

# UNIVERSITY *of* INDIANAPOLIS®

---

*School of Occupational Therapy*

## **Client-Centered Resources to Support the Intergenerational Relationship Between Grandparents and Individuals with Down Syndrome**

Ireland Grace Greenwell

May 01, 2023



A capstone project submitted in partial fulfillment for the requirements of the Doctor of Occupational Therapy degree from the University of Indianapolis, School of Occupational Therapy.

Under the direction of the faculty capstone advisor:

Taylor Gurley, MS, OTD, OTR

### **Abstract**

Grandparents are widely underrepresented throughout existing literature and underserved in access to resources tailored to their specific needs (Sánchez Gómez et al., 2021). This project aims to develop, implement and evaluate materials for grandparents of individuals with Down syndrome, including an informational resource guide and a support group. This project consisted of two phases. Phase I included semi-structured grandparent interviews that underwent thematic analysis to establish priorities/themes. Phase II focuses on creating, implementing, and evaluating the informational resource guide and the grandparent support group. Four main themes resulted from Phase I: support, information, the grandparent's role, and thoughts/feelings. The pre-post surveys administered in Phase II revealed significant changes indicating that the implementation of both interventions was successful. The continued implementation of both interventions has been recommended to DSI to increase grandparent access to information, support, and community.

*Keywords:* grandparents, informational resource guide, support group, interviews, community resources

### **Client-centered Resources to Support the Intergenerational Relationship Between Grandparents and Individuals with Down Syndrome**

Down Syndrome Indiana (DSI) is a state-wide, non-profit organization dedicated to being a one-stop shop for resources and information on Down syndrome (Down Syndrome Indiana, 2022). DSI offers resources and support to families, caregivers, employers, and professionals who play a role in the life of individuals with Down syndrome (Down Syndrome Indiana, 2022). The overall mission of DSI is to advise, educate, encourage, connect, include, and advocate to enhance the lives of individuals with Down syndrome and their families (Down Syndrome Indiana, 2022). Currently, there are no DSI support groups or resources tailored to the unique needs of grandparents. However, DSI has explained that numerous grandparents who would benefit from resources are involved with the organization.

This doctoral capstone project intends to develop and evaluate a support group and an easily accessible collection of resources. Through the needs assessment, the researcher established that many grandparents are serving as caregivers and family support for individuals with Down syndrome who would benefit from creating and disseminating resources and programs targeted to meet the unique needs of this population. The goal is to fill the gap in programs and materials tailored to grandparents through painstaking investigation efforts, including grandparent interviews, outcome measurement tools, stakeholder meetings, and extensive research to ensure the materials are evidence-based and client-centered.

Existing literature supports that grandparents can benefit individuals with disabilities (Meyer & Abdul-Malak, 2020; Sánchez Gómez et al., 2021). However, researchers report that grandparents are underrepresented in research and underserved in access to resources/programs to support their unique needs (Meyer & Abdul-Malak, 2020; Sánchez Gómez et al., 2021). This

project will contain the creation, implementation, and evaluation phases. All phases will be conducted within the 14-week timeline (See appendix A). This project has theoretical guidance from Family Systems Theory and the PEO model. Thematic analysis of interview responses and existing evidence will inform the creation of resources. The researcher will measure the success of the grandparent support group, perceived helpfulness, and accessibility of resources through a pre-post survey. All results and created materials will remain with DSI to ensure continued use of resources and support groups for grandparents of individuals with Down syndrome once the doctoral capstone project is complete.

### **Background**

Down Syndrome (DS) is often a trisomy of chromosome 21 originating from inaccuracies in cell division during neonatal development (Coppede, 2016). It is a common neurodevelopmental disorder with a prevalence of about 1:700-1:1000 live births (Coppede, 2016). Throughout their lifespan, individuals with DS may experience challenges such as comorbid health conditions, societal stigmas, and decreased community accessibility (Gdsf, 2023). However, with increased advocacy for access to education, healthcare, employment, and family support, individuals with DS are better equipped to combat these challenges to achieve stable, happy, and successful lives (Gdsf, 2023).

It is well-reported throughout the existing literature that support from a grandparent, in addition to the nuclear family, can be beneficial for individuals with disabilities (Brown, 2015; George, 1998; Sánchez Gómez et al., 2021). A grandparent does not often have primary responsibility for the grandchild and receives the unique opportunity to be more relaxed and objective in their relationship, creating an intergenerational bond that is often mutually beneficial in assisting both the grandchild and grandparent in developing life skills, self-esteem, and

confidence (Fast facts on grandparenting & intergenerational mentoring, n.d; George, 1998 Meyer & Abdul-Malak, 2020). However, a grandparent's relationship with their grandchild and adult child can be complex due to the duality of their role (Brown, 2015). Grandparents play the unique, dual role of being involved in their grandchild's life while also being able to provide support for their adult child (Jalongo & Crawford, 2022). In the current research, a healthy family function is related to higher levels of sponsorship available (Povee et al., 2012). Many factors play a role in family functioning, such as family coping strategies, child-related factors, parent support, sibling support, extended family support [grandparents], social isolation, etc. (Hart & Neil, 2020; Povee et al., 2012). Further, how grandparents communicate their feelings, opinions, and wisdom can determine family function and adjustment (Brown, 2015). The duality of grandparent support is directly correlated with increased family resilience and healthy family functioning (Caples et al., 2018; George, 1998).

Initially, grandparents report feeling a combination of confusion, anger, shock, grief, sadness, embarrassment, doubt, and frustration when learning of their grandchild's diagnosis (Schilmoeller & Baranowski, 1998). Additionally, these feelings of grief or worry double as the grandparent(s) foresight of the well-being of their adult child and grandchild (Jalongo & Crawford, 2022). Sánchez Gómez et al. (2021) explain the reconstruction of initial feelings into a new grandparental identity includes adjusted expectations resulting from access to informational resources. Many grandparents yearn for information about their grandchild's condition but are wary of being an additional source of worry for their adult child (Brown, 2015). It is imperative that both grandparents and parents need support and information; however, it is essential to understand that the concerns of the grandparent are very different from those of a parent (Sánchez Gómez et al., 2021; Hillman et al., 2017).

Extended family members play a central role in supporting families of individuals with disabilities; however, grandparents are underrepresented in research and underserved in access to resources/programs to support their unique needs (Cuskelly et al., 2008; George, 1998; Meyer & Abdul-Malak, 2020; Sánchez Gómez et al., 2021). Grandparents were found to receive little to no social support and often learn information about their grandchild's diagnosis by hearing it secondhand from their adult child (Sánchez Gómez et al., 2021). The needs assessment established that there are currently no DSI support groups or resources tailored to the unique needs of grandparents. It is validated through literature that implementing support groups and increased access to informational resources will assist grandparents in demonstrating resilience and strengthen the intergenerational bond with their grandchild. (Hillman et al., 2017; Sanchez Gomez, 2021).

DSI has developed numerous resources to educate and inform various individuals about the diverse needs and unique aspects of DS, such as support groups, resources, counseling, etc. DSI provides extensive new and current parent resources, which are easily accessible from their website and are commonly advertised throughout their social media (Down Syndrome Indiana, 2022). This information is tailored to the lived experiences of individuals with DS or their parents and rarely acknowledges the grandparent role. Responsibility often falls on the parent to share technical and valuable information about their child's diagnosis with interested extended family, traditionally the grandparents. The methodology of this doctoral capstone project will utilize interviews with grandparents to obtain information about their lived experience to develop client-informed and evidence-based programs and resources tailored to the unique needs of grandparents of individuals with DS. Clark et al. (2020) conducted a similar study on family sense-making following receiving a DS diagnosis that utilized unstructured, audio-recorded

interviews that were subsequently transcribed, verified, and anonymized. Studies such as Clark et al. (2020) and Hillman et al. (2017) both recommend that professionals increase acknowledgment of the grandparent role and encourage the creation of informational resources and support groups. The goal of this DCE project is unique in that it aims to create, implement, and validate comprehensive resources informed by grandparent interviews and support groups that directly acknowledge the population's needs.

### *Theoretical Guide*

Theoretical frames provide a better understanding of underlying causes and phenomena to guide clinical reasoning during program development or evaluation (Reeves et al., 2008). Cuskelly et al. (2008) introduced the importance of understanding Family Systems Theory when working with families of individuals with DS. The premise of this theory defines family as an emotional and relational system in which members can be influenced by or influence each other on many levels, including an intergenerational level (Erdem & Safi, 2018). Many events can affect the family system, such as the birth of a child with DS, that may influence microscopic and macroscopic familial interactions (Cuskelly et al., 2008). These various familial interactions can make a lasting impact on both the individual with DS and their families. It will be critical throughout the development, dissemination, and evaluation of resources to acknowledge the complexity and uniqueness of the family system.

Theoretical backing is essential as a guide for best practice. The Person-Environment-Occupation (PEO) model contains the premise there are constant changes throughout the lifespan. PEO focuses on how well an individual's personal, environmental, and occupational factors overlap, intending to achieve a "best-fit" which correlates to an individual's occupational performance (Cole & Tufano, 2020). Creating and implementing programs and

resources for grandparents will serve as a unique way to achieve the "best fit." Using peer support and consolidated information as extrinsic motivators will aim to amplify the grandparent's intrinsic motivation. For example, prior disconnect and anxiety may have resulted from environmental factors such as lack of support and access to information. If the ecological risk is reduced or taken away through the promotion of program participation, it, in turn, promotes occupational performance, and grandparents would achieve a balance in PEO factors. This balance reached will enhance occupational performance and participation. This DCE project aims to identify factors contributing to imbalance and introduce skills that help maintain the balance of PEO elements to enhance participants' experience in the grandparent role.

## **Project**

### *Design*

This project aims to develop, implement and evaluate materials for grandparents of individuals with DS, including informational resources and a support group. This project will contain two phases that build on each other. Phase I being the interview phase, and phase II is the resource phase. To create comprehensive materials centered around the unique needs of grandparents, phase I will include brief, semi-structured interviews that the researcher will transcribe, code, and analyze for the identification of themes/priorities. In phase II, the articles from phase I will be combined with themes derived from the literature review to inform and structure resource development. Phase II will include two resource interventions: the informational resource guide and the grandparent support group. Participants from both interventions will complete a pre and post-study conducted via Google Forms. The researcher will measure the intervention's success by analyzing means derived from the pre-and post-Likert

scale survey. The researcher will share the results with DSI staff and stakeholders.

Recommendations will be made for the continuation or discontinuation of intervention methods.

The researcher created a recruitment survey via google forms and sent it to obtain demographic and availability information from the participants for phases I and II (AOTA, 2020). A diverse sample was obtained and utilized for both phases. All participants identified having only one grandchild with DS; they are not the primary caregiver. Upon completion of the recruitment form for phase I, participants were emailed and notified of interview times and completed an interview consent/information release form electronically. This agreement stated that the interviews would be recorded and transcribed for thematic analysis. The recording will be stored securely and discarded appropriately upon project completion. Recruitment for phase II was conducted via email sent by the site mentor. Two participant pools were obtained, one for the informational resource guide and another for the grandparent support group. There was some crossover of participants for phase I: interviews and phase II: resources. Ç

### *Implementation*

#### *Phase I: Grandparent Interviews*

Nine grandparents participated in interviews. Interviews were recorded by the researcher using Zoom video call or telephone audio call. Interviews lasted, on average, 30-45 minutes, and the interviewer utilized a guide of questions\ to ensure conversation flow. The investigator transcribed the interviews. Dedoose, a free platform for interview analysis, was used for the transcription, coding, and thematic analysis of grandparent interviews. The resultant themes were categorized and organized by prevalence.

#### *Phase II: Informational Resource Guide*

Seven grandparents completed the pre-survey for participation in the creation of the informational resource guide. The researcher acknowledged the identified themes/priorities from phase I, literature review evidence, and pre-survey information for creating the informative resource guide. All information was utilized to ensure the focus would be client-centered and evidence-based. The guide was designed to use the free platform Canva and was adapted to be accessible via the DSI website.

#### *Phase II: Grandparent Support Group*

Six grandparents participated in the pilot grandparent support group, and all completed the pre-survey. The information presented at the support group reflected the informational resource guide and themes/priorities identified in Phase I. Grandparents were invited to bring their grandchildren to encourage bonding. All participants participated in crafting activities and group discussions. Grandparents received printed materials. Following the support group, participants completed the post-survey to measure success.

### **Outcomes**

#### *Phase I: Grandparent Interviews*

Phase I used a descriptive qualitative design with semi-structured interviews and subsequent thematic analysis with eleven grandparents of various ages, races, sex, and years of experience as a grandparent. The doctoral capstone student transcribed interviews. The student used a web-based data analysis platform, Dedoose, to organize, code, and analyze the interview content. The main themes identified illustrate the perspective of a grandparent with a grandchild who has a DS diagnosis. Four main themes from the interviews were support, information, the grandparent's role, and thoughts/feelings. Table 1 identified key themes and subthemes resulting from the interviews. Themes and subthemes are organized from common to least common

throughout the interview. These themes are best understood as priorities that support or hinder balance in occupational performance and participation in the grandparent role.

### *Phase II:*

Participants completed a pre and post-survey for the grandparent support group (n=5) and informational resource guide (n=7). The doctoral capstone student created all pre-post surveys. Surveys were designed to address growth in areas necessary in the thematic analysis of phase I. Table 2 and Table 2 illustrate the change from pre-test to post-test following the implementation of the Grandparent Support Group and the Informational Resource Guide.

#### *Informational Resource Guide*

Following the creation of the informational resource guide, the participants in this portion of the project received the guide via email for review. The researcher instructed the participants to review the informative resource guide and complete the corresponding post-survey. Participant ratings were significantly higher in all categories assessed. The highest increase is preparedness at a 62% increase, and access to resources at a 60% increase (Table 2). The informational resource guide successfully achieved its goal and should be implemented further to ensure the unique needs of grandparents are supported. The implementation of this intervention shows the potential to strengthen the overall balance in PEO factors, increasing overall occupational performance and participation in the grandparent role.

#### *Grandparent Support Group*

Pre and post-survey data were compared following the implementation of the pilot grandparent support group. The results indicated significant change following participation (Table 3). The performance of the grandparent support group led to a substantial increase in all four areas assessed (Table 3). The highest percentage of changes was in preparedness,

demonstrating that the implementation of a support group assisted grandparents in feeling more prepared to fulfill their role. The grandparent support group successfully achieved its goal, and effort should be made to continually offer this group to ensure grandparents have supported members of the DSI community.

### **Summary**

Through the literature review, the investigators found that grandparents are often underrepresented throughout and underserved in access to resources tailored to their specific needs (Meyer & Abdul-Malak; Sánchez Gómez et al., 2021). A needs assessment was conducted by the researcher and site mentor with DSI, where it was established that a large population of grandparents of individuals with DS would benefit from support and resources. DSI offers numerous programs and resources to caregivers, families, and individuals with DS; however, they do not offer anything dedicated to the needs of grandparents of individuals with DS. This DCE aims to develop, implement and evaluate informational resources and a support group for grandparents of individuals with DS.

This methodology of the project consisted of two phases. Phase I utilized semi-structured interviews with eleven grandparents. Those interviews were transcribed, coded, and analyzed to uncover priorities/themes. Phase II focused on creating, implementing, and evaluating the informational resource guide and the grandparent support group. Seven grandparents participated in the informative resource guide the doctoral capstone student created, utilizing the established themes and information from the literature review. Six individuals completed the in-person support group where grandparents could find community and bond with their grandchild.

Phase I and II were both successful. Following the thematic analysis of the interviews, four main themes resulted, including support, information, the grandparent's role, and

thoughts/feelings. Pre-post surveys administered in Phase II revealed significant changes indicating that the implementation of both interventions was successful. The continued implementation of both interventions has been recommended to DSI as a successful method to increase Grandparent's access to information, support, and community.

### **Conclusion**

The aim of this DCE is to develop, implement and evaluate informational resources and a support group for grandparents of individuals with DS. This doctoral capstone project met and accomplished its intended goals. The created materials included a comprehensive informational resource guide and support group for grandparents. These materials will allow DSI to recognize and support the unique needs of grandparents. DSI acknowledged the benefit this DCE brought to the site and participated in a collaborative conversation to ensure the longevity of carryover following DCE discontinuation. This project is not without limitations. Although the researcher made an effort, this DCE contains a relatively small sample size, limited minority perspectives, and time constraints that impeded the ability to hold multiple support groups. The researcher recognizes that grandparents of individuals with disabilities are underrepresented in research efforts. Future work should focus on researching and further understanding the intergenerational relationship between grandparents and grandchildren.

## Resources

- Brown, E. (2015). Everyone has a story to tell: The experiences of grandparents with a grandchild diagnosed with a genetic life-limiting condition. *International Journal of Birth & Parent Education*, 2(3), 16–18.
- Caples, M., Martin, A.-M., Dalton, C., Marsh, L., Savage, E., Knafl, G., & Van Riper, M. (2018). Adaptation and resilience in families of individuals with Down Syndrome living in Ireland. *British Journal of Learning Disabilities*, 46(3), 146–154. <https://doi.org/10.1111/bld.12231>
- Clark, L., Canary, H. E., McDougale, K., Perkins, R., Tadesse, R., & Holton, A. E. (2020). Family sense-making after a down syndrome diagnosis. *Qualitative Health Research*, 30(12), 1783–1797. <https://doi.org/10.1177/1049732320935836>
- Cole, M. & Tufano, R. (2020). *Applied theories in occupational therapy: A practical approach*. Thorofare, N.J.: SLACK Inc.
- Coppedè, F. (2016). Risk factors for down syndrome. *Archives of Toxicology*, 90(12), 2917–2929. <https://doi.org/10.1007/s00204-016-1843-3>
- Cuskelly, M., Hauser-Cram, P., & Van Riper, M. (2008, July). Families of children with Down syndrome: What we know and what we need to know. *Down Syndrome Research and Practice*.
- Dsindiana. (2022, March 1). Down syndrome Indiana. Down Syndrome Indiana. Retrieved December 28, 2022, from <https://dsindiana.org/>
- Erdem, G., & Safi, O. A. (2018). The cultural lens approach to Bowen family systems theory: Contributions of Family Change Theory. *Journal of Family Theory & Review*, 10(2), 469–483. <https://doi.org/10.1111/jftr.12258>

*Fast facts on grandparenting & intergenerational mentoring.* Grandparenting Facts -

www.somethingtoremembermeby.org. (n.d.). Retrieved January 17, 2023, from  
<https://www.legacyproject.org/specialreports/fastfacts.html#:~:text=About%201%2F3%20of%20the,become%20great%2Dgreat%2Dgrandparents.>

Gdsf. (2023, January 9). *FAQ and facts about down syndrome*. Global Down Syndrome Foundation. Retrieved January 17, 2023, from  
<https://www.globaldownsyndrome.org/about-down-syndrome/facts-about-down-syndrome/>

George, J. D. (1998). Therapeutic intervention for grandparents and extended family of children with developmental delays. *American Association on Mental Retardation*, 26(6), 369–375.

Hart, K. M., & Neil, N. (2020). Down syndrome caregivers' support needs: A mixed-method participatory approach. *Journal of Intellectual Disability Research*, 65(1), 60–76. <https://doi.org/10.1111/jir.12791>

Hillman, J. L., Wentzel, M. C., & Anderson, C. M. (2017). Grandparents' experience of autism spectrum disorder: Identifying primary themes and needs. *Journal of Autism and Developmental Disorders*, 47(10), 2957–2968.

<https://doi.org/10.1007/s10803-017-3211-4>

Jalongo, M. R., & Crawford, P. A. (2022). *Intergenerational bonds: The contributions of older adults to young children's lives*. Springer.

Meyer, H. M., & Abdul-Malak, Y. (2020). *Grandparenting children with disabilities*. Palgrave Macmillan.

Occupational therapy practice framework: Domain and process—Fourth edition. (2020).

The American Journal of Occupational Therapy, 74(Supplement\_2).

<https://doi.org/10.5014/ajot.2020.74s2001>

Povee, K., Roberts, L., Bourke, J., & Leonard, H. (2012). Family functioning in families with a child with Down Syndrome: A mixed methods approach. *Journal of Intellectual Disability Research*, 56(10), 961–973.

<https://doi.org/10.1111/j.1365-2788.2012.01561.x>

Reeves, S., Albert, M., Kuper, A., & Hodges, B. D. (2008). Why use theories in qualitative research? *BMJ*, 337. <https://doi.org/10.1136/bmj.a949>

Sánchez Gómez, M. C., Martín-Sevillano, R., Martín-Cilleros, M. V., Marcos, J. J., & García-Peñalvo, F. J. (2021). Nurturing grandchildren with Down Syndrome: A qualitative study on grandparents' needs using digital tools†. *Frontiers in Psychology*, 12. <https://doi.org/10.3389/fpsyg.2021.661205>

Schilmoeller, G. L., & Baranowski, M. D. (1998). Intergenerational support in families with disabilities: Grandparents' perspectives. *Families in Society: The Journal of Contemporary Social Services*, 79(5), 465–476.

<https://doi.org/10.1606/1044-3894.7>

**Table 1***Themes and Subthemes From Thematic Analysis*

Themes	Subthemes
Theme 1. Support (132)	a. Giving Support (48) b. Support System (36) c. Receiving Support (21) d. Talking to Someone with Similar Experiences (18) e. Down Syndrome Indiana (9)
Theme 2. Information (116)	a. Gaining Information/Learning (36) b. Preparedness (28) <ul style="list-style-type: none"> <li>i. ability to be prepared (12)</li> <li>ii. inability to be prepared (16)</li> </ul> c. Access to Resources (22) d. Ability to Access Information (19) e. Additional Topics to Learn About (11)
Theme 3. Grandparent Role (80)	a. Understanding Role (36) b. Duality of Role (24) c. Advocacy (20)
Theme 4. Thoughts/Feelings (68)	a. Positive Thoughts/Feelings (23) b. Worries/Fears (16) c. Negative Thoughts/Feelings (12) d. Confidence in Knowledge (11) e. Hiding Emotions from Child/Grandchild (6)

**Table 2***Informational Resource Guide*

Outcome Measures: Informational Resources	Mean Pre-Test Score	N	Mean Post-Test Score	N	Total Change (%)
Access to Resources	1.7 (34%)	7	4.7 (94%)	6	+ 3.0 (60%)
Preparedness	1.4 (28%)	7	4.5 (90%)	6	+ 3.1 (62%)

Access to Support	2.4 (48%)	7	4.8 (96%)	6	+ 2.4 (48%)
Access to Information on the Grandparent Role	2.6 (52%)	7	4.3 (86%)	6	+ 1.7 (34%)
Confidence in Knowledge	2.2 (44%)	7	4.5 (90%)	6	+ 2.3 (46%)

**Table 3***Grandparent Support Group*

<b>Outcome Measures: Support Group</b>	<b>Mean Pre-Test Score</b>	<b>Mean Post-Test Score</b>	<b>Total Change (%)</b>	<b>N</b>
Access to Resources	3.0 (60%)	4.8 (96%)	+ 1.8 (36%)	5
Preparedness	1.8 (36%)	4.8 (96%)	+ 3.0 (60%)	5
Sense of Community	2.0 (40%)	4.6 (92%)	+ 2.6 (52%)	5
Connectedness (with child, grandchild, & other grandparents)	2.4 (48%)	4.6 (92%)	+ 2.2 (44%)	5

## Appendix A

<b>Week</b>	<b>DCE Stage</b> (orientation, screening/evaluation, implementation, , discontinuation, dissemination)	<b>Weekly Goal</b>	<b>Objectives</b>	<b>Tasks</b>	<b>Date complete</b>
<b>1</b>	<b>Literature Review (Off-site)</b>	-Finish literature review -Create timeline for DCE	-Locate new articles  -Create new literature review  -Research the site stakeholders	Set up meeting with Stephanie for next week  Check on IRB  Finish literature Review	<b>01/13/23</b>
<b>2</b>	<b>Evaluation/Screening (Orientation)</b>	-Meet with Stephanie (Orientation to remote site) and informal needs assessment	-Address any changes (if any) to MOU  -finalize formal plan for project	- Finalize MOU  -Meet with Stephanie to go over initial questions and clarifications  -Create schedule and obtain stakeholder contact to set up interview about advocacy efforts  -Obtain schedule on various programs that DSI hosts  -Set date for implementation of grandparent interviews  -Work on introduction of paper	<b>01/20/23</b>

3	<b>Screening/Evaluation</b>	<p>Develop recruitment survey for interview participation</p> <p>Begin contacting participants to set up interview time</p>	<p>-Review interview recruitment email/form with site mentor</p> <p>-Establish/review pre-post method to measure success of the resources and program</p>	<p>- Begin learning about DSI's social media and advocacy effort</p> <p>-Contact and begin to schedule interviews with grandparents</p> <p>-Confirm outreach programs I will be attending with site mentor</p> <p>-Begin working on Background for the paper</p> <p>-Brainstorm and research possible areas of interest for grandparent resources (use interview to fill the gap)</p>	<b>01/27/23</b>
4	<b>Implementation</b>	<p>Research Literature for Grandparent resources</p> <p>Research similar programs offered in US and by DSI</p>	<p>-Contact participants and finalize interview times and meeting formats</p> <p>-Meet with various stakeholder to learn more about DSI</p>	<p>Finalize interview script, format, and method.</p> <p>Gather research articles to fill gap and inform resources</p> <p>Begin developing outline for support group</p> <p>Obtain new parent packet and read it thoroughly to inform process for creating grandparent materials</p>	<b>02/03/23</b>

<b>5</b>	<b>Implementation</b>	Hold interviews and transcribe responses	-Begin to create outline for grandparent resources and plan for support group	<p>Begin researching topic areas introduced through interviews</p> <p>Begin researching how to do coding/analyzing for interviews</p> <p>Meet with site mentor to begin understanding website formatting</p>	<b>02/10/23</b>
<b>6</b>	<b>Implementation</b>	Continue interviews and transcription and begin developing grandparent resources plan	Build clinical skills in advocacy and education	<p>learn about coding interviews</p> <p>Attend at least one advocacy outreach program by this date</p> <p>Send formal pre-survey for informational resource guide and support group</p> <p>Develop overall idea for research and create organizational guide (reviews with Stephanie)</p>	<b>02/17/23</b>
<b>7</b>	<b>Implementation</b>	continue interviews and begin grandparent resources	Build clinical skills in advocacy and education	<p>Begin to develop grandparent resources in accordance with organization guide</p> <p>Find a website to complete thematic analysis on</p>	<b>02/24/23</b>

				<p>Research best ways to create social media post for outreach to older generations</p> <p>Create outline and solidify timeline for events during grandparent support group</p>	
<b>8</b>	<b>Implementation</b>	Create grandparent resources and develop plan for support group	Build clinical skills in advocacy and education	<p>Develop grandparent resources in accordance with organization guide and research</p> <p>Develop plan for grandparent support group</p> <p>Work on plan for adapting resources to DSI website</p>	<b>03/03/23</b>
<b>9</b>	<b>Implementation</b>	<p>Create grandparent resources and develop plan for support group</p> <p>Finish all interview transcription</p>	Build clinical skills in advocacy and education	<p>Develop grandparent resources in accordance with organization guide research</p> <p>Finalize creation of grandparent resources</p>	<b>03/10/23</b>
<b>10</b>	<b>Implementation</b>	Provide resources to grandparents at pilot support group with success determined through pre-post survey	<p>Build clinical skills in advocacy and education</p> <p>Email post survey for informational resource guide</p>	<p>Begin to prepare how to analyze pre and post survey results to determine program success</p> <p>Begin editing all resources</p>	<b>03/17/23</b>

				Go over initial resources with site mentor	
<b>11</b>	<b>Implementation</b>	Make adaptations to resources as indicated by post-survey (if any)	Build clinical skills in advocacy and education	Final edit of all resources  Send finalized resources to all program participation	<b>03/24/23</b>
<b>12</b>	<b>Discontinuation</b>	Draw conclusions from results  Establish the benefit of resources and program	Begin to develop any tables, graphs, or appendixes  Thoroughly analyze information obtained through data collection	-Complete adaptation of resources to a format compatible with DSI's online presence  -Finalize a detailed outline for the continuation of a grandparents program	<b>03/31/23</b>
<b>13</b>	<b>Discontinuation</b>	Complete analysis of data collection and beginning of conclusion/discussion	-Reach out to site mentor and schedule a time to present  -Begin developing conclusions from results	-Finalize any social media or advocacy projects  -Begin consolidating findings into a presentation format  -Begin writing the conclusion section	<b>04/07/23</b>
<b>14</b>	<b>Dissemination (Final Week)</b>	Disseminate project to site	Present findings to site mentor  Present finding to all relevant stakeholders	-Schedule time to present findings (preferably in person)  -Formally discuss project result with site mentor to determine future recommendation for instating	<b>04/13/23</b>

				program and disseminating materials/resource s	
--	--	--	--	---	--