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

**Meeting 8**

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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 6 and 7”* prior to the start of the meeting. * Prepare a personal EcoMap slide to show in this meeting. * Prepare to provide instruction to participants on how they can submit their EcoMap (for example, send a picture of it to leaders via text or email). * Prepare a bag of items for the “What the Child Brings” activity if using Modification B. |

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| **Activity** | **Pages/Process Points in GPSII/MAPP Leader’s Guide (LG)**  **\*Denotes modification** | **Slides** |
| **Activity A**  Introduction to Meeting 8 | (LG p. 8-9)  #1-2 Welcome group and discuss mutual selection issues  **\*Show Rules of the Road slide created from Meeting 1**  #3-4 Review Meeting 7and Roadwork - Meeting 7 **Handout 18** “Concurrent Planning Readiness Assessment Worksheet”  **\*For time management, accept one response for each item**  #5 Collect Handout 18  **\*Optional: If leaders choose to collect this roadwork, participants can email after the meeting**  #6 Discuss Meeting 7, **Handout 11,** Strengths/Needs Worksheet  **\*Leaders should have collected the completed S/N Worksheets from families via email before this meeting**  #7-8 Refer to **Handout 1** Agenda and bridge to next activity | 1. Program Tile  2. Meeting Title  3. License Rights  4. Rules of the Road (Place holder)  5-6. Meeting 7 **Handout 18**, “*Concurrent Planning Readiness Assessment Worksheet*”    7. Meeting 7 **Handout 11**, *“Strengths/Needs Worksheet”*  8-9. **Handout 1,** *“Agenda”* |
| **Activity B**  The Family as a System | (LG p 8-17)  **\* No modifications** | 10. How would you define family?  11. What social changes have affected family life in our country in recent years?  12. Definition of System  13. A change in one family member affects… |
| **Activity C**    Meeting the Conflicting Needs of Children in Foster Care and Family Members | (LG p. 6-67)  **\*Leaders should conduct the first two role-plays then choose among the remaining two skits and one case example based on time and the needs of the group**   * **Each scenario is available on slides however participants should follow along in their handout if easier to read** * **Ask for volunteers to read out loud the background and situation** * **Explain risks for each role** * **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 role-players** * **It may be easier to focus on the role-players if everyone else turns off their video during the role-play** * **Optional: the process questions are available on slides** | 14. **Handout 2,  *“****Characteristics of the Family System”*  15. Boundaries  16. Rules  17. Roles  18. Decision Making  19. Communication Patterns  20-21. **Handout 3**, *“Conflicting Needs for Privacy”*  22. Handout 3 Process Questions  23. “What challenges would a similar situation create in your family?”  24-26.  **Handout 4,** *“Conflicting Needs for Safety, Well-being and Confidentiality”*  27. Handout 4 Process Questions  28. “What challenges can confidentiality…create for your family?”    29. Agency Confidentiality Policy (Placeholder)  30-31. **Handout 6** *“Effects of Foster Care Skit: Donny”*  32. Handout 6 Process Questions  33-34. **Handout 7**, *“Effects of Adoption Skit: The Thomas Family”*  35-36. Handout 7 Process Questions  37. **Handout 8**, *“Effects of Adoption on Marriage”*  38. Handout 8 Questions for Discussion |
| **Activity D**  Using an EcoMap to Assess Family Energy | (LG p. 8-45)  #1 Explain the purpose of the activity  #2 Refer to **Handout 9** “Creating an EcoMap” to define Eco-Map and the steps for drawing one  #3 Present and explain leader’s own Eco-Map  **\*Leader should have prepared their own EcoMap in advance**   * **Recommended option: draw the eco-map with family members and outside systems in advance, then annotate the lines in class** * **If the leader prefers a hand-drawn EcoMap, a picture of it can be inserted in PowerPoint slide**   #4 Ask participants to consider strengths and needs in their environment  #5 Refer to **Handout 10**  “Creating an EcoMap-Worksheet”  **\*Leaders should decide in advance how they will collect participants’ completed EcoMap (e.g. send a picture to leaders via text or email)**  #6 Summarize and bridge | 39-41. **Handout 9,** *“Creating an EcoMap”*  42. Leaders EcoMap (placeholder)  43. **Handout 10,** *“Creating an EcoMap-Worksheet”* |
| **Activity E**  What the Child Brings - Dealing with Family Changes | (LG p. 8-49)  #1-2 Introduce the demonstration and discuss what a new family member brings to a family  #3 Discuss “surprises” when two people start to live together  **\*Leader should share own example before asking for 1-2 examples from the group**  #4 Ask for a volunteer for the “What the Child Brings” Activity  **\*Explain that the volunteer will be a child who will bring surprises to a foster home and will possibly read out loud some short statements (optional) and share how they feel**  #5-8 Conduct the “What the Child Brings” Activity  **\*Modification A (using slides only)**   * **Leader will use the provided slides of items to be “pulled out” from the bag (from Advance Preparation p.8-4, #9)** * **Leader can read them out loud or ask the volunteer playing "Child” to read out loud** * **Ask group “who is willing to accept this surprise?” and “what will you do to  incorporate this surprise into your family?”**   **\*Modification B (using physical items)**   * **Leader prepares an actual bag containing 5-6 items as they would for an in-person demonstration of this activity** * **Leader will pull out each item, show it to the group, and explain what it is** * **Ask group “who is willing to accept this surprise?” and “what will you do to incorporate this surprise into your family?”**   #9-10 Refer to **Handout 11**, “First Day Activity” and assign as roadwork  #10 Bridge to closing | 44. What the Child Brings Intro slide  45-46. What the Child Brings: Fears  47-48. What the Child Brings: Values  49-50. What the Child Brings: Culture  51-52. What the Child Brings: Habits  53. Roadwork: **Handout 11, “***First Day”* |
| **Activity F**  Meeting 8 Summary and Preview of Meeting 9 | (LG p.8-55)  #1-2 Ask group for key teaching/learning points  **\*Optional: Use the 12 skills to summarize by asking “Which of these 12 skills were highlighted in this meeting?”**  #3 Refer to **Handout 12** “*Partnership Building and Teamwork in Foster Care”* and assign as roadwork  **\*Show Slide 56 as an example of how participants will complete the worksheet**   * **Let the group know they can leave boxes blank if they don’t recognize the concepts, especially those on p.3-4** * **Let the group know there will be time allotted in next meeting to go over this roadwork together but it will not be collected**   #4 Share PIP  #5 Adjourn meeting | 54. Twelve Skills  55-56. Roadwork: **Handout 12, “***Teamwork Roles of Foster and Adoptive Parents’ Worksheet”*  57. Roadwork  58. PIP |