

## Section 5 Module-Specific Delivery Guidelines

- **OVERVIEW**

- Check-in
- Learning Objectives
  - General and practical skills for delivering the FSI-R training to FSI-R trainees
    - a. Overall understanding of the role of an interventionist
    - b. Risk of Harm
    - c. Referrals
    - d. Mental Health
  - Role of the FSI-R Interventionist
    - e. Interpersonal Skills as an Interventionist
  - Safety & Risk of Harm
    - f. Risk of Harm
    - g. Confidentiality & Risk of Harm
    - h. Risk of Harm Process Overview
    - i. Risk of Harm Decisions FlowChart
    - j. Follow-up after Informing the Person at Risk
  - Referrals
  - Mental Health
    - k. Suicide Prevention
    - l. Additional Mental Health Resources for Interventionists
    - m. Understanding Trauma

- **NOTES FOR INTERVENTIONIST (learning objectives)**

- after this training you will be able to
- Identify the role of the interventionist and interpersonal skills needed when working with families.
- Demonstrate an understanding of the Risk of Harm and referral procedures and be able to explain these processes to FSI-R trainees.
- Explain the significance of mental health concepts when conducting the FSI-R training.

### Section 5.1 Module Summaries

#### Purpose of This Section

- Provides **module-specific guidance** for Seed Team trainers.
- Summarizes **key points for each module** to focus on during training.
- Ensures trainers can **effectively guide new interventionists**.

#### How to Use This Section

- Use **key points** from each module to structure training sessions.
- Leverage **presentation slides** as a resource to enhance delivery.
- Incorporate **module exercises** to reinforce learning.

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## Additional Training Resources

-  **Appendix Section 5** includes:
    - **Module-specific exercises** for FSI-R training.
    - **Self-reflection tools** for Seed Team trainers.
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## Key Takeaways for Trainers

- Follow structured **module guidelines** for consistency.
  - Use **exercises & reflection tools** to deepen learning.
  - Adapt delivery to ensure **engagement & comprehension**.
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~~I am just thinking whether I should include Section 5.1 Module Summaries into the slides or not~~

## Section 5.2 Module Key Takeaways

### Module 1: Introduction - Caregivers and Family Relationships

 **Theme:** Caregivers & Family Relationships

 **Purpose:** Build **rapport** with caregivers & understand the **family's story**

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Module 1

## Overview

- Check-in
- Learn about the family
- Focus on family relationships
- Focus on children
- Check-out

## Key Learning Objectives

- Help **FSI-R interventionists** understand caregivers' **strengths & goals**.
  - Acknowledge that these **conversations may be unfamiliar** to families.
  - Encourage **active participation** throughout the module.
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## Key Points for Training

## 1 Building Rapport

- **Trust & connection** are essential for engagement.
- Interventionists must **create a safe space** where families feel heard & understood.

## 2 Sensitivity in Discussing Children

- Caregivers may feel **guilt, fear, or past trauma** when talking about their children.
- Interventionists should **validate emotions** & create a supportive space.
- Use a **strengths-based approach** to highlight positive parenting experiences.

 See Module 1 Exercise: Strengths-Based Approach in Appendix Section 5.

### Module 1: Introduction

#### Exercise: Strengths-based Approach

**Background:** Caregivers in resettled families may face significant emotional stress due to feelings of guilt, fear, or past trauma related to their parenting. These emotions can make it challenging for them to open up about their children during interventions. FSI-R interventionists play a critical role in building trust and rapport with caregivers by creating a safe, non-judgmental space where families feel heard and supported. A strength-based approach helps empower caregivers to share their experiences and reflect on their unique family strengths.

**Scenarios:** Amina, a single mother, recently resettled in the United States with her two children, 8-year-old Rania and 5-year-old Yusuf. During the first session of the FSI-R intervention, Amina appears anxious and reserved. When the interventionist, Susan, gently asks about Rania and Yusuf—what she appreciates about them or what parenting has been like for her—Amina shifts uncomfortably in her seat.

After a moment, Amina quietly says, “I’m not sure I’m a good mother. Life has been so hard since we moved here. I feel like I’m failing my children.” Her voice trembles, and she looks away. Susan recognizes this as a moment where Amina may feel overwhelmed by past challenges, parenting worries, or feelings of guilt. Susan needs to respond in a way that acknowledges Amina’s emotions while gently guiding the conversation to focus on her strengths as a parent.

#### Discussion Questions:

1. How can you as an FSI-R interventionist shift the conversation to focus on Amina’s strengths and the positive aspects of her parenting?
2. As a Seed Team trainer, how would you guide FSI-R trainees to handle similar situations where caregivers struggle to talk about their children?
3. What alternative strategies could you suggest to FSI-R trainees to help Amina feel safe and share more about her children and their family dynamics to the FSI-R interventionist?

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## Key Takeaways for Trainers

- Build **trust & rapport** early.
  - Be **sensitive** to family dynamics & emotions.
  - Encourage **strengths-based discussions** to foster positive engagement.
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## Module 2: Family Strengths and Goals (Caregivers only)

*We believe in the power of family strengths and family goals in the process of transforming the resettlement experiences in the U.S. as a refugee family into a more positive way.*

### Overview

- Check-in
- Discussing Family Strengths and Goals
- Resettlement & Coping
- Discussing the Children's Role in the Family Strengths and Goals
- Check-out

### Key Learning Objectives

- **Build trust** with caregivers while being mindful of migration-related trauma.
  - Encourage families to **reflect on strengths** & set goals in an **empowering way**.
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### Key Points for Training

#### 1 Individual & Family Strengths

- If family members struggle to **identify strengths**, encourage them to **compliment one another**.  
Examples:
    - “Thank you for always being kind to me.” → **Warmth & compassion**
    - “Thank you for helping with chores.” → **Cooperation & support**
  - When conversations stall, interventionists should **use guiding questions** from Module 2 of the FSI-R training manual.
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#### 2 Family Goals – A Shared Journey

- **Analogy**: Family goals are like **preparing a meal together** → Everyone plays a role.
- Achieving goals **requires collaboration** with neighbors & the community.

- Interventionists should help families:
    - **Identify their goals.**
    - **Brainstorm actionable steps.**
    - **Encourage teamwork & support.**
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### **3 Resettlement & Coping**

- Discuss **stressors & benefits** of resettlement in the U.S.
- Teach **stress management strategies**:
  - **Avoid unhealthy coping mechanisms** (e.g., aggression, excessive drinking/smoking).
  - **Support children** with age-appropriate coping skills.

 See *Module 2 Exercise: Coping Skills – Stress Level & Management for Caregivers* in *Appendix Section 5*.

## **Module 2: Family Strengths and Goals**

### **Exercise: Coping Skills – Stress Level and Management for Caregivers**

**Background:** Caregivers in resettled families often face overwhelming stress from managing household responsibilities, navigating cultural changes, and coping with past trauma. This stress can impact their well-being and their ability to support their families effectively. FSI-R interventionists play a crucial role in helping caregivers recognize their stress and adopt positive coping mechanisms to improve their resilience and emotional health.

**Scenarios:** Farid, a single father, works long hours to provide for his 8-year-old son, Ali, but he struggles to manage his finances. Exhausted from work, Farid isolates himself at home, often too tired to engage with others, including Ali. Ali feels the impact of his father's stress. He misses spending time with Farid and sometimes feels lonely when his questions or stories about school are met with silence. At school, Ali has become quieter, and his teacher notices he's less engaged in activities. Farid loves Ali deeply, but his stress makes it difficult to connect, creating a growing distance between them.

#### **Discussion Questions:**

1. How can FSI-R interventionists intervene in this situation to support both Farid and Ali in a healthier, more effective way?
2. As a Seed Team trainer, how would you guide trainees to handle this situation with sensitivity and professionalism?
3. What alternative strategies could you suggest to FSI-R trainees to help Farid manage his stress and rebuild a stronger relationship with his son, Ali?

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## Key Takeaways for Trainers

- Help families **recognize strengths & build positive communication**.
- **Frame family goals as a collaborative effort** for stronger relationships.
- Equip families with **practical coping strategies** for resettlement stress.

## Module 3: Children and Family Relationships (Children Only)

 **Theme:** Children & Family Relationships

 **Purpose:**

- Introduce children to the FSI-R intervention.
- Help children identify strengths & hopes.
- Discuss family relationships from a child's perspective.

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## Overview:

- **Check-in**
- **Introducing Children to the Intervention**
- **FSI-R Goals & Guidelines**
- **Child & Family Strengths**
- **Child & Family Goals**
- **Khadija's Story**
- **Preparing for the Family Meeting**
- **Check-out**

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## Key Learning Objectives

- Build trust with children.
- Understand family dynamics from the child's perspective.
- Help children reflect on strengths & set goals positively.

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## Key Points for Training

### **FSI-R Goals & Guidelines**

- Explain the program & module structure in age-appropriate language.
- Set ground rules to manage distractions & behavior.
- Emphasize confidentiality & safety, ensuring children understand privacy limits in cases of safety concerns.

## 2 Identifying Child & Family Strengths

- Create a supportive space for children to identify strengths.
- If children struggle, interventionists can ask:
  - “What are some things you are good at doing?”
  - “Can you describe a time when you helped a family member?”
  - “What do you like about your family?”

 **See Module 3 Exercise: Identifying Child Strengths in Appendix Section 5.**

### Module 3: Children and Family Relationships

#### Exercise: Identifying Child Strengths

**Background:** When working with resettled children, FSI-R interventionists must create a safe, engaging space for children to identify and reflect on their strengths. Children may initially struggle to express their abilities due to shyness, stress, or uncertainty about what “strengths” mean. Interventionists need to use age-appropriate language, activities, and a positive tone to help children feel comfortable and confident in recognizing their unique qualities.

**Scenario:** Maya, an FSI-R interventionist, is meeting with 8-year-old Evan and his 12-year-old sister Mariam during Module 3, which focuses on child strengths. Evan seems distracted, playing with his shoelaces, and doesn’t respond when Maya asks, “What are some things you’re really good at?” Mariam, on the other hand, avoids eye contact and shrugs, saying, “I don’t know... I’m not good at anything.”

Maya realizes she needs to adjust her approach to make the session engaging and comfortable while guiding both Evan and Mariam to identify their strengths in a way that feels fun and encouraging.

#### Discussion Questions:

1. How can an FSI-R interventionist use age-appropriate strategies to help Evan and Mariam identify their individual strengths?
2. As a Seed Team trainer, what creative techniques can FSI-R trainees use to keep Evan focused and help him recognize his strengths without making him feel pressured?
3. What strategies would you point out how FSI-R trainees can ensure that children leave the session feeling positive, proud of their strengths, and excited to share more next time?

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#### Key Takeaways for Trainers

- Use age-appropriate approaches for children.
- Encourage self-reflection & strengths-based conversations.

- Foster trust & engagement to help children feel heard.

## Module 4: Responsive Parenting and Caregiving

**Theme:** Positive Parenting Strategies

**Purpose:**

- Help caregivers **assess current parenting strategies**.
- Encourage **positive parenting techniques** to strengthen family dynamics.

Overview:

- Check-in
  - Warm-up: Parenting Practices & Challenges
  - Building Strong Parent-Child Relationships
  - Involvement of All Caregivers
  - Impact of Violence on Family Relationships
  - Effective Discipline & Positive Parenting Strategies
  - Vignette: Mahmood & Sakina's Story
  - Fidelity Checklist
  - Check-out
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### Key Learning Objectives

- Identify **current parenting strategies** used by families.
- Promote **positive parenting techniques** to foster healthy family dynamics.

### Key Points for Training

#### 1 Parenting & Caregiving in Resettlement

- Parenting is about **raising, caring for, and nurturing children**.
  - Not all children are raised by parents—**caregiving roles vary** (relatives, foster parents, neighbors).
  - **Resettlement challenges** may impact parenting styles, requiring adaptation.
  - **Support caregivers with empathy, not judgment.**
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#### 2 Promoting Positive Parenting Strategies

- Recognize that **caregivers are doing their best** despite challenges.

- Use **positive reinforcement**—highlight strengths & praise good interactions.
  - Encourage **caregivers to take the lead**, with FSI-R interventionists providing guidance.
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### 3 Three Key Strategies for Positive Parenting

- **Love & Affection** – Use verbal & non-verbal expressions of care.
  - **Quality Time** – Engage in **meaningful family activities**.
  - **Play & Interaction** – Foster connection through shared experiences.
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### 4 Addressing Violence in the Family

- Violence includes **hitting, emotional abuse, neglect, & sexual abuse**.
  - Some caregivers may see hitting as **discipline** rather than harm.
  - Interventionists should **introduce positive alternatives** & empower caregivers to choose what works best for their family.
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### 5 A Trauma-Informed Approach

- Families may have faced **significant trauma** before, during, and after migration.
- Interventionists should approach families with **sensitivity & empathy**.
- Parenting adaptations take time—**focus on strengths & resilience**.

 See Module 4 Exercise: Addressing Physical Discipline in Appendix Section 5.

## Module 4: Responsive Parenting and Caregiving

### Exercise: Addressing Physical Discipline During a Module

**Background:** The Rahimi family have recently arrived after fleeing conflict. Parenting in their new environment has posed challenges, as cultural norms around discipline differ significantly from those in their country of origin.

The Rahimi family includes Zara, a mother in her mid-30s, her husband Zain, and their two children, 10-year-old Hana and 7-year-old Ibrahim. During a module focused on positive parenting strategies, the family discusses their experiences openly.

**Scenario:** During the session, Zara mentions that she sometimes uses hitting as a form of discipline, explaining, “This is what my parents did with me, and it worked. I don’t mean to hurt Hana or Ibrahim—it’s just to teach

them respect and good behavior.” Zara’s tone is calm, but Zain seems uncomfortable, shifting in his seat, while Hana looks down at her hands.

The FSI-R interventionist, Isha, listens attentively. Isha recognizes that Zara’s openness provides an opportunity for meaningful dialogue but understands the need to tread carefully to maintain trust and avoid judgment. Isha must now guide the discussion in a way that respects the Rahimi family’s cultural background while introducing alternative, positive parenting strategies.

### Discussion questions:

1. What would be an appropriate and effective response as an FSI-R interventionist if caregivers mention disciplining their children by hitting during the module?
  2. As a Seed Team trainer, how would you guide FSI-R trainees to handle this situation with sensitivity and professionalism?
  3. What alternative strategies could you suggest to FSI-R trainees to help caregivers adopt positive parenting practices in this circumstance?
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### Key Takeaways for Trainers

- **Support caregivers** as they adapt to parenting in a new culture.
- **Reinforce positive parenting strategies** and alternatives to physical discipline.
- Use a **trauma-informed approach** to guide families with empathy.

## Module 5: Engagement with the US Education System

**Theme:** Education and Family Engagement

### **Purpose:**

- Teach caregivers about the **U.S. education system**.
  - Encourage caregivers to **actively participate** in their child’s schooling.
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### **Overview:**

- Check-in
  - Family Strengths & School Experiences
  - Understanding the U.S. School System
  - Academic Performance & Report Cards
  - Homework & Extracurricular Activities
  - Children’s Social & Emotional Life
  - Bullying & Difficult Conversations
  - Health & Nutrition at School
  - Check-out
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## Key Learning Objectives

- Teach caregivers how the **U.S. education system works**.
  - Help caregivers **engage with schools & support their children**.
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## Key Points for Training

### 1 Understanding the U.S. Education System

- Provide caregivers with an overview of **academic, social, and emotional aspects**.
- Encourage **questions & discussions** about their child's school experiences.

### 2 Creating Tools for Parent-Child Engagement

- Help caregivers **support their child's education** through simple conversations:
  - "What did you learn today?"
  - "How can I help you with your homework?"
  - "What did you eat for lunch?"

### 3 Addressing Concerns with Confidence

- Guide parents on how to **handle challenges** like:
  - **Bullying**
  - **Identity struggles**
  - **Emotional difficulties**
- Explain where to **seek support** (e.g., teachers, counselors, school staff).

### 4 Empowering Parents as Advocates

- Encourage caregivers to **build relationships** with teachers & school staff.
- Remind them that **participation matters**, regardless of language or background.
- Highlight the **positive impact of parental involvement** on children's success.

 See Module 5 Exercise: *Creating Tools for Caregiver-Child Engagement* in Appendix Section 5.

## Module 5: Engagement in the U.S. Education System

### Exercise: Creating Tools for Caregivers-Child Engagement

Background: For many resettled families, the U.S. education system can feel overwhelming and unfamiliar. Caregivers may not be aware of the resources available at schools or understand how to advocate for their

children. FSI-R interventionists play a critical role in empowering caregivers to recognize issues like bullying and guiding them to communicate effectively with school staff to support their children’s well-being.

Scenario: Rafi, a father of a 12-year-old daughter, Tara, recently resettled in the United States. During an FSI-R session, Rafi shares that Tara has been withdrawn at home and reluctant to go to school. When prompted, Tara reveals that some classmates have been teasing her about her accent and making fun of her lunch. Rafi says, “I didn’t know this was happening. I didn’t think I could do anything about it—I thought the school would take care of these things.”

Tara looks down and says, “They don’t care. It just keeps happening.” Rafi feels helpless and uncertain about what steps to take, as he’s unfamiliar with how to communicate with the school about such issues.

Discussion Questions:

1. How can FSI-R interventionists help Rafi understand his role in advocating for Tara and the importance of communicating with the school?
  2. What specific strategies or tools can Seed Team trainers suggest to FSI-R trainees to help caregivers like Rafi approach the school effectively about bullying concerns?
  3. As a Seed Team trainer, how would you guide FSI-R trainees to empower caregivers to build confidence in advocating for their children while navigating the U.S. education system?
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### Key Takeaways for Trainers

- Equip caregivers with **knowledge & confidence** to navigate U.S. schools.
- Promote **open communication** between parents & children.
- Reinforce the **importance of parent-school relationships**.

## Module 6: Promoting Health, Wellbeing and Safety

**Theme:** Health, Wellness, & Safety

**Purpose:**

- Teach caregivers about **physical & mental health**.
- Identify **strategies** for promoting health, well-being, & safety.
- Provide **tools** for handling health-related challenges.

**\*\*Children can be invited to attend.**

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**Overview:**

- Check-in
- Managing Stress & Tension

- Healthy Eating & Physical Activity
  - Household Hygiene & Disease Prevention
  - Puberty & Emotional Changes
  - Alcohol Awareness
  - Family & Community Safety
  - Check-out
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### Key Learning Objectives

- Help caregivers learn about **physical & mental health**.
  - Teach strategies for **promoting family health & safety**.
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### Key Points for Training

#### **1 Caregiver Expertise & Cultural Sensitivity**

- Caregivers are **experts on their children**.
- Discussions must **respect cultural, religious, & personal beliefs**.

#### **2 Stress Management & Emotional Health**

- Teach **stress management techniques** (e.g., mindfulness, relaxation).
- Normalize discussions about **puberty, emotions, & exposure to alcohol**.

#### **3 Healthy Eating & Physical Activity**

- Provide **realistic, culturally appropriate** dietary & activity recommendations.
- Be **sensitive to barriers** (e.g., **cost, access, cultural preferences**).

#### **4 Tailored & Inclusive Approaches**

- Adapt training to **each family's unique needs**.
- **Engage caregivers** in discussions.
- Address **sensitive topics with empathy & care**.

 See Module 6 Exercise: Promoting Healthy Eating in Appendix Section 5.

## **Module 6: Promoting Health, Wellbeing, and Safety**

### **Exercise: Promoting Healthy Eating**

**Background:** Caregivers in resettled families often face barriers to maintaining physical and mental health, including limited access to healthy food, cultural dietary restrictions, financial constraints, and high stress

levels. These challenges can impact the wellbeing and safety of both caregivers and children. Seed Team trainers should equip FSI-R trainees with practical strategies to engage caregivers in conversations about health, promote positive changes, and address sensitive topics like stress management, healthy eating, and alcohol use with respect and cultural sensitivity.

**Scenario:** Mira, a mother of two children, shared during module 6 that she struggles to cook healthy meals because fresh fruits and vegetables are expensive in her neighborhood. She explained that the only nearby grocery store does not carry many options that align with her family’s cultural preferences. Mira feels frustrated because she wants to provide nutritious meals but often resorts to quick, inexpensive processed foods. She is open to ideas but feels unsure where to start.

### Discussion Questions:

1. What affordable, culturally appropriate suggestions can FSI-R interventionists offer to help Mira incorporate healthier food options into her family’s meals?
  2. What positive reinforcement strategies can Seed Team trainers recommend to FSI-R trainees to encourage Mira to make small, manageable changes toward healthier eating habits?
  3. As a Seed Team trainer, what local resources (e.g., food banks, community gardens, or cultural organizations) can you suggest to FSI-R trainees to help Mira access nutritious, affordable food?
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### Key Takeaways for Trainers

- Respect **cultural sensitivity** in all health discussions.
- Equip caregivers with **practical health & safety strategies**.
- Foster **open conversations** about stress, puberty, & well-being.

## Module 7: Coaching Children on Communicating with Caregivers [Children]

**Theme:** Strengthening Child-Parent Communication

### Purpose:

- Help children **develop communication skills** for family discussions.
  - Prepare children for the **Family Meeting**.
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### Overview:

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

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## Key Learning Objectives

- Equip children with **communication tools** for better engagement with caregivers.
  - Help children **prepare for meaningful discussions** during the Family Meeting.
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## Key Points for Training

### **1** Building Rapport with Children

- Start with **trust-building activities** (e.g., games, songs).
- Use **age-appropriate language** & relatable examples.

### **2** Teaching Resilience & Communication Skills

- Define **resilience** as "bouncing back" from challenges.
- Help children **identify social support** (parents, teachers, friends).
- Teach **active listening & self-expression** using **"I" statements**.

### **3** Preparing for the Family Meeting

- Encourage children to **identify strengths & challenges** to discuss.
- Collaborate with caregivers & children to create a **flexible agenda**.
- Respect **family boundaries & priorities**.

### **4** Focusing on Strengths & Sensitivity

- Highlight **family resilience & positive behaviors**.
- Be mindful of **sensitive topics** & tailor discussions to **cultural context**.
- Use **positive reinforcement & patience** to support children.

 See Module 7 Exercise: *Preparing a Child for Family Meeting & Building Communication Skills* in Appendix Section 5.

## **Module 7: Communicating with Children and Caregivers (For children)**

### **Exercise: Preparing a Child for the Family Meeting and Building Communication Skills**

**Background:** Preparing children for the Family Meeting is essential to ensure they feel confident and ready to participate. FSI-R interventionists can use rapport-building activities to create a safe space where children feel

comfortable practicing communication skills. These skills help children share their thoughts effectively and engage meaningfully during the Family Meeting.

**Scenario:** During Module 7, FSI-R interventionist Samira is helping 9-year-old Zaid and his 7-year-old sister, Lina, prepare for their upcoming Family Meeting. Both children seem nervous about participating, with Zaid saying, “What if I say something wrong?” and Lina quietly shaking her head when asked if she has anything to share.

To help ease their anxiety, Samira suggests a fun activity to build communication skills and confidence. She introduces a game called “Share, Ask, Listen,” where they practice three key communication actions. Samira starts by sharing something about herself: “I love chocolate because it makes me happy.” She then asks Zaid, “What’s your favorite food and why?” and listens attentively as he responds.

Samira continues the activity, encouraging Zaid and Lina to practice sharing, asking, and listening to each other. Zaid talks about his favorite soccer player, and Lina shares how much she enjoys art class at school. Samira gently guides them to think of one positive thing they could share about their family during the meeting, like, “I like when we eat dinner together.”

By the end of the session, Zaid and Lina feel more comfortable expressing their thoughts and are excited to share their ideas during the Family Meeting.

### **Discussion Questions:**

1. What other activities could FSI-R interventionists use to help children practice sharing, asking, and listening?
2. How can FSI-R interventionists help children feel more confident and less anxious about participating in the Family Meeting?
3. As a Seed Team trainer, how would you guide FSI-R trainees to prepare children for the Family Meeting while building their communication skills?

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### Key Takeaways for Trainers

- **Engage children** through fun & trust-building activities.
- Reinforce **resilience & effective communication skills**.
- Guide children in **expressing their thoughts** in a **safe & supportive** way.

## [Module 8: Communicating with Children and Caregivers \[Caregivers\]](#)

**Theme:** Strengthening Caregiver-Child Communication

## Purpose:

- Help caregivers **practice communication skills** with their children.
  - Prepare caregivers for **the Family Meeting**.
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## Overview:

- Check-in
  - Defining Resilience
  - Building Communication Skills
  - Planning for the Family Meeting
  - Check-out
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## Key Learning Objectives

- Equip caregivers with **effective child-parent communication skills**.
  - Prepare caregivers to **lead the Family Meeting**.
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## Key Points for Training

### 1 Preparing Caregivers for the Family Meeting

- **Confidentiality** – Respect children’s privacy; share only general impressions unless safety is a concern.
  - **Agenda Building** – Keep the agenda **concise & balanced** with positive & challenging topics.
  - **Caregiver Leadership** – Encourage **caregivers to lead discussions**, with interventionists providing guidance as needed.
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### 2 Improving Child-Parent Communication

- **Handling Difficult Questions** – Stay **calm**, acknowledge feelings, and appreciate the child’s openness.
  - If unsure of an answer, caregivers should **be honest & commit to following up**.
  - **Role-Playing** – Caregivers practice the Family Meeting **with children** to build confidence & reinforce strengths.
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### 3 Building Resilience

- **Focus on Strengths** – Reinforce **parental strengths & coping strategies**.
- **Supportive Family Dynamics** – Encourage **open, honest, & supportive communication**.

 See *Module 8 Exercise: Preparing Caregivers for the Family Meeting* in *Appendix Section 5*.

## **Module 8: Communicating with Children and Caregivers (for Caregivers)**

### **Exercise: Preparing Caregivers for the Family Meeting**

**Background:** The Family Meeting is an opportunity for caregivers and children to discuss strengths, challenges, and shared goals. Caregivers are encouraged to take the lead during the meeting to foster empowerment and open communication. However, caregivers may feel unsure about how to structure the conversation or address sensitive topics. FSI-R interventionists play a key role in helping caregivers build confidence and prepare effectively.

**Scenarios:** During an FSI-R session, the interventionist, Nadia, is working with Hanan, a mother of three children, to prepare for the Family Meeting. Hanan expresses concern about leading the discussion, saying, “What if my children bring up something I don’t know how to respond to? I’m worried I’ll make things worse.”

Nadia reassures Hanan, explaining that the meeting is a safe space to discuss both strengths and challenges. She helps Hanan brainstorm a simple agenda based on previous conversations with the children and caregivers.

Together, they include topics such as:

- Family strengths like cooking and eating meals together.
- A recent stressful event the children mentioned—arguments about homework.
- A positive goal the family could work on together, like spending more time outdoors.

Nadia then practices with Hanan, role-playing the meeting. Nadia takes the role of one of the children and asks a challenging question, such as, “Why do we always argue about homework?” Hanan initially feels unsure but, with encouragement, practices responding calmly, acknowledging the child’s feelings, and steering the conversation toward solutions.

### **Discussion Questions:**

1. How can the FSI-R interventionist help Hanan feel more confident in leading the Family Meeting and addressing sensitive topics?
  2. What strategies can the Seed Team trainer share with the FSI-R trainee to encourage Hanan to approach difficult conversations with her child?
  3. As a Seed Team trainer, how would you guide FSI-R trainees to support caregivers like Hanan in preparing for and leading Family Meetings?
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## Key Takeaways for Trainers

- Help caregivers **lead** the Family Meeting with confidence.
- Teach **effective communication & active listening**.
- Encourage caregivers to **support & empower** their children.

## Module 9: Uniting the Family: Family Meeting

**Theme:** Strengthening Family Communication & Resilience

### **Purpose:**

- Facilitate a successful Family Meeting.
- Foster shared understanding of resettlement.
- Strengthen family resilience & mental health.
- Ensure each family member's voice is heard.

### **Overview:**

- Check-in – Express gratitude to all.
  - Conduct the Family Meeting
  - Wrap-up – Highlight accomplishments.
  - Check-out – Congratulate the family, end on a positive note.
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## Key Learning Objective

- Strengthen **positive communication** between children & caregivers.
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## Key Points for Training

### **1 Purpose & Goals of the Family Meeting**

- Improve **listening, communication, & problem-solving** for resettlement.
  - Discuss **family strengths, concerns, & psychoeducational topics**.
  - Reinforce that **families can overcome challenges together**.
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### **2 Managing Challenges Effectively**

- **Distractions** – Thank the participant & refocus the discussion; provide activities for younger children.
  - **Emotional Upset** – Show empathy, allow time to calm down, resume when ready.
  - **Reluctance to Speak** – Start with **safe, comfortable topics** to ease participation.
  - **Conflict** – Keep discussions calm, clarify issues, **table unresolved topics** for later.
-

### 3 Facilitating & Structuring the Meeting

- Follow a **clear structure**:
    - **Beginning** – Relax the family (e.g., prayer, storytelling), introduce the agenda.
    - **Heart of the Meeting** – Share perspectives, discuss challenges, and review solutions.
    - **Wrap-up** – Summarize outcomes, **highlight progress**, outline next steps.
  - Balance **caregiver leadership** with **interventionist support** for smooth facilitation.
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### 4 Promoting Engagement & Shared Understanding

- Encourage **equal participation** while respecting boundaries & confidentiality.
- Help families **connect their stories & find shared perspectives**.
- Remain **flexible**—each Family Meeting will differ based on family dynamics.

 See Module 9 Exercise: *Managing Challenges Effectively in the Family Meeting in Appendix Section 5.*

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

### Exercise: Managing Challenges Effectively in the Family Meeting

**Background:** Family Meetings can be emotionally charged, with moments of distraction, reluctance to speak, or even conflict. Trainees must learn strategies to manage these challenges with empathy and professionalism. By addressing these situations effectively, interventionists can help families stay focused and make progress in their communication and problem-solving.

**Scenario:** During a Family Meeting, Hala and Zayd, parents of three, are leading a discussion about resettlement challenges. Their 10-year-old son, Paraveen, becomes visibly upset and exclaims, “It’s not fair! I hate it here, and no one listens to me!” He folds his arms and refuses to speak further. Meanwhile, Hala and Zayd look flustered and unsure how to proceed, while Paraveen’s younger sister, Anika, starts drawing loudly on her notebook, distracting everyone.

The interventionist, Mary, notices the tension and calmly addresses the situation. She acknowledges Paraveen’s feelings, saying, “It sounds like you’re really frustrated, and that’s okay. We’re here to listen. Can you tell us more when you feel ready?” She then suggests giving Paraveen a few moments while redirecting Anika with a quiet drawing activity to keep her occupied. Mary reminds Hala and Zayd of the agenda and encourages them to refocus on the next topic until Paraveen is ready to share again.

### Discussion Question:

1. How can the interventionist address Anika’s behavior in a way that minimizes disruption while keeping her engaged?

2. As a Seed Team trainer, what steps would you recommend FSI-R trainees take to empower caregivers to continue leading the meeting despite challenges?
3. As a Seed Team trainer, how would you guide FSI-R trainees to handle situations involving emotional upset and distractions during a Family Meeting?

## Module 9: Uniting the Family: Family Meeting

**Theme:** Reflecting on Progress & Planning for the Future

**Purpose:**

- **Review** the Family Meeting experience.
  - **Address concerns** & reinforce FSI skills for long-term use.
  - Help families **plan future meetings** & access **ongoing resources**.
- 

**Overview:**

- Check-in
  - Reflect on the Family Meeting
  - Guided Discussion – Review topics, answer concerns, solve misunderstandings.
  - Review Family Goals & Accomplishments
  - Applying FSI Skills for the Future
  - Planning Future Family Meetings
  - Providing Ongoing Resources
  - Next Steps
  - Check-out
- 

### **Key Learning Objectives**

- **Review the Family Meeting experience** & provide guidance.
  - Help families **apply FSI skills** beyond the intervention.
- 

## **Key Points for Training**

### **1** **Reviewing the Family Meeting with Families**

- **Congratulate families** on completing the Family Meeting.
- Reinforce tools for **problem-solving & communication**.
- Encourage families to **schedule their next Family Meeting** & emphasize caregiver leadership.

## 2 Supporting Emotional Reflection

- Ask families **direct questions** about their experience (e.g., "*How did this conversation make you feel?*").
- Highlight **individual strengths & contributions** to build confidence.
- Be **prepared to address concerns** that arise during the review.

## 3 Planning for the Future

- Help families **map out future meetings** to continue building strengths.
- Ensure **any additional needs** (e.g., mental health support) are noted & shared with a supervisor if necessary.

## 4 Reflecting as an Interventionist

- Encourage FSI-R interventionists to **reflect on their experience** with families.
- Reinforce the importance of **documenting insights & feedback** in their Workbook.
- Acknowledge the **emotional difficulty of ending sessions**—suggest supervision support if needed.

 See Module 10 Exercise: Reviewing the Family Meeting in Appendix Section 5.

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### Key Takeaways for Trainers

- **Celebrate family progress** & reinforce FSI skills for continued growth.
- Equip families with **strategies for future problem-solving**.
- Ensure interventionists **reflect on their learning & emotional responses**.

## Module 10: Bringing it All Together

### Exercise: Reviewing the Family Meeting

**Background:** The Family Meeting Review is an opportunity for families to reflect on their accomplishments, address any concerns, and plan for the future. The FSI-R interventionist plays a crucial role in helping the family process the meeting in a constructive and encouraging manner, reinforcing their strengths and the tools they've gained to navigate challenges.

**Scenario:** During the Family Meeting Review, the interventionist, Khalid, meets with Zainab, her husband Sayed, and their two children, Abel (12) and Miriam (9). Khalid begins by congratulating the family: "You all did an amazing job during the Family Meeting. It's clear how much you care about each other and want to work together."

He highlights a positive moment: “Miriam, it was so thoughtful of you to share how much you miss your old friends, and Abel, your idea to help Miriam make new friends at school was really kind. Sayed and Zainab, it was great to see how you supported their ideas.” Zainab nods and says, “It reminded me how important it is to give them space to share their thoughts.” Sayed adds, “It was good for us to talk about these things together as a family.”

Khalid asks, “What was your favorite part of the Family Meeting?” Miriam says, “I liked when Mom and dad said they were proud of us.” Abel adds, “I liked talking about spending more time together.”

To wrap up, Khalid encourages them to plan their next Family Meeting. He asks, “When do you think you’d like to meet again? And what would you like to talk about next time?” The family agrees to set a goal of planning a fun weekend activity together, like a picnic or family movie night.

**Discussion Question:**

1. How can FSI-R interventionists like Khalid help families recognize and celebrate their progress during the Family Meeting Review?
2. What strategies can Seed Team trainers use to highlight specific strengths and positive moments from the Family Meeting while training FSI-R trainees?
3. How can Seed Team trainers teach FSI-R trainees to guide families to set realistic goals for their next Family Meeting and encourage continued use of the tools they’ve learned?