

Nurturing Families

Psychosocial Support for Families

Ownership for Core Module (Session 1-6) and Advanced Modules (including the Transition Session)

The Core Module (Session 1-6) were developed under the name 'Sawa Aqwa' in Lebanon by War Child in cooperation with American University of Beirut (AUB). War Child Holland and AUB jointly hold the copyright in equal share of the 6-session 'Sawa Aqwa' Core Module and give permission to GIZ for use and incorporating the content of it in this manual. In Jordan, commissioned by GIZ and funded by the German Federal Ministry for Economic Cooperation and Development (BMZ), War Child developed a more comprehensive intervention, building on 'Sawa Aqwa' and adding Advanced Modules to the Core Module.

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Disclaimer

Please note that as the intervention has been evaluated with a Randomized Control Trial (RCT) conducted by the Research and Development Department at War Child and the War Child Lebanon Office, with American University of Beirut, in collaboration with implementing partners Terres Des Hommes Italy and Danish Refugee Council in Lebanon. Further research is needed to assess the effectiveness of the intervention as well as whether effects can be sustained. Therefore, the intervention is still in a development stage and will be further adapted and refined in the future. Any feedback or questions can be directed to: mark.jordans@warchild.nl

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Important background Information

Rationale for the intervention

- The Nurturing Families Intervention follows a brief, systemic family approach. It consists of a Core Module (six sessions) and three optional Advanced Modules. During a Transition Session families decide which Advanced Modules they take, depending on their needs and preferences.
- The intervention is family based, thus is intended for caregivers as well as children aged 10-17 to take part. Children above or below this age range are also welcomed as long as the family and the facilitator agree.
- The intervention aims to strengthen the family's ability to work together and support each other, even in the face of significant adversity.

Development and adaptation process

The development of this intervention was a two-stage process: War Child Holland developed it first in Lebanon together with UNICEF Lebanon, the American University of Beirut, Terres Des Hommes Italy and the Danish Refugee Council. The intervention was then developed further and adapted in Jordan together with the Collateral Repair Project and supported by the German Federal Ministry for Economic Cooperation and Development through its implementing agency Deutsche Gesellschaft für Internationale Zusammenarbeit (GIZ). In Jordan, three advanced modules were added to the Core Module, in order to create a modular, holistic intervention that can be tailored to families' needs.

In both countries, the development process was done jointly with Community Advisory Boards (CAB) and Local Study Advisors (LSA) consisting of families from communities as well as representative field staff working for local humanitarian organizations. These included all genders and various nationalities (Syrian, Lebanese, Iraqi and Jordanian).

Lebanon:

- In Lebanon the CAB consisted of families from Baddawi and North Bekaa. In addition, further families and mental health and psychosocial support facilitators were interviewed in Baddawi, Lebanon.
- A review was conducted of all parenting and family interventions taking place in low- and middle-income countries in order to understand the evidence for different kinds of interventions, and to understand the common 'ingredients' included in interventions.
- From the review, further details were explored of a few promising family interventions, including Let's Talk (South Africa)ⁱ, READY and Tuko Pamoja (Kenya)ⁱⁱ, Family Strengthening Intervention (Rwanda and USA)ⁱⁱⁱ, Happy Families (Thai-Burmese border)^{iv}, Sinoyuvo Teen (South Africa)^v, Multi Family Approach (Palestine)^{vi} and Strengthening Families Programme (several countries)^{vii}:
 - Most were preventative, rather than targeting high-risk families.
 - Several focused on specific issues such as risky sexual behaviour or HIV.
 - Most had not been tested in the Middle East region.
- Therefore, ideas were gathered about the components to include and the implementation factors, but experts developed their own intervention to suit their needs and the Lebanese context.
- Based on all of this, a Theory of Change was developed, with researchers and practitioner teams (in Lebanon and Global), and with input from the Community Advisory Boards.



- Intervention Development Workshops were conducted with researcher and practitioner teams, plus external experts (from Lebanon and Global). During these workshops the Theory of Change was further refined, identifying the components to include and deciding on some key implementation factors.
- Intervention outlines were developed, with the CAB providing input on strategies to include, and prioritised the various strategies.
- In order to identify the best components to include for teaching each skill, as well as reviewing several family-focussed interventions demonstrating evidence in low- and middle-income country settings (Tuko Pamoja and READYⁱⁱ, Sinoyuvo Teen, Let's Talk, Family Strengthening Interventionⁱⁱⁱ and Happy Families^{iv}), experts developers also drew on recent World Health Organization (WHO) interventions, including Problem Management Plus (PM+)^{viii}, Early Adolescent Skills for Emotions (EASE)^{ix} and Self-help Plus (SH+)^x.

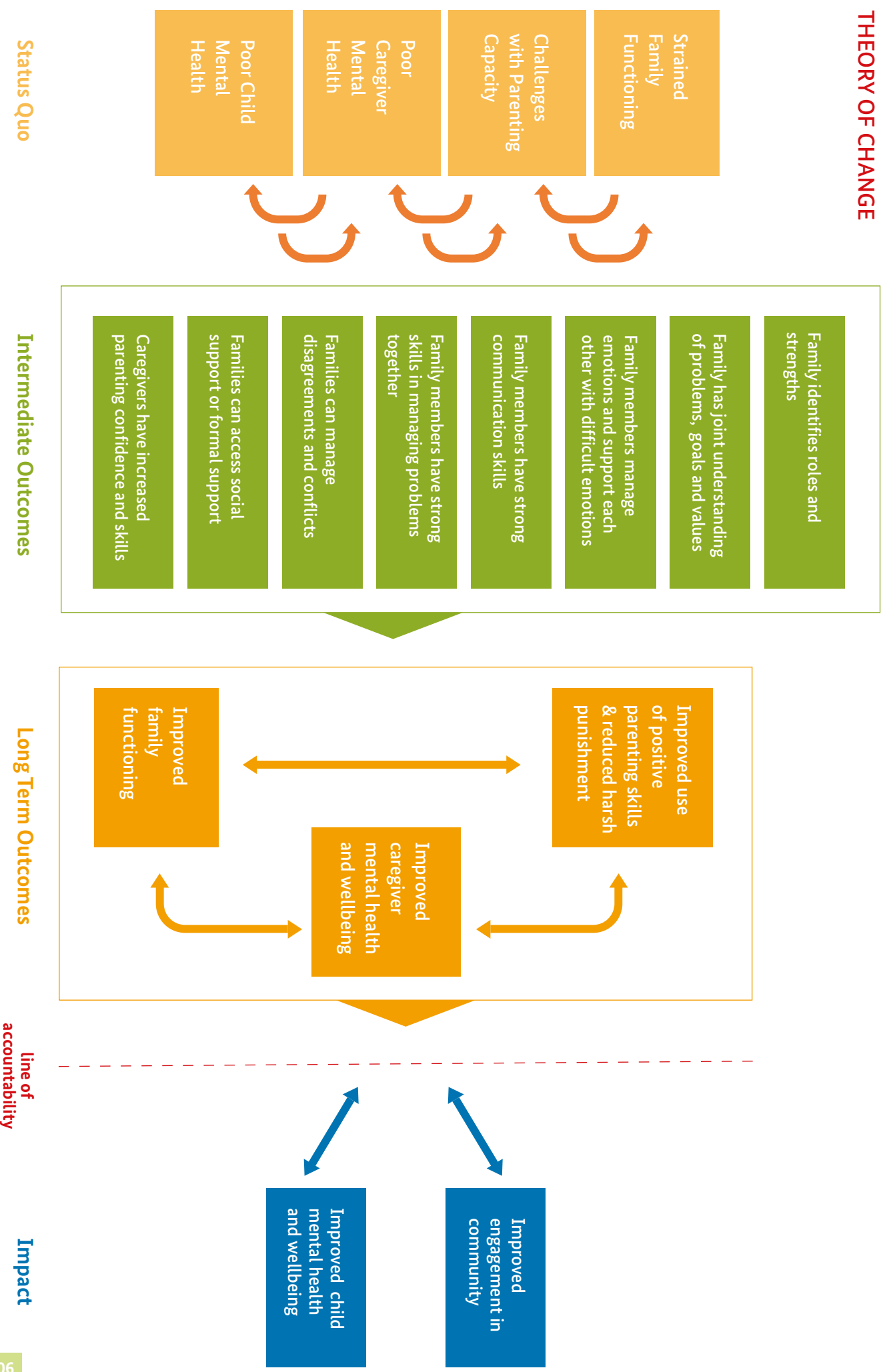
Jordan:

The existing developed intervention was adapted for its context using the following steps:

- By mapping existing parenting and families interventions being delivered in Jordan at the time.
- By conducting interviews with families and mental health and psychosocial support facilitators in Al Hashmi, Amman, Jordan to understand the challenges families are facing and how best to support them.
- By developing a Theory of Change in collaboration with groups living and/or working in the community of Al Hashmi, Amman, Jordan, including the LSA, including adult caregivers of youth aged 10-17 years and CAB, field staff and practitioners engaged with local humanitarian organisations.
- By conducting a series of intervention development and adaptation workshops with partners, LSA and international experts to develop a contextualised version of this Core Module for Jordan. In addition, new optional advanced modules were developed unique to Jordan to create a modular, holistic intervention that can be tailored to families' needs.
- Six facilitators were trained to implement the intervention, and during training suggested improvements were gathered and incorporated into a second draft to be used in the pilot.
- The intervention was piloted through a case series study with 12 families from the Al Hashmi area, in Amman, Jordan. Quantitative outcome measures were gathered, qualitative feedback through brief interviews, implementation data, facilitator notes and supervisor observations. A two- and six-month follow-up post intervention was conducted to explore longer-term effects of the intervention.
- An adaptation workshop was held with the implementation and research team to decide on necessary improvements to make in the next version of the manual.
- This version was used in a Pilot Randomised Controlled Trial (pilot RCT) to test the effects of the intervention on child and caregiver mental health and wellbeing and family functioning.

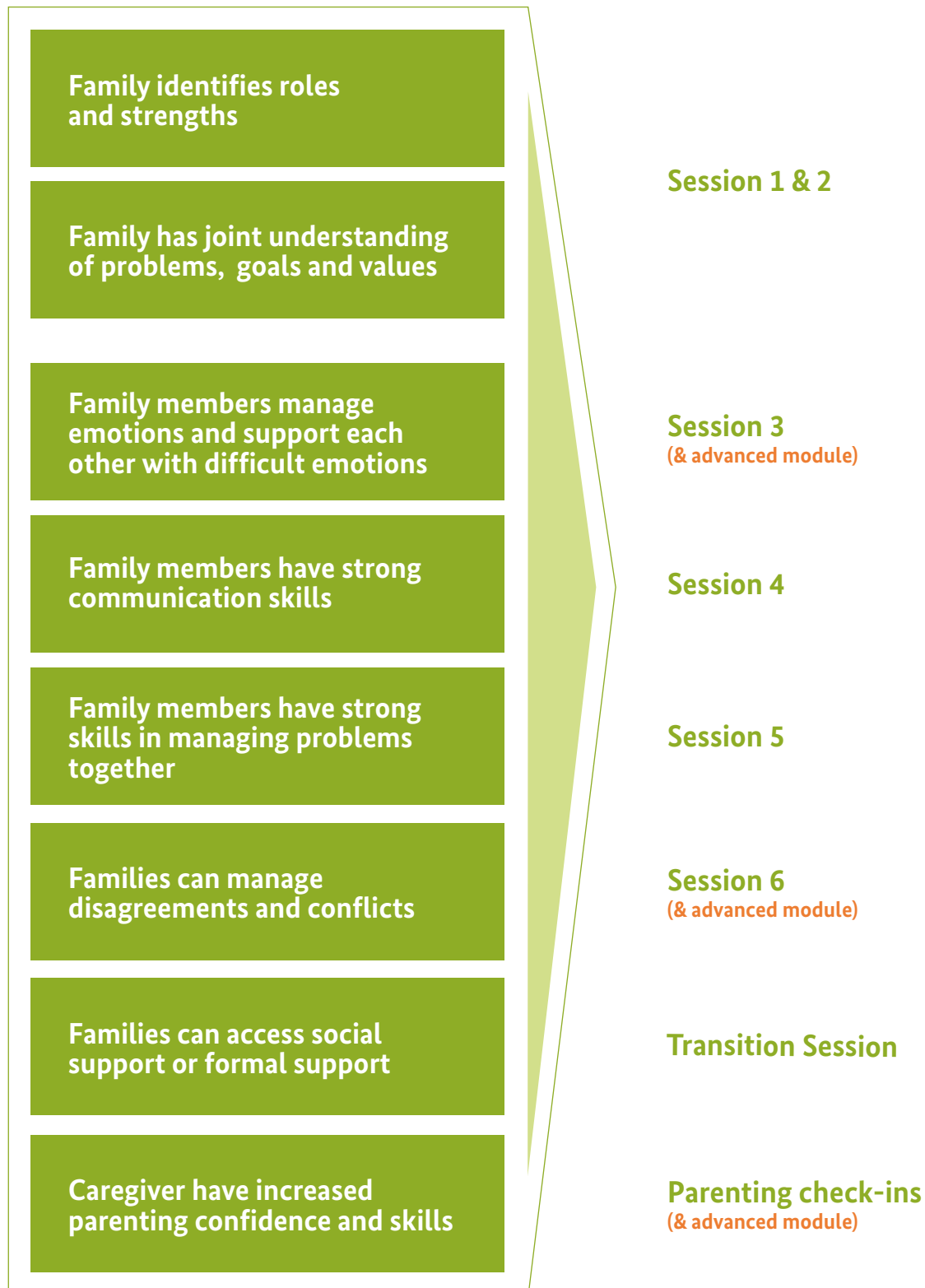


THEORY OF CHANGE

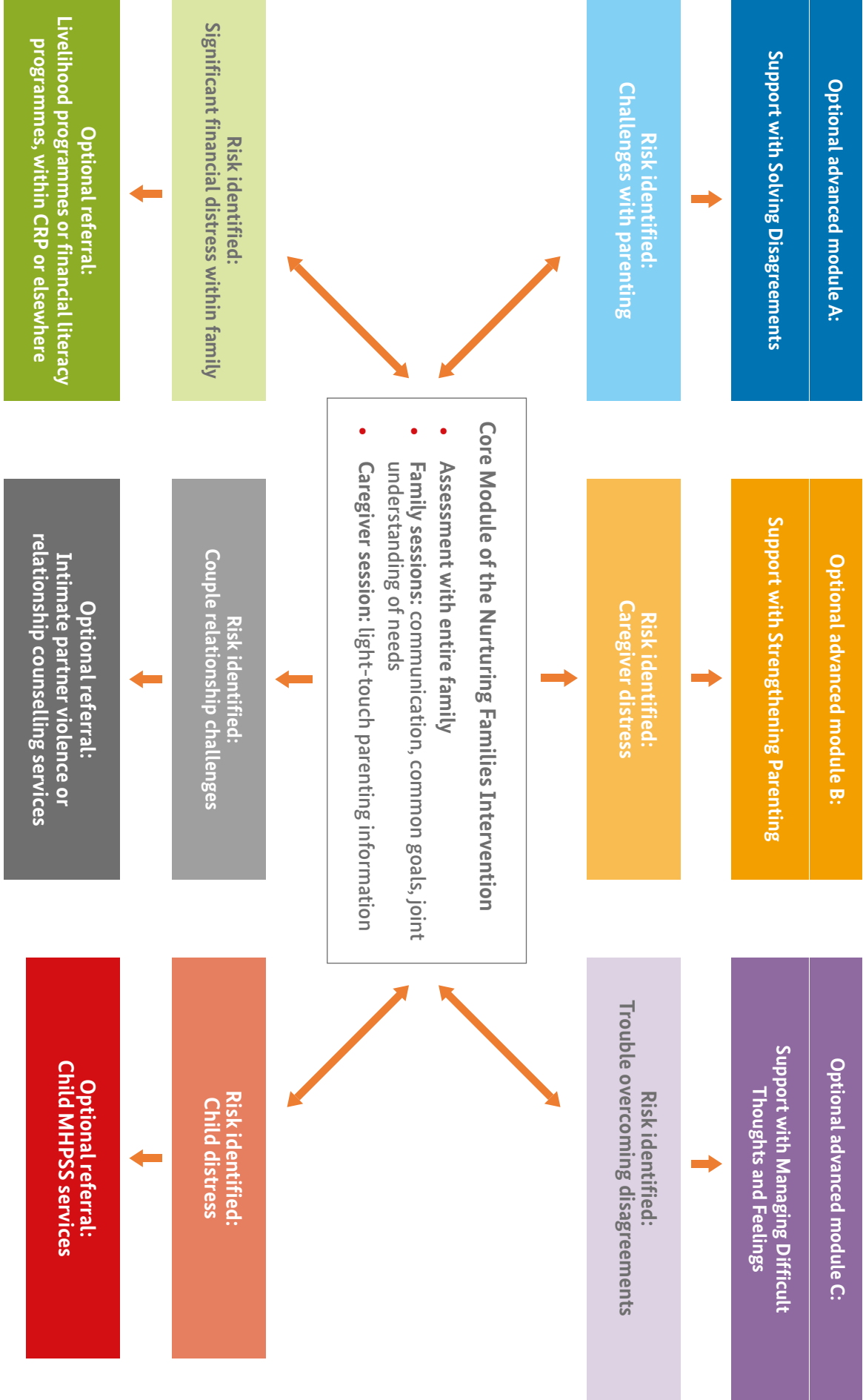


Intermediate Outcomes

Session of the Intervention covering the respective material



Overall Intervention Module Approach



Nurturing Families Intervention Session Overview



Intervention approach

The intervention takes a 'family-focused, systemic approach'. Family-focused indicates that the intervention aims to strengthen family functioning and relationships, increase resilience, reduce distress, and improve coping for all family members individually and for the family as a whole.

The approach includes sessions with the whole family as well as some sessions with the caregiver(s) only. A systemic approach considers how the family interacts with, and is affected by, the community and society around them. Each member of the family system influences the other members and there are multiple influences on children's wellbeing, both inside and outside the family, that affect child and family functioning across the life course.

The intervention is also informed by an Acceptance and Commitment Therapy framework that aims to improve the psychological flexibility of family members in order to in turn improve family dynamics. Psychological flexibility means the ability to respond effectively to difficult thoughts and feelings and act in line with values, or what is important to someone, to live the best life possible, despite challenges. Components of psychological flexibility that are part of the intervention include: identifying values, practicing grounding in the present moment, noticing and stepping back from thoughts, acknowledging and accepting difficult emotions to not let them overwhelm us and focusing on taking action in line with our values, including managing problems that arise.

The intervention includes specific components identified to be most commonly implemented in caregiver and family interventions, and which map onto our Theory of Change: identifying common family values and goals, developing a joint understanding of family strengths, challenges and problems, improving communication, improving emotional regulation, enhancing parenting and parental self-efficacy and joint problem solving.

For whom is the intervention intended?

- Families can be any nationality, with a child aged 10-17 years.
- Families will be eligible to take part if an assessment indicates that the family is experiencing multiple challenges that are impacting their functioning. Families will not be eligible if they are deemed to have immediate protection or mental health needs that require specialist care.

Intervention structure

- The intervention consists of seven core sessions with the family initially.
- During the seventh session, the family and the facilitator jointly decide which advanced modules the family will take, or if none are needed. The advanced modules are: A) Solving Disagreements (entire family), B) Strengthening Parenting (caregivers only), C) Managing Difficult Thoughts and Feelings (caregivers only).
- The same facilitator will work with the entire family in the sessions as well as with the caregiver(s) in their check-in. Volunteers are present to provide support with any implementation logistics (including caring for younger children).
- The sessions may be provided in a community centre or as a home visit; this is up to the family and also depends on organisational policies and security concerns.
- Each session consists of:
 - 90 minutes with the entire family
 - 30 minutes with caregivers only (in person where possible; otherwise telephone calls will be allowed)

- Who should attend?
 - All children aged 10-17 years should join the session, along with both (or one) caregiver(s). Facilitators encourage the active involvement of all caregivers and adolescents.
 - Younger children are welcome to join, but this is up to the family to decide in collaboration with the facilitator.
 - It is up to the family to decide, in collaboration with the facilitator, if other extended family members should join the sessions.
 - In cases where the family does not agree on who should attend, the facilitator should discuss this with the supervisor.
 - In cases where only one family member is available for a session, the session should be postponed until at least one caregiver and one child is available to attend.
- Efforts are made to create a set weekly time for the session with families, to create routine and structure. However, it is important to remain flexible to account for other commitments that may arise.
- Younger children can attend the centre and should be provided with activities to do while their family takes part in the session.
- The intervention is explained to families during outreach and consent procedures.
- Families taking part in any research study complete assessments before and after the intervention.
- Once families have been allocated to the intervention, a brief phone call is made by the facilitator prior to session one with the following objectives:
 - Introduce the family to the intervention and the facilitator.
 - Explain the goals and structure.
 - Together establish a plan for regular sessions.
- Support is provided between sessions with text and WhatsApp, whereby facilitators send a summary of the session and a reminder of at-home practice tasks via WhatsApp, as well as a reminder for the date and time of next session. The number of reminders can be increased if families find it helpful to be reminded about the next session time.
- Conducting sessions face to face is preferred, however, this may need to be adapted to an online modality. The sessions have been developed so that they can be conducted online without significant changes.
- Refreshments are offered during the session. The family will receive a welcome beverage upon arrival and will receive a snack between the family session and the caregiver session.









Please note:


Our use of the term “parents” and “caregivers” in this manual: For ease, we mainly use the term “caregivers”. This includes anyone who has primary responsibility for raising children and adolescents. Caregivers may include one or both biological parents, adoptive parents, grandparents, aunts and uncles, etc. When the terms “parents”, “parental” and “parenting” are used, they can be regarded as interchangeable with “caregivers”.



Session structure

The family sessions consists of:	
1. Opening activity <ul style="list-style-type: none"> An icebreaker/energiser game that links to the content of the session 	 10 min
2. Review and feedback <ul style="list-style-type: none"> Review of the previous session Review of the at-home practice tasks Discussion of challenges and successes and troubleshooting 	 15 min
3. Core exercises	 50 min
4. Reflection and sharing and assigning at-home practice tasks	 10 min
5. Closing with appreciation statements	 5 min
Energiser activities are available for facilitators to use when needed. Families are then given a snack and drink to have together.	
The caregiver session will then consist of: <ul style="list-style-type: none"> Discussion points related to a certain topic 	 30 min

Reflection and sharing and assigning at-home practice tasks

An important part of the intervention is setting tasks for the family to practice at home between sessions. That is because we know this is where change happens. It is essential for facilitators to explain this to families, to support the family in setting clear goals for their at-home practice tasks and to review the at-home practice tasks the following session in order to look at successes and troubleshoot any challenges. Helpful tips for assigning and reviewing at-home practice tasks are included in [Appendix 1](#). 

Appreciation statements


- Each session will close with appreciation statements.
- Each family member is invited to say one thing that someone in the family did or said during the session that they appreciated.
- The facilitator may model doing this the first time and give some examples.

Examples:


- I appreciated that you shared how you felt, even if it was difficult.
- I appreciated that you listened when I spoke.
- I appreciated that you smiled at me to encourage me.

- At the end, the facilitator should make an appreciation statement about the way the family participated. Examples:

- I appreciated that you all took time from your busy life to meet with each other and with me.
- I appreciated that you shared your family's experiences with me.
- I appreciated that you all let each other speak.
- I appreciated that you listened to one another.

Helpful tips for appreciation statements are provided in **Appendix 2**. 

Using energisers

Facilitators should use energisers as needed during the session. They can be introduced when the family seems to be losing focus or energy. A list of energiser ideas is included in **Appendix 3**,  but facilitators can also add their own.

Written activities

Since this is a structured intervention, there are several tasks where literacy is helpful in order to write things down. The developers have tried to minimise the amount of literacy needed and ensure that symbols can be used. Where literacy is a challenge, facilitators can work with the family to find ways to still conduct the activities. This might involve using symbols or drawings, audio recordings or simply discussions.

Game-based activities and stories

Several games have been included throughout the intervention. This is to try to keep the sessions interactive, fun and engaging for adolescents. Caregivers and older children may find these activities 'silly' or 'childish' and may not understand the point of doing them. It is important to explain to them in advance that activities have been adapted to ensure the intervention is age-appropriate to everyone as much as possible. It is also important to emphasise that energisers used at the start of each session are just a way to 'warm up' and introduce an idea that will be discussed in the session and are not intended to teach a skill. Facilitators can adjust the activities as needed to suit older children and caregivers.

We have also used several stories to illustrate concepts through a relatable example. In our experience, this can help people understand the concepts, especially children. It is important to explain to caregivers and adolescents that we use stories to give an example of the concept, before then discussing their own experiences.

If family members ask why we use stories from other families instead of talking directly about their problems, facilitators might explain as follows:

- 'While we learn, it can be better to first practice using an example since sometimes we can get a clearer perspective when we look at a different problem. Then we can apply the same ideas to our own problems.'

Note that where a character name in a story matches the name of a family member, the name should be changed.

Who can be a facilitator?

- Facilitators should have a strong background in mental health and psychosocial support interventions and working with families.
- Facilitators should have familiarity with the neighbourhood and community, but should not be a relative or friend of the participants with whom they are working.
- Facilitators will receive approximately nine days of training in the Core Module, with background information, and will engage in practical role-playing of sessions.
- They also receive an additional day of training on code of conduct, child safeguarding and referrals and reporting.
- At a later stage, facilitators also receive additional training on the transition session and advanced modules.
- They will receive weekly group supervision.
- The trainer should be a mental health professional with experience in working with children and caregivers, and in working with vulnerable populations. The trainer will also play the role of implantation supervisor, offering regular guidance to facilitators.
- Facilitators can be matched to families based on nationality and background, where possible, but we have found that this is not essential. If families have a strong preference for a facilitator of a certain gender, this should be accommodated. In cases where only a mother is attending, the family may prefer a female facilitator.
- Facilitators should not be paired with families that they know, as this poses challenges to comfort in disclosing sensitive information. This should be checked with families and facilitators before commencing, especially in tight-knit communities.

Rationale for key decisions

Why not have multiple families in a session?

While a multi-family approach has benefits in terms of lower resources needed as well as regarding the social support aspect, an individual family approach was preferred for several key reasons.

- Firstly, developers heard from families that they would not feel comfortable discussing family issues with other families.
- Secondly, it was expected that there would be significant scheduling issues for families, and if families are required to attend at a set time at a large venue, this is likely to create more barriers to attendance.
- Finally, for practical reasons related to COVID-19, conducting large group sessions can be a challenge. It may be possible to test implementing the intervention in a group format in the future.

Why so few sessions?

- The number of sessions is limited in order to ensure feasibility of families attending and keep costs of delivery as low as possible in order to reach more families.

Why do we offer centre-based sessions rather than home visits?

- While home visits overcome the logistical challenges and costs (time and financial) of bringing families to a centre, such visits may affect privacy. During the planning phase, there were mixed views amongst families interviewed about which they prefer. For this current project, the intervention was offered at the CRP centre in Hashmi and provided reimbursement for transportation. In future trials, if families cannot attend a centre for any reason, home visits should be discussed on a case-by-case basis.

What about separate sessions with different family members?

There may be benefits to having separate sessions with different members of the family so as to encourage more open sharing. Despite this, it was decided to keep the main component of the session involving the entire family and have 30-minute discussions with caregivers afterwards to support them in their role as caregivers, to implement the strategies discussed with their family and provide space to discuss parenting concerns and provide guidance. This was due to the following reasons:

- It would have become very challenging logistically.
- The intervention had to remain brief.
- A systemic approach, meaning working with the family as a whole, was chosen.
- Facilitators may learn more about family dynamics through separate sessions, but the information shared would most likely be confidential. It is very complicated for a facilitator to manage confidential information from different individuals within a family while working with the entire family.
- Training ensures that any protection concerns can be raised with the facilitator in private (without needing separate sessions), and that facilitators are well trained to know how to detect and refer these cases. But addressing these concerns would fall outside the scope of this intervention.

What about helping the family solve big conflicts?

- While it was intended to address conflict resolution, it was determined that it would be challenging to address this adequately in such a brief intervention. Therefore, it was decided to instead apply joint problem solving to challenges involving disagreements as a way to build on problem solving skills, while starting to address this complex skill of conflict resolution.

What is the facilitator's role?

The facilitator should give the family a safe space and activities to build their skills in expressing their emotions and improve their family relationships. It is not about finding solutions for all of their problems, though in sessions 5 and 6 there is an opportunity for caregivers to focus on managing specific problems. For sessions 1-4, for the most part, the facilitator's role is mainly to enquire, psycho-educate, allow the families to express themselves and explore the problems mentioned by families. However, if the facilitator feels like a significant problem is being posed prior to sessions 5-6, they can ask the family whether this is something they deem worthy to focus on further in future sessions (if yes, facilitators should write it down and say they will come back to this in the future). Once on session 5 or 6, when identifying a list of problems with families (making use of the 'Stop' step of the Stop, Think, Go^{xi} technique), facilitators may then rely on those previous notes, especially if the family has difficulty with identifying problems. Facilitators should not forget to ask the family on what problem they would like to work as a priority (while making sure they choose a small, specific, solvable problem).

It is important to emphasise to families that they are the experts on their own experience, and that as facilitators they are not a specialist but can help guide them through some strategies that they may find helpful. To ensure confidence in their role, facilitators can explain the training and supervision they have received, and that they have worked through the content before with other families. It is important though that the facilitator does not portray themselves as a therapist or give advice.

Flexibility to make adjustments

It is recommended that facilitators go through the activities as they are outlined in the manual. This will allow to ensure the intervention is being implemented in the same way for all families and will help any future efforts to measure how well it is working. It will also prevent difficult situations that can arise when tackling new content with families. Facilitators may use flexibility in the following ways:

- By adjusting how they present the content depending on the children's ages – e.g. asking them to colour or draw versus talking through responses.
- By adjusting activities if family members have physical or visual impairments, for example:
 - Reduce the physical demands of an activity.
 - Use objects that can be felt to represent any images that you may be using.
- It is recommended that facilitators link the strategies back to previous things that the family have mentioned and they help the family see how to apply different strategies to their challenges.

Managing discussions of sensitive topics in front of children

While it is encouraged that families increase communication through the intervention, there are some topics that are best not discussed in front of children (such as severe violence or abuse inflicted on people they know). Here are some key guidelines directed for facilitators on preventing and managing this situation in sessions:

- Avoid directly asking about traumatic experiences or major challenges the family is facing.
- If caregivers start to discuss sensitive topics that you think may cause distress in children, gently remind them that this can be discussed during the caregiver check-in, if appropriate.
- If any retelling of traumatic experiences starts to occur, you can empathise, show compassion for their experiences and gently redirect to the content of the session. If needed, remind family members that you are not a specialist. Tell them that this sounds like a very impactful experience and, if they like, you can refer them to someone who is specially trained to help people overcome such traumas.
- Discuss with your supervisor how to handle this in future sessions.
- Manage any distress that might arise in children.

Looking after yourself as a facilitator

During intervention training, facilitators will be involved in discussions on how to manage their workload, practice self-care and also be encouraged to seek out opportunities to debrief with their supervisor or fellow facilitators after any challenging sessions, such as when families recall traumatic experiences.

Preparing for your session

There are several things to prepare before the session:

- Ensure you are comfortable with the session plan and familiar with the content.
- Ensure you have all materials needed for the session.
- Read your notes from the last session to remind yourself of the family situation and progress.
- Ensure that refreshments are arranged for the family and will be ready at the right time.
- Have activities ready for younger children to do in case they attend the session but do not join with the family for the entire time.
- Ensure that the assistant or animator is prepared.
- Arrange the room in a warm and welcoming way and remove distractions.

Resources needed for the intervention

- Your manual
- One plastic document sleeve for each family to store their worksheets in
- Printed worksheets for each family
- Ball of wool (one per facilitator, not left with the family)
- Six paper/plastic cups (per facilitator, not left with the family)
- Coloured pencils for each family
- Sticky tape/glue/blue tack for sticking things to the timeline (per facilitator, not left with the family)
- Pencils and paper (per facilitator, not left with the family)

Facilitators should avoid using other resources in the sessions.

Intervention outline

Session	Objectives	Who	Content
1. Our Family Story	1. Family develops joint understanding of the family's challenges, goals and strengths 2. Family develops joint understanding of roles and responsibilities 3. Caregivers are encouraged to work together as a team	Family	<ul style="list-style-type: none"> • Introduction to the intervention 15 min • Confidentiality 10 min • Ground rules 10 min • Family timeline 40 min • Reflection and sharing and assigning at-home practice tasks 10 min • Closing with appreciation statements 5 min
		Caregivers	<ul style="list-style-type: none"> • Gather more information on parenting challenges 30 min • Working together as a parenting team
2. How Our Family Wants to Be	1. Family develops joint understanding of the family's challenges, goals and strengths 2. Family understands each other and builds empathy	Family	<ul style="list-style-type: none"> • Opening activity 10 min • Review and feedback 15 min • Introducing metaphors and identifying family values 50 min • Reflection and sharing and assigning at-home practice tasks 10 min • Closing with appreciation statements 5 min
		Caregivers	<ul style="list-style-type: none"> • Identifying parenting strengths, challenges and values 30 min • Assigning goals around spending quality time with adolescents
3. Managing Difficult Feelings and Helping Each Other	1. Family members build awareness of feelings experienced by themselves and others 2. Family builds skills in grounding and stepping back from thoughts to help them manage difficult thoughts and feelings 3. Family learns how to practice good self-care for positive wellbeing	Family	<ul style="list-style-type: none"> • Opening activity 10 min • Review and feedback 15 min • Identifying and managing feelings 50 min • Reflection and sharing and assigning at-home practice tasks 10 min • Closing with appreciation statements 5 min
		Caregivers	<ul style="list-style-type: none"> • Noticing emotions in children 30 min • Supporting children with big and difficult feelings
4. Communicating Well to Support Each Other	1. Family understands their common barriers to positive communication 2. Family builds skills in positive communication, including good listening and expressing themselves	Family	<ul style="list-style-type: none"> • Opening activity 10 min • Review and feedback 15 min • Listening and expressing ourselves 50 min • Reflection and sharing and assigning at-home practice tasks 10 min • Closing with appreciation statements 5 min
		Caregivers	<ul style="list-style-type: none"> • Praising children for their efforts 30 min • Showing appreciation for children and partners

Session	Objectives	Who	Content
5. Managing Our Problems Together	1. Family identifies common problems they are facing	Family	<ul style="list-style-type: none"> Opening activity 10 min Review and feedback 15 min Managing our problems together 50 min Reflection and sharing and assigning at-home practice tasks 10 min Closing with appreciation statements 5 min
	2. Family learns and applies Stop, Think, Go ^{xi} problem management steps to their problems	Caregivers	<ul style="list-style-type: none"> Managing problems as caregivers Caregivers as teachers Giving independence and setting limits with adolescents 30 min
6. Managing Problems When We Do Not All Agree	1. Family discusses strengths, roles and responsibilities in the family	Family	<ul style="list-style-type: none"> Opening activity 10 min Review and feedback 15 min Family strengths and family roles 20 min Managing problems involving disagreements 30 min Reflection and sharing and assigning at-home practice tasks 10 min Closing with appreciation statements 5 min
	2. Family identifies common sources of conflict		
	3. Family learns and applies Stop, Think, Go ^{xi} problem solving steps to problems involving disagreements between family members	Caregivers	<ul style="list-style-type: none"> Psychoeducation on changes during adolescence Working as a team with adolescents and managing disagreements 30 min
7. Reviewing Where We Started And Where We Want to Go In The Future!	1. Family reviews content learned in sessions	Family	<ul style="list-style-type: none"> Opening activity 10 min Strategy review 20 min Looking to the future 15 min Social support 15 min Deciding on advanced modules 30 min
	2. Family reviews at-home practice of strategies and trouble shoots any challenges they have faced		
	3. Family makes a plan for the future, maintaining progress made through these sessions	Caregivers If no additional sessions	<ul style="list-style-type: none"> Further discussion about caregiver-only advanced modules. Family graduation ceremony 30 min
	4. Joint decision making with family about whether they will complete additional modules		

Session	Objectives	Who	Content
A. Advanced Module: Solving Disagreements	Session 1: Solving Disagreements	Family	1. Introduction 20 min 2. Exercises 50 min 3. Reflection and sharing and assigning at-home practice tasks 10 min 4. Closing with appreciation statements 5 min
	Session 2: Solving Disagreements	Family	1. Opening activity 10 min 2. Review and feedback 10 min 3. Apply Stop, Think, Go to a new problem that the family has 40 min 4. Maintenance/relapse prevention 15 min 5. Reflection and sharing and assigning at-home practice tasks 10 min 6. Closing with appreciation statements 5 min
B. Advanced Module: Strengthening Parenting	Session 1: Encouraging good behaviour	Caregivers only	1. Opening activity 5 min 2. Recap the Stop, Think, Go problem management steps 5 min 3. Stop: choosing a problem to focus on that exists within the family 15 min 4. Think: identifying possible solutions 35 min 5. Go: Deciding on an action plan 15 min 6. Closing 5 min
	Session 2: Managing challenging behaviour	Caregivers only	1. Opening activity 20 min 2. Recap of the previous session 20 min 3. Strategies 4. Deciding on an updated action plan 15 min 5. Closing 5 min
C. Advanced Module: Managing Difficult Thoughts and Feelings	Session 1: Understanding my thoughts and feelings	Caregivers only	1. Introduction 10 min 2. Psychoeducation and assessment 25 min 3. THINK! Applying some strategies we can use 45 min 4. Closing 10 min
	Session 2: Making room for my thoughts and feelings	Caregivers only	1. Introduction 15 min 2. THINK: Applying some more strategies we can use 50 min 3. Maintenance/relapse prevention 10 min 4. Closing 5 min

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- xi Stop, Think, Go strategy is Adapted with permission from the draft WHO Early Adolescent Skills for Emotions manual (© WHO, 2019, all rights reserved)

Core Module





SESSION 01

Our Family Story





Session 1: Our Family Story

Session objectives

1. The family develops a joint understanding of the family's challenges, goals and strengths.
2. The family develops a joint understanding of roles and responsibilities.
3. Caregivers are encouraged to work together as a team.

Session activities

Family


90 min

1. Introduction to the intervention 15 min
2. Discussion about confidentiality 10 min
3. Ground rules 10 min
4. Family timeline 40 min
5. Reflection and sharing and assigning at-home practice tasks 10 min
6. Closing with appreciation statements 5 min

Caregivers


30 min

1. Gather more information on parenting challenges
2. Parenting key tips, focusing on teamwork

Resources needed


- Paper for writing up ground rules
- Timeline template using **Worksheet 2, including 2A, 2B and 2C**
- Cut-outs for timeline using **Worksheets 2B and 2C**
- Blue-tack for sticking the cut-outs to the timeline
- Colouring pencils


Session 1: Family

1. Introduction to the intervention


15 min

- Introduce yourself.
 - Name, organisation, reason for doing the work that you do
- Ask the family members to introduce themselves and answer a fun question, for example:
 - Name, favourite food, what is something nice you like to do with your family?
 - NOTE: You could also ask the family members to introduce someone else in the family to make this more fun!
- Introduce the background of the intervention.
 - I want to let you know a bit about this intervention - how it was developed and what it will involve. We spoke to a lot of families about the challenges they face, both inside the home and outside the home. We also learned from them about what kinds of things can help a family.
 - We know that there are a lot of challenges and stressful things facing families. We know that we might not be able to help with all of these, but we feel that the strategies in this intervention can help with some of them. Also, we feel that building family relationships to become stronger can lead to improvements in everyone's wellbeing.

- We heard from families that it would be helpful to have the chance to share and be listened to. We hope that these sessions can do that. Firstly, that I can listen, but also that you can listen to each other and support each other. Remember (the Arabic proverb), 'One hand cannot clap' (we need to work together to achieve things together).
- We developed this intervention with a team of people from Jordan, Lebanon and overseas, as well as with families living in Jordan and Lebanon, and we tested it out with a few families in Lebanon to get their feedback to make it better. We'd also like to get your feedback so that we can continue to improve the intervention and make it as helpful as possible for families.
- In the intervention we will focus first on getting to know your family.
- Then we will cover some ideas and skills that we believe are important for families to really be the best they can be as a family. These are: communicating, solving problems, dealing with difficult emotions and dealing with disagreements that might come up in the family.
- Some of these topics might be things that you already do really well in your family. In this case we will focus on how to strengthen these skills even further, making things even better for everyone. Some of these topics might be things that are hard for your family. For these topics we can spend some time coming up with ideas. You might think that some of the ideas aren't too relevant for your family, and that is OK. We can try some others.
- For more information on how the intervention was developed, see **Appendix 4.** 
- Introduce the structure of the intervention.
 - The first part of the intervention will be the Core Module. This involves:
 - Meeting together for seven sessions with one session per week
 - The first 90 minutes will be a session with the entire family, and then 30 minutes will be with caregivers only.
 - Explain to children and adolescents:
The time when I am talking just to your caregivers will not be about discussing any secret things. We want to find ways for things to go well in the family, so we want to give the adults a chance to discuss this, review what we spoke about in the session and speak to me about any additional concerns. Your caregivers might be trying out some new things at home during the intervention too. Does this sound OK? Any concerns around this?
 - Remind the family that it is important for everyone to attend because the intervention is for the entire family, not just for some family members. Remind the family that we would like all children age 10-17 to attend, as well as all caregivers.
 - If needed, discuss which family members will attend.
 - If ever you need to cancel or change the time of a session, please make sure to let me know.
 - Let the family know how they can contact you.
 - Remind the family of the importance of attending all sessions and that it might take some time to see the benefits.
 - Also remind the family that we need to apply the skills we talk about in the intervention on a regular basis.
 - You might like to use some of the following metaphors or proverbs (based on original Arabic proverbs or sayings, please adapt for culture, language and context of use).
 - We can think of it like taking medication for a health issue. We will not see results right away, but over time it will start to work. Also, to make sure we get the full benefit, we need to complete the entire course.
 - We can think of it like cleaning our teeth. We do not just do it once and expect our teeth to stay healthy. We have to do it regularly to keep things going well.

- He who perseveres and works hard reaps what he wants.
- You should have the passion of an eagle and the persistence of an ant.
- Success is the sum of small efforts, repeated day in and day out.
- Clever people learn from repetition.
- Discuss the limit of the intervention and referrals.
 - Let the family know the intervention's objective:
 - We hope these sessions will assist you with issues related to your family and your wellbeing. We know that this will not help you solve all of your challenges, but we hope that if the family is stronger, you may be better able to tackle those challenges together.
 - Let the family know your role.
 - My role is to guide you and share with you some tips that have helped other families. I have received training on this intervention from professionals, and I have gained experience and on-the-job supervision on how to implement the intervention.
 - But you are the experts on your family and your lives. After all, no one knows you better than you know yourself. Think of the Arabic proverb 'People in the house know the house best' or 'Every house has its own captain' (adapt to culture, language and context of use)
 - So I need to learn from you as well. It is not like I am an expert coming here to tell you what to do.
 - Let the family know what you can offer in terms of referrals see **Appendix 8** , but ensure that their expectations are accurate.
 - There may be some other services that you need, such as help with your house, money, and food, finding education for your children, and so on. These are not the focus of this intervention, and it is not an area that I am skilled in. But what I can do is try to put you into contact with other agencies that can assist you with this. I cannot promise anything with regard to those services, but I will do my best to help you get other support you might need outside of this intervention, OK?
 - Check in with the family to ensure understanding and agreement.
 - How does this sound? Is it what you expected? (Go around to each family member.)
 - Do you have any questions?
 - Are there any concerns? (Go around to each family member.)

2. Confidentiality



10 min

- Explain confidentiality within the session.
 - Anything you discuss with me will be kept confidential. This means that I will not tell others about what you tell me.
 - This also means that no information will be shared with any authorities or UN agencies that could affect any financial or other support that you are receiving from any organisations.
- Explain exceptions to this.
 - There are a few exceptions to this. First, I will discuss our sessions with my supervisor. This is to ensure that I am doing the best job possible to support you.
 - Another situation where I would need to share information would be if I felt that your life or someone else's life is in danger. Then I would be required to disclose this to keep everyone safe. This would be if there was violence, or someone was at risk of harming themselves or others.
- Explain the confidentiality of separate caregiver or child discussions.
 - During caregiver sessions we will be speaking to caregivers separately. We will not share what is discussed with us in private with the other family members.

- If there is something you would like to tell me in private, you can let me know. Since we are working with the family as a team here, it is easier if we discuss things all together as a family, if possible. It can become difficult if there are secrets between us. If there is something that is troubling one of you and you do not feel comfortable talking about it with everyone, you can also ask me for a referral to speak to someone else individually.
- Check-in.
 - Do you have any questions? (go around to each family member.)
 - Are there any concerns? (go around to each family member.)

3. Ground rules and basic communication skills

 15 min

- Decide on some ground rules with the family.
- Ask the family to share their ideas for rules. For each one, check if all family members agree.
- Create a list on a card that families can keep.
- Facilitators may need to give examples.

Suggested rules include:

- We should let everyone speak and share their opinion.
- It is OK to disagree, but we should respect everyone's opinion.
- One person should speak at a time.
- We should all make sure we are on time and present during the session.
- While we are in the session we should keep our phones off, except for emergencies.
- Feel free to ask questions!
- If someone becomes very upset and angry in the session, it is OK for them to take a pause and step outside and then return when they are feeling calm again.

Once family members agree, they can sign the card or agree verbally, if preferred.

Discuss facilitator rules.

- The facilitator will keep what is discussed confidential. That means they will not discuss any details with anyone other than their supervisor, or when this is needed to keep someone safe.
- The facilitator will not take sides if there is disagreement. They will always work with all family members and will treat each person equally.

The facilitator should sign the card or agree verbally, if preferred.

4. Family timeline

 40 min

- Use the timeline template with a river using **Worksheet 2A**, and use the cut-outs of flowers, rocks, bridges and leaves using **Worksheet 2B and 2C** that can be attached to the timeline.
- The river should flow from left to right: left is the past, right is the future.
- It is best to use a large sheet of paper for this.
- You can set the timeline up physically, however best suits the space, as long as the family members can all see it clearly. For example, you might put it on a table, the floor, or a flip chart or tape it to a wall.
- You can ask family members to write descriptors for each object as they place it on the timeline. In case of literacy challenges, you might ask one family member to be the 'scribe', or you might offer to take on this role yourself.

Note that we will focus mostly on the past in this activity, so that the facilitator can learn the family's story. In upcoming sessions we will discuss more about the family's current challenges and goals for the future. The family can keep this timeline.



Explain the purpose of the exercise:

Now as we start to work together, it is important for us all to understand the family's history, big events in your life, your challenges and how you have overcome these challenges. This activity is more of an introduction and for me to get to know you and your family. We will do this through an image of a river to make it a bit more fun. I want to get everyone's perspective of this family story, so I will ask you all to speak. Also remember that while we have one family story, each of us also has their own story as a person, so it is important we hear from everyone. You can keep the timeline at the end!

Flowers represent the family members. Ask each family member to colour and add their flower onto the timeline, and ask about each family member's education and work history and any significant events for them in their life.

Leaves represent major events in the family story. Ask about big life events such as moving to a different country or getting married. And add these to the timeline. These could be positive events or just major milestones. If something was a major challenge, this would be represented by a rock instead.

Rocks represent challenges that the family has faced. Ask the family about difficult times they have experienced. Represent these with rocks, which are like obstacles the family has to overcome.

Bridges represent the family's strengths or coping strategies that they have used to overcome the challenges. Ask the family how they have coped with challenges in the past and add these as bridges passing over the rocks.

If time, ask caregivers:

What is a positive memory you have from your own childhood that you feel comfortable sharing with us, so that we understand more about your own story? And what is one challenging thing that you remember from when you were your children's age?



Facilitator note:

- Facilitators should highlight strengths they notice from working with the family and check with the family if these are accurate.
- Facilitators should ensure that adolescent perspectives and experiences are captured on the timeline as well.
- Facilitators should ensure that enough time is spent on identifying positive moments the family has experienced and drawing out their strengths.
- When difficult experiences are discussed, facilitators should practice showing empathy and employing basic helping skills for any difficult emotions that arise. Without avoiding discussing these difficulties, the facilitator can also help the family identify what has helped them cope.

I can see that the family has been through some difficult times and I am sorry to hear these painful things. And yet, here you are with me now. Can you tell me more about what helped you through these times? How did you cope? Where did you find strength?

Adjustments for different abilities of family members:

- In case of literacy difficulties, families can be encouraged to use symbols to represent the points on the timeline. They might like to audio record a description of the timeline if this is more comfortable or aids memory.
- In case of physical difficulties, make sure you place the timeline in a spot that is easily accessible and visible to all.
- In case of visual difficulties, you might adjust the timeline to use real objects to represent the items, which the person with visual impairment can feel, and place them on the timeline.

Family roles and responsibilities

- Thank the family for sharing their story so far.
- Explain to the family that we know it is common for the roles within the family to shift when families are living in stressful situations, when there are significant financial challenges or when the family is displaced and needs to move away from their home. Sometimes women need to take on more work outside the home, sometimes men are unable to work outside the home and sometimes children take on more responsibility.
- Explain the reason for asking about roles and responsibilities.
 - As we work together, it will be helpful to know how things usually work in your family. What responsibilities do you have to take care of as a family, who is responsible for these and how have they changed over time?
- Ask the family:
 - How has their day-to-day reality changed?
 - What are the roles and responsibilities of each family member?
 - How have their roles changed over time?

Goals

- Thank the family for sharing their story so far.
- Explain that we will talk more about current challenges and goals for this intervention and the future during the next session.

5. Reflection and sharing and assigning at-home practice tasks **10 min**

- Recap today's discussion and explain the purpose.
 - Thank you for sharing your family's timeline with me today. The purpose of this first session was for me to get to know your family and for your family to share your story all together, including each person's experiences. Today was a good chance to look at where your family has come from, and next session we will talk more about how your family wants to be in the future.
- Enquire if the family has any questions or comments.
- Reflect on the family's understanding of working together and enquire about any concerns.
- Explain to the family the importance of at-home practice.
 - Each week there will be practice tasks for you to do at home between our sessions. This is because you spend most of your time outside this session, and we only have a few hours together each week. We need to make sure that we can practice or reflect on what we talk about in our sessions, so that we achieve the best success.

- You may like to use the proverbs/metaphors listed above to emphasise the homework.
- Set at-home practice tasks for this week.
 - The family should add any additional points to the timeline. If writing is a challenge, they can simply place the symbols on the timeline and the facilitator can help them write during the next session. They may also like to make an audio recording to record the details.
- Discuss the plan for next week.
 - Next session we will discuss more about your family's values. What kind of family do you want to be? We will also look at your family's goals, challenges, and strengths. This is so that we can prepare to start introducing some ideas for how to use our strengths, overcome your challenges, reach our goals, and live in line with our family values!
- Remind the family that the sessions work best if everyone can attend.

6. Closing with appreciation statements

**5 min**

- Explain the rationale for participants, giving examples if needed ('I appreciated that...').
- Go around in a circle and ask family members to share one appreciation statement about the person on their right.
- At the end, share your own appreciation statement for the family.



Refreshment

- Allow the family time for a break with a snack and drink.
- After a short time, invite the caregivers to the caregiver session while encouraging the children to continue their snack, or engage them in another activity.



Session 1: Caregivers - Understanding children's behaviour and co-parenting

Note: This section is to be completed with the caregivers only.

Discussion points (use these as a guide)

- Check in with caregivers about any specific parenting concerns they have. Is there anything related to parenting that they did not mention with the children present that they would add to the timeline?
- Ask caregivers about significant events in their children's development that were not mentioned with the children present.
 - What are the most significant behavioural or emotional problems they have experienced with their children?
 - How they have handled these issues in the past?
- Normalise that it can be common for caregivers to disagree on parenting issues sometimes. Ask them how they currently work together as a parenting team, and then ask them how they wish to work together as a team in the future. You can enquire about roles, responsibilities and goals related to parenting. For example:
- All caregivers disagree on things from time to time. It is impossible to have two people who agree on everything, and the same is true for mothers and fathers. Are there things that you do not always agree on with parenting? How would you wish to work together as a parenting team?
- You may use "circular questioning" here.

Key tips

- Parenting is something that shifts over time. As children go through different stages, different parenting approaches are needed. In this intervention we will discuss some of the challenges of raising adolescents.
- Despite the challenges that the family is facing, maintaining a positive family environment is possible, and we will be discussing that in these sessions.
- A key success factor to parenting rests on the caregivers working together as a team. Both of you coming to this session together is already an important way to support each other and to support the family. Looking at how you work together as a team, is there anything else you can do to support each other in your parenting role?
 - You may use "circular questioning" here.





SESSION 02

How
Our Family
Wants to Be

Session 2: How Our Family Wants to Be

Session objectives

1. The family develops a joint understanding of the family's challenges, goals and strengths.
2. The family understands each other and builds empathy.

Session activities

Family


90 min

1. Opening activity 10 min
2. Review and feedback 15 min
3. Introducing metaphors and identifying family values 50 min
4. Reflection and sharing and assigning at-home practice tasks 10 min
5. Closing with appreciation statements 5 min

Energiser activities are available for facilitators to use when needed.

Caregivers


30 min

1. Identifying parenting strengths, goals and values
2. Setting goals around spending quality time with adolescents

Resources needed

- Family tree template using **Worksheet 3, including 3A and 3B.**
- Five cups and five small pieces of paper
- Colouring pencils

Session 2: Family

1. Opening activity


10 min

- Explain that we will start each session with an activity to highlight some main ideas in a fun way.
- Explain that this is just to warm up!
- Explain this activity.
 - Here we have a set of five cups and five pieces of paper. I am going to give you each an instruction to follow. Without telling other people what your instruction is, I want you to follow it. OK?
 - Give each person in the family a different instruction to complete in relation to the cups and pieces of paper. This can be done either by writing the instruction on one of the pieces of paper or taking each person aside and telling them their instruction privately.

Depending on the number of family members, the instructions should be:

1. Turn all the cups upside down.
2. Place a piece of paper inside of each cup.
3. Place all of the cups in a circle.
4. Place one cup in each person's hand.

Repeat as necessary, giving multiple people the same instruction if there are more than four people. If there are only two people, you can still give them opposing instructions, e.g. instructions 1 and 2.


- Give them 5 minutes to carry out their instructions.
- Pause and discuss what happened, highlighting that everyone was working towards their own goal, which made it impossible for anyone to complete their goal.
- Ask family members to share what their instructions were.
- Can they work out how to achieve each of the goals at once? Ask them to demonstrate.
 - They can put a piece of paper inside the cups, turn them upside down, put one in the hand of each person and have everyone stand in a circle!
- Discuss the learning point from the exercise, adding the following points if the family does not identify them:
 - When everyone focused only on their own goals, it is hard for any of us to achieve our goals.
 - We do better if we communicate about our goals and work together to accomplish them.
 - Today we will be looking more at how we can do this within a family unit, to better move towards where we want to be as a family.
 - Remember: one hand cannot clap!

Alternative method for the activity:

- One alternative is to use marbles instead of pieces of paper, if readily available.
- Another alternative is to use chairs, with the following instructions:
 1. Place a piece of paper under each chair.
 2. Place the chairs in the middle of the room.
 3. Turn over the chairs.
 4. Put the chairs on top of each other.
- Where there is a physical difficulty, using cups is likely to be easier.
- Where there is a visual impairment, using cups would allow the person to feel what is happening on the table.

2. Review and feedback


15 min

- Ask each participant to share their impression of the previous session and state what they learned.
- Recap what was covered last session and what will be covered this session.
- Review the at-home practice tasks with the family, adding additional points to the timeline.
 - Ask the family to share with you anything additional that they added to the timeline.
- If the family has not done the at-home practice tasks, follow the Helpful Tips for At-Home Practice Tasks in **Appendix 1**. 
- Ask the family to colour/check off the activity on **Worksheet 1: At-Home Practice Tasks Overview**.

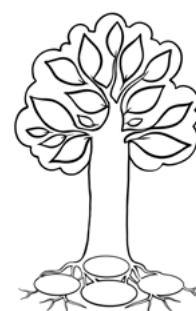
3. Introducing metaphors and identifying family values


50 min

Introduce the family tree metaphor using **Worksheet 3A: Family Tree**.

- Think of your life and your family as a tree.
- We can think of this strong trunk as the family unit. This is what holds the tree together.
- We also have branches, which represent each member of the family.
 - Each family member can grow in their own direction, just like the branches. But you see that the branches still stay attached to the tree. Especially as adolescents grow older, they may feel they are going down their own path, but they still stay strongly connected to the family.

- In order to grow in a healthy way, the tree needs to have firm roots. It also needs healthy soil and sunlight. These can be the things that we do to keep the family strong.
- Big storms will come along, but if the tree has strong roots and family members can stay connected, the family tree can continue growing in a healthy way.
- Each person in the family has their own thoughts, feelings, values, and goals. If a family is not doing well, the family members may all be going in different directions and not working together. Like the branches on the tree, if the branches are all growing in their own directions and moving further away from the trunk, this makes it harder for them to rely on the trunk for strength. And if there is a storm or strong wind, they will not have the support of other branches or the trunk.
- If a family is doing well, the tree grows well together. A family might decide that it is important for them to be loving and kind and supportive of each other and keep each other safe. No matter what happens, a family can keep working together to continue growing in the right direction.
- Of course some things can affect the tree and how it grows. What does a tree need to grow properly?
 - Firm roots, sunlight, fertile soil
- The firm roots are like the family's history; the strength the family was built over generations and over time, including strength from managing stressors in the past.
- [For refugee families you can add the following] The roots can also represent the ability to put down roots in a new place, attain stability, citizenship, employment, community connection and so on. We know some families are less able to do this due to their situation. It does not mean that families cannot do well, but it is an extra challenge they face.
- The sunlight is like the support of others around the family.
- We can think of the fertile soil as being some of the basic things we need to do in order to keep our family growing strong and healthy. Things like spending quality time together, communicating well, solving problems together and managing disagreements. These are things we are going to talk about in these sessions.
 - Point to the skills shown in the soil.
- The tree might also experience some bad weather and storms. These are like the challenges that families face in their day-to-day life. These storms can bring lots of wind and rain. We can think of these as the difficult emotions that we experience, like stress, sadness, grief, anger, exhaustion, shame, loneliness, guilt or worry. Just as we cannot change the weather or prevent storms, we also cannot prevent stressful things happening in our life, and we cannot prevent difficult feelings from coming up from time to time. This does not mean that we cannot do anything, however. We can choose whether we work together as a family and grow together in the direction we want as best we can. You may refer to **Worksheet 3B: Unhealthy Tree**



Check-in:

Are you able to imagine this tree and relate to it with your family? (Go around to each family member). Let the family know that we are going to discuss their family's tree now, and set some ground rules.



OK, so now let's take a look at what this is like for your family. Remember, we want this to be a safe space for each person to have a turn to share their opinions and feel comfortable and supported. There is no one 'right' answer here. Each person in the family may have a different perspective and that is OK. What is important is that we make space for each person's opinion and experience.

Identify values.

Let's start by looking at your values and how you want your tree to grow. Deep down, what are some things that are important to you as a family? What kind of family do you want to be?

- Write these in the trunk (and if relevant, ask the children to colour the trunk in).

**Facilitator note:**

These should be values rather than goals. A value is like an internal guiding light; it is how we want to be rather than a specific goal. An example of a value would be being a loving mother. An example of a related goal would be spending quality time with your child each day. So if the family mentions goals (e.g. moving into a new house, finding a job), remind them that these are goals, and we want to look first at the kind of family they want to be. What is important to them? These might be things like being loving, supportive and fun and keeping each other safe.

Identify actions in line with the values.

If your family was living well within your values, what would we see you doing more of? What would we see you doing less of? These can be small things. Remember, success is the sum of small efforts, repeated day in and day out, e.g. more laughing and talking to each other, less yelling and teasing your siblings.

- Write these in the leaves (and if relevant, ask the children to colour the leaves in).
- The facilitator should note that these 'actions' can be used as goals later in the session.

Identify stressors.

Now let's think about what kinds of stressors your family is facing. What are the storms?

- Write these in the clouds (and if relevant, ask the children to colour the clouds in).

Identify thoughts and feelings and behaviours.

Now let's look at difficult thoughts and feelings. What are some difficult thoughts and feelings that each of you experience? How does it affect how you act in the family?

Go around each family member.

You can use "circular questioning" here.

**Facilitator note:**

Family members may have trouble identifying emotions and thoughts. Provide examples as needed.

The family may identify lots of stressors. Let them know that in this intervention we will focus on a few stressors that we have some control over, while finding ways to cope with others.

Let the family know that we will talk more about difficult thoughts and feelings later, and here we are just getting some examples to begin with.

Clarify feelings that others can see, versus feelings that others cannot see.

Some of our feelings are obvious to others. They can see how we feel because of how we act or what we say. For example, let's say I am angry because my brother took something that belongs to me, and I yell at him. You would see that I am angry. Another example: Let's say I am sad because I am remembering friends or family members who are no longer with us, and I cry. You would see that I am sad. Let's put these feelings in the rain drops. What are the common feelings that come up for each of you in your family?

- Write these in the rain drops (and if relevant, ask the children to colour them in).

Some of our feelings are much more hidden. Others might not know about them because they do not show on the outside. For example, we know many people are feeling exhausted due to all the stress they are experiencing. Maybe we do not show this feeling to others; it is a hidden feeling. But it might then lead to anger or sadness later. Another example: Sometimes caregivers can feel guilty or sad that they cannot do or provide certain things for their children given the situation. They might not show this on the outside. But maybe they get angry more easily.

**If helpful, you could tell this story:**

Imagine a mother, Rayane. She feels very scared that something might happen to her son Bassel if he goes out on his own with his friends. She does not want to show Bassel that she is scared, but to try to manage her fear, she stops him from going out. When Bassel argues, she gets angry with him. Being 'scared' is the hidden feeling. The feeling she is showing is being angry.

Bassel feels lonely and sad because he cannot see his friends. He acts in an angry way towards his mother instead, however. Being 'lonely' is the hidden feeling. The feeling he shows is anger.

This is different for everyone. The above are just some examples we hear from other people. Why do you think it can be helpful to express hidden emotions? Does anyone want to share some hidden emotions that they might feel sometimes? We are going to write these in the wind, because just like the wind, we cannot see them but they can be powerful.

- Write these in the wind (and if relevant, ask the children to colour it in).

**Facilitator note:**

Make sure to also ask about positive feelings – for example, happiness or pride – and note these down too. Feelings do not need to be only linked to the family; they can also be individual events that cause individual emotions for family members.

Ask about social support.

We spoke about the tree needing sunlight to continue to grow. We can think of this sunlight as being support from other people around you – maybe in your extended family or maybe in your community. Are there people that your family turns to for support?

- Write these in the sun (and if relevant, ask the children to colour it in).

Recap what has been shared.

- Using the visual, summarise the family's values, actions they would be doing in line with these values, the stressors that they face and the difficult feelings that can arise for them (both hidden and visible).

Now that you have covered all the points on the metaphor sheet, ask the family to specify some specific goals for this intervention.

- Ask each family member to identify one goal for themselves in relation to helping their family life. It can be helpful to link back to the leaves (actions in line with their values).
- And ask the family to identify one goal for the family.

**Facilitator note:**

These goals should be related to behaviour rather than life achievements. If needed, clarify and explain this to the family.

4. Reflection and sharing and assigning at-home practice tasks
 **10 min**

- Recap today's session and explain the purpose.
 - The purpose of today's session was to help understand some of the challenges in your family, define what kind of family you would like to be and identify some goals you each have for strengthening your family.
- Highlight that the future sessions will cover skills that can take you towards the kind of family you want to be and keep your family strong: communication, problem solving, understanding your own and others' emotions and solving disagreements.
- All of these can be applied in the family, but also with other people in your life, to keep all your relationships strong!
- Ask the family their impression of the session.
- Enquire if the family has any questions or comments.
- Set at-home practice tasks for this week.
 - Reflect on your individual and family values and goals and see if there are any others to add.
 - Identify one thing you can do together as a family this week, something you enjoy and do not currently do, or do not do as much as you would like.
- Note: It does not need to be big. Remember that success is the sum of small efforts, repeated day in and day out. Discuss the plan for next week.
 - Next week we will discuss more about emotions that can come up, such as stress, anger, sadness and fear. And we will look at ways to manage these emotions and how to support each other with these emotions!
- Remind the family that the sessions work best if everyone can attend, and confirm the day and time for the next session.

**Facilitator note:**

For the at-home practice task, try to ensure that the family selects something achievable as well as something that is not currently part of their routine.

5. Closing with appreciation statements**5 min**

- Go around in circle and ask family members to share one appreciation statement about the person on their right.
 - Change the order between sessions.
- At the end, share your own appreciation statement for the family.

**Refreshment**

- Allow the family time for a break with a snack and drink.
- After a short time, invite the caregivers to the caregiver session while encouraging the children to continue their snack, or engage them in another activity.



Session 2: Caregivers – Parenting values and goals

Note: This section is to be completed with the caregivers only.

Discussion points (use these as a guide)

- No one is a perfect caregiver. It is simply not possible! But today we are going to look at strengths and challenges around parenting.
- What do you think your strengths are as a caregiver?
 - You can use "circular questioning" here.
- What do you find challenging about parenting? (You can introduce some of the challenges with adolescence here.)
- We know that difficult thoughts and feelings come up for caregivers. These might be related to outside stress or bad memories or might manifest in anger arising from things happening inside the family. This can impact our parenting.
- We talked about difficult thoughts and feelings before, but are there any difficult thoughts and feelings that you notice that affect your parenting that you did not mention before?

Identifying values

Now just like last week, let's imagine that this intervention goes really well, and it was helping you to manage some of the things that were difficult with parenting, and you were parenting at your best! Now I want you to imagine the following:

- What kind of caregiver are you, when do you parent at your best?
- What are doing differently as a caregiver?
- How do your children feel when you are parenting at your best?

We can think of these as our values around parenting.



Facilitator note:

If caregivers have trouble answering, you can prompt with: 'Think of someone you admire as a caregiver and what they do.'

Key tips

- Is there something you can do this week with your family that will be in line with your values around parenting?
- We know that in order to keep the family strong, it is important for us to spend quality time with each other. As children grow older, they may prefer to spend time with other people. But quality time with the family is still important. What are some things that your children like to do with you?



Facilitator note:

If caregivers have trouble thinking of ideas, you could enquire about whether the following things are enjoyed in their family: listening to music together, doing an outdoor activity together, cooking together, talking about each other's day, telling stories about your own childhood, telling jokes.



SESSION 03

Managing
Difficult
Feelings and
Helping Each
Other

Session 3: Managing Difficult Feelings and Helping Each Other

Session objectives

1. The family members build awareness of emotions experienced by themselves and others.
2. The family builds skills in grounding, accepting emotions and stepping back from thoughts in order to help them manage strong emotions.
3. The family considers how to practice good self-care for positive wellbeing.

Facilitator description:

'The purpose of this session is to identify our own feelings, find out each other's feelings and pause before taking action. Families told us that this is very relevant, because we need to manage stress and pressure inside the household in order to prepare ourselves to manage and face what might be happening outside the household.'

Session activities

Family


90 min

1. Opening activity 10 min
2. Review and feedback 15 min
3. Identifying and managing feelings 50 min
4. Reflection and sharing and assigning at-home practice tasks 10 min
5. Closing with appreciation statements 5 min

Energiser activities are available for facilitators to use when needed.

Caregivers


30 min

1. Noticing emotions in children
2. Supporting children with big and difficult feelings

Resources needed

- Using **Worksheet 4: Emotion Cards**
- Resource and referral sheet - **Appendix 8**

Session 3: Family

1. Opening activity


10 min

- Give different family members different emotion cards and tell them they need to act out the emotion using only their facial expressions and their body. They cannot use any words or sounds.
 - Participants may read the emotion on the card, or you may tell them privately.
- Discuss the learning point from the exercise, adding the following points if the family does not identify them:
 - We need to be aware of our own feelings and the feelings of other family members so that we can best know how to manage them and support each other.
- Explain that today we will be looking more at ways to notice our own feelings, plus the feelings of our family members. We will also learn how to manage our feelings and support each other.

2. Review and feedback



15 min

- Ask each participant to share their impression of the previous session and state what they learned.
- Recap for the family what was covered last session and what will be covered this session.
- Review the at-home practice tasks with the family (spending quality time together and further identifying values).
 - Ask the family to share with you if they managed to spend quality time together.
- If the family has not done the at-home practice tasks, follow the Helpful Tips for At-Home Practice Tasks in **Appendix 1**.
- Ask the family to colour/check off the activity on **Worksheet 1: At-Home Practice Tasks Overview**.

3. Identifying and managing feelings



50 min

A. Being Aware of Our Feelings and Danger Zones



15 min

Psychoeducation

1. Explain that there are two main reasons why we need to be aware of our feelings and be able to express them:

- First, it is only once we are aware of our feelings that we can take steps to manage them.
- Second, if we cannot express our feelings or find ways to manage them, they can build up inside us. Like a pot on a stove, steam and pressure can build up, and if we do not find a way to vent, we can explode. Talking about our feelings with others and finding useful ways to manage them can help us let off steam.

2. Explain that feelings are like the weather.

- They come and go.
- Last week we talked about stressful events being like storms. And our difficult thoughts and feelings being like the weather: the wind and the rain. Just like the weather, our feelings are constantly changing. Even big and difficult feelings come and go with time.
- We can have multiple feelings at once.
- Just like the weather, we can have multiple feelings at once. Sometimes even when it is snowing or raining hard, we might still experience sunshine! In a big storm, we might experience lots of things at once, like rain, wind, thunder, and lightning. It is the same with our feelings; we can experience lots of things at the same time. Maybe I feel embarrassed if I trip in the street, but I am also amused at the same time!
- They vary in intensity.
- Just like we can have light winds, moderate winds, all the way up to destructive winds, it is the same with our feelings.

3. Discuss the importance of identifying feelings in ourselves and others.

- It is important for us to know our own warning signs for being overwhelmed with difficult feelings and to know the warning signs for others. This is so that we can help each other manage our feelings.
- There are times when we can feel like we are overwhelmed with strong feelings in our hearts or thoughts in our heads. Maybe we get so angry that we act in ways we later regret. Maybe we get so sad that we feel we cannot do anything. Maybe we feel ashamed about something, and we act out in

anger. Maybe we become so scared that we cannot do things we want to do. Maybe our minds are so busy thinking about everything too much that we cannot focus on anything else. Maybe we feel so tired and exhausted that we stop doing the things we love. We can think of this as our 'dangerous weather zone'.

- The main thing about these times is that feelings seem to make it hard for us to act the way we want to act or to live in line with our values and what matters to us.
- Sometimes the feelings that we are experiencing are hidden; we keep them to ourselves, and others do not know why we are acting the way we are. Sometimes when this happens, we can be stuck on our own to manage them. And sometimes family members can misunderstand why we are acting the way we are, and this can lead to arguments or other problems.

Identify dangerous weather zones, and what helps

- Help the family identify their warning signs for their 'dangerous weather zone' through comparisons to a storm.
- Ask: 'What are the early warning signs of a storm?'. These could be wind, light rain, clouds, etc.
- Then compare this to the warning signs for their 'dangerous weather zone'? Ask: 'What are the warning signs of severe sadness?' This could be that someone starts to isolate, stop talking, etc.
- What are the warning signs of getting angrier and angrier? This could be starting to snap at family members, getting mad over small things, having a short fuse.
- Ask family members to identify the warning signs for 'dangerous weather zones' as well as the warning signs they notice for other family members.
- Use "circular questioning". Ask each family member to identify warning signs in another family member, then ask that family member to reflect on this suggestion.

Identify helpful strategies for coping with strong feelings

- Ask each family member:
- What is helpful for you when you are in a danger zone?
- Is it different if it is anger, sadness, worry or some other kind of emotion?
- How can you help others in your family when they are in a danger zone?

B. Taking a Pause


15 min

Explain the rationale

Taking a Pause can be a useful tool in these danger zones, when our thoughts and feelings seem to overwhelm us, like sadness, worry or anger. It will not get rid of the feelings. But it can help us take a moment to focus and then choose how we want to act. This can help us keep acting in the way we want to act - in line with our values.

Outline the key steps

There are four main steps:

1. We pause for a moment.
2. We become aware of our surroundings and the physical sensations in our body.
3. We try to focus on the feeling of our breath moving in and out of our body, as we use our breath to 'ground' us.
4. We refocus and decide on what action to take.

Remind participants

Taking a Pause is different from avoiding a problem or running away from our feelings. It is taking a moment to refocus before we decide what we want to do.

**Experiential exercise: read this script**

So, let's give this a go if you are willing.

Sit in a comfortable position in your chair or on the floor. If you can, keep your back upright. Now, I want you to take a pause. First, let's pay attention to what is around us. What are three things you can see? (No need to tell me, just notice them.) What sounds can you hear? What can you smell? Now, I would like you to rest your eyes softly on something in front of you that will not distract you; or if you like you can close your eyes. Now turn your attention to any physical feelings in your body. Notice where your feet touch the floor, your back and legs touch the chair or whatever you are sitting on, and notice any other feelings in your body. No need to change anything, we are just scanning our body and paying attention to any feelings we notice. (Pause)

Now, I want you to take three slow, deep breaths. We are going to turn all our attention towards our breath. So, when you are ready, notice the breath as it enters your body - how it feels in your nose or mouth and how it fills your body. And then as you breathe out, notice how your body deflates and how it feels as it leaves your body again. (Pause)

Let's do the same for two more breaths. There is no right or wrong way to do this. We are simply taking these breaths to allow us to take a pause.

When you are ready, turn your attention back to the things you can hear, smell and touch in the room. Open your eyes and notice what you can see. And you might like to take a stretch if it feels good. Now, congratulate yourself for Taking a Pause!


Discuss


Ask: How was that for you?

Ask: Do you think it would help when you experience strong feelings and thoughts? For example, sadness, worry, anger?

Remind participants that after these steps it is important to then refocus our attention and choose how we respond to the situation.

**Facilitator note:**

Participants might find it hard, and that is OK. The point is not to do it perfectly but to find a way that helps them take a pause. Refer to Helpful Tips for Taking a Pause ([Appendix 5](#)). 

- If participants report that they feel relaxed, explain to them that this can be a positive effect, but it is not the purpose. Remember, the point of this exercise is to allow us to take a step back and focus.
- If participants relate this strategy to Saber (an arabic word that relates to the concept of having patience and managing feelings when experiencing difficult times). Refer to the Helpful Tips for Saber ([Appendix 7](#)). 



15 min

C. Stepping Back from Thoughts

Explain the rationale

- Introduce the common tendency to think too much and normalise it.

One common tendency we can have when we feel stressed, angry or worried is thinking too much. Did anyone notice during Taking a Pause that their mind kept getting distracted by certain thoughts? Maybe you were daydreaming about something, thinking about what you need to do after this session, thinking that your voice sounded silly. Whatever it was! Sometimes it can seem that we get caught in a trap of thinking too much. Do you notice this sometimes?

It is what our minds are designed to do. Just like the nose smells, the ears hear, the eyes see, the mind.... (wait for family members to respond)? THINKS!

Does your mind tell you lots of wonderful things about yourself all the time? Mine does not. Mine can sometimes be almost like a bully - telling me what I am doing wrong, telling me what I should be afraid of, making me keep on worrying about things. Is your mind the same?

- Check with each family member and try to illustrate the common experience between family members.
- Illustrate that we have very little control over our thoughts.
Now I have a question. Can you stop your brain from thinking?
What if I told you that when I count to 3, I want you to not think of a pink elephant? Would you be able to do it? Would you be able to stop your mind thinking that? Want to test it? 1, 2, 3, go.
Who was able to do it? It is very hard to stop our brain from thinking. It is what it was designed to do. But when we find ourselves caught up in thinking too much, we can try to take a pause, focus on our breathing, take a step back from our thoughts and bring ourselves back to what is happening in the present moment.
- Illustrate the importance of the present moment.
Can we change the past now? Can we predict the future now?
What can we influence most? The past, present or future? Right, the present. So we can use Taking a Pause to help us take a step back from our thoughts and our busy brain, and focus on the present moment, and how we want to live right now!
- Explain that we will repeat the Taking a Pause exercise again as extra practice, but this time we will also add a strategy for helping us step back from our thoughts.



Experiential exercise: read this script

So, let's give this a go if you are willing.

Sit in a comfortable position in your chair or on the floor. If you can, keep your back upright. Now, I want you take a pause. First, let's pay attention to what is around us. What are three things you can see? (No need to tell me, just notice them.) What sounds can you hear? What can you smell? Now, I would like you to rest your eyes softly on something in front of you that will not distract you, or if you like you can close your eyes. Now turn your attention to any physical feelings in your body. Notice where your feet touch the floor, your back and legs touch the chair or whatever you are sitting on, and notice any other feelings in your body. No need to change anything, we are just scanning our body and paying attention to any feelings we notice. (Pause)

Now, I want you to take three slow, deep breaths. We are going to turn all of our attention towards our breath. So when you are ready, notice the breath as it enters your body - how it feels in your nose or mouth and how it fills your body. And then as you breathe out, notice how your body deflates and how it feels as it leaves your body again. (Pause)

Let's do the same for two more breaths. There is no right or wrong way to do this. We are simply taking these breaths to allow us to take a pause. (Pause)

Let's keep going with this, but I want you to see if any thoughts come up in your mind as you are doing this. Maybe you are having thoughts about this exercise: 'what is this about', 'I am confused', 'this seems silly', 'I am hungry, when will this be over'. Or maybe you are daydreaming about something else or thinking about what you need to do after the session. See if you can notice any of these thoughts that are coming up. Notice that these are thoughts! And now see if you can step back from them. No need to stop them, they can still be there, but just bring your attention back to focus on the breathing.

(Pause)

No matter how many times you get distracted from your breathing and caught up with thinking, it is OK, it is normal. The point of the exercise is to notice when that happens, so you are doing it right! If you notice you are thinking too much, however many times, just notice it, take a step back and come back to your breathing. (Pause)

When you are ready, bring your attention back to the things you can see, hear, smell and touch in the room.

And congratulate yourself for Taking a Pause and Stepping Back from Your Thoughts!

Discuss

Ask: How was that for you?

Ask: Do you think it would help when you are experiencing strong feelings and thinking too much?

Remind participants that after these steps it is important to then refocus our attention and choose how we respond to the situation.

If needed, refer to Helpful Tips for Stepping Back from Thoughts ([Appendix 6](#)). 🖐️

D. Looking After Ourselves



5 min

- Introduce self-care: It is common not to have a lot of time to look after ourselves when we are under stress. But good self-care is even more important during these times!
- Explain: Looking after ourselves is important. It will help us keep going and moving with our lives and protect our emotional and physical health in the long term.
- Ask: Are there any things that can you do that will help you stay more balanced and manage emotions and challenges as they arise?
 - Pleasant activities, time together, walking
 - Social support: meeting with friends, talking to friends
 - Getting enough sleep (this can be especially important for adolescents as they grow)
 - Spirituality: engaging in prayer or other practices, if this is helpful for the family
- Help the family problem solve challenges for doing these things.
- Ask each family member to identify something that they can do this week to look after themselves.

**Facilitator note:**

For the at-home practice task, try to ensure that the family selects something achievable as well as something that is not currently part of their routine.

4. Reflection and sharing and assigning at-home practice sessions
10 min

- Recap today's session today and explain the purpose.
 - The purpose of this session today was to help identify difficult feelings and thoughts in ourselves and others, become aware of them, and learn ways to manage them.
- Ask the family for their impression of the session and how they think they can use the skills.
- Add the skills learned to the soil on the family tree template.
- Enquire if the family has any questions or comments.
- Set at-home practice tasks for this week. The below are suggested at-home tasks, but if the family feels that these are too much, they can select one or two instead.
 - Practice Taking a Pause and/or Stepping Back from Thoughts - aim for daily practice to build the skill.
 - Ask each family member when they would practice this. Would they set a specific time? Or in specific situations?
 - Complete your self-care goal.
 - Ask each family member when they will do this.
 - Practice asking each other about feelings and expressing feelings throughout the week
 - Discuss the plan for next week.
 - Next week we will discuss more about how we can communicate well as a family in order to keep the family strong, and so that everyone feels heard, understood and supported.
 - Remind the family that the sessions work best if everyone can attend, and confirm the day and time for the next session.

5. Closing with appreciation statements
5 min

- Go around in a circle and ask family members to share one appreciation statement about the person on their right.
 - Change the order between sessions.
- At the end, share your own appreciation statement for the family.

**Refreshment**

- Allow the family time for a break with a snack and drink.
- After a short time, invite the caregivers to the caregiver session while encouraging the children to continue their snack, or engage them in another activity.

Session 3: Caregivers - Noticing emotions in children and supporting them

Note: *This section is to be completed with the caregivers only.*


Discussion points (use these as a guide)

- How can caregivers tell if their children are experiencing difficult emotions?
 - What are the 'quiet signs' to look for? These are things like crying easily, spending more time alone, seeming nervous about things.
 - What are the 'loud signs' to look for? These are things like fighting more, getting angry, yelling, getting into trouble at school or in the neighbourhood.
- What are some things you can do to help your children with these emotions?
 - Let them know the feelings are normal.
 - Listen and provide hope that things will improve.
 - Make sure they feel supported and safe.
 - Help them problem solve.
 - If needed, help them access additional support - either through friends, a trusted family or community member or a professional.
- How do we know when it is something normal or if a child needs support?
 - It is normal for adolescents to experience difficult emotions from time to time. It is also normal for them to start pushing boundaries with their caregivers and other adults, which sometimes means getting into trouble.
 - But if an adolescent is experiencing very strong emotional problems or getting into a lot of trouble, and this is continuing over a long period of time, then getting some support for them might help.
- Caregivers can feel difficult emotions at the same time. If you are in the danger zone yourself, it is important to take a pause to avoid responding to your adolescent with anger or frustration.

Key tips

- If you are in the danger zone and experiencing strong feelings yourself, try Taking a Pause, and respond to your adolescent in a calm way.
- If an adolescent is experiencing emotional challenges, this can be stressful for caregivers. Practice self-care as an essential part of your parenting role. If you do not look after yourself, you will be less able to look after your family!

Sharing resources

- Share any relevant resources with caregivers (Resource and Referral Sheet - **Appendix 8**). 



SESSION 04

Communicating
Well to Support
Each Other

Session 4: Communicating Well to Support Each Other

Session objectives

1. The family understands their common barriers to positive communication.
2. The family builds skills in positive communication, including active listening, expressing emotions and assertiveness.

Facilitator description:

We will speak about communication and allowing everyone to be heard and understood. We will look at how to best express ourselves, speaking clearly and slowly, and directly explaining how you feel and what you want. We will also speak about conversation, how to show appreciation and respect toward each other, listening and giving each other a chance to speak.

Session activities

Family


90 min

1. Opening activity 10 min
2. Review and feedback 15 min
3. Listening and expressing ourselves 50 min
4. Reflection and sharing and assigning at-home practice tasks 10 min
5. Closing with appreciation statements 5 min

Energiser activities are available for facilitators to use when needed.

Caregivers


30 min

- Praising children for their efforts
- Showing appreciation for children and our partner

Resources needed

- Communication Exercise using **Worksheet 5: Communication Exercise** - enough copies for one between two family members
- Pencils and blank pieces of paper - enough copies for one between two family members

Session 4: Family

1. Opening activity


10 min


- Ask the family to get into pairs.
- The pair sits in two chairs with their backs to each other. One person, the listener, has an empty piece of paper and a pencil. The other person, the speaker, has the **Worksheet 5: Communication Exercise**. The speaker needs to explain the picture to the listener, so that they are able to draw it. The listener is not allowed to ask any questions. They need to do this in four min - set a timer. Once the time is up, they should compare.
- Ask the family what they think this activity teaches us.
 - If not covered, mention: This activity shows us the importance of communication. We know that sometimes when families are under stress, they can forget to communicate well. Or sometimes

difficult feelings and thoughts come up and we start to communicate in negative ways. When we want to move together towards our values as a family, one important thing we need to do is communicate in a helpful way. This means speaking clearly and listening well!

- Also remember that asking questions is the key to knowledge!
- OK, this is just a fun game to introduce the topic, but we are going to look in more detail at this in this session!

2. Review and feedback


 15 min

- Ask each participant to share their impression of the previous session and state what they learned.
- Recap for the family what was covered last session and what will be covered this session.
- Review the at-home practice tasks with the family. Ask about what went well and what was challenging.
 - Practice Taking a Pause and Taking a Step Back from Thoughts.
 - Complete your self-care goal.
 - Ask the families how they felt when they did that activity, to reinforce any positive effects.
 - Practice asking each other about feelings and expressing feelings throughout the week.
- If the family has not done the at-home practice, follow the Helpful Tips for At-Home Home Practice in **Appendix 1**. 
- Ask the family to colour/check off the activity on **Worksheet 1: At-Home Practice Tasks Overview**.

3. Listening and expressing ourselves

 50 min


A. Communication basics

 5 min

(Adapted from the CLEAR acronym in the READY and Tuko Pamoja programmesⁱⁱ)

- Link to the tree metaphor.
 - We talked about the importance of communicating well in order to keep our family growing strong. Feeling heard and understood is very important for all of our relationships.
 - Introduce the following six basic communication strategies. If you are using this manual in the Arabic translation, use the acronym 'Batata', you will find an associated worksheet for the Arabic version too. (**Worksheet 7: Batata Communication Skills**).
1. Conversation – Take turns talking. Do not interrupt. Ask and answer questions.
 2. I feel/want – Express yourself in a clear, straightforward and effective way. Communicate your feelings and needs candidly and calmly.
 3. Listening – Hear and understand what the other person says. Respond to show you are listening.
 4. Encouragement – Help the other person with problems and offer words of comfort and encouragement.
 5. Appreciation – Tell the other person what you like about them and say thank you for good things they do.
 6. Respect – Use polite language and do not use insults. There should be mutual respect between children and adults. Remember: Criticism is rarely effective.

B. Common road blocks to good family communication

 10 min

- Explain.

We know there can be times when we communicate poorly due to difficult feelings, or maybe due to a lot of stressful things happening or lack of time. Reflect on the family's own communication patterns.

- In your family, are there times that the family communicates well?
- What happens in the family when you communicate well?

Examples can be given if needed, e.g. family members feel heard and understood, the family can work together towards solving problems, family members can support each other.

- Are there times when communication could be improved?

Ask the family about:

- Certain topics about which it is hard to communicate well?
- Certain times of day or week when it is hard to communicate?
- Certain feelings that make it harder to communicate well?

Examples can be given if needed. It is hard to talk about issues with money because it causes high emotions for family members; it is hard to talk in the mornings while everyone is getting ready for school or work and is busy; when someone feels stressed, it is hard to communicate well; when someone is thinking too much, it can be hard for them to focus and communicate well.

When communication does not go well, what happens in the family?

Examples can be given if needed, e.g. family members can feel more frustrated, problems do not get solved, there is a lack of support, arguments can occur, misunderstandings can occur.

Examples can be given if needed, e.g. family members can feel more frustrated, problems do not get solved, there is a lack of support, arguments can occur, misunderstandings can occur.



Facilitator note:

It is important to ask all family members about their communication here, as the challenges may be different between family members.

Do not pressure the family to raise topics that are hard to talk about. We can enquire, but not push them. Give examples for the family, if needed.

C. Listening



10 min

Explain the activity

Now we are going to look at helpful ways of listening to others.

But first we are going to look at some unhelpful ways of listening.

Conduct bad listener role play

- Ask one family member to take part in a role play. Let them know you are going to role play a bad listener. Ask the family member to tell you about their day so far.
- During the role play demonstrate the following bad listening skills:
 - Do not look at the person.
 - Check your phone.
 - Interrupt to ask a non-relevant question.
 - Say 'hmm, that does not sound very useful' (or another judgement).
 - Give some unwanted advice, e.g. 'it is probably best if you wake up a bit earlier'.
 - Compare the speaker to someone else - 'oh, your day does not really sound very busy compared to other people I've spoken to'.
 - Sigh.

Ask the family to identify all the things you are doing wrong. Help the family identify this list (covering verbal and non-verbal skills).

- Look at the person.
- Show you are listening – nod and repeat what the speaker is saying in your own words.
- Check for understanding.
- Put yourself in their shoes.
- Listen to their perspective even if you disagree.
- Do not interrupt.
- Do not judge or say that the speaker is wrong.
- Do not compare the speaker to others.
- Be respectful.
- Show support and do not give unwanted advice.

Conduct good listener role play

Repeat the role play, demonstrating the skills identified above.

Review

Ask the speaker how they felt the first time, and then the second time.

Ask family members if they ever engage in some of the bad listening skills?

D. Expressing ourselves



10 min

Explain the activity

Now that we've talked about listening, let's talk about speaking!

When we need to express a concern we have or a need we have, there are several ways we can communicate clearly and helpfully.

Explain passive and aggressive communication

Sometimes we can be too passive and do not express our feelings or what we need.

For example, some caregivers share experiences like the following: They feel that their children are unappreciative and would like their children to help more around the house. But instead of saying anything, they keep it to themselves and get increasingly frustrated. The problem does not get solved, and maybe eventually the caregivers explode and get angry, like we discussed last session.

Sometimes we can be too aggressive with our communication.

In the same example, another caregiver might yell at their children and get angry, saying things like 'you are always so lazy, you never help around the house', and listing everything their child does wrong. This can make children feel upset and blamed and makes the relationship strained.

Explain the importance of expressing ourselves assertively.

It is important that we find ways to communicate our feelings and our needs in a helpful way. We know that when we do not feel heard and understood, it can cause problems in our relationships and we might act in ways we do not like.

Ask the family the following:

When there is a problem or a feeling to express, what do you think is most important to remember?

Help the family to identify this list.

- Find a calm time.
- Speak confidently, clearly and slowly.
- Describe the situation and your feelings as you experience them, rather than attacking the other person: 'in this situation I feel...'; 'It seems to me...'
- Do not say 'always' or 'never'.
- Do not compare one family member to another.
- Say one thing at a time.
- Say what you want/need; do not just list the bad things.

E. Role play



15 min

- Select a common situation for the family where communication is not strong, based on what was discussed earlier in this session or other sessions. Do not select the most intense conflict the family has, but select something that seems to be a common challenge, where communication skills could be strengthened. If the family has trouble identifying a scenario, you may use a common scenario listed in the Common Scenarios to Use During Exercises - **Appendix 9**.
- It is very important for a clear scenario to be identified before the role play.
- Identify two family members to take part in the role play. This should be the family members who are usually involved in the challenging scenario. This could be an adolescent and a caregiver, or two caregivers, or two adolescents. The other family members should observe and contribute.
- Ask each family member what usually happens in this situation.
 - Prompt them to identify feelings that arise for each family member.
 - Prompt them to identify communication challenges.
- Ask each family member what they could do to strengthen their communication in this situation. They should identify one or two priorities only.
- Ask each family member what communication skills they would like the other family member to demonstrate in this situation. They should identify one or two things only, and these might be the same as what the person has already identified for themselves.
- Ask the family members to switch roles and each play the other person, demonstrating the skills that have been identified.

For example, the person playing the caregiver might demonstrate listening attentively while the adolescent is explaining a difficult situation at school that they would like help with, and not judging what is being said. The person playing the adolescent might demonstrate asking the caregiver if they have time to talk and expressing their emotions so that the caregiver understands.

- Pause and discuss with the family.
 - Ask each family member how it felt for them and how this differed from other times.
- Now switch roles and have the two family members play themselves in the same scenario.
- Pause and discuss with the family.
 - Ask each family member how it felt for them and how this differed from other times.

4. Reflection and sharing and assigning at-home practice tasks

 10 min

- Recap today's session and explain the purpose.
 - The purpose of today's session was to help identify communication skills that you would like to improve in your family in order to keep your family growing strong and make sure that everyone feels heard and understood.
- Ask the family for their impression of the session.
- Enquire if the family has any questions or comments.
- Ask each family member to reflect privately for a moment and then share:
 - What is one thing you would like to work on regarding communication this week?
 - Make sure that this is a specific communication skill they want to work on.
 - If the family already thinks they do well with communication, encourage them to keep going and showing appreciation to each other for the good communication.
- Ask the family if there is a way to set up quality time with each other, which encourages good communication.
 - For example, having open conversations at breakfast or lunch or getting together to watch a film and discussing it.
- Add the skills learned to the soil in the family tree template.
- Set at-home tasks for this week.
 - Each individual works on their communication goals.
 - Ask each family member when they would practice this. Would they set a specific time? Or in specific situations?
 - Notice positive communication strategies and show appreciation.
- Discuss the plan for next week.
 - Next week we will talk more about solving problems together as a family.
 - Remind the family that the sessions work best if everyone can attend, and confirm the day and time for the next session.

5. Closing with appreciation statements

 5 min

- Go around in a circle and ask family members to share one appreciation statement about the person on their right.
 - Change the order between sessions.
- At the end, share your own appreciation statement for the family.

Refreshment

- Allow the family time for a break with a snack and drink.
- After a short time, invite the caregivers to the caregiver session while encouraging the children to continue their snack, or engage them in another activity.



Session 4: Caregivers - Praising and showing appreciation to children and our partners

Note: This section is to be completed with the caregivers only.

Discussion points (use these as a guide)

- We talked about the importance of showing appreciation and communicating clearly.
- Discuss that is common for us to notice negative things and tell our children and partner about them. But often we take positive things for granted. Does this happen for you?

Read the example of an adolescent trying to help out.

Suraya is helping with the cooking and is making rice. While she is cooking, her younger brother comes in and needs some help with tying his shoe lace to go outside to play. She takes time to teach him to do his laces himself so he can do it on his own soon and forgets about the rice. The rice burns, and she needs to throw it out. Her mother Fatima comes into the kitchen while she is putting the rice in the rubbish. 'Suraya, what are you doing, you silly girl! We do not have much rice, and now you have burned what we had and are throwing it in the bin. We have so little food for the week, and now this is wasted. I should not leave you alone to do anything'. Suraya responds by yelling: 'I've been helping you, and my brother, and doing so much house work and now you are mad at me just because I burned the rice by accident?' She then storms off to her room.

Ask the following:

- Can you relate to this situation?
- What are Fatima's feelings on the inside? (worry about the family's situation)
- What does Fatima show on the outside? (anger)
- How does Suraya feel? (not appreciated, blamed, embarrassed, guilty)
- What might Suraya learn? Would she be more or less likely to help out in the future? (She might feel discouraged, and might be less likely to try to help out in the future.)

Ask: What might Fatima say instead?

Allow an opportunity for caregivers to suggest ideas, before giving the following example:

Suraya, it is a shame we need to throw out the rice. What happened? Thank you for helping with the cooking, and for helping your brother. It is very good that you help the family so much. It is tricky to do many things at once, and mistakes can happen. Next time, how do you think you can remember to keep an eye on the rice? Can I help you more next time?

Key tips

- The importance of praise for adolescents:
 - We know that when the things we do are acknowledged by others, it helps us feel positive and motivated, and we are more likely to do that again.
 - Sometimes as caregivers we forget to praise the good things our children do, particularly as they get older and become adolescents. But we know that everyone responds well to encouragement and praise.
 - We know that praise is much more meaningful when it is specific. So not just 'good boy' or 'good girl', but something like 'I am really impressed with how you managed your emotions when you felt upset', or 'you are doing a really good job teaching your little sister how to do her homework'.

- It is important that we praise for effort, not just achievement. For example, 'thank you for trying so hard to help your brother', not just 'wow, you did a great job on your school exam and got an excellent mark.'
- It is important that we praise in a positive way. So 'thank you for speaking in a calm voice' instead of 'thank you for not shouting'.
- Are there things you take for granted with your adolescents?
- Are there positive things they do that you can acknowledge with praise?
- The importance of showing appreciation towards each other:
 - It is also important that as caregivers we acknowledge the positive things the other caregiver does, so that we can motivate and encourage each other. It is not an easy job, and it is important to show appreciation.
 - Are there ways that you show each other appreciation and gratitude and encourage each other?
- Giving clear, age appropriate instructions to adolescents:
 - Sometimes we can assume that adolescents are adults, and we may expect too much of them.
 - Sometimes we can underestimate adolescents' understanding and maturity, and we may expect too little of them.
 - This might mean that sometimes we give them too few instructions for something, while maybe they need a little bit more guidance from us.
 - Sometimes we may give them too much guidance and not give them enough freedom.
 - Can you relate to either of these scenarios sometimes?
 - How can you adjust your instructions and expectations to meet your children's changing developmental stages?

Preparing for next week

- Explain to caregivers that next week we will be working on managing problems.
- Discuss with caregivers the importance of involving adolescents in problem solving, valuing their role in the family, and listening to their ideas and opinions.
- Explain that this also helps adolescents learn the skill of problem solving, so they are better able to solve their own problems.
- Explain that we know that adolescents can sometimes feel shy to voice their opinion or ideas, and for next week we would like to ask the caregivers to encourage adolescents to share their ideas.
- Check for any questions or concerns.



SESSION 05

Managing Our Problems Together

Session 5: Managing Our Problems Together

Session objectives


1. The family identifies common problems they are facing.
2. The family learns and applies Stop, Think, Go^{xi} problem management steps to their problems.

Facilitator description


'We will learn a strategy called Stop, Think, Go^{xi} for managing the problems we face and learn how to give each other the chance to express ideas.'

NOTE: The Stop, Think, Go strategy is adapted with permission from the draft WHO Early Adolescent Skills for Emotions (EASE) manual (© WHO, 2019, all rights reserved).

Session activities

Family	 90 min
1. Opening activity	10 min
2. Review and feedback	15 min
3. Managing our problems together	50 min
4. Reflection and sharing and assigning at-home practice tasks	10 min
5. Closing with appreciation statements	5 min


Energiser activities are available for facilitators to use when needed.

Caregivers	 30 min
<ul style="list-style-type: none"> • Managing problems as caregivers • Caregivers as teachers • Giving independence and setting limits with adolescents 	

Resources needed

- A ball of wool
- Two copies of the **Worksheet 6: Stop, Think Go**
- Coloured pencils

Session 5: Family


- | | |
|----------------------------|---|
| 1. Opening activity |  10 min |
|----------------------------|---|
- Knot of wool exercise: This exercise is like a human knot exercise, except that instead of using their bodies the family will use a ball of wool. One family member holds the end of a ball of wool, which then gets passed between family members, creating a web in the middle. The family then needs to untangle the web as fast as they can. Set a timer for two minutes.
 - Instructions for the facilitators:
 - Ask participants to form a circle.
 - One participant grabs the end of the wool string and throws the wool ball to another participant within the circle.
 - Each participant holds on to the string they catch, while continuing to throw the wool ball

to another participant. Everyone continues to hold their piece of string without cutting it or letting go.

- Participants continue to throw the string ball until a large knot is formed in the centre of the circle.
- Participants are asked to cooperate to untie the resulting knot and return the ball of wool to its original shape.
- Ask the family what they think this activity teaches us.
 - The importance of communication
 - Solving a problem together
 - Remember the proverb: 'Every problem has its solution'
- Explain to the family that today we will be discussing more about how to manage problems together, working as a team.
- If there is time, ask the family if they would like to do the Taking a Pause exercise before they start the session, and read the script from Session 3.

2. Review and feedback


 15 min

- Ask each participant to share their impression of the previous session and state what they learned.
- Recap for the family what was covered last session and what will be covered this session.
- Review the at-home practice tasks with the family. Ask about what went well and what was challenging.
 - Working on individual communication goals
 - Noticing good communication and showing appreciation
- If the family has not done the -home practice tasks, follow the Helpful Tips for At-Home Practice Tasks in **Appendix 1**.
- Ask the family to colour/check off the activity on **Worksheet 1: At-Home Practice Tasks Overview**.

3. Managing our problems together

 50 min

A. Introducing managing problems

 5 min

- Explain:

We know that families in Jordan are facing many different problems. Some are problems that individuals face; some are problems that the whole family is facing. Today we are going to talk about some helpful ideas that we can apply to managing problems – whether they are problems that one person has or that the entire family is facing. And we will also discuss how we can work together as a team to manage these problems.

- Cover the ground rules for dealing with problems.

Ground rules for dealing with problems

1. Use BATATA communication skills.
 - Conversation – Give everyone a chance to say what they think.
 - I feel – Share your own feelings and ideas.
 - Listening – Listen to everyone's ideas.
 - Encouragement – Encourage everyone to share ideas and concerns.
 - Appreciation – Show appreciation for the ideas of others.
 - Respect – Do not criticise the suggestions of others.
2. Remember to work as a team to manage the problem.
3. Work together and compromise; look for a win-win situation.

When we talk about our problems as a family, we can have solutions that are lose-lose, meaning that the solution is not good for anyone. We can have solutions that are win-lose, where someone gets what they want but someone does not get what they want. We always look as much as we can for a solution that is win-win, where everyone is as happy as possible, and no one is hurt or disadvantaged by the solution. Remember the Arabic saying ‘(There should be) no winner or loser’.

4. It is normal for difficult feelings to come up when we are talking about problems. If difficult feelings come up while we are speaking, it is OK for people to Take a Pause and re-join the conversation when they are ready.



Facilitator note:

If there is resistance to the concept of a win-win situation or there are clear power imbalances in the family, spend some time discussing this with the family. If all family members are more satisfied with the situation, what are the benefits? What are the costs to the family as a whole if one or more people are not satisfied with the situation?

B. Identifying problems



10 min

- Ask the family to identify problems they are experiencing.
- Explain to the family that when looking for problems to manage, it is important to identify specific problems to try to manage rather than general problems. For example, ‘needing to find a better life for our family’ is not a specific problem, but ‘needing to find a way to get our children to school’ is a more specific problem.
- The family can identify problems that are being faced by one person or by the whole family
- Once the family has generated a list of problems, help them identify some smaller problems that are more easily managed first. Explain:
 - When we manage smaller problems first, it helps us practice and strengthen our skill. Like starting to play sports - we might start out with something easier while we build our muscles.
 - Sometimes improving some of our smaller problems first can help us feel better able to manage the larger problems afterwards.
- Together with the family, identify some of the problems listed that the family might not have control over or that are not solvable (for example: the financial situation, unsafe neighbourhoods, rising food prices, extreme weather, being unable to resettle outside Jordan, lack of work rights or opportunities).
- Explain that we know that these situations are very stressful and unfair for families. In this session we will focus on problems that the family has some more control over. This does not mean we are ignoring these problems or saying they are OK. But rather that we want to focus on what is within the family’s control to change, so that we can see if we can improve their situation. We will discuss a bit later some ideas about how we can cope with these problems.
- Let families know that through this intervention, we will be noting the challenges families are facing and will use this information to advocate for needed services and support. We cannot promise anything, and we will not share your individual family name or details or circumstance, but we want to let you know that we do take these challenges seriously, even if they are not the focus of this intervention.

C. Outlining Stop, Think, Go steps with a vignette**10 min**

- Explain: To manage problems as a family, it can be helpful to follow the Stop, Think, Go steps.
- You might wonder why these steps are necessary. Sometimes when we are stressed, feeling strong emotions and thinking too much, it can be hard to think through our problems. It can also be hard to consider the point of view of all family members. This method gives us some clear steps to help us. You might find it helpful!
- Outline these steps using a story of a family.

**Facilitator note:**

Remember to change character names if they match someone in the family!

One morning Abeer and Walid, parents of 5 children, wake up and realise that they do not have water for washing their clothes or showering. Abeer gets very angry at the situation. The water is meant to come on a schedule but it never goes to plan, and it is not the first time this has happened to them. There will be no clean clothes for the children to wear tomorrow. She yells at Walid out of frustration and asks him if he can call the water delivery man and find out why he is never reliable. Walid feels a lot of shame in this situation and is sad that his children will need to wear dirty clothes, as he wants to be able to provide for his children and keep them clean and healthy. When the children wake up, he is in a very bad mood. He yells at them for small things and then feels guilty afterwards.

- Say: Let's look at the problem management steps that Abeer and Walid could use.

STOP

- Explain: The first step is to Stop and define the problem clearly and try to understand it.
- Ask the family to define the problem in this story.
- Then continue with the vignette.
 - Abeer and Walid realise the problem is that there is no water for washing clothes or showering. The family will have no shower today, and tomorrow there will be no clean clothes.
 - When they tried to understand it, they know what the problem is. They have one water tank that is shared with neighbours, and it has run out, and the water supply centre hasn't filled it on schedule. This is a common water problem in the area.
 - Abeer and Walid realise that they want to be caring parents who can provide for their children and do not want to yell at them, or at each other. They decide to not blame each other for the problem and instead see how they can unite as a team to solve the problem together.

THINK

- Explain: The next step is to Think. Then read the following steps before reading the vignette.
- Determine all possible options (encourage each person to express ideas and listen to each other).
- It can be helpful to look back at past situations to see what has helped before.
- Then we need to evaluate each option to choose the best one.
- We should try to find options that are in line with our values and how we want to be as a family.
- We should also consider which options are best for all family members so as to find a win-win situation. Sometimes compromise will be needed.
- Sometimes combinations of several solutions can be tried.

Abeer and Walid explain to the children what the problem is, and together they consider all the possible options. At first they do not evaluate which ones are good or bad or what could go wrong; they just list all ideas that come to mind. Here is the list they come up with:

- Call the water supply centre and see when it is going to be filled.
- Go manually and get water – fill buckets and carry them.
- Try Taking a Pause to avoid getting caught up in their emotions.
- Ask the man with the water truck to bring water today.
- Go to their cousin's house to wash clothes.
- Wash clothes the next day.
- Store small amounts of water in buckets to have a back-up.
- Plan washing a few days before all clothes are dirty so that they have a few days to spare.
- Since they cannot wash clothes, they can do something nice instead with their time.

The family evaluates all of these options.

They decide that asking the man with the truck to bring water is too expensive, and going to their cousin's place is too far. But the other ideas are feasible.

GO

- The next step is to decide on a plan of action.
- Try it out and see if it works.

The family decides on a plan of action and tries it out. Their plan has the following components:

- They practice Taking a Pause to take a step back from their emotions.
- They call the water company, and the company says they will fill the water tomorrow.
- So for today, they work together to fill up water manually and carry in buckets, for the bathroom only.
- They decide to wait with the washing until another day.
- They use the time they would have washed clothes today to go for a quick walk together. This helps with their emotions and is a nice way to spend time together, which they want to do more.
- When they come back, they focus on doing the household chores that do not need water.
- Even though this situation is annoying and should not be happening, they decide to make the best of the situation as much as they can.

They also decide that in the future:

- They will take turns to make sure there is always a bucket available.
- They will ask friends and neighbours about where to get additional clothes for free or a very low cost, so that they have more spare clothing if there is no water one day.

REFLECT!

- Explain that the last step is to reflect on how the plan went. If it did not work, try another solution.

Abeer and Walid's family try this out for a few weeks. The water runs out a few more times in this week, which is very annoying and unfair. But most of the time they remember to keep some spare water aside so that they can at least wash their faces and bodies. They manage to find an NGO to provide them with some additional clothes for free, so that they have a few more changes of clothes.



**Facilitator note:**

If the family is already following these steps for managing their problems, facilitators can reinforce this and build more on other skills during the next exercise. For example, they can focus more on communication and managing emotions around the problem.

Make sure to impart a sense of actively trying to make the best of a situation and changing what can be changed, while reducing suffering over struggling with emotions about what cannot be changed.


It should not be about giving up and accepting bad situations or simply tolerating what should not be happening.

It should be about finding a solution that causes the least pain.

It is important to encourage the family to unite around their problems and face them together and to encourage them to avoid letting 'outside problems' become 'inside problems'.

You may help the family think through the likely outcomes of each of their proposed options, including for each family member, to encourage consideration of each person's view point.

D. Apply the Stop, Think, Go strategy to a problem the family has**25 min**

- Explain that we will now work through the Stop, Think, Go steps with a problem they have.
- Help the family pick a problem that is specific, small and solvable.
- Where possible, try to help the family identify a minor problem that does not involve a conflict within the family. Let them know that next session we will talk about applying these steps to problems involving disagreements.
- Help the family go through the Stop, Think, Go steps using **Worksheet 6: Stop, Think, Go**.
- Refer to **Appendix 10**  for tips on the problem management strategy.

E. Non-solvable problems**10 min**

- Explain: It is important that we can tell the difference between problems we can solve and problems we cannot solve.
- Explain: Sometimes when there is something we cannot change, continuing to struggle with the emotions around it can cause us more pain and suffering and make our situation worse. It is not about accepting that the situation is OK, because often it is not OK, but we can try finding ways to manage the associated pain and frustration so that it does not overwhelm us.
- Check the family's understanding and whether this fits with their experience.
- Ask the family what they can do to manage difficult feelings around problems they cannot solve:
 - Taking a Pause or Stepping Back from Thoughts
 - Self-care
 - Spending quality time together and supporting each other
 - Making sure that outside problems do not become inside problems - e.g. not allowing the challenges they experience to lead to more anger and frustration inside the family
 - Changing parts of the situation that they can change

4. Reflection and sharing and assigning at-home practice tasks

 10 min

- Recap today's session and explain the purpose.
 - The purpose of today's session was to help identify common problems your family experiences and look at the Stop, Think, Go strategy for managing them.
- Ask the family for their impression of the session.
- Enquire if the family has any questions or comments.
- Add the skills learned to the soil in the family tree.
- Set at-home tasks for this week.
 - The family should test out their plan for the problem that they worked on today.
 - If they would like, the family can also try out the Stop, Think, Go strategy for managing another problem (using the **Worksheet 6: Stop, Think, Go**).
 - Do this through a family meeting for setting a plan, and another for reviewing.
 - Remember to take each person's perspective into consideration and sometimes compromise.
 - Note down any successes and challenges.
 - Ask the family when they will have the meeting and which problem they will focus on.
- Discuss the plan for next week.
 - Next week we will discuss more about solving problems together as a family.
 - Remind the family that the sessions work best if everyone can attend, and confirm the day and time for the next session.

5. Closing with appreciation statements

 5 min

- Go around in a circle and ask family members to share one appreciation statement about the person on their right.
 - Change the order between sessions.
- At the end, share your own appreciation statement for the family.



Refreshment:

- Allow the family time for a break with a snack and drink.
- After a short time, invite the caregivers to the caregiver session while encouraging the children to continue their snack, or engage them in another activity.



Session 5: Caregivers - Managing problems as caregivers

Note: This section is to be completed with the caregivers only. Discussion points (use these as a guide)

- Are there problems that they would like to address in child behaviour or emotions?
- Like managing other problems, sometimes it can be helpful for caregivers to look at different options with their children, try something and monitor how it works.
- A helpful way to think about dealing with problem behaviour is thinking about caregivers as teachers.
- It can be helpful to remember some guiding principles:
 - Teaching your children when they are young will help them in life later on.
 - When your child grows up, become their friend/advisor.
- Rather than punishing a child's behaviour, we need to train our children for the future.
- What are some skills you would like to teach your child?
 - Here you can prompt the caregivers: manage their emotions, communicate well, use problem management skills to deal with problems.
- How can you teach or encourage your child to use these skills?
- Learning from mistakes. Remember, we learn through making mistakes. When children learn about managing problems and making decisions, they might sometimes make mistakes, and caregivers can help them learn from these mistakes. How can you help your children learn from their mistakes?
- In order for caregivers to be able to ensure children stays safe, it is important that children feel comfortable to tell caregivers about any challenges they are facing.
 - Think back to when you were a child. Were you comfortable talking about your challenges with your caregivers? If yes, what did your caregivers do to make you feel comfortable? If no, why? (Was it fear of being punished, shyness, lack of time?)
 - How can you make sure that your children feel comfortable communicating with you or another trusted adult?

Key tips

- Unlike younger children, adolescents can respond well to their caregivers giving them a certain amount of independence and trust. At the same time, they still need their caregivers to ensure that they are safe. It can be helpful to set clear ground rules with your adolescent that you both agree on. You can discuss together with your adolescent what the consequences can be if they do not follow these rules.
 - Example: If you have agreed that they need to be home by a certain time and they are late and you get worried, next time maybe they need to be home earlier.
 - Explain: This reduces arguments, while allowing the adolescent to learn responsibility and accountability without taking away the caregiver's authority.
 - Ask: What do caregivers think of this idea?
- Remember that spending time with children and adolescents and praising them when they do things well are very important ways to encourage positive behaviour. They are much more powerful than punishments for misbehaviour!



Facilitator note:

If caregivers are experiencing significant parenting challenges, you may refer them to parenting interventions in the area, if applicable.

If there are significant child behavioural or emotional challenges, you may consider referring the adolescent to appropriate services in the area, if applicable.

Share any available parenting resources, as applicable for the family.



SESSION 06

Managing
Problems
When We
Do Not All
Agree


Session 6: Managing Problems When We Do Not All Agree

Session objectives

1. The family discusses roles and responsibilities in the family.
2. The family identifies common sources of conflict.
3. The family learns and applies the Stop, Think, Go problem-solving steps to problems involving disagreements between family members.

Session activities


Family

 **90 min**

1. Opening activity 10 min
2. Review and feedback 15 min
3. Family strengths and family roles 20 min
4. Managing problems involving disagreements 30 min
5. Reflection and sharing and assigning at-home practice tasks 10 min
6. Closing with appreciation statements 5 min

Energiser activities are available for facilitators to use when needed.

Caregivers

 **30 min**

- Psychoeducation on changes during adolescence
- Working as a team with adolescents and managing disagreements

Resources needed

- Two copies of **Worksheet 6: Stop, Think, Go** for the family
- Coloured pencils

Session 6: Family


1. Opening activity

 **10 min**

Explain that we are going to start this session with Taking a Pause in order to practice the skill.

2. Review and feedback


 **15 min**

- Ask each participant to share their impression of the previous session and state what they learned.
- Recap for the family what was covered last session and what will be covered this session.
- Review at-home practice tasks with the family. Ask about what went well and what was challenging.
 - Try out the plan from the Stop, Think, Go exercise.
 - Try the Stop, Think, Go exercise for another problem and hold family meetings.
- If the family has not done the at-home practice tasks, follow the Helpful Tips for At-Home Practice Tasks in **Appendix 1**. 
- Ask the family to colour/check off the activity on **Worksheet 1: At-Home Practice Tasks Overview**.

3. Family strengths and family roles

 **20 min**

A. Family strengths

 **10 min**

- Explain: All families and all family members have strengths. Now we are going to identify the strengths of your family members.
- Ask these questions and ask for brief examples, if there is time. You might also ask the family members to answer by silently pointing to one family member. And you could ask them to do this with their eyes closed and then open them in order to introduce an element of fun.
- Who encourages the family to spend time together?
- Who supports the family financially?
- Who helps with housework?
- Who encourages fun within the family?
- Who calms everyone down when family members are angry at each other?
- Who do you go to for support in your family?
- Who makes the family laugh?
- Who protects the family from harm?
- Who remembers the family birthdays or other special occasions?


What are some other strengths we've missed?



Facilitator note:

- Adjust the questions as needed to ensure that all family members' strengths are identified.
- If one family member seems to be identified for many or most of the strengths, you can acknowledge this, and the important role that person plays, but then help the family to identify the strengths of others.
- Use "circular questioning" here, if appropriate.

B. Family roles

 **10 min**

- Remind: During the first session we spoke about the roles and responsibilities in your family. We also spoke about how during times of stress the usual roles and responsibilities can shift, and some family members might take on new roles or may not be able to fulfil their previous roles.
- For example: If someone becomes sick or injured, they may no longer be able to do the things they used to do. When the family is under stress, children may take on more responsibilities and mothers may take on more work outside the home.
- Explain: There are two things that are important to consider when roles change.
- How can we make sure that everyone is still safe and cared for?
- How can we ensure that everyone feels that they can handle their responsibilities, everyone feels it is fair and everyone feels appreciated?
- Explain that we want to come back to this point now because often issues related to our roles in the family – like making decisions, setting rules, household chores, workload – can cause disagreements and arguments or can cause family members to experience a lot of stress.
- All families have disagreements, especially regarding these roles, rules, chores and so on.
- Ask: In your family, are there common times when you may disagree, either about these things or something else?
- Ask: What have you tried before to manage disagreements? What has worked? What hasn't worked?

4. Practice managing problems that involve disagreement in the family


 30 min

A. Demonstrating with a vignette

- Explain: We are now going to look at managing problems when they include a disagreement.
- Remind the family of ground rules for managing problems, as discussed in the previous session.
- Read the following story to illustrate the process:

Facilitator note:

Remember to change character names if they match someone in the family!




Moustapha is 13 years old and he wants to go and play outside with other children in the neighbourhood. His mother Fatima gets worried about safety because there have been a lot of bad events in the neighbourhood lately, like kidnappings and violence. She hears stories about the older children getting into trouble, smoking and even taking drugs. Moustapha is very bored at home, and it is a small and crowded apartment. They often argue about him going out, and during these times Fatima gets very angry and then feels guilty afterwards for how she acted. She also feels sad because she wants Moustapha to be able to play and have a nice childhood. Moustapha feels like his mother does not listen to him and ignores his requests. After the arguments he feels angry and frustrated, but he also feels sad because he cannot see his friends.

Ask the family: What is the problem here, from Fatima's perspective and from Moustapha's perspective?

- For Fatima the problem is that she wants Moustapha to be able to play, but the neighbourhood is not safe.
- For Moustapha, he wants to play with his friends.

Continue with the story:



Fatima and Moustapha use their communication skills to discuss the problem. Moustapha tells Fatima about his need to see his friends. Fatima tells him of her fear for his safety and her guilt and sadness that he cannot play with his friends. Together, they try to think of as many solutions as they can. At first, they just try to think of everything possible and make sure that they do not prejudge the ideas.

Fatima and Moustapha consider:

- They could set a specific time during the day for him to go and play, when it is less dangerous
- They could restrict the area where he can play and make sure he stays close to home.
- They could make sure he is always with his older trustworthy cousin, Mohammad.
- Fatima could go to check on him from time to time.
- Fatima could send his father to go to check on him.
- They could invite other children to play in the house.
- If Moustapha helps Fatima with chores and they get them done faster, she could go out with him and watch while he plays.
- She could speak to other caregivers, and they could all take their children to the empty lot at the same time and the mothers can talk while the children play with a ball.
- They could find some activities to do indoors at home to prevent Moustapha from getting bored.



Together they evaluate the options. Mohammad does not want to be supervised, as to him this makes him feel like a small child and he will feel embarrassed in front of his friends. Fatima feels that the house is too small to have other children over, and if they want to do activities indoors, it will make too much mess and there is not enough space.

First, they agree on setting a specific time during the day that is safer, specifying an area close to home that Moustapha agrees to stay in and arranging for Mohammad to go with Moustapha. They agree to try this.

When they tried it out, Moustapha did not stick to the rules they agreed. This is because Mohammad went off and played with the older boys, and Moustapha went to meet some other friends that were further away. So, they think of a new option.

Moustapha does not like the idea of being supervised, but Fatima wants to make sure that he is safe. So they discuss the idea of Fatima going out every so often to check on him. He still does not like it, but it is better than not being able to go out at all. Fatima realises that in order to do this, she needs a bit of help with the chores at home. At first Moustapha does not like the idea of helping with chores, but he also realises that if it means he gets to play, then it might be OK.

They decide to give this solution a go and realise that it works well. Moustapha is much more relaxed at home when he has been able to play with his friends, he is able to help with the chores and Fatima actually enjoys going out to check on them playing and seeing them having fun. It is a win-win for everyone!

B. Applying the Stop, Think, Go strategy to a problem that the family has

- Explain that we will now go through the Stop, Think, Go steps with a disagreement the family has.
- Help the family pick a problem that is manageable.
- Ensure that the problem selected does not involve a very serious conflict. It should be a situation that can be managed through these steps.
- Help the family go through the Stop, Think, Go steps using the **Worksheet 6: Stop, Think, Go worksheet**.



Facilitator note:

- It is important for the family to select a disagreement that they are willing to work on.
- When selecting the disagreement they will work on, make sure that adolescents are involved in the selection process as well. To do this, you might draw a circle for each family member and ask them to write down problems or disagreements that they would like to discuss inside the circle. Then, help the family discuss and prioritise what is noted down, and select one problem that relates to a disagreement that seems to affect multiple family members.
- You can encourage the participants to think of possible solutions, but do not attempt to help by offering options of your own.
- Always remember that the participant is better informed about their own situation and resources.
- Do not give advice.
- Put aside your personal values and help the participant make decisions based on their own personal values and beliefs.
- Be sure to remind the participants, if they are judging the effectiveness of the solutions or rejecting any of them, that at this stage they are just trying to come up with as many solutions as possible, not evaluating them.
- For other problems that are beyond the scope of this session, try to offer referrals to available services at the end of the session.
- Pay attention to any protection concerns during this activity (e.g. a person who is afraid to share).

4. Reflection and sharing and assigning at-home practice tasks

 10 min

- Recap today's session and explain the purpose.
 - The purpose of today's session was to discuss roles and responsibilities and strengths in your family, identify common disagreements and apply the Stop, Think, Go strategy for managing them.
- Ask the family for their impression of the session.
- Enquire if the family has any questions or comments.
- Add the skills learned to the soil on the family tree.
- Set at-home tasks for this week.
 - The family should test out their plan for the problem that they worked on today.
 - The family should try out the Stop, Think, Go strategy for managing another problem (using the **Worksheet 6: Stop, Think, Go**).
 - Do this through a family meeting for setting a plan and another meeting for reviewing.
 - Remember to take each person's perspective into consideration and sometimes compromise.
 - Note down any successes and challenges.
 - Ask the family when they will have the meeting and which problem they will focus on.
- Remind the family that the next session will be in one week. During this time we'd like them to try employing all the skills they learned, and during the next session we will review together.

5. Closing with appreciation statements

 5 min

- Go around in a circle and ask the family members to share one appreciation statement about the person on their right.
 - Change the order between sessions.
- At the end, share your own appreciation statement for the family.



Refreshment

- Allow the family time for a break with a snack and drink.
After a short time, invite the caregivers to the caregiver session while encouraging the children to continue their snack, or engage them in another activity.



Session 6: Caregivers - Managing disagreements with older children and working as a team

Note: This section is to be completed with the caregivers only.



Facilitator note:

This section is about developmental changes as children grow older. The exact age of children or adolescents is not so important here. The timing of these changes varies depending on the context, individual family and individual child. Use 'older child', 'child' or 'adolescent' as best suits the family. Children aged 10 and up can generally be considered to be in 'early adolescence'. If the family is not yet facing these challenges with their children due to their younger age, you can ask if they'd like to cover this and consider how they might handle these issues if they arise in the future.

Psychoeducation on changes in adolescence

- Children develop needs for independence as they move towards adulthood.
- As they move into adolescence, they may have changes in their sleep cycles, need more sleep and sleep more.
- They may also start to feel attached more to their friends and others outside the family or want to be outside the home more.
- As they begin to want more independence, they may challenge things their caregivers say or ask.
- They can experience more intense moods and emotions.
- All of these are normal for this stage of development.

Discussion points (use these as a guide)

- It can be hard for caregivers to understand these changes and adapt to them.
- Caregivers may feel that their child/adolescent does not listen to them.
- Independence vs. safety. Disagreements can often arise between children/adolescents and caregivers regarding setting limits and boundaries. Children/adolescents might want to become more independent, while caregivers still want to maintain control and ensure their safety.
- As we've discussed, children/adolescents can respond well to being trusted to make good decisions. But it is important for caregivers to find a way to ensure their child is safe.
- When things are unsafe outside, it can make it even more complicated, and caregivers can feel more worried about giving their children/adolescents this freedom and independence.

Ask:

- Can you relate to this?
- How do you manage this?
- Are there any other concerns?
- How can you apply the Stop, Think, Go steps to help with disagreements with children/adolescents?
- We also know that disagreements are common between caregivers, especially as you are adjusting to changes in the family and situation. How can you apply these steps to disagreements you might have?

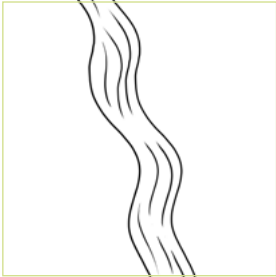
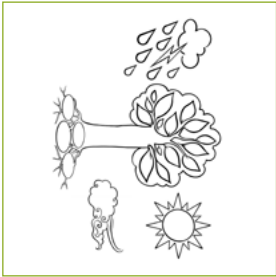
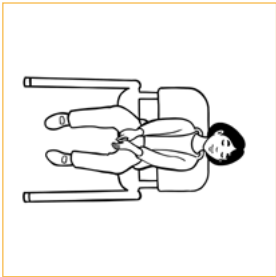
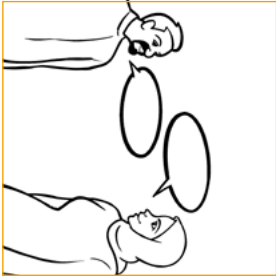
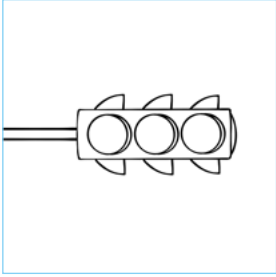
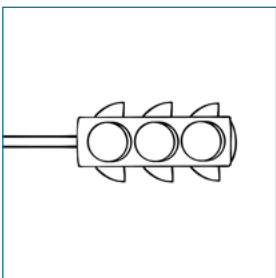
Key tips

- When parenting adolescents, it can be most effective to use the joint problem-solving strategy to determine solutions to disagreements. Look for a win-win situation that respects adolescents' needs while also keeping them safe.
- Setting boundaries and limits with an adolescent works best when caregivers and adolescents work as a team. Caregivers have an important role to play in teaching their adolescent to make good decisions and negotiate with others.
- Remember to let your adolescent know what you want them to DO, rather than what you want them NOT to do.
- Remember to use your communication skills, and encourage your adolescent to use theirs as well.



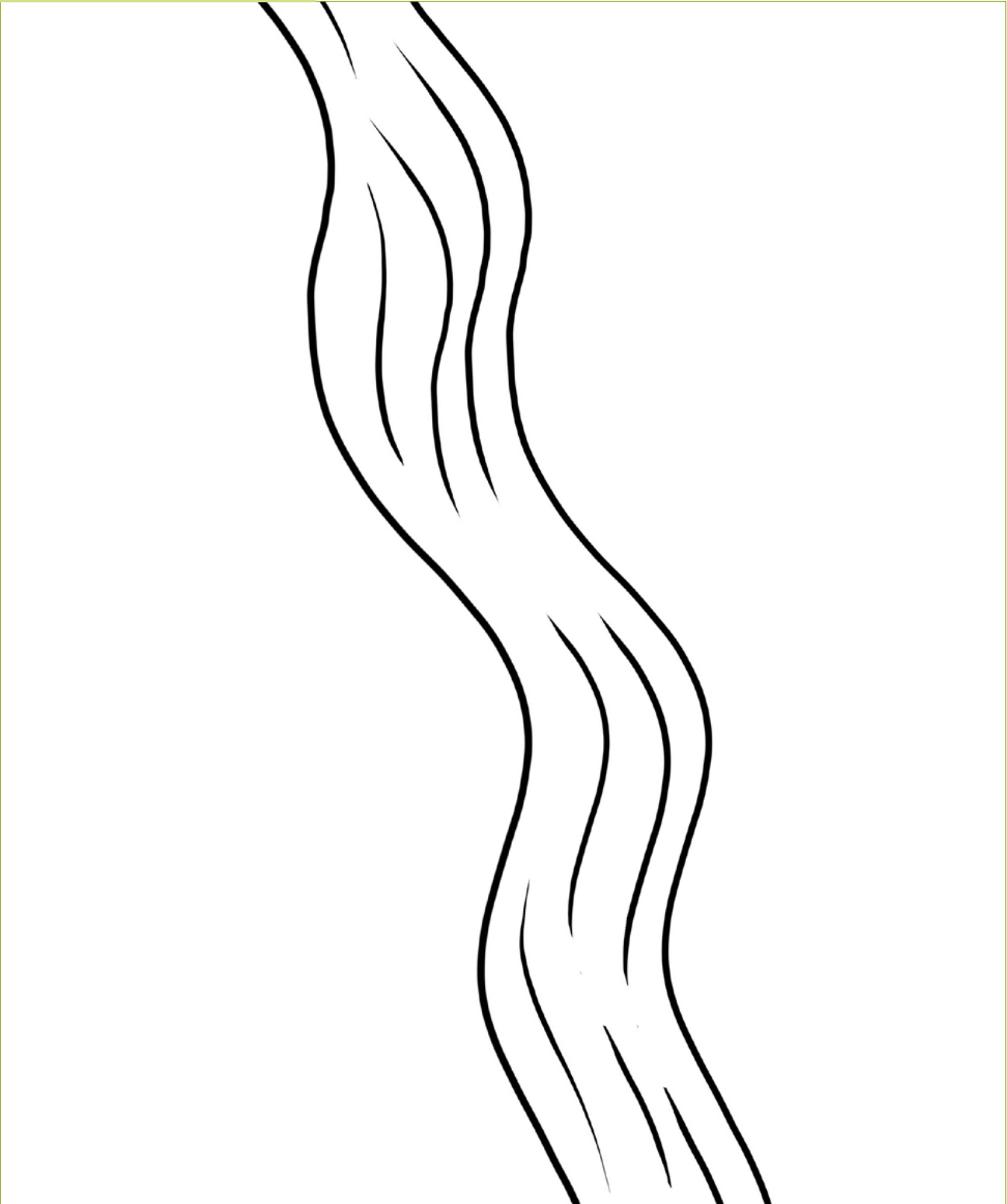
Worksheets

Worksheet 1: At-Home Practice Tasks Overview

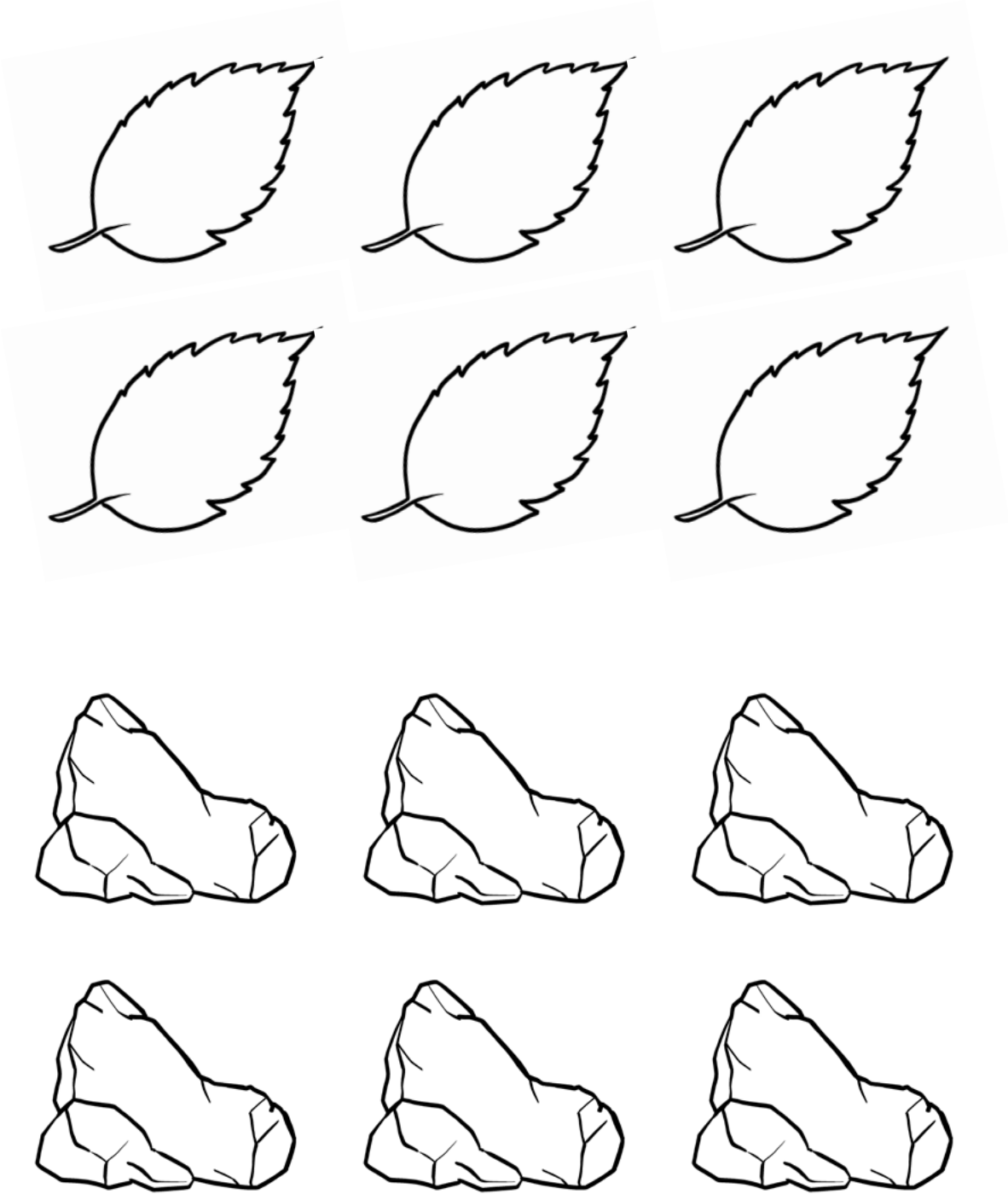
					
WEEK 01	WEEK 02	WEEK 03	WEEK 04	WEEK 05	WEEK 06
<ul style="list-style-type: none"> • Add more points to the timeline 	<ul style="list-style-type: none"> • Reflect on values and goals • Do something together as a family 	<ul style="list-style-type: none"> • Practice Stepping Back from Thoughts • Practice Taking a Pause • Do something to take care of yourself • Ask each other about thoughts and feelings 	<ul style="list-style-type: none"> • Practice communication goal • Notice and show appreciation of good communication 	<ul style="list-style-type: none"> • Test out Action Plan! • (optional) Use Stop, Think, Go for a new problem 	<ul style="list-style-type: none"> • Test out Action Plan! • (optional) Use Stop, Think, Go for a new problem

Worksheet 2

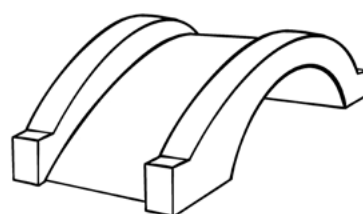
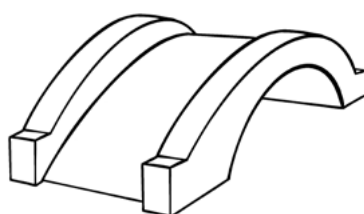
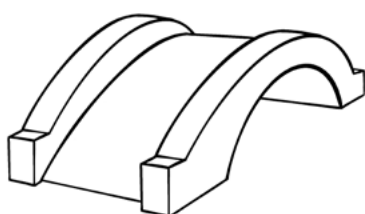
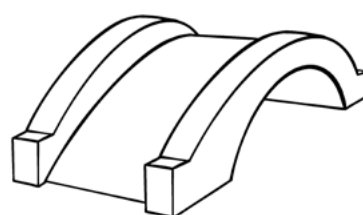
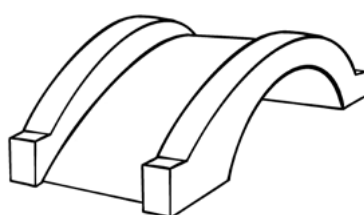
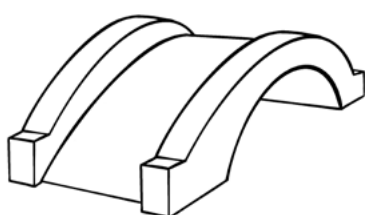
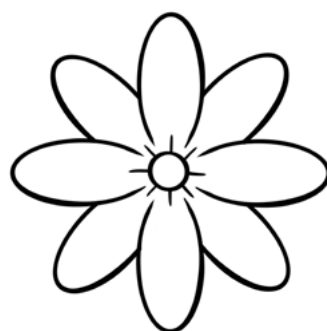
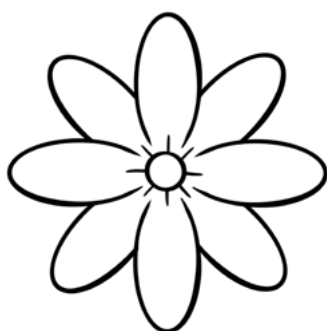
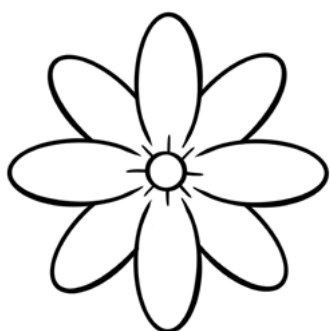
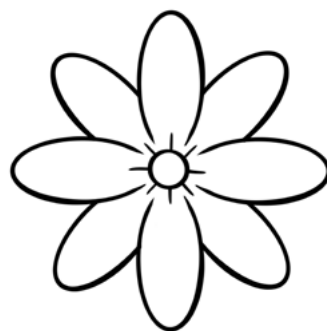
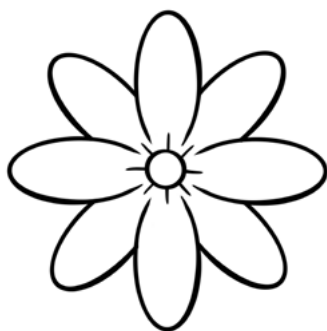
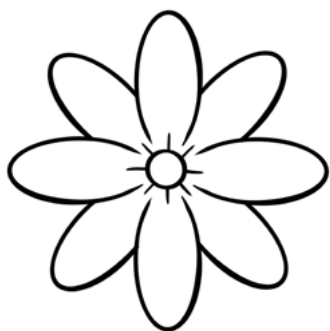
2A: Family Timeline (River)



2B: Cut Outs for Family Timeline (leaves and rocks)

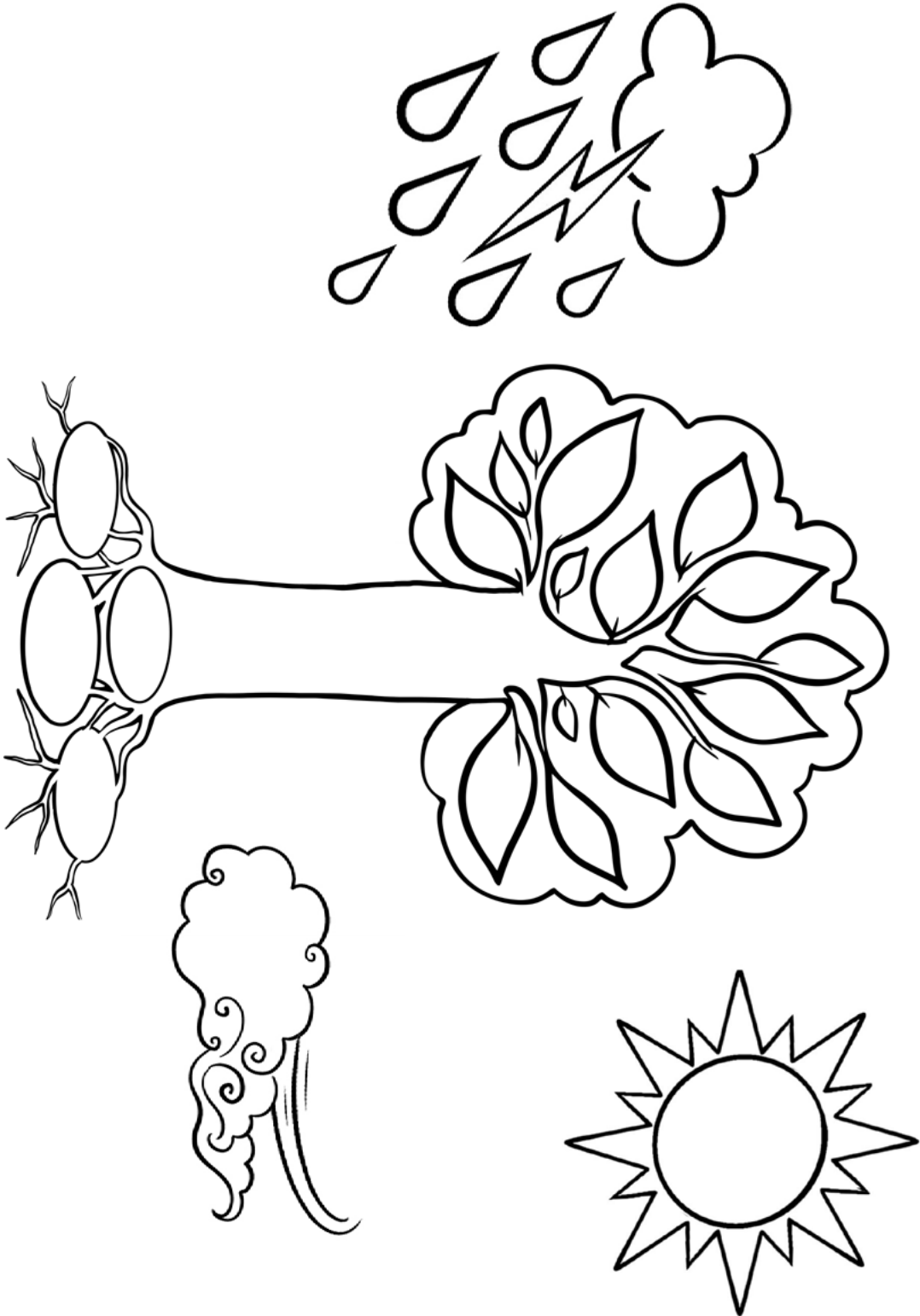


2C: Cut Outs for Family Timeline (flowers and bridges)

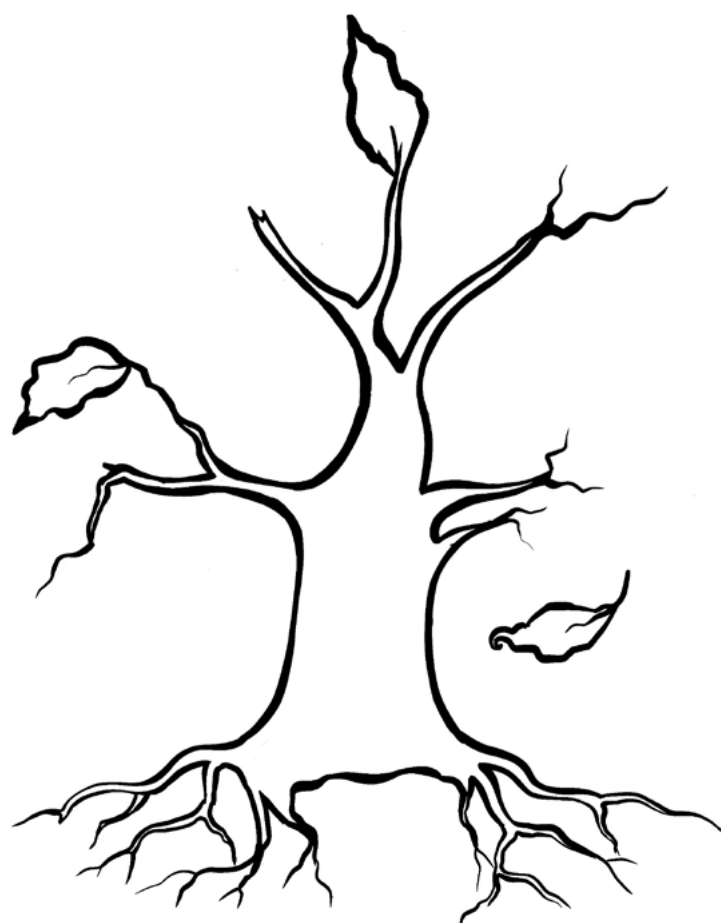


Worksheet 3

3A: Family Tree



3B: Unhealthy Tree



Worksheet 4

Emotions Cards

Exhausted

Surprised

Jealous

Angry

Embarrassed

Scared

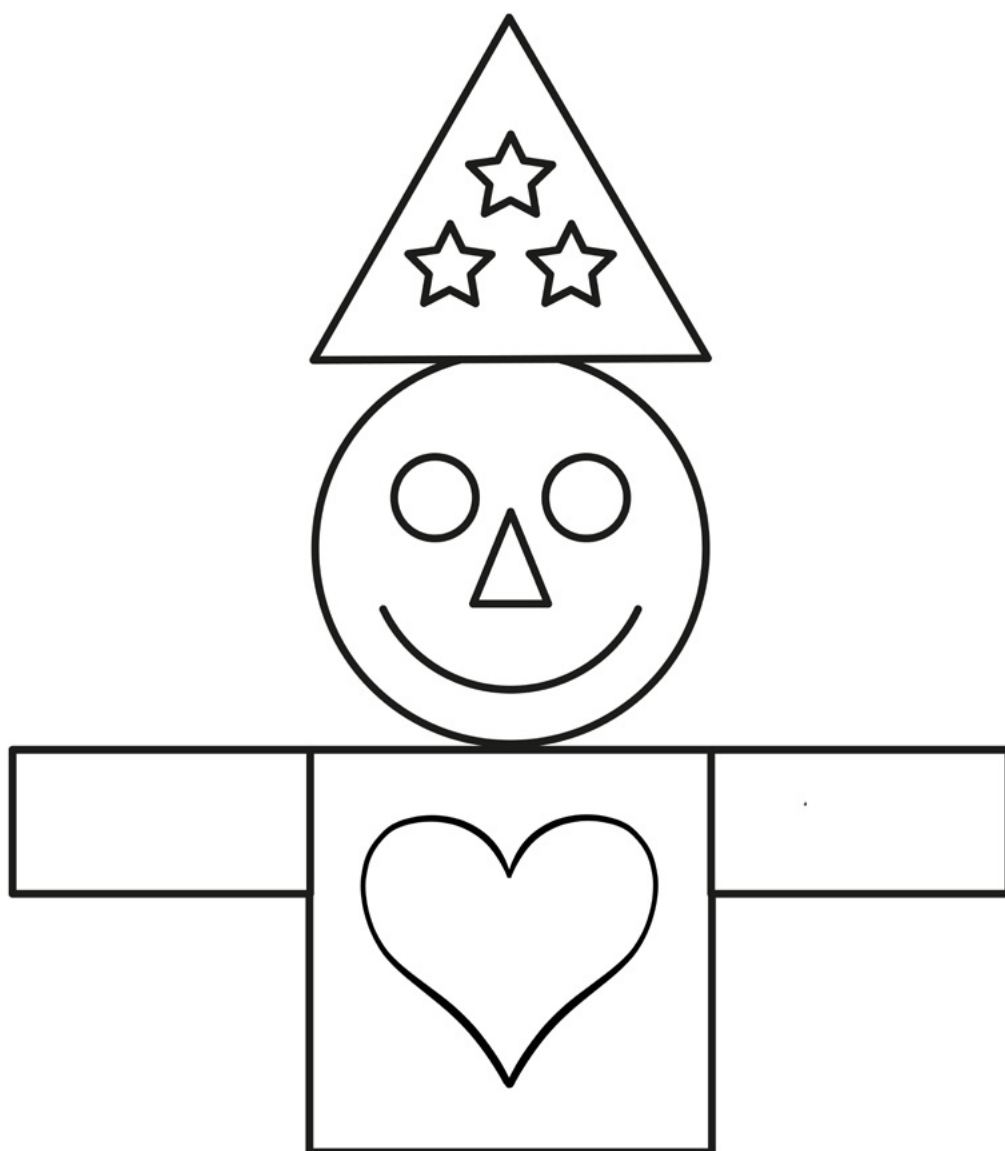
Excited

Sad

Happy

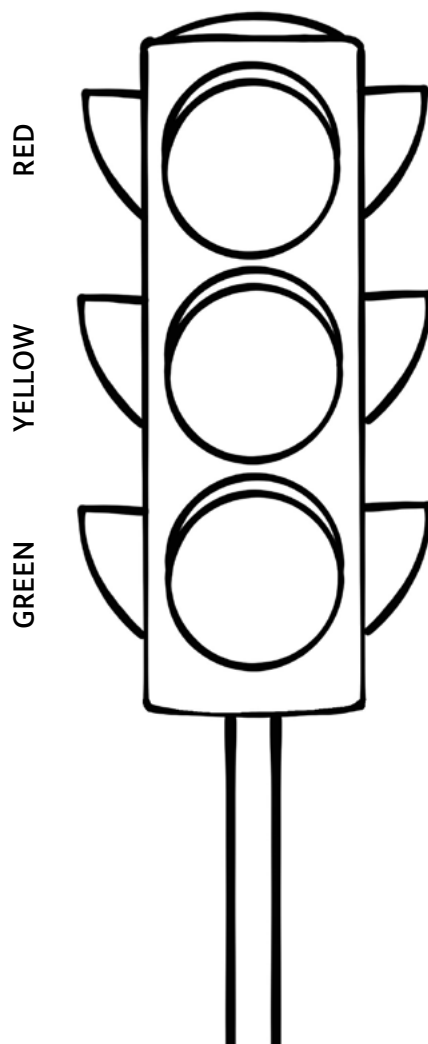
Worksheet 5

Communication Exercise



Worksheet 6

Stop, Think, Go

**Stop!**

The problem is:

Think!

Our possible options are:

Go!

We will try:

Reflect!

How did it work?

Stop, Think, Go is adapted with permission from the draft WHO Early Adolescent Skills for Emotions (EASE) manual (© WHO, 2019, all rights reserved)

Worksheet 7

Batata Communication Skills

1. Conversation:

Take turns talking.
Do not interrupt.

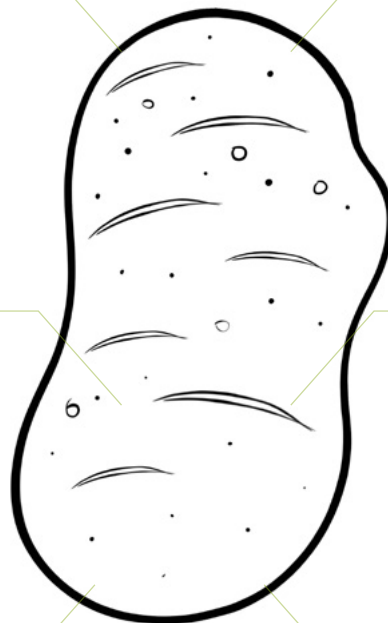
Ask and Answer
questions.

2. I feel/want:

express yourself
in a clear and
straightforward
and effective way.
Communicate your
feelings and needs
candidly and calmly.

3. Listening:

Hear and understand
what the other
person says. Respond
to show you are
listening.

**4. Encouragement:**

Help the other
person with
problems and offer
words of comfort
and encouragement.

5. Appreciation:

Tell the other person
what you like about
them and say thank
you for good things
they do.

6. Respect:

Use polite language
and do not use
insults. There
should be respect
both ways, between
children and adults.
Remember: criticism
is rarely effective.



***Appendices
for Core
Module***

Appendix 1: Helpful Tips for at-home Practice

Adapted with permission from the draft WHO Early Adolescent Skills for Emotions manual (© WHO, 2019, all rights reserved)

The following are common problems participants can have with their at-home practice. Suggested ways of responding to and managing these problems are provided. However, please always discuss difficulties your participants are going through with your supervisor.

Many participants might not have done their at-home practice. Participants should not be forced to do at-home practice but should be encouraged and supported to do it as much as possible. At-home practice gives them the opportunity to practice the intervention exercises outside the group.

At-home practice can be hard for many people to do. It is important to not force participants to do it or make them feel bad for not doing it. Your job is to understand the reasons behind participants' reluctance and help them find a solution!

In the Nurturing Families intervention, WhatsApp messages will be sent to families at the following times:

- Two days following the session, a session recap and reminder of the at-home practice will be sent to encourage practice.
- One day before the next session, a reminder for the next session date and time will be sent. This will include a reminder for the at-home practice.

General principles for encouraging at-home practice are:

- Make sure you set very clear practice goals at the end of the session.
 - Encourage families to clearly decide exactly what they will do, when, and where.
- Make sure you allow enough time to review homework at the start of the next session. This shows that it is important!
- Be encouraging and praise families when they do at-home practice successfully.
- Show understanding when families do not complete the at-home practice, but help them plan how to complete it successfully next time.
- Encourage all family members to be involved.

Some suggestions that some people find helpful are:

- Let families know how you personally use the skills in your life.
- Each week set one 'family leader' for the at-home practice. This person is responsible for encouraging the family to complete the at-home practice and reporting back the following week.
- You might like to use an analogy for families to emphasise the importance of at-home practice.

For example:

- If we went to the gym and tried to build muscles, it would not be enough to just have a coach tell us once how to build the muscles. Building muscles takes time and hard work; we have to keep doing the exercises. It is the same for these at-home practice tasks. It is not enough for us to talk about some ideas in these sessions. To make progress, it is important to practice these things at home as often as possible.

Read the reasons for the following problems and how you can respond.

Problem	Solution
How to do the practice	<p>Be sure you do not criticise or embarrass the participant for having this problem.</p> <p>Review the exercise in a way that involves the whole group. For example, ask the group to explain the exercise, have other participants explain their at-home practice and how it related to the exercise, ask questions about the exercise to the whole group.</p> <p>Speak to the participant during the break or at the end of the session to make sure they understand the exercise better. This will minimise any embarrassment in front of their peers.</p> <p>When setting at-home practice tasks, it is very helpful for the facilitators to show the pages in the workbook that the participant will use for the at-home practice. Make sure to help participants remember this, especially those with difficulties with reading or understanding.</p>
Did not feel the practice was important	<p>You may need to ensure participants know the importance of at-home practice. If they want to see changes in their problems and how they feel, they have to practice the exercises. Practice makes permanent!</p> <p>You could use the analogy of learning to ride a bike or learning a new language. You can only get good at it by practicing it as much as possible.</p> <p>Rather than explaining the importance of each task to participants, ask them whether they think the task is important for them to practice. If they do not, then ask them more about that. Try to understand the reasons why they do not feel it is important. Is there a way to modify the task so that it is more important or useful for them?</p>
Forgot to do their at-home practice	<p>It is important participants do not feel like they are in trouble for not doing their at-home practice.</p> <p>Invite the family to come up with ideas to help each other remember to do their at-home practice. Ideas might include: making a reminder (e.g. drawing or writing one), asking someone to remind them, planning to do it at a specific time on a particular day, such as after a meal, or before sleeping.</p>
Too busy	<p>The solutions suggested for participants who forgot to do their at-home practice (above) are the same as for those who are too busy.</p> <p>Have the group help participants think about how to make time to do the activity. Ideas include: replacing the at-home practice with another activity they are doing that is less important, planning to do it at a specific time on a particular day when they know they have time, doing it with a friend who is also participating in this intervention.</p>
One family member did not let the family do it	<p>Try to find out why the family member did not let them do it.</p> <ul style="list-style-type: none"> • Was it the entire activity or part of it? • Did they not want them to do the activity at that time or in the place the participant chose to do it? • Would the family member let them do it in a different way (e.g. if they were present, at a different time, etc.)? <p>Help the family plan to do the activity again but in a way that respects everyone's concerns.</p>

Appendix 2: Helpful Hints for Appreciation Statements

- It is helpful for facilitators to give varied examples, such as:
 - I appreciated that you shared how you felt, even if it was difficult.
 - I appreciated that you listened when I spoke.
 - I appreciated that you smiled at me to encourage me.
 - I appreciated that you all took time from your busy lives to meet with each other and with me.
 - I appreciated that you shared your family's experiences with me.
 - I appreciated that you all let each other speak.
 - I appreciated that you listened to one another.
 - I appreciated the kindness you showed to me when I came to your home.
- Sometimes families might be uncomfortable with appreciation statements.
 - This is normal and OK. We can let them know that it is a new thing, and it takes some time to feel comfortable with it. But if they can try to use the statements each session, they might notice that it becomes easier with time and is helpful. Now that they know what it is about, and have an example, they might like to think about it and start thinking of things they could show appreciation for next time.
- If families are really not comfortable, there is no need to push this. It is meant to be a positive activity to show appreciation for each other.
- Families may repeat the same thing each session.
- We can tell family members that we prefer them not to repeat the same appreciation statement in two sessions in a row.
- A facilitator added the idea of writing the statements to each other and putting them in envelopes. This worked well, but we need to standardise. Families can write if they like, but ask them to read the statements out loud and say them to each other as well.
- If families want to write the statements down, this is OK. But they do need to say them out loud as well. The purpose is to practice saying these statements. Writing them down for people to keep can be used as an addition but should not replace families saying them out loud.

Appendix 3: Energisers

Adapted with permission from the draft WHO Early Adolescent Skills for Emotions manual (© WHO, 2019, all rights reserved)

The following are ‘ice breaker’ or ‘energiser’ activities that facilitators can include in any of the sessions. We recommend only choosing one activity at a time and including it either at the beginning or the end of a session, or in the middle of a session when you notice participants appear tired or bored or are not concentrating on the session. Towards the end of the intervention, participants may have favourite activities. You can ask participants to choose a favourite activity to play.

As facilitators you may also have games and activities that are more culturally appropriate or that you think will be fun. Whether you use these or your own activities is up to you and depends on the mood of the family you are working with. Some families may not like activities and games, so you can decide not to include any in your sessions.

Two Truths and a Lie

Materials: None required

Instructions: Each person has to think of two things about themselves that are true and one thing that they have made up. They tell the group the three things in any order. The rest of the group must guess which of the things about them is a lie.

Example: a 12-year-old participant tells the group:

- I am 11 years old.
- I have one older brother.
- I love looking for birds.

The first statement is the lie.

What This Says About Me

Materials: You will need a bag/box full of random objects

Instructions: Participants each put their hand in the bag and select one object without looking. Each person has one minute to describe how this object says something about them. They share a memory that includes this object; they can describe how the object shares qualities that they also have, etc.

Mirroring

Materials: None required

Instructions: Participants form pairs. Each pair stands facing each other. One person is identified as the leader first and the other as the mirror (these roles are later swapped). The person who is the mirror will try to copy every movement the leader makes. But the trick is to copy them at the same time they are moving. The leader will begin moving slowly, but after 15 seconds the facilitator will tell the leaders to speed up their movements. The leader and mirror cannot touch each other. One round will last one minute, and then the pairs swap roles and repeat the activity.

Fruit Salad

Materials: Chairs (one chair per person)

Instructions: Have everyone sit in a chair, arranged in a circle facing inwards. Select one person to be in the middle and remove his or her chair from the circle.

The person in the middle needs to say something that applies to at least two people in the circle. For example, 'Anyone who has a pet', 'Anyone who is wearing jeans', 'Anyone who has a brother or sister', 'Anyone wearing the colour purple'. If the person's statement applies to someone sitting in the circle, that person has to move from their seat and sit in a different chair. If the person says 'Fruit Salad', then everyone needs to move to a different chair. Participants cannot move to the seat next to them (on their immediate left or right).

The person in the middle tries to sit down. There will be one person left without a chair. This person will be the next person in the middle of the circle. The person standing starts a new round by saying a different statement.

The same game can be played with the person in the middle saying something they have never done before instead. For example, 'I have never been in an airplane', 'I have never eaten fish', 'I have never seen snow', etc.

Brief Activities and Stretches

The following are activities you can use when you notice participants' attention and concentration waning. They might be fidgeting, looking around the room or appear tired and uninterested. You can use these activities if participants have been sitting for a long time and need to move around or to break up the session.

Washing the Elephant

'Imagine there is a baby elephant (or other animal) in front you. It has been playing in the mud and needs a bath. Together, we are going to wash each of our baby elephants.'

First we will start with the body. Let's wash the side and the tummy. (The facilitator mimes the actions of washing an elephant in front of them. For instance, you might move your hands and arms in small and large circles in front of you) Now let's wash down his front legs and then his back legs.'

Continue giving instructions on areas where to wash the elephant.

Fruit Picking

'Imagine that we are going to pick some fruit today. We are each standing underneath a huge tree with lovely, ripe apples (or other fruit) hanging from it. But the branches are quite high. So let's stretch up with our right arm to try and pick the fruit.'

The facilitator stretches their right arm above their head, lifting their left heel off the ground. Hold this position for 10 seconds.

'Great. Now let's pick the fruit on our left side. Stretching our left hand all the way up above our heads to get to the fruit.'

The facilitator stretches their left arm above their head, lifting their right heel off ground. Hold this position for 10 seconds.

'Oh no! We dropped some fruit. So let's bend down with both arms and pick up the fruit.'

The facilitator tilts their body forward from the hips, allowing their arms to dangle down the body. Hold this position for 10 seconds.

You can repeat the same instructions once more or modify them.

Yoga Stretches

Stand with feet together or hip width apart (in a circle or spread out in the room). Interlock your fingers, palms facing down, and stretch both arms downwards. Bring your arms up above the head, stretching them towards the sky (keep fingers interlocked, palms facing upwards), like we are very tall trees.

Now we are going to be trees swaying in the wind. Let your upper body stretch over to the right side and bring it back to the middle. Let your upper body stretch over to the left side and bring it back to the middle.

Softly twist your upper body to the right side (so you are facing the right side) and bring it back to the middle. Softly twist your upper body to the left side (so you are facing the left side) and bring it back to the middle.

Now let's dive down to the ground like birds. Let your arms fall in front of you and reach them down to the floor. Reach down as low as you can go without it hurting. And slowly, very slowly, bring your body back up, rolling your back up and your arms until you are standing in upright position again.

Keeping both heels on the ground, fingers interlocked and arms stretched out above your head, bend your knees and pretend to sit on chair (your buttocks will stick out backwards) and then come back to the middle. Repeat the entire sequence two times.

Heart Opener

Participants stand in a circle or with plenty of distance between the next person (more than an arm's length). Stand with your legs spread wide apart.

Slowly stretch your arms outwards to the side. Have your palms face out like you are telling someone to stop, so with the wrists bent.

Slightly arch your back to open the chest. Hold for five seconds and release. Slowly bring the arms back to hug your chest (give yourself big hug). Repeat three times.

Appendix 4:

If participants would like more information about the intervention's development, you can explain:

We spoke to a lot of families in Jordan and Lebanon – Jordanian, Lebanese, Palestinian, Syrian, Iraqi – about the challenges they are facing, and we learned that there are often many, many challenges for families. We heard that families were facing a lot of problems with work and income, safety in neighbourhoods and communities, tensions inside the house and not having enough time to communicate and spend time with each other. We also heard that all families also have a lot of strengths, and sometimes coming together and talking, including with someone who can provide support, can help families tap into their strengths and improve the situation. We found that many support services available to families may focus on one person – either the mum, the dad, the children.... But not many support services worked with the family as a whole. We heard that families are usually the source of strength and support, but also that things inside the family can become difficult and less positive because of all the stressors affecting the family. We think that by strengthening the family, we can make real improvements for everyone's wellbeing.

So, the developers of this intervention worked with teams of people in Jordan and Lebanon and overseas, as well as with family advisors from Baddawi and Beqaa in Lebanon and Al Hashmi in Amman, Jordan, to develop a intervention that we hope will help families face some of their challenges.



Appendix 5: Helpful Tips for Taking a Pause

Challenge	Suggestions
Participants think that Taking a Pause is meant to be relaxing	<p>It is important to remember that Taking a Pause is different from relaxation. While slow breathing exercises may be taught to participants to encourage relaxation, Taking a Pause is used to bring attention to the present moment, to enable participants to regulate emotions (even if not reducing or eliminating them), in order to focus on the here and now.</p> <p>Taking a Pause may sometimes have the ‘side effect’ of inducing a state of relaxation, but it does not always. It is therefore important that participants do not expect the exercises to make them feel relaxed. If they do, they might sometimes feel they have failed if they do not feel relaxed.</p>
It is difficult to focus my attention on my breath	<p>Rather than focusing on your breath, you can close your eyes and focus your attention on something else – maybe the sounds around you or the feeling of your body in the chair. If your concentration wanes, just gently say to yourself ‘oh, I notice there is a thought!’ and bring your attention back to the breath.</p> <p>You can also use visual anchor points on which to fixate your gaze. It usually helps to choose an anchor point that is near you or on the floor so that your eyes will be partially closed and less aware of visual distractions. It can be a leg of a chair, a plant or a pattern in the flooring. It can also be something you always use and take with you (e.g., a ball, a stone, a bag, a book).</p>
Some practices do not make sense to me/I do not like some of the practices	<p>This is absolutely normal. We all have practices that we feel more comfortable with and enjoy doing more than others. Some practices may never feel right for you, and that is OK. Just focus on building on the practices that work for you.</p>
I feel bad when I get distracted during an exercise	<p>It is totally normal for our minds to wander when we do exercises like Taking a Pause. That is to be expected. Try not to judge yourself when this happens. Instead, when you notice your mind wandering, just gently direct it back to the exercise.</p>
Taking a pause takes a lot of effort	<p>Using skills like Taking a Pause takes a lot of work, but the good news is that the more you practice, the better you will be able to focus in the present moment, even in difficult times.</p> <p>At first, your thoughts will be in chaos, and everything will seem out of control, but the more you practice, the easier it will be to find your focus in the moment.</p> <p>Try Taking a Pause at any time, maybe starting when you do not have any big emotions. Then you will have the practice ready for when you do have bigger emotions.</p>
Difficult emotions arise	<p>Taking a Pause can be a powerful way of dealing with emotions. Because Taking a Pause means that you really focus on what is happening for you in the moment, you might notice strong or difficult emotions that you did not notice before.</p> <p>If a strong, difficult emotion comes up such as sadness or anger, try allowing the emotion to be there instead of struggling with it. All emotions will come and go, just like every other experience. This may be easier said than done, of course, but trying to push them away can make things more difficult. Instead see if you can notice the emotion and then bring your attention back to your breath.</p>
Difficult thoughts arise	<p>When you’re practicing Taking a Pause, some judgmental or negative thoughts might come up. It is important to remember that your thoughts are just that – thoughts. Try to take a step back and see your thoughts as if you were an observer of them rather than attached to them. See if you can notice the thoughts, allow them to be there, but bring your attention back to what it is you are focusing on.</p>

Appendix 6: Helpful Tips for Stepping Back from Thoughts

Challenge	Suggestions
Participants think that Stepping Back from Thoughts will make the thoughts disappear	It is important to remember that Stepping Back from Thoughts is not meant to make the thoughts disappear. It is simply about trying to create some distance from our thoughts, so that they do not overwhelm us.
Participants become distressed when trying this exercise	These exercises might bring attention to difficult thoughts or feelings that participants were not paying attention to before. First, practice your skills for responding to distress. Explain to participants that this experience is challenging, but it is not uncommon. Explain that part of learning to manage difficult thoughts and feelings can be very difficult at first because sometimes it means paying attention to things we usually try to ignore. Encourage them to not give up on the exercise and to try again at another time, if they are willing.
Some practices do not make sense to me/I do not like some of the practices	That is absolutely normal. We all have practices that we feel more comfortable with and enjoy doing more than others. Some practices may never feel right for you, and that is OK. Just focus on building on the practices that work for you.
I feel bad when I get distracted during an exercise	It is totally normal for our minds to wander when we do exercises like Stepping Back from Thoughts. That is to be expected. Try not to judge yourself when this happens. Instead, when you notice your mind wandering, just gently direct it back to the exercise.
Stepping Back from Thoughts takes a lot of effort	Using skills like Stepping Back from Thoughts takes a lot of work, but the good news is that the more you practice, the better you will be able to step back from your thoughts, even in difficult times.

Appendix 7: Helpful Tips for ‘Saber’ (Arabic term for patience)

The concept of patience has cultural and personal significance. It is generally a valued virtue that one is expected or encouraged to demonstrate in the face of adversity. Additionally, it may be a coping mechanism relied upon by many individuals when facing a difficult, and possibly chronic, situation.

As service providers, it is not our role to ask someone to be more or less patient. This decision is up to them. The harm of telling someone to be more patient is that it might give the impression that they do not have the right to be angry, sad, upset or whichever feeling they are experiencing. Additionally, the suggestion coming from you might seem unfair, especially if you are perceived to be in a better situation (financially, legally, health wise, etc.). On the other hand, telling them to be less patient would strip them from a coping mechanism that they might need and value dearly or may give the idea that they have been patient throughout their life for no good reason. Either of these demands could create a rupture in the relationship between you and that person. If we can neither recommend nor dissuade patience, what can be done?

What we can do, however, is suggest additional coping mechanisms that may be helpful. Ideally, the intervention aims to expand the range of coping mechanisms the participating families can use; which mechanisms to be used is left up to them. In the session, you might encounter a family member whose main response to challenges is being patient. You could praise their capacity to be patient throughout a difficult situation and highlight the positive role patience can play, and then you can add something like ‘I wonder whether there is something else that can be done in addition to being patient’. Do not to equate patience with inaction. Patience is the ability to endure a tough situation while not giving up hope that it will improve. It is possible to be both patient and actively look for a solution. This means that you can motivate the participants or guide them through action while also preserving their patience coping mechanism.

Another related but distinct concept that might come up during the sessions in relation to unsolvable problems is the acceptance of uncontrollable situations. In some situations that are beyond our control, we may continue to struggle emotionally with the situation. This emotional struggle can lead to additional suffering and does not improve or change the conditions that led to these feelings. As the facilitator, you could gently try to guide the participant to understand that this continued emotional struggle with the situation is causing the person additional suffering and distress and will not relieve their situation. In fact, it can often take them further away from their values and how they want to live. Out of concern for the individual and their suffering, you can invite them to choose acceptance and choose letting go of the emotional struggle, so that they can devote their energy towards what is controllable in their life, and focus on living in line with their values. As a facilitator, there is a careful balance between acknowledging the pain that the person is feeling and the difficult situation that they are in, while encouraging them to practice acceptance of the things that they cannot change. It is important not to impose acceptance as advice, but if you notice that there is something that the family/individual is struggling with that seems to be an unsolvable/uncontrollable problem, you might gently try to guide them to consider whether their struggle is causing them more suffering, and whether active acceptance might be a good alternative.

Appendix 8: Template – List of additional services

Note: Prior to offering the Nurturing Families Intervention, please list external services available for intervention participants in your area for referral.

Sector/area of work	Name of organization	Type of services offered	Age or specific gender focus	Fees/costs or free	Contact details, including phone number	Opening hours
Mental health and psychosocial support						
Child Protection, Case Management, Protection						
Education						
Shelter and WASH (water, sanitation and hygiene)						
Health and nutrition						
Domestic, family and intimate partner violence						
Security and justice, and other basic services						

Appendix 9: Common Challenges to Use During Exercises

Where possible, you should use the family's own examples during activities. In cases where the family has trouble thinking of an example, you may wish to draw from these examples below. These have been collected from our qualitative research and from our Community Advisors.

Common emotions families may experience

Beyond the common emotions that we may usually talk about, like happiness, sadness, fear or worry, we heard about some common specific emotions families may be facing.

- Refugee families: feeling 'stuck' or that they do not belong – not being able to go home to Syria or Iraq, not belonging in Jordan, not being able to be resettled elsewhere
- Caregivers: fear of children leaving the house due to lack of safety or bad influence of others in the neighbourhood
- Caregivers: fear that children will get sick/injured and they will not be able to pay for healthcare
- Caregivers: anxiety and worry of not being able to provide children with basic needs
- Caregivers: guilt and shame that they cannot provide their children with the kind of life they want them to have, and guilt after giving harsh responses to children's requests
- Psychological and physical pressure and exhaustion, feeling tired and drained
- Shame around not being able to provide for the family, loss of gender roles for men (e.g. not being allowed to work, while mothers are bringing in income)
- Caregivers feeling they are not able to be the parents they want to be, e.g. responding more harshly to children than they wish to due to stress and fatigue
- Isolation due to not having strong connections in the community, loss of social status compared to in the country of origin
- Refugee families: grief after losing loved ones in war or leaving them behind
- Sense of resentment from Jordanians for refugees receiving aid, refugees feeling disrespected or exploited by Jordanians
- Caregivers feeling unappreciated for everything they do for the family
- Adolescents feeling unheard and unable to express their opinions
- Adolescents feeling like they are treated unfairly due to their caregivers' inability to provide
- Mothers feeling overwhelmed while playing the role of the peacemaker and emotional supporter in the family
- Adolescents feeling like they have no sense of future
- Caregivers and adolescents feeling depressed because of the economic situation and psychological pressure
- Adolescents feeling jealous of friends/family that are more financially comfortable and have larger family networks
- Female adolescents feeling responsible for taking care of household work
- Adolescents feeling scared of going outside alone due to harassment/kidnapping threats/drugs
- Caregivers feeling sad about their children's lost childhood
- Caregivers feeling concerned that their children are not getting a quality education
- Refugee families: psychological impact of war-related experiences including feeling distrust and fear of others, overly frightened, having nightmares (adults and children)
- Physical impacts of conflict – disability, injury, cognitive problems after head injury
- Refugee families feeling powerless
- Shyness, clinginess, fearfulness in children

Common communication challenges

- Families not coming together to spend quality time together, when communication would be easier
- Caregivers feeling that their adolescent disagrees with everything they say or does not do what they are asked to do
- Family members criticising each other rather than being respectful
- Adolescents having trouble expressing to their caregivers that they would like to spend time with a friend after school/work. When their caregivers make them come straight home, they feel it is unfair.
- Caregivers not allowing their children to go out and play because they feel scared about the dangers in the neighbourhood and negative influence from other children. Caregivers are not able to convince the children of their reasoning. Ultimately, the children feel like their caregivers are trapping them inside the house and the caregivers end up feeling guilty.
- Caregivers find it difficult to explain their financial situation to the children. The children end up blaming the caregivers for not providing them with their needs and the caregivers end up feeling guilty.
- Adolescents being unable to describe to their caregivers their experiences outside the house, including harassment, bullying and discrimination. Adolescents feel hesitant to share this with their caregivers due to several reasons, including stigma, not wanting to worry their caregivers and feeling that their caregivers are unable to do anything about the situation.
- Caregivers want to express to their children that they really need them to help more around the house because there is a lot that needs to be done, and caregivers feel stressed and worried about not getting it done.
- Caregivers tell their children that they are not compromising or being understanding of the family's financial difficulties, but their children reply that it is unfair that their friends/relatives are more financially comfortable.
- Keeping feelings and thoughts to oneself. This could occur due to not wanting to burden others with one's problems, fear of sharing how one feels or feeling like opening up is futile.
- Technology getting in the way of children listening to or spending time with their caregivers
- Adolescents feeling unheard by their busy caregivers
- Adolescents wanting to tell their dad something but are hesitant because their father is usually angry. Children instead tell their mother who then plays the role of moderator.
- Adolescents communicating that their needs are not being met in an aggressive manner

Common problems families need to manage

- Economic problems
- Risk of eviction
- Managing multiple debtors
- Caregivers being tired and stressed and finding it difficult to discipline their children. This results in an increase in harsh or physical discipline.
- Disagreement between caregivers on how to raise children (including use of physical discipline) or between caregivers and extended family/in-laws
- Giving adolescents enough freedom while ensuring their safety
- Difficulties living with extended family or neighbours, feeling like family life is being interfered with by others
- Providing children with a quality education, dealing with bullying and violence at school
- Finding job opportunities or securing work permits

- Finding affordable and good quality healthcare
- Helping children become more understanding of their caregivers' financial difficulties
- Finding a safe environment for children to play
- Conflicts with neighbours or members in the community
- Exploitation or manipulation of adults in the workplace
- Lack of trust within the community

Common disagreements in families

- Children wanting things that caregivers cannot afford. They feel like they are treated unfairly in comparison to their friends or relatives.
- Caregivers wanting to provide for their children but being unable to do so
- Children wanting to go outside and play with their friends but caregivers being worried for their safety
- Caregivers wanting their children to help around the house but children not wanting to
- Children fighting with each other over material items (in many cases the phone or TV channel)
- Children wanting to play with their friends but caregivers wanting to protect them from negative outside influences
- Disagreements between caregivers about their expectations for children (e.g. importance of studying/working vs. having fun, pressure to marry vs. continuing education)
- Children using their phones and not listening to or spending quality time with their caregivers
- Caregivers feeling like their children do not show them enough appreciation
- Mother needing certain things to maintain the household (including certain foods, detergents, etc.) but the father being unable to provide
- Adolescents wanting to take a different career path than what their caregivers want for them

Appendix 10: Helpful Hints for Managing Problems

Some common challenges that can come up when using this strategy with families are:

- Families pick big or very general challenges.
- Families seem depressed or helpless with their situation.
- Families only suggest solutions that have been tried before and have failed.

Some tips for managing challenges are:

- Use your active listening skills to show empathy, and let families know that you can see there are many big challenges and that it can seem hard to know what to do about them.
- Remind families of the importance of choosing a problem that is small and specific. This is so that we can practice the skill with something less difficult first. It is also because we know that sometimes managing small problems first can help us tackle bigger problems.
- Encourage families to think of all possible options. If they are out of ideas, have a discussion with them about how they could think of new ideas, and who they could ask for help.
- If solutions have been tried before and did not work, you can ask families to tell you more about why they did not work. Is there anything they could try differently next time that might have more success? Is it possible that trying again might help?



Appendix 11: Sessions Checklist and Notes

Session 1: Our Family Story

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

		TICK HERE IF COMPLETED	Approximate time needed
Family part	Introduction to the intervention		
	Confidentiality		
	Ground rules and basic communication skills		
	Family timeline: <ul style="list-style-type: none"> • Flowers, leaves, rocks, bridges • Family roles and responsibilities • Family goals 		
	Reflection and sharing and assigning at-home practice tasks		
	Closing: Appreciation statements		
Caregivers part	Discussion: Gathering more information on parenting challenges		
	Goal setting: Working together as a parenting team		
	Key tips		

SESSION 1 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

Session 2: How Our Family Wants to Be

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

		TICK HERE IF COMPLETED	Approximate time needed
Family part	Opening activity		
	Review and feedback		
	Introducing metaphors and identifying family values		
	Taking Pause		
	Reflection and sharing and assigning at-home practice tasks		
	Closing: Appreciation statements		
Caregivers part	Discussion: Identifying parenting strengths, challenges and values		
	Key Tips Assigning goals around spending quality time with adolescents Key tips		

SESSION 2 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

Session 3: Managing Difficult Feelings and Helping Each Other

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

		TICK HERE IF COMPLETED	Approximate time needed
Family part	Opening activity		
	Review and feedback		
	Identifying and managing feelings: Being Aware of Our Feelings and Danger Zones		
	Taking a Pause		
	Stepping Back from Thoughts		
	Looking after Ourselves		
	• Role play		
	Reflection and sharing and assigning at-home practice tasks		
	Closing: Appreciation statements		
Caregivers part	Discussion: Noticing emotions in children		
	Discussion: Supporting children with big and difficult feelings		
	Key tips		

SESSION 3 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

Session 4: Communicating Well to Support Each Other

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

		TICK HERE IF COMPLETED	Approximate time needed
Family part	Opening activity		
	Review and feedback		
	Listening and expressing ourselves • Communication basics		
	• Common road blocks to good family communication		
	• Listening		
	• Expressing ourselves		
	• Role play		
	Reflection and sharing and assigning at-home practice tasks		
	Closing: Appreciation statements		
Caregivers part	Discussion: Praising children for their efforts		
	Discussion: Showing appreciation for children and partners		
	Key tips		

SESSION 4 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

Session 5: Managing Our Problems Together

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

		TICK HERE IF COMPLETED	Approximate time needed
Family part	Opening activity		
	Review and feedback		
	Managing our problems together • Introducing managing problems		
	• Identifying problems		
	• Outlining Stop, Think, Go steps with a vignette		
	• Apply the Stop, Think, Go strategy to a problem that the family has		
	• Non-solvable problems		
	Reflection and sharing and assigning at-home practice tasks		
	Closing: Appreciation statements		
Caregivers part	Discussion: Managing problems as caregivers		
	Discussion: Caregivers as teachers		

SESSION 5 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

Session 6: Managing Problems When We Do Not All Agree

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

		TICK HERE IF COMPLETED	Approximate time needed
Family part	Opening activity		
	Review and feedback		
	Family strengths and family roles <ul style="list-style-type: none"> • Family strengths • Family roles 		
	Practice managing problems that involve disagreement in the family <ul style="list-style-type: none"> • Demonstrating with a vignette • Applying the Stop, Think, Go strategy to a problem that the family has 		
	Reflection and sharing and assigning at-home practice tasks		
	Closing with appreciation statements		
Caregivers part	Discussion: Psychoeducation on changes during adolescence		
	Key tips		

SESSION 6 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

Appendix 12: Supervision Form

SUPERVISION FORM

Facilitator name:

Date of supervision session:

Sessions completed since last supervision session:

REFLECTION ON SESSIONS THIS WEEK

What went well?

What were the challenges?

REFLECTION ON YOUR PRACTICE

What did you do well?

What would you like to improve on for next sessions?

HOW DID THE AT-HOME PRACTICE GO?

Main learning points from today's supervision

Learning goals

Self-care goals



Advanced Modules

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On behalf of the

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Disclaimer

Please note that as the intervention has been examined with a pilot Randomized Control Trial (RCT) conducted by the Research and Development Department at War Child and the War Child Jordan Office in collaboration with the community based organisation Collateral Repair Project (CRP) in Al Hashmi, Amman, Jordan. Further research is needed to assess the effectiveness of the intervention as well as whether effects can be sustained. Therefore, the intervention is still in a development stage and will be further adapted and refined in the future. Any feedback or questions can be directed to: mark.jordans@warchild.nl or contact-rp-mhpss@giz.de

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Transition Session:

Reviewing Where We Started And Where We Want to Go In The Future!

Session objectives

1. The family reviews content learned in sessions.
2. The family reviews at-home practice tasks of strategies and troubleshoots any challenges they have faced.
3. The family makes a plan for the future, maintaining progress made through these sessions.

Session activities

Family


90 min

1. Opening activity 10 min
2. Strategy review 20 min
3. Progress review 15 min
4. Looking to the future 15 min
5. Social support 15 min
6. Deciding on the Solving Disagreements advanced module 15 min
7. Deciding on the Strengthening Parenting and Managing Difficult Thoughts and Feelings modules for caregivers 15 min

Whether the family decides to do additional modules or not, have a 15-minute graduation ceremony.

Resources needed

- Transition Session **Worksheet: Social Support**
- Transition Session **Worksheet: Advice to Ourselves**
- Coloured pencils

1. Opening activity


10 min

- Ask the family to tell a story one sentence at a time.
- Each person adds one sentence to the story.
- The facilitator can start with a sentence. Some examples are:
 - Once upon a time there was a boy who wanted to fly to the moon.
 - Ahmad watched as the sun rose over the mountain.

2. Strategy review


20 min

- Using the family tree template as a guide, go through each topic with the family to see if they have used the ideas from the intervention, how it went, any positive changes they noticed and any challenges.
- Examine using multiple strategies to manage one situation.

A. Communication skills**(Ask each person)**

- Tell us about a time you communicated well and a time you communicated not so well.
- What might [another family member] say about your communication? Then check with another person.
- Recap: communication basics, listening skills, expressing ourselves.
- Have you used any of the ideas we covered in the intervention? Any positive changes? Any challenges?

B. Emotional regulation**(Ask each person)**

- Tell us about a time you managed emotions well and a time that you did not?
- What might [another family member] say about it? Then check with the other person.
- Recap: Taking a Pause, Stepping Back from Thoughts, self-care and supporting each other.
- Practice: taking a pause with the family.
- Have you used any of the ideas we covered? Any positive changes? Any challenges?

C. Managing problems, including when we disagree**(Ask each person)**

- Tell us about a problem you have faced as a family. How did you handle it?
- Recap the problem-solving steps, including taking each person's perspective into consideration and searching for a win-win situation.
- Have you used any of the ideas we covered in the intervention? Any positive changes? Any challenges?

D. Applying the strategies to a scenario

Say: Let's look at how we can apply all of these strategies to new problem.

Read the following story to the family:



Fadi and Nisreen have six children, and lately their oldest daughter Mona, who is 16, has been quite upset and angry. Mona would like to buy some data for her phone so that she can talk to her friends. Her friends all talk to each other regularly, but because she does not have data on her phone, she misses out on the conversations. She often asks Fadi for money, and he gets angry and tells her that the family cannot afford it. Mona frequently gets mad, and she avoids talking to her caregivers and stays isolated in her room. Fadi often yells at her for being impolite, not understanding the family's situation and being selfish. Mona feels that Fadi is being mean and does not understand how hard things are for her.

Ask the family to identify the hidden emotions for Fadi (e.g. financial stress, guilt, fear for the future) and Mona (e.g. loneliness, embarrassment, sadness).

Ask the family what skills the family could use to solve this issue (e.g. communication, taking a pause, managing problems).

Ask the family what advice they would consider giving this family or other families in this situation.

3. Progress review

Discuss progress so far: Ask each family member to reflect individually back on the family tree and think about how well their family is moving towards their goals as a family. How well is each person moving towards their individual goals?

What is going well? (Compliment them on positive changes.)

What is still difficult?

Ask: Rating question. On a scale of 1 to 10, how close are you to reaching your best relationships with the family? 1 is very far from your ideal and 10 means you have reached your ideal completely.

Discuss: How can you reach even higher numbers?

Encourage the family to think of the strategies learned, drawing on external support and possible additional modules.

Ask: Could participating in one of the three additional modules help you reach higher numbers (recap the names and brief content of these three advanced modules (Strengthening Parenting, Managing Difficult Thoughts and Feelings and Solving Disagreements).

Let the family know that we will discuss this in more detail soon.


Ask: What might your family want to spend some more time further practicing and learning?

4. Looking to the future

 15 min

Have a discussion with the family about the following:

- What challenges might come up for your family in the future?
- How will you ensure you keep moving in the right direction?
- How can you remember and remind each other of the strategies you have learned?
- The family should develop their own list of advice for themselves to look at in the future and remind themselves of things that worked well during this time. (Note: The facilitator can add to this as well, based on what they have noticed with the family.) Use the **Worksheet: Advice to Ourselves**.

Inform the family of additional resources and interventions available in their community that they can refer to (and share) **Appendix 8**  within the Appendices of the Core Module.

You might like to mention the following guiding principles (in line with Arabic proverbs) to reinforce the family's continued efforts:

- There is a solution to every problem (based on the Arabic proverb: After any complication, there is a solution)
- Great difficulties may be overcome by patience and perseverance (based on the Arabic proverb: Straw by straw, the bird builds its nest; literally: Step by step people will achieve their goals).

Note: Please adapt these to culture, language and context of use.

5. Social support

 15 min

- Explain that all of us need social connections with those around us, and it is important that we have people we can turn to for support as well as people we can turn to for fun and fulfilling interaction.
- Explain that we know that in difficult times, when we need **social support** the most, our connections to others can be weaker, or we may just have less support available.
- Use the **Worksheet: Social Support** to map out social support for the family.
- Ask the family: Who does the family go to for support? Who does the family enjoy spending time with for fun and social interaction?
 - Write down the names of these people in the centre of the sun.
- Ask each individual: Are there others that each of you can go to for support, for fun?
 - Write down the names of these people in each ray of the sun.
- Ask the family:
 - If needed, how can you increase your social support?
 - Are there skills that you can apply to increase your social support (if needed)?

6. Deciding on additional module (Solving Disagreements module) with family

 15 min

Remind the family that there are three optional, advanced modules on different topics:

- A. Solving Disagreements (whole family) – one to two sessions
- B. Strengthening Parenting (caregivers only) – two to four sessions
- C. Managing Difficult Thoughts and Feelings (caregivers only) – two to four sessions

Explain that each module has a minimum and maximum range of sessions, and it is also up to us to decide how long the family wants to spend on that topic. We can take longer to go through the content and spend more time practicing. Or we can go through the content at a faster pace.

There is a maximum of eight additional sessions we can provide.

Right now, we are going to discuss the Solving Disagreements module, since that is the one that involves the whole family.

ASK: Does the family feel that this module would be helpful for them?

- Get the opinion of each family member and help them jointly decide.
- Provide your own reflection on what might be helpful for the family, but allow the family to choose.
 - For example: ‘I noticed that you mentioned quite a lot of challenges with respect to agreeing on the issue of X. Is that something that you think could be helpful to focus on, during one or two more sessions?’
- If family members do not all agree, help facilitate a discussion, invite each person to express their reasons, be patient and encourage the family to communicate with one another to try to make decisions together.
- If ultimately some family members want to do the session and others do not, and family members agree to do the sessions without everyone in attendance, this is OK.
 - NOTE: In cases where one caregiver wants to do the module, but another caregiver does not, and there is a history of conflict between caregivers, check with the participating caregiver whether they think that attending alone might exacerbate conflict.

If the family does decide to do this module:

- Facilitate a discussion about the kinds of disagreements they would like to focus on.
- Encourage each person to speak, and encourage the family to use the six basic communication strategies from session 4. If using the Arabic translation of this manual, you will be using the acronym 'Batata' for these communication skills (note: The acronym in English is CLEAR).
- Explain that this is helpful for preparing us to focus on the key issues in the next sessions.
- The facilitator role here should be listening and empathising and encouraging family members to do the same towards each other.

7. Decide on advanced modules that caregivers would like to take.

- Ask children to have a break while you discuss whether their families will participate in advanced modules. Let children know that you are having this discussion with their caregivers alone as some of the modules are just for parents, but that this is because we know that parents are key for taking care of the family, and sometimes they can benefit from some extra support just on their own. Continue the remainder of this activity with just caregivers.

A) Have a discussion about which modules to take

Explain to caregivers that in order to keep our family tree strong, we need each parent to be coping well, and we need parent-child relationships to be strong as well.

Remind caregivers that we have two other optional, advanced modules on different topics - just for parents:

B. Strengthening Parenting (caregivers only) – two to four sessions

C. Managing Difficult Thoughts and Feelings (caregivers only) – two to four sessions

Explain that each module has a minimum and maximum range of sessions, and it is also up to us facilitators and the family to together decide how long the family wants to spend on that topic. We can take longer to go through the content and spend more time practicing. Or we can go through the content at a faster pace.

We can provide a maximum of eight additional sessions.

ASK: Do caregivers feel that either of these modules would be helpful for them?

- Get the opinion of each caregiver and help them jointly decide.
- Provide your own reflection on what might be helpful, but allow the family to choose.
 - For example: 'I noticed that you mentioned quite a lot of challenges with respect to managing your son's behaviour when he gets aggressive. Is that something you think could be helpful to focus on during a few more sessions?'
 - For example: 'You told me you have a lot of challenges with thinking and worrying too much. Is this something you would like to discuss a bit further?'

For the Strengthening Parenting module:

- If caregivers do not both agree about the Strengthening Parenting module, help facilitate a discussion, invite each caregiver to express their reasons, be patient and encourage them to communicate with one another to try to make decisions together.
- If ultimately one caregiver wants to do the session and the other does not, and the participating caregiver is OK to attend alone, then this is OK.
- If the family does decide to do this module:
 - Facilitate a discussion on the kinds of parenting challenges that they would like to focus on.
 - Explain that this is helpful to prepare us to focus on the key issues in the next sessions.
 - The facilitator role here should be listening and empathising and encouraging family members to do the same towards each other.

For the Managing Difficult Thoughts and Feelings module:

- One caregiver can attend this individually, both caregivers could attend individually, or they could both attend together.
 - This is ultimately up to the caregivers.
 - Encourage them to consider whether they feel that having the other caregiver in attendance could be helpful.
 - If you notice that the relationship between caregivers is not supportive, and you feel that joint sessions might be harmful or unhelpful, you can suggest that sometimes people find it helpful to speak privately first about their difficult thoughts and feelings.

- If the caregiver or caregivers do decide to do this module:
 - Facilitate a discussion on the kinds of challenges that they would like to focus on.
 - Explain that this is helpful to prepare us to focus on the key issues in the next sessions.
 - The facilitator role here should be listening and empathising and encouraging caregivers to do the same towards each other.

B) Determine the order if multiple modules are selected.

- If multiple modules are selected, work with the family to identify the preferred order.
 - Note: If the facilitator's schedule allows, the family could take modules concurrently, with two sessions per week. Or they can take them one after the other.

Invite children back to the session and proceed to:

8. Graduation ceremony **15 min**

- Provide a certificate for the family, with each person's name on it.
- Spend time congratulating each family member separately.
 - Ask each family member to share an appreciation statement for that person – what they liked about their participation in the sessions or applying things at home.
 - The facilitator should also add something for each person.
- Celebrate with refreshments and music (if available).



Transition Session: Reviewing Where We Started And Where We Want to Go In The Future!

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

		TICK HERE IF COMPLETED	Approximate time needed
Family part	Opening activity		
	Strategy review		
	Progress review		
	Looking to the future		
	Social support		
	Closing with appreciation statements		
	Deciding on additional module (Solving Disagreements) with the family		
	Graduation ceremony (if applicable, at the end)		
Caregivers part	Discussion: Psychoeducation on changes during adolescence		
	Deciding on additional modules that caregivers would like to take		

Transition Session NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

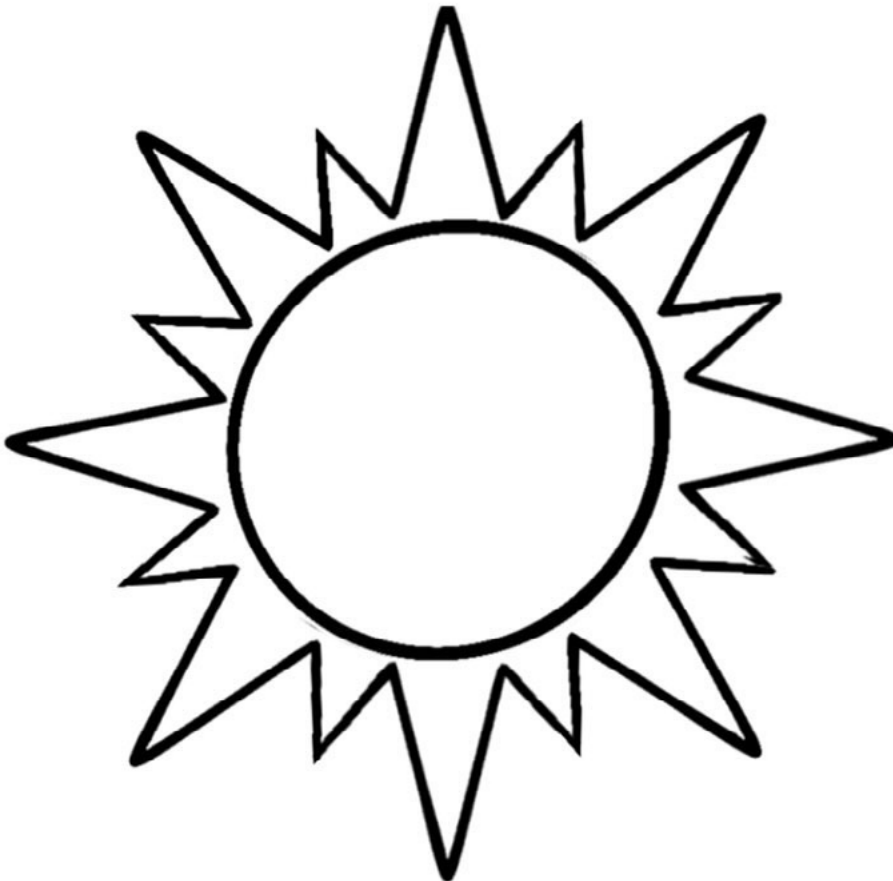
WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

Transition Session Worksheets

Worksheet: Social Support



Worksheet: Advice to Ourselves



A large, empty rectangular box with a thin black border, intended for writing advice to oneself.



A: Advanced Module

Solving
Disagreements

A: Advanced Module - Solving Disagreements

Rationale for additional sessions focused on solving disagreements

This module is for families (children and caregivers) who are still experiencing challenges in managing disagreements after having completed the Core Module. This module provides more practice at using the skills taught in the Core Module to solve conflict, namely: emotional regulation, communication and joint problem management. It provides further practice on the Stop, Think, Go (problem management) strategy taught in the Core Module and guides families on how to apply it to their disagreements.

Structure of the module

The module is designed to be between one to two sessions long (of around 90 minutes each), dependent on need. If Session 2 has been completed, it is possible to repeat this content for a new challenge or review the same challenge again if unsolved.

The module should be completed with at least two family members. It could be completed with children and caregivers, or with two caregivers.

Session objectives

1. Family members are assisted with working on a disagreement they are currently experiencing. This could be a disagreement that they discussed in Session 6 of the Core Module, or it could be a new disagreement.
2. Family members strengthen their ability to apply their family skills (communication, managing difficult thoughts and feelings, problem management) to these disagreements.


1. Introduction

 20 min

Thank you for choosing to join this additional module aimed at further helping you solve problems when you do not all agree.

The objective of the module is to build on what we covered in the family sessions and strengthen your skills in managing disagreements in a helpful way.

A: Taking a Pause recap

 10 min

Introduce: Before we start talking about disagreements, we want to recognise that you may be experiencing all sort of thoughts and feelings. Looking after yourself is an important step in being able to support each other as a family. If we can keep calm, it will be easier to listen to others. It will also help us express ourselves clearly and effectively.

Explain: Sometimes there might be certain disagreements that are particularly hard to manage and that give rise to a lot of difficult feelings. Sometimes our minds can think back to things in the past, or we can get so caught up in our emotions that we might act in a way that we do not want to, a way that is not in line with our values for how we want to be as a family.

Ask: Does this apply to you?

Recap: During our family sessions we learnt about a technique called Taking a Pause. This is a very useful skill apply when we are feeling difficult emotions during disagreements. This is a great way to ground ourselves in the present moment, notice our thoughts and feelings but not get caught up in them and choose how we react in the moment in order to try to manage the problem together.

Ask: Can you remember what the Taking a Pause technique entailed?

Recap the key steps:

There are four main steps:

1. We pause for a moment.
2. We become aware of our surroundings and the physical sensations in our body.
3. We try to focus on the feeling of the breath moving in and out of our body as we use our breath to 'ground' us.
4. We refocus and decide on what action to take.

Ask: How do you think you might use "Taking a Pause"? How will you remember to use it in heated moments before acting?

Remind: Taking a Pause is different from avoiding a problem or running away from our feelings. It is taking a moment to refocus before we decide what we want to do.

Ask: Have you tried to use this technique? What was your experience like? Do you think you could use this in the future to help yourself when you are having strong feelings and thoughts to manage your feelings?

B: Have a discussion



10 min

- To make sure we are all thinking along the same lines, what is the main concern that made you decide to take part in these extra sessions?
- Can you think of a time in the last week where you were able to successfully use one of the skills that you have learnt in this intervention within your family?
 - What skill did you use?
 - Did you feel confident?
 - How did other family member(s) react?
- Can you think of one particular time in the last week where you struggled with managing disagreements?
 - What caused this struggle?
 - Ask each person: On reflection, do you think you could have done anything different?
 - Could you have used any of the skills you have learnt in this intervention?


Explain:

- Over the next one or two sessions, we will be talking about using all the strategies we have learnt to manage disagreements.
- Remember, these are: managing difficult thoughts and feelings, communicating well and managing problems together.
- Also remember that I am not here to give advice or to solve the disagreement for you. It will be my job to actually not take sides. That would not help you solve future challenges. Instead, I will be trying to help you apply the skills we learnt to the problems you are mentioning.
- Do not forget: Sometimes we will not find a perfect solution that makes everyone happy.

This is normal. What is important is that we work together, listen to each other and try to find the best possible solution even if it involves some compromise.

2. Exercises

 50 min

 10 min

A: Recap of the Stop, Think, Go problem management steps

Ask: Can you recall the problem management steps?

Recap:

STOP

- Define the problem.

THINK

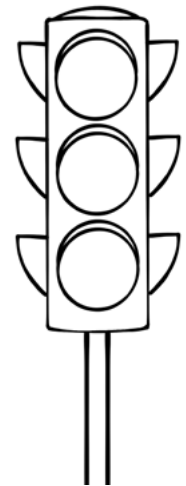
- Determine all possible options.
- Examine past solutions.
- Which ones will lead us towards where we want to go?
- Evaluate each option to choose best one.

GO


- Decide on an action plan.
- Try it and see if it works.

REFLECT!

Did it work? If not, can you think of another solution?



B. Apply Stop, Think, Go to a problem that the family has

 40 min

- Explain that we will now work through the Stop, Think, Go steps with a disagreement the family has.
- Support the family pick a problem that is manageable.
- Ensure that the problem selected does not involve a very high conflict. It should be a situation that is manageable through these steps.
- Support the family go through the Stop, Think, Go steps using the **Stop, Think, Go Worksheet** from the Core Module.

Top tips

- Remember to encourage family members to use good communication skills and good emotional regulation skills.
- Ask about the feelings that come up for each family member in these disagreements.
- Use circular and mind-reading questions.
 - E.g. 'Mohammad, what do you think Suraya is feeling when she is in this situation?'
 - 'Suraya, is that accurate? Can you tell us how you do feel?'

3. Reflection and sharing and assigning at-home practice

 10 min

- Recap on the session today and explain the purpose
- The purpose of this session today was to identify common disagreements, and apply the Stop, Think, Go strategy for managing them.
- Ask the family for their impression of the session.
- Enquire if the family has any questions or comments.
- Set at-home tasks for this week.
- The family should test out their plan for the problem that they worked on today.
- Remember to take each person's perspective and sometimes compromise.
- Note down any successes and challenges.

4. Closing with appreciation statements

 5 min

- Go around in a circle and ask family members to share one appreciation statement about the person on their right.
- Change the order between sessions.
- At the end, share your own appreciation statement for the family.



Session 2: Solving Disagreements

Session objectives

1. Family members are assisted with working on a disagreement they are currently experiencing. This could be a new disagreement or continuing to work on the disagreement discussed in Advanced Session 1.
2. Family members strengthen their ability to apply their family skills (communication, managing difficult thoughts and feelings, problem management) to these disagreements.

1. Opening activity


10 min

The facilitator should lead the family through an energiser of their choice to start the session. The choice of activity depends on the number of family members participating.

First activity: 'Emptying the Cup'

The facilitator must prepare the following in advance for the exercise:

- Two paper cups, one filled with water
- One paper plate

Instructions

1. The family members take turns emptying the first cup with water into the empty cup.
2. The family members cooperate to continue playing by deciding the amount of water to pour into the other cup.
3. The game ends when water is poured onto the paper plate.

Second activity: 'Crossing the River'

Crossing the River is ideal for 8-16 people. If you have up to 24 people, you can choose several of them to be observers and assign them different sections of the Points for Observation. If you have more than 24 people, you can split them up into multiple teams that do the exercise all at the same time, each with their separate 'rivers' they have to cross. As each team completes the exercise, they let out a team cheer.

1. The goal requires team planning and execution; the team has to work together for success.
2. No one can do it on their own; the team either succeeds or fails together.
3. The exercise breaks down barriers; it requires people to share their thoughts, their resources and their space.
4. And perhaps most interestingly, the time limit creates a sense of urgency that frequently results in people defaulting to the same behaviour they exhibit within the family. For example, those who typically assume leadership do so in this exercise, and people who frequently serve as naysayers often take on this same role when faced with Crossing the River.

Third activity: 'The Rope with the Knots'

This activity can be done with even number of participants, helps them to communicate together and try to solve the problems (untie the knots), participants have to follow the following instructions;

1. Each participant has to hold the end of the rope tightly in one hand
2. To open these knots, participants should not let their hands free.

3. The exercise breaks down barriers; it requires people to share their thoughts, their resources and their space.
4. The time limit creates a sense of urgency that frequently results in people defaulting to the same behaviour they exhibit in the house. For example, those who typically assume leadership do so in this exercise, and people who frequently serve as naysayers often take on this same role when faced with problem solving and untying knots.

Fourth activity: 'The Human Knot'

Create your knot


1. Split into small teams. Each team must have at least six people and an even number of members.
2. Each team should stand in a circle, facing each other. Everyone should help anyone who is newly joining in.
3. Each player should raise their right arm. They must link right hands with another player in their team. They cannot link hands with the players directly next to them.
4. Players should repeat the same action with their left hands and make sure they are linking hands with a different person from their right hand.

Untie your knot

1. Teams should make one move at a time. Players can step over, under or through the linked hands – but they must not let go of each other's hands.
2. To complete the challenge, teams must get as far as possible towards untying their knot. Sometimes it is impossible, or there may be two loops left in the circle. Teams still complete the challenge if they can work out why they cannot untie the human knot.

2. Review and feedback

 10 min

- Ask each participant to share their impression of the previous session and state what they learnt.
- Recap for the family what was covered in the last session and what will be covered this session.
- Review the at-home practice tasks with the family: ask about what went well and what was challenging.
- Trying out the plan from the Stop, Think, Go exercise.
- If the family has not done the at-home practice tasks, follow Helpful Tips for At-Home Practice in **Appendix 1 in the Core Module.** 

3. Apply Stop, Think, Go to a new problem that the family has

 40 min

- Explain that we will now work through the Stop, Think, Go steps with another disagreement the family has.
- Support the family pick a problem that is manageable.
- Ensure that the problem selected does not involve a very high conflict. It should be a situation that is manageable through these steps.
- Support the family go through the Stop, Think, Go steps using **the Stop, Think, Go Worksheet.**

4. Maintenance/relapse prevention

 15 min

A. Progress review

- Review: original challenge discussed and progress made
- Use active listening: rephrasing, reflection, validation.
- Congratulate the family for their efforts and achievements.

B. Planning for the future

- Explain the importance of practising strategies even when families are not having problems in order to maintain progress.
- Discuss potential future disagreements the family might face.
- Discuss: How will you remember to use these skills to solve them?
- Discuss: How can you access support if there are challenges you cannot solve?
 - Go back to social support covered in Transition Session; add anything additional.
 - Discuss referral options available in their area.

5. Reflection and sharing and assigning at-home practice tasks **10 min**

- Recap today's session and explain the purpose.
- The purpose of today's session was to identify common disagreements and apply the Stop, Think, Go strategy for managing them.
- Ask the family for their impression of the session.
- Enquire if the family has any questions or comments.
- Address any outstanding concerns.
- Decide whether additional modules are needed.

6. Closing with appreciation statements **5 min**

- Go around in circle and ask family members to share one appreciation statement about the person on their right.
 - Change the order between sessions.
- At the end, share your own appreciation statement for the family.
- Congratulate and provide a certificate for each participating caregiver with their name on it.

Stop, Think, Go strategy is Adapted with permission from the draft WHO Early Adolescent Skills for Emotions (EASE) manual (© WHO, 2019, all rights reserved)



Solving Disagreements Module: Session Checklist and Notes

Session 1: Managing problems when we do not agree

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

	TICK HERE IF COMPLETED	Approximate time needed
1. Introduction		
Taking a Pause recap		
Have a discussion		
2. Exercises		
A. Recap of the Stop, Think, Go problem management steps		
B. Apply Stop, Think, Go to a problem that the family has		
3. Reflection and sharing and assigning at-home practice tasks		
4. Closing with appreciation statements		

SESSION 1 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

Solving Disagreements Module: Session Checklist and Notes

Session 2: Managing problems when we do not agree

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

	TICK HERE IF COMPLETED	Approximate time needed
1. Opening activity		
2. Review and feedback		
3. Apply Stop, Think, Go to a new problem that the family has		
4. Maintenance/relapse prevention		
A. Progress review		
B. Planning for the future		
5. Reflection and sharing and assigning at-home practice tasks		
6. Closing with appreciation statements		

SESSION 2 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION



B: Advanced Module

Strengthening
Parenting

B: Advanced Module: Strengthening Parenting

Rationale for additional parenting sessions

This module is intended for caregivers who are experiencing significant challenges in parenting, either due to caregiver-specific factors or due to behavioural or emotional challenges with their children. The module aims to expand on existing psychoeducation-based interventions and on the general tips provided in the Core Module, providing more individualised coaching to support caregivers in applying strategies. It builds on the Stop, Think, Go (problem management) strategy taught in the Core Module and guides caregivers on how to apply it to developing a parenting plan for managing parenting challenges they may face.

This module builds on solution focused and problem management techniques, in which caregivers select one challenging parenting scenario on which to focus. Though caregivers may present several challenges that they would like to work through, it is important for facilitators to initially only focus on one or two challenges during these sessions. This will allow for mastering problem management techniques that caregivers will be better able to generalise for other challenges they face.

The outcomes of these sessions, outlined in the Theory of Change, are: i) parenting problem solving, ii) parenting knowledge; iii) parenting self-efficacy; and iv) positive parenting techniques.

The main ingredients in these sessions for reaching these outcomes are: i) teaching caregivers behavioural formulation; this means precisely identifying the problem or concern that they are facing with their child(ren), what happens before and after this problematic behaviour occurs and what might be causing it; ii) teaching and supporting caregivers to develop and apply a parenting plan for tackling parenting challenges, monitoring progress and making adjustments as needed; iii) teaching/recapping some key parenting strategies and supporting caregivers in using these to tackle the challenges they have identified.

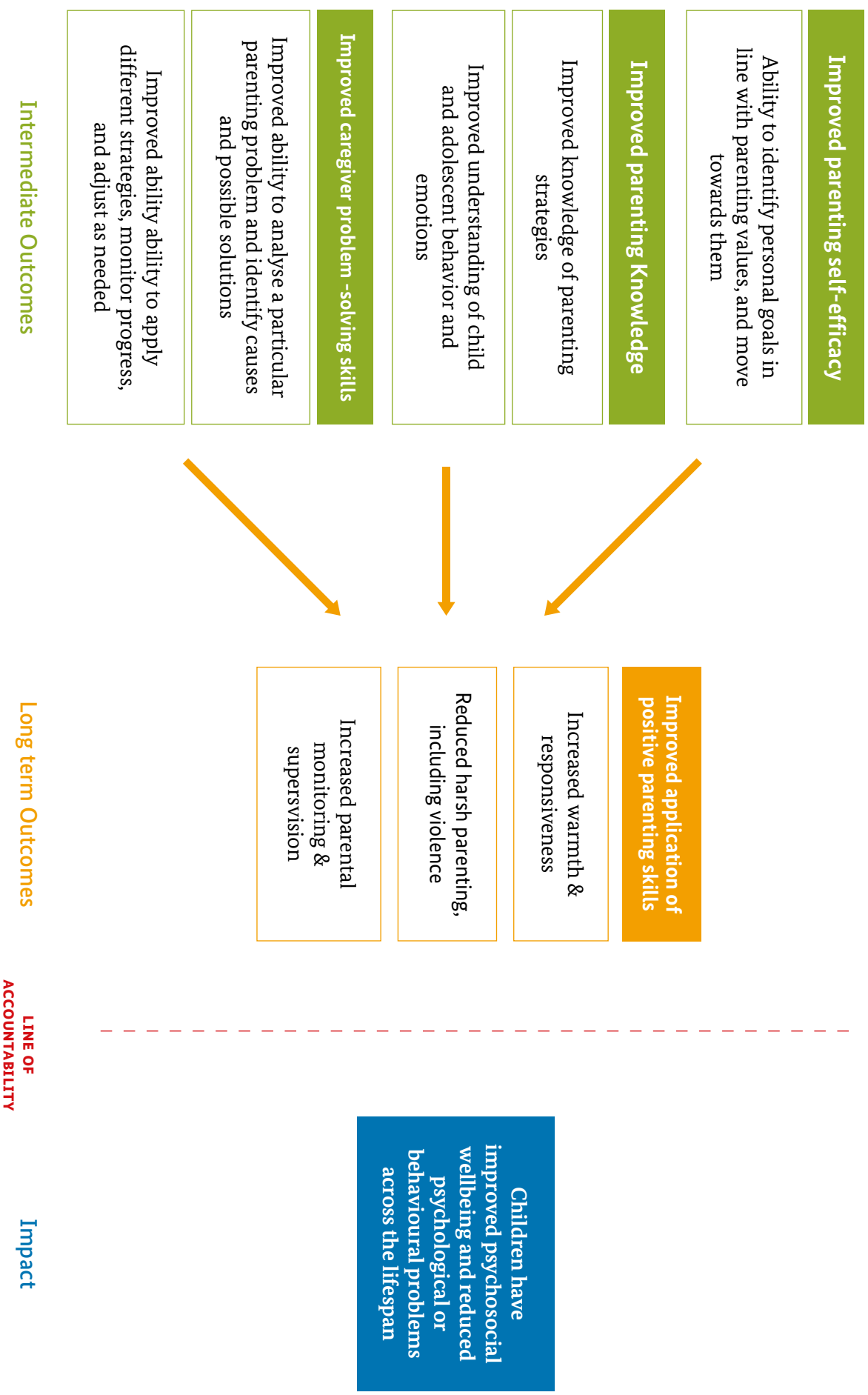
After these sessions, caregivers will be better able to understand and respond effectively to problematic behaviour. Providing an opportunity for caregivers to experience success will likely lead to increased parental self-efficacy. By doing so, we increase the likelihood that caregivers will be able to apply the process and strategies to other parenting challenges, now and in the future.

We cover several key parenting strategies in more detail, to enable caregivers to incorporate these into their parenting plans. In Session 1 we work on supporting caregivers in increasing their influence as a caregiver by establishing Family Rules, using Directed Praise and Modelling the Desired Behaviour. In Session 2 we work on supporting caregivers in Managing Challenging Behaviour, such as Appropriate Consequences and Parental Self-management.

For whom is the module intended?

This module is designed for caregivers who, at the end of the Core Module (Transition Session), are still struggling to work through their parenting challenges using problem management techniques. They may identify one major parenting challenge that still remains, or a number of minor challenges that they would like to work through. In families with more than one caregiver, individual caregivers may choose to attend this module irrespective of whether other caregivers in the family decide to participate.

Theory of Change for the Strengthening Parenting module



Structure of the module

The module is designed to be between two to four sessions long (of around 90 minutes each), depending on need. We have developed two sessions of content, but it is possible for facilitators and families to decide to:

- Spread the content across four sessions if more time is needed;
- Add an additional two sessions to reinforce skills and continue working on parenting.

The module can be provided for one or more caregivers.

Selection of components and development of module content

Components were initially selected by conducting a mapping and comparison of components recommended in two publications:

- UNODC Guide to implementing family skills training interventions for drug abuse prevention Chapter III: Principles of a good family skills training intervention
- Kaminski et al 2008 "A meta-analytic review of components associated with parent training program effectiveness." *Journal of Abnormal Child Psychology* 36.4 (2008): 567-589

Next we mapped components to determine:

- Which were suitable for the age range targeted by this intervention (i.e. 10-17 year olds);
- Which had already been covered in sufficient depth in the Core Module;
- Which fit within our Theory of Change, that was informed by extensive experience and expertise on parenting concerns as well as supplemented by qualitative findings in Jordan.

Development steps to date:

- The outline was developed by the core development team: Dr Aala El Khani (UNODC, University of Manchester), Professor Rachel Calam (University of Manchester), Maha Ghatasheh (consultant), and Dr Felicity Brown (War Child Holland).
- The outline was reviewed with our Local Study Advisory Board of six families living in Hashmi, East Amman.
- The session content was further developed by the core development team.
- It was reviewed by our study team (Dr Hana Abu Hassan, Professor Ashraf Alqudah, Professor Wietse Tol, Professor Mark Jordans, Dr Anna Barrett, Samer Al Kurdi, Karam Hayef), collaborator Professor Eve Puffer and our Local Study Advisory Board.
- Revisions were incorporated.
- We sent the module for external expert review.
- Translation and development of training.
- Incorporation of feedback collected during training (which incorporate live practice).
- Feasibility testing with up to 12 families.
- Further refinement and conducting of a pilot trial with 60 families.
- Finalisation of the current version of the manual.

Session 1: Encouraging good behaviour

Session objectives

1. Caregivers are reminded of a self-management strategy for dealing with challenging parenting issues.
2. Caregivers identify a parenting challenge that they still face with their family and think about how to use their problem management skills to address this challenge.
3. Caregivers build skills to increase their influence as a caregiver by establishing Family Rules, using Directed Praise and Modelling the Desired Behaviour.



Important note on utilising this module as three or four sessions rather than two

This module has been written as two structured 90-minute sessions but can be expanded to three or four sessions.

If, while completing the first session, you find that caregivers need a slower pace and more time to practice skills, you could decide to split this session into two sessions.

If, while completing the second session, you find that caregivers need a slower pace and more time to practice skills, you could decide to split this session into two sessions.

Below are instructions to guide you as facilitators on how to decide if you should expand this module to three or four sessions, and if so, how to structure the activities.

Session 1: There are four parenting skills reviewed (4A-4D). If you reach the end of 4B and believe you are running out of session time, or that caregivers may benefit from more attention spent on 4A and 4B, do not try to cover 4C and 4D. Instead, move straight to step 5 and then complete Session 1 as set out. You will instead cover this module following this alternative structure:

- Session 1: Omit activities 4C and 4D (these are postponed until Session 2). Complete all other activities as normal.
- Session 2: Conduct activity 1 and activity 2. Then cover activities 4C and 4D from session 1. On completion, complete activity 5 from Session 2 (activity 4 and activity 5 have been postponed to Session 3).
- Session 3: You will start with the content of session 2. Omit activity 1. Instead start with activity 2 and complete all activities up to the end of Session 2.

Session 2: There are two parenting skills reviewed (3A and 3B). If you reach the end of 3A and believe you are running out of session time, or that caregivers may benefit from more attention spent on 3A, do not try to cover 3B. Instead, move straight to step 4 and then complete session 2 as set out. You will instead cover this module following this alternative structure:

- Session 2: Omit activity 3B (postponed until the next session). Complete all other activities as normal.
- Session 3: Start with Session 2 content again. Omit activity 1. Instead start with activity 2 and complete all activities up to the end of Session 2, except for 3A, which has already been covered.

1. Opening activity

**5 min**

Thank you for choosing to participate in this additional module aimed at further supporting you in developing your parenting skills and encouraging the behaviour you want your child(ren) to exhibit. The objective of the module is to build on what we covered in the family sessions and give you some more information and practical skills to help you increase your influence as a caregiver. This module can be completed as two sessions but can be expanded to three or four sessions. We can decide together as we move through the first session if we should move at a slower pace with more time to practice skills and utilise the maximum four sessions, or whether we can cover the sessions in less time.

A: Taking a Pause recap

**5 min**

Introduce: Before we start talking about your child, though, we want to acknowledge that you may be experiencing all sort of thoughts and feelings yourself. Parenting can at times be very challenging, and uncertainty regarding the future can further exacerbate this. Looking after yourself is an important step in looking after your child(ren). If you can keep calm, it will be easier to avoid shouting at your child or criticising them. It will also help you express yourself clearly and effectively.

Explain: Sometimes there might be certain parenting moments with our children that are particularly hard to manage and that give rise to a lot of difficult feelings. Sometimes our minds can think back to things in the past, or we can get so caught up in our emotions that we might act in a way that we do not want to, a way that is not in line with our values as caregivers.

Ask: Does this apply to you?

Recap: During our family sessions we learnt about a technique called Taking a Pause. This is a very useful parenting skill to use when we are feeling difficult emotions in difficult situations with our children. This is a great way to ground ourselves in the present moment, notice our thoughts and feelings but not get caught up in them and choose how we react in the moment.

Ask: Can you remember what the Taking a Pause technique entails?

Recap the key steps:

There are four main steps:

1. We pause for a moment.
2. We become aware of our surroundings and the physical sensations in our body.
3. We try to focus on the feeling of our breath moving in and out of our body, as we use our breath to 'ground' us.
4. We refocus and decide on what action to take.

Ask: How do you think you might use Taking a Pause? How will you remember to use it in heated moments before acting?

Remind:

Taking a Pause is different from avoiding a problem or running away from our feelings: It is taking a moment to refocus before we decide what we want to do.

Ask: Have you tried to use this technique? What was your experience like? Do you think you could use this in the future to help yourself when you are having strong feelings and thoughts to manage your feelings?

B: Have a discussion

⌚ 10 min

- To make sure we are all thinking along the same lines, what is the main concern that made you decide to take part in these extra sessions?
- Can you think of a time in the last week where you were able to successfully use one of the skills that you have learnt in this intervention within your family?
 - What skill did you use?
 - Did you feel confident?
 - How did your child(ren) or other family member(s) react?
- Can you think of one particular time in the last week when you struggled with an aspect of your parenting?
 - What caused this struggle?
 - On reflection, do you think you could have done anything differently?
 - Could you have used any of the skills you have learnt in this intervention?

Over the next two sessions, we will be talking about using positive strategies to try promoting positive behaviour and managing difficult parenting situations. You will practice skills to increase your influence as a caregiver which may help prevent challenging situations with your child(ren). In our next session you will be learning skills to manage challenging behaviour your child (ren) might still be displaying, such as using Appropriate Consequences.

2. Recap the Stop, Think, Go problem management steps

⌚ 5 min

Ask: Can you recall the problem management steps?

Recap:

STOP

- Define the problem.

THINK

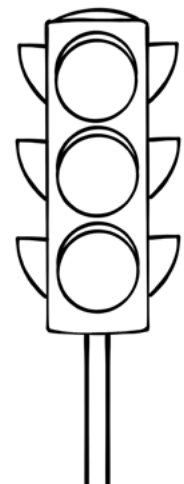
- Determine all possible options.
- Examine past solutions.
- Which ones will lead us towards where we want to go?
- Evaluate each option to choose best one.

GO

- Decide on an action plan.
- Try it and see if it works.

REFLECT!

Did it work? If not, can you think of another solution?



3. Stop: choosing a problem to focus on that exists within the family

 15 min

We are going to spend time now thinking about one specific concern you have about your parenting and using the Stop, Think, Go framework to improve it.

The first step is 'Stop', where you identify a parenting concern you have. What particular problem or concern do you have with an aspect of your parenting that you would like to improve? It could be a problem with your child(ren) or within your family, or it could be something to do with how you parent. Can you identify which problem you think is most realistic to tackle during the week ahead?

Facilitator note: Keep this point very brief and do not open this as a discussion point.



Facilitator tip: Support caregivers in picking one problem behaviour that is most important and can be addressed realistically throughout the next week and before your next session. Examples of problems to tackle:

- An adolescent staying out late in the evening
- A child not helping with household chores
- A child physically hurting siblings
- A child using inappropriate language with a caregiver
- A caregiver struggling to stay calm when dealing with their children
- A caregiver using physical punishment such as hitting when a child misbehaves
- A caregiver arguing with their partner about a child's behaviour when feeling overwhelmed

Now that you have precisely identified the parenting problem you are facing, think about what happens before and after the problem or challenge occurs.

Facilitator note:



When thinking about how to improve or change difficult behaviour, it is helpful to first look at and try to understand what might be driving the behaviour, and how what happened after may be helping to maintain that behaviour. Spend time on this point, allowing caregivers to really think about the question you asked in the previous bullet point.

- What might be causing this problem? How do you think your child/partner feels about this?
- How bad do you think the problem is?
- What is your goal? If your problem were solved and you achieved this goal, what would your family life look like? What would be different? What changes in you, your child(ren) or partner's behaviour would there be?
- With regard to the problem you have identified, think about what your values are as a parent regarding this problem. How do you want to be with your children? What values do you want to instil in your children that need you to work on managing your problem to be able to do so?

4. Think: identifying possible solutions

 35 min

Now you have completed the 'Stop' step of the Stop, Think, Go problem management steps. You have identified the problem or concern you want to work on. Let us move on to the 'Think' step. Here you are going to think of possible solutions to your problem.

Ask: What past solutions have you tried to solve your problem? Have they been successful?

Before moving on to consider possible solutions you might want to try for solving your problem moving forward, let us pause and discuss three parenting skills that caregivers find useful for encouraging good behaviour in their children. Then we might consider incorporating these into the solution you choose. These are establishing Family Rules, using Directed Praise and Modelling the Desired Behaviour. You might want to use these in determining your action plan for solving your parenting problem.



Facilitator note:

Each of these strategies is not allotted much time in the two-session structure. It is important that you monitor which skills the caregiver might struggle with, and if necessary, spend more time on those. If caregivers are struggling with many of the skills, it might be best to extend the parenting sessions beyond the two sessions and spend more time on skills practice until mastery is achieved.

Possible solutions and skills to use

4A: Establishing a Family Rule



10 min

Introduce: Sometimes children misbehave because they simply do not understand what it is that caregivers want them to do. Making Family Rules helps your child know what you want to see or how you expect them to behave. Families may make several general rules related to child behaviour that is in alignment with their values, such as ‘We are respectful towards each other’. Caregivers might then make specific rules about behaviour in accordance with those values, such as ‘We speak politely to each other’.

Ask: Thinking of the one specific problem behaviour you want to change in your family, can you think of a rule you could make that might support your family members in understanding what you expect from them?

Explain: It is important to use positive wording when setting rules; for example, instead of saying ‘Do not shout at me’ you might say ‘(Child’s name), please speak to me politely’.

Ask: Can you reword (if necessary) the rule you just made to ensure it is positively worded? Or repeat and praise the caregivers: ‘Yes, that is a positively worded rule’.

Explain: Children often respond much better when they are given an explanation of why they should be behaving in a particular way. This helps them understand the way you want them to behave and shows them they are important.


Ask: How might you explain to your family members why you want them to follow the rule you have made?

Practice: OK, let’s do a little practice session of that now. Let’s pretend I am [insert the name of the person to whom the caregiver decided to direct the rule, e.g. child/partner] and you are informing me/us of the new rule and why you want me/us to follow the rule.



Facilitator note:

Provide the caregiver with constructive feedback and allow time to repeat, if needed, for skill acquisition.

4B: Using Directed Praise **10 min**

Introduce: We talked about the importance of showing appreciation. When you praise a child's behaviour, you make it more likely for them to repeat the same positive behaviour. It also means that if they do something that you do not want them to do and they receive no praise, they may be less likely to repeat the behaviour or action.

Discussion points: Discuss that it is common for caregivers to more easily notice negative behaviour in their child(ren), and complain to their child(ren) and partner about this.

Explain: To use praise effectively, you need to explain what it is that you are pleased with. Consider these two examples. 1) Thank you, Ahmad, that is great. 2) Thank you, Ahmad for coming home at the time we agreed. This shows me you are responsible and can be trusted.

Ask: Which one gives Ahmad more information? What is the caregiver telling Ahmad? Which one do you think is more likely to encourage Ahmad to come home at the agreed time again?

Explain: Learning to accept praise or give praise can be a challenge for those who are not used to receiving it or giving it. Keep trying though. The more we practice giving and receiving praise, the more comfortable it will become.

Model: Let us consider another example now. During these sessions I could praise you in two ways. I could say to you either 1) You are doing great, or 2) You show a lot of strength by trying out these new things with your family even though times are tough, and I am very impressed by this.

Ask: Which praise feels more powerful to you? Which one gives you the most motivation to continue your efforts?

Practice: OK, let's do a little practice session of that now. Taking into consideration the new rule that you made at the start of the session, let's pretend I am your child. What could you say or do to show me that you are pleased with me for following your rule?

Facilitator note:

Provide the caregiver with constructive feedback and allow time to repeat, if needed, for skill acquisition.

**Important Facilitator note:**

There are four parenting skills reviewed in Session 1 (4A-4D). If you have reached this point and believe you are running out of session time, or that caregivers may benefit from more attention spent on 4A and 4B, do not try to continue and cover 4C and 4D. Instead, move straight to step 5 and then complete Session 1 as set out. You will instead cover this module following an alternative structure, the instructions for which are found on page 1 of this module.



4C: Discussion on the importance of Modelling Desired Behaviour**10 min**

Introduce: Children learn positive and negative behaviour by watching the adults around them. caregivers need to act as a positive role model for their children by demonstrating the positive behaviour they expect from their child. All of us have bad habits and things that we might not want our children to copy.

Ask: Are there any bad habits you learnt from your caregivers? Are there any bad habits that you might accidentally model to your children?

Explain: The first step is to notice this and consider how we can teach our children the behaviour we want to see by exhibiting it ourselves. This modelling may teach a new behaviour, influence the frequency of a previously learnt behaviour or increase the frequency of a similar behaviour.

Ask: Can you think of how you might positively model to your child how you would like them to behave regarding the problem behaviour you have decided to tackle? What should you do more of? What should you avoid doing?

4D: Planning Quality Time Together**5 min**

Introduce: One way we can give children our attention is by spending high-Quality Time with them. Quality Time is time when caregivers are available to be with their child, uninterrupted, for a brief amount of time. Spending short, frequent times with our children can be even more beneficial than longer, infrequent times. Spending one-on-one time with children acts as an extra boost of positive communication and time together. This can help build positive relationships with children and prevent some of the negative behaviour.

Ask: Can you think of when you and your child can spend Quality Time together during the coming week? What can you do during this time? Simply talking and listening to each other is Quality Time. On some occasions you might choose to do activities you know your child might enjoy as well.

Facilitator note:

Elicit responses such as: spending time together before they go to bed, asking them how their day went, how school was once they have had time to rest, eating a certain meal a day together, if a child looks sad, if a child approaches a caregiver to talk.

5. Go: Deciding on an action plan**15 min****Ask:**

- Now think of possible solutions you might want to try to solve your problem moving forward.
- Which solutions are leading you towards where you want to go?

Support caregivers in evaluating each option to choose the best one.

Facilitator note:

Support caregivers in generating a list of ideas to try for solving the parenting problem.)

Explain:

Now you have completed the 'Stop' and 'Think' steps of the Stop, Think, Go problem management steps. You have identified the problem or concern you want to work on as well as possible solutions. Let us move on to the 'Go' step. Here you will decide on your action plan utilising the strategies we discussed today.

You might feel you would like to add Appropriate Consequences to your action plan today. This can certainly be a very useful strategy for dealing with challenging behaviour. Next week we will talk about how you might use Appropriate Consequences for misbehaviour, so it might be best to use this coming week to just try practicing the strategies we discussed today without focusing on using Appropriate Consequences until our next session.

**Facilitator note:**

Coach caregivers to determine an action plan. This should include a combination of the strategies covered today (establishing Family Rules, using Directed Praise and Modelling the Desired Behaviour), in addition to other skills from the Core Module, or anything else the caregivers may think of.

Ask:

- How will you know if your action plan is working? How will you be able to track your progress?
- When is it likely to be the best time to have a discussion with your child, so that they know what to expect? (For example, after a meal or before watching TV together?)
- How will you explain it to your child? Can you practice with me now?

You are now ready to implement your action plan and monitor your progress to see how things are going. Next week when we meet we will reflect on your experience with your plan and examine whether you might need to change something.

6. Closing**5 min**

At-home practice tasks

- 1) Work on following the steps you decided on to implement your action plan.
- 2) Notice positive behaviour and show appreciation using Directed Praise.

Address any outstanding concerns.

Hand out Advanced Module: Strengthening Parenting - **Worksheet Session 1 Summary**



Session 2: Managing challenging behaviour


Session objectives

1. Caregivers understand the importance of Positive Communication, enhancing their Parental Monitoring and Involvement in children's activities outside of home (school, community, friendships).
2. Caregivers are reminded of skills to Managing Challenging Behaviour, such as Appropriate Consequences and Parental Self-management.

1. Opening activity

 **20 min**

A. Parental Self-Management

 **10 min**

Introduce: Before we recap the last session and start talking about your child, let me ask you, how have you been feeling lately about parenting your child(ren)?

(Facilitator note: normalise feelings of anger and frustration.) If caregivers are expressing challenges unrelated to the topic of parenting, use your active listening skills to demonstrate empathy, and use your skills for remaining on topic.

Ask: How is this impacting your daily life?


Use rephrasing and active listening skills to allow caregivers to feel heard.

- How can we deal with anger in a way that is not harmful to ourselves or our children?
- What has worked for you when managing your anger?
- What has not worked?

Encourage ideas such as taking a break or taking the other's perspective.

Recap: During the intervention sessions, we learned about the skill of looking after ourselves. Let's recap this.

B. Looking after ourselves

 **10 min**

Explain: Looking after ourselves is important. It helps us keep going and moving on with our lives and protects our emotional and physical health in the long term.

Ask: What can you do to help you stay more balanced and manage emotions and challenges as they arise?

- Which strategies have you tried?
- What happened when you tried that?
- Moving forward, which strategies do you think might help?

2. Recap of the previous session

 **20 min**

Introduce: Let us recap the Stop, Think, Go problem management steps we covered in the last session.

Ask: What was your action plan?

Let us now look at the fourth step of the problem management steps: 'Reflect'.

Ask: How did your at-home practice task of implementing your action plan go?

How was the experience of implementing the new family rule with your child?

Were you able to notice positive behaviour and show appreciation using Directed Praise?

Discuss: Facilitate a detailed discussion of any challenges and successes and reflect on why things did or did not go as planned. Focus on any progress made to meet the goals of the caregivers' action plan.

Today we will explore some further options you may want to try in the 'Think' step in order to increase the likelihood of finding a solution that will help resolve or reduce your parenting problem or concern.



Facilitator note:

If the caregiver thinks that the parenting concern they made an action plan for last week has now been resolved, they should select another parenting concern now. Have them start at the 'Stop' step again and work through Stop, Think, Go until they have made an action plan.

3. Strategies

3A: Caregiver Monitoring and Involvement



10 min

Ask: What are different ways caregivers can support their child(ren) at home?

Encourage ideas regarding:

- Building a home environment where children feel able to share challenging feelings and experiences they are going through;
- Supporting children in problem solving challenges they face;
- Showing love, affection and positive attention.

Discuss: Facilitate a discussion about how good communication skills consisting of listening and talking to our child (ren) are important in order to achieve the above.

Explain: Adolescents often have a strong desire for independence. This might mean that they want to spend more time without you and instead be with their friends.

- How can you manage your adolescent's need for independence while also ensuring they are safe?
- What are different ways caregivers can support their children outside the home?

Encourage ideas about the following:

- Monitor and establish rules about where children are allowed to go and with whom they are spending their time.
- Support children to problem solve challenges they face with school/work/friendships.
- Become involved in children's school work/activities and show genuine interest in their work and achievements or struggles.

Ask: What are the advantages of monitoring and becoming involved with your children's activities inside and outside the home?

Discuss: Start a discussion about this and about how caregivers can create opportunities for children to discuss things with them, therefore supporting children in making better decisions and better choices in life.

Role play:

- Ask caregivers to identify a specific challenging topic that they find difficult to speak to their child about.
- Ask them to identify key communication skills that they could use when discussing with their child (refer to the six communication skills from session 4 (**Worksheet 7**) of the Core Module).


- Ask them to role play how they might start a conversation with their child.
- Provide feedback and an opportunity to repeat the role play, if needed.



Important Facilitator note:

There are two parenting skills reviewed in Session 2 (3A and 3B). If you have reached this point and believe you are running out of session time, or that caregivers may benefit from more attention spent on 3A, do not try to continue and cover 4B. Instead, move straight to step 4 and then complete Session 2 as set out. You will instead cover this module following an alternative structure, the instructions for which are found on page 1 of this module.

3B. Deciding on Appropriate Consequences

 **15 min**

Explain: When problematic behaviour occurs, there are many ways caregivers can respond. Sometimes caregivers use physical punishment or shouting. We want to provide some different options while still making sure that we have consequences that are effective for actually changing children's difficult behaviour.

Effective discipline includes clear rules – which we discussed last time – and appropriate and effective consequences for behaviour that goes against these rules.

Ask: Can you think of consequences some caregivers might use with their children when they misbehave that might be harmful?

Explain: Appropriate consequences should always start small and be appropriate to both the child's age and the behaviour that occurred/did not occur. Even smaller consequences and ones that are not as harsh can be very effective in changing child and adolescent behaviour. Ensuring you take action with appropriate consequences as soon as the inappropriate behaviour occurs helps this skill be most effective.

Ask:

- Can you think of some appropriate consequences that caregivers might use with their children that will teach them that they must follow their caregivers' rules but that are not too harsh?
- Do things sometimes escalate when you try to enforce consequences for your child(ren)'s misbehaviour?
- Are there times when an escalation does not happen?
- What might be the cause for these different situations – when situations escalate and when they do not? (Look for response from caregivers that show an understanding that clear, established, fair rules and good communication about consequences reduce the likelihood of problems escalating at home.)
- Let's practice thinking of appropriate consequences. I will mention some scenarios and I would like you to think of appropriate consequences.



Facilitator note:

Use the caregivers' responses to the following scenarios to start a discussion on teaching points.

The goal here is to ensure the caregivers' responses show understanding that consequences should be as closely related to the behaviour as possible, as immediate as possible and should always start small.

We want to avoid consequences that are too severe given the behaviour, or that do not allow the child the chance to learn the correct behaviour.

Discuss Appropriate Consequences for scenarios:

- The child comes home later than the agreed time.
- The child does not help with chores even though their caregiver has discussed with them that they are responsible for some chores.
- The child hits siblings and hurts them.
- The child shouts at the mother/father and uses insulting words.

Child misbehaviour scenarios and appropriate consequences:

Child misbehaviour scenario	Elicit possible appropriate consequences, such as*
The child comes home later than the agreed time.	The child is not allowed to go out the day after the incident.
The child does not help with chores even though their caregiver has discussed with them that they are responsible for some chores.	The child loses the opportunity of going out with friends or taking part in an activity that is important to them.
The child hits siblings and hurts them.	The child shouts at the mother/father and uses insulting words.
The child shouts at the mother/father and uses insulting words.	The child loses the opportunity of going out with friends or taking part in an activity that is important to them.

***Note:** The list of possible appropriate consequences could be used for all scenarios. There is no correct specific response. Support caregivers in eliciting their own responses wherever possible, as they will have ideas on what is feasible. This will give you a chance to support caregivers in identifying if any chosen consequences might be too harsh or unlikely to succeed.

Role play:

- Ask the caregiver(s) to identify a common challenge they have with their child.
- Ask the caregiver(s) to think of an appropriate consequence (formulate that as needed).
- Ask the caregivers to role play how they would tell the child about the consequence.
- Ask the caregivers to role play how they would respond if the child were to argue about the consequence.
- Provide feedback and give the opportunity to repeat the role play, if needed.

4. Deciding on an updated action plan

 15 min

Introduce: Now, let us go back to the ‘Think’ step from our problem management steps.

Here you are going to once again think of what other possible solutions you might try to solve your parenting problem or concern.

Ask: What past solutions have you tried to solve your problem? Have they been successful?

Think back to what you tried over the last week.

Explain: As you now move on to think of further possible solutions, you might want to incorporate the parenting skills we discussed today into your action plan. These were to manage challenging behaviour using Appropriate Consequences and Parental Self-Management as well as increasing your involvement in your child’s life.

Let us once again move to the ‘Go’ step. Here you will decide on your new action plan, having reflected on what has and has not worked from the action plan you made last week.



Facilitator note:

Coach caregivers to compile an action plan. This could be a combination of the strategies covered this week (Managing Challenging Behaviour using Appropriate Consequences and Parental Self-Management as well as increasing Parental Monitoring and Involvement in children’s lives) and last week (establishing Family Rules, using Directed Praise and Modelling the Desired Behaviour), in addition to other skills from the Core Module or anything else caregivers may think of.

Ask: How will you know if your action plan is working? How will you be able to track your progress?

You are now ready to implement your enhanced action plan and monitor your progress to see how it works.

5. Closing

 5 min

Ask:

- Do you think the things we have discussed will be useful for you to implement with your child?
- Do you feel confident you can implement the skills we have been practicing today?
- Are there things you would like to meet with me again to discuss or practice?

Congratulate caregivers and issue a certificate for each participating caregiver with their name on it.

At-home practice tasks

1. Use Appropriate Consequences to manage misbehaviour in your child(ren).
Practice Self-Management .
2. Follow the steps you set out today to increase your Parental Monitoring and Involvement in your child’s life outside the family.
Address any outstanding concerns.

Hand out Advanced Module: Strengthening Parenting - **Worksheet Session 2 Summary**

Parenting Module: Session Checklist and Notes

Session 1: Encouraging good behaviour

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

	TICK HERE IF COMPLETED	Approximate time needed
1. Opening activity		
A: Taking a Pause recap		
B: Have a discussion		
2. Recap the Stop, Think, Go problem management steps		
3. Stop: choosing a problem to focus on that exists within the family		
4. Think: identifying possible solutions		
4A: Establishing a Family Rule		
4B: Using Directed Praise		
4C: Discussion on the importance of Modelling the Desired Behaviour		
4D: Planning Quality Time Together		
5. Go: Deciding on an action plan		
6. Closing: At-home practice		

SESSION 1 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

Parenting Module: Session Checklist and Notes

Session 2: Managing challenging behaviour

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

	TICK HERE IF COMPLETED	Approximate time needed
1. Opening activity		
1A. Parental Self-Management		
1B. Looking after ourselves		
2. Recap of the previous session		
3. Strategies		
3A: Parental Monitoring and Involvement		
3B: Deciding on Appropriate Consequences		
4. Deciding on an updated action plan		
5. Closing At-home practice		

SESSION 2 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION



Worksheets

Strengthening
Parenting

Advanced module: Strengthening Parenting

Worksheet Session 1 Summary

Today we covered:

1. Family Rules



2. Directed Praise



3. Modelling the Desired Behaviour



4. Planning quality time together



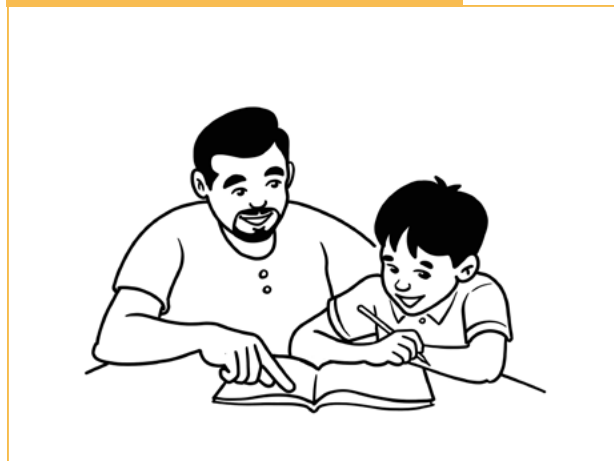
Worksheet Session 2 Summary

Today we covered:

1. Looking after ourselves



2. Monitoring and Involvement



3. Appropriate Consequences





C: Advanced Module

Managing
Difficult
Thoughts and
Feelings

C: Advanced Module: Managing Difficult Thoughts and Feelings

Rationale for additional sessions focused on mental health

This module is for adults who are experiencing significant behavioural or emotional challenges. The module aims to expand on existing psychoeducation-based interventions and on the general tips provided in the Core Module, providing more individualised coaching for adults to apply strategies. It builds on the Stop, Think, Go (problem management) strategy taught in the Core Module and guides adults on how to apply it to their difficulties.

This module builds on acceptance and mindfulness-based techniques introduced in the Core Module. The main approaches taken are as follows:

- Focus on psychological flexibility - This is the ability to respond effectively to challenging thoughts, feelings and memories and continue acting in accordance with personal values despite difficult life circumstances
- Family-focused, systemic approach - Even in the individual sessions, a broader systems approach can still be taken, asking the individual to consider their family and community relationships and how these are bidirectionally linked to their individual mental health, wellbeing and behaviour.
- Motivational interviewing - This means encouraging individuals to consider the pros and cons to changing current emotional and behavioural habits and helping them move towards change when indicated.
- Solution-focused/problem-solving approach throughout - focusing on managing current difficulties and taking action in line with values.

Structure of the module

The module is designed to be between two and four sessions long (of around 90 minutes each), dependent on need. We have developed two sessions of content, but it is possible to:

- Spread the content across four sessions if more time is needed;
- Add an additional two sessions to reinforce skills and continue working on parenting.

The module can be completed with one or more caregivers.

In many cases, having partner support for learning and applying these skills can be helpful.

If facilitators feel that there are dynamics in the couple's relationship that would make it harmful or unhelpful to do the sessions together, they can suggest individual sessions.

When both caregivers attend, care should be taken to ensure equal participation.

Selection of components and development of the module content

1. Mapped components focusing on caregiver wellbeing in existing promising, family-focused interventions in LMICs. These were identified from a systematic review we did in 2017 at War Child and updated in collaboration with American University of Beirut (AUB) in 2020/2021.
2. Examined the practice element coding conducted for child and youth focused Mental Health and Psychosocial Support (MHPSS) interventions in conflict-affected settings in 2015/2016 (similar component coding does not exist for adult interventions).
3. Examined the components taught in existing evidence-based, transdiagnostic, scalable adult MHPSS interventions that have been tested in similar settings, such as Problem Management Plus (PM+)ⁱ, Self-Help Plus (SH+)ⁱⁱ, Common Elements Treatment Approach (CETA)ⁱⁱⁱ.
4. Compiled everything into one coherent structure for a brief intervention.

Components selected based on reviews and relevance to current context:

- Psychoeducation
- Cognitive strategies (drawing on defusion techniques to be consistent with the Core Module, rather than cognitive challenging)
- Insight building
- Emotional processing/emotional regulation (drawing on noticing and naming, and making room for difficult emotions)
- Identifying values
- Activity scheduling (drawing on committed action in line with values, rather than behavioural activation/pleasant event scheduling, due to questionable contextual relevance)
- Problem solving
- Goal setting
- Grounding

We drew several components from the World Health Organisation's (WHO) SH+ and Doing What Matters programmes, for the following reasons:

- SH+ has been found to be effective in Uganda and has shown promise with refugee populations from the Middle East.
- There are existing texts (including in Arabic) that can be converted to pre-recorded audios. Although our sessions will be implemented by a live facilitator, recording key experiential exercises in advance will enhance fidelity and support facilitators in the implementation. The methods of explaining concepts have been refined over several studies.
- The full SH+ programme was not included due to the desire for 1) this module to build from the Core Module and have a family focus, 2) this module to consist of individual sessions (SH+ is a large group format) and this module to contain fewer sessions (SH+ is 5 sessions).

Development steps to date:

- The outline was developed by the core development team: Dr Felicity Brown (War Child Holland), Dr Aala El Khani (UNODC), Maha Ghatasheh (consultant), Professor Rachel Calam (University of Manchester).
- The outline was reviewed with our Local Study Advisory Board of six families living in Hashmi, East Amman.
- It was reviewed by our study team (Dr Hana Abu Hassan, Professor Ashraf Alqudah, Professor Wietse Tol, Professor Mark Jordans, Dr Anna Barrett, Samer Al Kurdi, Karam Hayef), collaborator Professor Eve Puffer, and our Local Study Advisory Board.
- The session content was further developed by the core development team.
- External expert review.
- Translation and development of training.
- Incorporation of feedback collected during training (which incorporate live practice).
- Feasibility testing with up to 12 families.
- Further refinement and completion of a pilot trial with 60 families.
- Further refinement, editing, and design to reach the current version.

What is the focus?

This module focuses primarily on the symptoms of common mental disorders (i.e. anxiety and depression), in line with Level 3, focused, non-specialist interventions within the MHPSS pyramid. This means that it is designed for individuals with elevated levels of distress or other symptoms, but is not intended to be sufficient for individuals with severe mental health or protection challenges which may require referrals to specialist services.

Facilitators will be trained to apply the strategies in the session to behavioural problems such as mild to moderate alcohol or substance use (including over the counter medications), and will be trained in brief, motivational-style assessment strategies to encourage behaviour change and safety planning. But in the case of severe challenges such as severe substance use, violence towards others, repetitive self-harm or imminent suicide risk, referrals to specialist services will be made instead.



Session 1: Understanding my thoughts and feelings

Session objectives

1. The participant and facilitator develop a joint understanding of challenges currently faced, severity, triggers, previous attempts to solve the challenge and goals.
2. The participant develops an understanding that often the things we do to try to avoid difficult thoughts and feelings can make them worse and pull us away from our values.
3. Participants learn to 'unhook'(disengage) from difficult thoughts and feelings.

1. Introduction



10 min

A. Introduce the module (Adapted from SH^{iv}):

- Thank you for coming here today to this additional module on managing stress.
- The objective of the module is to build on what we covered in the family sessions and give you some more information and practical skills to help you deal better with difficult thoughts and feelings and other challenges in your life. We will call this 'stress'.
- It might be hard to believe that you can do anything about stress if you have experienced very difficult things in your life or if your living situation is very challenging.
- If it is hard to believe that anything can help you right now, I invite you to try this module anyway. You might discover that the module contains some information or skills that can help you.
- In today's session, we are going to define stress and explore how it commonly affects people.
- And we are going to learn some more skills to manage the difficult thoughts and feelings that might appear when we are stressed.
- Before we go further, take a moment to think about this idea. It was not simple or easy for you to come today, yet here you are. What are some of the reasons you decided to make the effort?
- Note that you did not have to come here today. Even if someone suggested you come here, you still did not actually have to come. You chose to come. You chose to act on important values: values such as caring for yourself or caring for others, or both.
- We talked about values in the family sessions, and we will talk about them again in this module.

B. Conduct a brief Taking a Pause practice:

Before we get into the content of today's session, let's practice the Taking a Pause strategy, to slow down for a moment and prepare ourselves for this session.



Experiential exercise: Read this script

So let's give this a go if you are willing.

Sit in a comfortable position in your chair or on the floor. If you can, keep your back upright. Now, I want you to take a pause. First, let's pay attention to what is around us. What are three things you can see? (No need to tell me, just notice them). What sounds can you hear? What can you smell? Now, I would like you to rest your eyes softly on something in front of you that will not distract you. Or if you like you can close your eyes. Now turn your attention to any physical feelings in your body. Notice where your feet touch the floor, your back and legs touch the chair or whatever you are sitting on, and notice any other feelings in your body. No need to change anything, we are just scanning our body and paying attention to any feelings we notice. (Pause)...

Now, I want you to take three slow, deep breaths. We are going to turn all of our attention towards our breath. So when you are ready, notice the breath as it enters your body - how it feels in your nose or mouth and how it fills your body. And then as you breathe out, notice how your body deflates and how it feels as it leaves your body again. (Pause)...

Let's do the same for two more breaths. There is no right or wrong way to do this. We are simply taking these breaths to allow us to take a pause.

When you are ready, turn your attention back to the things you can hear, smell and touch in the room.

Open your eyes and notice what you can see. And you might like to take a stretch if it feels good.

Now, congratulate yourself for Taking a Pause!

2. Psychoeducation and assessment

 25 min



A. Introduce the idea of stress and Getting Hooked (Adapted from SH+^{iv})

Explain – using **Advanced Module: Managing Difficult Thoughts and Feelings Worksheet 1: Getting Hooked**.

- Stress is a natural response to any situation that we find difficult.
- Sometimes stress is related to major threats from the world around you – ‘outside problems’ – for example, not having a way to provide for yourself or your family, living with an abusive partner, living in a community without health care or schools or being displaced from your home.
A lot of times, though, stress is also related to ‘inside problems’, like uncertainty about the future or disagreements or arguments with family or friends.
- It is completely natural for everyone to experience stress from time to time. A little bit of stress can actually help us stay motivated and focused on achieving our goals.
- However, very high stress or stress over a long period of time, such as can be the case with people displaced from their home, often has major effects on the body. For example, many people experience unpleasant feelings in their body: tightness in the chest, knots in the stomach, bowel problems, loss of appetite, headaches and neck pain, lower back pain or other long-lasting pain.
- When we are stressed, difficult feelings can appear. These include all sorts of difficult emotions such as fear, anger, sadness, guilt or shame.
- We can also have difficult or painful thoughts. This can include thinking about the past, worries about the future, blaming yourself or others or thinking too much.
- Unfortunately, problems can occur if we become hooked by these thoughts and feelings.
- When something is ‘on the hook’, it cannot get away. The hook traps it.
- In much the same way, we can easily become ‘hooked’ by our own difficult thoughts, feelings or unpleasant physical feelings. When these things appear, they can easily ‘hook us’ and pull us away from our life and the things that are important to us.

Ask: Have you ever been so distracted or troubled by remembering painful events from the past or worrying about the future that you were not fully aware of what was happening around you? Not fully connected with your friends or family or the people around you? Not concentrated on what you were doing?

- Discuss responses using active listening skills.

Explain after discussion:

Of course, it is not just memories or fears about the future that can hook us. Often when we are stressed, harsh, judgemental thoughts about other people or ourselves could also appear – especially thoughts that we are weak or stupid or damaged or not good enough in some way. And these thoughts can easily hook us. And when that happens, we can easily forget to treat ourselves and others in a kind and caring way.

Ask: Do you ever notice this? What kind of behaviour do you notice in yourself? In what way do you forget to be caring to yourself or others?

- Discuss responses using active listening skills.

Explain after discussion:

When we become hooked by difficult thoughts and feelings, our behaviour changes. We often start saying and doing things that make our lives worse. For example, we might get into fights and arguments or withdraw and stay away from people we love.

When we behave in these ways, we are moving away from the sort of person we want to be.

Ask: What are some things you tend to do when you are stressed? Do these things tend to move you away from the person you want to be?

- Discuss responses using active listening skills.

Explain after discussion:

In this module we will focus on reducing the impact of difficult thoughts and feelings, so that they do not drag us away from the person we want to be and the life we want to live. Since our intervention is working with the family, we might talk about how we can create the best family environment possible, but we do not need to focus only on how we are inside the family.

B. Introduce the idea of Emotional Storms (Adapted from SH+^{iv})**Explain:**

- We can also refer to something we discussed in the family sessions: dangerous weather zones and storms. When we are stressed, difficult thoughts and feelings usually appear. They are a natural part of any type of stress. But when a lot of difficult thoughts and feelings appear all at once, they can overpower us and we can get lost in them. We can think of this as an ‘emotional storm’.
- We might feel sadness, grief, anger, fear, worry, guilt, shame or regret. Some emotional storms are so big they contain all of these things.
- Sometimes we feel emotional storms in our bodies. We might notice our heart beating fast, our mouth feeling dry or a tight feeling in our stomach (belly) or in our chest.
- Real storms can be very powerful. And if we are in one, it can knock us around; it can push us or pull us all over the place.
- Emotional storms are similar. They can be very powerful, and when we get hooked by one and pulled into it, we often start to do things we really do not want to do, like a vicious cycle/vortex.
- For example, some people become very inactive when they are hooked by emotional storms. You may think of the saying ‘When you are stuck in your problems, it is like a vicious cycle. You feel like you do not have any kind of power, strength or energy’ (translated from Arabic proverb – adapt according to culture, language and context of use). Other people start to withdraw from the people around them. Other people become aggressive or critical of others.

Ask: What do you tend to say or do when you are lost in an emotional storm that moves you away from behaving like the sort of person you want to be?

- Discuss responses using active listening skills.

Explain: So what can we do when emotional storms appear? How can we unhook ourselves? That is what we will talk about in this module.

C. Get the story (understand the challenges) (Adapted from Tuko Pamoja^v)

Goal: Understand the caregiver's concerns and symptoms

Link back to **Worksheet 6: Stop, Think, Go** from Core Module.

Explain: We are going to use the same Stop, Think, Go strategy that we used in the family module for working through challenges with difficult thoughts and feelings.

Ask: What is the first step?

Explain: The first step is Stop. We need to try to identify the problem and understand it a little more.

Ask: What are your main concerns about the way that you have been feeling lately?

- Discuss responses using active listening skills.

Explain: When people are experiencing difficult times, they can have feelings like thinking too much, feeling scared or anxious, sad or very low. What kind of feelings do you tend to have?

Ask:

- How long have you been having these problems?
- How is this impacting your life day to day?
- How does it impact how others relate to you?
- What do you think is causing this stress?
- Discuss responses using active listening skills (rephrasing, reflection, validation).

D. Rating question (assess the severity of the problem)

Goal: Assess how bad the problem is in order to track progress.

Ask: On a scale of 1 to 10, how bad are these problems right now? (1 is the worst; 10 is the best)

Use **Advanced Module: Managing Difficult Thoughts and Feelings Worksheet 2: Rating Scale**



Facilitator note:



If participants are not familiar with this kind of scale, a visual can be used and an explanation given. If participants give a rating in the middle of the scale, the facilitator could say 'You have given a rating of _____. Are you OK with being at this level for now or is this something you would like to work on to change?'

E. Assessment of suicide (Adapted from Tuko Pamoja^v)

Ask: Sometimes when people are feeling really bad and things feel very difficult, people might start to feel hopeless and they might think about hurting themselves or even ending their life. Have you ever felt like this?

If they say NO,

Say: I am glad you are not feeling this way. Please let me know if you start thinking about this in the future, because it is important for us to speak about it and see how we can help.

GO TO SECTION F: Explore exceptions!

If they say YES,

Say: Thank you for sharing that with me. If it is OK with you, I would like to ask a few more questions about this.

Ask:

- Right now, do you have thoughts that you want to end your life?
- When was the last time you had this thought?
- Have you tried to end your life or hurt yourself in the past?
- Is this something that you plan to do?
If yes, have you thought about when and how you would do it?
- Have you talked with anyone else about this?

Empathise and normalise these feelings, being sure to let people know that a person experiencing suicidal risk is not weak or crazy. These thoughts and feelings are common, and talking about it can help.

If they said they thought that they wanted to die in the past month or plan to end their life, make a Safety and Coping Plan, including any immediate referrals for evaluation or crisis intervention. This must be done at the end of the meeting BEFORE you leave the session (even if not finished with all of the steps). If there is acute distress at this point in the session, you might choose to develop the plan first (see **appendix for advanced modules** 🖐️). Otherwise, explain the following:

Explain:

‘I am very glad that you told me about these thoughts and plans. I have to reassure you that having these thoughts and feelings is quite common and many people have these from time to time. It is very difficult to be feeling this way, and it is also often hard to talk to others about it. The important thing to remember is that this does not mean there is anything wrong with you. Speaking about these thoughts and feelings with someone is the most important step to get support and develop a plan to overcome them. Before I leave today, I would like to help you make a plan for when you have these thoughts and feelings that can keep you safe in moments when you feel that way. I am hopeful that some of the skills we will talk about now will be helpful with your thoughts about hurting yourself or ending your life. So let’s keep talking about those and we will stop with 10 minutes left in the session to talk about a plan, OK?’

(See the **Appendix for advanced modules** 🖐️ for detailed guidance on developing a Safety and Coping Plan and ensuring adequate referrals.)

NOTE: If the participant is distressed when talking about suicidal thoughts and this seems to be the main focus of their concern, you can fill out the Safety and Coping Plan here instead.

Make sure to have documents available.

F. Explore exceptions

Goal: Assess how the person lives when they are not struggling with these problems.

Explain: It can be helpful to think about times when we are struggling less with these problems.

Ask:

- Are there times when these problems with thoughts and feelings impact you less, even when there are still external stressors in your life?
- What are those times?
- How do you act in those times?
- Discuss responses using active listening skills.

Explain: Now I would like you to imagine life if your concerns about your difficult feelings and thoughts problems were solved. (**Facilitator note:** This refers to solving challenges with thoughts and feelings rather than external factors.)

Ask:

- How would you act?
- How would you react during difficult situations?
- Discuss responses using active listening skills.

Explain: In these sessions we will be working on finding ways to create more of these situations where the problems have less impact on how you are acting.


3. THINK! Applying some strategies we can use

 45 min

Explain: Now that we have a clear idea of one of the main challenges, we are going to THINK through some ideas and learn some techniques that may be useful.

NOTE: If at any point you are running out of time in the session, you can skip the remaining strategies of A, B or C and jump to step 4 of this session. The remaining strategies can be covered in the next session.

A. Identifying thoughts and feelings – (Adapted from SH+^v)

 15 min

Explain:

- First, we want to think more about what exactly are the ‘thoughts and feelings’ that are hooking us. Identifying them clearly will help us figure out how to manage them.
- Often when we are stressed and hooked up in our thoughts and feelings we get overwhelmed and we do not pay attention to what is going on in our hearts, bodies and minds. Think of the saying ‘You feel like the one who has been hit on their head’ (when someone does not understand what is going on or is confused – based on an Arabic proverb – adapt to culture, language and context of use)
- It is difficult to find joy in these times.
- One thing we can do is try to notice more about our thoughts and feelings when we are stressed.

Ask: When you are sad or angry or guilty or ashamed about the past, what do you think about?

- Discuss responses using active listening skills.

Explain: Most of us think about what happened and how difficult it was. Some people might think about things they have done wrong or have thoughts about things not being fair. What about for you?

Ask: When you are afraid of the future, what do you think about?

- Discuss responses using active listening skills.

Explain: Most of us think about bad things that might happen and how difficult life would be if those things actually were to happen. Or we might be so focused on a change we are hoping for in the future that it is hard to manage our life in the present moment.

Ask: When you are stressed about events that are happening at the moment, like challenges with children or our partner, living situation or finances, what do you tend to think about?

- Discuss responses using active listening skills.

Explain: Many of us think back to the past or forward to the future. Or we become overwhelmed with strong and difficult feelings.

Explain:

- Also, when we are sad or angry or scared or guilty or lonely or ashamed, most of us have physical feelings in the body. Sometimes we can notice these before we notice the emotion we are feeling. Sometimes we only notice these feelings and are not sure what the emotion is. For example, when afraid, many people feel tightness or pressure or heaviness in the chest, or a racing heart, or knots or churning in the stomach (belly), or sweaty hands, or trembling legs.
- To give you an example, when I am stressed my jaws feel tight and my forehead aches, my heart beats very fast, my belly hurts and I have thoughts like 'I cannot do this' or 'I am in danger'. But when I am happy – for example, when I am having a good time with my close friends or family – my body feels light and I have thoughts like, 'I am having a good time right now' or 'I love these people.'



Provide participants with **Advanced Module: Managing Difficult Thoughts and Feelings**

Worksheet 3: Body Map

- Here we have a drawing of a person. Draw or mark on the body in all the places you often have difficult physical feelings, especially when you feel stressed. Maybe some of these feelings are present right now. For example, when you are stressed you might have pain in your head, shoulders, back or stomach (belly), or you might feel tension or other uncomfortable physical feelings somewhere else. For example, if my head hurts when I am stressed, I would circle this area on the picture. Or if I had tension in my stomach when stressed, I would circle this area or draw in what that tension feels like.


- Here we have a 'thought cloud'. Our thoughts consist of words and pictures. Our thoughts include our memories and things we say to ourselves. So inside the thought cloud, draw or write any difficult thoughts that tend to appear when you feel stressed. Maybe some of these thoughts are present right now. Include painful memories, worries about the future, worries about health or finances and any other difficult thoughts. If you cannot write, or do not want to, just draw something that represents these painful thoughts for you.

If a participant has trouble distinguishing thoughts from speech:

- If we talk about things that happened to others, the words we use to do that are called 'speech'. And if we write this on paper, the words we use to do that are called 'text' or 'writing'. But when we do not say it out loud or write it down – if we keep it to ourselves – those words we use for thinking are called 'thoughts'.
- Thoughts can also be pictures. For example, when we are sad or angry or guilty or ashamed about the past, often painful memories appear. These are like pictures; we can 'see' the events happening

or we can 'see' the faces of the people, a bit like watching a movie or looking at a photograph or drawing. Many of us also imagine the future this way. Pictures of future events appear and we can 'see' unpleasant, difficult or scary things happening.

B. Noticing when we try strategies that do not work in the long run

 10 min

(Adapted from SH+^v)

Can we get rid of difficult thoughts and feelings?

Explain:

Now you have probably been wondering how you can get rid of these difficult thoughts and feelings; how you can forget these painful thoughts about the past.

Ask: What are some things that people do to try to make difficult thoughts and feelings go away?

Explain if needed:

- For example, some people might try to make painful memories go away by...
 - ... trying not to think about what happened
 - ... avoiding people or places
 - ... staying alone
 - ... smoking too much
 - ... shouting at their children or avoiding them
 - ... taking pills not prescribed by a doctor or using alcohol to try to feel better, forget, or feel numb
- There are many ways to try to get rid of difficult thoughts and feelings.

Ask: Have you done any of the above things, or other things?

- Discuss responses using active listening skills.

Explain: Many of these methods work in the short term. For a short time, they do make the thoughts and feelings go away or make you feel better.

Ask: Which of these methods make you feel better in the short term?

- Discuss responses using active listening skills.

Ask: But do any of these methods get rid of your difficult thoughts and feelings in the long term?

- Discuss responses using active listening skills.

Explain:

- Help the participant to notice that they might disappear for a little while, but they soon come back again – often stronger than before.
- And the problem is that many of these methods make your life even worse in the long term. Some of these methods pull you away from your values; they pull you away from behaving like the person you want to be.


Ask: Do you think you would be interested in trying something else to see if it helps more in the long run?

Explain:

- For example, think about someone who takes pills not prescribed by a doctor to deal with difficult thoughts and feelings. Now it is true that taking these pills might cause those difficult thoughts and feelings to go away for a little while. But it does nothing to change them in the long term, and regular use can often create a whole new set of problems, making the situation even worse.

- Or think about someone who tries to get rid of difficult thoughts and feelings by staying inside alone. This might feel good for a while, but doing it too much can lead to other problems, like losing important friendships, not being able to support the family or feeling worse.
- Naturally, most of us would like it if we could just get rid of our difficult thoughts and feelings. And so it is understandable that we try different ways to make them go away. But difficult thoughts and feelings do not work that way. And often the more we try to get rid of them, the stronger they become. They hook us even more.
- The good news is that there is another way. Instead of trying to get rid of difficult thoughts and feelings, we can learn how to unhook from them and to engage with the world around us.
- When we unhook from difficult thoughts and feelings, they do not disappear. They are still there. They are a part of us. But they do not control us, and they do not overpower us.

C. Trying to Unhook from thoughts and feelings

 20 min

Introduce:

- We will now do an exercise to help you better understand what we mean by unhooking and how unhooking can help you.
- This exercise might seem a bit strange or funny at first, but it shows us how easy it is to be lost in our thoughts. And when this happens, how that can interfere with our ability to see life clearly.



Hands as Thoughts and Feelings exercise

Encourage participants to get comfortable and settled in their seat before beginning.

Experiential exercise (Adapted from SH+iv):

1. Imagine that your hands are your thoughts and feelings.
2. Now put your hands together and hold them palms upwards, as if they were the pages of an open book.
3. Now imagine that out in front of you – at the front of this space – is everything that matters: all the people you care about – your family, friends, neighbours, community – and all the activities you care about – singing, praying, sharing a meal, playing a game or taking care of your children.
4. Also in front of you are all the important things you need to do to make your life as good as it can possibly be in your current situation.
5. Also in front of you are all your problems, difficulties and challenges.
6. Now we will see what happens when we get 'hooked' by our thoughts and feelings.
7. Keep your hands together, like the pages of a book, and slowly, very slowly, lift them closer and closer towards your face until they are covering your eyes.
8. Now keep them there, over your eyes.
9. This is what it is like to get hooked by your thoughts and feelings.
10. Keep your hands there, covering your eyes, and notice:
11. How much are you missing?
12. If someone you love were in front of you right now, how hard would it be to give them your full attention?
13. How difficult is it to take action, to do the things that make your life work?
14. This is what we mean when we say 'hooked'. These thoughts and feelings have 'hooked' you, pulled you out of your life, pulled you away from the things that matter to you.
15. Now slowly 'unhook' yourself from your thoughts and feelings. Very, very slowly, move your hands away from your face and ever so slowly lower them, until they are resting on your lap.

16. Let your hands rest there and notice:
17. What is your view of where we are sitting right now?
18. How much easier is it to engage and connect?
19. Now move your arms and hands: shake your hands, wave your arms. How much easier is it now to do the things that are meaningful for you, support someone you love or be friendly with your neighbour?
20. And notice your hands have not disappeared. They are still there. They are always with you. They are a part of you. So if you can use them, do so. And if not, just let them rest there in your lap.

Ask:

How was this exercise for you?

How do you think this relates to your thought and feelings?

- Discuss responses using active listening skills.

Explain:

- Now as it is with our hands, so it is with our thoughts and feelings. When we unhook from them, they do not disappear. They are still there. They are a part of us. When we live in difficult circumstances, it is common for difficult thoughts and feelings to come up often. But how much easier is it to focus on what's important to us when we can unhook from these difficult thoughts and feelings and not let them overtake us?
- And after we have unhooked, if we can make good use of the thoughts and feelings, we will do so. Despite being difficult, our thoughts and feelings can give us valuable information. They can remind us of what we care about and what is important to us, and where we need to take action. And if we cannot make use of them, we just let them sit there, like resting your hands in your lap.
- So this is what we mean by 'unhooking'. The difficult thoughts and feelings are still there, but they no longer 'hook' you and pull you into moving away from your values, moving away from being the sort of person you want to be.
- Explain: This exercise was to help demonstrate how things can be with our thoughts and feelings. You may like to think back to this metaphor if you feel you are hooked with difficult thoughts and feelings, to remember the importance of doing something to unhook.

Noticing and Naming Exercise (Adapted from SH⁺ⁱⁱ)**Explain:**

- Difficult thoughts and feelings are completely natural in stressful situations. In fact, they often appear even when we are not stressed. But they appear a lot more when we are stressed. And this makes life difficult.
- So we will look at some simple ways to help unhook from these thoughts and feelings.
- It may seem a bit strange, but often simply noticing that these thoughts and feelings are present and recognizing them for what they are – just thoughts or just feelings – will help us unhook a little.
- Noticing and naming our difficult thoughts and feelings tends to take away their power and lessen the burden they create.
- Noticing and naming also gives us the chance to take a step back and make choices about how we want to respond.
- Remember how we talked about Stepping Back from Thoughts in the family sessions? This skill is an extra step we can take to unhook and allow us to step back from particularly challenging thoughts.

Ask: We will practise this right now. Is there a difficult thought or feeling hooking you right now?

Explain, if needed:

Maybe you are having thoughts about this session. Maybe something happened recently that is still bothering you. Maybe you are having thoughts about a recent argument with someone at work or in your family, such as 'she is so mean' or 'they do not appreciate me'. These are just examples. It is important to try not to pick your most difficult thought or feeling for this first practice, but see if there is some kind of difficult thought or feeling you can focus on so you can practise this skill.



Experiential exercise: Noticing Thoughts and Feelings

- To begin, take a moment to settle into your chair and bring your attention to the present moment. Take a breath and notice your breathing and feel your body in the chair.
- The first step is to notice these thoughts and feelings with curiosity. As if we have never seen anything like it before; as if we were a wise person, encountering something totally new, such as a new type of food, an unusual animal or a strange type of music from another culture.
- So choose a thought or feeling that is present right now, and notice it with curiosity. If it is a thought, is it words or pictures or both? If it is a feeling in your body, where exactly is it?
- Now silently say to yourself 'Here is a difficult feeling' or 'Here is a difficult thought.'
- Next silently say to yourself 'This difficult feeling or thought is natural. This happens to many people when they are stressed. It is difficult and I do not like it, but it is natural.'

Ask: How was this exercise for you?

- Discuss responses using active listening skills.

Explain if needed:

Some people find that saying what is happening to them helps to unhook a little, while others find it does not help at all. Whatever happened for you is absolutely fine. It is just one strategy, so it does not matter if you couldn't do it or if it was not helpful. Just notice what happened and continue.

Introduce the next exercise:

1. Another phrase we can use to help unhook ourselves is 'I am noticing'.
 - For example, we may silently say to ourselves, 'I am noticing a feeling of tightness in my chest' or 'I am noticing painful memories' or 'I am noticing a lot of fear and sadness'.
2. Once you have noticed and named the thought or feeling, you can then practise grounding by looking around and noticing what you can see and hear, touch, taste and smell, just as we practised with the taking a pause strategy.
3. Linking back to the hands exercise, often our thoughts can be right up in front of our eyes. Taking this step back and noticing our thoughts and feelings like this is kind of like moving our hands away from our eyes and observing them from a further distance (the facilitator can demonstrate).
 - So we will try all three steps now: notice a thought, name it, unhook and decide how to act.



Experiential exercise: Noticing and Naming

- To begin, take a moment to settle into your chair and turn your attention to the present moment. Take a breath and notice your breathing and feel your body in the chair.
- Before we start, I want you to take a pause.
- Let's pay attention to what is around us. What are three things you can see? (No need to tell me, just notice them). What sounds can you hear? What can you smell? Now, I would like you to rest your eyes softly on something in front of you that will not distract you, or if you like you can close your eyes. Now turn your attention to any physical feelings in your body. Notice where your feet touch the floor, your back and legs touch the chair or whatever you are sitting on, and notice any other feelings in your body. No need to change anything, we are just scanning our body and paying attention to any feelings we notice. (Pause)
- Next I want you to take a slow, deep breath. We are going to turn all of our attention towards our breath. So when you are ready, notice the breath as it enters your body – how it feels in your nose or mouth and how it fills your body. And then as you breathe out, notice how your body deflates and how it feels as it leaves your body again. (Pause)
- The first step is to turn your attention to your thoughts and feelings. Notice a thought or feeling with curiosity.
- Now name it: 'Here is a difficult thought I have' or 'Here is a difficult feeling I have'. Try to add words for the feeling or thought you are having.
- Now notice to yourself that you are noticing that feeling or thought: 'I am noticing this difficult feeling.'
- Now slow down. Take a breath, stretch, push your feet down.
- Now notice the world around you: What can you see and hear and smell and touch?
- Engage with the world. Here you are, in the here and now. Stretch your body and notice that you can choose how to move; you are able to take action.

Ask: How was that for you?

- Discuss responses using active listening skills.

Explain:

- You have probably noticed that every exercise finishes by connecting with the world around you: noticing what you can see, hear, touch, taste and smell.
- Doing this not only helps us unhook from our thoughts and feelings but also helps us to do things better and focus on what is happening in the moment. It can also improve our relationships with friends and family and neighbours and allow us to get more satisfaction out of what we do.

4. Closing



10 min

NOTE: If a safety plan is needed and was not filled out earlier, please take time to develop it now! (use **appendix for advanced modules 1**) 🖐️

GO!

Setting an action plan:

Now we come to the Go step in the Stop, Think, Go strategy – developing your action plan. Thinking about the skills we discussed today and those we covered before in family sessions, what do you think might be most helpful to you in managing the challenges we discussed?

Setting a specific goal:

Based on what you said would be helpful, let's set a specific goal – a small step for just this week. What is one thing you could do to manage the challenges you are facing this week?

When would you do this?

How will you remember?



Provide participants with **Advanced Module: Managing Difficult Thoughts and Feelings Worksheet 6: Session 1 Summary** to remind them of what was learned today.

Closing:

- Recap today's session and explain the purpose.
- Ask the participants for their impression of the session and how they think they can use the skills.
- Enquire if the participants have any questions or comments.
- Provide them with the session worksheet and the audio files.
- Set at-home practice tasks for this week and try out personal action plan (this can include the skills covered in the session, even if not all were discussed).
- Discuss the plan for next week.
- Confirm the day and time for the next session.




Session 2: Making room for my thoughts and feelings

Session objectives

1. Review the progress from the previous session.
2. Participants identify personal values and actions they can take to live more in line with these values.
3. Participants enhance their skills in making room for difficult thoughts and feelings.
4. Participants make a plan to maintain progress and prevent relapse.

1. Introduction


 15 min

- Welcome participants to the session.
- Ask them to share their impression of the previous session and state what they learned.
- Explain what will be covered this session: discussing personal values and actions they can take in line with these values, making space for difficult thoughts and being kind to ourselves.
- Review the at-home practice tasks – completing a personal action plan (GO!). This review is now the REFLECT step.
 - Problem solve any challenges.
 - Follow the Helpful Tips for At-Home Practice in **Appendix 1 from Core Module.** 
- Review how the challenge they are facing is going.

2. THINK: Applying some more strategies we can use

 50 min

A. Getting in touch with our values

 15 min

Introduction: Last session we talked about unhooking from our thoughts and feelings. So now we are going to address an important new question: What do we do after we have unhooked or grounded ourselves?

To answer this, first we need to get in touch with our values. Second we use our values to guide our actions.

Explain:

- We talked about this in the family sessions, in the trunk of the tree, because we know that when we are experiencing a lot of difficult thoughts and feelings, they can seem to move us away from our values. We have been trying to learn ways to unhook ourselves from difficult emotions and thoughts and ground ourselves during emotional storms so that we can take actions that are aligned with our values. To live by our values; to be the sort of person we want to be.
- So even if we are extremely stressed and having a very difficult time, we can still choose to be the sort of person we want to be.
- We know that it can seem like it is very hard to live in line with our values when we are in very difficult circumstances, when our lives are not working out how we planned. For example, being displaced from our home, being restricted in what we can do, lack of access to education for our children or health problems. We are not trying to minimise these problems – these are very significant challenges facing many people here. But I am going to ask you today to think about whether there are things you CAN do, despite the challenges.

Ask: So to start identifying your own values, I would like to ask you these questions:

- What is really important to you?
- What sort of person do you want to be?
- What sort of relationships do you want to build?
- If you were not struggling with your difficult thoughts and feelings, what would you channel your time and energy into doing?
- Discuss responses using active listening skills.



Discuss: Encourage participants to develop list of three or four main values for themselves.

Use example list in **Advanced Module: Managing Difficult thoughts and Feelings Worksheet 4: Values** and encourage families to add their own values there.

Explain: It is very important to remember that your values go two ways – towards yourself and towards others. So if, for example, your values are to be kind and caring, or non-judgemental and respectful, the aim is to live those values towards yourself as well as towards others.

Explain: It is also important to remember that values are not fixed. They can change over time, depending on our situation and experiences.

Remember: If you do not care for yourself, it will be difficult to take care of others. When you do care for yourself, you improve your health and wellbeing, which gives you more energy to care for the people who matter to you.

B. Acting in line with our values



15 min

Introduction: So now that we know our values, the next challenge is HOW to start acting according to them. Actions are the things we do with our arms and hands and our legs and feet. Actions are also the words we say and the way that we speak. For example, maybe my value is to be a caring parent. The actions that I might do in line with this value could be to make time to speak to my children each day.

Ask: Take a moment to think: What would you do differently in the next week if you were living according to your values instead of being hooked by thoughts and feelings?

- Discuss responses using active listening skills.



Facilitator note:

Participants can close their eyes to imagine this. Pause and allow sufficient time.

Discuss:

- Encourage participants to pick one value and think about ways that they might be able to act according to those values in the coming week.
- Encourage participant to think about specific important relationships where they could apply this during this week, as well as specific actions they could take. Ensure these actions are feasible and achievable.

Ask:

- What would be the benefits of taking these actions?
- What might be the downsides?
- Would you like to try this?
- How motivated are you to try this?
- What might be challenging?
- How would you overcome the challenges?

Discuss responses using active listening skills.

Explain:

- Even TINY steps are important and meaningful, all the more so if larger steps just are not possible right now.
- As long as you are acting according to your values, you are doing something meaningful. It might seem that you are doing very little, but think of the sayings 'A giant tree grows from a tiny seed', 'Straw by straw the bird builds its nest', and 'A journey of 1,000 miles begins with one step'. So every little action you take that is guided by your values is a step towards a richer, more meaningful life.

**Facilitator note: examples**

'Suppose your important values are to be kind and responsible, and you have chosen your child as an important relationship you are focusing on for this exercise. A small step, for example, might be playing with your child for five minutes every day. Or teaching your child something important for five minutes every day.'

'Suppose your values are being grateful and friendly, and you chose your friend as the person for this exercise. A small step might be to greet your friend warmly, or to express your gratitude for the help your friend has given to you over the years.'

Making an action plan:

- Encourage participant to make a clear action plan for taking action in line with their values this coming week.
- Encourage them to specify details, including when, with whom and how.

Explain:

- I want to let you know that many people notice difficult thoughts and feelings appear when they do this exercise. Feelings of fear. Doubts about whether it is possible. Thoughts about failing or why you cannot do it, or why there is no point.
- If this happens to you, see if you can use the skills you have learnt: notice, name and unhook from your difficult thoughts and feelings and continue the exercise.

- Many people find that difficult thoughts and feelings appear when they do that exercise. If this happened to you, it is important to recognise that you can still act according to your values even when these thoughts and feelings are present. You do not have to wait for them to disappear.
- You can unhook yourself and still commit to acting according to your values.



Facilitator note. Example:

‘Are thoughts appearing about why you cannot or should not do these activities? If so, try to unhook from those thoughts by noticing and naming them. Silently say to yourself ‘I am noticing the thought that I cannot do this’, then ground yourself. Push your feet hard into the floor, straighten your back, notice what you can see and hear and engage fully with the world around you.’

Alternatively, you can ask the participants what seems to work for them to unhook.

C. Making room for difficult feelings



25 min

Explain (Adapted from SH+ⁱⁱ)

- So we have looked in detail at living according to our values and taking action. But what about accepting pain that cannot be changed? This often includes thoughts and feelings of grief, loss, anger, fear, sadness, shame, guilt and many others.
- Naturally, we do not like such pain and do not want it. But as we discussed earlier, the things we do to try to avoid or get rid of the pain usually pull us away from our values or make life worse, or both.
- There are many ways to try to get rid of difficult thoughts and feelings.
- For example, you might avoid important things, or stay in bed, or use a pill or other substance not prescribed by a doctor, to change how you feel.
- And many of these methods work in the short term. For a short time, they do make the thoughts and feelings go away or make you feel better.
- But none of these methods gets rid of difficult thoughts and feelings in the long term. They might disappear for a little while, but they soon come back again – often stronger than before.
- And the problem is that many of these methods make your life even worse in the long term. Many of these methods pull you away from your values; they pull you away from behaving like the person you want to be.
- So we will explore a new way of responding to this pain.
- We invite you to do an exercise that will help explain this new way of responding to your pain.
- This exercise shows us how pushing away our pain drains our energy and makes it hard for us to do the things that matter.
- It also shows us how when we cease struggling with pain, stop fighting it, stop pushing it away, we usually experience a sense of relief.
- The exercise might seem a little strange at first, and remember that you do not have to do it if you do not want to. However, we hope you do try it, because it helps most people really understand this new way of responding to pain.



Note: Give everyone a piece of paper.



Experiential exercise: Pushing Paper (Adapted from SH+^{iv})

Encourage participants to get comfortable and settled in their seat before beginning.

1. Imagine this paper is all your difficult or painful thoughts and feelings.
2. Hold it tightly with both hands.
3. Imagine in front of you is everything that matters: the people and activities you love. And also all your problems and challenges, and all the important things you need to do.
4. Now, if this paper was all your difficult thoughts and feelings, what would you want to do with it?
5. Probably you would want to push it away from you, right?
6. OK, so tightly holding the paper with both hands, push it away from you as hard as possible. As you do this, imagine the paper is all your difficult thoughts and feelings and you are trying hard to make them go away.
7. Keep pushing, hard. Straighten your elbows. Push your thoughts and feelings as far away as possible.
8. As you keep doing this, notice three things: This action is very tiring, right?
9. This action is also very distracting. How difficult is it to fully engage or connect with the people and activities that matter to you? How difficult is it to stay focused, to keep your attention on the things you need to do?
10. How difficult is it to act according to your values while doing this? How difficult is it to do the things that make your life work, like look after your family, do your daily tasks, cook or talk to friends?
11. Now rest the paper on your lap.
12. How much less effort is that? You might notice you do not want it to be there, but see if you can just let it be there, even if you do not like it.
13. How much easier is it to engage and connect, stay focused, keep your attention on the things you need to do?
14. Move your arms and hands around. How much easier is it now to act according to your values? To do the things that make your life work, like look after your family, do your daily tasks, cook or talk to friends? How much easier is it while you are not trying to push away all your difficult thoughts and feelings?
15. Notice your difficult thoughts and feelings have not disappeared. They are still with you. But you now have a new way of responding to them, so they do not hold you back or stop you from engaging in your life.
16. And if there is something useful you can do with your difficult thoughts and feelings, use them. After all, our thoughts and feelings often give us useful information. They can remind us what is important and where we need to take action. And if there is nothing useful we can do with them, we can just let them sit there.
17. In other words, we stop fighting with these difficult thoughts and feelings. Instead, we open ourselves up and make space for them. We allow them to be present. We do not become hooked by them, nor do we struggle with them. We simply allow them to exist.
18. And why do we do this? So we can act according to our values and focus more effectively on our tasks, connect with the people we love and engage more fully in life.

Ask: How did you find the exercise?

- Discuss responses using active listening skills.

Explain if needed:

- Trying hard to push away your pain usually just creates even more pain in the long term.
- We usually experience a sense of relief when we stop struggling with pain, stop fighting it and stop pushing it away.
- We usually find it is easier to engage in life, focus, take action and do what matters when we stop trying to push away our pain – and we have a lot more energy as well.

Introduce:

- Making room for our difficult thoughts and feelings instead of fighting with them requires three simple steps: noticing, naming and making room.
 - You already know the first two steps – noticing and naming. These are your ‘unhooking’ skills.
- For the third step, making room, it is useful to think about the sky and the weather. No matter how bad the weather – the largest of storms, the most powerful of winds, freezing cold or intense heat – the sky has room for it, and the sky is not damaged by it. Sooner or later, the weather always changes. Our thoughts and feelings are like the weather, continually changing, from moment to moment. Even though we may have very difficult and painful experiences, we can try to be like the sky, and make room for even the worst weather, knowing that it will pass. Even if our thoughts and feelings are very hard, we can try to remember that just like the sky; we are not damaged by them.



Use **Advanced Module: Managing Difficult Thoughts and Feelings: Worksheet 5: The Sky and the Weather** to illustrate this.

**Experiential exercise: Notice it, Name it and Make room for it (Adapted from SH+)**

Encourage participants to get comfortable and settled in their seat before beginning.

1. First, imagine yourself dealing with a difficult situation or problem,
2. Now notice with curiosity the thoughts and feelings that appear.
3. Perhaps painful physical feelings arise in your chest or abdomen or head. Perhaps painful emotions like anger, sadness, fear or guilt appear.
4. Notice, with the curiosity of a wise person, what arises.
5. And as you notice these thoughts and feelings arise, choose one that really bothers you. And then silently name it. Silently say to yourself ‘I am noticing a difficult feeling in my chest’ or ‘I am noticing a thought that this will not work’.
6. Now imagine that these difficult feelings and thoughts are like the weather and you are like the sky. Your aim now is to open yourself up and make room for them – to let them come and stay and go in their own good time – to let them move through you, just as the weather moves through the sky.
7. So choose a thought or feeling that is here right now and observe it with great curiosity.
8. And as you observe the thought or feeling, breathe out slowly, emptying your lungs completely. Now pause for a count of three, before very slowly breathing in again. And as you breathe in again, imagine that your breath flows into and around your painful thought or feeling.
9. It is as if you somehow open yourself up and make space for it.
10. However you understand this image or imagine this idea is fine. There is no right or wrong way to do it.
11. The idea is simply to breathe slowly and empty your lungs fully, and as you do, get a sense of making space for your pain; a sense of opening yourself up and making room for these difficult thoughts and feelings.
12. See if you can allow them to be present, even though you do not like them or want them. Much like the sky can hold difficult weather, you too can hold these difficult thoughts and feelings.
13. See if you can stop fighting this pain and just let it be.

Ask:

How did you find the exercise?

What was the difference between this exercise where you made room for painful thoughts and feelings compared to the pushing paper exercise where you pushed them away?

- Discuss responses using active listening skills.

Remind participants:

- Some people might find this exercise quite difficult. This is natural, as it is a new skill. Like any new skill, some people find it easier than others. It also takes practice.
- You might try practicing the steps as much as you can: notice it, name it, open yourself up and make room for it and treat yourself kindly.

3. Maintenance/relapse prevention (drawn from PM^{iv})

10 min

A. Setting an action plan – GO!

Ask: Which strategies did you find useful and which did you find not so useful? (Facilitate a discussion.) Which strategies covered today and last session would you like to use in your personal action plan?




- Set at-home practice tasks.

B. Progress review

- Review: the original challenge discussed and highlight the progress made.
- Use active listening: rephrasing, reflection, validation.
- Congratulate participants for their efforts and achievements.

C. Planning for the future

- Explain the importance of practising strategies even when participants are not having problems in order to maintain progress. For example, practicing Taking a Pause regularly will help strengthen this skill so that they are better able to use it in stressful situations.
- Discuss potential future stressors or problems participants might face. This could be external stressors that will cause difficult thoughts and feelings, or it could be internal thoughts and feelings that they expect to worsen at times.
- Help participants identify which strategies they could use for each potential future stressor they might face.
- Discuss: How will you remember to practice strategies?
- Discuss: How can you access support?
 - Go back to the social support covered in Transition Session; add anything additional.
 - Discuss referral options available in their area using the referral list in the **Appendix 8 from Core Module.** 

4. Closing



5 min



Provide participants with **Advanced Module: Managing Difficult Thoughts and Feelings. Worksheet 7: Session 2 Summary** to remind them of what was learnt today.

- Address any outstanding concerns.
- Decide whether additional sessions are needed (up to four sessions for this module).
- If any other needs have not yet been met, help participants understand how to contact other organisations for further services.
- Graduation: Congratulate caregivers and provide a certificate for each participating caregiver with their name on it.



Note: You can offer more sessions if more time is needed to work through these strategies – either because they were not covered fully in two sessions or because more time is needed to implement them and see progress.

Endnote References

- i © WHO, 2016, all rights reserved. World Health Organization. Problem Management Plus (PM+): Individual psychological help for adults impaired by distress in communities exposed to adversity. (Generic field-trial version 1.1). Geneva, WHO, 2018.
- ii Self Help Plus (SH+): a group-based stress management course for adults. Generic field-trial version 1.0, 2021. Geneva: World Health Organization; 2021 (Series on low-intensity psychological interventions, No. 5). Licence: CC BY-NC-SA 3.0 IGO
- iii Lee, C., Schojan, M., Myo, K., Doe, G. H., San, L. H., & Bass, J. (2022). Implementation of a Community-Based Psychosocial Support Focal Point Response for Internally Displaced Persons in Myanmar During COVID-19. *Frontiers in Public Health*, 505.

Bogdanov, S., Augustinavicius, J., Bass, J. K., Metz, K., Skavenski, S., Singh, N. S., ... & Bolton, P. (2021). A randomized-controlled trial of community-based transdiagnostic psychotherapy for veterans and internally displaced persons in Ukraine. *Global Mental Health*, 8.
- iv Adapted with permission from the draft WHO SH+ Manual (© WHO, 2021, all rights reserved) Self Help Plus (SH+): a group-based stress management course for adults. Generic field-trial version 1.0, 2021. Geneva: World Health Organization; 2021 (Series on low-intensity psychological interventions, No. 5). Licence: CC BY-NC-SA 3.0 IGO; and Doing what matters in times of stress: an illustrated guide. Geneva: World Health Organization; 2020. Licence: CC BY-NC-SA 3.0 IGO
- v Tuko Pamoja ("We Are Together") family intervention. For more information, see: Puffer...Ayuku et al. (2021): Puffer, E. S., Friis-Healy, E. A., Giusto, A., Stafford, S., & Ayuku, D. (2021). Development and implementation of a family therapy intervention in Kenya: A community-embedded lay provider model. *Global Social Welfare*, 8(1), 11-28. and <https://sites.globalhealth.duke.edu/evepuffer/tuko-pamoja-family-kenya/>
- vi Stop, Think, Go strategy is Adapted with permission from the draft WHO Early Adolescent Skills for Emotions manual (© WHO, 2019, all rights reserved)
- vii © WHO, 2016, all rights reserved). Reference: World Health Organization. Problem Management Plus (PM+): Individual psychological help for adults impaired by distress in communities exposed to adversity. (Generic field-trial version 1.1). Geneva, WHO, 2018.

Managing Difficult Thoughts and Feelings Module: Session Checklist and Notes

Session 1: Understanding my thoughts and feelings

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

	TICK HERE IF COMPLETED	Approximate time needed
1. Introduction		
A. Introduce the module		
B. Conduct brief Taking a Pause practice		
2. Psychoeducation and assessment		
A. Introduce the idea of stress and getting hooked		
B. Introduce the idea of Emotional Storms		
C. Get the story (understand the challenges)		
D. Rating question (assess the severity of the problem)		
E. Assessment of suicide		
F. Explore exceptions		
3. THINK! Applying some strategies we can use		
A. Identifying thoughts and feelings		
B. Noticing when we try strategies that do not work in the long run		
C. Trying to unhook from thoughts and feelings		
• Hands as Thoughts and Feelings exercise		
• Noticing and Naming exercise		
4. Closing		
• Setting an action plan		
• Setting a specific goal		

SESSION 1 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

Managing Difficult Thoughts and Feelings Module: Session Checklist and Notes

Session 2: Making room for my thoughts and feelings

Date	
Family participant number	
Number of family members attending	
Number of people absent and why (mention their role: father, mother, child)	
Time session started	
Time family part ended	
Time session ended	

CHECKLIST

	TICK HERE IF COMPLETED	Approximate time needed
1. Introduction		
2. THINK! Applying some more strategies we can use		
A. Getting in touch with our values		
B. Acting in line with our values		
C. Making room for difficult feelings <ul style="list-style-type: none"> • Pushing Paper exercise • Notice it, name it and make room for it exercise 		
3. Maintenance/relapse prevention		
A. Setting an action plan - GO!		
B. Progress review		
C. Planning for the future		
4. Closing		

SESSION 2 NOTES

NOTES ON KEY ASPECTS OF FAMILY FUNCTIONING (individual family members, family relationships, main challenges they are facing, any significant events in this period, changes over time)

HOW WAS THE SESSION'S CONTENT?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

NOTES ON WHAT CHALLENGES/TOPICS THEY FOCUSED ON FOR MAIN ACTIVITIES

HOW DID THE AT-HOME PRACTICE GO?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

HOW WERE THE SESSION MANAGEMENT AND FAMILY DYNAMICS?

WHAT WENT WELL?

WHAT DID NOT GO WELL?

YOUR GOALS FOR NEXT SESSION

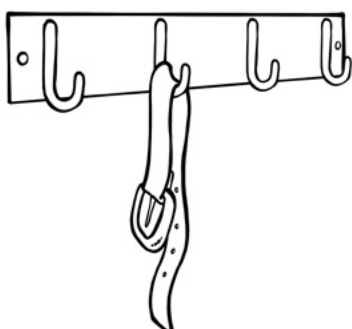


Worksheets

Managing
Difficult
Thoughts
and Feelings

Advanced Module: Managing Difficult Thoughts and Feelings

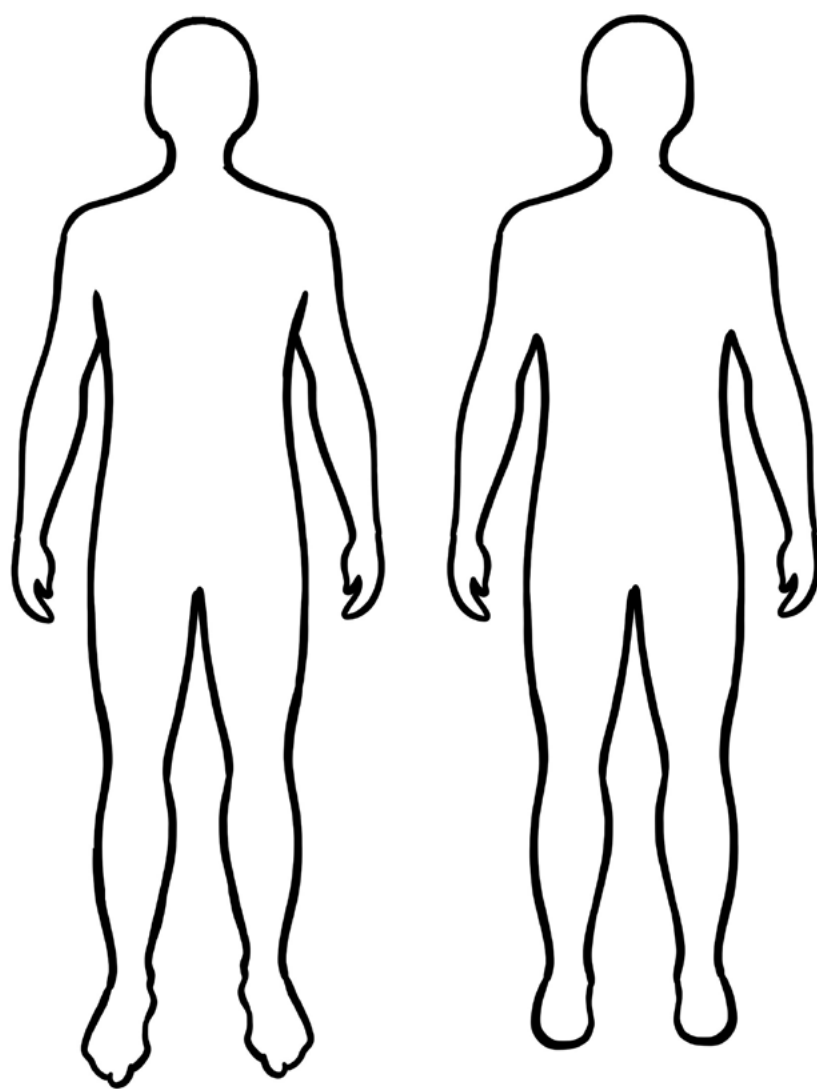
Worksheet 1: Getting Hooked



Worksheet 2: Rating Scale



Worksheet 3: Body Map

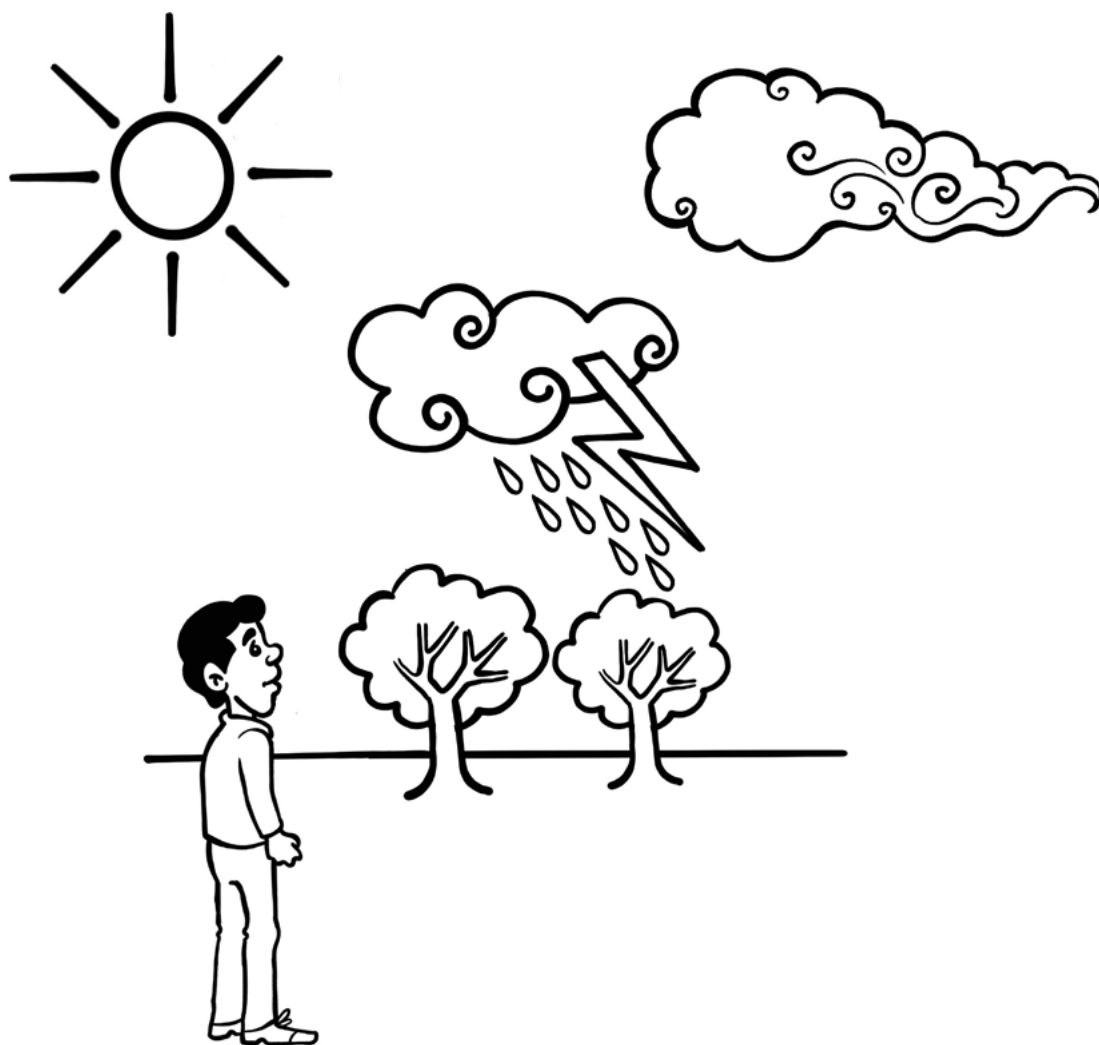


Worksheet 4: Values

To help you clarify your values, here is a list. These are not the 'right' ones or the 'best' ones – they are simply the common ones.

To be kind
To be caring
To be generous
To be supportive
To be helpful
To be patient
To be responsible
To be protective
To be non-judgemental
To be disciplined
To be hardworking
To be committed
To be brave
To be persistent
To be forgiving
To be grateful
To be loyal
To be respectable/honourable
To be respectful
To be trustworthy
To be fair/just
To be ...
To be ...

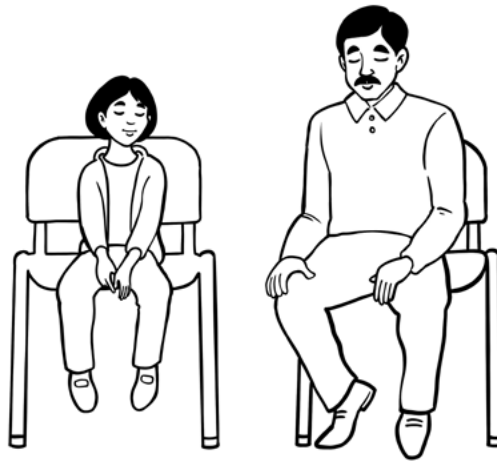
Worksheet 5: Sky and the Weather



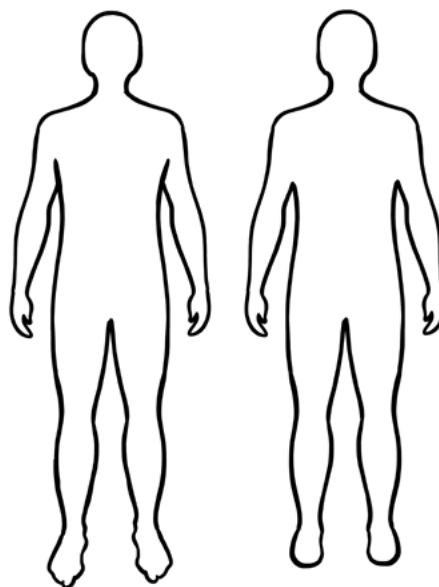
Worksheet 6: Session 1 Summary

Today we covered:

1. Taking a Pause



2. Identifying thoughts and feelings



3. Noticing strategies that do not work



4. Unhooking from thoughts: Noticing and naming



Worksheet 7: Session 2 Summary

Today we covered:

1. Getting in touch with our values



Towards Values

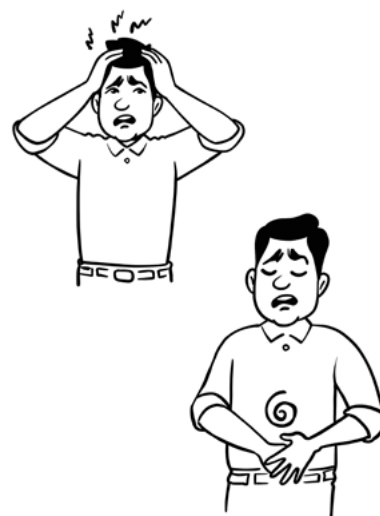
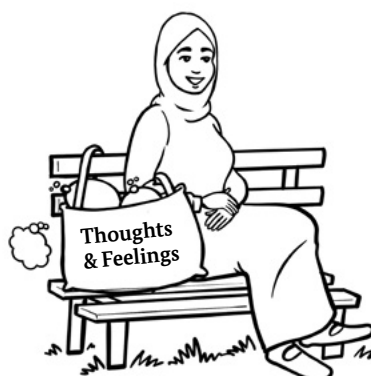
Away from Values



2. Acting in line with our values



3. Making room for difficult feelings: noticing, naming and making room





Appendices for Advanced Modules

Appendix:

Consent to Receive Services and Release Information – Mental Health and Psychosocial Support (MHPSS)

Please be aware that the Mental Health and Psychosocial Support (MHPSS) team will have to reveal confidential information in the following circumstances:

1. If you are a threat to yourself or to others (if you have attempted to commit or expressed an intent to commit suicide or have demonstrated (an intent to inflict) harmful behaviour towards others such as murder, recurrent physical harm/abuse in the house, sexual or emotional abuse).
2. If it is discovered that you have requested the service in order to avoid detention or legal consequences or to cover up a crime. If this is the case, the staff will also report you to the authorities according to the law of the country.
3. If you are under the legal age (18 years) and vulnerable to abuse.
4. If you are suspected of being a victim of abuse (physical, psychological/emotional or sexual).
5. If you file a complaint against a member of the intervention team, MHPSS or Case Management team, or a member of the MHPSS or Case Management team of the respective organisation files a complaint against you.

Patient name:

Name of person signing the form and their relation to the patient:

Signature:

I also agree to receive MHPSS services with War Child Holland and agree to commit to my appointments and to be referred to specialised mental health services as part of the MHPSS services plan.

Name:

Signature:

Date:

Risk Assessment for additional MHPSS needs

Using the following scale, rate each of the items listed below by writing down the relevant severity level. Then indicate what action needs to be taken.

None = No Risk Identified

Mild = Prevention Needed

Moderate = Action Needed

Severe = Immediate Action

	Risk	Yes/No	Severity	Action to Be Taken	Comments
Risk to Self	Previous suicide attempts (during the past year) or family history of suicide				
	Poor social/religious support				
	Misuse/abuse of drugs/alcohol				
	Current psychiatric condition (please mention it at the comments section)				
	Expressing suicidal ideas				
	Suicidal intent				
	Self-harm (cutting, scratching, hitting, burning the tissue on one's own body and self-poisoning)				
	Feeling loss of control				
	Expressing a high level of distress				
	Helplessness/hopelessness				
Risk to Others	Unemployment				
	Isolation				
	Previous incidents of violence/harm				
	Previous/current abuse of others (physical, emotional, sexual, verbal)				
	Previous use of weapons				
	Misuse or abuse of drugs/alcohol				
	Expressing intent to harm others				
Risk by Others	Current psychiatric condition (please mention it in the comments section)				
	Previously engaged in sexually harmful or illegal behaviour				
	Abuse by family or non-family members (physical, verbal, emotional, sexual)				
	Assault by family or non-family members				
	Signs of neglect				
	Harassment/threats by others				
	Living in an inadequate place or environment				

Patient Safety Plan – MHPSS

STEP 1: Know when to find help

(What are the warning signs (thoughts, images, mood, behaviour) for you? When and how often do you have these thoughts?)

STEP 2: What are your coping skills?

(Things I can do or think of to take my mind off the problem)

STEP 3: Connecting with friends and family

(Contact a trusted family member or friend if you cannot deal with the distress on your own.)

Name	Phone number

STEP 4: Contact professionals and emergencies

(People whom I can ask for professional help)

Name	Phone number	Address (if available)
Local emergency number		
Local professional's number		

