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School of Occupational Therapy

2-Gen: Occupational Therapy Program for Intergeneration Trauma and Family
Reintegration for Female Offenders

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A capstone project submitted in partial fulfillment for the requirements of the Doctor of
Occupational Therapy degree from the University of Indianapolis, School of
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Abstract

Current literature acknowledges the lack of community reentry opportunities available to female inmates, especially the lack of parenting classes geared towards mothers. This paper examines the role of occupational therapy within the reunification process for formerly incarcerated mothers and their children using trauma-informed care. I partnered with the Public Advocates for Community Reentry (PACE) to develop a resource guide and weekly session outline to support and assist in the implementation address personal traumas and self-growth and provide education on better parenting skills. The staff survey supported the ability of the 2-Gen program and felt that they and the clients could use it to their benefit in the future. The promotion of adaptability and restoration was obtained by utilizing the Ecology of Human Performance to find supporting evidence from peer-reviewed scholarly articles and published journals.

Keywords: occupational therapy, parenting, reunification, trauma-informed care, PACE, criminal justice

Introduction

More than 10.77 million people are incarcerated worldwide, and 2 million are in the United States of America (Institute for Crime & Justice Policy Research, 2021).

Imprisonment is understood to be a way to protect society by removing those that have committed an injustice. In theory, people are reformed after serving their sentence, and thus would not another crime. However, rehabilitation services are not the focus of incarceration. Therefore, when people are released, they've gained knowledge or skills that increase the chances of recidivism (Muñoz et al., 2016).

The alienation of these individuals can lead to occupational deprivation in and out of the correctional facility. Due to the stigma that comes with their time spent, reintegration is also challenging. Where occupational therapy comes into play is to restore participation and balance. Occupational therapy refers to the therapeutic services for individuals within the criminal justice system (Hitch et al., 2015). Occupational therapists can make a significant impact within the criminal justice, but there is a lack of guidelines within the profession of the criminal justice system. From this view, rehabilitation is multidisciplinary teamwork; forensic occupational therapy is a vital part of the treatment and rehabilitation (Ozkan et al., 2018). With the collaboration of PACE, the rehabilitation of these individuals is more tangible.

Public Advocates for Community Reentry (PACE) is a nonprofit organization whose mission is to serve individuals impacted by the criminal justice system. PACE opened its doors in 1968, but then they were referred to as Offender Aid & Restoration (OAR). OAR officially changed the name to PACE in 2010 to focus on meeting the

needs of those who were incarcerated and on the ex-convicts that had made it out of the system and wanted to return to the community. PACE offers services that include family reunification, transitional housing, substance abuse education group, career coaching, and so forth (PACE Indy, n.d.).

The United Way of Central Indiana (UWCI) sponsored the two-generational (2-gen) program to provide occupational therapy-based interventions to clients with criminal records and their families. As a result ,in 2021, PACE's human resources created a contract with an occupational therapist to launch their pilot program focusing on intergenerational trauma (Hensley,2021). Schedule to start in the Spring of 2022, the program will educate the staff and clients through trauma-informed care (PACE Indy,2022).

The 2-Gen program is where my capstone comes into place. My project is working with the clients on the protocol and creating a resource guide for all take-home materials and continued education. Training to prevent or reduce intergeneration trauma will assist this population as it addresses the lack of awareness of trauma-informed care and provides space for identification of and healing from intergenerational trauma. As a byproduct of the DCE, the staff of PACE received education on trauma-informed care using the services offered by an occupational therapist practitioner

The following paper describes literature relating to trauma-informed care and generational trauma and provides information that informed the resource guides.

Background

According to the Prison Policy Initiative (2022), the United States is home to almost 2 million people in the criminal justice system. Of the 2 million, 2.3 thousand are

female inmates, including girls in juvenile detention centers. Female inmates in local jails have grown twice the rate of their male counterparts. In addition, 80% of women are mothers, most of whom were the primary caretakers for their children before incarceration (Kajstura, 2019). However, a needs assessment by the U.S. Department of Justice (1998) noted that offenders' programs were often not gendered sensitive. Nor did the programs have objectives focused on parenting as a mother, self-actualization, and decreasing the effects of abuse and victimization experienced by most women.

Women in the criminal justice system experience and watch numerous traumatic situations, but it is also essential to look at the trauma they encountered before their incarceration. Harris (2016) noted that mothers deprived of healthy parental figures with limited opportunities for adjustment develop a cycle of intergenerational trauma. The author said that her limitation included the small sample size of the population and the self-reported assessment tool they used. Harris (2016) encouraged a longitudinal study with a more diverse representation and a larger sample size to diminish generalizability to entire populations, and decrease response bias for a more accurate result to services.

In a similar study by Frye and Dawe (2008), the researchers looked at the effectiveness of delivering a parenting program in a prison where the women could live with their children. The program, Parenting under Pressure (PUP), was designed to respond to the individual needs of each family for ten weeks. The author noted that the women who completed the program reported significant improvements in lifestyle, overall well-being, and relationship with their children. However, similar to the previous article, the authors noted these women had higher levels of psychological distress and complex trauma. The limitations pointed out in this study were due to the program being

at a community center, transportation was challenging and access to community resources and funding in general, was difficult (Frye & Dawe, 2008).

Project

PACE has a grant for a small sample size to trial a program for intergenerational trauma. Yehuda and Lehrner (2018) define intergenerational trauma as that exposure to highly adverse events impacts individuals so much that their offspring find themselves grappling with their parents' post-traumatic state. With that insight, it fueled my project to find topics to heal the individuals' intergenerational trauma. It also provided the resources to stop the trauma from continuing with their children and allow everyone to start the healing process.

Part of my DCE project is developing a resource guide to assist all PACE participants, not just those in the pilot program. Also, it is vital to keep in mind that the articles and resources are broad enough to benefit all individuals. In comparison, both studies were concerned about not being diverse enough in their participants. I hope the resource guide will help educate all races and ethnicities. Similar to the second study, PACE will host the 2-Gen meeting. Still, with improvements in technology, we have the option to host video meetings so that the women will not have to worry about transportation.

Under the Ecology of Human Performance (EHP) scope, the DCE project will provide means to adapt, modify, or recreate the reunification with their families. EHP is a framework that looks at a person's context, task, and performance and takes a therapeutic intervention to understand the human occupation (Cole & Tufano, 2019). With this

framework, I constructed a project that provided the client multiple opportunities to participate in tasks based on their role as a parent and as an individual post-prison release.

DCE project included a resource guide and an outline of group sessions for the 2-Gen program at PACE. In the resource binder, there will be activities for the clients to complete on their own, with their children, and for their children to promote learning development. Prior to starting the sessions, we used the following assessments to gather information on the participants: Occupational Profile, Ace Screening Tool, Parental Stress Scale, and Parental Competency Scale. In the third session, we used the Sensory Profile to assist us in gathering sensory information from the mothers on their sensory threshold to prepare them for the sensory education. The EHP frame of reference guided the development of the 2-Gen sessions and the selection of the screening tools. The EHP provided the ability to adapt and modify the sessions to be more individualized for those involved.

Regarding the group outlines, each group for the ten weeks was outlined using a PowerPoint slide deck with two additional weeks of material as spares. Each weekly topic includes an education piece, providing definitions, an area for discussion and questions, then the activity related to the issue of the session. After a client has completed the week's session, they will receive a copy of the PowerPoint slide/word document that they can place into their resource binder to refer to later. They will also receive homework that will set them up for the next session. The sessions follow no particular order and allow for adaptations based on the clients' or treating therapist's digression.

For example, one week is dedicated to communication skills with children. The client comes into the session with their child, and we define parenting styles. Then the

components of communication, both verbal and non-verbal, and ask them how they respond to different situations. Lastly, for an activity, there is an option of a board game for the parent to play with their child or a role-playing session to act out. Homework is sent home with the client to reflect on what they learned during the session and activities that would prepare them for the next session.

Outcome Measure

For the DCE project, I used several assessment tools for the clients to complete at the initial evaluation. I also created three different surveys for the clients and the staff of PACE to complete. I built a feedback survey for the staff and I created two satisfaction surveys for the clients. One them to finish halfway through and another at the end of their program. Unfortunately, due to the capstone coming to an end, I cannot report on the results of the clients' survey. A thematic analysis was used for the staff survey responses. For the staff survey, a Likert scale was utilized, with one being the lowest score or highly unsatisfied to five being the highest score, or highest satisfied. In terms of the nominal data, the average rating for the Likert scale questions was as follows:

1. "Rate the readability of the guide for our client population"; 4.46/5
2. "How satisfied are you with the topics being covered?"; 4.69/5
3. "How satisfied are you with some of the activities included?"; 4.31/5

The initial survey for the staff of PACE received a total of 13 responses. Based on the Likert scale results, I concluded that the staff's resource guide and activity folder have a high likeability rating.

For the thematic analysis, I reviewed the following open-ended questions, “How satisfied are you with the Guide overall? Anything you would like to add or remove?.” Of the 13 responses, ten responded to the open-ended question. Five out of the ten expressed that the Guide looked good and was very relevant to the client population. Three of the ten described legibility issues with spacing concerns and the possibility of translating to multiple languages. The last theme of accessibility came from responses expressing the need to include activities that will be beneficial for developmentally limited children or make sections small but with larger print sizes for easier readability. The most common themes were general appreciation, accessibility, and legibility

Summary

The DCE, in collaboration with PACE, developed and trialed, a program

to address intergenerational trauma and its effect on parenting as a mother post-prison release. After creating the resource guide to provide the outline for the program, I created two surveys to receive feedback from the PACE staff and the clients that complete the 2-Gen program. The staff voiced interest in the guide and provided effective feedback for the guide efficiently for the population. My site mentor took responsibility for the future distribution of the materials and implementation.

Conclusion

The Doctoral Capstone Project resulted in a formal resource guide, which supported a trial program funded by a United Way grant for intergenerational trauma in the female prison population. The resource guide is editable and may be updated as the program evolves. Based on my experience in the work release center, the sessions with the women in the 2-Gen, and the research I have conducted, more attention is needed to

support the healing of intergenerational trauma and the need for effective parental courses for incarcerated mothers and fathers alike. A lot of these individuals come from a long history of traumatic events within their lineage. After they have served their time, there should be programs in place to promote rehabilitation and healing to stop the criminal behaviors from manifesting again.

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APPENDIX A



2022

2-Gen Resource Guide

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Hello,

Welcome and Thank You for joining “Two-generation” or 2-GEN. 2-GEN is a project funded and sponsored by the United Way of Central Indiana (UWCI) and supported by Public Advocates in Community Re-Entry (PACE) that Breea Vest initiated. Breea Vest is a licensed occupational therapist (O.T.D.) who has a passion for using client-centered and therapeutic services for individuals the criminal justice system has impacted. Breea created the 2-GEN project to utilize occupation-based and client-centered services to decrease the risk of passing Trauma through generations and promote positive familial relationships. The program’s goals include providing education, resources, and support to improve relationships and parenting between mothers and their children post-incarceration.

What is PACE?

Founded in 1960, Public Advocates in Community Re-Entry (PACE) aimed to provide volunteering experience to prisoners in the Indiana Reformatory in Pendleton, Indiana. Fast forward 50 years, PACE’s mission has widened. It includes wanting to give a variety of services to help both currently and previously incarcerated individuals and their families to lead productive lives and return to the community.

What is occupational therapy?

Occupational therapy is a healthcare profession that helps individuals of all ages. Their goal is to help people overcome barriers that affect a person’s emotional, social, and physical needs while regaining independence and self-confidence. Within the realm of community reentry, the OT’s role is to provide client-centered care to address areas of shortcomings. We’ll provide resources for coping, role-playing opportunities, interpersonal communication activities, education on age-appropriate activities, career development, time management, and much more.



Trauma

*What is **TRAUMA**?*

Trauma can come from extreme events that a person is involved in or witnesses. Examples of traumatic events are community violence, bullying, disaster, sexual abuse, sex trafficking, intimate partner violence, etc.

Trauma is an injury to living tissue caused by an external agent, emotional stress, physical damage, or an emotional upset ²².

Other definitions include:

COMPLEX TRAUMA:

Refers to constant or multiple stressors during a defenseless period in someone's life. ²⁰

ACUTE TRAUMA:

A single distressing event that is extreme enough to threaten a person emotionally and physically. I.e., car accident, sexual abuse

CHRONIC TRAUMA:

Multiple, long-term stressful, traumatic events over an extended period, I.e., bullying, war, serious illness ⁷⁹

INTERGENERATIONAL TRAUMA

Intergenerational Trauma:

Trauma that has been passed down through generations. It is an experience that was overwhelming and unresolved with such a significant impact on one's life that it can be passed down to one's children and for generations. ¹⁰

HISTORICAL TRAUMA:

A multi-generational trauma experienced by a specific cultural, racial, or ethnic group. It is related to major events that brutalized a particular group of people because of their status as suppressed individuals. ⁸⁰

Examples include slavery, the Holocaust, forced migrations, and violent colonization

- Generational Trauma also has signs and symptoms: ¹⁵.

- Lack of trust
- Difficult time connecting with others
- Separation
- Substance abuse
- Attention seeking behavior

Trauma often mirrors the symptoms of post-traumatic stress disorder or PTSD: **2**

- Grumpy and angry outbursts
- Feeling tense and anxious
- Feeling detached from others and/or emotionally and mentally numbed
- Reduced interest in life

In children, PTSD can manifest as:

- Bedwetting after learning to use the bathroom
- Inability to speak
- Acting out

Potential treatments for Trauma:

- Open a conversation with your parents about their lives and how they coped.
- Notice any underlying patterns, attitudes, or stories from your family that you continue to display.
- Talk through these areas with a trusted friend, family member, or therapist and consider an alternative way of coping or communicating.
- Promote a sense of empathy and compassion for your family and the struggles they experience.
- Recreate a new habit that you want your children to demonstrate and believe about their family, themselves, and the world. ⁸



BUILDING AND KEEPING BOUNDARIES

1. List Your Most Important Priorities

What's non-negotiable to you? What are your hard limits, the rules you refuse to bend? Those are your most important priorities, and that's where you can start your focus. Boundaries come in many shapes and forms, including physical, emotional, moral, and financial limits. Self-awareness is the first step toward change. Think about past times when you maintained certain limits. Take some time and consider writing down these limits. How did it feel to respect yourself in that way? Now reflect on some times when you backtracked or compromised your needs? How did you feel then? These questions will help you learn how to set boundaries.

2. Pay Attention to Your Intuition

Do you know that nagging voice in the back of your head that's telling you something isn't a good idea? Chances are, it's guiding you in the right direction! Why not consider listening to it next time?

Research shows that our beliefs help us process underlying information to make better and faster decisions. In other words, if the thought of babysitting your neighbor's child fills you with dread, pay attention to that feeling. Likewise, if a job offer doesn't feel "right," it might not be the right job for you!

Of course, we sometimes need to do things we don't want to do. But suppose you routinely accept invitations or over-extend yourself past your limits. In that case, you aren't listening to your gut, which means you might not be respecting your own boundaries.

3. Assume Responsibility for Your Needs

No matter how much you love your friends and family, it's still your job to care for yourself. Always have an alternative plan to avoid entirely depending on others to make you happy.

Learning to take responsibility for your life means:

- Avoiding blaming other people for your emotions
- Accepting hard times as a regular part of growth
- Taking ownership over your actions and how they affect others
- Making decisions that serve your best interest

When you start being responsible for yourself and your needs, you stop having high expectations for how other people should behave. You also avoid being a victim of your environment, and this mindset can help simplify your boundaries.

4. Practice Saying No

No is a complete sentence. That truth may seem unthinkable, mainly if you hold attitudes that “no” makes you a mean person or lousy friend. But saying “no” to other people often means saying “yes” to yourself, and why shouldn’t you matter?

If giving a plain “no” feels too uncomfortable, you can try one of these phrases:

- “I wish I could, but...”
- “Unfortunately, that won’t work for me.”
- “Thanks for thinking of me, but I’m going to have to turn it down.”
- “I can’t do it this time.”

Try to avoid lying about why you’re saying no. Although a white lie may seem harmless, it’s easy to forget what you said or get caught in your own ideas. If someone finds out you lied to them, they will probably feel more betrayed and hurt than if you had just told them the truth.

5. Use I-Statements

I-statements help you communicate your needs and feelings without attacking the other person. They can be highly effective. Many times, we rush to you-statements (*you hurt my feelings! You never want to go anywhere. You don’t care about my job!*) when we feel angry or hurt. You-statements come across as accusing them or blaming them, and they often result in the other person becoming defensive or withdrawn. This push-pull pattern only leads to continue hard feelings.

I-statements should be clear, but you should be mindful of your tone and word choice. The goal isn’t to induce guilt or shame. Instead, it’s about asserting your needs and reaching a reasonable solution with someone else.

Proper I-statements sound like:

- I felt ___ when you ____.
- I would really prefer...
- I hope to...
- Moving forward, I need to...

6. Avoid Extreme Apologizing

Remember, firm boundaries don’t require anyone else’s approval. Moreover, apologizing doesn’t necessarily change how the other person might feel about you!

Compare these two boundaries:

- *I’m sorry, something just came up, and I won’t be able to attend the meeting. I’m hoping I can join next time!*
- *I’m really sorry, I won’t be able to attend the meeting. I’ve been so swamped. I know this meeting was important to you, and I was really hoping I could make it. I*



know we need to prepare some things, and I feel so bad that I'm canceling you at the last moment. Your time is so precious, and I hate disrespecting it.

Notice the difference? In the first example, you're offering a direct boundary with a simple apology for any inconvenience it may cause. But in the second statement, the boundary becomes muddled by guilt and fear. You're practically begging for the other person to validate that it's okay you set the boundary.

7. Be Consistent with Applying Your Boundaries

Consistency means following through with your boundaries, even if you don't want to do it at that moment. Your boundaries won't carry much weight if you don't enforce them. If people know you'll give in to what they want, they might just ignore your requests altogether.

For example, let's say your coworker routinely procrastinates during her tasks at work. You feel annoyed when she asks for help, and you tell her you're too busy. But a few days later, when it's time to finish a group project, you pick up her slack in the end.

She might apologize and avoid making the same mistake. Or, because she knew she could rely on you, the pattern may repeat itself. If you say you're going to do something, you must do it. That's why continued practice is everything.

8. Expect the Discomfort

Unfortunately, setting boundaries doesn't always feel good. In fact, it can feel incredibly awkward or even painful. You might feel guilty asking for what you need, even if the other person seems understanding. Additionally, some people might not respect your boundaries. This pushback can feel disappointing, especially if you aren't expecting it. Remember that this doesn't mean you need to back down. Discomfort can sometimes be a part of the growth process. It isn't your responsibility to make other people happy when setting boundaries. It's certainly a nice bonus, but if that's your main focus, you aren't setting an actual boundary- you're trying to compromise with other people.

9. Always Remind Yourself of the Benefits

Setting boundaries can feel like a significant adjustment if you're used to pleasing others or rejecting your own needs. At times, you may question if it's even worth it, especially if someone doesn't respect your boundary.

It may be helpful to remind yourself of a mantra to remind yourself of the benefits, such as:

- My boundaries allow me to love myself
- Boundaries protect me from resentment

- I am allowed to have limits
- I am grateful to give myself what I need
- My boundaries give me healthier relationships

If you continue to struggle, reflect on the people you know who have firm boundaries. What do you admire about them? Can they inspire you during this vulnerable time?

10. Seek Professional Support

Sometimes, self-help strategies aren't enough. Therapy can help you understand the barriers that make boundaries challenging. Your therapist can work with you on self-empowerment and assertiveness training skills. They can also teach you healthy coping skills to manage the emotional discomfort associated with setting limits. ⁷⁶

Some common barriers include:

- Having a history of trauma
- Being in an abusive relationship
- Struggling with a mental health condition like depression or anxiety
- Low self-esteem
- Growing up in a household with overly rigid boundaries or no boundaries at all



Self-Care and Esteem



Maslow's hierarchy of needs

What is self-esteem?

Self-esteem is the opinion we have of ourselves. When we have low self-esteem, we tend to see ourselves in a more negative and critical light and are less able to take on life's challenges. It is important to identify negative beliefs you may have about yourself to improve self-esteem. ⁷⁴

What is confidence?

Self-confidence is the faith you have in your skills and abilities. Self-confidence is fueled by self-esteem and how positive we are about ourselves. ⁷⁴

How do you become self-aware?

To take care of yourself, you must know who you are. Self-awareness is the ability to step back and observe ourselves, our feelings, and our thoughts. The journey to self-awareness takes bravery because confronting the uncomfortable can be scary. It's also important to practice self-compassion and self-care. ⁷⁵

Activities to improve self-confidence, self-perception, and take care of yourself!

Rules with self-care:

1. It should not feel like a chore
2. It is about progress, not perfection
3. You deserve this

USE POSITIVE SELF-TALK

- Positive self-affirmation
 - "I am confident."
 - "I am getting better and better every day."
 - "I am strong."
 - "Today will be a productive day."

- Be kind to yourself

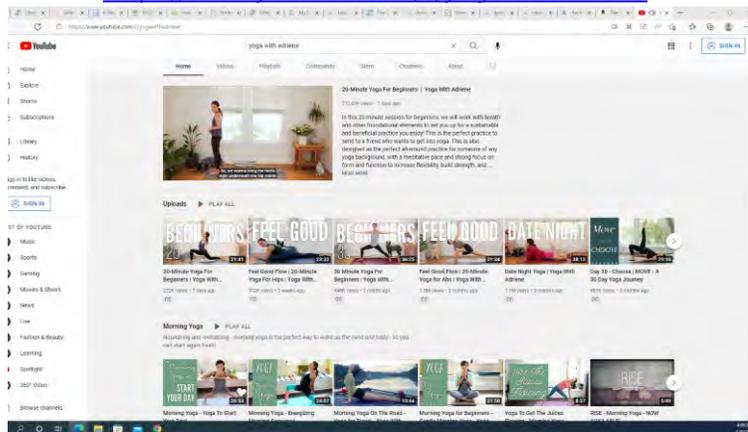
Keep up with something you are good at

- Everyone is good at something, whether it is cooking, singing, etc. People tend to be in a good mood when participating in something they are doing and are good at.

Invest in new hobbies;

- **Meditation**
- **Yoga & fitness**
 - Yoga With Adriene - YouTube 70

▪ <https://www.youtube.com/c/yogawithadriene>

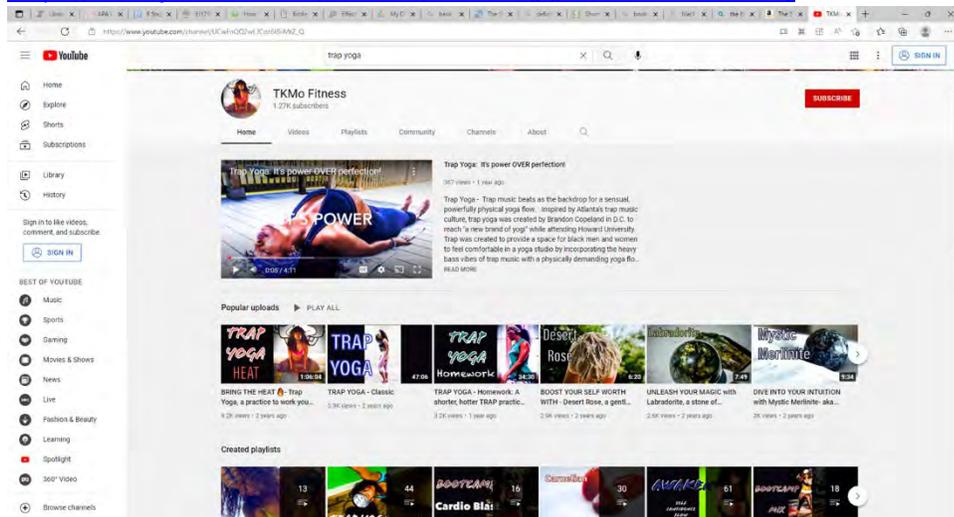


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- Tumor Fitness - YouTube 71

https://www.youtube.com/channel/UCwFnQQ2wLJCoz6l8iIMtZ_Q



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- Go for a hike or take a walk

- **Find a creative outlet**
 - Crochet/knitting



- [How to Knit: Easy for Beginners - YouTube](#) ⁷²



https://www.youtube.com/watch?v=p_RIUDsNOMk

- [How to Crochet for Absolute Beginners: Part 1 - YouTube](#) ⁷⁴
- Painting
- Journaling
 - [100 Journaling Questions and Prompts to Spark Your Creativity \(developgoodhabits.com\)](#)
 - [75 Journaling Prompts – Intelligent Change](#)
- Creative writing
- **Podcast options**
 - Self-care for extremely busy women with Suzanne Falter
 - Self-Care Sunday with Kayley Reed Society
 - The Self Love Fix with Beatrice Health
 - Think Positive: Daily Affirmation with Dacia Arritola
 - Affirmations of a Bad B*tch with Tiona Thompson
- **Basic self-care options**
 - Stay hydrated
 - Increase daily step count
 - Take time to stretch before bed
 - Get at least 7-9 hours of sleep
 - Write a bucket list
 - Check-in with neighbors
 - Declutter your home
 - Recycle
 - Follow feng shui rules to bring peace to your home.

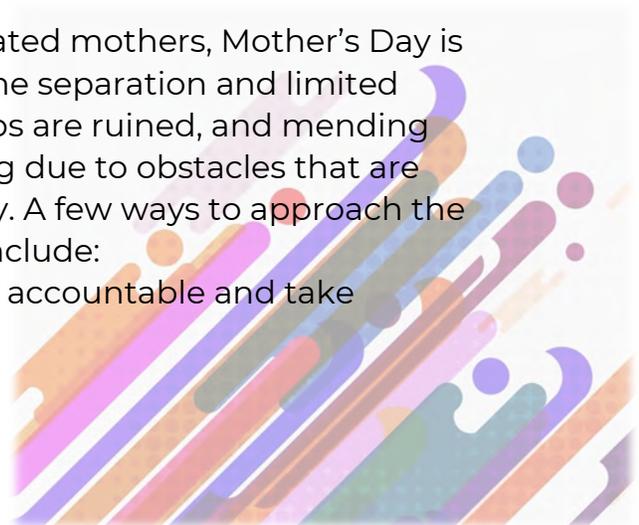
Relationships after Incarceration

Communication

- Communication is more than just “talking,” interpersonal skills include active listening, body language, and verbal communication.
 - Body language
 - Facial expression
 - Smiling:
 - Keep your expression natural and try to avoid extreme reactions
 - Movement; “move forward with purpose” - Sherrilyn Kenyon
 - Fidgeting: may indicate nervousness or boredom ¹⁹
 - Appearance
 - Gesture: hand movements with speech often help with the understanding of what is being said ¹⁸
 - Posture: can reflect emotions, attitudes, and level of confidence
 - Active listening ⁵
 - Pay attention
 - Show that you are listening, make frequent eye contact, give small verbal comments
 - Offer feedback: this is a part where verbal communication is important; ask follow-up questions and be ready to offer comments, if prompted.

Rebuilding relationships

- **Children**
 - Young children ¹⁷
 - For children of incarcerated mothers, Mother’s Day is not very joyful. Due to the separation and limited contact, the relationships are ruined, and mending can become challenging due to obstacles that are still present with reentry. A few ways to approach the route of reconnection include:
 - Apologize: hold yourself accountable and take responsibility.



- Expect nothing: no one must forgive you. Children may forgive but may not want you back in their lives more often than not. Reach out because you want to, but understand that your life, sobriety, and happiness are not dictated by the acceptance of others.
 - Love language: teach yourself to love in your child's love language. ³
 - Recognize that your child's perspective is valid: allow your child to speak freely about how they are hurt. You may disagree, but your child has a right to their feelings.
 - Do the work: your child may be willing to meet you part way, but you have to do the work. Eventually, your child may respond positively if you consistently act in healthy ways.
 - Don't give up: if the relationship means something to you, keep working on yourself and reaching out in healthy ways.
- Adult children ¹⁶
 - Setting and respecting healthy boundaries and privacy
 - If tension is rising, take a break and step away before saying anything you regret later.
 - Treat your children like the adult they are. Try asking for advice in areas where they are knowledgeable in.
 - Get in the habit of sharing jokes. Laughter is a great way of decreasing tension
- Caregivers ²¹
 - Stop the spiral before it starts. Be proactive and acknowledge possible triggers before reacting.
 - Work on expressing yourself in a way that won't trigger a negative situation.
 - Don't launch yourself into a personal attack- step away and take a break if need to.
 - Regain your own self-control and potentially help others regain theirs - it takes two to de-escalate a situation.
 - Acknowledge your differences: talking about the different ways each one reacts and responds differently can be helpful
 - Express gratitude: it reduces conflict and cements our feelings about the good parts of our connection. Of course,

a partner who feels appreciated is more likely to feel encouraged to be even more loving and supportive in the future.

Setting and respecting boundaries

“A boundary is an imaginary line that separates me from you. It separates your physical space, your feelings, needs, and responsibilities from others. Your boundaries also tell other people how they can treat you – what is acceptable and what isn’t. Without boundaries, people may take advantage of you because you haven’t set limits about how you expect to be treated.”¹¹

Disagree on boundaries

If boundaries are established by another person, it’s important to respect their comfort level. It’s important to communicate and ask questions to understand the other’s persons boundaries. If someone’s boundaries are uncomfortable to you, it’s important to look inside yourself and continue to work on self:

- Why are you being triggered?
 - If possible, take a break from the situation. Doesn’t have to be long, just long enough for you to process and calm yourself down.
- Identify the emotions you are feeling and acknowledge that the person is also feeling an intense emotion
- Use language that communicates your emotions and hold yourself accountable



Calm Parenting



Parents are going to get angry with their children. It's a tale as old as time, and key to realizing that parenting is challenging and comes with its ups and downs. We want to acknowledge what triggers and regain control of ourselves before we react unconsciously. If you start to notice that your child is no longer responding to your anger, they could have developed a defense against it.

You are only human, so the body reacts accordingly; you may feel an intense surge of adrenaline and the need to "fight, flight or freeze." That need to respond immediately because it is what your body is telling you to do, the urge to teach your child a lesson and ask questions later.

Acknowledging your triggers, your body displays signs of increased irritation sometimes before you notice; ⁷⁷.

- Clenched fists
- Grinding teeth
- Biting your lip
- Fidgety
- Your pulse is quickening

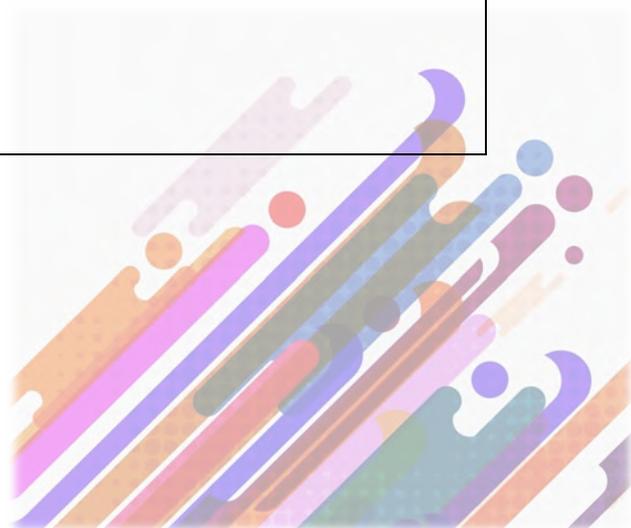
Calm yourself before you react: taking deep breaths and shaking off the tension you feel. ⁷⁸

- **Wait before disciplining**
 - o Take a few times to calm your nerves
 - o Don't stew in the situation and make yourself more upset
 - o Verbally express to your child the consequences and discuss the situation after your personal "time out."
- **Avoid threats**
 - o Threats made while you're angry are always unreasonable. Tell your child you have to think of the appropriate consequence (if the consequences are not already established)
- **Monitor word choice**

- We have the power to calm or upset ourselves and the person we are speaking with by our own tone of voice and choice of words.
- **Consider you are a part of the problem**
 - That responsibility for managing your own emotions first. It is hard to be a peaceful parent because everything that triggers you will make you act your worse. It's important to role model the behavior you wish to see.
- **Still angry?**
 - Look at your own emotional past
 - Seek help
- **Avoid physical force**
 - Spanking or slapping is a temporary fix that releases the anger you have, but it can result in a lifetime of distrust from your kid
 - If you are unable to control yourself, apologize to your child.
- If spanking is unavoidable, complete with self-control

Say this, not that! ^(23, 12)

| Do not | Suggestions |
|---|--|
| "Stop crying. You're fine." | "Why are you crying?" |
| "You act just like mother/father." | "I'm not happy with your behavior because...(focus on behavior/action) |
| "That's only for boys/girls." | Say nothing. Remember that interest or hobbies are not gender-specific |
| "This is my house; you're just living in it." | "You know the rules. Please stick to them." |
| "Because I said so" | Explain why you feel a certain way about it |
| Stop crying, or I'll give you something to cry about" | |



Consequences & Punishment

Parenting styles ¹

| | |
|---|---|
| <i>Authoritarian:</i> This parenting style is a one-way mode. Parents establish strict rules and children obey. There's little room for negotiations from the child, and rules are usually not explained. These parents have elevated expectations and limited flexibility. | |
| PRO | CON |
| Children raised in a disciplined household will be the most well-behaved due to the consequences of misbehaving | Can lead to higher levels of aggression, difficulties managing anger, poor self-esteem, and potential for rebellion later |
| <i>Authoritative:</i> Normally develops a close, nurturing relationship with their child. Clear guidelines and reasoning behind discipline. | |
| PRO | CON |
| Encourage effective management of emotions, independence, and a higher level of self-esteem and academic achievement | Gaining and maintaining a balance is not always easy |
| <i>Permissive:</i> Warm and nurturing with minimal to no expectations or rules. Communication remains open, and parents allow their children to figure out situations on their own. Rarely uses of disciplines, more friendly. | |
| PRO | CON |
| Tend to be more creative and comfortable with self and self-expression. Close relations with parents | Little understanding of right and wrong, few consequences, lack of structure |
| <i>Uninvolved:</i> Children are given a lot of freedom. Parents fulfill basic needs and stay detached. Children may be self-sufficient and capable because they had to be. | |
| PRO | CON |
| Often keep out of parent's business, better at looking out for themselves | The child is more likely to engage in negative behavior, poor attachment, and social skills |

Punishment vs. consequences

- *Consequences teach, punishments control*
 - Punishment: To mistreat, abuse, or hurt ⁷
 - Consequences: an act or instance of following something as an effect, result, or outcome ⁶

Types of consequences

Logical: actions taken by parents

Ex:

- stays out beyond curfew hours; curfew time becomes earlier
- Stealing; pays victim out of own pocket

Natural: occurs naturally without enforcement from parent

Ex:

- Child spends allowance foolishly; there is no money for the newly released video game
- Child cheats in playing with friends; friends will start to stay away.

Punishment/consequences by age range ²⁵

Consistency is key,

Explain to your children your expectations before punishing them

Establish standards early

Recognize the good behaviors as well

Infants:

- Change tone of voice: Use a different, deeper tone when teaching
- Redirect your baby
- Remove object of reach from the child

Toddlers

- Incorporate time outs: recommended for ages 2+ ¹³
 - The trick is to stop engaging with your child
 - Length of time out = child's age
- Create a visual representation of behavior

School-aged ⁴

- Time-out = cool downtime
 - Removing privileges
 - Losing cell phone or screen time privileges
 - Postponing activities with chores

Tweens/teens ²⁴

- Limiting freedoms/ independence

- Creating a “contract.”
- Assign extra responsibility
- Make it clear that rights must be earned

How to maintain control when your child makes you angry ¹⁴

- Commit to staying in control
 - Give yourself a moment to get calmer
- Expect your children to push your buttons
 - In a sense, your child is testing the limits, but it is your job to remain calm and make sure they know where the limits are. If the boundaries are to be pushed, they should be held accountable
- Know what you are responsible for as a parent
 - Parents do have responsibilities. Parents should coach their children and parents set rules for the family and how the children are accountable to those rules with consequences. The rest is up to the child.
 - If you feel responsible for solving your child’s problems, they’re not going to feel like they have to solve it for themselves. As they get older, they will become more reliant on you, and you’re going to get more annoyed that they aren’t fending for themselves.



Sensory Education



The body has 7 senses that help interact with the world around it:

Tactile: touch

Auditory: hearing

Visual: eyes

Gustatory: taste

Olfactory: smell

Vestibular: balance and where you are in space

Proprioceptive: muscle movement and force.

Interoception: Your ability to understand and feel what's happening inside your body (i.e., knowing if your heart is beating fast or if you need to use the bathroom).

Everyone processes sensory differently. Some people require to be active and participate more. Research also states that experiencing traumatic events during childhood can cause difficulties with understanding information that people, things, and the environment provide.⁹ Poor sensory understanding can show up in multiple different ways:

- Avoids touching messy textures
- Covers ears in noisy environments
- Unable to sit for long periods of time
- Get nervous when feet leave the ground
- Eats limited food textures.

It can also manifest with difficulty with trust, forming secure attachments and social relationships, anxiety, depression, aggression, poor school performance, and risky behaviors such as substance abuse

Ways to improve sensory processing include:

- Using different soaps and bath aides during baths and showers to help with tactile sensations
- Allow your kids to help with mealtimes
- Create a space that is dedicated to minimizing sensory distractions
- Practice some breathing exercises.
- Yoga



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APPENDIX B

7/6/22, 2:34 ΓΜ

Ρεσούργε Γ υίδε Φεεδβοχς Συρρερυ

Resource Guide Feedback Survery

Hello,

Thank you for completing our feedback survey of the 2-Gen Resource Guide. If you are unfamiliar with the 2-Gen Program I've attached the flyer link here; (https://paceindy.sharepoint.com/:b:/s/AllStaffTeam/EaEVSBOpPfdBn3XYxc_XgiQB-6iD94MfnBRdoE-oph_dFw?e=vGx1HB).

We're looking for feedback for improving and finalizing the guide to be provided to future participants of the program. The survey is 4 questions long with provided space for comments at the end. Anticipate taking 5-10 minutes of your time to complete. We truly appreciate your insight and your time!

Sincerely,
Breea & Shanele

Link to the guide can be found here;
<https://paceindy.sharepoint.com/:b:/s/DCEProject-S.Tyler/EZFTPMxEQ2tEidfcAtRUJPMBr8MCMvdbdm9GoKjjDXieGA?e=uzpzfd>

1. Rate the readability of the guide for our client population



2. How satisfied are you with the topics being covered?



3. How satisfied are you with some of the activities included? (Click the link below to enter the folder.)

<https://paceindy.sharepoint.com/:f:/s/DCEProject-S.Tyler/EjwEW97N1KVfXY8WU6NWfQB2l6h5kGMuncmXfZbfhpaA?e=vYhXS3>



4. How satisfied are you with the Guide overall? Anything you would like to add or remove?

This content is neither created nor endorsed by Microsoft. The data you submit will be sent to the form owner.



APPENDIX C

7/6/22, 2:35 PM

Resource Guide Feedback Survey

Resource Guide Feedback Survey

13
Responses

02:54
Average time to complete

Closed
Status

1. Rate the readability of the guide for our client population

13
Responses

★★★★★
4.46 Average Rating

2. How satisfied are you with the topics being covered?

13
Responses

★★★★★
4.69 Average Rating

3. How satisfied are you with some of the activities included? (Click the link below to enter the folder.)

<https://paceindy.sharepoint.com/:f:/s/DCEProject-S.Tyler/EjwEW97N1KVfHXY8WU6NWfQB2l6h5kGMuncmXfZbfhopaA?e=vYhXS3>

13
Responses

★★★★★
4.31 Average Rating

3. How satisfied are you with some of the activities included? (Click the link below to enter the folder.)

<https://paceindy.sharepoint.com/:f/s/DCEProject-S.Tyler/EjwEW97N1KVfHXY8WU6NWfQB2l6h5kGMuncmXfZbfhopaA?e=vYhXS3>

13
Responses

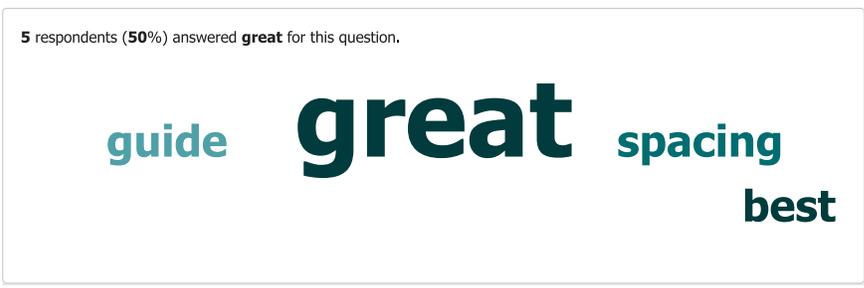
★★★★★
4.31 Average Rating

4. How satisfied are you with the Guide overall? Anything you would like to add or remove?

10
Responses

Latest Responses

"The guide is very comprehensive. I believe it would be beneficial to inclu...
"Very satisfied. Please double check formatting and spacing. Please give c...



APPENDIX D

| Week | DCE Stage (orientation, screening/evaluation, implementation, discontinuation, dissemination) | Weekly Goal | Objectives | Tasks | Date complete |
|-------------|--|---|---|--|----------------------|
| 1 | Orientation | Complete orientation at sight Complete orientation at Duvall | | Meeting with key personnel Ensure that all paperwork is completed for submission Creating a realistic plan for execution for program | 4/8/2022 |
| 2 | Orientation | IRB certification | | Finalize MOU. Continue with resource | 4/14/2022 |
| 3 | Orientation | | | Complete one full week with Duvall work rehab classes Get CI previous created materials for guide Created a guideline to follow for sessions to follow. | 4/22/2022 |
| 4 | Screening | | Review outcome assessments/pre-post test | Draft of resource guide | 4/28/22 |

| | | | | | |
|-----------|-----------------------|---|---|---|------------------|
| | | | Gaining and reviews files of potential 2-gen participants | Attended session with Breea of 2-gen session | |
| 5 | Screening | | Scheduling prospective 2_Gen clients for in person sessions Meeting with case manager to discuss client's situations | | 5/6/22 |
| 6 | Implementation | | | Complete week with Duvall work rehab classes (co-teach) | 5/12/2022 |
| 7 | Implementation | Yoga session during Duval Typing resumes for career workshop | One-page handouts for the men to follow along | Complete week with Duvall work rehab classes (co-teach) | 5/17/2022 |
| 8 | Implementation | Yoga session during Duval | Typing all resumes for the Duvall clients | Complete week with Duvall work rehab classes (Independent) | 5/24/2022 |
| 9 | Implementation | Yoga session during Duval | | Complete week with Duvall work rehab classes (Independent) | 5/31/2022 |
| 10 | Evaluation | Yoga session during Duval | 2 gen one – on – one session | Finalized resource guide and send of out | 5/7/2022 |

| | | | | | |
|-----------|--------------------------------------|---|--|---|------------------|
| | | Introduction & Assessments | | feedback survey | |
| 11 | Implementation/Screening | Self-care & Hierarchy of needs | 2 gen one – on - one session (independent): | Outcomes of feedback survey data analysis | 6/13/2022 |
| 12 | Implementation | Sensory integration | 2 gen one -on – one session (independent) | Apply edits to resources guides Coordinate with Breea for new edits. | 6/20/2022 |
| 13 | | Last week at Duvall/ | File transfers to Breea’s drive | | 6/27/2022 |
| 14 | Discontinuation/Dissemination | midterm survey & personal boundaries | 2 gen one on one: | Combine Resource guide and weekly session objective into one binder for final project Final evaluation | 7/6/2022 |

