**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 Tile2. 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 System13. 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. Boundaries16. Rules17. Roles18. Decision Making19. Communication Patterns20-21. **Handout 3**, *“Conflicting Needs for Privacy”*22. Handout 3 Process Questions23. “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 Questions28. “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 slide45-46. What the Child Brings: Fears47-48. What the Child Brings: Values49-50. What the Child Brings: Culture 51-52. What the Child Brings: Habits53. 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 Skills55-56. Roadwork: **Handout 12, “***Teamwork Roles of Foster and Adoptive Parents’ Worksheet”*57. Roadwork58. PIP |