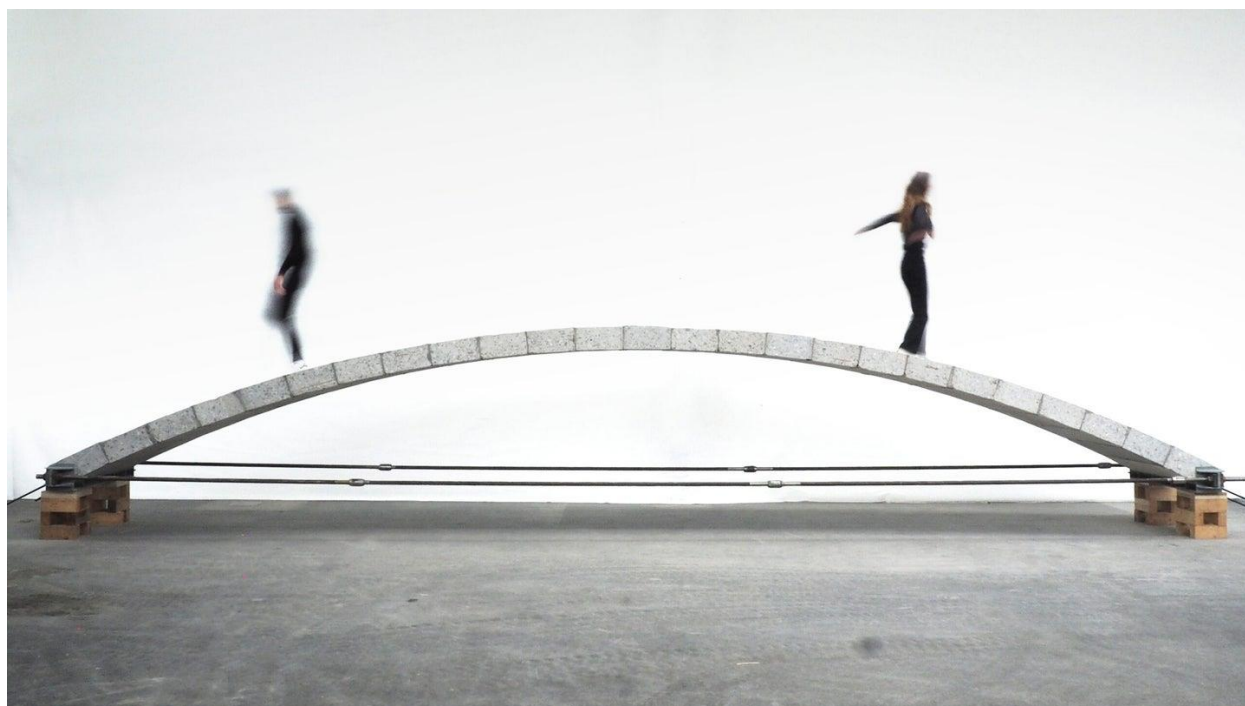

BRIDGING THE GAP:

AN IMMIGRANT FAMILY STRENGTHENING WORKSHOP



Amber Midori Conley
University of Washington Tacoma
T SOCW 533: Integrative Practice II
Dr. JaeRan Kim
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ABSTRACT

Immigrant families benefit from a wide variety of resources to help in their transition to life in the United States. One area that needs to be more robustly addressed is assistance in preventing harmful intergenerational cultural conflict that can emerge as the children of immigrants grow up in a different cultural context than their parents. In prior research and qualitative interviews, intergenerational cultural conflict has been found to be harmful to family relationships and youth outcomes. While many parenting programs already exist, immigrant families need specialized resources and culturally relevant information beyond what typical American interventions offer. This proposed intervention consists of an 8-week adaptable workshop series for immigrant parents and their children ages 13-17, in order to learn the communication and emotional regulation skills needed to effectively navigate cultural differences and prevent intergenerational cultural conflict from emerging. Participating families will be split into parent and teen groups for 90 minutes to discuss a weekly topic, practice skills, and obtain social support from peers. The workshop is designed to help families determine their own solutions that are holistically informed by cultural knowledge, ideas from their peers, and the workshop curriculum. Participating families will be assessed on their relationship quality and use of communication skills.

Keywords: acculturation gap, intergenerational cultural conflict, family conflict, immigrant families, parenting, intergenerational cultural dissonance

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INTRODUCTION

The immigrant population in the United States has been steadily expanding since the 1960's, totaling to nearly 13.7% of the U.S. population in 2018 (Budiman, 2020). It is estimated that one in every four children in the United States has an immigrant parent (Lou & Lei, 2019). As a second generation American raised in a largely immigrant community, I have seen firsthand how cultural differences naturally form between immigrant parents and their children, leading to conflict and distress in family life. In my current work as a clinical social worker providing individual outpatient therapeutic services, I continue to see intergenerational cultural conflict frequently come up as a major stressor for nearly all of the immigrant parents and teens that I work with. Intergenerational cultural conflict has been well documented among researchers as a common occurrence across multiple immigrant populations, and has been found to be associated with poorer psychological outcomes for youth, including higher anxiety, physical distress, loneliness, and depressive symptoms, as well as lower self-esteem (Lui 2015; Juang et al., 2012). In response to this issue and the lack of pre-existing resources I was able to find addressing it, I sought out to develop a new program for immigrant families to attend in order to learn about intergenerational cultural conflict, and build skills to prevent it from taking hold in their families.

The following workshop model was informed by the most current theoretical research on the acculturation-gap distress model and intergenerational cultural conflict, as well as interviews professional stakeholders who work with immigrant communities, and second-generation Americans who grew up in immigrant households. Inspiration for the workshop design and content was drawn from Wu & Lee's (2015) pilot workshop program, Kumpfer's Strengthening Families Program (2020), and the Adaptation of Family Wellness: Survival Skills for Health Families by Catholic Charities of Tennessee (2006). Bridging the Gap's mission is to build strong parent-child relationships and prevent intergenerational cultural conflict in immigrant families by expanding on existing family resources and cultural wisdom through community collaboration and education on psychosocial skills.

NEEDS STATEMENT

Immigrant families need psychosocial skills in order to effectively navigate acculturation gaps and prevent intergenerational cultural conflict from emerging.

GOAL STATEMENT

Immigrant families have support and resources to effectively navigate acculturation gaps, so that they do not experience intergenerational cultural conflict.

THEORETICAL FRAMEWORKS

The main guiding framework Bridging the Gap is rooted in is the *acculturation gap-distress model*, which illustrates the problem that this program seeks to address. *Acculturation* refers to the process immigrants go through as they adapt and adjust to the new culture of their host country, resulting in changes to beliefs, values, and behaviors (Szapocznik et al., 1978). Many immigrant families experience *acculturation gaps*, or generational differences in cultural expectations as parents and children adapt to the new culture of their host country in different ways (Telzer, 2010). According to the acculturation gap-distress model, these cultural differences often lead to *intergenerational cultural conflict* related to clashing values and norms that can be harmful to youth outcomes (Lui, 2015; Telzer, 2010).

Researchers theorize that acculturation gaps lead to intergenerational cultural conflict due to fundamental miscommunications between adolescents and their parents as they operate from differing cultural contexts and struggle to understand and accept each other's perspectives (Kane et al., 2019). In addition, immigrant parents often tend towards a stricter parenting style with less communication and harsher punishments, described by Baumrind (1968) as an *authoritarian parenting style*, which has been found to be associated with higher family conflict and depressive symptoms in children of immigrants (Kim et al., 2009; Park et al., 2010). Beyond traditional parenting beliefs, immigrant parents are often under a tremendous amount of stress and have less social support than non-immigrant parents, which is thought to contribute to the use of parenting styles that exacerbate conflict (Su & Hynie, 2011).

KEY TERMS	DESCRIPTIONS
<i>Acculturation Gaps</i>	Generational differences in cultural norms, values, and expectations that emerge as immigrant parents and their children adapt to the culture of their host countries at different rates, and form different relationships with the host culture.
<i>Acculturation Gap-Distress Model</i>	A theoretical model describing the phenomenon in which acculturation gaps often lead to intergenerational cultural conflict and poor youth outcomes in immigrant families.
<i>Intergenerational Cultural Conflict</i>	Family conflict between generations in immigrant families that is centered around clashing cultural norms, values, and expectations; distinct from minor everyday conflicts unrelated to cultural differences.

VALUES & ETHICAL CONSIDERATIONS

This intervention exhibits the National Association of Social Workers (NASW, 2017) value *Importance of Human Relationships* by using a *two-generation approach*, in which both the parents and their children are targets of intervention, reflecting the interconnection between parent and child wellbeing. This two-generation approach acknowledges that strong family connections are not only a goal, but part of the solution itself. Additionally, in order to respect cultural diversity and promote client self-determination in alignment with the NASW (2017) value *Dignity and Worth of the Person*, this workshop validates parental authority and wisdom while providing skills and frameworks families can use to have more effective relationships. Instead of pressuring western assimilation on families by attempting to shift their values and make decisions for them, the proposed intervention allows families to determine their own solutions that are holistically informed by cultural knowledge, ideas from their peers, and the workshop curriculum.

OBJECTIVES & INDICATORS

OUTCOME 1: IMPROVED COMMUNICATION SKILLS

INDICATOR 1A: USES “I” STATEMENTS

Criteria to achieve indicator 1a: Through survey and discussion group, participants report use of “I statements,” and are able to share examples of using “I” statements with family at home

INDICATOR 1B: ACTIVELY LISTENS TO OTHERS

Criteria to achieve indicator 1b: Through survey and discussion group, participants report use of active listening with the “LUV-listen” skill, and are able to share examples of using “LUV-listen” with family at home

OUTCOME 2: IMPROVED RELATIONSHIP WITH FAMILY

INDICATOR 2A: REPORTS GETTING ALONG WELL AS A FAMILY

Criteria to achieve indicator 2a: Answer to question #14 on the Brief Family Relationship Scale increases by at least 1 point

INDICATOR 2B: REPORTS ABILITY TO HAVE OPEN DISCUSSIONS WITH FAMILY

Criteria to achieve indicator 2b: Answer to question #4 on the Brief Family Relationship Scale increases by at least 1 point

See Appendix A to for a more detailed outline of outcome indicators and data collection methods.

PROGRAM DESCRIPTION

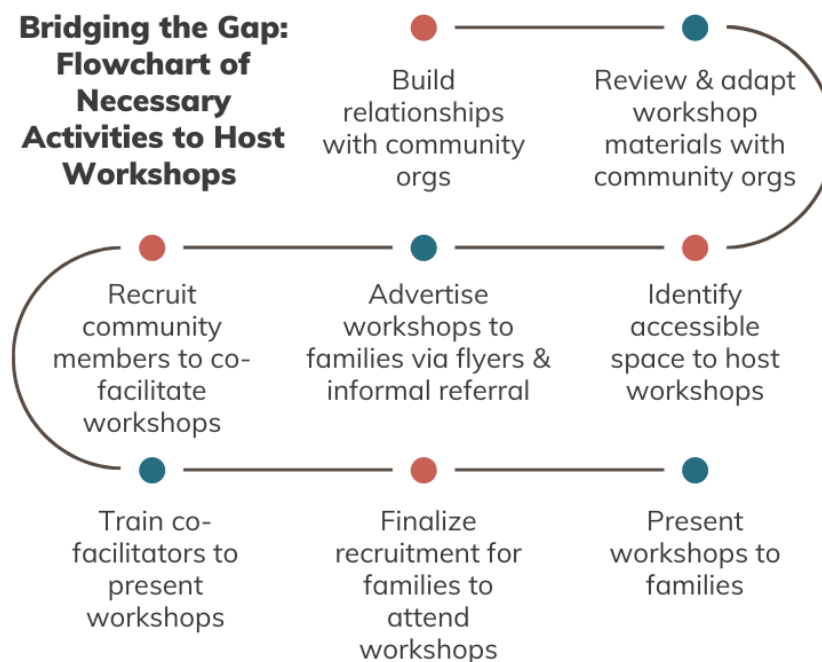
Bridging the gap is an adaptable 8-week workshop series for immigrant parents and their adolescent children aged 13-17. Each week, families are split into parent and teen groups for 90 minutes to discuss a weekly topic, learn practical skills and tools for navigating conflict and cultural differences, and obtain social support. After an initial meeting to be introduced to the workshop series and get familiar with one another, weekly topics will start off with stress & anger management and reflective communication to build a foundation of emotion regulation and communication skills that will be utilized throughout the workshop series. Other topics will include an exploration of values, traditions and culture, tips on navigating rules and discipline, discussing problem solving and future goals, and how to maximize family fun on a budget. Participating families will also be plugged into other external resources to help manage exacerbating stressors related to financial stability and other basic needs.



What makes this workshop series adaptable is its minimalistic base structure or “workshop skeleton” that allows for partnership with pre-existing community organizations who can assist in customizing and building out the material. Since it’s not feasible to create any one in-depth curriculum that resonates with the experiences and needs of every cultural group and population, the workshop skeleton will outline recommended weekly topics and suggested activities that can be modified to meet diverse needs. We highly encourage creativity in pulling relevant examples, activities, stories, folklore, videos, and more from the target population, and utilizing the cultural expertise of facilitators and consultants to supplement the workshop skeleton and handouts provided. In addition, intentionally keeping weekly facilitation materials loose and flexible allows for a more client-driven space focused on organic group discussion, that centers the knowledge and cultural wisdom that families themselves bring to the table. While Bridging the Gap does intend to provide information and teach skills, it is best to think of the workshop as a mutual conversation rather than a lecture.

Since Bridging the Gap was designed to be produced and disbursed in collaboration with trusted community leaders, it is vital to form strong connections with local cultural community organizations who may be interested in partnering to host workshops for their clients. In these mutually beneficial partnerships, community organizations gain a new service for their client base at little to no cost to them, in exchange for providing technical assistance and input as consultants to review and adapt workshop materials for cultural relevance. Community organizations should be helpful in identifying the most accessible space host workshops for their clients (whether that may be in their space, in a community center, an outdoor park, or even online), and assisting in advertising workshops to interested families through flyers and informal referrals. See Appendix B for a sample workshop flyer.

Once the workshop materials are prepared and the date and space for hosting the workshops has been secured, cultural community members should be recruited to co-facilitate workshops as contractors. During recruitment, an emphasis should be placed on hiring co-facilitators who have lived experience and appropriate language skills for the communities that the workshops will be presented to. Training for co-facilitators should focus on key concepts, learning goals, basic facilitation skills, and evaluation procedures. Once attendance with interested families has been confirmed, co-facilitators will present the workshop to families on a weekly basis for eight weeks, as well as convene once a week to discuss progress, share ideas, and support one another through any difficulties that may arise. See Appendix C to view the full logic model for more information on next steps.



KEY PLAYERS & PARTNERS*

PROGRAM DIRECTOR

Responsibilities of the Program Director include developing relationships and facilitating planning meetings with partnered organizations, developing workshop curriculum collaboratively with partners, overseeing the hiring and training of co-facilitators, and leading weekly check-in's with co-facilitator team. The Program Director is expected to work 20 hours a week at around \$25 an hour.

PROGRAM ASSISTANT

Responsibilities of the Program Assistant include organizing schedules, aiding in communication with partnering organizations and families, and managing the budget, and assisting with hiring and training on co-facilitators. The Program Assistant is expected to work 20 hours a week at around \$20 an hour.

CO-FACILITATORS

Four co-facilitators should be hired as contractors and assigned to each workshop to lead the parent and teen sessions in pairs. Responsibilities of co-facilitators include attending a 10 hour training with the Program Director and Program Assistant, leading 8 weekly workshops with families, and attending 8 group check-in's with the Program Director at around \$25 an hour.

COMMUNITY ORGANIZATION CONSULTANTS

Partnered organizations act as consultants to assist in catering workshop materials to their service population, and should be compensated around \$20 an hour for an estimated 6 hours of review time and meetings. Responsibilities of consultants include providing their expertise to review and revise workshop curriculum collaboratively with the Program Director, as well as meeting regularly with the Program Director to plan workshop logistics.

FAMILIES

The families themselves are at the heart of this program. Workshops should always be free for families to attend, and food, drinks, and necessary materials should be provided to them at no cost. The families who come together for weekly workshops play an important role in Bridging the Gap by providing social support and a community network for one another, as well as sharing their personal and cultural wisdom to expand the wealth of knowledge for all participants.

**Role responsibilities and expenses listed here are informed suggestions, but may be altered to fit the needs of each individual program and community. See Appendix D for an in-depth breakdown of the full estimated program budget.*

WORKSHOP SKELETON

WEEK ONE: ICEBREAKERS & GROUND RULES

WEEKLY GOALS:

- Engage participants in collaboratively creating group norms
- Discuss participant-identified concerns and goals for the group
- Begin exploring the concept of acculturation gaps and intergenerational cultural conflict
- Get to know one another and start building group connection and trust
- Complete BFRS Intake Survey

MATERIALS:

- Two rooms (to split parent and teen groups)
- Snacks/Beverages and disposable tableware
- Brief Family Relationship Scale (BFRS) (Appendix E)
- Group Icebreaker Handout (Appendix F)
- Pens/Pencils
- Flip Chart
- Markers
- Name Stands
- Folders (for participants to hold handouts and name stands to bring to session each week)

OUTLINE:

- 1) Welcoming & BFRS Survey Completion (~10 minutes)
 - a) As families file in for the workshop, hand each family member a name stand, folder, BFRS (Appendix E), and a pen or pencil, and invite them to take a seat wherever they feel comfortable and help themselves to snacks and drinks. Ask that participants fill out the survey individually and return it to the co-facilitators when completed. Inform participants that the survey is anonymous and confidential, and that they can ask if they have any questions about it.

- 2) Introductions (~10 minutes)
 - a) After collecting surveys, welcome the families and thank them for their participation in the workshop. Co-facilitators will kick off introductions by stating their name, pronoun, and goals of the workshop
 - b) Invite each participant to introduce themselves with their name, pronoun, and one expectation or hope for the workshop
 - c) Thank participants for sharing, and restate common themes across stated participant goals

- 3) Split **Parent Group** and **Teen Group** (~3 minutes)
 - a) Explain that in order to get everyone comfortable with speaking up and sharing, and to make sure information is relevant to all participants, that groups will be split into a parent room and a teen room.
 - b) Two co-facilitators will gather the teens and lead them to a separate room

- 4) **PARENTS & TEENS**: Develop Group Norms/Rules/Expectations (~15 minutes)
 - a) After splitting up, lead each group in brainstorming group norms, rules, and expectations in co-facilitator pairs. Record rules for each group on the flip chart and save to refer to in subsequent sessions. Explore why the ground rules that come up are important to the group. Encourage participants to continue altering the group rules as needed throughout the workshop.
 - If participants have trouble starting out, kick it off by listing a few such as “What’s said in the room stays in the room,” or “challenge yourself to create space for multiple experiences and opinions”

- 5) **PARENTS & TEENS**: Explore Acculturation Gaps and Intergenerational Cultural Conflict (~25 minutes)
 - a) Lead each group in introducing the concept of acculturation gaps and intergenerational cultural conflict in co-facilitator pairs. Share a few relevant examples of cultural differences between generations and invite participants to share examples from their own families. *(examples: a teen wants to participate in after school clubs and volunteering, but a parent believes a child’s responsibility is to be home to help with the family; a teen is starting a romantic relationship with a peer at school, but parents do not want them to date until after they are finished with their education).*
 - b) Sample discussion questions:
 - Are there ever things you feel like you just can’t see eye to eye on?
 - What are some things that you’ve felt like your kids/parents just don’t understand?
 - How do you define conflict? How does conflict show up in your family?

- 6) **PARENTS & TEENS**: Icebreaker Game & Wrap Up (~25 minutes)
 - a) Lead each group in icebreaker game “Unique & Shared”. Distribute Group Icebreaker Handout (Appendix F) for each participant to fill out.
 - i) In groups of around 5, have teams create a list of things that all 5 members share in common (~5 minutes)
 - ii) Have the same teams then create a list of things that each member has unique from others (~5 minutes)
 - b) Discuss what each group experienced. Explain how every group of people has a number of similarities and differences. Have participants independently think about what similarities and differences they may share with their families at home as a takeaway exercise.

- 7) **PARENTS & TEENS:** Closeout (~2 minutes)
 - a) Answer any remaining questions, thank participants for coming, and give a reminder about the next workshop date and time. Remind clients to hold onto their folders, name stands, and handouts, and to bring them back to each session. Allow parent and teen group to rejoin and visit with one another (space and time permitting)

WEEK TWO: STRESS AND ANGER MANAGEMENT

WEEKLY GOALS:

- Discuss how powerful emotions like stress and anger impact family relationships
- Identify personal triggers for stress and anger
- Explore tools and skills for managing stress and anger

MATERIALS:

- Two rooms (to split up parents and teens)
- Snacks/Beverages and disposable tableware
- Anger Thermometer Handout (Appendix G)
- Anger Coping Skills Handout (Appendix H)
- Pens/Pencils
- Flip Chart
- Markers

OUTLINE:

- 1) Standard Welcome & Check In (~10 minutes)
 - a) Hand each participant a name tag and pen/pencil, and invite them to take a seat wherever they are comfortable and help themselves to snacks and drinks.
 - b) Check in with group and introduce weekly topic.
 - Example: “How is everyone doing today? Our topic for this week is X. Last week we discussed X topic and had a take home activity to think about. Any thoughts or reflections on that before we branch off into our separate groups?”
- 2) Split **Parent Group** and **Teen Group** (~3 minutes)
 - a) Refer to **week one** for instructions on splitting groups
- 3) **PARENTS & TEENS:** Discuss how Stress and Anger Impact Relationships (~15 minutes)
 - Example Script: “Emotions are natural, full-body responses to the world around us. It’s completely normal and healthy to experience all kinds of emotions, including stress and anger. However, when these emotions get overwhelming and we don’t have skills to manage them effectively, they can start to negatively impact our health, school/work performance, and relationships...”
 - Sample discussion questions:
 1. What are some benefits to emotions like anger and stress? How can they help?
 2. What are some challenges with emotions like anger and stress? How can they hurt us and our relationships with family members?
 3. How do you know when your anger or stress is getting out of control?

- 4) **PARENTS & TEENS:** Explore and Identify Stress & Anger Triggers (~25 minutes)
 - a) Distribute Anger Thermometer Handout (Appendix G)
 - b) Explain handout and have participants identify situations that cause anger for them (within their family or outside). Have clients write down body sensations, behaviors, and thoughts that go along with each situation.
 - c) Discuss as a group what came up during the activity. Sample discussion questions:
 - What are the first signs you notice when you're starting to get angry?
 - How do you react to the situation when you are feeling very angry?
 - What are helpful and unhelpful ways to respond to anger?
 - d) If time allows, continue discussion with regards to stress. If not, encourage clients to use their thermometer to help think of their stress triggers and responses at home.

- 5) **PARENTS & TEENS:** Explore Tools for Managing Stress and Anger (~15 minutes)
 - a) Transition previous discussion to strategies for managing stress and anger. Record participant ideas on Flip Chart.
 - b) Sample discussion questions:
 - What are some things you already do that help you reduce your stress and anger?
 - How would someone with great anger management skills respond to the scenarios on your thermometer?
 - **PARENTS:** how was anger and stress managed in your family growing up? What did you learn about anger and stress management from your community?

- 6) **PARENTS & TEENS:** Explore Anger Coping Skills (~20 minutes)
 - a) Distribute Anger Coping Skills Handout (Appendix H)
 - b) Describe coping process: recognizing triggering situations and noticing initial signs of anger; taking a time out to use anger/stress reducers like the ones just recorded on the flip chart, and return to the situation later when everyone is calm. Remind self about how un-managed anger can impact relationships and hurt self/others
 - c) Discuss how general stress contributes to anger, and it's good to regularly practice anger/stress reducers even when there is no triggering situations happening.
 - d) Play/read a short guided mindfulness meditation as a supplemental anger/stress reducer to try at home. (~3 minutes)
 - e) Homework: Encourage clients to use Anger Coping Skills handout at home to try using the strategies discussed to manage triggering situations with family.

- 7) **PARENTS & TEENS:** Closeout (~2 minutes)
 - a) Refer to **week one** for instructions on closeout

WEEK THREE: REFLECTIVE COMMUNICATION

WEEKLY GOALS:

- Discuss definition of respect
- Learning how to use “I” messages
- Learning how to use “LUV-Listening”

MATERIALS:

- Two rooms (to split up parents and teens)
- Snacks/Beverages and disposable tableware
- “I” Statements Handout (Appendix I)
- “LUV-listening” Handout (Appendix J)
- Pens/Pencils
- Flip Chart
- Markers

OUTLINE:

- 1) Standard Welcome & Check In (~10 minutes)
 - a) Refer to **week two** for instructions on Standard Welcome & Check In
- 2) Split **Parent Group** and **Teen Group** (~3 minutes)
 - a) Refer to **week one** for instructions on splitting groups
- 3) **PARENTS & TEENS:** Play or Read a Short Guided Meditation to Kick Off Group (~5 minutes)
- 4) **PARENTS & TEENS:** Discuss Definitions of Respect (~20 minutes)
 - a) Sample discussion questions:
 - What does respect mean to you? How do you show respect?
 - How do you know when you are being respect?
 - Where do we learn what respect looks like? (examples: parents, family, friends, school, tv, social media, work, etc.)
 - b) Describe how growing up in a different country or with a different cultural context can lead people to have different norms, expectations, and definitions for things that may seem like “common sense”
 - Ask participants if they can name any cultural differences in how people show respect (examples: Bowing vs shaking hands. Eye contact vs averting eyes.)
 - **TEENS:** Have you ever noticed differences in your own family about how people understand respect or expect respect to be shown?
 - **PARENTS:** Since moving to the United States, have you noticed any differences in how others around you understand respect or expect respect to be shown?

- 5) **PARENTS & TEENS:** Introduce “I” Statements (~25 minutes)
 - a) Example Script: “It can be difficult to communicate effectively and respectfully when two people have different understandings and expectations for what that looks like. These differences in understandings are one form of cultural differences/acclturation gaps that can lead to intergenerational cultural conflict. We’re going to introduce a few new skills today for sharing your thoughts and listening to someone else’s thoughts that you can all try using at home to bridge that gap and create a new shared understanding.
 - b) Distribute and explain “I” Statements Handout (Appendix I)
 - c) Have participants partner up and practice making “I” statements with example scenarios
 - Invite participants to think of and practice with their own scenarios relevant to their family
 - d) Sample discussion questions:
 - What might be some benefits to using “I” statements instead of “You” statements? (examples: includes more information about why this matters, opens up a conversation instead of shutting it down, curiosity vs. assumption about the other person’s perspective, reduce defensiveness and chances for an argument, etc)
 - How does it feel when someone makes a wrong assumption about you?
 - How might this skill be useful for your family?

- 6) **PARENTS & TEENS:** Introduce “LUV-listening” (~25 minutes)
 - a) Distribute and explain “LUV-listening” Handout (Appendix J)
 - b) Have participants partner up and practice using LUV-listening for sample scenarios
 - c) Sample discussion questions:
 - What makes it difficult to listen accurately?
 - What do you have to let go of to listen more accurately?
 - What would be different with your parents/kids if you were both able to listen and understand one another, even when you don’t agree?
 - d) Homework: Encourage participants to practice using “I” Statements and “LUV-listening” at home with family, and to work on letting go of the things from discussion that make it difficult to communicate effectively and listen accurately

- 7) **PARENTS & TEENS:** Closeout (~2 minutes)
 - a) Refer to **week one** for instructions on closeout

WEEK FOUR: FAMILY VALUES, TRADITIONS, AND CULTURE

WEEKLY GOALS:

- Exploration of Family Culture
- Exploration of Personal and Family Values

MATERIALS:

- Two rooms (to split up parents and teens)
- Snacks/Beverages and disposable tableware
- Lifeline Activity Handout (Appendix K)
- Pens/Pencils
- Flip Chart
- Markers

OUTLINE:

- 1) Standard Welcome & Check In (~10 minutes)
 - a) Refer to **week two** for instructions on Standard Welcome & Check In
- 2) Split **Parent Group** and **Teen Group** (~3 minutes)
 - a) Refer to **week one** for instructions on splitting groups
- 3) **PARENTS & TEENS:** Play or Read a Short Guided Meditation to Kick Off Group (~5 minutes)
- 4) **PARENTS & TEENS:** Exploration of Family Culture (~25 minutes)
 - a) Sample discussion questions:
 - What do you like about your families culture?
 - What are some of the benefits and challenges to having a multicultural family?
 - What helps you feel connected to your cultural heritage?
 - What traditions does your family follow? What new traditions would you like to try as a family?
 - b) Describe how in multicultural immigrant families, it's natural to adopt some elements from both cultures, and that there is room for both without rejecting either; it's not a zero-sum game
 - **PARENTS:** What are some new habits or beliefs you've adopted after moving to the United States? Are there any ways in which you've stayed the same or changed?
 - **TEENS:** How do you express your unique multicultural identity? What are some ways you are connected to both your families ancestral culture as well as American culture?
 - c) Encourage participants to share what they like about their culture and what new traditions they might like to try with their family

- 5) **PARENTS & TEENS:** Exploration of Personal and Family Values (~15 minutes)
 - a) Sample discussion questions:
 - How do you decide what is right or wrong? Where did you learn your values? (examples: parents, family, friends, school, tv, social media, etc.)
 - How are your values similar and different from those of your family?
 - **PARENTS:** are there things you can think of that are right or wrong in your home country that are seen differently in the United States?
 - **TEENS:** do you and your parents ever disagree on what is right or wrong? How are those disagreements handle

- 6) **PARENTS & TEENS:** Personal Values Activity (~25 minutes)
 - a) Distribute Lifeline Activity Handout (Appendix K)
 - Write a list of “firsts” like kiss, sleepover, party, alcohol, sex, marriage, apartment, job, makeup, baby etc. on the flip chart. Have participants map out what age they think each first is appropriate to happen on their own handout.
 - Discuss: Why did you place each first where you did? How might your answers be similar or different to your parents/child’s answers?
 - b) Homework: Encourage participants to take their Lifeline home and compare with family
 - Ask participants: what is challenging about sharing with family? What might help make it easier (I statements / LUV-listening / anger & stress reducers). Try taking turns talking, and listening to understand and validate thoughts, even if you don’t agree.

- 7) **PARENTS & TEENS:** Closeout (~2 minutes)
 - a) Refer to **week one** for instructions on closeout

WEEK FIVE: RULES AND DISCIPLINE

WEEKLY GOALS:

- Learning how to set rules and consequences together as a family
- Learning how to negotiate rules without conflict
- Practicing understanding and acceptance

MATERIALS:

- Two rooms (to split up parents and teens)
- Snacks/Beverages and disposable tableware
- Effective Consequences Handout (Appendix L)
- Circles of Control Handout (Appendix M)
- Pens/Pencils
- Flip Chart
- Markers

OUTLINE:

- 1) Standard Welcome & Check In (~10 minutes)
 - a) Refer to **week two** for instructions on Standard Welcome & Check In
- 2) Split **Parent Group** and **Teen Group** (~3 minutes)
 - a) Refer to **week one** for instructions on splitting groups
- 3) **PARENTS & TEENS:** Play or Read a Short Guided Meditation to Kick Off Group (~5 minutes)
- 4) **PARENTS & TEENS:** Group Discussion about Household and Family Rules (~15 minutes)
 - a) Sample discussion questions:
 - Why are rules important? Who decides rules in your family?
 - **PARENTS:** What are some rules the whole family agrees on?
 - **PARENTS:** Are there any rules that your kids don't agree with?
 - **TEENS:** What rules are you okay with? What rules are hard to follow?
 - b) Describe how rules are important to keep everyone together and safe, and so everyone knows what they can expect, so they are able to depend on one another when needed. Validate that parents have more experience with life and making mistakes, that they have a right to make the final call on rules, but that it can be helpful to have open discussions about the reasons for rules, and be open to input from kids about creating or changing rules and consequences. Teens are more likely to follow rules that they understand and have contributed to creating.
- 5) **PARENTS & TEENS:** Rule Negotiation (~30 minutes)
 - a) **TEEN GROUP:** Discuss tips for negotiating rules:

- Using “I statements” to express how you feel about a rule and what you want changed
 - Avoid “You statements” and communication boulders like blaming, such as saying “you never..” “you always...” etc
 - Use “LUV-listen” to hear, repeat back, and attempt to understand your parent’s reasoning, even if you don’t agree. Ask curious questions if there is something you don’t understand.
 - Offer trades and compromises to see if you can meet in the middle of a disagreement
 - Using anger coping skills handout to step back if you feel yourself getting triggered
 - Accept that parents have the final say; you will soon have a turn to be an adult and decide rules for your own life
- b) **TEEN GROUP:** Have teens pair up and practice negotiating a rule that was identified during the previous group discussion
- a) **PARENT GROUP:** Discuss that it is normal for teens to question rules and test boundaries, as they are growing into adults and beginning to develop their own personal values (as discussed last week). This is particularly common in immigrant families, as teens may be exposed messages from peers, school, and media that are different than messages at home. Discuss tips for navigating rule negotiation such as:
- Being open to rule negotiation that is calm, respectful, and grounded in “I statements” and “LUV-listening”
 - Avoiding “You statements” and communication boulders like blaming, such as saying “you never...” “you always...” etc
 - Using “LUV-listening” to hear, repeat back, and attempt to understand your child’s reasoning, even if you don’t agree. Ask curious questions if there is something you don’t understand.
 - Using anger coping skills handout to step back if you feel yourself getting triggered
- b) **PARENT GROUP:** Sample discussion questions:
- How do you feel about trying to negotiate rules with your teen?
 - What would be some challenges and benefits of rule negotiation?
- 6) **PARENTS & TEENS:** Discussing Discipline, Consequences, and Rewards (~25 minutes)
- a) **PARENT GROUP:** Sample discussion questions:
- Have you noticed any differences between discipline norms in your home country and discipline norms here in the United States?
 - What is the difference between a consequence and a punishment?
 - How do you decide what the consequence is for a broken rule?
 - What complements or rewards can you give your kids to let them know they’re doing well?
- b) **PARENT GROUP:** Distribute and discuss “Effective Consequences Handout” (Appendix L)
- The intent of punishment is not to inflict pain, but to help a child learn positive behaviors. Punishments that are extreme, inconsistent, or cause fear and pain can hurt your relationship, fail to produce changes in behavior, and hurt child outcomes for success and wellbeing.

- Homework: discuss and agree as a family what consequences make sense for breaking different rules. Post in the home somewhere so the whole family is aware.
- a) **TEEN GROUP:** Sample discussion questions:
- What are the pros and cons of choosing to break a family rule?
 - What are the consequences for breaking rules in your family?
 - What makes a consequences fair or unfair from your perspective?
- b) **TEEN GROUP:** Distribute and Discuss Circles of Control Handout (Appendix M)
- Example script: “While we can’t control what rules our parents decide or what consequences we ultimately face, we can control our own personal behaviors and responses. Only you can decide whether or not you will choose to follow or break family rules, but you must be prepared to accept the consequences that have been established and agreed upon. Sometimes we can use our sphere of control to influence others, by using calm communication skills to negotiate rules and consequences to express what you need.”
 - Homework: try approaching your parent to calmly discuss a rule you want changed, and see if you can come to a family agreement on what consequences make sense for breaking rules.
- 7) **PARENTS & TEENS:** Closeout (~2 minutes)
- a) Refer to **week one** for instructions on closeout

WEEK SIX: PROBLEM SOLVING AND FUTURE GOALS

WEEKLY GOALS:

- Identifying personal and family goals
- Learning how to hold a family meeting
- Exploring external resources for family problems

MATERIALS:

- Two rooms (to split up parents and teens)
- Snacks/Beverages and disposable tableware
- Setting Life Goal Handout (Appendix N)
- Pens/Pencils
- Flip Chart
- Markers

OUTLINE:

- 1) Standard Welcome & Check In (~10 minutes)
 - a) Refer to **week two** for instructions on Standard Welcome & Check In
- 2) Split **Parent Group** and **Teen Group** (~3 minutes)
 - a) Refer to **week one** for instructions on splitting groups
- 3) **PARENTS & TEENS:** Play or Read a Short Guided Meditation to Kick Off Group (~5 minutes)
- 4) **PARENTS & TEENS:** Discuss the importance of personal and family goals (~15 minutes)
 - a) Sample discussion questions:
 - What do you want to achieve together as a family?
 - What goals do you have for your own life? (think back to values sort activity).
 - **TEENS:** Do your personal goals ever conflict with family goals or expectations your parents have for you? How do you manage conflicting goals?
 - **PARENTS:** Do your kids have any personal goals that conflict with your expectations for them? How do you manage conflicting goals?
 - b) **PARENTS:** explain that although it is important to have family goals and goals for your kids, it is also important and valuable to have personal goals; we can't always control the path our kids will walk in the future or guarantee their personal goals will align with your goals for them. Identifying your own goals can be fulfilling and improve your wellness, and help empower you to work towards something you have total control over.
- 5) **PARENTS & TEENS:** Lead life goals activity (~15 minutes)
 - a) Distribute and explain Setting Life Goals Handout (Appendix N)

- b) Fill out life goal worksheet, noting successes, areas for improvement, and goals for each category. Reflect on why your goals are important to you.
- 6) **PARENTS & TEENS:** Holding a family meeting (~15 minutes)
- a) Example script: “A weekly family meeting can be a helpful tool for working out conflicts and discussing progress towards personal and family goals. In a family meeting, you come together once a week for around an hour to solve problems, plan activities, and make decisions. It is important to set ground rules for family meetings, just like we set ground rules on week one (refer to group rules on flip chart). Some important rules might be to avoid conversation boulders, use “I” statements and “LUV-listening”, making sure everyone has a chance to speak, and making sure to identify one or two things that are going well.”
- b) Homework: Have a family meeting to share and discuss life goal handouts. Use communication skills to listen, restate, and try to understand the goals shared by everyone, even if you don’t agree with them. Discuss what you can do to support one another in reaching your goals, and use negotiation skills if there any conflicting goals come up.
- 7) **PARENTS & TEENS:** Exploring external resources (~25 minutes)
- a) Example script: “Sometimes there are problems that cannot be solved by the family alone. Issues related to health, money, childcare, and other basic needs can create excessive stress and anger that feeds conflict. It’s helpful to know what resources are available and how to access them to reduce any stressors that can’t be resolved through communication and family meetings alone”
- b) **PARENTS:** Review local and national resources that may be relevant to families, such as TANF, SNAP and Medicare, as well as where to go to request assistance for other services, such as how to contact local community organizations or call 211.
- c) **TEENS:** Review relevant youth resources such as how to access counseling, advising, and academic supports at school,
- d) Sample discussion questions
- What other helpful resources do you know of?
 - **TEENS:** who is someone outside of your family you can turn to if you need support? (examples: a friends, a trusted teacher, a church group, a counselor, an advisor, a crisis hotline, etc.)
 - **PARENTS:** what resources can you access from within your own cultural community? Who can you turn to if you need support? (examples: a church group, a cultural community organization, local neighborhood community, a friend)
- 8) **PARENTS & TEENS:** Closeout (~2 minutes)
- a) Refer to **week one** for instructions on closeout

WEEK SEVEN: FAMILY FUN AND CONNECTION

WEEKLY GOALS:

- Discussing the importance and positive interaction
- Identifying free, affordable, and fun family activities
- Identify points of gratitude and appreciation for family

MATERIALS:

- Two rooms (to split up parents and teens)
- Snacks/Beverages and disposable tableware
- Pens/Pencils
- Flip Chart
- Markers
- Blank Paper and Envelopes for Letter Writing Activity

OUTLINE:

- 1) Standard Welcome & Check In (~10 minutes)
 - a) Refer to **week two** for instructions on Standard Welcome & Check In
- 2) Split **Parent Group** and **Teen Group** (~3 minutes)
 - a) Refer to **week one** for instructions on splitting groups
- 3) **PARENTS & TEENS:** Play or Read a Short Guided Meditation to Kick Off Group (~5 minutes)
- 4) **PARENTS & TEENS:** Discuss the importance of positive family interactions (~15 minutes)
 - a) Sample discussion questions:
 - What kind of things do you do as a family for fun?
 - What would change in your family if you were able to spend more positive time together without conflict or fights?
 - What needs to happen to do something fun as a family without conflict, fighting, or hurt feelings?
- 5) **PARENTS & TEENS:** Brainstorm ideas of free or affordable family activities (~15 minutes)
 - a) Encourage participants to think outside of the box: outdoor activities, indoor staycation, cooking together, playing games, picnicking, going on a walk, going to community events, etc.
 - b) Show participants how to look up free/affordable local classes and events through the library system, local community centers, and any other relevant resources.
 - Sample discussion question: What's one new thing you would be willing to try as a family?

- 6) **PARENTS & TEENS:** Identify Points of Gratitude and Appreciation (~20 minutes)
- a) Example script: “It can be easy to fall into the habit of pointing out faults in others and criticizing one another for the mistakes they make, or what we notice is lacking. Often times, this can come from a place of love, since we want the people we care about to improve and be the best that they can. Sometimes, it can come from a place of exhaustion or irritation, when someone is doing something mildly annoying that we want them to stop. While it’s natural to make these observations sometimes, too much criticism can hurt relationships and damage mental wellness and self-image. It’s important to balance things out by pointing out positive things about each other through compliments, sharing what you’re grateful for often, and ignoring minor annoyances when possible”
 - b) Sample discussion questions
 - What are a few genuine compliments can you come up with about your parents/child?
 - What are you most thankful or grateful for with your parents/child?
 - What are some ways you could share these things with your parent/child verbally? (examples: discuss at family meeting, send a text, share at the dinner table, etc)
 - What are some others ways of sharing gratitude and appreciation in your family or culture?
- 7) **PARENTS & TEENS:** Writing a Thank You Letter (~20 minutes)
- a) Based on the previous group discussion, invite participants to write a short thank you note to share with their parents or kids. Have participants write down at least one thing they are thankful for about the recipient(s), and one compliment they can give about what they like about the recipient(s). Have participants include a promise or a commitment they want to make to improve their relationship in the future.
 - b) Homework: exchange thank you letter with parents
- 8) **PARENTS & TEENS:** Closeout (~2 minutes)
- a) Refer to **week one** for instructions on closeout

WEEK EIGHT: TAKEAWAYS, RECAP, & REVIEW

WEEKLY GOALS:

- Complete Brief Family Relationship Scale (BFRS) Exit Survey
- Complete Communication Skills Exit Survey
- Review Lessons Learned & Share Takeaways

MATERIALS:

- Two rooms (to split up parents and teens)
- Snacks/Beverages and disposable tableware
- Brief Family Relationship Scale (BFRS) (Appendix E)
- Communication Skills Exit Survey (Appendix O)
- Qualitative Discussion Guide (Appendix P)
- Pens/Pencils
- Flip Chart
- Markers

OUTLINE:

- 1) Standard Welcome & Check In (~10 minutes)
 - a) Refer to **week two** for instructions on Standard Welcome & Check In
- 2) Split **Parent Group** and **Teen Group** (~3 minutes)
 - a) Refer to **week one** for instructions on splitting groups
- 3) **PARENTS & TEENS:** Play or Read a Short Guided Meditation to Kick Off Group (~5 minutes)
- 4) **PARENTS & TEENS:** Distribute BFRS (Appendix E) (~8 minutes)
 - a) Ask that participants fill out the survey individually and return it to the co-facilitators when completed. Inform participants that the survey is anonymous and confidential, and that they can ask if they have any questions about it.
- 5) **PARENTS & TEENS:** Distribute Communication Skills Exit Survey (Appendix O) (~8 minutes)
 - a) Ask that participants fill out the survey individually and hold onto it for a reflective group discussion. Inform participants that their answers on the survey is anonymous and confidential, and that they can ask if they have any questions about it.
- 6) **PARENTS & TEENS:** Lead Group Discussion on Communication Skills (~25 minutes)
 - a) Utilize Qualitative Discussion Guide (Appendix P) to lead group discussion for qualitative data analysis

- 7) Collect Communication Skills Exit Survey and Rejoin **Parent Group** and **Teen Group** (~5 minutes)
 - a) Inform participants that they are going to rejoin their families to do a final reflection on takeaways and lessons learned before concluding the workshop
- 8) Final Closeout (~25 minutes)
 - a) Briefly check in with full group, ask if there are any thoughts, reflections, or questions anyone would like to share
 - b) Invite each participant to go around the room and share their most important takeaway or lesson learned from the workshop
 - c) Thank participants for their participation, and invite them to visit with one another and hang around to share any final questions or comments one-on-one with facilitators before leaving (space and time permitting)

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APPENDICES

APPENDIX A:

(See separate attached document “AppendixA_DataCollectionForm.pdf”)



Bridging the Gap

Join Us for an 8-Week Immigrant Family Strengthening Workshop!

Are you a parent of a teen
between 13-17?

Do you need a safe space to learn
how to navigate conflict and build
strong, enriching family
connections?

Bridging the Gap is a parent-child
workshop that can help you:

- Learn how immigration can impact family functioning
- Reduce parent-child conflict
- Improve communication
- Identify family strengths and resources
- Find a supportive community of parents



THURSDAY EVENINGS
7:00 PM TO 8:30 PM
6/9/22 - 7/28/22

Register at:
someone@example.com
XXX-XXX-XXXX



APPENDIX C:

(See separate attached document “AppendixC_LogicModel.pdf”)

APPENDIX D: ESTIMATED BUDGET

Estimated Budget

The following budget accounts for a 6 month period in which Bridging the Gap workshops will be organized, developed, and delivered at three different sites. The majority of expenses are expected to go towards paying staff and consultants. The program director will work 20 hours a week to research and develop workshop curriculum, facilitate meetings with partnered organizations, and lead training sessions. The program assistant will work 20 hours a week to organize schedules, aid in communication with partnering organizations and families, and manage the budget. Partnered organizations will act as consultants to assist in catering workshop materials to their service population, and will each be compensated for an estimated 6 hours of review time and meetings. Four co-facilitators will be assigned to each workshop to lead the parent and teen sessions in pairs, and will be compensated for 10 hours of training in addition to 8 weekly workshops and online Zoom group check-ins. Hourly rates were estimated based on average salary data from Zip Recruiter.

While funding will primarily be acquired through grants, we aim to collaborate with partnered organizations whenever possible to reduce non-staff material expenses through in-kind donations. For instance, although community room rentals ranged from \$10 to \$65 an hour based on listings posted by community centers in South King County, money may be saved by utilizing facilities owned by partners, or presenting in public outdoor settings or virtually over Zoom. Other costs for printing, food, and supplies were estimated based on average costs from Amazon, Office Depot, and Costco.

Budget Line Item	Direct Expenses: Bridging the Gap Workshop	Indirect Expenses
Program Director: 1 @ 25\$/Hour		\$11,500
Program Assistant: 1 @ 20\$/Hour		\$9,600
Co-Facilitators: 12 @ 25\$/Hour	\$4,500	
Community Org Consultants: 6 @ 20\$/Hour	\$360	
Printing	\$352	
Supplies (Markers, Flipboards, Sticky Notes)	\$600	
Food	\$710	
Meeting Space Rental	\$0 - \$2,500	
Zoom Video Conferencing Subscription		\$150
Totals	\$9,022	\$21,250
Total Direct and Indirect Costs	\$30,272	

APPENDIX E: BRIEF FAMILY RELATIONSHIP SCALE

Brief Family Relationship Scale

Please check off the box that best relates to how much you agree with the following statements:

1 = not at all, 2 = somewhat, 3 = a lot

	1	2	3
1. In our family we really help and support each other.			
2. In our family we argue a lot. (R)			
3. In our family we spend a lot of time doing things together at home.			
4. In our family we can talk openly in our home.			
5. In our family we are really mad at each other a lot.			
6. In our family we work hard at what we do in our home.			
7. In our family there is a feeling of togetherness.			
8. In our family we sometimes tell each other about our personal problems.			
9. In our family we lose our tempers a lot.			
10. In our family we often put down each other.			
11. My family members really support each other.			
12. My family members sometimes are violent.			
13. I am proud to be a part of our family.			
14. In our family we really get along well with each other.			
15. In our family we begin discussions easily.			
16. In our family we raise our voice when we are mad.			

Ting Fok, C. C., Allen, J., & Henry, D. (2014). The brief family relationship scale: A brief measure of the relationship dimension in family functioning. *Assessment*, 21(1), 67–72. <https://doi.org/10.1177/107319111425856>

APPENDIX F: GROUP ICEBREAKER HANDOUT

Unique and Shared

Every group of people has a number of similarities and differences; you may be surprised at how much you have in common with others, and what makes you unique! Get in small groups and answer the following questions. Record answers in the spaces below, and be prepared to share your discoveries!

What does everyone in your group have in common?

What is something unique about each member in your group?

APPENDIX G: ANGER THERMOMETER HANDOUT

(See separate attached document “AppendixG_AngerThermometer.pdf”)

Handout From:

Therapist Aid. (2018a). *Anger thermometer*.

<https://www.therapistaid.com/worksheets/anger-thermometer.pdf>

Anger Coping Skills

1) Identify triggering situations

- What situations make you feel frustrated or angry?

2) Notice initial signs of anger

- What feelings do you get in your body when you first notice you are feeling angry? How do you act when you get angry?
- Examples: feeling hot, muscle tension, sweating, tight throat, clenching fists, raising voice, etc.

3) Take a time out

- When you notice yourself getting angry, take a deep breath and count to 10
- If anger continues, agree to walk away from the discussion or problem for now

4) Use your favorite anger and stress reducers

- Examples: going for a walk or run, deep breathing, calling a friend, taking a shower, drinking water, listening to music, playing a game, cooking, reading, mindfulness, prayer, etc.

5) Return to the discussion or problem when you are feeling calm and grounded

- Agree ahead of time how long you would like to wait to reconvene; important problems shouldn't be ignored, but problem solving can't happen during an angry fight

Information drawn from:

- Therapist Aid. (2018b). *Coping skills*. <https://www.therapistaid.com/worksheets/coping-skills-anger.pdf>
- Kumpfer, K. & Brown, J. (2011). *Stress and anger management skills*. Strengthening Families Program. <https://strengtheningfamiliesprogram.org/wp-content/uploads/2020/06/SFP-Lesson-6-Handouts.pdf>

APPENDIX I: "I" STATEMENTS HANDOUT

Using "I" Statements

- 1) **Begin with "I" and state what you are feeling and noticing about a situation.**
 - Try to stick to the facts of the situation, without making guesses about what the other person is thinking
- 2) **Describe what you want or what it is that's bothering you**
 - Avoid blaming or using put-downs.
 - Be specific about what you want if you're asking for something.
- 3) **Explain the reason for your feeling/thinking/desire**
 - Example: "I feel ____ when ____ because ____"

Examples:

"You" statement	"You're always so lazy! You make the house a mess"
"I" statement	"I noticed laundry on the floor today; I feel frustrated when I have to clean up after you, because I don't feel respected"

"You" statement	"You never listen to me! There's no point talking to you."
"I" statement	"I feel hurt when you interrupt me and try to guess what I'm thinking, because I don't get a chance to explain myself."

Practice using "I" statements with the following scenarios:

- A friend keeps cancelling plans with you at the last minute. Recently you are waiting for them at a restaurant, and they called to say they can't make it.
- You have a family rule that dating is not allowed, but you find out your child has been seeing someone at school behind your back.
- Your parents keep giving you more household responsibilities, but you're already stressed about school. You're working hard but keep falling behind.

Information Drawn from:

- Therapist Aid. 2017. "I" statements. <https://www.therapistaid.com/worksheets/i-statements.pdf>
- Kumpfer, K. & Brown, J. (2011). *Communicate with love and understanding*. Strengthening Families Program. <https://strengtheningfamiliesprogram.org/wp-content/uploads/2020/06/SFP-Lesson-2-Handouts.pdf>

Using "LUV-Listening"

LUV-Listening is a skill for listening with love. Listening with love means listening with curiosity to fully understand and hear what someone is saying, even if you don't always agree.

1) L: Listen

- Do your best not to interrupt or cut-off the person you are listening to.
- Give your full attention to the conversation.

2) U: Understand

- Repeat back main points to show you understand.
For example: "it sounds like you're saying __, is that correct?"
- Ask calm and curious questions if there is something you don't understand.
For example: "Can you explain what you mean when you say ___?"

3) V: Validate

- Validate the other person's perspective even if you disagree. For example:
"I understand why you feel that way" ; "I see where you're coming from"

Practice using LUV-listen to respond to the following statements with a partner:

- I feel worried and frustrated when you go out after school instead of coming home right away. I want you to be safe at home with family.
- I don't like when you wear those kinds of clothes. I worry that it will attract the wrong kind of attention and I just want the best for you.
- I feel hurt when you compare me to my siblings and cousins. It makes me feel like I will never be good enough for you.
- I hate when you make comments about my appearance. It makes me feel insecure and unloved. I can't help how I look.

Information drawn from:

Kumpfer, K. & Brown, J. (2011). *Communicate with love and understanding*. Strengthening Families Program.

<https://strengtheningfamiliesprogram.org/wp-content/uploads/2020/06/SFP-Lesson-2-Handouts.pdf>

APPENDIX K: LIFELINE ACTIVITY HANDOUT

Lifeline Activity

Use this timeline to mark down what age you think is appropriate for life's "firsts"

10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
.
.
30+
40+

Activity drawn from:

Catholic Charities of Tennessee. (2006). *Adaptation of "family wellness: Survival skills for healthy families."* Bridging Refugee Youth & Children's Services. <https://brycs.org/wp-content/uploads/2018/09/familywellness2.pdf>

APPENDIX L: EFFECTIVE CONSEQUENCES HANDOUT

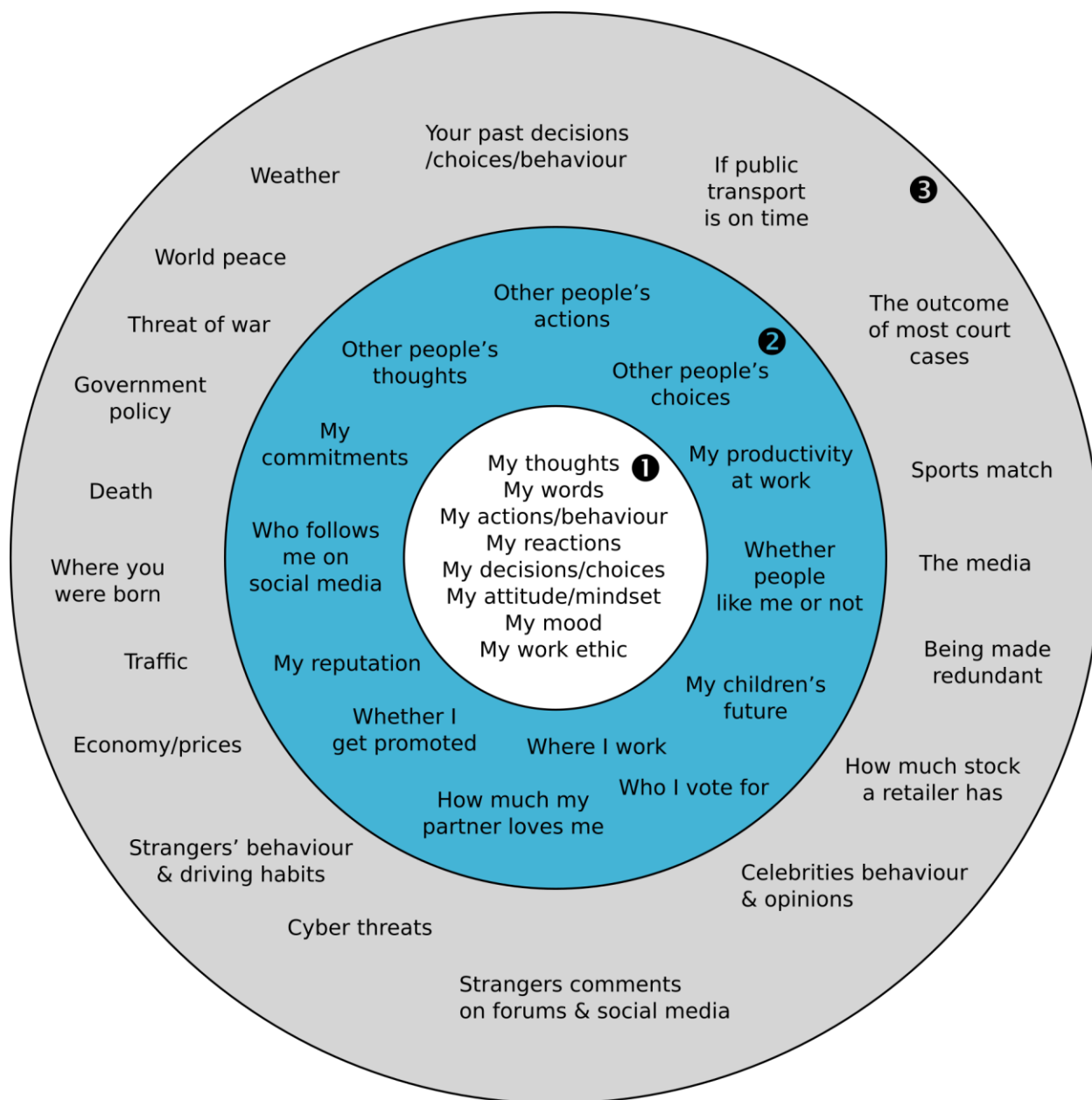
(See separate attached document “AppendixL_EffectiveConsequences.pdf”)

Handout From:

Kumpfer, K. & Brown, J. (2011). *Limits and consequences*. Strengthening Families Program. <https://strengtheningfamiliesprogram.org/wp-content/uploads/2020/06/SFP-Lesson-4-Handouts.pdf>

APPENDIX M: CIRCLES OF CONTROL HANDOUT

Circles of Control, Influence, and Concern



Graphic from:

Newton, C. (n.d.). *Circles of control*. <https://www.clairenewton.co.za/my-articles/circles-of-control.html>

APPENDIX N: SETTING LIFE GOALS HANDOUT

(See separate attached document “AppendixN_SettingLifeGoals.pdf”)

Handout From:

Therapist Aid. (2012). *Setting life goals*.

<https://www.therapistaid.com/worksheets/setting-life-goals.pdf>

APPENDIX O: COMMUNICATION SKILLS EXIT SURVEY

Communication Skills Exit Survey

For the following questions, circle the response you agree with most:

1) How often do you use “I” Statements with your family at home?

Never Rarely Sometimes Often Always

2) How often do you use “LUV-listen” with your family at home?

Never Rarely Sometimes Often Always

3) How confident do you feel in using “I” Statements with family at home?

Not at all Slightly Moderately Very Extremely

4) How confident do you feel in using “LUV-listen” with your family at home?

Not at all Slightly Moderately Very Extremely

Hold onto this form when you are done to use in a reflective group discussion!

APPENDIX P: QUALITATIVE DISCUSSION GUIDE

Qualitative Discussion Guide

Tips to co-facilitators: while the majority of this workshop is loose and flexible and open to your creativity and personal facilitation style, the questions on this discussion guide must be asked exactly as stated, as they will be used for data collection purposes.

Before starting the discussion, let clients know that notes will be taken during this discussion so that we can learn about the program's effectiveness and how we can improve in the future. Participants are free to share as much or as little as they are comfortable sharing. If partner organization and Bridging the Gap team have previously decided to take an audio recording of the discussion, obtain informed consent before proceeding.

Split up roles with fellow co-facilitator. As you listen to responses, one co-facilitator will be assigned to taking some notes about examples clients give of using skills at home with their families, and how it has impacted their home life and parent-child relationship. Have the other co-facilitator tally how many times they notice participants using skills actively as they communicate with other participants.

Discussion Questions

- 1) Think back to a time you used an "I" Statement at home with your parent/child. What situations can you remember where you tried it out?
- 2) What were the benefits of using "I" Statements at home with your parent/child?
- 3) What were the challenges of using "I" Statements at home with your parent/child?
- 4) Think back to a time you used an "LUV-listening" at home with your parent/child. What situations can you remember where you tried it out?
- 5) What were the benefits of using "LUV-listening" at home with your parent/child?
- 6) What were the challenges of using "LUV-listening" at home with your parent/child?
- 7) Will you continue to use either of these skills at home with your parent/child after you complete this workshop?

*Feel free to provide clarification if anyone has difficulty understanding questions due to language barrier, but try not to significantly alter questions or ask additional questions not listed here

*It is okay to probe conversation along by asking participants to elaborate with a simple "why?" or encourage other participants to speak by asking "what do you think?/how about you?"