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

**Meeting 3**

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| **Advance Preparation*** Insert Rules of The Road slide from Meeting 1.
* Prepare to keep notes of Parking Lot issues or questions.
* Remind participants to submit their *“Strengths/Needs Worksheet - Meetings 1 and 2”* prior to the start of the meeting.
* Remind participants to submit their Family Profile.
* Remind participants to complete their Leader Feedback if it was used.
* Email fillable *“A Strengths/Needs Worksheet for Fertility Loss Experts”* along with Meeting 3 handouts. Explain to participants that instructions for this worksheet will be provided at Meeting 3.

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| **Activity** | **Pages & Process Points in GPSII/MAPP Leader’s Guide (LG)****\*Denotes Modification**  | **Slides**  |
| **Activity A**Introduction to Meeting 3 | LG( p 3-7)#1-2 Welcome back #3-5 Discuss the profile and family consultations**\*One-on-one consultations will be done virtually with each family to discuss individual strengths and needs**#6-7 Discuss “Strengths/Needs Worksheet”**\*Leaders should have collected the completed S/N Worksheets from families via email before this meeting**#8 -9 Ask for feedback about the first two meetings**\*Ask group for what’s going well and what can be done differently** * **The feedback form, if used, should have been collected before the meeting**

#10-11 Review **Handout 1**, “*Meeting 3 Agenda”* | 1. Program Title 2. Meeting Title3. License Rights4. S/N Worksheet from Meting 1 and 25-6. **Handout 1,** *Agenda*  |
| **Activity B** The Need to Be a “Loss Expert” | (LG p. 3-15 )#1 Explain the losses and moves a child can have in foster care and adoption#2-3 Pose a question and state challenges of working with and caring for children who have had many losses#4 Ask why loss is so powerful#5-7 Define Maturational Losses and conduct the brainstorm activity**\*Using Slide #8 Maturational Losses, co-leader annotates the group’s answers on the chart** #8-9 Define Situational Losses and conduct the brainstorm activity**\*Using Slide #9 Situational Losses, co-leader annotates the group’s answers in the chart*** **Save this slide if possible (using a whiteboard), for Activity E. Alternatively, ask participants to take notes or take a picture of their screen with their phone**

#10 Ask if the loss connected to foster care is situational or maturational#11 Ask if family reunification or adoption is situational or maturational#12 Summarize and bridge  | 7. Maturational Losses Definition8. Maturational Losses Chart9. Situational Losses Definition10. Situational Losses (Title Slide)11. Foster Care, Reunification, and Adoption |
| **Activity C**The Grieving Process | (LG p. 3-25)#1-2 Ask for a volunteer**\*Ask “who has lost an object of monetary or sentimental value?” and obtain 3-4 examples before selecting a volunteer** #3-7 Review the Grieving Process using lost object **\*Modification #1*** **As the volunteer answers the leader’s questions about the loss experience, the co-leader annotates the appropriate stages on Slide #12 (title-only slide)**

**\*Modification #2*** **Use pre-filled slide #13, the co-leader can highlight or use arrow on the stage described by volunteer**

#8-10 Display and explain **Flipchart**, *“Stages in the Grieving Process”***\*Use pre-filled slide #13 Stages of Grieving Process**#14 Brainstorm and process **Flipchart** *“Factors that Affect Grieving”***\*Co-leader annotates the group’s answers on slide**#15 Explain the concept of Getting Stuck#16 Define “Developmental Grieving” #19 Show **Handout 2,** *“Feelings/Behaviors of Children Who Are Grieving”*#20 Discuss how parents may demonstrate loss#21-23 Summarize and bridge | 1. Stages in the Grieving Process (Title Slide)

13. Stages in the Grieving Process (Prefilled)14. Factors that Affect Grieving (Title Slide)15. Developmental Grieving 16-17. **Handout 2**, *“Feelings, Behaviors of Children…”* |
| **Activity D**Impact of Loss on Feelings and Behaviors | (LG p 3-37)#1-3 Refer to **Handout 3**, *“The Life Book”*#4-5 Refer **to Handout 4**, *“Understanding and Helping Children Who Are Grieving-Worksheet”* and conduct “Anton” in large group**\*Modification: Ask participants to follow along in their Handout 4 as it may be difficult to read the case example on slide if their screen is small** * **Ask for a volunteer to read out loud the case example**
* **Co-leader annotates the group’s answers on slide**

#6-10 Conduct small group activity with “Karen” and “Alana” **\*Modification: Divide the group into two teams** * **A quick way to do this is by alphabetical order (e.g. Those with first name beginning with letter A to M is on Team A, the rest are on Team B)**
* **Team A will answer the questions for “Karen” scenario. Team B will answer the questions for “Alana” scenario**
* **Ask for a volunteer to read out loud the case example**
* **Optional: Co-leader can annotate the group’s answers on slide**

#11-12 Summarize and bridge | 18. Lifebook (definition)19-21. **Handout 3**, *“The Life Book”*22. **Handout 4**, *Anton scenario* 23. **Handout 4**, *“Understanding and Helping Children…”* Worksheet for Anton24. Karen scenario 25. Worksheet for Karen26. Alana scenario27. Worksheet for Alana |
| **Activity E** Partnership in Loss: Turning Losses into Gains | (LG p 3-45)#1-3 Discuss the need for prospective foster parents to explore personal loss history #4 Review the situational loss chart and briefly share one loss a leader has experienced, what the stages of grief looked like, and how the loss was turned into a gain**\*Bring up Situational Losses slide that was saved or ask participants to refer to their notes/saved picture on phone**  #5-6 Poll the group on how many situational losses they have experienced #7-8 Refer to **Handout 5**, *“Helping Children with Healthy Grieving-Family Strengths and Needs”*#9-11 Conduct the dyad/triad activity**\*Modification: Leader should model by using one of the children in the Handout 5 (Alana is recommended since the group just read the scenario in Activity D)*** **The leader will explain how their loss history could be a strength or a need in helping Alana**
* **Leader asks the group, “Who thinks their loss history could be a strength in helping Alana?” Ask one volunteer to explain**
* **Leader asks, “Who thinks their loss history could create a need in your ability to help Alana?” Ask one volunteer to explain**

#12 Assign **Handout 5** as Roadwork#13-15 Pose three questions regarding loss**\*Modification: For time management, skip #13-15**#15-17 Summarize and bridge  | 28. **Handout 5**, *“Helping Children with Healthy Grieving…”* |
| **Activity F** Summary and Preview | (LG p 3-55) **\*No modifications**   | 29. **Handout 6**, *“A Strengths/Needs Worksheet…”*30. Roadwork Reading 31. PIP  |