**Session 11: Practices that Promote Communication and Connection:**

**Shared Family Routines**

***Domain: Family Relationship Building***

|  |  |
| --- | --- |
| **Relevant Family Goal:** |  |

* **Session Goals** *(check all that apply)*
	+ Identify family routines
	+ Explore rationale for shared routines and their importance for communication and connection
	+ Role play asking open-ended questions and active listening skills
	+ Develop skills for attending to children and adolescents
	+ Provide opportunities for reflection on patterns of communication and listening
	+ Prepare for successful interactions with children using communication and listening skills
* **Handouts to Use** *(check all that apply;* [*click HERE*](https://thefamilycheckup.com/content/everyday-parenting-handouts#session11) *to find handouts)*
	+ 11A Family Communication Profile, pg. 193
	+ 11B Shared Family Routines Form (Completed Example), pg. 194
	+ 11C Shared Family Routines Form, pg. 195
	+ 11D Communication (Handout for Your Child), pg. 196
* **Videos to Share** *(check all that apply;* [*click HERE*](https://thefamilycheckup.com/content/parenting-videos#family-relationships-young) *to find videos)*
* Active Listening (Younger/Older Child; English)

**Bear videos** *(available in English or Spanish)*

* Effective Communication (Younger Child)
* Active Listening (Younger/Older Child)
* Working as a Team (Older Child)
* Family Meeting (Older Child)
* Body Image (Older Child)

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

* **Teaching Process for Each Skill Chosen for Session**

*Add notes below from your review of EDP book. Handouts and page numbers are listed to help you, but you will choose which specific activities, scripts, handouts, etc. to use tailored to the parent and family, and based on what matches parent needs and goals.*

* + **Check on Home Practice from last meeting**
	+ **Set agenda for session:** Confirm with parent the session goals checked above
	+ **Teach**:
		- **Shared routines**: discuss rationale and benefits and steps to develop shared routines across developmental phases- see tips below (pgs. 180-182); facilitate parent reflection re: developing routines (pg. 184)
		- **Open-ended questions and active listening**; discuss rationale, benefits, and how to use these communication skills - see tips below (pgs. 183-186); engage parent in self-reflection regarding family communication (Handout 11A)
	+ **Model**: use video(s) checked above
		- **Shared routines**: review completed routine form (Handout 11B); helpful videos: Working as a Team, Family Meeting
		- **Open-ended questions and active listening:** demonstrate communication tips outlined below; helpful videos: Family Meeting, Body Image
* **Practice**: tailor to family
	+ - **Shared routines**: complete form and develop plan for shared family routines (Handout 11C)
		- **Open-ended questions and active listening:** facilitate parent practice of communication skills – see tips below (pgs. 187-190)
	+ **Debrief**: Facilitate parent self-assessment and give your feedback on strengths and challenges from the practice; plan for possible barriers to use of new strategies (consider Tips for Success at Home, pg. 190-191)
* **Home Practice**
	+ Homework Options: Review options on pg. 191, use Handout 11D as a reference
	+ Tailor home practice to child, parent and family, including cultural and general context
	+ Optional: prep for use of Emoji Tracking Worksheet [Tracking Parent Skills Practice Emojis - English](https://thefamilycheckup.com/sites/default/files/Tracking%20Parent%20Skills%20Practice%20-%20Emojis.docx)
	+ Other:
* **Schedule Next Session**
	+ Discuss which goal and parenting strategy parent wants to address in next session
	+ Plan to enable session to be focused and not distracting, such as arranging for child(ren) to be occupied. See [*Establishing a Focused Environment for Sessions*](https://thefamilycheckup.com/sites/default/files/Establishing%20a%20Focused%20Environment%20for%20Sessions.docx).

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Shared Routines (pg. 184)**

* Events that build family connections and provide opportunities for communication
* Occur daily, weekly, monthly, yearly. Daily and weekly provide most opportunities to connect
* Offer opportunity for parent and child to choose roles, and for child to offer input
* Should be realistic for family to make routines occur

**Communication (pg. 185-186)**

Open-ended questions

* Invite child input
* Facilitate conversation
* Can’t be answered “yes” or “no”

Reflective listening

|  |  |
| --- | --- |
| **Do’s** | **Don’ts** |
| * Show understanding
 | * Interrupt or interpret
 |
| * Summarize what the child said
 | * Accuse
 |
| * Practice patience
 | * Blame or criticize
 |
| * Emphasize positive behaviors and choices
 | * Give advice
 |
| * Repeat what child said
 | * Multitask while talking to child
 |