



Grand Connections

Workshop 1B (Custodial Grandparents)

Grandparents: The Cornerstone of Early Child Care



ZERO TO THREE
Early connections last a lifetime

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ABOUT ZERO TO THREE

ZERO TO THREE works to ensure all infants and toddlers benefit from the family and community connections critical to their well-being and development. Since 1977, the organization has advanced the proven power of nurturing relationships by transforming the science of early childhood into helpful resources, practical tools and responsive policies for millions of parents, professionals, and policymakers.

OVERVIEW

More than 1.6 million children are being raised by grandparents with no parents present in the home.¹ Grandparents may take on a primary caregiving role as a result of family challenges such as substance abuse, incarceration, domestic violence, mental or physical illness, or the death of a parent. For the majority of families, the transition from grandparent to primary caregiver is informal and often has no clear dividing line. Many grandparents embark on this journey with little time to plan.

Grandfamilies (families headed by grandparents) formed outside an existing social services framework face a bewildering array of problems to solve. Both grandparents and grandchildren may struggle with the loss of the grandchild's parent(s). Grandparents may feel helpless, sad, or angry as they see and experience their adult child's struggles and/or their grandchild's grief over the separation from a parent they love. They may mourn the loss of retirement. Children raised in grandfamilies may also face challenges, sometimes complicated by early trauma they experienced before their grandparents stepped in.

Custodial grandparents may lack documentation of their legal authority to make decisions for their grandchild, for example, regarding school enrollment, access to free community services (like early intervention), or medical treatment. They may not know how to address their grandchild's challenging behavior or how to distinguish typical development from behavior that has its roots in developmental delay, disability, or trauma. They may have difficulty navigating and advocating for their grandchild across

IMPORTANT NOTE ABOUT THIS WORKSHOP:

*The Grand Plan series of workshops is intended to help grandparents in a variety of caregiving situations understand and respond to the developmental needs of young children. Workshops 1 and 2 address issues specific to family circumstances, so we've prepared two versions of each: one for grandparents sharing the care and one for custodial grandparents acting in the role of a parent/guardian. Facilitators should choose the appropriate version for their population. **This version focuses on issues specific to custodial grandparents/grandfamilies.***

Note that grandparents who provide full-time care for their grandchildren face a variety of issues—legal, relational, financial, and educational—that can only be touched on here. For custodial grandfamilies in need of greater support, we encourage organizations to investigate additional resources described in the Facilitator's Guide.

¹ <https://www.gao.gov/products/GAO-20-434>

multiple systems, without a point person to coordinate or advise. They may neglect their own self-care to focus on child-rearing issues that seem more pressing. They may feel isolated from their peers whose families have “grown and flown.” Finally, they may worry about what will happen to their grandchildren if they become too old or ill to care for them.

Despite the many challenges faced by grandparents in a primary caregiving role, it’s important to highlight and articulate the strengths of families in which children are cared for by a relative other than a parent. Children who are raised by relatives enjoy more stability in their living arrangements compared to peers in traditional foster care placements. They are also less likely to report mental health challenges, compared with children in traditional foster care arrangements, and less likely to experience substantiated cases of abuse and neglect when they are being raised by a relative. Relative caregivers report that their role gives them a sense of purpose in life, keeps them active, and helps them to learn new things. Some caregivers talk about caring for grandchildren as an opportunity for a “do-over” in parenting a second time around.²

Facilitators cannot expect to resolve these challenges in a single workshop, or even a series of workshops. But they can give custodial grandparents a place to feel understood and supported, share ideas, reaffirm their decisions to provide a stable and loving environment for their grandchildren, and supply resources as a place to begin.

LEARNING GOALS

Workshop participants will:

- 1** **Connect with other grandparents providing care for young grandchildren.**
- 2** **Discuss the emotional transition that grandparents may experience in taking on a parenting/ guardianship role.**
- 3** **Identify areas in which you might need help and get resources for obtaining that help.**

² Personal email from Jennifer Crittenden, PhD, MSW, October 24, 2020.

AGENDA

1. **Getting to Know You and Five Fast Facts** (15 minutes)
2. **Film Viewing and Discussion** (30 minutes)
3. **Resources for Grandfamilies** (15 minutes)
4. **Shared Storytime** (30 minutes)

MATERIALS

- Name tags and markers
- Chart paper
- Drawing paper, crayons, washable markers and stickers for the Shared Storytime activity, page 13
- A copy of **Actual Size (Tamaño Real)** by Steve Jenkins
- **Handout 1B.1: Resources for Grandfamilies**, personalized for your community

PREPARATION

- Review PowerPoint slides and arrange for viewing.
- Create a chart with “Raising Grandchildren” at the top. Divide the page into two columns, “Frustrations/Challenges” and “Joys/Benefits.”.
- Preview three short films about grandfamilies/kinship families found at <https://www.zerotothree.org/resource/kinship-grandfamily-films/> and choose two for sharing with your group. Arrange a means for viewing.
- Use the **Handout 1B.1** template to create a list of local resources. You may wish to use the [Grandfamilies.org/State-Fact-Sheets](https://www.grandfamilies.org/state-fact-sheets/) for your state as a starting point. Print a copy for each family.



If delivering this course online, share handouts before the workshop. (Be prepared to email them at the beginning of the session to anyone who doesn't have them close at hand.) Note that all essential handout information is included in the PowerPoint slides, in case viewing and sharing of handouts are not possible.

WORKSHOP FACILITATION

Activity 1 | Getting to Know You and Five Fast Facts (15 minutes)

Invite grandparents to create a name tag with their name and their grandchildren's names underneath. Child care should be offered for this session. Encourage grandparents to escort children to child care for the 60 minutes until storytime.



Show Slide 1:

- **Introduce yourself and your co-facilitators** and describe your interest and experience in working with grandparents and young children.




Show Slide 2:

- **Open the meeting** by asking grandparents to introduce themselves and think of one word to describe how they feel about being a grandparent. Give each person a turn to share their response. Grandparents may want to share additional information about themselves and their grandchildren as well: for example, the names and ages of their grandchildren (and perhaps a photo).
- **As each grandparent shares, validates, or comments** on an aspect of their response, note connections or themes across responses and/or express appreciation for the grandparent's enthusiasm, honesty, etc.
- **[Optional] Ask participants to brainstorm** ground rules or "agreements about how we'll treat one another during the workshop" (making space for differing opinions, allowing all participants to have a voice in each session, etc.) Write these down. You might suggest the following ground rules, if they are not already suggested:
 1. Use "I" statements to describe how they feel or what they think.
 2. Commit to confidentiality.
 3. Be courageous and "go out on a limb"—a way to indicate that someone is feeling a bit unsure of sharing something but is trusting other participants to show compassion and support and not judge.

Note to facilitator: Keep a copy or snap a photo of this list for use in future group meetings.

Goals



- Connect with other grandparents who provide care for young grandchildren.
- Discuss the emotional transition that grandparents may experience in taking on a parenting/guardianship role.
- Identify areas in which you might need help, and get resources for obtaining that help.

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Agenda



1. Getting to Know You and Five Fast Facts
2. Film Viewing and Discussion
3. Resources for Grandfamilies
4. Shared Storytime

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Five Fast Facts



- In the United States, 1.6 million children live with grandparents with no parents present in the home.
- The number of children cared for by grandparents is growing, from 2.5 million children in a grandparent's care in 2005 to 2.9 million in 2019.
- 55% of grandparents providing custodial care are still working.
- 45% are over age 60.
- Children raised by relatives have these advantages over children in nonrelative care:
 - More stability.
 - More likely to maintain connections with brothers and sisters, and
 - More likely to maintain connections to their cultural heritage and community.

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Show Slides 3 and 4:

- Share today's goals and agenda.

Show Slide 5:

- Offer the following introduction:

Grandparents are a cornerstone in the care of young children in this country. I'd like to share a few facts with you about just how important this care is.

1. *More than 2.6 million children live in homes where grandparents are the householders and are responsible for them. Of these, 1.6 million children are living with grandparents, without having a parent present in the home.³*
2. *If you are responsible for your grandchild 24/7 and making all or most of the decisions about their well-being, this is called "custodial care," and the rates of custodial care in the United States are growing, from 2.5 million children in a grandparent's care in 2005 to 2.9 million in 2019.*
3. *Often caring for your grandchild is not your only job. 55% of grandparents providing custodial care for grandchildren are also still working outside the home.*
4. *45% of grandparents providing custodial care are over the age of 60.⁴*
5. *Compared to children in the care of nonrelatives, children being raised by relatives enjoy more stability, are more likely to maintain connections with brothers and sisters, and are more likely to maintain connections to*

³ <https://www.gao.gov/products/GAO-20-434>

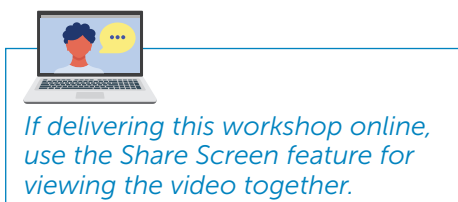
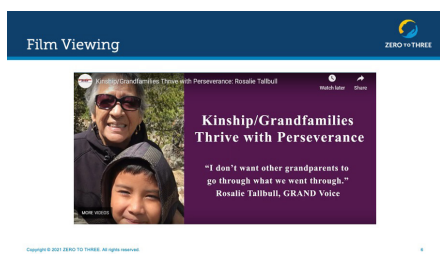
⁴ U.S. Census Bureau. "Table S1002 – Grandparents, 2018 American Community Survey 1-Year Estimates." <https://data.census.gov/cedsci/table?q=S1002&tid=ACSST1Y2018.S1002>

their cultural heritage and community.⁵ Offering this sense of stability and family connection to your grandchild is a tremendous gift.

You are not alone in this effort to care for your grandchild, but it might feel that way at times. We have designed these workshops to give you a chance to get the support you deserve from others going through the same experience.

We'll invite you to share your personal experiences, and we'll provide some of the latest research on child-rearing issues—ordinary challenges like how to get kids to eat healthy foods as well as some of the extra challenges faced by grandparents who are raising their grandchildren.

Activity 2 | Film Viewing and Discussion (30 minutes)



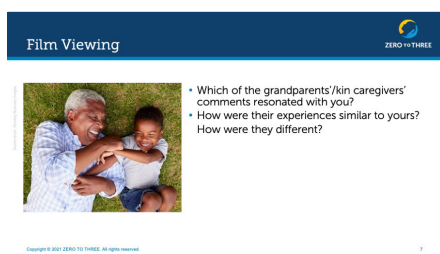
Show Slide 6:

- **Introduce the videos you've chosen as follows:**

Let's take a look at two short videos in which grandparents/kin caregivers describe their experiences.

As you view the videos, think about the rewards and challenges experienced by these grandparents/kin caregivers and about the ways their stories might be similar or different to yours.

- Once participants have viewed both videos, use the following questions to frame a discussion of participants' experiences as custodial grandparents.




Show Slide 7:

- **Ask:** *Which of the grandparents'/kin caregivers' comments resonated with you? How were their experiences similar to yours? How were they different?*
- **Display chart paper divided into two columns:** "Frustrations/Challenges" and "Joys/Benefits" As participants discuss the questions below, note their thoughts in the appropriate column.

⁵ Generations United, 2015. The State of Grandfamilies in America. Retrieved from: <https://www.gu.org/app/uploads/2018/05/Grandfamilies-Report-SOGF-2015.pdf>

Film Viewing: Frustrations and Challenges




- How does your life look and feel different from how you expected it would at this age?
- How has being a custodial grandparent affected your friendships?
- Your finances?
- Your plans for the future?

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Show Slide 8:

- Use the following questions to explore the frustrations and challenges of raising grandchildren:
 1. *How does your life look and feel different than you expected it would at this age?*
 2. *Grandparents /kin caregivers in the videos mention exhaustion, financial worries, and feelings of isolation.*
 - o *How has being a custodial grandparent affected your friendships?*
 - o *Your finances?*
 - o *Your ability to take care of yourself?*
 - o *Your plans for the future?*

Film Viewing: Joys and Benefits




- What are the joys of caring for your grandchildren—for you? For your grandchildren?
- How do you think your care is making a difference for your grandchildren?

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Show Slide 9:

- Use the following questions to explore the joys and benefits of the support and care they are providing for their grandchildren. Encourage participants to talk about what's happening now, as well as what they hope will happen in the future.
 1. *What are the joys of caring for your grandchildren—for you? for your grandchildren?*
 2. *Some of the grandparents /kin caregivers in these videos speak powerfully of being able to offer their grandchild stability, someone to trust, and a consistent loving presence in their lives. How do you think your care is making a difference to your grandchildren?*

Film Viewing: Support



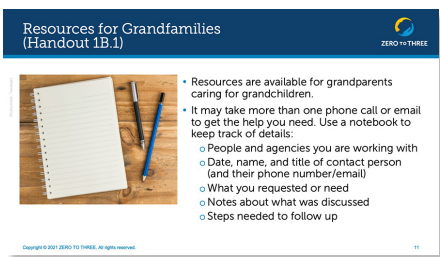
- What information would you have found most helpful when you began caring for your grandchild?
- What do you need help with now?
- Where do you find support? How do you manage the stress of caring for little ones?

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Show Slide 10:

- **Conclude the discussion** by asking grandparents about their needs and sources of support.
 1. *What information would you have found most helpful when you began caring for your grandchild? What do you need help with now?*
 2. *Where do you find support? How do you manage the stress of caring for little ones?*
- **Summarize that the transition to life as a grandfamily** — one in which grandparents are raising grandchildren — is one of mixed emotions for grandparents. Validate that the frustrations and challenges grandparents are feeling are real, and that it's ok to talk about these issues in this group. Next, you'll talk about places grandparents can go for the support they need.

Activity 3 | Resources for Grandfamilies (15 minutes)



Show Slide 11:

- **Distribute Handout 1B.1: Resources for Grandfamilies,** customized with local resources in each category
- **Introduce this activity using scripting such as:**

When you take on the care of your grandchild, you are becoming their “person”—the one they can count on for safety and security. It’s a big job, especially since they may be arriving with challenges you didn’t face with your own children. Your experience as a parent will help you meet some of those challenges. Others are brand new.

This handout includes some of the common issues faced by grandfamilies as well as local resources for addressing those issues. Many issues may take more than one phone call or email to resolve, so use a notebook to write down the date you reached out, who you talked with, and what was said.

As we go through the resources, you’ll notice that there are several sections devoted to you—counseling if you’re feeling overwhelmed, keeping up with your own medical appointments, and finding ways to manage stress.

- *One of the best ways of caring for your grandchild is making sure you care for yourself.*
- *Staying physically and mentally healthy puts you in a better place to support your grandchild.*
- *Think about making a commitment to yourself to take at least 10 minutes a day to do something you enjoy and relieves your stress.*
- *What might that activity be?*
- *What can you do to make this a priority?*
(Answers might include putting a reminder on your calendar or phone, committing to doing something with a friend at the same time each day/week, and checking in with a member of this group.)

Resources for Grandfamilies (Handout 1B.1)



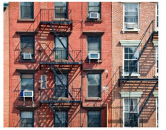
Legal

- Know your rights (and the rights of your child's parents) in your state.
- Determine what custody arrangements work best for your family. (Legal options vary.)
- Make a plan for your grandchild's care should you become unable to provide care.

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Resources for Grandfamilies (Handout 1B.1)



Housing

- Ask about affordable housing opportunities for grandparents raising grandchildren if your living situation does not allow young children or if your apartment is now too small to include your grandchildren.

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Resources for Grandfamilies (Handout 1B.1)



Financial

- Find out what assistance your grandchild may be eligible for, for example, the Supplemental Security Income (SSI) program, WIC, SNAP, or TANF (child-only).

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Resources for Grandfamilies (Handout 1B.1)



Education

- Consider asking for a **free** early intervention screening for a grandchild under age 3 whose speech, learning, or development may be delayed.
- Consider seeking a **free** special education evaluation for your grandchild over the age of 3 whose speech, learning, or development may be delayed.
- Find a safe and high-quality child care or preschool setting for your grandchild under age 5. Ask about scholarships or reduced/sliding rates.
- Determine if your grandchild may be eligible for enrollment in Early Head Start or Head Start.

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Resources for Grandfamilies (Handout 1B.1)



Education (cont.)

- Register your grandchild for school or universal pre-K, if offered by your school district.
- Find reliable after-school care for your grandchild, if needed. Ask about scholarships or reduced/sliding rates.
- Look into recreation programs (sports, hobbies like dance or art classes, etc.) for your grandchild. Ask about scholarships or reduced/sliding rates.

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Resources for Grandfamilies (Handout 1B.1)



Counseling (Grandchild)

- Get support for your grandchild in dealing with this separation from their parent and the resulting trauma and any potential impact of abuse or neglect.


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Show Slides 12 through 20:

- **Briefly review the list of local resources** you created for **Handout 1B.1**. Use the slides as talking points, read aloud if needed.
- **Ask** grandparents to place a check mark next to the areas where they could use more information or guidance for their family. Ask them to put a star by their first priority—the issue they need or want to tackle first.

Resources for Grandfamilies (Handout 1B.1)



Counseling (You)

- Get support for yourself. Talking to someone who can help with feelings of anger, sadness, or being overwhelmed can give you the support and guidance to handle things.

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Resources for Grandfamilies (Handout 1B.1)



Medical

- Get health insurance for your grandchild (Medicaid, CHIP, or private insurance).
- Find a pediatric health care provider and dentist.
- If possible, obtain your child's vaccination and other health records.
- Ensure your grandchild's well-child visits are up to date. Share any worrying behaviors that you may have started seeing since your grandchild came to live with you.
- Continue your own regular medical care, including preventive care visits. Ask a reliable medical provider about any new symptoms or concerns.

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Resources for Grandfamilies (Handout 1B.1)




Self-Care

- Prioritize your own emotional and physical health through rest, respite, diet, exercise, and regular check-ups.
- Make time to do fun and restorative things that are just for you. Remember that taking care of yourself gives you the energy to care for your grandchildren.


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Resources for Grandfamilies



- What experience have you had with organizations that serve grandfamilies?
- What advice do you have for others in the group?

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If conducting this workshop online, use the whiteboard feature or chat box to capture participants' contributions.

Show Slide 21:

- If time permits, ask:** *How many of you have had experience with one or more of these agencies? What advice do you have for others in the group?*

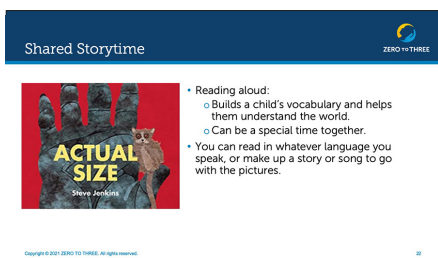
Advice might include: write everything down, know that you'll have to call or email multiple times before getting a return message/call, don't expect to connect with the right person on the first call, get services or the promised plan in writing, ask questions if you're not clear about something.

- Conclude this activity** by asking the participants to try making a first outreach (phone call or email) to service providers in their "top priority" area after this group meeting. Encourage them to report back to the group at the next meeting about how it went.

If your program offers care coordination or wraparound support, you may offer to sit with a grandparent when they make their first call/email, putting the call on speakerphone if they need extra support.

Activity 4 | Shared Storytime (30 minutes)

In this activity, grandparents and grandchildren participate in an interactive story time and follow-up art activity together. At this time, ask child care providers to return children to the meeting room so they may rejoin their grandparents.



Show Slide 22:

- **Ask:** *How many of you read to your grandchildren? How often?*
- **Introduce the activity using scripting such as:**

Reading aloud has great benefits at every age. It builds a child's vocabulary and deepens their understanding of the world. It doesn't matter whether you read the words on the page or just tell the story based on the pictures. It doesn't matter what language you read in. Sharing stories is a powerful way to support children's early literacy skills and provides a special time together for just grandparent and grandchild to connect.

*Today, we will be reading a story titled **Actual Size (Tamaño real)** by Steve Jenkins, which is a great introduction to math concepts such as size comparisons like big and little.*

- **Ask children:** *Can anyone tell me something that is very, very BIG? Now can anyone tell me something that is very, very LITTLE? That is what our story is all about.*

In this book, the author shows us animals (and parts of animals) at their actual size. Some of the animals are very, very small. You can barely see them on the page. Some of the other animals are very, VERY BIG. Let's see if we can discover together which are big and which are little!

- **Read the story aloud:** As you read, you can use some of the strategies below to engage the children in the story.
 - **Use voices that suggest an animal's size:** a high, squeaky voice for the tiny dwarf goby and a deep voice for the large eye of the giant squid.
 - On a few different pages, **give children a turn to come up to the book and measure with their hands** to discover how big or small each animal or animal body part is.
 - **Ask children to compare the illustrations in the book to parts of their own bodies.** Invite children to come up to the front and show you their teeth as compared to the shark's teeth. Their eyes vs. a giant squid's eye. Ask: *Which is bigger? Which is smaller?*
- **Ask questions about the story:** *Do you have any pets in your house? Are they big or little? In your family, who is the biggest/tallest? Who is the smallest?*



If conducting this workshop online, review the instructions with participants. Grandparents can incorporate the reading strategies and art project into their regular daily routine and activities.

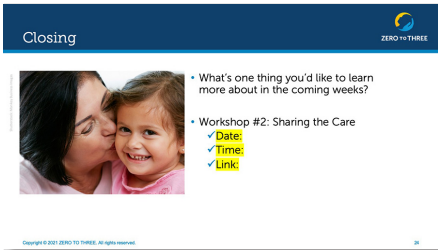


- Trace your hand and your grandchild's hand.
- Talk about "big" and "little."

Show Slide 23:

- **Invite families to move to the activity tables.** For the activity, give children the chance to think about "actual size" in relation to their own family. Distribute two pieces of white paper and some markers/crayons/stickers to each family. Ask the grandparent to trace one of the grandchild's hands on a piece of paper. Next to their grandchild's hand, the adult should trace one of their hands. [If there are preschoolers or school-age children participating, they may want to take the lead on tracing.] Grandchildren can color in the hands and add stickers or other decoration.
- **Encourage the grandparents to talk about actual size:** *Whose hands are bigger or smaller?* Grandparents or children can label the tracings with their name and their grandchild's name. If desired, they can use the second piece of paper to repeat the activity by asking parents to trace their own and their grandchild's foot. Again, grandparents can help their grandchild make comparisons about big and little: *One big foot. One little foot.*
 - o For grandparents of babies: Very young babies may not cooperate with tracing activities, though some may allow the grandparent to gently trace their hands. Grandparents can also compare hands directly, palm to palm: *My hand is big, your hand is little.* Grandparents can walk around the room with babies and describe what they see other grandparent–grandchild pairs doing, using the words like *big* and *little*.
 - o Grandparents of babies can also share the following rhyme/fingerplay. While holding babies on their laps, facing them, grandparents say:
 - This is big, big, big* (Hold baby's hands and open arms wide)
 - This is small, small, small* (Hold baby's hands and bring them close together)
 - This is short, short, short* (Hold baby's hands and pat them on their thighs)
 - This is tall, tall, tall* (Hold baby's hands and hold them high in the air)
 - This is yes, yes, yes* (Nod head "yes")
 - This is no, no, no* (Shake head "no")
 - This is fast, fast, fast* (Hold baby's hands and clap them quickly)
 - This is slow, slow, slow* (Hold baby's hands and clap them slowly)

- **Begin clean up.** Ten minutes before the workshop's conclusion, begin collecting materials. If older children are present, they can be asked to help.



Closing

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What's one thing you'd like to learn more about in the coming weeks?

Workshop #2: Sharing the Care

- ✓ Date
- ✓ Time
- ✓ Link

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Show Slide 24: Conclude the workshop

- In the final 5 minutes, **ask participants to briefly share** one thing they hope to learn more about in the upcoming weeks.
- **Thank the group for coming** and announce the date, time, and topic for the next meeting.

Handout 1B.1: Resources for Grandfamilies

Grandparents often step in to provide care for their grandchildren with little time to prepare. Custodial grandparents are learning as they go, “building the plane as they fly.”


Put a check mark next to the topics that are issues for your family. Put a star next to the topic you want to tackle first. Very often, you have to make more than one call to get the help you need. Use a notebook to keep track of the details. Each time you speak to a service provider or agency, note down the following:


- The agencies you are working with
- The date, the name, and title of the contact person (and their phone number/email)
- What you requested or need
- Notes about what was discussed
- Steps needed to follow up


<input type="checkbox"/> Legal Issues	Where to Get Help
Know your rights (and the rights of your child’s parents) in your state.	
Determine what custody arrangement works best for your family. (Legal options vary.)	
Make a plan for your grandchild’s care should you become unable to provide care.	


<input type="checkbox"/> Housing Issues	Where to Get Help
Ask about affordable housing opportunities for grandparents raising grandchildren if your living situation does not allow young children or if your apartment is now too small to include your grandchildren.	


<input type="checkbox"/> Financial Issues	Where to Get Help
Find out what assistance your grandchild may be eligible to receive; for example, the Supplemental Security Income (SSI) program, WIC, SNAP, or TANF (child-only).	

 Education Issues	Where to Get Help
<p>Consider asking for an early intervention evaluation for a grandchild under age 3 whose speech, learning, or development may be delayed. These evaluations are free.</p>	
<p>Consider seeking a special education evaluation for your grandchild over the age of 3 whose speech, learning, or development may be delayed. These evaluations are free.</p>	
<p>Find a safe and high-quality child care or pre-school setting for your grandchild under age 5. Ask about scholarships or reduced/sliding rates.</p>	
<p>Determine if your grandchild may be eligible for enrollment in Early Head Start or Head Start.</p>	
<p>Register your grandchild for school or universal pre-K, if offered by your school district.</p>	
<p>Find reliable after-school care for your grandchild, if needed. Ask about scholarships or reduced/sliding rates.</p>	
<p>Look into recreation programs (sports, hobbies like dance or art classes, etc.) for your grandchild. Ask about scholarships or reduced/sliding rates.</p>	

 Counseling Issues (Grandchild)	Where to Get Help
<p>Get support for your grandchild in dealing with this separation from their parent and the resulting trauma and any potential impact of abuse or neglect. Your grandchild's health care provider may have referrals to mental health counselors who have experience working with children. Ask about reduced/sliding rates if not covered by insurance.</p>	

 Counseling Issues (You)	Where to Get Help
<p>Get support for yourself. Talking to someone who can help with feelings of anger, sadness, or being overwhelmed can give you the support and guidance to handle things.</p>	

 Medical Issues	Where to Get Help
<p>Get health insurance for your grandchild (Medicaid, CHIP, or private insurance).</p>	
<p>Find a pediatric health care provider and dentist.</p>	
<p>If possible, obtain your child’s vaccination and other health records.</p>	
<p>Ensure your grandchild’s well-child visits are up to date. Share any worrying behaviors that you may have started seeing since your grandchild came to live with you (bedwetting after having been toilet trained; aggression; frequent, intense tantrums, etc.).</p>	
<p>Continue your own regular medical care, including preventive care visits. Ask a reliable medical provider about any new symptoms or concerns.</p>	

 Self-Care Issues	Where to Get Help
<p>Prioritize your own emotional and physical health through rest, respite, diet, exercise, and regular check-ups.</p>	
<p>Make time to do fun and restorative things that are just for you. Remember that taking care of yourself gives you the energy to care for your grandchildren.</p>	

Folleto 1B.1: Recursos para las familias de varias generaciones

Los abuelos suelen asumir el cuidado de sus nietos aunque hayan tenido poco tiempo para prepararse. Los abuelos que ejercen la tutela de un niño están aprendiendo sobre la marcha, es decir, están “construyendo el avión mientras vuelan”.


Coloque una marca al lado de los temas que le preocupan a su familia. Coloque una estrella al lado del tema que quiere atender primero. Muy a menudo, tendrá que hacer más de una llamada para conseguir la ayuda que necesita. Use un cuaderno para anotar todos los detalles. Cada vez que hable con un proveedor de servicio o una organización, anote lo siguiente:


- las organizaciones con las que está trabajando;
- la fecha, el nombre y el cargo de la persona de contacto (y su número de teléfono/ correo electrónico);
- lo que usted solicitó o necesita;
- notas acerca de lo que se habló; y
- pasos necesarios para el seguimiento.

<input type="checkbox"/> Problema legal	Dónde conseguir ayuda
Conozca sus derechos (y los derechos de los padres de su nieto) en el estado donde vive.	
Determine qué arreglo de tutela será el mejor para su familia. (Hay varias opciones legales).	
Haga un plan para el cuidado de su nieto en caso de que usted no pueda seguir ocupándose.	

<input type="checkbox"/> Problema de vivienda	Dónde conseguir ayuda
Pregunte si hay oportunidades de conseguir vivienda asequible para los abuelos que están criando a sus nietos, si su situación de vivienda no le permite llevar a niños pequeños o si su apartamento actual es demasiado pequeño para incluir a sus nietos.	

<input type="checkbox"/> Problema financiero	Dónde conseguir ayuda
Busque a cuáles ayudas podría optar su nieto (por ejemplo, programa de Seguridad de Ingreso Suplementario (SSI), Programa Especial de Nutrición Complementaria para Mujeres, Bebés y Niños (WIC), Programa de Asistencia Nutricional Complementaria (SNAP) o el de Asistencia Temporal para Familias Necesitadas TANF (solo niños).	

 Problema educativo	Dónde conseguir ayuda
<p>Piense en solicitar una evaluación de intervención temprana para un nieto menor de 3 años de edad, cuyo lenguaje, aprendizaje o desarrollo podrían estar rezagados. Estas evaluaciones son gratuitas.</p>	
<p>Piense en solicitar una evaluación de educación especial para su nieto mayor de 3 años, cuyo lenguaje, aprendizaje o desarrollo podrían estar rezagados. Estas evaluaciones son gratuitas.</p>	
<p>Encuentre un entorno de cuidado infantil o de preescolar que sea seguro y de alta calidad para su nieto menor de 5 años. Pregunte si hay becas o tarifas reducidas o descendentes.</p>	
<p>Determine si su nieto podría ser elegible para inscribirse en los programas de Early Head Start o de Head Start.</p>	
<p>Inscriba a su nieto en la escuela o en el prekindergarten universal, si su distrito escolar lo ofrece.</p>	
<p>Busque cuidados para después de la escuela que sean confiables para mandar a su nieto, si hicieren falta. Pregunte si hay becas o tarifas reducidas o descendentes.</p>	
<p>Busque programas recreacionales (deportes, entretenimiento como clases de arte o de danza, etc.) para su nieto. Pregunte si hay becas o tarifas reducidas o descendentes.</p>	

 Problema relacionado con terapias (nieto)	Dónde conseguir ayuda
<p>Consiga apoyo para que su nieto pueda manejar la separación de su padre o madre, el trauma resultante y todo impacto posible del abuso o el descuido. El proveedor de atención de salud de su niño podría recomendarle algún especialista en salud mental que tenga experiencia con niños. Pregunte acerca de tarifas reducidas o descendentes si estos servicios no están cubiertos por el seguro.</p>	

<input type="checkbox"/> Problema relacionado con terapias (usted)	Dónde conseguir ayuda
<p>Consiga apoyo para usted. Hable con alguien que pueda ayudarle si tiene sentimientos de rabia, tristeza o se siente abrumado y que pueda darle el apoyo y la orientación necesarios para manejar la situación.</p>	

<input type="checkbox"/> Problema de servicios médicos	Dónde conseguir ayuda
<p>Adquiera un seguro de salud para su nieto (Medicaid, CHIP, o un seguro privado).</p>	
<p>Consiga a un médico y a un dentista pediatras.</p>	
<p>De ser posible, consiga las tarjetas de vacunación y otros registros médicos de su nieto.</p>	
<p>Asegúrese de que las consultas de salud preventiva de su nieto estén al día. Infórmele al profesional de salud acerca de todo comportamiento preocupante que haya empezado a notar desde que su nieto fue a vivir con usted (por ej., mojar la cama aun después de haber aprendido a usar el baño; agresión; rabieta frecuentes e intensas, etc.).</p>	
<p>Continúe con sus propios cuidados médicos habituales, como las consultas de atención preventiva. Pregúntele a un profesional de salud confiable acerca de cualquier síntoma o preocupación nuevos.</p>	

<input type="checkbox"/> Problema de autocuidado	Dónde conseguir ayuda
<p>Asigne prioridad a su propia salud emocional y física por medio del descanso, cuidados de relevo, buena alimentación, ejercicio y exámenes médicos regulares.</p>	
<p>Dedique tiempo a actividades divertidas y reparadoras que sean solo para usted. Recuerde que si se cuida tendrá la energía que necesita para cuidar a sus nietos.</p>	