



## **SPARC IOP Multi-Family Group**



# SPARC

The Suicide Prevention and Resilience at Children's (SPARC) program is an evidence-based, Intensive Outpatient Program (IOP) focusing on reducing risk for self-harm and suicidal thoughts and behaviors.

- Goal of SPARC is to prepare teen and ensure safety for outpatient care

# Agenda

- Introduce SPARC Team
- General Overview
- Psychoeducation: Family Wellness
- Family Skills: Communication and DEAR MAN
- Take Home Message/Questions
- Reasons for Living

# SPARC TEAM

## **Clinical Programming**

Graham J. Emslie, MD

Betsy Kennard, PsyD

Kristin Wolfe, LPC, PhD

Jessica King, PhD

## **Clinical Therapists**

Amanda Taylor, LPC

Remy Nadelman, LCSW

Leah Norstrud, LPC-S

Mehak Gupta, LPC

Leah Cherner, LPC

Jess Wright, PsyD

Rebecca Wildman, Psychology Intern

## **ED Liaison**

TBD

## **Care Coordinator**

Phoebe Noel, LCSW

## **Nurses**

Doug Fudge RN

## **Recreation Therapist**

Katie Derouin, CTRS

## **Ambulatory Service Rep**

Bobbette Steptoe

# General Information

## **CONTACT US**

SPARC Care Coordinator:

214-456-3600

Outpatient Psychiatry:

214-456-5900

## **Please contact us if unable to attend scheduled appointments.**

- Attendance is important

## **AFTER HOURS EMERGENCY CONTACT**

214-456-7000

This is the main number for Children's Health. Please let the operator know that you need to reach the SPARC on-call provider. The operator will give the on-call staff the message, and we will get back to you within about 20-30 minutes. If you need more immediate attention, you may call 911 or go to your nearest emergency department.

# Parent and Teen Responsibilities

## Teen:

- *Teen Group Therapy:*
  - Monday and Thursday
    - 8:30-11:30 am
    - 1:00-4:00 pm
  - Tuesday and Friday
    - 8:30-11:30 am
  - Average length 4-6 weeks
  - Revolving group
- *Multifamily Group:*
  - Wednesday 3:00-6:00pm
  - Scheduled in advance
- *Individual and Family Therapy:*
  - Weekly individual therapy is required for this program
  - Family therapy is available as needed

## Parent:

- *Multifamily Group:*
  - Wednesday 3:00-6:00pm
  - Scheduled in advance
- *Parent Group:*
  - Friday (virtual)
    - 12:00-1:00pm
- *Individual and Family Therapy:*
  - Weekly individual therapy is required for this program
  - Family therapy is available as needed

# SPARC Skills

- **Reasons for Living:** Identify and recall reasons for living to feel more hopeful and less helpless in crisis situations and during other times of distress
- **Mindfulness:** Focus awareness on the present moment, while calmly acknowledging and accepting feelings, thoughts, and bodily sensations
- **Behavioral Activation:** Recognize mood states and how engaging in pleasant activities can improve mood
- **Problem-Solving:** FLIP the problem to look at all sides of the situation to identify solutions and develop a plan for tackling difficulties
- **Emotional Regulation:** Identify emotions and techniques to manage negative emotions
- **Distress Tolerance:** Goal is to survive the stressful situation without resorting to unhelpful behaviors

# SPARC Skills

- **Walking the Middle Path:** All people have unique qualities and points of view, and that it is important to avoid “all” or “nothing” thinking or extreme beliefs
- **Socialization and Support:** Expand social network of support, by improving family communication, finding positive peer support, and increasing family and community resources
- **Interpersonal Effectiveness:** Relationships can be stressful at times; when and how to be assertive and how to use effective communication and negotiation strategies
- **Positive Affect:** Strategies for activating and maintaining positive emotional states by engaging in pleasant activities or recalling positive events
- **Wellness/Relapse Prevention:** Wellness is one of the key ingredients in prevention future suicidal thoughts. Identify and focus on strengths and to add tools to increase periods of feeling and behaving “well.”



## Home Safety

- One way to support your child at this time is to lock up any potentially dangerous items
- A member of the SPARC IOP team will review these recommendations specific to your home and family
- Work with your child to address safety and their belongings
- Take the same precautions in the homes of close friends and family, as needed

## Providing Support

- It is important to support your child by increasing the level of supervision and spending time together
- Parents should monitor all medications used in the home at this time

# Preparing for Outpatient Care

- Outpatient care planning begins at start of program
  - List of community providers can be provided by Care Coordinator
  - Appointments with outpatient providers must be setup prior to finishing the program
  - Final group date will be discussed with assigned SPARC therapist
- Contact new provider(s) ASAP!

# Continuation of Treatment

## Staying in treatment is key!

- We recommend 6 months to 1 year of treatment after graduating the SPARC IOP
- Role of SPARC IOP after graduation
  - If you have questions after group completion, please feel free to call your SPARC IOP therapist or care coordinator.
  - Booster sessions

You may receive a survey in the mail from National Research Corporation, asking for feedback on your SPARC treatment. We appreciate you taking time to complete this survey to help us continue to improve the treatment we provide!



## **Psychoeducation for Families: Family Wellness**



# Objectives

- Understanding Wellness and Family Wellness
- How can a family improve their wellness

# Wellness

- It is easy to focus on what is going wrong!
- Instead...
  - Focus on strengths, because that is what will help you move forward!
    - Teen
    - Parents
    - Family
  - Focus on wellness, with hopes of living life to the fullest!

# Family Wellness

## SOOTHING

What does your family do to relax?

## SELF HEALTH

What healthy behaviors does your family do regularly?

## SOCIAL

What does your family do for fun with others?

## SUCCESS

What are your family's strengths?

## PIRITUAL

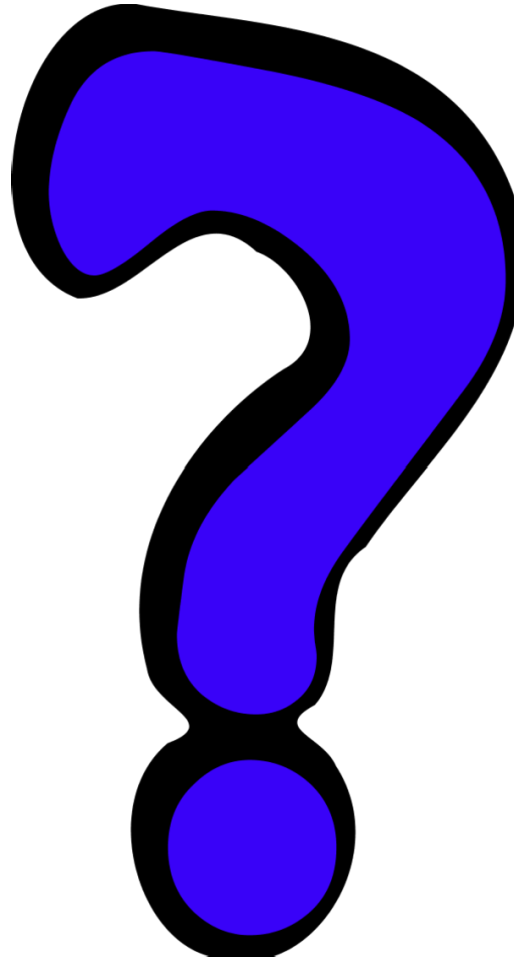
What are your family's values and beliefs?  
How does your family help and respect others?

## SELF ACCEPTANCE

What are some positive statements about your family?  
Do you have a family motto?



# Questions?







## **Family Skill Building: Week B**

# Family Skill Building

## Agenda:

1. Communication problems are common in all families!
2. Learn about what types of communication patterns that are in your family and learn new ways to manage them
3. What families can do to improve
  - Identify problem communication habits
  - Listen and validate
  - DEAR MAN skill

# Family Communication



Problem Communication Habits		Positive Communication Habits	
<input checked="" type="checkbox"/> Accusing, blaming happens")	<input type="checkbox"/>	<input type="checkbox"/> Make "I" statements ("I feel ____ when ____	
<input type="checkbox"/> Using sarcasm	<input type="checkbox"/>	<input type="checkbox"/> Make communication direct, using a neutral voice	
<input type="checkbox"/> Put downs, name calling, shaming	<input type="checkbox"/>	<input type="checkbox"/> Accepting responsibility; "I" statements	
<input type="checkbox"/> Interrupting	<input type="checkbox"/>	<input type="checkbox"/> Listening quietly	
<input type="checkbox"/> Lecturing, preaching, moralizing	<input type="checkbox"/>	<input type="checkbox"/> Identify the problem; be brief	
<input type="checkbox"/> Criticizing	<input type="checkbox"/>	<input type="checkbox"/> Identifying the positive; collaborate on solutions	
<input type="checkbox"/> Telling others what they think and feel	<input type="checkbox"/>	<input type="checkbox"/> Asking people what they think and feel	
<input type="checkbox"/> Getting off topic	<input type="checkbox"/>	<input type="checkbox"/> Catching self and returning to the problem	
<input type="checkbox"/> Dwelling on the past	<input type="checkbox"/>	<input type="checkbox"/> Sticking to the present and future (suggesting change to correct past problems)	
<input type="checkbox"/> Monopolizing the conversation	<input type="checkbox"/>	<input type="checkbox"/> Taking turns making brief statements	
<input type="checkbox"/> Threatening	<input type="checkbox"/>	<input type="checkbox"/> Suggesting alternative solutions	
<input type="checkbox"/> Clamming up; not responding	<input type="checkbox"/>	<input type="checkbox"/> Reflecting; validating, expressing both negative and positive feelings	
<input type="checkbox"/> Using "the silent treatment"	<input type="checkbox"/>	<input type="checkbox"/> Negotiating a later time to talk, when everyone has "cooled off"	
<input type="checkbox"/> Not paying attention; looking at cell phone	<input type="checkbox"/>	<input type="checkbox"/> Give full attention to the conversation, or request to talk at a time when you will be able to focus	
<input type="checkbox"/> Being passive-aggressive	<input type="checkbox"/>	<input type="checkbox"/> Being clear and assertive in communication style	

ME

MOM

DAD

## Problem Communication Habits

- Accusing, blaming
- Using sarcasm
- Put downs, name calling, shaming
- Interrupting
- Lecturing, preaching, moralizing
- Criticizing
- Telling others what they think and feel
- Getting off topic
- Dwelling on the past
- Monopolizing the conversation
- Threatening
- Glamming up; not responding
- Using "the silent treatment"
- Not paying attention; looking at cell phone
- Being passive-aggressive

ME

MOM

DAD

## Positive Communication Habits

- Make "I" statements ("I feel \_\_\_\_ when \_\_\_\_ happens")
- Make communication direct, using a neutral voice
- Accepting responsibility; "I" statements
- Listening quietly
- Identify the problem; be brief
- Identifying the positive; collaborate on solutions
- Asking people what they think and feel
- Catching self and returning to the problem
- Sticking to the present and future (suggesting change to correct past problems)
- Taking turns making brief statements
- Suggesting alternative solutions
- Reflecting; validating, expressing both negative and positive feelings
- Negotiating a later time to talk, when everyone has "cooled off"
- Give full attention to the conversation, or request to talk at a time when you will be able to focus
- Being clear and assertive in communication style



## **Communication: Meeting your Objectives**





# Asking for What You Want Respectfully:

## DEAR MAN

- Describe:** Stick to the facts.
- Express:** Your feelings using “I” statements (“I feel...” “I would like...”) Stay away from “you should...”
- Assert:** Ask for you want or say “no” clearly. Remember the other person cannot read your mind.
- Reinforce:** Reward (reinforce) the person ahead of time by explaining the positive effects of getting what you want.
- Mindful:** Keep your focus on what you want, avoiding distractions.
- Appear confident:** Make eye contact, use a confident tone of voice.
- Negotiate:** Be willing to GIVE TO GET. Offer alternative solutions to the problem.



## Role Play 1

Parent wants teen to come home earlier from a planned night out; teen wants to stay out later.

- Group 1: Play Teen
- Group 2: Play Parent(s)

## Role Play 2

Teen wants alone time; parent wants teen to join family for a family night.

- Group 1: Play Teen
- Group 2: Play Parent(s)

# Take home message for today

- What are the main points we learned today?
- How can these be applied in your family?
- Practice Assignment? Choose 2:
  - Create a family motto
  - Pick an S to work on
  - Pick a pleasant activity to do as a family
  - Focus on one problem communication behavior by pairing with positive alternative

# Reason for Living?

