



### Objectives:

- To review the importance of routines and structure in daily family life.
- To discuss aspects of routines that support healthy individual and family functioning.
- To identify family routines that are and are not working and modify ones that are not.



### Threads:

- This session is about deliberate practice of daily routines. It incorporates notions of planning, problem-solving, and follow-through. It stresses taking control of the things that a family can take control of in their family life.
- The skill of building successful routines is introduced and will be reinforced in later session as the families build relaxation and safety routines.
- Sequencing which is a skill used both for routines and narrative is also practiced during this session.
- The Family Job Chart exercise highlights the fact that each member of the family needs a job/role and can contribute to the family's success. This is another important component of family functioning that extends beyond routine to storytelling and resilience (building self-efficacy).



### Preparation:

- Send out postcard to remind families of group.
- Prepare all materials.
- Food and facilities planning and preparation.
- Decide on facilitators' roles.
- Update on the status of each family in the group.
- Anticipate any problems that might arise during the session.



### Homework Due:

- Completed Diary



### Session Overview:

Activity 1	Family Meal	30 Minutes
Activity 2	Sharing Diaries	30 Minutes
Activity 3	Developing Routines	30 Minutes
Activity 4	Family Job Chart	20 Minutes
Activity 5	Closing	10 Minutes



### Homework to be Assigned:

- Complete Job Charts
- Observation



### Materials:

Tables (1 for each family)  
Centerpieces  
Nameplates and session schedules (1 for each family)  
Place settings/Napkins  
Nutritious meal/Drinks  
Stick-ums in 5 different colors  
Game timer  
Sequencing cards  
Star stickers (1 pack for each family)  
Paper  
Pens/Pencils/Crayons/Markers



### Handouts:

Conversation Prompts	M1.S3.Prompts (Avery 5371)
Diary	M1.S3.Diary
Routine Category Cards	M1.S3.Routines.Cards (Avery 5371)
Daily Routines Worksheet	M1.S3.Daily.Routines.WS
Teen Routines Worksheet	M1.S3.Teen.Routines.WS
Family Job Chart	M1.S3.Family.Job.Chart
Your Child and Feeling Scared Observation	M1.S3.Scared.Observation
Family Rating Form	M1.S3.Feedback
Participant Log	M1.S3.Log
Clinician Rating Form	M1.S3.Clinic.Measures



### Posters:

Rules Poster	Group.Rules.Poster
Daily Schedule	M1.S3.Daily.Schedule



### Books:

*The Kissing Hand* or *Un Beso en la Mano*

## Activity 1: Family Meal

30  
Minutes**Goals:**

- To facilitate an intimate family interaction.
- To increase awareness of the importance of routine within each family.

**Materials:**

Tables (1 for each family)  
Centerpieces  
Nameplates and session schedules (1 for each family)  
Place settings/Napkins  
Nutritious meal/Drinks  
Video camera, remote microphones, and tapes [Research groups only]

**Handouts:**

Conversation Prompts

**Posters:**

Rules Poster

**Instructions:**

Facilitators prepare room by setting tables (one for each family). A simple centerpiece for each table is a nice touch. A nameplate and schedule for the session's activities are also placed on each table. Hang poster with group rules listed in a prominent place where all the families can see it.

Food should be pre-cooked and ready to serve. Food can be served buffet or family style.

**Latino Adaptation:** Facilitators welcome families at the door and engage in small talk with families before start of group.

Parent(s) gather their children around a table and share a meal together. Before serving the food:

**Lead Facilitator:** *Estamos muy felices de que estén con nosotros esta noche. Comencemos. We are so happy to have you back with us tonight. Let's begin.* Proceed with ritual planned by the group. Review rules, tonight's agenda, check-in, thanks to the cook and conversation prompts.

**Co-Facilitator \_\_\_\_\_:** *Comer una comida juntos es un buen momento para hablar con miembros de la familia y tener conversaciones casuales. Pero, a veces, es difícil para las familias saber de qué hablar. Para ayudar con eso, ustedes podrían usar estas tarjetas para hacerse preguntas los unos a los otros o hablar acerca de las ideas que hay en ellas. Cada familia tendrá un grupo de tarjetas. Intenten usarlas; otras familias pensaron que eran muy divertidas. Eating a meal together is a good time to talk with family members and have a casual conversation. Sometimes, though, it is hard for families to know what to talk about. To help with that, you might want to ask each other the questions or talk about the ideas on these cards. Each family will get a set. Try them out; other families thought that they were a lot of fun.*

**Note 1:** Facilitators encourage and model appropriate conversation, sharing, and supervision of children. Facilitators try several methods to stimulate conversation including joining the family and modeling or use of conversation prompts. A facilitator might stop at the table of a family and offer encouragement, praise, and suggestions for managing different situations (behavior management, cueing, discipline). Work with families on interactions/behaviors occurring “in the moment”. Remember to be sensitive to and empowering of the parent(s).

**Note 2:** One facilitator should take on the role of process monitor making sure that the session runs smoothly and proceeds in a timely fashion. The process facilitator should encourage families to start finishing their dinner and cleaning up their tables after about 20 minutes to make sure that this activity is finished within 30 minutes and the group is ready to begin the next activity on time.

## Activity 2: Sharing Diaries



30  
Minutes



### Goals:

- To identify the importance and role of routine in daily family life.
- To identify family routines that are and are not working.



### Materials:

Completed Diaries  
Stick-ums in different colors for each family



### Handouts:

Diary



### Posters:

Daily Schedule



### Instructions:

**Lead Facilitator:** *Esperamos que hayan disfrutado su cena. Ahora es momento de comenzar nuestras actividades para esta noche. Si observan el horario ahora, les diré un poco acerca del grupo de hoy. We hope you enjoyed your dinner. It is now time to begin our activities for tonight. If you will look at the schedule now, I will tell you a little bit about tonight's group.* Proceed with introducing each activity briefly.

**Co-Facilitator** \_\_\_\_\_: *Quiero empezar con una actividad diseñada para que las familias compartan sus diarios. Les pedimos que escriban en sus diarios por varios días durante la semana pasada y que lo traigan con ustedes esta noche. I want to start with an activity designed for families to share your diaries. We asked you to fill out diaries for several days during the past week and bring them back with you tonight.* Let each family that brought theirs back show the group by holding them up at their table for everyone to see. Hand out a set of stick-ums to each family. Each family should have a different color. *Por favor, revisen su diario y escriban algunas de sus actividades diarias en papeles adhesivos. Si ustedes empiezan el día desayunando, entonces escriban esa actividad en un papel*

**adhesivo.** Please, look through your diaries and write some of your daily activities on stick-ums. If you start the day by having breakfast, then you would write that on one stick-um.

**Co-Facilitator** \_\_\_\_\_: Give the families about 10 minutes to complete this. *Ahora, nos gustaria completar el poster del Horario Diario. Comencemos por la mañana, ¿Cómo empiezan sus días? A qué familia le gustaría empezar? Por favor, mostremos nuestro respeto por cada familia escuchándoles. Pasen, coloquen sus notas adhesivas en el poster y dígnanos cómo empiezan su día. ¿Cómo se sienten después? La mañana pasa fácilmente?* Now, we would like to complete the Daily Schedule poster. Let's start in the morning, how do you start your days? Which family would like to go first? Please, let's show our respect for each family, by listening to them. Come, put your stick-ums on the poster, and tell us how you start the day. How do you feel then? Does the morning go smoothly?

Try to point out routines. Look for times that went smoothly and/or areas with conflict and make connections about routine or lack thereof. Encourage each family to take a turn. Give lots of praise to each family as they share.

**Note 1: Facilitators who are not talking should spread around the room, monitoring families' reactions and level of participation. A facilitator might stop at the table of a family and offer encouragement, praise, and suggestions for managing different situations (behavior management, cueing, discipline). Work with families on interactions/behaviors occurring "in the moment". Remember to be sensitive to and empowering of the parent(s).**

### Activity 3: Developing Routines



30  
Minutes



#### Goals:

- To discuss aspects of family routines that support healthy individual and family functioning.
- To identify and modify dysfunctional family routines.



#### Materials:

Sequencing Cards  
Game Timer



#### Handouts:

Routine Category Cards  
Daily Routines  
Teen Routines



#### Books:

*The Kissing Hand* or *Un Beso en la Mano*

**Instructions:**

**Lead Facilitator:** *Ahora es momento de dividirnos en pequeños grupos. Recuerden cada facilitador tomará un grupo distinto, uno con los adultos, otro con los adolescentes, otro con los niños mayores, otro con los niños menores y otro con los bebés. Comencemos formando estos grupos. It is now time to break into smaller groups. Remember, each facilitator will take a different group, one for the adults, one for the older children, one for the younger children, and one for the babies. Let's begin by forming those groups.* Facilitators gather their groups together. When the groups are formed and quiet, facilitators move one group at a time to their designated areas.

**Lead Facilitator (Adult group):** Hand out “Daily Routines” and lead a discussion for about 10 minutes. Then hand out the “Routine Change Worksheet” and have the adults complete it. Focusing on one or two problem areas (getting ready in the mornings or getting ready for bed in the evening as examples), look at the number of tasks involved, consider the timing and ordering of the tasks, look for an organizing action for establishing the routine. It might work best to talk through the worksheet and have the adults complete it as you talk. another option is to pick one adult to work with and develop a workable routine. Facilitator should begin to wrap up this activity in about 25 minutes.

**Co-Facilitator (Teen group) \_\_\_\_\_:** Hand out “Teen Routines” handout and lead a discussion about for 10 minutes. Then hand out the “Routine Change Worksheet, Adolescent Version” and have the teens complete it. Focusing on one or two problem areas (getting ready in the mornings or getting ready for bed in the evening as examples), look at the number of tasks involved, consider the timing and ordering of the tasks, look for an organizing action for establishing the routine. It might work best to talk through the worksheet and have the teens complete it as you talk. Facilitator should begin to wrap up this activity in about 25 minutes.

**Co-Facilitator (Older Child group) \_\_\_\_\_:** Have the children divide into 2 teams. Read a Routine Category. Have each team write down all of the activities that make up that routine. Use a game timer and give the teams about 1 minute for each. Count up all of the responses.

**Co-Facilitator (Young Child group) \_\_\_\_\_:** Introduce the sequencing cards and let the children each have a turn putting a set in order and telling about it. This will help the children look at the steps to building routine. Sometimes chronically traumatized kids can have difficulties with this task. If this is the case, let them arrange the cards however they think they should go, and then have them tell the story of what was happening. During the course of telling the story, sometimes they realize their mistake, and when this happens, tell them that they can rearrange the cards again if they want to, and encourage the other kids to help.

**Co-Facilitator (Baby group) \_\_\_\_\_:** Separation issues may arise when these very children are asked to leave their mothers/caregivers. Facilitators need to be sensitive to this issue and use strategies to help with separations. Some ideas include having the baby take something of the mother's to the breakout group, having the mother's hug the baby, tell them where they will be and how long they will be apart,

using the “Kissing Hand” book.

Lead the toddlers in a game of “Simon Says” or “Follow the Leader”. Use songs/activities such as “So Early in the Morning” or “This Little Piggy” to engage the babies.

**Note 1: Facilitators for each group should start wrapping up the discussions or games after 25 minutes to allow 3-4 minutes to transition back to the family meeting room.**

### Activity 4: Family Job Chart



20  
Minutes



#### Goals:

- To further develop the idea that family roots are important, that family members grow together and individually, and that the care is needed for each family to fully develop and flower.



#### Materials:

Pens/Pencils  
Star stickers (1 pack for each family)



#### Handouts:

Family Job Charts



#### Instructions:

**Co-Facilitator** \_\_\_\_\_: *Nuestra última actividad esta noche es ayudar a cada miembro de su familia a participar en asegurarse de que las cosas que se necesitan hacer se hagan.* Our last activity tonight is to help everyone in your family take part in making sure that the things that need to get done get done. Hand out the “Job Chart” and have families complete it. Everyone in the family should have a task. This task is best completed by everyone working together, but parents may need to assign some jobs. After 10-12 minutes have families share their job charts with the group. Hand out a package of star stickers to each family to use during the week as all of the chores get done as planned. Make copies of the job charts for distribution in later sessions.

**Note 1: Facilitators can add comments and feedback about cooperation, making everyone feel useful, having realistic expectations of small children, etc.**

### Activity 5: Closing



10  
Minutes



#### Goals:

- To increase sense of group cohesion.
- To practice planning and implementation of rituals and routine.
- To assure continuity from one session to the next.

**Handouts:**

Your Child and Feeling Scared Observation  
 Family Rating Form  
 Participant Log  
 Clinician Rating Form

**Instructions:**

**Lead Facilitator:** *Queremos agradecer a todos por participar en el grupo de esta noche. Ahora, es momento de finalizar esta sesión y al final de cada grupo hacemos unas cuantas cosas para terminar el grupo y prepararnos para el próximo. We want to thank everyone for taking part in tonight's group. It is now time to finish this session and at the end of every group, we do a few things to end the group and to get ready for the next group.*

**Co-Facilitator** \_\_\_\_\_: *¿Hay algo que todavía necesitamos hacer para finalizar las actividades de esta noche? Quiero dejar saber a cada familia que hicieron un muy buen trabajo. Is there anything that we still need to do to finish tonight's activities? I want to let each family know what a good job they did. Tell each family, or a family member, one thing that they did especially well.*

**Co-Facilitator** \_\_\_\_\_: Introduce and review the topic for next week. *La próxima semana empezaremos a hablar de seguridad y cómo hacer que las familias se sientan más seguras. Tomen un momento esta semana para observar las maneras en que expresan que se sienten seguros o que se sienten asustados. Next week we will start talking about safety and how to make families feel safer. Take some time this week to observe ways that you express both feeling safe and feeling scared. Handout "Observations". Recuerden traer de vuelta sus tablas de trabajo cubiertas con adhesivos para que podamos ver como todos trabajaron juntos! Remember to bring back your job charts covered with stickers so that we can see how everyone worked together!*

**Lead Facilitator:** *Queremos asegurarnos que nos mantengamos en contacto durante la semana, así que uno de los facilitadores los llamará otra vez. Ahora, concluyamos con nuestro ritual final. We want to make sure that we stay in touch during the week, so one of the facilitators will call you again. Now, let's end by closing rituals. Families share closing rituals, if desired. Cue families to acknowledge the end of group to other family members as well. Por favor completen el formulario familiar de evaluación y luego entréguenlo. Gracias. Please complete your family rating form now and hand it in. Thanks.*

**Facilitators complete participant log and clinician rating form.**

**Homework to be Assigned:**

- Complete Job Charts
- Observation