



Objectives:

- To reinforce the notion of deliberate planning.
- To encourage families to model deliberate planning of life choices and to provide developmentally appropriate opportunities for deliberate planning.



Threads:

- To reinforce the notion of deliberate planning.
- To encourage families to model deliberate planning of life choices and to provide developmentally appropriate opportunities for deliberate planning.



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:

- Seeking Support



Session Overview:

Activity 1	Family Meal	30 Minutes
Activity 2	Family Timeline	30 Minutes
Activity 3	Life Choices	30 Minutes
Activity 4	Into the Future	20 Minutes
Activity 5	Closing	10 Minutes



Homework to be Assigned:

- Sources of Spiritual Support/Spiritual Assessment



Materials:

Tables (1 for each family)
 Centerpieces
 Nameplates and session schedules (1 for each family)
 Place settings/Napkins
 Nutritious meal/Drinks
 Dress up clothes for a mother, father, children, babies, grandparents or dollhouse with family of dolls, occupational hats and accessories or doll house
 Chutes and Ladders
 Poster boards (1 for each family)
 Rulers
 Pens/Pencils/Markers/Crayons
 Paper
 Glue
 Tape recorders (1 for each family)
 Labels, blank
 Job charts and star stickers (1 pack for each family)



Handouts:

Conversation Prompts	M2.S7.Prompts
The More Things Change	M2.S7.Things.Change
Family Timeline Example	M2.S7.Family.Timeline
Timeline Worksheet	M2.S7.Timeline.WS
Life Choices	M2.S7.Life.Choices
Life Choices - Adolescent	M2.S7.Life.Choices.Adoles
Path to My Future	M2.S7.Path.Future
Sources of Spiritual Support	M2.S7.Spiritual.Support
Spiritual Assessment	M2.S7.Spiritual.Assessment
Phone Tree	M2.S7.Phone.Tree
Family Rating Form	M2.S7.Feedback
Contact Sheets	M2.S7.Contact.Sheets
Participant Log	M2.S7.Log
Clinician Rating Form	M2.S7.Clinic.Measures



Posters:

Rules Poster	Group.Rules.Poster
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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 tan felices de tenerlos de regreso con nosotros esta noche. Vamos comenzar.* We are so happy to have you back with us tonight. Let's begin. Proceed with ritual planned by the group.

Refer to poster of rules and review.

Ask each family the following question: *Bueno, ¿está pasando algo ahorita que pueda interferir con 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?

Esta sesión se enfocará en las habilidades de vida diaria, como las obtenemos, y las llevamos a cabo. Entonces, vamos a comenzar. This session focuses on life choices, how we make them and follow through with them. So, let's get started.

Co-Facilitator _____: *Primero, vamos darle las gracias a nombre de cocineros por preparar esta maravillosa comida. Por favor pasen a servirse. Padres, pueden servir primero a sus niños 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. Parent(s) should be encouraged to serve their children and then themselves.

Co-Facilitator _____: *Para ayudarlos divertirse durante la comida [o cena], pueden preguntarse estas preguntas entre ustedes o conversar sobre las ideas en estas tarjetas.* 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 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: Family Timeline



30
Minutes

Goals:



- To increase parents' knowledge of normal changes throughout the family life cycle.
- To improve understanding of how families adapt to the normal process of change.
- To improve understanding of transitions and loss.
- To help families track both normative and non-normative events that have affected their family.

**Materials:**

Poster boards (1 for each family)
Paper
Markers
Glue
Labels or postcards, blank

**Handouts:**

The More Things Change (or the adapted version for Latinos)
Family Timeline Example

**Instructions:**

Lead Facilitator: *Esperamos que hayan disfrutado su cena. Ahora es momento de comenzar nuestras actividades para esta noche. Si observan el horario de hoy, 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.*

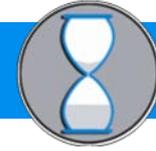
Antes de comenzar la primera actividad de esta noche, quiero saber de sus éxitos en su búsqueda de apoyo. Díganos que hiciste y como les trabajó. Díganos de cualquier apoyo que usted recibió la semana pasada. Before we start the first activity tonight, I want to find out about your successes at seeking support. Tell us about what you did and how it worked. Tell us about any support you received last week. Let each family have an opportunity to share briefly.

Co-Facilitator _____: Give Each family a “The More Things Change” (or the adapted version for Latinos). Show the Family Timeline Example to let the families know what a timeline looks like. Each family constructs a Family Time Line starting with what lead up to the birth of the first child or when the parent(s) started planning a family. First, each family makes a list of important family events that have occurred on the labels or postcards. Family members make a small sign using the labels/postcards to represent each event. Families put these events on the poster board in order of their occurrence. Put Today about $\frac{3}{4}$ of the way across the poster leaving room for the future. Give the families about 20 minutes to complete their family time lines. A facilitator may want to join each family to record the events that the family lists.

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). Facilitators encourage families to discuss the ways in which their family has changed over the years, to think about the family life cycle, and to think about both positive and negative changes that have occurred.

Latino Adaptation: Be aware of literacy levels during reading and writing assignments (e.g., “The More things change”). Verbalize writing exercises when necessary. Perhaps have co-facilitators write responses for family members.

Activity 3: Life Choices

30
Minutes**Goals:**

- To get each developmental group to conceptualize long-term planning about life choices.
- To understand the path between life scripts and what actually happens.

**Materials:**

Pens
Dress up clothes
Chutes and Ladders

**Handouts:**

Life Choices
Life Choices – Adolescent
Path to My Future

**Instructions:**

Lead Facilitator: *Ahora es momento de dividirnos en pequeños grupos. Recuerde, cada facilitador tomará un grupo distinto, uno con los adultos, uno con adolescentes, uno con los niños mayores, uno con los niños menores, y uno los bebés. Empecemos formando esos 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 teenagers, 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): Handout “Life Choices”. Parents learn about the importance of deliberate planning by discussing their own life choices and their satisfaction with their current family life. To encourage participation, you might ask each group member to tell what their life plans were at each stage of development. After about 15 minutes, hand out the “Path to my Future” worksheet and have the parents complete it. Facilitator should begin to wrap up this activity in about 25 minutes.

Co-Facilitator (Teen group) _____: Handout “Life Choices – Adolescent Version”. Adolescents talk about the importance of deliberate planning by discussing their own life choices and how they can make their plans actually happen. To encourage participation, you might ask each group member to tell what their life plans were at each stage of development. After about 15 minutes, hand out the “Path to my Future” worksheet and have the adolescents complete it. Facilitator should begin to wrap up this activity in about 25 minutes.

Co-Facilitator (Older Child group) _____: Facilitator introduces “Chutes and Ladders” and explains the modified rules. Each child picks a goal that is relevant to them. This is the goal that represents the end of the game. The children write their goal on a postcard/Post-It Note that is placed at the top of the game board. While the children are playing they focus on the supports and obstacles to reaching their goal. For example, when they land on a ladder, they talk about something that might happen that would help them reach their goal. When they land on a chute, they talk about something that might happen that would make it harder to or delay reaching their goal. The facilitator helps each child by suggesting realistic things that might happen. The game ends when all of the children reach their goal.

Co-Facilitator (Younger Child and Baby group) _____: Show the children the box of dress up clothes - or – show the children a doll house and let them have unstructured play time. You might want to comment that by pretending they are learning about the way adults act and starting to decide what they might want to be when they grow up. Facilitator should begin to wrap up this activity in about 25 minutes.

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.

Latino Adaptation: Be aware of literacy levels during reading and writing assignments (e.g., “Life Choices” & “Path to my Future”). Verbalize writing exercises when necessary. Perhaps have co-facilitators write responses for family members.

Activity 4: Into the Future



20
Minutes



Goals:

- To illustrate the deliberate planning for the family’s future.
- To share goals and steps for follow-through.



Materials:

Timelines
Rulers
Markers
Paper
Glue
Tape recorders (1 for each family)

**Instructions:**

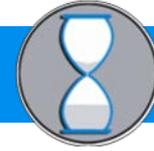
Co-Facilitator _____: *Antes de comenzar la próxima actividad, tomemos un momento para practicar nuestra relajación. Before we start the next activity, let's take a moment to practice our relaxation.* Give the families in a 2-minute relaxation activity.

Utilizando las ideas de las actividades de esta noche, quiero que usted añada el futuro de su familia a su calendario. Cada persona en la familia debería dibujar/crear algo para representar algo que usted imagina ocurrirá en el futuro de su familia. Añada a su calendario las cosas que usted quiere para su familia en el futuro. Usted puede escribir los pasos que cada niño tendrá que atravesar para llegar a aquel futuro que se imagino. Using ideas from tonight's activities, I want you to add your family's future to your timeline. Each person in the family should draw/create something to represent something you imagine will take place in your family's future. Add to your timeline the things you want for your family in the future. You can write in the steps that each child will need to go through to get to that imagined future.

After about 10 minutes hand out the tape recorders. *Para concluir la actividad de esta noche, digamos otro cuento. Diga una historia que representa una "Declaración de Visión" para su familia. Recuerde, esto es lo que usted se imagina y puede planear para ustedes mismos en el futuro. To end tonight's activity let's tell another story. Tell a story that represents a "Vision Statement" for your family. Remember, this is what you imagine and can plan for yourselves in the future. Give the families about 20 minutes to complete.*

Latino Adaptation: Be aware of literacy levels during writing assignments (e.g., "Vision Statement"). Verbalize writing exercises when necessary. Perhaps have co-facilitators write responses for family members.

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:**

Sources of Spiritual Support
 Spiritual Assessment
 Phone Tree
 Contact Sheers
 Family Rating Form
 Participant Log
 Clinician Rating Form

**Instructions:**

Lead Facilitator: *Queremos agradecer a todos por participar en el grupo de esta noche. Es momento de finalizar esta sesión y, al final de cada grupo, haremos unas cuantas cosas para terminar el grupo y para prepararnos para el próximo grupo. 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 dejarle 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 comenzaremos hablando de la espiritualidad. También, piensen en sí y cómo su sentido de espiritualidad le da alivio o apoyo. Next week we will start talking about spirituality. Also, think about if and how your sense of spirituality gives you comfort or support.*

Hand out "Sources of Spiritual Support". *Por favor llene este folleto mientras usted piensa en esto. Sus niños mayores también pueden estar interesados en llenar uno de éstos así que le daré varias copias a cada familia. Aquí están las copias suplementarias de su tabla de trabajos (o tabla de tareas) y más etiquetas adhesivas de modo que usted pueda seguir trabajando juntos para completarlos todo. Please fill out this handout while you are thinking about this. Your older children may also be interested in filling out*

one of these so I am giving each family several copies. 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 sigan con el Sistema de Amigos o el Árbol Telefónico. Ahora, concluyamos con el ritual final.* We want to make sure that we stay in touch during the week, so let's continue to try the Buddy System or Phone Tree. 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 su formulario de evaluación ahora 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:

- Sources of Spiritual Support/Spiritual Assessment