

- ◆ **Family Boundaries**
- ◆ **Family Rules**
- ◆ **Family Roles**
- ◆ **Family Patterns of Decision Making**
- ◆ **Family Patterns of Communication**

- ◆ **Review all the handouts.**
- ◆ **Complete Handout 10, “Creating an EcoMap--Worksheet” and bring to Meeting 9.**
- ◆ **Complete Handout 11, “First Day,” for the next family consultation.**
- ◆ **Complete Handout 12, “Teamwork Roles of Foster and Adoptive Parents Worksheet,” and bring to Meeting 9.**

Erikson's Stages of Development*

Young Adulthood

Intimacy vs Isolation

Adolescence

Identity vs Diffusion

Ages 6 - Puberty

Industry vs Inferiority

Ages 3 - 5

Initiative vs Guilt

Ages 2 - 3

Autonomy vs Shame

Birth - Age 2

Trust vs Mistrust

* Erickson, E.H. Childhood and Society, 2d ed. NY: WW Norton, 1963.

**Assessing Well-Being Needs of Children and Youth
– Small Group Directions –**

- ◆ **Select recorder/
reporter.**
- ◆ **Use case examples
and worksheets to
continue assessment.**
- ◆ **After 8 to 10 minutes
be ready to share
assessment.**

- ◆ **Complete Strengths/ Needs Worksheet and Feedback to the Leader(s) – bring to Meeting 3.**
- ◆ **Review Meeting 2 handouts.**
- ◆ **Read Meeting 1, Handout 3.**
- ◆ **Complete the Profile or schedule your Family Consultation.**

**Developmental
grieving is grieving
experienced at
milestones in a
person's life.**



**It could also
be triggered by
memories of
previous losses.**

Understanding and Helping Children Who Are Grieving

- ◆ **Select a recorder and a reporter.**
- ◆ **Write answers to questions on Handout 4 on the flipchart.**
- ◆ **Be ready to report in 7 minutes.**

Helping Children with Healthy Grieving – Family Strengths and Needs

- ◆ **Find another family.**
- ◆ **Use Handout 5.**
- ◆ **Discuss your individual and family situational losses.**
- ◆ **Discuss strengths and needs these losses create for you in helping children who are grieving.**
- ◆ **You have 10 minutes.**

- ◆ **Review Meeting 3 handouts.**
- ◆ **Bring questions to Meeting 4.**
- ◆ **Complete Meeting 3, Handout 6, if appropriate.**
- ◆ **Schedule your family consultation.**

Basic Human Needs*



*Adapted from concepts developed by Abraham Maslow.

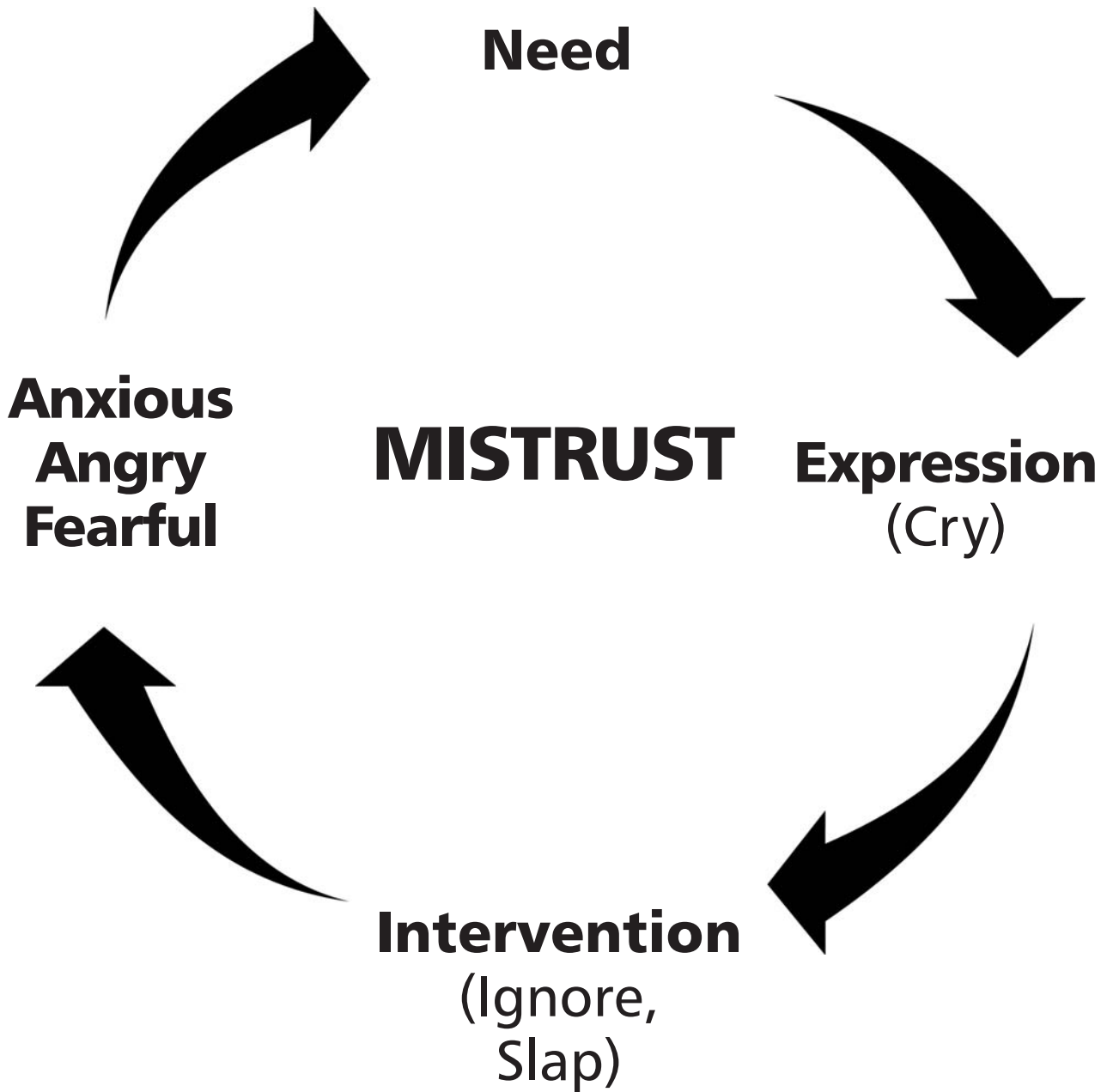
Attachment is the affectionate and emotional tie between people that continues indefinitely over time and lasts even when people are geographically apart.*

* Fahlberg, Vera. “*Attachment and Separation*” PROJECT CRAFT, Training in the Adoption of Children with Special Needs. Ann Arbor, MI: University of Michigan School of Social Work, 1980, pp. V-1 - V-93.

Attachment helps children:

- ◆ Develop a conscience
(moral/spiritual development)
- ◆ Become independent
(social development)
- ◆ Deal with stress, frustration,
fear and worry
(emotional development)
- ◆ Think logically
(mental development)
- ◆ Develop future relationships
(social development)
- ◆ Grow physically and develop health
(physical development)

The Cycle of Need: Mistrust



**Promoting, Building, Rebuilding
and Supporting Attachments**

- ◆ **Select a group facilitator and a reporter.**
- ◆ **Read your case example.**
- ◆ **Answer the questions.**
- ◆ **Be ready in 15 minutes.**

- ◆ **Complete Strengths/Needs Worksheet and Feedback to the Leader(s) – bring to Meeting 5.**
- ◆ **Review Meeting 4 handouts.**
- ◆ **Be prepared to tell the group about 3 behaviors that “push your buttons.”**

Discipline Techniques to Help Children and Youth Manage Their Behaviors

- ◆ **Place each Post-It™
under a technique that
might be effective with
that behavior.**
- ◆ **Be ready to share
ideas.**

- ◆ **Select a facilitator.**
- ◆ **Select recorder/reporter.**
- ◆ **Use handouts 5, 7, and 8 to analyze behaviors and plan interventions.**
- ◆ **Describe how the strategies will provide for safety and teach a child to manage behavior.**
- ◆ **Be prepared to report in 12 minutes.**

- ◆ **Naïve False Allegations – made when a child is confused or mixes fantasy with reality.**
- ◆ **Manipulative False Allegations – made by a child, youth or adult in order to get desired behavior from foster or adoptive family or agency.**

- ◆ **Read Handouts 10, 12, 13, and 14.**
- ◆ **Complete Handout 11, Strengths/Needs Worksheet for Meeting 5.**

- ◆ **Identity**
- ◆ **Self-concept**
- ◆ **Connections**
- ◆ **Culture**

The Indian Child Welfare Act:

- ◆ **Provides funds to tribes to operate child and family services programs;**
- ◆ **Gives tribes exclusive jurisdiction over any American Indian child who resides within the reservation;**
- ◆ **Gives tribal courts exclusive jurisdiction over any child who is a ward of the tribal court.**

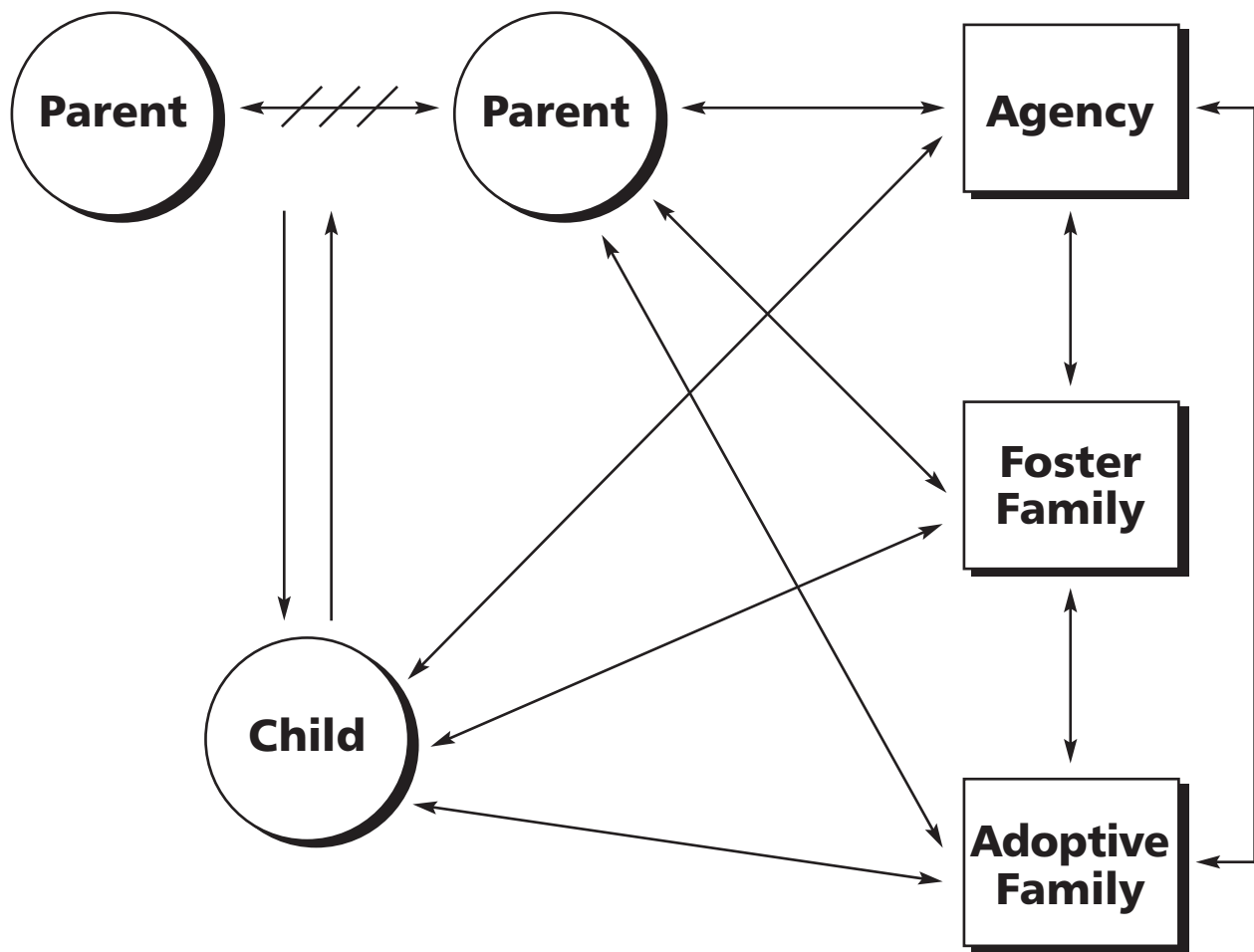
Multiethnic Placement Act of 1994 (MEPA) and Amendment of 1996 (IEP)

- ◆ **Decreases the time children wait to be adopted;**
- ◆ **Prohibits denial or placement delays (by any agency receiving federal funds) because of race, color, or national origin;**
- ◆ **Encourages transracial placements when appropriate same-race placements are not available;**

Multiethnic Placement Act of 1994 (MEPA) and Amendment of 1996 (IEP)

- ◆ **Prevents discrimination in child placement or in the choice of foster and adoptive homes, based on race, color, or national origin;**
- ◆ **Develops a diverse pool of foster and adoptive families.**

The Alliance Model of Child Welfare Practice*



*Adapted from Thomas D. Morton, "Partnerships in Parenting," CWI.

The Role of Foster Parents in Building Alliances with Parents of Children in Foster Care

- ◆ **Recognize and support parent strengths**
- ◆ **Use strengths to engage parents**
- ◆ **Maintain confidentiality**
- ◆ **Manage personal emotions**
- ◆ **Share power and control**
- ◆ **Model parenting skills, mentor and/or teach parents**

**Your team has 5
minutes to create as
many ideas as possible
for sharing parenting
between visits.**

◆ **Complete the “Foster and Adoptive Parents’ Guide for Successful Visits or Contacts.”**

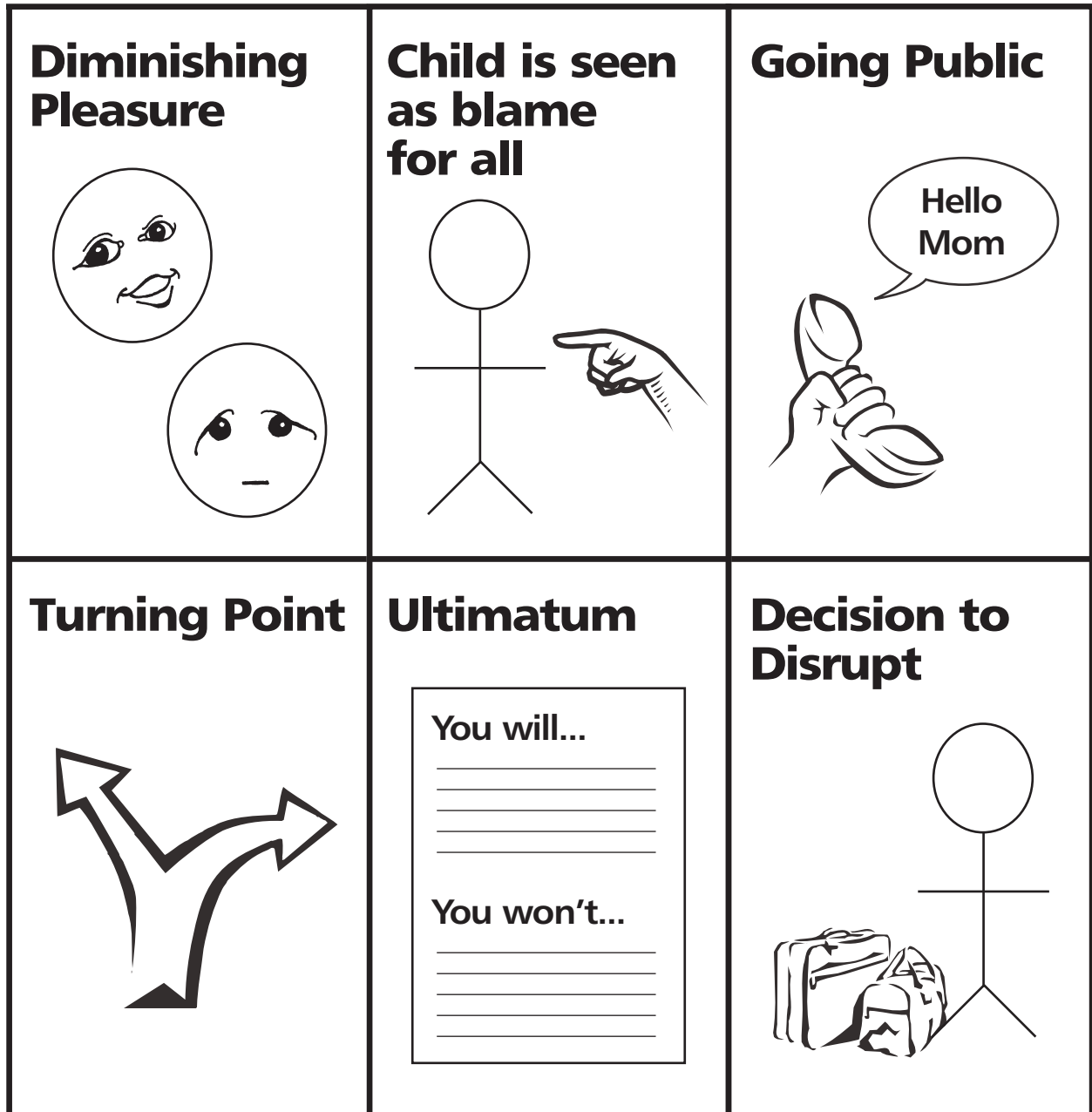
◆ **Write a letter to the parent of a child who may be placed in your home using Handout 10.**



◆ **Read Handouts 4, 5, 6, and 7.**

- ◆ **Select a reporter and a recorder.**
- ◆ **Write one strategy – something the foster parent can say or do – for each message.**
- ◆ **Be ready to share in 10 minutes.**

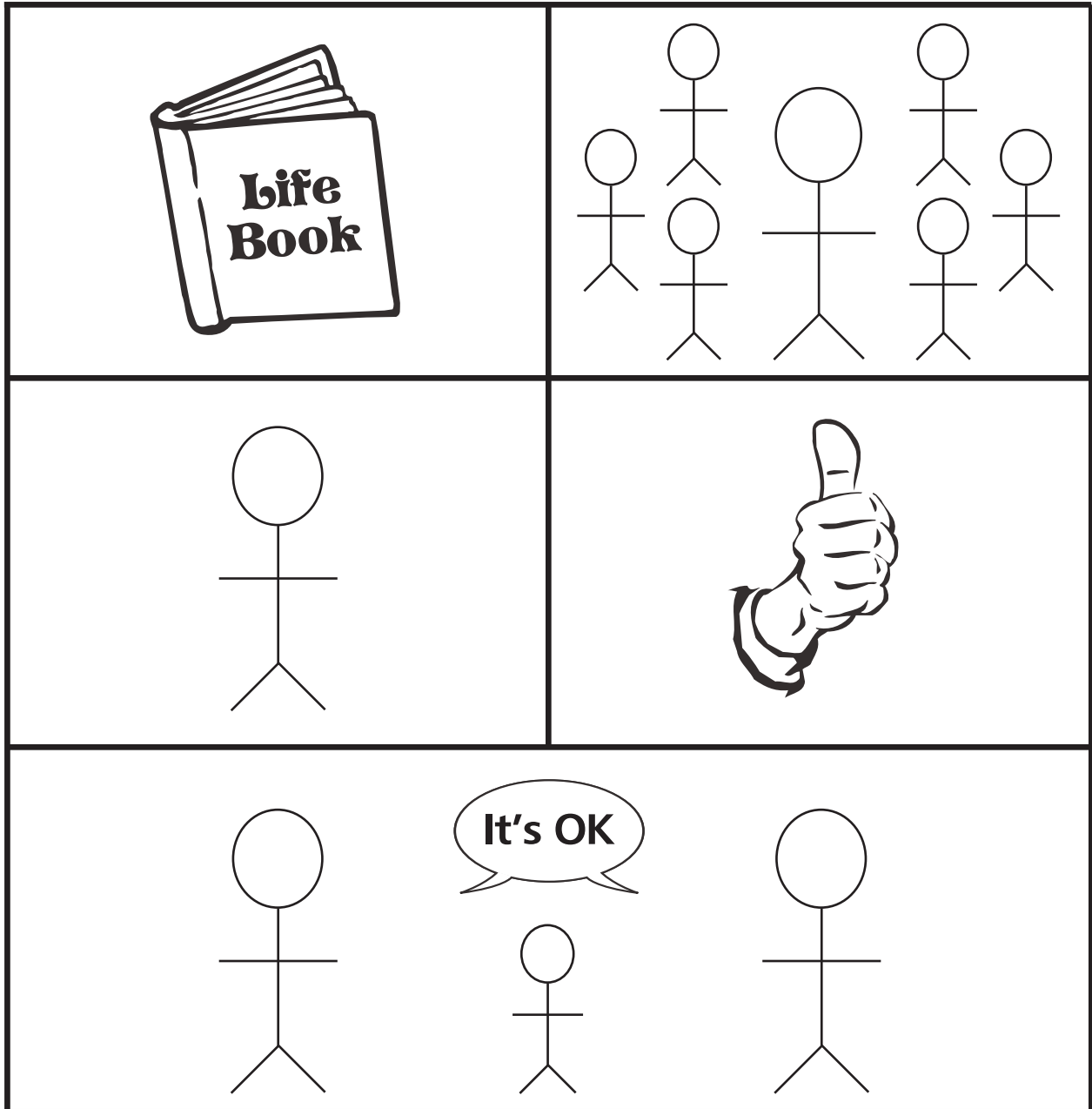
Stages of a Disruption or Dissolution



- ◆ **Select a recorder/reporter.**
- ◆ **Read the case examples.**
- ◆ **Write preventions and interventions for each case example.**
- ◆ **Be prepared to share in 5 minutes.**

- ◆ **Select a facilitator.**
- ◆ **Each person shares at least two ideas.**
- ◆ **For 3 minutes discuss:**
 - **A stressful situation that could lead to a disruption in your home.**
 - **A strategy to intervene or prevent a possible disruption in your home.**

Giving Permission: The Steps of Integration



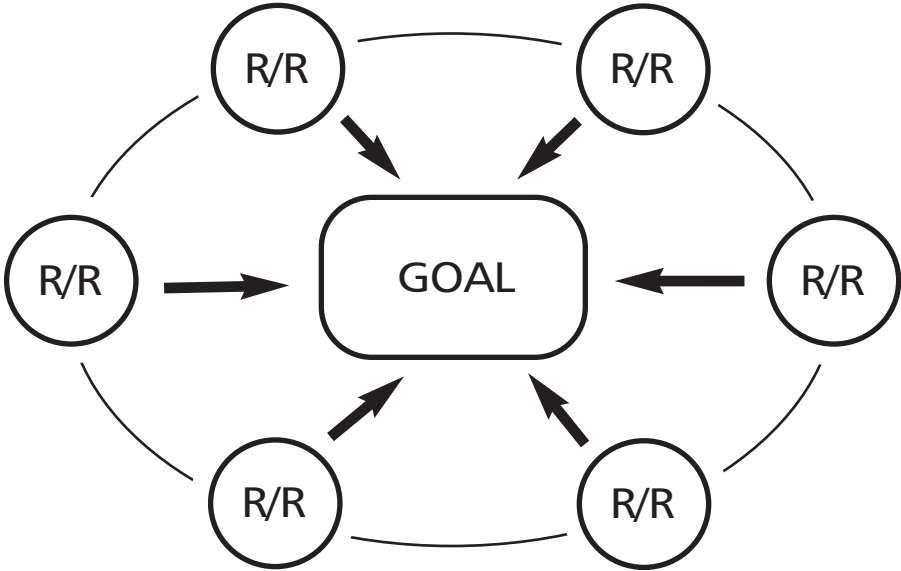
- ◆ **Complete your Strengths/Needs Worksheet.**
- ◆ **Read Handouts 12 through 17 and discuss them with friends and/or family members.**
- ◆ **Complete Handout 18.**

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Partnership Building and Teamwork in Foster Care

Teamwork — a process involving at least two people working with a coordinated plan to reach the same goal. Team members have different roles and responsibilities they can be relied upon to do.



Partnership — a relationship between two or more parties, each contributing something of value in order to receive benefits. Contributions and benefits are defined by a social contract.



Key Concepts in Child Welfare

- ◆ **Foster Care**
- ◆ **Adoption**
- ◆ **Child Protective Services**
- ◆ **Termination of Parental Rights (TPR)**
- ◆ **Physical Abuse**
- ◆ **Sexual Abuse**
- ◆ **Neglect**
- ◆ **Well-being**
- ◆ **Permanence**
- ◆ **Permanency Planning**

Key Concepts in Child Welfare

- ◆ **Concurrent Planning**
- ◆ **Safety**
- ◆ **Case Review**
- ◆ **Timeliness**
- ◆ **Reasonable Efforts**
- ◆ **Full Disclosure**
- ◆ **Searching for Relatives**
- ◆ **Case or Family Conferencing**
- ◆ **Permanency Hearing**
- ◆ **Confidentiality**

- ◆ **Complete your final “Strengths/Needs Worksheet” and bring it to Meeting 10.**
- ◆ **Read Handouts 7 and 10.**

Instructions for Final Strengths/Needs Discussion

- ◆ **Share your decision – to foster, to adopt, to foster/adopt, or to help children and families in another way.**
- ◆ **Describe what helped you make your decision.**
- ◆ **For those who have decided to be foster or adoptive parents, how have your ideas about the type of child who would fit into your family changed or remained the same?**

- ◆ **What do you see as your new strengths after participating in the GPSII/MAPP program?**
- ◆ **What do you see as your needs after participating in the GPSII/MAPP program?**