

***Family
Support
Provider
Training***

Visual Aids

Resilience

- ❖ Is the ability to withstand stress and catastrophe.
- ❖ Being resilient does not mean going through life without difficulties, pain, or stress. We all experience a wide range of emotions, grief, sadness, after adversity or loss.
- ❖ Becoming resilient is what occurs when you work through the emotions of those painful events.
- ❖ We are not born resilient, we develop this skill.
- ❖ Youth & Family resiliency are increased through; education of resource availability, skill building, advocacy, assistance in navigating and communicating with multiple child serving systems.

Protective Factors

Protective factors help to maintain family cohesiveness during stressful times. These factors; having connections to family, community, and services, having access to information and resources, being able to effectively communicate with service providers and youth serving systems, and the ability to remain hopeful and optimistic allow the family to feel safe in their home and community.

Risk Factors

Risk factors expose the family to harmful situations that can lead to marital/partner relationship issues, loss of employment, loss of services, loss of home, isolation, or a change in community status. Risk factors may also lead to out of home placement for children, disrupting the family unit. In addition risk factors or risky behaviors may endanger the life of the youth as well as other family members. Risk factors may lead to the parent or caregiver losing their voice to care and plan for the well-being of their family. Building resiliency in families is an integral part of the Family Support Program.

A. C. I.

ACCESS

CRISIS

INTERVENTION



Five Stages in the Building Resiliency Process



Impact of Behavior and/or Diagnosis

The parent is overwhelmed by the limitation of the child/youths diagnosis.

The behavior and symptoms are consuming the Parent's time/energy and their family is no longer able to function.

The danger is that the parent may see their child/youth as being limited by the diagnosis and will automatically limit their potential future.

The role of services is to decrease the emotional stress through engagement and communicating that there can be a future for the parent as well as the child/youth after diagnosis.



Future for the child/family is Limited

The parent has Given up because of their "perceived" limitation of the child's diagnosis.

The parent doesn't like what is happening to their child/family, but can't see that it can be different, so they are not able to make a commitment to change.

The danger is the parent will accept that this is the way it's going to be and refuse to accept that there is anything they can do that will make a difference in their child/families life.

The role of services is to instill hope, a sense of possibility and to help create a vision of a positive future.



Change is Possible

The parent is questioning the limitations of their child's/youth diagnosis and the impact on the family.

The parent believes that there should be a better way for their child/family to function than they currently are and is starting to believe their life can be different.

The danger is that the parent will be afraid to or discouraged from taking the necessary risks and continue to think their Child/family's remain in the "future is limited" stage.

The role of services is to help the parent see that child/family future is not so limited and for things to get better they will need to take some risks.



Commitment to Change

The parent is Challenging the thought that their child/family's future is limited by the child's diagnosis and behaviors.

The parent believes there are possibilities, but isn't sure what they are or what to do. They are willing to explore what it will take to make some changes.

The danger is that the Parent will not get the necessary skills, resources and supports they need to do what they want to do and will not succeed in moving forward

The role of services is to help the parent identify theirs and their family's strengths/needs/available resources/supports and the skills to advocate for their family.



Actions for Change

The parent is moving beyond the limitations of their child/family situation after their child's diagnosis.

The parent has decided the direction they want their child/family's life to go and is willing to take more responsibility for making decisions and taking action.

The danger is the parent may begin to doubt their ability to move forward and trust their decisions and revert back to a life driven by the system

The role of services is to help the person trust in her own decision-making ability and take more and more responsibility for her life.

ESTABLISHING A TRUST-BASED RELATIONSHIP

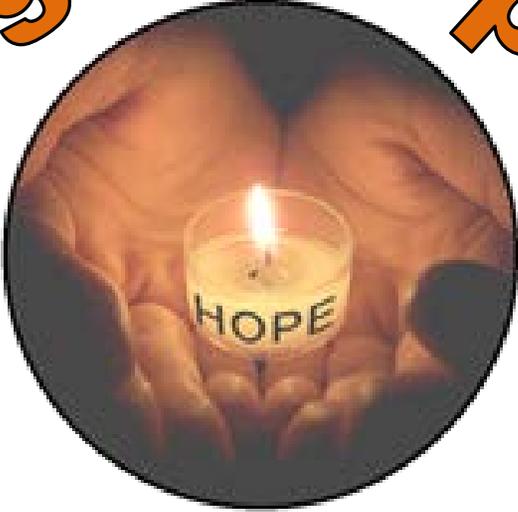


1. Find Interest/Problems
2. Role Model
3. Count on YOU
4. Listen
5. Affirmation

INITIAL MEETING

- 1) Explain Your Role
- 2) Give Your Background
- 3) Confidentiality
- 4) Availability
- 5) Anything On Your Mind?
- 6) End On A Positive Note!!

Igniting the Spark of

A circular image showing a lit candle with the word "HOPE" written on it, held in two hands. The candle is lit, and the flame is visible. The hands are cupped around the candle, and the word "HOPE" is written in capital letters on the side of the candle. The background is dark, making the candle and hands stand out.

- 1. Identify Interest**
- 2. Create Excitement**
- 3. Find Actions/Take**
- 4. Discover Skills**
- 5. Use Your Resiliency Story**

SUPPORT CHANGE



1. Decide Goal !

2. Clarify !

3. Benefits !

4. Measure !

5. Acknowledge !

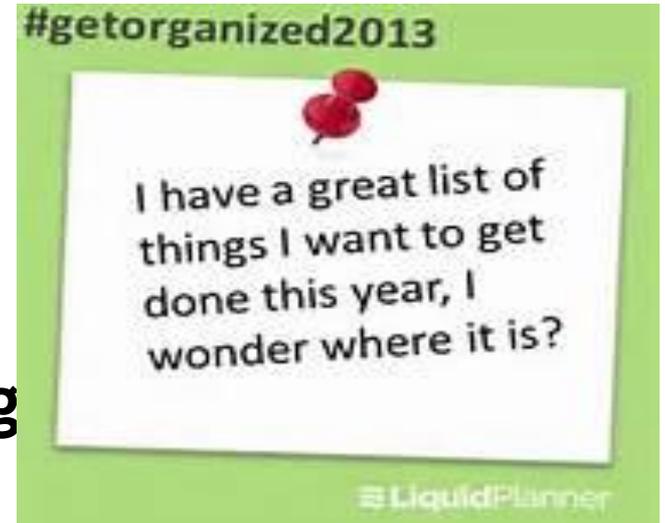
IMMATURE DEVELOPMENT

Lack of Common Sense

Decisions that seem impulsive

Disorganization

Difficulty thinking ahead/planning



Frontal lobe not developed until early 30's



Chronic/Complex Trauma

- Experience of multiple traumatic events which may be varied
- May refer to longstanding abuse, neglect or war
- Represents cumulative effects



Interplay of Three Forces



**Individual Developmental
Transition**



**Family
Developmental
Transition**



Institutional Transition



Good



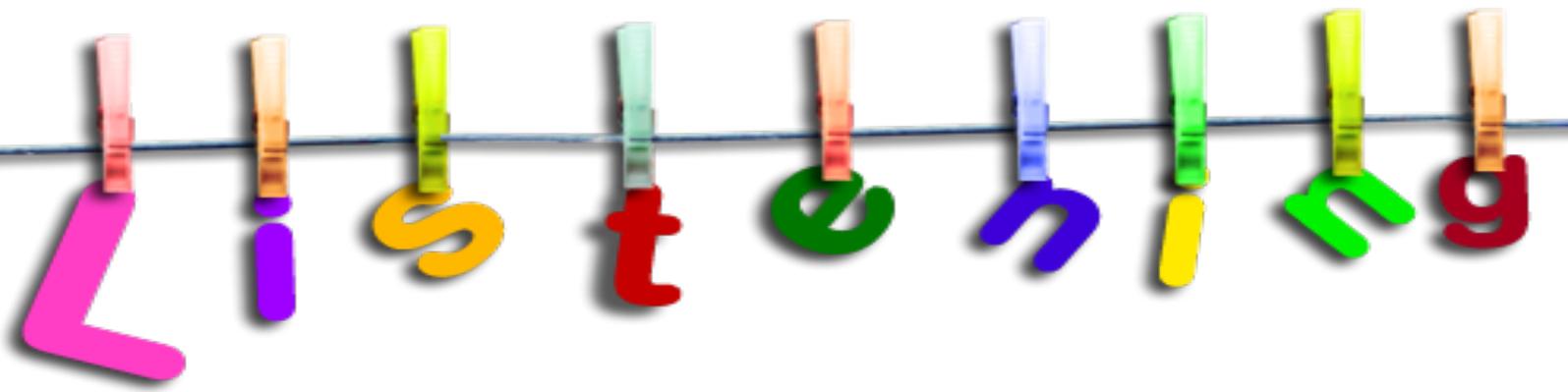
Questions???

1. Honest, Open Ended

2. Deep Attentiveness

3. Touch Inner Truth





Family:

- *Values*
- *Culture*
- *Strengths*
- *Barriers*
- *Goals*

NEGATIVE SELF-TALK

The negative things we tell ourselves that keep us from obtaining and keeping our goals.



CATCH IT!

CHECK IT!

change it!

Boundary Violations: Four Common Elements



Secrecy



Role Reversal



Double Bind



Indulgence of Professional Privilege

Facing **Y**our **F**EAR**S**

If I were not afraid, I would.....

1. What is the fear that is keeping me from doing that? I am afraid of.....
2. How does experiencing that fear make me feel?
What are the feelings (Physical and emotional sensations) that I experience?.....
Be as specific as possible
3. What are the thoughts that come to my mind in that situation?
4. What have I learned from past experiences about how to successfully deal with these feelings and thoughts?
5. What are some small steps that may help me deal with these feelings and negative thoughts?
6. What kind of support would I like to have that would help me face this fear and move through it?
7. Who do I think might be this kind of support for me?
8. What have I learned about successfully dealing with the feelings that arise when I move out of my comfort zone?
9. Do I tend to try to avoid the feelings, run from the feelings, or try to tolerate the feelings?

Problem Solving

Problem

Impact

Cost/Benefit

Brain Storm

Action

PHYSICAL WELLNESS ASSESSMENT

Diet
and
Nutrition

Physical
Activity

Sleep/Rest

Relaxation/Stress
Management

Medical Care
Screening

The Process of Effective Communication in Situations with Potential Conflict

Step 1) Observe and Affirm the other's position, values, and concerns

Step 2) Relate the other's position, values, and concerns to your experiences as a peer

Step 3) Offer a "we" statement that acknowledges the common ground and promotes partnership in creating another way of doing things.

1) OBSERVE & AFFIRM



2) RELATE TO
YOUR STORY



3) "WE" STATEMENTS



Ethics

Family Support Providers (FSP's) are professionals and they must do their jobs professionally and ethically.

The primary responsibility of the Family Support Provider is to help those they serve achieve empowerment and build resiliency. The following principles guide Family Support Providers in their various professional roles, relationships, and areas of responsibility.

1. FSP's will apply the principles of resiliency, wellness and/or recovery in family-driven approach.
2. FSP's will respect the rights and dignity of those they serve.
3. FSP's will openly share their own experiences when it might be helpful to other family members.
4. FSP's respect the privacy and confidentiality of those they serve.
5. FSP's never intimidate, threaten, or harass those they serve; they never use undue influence, physical force, or verbal abuse with those they serve; and never make unwarranted promises of benefits to those they serve.
6. FSP's do not practice, condone, facilitate, or collaborate in any form of discrimination on the basis of ethnicity, race, gender, sexual orientation, age, religion, national origin, marital status, political belief, or mental or physical disability.
7. FSP's maintain high standards of personal conduct.
8. FSP's commit to a non-adversarial approach to advocacy.
9. FSP's do not enter into dual relationships or commitments that conflict with the interested of those they serve.
10. FSP's never engage in sexual/intimate activities with those they serve.
11. FSP's promote the family's voice at all times.
12. FSP's are culturally competent, family driven, and strengths based.

Adapted from the National Federation of Families Code of Ethics and the DBSA Peer-to-Peer Resource Center, 2004

Do for



Do With



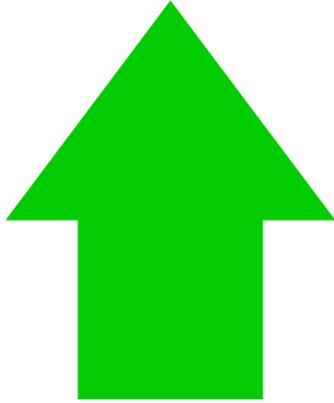
Cheer On



Key Components to Building Resiliency

Clarification of Roles

Family Support Provider

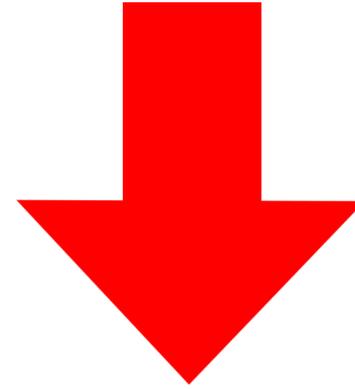


Increase Protective Factors

Protective factors help to maintain family cohesiveness during stressful times.

- Support provided to increase connections to family, community, and services;
- having access to information and resources;
- being able to effectively communicate with service providers and youth serving systems;
- having the ability to remain hopeful and optimistic allow the family to feel safe in their home and community.

Community Support Specialist



Decrease Risk Factors

Risk factors are those happenings and events that expose the family to:

- harmful situations and can often lead to a variety of problems: marital or partner relationship issues, loss of employment, loss of services, loss of home, isolation, or a change in community status.
- may also lead to out of home placement for children, thus disrupting the family unit further. In addition risk factors or risky behaviors may endanger the life of the youth as well as other family members
- may lead to the parent or caregiver losing their voice to care and plan for the well-being of their family

Trauma Impacts on Nervous System

