



FOR STRENGTHENING FAMILIES



A PROGRAM TO MANAGE CHILD BEHAVIORAL DIFFICULTIES

INDIVIDUAL FAMILY MANUAL

Acknowledgements

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Individual Manual Session Outline

- Session 1 Welcome to Your 4 Rs and 2 Ss Family Program?
- 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 Program Go?
- Session 16 Ending Celebration

Welcome to Your 4 Rs and 2 Ss Family Program?

Session 1

Family Check-In (10 min.)

Let's Get Started (10 min.)

- Why are we here?
- What would your family like to accomplish in this program?

Our Session Rules (10 min.)

- We make rules together so that our sessions run smoothly and caregivers and children feel valued and safe.
- What rules do you think will help us do this?

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

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

Let's Get Organized (5 min.)

- Sessions will always begin with the Family Check-In and a review of "Roadwork".
- Roadwork is work done between sessions while at home or on the go—wherever and whenever 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 discussions and a lot of fun activities. Families 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 Talk about Family Strengths and the 4 Rs (25 min.)

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



- Reasons why responsibilities are important in a family:

- Reasons why relationships are important in a family:

- Reasons why respectful communication is important in a family:

This Week's Roadwork
Make a Family Goal (see below)



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. Caregivers play a huge part in deciding which rules are right for which age child. Also, caregivers 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 caregivers have responsibilities within their families. Everyone has some say in how a family runs. Caregivers 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, caregivers are able to know what their kids are doing and feeling. Kids can feel better supported by their caregivers. 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:

Building on Family Strengths

Session 2

Family Check-In (10 min.)

Review Roadwork (5 min.)



- What is your family goal? How was making the goal with each other?

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: Three Wishes!

Each person pretends that a magic fairy has visited them and agrees to grant them three wishes. What are they?

Caregiver: 1. _____
2. _____
3. _____

Child: 1. _____
2. _____
3. _____

Provider/Leader's wishes for family:
1. _____
2. _____
3. _____

Let's Talk about STRESS (15 min.)

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



- 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.)

- Worry Tree Relaxation Exercise (see below).

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

- Kids and caregivers write their worries on the Worry Tree (see below).
- Deep Breathing Exercise.

This Week's Roadwork



Identifying Your Family Members' Strengths (see below)

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.
- Learn to Relax.
- 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 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.

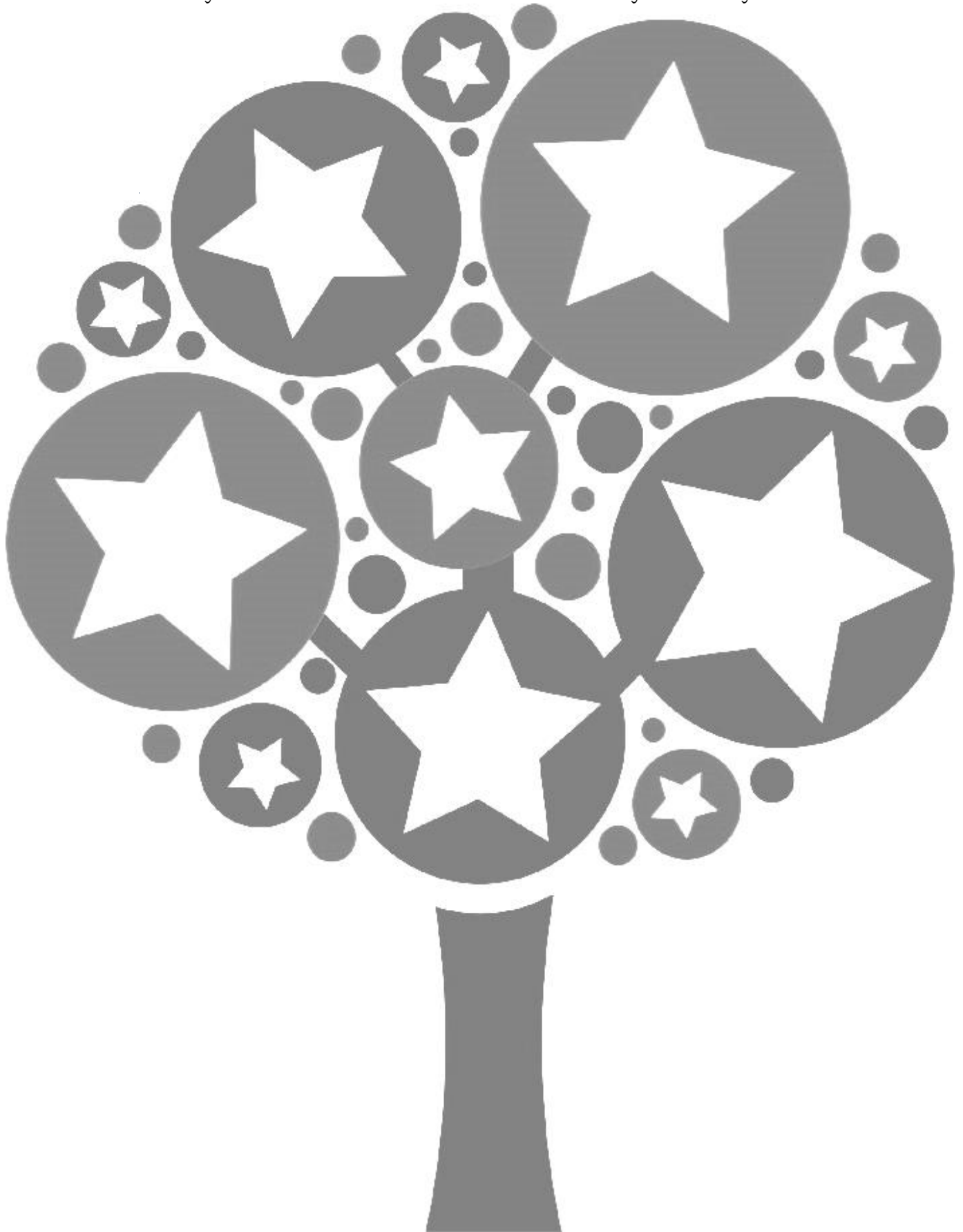
Deep Breathing Exercise

Relaxation exercises are very beneficial to your body and your mind. They do two main things: 1. Slow down your breathing and 2. Help you feel less stress by increasing the oxygen in your body.

Instructions:

1. Close your eyes or focus on one point in the room.
2. Take a normal breath - in your nose with your mouth closed
3. Exhale slowly with your mouth closed
4. When you exhale, say the word **CALM** or **RELAX** or **CHILL** (or whatever word you'd like to use) very slowly
5. Count slowly to 5 and do it again (try it at least 5 times)
6. Practice this exercise a few times a day, starting with when you wake up and at bedtime.

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



More to Think about...



How Caregivers 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. Caregivers can talk with teachers and find out how kids are dealing with stress at school. Teachers and caregivers can work together to think of ways to help their children. Children need the attention, approval and affection of their caregivers, and clear and reasonable expectations from both caregivers 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. Caregivers are role models. Talk about how you handle stress and demonstrate effective ways of dealing with it.

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



Roadwork:

Identifying Your Family Members' Strengths



Caregivers → 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 _____

Child's Name _____ Strength _____

Child's Name _____ Strength _____

Child's Name _____ Strength _____

Child's Name _____ Strength _____

Child's Name _____ Strength _____

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

Parent's Name _____ Strength _____

Parent's Name _____ Strength _____

Parent's Name _____ Strength _____

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 seven 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."

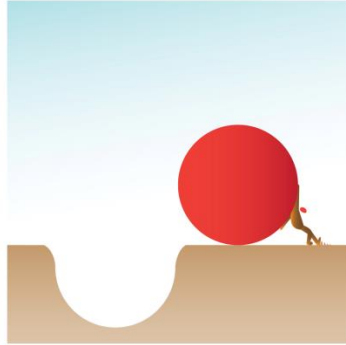
Consequences and Rewards:

- 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?

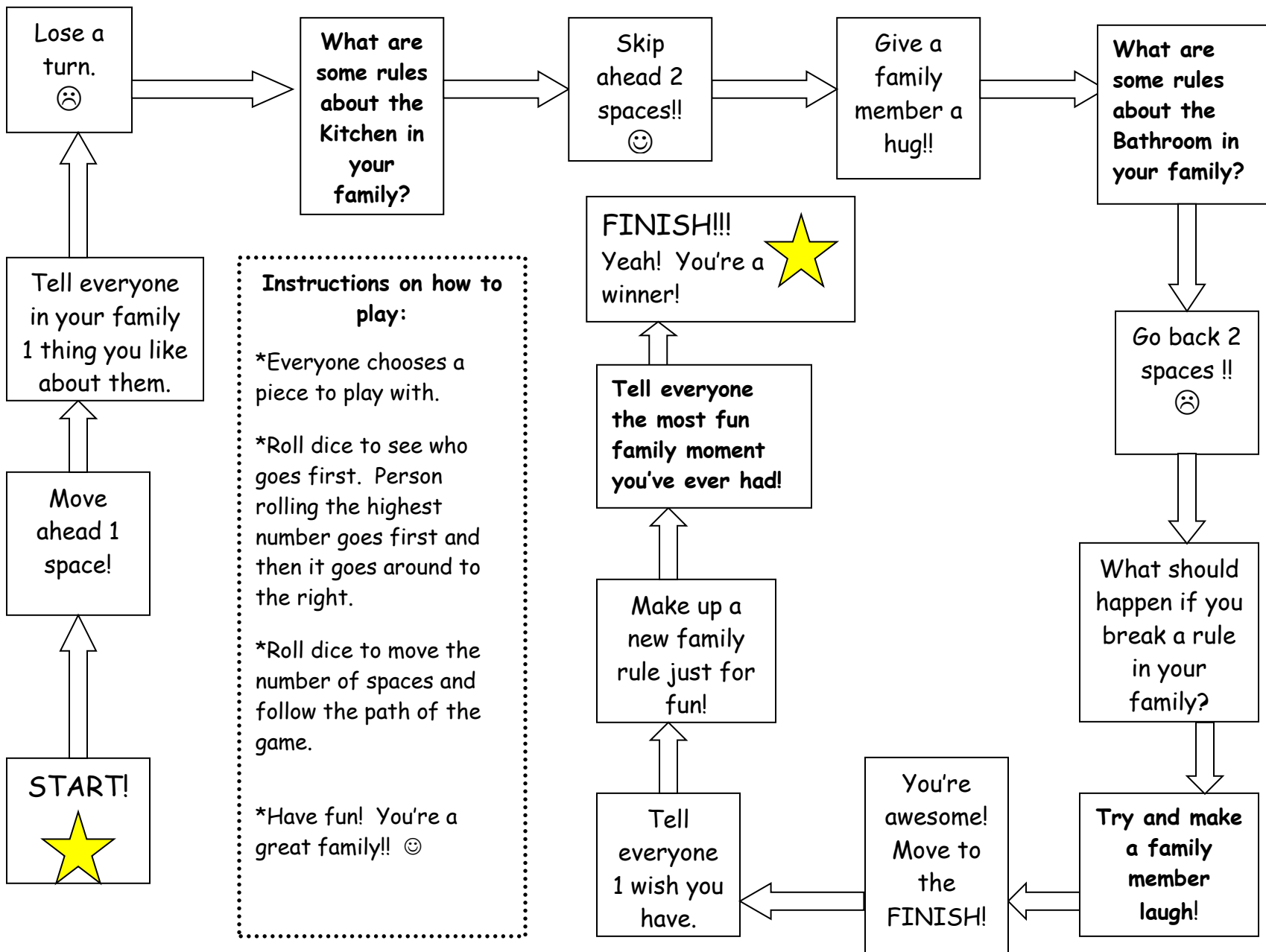
Rule: _____

Reward: _____







Consequence: _____

How did this go?

Family Rules Board Game



Family Playing Pieces

- 
- 
- 
- 
- 
- 

Problem-Solving Broken Rules

Session 4

Family Check-In (10 min.)

Review Roadwork (5 min.)



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

- How did it go with the rule?

Let's Talk about 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 (5 min.)

- How do we know rules are not working?
- What do you think is going wrong?

Let's Practice: Family Toolbox Activity (20 min.)

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

Tools for Fixing Rules:

- Decide on a rule that is not working right now.
- Apply the following tools to the rule:

Your Tool Box!



Our rule is:

Is the rule **age appropriate**?



Yes or No? Because:

Is the rule **clear and specific**?



Yes or No? Because:

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?
- What are 3 things that get in the way of being consistent with rules?
 1. _____
 2. _____
 3. _____

Let’s Make a System of Rules (10 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!

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)

BEHAVIOR CHART							
TAKING CARE OF ME	M	TU	W	TH	F	SA	SU
I brushed my teeth							
I washed my hands before meals							
I finished my food at every meal							
I went to bed on time							
MY MANNERS							
I listened to my caregivers/caregivers							
I used good manners when I ate							
I said "Please" and "Thank You"							
I was nice to my siblings							
AT SCHOOL							
I listened to my teachers							
I completed my assignments							
I finished my homework							
JUST PLAYIN' AROUND							
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							
HOME SWEET HOME							
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.

1 TICKET	1 TICKET	1 TICKET	1 TICKET	1 TICKET
1 TICKET	1 TICKET	1 TICKET	1 TICKET	1 TICKET
1 TICKET	1 TICKET	1 TICKET	1 TICKET	1 TICKET
1 TICKET	1 TICKET	1 TICKET	1 TICKET	1 TICKET
1 TICKET	1 TICKET	1 TICKET	1 TICKET	1 TICKET
1 TICKET	1 TICKET	1 TICKET	1 TICKET	1 TICKET

Respectful Communication

Session 5

Family Check-In (10 min.)



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 caregivers?
- Why would the word “respect” be in front of “communication”?
- How can caregivers set a good example?

Let's Share Our Thoughts about Respectful Communication: (15 min.)

For this activity, we first ask the children and then the caregivers their thoughts about communication.

Questions for the kids:

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

Questions for the caregivers:

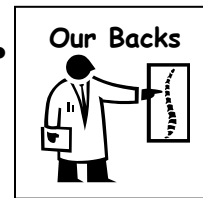
- What can you do so that your children know that you are listening to them?
- When is the best time for your children to ask you for something they want?
- What can you do so that your kids come and talk to you when they need help?

As a family: Are we communicating with each other in the best way possible?

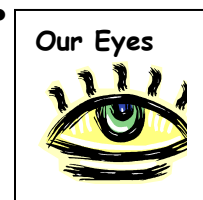
Let's Practice: Express Yourself Skills (10 min.)

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

Let's do this together!



We use our backs to stand or sit up straight.



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.



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



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.)

Family members role-play a situation where a rule was broken, or a conversation between a caregiver and child about something that happened at school, using the “Express Yourself” Skills.



HAVE FUN!!



This Week's Roadwork:



“How Was Your Day?” (see below)

More to Think about...



Communication Tips for Caregivers

(This document is from 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 caregivers 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?”



Caregivers:

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

Date: ___ ___ / ___ ___ / ___ ___

Kids:

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

Date: ___ ___ / ___ ___ / ___ ___

Responsibility at Home and School

Session 6

Family Check-In (10 min.)

Review Roadwork (5 min.)



- What was it like for caregivers 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.)

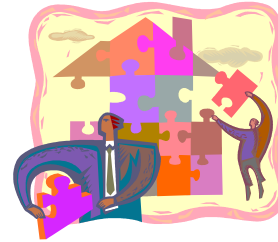
- 2 responsibilities of the caregiver(s) in our family are:

- 2 responsibilities of the kids in our family are:

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

Let's Practice (15 min.)

The Family House Puzzle



- The leader distributes the house puzzle pieces.
- The family members each get an equal amount of puzzle pieces.
- Family members write one task that they think they are responsible for at home
- Now family members put the puzzle together!

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?



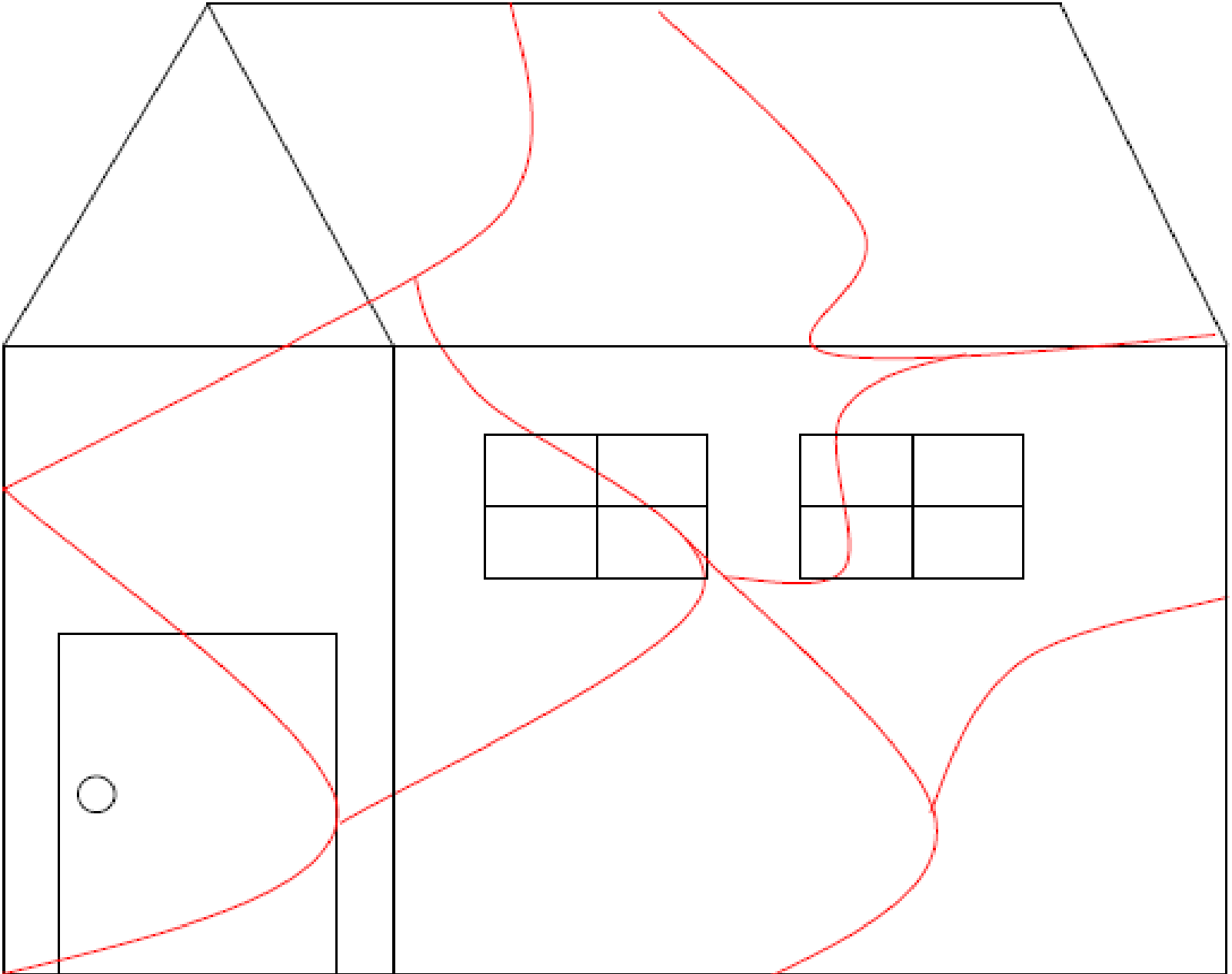
- Caregivers, how do you take care of yourselves? What do you need to take better care of yourselves?

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 caregivers, 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 Check-In (10 min.)

Review Roadwork (5 min.)



- Name one item inside of your 'Feel Good Box'.

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 caregiver 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 (20 min.)

- It's time 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



- 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!!



- Family members
Take turns acting out one activity they enjoy doing together, and the others 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 your town or 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 Check-In (5 min.)

Review Roadwork (5 min.)

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



Family Review Activity (35 min.)



(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 else do you think you need help with right now?

What other questions or concerns do you have right now?

Discuss new strategies for putting the 4 Rs to work at home.

This Week's Roadwork:
Mid-Term Celebration!



****Use time left to complete
8-Week Surveys****

Roadwork



Mid-Term Celebration!



It's time to celebrate being halfway through the 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 beginning this program.

Most importantly, **HAVE FUN!!**

Dealing with Stress at Home

Session 9

Family Check-In (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 Caregivers (15 min.)

For this activity, we ask each caregiver and child to make a list of "What stresses you out every day?"

- Do any of the kids' stressors surprise the caregivers?
- Do any of the caregivers' stressors surprise the kids?
- How do you deal with stress in your lives right now?

(HINT: 😊 good communication and family support helps us feel less stressed!)

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):



- Now act out this situation with each other.
- Now, brainstorm as a family how you can better deal with this situation by using the 4 Rs and 2 Ss skills.
- Repeat the role-play using the new ideas to solve the problem.

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

- It's time to work on your family 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?

Caregivers: _____

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?

Building Families Up

Session 10

Family Check-In (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 a wonderful family and it's wonderful that you are working hard to make positive changes!

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



- Each family member and leader writes his/her name on the "build me up" handout (next page) and passes it to another family member.
- Write two positive qualities about the person whose name is on the paper in front of you.

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



Certificates (10 min.)

- Each child makes a certificate (see below) stating one positive thing about their caregiver(s) while the caregiver(s) do the same thing for each child.
- Caregivers 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 to other family members and they each write two positive things about you in the space below.)

This Certificate is presented to



for

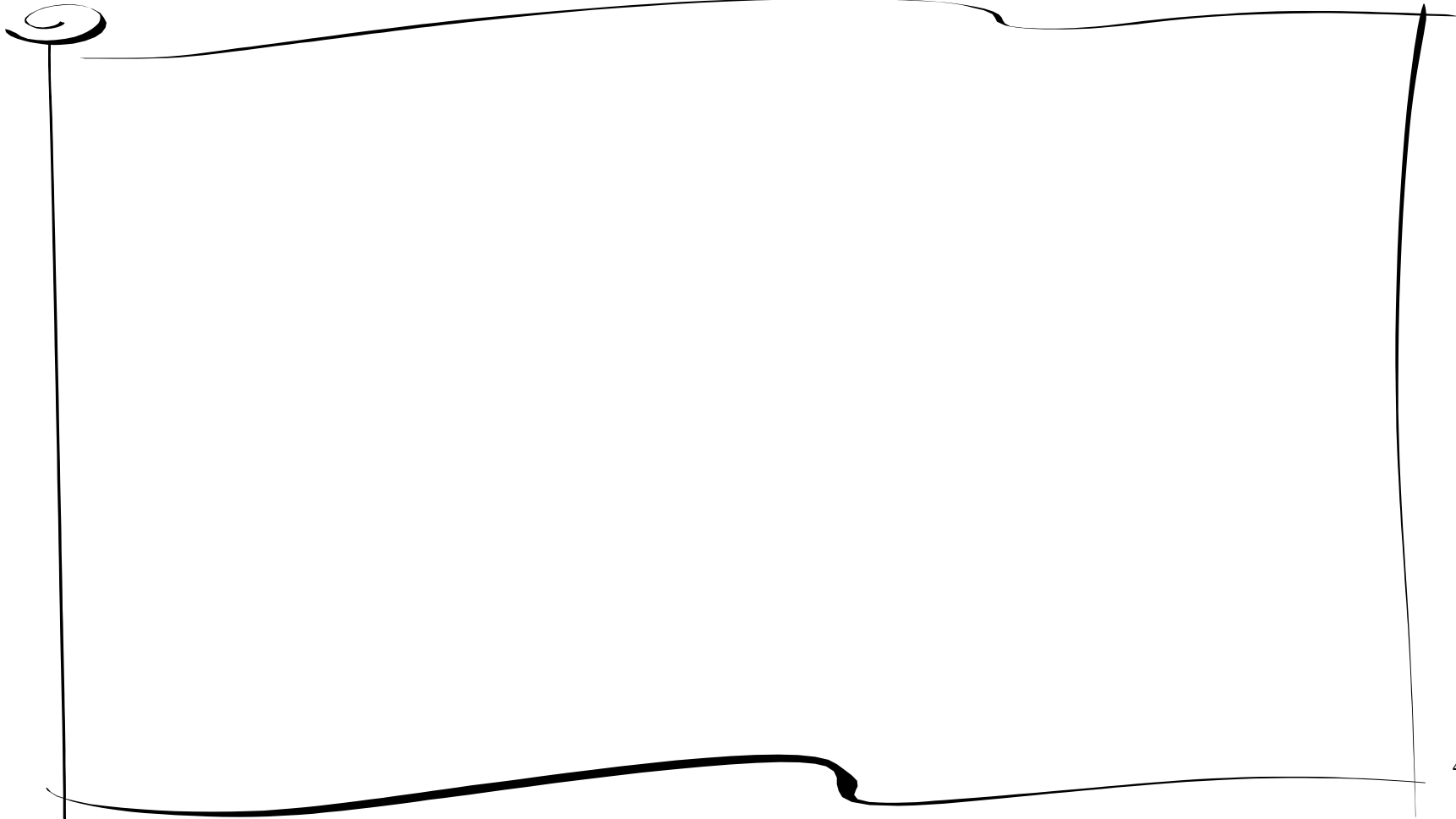


Signed, _____ *Date:* _____



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 discussed in the next session. Show what your family is all about. Be creative!



Everybody Gets a Chance to Be Heard

Session 1 1

Family Check-In (10 min.)

Review Roadwork (5 min.)



- 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.)

- A child talks to his/her caregiver about anything for 5 minutes uninterrupted. Use your Express Yourself Skills!
- Caregivers practice their listening skills.

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

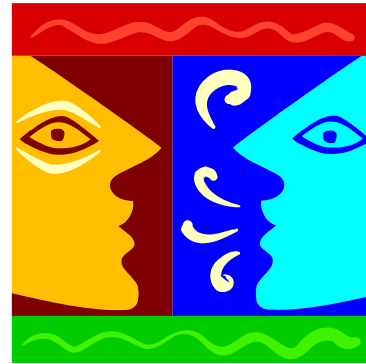
Family Drawing Exercise (15 min.)

- The family gets two pieces of paper and several crayons (one color for each family member).
- On Sheet 1: WITHOUT TALKING,



for 5 minutes, family members draw one picture together, (for example, a house, park or school).

- On Sheet 2: family members can TALK while they draw a picture together.
- Compare the two pictures; Differences, Similarities?
- What was it like to work together without talking?



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

- Caregivers and children separate and answer the questions about each other on the game sheets (see below).
- 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 caregiver's best friend?

What is your caregiver's Favorite food?

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

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

Family Communication Game Caregivers' 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 and sit down together. Kids should talk with their caregivers about a topic of their choice. Then write below the topic that you talked about.



**This is the topic we discussed this week
with each other in my family:**

Everybody Does Their Share to Solve Family Problems

Session 12

Family Check-In (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
- Caregivers 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 as a family:

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

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

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

- Talk about what happened and about what each one of you needs in order to make better choices.

Let's Role Play! (25 min.)



- Think of a problem at home having to do with the 4 Rs (rules, responsibilities, relationships, or respectful communication).
- 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.)
- Role-play the problem with an additional stressor and practice dealing with the problem using the 4 Rs.

(Remember: 😊 If you use the 4 Rs and 2 Ss skills, you can handle whatever additional stressors come along at home!)

This Week's Roadwork

The 4 Rs and 2 Ss Review
(see below)





Roadwork

The 4 Rs and 2 Ss Review



The 4 Rs and 2 Ss:

- Rules
- Responsibility
- Relationships
- Respectful Communication
- Stress Relief
- Support

Write one problem that came up during the week:

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

- | | | |
|---------------|--------------------------|---------------|
| Rules | Responsibilities | Stress Relief |
| Relationships | Respectful Communication | Support |

Describe how you used the R or S:

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

- | | | |
|---------------|--------------------------|---------------|
| Rules | Responsibilities | Stress Relief |
| Relationships | Respectful Communication | Support |

Describe how you might have used the R or S:

Who Can We Turn to (Building Supports)?

Session 13

Family Check-In (10 min.)

Review Roadwork (5 min.)



- Did any problems come up last week? If so, were you able to use the 4 Rs or 2 Ss to solve them?

Let's Talk about Our Program (5 min.)

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



Let's Talk about Supports (5 min.)

- When we have problems, we need supports to help us.
- Discuss a recent problem in your family. Who did you turn to for support?

Family Activity: The M&M Game (15 min.)

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



- The leader gives the family a bag of M&M's to divide amongst the members.

- Caregivers 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 caregivers support each other:

Family Practice Exercise (10 min.)

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

Let's Talk about Using 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 problem?

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

School **Neighborhood**



Friends **Place of Worship**



Roadwork: Using Your Supports



This week, use at least one of the supports you listed in the Resources for Support Handout (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 Check-In (10 min.)

Review Roadwork (5 min.)



- How did you use your supports this week?

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

- Kids and caregivers 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:

- Sometimes caregivers 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 kinds of stressors?

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



- Pick an agency that you are familiar with. Note: This activity is mostly for caregivers but kids can learn as well. Kids can practice asking for help with a teacher or school counselor.
- Pretend that you are 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 Rs or 2 Ss, 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—caregivers 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 at the next session!!

Write the lyrics here:

Sung to the tune of: _____



How Did the Program Go?

Session 15

Family Check-In (5 min.)

Review Roadwork (5 min.)



- How did it go making up a family song?

Let's Review (10 min.)

- The leader and family members briefly review the 4 Rs and 2 Ss.

Let's Talk about our Experience with the Program

(25 min.)



- Take a few minutes to fill out the “My Family Program” handout (next page).
- How does it feel that your program is ending?
- What was the hardest thing about the program?
- What was the best thing about the program?

Let's Talk about _____

(15 min.)

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

My Family Program



1. I feel _____ that this program is coming to an end.

2. The hardest thing about this program was:

_____.

3. The best thing about this program was:

_____.

4. One thing I learned about myself while in this program is:

_____.

5. Part of me is _____ that this program is over, but I also feel _____.

6. I felt _____ being in this program with members of my family.

7. If I were running the program, I would have more

_____ and less _____.

8. These are some things I want to say to my leader:

Ending Celebration

Session 16

Family Check-In (5 min.)

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

- Did you enjoy the activities, discussions, and roadwork?
 - What is ONE WORD that the program has meant to you?
-
- How are you feeling about your Family Goal? Did you accomplish it? What do you need in order to accomplish it?

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?

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

- Presentation of Certificates
- Congratulations! 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)



****Use time left to complete the 16-Week Surveys****



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 Rs and 2 Ss Family Program!*

Signatures: _____

Date: _____

