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

**Meeting 7**

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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.
* Prepare to show the video, *“Angela”*. Optionally, leaders can share a link to the video and ask the participants to view it before the meeting.
* Email Supplemental Handout 1 along with Meeting 7 handouts
* Email fillable *“Strengths/Needs Worksheet - Meetings 6 and 7”* along with Meeting 7 handouts. Explain to participants they will complete the worksheet after Meeting 7 and email it back to the leaders before Meeting 8.
* Request each participant’s information and permission to develop a contact list to be shared after Meeting 10.
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| **Activity** | **Pages/Process Points in GPSII/MAPP Leader’s Guide (LG)** **\*Denotes Modification**  | **Slides** |
| **Activity A**Introduction to Meeting 7 | (LG p. 7-9) #1-2 Welcome group and discuss mutual selection issues**\*Show Rules of the Road slide created from Meeting 1**#3-4 Review Meeting 6, **Handout 9** and Roadwork *“Foster and Adoptive Parents’ Guide for Successful Visits or Contacts”* #5 Refer to **Handout 1**, *Agenda*#6 Explain the difference between the title of Meeting 3 and the title of this meeting#7 Bridge to next activity  | 1. Program Title
2. Meeting Title
3. License Rights
4. Rules of the Road Placeholder
5. Meeting 6 **Handout 9**, *“Foster and Adoptive Parents’ Guide…”*

 6-7. **Handout 1**, *Agenda*8. What’s the Difference?  |
| **Activity B**Going Home: The Role of Foster Parents  | (LG p. 7-13)#1-6 Explain the importance of helping children understand losses and moves#7-8 Refer to **Handout 2**, *“Merrilee’s Case”***\*Ask the participants to turn to this handout so they can follow along** * **Ask for volunteers to read out loud the paragraphs on their Handout 2 page 1-2 (also on slides 10-12)**

#9-10 Complete the worksheet on Handout 2, pages 2-3**\*For time management, leaders should select six events to process with group*** **Optional: co-leader can annotate the answers on slides**

#11. Summarize the “Merrilee” activity#12 Refer to **Handout 3**, *“The Role of Foster Parents in Transitioning Children and Youth from Foster Care”*#14-15 Summarize and bridge | * 1. **Handout 2**, *“Merrilee’s Case”*

 15. **Handout 3**, *“The Role of Foster Parents in Transitioning Children and Youth from Foster Care”* |
| **Activity C**Helping Children and Youth Transition from Foster Care | (LG p. 7-21)#1-4 Introduce and play **Angela** Video#3-4 Discuss the Angela video **\*Option: slide 17 can be used as visual support for questions posed to group**#5-6 Refer to **Handout 4**, *“Planning a Move: Helping Children Transition from Foster Care-Worksheet”* **\*Ask the participants to turn to this handout so they can follow along** * **Ask for volunteers to read out loud Lillie and Rosie case example on their Handout 4 page 1 (also on slides 19-20)**

#8 In large group, develop strategies for messages to be conveyed on Handout 4, pages 2-3**\*For time management, leaders should select four messages to process with group*** **Optional: co-leader can annotate the answers on slides**

#9 Refer to Planning a Move: Adoption on **Handout 4**, pages 4 and conduct a small group activity **\*Ask for volunteers to read out loud Jason case example on their Handout 4 page 4 (also on slides 24-25)****\* 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 provide strategies for Message #1 and #2**
* **Team B will provide strategies for Message #5 and #6**

#11 Ask group, “what is an important message for a child moving from one foster home to another?” and “to live as a self-sufficient adult ?” **\*Skip #12-13** #14 Discuss key learning points of the activity#15 Explain respite care and discuss its benefits and challenges* **Optional: co-leader can annotate the answers on slide**

#16 Refer to **Handout 5**, *“Preparing Your Child for Respite”* \***Assign as roadwork reading**#17 Bridge to next activity  | 16. Angela video placeholder17. Angela video questions18-28. **Handout 4**, *“Planning a Move: Helping Children Transition from Foster Care-Worksheet”*29-30 Questions in process point #1131. Respite Care definition32. Respite care benefits and challenges33. **Handout 5**, *“Preparing Your Child for Respite”*  |
|  **Activity D** The Stages of Disruption or Dissolution | (LG p.7-35) **\*No Modifications** | 34. **Handout 6**, *“Definitions- Disruption and Dissolution…”*35. **Handout 7**, *“Stages of a Disruption or Dissolution”* |
| **Activity E**The Causes of Disruption and Dissolutions | (LG p.7-41)#1-2 Introduce the activity#3 Brainstorm “Causes of Disruption”**\*Co-leader annotates group’s answers on slide**#4-5 Refer to **Handout 8,** “*Disruptions: Preventions and Interventions”* and conduct a small group activity**\*For time management, leaders should select one of the three available case example to conduct with entire group*** **Ask group to read the other two case examples for roadwork**

#6 Discuss the child’s needing higher level of care as a cause of disruption#7-8 Conduct “Assessing Your Own Families” in small groups**\*Refer to Supplemental Handout 1, ”Assessing Your Own Families” and assign as roadwork*** **One of the leaders should model by sharing an example of a stressful situation that could lead to a disruption in their home then ask the group for strategies**
* **If time allows, ask for one volunteer to share their own stressful situation and the group can offer strategies**

#9-10 Summarize and bridge to next activity **\*Ask the group to summarize by using the Twelve Skills for Successful Fostering and Adoption*** **Show the Twelve Skills 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?”**
 | 36. Causes of Disruption37-40. **Handout 8,** *“Disruptions: Preventions and Interventions”*41. Supplemental **Handout 1**, *“Assessing Your Own Families”*42. Twelve Skills  |
| **Activity F**Preventing Disruptions and Dissolutions by Giving Children Permission | (LG p. 7-47)#1 Refer to **Handout 9**, *“Giving Permission: the Steps of Integration”* **\*Use slide 42 to define “integration” before looking at Handout 9**#2-#15 Explain each step **\*While the leader uses the visual symbols on Handout 9, page 1 to explain each step, remind participants they can find written explanations on page 2**#16-17 Define and explain “commemoration” #18 Summarize #19 Bridge back to importance of connections discussed in Meeting 6#20 Refer to **Handout 10,** *“Openness in Adoption”*#21 -21 Discuss examples of varying levels of openness in adoption**\*Co-leader can annotate on slide** #23-24 Summarize and bridge  | 43. Integration Definition44-45. **Handout 9**,*“Giving Permission: Steps of Integration”*46. Commemoration Definition 47 **Handout 10**, *“Openness in Adoption”*48. Openness in Adoption continuum  |
| **Activity G**Summary of Meeting 7 and Preview of Meeting 8 | (LG p. 7-59)#1-2 Summarize by discussing gains and losses from foster care**\*Co-leader can annotate on slide** #3-4 and #6 Assign Roadwork#5 Preview Meeting 8 #7 Share PIP#8 Adjourn meeting  | 49. Gains and Losses from Foster Care50. Roadwork 51.Roadwork- **Handout 18**, (page 1) 52. PIP |

Supplemental Handout 1 for Meeting 7 Activity E, The Causes of Disruptions and Dissolutions

**Assessing Your Own Families**

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| **A stressful situation that could lead to a disruption in your home** | **A strategy for prevention****(What you could do in advance to stop the problem from occurring)** | **A strategy for intervention****(If the problem is already present, what you could do to minimize the impact of the problem in your family)** |
| 1. |  |  |
| 2. |  |  |
| 3. |  |  |