**Online Supplement for GPSII/MAPP Leaders Guides**

**Meeting 5**

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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 3 and 4”* prior to the start of the meeting. * Remind participants to complete their Leader Feedback if it was used. * Email fillable *“Strengths/Needs Worksheet - Meetings 5”* along with Meeting 5 handouts. Explain to participants they will complete the worksheet after Meeting 5 and email it back to the leaders before Meeting 6. |

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| **Activity** | **Pages/Process Points in GPSII/MAPP Leader’s Guide (LG)**  **\*Denotes Modification** | **Slides** |
| **Activity A**  Introduction to Meeting 5 | (LG p.5-11)  #1 Welcome and introduce Meeting 5.  #2-3 Review Meeting 4 **Handout 7**, *“Strengths/Needs Worksheet”*  **\*Leaders should have collected the completed S/N Worksheets from families via email before this meeting**  #4-5 Ask for feedback about the group and the leaders  #6 Bridge back to Twelve Skills for Successful Fostering and Adoption and refer to Meeting 5 **Handout 1,** “*Agenda*” | 1. Program title 2. Meeting title 3. License Rights 4. Rules of the Road Placeholder 5. Meeting 4 **Handout 7**, *“Strengths/Needs Worksheet”* (page 1 only) 6. Feedback questions 7. Twelve Skills (with Skill #7 highlighted)    1. **Handout 1**, *Agenda* |
| **Activity B**  A Framework for Understanding Discipline | (LG p. 5-15)  #1-3 Describe the need for special parenting skills and review the Cycle of Need: Attachment as a tool to analyze behavior  #4-7 Introduce the “Carlos” case example and apply it to the Cycle of Need  **\*Use slides 13-15 to illustrate how Carlos learned to express his needs**  **\* Skip #8 “Jilly” case example for time management**  #9 Discuss the effects of abuse and neglect on children’s self-concept  #10 Refer to **Handout 2**, *“Impact of Placement on Children’s Self-Concept”* and discuss the four characteristics of self-concept  #11-12 Define “Discipline”  #13 Refer to **Handout 3**, *“Definitions-Discipline and Punishment”*  #14-15 Discuss the need for foster/adoptive parents to re-teach children in their care  #16 Define “Punishment”  #17-20 Brainstorm “Physical Punishments We Have Used/Have Been Used on Us”  **\*Co-leader annotates group’s answers on slide**  #21 Brainstorm “Reasons Physical Punishment is Used”  **\*Co-leader annotates group’s answers on slide**  #22-23 Brainstorm “Reasons Physical Punishment Might Not Work…”  **\* Co-leader annotates group’s answers on slide**   * **Use “Carlos” case example instead of Jilly**   #24 Compare three charts to support ineffectiveness of physical punishment for teaching children healthy ways to meet need.  **\*Instead of comparing the three charts, the leader chooses one example of punishment and one reason the group mentioned previously (co-leader can annotate) and ask if doing so accomplishes the goals on Handout 3, “Discipline Should Teach Children and Youth”**   * **Use slides 23-26** * **“Physical Punishments such as (*hitting with a ruler)* may be used by a parent because (*they wanted to stop the behavior immediately)*, but does it teach the child to understand feelings and needs, and understand the connection between feelings and behaviors?”**      * **“Physical Punishments such as  *(another example of physical punishment)* may be used by a parent because (*another reason)*, but does it teach the child healthy ways to get needs met?”** * **“Physical Punishments such as  *(another example of physical punishment)* may be used by a parent because (*another reason)*, but does it teach the child to feel good about their relationship with adults and other children?”** * **“Physical Punishments such as  *(another example of physical punishment)* may be used by a parent because (*another reason)*, but does it teach the child to feel good about themselves?”**   #25 Refer to **Handout 4**, *“Side Effects of Physical Punishment”*  **\*Ask for volunteers to read it out loud. If there’s not enough time, read the first page only and assign the rest for roadwork reading**  #26-28 Summarize the activity and bridge | 1. Cycle of Attachment    1. Carlos 2. What need was Carlos expressing? 3. Cycle of Need (hug mom) 4. Cycle of Need (bring a game to play) 5. Cycle of Need (temper tantrum) 6. **Handout 2**, *“Impact of Placement on Children’s Self-Concept”* 7. Lovable, Capable, Worthwhile, Responsible 8. **Handout 3**, *“Definitions-Discipline and Punishment”* 9. Physical Punishments We Have Used/Have Been Used on Us 10. Reasons Physical Punishment is Used 11. Reasons Physical Punishment Might Not Work… 12. …but does it teach? Question 1 13. …but does it teach? Question 2 14. …but does it teach? Question 3 15. …but does it teach? Question 4   27-28. **Handout 4**, *“Side Effects of Physical Punishment”* |
| **Activity C**  15 Ways to Help Children and Youth Manage Challenging Behaviors | (LG p. 5-37)  #1 Introduce the purpose of activity  #2-6 Ask group to identify three challenging behaviors  **\*Instead of using nine post-its, ask the group to identify one challenging behavior for each age range as per slide #29 and write them on piece of paper or on top of Handout 5**   * **The leaders should model by sharing their chosen behaviors** * **Ask 2-3 participants to share their behaviors** * **The rest of the group can write their behaviors in the text chat so the leaders can assess their answers**   #7-24 Refer to **Handout 5,** *“Discipline Techniques to Help Children and Youth Manage Their Behaviors”*  **\*Leader should spend no more than one minute to describe each technique.**   * **For group engagement, leader can ask “Who here has had success with this technique?” for some of the techniques and the group can raise hands** * **Leader can ask one participant to share an example of their success**   #25 Discuss the importance of identifying a child’s age when considering the 15 Techniques  #26 Discuss behaviors that pose possible safety concerns  #27 Ask group to identify three techniques for each of their challenging behaviors  **\*Instead of placing post-its on posters, leader will show all 15 techniques on slide 38 and lead a group discussion**   * **Ask for one participant to share their chosen challenging behavior of a toddler and identify one technique that might be effective with that behavior. Then ask the rest of the group to identify two more techniques that could be used for the same behavior** * **Repeat above with another volunteer and their chosen challenging behavior of a school-age child** * **Repeat above with another volunteer and their chosen challenging behavior of a teenager** * **For roadwork, ask the group to identify three techniques that could be used for each of their three behaviors as it was just modeled**     #28-29 Summarize and bridge | 1. A behavior that pushes my button    1. **Handout 5**, *“Discipline Techniques to Help Children and Youth Manage Their Behaviors”* 2. 15 Techniques Chart |
| **Activity D**  The Power of Positive Reinforcement and Helping Children Understand Feelings | (p. 5 -55)  #1-8 Introduce and demonstrate Positive Reinforcement activity  **\*Instead of finding an object in a room, the group will help the volunteer to unlock a safe by finding the correct code**  **INTRODUCE ACTIVITY**   * **Tell the group a volunteer will be needed to find three numbers on slide 40 in correct sequence** * **Explain the rules before obtaining a volunteer**   **EXPLAIN RULES**   * **While the volunteer closes their eyes, the leader will show the lock code to the rest of the group** * **The volunteer will use the stamp annotation tool and place the stamp on any square to begin (co-leader should demonstrate)** * **From that square, the volunteer can slowly move their stamp one square at a time up, down, or sideways** * **When the volunteer moves *toward* the direction of the first number in the code, the group will cheer and applaud** * **When the volunteer moves *away* from the number, the group will be silent** * **OPTION: If the volunteer does not feel comfortable with annotation, they can call out the number for the co-leader to annotate**   **PRACTICE**   * **Tell the group they will now practice by helping the co-leader to find the number 15** * **In the practice, co-leader should use the annotation tool to move closer to, as well as away from, the number 15 so the group can practice both cheering and ignoring** * **OPTION: If there’s sound issues with everyone cheering at the same time, ask for 3-5 volunteers to be “the positive reinforcers” and the rest can mute themselves**   **CONDUCT ACTIVITY WITH VOLUNTEER**   * **Ask for a volunteer** * **While the volunteer closes their eyes, show the code (next slide) to the group** * **Ask the group to write down the code** * **Co-leader will be the timekeeper** * **Return to slide 40 and ask the volunteer to begin annotating** * **Let the volunteer know when the first number is found, then keep going until all three numbers are found and the safe can be opened** * **Show slide 42 to show an open safe with gold inside**   #9 Ask the group to describe the steps involved in teach the volunteer the desired behavior  **\*Optional: co-leader can annotate the group’s answers on slide**  #10-13 Process and summarize the activity  #14 Provide a caution about selecting food as positive reinforcers  #15-16 Introduce the next demonstration activity for Help the Child Understand Feelings  **\*Show the Twelve Skills for Successful Fostering and Adoption slide with Skill #2 Communicate Effectively highlighted**  #17 -18 Define “Active Listening”  #19-20 Explain the importance of “Help the Child Understand Feelings”  #21 List feeling words  **\*For time management, show “Names of Feelings” chart on slide 47 instead of brainstorming a list of feeling words**  #22-23 Refer to **Handout 6**, *“Helping Children Understand Feelings”*  **\*Ask volunteers to read out loud “Reflection is...” and “Reflection isn’t…”**  #24-25 Practice reflecting to the six statements in **Handout 6**, page 2.  *\** **For time management, choose two statements by a child and one statement by a parent.**  #26-25 Summarize the “Help the Child Understand Feelings” activity using the Cycle of Need  #28-29 Summarize the entire activity C and bridge | 1. Demonstration: The Power of Positive Reinforcement 2. Crack the Code 3. Code 4. You did it!! 5. What We Did to Teach the Desired Behavior 6. Demonstration: Help the Child Understand Feelings 7. Twelve Skills (with Skill #2 Highlighted) 8. Active Listening 9. Names of Feelings Chart    1. **Handout 6**, *“Helping Children Understand Feelings”*   51. Cycle of Need: Attachment |
| **Activity E**  Helping Children and Youth Manage Challenging Behaviors | (LG p. 5-71)  #1-2 Introduce the activity and refer to **Handout**  **7**, “*Choosing Discipline Techniques to Keep Children Safe and Meet Needs”*  **\*Explain that the group will work on “Jenny” case example now and the other three case examples will be assigned as roadwork.**   * **Ask for volunteers to read the Jenny case example**   #3-5 Refer to **Handout 8**, *“Discipline Methods Worksheet”*  #6-14 Conduct large group discussion about Jenny using **Handout 8**   * **Choose ‘hitting the family dog” as the challenging behavior** * **Optional: co-leader can annotate the group’s answers on the Worksheet**   **\*Skip #15-19:**  **For time management, assign “Joey”, “Jeryce” and “Karen” case examples as roadwork**  #20 Bridge back to the Twelve Skills and ask “What skills were important to you in selecting effective discipline techniques for Jenny?”  #21 Bridge to next activity | 1. **Handout 7**, *“Choosing Discipline Techniques to Keep Children Safe and Meet Needs”*    1. **Handout 8**, *“Discipline Methods Worksheet”*   55. Twelve Skills |
| **Activity F**  False Allegations of Abuse in Foster or Adoptive Homes | (LG p. 5-85)  **\*No modifications**   * **Optional: if there’s time, leader can use slides 57-61 to highlight sections in Handout 10** | 56. Handout 10 “Allegations of Abuse-Preventive Practices” (page 1 only)  57-61. Sections from Handout 10 |
| **Activity G:**  Summary and Preview | (p. 5-93)  **\*No modifications** | 62. Roadwork Reading  63. PIP |