Appendix E - **UNIVERSITY HONORS PROGRAM**
SENIOR PROJECT - APPROVAL

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PROJECT TITLE: How to Live with Your Teenager
A parent education program for Fulton High School parents.

I have reviewed this completed senior honors thesis with this student and certify that it is a project commensurate with honors level undergraduate research in this field.

Signed: [signature], Faculty Mentor

Date: 4/23/04

General Assessment - please provide a short paragraph that highlights the most significant features of the project.

Comments (Optional):

- Integration of interviews & other research into the discussion of parenting issues
- Good concrete suggestions for how to be a more effective parent of teenagers —

How to Live with Your Teenager

A Guide to Parenting Teens

Betsie White

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How to Live with Your Teenager
Forward

This parent education module addresses areas of needs indicated by parents, students, and professionals of parents raising teenagers specifically for the population of Fulton High School parents. The program is broken down into three two hour sessions. Each session addresses a different topic area and includes icebreakers and group discussion to facilitate group interaction and participation. The session titles are "Equipping You as a Parent," "Connecting with Your Teen," and "Using Discipline Effectively."

This module is meant to be a starting point for parents of teenagers that desire to expand their knowledge and skills in raising their teenagers. The group is meant to provide a place for parents to talk and listen to one another and develop relationships with each other. The program can be adapted to fit the specific needs of each group of parents. It is important for the group facilitator to develop sensitivity to the specific needs represented in the group and adapt the format accordingly. Creativity, flexibility, and genuine care are crucial characteristics of the facilitator. Remember, parents are the greatest experts on their own children. By coming to a parent education class they are demonstrating genuine care and concern for their teen. That concern teemed with helpful information and skills training can help enable parents in raising their teens.

Project GRAD and Fulton High School

This parent education program was created to target parents of students at Fulton High School through Project GRAD. Hopefully it can be applied to other parent groups with similar characteristics and needs. Fulton High School is in inner city Knoxville. Currently, there are 1028 students enrolled, but that number fluctuates daily due to a mobility rate of forty-eight percent. It has been named a Project GRAD school due to the high number of at-risk students and families. Fifty-six percent of Fulton students are on free or reduced lunch, based on their family's income. However, many students who could qualify do not fill out the forms to receive it. This is evidenced by Fulton's feeder elementary and middle schools that have approximately eighty percent of their students on free and reduced lunches. Fulton High School presently has a fifty percent drop-out rate. However, Project GRAD's main objective is to reduce that by eighty percent over a twelve year period.

Project GRAD is presently working in twelve different locations across the United States. There are fourteen Project GRAD schools in Knoxville, ten elementary schools, two middle schools, and two high schools, chosen as the most at-risk schools in the area. Project GRAD was implemented in Knox county schools in the fall of 2001. The aim of the program is to work with students all the way through school (kindergarten through twelfth grade) addressing their overall needs in order to help them graduate. Each Project GRAD school has a campus manager social worker onsite. Project GRAD is federally funded, in part. Knox County contributes to Project GRAD students living in the "empowerment zone," which is the area of Knoxville that is the most economically disadvantaged. Funding also comes from private local donors, as well as corporations and

foundations. The program addresses academic, psychological, and social issues. One of the areas of emphasis in Project GRAD is parent involvement. It is yet another way to address the overall needs of students. Implementing this parent education module could be one of the parent involvement activities.

How to Live with Your Teen
Research for Fulton Parents

I conducted research focused on Fulton High School students and parents in order to create a parent education module that would tailor to their needs that could be implemented as a parent event through Project GRAD. Although there were more needs brought up than were possible to address in three sessions of the education program, it is my aim that the research findings and example module given might benefit future attempts to meet the needs of Fulton families. It is a beginning from which those working with these students and their families might draw and expand upon.

Parent events are an important part of Project GRAD, which seeks to equip and encourage youth to graduate from high school and go on to further their education. This is achieved by creating improvements for students that are from a systems approach, which involves interaction with their schools, neighborhoods, and families (http://projectgradusa.org).

I drew from several different resources in order to assess some of the needs of this group. The questions composed in the needs assessment section guided my research, but were not the outer limits of useful information gathered and applied to the module. I used some professional literature on teenagers and parents. I interviewed current high school students, former high school students, professionals working with teenagers, and both current and former parents of teenagers. I also applied the knowledge I have gained through observations of and relationships with Fulton students during my internship.

The most crucial part of a successful parent education program is getting parents involved and willing to attend. This may require going to the parents and making

accommodations that they find comfortable. The staff at Project GRAD, Fulton does an excellent job of making contact with the parents. Each fall they host the "Walk for Success" in which volunteers walk through Fulton zoned areas and interview parents. This helps gain a greater understanding of what Fulton families need and also makes initial contact to help families become familiar with Project GRAD. This resource will help make a parent education program through Project GRAD conducted at Fulton more successful. In addition to the familiarity with Project GRAD and a familiar location, a good time for parents to attend is imperative. As parents indicated in the "Walk for Success" surveys, an evening during the week after 5:00 pm would be the best time to hold the event.

During the semester I spent at Project GRAD I saw many parents show interest in their children. Even if they were not fully equipped with the knowledge of certain parenting skills and resources, such as effective discipline, listening, self-care, or community resources, they demonstrated a desire to be good parents. This reinforced the need and usefulness of a parent education program and encouraged me that some would attend.

Unfortunately, there were several teens we worked with that are in state's custody, foster care, or living with relatives other than their parents. For instance, one of the students who visited the office daily told us her story of raising herself until she was eleven years old, then she chose to move out and live with an older friend who she now calls Mom. The fortunate thing was these students are with caring adults who act as parents and could participate in the parent education program.

I observed with many different Fulton families a commitment to their children, although they may not have had superior knowledge for parenting. I saw two committed mothers with students who had babies during the semester. The teenage girls were able to keep their children because of their mothers' support and help. We saw moms that came into the office to check on their kids. One student was caught by her mom skipping class. Her mom came to check on her daughter during school hours and realized she was absent. Another student talked to us about frustrations she had with her father who was dominating and controlling. Although his parenting was stifling to his daughter he was showing concern for her. Hopefully, with further knowledge he would be able to listen to her needs, communicate his concerns to her, and reach a compromise.

The self-care portion of the module was motivated by the knowledge that every parent needs to make sure their own needs are met before they can adequately meet the needs of their children. The way adults live is a strong indicator of how their children will live. Janelle Von Bargen in her master's thesis for the University of Tennessee studied a group of fifty-two low income children in Knox County. She found that one of the greatest predictors of children's knowledge of drugs related to their parent's use. Whether parents talk to their children about certain behaviors or not, if parents model the behaviors the children are likely to adopt them (1992).. Several students I interviewed both in high school presently and out of high school expressed desires that their parents had modeled better behaviors, ranging from educational aspirations to relational skills to personal care.

Another aspect of self-care that parents themselves expressed the importance of was support through other parents and friends in raising their teenagers. Parents need

encouragement and others to talk to who understand the difficulty of parenting teens, perhaps even someone who has successfully made it through the teen years with their children.

Many of the parents of the students involved with Project GRAD were single parents. Self-care is important for all parents, but unique needs exist for single parents that were addressed in the parent education module. One of the boys in a boys group we led during the semester commented that the one thing he wished his dad had done differently was "not divorcing my mom." Another student in the group commented that his parents were never married. This was not uncommon. Many of the mothers that have come to the school to check on their kids or meet with teachers or Project GRAD staff have been single moms.

Acquainting parents with community resources was another area stressed in this parent education module. Throughout the semester we saw students with many different needs. Even the best parents cannot be equipped with any need that their teenagers might have. It is important for them to be able to access the necessary resources to meet the needs that might arise. One mother told me that she desired to know more about how teenagers acquire self-esteem or what they can do with suicidal thoughts. We had more than one student come to the office who was suicidal and saw many different students who were pregnant or had already borne children. In all of these cases there were great resources in Knox County available to provide emotional and monetary support, as well as insightful reading materials on these topics.

Discipline is a necessary tool for parenting teens and can be especially difficult during these years when the gap between childhood and adulthood is being bridged. It

often carries negative connotations, as in the case of punishment; however, there are many benefits to the appropriate use of discipline. Michelle Ghorashi, CMSW, the family support campus manager for Project GRAD, Fulton, deemed appropriate discipline a need she recognized in parents of the Fulton students (2004). One college freshman told me as she looked back on her high school years, she wished her parents would have disciplined her more.

One of the needs many students expressed and could be observed was the need for consistency in their parents' discipline. I followed up with one student a week after her mother had been in the office with her. Her mother was very angry with her daughter for skipping class and answering her cell phone during school. She threatened to turn off her daughter's cell phone as punishment. However, when I met with the daughter a week later, she laughed at being asked about punishment. She commented that she knew her mother was merely threatening her and rarely followed through on her claims.

In the parent education module I addressed four problem areas between parents and teenagers as they pertain to discipline based on a parenting model by Phillip Osborne. The "no problem" area is probably the most important area addressed. This is the place investments in the relationship are made. A college student I interviewed commented on her desire to have had special time alone with her parents during her teen years. She wished there would have been a ritual established that she could have anticipated as quality time alone with each of her parents. She expressed sadness over sharing personal time with her parents with her siblings almost all of her teen years. Dee White, father of four grown children and a marriage and family counselor, commented that quality time between parents and teenagers involved parents being intentional,

entering their teens' worlds, and finding common activities and interests they could enjoy together. These common interest areas can then be a springboard into important conversations and investments that sustain the relationship through times of conflict (2004).

In the "child's problem" area one of the crucial points is parents' willingness to listen and talk to their teens about what is going on in their worlds. One student told me that her mom would not talk to her. She did not feel her mother was interested in her or understood her. When she asked her mother a question about a problem with a boy at school, her mother told her to talk to the school guidance counselor. She went on to say there were certain things she cannot talk to her mom about, such as her struggle with depression, due to her mother's lack of understanding.

The "parent's problem" area is where the parents feel the need to extend certain restraints on their teens that the teens do not want. This is obviously necessary to a certain degree, but too often it is overemphasized. One student came into the office quite regularly. She showed signs of anxiety and stress to the point of physical sickness. Her father put so many restrictions on her, she constantly felt pressure from him. She told me she did not think she could do enough to satisfy her father's expectations. She confessed sneaking around behind his back some, but this was in order for her to be able to see her boyfriend, best friend, and even her mother that her father forbid her to see. She recognized that her father's discipline was helpful to a certain degree but felt it was unreasonably strict. The majority of their time together was spent on discipline issues without much of a relationship outside of this area.

In the "mutual problem" area conflicts between parents and teenagers are addressed. The focus of this area is the way parents and teens deal with conflict between them. Again, this requires communication. It is important for parents to pick their battles. Although they may have a lot of mutual conflicting interests, compromise can eliminate unnecessary conflict. One student in one of our boys groups commented that his mom showed her support by buying him the clothes he liked. Although she did not like what he liked, she chose to let what he wore be his decision and not argue about it.

In the last session of the parent module a "back door" approach to parenting was discussed. In the book *The Backdoor to Your Teen's Heart,* Melissa Trevathan and Sissy Goff explain the approach that has successfully helped them and other parents connect with teenagers (2002). The need for teens to be addressed in this way came across through students and parents alike that I interviewed.

One freshman student talked to me about attending one school until the eighth grade where her mother worked. She talked about her need for privacy and a life of her own that she achieved by coming to Fulton. She stressed her need for independence from her mom. She said sometimes if her mom liked something she would chose something different just because she needed to be her own person.

Another student told me it was important to her that her parents trust her. She noticed when her parents believed the best about her even when she hung out with a crowd that was known for getting in trouble. Their trust in her encouraged her to stay out of trouble, which she chose that on her own.

One parent I interviewed noticed the need for a "back door" approach to parenting her teenagers. She recognized their need for personal space and independence,

but also their continued need to be parented. Two professionals who have worked with teenagers gave similar feedback. Michelle Ghorashi, Project GRAD Fulton campus manager, stressed the importance for parents to learn appropriate involvement with their teens that changes from childhood to adolescence (2004). Dee White, family therapist, commented that teens' greatest need is solid relationships with their parents. He said the relationship is much more crucial than ensuring that teens "get all the rules right" (2004).

The final topic discussed in the parent module was effective listening. This seemed to be important in the view of every student, parent, and professional for effective parenting. In both a girls group of eight students and a guys group of six students at Fulton, the majority of them expressed that their parents did not listen to them or understand them. An individual student talked to me about significant struggles in her life. She told me her mother would hardly talk to her about them. Her mother failed to listen to what her daughter felt was important. On the other extreme some students talked about their parents being overly inquisitive and causing the them to feel defensive and standoffish. The thing that was strange was most parents seemed to want to know about their teens, but had trouble knowing how to talk to them or getting them to talk. Learning to listen is the first step to opening that communication.

One college freshman remarked that she felt her parents hardly knew her or talked to her about important things when she was in high school. She desired that her parents would have spent more intentional time with her and then they might have really gotten to know one another during her teen years. A parent expressed the importance of being involved in her teens' lives on a daily basis and listening to what they had to say about their day. White talked about the importance of teens feeling affirmed and accepted. He

believed part of the way to achieve these goals was through active listening to understand the perspective of teens (2004).

Although the subjects covered in the module were not exhaustive, it is a starting point. It could be used as a pilot for a parent involvement activity through Project GRAD for Fulton parents. Even if the exact curriculum written is not used, hopefully reading it could assist those working with and parenting Fulton students or students of other similar populations.

Program Overview

Target Population: This program is designed for parents of Fulton students. It can be expanded to include parents of other teenagers, especially from lower socioeconomic backgrounds. This population could include a diverse cultural group and many single parents. It is preferable that parents attend willingly and are encouraged to actively participate.

Number of Participants: This program could have up to 30 participants. This would still allow for group activities and discussion. However, the group facilitator might adjust the group size according to what feels comfortable. It may be that conducting this type of group for the first time, the facilitator would choose to keep the group smaller.

Program Length: The program is divided into three sessions lasting approximately two hours. The sessions could be held on a weekly or bi-weekly basis.

Program Location: The program might be held at Fulton High School in the library on a weekday evening from 7:00 until 9:00 pm. The library has a meeting room with round tables and good lighting that would promote comfortable interaction. Also, Fulton would be a central and familiar location for parents.

Program Format: Each session will begin with an icebreaker to warm the group up for interacting and promote getting to know other group members. Sessions will include lecture-style teaching by the facilitator, group discussion, interactive learning, homework assignments, and time for questions. A small snack could be provided, as well as a ten minute break in the middle of each session to encourage a comfortable and enjoyable atmosphere.

Needs Assessment

In order to get an accurate and well-rounded assessment of the needs of teenagers and their parents, needs assessment questions were created for present high school students and parents, as well as former high school students, and older parents. Professionals working with this population of students and parents were interviewed, as well.

I found the most helpful and personal way to conduct needs assessments were through personal interviews. This helped with making the module specific to this population. It also helped with clarification of the questions asked and the answers received.

It would be useful to conduct some trial sessions using both formative evaluations, which provide feedback while the program is in process and summative evaluations, which determine the value of the program at the end (Cassidy & Powell 2001). Formative evaluations may be done verbally. Summative evaluations should be written. By using this information the program can be adjusted and improved according to the needs of the parents.

Needs Assessment

Questions for present high school students:

1. How have your parents supported you? Financially, emotionally, other wise?
2. What kinds of things do you talk about on a regular basis? What areas have they had special talks with you about?
3. What do you wish they knew more about?
4. What do you wish they did differently?
5. How will you parent your own children?

Needs Assessment

Questions for former high school students (college age or older):

1. What did your parents do that was helpful to you in your high school years?
2. What do you wish they had done differently?
3. What information would you have given your parents if you could go back to when they parented you as a teenager?
4. How will you parent your own children?

Needs Assessment

Questions for parents presently with high school students:

1. In what area of parenting do you wish you had more information and training?
2. Where have you received good/useful information regarding parenting?
3. What have you learned that you would want to share with other parents of teenagers?
4. How do you parent differently from the way you were parented as a teenager?
5. Where do you see the greatest lack in parents of this population?

Needs Assessment

Questions for parents of older or grown children:

1. What do you wish you would have known going into raising teenagers?
2. What information would you impart to younger parents?
3. What are you thankful you knew or learned through parenting teenagers?
4. What have you determined are some of the greatest needs of your children during their teenage years?

Session 1

Equipping You as a Parent

Getting to Know You

Objectives

- Participants will develop a connection with another parent
- Participants will be introduced to the group
- Participants will learn about the other parents in the group
- Anxiety about starting the program will be relieved and a comfortable atmosphere will be created

Time

- 25 minutes

Materials

- White board or chalk board to write out questions for the group
- Pen or pencil and scratch paper (if parents desire)

Lesson Plan

- Use the suggested introduction script to begin the session, remember to introduce yourself and participate in the activity if possible
- Write the questions for the group on a board in the front of the room
- Suggest parents partner with another parent they do not know
- Give time frame for exercise
- Inform parents they will be introducing their partner back to the group
- Use the suggested wrap-up script
- Make activity fun and memorable by asking parents to recall information about other parents (aside from their own partner)

Suggested Introduction Script

Hello, I am so glad all of you could be here. My name is (introduce yourself and tell the group how you are connected and qualified to facilitate the group). To start us off tonight I wanted to give us an opportunity to get to know one another. You are going to

get in pairs. (There can be a group of three if you have odd numbers). If possible get together with someone you do not already know. Introduce yourselves then ask one another these questions (write them on the chalkboard or flip chart so everyone can see them):

1. If you could go on a dream vacation anywhere in the world where would you go?
2. How many children do you have? How old are they?
3. What is the greatest challenge you have faced as a parent in the last six months?
4. What has been a great and memorable moment for you with your teenager?

If you need to jot down your partner's answers in order to remember feel free to do so. After you finish each of you will introduce your partner to the rest of the group. Take about ten minutes to talk about the questions, and then we will come back together as a group. (Walk around and join in conversations if there seems like an opportunity. Do not force your way in. Show interest and that you desire to learn from the parents, as much as you want to impart knowledge to them).

Suggested Script for Activity Wrap-Up

Okay, if everyone is about finished we will come back together. I hope you learned some interesting information about one another. I know I did. (Choose someone who seems comfortable talking in front of the group to begin. Allow time for comments and reactions. Make reference to similarities and differences among the group). (After everyone has been introduced) That was great. I learned a lot about you as parents. Now let's see what everyone remembered about one another. (To show as the facilitator you learned the participants' names and to add some energy to the group, ask a question about each parent). (For example,) Who remembers Sheri's dream vacation? (or) Who

remembers Ed's memorable moment with his teenager? (Give participants time to answer. Sometimes asking the participant's partner may be helpful). (Respond to the way the group interacts). I can tell this is going to be a lively group. I look forward to our time together and group discussions.

Setting Group Guidelines

Objectives

- Set ground rules for the group that satisfies the needs and wants of group participants
- Create an atmosphere of openness
- Stress the importance of each group member's contribution
- Create the opportunity for parents to network with one another

Time

- 10-15 minutes (depending on the participation and thoroughness of the group)

Materials

- Chalkboard, white board, or large flip chart
- Legal pad and pen

Lesson Plan

- Transition from icebreaker to setting group guidelines
- Let the group decide what guidelines will be (facilitator may provide suggestions to get things started)
- Open up time for suggestions from the group
- After a suggestion has been discussed and agreed upon, write it down on the board or flip chart
- Group guidelines do not necessarily need to be long, 3-5 "rules" may be enough
- If the group agrees after guidelines have been set, pass around the legal pad for parents to write down contact information that will be distributed to the group at the next meeting

Suggested Script

I now want us to move into a brief time of establishing what you as participants and parents want this group to be. It is for you and ultimately your participation and contributions can make this experience great. Let's discuss and come up together with a

few "rules" or guidelines we can all agree would make our time together as helpful as possible. I know one guideline I would hope to establish is that this can be a place we feel comfortable talking with each other and enjoy coming. I also hope to create a learning environment where I am not the only one talking, but we all can contribute and learn from one another. After all, each of you is the expert on your child. I think we can also gain a lot from one another's experiences, as we saw in our icebreaker exercise. (Open up the floor and write down suggestions that are agreed upon). Those are great guidelines. (If group seems to want outside contact and interaction with one another…) There will be a legal pad coming around for each of you to write down your contact information. I will type it up and distribute the list to everyone next time.

Equipping You as a Parent
Self-Care

Objectives

- Help parents learn how to address their own needs
- Help parents recognize the impact their well-being has on their parenting and their children
- Give parents practical ways to assess their needs and attend to them
- Help parents begin to develop a network of support with other parents

Time

- 25 minutes

Materials

- Handouts
- Pen/ pencils if parents want to take notes

Lesson Plan

- Give out self-care handouts
- Go over handout as a group
- Encourage parents to take notes
- Split up in small groups to discuss handout
- Come back together to give reactions to small group time
- Give a few closing comments and suggestions for further self-care

Suggested Script

To start our time together I want us to look at some ways to be equipped as parents. It is crucial that you see to it that your personal needs are met before you attempt to meet the needs of your children. How many of you have been on an airplane? Do you remember what the instructions were concerning the use of emergency oxygen masks? If you had a small child with you, you were instructed to put on your own oxygen mask before you attached your child's. This may seem selfish, but in fact it is caring for your

child. If you fail to attach your own mask you may lose consciousness before you get a chance to put the mask on your child. It is the same way in parenting.

We are going to look at some ways to address personal needs as a parent and care for yourself in order to better care for your teens. Let's look together at the handout (See attached sheet for handout) titled "Care for Self." (Read the opening quote and paragraph aloud). Now we are going to divide in groups of three to four to discuss the proposed self-care steps. Ask each other about your personal signs of stress and what steps each of you have tried. What has worked for you? What has not worked? Are there any suggestions you have not thought about before and might try? Feel free to take notes as you discuss. We will come back together in about fifteen minutes.

(As facilitator feel free to join a small group or walk around to participate in a few different small group discussions. After about fifteen minutes let them know it is time to wrap-up). What are some of small hassles you experience as parents that are big sources of stress? Did some of you realize within your small group that you had similar stresses? (Give time for responses). How many of you have set parenting goals? Do any of you have networks of friends, family, or neighbors that add to the stress of raising your children?

Some other important things to learn is how to read your own feelings and recognize how they affect your actions and reactions, especially to your children. Learn emotional self-control to manage emotions that are not constructive. If you have had a stressful day at work, it is important to acknowledge that in order to not take your frustrations out on your kids at home. Learn your strengths as a parent and draw on those. Also, recognize your limitations. Lastly, exhibit self-confidence. Although admitting

your mistakes is important, your teens will respect you if you make a decision with confidence and stick with it.

Care for Self

"We cannot give what we do not have. Self-care is the foundation for caring about others."
Judith A. Graham, Human Development Specialist, University of Maine.

CARING FOR YOURSELF means knowing and understanding yourself, managing life's demands, and having clear goals. Although it may not seem to affect children directly, when you take care of yourself, you are stronger and more predictable. Your family feels more secure and supported. For example, once you decide what values you want your children to learn, it will be easier to choose parenting styles and practices that fit those values. A parent who is motivated in her or his own life will be more capable of motivating a child. A parent who feels connected to and supported by other people will find it natural to nurture a child

How to *CARE FOR SELF*

1. Know your personal signs and sources of stress, and know a variety of healthy ways to reduce stress.
2. Create and follow a household budget.
3. Offer support to other parents.
4. Ask for and accept support from others when needed.
5. Know your own personal and parenting style and habits.
6. Set child-rearing goals that reflect your values.
7. Work together with your child-rearing partners.

What We Know About *CARE FOR SELF*

1. Minor parenting hassles, not only major life events, can be big sources of stress.
2. Isolation and lack of contact with friends, neighbors, coworkers and relatives can put extra stress on families.
3. Close relationships help people cope with stress.
4. Social support is especially critical for teen parents.
5. In many low-income families, large networks of friends, neighbors and relatives can work against parents rather than with them. This can be stressful because we feel a sense of duty to these people.
6. Mothers who are happy with their supportive parenting networks report a greater sense of well-being, and are more likely to praise their children.
7. Parents living with adult relatives may not develop strong parenting skills.
8. Some parents find it hard to accept support from others, because they feel

they must provide support in return.

9. Support from family, friends, neighbors and coworkers helps parents feel better about themselves, and improves parent-child relationships.
10. Parents who provide mutual support will seek agreement in important decisions about childrearing.

Care for Self Publications

This material was adapted with permission. Smith, C.A., Cudaback. D., Goddard, H. W., & Myers-Walls, J. A. (1994). *National Extension Parent Education Model.* Manhattan, KS: Kansas Cooperative Extension System.

Equipping You as a Parent
Single Parenting

Objectives

- Help parents learn how to cope as single parents or help other single parents
- Provide an opportunity for single parents to network together
- Emphasize the limitations of single parents
- Provide encouragement for single parents

Time

- 25 minutes

Materials

- Handouts
- Pen/ pencils if parents want to take notes

Lesson Plan

- Give parents a chance to take a ten minute break
- Give out single parenting handouts
- Use suggested opening script
- Go over handout as a group

Suggested Script

If anyone wants to take a ten minute break to get a drink or snack or use the restroom feel free to do so. (Give parents a chance to mingle or take a bathroom break. Use this opportunity to get to know more of the parents).

(After bringing people back together). How many of you are single parents? If you are not a single parent yourself, do you have close friends or family members that are? We are going to talk further about self-care but make it specific to single parents. I am passing around a handout (see attached sheet for handout) called "Surviving as a Single Parent."

The first point is difficult but crucial for the sake of your children. Let go of grudges against your children's other parent. Even teenage children are not meant to be a source of emotional support for their parents. They should not be asked to mediate between divorced parents or process through the death of a spouse. There is an important level of communication and grieving parents and children can do together, but teens should not be asked to be adults.

The next point we will look at in more depth next time. It is important to spend quality time with your kids, even if you do not have a lot of money to spend on them.

It is important to give as much as you can as a parent, but recognize your limitations. You cannot possibly fill the role of two parents. That leads to the importance of the next point. Find a network of people to support you and your children. For example, if you are a single mom, there might be a pastor or uncle that could be a positive male role model for your teenage son.

Taking responsibility for your life means recognizing that your children may suffer from a life they did not choose. You too may be suffering from circumstances or someone else's choices. However, there are choices you can make now. Take control where you are able and make the most of the resources you have and encourage your teens to do the same.

Routines and rituals are important to the stability of your teen. We will talk about this more, but think about routines you have with your kids. Rituals can be something both of you expect and look forward to. Lastly, set standards that are realistic and stick with them. Do not make too many rules that you are unable to keep up with them. Do stick to your word.

Do these sound like good suggestions to you? What are some of these points you can identify with or find helpful? (Give a few minutes for discussion).

Surviving As a Single Parent:

SEVEN SUGGESTIONS TO MAKE YOUR LIFE EASIER

1 - Forgive even if you will never be able to Forget -

Let go of grudges you may hold against your child's other parent, who is absent from BOTH of your lives. Holding onto feelings of anger will not change your situation and will probably consume a great deal of your energy - energy you need to devote to creating a positive environment for your child. If you dwell on your disappointment with and/or dislike of the father or mother of your child - chances are your child will sense your feelings and suffer in some way from your negative attitude.

2 - Make the most of everything you have -

Even if you do not have a lot of money, you do have your child and your love and your time to give to him or her. Try to remember that monetary wealth and material possessions are not the most important items in your child's life. Your love, support and time together mean much more to them. You can have fun for free. Activities like - going for a walk or a bike ride, playing at the park, coloring, painting, singing, or dancing - will thrill your child just as much as spending money to go to an amusement park, an arcade or a toy store.

3 - Be the best parent you can possibly be -

Give as much as you can without setting goals that are unrealistic for one parent to achieve. Don't beat yourself up for what cannot be. Do recognize what you can do to create a good life for your child to the best of your abilities.

4 - Develop a network of reliable resources -

Families are not biological. Surround yourself and your child with friends you know and trust - people who care about both of you. "Aunts" and "Uncles" and even "Grandparents," who are not blood-related can be just as beneficial to your child as actual biological family members. The "family" you create for your child can provide him or her with the same kind of love and support as a traditional family. They can also help you with your responsibilities as a single parent. Let them play an active role in your child's life. Learn to turn to your "family" when you need a break. Nobody should have to go it alone and you will probably be able to be a better parent by relying on your "family" of close friends to support you and your child.

5 - Take responsibility for your life today -

Remember whatever lead you to where you are today, you are responsible for another life - the innocent life of a child, who didn't ask to be born. Your child is not responsible for the experiences or events that made you become a single parent. Your child is completely dependent upon you through no choice of their own. Don't let them down or hold them accountable for your actions (or the actions of their absent parent). They are powerless and vulnerable to the possibly less-than-ideal consequences they face as the child of a single parent. Your role and influence in their life is paramount to their chances of becoming a happy, productive, successful adult. They need you more than their words will ever tell.

6 - Set up daily rituals and regular routines -

Your child needs stability and security. One way to provide this is by developing a daily routine. Simple things like - going to the park every Sunday afternoon, eating dinner together each night, sharing a treat before nap time or reading a book together before bed every night, will become activities that your child looks forward to and can count on to occur with regularity.

7 - Be consistent and dependable -

Create realistic rules and a standard of discipline that you stick to all the time. If you're consistent with your child, he or she will learn what is acceptable behavior and what is not. They will also learn what you expect from them and what they can expect from you. If you're dependable, they will know that they can always count on you to help them with their homework, be there for dinner or tuck them in bed at night. They have to be able to depend on you. You're the most important person in their life. Try to remember that no matter how tired you are at the end of the day or how frustrated you may become when they're fussy - They need you to be there for them. You should cherish every moment with your child - they are the best blessings on earth.

Resource Box -

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Danielle Hollister is the Writing Host at BellaOnline http://www.bellaonline.com/career/writing.html

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Equipping You as a Parent
Community Resources

Objectives

- Provide parents with community resources that are accessible to them and their teens
- Use role play scenarios to help parents learn which resources pertain to certain circumstances and develop the skills to access them
- Help alleviate the anxiety of making phone calls to agencies and talking to unfamiliar professionals

Time

- 25 minutes

Materials

- Community resource packet
- Index cards with role play scenarios
- Two chairs facing one another at the front of the room

Lesson Plan

- Handout community resource packets
- Have two parents volunteer to perform role plays (ask two if no one volunteers)
- Present role play scenario
- Ask one parent to play the role of the troubled teen's parent
- Ask other parent to act as community resource professional
- Have parents practice how they would speak to a professional to receive services
- Depending on time try and do several different role plays giving several parents the chance to participate

Suggested Script

As the final component of this session on equipping you as parents, we are going to look at some community resources that could be of assistance with your teen. Also, we will discuss and have a chance to practice how to access these resources. No one can

parent perfectly. It is important that you can access the resources you need to help you be the best parents you can be. You do not have to know all the answers. There are people and agencies out there that specialize in certain areas that may be helpful. They will not know your teen like you do, but they may have helpful information concerning teen pregnancy or food assistance, for example. As the packets come around (See packet attached), take a few minutes to look through them and become familiar with what resource topics are available. (Give them a few minutes to look through the packet). I want to draw your attention to the section entitled "Parenting" that includes a parent's helpline among many other resources available to you. Are you able to understand how the packet is organized? Do you have any questions or services you cannot find in the contact information? (After answering any questions proceed to the role play).

Now we are going to have a chance for you to practice using your packet and talking with a community service agent or professional. I have written a few scenarios on index cards. I want several of you to have the chance to practice. Can I have two volunteers to start us? (If no one volunteers, you may have to ask two individuals you have gotten to know a little bit. Have the two parents come to the front and sit in the chairs. Assign one to be the parent and the other to be the community resource worker). Now, I will read you the scenario. (To the participant assigned the role of parent…) You will try and relate to the scenario. Think of how you would respond if you and your teen were in this same situation. (To the participant assigned community resource worker…) You will ask the parent for information concerning the problematic situation and offer counsel or assistance in response. I can give you help as to what your agency provides if you do not know. (See attached sheet for role play suggestions).

(Provide the opportunity for many different parents to enact each role. Then bring the group together to discuss). Obviously, we only have time to start discussions o the topics but not truly resolve them. Hopefully, these role plays can give some ideas of how to handle these types of problematic situations. Did you find it helpful to look through the community resources available? What skills were used and needed to interact with the community resource workers? (Give time for discussion). Did the role play help alleviate some of the concerns you have in asking for help in parenting?

Community Resources Role Play Suggestions

Ask the parents who play each role to consider these questions:
For the parent role- What are some of the questions you that are most important to ask a community resource worker?
For the community worker role- What services would the parent or teen need? What information would be important to gather from them?

1. Your teenage daughter comes in and tells you she might be pregnant.
A. Parent
B. Community worker at Helen Ross McNabb's Healthy Families, which provides support through financial and psychological assistance to first time mothers.

2. Your teenage son tells you he is contemplating suicide.
A. Parent
B. Community worker for Family Crisis Center twenty-four hour crisis line

3. You are unable to buy the groceries you and your teen need to survive until your next paycheck.
A. Parent
B. Community worker at Second Harvest Food Bank

4. Your teen is failing math and needs a tutor.
A. Parent
B. Community worker for SOAR-Youth Ministries, which provides after school programs and tutoring for inner city Knoxville youth.

5. Your teenage son does not have a father figure in his life and would benefit from an older male role model or mentor.
A. Parent
B. Community worker for Emerald Youth Foundation, which provides after school programs and partners students with a mentor. It is located a few blocks from Fulton High School

6. Your car breaks down and you need transportation in order to get to work and not lose your job.
A. Parent
B. Community worker for TennCare Recipient Transportation, which provides transportation for those who are financially eligible.

ABUSE

To report abuse and/or neglect, call the Tennessee Department of Children's Services at 594-6767+

CHILD

Child & Family, Inc.	
Project Against Sexual Abuse of Appalachian Children (PASAAC)	546-7483*
Connection	522-6213
RESPOND+	525-4794*
The Conley Center	546-7483
Child Help USA (crisis line)	1-800-422-4453
Children's Center	523-2672
Columbus Home	
Columbus Home Shelter+	971-3560*
Helen Ross McNabb Center	
Children and Youth Services	523-8695
Tennessee Regional Alternative Care Environments (TRACES)	523-8695
Therapeutic Nursery (2 to 6 yrs.)	523-8695*
Overlook Center	588-2933
Tennessee Department of Children's Services	
Child Abuse and Neglect	594-6767
Emergency Night Number (intake/report abuse)+	594-6767

DOMESTIC VIOLENCE

Community Coalition on Family Violence	521-6336
Child & Family, Inc.	
Family Crisis Center +(24-hr. crisis line)+	637-8000*
Managing Emotions Nonviolently	524-7483*
The Conley Center	546-7483
Knox Area Rescue Ministries	
Serenity Shelter +	673-6540
Knox County Sheriff's Department	
Major Crimes Unit (covers domestic violence)	215-3590
Knoxville Legal Aid Society	
Domestic Violence Civil Legal Services	637-0484*
Knoxville Police Department	
Domestic Violence Unit	215-7306
The Salvation Army	
Joy Baker Center+	522-4673*
YWCA	
Victim Witness	523-6126*
Assistant/Victim Coordinator	215-2515

SENIOR CITIZENS

Catholic Charities	
Samaritan Place+	545-7431*
Child & Family, Inc.	
Elder Abuse	673-3066
Hotline for Elder Abuse	594-5685
Knoxville Legal Aid Society	637-0484
Tennessee Department of Human Services	
Adult Protective Services	594-5685
YWCA	
Victim Advocacy	523-6126*

SEXUAL ABUSE

Child & Family, Inc.	
Project Against Sexual Abuse of Appalachian Children (PASAAC)	546-7483*
Helen Ross McNabb Center	523-8695
Sexual Assault Crisis Center	
Crisis Line +	522-7273
Victim Assistance	558-9040*
Tennessee Department of Children's Services+	594-6767
Sexual Assault Hotline	888-522-5244

ADOPTION SERVICES

Bethany Christian Services	588-5283
Catholic Charities	524-9896
Child & Family, Inc.	
Adoptions Program	524-7483
Council on Adoptable Children	693-3053
East Tennessee Christian Services	584-0841
Holston Methodist Home +	675-4909
Tennessee Department of Children's Services	594-6748

ADULT EDUCATION

American Red Cross	
CNA Program	584-2999*
Child & Family, Inc.	
Families and Schools Together	521-5654
Community Action Committee	
Bridges	544-5200
Family Support Centers	
MLB Building	546-3500
North Family Support Center	925-0880
West Neighborhood Center	524-3345
South Neighborhood Center	577-7591
Project Succeed	546-3500
Workforce Development	544-5200
Friends of Literacy	
Adult Literacy Program	594-3673*
Green Hills Learning Center	523-1688
Helen Ross McNabb	
Friendship House Drop-In Center	541-6635
Knoxville Community Development Corporation (KCDC)	
Career Investment Academy	594-8647
Knox County Adult High School (night)	594-5058
Knox County Schools	
Adult Basic Education-ESL	594-3622
Adult Distributive Education-Business Courses	594-3713
Adult Home Economics	594-3714
Adult Education/Literacy	594-3673
Center School- (Can obtain high school diploma)	594-5081
GED Testing/Career Assessment Center	594-5060
Knoxville Area Urban League	
Computer Training Center	524-5511
Knoxville Wave-GED- (job coaching, case mgmt. on UT campus- assist transportation; focus younger individuals)	974-8163
Pellissippi State Technical Community College	694-6400
Project NOVA-GED; Job coaching, case mgmt., (Located in Lonsdale) School's number-	594-1330

+Indicates 24 hour service. *United Way of Greater Knoxville funded programs.

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PSTEC GED	
Sertoma Learning Center	524-5553
Regional Environmental Center	546-5567
Tabernacle Learning Center	525-2193
Townview Learning Center	523-9309
University of Tennessee	
Educational Opportunities Center	974-4466
Knoxville WAVE (17-21 yr.-old dropouts)	974-8163

AIDS

AIDS Specialized Testing	800-584-8183
American Red Cross	
Health And Nursing Services	584-2999*
Child & Family, Inc.	
Great Starts +	525-4794*
East Tennessee Comprehensive Hemophilia Center	544-9170
Helen Ross McNabb Center	
AIDS Outreach Program	523-8695
Hope Center	541-3767
Graham House (supportive housing)	521-3121
Knox County Health Department	
HIV Testing	215-5080
Knoxville Legal Aid Society	637-0484
National AIDS Hotline	800-342-2437
Positively Living+	523-0401

ALCOHOLISM

DETOXIFICATION

Baptist Hospital Alcohol/Drug Treatment Program +	632-5520
Helen Ross McNabb Center	
Adult Detox/Residential – Centerpointe+	523-4704*
Detoxification Center (DRI-DOC)+	558-5705
Peninsula Hospital +	970-9800

OUTPATIENT PROGRAMS

Al-Anon	525-9040
Al-A-Teen	525-9040
Alcoholics Anonymous-Intergroup Office	522-9667
Alcoholics Anonymous, Inc.	974-9888
Child & Family, Inc.	
Great Starts +	525-4794*
RESPOND +	525-4794*
Community Action Committee	
Counseling and Recovery Services	546-3500
Florence Crittenton Agency	
Residential Mother-Infant Program +	602-2021*
Helen Ross McNabb Center	
Adolescent Outpatient	637-9711
Alcohol and Drug Program-Centerpointe+	523-4704*
Outpatient Program (women's)	523-4704*
Men's Outpatient Program	523-4704*
Primary Prevention	523-8695
Sisters of the Rainbow	521-9788*
Hope of East Tennessee	
Knox County Health Department	
Renew (alcohol and drug case management for women)	215-5395
Metropolitan Drug Commission	
Information Center	588-5550
Peninsula Outpatient	
Alcohol and Drug Services	588-2933
Ridgeview	482-1076
Teen Challenge	546-8933
Tennessee Department of Human Services	
Rehabilitation Services	594-6720
Tennessee Red Line	1-800-889-9789

RESIDENTIAL

AGAPE	
Halfway House and Residential Treatment+	525-1661*
Child & Family, Inc.	
Great Starts +	525-4794*
Helen Ross McNabb Center	
Adult Residential – Centerpointe+	523-4704*
Adolescent Residential – Werner Center+	524-5757*
Jellinek Center+	525-4627
Midway Rehabilitation Center +	522-0301
Peninsula Village (adolescent)+	255-8336

AMERICANS WITH DISABILITIES (ADA)

ADA Hotline-ADA Resource Center	800-949-4232
City of Knoxville	215-2104
Disability Resource Center	637-3666
East Tennessee Technology Access Center	
Direct Assistance and Advocacy	219-0130*
Literacy for Young Children	219-0130*
Knox County	215-2952

ALZHEIMER'S DISEASE

Alzheimer's Disease and Related Disorders Association	544-6288
St. Mary's Health System	
Alzheimer's Day Treatment Center	545-6781

BLIND/VISUALLY IMPAIRED

American Council for the Blind	800-424-8666 or 522-6781
American Foundation for the Blind	800-232-5463+
East Tennessee Technology Access Center	219-0130
Interfaith Health Clinic (people working with no insurance)	546-7330
Knox County Schools	594-3684
Lion's Club (glasses)	689-5320

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Recording for the Blind and Dyslexic	
(reading and book recordings only)	482-3496
Senior Citizens Information and Referral	
Gift of Sight (over 60)	546-6262
Tennessee Department of Human Services	
Rehabilitation Services	594-6720

BURIAL PROGRAMS

Knox County	
Pauper Burial Department	215-2350

CAMPS

American Cancer Society	584-1668
American Diabetes Association	
Camp Rising Sun	584-0212
American Red Cross	548-2999
Arnstein Jewish Community Center	
Milton Collins Day Camp	690-6343*
Beyond the Limits	588-2933
Boy Scouts of America	
Outdoor Program	588-6514*
Camp Fire (boys and girls)	693-3777
East Tennessee Children's Hospital Rehabilitation Center	
Donald McGally Summer Camp/Kiwanis Camp	690-8961
Emerald Avenue Urban Youth and Leadership Foundation	637-3227
Girl Scouts – Tanasi Council	688-9440
Kiwanis Fresh Air Summer Camp	523-4455
Knox County Association for Retarded Citizens	524-1311
Muscular Dystrophy Association	922-4276
The Salvation Army	525-9401
University of Tennessee	
Knox County Agricultural Extension (4-H)	215-2340
YMCA	
Camping Service/Camp Montvale	984-5519*
Young Life	525-7468
YWCA	
Day Camp - Camp Try-Point	523-6126*
Phyllis Wheatley Branch	546-0651*

CANCER PROGRAMS

American Cancer Society	584-1668
East Tennessee Baptist Cancer Center+	632-5790
East Tennessee Children's Hospital +	541-8266
Fort Sanders Parkwest Medical Center +	694-5727
Positively Living+	523-0401
St. Mary's Health System +	545-7600, X7869
The Wellness Community	546-4661
Thompson Cancer Survival Center +	541-1311

CARDIAC REHABILITATION

American Heart Association	1-800-242-8721
Brain Attack Screening	588-7646*
Emergency Cardiovascular Care	588-7646*
General Education	588-7646*
Heart Power	588-7646*
Jump Rope Education	588-7646*
Search Your Heart	588-7646*
School Nutrition	588-7646*
Walking for Wellness	588-7646*
YMCA	
Downtown Fitness Center	522-9622
East Side Family Center	637-9622
North Side Family Center	922-9622
West Side Family Center	690-9622
YWCA	
Metropolitan	523-6126*
Phyllis Wheatley	546-0651*

CHILDREN'S RESIDENTIAL PROGRAMS

Camelot	376-2296
Child & Family, Inc.	
Cooper House (boys) +	546-7447*
Gibbs Group Home (boys) +	687-8091
Haslam Center (boys and girls) +	558-6361*
Independent Living (boys) +	637-3060
Katie Miller Group Home (girls) +	588-0870*
Millertown Group Home (boys) +	521-7923*
Runaway Shelter (boys and girls) +	523-2689*
Columbus Home	
Columbus Home Shelter(boys and girls)+	971-3560*
Eckerd Youth Organization	931-863-5046
Florence Crittenton Agency	
Barrett Hall +	602-2021*
Crittenton+	602-2021*
Residential Mother-Infant Program+	602-2021*
Helen Ross McNabb Center	
Adolescent Residential Unit – Werner Center+	524-5757*
Holston Methodist Home +	675-4909
John Tarleton Home +	215-6319
Knox County Association for Retarded Citizens	
Adolescent Training Program (boys)+	688-8723
Lakeshore Mental Health Institute	
Child and Youth Services+	584-1561
Lutheran Services+	577-8925
Williams-Henson Lutheran Home +	573-9301

CLOTHING

Baptist Center	
Montgomery Village (South Knoxville)	577-6244
Western Heights	525-9068
Community Action Committee	

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Career Closet	524-2786
Family Support Centers	
East Neighborhood Center	546-5125
MLB Building	546-3500
West Neighborhood Center	524-3345
South Neighborhood Center	577-7035
ks Lodge Shoe Giveaway	588-1879
Knox County Schools/PTA Clothing Center	
Clothing Center	594-3791*
Knox Area Rescue Ministries	
Bargain Center	673-6540
Ladies of Charity	
Emergency Assistance	522-6341*
The Salvation Army	
Emergency Assistance Program	525-9401*
Mt. Olive Baptist Church	524-1601

COMMUNITY PLANNING AND DEVELOPMENT

Center for Neighborhood Development	522-5935
Community Action Committee	
Community Leadership	546-3500
Office on Aging	524-2786
Knox County Community Development and Housing Division	546-5887
Knoxville Department of Community Development 215-2120	
East Tennessee Community Design Center	
Designworks	525-9945*
East Tennessee Development District	584-8553
East Tennessee Foundation	524-1223
st American Bank	
Renee Kesler	673-5750
Scott Summers	521-5325
Knox County Health Department	
Community Health Planning & Initiatives	215-5170
Knoxville Chamber Partnership	637-4550
Leadership Knoxville	523-9137
Metropolitan Drug Commission	588-5550
Metropolitan Planning Commission	215-2500
Tennessee Commission on Children and Youth	594-6658
United Way of Greater Knoxville	523-9131

CORRECTIONAL PROGRAMS, MINISTRY, AND SUPPORT

Alternative Sentencing Program	215-2234
Dismas House	673-0565
East Tennessee Human Resource Agency	
Community Intervention Services (youth/adult, misdemeanor, correctional)	691-2551
Knox County Juvenile Court	215-6400
Knox County Sheriffs Dept	
Community Alternatives to Prison (adults only)	594-1138
Midway Rehabilitation Center+	522-0301
Peninsula Outpatient Services	
Children and Youth Services	588-2933
Philadelphians (ministry/support)	689-5833
nnessee Department of Corrections/Parole	594-6577
ennessee Department of Children's Services	594-6110
Sho-Cap- (Det. Armstrong, KPD)	215-7137

COUNSELING

INDIVIDUAL, FAMILY and GROUP

Center for Neighborhood Development	
Family Enrichment Programs	522-5935
Child & Family, Inc.	
Family Crisis Center Promise Group Connections+	637-8000*
Family Life Enrichment	524-7483*
Managing Emotions Nonviolently	524-7483*
PARTNERS Teen Parenting	544-0053*
Protective Services	522-6213*
Tennessee HomeT.I.E.S. Program+	522-6213
The Conley Center	546-7483
CONTACT of Knoxville	
Crisis Line+	523-9124*
East Tennessee Christian Services+	584-0841
Florence Crittenton	
Barrett Hall +	602-2021*
Crittenton+	602-2021*
Residential Mother-Infant Program+	602-2021*
Goodwill Industries	
Work Adjustment	588-8567*
Helen Ross McNabb Center	
Adolescent Day Treatment Program	523-8695
AIDS Outreach Program	523-4704
Adult Outpatient Program	637-9711*
Children and Youth Programs	523-8695
Emergency Services	637-9711
Juvenile Justice Services (families with young offenders)	523-8695
Holston Methodist Home +	675-4909
Mike Mauer- A&D TNCARE	544-4236
Peninsula Outpatient Services	
Adult Outpatient Services	588-2933
Children and Youth Services	588-8880
Sexual Assault Crisis Center	
Prevention and Education	558-9040*
Victim Assistance	558-9040*
The Wellness Community	546-4661
The Therapy Center	691-3332
United States Veterans Administration	
Vet Center	545-4680
University of Tennessee	
Psychological Clinic	974-2161

MARITAL

Child & Family, Inc.	
Orientation for Divorcing Parents	524-7483*
Family Crisis Center +	673-3066*
The Conley Center	546-7483*
Helen Ross McNabb Center	
Adult Outpatient	637-9711*
Peninsula Outpatient Services	
Adult Outpatient	588-2933
University of Tennessee	
Psychological Clinic	974-2161

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UNWED PARENTS

Catholic Charities (crisis pregnancy)	524-9896
Child & Family, Inc.	
PARTNERS Teen Pregnancy	544-0053*
Florence Crittenton Agency	
Crittenton+	602-2021*
Residential Mother-Infant Program+	602-2021*
Holston Methodist Home +	675-4909
Hope Resource Center +	525-4673
John Tarleton Home	
Mother-Child House +	215-6300

CRISIS SITUATIONS/ SUICIDE PREVENTION

Child & Family, Inc.	
Family Crisis Center Hotline +	637-8000*
Runaway Shelter +	523-2689*
CONTACT of Knoxville	
Crisis Line+	523-9124*
East Tennessee Poison Control Program+	800-288-9999 or 544-9399*
Emergency	
Fire Department +	911
Medical Emergency +	911
Police Department +	911
Sheriff Department +	911
Helen Ross McNabb Center	637-9711
Knoxville Volunteer Rescue Squad +	546-4824*
ninsula Outpatient Services	
Crisis Line+	588-2933
Mobile Crisis Team +Off-site Reception Center	539-2409
Tennessee Helpline	
Crisis Hotline +	800-356-6767
Sexual Assault Crisis Center	
Crisis Line+	522-7273

DAY CARE

The Tennessee Department of Human Services (800-462-8261) and Knox Area Child Care Information and Referral (974-8911), provides names and locations of licensed centers.

ADULT

Catholic Charities	
Samaritan Center Respite Care+ (24-hr. care/fee for services)	545-7431*
Child & Family, Inc.	
Daily Living Center	689-8412*
Kay Adult Care Center	521-0289
St. Mary's Health System	
Alzheimer's Day Treatment Center	545-6781

PRESCHOOL

rnstein Jewish Community Center	690-6343
ildren's Center	
CAC Certificate Program	523-2672*
Scholarship Program	523-2672*
Community Action Committee	
Head Start	522-2193
Fair Garden Family and Community Center	594-1320
Knoxville Community Development Corporation (KCDC)	594-8662
Lonsdale Day Care Center	
Day Care	524-0881*
Partners for Children	546-0301
Sam E. Hill Family and Community Center	594-3632*
Workforce Development Child Care Broker	544-5257
YMCA	
Community Kids	544-1963
Preschool Learning Center	577-0138*

SCHOOL AGE / AFTERSCHOOL

Boys and Girls Clubs	544-3825*
Caswell Avenue Unit	524-1214*
Christenberry Heights Unit	689-5203*
Halls/Powell	219-7232*
Laura Cansler Unit	524-1812*
Montgomery Village Unit	579-5377*
Moses Teen Center	637-5523*
Vestal Unit	573-4837*
Walter P. Taylor Homes Unit	594-8784*
Western Heights Unit	637-6217*
City of Knoxville Recreational Department	
Morningside Stars	637-6965
Eternal Life Restoration Outreach (afterschool)	637-1707
Harambe Program (summer/10-12 weeks)	637-1707
Knoxville Community Development Corporation (KCDC)	594-8662
Lonsdale Day Care Center	
Day Care	524-0881*
Partners for Children	546-0301
Tennessee Department of Children's Services	594-6763
Wesley House Community Center	
After School Program	524-5494*
Summer Program	524-5494*
Workforce Development	544-5200
YMCA	
East Side Family Center	637-9622*
North Side Family Center	922-9622*
West Side Family Center	690-9622*

DEAF/HEARING IMPAIRED

East Tennessee Technology Access Center	219-0130*
Knox County Schools	594-3722
Knoxville Area Community Center for the Deaf	
Sign Language Interpreter – 24 hour+	579-0832*
TTY	573-5640
Senior Citizens Information and Referral	
Gift of Hearing	546-6262

+Indicates 24 hour service. *United Way of Greater Knoxville funded programs.

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Tennessee Department of Health	
Children's Special Services	549-5244
Speech and Hearing	549-5244
Tennessee Department of Human Services	
Rehabilitation Services	594-6720
Tennessee Infant Parent Services (TIPS)	579-3099
Tennessee Relay Center for the Hearing Impaired +	800-848-0299
Tennessee School for the Deaf	594-6022
University of Tennessee	
Hearing and Speech Center	974-5451
Pediatric Language Clinic	974-6702

DEBTS/CREDIT COUNSELING

Better Business Bureau	692-1600
Community Action Committee	
Family Support Center (budget management)	546-3500
Consumer Credit Counseling Service	522-2661
Knoxville Area Urban League	
Housing and Community Development	524-5511*
Knoxville Legal Aid Society	637-0484

DENTAL ASSISTANCE

Community Action Committee	546-3500
Interfaith Health Clinic (people working with no insurance)	546-7330
ox County Health Department	
Dental Clinic	215-5110
Volunteer Ministries	
Dental Services for Homeless	524-3926

DRUGS

DETOXIFICATION PROGRAMS

Helen Ross McNabb Center	
Adult Detox/Residential-Centerpointe+	523-4704*
Peninsula Hospital+	970-9800

OUTPATIENT PROGRAMS

Child & Family, Inc.	
Great Starts +	525-4794*
RESPOND +	525-7494*
Community Action Committee	
Counseling and Recovery Services	546-3500
Florence Crittenton Agency	
Barrett Hall+	602-2021*
Crittenton+	602-2021*
Residential Mother-Infant Program+	602-2021*
Helen Ross McNabb Center	
Adolescent Outpatient	523-8695
Alcohol and Drug Program	637-9711
Centerpointe Adult+	523-4704*
sters of the Rainbow	521-9788*
Students Assistance Program	523-8695
Methodist Medical Center	
Turning Point Recovery Center	481-1680
Metropolitan Drug Commission	
Assessment and Abuse Services	588-5550
Drug Prevention	588-5550
Narcotics Anonymous (Help line)	583-3536
Peninsula Outpatient Services	
Alcohol and Drug Services	588-2933
Pathways (drug prevention)	673-0767
Alcohol, Tobacco and Other Drugs (ATOD) Assessment and Referrals	522-5935
Tennessee Division of Rehabilitation Services	594-6720
Think Drug Free America	
Drug Prevention Program	522-4189

RESIDENTIAL PROGRAMS

AGAPE	
Halfway House and Residential Treatment+	525-1661*
Child & Family, Inc.	
Great Starts +	525-4794*
Helen Ross McNabb Center	
Centerpointe+	523-4704*
Adolescent Residential – Werner Center+	524-5757*
Jellinek Center+	525-4627
Midway Rehabilitation Institute+	522-0301
Peninsula Village+	255-8336
Teen Challenge +	546-8933
Serenity Shelter (single women no kids)	673-6551

EMERGENCY ASSISTANCE

American Red Cross	
Disaster Services+	584-2999*
Armed Forces and International Services	584-2999*
BellSouth	
Link Up	557-6500
Lifeline	557-6500
CAC	
Family Assistance Program	577-7591
Homeless Prevention Program	524-3345
FISH of Knox County	588-0589
KUB Social Services	594-7401
Heart Support of America (food, medicine, rent, transportation assistance for heart patients)	687-5838
Interfaith Health Clinic (people working with no insurance)	546-7330
The Salvation Army	
Emergency Assistance Program	525-9401*

EMERGENCY SHELTERS

FAMILIES

Knox Area Rescue Mission	
New Life Inn (married couples)+	673-6554
Volunteers of America	
Emergency Shelter – Residential+	525-7136*

MEN

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Knox Area Rescue Ministries
Knoxville Union Rescue Mission+ 673-6550
The Salvation Army + -Operation Bootstrap+
(18 and older, rehabilitation, and employment) 525-9401
Nineline + 800-999-9999

SENIOR CITIZENS
Catholic Charities
Samaritan Place+ 545-7431*

WOMEN
Child & Family, Inc.
Family Crisis Center + (battered women and children only) 637-8000*
Knox Area Rescue Ministries
Serenity Shelter + (battered women and children only) 673-6540
New Life Inn (homeless women)+ 673-6554
The Salvation Army
Joy Baker Women's and Children's Center+ (homeless women with/without children; 18 yr. old minimum age) 522-4673*
Volunteers of America + 525-7136*
YWCA
Residential Program+ 523-6126*
Nineline + 800-999-9999

WOMEN AND CHILDREN
Knox Area Rescue Mission
New Life Inn (homeless women and children)+ 673-6554
The Salvation Army
Joy Baker Center+ 525-9401*

YOUTH
Child & Family, Inc.
Runaway Shelter + 523-2689*
Columbus Home
Columbus Home Shelter+ 971-3560*
Nineline + 800-999-9999

DAY SHELTERS
Volunteer Ministry Center
Day Dorm 524-3926*
Day Room 524-3926*

EMPLOYMENT ASSISTANCE

American Association of Retired Persons (AARP) 546-7685
Community Action Committee
Bridges 544-5200
Family Support Centers
MLB Building 546-3500
North Family Support Center 925-0880
Gaining Access to Training and Employment (GATE) 524-2786
Homeward Bound 546-3500
Job Placement Service and Economic Development 524-7483
Project Succeed 546-3500
Senior Employment and Training 524-2786
Workforce Development 544-5200
Easter Seals 544-7444
Telecommuting Options Homebased Employment (TOPS) (persons with spinal cord injuries) 1-800-264-0078
Economic Development Agency 691-3222
Epilepsy Foundation
Client Services 522-4991*
Goodwill Industries
CNA Program 588-8567*
Occupational Skills Training 588-8567*
Placement 588-8567*
Work Adjustment 588-8567*
Green Hills Learning Center 523-1688

Helen Ross McNabb Center
Friendship House Vocational Connections 544-3841
Knox County Association for Retarded Citizens
Community Support for Employment 546-9431*
Knox County Schools
Career Assessment Center 594-5060
Knoxville Area Community Center for the Deaf 579-0830*
(TTY) 573-5640*
Knoxville Area Urban League
Workforce Development and Job Creation 524-5511*
Knoxville Career Center 544-5200
Knoxville Community Development Corporation (KCDC)
Career Investment Academy 594-8648
Tabernacle Learning Center 525-2193
Tennessee Department of Employment Security
Job Service 594-6409
Tennessee Department of Human Services
Rehabilitation Services 594-6720
VICTORY Program (food stamps, jobs and work) 594-6988
Townview Learning Center 523-9309
YMCA 522-9625*

EQUAL EMPLOYMENT OPPORTUNITY
Knoxville Area Urban League 524-5511
Tennessee Human Rights Commission 594-6500

EMERGENCY NUMBERS:

KPD Dispatch 521-1245
Knox. County Juvenile Detention 637-2010
After Hours 637-2869
Knox County Jail 215-2476
Knox County Penal Farm 281-6700
Knox County CPS 594-6767
Knox County APS 888-277-8366
Sexual Assault Crisis 588-9040
Poison Control 544-9400
Mobile Crisis 539-2409

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ENVIRONMENTAL

Boy Scouts of America	588-6514*
Community Action Committee	
AmeriCorps	546-3500
East Tennessee Community Design Center	
Designworks	525-9945*
Girl Scouts -Tanasi Council	
Outdoor Education	688-9440*
Ijams Nature Park	577-4717
Knox County Department of Parks and Recreation	215-2346
Knox County Government	
Solid Waste Office	215-5200
Knox County Health Department	
Environmental Health	215-5200
Knoxville Recycling Coalition	215-2230
Keep Knoxville Beautiful	521-6957
University of Tennessee	
Knox County Agricultural Extension Service	215-2340

FAMILY PLANNING

Child & Family, Inc.	
PARTNERS Teen Parenting	544-0053*
Facts of Life	1-888-844-FACT
Family Planning	1-800-230-PLAN
Florence Crittenton Agency	
Crittenton+	602-2021*
Residential Mother-Infant Service+	602-2021*
STARS	602-2021*
Knox County Health Department	215-5000
Planned Parenthood Association of East Tennessee	588-9367
Tennessee Department of Health	
Maternal and Child Health	549-5334
University of Tennessee Medical Center	
Developmental and Genetics Center	544-9030

FOOD

ASSISTANCE TO PANTRIES

Second Harvest Food Bank of East Tennessee	521-0000*

EMERGENCY ASSISTANCE TO INDIVIDUALS/FAMILIES

Back yard Ministries/Fountain City United Methodist Church (once a month)	689-5175
Baptist Center	
Montgomery Village	577-6244
Western Heights (Tuesday, Thursday and Friday, 9:30 - 11:00 a.m.)	525-9068
Central Baptist Church of Fountain City	
(Tuesday & Thursday, 2-4:00 p.m. Wednesday 6-7:00 p.m.; once a month)	688-2421
Community Action Committee	
Empty Stocking Fund (holiday)	546-3500
Milk Fund	546-3500
Short Term Emergency Meal Service (STEMS)	524-2786
Summer Food Service	546-3500
Falcons for Food	637-1571
FISH of Knox County	588-0589
Hospitality Pantries	
East	522-3474
South	577-9600
West	522-1313
Ladies of Charity	
Emergency Assistance	522-6341*
Mt. Olive Baptist Church	524-1601
St. James Episcopal	523-5689
The Salvation Army	
Emergency Assistance Program	525-9401*
Wesley House Community Center	
Specific Assistance	524-5494*

ON-SITE MEALS

Knox Area Rescue Ministries	
Knoxville Union Rescue Mission +	673-6550
The Salvation Army	
Soup Kitchen	525-9401*
Volunteer Ministry Center	
Day Shelter	524-3926*
Volunteers of America +	525-7136

FOOD PROGRAMS (NON-EMERGENCY)

Community Action Committee	
Emergency Food Helpers	544-4133
Green Thumb Program	546-3500
Milk Fund	546-3500
Senior Nutrition Project-Mobile Meals	524-2786*
Knox County Health Department	
WIC Clinic	215-5050
Tennessee Department of Human Services	
Food Stamp Application	594-6151

FOSTER HOME CARE

Camelot Care Centers	481-3972
Catholic Charities	524-9896
Child & Family, Inc.	
Foster Care Program	524-7483
Columbus Home	
Noah's Ark+	971-3570
East Tennessee Christian Services, Inc.+	584-0841
Helen Ross McNabb Center	
Tennessee Regional Alternative Care Environments (TRACES)	523-8695
Holston Methodist Home+	675-4909

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Tennessee Department of Children's Services	594-6633 or 594-6748

FURNITURE NEEDS

nVets	524-8498
Baptist Goodwill Center	525-9068
Knox Area Rescue Ministries	
Bargain Center	521-0770
The Salvation Army	525-9401

GOVERNMENT/LAW ENFORCEMENT

Knox County Court Clerk	215-2695
Knox County Government	215-2000
Knox County Health Department	215-5000
Knox County Schools	594-1800
Knox County Sheriff (non-emergency)	215-2444
Knoxville Police Department(non-emergency)	521-1245

HEALTH INFORMATION

Alzheimer's Disease And Related Disorders Association	544-6288
American Cancer Society	584-1668
	1-800-ACS-2345
American Diabetes Association	584-0212
American Heart Association	1-800-242-8721
Brain Attack Screening	588-7646*
Emergency Cardiovascular Care	588-7646*
General Education	588-7646*
Heart Power	588-7646*
Jump Rope Education	588-7646*
Search Your Heart	588-7646*
School Nutrition	588-7646*
Walking for Wellness	588-7646*
American Lung Association of Tennessee	691-7228
American Red Cross	
Health and Nursing Services	584-2999*
American Social Health Association	
STD & AIDS Hotline+	800-342-2437
Amputee Coalition	524-8772
Arthritis Foundation	
Patient and Community Services	470-7909*
Public and Professional Education	470-7909*
Autism Society of America	637-3914
Cystic Fibrosis Foundation	800-824-5061
Dairy and Food Nutrition Council	584-6125
Dial-a-Dietitian	524-4541
Dream Connection	966-7665
East Tennessee Baptist Hospital +	632-5011
st Tennessee Children's Hospital +	690-8961
ast Tennessee Poison Control Program +	800-288-9999
	or 544-9399*
Easter Seals	264-0078
Epilepsy Foundation	
Client Services	522-4991*
Education	522-4991*
Fort Sanders Parkwest Medical Center +	541-1111
Fort Sanders Regional Medical Center +	546-2811
Helen Ross McNabb Center	637-9711
Hemophilia Center	544-9170
Interfaith Health Clinic	546-7330
Juvenile Diabetes Foundation	577-7530
Kidney Foundation	
Community Services	688-5481*
Education	688-5481*
Patient Services	688-5481*
Knox County Health Department	215-5300
Child Safe Rider Purchase Program	
Infants	215-5320
Toddlers	215-5400
Immunizations	215-5150
Indigent Medical Care Social Services	215-5440
Smoking Cessation	215-QUIT
Tenn Care Applicants	215-5400
Travel Immunizations	215-5070
Lupus Foundation of America	692-9825
March of Dimes Birth Defects Foundation	694-6003
Medic Regional Blood Center	524-3074
Mental Health Association of Greater Knoxville	
Client Service Program	584-9125*
Information/Research/Advocacy	584-9125*
Mental Health Screenings	584-9125*
Muscular Dystrophy Association	922-4276
Multiple Sclerosis Society of East Tennessee	558-8686
Operation Health Check	541-1492
Peninsula Outpatient Center	588-9747
Patricia Neal Rehabilitation Center	541-1446
Planned Parenthood of East Tennessee	588-9367
Prince Medical Center (Clinic)	546-5177
Remote Area Medical	579-1530
Ronald McDonald House	637-7475
Scleroderma Foundation	966-1440
St. Mary's Health System +	545-7600
Special Olympics	524-0875
	800-288-9225
TennCare	
Hotline	800-669-1851
Consumer advocacy line	800-722-7474
Spanish Speaking info. line	800-254-7568
TennCare Fraud & Abuse	1-800-FRAUD86
Tennessee Department of Health	
Tuberculosis Outpatient Clinic	546-9221
Tennessee Early Intervention System (case management and home based for children birth – 2 yrs. with developmental delays)	974-2838
The Wellness Community	546-4661
Thompson Cancer Survival Center +	541-1311
University of Tennessee Medical Center +	544-9000
UT Developmental and Genetics Center	544-9030

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Bring SS card photo id

HOMELESS/TRANSIENTS

Child &Family, Inc.	
Transitional Living	521-5652*
mmunity Action Committee	
Families in Need	546-3500
Homeward Bound	546-3500
Project Succeed	546-3500
REACH	546-3500
Family Crisis Center	673-3066
Helen Ross McNabb Center	
Homeless Outreach Program	637-9711
Homeless Children International	691-5048
Knox Area Rescue Ministries	
Knoxville Union Rescue Mission +	673-6550
The Salvation Army	
Men's Shelter Program+	525-9401*
Joy Baker Center	522-4673
Volunteer Ministry Center	
The Refuge	524-3926
Volunteers of America	
Emergency Shelter – Residential+	525-7136*
YWCA-Transitional Housing Program	523-4673

HOSPITALS

East Tennessee Baptist Hospital +	632-5011
East Tennessee Children's Hospital +	541-8000
Fort Sanders Parkwest Medical Center +	693-5151
rt Sanders Regional Medical Center +	541-1111
keshore Mental Health Institute +	584-1561
Peninsula Hospital +	970-9800
St. Mary's Health System +	545-7600
University of Tennessee Medical Center +	544-9000

HOUSING

IMPROVEMENT PROGRAMS

Community Action Committee	
Weatherization and Minor Home Repair	637-6700
Habitat for Humanity	523-3539
Knoxville Area Urban League	
Housing and Community Development	524-5511*
Knox Housing Partnership	637-1679
U.S. Department of Housing and Urban Development (HUD)	545-4384
Wesley House Community Center	
Specific Assistance	524-5494*

SUBSIDIZED

ild & Family, Inc.	524-7483
PleasanTree Apartments+	546-5812*
Community Action Committee	
Homeward Bound - homeless	546-3500
Knox County Housing Authority	637-7942
Knoxville's Community Development Corporation (KCDC)	~~594-8800~~ 403-1700
Volunteer Ministry Center	
Jackson Avenue Apartments (men)	524-3926
Volunteers of America +	525-7136

REHABILITATION PROGRAMS

Knox County Community Development and Housing Division	546-5887
Knoxville Department of Community Development	215-2120
Fam Invest Ctr.	403. 1258

INFORMATION AND REFERRAL

Knoxville Area Chamber Partnership	637-4550
Community Action Committee	546-3500
CONTACT of Knoxville +	523-9108
East Tennessee Human Resource Agency	691-2551
Just Ask	**211**
Knoxville Area Urban League	524-5511
Knoxville-Oak Ridge Area Central Labor Council, AFL-CIO	523-9752
Mental Health Association of Greater Knoxville	584-9125
Peninsula Hospital	970-9800
	1-800-526-8215
Senior Citizens Information and Referral	
Information and Referral	546-6262*
Tennessee Disability Information and Referral	1-800-640-4636
United Way of Greater Knoxville	
Information and Referral Center	521-0880
Volunteer Ministry Center	
The Refuge	524-3926

UAW alter 637-7942

LEGAL HELP/CIVIL RIGHTS

American Civil Liberties Union	615-320-7142
Community Mediation Center	594-1879
Court Appointed Special Advocate Program (CASA)	329-3399
Knoxville Legal Aid Society	637-0484*
Lawyer Referral Service	522-7501
Tennessee Division of Consumer Affairs	800-342-8385
Tennessee Human Rights Commission	594-6500
Tennessee Protection and Advocacy	971-4183
University of Tennessee Legal Clinic	974-2331

MEDICAL SUPPLIES AND EQUIPMENT

American Cancer Society	584-1668
Arthritis Foundation	
Patient and Community Services	470-7909*
East Tennessee Children's Hospital	
Rehabilitation Program	690-8961

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East Tennessee Technology Access Center	219-0130*
Muscular Dystrophy Association	922-4276
Scottish Rite Foundation	524-3459

MENTAL HEALTH SERVICES

Alliance for the Mentally Ill	602-7900
Autism Society of America Tennessee Chapter	637-3914
Cherokee Health Systems	670-9231
Child & Family, Inc.	
Cooper House +	546-7447*
Haslam Center +	558-6361*
PleasanTree Apartments +	524-1312*
	546-5812 or 521-5615*
The Conley Center	546-7483
Comprehensive Community Care	525-1180
Helen Ross McNabb Center	
Adult Center	637-9711*
Children and Youth	523-8695
Friendship House	541-6635
Lakeshore Mental Health Institute +	584-1561
Mental Health Association of Greater Knoxville	584-9125*
Peninsula Outpatient Services	
Children and Youth Services	588-2933
Community Support	588-2933
Outpatient Services	588-2933
Peninsula Hospital +	970-9800
Peninsula Lighthouse	588-8880
Peninsula Village +	255-8336
nnessee Behavioral Health	1-800-447-1242
ennessee Department of Human Services	
Rehabilitation Services	594-6720
University of Tennessee	
Psychological Clinic	974-2161

MILITARY AND VETERAN SERVICES

American Red Cross+	
Armed Forces and International Services	584-2999*
Knox County	
Veterans Service Office	215-5645
Tennessee Department of Veterans Affairs	594-6158
Veterans Affairs Benefits	800-827-1000
United Service Organizations	202-783-8121
United States Veterans Administration	
Hospital (Johnson City)	926-1171
Outpatient Clinic	545-4592
Vietnam Era Vet Center	545-4680
University of Tennessee	
Veterans Pre-College Program	974-4466

PARENTING

Camelot Care Centers	481-3972
Child & Family, Inc.	
Family Life Enrichment	524-7483*
Orientation for Divorcing Parents	524-7483
Columbus Home	
CHAP Program	971-3556
Parent Place	521-5637
Community Action Committee	
Family Support Centers	
MLB Building	546-3500
North Family Support Center	925-0880
Compassionate Friends	
Bereavement	687-2117
CONTACT of Knoxville	
Parent Helpline+	523-9124
East Tennessee Children's Hospital Rehabilitation Program	
Parents Support Group	690-8961
Florence Crittenton Agency	
Crittenton+	602-2021*
Residential Mother-Infant Service+	602-2021*
Helen Ross McNabb Center	
Healthy Families	523-8695
R I P – Regional Intervention program	523-8695
Knox County Health Department	
Family Matters	215-5176
Knoxville Community Development Corporation (KCDC)	
Family Services & Support-Our Space	594-8827
Mental Health Association of Greater Knoxville	584-9125*
Peninsula	
Family Respite Services	558-6652
Parent Helpline	800-356-6767
Sexual Assault Crisis Center	
Parents Support Group	558-9040
Tennessee Children's Special Services	549-5239
Tennessee Early Intervention	974-2838
Tennessee Infant Parent Services (TIPS)	579-2456

REFUGEE AND INTERNATIONAL SERVICES

American Red Cross	
Armed Forces and International Services	584-2999*
Bridge Refugee Program	540-1311
Catholic Charities	524-9896
Hispanic Ministries	637-4769
Community Action Committee	
English as a Second Language	546-2786
Refugee Social Services	524-2786
Refugee Elderly Services	524-2786
Knox County Adult Education Program	594-3622
University of Tennessee	
International House	974-4453

RENT/MORTGAGE ASSISTANCE

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Community Action Committee
Assistance Programs
East Neighborhood Center 546-5125
North Family Support Center 925-0880
South Neighborhood Center
(Intake Center, Wednesdays) 577-7591
West Neighborhood Center 524-3345
Volunteer Ministry Center
The Refuge 524-3926

SENIOR SERVICES

Alzheimer's Disease and Related Disorders
Dynamic Memory Center 544-9091
American Red Cross
Emergency & Safety Information 584-2999*
Baptist Hospital
Stroke Hotline 632-5158
Catholic Charities
Samaritan Center (emergency shelter)+ 545-7431*
Child & Family, Inc.
Daily Living Center 689-8412*
Community Action Committee
Elders News and Views 524-2786
Foster Grandparents Program 524-2786
John T. O'Connor Senior Center 523-1135
Office on Aging 524-2786
Project LIVE 524-2786
Refugee Elderly Services 524-2786
Retired Senior Volunteer Program (RSVP)+ 524-2786
Senior Companions Program 524-2786
Short Term Emergency Meal Service (STEMS) 524-2786
Senior Employment and Training 524-2786
Senior Nutrition Program 524-2786
Transportation Program 524-2786
CONTACT of Knoxville
Reassurance Program+ 523-9108*
Department of Parks and Recreation
Senior AIDES Program 215-2346
East Tennessee Human Resource Agency 691-2551
East Tennessee Technology
Access Center 219-0130*
Frank R. Strang Senior Center 670-6693
Helen Ross McNabb Center
Nursing Home Consultations 637-9711
Prime Time Geriatrics Services 637-9711

Kay Adult Care Center 521-0289
Knoxville Community Development
Corporation (KCDC)
The Manor @ Northgate Independent Living+ 594-8657
Knox County Public Library
Books for the Homebound 544-5721
KORNET CHIPS Program 974-2099
Or 215-1542
National Eyecare Project
medical and surgical eye care) 800-222-3937
St. Mary's Health System
Prime Life Senior Care 545-6741
Senior Citizens Home Assistance Service
Home Hair Care 523-2920*
Homemaker Program 523-2920*
Senior Citizens Information and Referral
Community Education 546-6262*
Gift of Sight and Hearing Program 546-6262
Home Visits 546-6262*
TennCare
Hotline 800-669-1851
Advocacy Line 800-722-7474
Tennessee Department of Human Services
Adult Protective Services 594-5685
Adult Abuse, Neglect and Exploitation Referrals 594-5685
U.S. District Social Security Administration 545-4136
Wesley House Community Center
Senior Citizens Program 524-5494*

SERVICES FOR PEOPLE WITH DISABILITIES

Amputee Coalition of America 1-888-267-5669
Beta Home + 521-7683*
Cerebral Palsy Center
Day Services (adults) 523-0491*
Cerebral Palsy Housing Corporation
Group Home+ 687-9204*
Disability Resource Center 637-3666
East Tennessee Children's Hospital
Rehabilitation Program 690-8961
East Tennessee Technology
Access Center 219-0130*
Easter Seals 1-800-264-0078
Friends on Wheels (support group for paraplegics)
Spinal Cord Resource Network (peer counseling)
Tennessee Agrability Programs (disabled farmers)
Telecommuting Options (TOPS)
(home based employment)
Knoxville Area Community Center for the Deaf
Services Program 579-0832
TTY – 573-5640
Open Arms (residential)+ 694-8463
Shangri-La Therapeutic Academy of Riding
(STAR) 690-9285

Tennessee Department of Human Services
Rehabilitation Services 594-6720

SERVICES FOR PEOPLE WITH MENTAL RETARDATION

Camp Rising Sun 531-5583
Child & Family, Inc.
Gibbs Group Home + 687-8091
Goodwill Industries
CNA Program 588-8567*

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Occupational Skills Training	588-8567*
Placement	588-8567*
Work Adjustment	588-8567*
Knox County Association for Retarded Citizens	584-3044
Beta Home+	521-7683*
General Advocacy	
Independent Living Program+	524-1311
Preschool Program	524-1311*
Recreation Program	524-1311*
Sunshine Industries	546-9431*
Sunshine Leisure Services/Recreation	524-1311*
Vocational Rehabilitation Program	524-1311
Sertoma Learning Center	
Alternative Residence Program+	524-5553
Special Olympics	546-9431
Tennessee Department of Mental Health/Retardation	588-0508
Tennessee Early Intervention	974-2838
University of Tennessee Medical Center	
Developmental and Genetics Center	544-9030

TRANSPORTATION

LOCAL

Community Action Committee	
TDD	525-9467
Transportation Program	524-2786
ETCSA (TennCare Transportation)	218-4260
For hearing impaired and non-English	800-848-0299
Knoxville Area Transit (KAT)	546-3752
TDD/TTY	525-1525
ift-for disabled	522-5000
Shop and Ride Program	637-3000
TennCare Recipient Transportation	594-6151
ETHRA – serve the financial eligible	800-232-1565

STRANDED TRAVELERS

Child & Family, Inc.	
Family Crisis Center (women and children)	673-3066*
Community Action Committee	546-3500
Homeward Bound Program	
Volunteer Ministry Center	
The Refuge	524-3926

UTILITIES ASSISTANCE

Community Action Committee	
Assistance Programs	
East Neighborhood Center	546-5125
North Family Support Center	925-0880
South Neighborhood Center (Intake Center, Wednesdays)	577-7591
West Neighborhood Center	524-3345
Weatherization and Home Repair	637-6700
Low Income Home Energy Assistance LIHEAP	637-6700
Summer Cooling Program	637-6700
Heat Relief Program	637-6700
Knox County Community Development and Housing Division	546-5887
Ladies of Charity	
Emergency Assistance	522-6341*
Project HELP	577-7591
Volunteer Ministry Center	
The Refuge	524-3926

VOLUNTEER PLACEMENT

American Red Cross	
Community Volunteer Services	584-2999*
Community Action Committee	
AmeriCorps	546-3500
Retired Senior Volunteer Program	524-2786
United Way of Greater Knoxville	
Volunteer Center	521-0890

YOUTH PROGRAMS

Al-A-Teen	525-9040
American Red Cross	
Youth Services	584-2999*
Big Brothers/Big Sisters	
CORE	523-2179*
Sidekicks	523-2179*
Boy Scouts of America	
Human Services Needs	588-6514*
Outdoor Program	588-6514*
Unit Service	588-6514*
Youth Development	588-6514*
Boys and Girls Clubs	
Childcare Food Program	524-1214*
Child Safety Program	524-1214*
Education and Literacy	524-1214*
Interpersonal and Life Skills Development	524-1214*
Prevention and Health	524-1214*
Camp Fire	693-3777
Carpet Bag Theatre	524-6628 524-6629
Child & Family, Inc.	
Amherst Youth Skills	579-7979
Help Line	521-5668
Inner City Youth Services	524-7483
Kids on the Block	588-5437*
Project Safe Place +	523-2689*
Runaway Shelter +	523-2689*
Street Adolescents Response Team+	521-5659
Child Help USA	637-1753
City of Knoxville Recreation Department	
Morningside Stars	637-6965
CONTACT of Knoxville	
Kid Kall/Teen Talk +	523-9124*

+Indicates 24 hour service. *United Way of Greater Knoxville funded programs.

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Court Appointed Special Advocate Program (CASA)	329-3399
Crutcher Memorial Youth Enrichment	637-7766
Dream Connection	966-7665
East Tennessee Foundation	524-1223
Educational Enhancement Services, Inc.	544-3399
Emerald Youth Foundation	637-3236 or 524-3644
Eternal Life Restoration Outreach	637-1707
Florence Crittenton Agency	
STARS	602-2021*
Girl Scouts -Tanasi Council	
Beyond the Troop	688-9440*
Girl Scouting in Troops	688-9440*
Outdoor Education	688-9440*
Green Hills Learning Center	523-1688
4-H Clubs	215-2340
Helen Ross McNabb Center	
Children and Youth Center	523-8695
Primary Prevention	523-8695
Students Assistance Program	523-8695
John Tarleton Home +	215-6319
Junior Achievement of East Tennessee, Inc.	584-4359
Knox County Health Department	
Knoxville Area Pregnancy Prevention Initiatives (KAPPI)	215-5178
Knox County Schools	
Child Find	594-1530
Knoxville's Promise	523-2775
Mental Health Association of Greater Knoxville	
Youth Connection	584-9125
Metropolitan Drug Commission	
Youth Commission	588-5550
Peninsula Outpatient Services	
Children and Youth Services	588-2933
Pathways	
Trailblazers (6-12 yrs old)	673-0767
Teens	673-0767
SOAR-Youth Ministries	544-5881
Tabernacle Learning Center	525-2193
Tennessee Commission on Children and Youth	594-6658
Townview Learning Center	523-9309
University of Tennessee	
Knox County Agricultural Extension	215-2340
Wesley House Community Center	
After School Program	524-5494*
Lonsdale	524-5494*
Summer Program	524-5494*
YMCA	
Aquatics Program	522-9625*
Camping Programs	522-9625*
Community and Family Membership	522-9625*
Youth Programs	522-9625*
YCAP-Black Achievers and Urban Achievers	633-8304
Young Life	524-7468
YWCA	
Youth Department	523-6126*

Miscellaneous

AIPS- American Institute Public Service (Community Service Awards and Scholarship Contact: Jennifer Hook)	302-622-9107
Beck Cultural Center – museum	524-8461
Mission of Hope	675-5727

Seasonal

Salvation Army Baskets Applications taken in <u>October</u>	525-9401
CAC Clearinghouse	524-2521
Empty Stocking Sign-ups Applications taken in <u>November</u>	546-3500
Toys for Tots Applications due by <u>1st week of December</u>	546-1312

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AREA UNITED WAYS

United Way of Anderson County	483-8431
United Way of Blount County	982-2251
United Way of Campbell County	574-5066
United Way of Cocke County/Newport	613-8877
United Way of Hamblen County	581-8601
United Way of Hawkins County	272-7379
United Way of Greater Knoxville	523-9131
United Way of Loudon County	986-4820
United Way of McMinn County	745-9606
United Way of Morgan County	346-3773
United Way of Roane County	882-7711
United Way of Sevier County	453-4261
United Way of Union County (between 7-9 PM)	992-0512

United Way of Greater Knoxville
1301 Hannah Avenue
Post Office Box 326
Knoxville, TN 37901
865/523-9131
Fax 865/522-7312
www.unitedwayknox.org

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Knox Area Task Force on Eating Disorders
P.O. Box 1497
Powell, TN 37849
Referral List
Information- Voice Mail # 671-6159 or Emotional Health Recovery Ctr. 981-2300

Counseling & Psychotherapy

Sara F. Cawood, MS, LMFT
P.O. Box 10262
4409 Sutherland Ave.
Knoxville, TN 37939-0262
584-3097
ED Interests: Bulimia, Compulsive Overeating
AGE: Adolescence, Adults
MOD: Individuals, Family

Nancy Davis, LCSW
Emotional Health and Recovery Center
907 E. Lawer Alexander Pkwy.
Maryville, TN 37394
981-2300 VM:981-9830
ED Interests: Anorexia, Bulimia, Compulsive Overeating, Dual Diagnosis
AGE: Older Adolescents (15-17), Adults
MOD: Individuals, Family, Group

Lee Ensign PhD.
1000 Bradford Way, Bldg.2
Kingston, TN 37763
376-1585
ED Interests: Anorexia, Bulimia, Compulsive Overeating
AGE: Adolescents, Adults
MOD: Individuals, Family

Barbara Haning, Pay, D., LCSW
101 Westwood Drive
Knoxville, TN 37919 (also Clinton, TN)
558-8669 or 588-9194
ED Interests: Anorexia, Bulimia, Compulsive Overeating
AGE: Adolescents, Adults
MOD: Individuals, Family Group

D. Johnson, LCSW, ATR, 155T
659 Morganton Square Dr.
Maryville, TN 37801
984-1357
Also: 216 Cogdill Rd., Knoxville, TN 37922
966-0653
ED Interests: Anorexia, Bulimia, Compulsive Overeating
AGE: Children, Adolescents, Adults
MOD: Individuals

Elizabeth McColl, LCSW
9051 Executive Park Dr. Suite 600
Knoxville, TN 37923-4633
594-4712
AGE: Adults
MOD: Individuals, Family, Groups

Pamela Mathews, LCSW
P.O. Box 1497
905 Emory Road
Powell, TN 37849-1497
938-1248
ED Interests: Anorexia, Bulimia, Compulsive Overeating
AGE: Adolescents, Adults
MOD: Individuals, Family, Group

Allan S. Philip, PhD.
9217 Park West Blvd.
Knoxville, TN 37923
690-8702
ED Interests: Anorexia, Bulimia, Compulsive Overeating
AGE: Adults

Amanda Smartt, LCSW
Northshore Group, Suite 4-490
1111 Northshore Drive, NW
Knoxville, TN 37919
584-0171
AGE: Adolescents, Adults
MOD: Individuals, Family

Tennessee Department of Children's Services By County
(phone numbers to report child abuse)

County	Phone Numbers (day or night)	County	Phone numbers (day or night)
Anderson	(423) 4573660 or 482-8400	Lauderdale	(901) 635-4141 or 635-1311
Bedford	(615) 685-5006 or 684-5811	Lawrence	(651) 766-1400 or 762-3626
Beaton	(901) 584-4712 or 5845811	Lewis	(651) 769-4971 or 769-5096
Bledsoe	(423) 447-2193 or 447-2197	Lincoln	(651) 438-1925 or 433-9821
Blount	(423) 981-2350 or 983-3620	Loudon	(423) 986-4751 or 986-9081
Bradley	(423) 478-0300 or 478-0309	Macon	(615) 666-4041 or 666-3325
Campbell	(423) 566-9639 or 562-7446	Madison	(901) 688-4041 (24 hr.)
Cannon	(651) 563-4051 or 563-4322	Marion	(423) 942-3481 or 942-2525
Carroll	(901) 986-2211 or 986-8947	Marshall	(651) 270-2234 or 359-6122
Carter	(423) 543-3189 or 543 -211	Maury	(651) 380-2552 or 388-5151
Cheatham	(615) 792-5628 or 792-4541	McMinn	(423) 744-2800 or 745-3140
Chester	(901) 989-5144 or 989-2787	McNairy	(901) 645-7994 or 911
Claiborne	(423) 626-7285 or 626-3121	Meigs	(423) 334-5787 or 334-5268
Clay	(651) 243-3183 or 243-3266	Monroe	(423) 442-7403 or 442-4761
Cocke	(423) 623-1291 or 623-3064	Montgomery	(651) 648-5500 or 648-5520
Coffee	(615) 723-5050 (24 hr)	Moore (use Coffee Co. #)	(651) 759-7181 or 723-5050
Crockett	(901) 696-5441 or 696-2104	Morgan	(423) 346-6237 or 346-6262
Cumberland	(615) 484-2572 or 484-6176	Obion	(901) 884-2603 or 885-3123
Davidson	(651) 329-1911 (24 hr.)	Overton	(651) 823-5695 or 823-5635
Decatur	(901) 852-2981 or 852-3714	Perry	(651) 589-2193 or 589-2171
Dekalb	(615) 685-5006 or 684-3232	Pickett	(615) 864-3153 or 864-3210
Dickson	(615) 441-6207 or 446-8569	Polk (use Bradley Co. #)	(423) 478-0300 or 478-0309
Dyer	(901) 286-8305 or 285-1212	Putman	(651) 528-7487 or 528-8484
Fayette	(901) 465-7334 or 465-3456	Rhea	(423) 775-2850 or 775-7837
Fentress	(651) 879-9976 or 879-8142	Roane	(423) 376-3491 or 911
Franklin	(651) 962-1150	Robertson	(651) 382-2402 or 384-7971
Gibson	(901) 855-7800 or 692-3714	Rutherford	(651) 898-7000, 898-7770
Giles	(615) 424-4001 or 911	Rutherford	or 1-800-856-5488
Grainger	(423) 8280-5251 or 828-3613	Scott	(423) 663-2821 or 663-2245
Green	(423) 639-6181 or 639-3181	Seiver	(423) 429-7005 or 453-5507
Grundy	(615) 592-9231 or 692-3466	Sequatchie	(423) 949-4621 or 949-2193
Hamblen	(423) 585-1444 or 586-1213	Shelby	(901) 543-7120 (24 hr.)
Hamiliton	(423)266-0162 (24 hr.)	Smith	(615) 735-9740 or 735-2626
Hancock	(423) 733-2401 or 733-2249	Steward	(651) 232-5304 or 232-5322
Hardeman	(901) 658-55445 or 658-5101	Sullivan	(423) 245-0171 or 323-2044
Hardin	(901) 925-4968 or 925-3377	Summer	(615) 451-5814 or 452-2616
Hawkins	(423) 272-2606 or 272-7121	Tipton	(901) 475-2505 or 476-5282
Haywood	(901) 772-4242 or 772-2412	Trousdale (use Wilson Co.#)	(651) 443-2751 or 444-1412
Henderson	(901) 986-3652 or 968-2407	Unicoi	(423) 743-3166 or 743-1850
Henry	(901) 644-7350 or 729-5146	Van Buren	(651) 946-2437 or 946-2118
Houston	(651) 289-4105 or 289-4614	Warren	(651) 473-9633 or 911
Humphreys	(651-296-4227 or 296-3003	Washington	(423) 929-0171 (24 hr.)
Jackson	(651) 268 -0235 or 268-1080	Wayne	(651) 722-3431 or 722-3613
Jefferson	(423) 397-9401 or 397-9411	Weakley	(901) 364-2366 or 264-3149
Johnson	(423) 727-7704 or 727-7761	White	(651) 738-8256 or 911
Knox	(423) 594-6767 (24 hr.)	Williamson	(615) 790-5502 or 790-5550
Lake	(901) 253-7716 or 253-7791	Wilson	(615) 443-2751 or 444-1412

Closing and Homework Assignment

Objectives

- Give parents a sense of closure on the meeting
- Help them create a goal for the week
- Give a practical way to implement learning into their lives and relationship with their teens

Time

- 10 minutes

Materials

- Paper and pen (if parents want to write down the homework assignment)

Lesson Plan

- Let parents know it is time to wrap up the meeting
- Allow time for any questions or comments
- Give homework assignment
- Let them know homework will be discussed and material from this lesson will be reviewed in the next meeting

Suggested Script

It is time to wrap up our time for this week. Thank you for coming and participating. I enjoyed hearing about each of your experiences and look forward to sharing more together next time. Does anyone have any questions about self-care, single parenting, or community resources? (Give time for questions).

We talked briefly during the self-care portion about setting parenting goals that reflect your values. During the week, write down one or two goals you hope to implement in parenting your teen. This does not mean you will always do them perfectly,

but it does mean you want to move towards achieving them. We will take a few minutes to discuss the goals you set next week.

Session 2

Using Discipline Effectively

Getting to Know You Better

Objectives

- Participants will get to know one another better
- Highlight group similarities and differences
- Activity will provide a fun and light way to get back into being with one another and opening up group discussion

Time

- 25 minutes

Materials

- Handouts
- Pen or pencil

Lesson Plan

- Use the suggested introduction script to begin the session and welcome everyone back
- Give out handouts with questions
- Explain the activity
- Give time frame for exercise
- Use the suggested wrap-up script

Suggested Introduction Script

Hello, welcome back. I hope everyone had a good week. You remember last time we started with an icebreaker activity. Well, we have another this week. I will give each of you a handout that has twenty different descriptions. You need to get a signature from someone who fits each description. However, you need a different signature for each description. (Pass around the handouts). You will have about fifteen minutes, then we

will come back together. Any questions? (Give time for questions). Okay, let's get started. (As the facilitator you can participate in the activity as well).

Suggested Script for Activity Wrap-Up

Okay, if everyone is about finished we will come back together. Were you able to get a different signature for each description? I found a few of them a little tricky. Were there any that you could not able find any signatures? (Talk about everyone's experience in an attempt to bring the group together. For instance, if one person was able to sign for several different things on different sheets mention that. If there was a certain description that only one person in the group could fill mention that). It is interesting to see the descriptions that many of us could sign for and the unique descriptions we needed that one special person to sign for. Hopefully, our experiences together will be enhanced both by our similarities and differences. We are important resources to one another.

Getting to Know You Better

1. If both of your parents are still living

_____

2. If you are a grandparent

_____

3. If you have a child under the age the age of five

_____

4. If you have been out of the country

_____

5. If you were an only child

_____

6. If your parents are still married

_____

7. If you own more than 1 pet

_____

8. If you have been to a University of Tennessee football game

_____

9. If you lived in Knoxville all your life

_____

10. If you went to Fulton High School

_____

11. If you have never had glasses or contacts

_____

12. If you played a sport in high school

_____

13. If you have seen a movie in the theatre in the last week

_____

14. If you have moved in the last year

_____

15. If you work in the restaurant business

_____

16. If your birthday is this month

_____

17. If you have more than 3 children

_____

18. If you have more than 4 siblings

_____

19. If you have ever sung in a choir

_____

20. If you have ever been to Disney World

_____

Using Discipline Effectively

Objectives

- Help parents understand the significance of discipline for teenagers
- Help parents adjust ideas of discipline from when children were in young childhood versus adolescence
- Give parents some options of new or helpful discipline strategies to try
- Help parents understand how each of the four problem areas contribute to disciplinary issues
- Help parents gain an increased understanding of themselves and their teens

Time

- About one hour with a ten minute break if needed

Materials

- Handouts of Osborne's Model of Parenting with four problem areas defined
- Chalkboard, white board, or large flip chart

Lesson Plan

- Review last week's material and homework assignment
- Define discipline and common misperceptions
- Hear from parents what methods of discipline they have found effective or ineffective
- Establish what is needed in order for children to respond positively to discipline
- Define positive reinforcement
- Present responses of teen interviews
- Provide handouts of Osborne's Model of Parenting
- Define each problem area
- Open group to discuss their experiences in each area

Suggested Script

Just to refresh our memory on what we talked about last week, let's look at your homework assignment. You probably all have a little more sympathy for your kids having homework every night. There is no grade and no pressure to share, but it would be

great to hear from some of you. What are some of the goals you set for parenting your teenagers? How do these reflect your values? (Give time for parents to share).

Our session today will focus on effective discipline. What in the world do you do when your teenager is out of control? I hope you can share with each other some of the methods that have worked for you and what have not worked. How would you define discipline? (Write some of their answers on the board or flip chart). How would your kids define discipline? (Draw a line down the middle of the board or paper and put teen's perceptions on the other side). We can see that as parents you often come at discipline from a different mindset than your kids.

The root word for discipline is disciple. The goal of discipline is to provide an opportunity to invest in your kids and watch them grow to be more like you. This can be a wonderful and terrifying thing. It puts a little pressure on you as a parent to set an example you want your kids to follow. We talked about self-care the first week. It is crucial beyond what you say or do not say to your teens that you model the behavior you want them to demonstrate. If you value their respect for you, show respect to them and your spouse or other close relationships.

It is important as parents to understand and demonstrate to children that discipline is more than just punishment. It involves connection, support, correction, and managing conflicts constructively. It is a long-term process, as each of you can attest, from early childhood through the teen years. There is a need for both consistency and adjustments. What are some of the discipline methods you have found helpful? (Write some of these down). What are some things you have tried that your teenager has not responded to? Why do you think these worked or did not work? (Give time for parents to share their

experiences). Have any of you tried discussing punishment tactics with your teen? (Look for head nods or verbal responses). Sometimes a written contract between you as a parent and your teenagers will help your teens understand what is expected of them and what consequences for irresponsible actions will be. Also, a contract can help you remain consistent with your word. This is an important step in effective discipline.

What do you think must be established between you and your teenagers in order for them to accept discipline? (Give time for some answers. Fish for "mutual respect" and "trust" among the responses. Write some of the answers up on the board or flip chart). What are ways we can show respect to our teens? (Among answers given, emphasize the importance of privacy and independence for teens, while still remaining active in their lives). Adolescence can be a confusing time both for parents and children. There are opposing needs present, both the need for autonomy and accountability. Each of your teens is unique and will respond to different methods in different ways.

It is also important to catch your child doing things right. Positive reinforcement can go a long way. Praising your teen for what they are doing well hopefully will increase the behavior you want to see more and make the times of correction more effective. For example, if you walk into your teenager's room and it is a disaster, take time to notice something positive. Maybe they are working on homework. Maybe they have not left their stuff all over the rest of the house. Also, choose your battles. You can all attest for times when your teenagers have tuned you out. If all they hear is negative correction, they might quit listening.

While there is room and a need for relating to your teenagers as maturing people, they are not yet adults. They should not be automatically treated like adults. Adolescence

is a crucial transition time from childhood to adulthood. Your teens need you to be flexible and sensitive to times when they need a friend and other times when they need a parent. I have interviewed several teenagers to ask them what they need from their parents. Remarkably, many told me they want some sort of discipline. Those who did not receive discipline questioned whether their parents cared about them or not.

When you suspect something is going on in your children's lives that could be harmful, ask them. Also, give them room to show you or give you hints. Sometimes it is too painful or scary for teens to share explicit information with you. Ultimately, our goal in working with our teenagers is for them to achieve self-discipline and self-reliance. (AT this point provide time for parents to take a ten minute break).

(Pass around handouts of Osborne's parenting model). This is one useful tool in assessing conflict between you and your teens. I hope we can take a few minutes to discuss each problem area in order to possibly provide a new way to look at conflict and discipline. The first area, the "no problem" area, may get the least focus but time spent with your teen in this area is of great importance. Activities in this area include playing games and practicing sports, vacation time, eating together, driving your teens to the mall or movies, or talking with them about problems at school or with friends. Time spent in these ways makes a deposit in your relationship that you can draw from when problems do arise. It is important to convey acceptance and commitment to your teenagers, letting them know you think they are okay, valued, enjoyed, and worth your time.

Both quality and quantity of time will have an impact. The fact that you are around shows your kids they are priorities. It is also important to make the most of opportunities to be intentional. Use those car rides to the mall to ask some questions and

really listen to their answers. Establishing and maintaining routines and rituals can make this time special. As a parent of teenagers flexibility and spontaneity are a must, but just like we mentioned earlier they are still children who need consistency as well. This helps build their sense of trust and security. What are some rituals you would like to establish or have already established with your teens? (Give time for a few parents to share).

The second area your teen owns the problem, the "child's problem" area. This includes problems with friends, difficulties at school, and internal turmoil that leaves them feeling frustrated, confused, or discouraged. As parents you can help your teens learn to deal with problems they face, demonstrating support and encouragement through active listening. As they are at this stage of adolescence it is crucial to be close supporters that help them develop problem-solving skills for themselves. It is a difficult but crucial balance between disciplining and giving freedom that encourages teens to develop personal autonomy. To be overly protective hinders your teens from healthy independence. Being overly permissive can lead to anxiety for kids for lack of boundaries. Each of your teens is different. I am sure you could share stories with one another of the complexities of your kids, how they need you as mommy or daddy one minute and push you away the next. I remember having that experience learning to drive with my dad when I was fifteen. It was a crucial time of learning and transition between dependence and independence. Do any of you have memories with your teens like that? (Give a few minutes for discussion).

The third area is known as the "parent's problem" area. This is where you desire to change your teen's problematic behavior. This may be the area of greatest conflict, and if you are not aware it can become the area of greatest focus. It is crucial that you provide

your teens with information. Share both the facts you see and the feelings you have regarding their behavior. Be sure to use "I" messages. Is anyone familiar with the phrase "I" message? (Direct the group and complete the answer…) "I" messages involve claiming your feelings rather than placing the blame on your kids. An example of blaming would be, "You make me so mad" versus an "I" message: "I feel upset when you slam the door because it seems like you are just walking out of the room angry rather than talking out what is upsetting you."

According to Osborne in this stage it is appropriate to take charge as a parent and make demands and set clear consequences. Keep these demands simple and few as possible. Too many may result in your teen turning off. It is important once certain standards are understood that you keep them as consistently as possible. Punishment can be effective but will likely be more effective if positive behavior is recognized and reinforced as well. Obviously, every one of us makes mistakes. It is okay to not get it all right as a parent, and it is good, though difficult, to admit that to your kids sometimes. They will respect you for it. I definitely respected the few times I remember my parents apologizing to me. (Ask the group)… Do you remember a time your parents apologized to you during your childhood, teen years, even after? (After they have had time to respond). Do any of you remember times you have apologized to your children? (May be that a parallel can be drawn between the difficulty of modeling behavior that was not modeled to the parents by their own parents. It will likely take extra effort for the parents to treat their children differently than they were treated as children).

The final area we will discuss is the "mutual problem" area between you and your teenagers. It is important to recognize you and your children share responsibility for these

problems. Conflict in this area may be over your child's dress or haircut. It may be fights over needing a ride when you are at work, using the car, or wanting to ride with other teens. Problems may arise over money or school work. What is a conflict between you and your teens you have experienced this week? (Give time for one or two answers. Hopefully one will emerge that you can apply to the rest of the lesson as a concrete example).

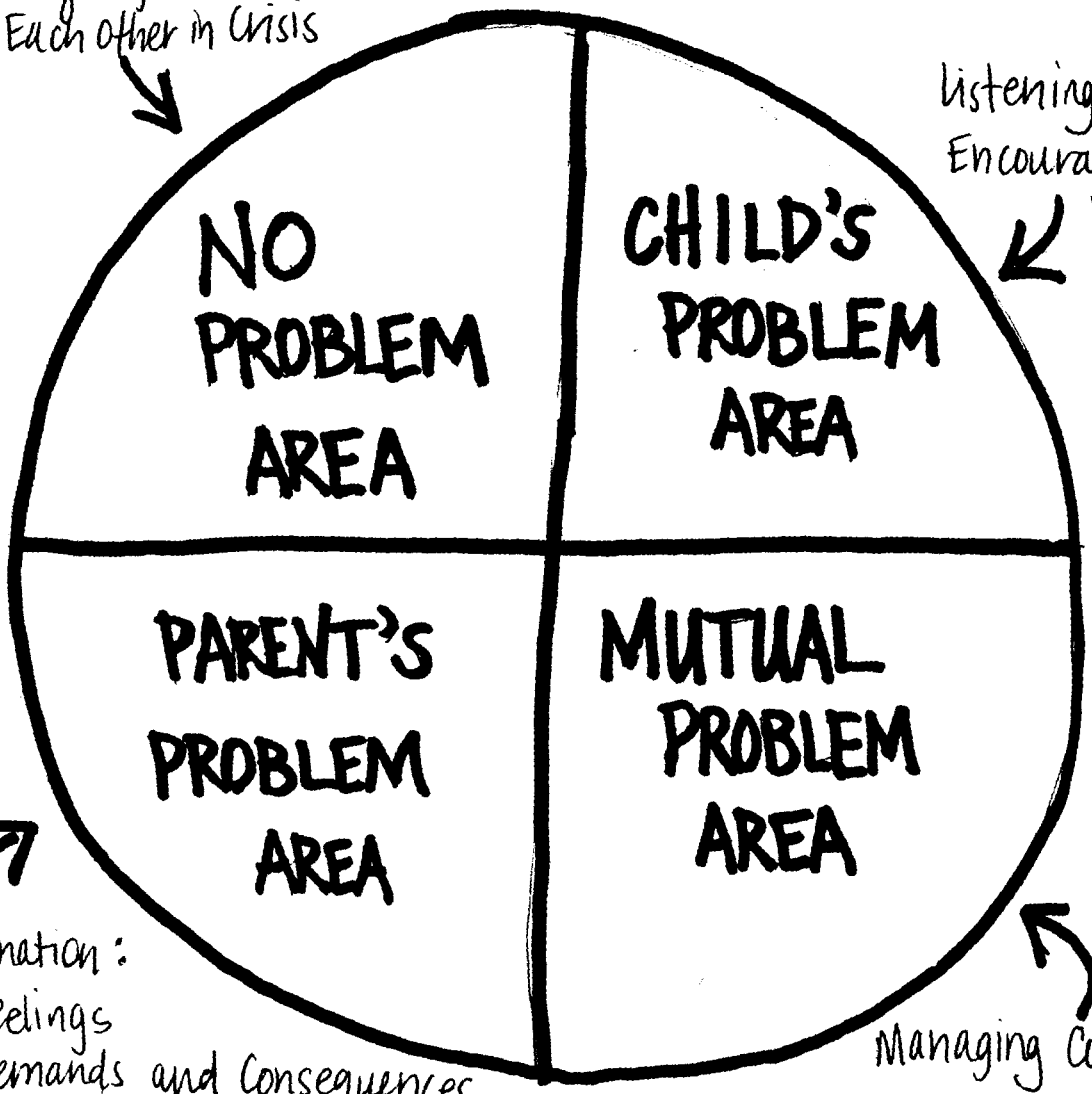
During this stage learning to manage conflict is a crucial step. It may be that the rules of your family system need to adjust to the needs of individual family members. (Use one of the conflicts shared by a parent if possible) For example, if it is a rule in your family that your daughter can only talk on the phone for one hour each night and she comes to you with a need to talk additional time to help organize a school project, that could be a good time to evaluate an adjustment in the rules. It is important to remember that rules and boundaries may need to shift as your child gets older. Interaction with peers becomes more important to children during adolescence. As your teen matures if he or she shows responsibility in getting their school work done, it may be a good positive reinforcement to allow more time to talk on the phone.

Within the family we have the opportunity to either be honest about conflict or avoid it. At times of continual conflict you may need to choose your battles to avoid your teenager feeling attacked. However, denying conflict exists often makes it worse. Has anyone had an experience where avoiding conflict or warning signs of it caused things to get worse? (Give time for at least one answer). It is important to remember that conflict is not always bad. It is often uncomfortable but can lead to positive change and growth.

Osborne's Parenting Model – Four Problem Areas

(Parenting for the '90s; 1989)

Using Mealtime and Bedtime Routines
Celebrating and Vacationing Together
Sharing Leisure Activities
Working Together
Supporting Each other in Crisis



Listening
Encouraging Autonomy

Providing Information:
Facts and Feelings
Taking Charge: Demands and Consequences
Using Punishment
Applying Behavior Modification

Managing Conflict
Changing the Family System

Parenting Strategies for Each Area

Closing and Homework Assignment

Objectives

- Give parents a sense of closure on the meeting
- Help them create a goal for the week
- Give practical ways to implement learning into their lives and relationship with their teens

Time

- 10 minutes

Materials

- Paper and pen (if parents want to write down the homework assignment)

Lesson Plan

- Let parents know it is time to wrap up the meeting
- Allow time for any questions or comments
- Give homework assignment
- Let them know homework will be discussed and material from this lesson will be reviewed the next week

Suggested Script

It is time to wrap up our time for this week. Thank you for coming and participating. I enjoyed hearing about each of your experiences and look forward to sharing more together next time. Does anyone have any questions concerning any one of the four problem areas we discussed? (Give time for questions).

During this next week sometime try getting some intentional time with your teen, even if it is just thirty minutes. Talk about establishing a ritual with your teen, something both of you can expect and look forward to. Also, practice phrasing your feelings about

something your teen does in an "I" message to let them know how you feel without casting blame. We will talk about how it goes next week.

Session 3

Connecting with Your Teen

Getting to Know You Even Better

Objectives

- Participants will continue to get to know one another
- Activity will provide a fun ice breaker and opening to get group talking

Time

- 15 minutes

Materials

- Index cards
- Pen or pencil

Lesson Plan

- Use the suggested introduction script to begin the session
- Pass out index cards
- Tell parents to write down two truths and one lie about themselves
- Collect all their cards
- Read cards in random order
- Ask the group to guess which person belongs with which card, then ask them to guess which item is false

Suggested Introduction Script

Hello and welcome back. I hope everyone had a good week. We are going to start this week with a fun game again. I am going to hand out index cards to each of you. Write down two true facts about yourself and one lie. We are going to see how well we have gotten to know each other over these weeks together. I will collect the cards and read them aloud. Then we will guess which card belongs to which person. Then we will try to figure out which fact is really a lie.

(Hand out cards. Give everyone a chance to write out two truths and one lie. Collect the cards, and then read them aloud in random order. Let the parents guess whose card belongs to whom). Were any of you surprised by something you learned about someone else? (Give time for comments and laughter).

Connecting with Your Teen
Using the "Back Door"

Objectives

- Explain the backdoor approach to parenting teenagers
- Provide an alternative to traditional parenting and discipline
- Stress the importance of the relationship with teens
- Give suggestions for ways to relate to teens and develop that relationship

Time

- 25 minutes

Materials

- Paper and pen (if parents want to write down the homework assignment)

Lesson Plan

- Review and discuss homework assignment
- Define the back door approach
- Contrast the back door approach with traditional parenting approaches
- Describe connection and unpredictability, the basic components of the backdoor approach
- Give scenarios and ask parents to provide a back door solution

Suggested Script

Welcome back everyone! I hope your week went well. I am eager to hear how your homework assignment went. Could a few of you share with us your experience with your teens, either your intentional time with them or the ritual you are planning to start? (Give time for parents to respond and discuss).

Tonight we are going to talk about one method of parenting teenagers referred to as the "back door" approach. This method has been developed by adolescent counselors

who have had extensive work with teenagers. They have experienced success using this method in helping parents and teens communicate and wrote about it in their book *The Back Door to Your Teen's Heart*.. We mentioned the importance of establishing rituals with your teens. However, it is also important to have spontaneity and unpredictability that captures their attention at times. The back door means using both connection and unpredictability in relationship with teens, as opposed to the front door approach traditionally used. The front door approach implies a child will listen to parents because they are parents and have authority. Coming through the front door means stating the obvious, often with an abundance of words, which can lead to being ignored by teens.

Using connection and unpredictability can catch teenagers by surprise and evoke a response, even when they did not intend to give one. Making connections with teens means establishing real relationships with them. They will quickly dismiss anyone who tries to give verbal input into their lives without earning the right through time invested in developing a relationship. They need to know they are valued and a priority to their parents. This may not be achieved through saying all the right words you think your teen might need to hear or performing your role as an ideal parent. Instead these counselors suggest through failure and frustration, you can connect with your teens simply by being present and spending intentional time with them. They recommend to "start experiencing the relationship rather than trying to make it happen."

An illustration of this is one mom's struggle to find the perfect gift for her son that was going through a hard time. She became frustrated and finally gave up. She felt like a failure, but her son's response surprised her. He told her she was a good mom and

knew she loved him. She realized just by caring for him as his mother he knew he was loved. She could quit trying so hard to get things right and just simply enjoy her son.

Truly knowing teens means recognizing they can be impulsive, self-absorbed, and ambivalent. They are going through a time of constant change in their lives that is confusing and consuming. Understanding that and remembering our own struggles as teenagers can help us relate to them. From parents they need a sense of safety and reassurance they have meaning and make a difference.

Unpredictability is the other component to the back door approach. Rather than doing the obvious thing and announcing your presence, which is likely to cause a teenager to withdraw and possibly become angry or defensive, parents can give teenagers some options, which shows them respect. It may be that when you pick up your child from school or sports practice you stop off for ice cream. Over cones and chocolate syrup you might have the opportunity to talk and connect for a few minutes.

Now I want to throw out a few scenarios you might encounter with your teens and see if we can come up with some back door responses.

1. One of your child's teachers calls you to let you know your teen has become withdrawn and his or her grades are slipping. How could you approach this type of problem with your teen? (Give parents a chance to respond. Some suggestions you could make might include taking the teen on an unexpected outing and asking some questions about how they are, how things are going with their friends, or other potentially stressful circumstances. Help parents avoid using condemning tones, such as "I talked to your teacher today and she told me…").

2. You become aware that some of the crowd your teen is spending time with are known for getting into trouble. You suspect they might even be involved with drugs. How can you approach a conversation with your teen about this? (Again, give parents a chance to respond. The most beneficial learning will come for parents as they think through parenting skills for themselves. Asking questions is a good thing and show teens parents are genuinely interested. However, if questions are asked in an overly interrogating way, teens will often become defensive and less open.

Connecting with Your Teen
Listening Skills

Objectives

- Teach parents specific steps towards effective listening
- Help parents recognize the importance of truly listening to their teens
- With parents' involvement determine skills to enact the listening steps

Time

- 35 minutes (potentially 45 minutes if a break is taken)

Materials

- Paper and pen (if parents want to write down the homework assignment)
- Listening Skills handout

Lesson Plan

- Give parents the opportunity to take a ten minute break if it seems needed
- Give out Listening Skills handout
- Ask parents to recall someone who has truly listened in their lives
- Give reasons for the importance of listening to children
- Address Osborne's nine steps to listening skills
- Break up in small groups
- Give parents a chance to come up with specific skills for each step

Suggested Script

Let's take a ten-minute break and then come back together to talk about our next topic. (After giving parents a few minutes bring them back together).

Now let's spend some time talking about a crucial part of connecting with your teens, listening. Take a moment to think about important people in your life. Can you think of someone who truly listened to you? Would someone be willing to describe what that person was like? (Give a few minutes for at least one or two parents to share).

Listening is a crucial step to connecting with your teenager. (Pass around listening skills handout).

Phillip Osborne in his book *Parenting for the '90s* stresses the reasons listening is important and gives nine steps to listening skills. One reason listening to kids impacts them is it demonstrates respect. You are saying they are important when you take time to listen. Your support will encourage self-confidence and problem solving skills. Simply listening may assuage some of your teens' problems by allowing them a safe place to vent. Osborne says, "Negative feelings like resentment, disappointment, or confusion tend to become less powerful when they are acknowledged." Listening may even keep your children from misbehaving. As you enable your teens to solve problems effectively, they will be less likely to create other problems. Suppressed feelings will often be acted out in inappropriate ways. Lastly, taking time to listen to your teens builds a relationship and allows you to truly know them. You show them they are worth your time and attention, which gives them a sense of worth.

I want to briefly go over each of the listening skills then we will break up in small groups, so you will be able to come up with some ways to apply these skills with your teenagers. In order to get teens to talk they may need a gentle invitation. Being available for your teens means giving them the sense you are emotionally available by offering your time and attention. Showing empathy and using physical touch demonstrate this. Sixty-five percent of messages your teens send you are nonverbal. The most important way to pick up on nonverbal clues is to be clued into your teens. Look for noticeable changes in their behavior such as sleeping or eating patterns, change in dress or interaction with their peers. Opening the door means giving your teens the opportunity to

talk if they want to. Questions that are overly insistent or inquisitive may create defensiveness. Even the way you word things can create a sense of openness or shutting off from your teens. For instance noticing a change in behavior you might mention this to your teen. Phrasing it "You seem bothered, is something wrong?" is likely to go over better than "You must be in a bad mood."

Creating a sense of safety and respect will facilitate the process of moving into conversation with your teens. It is important to talk with your teens about the issue at hand. This means separating the problem from your children, so they know they are not the source of the problem. Talking with your teens shows you understand their perspective, even if the problem does not seem life-altering to you, it very well may seem that way to them. Help your teens come up with some alternatives and support their efforts to make change rather than focusing on a certain outcome. Paraphrasing is important to let teens know you are hearing them. Do not interpret, draw conclusions, or pass judgment and most importantly do not interrupt. This is a hard one when you want to give helpful advice. Mirroring back your teens' emotions will also help them feel understood and validated. You could use the script "You feel… because… about…" Offer your thoughts tentatively and naturally. Allow them a chance to correct you.

There are also certain ways to respond to the problem. Although it is difficult, delaying suggestions is crucial to helping your teens develop autonomy and problem solving skills. Wait for your teens to ask you for your opinion and even then help them come up with solutions. You might ask them, "Do you know what you might do differently next time?" In some areas it is apparent that your teens are still children and dependent upon you. If your teen was looking at a job that required transportation, you

might encourage him or her by saying, "If you call about this job and get hired, then I am willing to give you rides to work in the afternoons." When children want something they cannot have or want to change something that cannot be changed, it may be helpful to explain why things cannot change. However, this may frustrate teens more. At times acknowledging their desires in fantasy can be helpful. For instance, if your daughter wanted to buy an expensive prom dress you might say, "I really wish we had the money to buy you that beautiful dress. You would be stunning in it."

Does anyone have any questions concerning any of the nine listening skills? (Give time for any questions). Okay now I want us to break up in groups of two or three. On your handouts there is room underneath each step to come up with your own examples. Try to apply the skills to specific situations you are facing with your teen. Share your ideas with the group and help each other brainstorm if one of you gets stuck in a certain skill area. We will take about ten or fifteen minutes then come back together.

(Come back together and give parents a chance to share what they talked about in their group for a few minutes). Did anyone come up with some good ideas for ways they can apply the listening skills with their teens?

Listening Skills

From *Parenting for the '90s* by Phillip Osborne

Inviting Child to Talk

1. Being Available
Example:

2. Observing Nonverbal Messages
Example:

3. Opening the Door
Example:

Conversing Without Creating Defensiveness

4. Conversing About "It"
Example:

5. Paraphrasing Content
Example:

6. Listening Actively
Example:

Responding to the Problem

7. Delaying Suggestions]
Example:

8. Responding to Legitimate Demands
Example:

9. Granting Wishes in Fantasy
Example:

Review and Closing

Objectives

- Review the material covered in the course
- Give parents a sense of closure on group time
- Encourage parents to apply learning with their teens and stay in contact with other parents

Time

- 25 minutes

Materials

- Cookies or brownies
- Evaluations

Lesson Plan

- Let parents know it is time to wrap up the meeting
- Allow time for any questions or comments
- Review the material covered, use brownies as incentive to contribute
- Encourage parents to continue to try out learning at home
- Encourage parents to stay connected to one another as a means of support
- Give out evaluations

Suggested Script

I hope everyone has enjoyed our time together. It has been great getting to know you. As we close our final meeting I wanted to give you a chance to ask any questions or give any comments regarding our time together. (Give time to answer questions and let parents respond to one another).

I wanted to spend a little time reviewing the material we have covered during our time together. Since we have been talking about teenagers I thought I might bring what

include all of them at once. It might seem unnatural at first. Not all the information we talked about may work with your teens. You are the expert and know your teens best. Hopefully some of it will be helpful, though.

I also want to remind you to keep your contact information and stay in touch with each other. That is a crucial part of self-care, having a support group around you that understands what it is like to be a parent with teenagers.

Lastly, if you don't mind, I have evaluations for each of you to fill out about what you think of the program we have done together and what I as a facilitator did well or might do differently next time. This will be helpful to me as I look at the program and make adjustments to it before using it with another group. You have taught me a lot, and it has been fun to spend these weeks with you. Thank you for participating and good luck with your teens. (Give out evaluations and collect them as parents leave).

Program and Facilitator Evaluation

1. Were the opening "getting to know you" activities helpful and enjoyable? Why or why not?

2. Did you feel comfortable sharing in the group? Why or why not?

3. Were the time, location, and room set up of the meetings good for you? If not what would have been better?

4. What are some of the specific skills you found useful that you will try and implement with your teens?

5. What is the most helpful knowledge you gained?

6. What did the facilitator do that was helpful to your learning and the program overall?

7. What could the facilitator have done differently?

8. On a scale of 1 to 10 how would you rate this program overall? Feel free to give a reason for the rating you gave.

9. Do you think this program would be helpful for other parents?

Thank you.

Facilitator Personal Evaluation

1. Which goals and learning objectives do I feel were accomplished through the Parent Education module?

2. Which goals and learning objectives were left unmet?

3. How might I conduct the group differently next time to better meet the goals and objectives laid out?

4. How well was I able to articulate the learning I wanted to impart to the parents?

5. Did I help open up discussion among the group or inhibit it?

6. What did I learn about group dynamics that might change the way I would lead a group in the future?

7. What did I learn specifically about this parent population that might contribute to the effectiveness of this parent module in the future?

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* Many other observations were made and commented on in the paper from informal meetings with students and parents.