



TEXAS

Health and Human Services

**Texas Department of Family
and Protective Services**

Child Protective Services

**Foster and Adoptive
Home (FAD)
Resource Guide**

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Resource Guides

The purpose of Resource Guides is to provide information that helps you do your job better. This information includes reference material, procedures, and guidelines that help you complete the tasks you are required to do by policy.

It's important to remember that the information in Resource Guides **does not substitute for policy**. We may sometimes include policy statements, but only to show you the policy to which the information is related. We will highlight any policy that actually appears in the Resource Guide, and will almost always include a link to the actual policy. For example:

Per [4222.2 Re-Allowing Placement](#):

If the caseworker learns of a detailed justification for changing the status of and considering placements in a foster family that is on Disallowed Placement status, the caseworker must elevate this consideration through the regional chain of command to the regional director.

The policy in the handbook always takes precedence over what is in the Resource Guide. We try to keep policy and Resource Guides synchronized, but sometimes there is a delay. **If you have questions, always follow the policy in the Policy Handbook.**

Resource Guides provide important information on a range of topics, for the purpose of assisting and guiding staff to:

- make essential decisions
- develop strategies to address various issues
- perform essential procedures
- understand important processes
- identify and apply best practices

The information in the Resource Guides is not policy (except where noted), and the actions and approaches described here are not mandates. You should adapt the way you perform critical tasks to the individual needs and circumstances of the children and families with whom you work.

State office and field staff are working together to identify Resource Guide topics, define the content, and develop the appropriate guides. CPS will regularly post Resource Guides as they are developed, and update them as needed. Check the Resource Guides page, in the CPS Handbook, to see new or revised Guides.

We hope these Guides provide useful information to guide and assist CPS staff in effectively performing their job tasks. These Guides, combined with clear and concise policy in the Handbook, should help staff provide a high level of service to children in Texas.

DEFINITIONS

The following words are defined in relation to the FAD program:

Term	Definition
Adoptive home	A home in which the parents have been screened and approved to adopt children who are in DFPS conservatorship.
Adult	A person 18 years old or older.
Adult-in-care	A person between 18 and 22 years old who lives in a residential childcare operation and continues to need childcare services from DFPS.
Applicant	A single person (or married couple) seeking to become verified as a foster or adoptive parent.
Approval	The result of a successful Child Protective Services evaluation of prospective adoptive families. See also <i>verification</i> , for evaluation of foster families.
Background check	The act of investigating or verifying whether a person has a criminal history or a history of abuse or neglect, to determine whether the person's presence is a risk to the health and safety of children in DFPS conservatorship.
Caregiver	A person who is responsible for a child in DFPS conservatorship. A caregiver's duties include the supervision, guidance, and protection of a child in DFPS conservatorship.
Child	A person who is younger than 18 years old.
Child-to-caregiver ratio	The maximum number of children for whom one caregiver can be responsible at any given time.
Child-care services	Services that meet a child's basic need for shelter, nutrition, clothing, nurturing, socialization, personal health and hygiene, supervision, and education.
Child-in-care	A child placed by a child-placing agency (CPA) into a verified foster home or an approved adoptive home.
Child placement management staff (CPMS)	<p>The staff that supervises the placement of children in foster or adoptive homes.</p> <p>The supervision functions include, but are not limited to reviewing and approving:</p> <ul style="list-style-type: none"> • all child placement activities; • investigations and findings; and • corrective action plans and adverse action plans that involve foster families.
Child placement staff	<p>Staff whose duties include, but are not limited to:</p> <ul style="list-style-type: none"> • deciding whether to admit a child for placement;

	<ul style="list-style-type: none"> • placing a child into a foster home or other substitute living arrangement; • managing the child's case to meet Licensing's minimum standards; • managing the case of a foster-adoptive home (as defined below) to meet the minimum standards; and • verifying foster homes or approving adoptive homes.
Child-specific inquiry	An inquiry made by a family that is interested in serving as a placement for a specific (named) child.
Discipline	A form of guidance that is constructive or educational in nature and that is also appropriate to the child's age, development, and situation, and to the severity of the child's behavior.
Disproportionality	The overrepresentation of a particular group of people in a program or system. In Texas, African American and Native American children are disproportionately represented in the child welfare system, as they are in all 50 states.
Emergency behavior intervention	Steps taken in an emergency to calm a child's or client's behavior.
Experiential life-skills activities	<p>Hands-on activities through which children learn new skills and new ways of thinking. The activities are tailored to a child's existing skills and abilities and must include, at a minimum, training in practical activities, such as the following:</p> <ul style="list-style-type: none"> • Grocery shopping • Meal preparation and cooking • Nutrition classes that promote healthy food choices • Using public transportation (when appropriate) • Performing basic household tasks, such as cleaning • Managing personal finances • Attending a financial literacy education program
Foster-adoptive home	A home in which the parents provide 24-hour-a-day care for children in DFPS conservatorship and are approved to adopt children who are legally eligible.
Foster home	A home that is regulated by a child-placing agency and is the primary residence of foster parents who provide care for six or fewer children or young adults who are in DFPS conservatorship. Also known as a foster family home.
Foster parent	A person whose home is verified as meeting Licensing's minimum standards for a foster care home. A foster parent provides foster care services in the home and is a caregiver, as the term <i>caregiver</i> is defined above.
General inquiry	An inquiry made by persons who are interested in becoming foster or adoptive parents, but who do not have a specific (named) child in mind.

Home screenings	Comprehensive written evaluations used to assess a family's suitability to provide foster or adoptive care.
Household members	All persons living part-time or full-time in the home of an applicant who is seeking to become verified as a foster parent or approved as an adoptive parent.
Intermittent alternate care (IAC)	Planned, alternative, 24-hour care for a child in DFPS conservatorship that lasts longer than 72 consecutive hours and is provided by a person other than the child's foster parent.
Legal-risk placement	A type of placement in which children whose permanency plans are adoption, but who are not yet legally free to be adopted, are placed with persons who are verified to become foster parents and approved to become adoptive parents. DFPS may designate certain foster and adoptive parents to accept a legal-risk placement.
Minimum standards	The minimum requirements that caregivers, child-placing agencies, and child-care facilities must follow to ensure the health, safety, and well-being of children in DFPS conservatorship. The minimum standards are codified in the Texas Administrative Code (TAC). The minimum standards relevant to foster care and adoption are codified in 40 TAC Chapter 749 .
Pre-service training	Training that is required before a person is verified to become a foster parent or approved to become an adoptive parent.
Prospective inquiry	When an individual or a couple expresses an interest in, and requests information about, the process of becoming a foster or adoptive family.
Re-evaluation	An evaluation to confirm compliance with all factors required for the initial verification of a foster home. A re-evaluation of all applicable minimum standards for a foster home must be conducted every two years from the date of the initial verification, and when: <ul style="list-style-type: none"> • there is an allegation of a deficiency in compliance with minimum standards; • there is a major life change in the foster family; • there is a change that affects the condition of the verification; or • the FAD worker receives a family violence report. For additional guidance, see the Minimum Standards for Child-Placing Agencies, 40 TAC, §749.2801 .
Serious incident	An occurrence that is not routine or that may have dangerous or significant consequences on the care, supervision, and treatment of a child.
Service plan	A plan that identifies a child's basic and specific needs and outlines how those needs will be met. See 6241 The Child's Plan of Service (CPOS).

State or local fire inspector	A fire official designated by the city, county, or state government.
TARE	Texas Adoption Resource Exchange (TARE). A Web-based tool used to recruit prospective foster and adoptive families. TARE introduces families to children who are in DFPS conservatorship and available for adoption.
Treatment services	A specialized type of child-care service designed to treat and support children who have: <ul style="list-style-type: none"> • emotional disorders; • intellectual disabilities; • pervasive developmental disorders; or • primary medical needs.
Variance	A request made to the DFPS Child Care Licensing Division for permission to deviate from a specific minimum standard. A request for a variance is made when there is good and just cause for the minimum standard to be met in a different way.
Verification	The result of a successful Child Protective Services evaluation of prospective foster families. See also <i>approval</i> , for evaluation of adoptive families.
Waiver	A request made to the DFPS Child Care Licensing Division for permission to deviate from compliance with a specific minimum standard, when the economic impact of the minimum standard is great enough to make compliance impractical and when deviating from compliance is also in the child's best interest.

FOSTER PARENT ASSOCIATIONS

DFPS SUPPORT

DFPS strongly encourages the organization and development of foster-parent associations.

Local protective services units assign a worker to help the group organize and to serve as advisor, consultant, and interpreter of DFPS policies.

DFPS must ensure, however, that the foster parents and staff understand that these associations are formed by and are for foster parents and that DFPS does not control them. Foster parent associations are particularly effective as advocates when they identify with the goals of DFPS but operate independently.

GENERAL PURPOSES

The general purposes of foster-parent associations are to:

- increase public awareness of the community's responsibility toward children in foster care;
- improve services to foster children and foster families;
- enhance the public image of foster parents and foster children;
- provide encouragement, resources, and support for each other in fulfilling their role as foster parents and meeting the needs of the children in their care;
- provide support for other foster families at times of crises (such as, in case of investigation); and
- provide pre-service and in-service training.

FINANCIAL SUPPORT

DFPS can enter into support contracts with foster parent associations that are incorporated as private, non-profit organizations. The contract with the regional foster parent association should include funding for travel and per diem of a foster parent regional representative to the state foster parent association board three times a year.

INFORMATION MEETINGS

See [7120](#) Information Meetings and its subitems.

Information meetings provide a forum through which families interested in fostering or adopting can receive information about the requirements they must meet before becoming verified or approved. These meetings also:

- provide interested families with information about the types of children in need of placement and care (including targeted recruitment efforts for children of color);
- provide an opportunity for families to educate themselves about the foster and adoption process; and
- provide families with an opportunity to ask general questions.

FAD workers may conduct additional meetings as necessary to meet the demands of their respective regions. Additional meetings can be in collaboration with private CPAs or exclusively hosted by DFPS FAD workers.

The FAD worker can use [Form 2180](#) Information Meeting Preparation Checklist to prepare for an information meeting. The [information meeting PowerPoint presentation and information meeting script](#) can be used together to present the required information.

SCREENING APPLICANTS FOR FOSTER CARE AND ADOPTION

REQUESTING A WAIVER OF THE DIVORCE REQUIREMENT FOR ADOPTIVE PARENTS

Per [7223.23](#) Requesting a Waiver of the Divorce Requirement for Adoptive Parents:

The assistant commissioner or designee may grant a waiver allowing an adoption by a prospective parent whose divorce is not final, if the adoption is in the best interest of the child and two or more of the following conditions are met:

- The applicant has a pre-existing relationship with the child.
- The applicant has a pre-existing relationship with the child's birth family.
- Placement with the applicant would allow the child to maintain a familial relationship with a sibling.
- The applicant can meet the child's particular needs (current and long-term).

To waive the divorce requirement for a prospective adoptive parent, the regional director or designee sends a request to the DFPS state office FAD division administrator or designee.

The associate commissioner of CPS or designee reviews the request for final evaluation and approval.

The waiver request requires the following:

- the circumstances surrounding the applicant's separation from his or her spouse;
- the current relationship and level of contact between the applicant and his or her spouse;
- the current relationship between the child and the prospective adoptive parent;
- any significant past relationship between the child or the child's family and the prospective adoptive parent;
- how the prospective adoptive parent is able to meet the child's needs;
- how placing the child with the prospective adoptive parent would meet the child's best interests; and
- regional CPS staff's recommendation, as approved by regional management, including the regional director or designee.

EVALUATING THE PHYSICAL AND MENTAL HEALTH OF PROSPECTIVE FOSTER OR ADOPTIVE PARENTS

See [7224](#) Physical and Mental Health.

The purpose of the evaluation is to determine whether a prospective parent's physical and mental health is sufficient to assume the responsibilities of parenting a child or additional children.

FAD considers applicant's physical and mental health in order to protect a child in DFPS conservatorship from suffering another loss of a parent through death, incapacity, abuse, or neglect.

If a prospective adoptive parent has a physical or mental disability, FAD evaluates whether the disability imposes a limit on the applicant's ability to care for a child; however, an applicant must not be prohibited from adopting a child solely because the applicant has a disability.

WAIVING THE CITIZENSHIP REQUIREMENT FOR ADOPTIVE PARENTS

See [7226.2](#) The Citizenship Requirement for Adoptive Parents.

If a relative or fictive kin of a child in DFPS conservatorship wishes to adopt that child, but does not hold the required citizenship or immigration status or cannot provide proof of his or her status, the person may seek a waiver. Only relatives or fictive kin can seek a waiver to the citizenship requirement.

An individual is considered a relative if he or she is related to the child by:

- blood or adoption (consanguinity); or
- marriage (affinity).

An individual is considered a fictive kin if he or she has a longstanding and significant relationship with the child in DFPS conservatorship or with the child's family, and this relationship began before the child entered into substitute care.

The associate commissioner for CPS, or designee, reviews requests for waivers and may grant a waiver allowing the adoption if it is in the child's best interest.

The associate commissioner or designee assesses the following factors if deciding to approve or deny a waiver:

- all known information about the prospective adoptive parent's immigration status;
- the length of time the prospective adoptive parent has lived in his or her community;
- the prospective adoptive parent's community or religious connections;
- the plan for the child if the adoptive parent is deported; and
- regional CPS staff's recommendation.

REQUESTING A CITIZENSHIP WAIVER FOR ADOPTIVE PARENTS

The regional program administrator sends a request to the division administrator of Foster and Adoptive Home Development (FAD). If the division administrator approves the request, he or she forwards it to the associate commissioner of CPS, or designee, for final evaluation and approval.

The waiver request requires the following:

- the citizenship or immigration status of the child being considered for adoption;
- the relationship between the child and the prospective adoptive parent (relative or fictive kin). If the prospective adoptive parent is a fictive kin, provide the length and extent of the relationship between the prospective adoptive parent and child or child's family;
- how the prospective adoptive parent is able to meet the child's needs, including financial, physical, emotional, developmental, educational, medical, and social needs;
- whether the prospective adoptive parent is able to provide for the child's safety and well-being;
- why it is in the child's best interest to be adopted by the prospective adoptive parent;
- all known information about the prospective adoptive parent's immigration status;
- how long the prospective adoptive parent and family have lived in the United States, and in his or her community within the United States;
- information about the prospective adoptive parent's community or religious connections;
- the plan for the child if the adoptive parent is deported; and
- regional CPS staff's recommendation.

INSTRUCTIONS FOR THE FOSTER FAMILY QUARTERLY ASSESSMENT NARRATIVE

See [7613](#) Foster Family Quarterly Assessment and its subitems.

This section provides staff and foster parents with a framework to build on in their ongoing assessment and development of foster families. This format, combined with the suggested questions, will facilitate continuing mutual assessment after the foster family is certified, by building on strengths and identifying needs which should be addressed in the plan for developing and supporting the family.

This section includes:

- an outline for foster family quarterly narrative recording; and
- tools for assessment:
 - suggested areas that should be addressed,
 - potential areas of stress, and
 - questions/observations.

OUTLINE FOR THE FOSTER FAMILY NARRATIVE

A copy of the foster family narrative is sent to the foster family within 30 days after the end of the quarter. Any comments received from the foster parents are filed in the foster family case record. If there are a number of visits to the foster family home within a short time span, the narrative can be an accumulation of visits as long as it maintains the appropriate time frames.

TOOLS FOR GATHERING INFORMATION

Suggestions for Areas of Discussion

It is not necessary to discuss all topics each quarterly visit. However, all topics should be discussed over a two-year period. Quarterly visits should focus on major strengths and important needs that the family is working on.

Potential Areas of Stress

These are areas that need to be explored with foster families during visits, to determine if there are changes in the family's situation or the child's behavior that cause stress. Families may be managing stress appropriately, which staff should note in the narrative. Staff should evaluate the impact of stress on the current placement. Staff should assess the family and children in the home to determine when and if more children can be placed. Also, the family may be having difficulty working with an agency and this should be acknowledged as a stress.

Suggested Questions and Observations

It is not necessary to use any or all questions. It is a guide for optional use. Questions should be discussed with the family, not provided to them to answer in written form.

TIME FRAMES

See [7613.1](#) Time Frames for Documenting the Quarterly Assessment.

CONSIDERATIONS TO DISCUSS IN EACH SUBJECT AREA OF THE FOSTER FAMILY QUARTERLY ASSESSMENT NARRATIVE

Suggestions for areas that should be addressed (not at each visit, but over a two-year period):

Foster Family Issues

Subject Areas

- A. Significant Changes
 - Changes in family composition and family circumstances
 - Address any current stresses that are negatively impacting placement of foster children
- B. Impact of Fostering on the Family System/Know their own Family/Make an Informed Decision
 - Discuss strengths and needs related to the impact of placement(s) on the marital relationship (or if single or any supportive relationship), on the extended family and on the family's own children
 - Communication with the family
 - Address the family's readiness or ability to accept more children at this time
 - Evaluate the family's ability to make decisions and assess abilities in accepting or rejecting placement of a specific child or children. This must be addressed if placement or disruption occurred since the last narrative
- C. Health and Safety Standards/Change
 - Discuss compliance with minimum standards related to health and safety
 - identify any changes that need to be made
- D. Minimum Standards
 - Compliance statement
 - Violations or concerns. When standards are violated, the worker needs to quote the standard, state how it was violated and address a plan for how to correct it

Potential Areas of Stress For Family Issues

Staff should explore these areas with foster families during visits. Staff determines if changes in the family's situation or the child's behavior may be building stresses in the family that need to be addressed or resolved. Families may be managing stress. Staff would want to assess the need to limit placements or identify ways they can support the family with the current placement.

1. Loss of job
2. Job-related stresses
3. Financial resource management
4. Recent change:
 - Job
 - Moved
5. Marital relationship
6. Problems with own children
7. Illness or death of a family member, extended family or friend (regardless of whether the family is responsible for caregiving)
8. Unexpected crisis
9. Extended family has not been supportive of the family's decision to foster
10. Mother becomes pregnant, especially if the family resolved the inability to have children
11. Parents' own history of abuse and neglect is impacting their feelings, care, or view of foster children
12. Relationship with the agency

Suggested Questions

What has been difficult? Give an example.

What has been easier than you expected? Give an example.

Was there an unexpected difficulty you had to handle? What did you learn from this situation?

What new skills have you developed? What resource did you use?

What has surprised you about your family?

What were areas difficult to deal with that you weren't prepared for?

What area are you skilled in?

What area do you need more skills or strengths?

In what ways can the agency help?

What changes have taken place in your family since the placement occurred?

How has your family system changed? (Role, rules, boundaries, communication, decision making)

Who is the child reporting to? Who is the child identifying with the most?

How has the placement of child(ren) affected your marital relationship?

How has the placement of child(ren) affected your relationship with your children?

What has been your extended family's reaction?

How has your community responded? Have there been any problems?

How has your family handled separation/loss?

What impact has the agency had on your family?

Has there been a serious incident?

What helped you survive during the investigation?

What are your feelings about the investigation?

(If a corrective action plan is in place) What has been done as a result of the corrective action plan? How has the corrective action plan impacted you and your family?

Do you feel positively about being a foster/adoptive parent?

What keeps you in the program?

Observations

Their own children have begun to exhibit some acting out behavior, and parents can't see that the behavior is a result of their feelings about the child(ren)'s placement

Growing tension between husband and wife (exhibited by anger in voice), remarks (barbs) made to each other

Less patience with their own children

Family's ability to say no to placement of children

Does family request a break between placements?

Health and Safety Standards*Subject Areas*

A. Compliance or non-compliance with standards

B. Changes in the house or living environment

Suggested Questions

What problems exist related to the child's health and safety?

Ask parent to specify child(ren)'s individual needs related to health/hygiene practice, safety and supervision

Observations

The house's overall appearance and cleanliness

Review fire and health checklist

Working with the Child(ren)

Subject Areas

A. Know the Children/Manage Behaviors

- Family's ability to identify the child's strengths and needs
- Methods of discipline used to change problem behaviors
- Do they have realistic expectations?

B. Loss and Attachment Expectations/Build Connections

Give an example of how the foster parents are demonstrating sensitivity to the stages of grief, the behaviors of the child as a result, and how the family is helping children move through the stages. Discuss ways the family is supporting the relationship with or understanding of the birth family, dealing with attachment issues, and helping the child understand the past

C. Build Strengths/Meet Needs/Builds Self-Esteem

Discuss techniques foster parents use to promote self-esteem and to teach positive behavior, including good hygiene practices

Potential Area of Stress for Child Issues

1. Child's ability to attach or respond to parenting
2. Child's level of management of past losses
3. Child is emotionally disturbed
4. Child is a behavior problem
 - Oppositional
 - Destructive
 - Overactive/Hyperactive
5. Child is withdrawn
6. Child is clingy, won't let parent out of his sight
7. Child has history of sexual abuse, exhibits sexually stylized behavior
8. Child goes to anybody and everybody

Suggested Questions

What problems has your child(ren) had since the last visit?

How have you felt about your foster child(ren's) behavior?

Why do you think the foster child(ren) was acting out in that manner?

What do you think about your foster child(ren)?

What is the hardest thing you had to deal with your foster child(ren)?

Do you understand the feelings your child(ren) are experiencing?

How are you dealing with your child(ren's) anger?

What types of discipline corrects inappropriate behavior?

Does your child(ren) interact appropriately with other children?

Observation

Quality of interaction between the foster parent and the child

Interaction between the children in the home

The percent of positive versus negative statements about the foster children

Working with the Professional Community/Agency

Subject Area

- A. Communicate effectively/work in partnership
- Address the family's involvement with the agency
 - Identifying strength and needs
 - Supporting the plan of service
 - Participating in staffing, counseling, and return home review board
 - Sharing information
 - Willingness/ability to provide transportation
 - Level of involvement with birth family
 - Conflicts with agency
 - Worker/agency related stresses
 - Placements according to the family's ability, reason for placement, agency support and assistance with placement
 - Ability to request/use support and agency response
 - Ability to work with CASA Volunteers

Suggested Questions

What impact has involvement with the agency had on your family?

Plan for Developing /Training and Supporting the Foster Family

Subject Areas

- A. Development plan
Address 1-2 need areas the family will be working on, the plan to turn needs into strengths, and time frames (worker may use and attach development plan)
- B. Training hours
Number of hours accumulated per year (training will be from calendar year to calendar year)
- C. Providing support and retaining the foster family
Discuss plans for supporting the family (respite, protective day care, etc.) the family's training needs, and support needed from the agency. Address retention efforts related to the foster family

Template for Foster Family Quarterly Assessment Visit

- I. The following information is pre-filled.
- FAMILY ADDRESS
- HOUSEHOLD MEMBERS
- A. HOME MEMBERS (name, date of birth, role in the home)
- B. CHILDREN CURRENTLY IN PLACEMENT (name, date of birth, living arrangement, placement date, authorized level of care, effective date for authorized level of care)
- II. CONTACTS
- A. Current Contact Information
- Type of contact and date
Record the different types of contact: foster family consultation; office visit; PPT; phone calls (indicate to or from); child's worker; person contacted and relationship
List everyone seen on home consultations, office visits, etc.
List relationship only once per dictation
 - Narrative — General Information

When completing this section, list every contact made or attempted

Dates of contact are not repeated in the summary dictation

- B. Date of previous home consultation visit

III. FOSTER FAMILY ISSUES

- A. Significant changes
- B. Impact of fostering on the family system/knowing their own family/making an informed decision
- C. Health and safety standards/changes
- D. Minimum standards

IV. WORKING WITH THE CHILD(REN)

- A. Know the children/manage behaviors
- B. Loss and attachment/expectations/build connections
- C. Build strengths/meet needs/build self-esteem
- D. Assessment of current placement and/or removal

V. WORKING WITH THE PROFESSIONAL COMMUNITY AND THE AGENCY

- A. Communicate effectively
- B. Work as a team member
- C. Feedback from child case worker

VI. ASSESSMENT SUMMARY

STRENGTHS

NEEDS

VII. PLAN FOR DEVELOPMENT/TRAINING AND SUPPORTING THE FOSTER FAMILY

- A. Development plan
- B. Training hours
- C. Providing support and retaining the foster family

VIII. BRIEF DISCUSSION OF ANY SERIOUS INCIDENTS/FOSTER HOME INVESTIGATIONS, IF APPLICABLE

IX. BRIEF DISCUSSION OF CORRECTIVE ACTION PLAN, IF APPLICABLE

Progress made by family

Date copy mailed to foster parents

Comments by Foster Parents

(Space is provided for parents' remarks and signatures. Parents are asked to return comments within 21 days to their foster home worker)

Foster Parent

Date

Foster Parent

Date

GUIDELINES FOR CORRECTIVE ACTION AND CLOSURE

See:

[7626.22](#) Corrective Action Plans

[7626.3](#) Closing a Foster Home

PURPOSE

These guidelines help FAD staff work with foster parents when corrective action is needed. Corrective action plan monitoring should be based on the individual situation and may be monthly or more frequent if appropriate. We do not want to close foster homes, unless their behavior is detrimental to foster children and to achieving a child's permanency plan. If a corrective action plan is needed, it should be used to help people recognize the changes they need to make and to monitor their progress. If a foster family is unable or unwilling to make the required changes, it is appropriate to close the home. Developmental planning objectives should be clearly described, measurable, and mutually agreed upon if possible.

TIME FRAME

Under normal circumstances a six-month corrective plan may be reasonable, with the foster parent and FAD worker evaluating the progress at least at mid-point. For behaviors that have a significant negative impact on the child, immediate discontinuation of the behavior is expected.

EXPECTATIONS OF STAFF

In order to promote quality care of children by foster parents, staff need to:

- share any concerns with the foster parent in a timely manner;
- be straightforward about issues with foster parents;
- recognize that differences may be a strength;
- maintain objectivity in your point of view; and
- negotiate an agreed upon developmental plan which addresses relevant issues.

Whenever a child is at risk, immediate action is needed. Problems should be identified, addressed, and corrected within specific time frames.

INAPPROPRIATE BEHAVIORS

The following behaviors indicate the need for a corrective action plan with a foster family. If a mutual corrective action plan does not adequately address the behavior, it may be appropriate to close the home. The plan is designed for consistency whenever a foster home needs development or a determination for closure is required. In order to guide staff in identifying behaviors which should be brought to the foster parents' attention and documented in the case narrative, the following is a partial list of behaviors which indicate the need for a corrective action plan, and if the behavior is severe, closure of the home.

WORKING IN TEAMWORK

- Significant/ongoing non-compliance with the case plan, such as not allowing the child to go to therapy or not attempting to work towards family reunification
- Contacts with team members have constant hostile attitude (i.e. screaming)
- Not sharing relevant information about the child's behavior

- Unable to receive or use feedback on developmental needs

KNOW CHILDREN

- Not working to meet the child's needs
- Unrealistic expectations of the child
- Disrupting the child's relationship with or view of the biological family

BUILDING SELF ESTEEM

- Failing to initiate positive interaction with child
- Repeatedly exposing the child to demeaning situations

KNOW THEIR FAMILY, ASSESS IMPACT ON FAMILY

- Not acknowledging (immediate) family members' feelings about the continued placement/type of placement

MANAGE BEHAVIORS

- Physical discipline
- Non-compliance with minimum standards
- Failing to work toward effective behavior management

GUIDELINES FOR THE MONTHLY ADOPTION ASSESSMENT

PURPOSE

The formatted narrative is used to document the supervision of an adoptive placement. The narrative addresses:

- issues related to the child's adjustment in adoptive placement,
- separation and attachment issues relating to previous significant relationships and the adoptive family, and
- tasks related to the adoption case plan.

The narrative summarizes the worker's contact with and support of the child and adoptive family.

MONTHLY ASSESSMENT FOR ADOPTION

I. The following information is pre-filled.

FAMILY ADDRESS

HOUSEHOLD MEMBERS

- A. HOME MEMBERS (name, date of birth, role in the home)
- B. CHILDREN CURRENTLY IN PLACEMENT (name, date of birth, living arrangement, placement date, authorized level of care, effective date for authorized level of care)

II. CONTACTS

A. Current Contact Information

- Type of contact and date:
Record the different types of contact: foster family consultation; office visit; PPT; phone calls (indicate to or from); child's worker; person contacted and relationship
List everyone seen on home consultations, office visits, etc.
List relationship only once per dictation
- Narrative — General Information
When completing this section, list every contact made or attempted
Dates of contact are not repeated in the summary dictation

B. Date of previous home consultation visit:

III. CHILD(REN)'S BASIC ADJUSTMENT: (Discuss progress and changes in needs addressed in the child(ren)'s Adoption Plan of Service. Address progress and changes in the services the child(ren) and family are receiving at this time.)

- A. Social-emotional: Include adjustment relating to peers, self-esteem, culture, religion and therapy needs
- B. Educational: Include any special education needs and services
- C. Developmental: Include any special developmental needs and services
- D. Medical/Dental: Include any special medical and dental needs and services. (Ensure that all medical/dental appointments, including immunizations, have been added to each child's medical log.)

III. SEPARATION/ATTACHMENT ISSUES: (Address child(ren)'s concerns and family's response.)

A. Existing Issues Regarding:

1. foster parents;
2. birth parents;
3. biological siblings who are placed elsewhere;
4. other significant relationships.

B. Adoptive Family:

1. mother;
2. father;
3. siblings;
4. birth siblings, if applicable and placed together;
5. extended family;
6. other significant relationships.

IV. SIGNIFICANT ISSUES: (Address any significant changes and their impact on the family system.)

- A. Family: discipline, effects on marriage and support systems, frustrations, coping skills
- B. Environment: changes in sleeping arrangements, income, expenses, health, job, and home

V. NEXT STEPS:

- A. Anticipated date for consummation: if child(ren) have been in adoptive placement for over six months, explain why the adoption has not yet been consummated
- B. Other services that need to be delivered

PRODUCING FAD ADMINISTRATIVE REVIEW RECORDS FOR FOSTER AND ADOPTIVE PARENTS



PRODUCTION OF FAD ADMINISTRATIVE REVIEW RECORDS FOR FOSTER/ADOPTIVE PARENT(S) CPS FOSTER AND ADOPTIVE HOME DEVELOPMENT (FAD) AND RECORDS MANAGEMENT GROUP (RMG)

