**Online Supplement for GPSII/MAPP Leader’s Guides**

**Meeting 2**

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| **Advance Preparation**   * Insert Rules of The Road slide from Meeting 1 . Use the saved whiteboard or create a slide from screenshot/picture/notes from Meeting 1 brainstorming activity. * Prepare to keep notes of Parking Lot issues or questions. * Prepare to show the video, *“The Children are Listening”* during this meeting. Optionally, leaders can share a link to the video and ask the participants to view it before the meeting. * Email fillable *“Strengths/Needs Worksheet - Meetings 1 and 2”* along with Meeting 2 handouts. Explain to participants they will complete the worksheet after Meeting 2 and email it back to the leaders before Meeting 3. * Prepare an anonymous survey using software such as SurveyMonkey for Leader Feedback. |

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| **Activity** | **Pages & Process Points in GPSII/MAPP Leader’s Guide (LG)**  **\*Denotes Modification** | **Slides** |
| **Activity A**  Introduction to Meeting 2 | (LG p 2-9)  #1-2 Welcome and discuss **Handout 1**, Meeting 2 *Agenda*  # 3 Name Game  **\*Ask everyone to introduce themselves by saying their name and an adjective that starts with the same letter e.g. “My name is Linda and I am lovely.”**   * **Each person will introduce self only, no need for repeating other’s names as in the original activity.**   #4 Review Rules of the Road  **\*Show slide created from Meeting 1**  #5-7 Discuss Family Profile and setting up family consultations  **\*Family consultations will be set up virtually**  #8 Review key learning points from Meeting 1  **\*Learning Points**   * **“What do you remember from Meeting 1?”** * **“What questions do you have?"**   #9 Display the Twelve Skills slide, and discuss Strengths and Needs  #10 Ask for examples of strengths and needs  **\*Ask for 2-3 examples of a strength and of a need**  #11-12 Bridge to the next activity  **\*Ask the participants to think about one strength and one need** | 1. Program Title 2. Meeting Title 3. License Rights 4. Rules of the Road (Placeholder)   5-6. **Handout 1**, *Agenda*   1. Twelve Skills |
| **Activity B**  Where the MAPP Leads: A Foster Care Experience | **\*Refer to attached script** | 1. Family Genogram 2. Background 3. Current Situation 4. Strengths 5. Needs 6. Roles 7. Home graphic 8. Hospital graphic 9. Jail graphic 10. Home graphic |
| **Activity C**  Children and Youth in Foster Care-Assessing Their Needs | (LG p. 2-45)  #1 Introduce the purpose of the activity  #2-8 Refer to **Handout 4**, *“Erikson’s Stages of Development”* and describe the stages  #9 Trust  **\*For time management, show “Ingredients of Trust” slide with answers already filled in instead of asking the group what the ingredients are**  #10 Importance of consistency and predictability  **\*Show the “One Consistent, Predictable Adult” slide**  #11-12 Discuss the effect on children when their needs are not met with consistency and predictability  **\*Show the slide with cracks in the foundation of the Stages of Development**  # 13 Provide an example of a developmental gap  #14 **Handout 5**, *“An Overview of Brain Development”*  **\*Assign the handout for roadwork reading**  #15 **Handout 6**, *”Understanding Child Traumatic Stress*” for roadwork reading  **\*Assign the handout for roadwork reading**  #16 **Handout 7**, *“Lillie’s Stages of Development”*  **\*Skip the question “What are some of Lillie’s behaviors that you remember?**  **Instead, use the behaviors already listed on the slide**  #17 Place Lillie’s Behavior on the Stages of Development  **\*Ask the group, “At what stage of development do children begin to \_\_\_\_\_\_\_?”**   * **Co-leader annotates the answer on Erikson’s Stages of Development.**   #18 Ask the group, “How does it help F/A parents to consider developmental ages of a child who has been abused and neglected?”  #19 Mention that Meeting 5 will focus specifically on behavior management    #20-21 Refer to **Handout 8**, *“Components of Well-being of Children and Youth in Foster Care”*  **\*Show slide of abbreviated components**  #22 Refer to **Handout 9**, *“Assessing the Well-being Needs of Children and Youth in Foster Care”*  **\*Ask the participants to turn to this handout so they can follow along**  #23-35  **\*For each of the four case examples:**   * **Ask for volunteer(s) to read the case example** * **Fill in both columns in large group. Co-leader can annotate the answers on the slide** * **Skip the references to Handouts 10, 11, and 12 at this time** * **Show the video, “The Children are Listening” after Jason’s scenario**   #36-40  **\*Skip these process points. Do not conduct the small group activity, as the objective was achieved in previous large group activity.**  #41 Summarize the activity  **\*Ask the group to summarize by using the 12 skills**   * **Show the Twelve Sills slide and ask, “Which of the Twelve Skills were highlighted by the activity we just did?”** * **The leader can follow up with “How many of you would say that skill is your strength?”** * **“How many of you would say you still need to work on that skill?”**   #42 Handouts 13 and 14  **\*Assign Handout 10-14 for roadwork reading**  #43 Bridge to the next activity | 1. **Handout 4**, *“Erikson’s Stages of Development”* 2. Ingredients of Trust 3. One Consistent Predictable Adult 4. Erikson’s Stages of Development (with cracks in the foundation) 5. **Handout 5**, *“An Overview of Brain Development”* 6. **Handout 6**, *”Understanding Child Traumatic Stress ”* 7. **Handout 7,** Lillie’s Stages of Development 8. **Handout 8,** “*Components of Well-being…”* 9. Joey 10. Beau 11. Jeryce 12. Jason 13. Video “The Children are Listening” (Placeholder) 14. Twelve Skills 15. Roadwork: **Handouts 10-14** |
| **Activity D**  Summary of Meeting 2 and Preview of Meeting 3 | (LG p. 2-68)  #1-2 Ask group for summary  **\*Ask, “What will you remember from this meeting?”**  #3 Explain how to complete **Handout 15**,  *“Strengths/Needs Worksheet”*  **\*Use the slides with sample answers to demonstrate how participants should complete theirs.**  #4 Feedback form  **\*Consider using online survey tools such as SurveyMonkey to keep this anonymous**  #5 Preview Meeting 3  #6 Assign Roadwork  **\*Skip #6, as roadwork assignment was previously discussed**  #7 Share a PIP  #8-10 Adjourn the meeting | 1. **Handout 15**, *“Strengths and Needs Worksheet”,* page 1 2. **Handout 15**, Page 2 3. **Handout 15**, Page 3      1. PIP |

**Meeting 2 Activity B (Online Version)**

**Where the MAPP Leads: A Foster Care Experience**

* Sometimes, it is hard for foster/adoptive parents to understand what happens in families to cause children to come into care and how that experience feels for the family members. This activity is going to help us experience the foster care process from a variety of perspectives.

**Introduction to the Family**

* We are going to meet a family that goes through many changes. There are four people in the family. The parents, Mary and John, both 33 years old. They have two daughters, Lillie, 13 and Rosie, 2. Handout 2 give us some information about the family. Let’s read it together.

Ask the group to turn to Meeting 2, Handout 2 “Family Genogram and Background”

Show slides of the handout sections.

Ask for a volunteer to read out loud each of the four sections of the handout: Background, Current Situation, Strengths, and Needs. The rest of the group can follow along in their handout.

* We are going to need lots of people to tell the story of what happens to this family. We will start with four volunteers to play Mary, John, Lillie and Rosie. Then, we will need several more volunteers to join in as the story continues. When you join the story, we will ask you to turn on your video. You will not have to read anything out loud. As I tell the story, I will ask you how you feel.

Ask for four volunteers: Mary, John, Lillie and Rosie. Then ask for volunteers for six additional roles you will need as the story continues: Caseworker, Foster Family #1 (2 volunteers), 12-year-old Foster Sibling, and Foster Family #2 (1 volunteer).

If the virtual platform allows, co-leader should change the screen display names for the volunteers.

Start the story with everyone’s video off (including the leaders) except for Mary, John, Lillie and Rosie.

* Now that we have our family of Mary, John, Lillie and Rosie, imagine that they are standing together in a way that demonstrates they are a close-knit family. Let me ask each family member what it feels like to be in this family

*Mary, what is one word that best describes how it feels to be in this family?*

*John, what is one word that best describes how it feels to in this family?*

*Lillie, what is one word that best describes how it feels to be in this family?*

*Rosie, what is one word that best describes how it feels to be in this family?*

**Changes in the Family**

* Right now, we are going to see this family go through some hard times. This is because John has been laid off from work for several months now.

*John, what is one emotion you are feeling right now?*

* Yes, John, you are anxious and worried. Money is really tight and being out of work and unable to provide for your family frustrates you. You are ashamed to be at home during the day and you are not used to the noise level of active kids like Lillie and Rosie. You have a few beers and you begin to feel sad because you had promised Lillie that you would take her and some of her friends to an amusement and water park for her birthday, and now you don’t have the money.
* Lillie, like many 13-year old’s, doesn’t understand why her father will not take her and her friends to the amusement park. She cries and whines about being embarrassed about telling her friends they’re not going at all. She tells you, “I can’t uninvite my friends”. “It isn’t fair!” “Why can’t I have what all the other kids have?”

*John, what emotions do you feel when she says that?*

* You feel unhappy and bad. In fact, it brings back lots of sad memories of your own childhood when your Dad couldn’t do things for you because there was no money. In fact, you get so frustrated as Lillie keeps whining and crying that you smack Lillie. You hit her harder than you intended, and she falls against the wall, hitting her head awfully hard. You are afraid that she is seriously hurt. Rosie starts to cry, and Mary attempts to comfort both children. This is the first time you have ever done anything like this with your children.

*John, what is one emotion you feel?*

*Mary, what is one emotion you feel?*

* Mary and John take Rosie and Lillie by the hand and rush to the local hospital.

Show the hospital slide

**Hospital Visit**

* Lillie has a bad bump, but no concussion. The hospital staff hears the story of how Lillie was hurt. They treat Lillie and call the Child Protective Services as they are required to do by law. The CPS worker hears the same story from all members of the family. The parents both feel terrible. They talk openly and honestly about the situation. Separately, Lillie confirms what the parents say. This appears to be a solitary incident. With the parent’s permission, the doctor also examines Rosie for physical signs of abuse and neglect. Rosie appears healthy and happy. Mom can describe ways she can reduce the stress in the family and protect Lillie. Dad promises to take a walk when his frustration level gets high. He agrees not to hit his children.
* The CPS worker determines that Lillie and Rosie are safe/not in immediate or impending danger of serious harm, so they are sent home with their parents.

**Family Returns Home**

Show the home slide.

* As it is Friday, the CPS worker makes an appointment with the family for Monday to discuss their strengths and needs There are definitely some concerns for this family but right now their strengths outweigh their needs.

*Group - What are this Family’s Strengths?*

Group members can write their answers in text chat or unmute and talk.

Reinforce strengths such as 1) this is the first incident 2) the family is honest 3) parent’s express remorse 4) parents have a plan to keep their children safe.

*Mary, now that you are home what is one emotion you are feeling?*

*John, now that you are home what is one emotion you are feeling?*

* John, you feel upset and terrible about what has happened, and you leave the house and go to your favorite bar to have a few beers. You think that maybe some people from your old job are there and they can help take your mind off things. You spend a couple of hours at the bar with your friends, but on the way home there is a terrible accident. Fortunately, no one is hurt but, there are two terrible results: the family car is totaled, and you are taken to jail on a DWI charge. You will be there all weekend.

Show jail slide

*Mary, how you feeling right now? You have some serious needs. What do you need?*

Reinforce needs such as money for bail, income, car, support, childcare for Lillie and Rosie

*Lillie, what is happening with your family? Who do you blame? Yourself, mom, dad?*

*Rosie, how about you? If you could talk, what would you tell us about how you are feeling?*

*Group,**what are some ways that Lillie might act if she is upset?*

* In this story, Lillie refuses to take care of her personal needs, such as taking a much-needed bath. She has a huge temper tantrum when told to “go wash up” and then she sulks. At night, she has nightmares and has even wet the bed. She talks back in a loud, rude voice and slams her door shut when Mary reminds her to watch Rosie while she is at work. These behaviors get worse over two long, trying days.
* It is Sunday evening, after Lillie has been acting up and Mary just can’t take the stress anymore. Late that evening, Lillie has another tantrum after Mary reminds her that she must watch Rosie. Lillie then calls her mother a “bitch”. When Mary was a child, she was hit by her parents when they were stressed. As a result, she did not learn any other ways of disciplining a child. When she was young and had to take care of her younger brother Billie, she sometimes hit him when he wouldn’t listen to her.
* If Mary had someone to turn to, or if she herself had been positively disciplined as a child, she might have been able to deal with Lillie’s behavior differently. In this stressful situation though, Mary struck Lillie across the face and broke Lillie’s nose. Mary did not realize it at the time. She was so upset by what she had done that she ran out of the house. Lillie ran after her and while she was trying to catch up to her mom, Lillie fell down the steps. When Mary saw that Lillie was hurt and in pain, she stopped and helped Lillie. She realized that she would have to take Lillie to the hospital, again. Mary took Rosie, who was also crying by now and Lillie to the hospital.

Show the hospital slide

**Second Hospital Visit**

* When they reached the hospital, the CPS worker was called in and the decision is made that the safest place for the girls right now would be a foster home.

*Group: why do you think the CPS worker makes that decision? What are the new concerns?*

Group members can write their answers in text chat or unmute and talk.

Reinforce answers such as: Dad in jail, Lillie was hurt by both parents on separate occasions within a short time, both instances involved head injuries, no adult can assure Lillie’s safety, alcohol involvement, Lillie and Rosie were left unsupervised at night.

**Foster Care Placement**

* The worker’s first choice would be to place Lillie and Rosie with someone they know. However John’s sister, Ann, won’t take the kids because of her relationship with Mary. No one knows where Uncle Bill is as he moved out of the house abruptly and they haven’t had contact with him for a few months. Fortunately, there is a foster family available to accept the girls.

Ask the volunteers playing the caseworker, Foster Family #1 and Foster Sibling to turn on their video.

* This foster family had very little preparation for fostering but, would like a companion for their daughter. They want to “try out” having children in their home on a foster care basis instead of making a permanent commitment through adoption. But adoption is in the back of their minds “if things work out”.

*Lillie, what is one emotion you are feeling as you go to this new family?* *If you could be anywhere you choose, where would you be right now?*

*Rosie, what is one emotion you are feeling as you go to this new family? If you could be anywhere you choose, where would you be right now?*

Help the group see that, even though they have experienced abuse or neglect, most children will choose to go back with their parents.

**Identify Family Strengths**

* A great deal has happened to this family and they have experienced many losses. Thinking about the losses, it is easy to forget their strengths.

*Group, let’s go back and remember what this family’s strengths are. You can look at your Handout 2. Did any of their strengths disappear?*

Help the group see that right now, the family’s needs outweigh the strengths during this crisis but, their strengths are still there.

**John Out of Jail**

* John contacts his sister, Ann, who scrapes up the money for his bail. He gets out of jail and returns home on Monday morning, the third day after all their troubles began. When John returns home, he learns from Mary that Lillie and Rosie are in foster care. They both blame each other for what has happened; the loss of John’s job, the loss of the family care, the loss of their daughters and the loss of their self-esteem. There is another loss; John moves out to live with his sister, Ann.

**Call from Foster Family**

* Caseworker, you are trying to set up a visit between Lillie, Rosie, and their parents when you receive a call from the foster parents. They are very upset and unhappy with Lillie’s behavior. Lillie had “borrowed” their daughter’s cell phone and had “sexted” her boyfriend. She had sent him pictures of herself that were sexually explicit and showed these pictures to their daughter. The foster parents were horrified. Their daughter told them “Lillie wanted to show me some of the things her Uncle Billy had taught her, like what boys like to see you do”.
* Foster family, you don’t know much about foster care, but you have heard that many children in foster care have been sexually abused. You feel that your family is not prepared to deal with the needs and behaviors of a child who has been sexually abused. You want Lillie removed from your home immediately.
* Caseworker, you did not know that Lillie had a history of sexual abuse. You try to persuade the foster family to keep Lillie but, they will not change their mind. Since siblings are placed together, you have to remove both Lillie and Rosie to another foster family.

*Foster Parents, what is one emotion you are feeling right now?*

*Foster Parent’s Daughter, what is one emotion you are feeling right now?*

*Foster Parents, what will you tell your neighbors and friends about foster care and this agency?*

*Caseworker:**What is one emotion you are feeling right now?*

* Caseworker, you are disappointed because the foster family would not keep Lillie, and you feel bad because you know that another move would likely be hard and upsetting for the girls. You know that you have to talk with Lillie’s parents about Lillie’s possible sexual abuse. And right now, you have to find a new foster family where Lillie and Rosie can stay until they are ready to go back home.

**Second Foster Home Placement**

Ask Foster Family #2 to turn on video.

* Caseworker, you move Lillie and Rosie to their new home. This foster parent has had training about parenting a child with a history of child sexual abuse. This foster parent knows that Lillie might have a fear of being over-controlled as it is a common feeling among children who have experienced sexual abuse. This foster parent also knows that Lillie probably blames herself for what has happened.

*Lillie, what is one emotion you are feeling as you go to this new family? What do you need from this foster parent?*

*Rosie, what is one emotion you are feeling as you go to this new family? What do you need from this foster parent?*

*Foster parent #2, what is one emotion you are feeling?*

* The child sexual abuse investigation proceeds quickly. It is determined that Lillie had been sexually abused by her Uncle Billy. Billy, who is Mary’s younger brother, had lived with Mary and John for a while when he and his father were having a difficult time. Billy will be prosecuted for sexually abusing Lillie.

**Planning for Children to Return Home**

* All the while, both Lillie and Rosie want to return home to their family. Mary and John want the girls with them too. The caseworker, foster parent and Mary and John draw up a plan to help Lillie and Rosie to go back home. The plan spells out what needs to happen before the family can be reunited.

* This plan includes:

1. Along with the caseworker, Mary and John will work to develop a set of goals that will keep Lillie safe. They must include keeping her safe from Uncle Billy’s sexual abuse. They must also include keeping her safe from the physical abuse she experienced with both of her parents.
2. The caseworker will help Mary and John find resources in the community to help them achieve the goals to keep Lillie safe. They may include parent support groups, respite services (to provide babysitting when necessary), an Alcoholic Anonymous chapter, play groups for Lillie and Rosie (which will give Mary a break from her parenting responsibilities).
3. Foster parent will prepare Lillie and Rosie for visits with their parents. She will keep the caseworker and Lillie’s parents up to date on Lillie’s progress in school and on Rosie’s developmental progress. Foster Parent will also share positive discipline strategies with Mary and John to assist them in caring for Lillie.
4. The caseworker and foster parent will provide Mary and John with information regarding sexual abuse and its effect on children.

**Reunification**

* John and Mary, you want your marriage to work. You want your family together again, so you work hard over the next 12 months to complete the plan for reunification. Lillie and Rosie are returned to you. Congratulations!

**De-role Volunteers**

* Now I’m going to ask each volunteer how you felt in your role, then we will take you out of your role.

1. *What was one predominant feeling you had as \_\_\_\_\_\_\_\_\_\_\_\_ (the role)?*
2. *As \_\_\_\_\_\_\_\_\_\_\_(participant’s name), what did you learn from this activity?*

De-role each role player one at a time by asking the two above questions. Follow this order: Foster Family #2, Foster Family #1, Foster Sibling, Caseworker, Mary, John, Rosie and Lillie. Co-leaders should change back their screen display name.

See GPSII/MAPP Leaders Guide for tips on how to help participants who can’t seem to separate their roles (Meeting 2 p.2-42 Leaders’ Note on 48)

*Group, what is one emotion you are feeling now? What is something you learned from this activity?*

Group members can write their answers in text chat or unmute and talk. If the group is small, everyone can share. If the group is large, ask for 2-3 people to share.

**Summary**

* Reunification is always the first goal for children in out-of-home care. In Meeting 1, we explained concurrent planning, which involves agencies planning for both family reunification and an alternative permanency option like adoption. Through this story, we saw the first-hand effects of abuse and impermanence of multiple moves on Lillie’s and Rosie’s well-being.
* Working in partnership with birth parents helps families reunify, and if that is not possible, makes it more likely that parents will be willing and able to enter into alternative permanency plans.

**Bridge to Next Activity**

* Please review handout #3, “Safety Considerations and the Permanency Planning Process” for roadwork and bring any questions back to meeting 3.
* Next, we will look at children’s development and the effects that abuse and neglect can have on it.