How to Live With Your Teenager: A parent education program for Fulton High School parents

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Appendix E - UNIVERSITY HONORS PROGRAM
SENIOR PROJECT - APPROVAL

Name: Betsie White

College: Health, Education, Human Sciences
Department: Family Studies

Faculty Mentor: Jim Malia

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: 4/23/09

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

Comments (Optional):
- Integration of interviews and 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 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.
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

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

and Publisher of BellaOnline’s Writing Zine http://www.egroups.com/group/bellaonlinewriting

to subscribe send email to: bellaonlinewriting-subscribe@egroups.com
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 of 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.
### CHILD

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<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>Child &amp; Family, Inc.</td>
<td>546-7483*</td>
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<td>Children (PASAAC)</td>
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<td>Columbus Home</td>
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<tr>
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<td>Children and Youth Services</td>
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<tr>
<td>Tennessee Regional Alternative</td>
<td>523-8695</td>
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<tr>
<td>Care Environments (TRACES)</td>
<td>523-8695</td>
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<tr>
<td>Therapeutic Nursery (2 to 6 yrs.)</td>
<td>523-8695*</td>
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<tr>
<td>Overlook Center</td>
<td>588-2933</td>
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<tr>
<td>Tennessee Department of Children's Services</td>
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<td>Child Abuse and Neglect</td>
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<td>Child &amp; Family, Inc.</td>
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<td>Family Crisis Center +(24-hr. crisis line)+</td>
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<tr>
<td>The Conley Center</td>
<td>546-7483</td>
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<tr>
<td>Knox Area Rescue Ministries</td>
<td>673-6540</td>
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<td>Knox County Sheriff's Department</td>
<td>215-3590</td>
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<tr>
<td>Knoxville Legal Aid Society</td>
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<td>Knoxville Police Department</td>
<td>215-7306</td>
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<tr>
<td>The Salvation Army</td>
<td>522-4673*</td>
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<td>YWCA</td>
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### SENIOR CITIZENS

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<td>Catholic Charities</td>
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<td>Hotline for Elder Abuse</td>
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<td>Children (PASAAC)</td>
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<td>Helen Ross McNabb Center</td>
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<td>Tennessee Department of Children's Services</td>
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<td>Sexual Assault Hotline</td>
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<td>Bethany Christian Services</td>
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<td>Catholic Charities</td>
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<td>Child &amp; Family, Inc.</td>
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<tr>
<td>Adoptions Program</td>
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<tr>
<td>Council on Adoptable Children</td>
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<tr>
<td>East Tennessee Christian Services</td>
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<td>Holston Methodist Home</td>
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### ADULT EDUCATION

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<td>American Red Cross</td>
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<tr>
<td>Child &amp; Family, Inc.</td>
<td>521-5654</td>
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<tr>
<td>Community Action Committee</td>
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<td>Community Coalition on Family Violence</td>
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<td>Family Support Centers</td>
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<td>Family, Inc.</td>
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<td>Workforce Development</td>
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<td>Green Hills Learning Center</td>
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<td>Helen Ross McNabb</td>
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<td>Knox County Adult High School</td>
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<td>Knox County Schools</td>
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<td>Adult Basic Education-ESL</td>
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<td>Adult Distributive Education-Business Courses</td>
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<td>Adult Education/Literacy</td>
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<tr>
<td>Adult Home Economics</td>
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<tr>
<td>Center School- (Can obtain high school diploma)</td>
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<td>GED Testing/Career Assessment Center</td>
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<tr>
<td>Knox County Urban League</td>
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<tr>
<td>Knoxville Wave-GED- (job coaching, case mgmt., on UT campus- assist transportation; focus younger individuals)</td>
<td>524-5511</td>
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*Indicates 24 hour service. *United Way of Greater Knoxville funded programs.

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<td>Renew (alcohol and drug case management for women)</td>
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<td><strong>Metropolitan Drug Commission</strong></td>
<td>Information Center</td>
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<td><strong>Peninsula Outpatient</strong></td>
<td>Alcohol and Drug Services</td>
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<td><strong>AIDS</strong></td>
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<td><strong>American Red Cross</strong></td>
<td>Health And Nursing Services</td>
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<td><strong>Child &amp; Family, Inc.</strong></td>
<td>Great Starts +</td>
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<td><strong>Hope Center</strong></td>
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<td><strong>Graham House (supportive housing)</strong></td>
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<td><strong>Positively Living+</strong></td>
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<td><strong>Peninsula Hospital +</strong></td>
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**BURIAL PROGRAMS**

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<th>Program</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Knox County Pauper Burial Department</td>
<td>215-2350</td>
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**CAMPS**

<table>
<thead>
<tr>
<th>Program</th>
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<tbody>
<tr>
<td>American Cancer Society</td>
<td>584-1668</td>
</tr>
<tr>
<td>American Diabetes Association</td>
<td>584-0212</td>
</tr>
<tr>
<td>American Red Cross</td>
<td>548-2999</td>
</tr>
<tr>
<td>Arnstein Jewish Community Center</td>
<td>690-6343*</td>
</tr>
<tr>
<td>Beyond the Limits</td>
<td>588-2933</td>
</tr>
<tr>
<td>Boy Scouts of America</td>
<td>588-6514*</td>
</tr>
<tr>
<td>Camp Fire (boys and girls)</td>
<td>693-3777</td>
</tr>
<tr>
<td>East Tennessee Children's Hospital Rehabilitation Center</td>
<td>690-8961</td>
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<tr>
<td>Girl Scouts – Tanasi Council</td>
<td>688-9440</td>
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<tr>
<td>Kiwanis Fresh Air Summer Camp</td>
<td>523-4455</td>
</tr>
<tr>
<td>Knox County Association for Retarded Citizens</td>
<td>524-1311</td>
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<tr>
<td>Muscular Dystrophy Association</td>
<td>922-4276</td>
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<tr>
<td>The Salvation Army</td>
<td>525-9401</td>
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<tr>
<td>University of Tennessee</td>
<td>215-2340</td>
</tr>
<tr>
<td>YMCA</td>
<td>984-5519*</td>
</tr>
<tr>
<td>Young Life</td>
<td>525-7468</td>
</tr>
<tr>
<td>YWCA Day Camp - Camp Try-Point</td>
<td>523-6126*</td>
</tr>
<tr>
<td>Phyllis Wheatley Branch</td>
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**CANCER PROGRAMS**

<table>
<thead>
<tr>
<th>Program</th>
<th>Contact Information</th>
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</thead>
<tbody>
<tr>
<td>American Cancer Society</td>
<td>584-1668</td>
</tr>
<tr>
<td>East Tennessee Baptist Cancer Center</td>
<td>632-5790</td>
</tr>
<tr>
<td>East Tennessee Children's Hospital +</td>
<td>541-8266</td>
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<tr>
<td>Fort Sanders Parkwest Medical Center +</td>
<td>694-5727</td>
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<tr>
<td>Positively Living+</td>
<td>523-0401</td>
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<tr>
<td>St. Mary's Health System +</td>
<td>545-7600, X7869</td>
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<tr>
<td>The Wellness Community</td>
<td>546-4661</td>
</tr>
<tr>
<td>Thompson Cancer Survival Center +</td>
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**CARDIAC REHABILITATION**

<table>
<thead>
<tr>
<th>Program</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>American Heart Association</td>
<td>1-800-242-8721</td>
</tr>
<tr>
<td>Brain Attack Screening</td>
<td>588-7646*</td>
</tr>
<tr>
<td>Emergency Cardiovascular Care</td>
<td>588-7646*</td>
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<td>General Education</td>
<td>588-7646*</td>
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<tr>
<td>Heart Power</td>
<td>588-7646*</td>
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<tr>
<td>Jump Rope Education</td>
<td>588-7646*</td>
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<tr>
<td>Search Your Heart</td>
<td>588-7646*</td>
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<tr>
<td>School Nutrition</td>
<td>588-7646*</td>
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<td>Walking for Wellness</td>
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**YMCA**

<table>
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<tr>
<th>Location</th>
<th>Contact Information</th>
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<tr>
<td>Downtown Fitness Center</td>
<td>522-9622</td>
</tr>
<tr>
<td>East Side Family Center</td>
<td>637-9622</td>
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<tr>
<td>North Side Family Center</td>
<td>922-9622</td>
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<tr>
<td>West Side Family Center</td>
<td>690-9622</td>
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**YWCA**

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<tr>
<th>Location</th>
<th>Contact Information</th>
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<tr>
<td>Metropolitan</td>
<td>523-6126*</td>
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<tr>
<td>Phyllis Wheatley Branch</td>
<td>546-0651*</td>
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**CHILDREN'S RESIDENTIAL PROGRAMS**

<table>
<thead>
<tr>
<th>Program</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Camelot</td>
<td>376-2296</td>
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<tr>
<td>Child &amp; Family, Inc.</td>
<td>546-7447*</td>
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<tr>
<td>Cooper House (boys) +</td>
<td>687-8091</td>
</tr>
<tr>
<td>Gibbs Group Home (boys) +</td>
<td>558-6361*</td>
</tr>
<tr>
<td>Haslam Center (boys and girls) +</td>
<td>637-3060</td>
</tr>
<tr>
<td>Independent Living (boys) +</td>
<td>588-0870*</td>
</tr>
<tr>
<td>Katie Miller Group Home (girls) +</td>
<td>521-7923*</td>
</tr>
<tr>
<td>Millertown Group Home (boys) +</td>
<td>523-2689*</td>
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<tr>
<td>Runaway Shelter (boys and girls) +</td>
<td>521-3560*</td>
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<tr>
<td>Columbus Home</td>
<td>931-863-5046</td>
</tr>
<tr>
<td>Columbus Home Shelter (boys and girls) +</td>
<td>971-3560*</td>
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<tr>
<td>Eckerd Youth Organization</td>
<td>602-2021*</td>
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<tr>
<td>Florence Crittenton Agency</td>
<td>588-2021*</td>
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<tr>
<td>Barrett Hall +</td>
<td>602-2021*</td>
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<tr>
<td>Crittenton+</td>
<td>602-2021*</td>
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<tr>
<td>Residential Mother-Infant Program+</td>
<td>602-2021*</td>
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<tr>
<td>Helen Ross McNabb Center</td>
<td>524-5757*</td>
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<tr>
<td>Adolescent Residential Unit – Werner Center+</td>
<td>675-4909</td>
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<tr>
<td>Holston Methodist Home +</td>
<td>215-6319</td>
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<tr>
<td>John Tarleton Home +</td>
<td>525-8160</td>
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<td>Knox County Association for Retarded Citizens</td>
<td>688-8723</td>
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<tr>
<td>Adolescent Training Program (boys) +</td>
<td>584-1561</td>
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<tr>
<td>Lakeshore Mental Health Institute +</td>
<td>577-8925</td>
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<td>Child and Youth Services+</td>
<td>573-9301</td>
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**CLOTHING**

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<tr>
<th>Program</th>
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<tr>
<td>Baptist Center</td>
<td>577-6244</td>
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<tr>
<td>Montgomery Village (South Knoxville)</td>
<td>525-9068</td>
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<tr>
<td>Western Heights</td>
<td>577-8925</td>
</tr>
<tr>
<td>Williams-Henson Lutheran Home +</td>
<td>573-9301</td>
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</tbody>
</table>

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

Information is provided as a community service and does not necessarily constitute endorsement or approval by United Way of Greater Knoxville.
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
East Lodge Shoe Giveaway 588-1879
Knox County Schools/PTA 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 525-9945*
Designworks
East Tennessee Development District 584-8553
East Tennessee Foundation 524-1223
Reese Kesler
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 Sheriff's 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
Tennessee Department of Corrections/Parole 594-6577
Tennessee 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
Florenc 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 + 675-4990
Mike Maurer- 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

MARRITAL

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

United States Veterans Administration
Vet Center 545-4680
University of Tennessee
Psychological Clinic 974-2161

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**UNITED PARENTS**  
Catholic Charities (crisis pregnancy)  524-9896  
Child & Family, Inc.  
PARTNERS Teen Pregnancy  544-0053*  
Florence Crittenton Agency  
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**

<table>
<thead>
<tr>
<th>Child &amp; Family, Inc.</th>
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</table>
| Family Crisis Center Hotline + | 637-8000*  
| Runaway Shelter + | 523-2689*  
| CONTACT of Knoxville |  
| Crisis Line+ | 523-9124*  
| East Tennessee Poison Control Program+ or 544-9399* | 800-288-9999  
| 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*  
| 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**

<table>
<thead>
<tr>
<th>Catholic Charities</th>
</tr>
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</table>
| 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**

| Arnstein Jewish Community Center children's Center | 690-6343  
| CAC Certificate Program | 523-2672*  

**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) 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  

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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
- Volunteer Ministry of 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: 546-3500
- Interfaith Health Clinic (people working with no insurance): 546-7330
- Knox County Health Department: 215-5110
- Dental Clinic: 263-1220
- Volunteer Ministries: 524-3926

### DENTAL ASSISTANCE
- Community Action Committee: 546-3500
- Interfaith Health Clinic (people working with no insurance): 546-7330
- Knox County Health Department: 215-5110
- Dental Clinic: 263-1220
- Volunteer Ministries: 524-3926

### DRUGS

#### DETOXIFICATION PROGRAMS
- Helen Ross McNabb Center
  - Adult Detox/Residential - Centerpointe+: 523-4704*
  - Peninsula Hospital+: 970-9800
- Centerpointe
- Jennifer Center
- Knox Area Rescue Mission
- New Life Inn (married couples+)
- Volunteers of America
- Emergency Shelter - Residential+

#### 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*
  - Students of the Rainbow: 521-9788*
- 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

#### 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: 588-0859
- 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
- Knox Area Rescue Mission: 673-6554
- Volunteers of America
  - Emergency Shelter – Residential+: 525-7136*

#### FAMILIES

#### MEN

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

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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+  
(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*

**OUTH**
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

**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

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

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**ENVIROMENTAL**

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

<table>
<thead>
<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>Child &amp; Family, Inc.</td>
<td>544-0053*</td>
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<tr>
<td>PARTNERS Teen Parenting</td>
<td>1-888-844-FACT</td>
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<tr>
<td>Facts of Life</td>
<td>1-800-230-PLAN</td>
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</table>

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

**FOOD**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Information</th>
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<tbody>
<tr>
<td>Second Harvest Food Bank of East Tennessee</td>
<td>521-0000*</td>
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**EMERGENCY ASSISTANCE TO INDIVIDUALS/FAMILIES**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Contact Information</th>
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</thead>
<tbody>
<tr>
<td>Back yard Ministries/Fountain City United Methodist Church</td>
<td>689-5175</td>
</tr>
<tr>
<td>Baptist Center</td>
<td>577-6244</td>
</tr>
<tr>
<td>Montgomery Village</td>
<td>525-9068</td>
</tr>
<tr>
<td>Western Heights (Tuesday, Thursday and Friday, 9:30 - 11:00 a.m.)</td>
<td>577-6244</td>
</tr>
<tr>
<td>Central Baptist Church of Fountain City</td>
<td>688-2421</td>
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Information is provided as a community service and does not necessarily constitute endorsement or approval by United Way of Greater Knoxville.
In the image, there is a page from a document containing various listings of organizations and their contact information. The page is divided into sections such as Furniture Needs, Government/Law Enforcement, and Health Information. Each section lists different organizations and their corresponding phone numbers. There are also notes indicating the United Way funded programs and a disclaimer about the information being a community service and not necessarily endorsed or approved by the United Way.
### HOMELESS/TRANSIENTS

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

<table>
<thead>
<tr>
<th>Hospital</th>
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<tbody>
<tr>
<td>East Tennessee Baptist Hospital</td>
<td>632-5011</td>
</tr>
<tr>
<td>East Tennessee Children's Hospital</td>
<td>541-8000</td>
</tr>
<tr>
<td>Fort Sanders Parkwest Medical Center</td>
<td>693-3151</td>
</tr>
<tr>
<td>Fort Sanders Regional Medical Center</td>
<td>541-1111</td>
</tr>
<tr>
<td>Keshore Mental Health Institute</td>
<td>584-1561</td>
</tr>
<tr>
<td>Peninsula Hospital</td>
<td>970-9800</td>
</tr>
<tr>
<td>St. Mary's Health System</td>
<td>545-7600</td>
</tr>
<tr>
<td>University of Tennessee Medical Center</td>
<td>544-9000</td>
</tr>
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<td>544-9000</td>
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<td>University of Tennessee Medical Center</td>
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### HOUSING

#### IMPROVEMENT PROGRAMS

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<tr>
<td>Community Action Committee</td>
<td>546-3500</td>
</tr>
<tr>
<td>Weatherization and Minor Home Repair</td>
<td>637-6700</td>
</tr>
<tr>
<td>Habitat for Humanity</td>
<td>523-3539</td>
</tr>
<tr>
<td>Knox Area Urban League Housing and Community Development</td>
<td>524-5511*</td>
</tr>
<tr>
<td>Knox Housing Partnership</td>
<td>637-1679</td>
</tr>
<tr>
<td>U.S. Department of Housing and Urban Development (HUD)</td>
<td>545-4384</td>
</tr>
<tr>
<td>Wesley House Community Center Specific Assistance</td>
<td>524-5494*</td>
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#### SUBSIDIZED

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<tr>
<th>Organization</th>
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<tr>
<td>Child &amp; Family, Inc.</td>
<td>524-7483</td>
</tr>
<tr>
<td>PleasanTree Apartments</td>
<td>546-5812*</td>
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</table>

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

### INFORMATION AND REFERRAL

#### KNOXVILLE AREA CHAMBER PARTNERSHIP

<table>
<thead>
<tr>
<th>Organization</th>
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<tbody>
<tr>
<td>Knoxville Area Chamber Partnership</td>
<td>637-4550</td>
</tr>
<tr>
<td>Community Action Committee</td>
<td>546-3500</td>
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<tr>
<td>CONTACT of Knoxville</td>
<td>523-9108</td>
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<tr>
<td>East Tennessee Human Resource Agency</td>
<td>691-2551</td>
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<tr>
<td>Just Ask</td>
<td>211</td>
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<tr>
<td>Knoxville Area Urban League</td>
<td>524-5511</td>
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<tr>
<td>Knoxville-Oak Ridge Area Central Labor Council, AFL-CIO</td>
<td>523-9752</td>
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<tr>
<td>Mental Health Association of Greater Knoxville</td>
<td>584-9125</td>
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<tr>
<td>Peninsula Hospital</td>
<td>970-9800</td>
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<tr>
<td>Senior Citizens Information and Referral Information and Referral</td>
<td>546-6262*</td>
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<tr>
<td>Tennessee Disability Information and Referral</td>
<td>1-800-640-4636</td>
</tr>
<tr>
<td>United Way of Greater Knoxville Information and Referral Center</td>
<td>521-0880</td>
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<tr>
<td>Volunteer Ministry Center</td>
<td>524-3926</td>
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### LEGAL HELP/CIVIL RIGHTS

<table>
<thead>
<tr>
<th>Organization</th>
<th>Phone</th>
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<tbody>
<tr>
<td>American Civil Liberties Union</td>
<td>615-320-7142</td>
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<tr>
<td>Community Mediation Center</td>
<td>594-1879</td>
</tr>
<tr>
<td>Court Appointed Special Advocate Program (CASA)</td>
<td>329-3399</td>
</tr>
<tr>
<td>Knoxville Legal Aid Society</td>
<td>637-0484*</td>
</tr>
<tr>
<td>Lawyer Referral Service</td>
<td>522-7501</td>
</tr>
<tr>
<td>Tennessee Division of Consumer Affairs</td>
<td>800-342-8385</td>
</tr>
<tr>
<td>Tennessee Human Rights Commission</td>
<td>594-6500</td>
</tr>
<tr>
<td>Tennessee Protection and Advocacy</td>
<td>971-4183</td>
</tr>
<tr>
<td>University of Tennessee Legal Clinic</td>
<td>974-2331</td>
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### MEDICAL SUPPLIES AND EQUIPMENT

<table>
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<th>Organization</th>
<th>Phone</th>
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<tbody>
<tr>
<td>American Cancer Society</td>
<td>584-1668</td>
</tr>
<tr>
<td>Arthritis Foundation</td>
<td>570-3909*</td>
</tr>
<tr>
<td>East Tennessee Children's Hospital Rehabilitation Program</td>
<td>690-8961</td>
</tr>
<tr>
<td>Volunteers of America</td>
<td>525-7136</td>
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### MENTAL HEALTH SERVICES

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

<table>
<thead>
<tr>
<th>Organization</th>
<th>Phone Number</th>
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<tbody>
<tr>
<td>American Red Cross+</td>
<td>584-2999*</td>
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<tr>
<td>Armed Forces and International Services</td>
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</tr>
<tr>
<td>Knox County Veterans Service Office</td>
<td>215-5645</td>
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<tr>
<td>Tennessee Department of Veterans Affairs</td>
<td>594-6158</td>
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<tr>
<td>Veterans Affairs Benefits</td>
<td>800-827-1000</td>
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<tr>
<td>United Service Organizations</td>
<td>202-783-8121</td>
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<tr>
<td>United States Veterans Administration</td>
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<tr>
<td>Hospital (Johnson City)</td>
<td>926-1171</td>
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<tr>
<td>Outpatient Clinic</td>
<td>545-4592</td>
</tr>
<tr>
<td>Vietnam Era Vet Center</td>
<td>545-4680</td>
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<tr>
<td>University of Tennessee</td>
<td>974-4466</td>
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<tr>
<td>Veterans Pre-College Program</td>
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### RECENT/MORTGAGE ASSISTANCE

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<th>Organization</th>
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<tbody>
<tr>
<td>American Red Cross</td>
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<tr>
<td>Armed Forces and International Services</td>
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<tr>
<td>Bridge Refugee Program</td>
<td>540-1311</td>
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<tr>
<td>Catholic Charities</td>
<td>524-9896</td>
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<tr>
<td>Hispanic Ministries</td>
<td>637-4769</td>
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<td>Community Action Committee</td>
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<tr>
<td>English as a Second Language</td>
<td>546-2786</td>
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<tr>
<td>Refugee Social Services</td>
<td>524-2786</td>
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<tr>
<td>Refugee Elderly Services</td>
<td>524-2786</td>
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<tr>
<td>Knox County Adult Education Program</td>
<td>594-3622</td>
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<tr>
<td>University of Tennessee</td>
<td>974-4453</td>
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<tr>
<td>International House</td>
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### PARENTING

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<tbody>
<tr>
<td>Camelot Care Centers</td>
<td>481-3972</td>
</tr>
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*Indicates 24 hour service. *United Way of Greater Knoxville funded programs. Information is provided as a community service and does not necessarily constitute endorsement or approval by United Way of Greater Knoxville.
### SENIOR SERVICES

<table>
<thead>
<tr>
<th>Service</th>
<th>Contact Information</th>
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<td>544-9091</td>
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<tr>
<td>Dynamic Memory Center</td>
<td>544-9091</td>
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<tr>
<td>American Red Cross</td>
<td>584-2999*</td>
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<tr>
<td>Baptist Hospital</td>
<td>632-5158</td>
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<tr>
<td>Catholic Charities</td>
<td>545-7431*</td>
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<tr>
<td>Samaritan Center (emergency shelter)+</td>
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<tr>
<td>Child &amp; Family, Inc.</td>
<td>689-8412*</td>
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<tr>
<td>Daily Living Center</td>
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<tr>
<td>Community Action Committee</td>
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<tr>
<td>Elders News and Views</td>
<td>524-2786</td>
</tr>
<tr>
<td>Foster Grandparents Program</td>
<td>524-2786</td>
</tr>
<tr>
<td>John T. O'Connor Senior Center</td>
<td>523-1135</td>
</tr>
<tr>
<td>Office on Aging</td>
<td>524-2786</td>
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<tr>
<td>Project LIVE</td>
<td>524-2786</td>
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<tr>
<td>Refugee Elderly Services</td>
<td>524-2786</td>
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<tr>
<td>Retired Senior Volunteer Program (RSVP)+</td>
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<tr>
<td>Senior Companions Program</td>
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<tr>
<td>Short Term Emergency Meal Service (STEMS)</td>
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<tr>
<td>Senior Employment and Training</td>
<td>524-2786</td>
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<td>Senior Nutrition Program</td>
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<td>Transportation Program</td>
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<td>CONTACT of Knoxville</td>
<td>523-9108*</td>
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<td>Reassurance Program+</td>
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<td>Department of Parks and Recreation</td>
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<td>Senior AIDES Program</td>
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<td>East Tennessee Human Resource Agency</td>
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<td>East Tennessee Technology</td>
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<tr>
<td>Access Center</td>
<td>219-0130*</td>
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<tr>
<td>Frank R. Strang Senior Center</td>
<td>670-6693</td>
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<tr>
<td>Helen Ross McNabb Center</td>
<td>637-9711</td>
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<tr>
<td>Nursing Home Consultations</td>
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<tr>
<td>Prime Time Geriatrics Services</td>
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<tr>
<td>Kay Adult Care Center</td>
<td>521-0289</td>
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<tr>
<td>Knoxville Community Development</td>
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<td>Corporation (KCDC)</td>
<td>594-8657</td>
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<tr>
<td>The Manor @ Northgate Independent Living+</td>
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<tr>
<td>Knox County Public Library</td>
<td>544-5721</td>
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<tr>
<td>Books for the Homebound</td>
<td>974-2099</td>
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<tr>
<td>KORNET CHIPS Program</td>
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<td>National Eyecare Project</td>
<td>800-222-3937</td>
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<td>medical and surgical eye care)</td>
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<td>st. Mary's Health System</td>
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<td>Prime Life Senior Care</td>
<td>545-6741</td>
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<tr>
<td>Senior Citizens Home Assistance Service</td>
<td>523-2920*</td>
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<td>Home Hair Care</td>
<td>523-2920*</td>
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<td>Senior Citizens Information and Referral</td>
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<td>Community Education</td>
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<tr>
<td>Gift of Sight and Hearing Program</td>
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<td>Home Visits</td>
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<td>TennCare</td>
<td>800-669-1851</td>
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<td>Hotline</td>
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<tr>
<td>Advocacy Line</td>
<td>800-722-7474</td>
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<tr>
<td>Tennessee Department of Human Services</td>
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<tr>
<td>Adult Protective Services</td>
<td>594-5685</td>
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<tr>
<td>Adult Abuse, Neglect and Exploitation Referrals</td>
<td>594-5685</td>
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<td>U.S. District Social Security Administration</td>
<td>545-4136</td>
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<td>Wesley House Community Center</td>
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<td>Senior Citizens Program</td>
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<tr>
<td>SERVICES FOR PEOPLE WITH DISABILITIES</td>
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<tr>
<td>Amputee Coalition of America</td>
<td>1-888-267-5669</td>
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<tr>
<td>Beta Home +</td>
<td>521-7683*</td>
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<tr>
<td>Cerebral Palsy Center</td>
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<tr>
<td>Cerebral Palsy Housing Corporation</td>
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<tr>
<td>Group Home+</td>
<td>687-9204*</td>
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<td>637-3666</td>
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<td>East Tennessee Children's Hospital</td>
<td>690-8961</td>
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<td>Rehabilitation Program</td>
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<td>East Tennessee Technology Access Center</td>
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<tr>
<td>Easter Seals</td>
<td>1-800-264-0078</td>
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<tr>
<td>Friends on Wheels (support group for paraplegics)</td>
<td>588-8567*</td>
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<td>Spinal Cord Resource Network (peer counseling)</td>
<td>694-8463</td>
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<tr>
<td>Tennessee Agrability Programs</td>
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<tr>
<td>(disabled farmers)</td>
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<td>Telecommuting Options (TOPS)</td>
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<td>(home based employment)</td>
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<td>Knoxville Area Community Center for the Deaf</td>
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<tr>
<td>Services Program</td>
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<td>TTY - 573-5640</td>
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<tr>
<td>Open Arms (residential)+</td>
<td>690-9285</td>
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<tr>
<td>Shangri-La Therapeutic Academy of Riding (STAR)</td>
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<td>Tennessee Department of Human Services</td>
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<tr>
<td>Rehabilitation Services</td>
<td>594-6720</td>
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<tr>
<td>SERVICES FOR PEOPLE WITH MENTAL RETARDATION</td>
<td>531-5583</td>
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<tr>
<td>Camp Rising Sun</td>
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<tr>
<td>Child &amp; Family, Inc.</td>
<td>687-8091</td>
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<td>Gibbs Group Home +</td>
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<tr>
<td>Goodwill Industries</td>
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</tr>
<tr>
<td>CNA Program</td>
<td>588-8567*</td>
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</tbody>
</table>

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

Information is provided as a community service and does not necessarily constitute endorsement or approval by United Way of Greater Knoxville.
Occupational Skills Training
• Placement
• Work Adjustment
Knox County Association for Retarded Citizens
Beta Home+
General Advocacy
Independent Living Program+
Preschool Program
Recreation Program
Sunshine Industries
Sunshine Leisure Services/Recreation
Vocational Rehabilitation Program

Sertoma Learning Center
Alternative Residence Program+
Special Olympics
Tennessee Department of Mental Health/Retardation
Tennessee Early Intervention
University of Tennessee Medical Center
Developmental and Genetics Center

Transportation
LOCAL
Community Action Committee
TDD
Transportation Program
ETCSA (TennCare Transportation)
For hearing impaired and non-English
Knoxville Area Transit (KAT)
TDD/TTY
tft-for disabled
Shop and Ride Program
TennCare Recipient Transportation
ETHRA – serve the financial eligible

STRANDED TRAVELEERS
Child & Family, Inc.
Family Crisis Center (women and children)
Community Action Committee
Homeward Bound Program
Volunteer Ministry Center
The Refuge

Utilities Assistance
Community Action Committee
Assistance Programs
East Neighborhood Center
North Family Support Center
South Neighborhood Center
(Revenue Center, Wednesdays)
West Neighborhood Center

VOLUNTEER PLACEMENT

Al-A-Teen
American Red Cross
Community Volunteer Services
Youth Services
584-2999*
584-2999*

Big Brothers/Big Sisters
CORE
Sidewalks
523-2179*
523-2179*

Boy Scouts of America
Human Services Needs
Outdoor Program
Unit Service
Youth Development
588-6514*
588-6514*
588-6514*
588-6514*

Children's Disaster Foundation
Childcare Food Program
Child Safety Program
Education and Literacy
Interpersonal and Life Skills Development
Prevention and Health
524-6124*
524-6124*
524-6124*
524-6124*

ACME-T\S
Camp Fire
Carpet Bag Theatre
524-6628
524-6629

Child & Family, Inc.
Amherst Youth Skills
Help Line
Inner City Youth Services
Kids on the Block
Project Safe Place +
579-7979
521-5668
524-7483
588-5437*
523-2689*

YOUTH PROGRAMS

Runaway Shelter +
Street Adolescents Response Team+
Child Help USA
City of Knoxville Recreation Department
Morningside Stars
CONTACT of Knoxville
Kid Call/Teen Talk +
523-2689*
521-5669
637-1753
637-6965

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Court-Appointed Special Advocate Program (CASA) 329-3399
Cruncher Memorial Youth Enrichment 637-7766
Dream Connection 966-7665
East Tennessee Foundation 524-1223
Educational Enhancement Services, Inc. 544-3399
Emerald Youth Foundation 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 302-622-9107
(Community Service Awards and Scholarship
Contact: Jennifer Hook)
Beck Cultural Center – museum 524-8461
Mission of Hope 675-5727
Seasonal
Salvation Army Baskets
Applications taken in October 525-9401
CAC Clearinghouse 524-2521
Empty Stocking Sign-ups 546-3500
Applications taken in November
Toys for Tots
Applications due by 1st week of December 546-1312

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### AREA UNITED WAYS

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

Companies, agencies or organizations may reproduce and distribute the Community Services Guide in its entirety.

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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

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

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

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

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

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

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

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

D. Johnson, LCSW, ATR, 155T
659 Morganton Square Dr.
Maryville, TN 37801
984-1357
**Tennessee Department of Children's Services By County**
(phone numbers to report child abuse)

<table>
<thead>
<tr>
<th>County</th>
<th>Phone Numbers (day or night)</th>
<th>County</th>
<th>Phone Numbers (day or night)</th>
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<tbody>
<tr>
<td>Anderson</td>
<td>(423) 457-3660 or 482-8400</td>
<td>Lauderdale</td>
<td>(901) 635-4141 or 635-1311</td>
</tr>
<tr>
<td>Bedford</td>
<td>(615) 685-5006 or 684-5811</td>
<td>Lawrence</td>
<td>(651) 766-1400 or 762-3626</td>
</tr>
<tr>
<td>Beaton</td>
<td>(901) 584-4712 or 5845811</td>
<td>Lewis</td>
<td>(651) 769-4971 or 769-5096</td>
</tr>
<tr>
<td>Bledsoe</td>
<td>(423) 447-2193 or 447-2197</td>
<td>Lincoln</td>
<td>(651) 438-1925 or 433-9821</td>
</tr>
<tr>
<td>Blount</td>
<td>(423) 981-2350 or 983-3620</td>
<td>Loudon</td>
<td>(423) 986-4751 or 986-9081</td>
</tr>
<tr>
<td>Bradley</td>
<td>(423) 478-0300 or 478-0309</td>
<td>Macon</td>
<td>(615) 666-4041 or 666-3325</td>
</tr>
<tr>
<td>Campbell</td>
<td>(423) 566-9639 or 562-7446</td>
<td>Madison</td>
<td>(901) 688-4041 (24 hr.)</td>
</tr>
<tr>
<td>Cannon</td>
<td>(651) 563-4051 or 563-4322</td>
<td>Marion</td>
<td>(423) 942-3481 or 942-2525</td>
</tr>
<tr>
<td>Carroll</td>
<td>(901) 986-2211 or 986-8947</td>
<td>Marshall</td>
<td>(651) 270-2234 or 359-6122</td>
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<tr>
<td>Carter</td>
<td>(423) 543-3189 or 543-2111</td>
<td>Maury</td>
<td>(651) 380-2552 or 388-5151</td>
</tr>
<tr>
<td>Cheatham</td>
<td>(615) 792-5628 or 792-4541</td>
<td>McMinn</td>
<td>(423) 744-2800 or 745-3140</td>
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<tr>
<td>Chester</td>
<td>(901) 989-5144 or 989-2787</td>
<td>McElroy</td>
<td>(901) 645-7994 or 911</td>
</tr>
<tr>
<td>Claiborne</td>
<td>(423) 626-7285 or 626-3121</td>
<td>Meigs</td>
<td>(423) 334-5787 or 334-5268</td>
</tr>
<tr>
<td>Clay</td>
<td>(651) 243-3183 or 243-3266</td>
<td>Monroe</td>
<td>(423) 442-7403 or 442-4761</td>
</tr>
<tr>
<td>Coke</td>
<td>(423) 623-1291 or 623-3064</td>
<td>Montgomery</td>
<td>(651) 648-5500 or 648-5520</td>
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<tr>
<td>Coffee</td>
<td>(615) 723-5050 (24 hr.)</td>
<td>Moore (use Coffee Co. #)</td>
<td>(651) 759-7181 or 723-5050</td>
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<tr>
<td>Crockett</td>
<td>(901) 696-5441 or 696-2104</td>
<td>Morgan</td>
<td>(423) 346-6237 or 346-6262</td>
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<tr>
<td>Cumberland</td>
<td>(615) 684-2572 or 684-6176</td>
<td>Obion</td>
<td>(901) 884-2603 or 885-3123</td>
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<tr>
<td>Davidson</td>
<td>(651) 329-1911 (24 hr.)</td>
<td>Overton</td>
<td>(651) 823-5665 or 823-5635</td>
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<tr>
<td>Decatur</td>
<td>(901) 852-2981 or 862-3714</td>
<td>Perry</td>
<td>(651) 589-2193 or 589-2171</td>
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<td>Dekalb</td>
<td>(615) 685-5006 or 684-3232</td>
<td>Pickett</td>
<td>(651) 864-3153 or 864-3210</td>
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<td>Dickson</td>
<td>(615) 441-6207 or 446-8569</td>
<td>Polk (use Bradley Co. #)</td>
<td>(423) 478-0300 or 478-0309</td>
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<tr>
<td>Dyer</td>
<td>(901) 286-8305 or 285-1212</td>
<td>Putman</td>
<td>(651) 528-7487 or 528-8484</td>
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<tr>
<td>Fayette</td>
<td>(901) 465-7334 or 465-3456</td>
<td>Rhea</td>
<td>(423) 775-2850 or 775-7837</td>
</tr>
<tr>
<td>Fentress</td>
<td>(651) 879-9976 or 879-8142</td>
<td>Roane</td>
<td>(423) 376-3491 or 911</td>
</tr>
<tr>
<td>Franklin</td>
<td>(651) 962-1150</td>
<td>Robertson</td>
<td>(651) 382-2402 or 384-7971</td>
</tr>
<tr>
<td>Gibson</td>
<td>(901) 855-7800 or 692-3714</td>
<td>Rutherford</td>
<td>(651) 898-7000, 898-7770</td>
</tr>
<tr>
<td>Giles</td>
<td>(615) 424-4001 or 911</td>
<td></td>
<td>or 1-800-856-5488</td>
</tr>
<tr>
<td>Grainger</td>
<td>(423) 8280-5251 or 828-3613</td>
<td>Scott</td>
<td>(423) 663-2821 or 663-2245</td>
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<tr>
<td>Green</td>
<td>(423) 639-6181 or 639-3181</td>
<td>Sevier</td>
<td>(423) 429-7005 or 453-5507</td>
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<tr>
<td>Grundy</td>
<td>(615) 592-9231 or 692-3466</td>
<td>Sequatchie</td>
<td>(423) 949-6612 or 949-2193</td>
</tr>
<tr>
<td>Hamblen</td>
<td>(423) 585-1444 or 586-1213</td>
<td>Shelby</td>
<td>(901) 543-7120 (24 hr.)</td>
</tr>
<tr>
<td>Hamilton</td>
<td>(423) 266-0162 (24 hr.)</td>
<td>Smith</td>
<td>(615) 735-9740 or 735-2626</td>
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<tr>
<td>Hancock</td>
<td>(423) 733-2401 or 733-2249</td>
<td>Steward</td>
<td>(651) 232-5304 or 232-5322</td>
</tr>
<tr>
<td>Hardeman</td>
<td>(901) 658-55445 or 658-5101</td>
<td>Sullivan</td>
<td>(423) 245-0171 or 323-2044</td>
</tr>
<tr>
<td>Hardin</td>
<td>(901) 925-4968 or 925-3377</td>
<td>Summer</td>
<td>(615) 451-5814 or 452-2616</td>
</tr>
<tr>
<td>Hawkins</td>
<td>(423) 272-2606 or 272-7121</td>
<td>Tipton</td>
<td>(901) 475-2505 or 476-5282</td>
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<tr>
<td>Haywood</td>
<td>(901) 772-4242 or 772-2412</td>
<td>Trousdale (use Wilson Co.#)</td>
<td>(651) 443-2751 or 444-1412</td>
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<tr>
<td>Henderson</td>
<td>(901) 986-3652 or 968-2407</td>
<td>Unicoi</td>
<td>(423) 743-3166 or 743-1850</td>
</tr>
<tr>
<td>Henry</td>
<td>(901) 644-7350 or 729-5146</td>
<td>Van Buren</td>
<td>(651) 946-2437 or 946-2118</td>
</tr>
<tr>
<td>Houston</td>
<td>(651) 289-4105 or 289-4614</td>
<td>Warren</td>
<td>(651) 473-9633 or 911</td>
</tr>
<tr>
<td>Humphreys</td>
<td>(651) 296-4227 or 296-3003</td>
<td>Washington</td>
<td>(423) 929-0171 (24 hr.)</td>
</tr>
<tr>
<td>Jackson</td>
<td>(651) 268-0235 or 268-1080</td>
<td>Wayne</td>
<td>(651) 722-3431 or 722-3613</td>
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<tr>
<td>Jefferson</td>
<td>(423) 397-9401 or 397-9411</td>
<td>Weakley</td>
<td>(901) 364-2366 or 264-3149</td>
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<tr>
<td>Johnson</td>
<td>(423) 727-7704 or 727-7761</td>
<td>White</td>
<td>(651) 738-8256 or 911</td>
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<tr>
<td>Knox</td>
<td>(423) 594-6767 (24 hr.)</td>
<td>Williamson</td>
<td>(651) 790-5502 or 790-5550</td>
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<tr>
<td>Lake</td>
<td>(901) 253-7716 or 253-7791</td>
<td>Wilson</td>
<td>(651) 443-2751 or 444-1412</td>
</tr>
</tbody>
</table>
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 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 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

Different Methods

Mutual Problem Area
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?
Works Cited


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