

Handout #2

Family for the Day

- 1) What is the name of the family you've selected for the day?
- 2) Identify the name and age of each family member. (Rough estimate of age is fine.) If it would be helpful to draw a genogram or ecomap of this family please feel free.

- 3) In one or two sentences describe the trauma experiences and reason for involvement.

Family Strengths/Protective Factors

- 4) Identify internal family strengths i.e., communication, coping skills, commitment.
- 5) Identify external family strengths i.e., extended family, reliable friends.
- 6) Identify community support currently present i.e., church, clubs, neighbors.
- 7) Identify any additional community supports you would like to engage for this family if needed.

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The Four R Model

Relationships:

- How do people respond to one another's needs, pain, or crises?
- How do people respond to one another's dreams or successes?
- Who pulls the strings, has the most influence over other members of the family (a key person to consider in planning services.)
- Who provides emotional support and encourages a family member who is trying to make difficult changes?
- What happens when someone crosses the line? What are the boundaries between family members?
- What are the boundaries between the family and those outside of the family (e.g. what is said in this family stays in this family.)
- Who takes up for whom? How are members of the family connected to one another (e.g. alliances between siblings, or other family members?)

Rules:

- When people are angry with each other do they share it or keep it to themselves?
- How do decisions get made in the family? Who has input and who has final say?
- Are family members encouraged to talk to others outside the family about problems?
- Is the family able to adapt the rules as circumstances in the family change?
- What happens when people disagree?

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Roles:

- How does gender influence family roles?
- How are people socialized/taught the expectations for their roles?
- In the life of this family, did roles change as circumstances within the family changed?
- Certain family members play key roles in supporting the broader family functioning by being the funny one (the clown), the delinquent one (the identified problem child), or the one that makes us proud (the hero.) Identify who plays/ed what role in your family for the day.

Rituals:

- How does the family acknowledge losses, accomplishments, and milestones?
- Does the family have everyday routines for the tasks of daily living and time together e.g. bedtime, dinnertime, etc.
- For families that have experienced trauma, how do they acknowledge anniversaries, losses and make meaning from their experience?
- How does the family connect to its culture and traditions (beliefs, values, meals, events?)

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Family-centered Assessment:

1. Identify the stress and/or trauma experience that may have contributed to our involvement with the family. (Consider inter-generational trauma experiences if present)
2. Who was impacted by trauma/adverse experience?
3. Are there caregiver posttraumatic reactions?
4. What is each person's behavior following the trauma/adverse experience?
5. What familiar strengths have you tapped? What supports are present?
6. What service/treatment have you put in place to support each person and the family as a whole?

Potential Small Test:

- Identify a case event or difficult conversation that may be looming in your family case for the day.
- What skills do you want to use from the mixed role discussion to help you facilitate that event or engage the family in the difficult conversation?