



Support for Grandfamilies: A Mosaic of Intervention Strategies

Matthew Kaplan & Melinda Perez-Porter

To cite this article: Matthew Kaplan & Melinda Perez-Porter (2014) Support for Grandfamilies: A Mosaic of Intervention Strategies, *Journal of Intergenerational Relationships*, 12:2, 99-112, DOI: [10.1080/15350770.2014.901076](https://doi.org/10.1080/15350770.2014.901076)

To link to this article: <http://dx.doi.org/10.1080/15350770.2014.901076>



Published online: 13 Jun 2014.



Submit your article to this journal [↗](#)



Article views: 455



View related articles [↗](#)



View Crossmark data [↗](#)



Citing articles: 2 View citing articles [↗](#)

SCHOLARLY
Research

**Support for Grandfamilies: A Mosaic
of Intervention Strategies**

MATTHEW KAPLAN

The Pennsylvania State University, University Park, Pennsylvania, USA

MELINDA PEREZ-PORTER

The Brookdale Foundation Group, Teaneck, New Jersey, USA

The term grandfamilies refers to families with relative caregivers raising children. These families often face a host of emotional, legal, financial, and daily living challenges that require intervention at various levels. This article describes a web of programs, support systems, organizational structures, and social policies that can help grandfamilies thrive as reconstituted families. These intervention efforts provide emotional and instrumental support for family members, training for service providers, and guidance for interagency collaboration leading to more extensive and timely services for grandfamilies. These domains of intervention fit together as an integrated, multipronged continuum of support for grandfamilies.

KEYWORDS *grandfamilies, continuum of support, intervention strategies, interagency collaboration, advocacy*

Editors' note: The editors thank Matthew Kaplan and Melinda Perez-Porter for their contribution of this invited paper for volume 12, issue 2.

Address correspondence to Matthew Kaplan, Ph.D., Intergenerational Programs and Aging, Department of Agricultural Economics, Sociology, and Education, The Pennsylvania State University, 7A Ferguson Building, University Park, PA 16802. E-mail: msk15@psu.edu

INTRODUCTION

Now that “relative caregiver” families or “grandfamilies” (terms used to describe families who are taking care of a relative’s child) are tracked by the U.S. Census, more people, professionals, and relative caregiver families alike are aware of the prevalence of these families. According to 2008–2010 data from the American Community Survey (ACS), 5.2 million children (about 7% of all children) are being raised by their grandparents (Murphey, Cooper, & Moore, 2012).

The challenges faced by these families have also become more visible. Relative caregivers, particularly grandparents, face a host of emotional, legal, health (Grinstead, Leder, Jensen, & Bond, 2003), and daily living challenges as they unexpectedly find themselves in the position of raising a second family. Many of these families are also resource challenged, particularly in rural areas where relative caregiver families (approximately one-fourth of all such families) tend to have greater difficulties than their urban counterparts maintaining adequate housing and finding transportation, child care, and health care (Kaye, Adle, & Crittenden, 2010). Such financial challenges are compounded by the difficulty many face in finding information about the range of support services, benefits, and policies they need to fulfill their caregiving role.

The issues facing grandfamilies are complex and there is no quick fix. A question that arises is, Where to start? Rather than answering this question by listing one particular service or intervention point, we recommend setting out to create a continuum of support which translates into working to build an integrated web of programs, support systems, organizational structures, and social policies designed to help grandfamilies navigate the challenges they face and enable them to thrive.

In the sections that follow, we describe an array of programs, services, and practices which we suggest should be part of such an intervention system. These programmatic strategies for supporting grandfamilies were identified through a literature review which included an examination of the “gray literature,” i.e., program write-ups, reports, and other documents that tend to be overlooked in the scholarly literature and lessons learned from programs funded by and affiliated with Brookdale Foundation Group’s Relatives As Parents Program (RAPP) initiative. The focus is on intervention efforts aimed at providing emotional and instrumental support for members of grandfamilies, training professionals who provide services for these families, establishing interagency collaboration systems to detect and fill gaps in service provision, and advocating for public policies that are supportive of these special families.

INTERVENTION STRATEGIES FOR SUPPORTING GRANDFAMILIES

Support Groups and Other Family-to-Family Support Systems

I thought I had the baddest kids in the world. When I got [to the support group] and heard other grandparents speak, it was comforting for me to know that there are some other bad ones. It helped me to deal with them. (Support group participant in Georgia, quoted by King et al., 2009, p. 233)

A recurrent theme in the human services literature is how social support provides an insulating or protective function for people in stress-inducing situations (Saleebey, 1996). Certainly, being a relative caregiver qualifies. Support groups for relative caregivers are important sources of needed emotional and instrumental support.

Research on relative caregiver families highlights the sense of social isolation that many family members feel. Support group participants appreciate the opportunity to share and discuss common concerns and trade insights (Jones, Chipungu, & Hutton, 2003). Those who are new to this challenging role receive support and advice from “seasoned” caregivers. They also receive a sense of social validation for their efforts to deal with issues that many of their friends and colleagues do not understand.

Beyond the social support that participating families receive from these groups, they also receive useful information. Support group meetings often include educational presentations on topics of interest such as parenting strategies, conflict management, health and nutrition, and policies that affect relative caregivers’ rights and access to resources. Some groups also seek changes in local or state policies. In Los Angeles, for example, support groups have formed a coalition to gain power in championing legislation for increased services at county and state levels (Jones et al., 2003). Support groups have also been shown to help reduce caregivers’ stress and sense of isolation. When caregivers’ needs are met, they can more fully focus on the best interests of the children in their care.

In cases where relative caregivers are unable to make it to support group meetings, particularly in rural areas with limited transportation options, Internet/telephone support groups provide another venue for families to provide and receive advice for addressing family caregiving issues. For example, DailyStrength.org is a free and anonymous online community that hosts distance chats and blogs for more than 800 people with relative caregiver experience.

Another form of family-to-family support is peer mentoring. A good example of such a model is Maine Kids-Kin’s “Grandfamily to Grandfamily” program, set up in 2008 for relative caregivers unable to make support group meetings. Barbara Kates, RAPP Coordinator for Maine Kids-Kin, described the program as follows:

Volunteers complete a five hour training to raise awareness of listening skills, remain non-judgmental, accessing resources, understanding boundaries, and maintaining records. When relative caregivers call our office, we offer them the option of talking to another grandparent trained in supporting their peers. If the caller agrees, we will match him or her with a volunteer and the volunteer will begin with weekly contacts for the first month. The pair will then continue as needed for up to six months. We began matching pairs this year, but the initial survey from participants tells us how much they appreciate the volunteers and knowing they are not alone. (Kates, 2009, p. 3)

Another Brookdale-affiliated program, Knoxville-Knox's Grandparents As Parents Program, uses volunteers, including relative caregivers, to accompany grandparents to court proceedings and Individual Evaluation Program (IEP) assessments. Grandparents are trained to provide support to fellow caregivers. The program is very popular insofar as the caregivers appreciate the support of fellow grandparents who have gone through the process.

Kinship Family Retreats

Kinship Family Retreats provide stress-free settings for grandfamilies to enjoy quality family time. As noted in Penn State Extension's manual for planning and conducting kinship retreats (Crago & Kaplan, 2011), the retreat experience helps participants feel better about themselves and their family situations.

The retreat setting is removed from the system of social service agencies that many relative caregiver families deal with weekly. Families participating in the retreats tend to appreciate not having to think or worry about treatment, therapy, or referrals. They are not there as "families in need." They are simply families spending some quality time together. As one grandparent put it after participating in a retreat organized by Penn State Cooperative Extension in 2008, "It's been a weekend where we're all the same—we're all normal" (p. 1).

Comments made by participants in retreats conducted in Pennsylvania suggest a variety of benefits, including improved communication skills. For example, when asked what changes she would make based on her retreat experience, a grandmother raising her grandson said, "I will first ask myself how a nine-year-old would solve problems." Another participant added, "Don't yell. Try to settle things calmly." Other participants note positive impacts on family dynamics: "It brings the family together," "We enjoyed spending time together," and "We have just become a complete family" (Crago & Kaplan, 2011).

Kinship family retreats also provide families with the time and opportunity to consider possibilities for new family traditions. Sometimes such conversations happen unexpectedly, as was the case for one of the families

participating in a weekend retreat held at the Family First Sports Park facility in Erie County, Pennsylvania, in 2006. With a huge smile on his face, one child shared what he considered the most valuable thing he learned from the weekend: “I found out that my grandpa used to like catching butterflies.” Also with a big smile, the grandfather chimed in, “And he is going to make sure we do this together when we get home.”

Planning for cross-generational sharing does not necessarily require a structured planning process or program such as formal weekend retreats. It could be as simple as setting aside a time and place (in the home or elsewhere) to bring the entire family together for joint activities involving anything from cooking to storytelling, crafts, song, play, community service projects, and travel. In the process, family members get the chance to share stories, daily experiences, personal reflections, and points of view. Insofar as many grandfamilies have no shared family history and a limited history of stable interaction (Dolbin-MacNab & Targ, 2003), it helps to be proactive in trying to figure out ways to develop new family activity traditions.

“Kinship Family Simulation” Workshops and Other Training Initiatives for Grandfamily Service Providers

Many human service professionals have limited awareness of the needs of relative caregivers and have no system for identifying relative caregiver families or helping them access appropriate services (Crumbley & Little, 1997). Relative caregiver families frequently note the lack of sensitivity that some human service professionals have toward grandparents and other relatives who are primary caregivers. The University of Arizona’s Kinship Kare of Northern Arizona (KKONA) (RAPP) program organizers were particularly concerned about this lack of sensitivity when listening to group members’ stories about how they found the process of accessing help to be cumbersome, confusing, and even at times humiliating. As a result, KKONA set out to influence the attitudes and practices of staff members working in agencies providing services for grandfamilies. The result was the “Grandparents Raising Grandchildren Simulation Workshop,” a full-day program aimed at helping agency personnel see the world through the eyes of caregivers.

In 2010, Penn State Extension’s RAPP program conducted a series of half-day simulation workshops (a shortened version of the Arizona State University model). In a survey of 60 human service professionals who attended, most reported a significant increase in their awareness of the following barriers faced by relative caregivers: enrolling their children in school, finding financial assistance, locating legal counsel, finding appropriate housing, and identifying support groups. The workshops also helped participants realize the need for interagency efforts aimed at filling service delivery gaps across child welfare and aging service systems. Ninety-one percent learned

about other organizations that provide services for relative caregiver families and 89% described specific plans to contact or work with these organizations after the workshop. They made comments such as “We will add their information to our resource Web site and connect viewers to their agencies as needed,” “I am going to visit their Web sites and print information for families,” and “(I will) make referrals and have contact with them.”

A positive development in recent years is the expansion of training programs, resources, and publications available for human service professionals and the grandfamilies with whom they work. For example, Cornell University Cooperative Extension’s national award-winning Parenting a Second Time Around (PASTA) program consists of a series of workshops with handouts and supplementary materials on topics such as child development, discipline and guidance, rebuilding families, living with teens, legal issues, advocacy, and nutrition education.

The Child Welfare League of America (CWLA) created a training resource for public, private, and faith-based child welfare professionals who work directly with kinship caregivers (CWLA, 2013). This publication consists of a 12-hour “collaboration model of practice” curriculum designed to “teach professionals how to facilitate collaboration with kinship caregivers to enhance child safety, well-being, and permanency outcomes for children in their care” (p. 1). Grandfamilies benefit from such staff training programs in several ways. For example, child welfare professionals with such collaboration competency training are better able to provide caregivers with effective guidance for negotiating bureaucratic systems to get needed services.

Some other training resources focus on special topics that are relevant for human service professionals who work with grandfamilies in particularly difficult circumstances such as when the parent is incarcerated or with a physical disability. The National Resource Center for Permanency and Family Connections, for example, conducts webinars on the topic of Working with Incarcerated Parents and Their Children to Achieve Positive Outcomes and the Texas A&M AgriLife Extension Service, with funding from the National Institute of Food and Agriculture (NIFA) and the U.S. Army Family and Moral, Welfare and Recreation Command, developed a military families initiative aimed at providing information and resources for caregiver families caring for wounded warriors and their children.¹

Kinship Navigator Programs and Other Systems to Help Grandfamilies Find and Access Needed Information and Services

Jones, Chipungu, and Hutton (2003) note that the most common theme that emerged in their interviews with administrators of service programs, relative caregivers, and children in eight cities was the need for a better process for helping families find information and receive referrals for needed

services. “Throughout our interviews, caregivers said repeatedly that they need a simple process that will allow them to contact one program, usually by telephone, to get information about all of the resources that can help meet their needs” (p. 100).

“Kinship Navigator” programs provide relative caregivers with such a single point of entry for learning about services they might need in many areas, including health, financial assistance, legal assistance, and housing. Navigator programs, such as the ones in New Jersey (offered through the Department of Human Services), New York (which is an interactive Web site that connects users to local resources), and Washington State, are effective in helping caregivers obtain better understanding of the services available to them (Cox, 2009; Generations United, 2008).

However, families need more than just information and referral. Accordingly, programs such as the Maine Kids-Kin program (which Crittenden, Adle, Kaye, & Kates, 2009, characterize as a *Kinship Navigator Plus* initiative) provide additional types of assistance that help caregivers assess their needs and access needed resources. Similarly, the Florida Kinship Center’s Kinship Navigator program is only one element of a comprehensive program. They also offer a warmline so that relative caregivers receive emotional support as well as the information and referrals they received from center staff (Littlewood & Strozier, 2009). These kinship navigator systems go beyond helping relative caregivers identify agencies and organizations that provide services in areas such as child welfare, aging, health, mental health, financial assistance, and legal assistance. They also help relative caregivers address the problems they encounter in navigating a complex and often disjointed array of agency services.

There are many factsheets, Web sites, and other published resources designed to give information and advice to grandfamilies and the professionals who work with them. For example, there are more than 20 factsheets provided by eXtension on various topics of relevance to relative caregivers, with titles such as “Helping My Grandchild with Special Needs Succeed in School” and “Mental Health Issues of Grandparents Raising Grandchildren.” Various resources are also posted on the Web sites of the National Center on Grandfamilies (based at Generations United), the National Kinship Alliance for Children, and Brookdale Foundation’s Relatives as Parents Program.

Other systems to help caregivers navigate their way to services include the 211 system, available in select areas (<http://www.211.org/>). It provides free and confidential information and referral to resources that can help caregivers access food, housing, employment, health care, counseling, and more. Another resource that navigates caregivers to services is iFoster (<http://www.iFoster.org>), a leading nonprofit organization dedicated to providing life-changing resources that support vulnerable children and youths. iFoster programs are free and open to members of the foster, adoptive, and

kinship communities, youths who are transitioning out of the system or already emancipated, and the organizations that support them.

Interagency Collaboration Systems

Interagency collaboration and cooperation are key for building the capacity of human service agencies to provide more extensive and more timely services for grandfamilies. Fruhauf, Bundy-Fazioli, and Miller (2012) capture this point in the conclusion of their article on the Larimer County Alliance for Grandfamilies (LCAG) as they allude to the benefits of crossing disciplines and agencies in strategic, coordinated ways:

It has been well documented that “one agency” cannot do it all (Roe, 2000). Through the combined efforts of the 11 Alliance partners, the LCAG has been successful in transforming community support and bringing community partnerships together to assist in solving problems for and with grandfamilies. We believe the success of the LCAG rests on the fact that it is interdisciplinary (Bayne-Smith, Mizrahi, & Garcia, 2008) and built on the strengths of each agency and each individual member. Furthermore, together LCAG partners have been able to build and maximize human and financial resources. (pp. 209–210)

Some interagency collaboration initiatives are designed to identify and fill service delivery gaps across child welfare and aging service systems. One such example is Georgia’s “One System of Care” model which standardizes and coordinates the intake and referral procedures for relative caregiver families that need to deal with more than one of the state’s five Department of Human Resources agencies (King et al., 2009). Another example of a multi-agency help system is Casey Foundation’s “Community-Based Kinship Service Strategy.” The driving idea behind this strategy is that coordination between community resources is the most efficient, economical way to offer better access to kinship family services (Jones et al., 2003).

Some organizations serving grandfamilies have established effective, mutually beneficial partnerships with universities. For example, a partnership was established between the Athens Community Council on Aging’s RAPP and the University of Georgia’s Food and Nutrition Program to implement the Brookdale Nutrition and Exercise Program (BNEP). Grandparents and grandchildren in the program received expert nutritional advice and support from bimonthly nutrition education and exercise workshops.

When the Montana State University (MSU) Cooperative Extension received a RAPP Mental Health grant, they employed Master’s in Counseling students to facilitate their therapeutic support groups and assigned graduate student interns to projects involving grandfamily needs assessment in various communities (including a Crow Nation Reservation), program evaluation, and outreach education (e.g., writing factsheets for relative caregivers).

Advocacy

At the local, regional, and national levels, much work is being done to create greater awareness of the issues faced by grandparents and other relatives who are primary caregivers of children and advocate for improved programs, policies, and services to support these families.

For example, the Brookdale Foundation Group's RAPP and its cadre of community-based grantees and other local affiliates work to educate local advocates through local, state, and regional conferences, legislative breakfasts, kinship summits and forums, television and radio appearances, electronic discussion list announcements, and newspaper articles. RAPPs also facilitate or are members of state task forces or coalitions whose job it is to gather key stakeholders, identify gaps in services, and collaborate to address those gaps. All of these efforts have helped to bring the issue of relative caregiving the national attention needed to garner greater public support for services for these special families.

National organizations like Generations United, the American Association of Retired Persons (AARP), and the Children's Defense Fund have also taken leadership roles in developing and disseminating resources to educate relative caregiver families and the professionals that serve them. The Grandfamilies State Law and Policy Resource Center (a collaboration of the American Bar Association, Center on Children and the Law, Generations United, and Casey Family Program) provides timely information on state laws and proposed legislation and policies that have a bearing on the well-being of grandfamilies. The Center also offers technical assistance and training and compiles free online legal resources.

In another national partnership, AARP, Brookdale Foundation Group, Casey Family Programs, Child Welfare League of America, Children's Defense Fund, and Generations United created the *GrandFacts: State Fact Sheets for Grandparents and Other Relatives Raising Children* resource. Each state fact-sheet provides state-specific data, information, and helpful links on census data, key state and local programs and resources, foster care policies and services, public benefits and financial assistance, education assistance, and state laws.

Respite Care

Respite care refers to regularly scheduled support designed to give caregivers time to rest from work and home responsibilities. Many state governments provide workday childcare subsidies for families and some also provide respite care. However, states infrequently extend these financial resources to grandfamilies.

The provision of much-needed respite to relative caregivers allows them to turn over their caretaking duties to others and ensures that they get the rest they need in order to resume the care of their children. A break allows

time for rest or social activities and a “recharging of batteries.” Planned or emergency respite services can provide caregivers with time to take care of their own health, work on obtaining services that the family needs to function effectively, or just take a break from the challenges of caregiving (Beltran & Peterson Lent, 2010; Family Strengthening Policy Center, 2007). When clearly defined and easily accessible, creative, and flexible, respite can help caregivers face and persevere in their caregiving responsibilities.

The most recognized form of providing respite care for relative caregivers is child care, provided in or out of the home. When offered during support group meetings, conferences, workshops, and seminars, child care is an important way of ensuring that caregivers benefit from time away from the children in their care. Child care, however, is not the only way to provide much-needed respite. Planned caregiver activities with fellow caregivers facing the same challenges lessen isolation and can be one of the most rewarding experiences for caregivers.

CONSIDERATIONS THAT EXTEND ACROSS INTERVENTION COMPONENTS

Strengths-Based Orientation

The goal of establishing a continuum of support for grandfamilies fits in well with a strengths-based perspective. Even when crafting intervention programs to help grandfamilies that have multiple problems, it is important to acknowledge and build upon relative caregivers’ adaptive abilities, readiness to learn, and motivation to succeed (Hayslip & Smith, 2013). The point here is that family strengths as well as challenges should be taken into account when developing and conducting intervention programs.

Often overlooked in the literature, there is a positive dimension to the grandfamily experience. For example, some relative caregivers report a heightened sense of purpose and direction in their lives as well as satisfaction associated with helping the children they care for to gain social and academic skills (Waldrop & Weber, 2001). There are also many accounts of children in grandfamilies who thrive despite facing formidable challenges during their formative years (Generations United, 2012). Human service professionals need to recognize and work in tandem with the resiliencies displayed by relative caregivers and the children in their care. The goal should be to empower grandparent caregivers to become more knowledgeable, proactive, and effective in their efforts to find needed services and strengthen their family situations.

The Challenge of Program Sustainability

Unfortunately, there is a disconnect among the magnitude of the problems experienced by many grandfamilies, the multifaceted intervention that is

called for, and the availability of public and private funds to support such initiatives. For those programs and services that are funded, sustaining them over time is often an uphill proposition.

Nevertheless, we do see how the originators and champions of some programs approaching the end of multiyear grants have found success in creatively and proactively exploring possibilities for sustaining their programs. Collaborations and partnerships to obtain in-kind or in-cash support have been and continue to be necessary to help create or expand supportive services for relative caregiver families. Once community resources are identified, they can be used to develop creative opportunities for outreach, fund-raising, and collaborations. These, in turn, can lead to group development, maintenance, and continuity.

For instance, many of the groups that have received small Brookdale Foundation RAPP grants (\$10,000) to begin grandparent support programs have been able to find other funding and build strategic partnerships to sustain and even expand their programs. Sometimes this other funding comes from unlikely sources as was the case with the Penn State RAPP. After Brookdale RAPP funds ran out, to support the 2013 kinship family retreat (an event held annually in the western part of Pennsylvania) and at the same time provide participating grandfamilies with new opportunities for family learning and bonding, RAPP organizers framed the retreat as an intensive, family-focused nutrition education and healthy eating experience and found funding from TRACKS, Pennsylvania's SNAP-Ed program.

All Brookdale RAPPs are encouraged to use their grant to leverage funding opportunities that will enable them to meet the needs of the caregivers and children they serve. By leveraging resources, whether cash or in kind, RAPPs have been able to obtain funding to help build and maintain their support groups. An example is where RAPPs have leveraged the receipt of unrestricted funds, like the Brookdale Foundation seed grant, to serve caregivers under age 55 and to obtain other funding, such as that available through the National Family Caregiver Support Program, to serve relative caregivers 55 and over.

In this era of diminishing public resources for human service programs, administrators of grandfamily support programs need to be particularly resilient in working to build sustainability into their programs. Beyond focusing solely on obtaining funding, it is worth exploring ways to take advantage of new technology (e.g., posting more information about resources for grandfamilies on the Internet and signing staff members up for online training via webinars and videoconferences). For example, with limited funding, the Penn State RAPP has been able to maintain its PA Kinship Navigator initiative, which is a Web-based information and resource referral system.

CONCLUSIONS

This article highlights a wide range of intervention strategies for helping grandfamilies. These interventions include support groups and other family-to-family support systems, training programs for human service professionals who work with grandfamilies, kinship family retreats, Kinship Navigator programs, interagency collaboration systems, advocacy initiatives, and respite care programs. Although these domains for program development and service delivery are presented in a linear manner, they can be viewed holistically, as part of an integrated continuum of support for supporting and strengthening grandfamilies which entails framing the many threads of possible intervention into complementary levels of action focused on the following:

- Strengthening families: Efforts to provide family members with emotional and instrumental support and improve family communication dynamics
- Strengthening individual agencies: Efforts to train staff and improve programs and services offered
- Strengthening service delivery systems: Efforts to establish broader grandfamily-friendly policies and ensure that there is interagency collaboration and cooperation in providing services to grandfamilies

The goal is not simply to expand or extend programs and policies in the grandfamilies arena but rather to create a continuum of support and promote a culture of reflective practice which draws upon evidence-based approaches for making a positive difference in the lives of members of grandfamilies.

NOTE

1. The PowerPoint presentation, audio recordings, and training materials from a June 4, 2013, training can be accessed online at <http://www.nrcpfc.org/teleconferences/2013-06-04.html>

REFERENCES

- Bayne-Smith, M., Mizrahi, T., & Garcia, M. (2008). Interdisciplinary community collaboration: Perspectives of community practitioners on successful strategies. *Journal of Community Practice, 16*, 249–269.
- Beltran, A., & Peterson Lent, J. (2010). Respite services to support grandfamilies. *ARCH Fact Sheet 45* (updated), September.
- Child Welfare League of America (CWLA). (2013). *Collaborating with kinship caregivers: A research-to-practice, competency-based training program for child welfare workers and their supervisors*. Washington, DC: Author.
- Cox, C. (2009). Custodial grandparents: Policies affecting care. *Journal of Intergenerational Relationships, 7*(2–3), 177–190.

- Crago, N., & Kaplan, M. (2011). Conducting a kinship family retreat (2nd ed.). Retrieved from http://www.extension.org/pages/Conducting_a_Kinship_Family_Retreat
- Crittenden, J., Adle, M., Kaye, L. W., & Kates, B. (2009). Substance abuse exposure among youth being raised by grandparents in rural communities: Findings from a three-year evaluation. *Journal of Intergenerational Relationships*, 7(2–3), 291–305.
- Crumbley, J., & Little, R. L. (1997). Relatives raising children: An overview of kinship care. Washington, DC: Child Welfare League of America.
- Dolbin-MacNab, M., & Targ, D. (2003). *Interventions with grandparent-beaded families: What can we learn from therapeutic tasks for stepfamilies?* Paper presented at the 65th National Council on Family Relations Annual Conference, Vancouver, BC, Canada, November 19–22.
- Family Strengthening Policy Center. (2007). *Strengthening grandfamilies through respite care*. Washington, DC: National Human Services Assembly. Retrieved from <http://www.nassembly.org/fspc/documents/Brief20.pdf>
- Fruhauf, C. A., Bundy-Fazioli, K., & Miller, J. L. (2012). Larimer County Alliance for Grandfamilies: A collaborative approach to meeting a community need. *Journal of Applied Gerontology*, 31, 193–214.
- Generations United. (2008). *Kinship Navigator programs: Narrative analysis*. Washington, DC: Grandfamilies State Law and Policy Resource Center.
- Generations United. (2012). *Stories of grand successes: Stories of lives well-raised*. Washington DC: Author. Retrieved from <http://www.gu.org/LinkClick.aspx?fileticket=0iTKo-4Hf1E%3D&tabid=157&mid=606>
- Grinstead, L. N., Leder, S., Jensen, S., & Bond, L. (2003). Review of research on the health of caregiving grandparents. *Journal of Advanced Nursing*, 44(3), 318–326.
- Hayslip, B., Jr., & Smith, G. C. (2013). *Resilient grandparent caregivers: A strengths-based perspective*. New York, NY: Routledge.
- Jones, E. F., Chipungu, S., & Hutton, S. (2003). *The Kinship Report: Assessing the needs of relative caregivers and the children in their care*. Washington, DC: Casey Family Programs National Center for Resource Family Support.
- Kates, B. (2009). Families and children together. *RAPP Reporter* (newsletter of the Brookdale Foundation Group), Fall, 3.
- Kaye, L., Adle, M., & Crittenden, J. (2010). *Developing rural relatives as parents programming: Promising practices—A collection of practice wisdom from across rural America*. April. Bangor, ME: University of Maine Center on Aging. (<http://www.brookdalefoundation.org/RAPP/Developing%20Rural%20Relatives%20as%20Parents%20Programmingpdf.pdf>)
- King, S., Kropf, N. P., Perkins, M., Sessley, L., Burt, C., & Lepore, M. (2009). Kinship care in rural Georgia communities: Responding to needs and challenges of grandparent caregivers. *Journal of Intergenerational Relationships*, 7(2–3), 225–242.
- Littlewood, K. A., & Strozier, A. L. (2009). Florida Kinship Center—program profile. *Journal of Intergenerational Relationships*, 7, 306–310.
- Murphey, D., Cooper, M., & Moore, K. A. (2012). *Children living with and cared for by grandparents: State-level data from the American Community Survey*. Research Brief #2012-31. Washington, CD: Child Trends.

- Roe, K. M. (2000). Community interventions to support grandparent caregivers: Lessons learned from the field. In C. B. Cox (Ed.), *To grandmother's house we go and stay: Perspectives on custodial grandparents* (pp. 283–303). New York, NY: Springer.
- Saleebey, D. (1996). The strengths perspective in social work practice: Extensions and cautions. *Social Work, 41*(3), 296–305.
- Waldrop, D. P., & Weber, J. A. (2001). From grandparent to caregiver: The stress and satisfaction of raising grandchildren. *Families in Society: The Journal of Contemporary Social Services, 82*(5), 461–472.