

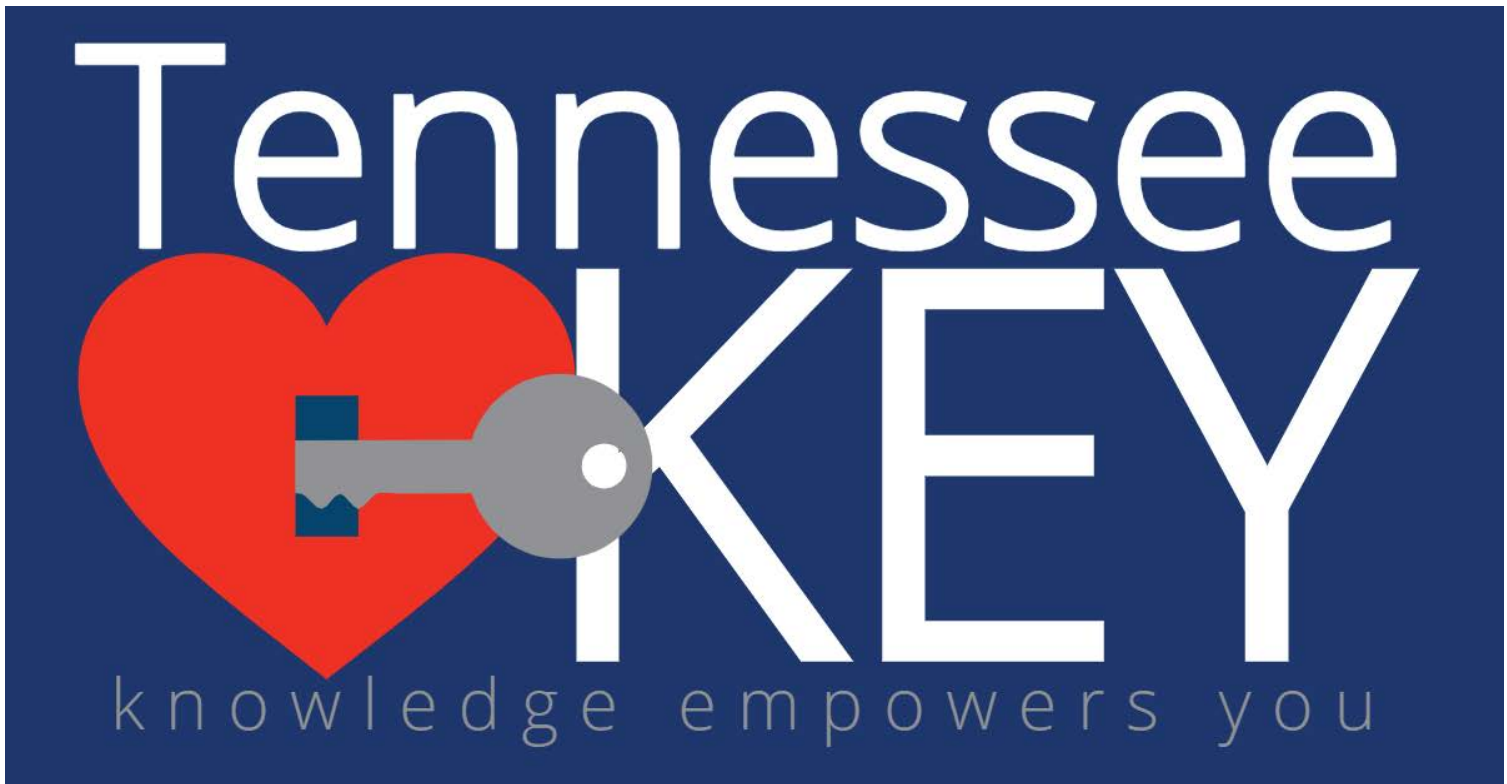


Profile of Parenting Study (POPS) Participant Guide

Tennessee Department of Children's Services | Revised August 2023

A curriculum for Foster Parents in the State of Tennessee





TN-KEY Home Study Forms

Tennessee Department of Children's Services | Ver. 20.1





Dear Applicant(s):

This file includes all the required documentation that the Department of Children's Services needs in order to complete your Home Study. You will bring this file to each class so that your progress in completion of the required information/and your TN KEY HOMEWORK can be reviewed by your TN KEY Trainers. Each time your HOME STUDY WRITER visits with you they will also review your progress in completion of the information.

All the required documents must be complete by the time you complete TN KEY. Failure to complete the required forms/and documentation in a timely manner can result in your disapproval as a Foster Parent.

If you have questions about any of the forms, your TN KEY Trainers and or your assigned Home Study writer will be happy to assist you. Your Home Study writer should be contacting you by the 3rd module of TN KEY Training.

Thank you for your desire to serve the children of Tennessee who require an out-of-home placement.

Sincerely,

Department of Children's Services
Home Study Writer

FORMS

- Foster Home Application for Parenting – **CS-0688**
- Authorization for Release of Information and HIPAA Protected Health Information Form – **CS-0559**
- Home Safety Checklist – **CS-0676**
 - (to be completed by the Home Study Writer
Only a guide for resource parent applicants)
- Foster Home Disaster Plan – **CS-0871**
- Medical Self Report – **CS-0707**
- Foster Parent Medical Report – **CS-0678**
- Child’s Medical Report – **CS-0427**
 - (for all birth/adopted children in the home)
- HIPAA Notice of Privacy Practices – **CS-0699**
- Foster Parent Oath to Abide – **CS-0670**
- Disclosure Statement – Options and Available Services for Relative Caregiver Services – **CS-0660** (when applicable)
- Discipline Policy – **CS-0553**
- Family Eco-Map – **CS-0782**

Verifications

(Please make a copy of the following documents and submit them to your Home Study Writer)

- Birth Certificate
 - (for all household members)
- Valid Driver's License
 - (at time of approval and when license is renewed)
- Proof of Auto Insurance
 - (at time of approval and when insurance is renewed)
- Auto Registration
 - (at time of approval and when registration is renewed)
- Proof of Pet Vaccination
 - (at time of approval and when vaccination is due)
- Current Marriage Certificate
- Divorce Decree
 - (for all previous marriages)
- Death Decree
 - (for any immediate family members)
- Final Decree of Adoption
 - (for all previous adoptions)
- Proof of Medical Insurance
 - (required if/when identified as a pre-adoptive home)
- Contingency Plan
 - (required for adoption)

Financial/Fiscal Information

- Monthly Family Income and Expenditures – **CS-0431**
- Proof of All Reported Sources of Income
 - (If you are self-employed, please provide a copy of your tax returns. You will also need to provide a copy of any rental property, a month's worth of check stubs, AFDC, and Child Support)
- IRS W-9
- ACH (Automated Clearing House) Credits – **FA-0825**
- Voided Check

Jim and Carey Otis

Mrs. Otis called the DCS office on 9/1/20 and expressed an interest in the foster care program. She stated their motivation is a desire to want to help a child who needs love and a place to stay. They saw a program on TV about a child who needs a home and realized this was a way to they could help a child. They are unable to have a child of their own and both would love to have a little girl. Mrs. Otis stated she would be interested in adoption in the future.

The Otis's attended all required TN Key classes. They both received their TN Key certificate of completion on 3/16/21. The TN Key trainer provided an assessment of the family's participation in class, and stated that Mrs. Otis participated well in class discussions, while Mr. Otis appeared attentive, but was quiet throughout the sessions. During the MAP Meeting with the Otis family, Mr. Otis expressed his concerns about working with birth parents, and stated, "I would especially have a hard time working with the birth parents if the child had been sexually abused. I wouldn't even want to be in the same room as that birth parent."



Tennessee Department of Children's Services
Tennessee Key Assessment

Agency Name	Facilitator's Name	Co-Facilitator's Name			
DCS	Joye Duvall	Shianne Newell			
Training Group Number or N/A	Training Region	Training County			
2178	Davidson	Davidson			
Identifying Information					
Applicant			Co-Applicant		
Name: Jim Otis			Name: Carey Otis		
Phone: 865-123-4567			Phone: 865-123-4567		
Email: jotis@gmail.net			Email: jotis@gmail.net		
Street Address		City	County	State	Zip
123 Oak Lane		Pleasantville	Sumner	TN	39111
Assessment Type (check all that apply)					
<input type="checkbox"/> Kinship <input checked="" type="checkbox"/> Traditional <input type="checkbox"/> ICPC <input type="checkbox"/> Reactivation <input type="checkbox"/> Reassessment <input type="checkbox"/> Addendum					
Other Adults in Home Who Attended Training					
Name		Relationship to Applicant			
N/A					
Other Adults in Home Who Did Not Attend Training					
Name		Relationship to	Reason for Not Attending		
N/A					

**This assessment should rate each participant based on their individual attendance and performance during pre-service training in order to accurately assess competency.

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

Family Name: Otis

Summary of Pre-service Dates	Applicant Date Attended	Roadwork Submission Date	Quiz <input checked="" type="checkbox"/>	Co-applicant Date Attended	Roadwork Submission Date	Quiz <input checked="" type="checkbox"/>
Information Meeting	1/28/21	N/A	<input type="checkbox"/>	1/28/21	N/A	<input type="checkbox"/>
Module 1: Navigating the Child Welfare System	2/4/21	2/5/21	<input checked="" type="checkbox"/>	2/4/21	2/5/21	<input checked="" type="checkbox"/>
Module 2: Exploring the Impact of Trauma	2/11/21	2/13/21	<input checked="" type="checkbox"/>	2/11/21	2/13/21	<input checked="" type="checkbox"/>
Module 3: Roadmap to Resilience	2/18/21	2/19/21	<input checked="" type="checkbox"/>	2/18/21	2/19/21	<input checked="" type="checkbox"/>
Module 4: Rerouting Trauma Behaviors	2/25/21	2/27/21	<input checked="" type="checkbox"/>	2/25/21	2/27/21	<input checked="" type="checkbox"/>
CPR and First Aid (In-Person or Virtual)	3/6/21	N/A	<input checked="" type="checkbox"/>	3/6/21	N/A	<input checked="" type="checkbox"/>
CPR and First Aid (Skills Demonstration)	3/10/21	N/A	<input checked="" type="checkbox"/>	3/10/21	N/A	<input checked="" type="checkbox"/>
Medication Administration	3/9/21	N/A	<input checked="" type="checkbox"/>	3/9/21	N/A	<input checked="" type="checkbox"/>
MAP Meeting	3/16/21	N/A	<input type="checkbox"/>	3/16/21	N/A	<input type="checkbox"/>

Summary: Please provide a brief description of all contacts made via letters, calls, meetings, etc. If any sessions were missed, explain how they were made up. List any red flags noted from roadwork, if any. Indicate reasons for not completing the training quiz.

This trainer met with Jim and Carey Otis on 3/16/21 for their MAP Meeting..All contacts were made either during classes via live webinar, through emails, text messages, and phone calls, including the MAP meeting which was also held via WebEx. No sessions were missed by the family.

Competency Scores

Using the rubric below, score each applicant and co-applicant’s competency based on class discussions, completion of roadwork, and understanding of concepts from each TN-KEY Module. **1) Inadequate:** Indicates that the applicant does not show understanding of training concepts; **2) Needs Improvement:** Will need significant support and further training; **3) Meets Expectations:** May need minor guidance and support at times; **4) Exceeds Expectations:** Fully competent with no additional guidance or support needed.

Each competency is rated on a scale of 1 to 4:

- 1 – Inadequate
- 2 – Needs Improvements
- 3 – Meets Expectations
- 4 – Exceeds Expectations

Family Name: Otis

Module 1: Navigating the Child Welfare System <i>(Court Process, Permanency Plan, CFTM, Partnership, Eco-Map, Self-Care)</i>	Applicant Score 2	Co-Applicant Score 3
<i>Please provide details for scores less than 3 and any additional comments: Mr. Otis stated he would have limited involvement with attending CFTMs and court dates because of his work schedule.</i>		
Module 2: Exploring the Impact of Trauma <i>(Trauma/Toxic Stress, Brain Development, Trauma Responses, Loss)</i>	Applicant Score 3	Co-Applicant Score 3
<i>Please provide details for scores less than 3 and any additional comments:</i>		
Module 3: Roadmap to Resilience <i>(Resilience Building, Attachment Cycle, Attunement, Circle of Security)</i>	Applicant Score 3	Co-Applicant Score 3
<i>Please provide details for scores less than 3 and any additional comments:</i>		
Module 4: Rerouting Trauma Behaviors <i>(Discipline Policy, 3 Rs, Discipline as Teaching, Rerouting Tools)</i>	Applicant Score 3	Co-Applicant Score 3
<i>Please provide details for scores less than 3 and any additional comments:</i>		

APPLICANT'S Training and MAP Summary: Include information on the applicant's participation and attitude while in class and while discussing Roadwork responses. Discuss noted strengths. Compare the participant's MAP self-assessment score and the trainer's scores, based on observations throughout pre-service training. Summarize the applicant's support system, self-care plan, and readiness to move forward with process. ***This should include any exceptional strengths or red flags/concerns for the individual applicant.***

Jim attended TN KEY classes because he stated that he and his wife want to provide a loving home to a child in need. Mr. Otis was attentive throughout the TN Key sessions, but did not participate in the large group discussions. He appears to have a clear understanding about what being a resource parent means

Family Name: Otis

CO-APPLICANT'S Training and MAP Summary: Include information on the applicant's participation and attitude while in class and while discussing Roadwork responses. Discuss noted strengths. Compare the participant's MAP self-assessment score and the trainer's scores, based on observations throughout pre-service training. Summarize the applicant's support system, self-care plan, and readiness to move forward with process. ***This should include any exceptional strengths or red flags/concerns for the individual applicant.***

Mrs. Otis attended the TN Key classes along with her husband because they would like to provide a loving home to a child in need. Mrs. Otis expressed a desire to specifically adopt a female child if the opportunity became available. Mrs. Otis participated well in class discussions and was friendly with other participants before and after class time. She appears to have a clear understanding of what being a resource parent means.

Other Adults in the Home Training : Include information on the applicant's role. ***This should include a brief summary of MAP Questionnaire any exceptional strengths or red flags/concerns for the individual applicant.***

N/A

Coaching Narrative: Describe any needs for further coaching or training. ***Discuss any Post-Approval training recommendations.***

Mr. and Mrs. Otis understand that the initial goal for most children is reunification with their parents. Mr. Otis stated he would have limited involvement with attending CFTMs and court dates because of his work schedule, but Mrs. Otis stated she would be a willing participant in any and all meetings held for a child in her home. Mr. and Mrs. Otis stated they understand the importance of recognizing and child's cultural differences, such as eating habits or differences in discipline techniques. They stated they would be culturally sensitive and are willing to work with a child to help them with the differences in parenting styles. They both stated they understand that "survival behaviors" are related to a child's experiences prior to coming into care and they know to look at what the underlying emotional need may be for the child. They are willing to help a child work through their feelings of separation and loss by comforting the child and allowing them to contact their parent if allowed. Mrs. Otis stated she plans to use some of the Effective Discipline techniques discussed in class to help provide structure for the children placed in their home.

Complete a training assessment on applicants who finish three (3) or more pre-service sessions.

Shianne Newell
Trainer Signature

3/18/21
Date

Supervisor Signature

Date

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Distribution:
CS-1227, Rev. 03/21



RDA 2877
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Family Name: Otis

Assessment and Readiness Narrative: Include how the applicant(s) scored themselves on the MAP questionnaire as well as the trainer's opinion of how the applicant(s) scored their own readiness based on observations through the classes and MAP meeting.

Mr. Otis is ready to foster with minor guidance and support at times. He has expressed concerns about working with birth parents, especially those that may have sexually abused the child.

I have no concerns about Mrs. Otis becoming approved as a resource parent.

Concerns Narrative: Describe any needs for further coaching or training, concerns of the trainer, or red flags indicating the applicant(s) may not be a good fit for foster parenting.

Mr. Otis would benefit from further coaching in the area of working with birth parents.

Trainer Signature _____

Date _____

Supervisor Signature _____

Date _____



Tennessee Department of Children's Services

Foster Home Application for Parenting

Applicant/Payee :	Prefix: Mr	Jim	Henry	Otis
		<i>First Name</i>	<i>Middle Name</i>	<i>Last Name</i>
Primary Language:	ENGLISH	Secondary Language:	N/A	Work/Cell Telephone Number (865) 981 - 2345
E-mail Address (Required):		jotis@gmail.net		
Social Security Number:		111- 222 - 3333		
Co-Applicant: <input checked="" type="checkbox"/>	Carey	Ann	Otis	
Caretaker: <input type="checkbox"/>				
		<i>First Name</i>	<i>Middle Name</i>	<i>Last Name</i>
Primary Language:	ENGLISH	Secondary Language:	N/A	Cell Telephone Number (865-) 278 - 9123
E-mail Address (Required):		jotis@gmail.net		
Social Security Number:		222- 333 - 4444		
Current Street Address:	123 OAK LANE			Work Telephone Number (865) 278 - 9123
				<i>Street Address (Apt.#)</i>
PLEASANTVILLE		TN	39111	Emergency/Alternate Number (423) 678 - 9012
<i>City</i>		<i>State</i>	<i>Zip Code</i>	
Use additional pages if necessary.		Applicant		Co-Applicant/Caretaker
Birth date	5/10/1985		9/22/1970	
Gender	Female <input type="checkbox"/> Male <input checked="" type="checkbox"/>		Female <input checked="" type="checkbox"/> Male <input type="checkbox"/>	
Race	White		White	
Hispanic Origin	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
Religion/Affiliation	Christian			
Have you been a legal Tennessee resident for the last six months?	Yes <input checked="" type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Have you lived out of state within the past 5 years?	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	
If "yes" to living out of state, which state(s) and dates? N/A				
Marital Status (include date)	Married 6/18/2010		Married 6/18/2010	
Military Service (dates)	N/A		N/A	
While in Military Service, were you ever convicted by a General Court Martial?	Yes <input type="checkbox"/> No <input type="checkbox"/>		Yes <input type="checkbox"/> No <input type="checkbox"/>	
Employer	Truck Driver		Cook	
Children				
Dean	T	Otis	Birth Date	Social Security Number
<i>First Name</i>		<i>Middle Initial</i>	<i>Last Name</i>	1/14/2008
				123 - 78 - 9012
Primary Language	Secondary Language		Race	Hispanic Origin
English	N/A		White	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Gender	School/Grade or Occupation		In/Out of the Home	Relationship
Female <input type="checkbox"/> Male <input checked="" type="checkbox"/>	9 th Grade High School		Part Time	Son
Mark	J	Otis	Birth Date	Social Security Number
<i>First Name</i>		<i>Middle Initial</i>	<i>Last Name</i>	8/25/2009
				456 - 78 - 2222
Primary Language	Secondary Language		Race	Hispanic Origin
English	N/A		White	Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Gender	School/Grade or Occupation		In/Out of the Home	Relationship
Female <input type="checkbox"/> Male <input checked="" type="checkbox"/>	8 th Grade Middle School		Part Time	Son
Dan	B	Smith	Birth Date	Social Security Number

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 Distribution: Foster Home Case File RDA 2982
 CS-0688 Rev. 11/18



<i>First Name</i>		<i>Middle Initial</i>		<i>Last Name</i>		7/6/1994	111 - 22 - 3434
Primary Language English			Secondary Language N/A			Race White	Hispanic Origin Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Gender Female <input type="checkbox"/> Male <input checked="" type="checkbox"/>		School/Grade or Occupation Soldier			In/Out of the Home Out		Relationship Son
				Birth Date		Social Security Number	
<i>First Name</i>		<i>Middle Initial</i>		<i>Last Name</i>		-	-
Primary Language			Secondary Language			Race	Hispanic Origin Yes <input type="checkbox"/> No <input type="checkbox"/>
Gender Female <input type="checkbox"/> Male <input type="checkbox"/>		School/Grade or Occupation			In/Out of the Home		Relationship
				Birth Date		Social Security Number	
<i>First Name</i>		<i>Middle Initial</i>		<i>Last Name</i>		-	-
Primary Language			Secondary Language			Race	Hispanic Origin Yes <input type="checkbox"/> No <input type="checkbox"/>
Gender Female <input type="checkbox"/> Male <input type="checkbox"/>		School/Grade or Occupation			In/Out of the Home		Relationship

Adults In The Home

				Birth Date		Social Security Number	
<i>First Name</i>		<i>Middle Initial</i>		<i>Last Name</i>		-	-
Primary Language			Secondary Language			Race	Hispanic Origin Yes <input type="checkbox"/> No <input type="checkbox"/>
Gender Female <input type="checkbox"/> Male <input type="checkbox"/>		School/Grade or Occupation			In/Out of the Home		Relationship
				Birth Date		Social Security Number	
<i>First Name</i>		<i>Middle Initial</i>		<i>Last Name</i>		-	-
Primary Language			Secondary Language			Race	Hispanic Origin Yes <input type="checkbox"/> No <input type="checkbox"/>
Gender Female <input type="checkbox"/> Male <input type="checkbox"/>		School/Grade or Occupation			In/Out of the Home		Relationship
				Birth Date		Social Security Number	
<i>First Name</i>		<i>Middle Initial</i>		<i>Last Name</i>		-	-
Primary Language			Secondary Language			Race	Hispanic Origin Yes <input type="checkbox"/> No <input type="checkbox"/>
Gender Female <input type="checkbox"/> Male <input type="checkbox"/>		School/Grade or Occupation			In/Out of the Home		Relationship
				Birth Date		Social Security Number	
<i>First Name</i>		<i>Middle Initial</i>		<i>Last Name</i>		-	-
Primary Language			Secondary Language			Race	Hispanic Origin Yes <input type="checkbox"/> No <input type="checkbox"/>
Gender Female <input type="checkbox"/> Male <input type="checkbox"/>		School/Grade or Occupation			In/Out of the Home		Relationship

Reference Information From Individuals Living Outside The Home

	Name	Address	Telephone #	Email	Relationship
Applicant <i>(Relative)</i>	Mary Jane Otis	555 Maple Lane Nashville, TN 37243	(615-) 233 - 4000	mjotis@gmail.net	Sister
Co-Applicant <i>(Relative)</i>	Dan Smith	444 Pleasantview Lane Ft. Bening, GA 72345	(789) 123 - 3000	smith@gmail.net	Son
Reference <i>(Non-Relative)</i>	Constance Jones	242 Oak Lane Pleasantville, TN 39111	(865) 3214 - 0000	jones@gmail.net	Firend
			(

Reference <i>(Non-Relative)</i>	Mike Davis	592 Schad Rd Knoxville, TN 39721	865) 888 - 2233	davis@gmail.net	Friend
Reference <i>(Non-Relative)</i>	Joan Reynolds	7493 Redwood Rd Memphis, TN 38125	(901) 333 - 4521	reynolds@gmail.net	Friend

Have you had previous involvement with the Department of Children's Services? Yes No

If yes, please summarize your involvement and the time frame during which this took place.

Have you previously applied to be a foster and/or adoptive parent with another agency? Yes No

If yes, when and with what agency?

How did you hear about our agency?

Type of Child You Hope To Parent

Gender: Male Female Either **Age Range:** Youngest Newborn Oldest

Kinship Only: Yes No **Sibling Group:** Yes No **Teen Mothers:** Yes No

Note: By end of the preparation process, the description of the child you hope to parent may change. If so, you will have the opportunity to redefine the child you feel you can most successfully parent. As a foster parent you are encouraged to update this information as you continue to redefine the child you wish to parent.

Legal

Are you currently charged with, or have you ever been convicted of, placed on probation or received a suspended sentence in Tennessee or any other state for:

	Applicant		Co-Applicant	
a. Any crime involving children?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
b. Any crime of violence against another person?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
c. Possession, sale manufacturing or transportation of drugs?	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>
d. Any other crime? <i>(explain)</i>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>

Is there any other information you need to disclose? No

This form is merely a statement of intentions and can be withdrawn by the applicant at any time. We do do not consent to the release of our names for the mailing list of foster or adoptive parent associations, training and newsletters. Signature of applicant(s) authorizes the Department of Children's Services to contact the references listed on the application form and authorizes said references to respond to the inquiry.





Monthly Family Income and Expenditures

This information is needed to help give an understanding of how you manage your income as a part of the total picture of your family life. Many of the items listed below may not be met on a monthly basis, and for them it may be convenient to calculate for the yearly amount and divide by 12. Leave blank the items that do not apply to you. This form is to be completed by parents, prospective foster/adoptive parents and relative caregivers.

Applicant	Co-Applicant
Jim Otis	Carey Otis
Name	Name

RESOURCES			
Savings Account	\$ 5,000	Checking Account	\$ 9,243
Other (Specify)	\$	Other (Specify)	\$
Other (Specify)	\$	Other (Specify)	\$

EMPLOYMENT AND MONTHLY INCOME		
	Applicant	Co-Applicant
Occupation	Truck Driver	Cook
Employer	XYZ Co	MLK Elementary School
How long in current position?	12 years	2 years
Gross Monthly Income from Employment	\$ 3500.00	\$ 1917.00
Additional Monthly Income (Give Source)	\$ N/A	\$ N/A
Total Combined Monthly Income	\$ 5417.00	
Applicant	Co-Applicant	

Monthly Expenditures		
Home payment:	Rent	\$ N/A
	Home Mortgage	\$ 1200.00
Utilities:	Electricity	\$ 189.00
	Water	\$ 74.00
	Telephone	\$ 42.00
	Heating/Cooling	\$ N/A
	Gas	\$ Included w/ ele
Insurance:	Homeowner's or Renter's	\$ 145.00
	Medical	\$ 232.00

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Distribution: Foster Parents/Adoptive Parents/ Caregivers

	Car	\$ 105.00
	Life	\$ 30.00
Installment Payments for:	Credit card	\$ 200.00
	Personal Loans	\$ N/A
	Other (specify) Car Payments	\$ 714.00
Other Expenses:	Food	\$ 300.00
	Clothing	\$ 50.00
	Medical and Dental	\$ 100.00
	School Expenses	\$ 50.00
	Recreation	\$ 200.00
	Church and Charity	\$ 200.00
Other (specify)		\$
Other (specify)		\$
	Total Monthly Expenditures:	\$ 3831.00

Jim Otis
Applicant's Signature

12/2/20
Date

Carey Otis
Co-Applicant's Signature

12/2/20
Date

Proof of Income on File: Yes No

Home Study Writer's Verification Signature

Date





Tennessee Department of Children's Services

Foster Parent/Other Adult Medical Report

Foster Parent

Other Household Adult

Otis	Jim
Last Name	First Name

SMOKING

Do you smoke? Yes No

Number/packs of cigarettes per day 10

MEDICAL

Are you currently seeing a specialist? Yes No

If yes, name of medical provider _____ Date of last physical 1/22/20

MENTAL HEALTH

Have you ever been treated or hospitalized for a mental illness or suicide thoughts/attempt Yes No

If yes, list dates and treatment _____

TB Risk Assessment Date/Results Assessment Results Negative - 1/15/21
and/or **TB (PPD) Date/Results** _____
or **Not at Risk** **Low Risk**

Special needs or disabilities N/A

Current Medical Problem High Blood Pressure, High Cholesterol

Current Medications _____

Date of Last Influenza Immunization _____

Pertussis Vaccine Date (Adult Inoculation) _____

Specify any physical, mental or emotional problems which would affect this person's ability to care for a child. If the person is identified as other adult living in the home, indicate conditions detrimental to a child's placement in the home.

On the basis of this examination and my knowledge of this patient, recommend do not recommend this person as a foster or adoptive parent for children.

This is not a foster parent applicant. On the basis of this examination and my knowledge of this patient, I have no concerns with this person residing with children.

Comments _____

Physician Name/NP/PA Name Dr. Alex Smith Patient's primary care physician Yes No

Physician/NP/PA Signature Dr. Alex Smith **Date** 1/30/21

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Distribution: Foster Home Case Record



Tennessee Department of Children's Services

Foster Parent/Other Adult Medical Report

Foster Parent

Other Household Adult

Otis	Carey
Last Name	First Name

SMOKING

Do you smoke? Yes No

Number/packs of cigarettes per day _____

MEDICAL

Are you currently seeing a specialist? Yes No

If yes, name of medical provider _____ Date of last physical 1/22/20

MENTAL HEALTH

Have you ever been treated or hospitalized for a mental illness or suicide thoughts/attempt Yes No

If yes, list dates and treatment _____

TB Risk Assessment Date/Results Assessment Results Negative - 1/15/21

and/or **TB (PPD) Date/Results** _____

or **Not at Risk** **Low Risk**

Special needs or disabilities N/A

Current Medical Problem Arthritis in left hand, high blood pressure, acid reflux

Current Medications _____

Date of Last Influenza Immunization _____

Pertussis Vaccine Date (Adult Inoculation) _____

Specify any physical, mental or emotional problems which would affect this person's ability to care for a child. If the person is identified as other adult living in the home, indicate conditions detrimental to a child's placement in the home.

On the basis of this examination and my knowledge of this patient, I recommend do not recommend this person as a foster or adoptive parent for children.

This is not a foster parent applicant. On the basis of this examination and my knowledge of this patient, I have no concerns with this person residing with children.

Comments _____

Physician Name/NP/PA Name Dr. Thomas Ray Patient's primary care physician Yes No

Physician/NP/PA Signature Dr. Thomas Ray **Date** 1/30/21

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Distribution: Foster Home Case Record



Tennessee Department of Children's Services
Foster Parent Applicant Questionnaire

Please Print. Answer each question as completely as possible. Attach additional pages if necessary.

Each foster parent applicant is to complete their own questionnaire.

Date: / /

First Name: Jim Last Name: Otis Date of Birth: 5/10/1985

Address: 123 Oak Lane Pleasantville, TN 39111 Telephone Number: (865) 278-9123

Alternate Telephone Number: () - E-Mail Address: jotis@gmail.net

MOTIVATION

Tell us why you became interested in fostering and/or adopting:

My wife and I can not have kids and we would like to have a little girl.

CHILDHOOD & ADOLESCENCE

1. Who raised you? My mother and sisters

Please provide the individual(s) first and last name and your relationship. _____

2. Were you adopted? YES NO If yes, at what age? _____

Was your mother married at the time of adoption? YES NO

3. Were there any extended separations from your primary caregivers? YES NO

4. How often did you move or relocate as a child? 1-2 times 3-6 times 7-10 times 10 or more times

5. List any siblings (biological, adopted, half or step):

2 sisters, 1 brither

6. Describe the relationship with your mother/primary caretaker. Include the level of closeness and involvement (e.g. loving, distant, overprotective, and abusive/neglectful).

Indifferent/Distant

7. Mother/primary caretaker's ability to manage her life was (check one):

Excellent Good Fair Poor

8. Describe the relationship with your father/primary caretaker. Include the level of closeness and involvement (e.g. loving, distant, overprotective, and abusive/neglectful).

Abusive, Neglectful

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

First Name: **Jim**

Last Name: **Otis**

Date of Birth: **5/10/1985**

9. Father/primary caretaker's ability to manage his life was (check one):

Excellent Good Fair Poor

10. Please rate how strongly you agree with the below statements by choosing from 1 being Not at All to 5 being Completely.

a. As a child I found it easy to be close to my parent/caregiver. I trusted my parents/caregivers and was comfortable depending on them. I did not worry about being abandoned by my parents/caregivers or about them getting too close.

1 2 3 4 5

b. As a child I was uncomfortable being close to my parents/caregivers. I found it difficult to trust my parents/caregivers completely or to depend on them. I got nervous when my parents/caregivers wanted to become too close. My parents/caregivers often wanted to be closer than I wanted them to be.

1 2 3 4 5

c. As a child I often found my parents/caregivers did not want to get as close as I would have liked. I often worried that my parents/caregivers didn't really like me and wanted to distance the relationship. I preferred to do a lot with my parents/caregivers and this desire sometimes overwhelmed them.

1 2 3 4 5

d. Please provide additional comments to support or clarify your answers above

11. Describe your parents or primary caregiver's relationship with each other:

My dad left when I was 9 years old

12. Have your parents/primary caregivers had any addictions? YES NO

13. Who disciplined you as a child?

My sisters

14. Do you feel the discipline you received growing up was appropriate? YES NO

15. Tell us about the values that your parents or primary caregivers held as they raised you:

My mom worked hard to provide for us. She taught me that getting a good education was important

a) Have some or all of your values changed since you were raised as a child? YES NO

b) If yes, list some of your values:

First Name: **Jim**

Last Name: **Otis**

Date of Birth: **5/10/1985**

16. Tell us about your parents' or primary caregiver's view towards sexuality when you were a child or teen:

We didn't really talk about it

17. Describe your life as a child/teen including comments about your personality, activities in which you participated and family life.

I was very shy and insecure

18. Have you ever been abused (physically, emotionally or sexually), assaulted or molested as a child or teen?

YES NO

If yes, what was the relationship to the person that abused you? _____

19. Have you ever received counseling or mental health treatment as a child or teen? YES NO

20. Have you ever experienced any problems in your childhood that currently cause stress? YES NO

ADULTHOOD

1. Describe your early dating experiences including sexual experiences. How did these experiences impact your life?

I was married once before and she cheated on me.

2. List dates and names of your previous marriages/domestic partnerships or other significant relationships (mother or father to your child):

The relationship ended in 2007

3. Have you ever had legal or personal conflict regarding custody of your children? YES NO

4. Tell about your relationship with your spouse/partner before you were married or started your relationship:

I was single for a long time before I met Carey. I knew we were soul mates when I first met her

a) Describe your role in your relationship (Manager, Planner, Peacemaker, Money Manager, etc.):

I am the Money Manager of the family

b) How would you describe your spouse/partner's personality? (Nice, Cold, Affectionate, Shy, etc.):

She has a heart of gold, she is a very giving person with a big outlook on life .

First Name: **Jim**

Last Name: **Otis**

Date of Birth: **5/10/1985**

c) What do you and your spouse/partner argue most about?

Sometimes we argue about how to handle my ex-wife or money problems.

d) Have you ever been physically injured (pushing, striking, kicking, biting, etc.) by your spouse/partner?

YES NO

e) Have you ever separated or threatened to separate from your spouse/partner? YES NO

f) Is your marriage/partnership cooperative?

Rate by choosing from 1 being Not At All to 5 being Completely

1 2 3 4 5 N/A

g) My marriage/partnership is...

Rate by choosing from 1 being Terrible to 11 being Terrific

1 2 3 4 5 6 7 8 9 10 11 N/A

5. Have you ever received counseling or mental health treatment as an adult? YES NO

6. Do you have others who could provide you sound advice regarding conflicts in your marriage/partnership?

YES NO N/A

7. Have you ever been physically, emotionally or sexually abused, assaulted or molested as an adult?

YES NO

If yes, what was the relationship to the person that abused you? _____

8. Have you ever been criminally charged for, investigated for or suspected of child neglect, child physical or child sexual abuse? YES NO

9. Have you ever been arrested, charged or convicted for any crimes? YES NO

If yes, explain: **I was charged with patronizing a prostitute**

10. Have you experienced any problems as an adult that currently cause stress?

Addiction

Family/Spouse Relationships

Financial/Work

Death/Other Loss

Health

Domestic Violence/Other Abuse

Other (Please describe):

Problems with ex-wife

11. Check one or more races to indicate what you consider yourself to be:

American Indian or Alaskan Native

Native Hawaiian

Other Asian

First Name: Jim Last Name: Otis Date of Birth: 5/10/1985

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Other Pacific Islander | <input type="checkbox"/> Chinese | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Black or African-American | <input checked="" type="checkbox"/> White | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Guamanian or Chamorro | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Korean | <input type="checkbox"/> Other Race |

12. Are you Spanish/Hispanic/Latino?

- No, not Spanish/Hispanic/Latino
- Yes, Mexican, Mexican American, Chicano
- Yes, Puerto Rican
- Yes, Cuban
- Yes, Other Spanish/Hispanic/Latino

13. Are you bi-lingual?

- No, English speaking only
- English- Spanish, Cuban, Dialects of Puerto Rico
- English- Portuguese
- English- Somali, Arabic or other dialects
- English- other: _____

INTERESTS

In which hobbies or interests do you participate in your leisure time?
I enjoy fishing and hunting

FAMILY

1. Describe your current relationship with your parents/primary caregiver since becoming an adult including comments as to why it is a positive or negative relationship?

It is very on and off again

2. Describe your current relationship with your siblings including comments as to why it is a positive or negative relationship:

My sisters and I relationship is very warm, but the relationship I have with my brother is very distant.

3. Do you have family or close friends that live locally? YES NO

First Name: Jim Last Name: Otis Date of Birth: 5/10/1985

4. Describe your current relationship with your children (if any) including areas of strength and areas that cause tension in your relationship:

I am a good dad to my boys, I take them fishing and hunting

5. Has anyone in your immediate family (spouse/partner, children, or other household members) ever used illegal drugs or had problems with any addictions? YES NO

6. Has anyone in your immediate family (spouse/partner, children, or other household members) ever been physically, emotionally or sexually abused, assaulted or molested? YES NO

7. Has anyone in your immediate family (spouse/partner, children, or other household members) ever been criminally charged for, investigated for, or suspected of child neglect, child physical or child sexual abuse? YES NO

8. Has anyone in your immediate family (spouse/partner, children, or other household members) ever been arrested, charged, or convicted for any crimes? YES NO

9. Primary Language spoken and/or written in your household: English

10. Do you identify with any religious practices or beliefs? YES NO

a. If Yes, what religious beliefs do you identify with? We are Christians/Baptist

b. How religious are you? Rate by choosing from 1 being Not At All to 5 being Completely

1 2 3 4 5

11. Tell us about how your family spends time together:

We go to church together sometimes.

HOME/NEIGHBORHOOD

1. My relationship with my neighbor(s) is (check all that apply):

Close/Regular Contact No Contact/Distant Strained

2. Do you have concerns about your neighbors/neighborhood that could be a problem for children in your home? YES NO

If Yes, please explain:

3. Describe your involvement in your local community (social, political or religious, etc.):

I go to church with my wife from time to time



Tennessee Department of Children's Services
Foster Parent Applicant Questionnaire

Please Print. Answer each question as completely as possible. Attach additional pages if necessary.

Each foster parent applicant is to complete their own questionnaire.

Date: 2 / 1 / 21

First Name: Carey Last Name: Otis Date of Birth: 9/22/1970

Address: 123 Oak Lane Pleasantville, TN 39111 Telephone Number: (865) 278-9123

Alternate Telephone Number: () - E-Mail Address: jotis@gmail.net

MOTIVATION

Tell us why you became interested in fostering and/or adopting:

I want to open my home to children who need love and a place to stay.

CHILDHOOD & ADOLESCENCE

1. Who raised you? My mother and father

Please provide the individual(s) first and last name and your relationship. _____

2. Were you adopted? YES NO If yes, at what age? _____

Was your mother married at the time of adoption? YES NO

3. Were there any extended separations from your primary caregivers? YES NO

4. How often did you move or relocate as a child? 1-2 times 3-6 times 7-10 times 10 or more times

5. List any siblings (biological, adopted, half or step):

Nine sisters and 4 brothers

6. Describe the relationship with your mother/primary caretaker. Include the level of closeness and involvement (e.g. loving, distant, overprotective, and abusive/neglectful).

Loving and Warm

7. Mother/primary caretaker's ability to manage her life was (check one):

Excellent Good Fair Poor

8. Describe the relationship with your father/primary caretaker. Include the level of closeness and involvement (e.g. loving, distant, overprotective, and abusive/neglectful).

Loving and Warm

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

First Name: **Carey**

Last Name: **Otis**

Date of Birth: **9/22/1970**

9. Father/primary caretaker's ability to manage his life was (check one):

Excellent Good Fair Poor

10. Please rate how strongly you agree with the below statements by choosing from 1 being Not at All to 5 being Completely.

a. As a child I found it easy to be close to my parent/caregiver. I trusted my parents/caregivers and was comfortable depending on them. I did not worry about being abandoned by my parents/caregivers or about them getting too close.

1 2 3 4 5

b. As a child I was uncomfortable being close to my parents/caregivers. I found it difficult to trust my parents/caregivers completely or to depend on them. I got nervous when my parents/caregivers wanted to become too close. My parents/caregivers often wanted to be closer than I wanted them to be.

1 2 3 4 5

c. As a child I often found my parents/caregivers did not want to get as close as I would have liked. I often worried that my parents/caregivers didn't really like me and wanted to distance the relationship. I preferred to do a lot with my parents/caregivers and this desire sometimes overwhelmed them.

1 2 3 4 5

d. Please provide additional comments to support or clarify your answers above

11. Describe your parents or primary caregiver's relationship with each other:

They have been married for 61 years and love each other deeply.

12. Have your parents/primary caregivers had any addictions? YES NO

13. Who disciplined you as a child?

My mother

14. Do you feel the discipline you received growing up was appropriate? YES NO

15. Tell us about the values that your parents or primary caregivers held as they raised you:

You can accomplish anything you set your mind to with hard work and perseverance.

a) Have some or all of your values changed since you were raised as a child? YES NO

b) If yes, list some of your values:

First Name: **Carey** Last Name: **Otis** Date of Birth: **9/22/1970**

16. Tell us about your parents' or primary caregiver's view towards sexuality when you were a child or teen:

My parents told us to wait until we were married.

17. Describe your life as a child/teen including comments about your personality, activities in which you participated and family life.

I was very happy and calm

18. Have you ever been abused (physically, emotionally or sexually), assaulted or molested as a child or teen?

YES NO

If yes, what was the relationship to the person that abused you? _____

19. Have you ever received counseling or mental health treatment as a child or teen? YES NO

20. Have you ever experienced any problems in your childhood that currently cause stress? YES NO

ADULTHOOD

1. Describe your early dating experiences including sexual experiences. How did these experiences impact your life?

I got pregnant when I was 24 with Dan.

2. List dates and names of your previous marriages/domestic partnerships or other significant relationships (mother or father to your child):

Donald Williams 8/14/1981-8/14/1972

3. Have you ever had legal or personal conflict regarding custody of your children? YES NO

4. Tell about your relationship with your spouse/partner before you were married or started your relationship:

Jim bought me flowers when we first started dating. He had a big heart and a positive outlook on life.

a) Describe your role in your relationship (Manager, Planner, Peacemaker, Money Manager, etc.):

b) How would you describe your spouse/partner's personality? (Nice, Cold, Affectionate, Shy, etc.):

.

First Name: **Carey**

Last Name: **Otis**

Date of Birth: **9/22/1970**

c) What do you and your spouse/partner argue most about?

Sometimes we argue about Jim's children or money problems.

d) Have you ever been physically injured (pushing, striking, kicking, biting, etc.) by your spouse/partner?

YES NO

e) Have you ever separated or threatened to separate from your spouse/partner? YES NO

f) Is your marriage/partnership cooperative?

Rate by choosing from 1 being Not At All to 5 being Completely

1 2 3 4 5 N/A

g) My marriage/partnership is...

Rate by choosing from 1 being Terrible to 11 being Terrific

1 2 3 4 5 6 7 8 9 10 11 N/A

5. Have you ever received counseling or mental health treatment as an adult? YES NO

6. Do you have others who could provide you sound advice regarding conflicts in your marriage/partnership?

YES NO N/A

7. Have you ever been physically, emotionally or sexually abused, assaulted or molested as an adult?

YES NO

If yes, what was the relationship to the person that abused you? _____

8. Have you ever been criminally charged for, investigated for or suspected of child neglect, child physical or child sexual abuse? YES NO

9. Have you ever been arrested, charged or convicted for any crimes? YES NO

If yes, explain: _____

10. Have you experienced any problems as an adult that currently cause stress?

Addiction Family/Spouse Relationships Financial/Work
 Death/Other Loss Health Domestic Violence/Other Abuse

Other (Please describe):

11. Check one or more races to indicate what you consider yourself to be:

American Indian or Alaskan Native Native Hawaiian Other Asian

First Name: Carey Last Name: Otis Date of Birth: 9/22/1970

- | | | |
|--|--|-------------------------------------|
| <input type="checkbox"/> Other Pacific Islander | <input type="checkbox"/> Chinese | <input type="checkbox"/> Filipino |
| <input type="checkbox"/> Black or African-American | <input checked="" type="checkbox"/> White | <input type="checkbox"/> Japanese |
| <input type="checkbox"/> Asian Indian | <input type="checkbox"/> Guamanian or Chamorro | <input type="checkbox"/> Samoan |
| <input type="checkbox"/> Vietnamese | <input type="checkbox"/> Korean | <input type="checkbox"/> Other Race |

12. Are you Spanish/Hispanic/Latino?
- No, not Spanish/Hispanic/Latino
 - Yes, Mexican, Mexican American, Chicano
 - Yes, Puerto Rican
 - Yes, Cuban
 - Yes, Other Spanish/Hispanic/Latino

13. Are you bi-lingual?
- No, English speaking only
 - English- Spanish, Cuban, Dialects of Puerto Rico
 - English- Portuguese
 - English- Somali, Arabic or other dialects
 - English- other: _____

INTERESTS

In which hobbies or interests do you participate in your leisure time?
I enjoy going to church, watching movies, and having family game night.

FAMILY

1. Describe your current relationship with your parents/primary caregiver since becoming an adult including comments as to why it is a positive or negative relationship?

Still very loving and warm

2. Describe your current relationship with your siblings including comments as to why it is a positive or negative relationship:

Still very loving and warm.

3. Do you have family or close friends that live locally? YES NO

First Name: Carey Last Name: Otis Date of Birth: 9/22/1970

4. Describe your current relationship with your children (if any) including areas of strength and areas that cause tension in your relationship:

I have a loving and warm relationship with my son Dan, but Jim's children and I sometimes clash because they do not respect me . We are able to work things out.

5. Has anyone in your immediate family (spouse/partner, children, or other household members) ever used illegal drugs or had problems with any addictions? YES NO

6. Has anyone in your immediate family (spouse/partner, children, or other household members) ever been physically, emotionally or sexually abused, assaulted or molested? YES NO

7. Has anyone in your immediate family (spouse/partner, children, or other household members) ever been criminally charged for, investigated for, or suspected of child neglect, child physical or child sexual abuse? YES NO

8. Has anyone in your immediate family (spouse/partner, children, or other household members) ever been arrested, charged, or convicted for any crimes? YES NO

9. Primary Language spoken and/or written in your household: English

10. Do you identify with any religious practices or beliefs? YES NO

a. If Yes, what religious beliefs do you identify with? We are Christians/Baptist

b. How religious are you? Rate by choosing from 1 being Not At All to 5 being Completely

1 2 3 4 5

11. Tell us about how your family spends time together:

We enjoy movies, camping, fishing, and game night (cards and monopoly)

HOME/NEIGHBORHOOD

1. My relationship with my neighbor(s) is (check all that apply):

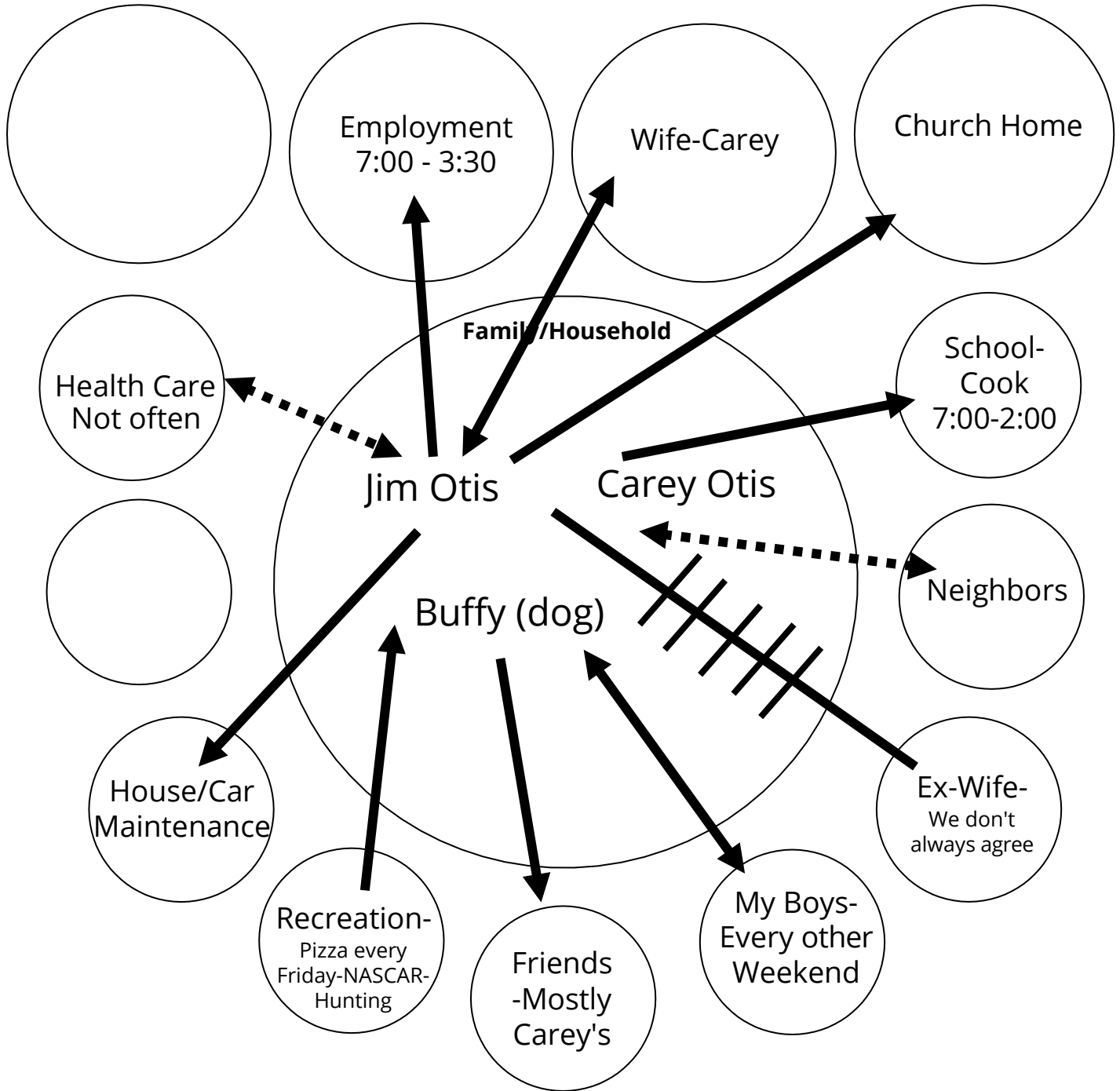
Close/Regular Contact No Contact/Distant Strained

2. Do you have concerns about your neighbors/neighborhood that could be a problem for children in your home? YES NO

If Yes, please explain:

3. Describe your involvement in your local community (social, political or religious, etc.):

We go to church and I sing in the choir.

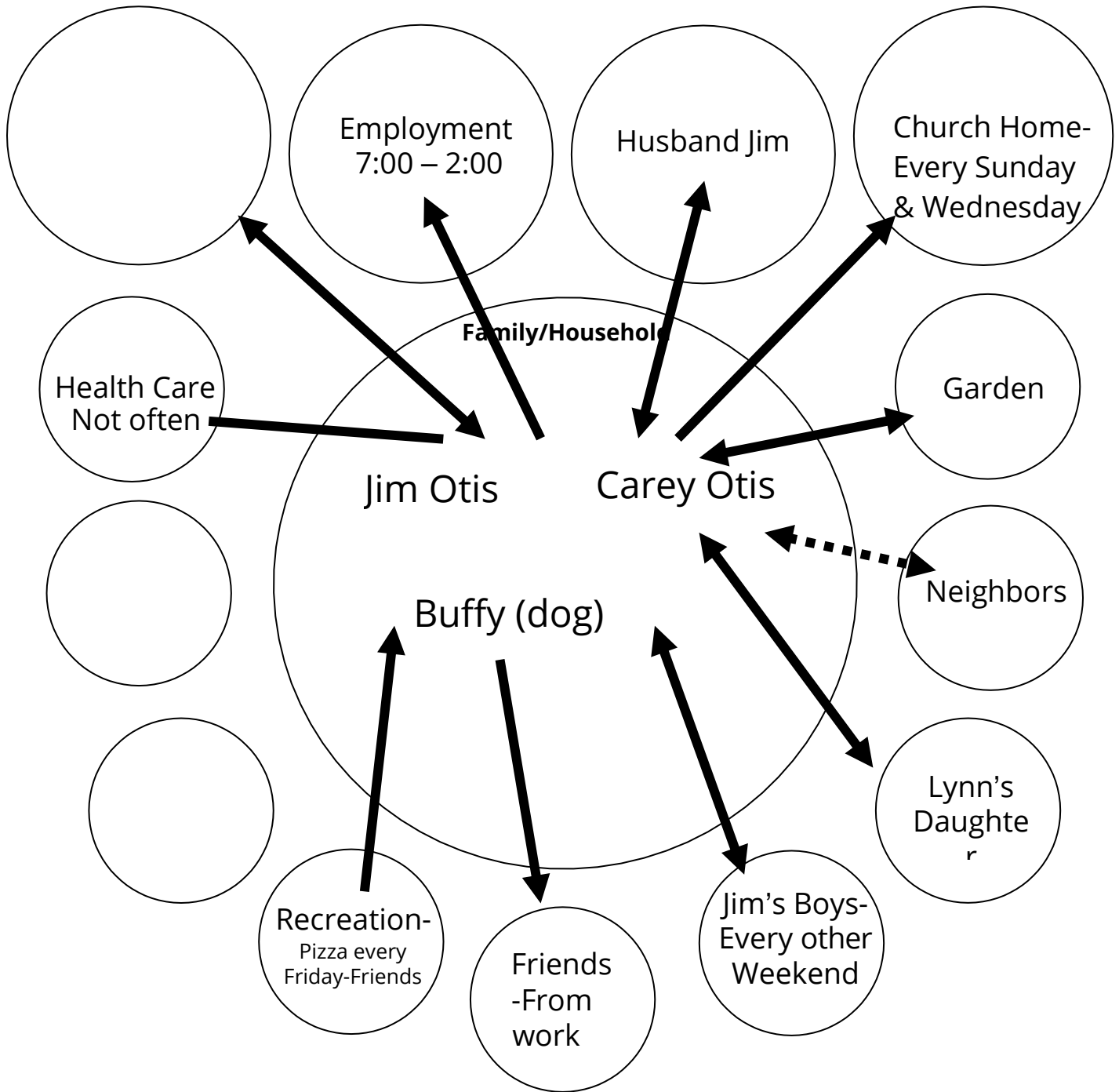


The Eco-Map Diagram

Key:

- Strong Connection: —————
- Weak Connection: - - - - -
- Stressful Connection: // // // //
- Flow of Energy: <----->

*Identify significant people and resources



The Eco-Map Diagram

Key:

- Strong Connection: —————
- Weak Connection: - - - - -
- Stressful Connection: // // // //
- Flow of Energy: ←————→

***Identify significant people and resources**



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.

POPs Form and Manual

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. They '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

Seven Characteristics of a Good Interviewer

1. A Good Interviewer is a Good Listener
2. A Good Interviewer Asks the Right Questions
3. A Good Interview Ask the Question Right
4. A Good Interviewer is Prepared and Organized
5. A Good Interviewer Listens More Than He Talks
6. A Good Interviewer Maintains Eye Contact with the Interviewee
7. A Good Interviewer Dresses Appropriately



Otis Family Interview Information

The Otis family lives in a four bedroom, one and a half bath home in the southwest part of town. This is a relatively quiet area. The house is located in a lane off of Hall Road. It is neat and clean. The home is safe and free of hazards for the most part. During the initial home visit a few safety concerns were noted on the Home Safety Checklist. Mrs. Otis stated she would make sure all safety requests were in compliance at the next home visit. In addition, Mr. Otis has a 22 pistol that he currently keeps in the nightstand next to his bed. He stated he would lock it up and have the ammunition located separate from the gun at the next home visit. Mr. and Mrs. Otis have a bedroom already furnished with a twin bed, dresser, etc... for a foster child. Mrs. Otis has two little nieces who visit on the weekend and they sleep in the third bedroom. The fourth bedroom is upstairs – Dean and Mark (Mr. Otis's sons) use this bedroom when they visit on the weekends. There is one pet, Buffy, a five year old toy poodle. She is not current on all of her vaccinations, but she appears friendly. Mr. Otis smokes, but does not do so in the home. Neither Mr. nor Mrs. Otis drinks. Mrs. Otis used to enjoy a beer after work, but she stopped this habit because her husband has hard feelings about alcoholism.

Mr. Otis is currently 36 years old. He is the youngest of four children. His father was an alcoholic and Mr. Otis reports that his father was sometimes physically violent with the children. At age nine, Mr. Otis reports that he got into a physical altercation with his father, when he was trying to defend his mother from his father's violent outburst. Mr. Otis' reported that his father left his mom soon after the incident, and that his two sisters took over the caregiver role while his mom worked to make ends meet. As a result, Mr. Otis and his sisters are close. Mr. Otis' brother is an alcoholic and they are not close.

Mrs. Otis is currently 51 years old. She grew up in a rural area. She is the 8th child from a family of 14; she has nine sisters and 4 brothers. Mrs. Otis reports that times were tough trying to feed such a large family, but her father made sure there was food for them. Her mother is the “backbone” of the family and her father the “breadwinner”. They have been married for 61 years. Her family is very “warm and kind” and she loves them very much.

Mr. and Mrs. Otis have been married for 2 years. Mr. Otis considers his wife the strong point in his life and thanks God for her. Both have been married before. Mr. Otis’ first marriage ended because of his wife’s “inappropriate marital conduct”, according to his divorce decree. He stated he does not have a good relationship with his ex-wife. Mr. Otis has joint custody of his two boys, Dean, 13 years old, and Mark, 12 years old. The boys visit every other weekend. Mrs. Otis has one child from a previous relationship, when she was young. Dan is 27 years old and in the army. Mrs. Otis reports she has a close relationship to Dan, and that he calls her at least once a week. Dan’s father was never a part of his life, but Mrs. Otis states that she runs into him sometimes in town, and she still has bad feelings because he never helped with child support and never was a father to Dan. After her relationship with Dan’s father ended, Mrs. Otis got married to her first husband. Mrs. Otis’ first marriage ended because of “irreconcilable differences.” No children were born to this marriage, and the couple had very different interests. She has no contact with him now.

Both Mr. and Mrs. Otis reported that their biological children are aware of their desire to give a child a home and are supportive and feel it is a good thing.

Mr. Otis is a local truck driver for XYZ Company. He has driven trucks for this company for 12 years. He owns the truck that he drives. His work hours are 7am to 3:30pm, with occasional trips that have to be taken out of town. He plans to continue working for this company. Mrs. Otis is a cook for MLK Elementary School. She has worked there for 2 years. She loves her job and enjoys working with the kids. Adding to her love for kids, Mrs. Otis babysits five school-aged children in her home from 3:30-6:30 each day Monday -Friday. During the summer she works as an animal technician for a veterinarian. She also loves this job and enjoys working with the animals. Mrs. Their

income is sufficient to meet their needs based on their verifications and Monthly Income and Expenditures form.

Child welfare records checks were completed on 2/15/21 for Mr. and Mrs. Otis. Neither Mr. nor Mrs. Otis were listed in the DCS database for any prior history with the child welfare system. Mr. and Mrs. Otis were fingerprinted on 3/1/21, but the results have not been received yet. Local sheriff's department records were checked on 4/21/21. Mrs. Otis was not listed. Mr. Otis' criminal background check showed a misdemeanor citation for patronizing a prostitute. The officer's report shows on 5/28/20, police were making a routine check on Oak Street, and a female detective was a decoy. Mr. Otis allegedly approached the decoy. He was only written a citation since he had no prior warrants. Mr. Otis claims he was not patronizing a prostitute. He said he came out of a store and spoke to this woman and the next thing he knew, he was being written up for the charge. He said it was a case of being in the wrong place at the wrong time. The TBI Sex Offender Registry was searched on 4/12/21 and yielded no records. All references were checked and none offered any concerns.

Religion is very important to the Otis's who are Baptist. Mrs. Otis is active in church and Mr. Otis sometimes goes with her. Both Mr. and Mrs. Otis report they do not want to parent a child whose religious beliefs are different from theirs. Outside of church activities, the Otis's said they did not do many other activities together. Mr. Otis reported that he enjoys fishing and hunting, mainly shooting rabbits, in his spare time. Mrs. Otis stated she is mostly a homebody although she enjoys going shopping on occasion.

Mr. and Mrs. Otis appear to understand the general distinction between foster care and adoption. They both feel they can say no to a child who would not be right for them. When asked about caretaking responsibilities, Mr. Otis stated that his wife "would be doing most of the parenting". He stated that he trusted her judgment when it came to kids and what they need. Mr. Otis stated that he would prefer a child that did not have a history of sexual abuse because he said he would be "unsure how to handle those problems". Mrs. Otis commented that she has a fear that she will become very attached to a child placed in her home,

but she hopes her husband would help keep her grounded. Mrs. Otis says she would be OK with a child leaving her home to go back to a stable environment. She would be concerned if the birth family's home was not stable and secure. The Otis's have a lot of experience with children. Not only have they reared or shared in rearing their biological children, they have cared for nieces in Mrs. Otis' extended family.

Mrs. Otis reports that she did not use physical punishment in rearing her son. She used praise or rewarding and taking away privileges. These are the same discipline techniques they intend to use with a child from the system along with implementing house rules for a child who may be older. Mr. and Mrs. Otis have reviewed the agency's policy on Discipline and both signed the Discipline form stating they agree to comply with the policy.



Home Safety Checklist

Otis _____

Foster Home Name _____

Foster Home ID# _____

Household Requirements						
Yes	No	Will Comply	N/A	Comply Date	Worker Initial	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Designated spaces for informal living, dining, food preparation and storage; separate rooms for sleeping and bathing.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Stable supply of heat provided and maintained to rooms being occupied.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Garbage, refuse and other wastes disposed of in a way that does not constitute a health hazard.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Mirrors and other wall attachments fixed securely to walls.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Maximum temperature of hot water in bathroom 120 degrees or less.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Steps or railings sturdy, appropriately spaced and in good repair.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Extension cords in good repair.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Electrical outlets covered and not overloaded.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Electrical appliances and cords out of young children's reach.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Radiators, hot water pipes and fireplaces covered.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Exits and stairways gated or otherwise secured for infants and young children.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Rugs and other moveable floor coverings safely secured.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Matches and lighters inaccessible to children.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Toys safe, clean and in good repair.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Crib mobiles out of the reach of young children.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Pot handles placed toward the back of the stove, out of the reach of young children.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Knives, scissors and other sharp instruments kept out of the reach of young children.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Windows, screens and balcony doors in high-rise apartment buildings secured by safety catches.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Blind and drape cords constructed without loops and out of the reach of young children.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Television sets on tables or stands fastened securely.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Unused refrigerators/freezers/stoves stored with doors removed.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Adequate pest control.

Means of Communication

Yes	No	Will Comply	N/A	Comply Date	Worker Initial	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Telephone access available.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			List of emergency telephone numbers readily accessible.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Children/youth have knowledge of accessibility to phone for emergency usage.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Children/youth have knowledge of emergency plan.

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Fire Safety

Yes	No	Will Comply	N/A	Comply Date	Worker Initial	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Smoke Detectors on every floor level of home and in working order.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Written Fire Evacuation Plan established and regularly reviewed with all family members.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Flashlight(s) in working order; easily accessible in emergency.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Fire extinguisher(s) in working order, on each floor; not less than 2½ pounds; for Class B and C fires.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Carbon Monoxide detector(s) on every level of the home.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Exits and hallways well lit and uncluttered.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Fireplace/woodstoves installed as per specification of the local fire department.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Fireplace screens or front guards in use; combustible deposits removed regularly.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Stovepipe cleaned regularly.

Sleeping Arrangements

Yes	No	Will Comply	N/A	Comply Date	Worker Initial	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Infant cribs in compliance with government safety standards.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Discussed safe baby sleep for caregivers of infants.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Children will have their own bed (platform or standard that includes mattress, box springs, unless they are bunk beds, and bed frame).
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Bedrooms occupied by children do not have external door locks.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Bedrooms occupied by children have a window.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Clothing storage space available for child's personal belongings.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			No bedroom is in a building detached from the home, an unfinished attic or unfinished basement, or a stairway hall.

Weapons

Yes	No	Will Comply	N/A	Comply Date	Worker Initial	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Weapons, including firearms, air rifles, and bows and hunting slingshots are made inoperable when not in use and are stored in locked cabinets, inaccessible to children.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Ammunition will be stored and locked separately from weapons.

Medicines and Hazardous Substances

Yes	No	Will Comply	N/A	Comply Date	Worker Initial	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Medications and other potentially hazardous pharmaceutical substances stored, locked, and inaccessible to children.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Other potentially hazardous household substances (e.g. bleach, cleaning fluids, pesticides) stored, locked, and inaccessible to children.

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Specific Safety Precautions						
Yes	No	Will Comply	N/A	Comply Date	Worker Initial	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Inform and instruct child about potential danger of certain types of farm equipment, structures and livestock (where applicable).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Inform and instruct child about water safety and potential danger of specific water hazards i.e. wells, water troughs, lakes, rivers, reservoirs, culverts, tubs, ponds, swimming pools, Jacuzzi tubs.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Swimming pools on property are secured with a fence, a locked gate, and a pool safety alarm installed.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Swimming pools must be equipped with a life saving device such as a ring buoy.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Hot tubs and spas must have safety covers that are locked when not in use. Non-portable hot tubs and spas require a safety alarm.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Internet adult sites, adult videos, and other such adult materials are inaccessible to children.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Precautions in place to protect children from second-hand smoke.
Pets						
Yes	No	Will Comply	N/A	Comply Date	Worker Initial	
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Pet vaccinations in accordance with state and local laws.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			In or on the premises of a foster home are kept in a safe and sanitary manner in accordance with state and local laws.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Potentially dangerous situations involving animals discussed and understood.
Automobile Safety						
Yes	No	Will Comply	N/A	Comply Date	Worker Initial	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Automobile in safe operating condition.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Valid Driver's License for each person driving children.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Equipped with child safety seats for infants/toddlers.
<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>			Equipped with booster seats for children ages 4 through age 8 who are less than 4'9".
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Equipped with safety seat belts for each person.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			All safety seats and belts meet standard safety regulations.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Foster parent is licensed.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Foster parent has made arrangements with other adults with license for transportation.
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Copy of license on file in foster home files.
Water Source						
Yes	No	Will Comply	N/A	Comply Date	Worker Initial	
<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>			Municipal water system.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>			Well water.

Date of last test:

Results:

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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.

Red Flag Activity



Fred and Wilma Becker are in their late 30s. They have recently become a kinship placement for Wilma's niece, who is 14 years old. The couple also has their own two children that reside in the home, two sons, ages 8 and 10. Mr. Becker served in the army for 10 years, from the time he graduated high school, until he was honorably discharged 8 years ago. During his time in the military, he served in the Gulf War, on the front lines. Since leaving the army, he has been working as a real estate agent and is moderately successful. Mrs. Becker works part-time as a substitute teacher for the elementary school where her children attend. She is very active in her community and church.

During TN Key, it was noted that Mr. Becker is talkative, active, and a leader. He likes to deer hunt with bows and rifles. Mr. Becker is also active politically. He told about having lobbied state legislators about various causes and being personal friends with a state senator. Mrs. Becker is much quieter than her husband. She keeps the house immaculate and likes to do handwork like knitting and crocheting. During TN Key she stayed to herself during breaks, but appeared to have a good understanding of the issues of attachment, separation and loss, and appropriate discipline. She always deferred to her husband during group conversations.

On the Becker's Application for Resource Parenting, they checked yes in the box that asked whether they had ever had any previous DCS involvement, but they did not provide any written explanation. Upon further investigation, DCS records show the Beckers and their children had been involved in a CPS investigation about 7 years ago. The CPS referral cited concerns of possible physical abuse, with the results of the investigation being "unfounded". The local criminal background check results for Mr. Becker also showed a charge of domestic violence around the same period of time. When asked to provide further information about the CPS investigation and the domestic violence incident, Mr. Becker stated that soon after he was discharged from the military, he was diagnosed with Post Traumatic Stress Disorder, and was also struggling with an alcohol problem. Mr. Becker stated one night an argument broke out between him and his wife at their home, after he had been drinking. The police were called to the home and he was arrested for domestic violence. A CPS referral was also made that night in regards to the children's welfare. Mrs. Becker later dropped the domestic violence charges, after Mr. Becker said he would seek counseling for his PTSD and alcohol issues. Mr. Becker stated this was an isolated incident, and there have never been any further problems since. Mr. Becker stated he has been sober now for the past 6 years.



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: 111 Rain Rd 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> Otis </u>	First Name: <u> Jim </u> Middle Initial: <u> H </u>
Date of Birth: <u> 5/10/1985 </u>	TFACTS PERSON ID: <u> 222-44-2345 </u>	
Relationship to Co-Applicant: <u> Husband </u>	Physical Description: <u> Jim is a Caucasian male who is 6 feet tall </u>	
Cell Phone No: <u> 865-931-2345 </u>	Emergency/Work Phone No: <u> 423-679-9012 </u>	
E-Mail Address: <u> jotis@gmail.net </u>		
Co Applicant:	Last Name: <u> Otis </u>	First Name: <u> Carey </u> Middle Initial: <u> A </u>
Date of Birth: <u> 9/22/1970 </u>	TFACTS PERSON ID: <u> 111-22-3333 </u>	
Relationship to Applicant: <u> Wife </u>	Physical Description: <u> Carey is a Caucasian female who is 5'3" tall </u>	
Cell Phone No: <u> 865-931-2345 </u>	Emergency/Work Phone No: <u> 319-433-2895 </u>	
Household Address: <u> 123 Oak Lane, Pleasantville, TN 39111 </u>		
Home Telephone No: <u> 865-931-2345 </u>	E-Mail Address: <u> jotis@gmail.net </u>	
III. HOUSEHOLD MEMBER INFORMATION:		
A. Children – (Birth or Adopted):		
Last Name: <u> Otis </u>	First Name: <u> Dean </u>	Middle Initial: <u> T </u>
Date of Birth: <u> 1/14/2008 </u>	TFACTS PERSON ID: <u> 777-88-9999 </u>	
Relationship to Applicant/Co-Applicant: <u> Son </u>	Physical Description: <u> Dean is a Caucasian teenager who weiohs approximately 140 lbs. </u>	
<hr/>		
Last Name: <u> Otis </u>	First Name: <u> Mark </u>	Middle Initial: <u> J </u>
Date of Birth: <u> 8/25/2009 </u>	TFACTS PERSON ID: <u> 222-33-4444 </u>	
Relationship to Applicant/Co-Applicant: <u> Son </u>	Physical Description: <u> Mark is a Caucasian teenager who </u>	

weighs approximately 120 lbs

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:

The Otis family states that they want to share their love and home with children that someone to care. They have been thinking about fostering for approximately 2 years.

VI. PATH TRAINING EXPERIENCE:

The Otis's were engaged and attentive during training. Homework was completed and they seem to grasp the concept of fostering and the challenges that children in the system face. Their extended family supports their decision.

VII. HOME/NEIGHBORHOOD DESCRIPTION:

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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Bedroom #1: Master bedroom - queen bed, fully furnished with full bathroom

Bedroom #2: Bedroom where Mrs. Otis's neices sleep when they come to visit - twin beds, fully furnished

Bedroom #3: Dean and Mark's bedroom - twin beds, fully furnished

Bedroom #4: Foster child's bedroom - full bed, fully furnished

Den: Foster parents stated that if they were to get a sibling group, they would transform this room into a bedroom.

Living room: Fully furnished, well-kept , doors open to the patio

Dining room: Fully furnished

Fire extinguisher (Types and location) ABC - Kitchen and upstairs near stairs

Smoke alarms (locations) Kitchen, upstairs hallway, master bedroom and foster child's bedroom

Evacuation plans posted (locations): next to each fire extinguisher

Double lock mechanism (location): Master bedroom closet

Back and front yards have no safety issues. Back yard is fenced in with a shed.

Church attended: The family attends a Baptist church

Proximity and Accessibility to local resources: The closest schools are Pleasantville Elementary, Pleasantville Middle, and Pleasantville High School. There are bus routes in median proximity to the home but the family has adequate transportation.

The Otis family's relationship with neighbors and community groups are minimal.

They have a pet poodle, named Buffy. The doq appears friendly.

VIII. FAMILY HISTORY INFORMATION:

A. Childhood and Adolescence History:

1.	Applicant:	
	a) Relationship History:	Jim states that he had a mostly normal and healthy childhood/adolescence. He was raised primarily by his mother, and had 3 siblings.
	b) Well Being History:	No physical and/or mental problems noted. Drug/alcohol usage was denied. Jim stated that there was domestic violence in the home prior to his dad leaving.
	c) Legal/DCS History:	No history of CPS/SSMS and/or delinquency.
2.	Co-Applicant:	
	d) Relationship History:	Carey describes a normal and healthy childhood/adolescence. She was raised by both parents. She has 13 sibfinqs.
	e) Well Being History:	No physical and/or mental problems. Drug/alcohol usage was denied, as well as domestic violence and trauma.
	f) Legal/DCS History:	No history of CPS/SSMS and/or delinquency.

B. Adulthood:

1.	Applicant:	
	a) Relationship History:	Jim has been married before. His first marriage lasted for 5 years, and ended due his first wife's "inappropriate marital conduct". He said he does not get along with his ex-wife. He has two teenage sons from that marriage. He currently has joint custody of his sons and says that he has a great relationship with both of them. His current marriage of 2 years has produced no children. Jim describes his relationship with his sibilinas as lovinQ and

		caring.
	b) Well Being History:	No physical and/or mental problems noted. Drug/alcohol usage was denied, as well as domestic violence and trauma.
	c) Legal/DCS History:	No history of CPS/SSMS and/or court involvement.
2.	Co-Applicant:	
	d) Relationship History:	This is Carey's second marriage. She has no contact with her ex-husband. She has one adult son, whom she is close to. Her relationship with her siblings is described as loving and warm. She has frequent contact with her mother and siblings. Her father is deceased.
	e) Well Being History:	No physical and/or mental problems. Drug/alcohol usage was denied, as well as domestic violence and trauma.
	f) Legal/DCS History:	No history of CPS/SSMS and/or court involvement
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: Dean Otis	
	a) Relationship History:	Dean is the son of Jim Otis. He stays with his father on every other weekend. He reports that he makes good grades and a lot of friends.
	b) Well Being History:	<i>No physical and/or mental problems noted. Drug/alcohol usage was denied, as well as domestic violence and trauma.</i>
	c) Legal/DCS History:	No history of CPS/SSMS and/or delinquency.
2.	Name: Mark Otis	
	a) Relationship History:	Mark is the son of Jim Otis. He stays with his father on every other weekend. He reports that he makes ok grades and that he has a few friends.
	b) Well Being History:	No physical and/or mental problems noted. Drug/alcohol usage was denied, as well as domestic violence and trauma.
	c) Legal/DCS History:	No history of CPS/SSMS and/or delinquency.
3.	Name:	

	a) Relationship History:	
	b) Well Being History:	
	c) Legal/DCS History:	

E. Family Interaction:

The household consists of mainly Jim and Carey, with Jim's sons visiting every other weekend. home run smoothly. Throughout the week Jim and Carey work full-time. The family's weekends are fairly relaxed. They tend to spend quality time together. The family reports that they have a close relationship with other family members and they talk often. No family conflict is reported.

Carey's sister, Patty, has been identified as being the major support to the family. Others are specifically mentioned on the family's Eco-Map.

IX. FOSTER PARENTING CAPACITY:

A. Ability:

The Otis family shows a good understanding of the concepts of foster care. They portray themselves to be a mild-mannered and settled family. In reference to discipline she states she understands the prohibition of corporal punishment. They will use natural and logical consequences.

The Otises feel they can work best with a Caucasian female child, ages infant to 5 years old. Specific behaviors they do not want to parent are: harmful to animals, self-injurious, sexualized behaviors, suicidal, fire-setting and medical problems. Mrs. Otis does not feel she is properly educated and experienced enough to handle these behaviors. They will work with DCS in order to handle most other common behaviors displayed by children in custody. They are willing to work with birth parents (except when the child has been sexually abused), DCS and providers.

B. Skills:

The applicants and Mr. Otis's sons have no major physical/mental health conditions. Jim takes medication for his blood pressure and high cholesterol and Carey takes medication for her blood pressure also.

English is the only language spoken and/or written in the home.

A combined montly income of \$5417 is reported. This income comes from Mr. Otis's employment at XYZ Company and Mrs. Otis's employment at MLK Elementary School. Proof of these income sources are on file.

Mr. and Mrs. Otis both have their high school diplomas. Mrs. Otis also received an Associates Degree in Business.

Mr. and Mrs. Otis do not have any previous experience as resource parents.

C. Support for Foster Parenting:

Several family members have been identified as support for the family. Carey's sister has been identified as the major support system for the family.

X. CHARACTER, ETHICS AND VALUES:

A. Foster Family Character, Ethics and Values:

The applicants prefer to foster female children of any race or ethnicity, but would like for the child to be of the same religion as they are. The understand that if there are differences, they should be flexible, patient and understanding. They also understand that even a child of the same ethnic group may still have different values and ideas than their family. They will deal with each child on an individual basis.

B. References:

Patricia Smith (Relative) - When asked to describe her observation of the current relationship between parents she said, "Yes, this is a 2 parent home. Jim and Carey have a good relationship."

Fannie Otis (Relative) - When asked if she would be comfortable allowing Jim and Carey to take care of her child she stated,

**Profile of Parenting
Home Study Writer Checklist**

Foster Home Name:

Date Submitted for Approval:

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

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

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

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

a. Motivation for Foster Parenting:

- Reasoning for becoming a foster parent from their point of view
Assessment of their understanding of the foster to adopt process

b. PATH Training Experience:

- Applicant/Co-Applicant's experience in training
Dates and locations of PATH classes, including instructor's names
Strengths and/or needs identified in the PATH assessment
Any waiver requested, approved, or denied

c. Home/Neighborhood:

- Physical description of the home
Description of neighborhood, including crime rate, proximity to resources, and schools the home is zoned for
Plans for transportation (i.e., valid driver's license, car registration, car seat availability, etc.)
Pets and documentation of current vaccinations
Relationship with neighbors
Results of the home safety checklist (fire extinguishers, smoke alarm, pool safety, medications locked, weapons stored properly, etc.)
Any waivers requested, approved, or denied
Results of POPS items that apply to this section: #25, #49, #52 through #56 (anything rated "0", "2", or "3" in these areas)

d. Family History Information – Childhood and Adolescent History

	<u>Applicant</u>	<u>Co-applicant</u>
<u>Relationship History</u>		
Relationship with parents and siblings during childhood	<input type="checkbox"/>	<input type="checkbox"/>
What their life was like as a child/as an adolescent	<input type="checkbox"/>	<input type="checkbox"/>
If parents are deceased, then dates and causes of death	<input type="checkbox"/>	<input type="checkbox"/>
<u>Well-Being History</u>		
Any physical or mental health problems during childhood	<input type="checkbox"/>	<input type="checkbox"/>
Any drug/alcohol use	<input type="checkbox"/>	<input type="checkbox"/>
Traumatic incidents	<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"/>
<u>Legal/DCS History</u>		
Behavioral or delinquency concerns	<input type="checkbox"/>	<input type="checkbox"/>
History of abuse and/or neglect	<input type="checkbox"/>	<input type="checkbox"/>
Involvement with DCS or Court system	<input type="checkbox"/>	<input type="checkbox"/>

e. Family History Information – Adulthood

	<u>Applicant</u>	<u>Co-applicant</u>
<u>Relationship History</u>		
Early dating and sexual experiences	<input type="checkbox"/>	<input type="checkbox"/>
Current and past marital relationships	<input type="checkbox"/>	<input type="checkbox"/>
Current relationships with parents and siblings	<input type="checkbox"/>	<input type="checkbox"/>
How they manage those relationships	<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"/>
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"/>
<u>Well-Being History</u>		
Any physical or mental health problems since adulthood	<input type="checkbox"/>	<input type="checkbox"/>
Any drug/alcohol use since adulthood	<input type="checkbox"/>	<input type="checkbox"/>
Trauma/domestic violence since adulthood	<input type="checkbox"/>	<input type="checkbox"/>
Any services they currently receive for personal issues	<input type="checkbox"/>	<input type="checkbox"/>
How these issues would affect being a foster parent	<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"/>
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"/>

Applicant Co-applicant

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 waiver requested, approved, or denied	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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"/>

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"/>

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"/>

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"/>

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"/>

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

Any high-risk behaviors identified in POPS Tool section, #57

Family Interaction

Description and assessment about the interaction of the family unit

Time spent together or activities that the family does together

Hobbies, special interests, talents of each foster parent

Any community groups the family is involved in and its impact on fostering/adopting

Analysis of Eco-Map

Results of POPS items that apply to this section: #30 through #35 (anything rated "0", "2", "3" in these areas)

f. Foster Parenting Capacity

Ability

Type of children the applicant believes they can work with and why, from the applicants' point of view

How foster parents collaborate with one another in making parenting decisions

Parenting style/child rearing practices and the effect it will have on their ability to foster children

Willingness to work/partner with birth parents, DCS, providers, etc.

Their understanding of their rights and responsibilities as foster parents

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)

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)

Support for Foster Parents

Family's financial information from their Monthly Income and Expenditures form

Information about their employment (e.g. shifts, hours, etc.)

Level of impact their employment has on their ability to be a foster parent

Family and extended family's support for their decision to foster or adopt

- Any informal supports and alternate caregivers who have been identified
- Their contingency plan
- Results of POPS items that apply to this section: #47 through #50 (anything rated "0", "2", or "3" in these areas)

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)

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

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)

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



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: 111 Rain Rd 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: Otis	First Name: Jim Middle Initial: H
Date of Birth: 5/10/1985	TFACTS PERSON ID: 222-44-2345	
Relationship to Co-Applicant: Husband	Physical Description: Mr. Otis is a Caucasian male who is six feet tall and weighs 260 pounds. He has brown hair which is cut short to his scalp and he has brown eyes. He has one tattoo, which is a cross on his left bicep. He has no other distinguishable scars or tattoos.	
Cell Phone No: 865-931-2345	Emergency/Work Phone No: 423-679-9012	
E-Mail Address: jotis@gmail.net		
Co Applicant:	Last Name: Otis	First Name: Carey Middle Initial: A
Date of Birth: 9/22/1970	TFACTS PERSON ID: 111-22-3333	
Relationship to Applicant: Wife	Physical Description: Mrs. Otis is a Caucasian female who is five feet three inches tall and weighs 145 pounds. She has blonde hair and blue eyes. She has no distinguishable scars or tattoos	
Cell Phone No: 865-931-2345	Emergency/Work Phone No: 319-433-2895	
Household Address: 123 Oak Lane, Pleasantville, TN 39111		
Home Telephone No: 865-931-2345	E-Mail Address: jotis@gmail.net	
III. HOUSEHOLD MEMBER INFORMATION:		
A. Children – (Birth or Adopted):		
Last Name: Otis	First Name: Dean	Middle Initial: T
Date of Birth: 1/14/2008	TFACTS PERSON ID: 777-88-9999	

Relationship to Applicant/Co-Applicant: Son **Physical Description:** Dean is a Caucasian 13 year old boy, who is five feet and four inches tall, and weighs approximately 140 lbs. He has red hair and green eyes. He has no distinguishable scars or tattoos. .

Last Name: Otis **First Name:** Mark **Middle Initial:** J
Date of Birth: 8/25/2009 **TFACTS PERSON ID:** 222-33-4444

Relationship to Applicant/Co-Applicant: Son **Physical Description:** Mark is a Caucasian 12 year old boy, who is five feet and two inches tall, and weighs approximately 120 lbs. He has blonde hair and brown eyes. He has no distinguishable scars or tattoos.

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:

Mr. and Mrs. Otis have a love for children and have talked about fostering for the past two years. Mrs. Otis works in the school system and stated that she sees so many children that have been in the foster care program, and she and her husband feel they could help some of these children. They feel they could really make a difference in a child or children's lives. They would love to foster to adopt, but realize their primary function would be to foster a child or children and that the Department's main objective is reunification. They fully understand adoption will not be an option with all or possibly any of the children they choose to foster. They also express an understanding that if adoption becomes an option, they know the Process may take some time.

VI. PATH TRAINING EXPERIENCE:

Mr. and Mrs. Otis attended TN Key classes in Knox County at the Knox County Department of Children's Services office, located at 2600 Western Avenue, Knoxville, TN 37921. The TN Key Trainer was Heather Helton. Mr. Otis and Mrs. Otis attended the Informational Meeting on 1/28/21, Navigating the Child Welfare System on 2/4/21, Exploring the Impact of Trauma on 2/11/21, Roadmap to Resilience on 2/18/21, Rerouting Trauma Behaviors on 2/25/21, Medication Administration on 3/9/21, and CPR/First Aid on 3/10/21. Mr. and Mrs. Otis also attended their MAP meeting with their TN Key trainer on 3/16/21. Their TN Key trainer noted that the Mr. and Mrs. Otis have a good understanding of the Child Welfare System and advised being a part of the Child and Family Team Meetings would give them a chance to obtain current information regarding the child and the case. They also understand that having a good working partnership with the Department of Children's Services will aid in the child finding permanency faster. Mr. and Mrs. Otis feel their strengths are being caring, understanding, and the fact they have family support. Trainer Helton noted in the Otis's assessment that they recognized a child's emotions are tied to an underlying feeling or need. Mr. and Mrs. Otis also seem to have a good understanding of the difference between discipline and punishment. During the MAP Meeting, Mr. Otis expressed concern about being able to work with the birth parent who may have sexually abused the child. The TN Key trainer recommended further coaching in that area for Mr. Otis.

When asked about their TN Key experience, Mr. and Mrs. Otis said that they found the statistics that were provided during the Impact of Trauma class to be disturbing, and both stated they did not know before training that so many children were affected by child abuse and neglect. Mrs. Otis stated she found this information especially hard to grasp. They stated the classes were very informative and they really enjoyed getting to know other people in the class that were interested in becoming resource parents too.

VII. HOME/NEIGHBORHOOD DESCRIPTION:

The Otis's home is a four bedroom, two bathroom, two story brick home located in a small subdivision in Pleasantville, TN. There are three bedrooms on the main floor and a master suite in the basement. One of the bedrooms is already set up for a potential foster child with a toddler bed and a dresser for the child's belongings. A second bedroom is used by Mr. Otis's sons when they visit on the weekends; therefore it is fully decorated and contains two twin beds. A third bedroom is currently used as a guest bedroom for occasions when Mrs. Otis's nieces come to visit. That bedroom is also decorated and has two twin beds. There is also a fully functioning bathroom on the main floor. The Otis stated they will place a safety gate at the top of the stairs if they were to get a young child in their home. The kitchen and living room are located on the main floor of the home. The living room is furnished with a very well kept sectional sofa, big screen television, curio cabinet and end tables. The kitchen has a long countertop which doubles as bar/eating area. There are several bar stools pulled up to the counter. The kitchen has a high top table and chairs for dining. The family also has a small freezer of food. The master bedroom and a bathroom are located on the basement level of the home. This room is fully furnished and the bathroom is a fully functioning full bathroom. Access to the one car garage is at the bottom of the stairs to the left. The one car garage is "L" shaped and at the rear and to the left is extra storage, and the washer and dryer. There is a patio off the kitchen which has a hot tub on it. The hot tub is covered and has a canopy with a zippered door around it. The home is an older home; however, Mr. and Mrs. Otis have fully remodeled the home. They have all new furniture and new flooring has been installed. There were no safety or health hazards observed. The home was immaculate.

The home is zoned for Pleasantville Elementary, Pleasantville Middle, and Pleasantville High School. The Otis's live in a suburban area that has a low crime rate. The residence is within a few miles of several resources including a convenient store, a large grocery store/shopping center and the home is within two miles of the Pleasantville Regional Medical Center. There are no concerns about the neighborhood at this time. Mr. and Mrs. Otis report that they do not have much contact with their neighbors, except to say hi and wave if they see a neighbor outside from time to time Mr. and Mrs Otis each have an automobile, and have provided proof of driver's licenses, auto insurance and automobile registration. In addition, a copy of their driving record check is located in the file with no records found for either Jim or Carey Otis. Mrs. Otis stated she is prepared to purchase an age-appropriate car seat for whatever child is placed in their home. Based on the current information provided by the family, Mr. and Mrs. Otis both scored a "O" on their POPS Tool for Transportation.

The home is equipped with fire extinguishers on both levels of the home and there are smoke detectors and carbon monoxide detectors outside of the bedrooms set up for children. Mr. Otis has a 22 pistol with a trigger lock on it that he currently keeps in a small gun safe, which is located in a closet in the couple's bedroom. The ammunition is located separately from the gun in another locked box within the same closet. In addition to the locks on the gun safe and ammunition box, the couple also locks their closet door to ensure safety. Mr. Otis stated that he keeps all the keys to his locks on his key chain, which is on his person all the time. The medications are in a lock box in the upstairs bathroom within a cabinet that has a child lock on it. The cleaning materials under the sink with a child lock on the cabinet door. Based on the results of the home study checklist and the home study writer's observations, Mr. and Mrs. Otis scored a "O" on all items listed in the Home Safety Factors section of the POPS Tool. The family has one inside pet. They have a 5 year old poodle named Buffy, who appears friendly to strangers. Mrs. Otis states that Buffy gets along well with kids. Buffy is up-to-date on her vaccinations as verified by her recent shot record. Verification of the pet vaccination is listed in the resource file.

VIII. FAMILY HISTORY INFORMATION:

A. Childhood and Adolescence History:

1.	Applicant:	
	a) Relationship History:	<p>Mr. Otis stated that he had a mostly normal childhood/adolescence. Mr. Otis grew up in a home with his mother and his 3 older siblings, two sisters and older brother. Mr. Otis was the youngest in the family. Mr. Otis stated he was primarily raised by his mother, but she worked a lot, so his sisters helped to raise him whenever needed. Mr. Otis states that he was very close to his sisters growing up, but that he and his brother fought a lot. Mr. Otis stated his mother passed away 2 years ago on 5/23/09 from cancer. Mr. Otis states that he did not have a good relationship with his father growing up He stated his father was an alcoholic and that his father was physically abusive at times. Mr. Otis stated his father left the home when Mr. Otis was 9 years old. Mr. Otis stated he has not had contact with his father in over 20 years, and he is unsure whether he is still alive. Mr. Otis described himself as being a shy child, who stayed in his room a lot and listened to music.</p> <p>Mr. Otis stated his parents instilled several values in him such as religious beliefs, compassion, social conscience, strong work ethic, being responsible, being a parent, patriotism, honesty and importance of family. Mr. Otis stated these are values he still feels are important today.</p>
	b) Well Being History:	<p>Mr. Otis stated he was on track developmentally as a child/adolescent, and made fairly decent grades as a child, mostly B's and C's in his classes. He stated he did not have any physical problems or hospitalizations as a child. He also stated he did not have any mental health issues and he denies any drug or alcohol use. Mr. Otis stated that there was history of domestic violence in the home prior to his dad leaving, and described a traumatic event that occurred during his childhood when he got into a physical altercation with his father one night when his father was hitting his mother. Mr. Otis stated there were several times he can remember when his father was violent with the children and his mother. Based on information that Mr. Otis provided during his interviews and his Resource Family History Questionnaire, Mr. Otis scored a "2" on "Childhood History of Neglect/Deprivation/Trauma. Mr. Otis stated that after his father left the home, there was</p>

		no further incidents of abuse. Mr. Otis stated that this trauma does not impact him as an adult and does not effect his parenting abilities
	c) Legal/DCS History:	Mr. Otis stated that he did not have a history of behavioral or delinquency problems during his childhood or adolescence. There was no involvement with DCS during Mr. Otis's childhood as verified by a CPS/SSMS check, and no court involvement. .
2.	Co-Applicant:	
	d) Relationship History:	<p>Mrs. Otis grew up with her mother, father and 13 brothers and sisters. Mrs. Otis describes her childhood as being "normal", although times were sometimes tough financially because of the large family size. She described her mother as being the "backbone" of the family, meaning that she held the family together, scraping money together and making the most of meals with what little they had, all the while staying optimistic about their situation. Mrs. Otis described her father as the "breadwinner" and she spoke about how hard he worked, sometimes two or three jobs to bring in the money. Mrs. Otis described her parents' marriage as very loving and sweet, and she stated that her parents have been married now for 61 years Mrs. Otis stated that her family was always close and loving as she was growing up, and she was closest to her sister Pat throughout their childhood. Mrs. Otis stated as a child she loved animals and would sometimes take in any stray animals that she thought needed a home. She also enjoyed drawing and reading throughout her childhood and adolescence.</p> <p>Mrs. Otis stated her parents instilled several values in her such as religious beliefs, compassion, strong work ethic, being responsible, being a good parent, honesty, family closeness, family support, importance of education, self-respect, and independence. Mrs. Otis stated these are values she still holds today,</p>
	e) Well Being History:	.Mrs. Otis stated that she was on track developmentally as a child and adolescent and usually received A's and B's in most of her classes in school. She stated she was hospitalized as a child when she 4 years old to have her tonsils removed and that was the only hospitalization during her childhood. She stated she did not have any mental health or drug/alcohol issues as a child or adolescent, and she does not recall any traumatic incidents during her childhood. Mrs. Otis scored a "0" on the POPS Tool in the areas of Childhood History of Neglect/Deprivation!Trauma and Childhood History of Victimization since she reported no history of abuse or trauma in her childhood.
	f) Legal/DCS History:	Mrs. Otis stated she did not have behavioral or delinquency issues as a child and also stated there was no history of abuse or neglect during her childhood. Mrs. Otis did not have any involvement with DCS during her childhood as verified by a CPS/SSMS check. .
B. Adulthood:		
1.	Applicant:	
	a) Relationship History:	<p>Mr. Otis stated he did not date much in his youth. He stated that he dated one person throughout his high school days and describes his first sexual experiences as limited and awkward. Mr. Otis went on to marry his "high school sweetheart", and they were married for 5 years. Mr. Otis's first marriage ended due his ex-wife's "inappropriate marital conduct". He stated he does not get along with his ex-wife, but that they tolerate each other for the children' sake. Mr. Otis has two teenage sons as a result of his first marriage. He currently has joint custody of his sons, and they visit with Mr. Otis and Mrs. Otis every other weekend. Mr. Otis says that he has a great relationship with both of his children, and they enjoy doing sports related activities together.</p> <p>Mr. Otis and Mrs. Otis have been married for 2 years. Mr. Otis stated that he was single for several years before he met Mrs. Otis, but when they met, he said he knew they were "soulmates". Mr. Otis describes Mrs. Otis as having a "heart of gold", and he appreciates that she is a very giving person with a positive outlook on life. Mr. Otis stated that he and</p>

		<p>Mrs. Otis do not argue often, but when they do, it is usually about finances or how to handle issues that come up with his ex-wife. This marriage has not produced any children.</p> <p>Mr. Otis describes his relationship with his two sisters as loving and caring. He stated that he talks to each of them at least once a week, and they are very supportive of him and Mrs. Otis. Mr. Otis stated he is currently estranged from his brother. Mr. Otis stated that his brother is an alcoholic and they were never really close growing up, so that relationship is distant.</p>
	b) Well Being History:	<p>Mr. Otis stated that he has not had any hospitalizations since becoming an adult. He stated he is a fairly healthy person. Mr. Otis is currently under doctor's care for high blood pressure and high cholesterol, and is prescribed medication for these conditions. This information was verified by Mr. Otis's Resource Parent Medical Report which was submitted on 4/24/11. These conditions will not affect his ability to parent, and Mr. Otis's doctor recommended him as a resource parent.</p> <p>Mr. Otis stated he does not have a history of mental health issues or drug or alcohol use in his adult history. Mr. Otis stated because his father and brother have struggled with alcoholism during their life, he has no desire to even be around anyone drinking alcohol, and states that he does not drink alcohol at all. Mr. Otis has not had any traumatic events or incidents of domestic violence since becoming an adult. Based on his medical report and the information that Mr. Otis has provided about his Well-Being History, Mr. Otis scored "0"s on all items in the "Parent Health" section of the POPS Tool. .</p>
	c) Legal/DCS History:	<p>Mr. Otis's fingerprint results were received on 6/1/21, with no criminal results found A local sheriffs department background was conducted on Mr. Otis and results were received on 4/21/21. Mr. Otis's local background check showed a misdemeanor citation for soliciting a prostitute on 5/28/10. Mr. Otis denies that he solicited a prostitute on that date, even though the police report states that he solicited an undercover policewoman. The TBI Sexual Offender Registry was searched on 4/12/21 and yielded no records.</p>
2.	Co-Applicant:	
	d) Relationship History:	<p>Mrs. Otis describes her early dating experience as awkward and confusing because her parents never really discussed relationships or sex with the children in the family. Mrs. Otis stated she received most of her dating advice from her older siblings. She stated that her early sexual experiences were limited. In her adult dating life, Mrs. Otis stated that she became pregnant at the age of 24 with her son, Dan. At the time of Dan's birth, Mrs. Otis was dating Dan's father, Donald, but Donald was described as being verbally and emotionally abusive. Mrs. Otis stated that her relationship with Donald ended shortly after Dan was born, and she has had limited contact with Donald since their relationship ended. Mrs. Otis says she still has "bad feelings" toward Donald since she had to raise Dan as a single parent throughout his childhood. She and Donald were never married. Mrs. Otis was married once before and the marriage lasted for 3 years. She stated that she and her ex-husband were divorced due to being "too different" and that they did not share a lot of common interests. According to the divorce decree, the couple's divorce ended because of "irreconcilable differences". She has had no contact with her ex-husband since the divorce.</p> <p>Mrs. Otis has been married to her husband, Mr. Otis for the past 2 years. Mrs. Otis stated she was attracted to Mr. Otis because he was a romantic guy with a big heart and a positive outlook on life. Mrs. Otis describes herself as the "Planner" of the family and she says she is very organized in all areas of her life. She describes Mr. Otis as being affectionate and sweet.</p> <p>Mrs. Otis has one adult son, Dan, whom she is close to. She stated that although Dan is in the Army and moves around a lot, she still talks to him on the phone at least once a week and sees him on holidays and special occasions. Mrs. Otis describes her relationship with her siblings as loving and warm. Although most of them do not live nearby, she still has frequent contact with most of them. She is closest to her sister Lynn, whom she sees very</p>

		frequently and she babysits Lynn's children on a regular basis. She also has frequent contact with her mother and father, who now live with her oldest sister Patty in Memphis, TN. Mrs. Otis was rated a "0" on the POPS Tool in the area of Relationships with Extended Familv.
	e) Well Being History:	<p>Mrs. Otis reported that she has only had one hospitalization since becoming an adult, and that was for the birth of her son, Dan. She stated she was only in the hospital for two days after his birth. She stated he is a healthy person, with very few medical issues. Mrs. Otis is currently under doctor's care for arthritis in her left hand, acid reflux and high blood pressure and is prescribed medication for these conditions. This information was verified by Mrs. Otis's Resource Parent Medical Report which was submitted on 4/24/11. These conditions will not affect her ability to parent, and Mrs. Otis's doctor recommended her as a resource parent.</p> <p>Mrs. Otis stated she does not have a history of mental health issues or drug or alcohol abuse in her adult history. Mrs. Otis stated that she does enjoy going out to have a drink with friends from time to time, but that there is never any alcohol use in the home since Mr. Otis is against it. Mrs. Otis has not had any traumatic events or incidents of domestic violence since becoming an adult. Based on her medical report and the information that Mrs. Otis has provided about her Well-Being History, Mrs. Otis scored "0"s on all items in the "Parent Health" section of the POPS Tool.</p>
	f) Legal/DCS History:	Mrs. Otis's fingerprint results were received on 6/1/21, with no criminal results found. A local sheriffs department background was conducted on Mrs. Otis and results were received on 4/21/21, with no criminal result found. The TBI Sexual Offender Registry was searched on 4/12/21 and yielded no records.
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: Dean Otis	
	a) Relationship History:	<p>Dean is the oldest son of Mr. Otis. He stays with his father on every other weekend. Dean states that he enjoys spending time with his father, and that he likes to watch sports on the weekend with his dad. Dean states that he also gets along pretty well with his step-mother, Carey. He described her as being "nice".</p> <p>Dean reports that he makes good grades and a lot of friends at school. He stated he is on the basketball team at school and is also a reporter on his school's newspaper. He stated</p>

		in his spare time he likes to watch tv, listen to music, and hang out with his friends. Dean stated that he thinks it's a great idea that his dad and Carey want to be resource parents, and he can't wait until they become approved.
	b) Well Being History:	<i>Dean reports that he does not have any physical and/or mental problems, and his father reported the same. This information was also verified by his Child Medical Report which was submitted on 6/19/13. Dean stated he has never used drugs or alcohol, and stated that there has not been any domestic violence and trauma in his childhood.</i>
	c) Legal/DCS History:	A CPS/SSMScheck as well as a TFACTS check was completed on Dean Otis on 5/23/13. There were no records found. Dean scored a "0" on the POPS Tool in the area of High Risk Behavior. .
2.	Name: Mark Otis	
	a) Relationship History:	.Mark is the youngest son of Mr. Otis. He stays with his father on every other weekend. Mark states that he gets along well with his father and that he likes staying with his dad because they "sometimes play video games together". Mark states that he gets along ok with his step- mother, Carey, and he describes her as being "a pretty cool person". Mark reports that he makes ok grades and that he has a few close friends that he spends time with. Mark stated that he really enjoys art and painting, but that he spends most of his free time watching tv and playing video games. Mark stated that he thinks it will be fun to have another child in the home and is supportive of his father and Carey becoming resource parents. He said he would like to be a "big brother for a chanae."
	b) Well Being History:	Mark reports that he does not have any physical and/or mental problems, and his father reported the same. This information was also verified by his Child Medical Report which was submitted on 6/19/13. Mark stated that he has never used drugs or alcohol, and stated that there has not been any domestic violence or trauma in his childhood.
	c) Legal/DCS History:	A CPS/SSMScheck as well as a TFACTS check was completed on Mark Otis on 5/23/13. There were no records found. Mark scored a "0" on the POPS Tool in that area of High Risk Behaviors.
3.	Name:	
	a) Relationship History:	
	b) Well Being History:	
	c) Legal/DCS History:	
E. Family Interaction:		
<p>The household consists of mainly Mr. and Mrs. Otis, with Mr. Otis's sons visiting every other weekend. Mr. and Mrs. Otis begin their days during the week at 6:15am. They both go to work at their full-time jobs and then eat dinner together each night when they get home. Mrs. Otis usually prepares dinner for the couple. Most nights after dinner they watch television together and try to be in bed by around 10:00 pm each night. Mrs. Otis stated that the only variation of that schedule is on Wednesday night, when she attends church after dinner. They have a routine that helps the home run smoothly. Mrs. Otis stated that she enjoys cleaning anddecorating the home. She stated she usually decorates for each major holiday. During the course of the homestudy proces the outside of the home was decorated for the July 4th holiday. Mr. Otis stated he is responsible for the bill paying and the couple both take care of the home maintenance. They also enjoy spending time with family on all holidays. They further stated that they enjoy travelling to Gatlinburg when they get the chance, and they also enjoy taking the boys to amusement parks such as Six Flags. Mr. Otis stated that on the weekends that he has his sons, he likes to take them UT football or basketball games, and they play video games together at home.</p> <p>Mr. Otis stated that he enjoys going hunting and fishing with his friends when he has free time. Mrs. Otis states that enjoys going shopping and spending time with her girlfriends on occasion She also reports that she is very involved with her church, and that attends at least 3 times a week. She states that she sings in the church choir Based on the information provided, Mrs</p>		

Otis scored a "O" on the POPS Tool in the area of Community Involvement.

The family reports that they have a close relationship with other family members and they talk often. No family conflict is reported. The couple report that Mrs. Otis's sister, Lynn, has been identified as being a major support to the family. They also stated they receive support from Mr. Otis's sisters and a few members of Mrs. Otis's church. This information was also reported on Mr. Otis and Mrs. Otis's Eco-maps. Based on the information provided during the home study process, Mr. Otis and Mrs. Otis both scored a "O" on the POPS Tool in the areas of Relationships with Extended Family and Natural Suooorts.

IX. FOSTER PARENTING CAPACITY:

A. Ability:

Mr. and Mrs. Otis feel they can work best with a Caucasian female child, ages newborn to 5 years old. Mrs. Otis stated that she spends a lot of time with her two nieces and would love an additional opportunity to care for a little girl. Mr. Otis stated he has never parented a girl before, but welcomes the opportunity to do so since he has only parented boys in the past. Mr. Otis stated that Mrs. Otis is a great parent and he plans to defer to her on most of the caregiving needs for the child, since he feels she will know what's best. Mrs. Otis stated that she is generally very patient with children and feels she will be able to meet the needs of any foster child that is placed in her home. She stated that did not spank her son, Dan, when he was child, and does not plan to use physical punishment with any foster children placed in her home. She stated she will use time-out and other techniques she learned in the Effective Discipline class, as a means to discipline a foster child placed in her home. Mr. Otis states he is very strict on his sons, and admitted to using physical punishment with them when they were younger, but he does not do so now that they are older. Mr. Otis stated he would leave the disciplining of a foster child for Mrs. Otis to do. Both Mr. Otis and Mrs. Otis signed the DCS Discipline Policy on 5/1/21, and agree to not use physical punishment on foster children placed in the home. Based on the information provided by the Otises, Mrs. Otis scored a "O" in the area of Discipline, while Mr. Otis scored a "1 ". In the area of Caregiver Collaboration, Mr. and Mrs. Otis scored a "2" on the POPS Tool since Mr. Otis prefers to have minimal decision-making in regards to parenting a foster child. The home study writer discussed this with the family and Mr. Otis stated he would be open to playing a bigger role in the parenting of a foster child, but stated he did not feel comfortable being in that role.

Their TN Key trainer feels that the couple has a clear understanding of their rights and responsibilities as resource parents, and Mr. Otis and Mrs. Otis both stated they plan to be as involved as possible in all the meetings and visits that are required to parent a child in foster care. Mrs. Otis stated that her job would allow more flexibility than Mr. Otis's, so she stated she would make sure she would attend any CFTMs that were held for the child. Mrs. Otis also stated she is willing to work with the birth parents of the child in whatever capacity she is needed. Jm expressed concern about working with birth parents when they have been accused of sexual abuse against the child placed in his home. Based on his resistance to work with certain birth parents, Mr. Otis was rated a "2" on the POPS Tool for Working with Birth Parents. Mr. Otis stated he would try to keep an open-mind and not be judgmental, but he stated that might prove very difficult for him depending on the situation.

Based on their Parenting Strengths and Needs Checklist, there are a few behaviors that Mr. and Mrs. Otis would not feel comfortable parenting. Specific behaviors they do not want to parent are: harmful to animals, self-injurious, sexualized behaviors, suicidal, fire-setting and medical problems. Mrs. Otis does not feel she is properly educated and experienced enough to handle these behaviors. She stated her willingness to accept more behaviors may change after she receives more experience in parenting foster children and by receiving additional training on how to handle these specific behaviors.

B. Skills:

Mr. and Mrs. Otis state that English is the primary language that will be spoken and/or written in the home. Both Mr. and Mrs. Otis have their high school diplomas and feel that this will not have a major impact on their ability to be resource parents. Mr. and Mrs. Otis both feel adequately suited to help meet a child's educational needs and stated they would seek help from the child's teacher or obtain a tutor for the child if needed.

Neither Mr. Otis nor Mrs. Otis have been foster parents in the past. They could benefit from additional training in the areas of Working with Birth Parents and Parenting the Sexually Abused Child in order to gain more information and to feel more comfortable in parenting children where these areas may be an issue. .

C. Support for Foster Parenting:

Mr. and Mrs. Otis are both employed full-time. A combined monthly income of \$5417 is reported on their Monthly Income and Expenditures Form. This income comes from Mr. Otis's employment at XYZ Company and Mrs. Otis's employment at MLK

Elementary School. Their income was verified by W-2's from both Mr. Otis and Mrs. Otis, and this verification is located in their resource file. Their expenditures for the month are reported to be \$3831. They have sufficient income to cover their expenses each month Based on the financial information they provided, Mr. and Mrs. Otis both scored a "O" on the POPS Tool in the areas of Financial Resources, Employment, and Residential Stability. Both Mr. Otis and Mrs. Otis have jobs that allow them to be home in time for dinner every night. Their employment should have minimal impact on their ability to become resource parents, and Mrs. Otis states her job is flexible enough to allow her time off for meetings and appointments she may have for a child placed in her home.

Mr. and Mrs. Otis stated that their family is very supportive of them becoming resource parents. Several family members have been identified as support for the family, including Mrs. Otis's sister Lynn and Mr. Otis's two sisters They also have other informal resources that are willing to help when needed, such as co-workers and church members. The contingency plan for the family if they were to adopt a child, would be for Mrs. Otis's sister, Lynn to care for a child if Mr. and Mrs. Otis were no longer able to do so.

X. CHARACTER, ETHICS AND VALUES:

A. Foster Family Character, Ethics and Values:

Mr. Otis and Mrs. Otis currently attend Pleasantville Baptist Church. They describe their ethics and values as being compassionate, having a strong work ethic, being socially conscious, being responsible, leading a balanced life, being a good parent, showing patriotism, being honest, having strong family values, and placing a high value on education. Mr. and Mrs. Otis stated they would be open to parenting a child of any race or ethnicity, but would like for the child to be of the same religion as they are. They understand that if there are differences, they should be flexible, patient and understanding, but they feel that it would be difficult to parent a child who may have different religious ideals and values than they do. They also stated that they plan to take a foster child to the church that Mr. and Mrs. Otis currently attend and they would not want this to be offensive to the birth parents if they are of another religion. Mr. and Mrs. Otis discussed this preference with the home study writer at length and feel very strongly in this area of their preferences. Based on the information provided by Mr. Otis and Mrs. Otis, they both scored a "3" on the POPS Tool in the area of Accepting of Diversity. The home study writer feels they both could benefit from more training in this area to address their concerns about parenting a child of a different religion.

Mr. Otis and Mrs. Otis stated that they solve problems by sitting down and discussing them calmly. Mr. Otis stated that if he and Mrs. Otis are in a disagreement about something, he will sometimes take a "time-out" for himself, where he will leave the room and come back in a few minutes to discuss the issue further. Mrs. Otis stated that she and Mr. Otis rarely argue, but when they do it is mostly around financial issues or problems with his ex-wife. Mrs. Otis stated they are good at problem-solving these issues together and will continue to do so if any other problems arise. Based on the information that Mr. and Mrs. Otis provided, they both scored a "O" on the POPS Tool in the area of Problem Solving.

B. References:

Mr. and Mrs. Otis were given great references from family and friends. A family friend stated that the couple have a very loving relationship and are very caring toward children. This same reference stated they felt that any child placed in their home would have great potential to thrive in their care, and this reference stated they would not have any problems leaving her own children in the care of Mr. and Mrs. Otis if needed.

Another family friend states that Mr. and Mrs. Otis are loving, get along, and they care about other people. She stated in her letter that she thought Mrs. Otis would do a great job with any type of child; however the reference was unsure whether Mr. Otis could handle some of the behavioral issues such as anger, sexually promiscuity, drug abuse or sexually abused children. She felt that the couple may benefit from further parenting classes in these areas. The home study writer called and talked to this referent further about her responses. She stated that since she knew neither of the applicants had parented children with these issues before, she was unsure if they could handle all of the behaviors that children from the system may have, and since she was unsure if she could leave a question blank on the reference letter she stated she just decided to put down that they could benefit from parenting classes in those areas. She feels Mr. and Mrs. Otis would make excellent foster and adoptive parents and would trust them with her own children.

Another reference stated the couple has a great relationship and she feels comfortable allowing them to care for her children permanently.

A member of the family stated the couple seem very happy and in love and that they appear to be great parents to their own

children. She stated the family may need help with babysitting, but she knows they will love any child that is placed in their home since they enjoy being around children.

Another reference stated that they are a loving couple and that they always have smiles on their faces when they are around one another. The reference stated he believes Mr. and Mrs. otis would be patient and loving parents for a foster child. He further states that Mr. and Mrs. Otis are two wonderful people with loads of love to give. He states they will be wonderful parents to any child they receive in their home.

Communication Skills Self-Assessment Exercise

In each of the following, read items A, B, and C, then mark the one that best describes your communication style. (20 total)

1. A. When conversing with others, I usually do most of the talking.
 B. When conversing with others, I usually let the other person do most of the talking.
 C. When conversing with others, I try to equalize my participation in the conversation.
2. A. When I first meet someone, I wait for the other person to make the introduction first.
 B. When I first meet someone, I introduce myself with a smile and offer a handshake.
 C. When I first meet someone, I hug the person.
3. A. I usually "warm-up" new conversations with small talk.
 B. I usually avoid small talk and jump into more important matters.
 C. I usually avoid starting conversations.
4. A. I make an effort to remember and use peoples' names.
 B. I don't pay attention to names as I tend to forget them.
 C. I only learn the names of important people.
5. A. I frequently use courtesy words and phrases - "Please," "Thank you," "You're welcome," "I'm sorry."
 B. I occasionally use these courtesy words and phrases.
 C. I never use these courtesy words and phrases.
6. A. I tend to be serious and don't smile often while conversing.
 B. I smile all the time while conversing.
 C. I smile at appropriate times while conversing.
7. A. I make eye contact while conversing.
 B. I sometimes make eye contact while conversing.
 C. I never make eye contact while conversing.

8. ___ A. While conversing, I hold my head still at all times.
___ B. While conversing, I nod my head at appropriate times.
___ C. While conversing, I nod my head constantly.
9. ___ A. While conversing, I stand one-foot away from the person.
___ B. While conversing, I stand two- to three-feet away from the person.
___ C. While conversing, I stand five- to six-feet away from the person.
10. ___ A. I often stand while talking to a person who is sitting.
___ B. I often sit while talking to a person who is sitting.
___ C. I often lean down while talking to a person who is sitting.
11. ___ A. To end a conversation, I often just leave.
___ B. To end a conversation, I begin to look impatient hoping the person will get the hint.
___ C. To end a conversation, I wrap up with a closing statement.
12. ___ A. When I'm listening to the speaker, I often cross my arms over my chest.
___ B. When I'm listening to the speaker, I often lean back and turn my body away from the speaker.
___ C. When I'm listening to the speaker, I often lean slightly forward and face my body toward the speaker.
13. ___ A. While listening, I tend to be distracted by things going on around me.
___ B. While listening, I listen for meaning and ask questions.
___ C. While listening, I watch the person speak, but I don't "hear" a word.
14. ___ A. When someone talks about an unfortunate or sad experience, I don't comment about it.
___ B. When someone talks about an unfortunate or sad experience, I try to change the subject.
___ C. When someone talks about an unfortunate or sad experience, I try to relate to the person's feelings and show sensitivity to his or her misfortune.
15. ___ A. When I discuss a topic, I tend to talk about and focus on positive (good) aspects.
___ B. When I discuss a topic, I tend to talk about and focus on the negative (bad) aspects.
___ C. When I discuss a topic, I tend to complain.
16. ___ A. When I have a negative opinion or comment, I just say it.
___ B. When I have a negative opinion or comment, I lead in with a positive comment first.
___ C. When I have a negative opinion or comment, I say nothing.

17. ___ A. When I receive unfavorable feedback, I note where I need to improve.
___ B. When I receive unfavorable feedback, I get angry and defensive.
___ C. When I receive unfavorable feedback, I deny the problem, make excuses, or plead ignorance.
18. ___ A. When I give a person negative feedback, I focus on the person's observable work or behavior and offer suggestions.
___ B. When I give a person negative feedback, I focus on what I don't like about the person.
___ C. When I give a person negative feedback, I simply tell the person what to do right.
19. ___ A. When I give a person negative feedback, I do it around others so everyone can hear.
___ B. When I give a person negative feedback, I do it in front of the supervisor.
___ C. When I give a person negative feedback, I talk with the person alone in a private place.
20. ___ A. When I disagree with a person, I listen first, ask questions for clarification, then disagree non-judgmentally.
___ B. When I disagree with a person, I quickly point out the person is wrong and why.
___ C. When I disagree with a person, I say little or nothing.

Communication Skills Self-Assessment Answer Key

1. Best answer: **(C)**. Conversations should be a balanced two-way flow of dialogue.
2. Best answer: **(B)**. It's good to initiate the introduction and introduce yourself with a handshake and smile. If shaking hands is difficult, a quick head nod is a good substitute. Initiating the introduction with a smile and handshake (or head nod) helps build rapport.
3. Best answer: **(A)**. It's good to initiate conversations with small talk. Topics to warm-up the conversation might include a chat about the weather, news of interest, or impressions about the current activity (if you're at a meeting, staff party, or other gathering, for example).
Examples of conversation starters might be:

"It's sure warm today, isn't it?"
"Did you hear about the big accident on the freeway? Traffic's backed-up for miles."
"What did you think about the Blazers game last night?"
"This is a nice party, isn't it?"
"Could I get you something to drink?"
4. Best answer: **(A)**. It's good to call people by name whenever possible. It makes a good, lasting impression, and it makes the other person feel important and special.
5. Best answer: **(A)**. Regular use of these courtesy words and phrases is important to show politeness and build rapport.
6. Best answer: **(C)**. Smiling when greeting people and at appropriate times greatly helps build rapport.
7. Best answer: **(A)**. Making eye contact is important for building rapport. It gives the impression you're interested and engaged in the conversation, and you have good self-confidence.

Eye contact should include frequent breaks to avoid staring (this can make the other person uncomfortable). Break eye contact frequently - glance down to the side, then quickly make eye contact again. Glancing down to the side is important. If you instead glance to the side (as if looking out the window, for example) or look up, it gives the person the impression you're distracted and not paying attention to what's being said. This quickly breaks down rapport.

8. Best answer: **(B)**. Occasionally nodding your head to indicate you agree or understand helps build rapport. Again, it shows you are interested and engaged in the conversation.
9. Best answer: **(B)**. Your arm's length is the appropriate distance (between two- to three-feet). Standing closer than arm-length makes the other person feel uncomfortable (or feel threatened). Standing a further distance away breaks down rapport.
10. Best answer: **(B)**. Communicating at eye level helps build rapport. So, if the person is sitting and a chair is available, take a seat! There's one exception - If you walk into your supervisor's office or co-worker's office, it's best to ask the supervisor or co-worker if you can sit down first. Even better, wait for an invitation to sit. The person may not have time to talk at that moment.
11. Best answer: **(C)**. It's best to bring the conversation to an end by making a polite closing comment or gesture. Good closing (wrap-up) comments might be:

"I've enjoyed talking with you."

"Let me give you my business card."

"Well, I need to go speak with...."

"Do you know a person I can contact?"

12. Best answer: **(C)**. Leaning slightly forward and facing the speaker shows you're interested, and it helps build rapport. Sitting with your arms crossed over your chest gives the message you are defensive. Leaning back with your body or turning your body away from the speaker gives the message that you are bored, disinterested, or feel in charge. Such body language breaks down rapport.
13. Best answer: **(B)**. If you're a good listener, you keep mentally busy searching for meaning in the message, and you ask questions. This mental "search for meaning" helps keep you focused, attentive, and engaged. If you get easily distracted, try taking notes if the setting is appropriate. Note-taking helps draw and focus your attention as you must mentally "search for meaning" and listen for information in order to take notes. This might be helpful in meetings, for example.

If you watch someone speak but you don't "hear" a word, gauge if you are bored, tired, might have a gap between your speaking and listening rates, or are experiencing "emotional deafness." We all experience emotional deafness on occasion, especially when we're feeling overwhelmed, upset, or nervous. You hear people ask - "I'm sorry, what did you say?" or make the comment - "I have a lot on my mind right now. Could you repeat what you said?" If it's a frequent problem, gauge the source and seek help if needed.

14. Best answer: **(C)**. Showing empathy (sensitivity) to another person's feelings helps build rapport. It's called "reaching out to people." Empathy can be shown by making comments, such as:

"That must have been a scary (or upsetting) experience for you."

"I felt the same way when that happened to me."

"I know (understand) how you feel."

"I can imagine how you feel."

"I would feel that way too in your situation."

15. Best answer: **(A)**. Focusing on the positive (good) aspects draws people's attention in a favorable way, and people enjoy the conversation more. People are generally more attracted to a person who has a "positive outlook on life."

16. Best answer: **(B)**. It's best to say something positive first, and then express a negative opinion or comment in a tactful way.

17. Best answer: **(A)**. When you receive feedback, it's important to know what you do well, but it's equally important to know where improvements can be made to increase your chances for success. Few people do everything well, and you've undoubtedly heard the saying - "No one is perfect." Simply make note of "weak" areas (we all have them!) and make changes needed. Receiving honest feedback is truly "a gift." It usually means someone cares and wishes to see you succeed.

18. Best answer: **(A)**. When you give negative feedback, you should focus on and communicate your observations of the person's behavior, not focus on nor judge the person. Focus on performance, not personality (or personal traits). After sharing your observation about the person's work or behavior, offer a suggestion in a tactful way.

19. Best answer: **(C)**. It's always best to meet the person privately and away from other people so others can't hear.

20. Best answer: **(A)**. It's fine to disagree, but it's important to **disagree agreeably**. This means you should:

- 1) show respect for the other person's ideas,
- 2) listen attentively until the person is done,
- 3) ask questions if needed,
- 4) disagree non-judgmentally, and, if possible,
- 5) offer an alternative solution.

Elements of family engagement:

- Clear, honest, and respectful communication with families, which helps set a foundation for building trust
- Commitment to family-centered practice
- Sufficient frequency and length of contact with families
- A strengths-based approach that recognizes and reinforces families' capabilities and not just their needs and problems
- Shared decision-making and participatory planning, which results in mutually agreed-upon goals
- Understanding the role of confidentiality

Benefits of Engaging Families

So why is engaging families so important to the home study process? There are many benefits to the family engagement process:

- Enhancing the helping relationship – A family’s belief that all its members are respected and that their feelings and concerns are heard strengthens their relationship with their home study writer.
- Promoting family “buy-in” – When families are part of the decision making process and have a say in how decisions will affect them and their children, they are more likely to be invested in the long-term plans.
- Improving the quality and focus of visits.
- Increases placement stability for the children that will be or are currently placed in their home
- Improving timeliness of permanency decisions
- Building family decision-making skills – By being involved in strength-based decision-making processes and having appropriate problem-solving approaches modeled, families are more comfortable communicating their own problem-solving strategies and exploring new strategies that may benefit themselves and the children placed in their home.
- Enhancing the fit between family needs and services – Working collaboratively, caseworkers and families are better able to identify a family’s unique needs and develop relevant and culturally appropriate service plans that address underlying needs, build on family strengths, and draw from community supports.

Engagement Tips from the Field

- **Ask yourself “How would I want to be treated?”**
- **Be self aware – Your personality is a huge part of engaging. Know what irritates you and in what areas you have preconceived ideas about certain people or behaviors. Ask yourself how these things come across to those you are interacting with.**
- **Be aware of your natural body language and facial expressions.**

Do’s and Don’ts

- **Do show respect for their home and belongings. Don’t act like you are better than they are or disgusted with their things. (Even if you are). Be professional.**
- **Do quickly find something positive. Don’t focus only on the negatives or problems that you have noted.**
- **Do reassure them of your goal or purpose for being at their home. Dismiss stereotypes they have of the Department. Don’t lie to them or promise things you can’t or won’t do.**
- **Do LISTEN, LISTEN, LISTEN. Don’t assume you know what they are thinking and feeling, even if you have dealt with similar families in the past.**
- **Do model empathy, genuineness and respect. Ask questions such as: “Can you tell me what your concerns are?”**

Key Strategies for Engagement

- **Listen carefully to the family and children.**
- **Remain non-judgmental and open to differences in values, cultures, and priorities.**
- **Treat families and colleagues with empathy, genuineness and respect.**
- **Be available to families and spend time getting to know them.**
- **Ask for guidance from supervisors or other staff when you have questions or face challenges you're not sure how to handle.**

How will you know Engagement is happening?

- **The family reaches out to you, and maintains contact**
- **The family discloses real issues to you.**
- **You use respectful language when referring to the family**
- **You are able to describe the family's story and identify the family's strengths and challenges.**
- **You know the case well**
- **The family speaks well of you, despite differences**
- **There is a high level of cooperation from the family**
- **The family is actively participating in the home study process, completing paperwork, etc...**
- **The family feels respected and heard by you and the Department.**