

FACILITATOR'S GUIDE TO CONDUCTING THE 4 Rs AND 2 Ss FOR STRENGTHENING FAMILIES (4 Rs & 2 Ss) WITH A FAMILY

ABOUT THE 4 Rs and 2 Ss

4 Rs-♦RULES♦RESPECTFULCOMMUNICATION
♦RELATIONSHIPS♦RESPONSIBILITY
2 Ss-♦STRESS♦SOCIAL SUPPORT

THE 4 Rs AND 2 Ss PROGRAM MAY SHOW:

- Increased family cohesion
- Increased family communication
- Decreased reports of oppositional defiant behaviors
- Decreased child inattention
- Decreased problematic parent-child interactions
- Families stay in treatment longer
- Decreased parenting stress

GROUND RULES

It's best to have family members create their own ground rules. Some common ground rules completed in Session 1 but can be changed if needed:

- ♦ ONE PERSON TALKS AT A TIME
- ♦ TREAT EACH OTHER WITH RESPECT
- ♦ THIS IS A SAFE PLACE TO SHARE

CORE COMPETENCIES CHECKLIST

ENGAGEMENT AND MOTIVATIONAL TECHNIQUES

- Connect R or S of the day to family goal
- Use reflective listening and empathic responding (avoid judgmental and critical comments)
- Emphasize the benefits of discussing the R or S of the day
- Make inspiring comments that promote hope and empowerment
- Express appreciation for each participants' efforts
- Use of 'we' throughout the session to promote collaboration between clinician and family
- Adapt discussion and activity as needed to engage child(ren)

EDUCATIONAL/TEACHING TECHNIQUES

- Respectfully assist family members to stay on topic with the R or S of the day
- Make concepts understandable for children
- Clarify ideas via examples relevant to family
- Use questions to check on comprehension and to encourage participation of family members

FAMILY STRENGTHENING TECHNIQUES

- Reframe negative ideas/beliefs around family and behavior
- Model behavior via activities
- Provide specific feedback to each family member
- Provide positive reinforcement comments to each member and describes the progress made by family members
- Help family create positive ways of relating to each other

CLINICAL SKILLS and FAMILY THERAPY TECHNIQUES

- Engage and orient the family to the session and process
- Create emotional safety with ground rules and engagement
- Identify, recognize, and state areas of common ground
- Elicit problem-solving or feedback from other family members
- Focus on strengths and reinforce any positive interactions
- Validate and empower family members
- In session, assist family's connection with each other
- Encourage family's perspective in each session

CONDUCTING THE 4 Rs & 2 Ss PROGRAM

THE BEGINNING OF A 4 Rs & 2 Ss SESSION

Family Check-In and Roadwork Review

STATE: Take a few minutes to settle in and check in with each other.

ASK: What was one of the important points you took away from the last session?

CHECK: Were you able to complete the ROADWORK? What was your experience?

Agenda

STATE: Today we are talking about an R or S called ___ that starts on page __ of your workbook.

STATE: The plan for today includes discussing and sharing information on this R or S, practicing with your family, and trying it at home using the Roadwork.

THE MIDDLE OF A 4 Rs & 2 Ss SESSION

Let's Talk and Let's Share

ASK: Let's begin by discussing what experience family members have had with this R or S. What does the R or S mean to you? Why is this R or S important?

ASK: 'Let's Talk'- Who would like to begin talking about this R or S?

ASK: 'Let's Share'- Who would like to share their thoughts or ideas with this R or S? Do you have any questions about the R or S?

STATE: One of the goals of the 4 Rs & 2 Ss program is to make sure everyone gets a chance to be heard and relate the R or S to your family life. The 'Let's Talk' and 'Let's Share' gives us all an opportunity to do this.

Let's Practice

STATE: Another important part of the 4 Rs & 2 Ss program is taking what has been discussed and then practicing with your family. It may be helpful for us to go through the practice together. Afterwards, we will discuss what you have learned and practiced.

ASK: What was your experience with the 'Let's Practice' activity?

Note: Some practice activities are role plays or activities where kids and parents work separately.

THE END OF A 4 Rs & 2 Ss SESSION

Roadwork Assignment

STATE: Another very important component of the 4 Rs & 2 Ss program is providing families the opportunity to practice the R or S at home to continue positive changes throughout the week.

ASK: How do you feel about today's session? What was one important point you took from today's session? How was it helpful to you?

STATE: "I'd like to share my thoughts about today's session." [Place emphasis on positive feedback and reinforcement (focusing on strengths) for all efforts and behaviors that contributed to the group. Also, direct participants to the 'More to Think About' page.



SESSION LAYOUT

This can serve as the agenda for each session:

- ~Family Check-in-use to check in with families to discuss issues that may have arisen for family during the week
- ~Review Roadwork-discuss how families completed the roadwork and problem-solve any issues; serves as summary of last session
- ~Let's Talk-usually introduces a new topic; use as group discussion and be interactive, not didactic
- ~Let's Share-discussion or activities on how topic affects their own family
- ~Let's Practice-family practice activity
- ~This Week's Roadwork-activities to practice at home and completed during the week
- ~More To Think About-extra 'for your information' sheets; does not have to be discussed in session but can be useful for families between sessions.

SPECIAL CONSIDERATIONS

- With one family, the discussion around the topics and activities can delve much deeper and allows for additional problem-solving and processing.
- The child with the identified problem is essentially revealing that there is something not going well in the family system. Therefore, understanding the family as a dynamic system in which the behavior of each family member affects and is affected by the behavior of the others is very important.
- When conducting these family sessions, one runs the risk of easily getting sidetracked with other crises or issues that arise for families. It is important to address any urgent concerns or issues. However, it's also important to progressively continue with the session content week by week. There is greater flexibility in management of program sessions with one family and it is important to stay on topic and keep with the momentum.

SESSION SUPPLIES

Worksheets for activities are included in the manuals; however, the following supplies are also required for some of the activities:

- paper (to take notes during groups- this helps facilitate discussions)
- markers/crayons pencils/pens small scissors tape
- Session 3: cut out pieces for the game and get dice or use numbers to move spaces
- Session 6: house picture cut up into puzzle pieces
- Session 13: packets of M&M's

ENGAGEMENT PRACTICES

- Families are the experts on their own family.
- Facilitators are experts in the curriculum.
- Focus on family-strengths.
- Meet families where they are.
- Every family member is important.
- Weekly telephone calls are an integral part of the program and the engagement process.

KEEP IN MIND....

- ★ This program has been designed specifically for school-aged children (7-11 yrs old) who have been diagnosed with Oppositional Defiant Disorder (ODD) or Conduct Disorder (CD)
- ★ Sessions provide time for families to practice togetherness and communication.
- ★ Change is a process and does not happen overnight.
- ★ Maintain an *ASKING STANCE* to insure that the 4 Rs & 2 Ss program respects the cultural, religious and personal perspectives of family members
- ★ The **VALUES OF CHANGE** include:
 - FAMILY CENTERED:** Focus on the family and each individual family member's strengths, talents, interests, values and beliefs.
 - INVOLVEMENT:** Family members (parents, siblings, primary caretakers, etc.) are encouraged to attend all sessions together. Emphasize interactions, focus on strengths and expertise of family members.
 - CHOICE:** Focus on family's identifying, evaluating, and choosing options.
 - HOPE AND GROWTH POTENTIAL:** Belief in each person's potential to learn and grow. Build confidence by supporting step by step progress.

MANAGING THE 4 Rs AND 2 Ss SESSIONS

Some important considerations for providers:

- Monitoring and adjusting the pace of each session
- Balancing delivery of content with individual family member's agenda and pace
- Managing children's behavioral challenges
- Assisting family members in managing inter-family conflict respectfully and safely
- Attending to how each family member is doing throughout each session
- Drawing out members, particularly children, who may not be as active in their participation.

Providers engage and collaborate with families to address their challenges as they arise.

Keep children and caregivers working together on the activities to complete them.

Providers can effectively manage child behavior by assigning them special tasks and by modeling appropriate responses for their caregivers, such as giving the children positive attention, listening to their feelings, and establishing firm boundaries.

Prevent escalation of behaviors by assisting family in regulating emotions

Focus on creating new positive patterns for families.

WEB BASED RESOURCES

McSilver Institute for Poverty, Policy, & Research

www.ftnys.org

Federation of Families for Children's Mental Health

www.ffcmh.org