

LEARNING MODULE III

The Family 3-D's Coping Skill Set



Family 3-D's Skill Set

1. Determine a Family Solution
2. Develop a Family Decision
3. Design a Family Plan of Action

To Combine, Knowing with Doing

Addressing the Family Issues

The ability of a family to address an issue will vary from family to family. As a community there is no set way in how to approach this area of family decision making. However, having a process of steps is helpful; it reduces stress, increases success and allows both family members and community to work together in improving the continuity of care and delivery of services.

For this reason, *The Family 3-D's Skill Set* is offered to assist families using a path of steps that will guide them through responding effectively to the issues they will likely face in their journey living with substance use disorders.

When we look at the family dynamic as a collaboration of different family members, each family member will likely have their own ideas in how to move forward. It has been noted that different roles are assumed by each family member, as they contribute to the family system. It will be to the family's advantage if they understand these different roles so each can work with the other for a better final outcome.

I. Family Roles in Decision Making

Individual members of families often serve different roles in decisions that ultimately draw on shared family resources.

1. **Information gatherers/holders:** These family members seek out information about products of relevance. These individuals often have a great deal of power because they may selectively pass on information that favors their chosen alternatives.
2. **Influencers:** These family members do not ultimately have the power to decide between alternatives, but they may make their wishes known by asking for specific products or causing embarrassing situations if their demands are not met.
3. **Decision maker(s):** These family members have the power to determine issues such as:
 - Whether a service or program is needed.
 - Which program to use.
 - Which organization to select; (competing organization providing alike services)

4. **Purchaser:** These family members go out and set up the services for the family. This person is considered the *purchaser*. As for the family member who implements the decision and coordinates with outside family resources, they hold the role of putting the plan into action.

This person may introduce some problems since the purchaser can receive information that might not be the same as the decision maker. Also note the distinction between the purchaser and decision maker may be somewhat blurred:

- The decision maker family member may specify what kind of service or program to use, but not which organization.
- The purchaser family member may have to make a substitution if the desired organization is not available.
- The purchaser family member may disregard instructions (by error or deliberately).

It should be noted that family decisions are often subject to a great deal of conflict. The reality is that few families are wealthy enough to avoid a strong tension between demands on the family's resources especially when the topic surrounds substance use disorder issues.

Note, that many decisions inherently come down to values. One spouse may believe that it is important to save for the children's future; the other may value spending now to help prepare their child or spouse. Who is right? There is no clear answer here. The situation becomes even more complex when more parties—such as relatives, friends, counselors—are involved.

II. Different Family Member Strategies

A. Some family members may resort to various strategies to get their way.

1. **Bargaining**—one member will give up something in return for something else. These roles may shift and the family system might become imbalanced.
2. **Reasoning**—trying to get the other person(s) to accept one's view through logical argumentation.
3. **Negative reinforcement** - Individuals may simply try to "wear down" the other party by endless talking in the guise of reasoning.



B. Various manipulative strategies may also be used:

1. **Impression Management**, where one tries to make one's side look good (e.g., argue that a new TV will help the children see educational TV when it is really mostly wanted to see sports programming, or argue that all "decent families make a contribution to the church").
2. **Authority** involves asserting one's "right" to make a decision (as the "man of the house," the mother of the children, or the one who makes the most money).
3. **Emotion** involves making an emotional display to get one's. REF: Lars Perner, Ph.D. Assistant Professor of Clinical Marketing, Department of Marketing Marchall School of Business, University of Southern CA. https://www.consumerpsychologist.com/cb_Family_Decision_Making.html

Between the different roles and different strategies, we can see how complicated it can be for the family to assemble and make a collective decision.

The advantages of making a decision as a family are numerous:

4. Strengthens family member bonding.
5. Reduces isolation.
6. Destroys fear of stigma.

This is the reason for providing "**The Family 3-D's Skill Set**". This model of exercises strengthens the next step for families when seeking to resolve a key issue in their journey living with Substance Use Disorders. They will use this model for every 32 key issues seminar.



Their Questions:

The family members will ask; What book to use? Where to go for more information? Who and what to ask when seeking assistance? What is likely to come next?

These are some of the question's family members experience most often in their journey living with substance use disorders

Our Answer:

The Family Solution Finder Learning Centers, helps the family members get educated, get organized and get networked to face the issues most often experienced by these families. *The Family 3-D's Skill Set* is used with each of the 32 key issues seminars. These three skill sets are at the beginning of our books because they will be used in all area of the learning process.

It is not enough to have knowledge about an issue, but rather to have the skill in how to use this knowledge.

Therefore, we are providing a **Family Solution Finder Learning Centers** is put into place instead of a family support center. It is all about the words **"FAMILY SOLUTION FINDER"** that creates an ability of the family to Determine, Develop and Design their own successful response.

Apply "The Family 3-D's Skill Set": (Determine, Develop, Design)

- | | |
|---|--|
| 1. The Family Transformational Response, | <u>D</u> etermine a Family Solution |
| 2. The Value Based Family Decisions Making, | <u>D</u> evelop a Family Decision |
| 3. The Family Plan of Action, | <u>D</u> esign a Family Plan of Action |



Family Skill Set #1

“Family Transformational Response Model (F.T.R.)”

Determine the Solution to a Key Issue

***FAMILY TRANSFORMATIONAL RESPONSE (F.T.R.)
Model***

Finding a solution for the 32 Key Issues can be addressed by using this model format

Example, Take your issue and define what the issue is, then state how this issue will impact the family, then identify what steps your family can take to prepare for this issue, then find those organizations/professionals who can help the family in dealing with this issue. **You now have a solution to this issue.**

The F.T.R. Model:

- I. Define the Issue?
- II. How does this issue impact the family?
- III. What steps can the family take to prepare and respond to this issue?
- IV. Create a list of who can help and assist the family in their response?
- V. What should the family expect as their outcome?

The F.T.R. Model Worksheet

1. Define the Issue?

- ❖ Clearly State what happened or will happen?

- ❖ Identify who is involved, or should be involved?

- ❖ What would you like to have happened, or like to see happen?

2 How does the issue impact the family?

❖ Who in the family?

❖ In what way?

❖ What is needed to move forward?

3 What steps can the family take to prepare and then respond to the issue?

❖ What needs to be done, prioritize the list?

❖ Who needs to be involved?

❖ What will it look like when completed?

4 Who can help and assist the family in their response?

❖ How to search for an organization to help?

❖ What to ask from them?

❖ What to expect?

5 What should the family expect as their outcome?

❖ Timeline?

❖ The expenses/cost involved in this issue?

❖ Required changes to successful respond to this issue?



Family Skill Set # 2

“Value Based Family Decision-Making Model”

Develop a Value Base Family Decision

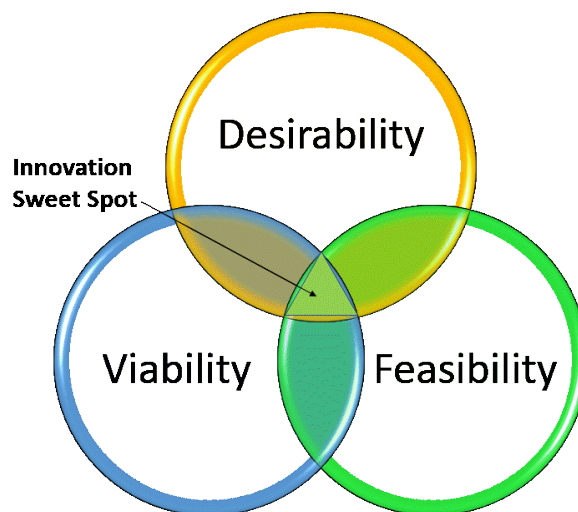
FAMILY DECISION MAKING OVER TIME (FDM)

The science behind the decision roles.

Consider how we approach the Solution, is there a bias in our thinking. The Family 3-D's Skill Set can improve how well the family members will combine how they feel going into addressing an issue. If we consider our likely sources of personal interest first, we will possibly have greater success in knowing why we feel the way we do about a topic that is being discussed between family members.

We all have our own desires, we all use our logic and judgment to determine if something is viable, and when looking at a plan of action, we consider if it is feasible. In the middle is where we find our own innovation on what we can contribute, and possibly an internal compromise has taken place from within ourselves.

REF: Davis and Rigaux (1974), Wolfe (1959), Davis and Rigaux (1974)



***UNDERSTAND WHAT MOTIVATES A DECISION: (Desirability, Viability,
Feasibility)***

Practice Exercise One: What are your *desires* as you address a **“Solution”** for this issue?

Practice Exercise Two: How *viable* is your **“Decision”**, is it something you want to see happen?

Practice Exercise Three: How *feasible* is the **“Plan of Action”**, is this something you can complete, and will it bring the results you are seeking?

The Value Based Family Decision-Making Model

In our values, we find ourselves taking a stance on how we will follow a certain way towards making a family value-based decision. It is therefore important to understand the family values, prior to making critical decisions about the lives of our loved one.

Values (ethics)

From Wikipedia, the free encyclopedia

In ethics, **values** denotes the degree of importance for some thing or action, with the aim of determining what actions are best to do or what way is best to live. It deals with “the right conduct” and how we live a good life.

Practical Exercise: What do you treasure the most that is without substitution for anything else?

1. _____

2. _____

Write your values down as an individual family member. (not as an individual, but as a family member).

1. _____

2. _____

3. _____

Now discuss together as a family, each person stating what they feel are their most important family values. (note: there is no wrong answer).

Our individual top Family Values Are:

- 1.
- 2.

There are six steps taken to make a value-based family decision. The Value Based Decision Making Model will identify these six steps. When using in the Family Solution Finder Learning Series Workbook you will be asked to complete a practical exercise and then apply it to the specific key issue the family faces.

First Step: Identify Exactly What Happened

Practical Exercise: What Happened?

Identify the details of the situation? (what happened, how did it happen, who was involved?)

What:

How:

Who:

Identify what you would have liked to have happened/happen?

Second Step: Analyzing the Situation

Every problem has a situation that surrounds it. Inside the situation is where you will find the solution to the problem. By analyzing the situation more closely, the solution will typically present itself. It will then be clarified and used in your decision-making process.

Practical Exercise: We will look at the problem that impacts the situation. (what went wrong)?

1 Assessing the Problem: (Describe exactly what is happening that is not working?)

2 Identify, what is causing this to happen?

3 In “what areas” did this create an impacting or disruption?

Fourth Step: Gathering Information

It may seem unnecessary to have a segment that reviews “Gathering Information” however, this is a critical part of the decision-making process and can significantly impact the quality of your decision and its outcome.

There are three types of information to consider gathering:

1. The **Primary Source** information, The information comes from the person it happened too, or that was there.
2. The **Secondary Source** information, He Said She Said.
3. The **Gut Feeling Source**, no one person saw it happen, but I think this is what occurred.

All the above “information gathering types” are reasonable to include in the decision-making model.

The Primary Source: Prepare a list of questions and then go to the primary source for answers. At times you may not know which best questions to ask. So, research possible questions, then go ask them.



For Example: If you are considering a treatment center for your loved one, go to the facility and take a tour. Do not just read their website, listen to someone else’s opinion about the facility or telephone them for a few answers. You will need to go directly to them as they are the “primary source” of information. You should come with a prepared list of questions in order

to have an accurate understanding of their facility. Search online for how to assess a treatment facility.

The Secondary Source: This is also a good resource to consider using when deciding. The Secondary source is valuable because it allows others to provide information about your search for answers. From Secondary Sources you may find other topics or questions that need to be considered.

There are two areas that you need to be aware of; 1. The source of the secondary information. Who are they, what authority do they speak from, why are they providing this information? 2. Is this information a direct correlation to the topic that you are researching. Be careful, sometimes in a secondary search it becomes tempting to seek out information that proves your premises to be correct. That is called bias. We want to avoid being bias, just the facts please.

INFORMATION GATHERING CARD

Gathered Information:

- What did you learn?

- Who did you learn it from?

- Why do you feel it is creditable?

Use these answers to assemble your decision.

Fifth Step: Create a Criteria, what is most important

Practical Exercise: Does your solution qualify for consideration? Use the Family Transformational Response Model (F.T.R.) to determine the solution.

CRITICAL CRITERIA, *Final Review (True or False)*

- Will this action ensure safety for your loved one?
- Do you have the resources needed to complete these tasks?
- Is your timetable realistic?
- Do you understand the negative impact(s) your actions may create?
- Would you want others to take this action on your behalf?



Family Skill Set # 3

“The Family Plan of Action”

Design a Family Plan of Action

Family Plan of Action:

I. SOLUTION (forwarded)

The Family Identified Solution: (From the completed F.T.R. Worksheet):

Our Solution Is:

II. DECISION (forwarded)

The family Decision-Making Process: (From the completed Family Values Decision-Making worksheet)

Our Decision Is:

*IN CREATING ACTION,
WE BECOME PURCHASER'S of SERVICES AND
PROGRAMS*

This is the point in where it all comes together, Determining the solution for the issue, developing a family decision, and now designing a *Family Plan of Action*.

What we are doing is “creating a family model” to purchase a service or program that will assist the family in achieving their goals and objectives. In the Family Plan of Action is where knowledge becomes “**doing**” something about the issue.

It is particularly important to introduce consumer socialization because the family members are now consumers of healthcare and social services. Their currency is money, time and love that is exchanged for these services and programs. We should approach these services and programs as consumers. We provide what we have in value for what we need services and programs.

Consumer socialization is a lifelong process, (Ward, 1974), a framework where a child acquires the appropriate behavior in society (Bilton et al, 1988), and he learns to feel as to the society's expectations (Moschis, 1987), and he learns to behave willingly as to the norms established by a given community culture. (Fromm, 1947). For this reason, everyone will view their consumerism differently.

In this framework we are introducing the word “socialization” on purpose. Because what the family is doing will create a socialization of their consumerism in order that others can participate in providing them with what they need. The family should want this to happen, most families need this to happen, their local community is available to make this happen.

Consumer socialization makes a person capable to take part efficiently in the life of the whole society or their given social group. During this process, a young human being acquires the values and knowledge of their social group and other family members, they learn appropriate social norms and the way in how to behave as a consumer of programs and services. Through consumer socialization people acquire those skills that make them capable to be efficient members of a society (Ward, 1974) (O1).

By using *The Family 3-D's Skill Set*, we have taken great strides in assuring each step was given careful consideration. Now, is the stage where we place our **solution** and **decision** into a Family Plan of Action. We are now consumers of healthcare and social services and programs. Its time to go to market.

Practical Exercise:

Create a list of tasks which need to be accomplished to complete the objective.

OBJECTIVE:

Task:

Task:

Task:

OBJECTIVE:

Task:

Task:

Task:

OBJECTIVE:

Task:

Task:

Task:

PLANNING



III. PLAN OF ACTION (prioritize the tasks)

The Family Plan of Action process: (Assign family members and others a task, to combine in the overall workload of completing the family response to this issue)

Priority # 1.

Assigned To:

Task:

Task:

Task:

Priority # 2.

Assigned To:

Task:

Task:

Task:

In Conclusion

From these three-family skill-set tools: “The Family 3-D’s Skill Set”

- | | |
|---|--|
| 1. The Family Transformational Response, | <u>D</u> etermine a Family Solution |
| 2. The Value Based Family Decisions Making, | <u>D</u> evelop a Family Decision |
| 3. The Family Plan of Action, | <u>D</u> esign a Family Plan of Action |

Now the family is prepared to learn about the 32 key issues they are likely to face in their journey with substance use disorders. To started right into learning without the “*Family 3-D’s Skills Set*”, for applied learning, the family would have knowledge but might be limited in knowing how to use it.

These family skill tools and your willingness to use them is the same degree that you will have empowerment. Because empowerment comes from having knowledge and the skill-set tools to use the knowledge you have gained.

Now you can create a solution to an issue, make a value-based family decision and develop a shared family plan of action for each issue you face in this journey.



FAMILY EMPOWERMENT: *Means, knowing what to do, having a plan to coordinate how it will work, then find those that can assist you in your response.*

Roy P. Poillon
Director/Founder
Families Impacted by Opioids

CONTACT US: YOU ARE NOT ALONE

Families Impacted by Opioids (nonprofit 501c-3)

Cleveland, Ohio

440.385.7605

Email: FamiliesImpactedByOpioids@gmail.com

Web: www.familiesimpactedbyopioids.com

Families Impacted by Opioids

We Dare to Care..... with

Hugs, Hope and Shared Family Love.

*Roy P. Poillon
Executive Director/Founder 2018*

