
- Systemic response
 - A family unit response
 - Reciprocal dyadic distress reactions that disrupt family subsystem processes
 - Increased rates of traumatic stress disorders among multiple family members
 - Resultant lapses or declines in the family's ability to carry out its core functions

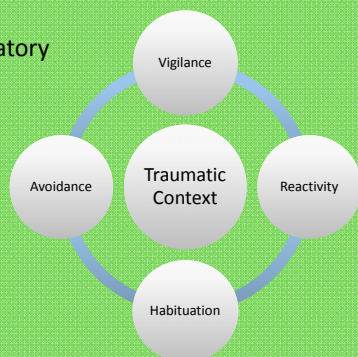






Anxious Anticipatory Coping

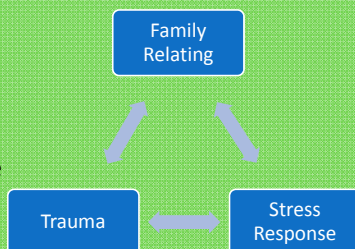
"anticipatory stress, by its very nature, is a cognitive construct which is 'learned' [29], p. 9)."



Systemic Dysregulations

- Chronic wear and tear
- System no longer efficient at responding to the environment
- Alterations in physiological response within the family context
 - Safety system dysregulation
 - Difficulty modulating negative affect with heightened risk for conflict and violence

- Social context influences the stress response through physiological and cognitive processes



Disturbed Relations

- Intra-familial
 - Compromised family solidarity
 - » Decreased time spent together as a family
 - » Decreased satisfaction with family
 - Poor communication channels
 - » fewer conversations about feelings and events
 - » less emotional understanding
 - Heightened levels of negativity and conflict
 - Decreased relational security
 - Family membership transitions or dissolution

Disturbed Relations

- Extra-familial
 - Mistrust
 - » negative representation of relationships
 - » suspiciousness
 - Heightened levels of negativity and conflict
 - Social withdrawal and isolation
 - Compromised and burned out support network

Disturbed Supports

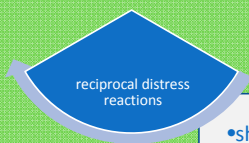
- Difficulty identifying resources
- Difficulty asking for or accepting support
- Compromised and burned out support network
- Limited or absent reciprocity
- Avoidance of help-seeking

Altered Schemas*

- Family schemas become consistent with traumatic exposures
 - biases or distortions in family appraisal and inferencing
 - distorted rules, beliefs, and world views

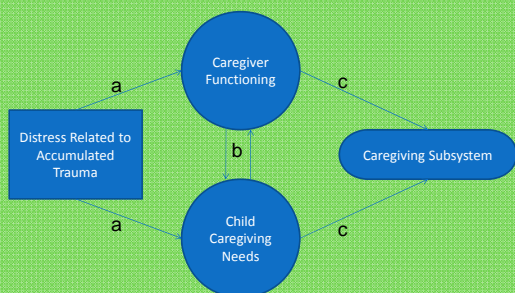
*may increase individual family members vulnerability to PTSD when exposed to trauma (Weingarten, 2004)

Reciprocal Distress Reactions



- shifts in needs and relational dynamics
- role changes
- altered subsystem functioning

Reciprocal Dyadic Process



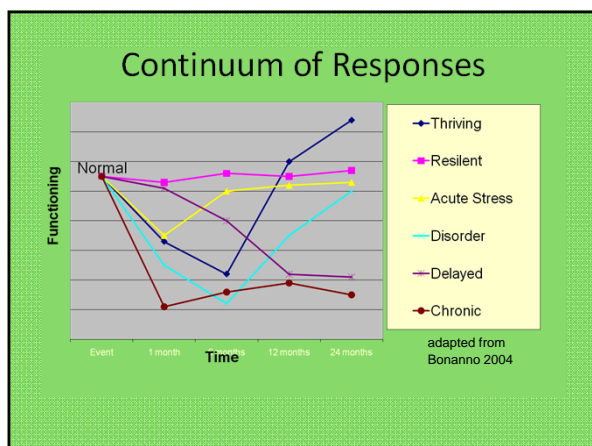
Individual Distress

- trauma-related disorders
- coping styles & strategies
- developmental stage
- response dyssynchronies

DEVELOPMENTAL TRAUMA DISORDER (DTD)

- A. Exposure + disruptions in protective caregiving
- B. Affective and Physiological Dysregulation
- C. Attentional and Behavioral Dysregulation
- D. Self and Relational Dysregulation
- E. Posttraumatic Spectrum Symptoms
- F. Duration of disturbance
- G. Functional Impairment

van der Kolk, 2005; van der Kolk, et al, personal communication



Development and Trauma Reactions

Modality	Months									
	0-6	6-12	12-18	18-24	24-30	30-36	36-42	42-48	48-54	54-60
Perception	Developed by 6 months of age									
Emotion	Distress, weariness	Anger, surprise, fear	Envy, empathy		Shame, pride, guilt	Understand emotional states			Association between thoughts & emotions	
Physiology	ANS Vagal tone	PNS	Orbitofrontal							
Behavior		Means-End	Walking							
Memory	Implicit	Explicit	Declarative							
Attention		Pre-explicit	Autobiographical							
		Attentional control								
		Self-soothing								

From Emerging Capacities Chart (Kiser, 2005)

Development and Trauma Reactions

Modality	Months									
	0-6	6-12	12-18	18-24	24-30	30-36	36-42	42-48	48-54	54-60
Play	Sensori-motor play	Exploratory	Imaginative play					Game play		
Conscious			Tied to attention, self, affect, cognitive development							
Attachment	Reciprocity	Intersubjectivity	Social referencing							
Self	Core self	Subjective self	Self-other				Self recognition			
Spiritual				Tied to cognitive, affect, moral development						
Language			Shared meanings past	Talk about			Coherent Internal state	narrative language		

From Emerging Capacities Chart (Kiser, 2005)

Coping

“Successful adaptation to stress includes the ways in which individuals manage their emotions, think constructively, regulate and direct their behavior, control their autonomic arousal, and act on the social and nonsocial environments to alter or decrease sources of stress.”

(Compas, Connor-Smith, Saltzman, Thomsen, Wadsworth 2001, p. 127)

Coping Styles

- Styles
 - Problem-focused
 - Cognitive coping
 - Behavioral coping
 - Emotional coping
 - Social coping
 - Preventive coping
- Congruence model of effective coping

Response Dyssynchronies

- Different traumatic exposures
- Differing appraisals of events and contexts
- Continuum of responses
- Individual, developmentally appropriate coping strategies and styles
- Developmental differences in response to trauma

lapses or
declines in the
family's ability to
serve its basic
functions

Impaired Functioning

Inability to carry out basic functions:

1. Struggle, and often fail, to provide safety, stability, and emotional security
2. Low or altered source of identification or sense of belonging
3. Decreased intergenerational transmission of protection and attachment
4. Limited resources for relating to the larger community

PROPOSED MECHANISMS OF CHANGE

Ties to Trauma Treatment

Focus	Components	Links to EBPs
Physiological	Enhancing safety	cognitive therapy, exposure therapy, anxiety management training, mindfulness, kinesthetic activities
	Stress inoculation skills	
	Exposure with response prevention	
	Mastery	
Cognitive	Psychoeducation	cognitive therapy, anxiety management training, evaluation/reframing of cognitions
	Cognitive processing	
	Narrative	
Behavioral	Behavioral regulation (limits)	anxiety management training, kinesthetic activities
	Parenting skills	
Affective	Affective regulation	anxiety management training, direct exploration of the traumatic experience
	Narrative	
Social	Attachment	support, anxiety management training
	Narrative	

Constructive Family Coping

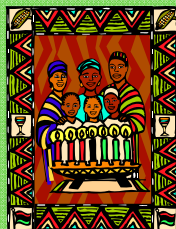
- *Constructive family coping* involves complex behavioral repertoires and skills characterized across the following dimensions:

- Deliberateness
- Structure
- Connectedness
- Resource Seeking
- Co-regulation & Crisis Management
- Positive Affect, Memories, & Meaning



What are Family Rituals and Routines?

- Family celebrations
- Traditions special to families
- Patterned daily routines



What Do We Know About Family Rituals?

- All families have traditions and routines.
- Family traditions and routines are often passed down from generation to generation.
- Family traditions and routines almost always change over time.
- Some family traditions and routines disappear altogether.
- Some families make traditions and routines so important that no matter what else happens they continue to carry them out.

Family Rituals and Psychosocial Adaptation

- **Alcoholism** (Hawkins 1997; Fiese 1993; Wolin, Bennett 1984; Wolin, Bennett, et al 1979, 1980; Bennett, et al 1987, 1990; Steinglass, et al 1987)
- **Chronic physical illness, pain, and disability** (Fiese, Wamboldt 2000; Markson, Fiese 2000; Bush, Pargament 1997; Bucy 1995)
- **Psychiatric disturbance** (Kiser, et al, 2007)
- **Changes in membership** (Niska, et al 1998; Shapiro 1994; Fiese, et al 1993; Portes, et al 1992)
- **Adolescents** (Resnick, et al 1997)

In truth a family is what you make it. It is made strong, not by the number of heads counted at the dinner table, but by the rituals you help family members create, by the memories you share, by the commitment of time, caring, and love you show to one another, and by the hopes for the future you have as individuals and as a unit.

Marge Kennedy and Janet Spencer King
The Single Parent Family (1994)

Summary

Family interventions focused on coping resources may provide an effective change mechanism for improving adjustment to major life stresses or traumas.



INTERVENTION

SFCR

- Utilizes family coping resources as mechanism of change
- Strengthens family processes impacted by urban poverty and chronic trauma
- Addresses trauma-specific treatment goals
- Engages families through a multi-family group format

Significance

- Foundational treatment
- Public health approach
- Positive connection with families
- Strength-based approach
- Positive "chain reaction"

Practice-based Evidence on SFCR

- Sample
 - included 223 families, pre/post data on 119 families (128 subjects)
- Feasible
 - works in multiple types of sites
 - with families who have experienced many types of severe adversity and trauma
- Tolerable
 - data indicates that 47% of families taking part in the 15-week model are attending 11 or more sessions
- Effective
 - children experience significant reductions in symptoms of PTSD and in behavior problems
 - families gain skills in coping and stress reduction, and demonstrate healthier functioning

(Kiser, et al, 2010; Kiser, et al, submitted)

Practice-based Evidence of Change Child Posttraumatic Stress Disorder

Instrument	Scale	Means		DF, t Value, p	Effect Size
		Pre	Post		
PTSD Child-Report	Total PTSD	37.7	31.43	112; 3.31; 0.001	-0.34
	Reexperiencing	14.01	10.79	112; 3.76; 0.003	-0.42
	Avoidance	10.63	9.37	112; 2.30; 0.023	-0.15
	Arousal	10.39	9.04	112; 1.41; 0.162	-0.12
PTSD Parent-Report	Total PTSD	38.44	32.09	160; 4.60; <.0001	-0.47
	Reexperiencing	16.77	14.32	160; 3.02; 0.003	-0.32
	Avoidance	10.78	8.88	160; 4.00; <.0001	-0.33
	Arousal	10.18	8.94	161; 3.03; 0.003	-0.34

Practice-based Evidence of Change Child Behavior Problems

Instrument	Scale	Means		DF, t Value, p	Effect Size
		Pre	Post		
Child Behavior Checklist	Anxious/Depress	62.37	58.95	130; 4.06; <.0001	-0.46
	Withdrawal/Depress	62.95	60.56	130; 2.23; 0.0275	-0.26
	Somatic Complaints	60.3	58.33	130; 2.93; 0.004	-0.31
	Social Problems	63.3	60.54	130; 3.08; 0.0025	-0.39
	Thought Problems	60.93	59.84	130; 1.78; 0.0771	-0.19
	Attention	65.35	62.39	130; 3.56; 0.0005	-0.42
	Rule-Breaking	63.56	62.09	130; 2.15; 0.0335	-0.24
	Aggressive	68.16	64.96	130; 3.62; 0.0004	-0.46
	Internalizing	62.51	57.96	130; 4.4; <.0001	-0.43
	Externalizing	65.68	62.95	130; 3.43; 0.0008	-0.39
	Total Problems	65.63	62.18	130; 4.93; <.0001	-0.60
	Dysregulation	195.88	186.3	130; 5.1; <.0001	-0.62

Practice-based Evidence of Change Family

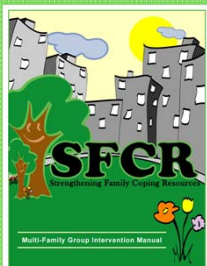
Instrument	Scale	Means Pre	Means Post	DF, t Value, p	Effect Size
FAD-12	General	2.01	1.8	126; 4.45; <.0001	-0.52
F-COPES	Total	106.87	109.74	222; -2.68; .008	0.22
	Social Support	28.19	29.31	222; -2.12; .035	0.19
	Reframing	31.09	31.7	222; -1.07; .288	0.12
	Spiritual Support	14.41	14.81	219; -1.35; .179	0.10
	Mobilizing Family	15.91	16.43	222; -2.45; .015	0.16
	Passive Appraisal	14.29	14.20	219; -1.27; .206	-0.02
PSI-SF	Parent Distress	29.30	27.64	187; 2.45; .015	-0.23
	Parent-Child	25.97	24.55	187; 2.12; .036	-0.20
	Difficult Child	33.23	31.83	187; 2.18; .031	-0.20
	Total	88.51	84.01	187; 2.79; .006	-0.28

"Assessing and influencing a single family system requires a great deal of finesse and skill; managing several families at once demands even more."
Dombalis & Erchul, 1987, p. 488

Facilitator Skills and Competencies

- Knowledge base
- Make group time special
- Work as a team
- Model coping skills
- Trauma-informed facilitation

SFCR Overview

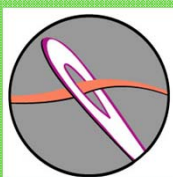


Module I	Rituals and Routines
Module II	Strengthening Family Coping
Module III	Trauma Resolution and Consolidation

Versions of SFCR

- | | |
|------------------|--|
| Trauma | <ul style="list-style-type: none"> • Closed enrollment • 15 weeks • Trauma-specific |
| High Risk | <ul style="list-style-type: none"> • Closed enrollment • 10 weeks • Coping skill development |
| Workshop | <ul style="list-style-type: none"> • Open enrollment • Drop-in model • Coping skill development |

Threads



- Deliberateness
- Efficacy
- Narrative
- Interconnectedness
- Social support
- Coping skills

Concepts and skills that are developed during the session along with suggested links to home behavior and processes that can be made during the session...

Eligibility Criteria

- **Inclusion Criteria**
 - Family exposed to multiple traumas (>1 by child or parent report) that meet DSM IV Criterion A; and
 - a probable or full diagnosis of PTSD in one family member; and
 - functional impairment in one area secondary to stress symptoms; and
- **Exclusion Criteria**
 - family member with active suicide ideation, active psychosis, severe mental retardation or brain injury, severe dysregulation, severe social anxiety *or*
 - an imminent risk for re-exposure due to family's living environment,
 - no stable caregiving system.

Assessment

- Demographics
- Child
 - UCLA PTSD Reaction Index
 - Child Behavior Checklist
 - Sense of Safety
- Family Functioning
 - Parenting Stress Index – Short Form
 - Family Assessment Device General Functioning
 - F-COPES

Fidelity Monitoring

- Family Participation Log
- Family Feedback Form
- Clinician Competence Measure
- Clinician Adherence Measure

Confidentiality and Data Sharing

- Explain confidentiality at assessment, at the beginning of the first group, and when a new family joins the group.
- Explain during the assessment that de-identified data will be shared with the University of Maryland School of Medicine
- Insert release of information paragraph in clinic treatment consents

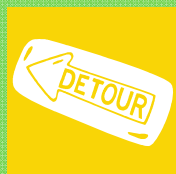
Encouraging Engagement and Participation


- Attending to participation barriers
- Nurturing attachment to group
- Considering cultural adaptations
- Providing incentives
- Maintaining a safe, controlled group milieu
- Having fun!



Managing Detours

- Crises that derail engagement and group processes
- Processes to manage
 - Weekly check-ins
 - Facilitator training
 - Group rules
 - Case management





Module I


Rituals and Routines	
Session 1	Telling Family Stories
Session 2	Family Ritual Tree
Session 3	Family Diary

"the stress potential of life events is most clearly seen in its ability to disrupt family routines and add to daily hassles"
-Fiese & Wamboldt, 2000, p. 410-411

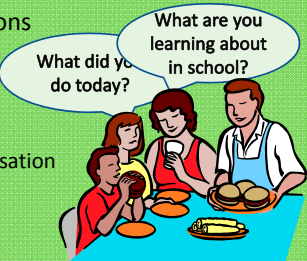
Telling Family Stories

5:30-6:00 Family Meal
 6:00-6:30 What is a Family Tradition?
 6:30-7:05 Telling Family Stories I
 7:05-7:20 Establishing Group Rituals
 7:20-7:30 Closing

Shared Family Meal



- Protective functions
- Important dimensions
- Meals in SFCR
 - Setting the table
 - Serving the food
 - Starting the conversation



Shared Family Meals

Family meals were, for us, intellectual gatherings. I remember watching a television special on President John F. Kennedy, which attributed his success to a family ritual of discussing ideas around the dining table and saying to myself that no one would believe a black family living in a segregated housing project in the South observed the same ritual. What was missing in the television explanation of the Kennedy ritual and present in ours was the magic of food and majesty of Mama in her own kitchen. It was a ritual that began during slavery when my ancestors gathered to testify, to bond, to gain strength from one another, to imagine themselves free and empowered. It traveled through time to the housing project of my youth and to Mama's kitchen. It continued when Mama was older and in failing health, with my aunt, her spiritual twin and the family's anchor, preparing the meals that brought us together, but Mama, no less passionate about ideas and polemics, continued to direct us to intellectual dialogue.

Gloria Wade-Gayles, *Through the Kitchen Window* (1997)

Shared Family Meals

The family table, worshipfully call *il sacro desco*, was an inviolable place, the one still spot in a turning world to which parents, children, and kin could safely cling. The food put on such a table did not strain for effect, was not meant to dazzle and impress, did not need to be elaborate. It only had to be good.

Marcella Hazan

More Classic Italian Cooking (1978)

Shared Family Meals

I have cooked for families in times of celebration and times of great sadness, and always these families came together to embrace the food and each other. The table is a place of communion for life's large and small events.

Art Smith

Back to the Table:

The Reunion of Food and Family (2001)

Opening the Group

- Welcome
- Review group rules
- Give thanks for the food
- Check-in
- Go over schedule
- Opening ritual, if group has one

Family Storytelling

- Representing & practicing characteristics
 - Framework for meaning making
 - Family autobiography
- Family narrative skills
 - Roles of orator & listener
 - Co-regulation
 - Co-construction of meaning

Sharing Family Stories

Facilitator: I am willing to bet that each and every family here has some great stories to tell. Tonight we are going to get a chance to hear some of those stories. Please gather your families around and get comfortable. Now spend a few minutes thinking about something good that the whole family experienced together in the past few years. Once you have decided on something good that happened to your family, discuss this event. Just pretend that you were sitting around and someone brought it up.

Closing the Group

- Thanking families for participating
- Checking that everything was covered
- Giving positive feedback
- Introducing the topic for next week
- Reviewing tasks to be done at home
- Planning contacts during the week
- Closing ritual, if the group decided on one

Homework



Not This Kind!

- Provide clear rationale and instructions
- Make use of skills taught – or – Apply to skills in next session
- Practice, practice, practice
- Reinforce shared family activity and fun
- Recognize and review in next session

Ritual Family Tree

5:30-6:00 Family Meal
 6:00-6:45 Growing Your Ritual Tree
 6:45-7:00 Sharing A Heritage
 7:00-7:20 Planting a Family Garden
 7:20-7:30 Closing



Ritual Family Tree

Growing Your Tree

Holidays _____
Daily Routines _____
Vacation _____
Leisure _____
Reunions _____
Anniversaries _____
Religion and Religious Practices _____
Foods _____
Legends _____
Celebrations _____
Other _____

Sharing your heritage
Discuss a particular ritual or tradition that is special to your family.
What makes it special? Has it changed over time?
How can you make sure that this ritual continues in your family?

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Ritual Family Tree



Planting a Family Garden

Now, we have a special activity to help us think about the way that families work. Each family is going to plant a family garden. You will get a planter and then one small plant for each person in your family. Plant all the small plants together in the one container.

Facilitators make the connections between how the plants/roots will grow together and influence each other. They emphasize that, to grow, the plants need taking care of just like family members.



Ritual Family Tree

Your family tree showed us a lot about your family's heritage.

Remember to write in your diary during the week.

Water your family garden and we will see you next week!

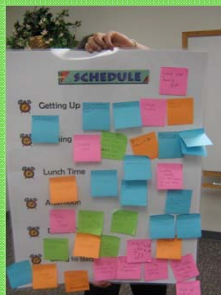


Family Diary

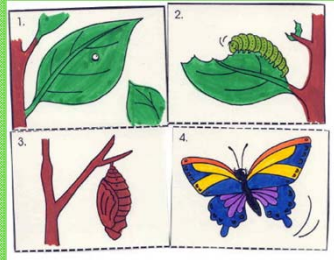
- 5:30-6:00 Family Meal
- 6:00-6:30 Sharing Diaries
- 6:30-7:00 Developing Routines
- 7:00-7:20 Family Job Chart
- 7:20-7:30 Closing



Daily Routines



Child-friendly Activities to Teach about Routines



Worksheet: Developing Routines

Routines are the things we do the same way everyday, day after day. Routines can be developed by breaking certain activities down into steps and deciding what, when, and where each activity is done.

Pick a time of day when you need to get something done on a regular basis. Getting going in the morning, getting ready for bed are some examples. Break this activity down into the small steps it takes to get the job done. Then write out the when and where of each step. Be very specific as you fill in each box.

ROUTINE: _____



Steps	Who	When	Where
1.			
2.			
3.			
4.			
5.			

Worksheet: Developing Routines

Routines are great ways to help us organize our days, but sometimes things just do not go the way we plan. Things happen that throw our routines right out the window. We cannot prevent those things from happening from time to time, but we can prepare ourselves for when they do. Use the space below to think about things that would force you to change the routine you developed on the chart above. Now write down ways you could change the steps to help keep the routine working as much as possible.

What Could Happen	How Step Could Change	When	Where
1.			
2.			
3.			
4.			
5.			

Family Job Chart

Jobs	I Can Do It!	I Did It!
Empty trash	Mia	★ ★ ★ ★ ★
Do dishes	Marcus	★ ★ ★ ★ ★
Mow grass	Dad	★ ★ ★ ★ ★
Wash clothes	Mom	★ ★ ★ ★ ★





Module II

Strengthening Family Coping	
Session 4	Feeling Safe
Session 5	Feeling Safe II
Session 6	People Resources
Session 7	Life Choices
Session 8	Spirituality and Values
Session 9	Things Get in the Way

“Family” Proofing

- Removing dangerous persons, places, things
- Limiting reminders
- Develop safety routines
- Establishment of rules, maintaining discipline and normal expectations for behavior (limits)
- Adequate monitoring and supervision
- Teaching stress inoculation skills
- Collective experience of regulation

Feeling Safe I

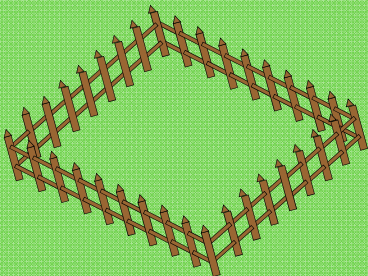
- 5:30-6:00 Family Meal
- 6:00-6:40 Sit Back, Relax
- 6:40-6:55 Telling Family Stories II
- 6:55-7:20 Knowing the Limits
- 7:20-7:30 Closing

Teaching Relaxation Skills

- Focused or Controlled Breathing
- Progressive Muscle Relaxation
- Safe Place Imagery
- Mindfulness
- Other Calming Activities



Setting Limits



Setting Limits

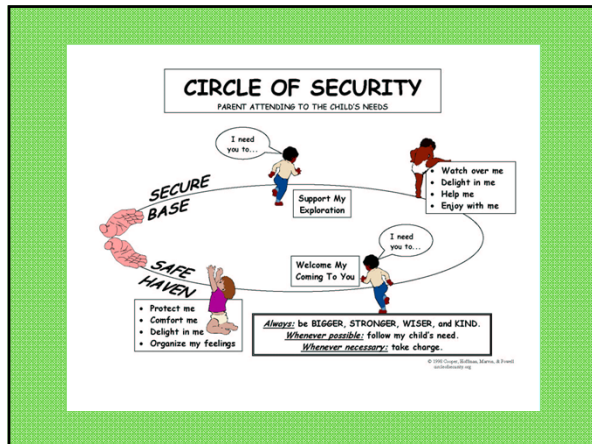


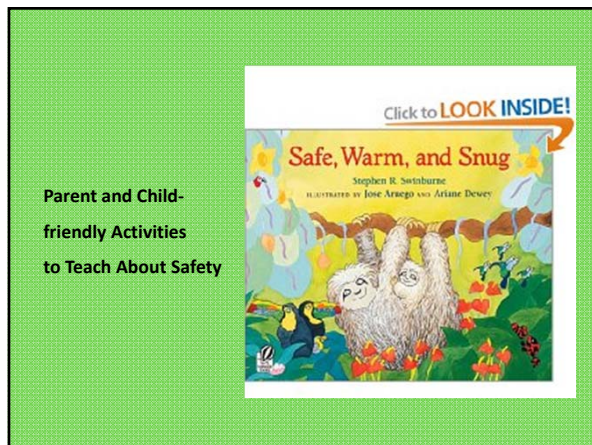
Feeling Safe II

- 5:30-6:00 Family Meal
- 6:00-6:30 Confidence in Protection
- 6:30-6:55 Mapping Safety
- 6:55-7:20 Safety Routines
- 7:20-7:30 Closing

Confidence in Protection

- Basic protective contract between caregiver and children (Goldberg, Grusec, Jenkins, 1999)
- Caregiver's behaviors related to protection
- Children's ability to tolerate threat
- Constructed model of the caregiver as protector





Parent and Child-
friendly Activities
to Teach About Safety

Anticipatory Anxiety and Safety

Safety Mapping Activity

Invite the family to draw a map of their community/neighborhood. Identify places, rooms, houses, schools, stores, hospitals, churches, relatives' and friends' homes, etc. Include the place(s) where violence has occurred and places the family considers safe.

Resource Seeking

- Garnering support from significant others outside the nuclear family
- Monitoring the quality and quantity of social relationships including help in the selection of positive friends/activities
- Participation of both parents and children in an active community support network

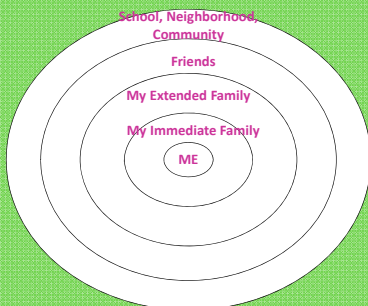


People Resources

- 5:30-6:00 Family Meal
 6:00-6:30 Identifying Resources
 6:30-7:20 Family Sculpture
 7:20-7:30 Closing



Family Sociogram



"A friend is the one who comes in when the whole world has gone out."
- Friendship Saying



Child-friendly Activities to Teach About People Resources

Practice the "come to me" tunnel play. Encourage child to crawl through to find you at the other end. Remember to make a bright face, smile at the child when they are crawling or attempting to crawl through the tunnel. Make it exciting by suddenly having a toy waiting with you at the other end.

Family Sculpture



Masai Family Gathering Table Sculpture

Life Choices

- Deliberate planning
- Normative family timeline
- Planning, choices, and purpose
- Belief in family and each family member to reach goals

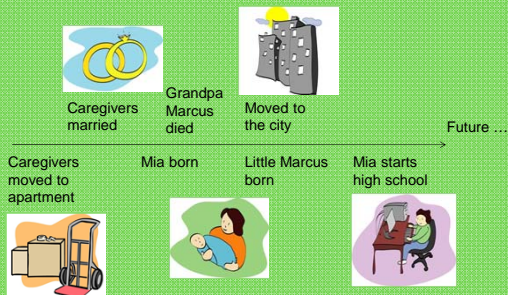
Life Choices

5:30-6:00 Family Meal
 6:00-6:30 Family Timeline
 6:30-7:00 Life Choices
 7:00-7:20 Into the Future
 7:20-7:30 Closing

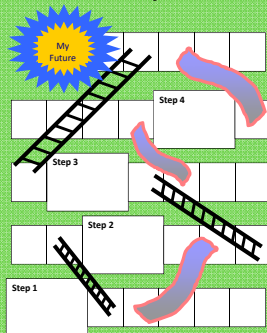
Child-friendly Activities to Teach About Life Choices



Family Time Line



Path to My Future



Connecting Family Members

- Support from caregivers is related to better outcomes
- Constructive family rituals & routines create and reinforce -
 - good communication
 - warm, positive interactions
 - **caring**
 - **support**
 - **involvement**

Beliefs in Family

- Setting children and immediate family as a priority
- Believing that family has the necessary resources to overcome severe stress and trauma
- Developing a shared interpretive frame

Crisis Coping

ABCX
Family
Crisis
Model
(Hill, 1958)

- A = stressor event,
- B = family's resources for meeting stressor demands,
- C = family's appraisal of the event, and
- X = crisis precipitated by interaction of ABC

Constructive Family Rituals = B

Deliberateness

- Identifying what gets in the way
- Taking control
- Anticipating problems and preventive coping
- Problem solving

Things Get in the Way

- 5:30-6:00 Family Meal
- 6:00-6:20 Skits
- 6:20-7:05 Carrying Out Activities
- 7:05-7:20 Carry It Out This Week!
- 7:20-7:30 Closing

Experiential Disruption

- As group starts, facilitators disrupt the opening routine:
 - Move the families to different tables
 - Forget the opening ritual
 - Forget to thank the cooks
 - Forget to review the rules
 - Forget to review the schedule for group

How does that make participants feel?

Things Get in the Way Skit Card

Things get in the way...

Tonight the family planned on watching a movie together. They rented a video and mom and the kids were looking forward to it! Just before starting the video, mom and her boyfriend start talking about something that leads to an argument (such as money, time spent together, etc.), and the argument lasts for over an hour. The family never gets to watch the video.

What got in the way??

Child-friendly Activities to Teach about Expectations



- Peek-a Boo
- Jack-in-the-Box



Flip the Problem

- F - Figure out what the problem is and what you want...**
- L - List all possible solutions...**
- I - Identify the best solution...**
- P - Plan when and where to use this strategy...**

*Adapted from Cognitive Behavior Therapy for Prevention of Relapse of Depression

Child-friendly Activities to Teach about Problem-Solving

Harold and the Purple Crayon By Crockett Johnson

So he put a frightening dragon under the trees to guard the apples.
It was a terribly frightening dragon.
It even frightened Harold. He backed away.
His hand holding the purple crayon shook.
Suddenly he realized what was happening.
But by then Harold was over his head in an ocean.
He came up thinking fast.

And what did he draw?



Things Get in the Way

Copy in that this Week!

Family Activity: _____

When? Day: _____ Time: _____

Where? _____

What do we need to carry out the activity?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

What might get in the way? _____

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

How will we deal with this?

(1) _____

(2) _____

(3) _____

(4) _____

(5) _____

©2000 Family Out There

“We don’t ignore how everybody feels or how everybody is affected by what happens”



Module III

Trauma Resolution and Consolidation	
Session 10	Telling About What Happened
Session 11	When Bad Things Happen
Session 12	When Bad Things Happen
Session 13	Marking the Traumas
Session 14	Good Things Happen Too!
Session 15	Let's Celebrate

Healing Aspects of Narrative

- Improving communication processes
- Relationship repair
- Increasing tolerance for negative affect
- Ability to talk about difficult issues
- Collaborative problem solving

Healing Aspects of Trauma Narrative

"Telling the story of the trauma pain allows the other family members to help you continue the story while changing the story line in a way that results in a better ending"

- Lantz & Raiz, 2003, p.169

- Gradual exposure (approach vs. avoid)
- Desensitization/co-regulation
- Cognitive processing
- Re-construction of the story
- Integration of experience into coherent identity

Clinical Considerations

- Matching the family's needs/readiness with purpose of the narrative
- Developmental issues
- Dyssynchronies
- Vicarious traumatization



Narrative Coherence

- Story elements
 - Characters and context
 - Plot and sequence
- Integration with affect, social rules, meaning & history
 - Connect to associated affect
 - Provide semantic meaning to what occurred
 - Autobiographical continuity
 - Shared interpretive frame and goal structure

Building Narrative Skills: Collaborative Style

- each member contributes to the story
- give and take
- reflectivity
- multiple viewpoints considered and integrated into a shared version of the story

Not only reflecting on how each individual remembers how they felt, why they felt or acted the way they did, but also considering how other members of the family might have felt.

Building Narrative Skills: Listening

- *synoptic listening*
 - appreciate multiple points of view
 - accept individual perceptions
- *empathic listening*
 - permission to add affect to the storyline
 - facilitate expression of emotionally charged materials
 - support emotional co-regulation
- *credulous listening*
 - let the narrator tell their story without interruption
 - hear the story without criticizing, judging, or correcting
 - knowledge that the listeners will believe/accept the story as a valid representation of the narrator's perspective

Developing a Shared Meaning

- Family Conversations
 - Telling stories
 - Reminiscing
 - Constructing a joint narrative
 - Incorporating into the family narrative

Facilitating a Family Trauma Narrative

- Partnering with family to structure narrative process
- Establishing and maintaining safety
- Psychoeducation about trauma reactions, reasons for talking together about what happened
- Anticipating/managing arousal and avoidance

Facilitating a Family Trauma Narrative

- Co-regulation
- Scaffold communication/narration skills
- Elicit multiple perspectives
- Help family recognize multiple realities
- Integrate experiences
- Look for meaning consistent with family values, goals, and history
- Ask questions to look for untold parts of the story and "unique outcomes"
- Help the family change the storyline

Using Your Coping Resources

-  Do your relaxation exercises more often.
-  Eat regularly.
-  Get enough sleep.
-  Be active, get exercise.
-  Talk to a friend.
-  Do something fun (make a funny face, bake cookies, or whatever makes you happy).
-  Make use of your spiritual resources.
-  Give yourself permission to "put it away" until the next time group meets.
-  Tell your therapist that you having trouble.

Telling About What Happened

- 5:30-6:00 Family Meal
- 6:00-6:15 Communicating without Words*
- 6:15-6:40 Understanding our Reactions
- 6:40-7:20 Telling about the Traumas
- 7:20-7:30 Closing

*Cirque Du Monde

When Bad Things Happen

5:30-6:00 Family Meal
 6:00-6:15 Gears
 6:15-7:20 Telling about the Traumas
 7:20-7:30 Closing

"Are you ready
 to hear this,
 its an ear
 breaker."

When Bad Things Happen II

5:30-6:00 Family Meal
 6:00-6:15 Jenga
 6:15-6:35 Relax II
 6:35-7:20 Telling about the Traumas
 7:20-7:30 Closing

Marking the Trauma

5:30-6:00 Family Meal
 6:00-6:50 Processing the Traumas
 6:50-7:20 Enduring Traditions
 7:20-7:30 Closing

Good Things Happen Too!

- 5:30-6:00 Family Meal
- 6:00-6:30 Our Own FEEL GOOD Book
- 6:30-7:00 Making Us Laugh
- 7:00-7:20 What to Celebrate?
- 7:20-7:30 Closing

Adding to the Family Scrapbook Making Positive Memories

- Play
- Positive experiences
- Affection
- Laughter



Celebration High Risk Session 10

- 5:30-6:00 Celebration
- 6:00-6:25 Our Own FEEL GOOD Book
- 6:25-6:50 Making Us Laugh
- 6:50-7:15 Getting Closure
- 6:15-6:30 Closing Ceremony



Celebration

5:30-6:15 Celebration

6:15-6:45 Getting Closure

6:45-7:15 Who Are We Now

7:15-7:30 Closing Ceremony



Celebrating Achievement