



Department of
Children's Services

POPS Home Study Supervisor Training **Participant Guide**

Tennessee Department of Children's Services | Revised August 2023

A curriculum for Foster Parents in the State of Tennessee



Department of
Children's Services



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16.4 – Resource Home Approval:

- 3. **The number of interviews that must be conducted with the Bransfords:** _____

- 4. **The number of interviews that must be conducted in the home:**

- 5. **What of the Bransford’s PERSONAL HISTORY has to be verified?**
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

- 6. **The number of days that the Bransfords may have to wait after TN Key is completed regarding whether their home study has been approved or denied:** _____

- 7. **What areas of Mr. and Mrs. Bransford’s HOME must be assessed and verified?**
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____
 - _____

- 8. **Summarize how Mr. Bransford must adhere to the gun ownership policy if his home study is to be approved:**

- 9. **What types of background checks are required of the Bransfords?**
 - _____
 - _____
 - _____
 - _____
 - _____

Profile of Parenting Study

POPS

Manual

FOUR KEY COMPONENTS OF A COMMUNIMETRIC TOOL

1. Items are selected based on relevance to planning. Items are selected because they might lead you down different pathways of service planning.
2. The POPS is an item-level tool. Each item should be relevant to what you might do next. Action levels for all items. Levels of items (0, 1, 2, 3) translate immediately into action levels.
3. The POPS is descriptive. It is about the 'what' not about the 'why'. This is useful in working with families. The initial focus of the assessment is to describe where needs and strengths exist not to determine why they exist. Stigma and judgment come from the 'why' so this strategy helps initial rapport with families. The 'why' may be obtained in the interview.
4. The ratings are about the applicant, not about the service. Rate needs when masked by interventions.

Anchor Definition Meaning

NEEDS-

- | | |
|---|------------------------------------------------------------------------------------------------------------------------------|
| 0 | No need no action. No evidence or no reason to believe that the rated item requires training/intervention. |
| 1 | Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention. |
| 2 | Action needed. Some training/intervention is needed to address the problem/need. |
| 3 | Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting |

STRENGTHS-

- | | |
|---|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 | Centerpiece Strength—this is a very well developed area. This individual could teach others |
| 1 | Useful Strength— this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential resource parent. |
| 2 | Identified Strength—this is an area of some interest or capacity but not yet able to support effective parenting |
| 3 | No Strength Identified—this is an area that must be fully developed |

Utilization

- The tool can be used collaboratively with prospective parents.
- Any item in the strength section rated as a "0" must show documentation in the appropriate narrative section showing why this is a centerpiece strength.
- Any item rated as a '2' or '3' must be discussed in the appropriate narrative section on why this is a actionable need or a strength that needs to be built.
- If scored a "2" or "3" elaborate on areas of weakness and how to improve.
- Any item rated as a '2' or '3' must be discussed with supervisor to address approval status or future training/supervision options. These training/supervision options must be discussed in the home study.
- Refer to Documentation of the Resource Family Home Study manual for example questions to help gather information needed to complete the POPS.
- Resource parents will be reassessed during reassessment period.
- Resource parents can be reassessed at *anytime* there are concerns about their ability to parent. (E.g. SIU, several disruptions, violations of policy, etc.)

POPS Anchor Definitions

I. KNOWLEDGE OF PARENTING & CHILD DEVELOPMENT

(Accurate information about child development and appropriate expectations for children’s behavior at every age help parents see their children and youth in a positive light and promote their healthy development. Information can come from many sources, including family members as well as parent education classes and surfing the internet. Studies show information is most effective when it comes at the precise time parents need it to understand their own children. Parents who experienced harsh discipline or other negative childhood experiences may need extra help to change the parenting patterns they learned as children.)

1. KNOWLEDGE OF CHILD’S NEEDS - *This rating should be based on caregiver’s knowledge of the specific strengths of the child and any needs experienced by the child and their ability to understand the rationale for the treatment or management of these problems. Applicant/Resource Parents Understanding of child development related to children in the child welfare system.*

0	This level indicates that the Applicant/Resource Parent is fully knowledgeable about the child's psychological strengths and needs, talents and limitations. They can describe their knowledge of child development
1	This level indicates that the Applicant/Resource Parent, while being generally knowledgeable about the child, has some mild deficits in knowledge or understanding of either the child's psychological condition or his/her talents, skills and assets. A “1” can also indicate no experience or knowledge of parenting, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be monitored, built and developed.
2	This level indicates that the Applicant/Resource Parent does not know or understand the child well and that significant deficits exist in the caregiver's ability to relate to the child's problems and strengths.
3	This level indicates that the Applicant/Resource Parent has little or no understanding of the child's current condition. Unrealistic expectations from the child or needs are ignored. The placement is unable to cope with the child given his/her status at the time, not because of the needs of the child but because the caregiver does not understand or accept the situation.
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability

2. NUTRITION MANAGEMENT - *This item refers to the Applicant/Resource Parent’s ability to understand his/her child(ren)’s nutritional needs and provide a reasonably healthy diet. Healthy eating can stabilize children’s energy, sharpen their minds, and even out their moods.*

0	Applicant/Resource Parent is able to plan and produce a healthy diet for children.
1	Applicant/Resource Parent is able to plan a healthy diet but may struggle with providing it consistently. A “1” can also indicate no experience or knowledge of nutrition management for children, but willingness to learn. Ex. Could be a new parent or individuals with no children or experience. This is a strength that needs to be monitored, built and developed.
2	Applicant/Resource Parent is unable to provide a consistently healthy diet for children. Applicant/Resource Parent is not knowledgeable about nutritional needs of children.
3	Applicant/Resource Parent is not able or not willing to provide healthful nutrition management for children
Ex	If the item is scored “0” identified exceptional strengths make sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability. What is the applicant/resource parents’ understanding of the dietary guidelines for children or youth in their care?

3. DISCIPLINE - *Discipline is defined as all parenting behaviors and strategies that support positive behavior in children.*

0	Applicant/Resource Parent generally demonstrates an ability to discipline her/his children in a consistent and respectful manner. Applicant/Resource Parent’s expectations are age-appropriate and he/she usually is able to set age appropriate limits and to enforce them. Parent has a plan in place to appropriately discipline prior to a child being placed in home.
1	Applicant/Resource Parent is often able to set age appropriate limits and to enforce them. On occasion her/his interventions may be too harsh, too lenient, or inconsistent. At times, her/his understanding of her/his children may be too high or too low. A “1” can also indicate no experience or knowledge of discipline, but willingness to

	learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be monitored, built and developed.
2	Applicant/Resource Parent demonstrates limited ability to discipline his/her children in a consistent and age-appropriate manner. She/he rarely is able to set age appropriate limits and to enforce them. Her/his interventions may be erratic and overly harsh but not physically harmful. Her/his understanding of her/his children is frequently unrealistic. Little or no thought goes into discipline.
3	Significant difficulties with discipline methods. Applicant/Resource Parent disciplines her/his children in an unpredictable fashion. There is either an absence of limit setting and disciplinary interventions or the limit setting and disciplinary interventions are rigid, extreme, and physically harmful (such as shaking the child, whipping, etc.). No understanding of appropriate forms of discipline.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness, unwillingness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

4. SUPERVISION - *This rating is used to determine the Applicant/Resource Parent's capacity to provide the level of monitoring needed by the child.*

0	This rating is used to indicate a caregiver circumstance in which supervision and monitoring are appropriate and functioning well. Applicant has a supervision plan in preparation for a child being placed in home. Applicant can describe age-appropriate supervision.
1	This level indicates a caregiver circumstance in which supervision is generally adequate but inconsistent. This may include a placement in which one member is capable of appropriate monitoring and supervision but others are not capable or not consistently available. A "1" can also indicate no experience or knowledge of supervision, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	This level indicates a caregiver circumstance in which appropriate supervision and monitoring are very inconsistent and frequently absent. Limited ability to describe age-appropriate supervision.
3	This level indicates a caregiver circumstance in which appropriate supervision and monitoring are nearly always absent or inappropriate. Left alone all the time with other caregivers.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

5. LEARNING ENVIRONMENT - *This item describes the Applicant/Resource Parent's ability to create a home environment that encourages the child(ren) to learn.*

0	Applicant/Resource Parent is able to provide a positive, developmentally appropriate learning environment for children. Space is set aside that encourages learning.
1	Applicant/Resource Parent is able to provide an environment that generally supports learning, although Applicant/Resource Parent may be somewhat uninvolved in that learning. Planning to create effective learning environment. A "1" can also indicate no experience or understanding the importance of learning environment, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that need to be built and developed.
2	Applicant/Resource Parent does not actively or consistently support a learning environment for children. No consideration or thought of having a learning environment.
3	Applicant/Resource Parent actively works to prevent the creation of a learning environment for children.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

6. DEMONSTRATES EFFECTIVE PARENTING APPROACHES - *This item refers to the Applicant/Resource Parent's knowledge of parenting skills and strategies and his/her ability to actually use these skills and strategies with his/her child(ren). E.g. Modeling correct behavior, making it easy to succeed, educating them, providing support, ignoring annoying behavior.*

0	Applicant/Resource Parent(s) applies flexibility in parenting role; parent has knowledge of multiple parenting practices and is able to implement them effectively with his/her children in a manner that is consistent with the child's development and needs.
1	Applicant/Resource Parent(s) has knowledge of parenting practices that are consistent with child's needs and development, but may struggle at times to effectively implement them. A "1" can also indicate no experience or

	knowledge of parenting, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent has limited flexibility and/or knowledge of parenting practices; parenting practices are seldom effective and/or consistent with child's development and needs.
3	Applicant/Resource Parent(s) is extremely limited in his/her understanding of parenting practices. May be very concrete or rigid in his/her approach to child rearing.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

7. CAREGIVER'S BOUNDARIES - *This item refers to the Applicant/Resource Parent's ability to maintain appropriate boundaries. This item may include physical separation, respecting privacy, and preventing children from being exposed to developmentally inappropriate information.*

0	Adaptive boundaries. Caregiver has strong, appropriate boundaries between her/himself and her/his children. (i.e. appropriate conversation, privacy when dressing, personal space)
1	Mostly adaptive boundaries. Caregiver has generally appropriate boundaries between her/himself and her/his children. Mild boundary violations may occur at times. Minor problems of rigidity of boundaries may occur. Family has generally appropriate boundaries and hierarchies. May experience some minor blurring of roles. A "1" can also indicate no experience or knowledge of maintaining appropriate boundaries, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that need to be built and developed.
2	Limited adaptive boundaries. Caregiver has problems maintaining appropriate boundaries between her/him and her/his children. Moderate boundary violations may be routine or significant boundary violations may be occasional. Boundaries may be rigid. (i.e. Exposure to pornography, highly inappropriate conversations) Limited adaptive boundaries. Family has difficulty maintaining appropriate boundaries and/or hierarchies. Some significant role problems exist.
3	Significant difficulties with boundaries. Caregiver has significant and consistent problems. Family has significant problems with establishing and maintaining reasonable boundaries and hierarchies. Significant role confusion or reversals may exist.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

8. PRIMARY CARE- *The Applicant/Resource Parent's ability to provide basic grooming, nutrition, health, dental, and medical care in an age appropriate manner.*

0	Caregiver demonstrates the ability to provide children appropriate basic self care tasks such as grooming, nutrition, health, dental, and medical care.
1	Applicant/Resource Parent has knowledge of age appropriate basic care skills but lacks necessary follow through. A "1" can also indicate no experience or knowledge of primary care, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent has some limited knowledge of basic care skills which interfere with the ability to function adequately as a caregiver
3	Applicant/Resource Parent has limited basic care skills with no knowledge or ability to perform grooming, nutrition, health, dental, and medical care for themselves or others. Not willing or lack of understanding of scheduling or completing appointments.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

9. VALUE OF CHILD'S PLAY- *The Applicant/Resource Parent understands the value of play, ability to engage in play and provide opportunities for play.*

0	Applicant/Resource Parent is fully knowledgeable of the value of age-appropriate play for children. They can actively engage children in and provide opportunities for play. Applicant has a plan in preparation for a child being placed in home. Applicant can describe age-appropriate play.
1	Applicant/Resource Parent has general knowledge of value of age-appropriate play for children. Applicant/Resource Parent is involved in engaging children in and providing opportunities for play. A "1" can

	also indicate no experience or understanding of the value of child's play, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent has limited knowledge of value of age-appropriate play for children and/or Applicant/Resource Parent is minimally involved in engaging children in and provides limited opportunities for play. Applicant struggles to a plan in preparation for a child being placed in home and may need more training.
3	Applicant/Resource Parent has limited knowledge of value of age-appropriate play for children, appropriate play for children, is not involved in engaging children in play, provides no opportunity for the child to play and/or discourages play. Applicant is unwilling to plan in preparation for a child being placed in home.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

10. EXPECTATIONS - *The Applicant/Resource Parent's expectations appropriate for children with abuse and neglect. Evaluate the applicant/resource parent's awareness of the child's developmental and or behavioral abilities. These may look different from normal children due to trauma, abuse or neglect.*

0	Applicant/Resource Parent is fully knowledgeable of appropriate structure, expectations and stability for children with abuse and neglect. Applicant can describe age-appropriate expectations for a child after placement in the home.
1	Applicant/Resource Parent is generally knowledgeable of appropriate structure, expectations and stability for children with abuse and neglect. A "1" can also indicate no experience or understanding of reasonable expectations, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent has limited understanding and knowledge of appropriate structure, expectations and stability for children with abuse and neglect.
3	Applicant/Resource Parent does not know or understand appropriate structure, expectations and stability for children with abuse and neglect. Applicant has inappropriate or unrealistic expectations for a child placed in their home.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

11. BIRTH SIBLING RELATIONSHIP- *The Applicant/Resource Parent's ability to acknowledge, support and foster relationships with separated birth sibling(s)*

0	Applicant/Resource Parent is fully supportive and knowledgeable of the importance of maintaining relationships between separated birth siblings of foster children in their care. They are willing to be mentors to the birth family. Or no separated birth sibling.
1	Applicant/Resource Parent is generally knowledgeable of the importance of maintaining relationships between separated birth siblings of foster children in their care. A "1" can also indicate no experience or understanding of the importance of sibling relationship, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent has limited understanding and knowledge of the importance of maintaining relationships between separated birth siblings of foster children in their care.
3	Applicant/Resource Parent does not know or understand the importance of maintaining relationships between separated birth siblings of foster children in their care. They are unable or unwilling to maintain these relationships.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

12. CHILD & BIRTH FAMILY BACKGROUND- *The Applicant/Resource Parent's ability to understand importance of child and birth family's cultural, social and medical background. (E.g. These are rules, routines, traditions, or beliefs around cultural social or access to medical care.)*

0	Applicant/Resource Parent is fully knowledgeable of the importance of the foster child and birth family's cultural and medical background. They are able to describe how they will use this information in parenting children in their home.
1	Applicant/Resource Parent is generally knowledgeable of the importance of the foster child and birth family's

	cultural and medical background. They are able to describe this importance clearly. A “1” can also indicate no experience or understand the importance of birth family background, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent has limited knowledge and understanding of the importance of the foster child and birth family’s cultural and medical background. They are unable to describe this importance clearly.
3	Applicant/Resource Parent does not know or understand the importance of the foster child and birth family’s cultural and medical background. They are unable to describe this importance clearly or do not understand how to use this information in parenting children in their home.
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

13. WORKING WITH BIRTH PARENTS - *The Applicant/Resource Parent’s ability to understand the importance of mentoring, being empathetic, and appropriately non judgmental about a child’s birth parents.*

0	Applicant/Resource Parent is fully knowledgeable of the importance of being empathetic and non judgmental of birth parents. They are able to work collaboratively with birth parents towards permanency goals. They are able to describe approaches to working with birth parents.
1	Applicant/Resource Parent is generally knowledgeable of the importance of being empathetic and non judgmental of birth parents. They are able to describe this importance clearly. They may be hesitant to work collaboratively. A “1” can also indicate no experience or knowledge of working with birth parents, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent has limited knowledge and understanding of being empathetic and non judgmental of birth parents. They are unable to describe this importance clearly. They are resistant to working collaboratively.
3	Applicant/Resource Parent does not know or understand the importance of being empathetic and non judgmental of birth parents. They are unable to describe this importance clearly or are unwilling to work collaboratively with birth parents.
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

II. ABILITY TO NURTURE SOCIAL & EMOTIONAL COMPETENCE OF CHILDREN

(A child or youth’s ability to interact positively with others, self-regulate their behavior and effectively communicate their feelings has a positive impact on their relationships with their family, other adults, and peers. Challenging behaviors or delayed development creates extra stress for families, so early identification and assistance for both parents and children can head off negative results and keep development on track.)

14. EMPATHY WITH CHILDREN - *This item refers to the Applicant/Resource Parent’s ability to understand and respond to the joys, sorrows, anxieties and other feelings of children with helpful, supportive emotional responses.*

0	Adaptive emotional responsiveness. Applicant/Resource Parent is emotionally empathic and attends to child’s emotional needs. They can describe how they will support emotional responses.
1	Applicant/Resource Parent is generally emotionally empathic and typically attends to child’s emotional needs. A “1” can also indicate no experience or knowledge of showing empathy, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Limited adaptive emotional responsiveness. Applicant/Resource Parent is often not empathic and frequently is not able to attend to child’s emotional needs. Applicant is unable to describe how they will support emotional response.
3	Significant difficulties with emotional responsiveness. Applicant/Resource Parent is not empathic and rarely attends to the child’s emotional needs.
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

15. ABILITY TO LISTEN AS PARENT - *This item refers to the Applicant/Resource Parent's ability both to sit quietly and listen and to actually hear and understand things other people tell them about their parenting style and their children's needs and strengths.*

0	Applicant/Resource Parent(s) is able to listen carefully and understand both good and bad news regarding family and child issues.
1	Applicant/Resource Parent(s) has listening skills but sometimes struggles to hear either good or bad news regarding family and child issues. A "1" can also indicate no experience or knowledge listening, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent(s) requires help learning to listen effectively.
3	Applicant/Resource Parent(s) requires substantial help learning to listen effectively. Will not take feedback or accept direction.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

16. UNDERSTANDING OF IMPACT OF OWN BEHAVIOR ON CHILDREN - *This item is intended to describe the degree to which a Applicant/Resource Parent has self awareness regarding how his/her actions and behavior affect his/her children.*

0	Applicant/Resource Parent(s) has a clear understanding of the impact of his/her behavior on children and is able to adjust behavior to limit negative impact. They can describe their own behavior and how it could affect children placed in their home.
1	Applicant/Resource Parent(s) has some understanding of impact of his/her behavior but may struggle at times to change behavior to limit negative impact. A "1" can also indicate no understanding of how own behavior can effect child(ren), but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed
2	Applicant/Resource Parent(s) has limited understanding of the impact of his/her behavior on children.
3	Applicant/Resource Parent(s) has no understanding or denies any impact of his/her behavior on children.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

17. ABILITY TO COMMUNICATE - *This item describes the Applicant/Resource Parent's ability to articulate in an understandable way their thoughts, feelings, beliefs, and concerns regarding parenting and children's needs and strengths and willingness/ability to advocate for the child.*

0	Applicant/Resource Parent(s) is able to express feeling and thoughts effectively with regard to family and child issues.
1	Applicant/Resource Parent(s) is able to express feeling and thoughts but sometimes struggle to express these so that others can listen and/or understand. A "1" can also indicate no experience or knowledge of how to express feelings about parenting, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent(s) requires help learning to express feelings and thoughts effectively with regard to family and child issues.
3	Applicant/Resource Parent(s) requires substantial help learning to express feelings and thoughts effectively with regard to family and child issues and not willing to or able to advocate for child.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. IX- Resource Parenting Capacity/Ability.

18. MANAGING ABUSE/NEGLECT BEHAVIORS- *The Applicant/Resource Parent's ability to manage behaviors resulting from child abuse and neglect.*

0	Applicant/Resource Parent is capable of managing child/youth behaviors related to abuse or neglect. They are able to demonstrate or describe this very clearly. They are willing to parent child/youth with these types of behavior. They understand abuse/neglect behaviors.
1	Applicant/Resource Parent is generally capable of managing child/youth behaviors related to abuse or neglect. They are able to demonstrate or describe this clearly. They are willing to parent child/youth with these types of behavior. A "1" can also indicate no experience or understanding of abuse/neglect behaviors, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and

	developed.
2	Applicant/Resource Parent is unprepared in managing child/youth behaviors related to abuse or neglect. They are not able to demonstrate or describe this clearly. They are willing to parent child/youth with these types of behavior but need more assistance.
3	Applicant/Resource Parent is very unprepared, unable or unwilling in managing child/youth behaviors related to abuse or neglect. They are not able or willing to demonstrate or describe this at all. They are not willing to parent child/youth with these types of behavior.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

19. MANAGING SEXUAL ABUSE BEHAVIORS - *The Applicant/Resource Parent's ability and understanding to manage behaviors resulting from sexual abuse.*

0	Applicant/Resource Parent is capable of managing child/youth behaviors related to sexual abuse. They are able to demonstrate or describe this very clearly. They are comfortable discussing these issues and understand the possible impact of sexual abuse at different developmental stages.
1	Applicant/Resource Parent is generally capable of managing child/youth behaviors related to sexual abuse. They are able to demonstrate or describe this clearly. They are generally comfortable discussing these issues. A "1" can also indicate no experience or understanding of sexual abuse behaviors, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent is unprepared in managing child/youth behaviors related to sexual abuse. They are not able to demonstrate or describe this clearly. They are willing to parent child/youth with these types of behavior but need more assistance.
3	Applicant/Resource Parent is very unprepared, unable or unwilling in managing child/youth behaviors related to sexual abuse. They are not able or willing to demonstrate or describe this at all. They are not willing to parent child/youth with these types of behavior
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

20. MANAGING UNRULY/DELINQUENT BEHAVIORS - *The Applicant/Resource Parent's ability and understanding to manage behaviors related to unruliness or delinquency.*

0	Applicant/Resource Parent is capable of managing unruly or delinquent child/youth behaviors. They are able to demonstrate or describe this very clearly. They are able to set and maintain firm limits while maintaining a compassionate approach. They are not intimidated by these behaviors.
1	Applicant/Resource Parent is generally capable of managing child/youth behaviors related to unruly or delinquent behavior. They are able to demonstrate or describe this clearly. They are not intimidated by these behaviors but they may not be completely knowledgeable about strategies for addressing these behaviors. A "1" can also indicate no experience or knowledge of unruly/delinquent behaviors, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent is unprepared in managing unruly or delinquent child/youth behaviors. They are not able to demonstrate or describe this clearly. They are willing to parent child/youth with this type of behavior but need more assistance.
3	Applicant/Resource Parent is very unprepared, unable or unwilling in managing unruly or delinquent child/youth behaviors. They are not able or willing to demonstrate or describe this at all. They are not willing to parent child/youth with this type of behavior
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

21. MANAGING CHILD SEPARATION & LOSS- *The Applicant/Resource Parent's ability to assist child in grieving process due to separation or loss.*

0	Applicant/Resource Parent is capable of helping child/youth cope with separation and loss. They are capable of managing behaviors related to separation and loss.
1	Applicant/Resource Parent is generally capable of helping child/youth cope with separation and loss. They are generally capable of managing behaviors related to separation and loss. A "1" can also indicate no experience or knowledge managing separation and loss, but willingness to learn. Ex. New parent or individuals with no children

	or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent is unprepared to helping child/youth cope with separation and loss. They are generally capable of managing behaviors related to separation and loss but need more assistance. They may be uncomfortable with strong emotions.
3	Applicant/Resource Parent is significantly unprepared to help child/youth cope with separation and loss. Caregivers will not let child talk about past and unable to help child manage grief. Not capable of assisting child.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

22. ADOPTED CHILD STATUS- *The Applicant/Resource Parent's ability to talk with a child about his/her adoptive status and why separated from parents*

0	Applicant/Resource Parent(s) has a clear understanding of the importance of age appropriate discussion with a child about his/her adoptive status and separation from parents. They are comfortable and skilled with this type of discussion.
1	Applicant/Resource Parent(s) has a general understanding of the importance of age-appropriate discussion with a child about his/her adoptive status and separation from parents. They may need more assistance in the future. This is a strength that needs to be built and developed. "1" can also indicate the family has not adopted yet.
2	Applicant/Resource Parent(s) has limited understanding of the importance of age-appropriate discussion with a child about his/her adoptive status and separation from parents and need immediate assistance. Uncomfortable talking about adoption.
3	Applicant/Resource Parent(s) has no understanding of the importance of age-appropriate discussion with a child about his/her adoptive status and separation from parents and need immediate assistance or are unwilling to discuss child's adoptive status and separation from parents. Does not tolerate child talking about adoption.
NA	This item is not applicable. Not willing to adopt or child is not in adoptive status.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Skills.

23. POST ADOPTION CONTACT- *The Applicant/Resource Parent's attitudes and intentions regarding safe post adoption contact with adopted child's family of origin*

0	Applicant/Resource Parent(s) has a clear understanding of the decision for safe post adoption contact with an adopted child's birth family. They are committed to implementing any such plan completely and consistently.
1	Applicant/Resource Parent(s) has a general understanding of the decision for safe post adoption contact with an adopted child's birth family. They may need more assistance in the future. This is a strength that needs to be built and developed. "1" can also indicate the family has not adopted yet.
2	Applicant/Resource Parent(s) has a limited understanding of the decision for safe post adoption contact with an adopted child's birth family. They need immediate assistance. . Uncomfortable talking about post adoption contact.
3	Applicant/Resource Parent(s) has no understanding of the decision for safe post adoption contact with an adopted child's birth family. They need immediate assistance. (i.e. Feeling threatened, forbidding connection, or insecure in contact)
NA	This item is not applicable. Not willing to adopt or child is not in adoptive status.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Skills.

III. IDENTIFICATION AND USE OF CONCRETE SUPPORTS IN TIMES OF NEED

(Concrete supports can be meeting basic economic needs like food, shelter, clothing and health care. This is essential for families to thrive. Likewise, when families encounter a crisis such as domestic violence, mental illness or substance abuse, adequate services and supports need to be in place to provide stability, treatment and help for family members to get through the crisis.)

24. INVOLVEMENT WITH CARE - *This rating should be based on the level of involvement and follow-through the Applicant/Resource Parent has in the planning and provision of child welfare and related services.*

0	This level indicates a Applicant/Resource Parent(s) who is actively involved in the planning and/or implementation of services and is able to be an effective advocate on behalf of the child or adolescent. Caregiver works collaboratively with DCS, provider agencies or other service providers or are able to communicate a plan on working with those agencies.
1	This level indicates a Applicant/Resource Parent(s) who is consistently involved in the planning and/or implementation of services for the child or adolescent but is not an active advocate on behalf of the child or adolescent. A "1" can also indicate no experience or knowledge of planning or implementation of services, working with DCS or other agencies or service providers but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	This level indicates a Applicant/Resource Parent(s) who is minimally involved in the care of the child or adolescent. Caregiver may visit the child when in out of home placement, but does not become involved in service planning and implementation. They minimally communicate or collaborate with DCS, provider agencies or other service providers.
3	This level indicates a Applicant/Resource Parent(s) who is uninvolved with the care of the child or adolescent. Caregiver may want individual out of home or fails to visit the child when in residential placement.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

25. ORGANIZATION - *This rating should be based on the ability of the Applicant/Resource Parent to participate in or direct the organization of the household, services, and related activities. They will honor commitments and obligations and act in a responsible manner.*

0	Applicant/Resource Parent is well organized and efficient in coordinating household, services, and activities
1	Applicant/Resource Parent has minimal difficulties with organizing or maintaining household to support needed services. For example, may be forgetful about appointments or occasionally fails to call back case manager. A "1" can also indicate no understanding of the importance of being organized, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent has moderate difficulty organizing or maintaining household to support needed services.
3	Applicant/Resource Parent is unable to organize household to support needed services. Caregiver has difficult time getting to appointments, managing a schedule, paying bills on time.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section VII – Home/Neighborhood Description

26. KNOWLEDGE OF SERVICES AND EDUCATIONAL OPTIONS - *This item refers to the family's knowledge of choices they might have for specific treatments, interventions or other services that might help the child address their needs or the needs of one of the family's members. A family with experience or desire to parent a child having special needs (e.g., hearing-impaired, medically complex, developmental disability, educational etc.) would be included here.*

0	Applicant/Resource Parent has strong understanding of service needs and educational options. Advocate for child.
1	Applicant/Resource Parent has basic understanding of service needs and educational options but may still require some help in learning about certain aspects of these services. A "1" can also indicate no knowledge of service options or educational options, but willingness to learn. Ex. New parent or individuals with no children or experience. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent requires assistance in understanding service needs and educational options.
3	Applicant/Resource Parent requires substantial assistance in identifying and understanding service needs and options. Not an advocate for the child.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section IX - Resource Parenting Capacity/Ability.

27. APPLICANT/RESOURCE PARENT’S KNOWLEDGE OF RIGHTS AND RESPONSIBILITIES - *This item refers to the Applicant/Resource Parent’s ability to be knowledgeable both about his/her legal rights and legal and moral responsibilities as an Applicant/Resource Parent. Families will provide a nurturing, caring family life for children placed in temporary care.*

0	Applicant/Resource Parent has a strong understanding of rights and responsibilities. This person may have previously fostered, is an advocate for children, knowledgeable about the Foster Parent Bill Of Rights, DCS policy or is significantly involved in TFACA.
1	Applicant/Resource Parent has an understanding of rights and responsibilities but may still require some help in learning about certain aspects of these needs. This applicant may need more information about their rights and responsibilities. This is a strength that needs to be built and developed.
2	Applicant/Resource Parent requires assistance and training in understanding rights and responsibilities as a parent.
3	Applicant/Resource Parent requires substantial assistance in identifying and understanding rights and responsibilities. They ignore responsibilities as a parent and or are unwilling to learn about the rights and responsibilities as a parent.
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

IV. POSITIVE FAMILY, COMMUNITY & SOCIAL CONNECTIONS

(Friends, family members, neighbors and community members provide emotional support, help solve problems, offer parenting advice and give concrete assistance to parents. Networks of support are essential to parents and also offer opportunities for people to “give back”, an important part of self- esteem as well as a benefit for the community. Isolated families may need extra help in reaching out to build positive relationships.)

28. CAREGIVER COLLABORATION- *This item refers to the relationship between resource parents with regard to working together in child rearing activities.*

0	Adaptive collaboration in child raising values and practices. Parents usually work together regarding issues of the development and well being of the children. They are able to negotiate disagreements related to their children. They can describe how they may collaborate. Single caregivers are scored here.
1	Mostly adaptive collaboration in child raising values and practices. Generally good parental collaboration with occasional difficulties negotiating miscommunications or misunderstanding regarding issues of the development and well being of the children. This is a strength that needs to be built and developed.
2	Limited adaptive collaboration. Moderate problems of communication and collaboration between two or more adult caregivers with regard to issues of the development and well being of the youth.
3	Significant difficulties with collaboration. Minimal collaboration and destructive or sabotaging communication among any parents regarding issues related to the development and well being of the youth. Parents may have very different views on child raising values or practices
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

29. PARTNER RELATIONSHIPS - *This item refers to the Applicant/Resource Parent’s relationship with another adult. This refers to the Applicant/Resource Parent’s husband, wife, partner, or paramour.*

0	Applicant/Resource Parent has a strong, positive, partner relationship with their husband, wife, partner, or paramour who currently has no interest in one would be rated here.
1	Applicant/Resource Parent has a generally positive partner relationship with another adult. Minimal disagreement and ability resolve issues.
2	Applicant/Resource has regular disagreements with an inability to resolve issues. A person without a relationship and the lack of relationship causes stress or anxiety.
3	Applicant/Resource Parent is currently involved in a negative, unhealthy relationship with another adult. .
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section VIII- Family History Information/Adulthood

30. RELATIONSHIPS WITH EXTENDED FAMILY - *This item refers to the Applicant/Resource Parent's relationship with other relatives who do not currently live with the family.*

0	Extended family members play a central role in the functioning and well being of the family. They have predominately positive relationships with members of the extended family and conflicts are resolved quickly.
1	Extended family members play a supportive role in family functioning. They generally have positive relationships with members of the extended family. Conflicts may linger but eventually are resolved.
2	Extended family members are marginally involved in the functioning and well being of the family. They have generally strained or absent relationships with extended family members.
3	Family is not in contact or estranged from extended family members. They have negative relationships with continuing conflicts.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section VIII- Family History Information/Adulthood

31. COMMUNITY INVOLVEMENT - *Community is broadly defined as the people and institutions where the Applicant/Resource Parent lives. This could include a neighborhood, a city or town, or even a county. 'Community' is generally understood as the institutions that comprise it—businesses, churches, community centers, etc.*

0	The Applicant/Resource Parent is actively involved in his/her community.
1	The Applicant/Resource Parent is somewhat involved in his/her community. He/she is supportive of and involved in community institutions.
2	The Applicant/Resource Parent identifies with a community, but is not currently involved.
3	The Applicant/Resource Parent is not involved with any community.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section VIII- Family History Information/Family Interaction

32. NATURAL SUPPORTS - *Natural supports refer to help that one does not have to pay for. This could include, extended family, friends and families or a church or other organization that helps the family in times of need. Social supports can buffer the effects of stress on parenting. (Refer to Eco-map)*

0	Applicant/Resource Parent(s) has substantial natural supports to assist in address most family and child needs. Feels generally supported by others.
1	Applicant/Resource Parent(s) has natural supports but some limitations exist whereby these supports are insufficient to address some family and child needs. Feels generally supported by others but indicated some need to develop additional support.
2	Applicant/Resource Parent(s) has limited natural supports. Does not feel generally supported by others but indicated some need to develop additional support.
3	Applicant/Resource Parent(s) has no natural supports. Does not feel supported by others at all and indicated immediate need to develop additional support.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section VIII- Family History Information/Family Interaction

33. FAMILY VERSATILITY - *The Applicant/Resource Parent family's ability to adjust to new situations or relationships and/or deal with new challenges.*

0	The family demonstrates an ability to be open and flexible to all new situations, relationships or challenges. They are willing or able to learn new skills. They deal with new situations in a generally healthy manner. The applicant/resource parent is able to describe examples of how they deal with new challenges.
1	The family somewhat demonstrates an ability to be open and flexible to new situations, relationships or challenges. They are occasionally hesitant to learn new skills. They sometimes struggle with new situations.
2	The family is unable or has difficulty being open and flexible to new situations, relationships or challenges. They are resistant to learn new skills. They struggle or avoid new situations.
3	The family is unable or unwilling to be open and flexible to new situations, relationships or challenges. They are incapable or extremely resistant to learn new skills. They constantly struggle or avoid new situations.
Ex	If the item is scored "0" identify the exceptional strengths making sure to elaborate in narrative. If scored a "2" or "3" elaborate on areas of weakness and how to improve. This should be documented in the home study section VIII- Family History Information/Family Interaction

V. APPLICANT/RESOURCE PARENTAL RESILIENCE

(No one can eliminate stress from parenting, but a parent’s capacity for resilience can affect how a parent deals with stress. Resilience is the ability to manage and bounce back from all types of challenges that emerge in every family’s life. It means finding ways to solve problems, building and sustaining trusting relationships including relationships with your own child, and knowing how to seek help when necessary.)

34. RECREATION - *This item describes the Applicant/Resource Parent’s use of leisure time for legal recreational activities.*

0	The Applicant/Resource Parent has active legal recreational interests that he/she pursues consistently.
1	The Applicant/Resource Parent has legal recreational interests but does not pursue them consistently.
2	The Applicant/Resource Parent has limited legal recreational activities.
3	The Applicant/Resource Parent has no recreational activities. (Watching television alone is not considered a recreational activity.)
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section VIII- Family History Information/Family Interaction

35. OPTIMISM - *This refers to the Applicant/Resource Parent’s sense self and of future orientation.*

0	The Applicant/Resource Parent has a strong and stable optimistic outlook on his/her life.
1	The Applicant/Resource Parent is generally optimistic.
2	The Applicant/Resource Parent has difficulties maintaining a positive view of him/herself and his/her life.
3	The Applicant/Resource Parent has difficulties seeing <i>any</i> positives about him/herself or his/her life.
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section VIII- Family History Information/Family Interaction

36. PROBLEM SOLVING - *The Applicant/Resource Parent’s ability to examine a problem and determining an appropriate solution.*

0	The Applicant/Resource Parent is able to identify and solve problems effectively. The Applicant /Resource Parent is able to address conflict and proactively consider options.
1	The Applicant/Resource Parents has ability to identify and solve problems generally. The Applicant /Resource Parent occasionally avoid addressing conflicts and sometimes procrastinate in resolving problems.
2	The Applicant/Resource Parent has limited ability to identify and solve problems generally. The Applicant /Resource Parents frequently avoid addressing conflicts and consistently procrastinate in resolving problems.
3	The Applicant/Resource Parent has no ability or very poor ability to identify and solve problems. The Applicant Resource Parent becomes unresponsive to problems, completely avoids addressing conflicts or may be incapable of resolving problems.
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section X- Character, Ethics & Values

37. ACCEPTING OF DIVERSITY - *The Applicant/Resource Parent’s ability to respect, understand and relate to people with different perspectives on life due to differences in race, appearance, culture, class, religion, etc.*

0	Applicant/Resource Parent(s) has a clear understanding of world views, values and belief systems of others. They are open to relationships with persons with different backgrounds, cultures, religions, etc. The Applicant/Resource Parent is willing to parent children with different backgrounds from their own.
1	Applicant/Resource Parent(s) has a general understanding of world views, values and belief systems of others. They are somewhat open to relationships with persons with different backgrounds, cultures, religions, etc. The Applicant/Resource Parent is hesitant but willing to parent children with different backgrounds from their own. They may need more training in the future if issues should arise.
2	Applicant/Resource Parent(s) has a limited understanding of world views, values and belief systems of others. They are uncomfortable with relating to persons with different backgrounds, cultures, religions, etc. The Applicant/Resource Parent needs more immediate training.
3	Applicant/Resource Parent(s) has hostility towards understanding of world views, values and belief systems of others. They are unwilling to relate to persons with different backgrounds, cultures, religions, etc. The Applicant/Resource Parent is resistant to parent children with different backgrounds from their own.
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2”

	or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section X- Character, Ethics & Values
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38. RESILIENCY - *Resiliency is the ability to recognize strengths and apply them in support of healthy development. Building on strengths to more generally support independence and health is the key concept of long term resiliency.*

0	The Applicant/Resource Parent is able to identify and utilize his/her strengths. The Applicant /Resource Parent is able to function in high stress situations or develop coping skills for everyday life.
1	The Applicant/Resource Parent recognizes his/her strengths but may not be able to effectively utilize them. The Applicant /Resource Parent is able to function in high stress situations or develop coping skills for everyday life
2	The Applicant/Resource Parent has some limited ability to identify his/her strengths. . The Applicant /Resource Parent struggles to function in high stress situations or develop coping skills for everyday life.
3	The Applicant/Resource Parent currently fails to recognize his/her strengths. The Applicant/Resource Parent has some limited ability to identify his/her strengths. The Applicant /Resource Parent no ability to function in high stress situations or develop coping skills for everyday life.
Ex	If the item is scored “0” identify the exceptional strengths making sure to elaborate in narrative. If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section X- Character, Ethics & Values

VI. PARENT HEALTH

39. PHYSICAL HEALTH - *Physical health includes medical and physical challenges faced by the Applicant/Resource Parent(s).*

0	Applicant/Resource Parent(s) has no physical health limitations that require assistance or impact parenting children in the child welfare system.
1	Applicant/Resource Parent (s) has some physical health limitations but they do not require assistance or interfere with ability to parent children in the child welfare system.
2	Applicant/Resource Parent (s) has significant physical health limitations that make difficult or prevent them from being able to parent children in the child welfare system.
3	Applicant/Resource Parent(s) is physically unable to parent children in the child welfare system as needed.
Ex	If scored a “2” or “3” elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VIII- Family History Information /Adulthood

40. MENTAL HEALTH - This item refers to the Applicant/Resource Parent’s mental health status. Serious mental illness (diagnosable mental health disorder) would be rated as a ‘2’ or ‘3’ unless the individual is in recovery or successfully managing illness.

0	Applicant/Resource Parent (s) has no mental health limitations that require assistance or impact childcare.
1	Applicant/Resource Parent (s) has some mental health limitations but they do not significantly interfere with ability to care for the child at this time.
2	Applicant/Resource Parent(s) has significant mental health limitations that make difficult or prevent them from being able to care for the child without immediate assistance.
3	Applicant/Resource Parent (s) is unable to provide any needed assistance or attendant care to child due to serious mental illness.
Ex	If scored a “2” or “3” elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VIII- Family History Information/Adulthood

41. SUBSTANCE USE - *This item rates the Applicant/Resource Parent’s pattern of alcohol and/or drug use.*

0	Applicant/Resource Parent (s) has no substance-related limitations that impact or impair parent/care giving ability and childcare.
1	Applicant/Resource Parent (s) has some history of substance-related limitations that interfered or may have interfered with parenting ability and childcare. Must be in recovery.
2	Applicant/Resource Parent (s) has substance-related limitations. Caregiver may have problems with work or home life that result from occasional use of alcohol or drugs. Applicant is aware that a problem exists and is seriously thinking about changing, needs assistance. May have already sought out or receiving treatment.

3	Applicant/Resource Parent (s) Substance use is making it difficult or prevent them from being able to parent and care for their child without assistance due to substance abuse or dependency. Involved in the use of illegal psychoactive substances, the abuse of prescription medication, or alcohol. No intention of change.
Ex	If scored a “2” or “3” elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VIII- Family History Information/Adulthood

42. DEVELOPMENTAL - *This item describes the Applicant/Resource Parent’s developmental status in terms of low IQ, mental retardation or other developmental disabilities and the impact of these conditions on his/her ability to care for child.*

0	Applicant/Resource Parent (s) has no developmental limitations that impact childcare.
1	Applicant/Resource Parent (s) has some developmental limitations that interfere or may interfere with his or her ability for childcare at this time.
2	Applicant/Resource Parent (s) has significant developmental limitations that make difficult or prevent them from being able to parent and care for their child without assistance.
3	Applicant/Resource Parent (s) is unable to provide any needed assistance or childcare due to serious developmental disabilities.
Ex	If scored a “2” or “3” elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VIII- Family History Information/Adulthood

43. POSTTRAUMATIC REACTIONS - *This rating describes posttraumatic reactions faced by Applicant/Resource Parent, including emotional numbing and avoidance, nightmares and flashbacks that are related to their child’s or their own traumatic experiences.*

0	Applicant/Resource Parent has adjusted to traumatic experiences without notable posttraumatic stress reactions.
1	Applicant/Resource Parent has some mild adjustment problems related to their child’s or their own traumatic experiences. Applicant/Resource Parent may exhibit some guilt about their child’s trauma or become somewhat detached or estranged from others. These symptoms may mildly impact their ability to provide childcare.
2	Applicant/Resource Parent has moderate adjustment difficulties related to traumatic experiences, and these difficulties impact ability to provide childcare. Applicant/Resource Parent may have nightmares or flashbacks of the trauma.
3	Applicant/Resource Parent has significant adjustment difficulties associated with traumatic experiences, and these difficulties severely impact the caregiver’s ability to provide childcare. Symptoms might include intrusive thoughts, hyper vigilance, and constant anxiety or diagnosis of PTSD.
Ex	If scored a “2” or “3” elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VIII - Family History Information/Adulthood

44. HYGIENE AND SELF-CARE - *This item describes the Applicant/Resource Parent’s ability to take care of personal hygiene and self-care needs, including dressing, bathing, eating, etc.*

0	No evidence of hygiene or grooming problems. This is characterized by the ability to independently complete all relevant activities such as bathing, grooming, and dressing.
1	This is characterized by some difficulties with hygiene and self care, but do not represent a significant short or long-term threat to the person’s well-being.
2	This is characterized by an extreme disruption in one self-care skill or moderate disruption in more than one self-care skill. The person’s self-care does not represent an immediate threat to the person’s safety but has the potential for creating significant long-term problems if not addressed.
3	This is characterized by extreme disruptions in multiple self-care skills. The person’s self-care abilities are sufficiently impaired that he/she represents an immediate threat to him/her and requires 24-hour supervision to ensure safety. For example, a person with an eating disorder that prevents sufficient nutritional intake would be coded here.
Ex	If scored a “2” or “3” elaborate on areas of weakness and how to improve. This should be documented in the home study section VIII – Family History Information/Adulthood

45. CHILDHOOD HISTORY OF NEGLECT/DEPRIVATION/TRAUMA- Refers to the Applicant/Resource Parent's history of childhood or adolescent traumatic accidents, incidents or circumstances not related to abuse or victimization. (i.e. neglect, severe poverty, parent dies, separation or abandonment).

0	No evidence of any childhood or adolescent history of traumatic accidents incidents or upsetting circumstances. No history of neglect. No accidents or incidents causing major physical injury or significant loss of a loved one.
1	Some evidence of childhood or adolescent history of traumatic accidents incidents or circumstances. Some history of neglect. Applicant/Resource Parent experienced an accident or incident causing moderate physical injury or some significant loss of loved ones during childhood.
2	Constant evidence of childhood or adolescent history of traumatic accidents incidents or upsetting circumstances. Some history of neglect. Applicant/Resource Parent experienced an accident or incident causing substantial physical injury or some significant loss of loved ones during childhood.
3	Frequent evidence of childhood or adolescent history of traumatic accidents incidents or upsetting circumstances. Frequent history of neglect. Applicant/Resource Parent experienced an accident or incident causing extreme physical injury or major significant loss of loved ones during childhood.
Ex	If scored a "2" or "3" elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VIII- Family History Information/Childhood

46. CHILDHOOD HISTORY OF VICTIMIZATION - Refers to the Applicant/Resource Parent's history of physical, sexual or psychological victimization experienced up to 18.

0	No evidence of any childhood or adolescent history of victimization. No history of childhood or adolescent physical, sexual or psychological abuse.
1	Some evidence of childhood or adolescent history of victimization. One or Two incidents of childhood or adolescent non-injurious physical abuse, mild psychological abuse or sexual abuse.
2	Constant evidence of childhood or adolescent history of victimization. One or Two incidents of childhood or adolescent mildly injurious physical abuse, frequent psychological abuse or sexual abuse. This victimization affects emotional needs and daily functioning.
3	Frequent evidence of childhood or adolescent history of victimization. Severe incidents of childhood or adolescent physical abuse, psychological abuse or sexual abuse.
Ex	If scored a "2" or "3" elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VIII- Family History Information/Childhood

VII. FAMILY ECONOMICS (Financial factors that may affect potential for effective parenting)

47. FINANCIAL RESOURCES - This item refers to the income and other sources of money available to family members (particularly caregivers) that can be used to address family needs; please include government assistance Refer to Monthly Family Income & Expenditures Form CS-0431

0	No difficulties. Family has financial resources necessary to meet needs.
1	Mild difficulties. Family has financial resources necessary to meet most needs; however, some limitations exist.
2	Moderate difficulties. Family has financial difficulties that limit their ability to meet significant family needs.
3	Significant difficulties. Family experiencing financial hardship, poverty.
Ex	If scored a "2" or "3" elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section IX – Resource Parenting Capacity/Support for Resource Parenting

48. EMPLOYMENT - This item is rated only for individuals who are employed or are in an employment like environment (e.g. training program, internship). An individual whose disability prevents employment would be rated as zero. Full-time employment means that the worker is employed full-time, or 40 hours per week. Refer to Monthly Family Income & Expenditures Form CS-0431

0	If able, Applicant/Resource Parent is fully employed with no problems at work that could interfere with resource-adoptive parenting. Alternatively, Applicant/Resource Parent may not be seeking employment or chooses to be a full-time homemaker.
1	Applicant/Resource Parent is partially employed, employed significantly below her/his level of education/experience/training, or is having some work related problems that could interfere with resource-adoptive parenting.
2	Applicant/Resource Parent is having significant work-related problems that could interfere with resource-adoptive parenting or is temporarily unemployed because of such difficulties.

3	Significant difficulties with vocational functioning. Applicant/Resource Parent is chronically unemployed or obtains financial resources through activities that are illegal and/or potentially harmful to her/himself and her/his family members (e.g. prostitution, drug dealing).
Ex	If scored a “2” or “3” elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section IX – Resource Parenting Capacity/Support for Resource Parenting

49. TRANSPORTATION - *This item rates the Applicant/Resource Parent’s current and likely future transportation circumstances.*

0	No difficulties. Family has transportation necessary to meet the current needs of children placed in their home. No future problems are anticipated.
1	Mild difficulties. Family has transportation necessary to meet current the needs of children placed in their home, however some limitations exist. Family has access to a vehicle that is not in their immediate possession or public transportation.
2	Moderate difficulties. Family has difficulty finding transportation necessary to meet current the needs of children placed in their home. Family has limited access to a vehicle that is not in their immediate possession or limited access to public transportation.
3	Significant difficulties. Family does not have transportation necessary to meet current the needs of children placed in their home. Family has no access to a vehicle that is not in their immediate possession or no access to public transportation.
Ex	If scored a “2” or “3” elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section IX – Resource Parenting Capacity/Support for Resource Parenting

50. RESIDENTIAL STABILITY - *This item rates the Applicant/Resource Parent’s current and likely future housing circumstances.*

0	This rating indicates a family/parent in stable housing with no known risks of instability.
1	This rating indicates a family/parent that is currently in stable housing but there are significant risks of housing disruption (e.g. loss of job).
2	This rating indicates a family/parent that has moved frequently or has very unstable housing.
3	This rating indicates a family/parent that is currently homeless.
Ex	If scored a “2” or “3” elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section IX – Resource Parenting Capacity/Support for Resource Parenting

51. RESOURCES FOR CHILDREN– *This item rates the Applicant/Resource Parent’s ability to provide resources to the child such as extra curricular activities, community activities involvement*

0	The Applicant/Resource Parent is very capable and knowledgeable of how to actively seek out community, recreational or extra-curricular activities based on the child’s interest and abilities.
1	The Applicant/Resource Parent is generally capable and knowledgeable of how to actively seek out community, recreational or extra-curricular activities based on the child’s interest and abilities.
2	The Applicant/Resource Parent has limited capability and knowledge of how to actively seek out community, recreational or extra-curricular activities based on the child’s interest and abilities. Assistance is needed.
3	The Applicant/Resource Parent has no capability and knowledge of how to actively seek out community, recreational or extra-curricular activities based on the child’s interest and abilities. Immediate assistance is needed.
Ex	If scored a “2” or “3” elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section IX- Resource Parenting Capacity/Ability.

VIII. HOME SAFETY FACTORS (Safety Factors that may affect Parenting Capacity)

52. CHILD SAFETY -*This rating refer to whether Applicant/Resource parents in the home present a danger to the child. This item does NOT describe situations in which the resource parent is unable to prevent the child from hurting him/herself despite well intentioned efforts. A ‘2’ or ‘3’ on this item requires immediate supervisory review. Abuse and neglect are rated here.*

0	This level indicates that the Applicant/Resource Parent’s home is safe for children. For Kinship/ICPC resource homes with foster children present, this level indicates that the child-specific placement is safe. Youth is at no risk
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	from parents. They can describe what abuse and neglect are.
1	No experience or knowledge of abuse or neglect but willingness to learn. Ex. New parent or individuals with no children or experience. There is no immediate need in this area. Children/youth is at no risk from parents.
2	This level indicates that while the Applicant/Resource Parent's home is currently safe, unsafe circumstances in the past warrant continued monitoring of previously assessed safety threats. For Kinship/ICPC resource homes with foster children present, this level indicates that the child-specific placement is safe. Some concerns exist about the safety of the child. Applicant/resource parent has had previous DCS history.
3	Possible unsafe circumstances have been presently identified and can be effectively managed by Applicant/Resource Parent's protective capacities and supportive services. For Kinship/ICPC resource homes with foster children present, this level indicates that the child-specific placement is safe but requires additional services, training or corrective action. Do not have an understanding of abuse and neglect and need additional support. Applicant/resource parent has had CPS investigations since being approved or birth/adopted children removed from the home.
Ex	If scored a "2" or "3" elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section XI - Recommendations

53. SECURING MEDICATIONS/WEAPONS OR OTHER POTENTIAL HAZARDS - Refers to the ability of the Applicant/Resource Parent to monitor and secure weapons, medications, pets and other potential hazardous areas in the home (i.e. pool/pets). Refer to Home Safety Checklist CS-0676

0	Clear understanding of dangers related to potential safety hazards in the home. Medications are locked or inaccessible by child; weapons are locked up; pool area is secure when adult not present and etc.
1	General understanding of dangers related to potential safety hazards in the home. Medications, weapons, pool area or other areas need minor changes to ensure safety.
2	Limited understanding of dangers related to potential safety hazards in the home. Medications, weapons, pool area or other areas need significant changes to ensure safety.
3	Poor understanding of dangers related to potential safety hazards in the home. Medications, weapons, pool area or other areas are dangerous and children are not safe in this home without immediate changes.
Ex	If scored a "2" or "3" elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VII- Home/Neighborhood Description

54. NEIGHBORHOOD SAFETY & RESOURCES - This item describes the characteristics of the neighborhood where they live (within several blocks) pertaining to safety and availability of community resource. Safe neighborhoods are necessary to foster common values and community quality of life.

0	Applicant/Resource Parent lives in a safe neighborhood with community resources.
1	Applicant/Resource Parent lives in a neighborhood that is generally safe but there are limited community resources for children.
2	Applicant/Resource Parent lives in an unsafe neighborhood with limited resources for children.
3	Applicant/Resource Parent lives in a dangerous neighborhood with no resources for children.
Ex	If scored a "2" or "3" elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VII- Home/Neighborhood Description.

55. CONDITION OF THE HOME & RESOURCES - This item refers to the physical condition of the house or apartment in which the Applicant/Resource Parent is currently living and refers to furniture, appliances, house wares, play area, equipment and clothing meets the needs of the family. Refer to Home Safety Checklist CS-0676

0	No health or safety concerns on property or Adequate opportunities and resources exist to promote healthy home environment and appropriate items needed to maintain the home are present.
1	Minor health or safety concerns on property that pose no threat and easily correctable or Some area's of the home may be lacking necessary items to meet needs but does not interfere with the daily functioning of the family
2	Serious substantiated health or safety hazards, i.e. over crowding, inoperative or unsafe water and utility hazards, vermin, or other health and sanitation concerns including home where drugs are produced /sold or where there is current drug activity) or Limited resources available in the home to adequately meet the needs on a daily basis; appliance does not work or needs replacing to be safely used; inappropriate clothing available; items needed to support daily functioning in the home such as furniture, house wares, play items, and etc.
3	Substantiated life threatening health or safety hazards, i.e. living in condemned and/or structurally unsound residence; exposed wiring, potential fire/safety hazards, or vermin infestation or Limited resources available in the home that prevent healthy family environment functioning on a daily basis. Items needed to be fixed, replaced, or obtained in order to continue living in the home. Environment unsafe until this need is met.
Ex	If scored a "2" or "3" elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VII- Home/Neighborhood Description.

56. DOMESTIC VIOLENCE IN THE HOME - *This rating describes the degree of difficulty or conflict in the Applicant/Resource Parent's relationship and the impact on parenting and childcare.*

0	Applicant/Resource Parent(s) appear to be functioning adequately. There is no evidence of notable conflict in the parenting relationship. Disagreements are handled in an atmosphere of mutual respect and equal power.
1	Mild to moderate level of family problems including marital difficulties and partner arguments. Applicant/Resource Parents are generally able to keep arguments to a minimum when child is present. Occasional difficulties in conflict resolution or use of power and control by one partner over another.
2	Significant level of caregiver difficulties including frequent arguments that often escalates to verbal aggression or the use of verbal aggression by one partner to control the other. Child often witnesses these arguments between caregivers or the use of verbal aggression by one partner to control the other.
3	Profound level of caregiver or marital violence that often escalates to mutual attacks or the use of physical aggression by one partner to control the other. These episodes may exacerbate child's difficulties or put the child at greater risk.
Ex	If scored a "2" or "3" elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VII- Family History Information/Adulthood

IX. CHILDREN OR OTHER ADULTS RESIDING IN (OR FREQUENTLY VISITING) THE HOME

57. HIGH RISK BEHAVIORS-*This item describes any behavior that has the potential of placing the child or others at risk of physical harm. Suicidal behavior, violence, recklessness, A &D use, and sexual aggression, delinquency, DCS involvement, indicated perpetrator etc. would be rated here.*

0	No evidence of any high risk behavior.
1	Has a notable history of high risk behavior but not in the past month or a notable concern in need of monitoring. Preventative training or services needed now or obtained in the future.
2	Engages in high risk behavior that interferes with functioning and may place self or others at risk of physical harm. Non immediate Training or Services needed/obtained to address the problem/need.
3	Engages in high risk behavior that places him/her or others at immediate risk of physical harm. Immediate training or services needed to address the problem.
Ex	If scored a "2" or "3" elaborate on areas of need. What is the plan to meet the need? Is this an appropriate approval? Justify. This should be documented in the home study section VIII Family History Information/Other Adults in the home and VIII Family History Information/Children

**Profile of Parenting
Supervisor Review Checklist**

Foster Home Name:

Date Submitted to Supervisor:

I. Type of Foster Home

- Traditional
 Relative/Kinship
 ICPC

II. Foster Parent Information

Is demographic information complete for Applicant and Co-applicant (if applicable), including detailed physical descriptions? Yes No
 If no, what needs to be included?

III. Household Member Information *No foster children should be listed in this section.*

Is demographic information including physical description completed for:
 Children Yes No
 Other Adults Yes No
 If no, what needs to be included?

IV. Child Specific Information (If applicable)

Is demographic information complete for all children currently placed in the home as a kinship or ICPC placement, including information about the child's relationship to the Applicant and Co-applicant?
 Yes No N/A
 If no, what needs to be included?

V. Is the following information provided about the Applicant/Co-Applicant in paragraph form?

a. Motivation for Foster Parenting:	<u>Sufficient or Not Sufficient</u>	YES	NO
Reasoning for becoming a foster parent from their point of view		<input type="checkbox"/>	<input type="checkbox"/>
Assessment of their understanding of the foster to adopt process		<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?			
b. PATH Training Experience:			
Applicant/Co-Applicant's experience in training		<input type="checkbox"/>	<input type="checkbox"/>
Dates and locations of PATH classes, including instructor's names		<input type="checkbox"/>	<input type="checkbox"/>
Strengths and/or needs identified in the PATH assessment		<input type="checkbox"/>	<input type="checkbox"/>
Any waiver requested, approved, or denied		<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?			
c. Home/Neighborhood:			
Physical description of the home		<input type="checkbox"/>	<input type="checkbox"/>
Description of neighborhood, including crime rate, proximity to resources, and schools the home is zoned for		<input type="checkbox"/>	<input type="checkbox"/>
Plans for transportation (i.e., valid driver's license, car registration, car seat availability, etc.)		<input type="checkbox"/>	<input type="checkbox"/>
Pets and documentation of current vaccinations		<input type="checkbox"/>	<input type="checkbox"/>
Relationship with neighbors		<input type="checkbox"/>	<input type="checkbox"/>

Results of the home safety checklist (fire extinguishers, smoke alarm, pool safety, medications locked, weapons stored properly, etc.)	YES	NO
	<input type="checkbox"/>	<input type="checkbox"/>
Any waivers requested, approved, or denied	<input type="checkbox"/>	<input type="checkbox"/>
Results of POPS items that apply to this section: #25, #49, #52 through #56 (anything rated "0", "2", or "3" in these areas)	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?		

d. Family History Information - Childhood and Adolescent History

	Applicant		Co-applicant	
	YES	NO	YES	NO
<u>Relationship History</u>				
Relationship with parents and siblings during childhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
What their life was like as a child/as an adolescent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If parents are deceased, then dates and causes of death	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				
<u>Well-Being History</u>				
Any physical or mental health problems during childhood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any drug/alcohol use	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Traumatic incidents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results of POPS items that apply to this section: #45 and #46 (anything rated "0", "2", "3" in these areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				
<u>Legal/DCS History</u>				
Behavioral or delinquency concerns	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History of abuse and/or neglect	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Involvement with DCS or Court system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

e. Family History Information - Adulthood

	Applicant		Co-applicant	
	YES	NO	YES	NO
<u>Relationship History</u>				
Early dating and sexual experiences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current and past marital relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current relationships with parents and siblings	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How they manage those relationships	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Current or past relationships with all children and other adults in the home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results of POPS items that apply to this section: #29 and #30 (anything rated "0", "2", or "3" in these areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

Well-Being History	YES	NO	YES	NO
Any physical or mental health problems since adulthood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any drug/alcohol use since adulthood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Trauma/domestic violence since adulthood	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any services they currently receive for personal issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How these issues would affect being a foster parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary of their medical report with a list of current medications and health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results of POPS items that apply to this section: #39 through #44 and #56 (anything rated "0", "2", "3" in these areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

Applicant Co-applicant

Legal/DCS History	YES	NO	YES	NO
Past/current criminal convictions or charges/arrests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results of background checks, including dates of completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any waiver requested, approved, or denied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

Other Adults in the Home N/A

Adult(s)	1	2	3	4
Relationship History				
Current relationship with Applicant/Co-Applicant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Their potential interaction with foster children in the home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Their current relationship to birth/adopted children in the home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

Well-Being History				
Physical problems, drug/alcohol use, emotional/mental health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any services they currently receive for those issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How these issues would affect the Applicant/Co-Applicant from becoming a foster parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary of their medical report with a list of current medications and health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

Legal/DCS History				
Past/current criminal convictions or charges/arrests	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results of background checks, including dates of completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any involvement with DCS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any high-risk behaviors identified in POPS Tool, Section IX, #57	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any waiver requested, approved, or denied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

Children (Birth or Adopted) N/A

Child(ren)

1 2 3 4

Relationship History

Current relationship with Applicant/Co-Applicant	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Their current relationship with Other Adults in the home	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

Well-Being History

Physical problems, drug/alcohol use, emotional/mental health issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any services they currently receive for those issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
How these issues would affect the Applicant/Co-Applicant from becoming a foster parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Summary of their medical report with a list of current medications and health conditions	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

1 2 3 4

Legal/DCS History

History of abuse, neglect, or trauma	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
History of delinquency	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any involvement with DCS	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any high-risk behaviors identified in POPS Tool section, #57	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

Family Interaction

Description and assessment about the interaction of the family unit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Time spent together or activities that the family does together	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Hobbies, special interests, talents of each foster parent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Any community groups the family is involved in and its impact on fostering/adopting	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Analysis of Eco-Map	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Results of POPS items that apply to this section: #30 through #35 (anything rated "0", "2", "3" in these areas)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?				

f. Foster Parenting Capacity

Ability

Type of children the applicant believes they can work with and why, from the applicants' point of view	YES	NO
How foster parents collaborate with one another in making parenting decisions	<input type="checkbox"/>	<input type="checkbox"/>
Parenting style/child rearing practices and the effect it will have on their ability to foster children	<input type="checkbox"/>	<input type="checkbox"/>
Willingness to work/partner with birth parents, DCS, providers, etc.	<input type="checkbox"/>	<input type="checkbox"/>
Their understanding of their rights and responsibilities as foster parents	<input type="checkbox"/>	<input type="checkbox"/>

Summary of the Foster Parent Strengths/Needs Checklist
 Results of POPS items that apply to this section: #1 through #21, #24, #26 through #28, and #51 (anything rated "0", "2", or "3" in these areas)
 If no, what needs to be included?

Skills

Primary and secondary language spoken in the home
 Level of education for Applicant and Co-Applicant and how that can impact their ability to be foster parents
 Previous fostering/adoption experience (if applicable)
 Any specialized training by the foster parents
 Results of POPS items that apply to this section: #22 and #23 (anything rated "0", "2", or "3" in these areas)
 If no, what needs to be included?

Support for Foster Parents

	YES	NO
Family's financial information from their Monthly Income and Expenditures form	<input type="checkbox"/>	<input type="checkbox"/>
Information about their employment (e.g. shifts, hours, etc.)	<input type="checkbox"/>	<input type="checkbox"/>
Level of impact their employment has on their ability to be a foster parent	<input type="checkbox"/>	<input type="checkbox"/>
Family and extended family's support for their decision to foster or adopt	<input type="checkbox"/>	<input type="checkbox"/>
Any informal supports and alternate caregivers who have been identified	<input type="checkbox"/>	<input type="checkbox"/>
Their contingency plan	<input type="checkbox"/>	<input type="checkbox"/>
Results of POPS items that apply to this section: #47 through #50 (anything rated "0", "2", or "3" in these areas)	<input type="checkbox"/>	<input type="checkbox"/>
If no, what needs to be included?		

g. Character, Ethics and Values

Foster Family Character, Ethics and Values

Willingness and ability of Applicant/Co-Applicant to parent a child with different values, religious beliefs, sexual orientation, political beliefs, etc.
 Family's description of their ethics and values
 How the family solves problems
 Results of POPS items that apply to this section: #36 through #38 (anything rated "0", "2", or "3" in these areas)
 If no, what needs to be included?

References - DO NOT INCLUDE REFERENCE NAMES

Summary of the responses from Applicant/Co-Applicant's references while keeping confidentiality of the references intact
 Strengths and/or concerns identified by the references

If no, what needs to be included?

h. Recommendations

- Number of children recommended to parent
- Age range of children recommended to parent
- Type of physical, emotional, behavioral and personality traits of the children the family will be successful at parenting
- Results of POPS items that apply to this section: #52 (anything rated "0", "2", or "3" in these areas)
- If no, what needs to be included?

For Kinship and ICPC homes N/A

In addition to the above:

- Statement regarding the family's capability to meet that specific child/youth's needs
- Name of the child for which the family is approved
- Must state whether the foster home is certified eligible under DCS standards for federal IV-E financial assistance, including the period of eligibility
- If no, what needs to be included?

If Not Sufficient, what needs to be included?

IX. Resource Parenting Capacity

A. Ability Sufficient Not Sufficient

Must include:

- ◆ Type of children applicants think they can work with and why from the applicants' point of view
- ◆ How resource parents collaborate with one another in parenting
- ◆ Parenting style/child rearing practices and its effect on fostering
- ◆ Willingness to work with birth parents, DCS, providers, etc . . .
- ◆ Their understanding of their rights and responsibilities as resource parents
- ◆ Summary of the Resource Parent Strengths/Needs Checklist
- ◆ Results of POPS Items that apply to this section, #1, #2, #3,#4, #5, #6, #7, #8, #9, #10, #11, #12, #13, #14, #15, #16, #17, #18, #19, #20, #21, 24, #26, #27, #28, and #51 (anything rated "0", "2", or "3" in these areas)

If Not Sufficient, what needs to be included?

B. Skills Sufficient Not Sufficient

Should include:

- ◆ Primary and secondary language spoken in the home
- ◆ Level of education for Applicant and Co-applicant and how that can impact their ability to be a resource parent
- ◆ Previous fostering/adoption experience (if applicable)
- ◆ Any specialized training that could contribute to their success
- ◆ Any training needs identified by the resource parent
- ◆ Results of POPS Items that apply to this section, #22 and #23 (anything rated "0", "2", or "3" in these areas)

If Not Sufficient, what needs to be included?

C. Support for Resource Parenting Sufficient Not Sufficient

Must include:

- ◆ Family's financial information from their Monthly Income and Expenditures form
- ◆ Information about their employment (e.g. shift, # hours, etc.)
- ◆ Level of impact their employment has on their ability to be a resource parent
- ◆ Family and extended family's support for their decision to foster/adopt
- ◆ Any informal supports and alternate caregivers who have been identified
- ◆ The contingency plan
- ◆ Results of POPS Items that apply to this section, #47, #48, #49, and #50 (anything rated "0", "2", or "3" in these areas)

If Not Sufficient, what needs to be included?

X. Character, Ethics and Values

A. Resource Family Character, Ethics & Values Sufficient Not Sufficient

Must include:

- ◆ Willingness and ability of Applicant/Co-applicant to parent a child with different values, religious beliefs, sexual orientation, political belief, etc...
- ◆ Family's description of their ethics and values
- ◆ How the family solves problems
- ◆ Results of POPS Items that apply to this section, #36, #37, and #38 (anything rated "0", "2", or "3" in these areas)

If Not Sufficient, what needs to be included?

B. References Sufficient Not Sufficient

Must include:

- ◆ Summary of the responses from Applicant/Co-applicant's references while keeping confidentiality of the references intact. REFERENCE NAMES SHOULD NOT BE LISTED.
- ◆ Strengths and/or concerns identified by the references.

If Not Sufficient, what needs to be included?

XI. Recommendations Sufficient Not Sufficient

Must include:

- ◆ Number of children recommended to parent
- ◆ Age range of children recommended to parent
- ◆ Type of physical, emotional, behavioral and personality traits of the children the family will be successful at parenting
- ◆ Results of POPS Item that apply to this section, #52 (anything rated "0", "2", or "3" in these areas)

If Not Sufficient, what needs to be included?

For Kinship and ICPC homes Yes No N/A

- ◆ Statement regarding the family's capability to meet that specific child/youth's needs.
- ◆ Name of the child the family is approved for.

If No, what needs to be included?

For ICPC homes Yes No N/A

- ◆ Must state whether the resource home is certified eligible under DCS standards for federal IV-E financial assistance, including identifying the period of eligibility

If No, what needs to be included?



Tennessee Department of Children's Services
Foster Family Home Study

This Department of Children's Services Home study is the property of TN DCS and is not valid without the authorized recommendation and signature page which is a separate document.

Home Study Preparer's Name: Jane Doe	Home Study Preparer's Agency: DCS	Home Study Preparer's Agency Address: 200 Leftside Lane Nashville TN,, 37214
I. TYPE OF FOSTER HOME:		
<input type="checkbox"/> Kinship Foster-Adopt <input checked="" type="checkbox"/> Traditional Foster-Adopt ICPC: <input type="checkbox"/> YES <input type="checkbox"/> NO If YES, State:		
FOSTER HOME ID:		
II. FOSTER PARENT INFORMATION:		
Applicant:	Last Name: <u>Smith</u>	First Name: <u>Jim</u> Middle Initial: <u>D</u>
Date of Birth: <u>07/01/1985</u>	TFACTS PERSON ID: <u>555-55-5555</u>	
Relationship to Co-Applicant: <u>Husband</u>	Physical Description: <u>Mr. Smith is 6'2", 210 lbs, Caucasian male with brown hair and green eyes. Mr. Smith has a tattoo of a cross on his right bicep.</u>	
Cell Phone No: <u>111-11-1111</u>	Emergency/Work Phone No: <u>111-11-1122</u>	
E-Mail Address: <u>smithfamily12@gmail.com</u>		
Co Applicant:	Last Name: <u>Smith</u>	First Name: <u>Patty</u> Middle Initial: <u>M</u>
Date of Birth: <u>7/7/1970</u>	TFACTS PERSON ID: <u>333-33-3333</u>	
Relationship to Applicant: <u>Wife</u>	Physical Description: <u>Mrs. Smith is 5'4", 190 lbs, Caucasian female with red hair and brown eyes. Mrs. Smith has no distinguishing scars or tattoos.</u>	
Cell Phone No: <u>111-333-4444</u>	Emergency/Work Phone No: <u>111-222-3333</u>	
Household Address: <u>123 Oak Lane, Pleasantville, TN 37911</u>		
Home Telephone No: <u>888-777-9999</u>	E-Mail Address: <u>smithfamily12@gmail.com</u>	
III. HOUSEHOLD MEMBER INFORMATION:		
A. Children – (Birth or Adopted):		
Last Name: <u>Smith</u>	First Name: <u>David</u>	Middle Initial: <u>P</u>
Date of Birth: <u>1/12/2010</u>	TFACTS PERSON ID: <u>556-66-7777</u>	
Relationship to Applicant/Co-Applicant: <u>Mr. Smith's Son</u>	Physical Description: <u>David Smith is 5'8", 140 lbs, Caucasian male with brown hair</u>	

and brown eyes. He has no notable scars or tattoos.

Last Name: _____ First Name: _____ Middle Initial: _____

Date of Birth: _____ TFACTS PERSON ID: _____

Relationship to Applicant/Co-Applicant: _____ Physical Description: _____

Last Name: _____ First Name: _____ Middle Initial: _____

Date of Birth: _____ TFACTS PERSON ID: _____

Relationship to Applicant/Co-Applicant: _____ Physical Description: _____

B. Other Adults in the Home:

Last Name: _____ First Name: _____ Middle Initial: _____

Date of Birth: _____ TFACTS PERSON ID: _____

Relationship to Applicant/Co-Applicant: _____ Physical Description: _____

Last Name: _____ First Name: _____ Middle Initial: _____

Date of Birth: _____ TFACTS PERSON ID: _____

Relationship to Applicant/Co-Applicant: _____ Physical Description: _____

IV. CHILD SPECIFIC INFORMATION (If Applicable):

Last Name: _____ First Name: _____ Middle Initial: _____

Date of Birth: _____ TFACTS PERSON ID: _____

Relationship to Applicant/Co-Applicant: _____ Physical Description: _____

Last Name: _____ First Name: _____ Middle Initial: _____

Date of Birth: _____ TFACTS PERSON ID: _____

Relationship to Applicant/Co-Applicant: _____ Physical Description: _____

Last Name: _____ First Name: _____ Middle Initial: _____

Date of Birth: _____ TFACTS PERSON ID: _____

Relationship to Applicant/Co-Applicant: _____ Physical Description: _____

V. MOTIVATION FOR FOSTER PARENTING:

Mrs. Smith called the DCS office on 3/26/21 and expressed an interest in the foster care program. She stated she and her

Check the "Forms" Webpage for the current version and disregard previous versions. This form may not be altered without prior approval.

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husband have been motivated to be resource parents for a while and decided to take the classes and start fostering children. They have raised children of their own and Mr. Smith's son visits their home every other weekend. Therefore, they understand what it takes to raise children. Mr. and Mrs. Smith have talked about the decision to foster with Mr. Smith's son and have decided to become resource parents.

The family understands the process of fostering and adopting. The Smith family understands the process of working with birth parents. They understand how to work with DCS as well as outside providers.

VI. PATH TRAINING EXPERIENCE:

Mr. and Mrs. Smith finished the TN Key Training process and were very involved in the training. They understand the process of being a resource parent. The family has demonstrated the knowledge needed to be resource parents. They attended the TN Key Informational meeting on 4/27/21. The remaining sessions were attended on 5/1/21, 5/8/21, 5/15/21 and 5/22/21. The family seems to have had positive experiences during the TN Key training and asked questions during class. They seem to be motivated in working with children and their families as well as with the agency and with DCS.

VII. HOME/NEIGHBORHOOD DESCRIPTION:

The Smith family live in an upper class, quiet neighborhood. They live in a low crime area and in a safe community. The family lives in a neighborhood that has a mix of middle aged and older people. The family's home has four bedrooms and two and half bathrooms. They have a downstairs where there is a living room, kitchen and laundry room. The home is 2800 square feet. Upstairs are the four bedrooms and a full bath, as well as a bonus room.

The family has two cars and no transportation issues. They have a dog and a cat. The pet vaccination records are in their file. The family is zoned for Pleasantville Elementary, Middle, and High Schools.

VIII. FAMILY HISTORY INFORMATION:

A. Childhood and Adolescence History:

1.	Applicant:	
	a) Relationship History:	Mr. Smith is the youngest of four children. He has two older sisters, and one older brother. In his early childhood years, he was raised by both his mother and father, until his father left the home when Mr. Smith was 9 years old. He stated his father was an alcoholic and was sometimes violent, so he was glad when his father left. After his father left, his sisters took over the caregiver role while his mom worked two jobs to make ends meet. He stated that his mother always talked to him about the importance of getting a good education, so that he wouldn't have to work as hard as she did to provide for his family.
	b) Well Being History:	Mr. Smith reported that he did not have any physical problems or hospitalizations during his childhood. He also stated he never had any issues that caused him to receive mental health counseling.
	c) Legal/DCS History:	Mr. Smith reported that he had no involvement with the police or court system growing up and that he did not get into trouble outside the home.
2.	Co-Applicant:	
	d) Relationship History:	Mrs. Smith is the oldest of two children. She has a younger brother, named Ted. She was raised by both parents, and she said they were both very loving and attentive. Mrs. Smith reports that her childhood was very "normal" and stable. She stated that she mostly enjoyed reading as a child and was somewhat shy.
	e) Well Being History:	Mrs. Smith reported that the only physical problems she had during her childhood occurred when she was an toddler. She stated that she had recurrent ear infections until she had surgery at the age of 3 to put "tubes" in her ears. She stated after that surgery there were no other health problems. She stated she never received mental health

		counseling as a child.
	f) Legal/DCS History:	Mrs. Smith stated that she had no involvement with the police or court system growing up and that she did not get into trouble outside the home.
B. Adulthood:		
1.	Applicant:	
	a) Relationship History:	Jim stated he went into the army right after high school. He stated he wanted to make the army his career, but after met his first wife, Michelle, he decided it would be "too hard" to be away from his wife. Jim and Michelle were married for 4 years before they divorced. They have a small son, named David. Jim said he and Patty met on a blind date and they dated five months before they were married. Patty had a son at the time that they met, but Jim said that he did not mind that. Jim said he feels that he and Patty have a strong relationship, even though they have had some challenges over the years.
	b) Well Being History:	Mr. Smith appears to be in good physical and mental health and his doctor recommends him as a resource parent.
	c) Legal/DCS History:	Mr. Smith has no history of domestic violence, substance abuse or developmental disabilities. Mr. Smith has never been suspected of child abuse or neglect. Mr. Smith has a handgun, which he has a permit for. A copy of the hand gun carry permit is located in their file. All copies of his background checks are located in the file.
2.	Co-Applicant:	
	d) Relationship History:	Mrs. Smith has one child, named Dan, from a previous relationship. She stated she was never married to Dan's father, and he left shortly after Dan was born. Mrs. Smith stated that she mainly raised Dan as a single parent until Jim came along. Mrs. Smith stated that she and Jim dated for a few months before they got married, and that things have been great ever since. They have been married now for 8 years. Patty says that the key to their marriage has been forgiveness and compromise
	e) Well Being History:	Mrs. Smith appears to be in good physical and mental health and her doctor recommends her as a resource parent.
	f) Legal/DCS History:	Mrs. Smith has no history of domestic violence, substance abuse or developmental disabilities. Mrs. Smith has never been suspected of child abuse or neglect. All copies of his background checks are located in the file.
C.	Other Adults in the Home:	
1.	Name :	
	a) Relationship History:	
	b) Well Being History:	
	c) Legal/DCS History:	
2.	Name :	
	a) Relationship History:	
	b) Well Being History:	
	c) Legal/DCS History:	
3.	Name :	
	a) Relationship History:	
	b) Well Being History:	

	c) Legal/DCS History:	
D. Children:		
1.	Name:	David Smith
	a) Relationship History:	David Smith is Mr. Smith's 13 year old son. He currently lives full-time with his mother, but visits Mr. and Mrs. Smith's home every other weekend.
	b) Well Being History:	<i>Mr. Smith reports that David does not have any physical problems, or mental health issues. This was verified by David's medical report.</i>
	c) Legal/DCS History:	David does not have any history of abuse, neglect or trauma, and no prior involvement with DCS.
2.	Name:	
	a) Relationship History:	
	b) Well Being History:	
	c) Legal/DCS History:	
3.	Name:	
	a) Relationship History:	
	b) Well Being History:	
	c) Legal/DCS History:	
E. Family Interaction:		
<p>Mr. and Mrs. Smith say that they have a good support system in place. Their primary means of support are from Mrs. Smith's parents and their next door neighbor. Mr. and Mrs. Smith indicate that their family and friends are more than willing to accept a new child into the family. As a family they like to go grocery shopping, play rock band on the Wii, watch movies, go to concerts, and Jim takes his son David to the driving range to play golf. Also due to Mrs. Smith's job, she is very involved with the community and sits on the Habitat for Humanity Board. According to the information provided on their eco-map, they have strong connections to their family, church and recreational activities.</p>		
IX. FOSTER PARENTING CAPACITY:		
A. Ability:		
<p>Mr. and Mrs. Smith display strengths in the following POPS areas: Knowledge of Parenting and Child Development, Ability to Nurture Social Emotional Competence of Children, Identification and Use of Concrete Supports, Positive Family Community and their Social Connections and Parental Resilience. Based on their scoring of the POPS assessment tool, Mr. and Mrs. Smith appear to have a good understanding of what it takes to parent a child who is in state's custody. They appear willing to work with birth parents and understand that reunification is the goal. Mr. and Mrs. Smith are interested in adoption if this becomes an option to them. Mr. and Mrs. Smith appear to be intelligent and mature adults.</p>		
B. Skills:		
<p>Mr. Smith graduated from high school and Mrs. Smith has a Master's Degree in Communication. They appear intelligent and able to comprehend what is going on in their surroundings. The primary language in the home is English. No other languages are spoken in the home. They have experience with children from having their own children and also Mrs. Smith helps teach Sunday school classes at her church.</p>		
C. Support for Foster Parenting:		
<p>Mr. and Mrs. Smith both work full-time and do not plan a job change in the near future. Their jobs should not affect their ability to parent a child. Mr. Smith works as a Truck driver and makes \$2600.00 a month. Mrs. Smith works as an Office Manager for the Pleasantville Utilities Board and makes \$3784.00 a month. Their combined total gross income is \$6384.00 a</p>		

month. Their outgoing expenditures are \$3520.00 a month according to their Monthly Income and Expenditures form. Mr. and Mrs. Smith gave good family and community supports that can assist them when needed. Mr. and Mrs. Smith appear to be willing to ask for assistance when needed.

X. CHARACTER, ETHICS AND VALUES:

A. Foster Family Character, Ethics and Values:

Mr. and Mrs. Smith appear to have good ethics and values. Mrs. Smith attends church and helps out in the community in different ways. The family celebrates traditional Christian holidays such as Easter, Thanksgiving, Christmas, etc... They stated they are willing to accept any child placed in their home.

B. References:

All references are located in the resource home file. All references gave positive statements in regards to Mr. and Mrs. Smith's ability to parent a child in state's custody.

Profile of Parenting Study

The Profile of Parenting Study is a tool developed in Tennessee to assist in identifying and developing potential foster, kinship or adoptive parents. The POPS build from the foundation of the Child and Adolescent Needs and Strengths (CANS), the Family Advocacy & Support Tool (FAST), and the Adult Needs and Strengths (ANSA) and the five protective factors that are at the heart of the Center for the Study of Social Policy's Strengthening Families Initiative. A large number of individuals collaborated in the development of the POPS including Michael Leach, Lawanda Christmon-Meneese, April Anderson and Rebecca Buckles of Vanderbilt Center of Excellence, Theresa Benson, Angela Kranhold, Heather Helton of University of Tennessee, Knoxville, Meghan Posey of Camelot Care Centers, Inc., as well as the 30 states, national and federal partners, and thousands of program practitioners that are part of the Strengthening Families National Network.

The Profile of Parenting Study is an open domain tool, designed to support the identification and development of foster parents. The POPS is developed from a communication perspective to facilitate the linkage between the assessment process and the design of development plans in determining next steps and additional training need or support for the people interested in becoming foster, kinship or adoptive parents. The POPS can be a guide to make sure all pertinent information is gathered and we plan around identified family needs and strengths. It can be used collaboratively with prospective parents as they should be part of the planning process. The POPS can be used as either a prospective assessment tool for decision support during the process of planning services, or as a retrospective assessment tool based on the review of existing information for use in the design of service systems.

Hopefully this tool will serve as a valuable contribution to those states that are moving toward taking a protective factors approach in their child welfare practice. For more information and about the national Strengthening Families Initiative and more tools for use with child welfare practice see also the Strengthening Families website at <http://strengtheningfamilies.net>.

Profile of Parenting Study (POPS)

**A Decision Support Tool for Potential Foster, Kinship or Adoptive
Parents**



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Profile of Parenting Study

The copyright is held by the Praed Foundation to ensure that it remains free to use. For specific permission to use please contact the Foundation. For more information on the Profile of Parenting Study (POPS) contact:

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Profile of Parenting Study

POPS

FOUR KEY COMPONENTS OF A COMMUNIMETRIC TOOL

1. Items are selected based on relevance to planning. Items are selected because they might lead you down different pathways of service planning.
2. The POPS is an item-level tool. Each item should be relevant to what you might do next. Action levels for all items. Levels of items (0, 1, 2, 3) translate immediately into action levels.
3. The POPS is descriptive. It is about the 'what' not about the 'why'. This is useful in working with families. The initial focus of the assessment is to describe where needs and strengths exist not to determine why they exist. Stigma and judgment come from the "why," so this strategy helps initial rapport with families. The "why" may be obtained in the interview.
4. The ratings are about the applicant, not about the service. Rate needs when masked by interventions.

Anchor Definition Meaning

NEEDS-

- | | |
|---|-------------------------------------------------------------------------------------------------------------------------------|
| 0 | No need no action. No evidence or no reason to believe that the rated item requires training/intervention. |
| 1 | Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention. |
| 2 | Action needed. Some training/intervention is needed to address the problem/need. |
| 3 | Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting. |

STRENGTHS-

- | | |
|---|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 0 | Centerpiece Strength—this is a very well-developed area. This individual could teach others. |
| 1 | Useful Strength— this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential foster parent. |
| 2 | Identified Strength—this is an area of some interest or capacity but not yet able to support effective parenting |
| 3 | No Strength Identified—this is an area that must be fully developed |

Utilization

- The tool can be used collaboratively with prospective parents.
- Any item in the strength section rated as a "0" must show documentation in the appropriate narrative section showing why this is a centerpiece strength.
- Any item rated as a '2' or '3' must be discussed in the appropriate narrative section on why this is a actionable need or a strength that needs to be built.

Profile of Parenting Study

- If scored a "2" or "3" elaborate on areas of weakness and how to improve.
- Any item rated as a '2' or '3' must be discussed with supervisor to address approval status or future training/supervision options. These training/supervision options must be discussed in the home study.
- Refer to Documentation of the Foster Family Home Study manual for example questions to help gather information needed to complete the POPS.
- Foster parents will be reassessed during reassessment period.
- Foster parents can be reassessed at *anytime* there are concerns about their ability to parent. (E.g. SIU, several disruptions, violations of policy, etc.)

I. Knowledge of Parenting and Child Development

DESCRIPTIONS OF ACTION LEVELS

- KEY:**
- 0 Centerpiece Strength—this is a very well-developed area. This individual could teach others
 - 1 Useful Strength— this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential foster parent.
 - 2 Identified Strength—this is an area of some interest or capacity, but not yet able to support effective parenting
 - 3 No Strength Identified—this is an area that must be fully developed

	Applicant/Foster Parent #1				Applicant/Foster Parent #2			
	0	1	2	3	0	1	2	3
1. Knowledge of child's needs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
2. Nutrition management	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
3. Discipline	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
4. Supervision	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
5. Learning environment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
6. Effective parenting approaches	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
7. Boundaries	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
8. Primary care	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
9. Value of child's play	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
10. Expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
11. Birth sibling relationship	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
12. Child & birth family background	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
13. Working with birth parents	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

II. Ability to Nurture Social & Emotional Competence of Children

DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 Centerpiece Strength—this is a very well-developed area. This individual could teach others
 1 Useful Strength—this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential foster parent.
 2 Identified Strength—this is an area of some interest or capacity, but not yet able to support effective parenting
 3 No Strength Identified—this is an area that must be fully developed

	Applicant/Foster Parent #1					Applicant/Foster Parent #2				
	0	1	2	3	NA	0	1	2	3	NA
14. Empathy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
15. Ability to listen	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
16. Impact of own behavior	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
17. Communication	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
18. Managing abuse/neglect behavior	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
19. Managing sexual abuse behavior	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
20. Managing unruliness/delinquency	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
21. Managing separation & loss	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>		<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	
22. Adopted child status	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
23. Post adoption contact	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

III. Identification and Use of Concrete Supports

DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 Centerpiece Strength—this is a very well-developed area. This individual could teach others
 1 Useful Strength—this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential foster parent.
 2 Identified Strength—this is an area of some interest or capacity, but not yet able to support effective parenting
 3 No Strength Identified—this is an area that must be fully developed

	Applicant/Foster Parent #1				Applicant/Foster Parent #2			
	0	1	2	3	0	1	2	3
24. Involvement with care	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
25. Organization	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
26. Knowledge of service options	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
27. Knowledge of rights/responsibilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

IV. Positive Family Community and Social Connections

DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 Centerpiece Strength—this is a very well-developed area. This individual could teach others
 1 Useful Strength—this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential foster parent.
 2 Identified Strength—this is an area of some interest or capacity but not yet able to support effective parenting
 3 No Strength Identified—this is an area that must be fully developed

	Applicant/Foster Parent #1				Applicant/Foster Parent #2			
	0	1	2	3	0	1	2	3
28. Caregiver collaboration	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
29. Partner relationships	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
30. Relationships with extended family	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
31. Community involvement	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
32. Natural supports	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
33. Family versatility	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

V. Parental Resilience

DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 Centerpiece Strength—this is a very well-developed area. This individual could teach others
 1 Useful Strength—this is a developed area that will facilitate the individual's success in parenting or no information regarding skills/abilities as potential foster parent.
 2 Identified Strength—this is an area of some interest or capacity, but not yet able to support effective parenting
 3 No Strength Identified—this is an area that must be fully developed

	Applicant/Foster Parent #1				Applicant/Foster Parent #2			
	0	1	2	3	0	1	2	3
34. Recreation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
35. Optimism	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
36. Problem solving	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
37. Accepting of diversity	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
38. Resilience	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

VI. Parental Health

DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 No need, no action. No evidence or no reason to believe that the rated item requires training/intervention.
 1 Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention.
 2 Action needed. Some training/intervention is needed to address the problem/need.
 3 Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting

	Applicant/Foster Parent #1				Applicant/ Foster Parent #2			
	0	1	2	3	0	1	2	3
39. Physical health	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
40. Mental health	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
41. Substance use	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
42. Developmental	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
43. Post traumatic reactions	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
44. Hygiene and self-care	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
45. Childhood hx of deprivation/trauma	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
46. Childhood hx of victimization	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

VII. Family Economics

DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 No need, no action. No evidence or no reason to believe that the rated item requires training/intervention.
 1 Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention.
 2 Action needed. Some training/intervention is needed to address the problem/need.
 3 Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting

	Applicant/Foster Parent #1				Applicant/Foster Parent #2			
	0	1	2	3	0	1	2	3
47. Financial resources	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
48. Employment	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
49. Transportation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
50. Residential stability	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
51. Resources for children	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

VIII. Home Safety Factors

DESCRIPTIONS OF ACTION LEVELS

- KEY:** 0 No need, no action. No evidence or no reason to believe that the rated item requires training/intervention.
 1 Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention.
 2 Action needed. Some training/intervention is needed to address the problem/need.
 3 Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting

	Applicant/Foster Parent #1				Applicant/Foster Parent #2			
	0	1	2	3	0	1	2	3
52. Child Safety	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
53. Securing meds/weapons/hazards	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
54. Neighborhood safety resources	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
55. Condition of the home	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
56. Domestic Violence in home	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

IX. Children or Other Adults Residing in (or frequently visiting) the Home

57. DESCRIPTIONS OF ACTION LEVELS -

- KEY:** 0 No need, no action. No evidence or no reason to believe that the rated item requires training/intervention.
 1 Watchful waiting/prevention. There is a need for monitoring or possibly preventive training/intervention.
 2 Action needed. Some training/intervention is needed to address the problem/need.
 3 Immediate/Intensive action. This is a significant need that prevents individual from currently being an option for parenting

			0	1	2	3		
57. Name	David Smith	Relationship	Jims Son	High Risk Behaviors	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name	_____	Relationship	_____	High Risk Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name	_____	Relationship	_____	High Risk Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name	_____	Relationship	_____	High Risk Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name	_____	Relationship	_____	High Risk Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name	_____	Relationship	_____	High Risk Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name	_____	Relationship	_____	High Risk Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name	_____	Relationship	_____	High Risk Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name	_____	Relationship	_____	High Risk Behaviors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Tab 4 – Denial of a Home Study

- Mutual Selection Criteria
- DCS Policy 16.16
- Samantha Stephens scenario
- “Adopt Only” Message to Resource Parents

Assessment Criteria

Attachment Criteria are the areas that home study writers and TN-KEY trainers use to assess prospective foster parents' abilities and desire to participate fully as professional caregiver partners. The criteria look at potential foster parents' ability to:

Communicate Effectively	Use and develop communication skills needed to foster or adopt. Be an active listener. Give clear messages, listen well, and use appropriate tone of voice. Abused and neglected children may feel worthless and may think their emotions are not worthy of being heard. Parents must listen in order to help build positive self-esteem. This shows the child an important skill which may help them be successful in other relationships.
Work in Partnership (Share Parenting)	Develop partnerships with children and youth, birth families, the agency, and the community to develop and carry out plans for permanency. You may be the person who teaches the birth parents the skills they were never taught, or the person who helps the agency decide when a different permanency plan needs to be made. Know your community resources.
Build Self-Esteem	Help children and youth build on positive self-concept and positive family, cultural, and racial identity. Accentuate each child's strengths and their success as being part of your family. Encourage them to be proud of their cultural and racial identity. Model a positive attitude about your own identity.
Manage Trauma Behaviors	Foster parents must demonstrate an ability and commitment to use discipline methods that do not include physical punishment with foster children and be willing to adopt trauma informed methods of parenting.
Assess the Impact of Becoming a Foster Parent	Assess the way fostering or adopting will affect your family. Talk to each family member privately to ensure that you know their feelings and can accurately make a decision on behalf of the family. You will want to look at the positive outcomes fostering or adopting could bring, as well as any negative outcomes that family members may expect.
Become Loss and Attachment Expert	Help children and youth develop skills to manage loss and attachment. Remember, children separated from birth parents have difficulty trusting adults. They become frightened and confused easily. Take the time to become well informed on loss and attachment. The more informed you become the better resource you are for your children and other parents.
Assure Health and Safety	Provide a healthy and safe environment for children and youth and keep them free from harm. Make your home a safe haven and ensure that all children feel secure, not threatened, in your home. Adequate food, clothing, and shelter is essential in modeling how parents should care for a child.
Apply Reasonable and Prudent Parenting Standard	Foster parents must be able to provide normalcy for the foster youth, mentoring and encouraging the foster youth's participation in his/her case planning, and understanding the responsibility of decision making for the foster youth's participation in age, and developmentally, appropriate activities.
Adhere to Agency Policies	Foster parents are required to work within state policies, share responsibility with the agency, and participate in ongoing training opportunities.
Build Connections	Help children and youth maintain and develop relationships that keep them connected to their pasts. Assist the child in staying in contact with family members. If this is a healthy relationship, and supported by your agency, this will help the child maintain a sense of connection. Find local organizations that will include the child in cultural programs to maintain their heritage.
Be Life Long Learners	Foster parents are asked to possess the belief that learning never ends. Don't be content with what you know, but make a commitment to learn new ways to expand and to sharpen your skills as a foster parent.



DCS Policy 16.16
Samantha Stephens



Review the TN Key applicant's information below, and then consult policy 16.16. Indicate which part of policy 16.16 applies to Ms. Stephens' situation.

<p><u>Applicant 1:</u> Samantha Stephens (age 38)</p> <p><u>Children:</u> 1 son (8 years old)</p> <p><u>Home:</u> One story, 3 bedroom brick ranch</p> <p><u>Employment:</u> LPN</p> <p><u>Income:</u> Unknown</p>	<p><u>Hobbies:</u> Movies, Hiking, and Camping</p> <p><u>Background:</u> Samantha is a single mother who has never been married. Samantha was herself in foster care for two years while in middle school, but was able to return home to her biological mother. Samantha has always wanted to "pay forward" the love that she received while in foster care.</p>
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16.16 – Denial or Closure of Resource Homes:

**Ms. Stephen' resource parenting application could be denied or her home could be closed prior to approval for the following reasons:
(Check all that apply)**

- Failure to furnish completed forms or required documentation beyond two weeks of TN Key completion.
- Sinful lifestyle.
- Insufficient income to meet financial obligations.
- Medical problems (physical or mental) that inhibit the ability to care for the child.
- History of being inadequately parented by her own biological or adopted parents.
- Inability to cooperatively participate in permanency plans for children.
- Failure to preserve the continuity and value of the child's spiritual, racial, ethnic, and/or cultural identity.
- Failure to complete in-service training or requirements.
- Conflict or instability due to family crisis or personal hardship.

Should difficulties and challenges arise concerning Ms. Stephens' home, check all that is true regarding denial of a resource home and supervisory reviews:

- A discussion of areas of concern may be discussed during a home visit for families still in the home study process.
- The home study writer or PSD staff member, the Team Leader/supervisor and/or Private Provider designated staff will within ten (10) calendar days of the conference, consider all the information gathered in cases where no other alternatives were possible, and reach a decision on the home's status.
- The home study writer must mail a letter to the family that details the reasons for denial or closure.
- Supervisory reviews are conducted by the Team Leader upon request of the family.
- Upon request for a supervisory review, the Team Coordinator or Private Provider designated staff shall complete the review within fifteen (15) days.
- Within fifteen (15) calendar days of the review, the Team Coordinator must send a letter to the family advising them of the outcome of the review.
- The home study writer must clearly document in the resource home record the reasons an application is being denied or a home is being closed and maintain a copy of the written denial/closure letter that was mailed to the family.



First, a question: Are you interested only in adopting?

If so, please understand up front the Department of Children's Services does not recruit adopt-only homes and about 80% of the children who are adopted from foster care are adopted by the families who already are, and have been, their foster parents. Our practice is to work with individuals who sign up to become foster parents, and then, if a child in DCS custody becomes available for adoption, the family caring for that child is the first option for adoption. This helps ensure the child already has a relationship with potential adoptive parents who have helped him or her navigate change, trauma and uncertainty and already long offered comfort, safety and love.

To become an adoptive parent you:

- can be married, single or divorced
- may or may not have other children
- can own your own home or rent
- can work full time
- must be at least 21
- must be a resident of the State of Tennessee
- must be able to meet the financial and emotional needs of your own family

Essentially, if you are stable and can provide a child with the love, as well as the support he or she needs, you may be a candidate to become an adoptive parent.