**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 placeholder  17. Angela video questions  18-28. **Handout 4**, *“Planning a Move: Helping Children Transition from Foster Care-Worksheet”*  29-30 Questions in process point #11  31. Respite Care definition  32. Respite care benefits and challenges  33. **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 Disruption  37-40. **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 Definition  44-45. **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 Care  50. 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. |  |  |