

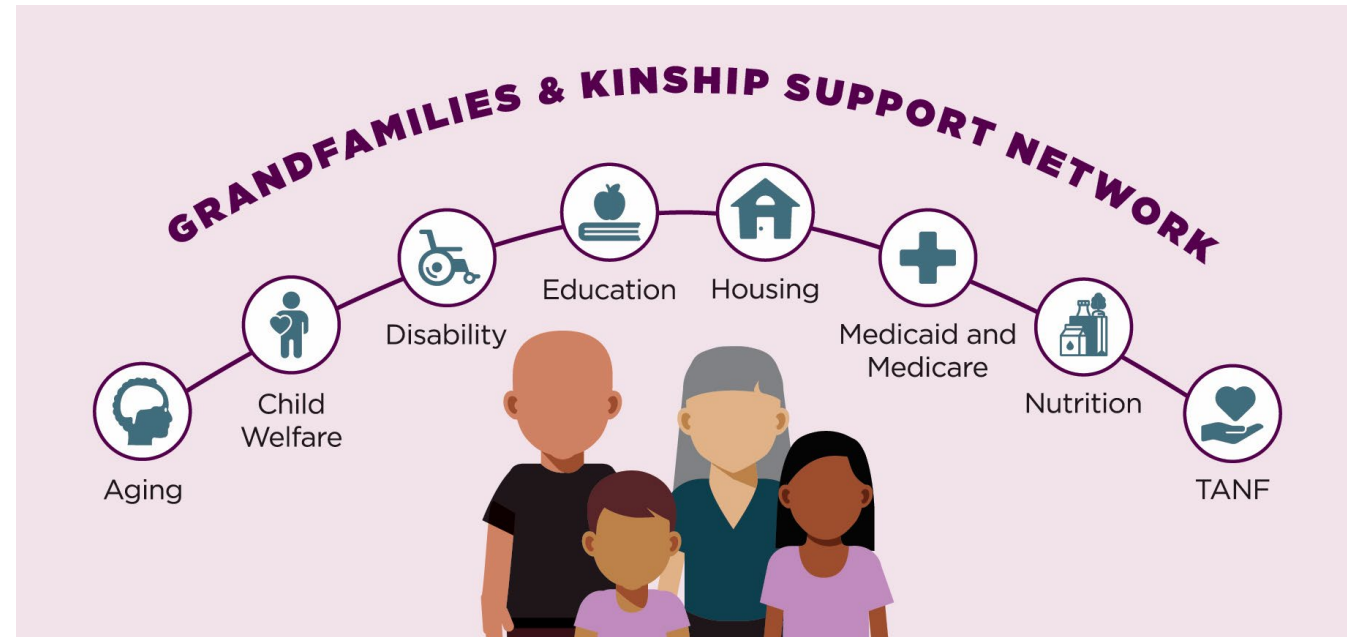
WELCOME

Support Groups: Recruiting, Retention, & Everything in Between

November 16, 2023

- We will begin at the top of the hour
- Please type in the **chat** - your name, state, tribe (if applicable), and role
- We'll take questions near the end - please type your questions in the chat box at any time
- All participants will receive a link to the slides and recording in the next two days

- 5-year (2021-2026) cooperative agreement with Administration for Community Living
- Purpose is to provide technical assistance to the array of tribal, state, and territorial government agencies, as well as non-profit organizations that serve kinship families
- Not designed to serve the families directly – working to improve systems for families



How We Help



Learning Collaboratives and Information Dissemination

The Network hosts [webinars](#) and facilitates learning collaboratives.



Individual Assistance

We respond to [individual requests for help](#) from government agencies, and nonprofit organizations.



Targeted, Specialized Support

For jurisdictions that want and are ready for a larger investment of effort, the Network will help optimize their collaborative approaches and improve their services. Solutions will be replicable for others.



A Centralized Hub

The Network is elevating exemplary kinship/grandfamily practices and programs from around the country on its new accessible website, www.GKSNetwork.org.



SUPPORT GROUPS:

Recruiting, Retention, and Everything in
Between



Creating a Family



Creating a Family

Support • Train • Strengthen

Foster • Adoptive • Kinship



ZERO TO THREE

Early connections last a lifetime



Brought to you by:

THE GRANDFAMILIES &
KINSHIP SUPPORT NETWORK:
A NATIONAL TECHNICAL
ASSISTANCE CENTER





POLL

WHO ARE KINSHIP CAREGIVERS?

- Female ($\approx 87\%$)
- Black ($\approx 56\%$)
- Single
- Less educated
- Older





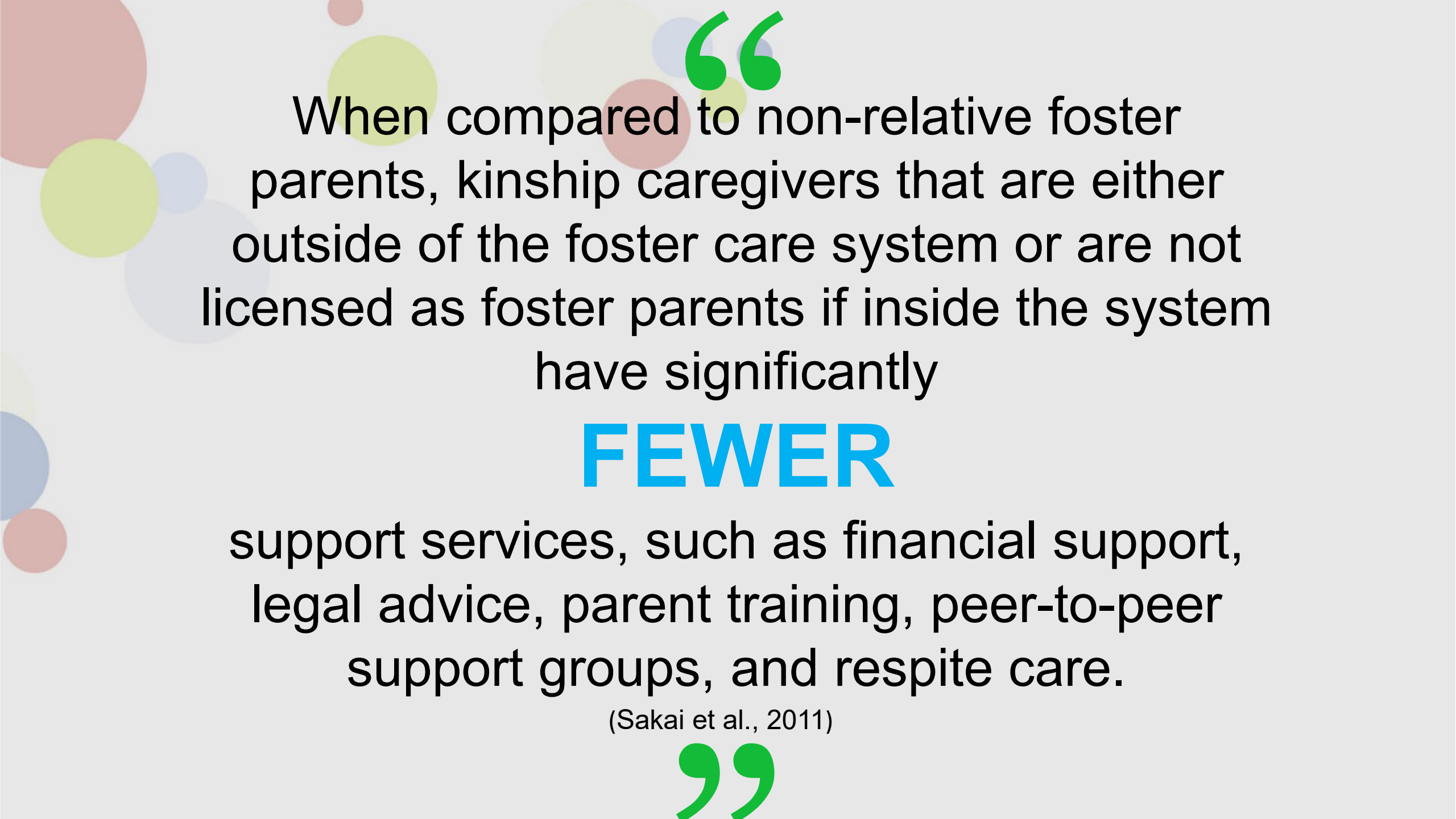
More than one-half of the grandparent caregiver population was employed, but they were

MORE LIKELY

to be in poverty, and were more likely to be out of the labor force, compared to the general adult population.

(GAO, 2020)





“
When compared to non-relative foster
parents, kinship caregivers that are either
outside of the foster care system or are not
licensed as foster parents if inside the system
have significantly

FEWER

support services, such as financial support,
legal advice, parent training, peer-to-peer
support groups, and respite care.

(Sakai et al., 2011)

”



ONGOING SUPPORT AND EDUCATION

WHY DO KINSHIP CAREGIVERS NEED SUPPORT?

- Complex family interactions and responsibility
- Vulnerability to negative health outcomes, social isolation, and depression (Kelley, et al., 2020)

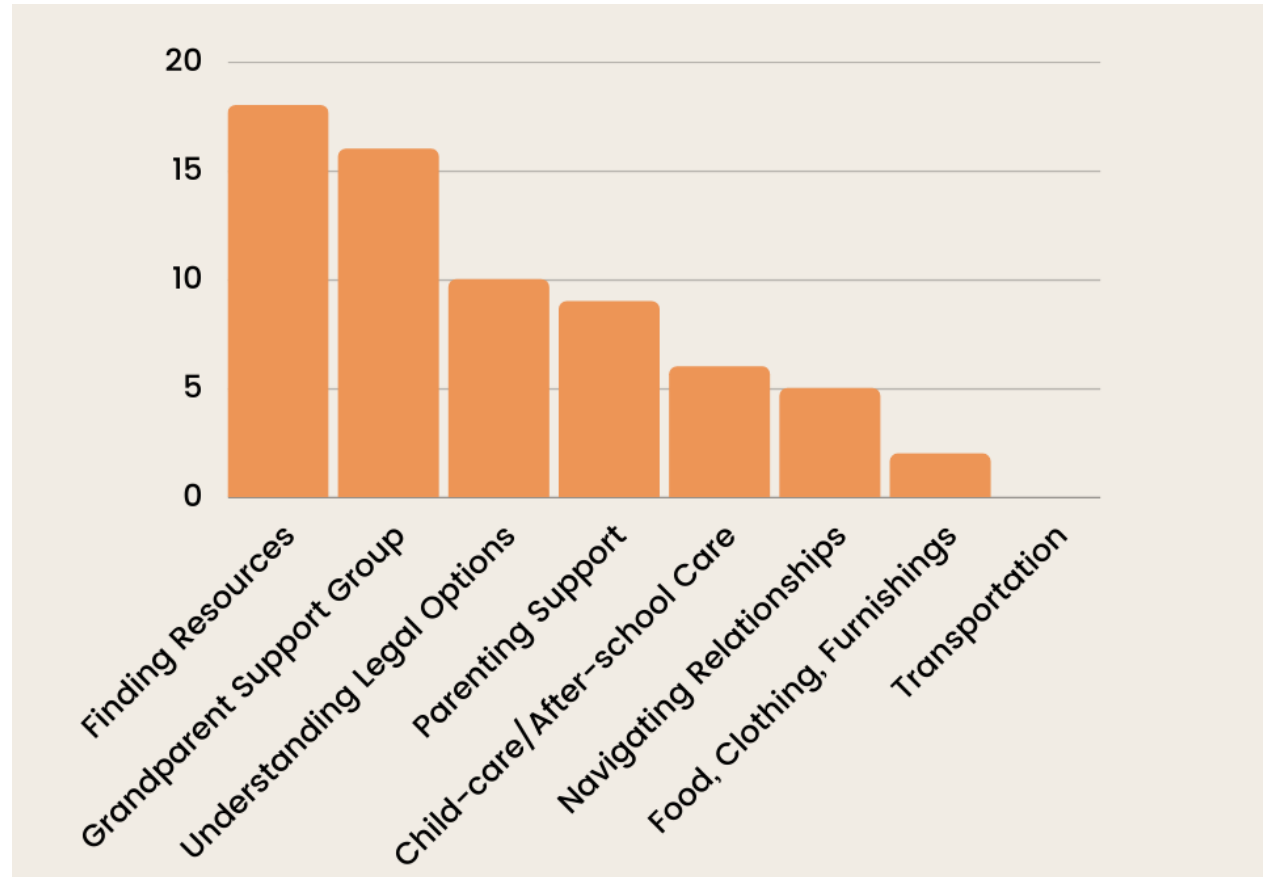


KINSHIP FAMILY CHALLENGES

- Understanding their legal option
- Financial
- Interacting with schools
- Family relationship issues
- They did not choose to become parents/caregivers at this stage of life



LISTENING SESSIONS - RESULTS



PARENTING CHALLENGES

- Older and out of sync with current parenting trends
- No network of friends raising kids
- Unaware of resources
- Children have experienced loss and trauma
- Children may have been prenatally exposed to alcohol and drugs





WHY PARENTS COME



A PLACE TO FEEL “NORMAL”



ANGER, RESENTMENT, GRIEF, LOSS



COMMUNITY/CAMARADERIE



TIME AWAY FROM THE KIDS



IMPROVE PARENTING



IN CRISIS



“

One important aspect of groups is that they
can place issues in

CONTEXT,

helping members move from seeing their
problems as particular to their child and family
to understanding them as common and, in
light of their children's pasts, expectable.

Thus, group participation can normalize
feelings.

(Smith, 1999)

”



EFFECTIVE FOR SUPPORT



SHARE FEELINGS (GREEN & GREY, 2013)



EMPOWERMENT (WEISSMAN, 2016)



DECREASED STRESS (STROZIER, 2011)



WORK THROUGH FEELINGS (WOHL, 2003)



Closed

BRING CLOSURE (WOHL, 2003)



SHARING EXPERIENCES (KELLEY et al. 2000)



IMPROVED RELATIONSHIPS



INCREASE CONFIDENCE (HAYSLIP & KAMINSKI, 2005)



SOCIAL CONNECTIONS (STROZIER, 2012)



KNOWLEDGE OF RESOURCES (MONAHAN, 2013)



USE OF COMMUNITY RESOURCES (STROZIER, 2012)



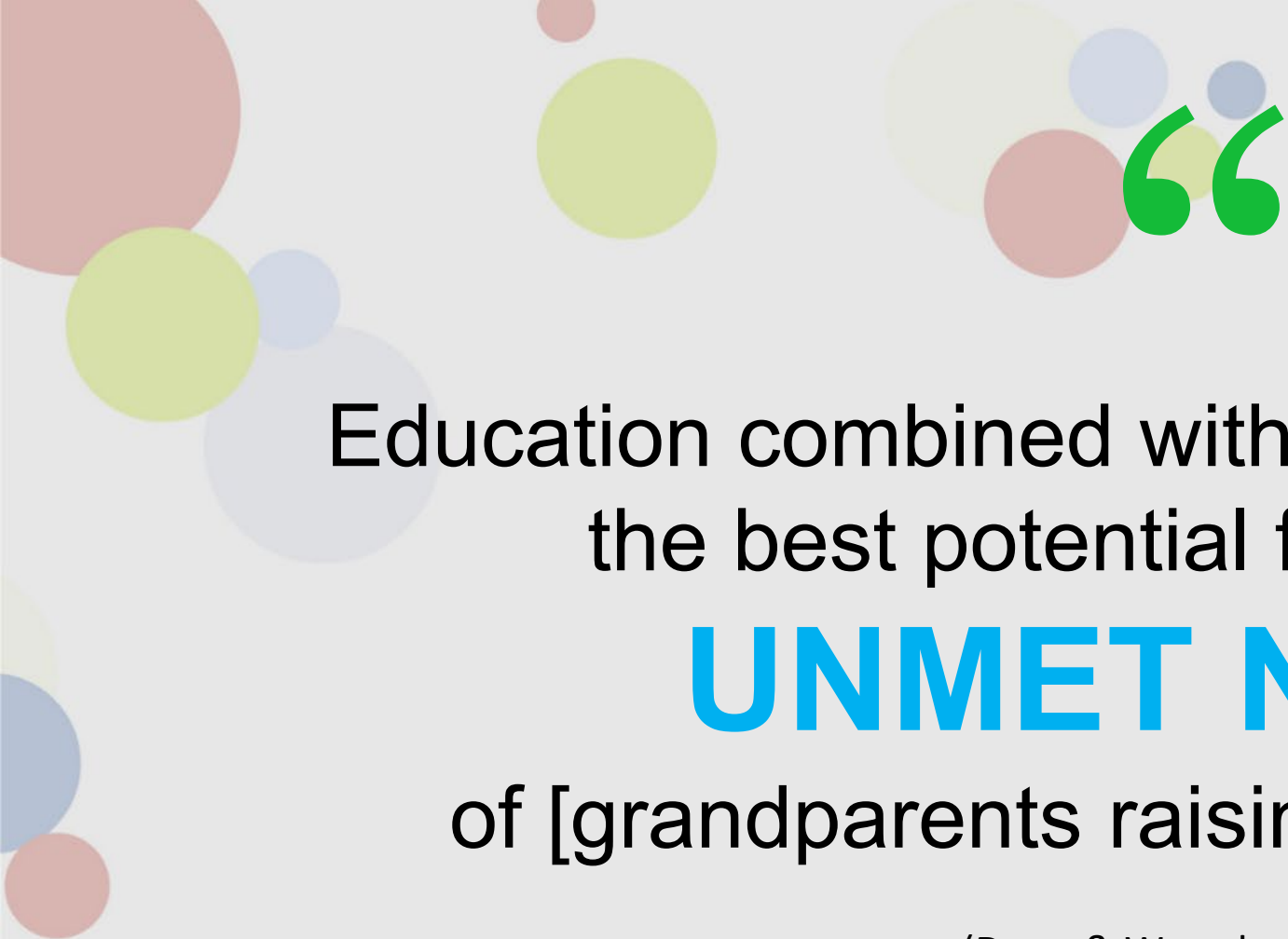
NAVIGATING CHILD WELFARE (WEISSMAN, 2016)



LONG LASTING BENEFITS (McCONKEY, 2013)

A woman in a pink shirt is standing at the front of a conference room, presenting to a group of people seated around a long wooden table. A large projection screen is visible behind her, displaying a bright, glowing square. The room is well-lit with recessed ceiling lights. The audience members are focused on the presentation, with some looking at their laptops and others at the presenter. The overall atmosphere is professional and collaborative.

ONGOING TRAINING



Education combined with social support holds
the best potential for addressing

UNMET NEEDS

of [grandparents raising grandchildren].

(Dunn & Wamsley, 2018)

”



INTEGRATE SUPPORT WITH EDUCATION



SELF-PACED VS. INTERACTIVE



“

Research on [adult] learning theory ... has
taught us that people learn best in

COMMUNITY.

(Kuh et al., 2005)

”



“

Fostering
COMMUNITY

is critical to learning, regardless of whether it
is in-person or online.

(Oblinger, Learning Spaces, 2006)


”

A close-up photograph of a young child with dark hair, crying. The child's mouth is wide open, showing their teeth, and their eyes are closed. A bright green horizontal banner is overlaid across the middle of the image, containing the text "PLACEMENT DISRUPTION" in white, bold, uppercase letters. The background is a plain, light-colored wall.

PLACEMENT DISRUPTION



17% OF PLACEMENTS FAIL (PAROLINI ET AL, 2018)



“
Post-placement permanency [for kinship
placements]

INCREASES

with the availability, accessibility, quality, and
utilization of pre- and post-permanency
services

(Berry, et al, 2007)

”





TYPES OF GROUPS



SOCIAL MEDIA GROUPS



ADVANTAGES

- 24/7 access
- Respond at own speed
- No geographic or transportation barriers
- Unlimited participants
- More accessible



CHALLENGES

- Must be on Facebook
- Less immediate
- Sense of community??
- Doesn't provide training or active skill building
- No CE credit
- Requires active moderation



INFORMAL VS STRUCTURE

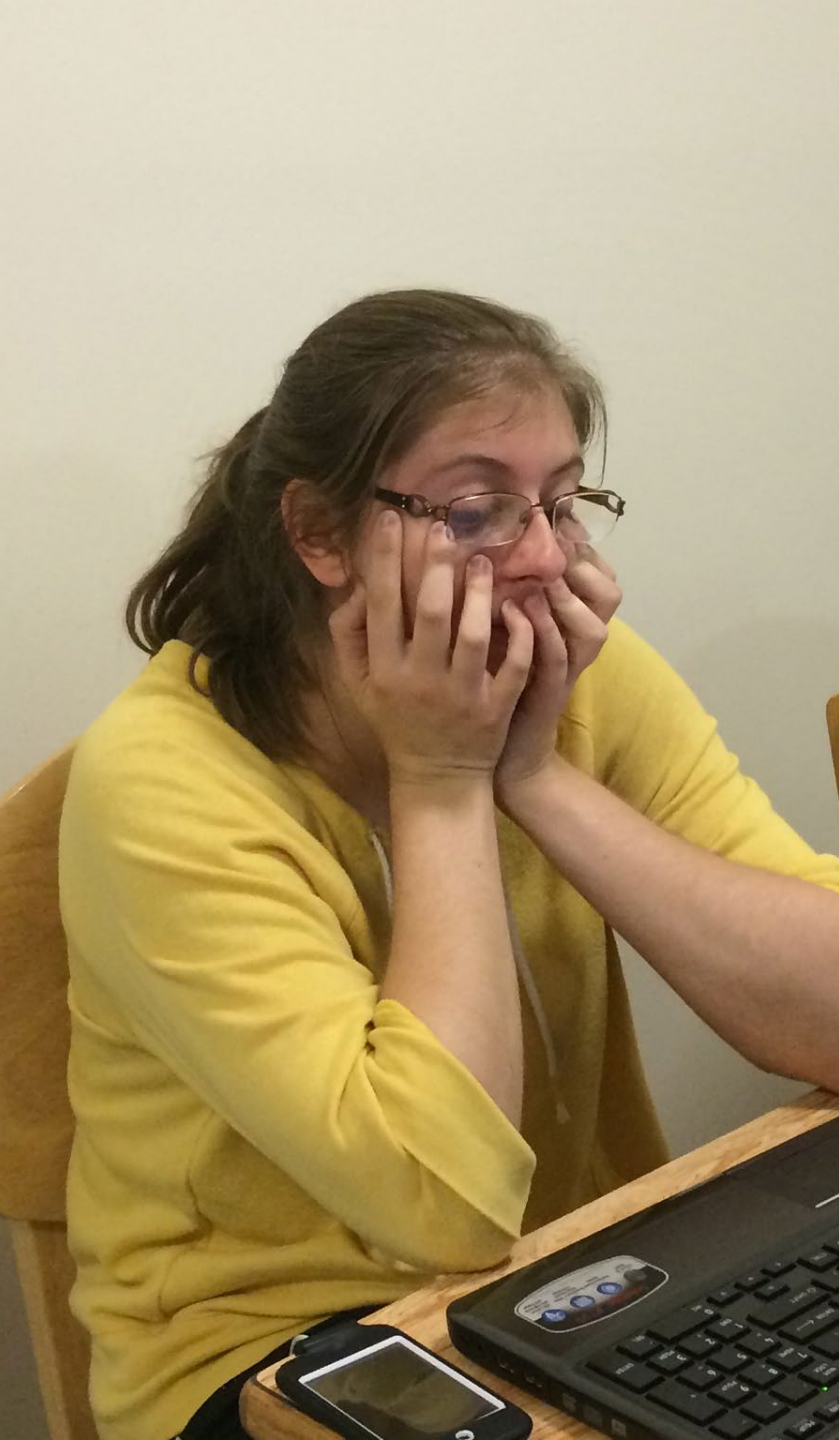


UNSTRUCTURED



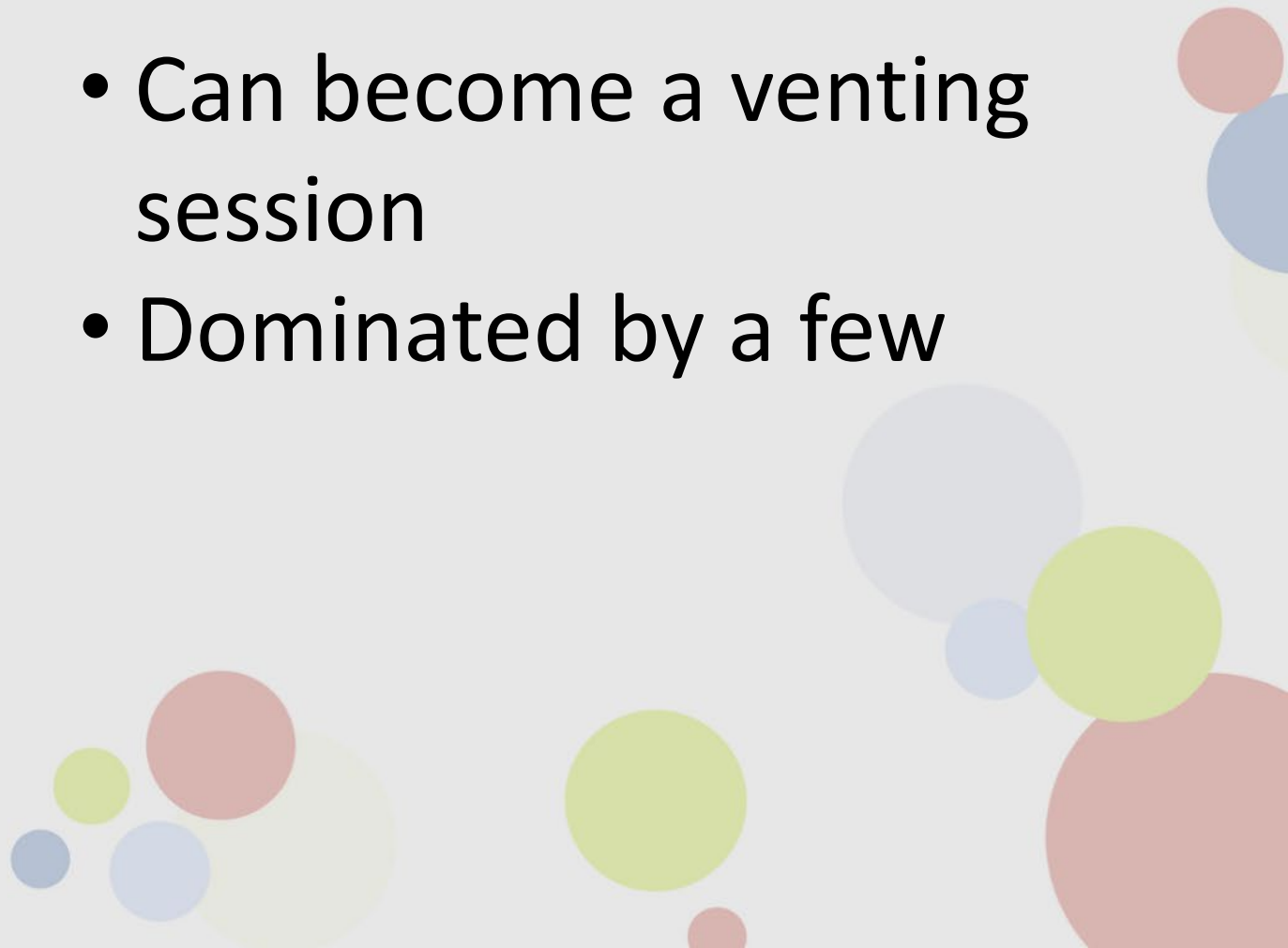
ADVANTAGES

- Little planning time required
- Emphasizes community building over training



CHALLENGES

- Can become a venting session
- Dominated by a few





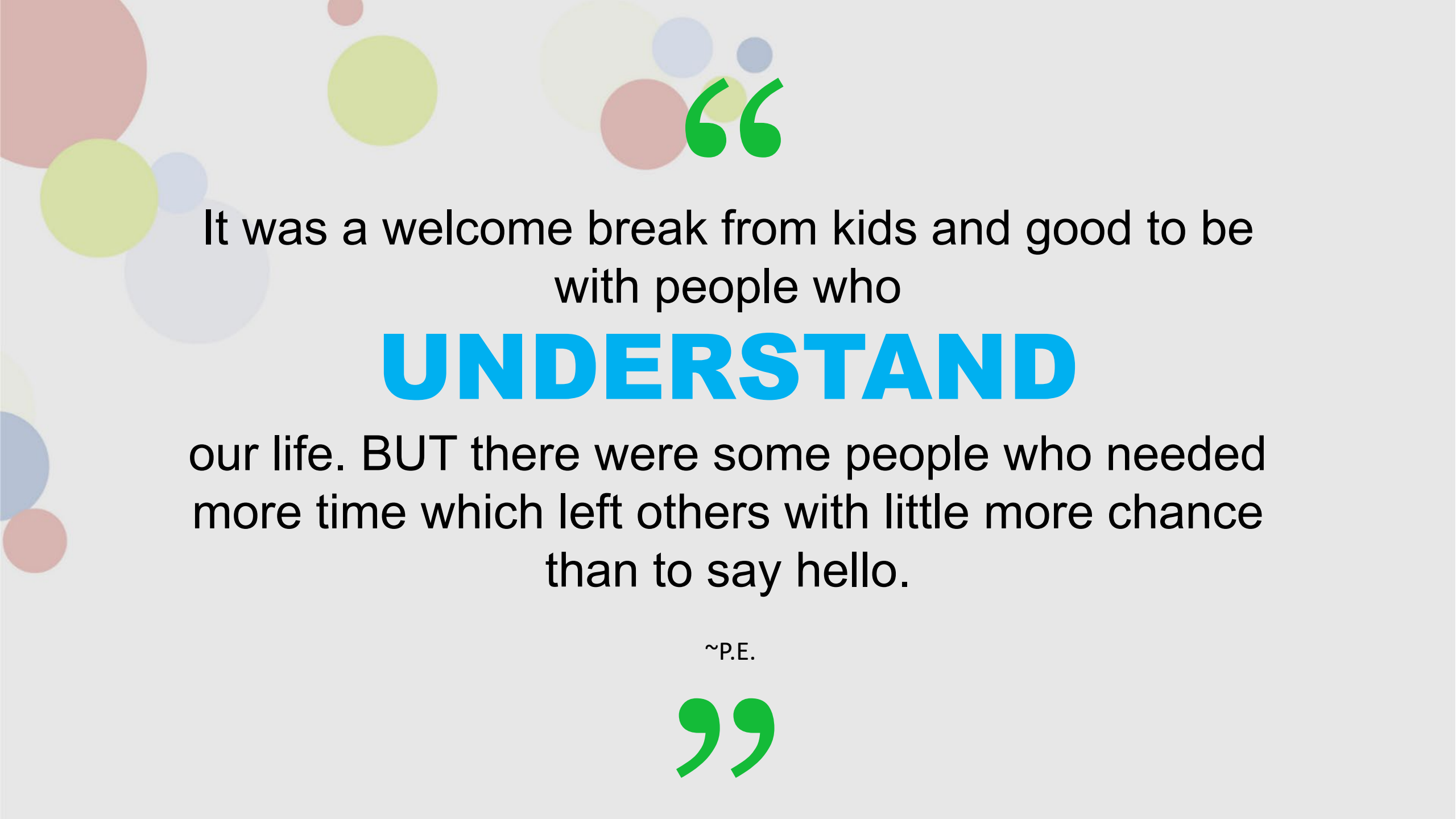
I found the group to be hellish for me. Sooooo negative, all the time, frequently aimed at birth parents or the system. I wanted to learn about parenting strategies that worked. It wasn't that I didn't want anyone to vent, but it went to a kind of

TOXIC

extreme, and there was no balance.

~Jodie





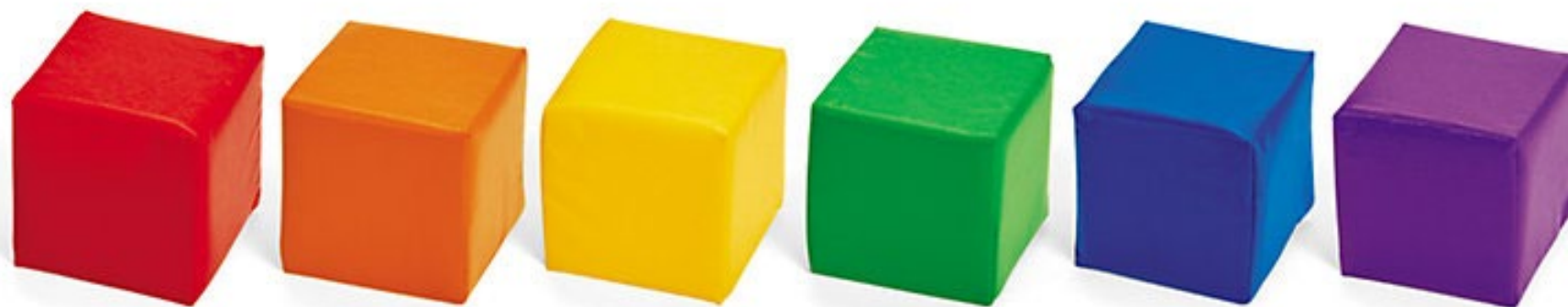
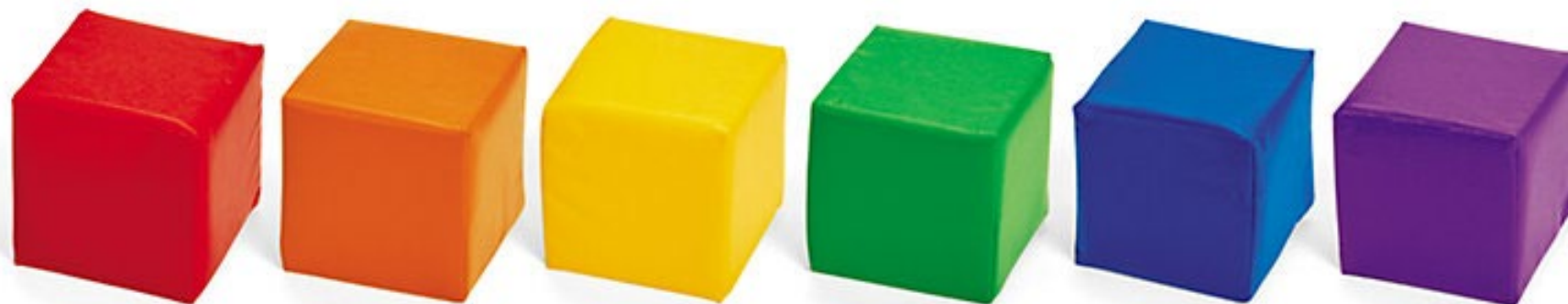
It was a welcome break from kids and good to be
with people who

UNDERSTAND

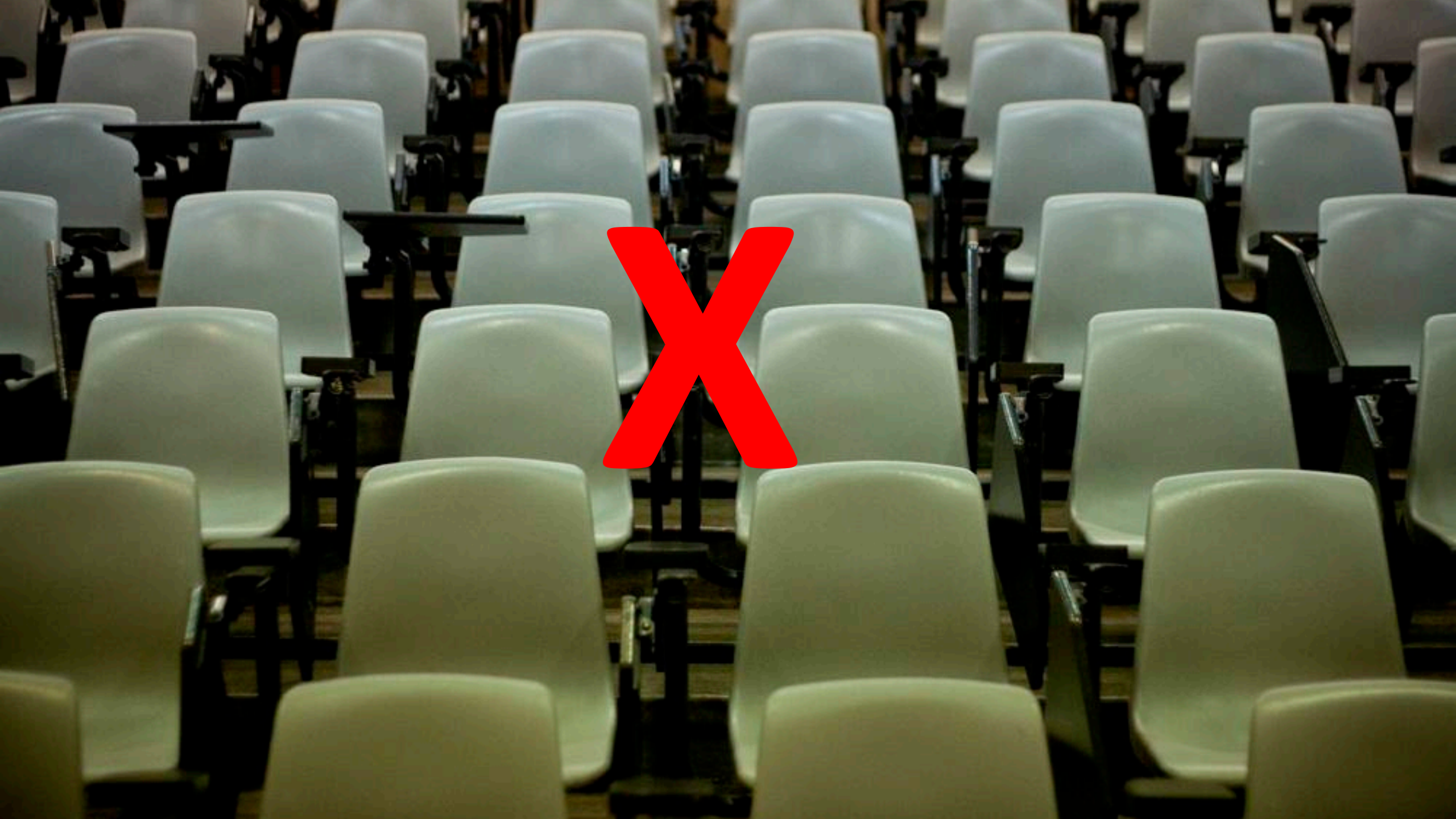
our life. BUT there were some people who needed
more time which left others with little more chance
than to say hello.

~P.E.

”



STRUCTURED





ADVANTAGES

- Balance of community building, training, and some venting
- Provide some type of learning or increased understanding



ADVANTAGES

Topics:

- Legal issues
- Understanding financial implications
- Learning parenting skills
- Managing child behavior
- Managing relationships with their adult children
- Youth transitioning into adulthood
- Accessing community resources



CHALLENGES

- Requires more facilitator planning time
- Requires facilitator training



OPEN VS CLOSED GROUPS



OPEN

OPEN VS CLOSED MEMBERSHIP



Sorry
WE'RE
CLOSED

OPEN VS CLOSED TO CLIENTS



OTHER

A group of five people are seated in a circle on chairs in a room. The room has a light-colored wall with two framed pictures of outdoor scenes. A decorative bundle of dried reeds stands in the background. The people are engaged in conversation. A green banner with white text is overlaid across the middle of the image.

HIGH-QUALITY GROUP



ANY GROUP IS BETTER THAN NONE



DISCUSSION AND TRAINING



Groups that followed or included
education/curriculum were more satisfying
and

EFFECTIVE

for both participants and facilitators and are
more likely to last.

(Berge, 2010)





Parent support groups for grandparent caregivers that provide some type of

EDUCATIONAL

structure for their meetings, allowed time for discussion on these topics, and training for their facilitators are more successful.

(Kolomer, 2003)





Support groups for parents of children with special needs and trauma exposure that create a sense of

COMMUNITY

combined with skills training were more likely to report reductions in children's problem behavior.

(Breiner, 2016)

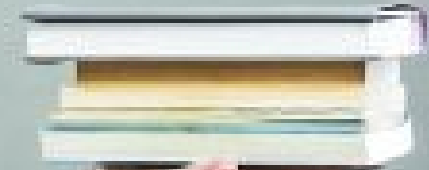




INTERACTIVE TRAINING



SIZE OF GROUP



ONLINE VS IN-PERSON



POLL

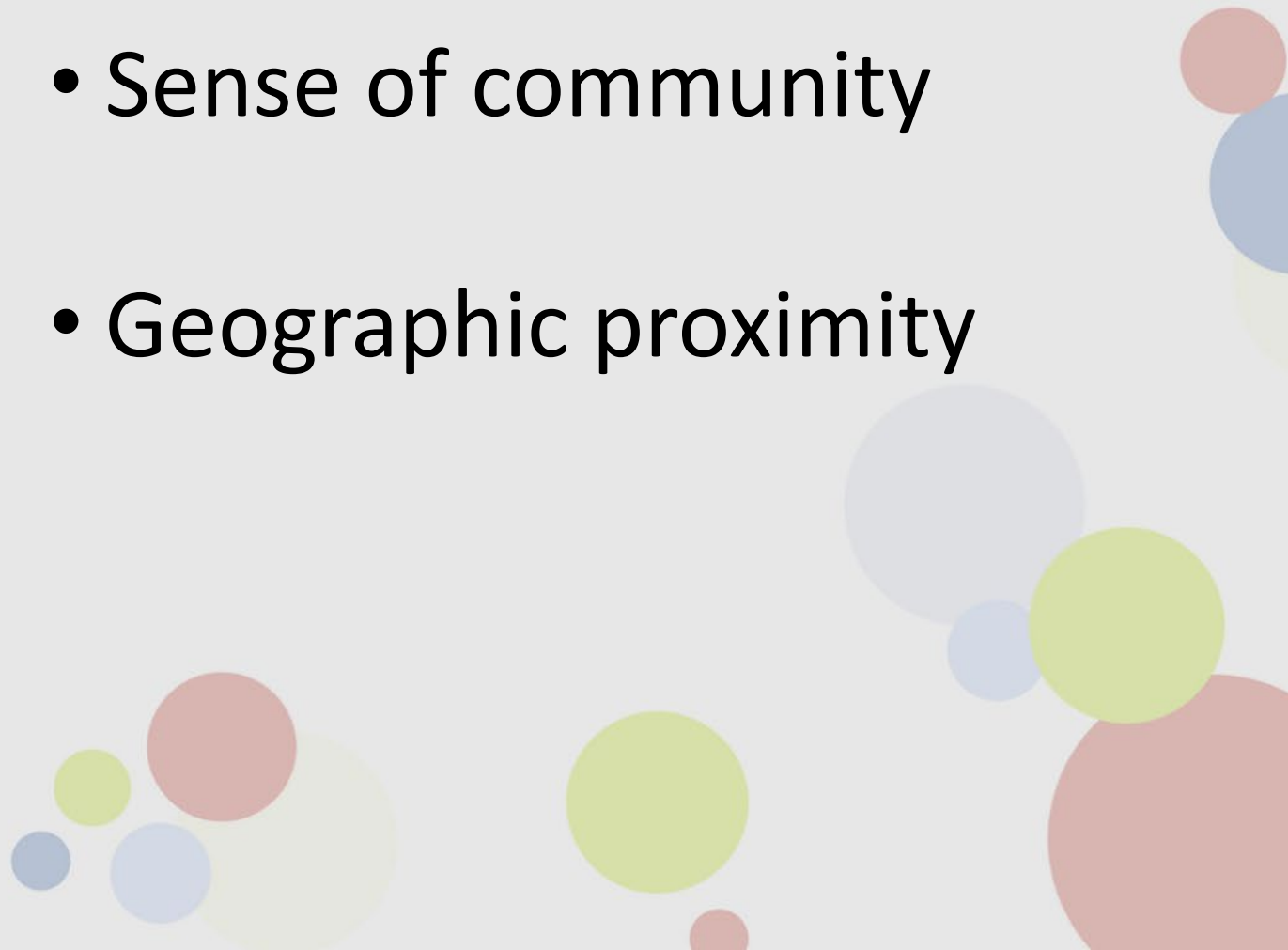


IN-PERSON



ADVANTAGES

- Sense of community
- Geographic proximity





CHALLENGES

- Cost
- Hassle factor for caregivers
- Harder for people with disabilities to access
- Not as convenient for rural areas
- Not as convenient to urban areas without public transportation

00:22:06



ONLINE



ADVANTAGES

- No transportation barriers
- No geographic limitation
- Caregivers with mobility problems
- No need for childcare
- Can type and speak



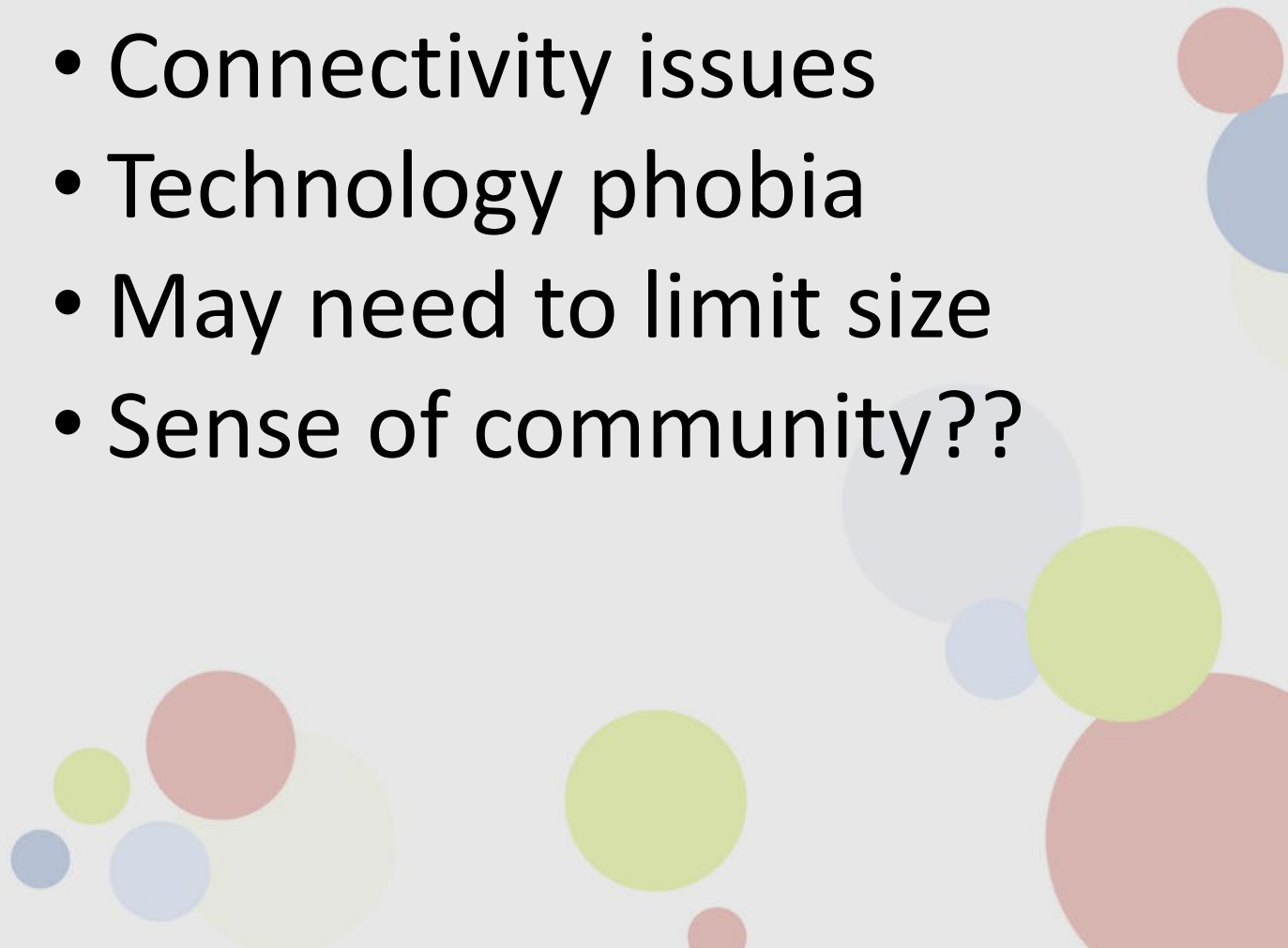
ADVANTAGES

- Can utilize white board feature and break out rooms to facilitate discussion
- Makes it easier to find enough people to form the base of a group



CHALLENGES

- Connectivity issues
- Technology phobia
- May need to limit size
- Sense of community??



COMMUNITY CREATION ONLINE VS. IN-PERSON

Sense of Community

In-Person

FACILITATOR EVALUATION

100% of facilitators thought participants bonded and felt connected.

PARTICIPANT EVALUATION

99% of participants felt understood by the members of their support group.

100% of participants looked forward to attending their support group.

Online

FACILITATOR EVALUATION

86% of facilitators thought participants bonded and felt connected

PARTICIPANT EVALUATION

93% of participants felt understood by the members of their support group.

95% of participants looked forward to attending their support group.



ADOPTION SUPPORT FOR KENTUCKY-VIRTUAL PILOT

- Fostered meaningful interaction among participants
- Received adequate and appropriate information



ADOPTION SUPPORT FOR KENTUCKY

- Stronger social supports after attending 10 weekly sessions





ADOPTION SUPPORT FOR KENTUCKY

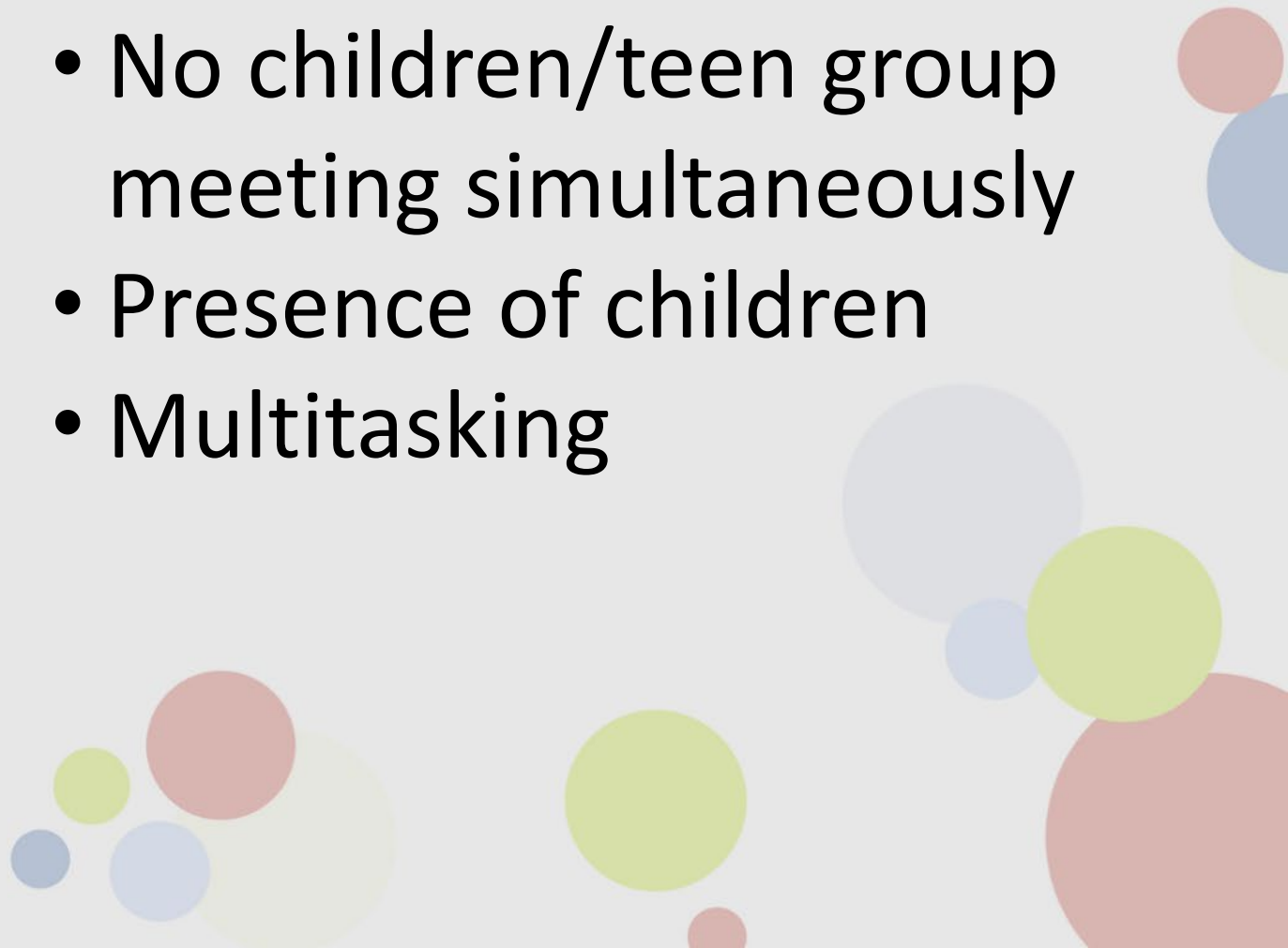
- Parents reported increases in parental competence and decrease in parental stress





CHALLENGES (CONT.)

- No children/teen group meeting simultaneously
- Presence of children
- Multitasking



WHAT IS PREFERRED?

- Majority of groups have stayed online after the pandemic
- Majority of callers to Kinship Navigator Program preferred an in-person group
- One long-established kinship caregiver group surveyed its participants and a very small majority preferred to stay online





HYBRID



DIFFERENT FORMATS

- Some people in-person and some online
- Run the same program in the same week
- Mostly one, with a few others
- Virtual Reality groups



RAPIDLY DEVELOPING FIELD



ADVANTAGES

- Allows for last minute changes in schedules
- Accommodated different access points



CHALLENGES

- Harder to facilitate
- Technology challenges
- Sound challenges
- Harder to see name tags
- Solutions exist but require training & \$



POLL



CHALLENGES TO SUPPORT GROUPS



GETTING PEOPLE TO PARTICIPATE



STRUCTURAL

- Time of day/day of week
- Child care
- Transportation
- General busyness of life



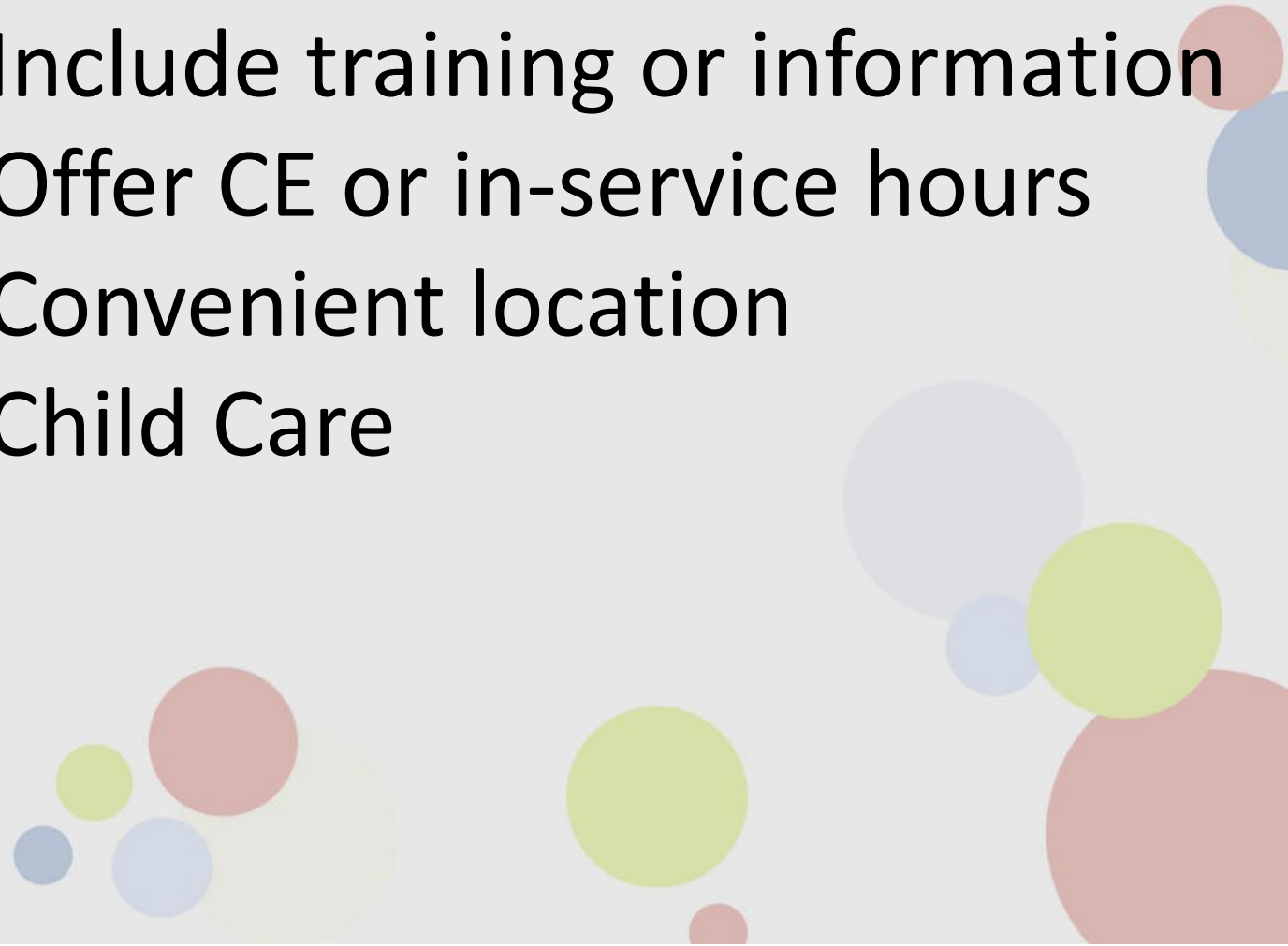
PERCEPTUAL

- Topics being covered aren't relevant to them
- Advice is not practical
- Overwhelmed by information



SOLUTIONS FOR ATTENDANCE

- Convenience
- Include training or information
- Offer CE or in-service hours
- Convenient location
- Child Care





SOLUTIONS FOR ATTENDANCE

- Offer a child/teen group
- Food
- Summarize with easy to implement strategies
- Touchpoint between facilitator and participants



SOLUTIONS FOR ATTENDANCE

- Advertise & include the specific topic
- Have caseworkers hand out advertisement to families on home visits
- Door prizes

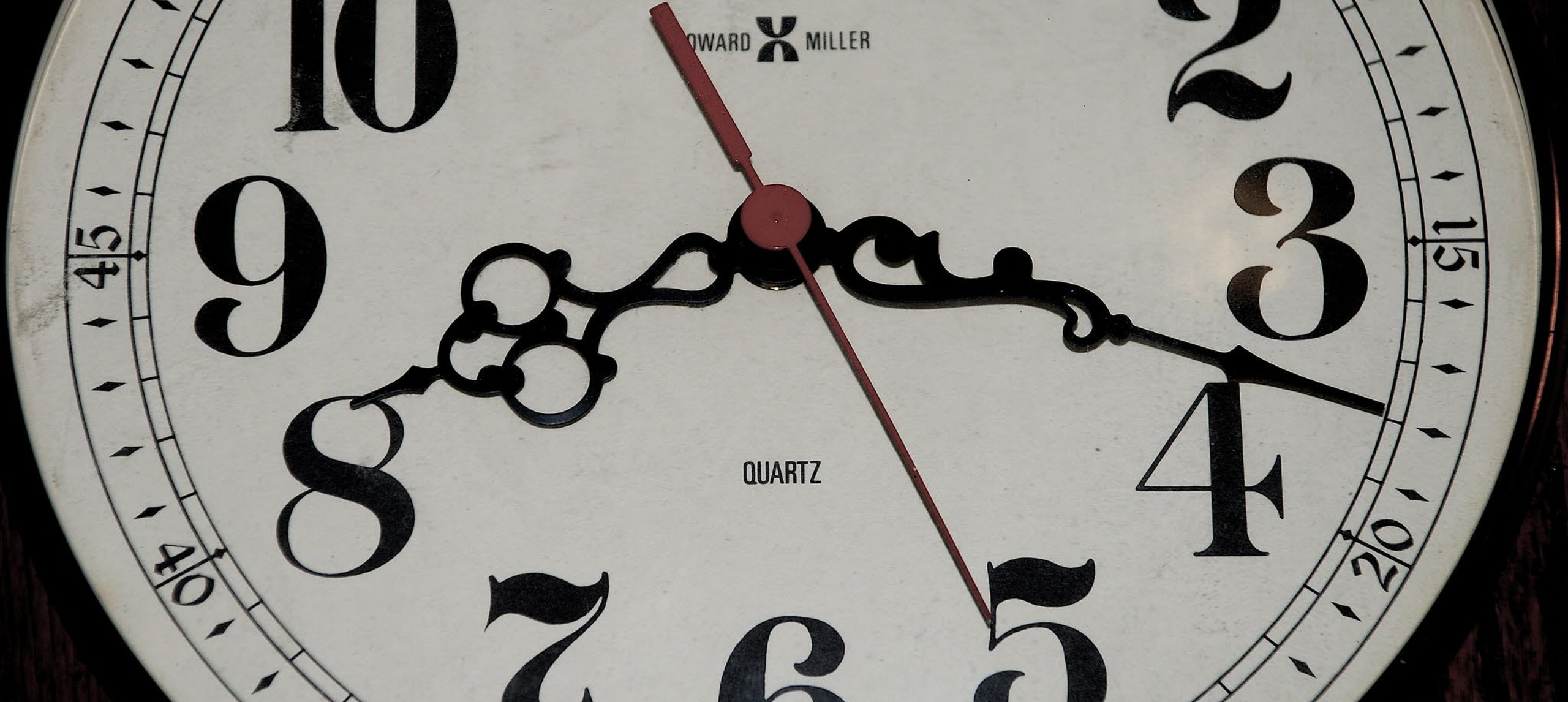




FACILITATOR BURNOUT



HOW OFTEN TO MEET?



HOW LONG TO MEET?



SURVEY/EVALUATE MEMBERS





RESOURCES AVAILABLE



SEQUENTIAL



TOPICAL

Grand Connections

90-minute workshops for kin caregivers of children from birth to five



Grand Connections Topics

Joys
&
Challenges

Resources

Being the
Child's
"Person"

Navigating
Relationships
with Parents

Screens

Mealtimes

Challenging
Behavior

Sleep

Making
the Most
of
Everyday
Routines

Grand Connections Topics

Joys
&
Challenges

Resources

Being the
Child's
"Person"

Navigating
Relationships
with Parents

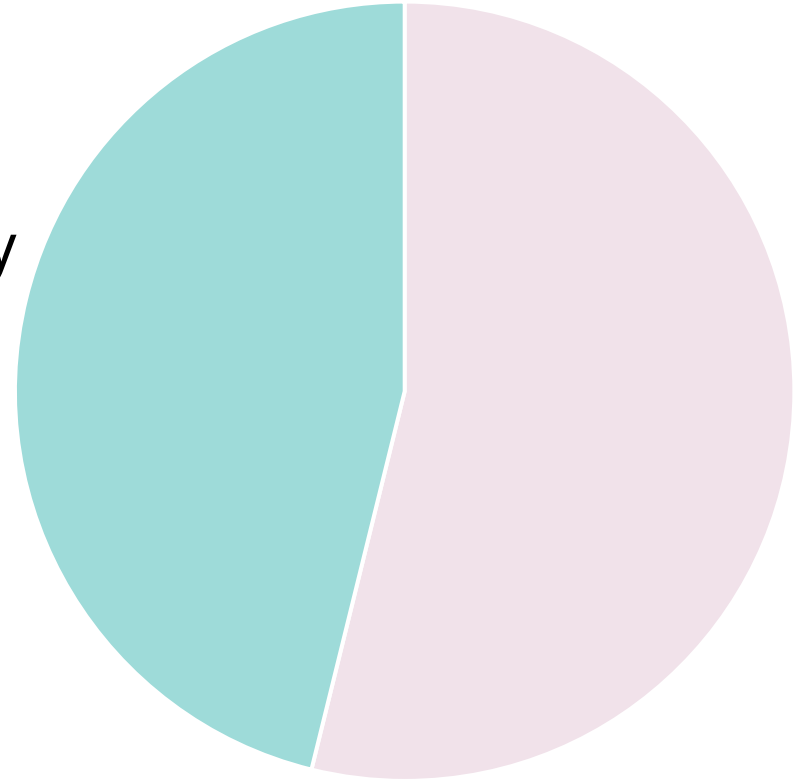


Sleep

Making
the Most
of
Everyday
Routines

Successful Practices

- Direct outreach as a means of recruitment
- Extra meeting to explore Zoom functionality
- Poll to decide on a weekly meeting time
- Facilitators with lived experience
- Meeting reminders the day of the meeting
- Art activities assigned as homework



Costs

Free


Downloadable materials include:

- Detailed lesson plans
- Videos
- Slides in English & Spanish
- Handouts in English & Spanish

zerotothree.org/resource/grand-connections/

Budget Items

- Staff time (2 people)
- Picture books & art supplies
- Incentives
- Meeting place
- Child care
- Food & transportation



Interactive Training & Support Foster/Adoptive/Kinship Families

An all-in-one curriculum for in-person or online support groups
and small group trainings.

[Learn More](#)

CREATING A FAMILY'S INTERACTIVE TRAINING AND SUPPORT FOR KINSHIP FAMILIES



Managing Expectations

📖 Course



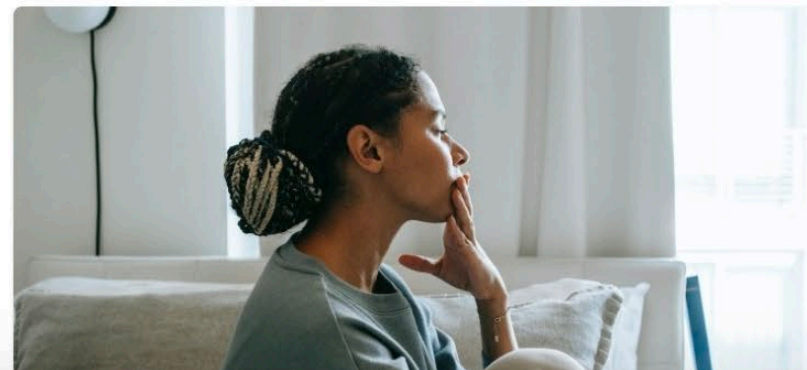
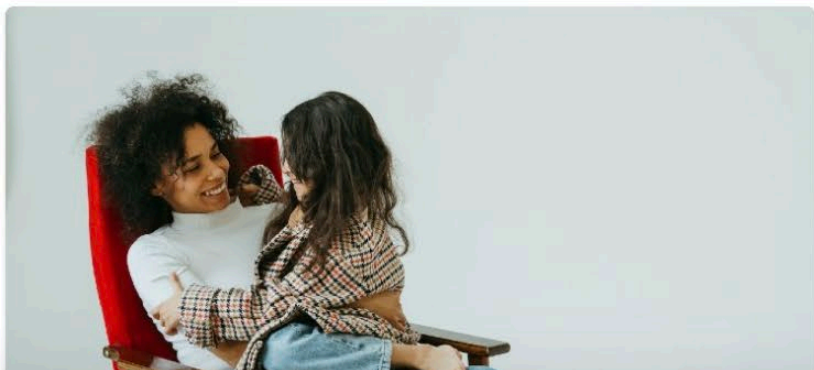
The Joys and Challenges of Kinship Care

📖 Course



Kinship Caregiving: Managing Relationships with the Child's Parent

📖 Course



25 VIDEO CURRICULA



IN-PERSON OR ONLINE



COMBINE SUPPORT AND TRAINING




STRUCTURE, BUT NOT RIGID



ENGAGING & FUN




Coping with Challenging Food Issues

 Course




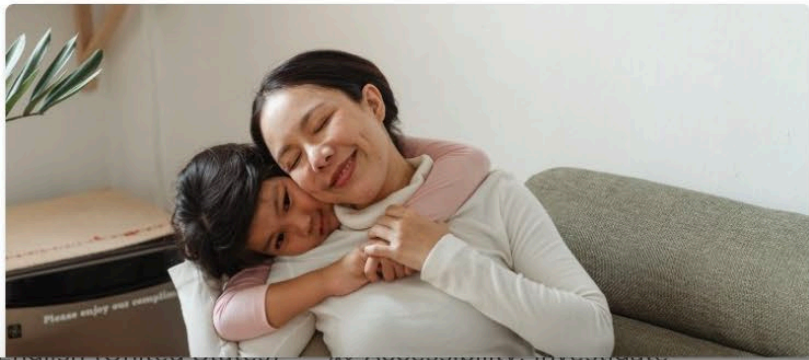
Developing a Healthy Self-Identity as a Transracial Adoptee

 Course

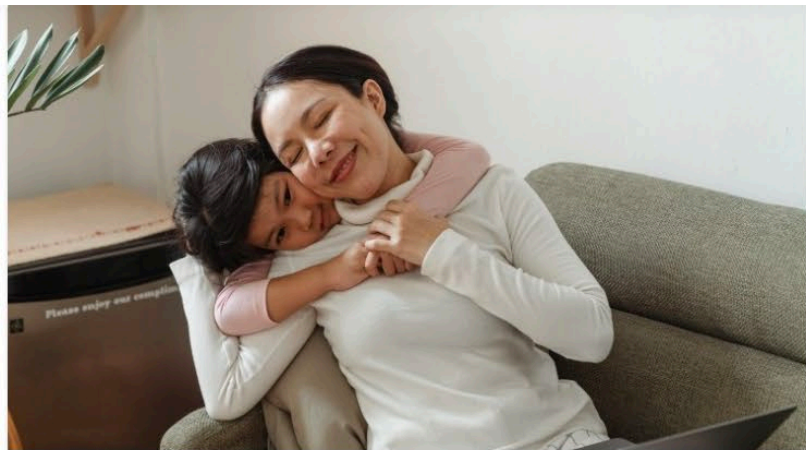


Handling Sensory Issues


 Course



CURRICULUM LIBRARY




Helping a Child Heal from Sexual Abuse

 Course



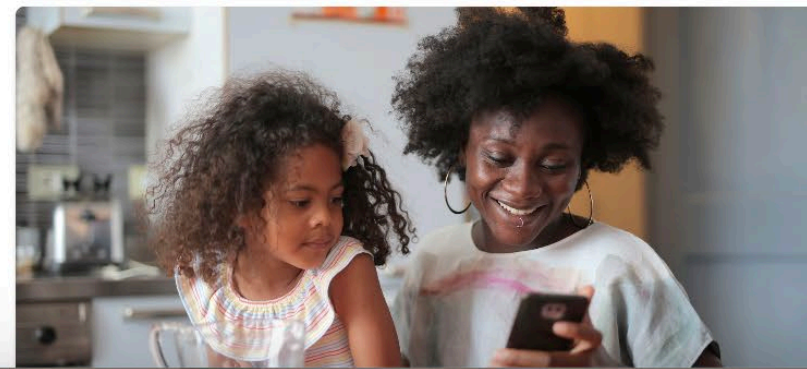
Helping Children Heal from Trauma and Loss

 Course

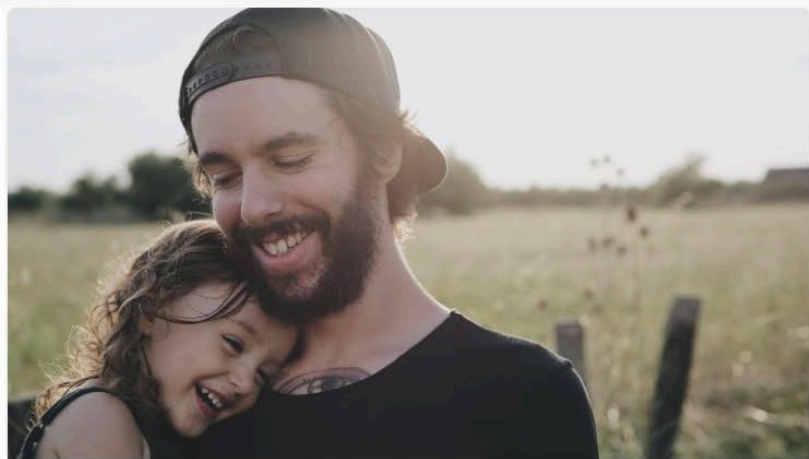


Helping Your Relationships Thrive While Fostering or Adopting


 Course



CURRICULUM LIBRARY



Managing Expectations

 Course




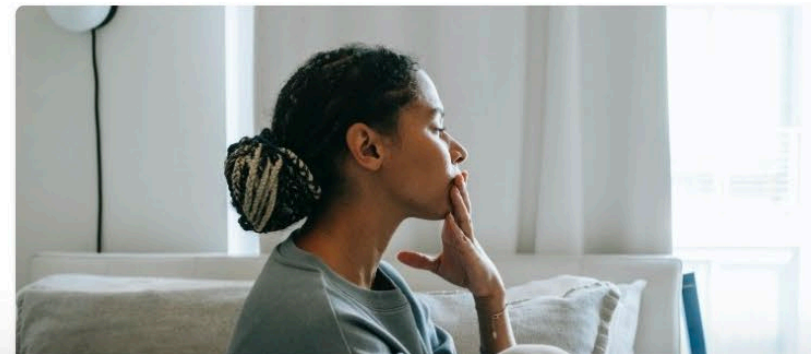
The Joys and Challenges of Kinship Care

 Course



Kinship Caregiving: Managing Relationships with the Child's Parent

 Course



CURRICULUM LIBRARY




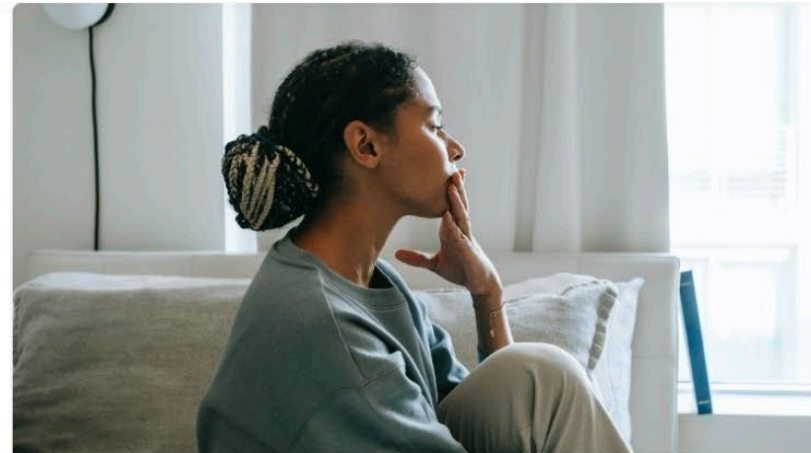
Managing Secondary Trauma Stress

 Course




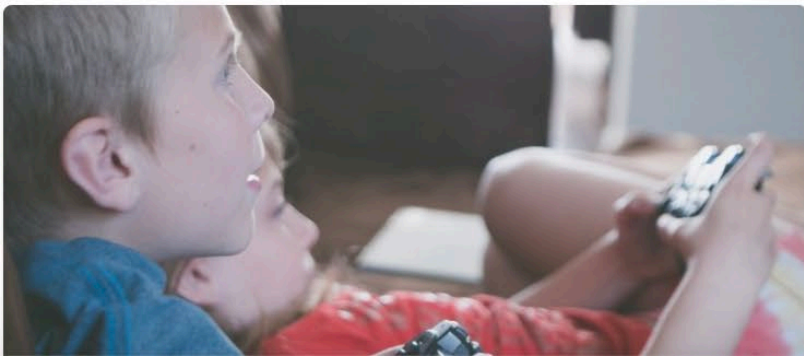
Overcoming Adverse Childhood Experiences (ACEs)

 Course

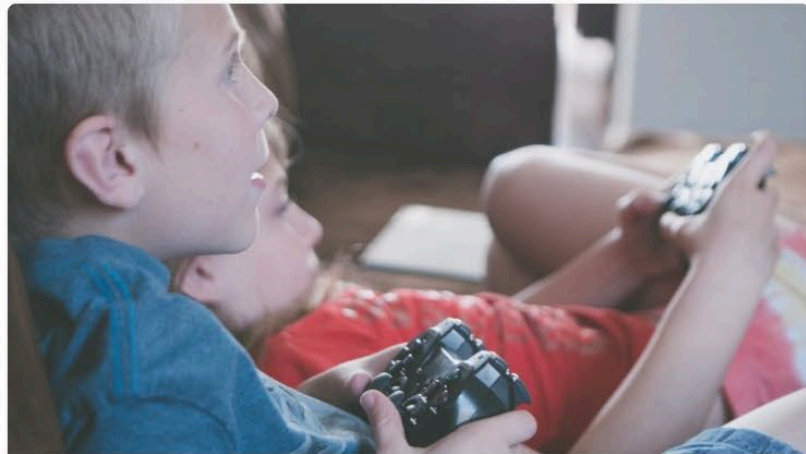


Parental Attachment Styles

 Course



CURRICULUM LIBRARY



Parenting in the Age of Screens, Social Media, and Gaming

📖 Course



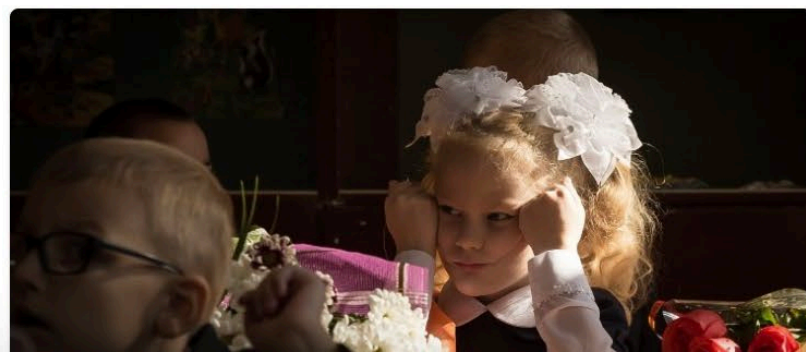
Parenting Kids Prenatally Exposed to Alcohol and Drugs

📖 Course



Parenting Neglected Kids

📖 Course



CURRICULUM LIBRARY




Parenting Tweens and Teens

 Course




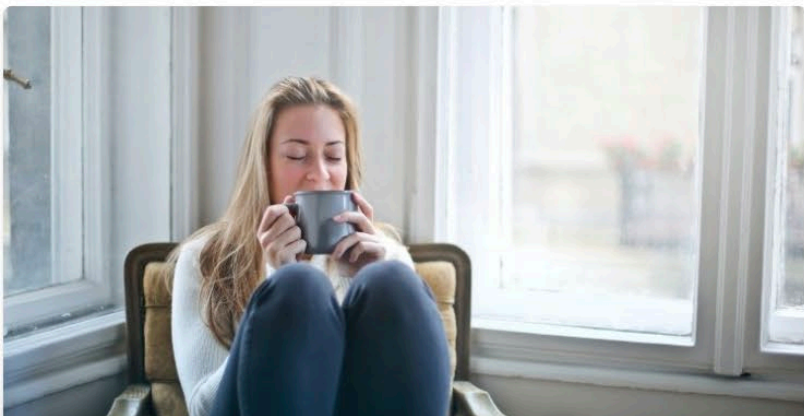
Raising a Child with ADHD

 Course

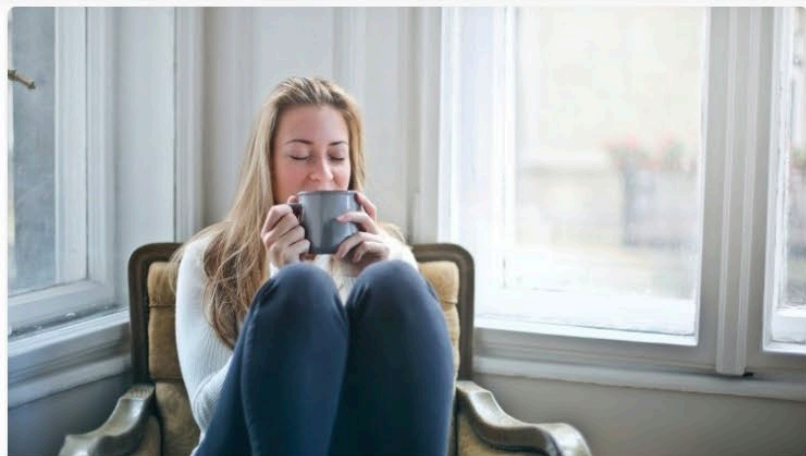


Raising Resilient Kids


 Course



CURRICULUM LIBRARY



Self-Care When Parenting Harder to Parent Kids

 Course




Understanding the IEP Process

 Course



Why Our Kids Behave the Way They Do (and What We Can Do About It)

 Course

CURRICULUM LIBRARY

CURRICULUM INCLUDES

Why Our Kids Behave the Way They Do

Facilitator's Guide

HANDOUTS

- Signs of Trauma in Children of Different Ages Tip Sheet (print or email)
- Further Resources (print or email)

- Video
- Facilitator Guide
- Handout
- Additional Resource sheet
- Certificate of Attendance

minutes)



EXPERT-BASED, TRAUMA-INFORMED



SPECIFIC GOALS

- Creating a sense of community
- Reduction in caregiver stress
- Increase in caregiver confidence
- Ease of use for facilitators
- Facilitator satisfaction





TURN-KEY



Helping Kids Heal from Trauma and Loss

Facilitator's Guide

MATERIALS

- Nametags
- Pens/pencils
- Icebreaker sentence starters
- Computer/tablet that can play video
- LCD projector & screen or blank wall

HANDOUTS

- How To Use a Behavior Chart tipsheet (print or email)
- Further Resources (print or email)

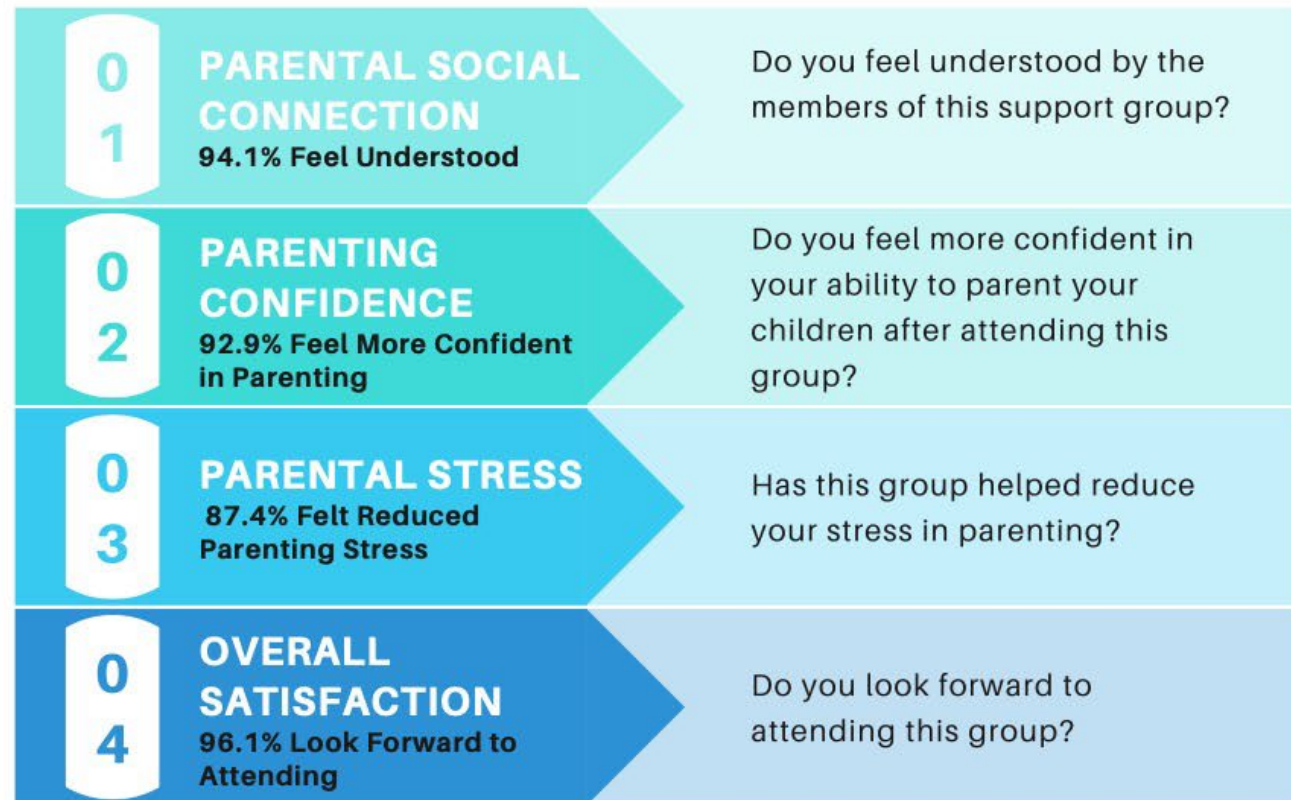
Gathering Time (10 minutes)

EASY FOR FACILITATORS

CREATING A FAMILY INTERACTIVE TRAINING/SUPPORT

Support Group Curriculum & CE Participant Eval Results

Support Group Curricula will increase the number of foster/kinship/adoptive parent support groups by making it easier to facilitate and maintain high-quality groups where parents develop social connections, reduce stress, and feel more confident in parenting children exposed to trauma.



WHAT DO FACILITATORS SAY?

Facilitator Feedback

01

COMPARING EASE OF USE FACILITATING USING CURRICULUM AS COMPARED TO FACILITATING WITHOUT THEM

97.2% Found it easier to facilitate using the curriculum

02

DID HAVING THE CURRICULUM MAKE PREPARATION LESS TIME CONSUMING AS COMPARED TO PREVIOUS GROUP EXPERIENCES

97.2% Felt the curriculum made preparation less time consuming

03

DID HAVING THE CURRICULUM MAKE FACILITATING THE GROUP EASIER

97.2% Felt the curriculum made it easier

04

WAS PREPARATION FOR THIS GROUP LESS TIME CONSUMING

98.2% Felt the curriculum made the process easier overall

05

DOES USING THE CURRICULUM MAKE IT MORE LIKELY THAT YOU WILL WANT TO FACILITATE A GROUP IN THE FUTURE?

98.2% Said Yes



SUBSCRIPTION SERVICE

\$100/MEETING

- Initial facilitator training (for both in-person & online groups)
- In-time automated access to participant evaluation results
- Access to the curriculum library



OTHER OPTIONS

PASTA Parenting A Second Time Around Eight Week Educational Series



Parenting a Second Time Around (PASTA) is a curriculum based on helping kinship caregivers build skills and offer ideas to relieve stress, and provide education/information in repairing, rebuilding, or reinventing new family relationships.



Join us each week to explore topics like caregiver skills, positive guidance, internet safety, navigating new family relationships. More details will be shared upon registration. Yes, registration is required, and space is limited - so register today!

PASTA: PARENTING A SECOND TIME AROUND



**NTDC is a culturally relevant curriculum.
Available now!**

NTDC Having a Positive IMPACT

Now available! An Evaluation of the National Training and Development Curriculum

[View the Evaluation](#)

THE NATIONAL TRAINING AND DEVELOPMENT CURRICULUM (NTDC)



INVITE SPEAKERS



SOCIAL GATHERINGS



WRITTEN RESOURCES

Factsheets for Families Series

Accessible information for families and nonprofessionals on topics in adoption, foster care, and parenting

36 Factsheets for Families

[Back To
Catalog](#)
[Back To
Series List](#)

Accessing Adoption Support and Preservation Services

Series Title Factsheets for Families
Author(s) Child Welfare Information Gateway
Availability [View](#)
[Download \(PDF - 362KB\)](#)
[Order \(Free\)](#)
Year 2018
Published

Describes issues that adoptive children, youth, and families may encounter after adoption and the postadoption services available to help them manage their issues. Topics discussed include postadoption issues that adoptive families often encounter, the changing needs for support at different ages and developmental stages, types of postadoption services, finding postadoption services, paying for postadoption services, and advocating for postadoption services. A list of additional resources is also offered.

Adopting as a Single Parent

Series Title Factsheets for Families

Spotlight On

Child Abuse and Neglect User Manual Series

Guidance on child protection for professionals in child welfare and related fields as produced by the Office on Child Abuse and Neglect within the Children's Bureau.

Sign up for news and updates.

SUBMIT

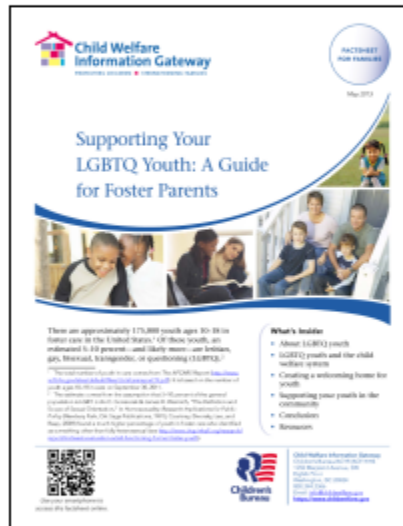
CHILD WELFARE INFO GATEWAY

Supporting Your LGBTQ Youth: A Guide for Foster Parents

Series Title: Factsheets for Families


Author(s): Child Welfare Information Gateway


Year Published: 2013



(PDF - 395 KB)

This factsheet was written for foster parents to help them learn about LGBTQ (lesbian, gay, bisexual, transgender, and questioning) youth in the child welfare system, the unique risks they face, and the important role that foster parents can play in reducing those risks. The factsheet outlines specific actions that foster parents can take to create a welcoming home for all youth in their care and to promote youths' health and well-being in the community. Also included are links to many resources for more information and support.

 Order (Free)

 Download (PDF 396KB)

We also recommend the following Information Gateway publications:

- **Helping Youth Transition to Adulthood: Guidance for Foster Parents**
(Factsheets for Families)

Acknowledgment(s): This factsheet was developed by Child Welfare Information Gateway, in partnership with Jill Rivera Greene.

Suggested Citation: Child Welfare Information Gateway. (2013). *Supporting your LGBTQ youth: A guide for foster parents*. Washington, DC: U.S. Department of Health and Human Services, Children's Bureau.

This material may be freely reproduced and distributed. However, when doing so, please credit Child Welfare Information Gateway.

CHILD WELFARE INFO GATEWAY



Social Media: Tips for Foster Parents and Caregivers

While social media has changed the way the world communicates, it has also created privacy and safety concerns. This page discusses the benefits of social media for children and youth in foster care and provides tips for parents and caregivers who want to help youth use social media safely. Advice for social media use by foster parents is also provided.

Helping Youth Use Social Media Safely

While it may be tempting to forbid children and youth to use social media, this is seldom realistic. The Internet and mobile devices are too widespread and accessible. In addition, forbidding social networking may make it harder for youth in foster care to fit in with friends and relate to other teenagers in the community. Instead, foster parents should provide guidance and boundaries to help youth in their care use social media safely. Before talking to youth about social media, make sure you know your child welfare agency's social media policies.

Social media provides benefits for youth

CHILD WELFARE INFO GATEWAY



BOOK DISCUSSION



WEB RESOURCES

RESOURCE TYPE

Training Curriculum

TRAUMA TYPE

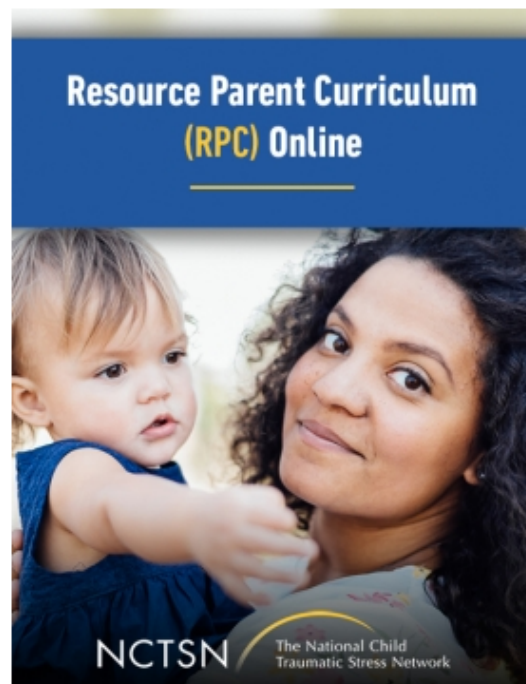
LANGUAGE

English

AUDIENCE

Child Welfare Professionals

POPULATION



NCTSN RESOURCE [i](#)

Resource Description

Is a centralized resource for providers and resource parents who are using or interested in using *Caring for Children Who Have Experienced*

[Campaign](#)

SAMHSA Resources

- [Tips for Talking with and Helping Children and Youth Cope After a Disaster or Traumatic Event: A Guide for Parents, Caregivers, and Teachers – 2012](#)
- [Psychosocial Issues for Children and Adolescents in Disasters – 2000](#)

NCTSN Resources

- [Children and Domestic Violence: How Does Domestic Violence Affect Children? – 2008 \(PDF | 2.7 MB\) !\[\]\(9dc885fa0d6d341860a6e69645e59475_img.jpg\)](#)
- [Caring for Kids: What Parents Need to Know about Sexual Abuse – 2009 \(PDF | 11 MB\) !\[\]\(5d2b0686f24c91a69ec6f054f466d184_img.jpg\)](#)
- [Complex Trauma: Facts for Caregivers – 2014 \(PDF | 169 KB\) !\[\]\(ef97c4cf774c94401d40a852a635219b_img.jpg\)](#)
- [Learning Center for Child and Adolescent Trauma !\[\]\(f8ef7bbfeae36453ca014751196aefd5_img.jpg\)](#)
- [Resources for Parents and Caregivers !\[\]\(c16c1d45ae17c42d924e54c1f9be81dd_img.jpg\)](#)
- [Tips for Parents on Media Coverage – 2014 \(PDF | 94 KB\) !\[\]\(95b5024aa73784eeb3bbb283901425f3_img.jpg\)](#)
- [Trauma and Your Family – 2011 \(PDF | 123 KB\) !\[\]\(a5b8b0c6037342750f3bb8e3ea46081a_img.jpg\)](#)
- [Understanding Child Traumatic Stress: A Guide for Parents – 2008 \(PDF | 532 KB\) !\[\]\(1160f55bf8bdd53aa462eb354f999cab_img.jpg\)](#)
- [What is Childhood Traumatic Grief !\[\]\(1903e65d032c98e66c4d1da7ac2570d0_img.jpg\)](#)

For Military Families

Military families experience unique life challenges that can put children in stressful situations. Review resources to help military families and the health professionals who care for them.

Learn About NCTSN



[Visit the National Child Traumatic Stress Network to learn more about child traumatic stress.](#)

NCTSN raises the standard of care and improves access to services for traumatized children, their families, and communities throughout the United States.

Contact NCTSI

Center for Mental Health Services

240-276-1310

NCTSI@SAMHSA.gov 

[Contact SAMHSA](#)

NCTSN FACTSHEETS



VIDEO RESOURCES



[Home](#) / [Center for States](#) / [Topics](#) / [Out-of-Home Services](#) / [Family Mosaic Discussion Guide and Video Series](#)
/ [Understanding the Story: Family Mosaic Video Series](#)

Understanding the Story: Family Mosaic Video Series

Each family mosaic video tells one family's story from three perspectives. The different viewpoints within a family come together to tell a more complete story of what is needed to support family well-being. Combine the mosaic videos with activities in the **discussion guide** (PDF - 208 KB) to build a common understanding amongst staff, resource parents, and stakeholders of what it means to see foster care as a support to families, not

UNDERSTANDING THE STORY: FAMILY MOSAIC VIDEO SERIES & DISCUSSION GUIDE

KARYN PURVIS INSTITUTE OF CHILD DEVELOPMENT

[HOME](#) [ABOUT](#) [STUDENTS](#) [PROFESSIONALS](#) [RESOURCES](#) [STORE](#) [CONTACT US](#) [BLOG](#) [ESPAÑOL](#)

VIDEOS

Quick Links

[TBRI®](#)

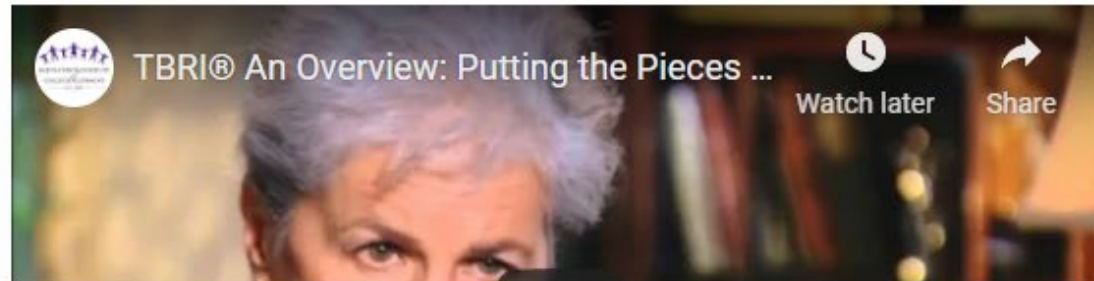
[Research](#)

[Students](#)

[Resources](#)

[FAQs](#)

TBRI® An Overview: Putting the Pieces Together



TBRI – FREE VIDEOS

Adoption Foster Kinship



Creating a Family

E EMPOWERED
TO CONNECT

[ABOUT](#) [DONATE](#) [CONTACT](#) [f](#) [t](#) [i](#)

[PODCAST](#) [DADS CONNECTED](#) [TRAINING](#) [FIND A TRAINER](#) [BLOG](#) [RESOURCES](#) [TRAINER LOGIN](#) [Q](#)



“WE GOT THIS!” BUILDING
RESILIENCE WITH Dr. MICHELE

PODCASTS



EDUCATION COURSES




Free online courses for families.

Apply coupon code **jbfstrong** at checkout.

Supported by





Online Learning for Adoptive, Foster, & Kinship Families

CREATING A FAMILY ONLINE EDUCATION



OTHER RESOURCES



*STRENGTHENING & INSPIRING ADOPTIVE, FOSTER & KINSHIP FAMILIES & THE
PROFESSIONALS WHO SUPPORT THEM*

We're excited about equipping your families to build strong, healthy attachment with their families. There's always something new to learn and our [Attachment 101 podcast](#) is a great review of the basics of what attachment is and why it matters, with guest, Dr. Casey Call of the Karyn Purvis Institute of Child Development at TCU. Encourage the parents you serve to follow that podcast with the recent blog post on [attachment style and how it impacts their parenting](#). Speaking of "why it matters" our recent article about [positive adoption language](#) reminds us all of how much our words do matter – especially to the children at the center of the adoption conversation.

For your clients that are looking for additional insight on their children's

CREATING A FAMILY NEWSLETTER

Free curriculum to help child welfare agencies build better support groups

TOOL



FILED UNDER

[Family support strategies](#)

[Parent groups](#)

[Peer support](#)

[Tool](#)



Parent Group Guidance

Find Answers →

This section of our website is for current and prospective parent group leaders. If you're a parent looking for a local parent group to attend, click here to [link to our parent group database](#).

From its inception, NACAC has been committed to helping adoptive, foster, and kinship parents provide support to one another through in-person support groups.

NACAC offers services to help local leaders create, enhance, and rejuvenate parent support groups in their community.

Learn More

Start a Parent Group

Becoming a Leader

Parent Group Development

Getting the Group Started

Developing Group Identity and Activities

Managing Group Meetings

Becoming a Nonprofit Organization:
Incorporating and Filing for Tax-Exempt Status

Q&A





DAWN DAVENPORT

Executive Director

e dawn@creatingafamily.org

www.creatingafamily.org

PHOTO SOURCES

Grandparents - <https://www.flickr.com/photos/eliseburke/>
Holding Hands - <https://www.pexels.com/@pixabay/>
Screaming child - https://live.staticflickr.com/2477/3896132332_4d0d72424e_m.jpg
Person at table - <https://www.pexels.com/@andrew/>
Grandma with granddaughter drinking tea - <https://www.pexels.com/@cottonbro/>
woman smiling, [Didricks](#)
Group sitting outside, [goldjiann](#)
Sad child, [by Santiago Nicolau](#)
group, [Pulse TMS](#)
Old couple in classroom, <https://www.pexels.com/@kampus/>
Playing, https://live.staticflickr.com/4049/4395330299_42344be79a_m.jpg
Crying child, [yusuf y b](#)
group smiling, [Rawpixel Ltd](#)
hands of people sitting in chairs, <https://www.pexels.com/@matthiaszomer/>
Group jumping, <https://www.pexels.com/@belle-co-99483/>
Woman relaxing, [Juliana Decoregio](#)
Hugging people in field, <https://www.flickr.com/photos/shelbyflood/>
[Closed sign](#), <https://www.pexels.com/@timmosholder/>
Laughing in workshop, https://live.staticflickr.com/432/31706915394_bf7dbdf84a_m.jpg
Mother and daughter hugging, <https://www.pexels.com/@ekaterina-bolovtsova/>
Child superhero, <https://www.flickr.com/photos/8369533@N05/>
Group laughing on couch, <https://www.pexels.com/@yaroslav-shuraev/>
Notebooks, [Karen Elliott Edleson](#)
Stack of papers, <https://www.pexels.com/@pixabay/>
Jumping family, <https://www.flickr.com/photos/84011755@N08/>
[Training](#), [by AFGE](#)
Building with scaffold, <https://www.flickr.com/photos/mudrock/>
Child at computer, [ben.timney](#)
Crying child on side, <https://www.flickr.com/photos/binusarina/>
Child with red eyes, [Matt Paavonen](#)
Confused baby, <https://www.flickr.com/photos/jeannemartin/>
Training, [www.newamerica.org](#)
woman on computer, [WOCinTech Chat](#)
Mom on computer with bored kid, <https://www.flickr.com/photos/55875560@N00/>
women talking, [US institute of Peace](#)
Group talking, <https://www.flickr.com/photos/148163730@N06/>
Frustrated woman at computer, <https://www.flickr.com/photos/128080189@N06/>
Women in an office, [U.S. Army Corps of Engineers Savannah District](#)

Group talking, <https://www.flickr.com/photos/44633407@N05/>
Professional group, <https://www.flickr.com/photos/iswi/>
[Open sign](#), [by Joe King](#)
Adult group, <https://www.flickr.com/photos/164802456@N06/>
Hugging, <https://www.flickr.com/photos/56208021@N00/>
Yelling, <https://www.flickr.com/photos/narellebaileyphotography/>
[Small group](#), [by UI Health Photography Library](#)
[Support group](#), <https://www.flickr.com/photos/chaplainsam/>
Taking a survey, <https://www.flickr.com/photos/odegaardlibrary/>
Clock, [Justin Cafiero](#)
Holding papers and ipad, [game learn](#)
Group therapy, [St. Edward's University](#)
Group laughing outside, <https://www.flickr.com/photos/37695665@N04/>
Training, <https://www.flickr.com/photos/chesbayprogram/>
Large group, <https://www.flickr.com/photos/jesslivezey/>
[Interactive training](#), [by U.S. Embassy Jerusalem](#) Holding papers and ipad, [game learn](#)
group smiling, [Dru Kelly](#)
group at table, <https://www.flickr.com/photos/methodistmedia/>
traffic, <https://www.flickr.com/photos/martynasm/>
Microsoft Teams room, [Microsoft Teams](#)
person typing, [Dixon Homestead Library](#)
Black and Asian woman, <https://www.flickr.com/photos/fteleaders/>
African American man, <https://www.flickr.com/photos/elviskenedy/>
girls in library, <https://www.flickr.com/photos/oduhousing/>
Meeting during COVID, <https://www.flickr.com/photos/imfphoto/>
Hybrid meeting, <https://www.flickr.com/photos/timokoo/>
breakout room, [business insider](#)
scared of zoom, <https://www.flickr.com/photos/24604621@N06/>
sand in hand, <https://www.flickr.com/photos/silkeremmerly/>
Child sleeping, <https://www.flickr.com/photos/127914939@N08/>
Raised hands, <https://www.flickr.com/photos/160307474@N04/>
calendar, [Donald Olszewski](#)
Binoculars, <https://www.flickr.com/photos/pneuvo/>
Lightbulb chalkboard, <https://www.flickr.com/photos/cristiancarrara/>
Calendar, <https://www.flickr.com/photos/dafnecholet/>
Clock, <https://www.flickr.com/photos/stevegarfield/>
conference room, [rental mobil depok](#)
children with computer, [photos_tim_and_selena.jpg](#)

Raising hands, [by Creative Action: Austin](#)
filling out forms, [Bill Dorsey](#)
folder with papers, [Lindsay Holmwood](#)
[Group hug](#), [by Duncan Rawlinson - Duncan.co](#) Girl on computer, [by Nenad Stojkovic](#)
Fun, [by Mario A. P.](#)
soccer goal, [Swen-Peter Ekkebus](#)
[Unbound - by Abu Naser Arman](#) Foster Parent, [by uk fostering](#)
Support group, [by UI Health Photography Library](#)
2 women and man with laptop, [1Day Review](#)
Speaker, <https://www.flickr.com/photos/145819839@N03/>
Party, <https://www.flickr.com/photos/themuuj/>
Stack of books, [Cindy Shebley](#)
Reading, <https://www.flickr.com/photos/aroberts/>
Online Class, <https://www.flickr.com/photos/photosbyasha/>
Library, <https://www.flickr.com/photos/165423406@N06/>
Discussion, <https://www.pexels.com/@fauxels/>
Computer, https://live.staticflickr.com/3816/33037895310_4f91fdb6c1_n.jpg
Guy with video camera, <https://www.flickr.com/photos/barkbud/>
Girls in office, <https://www.pexels.com/@divinetchygirl/>
Elderly people talking: <https://www.pexels.com/photo/couple-smiling-while-looking-at-each-other-6787769/>



← Resources

GENERAL RESOURCE

Relevant Trainings for Kin Caregivers and Those Who Work with Them

These trainings and curricula have not been reviewed or evaluated by the Grandfamilies & Kinship Support Network or Generations United and are not endorsed by these organizations. This list is provided as a source of information for individuals seeking training information for kinship families and those who serve them. The free resources are listed first under each heading.



Stay Connected & Access Support

Sign up for our monthly newsletter, which will provide you with updates on new Network resources.



**generations
united**
Because we're stronger together®

**GRANDFAMILIES & KINSHIP
SUPPORT NETWORK**
A National Technical Assistance Center



The Network is supported by the Administration for Community Living (ACL), U.S. Department of Health and Human Services (HHS) as part of a financial assistance award totaling \$9,950,000 with 95 percentage funded by ACL/HHS and \$523,684 and 5 percentage funded by non-government sources. The contents are those of the authors and do not necessarily represent the official views of, nor an endorsement, by ACL/HHS, or the U.S. Government.