



Objectives:

- To increase each individual family members' sense of safety.
- To improve the parents' ability to help their children feel safe and the children's ability to look to parents for protection.
- To build safety routines.



Threads:

- This session continues the practice of deliberate practice of daily routines with a specific application involving safety. It again stresses taking control of the things that a family can take control of in their family life.
- The safety mapping exercise gives each individual member of the family the opportunity to share their perspective. This is another important skill related to family collaboration and narrative.



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:

- Relaxation Practice Log



Session Overview:

Activity 1	Family Meal	30 Minutes
Activity 2	Confidence in Protection	30 Minutes
Activity 3	Mapping Safety	25 Minutes
Activity 4	Safety Routines	25 Minutes
Activity 5	Closing	10 Minutes



Homework to be Assigned:

- Implement Safety Routine
- Safety Resources Hunt



Materials:

Tables (1 for each family)
 Centerpieces
 Nameplates and session schedules (1 for each family)
 Place settings/Napkins
 Nutritious meal/Drinks
 Assorted parent & baby toys
 Poster boards (1 for each family)
 Rulers
 Pencils
 Job charts and packages of star stickers (1 for each family)



Handouts:

Conversation Prompts	M2.S5.Prompts
Your Child and Feeling Safe	M2.S5.Child.Feeling.Safe
Safety Mapping Labels	M2.S5.Safety.Map.Labels (print on Avery #5163)
My Safe Plan	M2.S5.Safe.Plan
Safety Routines Worksheet	M2.S5.Safety.Routines.WS
Family Rating Form	M2.S5.Feedback
Safety Resources Hunt	M2.S5.Safety.Res.Hunt
Safety Resources Hunt (for Baltimore groups)	M2.S5.Safety.Res.Hunt.Baltimore
Safety Resources Hunt (for Latino families)	Create new handout
Participant Log	M2.S5.Log
Clinician Rating Form	M2.S5.Clinic.Measures



Posters:

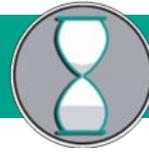
Rules Poster	Group.Rules.Poster
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Books:

Warm, Safe, and Snug (2) or Mother Fox and Mr. Coyote/Mama Zorra y Don Coyote (bilingual book)
Go Away, Big Green Monster! or Fuera de aqui, horrible monstruo verde!
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:

Nametags
 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. Ustedes decidieron empezar la comida con un Ritual de Apertura, así que comencemos de esa manera.* We are so happy to have you back with us tonight. You decided to start the meal by Opening Ritual so let's begin that way. Proceed with planned ritual.

Refer to poster of rules and review.

Ask each family the following question: *Así que, está pasando algo que pueda impedir la participación de su familia en el grupo de hoy?* So, is there anything going on right now that might get in the way of your family taking part in today's group? Make link between checking in with family members to be sure each person can participate...problem solving, helping with a task...or may be over burdened...with staying attuned to the mood and needs of all family members during other family activities.

Esta sesión se enfoca en seguridad otra vez. Así que empecemos. This session focuses on safety again. So, let's get started.

Co-Facilitator _____: *Primero, vamos a agradecer a las personas que prepararon esta maravillosa comida. Por favor pasen a servirse. Padres, pueden servir primero a sus hijos y luego prepararse un plato para ustedes. First let's thank name of cooks for fixing this wonderful meal. Please help yourselves to some food. Parents, why don't you serve your children first and then make a plate for yourself.*

Co-Facilitator _____: *Para ayudar a que su familia pase un buen momento durante la cena, podrían usar estas tarjetas para hacerse preguntas los unos a los otros o hablar acerca de las ideas que hay en ellas. To help your family have a good time during dinner, you might want to ask each other these questions or talk about the ideas on these cards. Hand out conversation prompts.*

Note 1: Facilitators who are not talking should spread around the room, monitoring families' reactions and level of participation. Facilitators encourage and model appropriate conversation, sharing, and supervision of children. 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: Confidence in Protection



30
minutes



Goals:

- To help the family discover its roots based on information from the past and present.
- To encourage cooperation and active participation by all family members.
- To facilitate discussion about current rituals important to each family member.
- To encourage deliberate planning in each family.



Materials:

Assorted parent & baby toys



Handouts:

Your Child and Feeling Safe
My Safe Plan



Warm, Safe, and Snug (2) or Mother Fox and Mr. Coyote/Mama Zorra y Don Coyote (bilingual book)

Go Away, Big Green Monster! or Fuera de aqui, horrible monstruo verde!

The Kissing Hand or Un Beso en la Mano

**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 that schedule now, I will tell you a little bit about tonight's group. Proceed with introducing each activity briefly.

Antes de que empecemos la primer actividad esta noche, quiero tomar un momento para que las familias compartan el Registro de Relajación de la semana pasada. Before we start the first activity tonight, I want to take time for families to share their completed Relaxation Logs from last week.

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. Remind families that if information is shared in the small groups that is concerning, facilitators may talk with parents/guardians after the group about what the child said or did.

Lead Facilitator (Adult Group): Read “Warm, Safe and Snug” or “Mother Fox and Mr. Coyote/Mama Zorra y Don Coyote” (bilingual book) and lead a discussion for about 10 minutes. Then hand out the “Your Child and Feeling Safe” and have the adults complete it. Focusing on the things that parents do now to help their children feel safe, have the parents share and discuss ways to keep their family safe. Facilitator should begin to wrap up this activity in about 25 minutes.

Co-Facilitator (Teen Group) _____: Hand out “My Safe Plan” and have the children complete it. Lead a discussion for about 10 minutes focusing on the things that the children do now to feel safe. Facilitator should begin to wrap up this activity in about 25 minutes.

Co-Facilitators (Older Child Group) _____: Hand out “My Safe Plan” and have the children complete it. Lead a discussion for about 10 minutes focusing on the things that the children do now to feel safe. Facilitator should begin to wrap up this activity in about 25 minutes.

Co-Facilitators (Young Child Group) _____: Read “Go Away, Big Green Monster!” or “Fuera de aqui, horrible monstruo verde!” Discuss some things that children can do when they are scared.

Co-Facilitators (Baby Group) _____: Separation issues may arise when these very young children are asked to leave their mothers/caregivers. Facilitators need to be sensitive to this issue and help with separations. Some ideas include having the baby take something of the mother's to the 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” or “Un Beso en la Mano”.

Read “Warm, Safe and Snug” or “Mother Fox and Mr. Coyote/Mama Zorra y Don Coyote” (bilingual book). Play with parent and baby toys. Focus on nurturing skills.

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 3: Mapping Safety

25
Minutes**Goals:**

- To increase awareness of safety concerns.
- To identify threats.

**Materials:**

Poster boards (1 for each family)
Rulers
Pencils

**Handouts:**

Safety Mapping Labels

**Instructions:**

Co-Facilitator _____: *En sus mesas encontrarán una cartulina, regla, lápiz, y algunos adhesivos. Trabajen juntos como familia para dibujar un mapa de su casa y su barrio. On your table you will find a poster board, a ruler, a pencil, and some stickers. Work together as a family to draw a map of your home and your neighborhood. Invite the family to draw a map of their neighborhood. Identify houses, schools, stores, hospitals, churches, relative and friends' homes, etc. Include the place(s) where violence has occurred and places the child considers safe with its accompanying details. Sample script: “Usen esta pieza grande de papel para dibujar un mapa de su barrio. Primero, dibujen su calle y coloquen su casa en ella. Rellenen la calle con otras casas y tiendas y señales de tráfico y señales de la calle. Dibujen las rutas que caminan para ir a la escuela, iglesia, etc.” “Let’s use this large piece of paper to draw a map of your neighborhood. First, draw your street and then place your house on it. Fill in the street with other houses and stores and traffic signals and street signs. Let’s draw the roads you walk to get to school, church, etc.*

Ahora, trabajen en sus mapas para identificar dónde sienten que hay peligro y dónde se sienten seguros. Muestren los lugares donde sienten peligro o que les recuerde el (los) evento (s) traumático (s). También elijan lugares donde se sienten seguros. Si personas en su familia sienten distinto sobre algunos lugares, está bien. Usen los adhesivos para identificar “¿Quién está con ustedes cuando están en estos lugares y cuánto tiempo están allí? ¿Cómo se sienten cuando están en estos lugares?” Trabajen en este mapa por 25 minutos. Now let’s work with your maps to figure out where you feel there is danger and where you feel safe. Show the places that feel dangerous or that are reminders of or triggers for the traumatic event(s). Also pick out places that feel safe. If people in your family feel differently about some places, that’s okay. Use the stickers to identify “Who is with you when you are in these places and how much time are you there?” “How you feel when you are at those places” Work on this map for about 25 minutes.

Note 1: Keep the families safety maps for use later in the group.

Activity 4: Safety Routines



20
Minutes



Goals:

- To increase the family’s ability to stay safe.
- To diminish the risk of further exposure to trauma.
- To reinforce the use of routines.



Materials:

Family Routine Safety Maps



Handouts:

Safety Routines Worksheet



Instructions:

Co-Facilitator _____: *Ahora, vamos a usar su mapa como herramienta. Por favor, revisen su mapa y decidan un momento o lugar donde les gustaría cambiar la forma en que se sienten. Elijan un momento o lugar donde les gustaría sentirse más seguros. Usemos la “Hoja de trabajo de Rutina de Seguridad” para encontrar una manera de que eso suceda. Recuerden lo que aprendimos acerca de rutinas. Trabajen juntos como familia para desarrollar una rutina que los ayude a sentirse más seguros en el momento o lugar que escogieron.* Now, we are going to use your map as a tool. Please review your map and decide on one time/place that you would like to change the way you feel. Pick a time or place that you would like to feel safer. Let’s use the “Safety Routine Worksheet” to figure out a way to make that happen. Remember the things we learned about routines. Work together as a family to develop a routine that would help you feel safer at the time or place that you chose.



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.



Job charts and packages of star stickers (1 for each family)



Handouts:

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 hablaremos acerca de las personas que están relacionadas con su familia y que los apoyan.* Next week we will talk about the people who are involved with your family and support you. Refer to Facilitator Instructions and hand out "Safety Resources Hunt". *También recuerden realizar su rutina de seguridad esta semana. Aquí tienen más copias de sus tablas de trabajo y más adhesivos para que puedan seguir trabajando juntos en hacer todo.* Also Remember to do your safety routine this week. Here are extra copies of your job chart and more stickers so that you can keep on working together to get everything done.

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:**

- Implement Safety Routine
- Safety Resources Hunt