

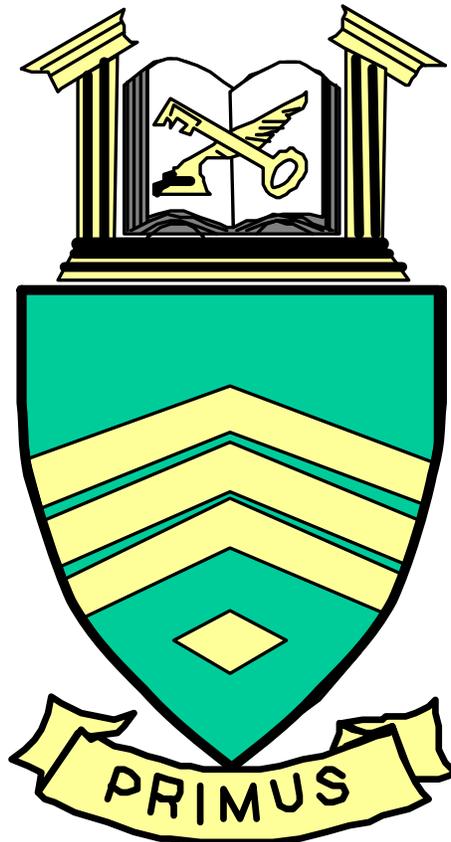
U.S. ARMY SERGEANTS MAJOR ACADEMY (FSC-TATS)

L668

OCT 04

ARMY FAMILY TEAM BUILDING

## TRAINING SUPPORT PACKAGE



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## TRAINING SUPPORT PACKAGE (TSP)

<b>TSP Number / Title</b>	L668 / ARMY FAMILY TEAM BUILDING
<b>Effective Date</b>	01 Oct 2004
<b>Supersedes TSP(s) / Lesson(s)</b>	L668, Army Family Team Building, Oct 00
<b>TSP Users</b>	521-SQIM, First Sergeant Course
<b>Proponent</b>	The proponent for this document is the Sergeants Major Academy.
<b>Improvement Comments</b>	<p>Users are invited to send comments and suggested improvements on DA Form 2028, <i>Recommended Changes to Publications and Blank Forms</i>. Completed forms, or equivalent response, will be mailed or attached to electronic e-mail and transmitted to:</p> <p>COMDT USASMA ATTN ATSS DCF BLDG 11291 BIGGS FIELD FORT BLISS TX 79918-8002</p> <p>Telephone (Comm) (915) 568-8875 Telephone (DSN) 978-8875</p> <p>E-mail: <a href="mailto:atss-dcd@bliss.army.mil">atss-dcd@bliss.army.mil</a></p>
<b>Security Clearance / Access</b>	Unclassified
<b>Foreign Disclosure Restrictions</b>	FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

## PREFACE

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**Purpose**

This Training Support Package provides the instructor with a standardized lesson plan for presenting instruction for:

<u>Task Number</u>	<u>Task Title</u>
121-040-8021	Supervise the Implementation of Army Family Team Building Program
121-040-8025	Implement the Army Family Team Building Program
158-100-1372	Build a Cohesive Unit or Organization

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This TSP  
Contains

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**ARMY FAMILY TEAM BUILDING**  
**L668 / Version 1**  
**01 Oct 2004**

**SECTION I. ADMINISTRATIVE DATA**

**All Courses Including This Lesson**

<u>Course Number</u>	<u>Version</u>	<u>Course Title</u>
521-SQIM	1	First Sergeant Course

**Task(s) Taught(\*) or Supported**

<u>Task Number</u>	<u>Task Title</u>
121-040-8021	Supervise the Implementation of Army Family Team Building Program
121-040-8025	Implement the Army Family Team Building Program
158-100-1372	Build a Cohesive Unit or Organization

**Reinforced Task(s)**

<u>Task Number</u>	<u>Task Title</u>
None	

**Academic Hours**

The academic hours required to teach this lesson are as follows:

	<u>Resident Hours/Methods</u>
Test	4 hrs /Conference / Discussion
Test Review	0 hrs
	0 hrs
<b>Total Hours:</b>	<b>4 hrs</b>

**Test Lesson Number**

	<u>Hours</u>	<u>Lesson No.</u>
Testing (to include test review)	3 hrs	E652 version 1

**Prerequisite Lesson(s)**

<u>Lesson Number</u>	<u>Lesson Title</u>
None	

**Clearance Access**

Security Level: Unclassified  
 Requirements: There are no clearance or access requirements for the lesson.

**Foreign Disclosure Restrictions**

FD5. This product/publication has been reviewed by the product developers in coordination with the USASMA foreign disclosure authority. This product is releasable to students from all requesting foreign countries without restrictions.

**References**

<u>Number</u>	<u>Title</u>	<u>Date</u>	<u>Additional Information</u>
AR 600-20	ARMY COMMAND POLICY	13 May 2002	
DA PAM 608-47	A GUIDE TO ESTABLISHING FAMILY SUPPORT GROUPS	30 Aug 1993	

**Student Study Assignments**

Before class--

- Study AR 600-20, para 5-5 and 5-10.
- Study DA Pam 608-47, chap 1 thru 4.
- Read Student Handouts 2 and 3.

During class--

- Participate in class discussion.

After class--

- Review classroom notes and materials.
- Turn in recoverable materials.

**Instructor Requirements**

1:16, MSG, FSC graduate, served as 1SG, ITC, SGITC, and VTT-ITC (VTT only) qualified.

**Additional Support Personnel Requirements**

<u>Name</u>	<u>Stu Ratio</u>	<u>Qty</u>	<u>Man Hours</u>
One site coordinator at each VTT site to operate the TNET equipment and coordinate classroom instruction. Must be FSC grad, served as 1SG, ITC, and SGITC qualified. (Enlisted)	1:16	3	4 hrs

**Equipment Required for Instruction**

<u>Id Name</u>	<u>Stu Ratio</u>	<u>Instr Ratio</u>	<u>Spt</u>	<u>Qty</u>	<u>Exp</u>
441-06 LCD PROJECTION SYSTEM	1:16	1:1	No	1	No
6730-00-577-4813 SCREEN, PROJECTION	1:16	1:1	No	1	No
702101T134520 DELL CPU, MONITOR, MOUSE, KEYBOARD	16:16	1:1	No	1	No
7110-00-T81-1805 DRY ERASE BOARD	1:16	1:1	No	1	No
7510-01-424-4867 EASEL, (STAND ALONE) WITH PAPER	1:16	1:1	No	1	No
AVTVE-RP-VC1/2V VIDEO CASSETTE RECORDER: 1/2V	1:16	1:1	No	1	No
FSC-1 TNET COMMUNICATIONS EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
FSC-2 TNET ROOM EQUIPMENT SUITE (VTT LESSON ONLY)	1:16	1:1	No	1	No
FSC-3 TNET AUDIO/VIDEO LINKAGE EQUIPMENT (VTT LESSON ONLY)	1:16	1:1	No	1	No
SNV1240262544393 36 - INCH COLOR MONITOR W/REMOTE CONTROL AND LUXOR STAND	1:16	1:1	No	1	No

\* Before Id indicates a TADSS

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**Materials  
Required**

**Instructor Materials:**

- VGTs: 17.
- TSP.
- AR 600-20.
- DA Pam 608-47.
- TVT 20-797, Families Equal Readiness. (19 minutes)

**Student Materials:**

- AR 600-20.
  - DA Pam 608-47
  - Student Handouts 1 thru 4.
  - Pen or pencil and writing paper.
- 

**Classroom,  
Training Area,  
and Range  
Requirements**

CLASSROOM XXI WITH T-NET CAPABILITY (VTT)  
CLASSROOM, GENERAL PURPOSE, 600 SF, 16 PN

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**Ammunition  
Requirements**

<u><b>Id</b></u>	<u><b>Name</b></u>	<u><b>Exp</b></u>	<u><b>Stu Ratio</b></u>	<u><b>Instr Ratio</b></u>	<u><b>Spt Qty</b></u>
None					

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**Instructional  
Guidance**

**NOTE:** Before presenting this lesson, instructors must thoroughly prepare by studying this lesson and identified reference material.

Before class--

- Read all TSP Materials.
- Issue student reference material during student inprocessing.
- Conduct this lesson using the Small Group Instruction method and generate discussion among the students through the use of the questions within the lesson.

During class--

- The facilitator may need to create additional questions to ensure student participation continues throughout the lesson.
- The DL (VTT) instructor will select an appropriate site prior to asking a student a question.

After class--

- Collect recoverable reference materials.
  - Report lesson discrepancies to the Chief Instructor.
-

**Proponent  
Lesson Plan  
Approvals**

<u>Name</u>	<u>Rank</u>	<u>Position</u>	<u>Date</u>
Colyer, Donald J.	GS09	Training Specialist	
Adams, Chris L.	SGM	Chief Instructor, FSC	
Graham, Kevin L.	MSG	Chief, FSC	
Gratton, Steven M.	SGM	Chief, Functional Courses	
Bucher, George V.	GS11	Chief, CMD	
Lemon, Marion	SGM	Chief, CDDD	

**SECTION II. INTRODUCTION**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>VGT-1</u>

**Motivator**

**SHOW VGT-1, ARMY FAMILY TEAM BUILDING, DURING SET UP TIME**



Readiness is a goal of all units and the Army as a whole. Past experience shows us that family readiness has a significant impact on the ability of any unit to accomplish its wartime mission. If a soldier's focus of attention is on their family problems, that soldier probably will not pay proper attention to the job at hand. We cannot eliminate family problems, but with training, we can reduce their frequency and severity. Army Family Team Building (AFTB) is a program that specifically targets the training of soldiers and their families to prepare them for the deployment of their sponsors.

**NOTE:** The ARNG has a separate regulation. (NGR 600-14) that discusses the ARNG family program.

**REMOVE VGT-1**

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**Terminal Learning Objective**

**NOTE:** Inform the students of the following Terminal Learning Objective requirements.

At the completion of this lesson, you [the student] will:

<b>Action:</b>	Interpret the elements of Army Family Team Building.
<b>Conditions:</b>	As a first sergeant in a classroom environment given AR 600-20, DA PAM 608-47, and Student Handouts 1 thru 4.
<b>Standards:</b>	Interpreted the importance of the elements of Army Family Team Building IAW AR 600-20 and DA PAM 608-47.

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**Safety Requirements**

None

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**Risk Assessment Level**

Low

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**Environmental Considerations**

**NOTE:** It is the responsibility of all soldiers and DA civilians to protect the environment from damage.

None

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**Evaluation**

You will take a multiple choice examination. The examination will contain questions from this and other lessons. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

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**Instructional Lead-In**

None

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**SECTION III. PRESENTATION**

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**NOTE:** Inform the students of the Enabling Learning Objective requirements.

**A. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine the Army's responsibilities for the Total Army Family (TAF).
<b>CONDITIONS:</b>	As a first sergeant in a classroom environment given AR 600-20.
<b>STANDARDS:</b>	Determined how the Army executes its responsibilities for the Total Army Family (TAF) IAW AR 600-20.

1. Learning Step / Activity 1. Recognize how the Army executes its responsibilities for the Total Army Family (TAF)

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 30 mins  
Media: TVT 20-797

**NOTE:** Show the TVT 20-797, Families Equal Readiness (19 minutes). Allow time for discussion after the film. Use the following as a description of the film.

The Army family is a powerful force in mission success. Good leaders have learned the family well-being influences combat readiness and has a direct impact on soldier commitment, performance and unit morale. Research and studies performed by the U.S. Army Research Institute show that leaders who consider families can improve unit performance and leaders who fail to plug the total family into the planning and decision making equation risk loss of command potential. Studies also show that half of all AWOLs are related to family problems. Many soldiers and their families see their unit leader as insensitive and unresponsive to family issues. Leadership concern for Army families should be thought of as action and not attitude. Action initiatives are sponsorship, welcome orientation and family readiness groups. What is important for the family is that they have some sense that their needs are being considered; that their life has some degree of predictability and they know that in a crisis there is someone they can count on. They often look to the Army as an extended family. When making separation and relocation decisions, leaders can maximize unit success by considering the total family. Soldiers distressed by

personal or family problems increase their risk of being a combat stress casualty.

The message that is clearly stated is "healthy, committed, and secure Army families keep soldiers alive on the battlefield.

**NOTE:** Use the film's discussion as a check on learning for the first learning activity.

2. Learning Step / Activity 2. Recognize the composition of the Total Army Family (TAF)

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 10 mins  
Media: VGT-2 and VGT-3

QUESTION: What is the composition of the Total Army Family (TAF)?

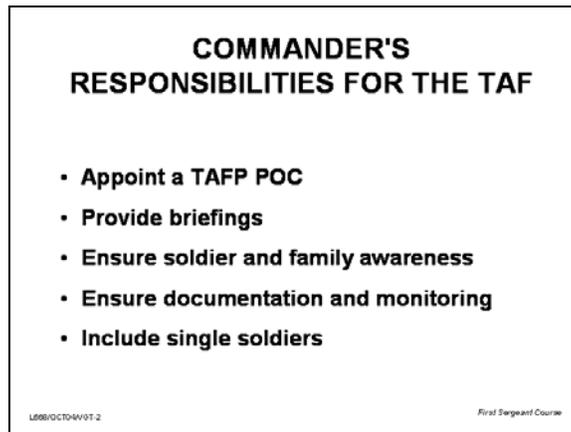
ANSWER: The Total Army Family (TAF) consists of soldiers (Active, Guard, and Reserve), civilian employees, and retirees, (regardless of marital status), and their legal dependent family members (if any).

Ref: AR 600-20, p 38, para 5-10a(1)

**NOTE:** Generate a brief discussion about how this may be a change to traditional beliefs as to what commanders are responsible for.

Now that we know what the Total Army Family is, let's discuss the commander's responsibility.

**SHOW VGT-2, COMMANDER'S RESPONSIBILITIES FOR THE TAF**



Ref: AR 600-20, p 39, para 5-10b(7)(a) thru (f)

**NOTE:** Ensure the students discuss the following key points:

- Appoint a TAFP point of contact as an additional duty. (usually first sergeant)
- Provide pre-deployment briefings as required.
- Ensure soldiers and family members are aware of the TAFP (use briefings, newsletters, letters from commander to all family members).
- Ensure soldier and family member access to entitlements, family programs, and family service.

- Ensure the proper documenting and monitoring of personal affairs readiness of soldiers, to include Family Care Plans.
- Include single soldiers in quality of life programs and initiatives. (Get their input and ensure they receive feedback.)

**REMOVE VGT-2**

Now let's look at what the individual soldier's responsibilities to the TAF are.

**SHOW VGT-3, SOLDIER'S RESPONSIBILITIES IN THE TAF**



Ref: AR 600-20, para 5-10b(9)

**NOTE:** Ensure student discussion covers the following key points:

- Soldiers bear primary responsibility for their family and personal affairs readiness. They should participate in the TAF by:
  - Keeping the command informed about any change in family status.
  - Keep themselves and the family informed.
  - Keep appropriate documentation current (family care plans, emergency data card, all pertinent paperwork.
  - Support and encourage family member support in services and activities that enhance and maintain quality of life.
  - Encourage family members to volunteer.

**REMOVE VGT-3**

**CHECK ON LEARNING:**

QUESTION: Who holds the position as company TAFP POC?

ANSWER: The commander appoints a TAFP POC as an additional duty.

Ref: AR 600-20, p 39, para 5-10b(7)(a)

QUESTION: Who bears primary responsibility for family and personal affairs readiness?

ANSWER: Soldiers bear the primary responsibility for family and personal affairs readiness.

Ref: AR 600-20, p 39, para 5-10b(9)

**B. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine the purpose of the Army Family Team Building Program.
<b>CONDITIONS:</b>	As a first sergeant in a classroom environment given SH-2.
<b>STANDARDS:</b>	Determined the purpose of the Army Family Team Building Program IAW SH-2.

1. Learning Step / Activity 1. Recognize the purpose of the Army Family Team Building Program

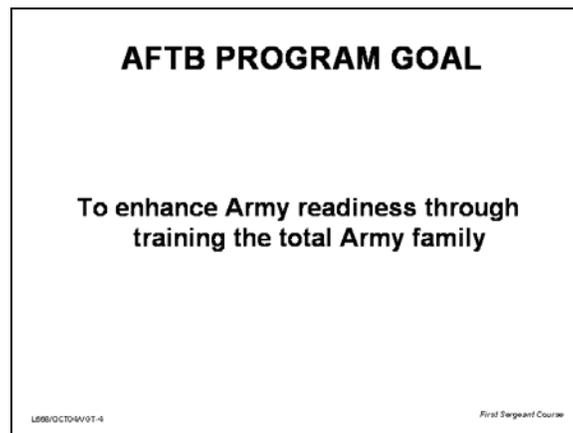
Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 15 mins  
Media: VGT-4 thru VGT-6

**NOTE:** Explain to the students that SH-2 is a handout developed by the US Army Soldier Support Center.

QUESTION: What are the goals of the AFTB?

ANSWER: See VGT-4.

**SHOW VGT-4, AFTB PROGRAM GOAL**



Ref: SH-2, p SH-2-2, para 2

**NOTE:** Have the students discuss the goal. Ensure they understand the program includes the existing training plus newly developed training. Emphasize that the training focuses on the Total Army Family (active and reserve component soldiers, DA civilians, retirees and family members).

**REMOVE VGT-4**

**Break:** TIME: 00:50 to 01:00

TIME: 01:00 to 01:10 (continue learning step/activity 1, ELO B)

QUESTION: When did the Chief of Staff approve the AFTB Program?

ANSWER: The Chief of Staff approved the AFTB Program on 11 Feb 93.

Ref: SH-2, p SH-2-2, para 2a

**NOTE:** Allow the students' time to discuss the question.

AFTB training began in the TRADOC service Schools in the fall of 1993. The implementation date for the initial pilot training program for family members occurred during the spring of 1994.

**QUESTION:** What is the purpose of the AFTB?

**ANSWER:** The purpose of the AFTB is to enhance Army readiness through increased personal readiness.

Ref: SH-2, SH-2-2, para 2b

**NOTE:** Allow the students' time to discuss the question.

Formalized training for the Total Army Family is the most nontraditional initiative of the AFTB. The U.S. Army Soldier Support Center (SSC) developed AFTB training for TRADOC schools and family members, simultaneously providing the same message to all. AFTB training is mandatory for service members and highly recommended for family members.

We will now look at the levels of training for family members.

#### **SHOW VGT-5, FAMILY MEMBER TRAINING**



Ref: SH-2, p SH-2-2, para 2c(1) thru (3)

**NOTE:** Allow the students' time to discuss the question. Ensure students understand what each level of training accomplishes. Have students cite examples of implementation in their unit.

**Level 1:** For family members new to the Army.

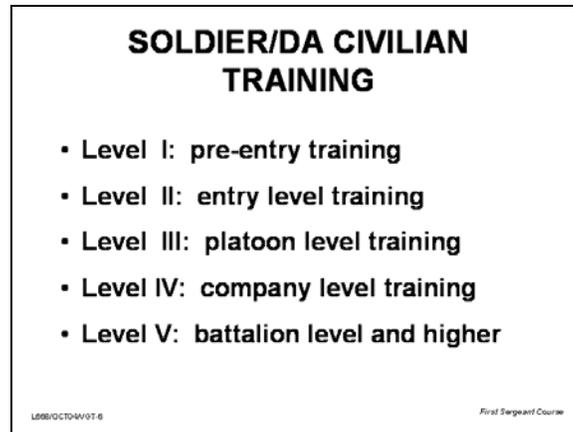
**Level II:** For family members interested in becoming leaders in activities such as: the Red Cross, housing area mayors, Family Readiness Groups, Parent-Teacher Associations, and chapel groups.

**Level III:** For family members interested in enhancing their leadership capabilities in their personal or professional roles.

#### **REMOVE VGT-5**

Service members and DA civilian AFTB training consists of five levels. TRADOC training of soldiers and DA civilians concentrates on the importance of personal and family readiness and the impact of personal and family readiness on unit readiness and mission accomplishment. We will now look at those levels of training.

### **SHOW VGT-6, SOLDIER/DA CIVILIAN TRAINING**



Ref: SH-2, p SH-2-2, para 2d(1) thru (5)

**NOTE:** Allow the students' time to discuss the question. Ensure students understand the training emphasis at each level of training. Have students give examples of level 3 and level 4 training in their unit.

- **Level 1:** Pre-entry (recruiting, precommission-USMA and ROTC).
- **Level II:** Entry (Basic, AIT, PLDC, BNCOC, DSS, \*ILDC [Initial Leader Development Course]).
- **Level III:** Platoon level (ANCOC, OBC, WOBC).
- **Level IV:** Company level (FSC, WOAC, OAC, \*Supervisor Course).
- **Level V:** Battalion and higher (SMC, CSMC, WOSC, CGSOC, \*POC [Primary Counselor Course], AWC, \*Manager Course).

**NOTE:** Courses preceded by an asterisk are DA Civilian or Nonappropriated Fund Personnel Courses.

### **REMOVE VGT-6**

QUESTION: What results may we expect from this program?

ANSWER: The expected results of this program are:

1. Soldiers and DA civilians who understand the importance of family readiness and its impact on unit readiness and mission accomplishment.
2. Family members who know how to get help during spouse deployment.
3. Families able to manage their personal affairs.
4. Trained volunteers able to help community organizations.
5. Trained volunteers able to step into leadership roles to help Army units and organizations.

Ref: SH-2, p SH-2-3, para 2e(1) thru (5)

**NOTE:** Allow the students' time to discuss the question.

A successful AFTB program will receive strong support from leaders at all levels. As first sergeants, you must set the example for commanders, peers, and subordinates.

**CHECK ON LEARNING:**

QUESTION: What is the goal of the AFTB Program?

ANSWER: To enhance Army readiness through training the TAF.

Ref: SH-2, p SH-2-2, para 2

QUESTION: How many levels of training are there for family members?

ANSWER: There are three levels of training for family members.

Ref: SH-2, p SH-2-2, para 2c

QUESTION: What two items of interest does soldier and DA civilian AFTB training focus on?

ANSWER: Soldier and DA civilian AFTB training focuses on two items of interest. They are:

1. Importance of personal and family readiness.
2. Impact of personal and family readiness on unit readiness and mission accomplishment.

Ref: SH-2, p SH-2-2, para 2d

**C. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine the factors that adversely influence the welfare and well-being of soldiers and their family members.
<b>CONDITIONS:</b>	As a first sergeant in a classroom environment given SH-2.
<b>STANDARDS:</b>	Determined the factors that adversely influence the welfare and well-being of soldiers and their family members IAW SH-2.

1. Learning Step / Activity 1. Factors that Adversely Influence the Welfare and Well-Being of Soldiers and their Family Members

Method of Instruction: Conference / Discussion  
Technique of Delivery: Small Group Instruction (SGI)  
Instructor to Student Ratio: 1:16  
Time of Instruction: 30 mins  
Media: VGT-7

As first sergeants, you will often be the key leader in the chain of command when it comes to dealing with conditions and circumstances that may adversely influence the welfare and well being of soldiers and their families. Let's review some of those factors.

**NOTE:** Ask the students to name factors that may adversely influence the welfare and well-being of soldiers and their families. Have the students brainstorm the question. Have a student write the brainstorming ideas on the whiteboard. At a minimum, the list should include the following:

- The inability to handle the family budget is the leading problem of many military families.
  - Check to bank.
  - Credit cards.
  - Organize your finances.
  - Balance your checkbook.

**NOTE:** Other factors that influence the well-being of soldiers and families are:

1. Alcohol/Drug abuse.
  - Often caused by stress, does not help problem, and it causes more problems.
  - Current programs are in place to help families deal with alcohol/drug abuse problems. (ASAP, AA, etc.)
2. Lack of anger control.
  - Army Community Service (ACS), Family Life Chaplains, Mental Health, and Social Services have programs to assist in anger control problems.

3. Family abuse.

- Family Advocacy Program (AR 608-18) is the commander's program that establishes Army policy on prevention, identification, reporting, investigating, and treatment of child and spouse abuse.
- First sergeants must learn the types of spouse/child abuse and learn to recognize the signs of abuse.

Ref: SH-2, pp SH-2-5 and SH-2-6, para 4

**NOTE:** Refer students to SH-2-6. Have students discuss their experiences with the types of spouse and child abuse.

Other factors that may influence the welfare of soldiers and their families are those things that cause stress in any family, whether military or civilian. The military environment creates many types of stressors. We will now look at five common categories of "stresses of life."

**SHOW VGT-7, STRESSES OF LIFE**



Ref: SH-2, pp SH-2-7 and SH-2-8, para 4e(1)(a) thru (e)

**NOTE:** Have students discuss each of the stresses in SH-2. Use the following as a discussion guide.

**Anticipated life events:** These are events that can and usually do happen to everyone during their lifetime. (e.g., a promotion, a wedding, or moving.)

**Unexpected life events:** These are events that we usually do not prepare for.

When they occur, they may involve levels of stress that are debilitating, e.g., accidents, illness, death in the family, loss of job, and many others.

**Progressive accumulating stimulation stresses:** Basically, the same as anticipated life events. When several of these events occur during a short period of time, the cumulative effect can be overwhelming.

**Personality glitches:** These occur when an incident of self-doubt can prevent us from performing as well as we would like to.

**Value-dependent events:** These events may cause us stress when we perceive that our values are different from those around us. For example, some soldiers may have a difficult time accepting current DOD policies allowing homosexuals to serve in the armed forces.

Lesson L671, Stress, discusses stress management techniques. We will not discuss any of these at this time. However, it is important to remember that many of the same stresses that affect our soldiers also affect their families. Commanders and first sergeants will ensure that their soldiers and their families are aware of agencies and programs that can help. Leaders must also ensure families have access to authorized programs.

#### **REMOVE VGT-7**

#### **CHECK ON LEARNING:**

QUESTION: What are some factors that adversely influence the welfare and well being of soldiers and their families?

ANSWER: The major factors are:

1. Financial problems.
2. Alcohol and drug abuse.
3. Lack of anger control.
4. Family abuse.

Ref: SH-2, p SH-2-6, para 4a thru c

QUESTION: What is the stress of life that deals mainly with things that we do not prepare for?

ANSWER: Unexpected life events deal with things that we do not prepare for.

Ref: SH-2, p SH-2-7, para 4e(1)(b)

**D. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine the responsibilities Army leaders have for preparing Army families for deployment and separation from their sponsors.
<b>CONDITIONS:</b>	As a first sergeant in a classroom environment given AR 600-20 and SH-2.
<b>STANDARDS:</b>	Determined the responsibilities Army leaders have for preparing Army families for deployment and separation from their sponsors IAW AR 600-20.

1. Learning Step / Activity 1. Prepare Army families for deployment and separation from their sponsors

- Method of Instruction: Conference / Discussion
- Technique of Delivery: Small Group Instruction (SGI)
- Instructor to Student Ratio: 1:16
- Time of Instruction: 35 mins
- Media: VGT-8 and VGT-9

One of the most important subjects for soldier and family member training is the requirement for family care plans. Recently, the Army clarified the requirement and content of the family care plan and gave commanders a better tool to enforce the regulation. Commanders of AC and RC soldiers, regardless of the soldier's rank conduct or arrange Family Care Plan counseling and require a Family Care Plan completion when any of the following apply:

**SHOW VGT-8, WHO RECEIVES FAMILY CARE COUNSELING**

**WHO RECEIVES FAMILY CARE COUNSELING**

- **A pregnant soldier**
- **Single parents**
- **Divorced soldiers with visitation rights**
- **A soldier with an incapacitated spouse**
- **Half of a dual military couple**

LMB/DCTDA/VGT-8 First Sergeant Course

Ref: AR 600-20, p 28, para 5-5b(1) thru (5)

**NOTE:** Allow the students to discuss each of the bullets as you display them. As a minimum, they should discuss the following.

A pregnant soldier who has no spouse; is divorced, widowed or separated; is residing without her spouse or is married to another service member of the AC or RC of any service.

A soldier who has no spouse; is divorced, widowed or separated or is residing apart from his or her spouse. A soldier who has full or joint custody of one or more dependent family members under age 19 or who has adult family dependent family member (s) incapable of self-care regardless of age.

Divorced soldiers with visitation rights by court decree that would allow dependent family members to be solely in the soldier's care in excess of 30 consecutive days.

A soldier with an incapacitated spouse who is incapable of self-care or is physically, mentally, or emotionally disabled so as to require special care or assistance.

A soldier categorized as half of a dual military couple of the AC or RC of any service who has joint or full legal custody of one or more dependent family members under age 19. A soldier with adult dependent family member(s) incapable of self-care regardless of age.

### **REMOVE VGT-8**

**Break:** TIME: 01:50 to 02:00

TIME: 02:00 to 02:25 (continue learning step/activity 1, ELO D)

As a first sergeant, you must remember that enlisted soldiers require counseling whenever parenthood interferes with their military responsibilities during voluntary or involuntary separations (AC, AR 635-200; USAR, AR 135-178; and ARNG, NGR 600-200).

Because the commander may designate you as the authorized representative to conduct family care plan counseling, we will discuss it in some detail.

QUESTION: What form do we use to counsel enlisted soldiers about Family Care Plans?

ANSWER: DA Form 5305-R, Family Care Plan Counseling.

Ref: AR 600-20, p 28, para 5-5g(1)

**NOTE:** Allow the students' time to discuss the question. Ask the students to relate any experiences either as a family care plan holder or as a counselor.

QUESTION: Who has approval authority for a DA Form 5305-R, Family Care Plan?

ANSWER: Only the commander can approve or disapprove the DA Form 5305, Family Care Plan.

Ref: AR 600-20, p 28, para 5-5g(2)

**NOTE:** Allow the students' time to discuss the question.

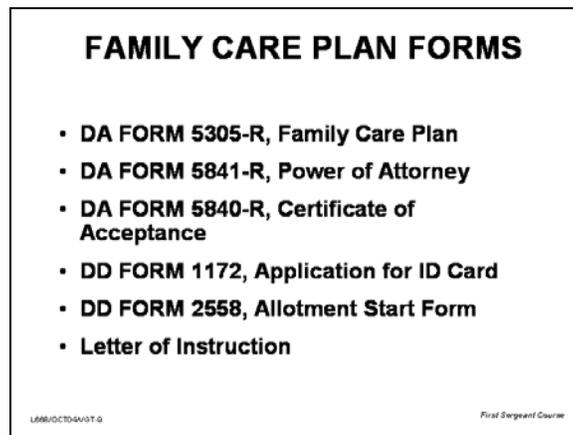
QUESTION: How much time does the commander allow the soldier to develop the Family Care Plan?

ANSWER: The soldiers must complete and get the plan approved within 30 days from the date of counseling. The commander may grant a one-time, 30 day extension to active duty soldiers (60 days for RC). Pregnant soldiers must have an approved Family Care Plan no later than 60 days before the expected date of birth.

Ref: AR 600-20, p 28, para 5-5g(3)

**NOTE:** Ensure the students understand that a complete Family Care Plan contains the following forms. The plan is recertified at least annually by initialing the DA Form 5305-R.

### **SHOW VGT-9, FAMILY CARE PLAN FORMS**



Ref: AR 600-20, p para 5-5n(1) thru (5)

**NOTE:** Ensure the students discuss each of the necessary forms. You may use the following as a guide to the discussion.

1. DA Form 5305-R, Family Care Plan is the form that actually identifies guardians and escorts. The commander will also document approval and recertification (annually) of the plan on the reverse of this form.
2. DA Form 5841-R, Power of Attorney assigns to the guardian or escort the legal authority to act for the sponsor in matters relating to the care of the sponsor's dependent children.
3. DA Form 5840-R, Certificate of Acceptance as Guardian or Escort is the form that the guardian or escort signs to prove to the commander that the designated guardian understands and accepts responsibility for the dependent family members. This form requires notarization.

4. DD Form 1172, Application for ID Card for each dependent family member.
5. DD Form 2558, Allotment Start Form to provide financial support to the guardian or escort while they care for the sponsor's dependent family members. Do not submit form to finance until the Family Care Plan's activation. Not necessary if sponsors can provide other means of support.
6. Letter of Instruction from the sponsor to the guardian or escort or both. This letter provides information and guidance so the guardian/escort can best provide the care required or desired by the sponsor.

Commanders will encourage soldiers to initiate a will. The Family Care Plan does not require a will, and there is no requirement for soldiers to have one. If a soldier does prepare a will, it will not be in the unit files. Encourage the soldiers to ensure that the information regarding the location of the will is in the Family Care Plan, but you cannot require him to do so.

#### **REMOVE VGT-9**

**QUESTION:** What should a commander do if a soldier fails to either provide a valid Family Care Plan or fails to keep the plan current?

**ANSWER:** He should consider initiating a bar to reenlistment or involuntary separation proceedings against soldiers who fail to provide and maintain adequate Family Care Plans.

Ref: AR 600-20, p 29, para 5-5g(11) and (12)

**NOTE:** Allow the students' time to discuss the question.

**QUESTION:** How often should the commander recertify the Family Care Plan?

**ANSWER:** The commander should recertify the Family Care Plan at least annually during the sponsor's birth month, after any change in the Family Care Plan, or during mobilization, deployment, or processing for overseas movement.

Ref: AR 600-20, p 30, para 5-5k(2)(c)

**NOTE:** Allow the students' time to discuss the question.

Let's look at what options a commander has when the Family Care Plan falls apart.

**NOTE:** Refer the students to the Flowchart on SH 2-18. Ensure the students understand the commander's options.

As you can see, a Family Care Plan requires careful consideration and planning. Even though, there is a time constraint on obtaining a Family Care Plan, you should not push a soldier to find a guardian or escort right away. He needs to find one that he feels comfortable with. ACS often has the ability to help a soldier with the Family Care Plan.

**CHECK ON LEARNING:**

QUESTION: As a first sergeant, which form would you use to counsel a single parent soldier about their family care plan in case of deployment?

ANSWER: DA Form 5304-R, Family Care Plan Counseling Checklist.

Ref: AR 600-20, p 30, para 5-5k(1)

QUESTION: Why should you include DD Form 2558, allotment start form, in a Family Care Plan?

ANSWER: It is required by AR 600-20 in case you do not have another means to support your family members in the event of a deployment.

Ref: AR 600-20, p 31, para 5-5n(4)

QUESTION: What are the maximum number of days a soldier has to submit his/her Family Care Plan?

ANSWER: Pregnant soldiers must have their Family Care Plan no later than 60 days prior to the expected day of delivery. A soldier has 30 days to submit his/her plan. The commander may grant an extension of 30 days for active duty soldiers (60 days for RC).

Ref: AR 600-20, pp 28 and 30, para 5-5f(5), 5-5g(3), and 5-5k(2)(a)

**E. ENABLING LEARNING OBJECTIVE**

<b>ACTION:</b>	Determine the background, purpose, and function of Family Readiness Groups (FRGs).
<b>CONDITIONS:</b>	As a first sergeant in a classroom environment given DA PAM 608-47 and SH-3.
<b>STANDARDS:</b>	Determined the background, purpose, and function of Family Readiness Groups (FRGs), IAW DA PAM 608-47 and SH-3.

1. Learning Step / Activity 1. Background, Purpose, and Function of Family Readiness Groups (FRGs)

Method of Instruction: Conference / Discussion

Technique of Delivery:

Instructor to Student Ratio: 1:16

Time of Instruction: 1 hr 20 mins

Media: VGT-10 thru VGT-17 Small Group Instruction (SGI)

An integral part of the Total Army Family Program is the family readiness group (FRG). This venture is not new; it is only an institutionalization of activities in which soldiers and family members have involved themselves since the beginning of U.S. Military service.

**NOTE:** Tell the students that in accordance with the Memorandum (SH-3), all references to family support groups (FSG) are now family readiness groups (FRG). DA Pam 608-47 will still call them FSGs until the next revision.

QUESTION: What is a Family Readiness Group?

ANSWER: A Family Readiness Group is an organization of family members, volunteers, and soldiers belonging to a unit, that together provide an avenue of mutual support and assistance, and a network of communications among family members, the chain of command, and community resources.

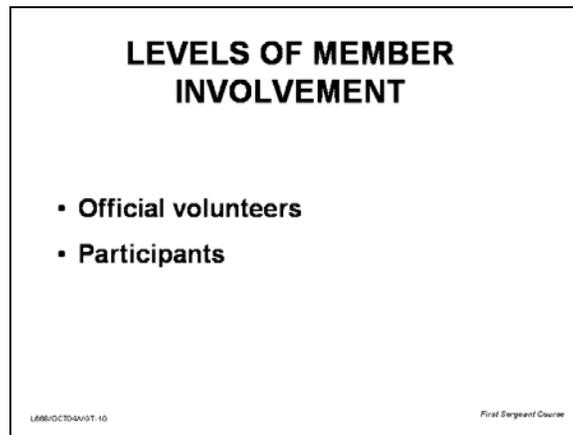
Ref: DA PAM 608-47, p 1, para 1-1a

**NOTE:** Allow the students' time to discuss the answer. Emphasize that sometimes community based FRGs exists. FRGs plays an important part in the Total Army Family Program.

FRG membership as outlined in paragraph 1-1 can include family members.

The family members may be parents, aunts, uncles, and soldiers, as well as others interested in the welfare of the members (i.e., fiancées, retirees, etc.). There are two common levels of member involvement.

#### **SHOW VGT-10, LEVELS OF MEMBER INVOLVEMENT**



Ref: DA PAM 608-47, para 1-4b(1) and (2)

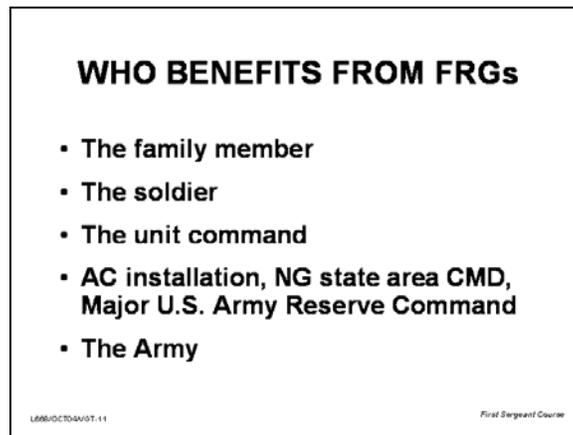
**NOTE:** Have the students discuss each of the bullets. Use the following as a guide:

1. Official Volunteers are members of the FRG who donate time and services to FRG projects and activities. In some cases, commanders may authorize certain reimbursements for incidental expenses. Check with ACS/DPCA Family Action Coordinator and JAG.
2. Participants are those who participate in activities but do not plan or manage those activities. They attend functions, assist n fund raising activities, etc., but take no part in the planning.

#### **REMOVE VGT-10**

We will now see who benefits from the FRG.

## SHOW VGT-11, WHO BENEFITS FROM FRGs



Ref: DA PAM 608-47, pp 1 and 2, para 1-5a thru e

**NOTE:** Have the students discuss each of the bullets. Use the following as a guide:

**The family member** benefits from the FRG by gaining a sense of belonging to the unit and the community and developing friendships while gaining information about the unit and the community. FRGs also provides information, referral, and share support during deployments.

**The soldier** benefits from support that communicates caring, the integrity of care, and as open and honest communication as possible. FRGs helps develop a confidence in soldiers that family members will receive reliable and friendly support while the soldier is away.

**The unit command** benefits from resilient families that are better able to cope and function in times of separation or crisis. The FRG can contribute to unit cohesion and readiness. An FRG can help families overcome problems that are likely to impact adversely on soldier performance. A well functioning FRG can minimize family distracters conserving the unit commander's time and resources for military purposes.

**Active duty installation, NG State Area Command, Major U.S. Army Reserve Commands** can benefit through information and proactive education and prevention programs. A unit FRG can provide early identification of serious family problems and provide information and referral at an early stage. This can reduce the trauma the

family experiences and the level of demand placed on installation or community agencies.

**The Army:** A major goal of an FRG is to help family members feel they are an integral part of the Army family. Research has shown that young military spouses have difficulty integrating into the Army way of life. An FRG, effective community resources, and a training program that challenges soldiers and family members can make them feel as part of the Army family.

### **REMOVE VGT-11**

**Break:** TIME: 02:50 to 03:00

TIME: 03:00 to 03:50 (continue with learning step/activity 1, ELO E)

The purpose of the FRG is to enhance the military mission and benefit family members. The FRGs cannot be more than a social group without command support. Let's look at a few of the important military links.

### **SHOW VGT-12, MILITARY UNIT/FRG LINKAGE**



Ref: DA PAM 608-47, pp 3 and 4, para 1-8a thru e

**NOTE:** Have the students discuss each of the bullets. Use the following as a guide:

**The Rear Detachment** provides a link between the families, soldiers, the deployed unit, and community support agencies.

**The Unit Commander** must directly support the FRG so the FRG does not expend energies fighting the "system." The commander must have full knowledge of the planned activities of the FRG and easy access to the volunteer leadership.

**The Unit Chaplain** is a key advisor and resource to the FRG. He can provide a foundation for training of volunteers and participants can also assist in sustainment and facilities to the FRG and volunteers.

**The unit information system** should be the primary source of information for the FRG. In return, the FRG provides valuable feedback to the unit.

Access to **unit facilities** provides the FRG with resources to support and conduct functions that enhance FRG operations.

### **REMOVE VGT-12**

QUESTION: What is the best way to structure a Family Readiness Group?

ANSWER: There is no best way. You must structure the FRG to the unit, its mission, and the make-up of its family members.

Ref: DA PAM 608-47, p 4, para 2-1b

**NOTE:** Allow the students' time to discuss answer. Have the students talk about their unit's FRG. Make comparisons to see how different units need different FRG structures.

Now, let's look at the goals and activities of the FRG.

### **SHOW VGT-13, FRG GOALS AND ACTIVITIES**



Ref: DA PAM 608-47, p 5, para 2-1d(1) thru (7)

**NOTE:** Ask for input from the students' experiences.

### **REMOVE VGT-13**

QUESTION: What are some activities that FRG's should not get involved in?

ANSWER: See VGT-14.

## SHOW VGT-14, FRG NONINVOLVEMENT ACTIVITIES

**FRG NONINVOLVEMENT  
ACTIVITIES**

- **Becoming surrogate parents**
- **Becoming social workers**
- **Lending money, cars, expensive items**
- **Polarizing into minigroups**
- **Becoming a babysitting/errand service**
- **Duplicating existing agencies**

LMB/DCTDAVST-14 First Sergeant Course

Ref: DA PAM 608-47, p 5, para 2-1e(1) thru (6)

**NOTE:** Allow the students to discuss each of the bullets. Emphasize that regulations encourage participation in an FRG and is highly encouraged but they do not mandate it (para 2-1f).

### REMOVE VGT-14

Most units that need a FRG already have one in place. The most common problem is improving or maintaining an existing FRG. Since the first sergeant is often a connection between the unit and the FRG, it is important that we look at factors that seem to be characteristic of successful FRG programs. Look at paragraph 2-1g on page 5 of DA PAM 608-47.

**NOTE:** Generate a discussion of the factors and how they contribute to successful FRG programs. Limit discussion to one or two comments for each factor.

The leadership of the FRG is strictly on a volunteer basis. It is not merely a position occupied because of his or her spouse's military position. The commander has to approve the FRG leaders.

QUESTION: Who are usually the leaders of a FRG?

ANSWER: Volunteer leaders of a FRG are usually--

1. Volunteers elected by the group.
2. Volunteers who emerge from the group.

Ref: DA PAM 608-47, pp 5 and 6, para 2-2a(1) and (2)

**NOTE:** Allow time for the students to answer the question. Emphasize the fact that the commander acknowledges the FRG leader, leaders, and key volunteers in writing. Let the student's glance at DA PAM 608-47, Fig 2-1 and briefly comment on the FRG interrelationships.

The next item of interest to a FRG that we are going to look at is the organizational structure that forms a communication and support network.

### SHOW VGT-15, FRG ORGANIZATION STRUCTURE



Ref: DA PAM 608-47, p 6, para 2-3a (1) thru (3)

**NOTE:** Have the students briefly discuss. Use the following as a guide to ensure student learning.

1. **The contact person** is the volunteer who initiates and maintains basic contact with family members. The unit divides the entire family member population into sub-segments or groups. Each segment centers on a contact person. Generally, three to ten contact groups will cover a company sized unit, with six to ten family members in each group. Groups larger than ten tend to be less cohesive, less personal, overtax the efforts of contact people and develop communications and support gaps.
2. **The company level** FRG leader or POC is one of the first volunteer leadership roles in an FRG. The company level consists of the contact people and the company FRG leader(s) who together operate the company FRG.
3. **The battalion level** consists of battalion and company FRG volunteer leaders who serve as the interface between family members and the battalion leadership. They also serve as key interfaces between company level FRG and community resources.

### REMOVE VGT-15

Many things affect the type and scope of activities in which the FRG becomes involved. Since the goal of a FRG is to support the military mission through provision of support and to provide information and outreach to family members, certain FRG activities are essential and common to all groups. These include meetings of FRG volunteer leaders and contact people, publication and distribution of FRG newsletters, and maintenance of updated family rosters and member telephone trees.

QUESTION: What are other activities that FRGs commonly sponsors coordinate or participate in that directly or indirectly foster Family Readiness goals?

ANSWER:

1. Soldier and family sponsorship.
2. Unit welcoming or newcomer's orientation.
3. Holiday and unit parties or outings.
4. Deployment briefings.
5. Relocation briefings and workshops (i.e., military benefits, prenatal care, preparing for deployments, services available, coping with stress, reunion, and homecomings, etc.)

Ref: DA Pam 608-47, p8, para 3-1b(1) thru (6)

**NOTE:** Allow time for students to discuss the answer. Ensure students discuss their experiences.

QUESTION: What are the three types of rosters that are available or generated by FRGs?

ANSWER: The three types of rosters that are available or generated by FRGs are:

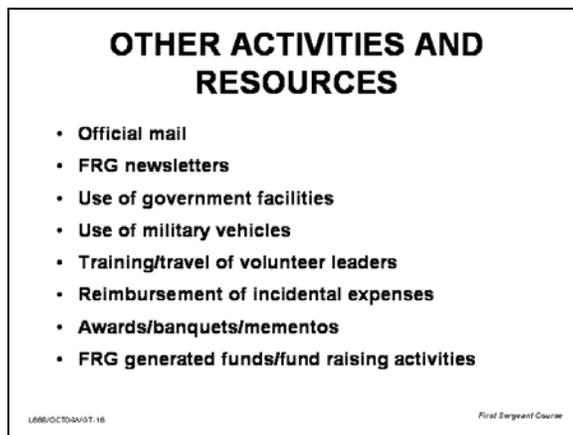
1. Unit roster.
2. FRG membership roster available to all.
3. Volunteer roster.

Ref: DA Pam 608-47, p 8, para 3-2a

**NOTE:** Allow time for the students to discuss the answer.

Now let's look at some other activities and resources available to the FRGs.

### SHOW VGT-16, OTHER ACTIVITIES AND RESOURCES



Ref: DA Pam 608-47, pp 10 thru 12, para 3-6 and 3-7

**NOTE:** Show VGT-16 while the students are discussing the activities and resources.

**NOTE:** Ensure students discuss the following key points.

- Appropriated funds can support FRG newsletters if they meet the provisions of paragraphs 3-4c and 3-6a(2).
- Commanders may also authorize the use of certain government facilities. You need to find out what facilities your installation provides to the family assistance center that may also support FRGs.

- Paragraphs 3-6a and 3-6b prescribe the use of military vehicles in support of FRG activities.
- Paragraph 3-6c provides for funding of training and travel, reimbursement of incidental expenses and awards, banquets, and/or mementos. (Paragraph 4-3 lists specific training.)
- Paragraph 3-7 establishes the rules for Family Readiness Group generated funds and paragraph 3-9 gives guidelines for fund raising activities.

**REMOVE VGT-16**

In order to have an effective FRGs; we must ensure that volunteers are available to help out. As leaders, we must provide solid volunteer opportunities, sound management, and the ability to grow. Let's look at some ways in which we can elicit volunteer involvement from spouses and other family members.

**SHOW VGT-17, METHODS TO ELICIT SPOUSE INVOLVEMENT**

**METHODS TO ELICIT SPOUSE INVOLVEMENT**

- **Command letters to all officers and enlisted spouses**
- **A command invitation to key family member leaders to attend a committee or briefing**
- **A command briefing to soldiers and spouses of each company to outline proposed family support system**

LMB/DCTD/VGT-17 First Sergeant Course

Ref: DA PAM 608-47, p 12, para 4-2a(1) thru (3)

**NOTE:** Allow the students to discuss each of the bullets. Ensure students cover paragraph 4-2c, which covers the agenda for the first briefing, and 4-2d and e.

**REMOVE VGT-17**

**CHECK ON LEARNING:**

QUESTION: What are the two most common levels of member involvement in an FRG?

ANSWER: Volunteers and Participants.

Ref: DA Pam 608-47, p 1, para 1-4b

QUESTION: What does the rear detachment provide to the FRG?

ANSWER: The rear detachment provides a link between the families, soldiers, the deployed unit, and community support agencies.

Ref: DA Pam 608-47, p 3, para 1-8a

QUESTION: Is there a "best way" to structure an FRG?

ANSWER: No. You must tailor the FRG to the unit, its mission, and the make-up of its family members.

Ref: DA Pam 608-47, p 4, para 2-1b

QUESTION: In the FRG, what is the contact person's function?

ANSWER: The contact person initiates and maintains basic contact with family members.

Ref: DA Pam 608-47, p 7, para 2-4b

**SECTION IV. SUMMARY**

Method of Instruction: <u>Conference / Discussion</u>
Technique of Delivery: <u>Small Group Instruction (SGI)</u>
Instructor to Student Ratio is: <u>1:16</u>
Time of Instruction: <u>5 mins</u>
Media: <u>None</u>

**Check on Learning**

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The questions throughout the lesson serve as the check on learning.

---

**Review / Summarize Lesson**

The success or failure of your company Family Readiness Group will depend heavily on the relationship of the volunteer leadership and the company command team. The benefits of a functioning Family Readiness Group are well worth the effort.

During the last four hours we discussed the Army's responsibility for The Total Army Family and Army Family Teambuilding Program. We also discussed factors that adversely influence the welfare of soldiers and family members, preparation of Army families for deployment and separation from their sponsors, and the purpose and function of Family Readiness Groups. Do you have any questions pertaining to the block of instruction we just concluded?

---

**SECTION V. STUDENT EVALUATION**

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**Testing  
Requirements**

**NOTE:** Describe how the student must demonstrate accomplishment of the TLO. Refer student to the Student Evaluation Plan.

You will take a multiple choice examination. The examination will contain questions from this and other lessons. You must correctly answer 70 percent or more of the questions on the examination to receive a GO.

---

**Feedback  
Requirements**

**NOTE:** Feedback is essential to effective learning. Schedule and provide feedback on the evaluation and any information to help answer students' questions about the test. Provide remedial training as needed.

You will participate in an After Action Review (AAR) immediately following the examination for this particular module.

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**Appendix A - Viewgraph Masters**

**VIEWGRAPHS FOR LESSON 1: L668 version 1**

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Terminal Learning Objective

VGT-1, Title Slide

**ARMY FAMILY  
TEAM  
BUILDING**

L668/OCT04W/GT-1

*First Sergeant Course*

Enabling Learning Objective A

Learning Step 2

VGT-2, Commander's Responsibilities for the TAF

## **COMMANDER'S RESPONSIBILITIES FOR THE TAF**

- **Appoint a TAFP POC**
- **Provide briefings**
- **Ensure soldier and family awareness**
- **Ensure documentation and monitoring**
- **Include single soldiers**

L668/OCT04/VGT-2

*First Sergeant Course*

# **SOLDIER'S RESPONSIBILITIES IN THE TAF**

- **Support and participate**
- **Keep themselves and family informed**
- **Support and encourage family member support**

Enabling Learning Objective B

Learning Step 1

VGT-4, AFTB Program Goal

# **AFTB PROGRAM GOAL**

**To enhance Army readiness through  
training the total Army family**

L668/OCT04M/GT-4

*First Sergeant Course*

# **FAMILY MEMBER TRAINING**

- **Level I**
- **Level II**
- **Level III**

# **SOLDIER/DA CIVILIAN TRAINING**

- **Level I: pre-entry training**
- **Level II: entry level training**
- **Level III: platoon level training**
- **Level IV: company level training**
- **Level V: battalion level and higher**

Enabling Learning Objective C

Learning Step 1

VGT-7, Stresses of Life

## **STRESSES OF LIFE**

- **Anticipated life events**
- **Unexpected life events**
- **Progressive accumulating stimulation stresses**
- **Personality glitches**
- **Value-dependent events**

L668/OCT04/VGT-7

*First Sergeant Course*

Enabling Learning Objective D

Learning Step 1

VGT-8, Who Receives Family Care Counseling

## **WHO RECEIVES FAMILY CARE COUNSELING**

- **A pregnant soldier**
- **Single parents**
- **Divorced soldiers with visitation rights**
- **A soldier with an incapacitated spouse**
- **Half of a dual military couple**

L668/OCT04/VGT-8

*First Sergeant Course*

# **FAMILY CARE PLAN FORMS**

- **DA FORM 5305-R, Family Care Plan**
- **DA FORM 5841-R, Power of Attorney**
- **DA FORM 5840-R, Certificate of Acceptance**
- **DD FORM 1172, Application for ID Card**
- **DD FORM 2558, Allotment Start Form**
- **Letter of Instruction**

Enabling Learning Objective E

Learning Step 1

VGT-10, Levels of Member Involvement

# **LEVELS OF MEMBER INVOLVEMENT**

- **Official volunteers**
- **Participants**

L668/OCT04M/GT-10

*First Sergeant Course*

## **WHO BENEFITS FROM FRGs**

- **The family member**
- **The soldier**
- **The unit command**
- **AC installation, NG state area CMD, Major U.S. Army Reserve Command**
- **The Army**

# **MILITARY UNIT/FRG LINKAGE**

- **The rear detachment**
- **The unit commander**
- **The unit chaplain**
- **The unit information system**
- **Unit facilities**

# **FRG GOALS AND ACTIVITIES**

- **Provide for family mutual support**
- **Develop info/education system; orient new families; promote involvement**
- **Interact among family/unit/rear det.**
- **Involve families in unit activities**
- **Refer family needs not met by FRG**
- **Provide info for families in local area**
- **Assist in development/evaluation of mobilization and deployment handbooks**

# **FRG NONINVOLVEMENT ACTIVITIES**

- **Becoming surrogate parents**
- **Becoming social workers**
- **Lending money, cars, expensive items**
- **Polarizing into minigroups**
- **Becoming a babysitting/errand service**
- **Duplicating existing agencies**

# **FRG ORGANIZATION STRUCTURE**

- **Contact person**
- **Company level**
- **Battalion level**

# **OTHER ACTIVITIES AND RESOURCES**

- **Official mail**
- **FRG newsletters**
- **Use of government facilities**
- **Use of military vehicles**
- **Training/travel of volunteer leaders**
- **Reimbursement of incidental expenses**
- **Awards/banquets/mementos**
- **FRG generated funds/fund raising activities**

## **METHODS TO ELICIT SPOUSE INVOLVEMENT**

- **Command letters to all officers and enlisted spouses**
- **A command invitation to key family member leaders to attend a committee or briefing**
- **A command briefing to soldiers and spouses of each company to outline proposed family support system**

**Appendix B - Test(s) and Test Solution(s) (N/A)**

**Appendix C - Practical Exercises and Solutions (N/A)**

## Appendix D

### HANDOUTS FOR LESSON 1: L668 version 1

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This appendix contains the items listed in this table--

<b>Title/Synopsis</b>	<b>Pages</b>
SH-1, Advance Sheet	SH-1-1 and SH-1-2
SH-2, When family care plans of deployed soldiers fall apart	SH-2-1 thru SH-2-18
SH-3, Memorandum from Community and Family Support Center	SH-3-1 thru SH-3-3
SH-4, Student Notes	SH-4-1 thru SH-4-7

---

# Student Handout 1

## Advance Sheet for L668

---

**Lesson Hours** This lesson consists of four hours of small group instruction.

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**Overview** The objective of this lesson is to familiarize you with the purpose and goal of Army Family Team Building Program. This lesson will help you understand the way the Total Army Family takes care of the family members during their spouse's deployment.

---

**Learning Objective** Terminal Learning Objective (TLO)

<b>Action:</b>	Interpret the elements of Army Family Team Building.
<b>Conditions:</b>	As a first sergeant in a classroom environment given AR 600-20, DA Pam 608-47 and Student Handouts 1 thru 4.
<b>Standards:</b>	Interpreted the importance of the elements of Army Family Team Building IAW AR 600-20 and DA PAM 608-47.

---

- ELO A** Determine the Army's responsibilities for the Total Army Family (TAF).  
**ELO B** Determine the purpose of the Army Family Team Building Program.  
**ELO C** Determine the factors that adversely influence the welfare and well-being of soldiers and their family members.  
**ELO D** Determine the responsibilities Army leaders have for preparing Army families for deployment and separation from their sponsors.  
**ELO E** Determine the background, purpose, and function of Family Readiness Groups.
- 

**Assignment** The student assignments for this lesson are:

- Study AR 600-20, para 5-5 and 5-10.
- Study DA Pam 608-47, chap 1 thru 4.
- Read Student Handouts 2 and 3.

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**Additional Subject Area Resources** None

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**Bring to Class** AR 600-20.  
DA Pam 608-47  
Student Handouts 1 thru 4.  
Pen or pencil and writing paper.

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**Note to Students**

It is your responsibility to do the homework prior to class. We expect you to come to class prepared and participate in the small group discussion by providing information you learned from your individual study, as well as your personal and observed experiences. Failure to study and read the assignments above will result in your inability to fully participate with the rest of the group. Not having your input affects the group's ability to fully discuss the information.

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## **Student Handout 2**

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This Student Handout contains 17 pages developed by the Soldier Support Center and a one page job aid SH-2-18.

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# ARMY FAMILY TEAM BUILDING

## Responsibilities

1. First sergeants in today's Army have a responsibility to establish a partnership with all members of the Total Army Family (TAF). Many studies show that soldier performance, readiness, and retention relates directly to family satisfaction with Army life. You, as a 1SG in today's Army, must fully support the Army Family Team Building (AFTB) program.

## Goal

2. The goal of the AFTB program is to enhance Army readiness through training the TAF. This program incorporates existing training with newly developed training. The training focuses on the Total Army Family (active and reserve component soldiers, DA civilians, retirees, and family members).

## AFTB Plan Approval

a. The Chief of Staff of the Army approved the AFTB plan on 11 February 1993. AFTB training began in TRADOC service schools in the fall of 1993. The spring of 1994 is the implementation date of the initial pilot program for family members (active, reserve component, and DA civilian).

## Purpose

b. The purpose of AFTB is to enhance Army readiness through increased personal readiness. AFTB, designed to enhance Total Army Family readiness, provides training to both service and family members. The U.S. Army Soldier Support Center (SSC) developed AFTB training for TRADOC schools and family members, simultaneously providing the same message to all. AFTB training is mandatory for service members. Additionally, the SSC highly encourages AFTB training for family members.

## Family Member Training

c. Family member training consists of three levels. This training corresponds to the family member's interest and experience rather than the sponsor's rank. Volunteers will implement this training. Initially, units will use volunteers for both the active duty and reserve component (RC) training. After a trial period, reserve component volunteers will supplement hired personnel dedicated to providing family member training at the RC detachment level.

- (1) Level I training: For family members new to the Army.
- (2) Level II training: For family members interested in becoming leaders in activities such as: the Red Cross, housing area mayors, Family Readiness Groups, Parent-Teacher Associations, and chapel groups.
- (3) Level III training: For family members interested in enhancing their leadership capabilities in their personal or professional roles.

## Service Member/DA Civilian Training

d. Service member and DA civilian training consists of five levels. TRADOC training of soldiers and DA civilians focuses on the importance of personal and family readiness. It also focuses on the impact of personal and family readiness on unit readiness and mission accomplishment.

- (1) Level I: Pre-entry (recruiting, precommission - USMA, (ROTC).
- (2) Level II: Entry (Basic, AIT, PLDC, BNCOC, DSS, \*ILDC [Initial Leader Development Course]).
- (3) Level III: Platoon Level (ANCOC, OBC, WOBC).
- (4) Level IV: Company Level (FSC, WOAC, OAC, \*Supervisor Crs).
- (5) Level V: Battalion and higher (SMC, CSMC, WOSC, CGSOC, \*PCC [Primary Counselor Course], AWC, \*Manager Crs).

**Note:** Courses preceded by an asterisk (\*) are DA Civilian or Nonappropriated Fund Personnel courses.

## **Program Results**

- e. The results of this program will be:
  - (1) Soldiers and DA civilians who understand the importance of family readiness and its impact on unit readiness and mission accomplishment.
  - (2) Family members who know how to get help during spouse deployment.
  - (3) Families able to manage their personal affairs.
  - (4) Trained volunteers able to help community organizations.
  - (5) Trained volunteers able to step into leadership roles to help Army units and organizations.

## **Feedback**

f. AFTB is a dynamic program that will include Total Army Family feedback. For this program to be successful, now and in the future, feedback is critical. Additionally, its success will require the strong support of not only leaders at all levels, but each soldier, DA civilian, and family member.

g. In summary, today's Army is different from the Army of just a year ago. A smaller, CONUS-based, contingency-force Army (able to deploy anywhere, anytime, on short or no notice,) requires increased family readiness. AFTB provides the necessary training to carry the TAF into the twenty-first century.

## **Army of the Future**

3. The Army of the future is to be family-friendly. In a real sense, families go to war and family readiness plays a key role. This future Army will be significantly smaller. It will consist of predominantly married soldiers. The active component will fully integrate with the reserve and National Guard forces and civilian work force. It will deploy in task force packages to meet crises both foreign and domestic. Research and experience prove the critical relationship between unit readiness and family readiness.

## **1SG Knowledge**

- a. Things first sergeants need to know to prepare Army families for deployment and separation from their sponsor appear below.
  - (1) Know how to use the pre-deployment checklist. This will help you in helping families focus on issues that prepare them for deployment and separation from their sponsor.
  - (2) Know the responsibilities for family care planning. AR 600-20, para 5-5, Family Care Plans, describes the responsibilities leaders have to ensure proper execution of Family Care Plans. Although policy mandates that only specific soldiers must have Family Care Plans, commanders should encourage all soldiers and civilians to have current plans.
  - (3) Know Family Care Plan procedures for pregnant soldiers, single parents and dual-military couples with dependent family members.
  - (4) Know options/alternatives for commanders to consider when Family Care Plans fail during soldier deployment.
  - (5) Understand the use of the following forms:
    - (a) DA Form 5304-R, Mar 92, Family Care Plan Counseling Checklist.
    - (b) DA Form 5305-R, Mar 92, Family Care Plan.
    - (c) DA Form 5840-R, Mar 92, Certificate of Acceptance as Guardian or Escort.
    - (d) DA Form 5840-R, Mar 92, Special Instructions Related to Execution of Powers of Attorney.
    - (e) DA Form 5841-R, Mar 92, Power of Attorney.
  - (6) Know the effects of separation on Army families.
    - (a) Military and civilian families often face separations due to training exercises, remote assignments, educational requirements, or combat duties. This prohibits normal family life. These assignments may be brief periods, several weeks, or extended periods (12 to 18 months).
    - (b) The type of separation has a great impact on how the family will react. A brief peacetime separation will be different from a tour in a war zone.

- (c) You may view forced separation in four stages as explained below.
  - The first stage is the receipt of orders. During this stage the family may experience anger. Unless the family deals with this anger, they will experience unnecessary tension.
  - The second stage is the pre-departure stage. We characterize this stage by preparation for the separation. Sometimes there is very little reaction time. Families need to set up support networks before the separation. Often there is emotional distancing between family members. Distancing is a normal way for family members to protect themselves against the pain of separation.
  - The third stage is the period of separation. We characterize this by increased responsibility for the family members who remain behind. The family may feel socially abandoned and reluctant to establish new friendships. It may become socially isolated. The most effective help during this period is the support of extended families, community support, and Family Readiness Groups. The following is a study done by the U.S. Army Research Institute (Nov 91), The Impact of Operation Desert Storm/Shield on Army Families: A Summary of Findings to-Date, the study perceives Family Readiness Groups were very successful. DACs in mobility or mission-essential positions may feel left out of these groups. Leaders at all level need to ensure inclusion of DAC personnel in their family care plans.
  - The final stage is reunion and reintegration. This stage does not always go smoothly. Family members must be aware that everyone changes during separation, and that they must invest time and energy in reestablishing their relationship.
- (7) Know if your unit has any DA civilians directly or indirectly involved and ensure inclusion of their families in preparations for deployment and separation.
- (8) Sustain knowledge of leaders' responsibilities for preparing families for deployment and separation of their soldier.
- (9) Know the activities and responsibilities of the casualty notification and assistance system.
  - (a) Casualty Area Commands (CACs) normally locate at all major CONUS Army installations and OCONUS theaters. They are responsible for reporting casualties; providing casualty notification and assistance to next of kin (NOK) of soldiers and DA civilians; coordinating disposition of remains; and operating the burial honors program. All casualty information is "FOR OFFICIAL USE ONLY" until NOK notification and must flow only through officially established casualty channels. Warn all soldiers and civilians that discussing casualty information with anyone outside established casualty channels is a punishable offense.
  - (b) Army leaders at all levels must understand the importance of soldiers reviewing and updating casualty documents, Servicemen's Group Life Insurance (SGLI), and the DD Form 93 (Record of Emergency Data). The SGLI program allows soldiers to elect insurance coverage from \$10,000 to the maximum of \$200,000. Now the cost of \$200,000 of insurance is \$16. Soldiers must appoint a principal beneficiary by name and provide a current address. Soldiers also may name additional principal beneficiaries or contingent beneficiaries.

**Note:** A married soldier's spouse or children will not receive any proceeds unless named as beneficiaries.

- (c) The DD Form 93 is extremely important because it provides notification names and addresses of person(s) in case of illness, emergency, or death. It also appoints the beneficiaries of certain benefits if a soldier is missing or has deceased. Leaders should strongly encourage soldiers to discuss life insurance and the DD Form 93 with their spouses and ensure they keep it up to date. Family members may decide to move away from their current address during deployment of their spouse. They must ensure the rear detachment commander knows the location of the family in case of an emergency.
- (d) Authorized personnel make personal notification to the following: primary next of kin PNOK and secondary NOK (SNOK) of deceased and missing military personnel, DA and DOD civilians, and DA sponsored contract personnel. The Army uses officers (except

2LT/ILT), warrant officers, senior NCOs (SFC-CSM), and civilians to notify the next of kin (NOK). The grade of the notifier will be at least equal to that of the casualty. When the PNOK is also a soldier, the rank of the notifier will be at least equal to the PNOK's.

- (e) Casualty notification officers make notification with urgency, but they must always check and confirm information before notifying the NOK. Casualty notification officers must not make notification based on rumors or unsubstantiated information. Casualty notification officers will make personal notification during the local periods from 0600-2200. The exception is when the NOK is physically present at the place of death. Casualty notification officers also may make exceptions if circumstances dictate that notification take place outside this period.
- (f) The casualty notification officer will personally notify PNOK, children, parents, and beneficiaries listed on the DD Form 93. The casualty notification officer will always notify PNOK first unless all efforts to contact or locate him or her have been unsuccessful. Then the casualty notification officer will notify SNOK and ask the whereabouts of the PNOK.
- (g) After notification completion, CAC's will assign a Casualty Assistance Officer (CAO) to assist the PNOK. The policy of assigning CAOs is the same as assigning notification officers. DA/DOD personnel receive casualty assistance from the civilian personnel office. DA Pam 608-33, Casualty Assistance Handbook, guides CAOs on their duties. Assistance ranges from assisting with funeral arrangements to applying for all benefits and entitlements.

### **Deployment 1SG Skills**

- b. Skills needed for 1SGs to prepare Army families for deployment and separation of their service members.
  - (1) Create a climate that fosters participation in AFTB. This is a leader's responsibility. Leaders must actively support AFTB.
  - (2) Coordinate leadership training for volunteers. With just a few enabling skills, motivated volunteers are great assets to help further family readiness in your unit.
  - (3) Identify needs of subordinates' families. Experience gives leaders the typical problems that families face during deployments. However, every unit will face unique problems given the mix of unit personnel.
  - (4) Develop feedback methods. Experience is always the best teacher. Ensure you listen to your volunteer leaders because they're on the front line of care to family members.
  - (5) Implement positive changes, gathered from feedback methods, to further enhance your AFTB program. There is no "typical" AFTB program that will fit all units or any unit. Every unit's family readiness needs will differ. Therefore, view your AFTB program as an enhancement program that will constantly change as personnel come and go.
  - (6) In summary, the Army is changing its view on the responsibilities leaders have for preparing family members for coping with the rigors of Army life. 1SGs today must take the training of family members as seriously as the training of troops for combat. Family readiness is a critical element of unit readiness.

### **Factors That Influence Welfare and Well-Being**

4. Many factors influence the welfare and well-being of soldiers and their families. There is a difficult balance here for a leader. How much help is enough or too much? The leader should be willing to help soldiers or family members with anything that impacts positively or negatively on mission accomplishment. This includes the full range of personal problems, marital problems, family problems, financial problems, etc. People are still the greatest asset the military has. Taking care of people should be a primary goal of every leader.

- a. One of the leading problems among soldiers is the inability to handle the family budget. Balancing a budget takes time. However, doing it right saves a soldier money and time. The following are common sense recommendations for all soldiers:

- (1) Check to bank. Own a joint checking account if you do not already have one. Go to your orderly room or PAC and fill out paperwork that will send your paycheck directly to the bank. This is the easiest, fastest, and safest way to get your money. Strongly recommend all soldiers and deployable civilians have a joint checking account with their spouse.
- (2) Credit cards. Keep plastic money to a minimum. It gives you a false sense of wealth where there really isn't any money. Always try to pay off your balance monthly to avoid finance charges. The interest rates on most credit cards run more than 15 percent. Never let credit cards and short-term loan payments exceed 10 to 15 percent of your take-home pay.
- (3) Organize your finances. Establishing a budget will keep you from over-spending the money you are earning.
- (4) Balance your checkbook. The best way to pay your bills is using a checkbook. Handling a checkbook is not difficult, but keeping your entries current is absolutely mandatory.

b. Two other acts/behaviors that can lead to family problems are: Alcohol abuse and lack of anger control. Many agencies and programs exist to assist soldiers with these problems. The military developed the Army Drug and Alcohol (ADCO) programs to assist soldiers with alcohol problems. Army Community Service (ACS), Family Life Chaplains, Mental Health, and Social Services have programs to assist in anger control problems.

c. Another serious problem throughout our society is family abuse. AR 608-18, The Family Advocacy Program, establishes the Department of the Army policy on the prevention, identification, reporting, investigation, and treatment of child and spouse abuse. The Family Advocacy Program (FAP) is a commander's program supported by ACS. Whenever you witness an act of child or spouse abuse, you must inform your chain of command immediately.

- (1) Program intent. The intent of the FAP is to prevent child and spouse abuse; encourage the reporting of all instances of such abuse; ensure the prompt investigation of all abuse cases; protect victims of abuse; and restore all family members affected or involved in abuse to a healthy state.
- (2) Types of child abuse. To identify child abuse, we must know the types of abuse. These include:

Note: Don't attempt to go beyond your level of expertise. Address any questions dealing with sensitive issues (i.e., difference between physical abuse and a physical reprimand of your child) to the local FAP representative.

- (a) Physical.
  - (b) Emotional.
  - (c) Sexual.
  - (d) Child neglect.
- (3) Common signs of child abuse often include:
- (a) Repeated injuries.
  - (b) Neglected appearance.
  - (c) Disruptive behavior.
  - (d) Passive/withdrawn behavior.
- (4) Spouse abuse is the act of physically, emotionally, or sexually controlling or injuring the spouse against his/her will.
- (5) Types of spouse abuse include:
- (a) Physical abuse.
  - (b) Emotional abuse.
  - (c) Sexual abuse.

- (6) The options or alternatives for an abused spouse are:
- (a) Take no action (abuse will usually become more frequent and severe).
  - (b) Report the abuse. Seek relief through your local military police or chain of command.
  - (c) Attempt to improve the marriage. Seek help from a social worker, chaplain, or marriage counselor.
  - (d) Leave the marriage and start a new life. Seek help through the hospital, ACS, or chaplain. Help is also available from community social service agencies.
- (7) You must take some action if you witness abuse. The only way to eliminate abuse is to identify, treat, and stop it.

d. Every military family experiences crisis at one time or another. The crisis can be minor such as failing to make a promotion list, or major such as relief from a position. Any crisis impacts on your ability to perform your assigned duties. Crisis on the battlefield may include the death of a close friend or a member of your company.

- (1) There may be individuals in your work environment, either now or later, who are in this state of crisis. At first glance, they may appear fine. You may need to look closer to pick up on subtle cues that the person is in a crisis. If not resolved positively, these crises may result in suicide, homicide, or both. At best, one in a state of crisis will become less productive and will disrupt the efficiency of the work group. Thus, intervention is imperative for humanitarian reasons, mission accomplishment, and morale enhancement.
- (2) Whenever we identify a person experiencing crisis, there are techniques we can use to diminish the impact of stress so the person may better cope. These are some important techniques to remember:
  - (a) Take victims seriously. If they mention suicide don't assume they're joking.
  - (b) Talk to the victim. Often he or she just needs to talk through the situation.
- (3) If the crisis is overwhelming the victim, make a referral to mental health or another appropriate agency.
- (4) When you have time, inclination, and empathy, there are some techniques you may use.
- (5) It is extremely important for you as military leaders to be alert to possible crisis indicators. Indicators may include significant changes in mood, behavior, appearance, or work habits of those in your work group. The recognition and confrontation of such changes are integral parts of effective leadership. You may not have enough time or expertise to conduct the crisis intervention counseling. However, you are a vital link in discovering that a crisis exists and referring the individual to the proper agency.

e. The military environment creates unique stressors. Stress is the body's response to any demand placed on it. It is not necessarily bad. Stress only becomes a problem when you do not resolve the cause of stress satisfactorily.

- (1) There are five common categories of "stresses of life."
  - (a) Anticipated life events. These are events that can and usually do happen to everyone during their lifetime. These events usually generate moderate stress unless clustered in a way to leave little or no time to recover. Clustered events fragment attention and dilute energy.

**Note:** Since we expect these, we have gathered a good bit of experience and learned how to handle the situations before the events occur. Most people have some idea about having a baby, graduations, getting married, changing jobs, or moving. Rarely does anticipated stress cause anything more than moderate degrees of anxiety, worry, and sadness. There is usually time to recover before the next anticipated stress comes along.

- (b) Unexpected life events. We know they are a part of life, but life does not always prepare us for them. These include: significant personal injury or illness, death of a loved one, accident, natural disaster, loss of job, and many others.

**Note:** We never seriously expect many of these events to happen to us; however, we are all vulnerable to them. These are things that happen to other people. The level of the stress involved depends upon the duration and intensity of what happened.

(c) Progressive accumulating stimulation stresses. These are common stresses of everyday life. The most common of these stresses involve love, family, sex, school, and work. These situations involve interacting with other people. The cumulative effects of these mini-stresses are exactly the same as the effects of a major crisis.

**Note:** Generally it is the everyday stress that really gets us. We seem to do well at organizing our defenses for major crises, and therefore, get over them with relative ease. However, the little everyday things often accumulate until one of them sets us off. Petty annoyances, each in itself seeming unworthy of mention, cumulatively erode health or relationships.

(d) Personality glitches. No one does everything well. Our individual perceptions of truth may have a limiting effect on our potentials in both personal accomplishments and relationships.

**Note:** These are individual traits within us that compel us toward vague goals to perform, to win, and to achieve happiness and success. Stress comes when some special deficiency or perception meets the situation requiring that special talent.

(e) Value-dependent events. Some circumstances and decisions confront each of us by impacting on our private world of inner values and thought-feeling conflicts.

**Note:** The stress of value-dependent events ranges from the nibbling away of self-esteem by destructive life scripts. It also ranges from trivial moral dilemmas to very soul-searching stress such as the justified killing in war.

(2) The three best strategies for channeling stress are:

(a) Physical activity. Daily Physical activity that challenges the body systems decreases stress and strengthens the body, thus leading to less stress.

(b) Intellectual activity. Daily mental activity directed toward learning about body functioning or psychological developments aids in relieving stress.

(c) Influencing your state of consciousness. The daily practice of specific relaxation techniques pays off in increased energy, creativity, enhanced rest, and enhanced resistance to stress.

(3) Remember, each individual experiences stress differently and no single stress management technique works for everyone. You must continue striving to find a stress reduction program that fits you. Your chances of increased life span depend on this.

f. Whenever counseling subordinates or aiding peers to resolve family problems, we must be sensitive to their needs and be compassionate. For the helping relationship to be effective, you must be sensitive to the person you are helping in all ways. Empathy or walking in their shoes is necessary. Compassion and understanding for misery and suffering with an overwhelming desire for its alleviation normally help reduce mental anguish.

g. With your desire to help the person in stress, you must have a willingness to risk reaching out for the proper assistance. The earlier listed agencies can help if the individual has an honest desire for help. Otherwise, the proper agency can't assist anybody. Asking for assistance is always a sign of strength.

## **Family Readiness Groups**

5. Family Readiness Groups (FRGs).

a. An FRG is an organization of family members, volunteers, and Total Army personnel belonging to a unit. The FRG is a command-sponsored activity for people within the unit to help one another. FRGs provides a communication network to pass information to families. This network is also a link to identifying issues or needs to the command. FRGs creates a unique atmosphere of mutual concern and care among unit families. This is in addition to promoting communication and family activities. The FRG

also forms a vital link with the unit rear detachment commander and family assistance centers during unit deployments. This link answers questions of family member and helps in meeting their needs. People think that we are talking about something new when we talk about FRGs. FRGs are not new. They are simply a formalization of activities in which family members involved themselves since the beginning of military service.

b. FRGs normally consists of the family members of a unit, but can include extended family members (grandparents, aunts, etc.) and others interested in the welfare of the unit (fiancées, retirees, etc.). Leaders at all levels should strongly encourage participation in an FRG. Leaders cannot mandate participation. When family members understand the need and benefits of an FRG, they are more willing to involve themselves in one.

(1) FRG leaders. The commander is ultimately responsible for the unit FRG. The leaders of the FRG can be the commander's spouse, a volunteer elected by FRG members, or a volunteer who emerges from the group as a leader. In all cases, the commander must approve the FRG leader.

(2) FRG volunteers. These are members of the FRG who donate their time and services to FRG functions and activities.

(3) FRG participants. FRG participants can be those who attend FRG activities, such as classes, seminars, and social events. However, participants do not actively involve themselves in the planning, managing, or execution of the activity.

c. FRG roles, functions, and authorized support. Commanders and 1SGs should establish FRGs during peacetime in preparation for deployment. The FRG organizational structure depends on the type of unit, its mission, its location, and the needs of family members. Despite these differences, the common goals and functions of FRGs include:

(1) Provide an opportunity for family members to support and help one another.

(2) Provide information and involve families in unit activities.

(3) Interact with family members, unit, rear detachment, and post or community resources.

(4) Referral of unresolved family needs to the proper Army or community resource.

(5) Serve as an official communication link to keep family members informed of the activities of a deployed unit. Additionally, to keep the rear detachment aware of family member concerns and needs.

(6) Sponsor, coordinate, or participate in activities that encourage and foster family support:

(a) Soldier/family sponsorship.

(b) Unit newcomers' orientation.

(c) Unit parties, organization days, and holiday activities.

(d) Deployment/mobilization briefings.

(e) Relocation briefings.

(f) Workshops.

(g) Fund raisers.

(7) FRG involvement in the type and scope of activities depends largely on:

(a) The identified needs of unit members and their families.

(b) The number of FRG volunteers available.

(c) The time, energy, and creativity of those volunteers.

(8) The emphasis on activities also will vary depending on whether it is a deployment or non-deployment period for the unit. The goal of an FRG is to support the military mission through provision of support, outreach, and information to family members. This should occur before and during periods of family separations. Therefore, certain FRG activities are essential and common to all groups. These include meetings of FRG volunteers, publication of FRG newsletters, maintenance of updated family rosters, and a member telephone tree.

(9) Authorized support. There are three sources from which various FRG activities may receive funds. These include appropriated funds (APFs), nonappropriated funds (NAFs), and FRG-generated funds.

(a) There are numerous activities which APFs can support. These activities should receive command approval in advance. Commanders may authorize support to official volunteers in support of official unit functions. These activities include:

- Official mail. Commanders may authorize volunteers to use official mail. The requirements are that it must be for an official, mission-related purpose and receive commander's approval.
- FRG newsletters. FRGs may print newsletters with APFs provided the information is official with commander's approval. Commanders should apply the following guidelines when determining whether the contents of these newsletters are official:
  - Does the information relate to unit mission and readiness, including family readiness?
  - Does the information educate? Does it promote informed self-reliant soldiers and families that promote unit cohesion and help strengthen the esprit among family members within the unit?
  - Does it provide personal and social information, information about private organizations, fund-raisers, and commercial ventures? (You cannot use this type of information in an official document.)
- Use of government facilities. FRG volunteers may use government facilities to accomplish their assigned duties. This may include dedicated office space, desks, equipment, supplies, copiers, computers, file space, meeting areas, and telephones.
- Use of military vehicles. FRGs may use military vehicles in accordance with regulations.

**Note:** These regulations include AR 58-1 and AR 600-55.

(b) Commands may use appropriated funds (APF)/nonappropriated funds to support FRG volunteers and activities, consistent with command approval and funding availability in the following areas:

- Training and travel. Commanders may authorize either APF/NAF funds for volunteers to improve their effectiveness in assigned roles. Also, the commander may use funds to enable volunteers to accept increasing challenges. (See DA Pamphlet 608-47).
- Incidental expenses. Commands may reimburse.
- Awards, banquets and/or mementos. FRGs may use NAF funds for volunteer recognition programs. (See DA Pamphlet 608-47.)

(c) FRG-generated funds. These are informal funds and do not have to apply for private organization status as long as they do not exceed a net worth of \$1000 at any given time. (See AR 210-1, para 23).

d. Organization: As stated, there is no best way to organize an FRG. The type of unit, its mission, its location, and the needs of family members all contribute to the organization of the FRG. For example, a Special Forces unit at Fort Bragg would have an FRG with needs different from a unit stationed at a training installation, a National Guard or reserve unit, or an army depot. To form a communication and support network, a common FRG organization includes a contact component, company component, and a battalion component. The design of each component in the structure facilitates communication, ensures contact with all family members, and encourages mutual support. Army research shows that the company component in the unit is the primary focus of FRG activity. It is the place where FRG volunteers most directly interact with family members. The quality of FRG activity within a company will most directly determine its effectiveness. A sense of ownership by FRG members and strong unit support also encourage volunteerism and participation by all members of the Total Army Family.

(1) The company's contact component is the most essential network of an FRG organization. In this network, the unit's family member population divides into groups, each centered around a contact person. A contact person is a family member volunteer who assumes communication and support responsibilities for the group. Contact people initiate and maintain communication with the group's family members, usually through periodic telephone calls. They also:

- (a) Distribute timely and accurate information.
- (b) Identify family member concerns arising within their group.
- (c) Act to have concerns or needs resolved quickly.
- (d) Are familiar with resource agencies (i.e., ACS, chaplain's office, community mental health, and FAC).

(2) The company component is one of the first volunteer leadership roles within an FRG. It is the communication and support link between the company's contact persons and the battalion component. Contact persons call the company FRG volunteer leaders as the first step in handling family member issues that they, the contact persons, cannot immediately resolve. The responsibilities of the company FRG leader include:

- (a) Communicating regularly with the company's contact persons, as needed. The purpose of this is to support the contact persons to:
  - Ensure maintenance of group contact.
  - Present frequent opportunities for the transmission and identification of concerns.
  - Assist contact people in addressing and resolving family member issues. (See DA Pamphlet 608-47.)
- (b) Establish and maintain a link to the company chain of command for exchanging pertinent information.

(3) The battalion component is usually the facilitator of the FRG organization. Participants include the battalion FRG leader, volunteers, and the company FRG volunteer leaders. They access resources from the unit and community agencies and manage and coordinate the activities of the FRG. During deployments, commands usually give official information first to FRG leaders for further distribution to family members. The functions of the battalion component include:

- (a) Plan, activate, and coordinate battalion-wide FRG support and activities.
- (b) Support company FRG volunteer leadership.
- (c) Address family member concerns that company contact people or volunteer leaders cannot solve.
- (d) Form linkages with the battalion chain of command.
- (e) Transfer accurate information rapidly to company FRG volunteer leaders.
- (f) Form volunteer committees as needed.

## **Family Support Structure**

### **6. Family Support Structure.**

a. The family support structure consists of the FAC, FRG, and rear detachment. It provides communication and assistance links that are vital to unit families and helps reduce stress, uncertainty, and isolation.

- (1) The rear detachment provides FRG personnel with information on the deployed units and families, to include problems and successes. The FAC can then provide meaningful services and mobilize resources in support of problem areas.
- (2) The rear detachment provides access for the FRG to unit resources, facilities, and equipment. The rear detachment is the primary and most reliable source of information about the deployed unit for the FRG (rumor control). Also, it's the most reliable source of information from the FRG for deployed training or state active duty for National Guard.
- (3) FAC personnel can use FRGs as a way of information dissemination. The FAC can provide services and access to post facilities for the FRG. If there is no rear detachment in a reserve component unit, the FAC assumes the role in coordinating with the FRG.
- (4) Findings show that a well-prepared family support system promotes positive coping responses, minimizes stress, and sustains soldier cohesion during unit deployments. This includes both training exercises and combat zones. A key element for ensuring a well-prepared support system is the appropriate Army Family Team Building (AFTB) training for both FRG leaders and the rear detachment before and during deployments.

- (5) The rear detachment may center itself on the FRG for reserve component units. This may be during annual facilities and services may not be available to the soldier or his family. In this circumstance, the soldier or family must use civilian service and relief agencies, such as the Red Cross. The unit family support coordinator or FRG volunteer leader will have information on these agencies. The FRG leader or support coordinator will sometimes coordinate with the FAC to resolve family member problems. Regular newsletters, before and during deployments, are one good way of ensuring that family members are aware of services available at or near their location.
- b. There is no best way to structure a rear detachment. The command tailors the structure to the unit, its mission, its location, and the make-up and needs of soldiers, family members, and DA civilians.
- (1) First Sergeants must select the rear detachment NCOIC and stay behind soldiers from their best individuals. NCOICs are an important and vital link through the FRG leadership to the family members. This is in addition to performing their official military duties, which include administration, accountability of rear detachment personnel, property accountability, and security of facilities. They need to be knowledgeable of resources available, proactive in obtaining services for families, can be sensitive to the needs of individuals and families, and can pursue issues to closure. AR 600-20, Command Policy is a useful tool in helping 1SGs in the selection of their rear detachment NCOIC.
  - (2) The rear detachment should consist of sufficient personnel to carry out the unit's official military functions. These personnel must have the ability to provide administrative support to soldiers and family members, security of facilities, property accountability, and other functions as necessary.
  - (3) The remainder of the active component rear detachment may consist of soldiers unable to deploy with the unit. Examples include soldiers with permanent physical profiles, soldiers with medical conditions prohibiting deployment, pregnant soldiers, and soldiers facing adverse administrative or disciplinary actions. The leadership of the rear detachment should not assign soldiers facing adverse action to duties that would bring them in contact with family members.
- c. The major duties of the rear detachment, in addition to official military functions, include:
- (1) Assisting family members in the resolution of problems. Families experience a wide range of problems associated with unit deployments. The rear detachment must recognize these problems. Moreover, they must know which they can resolve and which to refer to appropriate help agencies.
  - (2) Becoming the focal point for mutual information dissemination and problem solving. The rear detachment must maintain regular and routine contact with the FRG leaders. The FRG leadership can provide the downward flow of information to family members as well as communicate problems and request assistance from the rear detachment.
  - (3) Interfacing with proper Army and community support agencies able to help and provide for family welfare through services or programs.
  - (4) Serving as the communication link between deployed unit personnel and families. The rear detachment should hold regular meetings with the FRGs to disseminate information about the unit. Maintaining a routine flow of information between the soldier and his family is the best method for reducing stress associated with the separation. It is also the best method for controlling rumors.
  - (5) Maintaining a roster of all family members to ensure a continuous ability to keep in contact. Keep current addresses, number of children, extended family members, phone numbers, and include special needs on the roster. An example may include language difficulties or abilities, Exceptional Family Member Program members, or transportation needs.
  - (6) Performing assistance in official functions for family members. Areas may include ID cards, overseas ration cards, vehicle registration, emergency travel, and others. The rear detachment also should prepare to resolve the special needs of single soldiers and DA civilians.
  - (7) Monitoring the execution of Family Care Plans for family members of single and dual-military parents.
  - (8) Developing a map that depicts the residences of all family members to facilitate swift responses to possible emergencies.

d. The commander must adequately resource the rear detachment to perform its mission. The commander must give careful thought to personnel, equipment, and supplies. Each unit will have different needs. Regulations sometimes restrict the use of certain resources by the FRG and family members. These resources can include facilities, non-tactical vehicles, military personnel, and official mailings. Check with the local JAG office when not certain of specific regulatory guidance.

**Note:** AR 608-1, 600-20, 251-1, and DA Pam 608-47 are useful in providing specific guidance on rear detachments.

e. Mission success requires the right people, resources, and command emphasis for each phase of an operation. History shows that while the rear detachment is just one aspect of an operation, it is both vital and essential to mission accomplishment.

7. Summary. The Army is changing its view on the responsibilities leaders have for preparing family members for coping with the rigors of Army life. 1SGs today must take the training of family members as seriously as training troops for combat. Family readiness is a critical element of unit readiness.

**PREDEPLOYMENT CHECKLIST**  
**(Provided by Army Community Service)**

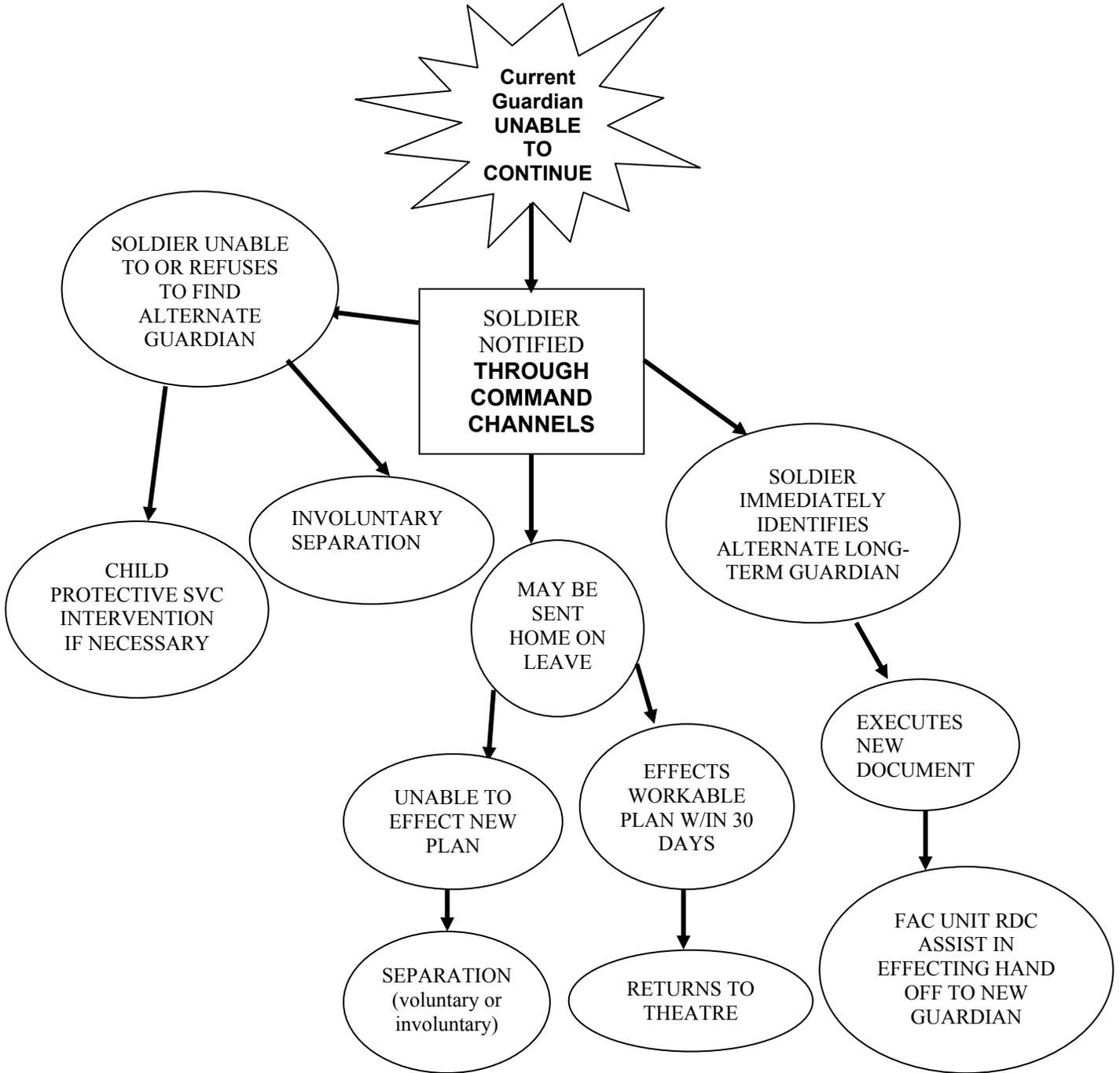
	YES	NO
<b>MEDICAL:</b>		
• Are all immunizations for my children and myself up to date?		
• Do I know where my health and dental records are?		
• Do I know where my children's health and dental records are?		
• Have all eligible family members enrolled in DEERS?		
• Do all family members have valid medical and ID cards?		
• When do ID cards expire?		
<b>FINANCIAL:</b>		
• Will I have money immediately available to me on a continuing basis during my sponsor's absence?		
• Do I know when payday is?		
• Do I know where they will send the check?		
• Do I know how much it will be?		
• Will I be able to access the pay?		
• Do I know how to obtain an LES?		
• Do I know bank account numbers and the name and address of all banks where we have accounts?		
• Do I know the types of accounts we have?		
• Do I know the location of the bank notes?		
• Do we have a safety deposit box and can I access it?		

	YES	NO
• Have we accounted for all our credit cards?		
• Have we recorded credit card numbers?		
• Do I know how to notify the company concerning stolen credit cards?		
• Have I prepared to take complete control of our checking account, know the balance of our checking account, know the balance at all times, and never write a check unless I am certain of sufficient funds in the bank.		
• Do I know all payments that I must make, to whom, (account number, address, phone number), and when do I pay them?		
• Do I know whom to contact if there are problems with pay?		
<b>HOUSING:</b>		
• Do I know the location and use of:		
Electrical control box?		
Water control valve in event of emergency?		
Gas control valve in event of a leak?		
Name and address of repairman or work order desk, if in quarters?		
• Do I have a duplicate set of house keys?		
<b>LEGAL/ADMINISTRATIVE</b>		
• Are all ID cards up-to-date and valid until my sponsor returns?		
• Do I know where and how to get replacement cards in event of loss?		
• Do I have a General Power of Attorney?		
• Do I have a special power of attorney for special situation I expect to arise?		
• Do I know where we keep the powers of attorney?		
• Do I have birth certificates for all family members?		
• Do I have a copy of our marriage certificate?		
• Do I have copies of any adoption papers, divorce decrees, or court orders awarding custody of children?		

	YES	NO
• Do all family members have Social Security cards?		
• Do I have copies of Federal and State income tax records?		
• Are life insurance beneficiaries up-to-date?		
Do I know where we keep all policies?		
• Do I know where we keep any stocks, bond, or securities?		
• Do I know where we keep property deeds?		
• Have I safeguarded all-important papers?		
• Do spouse and sponsor have up-to-date wills? Do I know where they are?		
<b>FAMILY AUTOMOBILE</b>		
• Do I have a valid driver's license? When does it expire?		
• Do I have the keys and an extra set in case of accidental lockout?		
• Do I have the registration?		
• Is the insurance current?		
When is the next payment due?		
Where do we keep the policy?		
Do I know how to report an accident?		
• Have we checked the car for possible problems? When was the last service?		
• Do I know where to take the car if it breaks down?		

	YES	NO
• Do I know how to perform general maintenance such as:		
How to check the oil?		
What grade of oil to buy?		
Check coolant and water and where to add?		
Check tire pressure?		
Check or change air filter?		
How to change a tire?		

# WHEN FAMILY CARE PLANS OF DEPLOYED SOLDIERS FALL APART



### **Student Handout 3**

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This student handout contains the memorandum, dated 24 July 2000, from the Community and Family Support Center directing the changeover from Family Support Groups to Family Readiness Groups.

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REPLY TO  
ATTENTION OF

DEPARTMENT OF THE ARMY  
U.S. ARMY COMMUNITY AND FAMILY SUPPORT CENTER  
4700 KING STREET  
ALEXANDRIA, VA 22304-4448

CFSC-SFA

JUL 24 2000

MEMORANDUM FOR SEE DISTRIBUTION

SUBJECT. Implementing Guidance for Transitioning from Family Support Groups to Family Readiness Groups

1. The purpose of this memorandum is to provide the implementing guidance for the transition of Family Support Groups (FSG) to Family Readiness Groups (FRG). This change reflects the Army leadership commitment to instilling self-reliance in our soldiers and their families. The term, Family Readiness Group is already in use at the grassroots level
2. The implementation plan is that the current stock of printed materials should be used until exhausted, while changes to electronic and oral presentations should be phased in within ninety (90) days.
3. This terminology change will be incorporated in the revisions of applicable regulations in accordance with recommendations in the Chief of Staff's Well-Being Study.
4. The Community and Family Support Center point of contact is Ms. Holly Gifford, 703-681-7407, DSN 761-7407.

  
 JOHN M. DAMICO  
 COL, GS  
 Acting Commander

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CFSC-SFA  
SUBJECT: Implementing Guidance for Transitioning from Family Support Groups to  
Family Readiness Groups

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CF:  
OFFICE OF THE ASSISTANT CHIEF OF STAFF FOR INSTALLATION  
MANAGEMENT, ATTN: DAIM-ZAF

## **Student Handout 4**

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This student handout contains 6 pages of the slides, three on a page, for students to use as note taking material.

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## AFTB PROGRAM GOAL

To enhance Army readiness through training the total Army family

L686/OCT04V/OT-4

First Sergeant Course

## FAMILY MEMBER TRAINING

- Level I
- Level II
- Level III

L686/OCT04V/OT-5

First Sergeant Course

## SOLDIER/DA CIVILIAN TRAINING

- Level I: pre-entry training
- Level II: entry level training
- Level III: platoon level training
- Level IV: company level training
- Level V: battalion level and higher

L686/OCT04V/OT-6

First Sergeant Course





## FRG GOALS AND ACTIVITIES

- Provide for family mutual support
- Develop info/education system; orient new families; promote involvement
- Interact among family/unit/rear det.
- Involve families in unit activities
- Refer family needs not met by FRG
- Provide info for families in local area
- Assist in development/evaluation of mobilization and deployment handbooks

L686/OCT04V/01-13

First Sergeant Course

## FRG NONINVOLVEMENT ACTIVITIES

- Becoming surrogate parents
- Becoming social workers
- Lending money, cars, expensive items
- Polarizing into minigroups
- Becoming a babysitting/errand service
- Duplicating existing agencies

L686/OCT04V/01-14

First Sergeant Course

## FRG ORGANIZATION STRUCTURE

- Contact person
- Company level
- Battalion level

L686/OCT04V/01-15

First Sergeant Course

