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## Children's Alliance

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## Model Approach To Partnerships In Parenting (MAPP)

### What is MAPP

The job of public child-welfare agencies is to preserve, or help rebuild, families at risk of disintegration. The single most powerful relationship upon which to build is the connection between the child and the parents. Whether it is called a bond, an attachment or a connection, it is the single most powerful motivator for parents in crisis. For parents who are overwhelmed by physical or emotional problems, who have not developed skills important for parenting, or who have learned harmful and dangerous ways to parent, the connection to a child may be the road to health and new parenting skills.

MAPP is a comprehensive program designed to extend the idea of building positive relationships and alliances beyond birth parents. Within the MAPP practice framework, child welfare staff, foster parents and adoptive parents work as a team. The goal is to preserve or rebuild the family around the long-term welfare of the child. This requires that the team members form a partnership or positive alliance with the birth parents. A MAPP partnership seeks to keep the parents in their parental roles and status, focused on the welfare of the child.

There are 3 categories within the MAPP Programs:

1. Comprehensive Preparation and Selection Programs
2. Kinship Program
3. Supplemental Programs

### MAPP Acronyms

#### *Programs:*

- TIPS-MAPP or TIPS - Trauma Informed Partnering For Safety and Permanence – Model Approach To Partnerships In Parenting
- DT – Deciding Together
- CFOO – Caring For Our Own – Kinship Program
- Ongoing or Supplemental Programs – There are 17 shorter (2-3 hour) supplemental training programs for foster/adoptive/kinship parents.

#### *Individuals Certified in MAPP:*

- MAPP Leader – Certified to lead prospective foster parents and adoptive parents through the ten meeting preparation process, to become approved for placement of children in their homes.
- MAPP Approved Trainer – Certified to conduct the eight-day MAPP Leader Trainings.
- MAPP Master Trainer – Certified to develop MAPP Approved Trainers
- Caring For Our Own Facilitator – Certified to conduct the Kinship Parent Support Groups
- Caring For Our Own Trainer – Certified to train Caring For Our Own Facilitators

## **Framework of Model Approach To Partnership in Parenting - MAPP**

Partnerships In Parenting represents an active alliance among the important people in the child's life - birth parent, foster parents and agency workers. Recognizing that the connection between parents and their children is the single most powerful relationship upon which to preserve or rebuild families, shared parenting emphasizes establishing an alliance with parents to protect their children rather than just an alliance with children to protect them from their parents.

Within this framework, child welfare staff and foster parents work as a team. As with any effective team, players have different roles, responsibilities and tasks, but each team member has the same goal, in this case, to preserve or rebuild the family around the long-term welfare of the child. This requires that the team members form a partnership or positive alliance with the birth parents, always seeking to keep parents focused on the welfare of the child.

Historically, child welfare agencies have primarily emphasized their mission of child protection; therefore, the agency's primary helping alliance has been with the child. The purpose of this alliance is to ensure that the child's needs of nurturance and safety are met. Since the main threat to child safety is generally parental behavior, the alliance seeks to shield the child from risk created by the parents. While the intended benefits of safety are real, both the child and the parents may tend to experience the intervention as reducing emotional and physical safety, rather than increasing it.

All MAPP Programs are based on the following concepts:

**Alliance Model of Child Welfare Practice** - The Alliance Model is a concept developed for staff and resource parents in child welfare to promote partnerships in parenting. This model of practice is even more important today with the passage of legislation such as the Adoption and Safe Families Act, Public Law 105-89, also known as ASFA. ASFA was designed to focus child welfare agencies on the issues of safety, well-being and more timely permanence for children. With abbreviated timeframes, it is important that parents of children in foster care begin working together quickly, whenever possible.

**Safety, Well-Being and Permanence** - All activities and content are directed to enable foster and adoptive parents to value the rights and needs of children to safety, well-being and continuity of care, with the legal status and social status that comes from having a nurturing family of one's own. It is expected that a commitment to that value will increase the possibility of placement stability.

**Role Theory** - All activities and content are directed to clarifying roles and expectations of foster parents, adoptive parents and agency staff. All activities and content are directed to enabling parents to make an informed decision about whether the foster parent role, the adoptive parent role -- or neither role -- is appropriate for them. It is expected that role clarity, role expectations and role congruence will increase the possibility of placement stability.

**Strengths Approach** - The strengths approach relies on these theories: all people and families have strengths and needs; leaders are facilitators in helping families know themselves better; leaders can help families develop strengths for fostering or adopting; and families are entitled to a development plan that enables them to get their needs met.

**Adult Learning Theory** - All activities and content incorporate the principles of adult learning; specifically that adults are self-directed, need immediately useful information that is relevant to their life experiences and must take responsibility for their own learning. The role of the program leaders is to enable self-learning, rather than teaching. In a group learning setting adults learn effectively from each other.

## History of MAPP

MAPP began in 1985 through the Child Welfare Institute (CWI) in partnership with the states of Massachusetts and North Carolina. Children's Alliance purchased the copyright and intellectual properties of all MAPP programs and products from the CWI in 2009. Since 2009, Children's Alliance has maintained the integrity of the competency-based programs, enhanced them to also be Trauma Informed, and are committed to keeping MAPP curriculum / resources updated and current.

### Strengths of Children's Alliance

- State, National and International Foster Care Experience
- Over 15 years of experience developing and administering a statewide foster parent training program
- Strengths of Curriculum Development and Modification
- Experienced in Development and Management of E-Learning Courses
- Extensive Multi-Agency Collaboration Experience
- **Children's Alliance is very committed to keeping MAPP curriculum updated and current.**

Since the purchase of the copyright and intellectual properties of all MAPP programs and products from the Child Welfare Institute (CWI) in 2009, Children's Alliance has been working on:

- 2012 - The Caring For Our Own program was updated in 2012 to include trauma informed research, language and philosophy.
- 2013 - In partnership with the National Child Traumatic Stress Network (NCTSN) and the Substance Abuse and Mental Health Services Administration (SAMHSA), Children's Alliance recently updated PS-MAPP in 2013 to add current content on trauma informed care.
- 2014 – TIPS-MAPP and Caring For Our Own for Native People. The National Diligent Recruitment Grants Nebraska/Iowa "Native Families for Native Children" (NF4NC) project includes revising and field-testing currently utilized foster/adoptive parent and kinship care training (TIPS-MAPP and Caring For Our Own) to make it culturally responsive and more effective for Native people.
- 2014/2015 - In addition to MAPP and Caring For Our Own, 17 smaller training curricula for foster, adoptive and kinship parents were part of the purchase and are currently being updated. This material includes topics such as helping children manage anger, working with birth parents who abuse substances, fostering and adopting the child who has been sexually abused, conflicting family cultures, adolescents in foster care, working with birth parents with mental health issues, fostering and adopting youth who are GLBT, working with families with domestic violence issues, preparing adolescents for independent living, etc.
- Children's Alliance is committed to work cohesively with collaborative agencies across the country and internationally to provide resources to foster/adoptive/kinship parents and agencies. In this effort the following strategies have been implemented:
  - The TIPS-MAPP Approved Trainers are part of a National Network that meets via conference calls quarterly. The meetings allow Trainers to connect with other MAPP Professionals across the nation and share ideas and strategies. They also are vital in guiding the direction of the MAPP program.
  - Free webinars are offered several times a year to provide MAPP Leaders with an opportunity to continue to develop their leader skills.
  - State-specific intranet access within [www.mappbooks.com](http://www.mappbooks.com) provides Leaders and Trainers with the ability to download current materials, resources, and access videos.
  - There is a MAPP Leader Facebook page where leaders and trainers can post and discuss various topics. This is also used to get input and feedback from the Leaders related to MAPP.

## Utilization of MAPP

### United States

Children's Alliance values our relationships with collaborative agencies across the country and are committed to develop strong, supportive, partnerships for years to come. Within the United States, MAPP has been utilized by many cities and states for several years.

**North Carolina** – State population of 9,848,060 includes cities such as: Raleigh, Charlotte, Greensboro...

**Massachusetts** – State population of 6,692,824 includes cities such as: Boston, Worcester, Springfield...

**LA County California** – County population of 9,963,000 includes cities such as: Las Angeles, Pasadena, Glendale...

**Nebraska** – State population of 1,868,516 includes cities such as: Omaha, Lincoln, Grand Island...

**Kansas** – State population of 2,853,118 includes cities such as: Kansas City, Topeka, Wichita...

**Clark County, Nevada** – Population of 2,027,868 includes cities such as: Las Vegas, Boulder City...

**New York** – State population of 19,378,102 includes cities such as: New York, Buffalo, Rochester...

**Arizona** – State population of 6,392,017 includes cities such as: Phoenix, Tucson, Mesa...

**Kentucky** – State population of 4,395,367 includes cities such as: Louisville, Lexington, Bowling Green...

**Louisiana** – State population of 4,625,470 includes cities such as: New Orleans, Baton Rouge, Shreveport...

**Alabama** – State population of 4,833,722 includes cities such as: Birmingham, Montgomery, Mobile...

**Iowa** – State population of 3,046,355 includes cities such as: Des Moines, Cedar Rapids, Sioux City...

**Washington D.C.** – Population of 646,449

**Connecticut** – State population of 3,596,080 includes cities such as: Bridgeport, New Haven, Hartford...

**Rhode Island** – State population of 1,051,511 includes cities such as: Providence, Warwick, Cranston...

There have had some resent inquiries from states that currently use Pride or other programs and are looking to switch to MAPP such as New Jersey, Virginia and Mississippi.

### Culturally Specific and International

Children's Alliance has modified MAPP to different cultures within the United States and Internationally.

**Nicaragua** - In 2008, Children's Alliance sent a Master MAPP Trainer to Villa Esperanza, Nicaragua for three separate consultations. This consultation involved working to develop a new program, adapting and implementing the MAPP system within a congregate care setting. As the program became established, additional consultations centered around policy development, fidelity of implementation, and youth wellbeing assessments.

**Native Americans** – In 2013, Children's Alliance joined the Native Families For Native Children (NF4NC) Project. Within this five-year project, a new version of MAPP for Native Americans will be created. Research is also a critical part of this project.

Children's Alliance state and international partnering efforts through the competency-based MAPP programs enhance the share parenting foundation. Specific advantages for utilizing MAPP Programs are:

- Provide foster/adoptive/kinship parents with the tools to identify how childhood traumatic stress impacts children
- Help families to develop strategies when working with youth who have experienced trauma
- Develop strategies for foster parents to deal with vicarious and historic trauma
- Understand how the system can help families alleviate the impact of trauma and potential for inadvertently adding new traumatic experiences

## **Strengths of MAPP**

The U.S. Department of Health & Human Services, Administration for Children & Families conducted extensive Child & Family Service Reviews (CFSR) in every state during the years of 2001 through 2010. In the Outcomes Section of the CSFR Final Report, an overall rating of Strength or Area Needing Improvement is assigned to each of the 23 indicators (items) reviewed. An item is assigned an overall rating of Strength if 90 percent of the applicable cases reviewed were rated as a “Strength”.

The states utilizing the MAPP Program as it was intended received the highest rating of “Strength” in their foster and adoptive parent training section. This rating was assigned because the state provides current and prospective foster and adoptive parents quality training that prepares them to effectively parent children in their care. The CFSR has documented the effectiveness of the MAPP program in the following areas:

- Reduced Incidence of child abuse/neglect in foster care
- Reduced Recurrence of maltreatment
- Reduced Foster Care reentries
- Reduced Length of time to achieve reunification
- Reduced Length of time to achieve adoption
- Increased Stability of foster care placement

## **Advantages of Model Approach To Partnerships In Parenting (MAPP):**

Share Parenting Foundation consistent through all trainings

Strengths Based Approach

Built-in Fidelity Monitoring

National network of Certified Trainers

Adaptable to various cultures:

Program adapted to address needs of children in congregate care in Nicaragua;

Program adapted to meet the needs of Native American tribal communities

Provides tools and strategies for families to use for treatment planning

Ongoing support and technical assistance from Children’s Alliance

Consistent model of practice taught in all modalities of the program

## Description of MAPP Programs

### Comprehensive Preparation and Selection Programs:

TIPS-MAPP AND DECIDING TOGETHER

#### Criteria for Mutual Selection of Foster and Adoptive Parents

The MAPP Group Preparation and Selection Program is designed to prepare individuals and families to make an informed decision about becoming foster, adoptive or foster/adoptive families. The decision is made with the child welfare agency and is based on the capability and willingness to take on the “role” and develop the skills needed to foster and/or adopt. Foster and adoptive families who make good decisions and grow in their new roles work best with the agency, birth families and others. These partnerships help children and youth have stability and permanency with a family.

Successful foster and adoptive parents must be able to:

- 1. Know your own family.**  
Assess your individual and family strengths and needs; build on strengths and meet needs.
- 2. Communicate effectively.**  
Use and develop communication skills needed to foster or adopt.
- 3. Know the Children.**  
Identify the strengths and needs of children and youth who have experienced abuse and neglect and recognize how the past trauma impacts the way they experience the world around them.
- 4. Build strengths; meet needs.**  
Build on strengths and meet needs of children and youth who are placed with you.
- 5. Work in partnership.**  
Develop partnerships with children and youth, birth families, the agency, and the community to develop and carry out plans for permanency.
- 6. Be loss and attachment experts.**  
Help children and youth develop skills to manage loss and attachment and minimize the risk of a child being traumatized again.
- 7. Teach healthy behaviors.**  
Help children and youth identify the need and emotion behind their behaviors. Foster and adoptive parents will respond in ways that will teach the children healthy ways to stay safe with themselves and others.
- 8. Build connections.**  
Help children and youth maintain and develop relationships that keep them connected to their pasts.
- 9. Build self-esteem**  
Help children and youth build on positive self-concept and positive family, cultural and racial identity.
- 10. Assure health and safety**  
Provide a healthy and safe environment for children and youth and keep them free from harm.
- 11. Assess impact**  
Assess the ways fostering and/or adopting will affect your family.
- 12. Make an informed decision**  
Make an informed decision to foster or adopt.

# *Trauma Informed Partnering For Safety and Permanence – Model Approach To Partnerships In Parenting (TIPS-MAPP) Native American Edition*

## *History of TIPS-MAPP adaptations for Native American families and children*

Briarcliff University in Sioux City, IA was the recipient of a U.S Children’s Bureau Child Workforce Grant. They identified Native American students who wanted to work within the child welfare field. Gwen Vargas-Porter was a student in the program. In 2010, she was assigned to design a change project. Because of her experience as a foster and adoptive parent, she identified the need for more recruitment and retention of foster families within the tribal communities in Nebraska and Iowa. This led to a workgroup called Native American Foster home Initiative (NAFHI).

Both Iowa and Nebraska utilize the MAPP mutual selection programs for their foster care system of care. The decision to identify ways to adapt MAPP would ensure consistency when preparing and licensing homes. She contacted the Children’s Alliance to discuss the needs to adapt PS-MAPP to meet the needs of the Native American population while still maintaining consistency for state licensure standards.

Discussion and planning calls began in January 2011. On May 3, 2011, Heather Craig-Oldsen, facilitated a meeting at Briar Cliff University. Attendees were leaders of several tribes from both states. They were able to learn about MAPP and key foundational activities. They provided feedback on the needs from a Native American perspective.

In June 2011, there were seven representatives certified in the traditional PS-MAPP program. Once the certification was complete, immediate feedback was collected. Leaders from the Santee tribe held the first parent group and gathered more feedback on changes or adaptations that would make it more culturally specific. This group was completed in November. Heather Craig-Oldsen and Denise Gibson met with the leaders to discuss what activities worked well and which needed changed.

In 2012, Children’s Alliance sought the assistance from the National Child Traumatic Stress Network to update PS-MAPP to become more trauma informed. This led to TIPS-MAPP in 2013. There was also a diligent recruitment grant announced during this time. Leading to a partnership between four tribes and both states collaborating on the proposal and calling the group Native Families for Native Children (NF4NC).

Because trauma and historic trauma were needs also identified by the NAFHI workgroup. The Native American adaptations were then integrated into the newer version of TIPS-MAPP to be utilized in the NF4NC project.

Heather Craig-Oldsen took the lead on writing the adaptations. Misty Thomas (Winnebago tribe) and Denise Gibson assisted in producing the Native American version of TIPS-MAPP. In August 2014, 18 individuals were certified as leaders using the new program.

## Cultural Changes to the core TIPS-MAPP Program.

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### Foundation of TIPS-MAPP Native American Edition

The foundational component of the Native American Edition is the same as in TIPS-MAPP. TIPS-MAPP is often viewed as a pre-service training, when in actuality it is a model program that utilizes 15 tools designed to help perspective adoptive/foster parents understand the difference between the desire to help and making the commitment to bring children into their home. Leader's use the tools to help inform participants about the child welfare system and the role of foster parents, develop the necessary skills to become a successful foster/adoptive parent and assess families to determine if they are a positive fit for the role of a foster parent and for their agency.

TIPS-MAPP leaders will be involved with families through group meetings and individual family consultations. Using both approaches allow leaders to combine the mutual selection process and the preparation process for prospective foster families and prospective adoptive families to achieve the following objectives to:

- ◆ Ensure the family assessment is objective and described in specific, behavioral terms.
- ◆ Increase the amount of responsibility prospective foster parents and adoptive parents take in the decision-making process, as a foundation for the responsibility they will take after a child is placed in their home.
- ◆ Set the foundation for partnership between parents and social service agency staff.
- ◆ Provide an opportunity for prospective foster parents and adoptive parents to make an informed decision about their ability to foster or adopt, based on an assessment of their ability to respond to simulated foster care and adoption experiences.
- ◆ Prepare prospective adoptive parents and foster parents for the initial and long-term impacts of a new child in their family system.
- ◆ Give new foster parents and adoptive parents some guidelines and practice to deal with issues that most often cause placement disruptions (e.g., children's behavior during the grieving process; children's feelings toward birth or other families; working with the agency).
- ◆ Prepare adoptive parents for the life-long issues they will confront as their child matures to and through adulthood.

During the Leader Certification training, participants will develop skills to implement the program in their agencies. They will practice using the Leader's Guide which contains process notes and information on how to facilitate the 10 parent group meetings. Participants will also learn best practice standards for preparing families to foster or adopt are identified in the Implementation Guidebook. This resource helps leaders learn how to use the other tools in their work with families. These include the Family Profile; family consultation; strengths/needs assessment; criteria for mutual selection; partnership and professional development plans; meeting notes; references; Profile notes; Eco-Maps; Family Maps; Fertility Loss Expert Worksheets; and Summary and Recommendations.

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**When agencies implement the TIPS-MAPP Program, they often find a need to bring the philosophy of partnership to the rest of the child welfare team. Effective implementation requires that more than the parents are ready to be partners. Parents prepared to work in a model of practice will expect the system to operate on the principles they have learned. Retention of prepared foster and adoptive parents will increase if there is a commitment to the partnership in all child welfare practice.**

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#### Goals and Objectives of the Program

The TIPS-MAPP Program is designed to help prospective foster and adoptive families develop five abilities that are essential for foster parents to promote children's safety, permanence and well-being. Foster and adoptive parents will be able to:

1. Meet the developmental and well-being needs of children and youth
2. Meet the safety needs of children and youth
3. Share parenting with a child's family
4. Support concurrent planning for permanency
5. Meet their family's needs in ways that assure a child's safety and well-being

Program goals are supported through a mutual selection process which emphasizes open communication and trust between prospective foster families, adoptive families and child welfare workers, using common criteria for assessment and a problem-solving approach to areas of concern.

Below provides a brief description of the 10 meetings and cultural adaptations:

## Meeting 1: Introduction

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Acquaints leaders and participants with each other and provides an explanation of the TIPS-MAPP program to the participants. The meeting explains the process of becoming a foster or adoptive parent and the legal foundation for child welfare services. With the focus on safety, well-being and permanence, participants will meet several children and parents (in a video) who have been involved with foster care and adoption. Additionally, the participants are introduced to the strengths based approach that is built upon throughout the program.

During Meeting 1, every family receives a copy of a Profile. The Profile gives prospective foster and adoptive families an opportunity to describe themselves in their own words. The Profile becomes part of the information used to help in the decision about fostering or adopting. The self-assessment tool provides leaders information on how to guide, support and develop the family to be successful foster parents. It also becomes part of the information kept by the agency to help children, birth families and child welfare workers get to know the foster and adoptive family better.

### Handouts include:

1. Meeting 1 Agenda
2. Criteria for Mutual Section of Foster and Adoptive Parents
3. Description of the TIPS-MAPP Preparation and Selection Program Meetings and Steps
4. Strengths / Needs Assessment
5. Partnership Development Plan
6. A Brief Summary of Child Welfare Laws Important to Foster and Adoptive Parents
7. Important Definitions for Foster Parents and Adoptive Parents
8. Safety, Well-Being and Permanence – Video Worksheet
9. How Changing Laws and Practices Affect Children in Foster Care – Case Example and Worksheet
10. Bill of Rights for Children in Foster Care
11. Rights of Parents of Children in Foster Care
12. Indian Child Welfare Act (ICWA)
13. Multiethnic Placement Act of 1994 and Amendment of 1996 (MEPA/IEP)
14. Fostering Connections for Success and Increasing Adoptions Act
15. Resource Guide for Foster and Adoptive Parents (Handout created by the agency)

Cultural adaptations to this meeting include:

- Addition in Rules of the Road of starting meetings with prayer and/or smudging.
- Matching card activity includes children and parents enrolled in various tribes.
- Robert case example is now Native American.
- Added discussion on ICWA during the Federal Legislation activity.

## *Meeting 2: Where MAPP Leads: A Foster Care and Adoption Experience*

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Meeting 2 provides an overview of a foster care and adoption experience from the perspectives of clients (children and parents), foster parents, adoptive parents, and child welfare workers. Case examples of eight children will be used to help participants consider the safety, well-being and permanence needs of children who have been abused, neglected or maltreated.

Family Consultations are scheduled after Meeting 2. The consultations are meetings in the homes of prospective foster and adoptive families. They are designed to help the families and the leaders jointly assess strengths and needs in a family setting. All family members participate during the decision-making and learning process.

During the family consultation, the family and the leader will agree upon a Partnership Development Plan which states who will do specific tasks and when the tasks will be done, in order to meet on or more needs in the preparation and decision making mutual selection process.

### Handouts include:

1. Meeting 2 Agenda
2. The Cycle of Need
3. The Alliance Model of Child Welfare Practice
4. The Role of Foster and Adopt Parents in Building Alliance with Parents of Children in Foster Care
5. Steps in Foster Care Case
6. Understanding Child Traumatic Stress (NCTSN)
7. Lily's Stages of Development
8. Components of Well-being of Children and Youth in Foster Care
9. Assessing the Well-Being Needs of Children and Youth – Worksheet
10. Helping the Premature Infant or Prenatally Drug-exposed Baby Attach and Develop
11. Important Information about Parenting Children Who Have Been Exposed to the HIV Virus
12. Important Information about Parenting Children with Fetal Alcohol Syndrome or Fetal Alcohol Effect (FAS/FAE)
13. Important Definitions for Foster/Adopt Parents of Children Who Learn and Grow Differently
14. Important Information for Foster/Adopt Parents about Parenting Youth Who are Gay, Lesbian, Bisexual or Transgendered
15. Strengths/Needs Worksheet

Cultural adaptations to this meeting include:

- Replaced Ericson's Stages of Development with a discussion on the Medicine Wheel Model (We are creating a video from Phillip Whiteman and Lynette Two Bulls to add to this section).
- Lily case example is redesigned to place her various developmental and emotional ages on a piece of paper and then creating a puzzle out of the example.

### *Meeting 3: Losses and Gains: The Need to Be a Loss Expert*

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Meeting 3 explores the impact of separation and trauma on the growth and development of children as well as the impact of foster care and adoptive placement on the emotions and behaviors of children and parents. Examines personal losses (death, divorce, infertility, children leaving home) and how difficult experiences affect success as adoptive parents or foster parents. The meeting emphasizes the partnership roles of foster parents, adoptive parents, and social workers in turning separation losses into gains.

#### Handouts include:

1. Meeting 3 Agenda
2. Loss and Grieving in Foster Care and Adoption
3. The Life Book
4. Helping Children with Healthy Grieving – Worksheet
5. Helping Children with Healthy Grieving – Family Assessment Questions
6. A Strengths/Needs Worksheet for Fertility Loss Experts
7. Bonding and Attachment

Cultural adaptations to this meeting include:

- Added discussion around historical loss and unique situational losses faced by Native Americans.
- Karen case example changed to be Native American.

### *Meeting 4: Helping Children With Attachments*

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Meeting 4 explores the subject of attachment and child development. Focuses on how attachments are formed, the impact of abuse and the special needs of children in foster care and adoption (especially in the areas of building self-concept and appropriate behavior). The meeting discusses the partnership roles of foster parents, adoptive parents and child welfare workers in helping children form new attachments.

#### Handouts include:

1. Meeting 4 Agenda
2. The Basic Needs of Humans
3. Definition of Attachment
4. The Cycle of Need: Attachment
5. The Positive interaction Cycle
6. Four Healing Emotions
7. Promoting, Building, Rebuilding and Supporting Attachments: Four Case Examples
8. Strengths/Needs Worksheet

Cultural adaptations to this meeting include:

- Choice to facilitate the Imaginary Journey activity or replace it with a documentary titled “The Wellbriety Movement: Journey to Forgiveness” produced by White Bison Wellbriety Training Institute.
- Replace Dr. Gray’s healing emotions with Dr. Raymond Reyes tasks required of the Seventh Generation.

### *Meeting 5: Helping Children Learn Healthy Behaviors*

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Meeting 5 discusses techniques for teaching children healthy behaviors, with an emphasis on alternatives to physical punishment. Topics include special issue related to discipline for children who have been physically or sexually abused or neglected. Techniques to be discussed include being a “Behavior detective,” reinforcement, time out, mutual problem solving, structuring and setting limits, negotiating, and contracting. The meeting emphasizes the partnership among foster parents and child welfare workers.

Handouts include:

1. Meeting 5 Agenda
2. Patterns of Response
3. Definitions: Discipline and Punishment
4. Discipline Techniques To Help Children and Youth Learn Healthy Behaviors
5. Discipline Methods Worksheet
6. Case Examples – Discipline
7. Choosing Discipline Strategies to Keep a Child Safe
8. Strengths/Needs Worksheet
9. Side Effects of Physical Punishment
10. Physical Punishment: What Every Parent Should Know
11. Agency Policy on Use of Physical Punishment for Foster/Adoptive Parents
12. Shared Parenting and Alliance Building: Benefits to the Children, Foster/Adoptive Parents and Parents of Children in Foster Care
13. The Importance of Birth Parents to Children in Foster Care

Cultural adaptations to this meeting include:

- Reference to how intergenerational trauma affects the child’s ability to respond to safety and survival.

## *Meeting 6: Helping Children With Birth Family Connections*

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Examines the importance of helping children in care maintain and build upon their identity, self-concept, and connections. Considers issues such as how children's cultures and ethnic backgrounds help shape their identity; the connections children risk losing when they enter care; and why visits and contacts with birth families and previous foster families are important.

### Handouts include:

1. Meeting 6 Agenda
2. Identity and Culture – Important Definitions
3. Asking Questions to Understand Cultural Needs – Worksheet
4. Scenarios – Managing Problems with Visits
5. Foster and Adoptive Parents' Guide for Successful Visits or Contacts
6. Letter to the Birth Parents

Cultural adaptations to this meeting include:

- Notation to non-Native Leaders regarding the dynamics of the Five Connections Activity.
- Added research regarding differences between IA/AN and White caregivers. The research includes disproportionality and child well being data.

## *Meeting 7: Gains and Losses: Helping Children Leave Foster Care*

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Meeting 7 discusses family reunification as the primary case planning goal as well as alternatives like foster care, adoption and independent living. The meeting examines disruption and its impact on children, families and agency staff. The meeting also focuses on the partnership role of child welfare workers, foster parents, and adoptive parents in helping children move home, into an adoptive home or into independent living. The meeting features a video of a mother, foster mother and worker planning the return of the mother's children to her home.

### Handouts include:

1. Meeting 7 Agenda
2. Merrilee's Case
3. The Role of Foster and Adoptive Parents in Transitioning Children and Youth from Foster Care
4. Viewing Worksheet – Partnering for Safety and Permanence: Planning the Return Home
5. Risks and Safety in Foster Care
6. Roles and Responsibilities for Assuring Safety in Foster Care
7. Planning a Move: Helping Children Transition from Foster Care – Worksheet
8. Definitions – Disruption and Dissolution In Foster Care And Adoption
9. Stages of Disruption or Dissolution
10. Disruptions: Preventions and Interventions
11. Giving Permission: The Steps of Integration
12. Openness in Adoption

13. Strengths/Needs Worksheet
14. Resources Guide for Post-Adoption Finalization Services
15. A Youngster's Story
16. Disruption: A Foster Mother's Point of View
17. Disruption: Another Foster Mother's Point of View
18. A Letter to Some Friends
19. Questions for Family Discussion

Cultural adaptations to this meeting include:

- No adaptations to this meeting.

### ***Meeting 8: Understanding the Impact of Fostering and Adopting***

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Previous meetings included discussions and experiential activities to find out what foster care and adoption are all about. Participants learned about separation and attachment, how to build and maintain relationships with children and how to support them in working out the emotions they have for the important people in their lives. In Meeting 8 prospective parents explore the impact of fostering and adopting can affect prospective parents' marriages, their own children and relationships with extended family.

#### Handouts include:

1. Meeting 8 Agenda
2. Characteristics of the Family System
3. Skills Practice: Conflicting Needs for Privacy
4. Skills Practice: Conflicting Needs for Safety, Well-being and Confidentiality
5. Confidentiality Policy
6. Effects of Foster Care Skit: Donny
7. Effects of Adoption Skit: The Thomas Family
8. Effects of Adoption on Marriage
9. Creating a Family Systems Snapshot
10. Family Systems Snapshot – Worksheet
11. Creating an EcoMap
12. Alana's Family Map
13. The Family Map of a Child Coming Into Your Home
14. First Day
15. Teamwork Roles of Foster and Adoptive Parents Worksheet

Cultural adaptations to this meeting include:

- Karen case example is Native American child living in White foster home. Added discussion of Karen's needs.

## ***Meeting 9: Perspectives in Adoptive Parenting and Foster Parenting Teamwork and Partnership***

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Continues the examination of the impact of foster and adopting on families and builds skills for shared parenting. The meeting features a video of a parent talking about her experiences where her daughters were in foster care. A special Children's Group will be part of this meeting, designed especially for children and youth from families who are thinking about becoming foster or adoptive families.

### Handouts include:

1. Welcome Game
2. Meeting 9 Agenda
3. Partnership Building and Teamwork in Foster Care
4. Effective Communication Techniques for Teamwork, Shared Parenting and Alliance Building
5. Effective Communication for Shared Parenting – Observation Worksheet
6. Role of Foster and Adoptive Parents in Concurrent Planning
7. Permanency Planning – A Family Conference Simulation
8. Final Strengths/Needs Worksheet
9. History of Foster Parent Adoptions in the United States

Cultural adaptations to this meeting include:

- Family team meeting simulation added an ICWA specialist. Karen and her mother are Native American in the case example.
- Reference to Tribal Customary Adoption law, based on a law established in California in 2010.

## ***Meeting 10: Endings and Beginnings***

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Assesses group members' strengths and needs as foster parents or adoptive parents while. Participants will have the opportunity to voice questions regarding the next step toward the licensing process. The group has an opportunity to say goodbye ... the ending. Participants As the preparation/mutual selection process is coming to an end, so begins the transition into becoming a foster family or adoptive family ... the beginning.

After the last meeting there is a final Family Consultation during which the leader and the parents agree about the family's future role as a foster family, as an adoptive family, or as another kind of child welfare advocate. A Professional Development Plan, developed by the leader and the parents, provides direction for support of the family during the next six months of partnership in the child welfare program.

Handouts include:

1. Meeting 10 Agenda
2. Reporting Abuse of Children in Our Community
3. Allegations of Abuse – Preventative Practices
4. Partner in Permanency Planning Worksheet
5. A strengths/Needs Worksheet for Foster Families Considering Adoption
6. Professional Development Plan
7. Final Evaluation of the PS-MAPP Group Preparation and Selection Program

Cultural adaptations to this meeting include:

- Because of the flexibility of this meeting, there were no major adaptations to this meeting.

TIPS-MAPP Fidelity

Anyone leading a TIPS-MAPP group must be a certified TIPS-MAPP Leader through Children's Alliance and teach the TIPS-MAPP classes as trained. This includes:

- The program is to be delivered by two certified leaders, one from the child placing agency and one being a current and/or former foster parent. For the Native American groups, the preference would be that at least one Leader be Native American.
- Must be a minimum of 10 weekly sessions each held for three hours – totaling 30 hours
- Must be 7 days between classes
- Participant must initial sign-in sheet each meeting
- The Preferred way to make up class is for the leader and the family to meet and review whole session one-on-one prior to the next meeting. The family can only miss and make-up 2 classes or they have to start MAPP over.
  - If the leader is certified in Deciding Together, then make-up material should be taken from the Deciding Together workbooks that correspond with material covered in the missed meeting (see chart in the Deciding Together Leader's Guide).
  - If the leader is not certified in Deciding Together, then the make-up material utilized should be adapted to one-on-one from the TIPS-MAPP Leader's Guide.
  - Consultation notes on make-up sessions should be included in the Family Portfolio.
- All Participants must complete TIPS-MAPP leader evaluation
- Family Portfolio must contain:
  - Family Profile
  - Family photos
  - References
  - Physicals Forms/Physicians Statements, pet vaccinations, etc
  - Clearance/Background checks (KBI, CANIS, fingerprint)
  - Weekly Strengths/Needs Worksheets
  - Signed Discipline Policy (agency specific)
  - Signed Confidentiality Policy (agency specific)
  - Partnership Development Plan
  - Eco and Family MAPP (Family Systems snapshot)
  - Letter to birth parent, child
  - Final Strengths/Needs Worksheet
  - Meeting Notes
  - Professional Development Plan

- Summary recommendations
- Any other agency specific required documentation

### Testimonials from Pilot Native American Leader's Training

- "I sound like a broken record, but the information that was shared about cultural was so helpful to me and I can benefit from in my ICWA casework."
- "Better support for foster parents"
- "How deeply trauma affects a child's needs from a foster parent."
- "I'm glad I came to this training. I feel I learned a lot and I will be able to help the kids I work with more."
- "Very beneficial to be able to bring back to our dept/tribe for our people."
- "I would highly recommend this training. The criteria helps the facilitators get to know their families & children. Build positive connections & teach healthy behaviors."