**Virtual Caring for Our Own Guidelines**

**Meeting 1**

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| p. 1-8, Process Point #3The Friendship Pie | *Modification:** Explain each quadrant and give everyone 2-3 minutes to fill out own handout
* Each participant takes a turn sharing their answers.
* Leader annotates the answers on the slide and asks if anyone in the group had the same answer (raise hands)
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| p. 1-25, Process Point #7Ground Rules | *Recommendation:* Annotate the rules on a slide or whiteboard which can be saved and shown at the beginning of each meeting.  |

**Meeting 2**

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| p.2-8 Process Point #5Review to Renew | *Recommendation:* Participants can annotate their answer, verbally say the answer for the leader to annotate, or write the answer in the text chat.  |
| p. 2-29, Process Point #1-5Our Life Changes | *Recommendation:* Ask everyone to follow along with own Handout 4 (instead of screen sharing the power point of the chart) so that the group can see each other while sharing their answers.  |

**Meeting 3**

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| p.3-19, Process Point #18 Handout 2, “Permanency Planning Options” | This handout was revised to include KinGAP.  |
| p. 3-20, Process Point #21**NEW HANDOUTS**Supplemental Handout 1, “KinGAP Information”Supplemental Handout 2, “KinGAP Timeline” | *Modification:*Introduce Supplemental Handout 1, “KinGAP Information” and emphasize the following points.* KinGAP provides financial support and, in most cases medical coverage for the child.
* The level of financial support is similar to the foster care board payments the foster parent received while the child was in care.

 * The prospective guardian must have been the foster parent to the child for at least 6 months.
* The prospective guardian must have a strong commitment to caring for the child on a permanent basis and the child must have a strong attachment to the prospective guardian.
* The birth parent’s rights do not have to be terminated.
* “Return home” and “adoption” must be ruled out as permanency options for the child.
* The fact finding hearing and the first permanency hearing must be completed before the prospective guardian applies to the local department of social services.

Introduce Supplemental Handout 2, “KinGAP Timeline” and encourage the group to read it for Roadwork. Optionally, share the links to the OCFS publications mentioned in the handout. *Recommendation:*If any member of the group has begun the process of adoption or KinGAP, ask them to describe steps they have taken so far with the agency.   |
| p.3-27, Process Point #5Leader’s Eco-Map | *Recommendation:* Leader should prepare their eco-map in advance to share with the group. Recommended option is to create a power point of your eco-map with family members and outside systems in advance, then annotate the lines in class. Another option is to draw your eco-map by hand, take a picture of it, and insert in power point.  |
| p.3-31, Process Point #3 “Transitional Issues for Relative Caregivers” | *Recommendation:* Ask everyone to follow along with own Handout 10 (instead of screen sharing the power point of the chart) so that the group can see each other during this discussion. Co-leader can optionally type the transitional issue and definition in the text chat (one at a time) for visual reference.  |

**Meeting 4**

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| p.4-23, Process Point #6 **NEW HANDOUT**Supplemental Handout 1, “Mia” | *Modification:*Instead of the leader reading the scenario, use the Supplemental Handout 1,“Mia” and ask for volunteers to read it.  |
| P. 4-29, Process Points #8-14Handout 5 “Worksheet: Identifying Strategies for Dealing with a Child’s Behaviors and Feelings” | *Modification:*Instead of completing the entire worksheet individually, everyone will complete one section at a time and share answers before moving on to the next section. * Ask each participant to think of one type of behavior displayed by the child in their care and write it in the first box. Ask 2-3 participants to share what they wrote or ask everyone to share if time allows.
* Ask each participant to think about what feelings the child could be expressing through behavior and write in the second box. Ask 2-3 participants to share what they wrote or ask everyone to share if time allows.
* Ask each participant to think about the child’s strengths and write in the third box. Ask 2-3 participants to share what they wrote or ask everyone to share if time allows.
* Ask each participant to think about strategies for dealing with the child’s behavior and write in the fourth box. Encourage them to use Handout 6, “Fifteen Ways to Help Children Manage Their Behaviors” Ask 2-3 participants to share what they wrote or ask everyone to share if time allows.
* Ask each participant to think about what help they need and write in the last box. Ask 2-3 participants to share what they wrote or ask everyone to share if time allows.
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**Meeting 5**

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| p.5-14, Process Point #5Handout “Transitional Issues for Children Living with Relatives” | *Recommendation:* Ask everyone to follow along with own Handout 2 (instead of screen sharing the power point of the chart) so that the group can see each other during this discussion. Co-leader can optionally type the transitional issue and definition in the text chat (one at a time) for visual reference.  |
| P. 5-19, Process Point #16 Handout 3, “Worksheet: Identifying Management Strategies for the Children” | *Modification:* Instead of completing the entire worksheet individually, everyone will complete one section at a time and share answers before moving on to the next section. (See Meeting 4 modification)  |

**Meeting 6**

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| p. 6-28, Process Point #3 Birth Parent’s Eco Map | *Recommendation:*  Leader should prepare an eco map of a birth parent they can show the group as an example. The parent could be someone the leader has worked with in the past, or a relative or a friend whose child could possibly be placed in care with the leader.  |

**Meeting 7**

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| p.7-16, Process Point #2-3 Comparison of the 3 Transitional Issues Charts  | *Modification:*Use the new power point slide with the three lists  |
| p. 7-17, Process Point #4 “Transitional Issues for Birth Parents”  | *Recommendation:* Ask everyone to follow along with own Handout 2 (instead of screen sharing the power point of the chart) so that the group can see each other during this discussion. Co-leader can optionally type the transitional issue and definition in the text chat (one at a time) for visual reference.  |
| P. 7-25, Process Point #22Chemical Dependence Sculpting Activity  | *Modification:* Use the new power point slides to show what is happening.  |

**Meeting 8**

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| p. 8-25, Process Point #6Conflict Resolution Role-Play | *Recommendation:* Conduct the role-playwith co-leader or use a real- life conflict between one of the participants and parent.  |

**Meeting 9**

No modifications