

ACA Member-Submitted Sample Study Plans for *The Loving Parent Guidebook* (LPG)

These sample plans are designed to help you work through *The Loving Parent Guidebook* (LPG) in a study group,* with options that suit different timeframes and levels of structure and detail. ACA study group members used and improved these resources before sharing them with the ACA World Service Organization (WSO) to assist others. The plans can be adjusted and customized to fit your group's needs. ***Please note that these plans have not been approved by WSO, as indicated in the footer.***

Setting aside time in your final meeting for reflection, sharing, and celebration can support a healthy ending for the study group. This gives everyone a chance to share learnings, acknowledge their efforts, challenges, and progress, and honor the end of the study group experience.

The Literature Committee would be grateful if your group would complete the fellowship review feedback form together at <http://litreview.adultchildren.org> or scan the QR code below. Your feedback supports the ongoing development of ACA literature and study group materials. Thank you for your service.

For more study group resources, please visit <http://lpg.adultchildren.org> or scan the QR code below. We hope these sample plans and formats/scripts will enhance your LPG study group experience.



Feedback Form



LPG Bonus Resources

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*Study groups are small to mid-sized groups that meet regularly to study ACA literature, following ACA principles and The Twelve Traditions. Unlike meetings registered on the ACA WSO website, which welcome drop-ins, study groups are typically closed to members who have committed to regular attendance until their work or book study is completed.

Sample 9-Month Study Group Plan for *The Loving Parent Guidebook* (LPG)

This 9-month sample schedule provides a plan for using *The Loving Parent Guidebook* (LPG) in a study group. The group used the four-page format/script (labeled Format/Script A) provided at the end of this document.

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| 1 | AFFIRMATION/ MEDITATION | “I allow myself to experiment with reparenting, knowing that a higher power of my understanding supports me. If I lose my way, I can remember the principles of gentleness, humor, love and respect.” |
| | COMMITMENT | Decide if you can commit to the group and for what period of time |
| | HOMEWORK | Read pp. 1-7, <i>Preface: About This Guidebook and How to Use It</i> |
| 2 | AFFIRMATION/ MEDITATION | “I can learn to connect with my inner family members. I can experience the love, compassion, intuition, and purpose that comes with getting to know them.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 8-20, Chapter 1-- <i>Introduction to Reparenting the Inner Family</i> |
| 3 | AFFIRMATION/ MEDITATION | “With help from my ACA support group, I am learning to become my own loving parent, the loving, gentle, and supportive parent I need as a child.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 21-30, Chapter 2-- <i>Awakening Your Loving Parent</i> |
| 4 | AFFIRMATION/ MEDITATION | “I am learning to mend the dysfunctional blueprint I received in childhood to build a happier and healthier inner home, one day at a time.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 31-38, Chapter 3— <i>The Healthy Family: A Reparenting Model</i> |
| 5 | AFFIRMATION/ MEDITATION | “Underneath the busyness of my mind is a stillness where my loving parent and a spiritual force are available to support me in order to reparent myself with a gentle, loving heart.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 38-45, Chapter 4— <i>Mindfulness: An Essential Loving Parent Tool</i> |
| 6 | AFFIRMATION/ MEDITATION | “I can learn to notice when my critical inner parent shows up. I can pause when I notice them. I can build compassion for my critical parent and can simultaneously stop them from hurting my inner children. I can ask instead what a loving parent would say or do.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 46- 62, Chapter 5— <i>Identifying the Critical Parent</i> |

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| 7 | AFFIRMATION/ MEDITATION | “May I have the awareness and courage to practice healthy detachment from my critical parent. May I trust that love and compassion can guide my inner family toward wholeness.” |
| | COMMITMENT | Share your takeaways from the exercises. |
| | HOMEWORK | Do exercises on p. 53--Signs the Critical Parent is Active; p. 61—Critical Parent Boundary Partner Practice; and p. 61—Write a Letter to Your Critical Parent |
| 8 | AFFIRMATION/ MEDITATION | “As my inner teenager learns to trust my loving parent, they will help me honor my inner knowing and stay true to my boundaries. I will emerge with a powerful sense of who I am, what I want, and how I can get it: with gentleness, humor, love, and respect.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 63-75, Chapter 6— <i>Discovering your Inner Teenager</i> |
| 9 | AFFIRMATION/ MEDITATION | “May I open to my inner teenager, learn to accept them just the way they are, and support them to heal.” |
| | COMMITMENT | Share your takeaways from the exercises. |
| | HOMEWORK | Do exercises on p. 68—Inner Teen Field Notebook; p. 69—Journaling about Your Teenage Years; and p. 74—Letter of Appreciation to the Inner Teenager |
| 10 | AFFIRMATION/ MEDITATION | “It’s okay if my precious inner child doesn’t trust me yet. They’re worthy of and deserve my unconditional love, care, and attention. I will keep showing up for them.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 76-87, Chapter 7— <i>Discovering Your Inner Child</i> |
| 11 | AFFIRMATION/ MEDITATION | “May my inner child find the safety and freedom to express all the hurts and fears they have kept inside, freeing us from the shame and blame that are carryovers from the past.” |
| | COMMITMENT | Share your takeaways from the exercises. |
| | HOMEWORK | Do exercises on p. 77—Framing a Picture of Your Inner Child; p. 85—Inner Child Anger List; p. 85 Journaling about Your Early Years; and p. 86 Letter to Your Inner Child |
| 12 | AFFIRMATION/ MEDITATION | “With the support of a higher power, I am freeing myself from childhood reactions as I nurture my inner family members. I am becoming more stable, peaceful, and secure.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 88-93, Chapter 8— <i>Inviting Your Loving Parent into the Driver’s Seat</i> |
| 13 | AFFIRMATION/ MEDITATION | “Connection helps my inner family feel safe and secure. I am doing my best to connect with them regularly throughout the day.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 94-100, Chapter 9— <i>The Reparenting Check-in</i> |

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| 14 | AFFIRMATION/ MEDITATION | “I am learning to listen and feel all of my feelings—they are cues and signals of my precious needs.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 101-117, Chapter 10— <i>Feeling is Healing</i> |
| 15 | AFFIRMATION/ MEDITATION | “May I give myself permission to safely feel all my feelings, even the uncomfortable ones.” |
| | COMMITMENT | Share your takeaways from the exercises. |
| | HOMEWORK | Do exercises on p. 103—Identifying Your Feelings; p. 105—Identifying Feelings in Your Body; p. 109—Connecting to Your Needs; p. 115—Practicing Mirroring with Others |
| 16 | AFFIRMATION/ MEDITATION | “I learned distorted thinking from my dysfunctional family. I can learn clear thinking with the help of my support group, my loving parent, and a power greater than myself.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 118-129, Chapter 11— <i>From Distorted Thinking to Clarity</i> |
| 17 | AFFIRMATION/ MEDITATION | “I am learning to tend to my inner children with love and gentleness. Together we are becoming more joyous, happy, and free.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 130-138, Chapter 12— <i>Tending to Your Inner Children</i> |
| 18 | AFFIRMATION/ MEDITATION | “May I be sensitive to my inner children’s emotional states and care for their needs with gentleness, humor, love, and respect. May my heart fill with compassion for all they’ve had to defend themselves against.” |
| | COMMITMENT | Share your takeaways from the exercises. |
| | HOMEWORK | Do exercises on p. 131—Nurturing through Touch; p. 132—Nurturing through Words; p. 135—Worksheet: Offering Your Inner Children Compassion and Perspective; and p. 136—Worksheet: Reactions to Loving Messages |
| 19 | AFFIRMATION/ MEDITATION | “With the help of my support group, I am learning the skills to protect my inner child and inner teenager from unhealthy situations and messages. Healthy boundaries are becoming easier for me to set” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 139-, Chapter 13— <i>Setting Internal Boundaries: An Expression of Unconditional Love</i> |
| 20 | AFFIRMATION/ MEDITATION | “Even if I can’t see it, I am making progress in becoming my own loving parent.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 146-, Chapter 14— <i>Building Trust: Loving Parent Tools & Techniques</i> |
| 21 | AFFIRMATION/ MEDITATION | “Grant me the courage to try out new activities to strengthen my bond with my inner family members.” |

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| | COMMITMENT | Share your takeaways from the exercises. Determine if another week is needed to get through all of the exercises. |
| | HOMEWORK | Do exercises on p. 146–Observing Children at Play; p. 149–Speaking to a Photo of Your Younger Self; p. 150–Reparenting Dialogue Exercise 1: Asking Questions; p. 151–Reparenting Dialogue Exercise 2: Inner Child’s Letter to a higher power; p. 152–Reparenting Dialogue Exercise 3: Letter from the Inner Child; p. 152 Reparenting Dialogue Exercise 4: Building Healthier Beliefs with Affirmations; p. 153–Reparenting Dialogue Exercise 5: Resolving Conflicts; and p. 155–Building Trust |
| 22 | AFFIRMATION/ MEDITATION | “I will gradually become more comfortable looking into the mirror or in my mind’s eye and telling my inner child, “I love you.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 157-, Chapter 15– <i>Tuning In to Your Inner Child</i> |
| 23 | AFFIRMATION/ MEDITATION | “Grant me the courage to truly see my precious inner child. Help me regard my inner child with gentleness, humor, love, and respect.” |
| | COMMITMENT | Share your takeaways from the exercises. |
| | HOMEWORK | Do exercises on p. 160–Loving Parent–The “First Glance”; p. 160–Giving Ourselves Approval; p. 161–Speaking from Your Heart; and p. 161–Mirror Work with Affirmations |
| 24 | AFFIRMATION/ MEDITATION | “My loving parent is emerging more fully, working together with a higher power to make decisions that take all inner family members into account.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 163-171, Chapter 16– <i>Reparenting Your Inner Family</i> |
| 25 | AFFIRMATION/ MEDITATION | “I appreciate myself for the active steps I am taking to create a nurturing inner home for my inner family. I trust that a power greater than myself will take care of the rest.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 172-174, Chapter 17– <i>From the Traits to Freedom</i> ; do exercise on p. 174–Reparenting Helps Us Become Actors |
| 26 | AFFIRMATION/ MEDITATION | “I am developing a trusting relationship with my inner teenager and helping them set down their survival tools so we can move beyond surviving.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 175-185, Chapter 18– <i>Connecting with Your Inner Teenager</i> |
| 27 | AFFIRMATION/ MEDITATION | “May I have compassion for my inner teenager and come to understand how they developed their armor due to family dysfunction. |
| | COMMITMENT | Share your takeaways from the exercises. |

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| | HOMEWORK | Do exercises on p. 179–Identifying What Angers Your Inner Teenager; and p. 182–Helping Your Inner Teenager Express Their Anger Safely |
| 28 | AFFIRMATION/ MEDITATION | “I can experience freedom in spite of my inner critical parent’s judgements. As I reparent myself, my critical parent’s role in my life will be revealed to me. I deserve to experience—and will experience—the joys of integration and clarity.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 186-193, Chapter 19– <i>Transforming Your Relationship to Your Critical Parent</i> |
| 29 | AFFIRMATION/ MEDITATION | “Grant me the patience to let my inner child grieve. Allow all feelings to be present for healing.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 194-203, Chapter 20– <i>Helping Your Inner Child Grieve</i> |
| 30 | AFFIRMATION/ MEDITATION | “Guide me to be gentle and compassionate with what my inner child reveals to me.” |
| | COMMITMENT | Share your takeaways from the exercises. |
| | HOMEWORK | Do exercises on p. 197–Worksheet: Witnessing the Origins of False Beliefs; p. 198–Worksheet: Setting Down the Bundle; p. 199–Expressing Anger; p. 200–Birthdays; and p. 201–Goodbye Letters |
| 31 | AFFIRMATION/ MEDITATION | “I am integrating my inner child into my life by learning to play, have fun, and by feeling the simple joy of being.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 204-210, Chapter 21– <i>Reclaiming Your Inner Child’s Joy and Playfulness</i> |
| 32 | AFFIRMATION/ MEDITATION | “Grant me the freedom to play today and encourage me to explore my inner child’s interests and talents. Help me to remember it is safe and that play fuels my creativity, tickles my inner child, and nurtures my spirit.” |
| | COMMITMENT | Share your takeaways from the exercises. |
| | HOMEWORK | Do exercises on p. 208–Writing Poetry; p. 209–Dancing, Music, Bouncing; p. 209–Make a Big Red Book Cover; p. 210–Family of Origin Portrait; p. 210–Rediscovering Childhood Books |
| 33 | AFFIRMATION/ MEDITATION | “My greatest opportunity is to be the adult and loving parent my inner family needs me to be. No other person in the world can be as consistently supportive of my inner family as I can.” |
| | COMMITMENT | Share your key chapter takeaways with the group. |
| | HOMEWORK | Read pp. 211-217, Chapter 22– <i>A Day in the Life of an Inner Loving Parent</i> |

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|----|------------------------------------|---|
| 34 | AFFIRMATION/ MEDITATION | “May I remember that I walk together with my inner family through life. Help me guide them with gentleness, humor, love, and respect as their loving parent.” |
| | COMMITMENT | Discuss next steps with the group. |
| | HOMEWORK | Reflect on the journey of <i>The Loving Parent Guidebook</i> |

Sample 44-Week Study Group Plan for *The Loving Parent Guidebook* (LPG)

This sample plan offers a structured timeline and order of topics and activities to complete *The Loving Parent Guidebook* (LPG) within one year. This schedule is divided into three parts, like the LPG. You can add your group's dates or copy the schedule from the PDF and paste it into a spreadsheet to customize it to your group's needs.

In this schedule, you will find four columns labeled as follows:

- Column 1: Guided Practice
- Column 2: Worksheets
- Column 3: Exercises
- Column 4: Reflections

The number listed in each column corresponds to the page number in the LPG (unless otherwise specified) for the activity listed. Use the appropriate column to locate the page number for each activity.

Text:

The Loving Parent Guidebook (2021)

Companion Resources:

ACA Fellowship Text (Big Red Book/BRB)

Twelve Steps of Adult Children (Steps Workbook/Yellowbook)

The Laundry Lists Workbook (Traits Book)

Strengthening My Recovery (Daily Affirmations)

Part 1: Laying a Foundation for Reparenting

| Mtg. | Date | Chapter | Read Before Mtg. | Complete Before Mtg. | Col. 1 Guid. Prac. | Col. 2 Wksht. | Col. 3 Exer. | Col 4. Refl. | Mtg. Topic |
|------|------|------------------|-----------------------|--|--------------------|---------------|--------------|-----------------|---|
| 1 | | Preface | pp. 1-7 | | | | | | Intro, reading & discussions |
| 2 | | Preface (cont'd) | Appx. A | See Col. 3,4 | | | 6 | 5,6,21 9,220 | Intro & Appx. A review, discussions & takeaways |
| 3 | | Ch. 1 | pp. 8-20; Appx. G | Draw your inner family portrait; See Col. 3 | | | 15 | | Ch. 1 & Appx. G review, discussions |
| 4 | | Ch. 1 (cont'd) | Appx. B | See Col. 1,4 & "Creating a safe inner family space" on p. 20 | 18 | | | 19 | Final Ch. 1 & Appx. B review, discussions & takeaways |
| 5 | | Ch. 2 | pp. 21-30; Appx. D | Review Ch. 14, p. 148 & BRB p. 329; See Col. 2,3,4 | | 24 | 22 | 22 | Ch. 2 review & discussions |
| 6 | | Ch. 2 (cont'd) | Appx. H | See Col. 1,3,4 | 29 | | 27,28 | 26,27 | Final Ch. 2 review, discussions & takeaways |
| 7 | | Ch. 3 | pp. 31-37 | See Col. 1,3,4 | 36 | | 35 | 37 | Ch. 3 review, discussions & takeaways |
| 8 | | Ch. 4 | pp. 38-45 | See Col. 1,4 | 44 | | | 43 | Ch. 4 review, discussions & takeaways |
| 9 | | Ch. 5 | pp. 46-62 | See Col. 2,3,4 | | 53 | 50,53 | 51,55 | Ch. 5 review & discussions |
| 10 | | Ch. 5 (cont'd) | | See Col. 1,3,4 | 58 | | 61(2) | 59,60 | Final Ch. 5 review, discussions & takeaways |
| 11 | | Ch. 6 | pp. 63-75 | See Col. 1,3,4 | 66 | | 68,69 | 67 | Ch. 6 review & discussions |
| 12 | | Ch. 6 (cont'd) | | See Activity p. 75 & Col. 3,4 | | | 74 | 71,73 | Final Ch. 6 review, discussions & takeaways |

| Mtg. | Date | Chapter | Read Before Mtg. | Complete Before Mtg. | Col. 1 Guid. Prac. | Col. 2 Wksht. | Col. 3. Exer. | Col. 4. Refl. | Mtg. Topic |
|------|------|----------------|---------------------|---|--------------------|---------------|---------------|---------------|--|
| 13 | | Ch. 7 | pp. 76-87 | See Col. 1,3,4 | 78 | | 77 | 80 | Ch. 7 review & discussions |
| 14 | | Ch. 7 (cont'd) | | See Col. 3,4 & "Inner Child Field Notebook" p. 86 | | | 85(2),86 | 84 | Final Ch. 7 review, discussions & takeaways |
| 15 | | Ch. 8 | pp. 88-93 | See Col. 4 | | | | 90,92 | Ch. 8 review, discussions & takeaways |
| 16 | | Ch. 9 | pp. 94-100; Appx. C | Visit the "Reparenting Check-in" p. 100 | | | | | Ch. 9 review, discussions & Part One takeaways |

Part 2: Deepening Your Reparenting Skills

| Mtg. | Date | Chapter | Read Before Mtg. | Complete Before Mtg. | Col 1. Guid. Prac. (N/A) | Col. 2 Wksht. | Col. 3 Exer. | Col. 4 Refl. | Mtg. Topic |
|------|------|-----------------|----------------------|----------------------|--------------------------|---------------|--------------|--------------------|---|
| 17 | | Ch. 10 | pp. 101-106; Appx. D | See Col. 2,3,4 | | 106 | 103, 105 | 105 | Ch. 10 Review & discussion |
| 18 | | Ch. 10 (cont'd) | pp. 107-117 | See Col. 2,3,4 | | 110, 112 | 109 | 112 | Ch. 10 Review & discussion |
| 19 | | Ch. 10 (cont'd) | Appx. E | See Col. 2,3 | | 116 | 113, 115 | | Final Ch. 10 review, discussion & takeaways |
| 20 | | Ch. 11 | pp. 118-122 | See Col. 3,4 | | | 118 | 120,121 | Ch. 11 review & discussion |
| 21 | | Ch. 11 (cont'd) | pp. 123-129 | See Col. 2,4 | | 125 | | 123, 124, 127, 128 | Final Ch. 11 review, discussion & takeaways |
| 22 | | Ch. 12 | pp. 130-138 | See Col. 3,4 | | | 131, 132 | 134 | Ch. 12 review & discussion |
| 23 | | Ch. 12 (cont'd) | | See Col. 2 | | 135, 136 | | | Final Ch. 12 review, discussion & takeaways |
| 24 | | Ch. 13 | pp. 139-145 | See Col. 4 | | | | 141 | Ch. 13 review, discussion & takeaways |

| Mtg. | Date | Chapter | Read Before Mtg. | Complete Before Mtg. | Col 1. Guid. Prac. (N/A) | Col. 2 Wksht. | Col. 3 Exer. | Col. 4 Refl. | Mtg. Topic |
|------|------|-----------------|----------------------------|---|--------------------------|---------------|-------------------|--------------|---|
| 25 | | Ch. 14 | pp. 146-151: BRB p. 329 | See Col. 3,4 | | | 148-151 | 146 | Ch. 14 review & discussion |
| 26 | | Ch. 14 (cont'd) | pp. 151-156 | See Col. 3,4 & Actions That Build Trust, P. 156 | | | 152 (2), 153, 155 | 154 | Final Ch. 14 review, discussion & takeaways |
| 27 | | Ch. 15 | pp. 157-162 | See Col. 3,4 | | | 160 (2) | 157 | Ch. 15 review & discussion |
| 28 | | Ch. 15 (cont'd) | | See Col. 3 | | | 161 (2) | | Final Ch.15 review, discussion & takeaways |
| 29 | | Ch. 16 | pp. 163-171 | See Col. 3,4 | | | 166 | 163 | Ch. 16 review & discussion |
| 30 | | Ch. 16 (cont'd) | | See Col. 3,4 | | | 170-171 | 169 | Final Ch. 16 review, discussion & takeaways |

Part 3: Nurturing a Loving Inner Home

| Mtg. | Date | Chapter | Read Before Mtg. | Complete Before Mtg. | Col. 1 Guid. Prac. | Col. 2 Wksht. | Col. 3 Exer. | Col. 4 Refl. | Mtg. Topic |
|------|------|---------|----------------------|--|--------------------|---------------|-------------------|--------------|---|
| 31 | | Ch. 17 | pp. 172-174; Appx. F | See Col. 3 | | | 174 - Traits 1-7 | | Ch. 17 Review & discussion |
| 32 | | Ch. 17 | | See Col. 3 | | | 174 - Traits 8-14 | | Final Ch. 17 review, discussion & takeaways |
| 33 | | Ch. 18 | pp. 175-185 | See Col. 2,4; and "Inner Teenager's Reactivity" p. 175 | | 177 | | 178 | Ch. 18 review & discussion |
| 34 | | Ch. 18 | | See Col. 1,3,4; and Honoring Inner Teen's Anger" p.180 | 180 | | 179 | 179, 181 | Ch. 18 review & discussion |
| 35 | | Ch. 18 | | See Col. 2,3,4; and "Inner Teen & Sexuality" p. 183 | | 182 | 182 | 185 | Final Ch. 18 review, discussion & takeaways |
| 36 | | Ch. 19 | pp. 186-193 | See Col. 2,4 | | 188 | | 189 | Ch. 19 review & discussion |
| 37 | | Ch. 19 | | See Col. 2,4 | | 192 | | 190 | Final Ch. 19 review, discussion & takeaways |
| 38 | | Ch. 20 | pp. 194-203 | See Col. 2,3 | | 197 | 195 | | Ch. 20 review & discussion |
| 39 | | Ch. 20 | | See Col. 2,3 | | 198 | 199 | | Ch. 20 review & discussion |
| 40 | | Ch. 20 | | See Col. 3,4 | | | 200, 201 | 203 | Final Ch. 20 review, discussion & takeaways |
| Mtg. | Date | Chapter | Read Before Mtg. | Complete Before Mtg. | Col. 1 Guid. Prac. | Col. 2 Wksht. | Col. 3 Exer. | Col. 4 Refl. | Mtg. Topic |

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|----|--|--------|-------------|---|--|--|-----------|-----|--|
| 41 | | Ch. 21 | pp. 204-210 | See Col. 3,4; and "Exploring What's Fun" p. 207 | | | 205, 208 | 206 | Ch. 21 review & discussion |
| 42 | | Ch. 21 | | See Col. 3 | | | 209 #2,#3 | | Ch. 21 review & discussion |
| 43 | | Ch. 21 | | See Col. 3 | | | 210 #4,#5 | | Final Ch. review, discussion & takeaways |
| 44 | | Ch. 22 | pp. 211-217 | See Col. 3,4; see "Reflecting on the Promises" p. 216 | | | 214 | 215 | Ch. 22 review, and final LPG Study discussion & takeaways. Group Conscience Evaluation for Fellowship Review http://litreview.adultchildren.org |

Sample 1-year Study Group Plan for *The Loving Parent Guidebook* (LPG)

This sample plan is based on a study group that met for a year, meeting every other week. The responsibility to chair the study group meeting rotated between members who volunteered in advance. The chair would choose a portion of the current chapter or ask members to share what stood out to them from the chapter and read it aloud. Following the reading, participants would have 3-5 minutes each to share.

During the meeting, the group participated in various activities the chair planned. These activities included reading and sharing, completing exercises together, non-dominant handwriting exercises, or guided meditations. This structure is effective for groups with members who have completed the ACA 12 Steps and have been in recovery for several years.

Note: Format/Script B was used with this plan.

| Mtg | LPG Chapter | Chapter Title | Chair |
|--|-------------|---|-------|
| 1 | Appx. A | Initial Meeting | |
| 2 | Preface | About this Guidebook and How to Use It | |
| 3 | Ch. 1 | Introduction to Reparenting | |
| 4 | Ch. 2 | Awakening Your Loving Parent | |
| 5 | Ch. 3 | The Healthy Family: A Model for Reparenting | |
| 6 | Ch. 4 | Mindfulness: An Essential Loving Parent Tool | |
| 7 | Ch. 5 | Identifying the Critical Parent | |
| 8 | Ch. 6 | Discovering Your Inner Teenager | |
| 9 | Ch. 7 | Discovering Your Inner Child | |
| 10 | Ch. 5–7 | Sitting with your Inner CP, IT, IC | |
| 11 | Ch. 8 | Getting Your Loving Parent in the Driver's Seat | |
| 12 | Ch. 9 | The Reparenting Check-in Practice | |
| 13 | Ch. 10 | Feeling in Healing | |
| Gentleness Break (1-2 weeks, no meeting. Consider activities in Chapter 21 or supportive resources mentioned in the Preface.) | | | |

| Mtg | LPG Chapter | Chapter Title | Chair |
|------------|--------------------|--|--------------|
| 14 | Ch. 11 | Moving From Distorted Thinking to Clarity | |
| 15 | Ch. 12 | Tending to Your Inner Children | |
| 16 | Ch. 13 | Setting Internal Boundaries: An Expression of Unconditional Love | |
| 17 | Ch. 14 | Building Trust with Your Inner Family | |
| 18 | Ch. 15 | Tuning In to Your Inner Child | |
| 19 | Ch. 16 & 17 | Reparenting Your Inner Family & From the Traits to Freedom | |
| 20 | Ch. 18 | Connecting with your Inner Teenager | |
| 21 | Ch. 19 | Transforming Your Relationship to Your Critical Parent | |
| 22 | Ch. 20 | Helping Your Inner Child Grieve | |
| 23 | Ch. 21 | Reclaiming Your Inner Child's Joy and Playfulness | |
| 24 | Ch. 22 | A Day in the Life of a Loving Parent | |
| 25 | Wrap up | Wrap up (consider debriefing and completing the fellowship review feedback form) | |

Study Group Sample Format/Script A – Virtual or In-person

The Loving Parent Guidebook

(Intended to support study groups where membership remains the same.)

OPENING:

Welcome. This is a study group meeting of Adult Children of Alcoholics and Dysfunctional Families. My name is _____, and I am chairing today. This meeting focuses on recovery through the study, application, and practice of reparenting. The Solution named in our program is to become your own loving parent. Working in *The Loving Parent Guidebook* helps us act as adults grounded in the present rather than reacting from childhood coping mechanisms.

Please check that all cell phones are turned off and put away. Let's open the meeting with the ACA serenity prayer followed by a two-minute check-in sharing time and a three-minute silent guided reparenting check-in. (*post in chat*)

_____, [god, higher power, life, universe, etc.] grant me the **serenity** to accept the people I cannot change
the **courage** to change the one I can
and the **wisdom** to know that one is me.

We'll start our sharing today with a 2-minute check-in. Please share with us anything you wish about your week, how you feel, and anything you may be celebrating or dealing with today. This is a safe place to share our experiences and their effects on us today without judgment or criticism. We encourage members to share openly about their experiences. As the Chair, I will say, "You have been heard" after the shares; who would like to say it for the chair? Please remember that you are responsible for keeping your own time. Who would like to start?

(2-Minute Check-In Sharing Time)

Before we move on, let's take a moment of silence to say a set aside prayer to make space for the loving parent work we are about to do. Feel free to drop your set aside prayer in the chat. This could include anything, such as responsibilities or stressors you are feeling.

_____, [god, higher power, life, universe, etc.] please help me set aside everything I think I know about you, myself, and my own recovery so that I may have an open mind for new experiences with my Inner Family.

(Pause for 1 minute.)

Now we'll move into the Reparenting Check-in. (*Note to chair: a slow, steady pace with pauses at the end of sentences and gentle tone supports this guided meditation.*) You're invited to close your eyes or soften your gaze.

Notice your breathing where it is most comfortable, without changing it. (Pause for 5-10 seconds.). What is your breath like in this moment? Shallow or deep? Choppy or smooth? Slow or fast? Let yourself experience your breath just as it is without judging it. (Pause for 5-10 seconds.)

What emotions are here right now? What physical sensations tell you that emotion is here? You might notice fear, anger, sadness, worry, or joy, or you might not know what you're feeling. Let yourself feel, as best you can, whatever you're feeling. (Pause for 5-10 seconds.)

Notice any physical sensations, such as warmth, coolness, pulsing, tightness. Whatever you notice, see if it can be okay. Your body is giving you information. (Pause for 5-10 seconds.)

Emotions are clues to which inner family member is activated. Who needs our loving parent's attention right now or in the recent past—inner child, inner teenager, or both? Or maybe you don't know? (Pause for 20-30 seconds.)

What activated this part of you? Was it people, places, things? Distorted thinking or the critical parent? Maybe it's a combination, or you don't know. If you are feeling more "pleasant" feelings, perhaps the loving parent has been present. It's okay if you don't know. (Pause for 20-30 seconds.)

Notice if you feel curious, compassionate, or interested in connecting with the part of you that needs attention. If not, how can you access these qualities to reparent? (Pause 5-10 seconds.) If more than one inner family member needs your loving parent's attention, you can connect with the one who seems to need your attention the most. Let the other one know you'll connect with them afterward. How can your inner loving parent tend to this part of you? (Pause 5-10 seconds.)

Once you're feeling connected, curious, or compassionate toward the part of you who needs your loving parent's attention, tend to them while focusing on their feelings and needs. What do they need to hear or need you to do? Maybe they need to trust that your loving parent will protect them. Maybe they need to know you love them just as they are. (Pause 5-10 seconds.) If this part needs comfort, can you offer that right now in whatever way they need? A hand on the heart, a hug, a gentle caress of the cheek, or a pat on the arm? If other family members judge this process or try to fix the feelings that arise, let them know this is not the time, and you'll tend to them later. (Pause for 60 seconds.)

As we close the reparenting check-in, notice how you're feeling. You may feel calm, sad, or the same as when you started. (Pause for 5-10 seconds.) Let your inner child or inner teen (or both) know that you appreciate the time you spent together. Thank them for telling you how they felt. If you can uphold the promise, let them know you'll be checking in with them again soon. (Pause for 30 seconds.)

When you are ready you can open your eyes or lift your gaze and reconnect with the world around you. (Pause until everyone returns)

The scheduled readings and exercises for this meeting are: _____.

We will share our key chapter takeaways one person at a time. It is okay to pass. Please share what came up for you as you read this chapter or did the exercises. Please remember that you are responsible for keeping your own time, which is 7 minutes. Who would like to start? (7-Minute Individual Sharing Time)

CONCLUSION:

It is normal to feel emotional and have memories re-surface or surface for the first time. We encourage you to attend your usual ACA meeting during the week whenever possible.

The Loving Parent Guidebook Subcommittee offers these sample study plans to support study groups. The Literature Evaluation Subcommittee has not reviewed it. ©Adult Children of Alcoholics® World Service Organization, Inc. For more bonus resources, visit <http://lpg.adultchildren.org>.

There is no one way or perfect way to work through the Loving Parent Guidebook. Do what feels right for you, and don't rush it. Remember to be gentle with yourself and to reach out for support between our meetings. If you are thinking of withdrawing, try and talk with a fellow traveler, and if you do, it's ok there is always another study group; just let us know so we don't worry.

It's natural to be wary or fearful of pain and new practices. An inner-loving parent's response to pain is compassion. We can be gentle with the parts of ourselves who feel reluctant, scared, angry, or have other strong feelings and concerns about reparenting and recovery work. We can reach out for support and ask for guidance from a power greater than ourselves.

As we do this work, it's important not to override the parts of us who have false or misplaced loyalty. Instead, we can learn about their concerns and meet them with gentleness. We may need help from a sponsor, fellow traveler, study group, or therapist. We can remember the serenity prayer and repeat supportive affirmations: *It's okay to love myself. It's okay to become my own person, with my own feelings, needs, and thoughts. It's okay to reparent myself with thoughtfulness.*

Please remember that after the meeting, if you wish to speak to someone about something they shared in the meeting, please ask permission first. It is okay to decline permission.

Remember what you see here,
what you hear here;
when you leave here,
let it stay here.

Are there any announcements? Who is willing to lead next week's meeting? What material will we cover next week?

Let's close the meeting with a chapter affirmation/meditation (chair can choose) and the ACA Serenity prayer, then move into the after-meeting.

May my inner child find the safety and freedom to express all the hurts and fears they have kept inside, freeing us from the shame and blame that are carryovers from the past.

AND/OR

_____, [god, higher power, life, universe, etc.] grant me the **serenity** to accept the people I cannot change
the **courage** to change the one I can
and the **wisdom** to know that one is me.

Study Group Sample Format/Script B

Sample Study Group Format, *The Loving Parent Guidebook*

Virtual or In-Person

This sample format is from a study group that met for one year, every other week, with the expectation that members would read the chapter and do the exercises beforehand. Some members found this more doable than others due to commitments and inner family members'

fears/concerns. You can modify this format to suit your group's needs and preferred frequency of meeting. For example, if you want to meet weekly, you can cover half a chapter or one chapter every week.

The co-chairs led the meetings for the first few months. Then others signed up to chair in a shared online document ahead of time. If a group wanted to ensure that the reading and exercises happen, they could choose to read and complete exercises during group meetings. There are pros and cons to each style.

Timeline

7:00 – 7:05 Opening

7:05 – 7:55 Middle Section:

7:05 – 7:20 Reading and Sharing

7:20 - 7:55, Chair's Choice: Shares/Activity/More Reading

7:55 – 8:00 Close the meeting

OPENING

Welcome to *The Loving Parent Guidebook* group. We are a closed group of fellow travelers who wish to create a safe and supportive environment to work through *The Loving Parent Guidebook*. Our goal is to gain greater emotional and personal freedom in our lives today by becoming our own loving parent. We will open the meeting with a moment of silence, followed by the Serenity Prayer.

____ [*god, higher power, life, universe, etc.*], grant me the **serenity** to accept the things I cannot change, the **courage** to change the things I can, and the **wisdom** to know the difference.

The ACA Solution states, "The solution is to become your own loving parent. As ACA becomes a safe place for you, you will find freedom to express all the hurts and fears that you have kept inside and to free yourself from the shame and blame that are carry-overs from the past. You will become an adult who is imprisoned no longer by childhood reactions. You will recover the child within you, learning to love and accept yourself."

In keeping with The Solution, we will take a full minute to check in with our inner landscape, including our bodily sensations and emotions. You might choose to pay attention to your inner family members and practice becoming aware of what you are feeling. There is no right or wrong way to do this. *Chairperson times one minute.*

MIDDLE SECTION

Chairperson either:

- Picks a section from the current chapter to read*
- Asks members to select what stood out to them from the chapter or set of pages and reads that, sharing the page number so that people can follow along*

Our reading selection begins on page _____. Who would like to start reading?

It is now time for sharing for ____ minutes each (*chairperson picks between 3-5 minutes and keeps time*). Who would like to begin?

The chairperson decided ahead of time what to do next. It differed each time:

- More reading and sharing*
- Doing an exercise together from the current chapter and sharing*
- Leading a non-dominant handwriting exercise followed by sharing*
- Leading a guided meditation related to the chapter, followed by sharing.*

Options: break-out rooms with a bigger virtual group, breaking into small groups for in-person meetings.

CLOSING

It is now time to close the meeting, beginning with our checkout process. Please say **1 or 2 words** as a check-out. It is always OK to pass. Who would like to begin?

Any housekeeping issues from chairs or group members? [*consider monthly WSO 7th Tradition contribution*]

Be gentle with yourself this week and remember: asking for help is a sign of strength. Recovery happens in community.

We will now close with the revised ACA version of the Serenity Prayer:

_____ [*god, higher power, life, universe, etc.*], grant me the **serenity** to accept the people I cannot change, the **courage** to change the one I can, and the **wisdom** to know that one is me.