



# FAMILY STRENGTHENING INTERVENTION FOR REFUGEES (FSI-R)

## INTERVENTIONIST WORKBOOK

### دفترچه تسهیل کننده

A family-based preventive mental health intervention for use  
with children and families with a refugee life experience

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2022

Research Program on Children and Adversity

# Interventionist Workbook

## FAMILY-STRENGTHENING INTERVENTION - REFUGEES

The Interventionist Workbook includes the materials and tools that you will need for documenting each family's progress. You will take the Workbook to every session. It will help to remind you of the detailed content from the manual. In addition, it will help you to keep your notes organized in a single place.

The Workbook contains three tools:

### 1. FAMILY INFORMATION WORKSHEET

This worksheet contains demographic information about the family.

### 2. MODULE LOGS

You should use the Module Logs *during* FSI sessions. Each Module Log has the important topics and activities to cover during that Module. Module Logs have space for note-taking and observations. It's okay if you don't use all the space. **You should read the Module chapter in the manual before every session.**

### 3. FIDELITY CHECKLISTS

Each module has a Fidelity Checklist. It helps to see how well you followed the FSI protocol. It asks for your ideas and suggestions for ways to improve the intervention.

It may take you more than one meeting to finish a module. But, you should only use one checklist throughout. Do the checklists *immediately after* each FSI meeting.

#### Don't Forget: FIDELITY RECORDING

In addition to the checklists, another way to measure fidelity is to record the sessions with the families. This is for the team to track how the intervention is being carried out. It is completely confidential and will not be shared with anyone outside of the team. Please remember to record the sessions. Recordings will automatically upload to a secure Google Drive.

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## Family Information Worksheet

(To be completed during a phone call before you meet with the family or during the Pre-Meeting)

Family Code: \_\_\_\_\_

### TYPE OF FAMILY

- Two-caregiver family
- One-caregiver family
- Family with several generations
- Other:

### CAREGIVER INFORMATION

### CHILD INFORMATION

Role	Sex	Date of birth	Initials	Sex	Date of birth
Parent 1	Male				
Parent 2	Female				
Additional caregiver:					

### Location

City: \_\_\_\_\_

Cell Phone #: \_\_\_\_\_

Zip code: \_\_\_\_\_

\_\_\_\_\_

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## Interventionist/Home Visitor

Name: \_\_\_\_\_

Organization: \_\_\_\_\_

# Pre-Meeting: Strengthening Families

**PURPOSE:** The purpose of the pre-meeting is to introduce families to the intervention, and to review consent for the family's participation. If all family members were not already consented and assented by the RA team, then interventionists should consent/assent the remaining family members.

### MATERIALS:

Interventionist Workbook ([Pre-Meeting Module Log](#)), Consent Form, pens/markers

### OVERVIEW:

- Check-in
  - ✓ Build rapport
- Orientation to the intervention (barnama/برنامه)
- Introduce FSI Goals
- Explain how modules and sessions are organized
- Identify who will participate
- Explain confidentiality
- Discuss informed consent
- Intervention Guidelines
- Check-out
  - ✓ Prepare for future modules

Date: \_\_\_\_\_

### Caregivers Present:

Caregiver #1: \_\_\_\_\_

Caregiver #2: \_\_\_\_\_

Additional: \_\_\_\_\_

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Information about caregivers (such as, careers, schooling, physical impairments, interests, etc.)

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**Introduce the FSI Goals:**

1. To use caregivers' and children's perspectives to build an understanding of how the refugee experience has affected family life.
2. To inform caregivers and children about life in the U.S., mental health risk factors, and resilience.
3. To help families recognize and understand the current needs of each child, encourage healthy development of children in the family, and know how to get help if/when necessary.
4. To help parents and children find strengths and build resilience in the family.
5. To improve communication in the family by developing strategies for talking about challenges and problem-solving skills,
  - Have a successful family meeting.
6. To help families connect to the community and find/use community resources.
7. To help families plan for the future.

Do you have any questions about these goals?

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**CONCERN LIST**

Concern # 1

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Concern # 2

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Concern # 3

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Concern # 4

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Concern # 5

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**Who will participate?**

- Caregiver #1                      Consented?: Yes\_\_ No\_\_
- Caregiver #2                      Consented?: Yes\_\_ No\_\_
- Additional Caregiver(s)        Consented?: Yes\_\_ No\_\_

\_\_\_\_\_

Child #	Initials	Age

Plan for introducing the intervention to the children:

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**Intervention Guidelines**

1. Respect each other
2. One person speaks at a time- everyone’s opinion is important

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- 3. Listen to each other
- 4. Pay attention

Are there any additional intervention guidelines that you would like to add?

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**Check-Out**

How did it feel to participate today?

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Are there any topics that you do NOT wish to talk about?

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How do you feel about meeting for a family group session?

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When is the best time to meet for future sessions?

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Where do you want to meet?

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Anything that is confusing?

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Questions or concerns?

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Are there any problems that you want to talk about during the next session?

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Duration: \_\_\_\_\_ Hours \_\_\_\_\_ Minutes

Date of Next Session: \_\_\_\_\_ Time of Next Session: \_\_\_\_\_

Other notes:

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Fidelity Checklist

<b>Pre-Meeting: Introduce Intervention</b>	
Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Introduction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked for family introduction ___ Asked what family members preferred to be called ___ Asked about other family members ___ Introduced who the interventionist is, the role of interventionist				

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<b>Check In</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked how the past week was for the family __ Reviewed agenda items for today before starting the session __ Made sure families understood “what” and “why” for each activity				
<b>Introduced FSI Goals and Intervention Guidelines</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed goals and guidelines of the intervention __ Explained to the family using casual language __ Reviewed the agenda for the day				
<b>Addressed concerns</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed concerns with the family and offered some reassurance and encouragement				
<b>Determined which family members will participate</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Encouraged two caregivers and one child to participate				
<b>Check Out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

<b>Cross-cutting Skills</b>	<b>Done well</b>	<b>Done partially</b>	<b>Needs improvement</b>	<b>Not applicable</b>
<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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___ was warm, friendly throughout the session. ___ Showed care and understanding for the family, their concerns and situation.				
<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Listened to family members without interruption. ___ Maintained eye contact and body position as appropriate for role and cultural context. ___ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening ___ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
<b>Demonstrates verbal communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked open-ended questions ___ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly ___ Encourages participation from all family members present, as indicated by session ___ Reminds family of importance of getting input from all family ___ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				
<b>Normalizes families' experiences and difficulties in light of life experiences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Encourages participants to share experiences and feelings, as appropriate to session content ___ Uses language that communicates to participants that others often feel similarly ___ Normalizes challenges that participants may have engaging in session				

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# Module 1: Caregivers and Family Relationships

**PURPOSE:** Module 1 is to build a rapport with the caregivers and begin to understand the family's story.

**MATERIALS:** Interventionist Workbook (**Module 1 Log**), pens/markers, recorder

## OVERVIEW:

- ✓ Check-in
- ✓ Learning about the family/Focus on family
- ✓ Focus on children
- ✓ Check-out

### **REMINDERS AND TIPS: Learning about the caregivers**

The purpose of this module is to help you get an understanding of the caregivers' strengths, concerns and goals. These conversations may be new for the family so remember:

- Respect parent/caregiver boundaries when asking about the partner's perspective, especially if a non-biological parent is participating in the intervention (*barnama*/برنامه) (Please note that this individual may not know some information about the family's life experiences).
- For people, talking about leaving their country might be more difficult to discuss than resettlement. For example, parents may be able to talk about language barriers and financial challenges, but sharing their trauma history and losses may be more difficult. Focus on the strengths! (Give referrals for mental health support as needed).
- If both a man and a woman are in the room, make sure to pay attention to both perspectives.

Date: \_\_\_\_\_

### Caregivers Present:

Caregiver #1: \_\_\_\_\_

Caregiver #2: \_\_\_\_\_

Additional: \_\_\_\_\_

### Check-In: Caregiver's Comments on Intervention

Discussion questions:

- How are you doing?
- What have you done since the last session?
- What are your thoughts so far about the intervention (*barnama*/برنامه)?
- How are the children doing?

**Focus on Family:**

What do your children like to do? What do you like to do?

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What do you like about your family?

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How would you describe each other? How would you describe yourself?

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Tell me about the important people in your life and family– what roles(s) do(did) they play? What are they like?

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Tell me about you as a parent – what are your goals? How do you interact with your children?

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What are your unique strengths, as a family?

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What are some challenges your family faces?

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**Focus on Children:**

Tell me about ....

Initials	Age	What do they enjoy?	How do they play?	Daily routines	Personality	Strengths & challenges

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What do you notice about their personality that may be unique or different than their siblings/other children?

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What are the challenges they are facing?

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What are their strengths?

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What are their big questions? What are the things they want to know the most about?

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How do your children interact with each other?

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What is it like when you spend time with your children? What are some of the things you do when you are together?

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Initials	Describe your relationship with them	What do you talk about together?	What do they share with you about their experiences in the community/school?	Your hopes and fears for their future

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Is there anything you would like your children to be able to do that you were not able to do?

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What are some of the character qualities that you think are important for your children to have as they become adults?

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Do you feel scared about bad things happening to your children as they grow up? What are some of the things you are afraid of?

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Can you tell me about any support that you get from extended family or others in the community?

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Do you know other Afghans or families that can help watch your children when you need to go outside the home?

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If your family has any challenges, do you have others in your community that you can ask for help?

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Do you hear any advice about parenting from people in your community, your church/mosque, or in your extended family? If so, what is that advice?

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**Check Out:**

Discussion questions:

How did it feel to participate today?

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How do you feel right now?

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Do you have any questions? Was anything unclear?

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Do you have anything you want to follow up on during the next session?

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**Note:** Tell them what will happen in the next Module.

**Helpful Tips:**

It is important to always conclude each session with positivity. You can say something like,

- You can be a good parent/caregiver even with the stressors of resettlement.
- You have a voice and it is important.
- Stay positive, take things one step at a time.
- Support yourself and your family.

**Items for Follow-up:**

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Duration: \_\_\_\_\_ hrs. \_\_\_\_\_ Minutes.

Date of next session: \_\_\_\_\_ time of next session: \_\_\_\_\_

**Other Notes:**

**Fidelity Checklist**

<b>Module 1: Caregivers and Family Relationships</b>	
Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				

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<b>Ice breaker activities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Included all family members. __ Performed ice-breaker activities with family				
<b>Learned more about family dynamics</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed family dynamics __ Discussed the family's support system __ Discussed family goals.				
<b>Learned more about the children</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed family needs of caregivers and children __ Discussed strengths of the family __ Discussed needs, strengths and goals of the children.				
<b>Check Out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

<b>Cross-cutting Skills</b>	<b>Done well</b>	<b>Done partially</b>	<b>Needs improvement</b>	<b>Not applicable</b>
<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>__ Listened to family members without interruption.</p> <p>__ Maintained eye contact and body position as appropriate for role and cultural context.</p> <p>__ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening</p> <p>__ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)</p>				
<b>Demonstrates verbal communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>__ Asked open-ended questions</p> <p>__ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly</p> <p>__ Encourages participation from all family members present, as indicated by session</p> <p>__ Reminds family of importance of getting input from all family</p> <p>__ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)</p>				
<b>Normalizes families' experiences and difficulties in light of life experiences</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>__ Encourages participants to share experiences and feelings, as appropriate to session content</p> <p>__ Uses language that communicates to participants that others often feel similarly</p> <p>__ Normalizes challenges that participants may have engaging in session</p>				

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# Module 2: Family Strengths and Goals

## Module Log

**PURPOSE:** To discuss Family Strengths and Goals with a focus on caregivers' experiences of resettlement and the strengths. Psychoeducation on these topics will be provided if it is deemed useful for the family. Module 2 will also help caregivers prepare the children to participate in Module 3.

**MATERIALS:** Interventionist (*Tas-heel-Konandah*) Workbook (**Module 2 Log**), optional piece of paper, tape, pens/markers, Tip sheet – Resettlement Education for Adults (Appendix), pens/markers, recording device, toys.

### OVERVIEW:

- Check-in
  - ✓ Build a relationship
- Discussing the Family Strengths and Goals
  - ✓ Family Strengths
  - ✓ Family Goals
- Discussing the facts: Resettlement and coping
  - ✓ Increase caregiver knowledge of post-resettlement family life
  - ✓ discussion: Managing and Coping with the stress in Family life
  - ✓ Helping children Cope with Stress
  - ✓ Discussion: Distress related to Resettlement
- Discussing the children's role in the Family Strengths and Goals
- Check-out
  - ✓ Prepare for the Child Meeting

**Date:** \_\_\_\_\_

### Caregivers Present:

Caregiver #1: \_\_\_\_\_

Caregiver #2: \_\_\_\_\_

Additional: \_\_\_\_\_

### Discussion questions:

- How are you all doing?
- What have you been doing since our last session?
- What are your thoughts so far about the intervention (barnama/ برنامه)?
- How are your children?

- Is there anything that is still confusing or unclear?
- Do you have any questions about the child sessions or family meetings?

Caregiver comments on previous session

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### Vignette – The Story of the Mighty Ant

Read caregivers this brief story and then discuss it after.

داستان مورچه پرتلاش: منصور در هر پیشامدی آن قدر ثبات قدم داشت که هیچ مشکلی سد راه وی نمی‌شد. علت را از او خواهان شدند، گفت: وقتی از دشمن فرار کرده بودم و به ویرانه ای پناه بردم، در عاقبت کار خویش فکر می‌کردم؛ ناگاه نظرم بر موری ضعیف افتاد که دانه غله ای از خود بزرگتر را برداشته و از دیوار بالا می‌برد. چون دقیق نظر کردم و شمارش نمودم دیدم، آن دانه شصت و هفت مرتبه بر زمین افتاد، و مورچه عاقبت آن دانه را بر سر دیوار برد. از دیدار این کردار مورچه چنان قدرتی در من پدیدار گشت که هیچگاه آنرا فراموش نمی‌کنم. با خود گفتم: ای منصور تو از موری کمتری نیستی، برخیز و در پی کار خود باش، سپس برخاستم و همت گماشتم تا به موفقیت رسیدم.

Mansour was so steadfast in every event that no problem hindered him. They asked him the reason, he said: when I escaped from the enemy and took refuge in the ruins, I thought about the consequences of my work; suddenly I saw a weak ant picking up a seed larger than itself and lifting it from the wall. When I looked closely and counted, I saw that the seed fell to the ground sixty-seven times, and the ant finally carried the seed to the wall. Seeing this ant's action inspired me and I will never forget it. I said to myself: O Mansour, you are no less than an ant, get up and do your job, then I got up and made efforts and succeeded.

#### Discussion questions:

What do you think about this story?

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What is the ant's strength in this story?

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How do you think this story relates to your position as a recently resettled family?

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How could you use this story to discuss and encourage resilience, especially with your children?

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**Identifying Family Strengths:**

**Activity**

What are the strengths you see in yourself and the other caregiver(s)? Why do you think so?

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What are the strengths you see in each of your children?

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What are the words that come to mind to describe a strong family? How would you describe your family?

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Tell me a time you've been happy as a family or a positive time in the past.

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How do you support each other?

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**Family Goals**

What are some other goals you, as caregivers, have for the family? What about yourselves?

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What aspirations do your children have?

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What do you see for your children's future?

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What would help you, as caregivers? What would help your children?

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What would help your family grow stronger?

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What is your vision for the future of your family?

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Is there anything else that you want to achieve as a family?

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## Resettlement and Coping

Discussion questions:

- What do you understand about resettlement stressors in general?
- What questions do you have about how resettlement can affect your family?
- What is unclear or would help you in understanding resettlement?

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What were your thoughts about resettling in the United States?

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What are the things that most helped you in your new life in the U.S?

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How have the lives of your children changed since resettling to the U.S?

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How are your children doing at school?

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What are the things that help your children the most in their day to day lives after they've entered into the United States?

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Despite the resettlement challenges you may face, how do you support your children?

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Can you think of other things you can do to support your children?

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How does your family (especially your children) stay strong despite having challenges related to resettlement?

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What resources do you need to help your child? What resources do your children need?

**Discussion: Managing the Stress in Family Life**

Can you share with me what you think causes stress in parenting and family life?

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What things do you think one can do to prevent or reduce stress?

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What do you usually do to cope with the stress of family or family life?

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Do you know anyone who rarely or never seems stressed? How do you think they stay so calm?

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Have you ever helped your child manage stress? What worked? What didn't work?

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## DISCUSSING CHILDREN'S ROLE IN THE FAMILY STRENGTHS AND GOALS

Remind caregivers that the next session, Module 3, will be only with the children.

When I return for Module 3:

- Which children will I be able to meet with?
  - Do you have any questions or concerns about this?
    - If so, are there any topics I should avoid discussing with them?
  - Do you have any suggestions for how I can make your children comfortable during the meeting (e.g. topics the children enjoy talking about, etc)?
  - Is there anything specific you would like me to talk to them about? (e.g. a specific family issue that may really be affecting the child or family).
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**Check-out**

How did it feel to participate today?

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How do you feel right now?

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Do you have any questions? Was anything unclear?

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Do you have anything you want to follow up on during the next session?

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**Items for Follow-up:**

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**Suggested Text:**

“After resettlement, families can raise healthy children and do well together using family strengths and community. Our job is to help build your strengths and your children’s strengths. In a strong family:

- There is open communication between parents and children
- All members work together to solve family problems
- All members of the family respect each other
- Everyone’s ideas are respected

Duration: \_\_\_\_\_ hours \_\_\_\_\_ minutes

Date of next session (with children): \_\_\_\_\_ Time of next session: \_\_\_\_\_

Other Notes:

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Fidelity Checklist

<b>Module 2: Family Strengths and Goals</b>	
<b>Audio Recording:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Referral Provided:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Interventionist:</b>	<b>Supervisor:</b>
<b>Module Date:</b>	<b>Supervision Date:</b>

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
<b>Check In</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
<b>Discussed strengths of caregivers and children</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explored family strengths from caregivers’ perspectives in detail ___ Discussed children’s strengths ___ Asked questions that enabled participants to feel comfortable expressing their strengths				
<b>Discussed short-term and long-term family goals for caregivers and children</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do not distribute

__ Explored both short-term and long-term goals in detail __ Goals are realistic __ Encouraged caregivers to think about goals with their children in mind __ Discussed how caregivers can leverage support systems they have now				
<b>Discussed the experience of being relocated to a new country</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Created a comfortable environment to discuss resettlement __ Discussed children's experience of resettlement with caregivers.				
<b>Check Out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

<b>Cross-cutting Skills</b>	<b>Done well</b>	<b>Done partially</b>	<b>Needs improvement</b>	<b>Not applicable</b>
<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption.				

Do not distribute

<p>__ Maintained eye contact and body position as appropriate for role and cultural context.</p> <p>__ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening</p> <p>__ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)</p>				
<p><b>Demonstrates verbal communication skills</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>__ Asked open-ended questions</p> <p>__ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly</p> <p>__ Encourages participation from all family members present, as indicated by session</p> <p>__ Reminds family of importance of getting input from all family</p> <p>__ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)</p>				

Do not distribute

## Module 3: Children and Family Relationships

THIS MODULE IS ONLY WITH THE CHILDREN

**PURPOSE:** To introduce the intervention (barnama/برنامه) to the kids, to identify strengths and hopes of children and to talk about family relationships.

**MATERIALS:** Interventionist Workbook (**Module 3 Log**), long sheet of paper, pens/markers, toys/stuffed animals/balls, snack, recorder

### OVERVIEW:

- Check-in
- Introduce children to the intervention
- The FSI-R Goals and the Intervention Guidelines
- Talk about child strengths and family strengths
- Talk about child goals and family goals
- Khadija's Story
- Begin preparing for the Family Meeting
- Check-out

### **Notes to the Interventionist:**

#### **Splitting Module 3 by age group**

If the family has more than one child of an appropriate age, you may want to have different meetings with children of a similar developmental level.

Date: \_\_\_\_\_

Children present	Initials	Age
Child #1:	_____	_____
Child #2:	_____	_____
Child #3:	_____	_____
Child #4:	_____	_____
Child #5:	_____	_____
Child #6:	_____	_____

## ASK IF THEY HAVE QUESTIONS

Do you have any questions at this point?

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Do you have any concerns?

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## Building Rapport

### Activity

These activities are not required, but you can choose from the following to help build trust:

1. Have each child draw a picture and describe it to you.
2. Share jokes or tell a story.
3. Ask some warm-up questions.
  - What do you like doing?
  - Where do you like going?
  - What do you like about school (only ask if children are attending school)? What do you not like about school?
  - Tell me a little about your family
  - What do you like about your family?

Ask some general questions or do a fun activity to help kids warm up:

What do you like doing?

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Where do you like going?

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Do you like school (only ask if children are attending school)?

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Tell me about something you have done well.

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Tell me a little about your family.

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What do you like about your family?

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Extra information about children such as interests or social clubs/groups:

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## Vignette – The Story of the Mighty Ant

Read children this brief story and then discuss it after.

داستان مورچه پرتلاش: منصور در هر پیشامدی آن قدر ثبات قدم داشت که هیچ مشکلی سد راه وی نمی‌شد. علت را از او خواهان شدند، گفت: وقتی از دشمن فرار کرده بودم و به ویرانه ای پناه بردم، در عاقبت کار خویش فکر می‌کردم؛ ناگاه نظرم بر موری ضعیف افتاد که دانه غله ای از خود بزرگتر را برداشته و از دیوار بالا می‌برد. چون دقیق نظر کردم و شمارش نمودم دیدم، آن دانه شصت و هفت مرتبه بر زمین افتاد، و مورچه عاقبت آن دانه را بر سر دیوار برد. از دیدار این کردار مورچه چنان قدرتی در من پدیدار گشت که هیچگاه آنرا فراموش نمی‌کنم. با خود گفتم: ای منصور تو از موری کمتری نیستی، برخیز و در پی کار خود باش، سپس برخاستم و همت گماشتم تا به موفقیت رسیدم

Mansour was so steadfast in every event that no problem hindered him. They asked him the reason, he said: when I escaped from the enemy and took refuge in the ruins, I thought about the consequences of my work; suddenly I saw a weak ant picking up a seed larger than itself and lifting it from the wall. When I looked closely and counted, I saw that the seed fell to the ground sixty-seven times, and the ant finally carried the seed to the wall. Seeing this ant's action inspired me and I will never forget it. I said to myself: O Mansour, you are no less than an ant, get up and do your job, then I got up and made efforts and succeeded.

[For kids aged 10-17] Resettlement brings many challenges to your family. Let's talk a bit about challenges.

What do you think about this story?

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What do you like and dislike about this story?

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What did the ant do in the story? What were the ant's challenges? What helped him to overcome challenges?

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How do you think this story relates to you as a newcomer to the U.S.?

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What can we learn from the story of the Mighty Ant?

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[For kids aged 7-9] Resettlement brings many challenges to your family. Let's draw what you learned from the story, what did you see from the story? Do you know what an ant looks like? Can you draw it for me on paper?

What was in the story?

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What happened to the ant?

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What do you like about the ant?

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**Discussion: Child's Strengths**

What are some of the things that you are good at?

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What are some of the things that make you feel happy about yourself at school? At home?

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What are the good things that your friends say about you?

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What are the positive things that your teachers say about you?

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What are positive things that your parents say about you?

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What are the good things that you like the most among your brothers or sisters/parents?

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What are some strengths in your family?

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**Discuss Child Goals**

Do you have any goals for yourself? Can you share them with me?

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What do you want to be when you grow up?

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What do you want to do here in the U.S.?

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What are you good at?

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Which subjects do you like the most at school? How can you improve your grades in this subject or other subjects?

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Is this subject related to something that you want to do when you grow up?

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What, if anything, have you learned about summer programs or other ways to learn about this subject?

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**Discuss Family Goals**

What words come to your mind when you think of your family?

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What goals do you have for your family?

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What do you wish to do every day with your family?

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What are things you wish you could do together as a family in the future?

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What do you think you can do to help your family achieve their goals?

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How do these goals help your family be strong?

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 **Vignette- Khadija’s Story**

Read the child this brief story and then discuss it after. Please discuss this story with children aged between **11-17 only.**

Khadija, a 12-year-old girl, came to the US with her parents and younger brothers a few months ago. Both of her parents started working. The father found a full-time job and works very hard. The mother has an afternoon job; she has time to prepare breakfast for the family and send the children to school. Sometimes, Khadija helps her mother to cook for the family.

Even though Khadija’s father is very busy, he likes to play with Khadija and her brothers. Khadija’s father likes to teach lessons that he learned from work and share stories from their childhood. That is Khadija’s favorite time of the day. She really enjoys that family time together and wants to have more. The last time they all spent time together, they were talking about Khadija’s brother’s birthday plans and Khadija was excited to prepare and invite friends to their place.

Khadija became worried that her friends might not want to come to her house, because it is so small and crowded. So, Khadija reached out to her mom as she had solutions for everything. Her mom encouraged her by reminding Khadija that she is a smart and caring girl, and people will love her for it and will like to be friends and visit no matter how big their apartment is. After some time Khadija made 4 friends. Khadija thinks her mother is very wise and patient because she listens to her and helps her to solve problems.

*Moving to the United States is a challenge that can affect the entire family. Although resettling can be hard, your family has a lot of strengths that will help you overcome the challenges together. Family members supporting each other can make adjusting to the new environment easier.*

What do you think is happening in the story?

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What is something that Khadija is doing well in this story? (asking for help)

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What are some of the strengths that Khadija and her family have?

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What did she do to solve her problem?

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*Note: If needed, you can use **Mental Health Basics and Resettlement Education for Adults** (located in the Appendix) for supplemental psychoeducation.*

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**Activity: (Optional)**

Create a play showing how to help a family member. Have the children act out the play/theater. Then ask:

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Where is the play happening?

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Who are the characters? What are their names?

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What are they doing to help the family member?

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How does helping the family member make them feel?

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How does the family member react?

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How does the play end?

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**Preparing for the Family Meeting:**

Do you have any topics you would like to discuss at the family meeting?

- Examples include: discussing school, friends, bullying, activities you like to do as a family, chores or responsibilities, etc.

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Ask children’s permission to mention agenda items at next caregiver session

- Yes
- No

**Check-Out**

*At this point, the interventionist should pause and ask the children if they have any questions about the intervention or for the interventionist.*

How did it feel to participate today?

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How do you feel right now?

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Do you have any questions? Was anything unclear?

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Do you have anything you want to follow up on during the next session?

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**Items for Follow-up**

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Duration: \_\_\_\_\_ hours \_\_\_\_\_ minutes

Date of next session: \_\_\_/\_\_\_/\_\_\_ Time of next session: \_\_\_\_\_

**Other Notes:**

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Fidelity Checklist

## Module 3: Children and Family Relationships

<b>Audio Recording:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Referral Provided:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Interventionist:</b>	<b>Supervisor:</b>
<b>Module Date:</b>	<b>Supervision Date:</b>

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
<b>Check In</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
<b>Introduced intervention to children</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Reviewed the FSI goals in easily understandable language ___ Ensured the children understand the goals of this intervention ___ Asked whether the children have any questions and properly answered the questions				
<b>Discussed Family Challenges</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do not distribute

<ul style="list-style-type: none"> <li>__ Explored family challenges from children’s perspective</li> <li>__ Asked children questions and helped them share the challenges they experience</li> <li>__ Discussed ways the family can cope with challenges</li> </ul>				
<b>Discussed family strengths</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>__ Explored family strengths from children’s perspectives in detail</li> <li>__ Asked children questions that enable them to share their strengths</li> <li>__ Helped the children feel comfortable expressing their strengths with encouraging words (there’s nothing wrong or correct, you are doing a great job, great example etc)</li> <li>__ Validated the things that children shared</li> </ul>				
<b>Discussed goals for the family</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>__ Explored both short-term and long-term goals in detail</li> <li>__ Encouraged children to think about goals with their family in mind</li> </ul>				
<b>Discussed resettlement from children’s perspective</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>__ Created a comfortable environment to discuss resettlement</li> <li>__ Discussed children’s experience of resettlement</li> </ul>				
<b>Discussion of family meeting</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>__ Explained about the Family Meeting</li> <li>__ Asked children what topics they would like to discuss at the Family Meeting</li> <li>__ Reminded the children that they can always think of more topics</li> </ul>				
<b>Check Out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>__ Clearly identified who will be involved and the duration of the next session.</li> <li>__ Set up time/date</li> <li>__ Provided the preview of the next module</li> <li>__ Asked whether families have any questions or</li> </ul>				

suggestions before ending the session				
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<b>Cross-cutting Skills</b>	<b>Done well</b>	<b>Done partially</b>	<b>Needs improvement</b>	<b>Not applicable</b>
<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__introduced self to family members __shared appropriate personal/professional information with family to support building a helping relationship __Made casual conversation to set the stage for the sessions and encouraged comfort among family members __Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__was warm, friendly throughout the session. __Showed care and understanding for the family, their concerns and situation.				
<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__Listened to family members without interruption. __Maintained eye contact and body position as appropriate for role and cultural context. __Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
<b>Demonstrates verbal communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__Asked open-ended questions __Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly __Encourages participation from all family members present, as indicated by session __Reminds family of importance of getting input from all family __Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				

Do not distribute

## Module 4: Positive Parenting Strategies

**PURPOSE:** To caregivers review their use of parenting strategies and develop positive parenting strategies to strengthen their family.

**MATERIALS:** Interventionist's (*Tas-heel-Konandah*) Workbook (**Module 4 Log**), Tip sheet – "Parenting skills" and Handout (see appendix of manual), pens/markers, recorder

### OVERVIEW:

- Check-in
- Warm-up Discussion: Current parenting practices and challenges
- Building a good relationship with children
  - Spending time with your children
  - Playing and interacting with your children
  - Communication and active involvement
  - Spending time together as a family
- Involvement of all caregivers
  - Facilitate caregivers' discussion to enable them to understand each other's household and parenting responsibilities
  - Understand the role of father and mother, and other adults in the family
- Hitting and any forms of violence damages family relationships
  - Other forms of abuse
  - Tension amongst caregivers
- Effective Discipline and Positive Parenting Strategies
  - What is Positive Parenting?
  - Consistent boundaries
  - Encouraging good behavior
  - Preventing undesired behavior through Natural Consequences, by Modeling Good Behavior, and by Giving Good Instructions
  - Staying Calm
- Vignette – Mahmood and Sakina's Story
- Check-out



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What are some things that surprised you about becoming a parent?

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What are the things that you love about being a parent?

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What things do you enjoy about being the parent of each of your children?

- What do you enjoy about being the parent of your oldest child?
- What do you enjoy about being the parent of your second child?
- Ask for each child

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Are there things your parents did to raise you that you appreciated when you were growing up? Are there any things in their parenting style that you were surprised with?

What are some of the ways you are proud of your parenting?

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What are some things that have been challenging about being a parent of each child?

- What/if any have been some challenges with parenting your oldest child?
- What/if any have been some challenges with parenting your second child?
- Ask for each child

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**BUILDING A GOOD RELATIONSHIP WITH YOUR CHILDREN**

Children need to feel safe and loved to succeed in life. Children who feel they can trust their caregivers will usually come to them for help. There are many ways to develop this trust, such as:

- Spending time with your child
- Having positive interactions with your child
- Communicating with your child
- Being consistent in how you communicate with and act towards your child
- Setting and maintaining clear boundaries for your child
- Being involved in your child’s activities
- Caregivers modeling healthy relationships with each other and other adults

Do you feel that you do any of these things already with your children? If so, can you please elaborate? (with whom?) Is there anything you want to do more of or do differently?

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**Displaying love and affection**

Do you remember how your parents showed you love?

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How often did they hug or kiss you?

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How often do you hug or kiss your children? Would you like to change that?

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**Playing and interacting with your children**

What do you already do that is helpful in building a relationship with each of your child(ren)?

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What are some other activities you could do with your children for play or for a fun interaction? (Examples: playing with a ball or balloon, hide-and-seek, a card or board game, chasing)? Are there games, stories, or traditions from your childhood that would be fun to share with your children?

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When and how could you spend more time with the children?

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What kinds of things do you like doing with the children?

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How could you involve your children in the things you already do?

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What are some things the children would like to do with you?

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**Spending Time Together As A Family**

Ask caregiver(s) to think about different ways their family spends time together and write them down in the **Workbook**.

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Next, talk about when and how caregivers could do new activities for the family. Write in the **Workbook** these ideas, as well as when during the day or week are good times for the family to do them. You can also suggest ideas from what you know about the family.

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**INVOLVEMENT OF ALL CAREGIVERS**

What are some of the things that are hard for you in your daily life? Do any of these chores make it challenging to take care of your children?

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[Only if 2 caregivers are present]: Ask Caregiver 1 (e.g. father) to list Caregiver 2's (e.g. mother) household and parenting responsibilities, and write them down in the Workbook. Caregiver 2 should remain quiet until Caregiver 1 finishes. Then, you can ask him/her to list any that were missed. Record these in the Workbook as well.

What is your typical schedule? Or, describe a typical day.

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Repeat the same activity: now ask Caregiver 2 to list all Caregiver 1's responsibilities. Caregiver 1 should remain quiet until Caregiver 2 finishes. Then, you can ask him/her to list any that were missed. Record these in the Workbook.

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Next, ask each caregiver which of his/her partner's responsibilities surprised them. When one or both caregivers work out of the house, they often don't realize all that their partner does.

- [Ask single or multiple caregivers] How do chores around the home affect the way you take care of your children? Do your children help you with household chores? Which ones?

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- If you are feeling stressed or sad during the day, does it change the way that you interact with your children?

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- When you must make a decision about parenting, do you make the decision together?

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- Do you both help discipline children?

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**Other Forms of Abuse**

Do you have any questions or concerns about what we have discussed so far including the laws related to hitting and harmful treatment of children in the U.S?

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 **Vignette- Mahmood and Sakina’s Story-(Part-1)**

Read caregivers this brief story and then discuss it after. The second part of this story should be read to them in the end.

Since moving to the US, Mahmood and Sakina have seen their parents, Abdul and Jamila, fight more often. They hear their parents blame each other for everything that goes wrong. Jamila is overwhelmed by trying to do everything to care for and feed her family where everything is unfamiliar and hard to navigate. She spends all day just trying to understand all the paperwork her children’s school needs from her. Abdul hasn’t been able to find a job yet and is feeling alone and worthless. Abdul yells at Jamila for not wearing her Afghan clothes and becoming “too American.” Jamila yells at him for not helping with anything, ever. Sometimes they hit each other. When this happens, Mahmood and Sakina are scared and run to the other room and cover their ears. They are scared of their father, who in the past would hit them when he felt they were disrespectful. At school, they’ve had a hard time concentrating during class. The school called their parents because Mahmood had been getting in fights at school...

**Discussion Questions:**

What strategies did this family use at first to manage their stress and conflict?

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What would you do if you were in that situation? What do you want to do differently?

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How did the parent's behavior impact the behavior of the children at first?

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**What is Positive Parenting?**

**1. Consistent Boundaries**

What are some family “rules,” routines, or limits that you set for your children?

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Are there any that just one caregiver sets or enforces? How can you be united?

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**2. Encouraging Good Behavior**

What are some positive behaviors you see in your children? Think about and share what motivates them to engage in these positive behaviors.

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Do not distribute

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Think about a time that someone has told you that you are doing a good job. Did it motivate you to keep doing what you were doing?

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Think about the rewards that you might receive from working in your job, such as benefits. Do the benefits motivate you to keep working?

● **Activity**

Ask caregivers to think about something that one of their children does well. Tell caregivers that rewarding positive behaviors can be very helpful. Ask them to think of a way they could praise their child for good behavior.

Have caregivers roleplay saying praise to each other. It should be: genuine, specific, and simple.

Examples:

- "I really like how you're playing so nicely with your sister."
- "Great job following my instructions."
- "Thank you for being so helpful with the dishes after dinner."

Write down this behavior and wording of the phrase in your Workbook and ask caregivers how they think their child would respond. Answer any questions or concerns caregivers may have.

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**Preventing Undesired Behavior**

**Modeling Good Behavior**

- **Activity**

Ask caregivers:

Did you learn any positive habits from your parents that you want to teach our children?

Did you pick up any 'bad habits' from your parents that you do not want to teach your children?

Are there any 'bad habits' that your children may have picked up from you?

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**Giving Good Instructions**

Ask how they normally give instructions to children. Do they think anything is important to remember?

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**Staying Calm**

**Activity**

Ask Caregivers to think about things they can do when they are very upset/angry with their child. Write responses in your Workbook.

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**Activity**

With what you know now, is there anything that you would do differently as a parent with each child?

- Anything that you would do differently with your oldest child?
- Anything that you would do differently with your second child?
- Ask for each child

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**Activity**

What do caregivers remember about the way their parents disciplined them?

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What do caregivers think about if these ways of disciplining were effective?

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Which parenting strategies would you consider trying?

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 **Vignette- Mahmood and Sakina’s Story-(Part-2)**

Read caregivers this brief story of Mahmood and Sakina and then discuss it after. If you think they might have forgotten part 1, please remind them by giving them a short summary in your own words.

...After realizing their fights were hurting their children’s education and social interactions, the parents decided to resolve conflicts peacefully. They remembered all that they have overcome together as a couple and as a family. They agreed to face future challenges without violence, using conversation and respect rather than criticism and avoidance. They decided to discuss their concerns calmly, not in front of their children, showed respect to one another, and worked together to find a solution. Abdul agreed to share the household responsibilities with Jamila and they came up with a plan for who would be responsible for what tasks. They realized violence is never a way to solve problems and the children’s

fear of their father was blocking having a good relationship between them and was also contributing to Mahmood thinking that violence is a way to solve problems with peers. Abdul and Jamila have also learned that in their new lives in the U.S. being violent towards children can lead to legal problems and removal of the children from the home. They would never wish for such things to happen to them. The parents are now learning positive parenting approaches that bring them into greater communication and connection with their children and using positive disciplinary approaches rather than ever again resorting to threats and violence. The family is now doing much better. The parents are working together to accomplish chores at home and having conversations about how they want to adapt to American life. They are also learning to take a break when things get heated and never resort to violence towards each other or towards the children. Mahmood no longer gets in fights at school ever since his parents began modeling more constructive ways to work through problems. Mahmood and Sakina are able to focus at school and make friends more easily. The family's successes have given them the confidence to face the difficulties that lie ahead.

Resettlement to the United States can put a lot of stress on a family.

What strategies did the parents use at the end of the story?

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What impact did this have on their children?

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What impact did this have on each other?

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How do you think these changes will impact their experience of resettlement?

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**Items for Follow-up:**

New activity:

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New Parenting Strategy:

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Duration: \_\_\_\_\_ hours \_\_\_\_\_ minutes

Date of next session: \_\_\_\_\_ Time of next session: \_\_\_\_\_

**Other Notes:**

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## Fidelity Checklist

### Module 4: Positive Parenting Styles

<b>Audio Recording:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Referral Provided:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Interventionist:</b>	<b>Supervisor:</b>
<b>Module Date:</b>	<b>Supervision Date:</b>

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
<b>Check In</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
<b>Helped caregivers build good relationships with children</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Created a safe space for caregivers to share their parenting methods ___ Discussed warm gestures and words of encouragement so that caregivers can share their feelings ___ Described ways for caregiver to develop trust with kids and talks with caregivers about strengths and areas to improve ___ Asked about partner’s parenting styles				
<b>Disciplining children</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Encouraged caregivers to find disciplining strategies that works for their family ___ Explained what is allowed and not allowed in the US law ___ Discouraged harsh punishments				
<b>Involving all caregivers (if applicable)</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Do not distribute

<ul style="list-style-type: none"> <li>__ Encouraged all caregivers (both mom and dad) to share their opinion and feelings</li> <li>__ Encouraged all caregivers (both mom and dad) to reflect about how they interact with their children</li> <li>__ Highlighted partner's good parenting behaviors</li> </ul>				
<b>Having positive interactions and communication with children</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>__ Asked caregiver to share how they spend time with their kids</li> <li>__ Asked specific examples</li> <li>__ Acknowledged caregivers' positive behaviors</li> <li>__ Encouraged caregivers' positive behaviors</li> </ul>				
<b>Encouraging good behavior</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>__ Provided specific examples (asking children how the school was etc)</li> <li>__ Helped caregivers brainstorm ways to encourage good behavior</li> <li>__ Found at least three good behaviors</li> <li>__ Highlighted the good examples that caregiver shared</li> <li>__ Asked examples of applicable positive behaviors for each child</li> </ul>				
<b>Reminded caregiver of methods to practice before next session</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>__ Asked caregiver how do they feel about the discussion that they had</li> <li>__ Reminded caregiver to do a new activity with the children and practice a new parenting strategy before next session</li> </ul>				
<b>Set up next meeting date and time</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<b>Check Out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> <li>__ Clearly identified who will be involved and the duration of the next session.</li> <li>__ Set up time/date</li> <li>__ Provided the preview of the next module</li> <li>__ Asked whether families have any questions or suggestions before ending the session</li> </ul>				

<b>Cross-cutting Skills</b>	<b>Done well</b>	<b>Done partially</b>	<b>Needs improvement</b>	<b>Not applicable</b>
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Do not distribute

<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
<b>Demonstrates verbal communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions __ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly __ Encourages participation from all family members present, as indicated by session __ Reminds family of importance of getting input from all family __ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				

Do not distribute

## Module 5: Education and Family Engagement

**PURPOSE:** Module 5 is to teach parents about the education system in the United States. The module helps parents understand why, when, and how they should participate in their children’s schooling.

The module is for caregivers, not children. However, if children come, don’t talk about topics that parents may not feel comfortable discussing in front of their children.

**MATERIALS:** Interventionist’s (*Tas-heel-Konandah*) Workbook (**Module 5 Log**), Family strengths and goals, Tip sheet – “American Report Card” pens/markers, recorder

### Overview:

- Check-in
  - Build rapport
- Continue the Family Strengths and Goals by including school experiences
  - Learn about the family’s educational background
- the American School System: Rights and responsibilities
  - Teach caregivers about the education system in the US – introduce Basic Facts and use psychoeducational materials, if appropriate
- General Conversations with children about school
- General Performance and School Progress
- Report cards
- Homework
- After School/ Extra-Curricular Activities
- Children’s Personal Relationships/ Social Life
- Children’s Emotional Life
- Bullying and Other Hard Conversations
- Health and Food
- Check-out

Date: \_\_\_\_\_

**Caregivers present**

	<b>Initials</b>	<b>Prior Education</b>
Caregiver #1:	_____	_____
Caregiver #2:	_____	_____
Additional:	_____	_____
	_____	_____

Caregivers' comments on previous session:

Discuss how the new activity with children went from Module 4:

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Discuss how the new Parenting Strategy went from Module 4:

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Children present (if children participate)

	<b>Initials</b>	<b>Age</b>	<b>Grade in School</b>
Child #1	_____	_____	_____
Child #2	_____	_____	_____
Child #3	_____	_____	_____
Additional:	_____	_____	_____
	_____	_____	_____

**Continuing the Family strengths and goals**

What is the family's experience with education? Did the children have any interruptions in their education access?

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What are some challenges your family has had with education? What do you think about these? What do other members of the family do? Can you point to where this challenge falls on the timeline?

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### American School System: Rights and Responsibilities

#### RIGHTS

- *All children between the ages of 5 and 18 (depending on the state) are required by law to attend school*
- *You have the right to participate in your child's education.*
- *You have the right to know if your child gets in trouble at school and about the school's discipline policies.*
- *You have the right to get extra help for your child if you feel he/she needs it.*
  - *Mental health services or support at school*
  - *Right to request an assessment for an IEP – Individualized Education Plan*
- *You have the right to ask for help communicating with the school. This can include asking for a translator to help you communicate with teachers and to understand school papers before you sign them.*

#### RESPONSIBILITIES

- *School is mandatory for all children under 16. It is your responsibility to make sure your child goes to school and participates every day (unless your child is sick, you must call the school and tell the secretary that your child will not be there.)*
- *It is your responsibility to make sure your child has transportation to and from school. Most schools provide transportation, but you must sign up and request.*
- *It is your responsibility to participate in your child's education. This includes communicating with your child about their educational experience, making sure your child does homework every day, and making sure your child understands how to behave in school.*
- *It is your responsibility to make sure your child is clean, fed, and sleeps well.*
- *It is your responsibility to understand the school's discipline procedures.*

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- *Your child has the right to be safe in school; nobody can physically or verbally abuse your child. A teacher or other school staff can never hit your child.*
- *You have the right to speak to the school about accommodating your child's dietary or supplementary needs.*
- *You have the right to know where the bus routes go.*
- *It is your responsibility to reach out to schools and advocate for your child(ren). Schools expect you to reach out.*

What do you understand about the US education system? Do you know your rights and responsibilities?

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What are some of your concerns about the education system in the US?

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What would be helpful for your children to know about the education system to help them succeed?

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What can you do to help your children succeed in school?

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**General Conversations**

Do you talk about daily experiences in school with your children? What do you talk about?

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Do you know about other resources or people to talk with about your child’s daily education?

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Are these conversations difficult? What information could help?

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Discussion Prompts when talking with teachers:

- Do you have any helpful tips about how I can talk to my child about what they are doing in school each day?
- Could you share the class syllabus with me so I know what is being taught in school and then I can discuss it with my child?
- How often will we have parent-teacher meetings and when?
- I am concerned about \_\_\_\_, how can we work together on this?

- Is there anything else I should know?
- Where can my child pray when it's time for his prayers?

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Discussion Prompts when talking with friends or community members:

- How do you talk with your children about school?
- Do you have any advice as to how to get my child to share stories about their day with me?

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**General Performance and Progress**

Do you know how performance and progress are measured in schools?

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**Report Cards**

Do you understand the “report card” and the grading system? Are you comfortable talking about report cards with your child and his/her teachers?

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## American Report Cards

At the end (and sometimes middle) of every semester, children in school will receive a report card. Report cards list all the grades a child has received over the course of the year. The format of the report card varies by school district. Elementary schools generally use a number system where 4 = exceeding expectations and 1 = not meeting expectations. High schools generally use a letter system where F = failing and A = exceeding expectations. Grades are usually calculated based on test performance, homework completion, and participation. If your child is receiving poor grades, there's lots you can do to support them. Start by talking with their teacher!

Course	T1	T2	T3	T4	FE	FG	Unexcused	Excused	Tardies	Credit Earned
Advisory/HR 100S-6263G Connors, E. Crd: 1.00	P						0	0	0	0.00
Ninth Grade English ACP 211S-03 Chacon, J. Crd: 5.00	A						0	0	0	0.00
French 2 ACP 312S-05 Murphy, M. Crd: 5.00	B+						0	0	0	0.00
Latin 1 ACP 351S-01 Santelli, G. Crd: 5.00	A						0	0	0	0.00
World History to 1775 ACP 411S-073 Gallagher, T. Crd: 5.00	A						0	0	0	0.00
Honors Mathematics 1 601S-04 Kadish, S. Crd: 5.00	A						0	1	0	0.00
Ninth-Grade Health 772S-22F Hanover, C. Crd: 1.00	P						0	0	0	0.00
Physics & Engineering(lab) ACP 813S-06 Van Beaver, D. Crd: 5.00	A-						0	0	0	0.00

This report card is for the first trimester (T1) for a first-year high schooler.

Course Name	Teacher	T1	T2	T3
English 6 Comments: Have a great summer!	Adrian [REDACTED]	A	A	A
History/Social Sci 6 Comments: Have a great summer!	Jennifer [REDACTED]	A+	A-	A+
Math 6 Comments: Have a nice summer!	Andrea [REDACTED]	A+	A+	A+
Science 6 Comments: Outstanding work this year in science! Thanks for making science class more enjoyable for everyone and I hope you have a great summer!	Aileen [REDACTED]	A+	A+	A+
French 6 Comments: willing to put in extra time Have a great summer!	Sandra [REDACTED]	A+	A+	A+
Art 6 Comments:	Shoshana [REDACTED]		A	
Music 6 Comments:	Matthew [REDACTED]	A-		
Chorus 6 Comments: A pleasure to have in rehearsal	Matthew [REDACTED]	A+	A+	A-
Drama 6 Comments: good class participation	Robin [REDACTED]			A

This report card is the last one of the school year. You can see that all three trimesters have grades, except for Art, Music, and Drama which were one-trimester classes.

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**SPECIAL AREA SUBJECTS**

<b>LIBRARY/MEDIA</b>	1	2	3
Demonstrates an understanding of concepts and skills	3	3	
Uses library resources independently	3	3	
Follows directions, classroom rules and procedures	3	3	
<b>Marking Period 1 Comments</b>			
Demonstrates a positive and cooperative attitude Participates often in class			
<b>Marking Period 2 Comments</b>			
Works cooperatively			
<b>Marking Period 3 Comments</b>			

<b>HEALTH AND PHYSICAL EDUCATION</b>	1	2	3
Demonstrates an understanding of concepts and skills	3	3	
Participates in activities	4	4	
Follows directions, classroom rules and procedures	3	3	
<b>Marking Period 1 Comments</b>			
Demonstrates a positive and cooperative attitude			
<b>Marking Period 2 Comments</b>			
A pleasure to have in class			
<b>Marking Period 3 Comments</b>			

<b>ART</b>	1	2	3
Demonstrates an understanding of concepts and skills	3	3	
Demonstrates creative thinking	3	3	
Follows directions, classroom rules and procedures	3	3	
<b>Marking Period 1 Comments</b>			
Is eager and ready to learn			
<b>Marking Period 2 Comments</b>			
Demonstrates a positive and cooperative attitude			
<b>Marking Period 3 Comments</b>			

<b>VOCAL MUSIC</b>	1	2	3
Demonstrates an understanding of concepts and skills	3	3	
Participates in activities	3	3	
Follows directions, classroom rules and procedures	3	4	
<b>Marking Period 1 Comments</b>			
Is an attentive and focused student Demonstrates a positive and cooperative attitude			
<b>Marking Period 2 Comments</b>			
Is an attentive and focused student			
<b>Marking Period 3 Comments</b>			

<b>INSTRUMENTAL MUSIC</b>	1	2	3
Is prepared with instrument and music for all rehearsals and lessons			
Recognizes note names, rhythms, and expressive markings			
Demonstrates performance skills			
Practices at home on a regular basis			
Follows directions, classroom rules and procedures			
<b>Marking Period 1 Comments</b>			
<b>Marking Period 2 Comments</b>			
<b>Marking Period 3 Comments</b>			

<b>WORLD LANGUAGE</b>	1	2	3
Demonstrates understanding of vocabulary	3	3	
Demonstrates communication skills	3	3	
Participates in activities	3	3	
Follows directions, classroom rules and procedures	3	3	
<b>Marking Period 1 Comments</b>			
Demonstrates a positive and cooperative attitude			
<b>Marking Period 2 Comments</b>			
Participates often in class At times, can be too social			
<b>Marking Period 3 Comments</b>			

**TENAFLY PUBLIC SCHOOLS**  
ELEMENTARY REPORT CARD  
GRADE 5



Maugham Elementary School  
Magnolia Avenue  
Tenafly, NJ 07670  
201-816-7705

Student: [REDACTED]  
Grade: 05 Student ID: [REDACTED]  
Teacher: Ms. [REDACTED]  
Principal: Mrs. Jennifer [REDACTED]  
School Year: 2021-22

<b>Reporting Key for Academic Development</b>	
<b>4 – Exceeding Learning Standards</b>	Student performance demonstrates an understanding of the knowledge and skills beyond expectations and consistently shows evidence of higher level thinking.
<b>3 – Meeting Learning Standards</b>	Student performance demonstrates a thorough understanding of the knowledge and skills expected at this grade level.
<b>2 – Approaching Learning Standards</b>	Student performance demonstrates a partial understanding of the knowledge and skills expected at this grade level.
<b>1 – Not Meeting Learning Standards</b>	Student performance does not demonstrate an understanding of the knowledge and skills expected at this grade level.

<b>READING</b>	1	2	3
Determines key ideas and details of text	2	3	
Recognizes craft and structure of text	2	3	
Analyzes text for inferential meaning	3	2	
Demonstrates fluency	3	3	
Demonstrates word attack skills	2	3	
Demonstrates vocabulary acquisition	2	3	
Constructs meaningful responses to literature	3	3	
Demonstrates reading stamina	3	3	
<b>WRITING</b>	1	2	3
Creates writing with purpose and meaning	3	3	
Produces organized and structured writing	3	3	
Applies craft and style to convey ideas	4	4	
Demonstrates command of mechanics and conventions	2	2	
Strengthens writing through revision and editing	3	3	
Demonstrates writing stamina	3	3	
<b>SPEAKING AND LISTENING</b>	1	2	3
Comprehension and collaboration	3	3	
Presentation of knowledge and ideas	3	3	

<b>SCIENCE</b>	1	2	3
Demonstrates knowledge of and applies scientific concepts	2	2	
Applies scientific process skills	3	3	

<b>SOCIAL STUDIES</b>	1	2	3
Demonstrates knowledge of and applies social studies concepts	3	3	
Applies process skills in social studies	3	3	

<b>INTERDISCIPLINARY PROCESSES</b>	1	2	3
Demonstrates digital literacy, an understanding of technology concepts and uses digital media to collaborate	2	2	

<b>MATHEMATICS</b>	1	2	3
Understands and applies concepts	2	2	
Communicates mathematical thinking	2	2	
Applies problem solving strategies	2	2	
Computes accurately	3	3	

<b>Reporting Key for Learning Behaviors</b>	
<b>4 – Consistently meets expectations</b>	3 – Generally meets expectations
<b>3 – Generally meets expectations</b>	2 – Progressing towards meeting expectations
<b>2 – Progressing towards meeting expectations</b>	1 – Not meeting expectations

<b>LEARNING BEHAVIORS</b>			
<b>SOCIAL DEVELOPMENT</b>	1	2	3
Takes care of personal belongings	2	2	
Respects rights, views, and feelings of others	4	4	
Exercises self-control	3	3	
Resolves personal conflicts effectively	4	4	
Accepts constructive criticism	4	3	
Follows rules	4	4	
<b>WORK AND STUDY HABITS</b>	1	2	3
Remains on task	2	2	
Participates in lessons:			
Math	3	3	
Reading	3	4	
Writing	3	3	
Social Studies	4	4	
Science	4	4	
Works productively	2	3	
Organizes personal belongings	2	2	
Works carefully and accurately	2	3	
Completes classwork on time	3	3	
Completes homework on time	2	3	
Writes neatly and legibly	4	4	
Listens and follows directions	2	2	
Listens while others are speaking	2	2	

**MARKING PERIOD 1 – TEACHER COMMENTS**  
With support [REDACTED] has begun to adjust to the 5th grade routine and expectations. She is such a character -has stellar manners- we just have to get her organized. She performed well through the HS level word ID, 14/15 on the oral language, and reached level U (grade level) on the F&P assessments respectively. Linkit ELA tests reveal meeting expectations with work needed in point of view; compare & contrast; cause & effect; plot interpreting visuals & graphics; and diverse media. Her writing shows improvement since September with better structure, organization, and conventions. She scored 84%, 97%, and 70% on the Unit 1, 2, and cumulative tests respectively showing emerging competence with content, skills, and algorithms. Linkit Math revealed she is on the bubble of meeting expectations w/ work needed in measurement & data; number & operations in base ten & fractions; renaming measurements; decimal operations; dividing whole numbers; and operations with fractions. She scored 71.9% on the module 1 test showing emerging understanding of science content and a need for better study strategies. In SS, she has found more success -she has improved in primary document analysis and been an active participant in our simulation. We have some work to do building her work habits and habits of the mind specifically attention with improvement in both, she should find success.

**MARKING PERIOD 2 – TEACHER COMMENTS**  
[REDACTED] should be proud of effort this marking period. With support she had made progress she reached level V on F&P. ELA Linkit B shows she meets expectations. Solid skills include text structure, plot, cause & effect, genre, interpreting visuals or graphics, main idea, vocabulary, key ideas & details; areas for growth include compare & contrast, inference, and character. She scored 8/10 on her nonfiction reading assessment and showed improvement in writing responses specifically with voice and showing thinking. She earned 85%, 86% and 89% on her unit math tests showing inconsistent mastery of concepts. The Math Linkit B shows she is approaching grade level. Strong skills include long division, whole number operations, and measuring volume; emerging skills include decimals operations and rounding, measuring & computing volume; growth areas include adding/subtracting mixed numbers or fractions with unlike denominators, multiplying fractions or mixed numbers, dividing with whole numbers and unit fractions, and renaming measurements. Her science tests (Module 3 84.6%; 84.2% Module 4) and performance tasks confirm emerging mastery of content and skills taught. Her endangered animal slideshow revealed solid research and nonfiction writing. With focus and organization she will find more success. She is well-respected by her peers and can be creative.

**MARKING PERIOD 3 – TEACHER COMMENTS**

<b>ATTENDANCE</b>	1	2	3	<b>TOTAL</b>
Days Absent	2	3		5
Times Tardy	4	4		8

This report card is from the second trimester (also called “marking period”) of an elementary school. Notice the use of numbers instead of letters for the grades. Elementary report cards also break down progress by skills instead of just classes. Elementary schools have one teacher whereas high school have a different teacher for every class.

**Homework**

Do you feel comfortable talking about homework? Are you confident with helping your child with homework when they need it?

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**CONVERSATION STARTERS WITH CHILDREN**

In the morning:

- Do you have all your homework for today?
- Was there anything in your homework that was difficult?
- What do you need to do to make sure you understand your homework?
- Is there anyone at school that you could ask for help?

After school:

- Do you have homework tonight?
- Can I see your homework for tonight?
- How can I help you?
- How did you do your last homework?
- Do you understand your homework?
- What part of the homework did you like/not like?

When your child won't do homework or is receiving bad grades on homework:

- Is there a reason you don't want to do your homework?
- Is it because you don't understand the material?
- Do you enjoy the subject?
- Do you need help?
- Who is someone in your class who is really good at this?
- Have you asked them for help?

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**WHAT TO ASK THEIR TEACHER(S)**

When your child is having difficulties completing assignments:

- My child is struggling with his/her homework. It is important to me that they do well. How can we help him or her together?
- Do you think my child understands the material?
- Are there any resources I can use to help my child at home with this material?

When your child's grades are not improving, find out why and make a plan:

- I am concerned that my child's grades are not improving, do you have any thoughts on why that may be?
- How often do you send home assignments and when are they due?
- Is my child turning in his/her assignments?
- What is the biggest challenge for my child in your class?
- Is there anything I can do to help my child?
- Is there anything the school can do to help my child?
- Are extra support services available?

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**After School/ Extracurricular Activities**

Do you know about the extra-curricular activities available to your child? Do you know what activities might be fun and interesting for your child?

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Do you have any concerns about your child participating in extracurricular activities?

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**QUESTIONS FOR CHILDREN**

- What do you like to do? Are there any opportunities to do these things after school?
- Are you interested in joining any sports teams or school clubs?
- Have you ever thought about joining the school choir/band/musical/play?
- Do your friends do after school activities?

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**QUESTIONS FOR TEACHERS**

- What activities are at the school?
- When do they start?
- How much time is this activity?
- Is there transportation?
- Does it cost money? Do you offer scholarships?
- Do you think any of the activities could help my child succeed?

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**Personal Relationships and Social Life**

What do you think is important in learning about your child’s personal relationships?

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What ways do you try to talk to your children about relationships with friends?

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What ways do you try to talk to your children about relationships with teachers?

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Do you have any concerns with talking about personal relationships with your child?

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Do you know about any resources that can help you when you are having difficulty talking with your child?

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## QUESTIONS FOR CHILDREN

About friends:

- Who do you spend time with at school?
- Do you eat lunch with friends?
- How are your friends doing?
- Is there anyone at school you do not like/do not get along with? Why?

About Teachers:

- What are your teachers' names? What do they teach?
- How is your relationship with your teacher?
- Are you learning from your teacher?
- Is he/she respectful?
- Does your teacher help if you do not understand something in class?

When something is wrong, try to find out why by asking:

- You seem upset, can you tell me what happened at school today?
- Are you having a hard time making friends?
- Why do you think that is?
- Are people at school nice to you? What are they saying or doing and why?
- Do you feel you're a target for bullying? What has happened exactly?

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## QUESTIONS FOR TEACHERS

When your child is having difficulties with their friends, you can ask the teacher:

- Have you noticed anything with my child and his/her friends?

If your child has a problem, explain your child's situation, and ask:

- Is there anything I can do to help my child?
- Is there anything the school can do?

If the problem is with the teacher, try talking to him/her directly (if you feel comfortable. Get the teacher's side of the story, and ask the following:

- My child told me about something that happened in class and I want the chance to talk to you about it.
- Can you tell me what happened in your opinion?

Establish a relationship and ask:

- How can we work together to improve this situation?

If talking to the teacher does not help or you feel uncomfortable talking to the teacher, go to the Administrator. Administrators are helpful in resolving bullying and finding resources for your child.

With the school administrator:

- Explain your child's concern.
- If you spoke with the teacher, explain why you need help
- If you did not speak with the teacher, explain why you are not comfortable going to the teacher with this issue.
- Ask the administrator: How can we work together to improve this situation?

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**Emotional Life**

How can you talk about emotions with your child if you notice a change?

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Who can you talk to when your child has emotional changes? Do you feel comfortable speaking with those people?

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## Bullying and Other Hard Conversations

### Vignette-Ayesha and her family's story

Ayesha, a 13-year-old girl, came to the US with her parents and two younger brothers as refugees a few months ago. She started going to public school for the first time after they were resettled. On the first day of school, Ayesha wore her traditional clothes from home and a scarf over her head (Qadifa). She also brought her family's food to school to eat for lunch. Other students said it smelled funny and sat somewhere else instead of with her. Ayesha felt sad. She wanted to sit with the other girls, but she didn't want to eat the school food that she thought tasted terrible. Other times, when Ayesha was walking in the hallway, she felt someone pull on her head-covering (Qadifa). No one else in her class prayed five times a day, and Ayesha felt too scared and nervous to ask her teacher about it. Ayesha felt all alone at school and just wanted to disappear. She started feeling anxious all the time and didn't want to go to school. She thought her parents wouldn't understand and would make her go, so she pretended to be sick and stayed in bed. Ayesha started staying in bed all the time. Ayesha's parents didn't speak English, so they didn't call her teacher. But when Ayesha stopped going to school, a friend suggested they use a translation app to send an email to the school social counselor. The school counselor arranged a translator so they could talk with Ayesha's teacher and school Administration. The Administration was able to work with Ayesha's teacher so she could leave class to go pray in a room set up for prayer. They also made plans to catch and prevent further bullying between students.

Bullying is a challenge that can seriously affect your child's ability to learn at school and could negatively affect their mental health.

What are some of the challenges that Ayesha is experiencing?

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Have you or your family ever had any of these challenges?

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What other challenges do you think your children could face at school? (E.g. language ability, etc.)

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How, if at all, have challenges at school impacted your family?

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How might you talk to your children about the challenges they face at school?

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How might you advocate for them?

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Although the unfamiliar environment at school can be hard, your family has a lot of strengths that will help you overcome the challenges together. Family support can make school easier and more successful for your children.

Do you feel prepared to talk about issues of bullying with your children?

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Which hard conversation topics are you the most concerned about discussing?

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Do you understand the resources that are available to help you talk about hard topics and bullying?

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**Health and Food**

Do parents have any concerns about their child’s health or dietary needs in school?

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Do parents know who they can talk with about health and dietary needs?

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**Check-Out:**

**Which Conversations and When?**

How often?	Conversation Topic	Example Prompts
Twice a day- before and after school	General conversations about school	AM: Are you excited about anything you'll be doing in school today? PM: What did you do at school today?
	General performance and progress	AM: Are some things at school easier than before? PM: What did you learn today?
	Homework	AM: Do you have all of the homework for today? PM: Do you have homework tonight?
Every day	Personal Relationships and social life	<i>Peers:</i> Who do you spend time with at school? <i>Teachers:</i> How is your relationship with your teacher?
	Health and food	What did you eat for lunch today?
Several times a year	Report cards	I heard you received a report card. May I please see it?
	Extra-curricular activities	Do you want to join any sports teams or school clubs?
Case-by-case basis	Emotional life	You seem upset. Did something happen at school today?
	Bullying and other hard conversations	

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**Items for Follow-up:**

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Duration: \_\_\_\_\_ hours \_\_\_\_\_ minutes

Date of next session: \_\_\_\_\_ Time of next session: \_\_\_\_\_

**Other Notes:**

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Fidelity Checklist

<h2 style="margin: 0;">Module 5: Education and Family Engagement</h2>	
<b>Audio Recording:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Referral Provided:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Interventionist:</b>	<b>Supervisor:</b>
<b>Module Date:</b>	<b>Supervision Date:</b>

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
<b>Check In</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				

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<b>Asked caregiver about activity and parenting strategy from Module 4</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Encouraged them to share about the activity and parenting strategy from last module ___ Asked whether caregiver(s) applied any of the strategies that they found together during last week				
<b>Discussed rights and responsibilities regarding the US Education System</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked caregiver what they want to see in terms of the children's education ___ Asked about overall thoughts on the U.S. education system from caregiver perspective ___ Reviewed the section on "rights and responsibilities" ___ Asked caregivers what they think of the lists ___ Discussed and resolve any questions caregiver had				
<b>Helping caregivers have conversations with children</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed the importance of having an informal conversation with children ___ Provided specific examples that parents can use before and after children's school ___ Discussed how to have conversations with their children about report cards ___ Discussed how to have conversations with their children about after-school activities				
<b>Helping caregivers have conversations with teachers and/or friends</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed how to ask for support regarding report cards to teacher or to friends/community members ___ Discussed how to ask for support regarding after-school activities to teacher or to friends/community members				
<b>Helping caregivers understand the importance of homework</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed how to have conversations with their children about homework, including stressing on the importance of homework to children and helping them out when they are struggling ___ Discussed how to ask for support regarding homework to teachers or to friends/community members, including stressing on the importance of				

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asking for help from the teachers when the child is struggling with homework				
<b>Extracurricular activities</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed the importance of Extracurricular/after school activities __ Discussed how to have conversations with their children about such activities and their benefits in the long (get admission in good colleges) and short run (stay healthy and make more friends) __ Discussed how to have conversations with their teachers about such activities __ Asked caregivers about their opinion on Extracurricular activities				
<b>Personal relationships and emotional life</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed how to talk about children's personal relationships and emotional life __ Reminded them to ask the children about their teachers, friends and their day at school __ Discussed how to talk about issues with children (i.e. bullying) with their teachers, administration of school, social workers, school counselors (if needed)				
<b>Bullying and hard conversations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Prepared caregivers for hard conversations with children on Bullying, Resettlement, Discrimination, etc. __ Discussed Khadija's Vignette __ Reminded parents that they can always seek help from social workers, school counselors (if needed)				
<b>Discussed conversations regarding food at school</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Emphasized on the importance of discussing health and diet with children __ Provided example questions for caregivers on eating habits that can be discussed with the children __ Discussed how to advocate for children's dietary needs at school				
<b>Check Out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date				

___ Provided the preview of the next module ___ Asked whether families have any questions or suggestions before ending the session				
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<b>Cross-cutting Skills</b>	<b>Done well</b>	<b>Done partially</b>	<b>Needs improvement</b>	<b>Not applicable</b>
<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ introduced self to family members ___ shared appropriate personal/professional information with family to support building a helping relationship ___ Made casual conversation to set the stage for the sessions and encouraged comfort among family members ___ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ was warm, friendly throughout the session. ___ Showed care and understanding for the family, their concerns and situation.				
<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Listened to family members without interruption. ___ Maintained eye contact and body position as appropriate for role and cultural context. ___ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening ___ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
<b>Demonstrates verbal communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked open-ended questions ___ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly ___ Encourages participation from all family members present, as indicated by session ___ Reminds family of importance of getting input from all family ___ Manages difficult behavior as needed (e.g., is able to				

encourage participation from others if one family member is dominating too much)				
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## Module 6: Promoting Health, Wellness, and Safety

**PURPOSE:** Module 6 is to promote the health, wellbeing, and safety of families. This module is to help caregivers learn about good physical and mental health and learn strategies that promote health, wellness, and safety, and address challenges in ways that support overall health.

**MATERIALS:** Interventionist (*Tas-heel-Konandah*) Workbook (**Module 6 Log**), pens/markers, Psychoeducational material, recorder

**OVERVIEW:**

- Check-in
- Stress/Tension Management
- Healthy Eating
- Physical Activity
- Household Hygiene
- Prevention and Wellness
- Puberty
- Alcohol
- Safety
- Check-out

**Date:** \_\_\_\_\_

**Caregivers Present:**

Caregiver #1: \_\_\_\_\_

Caregiver #2: \_\_\_\_\_

Additional: \_\_\_\_\_

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**Comments about previous sessions:**

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## Managing Stress/Tension

### Activity

Think of times when you felt stressed. What do you find stressful? Why did you feel stressed from those events/issues?

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What happens to your family members and relationships when you are stressed or tense?

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Do you use any strategies to decrease stress? If so, what types of strategies do you use? How effective are they?

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What else could you do to manage or reduce stress/tension?

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Who do you know who is the least stressed? How do you think they stay so relaxed even after they are in a stressful situation?

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**Stress/Tension Management Strategies**

Which stress-reducing strategies do you like and which ones do you think the whole family can do? (i.e. deep breathing, walking with mindfulness, seek out support from others, exercise, repeat or read a soothing phrase, laugh, sleep, eat right, drink water and/or get involved in the community)

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Which ones do you think the whole family can do?

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**Healthy Eating**

**High Protein Foods-Activity**

What are some common foods/meals in your culture that are healthy? What nutrients do they have?

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Now think about your family's favorite meals. Do they include these good foods?

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**Fats/Sugars/Salts- Activity**

How can you decrease fats, sugars, and salt from your diet on a daily basis? What are some strategies that would help on a daily basis?

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**How to Get Your Children Involved in Healthy Eating**

Can you think of other ways to get your children involved to help the family eat healthier?

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Do you have any concerns about healthy eating for you or your children?

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**Physical Activity**

**Activity**

Can you think of other ways to get children and the whole family involved in being active? (i.e. set specific activity times, plan ahead and track progress, plan for all weather conditions, start small, use what's available, include other families, make it fun.)

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**Household Hygiene**

- Review content on **Food Safety**
- Review content on **Cleaning**
- Review content on **Lead Poisoning**

**Prevention and Wellness**

- Review content on **Vaccinations**
- Review content on **Annual Check-Ups**
- Review content on **Oral Health**

## Puberty

**Disclaimer: This is a very sensitive topic. Not all families will be comfortable discussing. At the very least, bring this topic up and express that it is important to discuss with children because they are going through many changes and it may be a challenging time for them.**

### **Vignette-Saida's Story and Basit's Story: Discussing puberty**

#### **For Parents with Girls**

If you were the caregiver in this vignette, how would you have responded in this situation?

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Have you had similar conversations with any of your children?

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As you know, children may have questions about puberty such as:

- "What changes can I expect?"
- "When will I go through puberty?"
- "Why haven't I started puberty?"

What are some ways that you can help answer these questions?

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What other misconceptions do you think children might have?

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What can parents do to talk to their kids about their changing bodies?

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Here is one way you can discuss this with your kids:

“This is an exciting time in your life where you will experience growth and changes in your body, brain, and emotions. It may feel strange at times, but it is perfectly normal and you will get used to it. Here are some changes to your body that you might experience: 1) body odor; 2) grow taller; 3) grow hair in new/different areas of your body; and/or 4) skin and hair gets oilier. You may need to shower more and use deodorant. You might also find that some of your relationships change. You may feel closer to your friends now because you’re going through similar experiences.”

What are your thoughts on this? Can you come up with additional suggestions?

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Do you have access to any resources or communication channels that you can use to talk about his/her puberty?

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- Review content on Personal Hygiene
- Review content on Bedtime

### Alcohol

- Review content on **Excessive Drinking**

What are your thoughts on this growing issue?

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- Review content on **Health Risks**
- Review content on **Prevention Strategies**

### Safety

- Review content on **Street Safety**
- Review content on **Car Safety**
- Review content on **Driving Safely**
- Review content on **Home Safety**
- Review content on **Public Places Safety**
- Review content on **Personal Safety**

What safety concerns do you have for yourself, your children, and/or the family as a whole? List any concerns.

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■ Review content on **Online Safety**

How can you start a discussion with your children about their online activities and being safe?

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List questions that you can ask your children to start a conversation with children about their online or phone activities and being safe. (i.e. What are some of the websites you like to visit online? What types of information do you make public? What types of information do you keep private? Why should you keep information private? What are some steps you can take to be safer online? Has there ever been a situation where you felt unsafe? Has there ever been a situation where someone asked you something you know is wrong (e.g., asked to meet you face-to-face)?)

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*At this point, the interventionist should pause and ask the caregivers if they have any questions about the intervention or for the interventionist.*

**Items for Follow-up:**

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Duration: \_\_\_\_\_ hours \_\_\_\_\_ minutes

Date of next session: \_\_\_/\_\_\_/\_\_\_ Time of next session: \_\_\_\_\_

**Other Notes:**

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### Fidelity Checklist

<b>Module 6: Promoting Health, Wellness, and Safety</b>	
<b>Audio Recording:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Referral Provided:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Interventionist:</b>	<b>Supervisor:</b>
<b>Module Date:</b>	<b>Supervision Date:</b>

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
<b>Check In</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
<b>Stress and tension management strategies</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explained about the definition of the stress ___ Explained about the chart on physical, mental, behavioral cognitive stressors ___ Explained about the mindfulness ___ Explained about the deep-breathing ___ Explained expressing yourself ___ Explained expressing the importance of community involvement ___ Explained the helpfulness of helping others				

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__ Provided caregivers with helpful tips to handle their children's stress				
<b>Healthy eating for everyone</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Highlighted the importance of healthy eating for everyone including children, adolescents, and adults __ Discussed Nutrition Overview __ Discussed the importance of adding a variety in your food including, fruits and vegetables, whole grains, high protein foods __ Discussed the importance of reducing fats, sugars and salt from food __ Provided tips on healthy eating __ Stressed on the importance of Family Meals				
<b>Physical activity</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed physical activity and how to go about it __ Stressed on the importance of physical activity and its benefits on health __ Provided tips on being an active family including, setting specific activity times, planning ahead and tracking progress, planning for all weather conditions, etc.				
<b>Food safety</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed overall household hygiene __ Discussed how to prepare food and store it				
<b>Cleaning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Explained the importance of cleaning __ Discussed how to involve kids in it				
<b>Lead poisoning</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Provided caregivers on information regarding lead poisoning __ Provided tips in how to prevent it				
<b>Vaccinations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Explained the importance of vaccinations __ Stressed on the importance of getting vaccinated on time				
<b>Annual check ups</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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__ Reminded caregivers about annual Check-ups __ Reminded caregivers that children will have more checkups as compared to adults				
<b>Oral health</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed the importance of oral health with caregivers __ Provided tips for taking care of the teeth of babies, toddlers, Children, Adolescents, and Adults.				
<b>Puberty</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed puberty __ Discussed Vignette for boys or girls on puberty (depending on the child the family has)				
<b>Personal hygiene</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Provided tips on personal hygiene __ Stressed on the importance of personal hygiene for all				
<b>Bedtime schedule</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Stressed on the importance of sleep __ Stressed on sticking to a bedtime schedule for children				
<b>Alcohol drinking</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Reminded caregivers that Alcohol drinking is permitted in US				
<b>Excessive drinking and health risks</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Stressed on the effects of excessive drinking __ Warned caregivers about the 'alcohol use disorder' __ Discussed the associated short-run and long-run health risks with alcohol				
<b>Prevention strategies</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed prevention strategies for drinking alcohol __ Discussed the recommended guidelines for drinking				
<b>Street safety</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed street safety __ Discussed how to walk and where to walk on the roads				
<b>Car safety</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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__ Discussed car safety __ Stressed on the importance of booster seats for children				
<b>Driving safety</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed driving safety __ Discussed the three main types of distractions				
<b>Home safety</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Emphasized on home safety __ Gave examples of some dangerous items lying around in the house				
<b>Public places safety</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed how to stay safe in public places __ Informed parents on teaching children about “Stranger Danger”				
<b>Personal safety</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed personal safety with parents __ Informed parents about 911 __ Provided parents with helpful tips to prevent danger				
<b>Online safety</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Explained about online safety __ Reminded parents to set guidelines and boundaries around internet usage with their children __ Stressed on the online safety risks __ Provided a few online safety tips				
<b>Check out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

Cross-cutting Skills	Done well	Done partially	Needs improvement	Not applicable
<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members				

Do not distribute

__ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
<b>Demonstrates verbal communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions __ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly __ Encourages participation from all family members present, as indicated by session __ Reminds family of importance of getting input from all family __ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				

# Module 7: Coaching Caregivers on Communicating with Children

**PURPOSE:** Module 7 is to meet again with caregivers to plan for the Family Meeting/Gathering. This module will practice child-parent communication.

**MATERIALS:** Interventionist (Tas-heel-Konandah) Workbook (Module 7 Log), Family Strengths and Goals, Psychoeducational material, pens/markers, recorder.

## OVERVIEW:

- Check-in
- Review the Family Strengths and Goals
- Review Child Module 3
- Navigating Coeducation and American Dating Culture
- How to respond well to difficult questions
- Building Resilience
  - Strategies for building strong families
- Review Communication and Problem-Solving Skills
- Family Meeting Preparation
- Role play Family Meeting
  - Build caregivers' confidence that they are prepared for the Family Meeting
- Check-out

### **Notes to the Interventionist:**

When preparing the Family Meeting Agenda:

- It's best to do a few topics and do them well.
- Only do topics that BOTH caregivers agree for the Family Meeting.
- Choose recent topics, or events that the children experienced.
- Plan carefully with parents about very sensitive topics.
- Remember, the agenda is just a guide.

Date: \_\_\_\_\_

**Caregivers Present:**

Caregiver #1: \_\_\_\_\_  
Caregiver #2: \_\_\_\_\_  
Additional: \_\_\_\_\_  
\_\_\_\_\_

Review the last couple of sessions (Family Narrative, Strengths and Challenges, Tip Sheet – Resettlement Education for Adults)

**Caregivers’ Comments on Previous Sessions:**

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**Review the Family Strengths and Goals**

- Use your notes on the Family Strengths and Goals to remind the family of 2-3 strengths and goals that they came up with
- You can try to tie this in with their resettlement experience:
  - Example: “You previously identified that one of your strengths is your adaptability. This strength helped you gain resilience through the changes you experienced with resettlement.

**Review the Child Module**

Caregivers’ Concerns and Feelings About Topics Raised During Child Module:

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### **Vignette-Jamal’s Story (for school-aged boys)**

Jamal (16 years old) is a refugee who came to the US by the end of 2021 with his family. Jamal had lost contact with all of his previous friends and was feeling alone in the US. Jamal was starting to go to a community school in his neighborhood and as he was sitting next to Kaitlyn in the classroom, he thought he liked her and had fantasies about her in his mind so he started talking to her more.. Jamal was not very familiar with how to talk to girls, but thought it was going well. One day, as they were leaving the classroom, he touched her bottom. Kaitlyn ran away and didn’t sit next to him in the next class. She didn’t talk to him at all, and he didn’t know why. The next week the school asked Jamal’s parents to come to school to talk about inappropriate touch. All of a sudden, Jamal found himself in an embarrassing situation.

### **Vignette-Zahra’s Story (for school-aged girls)**

Zahra (14 years old) started at the public-school last fall after coming to the U.S. She has made a few friends, one of whom is Kevin. Kevin started coming to eat lunch with her every day. He makes her laugh and sometimes helps her with schoolwork when she gets stuck. Sometimes he sits really close to her and puts his hand on her thigh. Zahra felt uncomfortable with him being so close, but she thought it would be rude to say anything. Recently, he asked her for her phone number and has been texting her a lot. Zahra knows he is flirting with her, and she likes the attention and enjoys talking to him. One day, Kevin asked her to send a picture of herself without a shirt on. Zahra was embarrassed and didn’t know what to say. She didn’t want to lose him as a friend and was afraid he would be mad if she said no. She didn’t reply and didn’t go to school the next day. Her mother, Laila, asked if she was sick, or if something was bothering her. Zahra started crying and told her mother about Kevin. Laila was upset, but was not mad at Zahra. Laila assured her daughter that it was absolutely okay to say no and it was important to set boundaries with boys. She said that anyone should receive your permission before touching you and that it was okay to ask for space. Together, they crafted a text response to Kevin to let him know that his text made her uncomfortable. They even practiced asking for physical space until Zahra felt confident that she could say the same thing to Kevin tomorrow at lunch. Zahra and Laila felt closer after the conversation and Laila was glad she had asked about what was going on.

What do you think of this story?

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**Do not distribute**

Where do you think there were misunderstandings between the teenagers?

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What do you wish Zahra/Jamal had known before this happened?

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What was helpful to Zahra/Jamal in this situation?

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How would you describe safe boundaries to your children?

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What are you nervous about discussing with your children?

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### **Responding Well to Hard Questions**

What are the hardest questions you worry about answering?

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What hard questions have you had to answer already?

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How was that experience?

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What was hard about answering those questions?

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How can you and your family change the way you talk about difficult topics?

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What else would you add to the conversation?

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What other questions might children ask?

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What are some other ways of responding to those sorts of difficult questions or scenarios?

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## Building Resilience

What are simple and inexpensive activities that you enjoy doing?

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Can any of these activities be done with the whole family?

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How can you add these activities more into your life?

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## Strategies for Building Strong Families

What are some 'supports' available to your family?

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What other supports can you add to help you?

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## Review Communication Skills and Problem-Solving Skills

- Talk about and practice **Communication Skills**:
  - As the listener...
    - Be respectful. Wait for others to finish speaking.
    - Try to understand the speaker’s situation.
  - Show the speaker that you are listening.
  - As the speaker...
    - Make eye contact.
    - Speak confidently, clearly and slowly.
    - Use “I” statements for sensitive topics (e.g., “I feel sad when you yell” instead of “you yell too much”)
  
- Talk about and practice **Problem-Solving Skills**:
  - Describe the problem
  - Think about possible solutions
  - Think about of the good and bad parts of each option
  - Choose an option and try it, see if it works, and choose another if necessary
  
- Role Play Family Meeting Topic
  - Practice key statements
  - Prepare for challenges

### Caregiver’s Reflections

What are some things you have learned?

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What is the thing you've learned that you found to be the most helpful?

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What did you think was the least helpful?

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**Family Meeting Preparation**

- Building the agenda
  - List what has been put on the agenda thus far
  - Are all these items still okay?
  - What other topics would you like to talk about with your children?
  - What topics do you NOT want to discuss?
  - Order of the agenda: what would you like to talk about first?
  - Who will be the leader and start the meeting?
    - Practice starting the meeting

**Family Meeting Agenda**

		Indicate who wanted to discuss each topic		
Order	Topic	Caregiver	Child	Discussion leader


*The interventionist should remind caregivers that during the next session, he/she will be meeting with the children to prepare for the Family Meeting.*

Duration:                    \_\_\_ hours        \_\_\_ minutes

Date of next session (with children): \_\_\_/\_\_\_/\_\_\_        Time of next session: \_\_\_\_\_

*The interventionist should remind caregivers that the Family Meeting varies in length and they should plan to stay longer for it, just in case extra time is needed.*

Date of Family Meeting:    \_\_\_/\_\_\_/\_\_\_        Time of Family Meeting: \_\_\_\_\_

**Other Notes:**

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**Fidelity Checklist**

<b>Module 7: Communicating with Children</b>	
Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
Check In	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
Reviewed resettlement and child’s concerns from module 3	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed 2-3 resettlement related events from the family narrative				

Do not distribute

__ Discussed Module 3 with children whilst keeping the confidentiality intact __ Discussed possible common fears for kids including, discrimination, bullying, fear of not succeeding, fear of losing culture, navigating coeducation				
<b>Coeducation and dating culture</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Narrated Jamal or Zahra's story __ Asked caregivers how they think of the story __ Discussed how to set up a healthy boundaries __ Discussed co-education in the U.S. school system				
<b>Discussed how to respond well to the difficult questions of children</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Discussed the difficult questions children may ask with examples and provide the helpful tips needed to tackle them __ Roleplayed and practiced the newly learnt communication skills				
<b>Resilience and the strategies to become resilient</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Explained what resilience means and how it applies to their family __ Discussed how to build resilience within the family __ Discussed the strategies to introduce those activities mentioned above to their life				
<b>Communication and problem solving skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked how the parent manages the challenges at home __ Validated the challenges that the caregiver going through __ Discussed communication and problem-solving skills				
<b>Caregiver's reflection</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Got feedback from parents about the session so far (their learning after discussing resettlement, parenting, communication, problem-solving, and ways to build resilience)				
<b>Family meeting agenda</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Gave an overview of how the Family Meeting will be like when we meet next time				

# Do not distribute

___ Listed out the Family Meeting agenda that the interventionist collected so far ___ Asked caregivers to review the agenda and add if she/he has suggestions ___ Made all the necessary changes in the document according to the Caregivers' comfort. ___ Demonstrated how to start the family meeting ___ Demonstrated how to lead the family meeting ___ Practiced starting the Family Meeting				
<b>Check out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Clearly identified who will be involved and the duration of the next session. ___ Set up time/date ___ Provided the preview of the next module ___ Asked whether families have any questions or suggestions before ending the session				

<b>Cross-cutting Skills</b>	<b>Done well</b>	<b>Done partially</b>	<b>Needs improvement</b>	<b>Not applicable</b>
<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ introduced self to family members ___ shared appropriate personal/professional information with family to support building a helping relationship ___ Made casual conversation to set the stage for the sessions and encouraged comfort among family members ___ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ was warm, friendly throughout the session. ___ Showed care and understanding for the family, their concerns and situation.				
<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Listened to family members without interruption. ___ Maintained eye contact and body position as appropriate for role and cultural context. ___ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening				

___ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
<b>Demonstrates verbal communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked open-ended questions ___ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly ___ Encourages participation from all family members present, as indicated by session ___ Reminds family of importance of getting input from all family ___ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				

Do not distribute

## Module 8: Communicating with Caregivers

**PURPOSE:** Module 8 is to meet again with the children to plan for the Family Meeting/Gathering. This module is for children to practice skills related to improved parent-child communication.

**Materials:** Interventionist (*Tas-heel-Konandah*) Workbook (**Module 8 Log**), Family Strengths and Goals, Psychoeducational materials, pens/markers, recording device, string (for ice-breaking activity)

### OVERVIEW:

- Check-in
- Defining Resilience
- Building Communication Skills
- Prepare for the Family Meeting
- Check-out

**Family Code:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Children present:**

	Initials	Age
Child#1:	_____	_____
Child#2:	_____	_____
Child#3:	_____	_____
Child#4:	_____	_____
Child#5:	_____	_____
Child#6:	_____	_____
Child#7:	_____	_____

*Play a game / Sing a song / Do an activity to re-establish rapport with the children*

## Defining Resilience

- ❖ *What is a challenge you have recently faced?*
- ❖ *What do you think resilience means?*

*Read the story below (you can change it to fit the family) about resilience to the children and ask them what they think about it.*

### Vignette- Elham's Story

Elham came to the US in 2021 with her mother and two younger brothers. She was 16 years old. Elham's father died a few years ago. When they first came to the US, it was very hard for the family. It was hard for her mom to find a job because she didn't speak English. After a couple of years, their mom got a part-time job. One day, Elham's mother became sick and went to the hospital. Elham and her brothers felt sad. They were worried about their mother. Also, there was no one home to cook dinner. Elham started a part-time job. She worked in the morning and went to school in the afternoon. To help her brothers feel better, Elham told them about how their mother worked very hard but never stopped taking care of them. Elham told them that hard times teach people and make them stronger. She told them that their mother would leave the hospital soon. Elham cooked and took care of her brothers until their mother came home six days later. Everyone was happy to have the family together again.

What do you think of this story?

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How is the family in this story resilient? What does a resilient family look like?

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How is your family resilient? Was there a specific time when your family (or a member of your family) was resilient?

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Give an example of a situation in which a member of the family was resilient. What was the situation?

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How did he/she behave?

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What motivated him/her?

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How did s/he overcome the challenge?

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When was a time when you were resilient and solved a problem? (Put it on the timeline)

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**Characteristics of resilient kids**

What do resilient kids do in difficult situations?

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**Building Communication Skills**

- Talk about and practice **Communication Skills**:
  - As the listener...
    - Be respectful. Wait for others to finish speaking.
    - Try to understand the speaker’s situation.
    - Show the speaker that you are listening.
  - As the speaker...
    - Make eye contact.
    - Speak confidently, clearly and slowly.
    - Use “I” statements for sensitive topics (e.g., “I feel sad when you yell” instead of “you yell too much”)
- Role-play communication

**Family Meeting Preparation**

- Explain again what the Family Meeting is
- Review what will happen
- Tell children that you will be there to support the family
- Tell children that you are there to help each child talk about topics that he/she needs help with
- Plan agenda
  - What are topics you would like to add to the agenda?
    - Anything related to chores, school, homework, or family activities? What about building resiliency, problem solving, or improving communication?

Do you have any concerns about the family meeting?

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**Family Meeting Agenda**

		Indicate who wanted to discuss each topic			
Order	Topic	Caregiver	Child	Discussion leader	Permission to mention during Family Meeting?


- Role-play a Family Meeting topic
  - Practice key statements
  - Practice discussing resettled life and resilience
  - Prepare for challenges

Notes After Role-Play of a Family Meeting Topic:

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**Child Reflections**

What are some things you learned?

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What was the most helpful thing that you learned?

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What will help you in the Family Meeting?

Do not distribute



Fidelity Checklist

## Module 8: Communicating with Caregivers

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
<b>Check In</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
<b>Resilience</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explained the definition of resilience to the children ___ Read Elham’s story ___ Asked what the child thought of the story ___ Went over the characteristics of a resilient kid and how they can become a resilient family				
<b>Improving communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Shared helpful tips about communication skills ___ Role-played with kids to demonstrate helpful communication skills ___ Asked whether kids fully understand it				
<b>Family meeting preparation</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Explained how the Family Meeting will take place ___ Asked whether they want to add any more topics in the Family Meeting Agenda ___ Role-played the Family Meeting				

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<b>Reflections of the children</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Collected feedback of the children on the Intervention so far				
<b>Check out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Clearly identified who will be involved and the duration of the next session. __ Set up time/date __ Provided the preview of the next module __ Asked whether families have any questions or suggestions before ending the session				

<b>Cross-cutting Skills</b>	<b>Done well</b>	<b>Done partially</b>	<b>Needs improvement</b>	<b>Not applicable</b>
<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ introduced self to family members __ shared appropriate personal/professional information with family to support building a helping relationship __ Made casual conversation to set the stage for the sessions and encouraged comfort among family members __ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ was warm, friendly throughout the session. __ Showed care and understanding for the family, their concerns and situation.				
<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
<b>Demonstrates verbal communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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<p>___ Asked open-ended questions</p> <p>___ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly</p> <p>___ Encourages participation from all family members present, as indicated by session</p> <p>___ Reminds family of importance of getting input from all family</p> <p>___ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)</p>				
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Do not distribute

## Module 9: Uniting the Family (Family Meeting/Gathering)

**PURPOSE:** Module 9 is the Family Meeting. The Family Meeting is to help create a shared understanding of resettlement, focus on the family's strengths, and improve mental health in the family. Each family member will be able to share their experience and views. Basic psychoeducation can be used during this meeting if it will help the family.

**Materials:** Interventionist (*Tas-heel-Konandah*) Workbook (**Module 9 Log**), Family Strengths and Goals and Child Strengths and Goals Family Meeting Agenda(s) (in Workbook Module Log 7 and 8), pens/markers, recording device.

### OVERVIEW:

- Check-in
  - ✓ Put the family at ease – thank them for coming
- Conduct Family Meeting
  - ✓ Review key skills (and ask one of the parents to start the meeting conversation)
  - ✓ If appropriate, have caregivers review psychoeducational information
  - ✓ Encourage individuals to share their perspectives
  - ✓ Point out connections between individual perspectives
  - ✓ Address concerns through problem-solving
- Wrap-up
  - ✓ Point out accomplishments
- Check-out
  - ✓ Congratulate family
  - ✓ Leave on a positive note

Prior to the Family Meeting, remember to review Common **Family Meeting Challenges**

**Reminders and Tips: Family Meeting Challenges**

Here are some things you can try if problems happen in the Family Meeting:

**Difficult Situation:** If a family member is distracting and stops you from talking about topics.

- Try: Thank the distracter(s) for participating. Remind the family of the goals and agenda of the family meeting. Remind the family that the meeting isn't too long so they should stay on topic.
- For younger children: bring art supplies to help occupy them during the meeting.

**Difficult situation:** If someone becomes upset (sad, angry).

- Try: Try to understand the emotion. Provide support/empathy. Ask other family members to support the person. Ask the person what upset him/her. Give him/her time, then continue.

**Difficult situation:** If someone will not talk or share.

- Try: Remind the family that the Family Meeting is a new situation and that it can be hard to feel comfortable and to speak. Ask the shy person to talk about a topic that he/she enjoys and feels comfortable discussing . Ask him/her to participate in the Family Meeting when they feel comfortable and ready.

**Difficult situation:** If conflict starts.

- Try: Ask that everyone stay calm so you can understand what is going on. Repeat what was said and ask the family members if you got it right. Try to find out what made them upset. Remind the family that you understand that the situation can be difficult. If the family members have calmed down, continue with the topic. If the family members cannot discuss this topic, change to a different topic, and return to the difficult topic later in a parent-only session.

Family Code: \_\_\_\_\_

Date: \_\_\_\_\_

**Caregivers Present:**

Initials

Caregiver #1: \_\_\_\_\_

Caregiver #2: \_\_\_\_\_

Additional: \_\_\_\_\_

**Children Present: Initials**

Age

Child #1: \_\_\_\_\_

Child #2: \_\_\_\_\_

Child #3: \_\_\_\_\_

Child #4: \_\_\_\_\_

Child #5: \_\_\_\_\_

Child #6: \_\_\_\_\_

Others: \_\_\_\_\_

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**Helpful Review**

- Review **Communication and Problem Solving Skills** (Module 7)

**Beginning the Family Meeting:**

- Use the Family Meeting Agenda(s) as a guide
- Begin the meeting with the first speaker and topic
- Show appreciation for the speaker’s willingness to start
- Have the speaker introduce the agenda

**Sharing Individual Perspectives**

One at a time, I would like each one of you to share your resettlement experience and its effects on the family. If you want to, you can use the Family Narrative to help you share their experiences. Who would like to go first?

**Adherence to Family Meeting Agenda**

Indicate who wanted to discuss each topic			
Topic	Caregiver	Child	Discussion leader

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Fidelity Checklist

**Module 9: Uniting the Family**

<b>Audio Recording:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	<b>Referral Provided:</b> <input type="checkbox"/> Yes <input type="checkbox"/> No
<b>Interventionist:</b>	<b>Supervisor:</b>
<b>Module Date:</b>	<b>Supervision Date:</b>

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
<b>Check In</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
<b>Before Family Meeting starts</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Introduced the goals and purpose of the family meeting ___ Answered any questions anyone had on the Family Meeting before starting ___ Introduced the family meeting agenda ___ Reminded everyone on the importance of communication ___ Reminded everyone that ALL opinions are important even children’s				
<b>During the Family Meeting</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed individual perspectives on resettlement with everyone ___ Was supportive of EVERY speaker and their point of view ___ Observed everyone closely				
<b>Summarize meeting for the family</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Reviewed all that you had discussed for the family				

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___ Covered all the items listed at the beginning of the session ___ Resolved the problem identified ___ Emphasized the strengths of the family as observed by the interventionist ___ Acknowledged the caregiver who led the meeting ___ Explained the importance of family meeting as a channel for the communication as a wrap-up ___ Collected their feedback on the Family Meeting and any concerns they may have				
<b>Check out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Clearly identified who will be involved and the duration of the next session. ___ Set up time/date ___ Provided the preview of the next module ___ Asked whether families have any questions or suggestions before ending the session				

<b>Cross-cutting Skills</b>	<b>Done well</b>	<b>Done partially</b>	<b>Needs improvement</b>	<b>Not applicable</b>
<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ introduced self to family members ___ shared appropriate personal/professional information with family to support building a helping relationship ___ Made casual conversation to set the stage for the sessions and encouraged comfort among family members ___ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ was warm, friendly throughout the session. ___ Showed care and understanding for the family, their concerns and situation.				
<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Listened to family members without interruption. ___ Maintained eye contact and body position as appropriate for role and cultural context.				

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<p>__ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening</p> <p>__ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)</p>				
<p><b>Demonstrates verbal communication skills</b></p>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>__ Asked open-ended questions</p> <p>__ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly</p> <p>__ Encourages participation from all family members present, as indicated by session</p> <p>__ Reminds family of importance of getting input from all family</p> <p>__ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)</p>				

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## Module 10: Bringing it all Together (Family Meeting Review)

**PURPOSE:** The Family Meeting Review is to review the Family Meeting, talk about their experience, and help with any problems. The Review is to help families think about how to use FSI skills in future plans.

**Materials:** Interventionist (*Tas-heel-Konandah*) Workbook (**Family Meeting Review Module Log**), Family Strengths and Goals, pens/markers, snacks, recording device.

### OVERVIEW:

- Check-in
- Reflect on Family Meeting
- Guided discussion of Family Meeting
  - ✓ Review each topic,
  - ✓ Answer questions and concerns
  - ✓ Solve misunderstandings
  - ✓ Make connections
- Review goals and accomplishments
- Use the FSI to think about the future
- Plan future Family Meetings
- Resources for the Future
- Next steps
- Check-out

Family Code: \_\_\_\_\_

Date: \_\_\_\_\_

### Caregivers Present:

Caregiver #1: \_\_\_\_\_

Caregiver #2: \_\_\_\_\_

Additional: \_\_\_\_\_

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Children present	Initials	Age
Child#1:	_____	_____
Child#2:	_____	_____
Child#3:	_____	_____
Child#4:	_____	_____
Child#5:	_____	_____
Child#6:	_____	_____
Child#7:	_____	_____

**Family Meeting Reflections and Discussion**

Note: Remind family that different people may have experienced the Family Meeting in different ways.

- Begin by asking each family member, starting with the children, to share their experience
  - ✓ What did they think?
  - ✓ How did they feel?
  - ✓ Was there anything missing?
- Ask the family to talk about thoughts, feelings, and concerns with each other (not to you)

*Note: Make sure to include ALL family members present.*

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Were there any problems discussed that you want to keep working on as a family?

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When we talked about \_\_\_\_\_, how did that make you feel?

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Do you have any questions about any of the topics?

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Did you learn anything about different family members?

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Can you each share one strength that another person showed during the Family Meeting?

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-----**To complete after the meeting**-----

Do you think anyone in the family needs additional mental health treatment?

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What have you learned from working with this family?

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### Fidelity Checklist

## Module 10: Bringing It All Together

Audio Recording: <input type="checkbox"/> Yes <input type="checkbox"/> No	Referral Provided: <input type="checkbox"/> Yes <input type="checkbox"/> No
Interventionist:	Supervisor:
Module Date:	Supervision Date:

Session-specific Skills	Done well	Done partially	Needs improvement	Not applicable
<b>Check In</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked how the past week was for the family ___ Reviewed agenda items for today before starting the session ___ Made sure families understood “what” and “why” for each activity				
<b>Reflection</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Asked everyone to reflect on their Family Meeting ___ Addressed everyone’s feelings and concerns (if any) regarding the Family Meeting				
<b>Reviewed topics</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Reviewed specific topic/s from the Family Meeting ___ Discussed one strength of each individual				
<b>Using the FSI in the future</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Discussed how family goals can be accomplished ___ Explained how the FSI can help in the coming future too ___ Stressed upon the importance of Family Meetings for meeting the future goals of the family				
<b>Future family meetings</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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___ Advised to continue to have Family Meetings ___ Shared tips about how to plan for the future Family Meetings				
<b>Next steps in the intervention</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Informed that another staff member will be meeting the family to conduct surveys ___ Provided helpful resources ___ Collected feedback ___ Provided contact information				
<b>Your observations</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Took time to think about what I learned from the family ___ Took time to think about anyone who needs mental health treatment in the family				
<b>Check out</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ Clearly identified who will be involved and the duration of the next session. ___ Set up time/date ___ Provided the preview of the next module ___ Asked whether families have any questions or suggestions before ending the session				

<b>Cross-cutting Skills</b>	<b>Done well</b>	<b>Done partially</b>	<b>Needs improvement</b>	<b>Not applicable</b>
<b>Builds Rapport</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ introduced self to family members ___ shared appropriate personal/professional information with family to support building a helping relationship ___ Made casual conversation to set the stage for the sessions and encouraged comfort among family members ___ Asked about family and their situation, as appropriate, such as where they are from, services in the neighborhood				
<b>Demonstrates warmth, genuineness, and. understanding</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
___ was warm, friendly throughout the session. ___ Showed care and understanding for the family, their concerns and situation.				

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<b>Uses non-verbal communication and listening skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Listened to family members without interruption. __ Maintained eye contact and body position as appropriate for role and cultural context. __ Used non-verbal cues (such as head nodding) or brief affirmative statements (yes, I see) to indicate active listening __ Varied non-verbal cues and communication to be consistent with the topic (e.g., expressing concern, smiling to express joy, etc.)				
<b>Demonstrates verbal communication skills</b>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
__ Asked open-ended questions __ Summarized back family member's statements as gesture of understanding and to ensure that interventionist has heard correctly __ Encourages participation from all family members present, as indicated by session __ Reminds family of importance of getting input from all family __ Manages difficult behavior as needed (e.g., is able to encourage participation from others if one family member is dominating too much)				

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