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Foster and Adoptive Home Assessment 2000-present

SAFE home study : the model home study for adoption and foster care [website].

Consortium for Children.

2006

Consortium for Children

65 Mitchell Boulevard, Suite D

San Rafael, CA 94903

Tel: (415) 491-2200

cfc@consortforkids.org

This website provides information about The Structured Analysis Family Evaluation (SAFE). The Structured Analysis Family Evaluation (SAFE) is a home study methodology that was designed to evaluate families for adoption, foster care licensure, relative placement and reunification readiness. It can also be used to accomplish consolidated home studies (simultaneous foster care and adoption study) for concurrent planning purposes. SAFE is built upon solid social work practice values that stress the importance of respectfully engaging families in a strength based, mutual evaluation process that strives to screen families in, not out. SAFE is also easily adaptable to fit the Regulations and requirements of any jurisdiction. (Author abstract)

<http://www.safehomestudy.org/>

A retrospective support assessment study of foster and relative care providers.

Johnson, Kristen.

Children's Research Center (National Council on Crime and Delinquency)

2005

Available from: Children's Research Center

426 S. Yellowstone Drive Suite 250

Madison, WI 53719

Tel: 608-831-8882

aboldon@mw.nccd-crc.org

Available from: <http://www.nccd-crc.org>

The foster care system was designed to provide protection for children who are unsafe in their homes. The maltreatment of a child in foster care by a foster care provider is, therefore, a major concern for county child welfare agencies legally responsible for the safety of children in placement. County child welfare staff must screen and approve foster and relative care providers, place children in homes that meet their needs, and monitor and support each family to ensure that appropriate care is provided to children in placement. These tasks are difficult to

accomplish. Improved foster care provider assessment procedures can help county child welfare agencies take preventive measures to increase the safety and well-being of children they place in foster care. The purpose of this research project is to help agencies conduct better assessments of each provider's ability to appropriately care for a child and estimate the likelihood that a caregiver will abuse or neglect a child placed in his/her home. Agencies can then target supportive services for foster and relative care providers at the greatest risk of a negative outcome, which may prevent maltreatment and/or inadequate care of a foster child. Five California counties (Los Angeles, Fresno, San Diego, Riverside, and San Bernardino) have contracted with the Children's Research Center (CRC) to assist them in developing an assessment system that will result in improved procedures for assessing foster and relative providers. A key component of the system is an actuarial assessment used to classify foster and relative providers by the likelihood that they will provide inadequate care to a child. The focus of this study was to develop such an instrument using data collected from the case files of 560 foster and relative providers who had a child placed in the home between January and May 2003 in one of the five participating counties. (Author abstract)

http://www.nccd-crc.org/crc/pubs/fcrp_support_assmnt_sept05.pdf

Kinship care : best practice guidance.

Child Welfare League of America.
2005

Available from: Child Welfare League of America
440 First Street, NW, Third Floor
Washington, DC 20001-2085
Tel: 202/638-2952

<http://www.cwla.org/cgi-bin/webassistance.htm>

Available from: <http://www.cwla.org>

This report provides best practice guidelines for child welfare professionals working with kinship families. Guidelines are discussed in the following areas: providing financial support and information to kinship families, family centered assessments, assessment with parents, assessment of the children, assessment of the kinship caregivers, and providing supports and services that are child centered, family focused, culturally responsive and tailored to the needs of kinship families. Guidelines for the development and implementation of the service and permanency plan are also discussed, as well as the roles, rights, and responsibilities in kinship care of parents, the kinship caregiver, and the child welfare agency.

<http://www.cwla.org/programs/kinship/bestpractice.htm>

Tools for working with kinship caregivers. Rev. ed.

Dougherty, Susan.

National Resource Center for Family-Centered Practice and Permanency Planning, Hunter College. School of Social Work. Casey Family Programs.
2005

Available from: National Resource Center for Family-Centered Practice and Permanency

Planning

Hunter College School of Social Work 129 East 79th Street

New York, NY 10021

Tel: 212-452-7053

grad.socworkadvisor@hunter.cuny.edu

Available from: <http://www.hunter.cuny.edu/socwork/nrcfcpp>

This report lists resources for working with kinship caregivers. It begins by describing training materials, including: a 27-hour curriculum for kinship caregivers, curriculum materials intended to prepare child welfare caseworkers for engaging family members of children in the development of a permanent plan for the child, a 12-hour training program for child welfare workers designed to highlight strategies and techniques for developing effective helping relationships and interventions with the extended family system to support intrafamilial child placements; materials for presenting nine Kinship Caregiver Forums for discussing issues of concern and developing supportive networks; a curriculum for training relative and nonrelated foster parents in the State of California; and a training manual for empowering grandparents raising grandchildren. Assessment tools are then described and address: assessing adult relatives as preferred caregivers, the implications of a research study that examined the degree of caregiver burden and social support perceived by kinship caregivers, and a caregiver assessment form from the Pennsylvania Department of Aging. Finally, the report provides descriptions of handbooks for caregivers, including handbooks for caregiving grandparents, a caregiver resource directory, and a handbook for kinship caregivers. A list of websites for information on caregiving grandparents is included, along with a list of additional resources on kinship care. <http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/Tools-for-working-with-kinship-caregivers.pdf>

Casey Foster Family Assessments [website].

Casey Family Programs.

2005

Casey Family Programs

1300 Dexter Avenue North Floor 3

Seattle, WA 98109

Tel: 206-282-7300 800-228-3559

aclsa@casey.org

The Casey Foster Family Assessments help workers assess foster parent applicants' strengths and development needs. Applicants complete free online assessments that address multiple areas of foster parenting, such as the ability to support foster child development, care for challenging children, negotiate worker and agency challenges, available time to foster, cultural receptivity in fostering, receptivity to birth family connections, and much more. Agency workers can use the score reports to open conversations and explore issues with applicants as they go through the licensing process. (Author abstract)

<http://www.fosterfamilyassessments.org/>

Licensing of family foster homes.

National Resource Center for Family-Centered Practice and Permanency Planning, Hunter College. School of Social Work.

2005

Available from: National Resource Center for Family-Centered Practice and Permanency Planning.

Hunter College School of Social Work 129 East 79th Street
New York, NY 10021

Tel: 212-452-7053

grad.socworkadvisor@hunter.cuny.edu

Available from: <http://www.hunter.cuny.edu/socwork/nrcfcpp>

This resource directory provides information on State policies regarding the licensing or approval of family foster homes. Each listing indicates sources of licensing information that include State statutes, policies, and websites, and some personal communications. Online sources are indicated when available. State entries include information on the State's licensing agency, licensing requirements, types of licenses, kinship care provisions and policies, and dual licensing for foster care and adoption. (Author abstract modified)

http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/Foster_Home_Licensing.pdf

The Adoption Home Study Process.

Child Welfare Information Gateway

2004

Publication Information: Washington, DC : Child Welfare Information Gateway

Available from: Child Welfare Information Gateway

1250 Maryland Avenue, SW Eighth Floor

Washington, DC 20024

Tel: 800.394.3366 703.385.7565

info@childwelfare.gov

Available from: <http://www.childwelfare.gov>

This fact sheet describes the types of information that will be collected from prospective adoptive parents during the home study process. The following elements are addressed: autobiographical statement, health statement, income statement, child abuse and criminal clearances, and references. Tips for the interview and home visit also are provided.

http://www.childwelfare.gov/pubs/f_homstu.cfm

http://www.childwelfare.gov/pubs/f_homstu.pdf

El proceso del estudio de hogar para la adopción

Child Welfare Information Gateway

2004

Publication Information: Washington DC : Child Welfare Information Gateway

Available from: Child Welfare Information Gateway

1250 Maryland Avenue, SW Eighth Floor

Washington, DC 20024
Tel: 800.394.3366 703.385.7565
info@childwelfare.gov

Available from: <http://www.childwelfare.gov>

Esta hoja informativa describe toda clase de información que se colecta de los futuros padres adoptivos durante el proceso del estudio de hogar (o estudio sociofamiliar). Se discute los siguientes elementos de los estudios de hogar: declaración autobiográfica, declaración de salud, declaración de ingresos, revisión de antecedentes criminales del maltrato y descuido de menores y las referencias. También se proporciona sugerencias para la entrevista y la visita de hogar.

<http://www.childwelfare.gov/pubs/proceso.cfm>

<http://www.childwelfare.gov/pubs/proceso.pdf>

Forging family connections : adoption plans for special children (including, Assessment; and ACNJ survey of selected adoption homes.)

Kelly, Ellen.

New Jersey. Dept. of Human Services. Division of Youth and Family Services. Association for Children of New Jersey.

2004

Publication Information: Trenton, NJ : New Jersey Dept. of Human Services, Division of Youth and Family Services.

Available from: Child Welfare Information Gateway

1250 Maryland Avenue, SW Eighth Floor

Washington, DC 20024

Tel: 800.394.3366 703.385.7565

info@childwelfare.gov

Available from: <http://www.childwelfare.gov>

Sponsoring Organization: Children's Bureau

This final report describes the activities and outcomes of a federally funded project designed to revitalize the many inter-connected systems that identify, support, and maintain special needs children in select adoptive families in New Jersey. The project accomplished this goal through the following initiatives: (1) implementation of a dual track system of service delivery at the public adoption centers that maintained momentum in finalizing adoptions for children able to achieve permanency in their foster family, and enhanced the practice skills need to work effectively with older or special needs children awaiting adoption; (2) large scale skill development and training for all adoptive staff; (3) redesigned adoption recruitment and home study procedures; (4) exploration of private agency recruitment and home study programs to supplement and support the public adoption program; (5) implementation of a 45-hour post-graduate adoption certification program for mental health professionals; (6) revitalization of the Post Adoption Counseling network to increase family-focused service to adoptive families, including development of week-long adoption family camps each summer; and (7) development of a Post Adoption Service Pyramid that outlines a three-tiered system of support to extend

services to all New Jersey adoptive families. Evaluation results from the project indicate from 2000 to 2002 there was a 24% increase in the overall rate of select home adoption for waiting children. Recommendations for future programs are provided. Extensive appendices include a placement assessment and other materials developed by the project.

Foster parent assessment tools [website].

Casey Family Programs. University of Tennessee Family Foster Care Project. University of Tennessee, Knoxville. College of Social Work. University of Tennessee, Knoxville. Children's Mental Health Services Research Center.

2004

Publication Information: Knoxville, TN : University of Tennessee, College of Social Work.

Available from: Children's Mental Health Services Research Center

University of Tennessee 128 Henson Hall

Knoxville, TN 37996

Tel: 865-974-1707

webmail@utk.edu

Available from: <http://utcmhsrc.csw.utk.edu>

This website provides links to two standardized measures developed by Casey Family Programs and the University of Tennessee to determine the capacity of foster parents to care for children. The Casey Foster Applicant Inventory assesses the strengths and support needs of foster parents during the licensing process. Applicants complete one form, which contains items about attitudes and family characteristics, while workers document their impressions of the prospective parents on another instrument. The Casey Home Assessment Protocol is conducted during the selection phase of the approval process. Instruments include self-report questionnaires for applicants and a foster care worker-led interview. The Foster Applicant Inventory and the Home Assessment Protocol are copyright and can be used without the permission of the publisher. Manuals, scoring programs, and copies of the instruments are provided.

<http://utcmhsrc.csw.utk.edu/caseyproject/tools.htm>

Casey Home Assessment Protocol (CHAP) technical manual.

Orme, John G. Cox, Mary Ellen. Rhodes, Kathryn W. Coakley, Tanya M. Cuddeback, Gary S. Casey Family Programs. University of Tennessee Family Foster Care Project. University of Tennessee, Knoxville. Children's Mental Health Services Research Center.

2004

Publication Information: Knoxville, TN : University of Tennessee, Children's Mental Health Services Research Center.

Available from: Children's Mental Health Services Research Center

University of Tennessee 128 Henson Hall

Knoxville, TN 37996

Tel: 865-974-1707

webmail@utk.edu

Available from: <http://utcmhsrc.csw.utk.edu>

This technical manual explains the methodology and structure of the Casey Home Assessment Protocol (CHAP), a comprehensive system for evaluating the capacity of a family to provide foster care. The tools are intended to measure strengths and needs for support so that applicants and agencies can make an informed decision about developing a partnership. The battery includes self-report questionnaires completed by applicants and a foster care worker-led interview. Results are compared to the characteristics of effective foster care providers regarding the motivation for fostering, family history, physical and mental health, family functioning, parenting styles, family resources, social support, cultural competency, readiness, and capacity to meet challenges. The technical manual reviews the theoretical basis of the instrument, the development of items and scales, and findings about reliability and validity. The majority of measures used in the CHAP had good to excellent internal consistency reliability and validity. Numerous references and tables.

<http://utcmhsrc.csw.utk.edu/caseyproject/manuals/CHAP%20Technical%20Manual.pdf>

Casey Foster Applicant Inventory (CFAI) user's manual.

Buehler, Cheryl. Orme, John G. Cuddeback, Gary S. Le Prohn, Nicole. Cox, Mary Ellen. Casey Family Programs. University of Tennessee Family Foster Care Project. University of Tennessee, Knoxville. Children's Mental Health Services Research Center. 2003

Publication Information: Knoxville, TN : University of Tennessee, Children's Mental Health Services Research Center.

Available from: Children's Mental Health Services Research Center
University of Tennessee 128 Henson Hall
Knoxville, TN 37996

Tel: 865-974-1707

webmail@utk.edu

Available from: <http://utcmhsrc.csw.utk.edu>

The Casey Foster Applicant Inventory (CFAI) is a standardized assessment tool that is used with foster family applicants during the licensing process. Its primary purpose is to help social workers and applicants identify their strengths and areas for needed development and support, with the ultimate goal of promoting the quality of care for foster children. This manual introduces the CFAI, explains how to score and administer it, and answers frequently asked questions. Everything needed to administer the CFAI well and interpret scores accurately is included. (Author abstract modified)

<http://utcmhsrc.csw.utk.edu/caseyproject/manuals/CFAI%20User%27s%20Manual.pdf>

The foster parent potential scale.

Orme, John G. Buehler, Cheryl. McSurdy, Michael. Rhodes, Kathryn W. Cox, Mary Ellen. University of Tennessee 2003

Publication Information: Knoxville TN: The University of Tennessee, College of Social Work
Distributed by: John Orme

University of Tennessee 128 Henson Hall
Knoxville, TN 37996
Tel: 865-974-1707

jorme@utk.edu

Available from: <http://utcmhsrsrc.csw.utk.edu/caseyproject/papers.htm>

This study describes the findings of field tests of the Foster Parent Potential Scale (FPPS), a new measure of the potential of foster family applicants to provide quality foster care. Based on standards developed by the Child Welfare League of America in 1975, the scale contains 76 items that address family relationships, cooperation with the agency, cultural and racial identity, spirituality, discipline, services, recreation, and participation in training and support. The field tests compared FPPS scores as rated by caseworkers to the agency's approval of the family, foster child placement, psychosocial problems exhibited by the foster parents, willingness to accept children, and demographic characteristics. Prospective data from 105 foster applicant families supported the internal consistency reliability of the FPPS, and for the most part, its predictive, convergent, and discriminant validity. High scores on the measure were correlated with agency approval and child placement. The notable exception to these results is that applicants of African-American/other race had higher scores than did European-American applicants, although the effect of race was small. Further research will establish the strength of the FPPS as a tool for making approval decisions and testing the effectiveness of training programs. (Author abstract modified) Numerous references, 8 tables.

Assessing and supporting kinship care givers / training program prepared by Bellefaire JCB.
Bellefaire JCB.

2003

Publication Information: Shaker Heights, OH : Bellefaire JCB.

Distributed by: Bellefaire JCB

22001 Fairmount Boulevard

Shaker Heights, OH 44118

Tel: 800-879-2522 216-932-2800

Available from: <http://www.bellefairejcb.org>

Sponsoring Organization: Children's Bureau

The Assessing and Supporting Kinship Care Givers curriculum was designed to improve social work practice with families who are caring for the children of relatives. The one day training session can be adapted to the specific policies and procedures of the particular agency conducting the workshop. Topics include the definition of kinship care and kin, benefits and challenges of kinship care, motivations of relatives to care for children, barriers to care giving, permanency options, and decision-making processes. The various needs of kin families are discussed, such as eligibility, approval and certification, care giving support, and cultural issues. Strategies focus on individualizing services for each child and family. The curriculum manual includes instructions for trainers, a workbook master, overhead masters, and a videotape of five segments. Recruitment posters and a brochure also are provided.

Structured Analysis Family Evaluation : SAFE overview.

Consortium for Children.

Publication Information: San Rafael, CA : Consortium for Children.

Available from: Consortium for Children.

65 Mitchell Boulevard Suite D

San Rafael, CA 94903

Tel: (415) 491-2200

cfc@consortforkids.org

Available from: <http://consortforkids.org/>

Abstract unavailable.

Structured Analysis Family Evaluation : SAFE desk guide.

Consortium for Children.

2003

Publication Information: San Rafael, CA : Consortium for Children

Available from: Consortium for Children

65 Mitchell Boulevard, Suite D

San Rafael, CA 94903

Tel: (415) 491-2200

cfc@consortforkids.org

Available from: <http://consortforkids.org/>

Abstract unavailable.

Confirming safe environments : assessing safety in kinship and foster home placements : a summary of training content.

ACTION for Child Protection, Inc.

2003

Publication Information: Charlotte, NC : ACTION for Child Protection, Inc.

Available from: ACTION for Child Protection, Inc.

2101 Sardis Road North Suite 204

Charlotte, NC 28227

Tel: 704.845.2121

Available from: <http://www.actionchildprotection.org>

Abstract unavailable.

An integrative assessment model as a means of intervention with the grandparent caregiver (Chapter 4 of Working with custodial grandparents.)

Conway, Francine. Sticker, George.

2003

Publication Information: Chapter 4 of: Working with custodial grandparents. New York :

Springer Pub. Co.

Available from: Springer Publishing Company

11 West 42nd Street 15th Floor
New York, NY 10036
Tel: 877-687-7476 212-431-4370

springer@springerpub.com

Available from: <http://www.springerpub.com>

This chapter presents an integrative assessment model for evaluating the situation of custodial grandparents based on Erikson's psychosocial model of development, attachment theory, and Bronfenbrenner's ecological systems theory. It explains the essential components of a grandparent caregiver case formulation, including: relevant background information, current life problems and life changes, emotional, social, and physical development, attachment the dyadic and triadic relationships, individual microsystems and shared microsystems, mesosystem, exosystem, and the integration of the collected data. Case scenarios and quotations are presented based on intensive interviews with grandmothers parenting their grandchildren. 22 references.

Licensing and payment of kinship foster parents (Chapter 3 of Kinship care : making the most of a valuable resource.)

Templeman, Amy Jantz.

2003

Publication Information: Chapter 3 of: Kinship care : making the most of a valuable resource.
Washington, DC : The Urban Institute Press.

Available from: The Urban Institute Press.

2100 M Street, NW

Washington, DC 20037

Tel: (877) 847-7377

pubs@ui.urban.org

Available from: <http://www.urban.org/>

Drawing on results from a study involving 96 focus groups of child welfare workers and kinship caregivers, this chapter examines how local child welfare agencies assess kin before placing a child in their care and how this assessment differs from the licensing of non-kin foster parents. It provides a brief history of financial assistance available to kinship caregivers, and documents federal and State policies for the licensing and payment of kinship foster parents. The chapter examines instances in which kin are not licensed as foster parents, licensing requirements that kin have difficulty meeting, and local practices that allow kin to receive waivers from licensing requirements and impact payment that kin are eligible to receive. Opinions of frontline child welfare workers and administrators regarding how kin should be licensed and financially supported are shared.

The Planning Early for Permanence (PEP) Project : final report (Including, Concurrent case planning foster parent assessment tool) / The Farm, Inc.

Farm, Inc.

2003

Publication Information: Emporia, KS : The Farm, Inc.

Available from: Child Welfare Information Gateway
1250 Maryland Avenue, SW Eighth Floor
Washington, DC 20024
Tel: 800.394.3366 703.385.7565
info@childwelfare.gov

Available from: <http://www.childwelfare.gov>

Sponsoring Organization: Children's Bureau

This final report describes the activities and outcomes of a federally funded project designed to provide concurrent case planning services for foster care children in out-of-home placements to achieve permanency as early as possible through family reunification or adoption. In January of 2003, The Farm, Inc., a nonprofit child welfare and behavioral services organization, assumed the final year of a three-year Adoption Opportunities grant originally awarded to Lutheran Social Services for Kansas and Oklahoma. Planning Early for Permanence (PEP) had the following key features: enhanced support, counseling and training for both birth families and resource families; children screened upon referral to determine their suitability for participation in the project; a targeted campaign to recruit resource families who were then screened by the Behavioral Service Department for inclusion in the project; a primary focus on members of the family kinship group for resource family recruitment; behavioral health services to support both birth and resource families; and an external evaluation of project outcomes conducted by the University of Kansas School of Social Work. The project resulted in the development of concurrent case plans for 39 children over the one-year grant period. None of the children were moved from their initial out-of-home placement, and 19 were placed with kin family members. The project employed a full-time recruiter to recruit resource families that resulted in 1,058 requests for applications and 274 completed applications. Of these applicants, 87 completed training and 16 families expressed interest in becoming a resource family and were referred to the Behavioral Health Department for a suitability assessment. After screening, nine families were approved. Coupled with multiple placements in individual kin families, this combined group of foster families proved sufficient to secure placement for all children participating in the project. Assessment instruments are attached. (Author abstract modified)

Understanding delays in the interstate home study process.

American Public Human Services Association.
2002

Publication Information: American Public Human Services Association.

Distributed by: American Public Human Services Association.

810 First St. NE

Washington, DC 20002

USA

Tel: 202-682-0100

Available from: <http://www.aphsa.org>

Sponsoring Organization: Children's Bureau

The Interstate Compact on the Placement of Children (ICPC) was intended to facilitate the adoption of foster children between state jurisdictions. Despite the efforts of ICPC administrators in each state, the home study process continues to present barriers to timely placement. The American Public Human Services Association surveyed administrators in all 50 states, the District of Columbia, the U.S. Virgin Islands, and six counties in California to identify the home study policies and procedures that delay interstate adoptive placements. Forty-seven states and three California counties responded to the questionnaire, which requested information about interjurisdictional barriers confronted as a sending or receiving state and innovative strategies used to increase efficiency. The most common delay cited by respondents was the resolution of issues related to the parents' ability to afford medical care. Other barriers were missing information, the completion of criminal background checks, and the lack of staff time. To save time during the home study process, 32 of the states issue dual foster/adoption licenses to prospective families. Twenty-three states contract for a private agency to conduct the home study in the receiving state when placing a child outside of their jurisdiction. However, few home studies were actually accomplished with this system. Thirty states share their existing home studies with sending states to eliminate a duplicate process. Detailed written financial forms also help to expedite placements. The study suggests that further improvements can be made by increasing interagency cooperation. 10 references, 12 notes, 7 tables.

<http://aaicama.aphsa.org/home%20study%20report.pdf>

The Sherman family : applying for adoption (Chapter 8 of Family assessment handbook : an introductory practice guide to family assessment and intervention.)

Thomlison, Barbara.

Florida International University.

2002

Publication Information: Chapter 8 of: Family assessment handbook : an introductory practice guide to family assessment and intervention. Pacific Grove, CA : Brooks/Cole.

Available from: Brooks/Cole Publishing

ITP 511 Forest Lodge Road

Pacific Grove, CA 93950

Tel: 800-354-9706

info@brookscole.com

Available from: <http://www.brookscole.com>

A case study is presented of family who wish to adopt a child to illustrate the following steps in the process of family assessment and intervention planning: identifying information and personal history, exploring family dynamics and community relationships, assessing home and neighborhood, evaluating income, exploring motivation for adopting, assessing the child desired, reviewing references, providing an overview of the assessment process, summarizing assessment results, and providing recommendations. An example of an assessment outline for a private adoption is included. Students using the handbook are asked to complete a three-generation genogram and a social network map for this family.

Assessing adult relatives as preferred caregivers in permanency planning : a competency-based curriculum.

Greenblatt, Sarah B. Crumbley, Joseph. Morse, Joan.

National Resource Center for Foster Care and Permanency Planning.
2002

Available from: National Resource Center for Foster Care and Permanency Planning
Hunter College School of Social Work 129 East 79th Street
New York, NY 10021
Tel: 212-452-7053

gmallon@hunter.cuny.edu

Available from: <http://www.hunter.cuny.edu/socwork/nrcfcpp>

This curriculum is designed to prepare child welfare supervisors so they can provide the educational and administrative support social workers will need as they identify and assess relatives who could be considered as first placement resources for children in need of out-of-home care, protection and permanency. It provides an overview of the key knowledge and skills needed to respectfully and effectively work with birth families and extended family resources, and it identifies family assessment categories that are different for relatives from the traditional family assessment or home study criteria used with non-relatives coming forward as potential foster or adoptive resources for children. Information and handouts are provided for competencies in seven key areas: (1) the legal mandates, principles, and premises guiding the development of relative care; (2) social work values and practice principles of child welfare practice; (3) the role of culture, values, and attitudes in assessing relative caregivers; (4) the engagement of families through respect, genuineness, and empathy; (5) using full disclosure to engage and contract with relatives; (6) assessing the capacity and motivation of relative caregivers; and (7) working as a team to make a decision. For each competency section, objectives of the training are identified and steps are outlines for conducting the training. An annotated bibliography on permanency planning and kinship care is provided, along with a training evaluation form.

<http://www.hunter.cuny.edu/socwork/nrcfcpp/downloads/assessing-adult-relatives-as-preferred-caregivers.pdf>

The evolution of federal and state policies for assessing and supporting kinship caregivers.

Leos-Urbel, Jacob. Bess, Roseana. Geen, Rob.

2002

Children and Youth Services Review

24 p. 37-52

Orlando, FL : Elsevier Ltd

Elsevier Ltd

6277 Sea Harbor Drive

Orlando, FL 32887-4800

Tel: (877) 839-7126

usjcs@elsevier.com

Available from: <http://www.elsevier.com>

The use of relatives as foster parents increased substantially in the 1990s and the federal and state governments are struggling to adapt existing foster care policies and practices to reflect the unique circumstances of these placements. We examine the evolution of policies affecting kinship caregivers based on data from a 1999 national survey of state child welfare administrators, a follow-up survey to one conducted in 1997. In 1999, 10 states required kin to meet the same standards as non-kin foster parents to care for children in state custody. The other 41 offer kin at least one other assessment standard that is different than non-kin standards. Of these 41, 25 states provide foster care payments to kin meeting these different standards. We also found that 39 states help place children with kin in some instances without seeking state custody. In addition, we found that at least 16 states made changes to their kinship care policies between the 1997 and 1999, illustrating that kinship care policies are still in flux. Finally, we note that recent federal policy changes that took effect after the survey period will likely have a significant impact on states' licensing and payment of kinship foster parents. (Author abstract)

Family Characteristics and Child Welfare Services: Does the Assessment Drive Service Provision?

Cash, S. J. Berry, M.

Ohio State University.

2002

Families in Society.

83 499-507

Publication Information: Milwaukee, WI: Alliance for Children and Families.

Reprints available from: Alliance for Children and Families

11700 West Lake Park Drive

Milwaukee, WI 53224

Tel: 414-359-1040

info@alliance1.org

Available from: <http://www.alliance1.org>

Assessment in child welfare comes in different forms, and are all designed to determine family needs, and what services will best address those needs. Little research has been done on the relationship between intake characteristics and the nature and structure of provided services. This study was performed on a program that was designed to prevent ineffective foster placement and to determine the match between family problems identified during assessment practice. A sample of 115 families receiving child welfare services were studied to determine the relationship between family characteristics and the services subsequently received by the family, to learn if those services matched the families needs. The authors conclude that the fit is best when concrete, rather than clinical, services are provided, but that parenting issues continue to drive the provision of all services. 6 tables. 25 references.

http://www.alliance1.org/Publications/fis/FIS_PDFs/83-5+6PDFs/Assessment%20Drive.pdf

The Multinational Transfer of Competency-Based Foster Parent Assessment, Selection, and Training: A Nine-Country Case Study.

Herczog, M. van Pagee, R. Pasztor, E. M.

National Institute of Family and Social Policy, Budapest (Hungary).

2001

Child Welfare

80 631-643

Publication Information: Child Welfare League of America, Inc., Washington, DC.

Available from: CWLA c/o PMDS

PO Box 2019

Annapolis Junction, MD 20701-2019

Tel: 800-407-6273

cwla@pmds.com

Available from: <http://www.cwla.org>

The UN Convention on the Rights of the Child (Articles 19 and 20) mandates that alternative care be available to protect children from maltreatment by parents and caregivers. Increasingly, countries around the world have recognized the benefits to child well-being of family-based care as an alternative to institutional care. The special, if not extraordinary needs, of children separated from parents because of abuse, neglect, or maltreatment and placed with foster families requires a commensurate effort to develop foster families who have special if not extraordinary skills. Methods that are effective and replicable across countries offer significant advantages, reducing investments in policies and practices that otherwise would have to be developed independently, country by country. This case study describes the factors that contributed to the transfer of knowledge in the assessment, selection, and training of foster parents and the impact to date. (Author abstract) 6 references.

Foster parents and the home environment : one way to assess the quality of foster care placements.

Smith, Maureen C.

2001

Available from: Center for California Studies

6000 J Street

Sacramento, CA 95819-6081

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This project was designed to address the following questions about foster care in California: (1) What are the actual parenting skills and practices used by foster parents of children aged 1 month to 6 years? (That is, how do foster parents interact, in the context of childrearing behaviors, on a day-to-day basis?) (2) How are these various foster parent practices (both skills and behaviors) related to different aspects of foster children's development (i.e., social,

emotional, and cognitive abilities)? (3) Can the instruments and measures in this study be adopted quickly and used easily by caseworkers to help them with case management (i.e., assessing the quality of the foster care placement with respect to foster parent child-rearing practices) (4) Can the measures and instruments used in this study also be used by social service agencies dealing with foster parents and foster children for intervention (e.g., in situations when foster parenting is not adequate) or training purposes? This project used currently available, reliable, and valid measures of the foster home care-giving environment as it relates to child developmental outcomes (social, emotional, and cognitive functioning). The measures can be used without extensive new costs or additional time on the part of the caseworker. These measures also are readily available and easily used by child welfare staff and outside researchers. There are two sets of measures. One set is appropriate for use with children between the ages of two months and three years. The second set of measures is appropriate for use with children between the ages of three and six years. My analysis of the data indicates that foster parents can and do use high-quality childrearing practices in naturally occurring situations and in their daily care-giving activities. Furthermore, these parenting practices are related to child functioning. Foster children living in homes that provide a higher quality child-rearing environment function at higher levels in respect to their cognitive, social, and emotional development. The measures used in this study can be used to assess the quality of the foster care childrearing environment. These measures were easy to learn and are simple to train others to use. The measures obtained adequate inter-rater reliability in this study and all have been well researched and validated in other research studies. When used for assessment purposes, these measures produced variability in parenting skills and practices and were able to reveal foster parents' strengths and weaknesses. Furthermore, the behaviors assessed in each measure are every-day care-giving behaviors that can be used to assist caseworkers in training foster parents or in designing intervention programs for foster parents needing assistance. (Author abstract) http://www.csus.edu/calst/government_affairs/reports/fostercare.pdf

Assessing and Promoting Quality in Kin and Nonkin Foster Care.

Shlonsky, A. R. Berrick, J. D.

California Univ., Berkeley.

2001

Social Service Review

75 60-83

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This article provides a comprehensive look at the elements that indicate quality of care in kinship

and nonkinship foster homes, highlighting the philosophical reasons for providing quality care and the theoretical underpinnings of kinship care. The sparse literature on quality of care in foster homes is augmented with indicators of quality in nonfoster homes, identifying a series of domains of quality, including child safety; educational support; mental health and behavioral support; developmental factors; promotion of positive attachment; and quality of life. The characteristics of quality caregivers also are addressed, such as understanding and compliance with agency procedures and social worker instructions; basic child care in the form of interaction, discipline, and home environment; and abilities to manage difficult behavior and work with biological parents. These domains frame an understanding of quality of care and provide a guide for constructing a quality assessment tool for kinship and nonkinship foster homes. (Author abstract modified) Numerous references.

Structured Analysis Family Evaluation (SAFE) : an overview.

Consortium for Children (Calif.) California. Dept. of Social Services. Adoptions Branch.
2000

Publication Information: [Calif.] : Consortium for Children.

Available from: Consortium for Children

Available from: <http://consortforkids.org>

In response to concern about the quality of family evaluations in the Independent Adoption Program, the California Department of Social Services Adoption Branch developed the Family Assessment Form (FAF), an evaluation that enabled workers to conduct a complete psychosocial evaluation recorded in a quantitative manner. In 1993, the FAF, new information gathering questionnaires, and a preformatted home study became the components of the Structured Adoption Family Evaluation (SAFE). This fact sheet describes the revision and expansion of SAFE to evaluate families for adoption, foster care licensure, relative placement, and parents for reunification readiness. SAFE can also be used to accomplish consolidated home studies (simultaneous foster care and adoption home study) for concurrent planning purposes. The five components to SAFE are explained, including: 1) SAFE Practice Values; 2) information gathering tools; 3) Psychosocial Inventory and Desk Guide; 4) computerized preformatted home study report; and 5) the child placement matching tool.

<http://www.safehomestudy.org/safe/overview.cfm>

Training for Determining Adult Relatives as Preferred Caretakers in Permanency Planning.

Maryland Univ. School of Social Work, Baltimore. Dept. of Training.
2000

Publication Information: Maryland Univ. School of Social Work, Baltimore. Dept. of Training.

Distributed by: University of Maryland, School of Social Work
525 W. Redwood St.

Baltimore, MD 21201

Tel: 410-706-3637

Sponsoring Organization: Children's Bureau (DHHS), Washington, DC.

A competency based training curriculum for social workers about the implementation of Title IV

E kinship care requirements was developed by the University of Maryland Baltimore School of Social Work training department in partnership with the Philadelphia Department of Human Services, two child welfare agencies in Philadelphia, and the Child Welfare League of America. The curriculum was designed to augment an existing training program with strategies for making decisions about placing children with relatives. The goals of the grant project were to assess the training needs of public and subcontracted child welfare workers; design a culturally sensitive, comprehensive, competency-based training curriculum; pilot test the training with two groups of 30 participants; and evaluate the effectiveness of the program. The resulting two-day training session prepared participants to use a decision making protocol that was developed for the program based on principles identified by the Child Welfare League of America. Emphasis was placed on supporting all members of the kinship arrangement—the kinship providers, the birth parents, and the children. Modules provided an introduction to kinship care and described the use of outcomes to develop a model for initial decision making, strategies for working with the kinship triad, methods for supporting positive outcomes for children, and role play. Participants in both pilot training sessions reported increased competency for making decisions about kinship care. They reported that the most helpful components of the program were the explanation of the decision making tool, the review of values, team collaboration, and sensitivity to the kinship triad, and safety planning.

The Dynamics of Power and Loss in Home Study Assessments.

Simmonds, J. Haworth, G.

British Agencies for Adoption and Fostering, London (United Kingdom).
2000

Publication Information: In: Selman, P. (Editor). *Intercountry Adoption: Developments, Trends and Perspectives*. British Agencies for Adoption and Fostering, London (England).

Available from: British Agencies for Adoption and Fostering
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Available from: <http://www.baaf.org.uk>

Adapted from Ireland's standards for intercountry adoption home study assessments, this chapter describes the responsibility of social workers and identifies issues that may influence their practice. Social workers are responsible to seven parties in the adoption process: the child; the biological parents; the adoptive parents; the adoption agency; other agencies; the country-of-origin; and self. Relationships between the parties in the adoption are often characterized or influenced by the dynamics of power and loss. The agency, the country, the professional, and sometimes the adoptive parents, have greater power than the children and the biological parents. The unequal distribution of power creates a system where one party can be exploited. The Irish government developed a set of standards to be used by agencies and social workers in order to reduce bias in the assessment process. With adequate information, all parties will understand the

criteria in the decision-making process. The standards involve the ability of the prospective parent to protect the child, provide a stimulating environment for development, value racial and cultural differences, understand the impact of the adoption on the child, and obtain assistance and support from the community. Strategies for establishing rapport with the adoptive family are also discussed.

A National Survey of Licensing of Out-of-Home Placements in Child Welfare.

Sparks, B. Sheehy, A. Colombo, M.

University of Southern Maine, Portland. National Resource Center for Organizational Improvement.

2000

Publication Information: University of Southern Maine, Portland. National Resource Center for Organizational Improvement.

Distributed by: National Resource Center for Organizational Improvement

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Sponsoring Organization: Children's Bureau (DHHS), Washington, DC.

Telephone interviews were conducted with child welfare administrators in all 50 states, the District of Columbia, and the U.S. Virgin Islands to collect information about their licensing procedures for foster homes, group homes, and residential care facilities. The interviews focused on the framework of the licensing program, relevant statutes and policies, timeframes and procedures for licensing, and staffing. Participants also described their perceptions of the strengths and weaknesses of their systems. This report summarizes the findings of the survey for each type of out-of-home placement. Approaches to implementation, safety and quality standards, criminal background checks, duration of licenses, renewal procedures, revocations and suspensions of licenses, provisional licenses, and training practices are specifically discussed. In general, the participants reported that the following factors contributed to the success of programs: strong licensing laws and clearly written rules and regulations; support for facilities; foster parent training; emphasis on safety; and new approaches to quality assurance. However, the survey revealed that more resources and better communication were necessary to strengthen the licensing programs. Technical assistance needs included more staff and more resources, funding for training, information-sharing, improved tools, and a better way to address quality. The study recommends that states update their laws and policies frequently to comply with current federal child welfare laws and best practice standards, and that they follow-through with required background checks. States should also share information about effective practices with each other. Survey questionnaires are included in the report. 17 tables and 6 measures.

<http://muskie.usm.maine.edu/helpkids/rcpdfs/licensing.pdf>

Dual Licensure of Foster and Adoptive Families: Evolving Best Practices.

Lutz, L. L. Greenblatt, S. B.

New York City Univ., NY. Hunter Coll. School of Social Work.
2000

Publication Information: Casey Family Programs, Seattle, WA.

Available from: Casey Family Programs

1300 Dexter Avenue North, Floor 3

Seattle, WA 98109-3542

Tel: 206.282.7300

Available from: <http://www.casey.org/>

This report describes best practices in the dual licensure of adoptive and foster parents. In dual licensing, adoptive and foster parents undergo the same screening and background check processes, interviews, home study training and other approval procedures. This expedites the adoption process if foster parents who have cared for a child want to adopt at some future date. State foster care and/or adoption managers were interviewed and adoptive families were in four states were studied. Among the practice implications of dual licensing are matching children and adoptive parents as an earlier concern and ensuring that family-centered practice and reunification remain central. Other findings are that systems reorganization benefits the child, parents and care staff, potential parents have to understand the permanency planning process, and there is a crucial need for ongoing recruitment. Policy implications include the need regulatory standards and due process for foster and pre-adoptive families, the need for equity in post adoption financial support, and the need to examine whether dual licensure enhance or impedes relative caregiver options. The authors conclude dual licensure may be the next important addition to the child welfare system. 25 references.

http://www.casey.org/NR/rdonlyres/5F5620F6-743E-4FC0-BE36-0DB04BE81157/128/casey_dual_licensure.pdf

Foster Family Care: Theory and Practice.

Martin, J. A.

University of Wisconsin, Green Bay.

2000

Publication Information: Allyn and Bacon, Needham Heights, MA.

Distributed by: Allan and Bacon

160 Gould St.

Needham Heights, MA 02494

This reference provides an overview of all aspects of foster care practice, from foster parent recruitment to permanency planning and transitions out of care. Considerations for placing a child into foster care, intervention strategies with birth parents and children, ongoing work with foster families, diversity issues, and evaluation of foster family services are specifically discussed. Emphasis is placed on the principles of family-centered practice, child development needs, the role of foster care in promoting permanency, cultural competency, and the

responsibility to serve children, their birth parents, and their foster families. Foster care is described within a continuum of services for at-risk children and their families. Shelter homes, kinship foster homes, non-kin foster homes, and specialized or treatment foster homes are discussed. Each chapter includes questions for discussion and debate. Numerous references, 3 figures, and 7 references.

Assessing families for kinship care.

Crumbley, Joseph.

Idaho Child Welfare Research and Training Center.
2000

Publication Information: Coeur d'Alene, ID : Idaho Child Welfare Research and Training Center

Distributed by: Idaho Child Welfare Research and Training Center

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Available from: <http://www.icwrtc.org/>

Sponsoring Organization: Children's Bureau

This federally funded videotape describes a model for assessing the ability of relatives to serve as kinship caregivers for a child in need of temporary or permanent placement. The assessment model also helps to determine the services and support that a family would need to improve their qualifications to be kinship parents. Components include: motivation; characteristics of household members; characteristics of caregivers; relationship with the birth family; family legacies, such as drug abuse, domestic violence, and caretaking patterns; and family resources. Questions should be asked about the ability of the relatives to provide a stable home for the child; risk for harming the child; attitude toward discipline; potential for the child to have split loyalties; and the willingness of the caregiver to fulfill legal responsibilities. Other questions consider the ability of the caregiver to shelter the child from negative family legacies and provide adequate food, clothing, education, and shelter. Finally, the model addresses alternative permanency planning in the event of illness or death of the caregiver and the appropriateness of placing sibling groups together. A study guide accompanies the videotape. (Author abstract modified)

The Idaho Kinship Care Training Initiative: Regional Training Series, September 1999 - March 2000.

Frumkin, M.

Eastern Washington Univ., Cheney. School of Social Work and Human Services.
2000

Publication Information: Eastern Washington Univ. School of Social Work, Cheney. Idaho Child Welfare Research and Training Center.

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Sponsoring Organization: Administration for Children, Youth and Families (DHHS), Washington.

This regional training series about kinship care practice was developed by the Idaho Child Welfare Research and Training Center, a joint project of the Eastern Washington University School of Social Work and the Idaho Department of Health and Welfare with funding from the Administration for Children, Youth and Families. The training program emphasizes principles identified by child welfare supervisors and staff in Idaho that focus on cultural competency, family-centered practice, consideration of the generational cycle of abuse, a broad definition of family members eligible to care for the child, and the appropriateness of placing a child in a neutral setting until a decision can be made about foster care. Sessions address kinship assessment; clinical issues for children, parents, and kinship caregivers; family group decision-making; and permanency planning. The participant's manual contains background materials, handouts, and exercises for each module. Self-study instructions for the assessment and clinical issues modules also are provided. 14 references, 7 figures.