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BFI: Assessment of Family Problem Solving

1. Reported problem solving

Using information from individual family member interviews, describe examples of family efforts of problem solving already reported. Make note of:

- a) Family members/social network involved?
- b) Setting of discussion?
- c) Communication style (e.g. critical/supportive; intrusive/direct; excitable/calm; dominant/democratic; confused/clear)
Mattor rokhom (kharaf baidi sayah/bala zinnish dekyah; beshi agwayl/saf sofah; beshi furti/arameh; beshi power doryah/shob milyah; buzteh khostoh/saf)
- d) Range of alternatives acknowledged
Unyor zateh zateh mattor style dorsoyn
- e) Consensus on 'best' alternative
Shob milyah shobseh bala choyze loysoyn
- f) Clear planning
Saf fot owar sintah khorsoyn
- g) Review; Continued efforts
- h) Long term stress level reduced/increased/unchanged

Ask the family how they usually go about resolving issues that arise, and note their responses. Summarise for the family. Afnarah poribar milyah khemneh kunnu zinnish re tik khorteh fot fain?

2. Observed problem solving

- a) Choose an example of an everyday current problem described by at least one family member that concerns all household members
- b) Convene all household members
- c) Describe the problem issue clearly and briefly
- d) Tell the family: I would now like you to discuss this problem as a family for 15-20 minutes. Tell each other how you see the problem and try to come up with a plan of how you are going to resolve the problem. I am going to record your discussion so that I can listen to it later. I will not interrupt you. Do you have any questions?
Ami saimou afnarah okhon 15-20 minuter lagi milyah ei oshubidah loyah matitah . Ek jon arokjon reh khoyn afneh ei oshubidareh khemneh dekhoyn ar ektah fot matyah bakhoroh ze ei oshubidareh tik khorrah zai khemneh. Ami afnarar mat record oh tulumou taileh foreh huntam farmou. Ami afnar match majeh kichu khoynam nai. Kunnu prosnoh aseh ni?
- e) Initiate tape recording and withdraw from family group
- f) Avoid any efforts to engage in the discussion. Switch off tape recorder and remark on positive features of the discussion
- g) Listen to tape later to identify assets and areas where family communication and problem solving could be developed. Complete the Communication and Problem solving Checklist, designating evidence of baseline competence in each skill with a tick in the appropriate boxes.

BFI: Content of Engagement Sessions

Key points to get across:

- An evidence-based approach which has been well researched and found to be effective.

Bahut bosor dhorì ei chikisha phorikha khorra oiseh arr fowah gesse, bahut poribarer logeh ei chikisha kham aiseh.

- Focus on 'here and now' issues rather than on the past. (On practical day-to-day problems)

Gesse khayler jekhhan oiya gesse, eishob khotta shomondeh maht oitoh nai kintu okhon jekhhan oyah zarr, eitah loyah maht oiboh.

- A collaborative approach with a pace that suits the family and where decisions are agreed between family worker and family.

Amrah ekh logeh ei kham khormou. Zelah afnarar shobor buz ar shomoy diya oi. Milyah agwaymou, shobor moht loyah.

- Involves everyone in the family who wants to take part, not just the person with mental health difficulties.

Poribarer shober loyah ei kham khorah oi, judi tarah sayn. Zar manushik bemar, khali tan tanor lagi nai.

- Information will be shared to enhance understanding.

Amrar dhorkari zeta zinnish zanbar aseh shober logeh bhattach oiboh, shober buzghan baraibar lagi.

- Focuses on early warning signs, relapse prevention and management of situations by the family.

Amrah dekhmou kun rokhomeh oshubida ageh dekha dei, ar manushik bemar arabah barh toh nah khorri dekhmou ki rokhom poribar eitare shomaltah pharoin.

- Helps the family to identify effective problem-solving strategies.

Poribarer shahadjo dewa oiboh, ei oshubidare ki rokhom dorrah zai ar shomala zai.

- Helps the family to develop helpful and effective methods of communication.

Bala alophsona kham aiytoh khorri poribarer shahadjo dewah oi.

Other factors:

They will not have to share family secrets that they do not want to. In this approach, all the family's difficulties do not have to be discussed with the therapist – just enough examples of problems that can be used when helping them learn various techniques. Sensitive issues can be discussed in private family meetings if the family wants to.

Shob foribarer majeh kisu zinnish aseh zeta loya matoyñ nah barah manusher logeh. Amrah icha khoriyar nah ze ita loyah mattitam. Kintu halka oshubidah loyah amrah matleh bala oiboh kharon otha zinnish toneh afnarah hikitha farbah. Afnarar aladah family meeting aur majeh zesa zinnish loyah mattah farbah.

When one person in a family experiences mental health difficulties, everyone is affected.

Foribarer majeh ek zoner manushik bimar oileh, shobeh budh fain.

It can be difficult for family members to commit themselves to working in this way initially.

Ei rokhom foribar milyah matah khostoh oiboh, amrah budh fayar. Kintu, chestah khoroyñ, shamnedi aroh shuzah oiboh.

Frequent reviews.

Mazeh mazeh amrah dekha khormou, afnarar lagi kila zar.

BFI: Cultural Considerations – specific to Bangladeshi, Sylheti speaking families.

To be used in conjunction with ‘Meriden: Working with families across cultures’ booklet. This is a working document, to be added to as learning and greater understanding takes place through the knowledge and understanding families give us.

(*references are made to a DVD which is unavailable)

Rationale:

The aim of this document is to *support* family workers to consider *potential* issues that may warrant consideration when working with Sylheti-speaking families using the BFI model. For those using the transliterated manual, who will already be familiar with many of the ideas listed below, it is hoped this will be a reminder to highlight areas that may be relevant to the individual family being worked with. However, it is highly imperative to note that this serves only to highlight potential issues and *does not replace the need to consider each family as unique*. Given the integration of generations of Bangladeshi and British born members within each family unit and the varying degrees of acculturation (as well as the plethora of other contextual factors that impact on our worldview), each family will have their own set of values, beliefs, limits and possibilities with regards to what works and can work for them.

Use of the transliterated manual

The transliterated manual has been developed to give the family worker a translation of the English script. Given the above considerations, it can be common to find family members are more familiar with English terminology over Sylheti terms. For example, ‘service’ may be more readily understood than ‘sheba’. Therefore, the transliterated material is designed for the following:

- To be used as a guide to support natural dialogue in the same way the existing original manual does
- Should be familiarised with in advance as preparation for discussion and then used as a reference guide
- Should not replace the use of the families own words and phrases; using their own terms will make it easier for families to understand and helps to build the working relationship

Supervision and reflection:

When working with difference of any kind, the need to reflect on how the intervention is going is important. Where differences of culture are concerned, it can be difficult to manage and negotiate how much of the model may work and thus how to apply this without pushing outside the limits of what is acceptable and helpful. These raise issues about the families’ zone of proximal development and what can be a meaningful and adaptive change that works within healthy cultural values. The difference could be thought about constructively as those cultural norms that are facilitative of positive change and those cultural norms that hinder effective change. However, this is not a straight forward issue and thus making time to discuss and reflect on how to deal with such issues would require investment; time should be factored into the overall work.

Issues to consider:

Who is in the family?

- Could include cousins, aunts, uncles, grandparents, wives and children of males in household
- Could have significant members across households
- Complex family dynamics between family members relating to finances, power imbalances, relationships to wider family network including members living abroad (poverty issues and pressures to be the 'well' members?)
- Religious beliefs; varying degree of importance across family members and relevance to engagement

Gender issues

- (Gender) roles and (in)flexibility/ negative or feared connotations to change
- Identified head of household commonly, could be oldest (father or mother) likely to have dominant views re services and engagement as well as beliefs about MI and 'patient'
- Other females in the family (particularly if less acculturated) likely to have less of a voice
- Possible difficulty encouraging wives of younger males in the family to participate due to pressures from cultural conformity to role
- Possible different expectations and beliefs about 'patient' depending on whether male or female

Generational issues

- Multi-generational
- Varied levels of acculturation and identity to host community, including cultural beliefs
- Varied levels of language ability in English and Sylheti
- Varied type and levels of education
- Relationship to services and help seeking; appropriate fit with expectations, varied across generations
- Identify significant members of family that have greater influence on engagement

Communication skills (respect, requests and attentiveness)

- Build engagement by asking whether shoes should be removed in household, asking/clarifying whether hand shaking is appropriate, identifying appropriate greeting, dressing modestly(!), asking where to sit rather than risk sitting in the father's seat for example.
- Early on identification of roles within family and who will be engaged in the work; encouraging all but remaining mindful of not pushing own beliefs onto family and alienating staff further
- Identifying use of language that is understandable, based on level of education and acculturation; limiting use of complex jargon in Bangla/English
- Focus on what aspects of the model are most significant and spend time ensuring these are effectively communicated

Cultural understandings of MI

- Madness; less capable, needing looking after, less capacity, stigma regarding marriageability, loss regarding potential to earn and support family

- Religious beliefs in jinn and black magic; punishment on individual or family, jealousy of others, related to sinful behaviour, specific rituals and help-seeking practices may have been sought already
- Family may be reluctant to disclose other methods attempted to treat 'patient' due to belief in staff not understanding and fearing alienation/judgement
- Possibly quite different views held across generations
- May be lip service but lack of belief in services being able to help or may be desperation as other methods not successful

Other issues

- Goals and expectations of services may be variable within the family; ability to help, expectation to provide miracle cure
- Approach may be alien to members of the family, particularly those less acculturated
- Engagement may take time
- Instilling hope in recovery and in services' ability to help are crucial factors
- Support from religious/spiritual leaders in the community may increase engagement

Culture of individual family

- Collaborative V directive approach of therapist may impact on engagement, trust, respect and value of approach
- Impact of racism, ageism; how family and therapist may view one another, assumptions held
- Engagement; is there a key person?
-

Confidentiality

- Informed consent
- Advanced directive
- Keyworker for carer

Information sharing

- Easy to understand resources in both languages re mental illness
- Useful and relevant to family
- Prepare resources early on

Issues identified to date: taken from examples of family work sessions

The language used in the family:

Where the service user in the family was more familiar with English, and where one of the family workers were English-speaking only, we found this effected how well the family were learning to develop skills between themselves. The service user began to speak directly with both family workers and this meant the rest of the family were excluded until the Sylheti-speaking family worker interpreted for them. Thus an unhelpful dynamic was set up as the family were relating to the family workers more than to each other. This was resolved by explaining the rationale for the family communicating with each other as a priority and for any interpretation to be used to facilitate the

family workers' understanding, and by encouraging and reminding the family to address each other more and to speak in the language understood by them all.

Co-working with an English-speaking family worker:

Where there was a pair of family workers, one English-speaking and the other speaking in both Sylheti and English, there was some difficulty in establishing how the sessions could be managed so that the Sylheti-speaking worker could take a lead in sessions at times (that they were not just interpreting). Also, we found it important to manage the sessions so that they were not working too hard to bear the responsibility of ensuring everyone in the room understood everything that was going on. We resolved this by planning and agreeing the session content beforehand (briefing session) and allowing some of the communications in Sylheti to then be summarised to the co-worker so that there was less need to go into detail. At times, the family's communications were also shared in summary to the English-speaking co-worker too where appropriate. Then, further elaborations were made in the debriefing session afterwards.

BFI: Individual Family Member Assessment

INTRODUCTION: I would like to spend some time getting to know you better. I am going to ask you about situations that you find stressful in your life, and how your family helps you overcome these problems. Also, I would like to get an idea of your own goals, and how your family helps you to achieve these. This will help me to decide the best way we can help your family to work together for everyone's benefit. Do you have any questions before we start? *Shomoi loyah afnareh aroh zantam saimou. Afnareh zikaymou kun zinnish afnareh tenshon dei afnar ziboner majeh ar afnar poribar afnareh ki rokhom shahadjoh dein. Ar, afnar asha khan buztam saimou ar afnar poribar afnareh ki rokhom ei asha milte shahadjoh dein. Eishob ta zanyah, ami buz loytam farmou amrah ki rokhom afnar poribar re shahadjoh khortam farmou taioleh afnar poribar ek logeh kham khorazai, shobor faidar lagi. Afnar kunnu prosnoh ase ni shurru khorbar ageh?*

Data protection act 1998: *Eishob prosonor utthor afnarar shahadjoh dewar kham aiboh ar, zarah afnar proibarer logeh kham khoroy, erar logeh eishob utthor khawah oiboh judi dhorkhar poreh*

Part 1: Background information

Name of service user: _____ DOB: _____

Name of family member: _____ DOB: _____

Relationship to service user: _____
_____ *Afnar shomporkor kitha service userer logeh?*

Address: _____

Tel. No: _____ Ethnicity: _____

Any current/past physical or mental health problems?

Agor othoba okhon kunnu shorilor yah manushik bemar aseh ni?

Any other relevant issues e.g. issues at school, elderly parents etc.

Arr kunnu janar zinnish aseh ni doroh schooler othoba boyshal ma baf?

Do you have a named person you can contact in the service?

Afneh khamlar nam janoyni shebar (servicer) majjeh? _____

Do you know what to do in a crisis or emergency?

Bifoht gottonar majjeh afneh janoyin ni kitha khorah zai? _____

Part 2: Knowledge of service user's current experiences and difficulties

What do think is wrong with X? Has anyone given you a name for it? What do you understand about it? What have you noticed that causes you concern? What do they do that worries you?

(Nam)er oshidibah kitha bujoyn afneh? Khew afnareh itarer nam dissoyn ni? Itar shomondeh afneh kitha bujoyn? Afneh kitha deksoyn zektai afnareh sinta khorrah? Tarah kitha khorleh afnareh sinta dei?

What do you think led up to these difficulties?

Afneh kitha bujoyn; ei oshubida kun kun kharoneh aiseh? _____

Detrimental factors: What seems to make the problem worse?

Kitha oileh ei oshubida barreh? _____

Beneficial factors: What seems to help the situation? Does anything you do seem to help?

Kitha oileh ei oshubida ta khomeh? Afneh kichu khoroyin ni ze shahadjo ai? _____

Outcome: What do you think will happen in the future?

Shamne kitha oiboh afneh bujoyn? _____

Current treatments: Okhoner chikisha: Zaht: Kham ai? Oshubidah kitha dei? Tain kitha bujoyn ithar shomondeh?

Medication: Types: _____

Oyshud Benefits: _____

Side effects: _____

Service user's attitude to taking medication: _____

Talking treatments: Types: _____

Matha chikisha Benefits: _____

Side effects: _____

Service user's attitude to taking medication: _____

Therapeutic activities: Types: _____

Unoh chikisha Benefits: _____

Side effects: _____

Service user's attitude to taking medication: _____

Part 3: Effects of the problem and coping strategies

How has all of this impacted on you?

Eishobtah afnar nazor ufreh khemneh budh faysoyn? Afnar kilah khoshtoh oiseh?

Ways of coping with those difficulties. How do you cope with what has been happening to your family? Afnar poribarer jetah oiyah zar, afneh khemneh shohodjoh khoroyh?

What would help you to continue to provide support for your relative e.g. having a break, other services etc? Afnar poribar re shamneh shahadjoh khorbar lagi, kitta saibah? Dorroh, mazzeh mazzeh sutti saibah ni, ya unyoh sheba kham aiboh ni?

Part 4: Daily life pattern

Activities: What activities take up most of your time?

Okhon afnar kun kun zinnish khorteh shomoi loi beshi?

Current: 1.

2.

3.

4.

Are there any other things that you would like to be doing? What prevents you?

Ar kitta afneh khortah saibah? Kun kharoneh ei zinnish khorrah zainah?

Desired: 1.

2.

3.

4.

Locations: Where do you spend most of your time?

Okhon afneh kun zegath beshi takhoyn?

Current: 1.

2.

3.

4.

Is there anywhere you would like to spend more time? What prevents you?

Ar kunnu zega aseh ni zino afne shomoi khataitah saibah? Kun kharoneh ei zegath shomoi khataitah faroyn nah?

Desired: 1.

2.

3.

4.

People: Who do you spend most of your time with?

Afneh khar logeh beshi shomoi takhoyn?

Current: 1.

2.

3.

4.

Who would you like to spend more time with? What prevents you?

Afneh khar logeh aroh shomoi khattaytah sain? Kun kharoneh tarrar logeh shomoi khattaytah faroyn nah?

Desired: 1.

2.

3.

4.

Supportive persons: Do you have someone to discuss your problems with? How often?

Afnar khew asoyn ni je afnar oshubida shomondeh mattah faroyn? Khottoh bar?

Concerns: Have you any particular concerns about anyone in the family?

Afnar poribarar majeh kunu ek jonner lagi kunu beshi sinta khoroy ni?

Part 5: Personal goals

What would you like to be doing that you feel unable to do currently?

Afneh kitta khortah saiba je afnar gesse lageh okhon khorrar shombob nai?

Goal 1:

What steps do you need to take to achieve this?

Eitah korteh kittah kittah khorah lagboh?

What steps have you achieved already?

Kittah afneh khoryah harsoyn ei zinnish re faybar lagi?

What people could help you achieve those?

Kun manush afnareh shahadjoh khortah farbah ei zinnish ta fayteh? _____

What might get in the way of you achieving this?

Afnar foteh kittah aytoh fareh zektai afnareh aktayah rakhtoh fareh? _____

Goal 2: _____

What steps do you need to take to achieve this?

Eitah khorteh kittah kittah khorah lagboh? _____

What steps have you achieved already?

Kittah afneh khoryah harsoyn ei zinnish re faybar lagi? _____

What people could help you achieve those?

Kun manush afnareh shahadjoh khortah farbah ei zinnish ta fayteh? _____

What might get in the way of you achieving this?

Afnar foteh kittah aytoh fareh zektah afnareh aktayah rakhtoh fareh? _____

Part 6: Other issues

Are there any other things going on at present that impact on your everyday life e.g. issues at school/work, issues with friends? (add, relatives, neighbours, financial)

Okhon afnar din din ziboner majeh kichu oiyah zar ni ze afnare khostoh bah sinta dei? Dorroh, schooloh, khamoh, bondu/bandobir logeh, kuttum, daror manusher logeh othoba foyshar sinta?

Part 7: (May be appropriate in some situations)

Direct payments – check information.

Completed by: _____ Profession: _____

Signed: _____ (Family member) Date: _____

Signed: _____ (Assessor) Date: _____

BFI: Module A – Expressing Pleasant Feelings

Task: To help family to see the skill is relevant for them in their daily lives. To encourage them to practice and acquire the skill.

Step 1: Rationale

INTRODUCE: We have spoken in our meetings about how easy it is to slip into a pattern of concentrating on negative things, especially when you are feeling stressed. We have also talked about how it might help everyone if the atmosphere was more positive, and people noticed the helpful things that you all do on a day to day basis. I would like it if we could concentrate on that today.

Amrah milyah matsi je khotoh shohozeh kharaf zinnish loyah mon takeh – aroh bareh ze shomoi afneh tension aur mazeh asoyn. Ar, amrah matesi je shob aur shahadjoh aitoh fareh judi ghoroh majeh shobeh ektah shanti fayn ar shob afnar bala kham ar solafira dekhoyn din din. Ami saimou eikhan loyah mattam aiskeh.

ELICIT RATIONALE: How would it help you as a family if you were to notice and comment when members of the family do nice things for each other or help each other out?

Afnar poribar reh khemneh shahadjoh aitoh fareh judi afneh dektah faroyn ar khohtah faroyn ze shomoi foribarar majeh khew bala, ba shahadjor othoba mayar zinnish khoroy foribarar arozkoner lagi?

Encourage all family members to come up with ideas. Summarise the relevance of this skill in their lives.

When people have encountered a series of difficulties, they tend to focus on the problems around them and forget to notice the good things that people do. Telling people about the little things they do that please you helps to encourage them to keep trying when things are difficult, improves morale in the family, and creates an atmosphere where people are more able to work together to solve problems.

Ze shomoi manush ektar badeh arokta oshubidah fain, tarar sowk foreh oshubidar bai ar ze zinnish unyoh manusheh bala khoroy, ottah dekhteh bulizayn. Arok zon re khoyleh suttu zinnish tarah khoroy ze afnar bala lageh, tarar mon aroh bala takeh khostor majeh. Ar, foribarar asha tuleh. Aroh shantir zegah taktah faroyn zar majeh afnarah ek logeh oshubidah tah tik khorar fot faitah faroyn.

Step 2: Current use and awareness of the skill

Continue the process of helping the family to see the relevance of this skill in their lives:

- Comment on times you have noticed examples of them saying pleasant things to each other during meetings
Ei shomoi ami dekhsi afneh ek jon arokjonreh bala khotah khoysoy....
- Ask for recent examples of the expression of pleasant feelings
Ei khi ek din er majeh ek jon arekjonreh kunnu bala khotah khoysoy ni?

- Ask them about times, on reflection, when it might have been nice if they or someone in the family had made a positive comment
Kunnu shomoi aseh ni ei khoi ek din er majeh ze bala lagloh neh judi arok zon afnareh bala khotah khohtah?
- Model the use of this skill e.g. by thanking them for their contributions
Afnarah milyah matsoyn khorri donyobadh.

Step 3: Introduce components of the skill to the family, helping them to understand why each is important

- Look at the person (and use appropriate non verbal expression)
Tarrar bai sayn (ar bebohar tah bala rakhoyh)
- Tell them exactly what they did that pleased you
Tarrar reh tik khoyn kittah khorsoyn je afnar bala lagseh
- Tell them how you felt when they did whatever it was that pleased you
Tarrar reh khoyn afnar kila lagseh ze shomoi tarrah eitah khorsoyn

Step 4: Practising the skill in the session

Invite each family member to practice the skill using the relevant example
Afnarah okhon ekjon khorri eitah khowar kheshtah khoroyh

Ask other family members to observe and give feedback, first what they liked, then any suggestions for improvement

Bakhi shob dekhoyn ar foreh khoyn kittah bala faysoyn ar kittah tain aroh bala khortah farbah

Help each family member to acquire the skill through strategies such as prompting, instruction, modelling, encouragement, praise, etc.

Step 5: Between session practice

Discuss rationale for practising between sessions – that it helps family members to acquire the skill, and will provide feedback for the family worker. Go through the worksheet where family members can record this practice. Remind the family about family meetings

Amrah meeting eh baryeh judi afnarah ei skill tah practise khoroyh, taioleh aroh bala khori hikhtah farbah ar amrah afnar agwani tah dekhtam farmou. Ei khagser majeh afnarah lekhtah faroyh ze shomoi chestah khoroyh ar kilah khorsoyn. Afnarah poribarer meeting rakteh monnoh rakhoyh.

Step 6: Notes and records

Family worker updates own notes following the session.

EXPRESSING PLEASANT FEELINGS BALA BAB DEKHANI

- **Look at the person**
Tarrar bai sayn
- **Say exactly what they did that pleased you**
Tarrar reh tik khoyn kittah
khorsoyn je afnar bala lagseh
- **Tell them how you felt**
Tarrar reh khoyn afnar kila lagseh

BFI: Module B – Making a Positive Request

Task: To help family to see the skill is relevant for them in their daily lives. To encourage them to practice and acquire the skill.

Step 1: Rationale

INTRODUCE: We have talked about how important it is to be able to ask others for things we want in a positive way, and in a way that does not irritate them. We all have ways in which we like to be asked to do things. I would like it if we could spend some time talking about this today.

Amrah matsi khottoh khan zorruri oi ekzon arokzonreh bala ar shuzah babeh zinnisher lagi zikaytah, ze rokhom tarrar ghusha ba rag utteh nah. Amrah shobor ektah asha takheh ze manusheh amrah loyah kila mat ar sola fira khortah. Amrah moneh khorri bala oiboh zudi ektu shomoi loyah ei shomondoh matti.

ELICIT RATIONALE: How would it help you as a family if you were to ask each other for things you want in a positive and direct way?

Afnar poribar zudi afnareh bala ar shuzah khorri zikaytah kunnu ek zinnish re bodlayteh, afnar kilah shahadjoh aiboh?

Encourage all family members to come up with ideas. Summarise the relevance of this skill in their lives.

Situations often arise when you would like to ask another person to do something, or to change their behaviour in some way. A request that is made in a nagging, demanding or threatening way does not encourage the person to do what you would like. If you ask in a positive way, there are no guarantees that people will do exactly what you request, but a friendly atmosphere is preserved.

Gottonah bahut shomoi ai ze shomoi afneh saibah ekzon ek zinnish khortah othoba tarrar bebohar bodlaytah. Kintu barbar ya zurr/rag khorri khoyleh, ek zonner zaneh khoyto nai ekhan afnar lagi bodlayteh. Kintu zinnish ta agwayteh zudi bala babeh zikayn, te tarrar bodlaybar chance aroh barreh. Ar tenshon tah khom takeh ghorror mazeh.

Step 2: Current use and awareness of the skill

Continue the process of helping the family to see the relevance of this skill in their lives:

- Comment on times you have noticed examples of them asking for things of each other
Ei shomoi ami dekhsi afneh ek jon arokjonreh bala rokhom ek zinnish khorteh ba bodlayteh khoysoyan...
- Ask for recent examples of when they have asked for something or wanted to ask for something
Ei khoi ek din er majeh afnarah ek jon arekjonreh khoysoyan ni ba zikaysoyan ni tarrah kichu bodlayteh? Kittah khoysoyan? Ar kittah khoytah saislah?
- Ask about times when it might have been nice if someone asked them in this way
Kunnu shomoi asehan ni ei khoi ek din er majeh ze bala lagloh neh judi arok zon afnareh bala khorri ek zinnish khorteh zikaytah?

- Model the use of this skill
Amrah saimou afnarah ei shundor rokhom amrah loyah milyah ei kham khoroy. Amrah khub bala lagboh ar kushi oimou.

Step 3: Introduce components of the skill to the family, helping them to understand why each is important

Encourage family to use their own phrases and emphasise 'I' statements.

Ei rokhomor mator mazeh khoi ek zinnish okhol aseh. Amrah okhon khoyah zaimou. Afnarar zela shuzah ai, ola khottah khoyn. Monnoh rakhoy, shob shomoi "ami sai" di aromboh khortah ar "tumi" khorri shurru khortah nah.

- Look at the person (and use appropriate non verbal expression)
Tarrar bai sayn (ar bebohar tah bala rakhoy)
- Tell them exactly what you would like them to do
Tarrar reh tik khorri khoyn afneh kittah sain tarrah bodlaytah ba khortah
- Tell them how you would feel if they did it
Tarrar reh khoyn afnar kila lagboh zudi tarrah oh zinnish ta khortah

EXAMPLE:

Dorilowkah, 'Amar khostoh khom oiboh zudi amareh bashon doybar lagi ektu shahadjoh khoroy.'
Ela khoyn nah kharohn afnar lagi bala oitoh nai: 'Zow bashon giya doh!'

Step 4: Practising the skill in the session

Invite each family member to practice the skill using a relevant example
Afnarah okhon ekjon khorri eitah khowar kheshtah khoroy

Ask other family members to observe and give feedback, first what they liked, then any suggestions for improvement

Bakhi shob dekhoyn ar foreh khoyn kittah bala faysoyn ar kittah tain aroh bala khortah farbah

Help each family member to acquire the skill through strategies such as prompting, instruction, modelling, encouragement, praise, etc.

Step 5: Between session practice

Discuss rationale for practising between sessions – that it helps family members to acquire the skill, and will provide feedback for the family worker. Go through the worksheet where family members can record this practice. Remind the family about family meetings

Amrah meeting eh baryeh judi afnarah ei skill tah practise khoroy, taioleh aroh bala khori hiktah farbah ar amrah afnar agwani tah dekhtam farmou. Ei khagser majeh afnarah lekhtah faroy zeh shomoi chestah khoroy ar kilah khorsoyn. Afnarah poribarer meeting rakteh monnoh rakhoy.

Step 6: Notes and records

Family worker updates own notes following the session.

MAKING A POSITIVE REQUEST

BALA BABEH ZIKHANI

- **Look at the person**

Tarrar bai sayn

- **Say exactly what you would like them to do**

**Tarrar reh tik khorri khoyn afneh
kittah sain tarrah khortah**

- **Tell them how you would feel if they did it**

**Tarrar reh khoyn afnar kila lagboh
zudi tarrah oh zinnish ta khortah**

Note: Use whatever phrases feel comfortable and natural for you. As a general principle, requests should start with 'I' rather than 'You'. E.g. 'I would really like it if you helped me with the washing up' rather than 'You should do the washing up more often'.

Afnarar zela shuzah ai, ola khottah khoyn. Monnoh rakhoyn, shob shomoi "ami sai" di aromboh khortah ar "tumi" khorri shurru khortah nah. Dorilowkah, 'Amar khostoh khom oiboh zudi amareh bashon doybar lagi ektu shahadjoh khoroyn.' Ela khoyn nah kharohn afnar lagi bala oitoh nai: 'Zow bashon giya doh!'

BFI: Module C – Expressing Unpleasant Feelings

Task: To help family to see the skill is relevant for them in their daily lives. To encourage them to practice and acquire the skill.

Step 1: Rationale

INTRODUCE: We have talked about how hard it can be to express difficult feelings to each other. Sometimes we are worried about upsetting the other person, about adding to their worries, or that we might cause a relapse. When we don't express these feelings, they don't go away, but often build up inside causing more stress. I would like us to take time today to think more about this.

Amrah matisi ze ekjon reh khostoh bab khoyteh kharaf lageh. Akhtah amrah sinta khorri zee khan khoyleh tarrar khostoh oiboh, er naileh tarrareh aroh sinta dewah oiboh, othoba tarrar bemar barr toh fareh. Zokhon amrah ei shomondeh mattinah, ei bab bitreh takhe ar bitreh barr toh fareh, ar nizor tenshon barreh. Amrah saimou ekhan loyah mattam aiskeh.

ELICIT RATIONALE: How would it help you as a family if you were to express feelings of upset, disappointment etc, soon after something happened?

Afnar poribar reh khemneh shahadjoh aito fareh zudi kunnu gottonar foreh, afnarah ekzon arekzonreh bithror dukh othoba bezar bab logalog hunaytah farbah?

Encourage all family members to come up with ideas. Summarise the relevance of this skill in their lives.

The first step in solving a problem involves knowing exactly what the problem is. To introduce a discussion about a problem it is necessary to describe the situation that is causing you stress and to tell the person that you wish to include in the discussion exactly how you feel about it. A problem may make you feel anxious, angry, sad, disappointed, frustrated, worried or some other sort of unpleasant feeling. Making clear, direct statements of how you feel about a specific situation tends to minimise hostility and clears the way for effective problem solving.

Kunnu oshubidareh tik khortheh, fot fowar dai, foyleh kham oiloh oshubidareh tik khorri buzah. Ektah oshubidar shomondeh math shurru khorbar ageh, foileh shobbor buza dhorkhar kun gottonah afnar tenshon baraiseh ar afnar kila lagse. Gottonah afnareh tenshon, gusha, bezar, sinta ba ze kunnu kharaf bab ditoh fareh. Zudi shuza, saf sofa khorri monor khottah afneh arok zonreh khoiyah faroy, taioleh shobor kissu shanti failah ar oshubidar tonneh agwani zaiboh.

Step 2: Current use and awareness of the skill

Continue the process of helping the family to see the relevance of this skill in their lives:

- Comment on times you have noticed examples of them expressing difficult or unpleasant feelings to each other
Ei shomoi ami dekhsi afneh ek jon arokjonreh nizor khostor bab hunaysoyn....
- Ask for recent examples of when they have said or wanted to say something that was difficult to express
Ei khoi ek din er majeh afnar moner maze kichu asil ni ze khoyteh khostoh oysil?

Step 3: Introduce components of the skill to the family, helping them to understand why each is important

Ei rokhomor mator mazeh khoi ek zinnish okhol aseh.

- Look at the person (and use appropriate non verbal expression)
Tarrar bai sayn (ar bebohar tah bala rakhoyñ)
- Say exactly what they did that upset you
Tarrareh khowka tarrah kita khorsoyn ze afnareh khostoh diseh
- Tell them how you felt
Tarrareh khowka afnar dil aur mazeh kitah bud faysoyn
- Do something to try to resolve the issue that led you to having these feelings e.g. Make a request, suggest having a problem solving discussion about the issue
Okhon ei gottonah tik khorteh, ektah khoroyñ, Dorrilowkah, zikasha khoroyñ ek zinnish bodleteh othoba, oshubidar shomondeh shob re loyah mat tuloyñ

Step 4: Practising the skill in the session

Invite each family member to practice the skill using a relevant example

Afnarah okhon ekjon khorri eitah khowar kheshtah khoroyñ

Ask other family members to observe and give feedback, first what they liked, then any suggestions for improvement

Bakhi shob dekhoyñ ar foreh khoyn kittah bala faysoyn ar kittah tain aroh bala khortah farbah

Help each family member to acquire the skill through strategies such as prompting, instruction, modelling, encouragement, praise, etc.

Note: Remember to avoid issues that are very contentious, and stop heated discussions immediately. Focus on the structure of expression of feelings at this stage rather than on content.

Afnarah zudi borroh teshon aur zinnish loyah mat tuloyñ, amrah etareh suza shuzi bondoh khormou. Kharohn, kham oiloh ei rokhomer mat khotah hikah. Zokhon afnarah bud faibah oh rokhomer mat khotah shubida aur, tar foreh borroh oshubidah loyah mat tulah aroh suzzah oiboh afnarar lagi.

Step 5: Between session practice

Discuss rationale for practising between sessions – that it helps family members to acquire the skill, and will provide feedback for the family worker. Go through the worksheet where family members can record this practice. Remind the family about family meetings

Amrah meeting eh baryeh judi afnarah ei skill tah practise khoroyñ, taioleh aroh bala khori hiktah farbah ar amrah afnar agwani tah dekhtam farmou. Ei khagser majeh afnarah lekhtah faroyñ ze shomoi chestah khoroyñ ar kilah khorsoyn. Afnarah poribarar meeting rakteh monnoh rakhoyñ.

Step 6: Notes and records

Family worker updates own notes following the session.

EXPRESSING UNPLEASANT FEELINGS

DUKHI BAB DEKHANI

- **Look at the person**
Tarrar bai sayn
- **Say exactly what they did that upset you**
Tarrareh khowka tarrah kita khorsoyn ze afnareh khostoh diseh
- **Tell them how you felt**
Tarrareh khowka afnar dil aur mazeh kitah bud faysoyn
- **Do something to try to resolve the issue that led you to having these feelings e.g. Make a request, suggest having a problem solving discussion about the issue**
Okhon ei gottonah tik khorteh, ektah khoroy, Dorrilowkah, zikasha khoroy ek zinnish bodleteh othoba, oshubidar shomondeh shob re loyah mat tuloy

BFI: Module D – Active Listening draft

Task: To help family to see the skill is relevant for them in their daily lives. To encourage them to practice and acquire the skill.

Step 1: Rationale

INTRODUCE: We have talked in our meetings about how important it is in so many situations to listen carefully to what other people are saying. This helps with understanding what makes others happy, what upsets them, what they would like, and also our efforts of sorting out issues together. I would like to spend some time today thinking some more about listening and how valuable it is.

Amrah matisi ze khottoh tuk dhorkar foreh manusher khottah tik khorri ar giyan diyah hunnah. Giyan diyah hunleh, arekzonor dukh ar shukh kun kharroneh ai. Ar amrah kunnu gotonnareh milyah tik khorteh shahadjoh ai. Amrah saimou hunnar loyah ar ekthar dham loyah mattam aiskeh.

ELICIT RATIONALE: How would it help you as a family if you were able to carefully listen to what each other says?

Afnar poribar reh khemneh shahadjoh aitoh fareh zudi ekzon arekzonor khotta giyan diya huntah farbah?

Encourage all family members to come up with ideas. Summarise the relevance of this skill in their lives.

It is not always easy to say exactly what is troubling us or what goals we would like to achieve. Active listening by other people helps us to state our problems and goals more clearly. This makes it easier for us to find solutions and to make plans to improve our lives.

Shob shomoi shuza khorri amrar asha othoba khostoh amrah arekzonreh khoynam fari nah. Zokhon arekzon giyan diyah amrar khottah hunoyn, taioleh amrar oshubidah ba asha khan aroh saf khorri khoynam farri. Tar forreh, fot fowah ar amrar zibon tah aroh bala khorteh aroh shuzza oi.

Step 2: Current use and awareness of the skill

Continue the process of helping the family to see the relevance of this skill in their lives:

- Comment on times you have noticed them listening very carefully to each other during your meetings
- Ei shomoi ami dekhsi afneh ek jon arokjonor khotta giyan diyah hunsoyn...
- Ask them to think of recent examples where someone in the family demonstrated listening skills
Ei khei ek din er mazeh, afnarah khew dikhaysoyn ni ze afneh bala tikaneh ar giyan diya hunsoyn arokzonor khotta?
- Ask them to think of times when it would have been helpful if they or someone else listened
Kunnu shomoi aseh ni ze afnarah saisoyn arokzon afnar khottah huntah?

Step 3: Introduce components of the skill to the family, helping them to understand why each is important

Ei rokhomor mator mazeh khoi ek zinnish okhol aseh.

- Look at the person (and use appropriate non verbal expression)
Tarrar bai sayn (ar bebohar tah bala rakhoyn)
- Attend to what is being said; minimise distraction
Tarrar khottah hunoyn giyan diyah
- Nod your head; say “uh huh” etc, to indicate you have heard clearly and accurately what has been said
Tarrareh dekhayn ze afneh saf ar tik khorri hunrah; “hah” khoyn ar mattah di dekhayn
- Ask clarifying questions to improve your understanding of what is being said
Prosnoh khoroyt tarrar khottah aroh tik khorri buzardai
- Check your understanding by summarising what you have heard, then asking the speaker if this was his/her intended message
Nizor buz tarrareh hunayn ar zikayn zekhtah khoysoyt, tarrar khottah tik khorri dhora hoisil ni

Step 4: Practising the skill in the session

Invite two family members to practice the listening skills by discussing an issue – preferably one where there is a lack of clarity. This could be a topic related to the family, or a more general topic on which people have opinions e.g. Current news issues

Afnarah okhon duyjon khorri ekzon arekzonreh hunnar kheshtah khoroyt, ektah mat dhoryah. Math doroyt zekhtah etoh tuk saf nai, proibarar mazeh ek khotta othoba dorilowkah newser shomondeh

Ask other family members to observe and give feedback, first what they liked, then any suggestions for improvement

Bakhi shob dekhoyn ar foreh khoyn kittah bala faysoyn ar kittah tain aroh bala khortah farbah

Help each family member to acquire the skill through strategies such as prompting, instruction, modelling, encouragement, praise, etc.

Step 5: Between session practice

Discuss rationale for practising between sessions – that it helps family members to acquire the skill, and will provide feedback for the family worker. Encourage the family to practice listening to each other both in general conversations, and at their family meeting

Amrah meeting eh baryeh judi afnarah ei skill tah practise khoroyt, taioleh aroh bala khori hiktah farbah ar amrah afnar agwani tah dekhtam farmou. Afnarah khestah khoroyt din din ar family meetinger mazeh, ekzon arekzoner khotta giyan diya hunna.

Step 6: Notes and records

Family worker updates own notes following the session.

ACTIVE LISTENING

GIYAN DIYA HUNNAH

- **Look at the speaker**
Tarrar bai sayn
- **Concentrate on what is said**
Tarrar khottah hunoyn giyan diyah
- **Encourage the speaker e.g. Nod head, say “uh huh” etc**
Tarrareh dekhayn afneh hunrah; “hah”
khoyn ar mattah di dekhayn
- **Ask clarifying questions to check you understand what they meant**
Prosnoh khoroyt tarrar khottah aroh tik
khorri buzardai
- **Summarise what you have heard**
Nizor buz tarrareh hunayn

BFI PLANNING CHECKLIST FOR IMPLEMENTING CHOSEN SOLUTION

Porikolpona khorteh zinnish

	YES OI	NO NAH
<p>1. Are all resources needed to carry out the solution available? (time, skills, materials, money) Shob dhorkhar zinnish aseh ni ei kham khorteh? (shomoi, akhol, bakhi zinnish, foisha)</p>		
<p>2. Has person(s) agreed to arrange necessary resources? (time, skills, materials, money) Manusheh khottah disoyn ni ze dhorkhar zinnish annaytah farbah? (shomoi, akhol, bakhi zinnish, foisha)</p>		
<p>3. Have all steps in the plan been arranged so that everybody knows what they are doing and when they are doing it? Ek ekhta zinnish, sinta khorra ar porikolponar mazeh lekha, tayar oiseh ni taioleh shob nizor kham kun shomoi khorah lageh zanoyh?</p>		
<p>4. Have the steps been checked to highlight specific likely hitches? Ek ekhta kham aur mazeh oshubidah kitha oitoh fareh dekha oiseh ni?</p>		
<p>5. Have specific plans been made to cope with likely hitches? Forteh oshubidareh tik khorteh fot bakhorah oiseh ni?</p>		
<p>6. Have people practised difficult parts of the plan? (e.g. meetings, interviews, phone calls) Khoshtor gottonah bah kham manusheh khemneh farbah khorri hiksoyn ni? (arok zoneh logeh mattah, phoneh matteh)</p>		
<p>7. Has a person agreed to check that people do what they have agreed to do at the right time? Ekzon mansoyn ni ze dekhbah ek ekhtah fot shobeh tarrar kham shomoi motteh khorroyn?</p>		
<p>8. Has a time and place been agreed when overall progress with plan will be discussed? Tik zegah ar shomoi rakha oiseh ni ei porikolpona kham aiseh ni ki nah dekhbar lagi?</p>		

BFI: Problem Solving Module A – Introduction to 6-step method draft.

Rationale:

1. ELICIT RATIONALE: Invite family members to suggest how it would help if they could improve their efficiency at resolving everyday problems and achieving everyday goals.

Afnar poribar reh khemneh shahadjoh aitoz fareh judi afneh atifori (dineh dineh) oshubidah othoba asha khan loya zoldi ar bala khorri milya ekhta poramusho khortah faroyn?

SUMMARISE: In addition to being able to express your feelings about problems or goals, it is helpful to sit down and have a discussion with people that are concerned about you, like your family and close friends. Such a discussion is most useful when it allows us to focus on one particular problem or goal, and helps us to develop a clear plan of how to cope with the problem or achieve the goal.

Oshubida ar asha khan loya afnar nizar bab ar moner khotta khoyteh shahadjoh ai. Zerah afnar atiyoh manush, zemon afnar foribar ar dharor manush, tarrar loyah boyah ei shomondeh matleh kham ai. Ei zathi mat, shobseh bala oi ze shomoi ektah oshubida othoba asha loyah matoyn ar shahadjoh ai ze shomoi saf khorri ektah foisolah ar fot dorah zai.

During the next few sessions I would like to introduce you to a way of having problem solving discussions that many families have found helpful both in reducing stresses and achieving personal goals.

Shamnor khoi ek meeting er mazeh ami saimou afnareh ektah poramusho mat khorrah rokhom dekhaytam. Ei rokhomer mattah bowth foribarer shahadjoh faisoyt tarrar dush sintah khomayteh ar nizar asha khan furayteh.

Review current skill levels:

1. Review assessment reports and observation of family member's problem solving/goal achievement skills. Refer to Communication and Problem Solving Checklist.
2. Review your notes on effectiveness of weekly Family Meetings.
3. If necessary, repeat assessment of problem solving (reported and observed).
4. Give feedback on the *strengths* of their performance.

Steps of the skill:

Introduce the 6-step method, with 'Solving Problems/Achieving Goals' worksheets.

Soy zinnish khorrah lageh ei rokhom oshubidah othoba asha khaner poramusho khorteh. Okhon khoyah zaimou.

1. **Pinpoint the problem/goal** as precisely as you can. Take several minutes to discuss it. Employ 'Active Listening' to clarify exact problem/goal. Use other communication skills appropriately e.g. 'Expression of Unpleasant/Difficult Feelings' to introduce a problem issue; 'Expression of Positive Feelings' for helpful suggestions.

Ekh. Oshubah othoba asha khaner nam zetho tik khorri faroyn khottah doroy. Khoi ek minut loyah mattoyn. Khottah tik khorri hunoyn, ar prosnoh khorroyn ze rohkoh hikkah oiseh. Dorilow, oshubidah hunnayteh, dukhi bab hunani ar bala bab zikani rokhom moneh rakhoy zela amrah mattisi.

Try to get everyone's agreement on the description of the problem/goal (chairperson)
Then write down (secretary) *exactly* what the problem/goal is.

Shobor khottah loyn ar milyah oshubidar ba ashar nam doroy (chairperson). Tar foreh, *tik khorri* ei oshubidah ba asha khan aur nam lekyah rakhoy.

2. **List all possible solutions/ideas.** All ideas both good and imaginative are written down, with minimal comment about their merits (see step 3, evaluation) or discuss about their application (see step 5, planning). Every participant is invited to suggest an idea. Every idea is acknowledged and added to the list. Try to come up with 5 or 6 ideas.

Duy. Shob idea khan doroy. Shob idea lekhoyn, bala othoba kham aytoh nai buzleh teboh lekhoyn. Idea khottah beshi matyoh nah (etah shamneh oiboh). Shob aur gestoneh khom se khom ektah idea bakhoroyn. Shob idea hunoyn. Okhon, idea khan lekhyah rakhoy. Cheshtah khoroy fas/soy idea dortah.

3. **Evaluate each possible solution/idea.** Each idea is *briefly* evaluated in terms of its advantages and disadvantages as a solution. The *main* good points are highlighted first, *then* the main bad points. *Every* solution has some good and some bad points. Avoid lengthy discussions or debates at this stage.

Tihn. Shob idea khan maf loyn. *Tarra tarri* shob idea khan loyah mattoyn ek logeh, balayi ar kharrafi buzardai. Forteh ekh khottar borroh balayi khoyn ageh, tar foreh borroh kharrafi bakhoroyn. Shob idea mazeh bala ar kharraf khottah tahkeh. Lambah mat khoroy nah eitah loya.

4. **Choose the 'best' solution.** This may not be the 'ideal' solution, merely the one that can be applied most easily with the present resources that are available, and that will be likely to go some way to achieving the goal/resolving the problem.

Sayr. Shobse bala fot choyez khorroyn. Ekhdomek tik idea shombob nah oitoh fareh. Kintu zekhan shobseh shuzah khorri khorrah zai ar shombob aseh asha khan ba oshubidah khan re tik khorte, okhon choyez khoroy. Shombober maneh oiloh, ze zinnish lageh eikhan khorte, foribarer mazeh aseh.

Good communication skills (listening, expression of feelings) will assist where a debate is needed to achieve agreement.

Zudi afnarah milyah ekhan choyez khorte khostoh oi, moneh khorri bala babeh matoy zela amrah mattisi.

5. **Plan how to carry out the solution.** A step-by-step plan of action is created that describes the precise activities of each person involved with the solution.

Fas. Porikolpona khan aur fot bannani. Ektah ektah khorri fot khan sinta khoryah ektah porikolpona lekhyah rakhoy.

Who does what? To whom? How? When?

Kunkun zinnish lagboh ar kunzoneh khorbah. Khemneh khorbah? Kun shomoi khorbah?

Major problems that may arise are considered. A plan is devised for monitoring each step. A time is agreed for a discussion to review the plan.

Fot aur mazeh oshubidah aileh khemneh agwaytah faroyn sintah khorbah. Khestah khorrar badeh, ei kham tah buzah lagi matbar shomoi rakhoy.

6. **Review.** At the meeting, the success of the plan is noted. Where complete problem resolution/goal achievement has been achieved, the successful components are highlighted for future reference. Where incomplete resolution is achieved, those steps that have proven beneficial are highlighted, and the limiting steps reviewed in a constructive fashion.

Soy. Kham buzbar meeting rakha. Meeting rakhya, kun zinnish bala kham aiseh dorrah oi. Zudi porikolpona kham aiseh ar oshubida tik oiseh othoba asha furohn oiseh, kun zinnisheh kham aiseh buzah monoh rakhoy, shamnedi kham owar lagi. Zudi porikolpona kham aiseh nah, taioleh kham zekhan aiseh buzoy ar kun zinnish akhtayah rakhse, etareh bala babeh buzoy mathyah, zela amrah matisi.

All *efforts* of family members, no matter how small or how successful are praised.

Foribaror shobor chestah khan, borroh ya suttu, dham dewah oi.

Problem solving is continued until the goals have been achieved.

Paramusho khorrah barbar oi asha furohn owar forzontoh.

Skills training:

1. Describe examples of how a family has used the problem solving/goal achievement method to deal with a straightforward issue. Amrah deksi unoh foribarayn ei rokhom oshubida ar asha khan loyah paramusho khorsoyn. Dorilowkah, ghor-reh saf rakhteh, foribaror ekzonor gusha buzah ar shomalah....
2. Invite the family to choose an *everyday issue* that they would like to resolve. *Guide them* to choose a *non-emotional issue*. Afnarah sinta khorri khoyn kun atifori oshubidah loyah paramusho khortah sayn. Bala oiboh zudi ekhan foribaror khewreh tenshon bah khostoh deynah. Kharohn, amrah saimou ei rokhom paramusho khorrah matroh hiktam; zokhon afnarah farbah ei rokhom khortah, taioleh aroh khostoh zinnish loyah farbah.
3. Nominate a family member to 'chair' the discussion and another family member to keep a record of the discussion. Afneh chairperson bonbahni? Ar afneh secretary, shobtah lekyah rakhar dai?

4. Sit out from the session and observe the family employ the 6-step method. *Shurru khoroyñ, amrah dekhmou afnarah khemneh khoroyñ.*
5. Interrupt only where gross misunderstandings are observed, or emotional tension is high. *Zudi amrah buzi dhorkhar, taioleh khoymou afnarah bondoh khortah.*
6. Provide feedback on the strengths of the performance. *Amrah dekhsi, afnarah ei zinnish khub bala khorsoyn....*
7. Target major deficits for coaching in future sessions. *Amrah dekhsi ei zinnish ase zekhano afnarar shahadjho lagte fare.....amra shamnedi ey zinishta dekhmu*

Between session tasks:

Request that the family convene their weekly Family Meeting to discuss another everyday issue using the 6-step structure, including the worksheet. Tell them you would like to review their efforts at the beginning of the next session. *Amrah saimou afnarah family meetinger mazeh arekhtah atifori oshubidah ba asha khan loyah ei rokhom poramusho khortah. Zela khagseh lekha, soy zinnisher bay saiyah khoroyñ ar lekhyah rakhoyñ. Amrah shamnor meetinger mazeh foilah ekhtah milyah dekhmou.*

Behavioural Assessment:

1. Update Communication and Problem Solving Checklist (CPC).
2. Update Family Goal Record.

BFI: Problem Solving Module B – Pinpointing problems and goals.

Rationale:

1. ELICIT RATIONALE: Invite family members to suggest how it would help problem solving if they were able to give an accurate description of problems and goals.

Afnar poribar reh khemneh shahadjoh aitoh fareh judi afneh atifori oshubidah othoba asha khan paramusho khorteh geleh, oshubidah ba asha re tik milyah nam dortah faroyñ?

2. SUMMARISE:

‘An exact description of a problem or goal has the following benefits:

- a) It helps everyone to focus on the same issue.
- b) It makes it easier to know when the goal has been achieved.
- c) It helps people to set clear-cut, realistic goals, rather than vague, unattainable goals.’

‘Tik milyah zudi oshubidah ba ashar nam dortah faroyñ, taioleh aroh bala kham ai kharon:

- a) Shahadjoh ai shob ek khottar loyah sintah khortah faroyñ
- b) Aroh shohozeh buzazai ze shomoi asha khan furohn oiseh
- c) Shahadjoh ai saf, furohn owar shombob asha banaiteh. Na saf zatti asha rakhleh furohn owar shombob khom takheh.

Review current skill levels:

5. Report on strengths noted in assessments: in particular, in recent sessions and reports of weekly Family Meetings. Amra dekhsi afnarah ei shomoi bala khorri asha ba oshubidah re milyah dortah farsoyn.....
6. Suggest family discuss a current everyday issue for up to 5 minutes, with the goal of pinpointing the problem. Okhon afnarah milyah ekhtah atifori zinnish loyah matoyñ fas minuter lagi, ekhtah oshubidar nam tik ar saf khorri dorrar dai.

Steps of the skill:

7. **Key person introduces issue.** This is either a personal goal: ‘I would like to have the house looking neat and tidy’ or a personal problem: ‘I do not like the way the house is so messy’. Ekzon oshubida ekhtah khoyn. Eitah oitoh fareh nazor ekh asha, dorilow ‘Ami sai ghor khan saf ar shundor oitoh’, othoba nazor ekh oshubidah, dorilow ‘Ami ghor aur khasrah bala fai nah’.
8. Other family members give their views on the problem or goal. ‘I agree that the house is untidy’, ‘I disagree, I like it the way it is’. Goals are easier to define than problems. Think in

terms of what goal would indicate that the problem has been resolved, e.g. 'A messy lounge' becomes 'A tidy lounge, with books in bookshelves, CDs and tapes in cupboards, shoes and clothes in bedrooms'. Or 'having no friends' becomes 'making one friend to meet once a week and go to a sports club'. *Bakhi foribar tarrar buz khoyn ei oshubidar/ashar shomondeh. Dorilow 'Ami khotah mani, ami oh buzi ghor khasrah', 'Ami khottah mani nah, ami buzi ghor zela aseh bala aseh'. Ekhtah asha re milyah nam ditteh aroh shuzah oi, oshubidar nam dorar toneh. Sintah khorroyn kun asha milteh buzbah afnar oshubidah zaiboh. Dorilow, 'Khasrah sitting ruhm' bonneh 'Saf sitting ruhm, zuttah ar khafor zarzir ruhme, carpet hurrah ar khelnah basket oh'. Othobah 'kunnu bondhu nai' bonneh 'ektah bondhu bannani ze haftah ek bar milyah filim dektam fari'.*

9. **Active listening** enables family members to ask clarifying questions, check out other persons' views. *Giyan diyah hunleh* foribar ekzon arek zonreh khottah saf buzari lagi prosno khortah faroy, ar ekzon arek zonor buz loytah faroy.
10. The chairperson invites the key person to summarise the problem/goal definition at the end of the discussion (or after an agreed time limit of 5 minutes). *Ze shomoi mat shesh oi, othoba fas minuter badeh, chair personeh zikaybah ze zeon khottah tulsoyn, tarrah oshubidareh ba ashar nam tik khohtah, zela milyah buz lowah oiseh.*
11. The definition is noted on the worksheet (person taking notes). *Ze zon secretary kham khorrah, tarrah eikhan tik khorri khagseh lekhyah rakhoy.*
12. Chairperson introduces the next phase of problem solving. *Chair personeh okhon duy nombor zinnish oh zayn poramusho khorrah dai.*

Skills training:

8. Revise key skills: e.g. Expressing Pleasant and Unpleasant Feelings; Active Listening.
9. Repeat 5-minute practice of employing skills to pinpoint problem or goal.
10. Give feedback on specific steps performed competently.
11. Coach family members to overcome major deficits. Repeat brief (2 minute) segments, with praise for small improvements, further verbal instructions, modelling by competent family members and family worker, simple verbal and non-verbal prompts.

Between session tasks:

3. Brief rationale: a) practice b) feedback for therapist.
4. Choose one major deficit e.g. listening skills, expression of negative feelings, active directions from chairperson.

5. Give out appropriate worksheet and revise.
6. Family Meeting: ask family to practice pinpointing 2 or 3 problem/goal issues at family meeting. Instruct chairperson to ensure that family members employ the steps practised in the session. Family meetingeh amrah saimou afnarah milyah duy ba tihn oshubidah ba asha re milyah tik nam dorroyn. Chair personer kham oiloh bakhi foribareh zela dekha oiseh ei seshoneh, olah khoroyh.
7. Review the definitions of 2 or 3 problem or goals written on recent Solving Problems/Achieving Goals worksheets. Review other worksheets assigned e.g. Active Listening.

Assessment:

1. Update Communication and Problem-Solving Checklist (CPC)
2. Update Family Goal Record

BFI: Problem Solving Module C – Generating possible solutions.

Rationale:

1. ELICIT RATIONALE: Invite family members to suggest the benefits of listing all the possible solutions to a problem/goal in a non-judgemental way.

Afnar foribar reh khemneh shahadjoh aitoz fareh judi afneh shob idea, ei oshubidah ba asha re furohn khorteh, khoztah ar lekhtah faroyh balayi ar kharafi na dorya?

2. SUMMARISE:

‘Brainstorming is a method that helps us come up with new ideas to sort out difficult problems or achieve important goals. Rather than focussing on the best or ideal solutions, we relax and list any ideas that come into our minds. These may seem to be good ideas or quite creative or imaginative ideas, it doesn’t matter. Each idea is blurted out and listed *without comment*. Everyone is encouraged to come up with new ideas. Often an idea that at first sight might seem ridiculous can lead us to a much better solution than the more obvious answers that we’ve tried and failed with before.’

‘Brainstorming’ maneh zoldi dharana sinta khorrah. Eitah oiloh ek rokhom noyah idea dorrah kunnu asha ba oshubidareh tik khorteh. Ekhdoh tik fot fowah othoba shobseh shundor idea bai nah dekhya, amrah aram khorri zethokhan idea moner mazeh ai, otha lekhyah rakhi. Eitah dekha zaitoh fareh bala idea ba strange kintu teboh khawah oi. Forteh idea tarrah tarri khawah oi ar lekyah rakha oi. Kunnu khottah khawah oinah idear shomondeh. Foribarar shobreh zasyah khawah oi idea dortah. Onok shomoi, idea foila dongyah lagtoz fareh kintu ei idea arok, aroh khamiab idea dekhaytoz fareh zekhan ageh shuzah sinta loyah asil nah.’

Review current skill levels:

7. Note whether the family has been able to come up with different solutions in reports and observations of the problem solving efforts to date.
8. Give feedback on strengths of their performance.

Steps of the skill:

13. Chairperson tells family members to think of all possible ideas how the problem can be solved or the goal achieved. He/she invites them to list all ideas without evaluating their merits.

Foila, chairpersoner foribarar shob re khoyn sintah khortah shob idea khan ze ei oshubida re tik khortoh fareh ba asha re furohn khortoh fareh. Chairpersoner foribarar khoyn eke k khorrii hunaytah, balayi ar kharafi nah dorya.

14. Secretary lists each idea that is suggested, thanking each person for providing a suggestion. Secretaryer shob idea khorri lekyah rakhoyn, ek ek zonreh donnoh badh khozah ei idea khovar dai.

15. Chairperson prompts every member to make a suggestion, making sure everyone has their say.
Chairpersoneh shobreh khoyn idea hunaytah, tik dekyah ze shobeh ekhan khoyn.
16. Chairperson stops discussion of the relative merits of ideas. Reminds family that this occurs in the next phase of problem solving.
Chairpersoneh idea shomondeh balayi ar kharrafi mattah bondoh khorroyn. Ar, foribarreh moneh khorri deyn ze ei kham forreh oiboh.
17. When 5 or 6 ideas have been listed, the chairperson introduces the next phase of problem solving.
Fas ba soy idea ze shomoi lekha oi, chairpersoneh shamnor zinnisheh zayn poramusho khorrah dai.

Skills training:

12. Observe family performing skill for up to 5 minutes.
13. Give feedback on specific steps performed competently.
14. Coach family members to overcome major deficits e.g. dominance of members, reluctance of other members to suggest ideas, put downs for 'silly' ideas, comments about merits of ideas, lack of control by chairperson.
15. Repeat brief (2 minute) rehearsals, with praise for small improvements, verbal instructions, modelling and prompts.
16. **NOTE: Family worker avoids participation**, except to overtly model a specific step. It may help to model 'bad' ideas, e.g. by playing devil's advocate, or suggesting the idea of 'doing nothing'.

Between session tasks:

8. Brief rationale: a) practice b) feedback for family worker.
9. Choose one major deficit and request family to employ the methods used in the session to overcome this deficit in their problem solving/goal discussions at their weekly Family Meeting.
10. Review Solving Problem/ Achieving Goals beginning of next session. Praise efforts.

Assessment:

3. Update Communication and Problem-Solving Checklist (CPC)
4. Update Family Goal Record

BFI: Problem Solving Module D – Evaluating alternatives

Rationale:

1. ELICIT RATIONALE: Invite family members to suggest the benefits of brief discussion about the advantages and disadvantages of every suggested solution.

Afnar poribar reh khemneh shahadjoh aito fareh judi ekh loghe milya turar laghi ekh ekh idear bala bura dekhoyn?

2. SUMMARISE:

‘A brief discussion that highlights the potential advantages and disadvantages of each idea that has been suggested as a possible solution to a problem, enables the family to decide which solution might be best for them. Of course, no solution is ideal, every good idea has its faults, for example it may cost money, it may require expert skills. On the other hand, every apparently ‘off the wall’ idea has some good points. It may be easy to apply, and it may take little effort. It may also solve the problem. For example, robbing a bank may achieve the goal of getting money for a bus pass, but it would have other major disadvantages!’

Shob milya zudhi oshubidar ekho doronor shamadhan ba idear kotha bala ar bura dekhoyn , afnar poribare dekhta farba kun idea afnarar laghi bala oibo. Ilan nai ze ekh lakhan shomodan kore kunho oshubida taktonai. Dorilow, ilan oito fare ze idear laghi foisha laghto fare annai bala buz laghto fare. Ilan o oito fare ze idea shob che aladha idear maze bala zinish oito fare. Zelan korte shob che shohoz oito fare ar beshi koshto laghe na. Oshubidare shomadhan korte o fare. Dorilowkah, zelan amrazudhi bank takhi foisha suri kori, amrar asha fura oibo foisha bus passor laghi annya, kintu amrar aro kotho lakhain koshto dibo.

Review current skill levels:

9. Feedback to family on the specific strengths you have noted in their performance.
Amra dekhsi afnarar ei shomoi bala kori.....korte farsoyn.
10. Target *major* deficits for skill training.
Amra okhta o dekhthe farsi ze afnar poribar reh aro shahadjoh laghte fare.....

Steps of the skill:

18. Chairperson introduces this phase of problem solving. Requests secretary to report each idea in turn. Tells family to highlight the main advantages and disadvantages of each idea in turn.
Foila, chairponeh foribaror secretary re khoyn ekh ekh khorri idea khan khayah zaytah. Poribar re khoyn ekh ekh idear bala ar bura sinta khorri shob re hunnayn.
19. Chairperson ensures that:

- At least one advantage and one disadvantage are noted for each idea.
- Discussion is brief, debates avoided.
- Detailed planning is left to the planning phase.
- Each family member is involved, dominance avoided.

Chairpersoneh dyan khorri kyal rakhoyn ze: forteh idear ekhan bala ar ekhan bura khotta lowah oi; proibaror matt khom takheh dhorbar oitoh nah khorri; matt okhon soleh nah khemneh idea khorrah oiboh kharohn ei kham forreth oyboh; poribaror shob shamil takhoyn ar kunnu ekjon beshi mattoyn nah.

20. No written notes are made of the pros and cons, merely mental notes of the highlights.
Bala ar bura zetha lekha oinah, mattruh hunyah moneh rakha oi.
21. Chairperson introduces the next phase of problem solving.
Chairpersoneh shamnor kham poribarar khoyn.

Skills training:

17. Family worker observe family performance for 2 minutes.
18. Feedback given on competence.
19. Coach family members to overcome major deficits.
20. Repeat brief (1-2 minute) rehearsals, with praise for small improvements, verbal instructions, modelling and prompts.
21. NOTE: Family worker avoids active participation, coaches at the end of each brief rehearsal.

Between session tasks:

11. Brief rationale: a) practice b) feedback for family worker.
12. Choose one major deficit for family to work on during their weekly Family Meeting.
13. Review their progress in Solving Problems/ Achieving Goals at beginning of next sessions, and request specific emphasis on the implementation of this phase of problem solving.

Assessment:

5. Update Communication and Problem Solving Checklist (CPC)
6. Update Family Goal Record

BFI: Problem Solving Module E – Choosing the optimal solution

Rationale:

1. ELICIT RATIONALE: Invite family members to suggest the benefits of agreeing an optimal solution together.

Afnar poribar reh khemneh shahadjoh aitoh fareh judi afnara ekh loghe shob che bala idear laghi ekh moth loyn?

2. SUMMARISE:

‘Agreeing on the solution that you can use to solve a particular problem or achieve a goal may take some time. We find that this is most easily achieved when you try to choose the solution that can most readily be used. This is not necessarily the ideal solution, rather the one you get started on right away with the resources you have at the moment. It may not solve the problem completely, but at least it may make a difference now.’

Ekh shomadhanor laghi milya moth oite oile kunnu oshubida ba asha fura korarlaghi shomoy laghto fare. Amra dekhsi ze idea khan shobse shohoze bebohar kora zai, eikhan kham ai milyah ekh moth dohrbar laghi. Ilan nai ze ow idea shob che ekhdom bala, kintu ei idea re loya afnara ekhon shuru korta farba ar afnarar unyoh zinnish lowar dhorkar taktoh nai. Ekhare oshubida re shamadan korte nah fare kintu ekhonor laghi tura bala oitho fare.

Review current skill levels:

11. Give family feedback to family on the specific skills you have noted that are relevant to this phase of problem solving e.g. active listening, negotiating skills, willingness to compromise, expression of pleasant and unpleasant feelings.

Amra dekhsi afnara...

Steps of the skill:

22. Chairperson introduces this phase with brief instructions to family.

Chairpersoner khoyba okhon dekha oiboh kilan shob che bala idea re choiz kora zai....

23. A discussion about the pros and cons of one or more of the listed solutions that is directed towards finding the solution that best fits the problem/goal and existing family resources (skills, finances, materials, time etc).

Ekhloghe afnara foramesho korowkka ekho dornor shomadhanor bala kun kun zinnish ar bad kun kun zinish. Ilan amra dekhtam farmu kun idea shob che bala kori oshubida annai asha re fura korath faidah dey ar amra poribaror obostha loya shombob dey (gun/amol/foisha/ shomoy)

24. Active Listening and competent expression of feelings.

25. Compromise: where two or more family members strongly favour different solutions, compromise is reached by deciding to try one solution first followed by the second, if necessary. The manner in which this is negotiated may require further problem solving itself.
Zudi poribarar mazeh duyon unyoh fot dortah sain, taioleh moth loyn zee khan chestah khorri dekhbah milyah foileh ar foreh unyoh fot dekhbah. Oitoh fareh ze ei choyez dorte pparamusho khorrar dorkar foreh.

26. Solution is recorded on worksheet.
Ze buz dorrah oiseh, ekhan khagser mazeh lekyah rakhoy.

Chairperson introduces next phase of problem solving.
Chairpersonesh shamnor kham poribarar khoyn.

Skills training:

22. Observe family performance for up to 25 minutes.
23. Give feedback on specific steps performed competently.
24. Coach family members to overcome major deficits. Repeat brief (2 minute) segments, with praise for small improvements, verbal instructions, modelling and prompts.

Assessment:

7. Update Communication and Problem Solving Checklist (CPC)
8. Update Family Goal Record

BFI: Problem Solving Module F – Planning

Rationale:

1. ELICIT RATIONALE: Invite family members to suggest the benefits of devising a step-by-step plan of action.

Afnar poribar reh khemneh shahadjoh aitoh fareh judi afnarah ekhta ektah khorri fot khan sinta khoryah ektah porikolpona bannaytah faroyñ?

2. SUMMARISE:

‘Careful planning of the exact steps everyone is going to take in putting the best solution into action ensures that the problem is resolved efficiently. Many good solutions do not get put into practice because there is a lack of planning.

It is worth spending considerable time making detailed plans, particularly when the solution requires the co-operation of several family members.’

Kyal khorri ar tik khorri ektah porikolpona shobseh bala idea khan kham oh lagayeh judi bannani oi, taioleh oshubidah khan aroh zoldi tik khorrah zai. Khottoh bala idea khan khorrah oinah kharohn porikolpona bannani oinah.

Shomoi loyah porikolpona ektah ektah khorri sinta khorleh kham ai. Aroh dhorkar foreh ze shomoi foribaror khoi ekjon milya kham khorrah lageh.

Review current skill levels:

12. Feedback to family the specific strengths you have noted in their planning skills.
Ami dekhsi ze afnarah proikolpona tayar khorteh ei zinnish khub bala khorri faroyñ...
13. Target *major* deficits for skill training.

Steps of the skill:

27. *Chairperson introduces planning*, with a brief reminder of the key points. *Chairpersoneh proikolpona khorteh shob reh khoyn. Khemneh khorteh khoyn:*
28. Key points include:
 - Write down who will do what and when.
Lekhyah rakhoyñ kun zon kun kham khorbah ar kun shomoi eh khorbah
 - Go over the steps and consider likely hitches: devise ways of coping with these.
Ek ek kham dekhyah sinta khoroyñ oshubidah kitha oitoh fareh ar khemneh fot loybah ei oshubidareh tik khorteh

- Rehearse or role-play situations that may prove difficult e.g. meeting people, interviews
Ageh khemneh khostor gottonareh shomalteh hikoyn. Dorilowka, arek zoneh logeh zudi mattah lageh, taioleh khemneh kittah khoynbah practis loyn.
 - Nominate one person to monitor the steps of the plan.
Ekjonreh khoyn porikolponar ek ektar fot dekhoyn (kham khemneh ai dekbar lagi)
 - Write down a specific time and place to review progress.
Ektah din ar shomoi lekya rakhoy ei porikolpona kham aiseh ni ki nah dekbar lagi
29. Chairperson ensures that discussion proceeds efficiently and concludes problem solving/goal achievement by requesting whoever is taking notes to read out the plan for final approval by the family.
Chairperson kyal khorri dekhbah ze math fot oh takheh ar bala khorri khorrah oi, oshubidah re tik khorrah bah asha re furohn khorrah fot banayteh. Math shesh khorte khoybah, foribaror ze zon lekhyah rakhsoyn ei shob ta, forya hunaytah bakhi shob re, milyah moth loybar lagi.

Skills training:

25. Family worker may give each family member guide sheet 'Planning Checklist'. He reviews steps of planning.
Ei khagser mazeh ze zinnish kyal khorrah lageh lekhyah rakha oiseh afnarar shahadjor lagi.
26. Choose a problem/goal that the family attempted to resolve but failed to implement because of a lack of detailed planning.
Ektah oshubidah othoba asha khan dekhmou ei fot loyah, zekhan afnarah tik khorsoyn nah eboh
27. Family worker observes family performance for up to 5 minutes.
Afnareh ei fot loyah porikolpona tayar khoroy, amrah afnareh dekhmou
28. Feedback given on competence.
Amrah dekhsi ze afnarah eikhan bala khorsoyn.... Ar eikhan loyah aroh hikleh kham aiboh....
29. Repeat deficient aspects, with praise for small improvements, verbal instructions, modelling and prompts.

Between session tasks:

14. Brief rationale: a) practice b) feedback for therapist.
15. Request family to focus on planning at their weekly Family Meeting.
Afnarar shamnor family meetinger mazeh porikolpona khorroy

16. Give out appropriate worksheet and revise.
17. Give chairperson up to two 'Planning Checklist' worksheets and request that he/she checks that all steps are carried out in the planning the solutions of up to 2 problems/goals.
Chairpersoneh dekhoyn ze foribar ei shob khagser mazeh khoroyñ ze shomoi porikolpona khorroyñ
18. Review planning efforts from worksheet at beginning of next session.

Assessment:

9. Update Communication and Problem Solving Checklist (CPC)
10. Update Family Goal Record

BFI: Problem Solving Module G – Review of implementation draft

Rationale:

2. ELICIT RATIONALE: Invite family members to suggest the benefits of a detailed review of the implementation of a specific plan.

Khemneh shahadjoh aito fareh zudi gyan diya porikolpona ar kham loyah sinta khoroy ar milya mattoyn?

3. SUMMARISE:

‘Solving difficult problems or achieving personal goals rarely occurs after only one attempt. It is helpful to review progress at regular times to see how your plans are progressing. Steps may need to be changed or new ones added. Most important of all, everyone needs to be acknowledged for their specific efforts, regardless of how successful they have been so far.’

Kunnu oshubidareh tik khorte ba nizar asha khan re furohn khorte, besh shomoi, mattroh ekh bar cheshtah khorleh kham ai nah. Shahadjoh ai zudi dekha oi, khottoh shomoi foreh foreh, porikolpona khemneh kham oh lager. Ek ekhta kham porikolponar mazed bodlani fortah fareh othobah noyah kham harani lagtoh fareh. Shobseh dhorkhari oiloh, shobbor kham ar khostoh re dam ar dhonno badh dewah lageh, kham ai ki nah ai.

Steps of the skill:

30. Specific time set for review. Tik shomoi rakha oi porikolpona ar kham khottoh tuk agwayseh dekar lagi.
31. Chairperson and secretary ensure review is carried out. Chairpersoner ar secretaryeh eikhan oitoh kyal rakhoyn.
32. Each step of the plan on the worksheet is discussed in terms of: Ek ekhtah zinnish porikolponar mazed math oi, ei shomondeh:
 - A) Success; partial or complete.
Kham aiseh khottoh tuk; turrah, furrah
 - B) Difficulties encountered.
Kitha khoshtoh oiseh
 - C) Modifications devised to cope with difficulties.
Kitha bodlani oiseh khostoh zinnish re shomalteh
 - D) Subsequent success; partial or complete.
Tar foreh kham aiseh khottoh tuk; turrah, furrah
 - E) What has been learned?
Kitha hikka oiseh
 - F) Positive feedback for all efforts, no matter how small or how successful.
Shobor khostoh, zetho borro ba sutto, tariff dewah oi

33. A revised plan is developed. This may require a review of one or more of the phases of the original problem solving/ goal achievement. At times, the entire process may be repeated.

Porikolpona reh bodlani oi othoba noyah bannani oi. Oitoh fareh foylah porikolponar ek ba aroh kham aur bai saiyah sintah khorrah lageh. Kunnu shomoi, ei rokhom furah porikolpona ar kham aur bai milyah dekha lagboh.

Skills training:

30. Family worker observes family performance for 5 minutes.
31. Feedback given on competence.
32. Coach family to overcome major deficits.
33. Repeat brief rehearsals (1-2 minute), with praise for small improvements, verbal instructions, modelling and prompts.
34. NOTE: Family worker avoids active participation, coaches at the end of each brief rehearsal.

Between session tasks:

19. Brief rationale: a) practice b) feedback for family worker.
20. Choose one major deficit for family to work on during weekly Family Meeting.
21. Review their report of a Review of Implementation at the beginning of the next session.

Assessment:

11. Update Communication and Problem Solving Checklist (CPC)
12. Update Family Goal Record

BFI: Solving Problems and Achieving Goals

Osubidah ar asha loyah poramusho khorrah

Step 1: What is the problem or goal?

Foila kham oiloh oshubidah othoba asha khan re nam dewah.

Talk about the problem or goal, listen carefully, ask questions, and get everybody's opinion. Then write down *exactly what the problem or goal is*.

Oshubidah othoba asha khan loyah mattoyn, khottah tik khorri hunoyn, prosnoh khorroyn and shobor khottah loyn. Tar foreh, *tik khorri ei oshubidah ba asha khan aur nam lekyah rakhoyh.*

Step 2: List all possible solutions

Shob kisu fot othoba idea khan bakhorya lekhoyn

Put down *all* the ideas, even if you are not sure they might work. Get everybody to come up with at least one possible solution. List the solutions *without discussion* at this stage.

Shob idea lekhoyn, kham aytoh nai buzleh teboh lekhoyn. Shob aur gestoneh khom se khom ektah idea bakhoroyn. Okhon, idea khan lekhyah rakhoyh, eitah shomondeh eboh matt aroamboh khoroyh nah.

- 1) _____
- 2) _____
- 3) _____
- 4) _____
- 5) _____
- 6) _____

Step 3: Discuss each possible solution

Shob foisolah shomondeh mattoyn

Quickly go down the list of possible solutions and discuss the main advantages and disadvantages of each one.

Tarra tarri shob idea khan loyah mattoyn ek logeh; forteh ekh khottar balayi ar kharrafi bakhoroyn.

Step 4: Choose the best solution

Foisolah bannani ekh idea loyah

Choose the solution that can be carried out most easily to deal with the problem or achieve the goal.
Shobse bala idea choyez khorroyn ze osubidah re tik khorteh ba asha re furohn khorteh shuzeh
bebohar khorrah zai.

Step 5: Plan how to carry out the solution

Ei foisolah loyah ektah fot doroyh

Resources needed. Major pitfalls to overcome. Practice difficult steps. Plan time for review.
Kunkun zinnish lagboh. Fot aur mazeh oshubidah aileh khemneh agwaytah faroyh. Khostor kham
practise loyn. Khestah khorrar badeh, ei kham tah buzah lagi matbar shomoi rakhoyh.

Step 1) _____

Step 2) _____

Step 3) _____

Step 4) _____

Step 6: Review the results

Focus on achievement first – what worked well. Review plan. Make any changes that are necessary.
Kuntah kham aiseh ar bala khorrah oiseh. Ze fot dorrah oiseh, ekhtah shomondeh sinta khorri
mattoyn. Zudi kichu bodlani lageh, taioleh bolayh.

BFI: The Family Meeting

Defining a family meeting time

Families vary enormously in the amount of time and effort they expend on joint problem-solving/goal achievement functions. Discuss with the family whether there are any specific times when most family members are present together in the home. Invite them to define a regular time each week when it would be most convenient for them to devote 30 minutes to a family meeting where they can discuss current issues and goals. Request that they begin to meet at that time to discuss points raised in the training sessions, and anything else that is relevant. Note that time on the *Family Assessment* sheet.

Kunnu ek shomoi aseh ni je afnarah shob ek logeh ghorroh takhoyn? Shaftar majjeh kun din ar shomoi shobseh bala oiboh 30 minuter lagi ek logeh milteh, taioleh afnarah kunnu gottonah bah asha shomondeh mattah faroyn? Okhon afnarah ek logeh milah shurru khoroy ei khamor shomondeh matteh, ar baki zetaf afnarah dorkhar oi.

Introducing the idea of family meetings – Rationale

1. Invite family members to suggest ways in which they could ensure that the methods they learn in the meetings with the family worker to enhance efficiency of their problem solving/goal achieving functions can be employed in everyday family life.

Ei meeting er mazeh afnarah hikbah khemneh oshubidah re tik khorrar fot fowazai, ar afnarah asha khemneh furun khortah farbah. Ei hikatah afnarah khemneh din din afnarah foribarar zibon er mazeh anaytah farbah?

2. Summarise:

The value of learning more efficient ways of achieving goals and resolving problems is greatest when you can apply these methods on an everyday basis as if they are second nature. This usually requires a good deal of practice, far more than is possible in the time we spend together in these meetings.

I would like you to arrange a time to meet each week to discuss your goals and problems when I am not here. Families who meet each week for 30 minutes or so in this way seem to learn these methods much quicker and continue to use them well after the treatment sessions have finished. You may feel that this is not necessary while you are having meetings with me every week, but it is helpful to prepare for the time when we will be meeting less often.

Does anyone have any questions?

Ze kunnu noyah zinnish bala tikaneh hikbar lagi, bar bar khorar dorkhar. Dhorilowkah, oshubidah guloh tik khorbar lagi othoba asha furon khorbar lagi, noyah akhol oybash khorrar usith. Amrar meeting er mazeh etoh tuk khorar shombob nai kharon shomoi khom takeh.

Ami saimou afnarah forteh shafta ek logeh miloyn/meeting rakhoyñ amrar meeting or barreh afnarah oshubida ar asha shomondeh matteh. Ze poribar forteh shaftah 30 minuter lagi miloyn ek logeh, tarrah eishobtah aroh zoldi hikoyñ ar kham shesh owar foreh teboh ei hikatah bebohar khoroyñ. Afnarah buztah faroyñ je meeting rakha dorkhar nai judi amar logeh milteh asoyñ kintu afnarar shahajoh aiboh okhon khorleh kharon amrar meeting khomboh shamnedi.

Afnarar kunnu prosnoh aseh ni?

Review current skill levels:

1. Review assessment reports of problem solving/goal achievement skills, with special reference to the context in which they currently perform these skills.
 - Do they tend to meet regularly to discuss issues of concern already? Okhon afnarah milyah mathoyñ ni kunnu dorkhar forleh?
 - Are *all* household members included? Foribarer shob shamil takhoyn ni?
 - Are the meetings usually at a specific time and place (e.g. around the dinner table, at the kitchen sink, etc.)? Ze shomoi miloyn, etah tik zega ar shomoi eh oi ni? (Dorilowka, khannir taboleh, sitting roomeh, undaloh?)
 - Who usually organises the meetings? Who chairs the discussions? Kun zoneh meeting tayar khoroyñ? Kun zoneh eh mathor fot tik rakhoyñ ba chair khoroyñ?
 - How structured are the discussions? Khototuk mathar system rakha oi?
2. Give feedback on the *strengths* of the structure of existing family meetings.

Amrah deksi je afnarar ei zegar mazeh shokti aseh: bar bar shomoi eh miloyn; poribarer shob miloyn; tik zegath ar shomoi eh miloyn; X meeting re shomaloyñ ar time rakhoyñ; ei meeting er mazeh forteh ek zinnish er lagi shomoi rakha oi.

Steps of skill

1. Invite family members to convene a 30 minute meeting before the next treatment session.

Amrar shamnor meeting er ageh afnarah ek logeh 30 minuter lagi meeting rakhowka.
2. Instruct them to set the following agenda: Ei meeting er majjeh eishob mat rakhowka:
 - a) Day and time for weekly Family Meetings
Afnar foribarer loge ada gonta meeting rakhar lagi shaftat ek din ar shomoy tik khoroyñ
 - b) Elect a 'secretary' to organise weekly Family Meetings, to collect agenda items, to prompt attendance by all household members, to keep notes on topics discussed.
Tik motho meeting tayar khorar lagi ekzonreh secretary banyan. Secretaryir kham oylo: alap khorar lagi zinnish dola khorrah, meeting shuro owar age, poribaror hoklore dakiya ana, ar zetha matha oybo otha lekiya rakta.

- c) Elect a 'chairperson' to structure the discussions during Family Meetings, to ensure that people keep to agenda topics, that everybody is able to express themselves freely, that behaviour is appropriate, that meetings begin and end on time.

Foribaror meetingor tik motho alap khorar lagi ekzonreh chairperson banyan.

Chairpersoner kham oylo: tik khotar loa mathar lagi khoytha,foribaror shobreh mathbar shuzok dita, sobeh zela shundor khori bebwar kortha faoryn, oktha dekta, ar tik shomoy meeting shuru ar shesh khora.

3. Invite family members to report the results of their discussions to the family worker at the next meeting.

Amrar shamnor sessioner majeh, amareh (foribarar khormir/worker) re eh meeting er shomondeh result hunnayn.

BFT transliteration check list

Item name	First check	Second check	Independent check
Content of engagement sessions	X	X	
Assessment of family problem solving	X	X	
Individual family member assessment	X	X	
Family goal achievement record	X	X	
The family meeting	X	X	
Handout The family meeting	X		
Record sheet for early warning signs	X	X	
Module A Expressing pleasant feelings	X	X	
Handout Expressing pleasant feelings	X		
Module B Making a positive request	X	X	
Handout Making a positive request	X		
Module C Expressing unpleasant feelings	X	X	
Handout Expressing unpleasant feelings	X		
Module D Active listening	X		
Handout Active listening	X		
Problem solving Module A Introduction to 6 step method	X	X	
Problem solving Module B Pinpointing problems and goals	X	X	
Problem solving Module C Generating possible solutions	X	X	
Problem solving Module D Evaluating alternatives	X	X	
Problem solving Module E Choosing the optimal solution	X	X	
Problem solving Module F Planning	X		
Problem solving Module G Review of implementation	X		
Worksheet Solving problems and achieving goals	X		
Planning checklist for implementing chosen solution	X		

FAMILY GOAL ACHIEVEMENT RECORD

Poribarar ashā poron korar record

Dates/*Tarik*
Expected/ Achieved/
Furoner ashā *Furon*

Family member's name: _____

Poribarar ekjoner nam:

Goal 1. _____

Asha 1.

--	--

Goal 2. _____

Asha 2.

--	--

Family member's name: _____

Poribarar ekjoner nam:

Goal 1. _____

Asha 1.

--	--

Goal 2. _____

Asha 2.

--	--

Family member's name: _____

Poribarar ekjoner nam:

Goal 1. _____

Asha 1.

--	--

Goal 2. _____

Asha 2.

--	--

Family member's name: _____

Poribarar ekjoner nam:

Goal 1. _____

Asha 1.

--	--

Goal 2. _____

Asha 2.

--	--

Family member's name: _____

Poribarar ekjoner nam:

--	--

Goal 1. _____
Asha 1.

--	--

Goal 2. _____
Asha 2.

Family member's name: _____
Poribarar ekjoner nam:

Goal 1. _____
Asha 1.

Goal 2. _____
Asha 2.

Family member's name: _____
Poribarar ekjoner nam:

Goal 1. _____
Asha 1.

Goal 2. _____
Asha 2.

Family member's name: _____
Poribarar ekjoner nam:

Goal 1. _____
Asha 1.

Goal 2. _____
Asha 2.

Family member's name: _____
Poribarar ekjoner nam:

Goal 1. _____
Asha 1.

Goal 2. _____
Asha 2.

RECORD SHEET FOR EARLY WARNING SIGNS

Oshubidah ageh zela dekhah dey record khagoz

EARLY WARNING SIGNS *Oshubidah ageh zela dekhah dey*

Name/ *Nam*: _____

My early warning signs are/ *Amar oshubidah ageh dekhah dey ei rokhom*:

1. _____
2. _____
3. _____

Whenever I experience *any* of these signs I will respond by/ *Ze shomoi ami ey kunnu zinnish dekhi, ami okham khormu*:

- a) _____
- b) _____
- c) _____

The mental health service has agreed to respond by/ *Manushik bemarar sheba ey rokhom shahadjoh khorbah*:

- a) _____
- b) _____
- c) _____

My GP is/ *Amar Dakhtar nam*: _____ Tel: _____

My Key Worker is/ *Amar khormir nam*: _____ Tel: _____

My Family Worker is/ *Amar poribarar khormir nam*: _____ Tel: _____

Example of completed early warning signs record sheet

Name: Joy Allen

My early warning signs are:

1. Reduction in my sleep of 2 hours for 3 nights in a row
Ekloge 3 rait, 2 ghonta gum khomigele
2. Not being able to read for more than 5 minutes
Ekloge 5 minute forthe farina
3. Spending more than 4 hours alone in my room for 3 days running
Ekloge thin din, sayr ghonta othoba eth thaki beshi shomoy roomo ekhla taka

Whenever I experience any of these symptoms I will respond by:

Zebala ami ey motho koshto budfai

1. Inform my doctor by phone immediately
Ami amar daktore tara tari phone kormu
2. Inform my family worker (John mcdowell) by phone immediately
Phone amar poribarar workere zuga zug kormu
3. Arrange emergency problem solving discussion with my family
Poribarar hoklore loge thara thari meeting kormu.

The mental health service has agreed to respond by

Amar mental health service ey rokome zuga zug korba

- a) Arranging a visit by my key worker on the same day
Oh dino amar key workeror loge deka korar bebostha korba
- b) Arranging a visit by my family worker within a week
Ek shaftar bithore family workeror loge deka korar bebostha korba

My GP is: Dr Fraiser

Amar GP: Dr Fraiser

My key worker is: James Mcdowell

Amar key worker: James Mcdowell

My family worker is: Kath Smith

Amar poribarar worker: Kath Smith

The family meeting handout

1. Select a day and a time for a weekly family meeting of 30 minutes duration

Afnar foribarer loge ada gonta meeting rakhar lagi shaftat ek din ar shomoy tik khoroyn

2. Elect a secretary to organise the family meetings

Tik motho meeting tayar khorar lagi ekzonreh secretary banayn

Duties may include:

Secretaryir kam oylo

- Collecting items for discussion
Alap khorar lagi zinish dola kora
- Prompting attendance by household members
Meeting shuro owar age, poriborar hoklore dakiya ana
- Keeping notes on items discussed
Zetha matha oybo otha lekiya rakta

3. Elect a chairperson to structure the discussions during the Family meeting.

Foriborar meetingor tik motho alap khorar lagi ekzonreh chairperson banayn

Duties may include:

Chairpersoner kam oylo

- Ensuring that meetings begin and end on time
Tik shomoy meeting shoru ar shesh kora
- Prompting people to keep discussions to the point
Tik kothar loya mathar lagi koytha
- Ensuring that every person has his/her say
Foriborar shobreh mathbar shuzok dita
- Ensuring that people behave appropriately
Shobeh zela shundor khori bebwar kortha faroyn, oktha dekta

4. Give a brief report of each family meeting at the beginning of the next meeting with the family worker.

Family khormir re eh meetinger shomondeh turrah shomoy loyah khoytah session shurru oyteh.

