



Objectives:

- To facilitate discussion among family members around things that get in the way of planned activities.
- To allow parents and children to express emotions resulting from not carrying out planned family activities.
- To build problem-solving skills relevant to carrying out planned family activities.



Threads:

- We return again to deliberateness and to gaining control over daily life by planning and problem-solving. We want families to believe in themselves and their ability to follow through on what they have planned.



Preparation:

- Send out postcard to remind families of group.
- Prepare all materials.
- Print “Things Get in the Way” skit description cards on half fold cardstock, cut in half, laminate
- 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:

- None



Session Overview:

Activity 1	Family Meal with Experiential Disruption	30 Minutes
Activity 2	“What Got in the Way?” Skits	20 Minutes
Activity 3	Value Assessment and Family Banner	30 Minutes
Activity 4	Carrying It Out This Week	30 Minutes
Activity 5	Closing	10 Minutes



Homework to be Assigned:

- Record of family activity carried out!



Materials:

Tables (1 for each family)
 Centerpieces
 Nameplates and session schedules (1 for each family)
 Place settings/Napkins
 Nutritious meal/Drinks
 Flipchart
 Movie clip from *When A Man Loves A Woman*
 Jack-in-the Box toys
 Paper
 Pens/Pencils/Crayons/Markers
 Glue/Tape
 Camera
 Disposable cameras (1 for each family)
 Job charts and star stickers (1 pack for each family)



Handouts:

Conversation Prompts	M2.S9.Prompts
“Things Get in the Way” skit description cards	M2.S9.TGW.Cards (half fold cards)
“Things Get in the Way” Handout	M2.S9.TGW.Handout
Carrying It Out This Week!	M2.S9.Carry.Out.Week
Phone Tree	M2.S9.Phone.Tree
Contact Sheets	M2.S9.Contact.Sheets
Family Rating Form	M2.S9.Feedback
Participant Log	M2.S9.Log
Clinician Rating Form	M2.S9.Clinic.Measures



Posters:

Rules Poster	Group.Rules.Poster
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Books:

I Wish Daddy Didn't Drink So Much or *Uncle Chente's Picnic* (NOTE: Clinicians will use clinical judgment regarding using either book. If there is no substance use in family, *Uncle Chente's Picnic* is a good alternative to *I Wish Daddy Didn't Drink So Much*.)
On Monday When It Rains or *When Sophia Gets Angry/ Cuando Sofia Se Enoja, Se Enoja de Veras* (bilingual book)

Activity 1: Family Meal with Experiential Disruption



30
Minutes



Goals:

- To facilitate an intimate family interaction.
- To increase awareness of the importance of routine within each family.
- To illustrate the effects of routine disruption on family/group functioning.
- To share the psychological and emotional reactions of members to routine disruption.



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. Forget to proceed with ritual planned by the group. Forget to review rules, tonight's agenda, check-in, thanks to the cook and conversation prompts.

After about 5 minutes, start debriefing and processing of Disruption in Routine Exercise. *Nosotros no comenzamos el grupo de esta noche la misma manera que hacemos usualmente. ¿Cómo se sintió, que les gusto o no gusto, que tal similar o diferente es a la vida en casa, etc.?* We did not start tonight's group the same way we usually do. How did it feel, what was liked/disliked, how similar/different was this to life at home, etc?

Review the rules, agenda, check-in.

Esta sesión enfoca en las cosas que se interponen en el camino. Encima de su mesa, encontrará un horario para las actividades que haremos. Entonces, vamos a comenzar. This session focuses on what gets in the way. On your table, you will find a schedule for the activities we will be doing. 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 who are not talking should initially just stand around and talk with one another. They should appear busy or preoccupied, rather than involved with the families. After the processing, spread around the room, monitoring families' reactions and level of participation. 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: What Got in the Way?

15
Minutes**Goals:**

- To identify factors that “get in the way” of planned family activities.
- To facilitate interaction within and between families.

**Materials:**

Flipchart
Markers
Camera

**Handouts:**

“Things that Get in the Way” skit
description cards

**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.

Co-Facilitator _____: *Ahora, queremos que las familias se reúnan y se sientan cómodos. Padres, podrían coger sus niños más jóvenes para que se sienten a su lado o encima de sus piernas (o regazo).* Now, we want each family to get together and get comfortable. Parents, you might want to get your younger children to sit next to you or in your lap.

Co-Facilitator _____: Give Each family a “Things that Get in the Way” skit card. *Queremos que su familia [represente] lo que está en la tarjeta.* We want your family to act out what is on the card. Give the families about 5 minutes to practice. *Ahora, nos gustaría que compartan su escena paródica con las otras familias. No nos diga lo que usted representa y nosotros trataremos de adivinar. ¿Cuál familia le gustaría ir primero? Por favor, vamos a demostrar nuestro respeto para cada familia, escuchándolos.* Now, we would like you to share your skit with the other families. Don’t tell us what you are acting out and we will try to guess. Which family would like to go first? Please, let’s show our respect for each family, by listening to them. Encourage each family to take a turn. Give lots of praise to each family as they share. The facilitator lists “things that got in the way” on a flip chart. Pictures are taken of families during skits for family scrapbooks.

Activity 3: Carrying Out Activities

30
Minutes**Goals:**

- To identify situations in which activities have not been carried out in each family.
- To identify common factors that get in the way of carrying out activities for each family.
- To emphasize the importance of carrying out planned family activities.
- To facilitate discussion about emotions associated with not carrying out planned family activities.

**Materials:**

When a Man Loves a Woman DVD or
La Mission DVD
Jack-in-the-Box toys
Pens/Pencils/Markers/Crayons

**Handouts:**

Things Get in the Way

**Books:**

I Wish Daddy Didn't Drink So Much or *Uncle Chente's Picnic* (Clinicians will use clinical judgment regarding using either book. If there is no substance use in family, *Uncle Chente's Picnic* is a good alternative to *I Wish Daddy Didn't Drink So Much*.)

On Monday When It Rains or *When Sophia Gets Angry/ Cuando Sofia Se Enoja, Se Enoja de Veras* (bilingual book)

**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 adolescents, 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): Adults review "Things that Get in the Way". Facilitator asks parents to consider family activities that have not been carried out due to things getting in the way. Parents are asked to consider situations in which a variety of factors (parents, children, external factors) may have gotten in the way of successfully carrying out family activities. Parents should identify their own feelings and their children's feelings about not carrying out planned family activities. The facilitator uses these

descriptions to teach about the importance of carrying out family activities. Facilitator should begin to wrap up this activity in about 25 minutes.

Co-Facilitator (Teen group) _____: Adolescents watch a short movie clip from *When a Man Loves a Woman* [start with the last 2 minutes of chapter 2 and the first 2 minutes of chapter 3 - the scene starts with the dad coming home and the babysitter announcing that the mom didn't come home] or *La Mission* DVD [scene toward the end of the movie where Benjamin Pratt's character relapses and starts drinking, juxtaposed with his son's graduation from high school, where he clearly notices his dad's absence among his other family members]. Talk about family dynamics when things get in the way. Facilitator should begin to wrap up this activity in about 25 minutes.

Co-Facilitator (Older Child group) _____: Children are read the story “*I Wish Daddy Didn't Drink So Much*” (or if there is no substance use in family, *Uncle Chente's Picnic* is a good alternative to *I Wish Daddy Didn't Drink So Much*), and are asked to identify the main character's feelings when she didn't get to go sledding, an activity that had been planned with her father. Children are then asked to identify situations that their families have not carried out planned activities, and to discuss their feelings about these situations. Facilitator should begin to wrap up this activity in about 25 minutes.

Co-Facilitator (Younger Child group) _____: Read on “*On Monday When It Rains*” or *When Sophia Gets Angry/ Cuando Sofia Se Enoja, Se Enoja de Veras* (bilingual book) and talk about Disappointment. Remember when you wanted to do something really, really badly, but did not get to do it. You probably felt disappointed. Have each child draw a face that illustrates Disappointment. Tell a story about a time when you felt disappointed. Let's draw a picture of your story.

Co-Facilitator (Baby group) _____: Play with the toddlers and babies with Jack-in-the-Box toys. Use the toys to build expectations. Help the babies anticipate the action.

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: Carry It Out this Week!

15
Minutes**Goals:**

- To encourage families to carry out one family activity in upcoming week.
- To encourage family problem solving around potential obstacles to family activities.
- To increase each family's self-efficacy related to carrying out family activities.

**Materials:**

Pens
Disposable cameras (1 for each family)

**Handouts:**

Carry It Out this Week

**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.*

Hand out "Carry it Out this Week!" Each family identifies a family activity that they would like to carry out in the upcoming week. Activities should be "doable," and should include all family members. Some examples may be – family meal, family game, family outing/walk.

Each family should complete the handout, identifying potential obstacles to carrying out their activity, and ways to overcome obstacles. Each family decides on a way to record their activity to report back to the group [pictures, book/story, scrapbook, audiotape or videotape]. Hand out disposable cameras for the families to take pictures while they carry out their event.

Latino Adaptation: Be aware of literacy levels when assigning homework (e.g., "Carry it Out this Week!"). Verbalize assignment when necessary. Perhaps have co-facilitators assist with assignment after group, encourage families to use symbols to complete assignment, or identify an individual within their support network that may assist with reading and writing the assignment.

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:**

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.

Acuérdese de anotar la actividad de familia que usted va a realizar durante la semana. Remember to make a record of your family activity that you are going to carry out during the week.

Co-Facilitator _____: Introduce and review the topic for next week. *La próxima semana hablaremos de las cosas malas que han pasado a su familia. Haremos esto en grupos de 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.* Next week we will talk about the bad things that have happened to your family. We will do this in family groups. 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:

- Record of your family activity carried out last week!