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

**Meeting 6**

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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 - Meeting 5”* prior to the start of the meeting.
* Prepare to show own sample Life Books, if you decide to do so instead of using the sample Life Book pages provided in the PowerPoint.
* Email Supplemental Handouts 1 and 2 along with Meeting 6 handouts. Instruct participants to cut along the dotted lines of Supplemental Handout 1 so each person can have 5 pieces of paper nearby for this meeting (They can use 5 pieces of Post-It instead if they have them).

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| **Activity** | **Pages/Process Points in GPSII/MAPP Leader’s Guide (LG)** **\*Denotes Modification**  | **Slides** |
| **Activity A**Introduction to Meeting 6 | (LG p. 4-11) #1-2 Welcome group and discuss mutual selection issues**\*Show Rules of the Road slide created from Meeting 1**#3 Introduce Meeting 6#4-5 Discuss Meeting 5 Roadwork **Handout 11**, *“Strengths/Needs Worksheet”* **\*Leaders should have collected the completed S/N Worksheets from families via email before this meeting**#5 Refer to Meeting 6 **Handout 1,** *“Agenda”*#6-7 Bridge to discussion of identity and display Life Books**\* Leaders can show their own Life Book or use the sample Life Book pages on slides 8-10, which are from** [**https://www.mare.org/Resources/Lifebook**](https://www.mare.org/Resources/Lifebook) **and** [**http://www.ifapa.org/publications/IFAPA\_Lifebook\_Pages.asp**](http://www.ifapa.org/publications/IFAPA_Lifebook_Pages.asp)#7 Bridge to next activity  | 1. Program Title
2. Meeting Title
3. License Rights
4. Rules of the Road Placeholder
5. Meeting 5 **Handout 11**, *“S/N Worksheet”*

 6-7. **Handout 1**, “*Agenda”*8-10. Sample life book pages |
| **Activity B**The Importance of Identity forChildren in Foster Care |  (LG p.6-13) **\*No Modifications****Suggestions for “Connections in Your Life” brainstorming activity:*** **Use a whiteboard and save it for visual reference in the next activity**
* **Skip the brainstorming activity here and instead conduct it at the beginning of Activity C**
 | 11. Identity and Culture 12. **Handout 2**, *“Identity and Culture-Important Definitions”*13-15. Questions from Process Points #8 and #9 16-18. The Triangle Family |
| **Activity C**The Power of Connections |  (LG p. 6-23)#1-2 Introduce the 5 Connections activity **\*Leaders should have asked the participants in advance to have five Post-its at hand or use the attached Supplemental Handout 1 to cut out five pieces of paper** * **If it was not possible to take the above step in advance, an option is to have participants write their five connections on one piece of paper and cross each out**

#3 Refer to “Connections in Your Life” newsprint from Activity B**\* Conduct the brainstorming activity here if it was skipped, or display the saved whiteboard** #4-23 Conduct the 5 Connections Activity#24 Ask “How is a child’s cultural identity important to his/her well-being?”#25 Refer to **Handout 3**, *“Asking Questions to Understand Cultural Needs”*#26-27 Summarize and bridge  | 19. Connections in Your Life20. **Handout 3,** *“Asking Questions to Understand Cultural Needs”*  |
|  **Activity D** Federal Legislation and Its Impact on Children and Families |  (LG p 6-31) **\*No modifications** | 21. **Handout 4**, *“Major Provisions of the Federal Indian Child Welfare Act”*22. ICWA summarized23. **Handout 5**, *“Multiethnic Placement Act…”*24-25. MEPA and IEP summarized  |
| **Activity E**Building a Positive Parental Alliance |  (p 6-37)  \***Refer to attached script** | 26-40 Positive Parental Alliance Demonstration 41. **Handout 6**, *“The Alliance Model of Child Welfare Practice”*42. Shared Parenting definition43. Benefits of shared parenting questions44. **Handout 7**, *“The Role of FP…”*45. Handout 7 headings |
| **Activity F**Supporting Shared Parenting Through Visits |  (p 6-57)#1 Introduce the purpose#2 Discuss relationship between visits and permanency planning#3 Ask group “What is the connection between shared parenting and visits?” #4 Brainstorm a list of “Potential Problems with Visits” **\*Co-leader annotates group’s answers on the slide*** **Option: use a whiteboard and save it for use in Process Point #13**

#5-11 Brainstorm “Benefits of Visits for: Children, Parents, Siblings & Relatives, Foster Parents, and Caseworker”**\*Co-leader annotates group’s answers on the slide that includes all five headings*** **For time management, limit 3 answers per heading**
* **Abbreviate each answer to 1-2 key words**

#11-12 Brainstorm ways to manage “Potential problems with Visits”**\*Leader can use the saved whiteboard from Process Point #4 or use the pre-filled slide with three common problems.**#13-14 Summarize and bridge | 46. Potential Problems with Visits47. Benefits of Visits for...48. How Might Foster Parents Manage…  |
| **Activity G** Shared Parenting Through Visits-Skill Practice  | (p 6-67)#1 Introduce the activity#2 Refer to **Handout 8**, pg. 1 of 2, Scenario 1: *“I Don’t Want You to Go”***\*Leaders can choose to conduct the alternative role play on pg. 2, Scenario 2, “I Don’t Want to See Her”*** **Ask the participants to turn to this handout so they can follow along**
* **Ask for volunteers to read out loud the background and situation**

#3 Explain risks and obtain volunteers for the roles. **\*Explain that the role-players can ask for help if they are stuck*** **If the virtual platform allows, co-leader should change the screen display names for the volunteers**

#4 Begin role play**\*If conducting Scenario 1: due to the large number of role-payers who have to respond to Jenny, it may be necessary for the leader to guide the order in which they respond, e.g. “Janet, what is your response?”, “How about you, Melanie, what is your response?”, and “And now, Terry, what is your response?”** #5-7 Process the role play and de-role the volunteers#8-9 Summarize and bridge   |  49. **Handout 8,** pg. 1 of 2, Scenario 1: *“I Don’t Want You to Go”*50. **Handout 8**, pg. 2 of 2, Scenario 2: *“I Don’t Want to See Her”*   |
| **Activity H**Supporting Shared Parenting Between Visits |  (p 6 -77) #1-7 Introduce and conduct the Competition Activity **\*Modification A** * **Assign Supplemental Handout 2 in advance.**
* **Ask how many ideas the participants came up with and designate “winner(s)”**
* **Go around and ask each participant to share two ideas from their handout**

 **\*Modification B (only for groups without any members with reading/writing challenges)*** **Leader should have emailed Supplemental Handout 2 but ask the participants to not fill it out in advance**
* **Explain the activity and give the participants 2 minutes to write as many ideas as they can individually**
* **Leader calls time in 2 minutes**
* **Ask how many ideas the participants came up with and designate “winner(s)”**
* **Go around and ask each participant to share two ideas from their handout**

#8-9 Summarize and bridge  | 51. Supplemental Handout 2  |
| **Activity I**Summary of Meeting 6 and Preview of Meeting 7 |  (LG p 4-73)#1 Ask group to summarize key learning points**\*Optional: Use the Twelve Skills to summarize by asking “Which of these Twelve Skills were highlighted in this meeting?”** #2 Preview Meeting 7#3 Assign Roadwork#4 Share PIP#5 Adjourn meeting  | 52. Twelve Skills…53-54. **Handout 9**, *“Foster/ Adoptive Parents’ Guide to Successful Visits”*55. Roadwork 56. PIP |

**Meeting 6 Activity E (Online Version)**

**Building a Positive Parental Alliance**

**Slide 26, Introduction to demonstration and roles**

* We are going to take part in a virtual demonstration about relationships. Relationships are one of the connections that help make us who we are and effect how we feel about who we are.
* In this demonstration, we are going to have volunteers for six different roles and I am going to ask you at times what emotion you are feeling.
* For those of you who are not playing a role, I will have questions for you and you will type your answer in the Chat box.

Ask for the first three volunteers: two parents and a child. Then ask for volunteers for three additional roles you will need as the story continues: caseworker and two foster parents.

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 two parents and their child.

**Slide 27, Building a family**

* We are going to build a family. Let’s imagine that the parents are standing next to each other with an arm on each other’s shoulder. This represents how close and united this couple is. Imagine that the child is standing in front of you both facing you.

*Parents, what is one emotion you feel to be part of this family?*

* Children have many needs, both physical and emotional, and they depend on their parents to meet those needs. Parents, you are able to meet your child’s needs consistently and predictably.

*Child, what is one emotion you feel when your parents meet your needs?*

**Slide 28, Cycle of Need**

* When parents meet their child’s needs predictably and consistently, strong and healthy attachments can form quite naturally. As a result, children feel both emotionally and physically secure.

**Slide 29, Back to family/Child’s awareness of parental alliance**

* Child, you are very fortunate; you have not just one, but two adults to meet your needs.
* When a child is an infant however, they are not aware of their parents being two separate people. They see them as a single being that exists solely to meet their needs. As far as the infant is concerned, there is only one relationship in the family-the one between the parents and the infant.
* Around the age of three, children become aware there is another relationship in the family, and they begin to realize the relationship does not include them. That relationship is the one between their parents, and it is called the “parental alliance.”
* This new awareness of the parental alliance can be very disturbing to children. They might wonder, “What if my parents like each *other* so much that they forget about me”.
* Let’s think about a 3-year-old.

*Group, tell me in the Chat box, what do they do when they see their parents hugging or kissing?*

*Where does a 3-year-old often want to be at bedtime?*

**Slide 30, Child in middle of parents**

*Group, what need is the child expressing when they get into their parent’s bed?*

*Group, what could the parents do to meet the child’s need?*

* If all goes well, the child realizes that they are still included, and not excluded in this family relationship

**Slide 31**, **Positive Parental Alliance**

* The child doesn’t have to worry because they see that there is a positive parental alliance. A Positive Parental Alliance is formed when all of the important adults in a child’s life are working together to meet the child’s needs. When that happens, the child can relax and concentrate on the job of being a child.

*Group: What is the job of a child?*

* Yes, a child’s job is to grow and develop and be a child.
* Let’s have the child go back to the original position.

**Slide 32, Child back in front of parents**

* Now, let’s see what happens when there is conflict between the parents.

**Slide 33, Parents in conflict**

* Parents, you are standing far away from each other and pointing fingers at each other.

*Child, how do you feel when you see your parents angry and not close like before?*

*Group, when a child sees that his/her parents are not getting along, how might he/she behave at school or at home*

Confirm responses such as “act out” to draw attention away from the parents, withdraw, and “fix the family”

* Whatever the child’s response they are not able to do their job and be a child and grow and develop. Their energy is focused elsewhere.

**Describe Child’s Dilemma**

* In order to survive, children need at least one parent to keep on meeting their needs. This creates a dilemma for children. Children are different from adults; they can’t maintain emotional ties with two people who don’t like each other. Children feel like they must choose sides. They can’t split their heart.
* You may have seen this when parents go through an angry divorce. Their children feel that they must choose between parents but cannot do so. As a result, the children hide their loyalty to one parent from the other. They may even pretend to dislike one parent as a way of preserving loyalty to the other.
* Let’s see what this might look like.

**Slides 34-37**  **Child runs from one parent to the other**

*Child, how do you feel running back and forth between your parents?*

* When the child’s energy is diverted toward managing the conflict in the family, he/she cannot complete their job of growing and developing.
* Sometimes parents become overwhelmed by events in their lives. When that happens, they cannot meet their child’s need for safety. That happens with this family. And the child welfare system becomes involved.

Ask the volunteer playing Caseworker to turn on their video and microphone.

**Slide 38, Caseworker**

* The mission of the child welfare agency is to keep children safe and provide services to help parents make changes if changes are needed to keep the child safe in their home.

* The caseworker will demonstrate this by standing between the parents and the child.
* Usually, the family has not asked for this intervention. They may not agree with the caseworker’s assumption that their behavior or situation is making the child unsafe.

*Parents, how does it feel to see the caseworker between you and your child?*

*Child, how do you feel about being “protected” from your parents?*

* Children may see the intervention by the agency as a threat because the agency, represented by the caseworker, has the power to cut off their ties to their parents.
* The child may see the agency and their parents in conflict.
* Think back to how the child behaved when there was conflict between the two parents. They may exhibit some of the same behaviors when they see the agency and their parents in conflict.
* It becomes even more complicated for the child when they are removed from their parents’ care and a foster family is added.

Ask the volunteers playing foster parents toturn on their video and microphone

**Slide 39, Foster Parents**

* The primary role of the foster parent is to meet the child’s need for nurturance, and safety. They are going to demonstrate by standing behind the child.

*Parents, what is one emotion you feel when you see your child with the foster parents?*

* The foster family’s alliance is likely to be perceived by the parents as a more serious threat to their attachment with their child than the agency’s alliance with their child.
* The parents are experiencing many strong emotions now.

*Group, what are some of the behaviors you might see when they visit their child?*

*Foster parents, how do you feel about the parents when they behave like that?*

Child, now you are more confused than ever. On one hand you attach to the foster family because they are meeting your daily needs. On the other hand, this new attachment may make your parents angry. Earlier we said that children cannot freely love more than one adult when they believe the adults don’t like each other. As this child looks around, almost all of the important the adults in their life are in conflict.

*Group,**what are some behaviors the child might exhibit?*

* Once again, the child is not focusing their energy on their job of growing and developing.
* Children need to be able to openly seek and maintain all the important connections that are necessary to meet their needs. This can only happen when all the adults in their lives are aligned with each other and working in unity.
* Let’s see how we can create a positive parental alliance.

*Parents, what can your caseworker say or do to help you feel you are working together in a positive alliance?*

*Caseworker, are you willing and able to meet the parent’s needs?*

*Parents, what can the foster parents say or do to help you feel you are working together in a positive alliance?*

*Foster Parents, are you willing and able to meet the parent’s needs?*

**Slide 40, Adults working together**

*Group, how is this picture different from before?*

Affirm answers such as the child is closer to the parents, the foster parents are closer to the parents, and the caseworker is supporting the parents.

*Child, how do you feel?*

*Parents, how is this different for you? How do you feel?*

*Foster Parents, how is this different for you? How do you feel?*

*Caseworker, how is this different for you? How do you feel?*

**De-role volunteers**

* Let’s thank the volunteers and take them out of their roles.

De-role each volunteer one at a time by saying “You are no longer \_\_\_\_, what is your real name? “

Co-leaders should change back volunteers’ screen display names.

Everyone should turn on their video.

**Slide 41 , Handout 6 “The Alliance Model of Child Welfare Practice”**

* Handout 6 is a visual picture and a detailed explanation of the parental alliance model that you just saw. Please read it for roadwork.

**Slide 42, Definition of Shared Parenting**

* A Positive Parental Alliance can be achieved when there is shared parenting between parents and foster parents. Let’s look at what shared parenting means.

**Slide 43 , Benefits of Shared Parenting**

* In the demonstration we saw the benefit of shared parenting for the child. What are the benefits for the parents? Foster parents? Caseworker?

For time management, ask for 1-2 answers for each of the three questions on the slide.

**Slide 44, Handout 7 “The Role of Foster Parents in Building Alliances with Parents of Children in Foster Care”**

* Handout 7 describes what foster parents can do to build a positive parental alliance with parents. You will see there are six different ways.

**Slide 45, Six headings from Handout 7**

* Which one do you think you can do easily now?
* Which one would you need more time and information before you can say you can do easily?
* Please read the rest of the handout for roadwork.
* In our next activity we will identify shared parenting behaviors to promote successful family visits.

Supplemental Handout 1 for Meeting 6, Activity C, Five Connections

**Instruction: Cut along dotted lines**

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Supplemental Handout 2 for Meeting 6, Activity H, Supporting Shared Parenting Between Visits

**Instruction: Create as many ideas as you can for sharing parenting with the children’s parents between visits.**

 Example: *Letters*

1. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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4. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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6. \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_
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