**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 Title  3. License Rights  4. S/N Worksheet from Meting 1 and 2  5-6. **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 Definition  8. Maturational Losses Chart  9. Situational Losses Definition  10. 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 Anton  24. Karen scenario  25. Worksheet for Karen  26. Alana scenario  27. 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 |