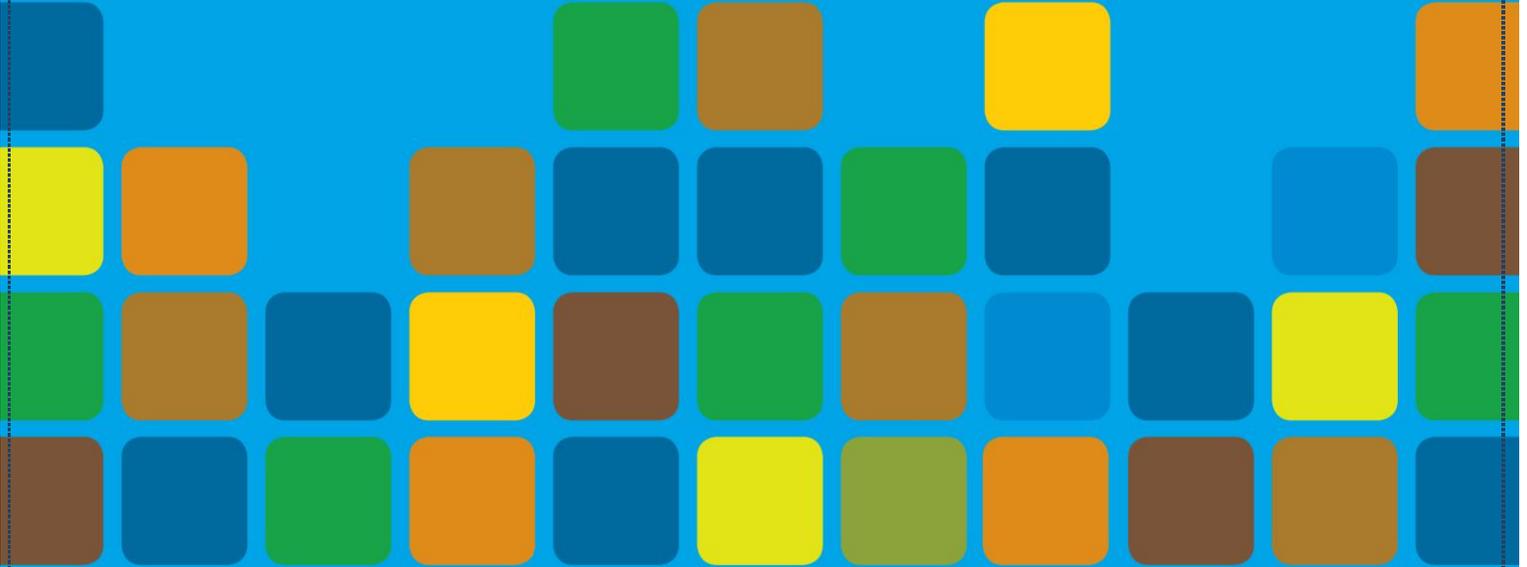




**FOR STRENGTHENING FAMILIES**



**MULTIPLE FAMILY GROUPS TO MANAGE CHILD BEHAVIORAL DIFFICULTIES**

**GROUP MANUAL**

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# Group Manual Session Outline

- Session 1 Welcome to Your Multiple Family Group!
- Session 2 Building on Family Strengths
- Session 3 Rules for Home and School
- Session 4 Problem-Solving Broken Rules
- Session 5 Respectful Communication
- Session 6 Responsibility at Home and at School
- Session 7 Relationships
- Session 8 Family Review
- Session 9 Dealing with Stress at Home
- Session 10 Building Families Up
- Session 11 Everybody Gets a Chance to be Heard
- Session 12 Everyone Does Their Share to Solve Problems
- Session 13 Who Can We Turn To? (Building Supports)
- Session 14 Dealing with Environmental Stressors/Finding Resources
- Session 15 How Did the Group Go?
- Session 16 Ending Celebration
- Appendix: Surveys

# Welcome to your Multiple Family Group!

## Session 1

### Family Social (15 min.)

- Parents complete surveys (see Appendix in back of the manual)
- Icebreaker Activity: Scavenger hunt (see page 6.)



### Let's Talk about Multiple Family Groups (10 min.)

- Why are we here?
- This is a forum for learning, support, and encouragement.
- You are the experts on your own families!
- We'll learn from each other.

### Our Group Rules (7 min.)

- We make rules together so that our group runs smoothly and everyone feels safe.
- What rules do you think will help us do this?

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(HINT: 😊 Let's not forget confidentiality!)

- We all sign the rules we've agreed to as a group.

### Let's Get Organized (5 min.)

- Sessions will always begin with the Family Social and a review of "Roadwork".



- Roadwork is work done between sessions while at home or on the go—wherever your family is spending time together. It is meant to be fun, helpful, and **LOW STRESS!** A Roadwork page can be found at the end of each session.
- Sessions will include group discussions and a lot of fun activities. Facilitators will often write group members' comments on large newsprint sheets. Members are welcome to take notes in their workbooks—we've provided lines to make this easier.
- Some sessions include a "More to Think About" page. This is information that we hope you'll read when you have a few extra minutes.

### Let's Share: Family Strengths and the 4 R's (8 min.)

- Why are our families so important?
- What are "strengths" and how can we use them to make positive change?
- The 4 R's: **rules, responsibilities, relationships, and respectful communication.** These provide a foundation for positive family functioning, like the 4 legs of a table.



### Let's Talk about the 4 R's (15 min.)

- Reasons why rules are important in a family:

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- Reasons why responsibilities are important in a family:

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- Reasons why relationships are important in a family:

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- Reasons why respectful communication is important in a family:

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## This Week's Roadwork



Make a Family Goal (see page 8.)

# Scavenger Hunt

## Find someone who has...

Has the same name as yours: _____	Is the same age as you: _____	Is wearing a red shirt: _____
Has two children: _____	Likes spinach: _____	Does NOT have a middle name: _____
Knows all 7 of the dwarfs in Snow White: _____	Has a birthday in the same month as you: _____	Knows a foreign language: _____
Has traveled to another country: _____	Has brown eyes: _____	Lives in the same neighborhood as you: _____
Does NOT know how to use a computer: _____	Likes the color purple: _____	Likes Chinese food: _____

## More to Think about...



### 1. RULES

**Rules organize the family.** They also organize a child's life in other areas like school, in the neighborhood, etc. Parents play a huge part in deciding which rules are right for which age child. Also, parents have to set up systems for knowing when rules are being followed and when they are not. They also have to decide how they are going to tell their kids when they are doing a good job following the rules, and what to do if kids are not. Some rules work fine in a family, while others don't work well at all.

### 2. RESPONSIBILITY

**Both kids and parents have responsibilities within their families.** Everyone has some say in how a family runs. Parents and kids have different responsibilities within the family, but each family member contributes to the things that are going well, and each member has the responsibility to help fix those things that are not going as well.

### 3. RELATIONSHIPS

**Relationships are the cement of the family.** Relationships represent how much each member cares about the other. By building more positive relationships with each other, children will be more likely to behave well.

### 4. RESPECTFUL COMMUNICATION

**Good communication is the foundation for spending positive time together.** By communicating, parents are able to know what their kids are doing and feeling. Kids can feel better supported by their parents. Respectful communication means using certain body language and ways of speaking to a person that show you are listening (for example, not interrupting, eye contact, not rolling eyes, etc.).



## Roadwork: Make a Family Goal

Work together as a family to create one goal or identify one thing to work on as a family. All family members should participate in the discussion and decide on a family goal together. Write your goal below.



Our family goal is:

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# Building on Family Strengths

## Session 2

### Family Social (10 min.)

### Review Roadwork (5 min.)



- How did it go making a family goal?
- Would anyone like to share their goal?

### Let's Talk about Strengths (10 min.)



- Strengths are things that we are good at or like about each other.
- We start with what is working well in the family and build on that strength to make positive change.
- It's easier to focus on our strengths when we are feeling good about ourselves and each other.

### Let's Share (10 min.)

- Icebreaker Activity: We pass a ball around the room to every person — child, adult, facilitator.

The person with the ball names one strength of his or her family, then passes the ball, saying, "Here name of person passing to."

The person receiving the ball says, "Thanks, name of person who threw the ball."

- Name one thing that sometimes gets in the way of you seeing your family's strengths:

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### Let's Talk about STRESS (15 min.)

- One thing that often gets in the way of families doing well is STRESS.
- Do both parents and kids have stress?
- Write 3 things that stress family members out on a regular basis:



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- What are some things *people* do to relieve their stress?



- Take a look at the Stress Relief Checklist (next page). What are some things *you can* do to relieve stress?

### Let's Relax! (10 min.)

- Facilitators lead the group in the Worry Tree Relaxation Exercise (see page 11).

(HINT: 😊 Try this at home too! Or make up your own relaxation exercise – "You're on a beach . . .")

- Kids and parents write their worries on the Worry Tree (see page 12).
- Facilitators lead the group in a Deep Breathing Exercise.

### This Week's Roadwork



Identifying Your Family Members' Strengths  
(see page 14)

## Stress Relief Checklist

These are healthy ways to relieve stress. Check the ones that you and your family members use to relieve your stress. Add your own ways at the bottom.

- Exercise Regularly.
- Find a Hobby.
- Learn to “Let Go.”
- Express Your Anger in a Way Where You Don’t Hurt Someone Else or Yourself.
- Seek Out Other People Who are Going Through the Same Thing as You.
- Consider a Support Group or Professional Help.
- Keep a Sense of Humor about Things.
- Keep a Diary.
- Talk about What’s Stressing You Out.
- Plan a Break in Your Day.
- Take a Nap.
- Stretch Your Body.
- De-clutter Your Living Space and Mind.
- Change Your Habits That Add to Stress.
- Think Positively.
- Learn to Manage Your Time More Effectively.
- Adopt a Healthy Lifestyle.
- Do Not Take on Too Much - Know Your Limitations.
- Find Out What Causes You Stress.
- Avoid Unnecessary Conflicts.
- Accept the Things You Cannot Change.
- Tie Up Loose Ends.
- Find Time for Friends and Meet New Friends.
- Try to See Things in a New Light.
- Avoid Alcohol, Nicotine, and Caffeine as Coping Mechanisms.
- Ask For a Hug or Give a Hug.
- Choose Your Battles Wisely.
- Take 5 Deep Breaths and/or Count to 10.
- Take a Hot Bath or Shower.
- Call a Relative or Friend That You Love.
- \_\_\_\_\_
- \_\_\_\_\_



## Worry Tree Relaxation Exercise

Close your eyes and find a comfortable position.

Imagine yourself walking down a path until you come to a closed gate that leads into a garden. You try to open the gate but it is locked. You notice a large tree nearby with pieces of paper pinned onto its trunk and branches and a sign beneath saying, “Worry Tree.” You can leave behind any worries here, big or small.

You find a piece of paper and a pen by the tree. You write your worries on the paper and pin it to the tree. As you do, feel the weight of those worries being taken off your shoulders. Now you walk towards the garden gate and find it unlocked.

As you enter the garden, you notice the beauty of the flowers; you feel the grass between your toes. The warmth of the sun seems to be relaxing your entire body. It is very quiet and peaceful.

Now, you walk out of the garden and close the gate. You know that you can return anytime you want. You notice the Worry Tree off to the side of the path. It is up to you – you can leave all of your worries behind, or now that you have had some time out, you might feel strong enough to deal with them, in which case see yourself returning to the Worry Tree and taking back the piece of paper that you pinned there. With each step, you feel a growing sense of confidence to deal with whatever comes your way. A sense of calm is now coming over you as you bring your attention back to where we are now.

WORRY TREE: Write your worries on the tree and share with your family members:



## More to Think about...



### How Parents Can Help Children Manage Stress\*

1. Teach children to recognize symptoms of stress and the changes they feel in their minds and bodies. Help them understand that a fast heartbeat, sweaty palms, fast breathing, headaches, tummy aches, tight tense muscles and nervous panicky feelings may be signs of stress.
2. Teach simple relaxation exercises to use when that happens so they can calm themselves down. Practice breathing and relaxation exercises regularly. This will reduce tension, anxiety, tiredness and the feeling of being stressed out. Children will focus better on tasks.
3. Create an environment that provides ways for children to work off the “fight or flight” reaction. Children have a lot of energy and need plenty of exercise or ways to release that energy. Encourage physical activities that help children work off aggressive feelings safely and avoid angry outbursts. One principal of a school takes children who are ‘acting out’ or ‘misbehaving’, for a fast walk around the block before he even tries to talk to them about their problem. This may stop the need/desire to ‘fight’.

Periods of quiet time, a “safe” place to get away for a while and by yourself activities provide for “flight” needs.

4. Parents can talk with teachers and find out how kids are dealing with stress at school. Teachers and parents can work together to think of ways to help their children. Children need the attention, approval and affection of their parents, and clear and reasonable expectations from both parents and teachers to give them guidance.
5. Teach children a way of solving problems to fix those problems rather than running away from them or acting without thinking.
6. Parents are role models. Talk about how you handle stress and demonstrate effective ways of dealing with it.

\*This information taken from *How Parents Can Help Children Manage Stress*, published by The New York Academy of Medicine, Office of School Health Programs.



## Roadwork:

# Identifying Your Family Members' Strengths



**Parents** → These are some **strengths** I see in my child(ren); these are some things that they do well (write at least one strength per child):

Child's Name \_\_\_\_\_ Strength \_\_\_\_\_

**Kids** → These are some **strengths** I see in my parent(s); these are some things I like about my parent(s) (write at least one strength per parent):

Parent's Name \_\_\_\_\_ Strength \_\_\_\_\_

Parent's Name \_\_\_\_\_ Strength \_\_\_\_\_

Parent's Name \_\_\_\_\_ Strength \_\_\_\_\_

# Rules for Home and School

## Session 3

### Family Social (10 min.)

Hang out with each other for a few minutes!

### Review Roadwork (5 min.)



Play the Family Rules Board Game (see next page.) (10 min.)

\*Have fun! You're a great family! 😊

### Let's Talk about Rules (15 min.)

- Why are rules important?
- 3 important rules in our family are:

1. \_\_\_\_\_

2. \_\_\_\_\_

3. \_\_\_\_\_

### Let's Share (10 min.)

- What happens when you follow the first rule listed above?
- What happens when you don't follow the first rule listed above?
- How do you know when you broke a rule in your home?

### Let's Practice Making a Good Rule! (10 min.)

(HINT: 😊 Keep it simple, make it fun!)

What's WRONG with this Rule?

“Don't make a mess”



Rules work best when stated in positive language.

Change to: \_\_\_\_\_

What's STILL WRONG with this Rule?



The clearer the better.

Change to: \_\_\_\_\_



Age-appropriate rules work best :

For a 7 year old, cleaning messes looks like:

\_\_\_\_\_



**CONSISTENCY is KEY!**

Make a consequence and a reward for every rule.

Follow through with consequences AND rewards **every time**. (If you say you are going to take the game away, then you have to take the game away.)

Choose realistic consequences that you *can* follow through on.

*If child does not clean up their messes, the consequence is:* \_\_\_\_\_

*If child does clean up messes, their reward is:*

\_\_\_\_\_



Decide which rules apply to everyone in the household.

For example: “We speak to each other respectfully, without using curse words.” Or “We all take our dirty dishes to the sink after eating and rinse them”.

### This Week's Roadwork:

Try a Rule out at Home (see below)



Answers to above: ‘Clean up your messes’, ‘Put your toys away when you're done playing with them’,  
For a 4 year-old: “Put your plate in the sink after you're done eating.” Or “Put your dirty clothes in the hamper when you take them off”  
For a 12 year-old: “Wash your plate when you're done eating.” Or, “Do a load of laundry when your hamper is full.”

## More to Think about...



### Why Rules are Important:

- They keep everyone safe.
- They organize the family.
- They also organize a child's life in other areas like school and the neighborhood.
- Experiencing the consequences of their choices helps children learn self-discipline.

### One Father's Experience:

"Four years ago, when my son was 7 years old, we moved and he got his own room. He soon discovered that slamming his bedroom door was a great way to get out his frustrations when he was angry at me. I asked him several times not to slam the door, but he wouldn't stop. Finally, I told him that if he continued to slam the door, I would remove it. The behavior continued the next day, so when he went out to play, I removed the door from its hinges. I put it back on a week later, and he hasn't slammed it since."

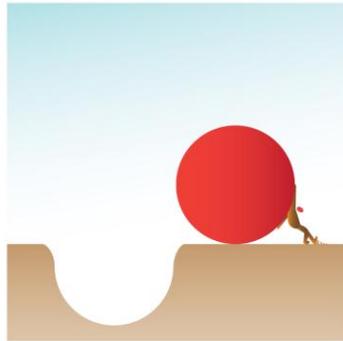
### Consequences and Rewards:

- Every rule should have an appropriate consequence when broken and a reward when followed.
- Consequences and rewards must be consistently delivered in a timely way.
- Rewards do NOT need to be monetary; statements of praise, such as "Thank you" or "Good job!" can be the reward, or an extra few minutes of play time.
- Catch children being good! When you see a child following a rule, be sure to reward them with specific praise. For example, "I love how you put your toys away without my even asking. You're really good at following that rule. Thank you!"
- Effective consequences include time-outs (about one minute per age of the child), the removal of privileges (TV viewing time, video games, cell phones, etc.), and for older children — a reduction in allowance.



## Roadwork:

### Try a Rule out at Home



Try out a rule at home and write about your experience with the rule this week— Was the rule followed? If so, did you give a reward? If not, did you give a consequence? Should the rule (or the reward/consequence) be changed? If so, how?

Rule: \_\_\_\_\_

Reward: \_\_\_\_\_

Consequence: \_\_\_\_\_

How did this go?

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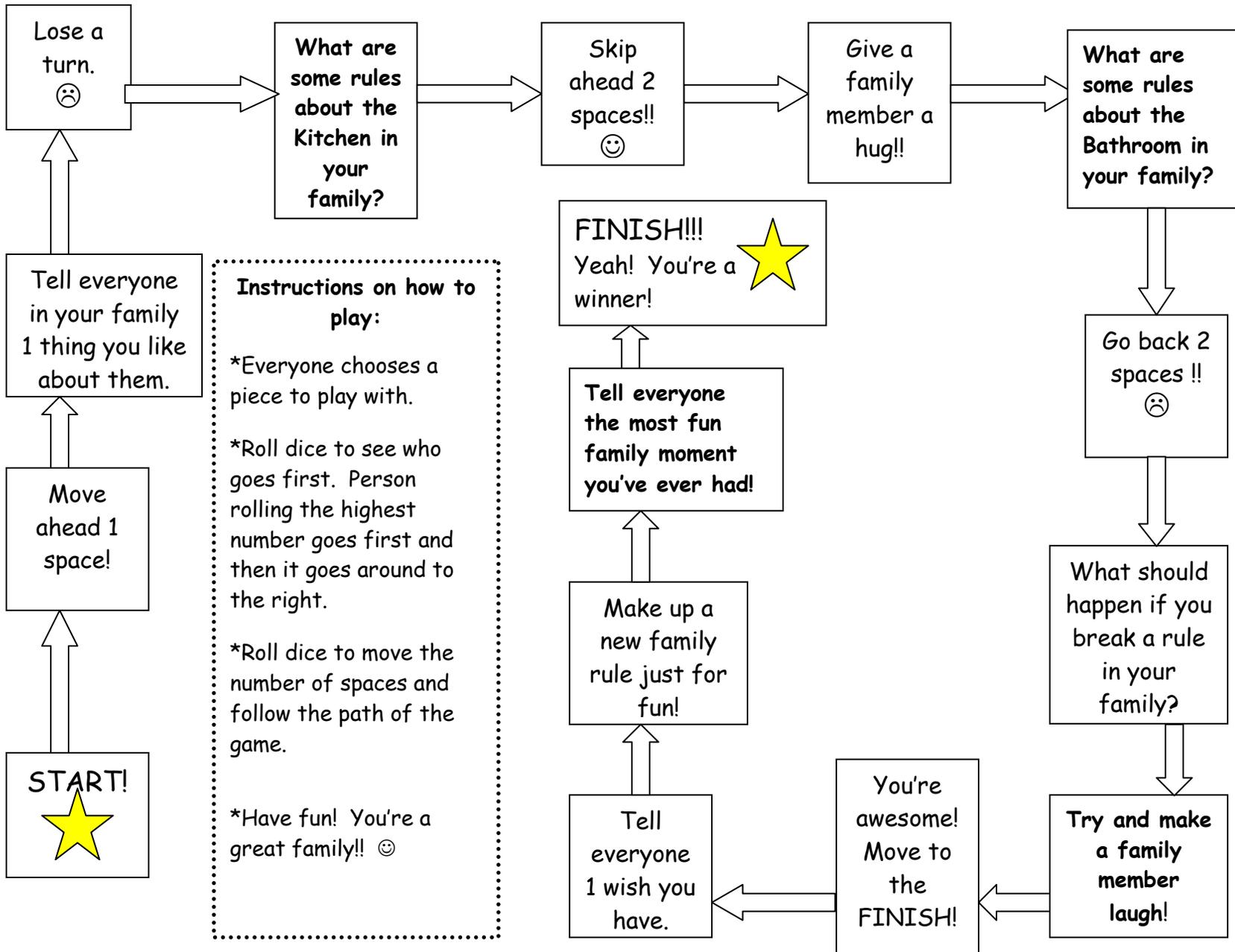
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# Family Rules Board Game



## Family Playing Pieces

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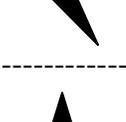
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# Problem-Solving Broken Rules

## Session 4

### Family Social (10 min.)

### Review Roadwork (5 min.)



- What rule did you work on? Write it here:

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- How did it go with the rule?

### Let's Share: What Rule IS Working?

(5 min.)

- Write a rule that is working here:
- How do we know a rule is working?
- A rule that is working is a family strength and doesn't need to be changed.

---



### Let's Talk about Why Rules May Not Be Working (10 min.)

- How do we know rules are not working?
- What do you think is going wrong?
- Are you consistent with the consequences when rules are not working?

### Let's Practice: Family Toolbox Activity

(20 min.)

(HINT: 😊 A rule is only as good as what follows it!)

#### Tools for Fixing Rules:

- Talk together in family groups to decide on a rule that is not working right now.

- Apply the following tools to the rule:

Your Tool Box!



Our rule is:

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Is the rule **age appropriate**?



Yes or No? Because:

---

---

Is the rule **clear and specific**?



Yes or No? Because:

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---

What are the **consequences**?



If the rule is broken, the consequences are:

---



What are the **rewards**?

If the rule is followed, the rewards are:

\_\_\_\_\_

Restate the “Fixed” rule with its consequence and reward:

Rule: \_\_\_\_\_

Consequence: \_\_\_\_\_

Reward: \_\_\_\_\_

**Let’s Talk about Consistency** (5 min.)

- What does consistency mean?
- What are the benefits of being consistent with our kids when thinking about rules?

**Let’s Make a System of Rules** (5 min.)

- Why is it helpful to have a system of rules?
- Have you tried a system before?
- 3 System Ideas:
  1. A “Connect the Dots” chart
  2. A Daily Behavior chart
  3. A ticket system

- These three systems are described on the Roadwork page. You can choose one of them or make your own!

- Other system ideas? Write them here!

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\_\_\_\_\_

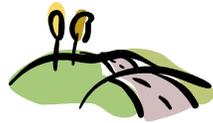
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GOOD LUCK AND HAVE FUN! 😊

**This Week’s Roadwork:**



Making a System of Rules (see below)



## Roadwork: Making a System of Rules



As your roadwork for this week, start using the system of rules idea you chose in the session at home this week, or make up your own system. Put it up in a place where everyone can see it (like the refrigerator).

- Make a **“connect the dots” chart**. Have your child draw a picture of what she wants. Then outline the edges of the picture with dots a couple of inches apart. With each day of good behavior (e.g., each time he remembers to take out the trash) the child connects another dot. When all the dots are connected, the child gets the prize.
- Make a **daily chart of behaviors** that your child needs help with. Every night before bed, he/she draws a sad face ☹ if he does not do the behavior and a happy face ☺ if he does. If there are more happy faces than the sad faces at the end of the week, your child gets to pick where s/he wants to go for lunch on Saturday (or some other reward). See the example on the next page.
- Make a **ticket system**: Give your child three free tickets to start the day. She will earn tickets for good behavior (parent: you decide the good behaviors) without being asked during the day. She loses tickets for (parent: you fill this in). Create a value for the tickets. For example, 20 tickets buys a movie, etc. Reward at the end of the week.



### REWARDS:

Here’s how to come up with some rewards:

Ask your child the following questions to come up with some good rewards together:

“If you could do some special things with mom (or dad), what would they be?”

“If you could go somewhere with a friend, where would you like to go?”

“If you had extra time to play, what would you want to do?”

**\*\*Remember→ A rule is only as good as what happens afterwards!**

## Daily Chart of Behaviors Example



(Insert smiley faces on the days if chore was completed.  
For example: Reward child if they have 5 smiley faces for the week)

<b>BEHAVIOR CHART</b>							
<b>TAKING CARE OF ME</b>	<b>M</b>	<b>TU</b>	<b>W</b>	<b>TH</b>	<b>F</b>	<b>SA</b>	<b>SU</b>
I brushed my teeth							
I washed my hands before meals							
I finished my food at every meal							
I went to bed on time							
<b>MY MANNERS</b>							
I listened to my parents/caregivers							
I used good manners when I ate							
I said "Please" and "Thank You"							
I was nice to my siblings							
<b>AT SCHOOL</b>							
I listened to my teachers							
I completed my assignments							
I finished my homework							
<b>JUST PLAYIN' AROUND</b>							
I picked up and put away my toys							
I was a good sport playing games							
I shared my toys with my friends							
I shared my toys with my siblings							
<b>HOME SWEET HOME</b>							
I made my bed							
I put away my clothes							
I took out the garbage							
I helped with the dishes							

# BEHAVIOR TICKETS

Give your child 3 free tickets to start the day. He/she will earn tickets for good behavior (parent pick one) without being asked during the day. Tickets are taken away for (parent pick one). Create a value for the tickets- e.g.- 20 tickets 'buys' a movie, etc. Reward at the end of the week.

<b>1 TICKET</b>				
<b>1 TICKET</b>				
<b>1 TICKET</b>				
<b>1 TICKET</b>				
<b>1 TICKET</b>				
<b>1 TICKET</b>				

# Respectful Communication

## Session 5

### Family Social (10 min.)

(Optional: Telephone Game)

### Review Roadwork (5 min.)



- How did it go setting up a system of rules?

### Let's Talk about Respectful Communication (10 min.)

- What does “respect” mean to kids and parents?
- Why would the word “respect” be in front of “communication”?
- How can parents set a good example?

### Let's Share: Kids and Parents (15 min.)

For this activity, we break into two groups—kids and parents, then rejoin to talk about our answers to the questions below.

#### Questions for the kids:

- What can you do so that your parents know that you are listening to them?
- What kinds of words can you use that will get your parents' attention? (please, thank you, etc.)
- When is the best time to ask for something that you really want?

#### Questions for the parents:

- What can you do so that your children know that you are listening to them?
- When is the best time for your children to ask you for something they want?
- What can you do so that your kids come and talk to you when they need help?

It's time to share our answers all together and to think about this:

Are we communicating with each other in the best way possible?

### Let's Practice: Express Yourself Skills (10 min.)

(HINT: 😊 tone of voice, body language, and eye contact all matter!)

Let's do this together!

#### Our Backs



We use our backs to stand or sit up straight.

#### Our Eyes



Depending on our culture, we use our eyes to look at the person we're talking to so they know we're paying attention, and we want them to pay attention too.

#### Our Mouths



We use our mouths to speak in a nice clear voice, so people will be able to understand us and listen to us.

#### Our Ears



We use our ears to listen. If we listen to others, they will listen to us.

Now we're ready to practice our new express yourself skills! Ready, Set, **ROLE~PLAY!** (10 min.)

One family volunteers to practice respectful communication. They will role-play with each other the “wrong way” of communicating. Other group members: Give them some advice!!



Then, the volunteer family will role-play respectful communication.

For example, role-play a situation where a rule was broken, or a conversation between a parent and child about something that happened at school.

**HAVE FUN!!**



**This Week's Roadwork:**



“How Was Your Day?” (see below)

## More to Think about...



### **Communication Tips for Parents**

*(This document is from [apahelpcenter.org](http://apahelpcenter.org) and is made possible by the American Psychological Association, © 2004.)*

#### **Be available for your children:**

- Notice times when your kids are most likely to talk--for example, at bedtime, before dinner, in the car--and be there to listen to them.
- Start the conversation--this lets your kids know you care about what's going on in their lives.
- Find time each week for a one-on-one activity with each child, even if it's only for 20 minutes. It can help you bond and lets your child know you are there for them.
- Learn what your children like to do (for example, favorite music and activities) and show interest in them.
- Start conversations by sharing what you have been thinking about rather than beginning a conversation with a question.

#### **Let your kids know you're listening:**

- When your children are talking about things that bother them, stop what you are doing and listen.
- Express interest in what they are saying without questioning them.
- Listen to their point of view, even if it's difficult to hear.
- Let them complete their point before you talk.
- Repeat what you heard them say to make sure that you understand them.

#### **Respond in a way your children will hear:**

- Stay calm; kids will tune you out if you appear angry or defensive.
- Say your opinion without putting down theirs; say that it's okay to disagree.
- Try not to argue about who is right. Instead say, "I know you disagree with me, but this is what I think."
- Think about your child's feelings rather than your own during your conversations.

#### **Remember:**

- Ask your children what they may want or need from you in a conversation, such as advice, simply listening, help in dealing with feelings, or help solving a problem.
- Kids learn by imitating. Most often, they will follow your lead in how they deal with anger, solve problems, and work through difficult feelings.
- Talk to your children--don't lecture, criticize, threaten, or say hurtful things.
- Kids learn from their own choices. As long as the consequences are not dangerous, don't feel you have to step in.
- Realize your children may test you by telling you a small part of what is bothering them. Listen carefully to what they say, encourage them to talk, and they may share the rest.

#### **Parenting is hard work:**

- Listening and talking is the key to a healthy connection between you and your children. But parenting is hard work and keeping a good connection with kids can be challenging, especially since parents are dealing with many other pressures. If you are having problems over a long period of time, you might want to consider seeing a mental health professional to get support.

*Special thanks to: Dr. Molly Brunk, Center for Public Policy, Virginia Commonwealth University, Dr. Jana Martin, Psychology Regional Network, Los Angeles, California, Dr. Nancy Molitor, Northwestern Health Care, Evanston, Illinois, Dr. Janis Sanchez-Hucles, Old Dominion University, Norfolk, Virginia*



## Roadwork:

### “How Was Your Day?”



**Parents:**

Ask children about 1 good thing that happened to them today. Write it here:

---

---

Date: \_\_\_ \_\_\_ / \_\_\_ \_\_\_ / \_\_\_ \_\_\_

**Kids:**

Ask your parents about 1 good thing that happened to them today. Write it here:

---

---

Date: \_\_\_ \_\_\_ / \_\_\_ \_\_\_ / \_\_\_ \_\_\_

# Responsibility at Home and School

## Session 6

### Family Social (10 min.)

### Review Roadwork (5 min.)



- What was it like for parents and kids to ask each other about their days?

### Let's Talk about Responsibility (10 min.)

- What does "responsibility" mean? What are some other words for it?
- What does it mean in your family?
- What does it mean in your community?

### Let's Share (10 min.)

- 2 responsibilities of the parent(s) in our family are:

---

---

- 2 responsibilities of the kids in our family are:

---

---

- Do parents and kids agree that these are their responsibilities?

### Let's Practice (15 min.)

#### The Family House Puzzle

(Facilitators cut out house puzzle pieces ahead of time or the families can do it in session. To cut pieces, follow the wavy lines.)



- The families receive the house puzzle pieces.
- The families pass out puzzle pieces equally among all family members.
- Family members write one task that they think they are responsible for at home
- Now family members put the puzzle together and parents clarify expectations for their children.

### Keeping All the Pieces Together

(10 min.)

Our biggest responsibility is to take care of ourselves, physically and emotionally, so that we can be there for our families!

- Kids, how do you take care of yourselves? What do you need to take better care of yourselves?



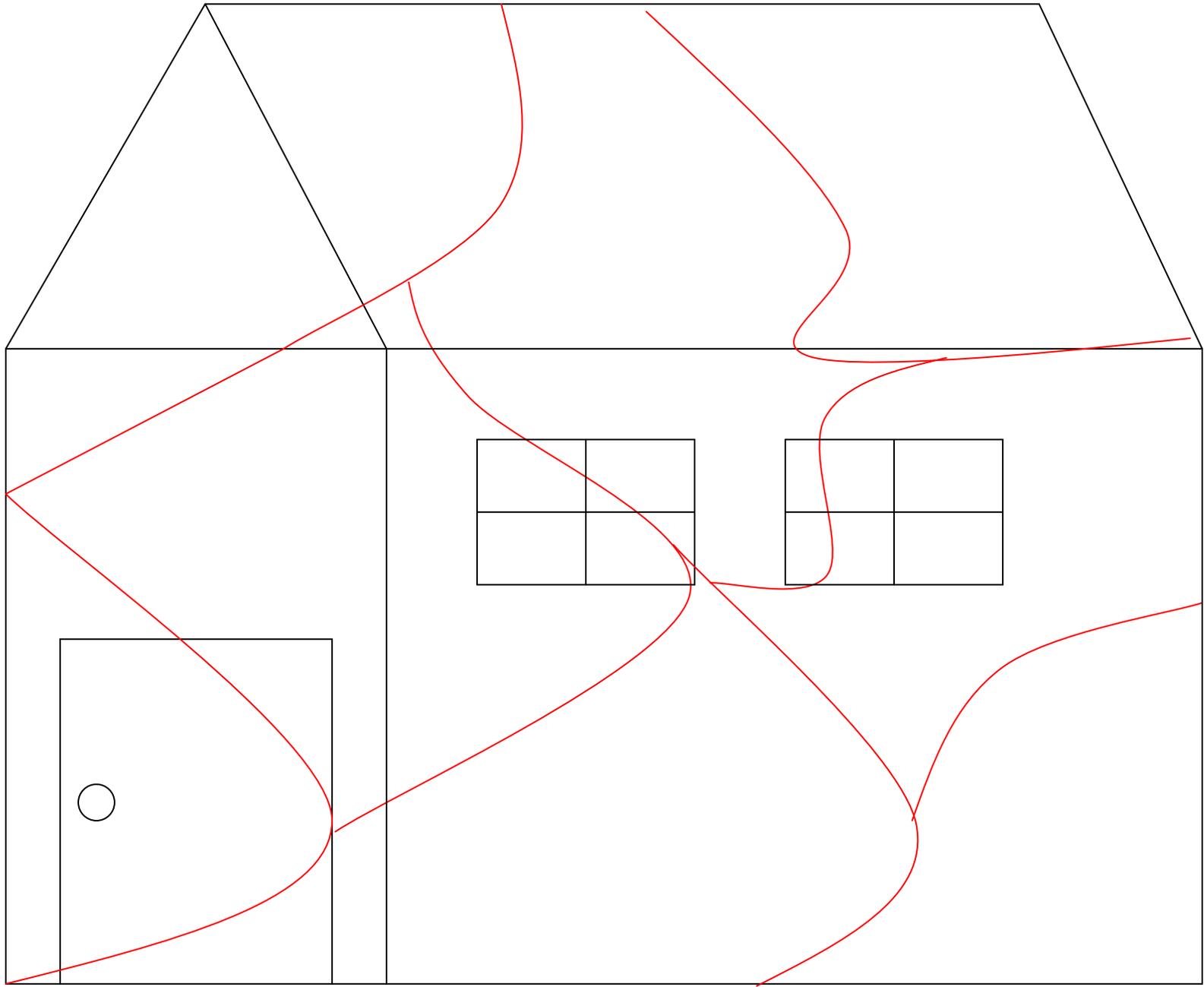
- Parents, how do you take care of yourselves? What do you need to take better care of yourselves?

### This Week's Roadwork:

My Feel Good Box (see below)



# Responsibility Puzzle



## More to Think about...



### Tips for readjusting responsibilities

- ◆ Everyone should agree about the responsibilities each person has in the family.
- ◆ Responsibilities expected of each family member should be fair and make sense for the child's age.
  - Sit family members down together and look at all the responsibilities that have been written on the house puzzle pieces.
  - Now think about a day for your family. Are there any responsibilities that are not getting done, or that create a problem within the family?
  - If so, address the person who's responsible for that chore or duty. Ask them why they are not able to meet their responsibilities.
  - Try to talk about it using respectful communication and find a solution that works for everyone, so the responsibility will be fulfilled.
  - If the child feels they have too many responsibilities, think about whether that may be true.
  - See if a chore may not be getting done because of things that are taking away the child's attention in the home (i.e., TV, video games, loud talking, etc.). They may need some space for quiet work. Or, if the child doesn't want to start homework immediately, allow them a set period of time (15 mins.) to rest, play, watch T.V., etc. before starting homework.)

### Setting a Good Example...As parents, it is our job to set a good example for our kids!

- ◆ When you say you'll be at your child's school play or help with a science project or homework, make sure you do it!
- ◆ When making family decisions, include your child (age appropriately). Remember these decisions will affect your child as well. You may make the final decision, but children are more likely to cooperate if their opinion has been heard.
- ◆ Explain your decisions to your children! If they know why you decided something or said 'No', then they will understand and learn from it and are much less likely to 'fight' it.



## Roadwork:

### My Feel Good Box



**Instructions:** Family members create a box or bag full of things that you need to take good care of yourself now or in the future. It can contain favorite food items, special pictures, candles, poems, etc. Make sure you include items that make you feel good on a day when you need it most.

These are the things inside of my box:

---

---

---

---

---

---

---

---

---

---

# Relationships Session 7

## Family Social (10 min.)

## Review Roadwork (5 min.)



- What was it like to ‘fill’ your “Feel Good Box”? What was in yours?

## Let’s Talk about Relationships (10 min.)



- Why is having a good relationship just as important as things like rules and responsibilities?
- What would it mean to have a good relationship between a parent and a child?
- Name a time when you had fun together as a family:

(Hint 😊 Spending fun time together is one way to improve our relationships.)

## Family Activity: Family Time Calendar (10 min.)

- Families break into family groups to fill out the “Family Time Calendar” (next page).
- Families come up with fun things to do together that don’t cost much money.

Suggestions: 😊

--Eat dinner together

- Go to the park
- Play a board game
- Do a puzzle together
- Have a picnic at a playground

## Let’s Share (10 min.)



- Families share their ideas for having fun together with the whole group.
- What are some rules around Family Time? It’s important to not take family time away as punishment.
- What gets in the way of Family Time?
- Can you have fun together if you have been angry with each other?

## Let’s Play (15 min.)

Charades!!



- Families take turns acting out one activity they enjoy doing together, and group members guess what they are doing.

## This Week’s Roadwork

Have Fun! (see below)





## Family Time Calendar

SUNDAY	MON	TUES	WEDS	THURS	FRIDAY	SATURDAY

Choose an activity to do this week as a family. Put it on this week's calendar!

Some Family Time rules are:

---

---



## More to Think about...

### Suggestions for Family Fun

#### A list for Families:

- ❖ Plan a picnic in the park/day in the park/ barbecue.
- ❖ Go to beach or local swimming pool.
- ❖ Theme parks (Rye Playland, Coney Island, Six Flags).
- ❖ Set up a movie, game, and a special treat night.
- ❖ Play a video game with your child.
- ❖ Go Ice-skating (Winter) or
- ❖ Bike Riding (Summer/Spring).
- ❖ See famous sights around the city
- ❖ Take a trip to a museum.

#### A List for Kids:

- ❖ Karate Class
- ❖ Dance Class
- ❖ Sports Teams (tennis, basketball, baseball)
- ❖ Swimming
- ❖ Boys and Girls Club
- ❖ Girls Inc.
- ❖ Boys/Girls Scouts
- ❖ Go to the park and hang out with younger siblings





## Roadwork:

Have Fun!



1. Do the Family Activity this week that you put on the Family Time Calendar during the session.

How was it?

---

---

2. Look at the Family Monthly Calendar (next page) and start to plan some fun activities for the month!

# Family Calendar

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday

Family time rules are: \_\_\_\_\_

# Family Review

## Session 8

### Family Social (10 min.)

Parents complete surveys (see Appendix)

### Review Roadwork (5 min.)

- What family activity did you do? How did it go?



### Family Review Activity (25 min.)

- The group is divided into pairs of families
- Families take turns interviewing each other and record the answers they receive to the following questions:



(HINT: 😊 Let the kids ask/answer the questions too!)

What is your **Family Goal** from Session 1?

\_\_\_\_\_

How is this going for you? Are you achieving your Family Goal? (mark one)

YES    NO    NOT SURE YET

What are some things getting in the way of you achieving your Family Goal?

\_\_\_\_\_

What is going well with **Rules** in your family?

\_\_\_\_\_

Do you need help with Rules in your family?

YES    NO

Explain: \_\_\_\_\_

What is going well with **Responsibilities** in your family?

\_\_\_\_\_

Do you need help with Responsibilities in your family?

YES    NO

Explain: \_\_\_\_\_

What is going well with **Respectful Communication** in your family?

\_\_\_\_\_

Do you need help with Respectful Communication in your family?

YES    NO

Explain: \_\_\_\_\_

What is going well with **Relationships** in your family?

\_\_\_\_\_

Do you need help with Relationships in your family?

YES    NO

Explain: \_\_\_\_\_

What other questions or concerns do you have right now?

### Let's Share what We Learned about Each Other (20 min.)

- Families take turns presenting the family they interviewed. Kids participate too!
- Tell the group how the family is doing with their goal and the 4 R's.
- Other families may suggest new strategies for putting the 4 R's to work at home.

**This Week's Roadwork:**  
Mid-Term Celebration!





## Mid~Term Celebration!



It's time to celebrate being halfway through The 4 R's and 2 S's for Strengthening Families Program. You've done such great work—you deserve a special family party!

First select an evening when every member of the household will be home.

Then choose a menu or special meal that allows the entire family to share in the preparation- setting the table or preparing food together. Pizza and ice cream sundaes are a favorite for many!

Everyone sits down to dinner together, with no distractions like the TV.

As you enjoy your special meal, go around the table and have each person say one positive thing about each of the other family members.

Talk as a family about what you have learned, about yourselves and each other, since attending this program.

Most importantly, HAVE FUN!!

# Dealing with Stress at Home

## Session 9

### Family Social (10 min.)

### Review Roadwork (5 min.)



- Were you able to have a mid-term celebration with each other? How was it?

### Let's Share: Kids and Parents (15 min.)

For this activity, first we break into two groups—kids and parents, and facilitators ask each group:

- What stresses you out every day?
- Facilitators write children's and parents' answers on separate newsprint.
- Now the whole group rejoins to share answers.
- Do any of the stressors on either list surprise you??
- How do you deal with stress in your lives right now?

(HINT: 😊 good communication and family support helps!)

### Let's Practice: Family Role Play (20 min.)

- First, write one thing that often stresses your family out (for example, getting out of the house on time):



- One family volunteers to **role play** the situation in front of the whole group. (More families can role play their situation if there is time.)
- The group comes up with ideas for how the family can deal with the problem better — keeping the 4 R's in mind!
- The family repeats their role-play, using the ideas of the group to solve the problem.

### Family Activity: Family Self-Care Plan (see next page) (10 min.)

- In family groups, families work on their self-care plan.
- This can be finished as part of Roadwork, if there's not enough time during the session.

### This Week's Roadwork



Try out the Family Self-Care Plan (see below)

# Family Self-Care Plan



1. Write 2 ways to reduce stress at home:

- \_\_\_\_\_
- \_\_\_\_\_

2. What is something you can do (to feel better) when you are stressed out?

Parents: \_\_\_\_\_

Kids: \_\_\_\_\_

3. Write 3 things you can do as a family to have fun together:

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_





Try out Your Self-Care Plan  
Pick one from #3 in your Self-Care Plan to do **THIS WEEK** to have fun  
together as a family!

(Finish making the plan if you ran out of time in the  
session)

How did it go?

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# Building Families Up

## Session 10

### Family Social (10 min.)

### Review Roadwork (5 min.)



- How did it go using the Family Self-Care Plan?

### Let's Talk about Relationships (10 min.)



- How are family relationships going?
- Remember, relationships are easier if you focus on the positives in each other, rather than the negatives.

😊 You are all wonderful families, working hard to make positive change!

### Let's Build Each Other Up (15 min.)



- Write your name on the “build me up” handout (next page) and pass it to the right.
- Write one positive quality about the person whose name is on the paper in front of you.

- The papers get passed around the room until each person has the original paper with his or her name on it.
- Now enjoy reading all the positive things people have said about you!



### Certificates (10 min.)

- We split into separate parent and child groups for this activity.
- The children make a certificate (see below) stating one positive thing about their parents while the parents do the same thing for their children.
- Parents and children give each other their certificates.
- Hang them up at home for everyone to see!

### Let's Share (10 min.)

- How does it feel to see what's on your certificate and build me up sheet?
- In general, how does it feel to focus on positive things —about your family and family members?
- Positive family interactions lead to more positive behaviors in children.
- Have you seen any progress at home on your Family Goals from Session 1?

### This Week's Roadwork:



Your Family Flag (see below)



## “Build Me Up”

Name:

---

(Pass around and everyone writes one positive thing about you in the space below.)

*This Certificate is presented to*



*for*

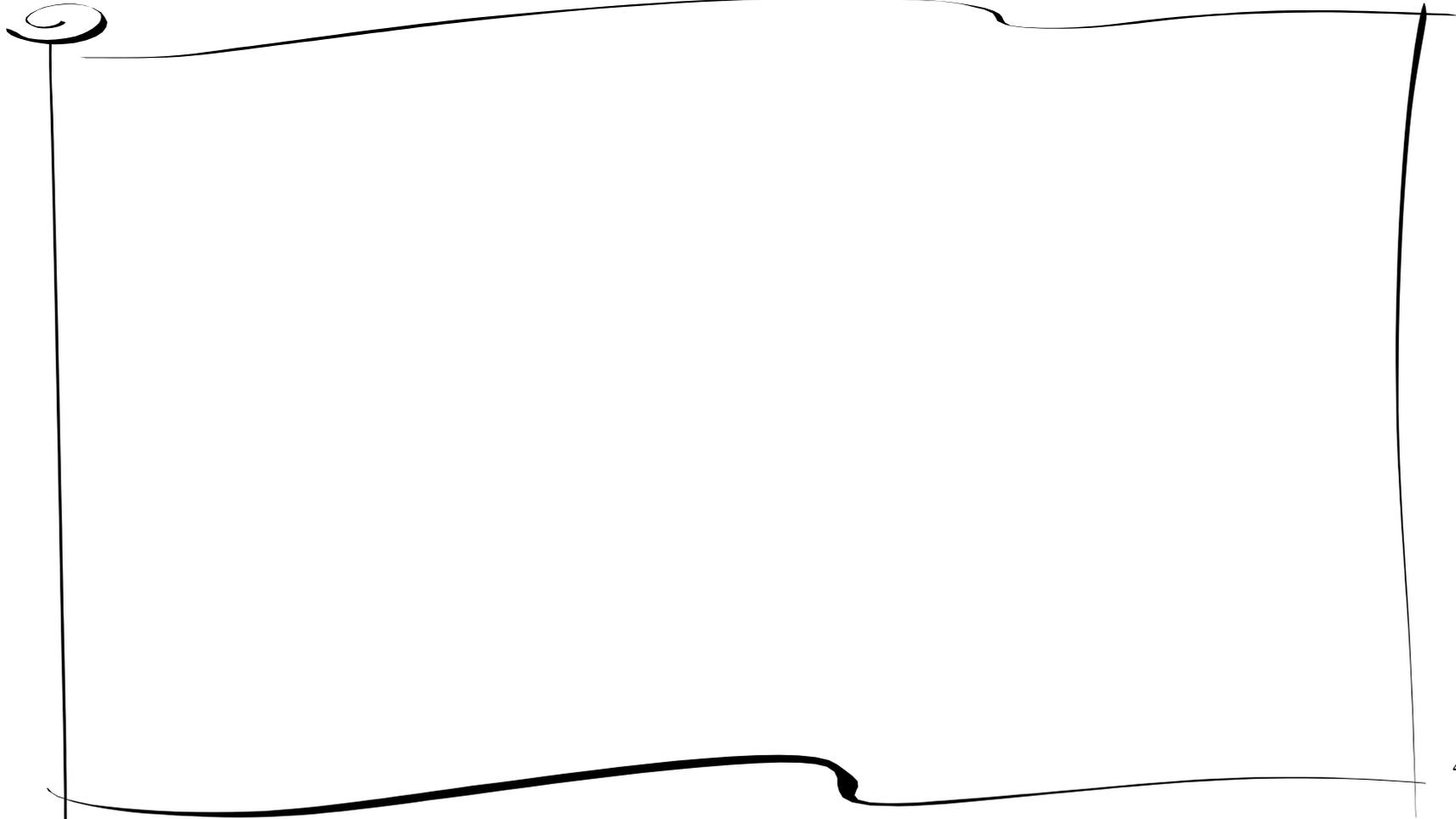


*Signed,* \_\_\_\_\_ *Date:* \_\_\_\_\_



## Roadwork: Your Family Flag

Set up a time during the week where your family will work together to design a family flag, which will be shown to everyone in the next session. Show what your family is all about. Be creative!



# Everybody Gets a Chance to Be Heard

## Session 1 1

### Family Social (10 min.)

### Review Roadwork (5 min.)



- Families put up their family flags around the room
- What was it like to make a family flag?

### Let's Review: Respectful Communication (5 min.)

- What makes a good listener?
- How does it feel not to be listened to?



### Let's Practice (5 min.)

- In family groups, one child talks to his/her parent for 5 minutes uninterrupted, using the Express Yourself Skills.
- Parents practice their listening skills.

(HINT: 😊 tone of voice, body language, eye contact, and listening all matter!)

### Family Drawing Exercise (15 min.)

- Each family gets two pieces of paper and several crayons (one color for each family member).
- On Sheet 1: **WITHOUT TALKING**, for 5 minutes families draw one



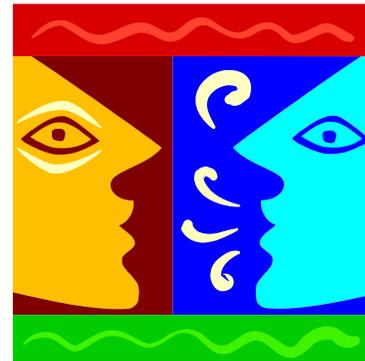
picture together, for example, a house, park or school.

- On Sheet 2: families can talk while they draw a picture together.



- Compare the two pictures.

- What was it like to work together without talking?



### Family Communication Game (see next 2 pages) (20 min.)

- Parents and children separate into groups.
- Facilitators pass out the child and parent questions.
- Take a few minutes to answer the questions.
- Now it's time to compare answers!
- How well are you communicating?

### This Week's Roadwork:



Listening Exercise (see below)

# Family Communication Game Kids' Sheet

Who is your parent's best friend?

---

What is your parent's favorite food?

---

What is your parent's favorite thing to do as a family?

---

What is your parent's favorite T.V. show?

---

## Family Communication Game Parents' Sheet

Who is your child's best friend?

---

What is your child's favorite food?

---

What is your child's favorite thing to do as a family?

---

Is there a place your child goes where there are no adults?

---



## Roadwork: Listening Exercise

Practice communicating at home using respectful communication and listening skills. Take a few minutes one day during the week when parents and kids sit down together. Kids should talk with their parents about a topic of their choice. Then write below the topic that you talked about.



**This is the topic we discussed this week:**

---

---

---

# Everybody Does Their Share to Solve Family Problems

## Session 12

### Family Social (10 min.)

#### Review Roadwork (5 min.)



- Was it easy or difficult to do the Listening Exercise? Why?

#### Let's Talk about Responsibility for Solving Family Conflicts (5 min.)



- Every family member can help solve family problems
- Parents always have more responsibility than kids, but if kids are involved too, they learn valuable life skills.
- Including kids in family problem-solving encourages positive behavior.

#### Family Activity: How Do We Solve Family Problems? (15 min.)

##### First, answer these questions in family groups:

Describe a recent family problem that you've had:

---

---

- **Kids:** In what way did you help solve the problem?
  - ignored the problem
  - used an R
  - admitted your mistake
  - got angry
  - other

- **Parents:** In what way did you help solve the problem?

- ignored the problem
- used an R
- admitted your mistake
- got angry
- other

- In your family group, talk about what happened and about what each one of you needs in order to make better choices.



#### Let's Role Play! (25 min.)

- Each family thinks of a problem at home having to do with the 4 R's (rules, responsibilities, relationships, or respectful communication).
- Families identify additional stressors that come up while dealing with a problem at home (for example, having to get somewhere on time, a child in your family is sick or hurt, etc.).
- Families take turns role-playing a problem with an additional stressor.
- While a family role-plays, other group members hold up an R sign to suggest the family use that R to solve the problem.

(Remember: 😊 If you use the 4 R's, you can handle whatever additional stressors come along at home!)

#### This Week's Roadwork

The 4 R's Review (see below)





# Roadwork The 4 R's Review



## The Four R's:

Rules

Responsibility

Relationships

Respectful Communication

Write one problem that came up during the week:

---

If you used an R to solve the problem, circle which one you used:

Rules

Responsibilities

Relationships

Respectful Communication

Describe how you used the R:

---

---

If you didn't use an R, think back on what happened and circle which R you might have used:

Rules

Responsibilities

Relationships

Respectful Communication

Describe how you might have used the R:

---

---

# Who Can We Turn to (Building Supports)?

## Session 13

### Family Social (10 min.)

### Review Roadwork (5 min.)



- Did any problems come up last week? If so, were you able to use the 4 R's to solve them?

### Let's Talk about Our Group (5 min.)

- There are only 2 sessions left after tonight.
- How do you feel about the group ending?



### Let's Share: Who Are Our Supports?

(5 min.)

- When we have problems, we need supports to help us.
- Families have been relying on each other for support every week. Remember, you can continue to do this after the group is over.

### Family Activity: The m&m Game (20 min.)

Let's figure out who our supports are by playing the m&m game.



Facilitators pass out a bag of m&m's to each family, and families divide the m&m's among members.

- Parents and kids use their m&m's to represent people who support them (for example, other family members, friends, teachers, agencies).
- You can use the different colors to represent different types of supports in your life (relatives, friends, church, etc.)
- Write 2 ways that kids and parents support each other:

1. \_\_\_\_\_

2. \_\_\_\_\_

### Family Practice Exercise (5 min.)

- Write up your supports on the "Resources for Support" handout (next page).

(Hint: 😊 Don't forget our group!)

### Let's Talk about Supports (10 min.)

- What is one area where your family needs extra support right now?

\_\_\_\_\_

- How can you use some of your supports to help with this?

\_\_\_\_\_

### This Week's Roadwork:



Using Your Supports (see below)



# Resources for Support Handout



Use the STAR to fill in who you go to for support. Include your children's supports, too. Add as many lines as you need!

**Family/  
Friends**

---



---



---

**School**

---



---

**Neighborhood**

---



---

**Other** **Place of Worship**

---



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## Roadwork: Using Your Supports



This week, use at least one of the supports you listed in the Resources for Support Handout (the star). In other words, when you are having some kind of difficulty this week, turn to one of your supports by, for example, calling a friend to talk, asking a family member for help, contacting a teacher at your child's school, or calling a neighborhood agency.

Describe the experience below:

This week I used \_\_\_\_\_ as a support when I was having difficulty with \_\_\_\_\_. It was really \_\_\_\_\_ to get help from this support.

Or, write about your experience here:

---

---

---

# Dealing with Environmental Stressors/Finding Resources

## Session 14

### Family Social (10 min.)

#### Review Roadwork (5 min.)



- How did you use your supports this week?

#### Let's Share: Kids and Parents (20 min.)

- Kids and parents break into separate groups to talk about things outside the family (environmental) that stress them out.
- Examples: a fire in the neighborhood, community violence, school cutbacks, national events like 9/11 or Hurricane Katrina. Write a couple of them down here:

---

---

- Return as a whole group to share your environmental stressors.
- Sometimes parents and kids don't realize what things out in the world stress each other out.



- How do we find resources to help us deal with these kind of stressors?

#### Let's Empower through Role Play (20 min.)



- Group members pick an agency that they are familiar with.
- With a partner, group members role-play calling the agency for help with something.
- Practice asking the person who answers the phone questions about what services the agency offers, what languages are spoken there, and what days/hours the agency is open.
- Don't be discouraged! Keep pressing for the answers you need.

#### Let's Choose a Topic or Activity for Next Week's Session (5 min.)

- In next week's session, we have time for a discussion or activity of your choice. We can talk more about any/all of the 4 R's, have an open discussion, do a relaxation exercise, or something else that you suggest. What would you like to talk about or do?

#### This Week's Roadwork:



A Song for the Road





## Roadwork

### A Song for the Road



You made a Family Flag a few weeks ago. Now it's time for a family song!!

Work together—parents and kids—to create a little song that describes your family. You can put it to a familiar tune, like Row, Row, Row your Boat or Twinkle, Twinkle Little Star.

Have FUN with it and get ready to perform for the whole group!!

Write the lyrics here:

---

---

---

---

Sung to the tune of: \_\_\_\_\_



# How Did the Group Go?

## Session 15

### Family Social (5 min.)

### Review Roadwork (5 min.)



- Would anyone like to share their family song?

### Let's Review (5 min.)

- Facilitators briefly review the 4 R's and 2 S's.

### Let's Talk about our Group

(20 min.)



- Group members take a few minutes to fill out the "My Group" handout (next page).
- How does it feel that the group is ending?
- What was the hardest thing about the group?
- What was the best thing about the group?

### Let's Talk about \_\_\_\_\_

(10 min.)

- Last week, we decided on a topic for our last discussion/activity period. You chose it, and now we'll do it!!

**Parents, please take the last 15 minutes to complete the final survey (see Appendix).**

# My Group

## MFG



1. I feel \_\_\_\_\_ that my group is coming to an end.

2. The hardest thing about group was:

\_\_\_\_\_.

3. The best thing about group was:

\_\_\_\_\_.

4. One thing I learned about myself in the group is:

\_\_\_\_\_.

5. Part of me is \_\_\_\_\_ that group is over, but I also feel \_\_\_\_\_.

6. It was \_\_\_\_\_ making new friends.

7. I felt \_\_\_\_\_ being in this group with members of my family.

8. If I were running the group, I would have more

\_\_\_\_\_ and less \_\_\_\_\_.

9. These are some things I want to say to the group:

\_\_\_\_\_

\_\_\_\_\_.

# Ending Celebration

## Session 16

### Family Social (5 min.)

#### Let's Share Our Thoughts about the Group (10 min.)

- Did families enjoy the activities, discussions, roadwork?
- What is ONE WORD that the group has meant to you?

#### Let's Talk about the Future (10 min.)



- What other help do you need to continue to do well?
- What potential obstacles are on the horizon?
- How can we overcome these obstacles so that we continue working together as a family?
- Families pass around and fill in the Family Contact List (see below).
- Continue to stay in touch with each other! Set up a time to meet together for a group event, such as a potluck dinner.

#### Let's Celebrate What We've Accomplished (10 min.)

- Presentation of Certificates.
- Congratulations to all of you, you've done a fantastic job!!



#### A Poem in Closing (5 min.)

"Children Learn What They Live" by Dorothy Law Nolte, Ph.D. (see below)



**Please complete the final surveys if you did not do so during the last session (see Appendix).**



## **Children Learn What They Live**

**By Dorothy Law Nolte, Ph.D, Copyright ©1972**

**If children live with criticism, they learn to condemn.**

**If children live with hostility, they learn to fight.**

**If children live with fear, they learn to be apprehensive.**

**If children live with pity, they learn to feel sorry for themselves.**

**If children live with ridicule, they learn to feel shy.**

**If children live with jealousy, they learn to feel envy.**

**If children live with shame, they learn to feel guilty.**

**If children live with encouragement, they learn confidence.**

**If children live with tolerance, they learn patience.**

**If children live with praise, they learn appreciation.**

**If children live with acceptance, they learn to love.**

**If children live with approval, they learn to like themselves.**

**If children live with recognition, they learn it is good to have a goal.**

**If children live with sharing, they learn generosity.**

**If children live with honesty, they learn truthfulness.**

**If children live with fairness, they learn justice.**

**If children live with kindness and consideration, they learn respect.**

**If children live with security, they learn to have faith in themselves and in  
those about them.**

**If children live with friendliness, they learn the world is a nice place in  
which to live.**

*This Certificate of Achievement  
is presented to:*

---

*for participating in The  
4 R's and 2 S's for Strengthening Families  
Program!*

*Signatures:* \_\_\_\_\_

*Date:* \_\_\_\_\_

# Family Contact List



Name	Phone Number	Other way to reach me?	Best time to reach me?

Our Group Meet-up will be on \_\_\_\_\_ at \_\_\_\_\_

# Appendix

## Surveys

# Session 1 Survey

Please complete the following questions and hand in to your group facilitator. Agency/ClinicID# \_\_\_\_\_  
 Child ID \_\_\_\_\_(PRE) Family ID \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**CAREGIVER Information**

1) Relationship to the child: \_\_\_\_\_

2) Date of Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

3) Gender: M F

4) Race/ethnicity: (circle all that apply)

White/Caucasian      Black/African American      Asian      Hispanic/Latino  
 Native American      Other: \_\_\_\_\_

5) What language do you speak at home? (circle one)

Only English      Only Native Language      Mostly English/Some Native Language  
 Mostly Native Language/ Some English      Half English/ Half Native Language

6) Highest education level: (circle one)

8th grade or less      Some College      Some High School      Completed College  
 Completed High School/GED      Some Graduate/ Professional School or higher

**CHILD Information**

1) Date of Child's Birth: \_\_\_\_/\_\_\_\_/\_\_\_\_

2) Child's Gender: M F

3) Child's Race/ethnicity: (circle all that apply)

White/Caucasian      Black/African American      Asian      Hispanic/Latino  
 Native American      Other: \_\_\_\_\_

**Please read each statement and decide how much you think the items describe your child now. (IA Crs)**

Statement	Not at All	Just a Little	Pretty Much	Very Much
1. Fidgeting				
2. Hums and makes other odd noises				
3. Excitable, impulsive				
4. Inattentive, easily distracted				
5. Fails to finish things he or she starts (short attention span)				
6. Quarrelsome				
7. Acts "smart"				
8. Temper outburst - behavior explosive and unpredictable				
9. Defiant				
10. Uncooperative				

Please complete the following questions and hand in to your group facilitator. Agency/ClinicID# \_\_\_\_\_  
 Child ID \_\_\_\_\_(PRE) Family ID \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Please read each statement below and decide how well it describes your family. (FAD-GF)**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Planning family activities is difficult because we misunderstand each other.				
2. In time of crisis we can turn to each other for support.				
3. We cannot talk to each other about sadness we feel.				
4. Individuals are accepted for what they are.				
5. We avoid discussing our fears and concerns.				
6. We can express feelings to each other.				
7. There are lots of bad feelings in the family.				
8. We feel accepted for what we are.				
9. Making decisions is a problem for our family.				
10. We are able to make decisions about how to solve problems.				
11. We don't get along well together.				
12. We confide in each other.				

**Please mark the degree to which you agree or disagree with the following statements about yourself (PSI-DS)**

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I often have the feeling that I cannot handle things very well.					
2. I find myself giving up more of my life to meet my children's needs than I ever expected.					
3. I feel trapped by my responsibilities as a parent.					
4. Since having this child I have been unable to do new and different things.					
5. Since having a child I feel that I am almost never able to do things that I like to do.					
6. I am unhappy with the last purchase of clothing that I made for myself.					
7. There are quite a few things that bother me about my life.					
8. Having a child has caused more problems than I expected in my relationship with my spouse (male/female friend).					

Please complete the following questions and hand in to your group facilitator. Agency/ClinicID# \_\_\_\_\_

Child ID \_\_\_\_\_ (PRE) Family ID \_\_\_\_\_ Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
9. I feel alone and without friends.					
10. When I go to a party I usually expect not to enjoy myself.					
11. I am not as interested in people as I used to be.					
12. I don't enjoy things as I used to.					

Please respond to the following questions about yourself. (PHQ-2)

Over the past 2 weeks, how often have you been bothered by any of the following problems?	Not at All	Several Days	More than Half the Days	Nearly Every Day
1. Little interest or pleasure in doing things				
2. Feeling down, depressed, or hopeless				

**Thank you! Please take out these 3 pages from your manual and hand in to your group facilitator.**

# Session 15 Survey

Please complete the following questions and hand in to your group facilitator. Agency/ClinicID# \_\_\_\_\_  
 Child ID \_\_\_\_\_(Post) Family ID \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Please read each statement and decide how much you think the items describe your child now. (IA Crs)**

Statement	Not at All	Just a Little	Pretty Much	Very Much
1. Fidgeting				
2. Hums and makes other odd noises				
3. Excitable, impulsive				
4. Inattentive, easily distracted				
5. Fails to finish things he or she starts (short attention span)				
6. Quarrelsome				
7. Acts "smart"				
8. Temper outburst - behavior explosive and unpredictable				
9. Defiant				
10. Uncooperative				

**Please read each statement below and decide how well it describes your family. (FAD-GF)**

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree
1. Planning family activities is difficult because we misunderstand each other.				
2. In time of crisis we can turn to each other for support.				
3. We cannot talk to each other about sadness we feel.				
4. Individuals are accepted for what they are.				
5. We avoid discussing our fears and concerns.				
6. We can express feelings to each other.				
7. There are lots of bad feelings in the family.				
8. We feel accepted for what we are.				
9. Making decisions is a problem for our family.				
10. We are able to make decisions about how to solve problems.				
11. We don't get along well together.				
12. We confide in each other.				

Please complete the following questions and hand in to your group facilitator. Agency/ClinicID# \_\_\_\_\_  
 Child ID \_\_\_\_\_(Post) Family ID \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Please mark the degree to which you agree or disagree with the following statements about yourself (PSI-DS)

Statement	Strongly Disagree	Disagree	Not Sure	Agree	Strongly Agree
1. I often have the feeling that I cannot handle things very well.					
2. I find myself giving up more of my life to meet my children's needs than I ever expected.					
3. I feel trapped by my responsibilities as a parent.					
4. Since having this child I have been unable to do new and different things.					
5. Since having a child I feel that I am almost never able to do things that I like to do.					
6. I am unhappy with the last purchase of clothing that I made for myself.					
7. There are quite a few things that bother me about my life.					
8. Having a child has caused more problems than I expected in my relationship with my spouse (male/female friend).					
9. I feel alone and without friends.					
10. When I go to a party I usually expect not to enjoy myself.					
11. I am not as interested in people as I used to be.					
12. I don't enjoy things as I used to.					

Please respond to the following questions about yourself. (PHQ-2)

Over the past 2 weeks, how often have you been bothered by any of the following problems?	Not at All	Several Days	More than Half the Days	Nearly Every Day
1. Little interest or pleasure in doing things				
2. Feeling down, depressed, or hopeless				

Thank you! Please take out these 2 pages from your manual and hand in to the group facilitator.

